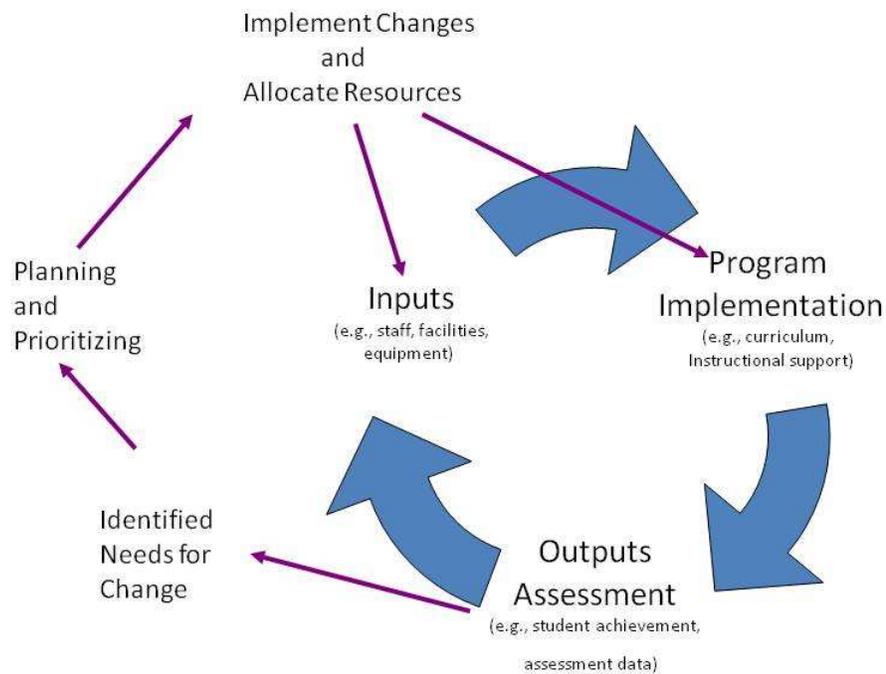


Los Angeles Valley College Program Review Handbook Cycle 3

I. An Introduction to Program Review

The program review and annual plan processes provide a foundation for planning and continuous institutional improvement. Through these processes, programs are able to recognize their strengths and past achievements, identify areas in need of improvement, and set goals and plan for the future. These efforts need to be data-driven, ongoing, systematic and institution-wide to be effective. Planning should be based on research and be reviewed through LAVCs governance process to ensure coordination and integration of various campus plans.

The program review process provides the framework for developing a five year strategic plan that connects not only to the program's long term vision of student success but also to other reports and activities such as accreditation, the Educational Master Plan and other campus plans. Annual plans and program review form the basis for resource requests and allow the college a means for linking budget and planning.



Every year all campus programs and services will complete an Annual Plan. It is best to think of the annual reviews as “mini” program reviews. Similar questions and information make up the Annual Plans and Program Reviews. Comprehensive program reviews occur every six years and should utilize the information compiled in previous annual plans. Annual plans focus on short-term planning while program reviews allow for more in-depth analysis and long-range planning.

The following pages outline the events and written elements that your program will address during program review. Nevertheless, it is helpful to keep in mind that, in many ways, the central value of the review comes from extended and collective self-examination.

This handbook is the guideline; the actual annual plan and program review documents will be submitted electronically on the Program Effectiveness and Planning Committee (PEPC) website at www.lavc.edu/pepc.

II. Outline of the Program Review Process

To facilitate both the writing and review of the different components of the program review and annual plan, each component is presented in its own module and is due at different point during the academic year. Each module is submitted to the Program Effectiveness and Planning Committee (PEPC) where it undergoes a validation process before being disseminated to the appropriate campus committee (e.g., the curriculum module is sent to the curriculum committee). The program reviews for all instructional programs is also sent to the Academic Senate for review.

For the comprehensive program review, the process begins the year before the writing of the review with the gathering of data. Student surveys are written during the fall semester and administered at the end of the spring semester so that that data is available to programs during the year the program review is being conducted. Following the completion of comprehensive program reviews, all programs and services make presentations to PEPC summarizing their needs analysis and plans.

Campus committees that receive program review and annual plan modules are asked to review the modules, compile information to create an overview of campus needs, and where needed to prioritize requests for resource allocation. This information is then submitted to the Institutional Effectiveness Council.

In the year following the completion of comprehensive program reviews, PEPC will conduct an analysis of the program review and annual plan process and propose improvements.

Module	Annual Plan Program Review	Review Committee
History, Mission and Philosophy	PR	Educational Planning Committee (EPC)
Outcomes Assessment (SLOs and SSOs)	AP, PR	SLO Committee
Curriculum Review and Planning	AP, PR	Valley College Curriculum Committee (VCCC)
Effectiveness Data	AP, PR	EPC and Program Effectiveness and Planning Committee (PEPC)
Staffing Trends and Plans	AP, PR	Hiring Prioritization Committee (HPC)
Facilities, Equipment and Technology	AP, PR	Work Environment Committee (WEC) and Technology Committee (TC)
Internal Influences and Relationships	PR	Student Success Committee (SSC)
External Influences and Relationships	PR, CTE AP	EPC
Relationship to College Planning	AP, PR	EPC
Needs Analysis and Goals	AP, PR	EPC and PEPC
Budget Implications of Planning	AP, PR	Fiscal Review and Oversight Group (FROG)

III. Modules

A. History, Mission and Philosophy

Describe the history of your program, how it relates to the history of the college, and how this history impacts what you do now.

What is the mission and philosophy of your program? How does it support the mission and commitments of the college? How does your program contribute to the college?

Why does the program exist? What do you hope to accomplish by having this program at LAVC? How does this program serve students? How many students does the program serve?

B. Outcomes Assessment

Report on assessment results and what improvements have been made to courses or services based on assessment results. What needs does the program have based on the assessment results? How do assessment results affect your program planning?

Outcomes should be assessed not just during program review but on a systematic, sustainable and continuous basis. Incorporate that ongoing assessment and refinement into this process by reviewing what has been done in the past and making plans for the future.

Instructional Only: Complete a Discipline Assessment Plan (DAP) to show your five-year plan for collecting and analyzing assessment data. Discuss your plan to complete all course assessments within this time frame. Complete a course-program alignment grid and discuss how your discipline has participated in the outcomes assessment cycle for the college's program outcomes.

C. Curriculum Review and Planning (Instructional Programs Only)

Contact the Curriculum Committee Chair to ensure that you are up to date on your course outlines. Course outlines must be updated every five years. If course outlines are not up to date, other requests arising from this process will not be considered.

To review the effectiveness of your instructional program(s), it is necessary to take a close look at the courses and the overall degree or certificate program offered in your department. This is the time to see if courses and programs are meeting the needs of the student population.

Describe your current curricular offerings, including both courses and programs. List any of your courses that have prerequisites and explain the reason those prerequisites are still necessary. What impact do these prerequisites have on a student moving through the program? For new prerequisites established in the last six years, has there been any disproportionate impact on under-represented populations of students?

Describe curriculum changes in the last five years, those that are currently being done as a result of this review and those to be made in the near future. Make sure to discuss the rationale for these changes, including any applicable data.

If applicable, describe comments and recommendations from advisory board, university representatives, or other external agencies and any plans or actions in response to their recommendations. Include a discussion of any recent or projected changes in transfer institutions that will affect your transfer program(s).

D. Effectiveness Data

Survey:

One of the first tasks of program review is developing the program review survey. Faculty and staff from your department should participate in writing some of the survey questions or reading the survey draft prior to administration in the classroom/office. The survey will be designed with the Office of Research and Planning to ensure that you are obtaining the data you need for evaluation, assessment, and planning.

Review the survey templates for mandatory and sample questions. Each department should customize questions based on courses, degrees and certificates, and special services or support. The survey consists of a series of questions related to the courses and or services provided.

The Office of Research and Planning will select a sample and distribute the survey packets (paper and/or online). Surveys will be administered in the Spring prior to the program review cycle. Course sampling is randomized and aimed at achieving a broad representation of courses, scheduling, instructional format and staffing. Survey results will be compiled and be summarized by the Office of Research and Planning.

Date Profile:

In addition to the survey data, the Office of Research and Planning will provide you with a standard data profile that will contain five-year trend data on enrollment, demographics, and effectiveness.

Enrollment and Course Data includes Weekly Student Contact Hours (WSCH), Full-time Equivalent Faculty (FTEF), WSCH/FFTE, End of Term & Census Enrollments, and Class Counts and Averages. The Demographic Data includes Gender, Age, Ethnicity, Primary Language, Prior Education, and educational Goal. The Effectiveness Data includes Majors, Degrees Awarded, Success and Retention Rates, and Grade Distribution. If there are additional data trends that you would like to include as part of your data profile, contact the Office of Research and Planning by October 1st.

You need to summarize data trends and implications for long and short-term plans. Describe the population served. Describe trends in enrollment, outcome and performance data, and summarize implications for enrollment management, course and program offerings. Where applicable assess how your population compares to the LAVC population. Summarize perception and rating data and implications for improvements. Include the Data Profile in your report.

Scheduling Trends (Instructional Only):

You need to create a 5–year grid of all active courses indicating in what semester each course was offered in afternoon (A), day (D), evening (E), or both day/evening (D/E) or online (O). In the grid, indicate which courses are core courses (C) for your program(s).

- a. Core courses must be offered at least once every 4 semesters. If a core course has not been offered, you must either archive the course, modify your program so that course is not a core course, or if the course should remain as core, indicate the plan for how this course will be offered once every 4 semesters over the next 5 years.
- b. If a course is an elective or not part of a program and has not been offered at all in the last 4 years, the course must be archived.

Describe your program’s scheduling trends and how this impacts future scheduling plans.

E. Staffing Trends and Plans

Describe the staffing trends for your program. How many employees work in your area now? How has this changed over the history of the program? What are your current staffing needs? After reviewing the details of your courses, program(s), and your overall organization, describe how that structure (or lack thereof) may affect the program and impact student success. Create a staffing plan for the next five years.

List and provide brief biographies all staff and faculty, full time and adjunct, who work in your area in terms of their academic preparation, relevant experience, areas of specialization, and staff/professional development activities.

For Instructional Areas: Describe the staffing pattern for the program(s). Include FTE full time/part time ratio and the impact of this on the department, the relationship between faculty assignments and content area expertise, and the maintenance of disciplinary standards by both full time/part time faculty. For instructions on how to calculate the ratio, see Appendix X. Include a list of all faculty who have reassigned time, including the amount of time, the source of funding (e.g., program 100), and the position.

F. Facilities, Equipment and Technology

List and review the adequacy of the spatial and technological resources at your disposal. Refer to office and meeting spaces, classrooms, computers, printers, technologies (video, DVD, audio, projection, wall-boards, maps, etc.), and other equipment used in your program. Use of Student Survey and efficiency data might be helpful and relevant to utilize here.

Facilities: List the dedicated facilities (offices, classrooms, etc.) used by your program. Do these facilities meet or exceed the minimum needs of your department? Explain how.

Equipment: List the specific equipment, technology and materials used by your program. Does this equipment meet or exceed your minimum needs? Explain how.

Technology: List the technology used by your program. Do these technologies meet or exceed your minimum needs? Explain how.

What facility, equipment or technological improvements would you like to accomplish or achieve in the next one, three, and five years? Use Student Survey and other data results to support your findings and recommendations

G. Internal Influences and Relationships

Describe how your department interacts with on campus entities and makes use of campus resources. What partners and resources on campus support or enhance your program(s), (e.g., Library; Computer and other Labs; Tutoring Services; Student Support; Professional Development/STARS)? How do various staff, faculty or classes utilize the resources on campus?

Describe sponsorship of campus wide or public exhibitions or demonstrations, involvement with student or community clubs, etc.

Instructional only: Describe and assess the current library resources with respect to your program(s). Describe the current student and academic support services utilized by students in your courses and programs. Discuss whether or not the current services are adequate to meet the needs of students.

How could your program make better use of campus resources? What needs are there in this area?

H. External Influences and Relationships

List and describe any partnerships your department or program may have with off-campus organizations/groups (e.g., City of Los Angeles, LAUSD). How do these partnerships enhance your program and impact student success?

Has your program been the recipient of any grants since the last program review? If so, describe the grants including their current status and how the grants contributed to the college and student success. Describe any additional grants the department intends to pursue in the next five years.

For instructional programs only:

What do faculty in your transfer institutions or those on your advisory board have to say about your program? If you have an advisory board, describe them and how they influence your program(s). Consult with your advisory board or with the faculty in your transfer institutions to get their perspective on your program(s) and any suggestions they have for improving it. Consult with these partners to get their review of your programs(s) since their feedback is invaluable for enriching your program(s) and helping your students succeed once they have transferred.

Has your department looked at labor market data? If yes, please report general findings and how you plan to address them. What is the current demand for this program? Is this demand expected to change over the next five year? (Required for CTE programs.)

Did your department participate in district discipline committees? If yes, report any recommendations and how you plan to address them. If no, what are the plans to participate in the future?

Are you subject to an external accrediting or reporting body? If yes, report any recommendations and how you plan to address them.

I. Needs Analysis and Goals

What goals did your program set in its last program review and most recent annual plans? What is the status of those goals (achieved, in progress, abandoned) and why?

List the curricular, staffing, facility, equipment, resource and training needs of your program and the recommendations you suggest to address those needs. This section should summarize the needs identified in previous modules and should be well-supported by the data and discussions in those modules.

Outline your program's goals and the activities your program will implement in the next five years to achieve those goals. List major planned activities including such details as which objectives or needs these address and who the likely participants will be in this process. These goals and activities should be prioritized.

What professional/staff development activities or other trainings would help to achieve these goals?

J. Relationship to College Planning

How do your program's goals contribute to the goals of the college as described in the Educational Master Plan?

How is your program contributing to the implementation of the college's Educational Master Plan? Are there any strategies that you are directly responsible for? If so, what are the strategies, what is being done to implement them, and what is their current status?

Is your program responsible for any college plans (e.g., Student Equity Plan, Technology Plan)? If so, describe the plan, its current status, and what is being done to implement that plan.

K. Budget Implications of Planning

What are the budget implications of implementing the plans the program has for the next five years? If additional funding is required, how does the program plan to request or acquire those funds (e.g., campus processes, grants)?

Appendix

A: Overview of campus 6-year planning cycle

B: Overview of campus governance structure

C: Educational Master Plan synopsis

D: List of resources and contacts

E: Sample 5-year grid of course offerings

F: How to calculate full-time/part-time ratio

G: Sample student survey

H: Sample data profile

Appendix A: Overview of Campus Six-Year Planning Cycle

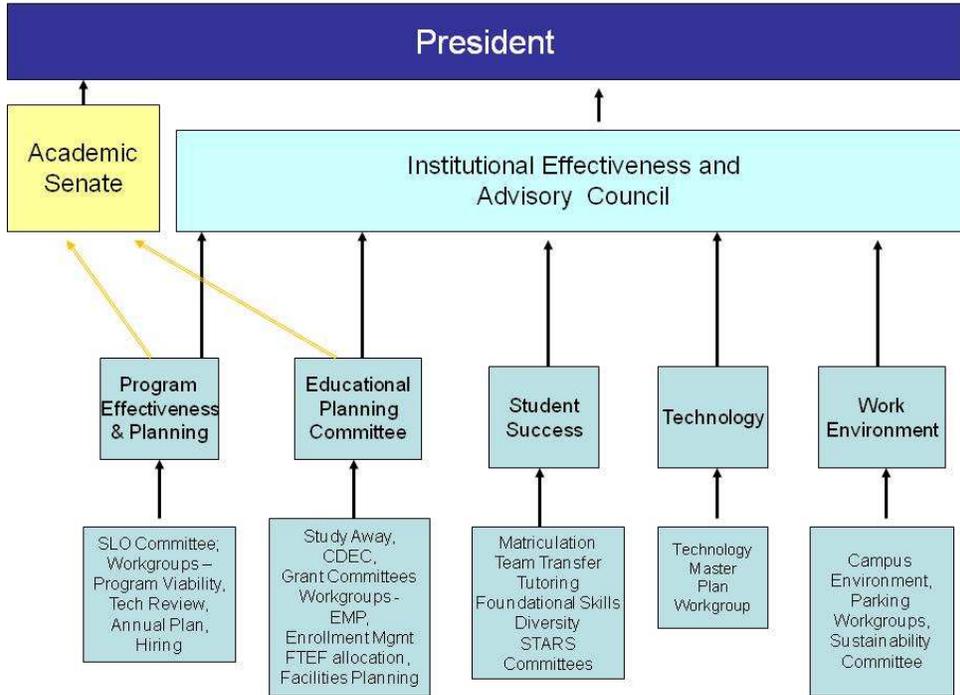
Campus planning and accreditation self-study are done on a staggered six year cycle beginning with the next revision of the Educational Master Plan (2012-2013) and the implementation of a single comprehensive program review cycle (2013-2014).

Annual Plans are done each year with the exception of the program review years. The planning cycle is as follows.

2010-2011	Annual Plan		
2011-2012	Annual Plan		Accreditation Self-Study
2012-2013	Annual Plan	Educational Master Plan Revision/Writing	Accreditation Site Visit (Spring)
2013-2014	Program Review		
2014-2015	Annual Plan		
2015-2016	Annual Plan		
2016-2017	Annual Plan		
2017-2018	Annual Plan		Accreditation Self-Study
2018-2019	Annual Plan	Educational Master Plan Revision/Writing	Accreditation Site Visit (Spring)
2019-2020	Program Review		

Appendix B: Overview of Campus Governance Structure

[updated graphic to be inserted once updated based on evaluation process]



Appendix C: Educational Master Plan Synopsis

The complete EMP document is available online at: www.lavc.edu/emp/

KEY PLANNING STATEMENTS

LA Valley College Core Commitments

We are committed to:

Learning

We view the continuous pursuit and transmission of knowledge as central to the human experience and key to a better quality of life.

Access

We promote access to educational opportunities for all in a welcoming, supportive and inclusive environment that provides a place for critical thinking, learning and personal growth.

Student Success

We recognize the inherent potential in all people and promote individual achievement of personal goals by encouraging students to be active participants in their learning and providing them with the foundational skills and support services necessary for success in the LA Valley College environment and beyond.

Quality

We strive to achieve instructional excellence and maintain a learning-centered campus by offering a broad range of academic programs and services, fostering an environment of academic freedom and collaboration, and providing professional development opportunities for faculty and staff.

Mutual Respect

We promote an environment of openness and integrity in which the views of each individual are respected and success is celebrated, and we acknowledge that greater understanding and consensus can be achieved through shared governance, collaboration, teamwork and an appreciation of all members of the College and the community we serve.

Innovation

We promote a climate of discovery that values and embraces inquiry, continuous improvement and welcome creative solutions as we seek new, flexible and responsive ways to fulfill our mission.

Diversity

We embrace the rich and unique dimensions of each individual in our community and strive to maintain an open and supportive environment that instills an appreciation for a variety of perspectives and encourages the free exchange of ideas.

Responsiveness

We strive to remain current and to meet the educational, social, economic, cultural and workforce needs of the community we serve.

Resourcefulness

We promote physical, technological and fiscal responsibility to maximize institutional effectiveness and strive to be effective stewards in the utilization of public funds.

Environmental Stewardship

We foster responsibility and pride in our campus and serve as a model of sustainability, being mindful of the impact we have on the environment, as individuals and as a community.

LA Valley College Vision Statement

Los Angeles Valley College serves the community as a leader in instructional excellence, facilitating the success of its diverse students, developing critical thinkers and life-long learners, and contributing to the economic and cultural vitality of the San Fernando Valley and beyond.

LA Valley College Mission Statement

Los Angeles Valley College is a comprehensive community college located in the center of the San Fernando Valley. The College serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the workplace and for advancing one's education, personal development and quality of life.

The Los Angeles Valley College faculty and staff are dedicated to helping students be successful. They emphasize excellence in teaching and providing a variety of support services that are designed to meet students where they are and help them reach their personal and professional goals. Beyond the classroom, the College provides for students a variety of co-curricular activities that serve to create a rich campus life experience.

Los Angeles Valley College advances the economic development of the region through programs, services and partnerships that address continuing and emerging employer needs in a diverse set of industries, including one of the largest concentrations of entertainment studios in the world.

Los Angeles Valley College hosts numerous cultural and athletic events throughout the year and serves as home to the San Fernando Valley Historical Museum.

The campus has a park-like quality, with a rich variety of trees selected by its founding faculty. As a result, the campus itself serves as a laboratory for learning and gives the College a special appreciation for the environment and issues of sustainability.

WHAT ARE GOALS, OBJECTIVES AND STRATEGIES?

Goals are statements of central direction that are paths to living out an institution's Mission and realizing its Vision. The College's goals link with the goals of the Los Angeles Community College District and the State of California Community Colleges, as presented in Chapter 1 of the EMP report.

Objectives are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can be used to create "dashboard indicators". Similar to the gauges on the dashboard of an automobile that show speed, fuel consumption and economy, engine temperature and other factors, dashboard indicators provide a quick measure of progress toward the College's desired outcomes.

Strategies are specific activities and initiatives that enable the institution to achieve its objectives.

This Educational Master Plan contains four goals. Each goal is followed immediately by measurable objectives and several strategies which define the future direction for the College. LA Valley College's goals are:

Goal 1: Increase student retention, persistence and success

Goal 2: Increase student access

Goal 3: Enhance academic programs and services to meet student needs

Goal 4: Enhance institutional effectiveness

Goal 1: Increase student retention, persistence and success

Student Success as an umbrella concept is a major core commitment of LA Valley College and a significant part of the College's Vision and Mission. Student success incorporates personal growth, development, persistence, and academic program completion.

With this Educational Master Plan, LA Valley College has an opportunity to focus energy and resources on helping students to persist and achieve their desired educational goals and to make the College a leader in student success. This includes meeting prospective students where they are in their personal, professional, and educational development and assisting them to complete educational programs that will prepare them for the next phase of their lives.

Objectives

Los Angeles Valley College will:

- Increase in-course retention rate by 5% in 3 years; by 10% in 5 years.
- Increase first-term persistence rate by 5% in 3 years; by 10% in 5 years.
- Increase first-year persistence rate by 5% in 3 years; by 10% in 5 years.
- Increase number of transfer/degree/certificates awarded by 5% in 3 years; by 10% in 5 years.
- Increase number of students successfully transitioning from basic skills to college-level courses by 3% in 3 years; by 5% in 5 years.
- Show steady progress in achieving equity across all student groups in in-course retention rate; first-term and first-year persistence rate; success rate and degree-completion rate over the next five years.

Goal 2: Increase student access

Providing access to all who wish to pursue post-secondary education is a key element of LA Valley's Core Commitments, Vision, and Mission. Hence, increasing student access is an essential and welcomed goal of the College.

Many factors impact student access, including such things as maintaining a certain level of growth and a student-faculty ratio to provide sufficient slots for students to obtain the classes they need. Another indicator of access is how much the student body represents the community being served. Simply put, a disparity between the student and community profile is an indication that certain segments of the population are not accessing the educational opportunities available at a college.

This is relevant to LA Valley College, where there has been a growing disparity between the profile of the student body and the immediate service area. Moreover, research indicates that student profiles are often impacted by the extent to which faculty and staff are immediately perceived as role models.

Objectives

LA Valley College will:

- Achieve an annual enrollment growth target of at least 1.5%.
- Hire faculty and staff who are sympathetic and sensitive to the racial and cultural diversity of the population the College serves and who directly and indirectly contribute to the College's diversity.
- Work toward a racial/ethnic distribution of students that is representative of the population of the College's immediate service area.
- Establish an FTEF-FTES ratio that balances access with academic quality and work toward maintaining that number.

Goal 3: Enhance academic offerings to meet student and regional needs

The curriculum is the heart of any college and maintaining a set of program offerings that appeals to and meets the needs of the students is essential to the future success of an institution. The following analysis shows that LA Valley College has a number of unique programs relative to its local competition, and several high growth jobs areas for which there are opportunities to develop new degrees and certificates and additional articulation agreements with local colleges and universities.

Objectives

LA Valley College will:

- Make steady progress toward enhancing its academic programs and course offerings
- Enhance its academic offerings to match the interests and needs of its students and the region it serves
- Make progress toward developing programs and policies that will enhance the instruction and teaching-learning for faculty and their students
- Develop partnerships with the various sectors of the local community to enhance its mission of teaching and service to the local community

Goal 4: Enhance institutional effectiveness

Enhancing institutional effectiveness is an ongoing goal of an institution as it seeks to fulfill its mission and is a key element of the accreditation process. There are many components to institutional effectiveness, one being the creation, maintenance and ongoing assessment of an institutional plan like this Educational Master Plan. Other components include the technological, human, procedural, financial, and physical infrastructure to realize the goals and objectives in the Educational Master Plan. In many ways, these important components enable the College to achieve the both ideals and the ambitions that it has established for itself.

Objectives

- **Technology:** Make progress toward acquiring sufficient technological equipment and training to meet instructional and administrative needs
- **Staff Development:** Increase opportunities for the staff to grow in professionalism and service in their support role to the teaching-learning process
- **Marketing:** Develop and implement a marketing plan to enhance LA Valley's public image and visibility, based upon the new Educational Master Plan
- **Institutional Planning:** Use the Educational Master Plan as the basis for establishing priorities and activities of the College, assess progress toward achieving stated objectives and update the plan on an ongoing basis
- **Governance:** Continually utilize and develop the College's broad-based governance process as a means for making decisions

- **Campus Maintenance:** Enhance the College’s capacity to maintain an efficient and safe environment to support the teaching-learning process, including a beautification program that leverages the natural beauty of the campus
- **Finances:** Make significant strides toward achieving a balanced financial position that reflects the priorities identified in the Educational Master Plan

Appendix D: List of Resources and Contacts

Program Effectiveness and Planning Committee - www.lavc.edu/pepc
Chair – Rebecca Stein – steinrl@lavc.edu

Office of Research and Planning - www.lavc.edu/research
Dean – Michelle Fowles – fowlesmr@lavc.edu

Valley College Curriculum Committee - www.lavc.edu/vccc
Chair – Sheri Berger – bergersl@lavc.edu

LAVC Library - www.lavc.edu/LIBRARY/library.html
Chair –

Professional Development – www.lavc.edu/profdev
Director – Deborah Kaye- kayedr@lavc.edu

Appendix E: Sample 5-Year Grid of Course Offerings

Course Offering Grid – Fall 2011 to Spring 2016 – Any Discipline

Courses	F11	W12	Sp12	Su12	F12	W13	Sp13	Su13	F13	W14	Sp14	Su14	F14	W15	Sp15	Su15	F15	W16	Sp16
Disc 101 (C)	D/E	D	D/E	D	D/E		D/E	D	D/E	D	D/E	D	D/E	D	D/E	D	D/E		D/E
Disc 102 (C)	D		E		D		E		D		E		D		E		D/O		E/O
Disc 103 (C)	E		D		E		D		E		D		E		D		E		D
Disc 104	D				O				D				D				D		
Disc 105			A				O				A				A				A
Disc 106																			
Disc 107	D								O								D/O		
Disc 108			D								D								D
Disc 109					E														
Disc 110							E				O				O				

C = Core course; D = Day class; A = Afternoon class; E = Evening class; O = Online class

The department would need to indicate if they are archiving the 106 course or provide the plan for when it will be offered.

In this example, all core classes were offered at least once every 2 years. If that was not the case, the department would need to determine if the program is being modified and how, or provide a plan for how the course will be offered.

Courses not offered in 4 years must be archived.

Appendix F: How to Calculate Full-time/Part-time Ratio

To figure your full time / part time faculty ratios or percentages, insert the following information:

1. Your department’s typical FTE Fall semester allocation:	
2. The number of full time faculty members in your department:	
3. The FTE for reassigned time for your Chair assignment	
4. The FTE for any other faculty reassignments in your department	
5. Add together #3 & #4	
6. Subtract #5 from #2 (this is the amount of FTE taught by full time faculty)	
7. Divide #6 by #1 and then multiply by 100 (this is the percent of FTE taught by full time faculty)	
8. Subtract #7 from 100 (this is the percent of FTE taught by hourly rate faculty)	

For example, let’s say that your department FTE allocation is 20.0 and you currently have 12 full time faculty. Subtract 0.6 for your reassigned time as Chair and you have 11.4 FTE/full time faculty. To get a ratio, you’ve got 11.4 FTE full time to 8.6 FTE part time or 57% full time to 43% part time (11.4 full time faculty divided by 20 FTE and multiplied by 100; 8.6 part time faculty divided by 20 FTE and multiplied by 100).

NOTE: This calculation does not account for full time faculty teaching hourly rate classes. It is used here to simplify the math and it is not the same formula used by the district and state for FTE calculations. This calculation is also different from that required for Hiring Requests; that calculation is figured by discipline in which hiring is to be done whereas this is for your entire department. If you wish to include this figure for a particular discipline (e.g., program), only consider the FTE and faculty assigned to those courses in that discipline (or use the calculus in the Hiring Form document).