

Part 1

Core Review

**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.



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

Discipline/Program Drafting Program Coordinator(s)

CRC Mentor Gail Mays Review Date: 18th Jan 2008.

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

**College Curriculum Review Membership
2006-2007**

Imagene Bailey (OR)
Thomas Boozer (AH)
Nadia Boulos (HL)
Charlott Couch (RO/SF)
Diane Hill (OR)

Tony Ingram (OR)
Shelley Larson (RO/SF)
Darlene Levinson (OR)
Gail Mays (AH)-Chair
Michele Merritt (AH)

Janet Peart (AH)
Letyna Roberts (ex-officio)
Karen Robinson (HL)
Beverly Stanbrough (RO/SF)
David Mathews (RO/SF)

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DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

1. All adjuncts in the Drafting program follow the syllabus put together by the discipline; therefore there is no discrepancy in course syllabus from one adjunct to another.
2. All three courses have the mandatory items (per FMA and Federal Law)
3. Most courses are missing at least two items from the optional items list. Disclaimer allowing for reasonable Revisions has a 0% inclusion.

All course Syllabi will be updated to include "Disclaimer Allowing for Reasonable Revisions".

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

1. In last 10 years, five certificates have been awarded in the Drafting program. Relatively low number is due to lack of significance of the certificate when it comes to employment requirements. Students take drafting courses as the required supportive course for a CAD degree or certificate to seek employment in the Design field.
2. The Head Count Trend Ratio and the Credit Hour Trend Ratio of 0.87 is an indicator of declining enrollment. The enrollment is expected to be steady in the near future due to poor economic conditions. The Discipline is planning to sun set the certificate program and consolidating the three drafting i.e. DDT1000, DDT 1050 and DDT 1150 courses into two.
3. The sections filled to capacity in year 2005-2006 were 91.4% versus 73.1% in year 2004-2005. This was achieved by offering less sections of the same course to improve productivity...
4. The two bench marks of Student Course Completion Rate of 65.5 in year 2005-2006 versus 61.2% in year 2004-2005 and Percent of Withdrawals 15.9% in year 2005-2006 versus 18.8% in year 2004-2005 indicate improved student retention. The benchmark of Student Course Completion of 65.5% in Drafting was slightly below 68.2% College wide. However 15.9% of withdrawals in Drafting versus 17.8% college wide are an indicator of superior retention.
5. The 70.0 Percent of Completed Sections in the discipline versus 86.6% for the college reflects that the course cancellation is higher than the college average. The discipline has addressed this issue by offering less sections of the same course.

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

The percent of Minority Students is 32% compared to 27.9% college wide. As a result, minority student enrollment in drafting courses exceeded the benchmark.

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

1. The Drafting program in 2005-2006 had a Student Course Completion Rate of 65.5% and increase of 4.3.0% compared to previous year. This benchmark was slightly below the college wide average which was 68.2%.
2. The Percent of Withdrawals in 2005-2006 was 15.9 versus 17.8% college wide, indicating a superior course success rate.
3. Percent of Incompletes is 0.7 which is less than half as compared college's 1.6%. The discipline is very strict about issuing Incompletes.

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

The data shows that the enrollment has decreased in the last five years. However the other benchmarks have improved compared to previous years. The dashboard score is 9.14 up from 8.35 in previous year.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

The discipline/Program need the following.

1. Marketing efforts in order to inform the business and community about the program.

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

1. Consolidation of drafting courses.
2. A smaller student to teacher ratio in these courses as they require a lot of individual attention. This would improve quality, retention and enrollment.
3. Sunset the Drafting Certificate as there are certificates of achievement in CAD program.

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Please return to _____ at _____ by _____
Name Campus Date

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

Marketing efforts in order to inform the business and community about the program.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

- 1 Consolidation of drafting courses.
- 2 A smaller student to teacher ratio in these courses as they require a lot of individual attention. This would improve quality, retention and enrollment.
- 3 Sunset the Drafting Certificate as there are certificates of achievement in CAD program.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:

Same as above.

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Part 2

Program Review

DATA ANALYSIS

INPUT FROM INTERNAL & EXTERNAL COMMUNITY

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

Faculty Perceptions of Occupational Programs Analysis

The analysis of the faculty data collection forms shows that the faculty either strongly agreed or agreed in favorable manner. Please see the attached pie charts for further analysis.

Student Perception of Occupational Programs Analysis

The analysis of the student perception portrays a very favorable response. Please see the attached pie charts for question-by-question analysis of student response.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The analysis of advisory committee perception of occupational programs displays a very favorable response which falls in the category of either strongly agree or agree. Please refer to the attached pie charts for question-by-question analysis.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY

Overall, the response from all three groups is very favorable and reflects satisfaction.

DATA COLLECTION

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Answer the following questions.

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)

Wayne State University (Bachelors in Engineering Technology.)

Eastern Michigan University (Bachelors in Engineering Technology)

Central Michigan University (Bachelors in Vehicle Design)

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

Central Michigan University.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

According to office of assessment in a ten years span it is projected that there will 1137 replacement jobs in four-county region of Oakland, Macomb, Livingston and Wayne counties.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

1. Use of CAD software
2. Understanding Geometric Dimensioning and Tolerance.

DATA ANALYSIS

G. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. Discuss how does your program serves transferring students.

Since there is no Drafting degree at OCC; students take the DDT courses as required supportive courses for CAD degree, The CAD degree transfers to most area universities Engineering and Technology programs.

2. Discuss the program's current articulation agreements: If your program does not transfer, discuss how the courses and/or program serve our students.

The Drafting courses teach the concepts of view development and descriptive geometry required by CAD students.

3. Discuss employment opportunities for students in both the current and future job market.

The Drafting courses are required supportive courses for CAD degree and therefore students will not have good prospects of getting a job if there were to take only Drafting courses. There will be new jobs as well as replacement jobs in Computer Aided Design.

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

The discipline plans to modify and consolidate the drafting courses.

The Drafting Certificate will be Sunset.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

Almost all junior colleges in the Metropolitan Detroit Area offer some level of comparable Drafting courses. The Drafting Certificate is not transferable to any four year institution.

DATA ANALYSIS

H. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.

1. How have you used the findings from your Program Assessment to improve your program?

2. What revisions to your Program Assessment Plan would you suggest?

Drafting Certificate
Program Assessment Feedback Form
Benchmark ID 401 B1

Learning Outcome

Students will successfully develop designs relating to mechanical applications.

Benchmark

85% of the students complete a functional design.

Assessment Method

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

5/1/2007 **Benchmark Scheduled To Be Assessed**

6/1/2007 **Assessment Results Sent To Office of Assessment and Effectiveness**

1. 24 Enter the total number of students who were assessed
2. 18 Enter the number of students who performed at or above the level indicated in the benchmark
3. 75 % Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

 X was met

 was not met

5. What was learned through the assessment of this benchmark?

DDT 1050 is meeting the minimum required benchmark.

6. Based on these assessment findings, modifications/changes will be made:

- to the way in which information is delivered to students
- to the curriculum
- to the Benchmark
- to the Assessment Method
- to the Learning Outcome
- other

Please explain: Course work of DDT 1050 is satisfactory. However this course will be consolidated with CAD1200 to meet the industry standards.

7. At what point will these actions be implemented?

Month: JAN Year: 2009

8. Please explain if there are any budgetary implications stemming from these actions.

There will be no budgetary implications.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness. Thank you!

Drafting Certificate
Program Assessment Feedback Form
Benchmark ID 402 B1

Learning Outcome

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

Benchmark

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

Assessment Method

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

5/1/2007 **Benchmark Scheduled To Be Assessed**

6/1/2007 **Assessment Results Sent To Office of Assessment and Effectiveness**

1. 24 Enter the total number of students who were assessed
2. 17 Enter the number of students who performed at or above the level indicated in the benchmark
3. 70.83 % Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

 X was met

 was not met

5. What was learned through the assessment of this benchmark?

The DDT1050 met the assessment benchmark. However better results were expected.

6. Based on these assessment findings, modifications/changes will be made:

- to the way in which information is delivered to students
- to the curriculum
- to the Benchmark
- to the Assessment Method
- to the Learning Outcome
- other

Please explain:

DDT1050 will be consolidated with CAD1200 to meet the industry standards.

7. At what point will these actions be implemented?

Month: JAN Year: 2009

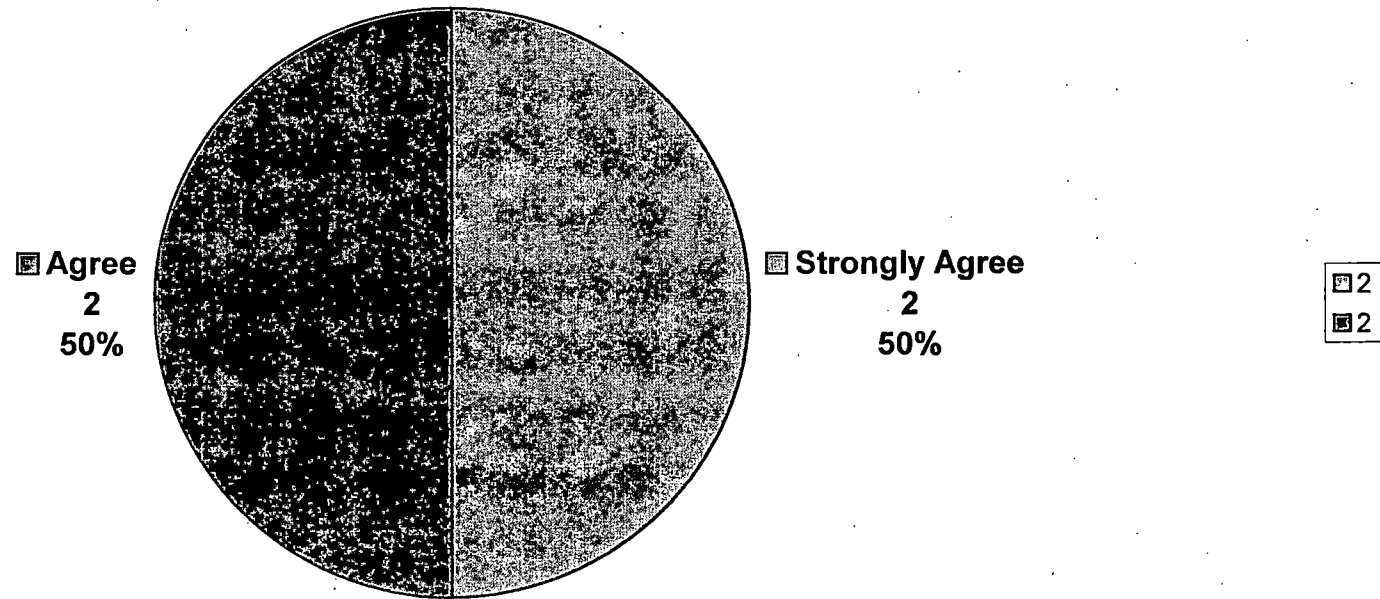
8. Please explain if there are any budgetary implications stemming from these actions.

There will be no budgetary implications

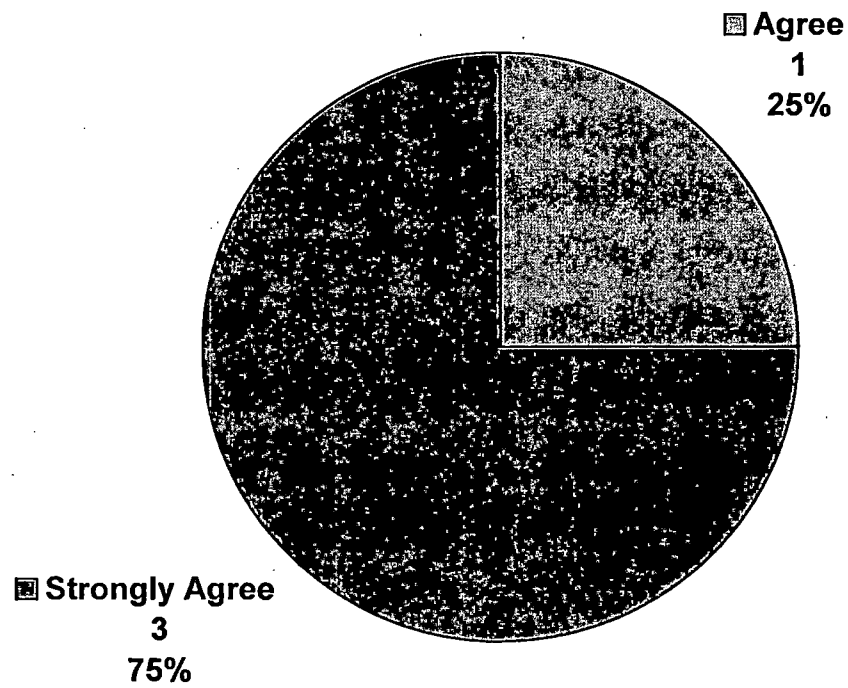
NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orłowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness. Thank you!

Faculty Perceptions

The program of study in which I teach at Oakland Community College is meeting my expectations as a faculty member.

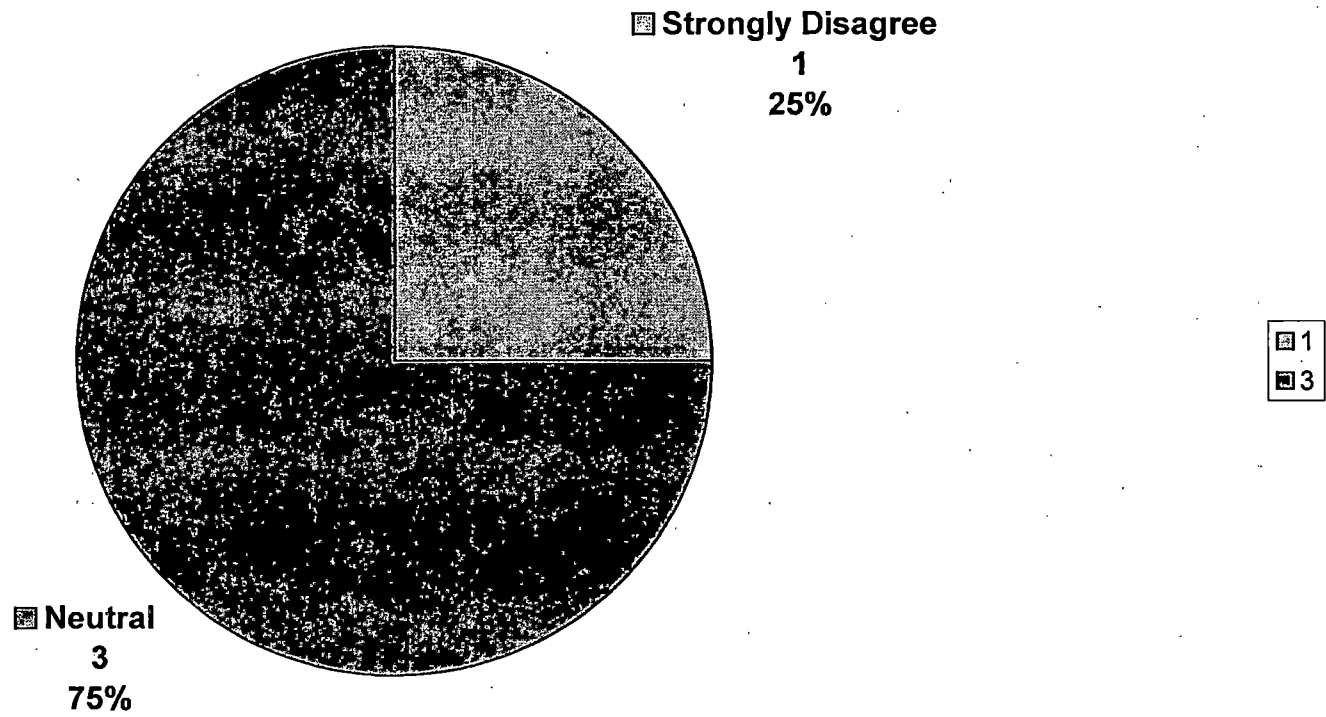


The courses offered in the program are preparing the students for the workforce.

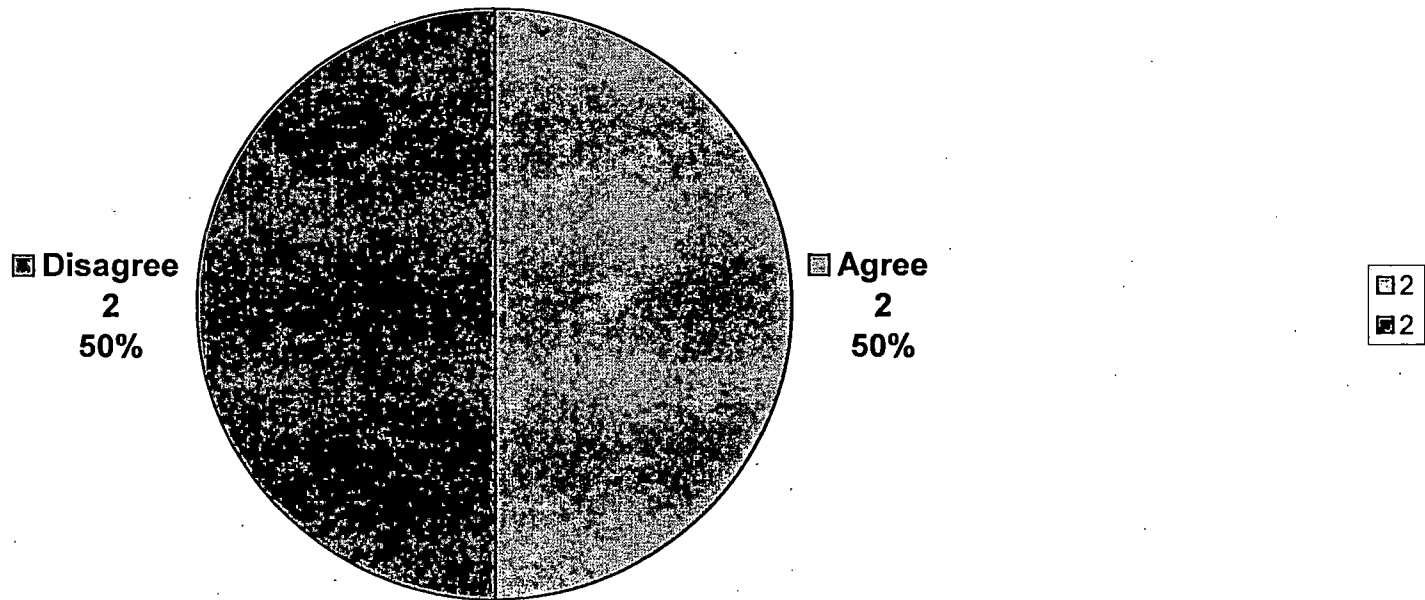


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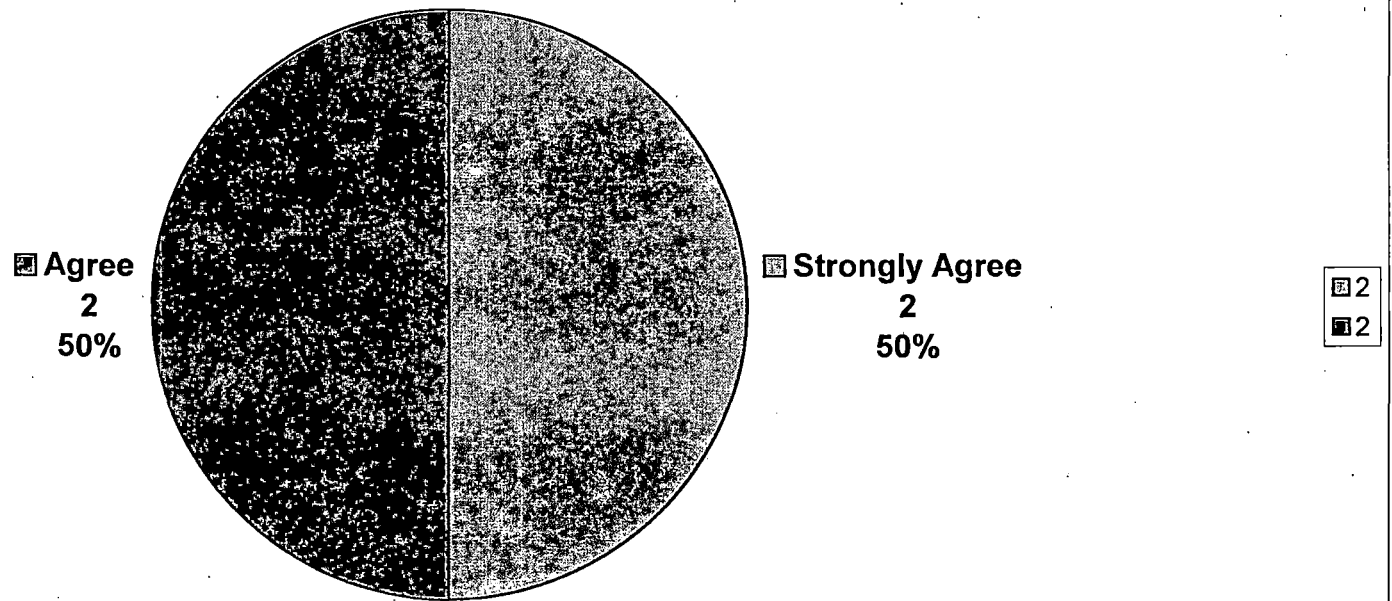
The program can be more challenging academically for the students.



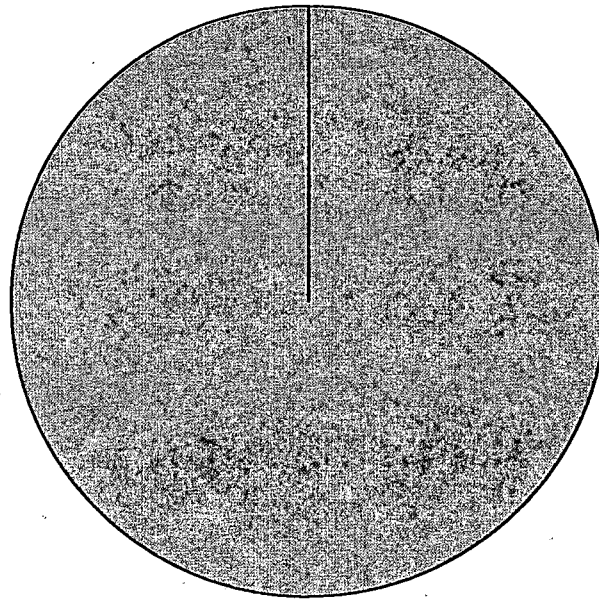
The program can be more competitive with other institutions that offer similar programs.



I am satisfied with the quality of instruction provided to the students in this program.



My fellow faculty members in the program are knowledgeable about the course subject-matter.



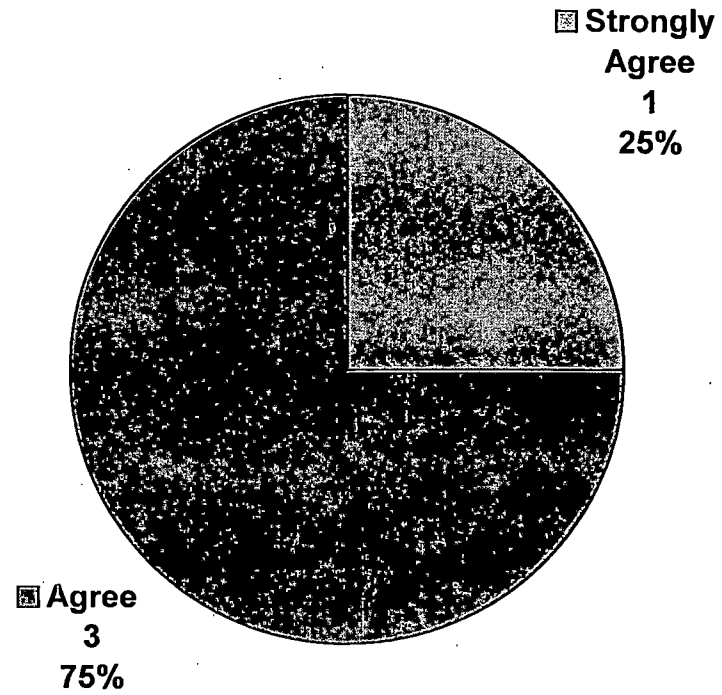
■ Strongly Agree

4

100%

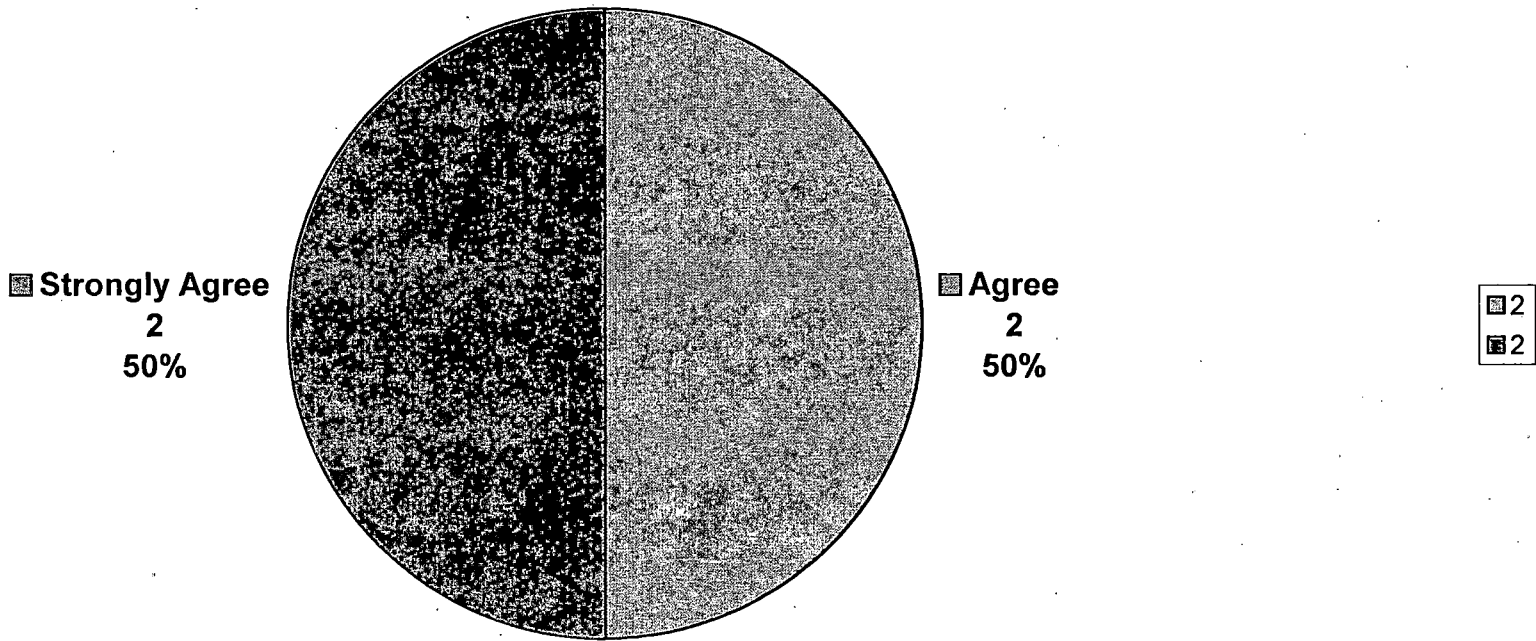
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I am satisfied with the course offerings in this program.

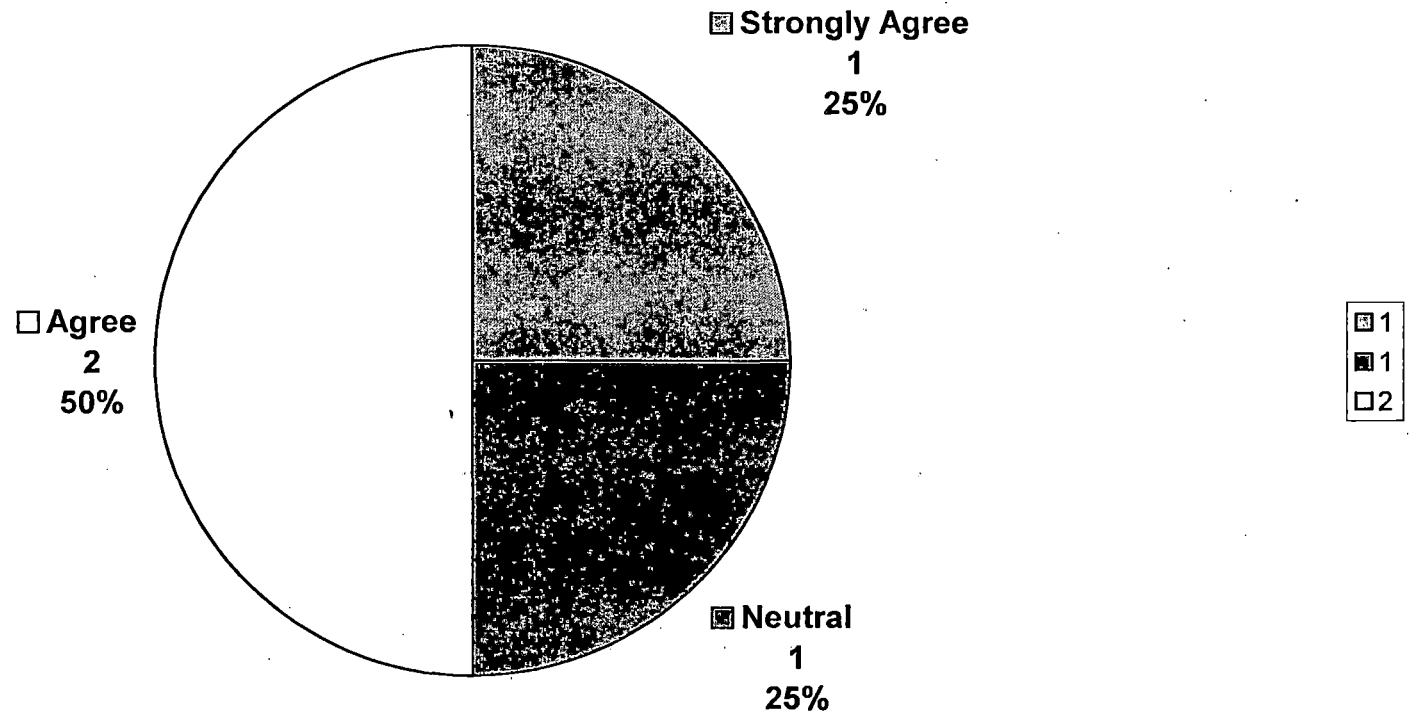


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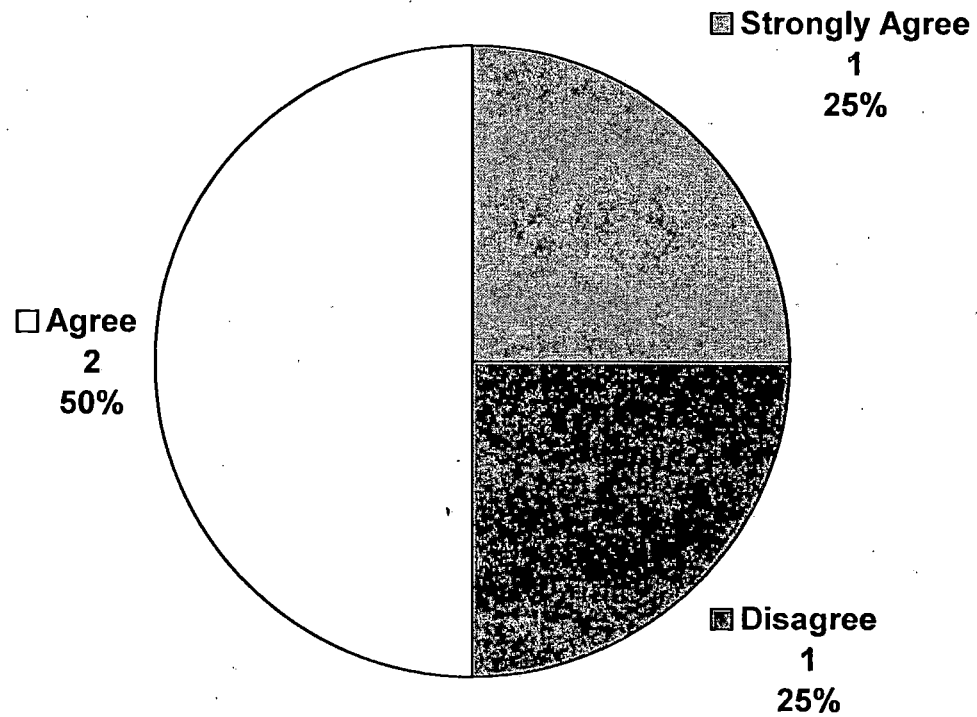
I feel that the program has a focus real-world application.



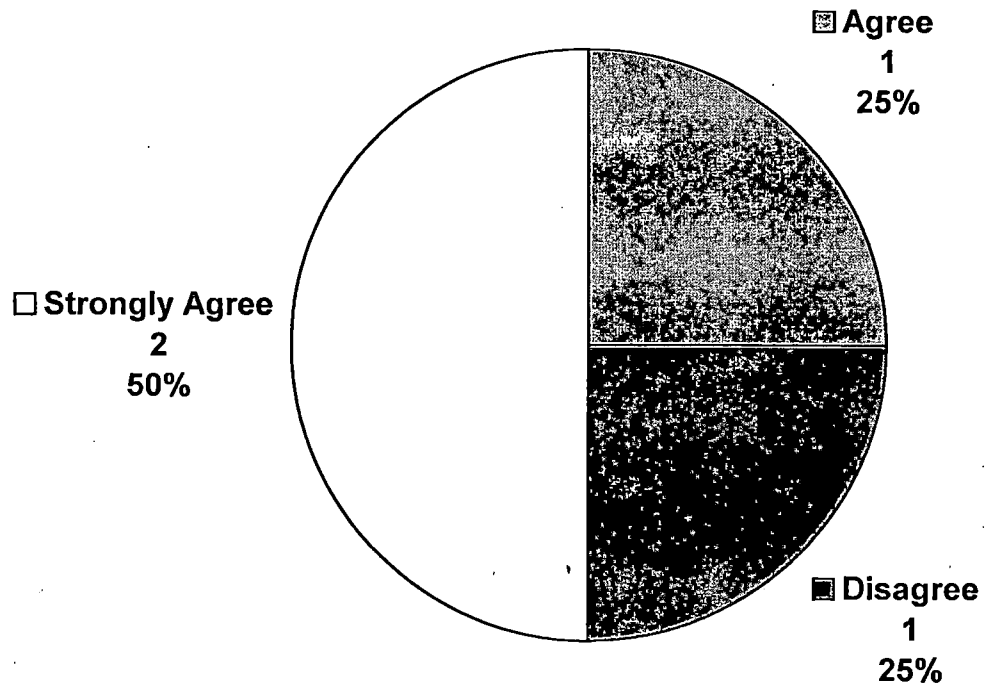
I feel that the students are prepared for the rigors of the program.



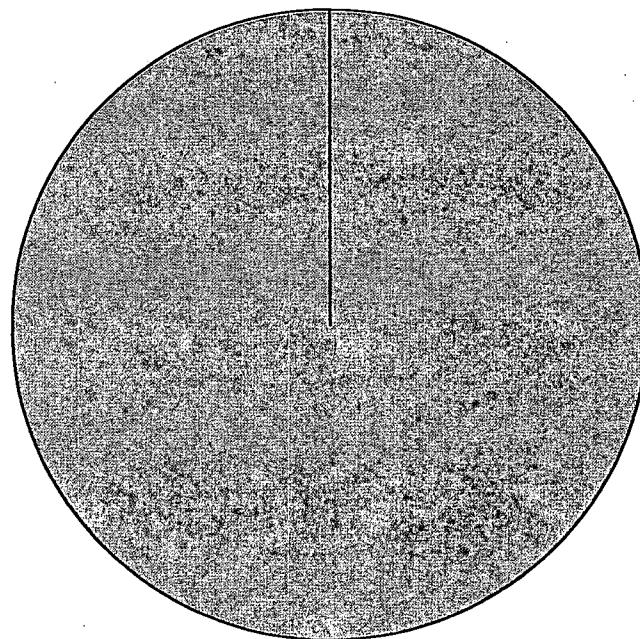
I am informed about what is happening in this program.



Opportunities are available for me to make suggestions for improvements in this program.



I think the department has a commitment to student success in the program.



Strongly Agree

4

100%

4

13. I am satisfied with the direction of this program because:

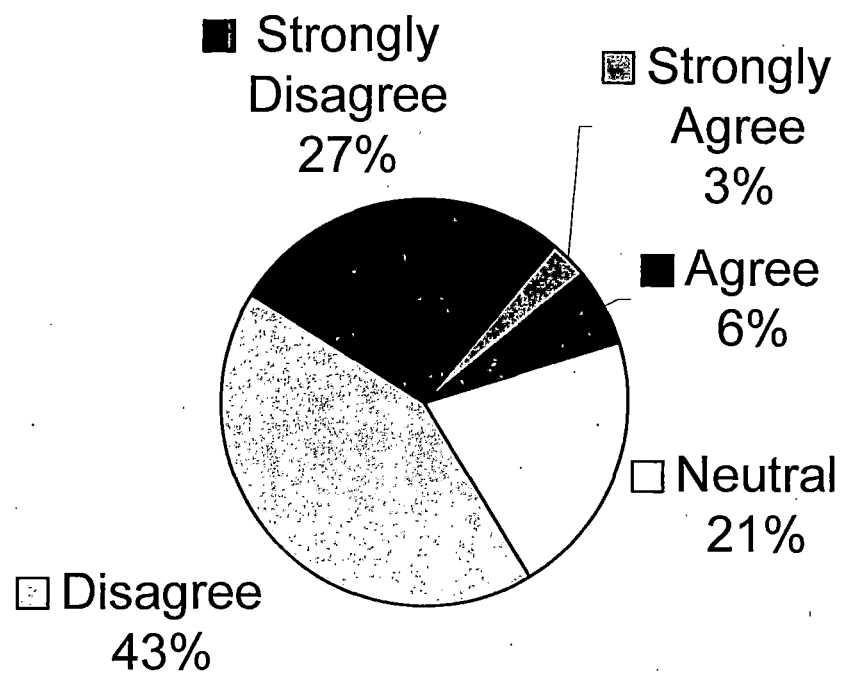
I think it prepares students for employment in the workforce.

14. If there is one thing you would like to change about the program, explain what it is and how it would enhance the program.

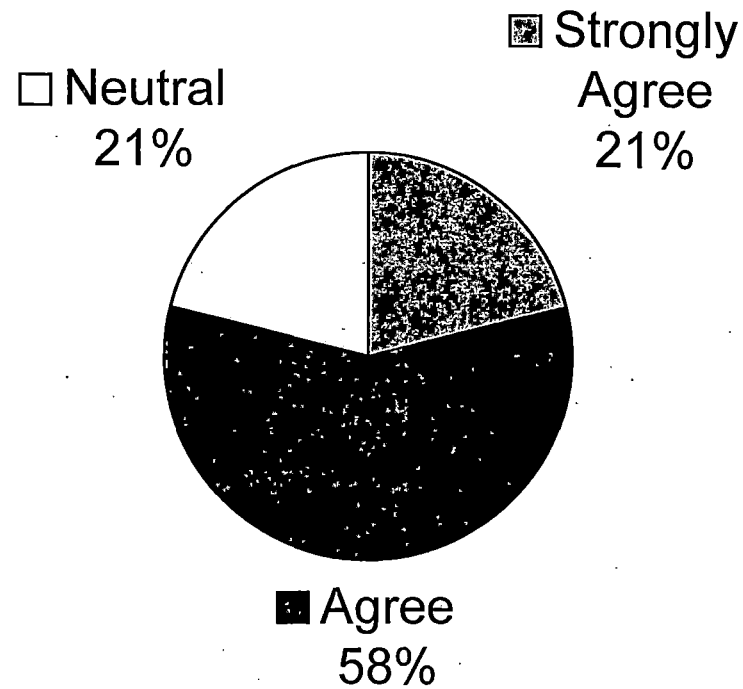
- DDT classes pre req to CAD classes
- No more internships
- More courses in design
- Better drafting equipment
- Somebody to wash the drafting boards

Student Perceptions

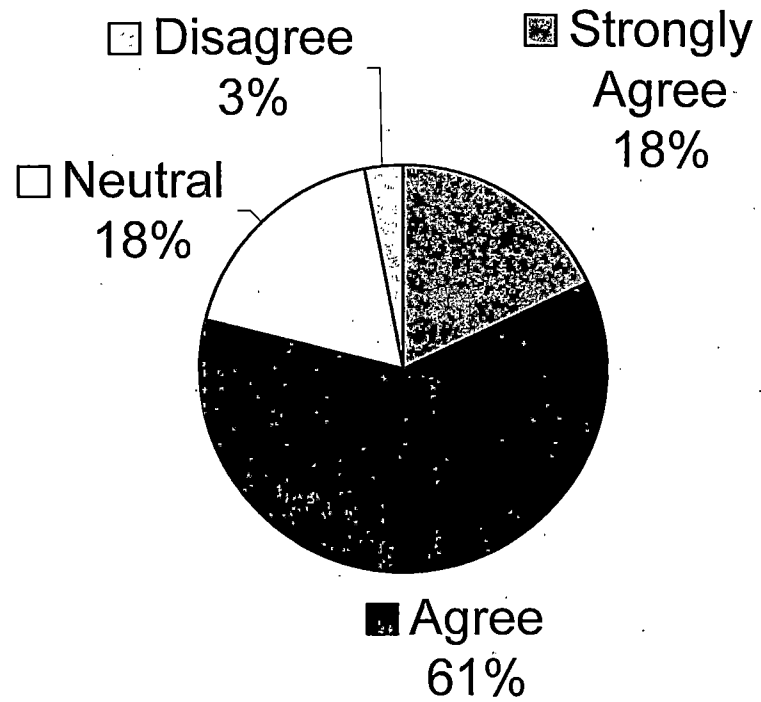
I would like to change my current program of study because of academic reasons.



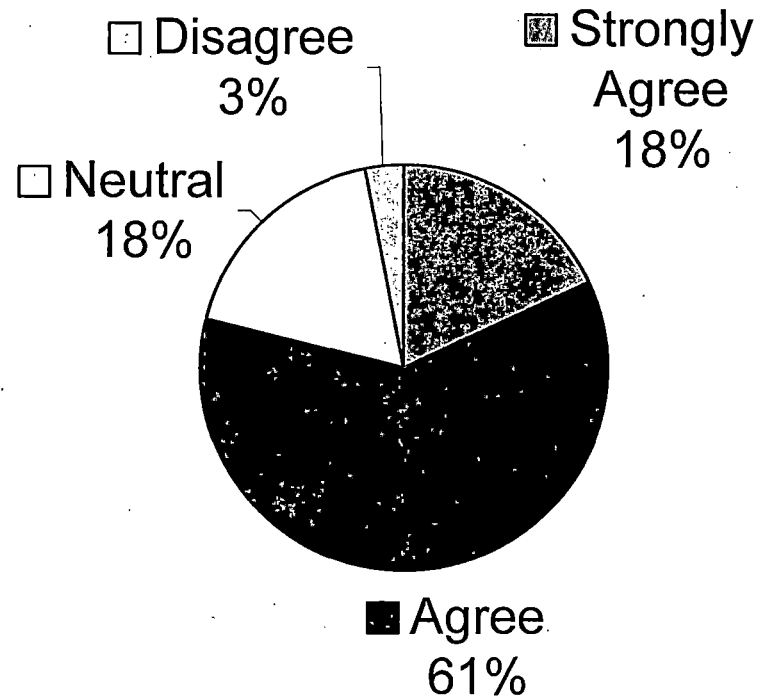
My program of study at OCC is meeting my expectations.



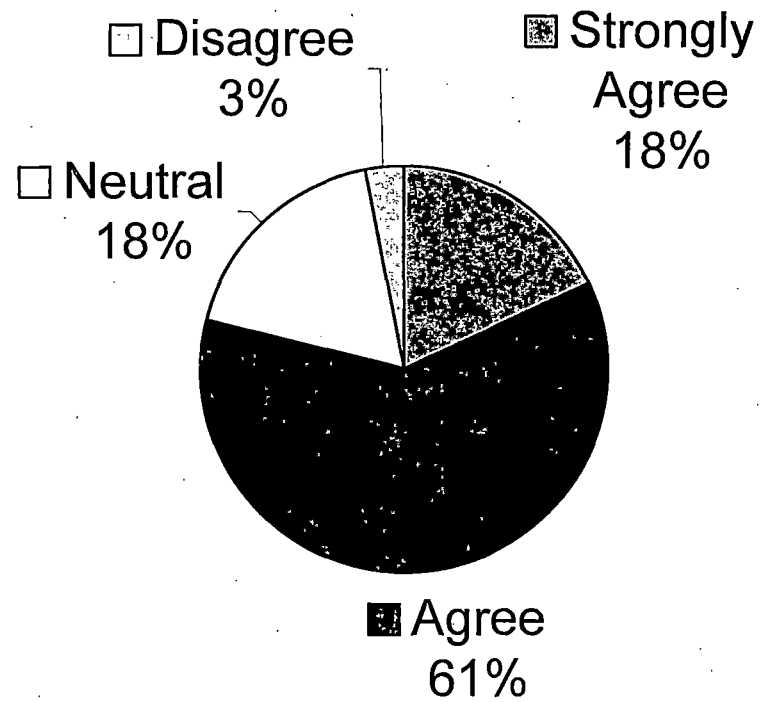
I am satisfied with the quality of the instructors in my program of study.



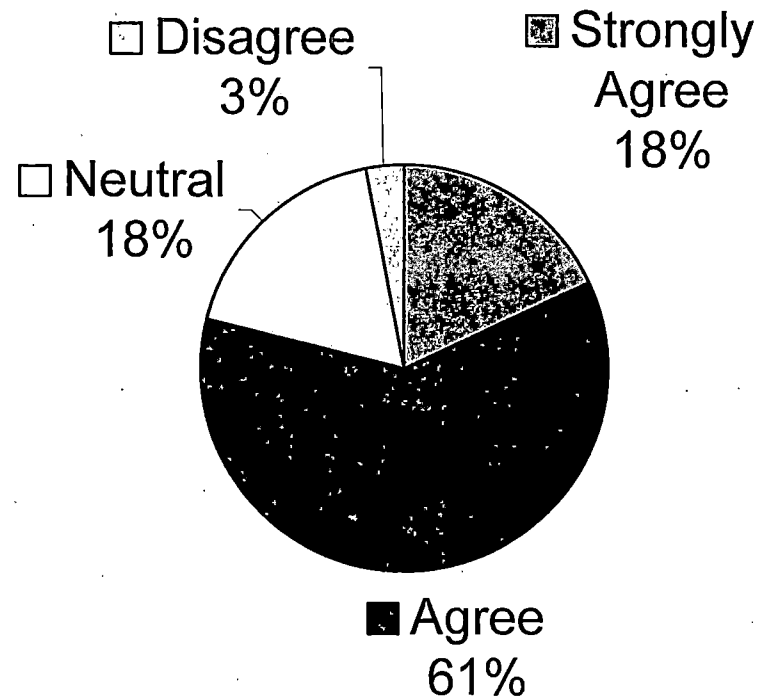
I am satisfied with the quality of the instructors in my program of study.



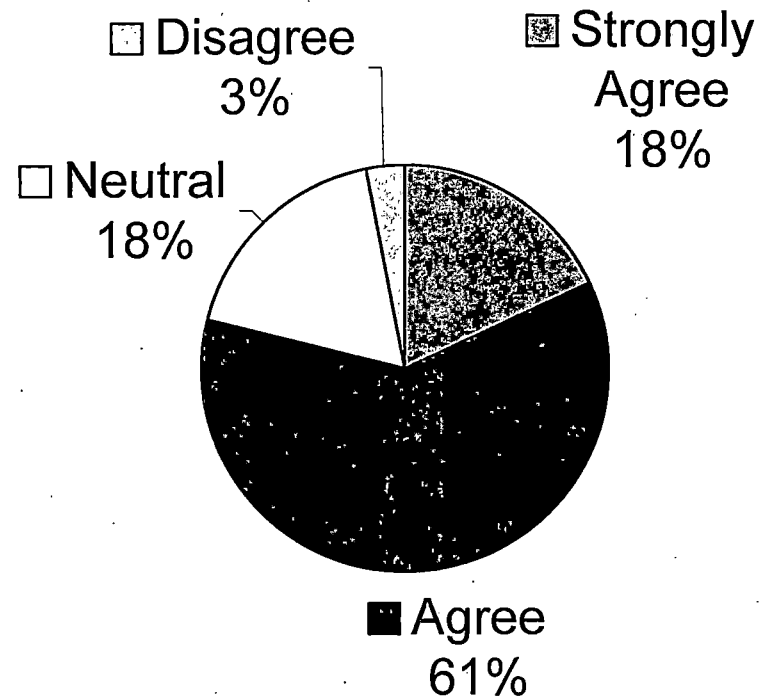
I am satisfied with the quality of the instructors in my program of study.



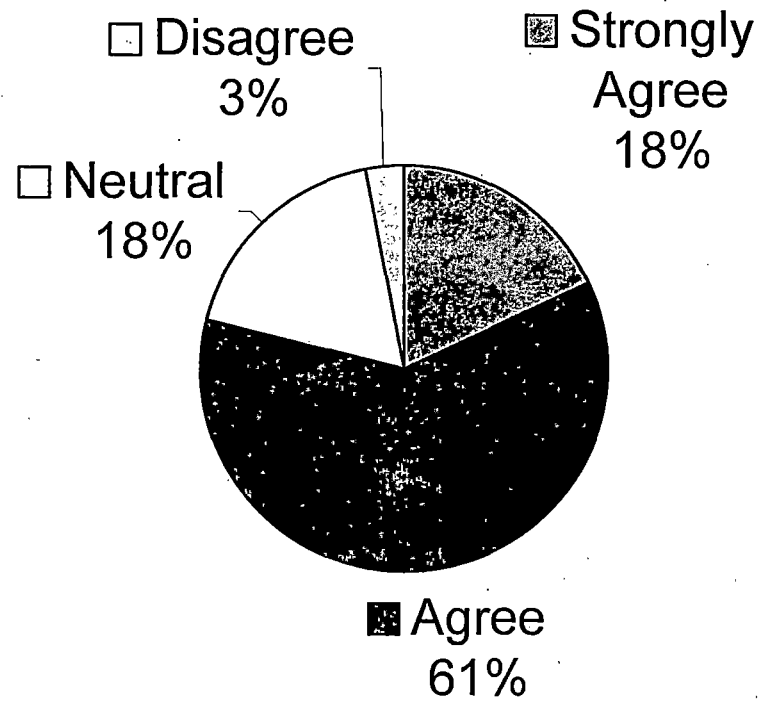
I am satisfied with the quality of the instructors in my program of study.



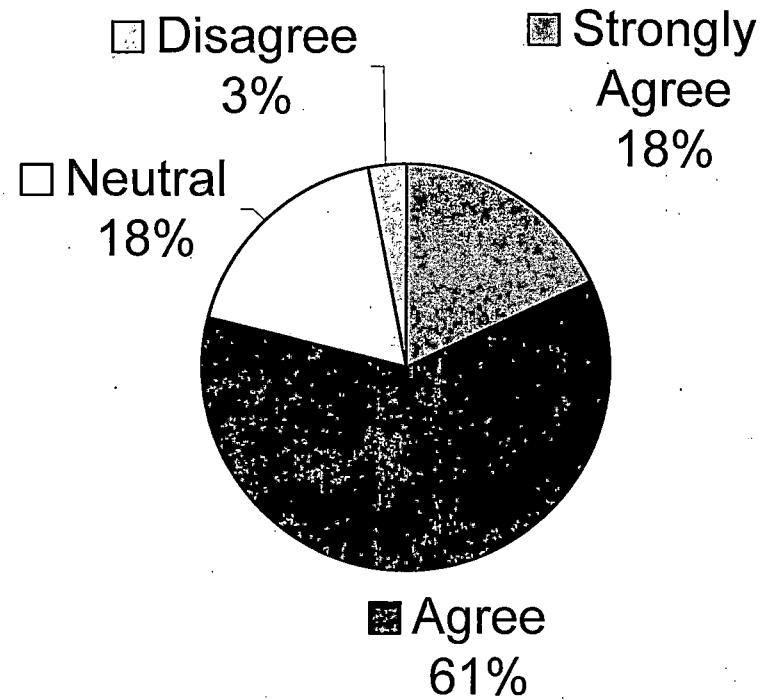
I am satisfied with the quality of the instructors in my program of study.



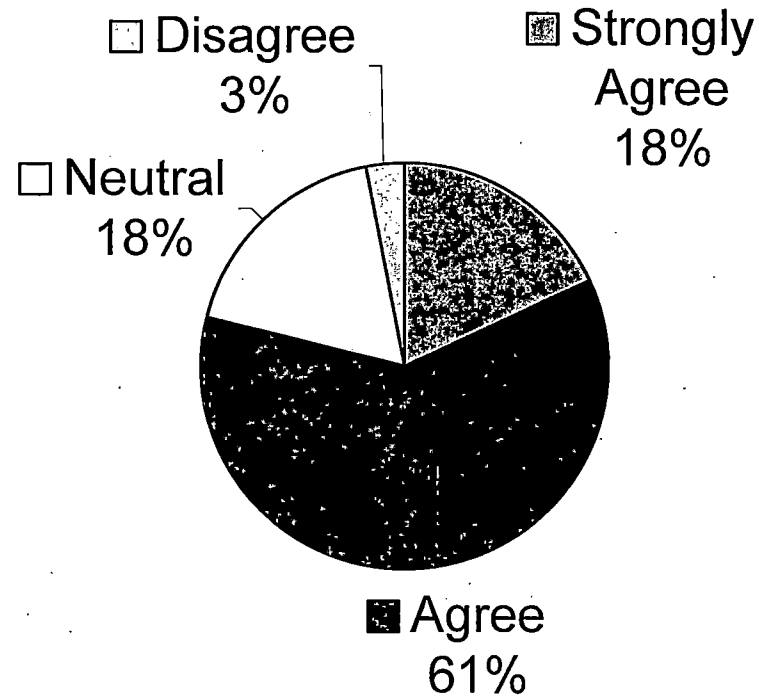
I am satisfied with the quality of the instructors in my program of study.



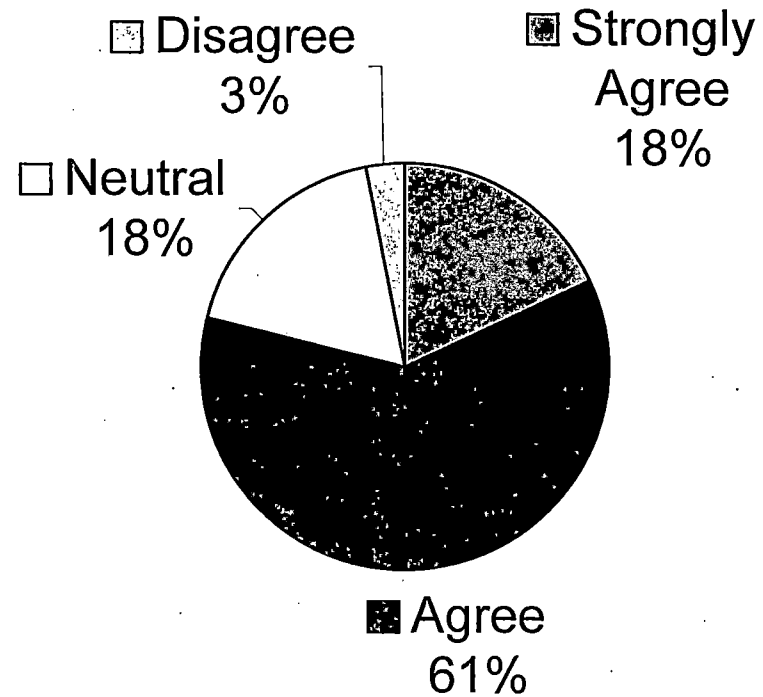
I am satisfied with the quality of the instructors in my program of study.



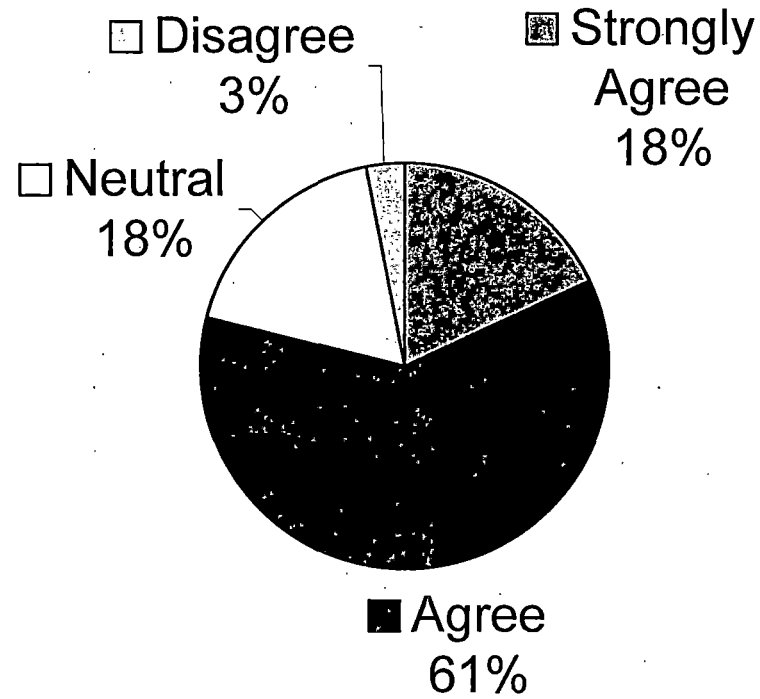
I am satisfied with the quality of the instructors in my program of study.



I am satisfied with the quality of the instructors in my program of study.

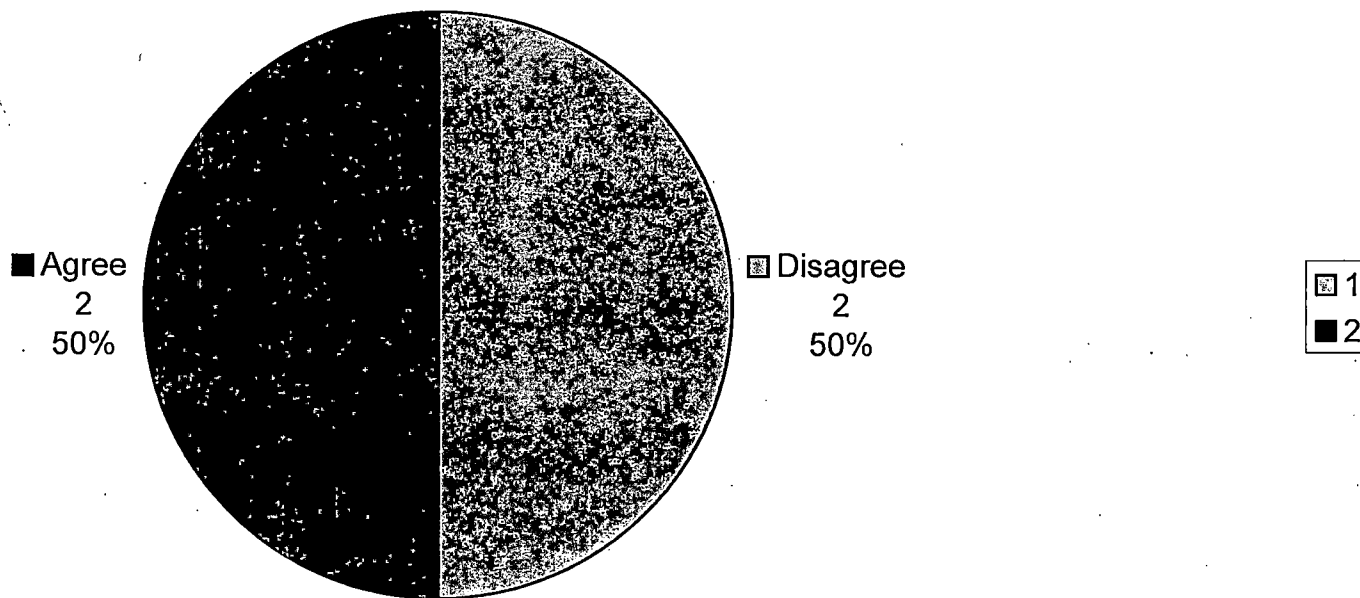


I am satisfied with the quality of the instructors in my program of study.

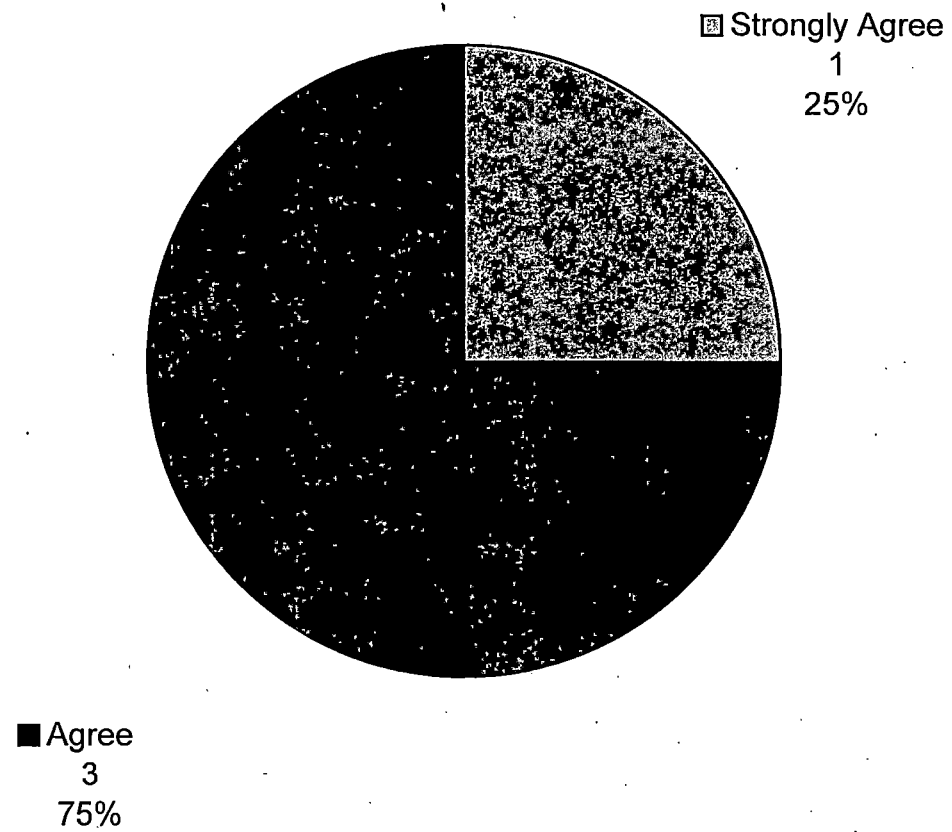


**Advisory
Committee
Perceptions**

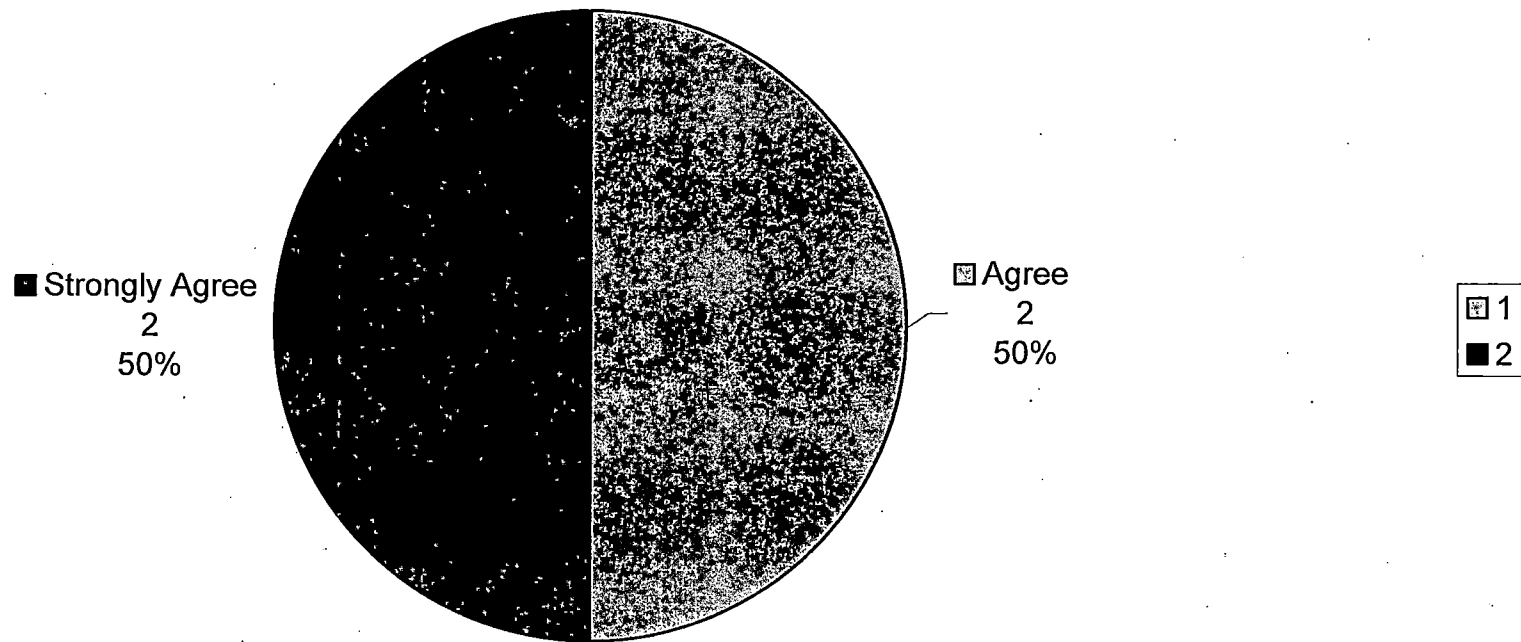
The program can be more competitive with other institutions that offer similar programs.



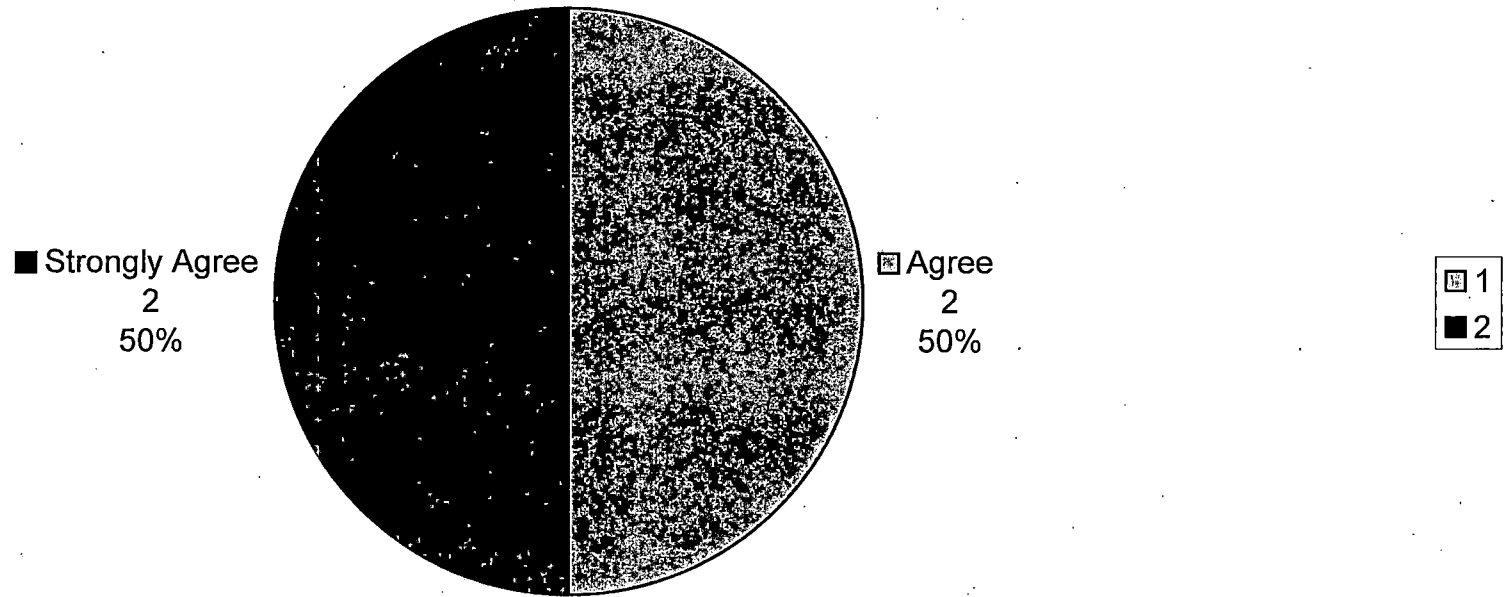
The advisory committee is satisfied with the direction of the program.



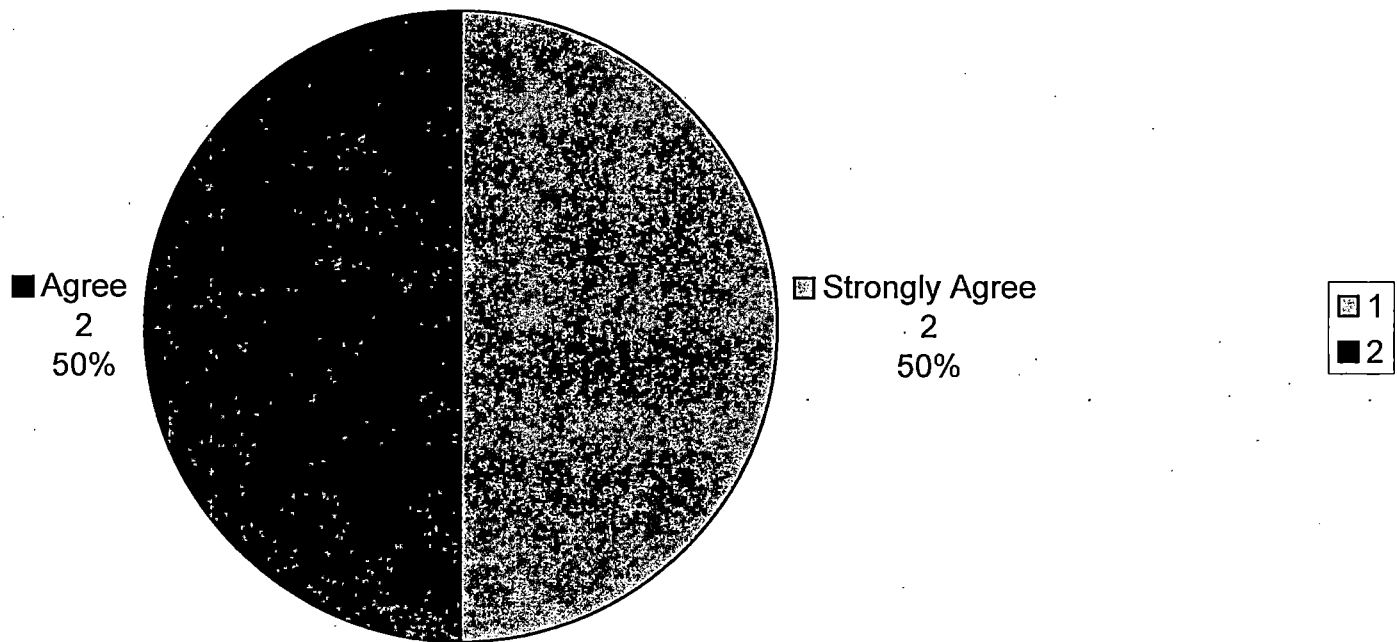
The advisory committee is informed about the program.



The program at Oakland Community College is meeting the expectations of the advisory committee.



The courses are preparing the students for the workforce.



DATA ANALYSIS

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

Coordinator: Complete this form after reviewing the Course Catalog Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u>DDT 1000</u>	_____	<input checked="" type="checkbox"/>
Course Number <u>DDT 1050</u>	_____	<input checked="" type="checkbox"/>
Course Number <u>DDT 1150</u>	_____	<input checked="" type="checkbox"/>
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____

COURSE CATALOG DESCRIPTION REVIEW SUMMARY:

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: DDT 1000
Course Number

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

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NUMBER OF CREDITS:

Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please explain any No answer:

Please return to T. KHAN at AP by .
Name Campus Date

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: DDT 1050
Course Number

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

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NUMBER OF CREDITS:

Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please explain any No answer:

Please return to T. KHAN at _____ by _____
Name Campus Date

CORE REVIEW

A. COURSE CATALOG DESCRIPTION

FOR: DDT 1150
Course Number

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

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NUMBER OF CREDITS:

Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please explain any No answer:

Please return to _____ at _____ by _____
Name Campus Date

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

DDT 1000

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	100%
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
Recommended Items (per Academic Senate)	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	-
Disclaimer Allowing for Reasonable Revisions	φ
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	φ
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	φ
Policy on Use of Computing Resources	N/A
Description of Required Computing Skills	N/A
Policy on Plagiarism	100
Student Bill of Responsibilities	φ

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

Coordinator: Use a separate sheet for each course.

DDT 1050

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
Recommended Items (per Academic Senate)	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	∅
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	N/A
Description of Required Computing Skills	N/A
Policy on Plagiarism	100
Student Bill of Responsibilities	∅

CORE REVIEW
B. SYLLABUS REVIEW

DATA ANALYSIS

DDT 1150

Coordinator: Use a separate sheet for each course.

	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
Recommended Items (per Academic Senate)	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	∅
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	∅
Applicable Forms Pertinent to Course	N/A
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	N/A
Description of Required Computing Skills	N/A
Policy on Plagiarism	100
Student Bill of Responsibilities	∅

CORE REVIEW

B. SYLLABUS REVIEW

DATA COLLECTION

FOR: DDT 1000
Course Number

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

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

CORE REVIEW

DATA COLLECTION

B. SYLLABUS REVIEW

FOR: DDT 1050
Course Number

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

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

CORE REVIEW
B. SYLLABUS REVIEW

DATA COLLECTION

FOR: DDT1150
Course Number

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

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