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**CIS Multi-Media Program  
Major Highlights  
November 2006**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the CIS Multi-Media 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

- Over the last three academic years, the Multi-Media program dashboard score has been steadily declining. Furthermore, during 2005-06 MMC ranked 79<sup>th</sup> out of 103 curriculum offerings placing the program in the lower quartile among all programs.
- During 2005-06, three of the seven Program Dashboard measures fell below their established benchmarks (red zone). These measures included: sections filled to capacity, percent of completed sections, and the percent of incompletes.
- Meanwhile, two of the seven Program Dashboard measures exceeded their benchmarks (green zone). These included: the credit hour trend ratio and the percent of minority students.
- The last three years have also seen a steady drop in MMC sections filled to capacity, going from 60% in 2003-04 to 20.8% in 2005-06. In comparison college-wide, sections run at 83.2% of capacity.
- Similarly, the percent of completed sections has been below the college-wide average, with only 52.9% of MMC courses (9 out of 17) completed in 2005-06. In other words, 47% of offered sections were canceled during the last academic year. Note: these percentages should be looked at with caution since they are based on small numbers.
- Both headcount and credit hours in MMC courses trended upward in 2005-06 (based on a three year rolling average). However, it should be kept in mind that the base numbers upon which these ratios are calculated are quite small. For example, since 2000-01, headcount has ranged between 5 and 13 students.
- The percent of minority students enrolled in MMC courses has remained quite steady and consistently higher than the college-wide average. In 2005-06, the percent was at 45.5% (5 out of 11 students) compared to 27.9% college-wide.
- The percent of students withdrawing from MMC courses is 14.3% (1 out of 7 students) in 2005-06 and is below the college-wide average. On the other hand, the percent of incompletes (14.3%) is much higher than the college 1.6%, but again, this is 1 out of the 7 students.

- The percent of students successfully completing MMC courses has consistently declined over the last three years. During 2005-06, 71.4% of students completed MMC courses with a grade of "C" or higher. However, this is above the college-wide 68.2% student success rate.
- Since its inception in Fall 1999, a total of eight (8) students have completed the 37 credit hour certificate program.
- Occupations related to the Multi-Media program are expected to experience growth over the next ten years, in both new jobs and replacement jobs. Forecasted through 2015, the larger growth areas are expected in the Graphic Designer occupation (322 new jobs and 324 replacement), while Art Directors and Multi-Media Artists and Animators are forecasted to see smaller numbers of new and replacement jobs. One must be careful in interpreting these figures since it is unclear to what extent the current MMC program specifically prepares individuals for these types of jobs.
- In addition, annual average earnings for those occupations related to the Multi-Media program are relatively high, with Art Directors showing the highest earnings overall.
- In total the CIS Multi Media Communications program has identified two Learning Outcomes with two Benchmarks per Outcome. However, between January 2005 and October 2006 none of the Benchmarks have been assessed.

## **Oakland Community College Program Dashboard**

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 facilitates 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.

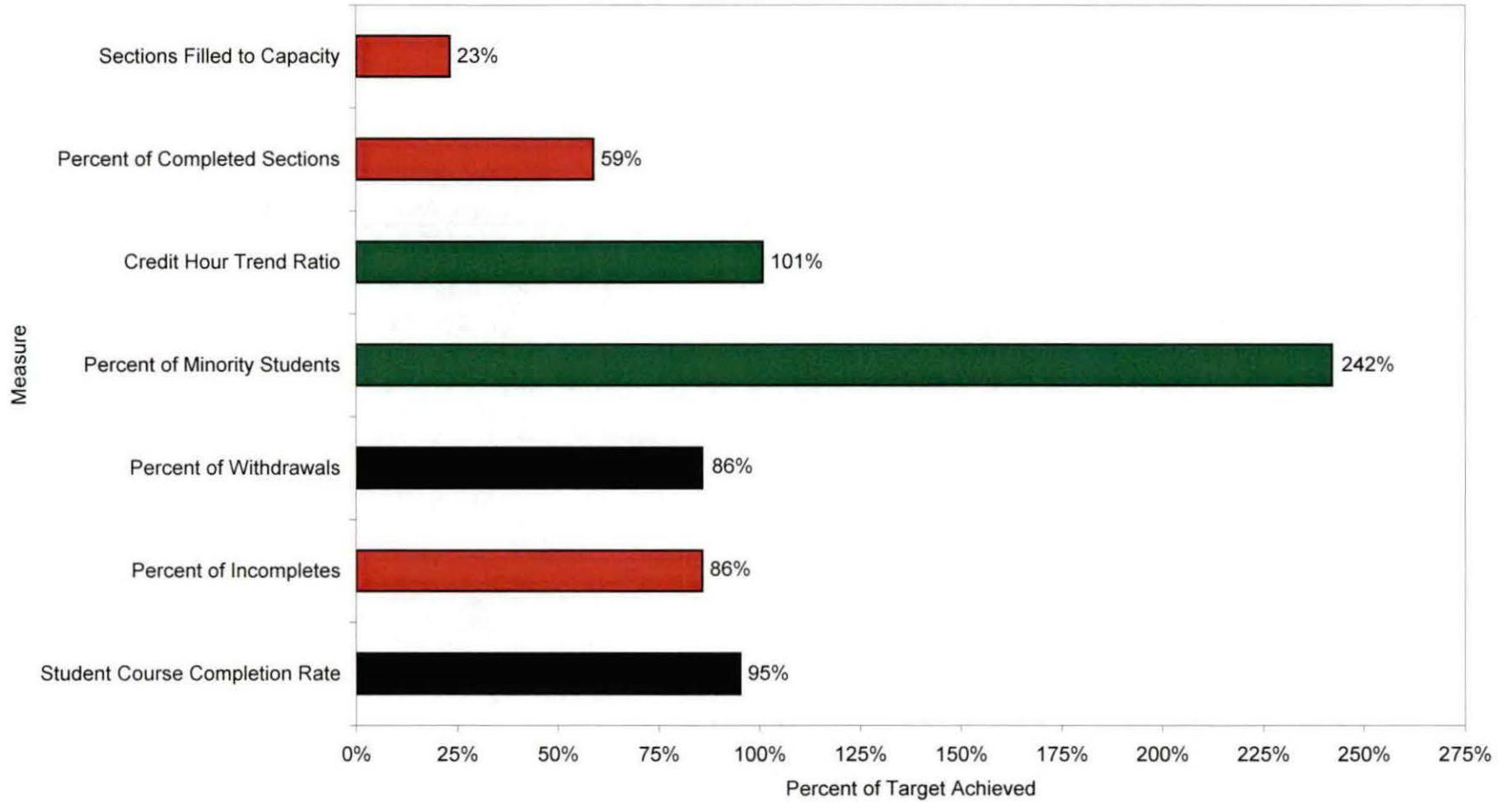
# Oakland Community College Program Dashboard Report 2005-06

## Multimedia MMC Dashboard Score: 8.50

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	20.8%	75.0%	90.0%	23.1%	18.0%	0.42
Percent of Completed Sections	52.9%	75.0%	90.0%	58.8%	14.2%	0.83
Credit Hour Trend Ratio	1.26	0.71	1.25	100.8%	15.3%	1.54
Percent of Minority Students	45.5%	16.9%	18.8%	242.0%	6.1%	1.48
Percent of Withdrawals	14.3%	15.0%	0.0%	85.7%	12.0%	1.03
Percent of Incompletes	14.3%	3.0%	0.0%	85.7%	7.9%	0.68
Student Course Completion Rate	71.4%	60.0%	75.0%	95.2%	26.5%	2.52

# Oakland Community College Percent of Target Achieved 2005-06

Multimedia MMC



# Program Dashboard Detail Report

**Prefix** MMC  
**Title** Multimedia

	<b>Program</b>			<b>College Wide</b>
	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2005-06</b>
<b>Sections Filled to Capacity</b>	20.8%	45.5%	60.0%	83.2%
<b>Percent of Completed Sections</b>	52.9%	68.4%	57.1%	86.6%
<b>Headcount Trend Ratio</b>	1.16	0.70	0.82	1.02
<b>Credit Hour Trend Ratio</b>	1.26	0.58	0.60	1.02
<b>Percent of Minority Students</b>	45.5%	50.0%	50.0%	27.9%
<b>Percent of Withdrawals</b>	14.3%	20.0%	0.0%	17.8%
<b>Percent of Incompletes</b>	14.3%	0.0%	0.0%	1.6%
<b>Student Course Completion Rate</b>	71.4%	80.0%	100.0%	68.2%
<b>Dashboard Score</b>	8.5	8.87	9.96	

## Sections Filled to Capacity

**Prefix** MMC  
**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	11	5	6
<b>Total Capacity</b>	53	11	10
<b>Sections Filled To Capacity</b>	20.8%	45.5%	60.0%

---

### 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** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	9	13	8
<b>Cancelled Sections</b>	8	3	6
<b>Total Sections</b>	17	19	14
<b>Percent of Completed Sections</b>	52.9%	68.4%	57.1%

---

**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.

## Headcount Trend Ratio

**Prefix** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	8	13	12
<b>Headcount Year 2</b>	6	8	13
<b>Headcount Year 3</b>	5	6	8
<b>Headcount Year 4</b>	11	5	6
<b>Headcount Period 1</b>	6	9	11
<b>Headcount Period 2</b>	7	6	9
<b>Headcount Ratio</b>	1.16	0.70	0.82

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**Definition:**

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

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

## Credit Hour Trend Ratio

**Prefix** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	12	31	46
<b>Credit Hour Year 2</b>	10	12	31
<b>Credit Hour Year 3</b>	9	10	12
<b>Credit Hour Year 4</b>	20	9	10
<b>Credit Hour Period 1</b>	10	18	30
<b>Credit Hour Period 2</b>	13	10	18
<b>Credit Hour Ratio</b>	1.26	0.58	0.60

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### Definition:

Trend in student credit hours based on a three year rolling 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 enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

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

## Percent of Minority Students

**Prefix** MMC  
**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	5	2	2
<b>Total Students</b>	11	4	4
<b>Percent of Minority Students</b>	45.5%	50.0%	50.0%

---

**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** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	1	1	0
<b>Total Grades</b>	7	5	3
<b>Percent of Withdrawals</b>	14.3%	20.0%	0.0%

---

**Definition:**

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

**Methodology:**

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

## Percent of Incompletes

**Prefix** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	1	0	0
<b>Total Grades</b>	7	5	3
<b>Percent of Incompletes</b>	14.3%	0.0%	0.0%

---

**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** MMC

**Prefix Title** Multimedia

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	5	4	3
<b>Total Student Grades</b>	7	5	3
<b>Student Course Completion Rate</b>	71.4%	80.0%	100.0%

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**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 2005-06

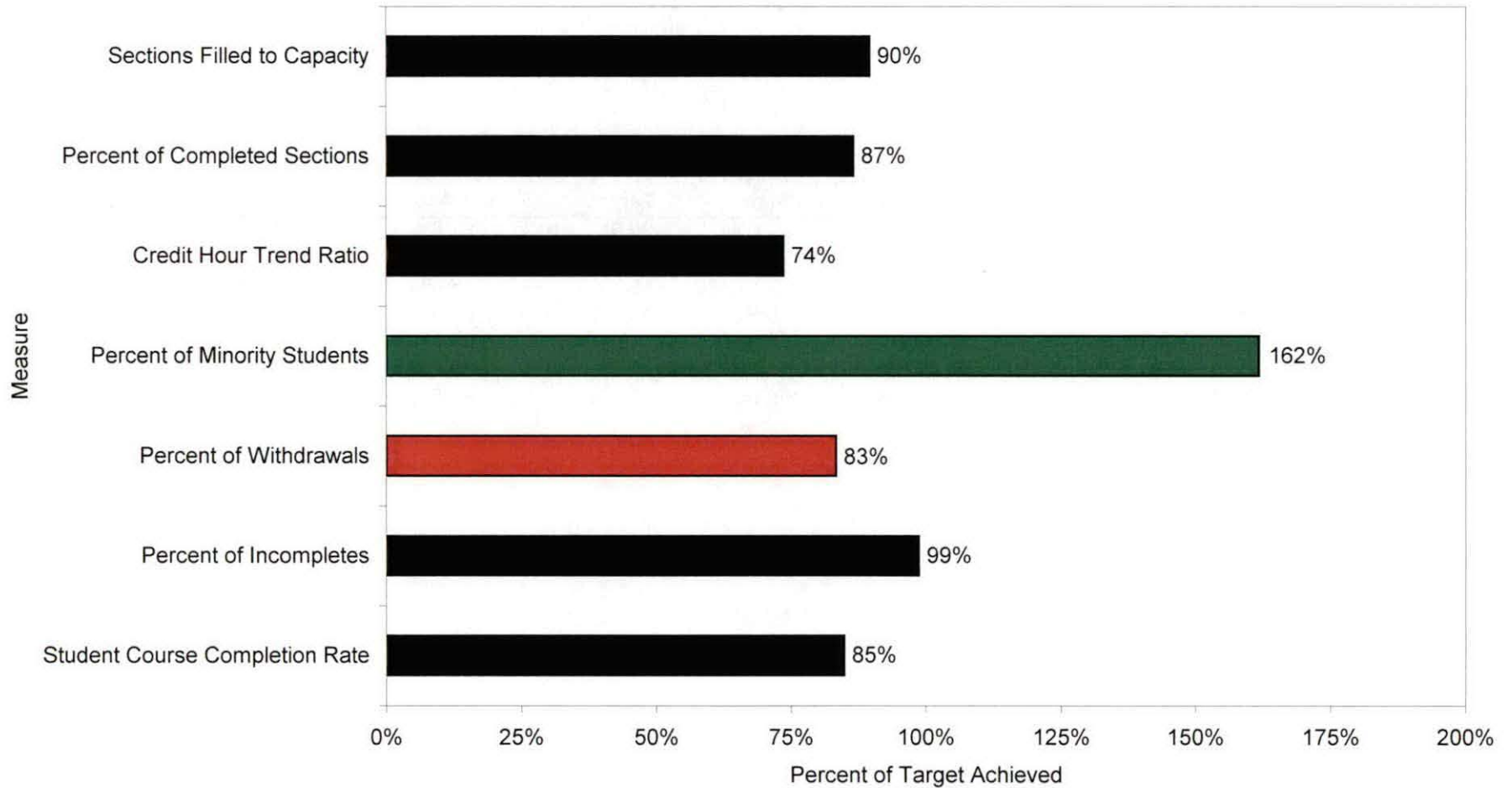
## Computer Information Systems CIS Dashboard Score: 8.98

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Sections Filled to Capacity	80.6%	75.0%	90.0%	89.6%	18.0%	1.61
Percent of Completed Sections	77.9%	75.0%	90.0%	86.6%	14.2%	1.23
Credit Hour Trend Ratio	0.92	0.71	1.25	73.6%	15.3%	1.13
Percent of Minority Students	30.4%	16.9%	18.8%	161.7%	6.1%	0.99
Percent of Withdrawals	16.7%	15.0%	0.0%	83.3%	12.0%	1.00
Percent of Incompletes	1.3%	3.0%	0.0%	98.7%	7.9%	0.78
Student Course Completion Rate	63.6%	60.0%	75.0%	84.8%	26.5%	2.25



# Oakland Community College Percent of Target Achieved 2005-06

Computer Information Systems CIS



# Program Dashboard Detail Report

**Prefix** CIS  
**Title** Computer Information Systems

	<b>Program</b>			<b>College Wide</b>
	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2005-06</b>
<b>Sections Filled to Capacity</b>	80.6%	79.8%	84.0%	83.2%
<b>Percent of Completed Sections</b>	77.9%	65.8%	77.7%	86.6%
<b>Headcount Trend Ratio</b>	0.93	0.86	0.89	1.02
<b>Credit Hour Trend Ratio</b>	0.92	0.85	0.89	1.02
<b>Percent of Minority Students</b>	30.4%	30.8%	30.0%	27.9%
<b>Percent of Withdrawals</b>	16.7%	16.4%	16.0%	17.8%
<b>Percent of Incompletes</b>	1.3%	1.5%	0.9%	1.6%
<b>Student Course Completion Rate</b>	63.6%	64.7%	59.3%	68.2%
<b>Dashboard Score</b>	8.98	8.71	8.82	

## Sections Filled to Capacity

**Prefix** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	6,410	5,937	7,369
<b>Total Capacity</b>	7,950	7,444	8,768
<b>Sections Filled To Capacity</b>	80.6%	79.8%	84.0%

---

### 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** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	306	350	327
<b>Cancelled Sections</b>	87	182	94
<b>Total Sections</b>	393	532	421
<b>Percent of Completed Sections</b>	77.9%	65.8%	77.7%

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**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.

## Headcount Trend Ratio

**Prefix** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	7,942	9,535	10,430
<b>Headcount Year 2</b>	7,369	7,942	9,535
<b>Headcount Year 3</b>	6,072	7,369	7,942
<b>Headcount Year 4</b>	6,441	6,072	7,369
<b>Headcount Period 1</b>	7,128	8,282	9,302
<b>Headcount Period 2</b>	6,627	7,128	8,282
<b>Headcount Ratio</b>	0.93	0.86	0.89

**Definition:**

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

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

## Credit Hour Trend Ratio

**Prefix** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	29,784	35,840	38,772
<b>Credit Hour Year 2</b>	27,165	29,784	35,840
<b>Credit Hour Year 3</b>	22,000	27,165	29,784
<b>Credit Hour Year 4</b>	23,364	22,000	27,165
<b>Credit Hour Period 1</b>	26,316	30,930	34,799
<b>Credit Hour Period 2</b>	24,176	26,316	30,930
<b>Credit Hour Ratio</b>	0.92	0.85	0.89

---

**Definition:**

Trend in student credit hours based on a three year rolling 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 enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

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

## Percent of Minority Students

**Prefix** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	1,463	1,437	1,658
<b>Total Students</b>	4,811	4,670	5,533
<b>Percent of Minority Students</b>	30.4%	30.8%	30.0%

---

**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** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	1,045	947	1,112
<b>Total Grades</b>	6,253	5,789	6,931
<b>Percent of Withdrawals</b>	16.7%	16.4%	16.0%

---

**Definition:**

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

**Methodology:**

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



## Percent of Incompletes

**Prefix** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	79	89	64
<b>Total Grades</b>	6,253	5,789	6,931
<b>Percent of Incompletes</b>	1.3%	1.5%	0.9%

---

**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** CIS

**Prefix Title** Computer Information Systems

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	3,979	3,746	4,108
<b>Total Student Grades</b>	6,253	5,789	6,931
<b>Student Course Completion Rate</b>	63.6%	64.7%	59.3%

---

**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).

# Institutional Research Report

**CIS/Multimedia Communication  
Degree and Credit Hour Trends Reports  
for  
Curriculum Review Committee**



**OAKLAND  
COMMUNITY  
COLLEGE**

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**MMC Three-Year Moving Mean**

**MMC Rate of Change**

**College-Wide Ten-Year Trend**



OAKLAND  
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**Degree Trends Report**  
**Multimedia Communication**  
**CIS.MMC**  
**2005-06**

**Prepared by:**  
**Oakland Community College**  
**Office of Institutional Research**  
**November 14, 2006**

**Oakland Community College  
Degree Trends Report  
Multimedia Communication (CIS.MMC)  
1996-97 through 2005-06**

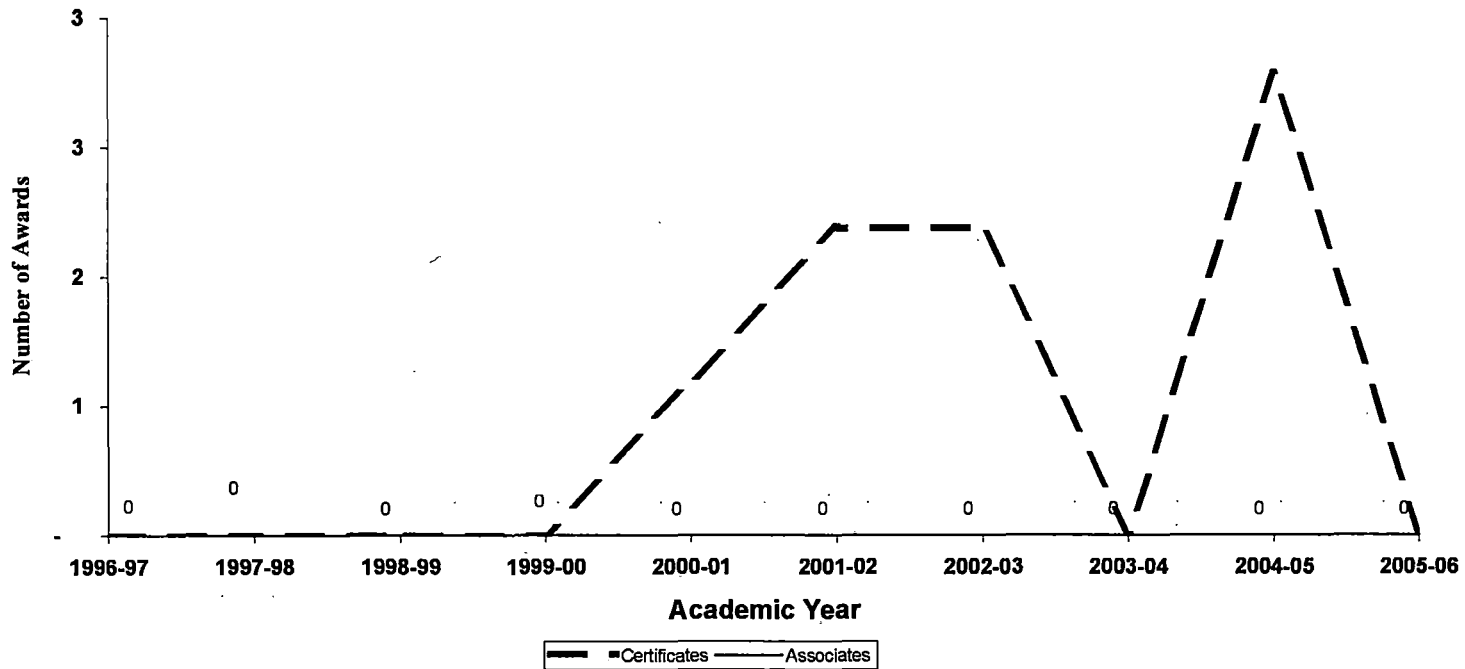
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines 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 Multimedia Communication (CIS.MMC)

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

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

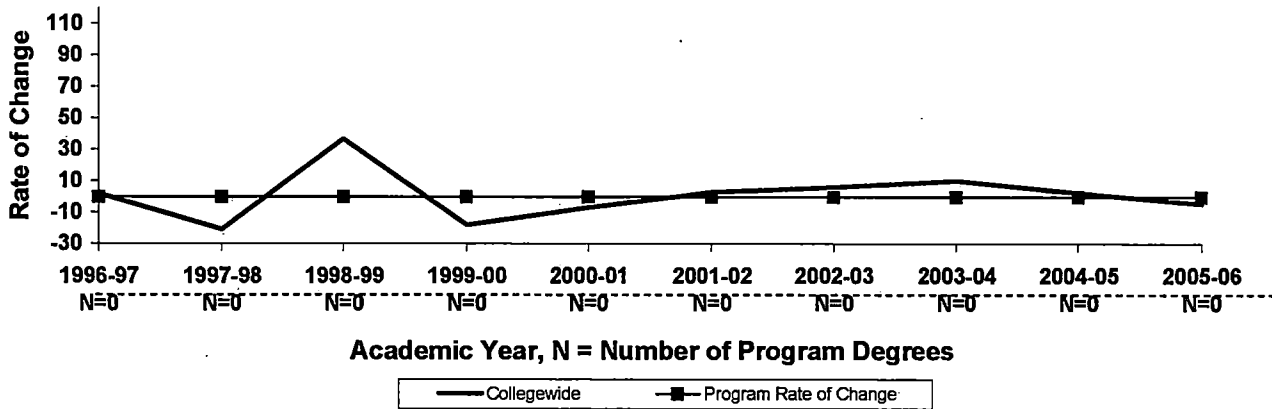
**Oakland Community College  
Associate Degrees and Certificates Awarded  
Multimedia Communication  
1996-97 through 2005-06**



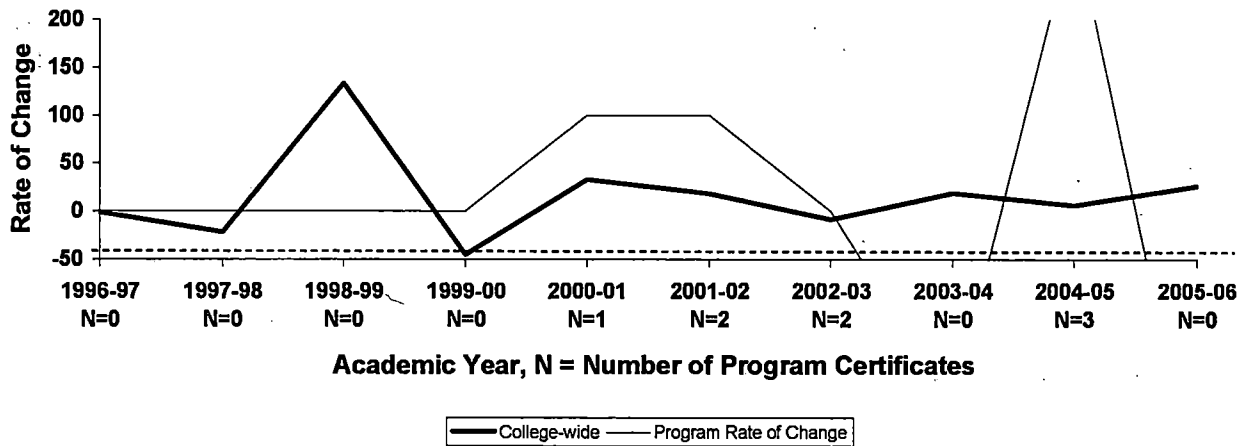
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	1	0
2001-02	2	0
2002-03	2	0
2003-04	0	0
2004-05	3	0
2005-06	0	0

**Oakland Community College  
Rate of Change in Annual Awards  
College-Wide  
1996-97 through 2005-06**

**Associate Degrees**

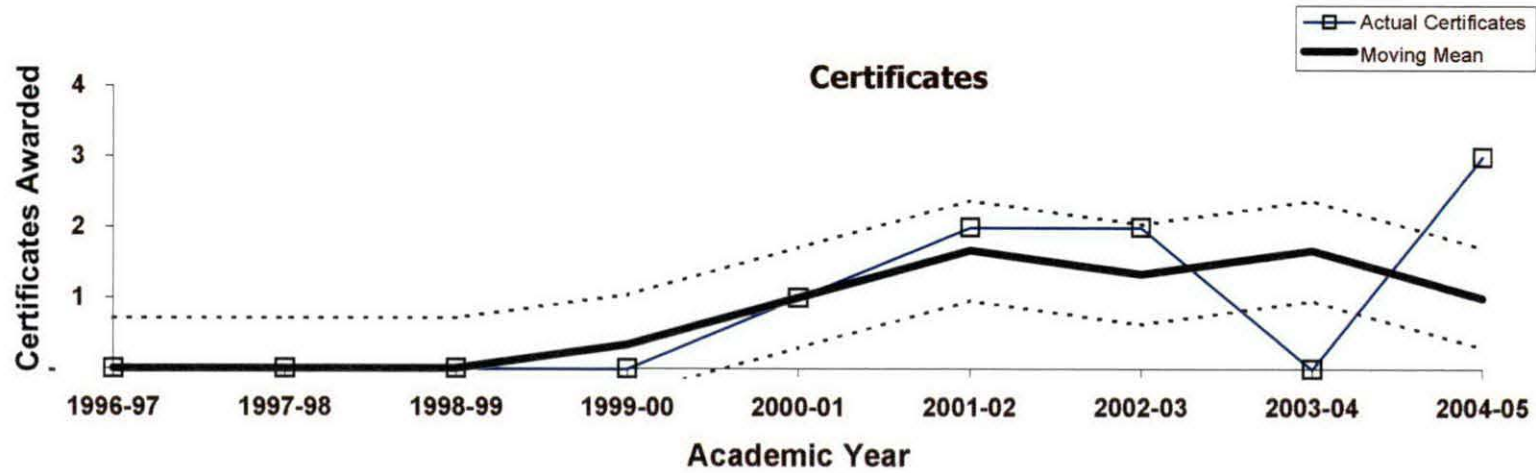
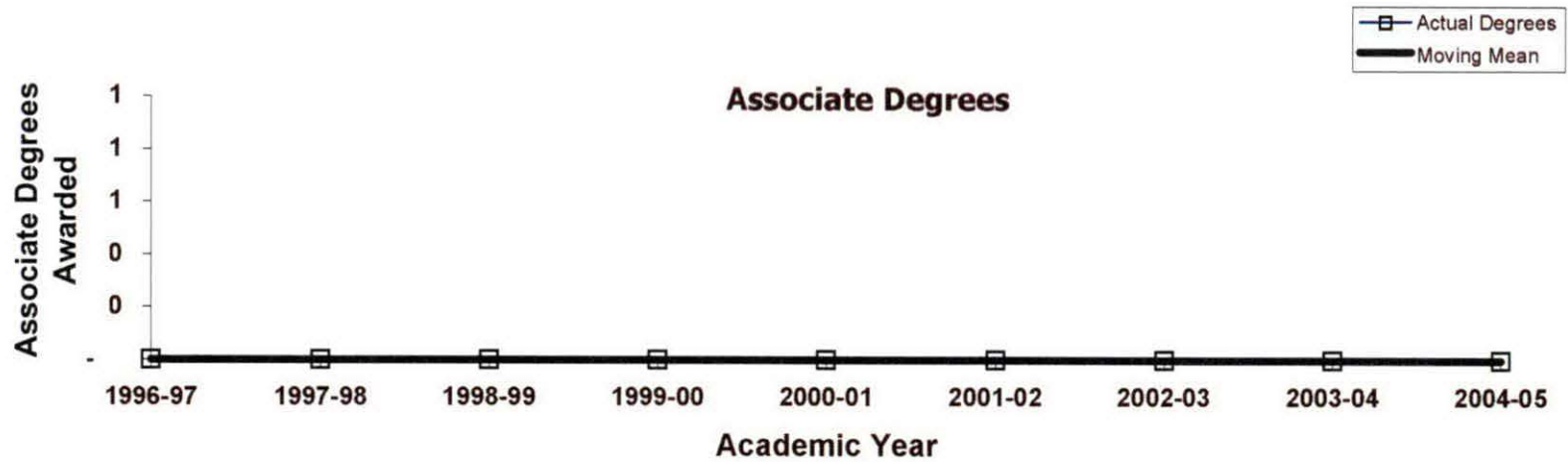


**Certificates**

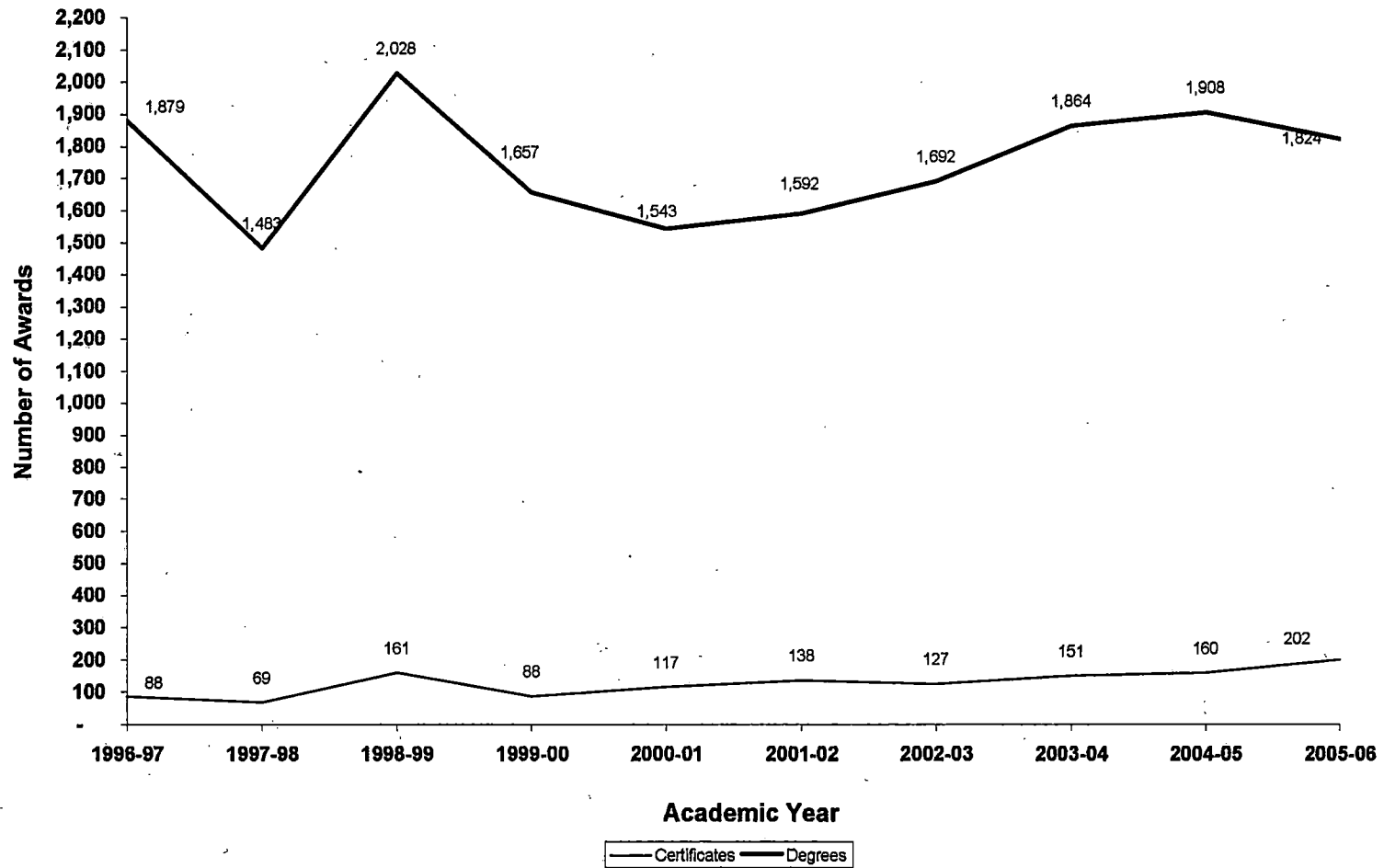




**Oakland Community College  
Three Year Moving Mean in Annual Awards  
Multimedia Communication  
1996-97 through 2004-05**



**Oakland Community College**  
**Associate Degrees and Certificates Awarded**  
**College-Wide**  
**1996-97 through 2005-06**





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**Credit Hour Trends Report  
Computer Info Systems  
CIS  
2005-06**

**Prepared by:  
Oakland Community College  
Office of Institutional Research  
November 14, 2006**

**Oakland Community College  
Credit Hour Trends Report  
Computer Info Systems  
1995-96 through 2005-06**

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.

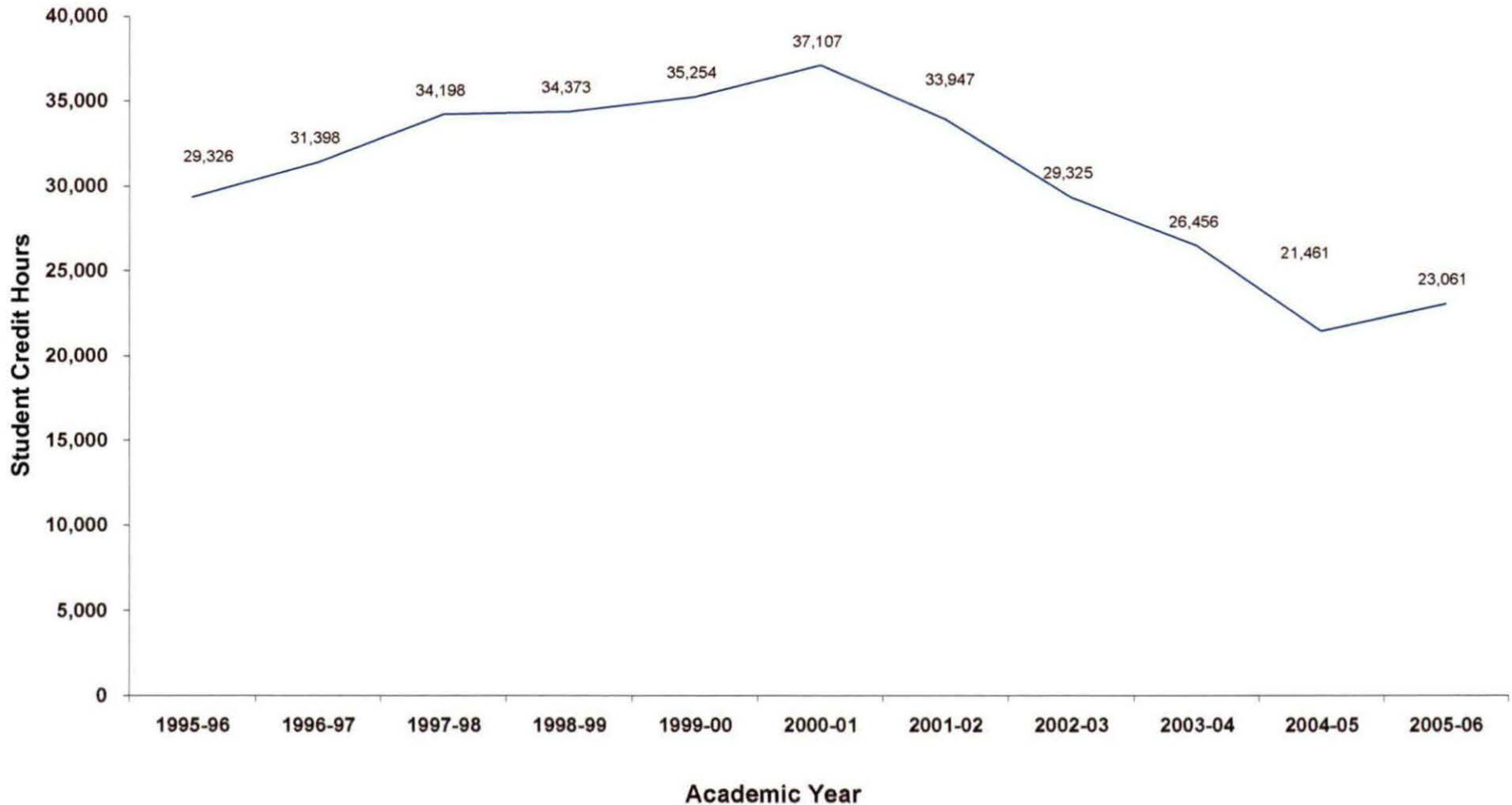
Trends over a specified period of time are illustrated by the following graphs for Computer Info Systems.

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

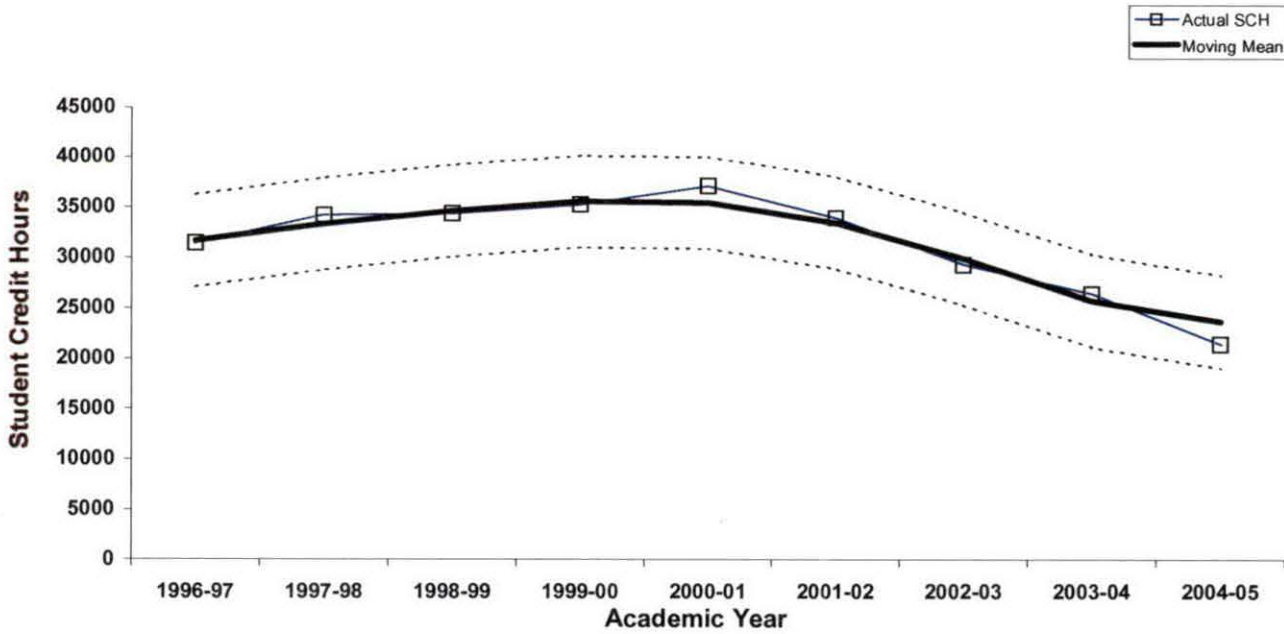
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Computer Info Systems  
1995-96 through 2005-06**

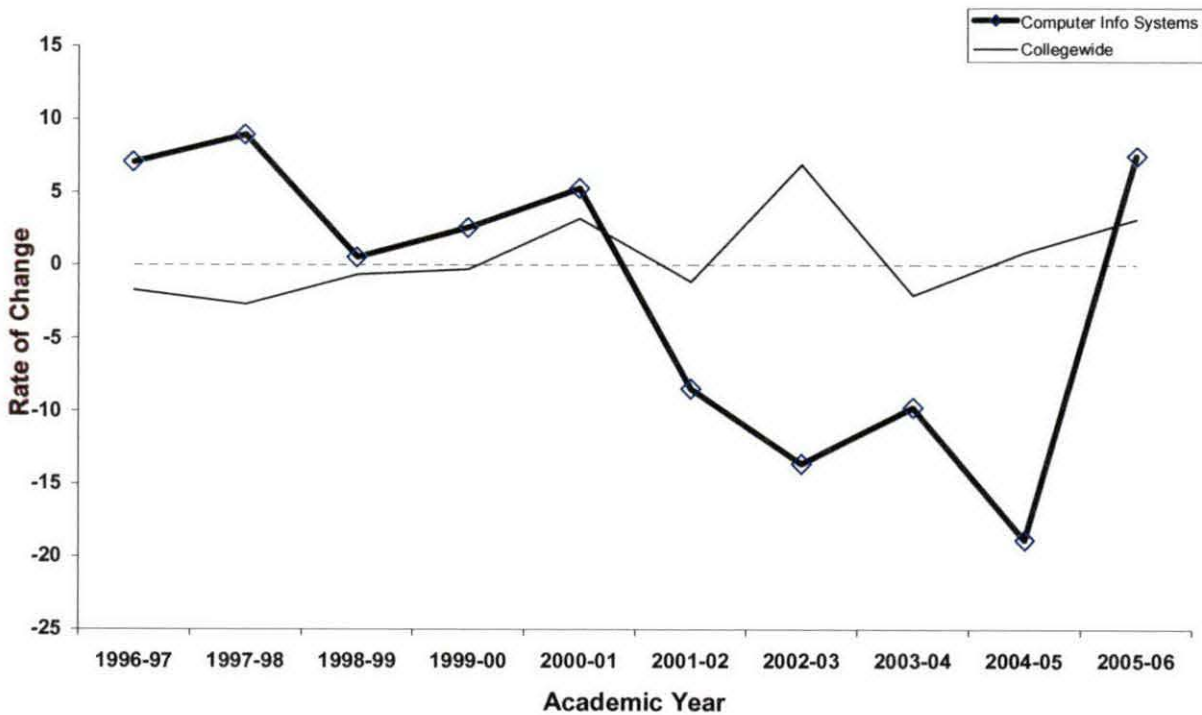
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Computer Info Systems	29,326	31,398	34,198	34,373	35,254	37,107	33,947	29,325	26,456	21,461	23,061	-37.9	-21.4
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



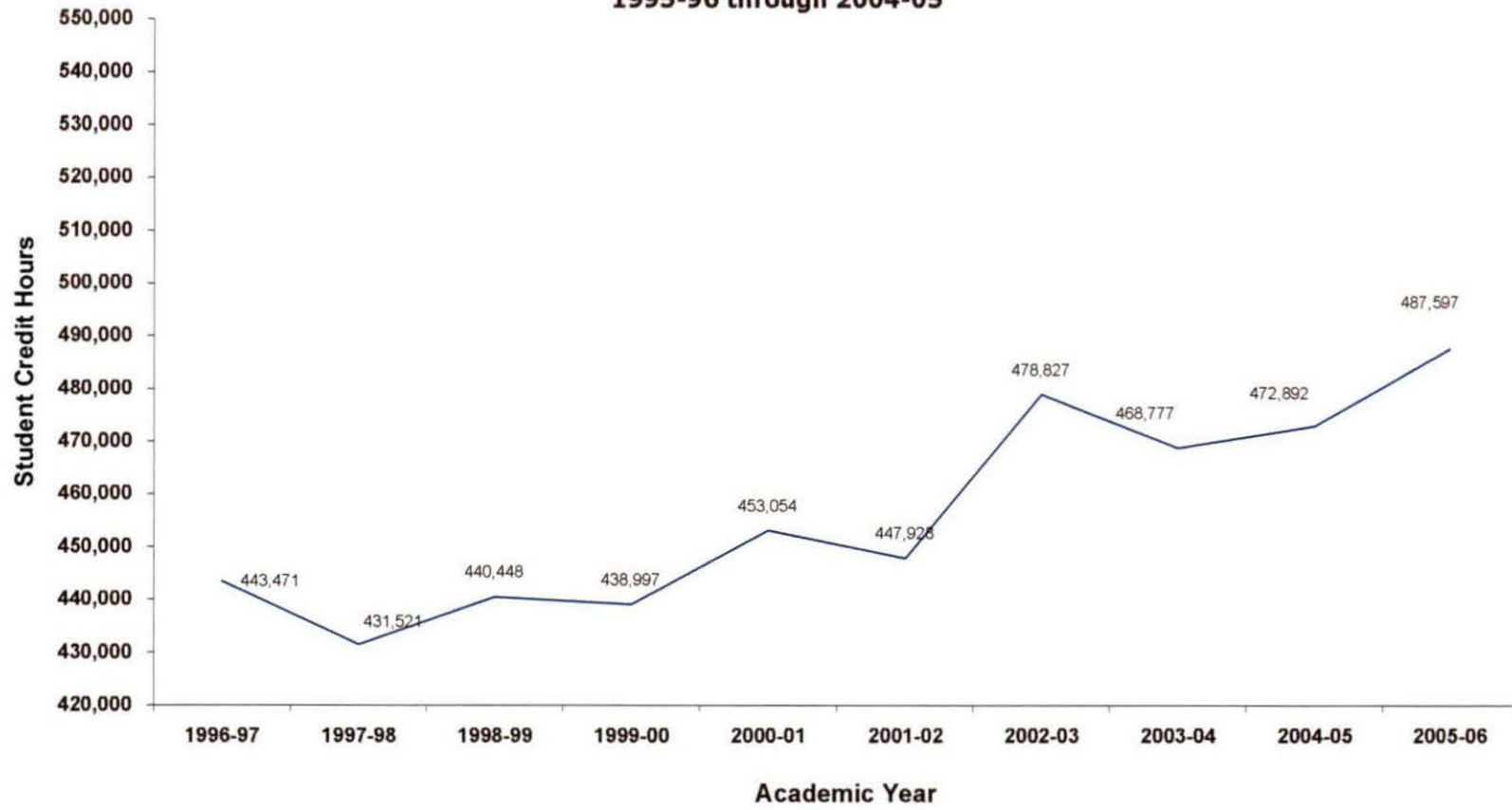
Oakland Community College  
 Three-Year Moving Mean  
 Computer Info Systems  
 1996-97 through 2004-05



Rate of Change in Student Credit Hours 1996-97 through 2005-06



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



1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597



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**Credit Hour Trends Report  
Multi-Media  
MMC  
2005-06**

**Prepared by:  
Oakland Community College  
Office of Institutional Research  
November 14, 2006**



**Oakland Community College  
Credit Hour Trends Report  
Multi-Media  
1995-96 through 2005-06**

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.

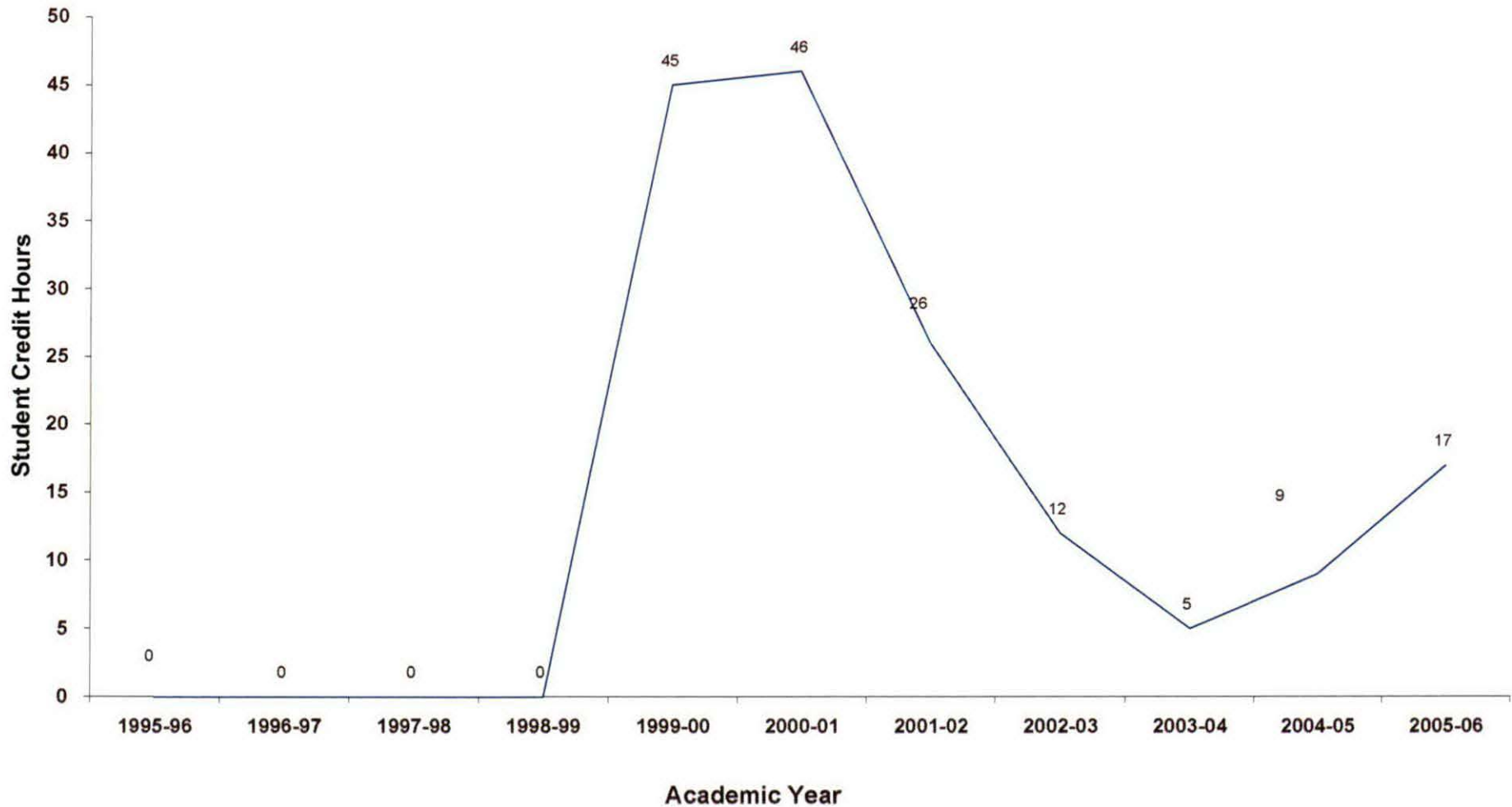
Trends over a specified period of time are illustrated by the following graphs for Multi-Media.

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

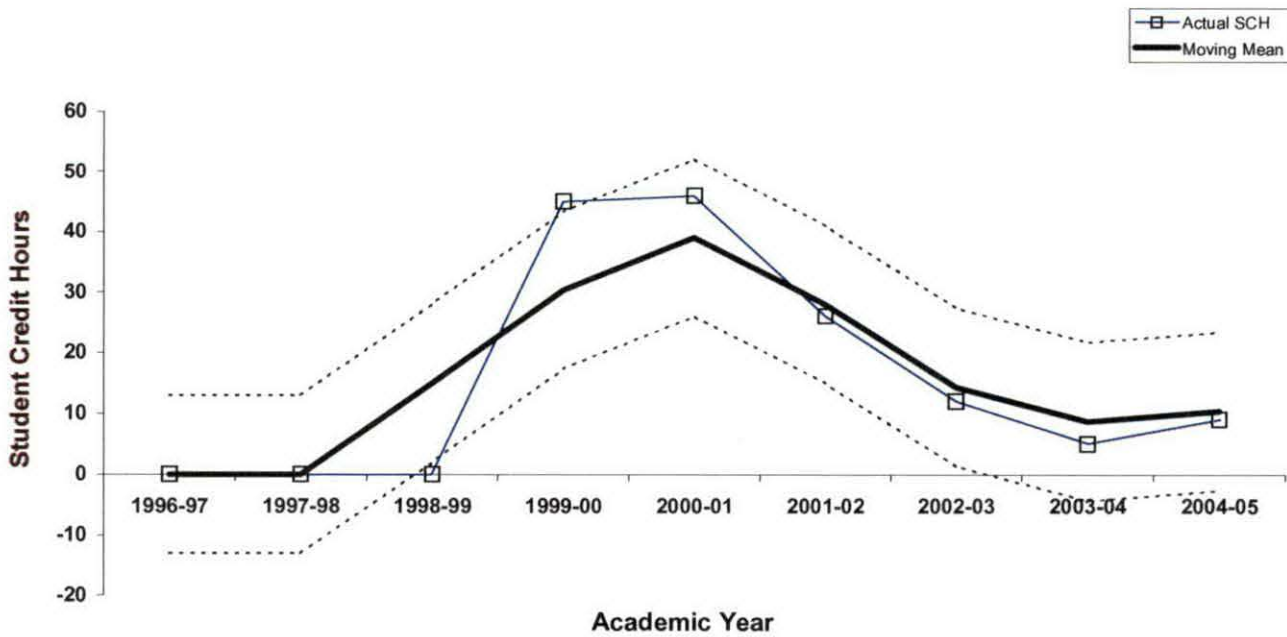
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Multi-Media  
1995-96 through 2005-06**

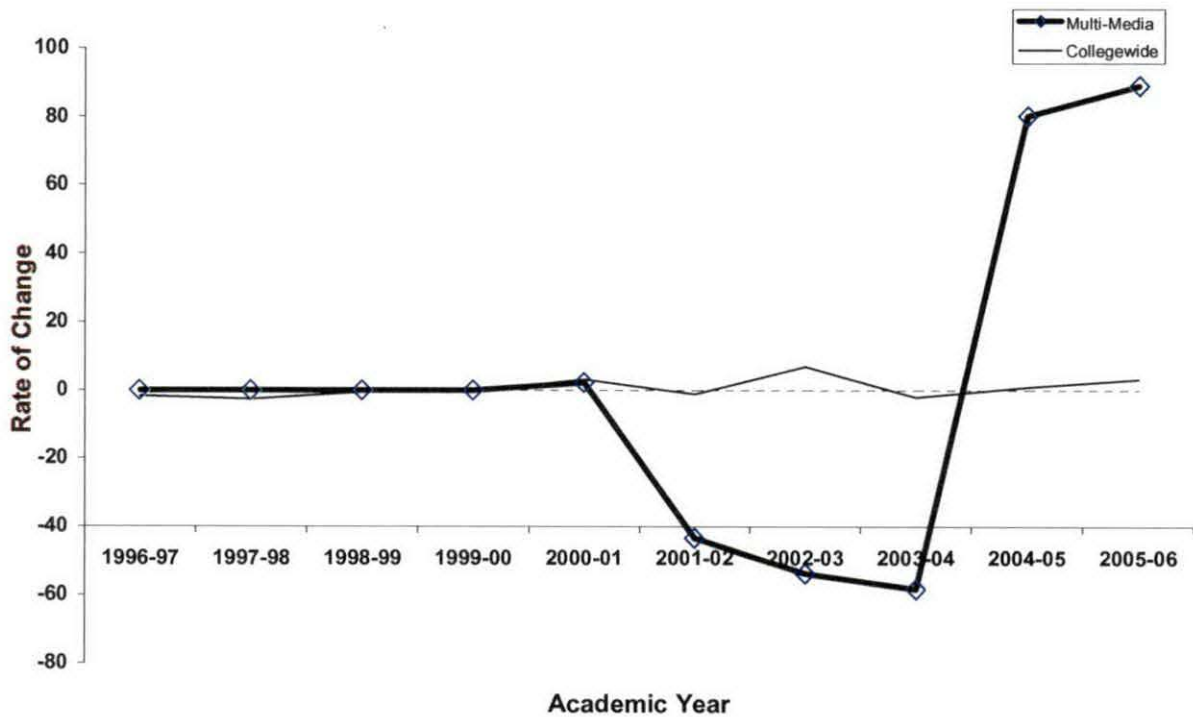
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Multi-Media	0	0	0	0	45	46	26	12	5	9	17	-63.0	--
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



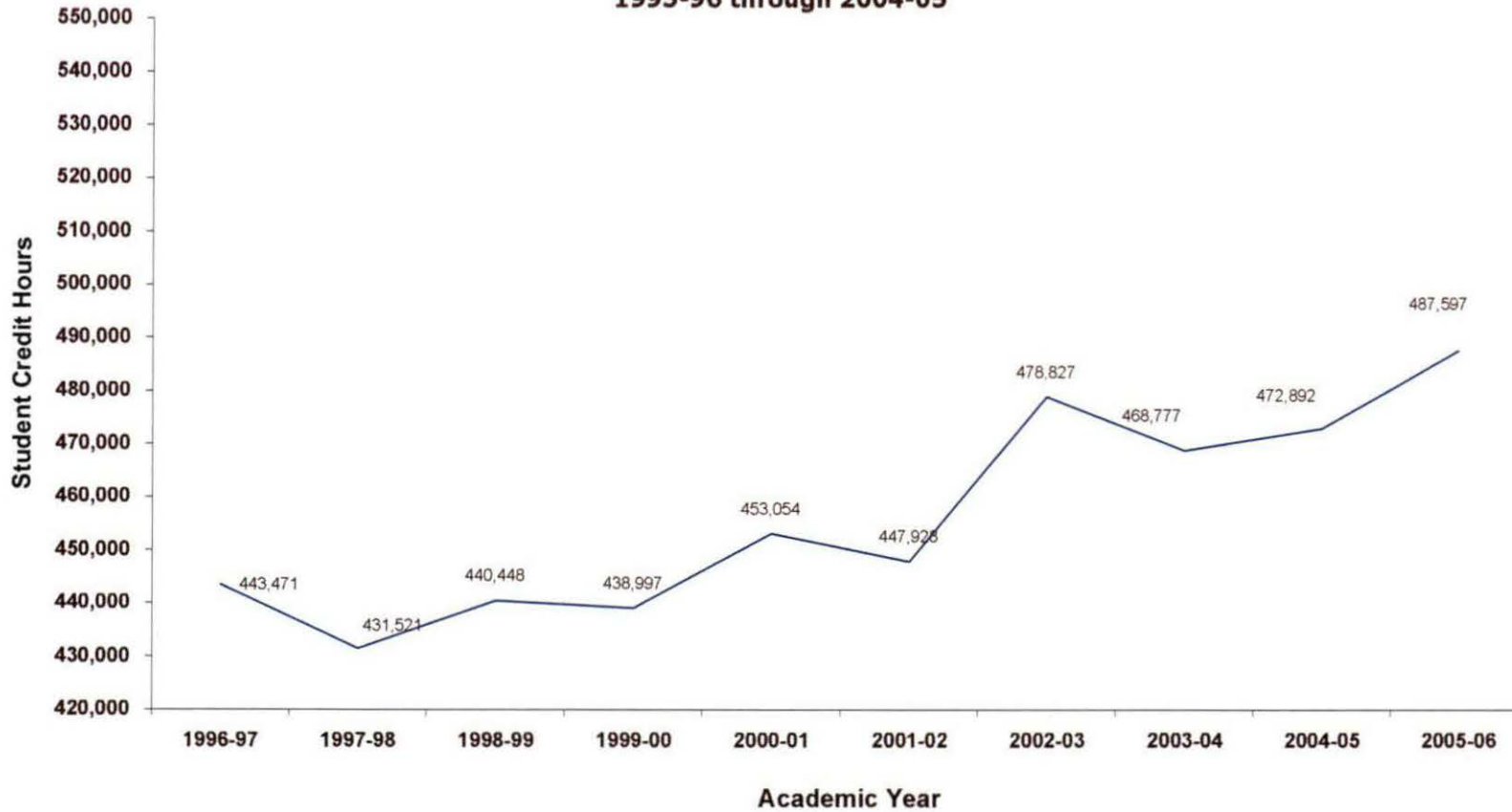
Oakland Community College  
 Three-Year Moving Mean  
 Multi-Media  
 1996-97 through 2004-05



Rate of Change in Student Credit Hours 1996-97 through 2005-06



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



1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597

## **Occupational Projections (2005 – 2015)**

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 a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

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

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

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

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 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

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.

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## Multi Media Related Occupations (2005 through 2015)

### SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplm Jobs	% New & Rplmnt	Earnings
27-1011	Art Directors	673	742	780	107	144	16.0%	21.0%	37.0%	\$72,176
27-1014	Multi-Media Artists and Animators	438	522	572	134	95	31.0%	22.0%	52.0%	\$51,293
27-1024	Graphic Designers	2,519	2,710	2,841	322	324	13.0%	13.0%	26.0%	\$51,646
<b>Totals:</b>		3,630	3,974	4,193	563	563				

#### SOC Code 27-1011

Name Art Directors

**Definition:** Formulate design concepts and presentation approaches, and direct workers engaged in art work, layout design, and copy writing for visual communications media, such as magazines, books, newspapers, and packaging.

#### SOC Code 27-1014

Name Multi-Media Artists and Animators

**Definition:** Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. **Examples:** Computer Artist, Computer Graphics Illustrator, Special Effects Specialist.

#### SOC Code 27-1024

Name Graphic Designers

**Definition:** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. **Examples:** Catalogue Illustrator, Graphic Artist, Layout Artist

## Assessment Plan Observations

### Observations

- Plan has two learning outcomes, each outcome has one benchmark with two assessment methods.
- Time line is in place - the first learning outcome data is scheduled to be collected by November 2006 and reported to OAE by December 2006. The second learning outcome is scheduled for data collection and analysis by December 2006 and reported on by March 2007.

### Actions to Take

- Make sure the faculty teaching the courses involved have/are collecting the needed data for analysis to be done so the findings and action plan can be submitted to OAE by the preset dates.

# **Program Assessment Plan**

## **CIS Multi Media Communication Certificate**

### **Statement of Purpose**

Reflect college/campus mission, values, and goals. To prepare students from OCC to work effectively in their chosen area of Computer Information Systems and to provide the skill and knowledge in Multimedia Communications.

### **Catalog Description**

The Multimedia Communication Certificate is designed to provide a general exposure to numerous elements involved in multimedia communication. Students will ultimately be able to research, design and present various types of demonstrations both via computer generated work and in person. The program provides a foundation in personal computers, communications, graphic design and photography. Students will be required to develop their own multimedia project using an authoring software program.



# Program Assessment Plan

## CIS Multi Media Communication Certificate

### Learning Outcomes

CIS.MMC.CT graduates will demonstrate knowledge of Internet Technologies Concepts.

Benchmark	Assessment Method	Timeline
1. 100 % of the students will demonstrate their understanding of multimedia Internet Technology Concepts by identifying them at $\geq 80\%$ as determined by the criterion applied to various multimedia Internet applications/programs and written assessments.	Students will incorporate the understanding of multimedia Internet Technologies Concepts into their written tests/assessments. These tests/assessments will be reviewed and graded by faculty. Tests and lab work will be reviewed and graded within guidelines provided by OCC.	12/06
2. 100 % of the students will demonstrate their understanding of multimedia Internet Technology Concepts by identifying them at $\geq 80\%$ as determined by the criterion applied to various multimedia Internet applications/programs and written assessments.	Students will incorporate the understanding of multimedia Internet Technologies Concepts into their hands-on activity. These lab assessments will be reviewed and graded by faculty. Tests and lab work will be reviewed and graded within guidelines provided by OCC.	12/06
3.		
4.		
5.		

# Program Assessment Plan

## CIS Multi Media Communication Certificate

### Learning Outcomes

CIS.MMC.CT graduates will demonstrate knowledge of multimedia authoring software.

Benchmark	Assessment Method	Timeline
1. 100% of the students will demonstrate understanding of multimedia authoring software by applying it at $\geq 80\%$ as determined by the criterion applied to their multimedia projects and written assessments	Students will incorporate the understanding of multimedia authoring software into their written tests/assessments. These tests/assessments will be reviewed and graded by faculty. Tests and lab work will be reviewed and graded within guidelines provided by OCC.	12/06
2. 100% of the students will demonstrate understanding of multimedia authoring software by applying it at $\geq 80\%$ as determined by the criterion applied to their multimedia projects and written assessments	Students will incorporate the understanding of multimedia authoring software into their hands-on activity. These lab assessments will be reviewed and graded by faculty. Tests and lab work will be reviewed and graded within guidelines provided by OCC.	12/06
3.		
4.		
5.		



OAKLAND  
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Curriculum Review Committee

CIS Review:

April 13, 2007

Software Engineering: Primary review  
Systems Engineering follows same format  
Multi Media needs revision

Recommendations:

- Catalogue course description review suggests minor course revisions for CIS 1050, CIS 1400, and CIS 2859. These changes to course descriptions are to go through the College Curriculum Committee next year.
- CIS needs to coordinate efforts across the college.
- CIS outcomes should be consistent across the college.
- Continue to work with the CIS SOAC facilitator to update CIS Assessment Plan and report current findings.
- Syllabi review for CIS 1050, 2555, and 2757 reflects a need to add the ADA statement. CRC recommends all faculty consider using a syllabi template on the RO H drive.
- Enrolment trends in 2001 decreased due to off shore scare, but it appears CIS projections are good except for Programmer.
- Since students are more interested in courses than certificates, CIS might review degree needs (only 4 graduated in 3 years). Since students cannot be a Systems Analyst without a bachelor's degree, it might serve students better to consider a Liberal Arts degree with a concentration in CIS Systems Analysis, etc. for transferability.
- Survey of faculty recommended the program to be more competitive. CIS discipline might review how OCC compares to other institutions.
- New website development needs continue in order to inform students and community of it offerings.
- Question? Should CIS 1050 or another course be a General Education requirement? Recommendation to be made to the GE committee.
- Consider interdisciplinary offerings of CIS courses and software. (Interior Design, Graphic Design as examples)

- Consider the integration of technical skills and more liberal arts for transfer students.
- Consider CIS Orientation so students and faculty are more aware of the CIS program.
- Multi Media degree needs revision (low enrollment). Recommend keeping internship course used by Photography.
- CIS courses transfer most as electives except for an agreement with Walsh and Lawrence. Need to increase articulation agreements to be more marketable. Consider 3+1. Ferris on site at AH.
- Consider a Gaming degree, certificate or CA.
- Consider courses in GPS.
- A strong need for internal marketing and student orientation surfaced. Work with the Office of Assessment & Effectiveness to go through the program planning model and design a student orientation.
- Continue to work with the college and OAE to see if continual upgrade of hardware and software can be considered separate from IT to stay current in the industry.