Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Environmental Horticulture & Design

Program Mission(s): The Environmental Horticulture program is focused on students who are pursuing employment or developing an interest in the field of Environmental Horticulture (the "Green Industry"). While enrolled in the Environmental Horticulture & Design program, students learn to combine principles of sensible environmental design, construction, and maintenance practices for application to urban, rural and natural landscapes. Students also learn about the range of business services and manufacturing industries that support the Green Industry. To accomplish this goal, students are expected to adequately demonstrate a skill set necessary for success in the industry.

Program review team:

Name	Department	Position
Daniel Svenson	Environmental Horticulture & Design	Director
David Sauter	Environmental Horticulture & Design	Faculty

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Environmental Horticulture & Design	A.S.	64-64
Environmental Horticulture & Design	C.A.	64-65

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:
http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See Attachments				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
N/A				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Overall, our enrollment has held relatively stable for some years now. The director also monitors census seat counts for every class, every year. A good indicator of potential annual enrollment for our program is our HORT 50A Orientation to Environmental Horticulture course. For the fall quarter in the 2011/2012 year this course has the highest seat count in eight years. This seat count also represents a 24% increase over Fall of 2010).
2. Completion Rates: In terms of completion rates and success in courses, our pass rates have remained consistently at 92% over the previous three years.   We feel that given

natural attrition rates during any given quarter, this number reflects a very positive success rate for our students. In addition, our graduation rate has also remained relatively constant.

3. Productivity:
    a. Our 2010/2011 productivity number is 546, which is exactly the same as the college productivity goal. As mentioned above, we see a trend toward greater enrollment for this year. Our overall productivity is strong.
    b. Class size restrictions vary from class to class depending on the need for individual instruction. As a whole, class size restrictions appear to have little overall effect on our productivity because most of our classes have seat counts starting at 30 and we often see greater numbers in many of our classes.
    c. To meet the needs of students wanting a GE course in Environmental Horticulture, and with the support of our entire division, several years ago we created a "life science" course which could be counted toward a student's GE requirement. This course is HORT 10 (Environmental Horticulture and the Urban Landscape). While this course is still accepted in transfer to the UC/CSU systems, the curriculum committee recently removed it from the GE list (starting in 2012/2013). We feel this is unfortunate as it does not reflect a broad cross-section of choices for students at our college. Retaining this course on the GE list would help increase our productivity.

4. Course Offerings:
    a. Overall, we have found that there is some variation in enrollment in any given course from year-to-year. We try to look at long term trends instead of focusing on short-term anomalies. In addition, some courses are offered every other year so some of the enrollment trend data is not an accurate reflection of demand for the course.
    b. In response to demand, we have modified or consolidated some courses in the past year or so. For example, this year we combined two classes, Annuals and Perennials, into a single class, HORT 51C. Another example is our Interiorscaping class (HORT 51G) which was deactivated due to lack of enrollment after repeated offerings.

5. Curriculum and SLOs:
    a. All Environmental Horticulture courses are reviewed at minimum every three years for Title 5 compliance. This past year has seen the updating of virtually all of our courses and later this year we will be updating roughly 50% of our courses to meet state guidelines for repeatability. None of our courses have prerequisites and our advisories have been reviewed and are appropriate for each course in the program.
    b. Program mapping is directly in line with the college mission in that we are a career program which is focused on training people for employment in the Green Industry.
    c. No other programs at the college overlap with our program.
    d. The biggest changes in the Green Industry involve a move toward more sustainable landscape practices. We recognized this need several years ago and have been integrating instruction on sustainable practices into many of our courses. In addition, we have created new classes specifically geared toward sustainability.
    e. All courses within the Environmental Horticulture program have SLO's identified. We also have Program Learning Outcomes in place for our program.

6. Basic Skills Programs: As a career program, we are largely geared to providing basic skills training to our students. We also do have some transfers to university programs each year so a component of the training we provide also addresses this need (see below).

7. <u>Transfer Programs</u>: A number of our courses are articulated with the CSU and UC systems. Thanks to our articulation officer this number has grown in recent years and we hope this pattern stabilizes in the future to allow more students desiring to transfer the ability to articulate more of the courses they take in our program.   We also see transfers (and articulation) from time-to-time with universities outside the state.

8. <u>CTE Programs</u>: We are closely linked to a number of Green Industry professional organizations (CLCA, APLD, CAN, etc.). At least once a year we also hold a Horticulture Advisory Board meeting with representatives from various sectors of the Green Industry. Lastly, we have numerous speakers, field trips, and events where members of the Green Industry participate. We feel that our relationships with this industry are some of the strongest of any programs in California and are one of the key reasons that our students and graduates have good success in securing jobs in the industry.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

*****See Attachments*****

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

*****See Attachments*****

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
What findings can be gathered from the Course Level Assessments?

Overall, assessments for our courses have shown that the current SLO's are valid.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

* Some of the Plant Identification courses need minor adjustments to the format and quantity of plants to be covered in the course. They may also need minor changes in the process of field testing.
* Some components of the Landscape Construction field laboratories need improved assessment strategies for determining the successful mastering of skills.
* Some HORT 90 (short courses), may need to have improved student evaluation processes implemented (i.e. testing or skills test).
* None of the above changes require modification to Title V curriculum sheets at this time.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

Based on instructor feedback in the CL-SLO's for the Horticulture Program, all of the current SLOS's appear to accurately gauge student success in classes offered. We feel that the markers used are effective tools at the current time.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Assessments have allowed instructors to better align course content to meet both group and individual student needs. The assessment process has also helped instructors to focus on the means by which student success in each course is measured as well as to provide feedback on better evaluative techniques.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

No assessments have been completed as of this date. At the end of this school year, we should be able to evaluate student success based on the indicators we have developed. Two of our spring classes will be used. These are typically geared to advanced design and horticultural students and should be a good gauge as to their ability to enter the job market and the level of skills necessary to be successful.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

None yet.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Adjust presentation format for plant identification and quantity of plants covered.	HORT 51F: Only minor changes including the number of assessments required and the plants available for assessments.	Basic Skills, Work Force	Expanded student ability to utilize a wide variety of plants effectively in green industry careers.
2 Improve Field Skills Testing for Landscape Construction in the Applied Practices Course.	HORT 54D: Could use more objective measurement of skill acquirement.	Basic Skills	Ensures that students have achieved proficiency in field skills.
3 Review & implement changes to the student evaluation process for our short courses.	HORT 90E: Evaluation tools worked but were limited. Will need to be adjusted with the rewriting of the course.	Basic Skills	Quantifies the range of basic design principles learned by students.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Environmental Horticulture program rests squarely at the core of the college mission. We provide for workforce development which advance's California's growth & global competitiveness.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Strive to encourage student completion of A.S. Degrees or Certificates.	Ongoing	Increased faculty involvement with students to enhance retention and to meet the diverse needs of our students.	The Hort Dept. faculty have stepped up our contact with students and worked individually with students with scheduling, tutoring, and career planning.
2 Implementation and ongoing oversight of Student Learning Outcomes.	Ongoing	Continual improvements to, and updating of our curriculum to meet professional, industry, and community needs.	We continue to bring all faculty up-to-date on the monitoring and assessment of student learning outcomes for their classes. Curriculum has seen a major overall this year.
3 Increasing our community and professional outreach and educational offerings.	Ongoing	Faculty and staff involvement in green industry and community outreach.	We continue to expand our outreach to the professional community through special events and hosted seminars.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Develop enhanced retention strategies and methodologies for working with at-risk students.	Long Term		
2 Continue to develop/expand and maintain our facilities for instructional purposes.	Long Term		
3 Expand instructional capabilities to maximize student learning.	Long Term		

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Laboratory Technician (Full Time)	Reallocation of existing Division resources	Expand instructional capabilities to maximize student learning.	B-Budget Augmentation
11 Month Contract for Director	$8,500	Goals 1, 2, & 3	B-Budget Augmentation

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Director reassigned time		Goals 1, 2, & 3	College

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
141459	$5,000	All	Lottery, Perkins

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Lath House Expansion & Instructional Gardens	$200,000	Expand instructional capabilities to maximize student learning.	Measure C, Fundraising
Toro Dingo Compact Utility Loader	$25,000	Expand instructional capabilities to maximize student learning.	Lottery, Perkins

One-time/Other: (Release time, training, etc.?)

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Increased Director Release Time	$20,000	1 Develop enhanced retention strategies and methodologies for working with at-risk students. 2 Continue to develop/expand and maintain our facilities for instructional purposes.	B-Budget Augmentation

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Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	1. The Horticulture Program has very good instructional facilities overall, which enhances student learning. 2. Overall, the current structural arrangement of faculty and staff provides for a high quality	1. Program has an excellent reputation in the Green Industry. Graduates find employment fairly readily in many sectors. 2. Outreach and extracurricular programs bring the program positive

	instructional environment.	attention from both the professional and lay communities.
Weaknesses	1. Inadequate funding stymies the ability of the program to deliver the highest quality of educational experience to our students. 2. Inadequate faculty and staff resources stymie the ability of the program to deliver the highest quality of educational experience to our students.	1. The economic conditions of the day represent challenges in providing employment opportunities to all of our students.
Opportunities	1. Should funding become available, the program will expand our Lath House. The current size is inadequate for instruction.	1. The potential to conduct additional fundraising. The program already has conducted significant fundraising activities in the past and the main limitation is inadequate faculty / staff time to dedicate to this endeavor.
Threats	1. The uncertain State budget complicates achieving most of our goals.	1. External demand for students or graduates due to the poor economy.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?
   * The most critical issue is finding the time and resources to implement our goals for the program. We do expect to continue conducting outreach in a variety of ways, as we have done in the past. We also will continue, as much as possible, to support Green Industry organizations through sponsorship of seminars, events, etc.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?
   * Beyond the uneven employment market, there are very few concerns for our program. We feel that our program is strong in terms of current student enrollment. In addition, there is a very favorable view of our program by both the professional green industry community as well as the neighboring lay community.

5.4 Address the concerns or recommendations that were made in prior program review cycles.
   * One theme that arose in some of the SLO assessments was the need for more assistance with coordinated facilities and lab related aspects of our classes. The lab tech for Horticulture assists and helps manage critical safety issues and facilities maintenance operations. He/she also provides essential lab preparation, acquisition of lab materials and supplies, and outreach assistance. A full-time person is *mandatory* due to current Hazmat/Regulatory requirements for our program as well as the continued maintenance of equipment and facilities to ensure a safe environment for student learning. At the current time, this need is not fully met.

    * Funding, as always, is linked to addressing many needs within our program. It is an issue that may not soon be addressed due to current economic conditions. Hopefully the future holds more promise for the California Community College system.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

    * <u>Enrollment</u>: Overall, our enrollment has held relatively stable for some years now. In fact, our 2010/2011 productivity number of 546 is exactly the same as the college productivity goal. The director also monitors census seat counts for every class, every year. A good indicator for the 2010/2011 year is that our Fall orientation course has the highest seat count in eight years.

    * <u>Community Support</u>: Based on people, organizations, and professionals who contact and work with our program, we know that the Environmental Horticulture and Design program at Foothill College is held in the highest regard. Since referrals are one of the top means by which students hear of our program, we are confident that given that choice of several programs, potential students will most likely choose Foothill.

    * <u>Course Success</u>: In terms of course success, our pass rates have remained consistently 92% over the previous three years. We feel that given natural attrition rates during any given quarter, this number reflects a very positive success rate for our students.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The program has excellent faculty, a wonderful facility and strong support from the community & business.

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended Next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Phyllis Spragge, Dean 1/6/12

Unit Assessment Report - Four Column

Foothill College

Program (BHS-HORT) - Environmental Horticulture and Design AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BHS-HORT) - Environmental Horticulture and Design AS/CA - 1 - Students will demonstrate skills necessary to design residential landscapes. **PL-SLO Status:** Active	**Assessment Method:** For students planning to practice landscape design as a career, we have devised a class project which puts them into the shoes of a practicing landscape designer. In our HORT 60F Landscape Design: Process class, students work on a real project with a real client. Students follow the same steps, A through Z, that a landscape designer would in designing a residential landscape. **Assessment Method Type:** Class/Lab Project **Target:** A successful student would be able to demonstrate to a real client a working knowledge of landscape design principles and practices. Each student will prepare and submit to the client plans and other supporting documents which showcase their ideas and sell the project to the client.		
Program (BHS-HORT) - Environmental Horticulture and Design AS/CA - 2 - Students will be able to identify plant material. **PL-SLO Status:** Active	**Assessment Method:** Through field tests, students will be able to correctly identify a variety of trees, shrubs, and ground covers. For this assessment, we utilize our spring, HORT 51B Plant Materials II course. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** On their final plant identification exam, students will demonstrate an accurate level of plant knowledge for at least 80% of plant features reviewed.		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up

Foothill College

Department - Environmental Horticulture & Design (HORT)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 10 - ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE - SLO 1 - Scientific Process - student will describe scientific method (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform lab exercises employing the scientific method. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80% of students will complete lab activites with an average score of 75% or higher.	03/29/2012 - 92% of the enrolled students completed the activities that required application of the scientific method with an average score of 90%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** lab assistant to help with monitoring activities in large classes **IL-SLO Reflection:** The SLO is current and an effective measure of classroom learning. No changes are anticipated in the SLO.	03/29/2012 - lab activities will be strengthened for next years class
Department - Environmental Horticulture & Design (HORT) - HORT 10 - ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE - SLO 2 - Global/Community Conciousness - demonstrate knowledge of the impact of urban activities on environmental systems (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** student will answer objective questions on an exam related to environmental systems in an urban area **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will score an average of 75% or higher on the exam.	03/29/2012 - 52 students were enrolled in the class and the average score of the exam was 83.4%. 84.6% of the students enrolled scored at or above the 75% threshold goal. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** lab assistant to help monitor the large numbers of students in lab situations **IL-SLO Reflection:** The students met the target for this class. The SLO is still valid and reliable and does not require alteration.	03/29/2012 - exam will be given earlier and expanded in order to avoid conflicts with project presentations
Department - Environmental Horticulture & Design (HORT) - HORT 15 - ORIENTATION TO ENVIRONMENTAL HORTICULTURE - SLO 1 - Responsibilities - demonstrate knowledge of career opportunities in the green industry through written examinations. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Students will be assessed based on a multiple choice question which explores their understanding of career opportunities in the green industry. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will correctly answer the question(s) concerning career opportunities	01/15/2012 - 100% of students correctly answered the questions on the final exam relating to career opportunities in the green industry. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active	in the green industry.		
Department - Environmental Horticulture & Design (HORT) - HORT 15 - ORIENTATION TO ENVIRONMENTAL HORTICULTURE - SLO 2 - Application of knowledge - Demonstrate knowledge of the environmental horticulture sciences, including plant terminology, on written examinations. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be assessed using multiple choice questions which includes images of plants, features of which must be identified. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students taking the final exam will be able to correctly identify 80% of plant terms, plant features, and/or horticultural terminology.	01/15/2012 - 92% of the students were correctly able to identify the plant terms and features on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 21 - PLANT MATERIALS I - SLO 1 - Knowledge - Identify trees presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field tree identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of students will obtain a score of 75% or higher on identification exams.	12/14/2011 - 92% of students obtained a score of 80% or higher of identification quizzes. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** More on campus plantings to be used for field identification. **IL-SLO Reflection:** SLO is reliable and valid.	12/14/2011 - Encourage planting of more diverse plant material on campus.
Department - Environmental Horticulture & Design (HORT) - HORT 21 - PLANT MATERIALS I - SLO 2 - Application of knowledge - Compare and contrast tree features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete objective exam requiring selection of trees for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of students will obtain a score of 75% or higher of the exam.	12/14/2011 - 90% of students obtained an average score of 95% of the exam. Averages do not include students who dropped course before end of quarter. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Lab assistant to help with class management. **IL-SLO Reflection:**	12/14/2011 - No major changes planned in teaching or assessment strategies.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		SLO is reliable and valid.	
Department - Environmental Horticulture & Design (HORT) - HORT 22 - PLANT MATERIALS II - SLO 1 - Knowledge - Identify shrubs presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field shrubs identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% or higher.		
Department - Environmental Horticulture & Design (HORT) - HORT 22 - PLANT MATERIALS II - SLO 2 - Application of knowledge - Compare and contrast shrub features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete objective exam requiring selection of shrubs for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 80% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 23 - PLANT MATERIALS: CALIFORNIA NATIVE PLANTS - SLO 1 - Knowledge - Identify California Native Plants presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field ground California native plants identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 80% or higher on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 23 - PLANT MATERIALS: CALIFORNIA NATIVE PLANTS - SLO 2 - Application of knowledge - Compare and contrast California Native	**Assessment Method:** Students will complete objective exam requiring selection of ground covers and vines for design situations based on required features and cultural conditions.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Plants features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% or higher on 4 of the 5 graded assignments.		
Department - Environmental Horticulture & Design (HORT) - HORT 24 - PLANT MATERIALS: GROUND COVERS & VINES - SLO 1 - Knowledge - Identify ground covers and vines presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field ground cover and vines identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students in the class will pass. Average passing score will be 75%.	12/14/2011 - 95% of the students passed the exam, with an average passing score of 86%. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** More plant examples on campus would improve learning. Limited resources now available. **IL-SLO Reflection:** SLO is still reliable and valid.	12/14/2011 - Continue to update plant list and plant locations for class. ————————————————
Department - Environmental Horticulture & Design (HORT) - HORT 24 - PLANT MATERIALS: GROUND COVERS & VINES - SLO 2 - Application of knowledge - Compare and contrast ground covers and vines features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete objective exam requiring selection of ground covers and vines for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of students should achieve a passing score. The average score should be above 75%.	12/14/2011 - 95% of the students passed this SLO, with an average score of 90%. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Additional gardens to display plant materaial covered in class. **IL-SLO Reflection:** SLO is still reliable and valid.	12/14/2011 - Improve plant data offering to class through improved data sheets. ————————————————
Department - Environmental Horticulture & Design (HORT) - HORT 25 - PLANT MATERIALS: BAMBOOS & PALMS - SLO 1 - Knowledge - Identify bamboos and palms presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** Students will complete field bamboo and palm identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score 80% correct on exam.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 25 - PLANT MATERIALS: BAMBOOS & PALMS - SLO 2 - Application of knowledge - Compare and contrast bamboos and palms features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** Students will complete objective exam requiring selection of bamboos and palms for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will complete 4 of 5 class assignments with a score of 80% or higher.		
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 26 - PLANT MATERIALS: PERENNIALS & ANNUALS - SLO 1 - Knowledge - Identify perennials and annuals presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Students will complete field perennial and annual identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will pass with a score of 80% or higher.		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 26 - PLANT MATERIALS: PERENNIALS & ANNUALS - SLO 2 - Application of knowledge - Compare and contrast perennials and annuals features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** Students will complete objective exam requiring selection of perennials and annuals for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will complete 4 of the 5 course projects with a score of 80% or higher.		
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 30 - HORTICULTURAL PRACTICES: SOILS -	**Assessment Method:** Student will perform labs assessing soil chemical and physical properties.	03/29/2012 - On the soil report 100% of the enrolled students scored at 75% or higher. **Result:**	03/29/2012 - plant tissue testing will be added next year if testing supplies are available

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
SLO 1 - Application of Knowledge - Evaluate a soil by chemical and physical means. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will achieve a minimum score of 75% on the soil report.	Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** additional soil testing supplies to expand testing opportunities **IL-SLO Reflection:** SLO may require adjustment down from 100% to accomodate those students who drop mid course. Basis of measurement is valid.	
Department - Environmental Horticulture & Design (HORT) - HORT 30 - HORTICULTURAL PRACTICES: SOILS - SLO 2 - Knowledge - Demonstrate a knowledge of terms and principles of soil chemistry, physics, and commercial management. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete an objective exam evaluating knowledge of soil management techniques. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% on soils exam.	03/29/2012 - 95% of the students achieved a score of 80% or higher on the objective exam given at the conclusion of the course. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** lab assistant to help with large numbers of students in labs **IL-SLO Reflection:** SLO adequately measures the course success. No changes are anticipated.	03/29/2012 - more emphasis on review and problem solving questions will be added to exam
Department - Environmental Horticulture & Design (HORT) - HORT 31 - HORTICULTURAL PRACTICES: PLANT PROPAGATION - SLO 1 - Application of Knowledge - Demonstrate an understanding of the propagation methods used in commercial plant production. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a written objective exam regarding the aspects of commercial plant propagation. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will obtain a minimum score of 75% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 31 - HORTICULTURAL PRACTICES: PLANT PROPAGATION - SLO 2 - Knowledge -	**Assessment Method:** Student will identify and describe the anatomy of seeds in lab activities. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Identify basic anatomy of various different types of seeds. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 90% of the students will be able to perform necessary operations with seeds in class.		
Department - Environmental Horticulture & Design (HORT) - HORT 40 - LANDSCAPE DESIGN: GRAPHIC COMMUNICATION - SLO 1 - Application of Knowledge - demonstrate knowledge of the fundamentals of landscape design communication and landscape design process on class projects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Completion of final landscape design project which demonstrates core graphic design capabilities. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully complete a final project demonstrating competency in graphic skills.	01/15/2012 - A little over 80% of students were successfully able to finish the final project. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **IL-SLO Reflection:** Course will be restructured to ensure a higher completion rate of the final project. The assessment target will also be examined.	
Department - Environmental Horticulture & Design (HORT) - HORT 40 - LANDSCAPE DESIGN: GRAPHIC COMMUNICATION - SLO 2 - Application of knowledge - develop visual communication "thinking" skills through the completion of a sketchbook. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Completion of a sketchbook. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a sketchbook containing a minimum of ten sketching assignments.	01/15/2012 - 91% of students completed the sketchbook. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 45 - LANDSCAPE DESIGN: COMPUTER APPLICATIONS - SLO 1 - Knowledge - demonstrate knowledge of landscape design software command skills through development of an appropriate landscape design project. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student shall complete a final landscape design project illustrated competencies in computer aided design. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students shall successfully complete this project.	03/29/2012 - 100% of the students successfully completed the final landscape design project with an average score of 97%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** updated computers and CADD software in	03/29/2012 - software set for annual upgrade _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013		the 8401 lab. **IL-SLO Reflection:** This SLO and it's assessment method are valid and reliable. No change is anticipated.	
Course-Level SLO Status: Active		12/14/2011 - 94% of the students completed the assignments. Two students tested out or dropped prior to testing. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Software needs to be updated. Need for lab assistant time is necessary. **IL-SLO Reflection:** SLO is reliable and valid.	12/14/2011 - Will seek funds to upgrade software. Assignments will be refined to better test skills. ——————————————————
Department - Environmental Horticulture & Design (HORT) - HORT 45 - LANDSCAPE DESIGN: COMPUTER APPLICATIONS - SLO 2 - Application of knowledge - utilize the terminology appurtenant to computer aided design software. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** In lab, student will be able to converse with other students and instructor using appropriate CAD terminology. **Assessment Method Type:** Discussion/Participation **Target for Success:** 100% of students should be able to utilize computer terminology.	03/29/2012 - 100% of the students obtained an excellent ability to understand and converse using the terminology appropriate to the CAD software. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** updated computers and CADD software for 8401 lab **IL-SLO Reflection:** This SLO is valid and reliable. No change is anticipted.	03/29/2012 - software set for annual upgrade ——————————————————
		12/14/2011 - 100% of students who remained in class throughout quarter were able to converse in terms and language appropriate to technology. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Softward needs to be updated. Lab assistant required. **IL-SLO Reflection:** SLO is reliable and valid.	12/14/2011 - Seek funds for software upgrade. Encourage more in-class tutoring and discussion of issues. ——————————————————
Department - Environmental Horticulture & Design (HORT) - HORT 52C - HORTICULTURE PRACTICES: PLANT	**Assessment Method:** Student will complete a performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
INSTALLATION & MAINTENANCE - SLO 1 - Application of Knowledge - Demonstrate skills required for proper pruning of various species of trees and shrubs. (Created By Department - Environmental Horticulture & Design (HORT))	evaluation of their pruning skills. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 85% on their skill evaluation.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 52C - HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE - SLO 2 - Application of knowledge - Plant trees and shrubs. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will complete a performance evaluation of their planting skills. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score a minimimum of 85% on their skills evaluation.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 52E - HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT - SLO 1 - Application of Knowledge - Demonstrate skill required to maintain greenhouse and nursery facilities (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform graded lab activities in greenhouse and nursery facility management. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will produce a living crop by the end of the class.	12/13/2011 - 90% of the attempted crop productions were successful. 10% crop failure was primarily due to selected propagation method rather than facility management. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Additional assistance from lab assistant would help with between class facility management. Facilities and resources adequate. **IL-SLO Reflection:** SLO is appropriate for this class.	12/14/2011 - Improve propagation method selection process for future classes. Add lab assistant to monitor plants between classes.
Department - Environmental Horticulture & Design (HORT) - HORT 52E - HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT - SLO 2 - Knowledge -	**Assessment Method:** Student will complete an objective exam or report in the identification and classification of growing structures. **Assessment Method Type:**	12/14/2011 - 100% of students who completed course successfully identified structures and use. **Result:** Target Met **Year This Assessment Occurred:**	12/14/2011 - No major changes anticipated for this class. More off-site travel to businesses using these structures can be included when the class moves to day time offering.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Identify major types of growing structures and their respective roles in commercial plant production. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 80% of class can identify structures and recommend appropriate use.	2010-2011 **Resource Request:** Lab assistant to help with greenhouse management. **IL-SLO Reflection:** SLO is reliable and valid.	
Department - Environmental Horticulture & Design (HORT) - HORT 52F - HORTICULTURAL PRACTICES: INTERIORSCAPING - SLO 1 - Application of Knowledge - Select suitable plants for interior environments. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will take an objective multiple choice exam selecting plants suitable for interior cultural situations. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 85% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 52F - HORTICULTURAL PRACTICES: INTERIORSCAPING - SLO 2 - Application of knowledge - Exhibit an understanding of design principles influencing interiorscaping. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a design of an interior space using appropriate plant material. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 85% on their design.		
Department - Environmental Horticulture & Design (HORT) - HORT 52G - HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT - SLO 1 - Knowledge - Identify common turf grasses. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Student will complete field turf grass identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 85% or higher on the exam.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 52G - HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT - SLO 2 - Application of knowledge - Demonstrate methods of installing a lawn by sodding or seeding. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will complete a performance evaluation lab demonstrating ability to install sod and seeding a lawn. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of the students will achieve a score of 60% or higher in lab activity.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 52H - HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT - SLO 1 - Knowledge - Identify various plant diseases, insects, and weeds. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will complete and identification quiz of common plant diseases, insects, and weeds. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score a minimim of 85% on a field identification exam.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 52H - HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT - SLO 2 - Application of knowledge - Demonstrate skills in developing integrated pest management plans. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will write an integrated pest management plan for a horticultural facility. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score a minimum of 85% on the plan.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 54A - LANDSCAPE CONSTRUCTION: GENERAL PRACTICES - SLO 1 - Knowledge - correctly identify tools used in landscape construction. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students are given a mid-term exam in week 6 which asks students to define and/or identify a variety of tools used in landscape construction. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will pass the portion of the exam related to tools.	01/15/2012 - 97% of students pass the portion of the exam related to tools. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 54A - LANDSCAPE CONSTRUCTION: GENERAL PRACTICES - SLO 2 - Application of knowledge - demonstrate, on manipulative examinations, the implementation of basic landscape construction projects using a variety of building materials and hardware. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 90% of students will be able to physically demonstrate the steps in building a wood deck during a field lab. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students participating in this lab section will successfully complete the building of a wood deck.	01/15/2012 - 100% of the students were able to successfully complete the construction of a wood deck. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **IL-SLO Reflection:** Assuming that 100% of the students will successfully complete this lab may be ambitious, even though typically every student involved has a basic understanding of the process by the completion of the lab. I will modify the target for success for this task.	
Department - Environmental Horticulture & Design (HORT) - HORT 54B - LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES - SLO 1 - Application of Knowledge - demonstrate, on manipulative examinations, the correct use of surveying tools used in landscape construction projects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will be evaluated in the field in their successful use and understanding of landscape survey equipment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will demonstrate proficiency in the use of survey tools.		
Department - Environmental Horticulture & Design (HORT) - HORT 54B - LANDSCAPE	**Assessment Method:** Multiple choice question on estimating		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
CONSTRUCTION: TECHNICAL PRACTICES - SLO 2 - Application of knowledge - demonstrate, on written examinations, knowledge of estimating techniques used in landscape construction. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	techniques that demonstrates mastery of core concepts in landscape estimating. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will pass sections of the test relating to estimating concepts.		
Department - Environmental Horticulture & Design (HORT) - HORT 54C - LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES - SLO 1 - Knowledge - identify the parts of an irrigation system (pipes and fittings, sprinkler heads, valves, backflow preventers, drip systems, and controllers). (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice exam, student will be able to correctly identify 80% of common irrigation components. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will meet the benchmark requirement for the identification of irrigation components.		
Department - Environmental Horticulture & Design (HORT) - HORT 54C - LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES - SLO 2 - Application of knowledge - program an irrigation time clock (controller) correctly. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** In a controller programming lab, student will demonstrate mastery of irrigation controller programming. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will demonstrate competency in the programming of an irrigation controller.		
Department - Environmental Horticulture & Design (HORT) - HORT 54D - LANDSCAPE CONSTRUCTION: APPLIED PRACTICES - SLO 1 - Application of Knowledge - Construct specialized and advanced landscape projects. (Created By Department	**Assessment Method:** Student will demonstrate skills by participating in construction of landscape projects in lab. **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
- Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Target for Success:** 90% of students participating in the labs will demonstrate proficiency in the construction of landscape projects.		
Department - Environmental Horticulture & Design (HORT) - HORT 54D - LANDSCAPE CONSTRUCTION: APPLIED PRACTICES - SLO 2 - Application of knowledge - Operate motorized landscape equipment. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will demonstrate skills in a practical activity laboratory. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students participating in the labs will demonstrate proficiency in the use of motorized landscape equipment.		
Department - Environmental Horticulture & Design (HORT) - HORT 55A - GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES - SLO 1 - Responsibilities - Discuss common management problems and potential solutions. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Through classroom participation and open discussions, students will demonstrate an understanding of the basic business practices utilized in the green industry. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will participate in classroom activities which demonstrate an understanding of the basic business practices utilized in the green industry.	03/29/2012 - Students who were present in the class participated in the discussions and activities related to business practices. Attendance averaged 95.8% for the class throughout the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none requested **IL-SLO Reflection:** The measure is moderately effective in measuring success. No measure exists to guage the level of participation. No significant changes are anticipated for this SLO.	03/29/2012 - add more problem solving scenarios to next years class
Department - Environmental Horticulture & Design (HORT) - HORT 55A - GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES - SLO 2 - Application of knowledge - Prepare a written business or stategic management plan. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Successful completion of a business or strategic management plan. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully complete a business or strategic management plan.	03/29/2012 - 98% of the students completed a business, stragegic management plan, marketing plan, employee manual or an objective exam covering the class topics. The average score was 95% for the completed assignments. **Result:** Target Met **Year This Assessment Occurred:**	03/29/2012 - formalize the addition of a variety of options to meet the final grading criteria for next years class

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active		2011-2012 **Resource Request:** none requested **IL-SLO Reflection:** The SLO and assessment method should be adjusted to reflect the expanded assignment offerings.	
Department - Environmental Horticulture & Design (HORT) - HORT 55B - GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES - SLO 1 - Responsibilities - List activities involved in recruiting and managing employees. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 55B - GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES - SLO 2 - Job tasks - Demonstrate knowledge of human resource management techniques. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 60B - LANDSCAPE DESIGN: THEORY - SLO 1 - Application of Knowledge - exhibit an understanding of the elements and principles of landscape design theory through class projects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Student will demonstrate mastery of design principles through completion of a final project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will successfully complete a final project exhibiting a clear understanding of landscape design theory.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 60B - LANDSCAPE DESIGN: THEORY - SLO 2 - Application of knowledge - demonstrate knowledge of intermediate graphic communication skills as they relate to landscape design problems through a series of projects. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will demonstrate intermediate graphic communication skills on a project involving color rendering. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will complete a project related to the use of color.		
Department - Environmental Horticulture & Design (HORT) - HORT 60C - LANDSCAPE DESIGN: IRRIGATION - SLO 1 - Application of Knowledge - Develop an irrigation plan for a residential or small commercial irrigation system. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete an irrigation design for a residential or small commercial site which demonstrates competency in all facets of irrigation design **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will successfully complete the final irrigation design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 60C - LANDSCAPE DESIGN: IRRIGATION - SLO 2 - Application of knowledge - interpret irrigation drawings, details, and specifications. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice exam question which specifically tests knowledge of one aspect of irrigation plan reading. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of students will pass the section of the exam relating to irrigation plan reading.		
Department - Environmental Horticulture & Design (HORT) - HORT 60D - LANDSCAPE DESIGN: PLANTING - SLO 1 - Application of Knowledge - Demonstrate, through assigned projects, knowledge of planting design as it relates to the aesthetic, cultural,	**Assessment Method:** Student shall complete a series of short projects which illustrate knowledge of aesthetic, cultural, ecological, and functional uses of plants in the landscape. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
ecological, and functional use of plants in the landscape. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** 80% of students shall successfully complete the short projects.		
Department - Environmental Horticulture & Design (HORT) - HORT 60D - LANDSCAPE DESIGN: PLANTING - SLO 2 - Application of knowledge - demonstrate proficiency in creating planting plans for residential landscape projects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall complete a final project which illustrates their knowledge of planting design principles. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students shall successfully complete the final planting design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 60F - LANDSCAPE DESIGN: PROCESS - SLO 1 - Application of Knowledge - exhibit an understanding of the principles of landscape design process through one or more residential design projects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall complete a final residential landscape design project which demonstrates competency in landscape design process. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students shall successfully complete the final residential landscape design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 60F - LANDSCAPE DESIGN: PROCESS - SLO 2 - Application of knowledge - prepare a project timeline and budget. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Student shall prepare a project timeline for the successful completion of a residential landscape design project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students completing the course will demonstrate competency in preparing a		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013	project timeline and budget.		
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 60G - LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS - SLO 1 - Knowledge - Export drawings to printers and external files. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will create pdf of files and send them to external device. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of students will be able to successfully complete pdf export.		
Department - Environmental Horticulture & Design (HORT) - HORT 60G - LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS - SLO 2 - Application of knowledge - Produce three-dimensional renderings of designs. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will produce a three-dimensional drawing of a site. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will be able to complete a 3d drawing.		
Department - Environmental Horticulture & Design (HORT) - HORT 80 - ENVIRONMENTAL HORTICULTURE SKILLS - SLO 1 - Job responsibilities - Develop horticultural work skills under the guidance of a horticultural unit supervisor for an average of two hours per week. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall meet the minimum required hours for on-site instruction in environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students shall complete required on-site instruction.	01/15/2012 - 85% of the students completed the on-site instructional component of the class. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 80 - ENVIRONMENTAL HORTICULTURE SKILLS - SLO 2 - Job tasks - Explore industry associations and industry contacts for employment opportunities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall demonstrate involvement in industry associations and/or industry contacts through student membership or through seminars held by the horticulture program or an outside industry group. **Assessment Method Type:** Discussion/Participation **Target for Success:** Through completion of the course contract, 80% of students completing the class will demonstrate involvement in professional associations, horticultural seminars, or green industry related activities.	01/15/2012 - 85% of students completed the course contract. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 90A - CONTAINER PLANTINGS IN THE LANDSCAPE - SLO 1 - Knowledge - Identify plantings appropriate for container plantings. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete field container plant identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will successfully be able to identify container plants used in class.		
Department - Environmental Horticulture & Design (HORT) - HORT 90A - CONTAINER PLANTINGS IN THE LANDSCAPE - SLO 2 - Knowledge - Compare and contrast container plant features and cultural needs. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will create container planting using selected plants. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students completing the class shall have created a variety of container plantings.		
Department - Environmental Horticulture & Design (HORT) - HORT 90C - GARDEN PONDS & WATER FEATURES - SLO 1 - Knowledge - Student will be able to install a water feature in the landscape. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Through practical skills labs, students were either successful in physically installing a garden water feature or were able to demonstrate to the instructor that they had an understanding of the installation of the water feature.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to demonstrate an understanding of the key concepts used in creating garden water features.		
Department - Environmental Horticulture & Design (HORT) - HORT 90C - GARDEN PONDS & WATER FEATURES - SLO 2 - Application of Knowledge - As part of a lab, students will be able to demonstrate knowledge of the main components required to design a garden water feature. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** 80% of students will be able to correctly identify the key components utilized in the construction of garden water features. **Assessment Method Type:** Class/Lab Project		
Department - Environmental Horticulture & Design (HORT) - HORT 90D - HERBS: IDENTIFICATION, USE & FOLKLORE - Knowledge - Identify common herbs used for culinary, medicinal, spiritual and decorative purposes. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90D - HERBS: IDENTIFICATION, USE & FOLKLORE - Appreciation of other cultures - Describe the history of herbs used for cultural activities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90E -	**Assessment Method:** Student shall be reviewed by instructor for		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
HORTICULTURAL & LANDSCAPE PHOTOGRAPHY - SLO 1 - Knowledge - Exhibit a basic understanding of photographic equipment use. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012	basic proficiency in the use of photographic equipment and deemed to have basic competencies. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will demonstrate basic proficiencies in camera use to the instructor.		
Start Date: 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90E - HORTICULTURAL & LANDSCAPE PHOTOGRAPHY - SLO 2 - Application of knowledge - Photography of landscapes, construction projects, plant identification, and landscape designs for portfolio presentation. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Completion of one or more student photo projects involving landscape settings or landscape installations. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete the student photo projects.		
Assessment Cycles: 2011-2012 **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90F - LANDSCAPE DESIGN: BASIC PRINCIPLES - SLO 1 - Application of Knowledge - Demonstrate landscape design skills. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will prepare a landscape design. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a design charette or landscape design project.		
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90F - LANDSCAPE DESIGN: BASIC PRINCIPLES - SLO 2 - Knowledge - Exhibit understanding of design	**Assessment Method:** Student will demonstrate design theory and process in lab exercises. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
theory and process. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** Through in-class labs, 80% of students will successfully participate in design exercises.		
Department - Environmental Horticulture & Design (HORT) - HORT 90G - LANDSCAPE DESIGN FORUM - SLO 1 - Knowledge - demonstrate the ability to evaluate residential landscape designs. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Based on a matrix of landscape design criteria, student shall be able to demonstrate an understanding of the methods by which landscapes can be judged. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will exhibit a basic understanding of what takes to create successful landscapes.		
Department - Environmental Horticulture & Design (HORT) - HORT 90G - LANDSCAPE DESIGN FORUM - SLO 2 - Knowledge - exhibit an understanding of advanced topics in landscape design. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Through attendance at classes involving advanced topics in landscape design, student will exhibit an understanding of current topics and practicum based knowledge. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will successfully complete the course.		
Department - Environmental Horticulture & Design (HORT) - HORT 90H - LANDSCAPE LIGHTING - SLO 1 - Knowledge - demonstrate practical knowledge of lighting and electrical equipment. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Using a multiple choice test, students will demonstrate a basic knowledge of low voltage lighting. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive passing grades on the exam.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 90H - LANDSCAPE LIGHTING - SLO 2 - Application of knowledge - compare and contrast different lighting systems. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Demonstrate the selection of appropriate lighting systems in a lab setting **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students completing the class will successfully demonstrate a working knowledge of landscape lighting systems.		
Department - Environmental Horticulture & Design (HORT) - HORT 90I - LANDSCAPE SUSTAINABILITY PRACTICES - SLO 1 - Application of Knowledge - Demonstrate skills in developing and maintaining landscapes according to sustainable principles. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will build and maintain landscapes using sustainable practices in labs. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will demonstrate competency in the development and maintenance of sustainable landscapes.		
Department - Environmental Horticulture & Design (HORT) - HORT 90I - LANDSCAPE SUSTAINABILITY PRACTICES - SLO 2 - Application of knowledge - Define approaches to solving landscape and gardening problems by applying ecological principles. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a report on solving a landscape or gardening problem using ecologically sound principles. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a report on solving landscape or gardening problems using ecologically sound principles.		
Department - Environmental Horticulture & Design (HORT) - HORT 90K - LANDSCAPING WITH EDIBLES - SLO 1 - Knowledge - Identify edible ornamental plants for the landscape. (Created By	**Assessment Method:** Students will complete field edible ornamental identification exam. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Target for Success:** 80% of students will pass a field exam on the identification of ornamental edible plants.		
Department - Environmental Horticulture & Design (HORT) - HORT 90K - LANDSCAPING WITH EDIBLES - SLO 2 - Application of knowledge - Demonstrate the use of edible plants in built landscapes. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will design a landscape using edible ornamentals. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a landscape design using ornamental edible plants.		
Department - Environmental Horticulture & Design (HORT) - HORT 90L - PLANT PROPAGATION: BASIC SKILLS - SLO 1 - Knowledge - Exhibit understanding of the basic techniques used in plant propagation. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a skills lab demonstrating propagation techniques. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will demonstrate knowledge of propagation techniques.		
Department - Environmental Horticulture & Design (HORT) - HORT 90L - PLANT PROPAGATION: BASIC SKILLS - SLO 2 - Application of knowledge - Demonstrate ability to utilize various propagation techniques in nursery and greenhouse environments. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:**	**Assessment Method:** Student will select appropriate propagation technique for various environments in a lab setting. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to properly demonstrate appropriate propagation techniques.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active Department - Environmental Horticulture & Design (HORT) - HORT 90M - PLANT NUTRITION & FERTILIZATION - SLO 1 - Knowledge - Identify nutrient deficiency in plants. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete an objective exam identifying plant nutrient deficiencies. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will pass the part of the exam which identifies plant nutrient deficiencies.	03/29/2012 - 95% of the students passed the portion of the assessment which required identification of plant nutrition deficiencies. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **IL-SLO Reflection:** This SLO should be modified to provide a better measure than the exam. Other methods can be used to measure student success in this area.	03/29/2012 - add more hands on deficiency symptom analysis ———————————————
Department - Environmental Horticulture & Design (HORT) - HORT 90M - PLANT NUTRITION & FERTILIZATION - SLO 2 - Application of knowledge - Select fertilizer for appropriate use. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will select correct fertilizer for application in a lab setting. **Assessment Method Type:** Class/Lab Project **Target for Success:** In lab evaluations, students will correctly select a fertilizer application 80% of the time.	03/29/2012 - Students selected the appropriate fertilizer in 96% of the situations presented in sample problems. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none requested **IL-SLO Reflection:** SLO should be adjusted to identify problem set used to assess students.	03/29/2012 - add more problem solving scenarios to the short course ———————————————
Department - Environmental Horticulture & Design (HORT) - HORT 90N - PLANT MATERIALS: FALL COLOR - SLO 1 - Knowledge - identify trees by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be able to correctly identify plants exhibiting outstanding fall color. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will correctly identify plants exhibiting fall color.		
Department - Environmental Horticulture & Design (HORT) - HORT 90N - PLANT MATERIALS: FALL COLOR - SLO 2 - Application of knowledge - select plants for landscape use based on aesthetic	**Assessment Method:** Student will complete an objective exam requiring selection of trees based on esthetic conditions. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
conditions. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 80% of students will correctly select fall color trees for use in landscape designs.		
Department - Environmental Horticulture & Design (HORT) - HORT 90P - PRUNING: BASIC SKILLS - SLO 1 - Knowledge - List basic terms associated with pruning. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will identify terms on an objective exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will be able to correctly identify 80% of the pruning terms presented in the class.		
Department - Environmental Horticulture & Design (HORT) - HORT 90P - PRUNING: BASIC SKILLS - SLO 2 - Application of knowledge - Describe wide variety of methods utilized in pruning plants. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will select and implement pruning methods in a practical laboratory. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will correctly select and implement pruning methods in a field lab.		
Department - Environmental Horticulture & Design (HORT) - HORT 90Q - RESIDENTIAL IRRIGATION SYSTEMS - SLO 1 - Knowledge - demonstrate a basic understanding of irrigation equipment & materials. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall create a basic plan illustrating core competencies in irrigation design. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will be able to prepare a basic irrigation plan illustrating core competency in irrigation design.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 90Q - RESIDENTIAL IRRIGATION SYSTEMS - SLO 2 - Application of knowledge - demonstrate the ability to install a residential irrigation system. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** In a field lab, student shall correctly install at least one component of a typical residential irrigation system. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to correctly install at least one component of a typical residential irrigation system.		
Department - Environmental Horticulture & Design (HORT) - HORT 90R - SEASONAL FLORAL DESIGN - SLO 1 - Knowledge - master the making of seasonal arrangements such as seasonal centerpieces, fresh and dried wreath making, and evergreen swags. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of one seasonal floral design per instructor specifications. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully complete a seasonal floral design.		
Department - Environmental Horticulture & Design (HORT) - HORT 90R - SEASONAL FLORAL DESIGN - SLO 2 - Application of knowledge - create seasonal and holiday decorations. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of a "holiday" floral or vegetative arrangement per instructor specifications. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a "holiday" floral or vegetative arrangement per instructor specifications.		
Department - Environmental Horticulture & Design (HORT) - HORT 90S - SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP) - SLO 1 - Knowledge - Understand the risks of pesticides. (Created By Department - Environmental	**Assessment Method:** Student will identify pesticide risks through a written report. **Assessment Method Type:** Essay/Journal **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	80% of students will identify pesticide risks through a written report.		
Department - Environmental Horticulture & Design (HORT) - HORT 90S - SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP) - SLO 2 - Application of knowledge - Integrate pest management controls. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will write an integrated pest management plan. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will write an integrated pest management plan.		
Department - Environmental Horticulture & Design (HORT) - HORT 90U - LANDSCAPE DESIGN: PERSPECTIVE SKETCHING - SLO 1 - Application of Knowledge - Select appropriate perspective technique. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Select the correct persepective technique to sketch a variety of different views of a site. **Assessment Method Type:** Case Study/Analysis **Target for Success:** Students should be able to select the appropriate method 90% of the time.	12/15/2011 - Students were able to select the appropriate method 100% of the time. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None **IL-SLO Reflection:** SLO is reliable and valid	12/15/2011 - Methods of instruction were effective for this SLO. No changes anticipated. _____
Department - Environmental Horticulture & Design (HORT) - HORT 90U - LANDSCAPE DESIGN: PERSPECTIVE SKETCHING - SLO 2 - Application of knowledge - Render landscape elements in perspective. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Prepare one and two point perspectives from given drawings. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students should be able to complete drawings with less than 5 errors in 75% of the drawings.	12/15/2011 - Students were able to construct perpspective drawings with fewer than 5 errors in approximately 70% of the exercises. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None **IL-SLO Reflection:** SLO is reliable and valid	12/15/2011 - Additional teaching methods must be added to improve the students understanding of construction of perspectives. Most errors occured when locating vanishing points and choosing directions for lines. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 90V - SUSTAINABLE ORGANIC GARDENING - SLO 1 - Knowledge - Define principles of organic gardening. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a design project that requires use of current organic gardening principles. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully complete an design project that requires use of current organic gardening principles.		
Department - Environmental Horticulture & Design (HORT) - HORT 90V - SUSTAINABLE ORGANIC GARDENING - SLO 2 - Application of knowledge - Analyze gardens to improve sustainability. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a written and graphic evaluation of a garden that identifies areas in which sustainability can be improved. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully prepare a written and graphic evaluation of a garden that identifies areas in which sustainability can be improved.		
Department - Environmental Horticulture & Design (HORT) - HORT 90X - XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES - SLO 1 - Knowledge - Describe characteristics associated with drought tolerant plants. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will create a list of drought tolerant plant characteristics. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will create a list of drought tolerant plant characteristics.		
Department - Environmental Horticulture & Design (HORT) - HORT 90X - XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES - SLO 2 - Application of knowledge - Discuss methods of auditing water use in gardens. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will perform a water audit for a garden. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will successfully perform a water audit for a garden.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90Y - CACTI & SUCCULENTS - SLO 1 - Knowledge - Identify cacti and succulents presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field cacti and succulents identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will pass with a score of 80% or higher.	01/15/2012 - 94% of students passed the field exam with a score of 80% or more. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 90Y - CACTI & SUCCULENTS - SLO 2 - Application of Knowledge - Compare and contrast cacti and succulent features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete objective exam requiring selection of cacti and succulents for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will complete exams with a score of 80% or higher.	01/15/2012 - 94% of the students complete the objective exam with a score of 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Environmental Horticulture & Design (HORT) - HORT 90Z - ORNAMENTAL GRASSES - SLO 1 - Knowledge - Identify ornamental grasses presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field ornamental grasses by identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will pass with a score of 80% or higher.		
Department - Environmental Horticulture & Design (HORT) - HORT 90Z - ORNAMENTAL GRASSES - SLO 2 - Application of Knowledge - Compare and contrast ornamental grass features and cultural need. (Created By Department -	**Assessment Method:** Students will complete an objective exam requiring selection of ornamental grasses for design situations based on required features and cultural conditions. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Environmental Horticulture & Design (HORT)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% or higher on the exam.		

Finding On average, 95% of enrolled students pass testing procedures and receive certifications. Their skills and knowledge allow them to make critical decisions through patient assessment and provide appropriate treatment. Our community is enhanced by increasing the numbers of individuals who can respond in a medical emergency.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO No

Assessment. No

Other No

Resource No

Comments As a result of the EMT program receiving a federal grant of $200,00 last year, the ER course uses state-of-the-art training equipment and resources. All equipment remains in excellent working order.

Second Reflection set

Finding On average, 95% of enrolled students pass testing, receive certifications, and enroll in our EMT program. The skills and knowledge gained in this course gives the student the necessary communication skills, analytical skills, and critical thinking ability that allows them to move up to the next level of training, EMT. The certificated individual may assist an EMT or Paramedic at a real medical emergency scene/situation, or control the scene if they are the highest trained rescuer present.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO NA

Assessment. NA

Other NA

Resource No

Comments All of our equipment remains in excellent working order and the quantity is sufficient for student training and practice. Students leave this class with higher analytical, critical, and communication skills to perform in a medical emergency situation, and therefore are an asset to their communities.

27 of 52 Course IDs for *HORT* in the Biological and Health Sciences Division have SLOs Defined.   2010-2011

Course ID	Title	Refections

HORT 10   ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE

Finding Students were well versed in scientific method and how to apply to environmental science topics. More assignments to test their knowlegde were added.

Content Increase exercises that require analysis of situations. More exercises and labs utilizing scientific method were included in the class.

Method More emphasis on lab work and strengthen lectures on topics.

Assignment No changes required. The current labs work well with some refinement.

Evaluation Good diversity of grading activities allowed students to obtain grade in many methods. Variety of activities maintained interest in course.

Current SLO No changes in the current slo.

Assessment. No changes in the slo assessment.

Other Continue to refine new lab activities and assignments.

Resource Release time to develop lectures and lab activities.

Comments None.

Second Reflection set

Finding Students understood the concept of the class and the role they play in maintaining a sustainable environment.

Content No significant change in content.

Method Strengthening lectures on sustainable topics. Continue to search for an effective organization of topics.

Assignment Assignments worked well, more lab activities would help.

Evaluation Evaluation methods were adequate.

Current SLO No changes in the current slo.

Assessment. No changes in the assessment for the slo.

Other Reconstruction of lecture material for next course offering.

Resource Time to develop lab activities and lectures.

Comments None.

HORT 50A   ORIENTATION TO ENVIRONMENTAL HORTICULTURE

Finding Both on written examinations and on student projects, students were able to demonstrate a broad understanding of the green industry and career opportunities available to them.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments Careers in the green industry are still difficult to obtain in this difficult economy. However, trends indicate that more job opportunities are becoming available.

Second Reflection set

Finding Students were able to demonstrate a working knowledge of the field of environmental horticulture. They were also able to correctly identify key plant components and exihibit proficiency in plant terminology. In looking at the targeted questions on a multiple choice & identification test, 90% of the students were able to correctly answer the questions or identify the specified plant component.

Content Content of the course is appropriate for the targeted audience (which is students pursuing a career in the green industry or people who might be interested in the green industry). The proportion of people missing the targeted questions appear to be those less likely to pursue an education in this field.

Method More time could be spent on assisting students with correctly identifying key plant components.

Assignment Assignments are quite successful in meeting the goals of this class.

Evaluation Course provides a balanced approach to evaluation (projects, career papers, & exams). This approach is also geared to student success in the class.

Current SLO The current SLO is appropriate and does not need to be modified.

Assessment. The current assessment for the SLO is appropriate and does not need to be modified.

Other N/A

Resource More funding for prepared slides, models and other classroom learning media.

Comments No.

HORT 51A   PLANT MATERIALS I

Finding Students performed well in this task. Almost 92% correct on average on plant identification.

Content Content can be changed slightly as new plants emerge, but no major changes are planned.

Method Continue the methods used, lecture, demonstration, and visual presentation of plants.

Assignment No changes planned.

Evaluation Continue weekly id quizzes to reinforce the plant identification. Altered quiz grading scheme slightly to improve honest reflection of student learning.

Current SLO The current SLO is valid.

Assessment. The assessment of the SLO is valid.

Other Review plant walks...at least two will not be available in next course offering.

Resource No additional resources necessary at this time.

Comments none

Second Reflection set

Finding Students performed well on written quizzes requiring selection by tree features and cultural requirements. Excellent performance on written quizzes and reviews.

Content Few changes need to be made to the course content except continuing to update plant list.

Method Continue same methods. Adding an additional review session at the 75% mark to help improve identification via leaf and flower.

Assignment Continue same assignments.

Evaluation Written quizzes for this SLO have been very effective in obtaining positive results. No major changes planned.

Current SLO The SLO is valid.

Assessment. The assessment of the SLO is valid.

Other none

Resource No additional resources needed at this time.

Comments none

HORT 51B   PLANT MATERIALS II

Second Reflection set

Finding When presented with an exam to evaluate this outcome, all students performed very well. Students scored on an average of 19/20 when selecting plants based on features and cultural needs.

Content An annual review of shrub species taught in the class will be conducted to verify current materials are being taught.

Method No major changes in teaching methods will be implemented. More emphasis will be placed on learning botanical names.

Assignment An additional review assignment will be added to improve student recall of plant identification and cultural requirements.

Evaluation Evaluations are conducted weekly, with exams given at midterm and final periods. This method works well with the course content.

Current SLO This SLO is still valid.

Assessment. The assessment method for this SLO is still valid.

Other None.

Resource No resources required.

Comments None.

HORT 51C   PLANT MATERIALS: ANNUALS   No SLO record.
HORT 51D   PLANT MATERIALS: CALIFORNIA NATIVE PLANTS   No SLO record.
HORT 51E   PLANT MATERIALS: GROUND COVERS & VINES

Finding Students were troubled with long term retention of botanical names.

Content Stronger emphasis on use of plants throughout the quarter.

Method More reviews covering plant names. More information provided on design.

Assignment More review and group work on plant names.

Evaluation Periodic quizzes on id will be introduced.

Current SLO The SLO is still viable.

Assessment. The assessment for the SLO is still viable.

Other none

Resource Additional time would help. It is a 2 unit course with a high number of plants.

Comments none

Second Reflection set

Finding Good use of design attributes. Students are learning this aspect of plant use very well.

Content No major modifications of this aspect of the course.

Method More information will be provided during lecture on plant design issues.

Assignment Curent design assignment will be strenghtened.

Evaluation No changes planned for this portion of the class.

Current SLO This SLO is still valid.

Assessment. This assessment for the SLO is still valid.

Other none
Resource Additional time would help. It is a 2 unit course with a high number of plants.
Comments none

HORT 51F   PLANT MATERIALS: BAMBOOS & PALMS
Finding Students were adequate at learning materials. No changes in subject matter or presentation recommended.
Content No changes are recommended.
Method More identification quizzes may benefit the recall of the plant names and uses.
Assignment Assignments were adequate. The number required was reduced and the results were improved.
Evaluation With the fewer number of plants available in the course, repeats should be allowed on written quizzes.
Current SLO The current slo is adequate.
Assessment. Only minor changes including the number of assessments required and the plants available for assessments.
Other Implement changes in assessment content.
Resource No resources required.
Comments No.

Second Reflection set
Finding Students successfully completed this portion of the class.
Content No changes are recommended regarding content.
Method Teaching methods utilizing design, id, and written material worked well.
Assignment Assignments adequately covered this portion of the class.
Evaluation No problems with evaluation.
Current SLO The current slo is adequate.
Assessment. Assessment of this portion of the slo is adequate.
Other No changes.
Resource None required.
Comments No.

HORT 51G   PLANT MATERIALS: INTERIOR & TROPICAL PLANTS   No SLO record.
HORT 51H   PLANT MATERIALS: PERENNIALS & ANNUALS
Finding STudents had good success in identification of the plant material. Over 95% correct on correlating evaluations.
Content Content was too extensive and required too much class time to present new plants and too little for plant utilization. Locations for viewing are hard to find.
Method Teaching methods worked well in course.
Assignment Assignments were very good matches with the students use of plants in real life.
Evaluation Evaluations worked well.
Current SLO Current SLO is valid.
Assessment. Assessment shows accurate reliable and viable results.
Other no changes planned.
Resource More gardens on campus to use for identification.
Comments None.

Second Reflection set
Finding Students performed very well is using class data to identify and design with perennials.
Content No changes in content except to reduce the number of plants covered in class.
Method Teaching methods were good, could include more input from students with experience using plants.
Assignment Assignments worked very well.
Evaluation Evaluation was very effective.
Current SLO Current SLO remains valid.
Assessment. Assessment methods for SLO are current and valid.
Other No changes anticipated.
Resource As mentioned above, more gardens to help with identification.

Comments None.

HORT 51J   PLANT MATERIALS: CACTI & SUCCULENTS   No SLO record.
HORT 52A   HORTICULTURAL PRACTICES: SOILS
        Finding Students were able to complete all required tests without significant problems. Most students were
                successful in learning the purpose and methods for soil testing.
        Content More testing of soil micronutrients will be conducted if testing materials are available. Additional tests
                were added to the evaluation criteria and they provided valuable insight into soils.
        Method Teaching methods were successful in the class.
    Assignment No change in assignments required.
    Evaluation Course exams and soil report work well. No changes planned.
    Current SLO No changes necessary.
    Assessment. No changes necessary.
        Other None.
        Resource Funds to purchase micronutrient testing supplies. Possible lab assistant during lab testing times.
        Comments None.

                    Second Reflection set
        Finding Students performed very well on scenarios intended to test application of soils knowledge to practical
                situations. Several reviews were conducted during the quarter and responses were excellent.
        Content Practical application section of course is addressing the class objective very well.
        Method No changes anticipated.
    Assignment More practical examples will be used in class.
    Evaluation More practical scenarios will be added to quizzes.
    Current SLO No changes necessary.
    Assessment. No changes necessary.
        Other None.
        Resource None required
        Comments None.

HORT 52B   HORTICULTURAL PRACTICES: PLANT PROPAGATION
        Finding Every student was able to demonstrate an understanding of all basic propagation techniques in lab
                settings.
        Content None
        Method None
    Assignment None.
    Evaluation None.
    Current SLO None.
    Assessment. None.
        Other The current hands-on approach works quite well for this class. This method allows the instructor to
                make sure that every student demonstrates an understanding of basic propagation techniques used in
                the green industry.
        Resource Need more money for purchasing soil, rooting cuttings, and containers for growing plants.
        Comments No.

HORT 52C   HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE
        Finding Students successfully completed outcome. Demonstration of work was limited by lack of areas to
                prune.
        Content Course content is adequate. More on pathology could be added for interest.
        Method Teaching methods should include more demonstration.
    Assignment Assignments are adequate.
    Evaluation Evaluation procedures need to be increased.
    Current SLO Current SLO is adequate.
    Assessment. Assessment procedures are adequate, quantity to be increased.
        Other Continue online supplement to class. Add assessment online.

Resource More planted areas on campus needed to practice pruning. Lab assistant to help when using power equipment.

Comments NA

Second Reflection set

Finding Course content was adequate and students had opportunity to plant in several situations.

Content No changes to the content.

Method Current teaching methods are adequate for this SLO

Assignment Continue procurement of planting projects to practice outcome.

Evaluation Adequate.

Current SLO Adequate.

Assessment. Assessment is by field grading, could be formalized.

Other Continue to obtain activities that allow work towards completing SLO

Resource More planting projects on campus or nearby. Lab Assistant for heavy equipment operation.

Comments NA

HORT 52E   HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT

Finding Students performed very well in managing the facilities. Several diverse crops were raised and projects implemented using the facilities. Discussions have occured regarding the challenge of this course related to it's timing. It would be prefereable to offer this course in smaller quantities year round rather than in a single quarter.

Content Course content should include a more difinitive list of crops to grow. Material should be updated to include current topics regarding marketing. It is possible that at some time this course will be combined with propagation and divided into shorter courses offered each quarter.

Method No siginificant change needs to be made to this component of the class. The mix of lecture and lab provides a good balance of information and activity.

Assignment More assignments to be added regarding propagation and growing of crop.

Evaluation No changes in this aspect are necessary.

Current SLO The SLO is valid.

Assessment. The assessment for the SLO is valid.

Other none

Resource Minor greenhouse changes could help the process, and irrigation for exterior crops is being installed. An additional shade structure is necessary for the amount of crops being produced.

Comments none

Second Reflection set

Finding The students had no issues with this objective. On campus and during field trips they were able to recognize the various arrangements of structures and what functions each performed.

Content No change would be recommended for this section of the course.

Method Continue to use lecture to describe, then field observation to reinforce the information.

Assignment No change would be recommended for this section of the course.

Evaluation No change would be recommended for this section of the course.

Current SLO The SLO is valid.

Assessment. The assessment for the SLO is valid.

Other none

Resource Adding an additional shade structure. Adding a kit poly greenhouse to practice setup of hardening-off structures.

Comments none

HORT 52F   HORTICULTURAL PRACTICES: INTERIORSCAPING   No SLO record.
HORT 52G   HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT

Finding Students were able to competently identify the species of turfgrasses commonly used in the bay area.

Content More information on low mow and low water turf.

Method Teaching methods worked well for delivery of material.

Assignment Assignments were good tools for turfgrass identification.

Evaluation Not applicable.

Current SLO The current SLO is still viable.

Assessment. Assessments for the SLO are still viable.

Other Continue to adjust the course content to meet the current standards of the industry.

Resource None required.

Comments NA

Second Reflection set

Finding Students understood and were able to demonstrate seeding and sodding techniques. Installation of a lawn was understood by the class.

Content No major changes required. Perhaps adding different commercial methods of turf installation.

Method Teaching methods were adequate for the class.

Assignment Assignments were adequate for the class.

Evaluation Not Applicable.

Current SLO The current SLO is adequate.

Assessment. The assessment for the SLO is adequate.

Other Continue evolution of this topic in the class.

Resource None required.

Comments NA

HORT 52H   HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT   No SLO record.

HORT 54A   LANDSCAPE CONSTRUCTION: GENERAL PRACTICES

Finding On a test and in a "Tools Lab" students were able to successfully demonstrate a working knowledge of tools commonly used in landscape construction.

Content None

Method I recently completed an extensive guide to tools with text and images for each. This study guide was instrumental in helping students learn about each tool and how to safely use it.

Assignment None

Evaluation None

Current SLO No

Assessment. The assessment model is good.

Other None

Resource No

Comments The need for both electric tools and hand tools is always important to student learning and safety in labs.

Second Reflection set

Finding The purpose of having students involved in lab practicum situations is to give them an opportunity to learn by doing. While some students already demonstrate many of the skills associated with the labs, many are performing these tasks for the first time. Student performance in these labs demonstrates that a hands-on format is a particularly effective form of instruction in communicating ideas and industry practices.

Content Course content is appropriate for this class. It is designed to give students a basic working knowledge of landscape construction practices.

Method Hands-on landscape construction labs are an effective and essential part of this course. Labs included are the safe use of tools, deck building, concrete production and finishing techniques, and the use of a variety of landscape materials.

Assignment Assignments involve the successful completion of the lab and the ability to demonstrate the proper safety practices used in landscape construction. All students who finished the course were successfully able to demonstrate these skills.

Evaluation For this component (lab), the evaluation was based on individual and group performance in the lab itself. As above, everyone was able to demonstrate the necessary skills to complete the lab.

Current SLO Because all students were able to demonstrate proficiency in the labs, there are no proposed changes to the SLO at this time.

Assessment. Demonstrated proficiency of lab activities is a critical element of the learning experience for this course. No changes are proposed at this time.

Other None

Resource New lab supplies, tools, & equipment are needed every year. Labs cannot be successfully completed without these. Additional funding is needed for this purpose.

Comments No

HORT 54B   LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES

Finding 85% of the students were able to demonstrate a clear understanding of the use of survey instruments in landscape construction. The other 15% had some difficulty in understanding the use of survey tools but did exhibit a baseline understanding by the end of the class of the use of these tools.

Content None

Method Lecture materials are clear and provide concrete information on surveying tools and practices. More time will be spent in lab on hands-on instruction using the more technical equipment for surveying.

Assignment None

Evaluation These were effective in identifying the problem.

Current SLO This was helpful in identifying areas where instruction could be improved.

Assessment. None

Other See B above.

Resource None

Comments No

HORT 54C   LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES

Finding Students were successfully able to identify irrigation system components.

Content None

Method None

Assignment None

Evaluation Students accurately identified components of irrigation systems. 95% of the students were able to accurately identify all components on the I.D. part of an examination. Another 5% of the students mis-identified 2 or 3 components out of 20 presented.

Current SLO None. The SLO works well for this class.

Assessment. None. The assessment works well for this class.

Other None.

Resource None.

Comments None.

HORT 54D   LANDSCAPE CONSTRUCTION: APPLIED PRACTICES

Finding Students that were able to perform did excellent job in completing SLO. A small number of students were physically incapable of performing class work.

Content Course content is adequate. All activities except wood carpentry were addressed.

Method Methods appear to be adequate.

Assignment Project based assignments...all were completed with above average quality.

Evaluation Field assessment of class activities.

Current SLO Adequate.

Assessment. Could use more objective measurement.

Other Work on assessment techniques for class activities.

Resource Need lab assistant to complete projects. Funds for materials are inadequate.

Comments NA

Second Reflection set

Finding All students performed adequately.

Content Content is appropriate for class.

Method Teaching methods are appropriate for class and work well with this SLO

Assignment Assignments limited to performance.

Evaluation Performance evaluations are adequate for this SLO

Current SLO SLO is adequate.

Assessment. No changes to this component of class.

Other Continue implementation as in previous classes.

Resource Additional staffing to make class time more efficient.

Comments NA

| HORT 55A | GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES | No SLO record. |
| HORT 55B | GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES | No SLO record. |

HORT 60A LANDSCAPE DESIGN: GRAPHIC COMMUNICATION

Finding Class projects are sequential leading up to the creation of a final project. All students completing this course were able to demonstrate the acquisition of the graphic skills necessary to communicate effectively as landscape designers.

Content This course serves as a foundation course for several other design courses. For this reason, it is important that students develop basic skills to succeed as landscape designers. At this time, the course content is good.

Method The methodology used in this class works well for our students.

Assignment Assignments are effective in helping students learn the necessary graphic communication skills.

Evaluation Projects are reviewed in-class as well as by the instructor with feedback being given to students on an individual basis.

Current SLO No

Assessment. No

Other None

Resource None

Comments No

HORT 60B LANDSCAPE DESIGN: THEORY

Finding Every student who completed the class demonstrated an understanding of design theory.

Content None.

Method None.

Assignment None.

Evaluation The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because the stopped attending.

Current SLO The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because the stopped attending.

Assessment. None.

Other For students who stopped attending the course (which were only 2 out of 26), there may be an opportunity to work on retention. One of these two students had to stop attending due to family medical emergency. Both will likely return to finish next year.

Resource None.

Comments No.

HORT 60C LANDSCAPE DESIGN: IRRIGATION

Finding This is a difficult class for many students due to its technical nature. That said, the majority of students completed the class successfully and feedback on the learning experience in the class has been very positive.

Content None.

Method Provide more time for lab.

Assignment Update final project to enhance it's effectiveness as a learning tool.

Evaluation None

Current SLO None.

Assessment. None.

Other This week, I will be updating the Final Project to make it a more effective learning tool. The project is actually quite good but refining it to enhance the learning experience will make it even better.

Resource None.

Comments No.

HORT 60D LANDSCAPE DESIGN: PLANTING

Finding Students performed well in class on this and other SLO's. Good project presentations.

Content More emphasis on small projects
Method Guest lecture and field trips should be added
Assignment Smaller project activities to emphasize detailed plant selection
Evaluation Evaluation process is adequate
Current SLO Current SLO is adequate
Assessment. Assessment methods are adequate
Other Evolve the project list for the class
Resource Class is very large. Consider multiple sections for classes over 35
Comments NA

Second Reflection set
Finding Students performed very well
Content No change in the content for this area
Method No change in the teaching methods for this area
Assignment Continue current assignment
Evaluation Evaluation of this SLO is adequate
Current SLO Current SLO is adequate
Assessment. Assessment methods work well for this ALO
Other Continue use of methods and assessments for this portion of class
Resource None required
Comments NA

HORT 60E   LANDSCAPE DESIGN: COMPUTER APPLICATIONS
Finding The majority of the students obtained a sound foundation of the design software. Students were aware of program operation and options.
Content Content was adjusted for this quarter and the scaled back approach worked well. Planting material lectures were presented out of sequence and will continue to be presented earlier.
Method Methods worked well this quarter and ETUDES presentation of lecture notes helped students.
Assignment Two tiered assignments worked well. Basics were covered and advanced students worked at an accelerated pace.
Evaluation Not applicable in this course.
Current SLO The SLO is valid.
Assessment. The assessment of the SLO is valid.
Other none
Resource Assistance with instruction is needed to provide adequate student support.
Comments A change of software should be evaluated to assure that vectorworks is still the best program to be teaching.

Second Reflection set
Finding All students understood the terminology related to CADD. ETUDES notes added more options to presenting information.
Content No changes of the course are required for this objective.
Method No changes of the course are required for this objective.
Assignment Continue current assignments.
Evaluation Not applicable in this course.
Current SLO The SLO is valid.
Assessment. The assessment for the SLO is valid.
Other none
Resource No resources necessary to assist with this SLO.
Comments none

HORT 60F   LANDSCAPE DESIGN: PROCESS   No SLO record.
HORT 60G   LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS
Finding Students were able to export files and send data to printers. Printers at school were not functioning during this task. External attempts worked well.

Content Content for this SLO is adequate
Method Teaching methods may incorporate more examples
Assignment Additional printing assignments will be added
Evaluation Evaluation is adequate
Current SLO SLO is adequate
Assessment. Assessment methods work well for this SLO.
Other Add printing task to additional assignments.
Resource Working equipment and a part-time lab assistant to help with lab instruction.
Comments NA

Second Reflection set
Finding Students performed well on this SLO
Content Content was adequate for sketchup, needs refinement for vectorworks
Method More lab time needs to be allocated
Assignment Assignments are adequate
Evaluation Evaluation is adequate
Current SLO SLO is adequate for this section of the course
Assessment. Assessment methods for the SLO are adequate
Other Rework 3d lectures and lab time arrangements to allow more practice time
Resource Lab assistant to help during lab with questions and program problems
Comments NA

HORT 80   ENVIRONMENTAL HORTICULTURE SKILLS
Finding Students were able to complete activities with few problems. Course included garden show and several internship opportunities with diverse skills required.
Content Expand focus from maintenance of grounds to more educational activities. Much of course time is spent weeding hort facilities.
Method Teaching methods will remain the same in future classes.
Assignment Assigments will become more diversified as facilities are developed.
Evaluation No changes anticipated.
Current SLO No changes anticipated.
Assessment. No changes anticipated.
Other None.
Resource Funds to install gardens for hort facilities.
Comments None.

Second Reflection set
Finding Most students were able to make connections with potential employers through internships and volunteer activities. Contact with industry was also accomplished through working with donors on garden show booth.
Content Additional speakers and/or field trips to industry sites.
Method No changes anticipated.
Assignment More student career exploration opportunities should be added.
Evaluation No changes anticipated.
Current SLO No changes anticipated.
Assessment. No changes anticipated.
Other None.
Resource No resources required.
Comments None.

HORT 90A   CONTAINER PLANTINGS IN THE LANDSCAPE   No SLO record.
HORT 90C   GARDEN PONDS & WATER FEATURES
Finding Through practical skills labs, students were either successful in physically installing a garden water feature or were able to demonstrate to the instructor that they had an understanding of the installation of the water feature.

Content Content was excellent. However, this course can change it's focus each time it is offered depending on the type of water feature(s) being examined/featured.

Method This year, the class was primarily taught in the field. Everyone participated in the class. For some students, this meant that instruction was very hands-on. For others, especially those with disabilities or physical limitations, this meant that they might have limited participation or that they observed the installation process.

Assignment Study the course materials and come to class ready to demonstrate an understanding of the methods used in garden water feature construction.

Evaluation Evaluation was done on an individual basis. The instructor talked with all students individually to assess their understanding of the processes involved in constructing a water feature.

Current SLO No

Assessment. No

Other None

Resource We need more money to buy the materials necessary to finish this project.

Comments No. Great class!

HORT 90E   HORTICULTURAL & LANDSCAPE PHOTOGRAPHY   No SLO record.

HORT 90F   LANDSCAPE DESIGN: BASIC PRINCIPLES

Finding Content was mismatched with slo, slo should be changed.

Content Revise slo to match what was taught.

Method Teaching methods and content was good.

Assignment More assignements are needed to evaluate learning.

Evaluation Evaluation tools worked but were limited.

Current SLO Inadequate, needs to be revised.

Assessment. Will need to be adjusted with the rewriting.

Other Correct SLO and repost.

Resource None.

Comments None.

Second Reflection set

Finding Theory and process of design were well incorporated into the class.

Content Content worked well, principles were presented as part of theory and process.

Method Teaching methods worked well, information was adequate.

Assignment Need to be expanded.

Evaluation No evaluation of this aspect worked well, limited opportunities to test with a short course.

Current SLO This SLO is valid.

Assessment. Current assessment will probably remain the same.

Other None.

Resource None.

Comments None.

HORT 90G   LANDSCAPE DESIGN FORUM   No SLO record.
HORT 90H   LANDSCAPE LIGHTING   No SLO record.
HORT 90I   LANDSCAPE SUSTAINABILITY PRACTICES   No SLO record.
HORT 90K   LANDSCAPING WITH EDIBLES   No SLO record.
HORT 90L   PLANT PROPAGATION: BASIC SKILLS   No SLO record.
HORT 90M   PLANT NUTRITION & FERTILIZATION   No SLO record.
HORT 90N   PLANT MATERIALS: FALL COLOR

Finding This class involved two all-day field trips to sites exhibiting fall color in the landscape. Information was presented to students and then throughout the day, students were testing on this knowledge. Students successfully demonstrated an understanding of which plants exhibit good fall color and why.

Content Not at this time. The course is very interactive and students learn in the field.

Method Student / instructor interaction is critical to this course. At this time, the method of instruction works exceptionally well for this course.

Assignment None

Evaluation None

Current SLO No
Assessment. No
Other None
Resource None
Comments If we could predict the best time of year to go out in the field to witness fall color, that would be great. However, we are always guessing when the best time in the fall will be in order to observe plants at the height of their fall color.

HORT 90P	PRUNING: BASIC SKILLS	No SLO record.
HORT 90Q	RESIDENTIAL IRRIGATION SYSTEMS	No SLO record.
HORT 90R	SEASONAL FLORAL DESIGN	No SLO record.
HORT 90S	SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)	No SLO record.
HORT 90U	LANDSCAPE DESIGN: PERSPECTIVE SKETCHING	

Finding Students were successful in choosing between perspective types. Almost 95% were able to identify the appropriate method to use based on a given scenario.
Content Continue to emphasize the difference between perspective types.
Method No changes are necessary in the presentation method.
Assignment An assignment that requires choosing a perspective method based on a plan view should be added.
Evaluation No change are necessary in this portion of the class.
Current SLO The SLO is valid
Assessment. The assessment of the SLO is valid.
Other none
Resource No resources are necessary to address this objective.
Comments none

Second Reflection set
Finding Almost half of the students struggled initially with this aspect of the course. Many had difficulty setting up and locating objects, then rendering with perspective. Additional sessions were held to assist students in mastering this objective. Consideration should be given to limiting the topic or adding units tothe class.
Content The content will change from a technical setup of perspectives to an estimated setup.
Method More demonstrations will be added to help communicate the concept. Additional media and presentation methods will be incorporated.
Assignment Assignments will begin with estimated perspective construction before adding the technical setup.
Evaluation Not appropriate for this class.
Current SLO The SLO is valid.
Assessment. The assessment of the SLO is valid.
Other none
Resource A lab assistant is necessary for this class unless class size is limited to 20 - 25 students. Large class size contributes to the inability to assist on an individual basis. Additional units or limiting the topic may be required in the future.
Comments None.

HORT 90V	SUSTAINABLE ORGANIC GARDENING	No SLO record.
HORT 90X	WATER CONSERVATION IN LANDSCAPE DESIGN	No SLO record.
HORT 90Y	CACTI & SUCCULENTS	No SLO record.
HORT 90Z	ORNAMENTAL GRASSES	No SLO record.

2 of 6 Course IDs for *HUMN* in the Language Arts Division have SLOs Defined.   2010-2011

Course ID	Title	Refections
HUMN 1A	HUMANITIES & THE MODERN EXPERIENCE I	
HUMN 1B	HUMANITIES & THE MODERN EXPERIENCE II	
HUMN 34H	HONORS INSTITUTE SEMINAR IN HUMANITIES	No SLO record.
HUMN 36	SPECIAL PROJECTS IN HUMANITIES	No SLO record.