Introduction
Horticulture

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 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. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

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 members:

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

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	7

Existing Classified positions:
Facilities Coordinator (60% Horticulture / 40% Veterinary Science)

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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

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	2010-2011	2011-2012	% Change
See Attachments	****See Attachments****	****See Attachments****	****See Attachments****

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	****See Attachments****	****See Attachments****	****See Attachments****
Productivity (Goal: 546)	****See Attachments****	****See Attachments****	****See Attachments****
Success	****See Attachments****	****See Attachments****	****See Attachments****
Full-time FTEF	****See Attachments****	****See Attachments****	****See Attachments****
Part-time FTEF	****See Attachments****	****See Attachments****	****See Attachments****

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
	****See Attachments****					

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

1. Enrollment Trends Over the Last Two Years: Enrollment was up by 16% for 2011/2012. The unduplicated head count of 354 is impressive given the much lower numbers of students in similar programs in the CSU system as well as at other community colleges around the state. Even this number has seen an 8% increase since 2010/2011 which suggests that the number of students pursuing a degree is higher than the previous year (i.e. as opposed to only taking one or two classes for general interest).
    a. Ethnicity: Enrollment for non-white groups is up slightly and we are seeing higher success rates for these groups as well.
    b. Gender: The percentage of women in the program (62%) remains higher than that of men (38%). This has been fairly typical of the program demographics for the past 17 years.
    c. Age: Similarly the predominant age category remains highest in the 40+ age group (53%) with 29% in the 25 to 39 group and 17% in the 24 or younger group. Our program appeals to mainly re-entry students with occasional recent high school graduates or middle college students.
    d. College Degree: 47% of our students have a bachelor's degree or higher and another 7% have an AA or AS degree. A little less than half have never earned a degree but in working with these students, a significant number of them have take college level classes at some point in their lives. Overall our students are well educated.
2. Completion Rates: Overall success rates have remained relatively stable over the past four years (this year there was a slight drop from 92% to 91%). We expect this number to vary slightly from year to year but feel that these numbers reflect a very positive success rate for our students overall. In addition, the number of people receiving an A.S. degree or Certificate of Achievement has remained relatively consistent. While 2010 saw around 30 people graduate, for other years between 2005 and 2011 the number of graduates varied between 13 and 22. The 2011/2012 graduate number of 18 is relatively high overall. It should be noted that many people take multiple classes and our enrollment numbers are high overall compared with other institutions. One trend we see is that some students are taking the classes they need to find employment and once they do so, are taking these jobs and leaving the program prior to degree/certificate completion.
3. Productivity:
    a. Even though our enrollment is up, our 2011/2012 productivity number is down by 9%. Overall WSCH is also down slightly by 2%. Still, our productivity of 563 is well above the college productivity goal of 546.
    b. We believe this drop is in response to the continued problems with the economy, the increases in student tuition, and the need for people to meet their basic needs. For many potential students, even though a college education may be desirable, it is a luxury they cannot afford. Also, due to the recession there are less dollars available from public and private institutions to underwrite their education.
4. Course Offerings:
    a. Enrollment Trends: 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. Impact of Articulation with U.C. System: For 2012/2013 a number of our courses were renumbered to reflect articulation with the U.C. universities. We are hopeful that this change will also attract transfer students to our classes. We will have to wait to see if this is the case as data comes in over the next few years.
c. High Demand Courses: Our plant identification classes and our soil science classes remain popular. Our hope is that our HORT 10 G.E. transfer course will continue to gain recognition campus wide and that we will see a slight increase in enrollment this year. There are a number of other courses we see high demand for, many of them our short courses, such as pruning, and courses relating to water conservation.
d. Lower Demand Courses: We see trends away from classes in floral design. While we do have a course in this area, we may not offer it again soon due to low interest. We have also experienced a decreased demand for our introductory computer-aided design course (for landscape designers), which is offered twice per year. This is because there has been a large backup of demand for a course of this nature and this demand now seems to be stabilizing. We predict that this course will remain popular but that a once per year offering will suffice.

5. Curriculum and SLO's:
   a. Currency of Curriculum: All Environmental Horticulture courses are reviewed at minimum every three years for Title 5 compliance. None of our courses have prerequisites and our advisories have been reviewed and are appropriate for each course in the program.
   b. Teaching to the COR: Title 5 information is provided to all faculty teaching courses in the Environmental Horticulture program. Every instructor also receives printed and/or online information on college policies, instructional practices, etc. Courses are monitored for compliance with Title V, college, and state guidelines.
   c. Program Learning Outcomes and the College Mission: 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. Some of our course offerings, especially in the area of landscape design, offer more advanced subject matter and require a higher level of knowledge/expertise which is predicated on having completed other courses in the track. We also have an expanded offering of plant identification and cultural uses of plants courses. This is the main reason that we have chosen these courses to reflect on in our Program Assessment Plan. We feel that student success in these areas adequately reflects student success in the program overall.
   d. Degree / Certificate: We offer both an A.S. degree and a Certificate of Achievement. Since over half of our students already have a degree, there is usually no need for them to complete any G.E. courses in order to graduate with an A.S. degree. For the remaining 46% of those people wishing to pursue a career in the green industry, many do not wish to take general education classes. As a result, the certificate perfectly meets their needs.
   e. Interdisciplinary Courses: None of our classes are cross-listed with other classes at the college.

f. Recent Developments: 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. We plan to create new classes specifically geared toward sustainability.

6. Basic Skills Programs: We are not a Basic Skills Program.
7. Transfer Programs: We are not a Transfer Program, however, 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. From time-to-time we also see transfers (and articulation) with universities outside of the state.
8. Workforce Programs:
    a. Effectiveness of Horticulture (CTE) Program:
        i. Labor Market Demand: According to the EMSI report, the Bureau of Labor Statistics expects the total number of occupations in the Green Industry to increase by 1.9% over the next three years in our region. The national rate is expected to be 3.6%. We are already seeing our current students and graduates finding gainful employment faster than at any point over the past several years. What we are observing locally is a much greater rate of employment than the BLS statistics.
        ii. Duplication: There are no other similar programs to the Environmental Horticulture and Design offered at Foothill College or at our sister college, DeAnza College.
        iii. Employment and Completion Success: Program completion rates are on par with or exceed other similar community colleges around the state. The Foothill College Environmental Horticulture program has a 42% higher completion rate than two other related regional programs. We have found that demand for our students remains high. Students completing their degree/certificate, or at least a substantial part of the program, and are actively involved in our outreach efforts and exposure to green industry employers, are likely to find gainful employment. This is the case both prior to and after completing the program.
        iv. Average Salary: Average wages in the region are approximately $15 per hour which is 23% higher than the national average. In reality, numerous green industry jobs pay much higher wages. Some examples of higher paying careers include golf course managers, fine gardeners, arborists, landscape designers, park managers, and estate managers.
    b. Program Accreditation: There is no required accreditation for the Environmental Horticulture and Design program. In the late 80's the program did receive accreditation from the California Landscape Contractor's Association. It may be possible to request this accreditation once again. It may also be possible to receive an accreditation review from the national trade organization, "PLANET".
    c. Service to the Community: The Environmental Horticulture and Design program is actively involved in any number of projects which serve the community. We work with professional organizations, non-profits, and community groups. We constantly

receive requests for assistance from members of the community to the extent that many people in the region see us as a version of a local agriculture extension office. Some examples of projects we have worked on or supported include:

i. Community and School Gardens: (various locations)
ii. Public Gardens: Examples include Hakone Gardens, Filoli Gardens, San Jose Rose Garden, Gamble Garden House Gardens, Full Circle Farms, and many college related garden & design projects.
iii. Student Employment Service: Web-based employment service meeting the needs of homeowners, private, and public institutions looking to hire our students or graduates.
iv. Villa Montalvo: We have developed a special internship program to help train, and provide college credit to, interns at Villa Montalvo.
v. Industry Professional Training: Every year we sponsor several industry related training seminars for contractors, designers, and nursery professionals. We also work with groups like the California Association of Nursery Garden Centers (CANGC) to assist in staffing events such as the NORCAL Spring Trade Show.
vi. Green Industry Non-Profit Associations: Every year we also sponsor and/or host non-profit groups. For example, in September we hosted an all-day seminar with the California Native Plant Society entitled "Lawn Alternatives – Do it Yourself Native Plantscaping".

d. Outcomes Assessments: Our best empirical sources of information on the success of our program and our graduates is provided through the college. We have research on the Green Industry and its trends, as well as on performance of our program, from EMSI (Economic Modeling Specialists, Inc.). We also have demographic information (Program Review Data), provided by the college which provides critical data on enrollment trends, gender, course enrollment, etc.
e. Advisory Board Meeting: We have fairly comprehensive Advisory Board meetings. These meetings provide us with a good overview of what the green industry is experiencing and also provides us with feedback on what we can do to improve our program. Our most recent meeting reviewed topics such as facilities, enrollment, budget, and new course offerings. Action plans included means by which to develop greater program visibility (i.e. more students), and working with local businesses to provide employment opportunities for our students. *(For more information please see attached Minutes).*

9. Student Equity: The Environmental Horticulture and Design program at Foothill College is one of the most accessible programs to students of all demographics. Beyond filling out an application to be a student at Foothill College, there are no barriers to students who wish to take our classes.
    a. Success Rates: Generally our success rates with targeted ethnic groups is good. The success rate of non-targeted groups (93%) is only 7% higher than targeted groups (86%). Likewise, withdrawl rates from classes are only slightly different.
    b. Pre-Requisites: None of our classes have pre-requisites and there is a good reason for this. For example, someone working in the irrigation industry with many years of experience working with the components of irrigation systems would not need to

take our entry level irrigation course but could jump ahead and take our irrigation design course.

c. Future Outreach: We work with professional industry associations to reach out to some underrepresented groups. One way we have done this in the past is to conduct seminars / workshops in Spanish. We also work with our second language students, when we notice there is a problem with comprehension, to get them into the ESLL program for expanded training so that they can be more successful in the classes they take in our program.

10. Innovation: As stated above, we are involved in any number of activities supporting both the local and regional community as well as related green industry professional organizations. In particular, in the past few years we have begun to stress the importance of water conservation in providing for a more sustainable environment. A little over two years ago we held our first regional water conservation conference which was entitled "Slow-the-Flow". It was an excellent and successful conference. We had support from all of the local water agencies as well as an assortment of other public and private industry groups who support water conservation. As a result of this conference we decided to pursue a special project which explores, as well as showcases, Rainwater Harvesting. The results to date are as follows:
    a. Start-Up Grant: Received a start-up grant from the Santora family for beginning research on this project.
    b. Schmidt Family Foundation: Our steering committee wrote a grant and received $30,000 from the 11th Hour Project (Schmidt Family Foundation), to embark on a multi-phase project which would showcase different types of rainwater harvesting.
    c. Project Completion to Date and Educational Goals: To date we have installed three phases of the rainwater harvesting project. These will be used in future seminars/classes to exhibit effective techniques for harvesting rainwater. The water will be used in our nursery and greenhouse, as well as for recharging ground water (rather than dumping it into the sewer or storm drain system).
    d. Future Phases: Recently we discovered that there were thousands of gallons of fresh water being put down the sewer every day at a significant cost to the college. Water utilized by the college must be purchased and then we must pay again (in the form of a surcharge) to put it into the sewer system. We have just received an extension of our original grant to hire an engineering firm to provide consulting and design for capturing this water. This grant may be extended based on implementation needs. The hope is that this water will be used in the horticulture facility as well to supplement the irrigation water system for the entire campus.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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 2011-2012 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

1. Give an assessment of the past three years of annual Course Level SLO reflections.

In reviewing our Course Level SLO reflections over the past three years we have found that most reflections show that assessments for our courses are valid. Certainly many of the courses have uncovered areas for improvement and indications are that instructors are moving to make changes to courses as needed and where appropriate. Some changes are limited by budgetary constraints affecting the purchase of equipment, supplies, and the development of instructional facilities. Subject areas identified as needing improvement last year and improvements made include the following:
*Plant Identification Courses: We have made the changes to presentation format and adjusted the number of plants being introduced in each class.
*Landscape Construction Field Labs: We have made changes to assessment for field labs to better assess student learning.
*HORT 90 Series Short Courses: Through Title V changes we have also begun to implement better evaluative processes for use in these courses.

2. If your program has other outcomes assessments at the course level, comment on the findings.

(None).

2.3.b Program-Level SLO

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

The program level assessments reflect higher levels of learning, knowledge, and overall expertise in specific areas which gauge relative success in the program. Our design series is one of those gauges and to date, we have seen a high level of success/completion in this area. The second assessment looks at the identification and cultural use of plants in the landscape. For

our two key plant identification courses, over 90% or the students taking these classes were able to correctly identify plants, their features, and their uses at a rate higher than our goals. The target was met but we feel that one means by which this number could be higher is the student ability to access these plants more easily. Improvements to our campus nursery, lath house, greenhouse, and arboretum would help tremendously with improving overall success because students would not need to travel too far and the plants would be easily accessible for their review.

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

These assessments have helped us to focus on the most important measures / indicators of student success. Successful completion of these representative courses has proven to be closely linked to completion of the program curriculum and the awarding of a certificate/degree.

3. If your program has other outcomes assessments at the program level, comment on the findings.

(None)

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. Continue to pursue funding for outdoor lab facilities. Purchase slides to be used in lectures.	HORT 51 series (now HORT 20 series) & HORT 90K: Outdoor lab facilities needed. Slide sets needed for some courses.	Work Force	Expanded student ability to effectively utilize a wide variety of plants in green industry careers.
2. Pursue additional funding for the purchase or rental of equipment needed for instruction.	HORT 54D – Const.: Continue to expand the types of equipment that the students learn to operate. Limits to that expansion are the availability of equipment to purchase or rent and the funds to do so.	Work Force	Students benefit from hands-on instruction on green industry related equipment. Graduates from the Hort program are expected to have a minimum level of proficiency with equipment use.
3. Arrange for purchase or donation of lighting equipment.	Hort 90H - Lighting: By installing an outdoor lab the students will be	Work Force	Students will be able to study existing lighting installations to learn

Creation of a storage area for lighting equipment. Dedicated space is available for lighting demonstrations.	able to understand the principles of lighting. Appealing to the lighting manufacturers for materials will enable the installation of this lab.		correct ways to design and install outdoor light fixtures. Having more equipment on hand will allow students to practice working with lighting components.
4. Integrate "Sustainable Landscape Practices" more thoroughly into the Horticulture program.	Several classes have sustainable practices integrated into their student learning outcomes.	Work Force	Industry trends in Landscape Sustainability dictate the need for expanded instruction in this area. We are already seeing demand for students with this expertise.

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. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Develop enhanced retention strategies and methodologies for working with at-risk students.	Long Term	Expanded dialogue with individual students. Coordination with counseling division, DRC, etc. as necessary.	Ongoing. The Hort Dept. faculty have stepped up our contact with students and worked individually with students by assisting with scheduling, tutoring, and career planning.
2. Continue to develop/expand and maintain our facilities for instructional purposes.	Long Term	Currently working on grant funding to expand the nursery and lath house structures. Planning to coordinate hiring of engineer to assist with creation of plans.	Ongoing. Plan to work more directly with the college Foundation office to find funding sources.
3. Expand instructional capabilities to maximize student learning.	Long Term	Other facility improvements have been limited due to a lack of funding. Some projects are moving forward with grant funding (such as our	Ongoing. Continue to seek more funding.

		Rainwater Harvesting projects).	

3.2 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. Purchase or have materials and equipment donated for use in landscape construction, landscape lighting, and other courses needing specialized instruction.	Short Term: Seek funding for equipment. Long Term: Seek funding for equipment maintenance and replacement.	Continue to pursue funding or donations of supplies, material, and equipment.	Students benefit from hands-on instruction on green industry related equipment. Graduates from the Hort program are expected to have a minimum level of proficiency with equipment use.
2. Expand and improve the Horticulture facilities, especially in the areas of plant material instruction. Provide for ongoing facility and equipment maintenance.	Short Term: Move ahead with the design of the Lath House expansion & find funding sources for its construction. Long Term: Construction of Lath House; expansion of Nursery; creation of Arboretum . All are important for on-site instruction.	Continue to pursue funding for outdoor lab facilities.	It is critical that we expand each student's ability to utilize a wide variety of plants effectively in green industry careers.
3. Provide slide sets, as needed, for certain classes needing specialized visual aids for instruction.	Short Term: We hope to purchase these this year; if not through allocated budget, then through our foundation.	Purchase slides to be used in lectures	Expanded student ability to effectively utilize a wide variety of plants in green industry careers.
4. Greater integration of "Landscape Sustainability" into our curriculum.	Long Term: Over the next two to three years look at enhancements to existing classes showcasing sustainability. Develop new courses in this area and look at ways to market them.	Integrate "Sustainable Landscape Practices" into curriculum. Industry trends in Landscape Sustainability dictate the need for expanded instruction in this area. Demand for students	There seems to be a trend / interest in learning about more sustainable practices in everything from landscape design to landscape construction practices. Industry changes are beginning

		with expertise in this area is increasing.	to drive the need for more instruction in landscape sustainability.
5. Develop enhanced retention strategies and methodologies for working with at-risk students.	Long Term: Work with faculty and staff to implement means by which to increase retention rates and work with at-risk students.	Expanded dialogue with individual students. Coordination with counseling division, DRC, etc. as necessary.	Student Success
6. Maintain software updates in our CAD Lab.	Short Term: Annual purchase of software updates.	Currency	Updated software is critical to student success in the industry for Landscape Designers and other industry professionals
7. Instructor Currency	Short Term: Fund annual conferences and seminars which support instructor currency related to the topics which they teach.	Currency	Student Success

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	**$ Amount**	**Related Goal from Table in section 3.2**
Eleven Month Contract for Director (Currently a 10 month position)	$ 8,500	Goals 1, 2, 3, 4, 5, 6, & 7
Facility Manager (Full Time)	Reallocation of existing Division resources to move the Facility Manager's role to full-time Horticulture appt.	Goals 1 & 2
Career Coordinator & Clerical Support (Full Time)	(unknown)	Goals 4 & 5
Outreach Specialist (Full Time)	(unknown)	Goals 4 & 5

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2
Re-Assign Time for Director (Current college funded release time is 0.00. Minimum request is for reinstatement of reassign time to .25; similar programs have 50% reassign time for directors).	$ 20,000	Goals 1, 2, 3, 4, 5, 6, & 7

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2
Reserve Account for Equipment Maintenance (We have equipment and vehicles requiring maintenance and do not have the funding to keep these in working order).	$ 3,000	Goal 2

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2
141459	$ 5,000	Goals 1, 2, 3, 4, 5, 6, & 7
Perkins (Conference Funds)	$ 4,000	Goal 7

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2
Lath House/Nursery Expansion & Instructional Gardens (Arboretum)	$ 300,000	Goals 1 & 2
Toro Dingo Compact Utility Loader	$ 25,000	Goals 1 & 2
Cold Frame (Cacti & Succulents)	$ 2,000	Goals 1 & 2
Power Wheelbarrow	$ 3,000	Goals 1 & 2
Nursery Label Maker	$ 4,000	Goals 1, 2 & 3
CAD Lab Software (Require annual update of lab and instructor software to remain current for instructional purposes)	$ 3,000 to $ 4,000 (Perkins)	Goal 6

Section 5: Program Strengths/Opportunities for Improvement

Program: Updated:

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. Many aspects of the Horticulture Program facilities are very good, which enhances student learning. 2. By and large, the current structural arrangement of faculty provides for a high quality instructional environment, but it could be better.	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 attention from both the professional and lay communities.
Weaknesses	1. Inadequate funding, particularly in the areas of facilities, equipment, and supplies stymies the ability of the program to deliver the highest quality of educational experience to our students. 2. The current size of the Lath House is inadequate for instruction. The Arboretum is almost non-existent.	1. The economic conditions of the day represent challenges in providing employment opportunities to all of our students. 2. Potential students have a tough time balancing work, family, and school, making it difficult to pursue, and/or complete a program of study in Environmental Horticulture.
Opportunities	1. Should funding become available, the program will expand our areas.	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. Even with the passing of Proposition 30, state budget constraints pose significant problems for us in achieving our goals. 2. We have a significant need for a full-time facilities manager for the Horticulture program. We are currently barely getting by with instructional and facility support.	1. External demand for our students and our graduates is beginning to show signs of recovery but has a long way to go. In order for students to survive in this economy, some are leaving the program before completion in order to work full-time and make an adequate income. This means they exit the program without a full set of job skills.

5.2 Address the concerns or recommendations that were made in prior program review cycles.

* Some aspects of our facilities are deficient. This in turn limits our instructional capabilities and thus students success.
* A recurring theme that pops up in some of the SLO assessments is 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.

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?

* While there remain some limitations to employment opportunities for our students in the current economy, there are otherwise very few concerns for our program (other than those stated above). 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 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

* Special Projects & Seminars: We continue to host or sponsor a variety of seminars and events linked with the green industry and non-profit community organizations. These events bring recognition and positive accolades to both the Environmental Horticulture program as well as Foothill College. Our grant to explore Rain Water Harvesting techniques sets us at the forefront of water conservation efforts in the region.
* Enrollment: Overall, our enrollment has held relatively stable for some years now. Productivity is slightly down but overall seat count enrollment is up by 16%. With the elimination of TBA hours in our program (starting in summer 2013) and other changes to class structure affecting WSCH and Productivity, we are uncertain at this time what the ramifications will be for the next Program Review cycle. Overall our projection is that our statistics will remain relatively stable.
* Community Support: Based on the 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 the choice of several programs, potential students will most likely choose Foothill.
* Course Success: In terms of course success, our pass rates have remained consistently 93% 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.

Program: Updated:

6.1 Strengths and successes of the program as evidenced by the data and analysis: The program has an excellent reputation in the community and statewide. The curriculum is current to industry needs and allows students a direct pathway to employment. The program continues to focus on sustainability and the green movement. The water capturing project is a direct reflection of the programs innovation and contributions to the college.

6.2 Areas of concern, if any: The 20% release time was removed from the program director. With the large land and space area the program utilizes along with maintaining innovation in planning, this is necessary time needed for the director to spend on budget, scheduling, leading and directing the program to the industry standards. The Lath House, Nursery, and Arboretum are costly expansions that should be seriously considered in the future.

6.3 Recommendations for improvement: None

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

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.
Good program review. Easy to read.

7.1 Strengths and successes of the program as evidenced by the data and analysis:
This program succeeds due to the high quality faculty and staff in the program. The program has maintained its size and quality during many economic and budget challenges. The program is a great outreach and branding opportunity for the college.

7.2 Areas of concern, if any:
A program of this size with the facilities and equipment demands a lot of time from the director and staff. There are some opportunities for program growth that will be hindered without facilities expansion and by the lack of release time and fulltime classified support.

7.3 Recommendations for improvement:
None

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

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **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:** 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 **Reporting Year:** 2011-2012 **Resource Request:** lab assistant to help monitor the large numbers of students in lab situations **GE/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 10 - ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE - SLO 1 - Scientific Process - student will describe scientific method (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform lab exercises employing the scientific method. **Assessment Method Type:** Case Study/Analysis **Target:** 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 **Reporting Year:** 2011-2012 **Resource Request:** lab assistant to help with monitoring activities in large classes **GE/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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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:** 90% of the students will correctly answer the question(s) concerning career opportunities in the green industry.	12/19/2012 - 95% of the students taking the final exam were able to successfully answer questions concerning opportunities in the green industry. **Result:** Target Met **Reporting Year:** 2012-2013	12/19/2012 - In the next cycle, new questions will be developed to better assess student knowledge of green industry 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 **Reporting Year:** 2010-2011	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **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:** Students taking the final exam will be able to correctly identify 80% of plant terms, plant features, and/or horticultural terminology.	01/15/2012 - 95% of students taking the final exam were able to meet the minimum threshold to demonstrate an understanding of horticultural terms and plant features. **Result:** Target Met **Reporting Year:** 2012-2013	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field tree identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of students will obtain a score of 75% or higher on identification exams.	12/12/2012 - 95% of the students scored above 75% on the identification exams. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Plants used in class to be planted on campus **GE/IL-SLO Reflection:** The current SLO is productive and	12/12/2012 - Continue current exam methods and modify by adding aides to improve botanical name recall.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		adequate.	
		12/14/2011 - 92% of students obtained a score of 80% or higher of identification quizzes. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** More on campus plantings to be used for field identification. **GE/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)) **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:** 90% of students will obtain a score of 75% or higher of the exam.	12/12/2012 - 96% of the students scored above 75% on written exams measuring the outcome. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** None requested. **GE/IL-SLO Reflection:** The current SLO is effective and adequate.	12/12/2012 - Continue current method of assessing students regarding this SLO.
		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 **Reporting Year:** 2010-2011 **Resource Request:** Lab assistant to help with class management. **GE/IL-SLO Reflection:** SLO is reliable and valid.	12/14/2011 - No major changes planned in teaching or assessment strategies.
Department - Environmental Horticulture & Design (HORT) - HORT 22 - PLANT	**Assessment Method:** Students will complete field shrubs	06/22/2012 - 95% of the students obtained a score of 87% on the identification quizzes	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
MATERIALS II - SLO 1 - Knowledge - Identify shrubs presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will achieve a score of 80% or higher.	**Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** none **GE/IL-SLO Reflection:** Both the goal and the assessment method are adequate measures of student learning.	06/22/2012 - This method of assessment continues to be a good tool for motivating students to learn and to measure the the outcomes of their learning.
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)) **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:** 90% of the students will achieve a minimum score of 80% on the exam.	06/22/2012 - 100% of the students completed the objective exams with a passing score above 80%. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** none **GE/IL-SLO Reflection:** The outcome and assessment method are still valid.	06/22/2012 - The objective measurement tool has performed well in requiring students to evaluated plant material. It will continue to be the assessment method used, along with identification exams.
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)) **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:** 90% of the students will achieve a minimum score of 80% or higher on the exam.	10/16/2012 - 90% of the students were able to identify the plants in the course. **Result:** Target Met **Reporting Year:** 2010-2011	10/16/2012 - A slide set is needed to increase goal achievement.
		07/15/2012 - 100% of the students achieved and higher than 80% score on their exams. They were able to identify Native plants by their botanical and common names. **Result:** Target Met **Reporting Year:** 2010-2011	10/16/2012 - A slide set is needed to increase student knowledge.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 23 - PLANT MATERIALS: CALIFORNIA NATIVE PLANTS - SLO 2 - Application of knowledge - Compare and contrast California Native Plants features and cultural need. (Created By Department - Environmental Horticulture & Design (HORT)) **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:** 90% of the students will achieve a score of 80% or higher on 4 of the 5 graded assignments.	07/15/2012 - Students were able to select plants for specific situations based on required features and cultural conditions. 98% of the students met this requirement. **Result:** Target Met **Reporting Year:** 2010-2011	10/16/2012 - Additional study should help the 2% who did not meet these goals. 10/16/2012 - The 2% should be able to meet this goal with additional study. 10/16/2012 - By spending more time in the lab with students we can achieve higher scores onthe goal.
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)) **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:** 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 **Reporting Year:** 2010-2011 **Resource Request:** More plant examples on campus would improve learning. Limited resources now available. **GE/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)) **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:** 90% of students should achieve a passing score. The average score should be above	12/14/2011 - 95% of the students passed this SLO, with an average score of 90%. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Additional gardens to display plant materaial covered in class. **GE/IL-SLO Reflection:**	12/14/2011 - Improve plant data offering to class through improved data sheets.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		SLO is still reliable and valid.	
	75%.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field bamboo and palm identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will score 80% correct on exam.	12/12/2012 - 90% of the students scored above 80% on this series of exams. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Plants related to class to be installed on campus. **GE/IL-SLO Reflection:** This SLO is effective and adquate.	12/12/2012 - Continue current method of assessing for this SLO. Add more diversity of assessment methods in future.
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)) **Course-Level SLO Status:** Active	**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:** 90% of the students will complete 4 of 5 class assignments with a score of 80% or higher.	12/12/2012 - 100% of the class completed a minimum of 4 assignments with a score of 80% or higher. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** No request. **GE/IL-SLO Reflection:** This SLO is effective and adequate.	12/12/2012 - Continue current assessment methods for this outcome.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field perennial and annual identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will pass with a score of 80% or higher.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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:** 90% of the students will complete 4 of the 5 course projects with a score of 80% or higher.		
Department - Environmental Horticulture & Design (HORT) - HORT 30 - HORTICULTURAL PRACTICES: SOILS - SLO 1 - Application of Knowledge - Evaluate a soil by chemical and physical means. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform labs assessing soil chemical and physical properties. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will achieve a minimum score of 75% on the soil report.	03/29/2012 - On the soil report 100% of the enrolled students scored at 75% or higher. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** additional soil testing supplies to expand testing opportunities **GE/IL-SLO Reflection:** SLO may require adjustment down from 100% to accomodate those students who drop mid course. Basis of measurement is valid.	03/29/2012 - plant tissue testing will be added next year if testing supplies are available
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)) **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:** 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 **Reporting Year:** 2010-2011 **Resource Request:** lab assistant to help with large numbers of students in labs **GE/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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **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:** 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 - Identify basic anatomy of various different types of seeds. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will identify and describe the anatomy of seeds in lab activities. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 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)) **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:** 80% of students will successfully complete a final project demonstrating competency in graphic skills.	01/15/2012 - 95% of students were able to successfully complete the final project. **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** Final project was reformulated to increase the success rate of students for 2012/2013	12/19/2012 - Given the student success rate, no changes to the course structure are planned at this time. 12/19/2012 - No changes required at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 40 - LANDSCAPE DESIGN: GRAPHIC COMMUNICATION - SLO 2 - Application of knowledge - develop visual communication "thinking" skills	**Assessment Method:** Completion of a sketchbook. **Assessment Method Type:** Class/Lab Project **Target:**	12/19/2012 - 100% of students completed the sketchbook. **Result:** Target Met **Reporting Year:**	12/19/2012 - While sketch books have value in the learning process, the use of these for the next cycle will be re-examined. It may be that another approach will be more

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
through the completion of a sketchbook. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	80% of students will complete a sketchbook containing a minimum of ten sketching assignments.	2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** While sketch books have value in the learning process, the use of these for the next cycle will be re-examined. It may be that another approach will be more productive and helpful to student learning. As a consequence, SLO 2 may be revised for 2013/2014.	productive and helpful to student learning. As a consequence, SLO 2 may be revised for 2013/2014. 05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student shall complete a final landscape design project illustrated competencies in computer aided design. **Assessment Method Type:** Class/Lab Project **Target:** 90% of students shall successfully complete this project.	12/12/2012 - 95% of the students successfuly completed the design project. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Teaching assistant to help with student support, current software, upgraded computers in 8401 **GE/IL-SLO Reflection:** The SLO is effective and adequate.	12/12/2012 - No changes in assessment for this SLO. Continue to pursue funds for developing course resources.
		03/29/2012 - 100% of the students successfully completed the final landscape design project with an average score of 97%. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** updated computers and CADD software in the 8401 lab. **GE/IL-SLO Reflection:** This SLO and it's assessment method are valid and reliable. No change is anticipated.	03/29/2012 - software set for annual upgrade
		12/14/2011 - 94% of the students completed the assignments. Two students tested out or dropped	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		prior to testing. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Software needs to be updated. Need for lab assistant time is necessary. **GE/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)) **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:** 100% of students should be able to utilize computer terminology.	12/12/2012 - 95% of the students were able to converse using the appropriate terms. **Result:** Target Not Met **Reporting Year:** 2012-2013 **Resource Request:** Teaching assistant. **GE/IL-SLO Reflection:** The target for success may need to be adjusted to accomodate students with limited disabilities. The failure to meet the target was due primarily to a student with challenges in learning.	12/12/2012 - Consider a prerequisite or advisory of computer basic skills necessary for course. Continue to pursue funding for teaching assistant to help with challenged students.
		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 **Reporting Year:** 2011-2012 **Resource Request:** updated computers and CADD software for 8401 lab **GE/IL-SLO Reflection:** This SLO is valid and reliable. No change is anticipated.	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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		terms and language appropriate to technology. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Softward needs to be updated. Lab assistant required. **GE/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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a performance evaluation of their pruning skills. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will achieve a minimum score of 85% on their skill evaluation.	06/22/2012 - 90% of the students achieved a minimum score of 85% on their skill evaluation. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** The slo and assessment method are adequate.	06/22/2012 - Students were able to participate in skill evaluation in several areas this year, including pruning and planting. More opportunities to install plant material would enhance their learning activities.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a performance evaluation of their planting skills. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will score a minimimum of 85% on their skills evaluation.	06/22/2012 - 95% of the students scored a minimum of 85% on their planting skills. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** planting opportunities **GE/IL-SLO Reflection:** The slo and assessment area adequate.	06/22/2012 - While the chances to physically participate in plant installation, more opportunities, both on campus and off campus, would enhance the learning activity.
Department - Environmental Horticulture & Design (HORT) - HORT 52E - HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT - SLO 1 - Application of	**Assessment Method:** Student will perform graded lab activities in greenhouse and nursery facility management. **Assessment Method Type:**	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.	12/14/2011 - Improve propagation method selection process for future classes. Add lab assistant to monitor plants between classes.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Knowledge - Demonstrate skill required to maintain greenhouse and nursery facilities (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Class/Lab Project **Target:** 80% of the students will produce a living crop by the end of the class.	**Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Additional assistance from lab assistant would help with between class facility management. Facilities and resources adequate. **GE/IL-SLO Reflection:** SLO is appropriate for this class.	
Department - Environmental Horticulture & Design (HORT) - HORT 52E - HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT - SLO 2 - Knowledge - Identify major types of growing structures and their respective roles in commercial plant production. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete an objective exam or report in the identification and classification of growing structures. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of class can identify structures and recommend appropriate use.	12/14/2011 - 100% of students who completed course successfully identified structures and use. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Lab assistant to help with greenhouse management. **GE/IL-SLO Reflection:** SLO is reliable and valid.	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.
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)) **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:** 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	**Assessment Method:** Student will prepare a design of an interior space using appropriate plant material. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
knowledge - Exhibit an understanding of design principles influencing interiorscaping. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete field turf grass identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will achieve a score of 85% or higher on the exam.	07/15/2012 - 95 % of the students were able to consistently identify different types of turf on a grass identification exam. **Result:** Target Met **Reporting Year:** 2010-2011	
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)) **Course-Level SLO Status:** Active	**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:** 90% of the students will achieve a score of 60% or higher in lab activity.	07/15/2012 - 98% of the class was able to complete a performance evaluation by demonstrating the ability to install sod and to seed a lawn. **Result:** Target Met **Reporting Year:** 2010-2011	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete and identification quiz of common plant diseases, insects, and weeds. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will score a minimim of 85% on a field identification exam.	07/15/2012 - 100% of the students were able to identify plant diseases, insects and weeds on a field survey exam. **Result:** Target Met **Reporting Year:** 2011-2012	10/16/2012 - I wil order slide sets with the various insect, diseases, and weeds to increase knowledge.
Department - Environmental Horticulture & Design (HORT) - HORT 52H - HORTICULTURE PRACTICES:	**Assessment Method:** Student will write an integrated pest management plan for a horticultural facility.	07/15/2012 - 98% of the students were able to complete an Integrated Pest Management plan for	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
INTEGRATED PEST MANAGEMENT - SLO 2 - Application of knowledge - Demonstrate skills in developing integrated pest management plans. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will score a minimum of 85% on the plan.	a horticultural facility. **Result:** Target Met **Reporting Year:** 2011-2012	10/16/2012 - MOre study time would increase the 2% level of knowledge. 10/16/2012 - The 2% who did not meet this goal, can meet it with additonal study
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)) **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:** 80% of students will pass the portion of the exam related to tools.	12/19/2012 - 93% of students were able to correctly identify tools used in landscape construction. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** More tools for use in construction labs.	12/19/2012 - Expansion of tools in lab will increase student learning and understanding of the correct use of tools in landscape construction. 05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **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:** All students participating in this lab section will successfully complete the building of a wood deck.	12/19/2012 - 100% of the students were able to successfully complete the construction of a wood deck. **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** All students were able to meet this target.	12/19/2012 - Need more tools and supplies for use in this course. Deck materials, hardware, screw guns, etc. are needed to conduct this part of the course. 05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **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:** 80% of the students will demonstrate proficiency in the use of survey tools.	04/14/2012 - For this quarter, 100% of the students participated in the survey lab and demonstrated the necessary skills to perform site surveys. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Current Survey Lab is an effective tool.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 54B - LANDSCAPE 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice question on estimating techniques that demonstrates mastery of core concepts in landscape estimating. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will pass sections of the test relating to estimating concepts.	04/14/2012 - 92% of the students were able to correctly answer key questions regarding landscape estimating methods on the final exam. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** Estimating can be a difficult concept to grasp. All the students in the class demonstrated a baseline understanding of estimating. However, a few were unable to show a comprehensive understanding of the subject.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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 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:** 80% of students will meet the benchmark requirement for the identification of irrigation	04/14/2012 - All of the students were able to meet the benchmark requirement for the identification of irrigation components. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	components.	**GE/IL-SLO Reflection:** While everyone passed this part of the exam, there are still some students that could have done better than just the bench mark. Instructor will spend more time on this aspect of the class in next year's class.	
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)) **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:** 90% of students will demonstrate competency in the programming of an irrigation controller.	04/14/2012 - Every student who participated in the controller programming lab was able to demonstrate proficiency. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** One person missed the lab and did not make it up. Otherwise the lab was an effective learning tool.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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 - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will demonstrate skills by participating in construction of landscape projects in lab. **Assessment Method Type:** Class/Lab Project **Target:** 90% of students participating in the labs will demonstrate proficiency in the construction of landscape projects.	06/22/2012 - 100% of the students obtained proficiency in completing landscape construction projects provided for class. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** funds for supplies and materials consumed in class **GE/IL-SLO Reflection:** This slo and assessment method remains valid.	06/22/2012 - The students performed very well in the activities presented. Carpentry and paving activities were reduced due to lack of time and resources to purchase supplies for the class and the lack of on-campus projects.
Department - Environmental Horticulture & Design (HORT) - HORT 54D - LANDSCAPE CONSTRUCTION: APPLIED PRACTICES - SLO 2 - Application of knowledge - Operate	**Assessment Method:** Student will demonstrate skills in a practical activity laboratory. **Assessment Method Type:**	06/22/2012 - 100% of the students demonstrated proficiency in operating the motorized equipment used in the class.	06/22/2012 - An attempt will be made to continue to expand the types of equipment that the students

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
motorized landscape equipment. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Class/Lab Project **Target:** 90% of students participating in the labs will demonstrate proficiency in the use of motorized landscape equipment.	**Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** expand the type of equipment available for teaching **GE/IL-SLO Reflection:** This slo and assessment is valid.	learn to operate. Limits to that expansion are the availability of equipment to purchase or rent and the funds to do so.
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)) **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:** 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 **Reporting Year:** 2011-2012 **Resource Request:** none requested **GE/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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of a business or strategic management plan. **Assessment Method Type:** Class/Lab Project **Target:** 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 **Reporting Year:** 2011-2012 **Resource Request:** none requested	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 & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/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)) **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)) **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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will demonstrate mastery of design principles through completion of a final project. **Assessment Method Type:** Class/Lab Project **Target:** 90% of students will successfully complete a final project exhibiting a clear understanding of landscape design theory.	04/14/2012 - 97% of the students in the class successfully completed their final project with a grade of B or better. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Only one student failed to successfully complete their final project.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 60B - LANDSCAPE	**Assessment Method:** Student will demonstrate intermediate	04/14/2012 - 97% of students demonstrated the minimum proficiency of the use of color on an	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	graphic communication skills on a project involving color rendering. **Assessment Method Type:** Class/Lab Project **Target:** 90% of students will complete a project related to the use of color.	illustrative landscape plan. 100% of the students demonstrated a working knowledge of color in an in-class lab. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** No changes are need to the format of this part of the class at this time.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **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:** 90% of students will successfully complete the final irrigation design project.	06/29/2012 - All of the students who completed the class were able to successfully complete a final irrigation design project. One student who stopped showing up after the second week completed only one homework assignment. **Result:** Target Met **Reporting Year:** 2011-2012	06/29/2012 - Some changes will be made to the final irrigation project in 2013 to give students the opportunity to get an earlier start on the project. I will also be changing the project slightly to allow students, who choose to do so, to work more independently of their group
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)) **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:** 90% of students will pass the section of the exam relating to irrigation plan reading.	06/29/2012 - All students, except for one who stopped attending, were able to pass the part of the examination which involved reading an irrigation plan and its symbols. **Result:** Target Met **Reporting Year:** 2011-2012	06/29/2012 - No changes are needed at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 60D - LANDSCAPE DESIGN: PLANTING - SLO 1 - Application of Knowledge - Demonstrate, through assigned projects, knowledge of planting	**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.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
design as it relates to the aesthetic, cultural, ecological, and functional use of plants in the landscape. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target:** 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)) **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:** 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)) **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:** 80% of students shall successfully complete the final residential landscape design project.	06/29/2012 - 85% of the students in this class were successfully able to complete a residential landscape design project. **Result:** Target Met **Reporting Year:** 2011-2012	06/29/2012 - This class requires a higher level of dedication than other classes in the program. The success rate for students completing the course was actually 100% becuase two students dropped out of the class by the drop date. No changes are needed at this time.
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)) **Course-Level SLO Status:** Active	**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:** 90% of students completing the course will demonstrate competency in preparing a project timeline and budget.	06/29/2012 - 100% of the students were able to demonstrate the ability to prepare a project timeline and budget. **Result:** Target Met **Reporting Year:** 2011-2012	06/29/2012 - Everyone in the class demonstrated proficiency in completing the design project within the timeline and met the client's budget criteria.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **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:** 100% of students will be able to successfully complete pdf export.	06/26/2012 - 100% of the students were able to submit their projects via pdf and print hard copy of their work. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** updated software and additional demonstration software such as autocadd and/or dynascape **GE/IL-SLO Reflection:** The slo and assessment are valid for this class.	06/26/2012 - Lectures and course contect were reconstructed for this class. Continued rewriting of course with more emphasis on 3D drawing will be undertaken before next offering.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will produce a three-dimensional drawing of a site. **Assessment Method Type:** Class/Lab Project **Target:** 90% of students will be able to complete a 3d drawing.	06/26/2012 - 100% of the students were able to produce a 3D drawing using vectorworks and sketchup. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** updated software **GE/IL-SLO Reflection:** The slo and assessment method are valid for this class.	06/26/2012 - Continued updating of 3D lectures and projects will occur before next offering of the course.
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 Method:** Student shall meet the minimum required hours for on-site instruction in environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target:** 80% of students shall complete required on-site instruction.	12/13/2012 - 98% of the students met the minimum supervised hours required for the course. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Continued participation by lab assistant in support of class activities.	12/13/2012 - No major changes in course structure are required for this SLO. Continue working with available facility projects.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		**GE/IL-SLO Reflection:** This SLO remains effective and relavant.	
		01/15/2012 - 85% of the students completed the on-site instructional component of the class. **Result:** Target Met **Reporting Year:** 2011-2012	06/26/2012 - Students were very successful in completing on-campus activities and off-campus opportunities. Students exceeded on-site instruction component hours by almost 200 %. 05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time. However, we hope to increase our success rate through more student/instructor interaction during the next year.
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)) **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:** 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.	12/13/2012 - 100% of the students either working in the industry, participated in volunteer activities within the industry, or attended seminars presented by the industry. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Continue availability of lab assistant. **GE/IL-SLO Reflection:** This SLO remains effective and relevant.	12/13/2012 - Increase the number of in-class presentations by industry and continue to grow the volunteer opportunities within industry.
		01/15/2012 - 85% of students completed the course contract. **Result:** Target Met **Reporting Year:** 2011-2012	06/26/2012 - A new compost area was constructed by students to demonstrate composting methods. Students interacted with club activities and CLCA to develop ties with industry associations.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 80A - ENVIRONMENTAL HORTICULTURE FALL SKILLS - SLO 1 - Job Responsibilities - Develop Fall horticultural work skills under the guidance of a horticultural unit supervisor for an average of four hours per week. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall participate in on-site instruction for Fall environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target:** 80% of students shall complete required on-site instruction as demonstrated in Practical Skills Labs and Events.		
Department - Environmental Horticulture & Design (HORT) - HORT 80A - ENVIRONMENTAL HORTICULTURE FALL SKILLS - SLO 2 – Job Tasks - During the Fall season, explore industry association and industry contacts for employment opportunities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:**	**Assessment Method:** Student shall demonstrate Fall season 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:** 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.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Environmental Horticulture & Design (HORT) - HORT 80B - ENVIRONMENTAL HORTICULTURE WINTER SKILLS - SLO 1 - Job Responsibilities - Develop Winter horticultural work skills under the guidance of a horticultural unit supervisor for an average of four hours per week. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall participate in on-site instruction for Winter environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target:** 80% of students shall complete required on-site instruction as demonstrated in Practical Skills Labs and Events.		
Department - Environmental Horticulture & Design (HORT) - HORT 80B - ENVIRONMENTAL HORTICULTURE WINTER SKILLS - SLO 2 – Job Tasks - During the Winter season, explore industry association and industry contacts for employment opportunities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall demonstrate Winter season 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:** 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.		
Department - Environmental Horticulture & Design (HORT) - HORT 80C - ENVIRONMENTAL HORTICULTURE SPRING SKILLS - SLO 1 - Job	**Assessment Method:** Student shall participate in on-site instruction for Spring environmental horticulture skills.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Responsibilities - Develop Spring horticultural work skills under the guidance of a horticultural unit supervisor for an average of four hours per week. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation **Target:** 80% of students shall complete required on-site instruction as demonstrated in Practical Skills Labs and Events.		
Department - Environmental Horticulture & Design (HORT) - HORT 80C - ENVIRONMENTAL HORTICULTURE SPRING SKILLS - SLO 2 – Job Tasks - During the Spring season, explore industry association and industry contacts for employment opportunities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall demonstrate Spring season 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:** 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.		
Department - Environmental Horticulture & Design (HORT) - HORT 80D - ENVIRONMENTAL HORTICULTURE SUMMER SKILLS - SLO 1 - Job Responsibilities - Develop Summer horticultural work skills under the guidance of a horticultural unit supervisor for an average of four hours per week. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student shall participate in on-site instruction for Summer environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target:** 80% of students shall complete required on-site instruction as demonstrated in Practical Skills Labs and Events.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 80D - ENVIRONMENTAL HORTICULTURE SUMMER SKILLS - SLO 2 – Job Tasks - During the Summer season, explore industry association and industry contacts for employment opportunities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Quarter **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall demonstrate Summer season 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:** 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.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete field container plant identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 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	**Assessment Method:** Student will create container planting using selected plants. **Assessment Method Type:** Class/Lab Project **Target:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will be able to demonstrate an understanding of the key concepts used in creating garden water features.	12/19/2012 - 100% of students completing the course were able to demonstrate an understanding of the key concepts used in creating garden water features. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Pond and water feature supplies. Rock, boulders and gravel.	12/19/2012 - Supplies are needed to teach this class. These include pond and water feature supplies, rock, boulders and gravel.
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)) **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	12/19/2012 - 95% of students were able to correctly identify the key components used in the construction of garden water features. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Pond and water feature supplies. Rock, boulders and gravel.	12/19/2012 - Supplies are needed for this class. Pond and water feature supplies. Rock, boulders and gravel.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field herbs identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students taking the class shall be able to correctly pass the plant identification class with a grade of 80% or better.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90E - HORTICULTURAL & LANDSCAPE PHOTOGRAPHY - SLO 1 - Knowledge - Exhibit a basic understanding of photographic equipment use. (Created By Department - Environmental Horticulture & Design (HORT)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall be reviewed by instructor for basic proficiency in the use of photographic equipment and deemed to have basic competencies. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will demonstrate basic proficiencies in camera use to the instructor.	09/17/2012 - 100% of students submitted a project that reflected basic knowledge of the major controls of the camera. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students demonstrated an understanding of the terms, concepts and principles of the camera. Students assessed and addressed potential visual problems when recording and interpreting a horticultural feature (as presented in gardens, landscape designs or classifications) by using newly learned camera skills to produce the best solution.	
		05/18/2012 - All students finishing the class were able to demonstrate basic proficiencies in camera use. This exceeded the 80% threshold. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Based on student success, no changes are necessary to the assessment method at this time.	05/18/2012 - Based on student success, no changes are necessary to the assessment method at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Completion of one or more student photo projects involving landscape settings or landscape installations. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will complete the student photo projects.	09/17/2012 - 100% of students completed the photo project. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students applied the knowledge and skills of the discipline to solve potential visual interpretation problems. Previously ambiguous photographs were re-made stronger and more effective by application of awareness of color, light and shape & pattern. Horticultural scenes/locations are now seen as intentionally organized and are optimized photographically to show the best aspects of these designs.	
		05/18/2012 - All students completing the class were able to complete the student photo project. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Based on student success, no changes are necessary to the assessment method at this time.	05/18/2012 - Based on student success, no changes are necessary to the assessment method at this time.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a landscape design. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will complete a design charette or landscape design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 90F - LANDSCAPE DESIGN: BASIC PRINCIPLES - SLO 2 -	**Assessment Method:** Student will demonstrate design theory and process in lab exercises.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Knowledge - Exhibit understanding of design theory and process. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target:** 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)) **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:** 80% of students will exhibit a basic understanding of what takes to create successful landscapes.	05/15/2012 - Only one student did not pass the course and did not participate in all lab activities. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Given the student success rate, no changes to the course structure are planned at this time.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **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:** 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)) **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:** 70% of students will receive passing grades on the exam.	07/15/2012 - 100% of the students demonstrated a basic knowledge of low voltage lighting **Result:** Target Met **Reporting Year:** 2011-2012	10/16/2012 - I achieved my goals but I will continue to look for more study guides.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	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)) **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:** 80% of students completing the class will successfully demonstrate a working knowledge of landscape lighting systems.	07/15/2012 - 100% of the students were able to demonstrate in a lab the selection of appropriate lighting systems **Result:** Target Met **Reporting Year:** 2011-2012	10/16/2012 - By installing an outdoor lab the students will be able to understand the principles of lighting. Appealing to the lighting manufacturers for materials will hasten the installation of this lab.
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)) **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:** 80% of students will demonstrate competency in the development and maintenance of sustainable landscapes.	07/15/2012 - 98% of the students were able to build and manage landscapes using techniques of sustainability. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students were able to understand the principles of sustainability.	10/16/2012 - The 2% of those students should be able to build landscapes using sustainable methods through additional study.
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)) **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:** 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 Department - Environmental Horticulture &	**Assessment Method:** Students will complete field edible ornamental identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:**	10/09/2012 - 100% of students enrolled in the class were able to pass the field exam on the identification of ornamental edible plants. **Result:** Target Met	10/09/2012 - Look at developing resources to meet the need for showcasing edible plants.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Design (HORT)) **Course-Level SLO Status:** Active	80% of students will pass a field exam on the identification of ornamental edible plants.	**Reporting Year:** 2011-2012 **Resource Request:** Plants and arboretum development for showcasing edible plants.	10/09/2012 - Look at resources for showcasing 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will design a landscape using edible ornamentals. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will complete a landscape design using ornamental edible plants.	10/09/2012 - Students participated in discussions regarding design solutions for different types of ornamental edible landscapes. 100% of the class participated in this activity. **Result:** Target Met **Reporting Year:** 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a skills lab demonstrating propagation techniques. **Assessment Method Type:** Class/Lab Project **Target:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will select appropriate propagation technique for various environments in a lab setting. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will be able to properly demonstrate appropriate propagation techniques.		
Department - Environmental Horticulture & Design (HORT) - HORT 90M - PLANT	**Assessment Method:** Student will complete an objective exam	03/29/2012 - 95% of the students passed the portion of the assessment which required	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
NUTRITION & FERTILIZATION - SLO 1 - Knowledge - Identify nutrient deficiency in plants. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	identifying plant nutrient deficiencies. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will pass the part of the exam which identifies plant nutrient deficiencies.	identification of plant nutrition deficiencies. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/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)) **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:** 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 **Reporting Year:** 2011-2012 **Resource Request:** none requested **GE/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)) **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:** 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 conditions. (Created By Department -	**Assessment Method:** Student will complete an objective exam requiring selection of trees based on esthetic conditions. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Target:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will identify terms on an objective exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will be able to correctly identify 80% of the pruning terms presented in the class.	04/14/2012 - All but one student was able to correctly identify 80% or more of the pruning terms used in the class on a field test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** Students are demonstrating the ability to learn pruning terms and no further changes to the course are necessary at this time.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **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:** 80% of the students will correctly select and implement pruning methods in a field lab.	04/14/2012 - 97% of the students in the class were able to select and implement the pruning methods demonstrated in the class. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** Students demonstrated their ability to effectively prune selected plant species.	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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 Method:** Student shall create a basic plan illustrating core competencies in irrigation design. **Assessment Method Type:** Class/Lab Project **Target:** 80% of the students will be able to prepare a basic irrigation plan illustrating core	07/15/2012 - 95% of the students were able to create an irrigation design. **Result:** Target Met **Reporting Year:** 2010-2011 **GE/IL-SLO Reflection:** Students were able to select irrigation	10/16/2012 - Additional materials from the manufacturers should help achieve high scores.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	competency in irrigation design.	components according to plan.	
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)) **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:** 80% of students will be able to correctly install at least one component of a typical residential irrigation system.	07/15/2012 - 100% of the students were able to install components of an irrigation system. **Result:** Target Met **Reporting Year:** 2010-2011 **GE/IL-SLO Reflection:** Students understood how the various components inter-relate in an irrigation system	10/16/2012 - Additional materials from the manufacturers should increase scores.
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)) **Start Date:** 05/08/2012 **End Date:** 05/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of one seasonal floral design per instructor specifications. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will successfully complete a seasonal floral design.	10/11/2012 - All students completing the class were able to successfully compete the making of seasonal arrangements. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Floral materials and containers are expensive for a class such as this and generally costs for students exceed what they can afford. Program supplies are neede to supplement this class.	10/11/2012 - No changes are necessary at this time.
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)) **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:** 80% of students will complete a "holiday" floral or vegetative arrangement per instructor specifications.	10/11/2012 - All of the students complete a spring season "holiday" floral arrangement per instructor specifications. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** ts exceed what they can afford. Program supplies are neede to supplement this class.	10/11/2012 - No changes to the course are necessary at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 90S - SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP) - SLO 1 - Knowledge - Understand the risks of pesticides. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will identify pesticide risks through a written report. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will identify pesticide risks through a written report.	10/16/2012 - By using known pesticide use charts students were able to assess risk. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Slides on pesticides **GE/IL-SLO Reflection:** A higher achievement ratio can be achieved with slides and powerpoint presentations.	10/16/2012 - A higher level of chart is needed to provide a clear picture of the risks. 10/16/2012 - I will research the industry for more materials to achieve higher scores.
		08/20/2012 - 85% of the students were able to understand the risks of pesticides. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The majority of students understood this principle.	10/16/2012 - A speaker from the industry will be called in to help clarify the risks.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will write an integrated pest management plan. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will write an integrated pest management plan.	08/20/2012 - 90% of the students were able to write an integrated pest management plan. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students understand this principle and were able to write a plan.	10/16/2012 - More examples from the County Ag department will be obtained to increase student understanding.
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 Method:** Select the correct persepective technique to sketch a variety of different views of a site. **Assessment Method Type:** Case Study/Analysis **Target:** Students should be able to select the	12/15/2011 - Students were able to select the appropriate method 100% of the time. **Result:** Target Met **Reporting Year:** 2010-2011	12/15/2011 - Methods of instruction were effective for this SLO. No changes anticipated.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	appropriate method 90% of the time.	**Resource Request:** None **GE/IL-SLO Reflection:** SLO is reliable and valid	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Prepare one and two point perspectives from given drawings. **Assessment Method Type:** Class/Lab Project **Target:** 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 **Reporting Year:** 2010-2011 **Resource Request:** None **GE/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.
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)) **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:** 80% of students will successfully complete an design project that requires use of current organic gardening principles.	06/05/2012 - 95% of the students in the class were able to successfully complete a design project employing current organic gardening principles. **Result:** Target Met **Reporting Year:** 2011-2012	06/05/2012 - No changes are needed at this time. 29 of the 30 students in the course completed their required project.
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)) **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:** 80% of students will successfully prepare a written and graphic evaluation of a garden that identifies areas in which sustainability can be improved.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will create a list of drought tolerant plant characteristics. **Assessment Method Type:** Class/Lab Project **Target:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform a water audit for a garden. **Assessment Method Type:** Class/Lab Project **Target:** 80% of students will successfully perform a water audit for a garden.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field cacti and succulents identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 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 **Reporting Year:** 2011-2012	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.
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)) **Course-Level SLO Status:**	**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:** 90% of the students will complete exams	01/15/2012 - 94% of the students complete the objective exam with a score of 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012	05/15/2012 - Given the student success rate, no changes to the course structure are planned at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	with a score of 80% or higher.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field ornamental grasses by identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students will pass with a score of 80% or higher.	07/15/2012 - 95% of the students were able to identify ornamental grasses in the field. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students understood the various methods of identifying differing grasses.	10/16/2012 - A better slide set should increase competency in this area.
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 - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**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:** Exam - Course Test/Quiz **Target:** 90% of the students will achieve a score of 80% or higher on the exam.	07/15/2012 - 95% of the students were able to select ornamental grasses for varying cultural and design situations **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students understood the cultural and design parameters and were able to match the types of grasses that would fit these situations.	10/16/2012 - More design related material will help achieve a higher goal.
Department - Environmental Horticulture & Design (HORT) - HORT 91A - COMPOSTING THEORY & TECHNIQUES - Identify composting methods - Student will be able to identify different methods of composting (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/07/2012 **End Date:** 01/31/2013	**Assessment Method:** Student will be asked to identify in writing the various composting methods. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will be able to write down the names of at least 5 composting methods.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Environmental Horticulture & Design (HORT) - HORT 91A - COMPOSTING THEORY & TECHNIQUES - Build compost pile - Student will be able to construct a hot compost pile. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/07/2012 **End Date:** 01/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will properly construct a layered hot compost pile. **Assessment Method Type:** Class/Lab Project **Target:** 80% of the students will be able to properly construct a complete layered hot compost pile.		
Department - Environmental Horticulture & Design (HORT) - HORT 91B - SKETCHUP FOR LANDSCAPE DESIGNERS - Prepare landscape drawings. - Student will be able to prepare three dimensional landscape drawings using the sketchup program. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/07/2012 **End Date:** 01/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Student will use a supplied basemap to prepare a three dimensional drawing showing landscape features. **Assessment Method Type:** Presentation/Performance **Target:** 80% of the students will be able to successfully create the drawing.		
Department - Environmental Horticulture & Design (HORT) - HORT 91B - SKETCHUP FOR LANDSCAPE DESIGNERS - Render sketchup drawings. - Student will be able to render a prepared drawing using the textures, colors and attributes available in the sketchup program. (Created By	**Assessment Method:** Student will render a supplied drawing using a minimum of 5 different attributes available in the sketchup program. **Assessment Method Type:** Presentation/Performance **Target:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/07/2012 **End Date:** 01/31/2013 **Course-Level SLO Status:** Active	80% of the students will be able to properly render the drawing using the minimum number of attributes.		