

**Major Highlights**

**Program Dashboard  
Report 2005-06**

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2005-06**

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**Assessment Plan**

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Assessment Results**

**Recommendations**

*Follow up*

**French  
Major Highlights  
February 2007**

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the French 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 curriculum.

Major Highlights

- During academic year 2005-06 four out of the seven Program Dashboard measures under performed when compared to established benchmarks. Specifically, sections filled to capacity, percent of completed sections, student withdrawal rate as well as student incomplete rate fell below established trouble scores. On the other hand, percent of minority students exceeded the established benchmark.
- On average, French sections have ranged between 72% and 78% of capacity over the last three years, compared to 83% college-wide. In other words, between 28% and 22% of available seats have been left unfilled. The college-wide benchmark for this measure ranges from a trouble score of 75% to a target of 90%.
- Over the last three years (2003-04 to 2005-06) a growing number of French sections have been canceled. Specifically, in 2003-04 93% of sections were completed, while in 2005-06 only 74% of offered sections were completed e.g. not canceled. The college-wide benchmark for this measure ranges from a trouble score of 75% to a target of 90%.
- However, based on a three year rolling average, French courses have seen a slight increase in both credit hour and headcount enrollment (2000-01 to 2005-06).
- French courses have consistently attracted a relatively high percentage of minority students when compared to college-wide averages and regional demographic characteristics. The college-wide 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 French courses exceeds the established benchmark.
- Over the last three years student withdrawals from French courses have exceeded the college-wide average. In 2005-06, 24.9% of students withdrew from French courses, exceeding the college-wide trouble score of 15%.
- The proportion of students receiving an incomplete has consistently remained above the college-wide average. During 2005-06 4.6% of students received an incomplete, while the college-wide trouble score on this measure is 3%.
- Generally, between 59% and 65% of students successfully complete French courses with a grade of "C" or higher which is slightly lower than the college-wide student success rate. However, this falls within the benchmark range of 60% (trouble score) to 75% (target).

- When taking into consideration all seven Program Dashboard measures along with their relative weights and benchmarks, French has experienced a declining overall dashboard score over the last three years. The current CRC review offers the opportunity to identify specific actions that can be taken in order to avoid further decline.

## **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.

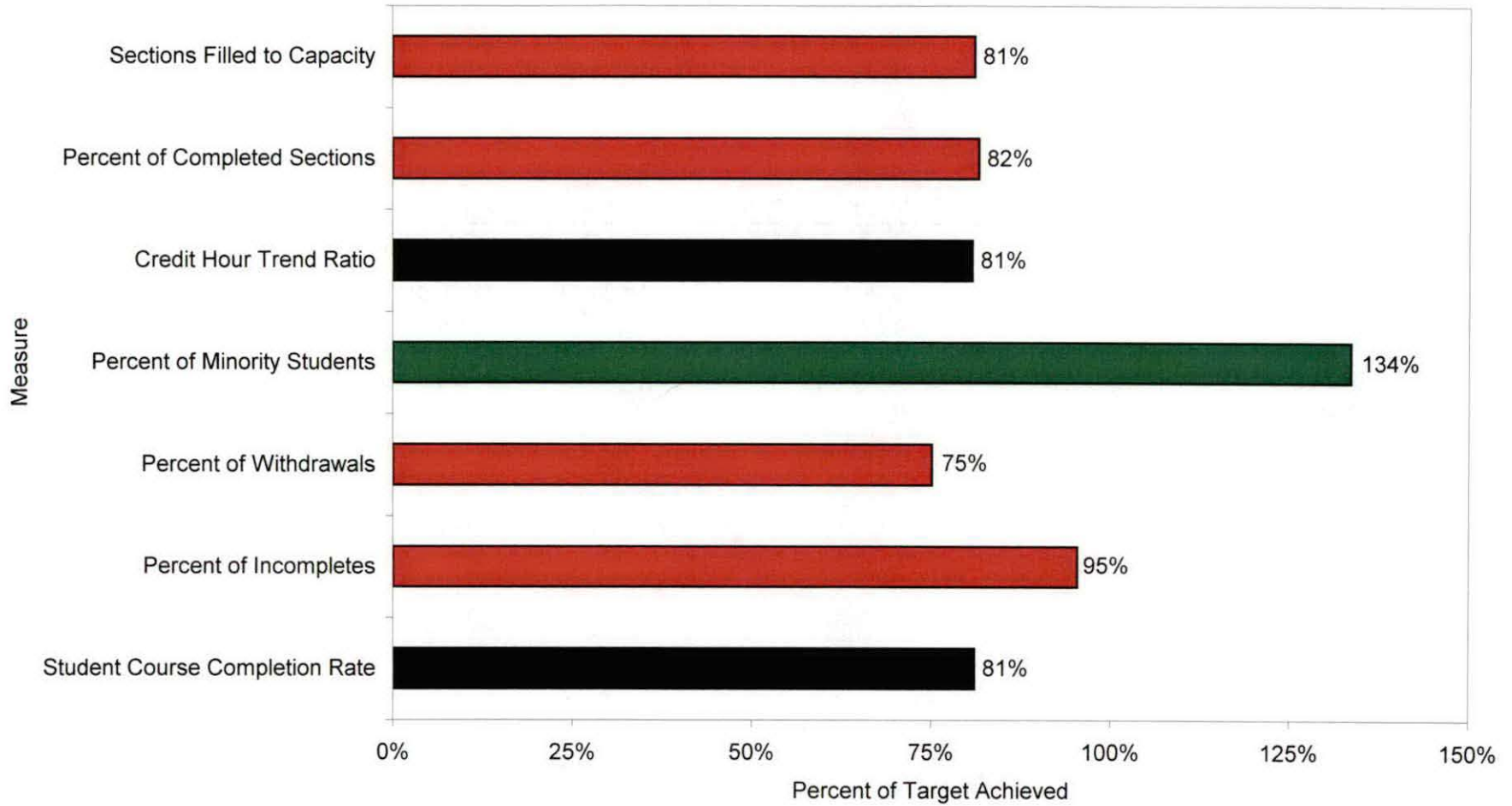
# Oakland Community College Program Dashboard Report 2005-06

**French FRE  
Dashboard Score: 8.47**

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	73.0%	75.0%	90.0%	81.1%	18.0%	1.46
Percent of Completed Sections	73.5%	75.0%	90.0%	81.7%	14.2%	1.16
Credit Hour Trend Ratio	1.01	0.71	1.25	80.8%	15.3%	1.24
Percent of Minority Students	25.1%	16.9%	18.8%	133.5%	6.1%	0.81
Percent of Withdrawals	24.9%	15.0%	0.0%	75.1%	12.0%	0.90
Percent of Incompletes	4.6%	3.0%	0.0%	95.4%	7.9%	0.75
Student Course Completion Rate	60.8%	60.0%	75.0%	81.1%	26.5%	2.15

# Oakland Community College Percent of Target Achieved 2005-06

French FRE



## Program Dashboard

Prefix    FRE  
Title     French

	2005-06	Program 2004-05	2003-04	College Wide 2005-06
Sections Filled to Capacity	73.0%	71.6%	77.5%	83.2%
Percent of Completed Sections	73.5%	87.5%	92.9%	86.6%
Headcount Trend Ratio	1.01	1.06	1.02	1.02
Credit Hour Trend Ratio	1.01	1.06	1.02	1.02
Percent of Minority Students	25.1%	26.7%	29.3%	27.9%
Percent of Withdrawals	24.9%	25.2%	23.5%	17.8%
Percent of Incompletes	4.6%	2.5%	2.8%	1.6%
Student Course Completion Rate	60.8%	65.3%	59.3%	68.2%
Dashboard Score	8.47	8.91	8.95	

### Sections Filled to Capacity

Prefix            FRE  
Prefix Title     French

	2005-06	2004-05	2003-04
Total Students	493	580	544
Total Capacity	675	810	702
Sections Filled To Capacity	73.0%	71.6%	77.5%

**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            FRE  
Prefix Title    French

	2005-06	2004-05	2003-04
Active Sections	25	35	26
Cancelled Sections	9	5	2
Total Sections	34	40	28
Percent of Completed Sections	73.5%	87.5%	92.9%

**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            FRE  
Prefix Title     French

	2005-06	2004-05	2003-04
Headcount Year 1	485	522	515
Headcount Year 2	544	485	522
Headcount Year 3	621	544	485
Headcount Year 4	501	621	544
Headcount Period 1	550	517	507
Headcount Period 2	555	550	517
Headcount Ratio	1.01	1.06	1.02

### 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            FRE  
Prefix Title     French

	2005-06	2004-05	2003-04
Credit Hour Year 1	1,940	2,088	2,060
Credit Hour Year 2	2,176	1,940	2,088
Credit Hour Year 3	2,484	2,176	1,940
Credit Hour Year 4	2,004	2,484	2,176
Credit Hour Period 1	2,200	2,068	2,029
Credit Hour Period 2	2,221	2,200	2,068
Credit Hour Ratio	1.01	1.06	1.02

### 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            FRE  
Prefix Title    French

	2005-06	2004-05	2003-04
Minority Students	105	138	135
Total Students	419	516	461
Percent of Minority Students	25.1%	26.7%	29.3%

**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            FRE  
Prefix Title    French

	2005-06	2004-05	2003-04
Total Withdrawals	118	143	110
Total Grades	474	568	469
Percent of Withdrawals	24.9%	25.2%	23.5%

**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            FRE  
Prefix Title    French

	2005-06	2004-05	2003-04
Total Incompletes	22	14	13
Total Grades	474	568	469
Percent of Incompletes	4.6%	2.5%	2.8%

**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           FRE  
Prefix Title     French

	2005-06	2004-05	2003-04
Successful Grades	288	371	278
Total Student Grades	474	568	469
Student Course Completion Rate	60.8%	65.3%	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).



OAKLAND  
COMMUNITY  
COLLEGE

**Credit Hour Trends Report**  
**French**  
**FRE**  
**2005-06**

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



**Oakland Community College  
Credit Hour Trends Report  
French  
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.

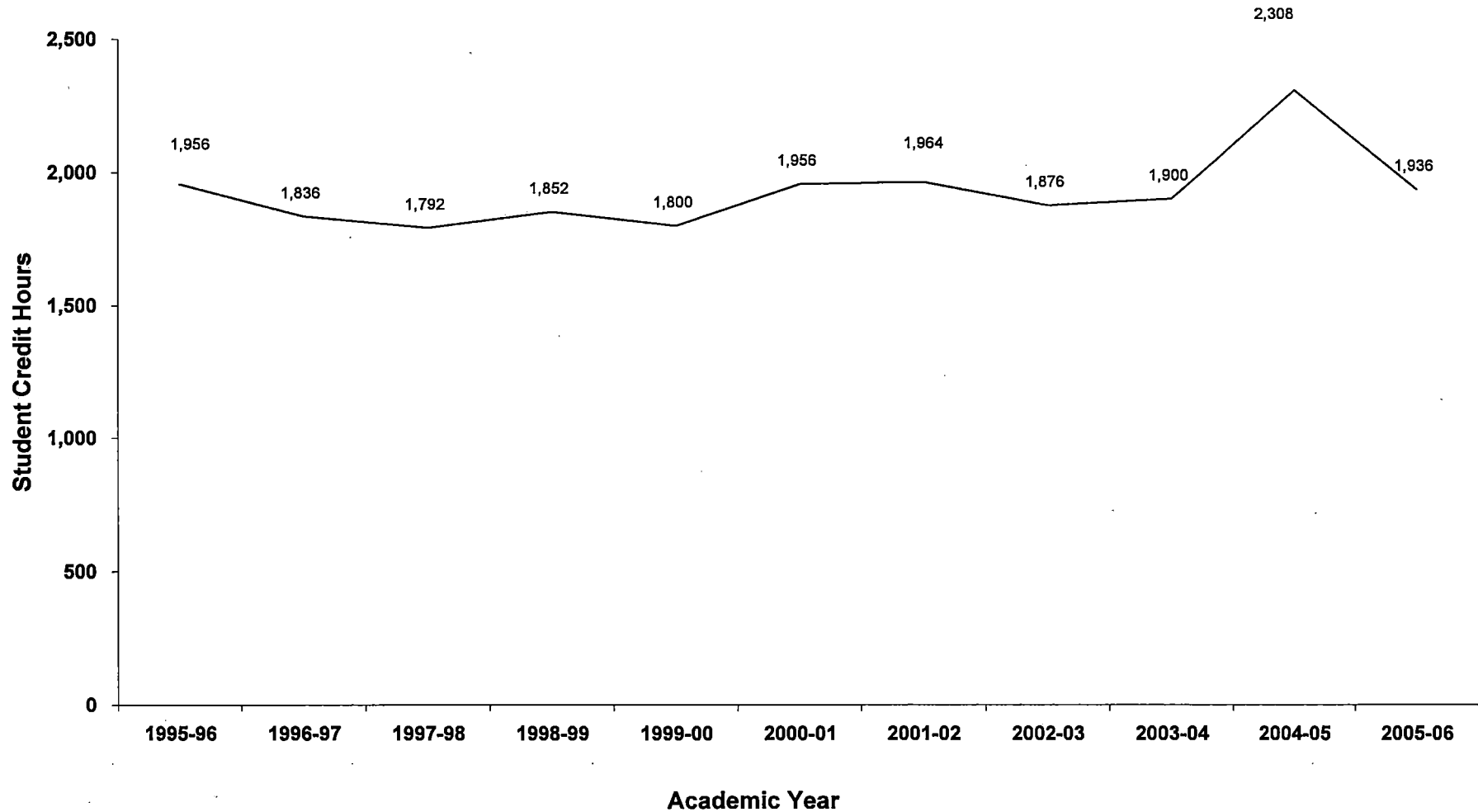
Trends over a specified period of time are illustrated by the following graphs for French.

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

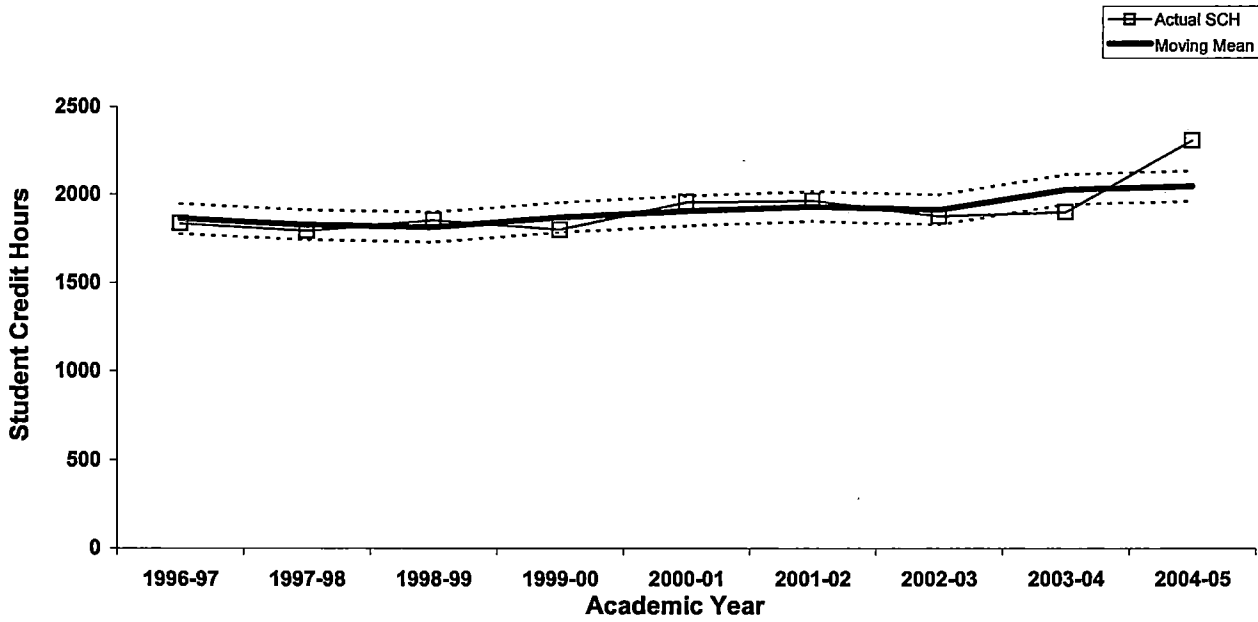
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

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

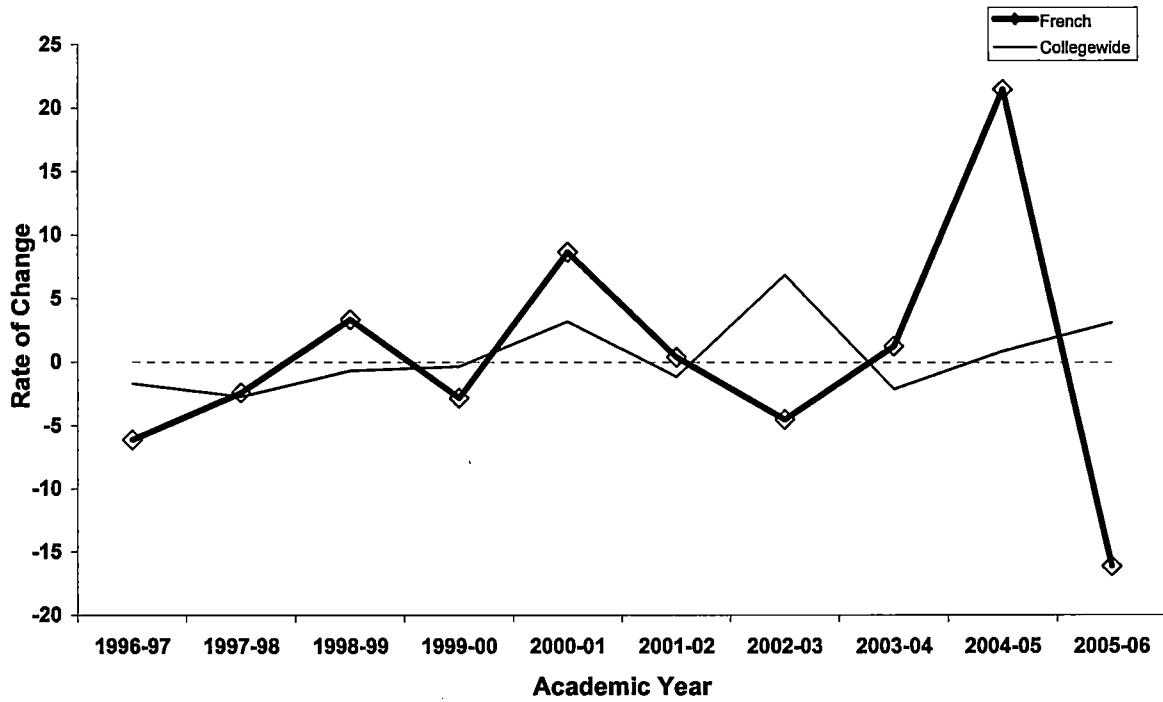
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
French	1,956	1,836	1,792	1,852	1,800	1,956	1,964	1,876	1,900	2,308	1,936	-1.0	-1.0
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



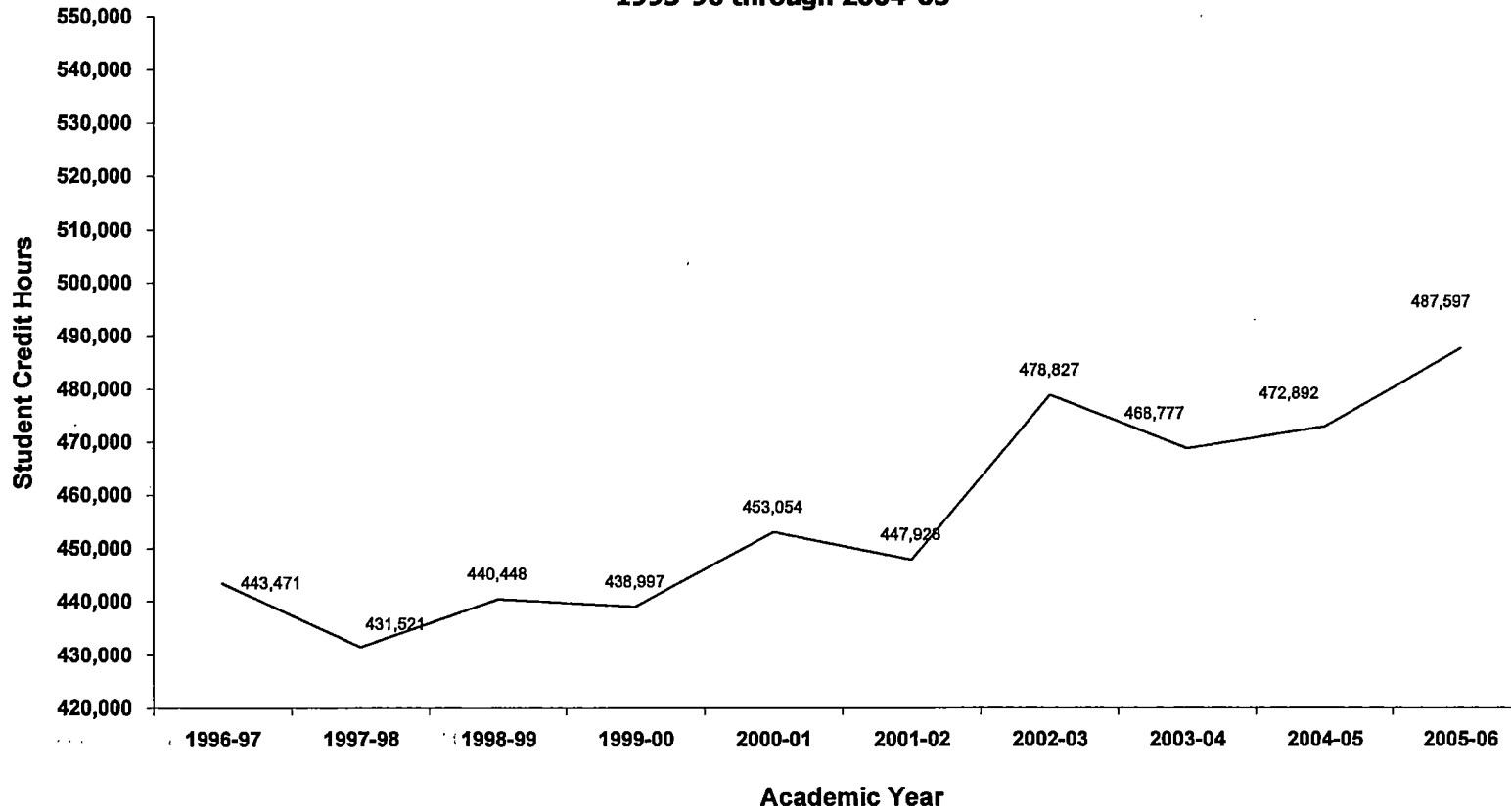
**Oakland Community College  
Three-Year Moving Mean  
French  
1996-97 through 2004-05**



**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



OAKLAND  
COMMUNITY  
COLLEGE

## Curriculum Review Committee

French Discipline Review  
April 13, 2007

Kathryn Stewart      French Faculty

### CRC Recommendations:

- French full-time faculty coordinates all French adjuncts on all campus to insure competence and consistency. Could a faculty member receive release-time or supplemental for coordination of all Foreign Language courses not taught by full-time faculty?
- Review of course descriptions (FRE 1510, FRE 1530, and FRE 2610) support a need to update.
- Discipline needs to revise curriculum/course so students receive real life/work language skills, yet transferable to a university.
- CRC supports full-time faculty's suggestion that a new World Language program which is more applicable to usage and needs in the real world be developed.
- Consider content course with different language options.
- Need for interdisciplinary courses. Humanities and French, French and Art, etc.
- CRC supports the faculty's consideration of a sabbatical to develop a World Language Program. Further discussion with Full-time language faculty recommended. A Pilot project should be the outcome or implementation of the sabbatical work.
- There appears to be a need for college coordination of the foreign languages since there are only 4 full-time faculty (1 French, 3 Spanish). Should there be a college Foreign Language department with coordination versus a Humanities/Fine Arts Department? Language disciplines to consider.
- Review if the use of one textbook over three semesters is meeting student needs and increasing enrollment.