ENVIRONMENTAL SYSTEMS

PROGRAM REVIEW

T. KHAN

PART 1

CORE REVIEW

OAKLAND COMMUNITY COLLEGE®

WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Enviromental Systems Coordinator(s)

CRC Mentor Gail Mays Review Date: 1ST June 2007.

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership
2006-2007

Imagene Bailey (OR)
Thomas Boozer (AH)

Nadia Boulos (HL)
Charlott Couch (RO/SF)

Diane Hill (OR)

Tony Ingram (OR)
Shelley Larson (RO/SF)

Darlene Levinson (OR)
Gail Mays (AH)-Chair

Michele Merritt (AH)

Janet Peart (AH)
Letyna Roberts (ex-office)
Karen Robinson (HL)
Beverly Stanbrough RO/SF)
David Mathews (RO/SF)

CURRICULUM REVIEW SELF-STUDY PROCESS
FOR
DISCIPLINE/PROGRAM COORDINATORS

Coordinator: The bold type below indicates forms that are attached and also available on the P drive. Check off steps as completed.

☐ Step 1—Request that the Office of Assessment & Effectiveness (contact information available on InfoMart) to send you the Dashboard data for your Discipline/Program.

☐ Step 2—If you are an occupational program coordinator, distribute the **PROE surveys** to faculty, students, and advisory committees. Return completed surveys to the OCC's Office of State and Federal Programs 6 weeks before your scheduled review.

☐ Step 3—Send the **Data Collection forms** to all the full-time faculty and/or adjunct members of your Discipline/Program, as specified on each form.

☐ Step 4—Collect syllabi from all adjuncts and full-time faculty for every course they are teaching, and complete the **Data Collection forms** for each course.

☐ Step 5—After collecting the above data, complete the **Data Analysis forms** to help you organize and analyze the information you've gathered.

☐ Step 6— Complete the Curriculum Review Report by compiling the **Data Analysis** forms

☐ Step 7—Forward a DRAFT copy of your compiled Discipline/Program Curriculum Review Report along with a **Faculty Sign-off form** to all faculty participating in the review at least 6 weeks prior to your review appointment. NOTE: As part of the official CRC Review Document, please include the returned Faculty Sign-Off forms.

☐ Step 8—Send a completed hard copy of all completed forms (including the **Data Collection, Data Analysis forms**) to the Chairperson of the Curriculum Review Committee at least 3 weeks prior to your review, along with enough copies of your completed report for each committee member. The Chairperson will distribute them.

☐ Step 9—Present the Discipline/Program Self-Study to the Curriculum Review Committee on the appointed date.

The Curriculum Review Committee will then provide your Discipline/Program with recommendations and suggestions and share the results of your review with the College Academic Senate, Vice-Chancellor of Academic and Student Services, and the Office of Assessment & Effectiveness.

Environmental Systems Technology
Major Highlights
March 2007

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Environmental Systems Technology curriculum*. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the curriculum.

Major Highlights

- During academic year 2005-06 one out of the seven Program Dashboard measures exceeded the established target score, while three dashboard measures under performed when compared to their benchmarks. Specifically, sections filled to capacity, the percent of minority students, and the percent of incompletes fell short when compared to established trouble scores.

- Over the last three years (2003-04 to 2005-06), TER courses have consistently fallen below the established benchmark of 75% filled to capacity. In 2005-06, of all seats available in TER courses, only 54% were filled, compared to a college-wide average of 83%. The benchmark for this measure ranges from a trouble score of 75% to a target of 90%.

- The percent of TER sections that were not cancelled was 86%, which is in line with the college-wide average of 87%. The benchmark for this measure ranges from a trouble score of 75% to a target of 90%.

- Over the last three years, the number of students in Environmental Systems courses and the number of TER credit hours have increased and have exceeded the college-wide rate of change.

- Compared to the college-wide average 28%, Environmental Systems attracts a lower percentage of minority students (16%). The benchmark for this measure ranges from a trouble score of 16.9% to a target of 18.8%. As a result, minority student enrollment in these courses fell below the established benchmark.

- From 2003-04 to 2005-06, the percent of students withdrawing from TER courses has been decreasing and falls within the benchmark measure range. Only 10% of the students withdrew from TER courses, well below the college-wide 18%. This also falls below the benchmark trouble score of 15%.

- The percent of incompletes in TER courses has remained consistently higher than the college-wide average (5% compared to 2%). This is also above the benchmark trouble score of 3%. On the other hand, students seem to be more successful in completing the courses, with 81% of students receiving a grade of "C" or higher. College-wide, student success rate averages 68%, while the benchmark for this measure ranges from a trouble score of 75% to a target of 90%.

* Information on both TER and AET courses are included since both represent core aspects of the program.
Source: OCC, Office of Assessment & Effectiveness

- When taking into consideration all seven Program Dashboard measures along with their relative weights and benchmarks, Environmental Systems Technology has experienced an increasing overall dashboard score over the last three years.

- During academic year 2005-06 five out of the seven AET Program Dashboard measures under performed when compared to established benchmarks. Specifically, percent of completed sections, the percent of minority students, the percent of withdrawals and incompletes, along with the student course completion rate fell below established trouble scores. The other two benchmarks, sections filled to capacity and the credit hour ratio exceeded established benchmarks.

- Over the last three years, the number of students in AET courses and the number of credit hours have increased and as a result, sections have been filling at higher levels of capacity (96%). On the other hand, one-third of all AET sections were canceled during 2005-06, which far exceeds the college-wide average of 13%.

- Although there was an increase of minority students in AET courses in 2004-05, this percent fell to only 10% in 2005-06, which also falls below the 17% trouble score for this measure.

- All three of the scores measuring student success in AET courses fell below the established troubles scores. Nearly 31% of the students had withdrawn from the courses in 2005-06 and only about half (52%) of the students completed the courses with a grade of "C" or higher. Also, about 13% of students received an incomplete in AET courses in 2005-06, compared to 2% college-wide.

- Over the past ten years a total of 47 awards have been granted across all four options in the Environmental Systems Technology program. The HVAC Technician option has granted the largest number of awards, while the other three options have seen fewer graduates.

- The number of Environmental Systems (previously Climate Control Technology) credit hours has also fluctuated over the last ten years and reached a peak in 1996-97. The number of credit hours in TER courses has increased and remained slightly higher from 2003-04 to 2005-06, nearing the previous peak. The number of Alternative Energy (AET) courses fluctuated until 2000-01, then experienced a sharp increase to reach a peak for the most recent academic year.

- The occupations relating to Environmental Systems are Heating, Air Conditioning, and Refrigeration Mechanics and Installers. In a ten-year span, it's projected that there will be an increase of 352 new jobs in the four-county region of southeast Michigan. Also, an increase is projected for replacement workers due to retirement, out-migration, death, etc. These occupations show earnings of about $45,000 annually.

- Currently, the Environmental Systems Program Assessment Plan has four Learning Outcomes, in which three of them have one benchmark relating to each. The last Learning Outcome has three identical benchmarks with three different assessment methods.

- Historically, the program has not demonstrated on-going implementation of its Program Assessment Plan. In 2004, findings for several benchmarks were submitted; however these were statements pertaining more to the program themselves and were not in line with the assessment methods. Since that time, no other benchmarks have been assessed.

* Information on both TER and AET courses are included since both represent core aspects of the program.
Source: OCC, Office of Assessment & Effectiveness

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:

1. **All adjuncts in the Environmental Systems program follow the syllabus put together by the discipline; therefore there is no discrepancy in course syllabus from one adjunct to another.**

2. **Eight courses out twelve have at least one item missing from the mandatory items (per FMA and Federal Law)**

3. **Most courses are missing at least two items from the recommended items (per Academic Senate) . Safety Instructions and disclaimer allowing for reasonable revisions have a 0% inclusion.**

4. **All courses have at least six out of eight Optional Items missing.**

All course Syllabi will be updated to include all pertinent items from all three categories of course syllabus.

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.)

1. In last ten years thirty eight degrees and 9 certificates have been awarded in the Environmental Systems program. Relatively low number is due to lack of significance of the degree when it comes to employment requirements. Students take selected courses seek employment as soon as possible in the Environmental Systems field.

2. The Head Count Trend Ratio and the Credit Hour Trend Ratio of 1.07 is a clear indicator of increasing enrollment. The program is expected to grow as this is one of the occupations that can not be out sourced overseas. The discipline is in the process of developing an HVAC installation certificate which should attract new students.

3. The sections filled to 54.3% capacity in year 2005-2006. This could be due to hard economic times and over offering of sections.

4. The two bench marks of Student Course Completion Rate of 81.0% versus 68.2% college wide and Percent of Withdrawals 9.7% versus 17.8% college wide, indicate superior student retention.

5. The 86.4% Percent of Completed Sections in the discipline versus 86.6% for the college reflects that the completion rate is in line with the college offerings.

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

The percent of Minority Students is 16.1% compares to 27.9% college wide. The nature of the job and the work environment discourages most female students, resulting in a lower percent of Minority students. This issue to some extent can be addressed with help of college recruiters and our marketing department.

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

1. The Environmental Systems program in 2005-2006 had a Student Course Completion Rate of 81.0% compared to 68.2% college wide, thus exceeding the bench mark.
2. The Percent of Withdrawals in 2005-2006 was 9.7% versus 17.8% college wide, indicating a superior course success rate.
3. Percent of Incompletes is 5.2% which higher as compared college's 1.6%. The discipline is going to be strict about issuing Incompletes.

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

The data shows that the enrollment is on the rise and the retention has exceeded the college bench marks. The program has exceed all bench marks except Percent of Incompletes and Sections Filled to Capacity.

DATA COLLECTION

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.

The discipline/Program needs the following.

1. The Environmental Systems program would benefit from a larger facility with better air conditioning and more up to date equipment
2. Marketing efforts in order to inform the business and community about the program.
3. Training of full-time and adjunct faculty on new technologies.
4. Increased support and space for AET lab
5. Include green construction as an academic enhancement in the renovation of A building

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

1. Development of sheet metal courses
2. Achievement certificates
3. New program option in Construction Technology.
4. A smaller student to teacher ratio in these courses that require a lot of individual attention would improve quality, retention and enrollment.
5. Consider reactivating some of the AET courses due to increased interest and job opportunities in the field.
6. Grant writer to take advantage of the funds available through NSF, DOE and DOL regarding energy conservation, renewable energies, green construction and sustainable design training.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

The Environmental Systems program would benefit from a larger facility with better air conditioning and more up to date equipment. The program also needs a marketing plan and development of achievement certificates in areas such as installation, sheet metal and a new program option in construction technology. A smaller student to teacher ratio in these courses that require a lot of individual attention would improve quality, retention and enrollment.

CORE REVIEW
A. COURSE CATALOG DESCRIPTION

Coordinator: Complete this form after reviewing the Course Catalog Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.

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 TER 1114	___	✓
Course Number TER 1120	___	✓
Course Number TER 1150	___	✓
Course Number TER 1210	___	✓
Course Number TER 1310	___	✓
Course Number TER 1390	___	✓
Course Number TER 1430	___	✓
Course Number TER 1522	___	✓
Course Number TER 1630	___	✓
Course Number TER 1650	___	✓

COURSE CATALOG DESCRIPTION REVIEW SUMMARY:

CORE REVIEW
A. COURSE CATALOG DESCRIPTION

Coordinator: Complete this form after reviewing the Course Catalog Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.

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 AET 2400	___	✓
Course Number AET 2570	___	✓
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___
Course Number_____	___	___

COURSE CATALOG DESCRIPTION REVIEW SUMMARY:

CORE REVIEW

DATA ANALYSIS

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course. TER 1114

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1120

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

CORE REVIEW

DATA ANALYSIS

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course. TER 1150

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

CORE REVIEW

DATA ANALYSIS

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course. TER1210

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1220

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

CORE REVIEW

DATA ANALYSIS

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course. TER 1310

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1390

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1430

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1522

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1610

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1630

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. TER 1650

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. AET 2400

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

CORE REVIEW

DATA ANALYSIS

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course. AET 2510

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

PART 2

PROGRAM REVIEW

DATA ANALYSIS

INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.

Faculty Perceptions of Occupational Programs Analysis

The analysis of the faculty data collection forms shows that the faculty either strongly agreed or agreed in favorable manner. Please see the attached pie charts for further analysis.

Student Perceptions of Occupational Programs Analysis

The analysis of the student perception portrays a very favorable response. Please see the attached pie charts for question- by- question analysis of student response.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The analysis of advisory committee perception of occupational programs displays a very favorable response which falls in the category of either strongly agree or agree. Please refer to the attached pie charts for question-by-question analysis.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY

Overall, the response from all three groups is very favorable and reflects satisfaction.

DATA COLLECTION

F. 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)

   Ferris State University to obtain a Bachelors degree in HVAC/R

   Wayne State University (Bachelors in Engineering Technology.)

   Eastern Michigan University (Bachelors in Engineering Technology)

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

   Ferris State University.

   Oakland Technical Centers South East and North West.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

   According to office of assessment in a ten year span it is projected that there will a increase of 352 new jobs and 591 replacement jobs in four-county region of south east Michigan.

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)

    1. Codes have changed thus requiring equipment to be more efficient
    2. Control Systems are becoming more complex with technology.
    3. Need for Certifications

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 to Ferris State University and obtain a Bachelors degree in HVAC/R or transfer to Engineering and Technology programs of most area universities.

2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.

   The only current articulation agreement is with Ferris State University and the Oakland Technical Centers of North East and South East..

3. Discuss employment opportunities for students in both the current and future job market.

   There will be new jobs as well as replacement jobs in the area. The nature of these jobs is such that they can not be out sourced.

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

   The discipline plans to develop an installation certificate in HVAC and a new program option in Construction Technology.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

Almost all junior colleges in the Metropolitan Detroit Area offer some level of heating and cooling courses, however Macomb Community College is the only college which offers comparable courses. Ferris state is the only four year institution with which the Environmental Systems program has formal transfer agreement.

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- MAP
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13 SCHOOL(S) FOUND!
Click the icons below and go to either the pdf catalogs, profile or a school's website.

CRITERIA:
Award Level: Associate
Degree: Heating, Air Conditioning and Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/AC Technology), Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)
Degree Scope: Institution offers at least one of the selected degrees
State: MI

Maps by Expedia.com Travel

RECORDS: 1 To 13

FERRIS STATE UNIVERSITY BIG RAPIDS, MI
GRAND RAPIDS COMMUNITY COLLEGE GRAND RAPIDS, MI
JACKSON COMMUNITY COLLEGE JACKSON, MI
KALAMAZOO VALLEY COMMUNITY COLLEGE KALAMAZOO, MI
KELLOGG COMMUNITY COLLEGE BATTLE CREEK, MI
KIRTLAND COMMUNITY COLLEGE ROSCOMMON, MI
LANSING COMMUNITY COLLEGE LANSING, MI
MACOMB COMMUNITY COLLEGE WARREN, MI
MID MICHIGAN COMMUNITY COLLEGE HARRISON, MI
MOTT COMMUNITY COLLEGE FLINT, MI
NORTHERN MICHIGAN UNIVERSITY MARQUETTE, MI
OAKLAND COMMUNITY COLLEGE BLOOMFIELD HILLS, MI
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT DETROIT, MI

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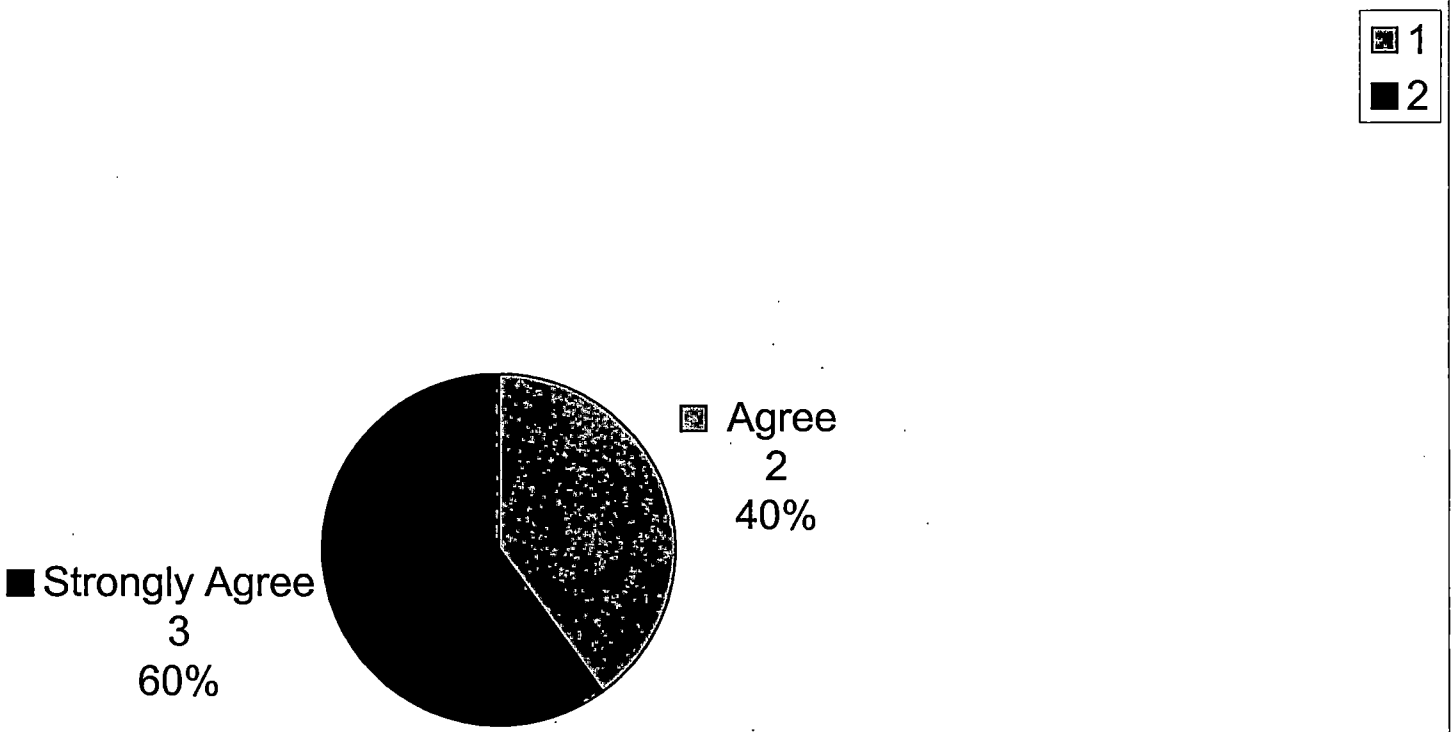
Site Last Updated : Friday, May 25, 2007

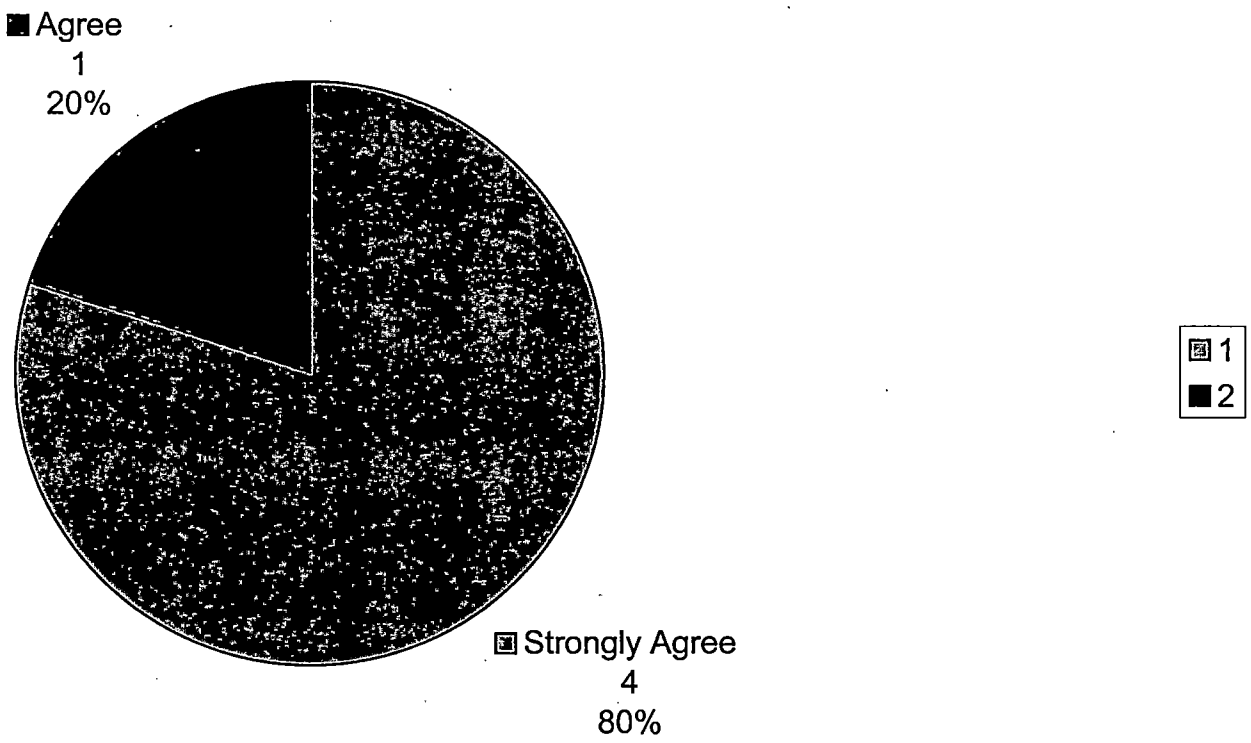
FACULTY

PERCEPTIONS

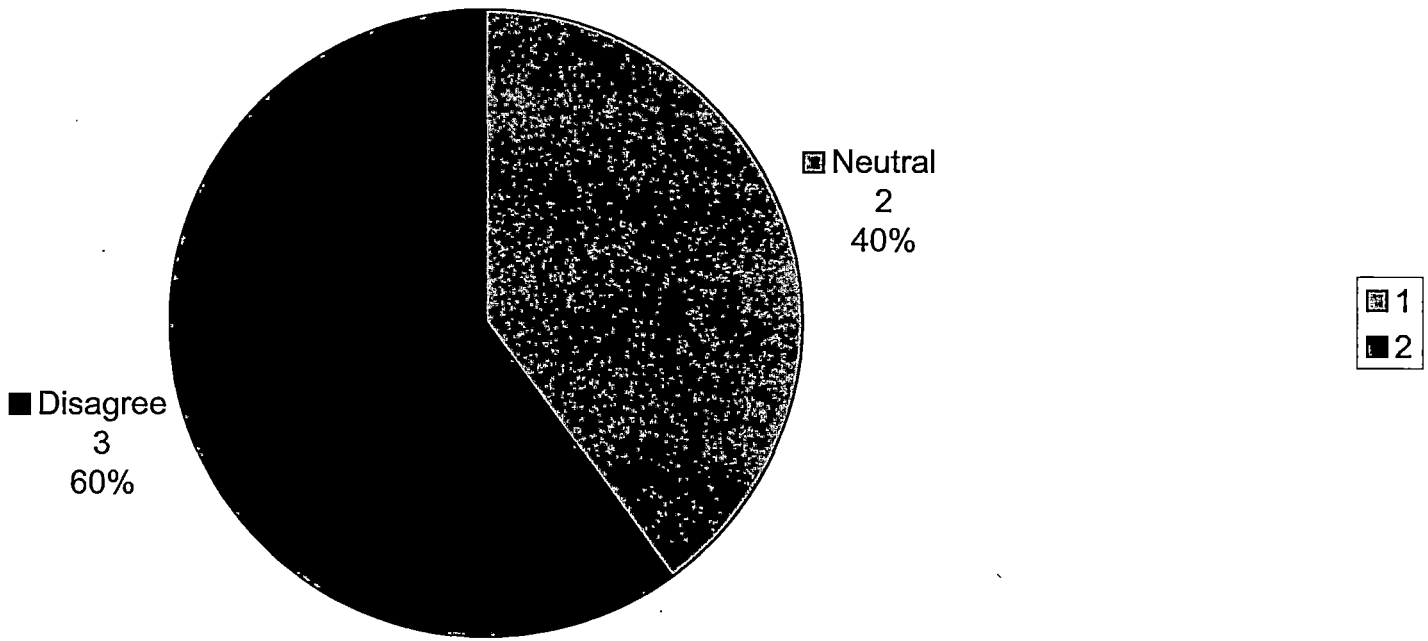
The program of study in which I teach at Oakland Community College is meeting expectations as a faculty member.



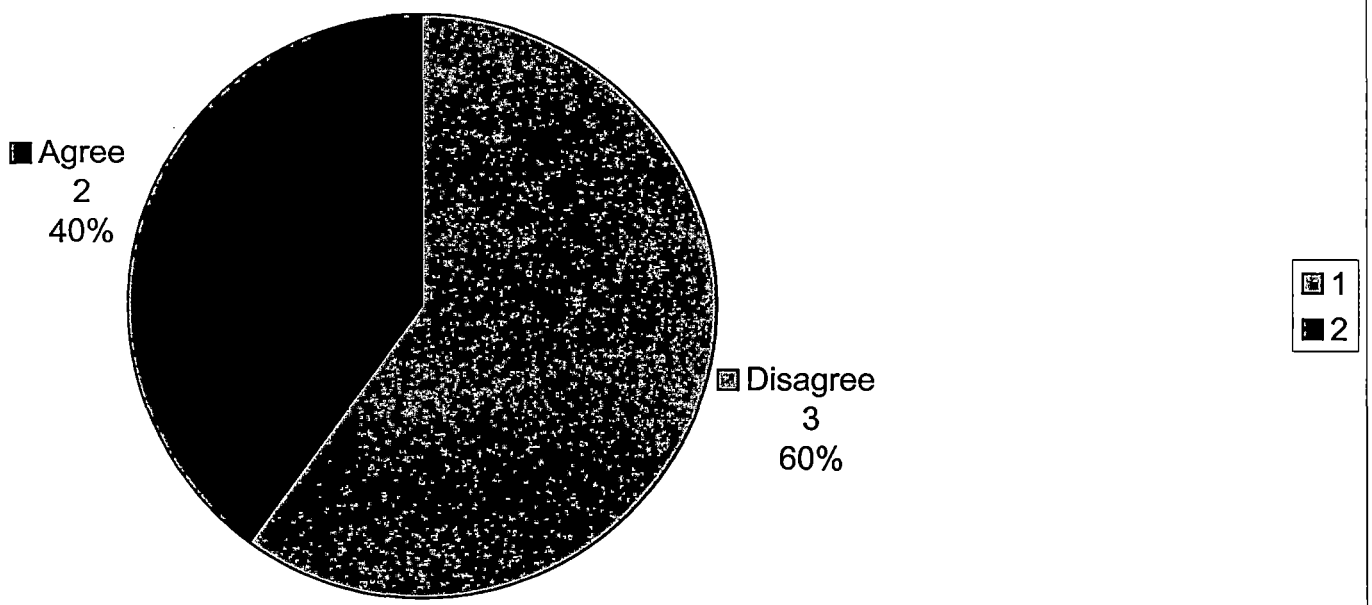
The courses offered in the program are preparing the students for the workforce.



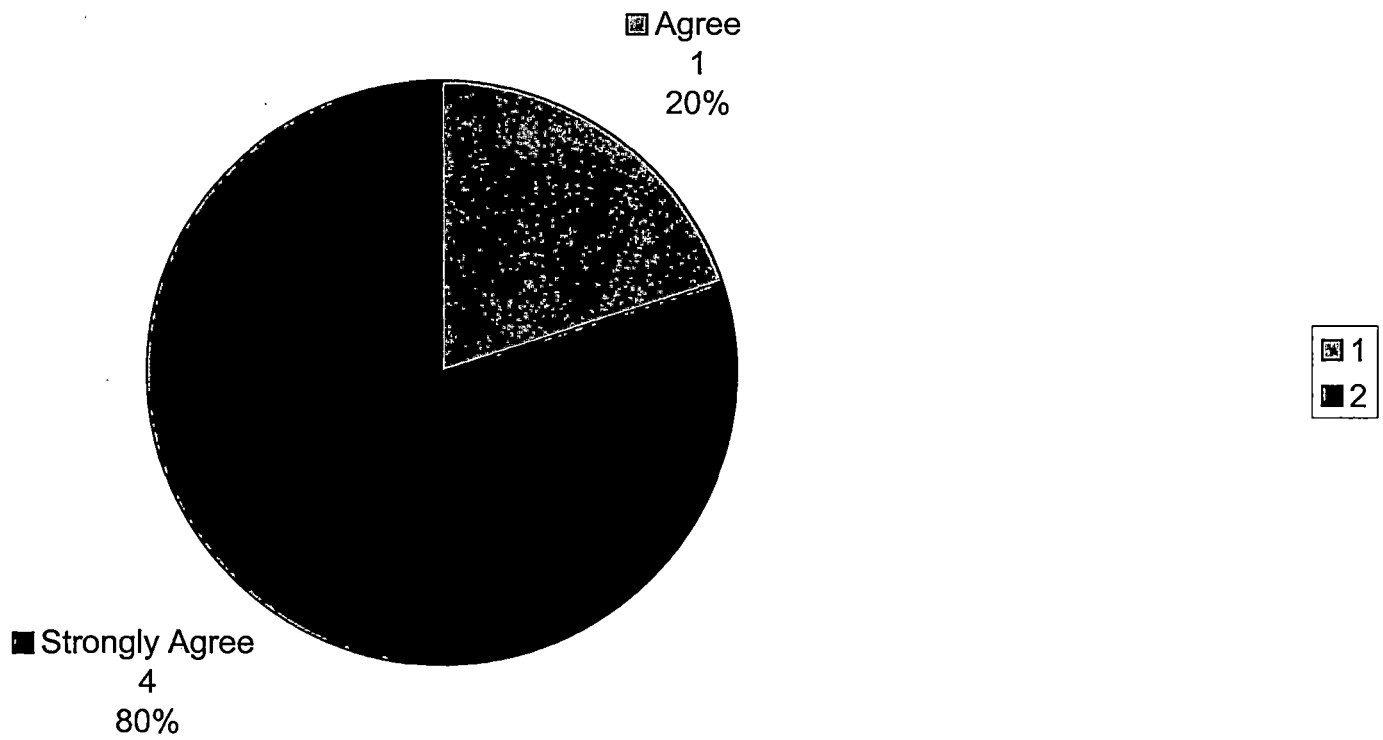
The program can be more challenging academically for the students.

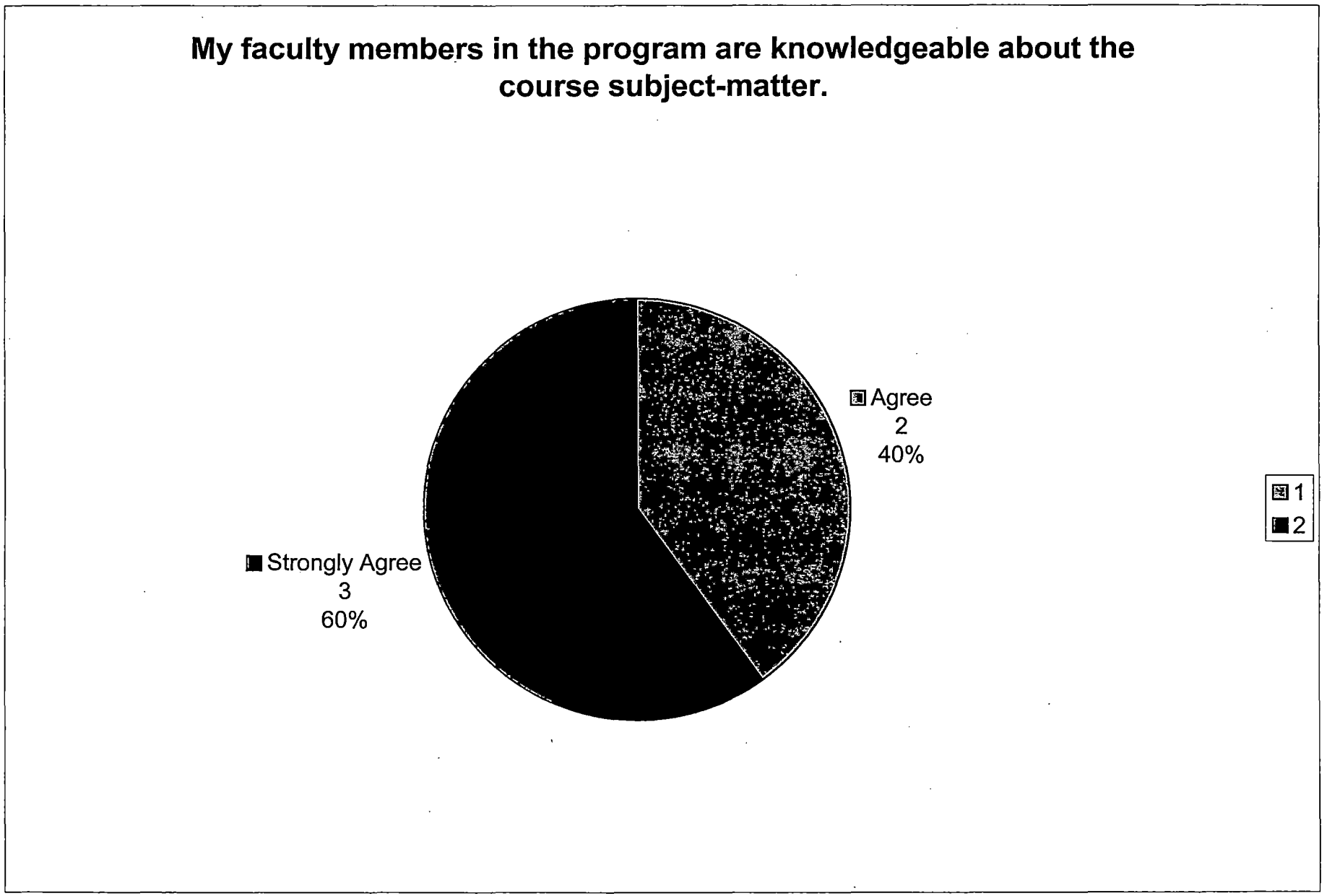


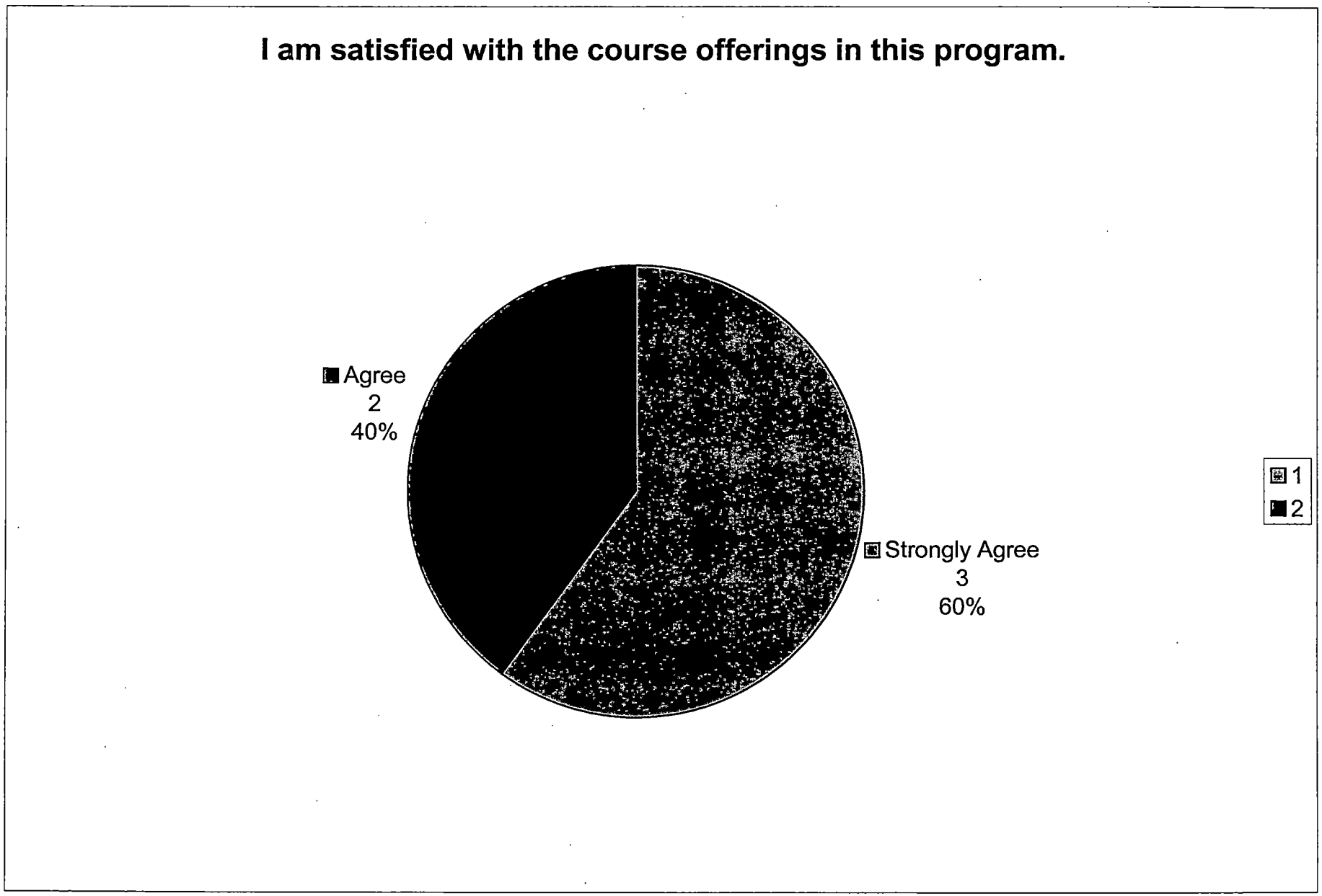
The program can be more competitive with other institutions that offer similar programs.

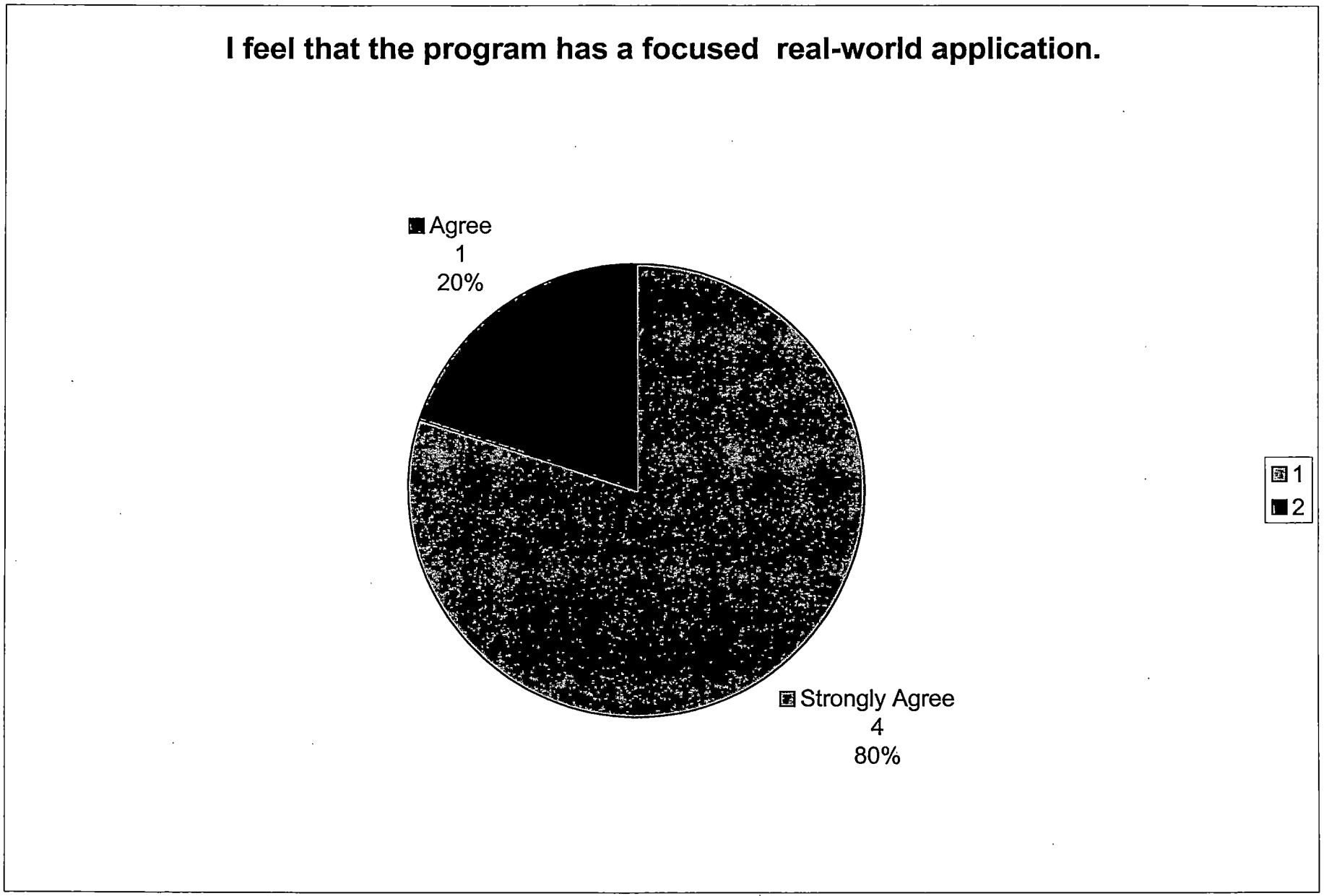


I am satisified with the quality of instruction provided to the students in this program.

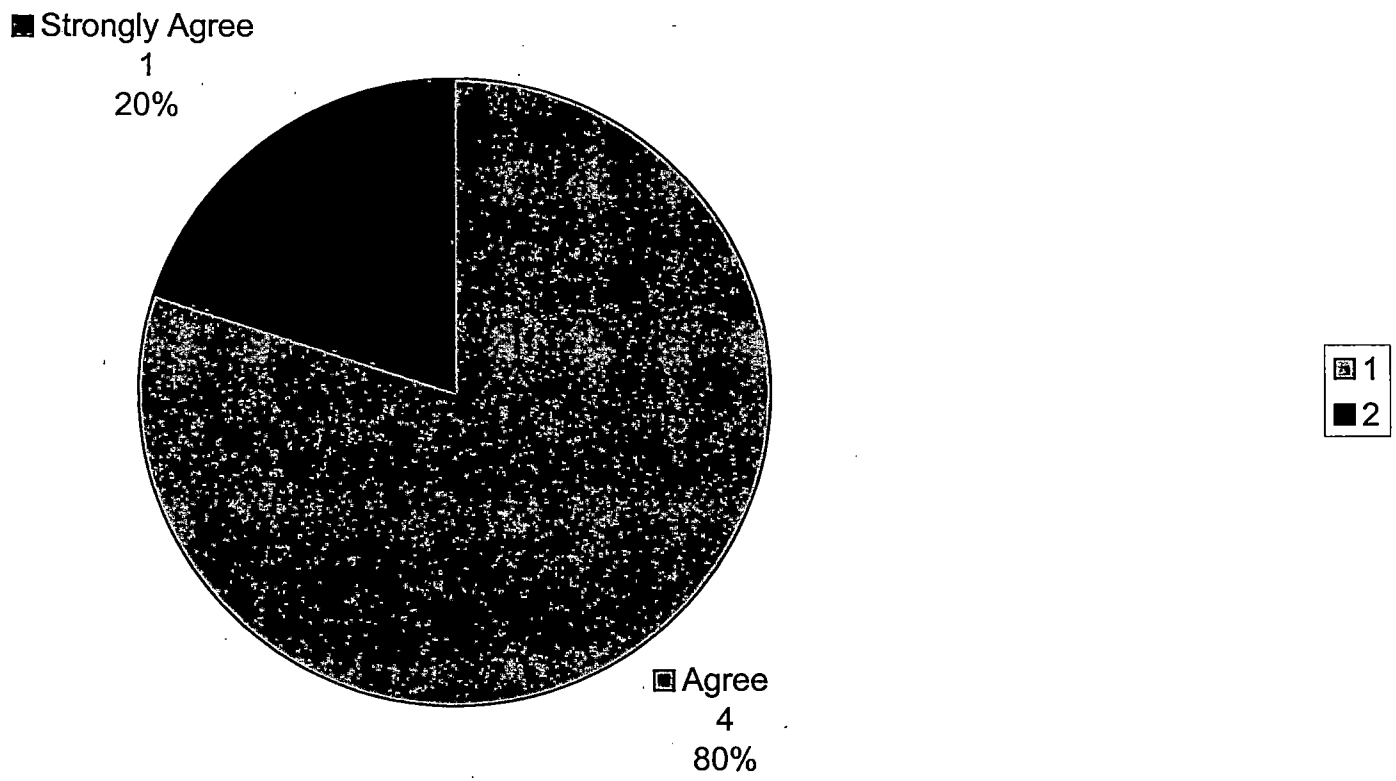


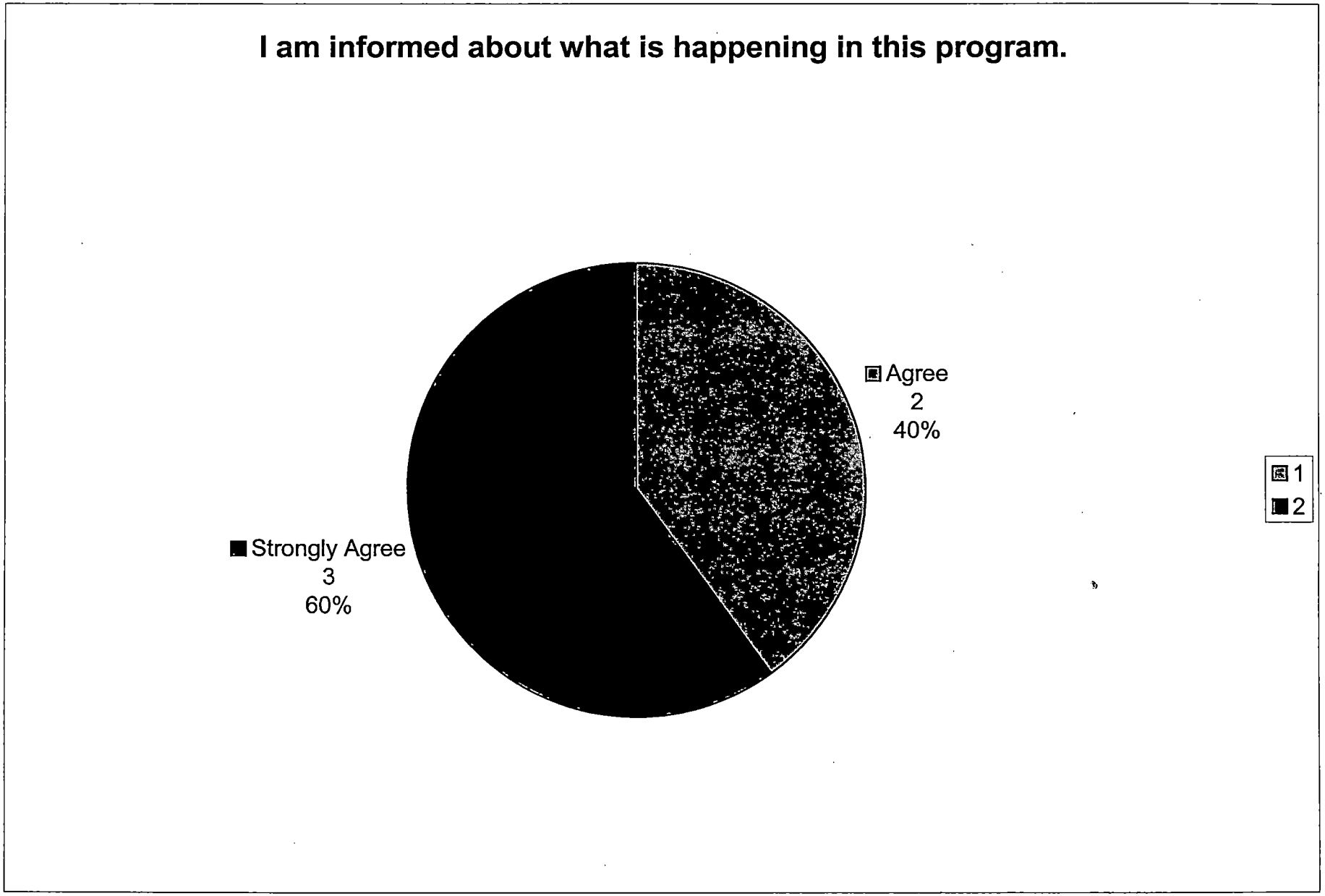

My faculty members in the program are knowledgeable about the course subject-matter.
Agree
2
40%
Strongly Agree
3
60%
1
2


I am satisfied with the course offerings in this program.
Agree
2
40%
Strongly Agree
3
60%
1
2

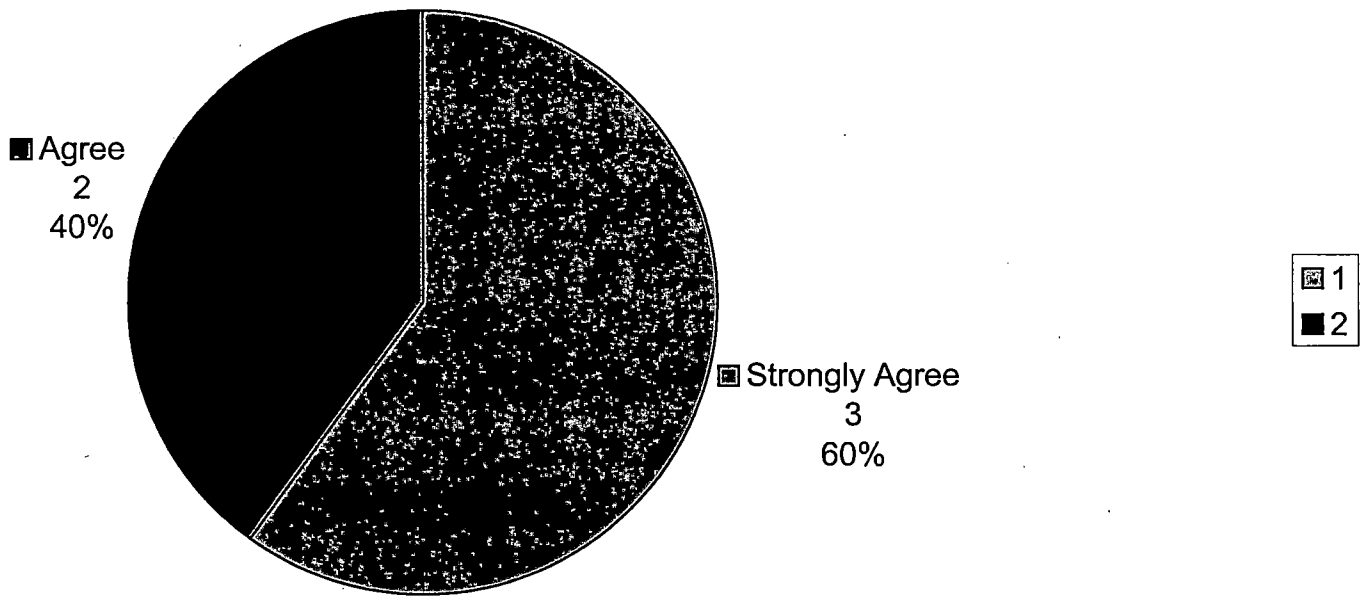

I feel that the program has a focused real-world application.
Agree
1
20%
Strongly Agree
4
80%
1
2

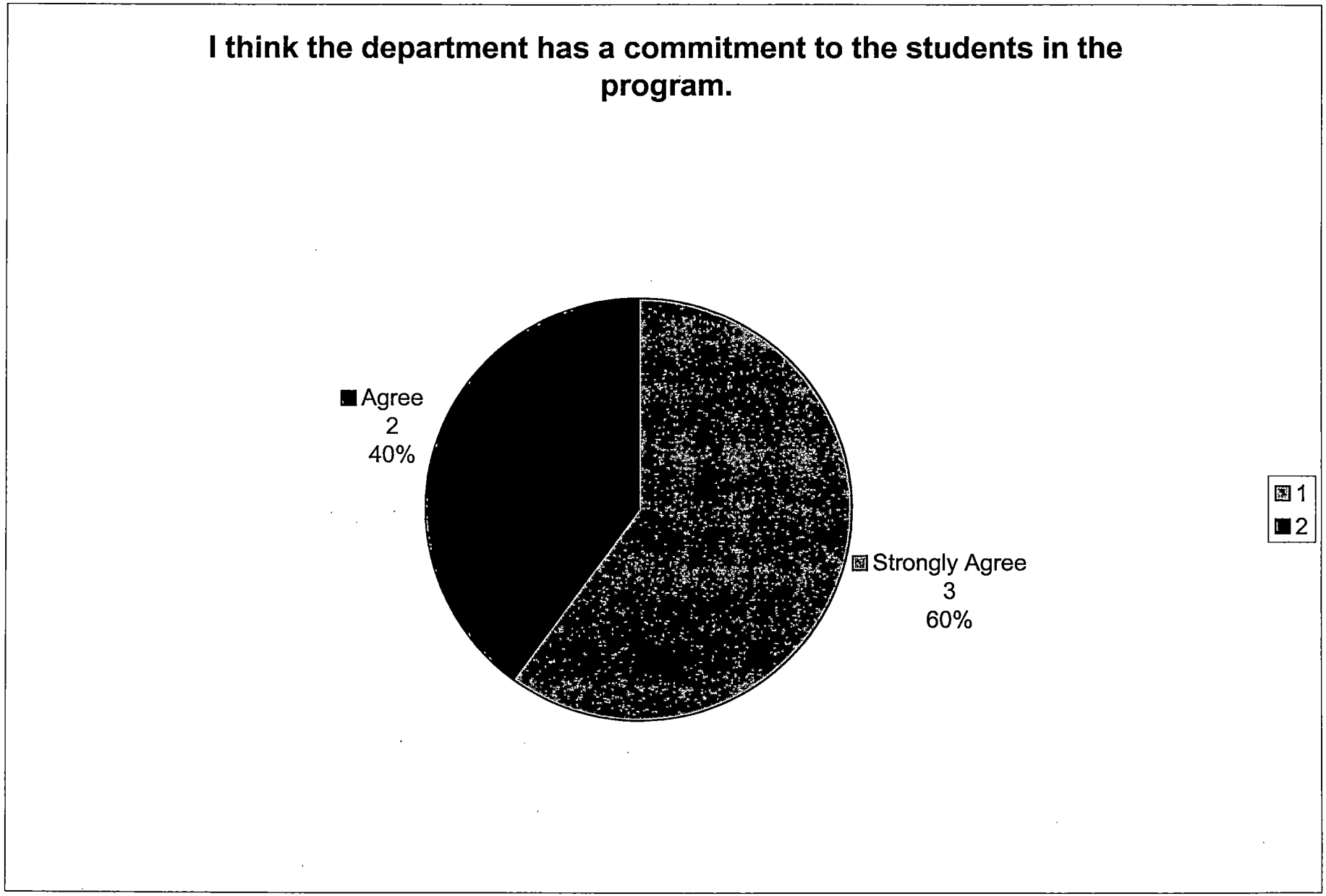
I feel that the students are prepared for the rigors of the program.



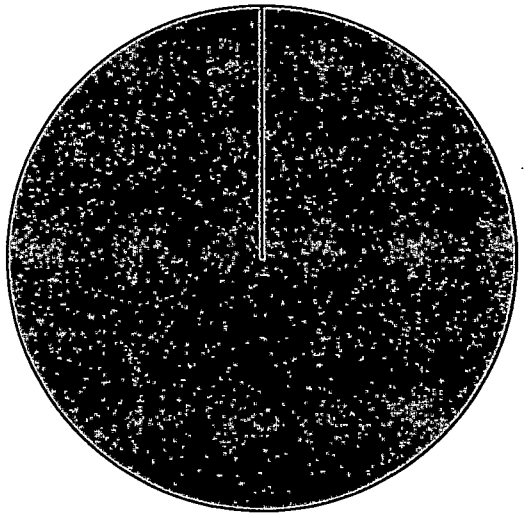

I am informed about what is happening in this program.
Agree
2
40%
Strongly Agree
3
60%
1
2

Opportunities are available for me to make suggestions for improvements in this program.




I think the department has a commitment to the students in the program.
Agree
2
40%
Strongly Agree
3
60%
1
2

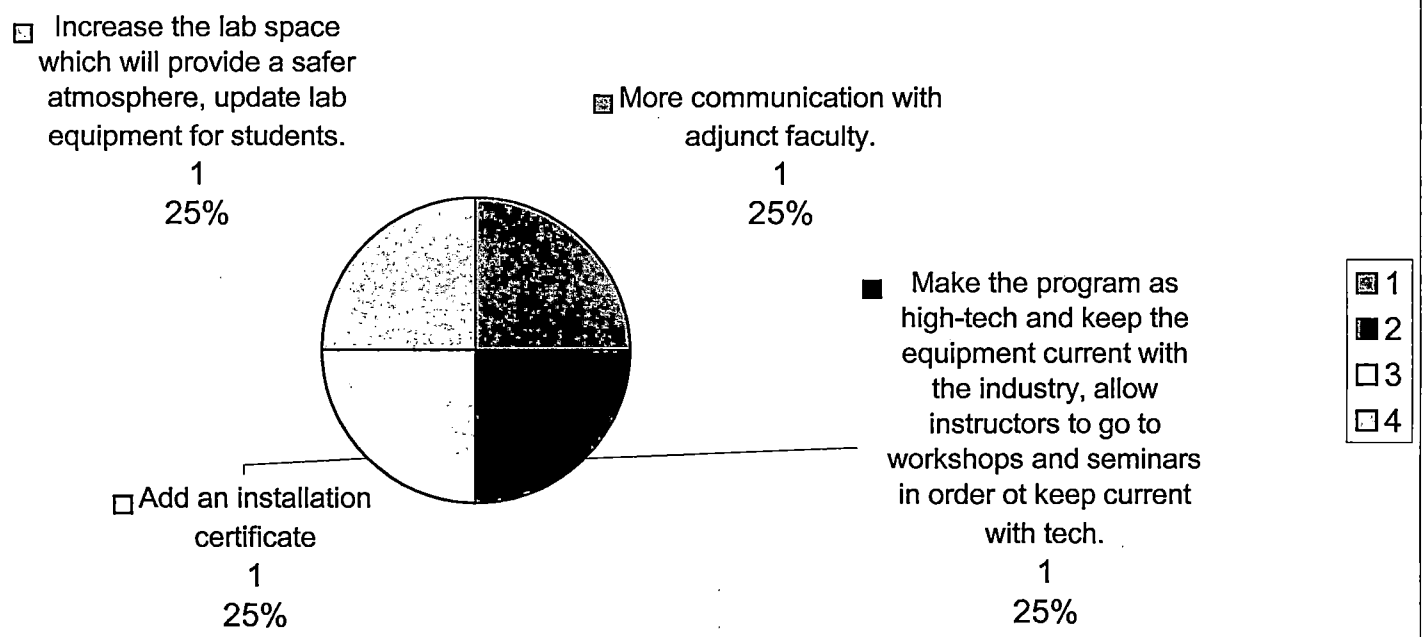
I am satisfied with the direction of this program because:



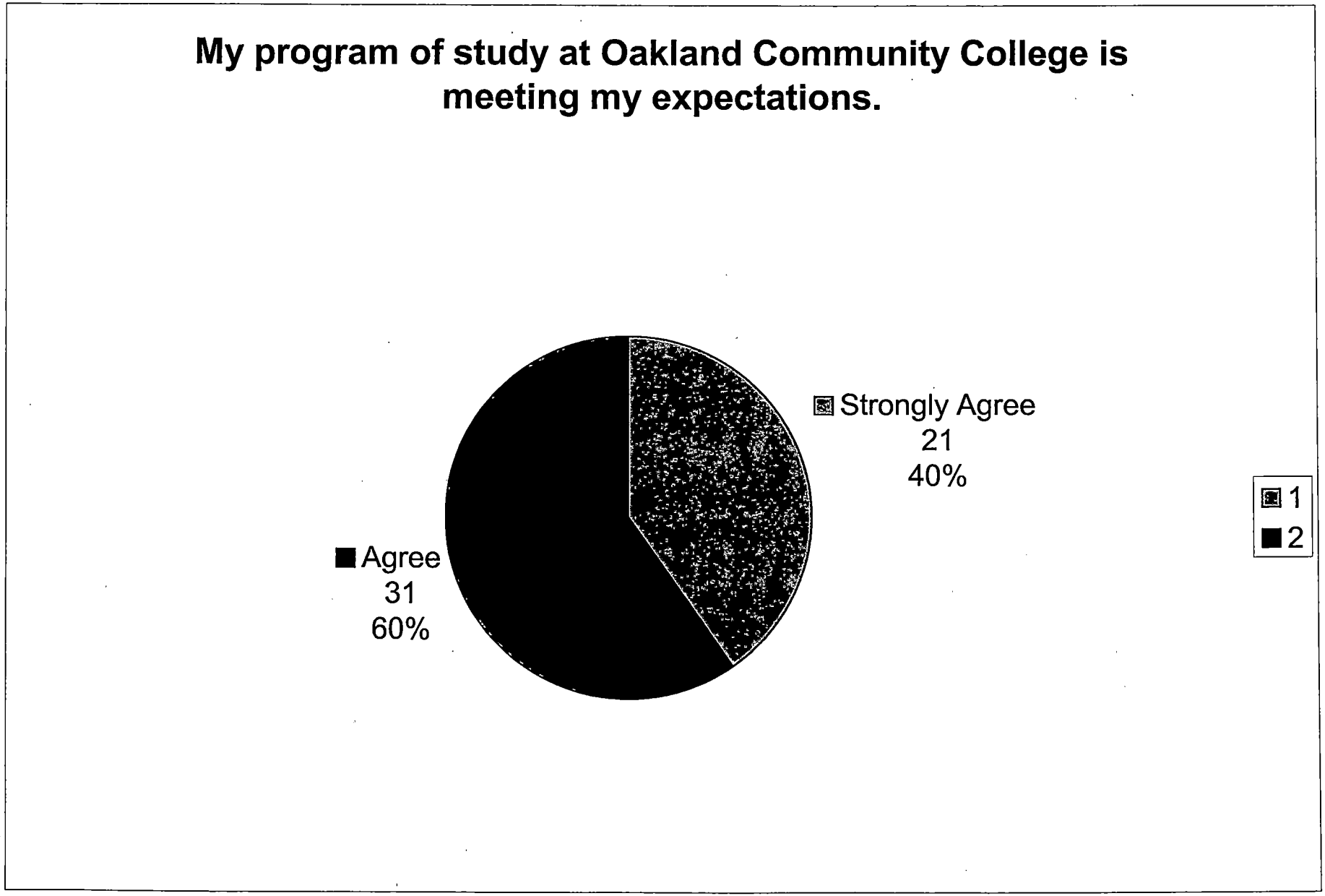
1

I think it prepares students for employment in the workforce.
5
100%

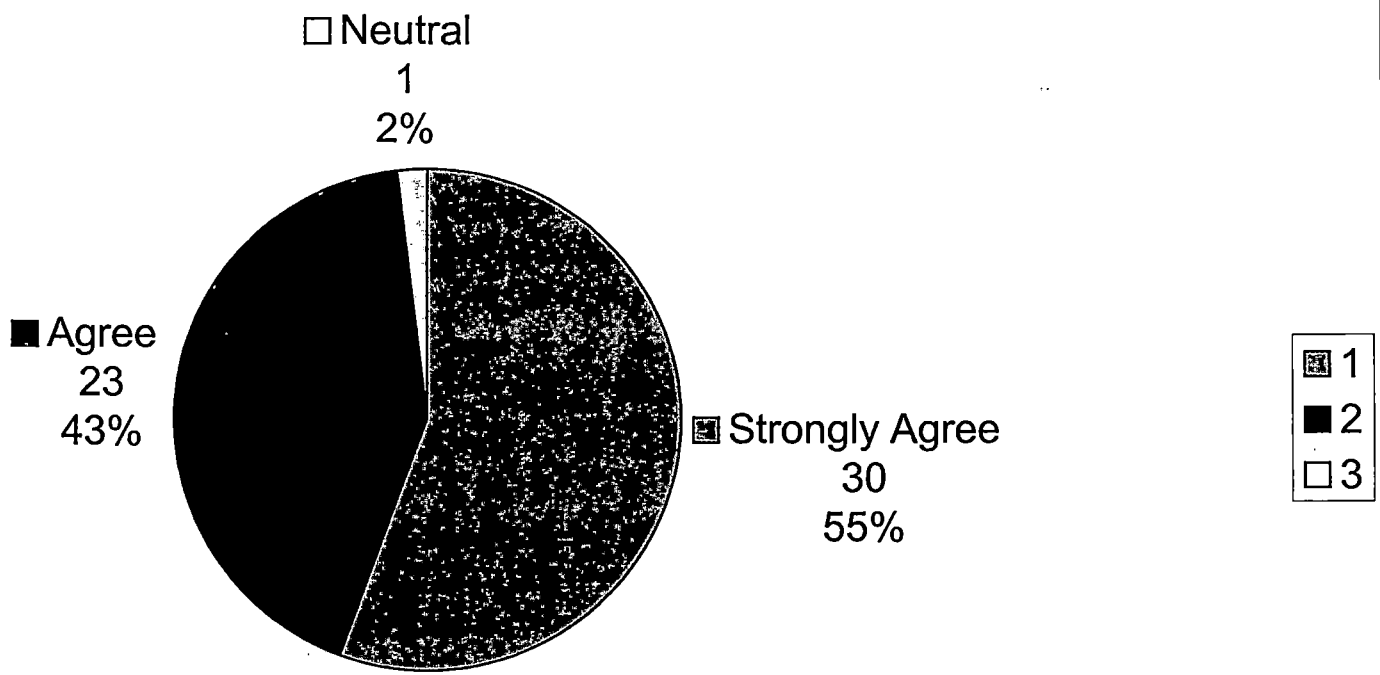
If there is one thing you would like to change about the program, explain what it is and how it would enhance the program.

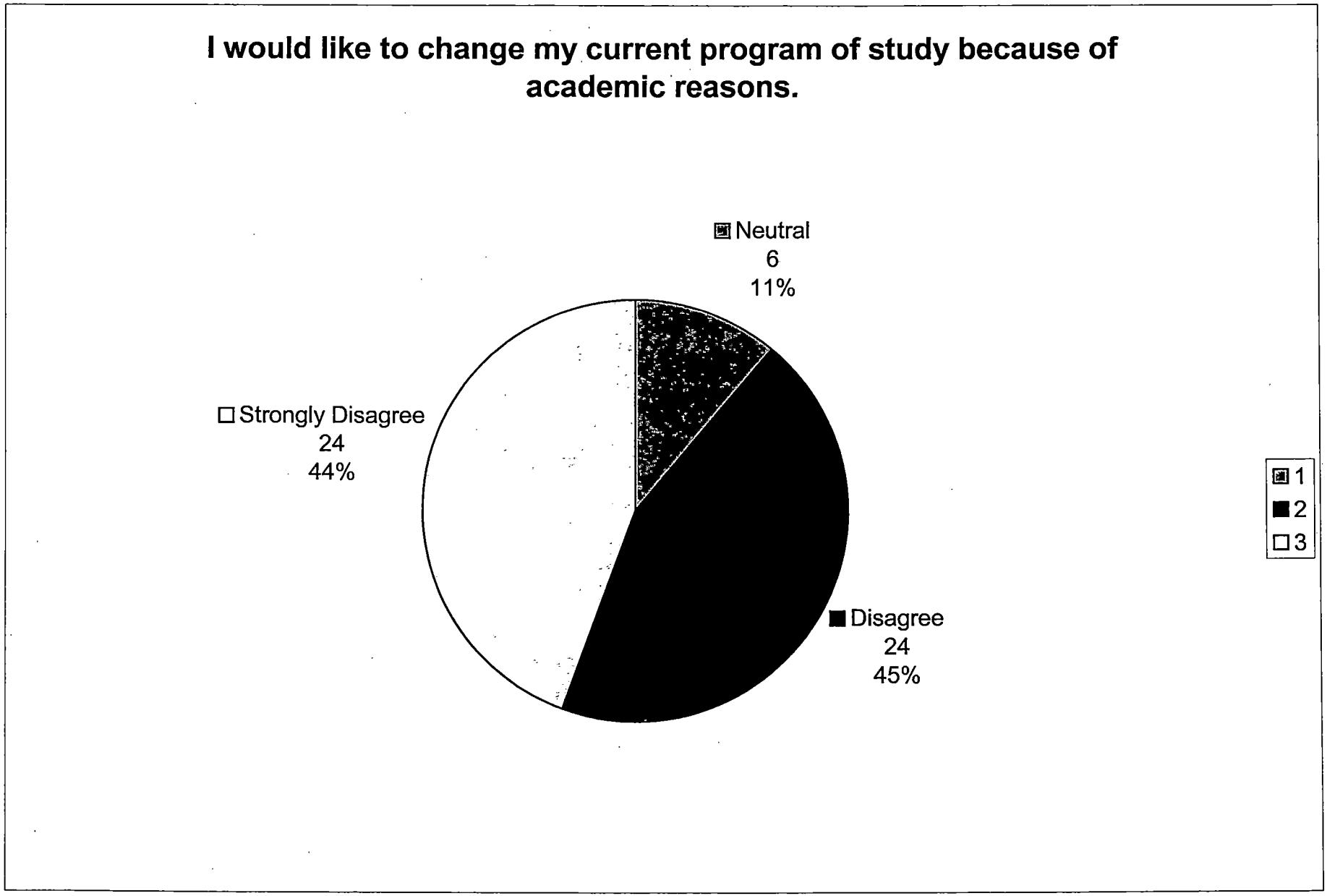


STUDENT PERCEPTIONS

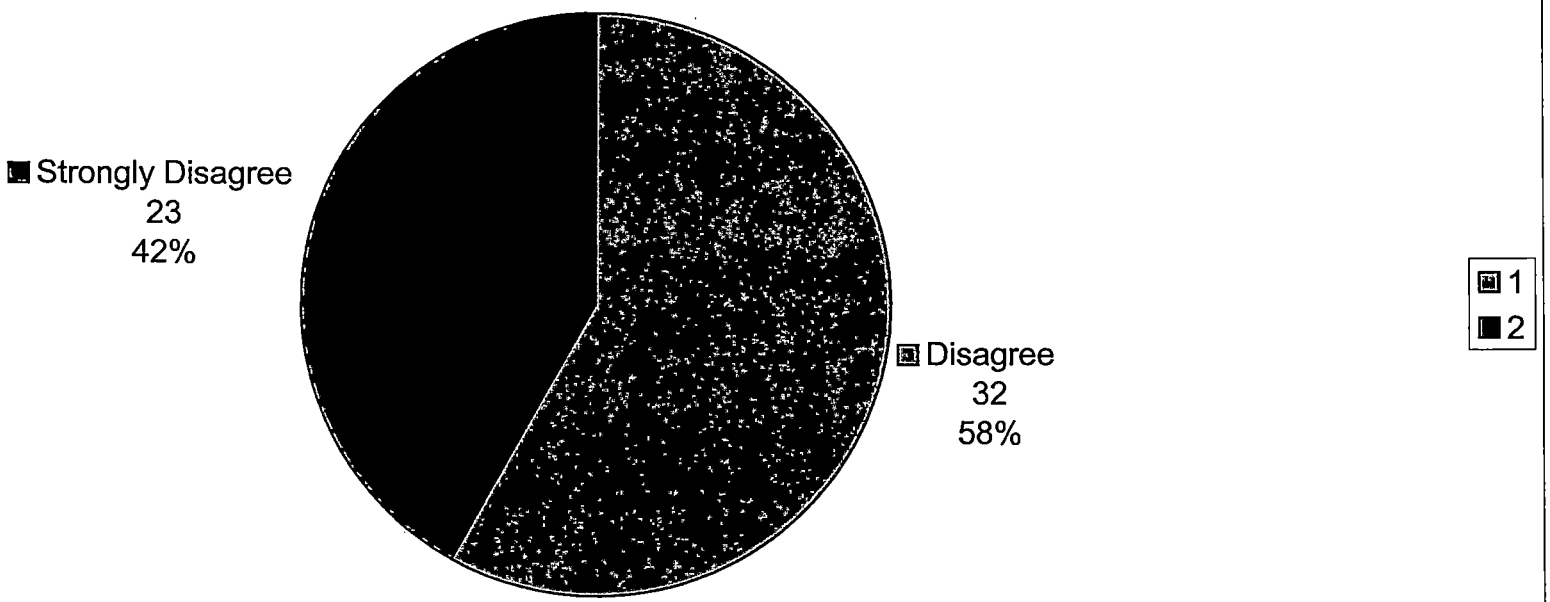

My program of study at Oakland Community College is meeting my expectations.
Strongly Agree
21
40%
Agree
31
60%
1
2

The courses offered in my program of study are preparing me for the workforce.

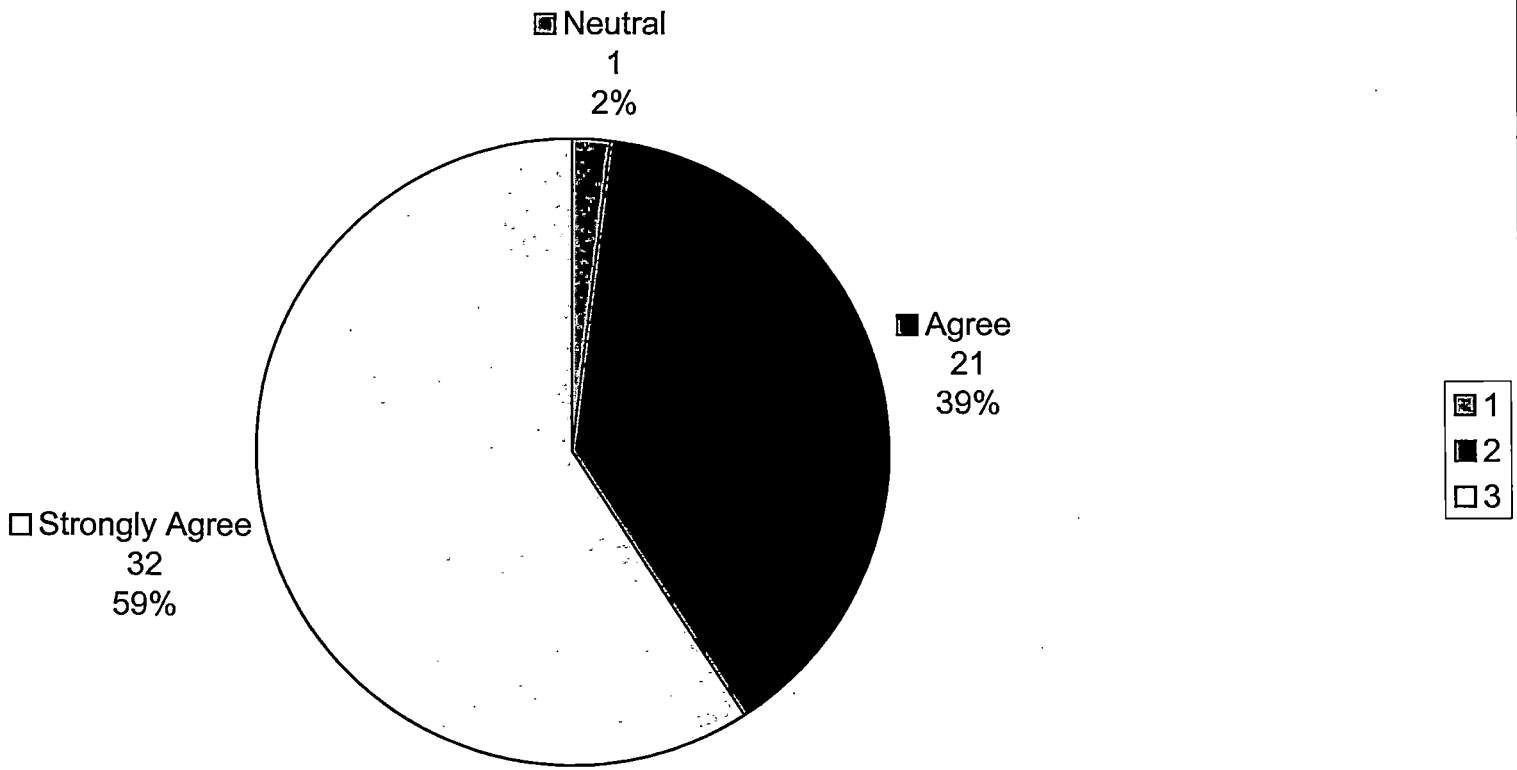



I would like to change my current program of study because of academic reasons.
Neutral
6
11%
Strongly Disagree
24
44%
Disagree
24
45%
1
2
3

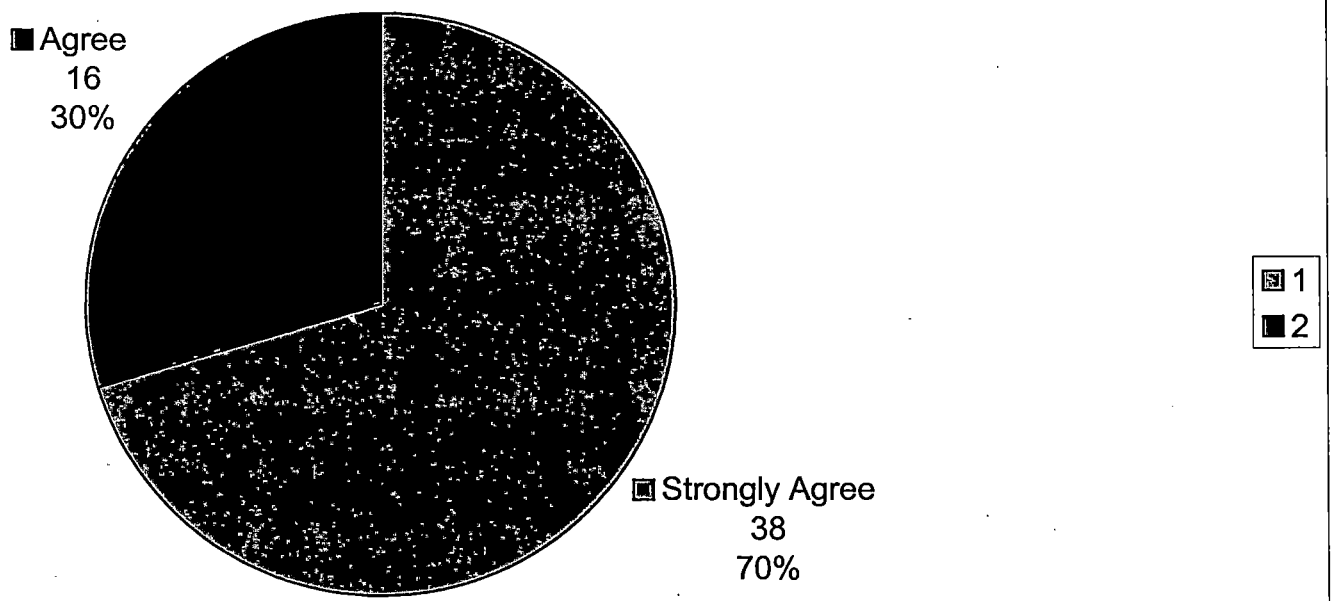
I would like to attend another institution dissatisfaction with my current program of study at Oakland Community College.



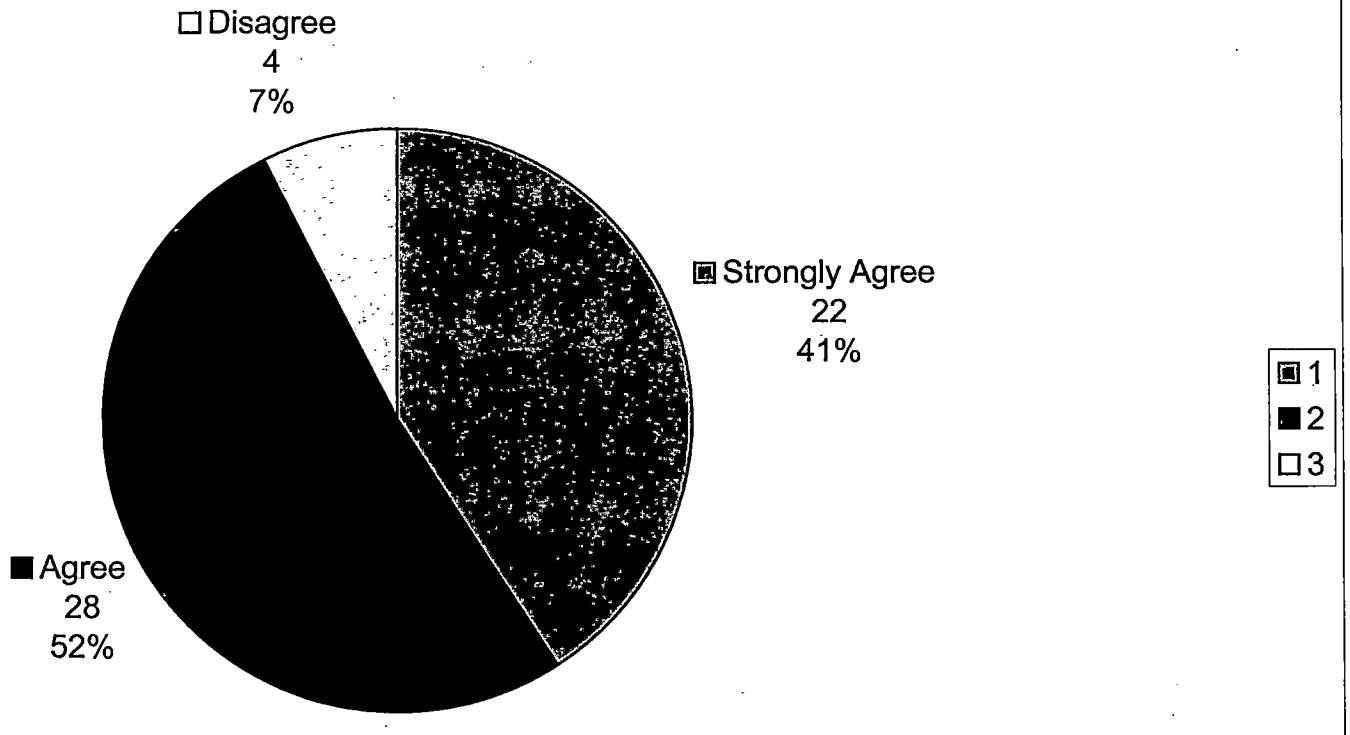
I am satisfied with the quality of the instructors in my program of study.



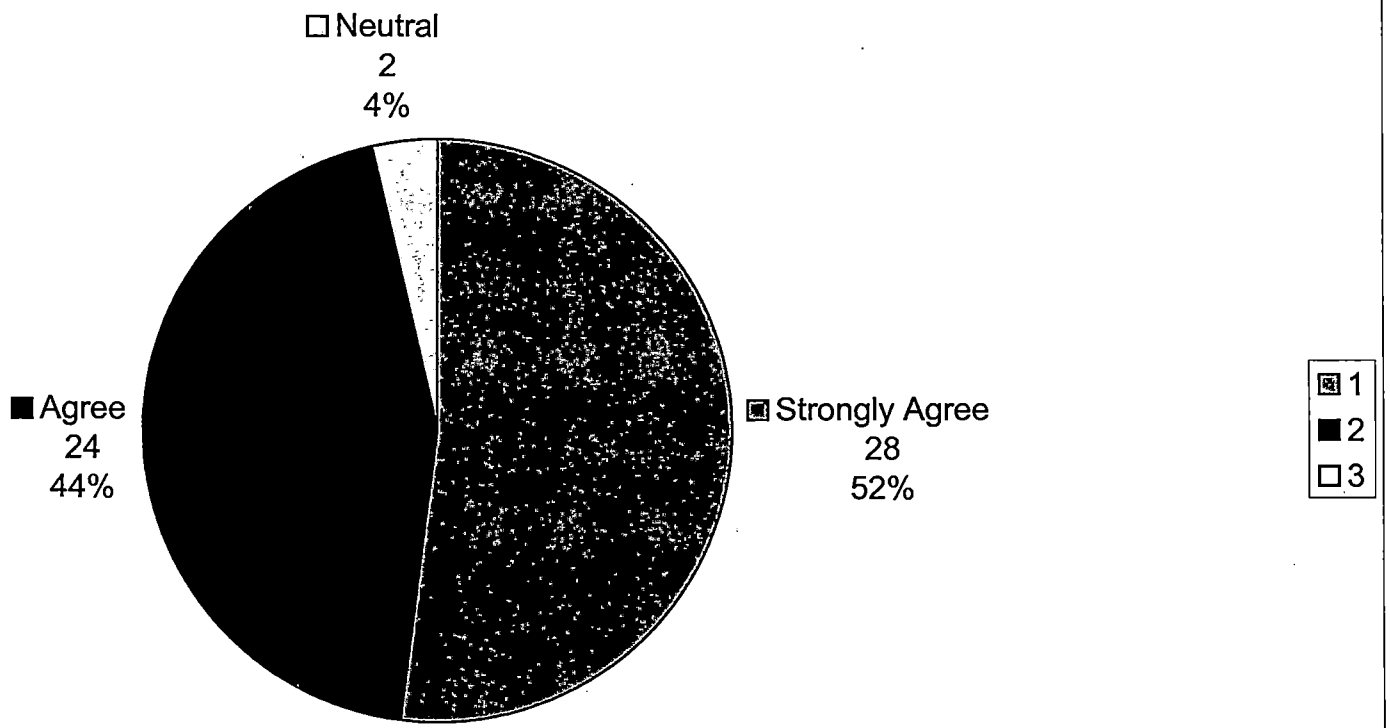
I feel that the instructors are knowledgeable about the course subject-matter.



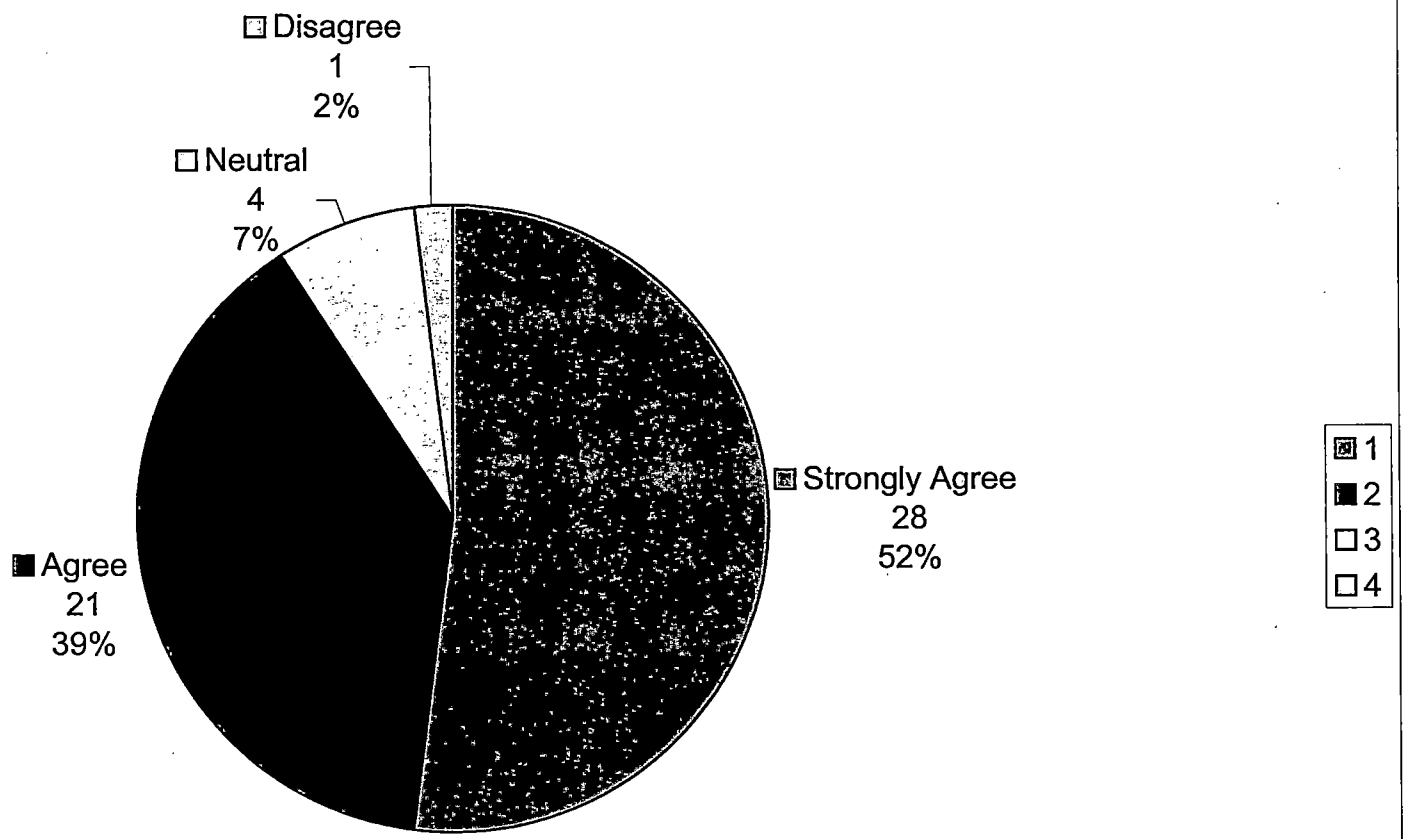
I am satisfied with the course offerings in my current program of study at Oakland Community College.

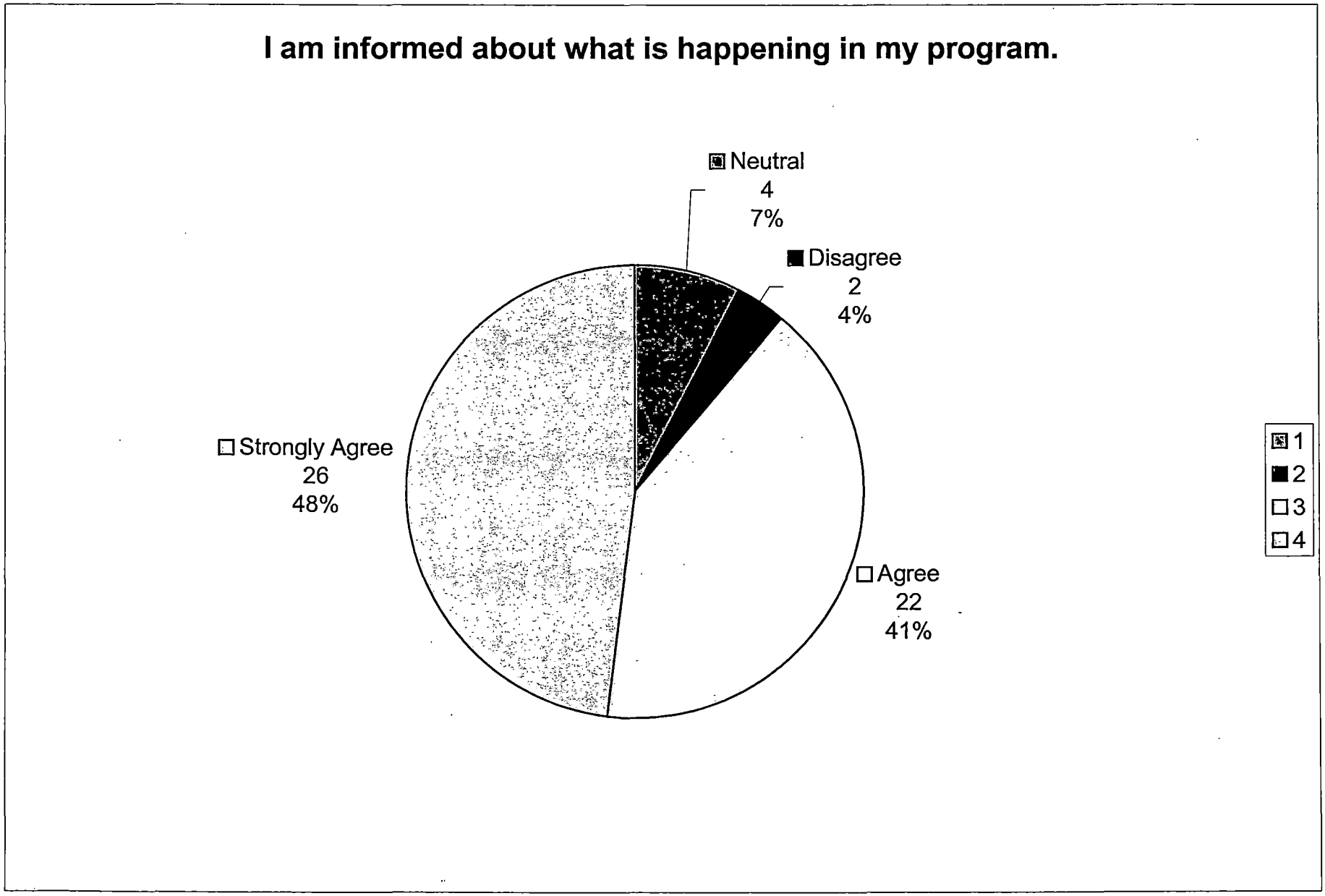


My instructors help me understand how useful my program of study can be in the real world.

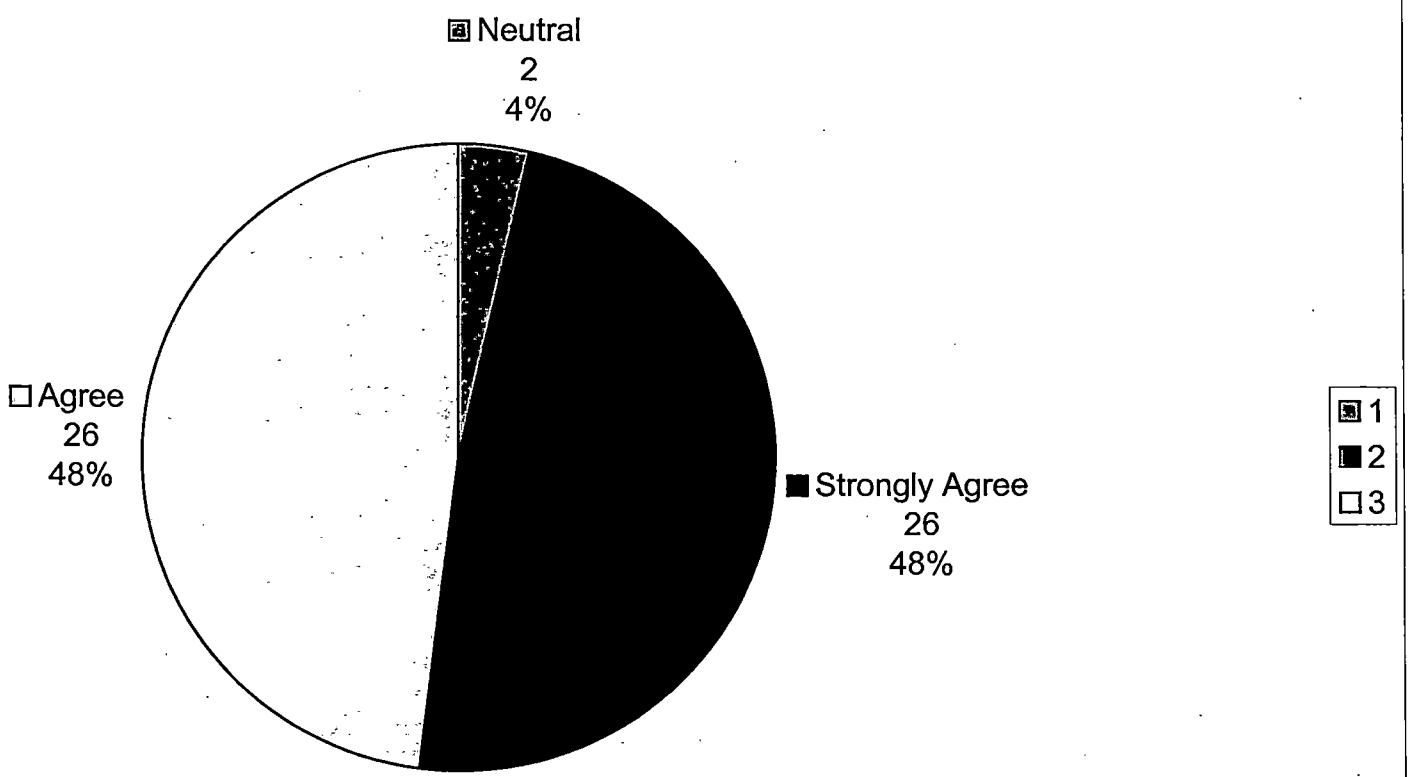


My instructors make the course subject-matter seem interesting.



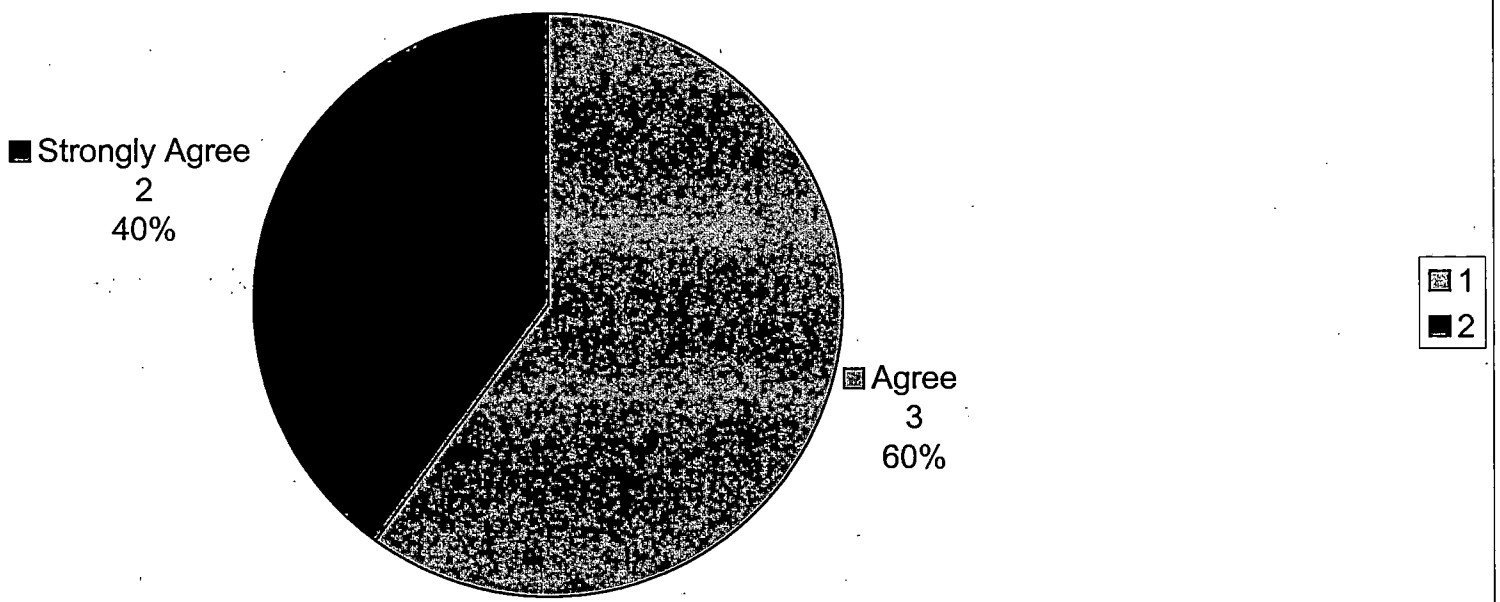

I am informed about what is happening in my program.
Neutral
4
7%
Disagree
2
4%
Strongly Agree
26
48%
Agree
22
41%
1
2
3
4

I think the department is commited to student success in the program.

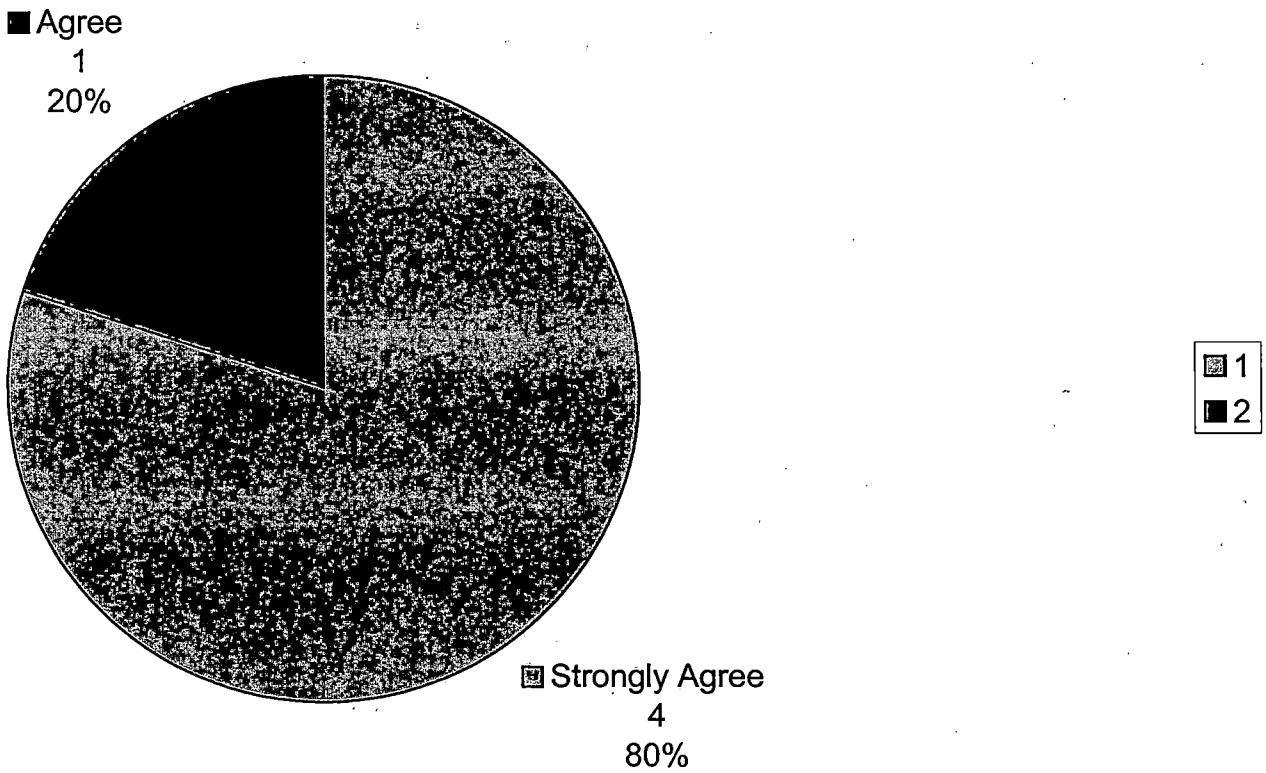


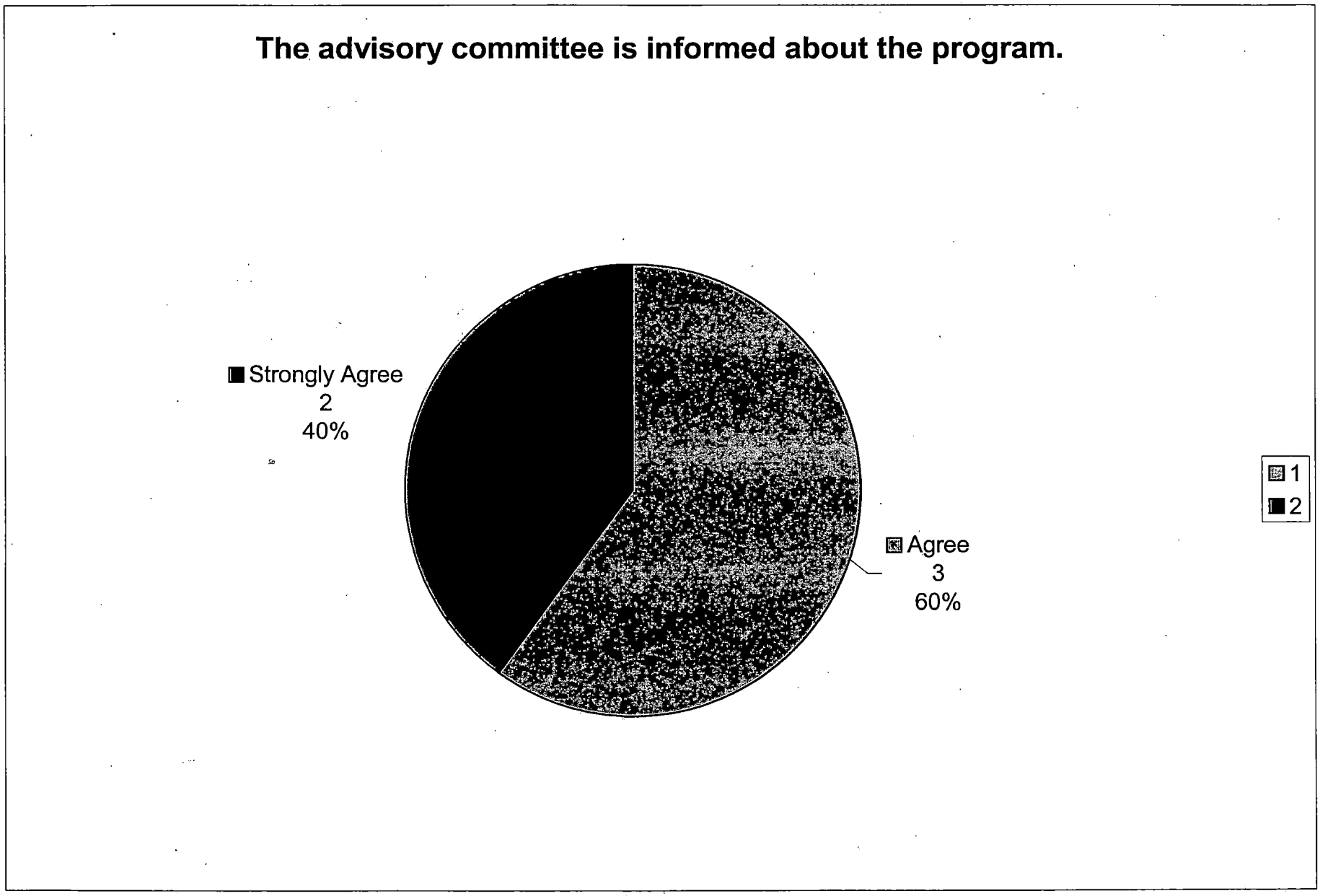
ADVISORY COMMITTEE PERCEPTIONS

The program at Oakland Community College is meeting the expectations of the advisory committee.

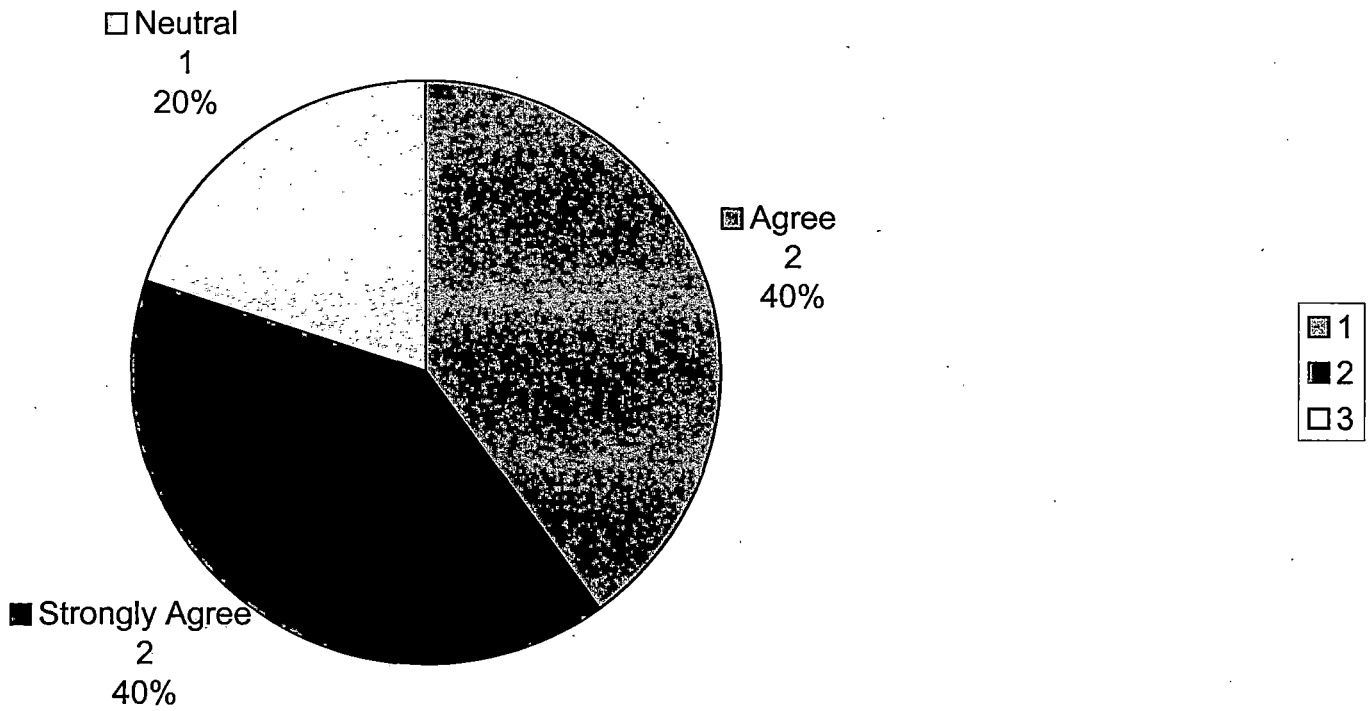


The courses are preparing the students for the workforce.

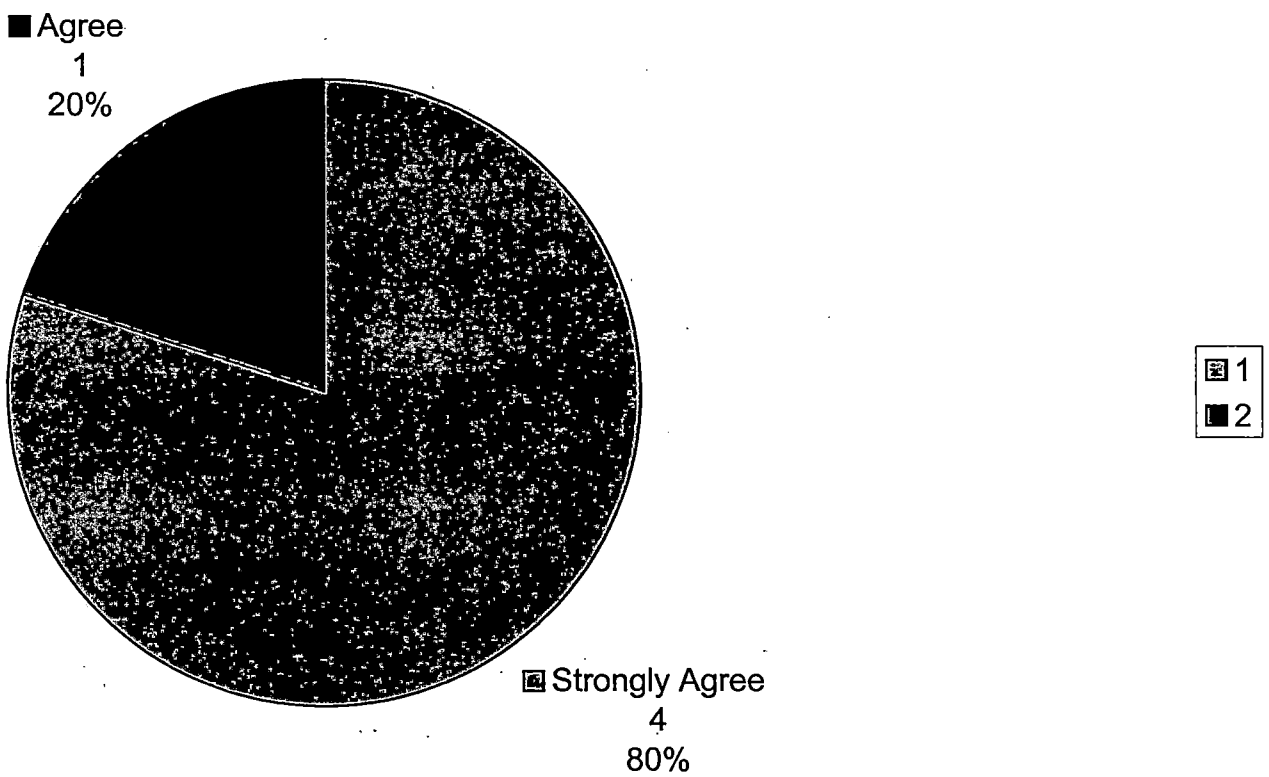



The advisory committee is informed about the program.
Strongly Agree
2
40%
Agree
3
60%
1
2

The advisory committee has substantial input into decision-making within the program.



The advisory committee is satisfied with the direction of the program.



OCC Catalog 2006-2007
Programs

ENVIRONMENTAL SYSTEMS TECHNOLOGY

Extended Degree Program - Associate in Applied Science

Advanced Heating, Ventilation, Air Conditioning and Refrigeration Technician Option (ENV.HVA.AASX)

This program leads to an Associate in Applied Science Degree with specialization in Environmental Systems Technology. It is designated as an Extended Degree Program because the student must complete a minimum of 73 or more required credit hours. Program graduates are encouraged to transfer to a four-year college or university to complete their education in Engineering Technology or Energy Management. However, program graduates may qualify for occupations and careers in heating, ventilating and air conditioning such as systems designers, technicians, estimators, sales engineers and manufacturers' representatives.

Major Requirements		**Credits**
AET 2400	Energy Management	4
AET 2510	Direct Digital Controls	4
TER 1114	Introduction to Refrigeration	4
TER 1150	Basic Principles of HVACR Control	4
TER 1210	Domestic and Commercial Refrigeration	4
TER 1310	Heating, Ventilation, Air Conditioning and Refrigeration Design I	4
TER 1390	Heating, Ventilation, Air Conditioning and Refrigeration Design II	4
TER 1430	Residential and Commercial Control Systems	4
TER 1610	Forced Air Heating Systems	4
TER 1630	Steam and Hot Water Heating Systems	4
TER 1800	Advanced Controls	4

Required Supportive Courses

APP 2170[1]	Applied Technology	4
APM 8110	Geometry Algebra	3
or		
MAT 1050[2]	Preparation for Algebra	4
ENG 1350[3]●	Business Communications	3
or		
ENG 1450[3]●	Writing and Reading for Problem Solving	3
CIS 1050	Personal Computer Productivity Tools (MS-Office)	4

Recommended Elective Courses

IND 1404	Cooperative Internship	4

TECH PREP STUDENTS: Students who have completed articulated Tech Prep programs may apply for advanced placement. Detailed information may be obtained through your high school counselor.

1 PHY 1610 may be substituted
2 Or higher level MAT course
3 Prospective transfer students should substitute ENG 1510
● Course may be used to meet General Education requirements.

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ENVIRONMENTAL SYSTEMS TECHNOLOGY

Associate in Applied Science

Facilities Management Option (ENV.FAC.AAS)

This program leads to an Associate in Applied Science Degree with specialization in Environmental Systems Technology. Program graduates may qualify for occupations and careers in facilities management supervision, maintenance and operation in residential and commercial settings.

Major Requirements		Credits
AET 2400	Energy Management	4
TER 1114	Introduction to Refrigeration	4
TER 1150	Basic Principles of HVACR Controls	4
TER 1310	Heating, Ventilation, Air Conditioning and Refrigeration Design I	4
TER 1390	Heating, Ventilation, Air Conditioning and Refrigeration Design II	4
TER 1610	Forced Air Heating Systems	4
TER 1630	Steam and Hot Water Heating Systems	4
TER 1800	Advanced Controls	4

Required Supportive Courses		
APP 2170	Applied Technology	4
ENG 1450[1] ●	Writing and Reading for Problem Solving	3
or		
SPE 1290 ●	Interpersonal Communication	3
BUS 1310	Principles of Supervision	3
or		
PSY 2360 ●	Psychology of Organizational Behavior	3

The student must choose a minimum of 9 additional credit hours from the following:

Any courses in these areas:

AET	Alternate Energies	
TER	Climate Control	
ARC	Architecture	
ACC	Accounting	
CIS	Computer Information Systems	
BUS 1100	Introduction to Business	4
BUS 1310	Principles of Supervision	3
BUS 2530	Principles of Management	3
ENG 1450[1]•	Writing and Reading for Problem Solving	3
ETT 1110	Industrial Electrical Systems	3
IND 1404	Cooperative Internship	4
PSY 2360•	Psychology of Organizational Behavior	3
SPE 1290•	Interpersonal Communication	3
TER	Environmental Systems	

See Graduation Requirements for an Associate in Applied Science Degree.

Necessary Electives to Total **62**

TECH PREP STUDENTS: Students who have completed articulated Tech Prep programs may apply for advanced placement. Detailed information may be obtained through your high school counselor.

[1] Prospective transfer students should substitute ENG 1510.

• Course may be used to meet General Education requirements.

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ENVIRONMENTAL SYSTEMS TECHNOLOGY

Extended Degree Program - Associate in Applied Science

Heating, Ventilation, Air Conditioning and Refrigeration Technician Option (ENV.HVT.AASX)

This program leads to an Associate in Applied Science Extended Degree with specialization in Environmental Systems Technology. The program is designed to qualify students for occupations and careers in air conditioning, heating and refrigeration, system designers, estimators, manufacturers' representatives, equipment fabricators, application technicians, salesmen, installation mechanics, servicemen, maintenance mechanics and many other related skilled and semi-skilled positions.

Major Requirements		Credits
AET 2400	Energy Management	4
TER 1114	Introduction to Refrigeration	4
TER 1120	Sheet Metal Layout and Fabrication	3
or		
TER 1390	Heating, Ventilation, Air Conditioning and Refrigeration Design II	4
or		
TER 1800	Advanced Controls	4
TER 1150	Basic Principles of HVACR Controls	4
TER 1210	Domestic and Commercial Refrigeration	4
TER 1220	Commercial Refrigeration II	3
TER 1310	Heating, Ventilation, Air Conditioning and Refrigeration Design I	4
TER 1430	Residential and Commercial Control Systems	4
TER 1522	Refrigeration Code	2
TER 1610	Forced Air Heating Systems	4
TER 1630	Steam and Hot Water Heating Systems	4
TER 1650	Troubleshooting Air Conditioning	2
TER 1700	Heating Regulations	2

Required Supportive Courses

APM 8110	Geometry Algebra	3
or		
MAT 1050[1]	Preparation for Algebra	4
APP 2170[2]	Applied Technology	4
ENG 1350[3]●	Business Communications	3
or		
ENG 1450[3]●	Writing and Reading for Problem Solving	3
CIS 1050	Personal Computer Productivity Tools (MS-Office)	4

Recommended Elective

IND 1404	Cooperative Internship	4

See Graduation Requirements for an Associate in Applied Science Degree.

General Education **16**

TECH PREP STUDENTS: Students who have completed articulated Tech Prep programs may apply for advanced placement. Detailed information may be obtained through your high school counselor.

1 Or higher level MAT course
2 Prospective transfer students should substitute PHY 1610
3 Prospective transfer students should substitute ENG 1510
● Course may be used to meet General Education requirements.

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ENVIRONMENTAL SYSTEMS TECHNOLOGY

Associate in Applied Science

Special Interest Option (ENV.SPI.AAS)

This program leads to an Associate in Applied Science Degree with specialization in Environmental Systems Technology. Program graduates may qualify for occupations and careers in heating, ventilating and air conditioning, environmental technologies or energy management.

Students may also design their program for transfer to four-year colleges or universities in energy management, engineering technology or environmental studies.

Major Requirements		**Credits**
AET 2400	Energy Management	4
AET 2424	Independent Research in Automated Building Systems	4
ENG 1450[1]●	Writing and Reading for Problem Solving	3
or		
SPE 1290●	Interpersonal Communication	3

Required Supportive Courses

Students must choose a minimum of 35 credit hours from the following:

ACC 1500	Fundamental Accounting	3
ACC 2170	Business Taxation	3
ACC 2510	Principles of Accounting I	4
APP 2170	Applied Technology	4
APT 1500	Applications in Technology	4
ATF 1400	Introduction to Hydraulics	3
BIO 1500●	Environmental Science	4
BIO 1530●	Principles of Biology	4
BUS 1100	Introduction to Business	4
BUS 1210	Starting and Operating a Small Business	3
BUS 2540	Small Business Finance	3
CAD 1100	Introduction to Computer Aided Design and Drafting	3
CAD 1150	CAD Applications in Architecture/Civil Engineering Technology	3
CIS 1050	Personal Computer Productivity Tools (MS-Office)	4
CIS 1500	Introduction to Software Engineering	4
DDT 1000	Fundamentals for the Drafting Industry	3
DRT 1140	Electronics Drafting	3
ECT 2080	Introduction to Microprocessors	4
EEC 1020	DC Fundamentals	3
EEC 1040	AC Fundamentals	3
ENG 1450[1]●	Writing and Reading for Problem Solving	3
ETT 2500	Electrical Machines	4
ETT 2700	Electrical Controls	4
HCA 1110	Health Facility Maintenance and Sanitation	3
IND 1404	Cooperative Internship	4
MKT 1020	Salesmanship	3
MKT 2520	Fundamentals of Marketing Theory and Practice	3
PHY 1610●	College Physics I	4
PHY 1620●	College Physics II	4
SPE 1290●	Interpersonal Communication	3

Any courses in these areas:

AET	Alternate Energies
ARC	Architectural Engineering
BIO	Biology - Courses numbered 1500 and above
CHE	Chemistry - Courses numbered 1000 and above
TER	Environmental Systems

See Graduation Requirements for an Associate in Applied Science Degree.

TECH PREP STUDENTS: Students who have completed articulated Tech Prep programs may apply for advanced placement. Detailed information may be obtained through your high school counselor.

[3] Prospective transfer students should substitute ENG 1510

- Course may be used to meet General Education requirements.

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ENVIRONMENTAL SYSTEMS TECHNOLOGY

Certificate Programs

Air Conditioning (ENV.HVC.CT)

Requirements		Credits
AET 2400	Energy Management	4
TER 1114	Introduction to Refrigeration	4
TER 1120	Sheet Metal Layout and Fabrication	3
TER 1150	Basic Principles of HVACR Controls	4
TER 1310	Heating, Ventilation, Air Conditioning and Refrigeration Design I	4
TER 1430	Residential and Commercial Control Systems	4
TER 1522	Refrigeration Code	2
TER 1610	Forced Air Heating Systems	4
TER 1650	Troubleshooting Air Conditioning	2
	Total Credits	**31**

Recommended math proficiency at the level of MAT 1100.

Heating (ENV.HVH.CT)

Requirements		Credits
AET 2400	Energy Management	4
TER 1114	Introduction to Refrigeration	4
TER 1120	Sheet Metal Layout and Fabrication	3
TER 1150	Basic Principles of HVACR Controls	4
TER 1430	Residential and Commercial Control Systems	4
TER 1610	Forced Air Heating Systems	4
TER 1630	Steam and Hot Water Heating Systems	4
TER 1700	Heating Regulations	2
	Total Credits	**29**

Recommended math proficiency at the level of MAT 1100.

Refrigeration (ENV.HVR.CT)

Requirements		Credits
AET 2400	Energy Management	4
TER 1114	Introduction to Refrigeration	4
TER 1150	Basic Principles of HVACR Controls	4
TER 1210	Domestic and Commercial Refrigeration	4
TER 1220	Commercial Refrigeration II	3
TER 1430	Residential and Commercial Control Systems	4
TER 1522	Refrigeration Code	2
TER 1610	Forced Air Heating Systems	4
	Total Credits	**29**

Recommended math proficiency at the level of MAT1100 .

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Course Descriptions

Renewable Energies and Energy Management

Past students varied in age from 18 to their 80s and from HVAC technician, facilities manager, builder, architect and engineer to interested citizen, consumer and career trainee.

The Renewable Energies and Energy Management courses were used as a basis for a national model energy curriculum designed with Department of Energy funds (www.ateec.org/energy) . The creator and instructor of those OCC courses, Dr. Debra Rowe, was the chief author for that national model curriculum. Dr. Rowe has been consulting with colleges throughout the U.S., helping them set up similar courses and programs in cooperation with PETE (www.ateec.org/pete), a national consortium of community colleges focusing on environmental technologies. (She is also Senior Fellow with the Association of University Leaders for a Sustainable Future (www.ulsf.org).

AET 2010 Credits: 4 Title: Solar and Other Renewable Energy Systems
AET 2400 Credits: 4 Title: Energy Management
AET 2424 Credits: 4 Title: Independent Research in Automated Building Systems
AET 2510 Credits: 4 Title: Direct Digital Controls

Heating, Ventilation and Air Conditioning and Refrigeration

TER 1114 Credits: 4 Title: Introduction to Refrigeration
TER 1120 Credits: 3 Title: Sheet Metal Layout and Fabrication
TER 1150 Credits: 4 Title: Basic Principles of HVACR Controls
TER 1210 Credits: 4 Title: Domestic and Commercial Refrigeration
TER 1220 Credits: 3 Title: Commercial Refrigeration II
TER 1310 Credits: 4 Title: Heating, Ventilation, Air Conditioning and Refrigeration Design I
TER 1390 Credits: 4 Title: Heating, Ventilation, Air Conditioning and Refrigeration Design II
TER 1430 Credits: 4 Title: Residential and Commercial Control Systems
TER 1522 Credits: 2 Title: Refrigeration Code
TER 1610 Credits: 4 Title: Forced Air Heating Systems
TER 1630 Credits: 4 Title: Steam and Hot Water Heating Systems
TER 1650 Credits: 2 Title: Troubleshooting Air Conditioning
TER 1700 Credits: 2 Title: Heating Regulations
TER 1800 Credits: 4 Title: Advanced Controls

DATE: April 6, 2006

TO: Gail Mays
Curriculum Review Committee Chair

FROM: Steve Reif
Dean, Academic and Student Services

SUBJECT: Proposed Closure of Gerontology Program

Enclosed please find the following program data for gerontology:

Office of Assessment and Effectiveness

- Degree Trends Report for Gerontology 2004-2005
- Program Dashboard Report for Gerontology
- Draft of Gerontology Student Questionnaire

Dean's Office

- Gerontology Enrollment Report, Summer 2004 – Winter 2006
- Gerontology Meeting Minutes, Wednesday, February 1, 2006
- Program Closure Form

The Dean has met with the Department Chair for Gerontology, the lead adjunct instructor for gerontology (there are no full-time instructors in this area), and other individuals with vested knowledge of this program (see Gerontology Meeting Minutes, Wednesday, February 1, 2006). Based on data from the Degree Trends Report for Gerontology 2004-2005, the Program Dashboard Report for Gerontology, and the Gerontology Enrollment Report, Summer 2004 – Winter 2006, the attendees of the Gerontology Meeting of February 1, 2006, unanimously recommended to sun-set the gerontology program.

It was further recommended, however, to retain four gerontology offerings as elective/required courses important to the curriculum of other programs (i.e., Mental Health/Social Work, Health Care Administration, and Exercise Science and Technology). The four gerontology courses recommended for retention were: GRN 1510 (Alzhheimer's Disease and Related Disorders), GRN 1520 (Legal Aspects of Aging), GRN 2510 (Introduction to Gerontology), and GRN 2550 (Death and Dying).

It was also suggested that the Office of Assessment and Effectiveness provide the Department Chair for Gerontology with a survey to be administered to students in current gerontology classes which will hopefully clarify their reasons for registering for a particular gerontology course. The Department Chair for Gerontology will then share the results of the survey with other department chairs to coordinate appropriate gerontology offerings on other campuses.

On March 6, 2006, the above information was shared with the Vice-Chancellor and the members of the Deans' Cabinet, all of whom recommended that Dean Steve Reif continue the process to sun-set the gerontology program. On April 5, 2006, President Martha Smydra presented the recommendation of the Deans' Cabinet to the Chancellors' Cabinet, which approved the measure.

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Gerontology

GRN

2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
January 5, 2006

Oakland Community College
Degree Trends Report
Gerontology (GRN)
1995-96 through 2004-05

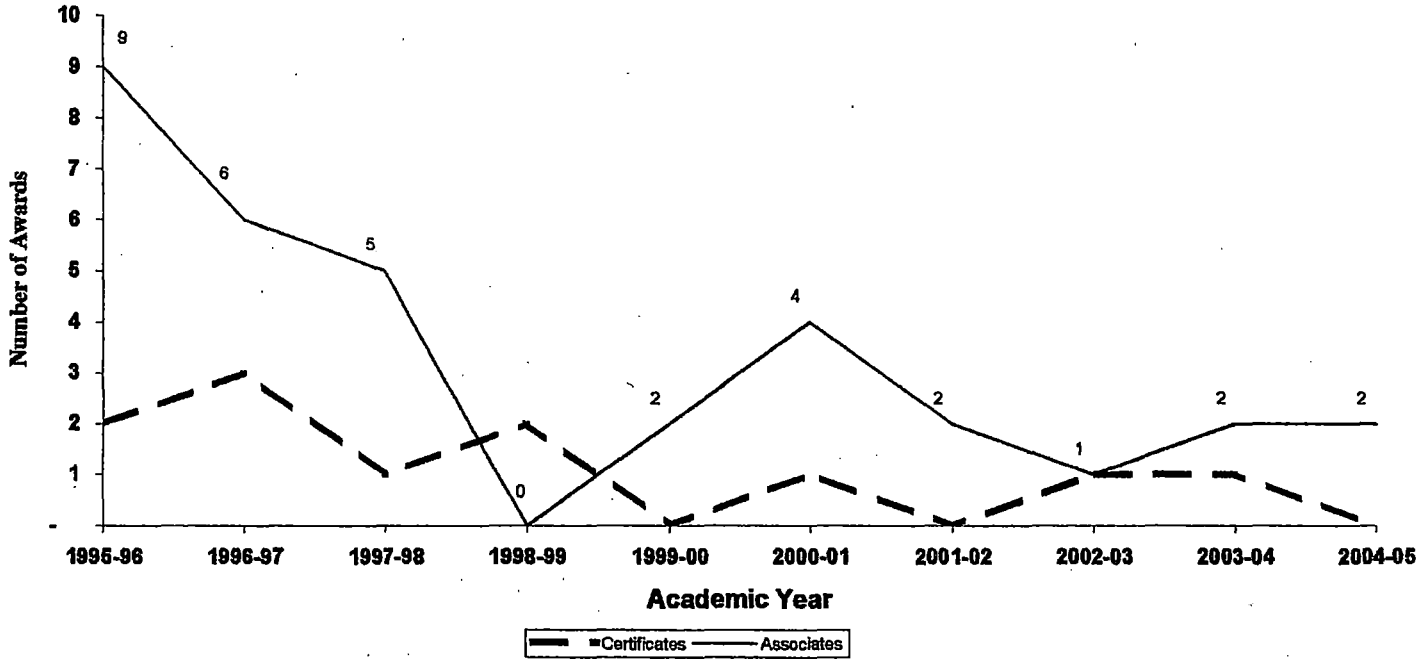
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Gerontology (GRN)

- Ten-year trend showing the annual awards conferred in Gerontology
- Rate of change in annual awards conferred in Gerontology
- The three-year Moving Mean for annual awards conferred in Gerontology
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Gerontology
1995-96 through 2004-05



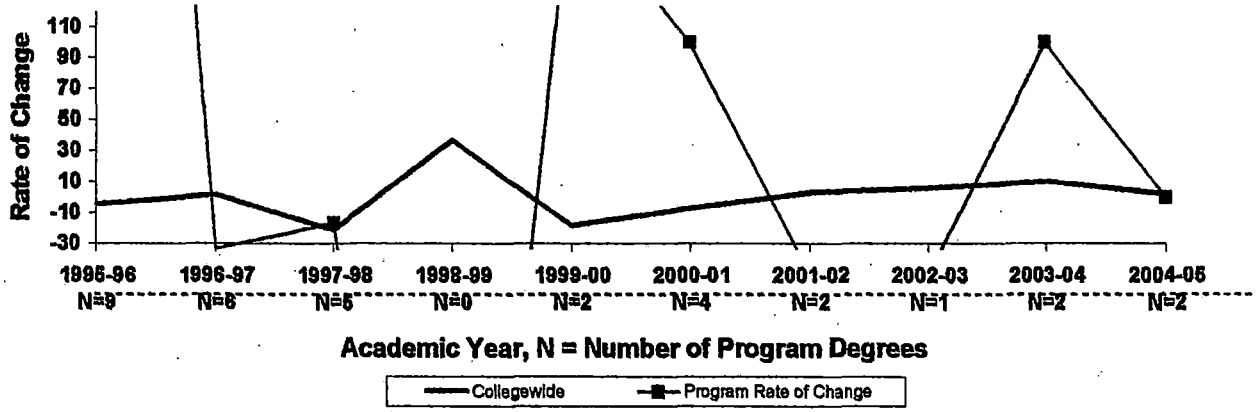
Academic Yr.	Certificates	Associates
1995-96	2	9
1996-97	3	6
1997-98	1	5
1998-99	2	0
1999-00	0	2
2000-01	1	4
2001-02	0	2
2002-03	1	1
2003-04	1	2
2004-05	0	2

Source: OCC, Office of Institutional Research

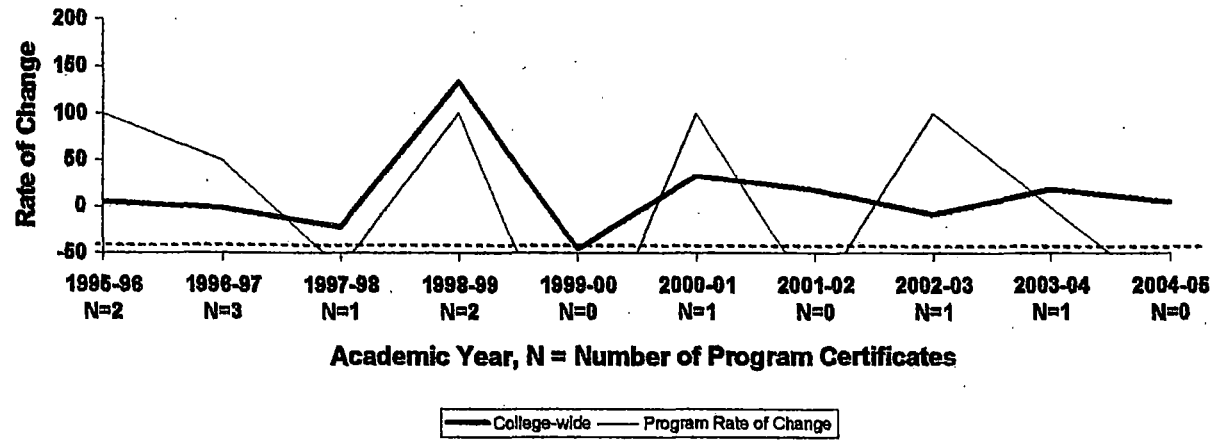
1/5/2006

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees



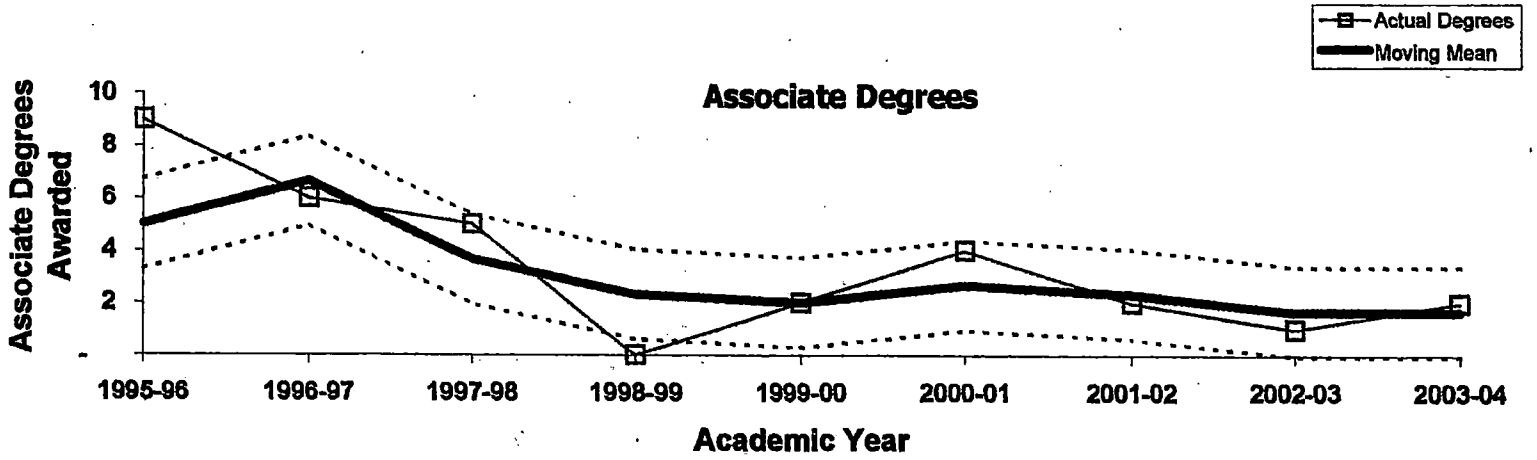
Certificates

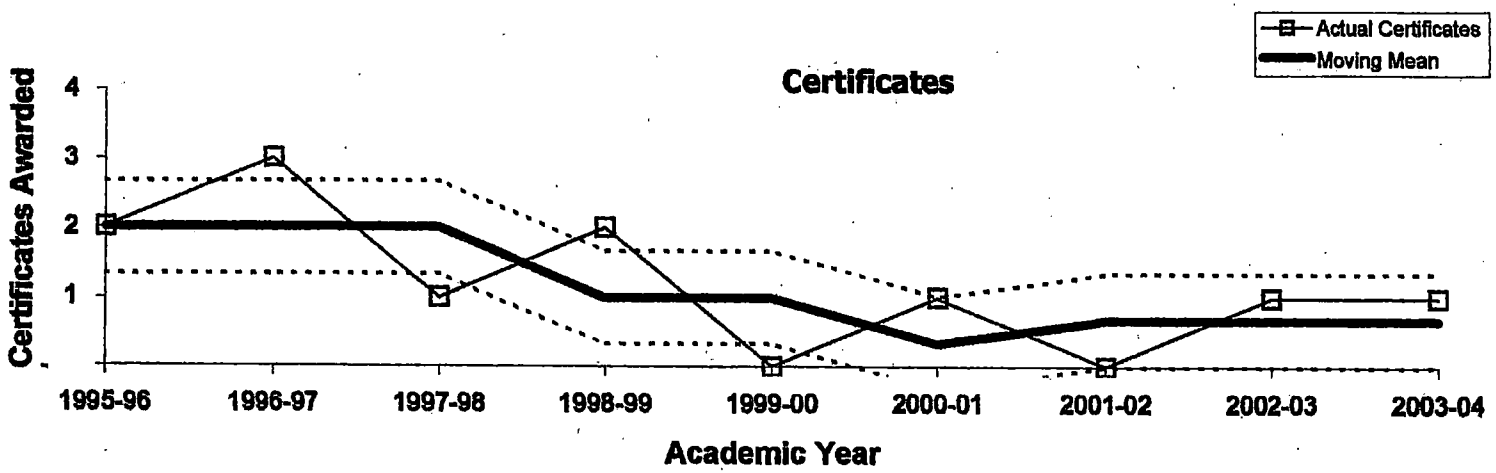


Source: OCC, Office of Institutional Research

1/5/2006

Oakland Community College
Three Year Moving Mean in Annual Awards
Gerontology
1995-96 through 2003-04

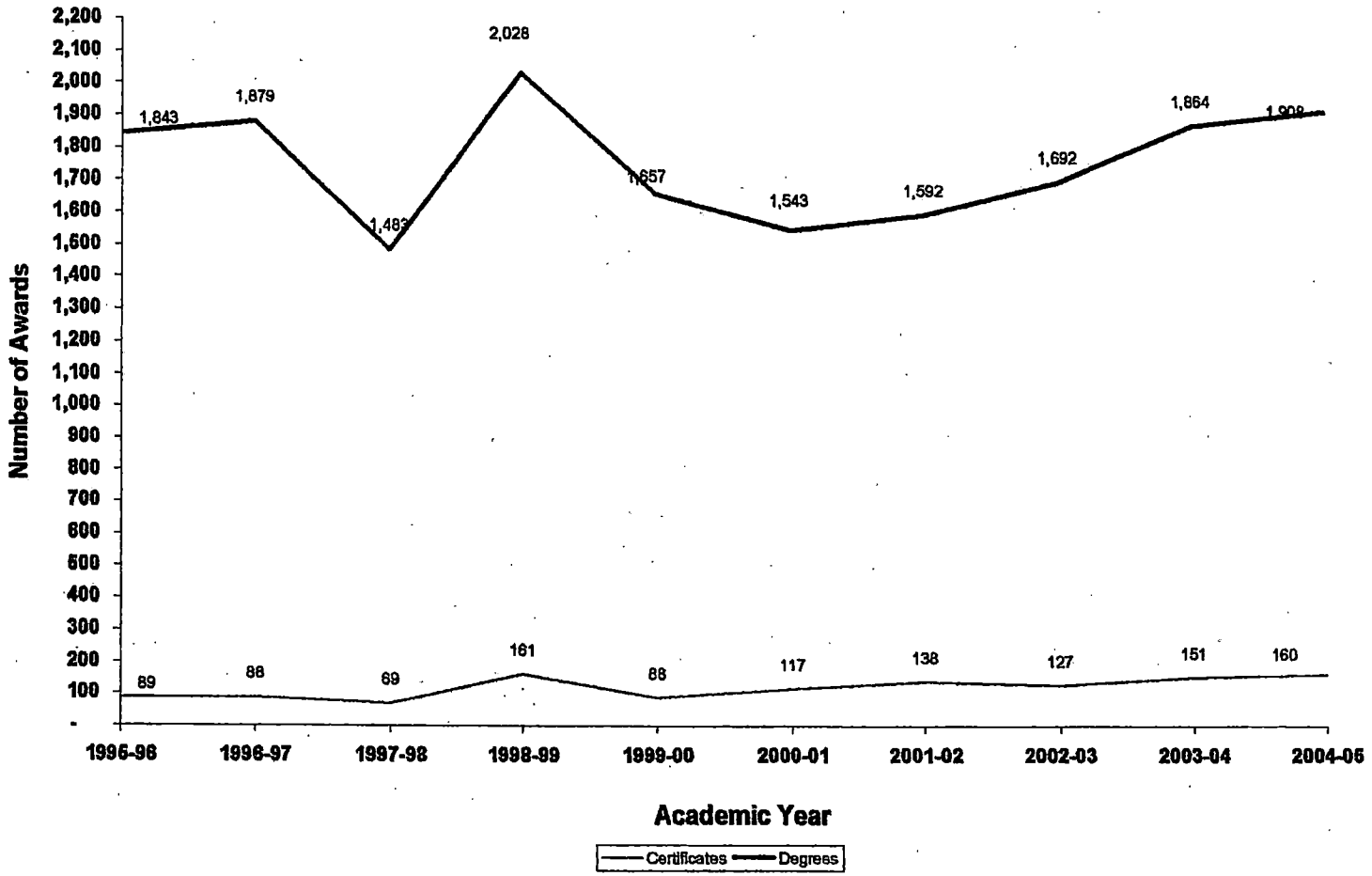




Source: OCC, Office of Institutional Research

1/5/2006

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05



Source: OCC, Office of Institutional Research

1/5/2006

Program Dashboard
Detail Report

Prefix GRN
Title Gerontology

Dashboard Score 7.05

	Program	College Wide
Average Section Size	10.1	23.3
Sections Filled to Capacity	28.9%	88.4%
Percent of Completed Sections	62.5%	89.1%
Weighted Percent Change in Headcount	1.2%	3.5%
Weighted Percent Change in Credit Hours	0.8%	3.0%
Percent of Minority Students	23.7%	27.1%
Percent of Withdrawals	16.0%	16.5%
Percent of Incompletes	1.1%	1.6%
Student Course Completion Rate	61.7%	64.8%

Average Section Size

Prefix	GRN
Prefix Title	Gerontology
Total Students	101
Number of Sections	10
Average Section Size	10.1

Definition:
Average number of students per section. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-Tenth-Day of each term.

Methodology:
Total duplicated student headcount divided by total capacity of all sections over an academic year. Currently (2003-04 data) does not take into account the differences between "A" and "B" sections.

Sections Filled to Capacity

Prefix	GRN	
Prefix Title	Gerontology	
Total Students		101
Total Capacity		350
Sections Filled To Capacity		28.9%

Definition:
The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix	GRN
Prefix Title	Gerontology
Active Sections	10
Cancelled Sections	6
Total Sections	16
Percent of Completed Sections	62.5%

Definition:
Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:
Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Weighted Percent Change in Headcount

Prefix	GRN		
Prefix Title	Gerontology		
2000-01 Headcount		57	
2001-02 Headcount		58	
2002-03 Headcount		94	
2003-04 Headcount		101	
Three Year Average Change			15
Weighted Percent Change in Headcount			1.2%

Definition:
Percent change in total student headcount based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Weighted Percent Change in Credit Hours

Prefix	GRN		
Prefix Title	Gerontology		
2000-01 Credit Hours		171	
2001-02 Credit Hours		174	
2002-03 Credit Hours		271	
2003-04 Credit Hours		276	
Three Year Average Change			35
Weighted Percent Change in Credit Hours			0.8%

Definition:
Percent change in total student credit hours based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Percent of Minority Students

Prefix	GRN
Prefix Title	Gerontology
Minority Students	18
Total Students	76
Percent of Minority Students	23.7%

Definition:
The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix	GRN
Prefix Title	Gerontology
Total Withdrawals	15
Total Grades	94
Percent of Withdrawals	16.0%

Definition:
The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
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), and Not Reported (NR).

Percent of Incompletes

Prefix	GRN
Prefix Title	Gerontology
Total Incompletes	1
Total Grades	94
Percent of Incompletes	1.1%

Definition:
The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
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), and Not Reported (NR).

Student Course Completion Rate

Prefix	GRN
Prefix Title	Gerontology
Successful Grades	58
Total Student Grades	94
Student Course Completion Rate	61.7%

Definition:
The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

DRAFT of Gerontology Student Questionnaire

Please take a few minutes to answer all of the following questions. The information you provide will greatly enhance my ability to better understand the backgrounds and goals of students who enroll in Gerontology courses. All information will be kept confidential.

1. **Which of the following are reasons why you are taking this course: (Check all that Apply)**

- ☐ My employer encouraged me to take this course
- ☐ Enhance my knowledge and skills which can be applied to my current job
- ☐ Obtain knowledge and skill to get a new job working with the elderly
- ☐ To see if I like to work with the elderly
- ☐ Required as part of another OCC program
- ☐ Personal reasons unrelated to employment
- ☐ Other reason: _____

2. **In what way will you use the knowledge and skills gained in this course? (Check all that Apply)**

- ☐ Self-employment
- ☐ Volunteer now seeking degree/certification
- ☐ Use knowledge in my current job
- ☐ Get a new job with a different employer
- ☐ Get a new job with current employer
- ☐ Get my first job working with the elderly
- ☐ Transfer to another college/university. Where? _____

3. **Is this your first time taking a college course?** ___ Yes ___ No

4. **Have you ever taken a course at OCC in the past?** ___ Yes ___ No

5. **How did you find out about this course? (Check all that Apply)**

- ☐ Employer
- ☐ Friend/Family member
- ☐ High school counselor/teacher
- ☐ College (OCC) publication/advertisement
- ☐ College's (OCC) web site
- ☐ Contacted the College
- ☐ Other: _____

16. What are your long-term (next five years) educational goal? (Check Only One)

- ☐ Only take this one course
- ☐ Take a few more courses in Gerontology
- ☐ Take a few more courses "not" in Gerontology
- ☐ Obtain a Certificate in the area of Gerontology
- ☐ Obtain a Certificate in a field other than Gerontology: In what area? _____
- ☐ Obtain an Associates Degree in Gerontology
- ☐ Obtain an Associates Degree in a field other than Gerontology: In what area? _____
- ☐ Obtain a Bachelors Degree, Where? _____
- ☐ Other: _____

17. What are your long-term (next five years) career goal?

_____

_____

18. Besides OCC, what other colleges/schools did you consider attending for your Gerontology coursework?

_____

19. What was the primary reason you decided to enroll at OCC?

_____

_____

_____

20. If there was one thing you could change within the OCC Gerontology program, what would that be?

_____

_____

_____

21. What do you like most about the field of Gerontology?

_____

_____

Thank you for taking the time to complete this questionnaire. Please return this form to the instructor.

Gerontology Enrollment
Summer 2004 - Winter 2006

		Su 04	Fa 04	Wi 05	Su 05	Fa 05	Wi 06
GRN-1510	Alzheimer Disease/Related Disorder	xx	11	xx	xx	14	xx
GRN-1520	Legal Aspects of Aging	xx	xx	9	xx	xx	15
GRN-2510	Introduction to Gerontology	xx	20	15	xx	23	18
GRN-2520	Health and Aging	xx	xx	8	xx	xx	7
GRN 2530	Community Development & Aging	xx	7	xx	xx	9	xx
GRN 2540	Nutrition & the Senior Citizen	*No longer offered – sub HEA-1510 (Nutrition) for requirement*					
GRN 2550	Death and Dying	5	9	17	7	15	18
GRN 2560	Personal & Social Apps in Aging	xx	xx	xx	8	xx	xx
GRN 2573	Gerontology Field Experience	5	1	1	4	1	1
SOC-2550	Sociology of Aging			8			11

Minutes
Gerontology Meeting
Wednesday, February 1, 2006
Kaiser Room

In Attendance:

Dennis Bartleman
Thomas Boozer
Mary Kay Lawless
Marty Orlowski
Steve Reif

1. The group reviewed the Degree Trends Report for Gerontology 2004-2005 and the Program Dashboard Report for Gerontology.

2. Data were also presented on the frequency of individual gerontology offerings, as well as enrollment statistics for gerontology courses, winter 2006.

3. After much discussion, it was recommended to sunset the Gerontology Program. The Dean will immediately initiate the process.

4. It was also recommended to retain four gerontology offerings as elective/required courses important to the curriculum of other programs. These courses are the following: GRN 1510 (Alzheimer's Disease and Related Disorders), GRN 1520 (Legal Aspects of Aging), GRN 2510 (Introduction to Gerontology), and GRN 2550 (Death and Dying).

5. Marty Orlowski will provide Dennis Bartleman with a survey to be administered to students in the gerontology classes which will hopefully clarify their reasons for registering for a particular gerontology course. Dennis Bartleman will then share the results of the survey with other department chairs to coordinate appropriate gerontology offerings on other campuses.

Program Closure Form

Program Title: _____

Closure Initiation Date: _____

Notice to Students Date: _____

Closure Finalization Date: _____

Last Catalog Publication: _____

PART I:
Retain Related Courses? (Y) N (if no, discontinue offering and list below)

Courses Affected: COURSES RETAINED ARE THE FOLLOWING: GRN 1510 (ALZHEIMER'S DISEASE AND RELATED DISORDERS), GRN 1520 (LEGAL ASPECTS OF AGING), GRN 2510 (INTRODUCTION TO GERONTOLOGY), AND GRN 2550 (DEATH AND DYING).

Reason(s) for closure: SINCE 2001-02, THE GERONTOLOGY PROGRAM HAS ONLY GRADUATED 2 STUDENTS WITH CERTIFICATES AND 7 STUDENTS WITH ASSOCIATE DEGREES.

Attach 3-year Enrollment Trends or Institutional Research data supporting this decision.

PART II:

Steven Rey
(Signature of Campus Dean)

Approval / / Disapproval / /

Martha Snyder
(Signature of Campus President)

(Signature of Vice-Chancellor

Approval / / Disapproval / /

(Signature of Chancellor)

Date: _____

Program Closure Form

Page 2

PART III:

Check off list for "Procedure for the Closure of Academic Programs" (Note: numbers correspond with attachment). All notification forms used in this closure must be attached.

1. _____
2. _____
3. _____
4. _____
5. _____
   - 5.1 _____
   - 5.2 _____
   - 5.3 _____
   - 5.4 _____
   - 5.5 _____
6. _____
7. _____
8. _____

Verification by the Dean that all steps stated above have been completed: _____

Date _____

Approval of Campus President _____

Date_____

Approval of Vice Chancellor
For Academic and Student Services _____

Date_____

Approval of Chancellor _____

Date_____

cg/500-a)

[EDITED/REVISED: 08/28/02 by Dr. George Keith]
[PROPOSED REVISIONS: 2/8/06 by Marikay L. Clancy]

DATE: March 16, 2006

TO: Dr. Martha Smydra, President

FROM: Steve Reif
Dean, Academic and Student Services

SUBJECT: Proposed Closure of Gerontology Program

Enclosed please find the following program data for gerontology:

Office of Assessment and Effectiveness
- Degree Trends Report for Gerontology 2004-2005
- Program Dashboard Report for Gerontology
- Draft of Gerontology Student Questionnaire

Dean's Office
- Gerontology Enrollment Report, Summer 2004 – Winter 2006
- Gerontology Meeting Minutes, Wednesday, February 1, 2006

The Dean has met with the Department Chair for Gerontology, the lead adjunct instructor for gerontology (there are no full-time instructors in this area), and other individuals with vested knowledge of this program (see Gerontology Meeting Minutes, Wednesday, February 1, 2006). Based on data from the Degree Trends Report for Gerontology 2004-2005, the Program Dashboard Report for Gerontology, and the Gerontology Enrollment Report, Summer 2004 – Winter 2006, the attendees of the Gerontology Meeting of February 1, 2006, unanimously recommended to sun-set the gerontology program.

It was further recommended, however, to retain four gerontology offerings as elective/required courses important to the curriculum of other programs (i.e., Mental Health/Social Work, Health Care Administration, and Exercise Science and Technology). The four gerontology courses recommended for retention were: GRN 1510 (Alzhheimer's Disease and Related Disorders), GRN 1520 (Legal Aspects of Aging), GRN 2510 (Introduction to Gerontology), and GRN 2550 (Death and Dying).

It was also suggested that the Office of Assessment and Effectiveness provide the Department Chair for Gerontology with a survey to be administered to students in current gerontology classes which will hopefully clarify their reasons for registering for a particular gerontology course. The Department Chair for Gerontology will then share the results of the survey with other department chairs to coordinate appropriate gerontology offerings on other campuses.

On March 6, 2006, the above information was shared with the Vice-Chancellor and the members of the Deans' Cabinet, all of whom recommended that Dean Steve Reif continue the process to sun-set the gerontology program.

Program Assessment Plan

Gerontology

Catalog Description

In this program, leading to an Associate in Applied Science Degree in Gerontology, students will be able to obtain the knowledge and skills necessary to work with senior adults. The program provides insights into the limitations and/or capabilities of older people, with special emphasis placed on the social aspects of aging. A graduate may assist senior adults adapt to social and physical changes and may help them create a functional environment for themselves. The program provides individuals already employed in the field with opportunities to upgrade their skills. Articulation Agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to satisfy the MACRAO agreement.

Statement of Purpose

This program offers high-quality, student-centered learning opportunities which provide students with insights into the limitations and/or capabilities of older adults with special emphasis placed on the social aspects of aging.

Learning Outcomes

Students will have the knowledge and skills necessary to understand and work with the needs of senior citizens and be able to assist the older population as they deal with age-related issues.

Benchmark 1

80-90% of students will demonstrate knowledge of gerontology theory and concepts by being able to apply them in addressing issues of aging and long-term care.

Assessment Method 1

Successful completion of grade of B or better on multiple choice, matching, and short essay exams. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005 **Findings Sent to OAE Date 1** 1/1/2006

Benchmark 2

80-90% of the students will demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts.

Assessment Method 2

Demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts.
Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005 **Findings Sent to OAE Date 2** 1/1/2006

Learning Outcomes

The students will be able to communicate effectively with individuals, families, and formal and informal health care providers.

Benchmark 1

80-90% of the students will demonstrate effective communication skills through classroom role-play and informal interviews.

Assessment Method 1

Classroom role-play and informal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005 **Findings Sent to OAE Date 1** 1/1/2006

Benchmark 2

80-90% of the students will demonstrate successful use of a variety of adult psychosocial assessment tools through off-site formal interviews.
Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2

Off-site formal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005 **Findings Sent to OAE Date 2** 1/1/2006

Learning Outcomes

Students will identify problems within the local, state, and federal level that impact the quality of life for the aging population.

Benchmark 1

Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century.

Assessment Method 1

Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005 **Findings Sent to OAE Date 1** 1/1/2006

Benchmark 2

Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2

Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005 **Findings Sent to OAE Date 2** 1/1/2006

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Gerontology

GRN

2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
January 5, 2006

Oakland Community College
Degree Trends Report
Gerontology (GRN)
1995-96 through 2004-05

The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Gerontology (GRN)

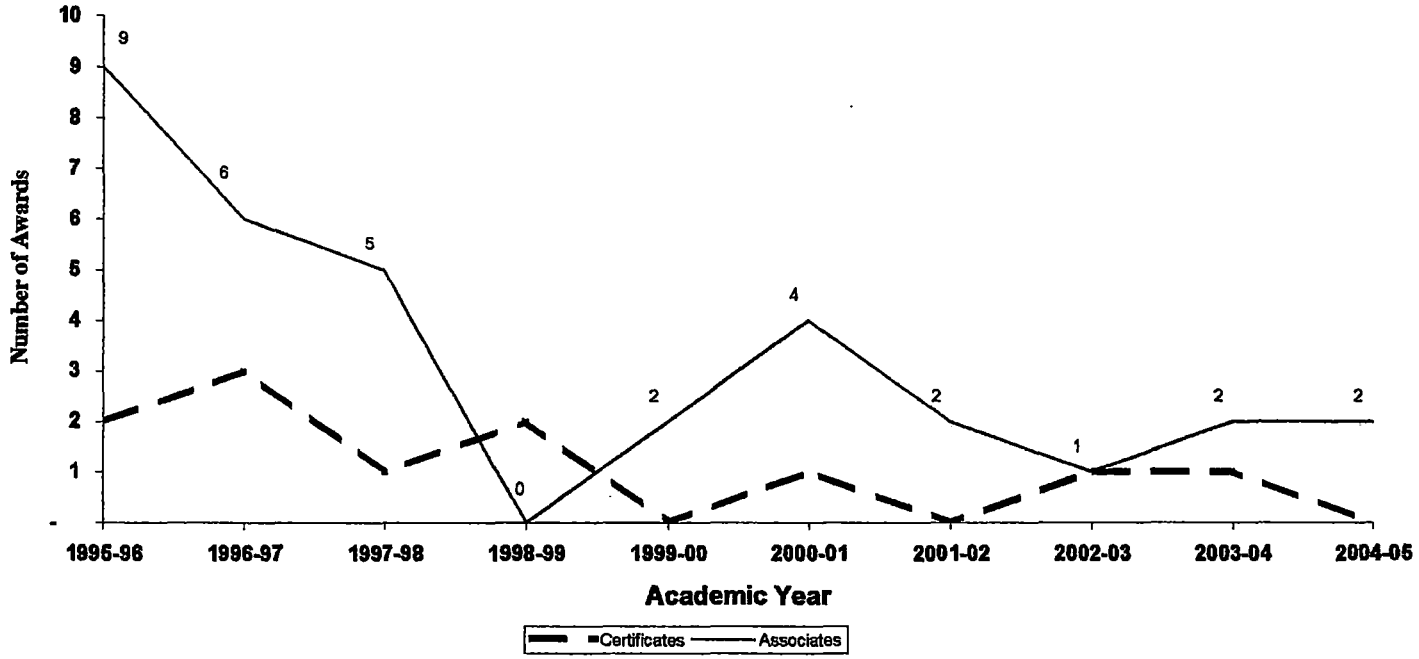
- Ten-year trend showing the annual awards conferred in Gerontology
- Rate of change in annual awards conferred in Gerontology
- The three-year Moving Mean for annual awards conferred in Gerontology
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

1/5/2006

Oakland Community College
Associate Degrees and Certificates Awarded
Gerontology
1995-96 through 2004-05



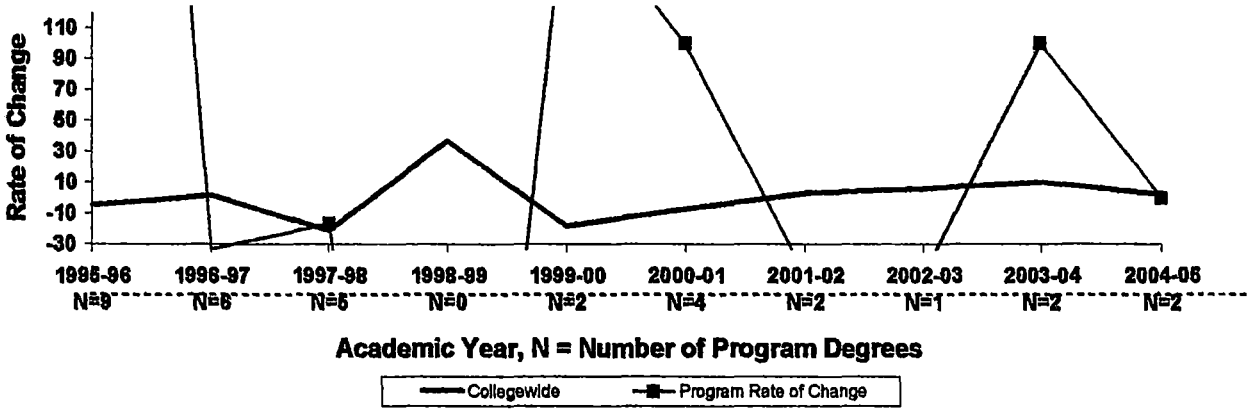
Academic Yr.	Certificates	Associates
1995-96	2	9
1996-97	3	6
1997-98	1	5
1998-99	2	0
1999-00	0	2
2000-01	1	4
2001-02	0	2
2002-03	1	1
2003-04	1	2
2004-05	0	2

Source: OCC, Office of Institutional Research

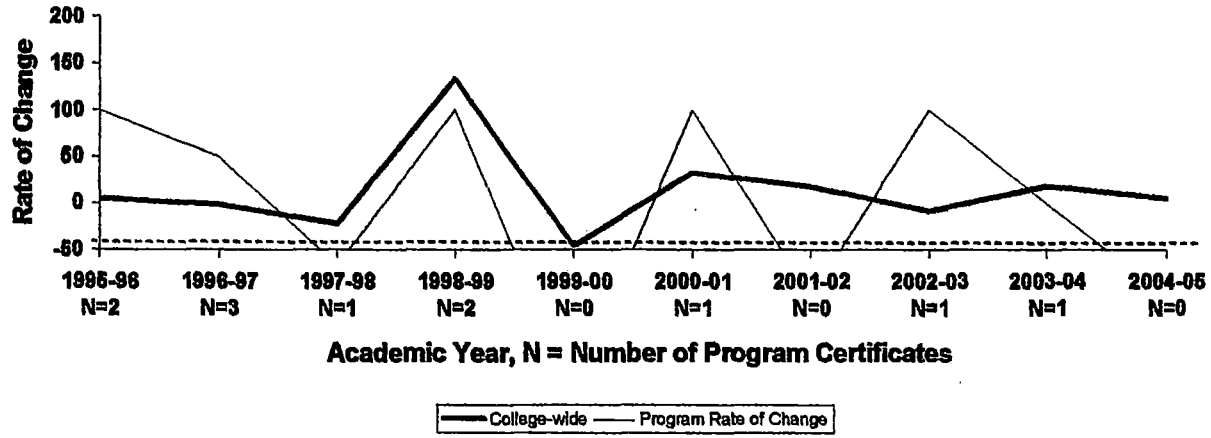
1/5/2006

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees



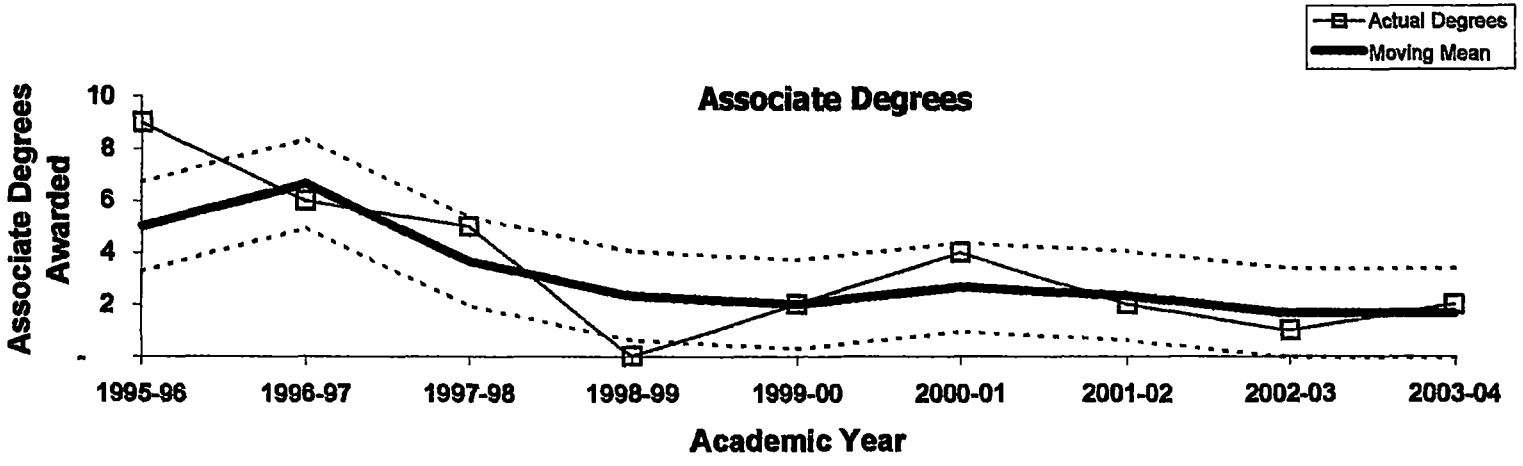
Certificates

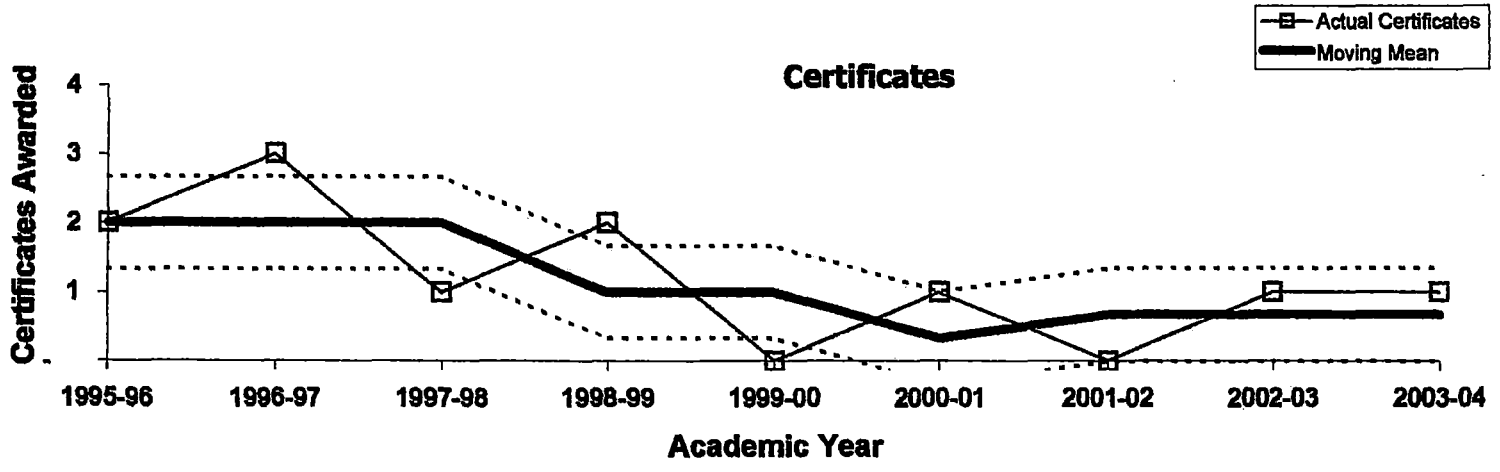


Source: OCC, Office of Institutional Research

1/5/2006

Oakland Community College
Three Year Moving Mean in Annual Awards
Gerontology
1995-96 through 2003-04

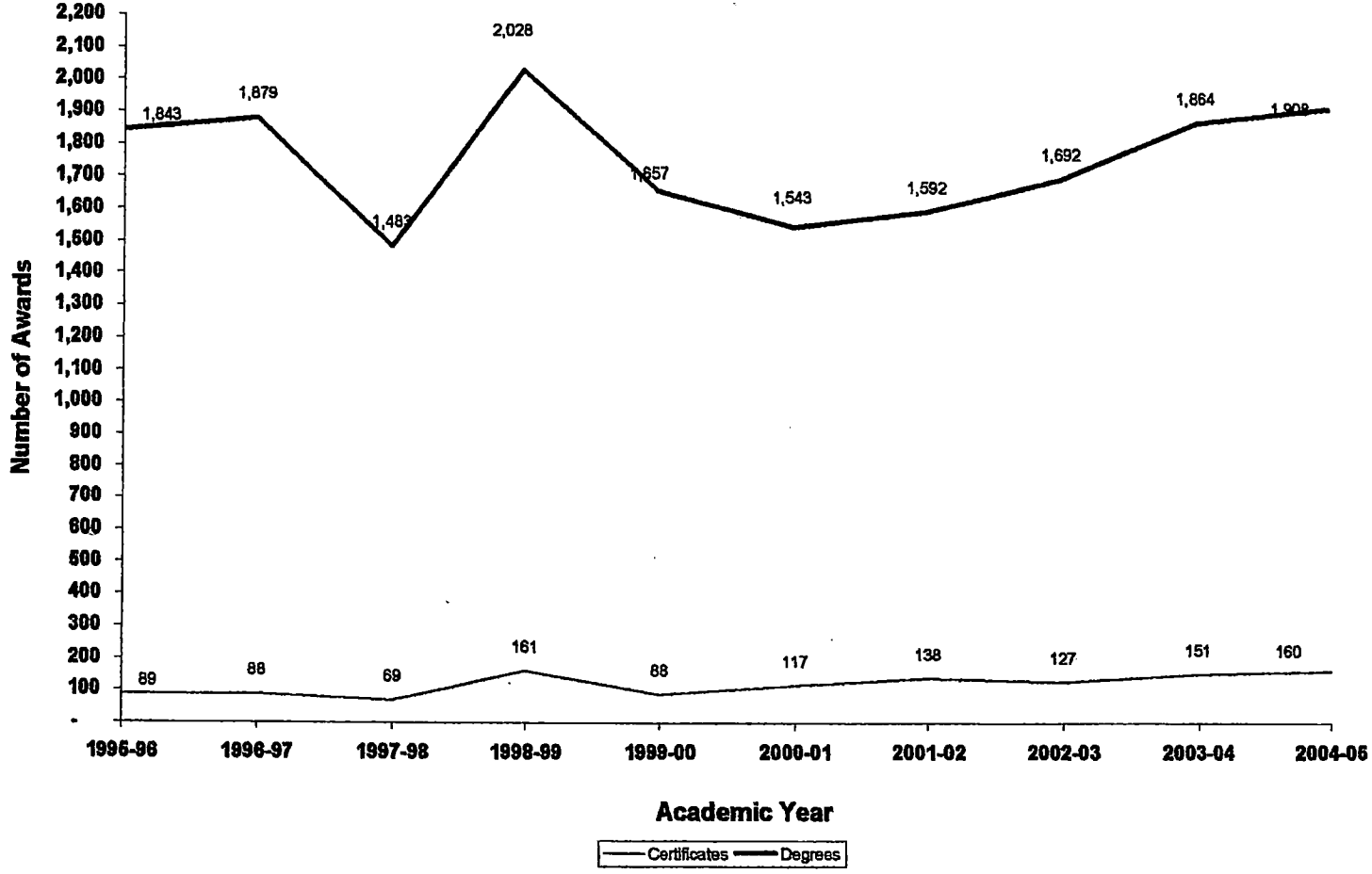




Source: OCC, Office of Institutional Research

1/5/2006

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05



Source: OCC, Office of Institutional Research

1/5/2006

Program Dashboard
Detail Report

Prefix GRN
Title Gerontology

Dashboard Score 7.05

	Program	College Wide
Average Section Size	10.1	23.3
Sections Filled to Capacity	28.9%	88.4%
Percent of Completed Sections	62.5%	89.1%
Weighted Percent Change in Headcount	1.2%	3.5%
Weighted Percent Change in Credit Hours	0.8%	3.0%
Percent of Minority Students	23.7%	27.1%
Percent of Withdrawals	16.0%	16.5%
Percent of Incompletes	1.1%	1.6%
Student Course Completion Rate	61.7%	64.8%

Average Section Size

Prefix	GRN
Prefix Title	Gerontology
Total Students	101
Number of Sections	10
Average Section Size	10.1

Definition:
Average number of students per section. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-Tenth-Day of each term.

Methodology:
Total duplicated student headcount divided by total capacity of all sections over an academic year. Currently (2003-04 data) does not take into account the differences between "A" and "B" sections.

Sections Filled to Capacity

Prefix	GRN	
Prefix Title	Gerontology	
Total Students		101
Total Capacity		350
Sections Filled To Capacity		28.9%

Definition:
The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix	GRN
Prefix Title	Gerontology
Active Sections	10
Cancelled Sections	6
Total Sections	16
Percent of Completed Sections	62.5%

Definition:
Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:
Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Weighted Percent Change in Headcount

Prefix	GRN		
Prefix Title	Gerontology		
2000-01 Headcount		57	
2001-02 Headcount		58	
2002-03 Headcount		94	
2003-04 Headcount		101	
Three Year Average Change			15
Weighted Percent Change in Headcount			1.2%

Definition:
Percent change in total student headcount based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Weighted Percent Change in Credit Hours

Prefix	GRN	
Prefix Title	Gerontology	
2000-01 Credit Hours	171	
2001-02 Credit Hours	174	
2002-03 Credit Hours	271	
2003-04 Credit Hours	276	
Three Year Average Change		35
Weighted Percent Change in Credit Hours		0.8%

Definition:
Percent change in total student credit hours based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

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Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Percent of Minority Students

Prefix	GRN
Prefix Title	Gerontology
Minority Students	18
Total Students	76
Percent of Minority Students	23.7%

Definition:
The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix	GRN
Prefix Title	Gerontology
Total Withdrawals	15
Total Grades	94
Percent of Withdrawals	16.0%

Definition:
The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
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), and Not Reported (NR).

Percent of Incompletes

Prefix	GRN
Prefix Title	Gerontology
Total Incompletes	1
Total Grades	94
Percent of Incompletes	1.1%

Definition:
The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
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), and Not Reported (NR).

Student Course Completion Rate

Prefix	GRN
Prefix Title	Gerontology
Successful Grades	58
Total Student Grades	94
Student Course Completion Rate	61.7%

Definition:
The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

DRAFT of Gerontology Student Questionnaire

Please take a few minutes to answer all of the following questions. The information you provide will greatly enhance my ability to better understand the backgrounds and goals of students who enroll in Gerontology courses. All information will be kept confidential.

1. **Which of the following are reasons why you are taking this course: (Check all that Apply)**

- ☐ My employer encouraged me to take this course
- ☐ Enhance my knowledge and skills which can be applied to my current job
- ☐ Obtain knowledge and skill to get a new job working with the elderly
- ☐ To see if I like to work with the elderly
- ☐ Required as part of another OCC program
- ☐ Personal reasons unrelated to employment
- ☐ Other reason: _____

2. **In what way will you use the knowledge and skills gained in this course? (Check all that Apply)**

- ☐ Self-employment
- ☐ Volunteer now seeking degree/certification
- ☐ Use knowledge in my current job
- ☐ Get a new job with a different employer
- ☐ Get a new job with current employer
- ☐ Get my first job working with the elderly
- ☐ Transfer to another college/university. Where? _____

3. **Is this your first time taking a college course?** ___ Yes ___ No

4. **Have you ever taken a course at OCC in the past?** ___ Yes ___ No

5. **How did you find out about this course? (Check all that Apply)**

- ☐ Employer
- ☐ Friend/Family member
- ☐ High school counselor/teacher
- ☐ College (OCC) publication/advertisement
- ☐ College's (OCC) web site
- ☐ Contacted the College
- ☐ Other: _____

16. What are your long-term (next five years) educational goal? (Check Only One)

- ☐ Only take this one course
- ☐ Take a few more courses in Gerontology
- ☐ Take a few more courses "not" in Gerontology
- ☐ Obtain a Certificate in the area of Gerontology
- ☐ Obtain a Certificate in a field other than Gerontology: In what area? _____
- ☐ Obtain an Associates Degree in Gerontology
- ☐ Obtain an Associates Degree in a field other than Gerontology: In what area? _____
- ☐ Obtain a Bachelors Degree, Where? _____
- ☐ Other: _____

17. What are your long-term (next five years) career goal?

_____

_____

18. Besides OCC, what other colleges/schools did you consider attending for your Gerontology coursework?

_____

19. What was the primary reason you decided to enroll at OCC?

_____

_____

_____

20. If there was one thing you could change within the OCC Gerontology program, what would that be?

_____

_____

_____

21. What do you like most about the field of Gerontology?

_____

_____

Thank you for taking the time to complete this questionnaire. Please return this form to the instructor.

Gerontology Enrollment
Summer 2004 - Winter 2006

		Su 04	Fa 04	Wi 05	Su 05	Fa 05	Wi 06
GRN-1510	Alzheimer Disease/Related Disorder	xx	11	xx	xx	14	xx
GRN-1520	Legal Aspects of Aging	xx	xx	9	xx	xx	15
GRN-2510	Introduction to Gerontology	xx	20	15	xx	23	18
GRN-2520	Health and Aging	xx	xx	8	xx	xx	7
GRN 2530	Community Development & Aging	xx	7	xx	xx	9	xx
GRN 2540	Nutrition & the Senior Citizen	*No longer offered -- sub HEA-1510 (Nutrition) for requirement*					
GRN 2550	Death and Dying	5	9	17	7	15	18
GRN 2560	Personal & Social Apps in Aging	xx	xx	xx	8	xx	xx
GRN 2573	Gerontology Field Experience	5	1	1	4	1	1
SOC-2550	Sociology of Aging			8			11

Minutes
Gerontology Meeting
Wednesday, February 1, 2006
Kaiser Room

In Attendance:

Dennis Bartleman
Thomas Boozer
Mary Kay Lawless
Marty Orlowski
Steve Reif

1. The group reviewed the Degree Trends Report for Gerontology 2004-2005 and the Program Dashboard Report for Gerontology.

2. Data were also presented on the frequency of individual gerontology offerings, as well as enrollment statistics for gerontology courses, winter 2006.

3. After much discussion, it was recommended to sunset the Gerontology Program. The Dean will immediately initiate the process.

4. It was also recommended to retain four gerontology offerings as elective/required courses important to the curriculum of other programs. These courses are the following: GRN 1510 (Alzheimer's Disease and Related Disorders), GRN 1520 (Legal Aspects of Aging), GRN 2510 (Introduction to Gerontology), and GRN 2550 (Death and Dying).

5. Marty Orlowski will provide Dennis Bartleman with a survey to be administered to students in the gerontology classes which will hopefully clarify their reasons for registering for a particular gerontology course. Dennis Bartleman will then share the results of the survey with other department chairs to coordinate appropriate gerontology offerings on other campuses.

Program Closure Form

Program Title: _____

Closure Initiation Date: _____

Notice to Students Date: _____

Closure Finalization Date: _____

Last Catalog Publication: _____

PART I:
Retain Related Courses? (Y) N (if no, discontinue offering and list below)

Courses Affected: COURSES RETAINED ARE THE FOLLOWING: GRN 1510 (ALZHEIMER'S DISEASE AND RELATED DISORDERS) GRN 1520 (LEGAL ASPECTS OF AGING), GRN 2510 (INTRODUCTION TO GERONTOLOGY), AND GRN 2550 (DEATH AND DYING).

Reason(s) for closure: SINCE 2001-02, THE GERONTOLOGY PROGRAM HAS ONLY GRADUATED 2 STUDENTS WITH CERTIFICATES AND 7 STUDENTS WITH ASSOCIATE DEGREES.

Attach 3-year Enrollment Trends or Institutional Research data supporting this decision.

PART II:

Steven Rey
(Signature of Campus Dean)

Approval / / Disapproval / /

Martha Snyder
(Signature of Campus President)

(Signature of Vice-Chancellor

Approval / / Disapproval / /

(Signature of Chancellor)

Date: _____

Program Closure Form

Page 2

PART III:

Check off list for "Procedure for the Closure of Academic Programs" (Note: numbers correspond with attachment). All notification forms used in this closure must be attached.

1. _____
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   - 5.3 _____
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Verification by the Dean that all steps stated above have been completed: _____

Date _____

Approval of Campus President _____

Date _____

Approval of Vice Chancellor For Academic and Student Services _____

Date _____

Approval of Chancellor _____

Date _____

cg/500-a)

[EDITED/REVISED: 08/28/02 by Dr. George Keith]
[PROPOSED REVISIONS: 2/8/06 by Marikay L. Clancy]

DATE: March 16, 2006

TO: Dr. Martha Smydra, President

FROM: Steve Reif
Dean, Academic and Student Services

SUBJECT: Proposed Closure of Gerontology Program

Enclosed please find the following program data for gerontology:

Office of Assessment and Effectiveness
- Degree Trends Report for Gerontology 2004-2005
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- Draft of Gerontology Student Questionnaire

Dean's Office
- Gerontology Enrollment Report, Summer 2004 – Winter 2006
- Gerontology Meeting Minutes, Wednesday, February 1, 2006

The Dean has met with the Department Chair for Gerontology, the lead adjunct instructor for gerontology (there are no full-time instructors in this area), and other individuals with vested knowledge of this program (see Gerontology Meeting Minutes, Wednesday, February 1, 2006). Based on data from the Degree Trends Report for Gerontology 2004-2005, the Program Dashboard Report for Gerontology, and the Gerontology Enrollment Report, Summer 2004 – Winter 2006, the attendees of the Gerontology Meeting of February 1, 2006, unanimously recommended to sun-set the gerontology program.

It was further recommended, however, to retain four gerontology offerings as elective/required courses important to the curriculum of other programs (i.e., Mental Health/Social Work, Health Care Administration, and Exercise Science and Technology). The four gerontology courses recommended for retention were: GRN 1510 (Alzhheimer's Disease and Related Disorders), GRN 1520 (Legal Aspects of Aging), GRN 2510 (Introduction to Gerontology), and GRN 2550 (Death and Dying).

It was also suggested that the Office of Assessment and Effectiveness provide the Department Chair for Gerontology with a survey to be administered to students in current gerontology classes which will hopefully clarify their reasons for registering for a particular gerontology course. The Department Chair for Gerontology will then share the results of the survey with other department chairs to coordinate appropriate gerontology offerings on other campuses.

On March 6, 2006, the above information was shared with the Vice-Chancellor and the members of the Deans' Cabinet, all of whom recommended that Dean Steve Reif continue the process to sun-set the gerontology program.

Mays, Gail A

From: Kurzer, Charles W
Sent: Wednesday, July 19, 2006 4:54 PM
To: Riddering, Douglas L; Love, Verna M; May, Patricia S; Mays, Gail A; Nowaczynski, A P; Olivarez, Carlos L; Paramo, Alicia M; Sessoms, Cheryl L; Abraham, Sarah M; Allen, Roxanne M; Bolduc, Clarisse A; Collins, Nancy C; Gaines, Rhonda S; Gooley, Rose M; Hager, William F; Halverson, Dorene C; Henson, Callina R; Janks, Janice I; Kozak, Cynthia A; May, Michelle A
Cc: Mamros, Susan S
Subject: FW: GRN Program Closure

-----Original Message-----
From: McCall, Maurice H
Sent: Tuesday, July 18, 2006 9:49 PM
To: Pica, Karen L
Cc: Brown, Rhonda R; Kurzer, Charles W; Fett, Elaine J; Ruehs, Noreen E; Walter, Timothy L; Berry, James J; Boozer, Thomas R; Boulos, Nadia E; Crews, Lloyd C; Glenn, Lane A; Hale, Philip R; Hanna, Sara E; Ingram, Anthony; Mathews, Carla R; Mathews, David L; Maze, Mary C; Reif, Steven J; Sheble, Mary A
Subject: RE: GRN Program Closure

Done. The program is deactivated.

OAKLAND COMMUNITY COLLEGE
Division of Enrollment Services
Office of the Registrar
Maurice H McCall
Prothonotarius Rex Obfuscatory
Registrar General

-----Original Message-----
From: Pica, Karen L
Sent: Tuesday, July 18, 2006 5:31 PM
To: McCall, Maurice H
Cc: Brown, Rhonda R; Kurzer, Charles W; Fett, Elaine J; Ruehs, Noreen E; Walter, Timothy L; Berry, James J; Boozer, Thomas R; Boulos, Nadia E; Crews, Lloyd C; Glenn, Lane A; Hale, Philip R; Hanna, Sara E; Ingram, Anthony; Mathews, Carla R; Mathews, David L; Maze, Mary C; Reif, Steven J; Sheble, Mary A
Subject: GRN Program Closure

On behalf of Steve Reif:

The Gerontology program at the RO/SF Campus is in the process of being closed. The GRN.AAS and GRN.CT programs should no longer be available as options for students from this point forward. The current GRN students have been notified by mail of the discontinuation of the Gerontology program and that they have through Summer 2008 to complete the GRN specialty courses based on the timeline listed below.

Please remove this program from the next college catalog.

Of the nine GRN courses listed in the catalog, four will remain active to be used as electives in other programs:

- GRN-1510 Alzheimer's Disease and Related Disorders
- GRN-1520 Legal Aspects of Aging
- GRN-2510 Introduction to Gerontology
- GRN-2550 Death and Dying

The remaining five are to be deactivated starting with the Fall 2008 semester, and will be offered before then as follows:

- GRN-2520 Health & Aging — Winter 07 and Winter 08
- GRN-2530 Community Development & Aging — Summer 07 and Summer 08
- GRN-2540 Nutrition & the Senior Citizen — *See Note Below
- GRN-2560 Personal & Social Applications in Aging — Fall 06 and Fall 07
- GRN-257.3 Gerontology Field Experience — Offered each semester

Not offered but HEA-1510 (Nutrition) is used as a substitute