# LBCC

## Instructional Course SLOs: Means of Assessment Template

**Program Name:** Horticulture  
**Course Name/Number:**  
**Contact:** Please type the name of one point of contact for this document.  
**Participants:** Please type the name(s) of all contributors to this document.  
**Date:**

**Instructions:** To begin assessment of student learning outcomes please complete Step 1 below.

**STEP 1**

| Intended Course Outcome | Means of Assessment  
| (Both categories below fall under the above title on TracDat) |
|-------------------------|-----------------------------------------------|
| Assessment Task | Criteria/Expected Level of Achievement |
| SLO #1: Analyze the cultural requirements for each of the herbaceous plants. | **What:** Department standard plant identification worksheet for each herbaceous plant presented for this course (Minimum 150 herbaceous plants).  
**How:** Answers will be assessed and marked as correct or incorrect on the cultural requirement portion of the worksheet. The worksheet will be given to students at the beginning of the semester and will be collected/evaluated at the end of the semester.  
**Who:** Assessment will be conducted by the faculty teaching the course each semester.  
**When:** Spring 2010.  
**Where:** LAC  
**Expected Achievement:** 70% of students.  
**Success Level:** 120 or more correctly completed portions in this worksheet.  
**Students Included:** 35 students. |
| SLO #2: Identify form, texture, and color of herbaceous plants and their use in the landscape. | **What:** Department standard plant identification worksheet for each herbaceous plant presented for this course (Minimum 150 herbaceous plants).  
**How:** Answers will be assessed and marked as correct or incorrect on the description and use portion of this worksheet. The worksheet will be given to students at the beginning of the semester and will be collected/evaluated at the end of the semester.  
**Who:** Assessment will be conducted by the faculty teaching the course each semester.  
**When:** Spring 2010.  
**Where:** LAC  
**Expected Achievement:** 70% of students.  
**Success Level:** 120 or more correctly completed portions in this worksheet.  
**Students Included:** 35 students. |
semester and will be collected/evaluated at the end of the semester.

Who: Assessment will be conducted by the faculty teaching the course each semester.

When: Spring 2010.

Where: LAC

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**LBCC**

**Instructional Course SLOs: Results of Assessment Template**

**Program Name:** Horticulture

**Course Name/Number:**

**Contact:** Please type the name of one point of contact for this document.

**Participants:** Please type the name(s) of all contributors to this document.

**Date:**

**Instructions:** After you have gathered and analyzed assessment results and have taken actions based on what you’ve learned, please complete Step 2 below.

**STEP 2**

<table>
<thead>
<tr>
<th>Results of Assessment</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results:</strong> Results indicated that 100% of the students in the sample completed this portion of the standard worksheet with correct answers at 70% or above. The average student got 85% of the cultural portion of the worksheet correct.</td>
<td><strong>Actions Taken:</strong> Worksheet collection will now occur at two times during the semester. Since we speculated that some students may be waiting until the end of the semester to complete the worksheet and therefore, may not remember information covered in class, by collecting the worksheet two times during the semester, this may encourage students to complete the worksheet at earlier times. Furthermore, worksheet feedback will be provided after the mid-semester collection. If students were missing many answers, this would give them an opportunity to talk to the instructor about their progress and the answers they missed, to take better notes to help them complete the second portion due at the end of the semester, and to encourage them to not procrastinate on the assignment. Finally, instructors have been advised to</td>
</tr>
</tbody>
</table>

**SLO #1:** Analyze the cultural requirements for each of the herbaceous plants.

**Key Findings:** All sampled students achieved the minimum expected level. Although most of the spaces on the worksheet were filled out, many of the spaces on the worksheet were overlooked. Most of the information that was asked for in these places on the worksheet had been covered during in-class lectures, but was not included in the textbook.

**Conclusions:** Based on these findings, we can come to three conclusions. Some students put forth more time in completing their worksheets and referred to their notes for the answers

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For Outcomes Assessment Plan directions go to [http://outcomes.lbcc.edu/Assessment.cfm](http://outcomes.lbcc.edu/Assessment.cfm)

ASLO Subcommittee; October 6, 2009; Revised November 6, 2013
SLO #2: Identify form, texture, and color of herbaceous plants and their use in the landscape.

<table>
<thead>
<tr>
<th>Results: Results indicated that 100% of the students in the sample completed this portion of the standard worksheet with the correct answers at 70% of above. The average student got 81% of the description/use portion of the worksheet correct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Findings: All sampled students achieved the minimum expected level. Although most of the spaces on the worksheet were filled out, many of the spaces on the worksheet were overlooked. The empty spaces were examined and it was noted that this information can be found in the students’ textbook for the course. The missing information can be explained by students’ failure to look in their textbook or other course resources to complete the assignment.</td>
</tr>
<tr>
<td>Conclusions: Based on these results, we can come to three conclusions. Some students put forth more time in completing their worksheets and referred to their textbook more frequently than others. Second, because students have the entire semester to complete the worksheet, some students may procrastinate on completing it and may not remember some of the information provided in the beginning of the course. Third, worksheet spaces that were frequently left blank should be further emphasized during class lectures, regardless of if they are included within the textbook or not.</td>
</tr>
<tr>
<td>Result Type: (click one box below)</td>
</tr>
<tr>
<td>☒ Criteria Met</td>
</tr>
<tr>
<td>□ Criteria Not Met</td>
</tr>
<tr>
<td>□ Inconclusive</td>
</tr>
</tbody>
</table>

| Actions Taken: Worksheet collection will now occur at two times during the semester. Since we speculated that some students may be waiting until the end of the semester to complete the worksheet and therefore, may not remember information covered in class, by collecting the worksheet two times during the semester, this may encourage students to complete the worksheet at earlier times. Furthermore, worksheet feedback will be provided after the mid-semester collection. If students were missing many answers, this would give them an opportunity to talk to the instructor about their progress and the answers they missed, to take better notes to help them complete the second portion due at the end of the semester, and to encourage them to not procrastinate on the assignment. Finally, instructors have been advised to emphasize the concepts that many students left blank in their lectures. |
| Re-evaluation Date: Spring 2014 |