



Fullerton College

Self-study for Horticulture Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Horticulture Department is a Career Technical Education program where students learn by doing. Courses are sequenced so beginners can enter, gain confidence, and move into advanced work. The applied work of our program leads certificates, an A.S. degree, transfer options, or direct employment with regional growers, public gardens, municipalities, and landscape firms, while on-campus production and plant sales connect learning to the community. Horticulture helps the College advance student learning and achievement, build a supportive and inclusive environment, and send engaged, responsible professionals into the world.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves.

Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Using OIE data, our program enrolled 189 students in 2024–2025, up from 166 in 2023–2024 and 161 in 2020, indicating steady growth. The gender distribution among respondents is essentially balanced. By ethnicity, Latina/o/x/e students comprise the largest share at 63%, followed by White students at 25%, with Asian students at 4% and Black students at 1%. Latina/o/x/e students therefore have the most enrollments, while Black and Asian students are underrepresented. Over the last four years, the most notable change is a decline in Asian representation from 14% in 2020 to 4% in 2024–2025 while the proportions of Latina/o/x/e and White students have remained relatively stable.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Applied Botany remains the largest and most stable course because it fulfills the science GE. Over five years, HORT 001 declined about 14 percent, HORT 002 rose about 42 percent, and the Plant Identification sequence showed mixed movement: HORT 164 up about 47 percent, HORT 160 down about 21 percent, and HORT 161 up about 211 percent, while one identification course lacks sufficient data for a trend. These shifts align with our intentional two-year sequence: core and identification courses are staggered across fall and spring so a student starting in any term can complete the certificate in four consecutive terms. Because many specialized courses run only once every two years, individual sections have small cohorts, which can magnify percentage swings even as overall program enrollment remains steady.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

The program uses a straightforward schedule built around cohort progress. A two-year rotation is maintained so students can move through the sequence and finish certificates in four consecutive terms. Enrollments and waitlists are reviewed each term. Sections with persistent low demand are shifted or reduced, and additional sections are added when demand is strong. Because classes are small, one-term dips or spikes are not overinterpreted; adjustments are made only when a pattern repeats across multiple terms.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Overall achievement in Horticulture is strong and stable. The five-year course success rate averages 77 percent, well above the institutional set standard of 62 percent. This performance aligns with the program's CTE design: nearly every course pairs lecture with a required lab, so students apply concepts immediately; key skills recur across courses (most have no prerequisites), which reinforces learning; and small, lab-based cohorts build relationships that make it easier to ask questions, get help, and persist.

Completions show clear growth over the period despite year-to-year variation. Awards increased from 4 in 2020–2021 to 28 in 2023–2024, then measured 13 in 2024–2025. Given small cohorts and a two-year course rotation, single-year swings are expected; the multi-year trend is upward and reflects more proactive advising and encouragement to stack certificates.

For transfer, formal counts are limited, but advising records and faculty knowledge indicate steady movement to Cal Poly Pomona as well as direct employment with local growers, public gardens, municipalities, and landscape firms. The program also enrolls many incumbent workers who take targeted courses to upskill; while wage data are not systematically captured, employer feedback and student reports suggest employment gains tied to new skills and credentials.

Licensing and third-party certifications apply to a subset of students (for example, those pursuing pesticide applicator qualifications). Preparation is embedded in coursework, but centralized tracking is not yet available

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Horticulture's lower success rates cluster in three courses HORT 155 (Soil Science), HORT 160 (Tree Identification), and HORT 161 (Shrub Identification) at 61, 61, and 53 percent. The plant identification courses are intensive by design: students learn roughly 180 taxa by sight with both scientific and common names, using live specimens, landscape walks, and projected images. These sections are typically scheduled in the evening to serve working students and accommodate adjunct availability, which helps access but also adds hurdles such as fatigue, transportation, and reduced daylight for field identification. The learning task relies heavily on rapid retrieval and cumulative memorization and students who enroll without a clear sense of the pace and volume can fall behind early. Clearer catalog and section notes, a one-page "what to expect" should narrow these gaps.

Soil Science (HORT 155) is conceptually rigorous and lab-heavy. Success depends on comfort with

applied chemistry and math (pH, EC/ppm conversions, CEC concepts, fertilizer calculations), technical lab skills, multi-step write-ups, and consistent pre-lab reading. Because there are no prerequisites, preparation varies widely; students new to these skills can struggle in the first third of the term and spend the rest catching up. Targeted supports such as pre-course skill refreshers for unit conversions and data recording, formula sheets early on that are phased out, short pre-labs, and calibrated example lab reports are likely to lift outcomes.

When looking at the success and retention rates by ethnicity, two groups are below the set standards, both of which are relatively small sample sizes so I would not be concerned with these data.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Based on the OIE data, there are no clear, stable patterns of disproportionate completion because the number of degree completers each year is small, and disaggregated counts by group are often in the single digits. This makes it difficult to draw firm conclusions about underrepresentation without overinterpreting one or two students in either direction. In general, Latina/o/x/e students appear in the completion data at rates that are roughly in line with their share of overall enrollment, while other groups, particularly Black and Asian students, appear less frequently in the completer pool simply because their enrollment numbers are already low. Given these small Ns, the main takeaway is that we need to keep monitoring completion by group over a longer window and pair that with targeted outreach and advising, especially to students from underrepresented racial and gender groups, so that the students who start in Horticulture are supported all the way through to a degree.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Time to degree reflects a working, part-time student body more than problems with the pathway. The average is 5.8 years: about 10% finish in 1–2 years, 40% in 3–5 years, and roughly 50% take 6 or more years. Many students enter as exploratory or skills-seeking learners, take a lighter load while employed, pause for work or family, and then return to finish. This pattern lengthens the clock but demonstrate persistence. By gender, women complete in about five years on average and men a little over six; disaggregated results by ethnicity are based on small counts and are not suitable for firm conclusions. To improve time to degree, the program maintains a predictable two-year rotation so required courses appear within four consecutive terms, aligns cohorts to move through the sequence together, and

adjusts section times when enrollment patterns indicate access barriers aiming to keep part-time, working students on a steady path to completion. We have also seen success when faculty proactively reach out to students and clearly outline pathways to completion.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Over the last five years, the official eLumen record for our program is very sparse. Despite that gap in the system of record, outcomes assessment has continued through course-embedded evidence. CSLOs are stated in syllabi and mapped to PSLOs, and each course uses a “signature” task to generate consistent data: plant identification practicums scored for accurate retrieval and field application, soil science lab reports evaluated for calculation accuracy and data interpretation, and greenhouse production projects assessed for planning, record-keeping, and reflective analysis. Faculty review these artifacts each term and adjust instruction accordingly—for example, adding short quantitative refreshers and pre-labs in Soil Science, increasing spaced-practice quizzes and clearer pacing guides in Plant ID, and moving key lectures to precede hands-on work. To restore formal documentation, the program will publish a two-year CSLO/PSLO calendar aligned to the course rotation, adopt common rubrics for the signature tasks, and backfill recent summary results into the college's new assessment platform so we have clean baselines, the ability to disaggregate by schedule and modality, and a transparent improvement loop going forward.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Substantial curriculum changes since the last review

Over the past year the program cleaned up and modernized the curriculum so students can actually complete the degree that is published. All degrees were updated to remove courses no longer offered (for example, landscape construction), and every active course outline was brought current. This closed “ghost” requirements, clarified pathways, and aligned offerings with what we can reliably schedule on a two-year rotation.

Planned changes based on emerging needs

Two priorities are underway. First, expanding access and workforce alignment through dual enrollment, including an Urban Farming certificate and a new Introduction to Urban Farming course to meet growing interest in small-scale food production, community gardens, and local supply chains. Second, preparing for the STEM building construction by adding hybrid modality where appropriate—keeping hands-on labs in person while shifting lecture components online when it helps students stay on sequence during space disruptions. Looking ahead, incremental updates will continue to emphasize industry-relevant skills (water stewardship and irrigation efficiency, IPM fundamentals, native and climate-appropriate plants, and practical greenhouse/production techniques) while keeping requirements streamlined so students can finish the A.S. in predictable steps.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Students routinely apply what they learn in real settings. Every course includes at least one field trip each semester to nurseries, public gardens, or production sites, recently including a visit to Disneyland to explore horticulture careers and back-of-house operations, so students connect concepts to practice and meet potential employers. The department runs a small, faculty-mentored internship each term, typically five interns, who assist with greenhouse operations and conduct focused plant trials that generate usable data for the program. Outside class, the Horticulture Club meets weekly for hands-on activities, campus plant projects, and guest speakers; many students also volunteer in departmental operations (propagation, irrigation checks, IPM scouting), building experience and references. Looking ahead, the program is pursuing study abroad options and additional industry partnerships to expand internships and create apprenticeship placements.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Construction of the new STEM building is the immediate, high-impact driver for our program, and swing space is not yet identified. That uncertainty makes continuity planning urgent: we are prioritizing preservation of in-person labs, preparing selected lectures for hybrid delivery, tightening the two-year rotation so students don't miss required courses, and lining up temporary storage, safety compliance, and equipment moves to prevent gaps in instruction once

a swing location is assigned.

Beyond construction, several external forces shape what and how we teach. Vision 2030 keeps the focus on clear, efficient pathways and workforce alignment; CAL-GETC and related GE reforms influence whether courses like Applied Botany meet transfer patterns, so advisement is being updated as designations evolve. Common Course Numbering (AB 1111) may require renumbering and closer C-ID alignment; outlines are being maintained so changes are administrative rather than curricular. Workforce and regulatory signals remain strong: the Model Water Efficient Landscape Ordinance, drought restrictions, stormwater/NPDES rules, and SB 1383 elevate irrigation efficiency, runoff control, soils, and organics management; DPR QAL/QAC expectations sustain our IPM and pesticide-safety emphasis; Cal/OSHA heat-illness and lab safety standards drive field and greenhouse protocols. Industry trends support our emphasis on native and climate-appropriate plants, water-wise landscape management, greenhouse production, and IPM technology, with growing interest in urban agriculture and municipal/public-garden roles. Dual enrollment expansion informs the planned Urban Farming certificate and introductory course, broadening access and strengthening the pipeline.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The Horticulture Department currently consists of one full-time faculty member, three part-time faculty, and one classified staff member. We are down one full-time faculty position but have just received approval to hire a replacement, which is critical for maintaining our two-year course rotation, lab supervision, and student support. With such a small team, our collective demographics do not yet fully mirror the diversity of our largely Latina/o/x/e student population. The upcoming full-time hire is an important opportunity to recruit a colleague whose background and experience more closely reflect the students we serve and to strengthen culturally responsive teaching and mentoring in the program.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since fall 2021, program staffing has fluctuated between four and six employees, with one to two full-time faculty member, a small pool of adjuncts, and one classified staff member. This lean structure, combined with the fact that many horticulture specialists in our region work full time in industry, makes it difficult to recruit and retain adjuncts in highly specialized areas. When we cannot find qualified instructors, we are limited not only in how often we can run some existing courses, but also in our ability to develop and launch new offerings that students and employers are asking for. For example, students frequently express interest in an arboriculture course, but without a subject-matter expert available to teach it, we have not been able to bring that class into the schedule or build it into a pathway. These staffing constraints slow our progress on strategic goals that involve expanding specialized curriculum and strengthening our response to emerging industry needs.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Faculty conversations about equitable grading and student support are ongoing, though they are informal and centered around the one full time faculty member who has completed several equity focused professional development trainings. Those practices are then shared with adjuncts and encouraged across sections. Current approaches include clear rubrics tied to learning outcomes, grading that emphasizes major demonstrations of learning instead of busywork, limited acceptance of late work without severe penalties, and opportunities to revise or make up key assignments so students can show mastery after early setbacks. Attendance expectations focus on participation and communication rather than automatic grade drops, which matters for working students and caregivers. In addition, faculty try to diversify assessments by using quizzes, labs, projects, and practical demonstrations so students have multiple ways to show what they know. The department also offers a shared extra credit option for volunteering in the program, such as greenhouse work, events, and plant care, which keeps students connected while supporting operations.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

These conversations have led to some concrete shifts in everyday practice, even without formal written policies. The full-time faculty revised syllabi to include clearer grading breakdowns, simple rubrics, and more transparent explanations of how late work, make up work, and revisions are handled. Adjuncts are encouraged to mirror these expectations, so students see similar patterns across courses, especially around allowing a short grace period for late work, accepting one or two missed quizzes through a cumulative make up, and offering a chance to redo major assignments that show serious effort. The shared extra credit option for volunteering in the department grew directly out of these discussions and is now a common feature across classes. Because the program is small and staffed mainly by adjunct faculty, the focus has been on modeling equitable practices, sharing templates, and nudging toward consistency rather than adopting rigid, department wide rules.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

Additional professional development that would help includes more structured trainings on equitable grading and assessment in lab intensive CTE courses, so faculty can balance rigor with flexibility for working students. Workshops on culturally responsive teaching and on supporting disproportionately impacted groups in STEM and CTE would provide concrete strategies for classroom climate, feedback, and assignment design. Canvas based sessions on using modules, checklists, and low stakes quizzes to keep part time and returning students on track would also be useful. It would be especially helpful if adjunct faculty were required to complete a core set of these trainings so that equitable practices are more consistent across sections, and if program coordinators received additional release time specifically to mentor and train adjuncts, share common materials, and help them implement these approaches.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

In the last self study, a primary Strategic Action Plan was to secure an aquaponic system so we could expand instruction in controlled environment food production. That goal has been achieved: the system was funded through Strong Workforce, installed, and is now being used in coursework to give students experience with water quality management, fish and plant health, and day to day operation of a working system. A second SAP focused on improving the basic learning environment by replacing old, uncomfortable seating in our classrooms and labs. That request was also fulfilled, and the new chairs have made it easier to run longer labs, rearrange the room for group work, and support students with mobility or comfort needs. Both SAPs are effectively completed, and the current work is to continue integrating the aquaponic system into more classes and to take full advantage of the more functional classroom and lab spaces.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Because additional funds were not allocated, the program could not hire dedicated garden staff to support pruning and landscape care. Instead, routine maintenance depends on interns and faculty, who cannot keep up with the volume of work on top of teaching and coursework. Trees have been especially affected. Without a staff member trained to do careful structural pruning, we rely on general M&O crews whose focus is safety and basic clearance, not long term plant health. Over time this has contributed to the decline and loss of several trees that once provided shade, habitat, and important teaching examples, and has limited our ability to use the grounds as a fully functional living lab.

SAPs

Outreach and Pipeline Development

Short Description:

Build a sustained outreach pipeline with local high schools, adult education, workforce agencies, and community partners to increase awareness of CTE horticulture careers and guide prospective students into the two year sequence without delays. Activities include bilingual info sessions, Saturday greenhouse tours, counselor and teacher briefings, classroom visits, and student ambassador outreach. Plans: Planned activities • Run twelve outreach events per year: bilingual info sessions, Saturday greenhouse tours, and classroom visits at partner high schools and adult-ed sites • Host quarterly briefings for counselors and CTE teachers with a simple “start here” course map and two-year rotation guide • Launch a paid student-ambassador program for peer presentations, campus tours, and follow-up calls or texts Coordinate with community partners and workforce agencies to advertise short courses and entry points aligned to seasonal hiring • Provide targeted outreach sessions for disproportionately impacted groups with alumni spotlights and translated materials • Publish and maintain a clear two-year schedule and “next course” guide so prospects and new students can plan without gaps Issues addressed • Low awareness of horticulture career pathways and local job demand • Confusion about where to start and how to move through the two-year sequence • Barriers for working adults and caregivers who need evening/weekend options • Drop-off between initial interest, application, and first-term enrollment due to lack of follow-up • Limited representation in outreach materials and events for disproportionately impacted groups

Measurable Outcomes:

Enroll at least 50 new students from outreach each year by Year 2, generated from 12 annual events and 150 qualified inquiries, with at least 35 percent converting to applications and 25 percent enrolling in entry courses. Increase first-term enrollment for disproportionately impacted groups by 3 percentage points and reduce first-term course drops by 2 percentage points within three years.

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

New

Resource Requests**Outreach and Pipeline Development****Enhancement:**

Build a sustained outreach pipeline with local high schools, adult education, workforce agencies, and community partners to increase awareness of CTE horticulture careers and guide prospective students into the two year sequence without delays. Activities include bilingual info sessions, Saturday greenhouse tours, counselor and teacher briefings, classroom visits, and student ambassador outreach.

Personnel-Related:

Due to our limited number of full time faculty TEA hours and PE hours.

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$8,000.00

Total Cost:

\$8,000.00

Construction continuity and swing space readiness

Short Description:

Planned activities • Secure and prepare swing space: identify location, design temporary growing structures, install irrigation, shade, power, and secure storage for tools, fertilizers, and lab supplies • Preserve in-person labs: map each lab's space, utilities, and equipment needs; stage live plant material and media on a rolling 8–12 week crop plan to avoid gaps • Shift selected lectures to hybrid: convert lecture components that do not require facilities access; build simple Canvas modules to keep cohorts on sequence • Relocate and commission equipment: inventory, move, and safety-check benches, pumps, fertigation units, environmental controllers, and small tools; validate pads, fans, and HAF where applicable • Compliance and safety: ensure ADA access, chemical storage that meets DPR and campus EHS standards, eyewash and first-aid readiness, heat-illness and PPE protocols for outdoor labs • Communications and scheduling: publish a two-year rotation keyed to the construction timeline; post a “where to go” map, room changes, and weekly updates for students and counselors • Continuity for internships and operations: maintain greenhouse and teaching-garden workflows with adjusted hours, student assistants, and checklists for irrigation, IPM scouting, and data logging • Risk management and contingency: develop weather and delivery contingencies, backup lab plans, and a 48-hour recovery checklist for power or water interruptions • Training and onboarding: brief adjuncts and student workers on new space procedures, safety, and equipment start-up; run a mock lab to test flow before term start • Close-the-loop tracking: monitor section fill, attendance in week one, and lab completion rates; document issues and adjustments each term

Issues addressed • Space disruption: no swing space is currently identified; without a prepared site, labs would cancel and cohorts would miss required courses • Student progression: a predictable two-year rotation keeps students on track; construction threatens sequence timing, so hybrid lectures and staged labs prevent delays • Instructional quality: nearly all courses rely on hands-on labs; temporary facilities protect the 77 percent program success rate and reduce risk in courses that are sensitive to disruption such as Plant Identification and Soil Science • Enrollment stability: recent growth from 161 to 166 to 189 enrollments depends on running lab sections; prepared swing space

avoids enrollment loss from canceled or relocated classes without notice • Safety and compliance: ad-hoc moves risk chemical storage, PPE, and ADA lapses; planned build-out maintains DPR, EHS, and Cal/OSHA standards • Communication gaps: construction changes can confuse students and advisors; clear maps, rotations, and weekly updates reduce no-shows and drop-offs • Operational continuity: living collections, propagation cycles, and IPM schedules cannot pause; defined roles and checklists keep plants and labs viable throughout construction

Measurable Outcomes:

At least 95 percent of lab sections run as scheduled each term during construction; no required courses in the two year sequence are missed; term to term persistence remains within two percentage points of the pre construction baseline.

College Goals:

3.2 Reduce equity gaps in degree/certificate completion

SAP Phase:

In Progress

Resource Requests

Construction continuity and swing space readiness

Enhancement:

Maintain hands-on CTE instruction during STEM construction by securing swing space, keeping labs in person, and moving selected lectures to hybrid while preserving the two year rotation and on time cohort progression.

Personnel-Related:

no

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$20,000.00

TotalCost:

\$20,000.00

Internship and apprenticeship expansion with industry partners

Short Description:

Planned activities • Map internship roles with partners: nurseries, municipalities, public gardens, and horticulture operations; define duties, hours, and supervisor contacts • Establish site agreements and onboarding: MOUs, insurance verification, safety training, and background checks where required • Create a standard internship packet: learning plan with competencies, weekly logs, midterm and final evaluations, and a brief student reflection • Hire or assign an internship coordinator: match students to sites, run orientations, track hours and evaluations, and resolve issues quickly • Offer flexible formats: credit and noncredit options, fall/spring/summer starts, and evening or weekend schedules to fit working students • Prepare students for placement: short workshops on workplace communication, PPE, basic IPM, irrigation troubleshooting, and record keeping • Build a supervisor network: quarterly check-ins, simple feedback surveys, and an annual partner roundtable to align skills and identify new placements • Track outcomes: placements, completion of hours, supervisor ratings, job offers or referrals, and wage changes at 3 and 6 months post-internship • Integrate with coursework: tie internships to capstone or lab assignments so students document skills and reflect on growth • Highlight access and equity: reserved interview slots for disproportionately impacted students, transportation support when possible, and targeted outreach through counselors and the club Issues addressed • Limited structured placements despite employer interest; this plan formalizes sites and agreements so more students can participate each term • Conversion gap from classroom skills to job-ready experience; standardized learning plans and supervisor evaluations ensure students practice industry competencies • Scheduling barriers for working students; multiple start windows and evening/weekend options reduce time conflicts • Inconsistent tracking of employment outcomes; coordinated data on placements, offers, and wages will document program impact for funding and improvement • Equity gaps in access to high-value experiences; reserved slots, targeted outreach, and coordinator support help underrepresented students secure placements and finish on time

Measurable Outcomes:

Place 10 students in internships each year starting by Year 2 • Achieve at least an 85 percent internship completion rate annually • Maintain 10–15 active employer partners by Year 2 • Attain average supervisor evaluations of 4.0 out of 5.0 or higher • Convert at least 50 percent of interns into job offers or supervisor referrals within three months of completion • Increase median intern wages by 10 percent within six months of placement (or documented added responsibilities for incumbent workers) • Ensure at least 40 percent of placements go to disproportionately impacted student groups by Year 3 • Improve term-to-term persistence of interns by 3 percentage points versus non-intern peers • Raise success rates in the capstone or work-based learning course by 2 percentage points within two years • Log a minimum of 1,800 supervised internship hours annually by Year 2 (assuming ~180 hours per intern)

College Goals:

1.2. Increase equitable usage of apprenticeship/internship

SAP Phase:

New

Resource Requests

Internship and apprenticeship expansion with industry partners

Enhancement:

Formalize and scale internships and early apprenticeship experiences with nurseries, municipalities, public gardens, and partner operations to strengthen placement and wage outcomes.

Personnel-Related:

Hourly coordination support; student worker for tracking and communication.10 hours per week

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$14,950.00

TotalCost:

\$14,950.00

Resource Requests

Kahoot Subscription

Enhancement:

Kahoot is a wonderful tool for increasing student interaction while teaching and preparing for quizzes, exams, and review of important material. This membership comes with added perks beyond the basic membership we have paid for in the past. This level of membership introduces AI tools that elaborate on answers in real time and offer a greater depth of understanding to students. It includes more question types than what was available before, to keep material unique and engaging, while also allowing uploads of large files - reducing the time it takes to prepare the material. This benefits students and professors alike.

Personnel-Related:

no

Resource Category:

Computer Software

Quantity:

1

Unit Cost:

\$288.00

TotalCost:

\$288.00

Taggit Pro 22 software**Enhancement:**

This software is necessary to create and print our plant labels for our bi-annual plant sales. There has been an update campus-wide that has caused the removal of our computer containing the software Taggit Pro 17. We must now find a replacement as soon as possible before our next sale in Spring 2026. This is vital to our plant sales as it details the price, name, and general care of the plants we are selling. It reflects the industry standard of plant labeling and helps the community know exactly what they're purchasing from us. By printing labels, we save a tremendous amount of labor and resources that would be used otherwise if these labels were written by hand. We use about 6,000 labels alone in the springtime, so this is a necessity to continue our plant sales in an efficient and cost-effective way. This version of the software includes a job modifier, form designer, and text management function that will make it faster to create and print plant labels, saving labor and the cost associated with the time it takes to create brand new labels.

Personnel-Related:

no

Resource Category:

Computer Software

Quantity:

1

Unit Cost:

\$1,295.00

TotalCost:

\$1,295.00

IPPS (International Plant Production Society) Annual Membership**Enhancement:**

This would be a renewal of our membership for 2026. This membership connects Horticulturists all around the world to stay up to date in the industry. Perks include discounts to conferences, tours, field trips, hands-on workshops, and more. IPPS also provides access to scholarships,

research grants, and international exchange programs. Our membership would benefit all of our students who come into our department and even extends to younger students who want to get involved in Horticulture. This would be an excellent tool and resource to utilize with our high school program, creating clear and helpful pathways to ensure our student's support and success.

Personnel-Related:

no

Resource Category:

Other

Quantity:

1

Unit Cost:

\$130.00

TotalCost:

\$130.00

Theodore Payne Foundation Annual Membership

Enhancement:

A membership to the Theodore Payne Foundation would give us discounts on California Native plants and seeds. This would help us save money within our budget, while supplying our department with vital California Native plant material that we use in the classroom and within our student internship program. California Native plants are the biggest sellers during our plant sales, and the community has a high demand for them. This ensures our spot within the community, while also highlighting the need for access to these plants in our direct area. It's also extremely important that students get to work with these plants before they enter the industry; living in California, there is a very large push to transform lawns and landscapes into native friendly and low-water usage environments. Knowledge of these plants will enable students to enter the workforce as soon as they attain their degree or certificate, giving them the advantage in a high-demand area of Horticulture. This membership also offers a 25% discount on classes that could greatly benefit our professors and lab technician. This keeps us updated with the newest methods of handling California Native plants. In turn, we can pass this information on to the students.

Personnel-Related:

no

Resource Category:

Other

Quantity:

1

Unit Cost:

\$70.00

TotalCost:

\$70.00

Updated classroom models from Carolina Biological**Enhancement:**

-3B Plant cell Model (563947) \$547.55 -Altay Dicot Root Stem Model (568744) \$562.90 -Altay Monocot Leaf Section Model (568803) \$302.50 -Altay Dicot Leaf Model (568802) \$332.75 -Altay Woody Dicot Stem Section Model (568762) \$467.30 -Altay Monocot Root Model (568745) \$560.70 -Leaf Identification Chart (578110) \$26.00 These models and posters will update our department to reflect current and relevant materials that are seen in other classroom & laboratory environments on campus. Our Applied Botany courses are consistently full, but our learning materials need an update - some date back to the 70's and 80's. This could work to solidify more confidence in our department, that we are perpetuating modern practices and showing students information from real life, up to date materials. These models also help to reinforce and demystify complicated botany concepts, giving students the chance to be hands-on and interact with the material in an engaging way. It also delivers an equitable solution to students who have different learning needs, widening our impact on students who take the course.

Personnel-Related:

no

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$3,100.00

TotalCost:

\$3,100.00

Evaporative cooling pads for greenhouse wet wall**Enhancement:**

These cooling pads are vital to the overall conditions in our greenhouse where we perform production for our sales, alongside student experiments and labs. We have exhausted the life cycle of our current cooling pads and have experienced inconsistent growing conditions because of this. With our budget shrinking each year, this would allow us to focus our limited funds on purchasing

other important materials for the students' coursework. It's also imperative that these pads are in clean, working condition, as excess moisture may ruin the integrity of the greenhouse structure, creating an environment conducive to rust and degradation. Besides the physical damage that can occur, the temperature inside without proper cooling can create dangerous working conditions that can easily lead to heat stroke or exhaustion. It's important that we reflect the industry standard, so students are prepared to enter the workforce once they finish their degree or certificate. Greenhouse jobs make up a substantial portion of California's Horticulture industry.

Personnel-Related:

no

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$896.00

TotalCost:

\$896.00

Taggit Pro Printer

Enhancement:

We need a new Taggit Pro RFID printer to keep plant sales and lab operations running smoothly. Our current unit is no longer compatible with the college's Windows upgrades, causing failed prints and delays before sales events. The replacement will let us encode and print durable tags directly on pot labels, so buyers and staff can scan prices, species, and care info quickly—speeding checkout, improving inventory accuracy, and reducing errors that cost us revenue. It also supports our shift away from disposable plastic stakes to longer-lasting, scannable pot labels, which cuts waste and keeps information readable through irrigation and sun. Students will train on industry-standard RFID workflows used by nurseries and public gardens, strengthening job readiness while improving the community sales that fund our program.

Personnel-Related:

no

Resource Category:

Equipment

Quantity:

1

Unit Cost:

\$8,835.00

TotalCost:

\$8,835.00