



C U Y A M A C A
• C O L L E G E •

Comprehensive Program Review and Dean Feedback Report

Academic - Ornamental Horticulture (OH) - (CE)

Improve staffing with the addition of a full-time tenure track instructor. (Goal 1)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

An increase in staffing for our department will help us better meet the needs of our diverse students and will provide an opportunity to hire more diverse employees.

- **Increase Equitable Access:** Improve staffing with the addition of a full-time tenure track instructor. (X)
- **Eliminate Equity Gaps in Course Success:** Improve staffing with the addition of a full-time tenure track instructor. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Improve staffing with the addition of a full-time tenure track instructor. (X)
- **Increase Completion and Eliminate Equity Gaps:** Improve staffing with the addition of a full-time tenure track instructor. (X)
- **Increase Hiring and Retention of Diverse Employees:** Improve staffing with the addition of a full-time tenure track instructor. (X)

Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (Goal 2)

Program Goal: Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

An increase in staffing for our department will help us better meet the needs of our diverse students and will provide an opportunity to hire more diverse employees.

- **Increase Equitable Access:** Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (X)
- **Eliminate Equity Gaps in Course Success:** Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (X)
- **Increase Completion and Eliminate Equity Gaps:** Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (X)
- **Increase Hiring and Retention of Diverse Employees:** Improve staffing, safety, and student outcomes by filling the vacant (frozen) OH Assistant, Senior position. (X)

Hire a second OH Specialty Lab Technician III (Goal 4)

Program Goal: Hire a second OH Specialty Lab Technician III

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

An increase in staffing for our department will help us better meet the needs of our diverse students and will provide an opportunity to hire more diverse employees.

- **Increase Equitable Access:** Hire a second OH Specialty Lab Technician III (X)
- **Eliminate Equity Gaps in Course Success:** Hire a second OH Specialty Lab Technician III (X)
- **Increase Persistence and Eliminate Equity Gaps:** Hire a second OH Specialty Lab Technician III (X)
- **Increase Completion and Eliminate Equity Gaps:** Hire a second OH Specialty Lab Technician III (X)
- **Increase Hiring and Retention of Diverse Employees:** Hire a second OH Specialty Lab Technician III (X)

Reduce equity gaps in our program. (Goal 6)

Program Goal: Reduce equity gaps in our program.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

An increase in staffing for our department will help us better meet the needs of our diverse students and will provide an opportunity to hire more diverse employees.

- **Increase Equitable Access:** Reduce equity gaps in our program. (X)
- **Eliminate Equity Gaps in Course Success:** Reduce equity gaps in our program. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Reduce equity gaps in our program. (X)
- **Increase Completion and Eliminate Equity Gaps:** Reduce equity gaps in our program. (X)
- **Increase Hiring and Retention of Diverse Employees:** Reduce equity gaps in our program. (X)

Program Overview and Update

Lead Author

Amy Huie

Collaborator(s)

Paul Palacios

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

- Weekly department staff meetings with full-time staff to identify needs that will help close equity gaps and to provide effective and safe instruction
- Yearly employer advisory board meetings to determine industry needs and skills students should have to secure living-wage jobs upon completion of studies
- Communication with dean and CE Manager

Dean/Manager(s)

George Dowden

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

- We held nearly monthly meetings to discuss the OH program, identify needs, and to develop strategies to meet those needs including through program review

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a 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.

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

Yes

If you answered no above, what steps will you take to revise the college catalog description?

NA

Comprehensive Program Review

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?

The Ornamental Horticulture program advances Cuyamaca College's vision of equity, excellence, and social justice by intentionally creating learning environments where all students can thrive. Faculty and staff work collaboratively to deepen our understanding of equity-minded and accessible teaching practices, and we regularly adjust our curriculum and support structures to remove barriers to student success. When concerns arise, we respond promptly with a student-centered approach that prioritizes fairness, inclusion, and meaningful resolution.

Excellence is reflected in our strong partnerships with industry leaders, who help us ensure that our curriculum equips students with relevant, high-demand skills that lead to living-wage career opportunities. This alignment supports the College's mission to empower students with the knowledge and experience necessary to improve their lives and contribute to their communities.

Our program also embodies the College's values by fostering a diverse and inclusive learning community. We recognize that students bring a wide range of perspectives, identities, and lived experiences, and we actively honor these contributions as essential to academic and professional growth. By affirming each student's voice and promoting equitable access to opportunity, we work to make our program—and the broader College community—more just, enriching, and responsive to the needs of all learners.

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?

No

If you answered "No" above, please explain.

Our curriculum is nearly up-to-date and during this past semester, I have learned a lot about how to submit curriculum updates, changes, and additions with the help of Annalinda Arroyo, Jane Gazale, and Julie Kahler. The following courses will be updated next semester to the following:

Deactivations:

- OH 222
- OH 238
- OH 265
- OH 275

Reviews:

- OH 240
- OH 255
- OH 263
- OH 264
- OH 266

After these updates, curriculum will be completed as part of the regular cycle and we will plan to avoid having any curriculum overdue.

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.

OH is currently implementing several suggestions from our Employer Advisory Board (EAB) including establishing two stackable Certificates of Achievement in Floral Design Operations, and Landscape Design. We are deactivating several courses because of industry input and we are adjusting others, especially in Irrigation Technology and Arboriculture following advice from our EAB.

Please upload the 2-year course rotation(s)/schedule(s) for each associate degree covered by this program review.

[Degree Requirements Arboriculture.pdf](#);

[Degree Requirements Floral Design.pdf](#);

[Degree Requirements Golf and Sports Turf.pdf](#);

[Degree Requirements Irrigation Technology.pdf](#);

[Degree Requirements Landscape Architecture.pdf](#);

[Degree Requirements Landscape Technology.pdf](#);

[Degree Requirements Nursery Technology.pdf](#);

[Degree Requirements Sustainable Urban Landscapes.pdf](#);

[Projected Course Offerings 11.5.25.xlsx](#)

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A

N/A

Student Learning Outcomes (SLO) Assessment

Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)

[SLO Plan for OH.xlsx](#)

What do your course SLO data over the past 4 years suggest about student experiences, successes, and challenges in your service area?

Our SLO data tracks closely with our retention and success data. This data reveals that some of our students do have challenges with information mastery in their courses. We believe that a focus on equitable outcomes will help to improve successful mastery of the SLOs in each course for the students in our program. This past fall, four of the OH part-time faculty members completed the Work-Based Learning (WBL) professional development opportunity to learn about incorporating WBL opportunities into their classes to help increase student success in our Career Education program.

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.

In OH 240, Greenhouse Plant Production, the students synthesize the information they have gathered throughout the course with assignments, labs, and field trips to industry partners to: "Prepare a basic business and marketing plan for a specific crop from production to market including the principles of plant branding." Class time is given to complete this project and students are allowed to work singly or with a group. Our class has several school-owned copies of books that support this project available in the classroom, during lab, and during my office hours. Students are encouraged to present their plan in front of their classmates for extra credit. Several students use this as a means to develop a business idea that they intend to pursue outside of the classroom. Others have said that this synthesis really brings all of the pieces of the class together in a very practical way. Our program encourages the integration of SLO assessment into Canvas and several instructors have attended training to learn to do this. The hope is that this will make assessment easy, timely, and will provide feedback each time the class is taught for the instructors to review and incorporate when they teach the class the next time.

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Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement. During curriculum review, SLOs are assessed to ensure they align with the larger goals of the course and our Employer Advisory Board members give feedback on how closely our SLOs align with industry demand for each of our courses. Instructors in our department are encouraged to take courses in equitable practices. At the same time, we are working to improve discussion around SLOs and assessment methods. Instructors are encouraged to use a variety of assessment methods to evaluate SLO achievement including projects, work-based learning opportunities, and other means of assessing the students ability to apply the concepts of the class into career skills and practice.

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.

Degree/Certificate Program	Degrees Awarded (2020-2025)	Certificates Awarded (2020-2025)
Arboriculture	7	3
Golf and Sports Turf Management	1	1
Irrigation Technology	4	2
Floral Design	6	3
Landscape Architecture	9	4
Nursery Technology	11	9
Landscape Technology	8	5
Sustainable Urban Landscapes	7	5

Landscape Architecture, Arboriculture, Landscape Technology, and Nursery Technology have been trending up over the past 5 years. This is likely a result of the dip in attendance during the pandemic along with messaging to students to meet with the program coordinator to discuss goals, progress, and potential for modification to their programs. All other programs within OH are steady and not declining.

Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).

I am unable to locate this information but I can say that our Employer Advisory Board regularly reviews the relevance and makes suggestions for changes to our degrees and certificates to ensure our program meets the needs of the industry so our students are good candidates for jobs.

Can students complete the degree/certificate requirements within a two-year period?

Yes

How is your program currently assessing its PLOs? Please select all that apply.

SLO-to-PLO Mapping

1/29/2026

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If you answered "Other" above, please specify here.

As a new program coordinator, I intend to do more work with this in the future. I have done little at this point in my three year tenure.

Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.

I have not completed this work yet.

Are all of your degree maps completed?

Yes

Are the degree maps posted to the college website?

Yes

If you answered "No" above, what are your plans to publish the degree maps for your program?

N/A

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

We plan to map PLOs to SLOs.

How are your PLO assessments informing improvements/changes to your program?

N/A

Student Access and Achievement

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.

The modality of our OH classes has been almost entirely in-person throughout the history of the program. Recently, two classes were offered as Hyflex. We learned a lot about the opportunities and challenges of this format. Unfortunately, our department made the decision to avoid converting classes to support Hyflex when the school had the financial means budgeted. Fortunately, we have a strong partnership with the Automotive Program and they are very accommodating with available Hyflex rooms. Many of our students have indicated they prefer in-person classes for the lab portion of class and Hyflex for the lecture portions of those classes. The addition of a Hyflex capable classroom in OH would help us to grow in that direction.

The enrollment for OH has surpassed pre-pandemic levels and we are hopeful that this trend will continue with careful strategic enrollment management to ensure classes are offered when they will have a high likelihood of not being cancelled. Our department conducted a student survey to explore preferences for timing and format of OH classes in Spring 2023. We will plan to send a new survey to get current preferences from our students.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?

N/A

What is the program doing to increase student enrollment or access?

Our program is participating in outreach and career events including two that will occur in Spring 2026. The first is an open house that will be part of the Spring Garden and Butterfly Festival. We will give tours to the public and discuss opportunities to study in our department. We will also hold a career event that will provide meet and greet opportunities for students and industry partners. Ahead of the career event, we will host a workshop to develop resumes and interview skills. Longstanding practices include publishing a class card for each semester that is easy to share with partners, nurseries, and to post. We also hold a New and Continuing OH Student Orientation during flex week that encourages new, continuing, and prospective students to come to our classroom, participate in a presentation about our department and programs, and ask questions of current students, Cuyamaca College Botanical Society officers, staff, and faculty. Our department intends to participate in outreach with industry partners and through the outreach department.

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What is your program's overall course success rate? How has it changed over the past 4-5 years?

Our program's overall success rate is 82%. Over the past 5 years it has increased slightly and all semesters have been above 80% with the exception of Fall 2020=79%, Spring 2021=72%, and Fall 2022=76%.

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?

Our program has recorded equity gaps for African-American/Black Non-Hispanic students in Spring 2021 for both retention and success.

Equity gaps for Hispanic/Latine students occurred with regard to retention in Fall 2020, Spring 2021, Spring 2022, and Spring and Fall 2023. Equity gaps for Hispanic/Latine success occurred in most semesters: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025.

Equity gaps for Middle Eastern/North African students occurred with regard to retention and success in Fall 2024.

Equity gaps for Multiple Races/Ethnicities occurred with regard to retention in Spring 2023 and Fall 2024, and with regard to success in Spring 2021, Spring 2023, Fall 2023, and Fall 2024.

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

In some instances, a contributing factor may be language. Though our department does have a tutor, our tutor has not been proficient in languages other than English. Additionally, our instructors largely are English speaking only. An exception is that two instructors have proficiency in Spanish. Fortunately, TAs for lab classes have sometimes had fluency in Spanish. It would be a great benefit to have a tutor and TAs who speak Spanish and/or Arabic.

How has this data shaped your comprehensive program review goals and action steps?

Our department will explore ways to support learners who do not have English as a first language. Additionally, our department will work to be more culturally competent with the diverse student body we serve. We will work to diversify our TA and tutoring staff along with instructional faculty and departmental staff.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

The OH department chair underwent EEO training when that was available in the district and has served on several hiring committees. Our department will look to employ EEO practices when evaluating applications and interviewing for faculty roles. We seek to make connections with as broad a range of people in the industry as possible and hope these connections help us to find as diverse an applicant pool as possible.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?

We have conducted student surveys in the past and plan to continue this practice. We have a robust Employer Advisory Board and strive to foster a forum where people from diverse backgrounds participate to improve our program.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

N/A

If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

N/A

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Career Exploration and Program Demand (Career Education Programs Only)

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

Yes (Complete the remaining questions in this section)

If you answered "yes," how is your program meeting labor market demand and preparing students to enter the workforce?

OH works closely with Monica Rosas, Taylor Lemker, and Malena Medrano to hold Employer Advisory Board (EAB)meetings, incorporate Work-Based Learning (WBL) into classes, and to assist students with job placement. Our EAB meetings help us to ensure our students are learning the skills that are desired for the jobs they will be seeking upon completing their studies. We have an excellent board with industry leaders that cover the diverse field of Ornamental Horticulture. WBL gives the students opportunities to explore how careers in this field may align with their goals upon program completion.

Please share your observations about the employment rate for your program over the last 4 years.

Overall, our program has an 80% Employment/Placement Rate for the past four years of reported data (from 2017-2021). This represents 88 placements of a 110 person cohort. The breakdown of the numbers by TOP Code is:

Floristry 010920: Employed/Placed=6, Cohort Size=10; 60%, 8-year average=64%

Horticulture 010900: Employed/Placed=51, Cohort Size=71; 72%,8-year average=64%

Landscape Design and Maintenance 010910: Employed/Placed=17, Cohort Size=23; 74%, 8-year average=65%

Nursery Technology 010930: Employed/Placed=10, Cohort Size=12; 83%, 8-year average=67%

Turfgrass Technology 010940: Employed/Placed 4, Cohort Size=4; 100%, 8-year average=100%

What is the institution-set standard for your program's employment rate?

64%

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

We would like our program's employment rate to be in the 80-90% range. Realistically speaking, a portion of our students are retirees who may complete their programs but have no intention of being employed in the industry, post-completion.

What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students?

From 2023 to 2024, jobs have increased locally 1.5% and nationally 2%. Skills in high-demand include landscape maintenance, groundskeeping, weed control, pruning. Graduates from our program have jobs at the San Diego Zoo in the horticulture department, at well-respected floral shops, as superintendents of local golf courses, and as arborists in the top tree companies of the county. Students work in irrigation at UCSD, San Diego Unified School District, and for companies like Brightview. Nursery Technology students work for City Farmers Nursery, Native West Nursery, and Armstrong. Landscape Architecture (previously Design) graduates work for the County of San Diego, Nature Designs, and Schmidt Design Group.

Please upload your career education program advisory committee minutes for the past 4 years.

[2021OHAdvisoryCommitteeMtgMinutes.pdf](#);

[Cuyamaca OH NurseryTech EAB 12.05.2024 MINUTES.pdf](#);

[Email vote of Employer Advisory Board taken 4.29.24 to 5.2.24.docx](#);

[Horticulture Program EAB Spring 2024 Irrigation Meeting Minutes.docx](#);

[OH Advisory Committee Mtg Minutes Jan2020.docx](#);

[OH Arboriculture EAB 4.05.2024 - Meeting Minutes.docx](#);

[OH December 2 2022 Advisory Meeting - Minutes.pdf](#);

[OH Spring 23 EAB Minutes.pdf](#)

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Strengths, Challenges & External Influences

Please describe your program's strengths.

The Ornamental Horticulture Program at Cuyamaca College has a long and rich history of training students in the skills needed to be productive and well-paid members of the horticulture industry in San Diego. We have a nearly 10-acre field site that allows students to practice skills hands-on and troubleshoot real life horticulture problems. Our facilities were remodeled in 2021 with the addition of a new greenhouse and lab prep space. Our students can gain experience in retail production and sales as student interns supported by the Rice Family Foundation internship program that makes use of our state-licensed retail nursery that is open to the public 5 days a week. Our department has a very active student club, Cuyamaca College Botanical Society that hosts "Welcome Back BBQs" during the first two Saturday labs of each semester. They also support the OH New and Continuing Student Orientation that takes place ahead of the start of each semester. This year, our department, with the help of CCBS, The Foundation for Grossmont and Cuyamaca College, and the Career Center will be hosting an OH Open House during the Spring Garden and Butterfly Festival and later in May we will host a Career Fair followed by a reception for scholarship donors and recipients. Ahead of the career fair, the career center will help us host a resume and interview workshop to prepare students to meet potential employers during the Career Fair meet and greet. Our department has strong connections with community partners like the Water Conservation Garden and Heritage of the Americas Museum. We also have strong on campus connections to programs such as Art, Kumeyaay Studies, Biology, and Music and have partnered with these programs to make amazing opportunities available to students of each of these programs.

Our Specialty Lab Tech III, Paul Palacios, was awarded the *Cuyamaca College Chancellor & Classified Senate Award* for his outstanding performance in his duties. Additionally, Paul Palacios agreed to substitute as the OH Coordinator during an extended leave of our current staff member. Our department is incredibly fortunate to have Paul's talents and student-centered approach in his work.

Please describe your program's challenges.

Our program is grateful for the investigation into the problems with rust in our new greenhouse. We look forward to working with the district to implement solutions that will keep the space safe and productive for students.

Additionally, we have been in many discussions this semester to look for ways to provide student interns and workers with a more structured and comprehensive onboarding and training process. This past semester, we have been in many discussions with students and administration to find ways to better support our student workers. We will be working to establish a more robust safety program for our department.

Our program employs several student workers as TAs, a tutor, and retail nursery growers and sales associates, along with landscape technicians. The recent changes to the hiring procedures have been very difficult for our department because of the unit requirements for retail sales and plant growers. These are treated as progressive positions with students potentially advancing to head grower and nursery manager. Sometimes when students have reached these levels of leadership, they aren't necessarily taking 6 units at that point in their studies and we have no other option for hiring them than by using the process that requires 6 units.

Last semester, two classes were cancelled the week before the beginning of the semester. This seems to have reduced student confidence in whether the classes in OH will run and whether students will be able to complete their programs in our department. It is the goal of this department to ensure classes are offered that have a high likelihood of running and to anticipate and address identified issues with administration well ahead of the start of each semester to ensure uninterrupted access for students.

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

There is demand for students who have graduated our program and we receive several job postings weekly. Though many jobs pay a living wage, there is a trend in the industry to pay workers as little as possible. We see this as an opportunity to teach our students valuable technical and interpersonal skills to allow them to demand a fair wage. Additionally, we teach those students who are looking to become entrepreneurs how to fairly price their services and goods so they can be successful in business despite the high costs of San Diego County. San Diego County has the largest number of small farms in the

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nation and the number one producer of nursery crops in California. There are many jobs available to students with training in horticulture. Our program is well-positioned to meet the needs of the industry in San Diego County.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

The Ornamental Horticulture Department (OH) believes deeply in Cuyamacas vision of "**Equity, Excellence, and Social Justice through Education.**" Our department is working on solidifying a culture that puts students first as we provide the best possible career education opportunities in horticulture. We will prioritize physical and psychological safety as students use their strengths and become innovators in the field of horticulture. Our department is working to become more **student-centered** by prioritizing our student workers. In the next semester, we plan to implement a robust orientation and training program for our student workers. We will emphasize workplace safety so students will feel comfortable performing the tasks in our department and will have a background of advocating for safety measures in their careers. We will establish clear expectations and work to hold students and staff accountable for accomplishing the goals of the department. These goals will align with outcomes that provide our alumni with opportunities to earn a living wage in the field of horticulture in San Diego County.

We prioritize **equity** in our department's approach to learning. The OH department is diverse and seeks to acknowledge and honor the cultural capital and lived-experience our students bring to classroom and lab spaces. Our students come from many countries, speak several languages, and have a vast wealth of racial and ethnic diversity. Our department works to build mutual respect and trust among our students by valuing and encouraging students to share their strengths and assets with others collaboratively. Our department recognizes that horticulture is a vast field and that students often come to us with rich understanding of specific areas of horticulture. We recognize that no one person, instructor included, holds all of the information available and that an approach that uses the strengths of everyone in the room helps us to be stronger together. We have the opportunity to do outreach and share the welcoming program we have with students who might be hesitant to pursue a college education. Additionally, students share their experiences with community outside of school and encourage friends and family to join because OH is safe, supportive, and community-centered. In the next four years, I expect that our enrollment will become increasingly diverse because of the culture we are building in this department.

Student success is at the core of our practices in Ornamental Horticulture. We meet students where they are and recognize the inherent value of each person who walks into the department. Our close ties to industry through outreach and our Employer Advisory Board helps us to ensure we are teaching students skills that will translate directly into living wage careers in the industry. Our connections with industry mean that employers reach out to us to discuss job opportunities for our students. The horticulture industry in San Diego holds our program in high regard and values the strengths that our students bring to the workplace. We have prioritized having an OH Tutor over the last year and have ensured our students know this tutoring is free and supportive. We make sure to hire class TAs to support the learning in our lab classes. Most of our instructors are employed full-time in a horticultural career and teach one or two classes with us because they are passionate about giving back and ensuring the next generation of horticulture students has the benefit of their experience with the industry. In the next four years, we have the chance to do more outreach, networking, and industry partner-building for the benefit of student success.

Our program is **innovative** and had the great fortune of a remodel that was completed in 2021. There is room for continued innovation. Our classes take field trips to visit partners like Hunter Industries, Altman Plants, Mayesh Wholesale Florists, and Native West Nursery. We have the opportunity to learn about new scheduling and tracking software and the move towards automation in plant production, the latest materials in floral design, and cutting edge irrigation engineering practices and products. In the next four years, we would like to construct a permanent head house in the place of the canopies outside of the greenhouse. This will improve the safety and comfort of our students as they do greenhouse work. A permanent shade structure would allow for solar panels to offset the power use of the greenhouse. Additionally, the installation of a reverse-osmosis system will help to reduce greenhouse wear to the irrigation and cooling systems by removing minerals from the water that supplies the greenhouse operating systems. This RO system will also allow us to grow plants that are sensitive to water quality and will allow students to learn to operate and maintain such a system. Our irrigation program proposes developing a training and troubleshooting field site in the south 40 to ensure graduates in Irrigation Technology have industry skills to problem solve and repair systems in an efficient manner. We plan to apply for Strong Workforce grants to support these upgrades in our field site.

We believe in achieving **excellence** by recognizing the strengths students bring to our program. OH encourages its students to share diverse assets within the culture of community in our department. Earning the trust of students who have been historically marginalized is not a quick process but is one that we are undertaking. We hope to see our community grow more robust, diverse, and rich in the upcoming four years by encouraging our faculty to

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take advantage of the many trainings the school offers that help faculty support diversity. In the department meetings for each semester, the culture we aspire to create in our department is discussed and faculty are encouraged to imagine how they can support a shift to match the goals of Cuyamaca College. In the next four years, I plan to acknowledge the steps faculty have taken to achieve these goals and to speak with faculty about opportunities that support their growth.

Our department works toward **social justice** by partnering across the campus to center marginalized voices and perspectives. We are working with biology and Kumeyaay Studies to establish a Learner's Garden that highlights important ethnobotanic plants of San Diego County. We promote the activities of UMOJA, Puente, Voices for Palestine, Cuyamaca Cares, the Veteran's Center, the Queer Student Center, Rising Scholars, Next Up/UP!, and RISE and look forward to future collaborations. Our department seeks to understand the role we play in perpetuating systems of oppression and to dismantle those practices for the benefit of our students and communities. We see opportunities for expanding social justice in the upcoming four years. The Ornamental Horticultural **community** at Cuyamaca College has been robust since the earliest days of the department. We look to make it stronger by making it safer for diverse voices to show up authentically. Our department is working to build community within the department and with other campus departments. We partner closely with music to prepare for the Spring Garden and Butterfly Festival, we work with the art to display student botanical prints in our nursery space, we work with biology to prepare media for tissue culturing orchids from the San Diego Zoo, and with both biology and Kumeyaay Studies to support projects in the Kumeyaay Village Site as well as in developing the Learner's Garden. We have also worked with the Ceramics Department at Grossmont to discuss opportunities to collaborate. In the next four years, there will be many opportunities to enhance the community culture within our department and to branch out and partner with other programs for the benefit of students in our district. We look forward to playing a role in this growth.

Our department is committed to modeling practices that encourage **mutual respect** among faculty, staff, students, and partners. We strive to show up with kindness, empathy, and compassion so our students feel safe showing up authentically. Faculty will be encouraged to take advantage of professional development opportunities to both show up authentically and respectfully and to encourage students and staff to do the same in our community.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission
