

PROGRAM REVIEW UPDATE 2016-2017

Program: Horticulture

Division: MSEPS

Date: October 14, 2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

There was no previous Program Planning Update for Horticulture in 2015. The PRU update for 2015 addressed only the VWT program.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

There was no previous Program Planning Update for Horticulture in 2015. The PRU update for 2015 addressed only the VWT program.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The last PRU that included Horticulture was 2014. Since 2014 Horticulture has offered two daytime classes, Introduction to Horticulture. This has helped us reach out to younger full-time students, who were not being reached by an evening only schedule. The down-side, is that part-time evening students, who work during the daytime, have not been able to complete the Intro class which is required for the AS Degree or the Certificate.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

As stated in C., continuing evening students have been unable to complete the required class, Introduction to Horticulture. The cancellation of this Fall's class, Hort. 55, also a Degree and Certificate requirement, has further hampered our students from completing their AS Degrees, or Certificates. The limited course offerings (2 per semester, and none in summer) make it impossible to complete either the AS Degree, or the Certificate within 2 years. It is not possible to finish the program in less than 4 years. Most students need more than 4 years to finish. In order to complete the program, students often need to resort to substituting horticulture classes that they would not have chosen, for the courses they actually need or desire. This has a very negative impact on enrollment, driving many seriously interested horticulture students to Merritt, DVC, or Delta Colleges.

E. What are your most important plans (either new or continuing) for next year?

1. We are planning to continue the expansion of our course offering from 2 to 3 classes a semester, while attempting to boost our enrollment. However, this has been difficult for us, as our past history of limited class offerings hurts our recruitment efforts.
2. We are focusing part of our spring curriculum on the construction of a small aquaponics system in our greenhouse in an effort to attract students interested in more sustainable horticultural concepts.
3. We will try a more aggressive approach to advertising our program.
4. We will actively involve ourselves in the planning and development of a new and improved horticultural facility to be constructed with Measure A funding.
5. Hiring a full-time instructor.
6. Updating curriculum (course outlines) for the following courses: H54, H55, H58, H59, & H60. Additional courses (pending the availability of funding) also in need of upgrading include: H62, H67, H95, & H96.
7. Submitting curriculum for a new course Fundamentals of Hydroponics/Aquaponics.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We don't have any plans at this time to add DE courses. Although DE might be possible for a couple of our courses, most horticulture courses have a lab element, which is much better served by hands-on participation.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Our plans connect most directly to the CTE program. Conventional tutoring available on campus hasn't been particularly useful. However, most of the actual tutoring that occurs, happens due to the interaction of older, more experienced students, with younger students that are new to Horticulture. The recent hiring of a Hort/VWT lab technician is also proving to be valuable resource for students to master basic horticultural skills.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? x yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO: No SAO data
Describe the quantitative or qualitative results: N/A
Discuss any actions taken so far (and results, if known): N/A
Discuss your action plan for the future: N/A

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Horticulture 50
Course SLO: The student will be able to propagate a plant by taking a cutting.
Describe the quantitative or qualitative results: Students all participated successfully in making vegetative cuttings, and propagating them.
Discuss any actions taken so far (and results, if known): Successfully propagated cuttings were sold at subsequent plant sales events, with the proceeds being used to buy supplies for the program.
Discuss your action plan for the future: We plan to continue this activity, and find additional plant host materials to propagate a wider variety of plants.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Horticulture
Program SLO: The successful student will be able to select plant materials for a given landscape based on water requirements, soil type, pest and disease resistance, growth habits, and design requirements
Describe the quantitative or qualitative results: Success rates were satisfactory
Discuss any actions taken so far (and results, if known): Some lesson plans have been revised and updated.
Discuss your action plan for the future: Lesson plans are annually updated to improve instruction and keep courses relevant to on-going developments in the field of horticulture

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: Certificate option - Landscape Installation and Maintenance														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
	Hort 50	Hort 51	Hort 52	Hort 53	Hort 54	Hort 55	Hort 56	Hort 57	Hort 58	Hort 59	Hort 60			
1. The successful student will be able to accurately identify a set of plant material.	x	x	x			x	x	x	x	x	x			
2. The successful student will be able to use that plant material in a landscape design	x	x	x				x	x	x	x				
3. The successful student will be able to prepare a maintenance schedule for the chosen plant materials		x	x	x	x	x	x	x	x	x	x			
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome? All courses help achieve the program outcomes. No, infrequent scheduling of courses hampers students from achieving the program outcomes.

- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement? Hort. 50, Hort. 51, Hort. 52, Hort. 56, Hort. 57, Hort. 58, and Hort. 59.