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Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%

Hispanic / Latino
 Pacific Islander
 Two or More
 Unknown / NR
 White

Headcount by Age

Under 16
 16-18
 19-24
 25-29
 30-34
 35-54
 55-64
 65 & Above

Total Headcount

2064	29%	2195	30%
47	1%	42	1%
369	5%	384	5%
341	5%	381	5%
1161	16%	1240	17%
38	1%	100	1%
808	11%	764	10%
2430	35%	2552	35%
1186	17%	1255	17%
766	11%	775	11%
1296	18%	1401	19%
327	5%	315	4%
192	3%	197	3%
7043		7359	

Fall 2016

Spring 2017

	Retention %	Success %	Retention %	Success %
Gender				
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%
White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%

25-29	77%	66%	79%	70%
30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

**Distance
Education**

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	72%

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I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at: <http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Landscape Horticulture

Date: October 13, 2017

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The Landscape Horticulture Department's mission is to help students attain knowledge, skills, and broad-based outlooks needed to succeed as professionals, as stewards of the land, and as responsible citizens. To accomplish these goals the department provides open access to educational programs, support services, and community outreach in a rigorous, diverse, and culturally rich learning environment.

Date of Last Comprehensive Program Review: October 5, 2015

Date of Comprehensive Program Review Validation: December 2015

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II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment</i></p> <p>1. Continue to find more productive and constructive ways to engage in assessment dialogue, at the course, program, and institutional level.</p> <p>2. Continue to find more productive and constructive ways to make our programs responsive to our students' future professional goals.</p>	<p>1. PCCD Goal: <u>A, B, C, D</u></p> <p>2. Merritt Goal: <u>A, B, C, D</u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>10/5/17</u> (date)</p> <p>Ongoing: <u>10/5/17</u> (date)</p>	<p>We are participating in ongoing dialogue with our faculty and staff regarding courses, programs, and college assessment results. We are doing this during our bimonthly department meetings, at our regularly scheduled department meetings with all adjunct faculty and staff (flex days), and during our yearly advisory meetings. Additionally, the full-time faculty and staff are meeting at least annually to discuss and assess our program outcomes and make changes as needed to maintain currency in our field.</p> <p>We are making changes to our courses and programs as a result of assessment results and dialogue with our faculty, staff and community partners.</p> <p>We are continuing to reach to industry partners to enhance our students' future employments prospects.</p>
<p><i>Curriculum (if applicable)</i></p> <p>1. Updating our classes and programs to reflect current industry practices.</p> <p>2. Developing a new Arboriculture Program (an AS Degree, 2 Certificates of Achievement and 9 new courses).</p> <p>3. Developing new Cannabis Cultivation courses and exploring the development of a Cannabis Certificate of Achievement.</p> <p>4. Exploring the development of a Permaculture Degree Program.</p> <p>5. Begin the process of developing noncredit courses and</p>	<p>1. PCCD Goal: <u>B, C</u></p> <p>2. Merritt Goal: <u>B, C</u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>10/5/17</u> (date)</p> <p>Ongoing: <u>10/5/17</u></p>	<p>1. We are updating our courses regularly so they reflect professional trends and technologies relevant to our programs. We are engaging our community partners to ensure our students will have state-of-the-art skills necessary to gain employment.</p> <p>2 and 3. The new curriculum development (Arboriculture and Cannabis) is in response to industry workforce demand and changes in our state laws (specifically the Cannabis program).</p> <p>4. We are in the exploration phase regarding the Permaculture Degree program - gathering job data information to ensure there are enough living wage jobs to justify the program.</p> <p>5. Given the nature of our programs, we believe non-credit courses could greatly enhance what we are currently offering. We believe it could increase enrollments in our programs, increase overall diversity and</p>

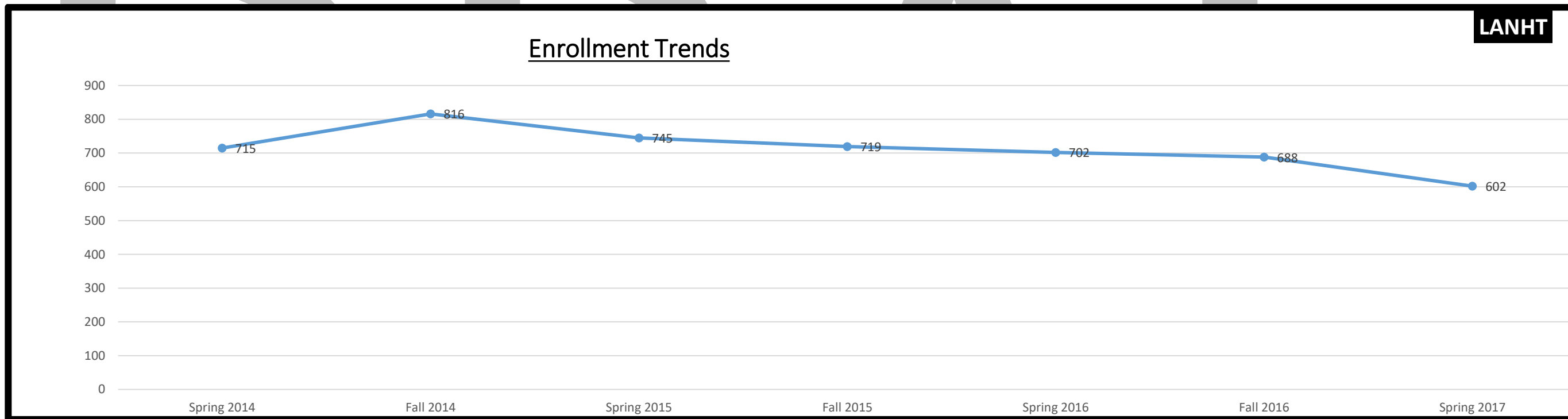
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III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

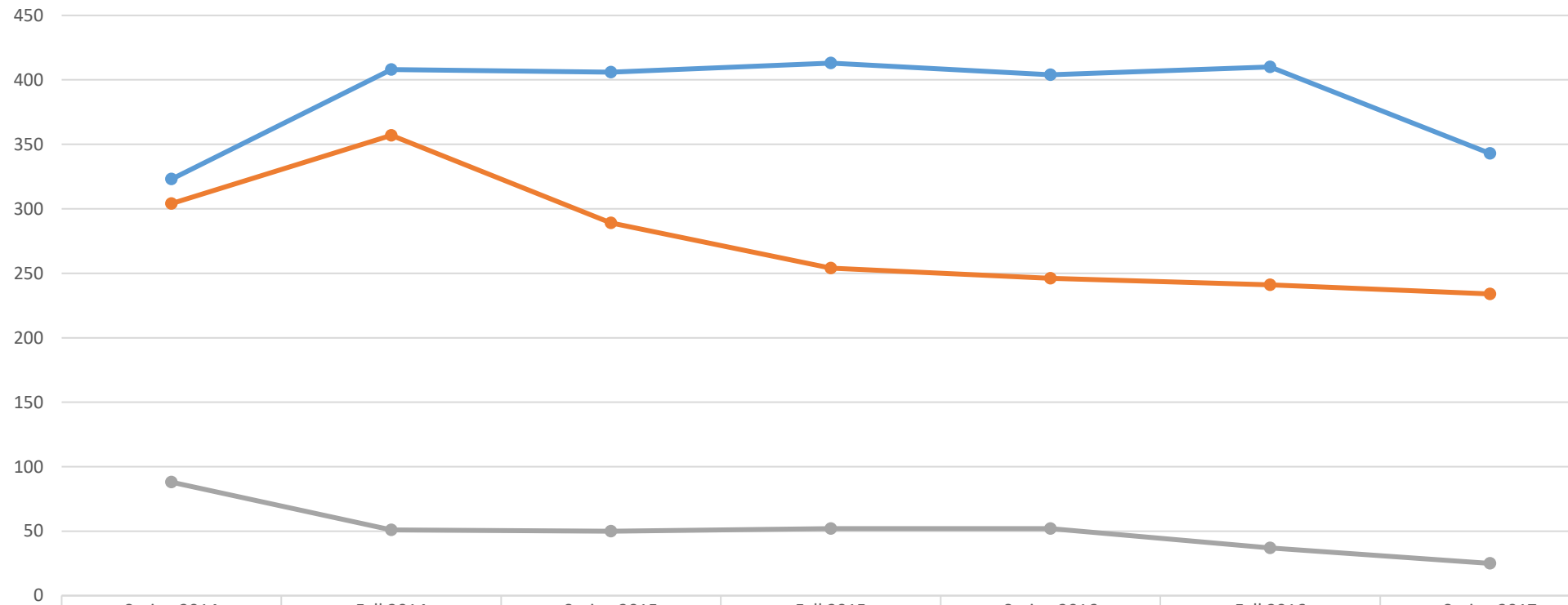
Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. **If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.*

Student Enrollment Demographics: (Copy/paste enrollment tables from data file)



Enrollment Trends: Gender

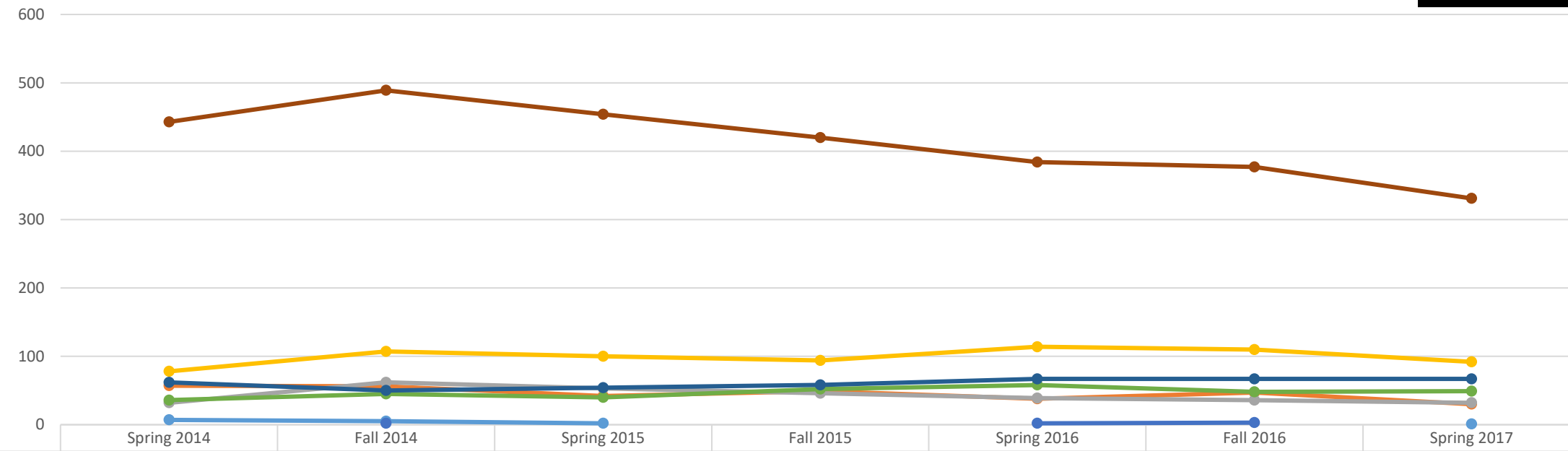
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	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	323	408	406	413	404	410	343
Male	304	357	289	254	246	241	234
Unknown/Not Reported	88	51	50	52	52	37	25

Enrollment Trends: Race/Ethnicity

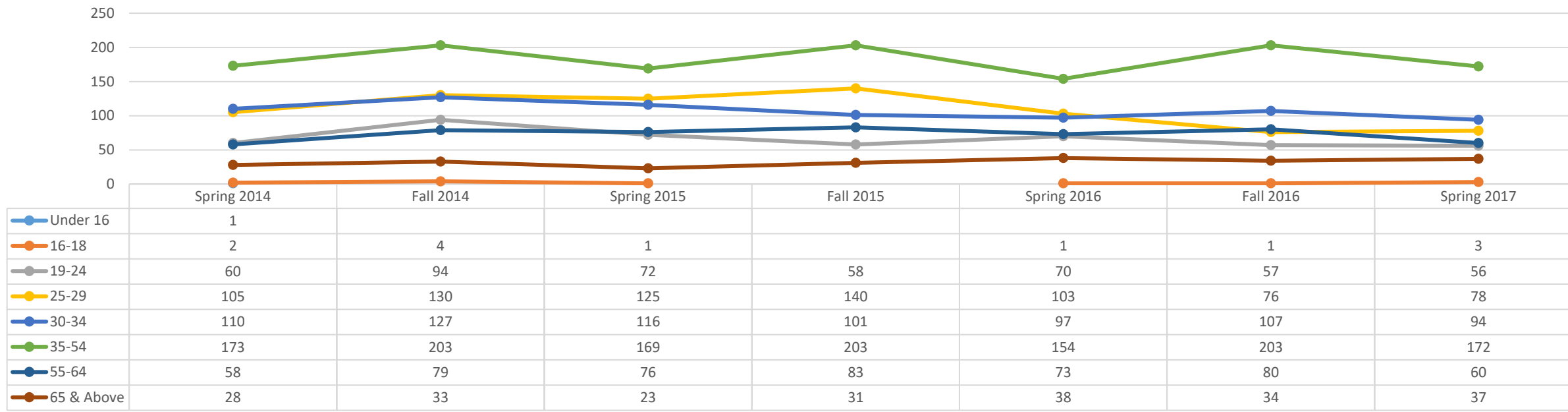
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	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	7	5	2				1
Asian	57	56	42	49	38	47	30
Black / African American	32	62	53	46	39	36	32
Hispanic / Latino	78	107	100	94	114	110	92
Pacific Islander		2			2	3	
Two or More	36	45	40	52	58	48	49
Unknown / NR	62	50	54	58	67	67	67
White	443	489	454	420	384	377	331

Enrollment Trends: Age

LANHT



# Enrollments	Low Income	Undetermined	Low Income
Term	Not Low Income		
Spring 2014	292	19	226
Fall 2014	323	89	258
Spring 2015	305	39	238
Fall 2015	233	156	227
Spring 2016	56	420	60
Fall 2016	100	369	89
Spring 2017	69	382	49

# Enrollments	DSPS Status	Non DSPS Students	
Term	DSPS Student	N	
Spring 2014	22	515	
Fall 2014	27	643	
Spring 2015	20	562	
Fall 2015	28	588	
Spring 2016	11	525	
Fall 2016	35	523	
Spring 2017	26	474	

# Enrollments	Foster Youth	Foster Youth	
Term	Not Foster Youth		
Spring 2014	536	1	
Fall 2014	662	8	
Spring 2015	582		
Fall 2015	616		
Spring 2016	536		
Fall 2016	554	4	
Spring 2017	498	2	

# Enrollments	Veteran Student	Veterans	
Term	Non Veterans		
Spring 2014	513	24	
Fall 2014	643	27	
Spring 2015	570	12	
Fall 2015	601	15	
Spring 2016	518	18	
Fall 2016	545	13	
Spring 2017	482	18	

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Special Populations Enrollments By Term		LANHT						
# Enrollments	Low Income	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Low Income	292	323	305	233	56	100	69	
Undetermined	19	89	39	156	420	369	382	
Low Income	226	258	238	227	60	89	49	

# Enrollments	DSPS Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
DSPS Students	22	27	20	28	11	35	26	
Non DSPS Students	515	643	562	588	525	523	474	

# Enrollments	Foster Youth Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Foster Youth	536	662	582	616	536	554	498	
Foster Youth	1	8				4	2	

# Enrollments	Veteran Students	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Non Veterans	513	643	570	601	518	545	482	
Veterans	24	27	12	15	18	13	18	

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1. What changes have occurred in enrollment since 2015-2016 program review?

The total number of enrollments in our program has decreased somewhat since our 2015-16 program review. We obtain information at the Landscape Horticulture Department from our students at the beginning of each semester begins (by collecting student information sheets), and throughout the semester. We have found that primary reason for decreasing enrollments is students needing to work. We are a CTE program that is tightly bound to the landscape profession – over 60% of our students, according to our surveys, work in the landscape field while going to school. When professional work declines due to recessions, seasonal slow-downs, and drought, our enrollments increase. When work picks up, our enrollments drop. Please note that these trends mirror college trends in our district, the Bay Area, and the state. During the recession of 2008-12, Merritt College productivity rose to around 20, and statewide the numbers were similar. Presently Landscape Horticulture productivity is around 16, also mirroring the college and the state. There is strong evidence, then, that enrollments correlate with economic conditions.

The number of male enrollments has decreased at a somewhat higher rate than female enrollments. Based on information collected from students, the cause is due to conflicts between work and school. The greater number of female enrollments versus males ones reflects local, regional and national trends. Department co-chair Chris Grampp has collected figures on gender preferences in landscape horticulture and landscape architecture schools since 1980. These figures show that on a consistent basis over the past generation, such programs typically are around 60% female and 40% male. Our department is a bit more balanced than that, but overall follows the national trend.

The above charts show that since 2014, the percentage of non-white students relative to white students has steadily and significantly increased. Here is the overall change expressed as a percentage:

- 2014: 62% white, 38% non-white
- 2017: 55% white, 45% non-white

We believe this shift – and it has been a steady one rather than one that has just spiked – is due to the increasing popularity of two of our programs – landscape architecture, and permaculture, both of which have attracted younger, non-traditional students to our program. Overall, however, design/construction, parks and maintenance, and nursery management have also seen similar shifts in ethnicity. Once specialty professions, horticulture and design have become increasingly mainstream due to the recent public awareness and acceptance of sustainability, and thus are attracting a more ethnically representative student population.

Our age-related enrollments have held steady since 2014. Most of our students tell us (in surveys, polls, individual counseling, and general discussions and conversations) that they are in our department to develop new careers or enhance existing ones in design and horticulture. A significant number of our students come to us later in life – our largest group is between 35-54 years old – rather than right out of high school. Most of these people simply get burnt out work at desk jobs and behind computers, and want to work in a field that addresses not just their financial needs, but their personal values (nature) and desire to be outdoors. At the same time we are reaching out to high school students through tours, school garden consultations and projects, and dual-enrollment classes (particularly our Permaculture classes and ENVMT classes), in order to diversify our student population.

Course Sections and Productivity: (Copy/paste tables from data file)

D R A F T

Subject	LANHT													
Course	TERM	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
	Spring 2014													
1 INTRO LH W/LAB (DAY)	1	20.46	1	20.46	1	18.63	1	18.18	1	18.18	1	12.87	1	15.34
10 INSECTS: IDENTIFICATION/MNGMT	1	14.59	1	16.00	1	16.75	1	19.00	1	17.30	1	20.00	1	13.51
11 PLNT DISEASE/CONTROL			1										1	
12 WEEDS/URBAN LANDSCAP													1	13.00
13 ARBOR. W/LAB (DAY)			1	18.50			1	16.48				1		
13E ARBOR. (EVENING)			1	19.32								1	19.00	
14 LAND CONST W/LAB-DAY			1	21.62			1	24.32				1	19.32	
14E LAND CONST (EVENING)												1	17.84	
16 SOIL MANAGEMENT			1		1	18.75						1		17.05
17 IRRIGATION W/LAB-DAY									1	24.00			1	
17E IRRIGATION (EVENING)	1	23.50	1	21.00			1	17.50				1	20.50	
18A LANDSCAPE DESIGN									1	12.50			1	15.50
18B LANDSCAPE DESIGN	1	13.50			1	17.00						1	25.63	
18LA Landscape Design Laboratory														
18LB LANDSCAPE DESIGN LAB									1	15.63			1	19.38
19 PLANT NUTRITION	1	16.75			1	13.51			1	17.84			1	12.43
1E INTRO LANHT (EVE)	1	22.50	1	24.50	1	17.00	1	24.00	1	19.00	1	24.00	1	19.00
2 TREES W/LAB (DAY)					1	22.73							1	23.87
206 LAND MAIN BUS PRAC			1	9.50										
206 Landscape Business Practices							1	11.50				1	12.00	
210A LANDSCAPE FORUM I	1	10.50	1	17.00	1	13.00	1	11.50	1	16.50	1	16.50	1	10.00
211A BENEFICIAL BEASTS IN GARDEN					1	11.18			1	15.29			1	11.18
22A LANDSCAPE DESIGN LAB			1	25.63			1	21.88						
22B LANDSCAPE DESIGN LAB	1	16.88			1	21.25								
23 PLANT TERMINOLOGY	2	11.00	2	13.75	1	22.00	1	21.00	2	14.25	1	17.00	1	15.00
24 BEGINING PLANT PROPAGATION	1	16.75			1	20.00			1	16.75			1	12.97
25 NURSERY MANAGEMENT			1	14.00								1	12.00	
26 PRUNING	1	8.19	1	11.01	1	7.06	1	28.56	1	42.83	1	0.00	1	18.07
28A PERMACULTURE DES I	1	13.22	1	32.84	1	11.81	1	21.03	1	29.46	1	16.48	1	1.14
29 PLANTING DESIGN												1	18.75	
29 PLANTING DESIGN (D)			1	14.21										
29E PLANTING DESIGN (E)							1	13.00						
2E TREES (EVENING)	1	26.50							1	22.00				
3 GROUND COV W/LAB-DAY			1	11.93										
33 DES EVAL/BA LANDSCAP	1	14.77			1	17.62								
33A DES EVAL/BA LANDSCAP									1	11.93			1	11.93
34A COMP-ASSTD LAND DES	1	13.69			1	11.05			1	15.27			1	12.11
35A ADV LANDSCAPE DESIGN					1	17.05			1	14.21			1	9.09
4 SHRUBS W/LAB (DAY)							1	10.23						
40 MED/S.AFR/AUSTR ID					1	13.07								
40E MED/S.AFR/AUSTR ID	1	9.50							1	9.50				
45A MUSHROOM CULTIVA I			1	23.53			1	20.59				1	21.15	
49 I/S - LANDSCAPE HORT	1											1	7.50	
4E SHRUBS (EVENING)			1	11.50										
50 PLANT TAXONOMY			1	17.50										
501 URBAN COMM GARDEN			1	32.97	1	8.23	1	30.37	1	32.40	1	25.88	1	27.14
52 SPEC PROJ PLANT PROPAGATN								8.11						
54 INTEGRATED PEST MGMT								9.58						
55 HIST/GARDENS AND GARDENING								10.50						
57 FORM AND COMPOSITION	1	24.00												
5A FALL NATIVE PLANT ID								13.64						
5B SPRING NATV PLANT ID	1	17.05							1	17.62				
5EA FALL NATV PLANTS-EVE			1	22.00							1	18.50		
5EB SPR NATV PLANTS-EVE					1	25.00							1	18.50
60A FREEHAND DRAWING I			1	20.31			1	14.27			1	17.95		
6B SPRING HERBACEOUS PL					1	7.96								
6EA FALL HERB PLANTS-EVE							1	9.00						
6EB SPR HERB PLANTS-EVE	1	9.00												
76 EDIBLE LANDSCAPING	1	25.00	1	18.75	1	19.89	1	19.32	1	13.64			1	14.21
77 Crop Prod, Marketing & Sales					1	16.76							1	9.31
8 TURF ID/CUL/MGT(DAY)	1	13.64												
8E TURF ID/CUL/MGT(EVE)					1	10.50								
9A SKETCHUP PRO I			1	11.00			1	14.00				1	18.50	
Total Sections and Productivity by Subject and Term	23	16.51	25	18.98	24	16.00	25	16.97	23	17.99	21	17.52	23	14.30

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1. Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change)

The primary issue affecting landscape horticulture productivity is our need to keep classes on the smaller side in order to run safe and successful labs. When our lab classes – which constitute the majority of our courses – get more than 30 enrollments, it is not possible for our instructors to supervise all the students. For example, our LANHT60ABC Freehand Drawing class has 41 people enrolled, and the instructor simply cannot check in with each person during lab sessions for more than 2-3 minutes, barely enough time to provide effective feedback. Our plant ID, Soils, and Arboriculture classes have the same problem. A second concern is safety: in our construction, irrigation, and permaculture classes, students are using tools and engaging in activities that, when not supervised, could cause injuries. These classes are by necessity limited to 30, although sometimes we have to increase in order to provide a timely path for students to graduate. Student aides help, but do not fully solve the problem. The college stipulates that classes show a productivity of 17.5, and this number is simply incompatible with student needs, safety, and success. A more reasonable number would be 15.00, and even that is on the high side in our experience.

Given the above limitations, we still maintain reasonable productivity because we really don't want to turn students away; as a result our numbers have decreased only a small amount since 2015-16. Given that our enrollments have dropped due to (we believe – see enrollment narrative above) work/school conflicts, we expect that our productivity will increase – as it will for the college, the district, the region, and the state – during the next economic downturn.

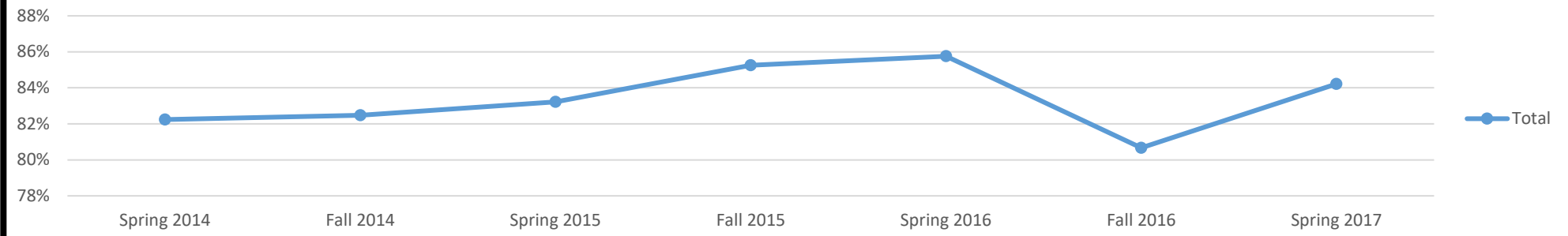
Student Success: (copy/paste the course retention and course (successful) completion tables)

Subject	LANHT
Row Labels	Total Retention %
Spring 2014	82%
Fall 2014	82%
Spring 2015	83%
Fall 2015	85%
Spring 2016	86%
Fall 2016	81%
Spring 2017	84%
Grand Total	83%
Subject	LANHT
Row Labels	Total Success %
Spring 2014	72%
Fall 2014	72%
Spring 2015	75%
Fall 2015	76%
Spring 2016	74%
Fall 2016	73%
Spring 2017	77%
Grand Total	74%

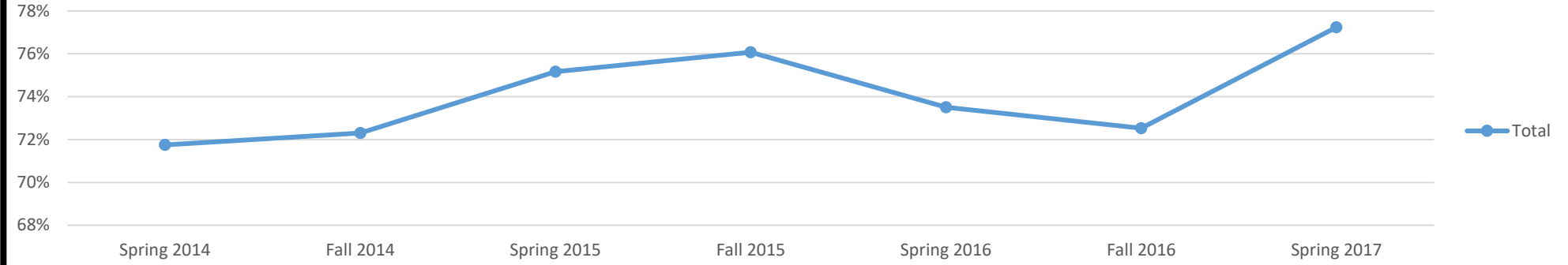
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Course Retention Rate by Term

LANHT



Course Success Rate by Term



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Course Description	Term Retention %							Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
ADV LANDSCAPE DESIGN			90%		100%		88%			80%		80%		88%
ARBOR. (EVENING)		84%							81%				76%	
ARBOR. W/LAB (DAY)				97%							93%			
BEGINING PLANT PROPAGATION	81%		84%		97%		83%	77%		78%		90%		67%
BENEFICIAL BEASTS IN GARDEN			84%		88%		89%			84%		77%		79%
COMP-ASSTD LAND DES	58%		81%		69%		78%	54%		76%		59%		78%
Crop Prod, Marketing & Sales			93%				60%			78%				53%
DES EVAL/BA LANDSCAP	88%		74%		95%		81%	77%		61%		81%		67%
EDIBLE LANDSCAPING	86%	88%	89%	82%	88%		92%	84%	79%	86%	76%	83%		76%
FALL HERB PLANTS-EVE				72%							67%			
FALL NATIVE PLANT ID				67%							58%			
FALL NATV PLANTS-EVE		77%							77%				76%	
FORM AND COMPOSITION	83%				85%		77%	77%				67%		67%
FREEHAND DRAWING I		88%		90%		75%				76%		85%		64%
FREEHAND DRAWING II		67%		80%		75%				67%		80%		75%
FREEHAND DRAWING III		100%		100%		100%				100%		0%		100%
GROUND COV W/LAB-DAY		71%								67%				
HIST/GARDENS AND GARDENING				76%										
I/S - LANDSCAPE HORT														
INSECTS: IDENTIFICATION/MNGMT	89%		90%		88%		84%	89%		90%		84%		84%
INTEGRATED PEST MGMT				89%							89%			
INTRO LANHT (EVE)	80%	78%	74%	88%	76%	74%	79%	71%	63%	68%	79%	63%	68%	63%
INTRO LH W/LAB (DAY)	83%	72%	77%	88%	69%	77%	85%	64%	64%	77%	81%	53%	71%	70%
IRRIGATION (EVENING)	68%				79%			40%				63%		
IRRIGATION W/LAB-DAY			82%				67%			70%				63%
LAND CONST (EVENING)				91%							65%			
LAND CONST W/LAB-DAY		85%				74%				82%			68%	
LAND MAIN BUS PRAC		79%								79%				
Landscape Business Practices				83%		75%						83%		75%
LANDSCAPE DESIGN	93%	93%	94%	91%	92%	88%	90%	78%	79%	74%	77%	72%	73%	84%
LANDSCAPE DESIGN LAB	93%	95%	94%	91%	92%		90%	78%	80%	74%	77%	72%		84%
Landscape Design Laboratory						88%								73%
LANDSCAPE FORUM I	100%	100%	83%	94%	92%	95%	100%	100%	100%	83%	94%	92%	95%	100%
LANDSCAPE FORUM II	100%	83%	100%	100%	100%	86%	100%	100%	67%	100%	100%	100%	86%	100%
LANDSCAPE FORUM III	50%	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%
MED/S.AFR/AUSTR ID	79%		78%		89%			53%		78%		79%		
MUSHROOM CULTIVA I		82%		91%		86%			55%		69%		62%	
MUSHROOM CULTIVA II		0%				100%			0%				50%	
MUSHROOM CULTIVA III		100%				100%			100%				100%	
NURSERY MANAGEMENT		75%				83%			68%				71%	
PERMACULTRIE DES II	100%	92%	67%	83%	100%	67%	100%	92%	75%	67%	83%	92%	67%	100%
PERMACULTURE DES I	84%	86%	85%	61%	92%	95%	79%	68%	68%	77%	57%	76%	86%	74%
PERMACULTURE DES III	100%		67%	100%		75%	0%	100%		67%	100%		75%	0%
PERMACULTURE DES IV	100%		100%			0%	100%	100%		100%			0%	100%
PLANT NUTRITION	61%		64%		67%		96%	61%		64%		64%		70%
PLANT TAXONOMY		80%							66%					
PLANT TERMINOLOGY	77%	78%	86%	83%	84%	69%	80%	73%	76%	86%	79%	67%	61%	77%
PLANTING DESIGN						79%							70%	
PLANTING DESIGN (D)		84%												
PLANTING DESIGN (E)				85%							81%			
PLNT DISEASE/CONTROL		78%		76%		73%			72%		58%		71%	
PRUNING	89%	96%	92%	96%	94%	96%	86%	62%	66%	55%	96%	72%	80%	86%
SHRUBS (EVENING)		70%				93%			61%				93%	
SHRUBS W/LAB (DAY)				67%										
SKETCHUP PRO I		68%		91%		66%				47%		82%	51%	
SKETCHUP PRO II		50%		100%		100%			50%		75%		50%	
SKETCHUP PRO III		100%		50%					100%		50%			
SOIL MANAGEMENT		75%		93%		82%			73%		89%		82%	
SPEC PROJ PLANT PROPAGATN				80%							67%			
SPR HERB PLANTS-EVE	94%							89%						
SPR NATV PLANTS-EVE			82%				92%			82%				92%
SPRING HERBACEOUS PL			71%							57%				
SPRING NATV PLANT ID	83%				90%			73%				90%		
TREES (EVENING)	81%				82%			74%				75%		
TREES W/LAB (DAY)			75%				79%			75%				74%
TURF ID/CUL/MGT(DAY)	88%							88%						
TURF ID/CUL/MGT(EVE)			76%							62%				
URBAN COMM GARDEN														
WEEDS/URBAN LANDSCAP							92%							92%
Total Rates by Subject and Term	82%	82%	83%	85%	86%	81%	84%	72%	72%	75%	76%	74%	73%	77%



Retention and Success of Online vs. Hybrid Vs. Face to Face Classes																
Row Labels	Retention %							Success %								
	Term															
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017		
Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face		
ADV LANDSCAPE DESIGN		84%	90%		100%	82%	88%		81%	80%		80%	76%	88%		
ARBOR. (EVENING)				97%							93%					
ARBOR. W/LAB (DAY)																
BEGINNING PLANT PROPAGATION	81%		84%		97%		83%	77%		78%		90%		67%		
BENEFICIAL BEASTS IN GARDEN			84%		88%		89%		84%			77%		79%		
COMP-ASSTD LAND DES	58%		81%		69%		78%	54%		76%		59%		78%		
Crop Prod, Marketing & Sales			93%				60%			78%				53%		
DES EVAL/BA LANDSCAP	88%		74%		95%		81%	77%		61%		81%		67%		
EDIBLE LANDSCAPING	86%	88%	89%	82%	88%	92%		84%	79%	86%	76%	83%		76%		
FALL HERB PLANTS-EVE				72%							67%					
FALL NATIVE PLANT ID				67%							58%					
FALL NATV PLANTS-EVE		77%							77%				76%			
FORM AND COMPOSITION	83%				85%		77%	77%				67%		67%		
FREEHAND DRAWING I		88%		90%		75%			76%		85%		64%			
FREEHAND DRAWING II		67%		80%		75%			67%		80%		75%			
FREEHAND DRAWING III		100%		100%		100%			100%		0%		100%			
GROUND COV W/LAB-DAY		71%							67%							
HIST/GARDENS AND GARDENING I/S - LANDSCAPE HORT				76%							62%					
INSECTS: IDENTIFICATION/MNGMT	89%		90%		88%		84%	89%		90%		84%		84%		
INTEGRATED PEST MGMT				89%							89%					
INTRO LANHT (EVE)	80%	78%	74%	88%	76%	74%	79%	71%	63%	68%	79%	63%	68%	63%		
INTRO LH W/LAB (DAY)	83%	72%	77%	88%	69%	77%	85%	64%	64%	77%	81%	53%	71%	70%		
IRRIGATION (EVENING)	68%				79%			40%				63%				
IRRIGATION W/LAB-DAY			82%				67%			70%				63%		
LAND CONST (EVENING)				91%							65%					
LAND CONST W/LAB-DAY		85%				74%							68%			
LAND MAIN BUS PRAC		79%							82%							
Landscape Business Practices				83%		75%					83%		75%			
LANDSCAPE DESIGN	93%	93%	94%	91%	92%	88%	90%	78%	79%	74%	77%	72%	73%	84%		
LANDSCAPE DESIGN LAB	93%	95%	94%	91%	92%		90%	78%	80%	74%	77%	72%		84%		
Landscape Design Laboratory				88%									73%			
LANDSCAPE FORUM I	100%	100%	83%	94%	92%	95%	100%	100%	100%	83%	94%	92%	95%	100%		
LANDSCAPE FORUM II	100%	83%	100%	100%	100%	86%	100%	100%	67%	100%	100%	100%	86%	100%		
LANDSCAPE FORUM III	50%	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%		
MED/S.AFR/AUSTR ID	79%		78%		89%			53%		78%		79%				
MUSHROOM CULTIVA I		82%		91%		86%			55%		69%		62%			
MUSHROOM CULTIVA II		0%				100%			0%				50%			
MUSHROOM CULTIVA III		100%				100%			100%				100%			
NURSERY MANAGEMENT		75%				83%			68%				71%			
PERMACULTRIE DES II	100%	92%	67%	83%	100%	67%	100%	92%	75%	67%	83%	92%	67%	100%		
PERMACULTURE DES I	84%	86%	85%	61%	92%	95%	79%	68%	68%	77%	57%	76%	86%	74%		
PERMACULTURE DES III	100%		67%	100%		75%	0%	100%		67%	100%		75%	0%		
PERMACULTURE DES IV	100%		100%			0%	100%	100%		100%			0%	100%		
PLANT NUTRITION	61%		64%		67%		96%	61%		64%		64%		70%		
PLANT TAXONOMY		80%							66%							
PLANT TERMINOLOGY	77%	78%	86%	83%	84%	69%	80%	73%	76%	86%	79%	67%	61%	77%		
PLANTING DESIGN		84%				79%					80%		70%			
PLANTING DESIGN (D)																
PLANTING DESIGN (E)				85%							81%					
PLNT DISEASE/CONTROL		78%		76%			73%		72%		58%		71%			
PRUNING	89%	96%	92%	96%	94%	96%	86%	62%	66%	55%	96%	72%	80%	86%		
SHRUBS (EVENING)		70%				93%			61%				93%			
SHRUBS W/LAB (DAY)				67%							56%					
SKETCHUP PRO I		68%		91%		66%			47%		82%		51%			
SKETCHUP PRO II		50%		100%		100%			50%		75%		50%			
SKETCHUP PRO III		100%		50%					100%		50%					
SOIL MANAGEMENT		75%		93%		82%			73%		89%		82%			
SPEC PROJ PLANT PROPAGATN				80%							67%					
SPR HERB PLANTS-EVE	94%							89%								
SPR NATV PLANTS-EVE			82%				92%			82%				92%		
SPRING HERBACEOUS PL			71%							57%						
SPRING NATV PLANT ID	83%				90%			73%				90%				
TREES (EVENING)	81%				82%			74%				75%				
TREES W/LAB (DAY)			75%				79%			75%				74%		
TURF ID/CUL/MGT(DAY)	88%							88%								
TURF ID/CUL/MGT(EVE)			76%							62%						
URBAN COMM GARDEN																
WEEDS/URBAN LANDSCAP							92%							92%		
Grand Total	82%	82%	83%	85%	86%	81%	84%	72%	72%	75%	76%	74%	73%	77%		



1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

The above graphs show that retention and success rates have been quite stable since 2015-16 (and have risen slightly). We attribute this stability to our solid, time-tested curriculum, long-term teachers, and our efforts to support our program on many levels beyond academics: peer counseling, fee classes, job board, employment survey, department night, plant sale, volunteer program, internship program, professional development, professional outreach, and more. Our course assessments show that our teachers are identifying and correcting problems with particular classes, and our full-time faculty is keeping up with program outcomes. We are also investing in our facility (to the extent that funds – which are much needed – are available to us) in order to keep it functioning as a teaching facility and model for progressive professional practices.

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

We do not see any significant achievement gaps in our enrollment, retention and successful completion data. What discrepancies do exist appear from the data to be anecdotal and not representative of overall trends. As mentioned above, our programs have existed for some time and we support them in a wide variety of ways.

Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

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Retention %								Success %							
Gender	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Female	87%	88%	83%	88%	88%	80%	86%	79%	79%	76%	79%	78%	72%	81%	
Male	80%	78%	84%	80%	81%	81%	82%	67%	65%	74%	69%	66%	71%	71%	
Unknown/Not Reported	74%	75%	78%	94%	88%	81%	80%	61%	67%	78%	88%	71%	81%	76%	
Subject: LANHT															
Retention and Success By															
Retention %								Success %							
Race/Ethnicity	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
American Indian	43%	100%	100%				100%	29%	80%	100%				100%	
Asian	91%	82%	86%	80%	92%	74%	77%	86%	71%	79%	63%	79%	57%	73%	
Black / African American	69%	58%	74%	87%	77%	75%	59%	50%	47%	64%	59%	59%	69%	50%	
Hispanic / Latino	73%	84%	77%	94%	83%	77%	83%	58%	74%	68%	79%	63%	68%	72%	
Pacific Islander		50%			50%	67%			50%			50%	33%		
Two or More	97%	87%	80%	73%	91%	85%	86%	86%	87%	75%	60%	81%	79%	71%	
Unknown / NR	79%	74%	69%	95%	87%	82%	87%	71%	62%	63%	86%	73%	76%	82%	
White	84%	86%	87%	84%	86%	82%	87%	74%	75%	79%	80%	77%	75%	82%	
Subject: LANHT															
Retention and Success Rates by Age															
Retention %								Success %							
Age Range	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Under 16	100%							100%							
16-18	100%	50%	100%		100%	100%	67%	100%	0%	0%		0%	100%	33%	
19-24	79%	72%	82%	87%	81%	79%	83%	63%	69%	71%	69%	53%	67%	69%	
25-29	81%	84%	80%	78%	86%	84%	80%	75%	67%	74%	66%	73%	80%	73%	
30-34	82%	85%	87%	92%	86%	88%	85%	69%	76%	82%	83%	79%	78%	80%	
35-54	82%	84%	82%	85%	84%	75%	85%	72%	73%	74%	77%	72%	67%	77%	
55-64	87%	86%	87%	89%	91%	84%	90%	73%	80%	74%	86%	85%	77%	89%	
65 & Above	90%	83%	83%	89%	94%	79%	79%	79%	77%	79%	82%	85%	76%	79%	
Subject: LANHT															
Retention and Success Rates by															
Retention %								Success %							
DSPS STATUS	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
DSPS Students	86%	73%	67%	70%	82%	81%	73%	64%	35%	61%	48%	64%	75%	65%	
Non DSPS Students	82%	83%	84%	86%	86%	81%	85%	72%	74%	76%	77%	74%	72%	78%	
Subject: LANHT															
Retention and Success Rates by Low															
Retention %								Success %							
Low Income students	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Low Income Students	81%	79%	78%	83%	79%	74%	86%	69%	63%	71%	71%	58%	59%	68%	
Not Low Income	83%	85%	88%	86%	86%	81%	82%	75%	79%	79%	77%	72%	72%	75%	
Undetermined	84%	83%	73%	88%	86%	82%	84%	37%	70%	63%	82%	75%	75%	79%	
Subject: LANHT															
Retention and Success Rates by															
Retention %								Success %							
Foster Youth Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Not Foster Youth	82%	83%	83%	85%	86%	81%	84%	72%	73%	75%	76%	74%	73%	77%	
Foster Youth Status		38%				67%	100%		25%				67%	100%	
Subject: LANHT															
Retention and Success Rates by															
Retention %								Success %							
Veteran Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Not Veterans	82%	82%	83%	85%	86%	81%	84%	72%	72%	75%	76%	73%	72%	78%	
Veterans	79%	85%	83%	80%	94%	77%	83%	58%	74%	75%	80%	89%	77%	50%	

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

Not applicable; we do not offer any on-line classes

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program. We use the data from this survey to address (within our department) course content, program direction, job and career counseling, wage expectations, and more. The results of this survey are attached to this APU, and confirm on many levels that our students are either entering the landscape and design professions successfully, developing new skills above and beyond those they might already have if they are presently working in the field, getting better salaries, and getting more satisfaction from their work.

It is our plan to send out this survey every 2-3 years (the average time it takes students to obtain degrees). IV. Aligning Program Goals, Activities and Planning LAURA

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
<p><i>Assessment</i></p> <p>1. Continue to find more productive and constructive ways to engage in assessment dialogue, at the course, program, and institutional level.</p> <p>2. Continue to find more productive and constructive ways to make our programs responsive to our students' future professional goals.</p>			X	In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success.	X	X	X			

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<p><i>Curriculum</i></p> <p>1.Updating our classes and programs to reflect current industry practices.</p>			<p>X</p>	<p>We are updating our courses regularly so they reflect professional trends and technologies relevant to our programs. We are engaging our community partners to ensure our students will have state-of-the-art skills necessary to gain employment.</p> <p>Our students serve on our advisory board. We solicit student input on curriculum utilizing departmental course evaluations. We engage our industry partners (employers), faculty and students to support program success and sustainability.</p>	<p>X</p>	<p>X</p>				
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<p>2. Developing a new Arboriculture Program (an AS Degree, 2 Certificates of Achievement and 9 new courses).</p>			<p>×</p>	<p>The new curriculum development for an Arboriculture AS Degree and Certificates is in response to industry workforce demand. Working with our industry partners we have developed programs and courses to meet the workforce needs in this industry. Over the next several years will be developing dual enrollment opportunities and pathways into this program with local high schools and we will be doing outreach to these high schools ongoing. We are developing internship opportunities with our industry partners for practical experience opportunities.</p>	<p>X</p>	<p>X</p>	<p>X</p>			
<p>3. Developing new Cannabis Cultivation courses and exploring the development of a Cannabis Certificate of Achievement.</p>			<p>×</p>	<p>The new Cannabis courses and program curriculum development curriculum is in response to industry workforce demand and changes in our state laws. We hope to provide skilled workers for this emerging field.</p>	<p>X</p>	<p>X</p>				
<p>4. Exploring the development of a Permaculture Degree Program.</p>			<p>×</p>	<p>We will be exploring the development of a Permaculture Degree Program, which would include dual enrollment courses currently being taught in OUSD as an on-ramping mechanism for diverse and underserved populations in our communities.</p>	<p>X</p>	<p>X</p>	<p>X</p>			

DEFT

5. Begin the process of developing noncredit courses and programs.			x	We will be exploring and developing noncredit courses and certificates. We believe this will enhance our current offerings, provide skill building for our students, and provide opportunities for diverse and underserved populations.	x		x			
<i>Instruction</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student preparation for employment, and provide maximum outdoor classroom potential.			x	We are continuing to develop 4-5 new demonstration gardens and workshop areas to serve our horticulture, construction, irrigation and design programs. These areas serve as outdoor classrooms, models for professional practices, and opportunities for career direction and skill building.	x	x	x			

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<p><i>Student Success and Student Equity</i></p> <p>Increase diversity in our programs.</p>			<p>×</p>	<p>We work to promote student success and equity in the following ways:</p> <ol style="list-style-type: none"> 1. We promote our courses and non-traditional courses during our community events, such as twice yearly plant sales, pruning events around the Bay Area; we send out flyers and emailing about upcoming events; we maintain our department website which highlights events, classes and program information. 2. We do outreach to OUSD high schools to engage a diverse high school population and to strengthen Merritt College's on-ramps to our CTE pathways. 3. We are looking at developing several programs, all of which target underserved populations. 	<p>×</p>	<p>×</p>	<p>×</p>			
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <p>Continue to engage in ongoing professional development opportunities, maintain engagement in institutional efforts, and engagement with our community partners, and maintain currency in our discipline.</p>			<p>×</p>	<p>Through our outreach efforts we are providing our students with the opportunities for community and CTE pathways, and we are developing academic programs with community partners (such as Tree Care Industry Association CA Relief).</p>	<p>×</p>	<p>×</p>	<p>×</p>			

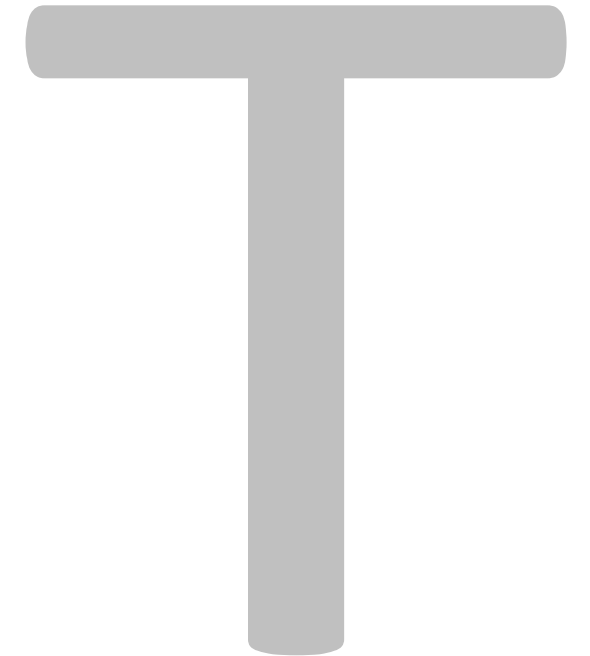
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2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
- a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary



The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	



***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the <i>PLANNING</i> for 2017-2018.				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Lack of program diversity	Looking at expanding our Permaculture Program, which would include current dual enrollment courses being taught at OUSD as an on-ramping mechanism for diverse and underserved populations in our communities. Additionally, we are working at launching an Arboriculture Degree program with stackable certificates. There are a large number of unskilled Hispanic/Latinos trying to gain employment in the industry (per our industry partners).	African American and Hispanic/Latinos.	Increase headcount/enrollment of these populations in our programs.	SSSP and Equity Plan – Access for African Americans and Latinos.

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>

<u>Student Equity Plan</u>				
<u>SSSP Plan</u>				
<u>Basic Skills Plan</u>				
<u>Strong Workforce</u>	<p>Strong Workforce funding was used in the following ways:</p> <ol style="list-style-type: none"> 1. Arboriculture Degree and stackable certificate curriculum and program development. This included many meetings face to face and phone conference calls with industry partners to ensure the programs and courses meet the industry needs. 2. Small tool refresh. We have orders in process for small tools used in most of our lab courses. 3. Some SWF funding was directed to our plant/nursery collection development – these are essential collections used 	<p>1. The Arboriculture Program development is part of a state and national push for skilled workers in the broad field of arboriculture. We worked with multiple local and national non-profits. Our program will be the model program for other community colleges in the state and we will be collaborating with some of the interested community colleges ongoing to support similar program development to meet the workforce needs.</p>	<ol style="list-style-type: none"> 1. Workforce industry specific need. 2. This partially met the needs for tools used in our many lab classes. We continue to have a significant deficit of tools. 3. This met the needs of our nursery management program and many lab courses. 4. Student aide funding was to provide students with opportunities for work experience on our 8-acre grounds. 	<ol style="list-style-type: none"> 1. This funding enabled the development of program curriculum for an Arboriculture Degree Program, 2 Certificate Programs and 9 new courses. There are still ongoing needs: The program is making its way to the CIC, changes may be needed, multiple advisory meetings will need to be held to develop a marketing plan, determine program needs (tools, etc.), instructors will need to be found to teach many of the new courses as well as ongoing outreach, marketing and program management. 2. Tools are in process of being purchased. While the SWF aided in the purchase of some of the needed equipment, there is still much need for additional equipment. 3. Our nursery/plant collection development expanded considerably with the SWF funding. However, this was a band-aid approach. We need a full-time dedicated

	<p>in our nursery management program and serve as mother plants for our propagation and general horticulture courses.</p> <p>4. Student Aides.</p>			<p>staff person to manage our nursery and greenhouses, plant collections, and support our related programs.</p> <p>4. Student aide funding resulted in direct application and experience of theory learned in classes.</p>
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V. Curriculum and Assessment Status LF TO POPULATE/CG & LF TO INPUT

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
LANHT 001	Introduction to Landscape Horticulture (Day)	X		
LANHT 001E	Introduction to Landscape Horticulture (Evening)	X		
LANHT 002	Plant Materials: Tree ID and Culture (Day)	X		
LANHT 002E	Plant Materials: Tree ID and Culture (Evening)	X		
LANHT 003	Plant Materials: Ground Covers and Vines and Culture (Day)			X
LANHT 003E	Plant Materials: Ground Covers and Vines and Culture (Evening)			X
LANHT 004	Plant Materials: Shrubs ID and Culture (Day)		X	
LANHT 004E	Plant Materials: Shrubs ID and Culture (Evening)		X	

LANHT 005A	Plant Materials: Fall Native Plant ID and Culture with Lab (Day)			X
LANHT 005B	Plant Materials: Spring Native Plant ID and Culture with Lab (Day)			X
LANHT 006A	Plant Materials: Fall Herbaceous Plant ID and Culture		X	
LANHT 006B	Plant Materials: Spring Herbaceous Plant ID and Culture		X	
LANHT 009ABC	Sketchup Pro 1-3	X		
LANHT 010	Insects: Identification and Management			X
LANHT 011	Plant Diseases and Their Control	X		
LANHT 012	Weeds in the Urban Landscape			X
LANHT 013	Arboriculture (Day)	X		
LANHT 013E	Arboriculture (Evening)	X		
LANHT 014	Construction (Day)	X		
LANHT 014E	Construction (Evening)	X		
LANHT 016	Soil Management	X		
LANHT 017	Irrigation (Day)	X		
LANHT 017E	Irrigation (Evening)	X		
LANHT 018A	Landscape Design	X		
LANHT 018B	Landscape Design	X		
LANHT 019	Plant Nutrition		X	
LANHT 018LA	Landscape Design Laboratory	X		
LANHT 018LB	Landscape Design Laboratory	X		
LANHT 023	Plant Terminology	X		
LANHT 024	Beginning Plant Propagation			X
LANHT 025	Nursery Management			X
LANHT 026	Pruning		X	
LANHT 028ABCD	Permaculture Design 1-4		X	
LANHT 029	Planting Design (Day)		X	
LANHT 033A	Design Evaluation of Bay Area Landscapes	X		
LANHT 034ABC	Computer-Assisted Landscape Design		X	
LANHT 035A	Advanced Landscape Design		X	
LANHT 040	Plant Materials: Mediterranean, South African and Australian Plant ID and Culture with Lab (Day)			X

2020-2021				
LANHT 040E	Plant Materials: Mediterranean, South African and Australian Plant ID and Culture (Evening)			X
LANHT 045ABC	Mushroom Cultivation 1-3		X	
LANHT 052	Special Projects in Plant Propagation			X
LANHT 054	Integrated Pest Management			X
LANHT 055	History of Gardens and Gardening			X
LANHT 057	Form and Composition in Landscape Design	X		
LANHT 060ABC	Freehand Drawing for Landscape Designers 1-3	X		
LANHT 076	Edible Landscaping		X	
LANHT 077	Crop Production, Marketing and Sales		X	
LANHT 206	Landscape Maintenance Business Practices			X
LANHT 210ABC	Landscape Design Forum 1-3	X		
LANHT 211ABC	Beneficial Beasts in the Garden and Landscape 1-3		X	
LANHT 501	Urban Community Gardening	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Certificate of Achievement	Basic Landscape Horticulture	X		
Certificate of Achievement	Intermediate Landscape & Parks Maintenance	X		
Certificate of Achievement	Intermediate Landscape Design & Construction	X		
Certificate of Achievement	Intermediate Nursery Management	X		
Certificate of Achievement	Landscape Design & Construction Specialist	X		
AS Degree	Landscape Design & Construction Specialist	X		
Certificate of Achievement	Landscape Parks Maintenance Specialist	X		
AS Degree	Landscape Parks Maintenance Specialist	X		
Certificate of Achievement	Nursery Management Specialist	X		
AS Degree	Nursery Management Specialist	X		
AA Degree	Landscape Architecture	X		
Certificate of Proficiency	Permaculture Design	X		

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
Landscape Horticulture	51 classes: see Taskstream (all the information is current and thorough).	We have noted RESULTS for 51 classes listed in Taskstream; Please log on to Taskstream for detailed descriptions. For a synopsis of results, please see E below.	We have noted CHANGES for 51 classes listed in Taskstream; Please log on to Taskstream for detailed descriptions. For a synopsis of changes, please see E below.	

Note: We assessed 100% of our SLOs and PLOs as required for 2016-2017.

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

- A. We have a meeting at the beginning of every semester, where all staff, full and part time faculty, student aides, and department volunteers attend and give their feedback on our program. Topics include overall curriculum structure and direction, teaching successes, problems, and challenges, and ways our facility can reflect and meet our teaching goals and needs, and positive student outcomes.
- B. We have bi-weekly faculty/staff meetings to discuss lab projects, facility needs, landscape master planning, department events (plan sale, guest speakers, department night), financial planning, and more.
- C. Every fall semester we host our "Department Night" for all students. During this well-attended event we describe all the facets of our department to new students, staff and instructors describe their classes and background to the audience, and students can talk one-on-one to our teachers and staff members. See Department Night flyer for information on this popular and useful event.
- D. This past June our 3 full-time instructors (Lawrence Lee, Laura Forlin, and Chris Grampp) met to evaluate our programs and complete our PLOs. See Taskstream entries for information.

E. **Synopsis of Taskstream Results** (here are the main points from the 46 classes we reviewed; see Taskstream for details on each class):

- about 20% of our students are deficient in math skills and need tutoring. As a result, our teachers are spending more time on applied mathematics in class, working with students one-on-one after class, and sending students to the college Learning Center for additional instruction.
- our students are not equally versed and proficient in digital technology. As a result, our teachers are spending more time on IT techniques in class, working with students one-on-one after class, and sending students to the college Learning Center for additional instruction.
- our teachers report that the level of ability among their students varies widely from excellent to severely deficient. This problem is exacerbated by the college charge that we enroll as many people as possible in our sections. As a result, we are striving to supply more student aides to our teachers, the biggest limitation being funding (there is never enough to fulfill our needs).
- our teachers consistently report that our 8 acre facility does not live up to its need to be an effective teaching laboratory: the irrigation is spotty, there is too little plan maintenance, the demonstration gardens are not easily accessible due to poor paths and poison oak, we aren't able to keep up with all the new and sustainable plant introductions currently in the trade, our greenhouses are in disrepair, our tool room inventory is out of date, and our construction and irrigation labs are insufficiently funded. Our response to this serious issue – as we have done in every Program Review and APU – is to request more funding.

F. **Synopsis of Taskstream Changes** (here are the main points from the 46 classes we reviewed; see Taskstream for details on each class):

- our instructors are refining their tests and lectures on a regular basis to address student needs and fast-paced changes to the landscape and design professions.
- we are developing a “Watershed Design” class that will address newly emerging professional trends, practices and technologies, and pull together objectives and outcomes from all of our 5 programs.
- we are using Fee Class revenues more and more to hire student aides. We still do not have nearly enough money to fund what we need.
- we are reaching out to all our instructors to offer tutoring and instruction in smart classroom techniques and IT equipment use, and asking for money to purchase new document cameras, software, and digital accessories. We still do not have nearly enough money to fund what we need.
- we are asking for funds to pay guest speakers from the landscape profession, and to pay field trip expenses (travel, admission fees, etc.)

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

FALL 2017 SLO Assessments Assignments			
Course	Person Responsible for the assessment	SLO To Be Assessed	Completion Date
LANHT 5A	Stew Winchester	SLO 1 OR 2	
		SLO 1. Explain the importance of natives in local gardens and their uses in appropriate landscapes	
		SLO 2. Demonstrate how to maintain, plant, and care for native plants	

LANHT 9 ABC	Sue Miller	SLO 2: Present 3D landscape design drawings to clients in order to fully explain and describe design concepts, spatial layout, and scale.	
LANHT 11	Ann Northrup	SLO 1: Recognize and identify the most common diseases found in central California.	
LANHT 014E	David McGinnis	SLO 4: Identify and demonstrate common job site safety issues	
LANHT 026	Pete Churgell	SLO 1: Instruct clients about pruning including needs and importance, growth cycles, timing of pruning and follow-up care.	
LANHT 028 ABCD	Christopher Shein	SLO 4: Identify and develop strategies to further the growth of regenerating ecosystems by becoming familiar with existing local efforts to practice ecosystem rehabilitation and community improvement.	

LANFT

LANHT 29	Sarah Gronquist	SLO 2: Develop plant palettes that respond to the unique physical, cultural, and visual conditions on a job site. OR SLO 3: Employ graphic skills to represent ideas in plan, section, and sketch form for design clients.	
LANHT 501	Tom Branca	SLO 2: Students will be able to design, construct, and install irrigation for a raised bed garden.	
LANHT 018A	Chris Grampp	SLO 4: Apply foundational design principles such as form relationships, positive and negative space, geometric unity, scale, and visual order towards the preparation of small-scale landscape designs.	
LANHT 018LA	Chris Grampp	SLO 3 OR 4	
LANHT 60 ABC	Chris Grampp	SLO 1 OR 2 (Not 3)	
LANHT 210 A	Chris Grampp	SLO 4	
LANHT 210 B	Laura Forlin	SLO 1 OR 2	
LANHT 210 C	Laura Forlin	SLO 1	
LANHT 13	Laura Forlin	Any	
LANHT 16	Laura Forlin	Any	
LANHT 1	Lawrence Lee	Any	
LANHT 04	Lawrence Lee	SLO 1, 3 OR 4 (Not 2)	
LANHT 023	Lawrence Lee	Any	
LANHT 52	Lawrence Lee	1, 2, 3, 5 OR 6 (Not 4)	

LANFT

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

- Our Advisory committee meet in April 2017. The committee agreed that our department is maintaining a productive direction and fulfilling its mission. The committee commended us for striving to stay current with the fast paced changes in the profession (mainly sustainability, low impact design, water management), finding students jobs, and addressing food-growing and related issues. The committee's two principal recommendations were to develop a "watershed design" class, and a cannabis program. We are moving forward on both of these recommendations.
- Department Co-Chair Laura Forlin has moved further ahead with developing her Associate Degree/Certificates in Tree Care. Laura has partnered with the tree care industry, and received matching Federal funding for program development. She has developed a full curriculum and had classes submitted to and approved by the Merritt College Curriculum Committee. We are looking to launch the program in Fall, 2018.
- Department Co-Chairs Laura Forlin and Chris Grampp are working with adjunct faculty members to develop an Associate of Science Degree in Permaculture. They have met with Land Hort adjuncts several times to review proposed curriculums, and are on schedule to generate a full proposal in Spring 2018.
- Full time Instructor Lawrence Lee has developed a Cannabis Fee Class as a preliminary step in creating a "Cannabis cultivation and marketing" degree. The fee class was just approved by Merritt CIC and will be offered in December 2017. Lawrence will use his Spring 2018 sabbatical to work on degree development.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

Not applicable; we did not work with a Deputy Sector Navigator.

3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

Not applicable; we do not have any grant funding specific to our program.

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below: NONE

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
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Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Full-Time Groundskeeper	\$50,000.00	Yes and not received.	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art	Our Advisory Committee strongly supports our need for this position. Our 8 acre facility is a teaching laboratory, and at present we have less than 20hr/week devoted to its upkeep.	It will help bring our department up to the level and quality of the landscapes in which our students will be working after graduation. It will help educate students in principles of ecology, sustainability, and low-impact design. Most of our courses

			<p>profession standards, to ensure student preparation for employment, and provide maximum outdoor classroom potential.</p> <p>Basic Landscape Horticulture PLO 1 & 2</p> <p>Landscape Architecture PLO 1 & 2</p> <p>Design and Construction PLOs 1 & 2</p> <p>Parks and Maintenance PLOs 1 & 2</p> <p>Nursery Management PLOs 1, 2 & 3</p>		<p>have lab components and student learning and success is directly linked to skills learned in our outdoor laboratories.</p>
Full-Time Science tech	\$50,000.00	Yes and not received.	<p><i>Instruction:</i></p> <p>Ongoing revitalization of our 8 acre grounds to reflect state of the art profession</p>	<p>The principle function of the Science Tech is to assist in lab set up, management, and planning, in both the short term and the long term. Our Advisory Committee strongly supports our need for this position. Our 8-acre facility is a</p>	<p>At present we are seriously understaffed in our Science Tech needs. This position helps student success by assuring that lab supplies are ordered and received, that our tool room is organized, that student needs are communicated to the instructors, staff, and department chair, that</p>

			standards, to ensure student preparation for employment, and provide maximum outdoor classroom potential. Basic LH PLO 1 & 2 Landscape Architecture PLO #1 & 2 Design and Contraction PLOs 1 & 2 Parks and Maintenance PLOs 1 & 2 Nursery Management PLOs 1, 2 & 3	teaching laboratory, and at present we have less than 20hr/week devoted to this work.	instructors have assistance in running their labs; all of the above result in high quality teaching and learning.
Part-time Greenhouse Manager (20 hours/week)	\$25,000.00	Yes and not received.	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student preparation for employment, and provide maximum	Our Advisory Committee strongly supports our need for this position. Our greenhouses are integral to many of our classes and programs, particularly our Nursery Management certificates and degree.	It will help bring our greenhouses up to the level and quality of those in which our students will be working after graduation. It will help educate students in principles of management, organization, and sustainable propagation practices.

			outdoor classroom potential. Basic LH PLO 1 & 2 Nursery Management PLOs 1, 2 & 3		
Student Aides (6-10 per semester)	\$14,000.00	Yes and not received.	<i>Other Goals:</i> Improve quality of classroom instruction. Basic LH PLO 1 & 2 Landscape Architecture PLO #1 & 2 Design and Construction PLOs 1 & 2 Parks and Maintenance PLOs 1 & 2 Nursery Management PLOs 1, 2 & 3	Our Advisory Committee strongly supports our need for this position.	Labs are a critical part of our programs, as they allow students to participate in the kind of work they will encounter in their professional work. Due to our high enrollments we need Student Aides to assist the instructors, for not just student success, but safety and general lab maintenance.

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Web page support (note: we maintain our own Web Page; the Merritt version)	\$1,850.00	Yes, and not received.	<i>Other Goals:</i>	Our Student Surveys (we survey every class every semester) indicate that the great majority of	This resource will help bolster our enrollments, it will help advertise our program to the community

does not either meet our needs or attract nearly the number of hits that our own web page receives)			Improve quality of classroom instruction.	students initially learn about our department from our web page, and use our web page extensively to plan their classes and learn more about our department events (plant sale, fee classes, community outreach).	and to potential employers, and it will help students plan their curriculum and schedules, all of which support student success.
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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Software (Vectorworks, Sketchup Pro, Photoshop Elements, Adobe PDF)	\$3,250.00	Yes.	<i>Other Goals:</i> Improve quality of classroom instruction.	Our Advisory Committee strongly supports our need for these programs, as this software is used in the types of jobs our students will be seeking.	Software expertise has become essential for almost every design and horticulture job. Access to these programs will help students acquire the exposure and practice necessary to getting jobs after graduation.
Porta-Potty reimbursement	\$2,300.00	Yes and not received.	Applicable to our department Mission Statement: The Landscape Horticulture Department's mission is to help students attain knowledge, skills, and broad-based outlooks needed to succeed as professionals, as stewards of the land, and as responsible citizens. To	Ongoing expenses that the department has been paying without any reimbursement. We have 2 restrooms total for our 750 students, faculty and staff on our entire 8 acres. The restrooms are not located near our outdoor lab activities.	Our facility is 7.5+ acres, and the restroom facilities are located nearly 1/4 mile from our Permaculture hillside, our meadow area, and many of our demonstration gardens. It imposes an unreasonable hardship, as well as uses up valuable class time, for students to leave a lab to use the restrooms. We have always paid for our Port-Potty, and the amount comes to over \$2,000 per year. We feel that restrooms should be part of

			accomplish these goals the department provides open access to educational programs, support services, and community outreach in a rigorous, diverse, and culturally rich learning environment.		the facility the college provides, not something our department has to pay for out of our own independently raised funds – money which could otherwise go to supporting student needs.
New fans and bench bottom heat equipment for our greenhouses	\$17,000	Yes and not received.	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student preparation for employment, and provide maximum outdoor classroom potential.	Our Advisory Committee strongly supports our need for state of the art irrigation equipment that reflects current practices.	Having expertise in state of the art nursery management practices is essential for almost every nursery manager and propagation related job. Access to this equipment will help students acquire the exposure and practice necessary to getting jobs after graduation.
11 Smart controllers to upgrade irrigation and water saving capabilities	\$3300	No	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student	Our Advisory Committee strongly supports our need for state of the art irrigation equipment that reflects current practices.	Having expertise in state of the art irrigation management practices is essential for almost every landscape construction, horticulture and irrigation specialist jobs. Access to this equipment will help students acquire the exposure and practice necessary to getting jobs after graduation.

			preparation for employment, and provide maximum outdoor classroom potential.		
New motor for walk in cooler	\$10,000	Yes and not received.	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student preparation for employment, and provide maximum outdoor classroom potential.	We have large quantities of fruit being harvested from our orchard and we currently do not have a way to incorporate post harvest technology and food safety considerations into our course curriculum and per our advisory committee this is strongly suggested.	We would like to link post harvest food production and food safety to access to fresh healthy foods. Our goal is to link our harvest with the food bank on main campus and integrate our program with other programs on campus, like nutrition and dietetics to meet students needs.
New storage areas for expanding programs	\$5,000	No	<i>Instruction:</i> Ongoing revitalization of our 8 acre grounds to reflect state of the art profession standards, to ensure student preparation for employment, and provide	Having the ability to store needed class materials in advance of the semester so all of the needed equipment is present and secured.	Having necessary equipment is critical to ensure lab resources are available to teach the class. These lab classes are directly linked to student success.

			maximum outdoor classroom potential.		
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Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?


Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
1. Provide opportunities for faculty professional development to attend conferences and seminars	\$6,000	Yes and not received	<p><i>Curriculum:</i></p> <p>1. Updating our classes and programs to reflect current industry practices.</p> <p>2. Developing a new Arboriculture Program (an AS Degree, 2 Certificates of Achievement and 9 new courses).</p> <p>3. Developing new Cannabis Cultivation courses and exploring the development of a Cannabis Certificate of Achievement.</p>	Our Advisory Committee strongly recommends ongoing faculty professional development in order to maintain currency in our professional fields.	Providing opportunities for faculty to attend conferences and seminars will ensure we are providing students with current professional practices and trends.

RAFT

Signatures

Discipline, Department or Program Chair

Chris Grampp  10/17/2017
 Print name Signature Date

Laura Forlin  10/17/2017

Print name

Signature

Date

Dean

Print name

Signature

Date

DRAFT