2017-2018
Annual Program Review

Building Codes Technology

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Section 1: Program Planning:

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Building Codes Technology courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Building Codes Technology credit courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Building Codes Technology courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Building Codes Technology courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a moderate decrease (-5.0% to -9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Building Codes Technology courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Building Codes Technology courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Building Codes Technology courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a substantially higher rate (>= 10.0%)** than the college success average* (***66.6%***) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* (***56.6%***) for credit course success.

TERM RETENTION RATE:

The term retention rate in Building Codes Technology courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a substantially higher rate (>= 10.0%)** than the college retention average* (***83.3%***) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (***70.8%***) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Building Codes Technology in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and showed **a substantial decrease (>= -10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Building Codes Technology in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and showed **a substantial decrease (>= -10.0%)** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Building Codes Technology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **more than half (50% to 74%)** of the courses offered were **online**, **less than a quarter (1% to 24%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **close to half (25% to 50%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Building Codes Technology course success rates for *female students*; and there **was NOT a disproportional impact** in Building Codes Technology course success rates for *male students*.

AGE GROUPS

In 2015-2016 **there was no or incomplete data** in Building Codes Technology course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students *20 to 24 years old*; there **was a disproportional impact** in Building Codes Technology course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Building Codes Technology course success rates for *African American* students; there **there was no or incomplete data** in Building Codes Technology course success rates for *American Indian* students; there **was NOT a disproportional impact** in Building Codes Technology course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Building Codes Technology course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Building Codes Technology course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Building Codes Technology course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Building Codes Technology course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

As a result of our full transition to Canvas, the department lost three online offerings as instructor retired. As of this fall (2017) two of those courses are offered online again with our new part-time faculty. The new faculty member will also develop another course for online delivery. One goal is to have all ten courses for the certificate offered online again. These offerings will make it possible for students to complete the certificate and degree entirely online again. There has been another shift in the demand for building inspector positions as the market continues to experience a greater number of inspectors retiring.

The BCT department is in discussions to participate in an apprenticeship program involving building trades partners and local union officials. This will give our students a defined pathway to work and then return to earn an associate's degree. Due to the nature of the BCT course work and certifications available (related to occupational compliance and requirements), we anticipate to see a higher rate of success and retention in the courses in partnership with the apprenticeship program.

Building Codes Technology also receives some Perkins funds and we can apply the funds to model course development. With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a model BCT course. The faculty are developing an outline for the model courses as a team. The advantage of model courses is so when new faculty are hired near the start of the term a course will be available for them to teach.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	291	388	467
FTES	29.0	37.0	45.1
FTEF30	0.9	1.3	1.4
WSCH/FTEF	508	464	514
Sections	10.0	14.0	16.0
Fill Rate	93.0%	80.3%	87.9%
DEGREES AND CERTIFICATES			
Associate Degrees	7	5	1
Certificates	32	21	15
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	285	381	469
GENDER			
Female	26.7%	32.8%	37.5%
Male	71.9%	65.6%	60.1%
Unknown	1.4%	1.6%	2.3%
AGE at TERM			
Less than 19	0.0%	0.3%	0.0%
20 to 24	9.5%	7.3%	3.4%
25 to 29	8.4%	6.3%	4.9%
30 to 34	4.2%	6.6%	9.6%
35 to 39	8.8%	7.6%	3.2%
40 to 49	26.7%	19.4%	16.2%
50 and Older	42.5%	52.5%	62.7%
RACE/ETHNICITY			
African American	3.5%	4.5%	2.6%
American Indian	0.0%	0.3%	0.0%
Asian/Pacific Islander	47.4%	60.4%	69.3%
Hispanic/Latino	17.5%	13.4%	13.2%
2 or More Race	0.4%	1.6%	0.9%
White	30.9%	19.2%	13.0%
Unknown	0.4%	0.8%	1.3%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	38.2%	57.0%	58.0%
Self-Paced	2.5%	1.6%	1.5%
Telecourse	0.0%	0.0%	0.0%
Traditional	59.3%	41.5%	40.5%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	84.9%	78.5%	86.6%
Course Retention (A-F, P, NP)	93.0%	89.4%	94.7%

** Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.*

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	285	380	469
-Overall Success Rate	84.9%	79.7%	86.6%
-Overall Retention Rate	93.0%	89.7%	94.7%

STUDENT DEMOGRAPHICS			
GENDER			
Female	76	125	176
Male	205	249	282
Unknown	4	6	11
Success Rate			
- Female	93.4%	83.2%	97.7%
- Male	81.5%	77.9%	80.5%
- Unknown	100.0%	83.3%	63.6%
Retention Rate			
- Female	96.1%	93.6%	100.0%
- Male	91.7%	88.0%	91.8%
- Unknown	100.0%	83.3%	81.8%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	285	380	469
-Overall Success Rate	84.9%	79.7%	86.6%
-Overall Retention Rate	93.0%	89.7%	94.7%

AGE at TERM			
Less than 19	0	1	0
20 to 24	27	27	16
25 to 29	24	24	23
30 to 34	12	25	45
35 to 39	25	29	15
40 to 49	76	74	76
50 and Older	121	200	294

Success Rate			
Less than 19	0.0%	0.0%	0.0%
20 to 24	81.5%	55.6%	75.0%
25 to 29	79.2%	54.2%	60.9%
30 to 34	100.0%	48.0%	75.6%
35 to 39	68.0%	72.4%	73.3%
40 to 49	85.5%	87.8%	86.8%
50 and Older	88.4%	88.5%	91.5%

Retention Rate			
Less than 19	0.0%	100.0%	0.0%
20 to 24	88.9%	66.7%	100.0%
25 to 29	95.8%	70.8%	82.6%
30 to 34	100.0%	84.0%	91.1%
35 to 39	92.0%	82.8%	93.3%
40 to 49	90.8%	91.9%	94.7%
50 and Older	94.2%	96.0%	95.9%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	285	380	469
-Overall Success Rate	84.9%	79.7%	86.6%
-Overall Retention Rate	93.0%	89.7%	94.7%

RACE/ETHNICITY			
African American	50	50	62
American Indian	135	230	325
Asian	10	17	12
Hispanic/Latino	1	6	4
Pacific Islander	1	3	5
White	88	73	61
Unknown	0	1	0

Success Rate			
African American	86.0%	62.0%	77.4%
American Indian	87.4%	85.2%	92.3%
Asian	40.0%	23.5%	25.0%
Hispanic/Latino	100.0%	66.7%	100.0%
Pacific Islander	100.0%	100.0%	80.0%
White	85.2%	89.0%	77.0%
Unknown	0.0%	0.0%	0.0%

Retention Rate			
African American	98.0%	78.0%	91.9%
American Indian	94.1%	94.3%	97.8%
Asian	90.0%	52.9%	58.3%
Hispanic/Latino	100.0%	66.7%	100.0%
Pacific Islander	100.0%	100.0%	100.0%
White	88.6%	94.5%	86.9%
Unknown	0.0%	0.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	285	380	469
-Overall Success Rate	84.9%	79.7%	86.6%
-Overall Retention Rate	93.0%	89.7%	94.7%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	109	216	272
Self-Paced	7	6	7
Telecourse	0	0	0
Traditional	169	158	190
Success Rate			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	78.9%	76.4%	82.7%
Self-Paced	85.7%	66.7%	71.4%
Telecourse	0.0%	0.0%	0.0%
Traditional	88.8%	84.8%	92.6%
Retention Rate			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	90.8%	87.5%	93.0%
Self-Paced	85.7%	100.0%	71.4%
Telecourse	0.0%	0.0%	0.0%
Traditional	94.7%	92.4%	97.9%

Market Assessment

Total People Employed in the Region	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
On-The-Job Training, No College Required				
Construction and Building Inspectors (474011)	994	978	15	↑

Projected Regional Job Openings	Projected 5 Year Openings (2014-2019)	Projected Average Annual Openings (2014-2019)
On-The-Job Training, No College Required		
Construction and Building Inspectors (474011)	232	46

Median Regional Annual Salary	Entry Level Salary	Median Salary
On-The-Job Training, No College Required		
Construction and Building Inspectors (474011)	$47,278	$74,672

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Advisory boards for the building codes department meets at least twice during the academic year. Participants range from part time faculty members, career exploration agencies, small businesses in the area and hiring agencies. Reaction from the group to the new partnership with the apprenticeship program was positive. Suggestions were made as to what other partners would be effective. Strong Workforce initiatives were discussed and using resources such as LaunchBoard to determine if our programs align with jobs in the market.

Placement tracking is still challenging and we are hoping to find more effective tools or practices to improve workforce placement tracking through the apprenticeship program and the union partnerships.

External Compliance

The Building Codes Program ensures that all instruction and planning is in agreement with college, district and accreditation goals. The program is also in compliance with industry sanctioned regulations identified by the U.S. Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Bureau of Land Management (BLM) within the Department of the Interior (DOI), and the Department of Labor (DOL), as well as the North America Building Trades Unions (NABTU)

Student (SLOs) and Program Student Learning Outcome (PSLOs)

In recent discussions with BCT faculty we explored various models to collect SLO data and to determine how to assess outcomes using a common tool. Some focus will be on accessing a common assessment for workplace ready skills outlined in the building inspector certification test. Faculty also discussed creating master (model/core) courses in BCT so all student learning outcomes can be addressed with continuity and effective, rich assessments.

As more faculty are trained and becoming more proficient in using Canvas, discussions touched on creating common rubrics in Canvas to share across courses and instructors. All faculty were encouraged to create more extensive test banks for more effective randomizing of questions. Also, encouraged to create projects instead of relying on objective tests.

Curriculum Review

Table Curriculum Review

Course	Term Reviewed	Status Update
BCT C300	Spring 2017	Submit to curriculum in fall 2017
BCT C301	Spring 2017	Submit to curriculum in fall 2017
BCT C302	Spring 2017	Submit to curriculum in fall 2017
BCT C303	Spring 2017	Submit to curriculum in fall 2017
BCT C304	Spring 2017	approved
BCT C305	Spring 2017	Submit to curriculum in spring 2018
BCT C306	Spring 2017	Submit to curriculum in spring 2018
BCT C307	Spring 2017	Submit to curriculum in spring 2018
BCT C308	Spring 2017	Submit to curriculum in fall 2017
BCT C311	Spring 2017	Submit to curriculum in fall 2017

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Expand our part time faculty pool to develop master courses for the BCT Program. These courses would be developed by the BCT faculty collaboratively, and the new faculty would teach the currently unstaffed courses, which are necessary for meeting partnership goals	In-progress	2016-17 added two people in the pool and we are developing master courses across all BCT	Hired one part time faculty in Fall 2017 and plans for model courses are in progress.

Response to Program/Department Committee Recommendation(s)

Table Progress on Recommendations

Recommendation(s)	Status	Response Summary
Expand the part-time faculty pool	Addressed	Hired new PT faculty fall 2017
Facilitate the development of model courses	Addressed	Currently being addressed by chair & faculty
Increase industry partnerships	Addressed	Apprenticeship program participation
Strengthen program awareness and promote industry demands that aligns with future jobs to attract students to the program	Addressed	Released new material and brochures, will be updating the website, and participated in pathway days
Explore and develop appropriate pathway options	Addressed	Working with PTEC instructors & career day schedules

Program Planning and Communication Strategies

Faculty discussed how to approach SLO data collection during the last discipline meeting. Most recently at the fall All College Meeting, we formed a five-year plan to assess and re-access SLOs to report data and revisions.

Faculty continue to review SLO data and revise as needed. Plans are underway to schedule virtual meetings during the term to discuss findings. We can now align outcomes to the key workplace ready skills outlined in the building inspector exam and those in our certificate programs. Faculty will determine the common assessment that would be most effective.

Faculty also discussed creating master (model/core) courses in BCT so all student learning outcomes can be addressed with continuity and an effective, rich common assessment.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean			1 Chair 3 PT faculty		
Current year 2017-18	Dean			1 Chair 4 PT faculty		
1 year 2018-19	Dean			1 Chair 6 PT faculty		
2 years 2019-2020	Dean			1 Chair 6 PT faculty		
3 years 2020-2021	Dean			1 Chair 8 PT faculty		

In support the growth of the program and the transition to fully online model in additional to our apprenticeship partnership, we will need to increase part-time instructors each year.

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Summer Institute @ Coastline	Teaching and learning training
Faculty	International Building Code Council Conference	For 2018
Faculty and/or Dept Chair	Online Teaching Conference	Discussed/shared with faculty at discipline meeting
Faculty and/or Dept Chair	InstructureCon - Canvas	Increased skill level
Faculty and/or Dept Chair	Guided Pathway Training	ongoing
Faculty	Industry specific training or conferences	ongoing
Faculty and/or Dept Chair	SLO Training/Canvas	ongoing
Faculty and/or Dept Chair	Canvas Apps Training	ongoing

Section 3: Facilities Planning

Facility Assessment

Currently, courses are held at the Garden Grove Learning Center and online. At this time, there are no apparent facility changes or needs.

Section 4: Technology Planning

Technology Assessment

To maintain current updates to the International Building Code structure, the BCT program will need updates to industry mobile apps and software used in the field. Technology needs would be ongoing such as new software instructors need to learn and we would also install the software in student labs. Additionally, we will research and explore new apps or tools to use in Canvas.

There is a need for ongoing training for faculty, so they will continue to learn more about rubrics and assessments in the LMS. The training and course review strengthened our online courses, with a focus on regular substantive interaction accompanied by academic rigor and promoting student success, retention and completion.

With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a model process technology course. We hired one adjunct instructor who will also be developing their own online course as well as participate on the model course design team. To train faculty on the mobile suite of products, we will need to acquire an iPad Pro and Surface Pro 4 tablet for permit technician or related training.

The district is still looking into purchasing a district wide license for Camtasia so instructors can develop interactive online materials. We plan to implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses.

Section 5: New Initiatives

Initiative 1: Develop BCT model courses. These courses would be developed by the BCT faculty collaboratively, and available to new faculty which would be necessary for meeting completion goals.
Coordinate the online master courses development (faulty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.

Initiative 2: Expand our part time faculty pool to teach in the BCT Program.
Hire additional part time instructors in SPR 2018 to teach BCT courses by Fall 2018.

Initiative 3: Participate in the state and federal apprenticeship program grants in partnership with the Coastline's Contract Education team, resulting in job placement for all students, especially veterans.
The BCT department will work with the Process Technology department to expand the opportunities for students to seek varied levels of entering the workforce in either area.

Describe how the initiative supports the college mission:
It supports the college mission by providing experienced instructors to develop new courses and revise existing courses, which is a direct outcome of building stronger relationships with city building inspectors, expanding our advisory board to include general construction members.

What college goal does the initiative support? Select one
X Student Success, Completion, and Achievement
X Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
X Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
X Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What College planning document(s) does the initiative align with? Select all that apply
X Educational Master Plan
x Staffing
☐ Facilities
☐ Technology

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
x Internal Research (Student achievement, program performance)
x External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Based on decreased retention and completion, in addition to the advisory board recommendations to expand into general construction certifications, it is essential to develop additional, quality online courses to participate in the PTEC apprenticeship partnership.

Recommended resource(s) needed for initiative achievement:
Hire two additional part time instructors to develop and teach BCT courses.

What is the anticipated outcome of completing the initiative?
Increased retention, award completion and ultimately job placement.

Provide a timeline and timeframe from initiative inception to completion.
Hire additional part time instructors in SPR 2018 to design and develop the necessary BCT model courses (in Canvas) to be offered in Fall 2017.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop BCT model courses.	Non-Instructional assignments and training		One-Time	No	External Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence	Dec-18	1
Hire two additional part time instructors to develop and teach BCT courses by summer 2018.	Adjunct faculty (2)		Ongoing	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	Spring 2018	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.