

# Planning & Program Review Data 2010 - 2011

Prepared by Keith Wurtz

Crafton Hills College

Director, Office of Research & Planning

# Introduction

- Planning & Program Review Committee revised rubrics
- Data for all the rubrics (i.e. retention, success, enrollment, faculty ratio, WSCH/FTEF, and fill rate) will be provided to every instructional program this year
- Process when errors in the data may exist

# Methodology

- Year includes only Fall and Spring, not Summer

# Gender

**Table 1: Gender for CHC [Discipline] Students from Fall 2005 to Fall 2009 and Fall 2009 CHC Students (PPR Question 7, first bullet).**

Demographics		Fall Unduplicated Headcount					
		CHC [Discipline] Students					Total CHC Fall 2009 Students
		2005	2006	2007	2008	2009	
Gender							
Female	#	155	143	183	218	193	3,341
	%	64%	61%	62%	65%	56%	51.5%
Male	#	88	93	114	117	152	3,104
	%	36%	39%	38%	35%	44%	47.9%
Missing	#	0	0	0	2	2	40
	%	0%	0%	0%	1%	1%	0.6%
Total	#	243	236	297	337	347	6,485

# Age

**Table 2: Age for CHC [Discipline] Students from Fall 2005 to Fall 2009 and Fall 2009 CHC Students (PPR Question 7, first bullet).**

Demographics		Fall Unduplicated Headcount						
		CHC [Discipline] Students					Total CHC Fall 2009 Students	
		2005	2006	2007	2008	2009		
Age								
19 or younger	#	171	168	157	134	144	2,183	
	%	45%	44%	40%	29%	46%	33.7%	
20 – 24	#	115	122	116	160	113	2,243	
	%	30%	32%	30%	35%	36%	34.6%	
25 – 29	#	59	51	54	77	34	792	
	%	15%	13%	14%	17%	11%	12.2%	
30 – 34	#	16	15	39	38	14	389	
	%	4%	4%	10%	8%	4%	6.0%	
35 – 39	#	10	8	11	19	5	272	
	%	3%	2%	3%	4%	2%	4.2%	
40 – 49	#	8	7	8	28	3	373	
	%	2%	2%	2%	6%	1%	5.8%	
50 or older	#	1	2	1	5	2	233	
	%	0%	1%	0%	1%	1%	3.6%	
Missing	#	1	5	3	1	0	0	
	%	0%	1%	1%	0%	0%	0.0%	
Total		#	381	378	389	462	315	6,485

# Ethnicity

**Table 3: Ethnicity for CHC [Discipline] Students from Fall 2005 to Fall 2009 and Fall 2009 CHC Students (PPR Question 7, first bullet).**

Demographics		Fall Unduplicated Headcount					
		CHC HIST Students					Total CHC Fall 2009 Students
		2005	2006	2007	2008	2009	
Ethnicity							
Asian	#	24	24	13	23	27	362
	%	4%	5%	3%	4%	4%	5.6%
African American	#	22	17	17	21	19	331
	%	4%	3%	4%	4%	3%	5.1%
Hispanic*	#	132	120	110	135	212	1,836
	%	24%	23%	23%	25%	28%	28.3%
Native American	#	10	9	8	5	8	79
	%	2%	2%	2%	1%	1%	1.2
Other	#	6	6	6	3	6	38
	%	1%	1%	1%	1%	1%	0.6%
Caucasian	#	331	309	303	329	452	3,529
	%	60%	60%	63%	60%	60%	54.4%
Decline to State	#	21	17	18	13	15	127
	%	4%	3%	4%	2%	2%	2.0%
Missing	#	9	9	9	17	17	183
	%	2%	2%	2%	3%	2%	2.8%
Total	#	555	511	484	546	756	6,485

# Retention and Success Rate

**Table 4: Retention and Success for [Discipline] from 2005 – 2006 to 2009 – 2010 (Rubrics 6.a.iv. And 6.a.v.).**

Year	A	B	C	D	E
	# Retained	# Successful	# GOR	Retention Rate	Success Rate
2005-2006	797	680	887	89.85%	76.66%
2006-2007	821	688	923	88.95%	74.54%
2007-2008	933	765	1026	90.94%	74.56%
2008-2009	1003	822	1084	92.53%	75.83%
2009-2010	1053	838	1182	89.09%	70.90%

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.

# Full-Time to Part-Time Faculty Ratio

**Table 5: Full-Time to Part-Time Faculty Ratio for [Discipline] from 2005 – 2006 to 2009 – 2010 (Rubric 6.a.vi.).**

Year	A	B	C	D
	Part-Time FTEF	Full-Time FTEF	Total FTEF	75/25 Ratio
2005-2006	0.20	2.00	2.20	91%
2006-2007	0.68	2.00	2.68	75%
2007-2008	0.68	3.60	4.28	84%
2008-2009	1.36	4.44	5.80	77%
2009-2010	0.92	5.20	6.12	85%

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. Education Code specifies that overload needs to be excluded from this calculation for both the fall and spring terms.

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.



# WSCH / FTEF

**Table 6: WSCH to FTEF Ratio for [Discipline] from 2005 – 2006 to 2009 – 2010 (Rubric 6.a.vii.).**

Year	A	B	C	D	E
	WSCH	FTEF	WSCH / FTEF	FTES	FTES / FTEF
2005-2006	845	1.40	603.92	28.18	20.13
2006-2007	759	1.20	632.45	25.3	21.08
2007-2008	774	1.40	553.16	25.81	18.44
2008-2009	767	1.20	639.38	25.58	21.32
2009-2010	1,022	1.40	730.27	34.08	24.34

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.

# Fill Rate

**Table 7: Fill Rate for [Discipline] from 2005 – 2006 to 2009 – 2010 (Rubric 6.a.viii.).**

Year	A	B	C
	Census Enrollment	Cap	Fill Rate
2005-2006	623	725	86%
2006-2007	637	710	90%
2007-2008	539	703	77%
2008-2009	775	883	88%
2009-2010	839	848	99%

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.

