

# Department meeting template

## Learning Outcomes

**Department:**

Landscape Horticulture

**Date:**

8-11-2020

### LANDSCAPE HORTICULTURE BASIC CERTIFICATE PLO'S

This certificate is introductory certificate intended to provide students with a basic introduction into horticultural concepts that would lead to entry level jobs in grounds maintenance, or gardener positions.

**Summarize results of last semester's assessment (for large departments pick 3-5 most relevant):**

PLO	Where and when was it assessed?	Outcome/Action Plans/Results
PLO 1: Create and maintain landscapes that provide basic human comfort and livability.	We used results from our 2019-2020 LANHT 1/1E, 23, 26, our plant ID classes (LANHT 2/2E, 4/4E or 5) which emphasize creating landscapes for human use and comfort.	Students in LH 1 successfully designed small-site landscapes during a semester long grounds project. They used knowledge gleaned from LH 23 and plant ID classes to make regionally appropriate choices. Challenges included supervising student work groups, managing varying skill levels among students, choosing projects that could be completed in one semester, and working around weather-related delays. This class would run better with student aide support from the college. Also, since LH 1 only runs for a semester, year round maintenance hasn't historically been covered and this has been identified as a weakness from previous students and something we are considering incorporating into this program.
PLO 2: Create and maintain landscapes that respect and respond to regional ecology, including plant community dynamics, soil mediums, water and moisture requirements, and sustainable potential in Bay Area environments.	We used results from our 2019-2020 LANHT 1/1E, 23, 26, our plant ID classes (LANHT 2/2E, 4/4E or 5), LANHT 16, which cover introductory horticultural concepts, including plant cultural and maintenance requirements for establishing and maintaining gardens in the Bay Area.	Students in these classes demonstrated knowledge and skills of key concepts related to maintenance of gardens using sustainable and regionally appropriate practices. This was demonstrated through semester long grounds projects in LH 1, where students established and maintained a section of the garden on the LANHT grounds using sustainable practices learned in class. It was further demonstrated by exam results and in class discussions in both ID and terminology classes. Challenges include supervising student lab activities, working with students of varying skill and experience levels, and getting funding from the College for tools and materials.

<p>PLO 3: Communicate basic horticulture concepts to clients, contractors, and public agencies.</p>	<p>We used results from our 2019-2020 LANHT 1/1E &amp; 23, each of which requires students to present work orally and verbally.</p>	<p>Students in these classes presented end of semester projects orally and written. The main challenges were some students struggled with technology and delivery and may benefit from more opportunities to present new material in class.</p>
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**Discussion**

1. Overall , how are students doing in the department/program? What are the strengths and weaknesses identified through assessments? What are students struggling with?

Overall our students are succeeding at a rate comparable to the best programs at Merritt College. Part of this success is due to our highly trained and experienced faculty, part is due to our comprehensive curriculum, part is due to the numerous learning opportunities offered by our 8 acre facility, and part is due to the strong motivation of our students, who come to us out of love for plants, gardening and design, and the desire to change careers or develop skills they already are bringing to their work.

Our weaknesses lie in the area of planning and funding projects at our facility. We are addressing these needs by using Strong Workforce funds for supplies, doing landscape master planning to create areas for projects, and applying for funds for student aides who can assist small groups with hands-on building projects.

2. What skills and resources are needed to address gaps in learning /services?

We need funds for student aides to assist with labs.

3. Are the SAOs/PLOs and SLOs relevant and appropriate for the course/dept/programs? If not, what should be changed?

Yes, all of the above are relevant and up to date.

4. How do your results align with our ILOs (listed below)?

Critical Thinking: addressed in all the classes in this program

Quantitative Reasoning: addressed in LANHT 1/1E and 16

Cultural Awareness: addressed in LANHT 1/1E

Civic Engagement and Ethics: addressed in LANHT 1/1E, Plant ID classes.

Information and Computer Literacy: addressed in LANHT 1/1E and 23.

5. What are the plans for assessment next semester?

SLO/PLO to be assessed	Who will assess?	Which class/program?
LH 1, SLO #1	Lawrence	
LH1E, SLO # 3	Laura	
LH 5A, any	Stew	
LH 9, SLO #3 & 4	Lifan	
LH 10, SLO #2 & 3	Eddie	
LH 13E, SLO #1 & 3	Laura	
LH 14, SLO #1 & 3	David	
LH 16, SLO #1 & 3	Laura	
LH 18A, SLO #1 & 2	Chris	
LH 18LA, SLO #2 & 3	Chris	
LH 23, SLO #2	Laura	
LH 25, SLO all	Lawrence	
LH 26, SLO #1	Pete	
LH 60, SLO #2 & 4	Chris	
LH 81, SLO #2 & 3	Allegra	
LH 85, SLO #1 & 3	Kingman	
LH 208, SLO #4 & 5	Nia	
LH 210A, SLO #2 & 4	Chris/Laura	
LH 210B, SLO #2, 3 & 4	Chris/Laura	
LH 210C, SLO #1 & 3	Chris/Laura	
LH 501, SLO #2	Tom	

**Merritt College ILOs:**

**CRITICAL THINKING**

Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

**QUANTITATIVE REASONING**

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

### **CULTURAL AWARENESS**

Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

### **CIVIC ENGAGEMENT AND ETHICS**

Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

### **INFORMATION AND COMPUTER LITERACY**

Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.