

**Major Highlights**

**Program Dashboard**

**Program Dashboard: Percent  
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**CRC Follow-Up**

**Counseling Curriculum Review  
Major Highlights  
November 2007**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Counseling curriculum. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the curriculum which may impact short and long term planning.

Major Highlights

- In 2006-07 Counseling attained an overall composite dashboard score of 9.59 ranking it 37<sup>th</sup> out of 100 curriculum tracked in the program dashboard. Moreover, the 9.59 composite score reflects continued improvement over the two prior years. However, the most recent composite score remains below the 2003-04 peak of 9.73.
- During 2006-07 one of the seven dashboard measures, percent of minority students, exceeded the established college benchmark of 18.8%. Over the last four years, the percent of minority students in Counseling courses has increased and in 2006-07 reached 35.3%, which exceeds the college-wide average of 28.2%.
- Meanwhile, one of the seven program dashboard measures, the percent of completed sections, fell short of the established college benchmark of 90%.
- Over the past four years, the percent of completed Counseling sections has sharply declined, which attributes to driving down the overall composite dashboard score. The percent of completed sections has dropped from 83% in 2003-04 to 66% in 2006-07, which falls considerably below the college-wide average of 91%. In other words, during the most recent year 34% of all offered sections were canceled. Based on this trend consideration should be given to such factors as student awareness, date, time location and duration of course offerings as well as other issues.
- Meanwhile, enrollment in Counseling courses has steadily increased since 2000-01 when only 654 credit hours were generated. Since then, enrollment has increased to 1,374 credit hours, which places Counseling as the 50<sup>th</sup> largest credit hour producing curriculum at OCC.

## **Oakland Community College Program Dashboard**

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention 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.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Completed Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

# Program Dashboard

## Detail Report

**Prefix** CNS  
**Title** Counseling

	<b>Program</b>				<b>College Wide</b>
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2006-07</b>
<b>Sections Filled to Capacity</b>	88.3%	88.1%	79.4%	91.9%	84.4%
<b>Percent of Completed Sections</b>	66.0%	68.6%	74.4%	83.3%	90.7%
<b>Headcount Trend Ratio</b>	1.08	1.16	1.08	1.13	1.01
<b>Credit Hour Trend Ratio</b>	1.08	1.15	1.08	1.15	1.01
<b>Percent of Minority Students</b>	35.3%	30.7%	28.6%	24.6%	28.2%
<b>Percent of Withdrawals</b>	13.4%	18.7%	14.9%	14.6%	18.3%
<b>Percent of Incompletes</b>	0.8%	0.4%	0.8%	0.2%	1.5%
<b>Student Course Completion Rate</b>	70.6%	69.1%	73.3%	73.8%	67.7%
<b>Dashboard Score</b>	9.59	9.45	9.36	9.73	

## Sections Filled to Capacity

**Prefix**        CNS  
**Prefix Title**    Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	716	758	509	546
<b>Total Capacity</b>	811	860	641	594
<b>Sections Filled To Capacity</b>	88.3%	88.1%	79.4%	91.9%

**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** CNS

**Prefix Title** Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	33	35	32	25
<b>Cancelled Sections</b>	17	16	11	5
<b>Total Sections</b>	50	51	43	30
<b>Percent of Completed Sections</b>	66.0%	68.6%	74.4%	83.3%

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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** CNS  
**Prefix Title** Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	546	477	399	384
<b>Headcount Year 2</b>	511	546	477	399
<b>Headcount Year 3</b>	719	511	546	477
<b>Headcount Year 4</b>	691	719	511	546
<b>Headcount Period 1</b>	592	511	474	420
<b>Headcount Period 2</b>	640	592	511	474
<b>Headcount Ratio</b>	1.08	1.16	1.08	1.13

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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**            CNS  
**Prefix Title**    Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	1,042	896	749	685
<b>Credit Hour Year 2</b>	962	1,042	896	749
<b>Credit Hour Year 3</b>	1,328	962	1,042	896
<b>Credit Hour Year 4</b>	1,308	1,328	962	1,042
<b>Credit Hour Period 1</b>	1,111	967	896	777
<b>Credit Hour Period 2</b>	1,199	1,111	967	896
<b>Credit Hour Ratio</b>	1.08	1.15	1.08	1.15

**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. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = 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** CNS  
**Prefix Title** Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	254	207	142	131
<b>Total Students</b>	720	674	497	533
<b>Percent of Minority Students</b>	35.3%	30.7%	28.6%	24.6%

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**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: end of session for each term.

**Methodology:**

Percentages are based on known data and exclude missing information.

## Percent of Withdrawals

**Prefix** CNS

**Prefix Title** Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	85	133	71	69
<b>Total Grades</b>	635	711	476	473
<b>Percent of Withdrawals</b>	13.4%	18.7%	14.9%	14.6%

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**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** CNS  
**Prefix Title** Counseling

	<b>2005-06</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	5	3	4	1
<b>Total Grades</b>	635	711	476	473
<b>Percent of Incompletes</b>	0.8%	0.4%	0.8%	0.2%

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### 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** CNS

**Prefix Title** Counseling

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	448	491	349	349
<b>Total Student Grades</b>	635	711	476	473
<b>Student Course Completion Rate</b>	70.6%	69.1%	73.3%	73.8%

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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).

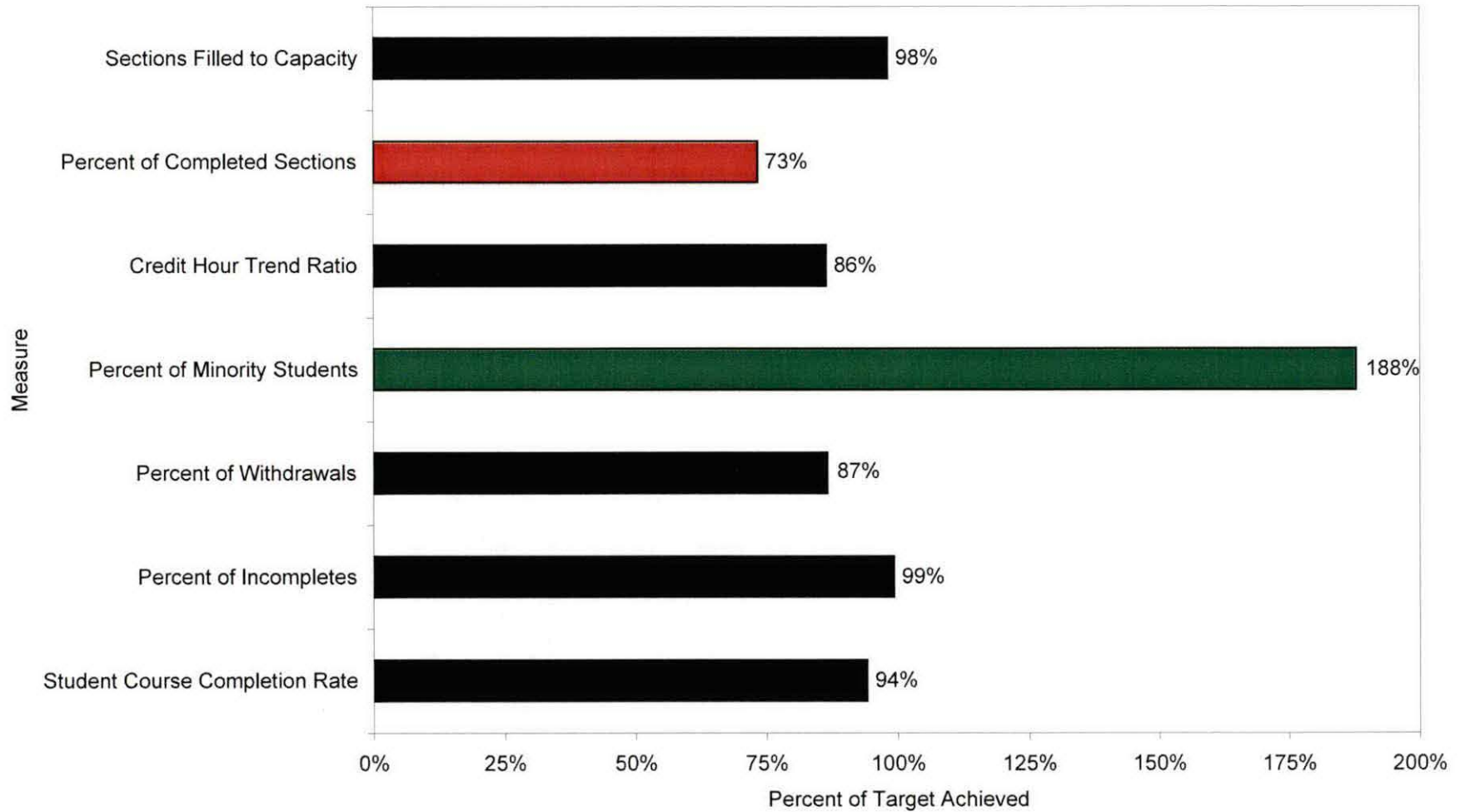
## **Oakland Community College Program Dashboard Percent of Targets Achieved**

The following graph and table depict the extent to which each of the seven Program Dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

# Oakland Community College Program Dashboard Report 2006-07

## Counseling CNS



# Oakland Community College Program Dashboard Report 2006-07

## Counseling CNS Dashboard Score: 9.59

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	88.3%	75.0%	90.0%	98.1%	18.0%	1.77
Percent of Completed Sections	66.0%	75.0%	90.0%	73.3%	14.2%	1.04
Credit Hour Trend Ratio	1.08	0.71	1.25	86.4%	15.3%	1.32
Percent of Minority Students	35.3%	16.9%	18.8%	187.8%	6.1%	1.15
Percent of Withdrawals	13.4%	15.0%	0.0%	86.6%	12.0%	1.04
Percent of Incompletes	0.8%	3.0%	0.0%	99.2%	7.9%	0.78
Student Course Completion Rate	70.6%	60.0%	75.0%	94.1%	26.5%	2.49



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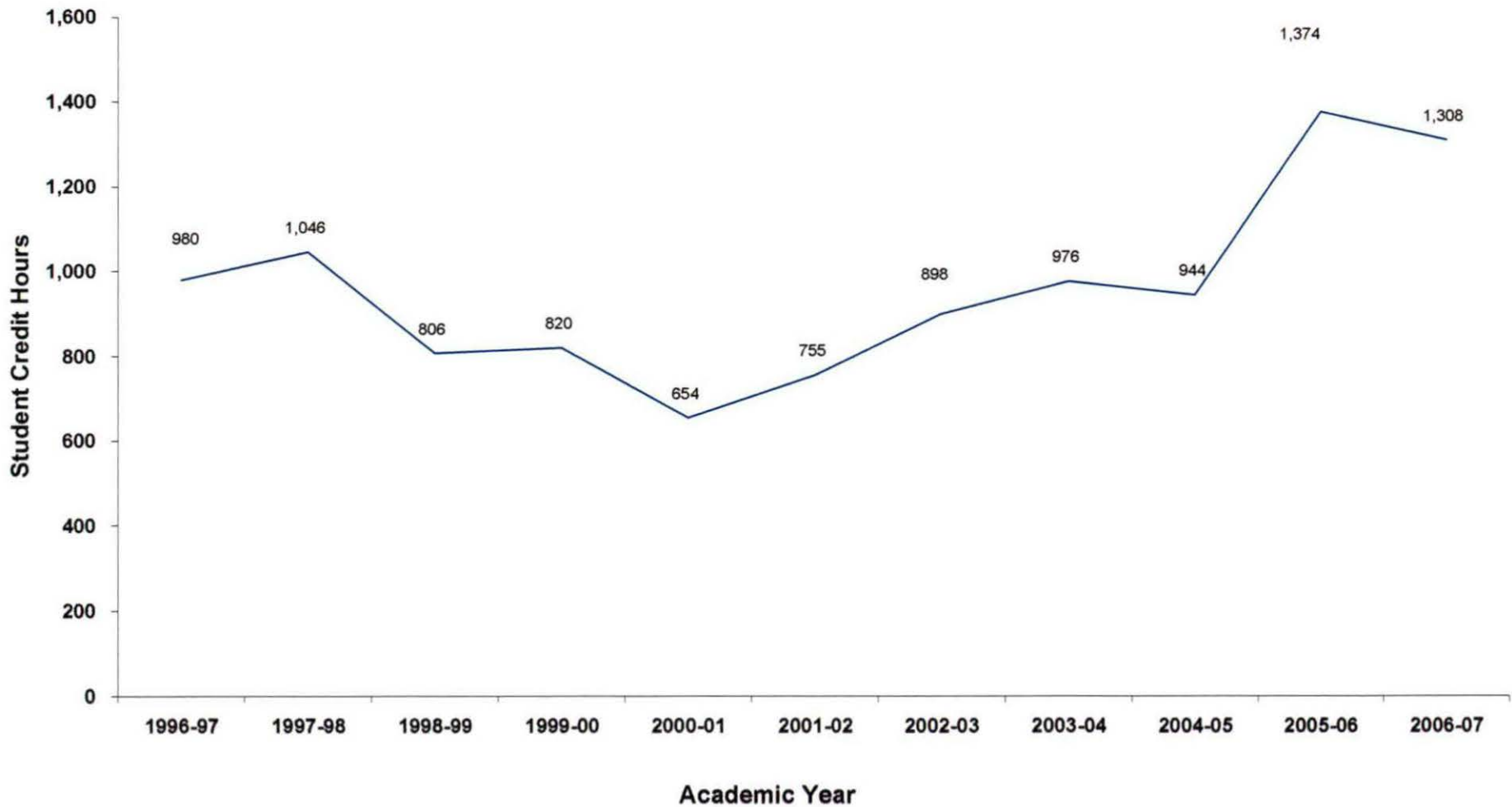
**Credit Hour Trends Report  
Counseling  
CNS  
2006-07**

**Prepared by:  
Oakland Community College  
Office of Institutional Research  
November 12, 2007**

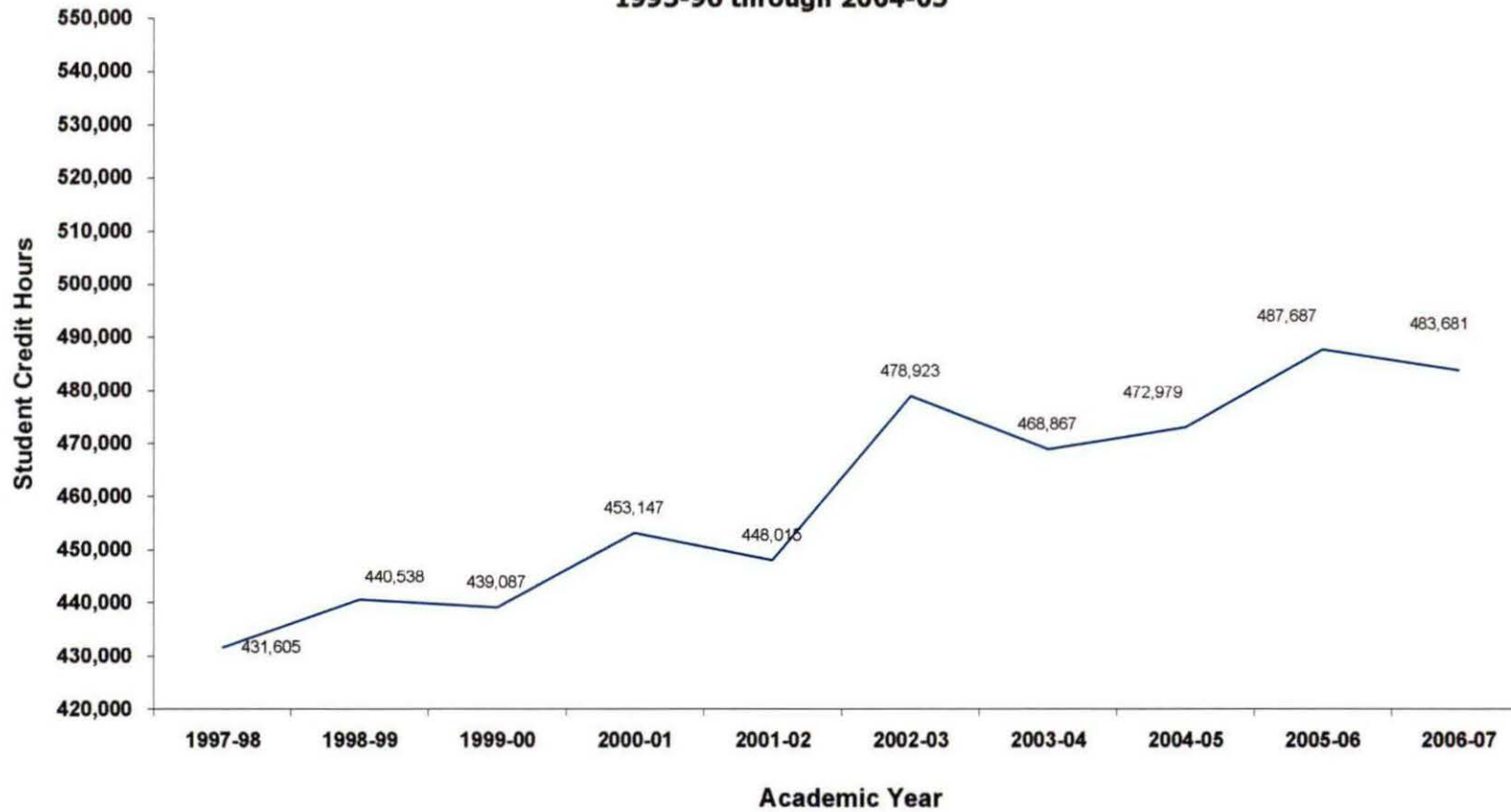


**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Counseling  
1996-97 through 2006-07**

	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	2006-07 SCH	5-Year % Change	10-Year % Change
Counseling	980	1,046	806	820	654	755	898	976	944	1,374	1,308	73.2	33.5
College Wide Totals	443,549	431,605	440,538	439,087	453,147	448,015	478,923	468,867	472,979	487,687	483,681	8.0	9.0



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



1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
431,605	440,538	439,087	453,147	448,015	478,923	468,867	472,979	487,687	483,681



**OAKLAND  
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**Curriculum Review Committee**

**Counseling Review**

**Faculty Coordinator: Kirstine Evans**

**April 4, 2008**

- **CRC recommends revisions of CNS 1100, 1140, 1150, and 1900.**
  - **CNS 1100 (Orientation) needs to be more than 1 credit or link with another course.**
  - **CNS 1140 (Human Potential) has not been taught in the past 5 years. Check with registrar's office to make sure the course is on inactive list and has been removed from the 2008-2009 catalogue.**
  - **CNS 1150 (Career Planning) needs minor revisions of course description and possibly move this to a 3 credit hour if the use of the internet is incorporated into the curriculum.**
  - **CNS 1900 (Career Portfolio) needs to market to programs (internal), students, Coop/Placement, and students, State career centers.**
  - **Could combine CNS 1150/1900 into 3 credit hour class or modules.**
  
- **Counseling full time faculty can use the P drive for the syllabi template, and it is recommended that adjuncts receive the syllabi template on a disk.**
- **CRC recommends that CNS 1100 (Orientation) use the student handbook as resource and use this information on the syllabi for CNS 1100.**
- **The Counseling discipline needs to have a discussion regarding consistent outcomes for each class taught across the college.**
- **Program needs:**
  - **More discipline specific training**
  - **Better marketing of courses**
  - **Opportunity for CNS instructors (FT/PT) to meet once a year**
  
- **CNS 1160 (Personal Assertiveness) to be coupled with the Developmental Ed program if accepted.**
- **The Counseling discipline should consider a discussion with deans as they recommend courses for Academic Suspension (AS) student who appeal and are awarded a one semester grace period.**
- **The Counseling rubric needs to be used to assess the CNS courses.**