

SUMMARY OF FACULTY PERCEPTION and RECOMMENDATIONS

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The average student in the Landscape Design Program at OCC is a mature adult, returning to the classroom to prepare for a second career. They often come to the program with advanced degrees in other fields. The majority of courses are offered in the evening; a few courses are currently offered in the morning targeting parents with grade-school aged children and recent high school graduates.

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The faculty are concerned with the emphasis on drawing skills at the expense of practical design skills and emphasis on plant material and design solutions. The program would be stronger and the students better prepared for a career in Design/Build if the program made the following changes:

1. Provide additional courses in estimating and bidding.
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5. Removed the Architecture Site Analysis and Basic Art and Basic Design requirements from the program. These all add benefit but are not specific enough to the Design/Build field to warrant inclusion in the already extended degree program.
6. Require a basic drafting course as a prerequisite

The Landscape Design Program participated in developing Work Keys with Work Force Development. The industry experts have met with Shelley Kaye at M-TEC and she is currently analyzing the information and will contact me when she has finished. Conversations with the industry experts, who would also be members of the Programs Advisory Committee, have identified areas that need further discussion. Once I've had the opportunity to discuss the findings from Work Keys with Shelley, I planning to have the Advisory Committee meet and should have final recommendations at the end of the meeting.

SUMMARY OF FACULTY PERCEPTIONS:

The faculty disagrees with the statement that the Landscape Design Program at OCC is meeting their expectations as faculty members and that the program can be more challenging academically for the students.

They do however agree that the courses offered in the program are preparing the students for the workforce and that the program can be more competitive with other institutions that offer similar programs.

The faculty is neutral and the answer depends on who's doing the teaching as to whether they are satisfied with the quality of instruction provided to the students, and whether their fellow faculty members in the program are knowledgeable about the course subject-matter.

They disagree with that they are satisfied with the course offerings in this program; while strongly agreeing that the program has a focus real-world application.

Landscape Design faculty agree that students are prepared for the rigors of the program. They strongly agree that they are informed and have opportunities to make suggestions for improvements in the program.

At some level the faculty agrees that the Landscape Design Program prepares students for employment in the workforce; that they are working in conjunction with the advisory committee keeping the program going in the right direction. The faculty agrees also that student feedback indicates that the program is headed in right direction but needs some adjustments.



OAKLAND
COMMUNITY
COLLEGE

COLLEGE
CURRICULUM
REVIEW
COMMITTEE

**WELCOME TO THE CURRICULUM REVIEW
SELF-STUDY PROCESS**

Discipline/Program **Landscape Design** Coordinator(s) **Michelle Mitchell**

CRC Mentor **Janet Peart/Gail Mays** Review Date: **April 21, 2006**

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program 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 colleagues and 2) Data Analysis forms with summary sections to help you complete your review. After filling out these forms, you will finalize your review by re-printing all of the summary sections on one Summary Report Form for submission.

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
2005-2006**

Lin Armitage (HL)
Thomas Boozer (AH)
Nadia Boulos (HL)
Charlott Couch (RO/SF)
Jennifer Craft (AH)

Diane Hill (OR)
Tony Ingram (OR)
Shelley Larson (RO/SF)
David Mathews (RO/SF)
Gail Mays (AH)-Chair

Janet Peart (AH)
Letyna Roberts (ex-officio)
Karen Robinson (HL)
Beverly Stanbrough (RO/SF)
Bob Zemke (OR)

CURRICULUM REVIEW SELF-STUDY PROCESS

CURRICULUM REVIEW SELF-STUDY SUMMARY REPORT

CATALOG COURSE DESCRIPTIONS:

The Landscape Faculty identified the following LST courses requiring revision:

1120, 1140, 1210, 2310, 2340, 1403, 2403, 2370, 1510, 2280, 2320, 2440, 2480

SYLLABUS REVIEW SUMMARY:

The major modifications required for a number of syllabi are:

1. Make the ADA notification more obvious. Some of the syllabi make reference to available help but it's imbedded in other information.
2. Several syllabi need goal statements.

Discussion should occur at the Program level on whether to include the following information:

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3. Policy on the use of computing resources and a description of required computing skills for LST 2480, Computer Landscape Design; LST 1510 History of Landscape Architecture; LST 1110 Introduction to Ornamental Horticulture and others.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

The Landscape Design Program was established in July of 2001, the data provide through DASHBOARD reflects all LST courses not just those in the Design Program. The average section size is 21.8 for all Landscape courses while the college wide average is 23.3. The Landscape courses fill at 78.6% capacity slightly lower than the college wide rate of 88.4%. Students complete their LST courses at 96.7% higher than the college wide average of 89.1%. The Weighted percent change in Headcount and Credit Hours is much lower for the LST program at 0.3% compared to the colleges average 3.5% and 3.0% respectively; indicating a steady enrollment over the last 3 years of the program. Many LST courses are offered only once per year to increase the course fill rates; frustrating some students wishing to finish the program at an accelerated pace. The LST

courses are only required for the LST programs and therefore won't necessarily reflect the same kinds of fill rates expected for courses required of most students at the college.

In the state of Michigan minorities historically have not been employed in great numbers in this field. Currently the trend is for migrate laborers from Mexico to fill entry level positions in the landscape field. However this has not transferred to the Design area other than in the actual installations. The Landscape Program has a greater percent of females than males.

The 11.4% of Withdrawals is lower for the LST courses than 16.5% college wide average; suggesting LST students expectations are being met and their commitment is sound. The LST percent of incompletes at 0.2%, is much lower than the college average of 1.6%; again suggesting a more mature committed student. This is also observed with the Student Course Completion rate of 66.8%, which is higher than the college wide 64.8%.

On average the LST student is a mature adult, many with previous college experience and often times advanced degrees. These students are well prepared for the rigors of college and do not normally withdraw from the courses; because they demand specific knowledge to be successful within the industry. Young students directly out of high school are more typical of the college wide percentages.

Course offerings in the LST program traditionally have been in the late afternoon and evening targeting the mature adult population. There are a few morning offerings which have appealed to parents with children in grade school and to recent high school graduates. The program as many technology programs has not been aggressively marketed at the high school level. There is an opportunity to increase the recent high school graduate enrollment numbers.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

The following items were identified as needs for the program:

- Storage facility
- Capability to store and transfer picture data
- Portable drafting tables
- Classroom cabinetry
- Plants outdoors on campus with name tags
- Coordinator for the program
- Para-pro
- Raise course fees

The faculty members in the Landscape Program have recently received the Job Keys Profile from Work Force Development to and will begin to integrate those components into the necessary curriculum revisions.

The faculty members are concerned with the emphasis on drawing skills at the expense of practical design skills and emphasis on plant material and design solutions. The program would be stronger and the students better prepared for a career in Design/Build if the program made the following changes:

1. Provide additional courses in estimating and bidding.
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SUMMARY OF INTERNAL AND EXTERNAL PERCEPTIONS:

There appears to be a disconnect in the perceptions of the faculty and students regarding the Landscape Design Program meeting their expectations. This may be due in part to the multiple courses that make up this degree. The faculty would support that the program prepares the students for the workforce, but there are changes needed to more fully prepare students for the workforce.

Students expressed both the desire for more Landscape Architecture type courses and more practical landscape design/build courses. This may indicate a need for changes that better define the program so that expectations are more realistic.

The students strongly agreed that the instructors are knowledgeable about the course subject-matter; and agreed they were satisfied with the course offerings in the Landscape Design Program; while the faculty was neutral on the subject of quality of instruction and whether the faculty members in the program are knowledgeable about the course subject-matter. Students have provided faculty feedback, suggesting that depending on the instructor, students have very different experiences with a course and the Landscape Design Program. There are philosophical differences between Landscape Architecture and Landscape Design that are contributing to student experiences and expectations.

Students agreed that the instructors help them to understand how useful their program of study can be in the real-world, and that the instructors make the course subject-matter seem interesting, they are informed about what is happening in the programs, are satisfied with their program of study, and think the department is committed to student success in the program. None of the students strongly disagreed that they were satisfied with their program of study.

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The advisory committee has not yet met to review the Landscape Design Profile and answer the PROE questionnaire.

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The Landscape Design Job Profile Report utilizing ACT WorkKeys has been included in the Curriculum Review Report. The WorkKeys process utilizes subject matter experts to determine the skill level of graduates from a program. The job titles of the subject matter experts used for the Landscape Design Profile included Landscape Designers, Company Owners, Landscape Architects, and Nursery Man. Please note that all of these individuals regard themselves as practicing landscape designers, except the Landscape Architect who hires Landscape Designers.

The recommendations were based on the ACT WorkKeys skills; listening, locating information, reading for information and applied mathematics. The WorkKeys process revealed that graduates from the Landscape Design Program needed to have the maximum skill level for listening, locating information and applied mathematics. The reading for information skill level needed by graduates is 6 out of a maximum level of 7.

The full WorkKeys report follows this summary.

Additional input of interest but not included in the Profile:

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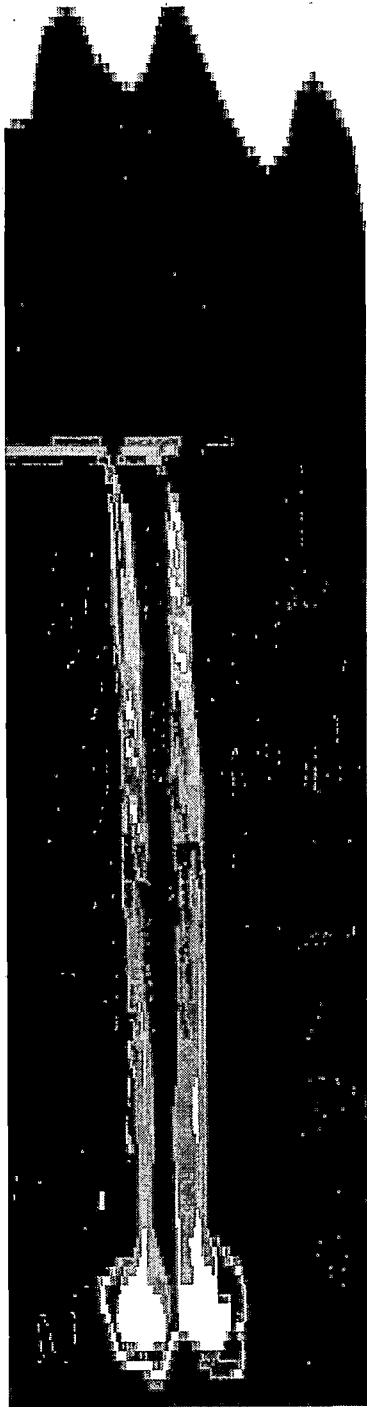
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Landscape Designer Profile

ACT WorkKeys
Job Profile Report

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LANDSCAPE DESIGN PROFILE

Executive Summary

This occupational profile report presents the results of an ACT WorkKeys job analysis of a Landscape Designer. The profile was conducted by Oakland Community College's (OCC) ACT authorized profiler Shelley Kaye and Ann Thomason to establish a task list and identify the WorkKeys skill levels necessary for both entry level and effective level performance of a Landscape designer. The results of the profile will be used by the Landscape Design department at OCC to validate and expand the current curriculum. The industry input provided by various Landscape Designers, Architects, and Landscape company owners increases the scope and credibility of the program.

In April of 2005, Shelley Kaye met with the Landscape Department at OCC, including Dean Tom Boozer, Faculty members Michelle Mitchell and Marshal Baecherroot and a group of Landscape, designers, architects, and company owners. It was determined at this meeting that an expanded group would reconvene and participate in a WorkKeys profile. This group provided general information and job descriptions so the profilers could create an initial task list.

A group of Subject Matter Experts whose experience ranged from 3 to 30 years on the job agreed to participate in the project. The SMES listed their job titles as Landscape Designers, Company Owners, Landscape Architects, and Nursery Man. The initial task list was sent out to 7 Subject Matter Experts (SMEs) for perusal and comment. SMEs met several months later for 2 profile sessions. During the profile sessions, the group developed a task list that accurately and completely describes the job.

The SMEs reviewed 5 WorkKeys skills and determined that 4 are required: Applied Mathematics, Locating Information, Reading for Information, and Listening. The Writing skill as ACT defines it is not used by Landscape Designers.

The profile results shown in Table 1 indicate skill requirements for job entry and effective performance for a Landscape Designer. Entry level is defined as an employee's first day in the job prior to completing any previous job experience. Employees should be expected to come into the job with the skills shown; they are not expected to learn these skill levels while in the job. This would be the minimum skill level for a graduate of the OCC Landscape Design program.

While positions vary because of the size and scope of a Landscape company, the group agreed that graduates should achieve the noted level of competency for program credibility. The Final Task list and the skills attached to the tasks can be converted into competencies and objectives for the program curriculum. External standards, performance standards and assessment tasks can also be derived from the profile report. While each landscape company will have specific orientations and job tasks will vary, graduates of the OCC Landscape Design program will be expected to perform all of the tasks on the Final Task List effectively.

Landscape Designer Profile Results			
WorkKeys Skills	Skill Level Range	Entry Level	Effectiveness
Listening	1 - 5	5	5
Locating Information	3 - 6	6	6
Reading for Information	3 - 7	5	6
Applied Mathematics	3 - 7	7	7

Recommendations

Testing

WorkKeys assessments in Listening, Locating Information, Reading for Information and Applied Math can be used as entry into and/or exit from the Landscape Design program. This recommendation is based on the tasks identified by the SMEs as requiring each skill, and the criticality of those tasks to the performance of the job, and the profiler's examination of the SMEs' ranking of the skills.

Training

Course work should address all of the 4 skills emphasized by the SMEs,. Additional competencies can be added to existing classes; or, computer based training (CBT) is available to raise skill levels in Listening, Locating Information, Reading for Information, and Applied Math. Additional emphasis or separate classes covering Listening Techniques, Customer Service skills, and Business Writing should be considered. This recommendation is based on discussion with the SME group. Although the Writing Skill as defined by ACT did not fit for assessment, the group indicated that there are significant tasks that require professional business writing.

Documentation of curriculum

- Follow the WorkKeys profile with an instructional design program that emphasizes Performance Based Learning.
- All task statements and skill requirements can be aligned into existing courses.
- Competencies (task statements), skills and skill levels (learning objectives), performance standards, and performance assessment tasks can be linked to the profile results.
- Additional External Standards may be applied if appropriate.
- Learning plans and Teaching plans should address and attach to each competency.
- Lesson Plans, Teaching Plans, and Syllabi will be available to students in the program. While new instructors will be responsible to cover documented curriculum, they can work with their own Lesson and teaching plans.

Job Profiling Procedure

Job profilers who have been trained and authorized by ACT WorkKeys Industrial/Organizational Psychologists conduct WorkKeys job profiling. The profiling procedure is designed to systematically develop accurate profiles through a task analysis that is used to select the tasks most critical to a job, and a skill analysis that is used to identify the skills and skill levels required at the entry level and for effective performance on that job or occupation.

Task Analysis. The first step in conducting the profile was to develop a Final Task List showing the critical tasks of the job. To begin the task analysis, profilers first developed an Initial Task List using the Dictionary of Occupational Titles database in the WorkKeys profiling software, Landscape Designer job descriptions, resources from similar job profiles, and information gathered from the initial meeting. The profiler then met with the SME group to tailor the Initial Task List to make sure that the resulting Final Task List would accurately and completely describe the job. The SMEs deleted any task statements they considered unrelated to the job, revised some task statements, and added tasks they considered critical to the job. Then they evaluated each task in terms of its Importance and the time they spend on that task relative to the time they spend on other tasks (Relative Time Spent rating). The mean Importance rating for each task was multiplied by the mean Relative Time Spent rating for each task to produce the Criticality rating for each task. These ratings represent aggregate information rather than information reached by the consensus of the SMEs. The criticality information was used to sort the task statements, placing the most critical tasks at the beginning of the list. The groups confirmed that the task on their respective lists were critical to the job. The Final Task List can be found in the Final Task List section of this report.

Skill Analysis. The SMEs completed a skill analysis to identify the on-the-job behaviors associated with the WorkKeys skills under consideration and to identify how the skills are used on the job. The skills were reviewed one at a time, and the SMEs finished the analysis for one skill before going on to the next. The profiler gave each SME a copy of the skill definition, read the definition aloud, and then answered any SME questions. Once the SMEs understood the definition of a WorkKeys skill and had determined its relevance to the job, they independently identified the tasks on their Final Task Lists that required the skill and specified how employees use the skill to perform the tasks.

The profilers then presented detailed descriptions of the WorkKeys skill levels to the SMEs and showed them examples of problems or situations employees deal with at each level. The SMEs reviewed five WorkKeys skill levels Applied Mathematics, Listening, Locating Information, Reading for Information and Writing. They determined that four are required and they identified appropriate levels for job entry and effective performance. The writing skill, while appropriate for the Landscape Designer is not appropriate as described in the ACT literature.

Entry Level is defined as an employee's first day in the job after completing the OCC Landscape Design program. Employees should be expected to come into the job with the skills shown; they are not expected to learn these skill levels while in the job. Effective level performance is the point at which an employee performs competently without continuous supervision. Although skill levels may differ from company to company depending up the number of employees (size) and amount of services (scope), it was agreed that the graduates of the OCC program would be at the highest level for effective performance.

The final results shown in Table 1 indicate skill level requirements for both job entry and effective performance.

Skill Analysis Documentation

The WorkKeys skills are presented in order, from those most critical to job performance to those least critical.

Listening

The WorkKeys Listening skill is an employee's skill in receiving verbal information and relaying it to another person in writing. Employees must hear a message, write it down, and give it to another person in written form. The SME group indicated that the WorkKeys Listening skill is required for $\frac{3}{4}$ of the tasks on the task list. Primarily Landscape designers are required to write down information given to them by customers and pass it on to those who build the landscape. Landscape designers must use this skill for performing such tasks as:

- ✦ Developing drawings, diagrams, or graphics for customers and/or field personnel.
- ✦ Performing site analyses and compiling data on site conditions, i.e. plants, light quality, exposure, wind, pollution grading, water source, drainage, vandalism and locations of structures. A client is asked about the land gives the information to a landscape designer that the designer must give the information to the builders.
- ✦ Consulting with clients, vendors, and other individuals verbally or in writing to discuss and formulate estimates and resolve issues.
- ✦ Conferring with clients, engineering personnel, and architects on overall program.
- ✦ Listening to a customer's description of a technical problem and then documenting it on a work order for the builder.

When considering the level of Listening skill necessary for the tasks of the job, the Landscape Designers considered how accurate and detailed their written messages are required to be. The SMEs compared their work situation to WorkKeys Listening skill Levels 4 and 5 and determined that for both entry and effective level the designer would require a level 5. A level 5 requires that all of the information be must be understood and conveyed, including the correct relationship among the pieces of information. If any of the information is missing the customer will not get the design promised. An even more urgent complication is if the designer neglects to inform the engineer personal or architects about certain issues, the total plan and over all program will be in jeopardy. While consulting with clients, vendors and others verbal requests must be accurate so that estimates can be authentic.

Locating Information

The WorkKeys Locating Information skill is an employee's skill in using information taken from workplace graphics such as diagrams, maps, floor plans, tables, forms, graphs (including bar charts, pie charts, and line graphs), flowcharts, and instrument gauges. Employees use this skill when they find information in a graphic or insert information into a graphic. They also use it when they compare, summarize, and analyze information found in related graphics. The SME's indicated that the Work Keys Locating Information skill is required for performing nearly all the tasks on the task list. Landscape designers must use this skill for performing such tasks as:

- ❖ Designing a landscape plan, reading plans, prints, and schematic drawings to determine work procedures.
- ❖ Developing drawings, diagrams, or graphics for customers and/or field personnel.
- ❖ Identifying plants and their cultural limitations via resource books and/or charts.
- ❖ Reviewing data to determine material and labor requirements and preparing itemized lists in the form of a chart.
- ❖ Determining requirements for labor production by looking at landscape construction data in books that tell them how many people, time and resources are needed.
- ❖ Preparing detailed scale drawings from rough sketches and other data provided.
- ❖ Evaluating designs and overall spatial decorative and functional elements.

Materials that Landscape designers use when locating information on the job include:

- Charts
- Detailed prints and schematic drawings
- Illustrations, graphics, and three-dimensional models
- Computer screens

The Locating Information skill level required for a job is determined by the complexity of the graphic(s) used to accomplish a task, and the complexity of the task(s) performed. The SMEs compared the tasks of their job to WorkKeys Locating Information skill levels 5 and 6. The SMEs stated that level 6 Locating Information skills are necessary for job both entry to the job and effective performance. According to the SMEs Landscape Designers need a level 6 Locating Information skills because they must read complex workplace graphics containing large amounts of information and/or challenging presentations. These graphics include very detailed graphs, charts, tables, forms, maps, and diagrams. Landscape designers must use this skill for performing such tasks as:

- Making decisions, drawing conclusions and/or making predictions requiring judgments based on the information presented in the graphics.
- Applying information to specific situations using one complex graphic or several related graphics.

Reading for Information

The WorkKeys Reading for Information skill is an employee's skill in reading and understanding work-related written texts. The SMEs indicated that the Reading for Information skill is required for performing nearly all of the tasks on the Landscape designers must use this skill for performing such tasks as:

- Reading plans and prints which can contain written texts and may be written in paragraph form.
- Reading work orders and material specification sheets that are detailed and technical.
- Reviewing design specifications to ensure adequate materials are properly installed.
- Designing using existing codes and ordinances.
- Designing using knowledge of plant growth, care, moisture and soil may depend upon books with a high number of technical words

When evaluating the level of Reading for Information skill necessary for the tasks of the job, the SMEs considered the difficulty of the written texts employees must read and how hard it is for employees to find and make use of the information they need in them. The SMEs evaluated levels 5 and 6. SMEs agreed that a level 5 is needed for entry and a level 6 would be needed for effective performance. Employees must read moderately detailed and complicated materials. These reading materials contain words and phrases that may be specialized (jargon and technical language) or words that have several meanings. All of the information employees need is stated clearly in the reading materials, but the employees must consider several factors in order to identify the course of action that will accomplish their goals. Landscape designers must use this skill level for performing such tasks as:

- ✦ Understanding the paraphrased definition of specialized words or phrases (jargon or technical terms) defined in the reading materials.
- ✦ Using jargon or technical terms appropriately in describing situations stated in these reading materials.
- ✦ Understanding the meaning of acronyms defined in these reading materials (an acronym is a word or collection of letters which stands for a longer phrase, such as HMO to mean Health Maintenance Organizations),
- ✦ Figuring out which definition of a word with multiple meanings is appropriate in the context of these reading materials.
- ✦ Applying information given in these reading materials to situations that are not directly described, but are similar.

- ✦ Applying instructions or procedures with a number of steps to described situations; these instructions may include conditionals (if X happens, then you should do Y).

There are also times when a level 6 is needed for effective performance. This is most often when employees are required to apply instructions to new situations. There is a lot of advanced jargon and technical terms and instructions that are more complex and elaborate.

Applied Math

The WorkKeys applied Mathematics skill is an employee's skill in applying mathematical reasoning and problem-solving techniques to work-related problems. The group of SMEs indicated that Applied Mathematics skills are required for performing nearly all of the skills on the final task list Landscape designers must use this skill for performing such tasks as:

- ✦ Preparing site plans, specifications, and cost estimates for land development using calculations such as volume and compaction.
- ✦ Preparing detailed scale drawings from rough sketches or other data provided by converting units of measurements.
- ✦ Developing drawings, diagrams, or graphics for customers and/or other field personnel by calculating scales and building models.
- ✦ Making calculations in city ordinances for designing with knowledge of existing codes and ordinances.
- ✦ Reviewing design specifications to ensure adequate materials are properly installed using a laser level and calculator.

In evaluating the level of Applied Mathematics skill necessary for the tasks of the job, the SMEs considered the types of mathematical operations (including single-step or multiple step mathematical operations and conversions either within or between systems of measurement); how the information in the problem is presented (i.e., the information is presented in the order in which it is needed or it must be reordered); and whether all the information employees need for solving problems is provided or if they must derive some necessary information. The SMEs compared the tasks of their job to Work Keys Applied Mathematics skill levels 6 and 7. In setting the skill level required, it is assumed that an employee would have access to a calculator and/or formula sheet if needed to perform calculations. While most of the SMEs agreed that a level seven is needed for both the entry and effective levels, some thought a level 6 would be enough for an entry-level employee. According to the SMEs, level 7 Applied Mathematics skills are needed for the Landscape designer because most of the calculations they perform require multiple steps, conversions, and calculations of volumes and compaction. Formulas are needed for city ordinances.

Writing

The WorkKeys Writing skill is an employee's skill in writing messages that relay work related information between people. When measuring the WorkKeys Writing skill, we focus on the writing a person can produce without help from a dictionary, a spelling or grammar checker, another person, or any other aids. The groups indicated that while Writing skills are required in performing many of the tasks on the final task list, there is always time available for individuals to use aids such as a computer, spell check or a dictionary. Therefore, the skill as described by ACT is not needed. From informal discussion we learned that the Writing skill is, however, used for many of the tasks on the Final Task List. The Writing Skill level for a Landscape Designer would have to have correct, complete sentences and no mechanical, grammatical, or word usage errors. Communication should be courteous and professional in tone and use language that is highly consistent with standard business English.

Final Task List

- Reads plans, prints and schematic drawings to determine work procedures.
- Creates illustrations, graphics, and three-dimensional models by hand or by using a computer with landscape software.
- Develops drawings, diagrams, or graphics for customers and/or other field personnel.
- Performs site analysis and compiles data on site conditions, i.e. plants, light quality, exposure, wind, pollution, grading, water source, drainage, vandalism, and location of structures.
- Prepares landscape design and renders drawings with color and graphic detail (entry level) for presentation to client.
- Records services rendered, materials used, and invoices customer.
- Estimates materials, equipment, and incidentals.
- Specifies materials for hardscape projects on the landscape plan.
- Consults with clients, vendors, and other individuals verbally or in writing to discuss and formulate estimates and resolve issues.
- Estimates labor and material costs, using price lists and records on previous projects.
- Identifies plants and understands plants specific cultural limitations.
- Prepares site plans, specifications, and cost estimates for land development, coordinating arrangement of existing and proposed land features and structures.
- Prepares detailed scale drawings from rough sketches or other data provided.
- Advise customers on selection of plants and methods of planting and cultivation.
- Has knowledge of plant growth, care, moisture and soil
- Prepares time and costs estimates for completing projects.
- Receives, follows, and gives verbal instruction for performing various tasks.
- Recommends the removal of diseased and dying plants and replaces them with healthy plants.

- Designs, supervises, and is able to install landscape projects.
- Evaluates designs and overall spatial decorative and functional elements.
- Reads work orders, material specification sheets, and follows production drawings and sample assemblies.
- Reviews data to determine material and labor requirements and prepares itemized lists.
- Draws rough sketches or finished construction drawings or photographs to illustrate specified materials or construction sequence.
- Takes digital photographs of sites and finished views.
- Confers with clients, engineering personnel, and architects on overall program.
- Designs landscape plans using appropriate plant materials based upon the plants cultural requirements.
- Estimates cost factors, such as labor and material for purchased and fabricated parts, and costs for assembling, and installing on customer's premise.
- Prepares lists of required materials, tools, and equipment.
- Reviews design specifications to ensure adequate materials are properly installed using a laser level and calculator.
- Designs with knowledge of existing codes and ordinances.
- Inspects landscape work to ensure compliance with specifications, approve quality of materials and work, and advise client and construction personnel.
- Interprets architectural or engineering plans and prepares materials lists and specifications to be used by employees or contracting personnel.
- Reviews material lists for conformance to company standard practices in regard to parts and materials used.
- Studies building plans and working drawings to determine work aids required and sequence of installations
- Cares for ornamental plants by applying knowledge of horticultural principles.
- Recognizes problems with plants and seeks further diagnosis.

- Works in teams to contract necessary staff for completing jobs.
- Works safely to prevent on-the-job injuries by wearing protective eyewear, footwear and clothing.
- Suggests improvements in work methods and procedures by meeting regularly with other staff members.
- Performs soil tests.
- Prepares insurance forms to indicate repair cost estimates and recommendations.

CORE REVIEW

B. SYLLABUS REVIEW

FOR: _____
Course Number

231 232
111 112, 114
121, 201
111 112, 114
BIO 151
123
111

DATA COLLECTION

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

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

090

initials

CORE REVIEW

B. SYLLABUS REVIEW

DATA COLLECTION

FOR: LST 1110
Course Number

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

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA COLLECTION

FOR: LST 1120
Course Number

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

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

CORE REVIEW

B. SYLLABUS REVIEW

DATA COLLECTION

FOR: LST1140
Course Number

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

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA COLLECTION

FOR: 1403
Course Number

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

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 1110

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	100%
Course Goals	0%
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	0%
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100%
Optional Items	
Semester Meeting Times & Room	100%
Teaching/Learning Strategies	0%
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100%
Policy on Use of Computing Resources	0%
Description of Required Computing Skills	0%
Policy on Plagiarism	100%
Student Bill of Responsibilities	100%

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 151

	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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 1120

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	50%
Course Goals	0%
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	0
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	0
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 1140

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	50%
Course Goals	0%
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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course. LST 1210

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
Course Goals	0
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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	N/A
Evaluation/Testing System & Policies	100
Attendance Policy	
Safety Instructions	
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 1403

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	50%
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)	NA
Required Books and Supplies	100%
List of Supportive Materials (where available)	
Evaluation/Testing System & Policies	100%
Attendance Policy	100%
Safety Instructions	
Disclaimer Allowing for Reasonable Revisions	100%
Optional Items	
Semester Meeting Times & Room	100%
Teaching/Learning Strategies	100%
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	100%
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	100%
Student Bill of Responsibilities	100%

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST-2310

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
Course Goals	0
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	
General Education Attributes (where pertinent)	
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	
Safety Instructions	
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 2340

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
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	
Safety Instructions	
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	100
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

LST 2370

Coordinator: Use a separate sheet for each course.

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	100
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 1230

	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	0
Course Catalog Description with Prerequisites	90
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 2403

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	50
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 N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	100
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

LST 1300

Coordinator: Use a separate sheet for each course.

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	0
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 2140

	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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	100
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

LST 2480

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
Course Goals	0
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 N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	100
Applicable Forms Pertinent to Course	0
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	100
Student Bill of Responsibilities	100

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

LST 1130

Coordinator: Use a separate sheet for each course.

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	0
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)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	0
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	
Teaching/Learning Strategies	
Applicable Forms Pertinent to Course	
Reference to Student Policies in OCC Catalog	
Policy on Use of Computing Resources	
Description of Required Computing Skills	
Policy on Plagiarism	
Student Bill of Responsibilities	

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:

A number of syllabi require
ADA notification made more obvious
Goals - objectives stmts

Attendance policies are missing from
all syllabi. Maybe because stds
grades don't have an attendance component

Safety instructions would be applicable
to just a few courses

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:*

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.)



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

✓ There are very few minorities working in the industry w/ the exception of migrate labor from Mexico

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



ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:



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.

Coordinator for the Design Program
to ~~help~~ facilitate similar philosophy
to ~~provide~~ enhance continuity. To speak for
the program.

Facility to store
portable drafting tables to allow more
flexible scheduling

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

Remove AutoCAD Design reqs. to.

Have a drafting prerequisite.

Remove ARC 2110 - its specific to
architecture the ~~entire~~ landscape
piece is minimal to non-existent

Add Landscape design solutions

Estimating & Bidding

Additional build landscape experience

Please return to M. MITCHELL at AH by 2-20-06

Name

Campus

Date

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:

The major modifications required for a number of syllabi are:

- 1. Make the ADA notification more obvious. Some of the syllabi make reference to available help but it's impended in other information.**
- 2. Several syllabi need goal statements.**

Discussion should occur at the Program level on whether to include the following information:

- 1. Attendance policies.**
- 2. Safety Instructions for LST 1300, Greenhouse Management; LST 2370, Plant Health Care.**
- 3. Policy on the use of computing resources and a description of required computing skills for LST 2480, Computer Landscape Design; LST 1510 History of Landscape Architecture; LST 1110 Introduction to Ornamental Horticulture and others.**

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.

Storage facility

Capability to store and transfer picture data

Portable drafting tables

Classroom cabinetry

Plants outdoors on campus with name tags

Coordinator for the program

Para-pro

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

The programs is currently working with Work Force Development to identify job keys. When this is finished we will integrate that component into the necessary curriculum revisions.

Please return to Michelle Mitchell at AH by 2/20/06.

Name Campus Date

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:

The major modifications required for a number of syllabi are:

- 1. Make the ADA notification more obvious. Some of the syllabi make reference to available help but it's impended in other information.**
- 2. Several syllabi need goal statements.**

Discussion should occur at the Program level on whether to include the following information:

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- 3. Policy on the use of computing resources and a description of required computing skills for LST 2480, Computer Landscape Design; LST 1510 History of Landscape Architecture; LST 1110 Introduction to Ornamental Horticulture and others.**

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.

Storage facility

Capability to store and transfer picture data

Portable drafting tables

Classroom cabinetry

Plants outdoors on campus with name tags

Coordinator for the program

Para-pro

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

The programs is currently working with Work Force Development to identify job keys. When this is finished we will integrate that component into the necessary curriculum revisions.

Please return to Michelle Mitchell at AH by 2/20/06.

Name Campus Date

SUMMARY OF INTERNAL AND EXTERNAL PERCEPTIONS:

There appears to be a disconnect in the perceptions of the faculty and students regarding the Landscape Design Program meeting their expectations. This may be due in part to the multiple courses that make up this degree. The faculty would support that the program prepares the students for the workforce, but there are changes needed to more fully prepare students for the workforce.

Students expressed both the desire for more Landscape Architecture type courses and more practical landscape design/build courses. This may indicate a need for changes that better define the program so that expectations are more realistic.

The students strongly agreed that the instructors are knowledgeable about the course subject-matter; and agreed they were satisfied with the course offerings in the Landscape Design Program; while the faculty was neutral on the subject of quality of instruction and whether the faculty members in the program are knowledgeable about the course subject-matter. Students have provided faculty feedback, suggesting that depending on the instructor, students have very different experiences with a course and the Landscape Design Program. There are philosophical differences between Landscape Architecture and Landscape Design that are contributing to student experiences and expectations.

Students agreed that the instructors help them to understand how useful their program of study can be in the real-world, and that the instructors make the course subject-matter seem interesting, they are informed about what is happening in the programs, are satisfied with their program of study, and think the department is committed to student success in the program. None of the students strongly disagreed that they were satisfied with their program of study.

Landscape Design faculty agree that students are prepared for the rigors of the program. They strongly agree that they are informed and have opportunities to make suggestions for improvements in the program.

At some level the faculty agrees that the Landscape Design Program prepares students for employment in the workforce; that they are working in conjunction with the advisory committee keeping the program going in the right direction. The faculty agrees also that student feedback indicates that the program is headed in right direction but needs some adjustments.

The advisory committee has not yet met to review the Landscape Design Profile and answer the PROE questionnaire.

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:

The major modifications required for a number of syllabi are:

- 1. Make the ADA notification more obvious. Some of the syllabi make reference to available help but it's impended in other information.**
- 2. Several syllabi need goal statements.**

Discussion should occur at the Program level on whether to include the following information:

- 1. Attendance policies.**
- 2. Safety Instructions for LST 1300, Greenhouse Management; LST 2370, Plant Health Care.**
- 3. Policy on the use of computing resources and a description of required computing skills for LST 2480, Computer Landscape Design; LST 1510 History of Landscape Architecture; LST 1110 Introduction to Ornamental Horticulture and others.**

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

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

Faculty Perceptions of Occupational Programs and Disciplines Analysis

The Landscape design program is not fully meeting the expectations of the faculty. Many of the courses are preparing the students for the workforce but there are some course changes needed. The program can be modified to be more competitive with other institutions focusing on design/build. The quality of instruction has varied with different adjuncts. The faculty feel the program has real-world application and that the students for the most part are prepared for the program. There is ample opportunity for the faculty to provide input into program improvements. The major concern for the faculty is providing philosophical continuity and courses emphasis on plant material between adjunct faculty.

Student Perception of Occupational Programs and Disciplines Analysis

Advisory Committee/Industry Perceptions of Occupational Programs/Disciplines Analysis

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

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:*

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.)

The Landscape Design Program was established in July of 2001, the data provide through DASHBOARD reflects all LST courses not those only in the Design Program. The average section size is 21.8 for all Landscape courses while the college wide average is 23.3. The Landscape courses fill at 78.6% capacity slightly lower than the college wide rate of 88.4%. Students complete their LST courses at 96.7% higher than the college wide average of 89.1%. The Weighted percent change in Headcount and Credit Hours is much lower for the LST program at 0.3% compared to the colleges average 3.5% and 3.0% respectively; indicating a steady enrollment over the last 3 years of the program. Many LST courses are offered only once per year to increase the course fill rates; frustrating some students wishing to finish the program at an accelerated pace. The LST courses are only required for the LST programs and therefore won't necessarily reflect the same kinds of fill rates expected for courses required of most students at the college.

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

In the state of Michigan minorities historically have not been employed in greater numbers in this field. Currently the trend is for migrate laborers from Mexico to fill entry level positions in the landscape field. However this has not transferred to the Design area other than in the actual installations. The Landscape Program has a greater percent of females than males.

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

The 11.4% of Withdrawals is lower for the LST courses than 16.5% college wide average; suggesting LST students expectations are being met and their commitment is sound. The LST percent of incompletes at 0.2%, is much lower than the college average of 1.6%; again suggesting a more mature committed student. This is also observed with the Student Course Completion rate of 66.8%, which is higher than the college wide 64.8%.

On average the LST student is a mature adult, many with previous college experience and often times advanced degrees. These students are well prepared for the rigors of college and do not normally withdraw from the courses. Young students directly out of high school are more typical of the college wide percentages.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

The Landscape Design Program was established in July of 2001, the data provide through DASHBOARD reflects all LST courses not those only in the Design Program. The average section size is 21.8 for all Landscape courses while the college wide average is 23.3. The Landscape courses fill at 78.6% capacity slightly lower than the college wide rate of 88.4%. Students complete their LST courses at 96.7% higher than the college wide average of 89.1%. The Weighted percent change in Headcount and Credit Hours is much lower for the LST program at 0.3% compared to the colleges average 3.5% and 3.0% respectively; indicating a steady enrollment over the last 3 years of the program. Many LST courses are offered only once per year to increase the course fill rates; frustrating some students wishing to finish the program at an accelerated pace. The LST courses are only required for the LST programs and therefore won't necessarily reflect the same kinds of fill rates expected for courses required of most students at the college.

In the state of Michigan minorities historically have not been employed in great numbers in this field. Currently the trend is for migrate laborers from Mexico to fill entry level positions in the landscape field. However this has not transferred to the Design area other than in the actual installations. The Landscape Program has a greater percent of females than males.

The 11.4% of Withdrawals is lower for the LST courses than 16.5% college wide average; suggesting LST students expectations are being met and their commitment is sound. The LST percent of incompletes at 0.2%, is much lower than the college average of 1.6%; again suggesting a more mature committed student. This is also observed with the Student Course Completion rate of 66.8%, which is higher than the college wide 64.8%.

On average the LST student is a mature adult, many with previous college experience and often times advanced degrees. These students are well prepared for the rigors of college and do not normally withdraw from the courses; because they demand specific knowledge to be successful within the industry. Young students directly out of high school are more typical of the college wide percentages.

Course offerings in the LST program traditionally have been in the late afternoon and evening targeting the mature adult population. There are a few morning

offerings which have appealed to parents with children in grade school and to recent high school graduates. The program as many technology programs has not been aggressively marketed at the high school level. There is an opportunity to increase the recent high school graduate enrollment numbers.

DATA ANALYSIS

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__LST 1110	___	X___
Course Number__LST 1120	X	___
Course Number__LST 1140	X	___
Course Number__LST 1210	X	___
Course Number__LST 1220		X
Course Number__LST 1230	___	X
Course Number__LST 2310	X	
Course Number__LST 2340	X	___
Course Number__LST 1403	X	___
Course Number__LST 2403	X	
Course Number__LST 2370	X	
Course Number__LST 1510	X	
Course Number__LST 2280	X	
Course Number__LST 2320	X	
Course Number__LST 2440	X	
Course Number__LST 2480	X	
Course Number__LST 1130		X
Course Number__LST 2140		X

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1210

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	_____	<u>X</u> _____
Clear	<u>X</u> _____	_____
Current	_____	<u>X</u> _____

NUMBER OF CREDITS:

Appropriate	<u>X</u> _____	_____
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Please explain any No answer: The current description is out of date and requires complete rewording. Course description needs to include verbage on fertilizer management and calculations, water quality, soil fertility, nutrient cycles, structural and biological integrity of the soil, including structural physics, soil chemistry and bioremediation.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST - 1120
Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> </u>	<u> X </u>
Clear	<u> X </u>	<u> </u>
Current	<u> X </u>	<u> </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer: The description needs minor revisions regarding the number of plants covered.

Please return to M. Mitchell at AH by 2/20/06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2310

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> </u>	<u> X </u>
Current	<u> </u>	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer: The description is too vague it should be updated to include the requirements for APLD certification.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2310

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> </u>	<u> X </u>
Current	<u> </u>	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer: The description is too vague it should be updated to include the requirements for APLD certification.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: ARC-2110

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> </u>
Current	<u> X </u>	<u> </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer:

Although it appears that this course would meet the needs of students in landscape design the course emphasis is on architecture as it should be. The course description is lacking emphasis on the green industry. There is a significant difference between architectural and landscape site analysis.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: BIO-1320

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	--	<u>X</u>
Clear	---	<u>X</u>
Current	---	<u>X</u>

NUMBER OF CREDITS:

Appropriate	<u>X</u>	---
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Please explain any No answer: This course is required by the Landscape Programs only. It is a basic botany course without the lab. I'm the only instructor that has taught this course in the last two decades. The description doesn't adequately discuss the specific horticulture and arboriculture material taught in the course.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

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.

Storage facility

Capability to store and transfer picture data

Portable drafting tables

Classroom cabinetry

Plants outdoors on campus with name tags

Coordinator for the program

Para-pro

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

The programs is currently working with Work Force Development to identify job keys. When this is finished we will integrate that component into the necessary curriculum revisions.

Please return to Michelle Mitchell at AH by 2/20/06.

Name

Campus

Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1510

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> </u>
Current	<u> </u>	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer: This course has a much larger garden component than urban development. The course description should be revised to indicate the importance of the garden component.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

**CORE REVIEW
A. COURSE CATALOG DESCRIPTION**

FOR: LST- 2280
Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> </u>	<u> X </u>
Current	<u> </u>	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer:
Additional description should include the number and types of designs. Language regarding the use of plant based drawings should be added.

Please return to M. Mitchell at AH by 2-20-06.
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1130

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> </u>
Current	<u> X </u>	<u> </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer:

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1140

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	___	<u> X </u>
Clear	<u> X </u>	___
Current	___	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	___
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Please explain any No answer: The description requires updating the number of plants and the addition of ornamental grasses.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1230

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> </u>
Current	<u> X </u>	<u> </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer:

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1403

Course Number

Coordinator: *Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	--	<u>X</u>
Clear	--	<u>X</u>
Current	---	<u>X</u>

NUMBER OF CREDITS:

Appropriate	<u>X</u>	---
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Please explain any No answer: A complete rewrite is necessary to capture the individualized learning experience of this course. The description should include language that describes the employment or occupational experience that allows students to explore Landscape Horticulture career pathways, during their educational experience.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2140

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	_____
Clear	<u> X </u>	_____
Current	<u> X </u>	_____

NUMBER OF CREDITS:

Appropriate	<u> X </u>	_____
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Please explain any No answer:

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2340

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	__	<u>X</u>
Clear	<u>X</u>	__
Current	__	<u>X</u>

NUMBER OF CREDITS:

Appropriate	<u>X</u>	__
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Please explain any No answer:

Description should include orders of insects and types of diseases, while stressing the identification aspects of the course and removing the language on control measures and turf.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2370

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	___	<u>X</u>
Clear	<u>X</u>	___
Current	___	<u>X</u>

NUMBER OF CREDITS:

Appropriate	<u>X</u>	___
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Please explain any No answer: The course subject matter has evolved and the description should be changed to reflect total plant healthcare rather than pest control.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

CORE REVIEW
A. COURSE CATALOG DESCRIPTION

FOR: LST- 2403

Course Number

Coordinator: *Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	__	<u>X</u>
Clear	__	<u>X</u>
Current	__	<u>X</u>

NUMBER OF CREDITS:

Appropriate	<u>X</u>	__
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Please explain any No answer: A complete rewrite is necessary to capture the individualized learning experience of this course. We've also discussed using this as a capstone course or possibly a group of modules that the student would select from to best meet their educational and career objectives.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2440

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	___
Clear	___	<u> X </u>
Current	<u> X </u>	___

NUMBER OF CREDITS:

Appropriate	<u> X </u>	___
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Please explain any No answer:

It hasn't been clear in the past that the design should be directed toward plant material and garden perspectives.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2480

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	___	<u>X</u> ___
Clear	<u>X</u> ___	___
Current	___	<u>X</u> ___

NUMBER OF CREDITS:

Appropriate	<u>X</u> ___	___
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Please explain any No answer: The prerequisites are not necessary. The description language requires updating. Remove the 3-dimensional perspective.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST 1110
Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u>X</u>	___
Clear	<u>X</u>	___
Current	<u>X</u>	___

NUMBER OF CREDITS:

Appropriate	<u>X</u>	___
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Please explain any No answer:

Please return to M. Mitchell at AH by 2/20/06.
Name Campus Date

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1220

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	___
Clear	<u> X </u>	___
Current	<u> X </u>	___

NUMBER OF CREDITS:

Appropriate	<u> X </u>	___
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Please explain any No answer:

Please return to M. Mitchell at AH by 2-20-06.

Name

Campus

Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 2320

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> X </u>
Current	<u> </u>	<u> X </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer: More emphasis on ornamental plant communities within a garden design. Additional language regarding APLD certification requirements should be added to the description.

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

DATA COLLECTION

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: LST- 1130

Course Number

Coordinator: Distribute this form to all full-time members of the Discipline/Program for every course listed in the Catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<u> X </u>	<u> </u>
Clear	<u> X </u>	<u> </u>
Current	<u> X </u>	<u> </u>

NUMBER OF CREDITS:

Appropriate	<u> X </u>	<u> </u>
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Please explain any No answer:

Please return to M. Mitchell at AH by 2-20-06.

Name Campus Date

STUDENT PERCEPTIONS SUMMARY:

The majority of students responding to the PROE evaluation agreed that the Landscape Design Program was meeting their expectations and preparing them for the workforce. No one strongly disagreed.

The students strongly disagreed with changing their current program of study because of academic reasons; there were no agree or strongly agree with changing their program of study. They disagreed with attending another institution because of dissatisfaction with my current program of study at OCC. It should be noted that there were a few students that responded with strongly agree and a few that have gone to other institutions to take courses.

The students strongly agreed that the instructors are knowledgeable about the course subject-matter; and agreed they were satisfied with the course offering in the Landscape Design Program at OCC.

Students agreed that the instructors help them to understand how useful my program of study can be in the real-world, the instructors make the course subject-matter seem interesting, they are informed about what is happening in the programs, think the department is committed to student success in the program, and are satisfied with their program of study. None of the students strongly disagreed that they were satisfied with their program of study.

SUMMARY OF ACT WorkKeys FOR LANDSCAPE DESIGN AT OCC:

The Landscape Design Job Profile Report utilizing ACT WorkKeys has been included in the Curriculum Review Report. The WorkKeys process utilizes subject matter experts to determine the skill level of graduates from a program. The job titles of the subject matter experts used for the Landscape Design Profile included Landscape Designers, Company Owners, Landscape Architects, and Nursery Man. Please note that all of these individuals regard themselves as practicing landscape designer, except the Landscape Architects who hires Landscape Designers.

The recommendations were based on the ACT WorkKeys skills; listening, locating information, reading for information and applied mathematics. The WorkKeys process revealed that graduates from the Landscape Design Program needed to have the maximum skill level for listening, locating information and applied mathematics. The reading for information skill level needed by graduates is 6 out of a maximum level of 7.

The full WorkKeys report follows this summary.

Additional input of interest but not included in the Profile:

- The horticulture portion of the design degree was extremely important and should not be reduced. The Horticulture portion of the curriculum is outstanding placing OCC in a premier class.
- The Build portion of the industry was not represented in the Profile process.