BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Environmental Horticulture and Design/Biology and Health Sciences

Division Name: Biology and Health Sciences/Foothill College

Please list all team members who participated in this Program Review:

Name	Department	Position
David Sauter	Environmental Horticulture and Design/Biology and Health Sci.	Program Director/Faculty
Dan Svenson	Environmental Horticulture and Design/Biology and Health Sci.	Faculty
Mike Diefenbach	Environmental Horticulture and Design and Vet Tech/Biology and Health Sci.	Facilities Coordinator

Number of Full Time Faculty: 2 **Number of Part Time Faculty:** 6

Please list all existing Classified positions: *Example: Administrative Assistant I*

1 - Facility Coordinator (80-90% Hort assignment, remainder Vet Tech)

List all programs covered by this review and indicate the program type:

Environmental Horticulture and Design	☒ Certificate	☒ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015
AS Environmental Horticuture and Design	13	9	10
Certificate Environmental Horticulture and Design	9	14	5

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	1041	1335	1239
Productivity	451	562	555
Course Success	90%	90%	90%
Full-Time Load (FTEF)	1.9	1.7	1.9
Part-Time Load (FTEF)	0.6	0.4	0.3

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☐	☒	☐	☒	☐
Asian	☐	☐	☒	☒	☐	☐
Filipino	☒	☐	☐	☒	☐	☐
Latino/a	☐	☐	☒	☒	☐	☐
Native American	☒	☐	☐	☒	☐	☐
Pacific Islander	☒	☐	☐	☒	☐	☐
White	☒	☐	☐	☐	☐	☒
Decline to State	☐	☐	☒	☐	☐	☒

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level
Female: ☒ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Assessment of the data for student equity indicates that there are mixed numbers within the targeted and non-targeted groups. This assessment limits the impact of steady numbers for African American, Native American and Pacific Islander groups because the N for these three groups is too low to be of statistical viability (numbers total 16 for all groups). Given this, the review of the data will focus on the other cohorts. Data review shows that the Hort program has had a minor decline in course success during the past year

for Latino/a students (a 5% decrease to 86%) and Asian students (a 6% decrease to 86%). These decreases follow a steady or increased success of the prevous two years in both groups. While there is a decrease in both of these groups their success rates remain 10% above the college averages. There is no strong indication regarding why there is a decline for this year, but the possibilities include an increase in enrollments (Latino/a), normal fluctuation of success rates, or issues associated with individual students. The impact of Hort 10, a GE course, cannot be overlooked. Students often view a Hort course as an easy way to satisfy the GE science requirement Surveys of students as to why they enrolled in Hort 10 include responses such as "it has to be easier than a Bio or Chemistry class" and even some comment that their counselor told them the Hort 10 course is easier to pass than any other science. Once enrolled the students then find the course is a legitimate science course with a difficulty level that matches other GE courses, causing them to drop or perform poorly. An additional observation is the underpreparedness of a growing Latino/a population to address the rigors of college, including investing the effort and time necessary outside of class to study. Efforts continue to support these groups and our general population through matching students with tutors, study groups and other means to help them improve their performance.

Other target populations show more promise than the minority groups. Females succeed at an 89% rate and over 40 students succeed at 93%, steady over the past three years and at least 10% above the college average. Much of this can be attributed to an already well-educated non-traditional audience. Data show that nearly half of our students already hold a bachelors or higher degree and are engagin g in Hort as a career change or to fulfill a personal interest.

While it is not part of the targeted population, the biggest decrease for student success in courses was in the decline to state group, with a drop of 12% over the past year. While this is a significant drop, it is near the college average and a cohort of 20 enrollments.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Course cancellations in Horticulture are rare and typically confined to short courses and/or elective courses that lack sufficient enrollment to make the course financially feasable. There are typically one to two courses per year that are cancelled, none of these have been courses required by students for graduation. No specific steps will be taken other than making better attempts to assess what special topics students may be interesed in so that choices for course offerings match student desires and needs.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

Productivity in the Horticulture program maintains is difficult to predict and manage. The productivity of this past year was down 7 from the previous year (562 down to 555), yet remains 20 above the college goal. Productivity in Hort is also up 100 from two years ago and 30 from three years prior. Factors which have the most impact on Hort productivity include the following:

1. Economic conditions. If the economy is strong it typically reduces enrollments, thus productivity, of Hort courses. Coupled with the fact that the green industry has a 12 to 18 month lag behind the housing industry, it is not suprising that the numbers went up as people used their time off to take courses and are now spending more time working than enrolling in school.
2. Lack of a traditional cohort model. Horticulture has a very small percentage of students who are seeking a degree or certificate and an equally small number of students who are intending to take full time course loads to complete the program in the standard time. The result is a large percentage of students enrolled part time in courses that interest them. This results in a very difficult to predict enrollment.
3. Adding to this challenge is the nature of the curriculum, in that most courses are offered only once per year, and if that time conflicts with a students work or personal schedule enrollments are impacted. In order to improve access for all students, courses are typically offered at different times (morning, afternoon, evening) during alternate years. This also impacts the availability of registrants who have "normal" work or personal schedules.
4. Competition from other institutions has also impacted enrollment and productivity. Schools with alternative curriculum and more current teaching equipment, as well as a faculty that is more diverse in content knowledge and skill sets has drawn students away. One school in particular, Merritt College, has garnered several of our students due to the diversity of their program, scheduling, curriculum and staff.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Not applicable.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard
Targeted Student Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard
Online Student Course Completion:	☐ Above Standard	☐ At Standard	☐ Below Standard
In-Person/Hybrid Course Completion:	☐ Above Standard	☐ At Standard	☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion:	☒ Above Goal	☐ At Goal	☐ Below Goal
Targeted Student Course Completion:	☒ Above Goal	☐ At Goal	☐ Below Goal
Online Student Course Completion:	☐ Above Goal	☐ At Goal	☐ Below Goal
In-Person/Hybrid Course Completion:	☐ Above Goal	☐ At Goal	☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

The Hort program stresses student intervention and support in order to help all students complete the courses in which they enroll. By identifying students who are challenged and arranging for academic support (tutors, study groups, additional learning materials) many potential non-completers have been

able to salvage their enrollment. Horticulture also aids in student success and completion by advising the students on enrollment, making sure that unprepared students have secured necessary prerequisite material before entering a course. The data for course completion for Horticulture suggests the efforts are working. Data for students in the Environmental Horticulture and Design program significantly exceeds the standards and goals for the Institution and the IEPI, respectively. Completion rates in Hort are near or exceed 90% in all categories measured, including general program completion and targeted population completion. No online or hybrid courses are offered in the program, so no numbers are available for those two measures. Data show that the Hort program garners n 87% completion rate in targeted programs, compared to the standard of 55% and the overall College rate of 72%. Similar numbers are reported for non-target groups, with the Hort program completing 91% compared to the College at 82%. This same data shows that Hort exceeds the 71% IEPI goal. These rates have remained consistent for both groups over a three year period.

Students with special needs are constantly challenged by the physical nature of our program and we are unable to make reasonable accomodations for students in many areas due to safety concerns. We also are challenged by our better students, who, in many cases, already have college degrees and are not concerned with completion of a program but are taking courses a'la'carte to suit their needs. Adding to the challenge is the need to maintain equipment and facilities in the face of constantly changing technology. Equipment, tools, vehicles, software and greenhouses have changed significantly in the 5 years since our facility opened and the process of updating these elements to keep current, and maintain student interest and relevancy, needs to be started.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Horticulture completion rates are well above institution standards in all groups, however the efforts to place and support students will continue with the goal of raising the rates of success.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☒ No

Does meaningful dialogue currently take place around equity and course success rates? ☐ Yes ☒ No

If yes, in what venues do these discussions take place? (Check all that apply)

☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

Environmental Horticulture and Design is a small program, with only two full-time faculty available to engage in discussion regarding. From this small group it is difficult to gain the participation of both faculty in discussion, with decisions typically being made by the instructor responsible for an course (the "owner" of the Title V COR), and the program director for overarching without the benefit of feedback from staff. The program would benefit from an additional full time faculty member who can add support to the ever growing counseling and teaching load for the program. We are not able to significantly expand our course offering or grow our program based solely on hiring of adjunct.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

The typical process for course-level changes has been to recognize within the delivery of the course the

techniques that are effective and what specific changes are required, and to use the SLO outcomes to determine if the overall progress of the class/course meets expectations. If the SLO objective is not met, then the individual faculty member returns to the review of course content, delivery methods and assessment methods to search for ways to improve the outcome.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Over the past 3 years the vast majority of program and course SLO's have been met. Less than 1% of the course SLO's have been missed, often due to poor test scores or attendance on the part of a few individuals skewing the outcome of a class. As part of our program objectives we are continuing, and increasing, the amount of time spent in individual tutoring, group tutoring, establishing study groups and improving study methods. Despite the success in meeting SLO's, the possibility of decline is on the horizon with tools and equipment not being able to keep pace with technology.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

The program has shown a consistent level of accomplishment at the program level, leaving very little at this time to adjust or change to make improvement. Rather, the program continues is current approach to maintain the current high level of achievement. Expansion of the program is desired, but is limited due to the heavy work load currently upon the 2 full-time faculty. Counseling of all students in our specialized field requires a significant amount of time beyond normal teaching responsibilities. The program is also limited in what it can offer and at what times the offerings can be made (eg: evening and weekend courses), making it difficult to expand the curriculum and accommodate students who cannot attend during traditional school hours.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

The nature of the Environmental Horticulture and Design program works against the goal of achieving high levels of degree/certificate completion and transfer. This is due to several factors: 1.) We have a non-traditional audience that does not necessarily have degree/certificate completion as their goal. 2.) We have a high percentage of our population that are pursuing an interest rather than a degree. These students typically do not enter the workforce, but rather work as "hobbiests". 3.) Many of the careers that our students enter into do not require a degree/certificate to perform work in the field (e.g.: landscape designers have no licensure or registration requiring a degree, the same is true with fine gardeners). We have a small population that take advantage of our articulated courses to transfer to a four-year instutition.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional three-year projected occupational growth for your program?	Growth is estimated at 1.6%, from current of 14,191.

What is being done at the program-level to assist students with job placement and workforce preparedness?

The program reguarly consults with students, interns, industry employers and professional associations to develop competencies relevant to the workplace. Through informal question and answers the faculty are able to identify new trends in technology, skill sets and workplace environment that our students need to be aware of and competent in performing. Advisory board meetings are another source to gather workplace information and reflect on the direction of the program. Faculty are also active in APLD (Association of Professional Landscape Designers) and CLCA (California Lansdscape Contractors Association) and through these relationships, and similar activities with growers, fine gardeners and environmental organizations are able to fine tune the objectives of the program. Contracting skills are further defined by one faculty members publishing activities that requires constant research into the construction field.

Placement is handled through our Hort Club, providing email notices of position openings; our job board, which receives written notices of openings; and word of mouth referencing of students to open positions. Employment of those who are seeking work is near 100%, with graduates working for contractors, designers, Landscape Architects, growers and retail industries throughout the bay area. Employers are informally surveyed as to the preparation of our students entering the workforce and most responses indicate our students are above average to excellent compared to other workers. Areas where our students/graduates could improve include bi-lingual expertise, understanding human relations, and having expertise in the latest technologies, including equipment operation (tools, software, irrigation) and sustainability.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Horticulture does not obtain any additional empirical data, and only collects incidental data from the workplace.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Purchase of materials and equuipment donated for use in landscape construction, landscape lighting, and other courses needing specialized instruction.	Year: 2014	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Expand and improve the Horticulture facilities, especially in the areas of plant material instruction. Provide for ongoing facility and equipment maintenance.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Provide slide sets, as needed, for certain classes needing specialized visual aids for	Year: 2014	☐ Completed	☐ Ongoing	☒ No Longer a Goal

instruction.				
Greater integration of landscape sustainability into our curriculum	Year: 2014	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Develop enhanced retention strategies and methodologies for working with at-risk students.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
1. Develop facilities as learning laboratories for classes.	Year: 2015	☐ Completed	☒ Ongoing	☐ No Longer a Goal
2. Update curriculum and course credits to accurately reflect content 3. Add short courses to curriculum.	Year: 2015	☒ Completed	☐ Ongoing	☐ No Longer a Goal
4. Improve the plant production series of courses.	Year: 2015	☒ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Time and administrative hurdles are the only barriers to completing the above state goals from 2015 and previous years. The curriculum work which is noted in several of the objectives has been completed or is in progress, awaiting approval by various entities. The Hort 90 series had the instructional method adjusted for all 18 courses, the instruction type was adjusted for the plant ID courses, and coures in Viticulture were reactivated. New courses in weeds and insects were placed into the process for approval. The new sketchup 3 unit course was added to the scheduling cycle. We are in the second year of the plant production series of courses and the experiment has not worked out, requireing students to enroll in courses that they are not interested in and we lack the facilities and faculty to teach. The separate nursery and greenhouse courses will be recombined into a single class for future schedules.

No barriers have been encountered in the purchasing of new and replacement equipment, since funding from the Hort Foundation account has been used. Development of campus facilities for learning, including plant ID labs, has been accomplished using foundation funds and student labor.

The objective of retention is an on-going goal that has required the support of employers in allowing their employees to enroll in courses and faculty support in assisting students at-risk of dropping. One challenge has been addressing requests to offer more courses in the evening and on weekends to help the working individuals complete certificates and degrees. With a limited enrollment and faculty pool, it has been a challenge to schedule viable sections of courses at off times. Often a class only meets once a year and an off time slotting of the class results in lower enrollment from the traditional audience. A challenge is also presented in that many of the classes require activities that are performed during the day, and evening scheduling does not accommodate that timing.

Please provide rationale behind any objectives that are no longer a priority for the program.

The prior goal of developing slide-sets for courses has been accomplished by developing power-point presentations and puchasing audio-visual materials from available sources. Other objectives that have not received comment have been completed.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1. Adjust curriculum to provide more flexibility, require 10 units from a list of courses that includes the four Hort 80's, the revise greenhouse/nursery class and plant propagation.	Approval will be requested following review by the advisory board in Dec. 2015.	Maintain viable sections of 25 in 5 of the 6 courses each year.
2. Implement new courses in insects, diseases and weeds, cost estimating, Spanish for the green industry, and fruits and vegetables.	As approved by various committees, Fall 2016 to Fall 2017 to be integrated into schedule	Added to schedule when permitted
3.Continue the development of facilities to enhance learning, including development of the permaculture garden, planting of the facility, planting of the Native Hill, signage of plant material on campus and development of a support website.	Throughout the school year of 2015-16 and the two school years beyond this report.	Physical presence of plant material, hardscape and signage on campus.
4. Establishment of a vineyard	2016-17 school year	Physical presence of a vineyard
5. Provide updated software and and hardware for instruction in CADD and greenhouse/nursery courses.	Winter 2016	Updated CADD lab
6. Provide additional assistance in teaching and counseling of students to add expertise not currently present in existing full-time faculty and to expand course offereings into growing areas of the field (pest management, sustainability, water management, specialized construction, plant production). The current FTEF has averaged just at 2.97 for the past 3 years and the counseling load has been increasing with each year.	Fall 2018	Additional full-time faculty member
7. Install plantings for plant identification courses, create arboretum 8. Add Dingo utility vehicle 9. Replace hand tools used for construction courses 10. Replace temporary greenhouse for succulents with permanent structure	Continuous effort through 2020 Fall 2017 Continuous through Fall 2017 Fall 2018	Fewer off campus trips for ID courses New vehicle Better tools for classes New structure with improved performance
11. Copier and scantron for lower campus use by Bio, Vet Tech and Hort	Fall 2017	More efficient use of time for faculty

12. Multimedia setup, screen and blinds for room 7402 (new classroom in potting shed)	Fall 2017	Allows other programs use of classrooms 8607 and 8609 by moving hort classes to 7402

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).
☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
New full-time faculty member	90,000	Yes, objective 6	☒	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
Software updates from lottery funds	10,000	Yes, objective 5	☐	☐	☐	☐
Misc supplies from Perkins funds	1,000	Integral to all objectives	☐	☐	☐	☒
Point of Sale scanners and register	10,000	Yes, obj. 5	☐	☐	☐	☒
Tool replacement	10,000	Yes, obj. 9	☐	☐	☐	☒
Dingo utility vehicle	28,000	Yes, obj. 8	☐	☐	☐	☒
Greenhouse structure	40,000	Yes, obj. 10	☐	☐	☐	☒
Arboretum plantings	20,000	Yes, obj. 7	☐	☐	☐	☒
Copier and scantron	5,000	Yes, obj. 11				
Multimedia, screen and blinds in 7402	4000	Yes, obj. 12				

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

During the 2015-2016 academic year no unbudgeted reassign time has been requested or provided for the program director position.
During the 2014-2015 academic year the new program director was provided unbudgeted reassign time to learn the procedures required for the program director position.
During the academic years prior to 2014-2015 the program director had been awarded approximately a .25 load during year to perform duties as director. This funding came from the Hort Foundation Account.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

Resource requests proposed by the Environmental Horticulture and Design program over the past three years included requests that remain unfunded (lath house expansion, purchase of a dingo utility loader, release time for program director, maintenance account for equipment). Of those requests that have been funded the data to demonstrate student success is incidental and difficulty to measure. The primary funded requests and their evidence would be as follows:

1. Moving facility coordinator to full-time. The participation by the facility coordinator in the program is integral. While no specific data can indicate that student success has increased due to their presence, it is possible to note that faculty time to prepare for and deliver instruction has been increase with the facilities coordinator preparing and setting up labs, the potential for lawsuits resulting from injuries in labs has been reduced due to the presence of a second observer for construction activites and support has made allowed the faculty more time to focus on student learning rather that purchasing materials, preparing sites and other administrative tasks associated with classes.

2. Upgrading of software in the CADD lab. Again, no specific data is available other that assessment of SLO's, which shows that educational goals for courses which utilize the software have been met. The continual changing nature of software requires a continual stream of investment in order to provide instruction in current technology. Without the funding to upgrade software we would be teaching students technology that was outdated years ago by industry users, making out graduates far less valuable to potential employers.

3. Plant labelling system. This system was purchased through Hort Foundation funds and has provided an opportunity for the students to learn how to operate equipment found in the industry. Future applications are to label plant material on campus to aid students with plant identification, and to tie that label to a website that provides more detail and the opportunity for students to participate in citizen science data collection.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Prioritize efforts to recruit African American and other minority students.	Recruitment of minority students remains a challenge and a process for Hort. Increases in Hispanic students has been

	gained by working with industry and asking that they consider using our program as training for their workforce. This has culminated in meetings with several industry representatives that have provided "release" time for employees to enroll in courses and offered incentives for course completion. The recruitment of African American students remains a challenge due to the low availability and low interest in that ethic group for horticulture as a career.
Planning and design of an outdoor study area with Biology	Horticulture has participated in the development and design of numerous outdoor living labs that are used by the Biology and Hort programs, including the Biology Pond, Native Hill and The Compost Demonstration Area. Plans have been considered for the "meadow area" commons by Biology and for the Permaculture Garden in Hort. Plans are also being developed by Hort students for replanting of the Native Hill.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Environmental Horticulture and Design program has been very active during the past year. The major activity involved shifting the directorship of the program to a new individual. This involved training, planning and visualizing the direction of the program which has led to a significant number of new initiatives and activities intended to strenghten the learning experience for the students of the program that were initiated in 2014-2015. These activities can be organized into the areas of facility improvement, curriculum improvement, student/program involvement in service and learning activities and

Facility improvement has been on-going throughout the year. Examples of such improvements are the development of a permaculture garden in brownfield space within the Hort campus, planting and irrigation plant demonstration beds, planning for a vineyard (to be established at a later date), updating the compost demonstration area and improving the plaza space outside the Hort Library. Facility changes have also been engaged by improving the utilization of classrooms, providing classroom space for Respiratory Therapy and Veterinary Technicial programs by converting the potting shed (room 7402) into a classroom space for "outdoor" and "off-campus" Horticulture coureses. Smaller improvements have been made by adding a new labeling system for nursery and exterior arboretum labels, purchasing drafting tables to allow more students to draw in the landscape graphics class and updating old tools and equipment used in classes. Most of the improvements have been funded using Horticulture Foundation funds, freeing normal funding channels for other programs that have exemplary needs.

Curriculum improvement has included a number of small changes to make the track to learning easier for the students. First, the instructional method was changed to lecture only for all Hort 90 courses and Plants 1 and Plants 2 to match the actual class presentation method. The short courses in Viticulture have been reactivated to add additional course options for students and the public. A series of courses for pest management have been proposed, include 2 unit courses for insects and weeds, and a proposal for a course in diseases. Sketchup has been expanded to a full 3 units to match the course content.

Student/program involvement in service and learning activities has included encouraging and supporting a stronger role of the Hort Club in learning activities and engaging the students in campus improvements through the Hort 80 (Environmental Horticulture Skills) course. The Hort Club has always been active in supporting student needs through the arrangement of occasional industry panels and seminars, however the faculty support has been minimal, allowing the students to work independently and with the California Landscape Contractors Association as a sponsoring agency. This collaboration with the CLCA has been strengthened and the level of faculty support has been increased, allowing the Club to organize and present seminars, panels and student social activities on an almost monthly basis. The Club has also taken on the role of broker for internship and job opportunities. Using their vast email network (a list of current student and alumni names which the school does not provide), the Hort Club has taken responsibility for publishing any full or part-time jobs or internships that are submitted to the program. This is a substantial improvement over the "posting board" previously used to communicate openings, a method that provided access to information to only a fraction of students. Work is continuing on a jobs website that will make the search for employers and employees even stronger.

An educational booth was designed and presented at the San Francisco Flower and Garden Show, provide a presence for Foothill for the 16th straight year. Students also provided assistance for the NORCAL industry trade show for the 8th straight year, and co-sponsored several smaller seminars on campus regarding water conservation. Students who served as board members for the Hort Club attended CLCA board meetings, annual meetings and subcommittee meetings to provide the student perspective to the industry decision makers.

Service opportunities using the campus as a living lab have also been improved by adding those opportunities to the Hort 80 course that is offered every quarter. In addition to exploring seminars, volunteer opportunites and work experience, the students maintain Hort facilities and have worked on campus outdoor labs such as the Biology Pond, Native Hill and the Veterans Plaza. These external opportunities have benefitted the campus as well as provided the students a venue to interact with public and faculty.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Department of Environmental Horticulture continues to experience overall increased enrolment in the last three years and course success rates for our targeted students that are higher than the college average. Together, this indicates a vibrant program that is fulfilling a need in the community and is sensitive to the needs of all of our student populations. The new program director has initiated multiple collaborative projects across the campus, is innovative in his vision for the horticulture program in

general and provides excellent leadership as a program director and a colleague in the Division of BHS.

6B. Areas of concern, if any:

Continued efforts to increase the proportion of targeted populations in this program are encouraged. The program director did an excellent job describing the student population and their unique and varied career goals.

6C. Recommendations for improvement:

The program director is encouraged to continue his efforts in utilizing the Departments resources, including equipment, foundation resources, faculty expertise and targeted student projects to develop the Foothill Campus as a learning environment.

6D. Recommended Next Steps:

X☒ Proceed as Planned on Program Review Schedulenned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The Environmental Horticulture Program is an outstanding career program serving the needs of our community. Through this comprehensive and high-quality program review, the faculty have demonstrated that the program continues to operate at a high level. The program enrollment and productivity are strong, and student success is above the college average. In addition, the program serves a large Latino population, (24%) and those students succeed at a high rate. The program serves two distinct populations, one that is career seeking and one that is a personal enrichment or home improvement DIY focused population. Faculty have done a good job working with industry to attract more degree seeking and or career training focused students, and they have a strong advisory board. The program has a long history of student involvement and each year they demonstrate their creativity and excellence at the San Francisco Flower and Garden Show.

6F. Areas of concern, if any:

No major areas of concern. The program does have some capital requests that are large and will require creative funding ideas and possibly outside donations.

6G. Recommendations for improvement:

Continue to explore ties to the business community to attract degree seeking students. Work with Spanish department who is developing a Spanish for the green industry course that could tie in with program goals. Work to explore options for developing the facility with multiple funding sources, including Foundation, college budget and bond funds.

6H. Recommended Next Steps:

X☐ Proceed as Planned on Program Review Schedule on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College

Department - Environmental Horticulture & Design (HORT)

Course-Level SLOs	Means of Assessment & Targets for Success / 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 for Success:** 80% of the students will score an average of 75% or higher on the exam.		
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 for Success:** 80% of students will complete lab activites with an average score of 75% or higher.		
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 for Success:** 90% of the students will correctly answer the question(s) concerning career opportunities in the green industry.	06/28/2015 - 95% of students completing the class were able to correctly answer questions concerning career opportunities in the green industry **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	06/28/2015 - Nothing at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 15 - ORIENTATION			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** Students taking the final exam will be able to correctly identify 80% of plant terms, plant features, and/or horticultural terminology.		
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 for Success:** 90% of students will obtain a score of 75% or higher on identification exams.		
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 for Success:** 90% of students will obtain a score of 75% or higher of the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 22 - PLANT MATERIALS II - SLO 1 - Knowledge - Identify shrubs presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:**	**Assessment Method:** Students will complete field shrubs identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% or higher.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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 for Success:** 90% of the students will achieve a minimum score of 80% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 23 - PLANT MATERIALS: CALIFORNIA NATIVE PLANTS - SLO 1 - Knowledge - Identify California Native Plants presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field ground California native plants identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 80% or higher on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 23 - PLANT MATERIALS: CALIFORNIA NATIVE PLANTS - SLO 2 - Application of knowledge - Compare and contrast California Native 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 for Success:** 90% of the students will achieve a score of 80% or higher on 4 of the 5 graded assignments.		
Department - Environmental Horticulture & Design (HORT) - HORT 24 - PLANT MATERIALS: GROUND COVERS & VINES - SLO 1 - Knowledge - Identify ground	**Assessment Method:** Students will complete field ground cover and vines identification exam. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
covers and vines presented by botanical and common names. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 90% of the students in the class will pass. Average passing score will be 75%.		
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 for Success:** 90% of students should achieve a passing score. The average score should be above 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 for Success:** 90% of the students will score 80% correct on exam.		
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 for Success:** 90% of the students will complete 4 of 5 class assignments with a score of 80% or higher.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 90% of the students will pass with a score of 80% or higher.		
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 for Success:** 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 26 - PLANT MATERIALS: PERENNIALS & ANNUALS - Application of knowledge - Students will be able to prepare a design or plant walk using annuals and perennials. (Created By Department - Environmental Horticulture & Design (HORT)) **Start Date:** 07/07/2014 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 30 - HORTICULTURAL PRACTICES: SOILS - SLO 1 - Application of Knowledge - Evaluate	**Assessment Method:** Student will perform labs assessing soil chemical and physical properties. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
a soil by chemical and physical means. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 100% of the students will achieve a minimum score of 75% on the soil report.		
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 for Success:** 90% of the students will achieve a score of 80% on soils exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 31 - HORTICULTURAL PRACTICES: PLANT PROPAGATION - SLO 1 - Application of Knowledge - Demonstrate an understanding of the propagation methods used in commercial plant production. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete a written objective exam regarding the aspects of commercial plant propagation. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will obtain a minimum score of 75% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 31 - HORTICULTURAL PRACTICES: PLANT PROPAGATION - SLO 2 - Knowledge - 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 for Success:** 90% of the students will be able to perform necessary operations with seeds in class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 80% of students will successfully complete a final project demonstrating competency in graphic skills.	01/26/2015 - 92% of students were able to successfully complete the final project. Two students failed to complete their projects (one due to a family emergency). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	01/26/2015 - Changes were made this year to ensure student success. These changes made a difference in the overall completion rate as well as student comprehension of the subject matter. No additional changes are required at this time. 01/23/2014 - None at this time. The use of more in-class lab time focused on projects as well as the elimination of sketchbooks as a requirement helped students to stay more focused on their final projects. 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 through the completion of a sketchbook. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Completion of a sketchbook. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a sketchbook containing a minimum of ten sketching assignments.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 90% of students shall successfully complete this project.		
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 for Success:** 100% of students should be able to utilize computer terminology.		
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 for Success:** 90% of the students will achieve a minimum score of 85% on their skill evaluation.		
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	**Assessment Method:** Student will complete a performance evaluation of their planting skills. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score a minimimum		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(HORT)) **Course-Level SLO Status:** Active	of 85% on their skills evaluation.		
Department - Environmental Horticulture & Design (HORT) - HORT 52E - HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT - SLO 1 - Application of Knowledge - Demonstrate skill required to maintain greenhouse and nursery facilities (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform graded lab activities in greenhouse and nursery facility management. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will produce a living crop by the end of the class.		
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 for Success:** 80% of class can identify structures and recommend appropriate use.		
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 for Success:** 90% of the students will achieve a score of 85% on the exam.		
Department - Environmental Horticulture & Design (HORT) - HORT 52F -	**Assessment Method:** Student will prepare a design of an interior		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
HORTICULTURAL PRACTICES: INTERIORSCAPING - SLO 2 - Application of knowledge - Exhibit an understanding of design principles influencing interiorscaping. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	space using appropriate plant material. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a minimum score of 85% on their design.		
Department - Environmental Horticulture & Design (HORT) - HORT 52G - HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT - SLO 1 - Knowledge - Identify common turf grasses. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete field turf grass identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 85% or higher on the exam.		
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 for Success:** 90% of the students will achieve a score of 60% or higher in lab activity.		
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 for Success:** 90% of the students will score a minimim of 85% on a field identification exam.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 52H - HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT - SLO 2 - Application of knowledge - Demonstrate skills in developing integrated pest management plans. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will write an integrated pest management plan for a horticultural facility. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will score a minimum of 85% on the plan.		
Department - Environmental Horticulture & Design (HORT) - HORT 52J - HORTICULTURAL PRACTICES: NURSERY MANAGEMENT - SLO 1 - Application of Knowledge - Demonstrate skill required to maintain nursery facilities. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/22/2014 **End Date:** 06/26/2015 **Course-Level SLO Status:** Active	**Assessment Method:** Student will perform graded lab activities in nursery facility management. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will demonstrate the ability to work in and manage a nursery facility.		
Department - Environmental Horticulture & Design (HORT) - HORT 52J - HORTICULTURAL PRACTICES: NURSERY MANAGEMENT - SLO 2 - Knowledge - Demonstrate knowledge of nursery lath house, hoop house, and propagation area operations. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Student will complete an objective exam or report on the design, construction, and / or management of nursery facilities such as a lath house, hoop house, or propagation area. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the class will be able to correctly identify nursery facility structures and / or their use.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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 for Success:** 80% of students will pass the portion of the exam related to tools.		
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 for Success:** All students participating in this lab section will successfully complete the building of a wood deck.	01/26/2015 - 100% of the students were able to successfully complete the construction of a wood deck. 100% of the students were also able to demonstrate basic skills in the pouring and working of newly installed concrete. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Lab supplies are needed for this class (equipment, tools, and supplies such as concrete). **GE/IL-SLO Reflection:** All students were able to meet this target.	01/26/2015 - With the success rate, no actions are necessary at this time for this SLO. 01/23/2014 - None at this time. 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.
Department - Environmental Horticulture & Design (HORT) - HORT 54B - LANDSCAPE CONSTRUCTION: TECHNICAL	**Assessment Method:** Student will be evaluated in the field in their		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	successful use and understanding of landscape survey equipment. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of the students will demonstrate proficiency in the use of survey tools.		
Department - Environmental Horticulture & Design (HORT) - HORT 54B - LANDSCAPE 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 for Success:** 80% of students will pass sections of the test relating to estimating concepts.		
Department - Environmental Horticulture & Design (HORT) - HORT 54C - LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES - SLO 1 - Knowledge - identify the parts of an irrigation system (pipes and fittings, sprinkler heads, valves, backflow preventers, drip systems, and controllers). (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice exam, student will be able to correctly identify 80% of common irrigation components. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will meet the benchmark requirement for the identification of irrigation components.		
Department - Environmental Horticulture & Design (HORT) - HORT 54C - LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES - SLO 2 - Application of knowledge - program an irrigation time clock (controller) correctly. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** In a controller programming lab, student will demonstrate mastery of irrigation controller programming. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will demonstrate		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	competency in the programming of an irrigation controller.		
Department - Environmental Horticulture & Design (HORT) - HORT 54D - LANDSCAPE CONSTRUCTION: APPLIED PRACTICES - SLO 1 - Application of Knowledge - Construct specialized and advanced landscape projects. (Created By Department - 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 for Success:** 90% of students participating in the labs will demonstrate proficiency in the construction of landscape projects.		
Department - Environmental Horticulture & Design (HORT) - HORT 54D - LANDSCAPE CONSTRUCTION: APPLIED PRACTICES - SLO 2 - Application of knowledge - Operate motorized landscape equipment. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will demonstrate skills in a practical activity laboratory. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students participating in the labs will demonstrate proficiency in the use of motorized landscape equipment.	06/28/2015 - During the Bobcat & Ditchwitch motorized equipment lab, 100% of the students were able to demonstrate a basic proficiency in the operation of the equipment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	06/28/2015 - None at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 54J - HORTICULTURAL PRACTICES: INSECT IDENTIFICATION - RECALL OF INFORMATION - Student shall be able to identify common horticultural insects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/15/2015 **End Date:** 07/15/2017 **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Environmental Horticulture & Design (HORT) - HORT 54J - HORTICULTURAL PRACTICES: INSECT IDENTIFICATION - critical thinking - Student shall identify common control methods for selected insects. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/15/2015 **End Date:** 07/15/2017 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall identify control method for selected insects. **Assessment Method Type:** Observation/Critique **Target for Success:** Student shall correctly identify a minimum of one control method for 80% of the insects		
Department - Environmental Horticulture & Design (HORT) - HORT 54K - HORTICULTURAL PRACTICES: WEED IDENTIFICATION - RECALL OF INFORMATION - Student shall be able to identify common horticultural weeds (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/15/2015 **End Date:** 07/15/2017 **Course-Level SLO Status:** Active	**Assessment Method:** Student shall take field identification exam of common horticultural weeds **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student shall identify 80% of the weeds.		
Department - Environmental Horticulture & Design (HORT) - HORT 54K - HORTICULTURAL PRACTICES: WEED IDENTIFICATION - critical thinking - Student shall identify common control methods for selected horticultural weeds. (Created By Department - Environmental Horticulture &	**Assessment Method:** Student shall describe control methods for selected horticultural weeds. **Assessment Method Type:** Observation/Critique **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Design (HORT)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/15/2015 **End Date:** 07/15/2017 **Course-Level SLO Status:** Active	Student shall successfully identify a minimum of one control for each selected weed.		
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 for Success:** 80% of the students will participate in classroom activities which demonstrate an understanding of the basic business practices utilized in the green industry and obtain an average score of 74% (C level) in those exercises.		
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 for Success:** 80% of students will successfully complete at a 74% (C grade) level a business plan or business related research project.		
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 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 90% of students will successfully complete a final project exhibiting a clear understanding of landscape design theory.		
Department - Environmental Horticulture & Design (HORT) - HORT 60B - LANDSCAPE DESIGN: THEORY - SLO 2 - Application of knowledge - demonstrate knowledge of intermediate graphic communication skills as they relate to landscape design problems through a series of projects. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student will demonstrate intermediate graphic communication skills on a project involving color rendering. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will complete a project related to the use of color.		
Department - Environmental Horticulture & Design (HORT) - HORT 60C - LANDSCAPE DESIGN: IRRIGATION - SLO 1 - Application	**Assessment Method:** Student will complete an irrigation design for a residential or small commercial site which		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	demonstrates competency in all facets of irrigation design **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will successfully complete the final irrigation design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 60C - LANDSCAPE DESIGN: IRRIGATION - SLO 2 - Application of knowledge - interpret irrigation drawings, details, and specifications. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice exam question which specifically tests knowledge of one aspect of irrigation plan reading. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of students will pass the section of the exam relating to irrigation plan reading.	06/28/2015 - With the exception of one student who stopped showing up for class, 92% of students were able to demonstrate the ability to interpret irrigation drawings, details, and specifications. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	06/28/2015 - None 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 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:** Student shall complete a series of short projects which illustrate knowledge of aesthetic, cultural, ecological, and functional uses of plants in the landscape. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students shall successfully complete the short projects.		
Department - Environmental Horticulture & Design (HORT) - HORT 60D - LANDSCAPE DESIGN: PLANTING - SLO 2 - Application of knowledge - demonstrate proficiency in creating planting plans for residential landscape projects. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Student shall complete a final project which illustrates their knowledge of planting design principles. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students shall successfully complete the final planting design project.	06/28/2015 - With the exception of one student who stopped showing up for class and did not submit his final project, 100% of the remaining students successfully demonstrated proficiency in creating a planting plan for a residential project. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	06/28/2015 - None at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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 for Success:** 80% of students shall successfully complete the final residential landscape design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 60F - LANDSCAPE DESIGN: PROCESS - SLO 2 - Application of knowledge - prepare a project timeline and budget. (Created By Department - Environmental Horticulture & Design (HORT)) **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 for Success:** 90% of students completing the course will demonstrate competency in preparing a project timeline and budget.		
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 for Success:** 100% of students will be able to successfully complete pdf export.		
Department - Environmental Horticulture & Design (HORT) - HORT 60G - LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS - SLO 2 - Application of	**Assessment Method:** Student will produce a three-dimensional drawing of a site. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
knowledge - Produce three-dimensional renderings of designs. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** 90% of students will be able to complete a 3d drawing.		
Department - Environmental Horticulture & Design (HORT) - HORT 60J - 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 for Success:** 80% of the students will be able to successfully create the drawing.		
Department - Environmental Horticulture & Design (HORT) - HORT 60J - 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 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 render a supplied drawing using a minimum of 5 different attributes available in the sketchup program. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of the students will be able to properly render the drawing using the minimum number of attributes.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 60K - THE TIMELESS GARDEN - SLO 1 - Knowledge - Identify and compare categories of historic gardens. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Complete a project or report focusing on one or more categories of historical gardens. Projects should demonstrate an understanding of garden architecture, cultural contexts, and landscape design themes. **Assessment Method Type:** Class/Lab Project **Target for Success:** 85% of students will successfully complete a project or report.		
Department - Environmental Horticulture & Design (HORT) - HORT 60K - THE TIMELESS GARDEN - SLO 2 - Knowledge - Demonstrate knowledge of plant usage in historical contexts. (Created By Department - Environmental Horticulture & Design (HORT)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Identify different types of plant usage through time and in different garden contexts. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** On an exam, 80% of students will be able to correctly identify different types of plant usage through time and in different garden contexts.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Student shall meet the minimum required hours for on-site instruction in environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students shall complete required on-site instruction.		
Department - Environmental Horticulture & Design (HORT) - HORT 80 - ENVIRONMENTAL HORTICULTURE	**Assessment Method:** Student shall demonstrate involvement in industry associations and/or industry		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	contacts through student membership or through seminars held by the horticulture program or an outside industry group. **Assessment Method Type:** Discussion/Participation **Target for Success:** Through completion of the course contract, 80% of students completing the class will demonstrate involvement in professional associations, horticultural seminars, or green industry related activities.		
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 for Success:** 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	**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 for Success:** Through completion of the course contract,		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	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 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 for Success:** 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 for Success:** Through completion of the course contract, 80% of students completing the class will demonstrate involvement in professional associations, horticultural seminars, or green industry related activities.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 80C - ENVIRONMENTAL HORTICULTURE SPRING SKILLS - SLO 1 - Job 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:** Student shall participate in on-site instruction for Spring environmental horticulture skills. **Assessment Method Type:** Discussion/Participation **Target for Success:** 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 for Success:** Through completion of the course contract, 80% of students completing the class will demonstrate involvement in professional associations, horticultural seminars, or green industry related activities.		
Department - Environmental Horticulture & Design (HORT) - HORT 80D - ENVIRONMENTAL HORTICULTURE SUMMER SKILLS - SLO 1 - Job	**Assessment Method:** Student shall participate in on-site instruction for Summer environmental horticulture skills.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 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 for Success:** 80% of students shall complete required on-site instruction as demonstrated in Practical Skills Labs and Events.		
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 for Success:** Through completion of the course contract, 80% of students completing the class will demonstrate involvement in professional associations, horticultural seminars, or green industry related activities.		
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 for Success:** 80% of students will successfully be able to identify container plants used in class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Environmental Horticulture & Design (HORT) - HORT 90A - CONTAINER PLANTINGS IN THE LANDSCAPE - SLO 2 - Knowledge - Compare and contrast container plant features and cultural needs. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will create container planting using selected plants. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students completing the class shall have created a variety of container plantings.		
Department - Environmental Horticulture & Design (HORT) - HORT 90C - GARDEN PONDS & WATER FEATURES - SLO 1 - Knowledge - Student will be able to install a water feature in the landscape. (Created By Department - Environmental Horticulture & Design (HORT)) **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 for Success:** 80% of students will be able to demonstrate an understanding of the key concepts used in creating garden water features.		
Department - Environmental Horticulture & Design (HORT) - HORT 90C - GARDEN PONDS & WATER FEATURES - SLO 2 - Application of Knowledge - As part of a lab, students will be able to demonstrate knowledge of the main components required to design a garden water feature. (Created By Department - Environmental Horticulture & Design (HORT)) **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	06/28/2015 - 100% of students were able to successfully complete the lab showcasing components of garden water features. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	06/28/2015 - None at this time.
Department - Environmental Horticulture & Design (HORT) - HORT 90D - HERBS: IDENTIFICATION, USE & FOLKLORE -	**Assessment Method:** Students will complete field herbs identification exam.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students taking the class shall be able to correctly pass the plant identification class with a grade of 80% or better.		
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:** 09/23/2013 **End Date:** 12/13/2013 **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 for Success:** 80% of students will demonstrate basic proficiencies in camera use to the instructor.		
Department - Environmental Horticulture & Design (HORT) - HORT 90E - HORTICULTURAL & LANDSCAPE PHOTOGRAPHY - SLO 2 - Application of knowledge - Photography of landscapes, construction projects, plant identification, and landscape designs for portfolio presentation. (Created By Department - Environmental Horticulture & Design (HORT))	**Assessment Method:** Completion of one or more student photo projects involving landscape settings or landscape installations. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete the student photo projects.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/23/2013 **End Date:** 12/13/2013 **Course-Level SLO Status:** Active			
Department - Environmental Horticulture & Design (HORT) - HORT 90F - LANDSCAPE DESIGN: BASIC PRINCIPLES - SLO 1 - Application of Knowledge - Demonstrate landscape design skills. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a landscape design. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a design charette or landscape design project.		
Department - Environmental Horticulture & Design (HORT) - HORT 90F - LANDSCAPE DESIGN: BASIC PRINCIPLES - SLO 2 - Knowledge - Exhibit understanding of design theory and process. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will demonstrate design theory and process in lab exercises. **Assessment Method Type:** Class/Lab Project **Target for Success:** Through in-class labs, 80% of students will complete design exercises with an average of 74% success or higher.		
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 for Success:** 80% of students will exhibit a basic understanding of what takes to create successful landscapes.		
Department - Environmental Horticulture & Design (HORT) - HORT 90G - LANDSCAPE			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 80% of students will successfully complete the course.		
Department - Environmental Horticulture & Design (HORT) - HORT 90H - LANDSCAPE LIGHTING - SLO 1 - Knowledge - demonstrate practical knowledge of lighting and electrical equipment. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Using a multiple choice test, students will demonstrate a basic knowledge of low voltage lighting. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive passing grades on the exam.		
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 for Success:** 80% of students completing the class will successfully demonstrate a working knowledge of landscape lighting systems.		
Department - Environmental Horticulture & Design (HORT) - HORT 90I - LANDSCAPE SUSTAINABILITY PRACTICES - SLO 1 - Application of Knowledge - Demonstrate skills in developing and maintaining landscapes according to sustainable principles. (Created By Department - Environmental Horticulture & Design	**Assessment Method:** Student will build and maintain landscapes using sustainable practices in labs. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will demonstrate		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(HORT)) **Course-Level SLO Status:** Active	competency in the development and maintenance of sustainable landscapes.		
Department - Environmental Horticulture & Design (HORT) - HORT 90I - LANDSCAPE SUSTAINABILITY PRACTICES - SLO 2 - Application of knowledge - Define approaches to solving landscape and gardening problems by applying ecological principles. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will prepare a report on solving a landscape or gardening problem using ecologically sound principles. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a report on solving landscape or gardening problems using ecologically sound principles.		
Department - Environmental Horticulture & Design (HORT) - HORT 90K - LANDSCAPING WITH EDIBLES - SLO 1 - Knowledge - Identify edible ornamental plants for the landscape. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete field edible ornamental identification exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will pass a field exam on the identification of ornamental edible plants.		
Department - Environmental Horticulture & Design (HORT) - HORT 90K - LANDSCAPING WITH EDIBLES - SLO 2 - Application of knowledge - Demonstrate the use of edible plants in built landscapes. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will design a landscape using edible ornamentals. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a landscape design using ornamental edible plants.		
Department - Environmental Horticulture & Design (HORT) - HORT 90L - PLANT PROPAGATION: BASIC SKILLS - SLO 1 - Knowledge - Exhibit understanding of the basic techniques used in plant propagation. (Created By Department - Environmental	**Assessment Method:** Student will complete a skills lab demonstrating propagation techniques. **Assessment Method Type:** Class/Lab Project **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	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 for Success:** 80% of students will be able to properly demonstrate appropriate propagation techniques.		
Department - Environmental Horticulture & Design (HORT) - HORT 90M - PLANT NUTRITION & FERTILIZATION - SLO 1 - Knowledge - Identify nutrient deficiency in plants. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will complete an objective exam identifying plant nutrient deficiencies. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will pass the part of the exam which identifies plant nutrient deficiencies.		
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 for Success:** In lab evaluations, students will correctly select a fertilizer application 80% of the time.		
Department - Environmental Horticulture & Design (HORT) - HORT 90N - PLANT MATERIALS: FALL COLOR - SLO 1 - Knowledge - identify trees by botanical and common names.	**Assessment Method:** Students will be able to correctly identify plants exhibiting outstanding fall color. **Assessment Method Type:** Exam - Course Test/Quiz		

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
materials. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Target for Success:** 80% of the students will be able to prepare a basic irrigation plan illustrating core competency in irrigation design.		
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 for Success:** 80% of students will be able to correctly install at least one component of a typical residential irrigation system.		
Department - Environmental Horticulture & Design (HORT) - HORT 90R - SEASONAL FLORAL DESIGN - SLO 1 - Knowledge - master the making of seasonal arrangements such as seasonal centerpieces, fresh and dried wreath making, and evergreen swags. (Created By Department - Environmental Horticulture & Design (HORT)) **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 for Success:** 80% of students will successfully complete a seasonal floral design.		
Department - Environmental Horticulture & Design (HORT) - HORT 90R - SEASONAL FLORAL DESIGN - SLO 2 - Application of knowledge - create seasonal and holiday decorations. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:**	**Assessment Method:** Successful completion of a "holiday" floral or vegetative arrangement per instructor specifications. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will complete a "holiday" floral or vegetative arrangement per		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	instructor specifications.		
Department - Environmental Horticulture & Design (HORT) - HORT 90S - SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP) - SLO 1 - Knowledge - Understand the risks of pesticides. (Created By Department - Environmental 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 for Success:** 80% of students will identify pesticide risks through a written report.		
Department - Environmental Horticulture & Design (HORT) - HORT 90S - SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP) - SLO 2 - Application of knowledge - Integrate pest management controls. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will write an integrated pest management plan. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will write an integrated pest management plan.		
Department - Environmental Horticulture & Design (HORT) - HORT 90U - LANDSCAPE DESIGN: PERSPECTIVE SKETCHING - SLO 1 - Application of Knowledge - Select appropriate perspective technique. (Created By Department - Environmental Horticulture & Design (HORT)) **Course-Level SLO Status:** Active	**Assessment Method:** Select the correct persepective technique to sketch a variety of different views of a site. **Assessment Method Type:** Case Study/Analysis **Target for Success:** Students should be able to select the appropriate method 90% of the time.		
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:**	**Assessment Method:** Prepare one and two point perspectives from given drawings. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students should be able to complete drawings with less than 5 errors in 75% of		

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Class/Lab Project **Target for Success:** 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 for Success:** 90% of the students will pass with a score of 80% or higher.		
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:** Active	**Assessment Method:** Students will complete objective exam requiring selection of cacti and succulents for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will complete exams with a score of 80% or higher.		
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 for Success:** 90% of the students will pass with a score of 80% or higher.		
Department - Environmental Horticulture & Design (HORT) - HORT 90Z -	**Assessment Method:** Students will complete an objective exam		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	requiring selection of ornamental grasses for design situations based on required features and cultural conditions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of the students will achieve a score of 80% or higher on the exam.		
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 **Course-Level SLO Status:** Active	**Assessment Method:** Student will be asked to identify in writing the various composting methods. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will be able to write down the names of at least 5 composting methods.		
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 for Success:** 80% of the students will be able to properly construct a complete layered hot compost pile.		

Unit Assessment Report - Four Column

Foothill College

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-HORT) - Environmental Horticulture and Design AS/CA - 1 - Students will demonstrate skills necessary to design residential landscapes. **SLO Status:** Active	**Assessment Method:** For students planning to practice landscape design as a career, as well as for those entering other Green Industry sectors, we have devised a class project which gauges the student's ability to create a landscape design. In our HORT 60B Landscape Design: Theory class, students work on a typical landscape design project with a variety of programmatic requirements. **Assessment Method Type:** Class/Lab Project **Target:** A successful student would be able to demonstrate the knowledge and skill sets of landscape design principles and practices. Each student will prepare a rendered landscape plan which meets the programmatic requirements of the project.	08/03/2015 - Students took 2 design related courses during the year. 100% successfully completed a rendered plan for Planting Design and all but one student, 95%, successfully complete a design for Design Theory. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Continued update of software and provision of design labratory materials. **GE/IL-SLO Reflection:** SLO is still valid for this objective.	08/03/2015 - Curriculum will be maintained as currently taught. 08/03/2015 - Curriculum will be maintain as current.
Program (BHS-HORT) - Environmental Horticulture and Design AS/CA - 2 - Students will be able to identify plant material commonly used in landscape projects by Green Industry professionals. **SLO Status:** Active	**Assessment Method:** Through field tests, students will be able to correctly identify a variety of trees and shrubs. For this assessment, we will utilize both our fall and spring plant identification courses (HORT 21 & HORT 22: Plant Material I & II). **Assessment Method Type:** Exam - Course Test/Quiz **Target:** On their final plant identification exam, students will demonstrate an accurate level of plant knowledge for at least 80% of plant features reviewed.	08/03/2015 - In the two required plant id courses, PM 1 and PM2, 91% of the students scored at or above the 80% level for PM1 and 92% scored at the 80% or higher level for PM2. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** creation of arboretum on campus to reduce off campus field trips. **GE/IL-SLO Reflection:** SLO is adequate	01/06/2016 - Assessment in this prescribed manner will continue. Resource request to be added to program review. 08/03/2015 - Testing will continue in current manner. Resource request will be added to program review.

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