STANDARD A - NEED (PROGRAM HIGHLIGHTS)

Standard A - Need

Need: The community college provides clear evidence of the need for the program.

A needs analysis is necessary before a Notice of Application for a New Program is submitted. Programs must be based on clearly identified need(s) in order to serve the students effectively and remain viable.

Program Elements

1. The program need is indicated by valid and reliable labor market sources.
2. The program need is based on demand that is not being met by training provided in existing programs.
3. The program will lead to jobs with competitive wages and wage progression for program completers.

Guiding Questions

1. Does the workforce data show that the program is needed?
2. Can training currently be provided without creating a new program?
3. What data sources have been used in addition to the Employment Department, e.g. professional organizations, national census and regional workforce specialists?
4. What employment opportunities, career advancement and opportunities for additional training exist for students who complete the program?

Sample Program Highlights Statements

Landscape and related jobs continue to show growth in Oregon;

- Business contractors expect 30% growth in immediate future based on _____ (source)
- Individual contractors expect 23% growth in immediate future based on _____ (source)
- Projected landscape employment/ Region 15 (XXX County) next year: 1,757
- Projected openings in XXX County next year:
  - Supervisors and Managers: 36
  - Landscaping and groundskeeping workers: 560
    Including:
      Pesticide handlers, sprayers and applicators: 21
      Tree trimmers and pruners: 110

Currently only two Oregon community colleges provide instruction specific to landscape design; they are located in the North and South sectors of the state and students are on waiting lists.

Salary range: from $23,000 for workers to $42,000 for managers.

*Note: These statements and data are **examples** and are not intended to be replicated; more or less information may be required depending on the program.*

Standard A: Supporting Documentation/Evidence Worksheet

1. Labor Market Information (LMI) Worksheet REQUIRED, as noted in Attachment 2.
2. Summaries of similar programs offered by other providers, how the proposed program compares and why it is needed, evidence of unmet training and workforce need.
3. Explanation of why the training need cannot be met through existing courses, trainings or programs offered by the college.
4. Explanation of why the college is not a partner with another college or approved program and is not creating a statewide program.
5. Advisory committee minutes demonstrating the determination of need.
6. Written support from relevant employers, workforce development agencies, and/or professional/trade associations.
7. Employment needs surveys or similar documents.
8. Documentation from professional literature, local/county/regional documents and sources, and/or local press sources.
9. Other documentation/evidence that describes the program development.

STANDARD B - COLLABORATION (PROGRAM HIGHLIGHTS)

Standard B

Collaboration: The community college uses systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Collaboration is a process which is integral to designing and developing systemic elements of programs that address workforce and student needs. Collaboration needs to be a fundamental element of program development and continue throughout the operation of the program. Collaboration is demonstrated by detailing how constituents are *systemically* involved with the college and the proposed program.

Program Elements

1. The program has been developed through joint ventures and *systemic* working relationships with business, industry, labor and/or workforce development partners, such as:
   - Advisory committees
   - Apprenticeship organizations
   - Business/industry associations or alliances
   - Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
   - Industry trainers and professional developers
   - College customized training and development departments
   - Partners/co-applicants in college-led grant activities

2. The program has been developed with educational partners, both internal and external, through *systemic* working relationships
3. When applicable, the program leads to occupations that have been identified as "nontraditional by gender" on the LMI Worksheet; the program collaborates with professional organizations to implement strategies to recruit and retain members of the under-represented gender in the program.
4. The program is proactive in creating a supportive environment for minority students, students with disabilities, and English Language Acquisition (ELA) and Limited-English Proficiency (LEP) students.

Guiding Questions

1. Who are your key constituents and how have they helped design your program?
2. What resources are your constituents contributing?
3. What college programs are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
4. Do you have national constituents involved in program design and resource sharing?
5. How will this program meet your partners' needs?

Example of Program Highlights Statements

Standard B

Collaboration: The community college uses systemic methods for ongoing involvement of the appropriate constituencies.

1. The Landscape Advisory Committee representatives include business, government and education entities, including J. Frank Schidt & Sons Nursery, Drake's 7 Dees and XXX County Parks Department.
2. Advisory partners are involved in program design and development, implementation, operation and evaluation; quarterly meetings are conducted.
3. The Oregon Landscape Contractors Association built a 1.5 acre landscape practice and test site on college property where students can learn and practice surveying, grading, irrigation, equipment operation and fertilizer application.
4. The college provides Career Days for elementary, middle school and high school students; college facilities are used by high school students to research and conduct landscape projects that help students meet Oregon diploma requirements.
5. Students are guided to connections for opportunities for employment and education.

Note: These statements are examples and not intended to be replicated; more or less information may be required depending on the program.

Supporting Documentation/Evidence Worksheet

1. Description of established connections with professional constituencies: business, industry, labor, and/or workforce development partners; evidence of ongoing connections, plans, schedules, etc. (REQUIRED)
2. Descriptions of established connections with educational partners; evidence of ongoing connections, plans, schedules, etc. (REQUIRED)
3. Description of how the proposed program supports PK-20 system integration/student transitions. (REQUIRED)
4. Minutes, rosters and schedules of meetings and activities.
5. Copies of contracts/agreements.
6. Summary of contributions and in-kind donations from partners.
7. Copies of apprenticeship, training and services agreements.
8. Copies of professional/trade association agreements.
9. Description of collaborations with professional organizations and groups such as the Oregon Tradeswomen, Inc. and Landscape Contractors Association, etc.
10. Description/examples of professional development materials and strategies for recruitment and retention of students who are nontraditional by gender for that occupation.
11. Other documentation/evidence that describes program development.

STANDARD C - ALIGNMENT (PROGRAM HIGHLIGHTS)

Standard C

Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

Alignment is the demonstrable outcome of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or earn credit for proficiency. In PK-20 systems, student can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

Program Elements

1. The program is aligned with PK-20 educational programs and related activities.
2. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and HECC priorities.
3. The program is part of a career ladder or pathway with education and training options leading to a degree or certificate, and continuing training and career advancement opportunities are identified.
4. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

Guiding Questions

1. How have key constituents been systemically involved in the development of the proposed program?
2. What other programs could benefit students if the instruction and outcomes were aligned with this new program?
3. Does the program meet education, workforce development, and economic development activities and priorities?
4. How does this program support Oregon's educational initiatives?
5. How does this program support the larger context of workforce education needs and state and national initiatives?
6. Are there articulation agreements in place for students in high school to receive college credit?
7. Are there articulation agreements in place for program credits to be transferred to other colleges and other post secondary education and training opportunities?
8. As a result of this program, what professional certifications or license exams will the students be prepared for?
9. Is the program designed to accommodate employment opportunities for students through attainment of incremental proficiencies and certifications?

Example of Program Highlights Statement - Standard C

Alignment: The program is aligned with education, workforce development and economic development activities.

1. Student learning outcomes/proficiences are aligned with industry-based standards through the *Associated Landscape Contractors of America*, the *Certified Landscape Technician*, *Certified Arborist*, Landscape Contractor certifications and the Oregon Pesticide Application license.
2. Students can transfer credit from other colleges; high school articulation is an option.
3. High school students participate on site; college staff support student leadership activities and career development events which are designed around common proficiencies.
4. Career Pathways are provided in the following areas: landscaping design and maintenance, environmental horticulture, tree care/urban forestry and parks maintenance, chemical application, education, business and management.
5. Most courses are also offered nights to enable working students to pursue this degree on a part-time basis.
6. Each student is required to complete an internship or work-based learning experience with an employer.

Note: These statements and data are examples and are not intended to be replicated; more or less information may be required depending on the program.

Standard C: Alignment Supporting Documentation/Evidence

1. Agreements with partner educational institutions. Examples include:
   - High school, community college and university articulation plans or agreements based upon learner outcomes/skill sets/proficiencies. (REQUIRED)
   - Credit transfer and dual enrollment with universities.
   - Middle college opportunities with high schools.
   - Private career schools.
   - Apprenticeship programs and employers.
   - Government agencies.

2. The program has applied to be or is included on the Eligible Training Provider list for Workforce Investment Act (WIA) if before July 1, 2016, or the Workforce Opportunity and Innovation Investment Act (WIOA) if after July 1, 2016.
3. Letters of support, memoranda of agreement, or other documentation indicating how the program supports and/or is aligned with economic and workforce development efforts regionally, statewide or nationally.
4. Documentation indicating alignment with industry, economic, or occupational clusters.
5. Other documentation/evidence that describes the program development.

STANDARD D - DESIGN (PROGRAM HIGHLIGHTS)

Standard D

Design: The program leads to student achievement of academic and technical knowledge, skills and related proficiencies.

Program Elements

1. The program has the curricular, instructional and evaluation systems to deliver a program of study that provides students with academic, technical and career-related skills that are needed in the occupation area.
2. Academic and professional/technical performance indicators are used as measures of program effectiveness.
3. Instructional methods reflect current research in education and training - authentic instruction and assessment, modular delivery, problem and project-based learning, mentoring, critical thinking skills and varied teaching and learning styles.
4. The program collects data about student transitions into work, career advancement and further education and training, and uses this data for program improvement.
5. The college and program provides access, accommodation, flexibility and support services for special populations.

Guiding Questions

1. Is the program designed to meet the need stated in Standard A?
2. Are learner outcomes clearly identified?
3. Does the program facilitate student achievement and transition?
4. How are career information and counseling incorporated? Are tutoring and mentoring provided?
5. What internships, work study and employment opportunities are provided for students?
6. How will data be used for continuous program improvement?
7. How is academic and technical rigor addressed?
8. Are schedules appropriate for working adults?

Example of Program Highlight Statements

Standard D

Design: The program leads to student achievement of academic and technical knowledge, skills and related proficiencies.

- All students must pass the Math 20, Reading 115 and Writing 101 placement tests; challenge examinations are an option. Students must complete Math 50, Writing 101 and other general courses for graduation; equal access is ensured for all students through course scheduling and wraparound services.
- Additional academic skills include informational research, computer skills, oral Spanish and public speaking. Student proficiencies are assessed based on industry standards for academic achievement.

- The broad range of technical training includes transporting plants, safe handling and application of chemicals, pruning techniques, irrigation and drainage designs, business development and designing landscapes including the installation of patios, decks, walls and waterways. Student proficiencies are assessed and students are advised of their skill level as correlated to industry standards for employment.
- Workplace readiness skills include project management, teamwork and problem analysis and are further developed through cooperative work experiences with local employers and business organizations.
- Technical and academic skills are consistent with the Oregon Skill Sets available at http://www.ode.state.or.us/search/results/?id=271 (http://www.ode.state.or.us/search/results/?id=271).
- Continuous improvement planning will be based on outcomes from both qualitative and quantitative student performance data.

Note: These statements and data are examples and are not intended to be replicated; more or less information may be required depending on the program.

STANDARD E - CAPACITY (PROGRAM HIGHLIGHTS)

Standard E

Capacity: The community college identifies and has the resources to develop, implement and sustain the program.

The college must have the resources to offer the proposed program without negatively impact existing programs. Resources may include financial and in-kind resources contributed by partners.

Program Elements

1. The college demonstrates the capacity to offer the program and provide the facilities and services to assure that all students can attain the skills and knowledge to fulfill program objectives.
2. There are sufficient and accessible facilities, instructional materials and equipment for the program.
3. Financial resources are sufficient for the implementation and operation of the program.
4. Personnel resources are sufficient for the implementation and operation of the program.
5. Sufficient internship, work-based learning experience and/or Cooperative Work Experience sites are available.

Guiding Questions

1. What impact will this program have on current school programs and budgets?
2. What is the student/teacher ratio?
3. Will course fees support the cost of instruction; if not, how will revenue be generated?
4. What additional facilities, tools, supplies, equipment and staffing are required?
5. What in-kind and financial resources are available from partners?
6. What opportunities have been identified to extend student learning beyond the classroom?

Example of Program Highlights Statements

Standard E
Capacity: The community college identifies and has the resources to develop, implement and sustain the program.

1. A cost analysis by XXX Community College supports the financial viability of the project.
2. A sufficient and ongoing student base is maintained through the recruitment of new students and the identification of incumbent workers in the field in need of further training.
3. Program enrollment projection is 40 students by 20XX-20XX.
4. The landscape program and the horticulture program share core courses, thus leveraging existing instructional resources, faculty and facilities to provide students two broad pathways to employment.
5. Professional technical faculty must have at least a BS degree, demonstrate substantial industry experience and meet community college and contract faculty qualifications.
6. Local employers provide equipment, supplies, training venues and work-based opportunities.

Note: These statements and data are examples and are not intended to be replicated; more or less information may be required depending on the program.