

**HAWAII COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW**

EARLY CHILDHOOD EDUCATION

APRIL 2, 2007

**Mary E. Goya
Mai Wong**

ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Early Childhood Education
April 2, 2007

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the program, including the target student population;

The Early Childhood Education Program is designed to provide attitudes, skills and knowledge for people who work with young children and their families in a variety of early childhood programs. The Certificate of Completion (C.C.) or Certificate of Achievement (C.A.) prepares students for support roles in early childhood programs. An Associate in Science (A.S.) degree prepares students to be teachers or lead practitioners in early childhood programs.

The Hawai'i Community College Children's Center located at the Manono Campus Building 3393, provides a setting for early childhood students to gain practical experience with young children. The Center provides early education and care for children 18 months to 5 years of age and serves children of students, faculty, and staff from Hawai'i Community College and the University of Hawai'i at Hilo.

Program Student Learning Outcomes

The underlying foundation for these outcomes is of knowledge of child development and of the multiple interacting factors that influence growth and learning. Through the AS program, the themes of development, families, communication, diversity and inclusion are addressed.

- Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.
- Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and with other professionals.
- Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships; use appropriate guidance practices with children.
- Participate in management of fiscal, educational, physical and human resources in classrooms and programs for young children and their families
- Advocate for children and their families in the classroom and the program; base decisions and actions on ethical and other professional standards; apply knowledge of development and its multiple influences; participate in ongoing, collaborative learning; demonstrate collaboration, critical thinking and reflection.

PROGRAM GOALS

The General Objectives of the Early Childhood Education program are the following:

- To meet the need in the community for qualified personnel to service early childhood programs in a variety of roles.
- To develop attitudes, skills and knowledge in graduates to enable them to enter the profession assuming a variety of responsibilities in the care and education of children in a variety of early childhood programs.
- To provide participants in the program with additional parenting skills.

The Specific Objectives of the Early Childhood Education program include the following:

- To develop skills in observation, assessment, and evaluation of young children, understanding the teacher's role, and locating and utilizing professional/community resources.
- To gain theoretical knowledge in child development applicable to classroom experiences and field training.
- To become proficient in planning, implementing and evaluating developmentally appropriate activities which will meet the intellectual, social, emotional, and physical needs of young children.
- To become knowledgeable of the role of the family unit and the community in a young child's life and to gain viable skills for working with diverse families and cultures in their community.
 - To build skills for providing positive guidance to young children in a healthy and safe environment.

MISSION STATEMENT

The mission of the Community Colleges of the University of Hawai'i system with regard to early childhood education is twofold:

To provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawai'i's young children and their families.

To provide quality education and care services for the children of students, faculty and staff in the Community Colleges. These services will represent the best of current practices and will serve as a practicum for programs related to early childhood education as well as providing demonstration of quality education and care for the larger community.

DATA ANALYSIS

The data for the program continues to be quite strong and consistent. The average class size is slightly smaller, yet the number of graduates and class fit remain strong. There appears to be more time needed for majors to complete their course prerequisites. The non-PPC average GPA is lower than the PPC average GPA, it seems majors are challenged with the general education requirements.

Both early childhood faculty members have had reassigned time for Department Chair and coordination of the program and the PACE outreach program. This impacts the data, yet the program continues to operate quite effectively and efficiently.

The curriculum and program was completely updated in the Fall of 2006 and is articulated statewide and with a bachelor's degree at UH West Oahu.

b. Information on external factors affecting the program;

Outreach, distance education, and especially service to West Hawai'i continue to be challenging to deliver.

The demand remains strong for early childhood graduates across our island and state.

Articulation with Honolulu, Kauai, and Maui Community College and our new articulation agreement with UH West Oahu's Early Childhood bachelor's degree keeps our curriculum current and evolving. These agreements continue to need open communication and a strong working relationship with our colleagues.

Governor Lingle's early childhood incentives for quality accredited programs and qualified staff support full access to our programs and training. The State Early Childhood Task Force is also active and driving future directions for our program.

c. Attach PHI Report (CTE Programs only)

2006-2007 PHI's attached

d. Required external measures, if applicable (e.g.) Nursing Cert.

NONE

II. Update or Create Your Action Plan including Budget Request with Justification, if needed.

- Complete articulation agreement with UH West Oahu
- Complete West Hawaii Needs Assessment currently in progress

- Complete research of assessment strategies related to program student learning outcomes
- Begin implementation of the Professional Portfolio and the Child Portfolio as assessment strategies

A half time to full time early childhood faculty member is still needed for West Hawai`i and outreach.

Training for all faculty, technology and technical support will be needed to grow distance education.

A Children' Center must be included in any new UH-West Hawai`i – Kona Center.

Data Chart

QUANTITATIVE TREND DATA CHART

Program Name: Early Childhood Education

	Fall 2005	Spring 2006	AY
#1 Number of Unduplicated Majors	97	85	122
#2 Total Student Semester Hours	584	588	1272
#3 FTE Student Majors	45.60	39.20	42.40
#4 Number of Graduates	-	-	16
#5 Number of classes	8	11	19
#6 Avg Class size	16.88	14.64	15.58
#7 Avg Class fit	137.8%	91.8%	111.2%
#8 FTE of BOR Appointed Program Faculty	-	-	2
#9 Number of FTE Faculty	-	-	2.37
#10 Student semester hours for all PPC class enrollments	368	423	791
#11 Student-Faculty Ratio	-	-	11.12
#12 PPC Credits Earned Ratio	.89	.86	.88
#13 Non-PPC Credits Earned Ratio	.69	.67	.68
#14 PPC Avg GPA	3.22	3.44	3.33
#15 Non-PPC Avg GPA	2.51	2.75	2.63
#16 Budget	-	-	1904.00
#17 Program Cost per SSH***	-	-	127.00

*** - calculated using rank 4 rate per credit hour of instruction

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program’s standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai‘i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand) class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor : Rockne Freitas
Dean of Instruction: Doug Dykstra
Department Chair: Mary Goya

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PROGRAM DESCRIPTION

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The Hawai'i Community College Early Childhood Education Program is organized within the Social Sciences Department of the College along with the Administration of Justice, Human Services, Substance Abuse Counseling and Social Sciences for Liberal Arts.

Student Learning Outcomes (SLO's) were completed in the Fall of 2005. Course SLO's are completed for all ECE courses.

Program Student Learning Outcomes

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PROGRAM HEALTH INDICATORS

The following table shows the current status of the program's health indicators: program demand, program efficiency, and program outcomes. We use five data elements to develop these indicators. They are number of applicants and majors (program demand), class fit and average class size (program efficiencies), and graduates (program outcomes). The "Minimum Level" and "Satisfactory Level" columns show thresholds where a "Program Score" may be judged satisfactory or unsatisfactory. If the Program Score is above the Minimum threshold, it is determined to be satisfactory.

Early Childhood Education (EACED)

INDICES	MINIMUM LEVEL	ACTUAL LEVEL	SATISFACTORY LEVEL
PROGRAM DEMAND/CENTRALITY: Fall 2006			
Number of Applicants	50	83	65
Number of Majors	65	93	95
Student Semester Hours	405	306.2	405
Class Credit Hours*	27	29	27
Number of Classes Taught*	9	9	9
PROGRAM EFFICIENCY: Fall 2006			
Average Class Size*	15	11.4	18
Student Semester Hours per FTE Faculty*	202	170	270
Equiv Class Credit Hours per FTE Faculty *	12	16	15
Percentage of Small Classes	10%	22%	10%
PROGRAM OUTCOMES: Fall 2004 (See Perkins III Core Indicators on Page 5)			
Credits Earned Ratio - General Education		86.05%	
Credits Earned Ratio - Vocational Education		87.50%	
Degrees and Certificates Awarded - AY 2005-2006		33.33%	
Placement into Further Education, Employ or Military		75.00%	
Program Retention - Fall to Spring		n/a	
Retention in Employment		100%	
Non-Traditional Program Participation – Males		5.31%	
Non-Traditional Program Completion - AY 2005-2006		0%	

*Data was revised because all sections of ED 190 are taught concurrently and one lecturer was paid 3 credits to teach this course. ED 291 was taught by a full time instructor with 4 credits assigned to her workload. The maximum enrollment for ED 190 and ED 291 is 10 students per course.

2005-2006 PERKINS III CORE INDICATORS

Core Indicators	# in Denominator	# in Numerator	Adjusted Level	Actual Level
Academic Achievement	29	28	81.92%	96.55%
Vocational Skills	33	32	90.00%	96.97%
Degrees & Certificates	33	13	37.33%	39.39%
Placement/Employment	16	14	71.72%	87.50%
Retention/Employment	14	14	92.00%	100%
Nontraditional Participation	99	5	14.60%	5.05%
Nontraditional Completion	15	1	12.73%	6.67%

OCCUPATIONAL DEMAND
Hawai'i County – 2005-2011

Occupational Title	Openings Due to Growth	Openings Due to Separations	Totals
Teacher, Preschool	111	24	135
Education Paraprofessional Teacher Assistants	39	26	65
Outreach workers Family Support workers Early Head Start Misc community and social service specialists	161	79	240
			Total New Demand: 440

Source: EMSI Table for Hawai'i County

ANALYSIS OF THE PROGRAM

Program Demand/Centrality

The demand for the program continues to be high with 83 applicants and 93 majors.

In the Fall of 2006 eight courses were taught in Hilo and one course was taught in Kailua-Kona. In addition to on-campus courses, two courses were taught through the Professional and Career Education in Early Childhood (PACE) Program, one in Waimea and one in Kona. In the Fall of 2006 we served 37 (unduplicated count) students in our PACE classes.

Program Efficiency

In Fall 2006 an early childhood faculty member had a 5 credit allotment to coordinate and teach in our PACE outreach program. One faculty member also received a 9 credit release for being Social Sciences Department Chair. These factors affected SSH's and credit hours per full time faculty. One additional early childhood elective class was also offered this semester, impacting these numbers.

The Practicum and Laboratory courses maintain a class cap of 10 students. The time required to provide site visits to Practicum students who are in programs ranging from Waimea to Pahoia (East Hawai'i) and the individual attention students need during this capstone experience requires 10 or less students. Each of the five Laboratory sections (taught concurrently) had an average of 2 students. The laboratory school enrollment (number of children served) limits the number of adult students who can effectively participate in the laboratory course. Other courses in the Fall of 2006 did see a drop in the enrollment, with the exception of the Kona campus course which always runs smaller than the equivalent courses in Hilo. However, it is critical to continue the delivery to Kona, as students need the credit and training to continue with their employment in early childhood programs. Three Hilo based courses were below the targeted 15 students. Two of these needed to be delivered to continue the sequencing of courses for students and they did exceed the small class count of 10. The elective course was a small class. Lower number of students in the courses is likely based on a variety of complex factors, as the number of applicants and majors is very similar to a year ago.

In the Fall of 2006 the University of Hawai'i at West Oahu implemented a Bachelor's Degree in Social Science with a concentration in Early Childhood Education. The early childhood faculty has been working on the development of this degree for several years. Our A.S. Degree in Early Childhood Education will be fully articulated with UHWO. Six of our graduates already began the UHWO program in the Fall o 2006.

Program Outcomes

It is the two full time faculty's conclusion that the Early Childhood Program is strong in most program outcomes and remains a healthy program.

Plan of Action 2006-2007

This program demonstrates strong demand. The program will continue to deliver quality services to students and adapt to meet student and community needs as they arise. The high rate of Early Childhood graduates indicates a continued need for graduates in this field. The community need for early childhood graduates will continue through expansion and staff turn over.

Assessment trends and strategies continue to be researched as the program determines the best way to assess the program learning outcomes. Student satisfaction began to be collected in our capstone course, ED 291. The simple feedback form is based on the program SLO's and administered at the end of the practicum course and once again approximately 6-12 months after graduation. Fall 2006 was the second semester this information was collected.

The Early Childhood Program moved to a newly renovated location on the Manono Campus in 2004. The education classes and laboratory are located on one site. The Children's Center space was expanded in the Fall of 2006 to accommodate more children. The designated education classrooms include a traditional teaching classroom and a seminar room with one-way observation windows into the Children's Center. The faculty and staff completed the process to hire a second Early Childhood Specialist (APT) to serve as another children's teacher within our Children's Center. This person came on board in April of 2005 and began a toddler program for children 18-30 months. In the Fall of 2006 this position became permanent. The center will fill the temporary position still existing in the Children's Center in the Fall of 2007. The Center received National Accreditation in February 2006 from the National Association for the Education of Young Children (NAEYC) This five year award is for outstanding high quality programs for young children.

In the past two years the early childhood faculty statewide have been working on a P-20 Grant Initiative to design a Bachelor's Degree in Early Childhood Education within the University of Hawaii System. The P-20 Grant is administered through Honolulu Community College. The Early Childhood Program Coordinating Council, (Mary Goya, member) became the steering committee for this initiative and several times the entire early childhood faculty from across the state community colleges have come together to work collaboratively on this project. West Oahu began their program in the Fall of 2006.

The new ECE Bachelor's Degree from UHWO dictated several curriculum changes to our program. These changes were approved and implemented in the Fall of 2006. This will allow for full articulation with our AS Degree to the Bachelor's Degree at UHWO. The articulation agreement with WO should be completed by June 2007.

Additional Perkins funds have been awarded to purchase equipment and materials accessible to students for the design of Professional Portfolios and Child Portfolios, both heavily used as assessment strategies.

Response to last year's plan of action

UHWO began their Bachelor's degree in Early Childhood and our program modifications were completed to allow for full articulation.

Program modifications and curriculum changes were implemented in the Fall of 2006 to ensure articulation with UHWO and continually update and improve our program.

Student satisfaction questionnaires were implemented in our capstone course, ED 291, with a follow up 6-12 months after graduation.

With the assistance of Perkins funds, we delivered a comprehensive training in June 2006, entitled Building Bridges. Twelve new PACE trainers went through the program and are now available islandwide to teach PACE workshops.

Appendix A: History and Admission Requirements

Program History

In 1987, the Board of Regents approved the establishment of Early Childhood Education Program at Hawai'i Community College. At that time, the course requirements were augmented and defined to meet the Department of Social Services, Hawai'i licensing requirements for preschool teachers. This led to the implementation of the two-year Associate in Science program in Early Childhood Education. In 1991 a Certificate of Completion was added. At present, all three options are available to students. The Certificates prepares students to be teacher's aides, working under the direction of a licensed pre-school teacher. The Associate in Science degree students are trained to be eligible for licensure as teachers of early childhood education.

The Hawai'i Community College Children's Center provides a setting for early childhood students to gain practical experience with young children. These students are encouraged to complete their observations and participation in the Center, under the guidance and supervision of early childhood faculty and staff. ED 190 the Early Childhood Laboratory course uses the Hawai'i Community College Children's Center as the laboratory site integrating the students into the operations of the Center with the support of faculty and staff. The nationally accredited children center continues to expand now serving children 18 months to 5 years of age. Two permanent Early Childhood Specialists work full time within the center.

The Early Childhood Program operated with lecturers until the Fall of 1992 when one full time faculty member was appointed. In February 1996 a second full time faculty member was appointed allowing the Early Childhood Program to begin offering the PACE (Professional and Career Education for Early Childhood) Program designed by Honolulu Community College on Hawai'i Island.

The request to reclassify the ECE program as an AS program was approved by the BOR in the Fall of 1997. A comprehensive program review was completed in 1999 and the program was granted permanent status by the BOR in April 1999. In the Fall of 2005 another comprehensive program review was completed. In the Fall of 2006 the program was revised to allow for articulation with the new ECE Bachelor's Degree at UHWO.

Program Admission Requirements

The Early Childhood Education program admits all students who are accepted by Hawai'i Community College. Students must meet the early childhood course prerequisites.

Appendix B: Degree Requirements

Associates of Science Degree (A.S.) Early Childhood Education

General Education Requirements

- Eng 100
- Eng 102 or higher
- SpCo 151
- Phil 110 or Math 100 or higher (MATH 115 recommended)
- 3 credits (100 level or higher) in Natural Sciences
- 6 credits (100 level or higher) in Social Science
- 3 credits (100 level or higher) in Humanities
- 3 credits (ED 252 or ED 255 or Humanities 100 level or higher)
- 3 credits of Electives (100 level or higher)

Graduating students must receive a grade of "C" or better in these courses in order to be awarded their Certificate or Degree: ED 105, ED 110, ED 131, ED190 or ED191, and ED 291.

First Semester

ED 105	Introduction to Early Childhood Education	3
ED 110	Developmentally Appropriate Practices	3
ED 131	Early Childhood Development	3
General Education	General Education Requirements	6
	Total	15

Second Semester

ED 115	Health, Safety and Nutrition	3
ED 140	Guidance of Children	3
General Education	General Education Requirements	9
	Total	15

Third Semester

ED 190*	Early Childhood Laboratory	4
ED 245	Child, Family and Community	3
ED 263	Language and Creative Expression Curriculum	3
General Education	General Education Requirements	6
	Total	16

Fourth Semester

ED 291	Work Practicum and Discussion in Education II	4
ED 264	Inquiry and Physical Curriculum	3
General Education	General Education Requirement	6

Elective	General Elective	3
		Total 16

Early Childhood Program Total (minimum) 62

*ED 191 Early Childhood Practicum I may be substituted for ED190 only when ED 190 is not available and with instructor's consent

**Certificate of Achievement (C.A.) and Certificate of Completion (C.C)
Early Childhood Education**

General Education Requirements

Certificate of Achievement

- ENG 22 or ENG 100 or ESL 15
- ENG 21 or ENG 102 or higher
- SPCO 51 or SPCO 151
- MATH 22 or higher

Graduating students must receive a grade of "C" or better in these courses in order to be awarded their Certificate or Degree: ED 105, ED 110, ED 131, ED190 or ED191.

		CA	CC
<u>First Semester</u>			
ED 105	Introduction to Early Childhood Education	3	3
ED 110	Developmentally Appropriate Practices	3	3
ED 131	Early Childhood Development	3	3
General Education	General Education Requirements	6	-
	Total	15	9
<u>Second Semester</u>			
(Certificate of Completion requires ED 115 or 140 or 245)			
ED 115	Health, Safety and Nutrition	3	(3)
ED 140	Guidance of Children	3	(3)
General Education	General Education Requirements	6	-
	Total	12	3
<u>Third Semester</u>			
ED 190*	Early Childhood Laboratory	4	
ED 245	Child, Family and Community	3	(3)
	Total	7	
	TOTAL	34	16

*ED 191 Early Childhood Practicum I may be substituted for ED190 only when ED 190 is not available and with instructor's consent

Appendix C: Faculty

Regular Faculty

<u>Name</u>	<u>Tenure Status and date</u>	<u>Degrees Held</u>	<u>Rank</u>
Mary Goya	Tenured, 1998	B.Ed., M.Ed.	C-5
Mai Wong	Tenured, 2001	B.Ed., M.S.	C-4

Part-time Faculty

<u>Name</u>	<u>Tenure Status and date</u>	<u>Degrees Held</u>	<u>Rank</u>
none			

Lecturer

<u>Name</u>	<u>Tenure Status and date</u>	<u>Degrees Held</u>	<u>Rank</u>
Susan Entz A		M. S.	
Judy Puniwai A		B. A., M.Ed.	
Iris Thompson		B. A., M.Ed.	A

Appendix D: Advisory Committee

Diana Kahler
HCEOC-Head Start

Kehau Costa
Malamalama Waldorf School

Christy Sahagun Zimmer
Kamehameha Preschools

Michelle Kitagawa
Hilo Hongwanji Preschool

Dianne Justice
YWCA Preschool

Smith Kaleohano
IN PEACE-Keiki Steps

Shana Young
PATCH

Overall Program Status

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome

Healthy	Cautionary	Unhealthy
X		

Appendix E: Definitions of Data Elements (All data includes West Hawai'i)

A. Program Demand/Centrality:

1. Number of Applications: Total number of applications received complete and incomplete.
2. Number of Majors: Major declared/on file during the semester.
3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.
2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.
 - a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.
 - b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.
 - c. Assigned time is to be extracted from FTE calculations... similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.

3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.
4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (Remedial/Developmental): Percentage of program majors enrolled in ESL 9, ESL 13, ENG 20R, ENG 20W, ENG 51, LSK 51, MATH 22, and MATH 50 who passed with a grade of A, B, C, D or CR.
2. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
3. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
4. Credits Earned Ratio (Overall): Combination of C.1., C.2., and C.3. above.
5. Graduate Placement Rate: Students who graduated with a certificate/degree in the PAST academic year and found work in that field.
6. Degrees Awarded: The number of certificates and degrees awarded during the PAST academic year.
7. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999. Students registered in Fall 2001 who started in Spring 2001 or Fall 2000.)