

Major Highlights

Dashboard

Dashboard Percent of Targets Achieved

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CRC Recommendations

CRC Follow-Up

**Landscape Horticulture
Major Highlights
December 2008**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Landscape Horticulture program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term curriculum development.

Major Highlights

- Over the past four years the Landscape Technology composite dashboard score has seen slight fluctuations and has ranged between 8.42 and 8.16. Of all 102 curriculum at OCC, the program ranked 80th in 2007-08.
- During 2007-08 five of the seven dashboard measures fell within established college-wide benchmarks. However, two of the dashboard measures, "sections filled to capacity" and the "percent of minority students", fell below their benchmarks.
- In 2007-08, only 64% of LST courses were filled to capacity, which was a four year low for the program, and this falls well below the college-wide average of 86%. In addition, LST courses have a low proportion of minority students (4%), which is far below the dashboard target score of 21% and also below the college-wide average of 29%.
- The annual number of credit hours in LST courses reached its ten-year peak in 2001-02 and since then has steadily declined, except for a slight up turn in 2007-08.
- An average of 2 Landscape Horticulture Certificates have been awarded each year for the last eight years. Although the number of Associate Degrees for the program has fallen from its peak in the last three years, it averages out to be about 7 degrees awarded each year in the same eight year span.
- Within the Southeast Michigan labor market, four occupations were identified for Landscape Horticulture which include: Landscape Architects; Landscaping and Groundskeeping Workers; Farm, Ranch, and Other Agricultural Managers; and First Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers. It is worth noting that the latter two of these occupations include employment as managers and supervisors in nurseries and greenhouses.
- A total of nearly 1,400 new jobs have been projected for these occupations over the next five years in the four-county region of southeast Michigan, with the majority of employment opportunities seen for the Landscaping and Groundskeeping Workers. Similarly, Landscaping and Groundskeepers will see the most in replacement jobs in the next five years. However, this occupation also has the lowest average earnings per year.
- In terms of assessing student learning, the Associate degree program has established three learning outcomes in its assessment plan with three benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet.

- During the time period of July 2007 and June 2008, four benchmarks were assessed, with a total of three benchmarks having been met. A change that occurred due to the assessment was that one of the benchmarks was deleted from the plan. A couple concerns stated in the assessment findings were that there was a desire to include data from adjuncts for the program benchmarks and also that there wasn't a specific course that could be looked at to evaluate the student's ability to present a site condition report. Planned changes to address these concerns were not specified in the findings and need to be addressed by the program.

Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Canceled Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard Detail Report

Prefix LST
Title Landscape Technology

	Program				College Wide
	2007-08	2006-07	2005-06	2004-05	2007-08
Sections Filled to Capacity	63.8%	73.2%	73.4%	70.9%	85.6%
Percent of Cancelled Sections	5.1%	13.3%	17.6%	8.8%	9.7%
Credit Hour Trend Ratio	1.00	0.92	0.92	0.96	1.02
Percent of Minority Students	4.4%	5.9%	3.8%	6.3%	28.7%
Percent of Withdrawals	11.4%	13.4%	7.5%	11.2%	18.4%
Percent of Incompletes	0.9%	3.0%	0.0%	0.4%	1.5%
Student Course Completion Rate	71.7%	66.2%	74.7%	71.3%	67.4%
Dashboard Score	8.23	8.16	8.43	8.42	

Sections Filled to Capacity

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Total Students	565	491	512	552
Total Capacity	885	671	698	779
Sections Filled To Capacity	63.8%	73.2%	73.4%	70.9%

Definition:

Of all available seats, the percent that are filled based on end of term enrollment data. Calculation includes all four terms within the academic year Summer II, Fall, Winter and Summer I. This measure reflects the extent to which all credit "sections" are filled to their designated capacity e.g. allocated seats divided by the total number of available seats between July 1 and June 30. In particular, this measure provides one indication of the magnitude of student demand.

Percent of Cancelled Sections

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Active Sections	37	26	28	31
Cancelled Sections	2	4	5	3
Total Sections	39	30	34	34
Percent of Cancelled Sections	5.1%	13.3%	17.6%	8.8%

Definition:

Of all offered credit sections the percent of sections that are canceled as of the end of the term. Calculation includes all four terms during the academic year Summer II, Fall, Winter and Summer I. The calculation is based on a simple formula which takes the number of canceled credit sections which is then divided by the total number of offered credit sections. This measure is one indicator of scheduling strategies and student demand.

Credit Hour Trend Ratio

Prefix LST
Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Credit Hours Year 1	1,671	1,902	1,970	1,902
Credit Hours Year 2	1,543	1,671	1,902	1,970
Credit Hours Year 3	1,485	1,543	1,671	1,902
Credit Hours Year 4	1,685	1,485	1,543	1,671
Credit Hours Period 1	1,566	1,705	1,848	1,925
Credit Hours Period 2	1,571	1,566	1,705	1,848
Credit Hours Ratio	1.00	0.92	0.92	0.96

Definition:

Trend in credit hour enrollment based on a three year rolling average. Includes total credit hours over the academic year Summer II, Fall, Winter and Summer I. The calculation is based on those students enrolled on the terms official census date (one-tenth day). In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" is calculated based on a three year rolling average of student credit hours. The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. (Period 2 – Period 1) / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Minority Students	25	13	8	15
Total Students	565	221	213	238
Percent of Minority Students	4.4%	5.9%	3.8%	6.3%

Definition:

The percent of students who are minority in relation to all enrolled students. Minority status is self-reported by the student and includes African American, Asian, Hispanic, Native American Indian and Other. Calculation is based on the full academic year Summer II, Fall, Winter and Summer I. Percentages are computed on those students enrolled as of the end of the term and exclude missing data.

Percent of Withdrawals

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Total Withdrawals	61	63	38	61
Total Grades	534	471	506	544
Percent of Withdrawals	11.4%	13.4%	7.5%	11.2%

Definition:

The percent of students who withdraw from their course after the term begins. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are derived from end of session data, after grades are posted. Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP) and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

Percent of Incompletes

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Total Incompletes	5	14	0	2
Total Grades	534	471	506	544
Percent of Incompletes	0.9%	3.0%	0.0%	0.4%

Definition:

The percent of students who receive an incomplete in their course. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are based on end of session files, after grades are posted. Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N) Not Reported (NR), and Missing status. This is one indication of student success.

Student Course Completion Rate

Prefix LST

Prefix Title Landscape Technology

	2007-08	2006-07	2005-06	2004-05
Successful Grades	383	312	378	388
Total Student Grades	534	471	506	544
Student Course Completion Rate	71.7%	66.2%	74.7%	71.3%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Calculation includes grades from the entire academic year Summer II, Fall, Winter and Summer I. Student success rates are based on end of session data after grades have been posted. The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

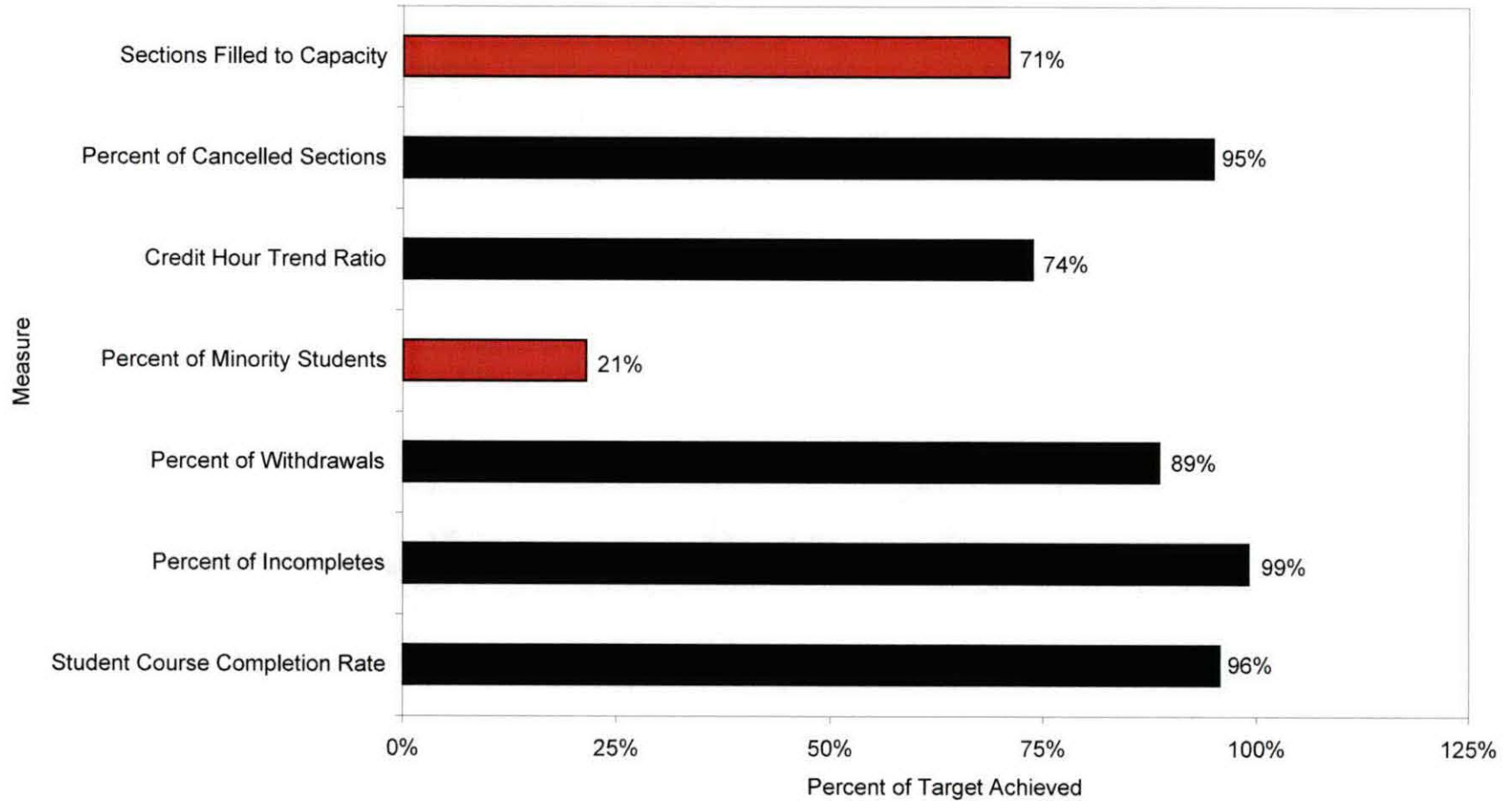
Oakland Community College Program Dashboard Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College Percent of Target Achieved 2007-08

Landscape Technology LST



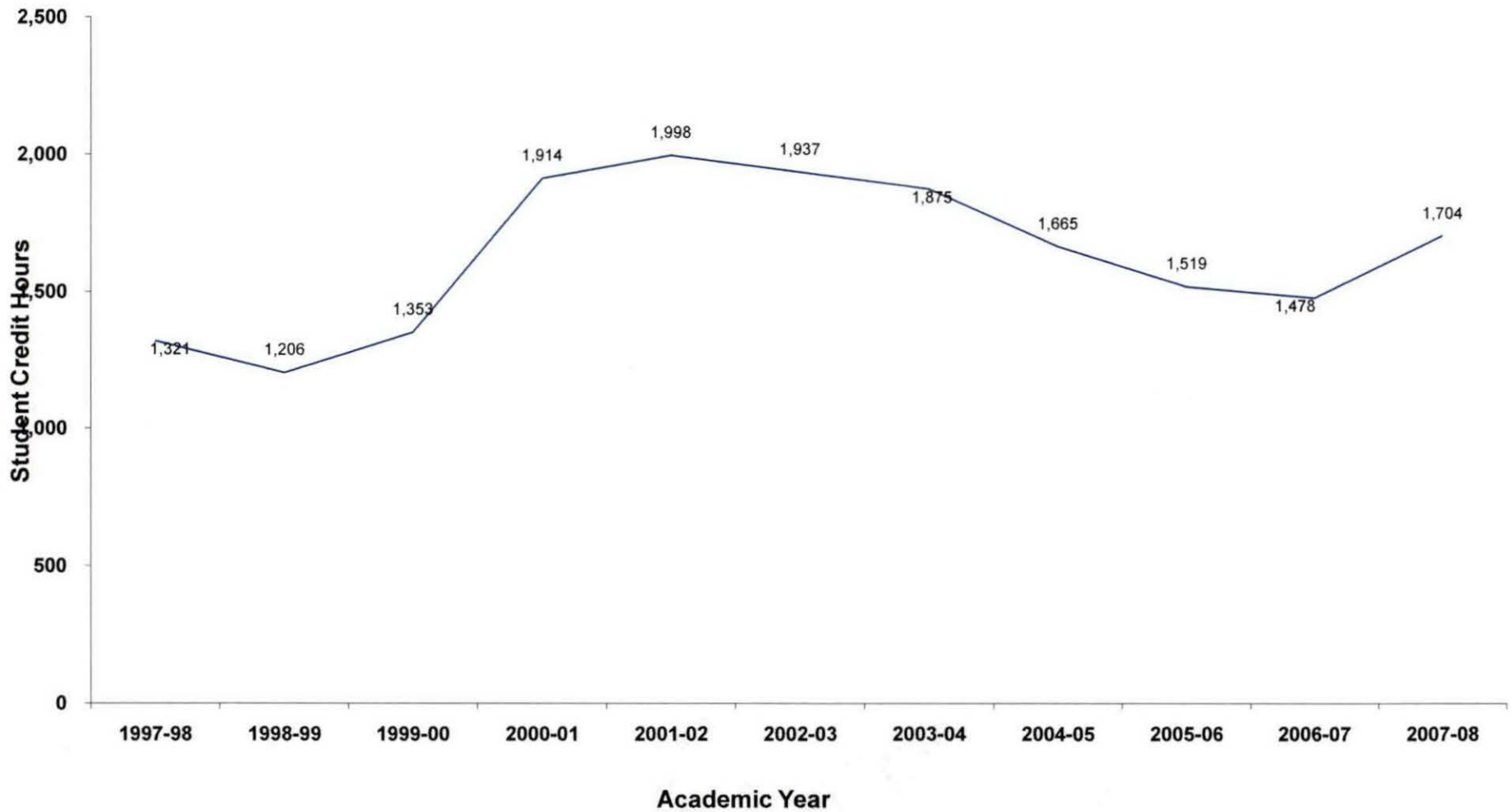
Oakland Community College Program Dashboard Report 2007-08

Landscape Technology LST Dashboard Score: 8.23

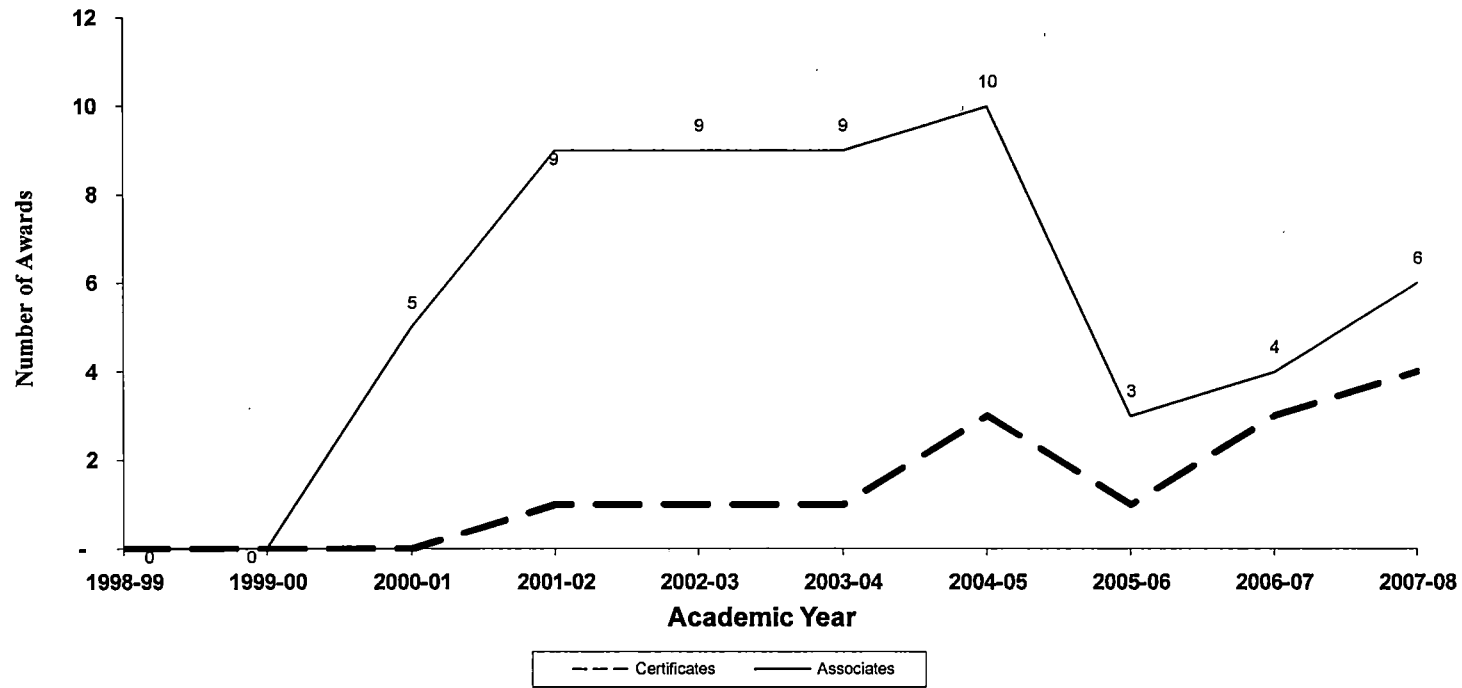
Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	63.8%	75.0%	90.0%	70.9%	18.3%	1.30
Percent of Cancelled Sections	5.1%	25.0%	0.0%	94.9%	14.8%	1.40
Credit Hour Trend Ratio	1.00	0.68	1.36	73.7%	17.6%	1.30
Percent of Minority Students	4.4%	18.5%	20.6%	21.5%	5.9%	0.13
Percent of Withdrawals	11.4%	15.0%	0.0%	88.6%	10.3%	0.91
Percent of Incompletes	0.9%	3.0%	0.0%	99.1%	6.5%	0.64
Student Course Completion Rate	71.7%	60.0%	75.0%	95.6%	26.6%	2.54

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Landscape Tech
1997-98 through 2007-08**

	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	2007-08 SCH	5-Year % Change	10-Year % Change
Landscape Tech	1,321	1,206	1,353	1,914	1,998	1,937	1,875	1,665	1,519	1,478	1,704	-12.0	29.0
College Wide Totals	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	506,474	5.8	17.4



**Oakland Community College
Associate Degrees and Certificates Awarded
Landscape Horticulture
1998-99 through 2007-08**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1998-99	0	0
1999-00	0	0
2000-01	0	5
2001-02	1	9
2002-03	1	9
2003-04	1	9
2004-05	3	10
2005-06	1	3
2006-07	3	4
2007-08	4	6

Occupational Projections (2008 – 2013)

The following projections are for those occupations most closely associated with this program based on national and regional labor market data. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

Landscape Horticulture Occupation Projections 2008-2013

Region Info										
Region: SE Michigan Four-County Region										
County Areas: Livingston, Michigan (26093), Macomb, Michigan (26099), Oakland, Michigan (26125), Wayne, Michigan (26163)										
SOC Code	Description	2008 Jobs	2013 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	2007 Median Hourly Earnings	2007 Avg Hourly Earnings	Education Level
11-9011	Farm, ranch, and other agricultural managers	28	30	2	7%	3	11%	\$35.87	\$34.77	Degree plus work experience
17-1012	Landscape architects	233	250	17	7%	39	17%	\$28.36	\$29.68	Bachelor's degree
37-1012	First-line supervisors/managers of landscaping, lawn service, and groundskeeping workers	1,730	1,908	178	10%	235	14%	\$20.92	\$22.49	Work experience in a related field
37-3011	Landscaping and groundskeeping workers	11,681	12,870	1,189	10%	1,939	17%	\$11.49	\$12	Short-term on-the-job training
		13,673	15,058	1,385	10%	2,215	16%	\$13.02	\$13.68	
Source: EMSI Covered Employment - Spring 2008 Release v. 2										

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms)

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

Current Occupation

11-9011.01 - Nursery and Greenhouse Managers

Plan, organize, direct, control, and coordinate activities of workers engaged in propagating, cultivating, and harvesting horticultural specialties, such as trees, shrubs, flowers, mushrooms, and other plants.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Administration and Management	Very Important	92	Advanced	62
Biology	Very Important	83	Advanced	62
Personnel and Human Resources	Important	67	Advanced	52
Production and Processing	Important	54	Advanced	50
Chemistry	Important	58	Advanced	50
Communications and Media	Somewhat Important	46	Intermediate	45
English Language	Important	58	Intermediate	45
Education and Training	Important	54	Intermediate	43
Sales and Marketing	Important	50	Intermediate	43
Design	Somewhat Important	42	Intermediate	43
Food Production	Somewhat Important	46	Intermediate	40
Clerical	Somewhat Important	38	Intermediate	40
Economics and Accounting	Somewhat Important	46	Intermediate	38
Customer and Personal Service	Somewhat Important	38	Intermediate	36
Mathematics	Somewhat Important	38	Intermediate	33
Psychology	Somewhat Important	29	Intermediate	29
Computers and Electronics	Not Important	21	Basic	24
Physics	Not Important	13	Basic	19
Law and Government	Not Important	13	Basic	17
Mechanical	Not Important	8	Basic	14
Telecommunications	Not Important	21	Basic	14
Fine Arts	Not Important	13	Basic	12
Geography	Not Important	13	Basic	12
Engineering and Technology	Not Important	4	Basic	12
Therapy and Counseling	Not Important	8	Basic	9
Transportation	Not Important	4	Basic	9
Sociology and Anthropology	Not Important	13	Basic	9
Public Safety and Security	Not Important	8	Basic	9
Building and Construction	Not Important	0	Basic	5
Foreign Language	Not Important	4	Basic	5
History and Archeology	Not Important	0	Basic	0
Medicine and Dentistry	Not Important	0	Basic	0
Philosophy and Theology	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Management of Personnel Resources	Very Important	83	Advanced	62
Coordination	Important	71	Advanced	59
Reading Comprehension	Important	63	Advanced	57
Active Listening	Important	54	Advanced	57
Speaking	Very Important	71	Advanced	57
Time Management	Very Important	79	Advanced	55
Judgment and Decision Making	Somewhat Important	75	Advanced	55
Monitoring	Very Important	46	Advanced	55
Management of Financial Resources	Somewhat Important	75	Advanced	52
Negotiation	Very Important	42	Advanced	52
Management of Material Resources	Somewhat Important	58	Advanced	52
Mathematics	Important	67	Advanced	52
Complex Problem Solving	Important	59	Advanced	50
Operations Analysis	Important	58	Intermediate	48
Active Learning	Important	50	Intermediate	48
Instructing	Somewhat Important	46	Intermediate	48
Writing	Important	50	Intermediate	48
Systems Evaluation	Important	52	Intermediate	46
Critical Thinking	Important	54	Intermediate	45
Equipment Selection	Somewhat Important	46	Intermediate	45
Learning Strategies	Somewhat Important	42	Intermediate	45
Systems Analysis	Somewhat Important	47	Intermediate	44
Social Perceptiveness	Somewhat Important	46	Intermediate	43
Science	Important	67	Intermediate	38
Quality Control Analysis	Somewhat Important	38	Intermediate	32
Service Orientation	Somewhat Important	25	Intermediate	31
Persuasion	Somewhat Important	29	Intermediate	29
Operation and Control	Not Important	21	Intermediate	26
Technology Design	Not Important	21	Basic	24
Operation Monitoring	Not Important	21	Basic	21
Equipment Maintenance	Not Important	16	Basic	19
Troubleshooting	Not Important	16	Basic	19
Repairing	Not Important	13	Basic	19
Installation	Not Important	8	Basic	12
Programming	Not Important	0	Basic	2

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Comprehension	Important	65	Advanced	60
Oral Expression	Very Important	75	Advanced	60
Written Comprehension	Important	70	Advanced	57
Written Expression	Important	60	Advanced	57
Number Facility	Important	55	Advanced	51
Deductive Reasoning	Important	55	Intermediate	49
Inductive Reasoning	Important	55	Intermediate	46
Fluency of Ideas	Somewhat Important	30	Intermediate	46
Mathematical Reasoning	Important	50	Intermediate	46
Originality	Somewhat Important	40	Intermediate	46
Information Ordering	Somewhat Important	45	Intermediate	43
Category Flexibility	Important	50	Intermediate	43
Visualization	Somewhat Important	40	Intermediate	43
Problem Sensitivity	Important	50	Intermediate	43
Memorization	Somewhat Important	40	Intermediate	37
Speech Clarity	Somewhat Important	45	Intermediate	37
Near Vision	Important	50	Intermediate	34
Speech Recognition	Somewhat Important	30	Intermediate	31
Trunk Strength	Somewhat Important	35	Intermediate	29
Visual Color Discrimination	Somewhat Important	35	Intermediate	29
Time Sharing	Somewhat Important	30	Intermediate	26
Flexibility of Closure	Somewhat Important	25	Intermediate	26
Wrist-Finger Speed	Somewhat Important	25	Intermediate	26
Finger Dexterity	Somewhat Important	25	Intermediate	26
Extent Flexibility	Not Important	15	Intermediate	26
Static Strength	Not Important	20	Intermediate	26
Speed of Closure	Not Important	20	Basic	23
Manual Dexterity	Not Important	20	Basic	23
Gross Body Coordination	Somewhat Important	30	Basic	23
Selective Attention	Somewhat Important	30	Basic	23
Arm-Hand Steadiness	Somewhat Important	25	Basic	20
Spatial Orientation	Not Important	10	Basic	20
Perceptual Speed	Not Important	15	Basic	17
Auditory Attention	Not Important	20	Basic	17
Control Precision	Not Important	20	Basic	17
Multilimb Coordination	Not Important	20	Basic	17
Gross Body Equilibrium	Not Important	15	Basic	14
Dynamic Strength	Not Important	15	Basic	14
Glare Sensitivity	Not Important	5	Basic	14
Far Vision	Not Important	20	Basic	14
Depth Perception	Not Important	10	Basic	11
Hearing Sensitivity	Not Important	10	Basic	11
Dynamic Flexibility	Not Important	5	Basic	11
Response Orientation	Not Important	5	Basic	9
Reaction Time	Not Important	5	Basic	9
Stamina	Not Important	15	Basic	9
Speed of Limb Movement	Not Important	10	Basic	9
Peripheral Vision	Not Important	10	Basic	9
Night Vision	Not Important	5	Basic	6
Explosive Strength	Not Important	5	Basic	3
Sound Localization	Not Important	0	Basic	3
Rate Control	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

17-1012.00 - Landscape Architects

Plan and design land areas for such projects as parks and other recreational facilities, airports, highways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Design	Very Important	99	Expert	86
Building and Construction	Important	71	Advanced	72
Engineering and Technology	Important	61	Advanced	63
Geography	Important	55	Advanced	59
Administration and Management	Important	66	Advanced	57
Biology	Somewhat Important	44	Advanced	51
Clerical	Somewhat Important	33	Advanced	51
Computers and Electronics	Important	58	Advanced	51
Mathematics	Important	55	Intermediate	49
English Language	Important	50	Intermediate	49
Sales and Marketing	Somewhat Important	48	Intermediate	49
Law and Government	Somewhat Important	45	Intermediate	47
Public Safety and Security	Somewhat Important	47	Intermediate	43
Fine Arts	Somewhat Important	42	Intermediate	38
Customer and Personal Service	Somewhat Important	38	Intermediate	38
Transportation	Somewhat Important	29	Intermediate	30
Communications and Media	Somewhat Important	29	Intermediate	29
Education and Training	Somewhat Important	28	Intermediate	29
Physics	Somewhat Important	26	Intermediate	29
Personnel and Human Resources	Somewhat Important	26	Intermediate	25
Chemistry	Not Important	20	Basic	24
Psychology	Somewhat Important	25	Basic	24
History and Archeology	Not Important	24	Basic	21
Production and Processing	Not Important	22	Basic	19
Economics and Accounting	Not Important	21	Basic	17
Sociology and Anthropology	Not Important	16	Basic	15
Mechanical	Not Important	12	Basic	13
Telecommunications	Not Important	20	Basic	13
Philosophy and Theology	Not Important	9	Basic	9
Foreign Language	Not Important	3	Basic	3
Food Production	Not Important	1	Basic	2
Therapy and Counseling	Not Important	3	Basic	1
Medicine and Dentistry	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Coordination	Very Important	76	Expert	83
Active Listening	Important	73	Advanced	72
Critical Thinking	Important	69	Advanced	71
Operations Analysis	Important	66	Advanced	70
Monitoring	Important	63	Advanced	70
Social Perceptiveness	Important	63	Advanced	69
Reading Comprehension	Important	71	Advanced	69
Active Learning	Important	69	Advanced	69
Mathematics	Important	66	Advanced	69
Writing	Important	68	Advanced	69
Complex Problem Solving	Important	67	Advanced	68
Speaking	Important	66	Advanced	67
Time Management	Very Important	79	Advanced	66
Instructing	Important	54	Advanced	64
Persuasion	Important	51	Advanced	63
Judgment and Decision Making	Important	69	Advanced	60
Equipment Selection	Somewhat Important	42	Advanced	59
Learning Strategies	Somewhat Important	46	Advanced	58
Management of Financial Resources	Important	57	Advanced	58
Service Orientation	Somewhat Important	49	Advanced	52
Systems Evaluation	Somewhat Important	41	Advanced	51
Negotiation	Important	55	Advanced	51
Management of Personnel Resources	Important	57	Advanced	51
Technology Design	Somewhat Important	43	Intermediate	46
Science	Somewhat Important	43	Intermediate	44
Troubleshooting	Somewhat Important	40	Intermediate	42
Management of Material Resources	Somewhat Important	32	Intermediate	41
Quality Control Analysis	Somewhat Important	38	Intermediate	40
Systems Analysis	Somewhat Important	29	Intermediate	35
Equipment Maintenance	Not Important	22	Basic	22
Operation and Control	Not Important	18	Basic	21
Installation	Not Important	12	Basic	17
Repairing	Not Important	16	Basic	15
Programming	Not Important	10	Basic	10
Operation Monitoring	Not Important	7	Basic	7

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Expression	Very Important	78	Advanced	68
Oral Comprehension	Very Important	78	Advanced	66
Visualization	Very Important	75	Advanced	63
Deductive Reasoning	Important	72	Advanced	63
Written Expression	Very Important	78	Advanced	63
Fluency of Ideas	Very Important	75	Advanced	61
Originality	Very Important	78	Advanced	61
Written Comprehension	Very Important	75	Advanced	61
Near Vision	Important	69	Advanced	61
Problem Sensitivity	Important	72	Advanced	59
Information Ordering	Very Important	75	Advanced	57
Category Flexibility	Important	69	Advanced	57
Inductive Reasoning	Important	72	Advanced	55
Mathematical Reasoning	Important	56	Advanced	52
Far Vision	Important	63	Advanced	52
Speech Recognition	Important	69	Advanced	50
Speed of Closure	Somewhat Important	44	Advanced	50
Number Facility	Somewhat Important	44	Intermediate	48
Flexibility of Closure	Important	50	Intermediate	48
Speech Clarity	Important	72	Intermediate	45
Time Sharing	Somewhat Important	47	Intermediate	43
Perceptual Speed	Important	53	Intermediate	43
Selective Attention	Important	53	Intermediate	39
Memorization	Somewhat Important	41	Intermediate	39
Visual Color Discrimination	Somewhat Important	44	Intermediate	39
Control Precision	Somewhat Important	31	Intermediate	34
Depth Perception	Somewhat Important	44	Intermediate	34
Arm-Hand Steadiness	Somewhat Important	31	Intermediate	34
Finger Dexterity	Somewhat Important	41	Intermediate	34
Manual Dexterity	Somewhat Important	28	Intermediate	32
Auditory Attention	Somewhat Important	31	Intermediate	32
Multilimb Coordination	Somewhat Important	31	Intermediate	30
Reaction Time	Not Important	19	Intermediate	29
Glare Sensitivity	Not Important	22	Intermediate	25
Gross Body Equilibrium	Not Important	16	Basic	23
Hearing Sensitivity	Not Important	22	Basic	23
Spatial Orientation	Not Important	13	Basic	13
Extent Flexibility	Not Important	3	Basic	4
Gross Body Coordination	Not Important	3	Basic	4
Trunk Strength	Not Important	3	Basic	4
Sound Localization	Not Important	0	Basic	0
Speed of Limb Movement	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Static Strength	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Response Orientation	Not Important	0	Basic	0
Dynamic Strength	Not Important	0	Basic	0
Rate Control	Not Important	0	Basic	0
Stamina	Not Important	0	Basic	0
Wrist-Finger Speed	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

37-1012.00 - First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers

Plan, organize, direct, or coordinate activities of workers engaged in landscaping or groundskeeping activities, such as planting and maintaining ornamental trees, shrubs, flowers, and lawns, and applying fertilizers, pesticides, and other chemicals, according to contract specifications. May also coordinate activities of workers engaged in terracing hillsides, building retaining walls, constructing pathways, installing patios, and similar activities in following a landscape design plan. Work may involve reviewing contracts to ascertain service, machine, and work force requirements; answering inquiries from potential customers regarding methods, material, and price ranges; and preparing estimates according to labor, material, and machine costs.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Mechanical	Important	56	Advanced	64
Education and Training	Important	61	Advanced	62
Customer and Personal Service	Important	66	Advanced	55
Administration and Management	Very Important	76	Advanced	54
English Language	Important	67	Advanced	50
Mathematics	Important	56	Advanced	50
Public Safety and Security	Important	70	Intermediate	47
Building and Construction	Important	54	Intermediate	45
Design	Somewhat Important	45	Intermediate	43
Chemistry	Somewhat Important	44	Intermediate	40
Production and Processing	Somewhat Important	45	Intermediate	39
Clerical	Somewhat Important	42	Intermediate	38
Law and Government	Important	52	Intermediate	37
Personnel and Human Resources	Somewhat Important	37	Intermediate	37
Physics	Somewhat Important	31	Intermediate	35
Computers and Electronics	Somewhat Important	30	Intermediate	34
Engineering and Technology	Somewhat Important	33	Intermediate	33
Biology	Somewhat Important	38	Intermediate	33
Economics and Accounting	Somewhat Important	41	Intermediate	30
Transportation	Somewhat Important	39	Intermediate	29
Sales and Marketing	Not Important	24	Intermediate	28
Psychology	Not Important	22	Basic	23
Therapy and Counseling	Not Important	14	Basic	19
Geography	Not Important	22	Basic	18
Communications and Media	Not Important	12	Basic	16
Sociology and Anthropology	Not Important	15	Basic	13
Foreign Language	Not Important	16	Basic	13
Telecommunications	Not Important	19	Basic	13
Medicine and Dentistry	Not Important	8	Basic	11
Food Production	Not Important	12	Basic	9
Philosophy and Theology	Not Important	4	Basic	6
History and Archeology	Not Important	4	Basic	4
Fine Arts	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Monitoring	Very Important	78	Expert	78
Coordination	Very Important	78	Advanced	74
Instructing	Very Important	86	Advanced	70
Equipment Selection	Very Important	78	Advanced	68
Equipment Maintenance	Very Important	81	Advanced	66
Mathematics	Important	72	Advanced	66
Speaking	Very Important	83	Advanced	66
Time Management	Very Important	75	Advanced	66
Writing	Important	70	Advanced	65
Management of Personnel Resources	Important	70	Advanced	65
Operations Analysis	Important	69	Advanced	64
Reading Comprehension	Very Important	80	Advanced	64
Learning Strategies	Important	66	Advanced	64
Judgment and Decision Making	Important	73	Advanced	64
Critical Thinking	Very Important	80	Advanced	63
Systems Analysis	Important	61	Advanced	63
Repairing	Important	68	Advanced	62
Active Learning	Important	68	Advanced	62
Active Listening	Very Important	85	Advanced	62
Troubleshooting	Important	73	Advanced	61
Persuasion	Important	54	Advanced	58
Social Perceptiveness	Important	63	Advanced	58
Service Orientation	Important	60	Advanced	57
Operation and Control	Important	56	Advanced	57
Complex Problem Solving	Important	64	Advanced	56
Systems Evaluation	Important	53	Advanced	54
Negotiation	Important	60	Advanced	54
Quality Control Analysis	Important	58	Advanced	53
Operation Monitoring	Important	54	Advanced	52
Management of Material Resources	Important	58	Intermediate	48
Installation	Important	50	Intermediate	46
Technology Design	Somewhat Important	36	Intermediate	42
Management of Financial Resources	Important	56	Intermediate	41
Science	Somewhat Important	47	Intermediate	39
Programming	Not Important	23	Basic	22

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Expression	Very Important	75	Advanced	54
Oral Comprehension	Very Important	78	Advanced	54
Deductive Reasoning	Important	60	Intermediate	46
Near Vision	Important	60	Intermediate	46
Information Ordering	Important	53	Intermediate	45
Written Expression	Important	60	Intermediate	45
Problem Sensitivity	Important	66	Intermediate	45
Speech Clarity	Important	63	Intermediate	45
Written Comprehension	Important	60	Intermediate	45
Inductive Reasoning	Important	50	Intermediate	45
Manual Dexterity	Important	53	Intermediate	43
Category Flexibility	Important	56	Intermediate	43
Visual Color Discrimination	Somewhat Important	41	Intermediate	43
Control Precision	Important	56	Intermediate	43
Originality	Important	53	Intermediate	43
Visualization	Important	53	Intermediate	43
Multilimb Coordination	Important	63	Intermediate	43
Arm-Hand Steadiness	Important	60	Intermediate	43
Far Vision	Somewhat Important	44	Intermediate	41
Fluency of Ideas	Somewhat Important	44	Intermediate	41
Speech Recognition	Important	56	Intermediate	41
Static Strength	Important	50	Intermediate	41
Depth Perception	Somewhat Important	47	Intermediate	41
Time Sharing	Important	50	Intermediate	41
Trunk Strength	Somewhat Important	41	Intermediate	39
Perceptual Speed	Somewhat Important	44	Intermediate	39
Auditory Attention	Somewhat Important	41	Intermediate	39
Finger Dexterity	Important	50	Intermediate	39
Flexibility of Closure	Somewhat Important	47	Intermediate	38
Selective Attention	Important	50	Intermediate	38
Hearing Sensitivity	Somewhat Important	38	Intermediate	34
Reaction Time	Somewhat Important	38	Intermediate	34
Extent Flexibility	Somewhat Important	38	Intermediate	34
Response Orientation	Somewhat Important	35	Intermediate	34
Stamina	Somewhat Important	38	Intermediate	32
Rate Control	Somewhat Important	35	Intermediate	32
Mathematical Reasoning	Somewhat Important	31	Intermediate	29
Number Facility	Somewhat Important	35	Intermediate	29
Memorization	Somewhat Important	28	Intermediate	27
Speed of Closure	Somewhat Important	31	Intermediate	27
Gross Body Coordination	Somewhat Important	25	Intermediate	25
Dynamic Strength	Somewhat Important	31	Basic	23
Speed of Limb Movement	Not Important	22	Basic	21
Spatial Orientation	Not Important	22	Basic	20
Gross Body Equilibrium	Not Important	22	Basic	20
Glare Sensitivity	Not Important	22	Basic	20
Sound Localization	Not Important	19	Basic	16
Night Vision	Not Important	19	Basic	16
Peripheral Vision	Not Important	22	Basic	16
Wrist-Finger Speed	Not Important	13	Basic	14
Dynamic Flexibility	Not Important	9	Basic	7
Explosive Strength	Not Important	3	Basic	4

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

37-3011.00 - Landscaping and Groundskeeping Workers

Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Mechanical	Important	57	Advanced	54
Customer and Personal Service	Somewhat Important	38	Intermediate	37
English Language	Somewhat Important	40	Intermediate	34
Administration and Management	Somewhat Important	38	Intermediate	33
Building and Construction	Somewhat Important	28	Intermediate	29
Production and Processing	Not Important	24	Intermediate	27
Chemistry	Not Important	21	Intermediate	27
Education and Training	Not Important	19	Intermediate	25
Personnel and Human Resources	Somewhat Important	25	Basic	24
Transportation	Somewhat Important	27	Basic	23
Public Safety and Security	Somewhat Important	27	Basic	22
Mathematics	Not Important	24	Basic	21
Biology	Not Important	21	Basic	20
Engineering and Technology	Not Important	16	Basic	20
Design	Not Important	13	Basic	19
Psychology	Not Important	18	Basic	18
Law and Government	Not Important	19	Basic	18
Geography	Not Important	15	Basic	18
Physics	Not Important	14	Basic	17
Sales and Marketing	Not Important	15	Basic	15
Telecommunications	Not Important	10	Basic	11
Clerical	Not Important	14	Basic	10
Economics and Accounting	Not Important	9	Basic	10
Communications and Media	Not Important	11	Basic	9
Food Production	Not Important	13	Basic	9
Foreign Language	Not Important	11	Basic	9
Medicine and Dentistry	Not Important	4	Basic	5
Computers and Electronics	Not Important	4	Basic	5
Therapy and Counseling	Not Important	3	Basic	5
Sociology and Anthropology	Not Important	3	Basic	4
Philosophy and Theology	Not Important	2	Basic	3
History and Archeology	Not Important	2	Basic	1
Fine Arts	Not Important	1	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Listening	Important	67	Advanced	60
Equipment Maintenance	Important	74	Advanced	53
Equipment Selection	Important	55	Intermediate	48
Reading Comprehension	Important	56	Intermediate	47
Repairing	Important	51	Intermediate	45
Time Management	Important	50	Intermediate	44
Coordination	Somewhat Important	45	Intermediate	43
Troubleshooting	Somewhat Important	48	Intermediate	42
Social Perceptiveness	Somewhat Important	43	Intermediate	42
Operation Monitoring	Somewhat Important	40	Intermediate	42
Speaking	Important	66	Intermediate	40
Instructing	Somewhat Important	44	Intermediate	39
Judgment and Decision Making	Somewhat Important	44	Intermediate	37
Monitoring	Somewhat Important	40	Intermediate	36
Learning Strategies	Somewhat Important	39	Intermediate	34
Writing	Somewhat Important	33	Intermediate	34
Installation	Somewhat Important	38	Intermediate	34
Service Orientation	Somewhat Important	35	Intermediate	34
Operation and Control	Somewhat Important	33	Intermediate	33
Active Learning	Somewhat Important	39	Intermediate	33
Mathematics	Somewhat Important	34	Intermediate	32
Critical Thinking	Somewhat Important	33	Intermediate	29
Negotiation	Somewhat Important	35	Intermediate	29
Systems Analysis	Somewhat Important	30	Intermediate	28
Quality Control Analysis	Somewhat Important	33	Intermediate	28
Complex Problem Solving	Somewhat Important	30	Intermediate	28
Persuasion	Somewhat Important	26	Intermediate	28
Operations Analysis	Somewhat Important	26	Intermediate	26
Management of Personnel Resources	Somewhat Important	28	Intermediate	25
Management of Material Resources	Somewhat Important	34	Basic	23
Management of Financial Resources	Not Important	20	Basic	20
Technology Design	Not Important	20	Basic	20
Systems Evaluation	Not Important	18	Basic	18
Science	Not Important	19	Basic	16
Programming	Not Important	3	Basic	3

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Multilimb Coordination	Important	66	Advanced	50
Control Precision	Important	60	Intermediate	48
Static Strength	Important	56	Intermediate	48
Trunk Strength	Important	50	Intermediate	45
Oral Comprehension	Important	56	Intermediate	45
Manual Dexterity	Important	56	Intermediate	43
Extent Flexibility	Important	53	Intermediate	43
Selective Attention	Important	50	Intermediate	43
Near Vision	Important	56	Intermediate	43
Arm-Hand Steadiness	Important	66	Intermediate	43
Oral Expression	Important	50	Intermediate	41
Visualization	Important	50	Intermediate	41
Information Ordering	Somewhat Important	44	Intermediate	39
Category Flexibility	Somewhat Important	47	Intermediate	39
Finger Dexterity	Somewhat Important	47	Intermediate	39
Deductive Reasoning	Somewhat Important	47	Intermediate	39
Inductive Reasoning	Somewhat Important	44	Intermediate	39
Problem Sensitivity	Important	50	Intermediate	38
Depth Perception	Somewhat Important	38	Intermediate	38
Reaction Time	Somewhat Important	38	Intermediate	36
Visual Color Discrimination	Somewhat Important	38	Intermediate	36
Gross Body Coordination	Somewhat Important	38	Intermediate	36
Written Comprehension	Somewhat Important	38	Intermediate	36
Hearing Sensitivity	Somewhat Important	28	Intermediate	34
Far Vision	Somewhat Important	44	Intermediate	34
Written Expression	Somewhat Important	38	Intermediate	34
Stamina	Somewhat Important	41	Intermediate	34
Auditory Attention	Somewhat Important	38	Intermediate	34
Speech Recognition	Important	53	Intermediate	34
Speech Clarity	Important	50	Intermediate	34
Perceptual Speed	Somewhat Important	41	Intermediate	32
Originality	Somewhat Important	31	Intermediate	32
Flexibility of Closure	Somewhat Important	41	Intermediate	30
Fluency of Ideas	Somewhat Important	31	Intermediate	30
Response Orientation	Somewhat Important	35	Intermediate	30
Gross Body Equilibrium	Somewhat Important	35	Intermediate	30
Speed of Limb Movement	Somewhat Important	31	Intermediate	29
Time Sharing	Somewhat Important	31	Intermediate	29
Dynamic Strength	Somewhat Important	35	Intermediate	29
Glare Sensitivity	Somewhat Important	28	Intermediate	29
Rate Control	Somewhat Important	41	Intermediate	29
Peripheral Vision	Not Important	22	Basic	23
Spatial Orientation	Not Important	22	Basic	20
Speed of Closure	Not Important	19	Basic	20
Wrist-Finger Speed	Not Important	22	Basic	18
Night Vision	Not Important	19	Basic	16
Number Facility	Not Important	19	Basic	16
Memorization	Not Important	16	Basic	14
Sound Localization	Not Important	13	Basic	13
Mathematical Reasoning	Not Important	16	Basic	13
Dynamic Flexibility	Not Important	9	Basic	9
Explosive Strength	Not Important	6	Basic	5

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

**Landscape Horticulture
Program Assessment Plan**

Last Revised 3/31/2008

Statement of Purpose

The various options within the Landscape Horticulture program prepare students for careers in the Green Industry. Students will have a strong foundation in plant and soil science, plant identification, insect and disease diagnostics. They will be prepared to develop plant health care programs for the various Green Industry options available.

Landscape Horticulture Program Assessment Plan

Learning Outcome

Students will be able to identify plant material and surrounding site conditions.

Benchmark	Assessment Method	Assessment Date
443.1A 75% of students will present a detailed plant material list at a grade level of C or better.	Quizzes and exams.	7/1/2008

Landscape Horticulture Program Assessment Plan

Learning Outcome

Students will outline a site program using appropriate cultural and maintenance practices.

Benchmark	Assessment Method	Assessment Date
443.2A 75% of students will complete a maintenance program at a grade level of C or better.	Rubric	7/1/2008

**Landscape Horticulture
Program Assessment Plan**

Learning Outcome

Students will identify potential pest problems for a given group of plants and site.

Benchmark	Assessment Method	Assessment Date
443.3A 75% of students will correctly identify insects, diseases and pests at a grade level of C or better.	Quizzes and exams.	7/1/2008

Landscape Horticulture
Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

Statement of Purpose

The various options within the Landscape Horticulture program prepare students for careers in the Green Industry. Students will have a strong foundation in plant and soil science, plant identification, insect and disease diagnostics. They will be prepared to develop plant health care programs for the various Green Industry options available.

Within this timeframe:

- 4 Benchmarks were scheduled to be assessed**
- 4 Benchmarks were assessed**
- 0 Benchmarks were not assessed**

Note: The following pages reflect findings for those Benchmarks that were assessed.

Landscape Horticulture
Summary of Program Assessment Findings
7/1/2007 to 6/30/2008

Learning Outcome

Students will be able to identify plant material and surrounding site conditions.

Benchmark

443.1A 75% of students will present a detailed plant material list at a grade level of C or better.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
We need to find a way to include the data from adjuncts.	Yes	We need to find a way to include the data from adjuncts.	7/1/2007	

Benchmark

443.1B 75% of students will present a site condition report at a grade level of C or better.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
We don't have an individual class or project that allows us to assess this benchmark. We expect students to be able to do this by the time they've finished the program but the pull this info from a number of different courses.	No	We don't have an individual class or project that allows us to assess this benchmark. We expect students to be able to do this by the time they've finished the program but the pull this info from a number of different courses.	7/1/2007	In Progress

Landscape Horticulture
Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

Learning Outcome

Students will outline a site program using appropriate cultural and maintenance practices.

Benchmark

443.2A 75% of students will complete a maintenance program at a grade level of C or better.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
	Yes		7/1/2007	

Landscape Horticulture
Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

Learning Outcome

Students will identify potential pest problems for a given group of plants and site.

Benchmark

443.3A 75% of students will correctly identify insects, diseases and pests at a grade level of C or better.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
Since this class is offered only once per year and one section at that, the number of students being used is relatively small and the number might be significantly different from year to year.	Yes	Since this class is offered only once per year and one section at that, the number of students being used is relatively small and the number might be significantly different from year to year.	7/1/2007	



**OAKLAND
COMMUNITY
COLLEGE**

Curriculum Review Committee Recommendations

Landscape Horticulture

Faculty Coordinator: Michelle Mitchell

April 3, 2009

Oakland Community College is the only community college in the state to offer an Associate's Degree in Landscape Horticulture Technology.

Curriculum

- Nine course catalogue descriptions require minor changes and will be taken through Curriculum Instructional Committee
- Upon syllabi review it is recommended that all syllabi meet the FMA requirements. The faculty coordinator has created a template for adjunct usage and was informed that a template is also on the P drive.
- To better communication with adjuncts, the faculty coordinator will explore Bb for posting sample syllabi, notes on concentrations per chapter, teaching tips. (adjuncts as students and LHT faculty as instructor)
- Consider each semester a meeting with adjuncts for update of college/program information
- The faculty coordinator has identified through the Landscape Horticulture Technology advisory committee potential job opportunities which could be sent to counseling for dissemination during this difficult economic times
- Consider communications with the dean regarding possible program coordinator following FMA guidelines.
- Consider adding arboriculture as a required course and taking it through the College Instruction Committee
- Consider removing the science requirements under Supportive Requirements and let students choose GE science/math requirement for degree requirements
- Consider removing the suggested electives
- With removal of the science requirements and the suggested electives changes to the page layout will be required
- Consider placing in the Schedule of Classes notes and/or course description the recommendation that LST 1120 and 1140 not to be taken together
- The dean and faculty for the Landscape Horticulture Technology to discuss how to make this program more manageable for faculty and adjuncts.



OAKLAND
COMMUNITY
COLLEGE

COLLEGE
CURRICULUM
REVIEW
COMMITTEE

CURRICULUM REVIEW SELF-STUDY
Recommendations

Program/Discipline: Landscape Horticulture

Coordinator(s): Michelle Mitchell

Review Date: April 21, 2006

Today's Date: September 2, 2008

Recommendations for Landscape Design Review on April 21, 2006

- Add a course to the program that offers bidding/ proposal and entrepreneurship
- Add a course to the program specific to problem solving solutions from a plant perspective versus architectural This has occurred LST 2330.
- Combine LST 2280 (Landscape Illustration) and 2440 (Landscape Perspective)combine to a rendering class (more skill development from a design/build landscape architecture approach) This has occurred LST 2350.
- Market the program to high school students for day classes. This is an ongoing effort on our part, Marshall has gone to several Vocational open houses and spoken with teachers in Oakland, Macomb and Lapeer Counties.
- Change course catalogue description to reflect design/build approach. This has occurred.
- Recommend ARC 2110 (Architectural Site Development) to be eliminated from Required Supportive Courses and create a course for landscape site development. This has occurred
- ADA notification needs to be clearly stated in all syllabi. Requires another review to make sure all adjuncts are complying.
- Consider DDT 1000 or CAD 1100 as a possible pre-requisite or combined class. Considered, not implemented.
- Recommend requests Perkins dollars for equipment needs. This has occurred.
- Update Program Assessment Plan. This has occurred.
- Recommend that LST 2403 (Advanced Field Project) be considered capstone course. We are currently considering how to best achieve this recommendation.
- Remove Art 1510 and 1520 from Require Supportive Courses list. Students will choose FA/HUM from General Education Distribution list. This has occurred.
- Increase course fees to meet costs. We still need to do this.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number LST 1110		X
Course Number LST 1120	X	
Course Number LST 1140	X	
Course Number LST 1210		X
Course Number LST 1220		
Course Number LST 1230		
Course Number LST 1300	X	
Course Number LST 1403	X	
Course Number LST 2010	X	
Course Number LST 2210	X	
Course Number LST 2310	X	
Course Number LST 2340	X	
Course Number LST 2370		
Course Number LST 2400		
Course Number LST 2403	X	

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

A number of the course descriptions require updating. In some cases changes are needed to provide accurate information in other cases more information would impart a greater understanding of the material covered. Of the fifteen course descriptions reviewed nine are being suggested for revision.

**SAMPLE SYLLABUS LANDSCAPE COURSES
LST XXXX
SEMESTER YEAR**

Instructor:

Office number:

Phone number:

E-mail:

Office Hours:

Class Meeting: day,time,room

Course Description and prerequisite:

Course Goals:

Topic Schedule:

Tentative Schedule of Assignments and Tests:

Grading Standards and Practices:

Required Books and Supplies:

List of Supportive Materials and how they are available:

Course Policies:

Issuance of withdrawals

Issuance of incompletes

Attendance

Electronic equipment

Make-up quizzes or exams

Student Policies in OCC Catalog

Description of Required Computing Skills

Policy on Use of Computing Resources

Plagiarism

Additional Resources:

ADA Notification:

Safety Instructions: (particularly for LST 1300, 1230, 2400)

Student Bill of Responsibilities

Disclaimer Allowing for Reasonable Revisions

Examples for use follow on the next page

COURSE POLICIES AND REQUIREMENTS: It is the responsibility of the student to be correctly enrolled in the course. A final grade will be awarded at the end of the term unless the student officially withdraws from the course. **I DO NOT ASSIGN WP OR WF GRADES. Please check the website and schedule of classes for the last date to withdraw.**

INCOMPLETE (I) grades will be assigned only under extraordinary circumstances. The Natural Science Department policy is to reserve the 'I' grade for situations in which the student has completed nearly all the course requirements (e.g. 80% or more) and is confronted with an exceptional situation (e.g., incapacitating accident, family member death) that prohibits them from completion of the course. Incomplete grades are not assigned to allow one to retake a course in which they performed poorly or from which they forgot to officially withdraw.

MAKE-UP POLICY: Missed quizzes and exams can not be made up. Your lowest two quizzes will be dropped.

MID-WINTER BREAK is March 2 - 7. The traditional K-12 Easter break for many is a time for family vacations, students electing to vacation at this time are responsible for any missed work, quizzes and exams **will not** be given at alternative times to accommodate vacations.

COURSE DESCRIPTION: The student will study 80 flowering annuals and perennials common to landscaping using both botanical and common names. Their uses and culture will be discussed. No prerequisites required.

COURSE OBJECTIVE: Students will be introduced to the annual and perennial flowering plants suitable for gardens in Michigan and similar climates. They will demonstrate an ability to identify and select appropriate uses for these plants.

ADDITIONAL RESOURCES: The Academic Support Center (ASC), (248) 232-4435, located in B-110 provides seminars on note-taking skills, reading comprehension improvement, test-taking skills and time management. The computer lab in F-116, is available for your use, internet access is available in the library and B Building hallway. The LRC (library) is located in D-building.

ADA NOTIFICATION: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the A.C.E.S.S. office and inform the instructor of any special conditions pertaining to their learning. The A.C.E.S.S. office is located in B-112, phone (242) 232-4080.

RIGHTS AND RESPONSIBILITIES: It is expected that you obtain and read The Student Handbook, which is available in the bookstore. The following is an excerpt from the handbook:

WHAT THE COLLEGE EXPECTS OF STUDENTS: A BILL OF RESPONSIBILITIES FOR OCC STUDENTS

1. **Motivation:** The College expects students to be sufficiently motivated to the extent that they come to class prepared to learn and to demonstrate what they have learned.
2. **Commitment:** The College expects student to be committed to learning as exemplified by attending class, completing assignments, participating in discussions, preparing for examinations and excelling where possible.
3. **Time:** The College expects students to devote sufficient time to their studies for the successful completion of all assignments.
4. **Effort:** The College expects students to put forth maximum effort toward learning so that their full potential can be realized.
5. **Consideration:** The College expects students to be considerate of each other and of their instructors so that everyone can benefit maximally from the teaching-learning experience.

BEHAVIOR ISSUES: Be aware that if you have complaints regarding the behavior of your fellow students or instructor, that you have the right to pursue a satisfactory resolution to the problem. The first step is to discuss all problems with your instructor. If this doesn't rectify the problem, the next step is to see the department chair.

I AM REQUESTING NO STRONG PERFUMES, COLOGNES OR SCENTS TO BE WORN IN CLASS.

TECHNOLOGY POLICY: All cell phones, palm pilots, blackberries and i-pods should be kept in your book bag on silent mode. Usage of any digital or recording devices is prohibited in the classroom. **NO electronic equipment shall be visible during quizzes. If you violate this policy you will receive a zero for the quiz and will not be allowed a retake.**

ACADEMIC DISHONESTY POLICY: Plagiarism, test cheating and other forms of dishonesty will not be tolerated. The first infraction will incur the grade of zero for the assignment in question; the second cheating/plagiarism episode will result in an "F" grade for the course. All alleged infractions will be forwarded to the appropriate administrators.

Schedule is Tentative: The instructor may make reasonable revisions, as circumstances require. Any reasonable revision will be announced in class.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

There are a few syllabi in different courses that are missing mandatory information. The majority belonged to adjuncts. I developed a syllabi template to be used by the adjuncts and full-time faculty.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Sections in the Landscape Horticulture Program filled to 63.8% capacity compared to the college wide average of 85.6% and down from the previous year which averaged 73.2%. Most of the drop in this past year can be attributed to the Landscape Academy which drew enrollment away from the traditional courses. This has been addressed in the Annual Scheduling process and three sections have been dropped and offerings have been staggered to reflect past practices. We will not be offering a Landscape Academy next year.

Percent section completion of courses in Landscape Horticulture Program averaged 71.7% above the college wide average of 67.4%. The credit hour trend ratio was 1.0, while the college wide was 1.02.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

The Dashboard data indicate a below average college enrollment of minority students (4.4%), which is consistent with minority participation in industry organizations. It is unclear whether there is a segment of the industry being underserved or if there are fewer than the college average of 28.7% in the industry itself. The largest minority population in the Landscape Industry would be Hispanic.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The Landscape Horticulture Program scored higher in all three categories than the college wide average of Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate. It would appear that those students who are interested in Landscape Horticulture are better prepared and committed to their course work than the college wide student average.

**ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:**

Data from the Dashboard Report indicate that students in the Landscape Horticulture program withdraw less, request fewer incompletes and finish the course at a greater percent than the college wide average. The credit hour trend ratio is unchanged from the previous year. The data is consistent with faculty observations on the percentage of sections filled to capacity. This has been addressed in the annual scheduling process and an improvement should be forthcoming.

Currently we advertise the Horticulture Program in the Michigan Gardener, recruitment is strategically targeted to Green Industry conferences and programming, Oakland Schools vocational programs, and Oakland Community College's open house.

The percent of minority students is far less in the Horticulture Program than college wide which is indicative of the minority average in the industry.

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

- Cold Frame – Winter storage of plants and non-motorized equipment.
- Conservatory – Building and breakdown of displays for plant and construction work.
- Truck (3/4 Ton) and trailer with small equipment to round out the tools necessary for a commercial turf operation..
- Program co-coordinator.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

The Discipline feels several of the course descriptions need to be revised to reflect the material taught. Although the courses have not changed substantially, a better written description will give more information on the courses for students and others that might find the information relevant.

The Landscape Horticulture Program would be well served by undergoing a streamlining similar to what was done for the Landscape Design Program. The following changes are suggested:

- Add LST 2400, Arboriculture as a major requirement. The course content increases the students skill base in the culture and care of trees, increasing their occupational opportunities.
- Remove specific science requirements and allow students to choose the science that best suits their educational and professional goals.
- Remove all Suggested Electives.
- Change the page layout to reflect the format used for the Landscape Design Program.
 - Major Requirements
 - LST 1110
 - LST 1120
 - LST 1140
 - LST 1210
 - LST 1220 or LST 1230
 - LST 1403
 - LST 2010
 - LST 2210
 - LST 2310
 - LST 2340
 - LST 2370
 - LST 2400
 - LST 2430
 - Required Supportive Courses
 - SPE 1290
 - BIO 1320

DISCIPLINE/PROGRAM NEEDS AND RESOURCES

REVIEW SUMMARY:

Minor course program revisions and course description will update the Landscape Horticulture Program, streamline program requirements in the Course Catalog, and provide students flexibility in choosing electives.

The resource needs identified would expose students to more equipment used in the industry. It was also allow them to work toward a Commercial Drivers License, which was identified as an employer need.

DATA ANALYSIS

G.COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. Discuss how does your program serves transferring students.
Students can transfer the Landscape Horticulture Program to Eastern Michigan Universities Bachelor of Science in Technology Management, which is the closest fit and use of the degree. Oakland University has a Bachelor of Integrative Studies Program.
2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.
Currently there are no articulation agreements with Universities.
3. Discuss employment opportunities for students in both the current and future job market. Given the current economic conditions world wide it is difficult to accurately predict the job market for the next 2-3 years. The Occupational forecast data reported in the materials from the Office of Assessment and Effectiveness were obtained from EMSI (Economic Modeling Specialist, Inc.). Two of the four job categories are a close fit for the Landscape Horticulture Program, First-line supervisors/managers and landscaping workers. The Landscape Horticulture Program does not educate students for the position of Landscape Architect. The number of expected jobs in the Livingston, Macomb, Oakland and Wayne count area is roughly 13,000 far greater than the number students we serve. I collected data from the State of Michigan website www.michigan.gov/document/nwlb/ that more closely matched the job placement objectives of the program. The expected number of job openings is 1783, again significantly above the number of students seeking employment.
4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.
The Arboriculture class will be added to the required courses for the certificate and degree. This will provide students with a broader knowledge basis and greater employment opportunities. Often employees of Landscape companies are asked to prune or care for small trees and shrubs. This additional skill set makes the employee more valuable.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

We were very excited to learn that the Landscape Horticulture Program was transferable to Eastern Michigan and was specifically named as transferring to their Bachelor of Science in Technology Management. We have had several students transfer individual courses to Michigan State University but never the entire program. This will provide additional options for students seeking a Bachelor degree and possibly provide incentive for them to finish their associate degree at Oakland Community College. We will provide this information to our classes as part of our informational updates.

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.

1. How have you used the findings from your Program Assessment to improve your program?
It became apparent while assessing the program that although we have specific goals for students program outcomes they didn't translate well into benchmarks. As it stands now what we are trying to assess are pieces that come from several courses. I would recommend changing the benchmarks to match specific course objectives and possibly change the courses to be assessed periodically. This would provide a more complete assessment of the program and spotlight specific problem areas.
2. What revisions to your Program Assessment Plan would you suggest?
Learning Outcome—Students will be able to identify woody plant material and surrounding site conditions.
Benchmark 443.1A 75% of the students will identify woody plant material at a grade level of C or better.
Benchmark 443.1B—75% of the students will develop a soil management plan at grade level of C or better.
Learning Outcome—Students will be able to identify herbaceous plant material and develop management plans.
Benchmark 443.2A—75% of the students will identify herbaceous plant material at a grade level of C or better.
Benchmark 443.2B—75% of the students will develop a herbicide program at a grade level of C or better.
Learning Outcome—Students will identify potential pest problems for woody landscape plants.
Benchmark 443.3A—75% of students will correctly identify insects. Diseases and pests at a grade level of C or better.
3. Discuss the SAGE findings that apply to the instruction in your Program.
Obtain these findings from the Office of Assessment & Effectiveness.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

Upon completion of the program assessment for Landscape Horticulture and Landscape Design it has become apparent that the benchmarks need to be something easily measured. We do not have a single "capstone" class or project in the Landscape Horticulture Program that is a good fit for assessing. The proposed changes in the Learning Outcomes and Benchmarks will provide a better gauge for assessing the program, periodically changing the learning outcomes would result in a more comprehensive review of the program.

In order to have the maximum amount of data for assessing it is necessary for the person assessing the program to have access to individual project grades and class grades of the adjunct instructors. A form will need to be developed and a process put in place to store these records immediately after the course is completed.

Occupation Title	Occupation Description	Job Outlook Data		
First-line supervisors/managers of landscaping, lawn service, and groundskeeping workers	Plan, organize, direct, or coordinate activities of workers engaged in landscaping or groundskeeping activities, such as planting and maintaining ornamental trees, shrubs, flowers, and lawns, and applying fertilizers, pesticides, and other chemicals, according to contract specifications. May also coordinate activities of workers engaged in terracing hillsides, building retaining walls, constructing pathways, installing patios, and similar activities in following a landscape design plan. Work may involve reviewing contracts to ascertain service, machine, and work force requirements; answering inquiries from potential customers regarding methods, material, price ranges; and preparing estimates according to labor, material, and machine costs.	Number of People in the Field:6080	Total Average Annual Openings: 71	Median Annual Salary: \$40,010.00
Illustrative Examples: Landscape Contractor; Golf Course Superintendent; Nursery Supervisor				

Grounds maintenance workers, all other	All grounds maintenance workers not listed separately.	Number of People in the Field:1439	Total Average Annual Openings: 30	Median Annual Salary: \$21,670.00
Illustrative Examples: Non Available				

Occupation Title	Occupation Description	Job Outlook Data		
Landscaping and groundskeeping workers	(Greenskeeper, Sprinkler Installer) Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units. Exclude "Farmworkers and Laborers, Crop, Nursery, and Greenhouse" (452092).	Number of People in the Field:34571	Total Average Annual Openings: 905	Median Annual Salary: \$22,340.00
Illustrative Examples: Landscape Gardener; Outdoor Sprinkler Installer				

Occupation Title	Occupation Description	Job Outlook Data		
Pest control workers	(Exterminator) Spray or release chemical solutions or toxic gases and set traps to kill pests and vermin, such as mice, termites, and roaches, that infest buildings and surrounding areas.	Number of People in the Field:815	Total Average Annual Openings: 12	Median Annual Salary: \$30,530.00

Illustrative Examples: Exterminator Helper; Fumigator

Occupation Title	Occupation Description	Job Outlook Data		
Pesticide handlers, sprayers, and applicators, vegetation	Mix or apply pesticides, herbicides, fungicides, or insecticides through sprays, dusts, vapors, soil incorporation or chemical application on trees, shrubs, lawns, or botanical crops. Usually requires specific training and State or Federal certification. Exclude "Commercial Pilots" (532012) who operate aviation equipment to dust or spray crops.	Number of People in the Field:1189	Total Average Annual Openings: 32	Median Annual Salary: \$28,320.00

Illustrative Examples: Fruit Sprayer; Weed Controller

Occupation Title	Occupation Description	Job Outlook Data		
Tree trimmers and pruners	Cut away dead or excess branches from trees or shrubs to maintain rightofway for roads, sidewalks, or utilities, or to improve appearance, health, and value of tree. Prune or treat trees or shrubs using handsaws, pruning hooks, sheers, and clippers. May use truckmounted lifts and power pruners. May fill cavities in trees to promote healing and prevent deterioration. Exclude workers who primarily perform duties of "Pesticide Handlers, Sprayers, and Applicators, Vegetation" (373012) and "Landscaping and Groundskeeping Workers" (373011).	Number of People in the Field:1325	Total Average Annual Openings: 34	Median Annual Salary: \$28,750.00

Illustrative Examples: Tree Doctor; Grape Vine Pruner

Occupation Title	Occupation Description	Job Outlook Data		
Highway maintenance workers	Maintain highways, municipal and rural roads, airport runways, and rights-of-way. Duties include patching broken or eroded pavement, repairing guard rails, highway markers, and snow fences. May also mow or clear brush from along road or plow snow from roadway. Exclude Tree Trimmers and Pruners (373013).	Number of People in the Field:4389	Total Average Annual Openings: 69	Median Annual Salary: \$36,370.00
Illustrative Examples: Snow Plow Operator; Road Patcher; Road Sign Installer				

Farmworkers and laborers, crop, nursery, and greenhouse	(Nursery Worker) Manually plant, cultivate, and harvest vegetables, fruits, nuts, horticultural specialties, and field crops. Use hand tools, such as shovels, trowels, hoes, tampers, pruning hooks, shears, and knives. Duties may include tilling soil and applying fertilizers; transplanting, weeding, thinning, or pruning crops; applying pesticides; cleaning, grading, sorting, packing and loading harvested products. May construct trellises, repair fences and farm buildings, or participate in irrigation activities. Exclude "Graders and Sorters, Agricultural Products" (452041). Exclude "Forest, Conservation, and Logging Workers" (454011 through 454029).	Number of People in the Field:21750	Total Average Annual Openings: 672	Median Annual Salary: \$19,870.00
Illustrative Examples: Apple Picker; Tobacco Cutter; Vegetable Loader				

Occupation Title	Occupation Description	Job Outlook Data		
First-line supervisors/managers of farming, fishing, and forestry workers	Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers. Exclude "FirstLine Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers" (371012). Illustrative Examples: Christmas Tree Farm Manager, Harvest Crew Supervisor, Fish Hatchery Supervisor	Number of People in the Field:2153	Total Average Annual Openings: 56	Median Annual Salary: \$48,790.00
Illustrative Examples: Christmas Tree Farm Manager; Harvest Crew Supervisor; Fish Hatchery Supervisor				

FROM THE MICHIGAN GOVERNMENT WEBSITE:

http://www.michigan.gov/documents/nwlb/report_215444_7.html

Occupation Title	Occupation Description	Job Outlook Data		
Forest and conservation workers	(Forester Aide) Under supervision, perform manual labor necessary to develop, maintain, or protect forest, forested areas, and woodlands through such activities as raising and transporting tree seedlings; combating insects, pests, and diseases harmful to trees; and building erosion and water control structures and leaching of forest soil. Include forester aides, seedling pullers, and tree planters.	Number of People in the Field:384	Total Average Annual Openings: 10	Median Annual Salary: \$25,020.00
Illustrative Examples: Christmas Tree Farm Worker; Seedling Puller; Forestry Laborer				

LANDSCAPE HORTICULTURE
PROGRAM REVIEW

Submitted by: Michelle Mitchell
March 12, 2009

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number LST 1110		X
Course Number LST 1120	X	
Course Number LST 1140	X	
Course Number LST 1210		X
Course Number LST 1220		
Course Number LST 1230		
Course Number LST 1300	X	
Course Number LST 1403	X	
Course Number LST 2010	X	
Course Number LST 2210	X	
Course Number LST 2310	X	
Course Number LST 2340	X	
Course Number LST 2370		
Course Number LST 2400		
Course Number LST 2403	X	

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

A number of the course descriptions require updating. In some cases changes are needed to provide accurate information in other cases more information would impart a greater understanding of the material covered. Of the fifteen course descriptions reviewed nine are being suggested for revision.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1110
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1120
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓ 120 woody ornamentals
Clear	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1140
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓ over 120 not 80
Clear	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1210
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

This description should be revised to provide students with a better understanding of the material covered in the class.

Current description reflects info for the farming community
needs to reflect the needs of the urban landscaper

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1220
Course Number

?

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1230
Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

?

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1300
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 1403
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

This course description should be updated. Providing students a better picture & understanding of the course requirements. The description should reflect the many & diverse options open to students.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2010
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

This course description needs to include more on turf mgmt, insect & diseases identification and cultural practices utilized in the turf industry.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2210
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓

NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

This description needs to be updated to reflect nursery set up, nursery mgmt, retail & wholesale options - Remove extended field trip info & production nursery development

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2310
Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input checked="" type="checkbox"/> ✓ ?	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>

Please explain any NO answer:

Description should reflect what basic principles are studied & skill sets expected upon completion

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2340
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Wording could be tweaked to provide more information. Number of insects & diseases

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2370
Course Number

?

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: LST 2400
Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
NUMBER OF CREDITS Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓

Please explain any NO answer:

Should we tweak to reflect changes in industry - bring them into alignment w/ rest of the classes? Major reworking to better fit the ~~the~~ Arboriculture industry.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: 2403
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes .	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/> ✓
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/> ✓	<input checked="" type="checkbox"/> ✓

Please explain any NO answer:

Same comments as 1403

Please return to _____ at _____ by _____
Name Campus Date

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections						Percent of Inclusion					
	1300	1110	114	112/3	12/2	20/2	1300	1110	1140	1120	1210	2010
Mandatory Items (per FMA and Federal Law)												
ADA Notification	1	0	2	1	2	2	100	100	100	33	100	100
Course Goals	0	0	2	2	1	2	0	0	100	66	50	100
Grading Standards and Practices	1	1	2	2	2	2	100	100	100	66	100	100
Tentative Schedule of Assignments and Tests	1	1	2	3	2	2	100	100	100	100	100	100
Recommended Items (per Academic Senate)												
Course Name and Number	1	1	2	3	2	2	100	100	100	100	100	100
Instructor, Office Location, Method of Contact	1	1	2	3	2	2	100	100	100	100	100	100
Office Hours	N/A	0	2	2	2	2	0	0	100	66	100	100
Available Assistance	1	1	2	3	2	2	100	100	100	100	100	100
Course Catalog Description with Prerequisites	1	1	2	3	2	2	100	100	100	100	100	100
General Education Attributes (where pertinent)	1	1	N/A	N/A	N/A	N/A	0	100	N/A	N/A	N/A	N/A
Required Books and Supplies	1	1	2	3	2	2	100	100	100	100	100	100
List of Supportive Materials (where available)	1	N/A	1	N/A	2	2	100	100	50	N/A	100	100
Evaluation/Testing System & Policies	1	1	2	2	2	2	100	100	100	66	100	100
Attendance Policy	0	0	0	0	0	0	0	0	0	0	0	0
Safety Instructions	0	N/A	N/A	N/A	N/A	N/A	0	0	N/A	N/A	N/A	N/A
Disclaimer Allowing for Reasonable Revisions	1	1	2	3	2	2	100	100	100	100	100	100
Optional Items												
Semester Meeting Times & Room	1/0	1	1	2	2	2	0	0	50	66	100	100
Teaching/Learning Strategies	0	0	0	0	0	0	0	0	0	0	0	0
Applicable Forms Pertinent to Course	0	N/A	N/A	N/A	N/A	N/A	0	0	N/A	N/A	N/A	N/A
Reference to Student Policies in OCC Catalog	0	0	0	0	0	0	0	0	0	0	0	0
Policy on Use of Computing Resources	0	0	0	0	0	0	0	0	0	0	0	0
Description of Required Computing Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Policy on Plagiarism	1	1	1	3	2	2	100	100	100	100	100	100
Student Bill of Responsibilities	1	1	2	2	2	2	100	100	100	66	100	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections						Percent of Inclusion					
	1402/1	2340/2	2370/1	240/1	1230/1	2310/1	1403/1	2340/2	2370/1	240/1	1230/1	2310/1
Mandatory Items (per FMA and Federal Law)												
ADA Notification	1	2	1	1	1	1	100	100	100	100	100	100
Course Goals	1	1	1	0	1	1	100	50	100	0	100	100
Grading Standards and Practices	1	1	1	1	1	1	100	50	100	100	100	100
Tentative Schedule of Assignments and Tests	1	1	1	1	1	1	100	50	100	100	100	100
Recommended Items (per Academic Senate)												
Course Name and Number	1	2	1	1	1	1	100	100	100	100	100	100
Instructor, Office Location, Method of Contact	1	2	1	1	1	1	100	100	100	100	100	100
Office Hours	1	1	0	1	0	0	100	50	0	100	0	0
Available Assistance	1	2	1	1	1	0	100	100	100	100	100	100
Course Catalog Description with Prerequisites	0	2	1	1	1	1	0	100	100	100	100	100
General Education Attributes (where pertinent)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Required Books and Supplies	N/A	2	1	1	1	1	N/A	100	100	100	100	100
List of Supportive Materials (where available)	N/A	N/A	N/A	N/A	1	1	N/A	N/A	N/A	N/A	100	100
Evaluation/Testing System & Policies	1	1	0	1	1	1	100	50	0	100	100	100
Attendance Policy	0	1	0	0	0	0	0	50	0	0	0	0
Safety Instructions	0	N/A	0	0	0	N/A	0	N/A	0	0	0	0
Disclaimer Allowing for Reasonable Revisions	1	2	1	1	1	1	100	100	100	100	100	100
Optional Items												
Semester Meeting Times & Room	0	1	0	1	1	0	0	50	0	100	100	100
Teaching/Learning Strategies	1	0	0	0	0	1	100	0	0	0	0	0
Applicable Forms Pertinent to Course	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	N/A
Reference to Student Policies in OCC Catalog	0	0	0	0	0	0	0	0	0	0	0	0
Policy on Use of Computing Resources	0	0	0	0	0	0	0	0	0	0	0	0
Description of Required Computing Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Policy on Plagiarism	1	2	1	1	1	1	100	100	1	100	100	100
Student Bill of Responsibilities	1	2	1	1	1	1	100	100	1	100	100	100

MC Matt Carlson

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: LANDSCAPE HORT
Course Number

INSTRUCTORS →	MC	MC	MM	MM						
	1/300	1/230	2010	234						
Mandatory Items (per FMA and Federal Law)										
ADA Notification	Y	Y	Y	Y						
Course Goals	N	Y	Y	Y						
Grading Standards and Practices	Y	Y	Y	Y						
Tentative Schedule of Assignments and Tests	Y	Y	Y	Y						
Recommended Items (per Academic Senate)										
Course Name and Number	Y	Y	Y	Y						
Instructor, Office Location, Method of Contact	Y	Y	Y	Y						
Office Hours	N/A	N/A	Y	Y						
Available Assistance	Y	Y	Y	Y						
Course Catalog Description with Prerequisites	Y	Y	Y	Y						
General Education Attributes (where pertinent)	N/A	N/A	N/A	N/A						
Required Books and Supplies	Y	Y	Y	Y						
List of Supportive Materials (where available)	Y	N	Y	N/A						
Evaluation/Testing System & Policies	Y	Y	Y	Y						
Attendance Policy	N	N	N	N						
Safety Instructions	N	N	N	N/A						
Disclaimer Allowing for Reasonable Revisions	Y	Y	Y	Y						
Optional Items										
Semester Meeting Times & Room	Y/N	Y/N	Y	Y						
Teaching/Learning Strategies	N	N	N	N						
Applicable Forms Pertinent to Course	N/A	N/A	N/A	N/A						
Reference to Student Policies in OCC Catalog	N	N	N	N						
Policy on Use of Computing Resources	N	N	N	N						
Description of Required Computing Skills	N/A	N/A	N/A	N/A						
Policy on Plagiarism	Y	Y	Y	Y						
Student Bill of Responsibilities	Y	Y	Y	Y						

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

look at
GARNIT
CONST
safety guidelines
materials
list

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

MB Marshall

FOR: LANDSCAPE
Course Number

MB
COORDINATING

INSTRUCTORS ⇨	114	1403	201	234	237	112	248	240	121
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓	✓	✓	✓	✓	N	Y	Y	Y
Course Goals	✓	✓	✓	N	✓	N	Y	N	N
Grading Standards and Practices	✓	✓	✓	N	✓	N	Y	✓	Y
Tentative Schedule of Assignments and Tests	✓	N?	✓	N	✓	Y	Y	✓	Y
Recommended Items (per Academic Senate)									
Course Name and Number	✓	✓	✓	✓	✓	Y	Y	✓	Y
Instructor, Office Location, Method of Contact	✓	✓	✓	✓	✓	Y	Y	✓	Y
Office Hours	✓	✓	✓	N	N	Y	Y	✓	✓
Available Assistance	✓	✓	✓	✓	✓	Y	Y	✓	✓
Course Catalog Description with Prerequisites	✓	N	✓	Y	✓	Y	Y	✓	✓
General Education Attributes (where pertinent)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Required Books and Supplies	✓	N/A	✓	Y	✓	Y	Y	✓	✓
List of Supportive Materials (where available)	N	N	✓	N	N	Y	Y	N	N/A
Evaluation/Testing System & Policies	✓	✓	✓	N	✓	N	Y	✓	✓
Attendance Policy	N	N	N	N	N	N	N	N	N
Safety Instructions	N/A	N	N	N	N	N	N	N	N
Disclaimer Allowing for Reasonable Revisions	Y	✓	Y	Y	✓	Y	Y	✓	✓
Optional Items									
Semester Meeting Times & Room	N	N	N	N	N	Y	Y	✓	✓
Teaching/Learning Strategies	N	Y	N	N	N	N	N	N	N
Applicable Forms Pertinent to Course	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reference to Student Policies in OCC Catalog	N	N	N	N	N	N	N	N	N
Policy on Use of Computing Resources	N	N	N	N	N	N	N	N	N
Description of Required Computing Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Policy on Plagiarism	Y	✓	✓	✓	✓	✓	✓	✓	✓
Student Bill of Responsibilities	Y	✓	✓	✓	✓	✓	✓	✓	✓

123
Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: LANDSCAPE HORT
Course Number

KL Kerry Lark
RL Rick Lazzel

INSTRUCTORS ⇨	1110	2310	2350	1120	1310	MM	MM	MM	MM
	KL	RL	RL	RL	132	1510	112	114	121
Mandatory Items (per FMA and Federal Law)									
ADA Notification	NO	Y	Y	N	Y	Y	Y	Y	Y
Course Goals	NO	Y	Y	Y	X	Y	Y		Y
Grading Standards and Practices	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tentative Schedule of Assignments and Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y
Recommended Items (per Academic Senate)									
Course Name and Number	Y	Y	Y	Y	Y	Y	Y	Y	Y
Instructor, Office Location, Method of Contact	Y	Y	Y	Y	Y	Y	Y	Y	Y
Office Hours	N	N	N	N	Y	Y	Y	Y	Y
Available Assistance	Y	N	Y	Y	Y	Y	Y	Y	Y
Course Catalog Description with Prerequisites	Y	Y	Y	Y	Y	Y	Y	Y	Y
General Education Attributes (where pertinent)	Y	N/A	N/A	N/A	NA	N/A	N/A		N/A
Required Books and Supplies	Y	Y	Y	Y	Y	Y	Y	Y	Y
List of Supportive Materials (where available)	N/A	Y	Y	N/A	Y	N/A	N/A	Y	N/A
Evaluation/Testing System & Policies	Y	Y	Y	Y	Y	Y	Y	Y	Y
Attendance Policy	N	N	N	N	N	N	N	N	N
Safety Instructions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disclaimer Allowing for Reasonable Revisions	Y	Y	Y	Y	Y	Y	Y	Y	Y
Optional Items									
Semester Meeting Times & Room	Y	N	Y	Y	Y	Y	Y	Y	Y
Teaching/Learning Strategies	N	Y	N	N	N	N	N	N	N
Applicable Forms Pertinent to Course	N/A	Y	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reference to Student Policies in OCC Catalog	Y	N	N	N	N	N	N	N	N
Policy on Use of Computing Resources	N	N	N	N	N	N	N	N	N
Description of Required Computing Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Policy on Plagiarism	Y	Y	N	Y	Y	Y	Y	Y	Y
Student Bill of Responsibilities	Y	Y	N	N	Y	Y	Y	Y	Y

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

There are a few syllabi in different courses that are missing mandatory information. The majority belonged to adjuncts. I developed a syllabi template to be used by the adjuncts and full-time faculty.

**SAMPLE SYLLABUS LANDSCAPE COURSES
LST XXXX
SEMESTER YEAR**

Instructor:
Office number:
Phone number:
E-mail:
Office Hours:
Class Meeting: day,time,room

Course Description and prerequisite:

Course Goals:

Topic Schedule:

Tentative Schedule of Assignments and Tests:

Grading Standards and Practices:

Required Books and Supplies:

List of Supportive Materials and how they are available:

Course Policies:
Issuance of withdrawals
Issuance of incompletes
Attendance
Electronic equipment
Make-up quizzes or exams
Student Policies in OCC Catalog
Description of Required Computing Skills
Policy on Use of Computing Resources
Plagiarism
Additional Resources:
ADA Notification:

Safety Instructions: (particularly for LST 1300, 1230, 2400)

Student Bill of Responsibilities

Disclaimer Allowing for Reasonable Revisions

Examples for use follow on the next page

COURSE POLICIES AND REQUIREMENTS: It is the responsibility of the student to be correctly enrolled in the course. A final grade will be awarded at the end of the term unless the student officially withdraws from the course. **I DO NOT ASSIGN WP OR WF GRADES.** Please check the website and schedule of classes for the last date to withdraw.

INCOMPLETE (I) grades will be assigned only under extraordinary circumstances. The Natural Science Department policy is to reserve the 'I' grade for situations in which the student has completed nearly all the course requirements (e.g. 80% or more) and is confronted with an exceptional situation (e.g., incapacitating accident, family member death) that prohibits them from completion of the course. Incomplete grades are not assigned to allow one to retake a course in which they performed poorly or from which they forgot to officially withdraw.

MAKE-UP POLICY: Missed quizzes and exams can not be made up. Your lowest two quizzes will be dropped.

MID-WINTER BREAK is March 2 - 7. The traditional K-12 Easter break for many is a time for family vacations, students electing to vacation at this time are responsible for any missed work, quizzes and exams **will not** be given at alternative times to accommodate vacations.

COURSE DESCRIPTION: The student will study 80 flowering annuals and perennials common to landscaping using both botanical and common names. Their uses and culture will be discussed. No prerequisites required.

COURSE OBJECTIVE: Students will be introduced to the annual and perennial flowering plants suitable for gardens in Michigan and similar climates. They will demonstrate an ability to identify and select appropriate uses for these plants.

ADDITIONAL RESOURCES: The Academic Support Center (ASC), (248) 232-4435, located in B-110 provides seminars on note-taking skills, reading comprehension improvement, test-taking skills and time management. The computer lab in F-116, is available for your use, internet access is available in the library and B Building hallway. The LRC (library) is located in D-building.

ADA NOTIFICATION: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the A.C.E.S.S. office and inform the instructor of any special conditions pertaining to their learning. The A.C.E.S.S. office is located in B-112, phone (242) 232-4080.

RIGHTS AND RESPONSIBILITIES: It is expected that you obtain and read The Student Handbook, which is available in the bookstore. The following is an excerpt from the handbook:

WHAT THE COLLEGE EXPECTS OF STUDENTS: A BILL OF RESPONSIBILITIES FOR OCC STUDENTS

1. **Motivation:** The College expects students to be sufficiently motivated to the extent that they come to class prepared to learn and to demonstrate what they have learned.
2. **Commitment:** The College expects student to be committed to learning as exemplified by attending class, completing assignments, participating in discussions, preparing for examinations and excelling where possible.
3. **Time:** The College expects students to devote sufficient time to their studies for the successful completion of all assignments.
4. **Effort:** The College expects students to put forth maximum effort toward learning so that their full potential can be realized.
5. **Consideration:** The College expects students to be considerate of each other and of their instructors so that everyone can benefit maximally from the teaching-learning experience.

BEHAVIOR ISSUES: Be aware that if you have complaints regarding the behavior of your fellow students or instructor, that you have the right to pursue a satisfactory resolution to the problem. The first step is to discuss all problems with your instructor. If this doesn't rectify the problem, the next step is to see the department chair.

I AM REQUESTING NO STRONG PERFUMES, COLOGNES OR SCENTS TO BE WORN IN CLASS.

TECHNOLOGY POLICY: All cell phones, palm pilots, blackberries and i-pods should be kept in your book bag on silent mode. Usage of any digital or recording devices is prohibited in the classroom. **NO electronic equipment shall be visible during quizzes. If you violate this policy you will receive a zero for the quiz and will not be allowed a retake.**

ACADEMIC DISHONESTY POLICY: Plagiarism, test cheating and other forms of dishonesty will not be tolerated. The first infraction will incur the grade of zero for the assignment in question; the second cheating/plagiarism episode will result in an "F" grade for the course. All alleged infractions will be forwarded to the appropriate administrators.

Schedule is Tentative: The instructor may make reasonable revisions, as circumstances require. Any reasonable revision will be announced in class.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Sections in the Landscape Horticulture Program filled to 63.8% capacity compared to the college wide average of 85.6% and down from the previous year which averaged 73.2%. Most of the drop in this past year can be attributed to the Landscape Academy which drew enrollment away from the traditional courses. This has been addressed in the Annual Scheduling process and three sections have been dropped and offerings have been staggered to reflect past practices. We will not be offering a Landscape Academy next year.

Percent section completion of courses in Landscape Horticulture Program averaged 71.7% above the college wide average of 67.4%. The credit hour trend ratio was 1.0, while the college wide was 1.02.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

The Dashboard data indicate a below average college enrollment of minority students (4.4%), which is consistent with minority participation in industry organizations. It is unclear whether there is a segment of the industry being underserved or if there are fewer than the college average of 28.7% in the industry itself. The largest minority population in the Landscape Industry would be Hispanic.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The Landscape Horticulture Program scored higher in all three categories than the college wide average of Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate. It would appear that those students who are interested in Landscape Horticulture are better prepared and committed to their course work than the college wide student average.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

Data from the Dashboard Report indicate that students in the Landscape Horticulture program withdraw less, request fewer incompletes and finish the course at a greater percent than the college wide average. The credit hour trend ratio is unchanged from the previous year. The data is consistent with faculty observations on the percentage of sections filled to capacity. This has been addressed in the annual scheduling process and an improvement should be forthcoming.

Currently we advertise the Horticulture Program in the Michigan Gardener, recruitment is strategically targeted to Green Industry conferences and programming, Oakland Schools vocational programs, and Oakland Community College's open house.

The percent of minority students is far less in the Horticulture Program than college wide which is indicative of the minority average in the industry.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

Cold Frame - winter storage of plants & non-motorized equipment

Conservatory - Building & breakdown of displays for plant & construction course work

Truck (3/4 ton) & trailer with small equipment to round out the tools necessary for a commercial turf operation

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Minor curriculum revision (course description & ~~syb~~ SyB revisions)

No major ^{course} development is foreseen.

Please return to M. Mitchell at AH by 2-26-09
Name Campus Date

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

- Cold Frame – Winter storage of plants and non-motorized equipment.
- Conservatory – Building and breakdown of displays for plant and construction work.
- Truck (3/4 Ton) and trailer with small equipment to round out the tools necessary for a commercial turf operation..
- Program co-coordinator.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

The Discipline feels several of the **course descriptions need to be revised** to reflect the material taught. Although the courses have not changed substantially, a better written description will give more information on the courses for students and others that might find the information relevant.

The **Landscape Horticulture Program** would be well served by **undergoing a streamlining** similar to what was done for the Landscape Design Program. The following changes are suggested:

- **Add LST 2400**, Arboriculture as a major requirement. The course content increases the students skill base in the culture and care of trees, increasing their occupational opportunities.
- **Remove specific science requirements** and allow students to choose the science that best suits their educational and professional goals.
- **Remove all Suggested Electives.**
- **Change the page layout** to reflect the format used for the Landscape Design Program.
 - Major Requirements
 - LST 1110
 - LST 1120
 - LST 1140
 - LST 1210
 - LST 1220 or LST 1230
 - LST 1403
 - LST 2010
 - LST 2210
 - LST 2310
 - LST 2340
 - LST 2370
 - LST 2400
 - LST 2430
 - Required Supportive Courses
 - SPE 1290
 - BIO 1320

DISCIPLINE/PROGRAM NEEDS AND RESOURCES

REVIEW SUMMARY:

Minor course program revisions and course description will update the Landscape Horticulture Program, streamline program requirements in the Course Catalog, and provide students flexibility in choosing electives.

The resource needs identified would expose students to more equipment used in the industry. It was also allow them to work toward a Commercial Drivers License, **which was identified as an employer need.**

DATA COLLECTION

E. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Answer the following questions.

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)
 - Eastern Michigan University
 - Oakland University

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)
 - None

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)
 - Every one I've spoken to in the industry is cautiously scaling back and not sure what the future holds.
 - I've include information from the State of Michigan website, following this page.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)
 - Identified in the advisory committee was a need for employees to have a Commercial Drivers License.
 - I believe we are seeing a trend develop in providing customer with sophisticated Horticulture care, trending away from simple lawn cutting, low end bed maintenance and improper pruning.
 - A portion of the work force has been migrate labor from Mexico, there is an expectation that this will decrease given the economic downturn.
 - Employers need their employees to possess greater knowledge and skills in utilizing industry equipment. Currently these skills are taught by the employers, but they would prefer this to be done in an intense condensed learning format, provided by an educational institution.

FROM THE MICHIGAN GOVERNMENT WEBSITE:

http://www.michigan.gov/documents/nwlb/report_215444_7.html

Occupation Title	Occupation Description	Job Outlook Data		
First-line supervisors/managers of landscaping, lawn service, and groundskeeping workers	Plan, organize, direct, or coordinate activities of workers engaged in landscaping or groundskeeping activities, such as planting and maintaining ornamental trees, shrubs, flowers, and lawns, and applying fertilizers, pesticides, and other chemicals, according to contract specifications. May also coordinate activities of workers engaged in terracing hillsides, building retaining walls, constructing pathways, installing patios, and similar activities in following a landscape design plan. Work may involve reviewing contracts to ascertain service, machine, and work force requirements; answering inquiries from potential customers regarding methods, material, price ranges; and preparing estimates according to labor, material, and machine costs.	Number of People in the Field:6080	Total Average Annual Openings: 71	Median Annual Salary: \$40,010.00
Illustrative Examples: Landscape Contractor; Golf Course Superintendent; Nursery Supervisor				

Grounds maintenance workers, all other	All grounds maintenance workers not listed separately.	Number of People in the Field:1439	Total Average Annual Openings: 30	Median Annual Salary: \$21,670.00
Illustrative Examples: Non Available				

Occupation Title	Occupation Description	Job Outlook Data		
Landscaping and groundskeeping workers	(Greenskeeper, Sprinkler Installer) Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units. Exclude "Farmworkers and Laborers, Crop, Nursery, and Greenhouse" (452092).	Number of People in the Field:34571	Total Average Annual Openings: 905	Median Annual Salary: \$22,340.00
Illustrative Examples: Landscape Gardener; Outdoor Sprinkler Installer				

FROM THE MICHIGAN GOVERNMENT WEBSITE:
http://www.michigan.gov/documents/nwlb/report_215444_7.html

Occupation Title	Occupation Description	Job Outlook Data		
Pest control workers	(Exterminator) Spray or release chemical solutions or toxic gases and set traps to kill pests and vermin, such as mice, termites, and roaches, that infest buildings and surrounding areas.	Number of People in the Field:815	Total Average Annual Openings: 12	Median Annual Salary: \$30,530.00.

Illustrative Examples: Exterminator Helper; Fumigator

Occupation Title	Occupation Description	Job Outlook Data		
Pesticide handlers, sprayers, and applicators, vegetation	Mix or apply pesticides, herbicides, fungicides, or insecticides through sprays, dusts, vapors, soil incorporation or chemical application on trees, shrubs, lawns, or botanical crops. Usually requires specific training and State or Federal certification. Exclude "Commercial Pilots" (532012) who operate aviation equipment to dust or spray crops.	Number of People in the Field:1189	Total Average Annual Openings: 32	Median Annual Salary: \$28,320.00

Illustrative Examples: Fruit Sprayer; Weed Controller

Occupation Title	Occupation Description	Job Outlook Data		
Tree trimmers and pruners	Cut away dead or excess branches from trees or shrubs to maintain rightofway for roads, sidewalks, or utilities, or to improve appearance, health, and value of tree. Prune or treat trees or shrubs using handsaws, pruning hooks, sheers, and clippers. May use truckmounted lifts and power pruners. May fill cavities in trees to promote healing and prevent deterioration. Exclude workers who primarily perform duties of "Pesticide Handlers, Sprayers, and Applicators, Vegetation" (373012) and "Landscaping and Groundskeeping Workers" (373011).	Number of People in the Field:1325	Total Average Annual Openings: 34	Median Annual Salary: \$28,750.00

Illustrative Examples: Tree Doctor; Grape Vine Pruner

FROM THE MICHIGAN GOVERNMENT WEBSITE:
http://www.michigan.gov/documents/nwlb/report_215444_7.html

Occupation Title	Occupation Description	Job Outlook Data		
Highway maintenance workers	Maintain highways, municipal and rural roads, airport runways, and rightsofway. Duties include patching broken or eroded pavement, repairing guard rails, highway markers, and snow fences. May also mow or clear brush from along road or plow snow from roadway. Exclude Tree Trimmers and Pruners (373013).	Number of People in the Field:4389	Total Average Annual Openings: 69	Median Annual Salary: \$36,370.00
Illustrative Examples: Snow Plow Operator; Road Patcher; Road Sign Installer				

Farmworkers and laborers, crop, nursery, and greenhouse	(Nursery Worker) Manually plant, cultivate, and harvest vegetables, fruits, nuts, horticultural specialties, and field crops. Use hand tools, such as shovels, trowels, hoes, tampers, pruning hooks, shears, and knives. Duties may include tilling soil and applying fertilizers; transplanting, weeding, thinning, or pruning crops; applying pesticides; cleaning, grading, sorting, packing and loading harvested products. May construct trellises, repair fences and farm buildings, or participate in irrigation activities. Exclude "Graders and Sorters, Agricultural Products" (452041). Exclude "Forest, Conservation, and Logging Workers" (454011 through 454029).	Number of People in the Field:21750	Total Average Annual Openings: 672	Median Annual Salary: \$19,870.00
Illustrative Examples: Apple Picker; Tobacco Cutter; Vegetable Loader				

Occupation Title	Occupation Description	Job Outlook Data		
First-line supervisors/managers of farming, fishing, and forestry workers	Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers. Exclude "FirstLine Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers" (371012). Illustrative Examples: Christmas Tree Farm Manager; Harvest Crew Supervisor; Fish Hatchery Supervisor	Number of People in the Field:2153	Total Average Annual Openings: 56	Median Annual Salary: \$48,790.00
Illustrative Examples: Christmas Tree Farm Manager; Harvest Crew Supervisor; Fish Hatchery Supervisor				

FROM THE MICHIGAN GOVERNMENT WEBSITE:
http://www.michigan.gov/documents/nwlb/report_215444_7.html

Occupation Title	Occupation Description	Job Outlook Data		
Forest and conservation workers	(Forester Aide) Under supervision, perform manual labor necessary to develop, maintain, or protect forest, forested areas, and woodlands through such activities as raising and transporting tree seedlings; combating insects, pests, and diseases harmful to trees; and building erosion and water control structures and leaching of forest soil. Include forester aides, seedling pullers, and tree planters.	Number of People in the Field:384	Total Average Annual Openings: 10	Median Annual Salary: \$25,020.00
Illustrative Examples: Christmas Tree Farm Worker; Seedling Puller; Forestry Laborer				

DATA ANALYSIS

G.COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. Discuss how does your program serves transferring students.
Students can transfer the Landscape Horticulture Program to Eastern Michigan Universities Bachelor of Science in Technology Management, which is the closest fit and use of the degree. Oakland University has a Bachelor of Integrative Studies Program.
2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.
Currently there are no articulation agreements with Universities.
3. Discuss employment opportunities for students in both the current and future job market.
Given the current economic conditions world wide it is difficult to accurately predict the job market for the next 2-3 years. The Occupational forecast data reported in the materials from the Office of Assessment and Effectiveness were obtained from EMSI (Economic Modeling Specialist, Inc.). Two of the four job categories are a close fit for the Landscape Horticulture Program, First-line supervisors/managers and landscaping workers. The Landscape Horticulture Program does not educate students for the position of Landscape Architect. The number of expected jobs in the Livingston, Macomb, Oakland and Wayne count area is roughly 13,000 far greater than the number students we serve. I collected data from the State of Michigan website www.michigan.gov/document/nwlb/ that more closely matched the job placement objectives of the program. The expected number of job openings is 1783, again significantly above the number of students seeking employment.
4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.
The Arboriculture class will be added to the required courses for the certificate and degree. This will provide students with a broader knowledge basis and greater employment opportunities. Often employees of Landscape companies are asked to prune or care for small trees and shrubs. This additional skill set makes the employee more valuable.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

We were very excited to learn that the Landscape Horticulture Program was transferable to Eastern Michigan and was specifically named as transferring to their Bachelor of Science in Technology Management. We have had several students transfer individual courses to Michigan State University but never the entire program. This will provide additional options for students seeking a Bachelor degree and possibly provide incentive for them to finish their associate degree at Oakland Community College. We will provide this information to our classes as part of our informational updates.

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Eastern Michigan University – Bachelor of Science in Technology Management

Oakland Community College

Eastern Michigan University

MACRAO Requirements	(32 credits)	(32 credits)
1. English Writing Requirement	(6 credits)	(6 credits)
ENG 1510 Composition I.....	3	ENGL 120 English Composition I (Univ Elective).....
ENG 1520 Composition II.....	3	ENGL 121 English Composition II.....
2. Math/Science Requirement	(8 credits)	(8 credits)
*MAT 1500 Finite Mathematics (complete at OCC).....	4	MATH 118 Linear Models and Probability 3+(1).....
Complete one course:.....	4	One course.....
Choose from the list of courses approved by OCC to satisfy the MACRAO lab science requirement.		Courses may transfer as equivalent courses, Gen Educ transfer credit, or general transfer credit.
3. Social Science Requirement	(9 credits)	(9 credits) (must be from at least two disciplines)
POL 1510 American Government (OCC graduation req).3		PLSC 112 American Government.....
Complete two courses: See note below	6	Two courses:.....
Choose from courses approved by OCC to satisfy The MACRAO social science requirement		Courses may transfer as equivalent courses, General Education transfer credit, or general transfer credit
4. Humanities Requirement	(9 credits)	(9 credits) (must be from at least two disciplines)
Complete three courses: See note below	9	Three courses:.....
Choose from courses approved by OCC to satisfy The MACRAO humanities requirement.		Courses may transfer as equivalent courses, General Education transfer credit, or general transfer credit.
¹ NOTE: In completing the Humanities or Social Science Requirement, choose at least one course from below to satisfy EMU's Global Awareness/US Diversity requirement: ANT 1540, 2510; ART 1700; ENG 1610, 2530, 2540; GEO 1520; HIS 1520, 1550, 2610, 2620; HUM 1710; MUS 1585, 1600; POL 2610; SOC 2530 or 2560		
OCC Technical Concentration	(30-46 credits)	(30-46 credits)
*Thirty to forty-six credits in technical courses from an approved OCC program or discipline may be transferred as a block for the technical concentration. If the program has less than 30 technical credits, related technical courses may be taken at either institution.		
	30-46	Technical Concentration.....
		30-46
OCC Graduation Requirement	(1-3 credits)	(1-3 credits)
Physical Education course:.....	1-3	One course: University Elective.....
(Choose from courses on the OCC Gen Ed Physical Education Distribution list)		
EMU Requirements that May be Taken at OCC or EMU	(13-31 credits)	
*ECO 2610 Principles of Macroeconomics.....	3	ECON 201 Principles of Macroeconomics.....
*ECO 2620 Principles of Microeconomics.....	3	ECON 202 Principles of Microeconomics.....
**Complete one course from the following:.....	2-4	One course: Substitute for STS 201.....
CIS 1040 Intro to Computing Concepts (2)		COSC 136 Com Sci Conc/App (subs for STS 201)
CIS 1050 Personal Comp. Applications (4)		BEDU 201 Microcom Bus App (subs for STS 201)
CIS 1100 Fund of Information Systems (4)		IS 215 End-user Computing (subs for STS 201)
² Open Electives (not to exceed 94 credits at OCC).....	3-23	University Electives.....
		3-23
Maximum Credits at OCC:	94	Maximum Credits that transfer to EMU.....
		94

*Required for EMU's Technology Management program.

¹ Meets one of EMU's three general education requirements in addition to MACRAO. MATH 1500 should be completed at OCC to satisfy EMU's quantitative reasoning requirement. If completed at EMU, MATH 110 will also be required unless waived by ACT/SAT or placement test score.

**Or successful completion of STS 201 credit by examination at EMU.

² Open electives will vary depending on the number of credits completed for the technical concentration and other course choices.

NOTE: Students who want to complete a certificate or associate degree should consult an OCC counselor to select the appropriate courses. See page 2 for list of approved programs.

Community College Relations

E-mail: pat.cygnar@emich.edu

Copies of this guide are also available on-line at: <http://www.emich.edu/ccr/artguide.htm>

Posted: November 24, 2008

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<p>Completion of EMU's Technology Management Program</p> <p>Major Requirements (30-33 credits)</p> <p>Core Courses (18 credits)</p> <p>TM 130 Intro to Technology Management.....3 TM 212 Management of Technological Change.....3 TM 311 Information Technology Mgmt & Organizations.....3 TM 314 Sociotechnical Systems Appr to Proc Imprvmt.....3 TM 415 Senior Seminar in Technology Management.....3 STS 300W Research & Writing: The Tech Ca Perspective.....3</p> <p>Technology Mgmt Electives (12-15 credits)</p> <p>Choose from the following:.....12-15 <i>(At least 3 hours at the 300/400 level must be completed.)</i></p> <p>ACC 130 Accounting for Non-business Majors (3) ACC 240 Prin of Financial Accounting (3) ACC 241 Prin of Managerial Accounting (3) FIN 350 Principles of Finance (3) FIN 358 Analysis of Financial Statements (3) LAW 293 Legal Environment of Business (3) LAW 403 Employment Law (3) MKTG 360 Principles of Marketing (3) MKTG 369 Advertising (3) MKTG 473 Marketing and Product Innovation (3) MGMT 384 Human Resource Management (3) MGMT 386 Organizational Behavior & Theory (3) MGMT 388 Intro to Entrepreneurship (3) MGMT 480 Management Responsibility & Ethics (WI) (3) TM 308 Seminar in Technological Impacts (3) TM 377/378/379 Special Topics (1/2/3) ¹TM 387 Cooperative Education (3) TM 477/478/479 Special Topics (1/2/3)</p> <p>Additional Requirement (0-3 credits)</p> <p>¹One LBC course or noncredit experience must be completed at EMU. TM 387 Cooperative Education satisfies the LBC requirement.</p> <p>Minimum Credits at EMU:.....30-33 Minimum Credits to Graduate:.....124</p>	<p>Approved Oakland Community College Programs</p> <p>Architecture Automobile Servicing Automation Systems Tech-Manufacturing & Engineering -All Business Information Systems Ceramic Technology Computer Aided Design & Drafting – All Options Computer Support Engineering Tech Computer Information Systems- All Options Court and Caption Reporting Criminal Justice- Corrections Criminal Justice-Law Enforcement Criminal Justice- Police Evidence Criminal Justice- Generalist Culinary Arts Dental Hygiene Diagnostic Medical Sonography Exercise Science & Technology Electrical Trades Technology-all options Emergency Medical Technology Emergency Services Technology Facilities Management Heating, Ventilation, A/C & Refrigeration Fire Fighter Technology Graphic Design Healthcare Administration Hospital Pharmacy Technology Hotel Motel Management Interior Design Landscape Design Landscape Horticulture Machine Tool Numerical Control Manufacturing Technology Medical Transcription Nursing Photographic Technology Radiologic Technology Respiratory Therapy Restaurant Management Robotics/Automated Systems Technology Surgical Technology Other programs may be used with approval of the EMU Program Coordinator</p>
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¹ Meets EMU's Learning beyond the Classroom General Education requirement.

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Additional Information:

1. In completing the coordinated program of study for this articulation agreement, course substitutions should be made with the guidance of the advisors (indicated below) at both institutions to assure that all requirements are satisfied. Courses indicated with an * are required for EMU's Technology Management Program.
2. Students whose transcripts are endorsed as "MACRAO Satisfied" will only be required to meet EMU's three general education requirements, noted with a "1" on the articulation guide and listed below. These requirements may be completed at the most appropriate time for the student whether before or after admission to EMU:
 - a) an approved course in Quantitative Reasoning: [MAT 1500 at OCC]
 - b) an approved course in Global Awareness or US Diversity: [ANT 1540, 2510; ART 1700; ENG 1610, 2530, 2540; GEO 1520; HIS 1520, 1550, 2610, 2620; HUM 1710; MUS 1585, 1600; POL 2610; SOC 2530 or 2560at OCC]
 - c) an approved Learning Beyond the Classroom course or experience offered by EMU: [TM 387 or see EMU Program Coordinator for other options.]

To use MACRAO, students should request a MACRAO evaluation of their transcript from the community college Registrar's Office. Students who do not satisfy MACRAO will have to satisfy EMU's general education requirements as listed in the Undergraduate Catalog.

3. Only courses with a grade of "C" or better (2.0 on a 4.0 scale) will be accepted for transfer to EMU. A course completed with a grade of less than 2.0, even though it is counted toward graduation at the community college and used to satisfy MACRAO, will not transfer and will have to be repeated if it is a requirement of the Technology Management program at EMU.
4. Under this agreement, EMU will waive the 60-hour rule and require that a minimum of 30 credit hours must be completed at EMU, 15 hours of which must be in program requirements at the 300-level or above. Of the last 30 hours completed before graduating, a minimum of 10 credit hours must be in courses offered by EMU. A minimum of 124 credit hours, completed in-residence or accepted in transfer, is required for graduation.
5. Students must meet all admission requirements at the time of application for admission to EMU, including submitting transcripts from all previously attended colleges. OCC students will receive equal consideration with other students for course registration and financial aid.
6. Students are encouraged to contact the Technology Management Program Coordinator early, before applying to EMU. To facilitate the evaluation of transcripts, students should enclose a copy of this articulation guide with their EMU admission application and bring a copy to all advising sessions. Copies of the articulation guide are available on EMU's webpage at www.emich.edu/ccr/artguide.htm.

Effective Dates: September 1, 2007 until May 15, 2009. This is an update of an agreement that began on May 15, 2006. Students who began this program prior to fall 2007 may continue to follow the guide that was in place at the time they started. Students who started college during or after the fall semester of 2007 must use this updated guide. If this agreement is not renewed at the end of the effective period, students who already started the program will be given three additional years to be admitted to EMU under the terms of this agreement.

Contacts:

Oakland Community College
Doug Riddering, Counselor
B-228 Auburn Hills Campus, 248-232-4350

Eastern Michigan University
Pamela Becker, Program Coordinator
122 Sill Hall, 487-1161, pam.becker@emich.edu

Welcome to OU's Bachelor of Integrative Studies Program

The Bachelor of Integrative Studies (BIS) degree at Oakland University is a university-wide degree program that enables you to create an integrative major that prepare you for careers in a world that increasingly bridges academic disciplines. The program offers students the opportunity to make decisions about their course of study by designing their own major. The degree is intended for students whose goals and interests cannot be met through a traditional Oakland University major. It is designed for students who are interested in meeting their individual goals through a unique program of integrative study.

Goal and Mission:

The program began in 1975 as part of the University Center for General and Career Studies. In the Fall of 2007 the program's name was changed to the Bachelor of Integrative Studies, while the name changed the mission remained the same. The program is unique within the university because the students are presented with an opportunity to design their own programs of study. Since its inception, students were required to submit a written plan of study with a written rationale to substantiate educational goals from across numerous disciplines.

The program weaves flexibility and decision making into an opportunity for students to achieve unique personal and career goals. Students in the program have clearly identified educational goals and academic needs that can be achieved better through the BIS degree than through a traditional major. The goals of the program are as follows:

- Offer students with cross-departmental interests the opportunity to develop their own curricular programs.
- Offer students a baccalaureate program that integrates past course work with present career and personal goals.
- Prepare students for post-baccalaureate education in cross-departmental fields.
- Encourage students to take responsibility for educational and career planning.
- Assist students in educational and personal development.

Purpose:

The original purpose of the program as outlined in the 1975 enabling legislation was "to enable the university to better respond to the needs (especially, but not exclusively) of its adult, 'nontraditional,' largely evening population." More than 25 years later, the purpose remains essentially the same. The intent is to provide students who are primarily non-traditional in age with decision-making opportunities to design an educational program that is flexible and different from existing majors.

The 350+ Integrative Studies students enrolled in each major semester attest to the continuing relevance of the program in addressing the needs of the target population. The program is also relatively consistent with those offered by about 100 other institutions across the country, including several within our state and region.

Unique Characteristics:

The BIS program is unique within the university because the students are presented with an opportunity to design their own programs of study (with approval of a BIS counselor, a faculty mentor, and the BIS Faculty Admissions Committee).

Advisement is a strong component of the BIS program. With the help of the faculty mentor, students design their individualized study plan, utilizing courses from a variety of academic departments. Students are required to write an application statement (rationale) explaining their preference for a BIS degree as well as their choice of courses included in their study plan. The plan of study constitutes the students' individualized major, utilizing course work from a variety of disciplines that may include one or more minors or concentrations. While the number of planned credits varies depending on each student's prior progress towards graduation, a minimum of 24 credits must be included in the planned portion of the program. The role of the faculty mentor is to assist students with clarifying their academic plans and writing their goals statement. A mentor's signature indicates approval of the plan and rationale. Each student's study plan, along with the application statement, also is reviewed by a BIS counselor and approved through the counselor's signature before it is submitted to the Faculty Admissions Committee for final approval and signature.

"Two-plus-two" has been an integral component of the BIS program since it began. Although credits transferring from other institutions usually are evaluated according to the university's transfer policies on a course-by-course basis, some students transferring from community colleges may have their course work evaluated under a two-plus-two plan. The two-plus-two part of the program provides for transfer of up to 62 semester credits from accredited two-year community colleges in Michigan. Students with associate degrees in any area (except nursing) may qualify for the two-plus-two aspect of the BIS program. Holders of associate degrees in nursing are subject to a course-by-course evaluation. The program requires that courses accepted for transfer under two-plus-two must have a grade of C or above, that at least 12 semester credits have been earned in liberal arts courses, and that all course work being transferred has been taken at accredited institutions. The two-plus-two transfer component for BIS students has been further clarified through articulation agreements with several neighboring community colleges.

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.

1. How have you used the findings from your Program Assessment to improve your program?
It became apparent while assessing the program that although we have specific goals for students program outcomes they didn't translate well into benchmarks. As it stands now what we are trying to assess are pieces that come from several courses. I would recommend changing the benchmarks to match specific course objectives and possibly change the courses to be assessed periodically. This would provide a more complete assessment of the program and spotlight specific problem areas.

2. What revisions to your Program Assessment Plan would you suggest?
Learning Outcome—Students will be able to identify woody plant material and surrounding site conditions.
Benchmark 443.1A 75% of the students will identify woody plant material at a grade level of C or better.
Benchmark 443.1B—75% of the students will develop a soil management plan at grade level of C or better.
Learning Outcome—Students will be able to identify herbaceous plant material and develop management plans.
Benchmark 443.2A—75% of the students will identify herbaceous plant material at a grade level of C or better.
Benchmark 443.2B—75% of the students will develop a herbicide program at a grade level of C or better.
Learning Outcome—Students will identify potential pest problems for woody landscape plants.
Benchmark 443.3A—75% of students will correctly identify insects. Diseases and pests at a grade level of C or better.

3. Discuss the SAGE findings that apply to the instruction in your Program.
Obtain these findings from the Office of Assessment & Effectiveness.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

Upon completion of the program assessment for Landscape Horticulture and Landscape Design it has become apparent that the benchmarks need to be something easily measured. We do not have a single "capstone" class or project in the Landscape Horticulture Program that is a good fit for assessing. The proposed changes in the Learning Outcomes and Benchmarks will provide a better gauge for assessing the program, periodically changing the learning outcomes would result in a more comprehensive review of the program.

In order to have the maximum amount of data for assessing it is necessary for the person assessing the program to have access to individual project grades and class grades of the adjunct instructors. A form will need to be developed and a process put in place to store these records immediately after the course is completed.

Faculty Sign-Off Form*

For Curriculum Review of Program:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes No

Comments: (Attach additional sheets if necessary)

Name (printed) Marshall Baeckeroot

Signature Marshall M Baeckeroot

Date 3-12-09

* This form is to be copied by and distributed to all faculty within the Program to ensure awareness and participation.