,FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Environmental Horticulture & Design (Dan Svenson & David Sauter)
2. State the program's mission. If you don't have one, create one.	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 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.
3. Explain how the program/department mission is aligned with the college mission?	The Environmental Horticulture program rests squarely at the core of the college mission. We provide for workforce development which advance's California's growth & global competitiveness.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Instructors have posted office hours and are available by appointment on a regular basis. Closed for Lunch: No ☐ or Yes ☐ If yes, when: N/A Our offices closed at: *(The Hort. Dept. does not have a walk-in office which is continuously staffed).*
2. What types of classes do you offer, at what locations, and at what times?	**Times offered:** ☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☒Evening (4PM-10PM) **Locations offered:** ☒FH Main Campus ☐Middlefield ☐Off campus **Types Offered:** ☒In Person ☐Hybrid ☐Distance **Status Offered:** ☒Credit ☐Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Program Director / Professor	1	0	Provides instruction. Program administration, program planning, curriculum oversight, advising, outreach, etc. Oversees facility operations & maintenance.
Professor	1	0	Provides instruction. Oversees facility operations & maintenance.
Adjunct Professors / Instructors	0	11	Provides instruction and relevant industry experience/advising.
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Lab Tech / Program Assistant	1 (Note: Lab tech is shared 50% Horticulture & 50% Vet Sci.)	0	Assists in maintenance of facilities & lab prep. Oversees state & county regulatory requirements (HAZMAT, safety issues, etc.).

Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Student Assistants	5-25 hrs./wk. (total for all student assistants)	12	Students carrying a minimum load of 6 units who assist in facility maintenance, work on program projects, or act as teaching assistants. In a typical year we will have from 2 to 6 student assistants.	
Position Title	0.00	0		
Position Title	0.00	0		

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Enrollment in the program has been relatively stable over the past several years. Head counts are up slightly for Fall of 2009. Average class size for Fall quarter 2009 is 33 students per class. FTES has also remained stable at between 102 & 122. The economy definitely has some impact on our program as we relate directly to the design and construction industries. However, overall, economic upturns and downturns appear to have a limited impact. Employment numbers for graduates and students is currently down.	
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	While some of our students attend our program for personal growth reasons, most are striving toward a career in the green industry. About half of these students find careers in the industry before receiving their certificate/degree. This is in large part due to our close relationship with green industry professionals. Historically, finding jobs for both graduates and non-graduates has not been a problem. Numbers indicate a high retention rate.	
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	The green industry attracts a wide range of individuals, largely due to the diverse nature of employment opportunities. Our program has no barriers to enrollment. Foothill College attracts students from all over the world as well as a very	

	diverse population. We are fortunate to be the recipient of these demographics. We also work closely with a wide range of people with disabilities.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	At one time, the Horticulture program had three full time faculty members with a much lower enrollment than it currently has. We currently have two faculty members, and while we could undoubtedly support a third, at the current time we do not feel the need to increase this number. This is partly due to the diverse areas of expertise needed to run a program like ours. Given the large number of course offerings, our ability to hire adjunct faculty allows us to employ experts in these different areas of specialization.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Some of our instructors are incorporating Etudes based learning and testing in their courses. However, we feel that most of our courses involve hands-on learning which dictates the need for instruction in classroom & lab environments. At the current time there are no completely online classes available in our program.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	There are a number of environmental trends which directly impact our program. We continue to expand our course offerings and community outreach in areas such as water conservation, sustainability, and environmental practices.

Summary of Planning Goals & Action Plans

11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.

Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Strive to encourage student completion of A.S. Degree or Certificate.	☒	☐	☒	☒
Implementation and ongoing oversight of Student Learning Outcomes.	☒	☒	☒	☒
Increase community & professional outreach and educational offerings.	☐	☒	☒	☒
Develop enhanced retention strategies & methodologies for working with at-risk students.	☒	☐	☒	☒
Continue to develop and expand our facilities for instructional purposes.	☒	☒	☒	☒
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
Strive to encourage student completion of A.S. Degree or Certificate.	Faculty will work more closely with students in the areas of advising & course content to ensure that students recognize the value of a degree/certificate and how it relates to success in the green industry.	
Implementation and ongoing oversight of Student Learning Outcomes.	Faculty will maintain and update SLO's as necessary to keep them current and to ensure their relevancy to our mission and instructional content.	
Increase community & professional outreach and educational offerings.	The Environmental Horticulture program already has strong ties to the community and professional organizations. We host regular events on campus for these	

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	groups and plan to expand events and course offerings in the future to meet their needs. We are currently in the process of developing events and classes to address the important issue of water conservation.	
Develop enhanced retention strategies & methodologies for working with at-risk students.	While retention strategies relate to program completion, they also apply to part-time students and casual students. Through targeted course offerings and providing the finest instructional environment, we believe we can make increased strides in course retention. In addition, at-risk students are also a part of the retention issue. In the future, we plan to improve our ability to identify and work more closely with these students.	
Continue to develop and expand our facilities for instructional purposes.	While we are in a new facility, funding cuts during the design and construction phases left us with several deficiencies. Some examples include a lath house which is only 23% of its intended size, no instructional landscapes (which are used extensively for class instruction), and a greenhouse which does not function properly and does not have the promised remote capabilities for classroom instruction.	

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**

Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising, working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies
Lab Tech / Program Assistant (Full-time)	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.	Compliance with Regulatory Agencies Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).
11-month Contract for Program Director	It has become clear that program oversight does not end when summer begins. Throughout the summer, the same issues come up which affect the program during the normal school year. Facilities management, involvement with the community and green industries, and various activities such as scheduling, management of adjunct, and general program oversight. Another major	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies

	responsibility is the advising and processing of new students. To date, these have been provided by the director with no remuneration.	
Lath House & Instructional Gardens	To provide outdoor instructional areas which support the majority of the class offerings in the Environmental Horticulture and Design Program.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).
Equipment, Materials, & Supplies	Provide the Environmental Horticulture and Design Program with the necessary supplies and equipment needed to offer courses and to meet regulatory laws and provide for student safety. While some maintenance can be done internally, other services must be contracted from outside the district.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective than it could be. At one time, the division had a dedicated outreach specialist.	SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	In past accreditation visits, the Environmental Horticulture and Design program has been cited as one of the best examples of a program which meets the needs of diverse and special needs populations. Our courses have been developed to address these needs in ways which are tailored to the individual student. When appropriate, we work closely with the Adaptive Learning Center. This is true for both students who have joined the program with an existing plan in place or when we identify students needing additional assistance.
2. How does your curriculum respond to changing community, student, and employer needs?	We constantly monitor the changing employment market and trends in the industry. We are actively involved with green industry professional organizations and regularly meet with representatives from a wide range of fields. We also strive to provide a series of short courses geared to the regional and local communities and provide outreach services. For example, we are spearheading a water conservation movement to educate the public and bring together water agencies in a way that can meaningfully deal with this pressing problem. Lastly, we respond to student needs in an ongoing way, integrating new course materials, student advising, job placement, etc.
3. How does your curriculum support the needs of other certificates or majors?	Our curriculum attracts students from other disciplines, whether it be for general interest, or to meet transfer requirements. For example, over the last few years, our HORT 10 course (Environmental Horticulture & the Urban Landscape), has become increasingly popular with students from outside the Horticulture program. This course meets GE requirements for the life sciences and is transferrable/articulated to both UC and CSU.

4.	Do your courses for the major align with transfer institutions?	Many courses from our program are directly articulated with the CSU & UC systems. Others can be articulated by arrangement directly with the program an individual student is transferring to.
5.	Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	To eliminate barriers to enrollment and meet the needs of a diverse student population, the Horticulture curriculum no longer has any course prerequisites. Courses were redesigned starting in 2002/2003 to meet this need. Some courses do, however, have advisories. Instructors meet with students at the beginning of each quarter to ascertain whether or not they understand these advisories and have any concerns about their ability to successfully complete the course. This allows us to counsel students on the best course choices based on their individual needs and skill levels.
6.	Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	There are no curriculum deficiencies at this time which have not already been addressed through course deactivation, stand alone submittals, etc.
7.	Does your program offer distance education courses?	No
8.	If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	N/A
9.	If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/A
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)		
10.	What college skills should a student have before entering your program?	None. However, if a student has not yet attended any college level classes, we recommend they take Counseling 50 (Introduction to College).
11.	Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	No placement tests are required for our program.

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12. In what ways are you addressing the needs of the college skills students in your program?	N/A	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We work closely with the Counseling Department, the Adaptive Learning Center, the Financial Aid Department, and other related departments (Biology, Vet Science, etc.).	
Program Mapping		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	While there are no prerequisites in our program, we loosely have course tracks set up for some of our courses (such as in the fields of design, construction, and irrigation).	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	While there are some course sequences, courses in the Horticulture curriculum can be taken in any order. Where a sequence is suggested, advisories are in place to provide guidance to students. The program director provides detailed advising to all students about individual course scheduling. Instructors work closely with students to ensure that where a sequence is advised, the student understands the need for the sequence. When necessary, the instructor may also work with a student to ascertain if he/she already has the necessary prerequisite skill set to complete the course.	
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	The green industry is extremely diverse. Students graduating from the program will have somewhat different skill sets upon completion from other people in the program depending on the courses they complete. This is tied to which part of the green industry they plan to work in. This is also the reason that there is greater flexibility built into the course offerings. To meet this diversity in demand, about 2/3 of our course offerings are electives.	
Course Scheduling & Consistency		

17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	The Horticulture program provides a range of morning, afternoon, evening, and weekend courses to meet the needs of a diverse population. To ensure the greatest access to all of our courses, each year most classes flip from a morning/early afternoon slot to a late afternoon/evening slot. There are no distance learning courses, however, some courses have web-enhanced components.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Yes, again there are no pre-requisites for any of our courses so courses theoretically could be taken in an order. Where advisories are in place, courses are offered in sequence throughout the school year. Also, courses never overlap with other course offerings, except in cases where a second section of a course is being offered, in which case students have the choice of taking the course at an alternate day/time. There are no barriers to enrollment or completion of courses toward a degree at the current time.
19. How does the department determine that classes are taught consistently with the course outline of record?	The Program Director works with adjunct faculty to monitor course content. When concerns arise or student feedback indicates there may be issues with the course outline of record, the Director will bring this to the attention of the instructor and/or work through the proper administrative channels to rectify the problem. Other program faculty also work with adjunct faculty when the same or similar content is being provided in other courses. Lastly, full-time and regular adjunct faculty are involved with Student Learning Outcome process.
Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	*Continue to monitor and update Student Learning Outcomes *Continue to update curriculum to meet Title V standards. *Continue to meet the needs of the professional and lay community. *Expand our outreach & course offerings. *Enhance the way in which we meet the needs of, and work with diverse populations.

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

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IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

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V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	The Environmental Horticulture program has a large number of students with a small full-time faculty (2). Faculty members serve on a variety of college committees. Every year there are numerous formal and informal departmental meetings to review scheduling, curriculum, facility oversight, adjunct, and student issues. Aside from full-time faculty, depending on the need, these meetings may include adjunct faculty and classified staff.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	During the last few years we have been immersed in the design and construction of the new life sciences complex. This has brought together several interdepartmental relationships including Veterinary Science, Biology, Biotechnology, and Horticulture.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have greatly expanded our relationship with the CLCA (California Landscape Contractors Association), and the APLD (Assoc. of Professional Landscape Contractors), as well as a variety of other professional and non-profit groups. We have also worked closely with several communities on special projects. Most recently we have begun developing expanded relationships with the City of Los Altos Hills and local water districts to address the need for more comprehensive education on topics relating to Water Conservation.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	In the past we have worked closely with several schools to build relationships and align curriculum. We also occasionally have students join our program from the Middle College program and have hosted a variety of school groups during campus tours. Extensive direct efforts in the past have yielded few results as virtually all of our students tend to be re-entry students.	
5. In what ways if any, are you working with CSUs, UCs, private, or	We work with the articulation office on campus to align	

out-of-state institutions to align courses and develop articulation agreements?	courses with as many universities as possible. Since our students are mainly re-entry students who are focused on a second career, very few of our students transfer to 4-year institutions. When necessary, however, we also will work with articulation offices or individual departments at these institutions to facilitate the articulation/transfer of courses.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	*Continue to hold department meetings on a regular basis. *Work with other life science departments to enhance and facilitate our instructional mission. *Continue to expand community and professional outreach.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
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VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	*San Francisco Flower & Garden Show *NORCAL (nursery industry trade show) *Mid-Winter Institute (AG & Horticulture Instructors Statewide meeting) *LA 36.01 - SLO Workshop (Student Learning Outcomes) *Etudes Training *Banner Training *Rainwater Harvesting Workshop
2. What opportunities does your department take to share professional development experiences with colleagues?	Our participation in the San Francisco Flower & Garden Show is recognized college wide. We share program efforts through this show with our colleagues and provide marketing and outreach for not just the Horticulture program, but the entire college. Additional leadership and training is shared with other faculty members on various campus committees.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Our participation in green industry professional development activities puts us in constant contact with emerging trends and new technologies in the industry. These are shared with fellow instructors and integrated into our curriculum to ensure currency in instruction.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Staff participates in both college and extracurricular training. This is particularly true in the areas of safety and regulatory compliance. In the coming years, we will need to make sure that staff has the proper training in not just these areas but in other areas (such as workplace policies, Banner, etc.)
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Yes. The green industry is diverse. Faculty attempts to stay current in a variety of fields and often we find ourselves attending conferences and training sessions in different sectors of the industry. More conference money is needed to attend these training sessions.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	*Continued involvement in key regional industry events and shows.

VI. Professional Development

	*Expand our ability to attend professional development conferences and training seminars through pursuit of conference funding. *Facilitate the ability of our staff to pursue training opportunities.

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising, working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	Supports Student Learning
		
		 SI #1: Access into Action (Outreach)
		 SI #2: Promote Collaborative Decision Making
		           Environment & Community.
		 SI #3: Build a Community of Scholars
		           (Student Success).
		
		 Compliance with Regulatory Agencies

Lab Tech / Program Assistant (Full-time)	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.	Compliance with Regulatory Agencies Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars

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VI. Professional Development

	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.	(Student Success).
11-month Contract for Program Director	It has become clear that program oversight does not end when summer begins. Throughout the summer, the same issues come up which affect the program during the normal school year. Facilities management, involvement with the community and green industries, and various activities such as scheduling, management of adjunct, and general program oversight. Another major responsibility is the advising and processing of new students. To date, these have been provided by the director with no remuneration.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies
Lath House & Instructional Gardens	To provide outdoor instructional areas which support the majority of the class offerings in the Environmental Horticulture and Design Program.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).
Equipment, Materials, &	Provide the Environmental	Supports Student Learning

VI. Professional Development		

Supplies	Horticulture and Design Program with the necessary supplies and equipment needed to offer courses and to meet regulatory laws and provide for student safety. While some maintenance can be done internally, other services must be contracted from outside the district.	SI #1: Access into Action (Outreach)
		SI #2: Promote Collaborative Decision Making
		        Environment & Community.
		SI #3: Build a Community of Scholars
		        (Student Success).
		
		Compliance with Regulatory Agencies

Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective than it could be. At one time, the division had a dedicated outreach specialist.	SI #1: Access into Action (Outreach)
		SI #2: Promote Collaborative Decision Making
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		SI #3: Build a Community of Scholars
		        (Student Success).

VII. Support Services

Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes | No	Currently the program needs more Director release time to meet the needs of the program. It also needs a full-time Program Assistant to assist in some clerical activities.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes | No	Our new facilities provide more than adequate equipment to meet our needs. However, ETS (technical services) is lacking to support the lab computer, sound, & visual imaging equipment.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes | No	The current lab and media resources are adequate.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes | No	Our lab assistant is currently over-burdened with the demands of meeting regulatory requirements with only ½ time status in Horticulture. It is also not possible for him to stay on top of all the facilities issues relating to safety.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes | No	The maintenance crew is doing a good job given their staffing resources. However, there is not enough staffing to provide a clean, safe environment for instructional purposes.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes | No	Our new facilities & equipment meet the needs of students with disabilities. However, much of our media needs updating to meet the ADA requirements.
7. Are general tutorial services adequate?	Yes | No	At the current time, yes.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes | No	The reorganization of the counseling division may lead to inadequate representation of qualified counselors for our instructional content.

9. Do students have access to and can they effectively use appropriate information resources?	Yes | No	In general, students seem to be able to navigate most of the student resources provided by the campus. However, we frequently hear from students who do not understand the registration system or where resources are located on campus, etc.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | No	Since we officially do not offer any distance learning classes, this is difficult to say. However, we do offer some courses which are web-enhanced and for these, the software training and support does need work.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		At one time, college catalogs and class schedules were absolutely necessary. This may still be the case, however, feedback from our students indicates that our internally published department schedule (tentative schedule for following year is published in February of each year), combined with the online resources provided by the college are the primary ways students access schedule and catalog information.
12. What impact does the college or departmental website have on marketing your program?		It has the potential to be very helpful in marketing our program, however, currently it is difficult for most students to access. Clearly identified buttons on the home page of the college near the top which provide direct access to programs and departments are essential needs.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		*Assistance in creating new program brochures. *Increased P.R. for the Horticulture program through internal and external media outlets.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		*Greater focus on demographics which reflect our target audience (specifically re-entry students). In the past, most outreach for our division has focused on high schools and college age students. We also need to focus on students in the 25 to 60 age category who are pursuing second or third careers. To date, the Horticulture program has provided most of this marketing effort.

Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	CLCA / HORT Club: This club is sponsored by the California Landscape Contractors Association. It has strong links to the landscape design and nursery industries. We provide additional oversight of the club and help sponsor their events and activities.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Many students have received scholarships including: *The Rick Montgomery Memorial Scholarships *The Western Horticulture Society Scholarship *Various Garden Club Scholarships *Dale M. Schoettler Scholarship Also, several of our graduates have gone on to become stars of programs such as HGTV's "Curb Appeal" and "Landscape Challenge".
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	*Expanded administrative, clerical, and staffing support. *Pursue enhancements to our marketing and outreach efforts. *Strive to ensure that the Counseling Division continues to provide us with counselors who have a working knowledge of our department. *Increased visibility of scholarship and financial aid opportunities for our students.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising, working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	Supports Student Learning
		
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		Compliance with Regulatory Agencies

Lab Tech / Program Assistant (Full-time)	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.	Compliance with Regulatory Agencies
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11-month Contract for Program Director	It has become clear that program oversight does not end when summer begins. Throughout the summer, the same issues come up which affect the program during the normal school year. Facilities management, involvement with the community and green industries, and various activities such as scheduling, management of adjunct, and general program oversight. Another major responsibility is the advising and processing of new students. To date, these have been provided by the director with no remuneration.	Supports Student Learning
		
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		Compliance with Regulatory Agencies

Lath House & Instructional Gardens	To provide outdoor instructional areas which support the majority of the class offerings in the Environmental Horticulture and Design Program.	Supports Student Learning
		
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		SI #2: Promote Collaborative Decision Making
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Equipment, Materials, & Supplies	Provide the Environmental Horticulture and Design Program with the necessary supplies and equipment needed to offer courses and to meet regulatory laws and provide for student safety. While some maintenance can be done internally, other services must be contracted from outside the district.	Supports Student Learning
		
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| Outreach Specialist Dedicated to Programs | Outreach is too fractured, inconsistent, unfocused, and less effective than it could be. At one time, the division had a dedicated outreach specialist. | SI #1: Access into Action (Outreach)
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VIII. Career and Technical Education Programs

Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	Both through our courses and our strong industry connections, we provide students with direct access to jobs and industry professionals. A specific example is the required participation in HORT 80 (Environmental Horticulture Skills). Amongst other things, this course encourages and facilitates internship and job opportunities in the green industry.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Historically, students usually begin employment in the green industry sometime during their tenure in the program. Very few graduate and then start looking for work. The current economic environment has stifled access to jobs and while we are still placing people in the industry, job outlook is not the best (for most industries including our own). Our hope is that students joining the program at the current time will experience an improved economic environment and job creation by the time they graduate.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Significant decline for most all sectors.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Because of the diverse nature of the green industry, starting salaries vary greatly. Typically we see starting salaries ranging from $25,000 to $65,000 per year.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Varies by industry.
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	N/A
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A

8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes to everything in this category.
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	For most people joining the Horticulture Program, this is a second career choice. As such, much of the training is new to them and career specific. However, courses in our program also meet the certification needs for currency in specific industries or for advanced training requirements.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	*Middle College
11. How does this program prepare students for competitive employment?	Our courses are continually updated to meet current practices and industry trends. We also provide many industry foundation courses. Taken together, our curriculum provides for the development of the necessary skill sets for graduates to be successful in the green industry.
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	*Girvin & Lesley Peters (Landscape Contractor / Designer) *Vic Thomas (President Lyngso Garden Materials) *Scott McGilvray (Past-president: Jensen Landscape Corp.) *John Gachina (President: Gachina Landscape Mngt.) *Debby Ruskin (Principal: Ruskin Design Associates) *Ron Kanemoto (Manager: Yamagami's Nursery) *Frank Niccoli (President: The Village Gardener) *Kevin Raftery (Arborist) *Michael Young (Owner: Urban Tree Management) *Valerie Matonis (Redwood City: Parks Manager) **Note: All of the above advisory board members represent a broad cross-section of the green industry and provide employment opportunities in the industry.

Foothill College Program Planning & Review

13. List the dates and number of members attending of your most recent advisory board meetings.	The next advisory board meeting will be held during the Winter quarter of 2010. The last gathering of advisory board members was at our open house on May 15, 2008. During the last two years, advisory meetings have been interrupted due to the move to our new facilities.
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	First, the advisory board has been very helpful in assisting us in job placement activities. Secondly, members have participated in the redevelopment of our curriculum. Thirdly, members provided feedback on the design of our new facilities. And lastly, key members were instrumental in providing a steering committee for fundraising activities which led to the purchase of critical equipment.
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No
16. What is the program's accreditation status?	N/A
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	N/A
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A
19. What indicators does your program use to determine success of our students after completion?	Employment opportunities and employment status based on our involvement with professional organizations and our outreach to alumni.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Only verbally as above.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A

22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		Yes. This has been thoroughly addressed in this document.	
Summary of Planning Goals and Action Plans			
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		*Continue to work with the green industry to provide job placement for our students. *Continue to monitor job opportunities in the industry and identify emerging trends and new career categories (such rainwater harvesting specialist & water conservation consultant) *At minimum, hold annual meetings of our advisory board.	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**	

Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising, working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	Supports Student Learning
		
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IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

1. How does your PT/FT ratio impact the program?	As originally developed, the schedule for this year had a FT/PT load of about 2/3 to 1/3. Because of the diverse nature of our program, we prefer to employ a reasonable number of adjunct faculty who can provide critical professional expertise in specific and specialized areas.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We have a need for additional part time faculty during the upcoming two spring quarters due to FT PDL's. Should Program Director release time be increased, this would also necessitate the need to hire more adjunct faculty (or possibly a third FT faculty member).

Classified Staff

3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We have a critical and demonstrated need for a full-time Lab Tech / Program Assistant at the current time (current position is only 50%).

Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Our "B" budget at its current funding level does not meet the needs of our program for supplies and equipment. The same is true for the hiring of student program assistants.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	N/A

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.

- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
7. Are your facilities accessible to students with disabilities?	Yes.
8. List needs for upgrades for existing spaces	*Greenhouse *(key components originally in the design but not provided by the contractor).* *Security Cameras *(This need is based on past incursions into the Horticulture & Veterinary Science areas where theft of tools, equipment, and animals have taken place. It was originally planned for the Veterinary Science program but was cut during value engineering due to budgetary reasons).*
9. List any new spaces that are needed	Lath House Expansion. Instructional Gardens. *(Note: Funding for both was eliminated during design & construction phases of the Life Science complex. Current facilities do not meet our needs nor the originally allocated program space and are greatly reduced from our old facilities).*
10. Identify any long-term maintenance needs.	*Outdoor lighting. *Field maintenance. *Greenhouse boiler maintenance *Irrigation system maintenance
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Aside from the Lath House, Instructional Gardens, & Greenhouse, yes.

12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Many repairs are executed in a very timely manner. On the other hand, some problems from the building construction have never been adequately addressed. Some examples include: *Drainage & Leaks: Drainage problems leading to significant internal leaks (and potential hazardous fungal problems), on all three floors of the building and in some faculty offices. *Lighting: Hallway lighting in the office corridors which has never worked and is a safety concern. Interior lights that don't work. *Doors: Damaged exterior doors (as a result of the wrong door being installed).
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. These have been reduced by half this year. Our student employee budget has also been drastically reduced over the last few years.

14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Student Success: Instructional aides such as prepared plant science slides for several courses are needed. Digital balances for use in soils labs. Multi-media updates for currency in topics, tutorial use, and to meet the needs of people with disabilities. Lab supplies for nursery and propagation classes. Outreach: Printing costs for brochures and outreach activities. Facility Maintenance: Annual wear & tear of facilities. Equipment & Tool Maintenance & Upgrades: General maintenance of equipment and vehicles either not serviced by or outside of facilities abilities/purview. Purchase of new equipment/tools as existing equipment/tools fail. Computer Maintenance & Software: Upgrades and maintenance of computers when not provided by the college. Annual need for CADD software upgrades in our lab. Appropriate upgrades to faculty, staff, and classroom computer software to ensure the currency of operating systems and software. Student Assistants: Provide day-to-day maintenance of nursery areas and facilities. Printing Costs:
15. Are there ways to use existing funds differently within your department to meet changing needs?	*We have been creative with how we use our funding in the past. Unfortunately, some items, especially in the Facility and Equipment Maintenance/Upgrade categories simply wear out and need to be replaced. A Bandaid can only be put on some of these problems for so long. This includes everything from shovels and pruning equipment to more expensive equipment such as the Cushman and John Deere carts we use in our labs and for general maintenance of our facilities. *Alternative Funding Sources: Depending on the economy and current political trends, funds may also be available through the Lottery and Perkins.
Summary of Planning Goals and Action Plans	

16. What are your goals with respect to resource planning and how will those goals be measured?	*Make funding for a full-time Lab Tech/Program Assistant our top priority. *Continue to pursue funding for the design of the Lath House expansion. Our goal is to get immediate funding for the design consultant to prepare plans so that the plans can be approved by the state architect's office. Then to pursue funding to build the expansion. *Continue to push for adequate funding to meet our student success, outreach, and facilities goals. *Look for alternative funding sources when internal sources are not adequate.

17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising, working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	Supports Student Learning
		
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11-month Contract for Program Director	It has become clear that program oversight does not end when summer begins. Throughout the summer, the same issues come up which affect the program during the normal school year. Facilities management, involvement with the community and green industries, and various activities such as scheduling, management of adjunct, and general program oversight. Another major responsibility is the advising and processing of new students. To date, these have been provided by the director with no remuneration.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies

Lath House & Instructional Gardens	To provide outdoor instructional areas which support the majority of the class offerings in the Environmental Horticulture and Design Program.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).	
Equipment, Materials, & Supplies	Provide the Environmental Horticulture and Design Program with the necessary supplies and equipment needed to offer courses and to meet regulatory laws and provide for student safety. While some maintenance can be done internally, other services must be contracted from outside the district.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies	
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective than it could be. At one time, the division had a dedicated outreach specialist.	SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

The primary goals for the Environmental Horticulture and Design Program for the next four years include:
1. Striving to encourage student completion of A.S. Degrees or Certificates.
2. Implementation and ongoing oversight of Student Learning Outcomes.
3. Increasing our community and professional outreach and educational offerings.
4. Develop enhanced retention strategies and methodologies for working with at-risk students.
5. Continue to develop/expand and maintain our facilities for instructional purposes.

We plan to put these goals into action through:
1. Increased faculty involvement with students to enhance retention and to meet the diverse needs of our students.
2. Continual improvements to, and updating of our curriculum to meet professional, industry, and community needs.
3. Faculty and staff involvement in green industry and community outreach.
4. Developing an action plan for better student retention. We also plan to identify and work more closely with at-risk students.
5. Pursuit of administrative support for funding of facility enhancements (design and construction).

Lastly, we plan to continue our efforts to find adequate assistance and funding to build a community of scholars, put access into action, and to promote a collaborative decision-making environment.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**
   Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
Increased Release Time to 50% for Program Director	Aside from teaching responsibilities, the Environmental Horticulture Director is responsible for such tasks as scheduling, curriculum development, outreach, facilities management, student advising,	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars	$20,000

	working with the community & professional organizations, and finding, hiring, & oversight of adjunct faculty (to mention a few). The program director has insufficient release time to manage the day-to-day complexities of the program and its instructional facilities.	(Student Success). Compliance with Regulatory Agencies	
Lab Tech / Program Assistant (Full-time)	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.	Compliance with Regulatory Agencies Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).	This is an existing position. Should it shift to be full time horticulture, it may just be a reallocation of resources. However, this will have an impact on the Veterinary Science Program.
11-month Contract for Program Director	It has become clear that program oversight does not end when summer begins. Throughout the summer, the same issues come up which affect the program during the normal school year. Facilities management, involvement with the community and green industries, and various activities such as scheduling, management of adjunct, and general program oversight. Another major responsibility is the advising and	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies	$8,500

	processing of new students. To date, these have been provided by the director with no remuneration.		
Lath House & Instructional Gardens	To provide outdoor instructional areas which support the majority of the class offerings in the Environmental Horticulture and Design Program.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).	$150,000 - $200,000
Equipment, Materials, & Supplies	Provide the Environmental Horticulture and Design Program with the necessary supplies and equipment needed to offer courses and to meet regulatory laws and provide for student safety. While some maintenance can be done internally, other services must be contracted from outside the district.	Supports Student Learning SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success). Compliance with Regulatory Agencies	*Restore B Budget to 2007/2008 levels = $9,500 *Student Assistants = $7,500
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective than it could be. At one time, the division had a dedicated outreach specialist.	SI #1: Access into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment & Community. SI #3: Build a Community of Scholars (Student Success).	$40,000-$50,000
Daniel K. Svenson, Program Director *Environmental Horticulture & Design* *11/11/09*			
Supervising Administrator Signature		*Completion Date*	