

Planning & Program Review Data
2013 – 2014
Speech (SPEECH)

Table 1: Gender for CHC Speech Students from Fall 2008 to Fall 2012 and Fall 2012 CHC Students (PPR Question 1c).

Demographics		Fall Unduplicated Headcount						
		CHC SPEECH Students					Total CHC Fall 2012 Students	
		2008	2009	2010	2011	2012		
Gender								
Female	#	284	330	304	253	263	2,761	
	%	53.3%	54.8%	54.9%	50.6%	55.6%	52.1	
Male	#	246	270	250	244	209	2,526	
	%	46.2%	44.9%	45.1%	48.8%	44.2%	47.7	
Missing	#	3	2	0	3	1	12	
	%	0.6%	0.3%	0.0%	.6%	.2%	0.2	
Total		#	533	602	554	500	473	5,299

Table 2: Age for CHC Speech Students from Fall 2008 to Fall 2012 and Fall 2012 CHC Students (PPR Question 1c).

Demographics		Fall Unduplicated Headcount						
		CHC SPEECH Students					Total CHC Fall 2012 Students	
		2008	2009	2010	2011	2012		
Age								
19 or younger	#	244	243	219	182	180	1,821	
	%	45.8%	40.4%	39.5%	36.4%	38.1%	34.4%	
20 – 24	#	178	196	199	189	186	2,037	
	%	33.4%	32.6%	35.9%	37.8%	39.3%	38.4%	
25 – 29	#	50	76	62	49	49	609	
	%	9.4%	12.6%	11.2%	9.8%	10.4%	11.5%	
30 – 34	#	18	33	22	35	24	274	
	%	3.4%	5.5%	4.0%	7.0%	5.1%	5.2%	
35 – 39	#	9	13	17	18	14	173	
	%	1.7%	2.2%	3.1%	3.6%	3.0%	3.3%	
40 – 49	#	23	33	29	21	11	241	
	%	4.3%	5.5%	5.2%	4.2%	2.3%	4.5%	
50 or older	#	11	8	6	6	9	144	
	%	2.1%	1.3%	1.1%	1.2%	1.9%	2.7%	
Missing	#	0	0	0	0	0	0	
	%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total		#	533	602	554	500	473	5,299

Table 3: Ethnicity for CHC Speech Students from Fall 2008 to Fall 2012 and Fall 2012 CHC Students (PPR Question 1c).

Demographics		Fall Unduplicated Headcount					
		CHC SPEECH Students					Total CHC Fall 2012 Students
		2008	2009	2010	2011	2012	
Ethnicity							
Asian	#	32	39	31	35	23	242
	%	6.0%	6.5%	5.6%	7.0%	4.9%	4.6
African American	#	23	29	22	34	19	278
	%	4.3%	4.8%	4.0%	6.8%	4.0%	5.2
Hispanic	#	136	175	171	165	180	2,071
	%	25.5%	29.1%	30.9%	33.0%	38.1%	39.1
Native American	#	3	3	5	10	4	44
	%	0.6%	0.5%	.9%	2.0%	.8%	0.8
Other	#	7	0	1	0	0	0
	%	1.3%	.0%	.2%	0.0%	0.0%	0.0%
Caucasian	#	310	335	298	250	244	2,623
	%	58.2%	55.6%	53.8%	50.0%	51.6%	49.5
Decline to State	#	13	8	8	0	0	0
	%	2.4%	1.3%	1.4%	0.0%	0.0%	0.0%
Missing	#	9	13	18	6	3	41
	%	1.7%	2.2%	3.2%	1.2%	.6%	0.8
Total	#	533	602	554	500	473	5,299

Table 4: Retention and Success for Speech from 2008 – 2009 to 2012– 2013 (Rubrics 5.a.i. and 5.a.ii.).

Year*	A	B	C	D	E
	# Retained	# Successful	# GOR	Retention Rate	Success Rate
2008-2009	1,172	976	1,302	90.0%	75.0%
2009-2010	1,070	924	1,208	88.6%	76.5%
2010-2011	1,009	879	1,137	88.7%	77.3%
2011-2012	887	795	981	90.4%	81.0%
2012-2013	887	768	983	90.2%	78.1%

* Year only includes fall and spring terms.

A - # Retained – The number of students who completed the course as demonstrated by earning one of the following grades: A, B, C, D, F, P, NP, or I.

B - # Successful – The number of students who successfully completed the course by earning one of the following grades: A, B, C, or P.

C - # GOR – The number of grades on record earned: A, B, C, D, F, P, NP, I, or W. Student needs to be enrolled after census in census procedure courses to earn one of these grades.

D - $(A \div C) * 100$ or the $(\# \text{ retained} \div \# \text{ GOR}) * 100$ is the retention rate.

E - $(B \div C) * 100$ or the $(\# \text{ successful} \div \# \text{ GOR}) * 100$ is the success rate.

Table 5: Full-Time to Part-Time Faculty Ratio for Speech from 2008 – 2009 to 2012 – 2013 (Rubric 5.a.iii.).

Year*	A	B	C	D
	Part-Time FTEF	Full-Time FTEF	Total FTEF	75/25 Ratio
2008-2009	5.40	2.40	7.80	0.31
2009-2010	6.67	2.40	9.07	0.26
2010-2011	4.80	2.00	6.80	0.29
2011-2012	4.00	1.80	5.80	0.31
2012-2013	4.07	2.00	6.07	0.33

* Year only includes fall and spring terms.

Note: FTEF stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, a typical one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course.

A – Part-Time FTEF is the credit load associated with part-time faculty for both the fall and spring terms.

B – Full-Time FTEF is the credit load associated with full-time faculty for both the fall and spring terms. Education Code specifies that overload needs to be excluded from this calculation.

C – A + B or Part-Time FTEF + Full-Time FTEF is the Total credit FTEF excluding overload.

D – $B \div C$ or Full-Time FTEF \div the Total FTEF is the ratio of credit FTEF taught by full-time faculty while excluding overload.

Table 6: WSCH to FTEF Ratio for Speech from 2008 – 2009 to 2012 – 2013 (Rubric 5.a.iv.).

Year*	A	B	C	D	E
	WSCH	FTEF**	WSCH / FTEF	FTES	FTES/FTEF
2008-2009	3,474	8.00	434.25	115.80	14.48
2009-2010	3,670	7.20	509.79	122.35	16.99
2010-2011	3,530	7.40	477.01	117.66	15.90
2011-2012	2,955	6.40	461.79	98.51	15.39
2012-2013	2,997	6.27	477.92	99.89	15.93

* Year only includes fall and spring terms.

**The FTEF may be the same or lower than the FTEF in Table 5 Column C because the Table 6 Column B FTEF includes overload and the FTEF in Table 5 Column C excludes the overload.

A – WSCH stands for Weekly Student Contact Hours and is defined as the number of students in a class at census multiplied by the hours of student instruction conducted in that class in a week during a primary (fall or spring) term of an academic year. In a typical 3-unit course 35 students generate 105 WSCH (3 weekly hours * 35 students at census = 105 WSCH).

B – FTEF stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course.

C – $A \div B$ or WSCH / FTEF is the productivity measure used for instruction. 35 students in a typical 3-unit weekly census course with a .20 load factor generate a WSCH / FTEF ratio of 525 ($3 * 35 = 105 / .20 = 525$), which is the norm for California community colleges.

D – FTES stands for Full-Time Equivalent Student and is the equivalent of one student taking courses totaling 15 hours per week (e.g.: five 3-unit courses) each semester for two semesters.

E – $D \div B$ or FTES / FTEF is another way to view productivity for instruction. An FTES / FTEF ratio of 17.5 is the equivalent of the WSCH / FTEF ratio of 525, and signifies that the discipline served 17.5 full-time students for every one full-time faculty.

Table 7: Fill Rate for Speech from 2008 – 2009 to 2012 – 2013 (Rubric 5.a.v.).

Year*	A	B	C
	Census Enrollment	Cap	Fill Rate
2008-2009	1,171	1,333	87.8%
2009-2010	1,200	1,271	94.4%
2010-2011	1,161	1,269	91.5%
2011-2012	997	1,016	98.1%
2012-2013	984	1,055	93.3%

* Year only includes fall and spring terms.

A – Census – The number of students who were enrolled at census.

B – Cap refers to the number of students who can enroll in each section. The number in Column B sums the caps for all of the sections for the program. It is important to keep in mind that the cap has limitations, for instance, the number of students enrolled in a course may be limited by the size of the room.

C – Fill Rate - $(A \div B) * 100$ or census enrollment \div cap * 100 is the percent of students enrolled at census as determined by the cap.