

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (NSC) - Environmental Horticulture

ECC: HORT 42:Plant Propagation

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Basic Concepts - Basic Concepts The successful Plant Propagation student will be able to describe the basic concepts of plant propagation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Two questions were asked of the Plant Propagation students.</p> <p>1. What is considered as a form of sexual propagation in plants? The correct answer should include something along the lines of: "The use of seeds typically created within a flower through the processes of pollination and fertilization to propagate new plants."</p> <p>2. What is asexual propagation in plants? The correct answer should include something along the lines of: "The use of various plant parts including stem cuttings, root cuttings, leaf cuttings, plant divisions and modified stems including bulbs, corms, tubers, tuberous roots and rhizomes to propagate new plants."</p> <p>Standard and Target for Success: The successful Plant Propagation student should be able to respond to these questions on a point-for-point basis with at least ten different</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>In response to question 1: 12 out of 19 participants received a 90% or higher; 7 out of 19 were in the 80 to 89% range; no students received less than an 80%.</p> <p>In response to question 2: 8 out of 19 participants received a 90% or higher; 5 out of 19 were in the 80 to 89% range; 3 in the 70 to 79% range, and the remaining 3 scored less than 70%.</p> <p>(10/20/2015)</p> <p>Faculty Assessment Leader: Ron LaFond</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments: The action is "The lecture for asexual propagation of plants can obviously go into greater depth." That's not entirely clear to me, perhaps because I'm not sure I understand the standard/target "The successful Plant Propagation student should be able to respond to these questions on a point-for-point basis with at least ten different points related to the two questions for 90% of the given grade." Do all of the students</p>	<p>null.courseAction: The lecture for asexual propagation of plants can obviously go into greater depth. That will be the course taken. (10/20/2015)</p> <p>Action Category: Teaching Strategies</p>

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	points related to the two questions for 90% of the given grade.	need to meet this criteria for the standard to be met? If so, then "standard met" needs to be changed to "standard not met", I think.	
<p>SLO #2 Preparing Cuttings - The successful Plant Propagation student will be able to use proper techniques to take and prepare cuttings for the propagation of a given plant.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Laboratory Project/Report - After supporting lecture on the subject, the Plant Propagation students were asked to take and prepare different styles of plant cuttings from different species of plant materials.</p> <p>Standard and Target for Success: Survival! The plants were selected to "finish" quickly within the time frame of the course. Ideally, 90% of the plant cuttings would survive, go on to root and make viable plants able to be transplanted into larger pots and eventually the landscape. The students were graded on their ability to follow instructions, correctly and safely performing the techniques displayed during lecture. The successful student should have about a 90% success rate rooting the cuttings of the given plant materials.</p> <p>Related Documents: tn_2015-02-18 17.09.01.jpg tn_2015-02-18 17.10.16.jpg tn_2015-02-18 17.10.35.jpg tn_2015-02-25 16.19.54.jpg tn_2015-03-11 16.53.46.jpg tn_IMG_3064.jpg tn_IMG_3864.jpg tn_IMG_3869.jpg</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Since this is a very subjective exercise, students were assessed mainly on their ability to follow direction given in lecture. Out of 20 students participating 80% (or 16 students) were able to closely follow the given instructions and successfully produce plant cutting materials and pot them correctly. The actual rooting of the cuttings was not part of the assessment due to the variability in times needed to root different species of plants. The exercise was more concerned with "the process - not the event." (10/02/2015)</p> <p>Faculty Assessment Leader: Ron LaFond</p> <p>Faculty Contributing to Assessment: N/A</p> <p>Reviewer's Comments: The action is "Since this is a very subjective process - supplemental lecture in the forms of videos and descriptive handouts will be added to the process.". I'm not entirely clear on how the action follows from the data, because "standard met" was selected. The standard/target is "Survival! The plants were selected to "finish" quickly within the time frame of the course. Ideally, 90% of the plant cuttings would survive, go on to root and make viable plants able to be transplanted into larger pots and eventually the landscape. The students were graded on their ability to follow instructions,</p>	<p>null.courseAction: Since this is a very subjective process - supplemental lecture in the forms of videos and descriptive handouts will be added to the process. (10/20/2015)</p> <p>Action Category: Teaching Strategies</p>

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correctly and safely performing the techniques displayed during lecture. The successful student should have about a 90% success rate rooting the cuttings of the given plant materials.”. How many students need to meet this standard for “standard met” to be selected? If the standard is met, are you raising the level of student performance that you think can and should be achieved?

ECC: HORT 44:Ecology of Edible, Medicinal and Poisonous Plants

No data found for the selected criteria.

ECC: HORT 56:Plant Identification - Shrubs, Vines, and Groundcovers

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Environmental Conditions - The successful Plant ID-SVG student will be able to select shrubs, vines and ground covers based on environmental conditions, space constraints and design needs.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Answering this question using genus, species and common name, "Which plant on tonight's quiz could be used as a small tree to 15', as a background or large filler, and would make a good addition to a backyard orchard?"</p> <p>Standard and Target for Success: The question assumes the successful Plant ID student will be able to recognize the various traits of the plants on the evening's quiz, knowing most are lower growing shrubs and only three of the plants are capable of being trained into small trees, and only one capable of bearing edible fruit.</p> <p>Reviewer's Comments: An action needs to be added.</p> <p>Related Documents: Shrub ID SP 2015_Quiz 9 Key_4-16-2015_w-SLO question.pdf</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met Out of 11 students: 4 gave correct responses 4 gave incorrect responses 1 gave a partial correct response giving the common name only 2 gave no response (10/02/2015)</p> <p>Faculty Assessment Leader: Ron LaFond</p> <p>Faculty Contributing to Assessment: N/A</p> <p>Reviewer's Comments: I think there should be more written about the kinds of errors students tended to make. For example, in what ways were the incorrect responses incorrect? Was it that they would make poor background? orchard? the height was inappropriate? Did the students all tend to select the same incorrect answer or different ones? This kind of information might help one decide what to focus on in the future.</p>	<p>null.courseAction: A question will be reapplied the following semester that the class is taught. More focus on plant usages will be the focus. (10/02/2015)</p> <p>Action Category: Teaching Strategies</p>