

Cerritos College
Instructional Program Review
List of Institutional Data, Definitions, & Resources (Appendix B)

WSCH (DSCH & Positive Attendance, whenever available)

State target for WSCH generation is 525 per course

- Some courses due to state regulations on size (ie. Nursing clinicals 10-1) will not be able to achieve this target
- If you are not mandated by state regulations, and your WSCH is under 525, what goal can/should be set?
- If your courses are above 525, is there a steady trend line (6 years)? Is this an indicator that your courses/program could/should grow? Is this a resource allocation request?

FTES (Full-Time Equivalent Students)

Equivalent to FT: one student taking five courses which are three units each. The college's FTES target is 18,000 (2015-2016).

- Based on your six-year trend line data, is your program/course going to help the college meet the goal?
- Is your program trending upward? Is this indicating growth? Is there a downward/declined? Is there a goal to be set on this particular data point?
- Is there a research allocation request be made regarding this data point?

FTEF (Full-Time Equivalent Faculty, has been called FTIE)

Equivalent to FT: one faculty member teaching five courses which are three units each.

This data for this measure is currently unavailable (fall 2015).

- Based on the ratio data, as well as a number of part-time sections available to be taught (whereby if a FT faculty member were hired it would be a zero-sum game), is there resource allocation request to be made? Is there a goal to be set?
- What does this ratio, in conjunction with completion/retention, and successful course completion, tell you about your courses/program?
- Are there additional required mandates for which your program is responsible which may need dedicated faculty to perform? Is this related to a goal or resource allocation request?

Degrees and Certificates Awarded

- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

Majors

- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

Enrollment/Fill Rate

- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

Course Completion/Retention Rate

- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

Successful Completion/Success Rate

- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

Grade Distribution Data (Disaggregated)

- 6 year trend line: What do you notice regarding courses overall?
- What do you notice in looking at the trend line when it is disaggregated by: age, gender, ethnicity? When two or more student factors are combined? Is there course or courses you want to examine further for disproportional impact/equity? Is there a student factor which would indicate that it may benefit students if an academic or support intervention were created to increase success?
- Is there a goal or resource allocation request which should be created based on the grade distribution and a course?

Measuring in accordance with ACCJC Annual Report Institutional Set Stands (Use IERP data set.)

Course Completion/Retention Rate (Percentage)

- Based on your six-year trend line data, is your program/course going to help the college meet the goal?
- Is there a goal to be set? Resource allocation request to be made?

Course Success Rate (Percentage)

- Based on your six-year trend line data, is your program/course going to help the college meet the goal?
- Is there a goal to be set? Resource allocation request to be made?

Standard for Certificate Completion (Number)

- Based on your six-year trend line data, is your program/course going to help the college meet the goal?
- Is there a goal to be set? Resource allocation request to be made?

Standard for Degree Completion (Number)

- Based on your six-year trend line data, is your program/course going to help the college meet the goal?
- Is there a goal to be set? Resource allocation request to be made?

Definitions

Data Element	Description
WSCH	<u>Weekly Student Contact Hours</u> . Calculation: (term contact hours * enrollment / 17.5. It is the number of hours generated per week by each class. For example, a three-hour class with 35 students provides 105 WSCH. An instructor teaching five three-hour classes, or 15 equivalent hours, generates 525 WSCH (5 classes multiplied by 105 = 525). WSCH for concurrent sections is included in WSCH figures
DSCH	<u>Daily Student Contact Hours</u> . Calculation: Courses that meet on a regular basis for at least 5 days, but not for a full term. Examples include short term or summer, inter session courses. To convert DSCH to FTES: (Census day enrollment times number of days) divided by 525 = FTES

Data Element	Description
Positive Attendance	<u>Positive Attendance</u> (aka Open Ended courses). Calculation: Classes are open entry/open exit; and do not meet on a regular basis. Also includes non-credit courses. Actual attendance by each student is counted. To convert PA to FTES: count the total hours of attendance for all students and divide by 525= FTES. *note there is a per student cap on hours that can be claimed.
FTES	Full-time Equivalent Student. One FTES is equivalent to a student taking five three-unit classes per semester for a full year. It is calculated by multiplying the number of students in a course by the number of course hours per week times the number of weeks, 17.5 in a semester, then dividing by 525. FTES for concurrent sections included in FTES figures.
Average Class Size	The average class size for each course in the discipline will be provided.
FTEF FT/PT faculty ratios	Full-time Equivalent Faculty. One FTEF is equivalent to an instructor teaching five three-unit classes per semester for a full year. Additionally, the ratio of full-time and part-time faculty in the discipline will be provided.
Course Completion Rate	The course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A,B,C, or CR divided by grade enrollment. May also be called successful course completion rate.
Enrollment	Census date enrollment except for positive attendance classes. Any enrollment for positive attendance classes is counted. Enrollment for concurrent sections is included in enrollment figures.
Retention Rate	The retention rate is the sum of course enrollments receiving any official end-of-term letter grade, excluding W, divided by census enrollment. This is a course retention rate.
Degrees Awarded	The total number of degrees awarded to students in the program.
Certificates Awarded	The total number of certificates awarded to students in the program.
Withdrawal Rates	The number of W grades divided by the grade enrollment.
Number of Majors	The number of students with majors declared in the program
Grade Distribution in courses	The grade distribution in courses within the program will be provided for 6 years (Fall/Spring).
ACCJC Institution Set Standards	The program and its progress/achievement in reaching the ACCJC Institution Set Standards: <ul style="list-style-type: none"> • Standard for [successful] course completion = 69.6% • Standard for retention= target in progress • Standard for certificate completion= 549 students per year • Standard for earning a degree= 1,235 students per year

Data Element	Description

The above data sets include 6 years of data, and will be disaggregated wherever possible by student demographic as well as by modality, such as classroom vs. distance ed.

Useful links for gathering data:

Cerritos College Program Review website: <http://cms.cerritos.edu/program-review>

Cerritos College Institutional Effectiveness, Research, and Planning:
<http://cms.cerritos.edu/research-and-planning/>

California Community Colleges Chancellor's Website: <http://www.cccco.edu/>