

#4

COMPLETE

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Email: tiffany.faulstich@gcccd.edu
IP Address: 99.65.98.207

Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Ornamental Horticulture

Q2

I.2. Lead Author:

Tiffany Faulstich

Q3

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Leah Rottke
Larry McLemore

Q4

1.4. Dean/Manager:

Larry McLemore

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **08/31/2021**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

The Cuyamaca College Ornamental Horticulture Program will continuously improve educational programs that provide students with technical training and transfer opportunities that lead to careers and/or transfer to four-year institutions.

Q7

II.2. How is this program advancing the college mission, vision and values?

The OH Program supports a diverse student population with the common goal of enriching lives through education. Each student brings valuable experiences, unique background knowledge and a strong desire to learn in depth about horticulture. Together with faculty, each individual student plays a crucial role in enhancing classroom learning and collaboration, fostering productive discussions and participating within the program well outside of the classroom. Students are all members of the active Cuyamaca College Botanical Society, eligible for internships within the OH Department and Water Conservation Garden, participate in community outreach events and work-based learning partnerships with industry.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

Structured onboarding processes

- New and continuing student orientation each semester. Provide students with information on the OH department, course planning calendar, internship opportunities. Ensure access to academic pathway in 2-year completion time, counselor contact, Career Center contact

Redesigning and integrating basic skills/developmental education classes

- OH 120 touches on all the main horticultural points and tools to enable success in subsequent OH classes
- Programs that are fully mapped out and aligned
- This should be part of a broad curriculum goal to streamline courses which can be completed in 2 years for an AS Degree.
 - Short term, focused certificate or concentration options
 - Communicate the 2-year completion plan at OH Student Orientation

Proactive academic and career advising

- Counselor – provide contact. Perhaps when OH 120 is on campus, take students there to briefly meet with this person
- Career Center counselor – provide contact. When on campus, OH 290 visits the Career Center. Career advancement
- Students are assigned to partner with this valuable resource for resume writing, interview skills, budgeting and job placement.

Work based learning opportunities such as:

- On campus or Water Conservation internships, both paid and volunteer.
- The Cooperative Work Experience class encourages students to work in the local horticulture industry to apply classroom skills in the real-world work environment.
- Courses invite guest speakers and take field trips out into the community to tie together education and industry/career/community opportunities.

Instructional support and co-curricular activities

- Cuyamaca College Botanical Society: opportunities for student governance, activities to align with curriculum, fellowship, events such as alumni night, field trips, etc.
 - Instructional support needed for hands-on facilities and OH property learning opportunities for student interns and labs
-

Q9

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

There are no planned curriculum changes pending. All proposed curriculum changes have been approved and implemented.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

All OH courses transfer to CSU, at least for elective credit, with the exception of OH 222 Japanese Garden Design. The transfer of courses as elective credit, not class for class transfer, has the potential to confuse students and should be clarified in the course catalog and within any departmental counseling.

Additionally, the following also transfer for UC credit:

- OH 121 Plant Propagation
 - OH 140 Soils
 - OH 170 Trees and Shrubs
 - OH 180 Annuals and Perennials
 - OH 200/201 Computer Aided Landscape Design
 - OH 255 Sustainable Urban Landscape Principles and Practices
 - OH 260 Arboriculture
-

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

[OH-slo-assessment-plan.docx \(22.7KB\)](#)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

Based on past SLO assessments, instructors analyze data and modify assignments and curriculum delivery to increase student success. For academic years 2019-20 and 2020-2021, SLO findings may not be representative of our program due to the imposed campus shutdown and forced transition to online learning.

Moving forward, in order serve students and assess SLO's more concisely, the OH department should draft standard methods for assessing each SLO in each class and have the instructor deliver the standard at the frequency required. This assures the SLO's are assessed uniformly and consistently to derive data from which more information can be gained.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

IV.1. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

OH Degrees and Certificates 2016-2020.pdf (62KB)

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

- Landscape Architecture Fall 2019: Degree and Certificate
- Sustainable Urban Landscape Prior to Spring 2013 Degree and Certificate
- Arboriculture Spring 2013: Degree and Certificate
- Floral Fall 2018 Degree and Certificate
- Nursery Prior to Spring 2013 Degree and Certificate
- Landscape Prior to Spring 2013 Degree and Certificate
- Irrigation Prior to Spring 2013 Degree and Certificate
- Golf Prior to Spring 2013 Degree and Certificate
- General OH Prior to Spring 2013 Degree and Certificate

Q18

Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period?***Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs?*Note: The college requires assessment of PLOs within a 4-year cycle

Current PLO's in college catalog were updated Fall 2021 to align with the Career Education Academic Career Pathways. Changes will be reflected in the 2022-2023 college catalog.

Updated PLO assessments beginning academic year 2022-2023.

Updated PLO's to utilize the following shared PLO's from Environmental and Applied Technology. Approved by curriculum committee.

- Perform work-related functions according to current industry standards.
- Assess and resolve work-related problems using current industry-specific tools and resources.
- Communicate effectively to prospective clients, managers and coworkers in a workplace setting.
- Abide by industry and government regulations regarding occupational health and safety, and/or environmental standards.

Q20

Yes

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Page 6: IV. Degrees and Certificate Programs continued

Q21

Yes

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

GOAL: OH students will achieve a minimum of 77% course success rate by 2024.

4 YEAR SUCCESS RATE: Although enrollment has decreased since Fall 2016, OH has seen an incremental increase in overall course success rates in Fall semesters, fluctuating success rates in Spring semesters.

Program Term Enrollment
Retained
Retention Rate
Successful
Success Rate

OH	Fall 2016	303	233	77%	191	63%
	Fall 2017	294	253	86%	214	73%
	Fall 2018	200	174	87%	152	76%
	Fall 2019	173	160	92%	136	79%
	Fall 2020	152	138	91%	120	79%
	Total	1,122	958	85%	813	72%

Program Term Enrollment
Retained
Retention Rate
Successful
Success Rate

OH	Spring 2017	295	262	89%	198	67%
	Spring 2018	230	203	88%	191	83%
	Spring 2019	219	192	88%	163	74%
	Spring 2020	225	163	72%	148	66%
	Spring 2021	174	155	89%	126	72%
	Total	1,143	975	85%	826	72%

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Student Surveys December 2021 revealed a high degree of effectiveness of instruction and courses offered. Students responded they were confident the course content resulted in job developing skills, a high degree of satisfaction with what they are learning and confidence in the industry experience of their instructors. Many of the students would like to graduate with a degree or certificate, or train for a new career. Some would like to transfer for a four year degree, and Cuyamaca Oh also serves the community by supporting home gardening interests. Feedback also requires a look at course rotations, scheduling conflicts, times of course offerings and Saturday labs. Ensuring the classes are offered at times and days when multiple OH courses can be taken the same semester will improve rates of graduation within two years.

Recommendations from OH Advisory Committee: Continue to train and educate horticulture students to fulfill an industry wide shortage of qualified employees. Demand for horticulture products and services continues to greatly outpace supply from providers. There is also a need for improved emotional intelligence and “soft” skills among employees: interpersonal connection, organizational and management skills.

Advisory Committee Members:

Hannah Gbeh – Executive Director, San Diego County Farm Bureau

Corey Hansen – Sales Rep, Western Region, Fox Farm Soil and Fertilizer

Lorraine Kelley – Production Manage, Native West Nursery

Ron Matranga – Consulting Arborist, Senior Account Manager, Atlas Tree Service

Larry McLemore – Dean, Career Education, Cuyamaca College

Leah Rottke – Program Coordinator, Ornamental Horticulture, Cuyamaca College

Jennifer Crocker – CCBS President 2019-2020, Ornamental Horticulture, Cuyamaca College

An annual meeting is held in spring semester, with subcommittee meetings held as needed.

OH Students have the opportunity to participate in the CCBS sponsored OH Alumni Career Night. The event hosts past OH alumni currently working in the horticulture industry. There is an alumni panel from a range of horticulture industries for current students to learn about their chosen careers, different industry pathways and outstanding job opportunities.

Angela Tilley-Ruiz from the Career Center participated in the last Advisory Meeting on January 14, 2021 and encouraged faculty to send students her way to help with placement. She also leads workshops and in-class presentations for OH students to help with finding a job, interviewing, placement.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

Equity gaps exist in the African-American/Black Non-Hispanic, Asian, Hispanic/Latino and Multiple Races/Ethnicities demographics

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Lack of a coordinated college wide intake effort to expose these students to the plethora of available support resources. Many of these students have not attended school in decades and do not know what to expect, how to study, how to be successful and what services the college offers. They need an easy-to-understand step-by-step problem-solving flow chart of the resources. This should be provided upon admission and registration to set them up for success. It should be their main document to guide all of their solutions to the issues they may face with a specific contact person who responds within 24 hours to address their specific issue.

The OH Department is a piece of this process related to program specific issues. OH Faculty and Staff should have such a college-wide flow chart to easily refer students and remind students they have it to rely on.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

OH is open to any highly qualified and capable candidate and actively seeks industry professionals to fill adjunct faculty roles. At the OH Student Orientation and on the first day of each class distribute campus resources to students. Dialogue with them in problem/solution format. Encourage them to use the resources available for free on campus. Create a list of the most common 10 student problems with campus resource solutions. By putting ourselves in the students shoes, we can connect with them in a meaningful way to easily solve some simple problems at the beginning of the semester.

Example: Student Problem: "I have not studied in a long time and I don't know how to manage my time and create a study schedule."
Solution: "Set up an appointment with the tutoring center to create a study schedule around your life commitments." Encourage them to use the resources available for free on campus.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The OH Department learned the importance of a well set up Canvas course shell to simplify student schedules and expectations. With all of the course information pre-loaded, students could easily access materials, due dates, rubrics, resources and calendars. A Canvas course shell for each class improves the student experience by clearly laying out the semester in an "at your fingertips" format. OH should encourage students who have phones/ipads to download the Canvas Student App and set their notifications properly to stay up to date and have access to course materials anytime, anywhere.

Q28

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Q29

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Page 8: IV. Degree and Certificate Programs continued

Q30

No

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31

Respondent skipped this question

IV.14. Are there differences in success rates for distance education (online) versus in-person sections?

Q32

Respondent skipped this question

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Q33

Respondent skipped this question

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Q34

Respondent skipped this question

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Page 10: IV. Degree and Certificate Programs continued

Q35

Yes

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

IV.19. Please share your observations about the employment rate for your program over the past several years.

The following is from the ESMI 2020Q2 Data Set for San Diego, Chula Vista, Carlsbad geographical areas:

For 2018, there are 21,006 employees in the following occupations (20,817 national average):

- Soil and Plant Scientists
- Tree Trimmers and Pruners
- Landscaping and Groundsworkers
- Floral Designers
- Farmers, Ranchers and Other Agricultural

Average compensation is \$30,854 (national average is \$30,221)

Job Posting Activity is 66 postings/month (national average is 86)

Most jobs are found in the Services to Buildings and Dwellings Industry Sector (64.2%)

For Jan 2018-May 2020:

There were 1,923 unique job postings among 552 competing employers.

For Jan 2018-May 2020

Average monthly hires:

- Landscaping and Groundskeeping Workers: 711
- Tree Trimmers and Pruners: 40
- Floral Designers: 31
- Farmers, Ranchers and Other Agricultural Managers: 57
- Soil and Plant Scientists: 13

2013-2021 average Employment Rate:

- Floriculture TOP Code 010920: 64%
- Horticulture TOP Code 010900: 64%
- Landscape Design and Maintenance TOP Code 010910: 67%
- Nursery Technology TOP Code 010930: 67%
- Turfgrass Technology TOP Code 010940: 100%

In summary, the outlook for OH graduates to obtain employment is very good. Demand for qualified workers exceeds demand. It is also worth noting, many entry or mid level opportunities have a high potential for advancement into supervisory and managerial roles with a high earning potential.

Q37

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

74.53% SPLT State Proposed Local Target 2021-22 and FAUPL Final Agreed Upon Performance Level 2021-2022 (Perkins CTE Funding)

Q38

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

78%

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

The Ornamental Horticulture program offers internships within their program – landscape, irrigation, nursery, and greenhouse related positions on campus. These are paid internships with some selected student management positions. The OH Department on campus internships allow students to try their hand at some work related opportunities while studying. Students may use this on campus internship for one (1) unit of Cooperative Work Experience credit. OH also partners with the Water Conservation Garden for selected maintenance, irrigation, curation and education positions.

OH has a robust Cooperative Work Experience (WEX) class for students as a stand alone opportunity, or after they have completed one (1) unit as an OH intern. WEX students either already have jobs in the local horticulture industry, or are assisted with finding one both through the instructor and the Career Center.

Additionally, OH Adjunct Faculty are members of the local horticulture industry. Faculty regularly refer and partner with industry connections to place students in job opportunities.

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

<https://www.seedyourfuture.org/careers>

https://www.canr.msu.edu/hrt/students/undergraduate/careers_in_horticulture

<https://www.k-state.edu/careercenter/students/exploration/majorin/horticulture.html>

We need a robust section of the website to communicate the industry need and potential salary in an easy to understand format for students. Check out this one (at the bottom of the webpage "Imagine Your Future":

<https://www.uky.edu/academics/bachelors/horticultural-sciences>

Update a career potential section of OH webpage, showing job options for OH majors, earnings potential, etc.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

Ornamental Horticulture offers a comprehensive program providing students an opportunity to gain the skills needed to enter any sector of the green industry. High levels of professionalism and dedication among the adjunct faculty are an asset to the program, and their connections to the green industry are an advantage to OH students. The OH program will operate a retail nursery year-round after construction and COVID hiatus, which will provide work experience opportunities for students. Donations from industry and local horticultural associations provide additional internships and scholarships. Spring Garden Festival is the OH program's signature community outreach event, which gives students an opportunity to communicate learned content to the general public. The OH program maintains a sterling reputation and vibrant connection to the green industry and gardening enthusiast organizations.

OH recently had its classrooms renovated and updated, a new greenhouse and growers grounds, and a new nursery facility. This will provide more state-of-the-art instruction and intern opportunities for students to be taught in and exposed to. OH also enjoys a strong partnership with the Water Conservation Garden as an extension of the classroom. Many classes and labs are held outdoors at the Garden, as well as interns are placed there for volunteer and internship opportunities.

Q43

VI.25. Please describe your program's challenges.

The OH program needs to increase enrollment in most courses offered. Enrollment has been dropping steadily since Fall 2016. Industry demand for skilled horticultural workers is high. The most likely strategy to improve enrollment is to broaden outside promotional efforts for the program, updating webpage to reflect student centered information such as career and earning potential, transfer opportunities for higher education, and streamlining degree requirements. Meeting this increased need for marketing, webpage content and curriculum updates, is difficult at best without sufficient staff. There is only one full time faculty member. Additionally, OH lacks a full-time OH Support Technician to facilitate student learning through hands-on laboratory activities and OH on campus internships, mentoring students and improving the appearance of the OH's five (5) acre landscape teaching grounds. Furthermore, OH needs to utilize existing technology, procure or request donated items to teach students about which are 21st Century. For example, Point of Sale Nursery inventory management and Irrigation scheduling software are in the process of being implemented, Tree Inventory software, landscape estimating and scheduling software.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

Horticulture education at two- and four-year programs nationwide is still suffering low enrollment. Lack of sufficient career and earning potential to eager students wanting a job outside or a change in career exacerbates the enrollment issue.

The COVID pandemic increased demand for horticultural products and services. OH needs to leverage this demand to reformulate itself to look towards the future. In conjunction with the new facility, present itself as the premier institution for horticulture education.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

With industry demand at an all-time high, students who want to protect and preserve the environment, utilize technology, and work outside with plants and people, OH is positioned to leverage these traits to bring more students into the program. Create block post for website and brochures focusing on how Cuyamaca OH is the right place for students based on the below two driving forces:

1. Industry potential: Visualize for students their earnings and jobs potential with real numbers. Salary, open positions, job description, potential for advancement. Complete this for one potential job in each of the 8 OH Concentrations. Potential for OH Career Fair, online or in person, with support from Advisory Council, Alumni and Career Center.
 2. Sustainability Career: Center program learning outcomes on sustainability – not only environmental benefits, but social connectivity and economics over the long run. Add simple sustainability statements to each of the 8 OH Concentrations.
-

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

Improve staffing with the addition of a full-time tenure track instructor.

Q47

Organizational Health

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 15: V. Previous Goals continued

Q49

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q50

Respondent skipped this question

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q51

Yes

Would you like to submit another previous goal?

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

Improve staffing with filling the vacant (frozen) OH Senior Technician position.

Q53

Organizational Health

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q54

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 18: V. Previous Goals continued

Q55

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q56

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q57

No

Would you like to submit another previous goal?

Page 20: V. Previous Goals continued

Q58

Respondent skipped this question

1. Previous Goal 3:

Q59

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

Respondent skipped this question

3. Goal Status

Page 21: V. Previous Goals continued

Q61

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q62

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q63

Respondent skipped this question

Would you like to submit another previous goal?

Page 23: V. Previous Goals continued

Q64

Respondent skipped this question

1. Previous Goal 4:

Q65

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q66

Respondent skipped this question

3. Goal Status

Page 24: V. Previous Goals continued

Q67

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

: Improve staffing with the addition of a full-time tenure track instructor.

Q69

Organizational Health

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q70

3. Please describe how this goal advances the college strategic goal(s) identified above:

Organizational Health will improve with the addition of a full time, tenure-track faculty member to the OH program through the provision of a more consistent and dedicated leadership over time. The sudden change in OH program coordinators in 2018 was disruptive to the program's function and increased the workload for college administrative faculty and staff as a result. This type of disruptive leadership transition could be prevented by re-filling the existing second OH full time faculty position. Compliance with college priorities, SLO assessment for example, will improve with greater reliance on full time faculty.

Q71

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

The OH discipline is broad and varied, with a huge range of career options contained within it. OH adjunct faculty represents some of this diversity of expertise, but an improved strategy for service to students would be gained with two full time faculty with different areas of expertise in horticulture. Their differences in expertise should include the aspects covered in OH's core curriculum, leaving the more esoteric content for adjunct faculty with very specific expertise. This strategy would significantly reduce OH's vulnerability to the type of disruption that could damage the quality of education provided to our students.

Q72

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Submit faculty hire form

Continue discussions and forward progress with the Dean

Q73

6. How will this goal be evaluated?

By the successful hiring of a qualified, full-time tenure-track OH Faculty member

Q74

Yes

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

Improve staffing with filling the vacant (frozen) OH Senior Technician position.

Q76

Organizational Health

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q77

3. Please describe how this goal advances the college strategic goal(s) identified above:

The loss of qualified staff to lay-off in Fall 2020 has a continuing negative impact to the function of OH. Organizational health of the college can be improved if the position, responsible for maintenance of the OH field site, all lab materials and equipment, as well as assistance in the college nursery, is restored. OH returned to in-person labs in Spring 2021. The loss of this staff position impacts student learning and safety in lab class meetings. In addition, OH has relocated back into its new and remodeled facilities in 2021; the challenges of accomplishing this task without any OH program classified staff are significant.

Q78

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

In order to maintain continuity of hands-on instruction via lab, provide greenhouse, nursery, landscape and irrigation internships, OH requires classified staff support full time. Students are missing out on a significant amount of instructional support to enhance their learning and skills development.

Q79

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Submit Classified staffing request form. Completed Spring 2021.
 2. Submit Classified staffing request form. To be completed Fall 2021.
-

Q80

6. How will this goal be evaluated?

The successful recruitment of a qualified classified staff member to fulfill the position

Q81

Yes

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q82

1. Goal 3:

Increase student enrollment to pre-pandemic levels by the 2024-2025 academic year.

Q83

Student Validation & Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q84

3. Please describe how this goal advances the college strategic goal(s) identified above:

By reaching a greater number of students, the OH Program directly enhances the marketability of each student through the hands on and classroom skills learned. These skills are highly sought after in the job market, horticultural industry and create a solid foundation for a student to transfer to a four-year program.

Q85

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Labor market data and industry advisory council dictate a strong demand for skilled horticultural staff.

Q86

Respondent skipped this question

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q87

6. How will this goal be evaluated?

Raw enrollment and retention data from 2021-2025.

Q88

No

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q89 Respondent skipped this question

Goal 4:

Q90 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q91 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above:

Q92 Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q93 Respondent skipped this question

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q94 Respondent skipped this question

6. How will this goal be evaluated?

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95 Faculty Resource Needs,
Classified Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 31: Final Check

Q96 I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."
