

Major Highlights

**Program Dashboard
Report 2003-04**

**Degree and Credit
Hour Trends 2004-05**

**Occupational
Projections (2004 –
2014)**

**Program Assessment
Plan (most current)**

**Summary of Program
Assessment Results**

Assessment Initiative

*Recommendations
and follow-up*

**Landscape Design
Major Highlights
March 2006**

Overview

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

Major Highlights

- Since its inception in July 2001 a total of 16 students have completed the Landscape Design program (3 Certificates and 13 Associate degrees).
- Credit hour enrollment in LST courses peaked in 2001-02 (1,998), which also reflects the year in which the Landscape Design program was first offered. Note: LST courses also include those associated with the Landscape Horticulture program.
- During 2003-04 a total of thirty (30) LST sections were offered, of which one (1) was canceled. This translates into a 97% section completion rate. Furthermore, average section size in LST courses totaled 21.8 students, slightly below the college-wide average of 23.3. Meanwhile, sections were filled to 78.6% of capacity during the academic year, below the college-wide percentage of 88%.
- The percent of minority students (4.6%) enrolled in LST courses is well below the college-wide average of 27%.
- Slightly more than eleven percent of students withdraw from LST courses. This is below the college-wide course withdraw rate of 16.5%. Furthermore, the percent of students who receive an incomplete (0.2%) is far below the college-wide average of 1.6%. Meanwhile, 67% of all students successfully pass LST courses with a grade of "C" or higher which is slightly above the college-wide average of 65%.
- Occupations associated with Landscape Design are expected to experience moderate growth (new jobs) over the next ten years. Greater demand will come from the replacement of current workers due to retirement, death, and out migration, etc.
- In total the Landscape Design program has identified three Learning Outcomes with three Benchmarks for each Outcome. Since January 2005, only one of the nine Benchmarks have been assessed.
- During academic year 2005-06 the Office of Assessment and Effectiveness provided financial resources through Assessment Initiative Funding for the program to conduct a Work Keys analysis with the support of OCC's Workforce Development Services.

Oakland Community College Program Dashboard 2003-04 Prototype

This document represents the first Program Dashboard Report for Oakland Community College. As such it should be viewed as a prototype upon which further enhancements and refinements will be made.

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard will facilitate the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken. In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually.

Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

As a prototype it is recognized that there are limitations with the current report. Through its introduction and application these limitations will be addressed and adequately resolved in future productions of the program dashboard.

Program Dashboard Detail Report

Prefix LST

Dashboard Score 6.86

Title Landscape Technology

	Program	College Wide
Average Section Size	21.8	23.3
Sections Filled to Capacity	78.6%	88.4%
Percent of Completed Sections	96.7%	89.1%
Weighted Percent Change in Headcount	0.3%	3.5%
Weighted Percent Change in Credit Hours	0.3%	3.0%
Percent of Minority Students	4.6%	27.1%
Percent of Withdrawals	11.4%	16.5%
Percent of Incompletes	0.2%	1.6%
Student Course Completion Rate	66.8%	64.8%

Average Section Size

Prefix LST

Prefix Title Landscape Technology

Total Students 631

Number of Sections 29

Average Section Size 21.8

Definition:

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

Methodology:

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

Sections Filled to Capacity

Prefix LST

Prefix Title Landscape Technology

Total Students 631

Total Capacity 803

Sections Filled To Capacity 78.6%

Definition:

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

Methodology:

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

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

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

Percent of Completed Sections

Prefix LST

Prefix Title Landscape Technology

Active Sections 29

Cancelled Sections 1

Total Sections 30

Percent of Completed Sections 96.7%

Definition:

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

Methodology:

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

Weighted Percent Change in Headcount

Prefix LST

Prefix Title Landscape Technology

2000-01 Headcount 617

2001-02 Headcount 634

2002-03 Headcount 653

2003-04 Headcount 631

Three Year Average Change 5

Weighted Percent Change in Headcount 0.3%

Definition:

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

Methodology:

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

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

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

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

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

Weighted Percent Change in Credit Hours

Prefix LST

Prefix Title Landscape Technology

2000-01 Credit Hours 1,860

2001-02 Credit Hours 1,902

2002-03 Credit Hours 1,970

2003-04 Credit Hours 1,902

Three Year Average Change 14

Weighted Percent Change in Credit Hours 0.3%

Definition:

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

Methodology:

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

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

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

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

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

Percent of Minority Students

Prefix LST

Prefix Title Landscape Technology

Minority Students 12

Total Students 259

Percent of Minority Students 4.6%

Definition:

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

Methodology:

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

Percent of Withdrawals

Prefix LST

Prefix Title Landscape Technology

Total Withdrawals 71

Total Grades 623

Percent of Withdrawals 11.4%

Definition:

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

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix LST

Prefix Title Landscape Technology

Total Incompletes 1

Total Grades 623

Percent of Incompletes 0.2%

Definition:

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

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix LST

Prefix Title Landscape Technology

Successful Grades 416

Total Student Grades 623

Student Course Completion Rate 66.8%

Definition:

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

Methodology:

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

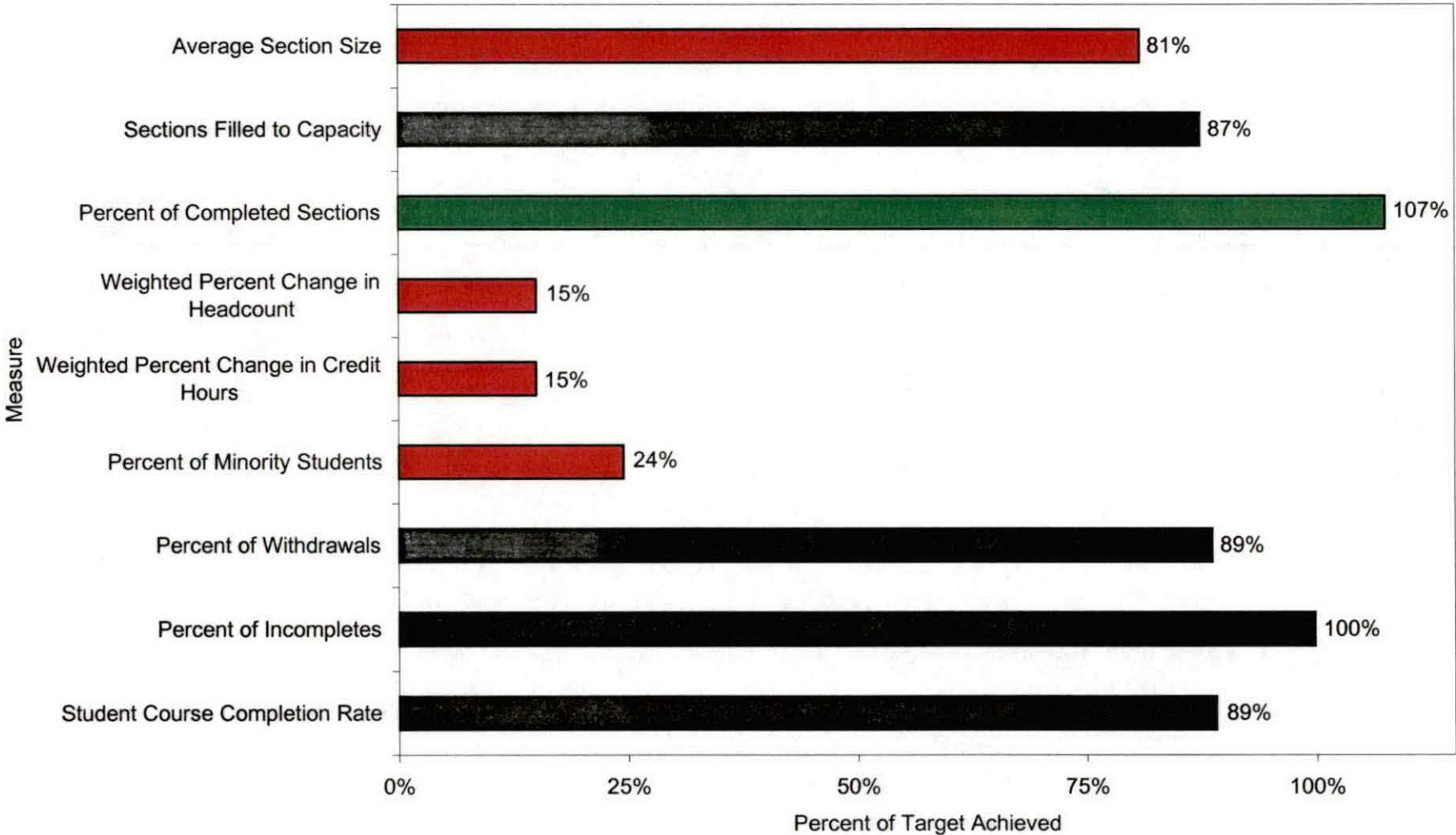
Oakland Community College Program Dashboard Report 2003-04

Landscape Technology LST Dashboard Score: 6.86

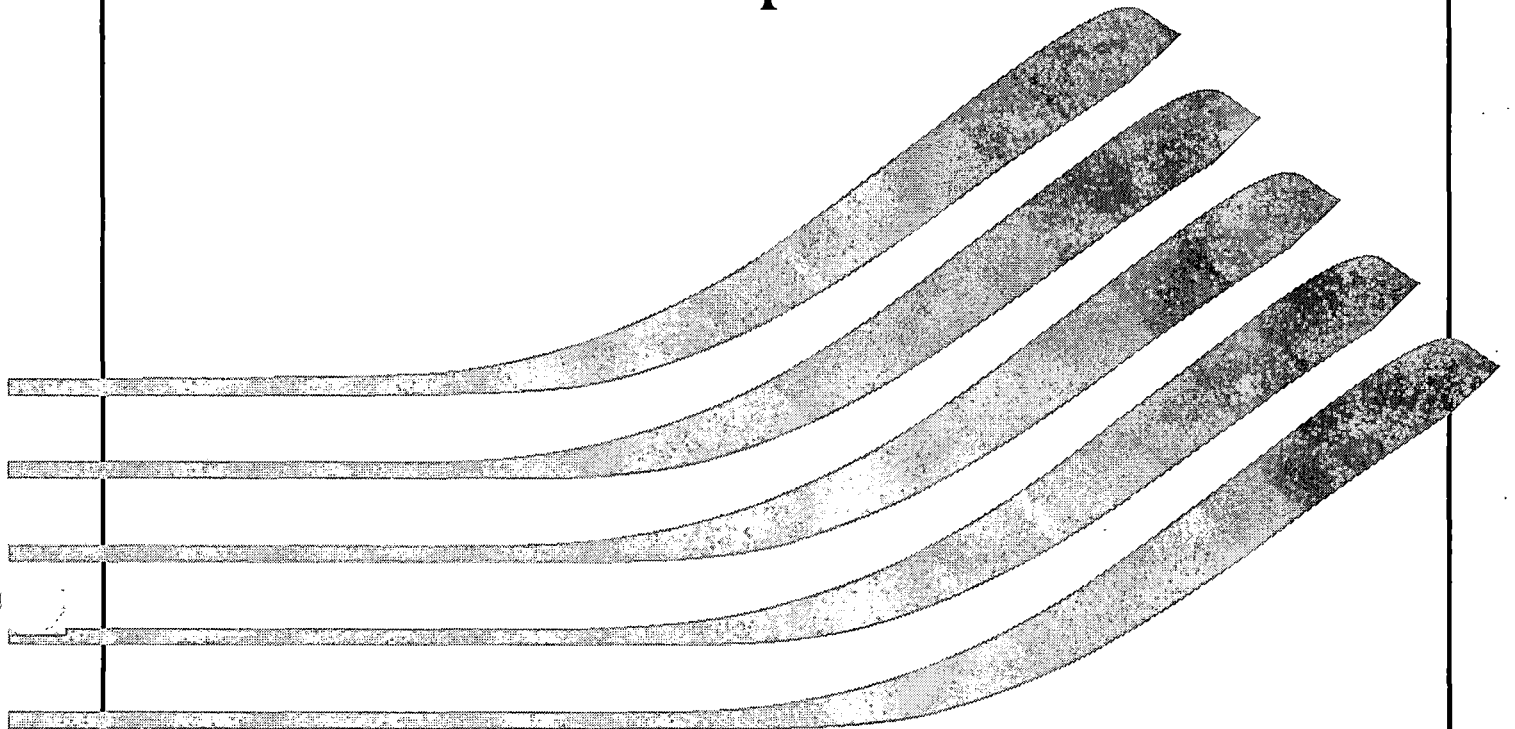
Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Average Section Size	21.8	22.5	27.0	80.7%	8.3%	0.67
Sections Filled to Capacity	78.6%	75.0%	90.0%	87.3%	7.9%	0.69
Percent of Completed Sections	96.7%	75.0%	90.0%	107.4%	8.8%	0.95
Weighted Percent Change in Headcount	0.3%	0.5%	2.0%	15.0%	12.7%	0.19
Weighted Percent Change in Credit Hours	0.3%	0.5%	2.0%	15.0%	10.8%	0.16
Percent of Minority Students	4.6%	16.9%	18.8%	24.5%	6.9%	0.17
Percent of Withdrawals	11.4%	15.0%	0.0%	88.6%	16.2%	1.44
Percent of Incompletes	0.2%	3.0%	0.0%	99.8%	6.8%	0.68
Student Course Completion Rate	66.8%	60.0%	75.0%	89.1%	21.6%	1.92

**Oakland Community College
Percent of Target Achieved
2003-04**

Landscape Technology LST



Institutional Research Report



**Landscape Design
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee**



**OAKLAND
COMMUNITY
COLLEGE**

TABLE OF CONTENTS

Landscape Design Degree Trends Report

LAD Degree Trends Summary

LAD Ten-Year Trend

LAD Rate of Change

LAD Three-Year Moving Mean

College-Wide Ten-Year Trend

Biology Credit Hour Trends Report

BIO Credit Hour Trends Summary

BIO Ten-Year Trend

BIO Three-Year Moving Mean

BIO Rate of Change

College-Wide Ten-Year Trend

Landscape Technology Credit Hour Trends Report

LST Credit Hour Trends Summary

LST Ten-Year Trend

LST Three-Year Moving Mean

LST Rate of Change

College-Wide Ten-Year Trend



OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report
Landscape Design
LAD
2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
March 10, 2006

**Oakland Community College
Degree Trends Report
Landscape Design (LAD)
1995-96 through 2004-05**

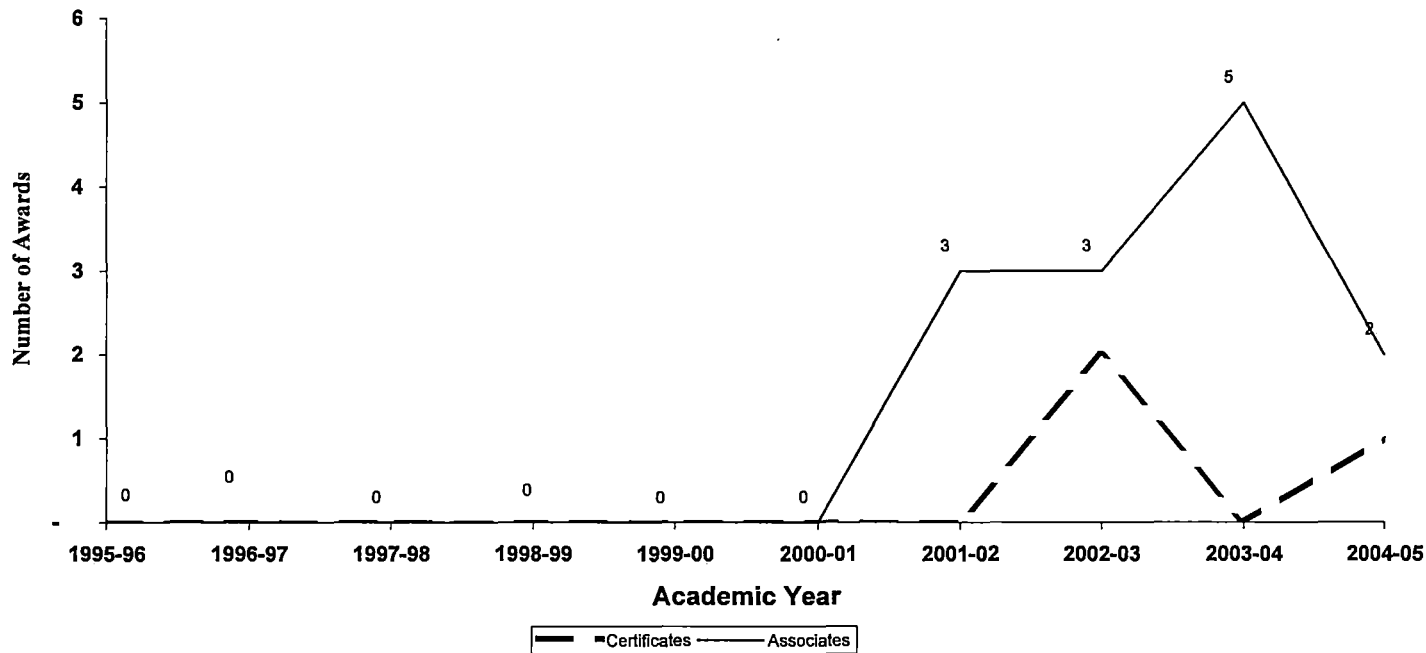
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines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

Trends over a specified period of time are illustrated by the following graphs for Landscape Design (LAD)

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

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

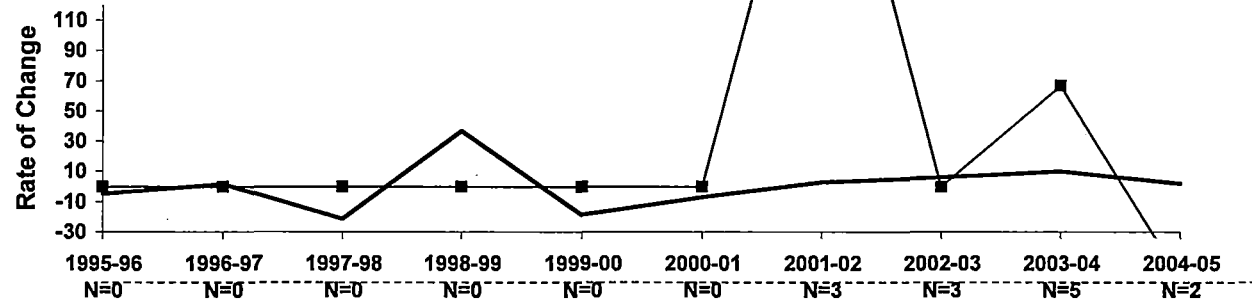
**Oakland Community College
Associate Degrees and Certificates Awarded
Landscape Design
1995-96 through 2004-05**



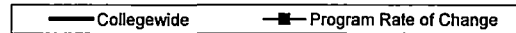
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1995-96	0	0
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	3
2002-03	2	3
2003-04	0	5
2004-05	1	2

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

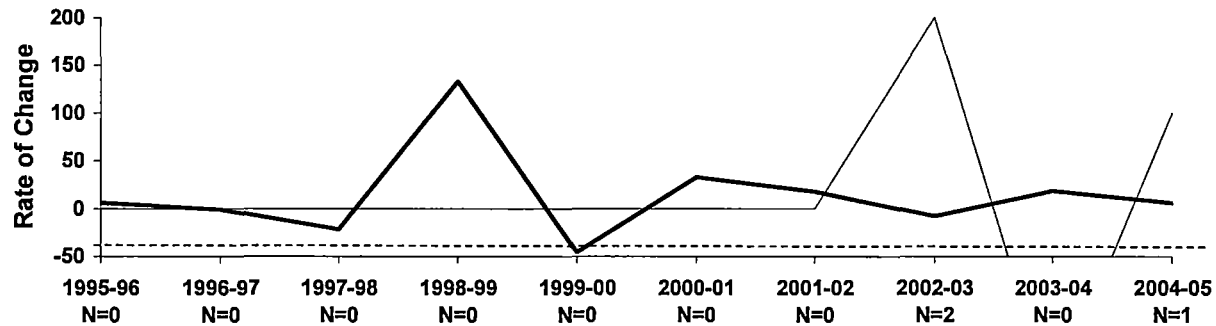
Associate Degrees



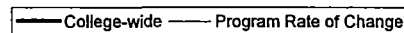
Academic Year, N = Number of Program Degrees



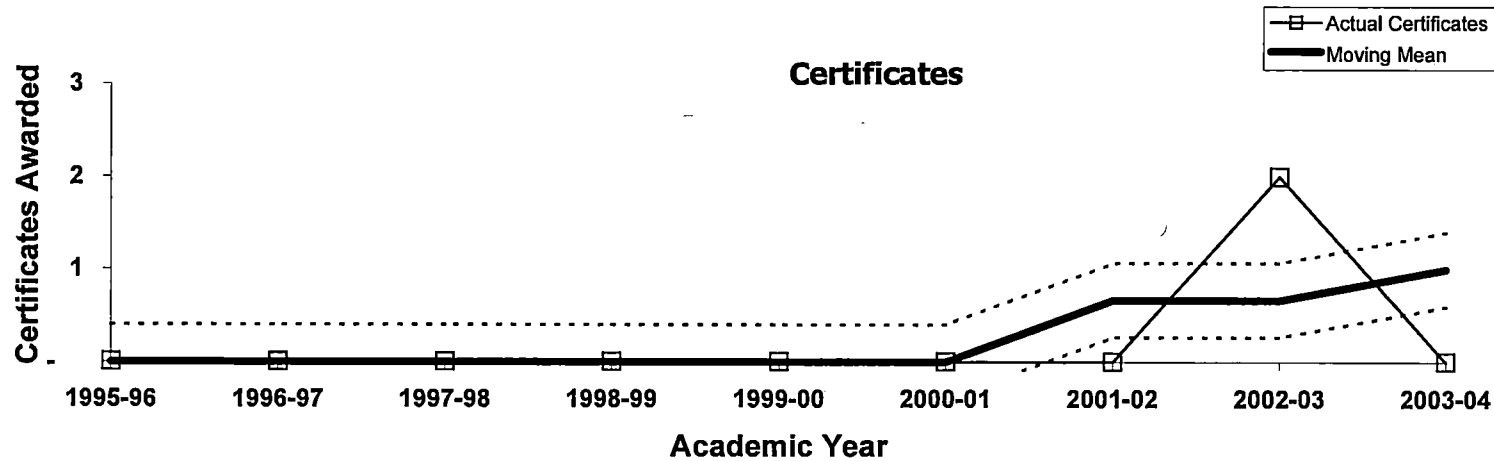
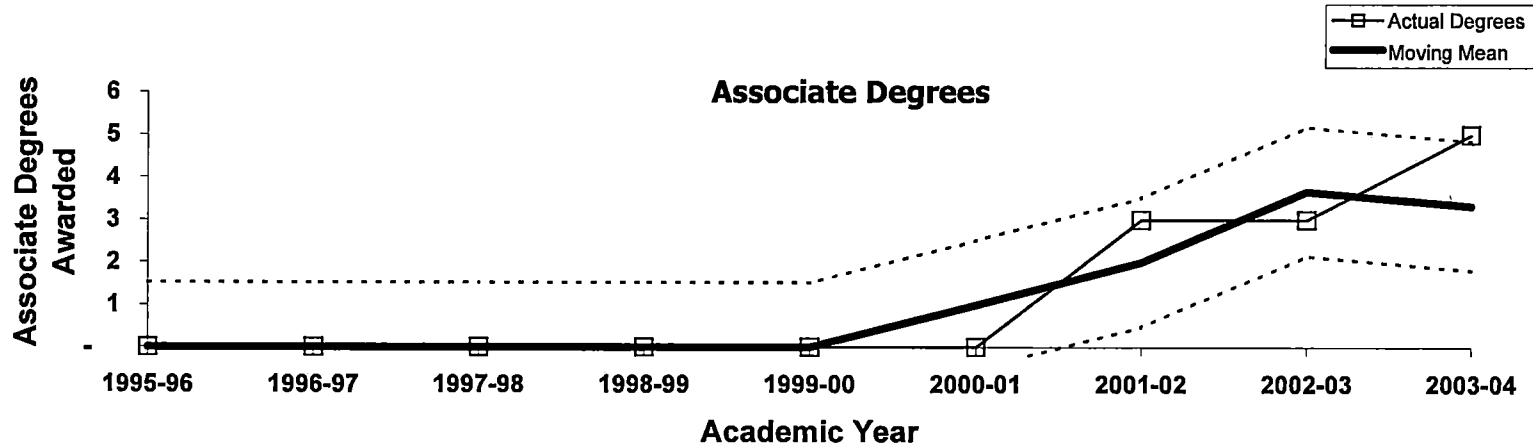
Certificates



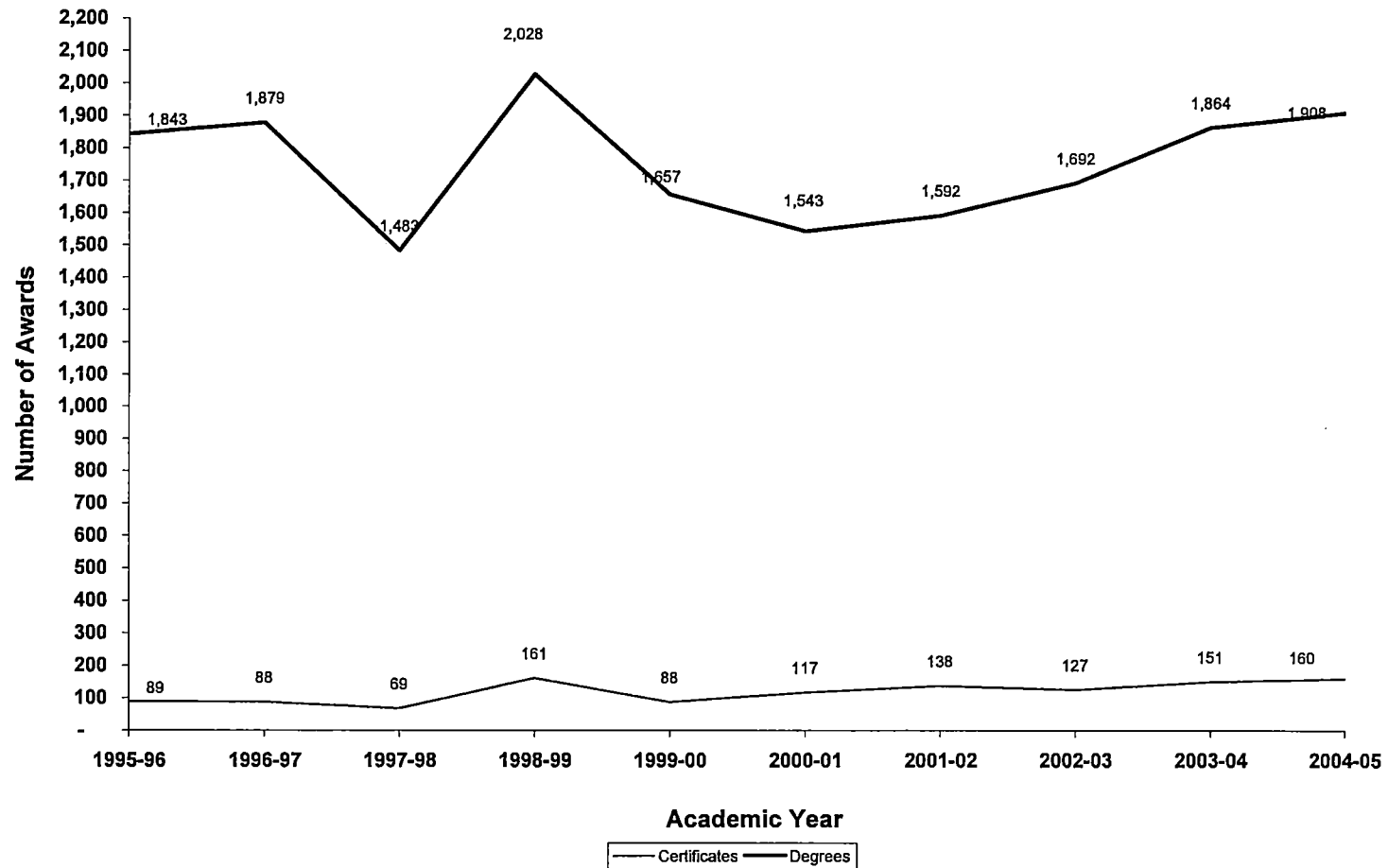
Academic Year, N = Number of Program Certificates



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



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





OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Biology
BIO
2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
March 10, 2006

**Oakland Community College
Credit Hour Trends Report
Biology
1994-95 through 2004-05**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

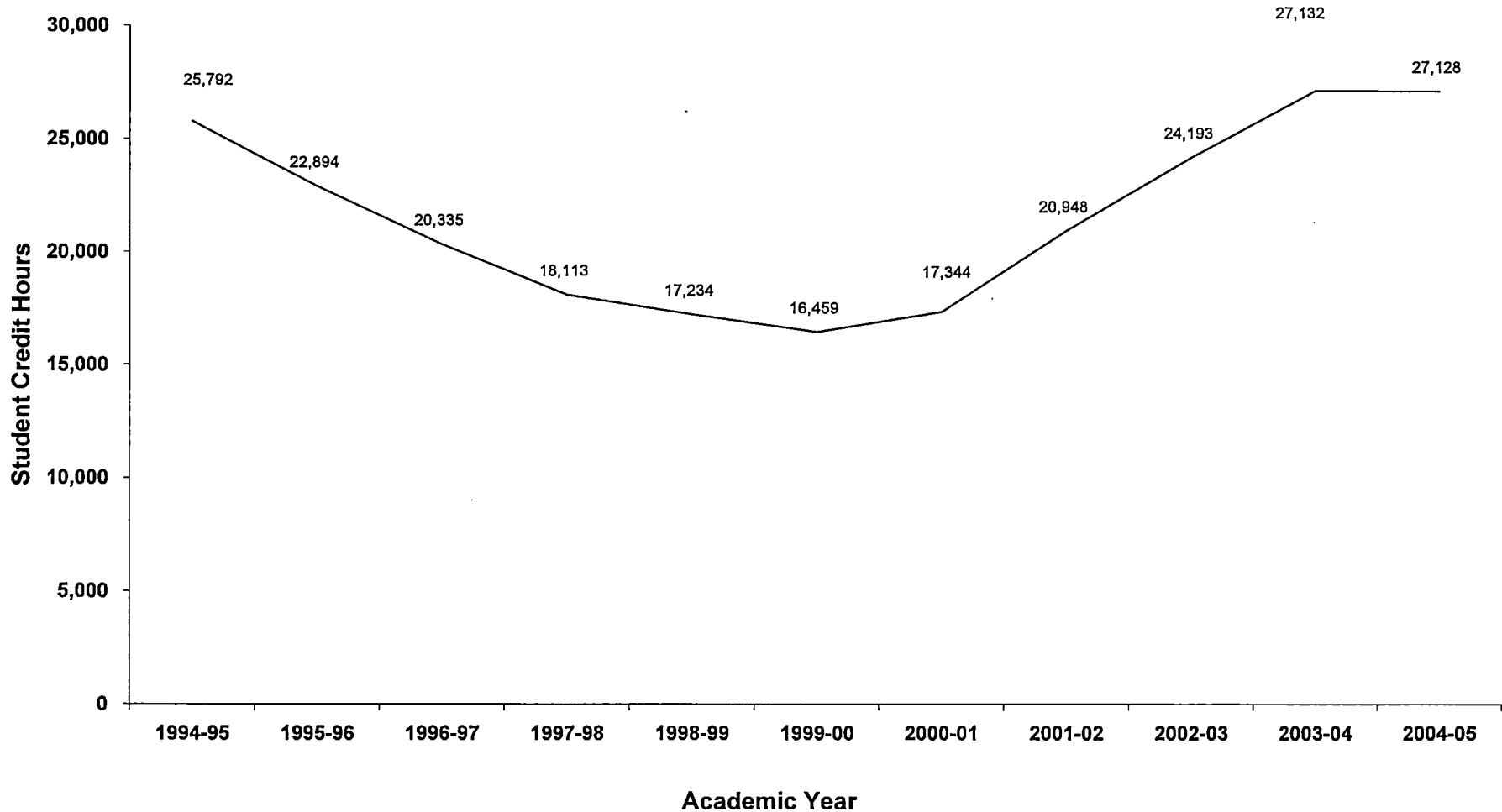
Trends over a specified period of time are illustrated by the following graphs for Biology.

- Graph depicting ten-year trend in student credit hours generated by Biology
- Graphs depicting three-year moving mean and rate of change in student credit hours for Biology.
- Ten-year trend in annual credit hours generated Collegewide.

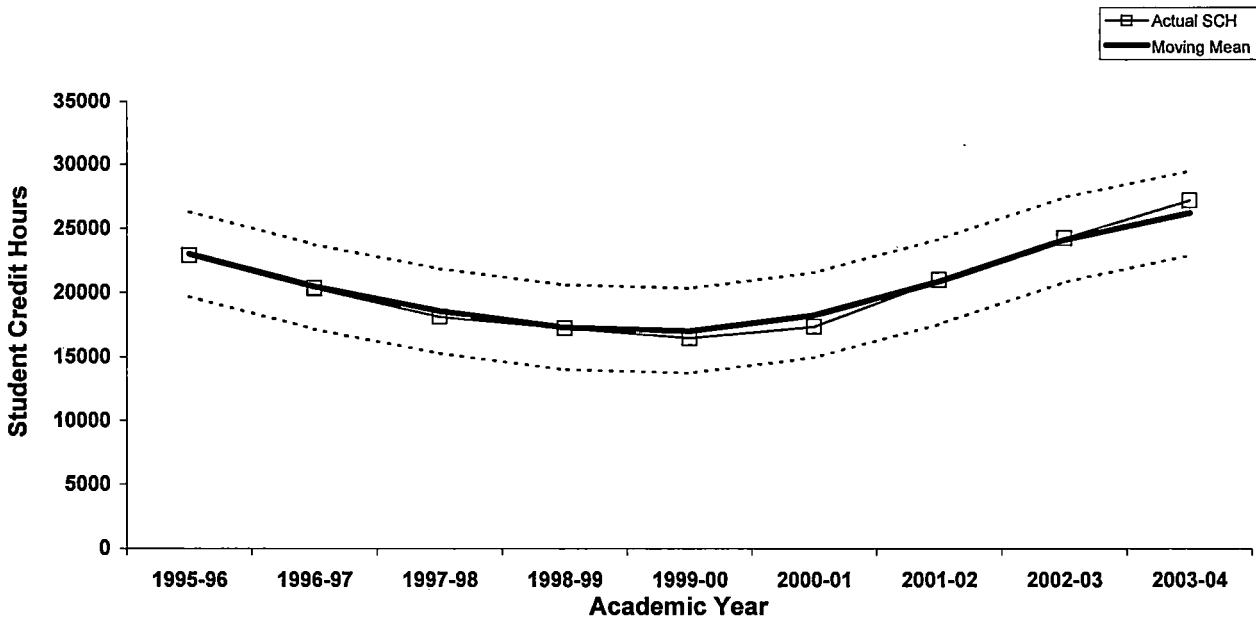
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Biology
1994-95 through 2004-05**

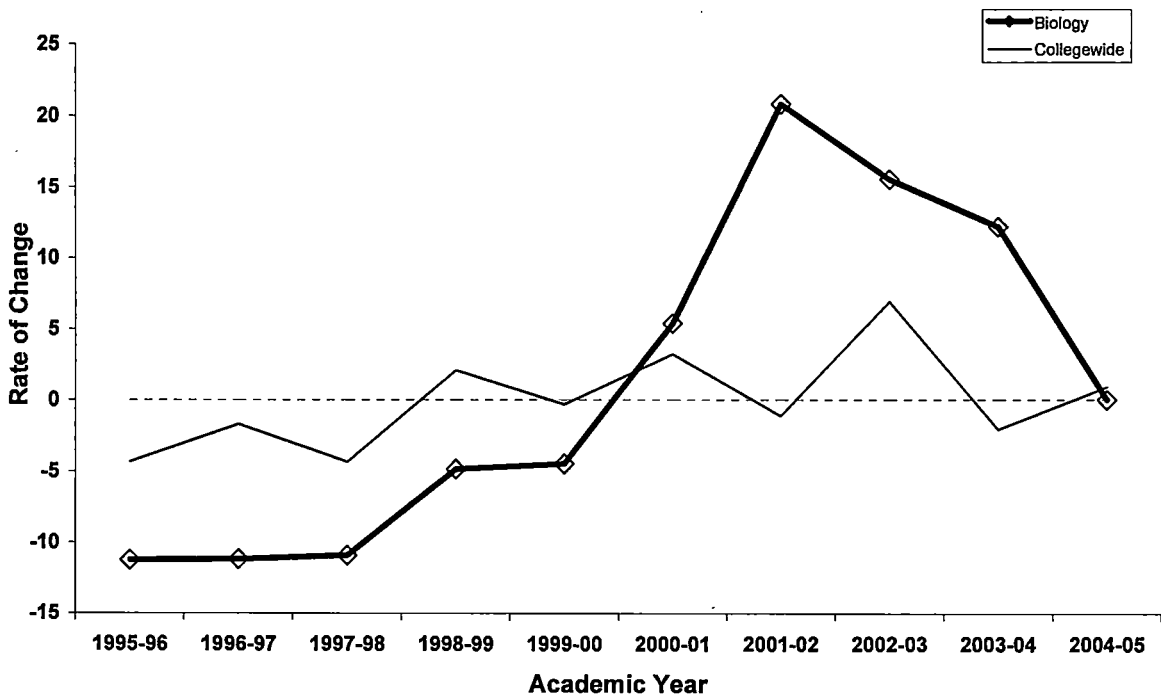
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Biology	25,792	22,894	20,335	18,113	17,234	16,459	17,344	20,948	24,193	27,132	27,128	64.8	5.2
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



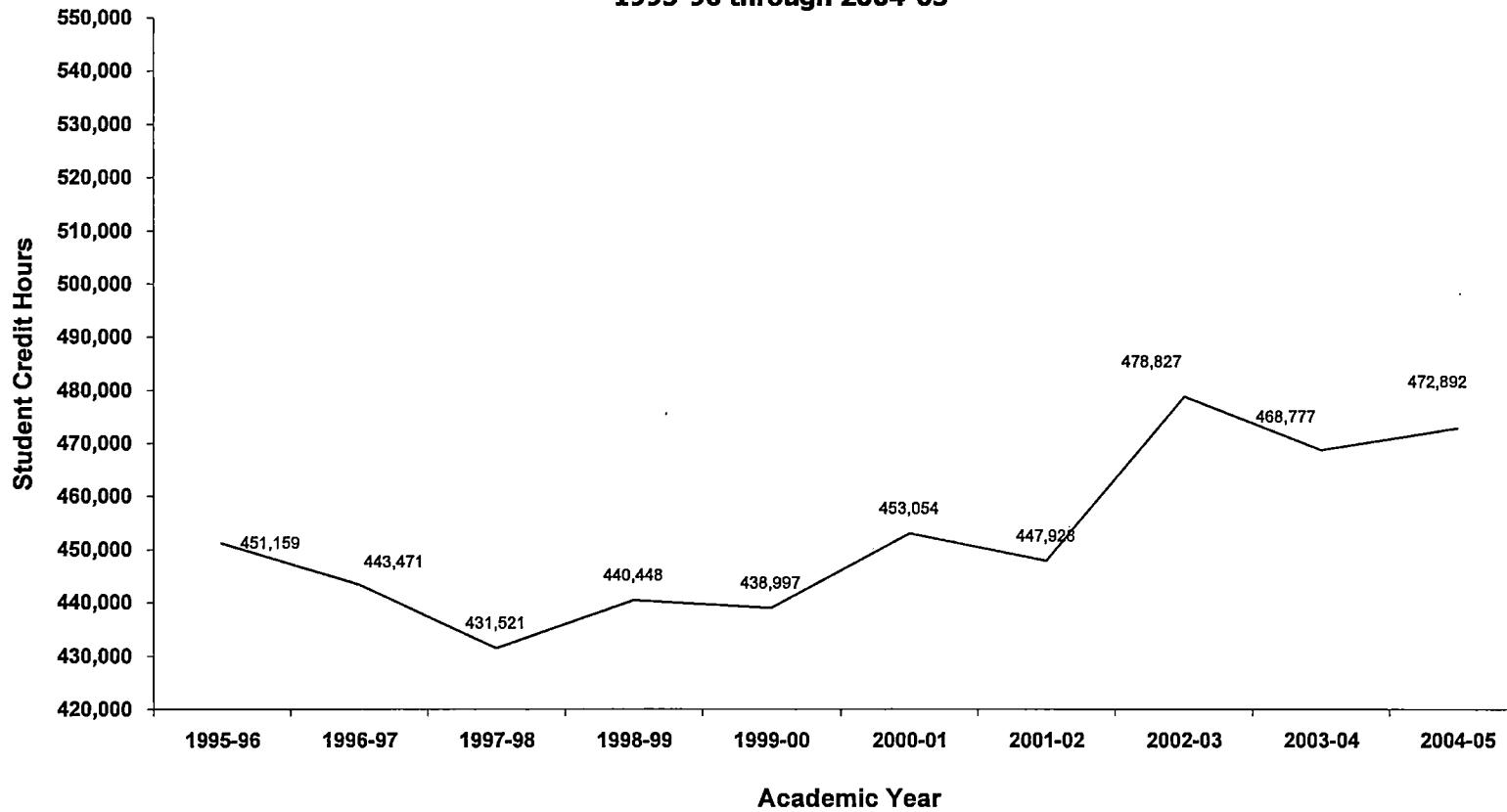
Oakland Community College
 Three-Year Moving Mean
 Biology
 1995-96 through 2003-04



Rate of Change in Student Credit Hours 1995-96 through 2004-05



**Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05**



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892



OAKLAND
COMMUNITY
COLLEGE

**Credit Hour Trends Report
Landscape Tech
LST
2004-05**

**Prepared by:
Oakland Community College
Office of Institutional Research
March 10, 2006**

**Oakland Community College
Credit Hour Trends Report
Landscape Tech
1994-95 through 2004-05**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

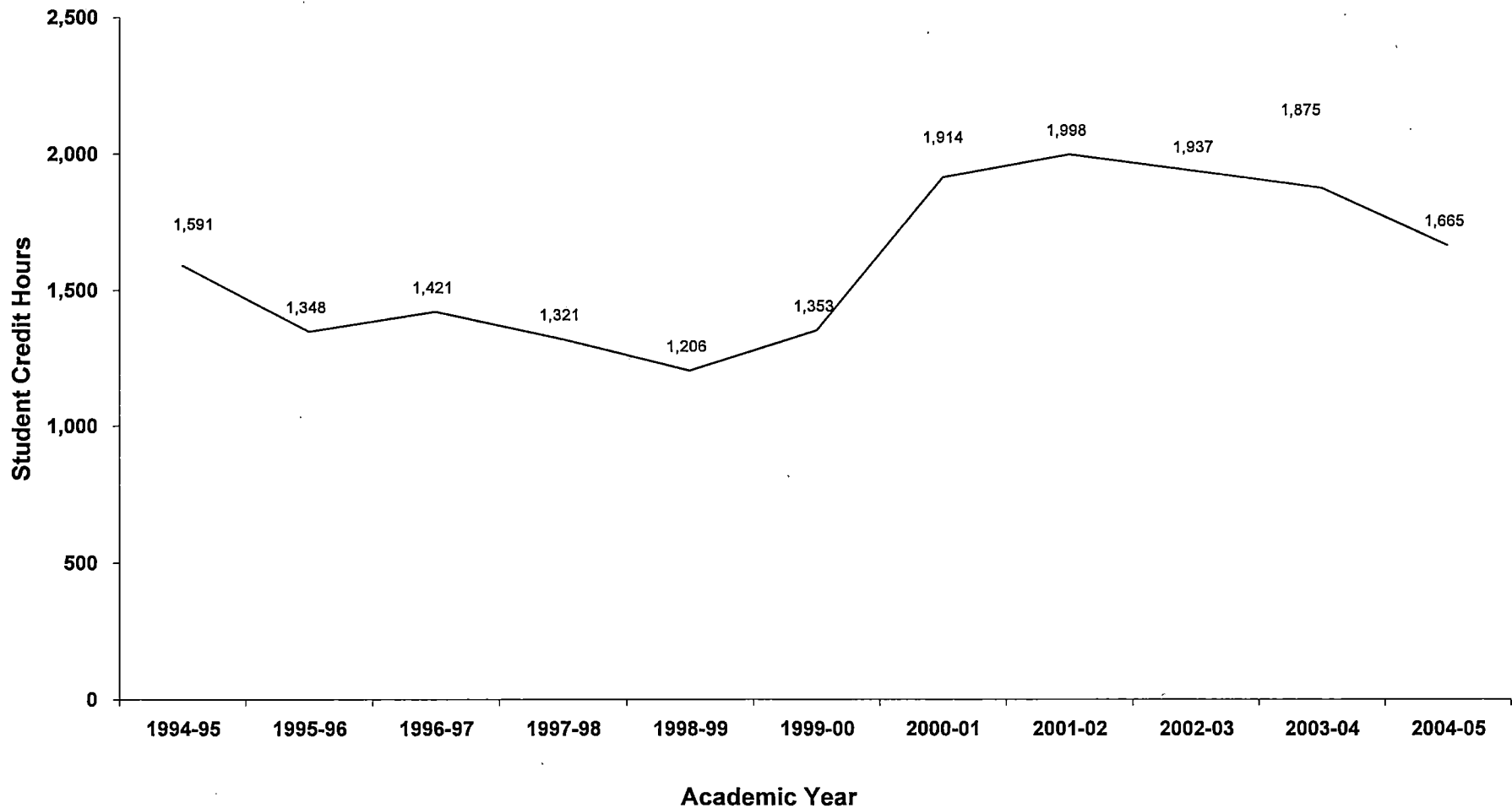
Trends over a specified period of time are illustrated by the following graphs for Landscape Tech.

- Graph depicting ten-year trend in student credit hours generated by Landscape Tech
- Graphs depicting three-year moving mean and rate of change in student credit hours for Landscape Tech.
- Ten-year trend in annual credit hours generated Collegewide.

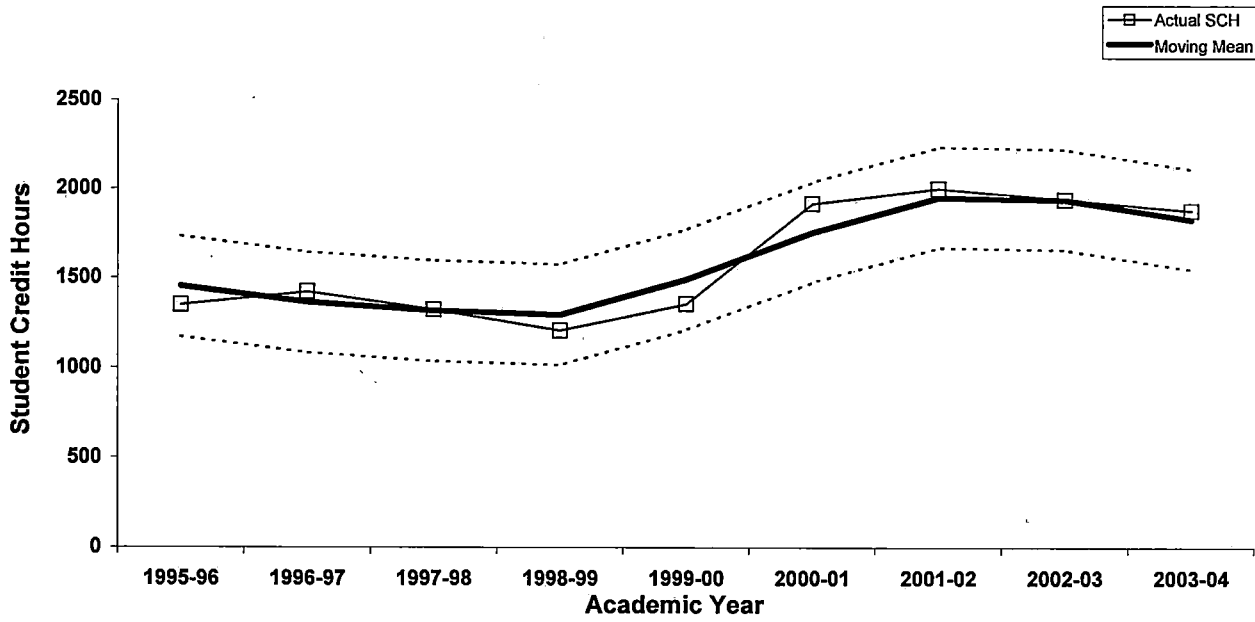
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Landscape Tech
1994-95 through 2004-05**

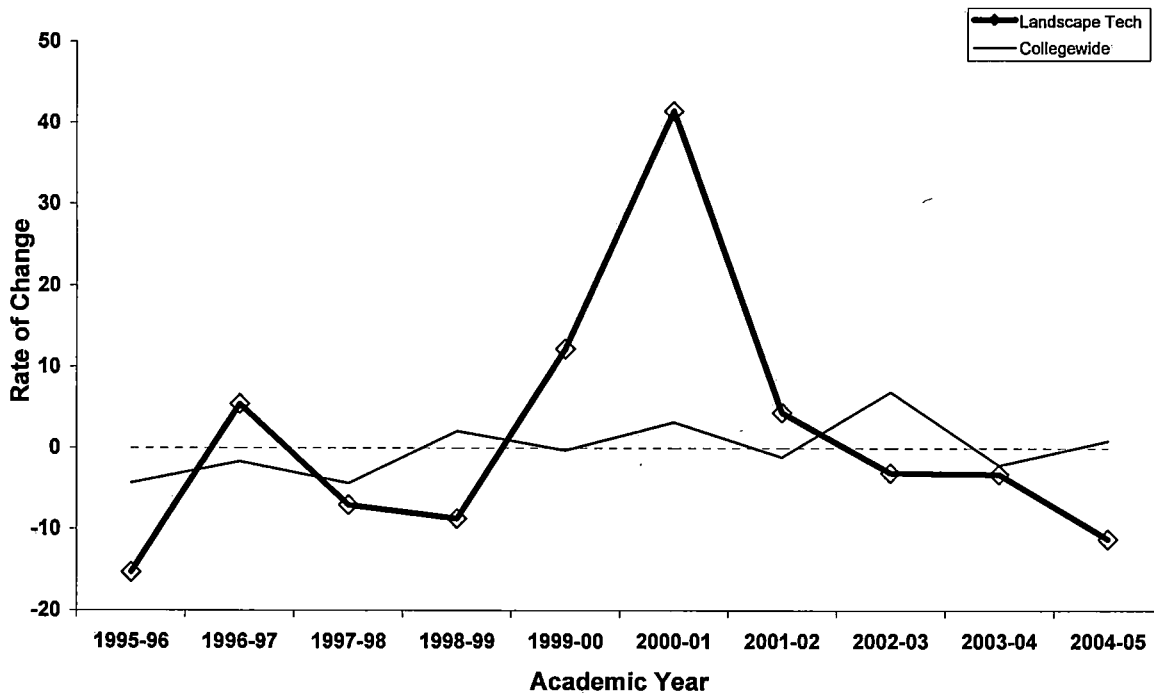
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Landscape Tech	1,591	1,348	1,421	1,321	1,206	1,353	1,914	1,998	1,937	1,875	1,665	23.1	4.7
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



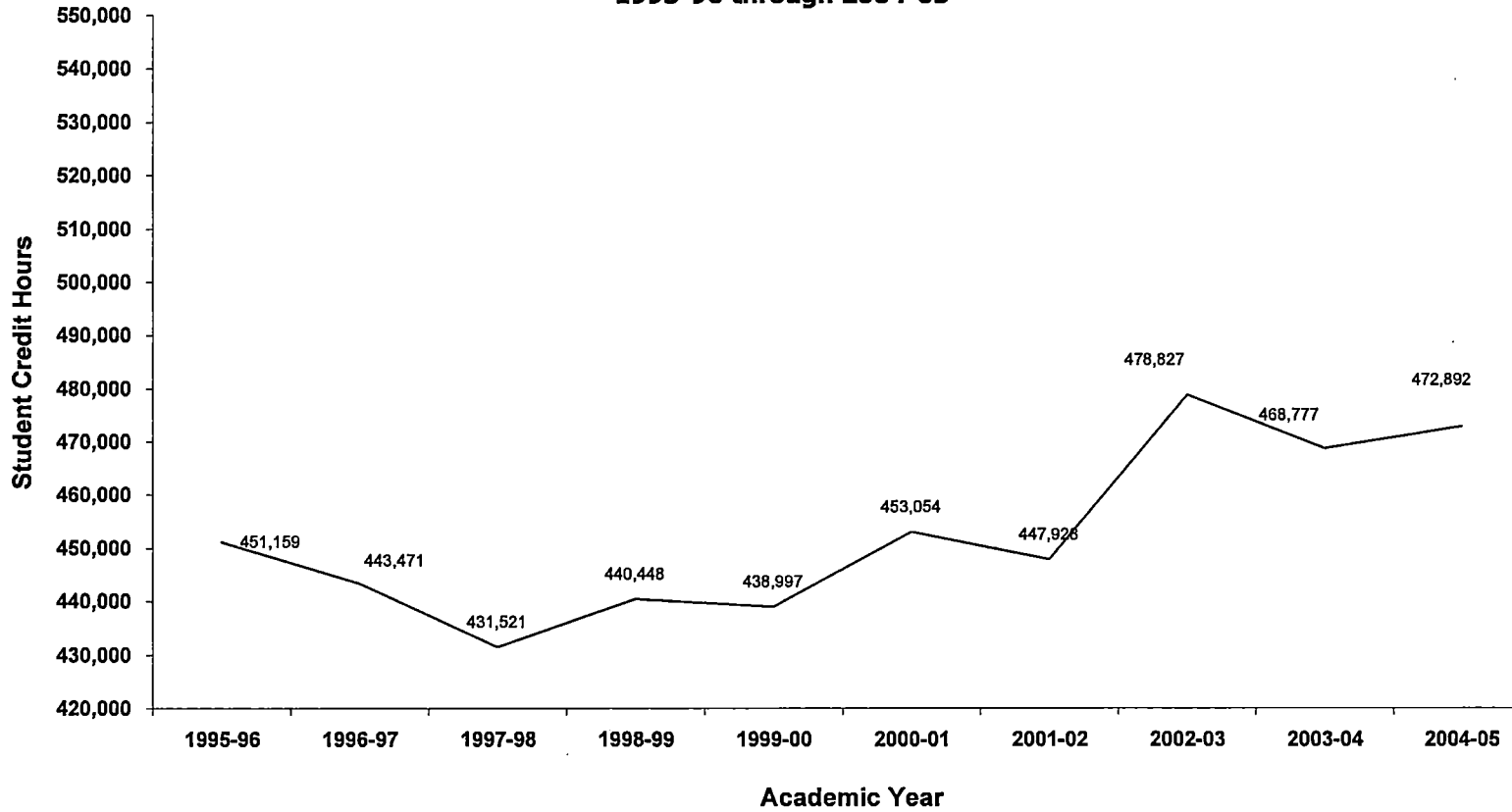
**Oakland Community College
Three-Year Moving Mean
Landscape Tech
1995-96 through 2003-04**



Rate of Change in Student Credit Hours 1995-96 through 2004-05



**Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05**



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Occupational Projections (2004 – 2014)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

When possible, projections are presented at four distinct levels based on U.S. Department of Labor Standard Occupational Code (SOC) groups e.g. Major (N = 23), Minor (N = 89), Broad (N = 396), and Detailed (N = 710).

Projections are highly subject to change based on emerging economic, political and social forces.

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

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

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2004.
- Five Year: Number of projected jobs in 2009.
- Ten Year: Number of projected jobs in 2014.
- New Jobs: Projected number of new jobs between 2004 and 2014.
- Replacement Jobs: Projected number of replacement jobs between 2004 and 2014.
- % New Jobs: Percent of projected new jobs in 2014 using 2004 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2014 using 2004 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2014 using 2004 as the base year.
- Earnings: Average annual earnings within the SOC code in 2004.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

**U.S. Department of Labor
Standard Occupational Codes
Occupations Related to landscape Design**

17-1012 Landscape Architects

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

37-1012 First-Line Supervisors/Managers of Landscaping, Lawn Service, and Grounds keeping Workers

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

37-3011 Landscaping and Grounds keeping Workers

Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units. Exclude "Farm workers and Laborers, Crop, Nursery, and Greenhouse" (45-2092).

37-3013 Tree Trimmers and Pruners

Cut away dead or excess branches from trees or shrubs to maintain right-of-way for roads, sidewalks, or utilities, or to improve appearance, health, and value of tree. Prune or treat trees or shrubs using handsaws, pruning hooks, sheers, and clippers. May use truck-mounted lifts and power pruners. May fill cavities in trees to promote healing and prevent deterioration. Exclude workers who primarily perform duties of "Pesticide Handlers, Sprayers, and Applicators, Vegetation" (37-3012) and "Landscaping and Grounds keeping Workers" (37-3011).

Landscape Design Related Occupations (2004 - 2014)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
17-1012	Landscape architects	1,480	1,506	1,513	33	183	2.2%	12.4%	14.6%	\$81,174
37-1012	First-line supervisors/managers of landscaping, lawn service, and groundskeeping workers	2,272	2,375	2,510	238	208	10.5%	9.2%	19.6%	\$40,001
37-3011	Landscaping and groundskeeping workers	13,994	15,267	16,836	2,842	2,930	20.3%	20.9%	41.2%	\$22,760
37-3013	Tree trimmers and pruners	1,754	1,778	1,818	65	388	3.7%	22.1%	25.8%	\$23,644
Totals:		19,500	20,926	22,677	3,178	3,709				

Program Assessment Plan

Landscape Design

Catalog Description

This program, leading to an Associate in Applied Science Degree, gives the student experience in landscape gardening, ornamental horticulture, and plant health care, enabling the student to produce functional as well as aesthetically pleasing designs. An individual entering this field can find self-expression and satisfaction in a career that brings pleasure and beauty to outdoor spaces. A graduate may be employed in one of many landscape businesses in the care of public and recreational grounds, nurseries, grounds of public and private institutions, or may choose to start a business.

Statement of Purpose

To prepare students for careers in the Landscape Design industry, provide additional training to enhance existing careers, and to instill solid fundamental skills in those students wishing to transfer to baccalaureate programs. Specifically, upon completion of these courses individuals should have the ability to: analyze an area, identify appropriate plant and hard structure materials, and design a functional landscape.

Learning Outcomes

Be able to synthesize the information to design a landscape.

Benchmark 1

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize that information into a plan with 80% accuracy.

Assessment Method 1

Drawings /Assignments.

Assessment Date 1 5/1/2005

Findings Sent to OAE Date 1 6/1/2005

Benchmark 2

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize that information into a plan with 80% accuracy.

Assessment Method 2

Student/faculty discussions.

Assessment Date 2 5/1/2005

Findings Sent to OAE Date 2 6/1/2005

Benchmark 3

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize

Assessment Method 3

Adjunct/full-time faculty discussions.

Assessment Date 3 5/1/2005

Findings Sent to OAE Date 3 6/1/2005

Learning Outcomes

Students will be able to analyze a site, and subsequently design an appropriate landscape.

Benchmark 1

85% of students will present a detailed site analysis and design options to potential clients.

Assessment Method 1

Student/faculty discussions and peer reviews.

Assessment Date 1 5/1/2005

Findings Sent to OAE Date 1 6/1/2005

Benchmark 2

85% of students will demonstrate the ability to draw a preliminary plan using industry standards.

Assessment Method 2

Drawings and assignments.

Assessment Date 2 5/1/2005

Findings Sent to OAE Date 2 6/1/2005

Benchmark 3

85% of students will understand and be able to discuss the site variables involved in drawing their

Assessment Method 3

Student/faculty discussions (oral exam).

Assessment Date 3 5/1/2005

Findings Sent to OAE Date 3 6/1/2005

Learning Outcomes

Be able to utilize appropriate plant and hard structure materials to be aesthetically pleasing.

Benchmark 1

90% of students will incorporate their knowledge of plants and hard structures into viable master.

Assessment Method 1

Drawings /Assignments.

Assessment Date 1 5/1/2005

Findings Sent to OAE Date 1 6/1/2005

Benchmark 2

90% of students will incorporate their knowledge of plants and hard structures into viable master

Assessment Method 2

Student/faculty discussions.

Assessment Date 2 5/1/2005

Findings Sent to OAE Date 2 6/1/2005

Benchmark 3

90% of students will incorporate their knowledge of plants and hard structures into viable master

Assessment Method 3

Adjunct/full-time faculty discussions.

Assessment Date 3 5/1/2005

Findings Sent to OAE Date 3 6/1/2005

Summary of Program Assessment Results

Landscape Design

Catalog Description

This program, leading to an Associate in Applied Science Degree, gives the student experience in landscape gardening, ornamental horticulture, and plant health care, enabling the student to produce functional as well as aesthetically pleasing designs. An individual entering this field can find self-expression and satisfaction in a career that brings pleasure and beauty to outdoor spaces. A graduate may be employed in one of many landscape businesses in the care of public and recreational grounds, nurseries, grounds of public and private institutions, or may choose to start a business.

Program Statement of Purpose

To prepare students for careers in the Landscape Design industry, provide additional training to enhance existing careers, and to instill solid fundamental skills in those students wishing to transfer to baccalaureate programs. Specifically, upon completion of these courses individuals should have the ability to: analyze an area, identify appropriate plant and hard structure materials, and design a functional landscape.

Learning Outcome

Students will be able to analyze a site, and subsequently design an appropriate landscape.

Benchmark 1

85% of students will present a detailed site analysis and design options to potential clients.

Assessment Method 1

Student/faculty discussions and peer reviews.

Benchmark Scheduled To Be Assessed:

5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness:

6/1/2004

Findings 1

After informal discussions with students, we found the program was not meeting goals/benchmarks.

Benchmark 2

85% of students will demonstrate the ability to draw a preliminary plan using industry standards.

Assessment Method 2

Drawings and assignments.

Benchmark Scheduled To Be Assessed:

5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness:

6/1/2004

Findings 2

Assessment not implemented.

Benchmark 3

85% of students will understand and be able to discuss the site variables involved in drawing their

Assessment Method 3

Student/faculty discussions (oral exam).

Benchmark Scheduled To Be Assessed:

5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness:

6/1/2004

Findings 3

Assessment not implemented.

Learning Outcome

Be able to synthesize the information to design a landscape.

Benchmark 1

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize that information into a plan with 80% accuracy.

Assessment Method 1

Drawings /Assignments.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 1

Assessment not implemented.

Benchmark 2

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize that information into a plan with 80% accuracy.

Assessment Method 2

Student/faculty discussions.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 2

Assessment not implemented.

Benchmark 3

85% of students will demonstrate the ability to analyze an area to be landscaped and synthesize

Assessment Method 3

Adjunct/full-time faculty discussions.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 3

Assessment not implemented.

Learning Outcome

Be able to utilize appropriate plant and hard structure materials to be aesthetically pleasing.

Benchmark 1

90% of students will incorporate their knowledge of plants and hard structures into viable master.

Assessment Method 1

Drawings /Assignments.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 1

Assessment not implemented.

Benchmark 2

90% of students will incorporate their knowledge of plants and hard structures into viable master

Assessment Method 2

Student/faculty discussions.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 2

Assessment not implemented.

Benchmark 3

90% of students will incorporate their knowledge of plants and hard structures into viable master

Assessment Method 3

Adjunct/full-time faculty discussions.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 3

Assessment not implemented.



OAKLAND
COMMUNITY
COLLEGE

Training Proposal

Work Keys Proposal Landscape Design

Service Deliverable:

A profile of Landscape Design position to be used for curriculum enhancement in the Landscape Technology Department.

Profile will include:

- Job task analysis
- Basis skill assessment both
 - Entry level (level at which designer can begin employment)
 - Effective (level at which technician can excel)
- Curriculum recommendations

Employer responsibilities

- Current job descriptions
- On-the job materials
- Provide Subject matter experts – individuals who have worked in the position and/or are knowledgeable about the tasks and skills involved.

Time Commitments

- | | |
|---------------------|---|
| Task list analysis | 1 hour via email |
| Profile hours | 8-12 hours (1/2 day sessions preferred) |
| Regroup for results | 1 hour |

Location: Oakland community College
Auburn Hills Campus

Proposed Training Dates: TBD

Proposed Times: TBD

Number of Employees TBD

Investment: \$1500

Proposal Expiration Date: 9/30/05

Commencement of Delivery: Upon receipt of signed service agreement and purchase order.

Statement of Confidentiality:

Any information obtained by Oakland Community College while executing the services described in this proposal regarding the company's clients or business operations will be held in the strictest confidence.

Prepared by: Shelley Kaye

(248)232-4174

rmkaye@oaklandcc.edu

Schedule Adjustment and Cancellation Policy

Oakland Community College recognizes that changes may be required in the training delivery schedule to accommodate unexpected business demands. Therefore, we do not implement a penalty fee for schedule adjustments that are submitted with at least five business days notice. Those schedule changes with less than five business days may be subject to a schedule adjustment fee of 10% of the course fee.

In the event that the client must cancel classes already scheduled, the client agrees to reimburse OCC for costs incurred. These costs include, but are not limited to course development and materials.

The College agrees to the terms as outlined above and authorizes the commencement of services.

Name

Title

Date

Prepared by: Shelley Kaye

(248)232-4174

rmkaye@oaklandcc.edu

Recommendations for Landscape Design Review on April 21, 2006

- Add a course to the program that offers bidding/ proposal and entrepreneurship
- Add a course to the program specific to problem solving solutions from a plant perspective versus architectural
- Combine LST 2280 (Landscape Illustration) and 2440 (Landscape Perspective) combine to a rendering class (more skill development from a design/build landscape architecture approach)
- Market the program to high school students for day classes.
- Change course catalogue description to reflect design/build approach
- Recommend ARC 2110 (Architectural Site Development) to be eliminated from Required Supportive Courses and create a course for landscape site development.
- ADA notification needs to be clearly stated in all syllabi.
- Consider DDT 1000 or CAD 1100 as a possible pre-requisite or combined class.
- Recommend requests Perkins dollars for equipment needs.
- Update Program Assessment Plan.
- Recommend that LST 2403 (Advanced Field Project) be considered capstone course.
- Remove Art 1510 and 1520 from Require Supportive Courses list. Students will choose FA/HUM from General Education Distribution list.
- Increase course fees to meet costs.



OAKLAND
COMMUNITY
COLLEGE

COLLEGE
CURRICULUM
REVIEW
COMMITTEE

CURRICULUM REVIEW SELF-STUDY
Recommendations

Program/Discipline: Landscape Horticulture

Coordinator(s): Michelle Mitchell

Review Date: April 21, 2006

Today's Date: September 2, 2008

Recommendations for Landscape Design Review on April 21, 2006

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