

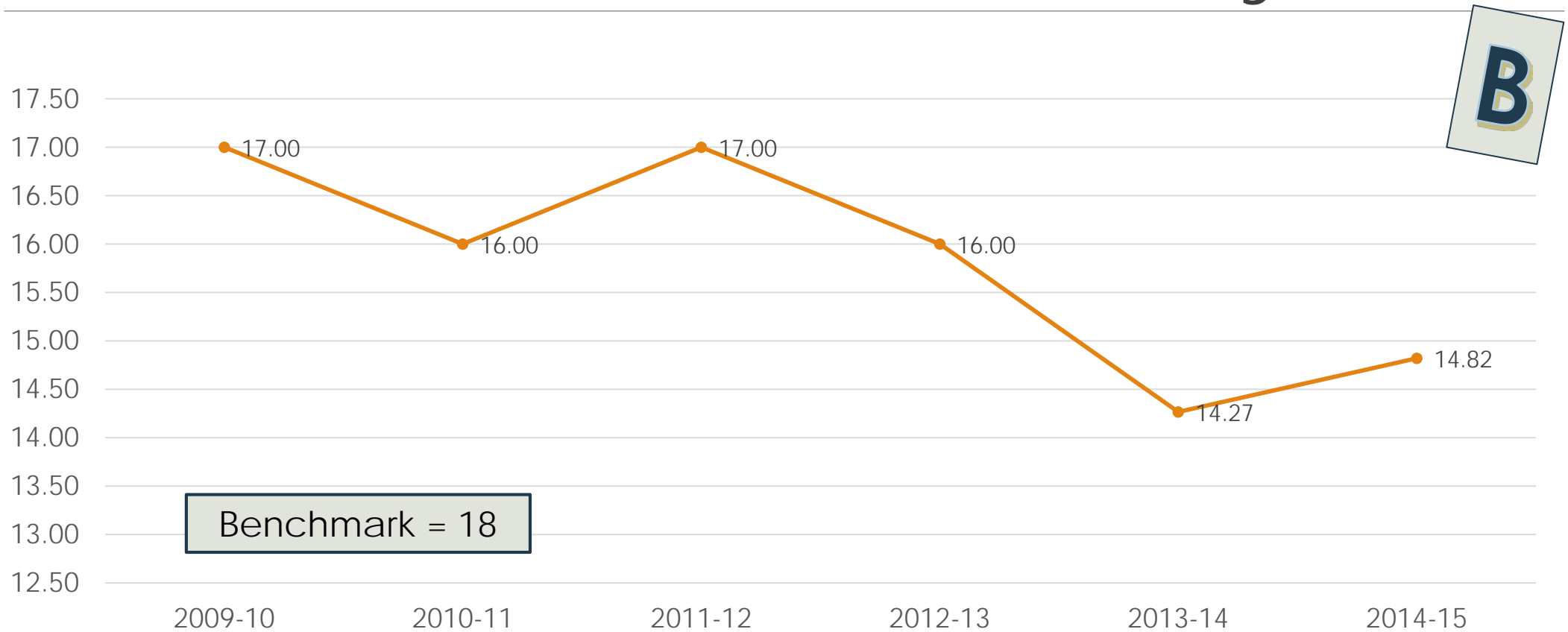
KPI F: Instructional Productivity

SELECTED MEASURES

F.3 FTE Student to FTE Faculty Ratio

- Use IPEDS definition for this measure so we can benchmark against our IPEDS peer group.
- Full-time equivalency (FTE) = # full-time + one-third # part-time
 - Same definition for both students and faculty
- Students enrolled exclusively for audit are excluded
- This measure is “window-scored”
 - Aspirational goal = 16, state goal for school districts

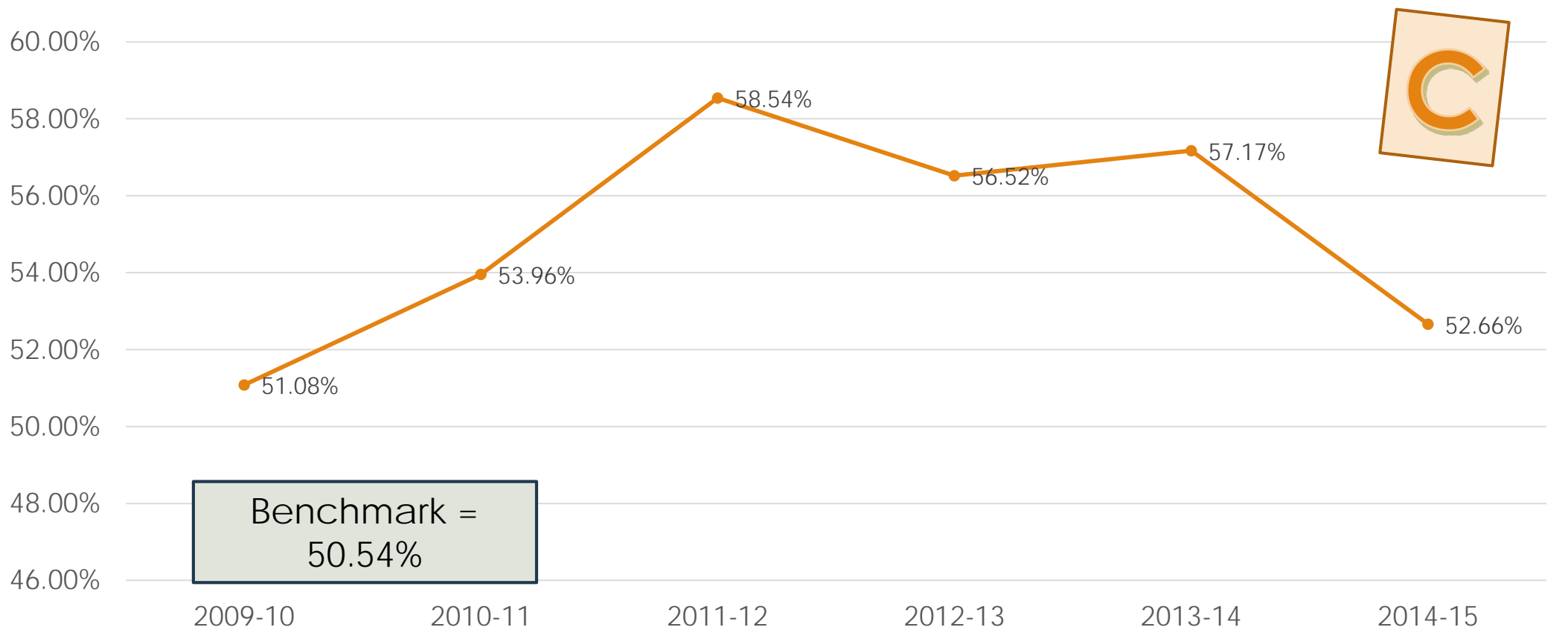
F.3 FTE Student to FTE Faculty Ratio



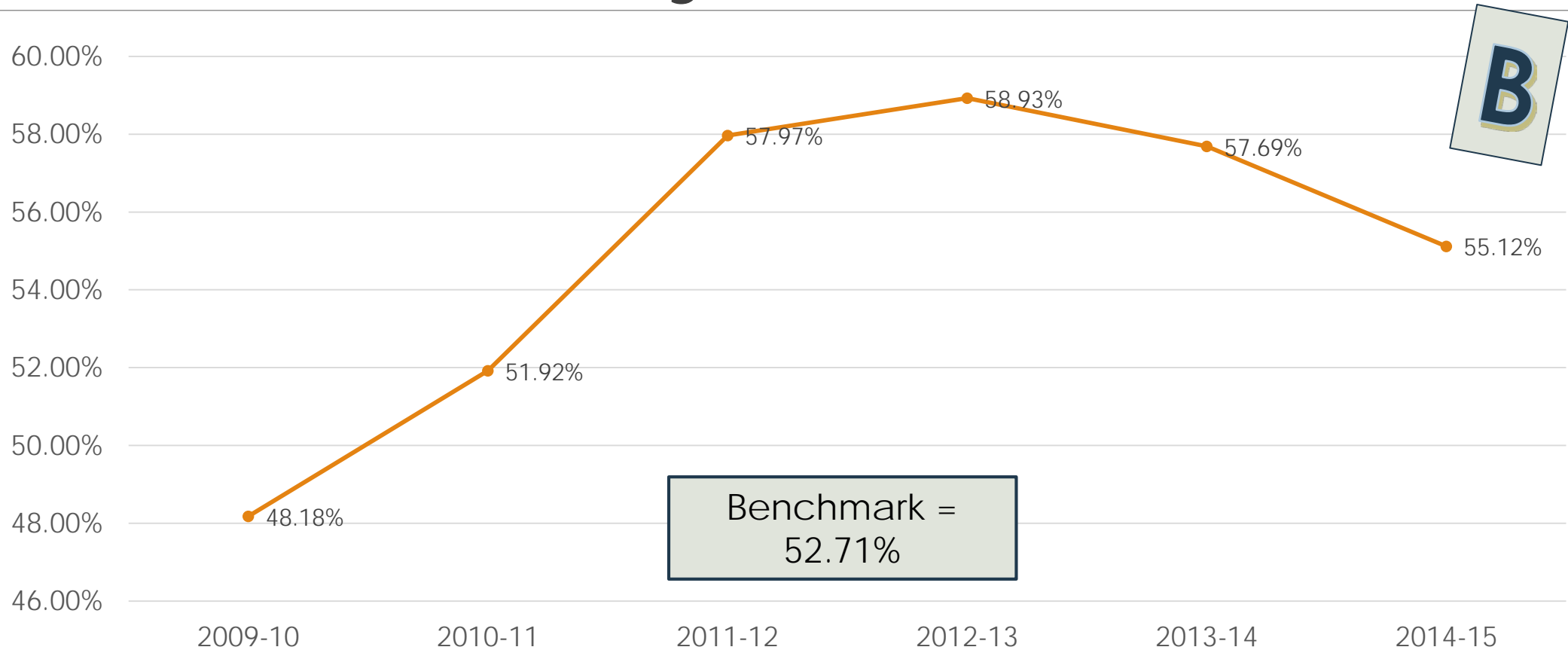
F.4 Percent of Offerings Taught by Full-time Faculty

- Measured in two ways
 - F.4.a – Percent of sections
 - F.4.b – Percent of credits
- Benchmarked against National Community College Benchmark Project (NCCCBP)
- Use standard (bigger is better) scoring
 - For next year, will research to determine aspirational goal
 - Consider window scoring in the future

F.4.a Percent of Sections Taught by Full-time Faculty



F.4.b Percent of Credits Taught by Full-time Faculty



Key Efficiency Indicators			B		2.625	3 grade points						
F. Instructional Productivity			Grade		2015-16	5 years	4 years	3 years	2 years		current	
Measure	Description	current result	Grade	Points	trend	Goal	prior	prior	prior	prior	prior year	result
F.1.a	Average Credits to Completion - Degree Completers ^R	49.62	A	4		47.1294	65.13	62.07	63.87	60.80	60.29	49.6234
F.1.b	Average Credits to Completion - Certificate Completers ^R	39.42	A	4		37.84998	50.70	60.32	61.20	57.99	48.49	39.4194
F.2.a	Average Time to Completion - Degree Completers ^R	4.89	C	2		4.894593	4.68	4.48	5.29	4.81	4.91	4.89459
F.2.b	Average Time to Completion - Certificate Completers ^R	4.57	C	2		4.568628	3.10	4.54	5.13	4.55	4.06	4.56863
F.3	FTE Student to FTE Faculty Ratio ^W	14.82	B	3		14.8207	17.00	16.00	17.00	16.00	14.27	14.8207
F.4.a	Percent of Sections Taught by Full-time Faculty	52.66%	C	2		53.07%	51.08%	53.96%	58.54%	56.52%	57.17%	0.5266
F.4.b	Percent of Credits Taught by Full-time Faculty	55.12%	B	3		56.72%	48.18%	51.92%	57.97%	58.93%	57.69%	0.5512
F.5	Average Credit Section Fill Rate	66.47%	D	1		66.47%	70.43%	69.13%	69.61%	66.60%	70.10%	0.66468

Key Efficiency Indicators														
F. Instructional Productivity														
Measure	Description	5 yr min	5 yr max	5 yr ave	benchmark	improve goal	aspire goal	std						
								average	deviation	scoring	A min	B min	C min	D min
F.1.a	Average Credits to Completion - Degree Completers ^R	60.29	65.13	62.43	n/a	n/a	n/a	62.62	2.42	R	60.20	62.62	65.04	67.46
F.1.b	Average Credits to Completion - Certificate Completers ^R	48.49	61.20	55.74	n/a	n/a	n/a	55.14	6.38	R	48.77	55.14	61.52	67.89
F.2.a	Average Time to Completion - Degree Completers ^R	4.48	5.29	4.83	n/a	n/a	n/a	4.87	0.41	R	4.46	4.87	5.27	5.68
F.2.b	Average Time to Completion - Certificate Completers ^R	3.10	5.13	4.28	n/a	n/a	n/a	4.17	1.02	R	3.15	4.17	5.19	6.21
F.3	FTE Student to FTE Faculty Ratio ^W	14.27	17.00	16.05	18.00	13.80	16	15.85	1.60	W	15.20	14.40	13.61	12.81
F.4.a	Percent of Sections Taught by Full-time Faculty	0.51	0.59	0.55	50.54%	58.93%	n/a	54.91%	3.98%		58.89%	54.91%	50.93%	46.94%
F.4.b	Percent of Credits Taught by Full-time Faculty	0.48	0.59	0.55	52.71%	60.16%	n/a	54.98%	4.84%		59.83%	54.98%	50.14%	45.30%
F.5	Average Credit Section Fill Rate	0.67	0.70	0.69	n/a	70.80%	n/a	69.25%	1.90%		71.15%	69.25%	67.35%	65.45%

Measure F.3: FTE Student to FTE Faculty Ratio

Rationale for Inclusion

Community colleges pride themselves on offering student-centered, intimate learning environments focused on helping students succeed through close interaction between students and their faculty. Therefore, the measure of the faculty to student ratio is a good indication of whether the College is truly embracing this belief and building learning settings that ensure students have this access to their faculty.

Statistic of Interest

The ratio of FTE students to FTE faculty during the fall semester.

Methodology

Report the FTE student to faculty ratio from the IPEDS Fall Enrollment Survey. (For IPEDS reporting, FTE student count is the sum of the number of full-time students and one-third of the number of part-time students. Similarly, the FTE faculty count is the sum of the number of full-time faculty and one-third of the number of part-time faculty. Only credit-bearing courses are considered.)

Frequency of Data Collection

Annually in the spring for the previous fall semester.

Benchmark

This measure is benchmarked against IPEDS data.

Aspirational Goal

For this measure, the state-established goal for school districts is used. As of this writing, the goal is 16.

Grading

Window scoring is used for this measure.

Measure F.4.a: Percent of Sections taught by Full-time Faculty

Measure F.4.b: Percent of Credits Taught by Full-time Faculty

Rationale for Inclusion

The Board of Trustees has charged the institution with offering current, high-quality education. Adjunct instructors are critical to the college's mission and provide a connection to those currently working in the field. The temporary and variable nature of their appointment limits them in terms of consistency of access and time needed to serve the comprehensive needs of students and the institution. Full-time faculty members can better implement curriculum, manage quality, coordinate learning, and provide consistency in access to faculty for students. These measures monitor the balance between these two employee groups.

Statistics of Interest

The proportion of all credit sections taught by full-time faculty (F.4.a) and the proportion of total credit hours taught by full-time faculty (F.4.b)

Methodology

From Colleague, a listing of all active credit sections from the fall semester is downloaded. Division and Human Resource records are used to determine if the instructor is a full-time faculty member or an adjunct for each section. Full-time faculty teaching sections outside the area for which they were hired are treated as adjuncts for that area. For example, a full-time math instructor is considered to be an adjunct for any P.E. courses that he/she might teach.

- For F.4.a, determine the number of sections taught by full-time faculty. Then calculate the percentage of sections taught by full-time faculty.
- For F.4.b, calculate the total credit hours for all active sections and for sections taught by full-time faculty. Then calculate the percentage of credits taught by each faculty group.

Frequency of Data Collection

Every spring for the preceding fall semester.

Benchmark

These measures are benchmarked against NCCBP data.

Grading

Standard scoring is used for this measure.