

Major Highlights

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**Drafting
Major Highlights
March 2007**

Overview

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

Major Highlights

- During academic year 2005-06 two out of the seven Program Dashboard measures under performed when compared to established benchmarks. Specifically, the percent of completed sections and the student withdrawal rate fell below established trouble scores. On the other hand, sections filled to capacity and the percent of minority students exceeded the established benchmarks.
- Over the last three years (2003-04 to 2005-06), a growing number of Drafting sections have been cancelled. Approximately 91% of sections were completed in 2003-04, while only 70% were completed in 2005-06. In comparison, an average of 87% of sections are completed college-wide. The benchmark for this measure ranges from a trouble score of 75% to a target of 90%.
- Although there have been a growing number of cancelled courses over the last three years, sections filled to capacity has been increasing. Specifically, in 2003-04, sections ran at an average capacity of 70%, while in 2005-06 average capacity rose to 91%. This exceeds the college-wide average of 83%. The college-wide benchmark for this measure ranges from a trouble score of 75% to a target of 90%.
- Based on a three year rolling average, Drafting courses have experienced a consistent decrease in both credit hour and headcount enrollment (2000-01 to 2005-06). In fact, annual credit hours have been on a steady decline for the last ten years, decreasing from 2,904 credit hours in 1995-96 to 888 credit hours in 2005-06.
- During 2005-06, the percent of students withdrawing from Drafting courses totaled 16%. Although this is slightly below the college-wide average, it exceeds the trouble score of 15% established for this measure. On the other hand, the percent of incompletes is below 1%.
- Meanwhile, the percent of students who successfully complete Drafting courses with a grade of "C" or higher has risen over the last three years. This falls within the established benchmark range of 60% (trouble score) and 75% (target).
- Drafting courses have been attracting an increasing percentage of minority students over the last three years. In 2005-06 the percent of minorities enrolled in Drafting courses totaled 32%, compared to 28% college-wide. The benchmark for this measure ranges from a trouble score of 16.9% to a target of 18.8%. As a result, minority student enrollment in Drafting courses exceeded the established benchmark.

- When taking into consideration all seven Program Dashboard measures along with their relative weights and benchmarks, Drafting has experienced an increasing composite dashboard score over the last three years. This suggests an overall positive direction for the curriculum despite some areas of challenge.
- Over the past ten years only five (5) students received a certificate in Drafting. This low level of graduates warrants further investigation into the viability and need for a formal award in this area.
- Drafting related occupations, which include Architectural and Civil Drafters, Electrical and Electronics Drafters, and Mechanical Drafters, are all showing a downward trend in new jobs over the next five and ten years (declining by a total of 1,081 jobs). Meanwhile, "all other" drafters are projected to grow by only 5 new positions. Employment opportunities will primarily result from the need to replace current workers due to retirement, out-migration, death, etc. Most promising are those jobs related to Mechanical Drafters (1,137 projected openings). Moreover, this occupational category also has the highest earnings among all drafting related occupations. As a result, it may be worthwhile to examine the focus of current curriculum offerings in relation to expected occupational demand.
- Currently, the Program Assessment Plan for the Drafting program has three Learning Outcomes with one benchmark relating to each Outcome. This meets the minimum standards established by SOAC.
- However, historically the program has not demonstrated on-going implementation of its Program Assessment Plan. In June 2004, one benchmark was assessed, but since this time, no other 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 variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

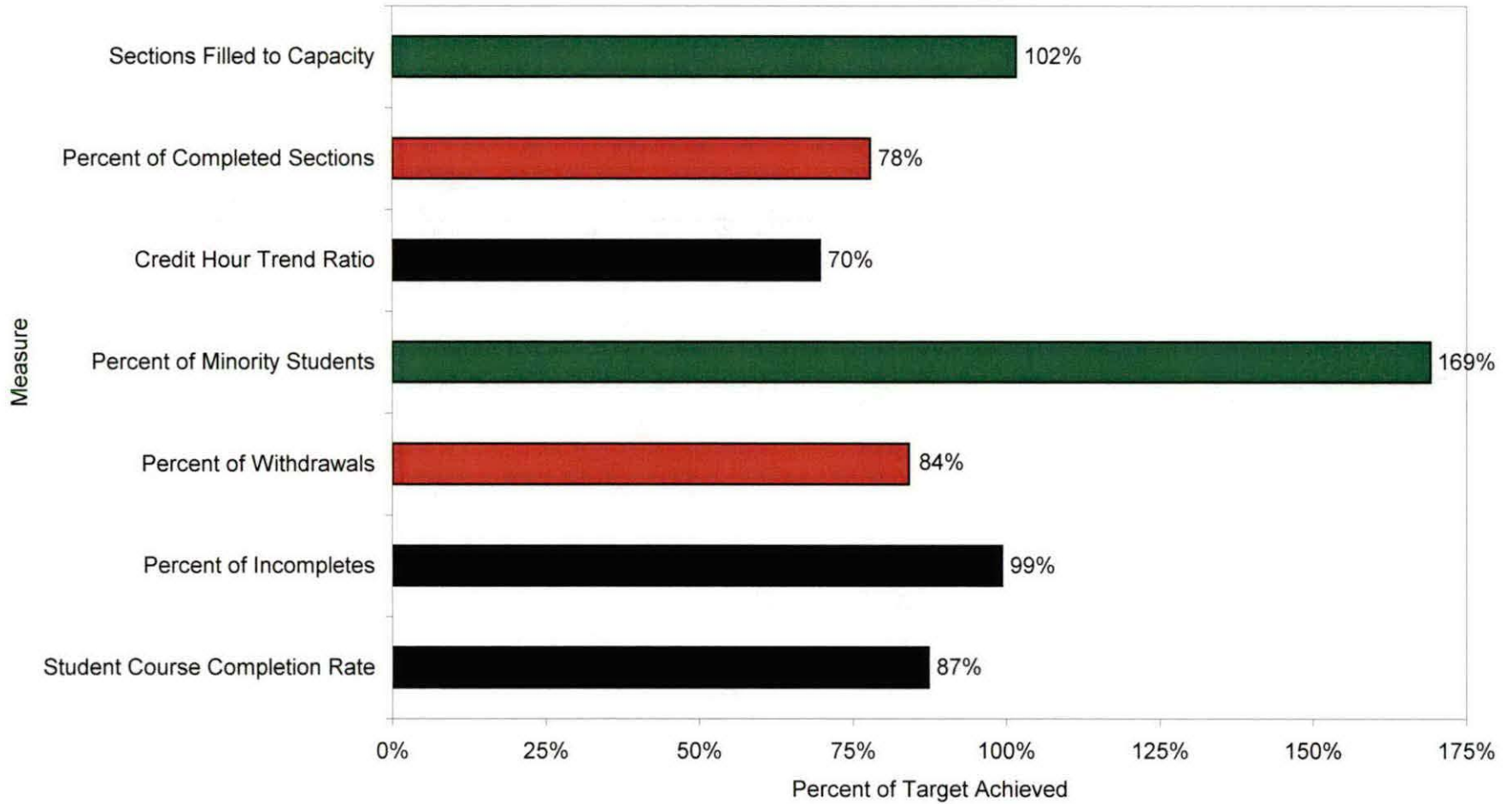
Oakland Community College Program Dashboard Report 2005-06

Drafting and Design Technology DDT Dashboard Score: 9.14

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	91.4%	75.0%	90.0%	101.6%	18.0%	1.83
Percent of Completed Sections	70.0%	75.0%	90.0%	77.8%	14.2%	1.10
Credit Hour Trend Ratio	0.87	0.71	1.25	69.6%	15.3%	1.06
Percent of Minority Students	31.8%	16.9%	18.8%	169.1%	6.1%	1.03
Percent of Withdrawals	15.9%	15.0%	0.0%	84.1%	12.0%	1.01
Percent of Incompletes	0.7%	3.0%	0.0%	99.3%	7.9%	0.78
Student Course Completion Rate	65.5%	60.0%	75.0%	87.3%	26.5%	2.31

Oakland Community College Percent of Target Achieved 2005-06

Drafting and Design Technology DDT



Program Dashboard

Prefix DDT
 Title Drafting and Design Technology

	2005-06	Program 2004-05	2003-04	College Wide 2005-06
Sections Filled to Capacity	91.4%	73.1%	69.8%	83.2%
Percent of Completed Sections	70.0%	69.2%	90.5%	86.6%
Headcount Trend Ratio	0.87	0.84	0.81	1.02
Credit Hour Trend Ratio	0.87	0.84	0.81	1.02
Percent of Minority Students	31.8%	27.2%	23.8%	27.9%
Percent of Withdrawals	15.9%	18.8%	16.6%	17.8%
Percent of Incompletes	0.7%	1.2%	0.3%	1.6%
Student Course Completion Rate	65.5%	61.2%	48.7%	68.2%
Dashboard Score	9.14	8.35	8.06	

Sections Filled to Capacity

Prefix Prefix Title	DDT Drafting and Design Technology			
		2005-06	2004-05	2003-04
Total Students		296	275	358
Total Capacity		324	376	513
Sections Filled To Capacity		91.4%	73.1%	69.8%

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Active Sections	14	18	19
Cancelled Sections	6	8	2
Total Sections	20	26	21
Percent of Completed Sections	70.0%	69.2%	90.5%

Definition:

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

Methodology:

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

Headcount Trend Ratio

Prefix DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Headcount Year 1	392	479	639
Headcount Year 2	358	392	479
Headcount Year 3	280	358	392
Headcount Year 4	257	280	358
Headcount Period 1	343	410	503
Headcount Period 2	298	343	410
Headcount Ratio	0.87	0.84	0.81

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Credit Hour Year 1	1,176	1,437	1,917
Credit Hour Year 2	1,074	1,176	1,437
Credit Hour Year 3	840	1,074	1,176
Credit Hour Year 4	771	840	1,074
Credit Hour Period 1	1,030	1,229	1,510
Credit Hour Period 2	895	1,030	1,229
Credit Hour Ratio	0.87	0.84	0.81

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Minority Students	69	59	67
Total Students	217	217	282
Percent of Minority Students	31.8%	27.2%	23.8%

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Total Withdrawals	46	49	57
Total Grades	290	260	343
Percent of Withdrawals	15.9%	18.8%	16.6%

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Total Incompletes	2	3	1
Total Grades	290	260	343
Percent of Incompletes	0.7%	1.2%	0.3%

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 DDT
Prefix Title Drafting and Design Technology

	2005-06	2004-05	2003-04
Successful Grades	190	159	167
Total Student Grades	290	260	343
Student Course Completion Rate	65.5%	61.2%	48.7%

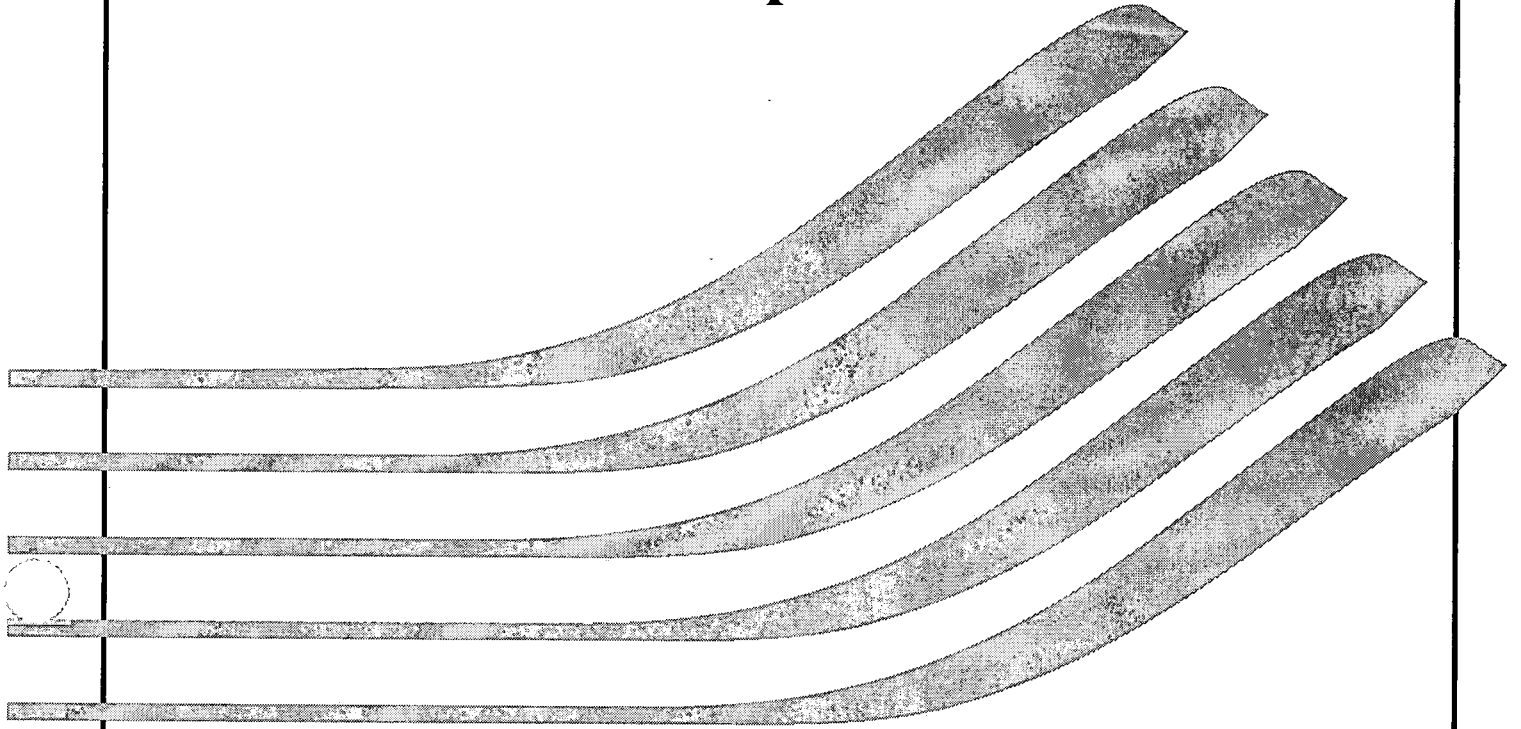
Definition:

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

Methodology:

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

Institutional Research Report



**Drafting
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee**



**OAKLAND
COMMUNITY
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Drafting Degree Trends Report

DRA Degree Trends Summary

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DDT Credit Hour Trends Summary

DDT Ten-Year Trend

DDT Three-Year Moving Mean

DDT Rate of Change

College-Wide Ten-Year Trend



OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report
Drafting
DRA
2005-06

Prepared by:
Oakland Community College
Office of Institutional Research
December 20, 2006

**Oakland Community College
Degree Trends Report
Drafting (DRA)
1996-97 through 2005-06**

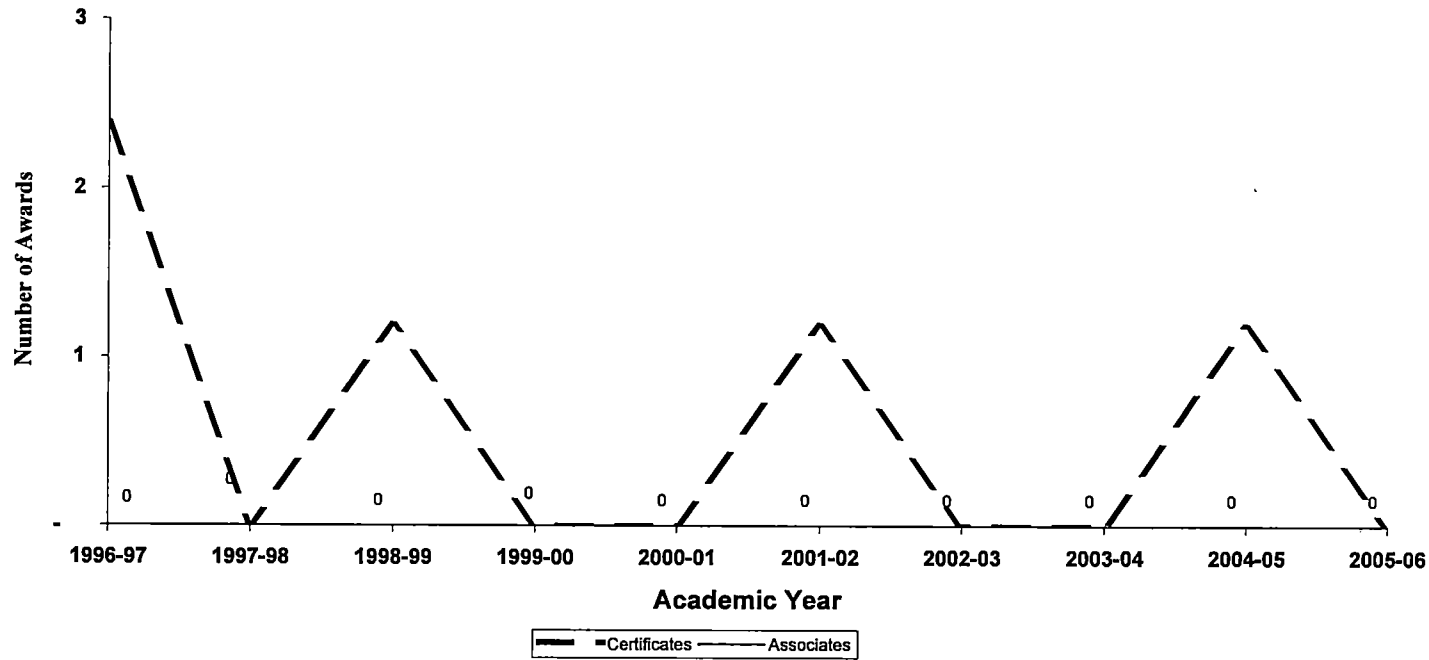
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines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

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

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

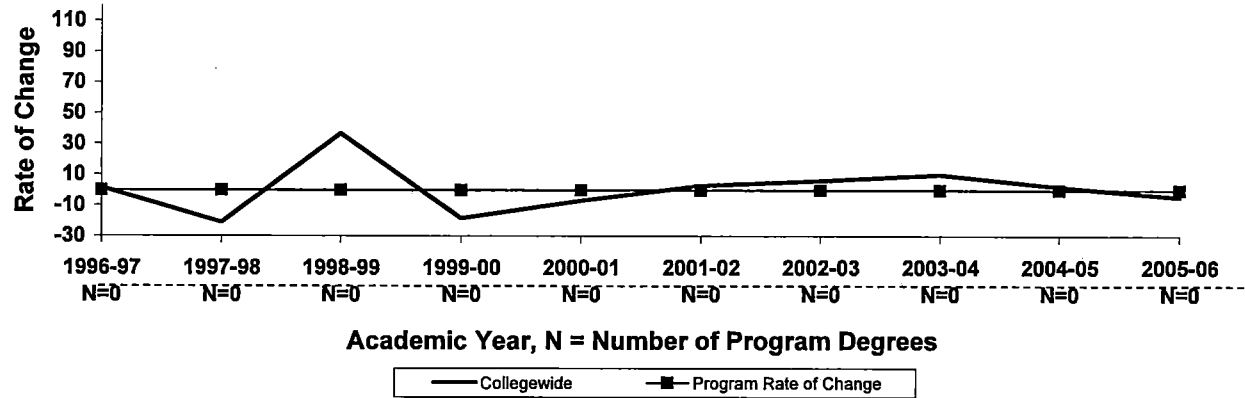
**Oakland Community College
Associate Degrees and Certificates Awarded
Drafting
1996-97 through 2005-06**



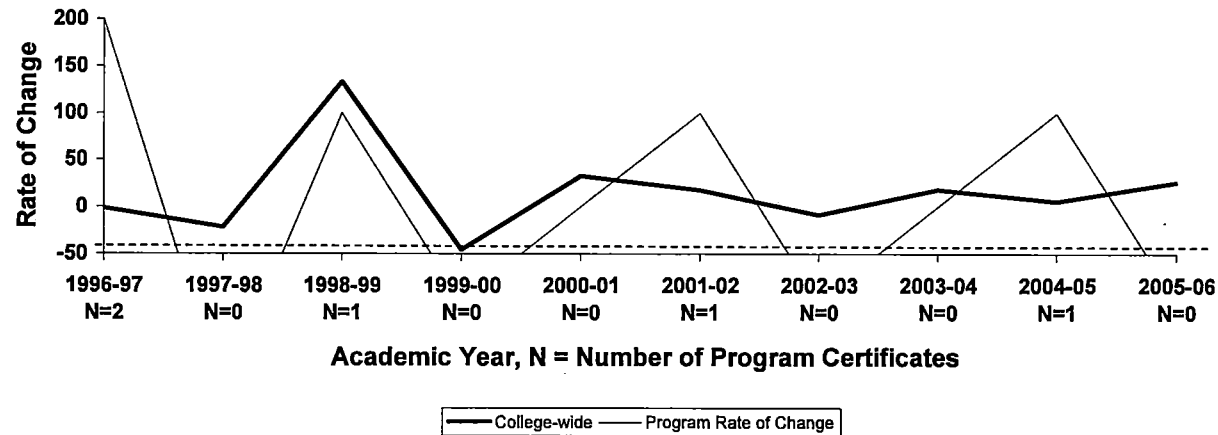
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1996-97	2	0
1997-98	0	0
1998-99	1	0
1999-00	0	0
2000-01	0	0
2001-02	1	0
2002-03	0	0
2003-04	0	0
2004-05	1	0
2005-06	0	0

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

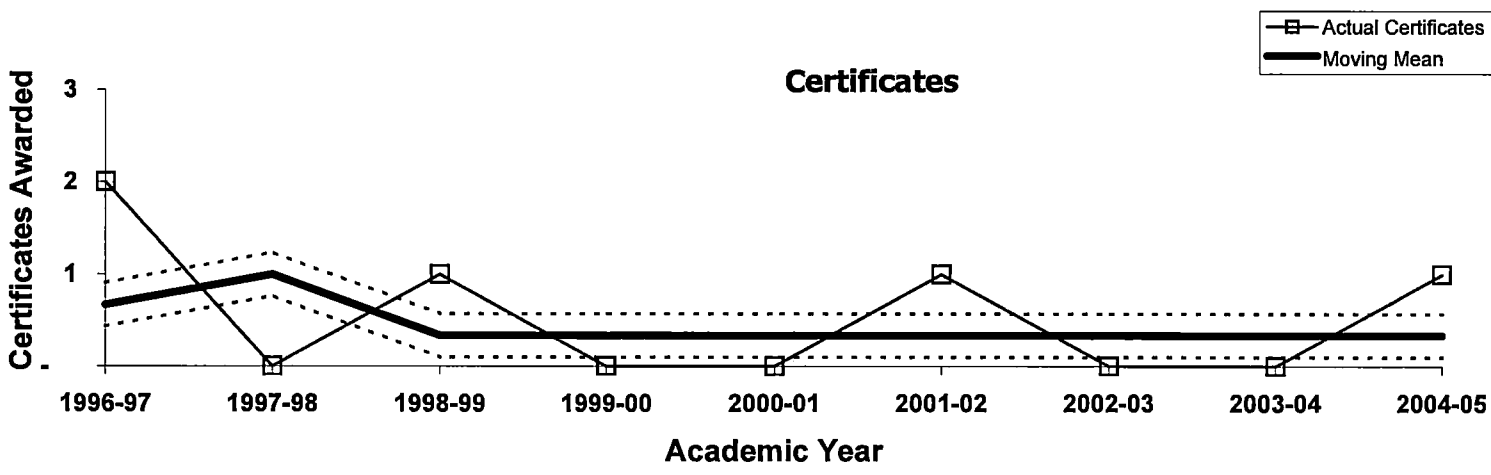
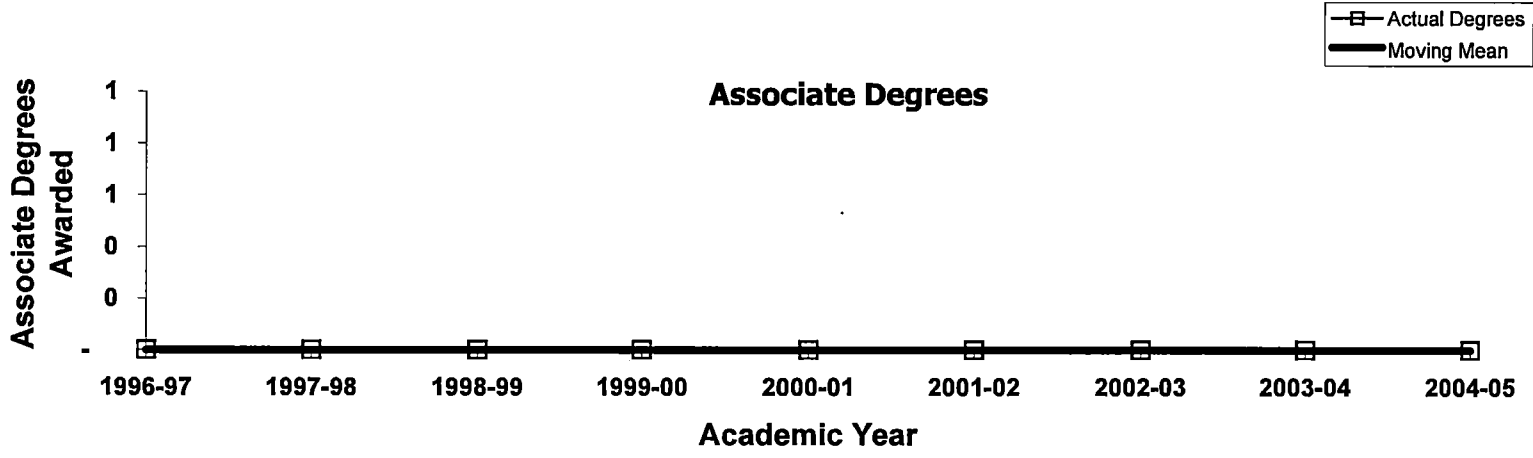
Associate Degrees



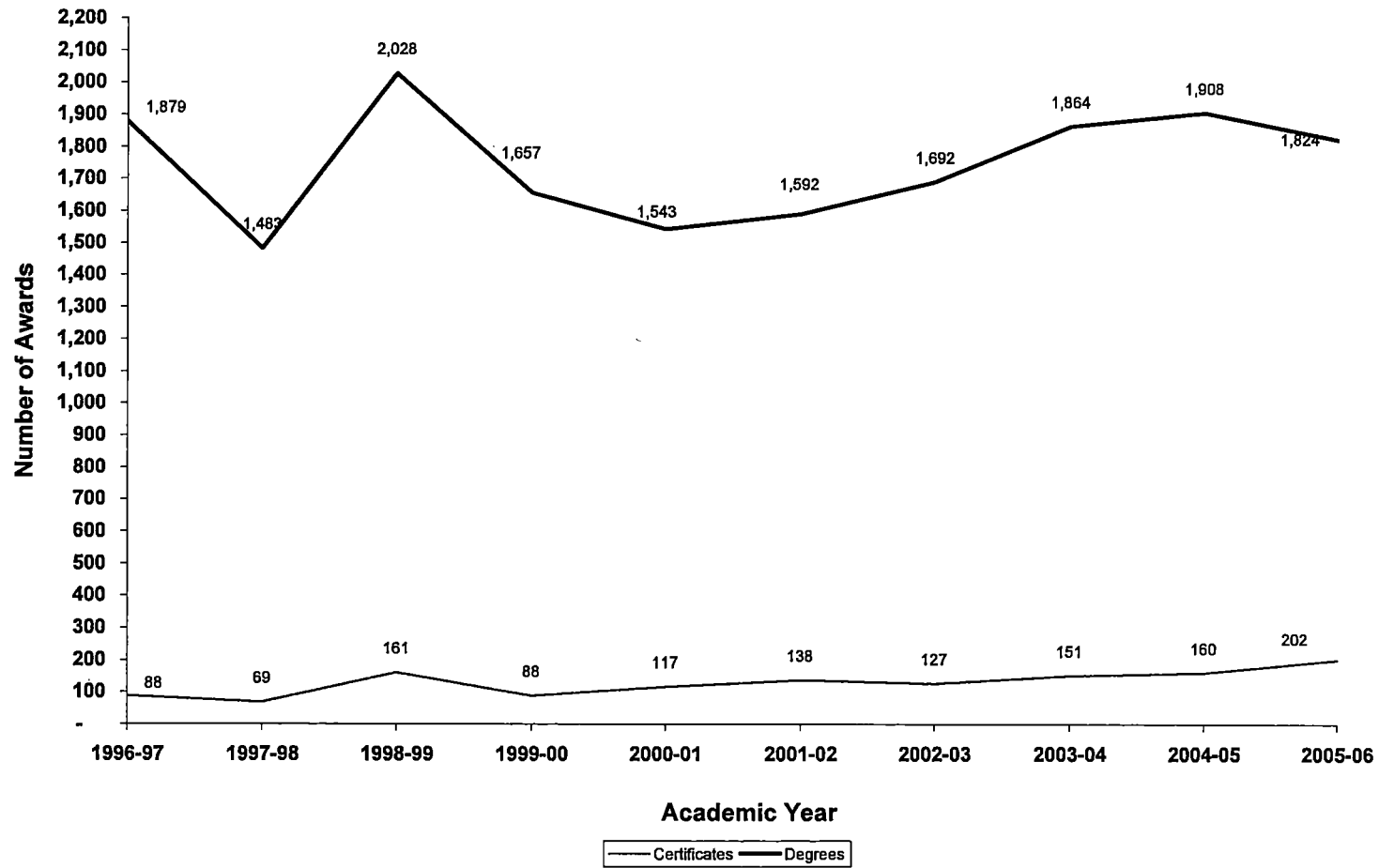
Certificates



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



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





OAKLAND
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**Credit Hour Trends Report
Drafting Design Tech
DDT
2005-06**

**Prepared by:
Oakland Community College
Office of Institutional Research
December 20, 2006**

**Oakland Community College
Credit Hour Trends Report
Drafting Design Tech
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.

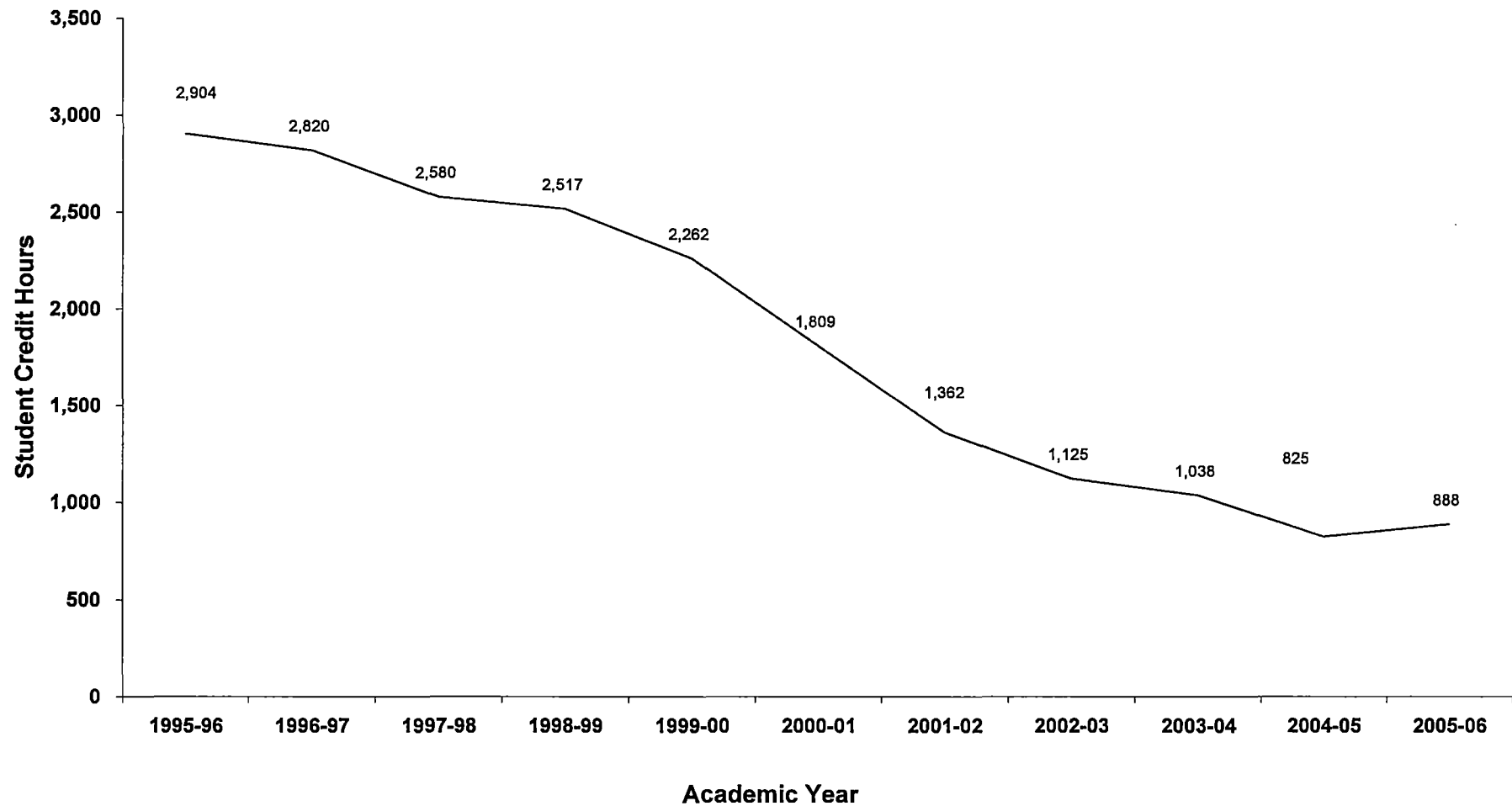
Trends over a specified period of time are illustrated by the following graphs for Drafting Design Tech.

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

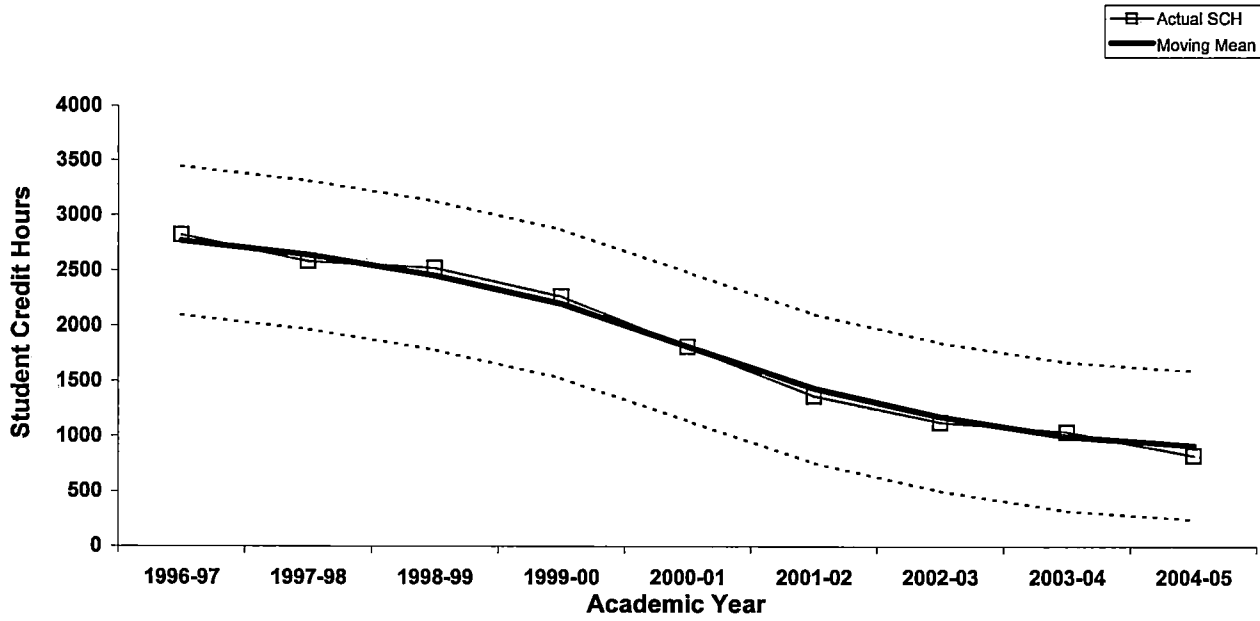
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Drafting Design Tech
1995-96 through 2005-06**

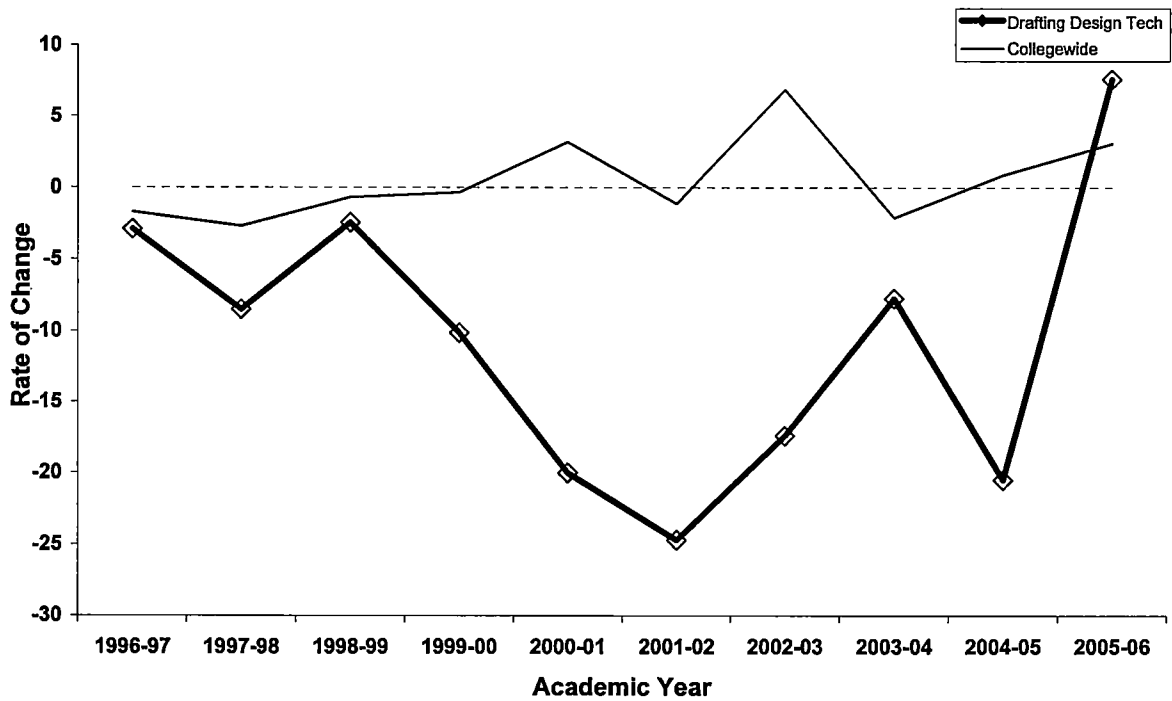
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Drafting Design Tech	2,904	2,820	2,580	2,517	2,262	1,809	1,362	1,125	1,038	825	888	-50.9	-69.4
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



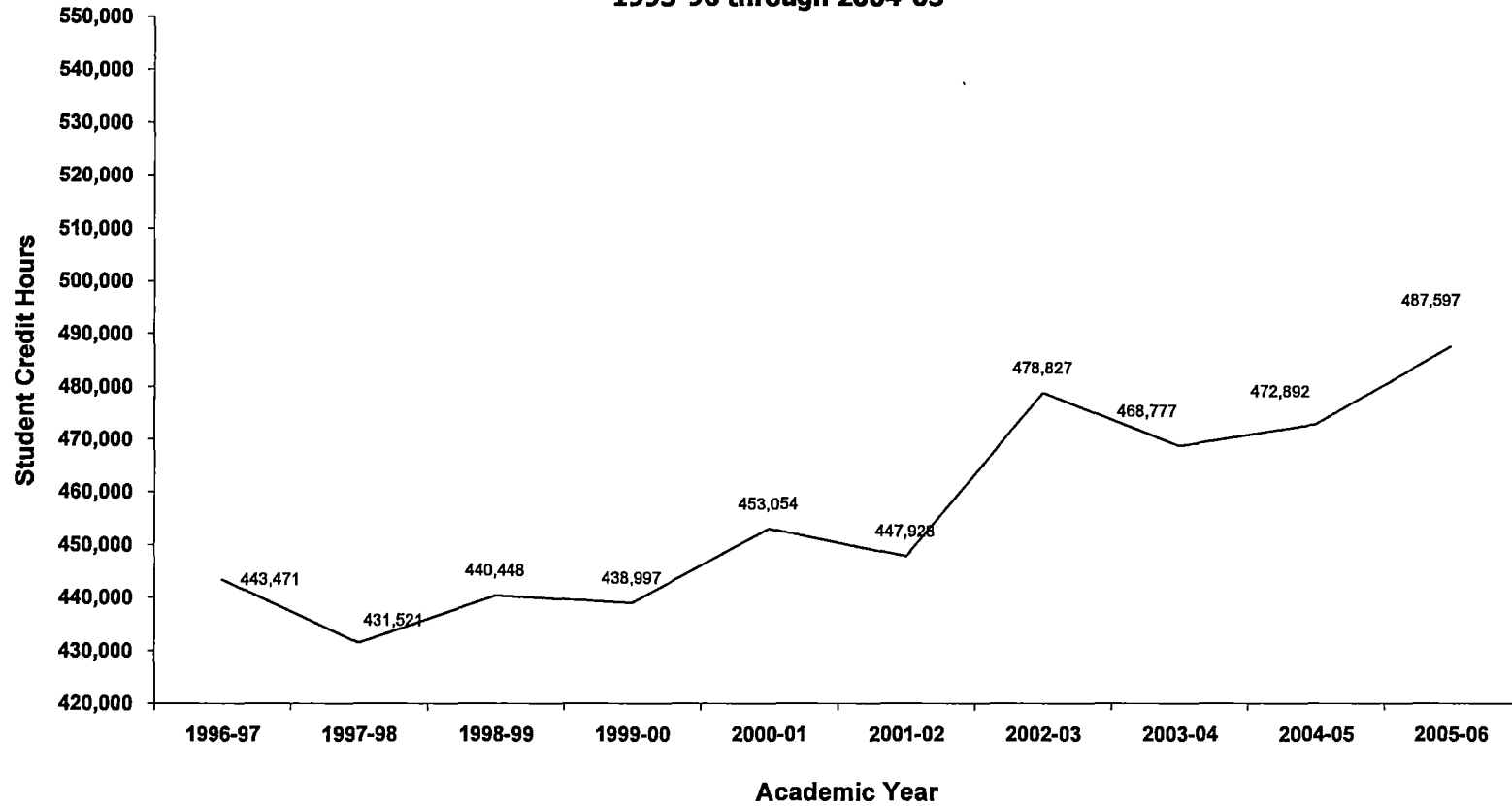
**Oakland Community College
 Three-Year Moving Mean
 Drafting Design Tech
 1996-97 through 2004-05**



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.

Drafting Related Occupations (2005 - 2015)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
17-3011	Architectural and Civil Drafters	1,716	1,549	1,399	-316	477	-18.0%	28.0%	9.0%	\$42,162
17-3012	Electrical and Electronics Drafters	477	428	390	-87	132	-18.0%	28.0%	10.0%	\$43,035
17-3013	Mechanical Drafters	4,123	3,730	3,439	-683	1,137	-17.0%	28.0%	11.0%	\$55,016
17-3019	Drafters, All Other	439	449	442	5	104	1.0%	24.0%	24.0%	\$37,565
Totals:		6,755	6,156	5,670	-1,081	1,850				

Drafting Related Occupations

SOC Detail Definitions

SOC Code 17-3011

Name Architectural and Civil Drafters

Definition

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Utilize knowledge of building materials, engineering practices, and mathematics to complete drawings.

Examples

Structural Drafter

SOC Code 17-3012

Name Electrical and Electronics Drafters

Definition

Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for manufacture, installation, and repair of electrical equipment in factories, power plants, and buildings.

Examples

SOC Code 17-3013

Name Mechanical Drafters

Definition

Prepare detailed working diagrams of machinery and mechanical devices, including dimensions, fastening methods, and other engineering information.

Examples

Die Designer, Aeronautical Drafter

Drafting Related Occupations
SOC Detail Definitions

SOC Code 17-3019

Name Drafters, All Other

Definition

All drafters not listed separately.

Examples

Geological Drafter, Hull Drafter

Program Assessment Plan

Drafting Certificate

Statement of Purpose

To prepare students for the occupational area of mechanical or industrial board drafting. This includes instruction in manufacturing and fabrication processes and practices necessary to understand the required drawing.

Catalog Description

This program, leading to a Certificate in Drafting, prepares the student to enter the occupational area of mechanical or industrial board drafting. The greatest portion of the student's time is spent learning to draw for the technical-industrial field. The student receives related instruction in manufacturing and fabrication processes and practices necessary to understand the required drawing.

Program Assessment Plan

Drafting Certificate

Learning Outcomes

Students will successfully develop designs relating to mechanical applications.

Benchmark	Assessment Method	Timeline
1. 85% of the students complete a functional design.	Completion of DDT 1050 final detail and assembly project with a grade of 70% or better.	05/06
2.		
3.		
4.		
5.		

Program Assessment Plan

Drafting Certificate

Learning Outcomes

Students will develop technical and analytical skills to appropriately apply engineering design techniques in work settings.

Benchmark	Assessment Method	Timeline
1. 85% of the students will be able to apply design techniques appropriate for their field of study.	Completion of DDT 1050 final detail and assembly project with a grade of 70% or better.	05/06
2.		
3.		
4.		
5.		

Program Assessment Plan

Drafting Certificate

Learning Outcomes

Students will have the ability to communicate effectively.

Benchmark	Assessment Method	Timeline
1. All graduates will complete a written communications course and produce a classroom presentation.	Passing grade in ENG 1450.	05/06
2.		
3.		
4.		
5.		

Program Findings Report

Drafting Certificate

Statement of Purpose

To prepare students for the occupational area of mechanical or industrial board drafting. This includes instruction in manufacturing and fabrication processes and practices necessary to understand the required drawing.

Catalog Description

This program, leading to a Certificate in Drafting, prepares the student to enter the occupational area of mechanical or industrial board drafting. The greatest portion of the student's time is spent learning to draw for the technical-industrial field. The student receives related instruction in manufacturing and fabrication processes and practices necessary to understand the required drawing.

Program Findings Report

Drafting Certificate

Learning Outcomes

Students will successfully develop designs relating to mechanical applications.

Benchmark 1

85% of the students complete a functional design.

Assessment Method 1

Completion of DDT 1050 final detail and assembly project with a grade of 70% or better.

Findings 1

Assessment not implemented.

Dates

Assessed 05/05

Received 08/06

Program Findings Report

Drafting Certificate

Learning Outcomes

Students will develop technical and analytical skills to appropriately apply engineering design techniques in work settings.

Benchmark 1

85% of the students will be able to apply design techniques appropriate for their field of study.

Assessment Method 1

Completion of DDT 1050 final detail and assembly project with a grade of 70% or better.

Findings 1

Assessment not implemented.

Dates

Assessed 05/05

Received 08/06

Program Findings Report

Drafting Certificate

Learning Outcomes

Students will have the ability to communicate effectively.

Benchmark 1

All graduates will complete a written communications course and produce a classroom presentation.

Assessment Method 1

Passing grade in ENG 1450.

Findings 1

Assessment not implemented.

Dates

Assessed 05/05

Received 08/06



OAKLAND
COMMUNITY
COLLEGE

Curriculum Review Committee

Drafting Review

January 18, 2008

Faculty Coordinator: Tahir Khan

- CRC recommends Interim Dean Tahir Khan to take the Drafting certificate through the sunseting process
- CRC recommend maintaining the three (3) credit hour Drafting courses DDT 1000/1050/1150, but combine 1050 & CAD 1200 for a (4) credit hour course, and combine DDT 1000 /1050 for a (4) credit hour course. DDT 1150 will remain a (3) credit hour class.
- For the Tech Prep agreement it appears DDT 1000 will still articulate to OCC, but now as a (4) credit hour course. Interim Dean Tahir Khan will follow up to make sure the agreement still stands once changes to the courses are approved.
- MEC 1010 and 1020 courses that are part of the Drafting curriculum are used for a few programs: CAD/MSM/CTL. CRC needs to bring through for a review the MEC discipline.
- There is a marketing need for design programs (CAD/Drafting Technology) to aid in declining enrollment. It is recommended that Interim Dean Tahir Khan discuss with David Adams the potential for mailings to small shops/employers brochures for these programs.
- There is a request for smaller teacher student /teacher ratio due to the need to supervise hands on work of students...FMA issue. Consider a parapro position or research the possibility of an unpaid intern in the classroom.