

## GE Program Instructional Program Review/Institutional Effectiveness Metrics

### Glossary of Terms

#### **Abbreviations**

- MC or MCCD—Merced Campus, including off-site locations other than Los Banos
- LB—Los Banos Campus
- Area 1—Science, Technology, Engineering and Math
- Area 2—English and Humanities. Plus honors, work experience, tutorial
- Area 3—Agriculture and Industrial Technology
- Area 4—Allied Health, Child Development, Public Safety, Kinesiology
- Area 5—Fine & Performing Arts and Social Sciences
- Area 6—Learning Resource Center. Plus Distance Education, Inmate Education
- Area 7—Los Banos Campus and off-campus centers
- Area 9—Business, Adult Education, Noncredit & Workforce Development; BRC
- Area LRC/SS—Learning Resources Center/Student Services (including LRNR, STGV and GUID and Inmate Education and Dual Enrollment courses)
- FTEF—Full-time Equivalent Faculty, a measure of teaching load in a given term
- FTES—Full-time Equivalent Student, formerly called “Average Daily Attendance.” It's a measure of workload based on enrollment and attendance. FTES is a calculation used by the state to determine funding levels per student as a measure of enrollment. One FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. This is based on a theoretical student being enrolled in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks (1 FTES = 3 x 5 x 35 = 525).
- WSCH—Weekly Student Contact Hours, a measure of time spent on instruction per week times the number of students in the class, and is a measure of revenue. A class with 30 students meeting 3 hours a week has 90 WSCH. The more students enrolled in a class, the higher the WSCH.
- AB 288—Dual Enrollment/High School courses
- CTE—Career Technical Education Fast-Track
- DE—Distance Education (includes hybrid, 100% internet, correspondence)
- Non-DE—Non-Distance Education
- ET—Embedded Tutor
- IE—Inmate Education
- LC—Learning Community
- OL—Overload
- SI—Supplemental Instruction
- Sec—Course Section
- ST—Short-Term

GE Program Personal Development and Lifelong Learning dataset

## Terms

- **Enrollment**—number of students in at least one course who receives any grade (A, B, C, P, D, F, NP, W, EW, FW, MW, I). Enrollment may be duplicated (each student is counted once for each course enrolled in), or unduplicated (each student is counted only once regardless of the number of courses enrolled in)
- **Completion Rate or Course Completion Rate (CCR)**—percent of students enrolled who completed the course (retained until the end of the semester), defined as a receiving a letter grade A, B, C, P, D, F, NP, I. *Formerly Retention.*  
Numerator: A, B, C, P, D, F, NP, I  
Denominator: A, B, C, P, D, F, NP, W, EW, FW, MW, RD, I
- **Success Rate or Course Success Rate (CSR)**—percent of students enrolled who receive a letter grade A, B, C, P.  
Numerator: A, B, C, P  
Denominator: A, B, C, P, D, F, NP, W, EW, FW, MW, RD, I
- **Persistence (term-to-term)**: Those students who receive any grade persists (enrolls in) the following term (i.e. fall to spring). Students who drop are not considered.
  - *Initial term*: Student enrolls in at least one course and receives any grade (A, B, C, P, D, F, NP, W, EW, FW, MW, RD, I)
  - *Following term*: Student enrolls in at least one course and receives any grade (A, B, C, P, D, F, NP, W, EW, FW, MW, RD, I)
  - *Persistence rate (term-to-term)*: The percent of students who persist from one semester to the next semester.
  - **NOTE**: This definition can apply to the course or program-level. Persistence is different from progress.
- **Progress**: Measured by those students who move from one level of the sequence to the next level (such as, non-credit to credit, MATH-04A to MATH-04B).
- **Productivity**: Measured by WSCH divided by FTEF. This calculation can be thought of as a measure of productivity (revenue divided by cost). The higher the number, the more cost effective a class can be considered to be.

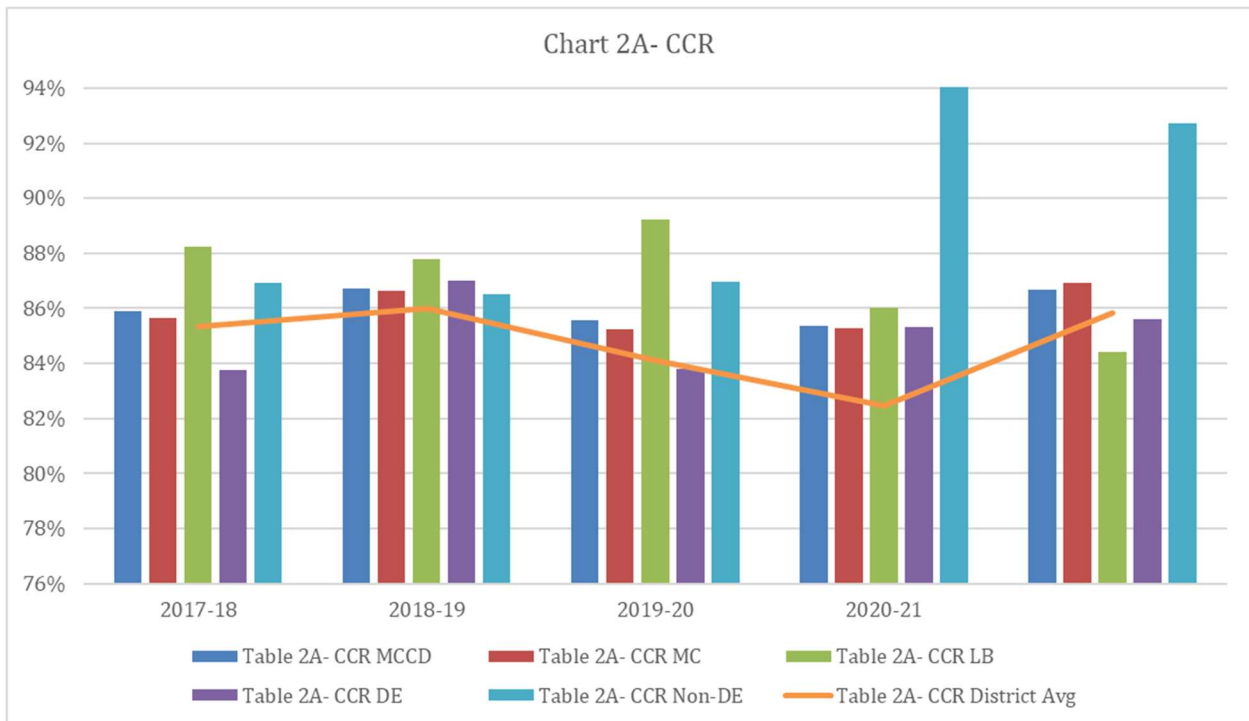
**NOTE: The data is as of Census.**

Courses associated with the Personal Development and Lifelong Learning ISLO

ATHL-01A  
ATHL-01B  
ATHL-01G  
ATHL-01J  
ATHL-01K  
ATHL-01L  
ATHL-03  
AUTO-04  
BUS-35  
CLDV-01  
CLDV-02  
CLDV-09  
CPSC-01  
GUID-30  
GUID-48  
HLTH-10  
HLTH-16  
KINE-01  
LAND-11  
NUTR-10  
PHED-01  
PHED-10  
PHED-11  
PHED-12  
PHED-13  
PHED-15  
PSYC-09  
PSYC-22  
PSYC-23  
PSYC-36

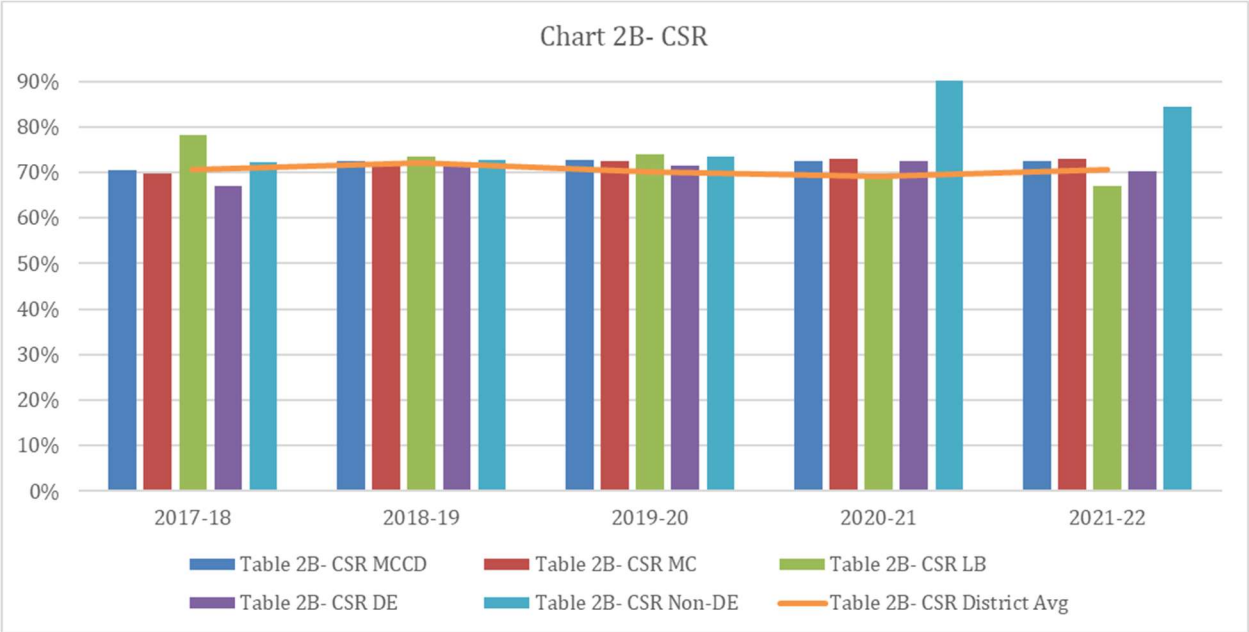
## 2) Student Performance

Table 2A- CCR						
CCR	MCCD	MC	LB	DE	Non-DE	District Avg
2017-18	85.88%	85.64%	88.25%	83.75%	86.94%	85.32%
2018-19	86.73%	86.64%	87.80%	87.02%	86.53%	86.01%
2019-20	85.57%	85.22%	89.22%	83.80%	86.96%	84.11%
2020-21	85.36%	85.26%	86.00%	85.33%	100.00%	82.46%
2021-22	86.67%	86.91%	84.42%	85.60%	92.72%	85.85%



*Completion Rate or Course Completion Rate (CCR)—percent of students enrolled who completed the course (retained until the end of the semester), defined as a receiving a letter grade A, B, C, P, D, F, NP, I. Formerly Retention.*

Table 2B- CSR						
CSR	MCCD	MC	LB	DE	Non-DE	District Avg
2017-18	70.58%	69.81%	78.14%	67.04%	72.33%	70.59%
2018-19	72.39%	72.29%	73.55%	71.92%	72.73%	72.07%
2019-20	72.65%	72.51%	74.06%	71.61%	73.47%	70.11%
2020-21	72.52%	72.95%	69.74%	72.46%	100.00%	69.11%
2021-22	72.44%	73.01%	67.12%	70.32%	84.46%	70.56%



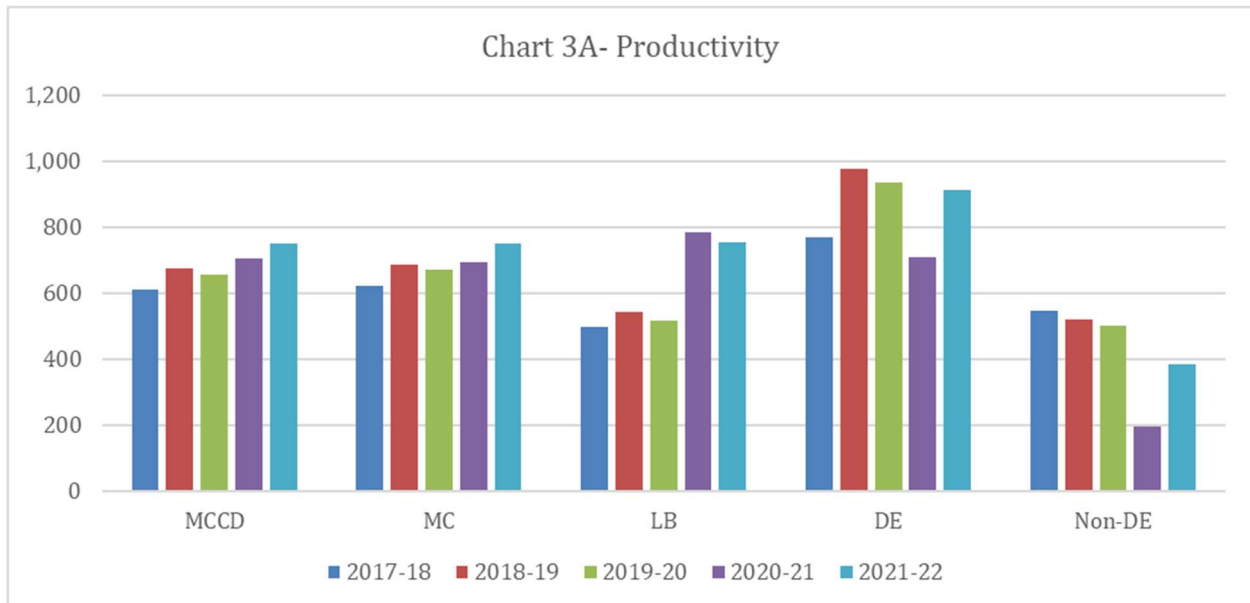
*Success Rate or Course Success Rate (CSR)—percent of students enrolled who receive a letter grade A, B, C, P.*

### 3) Staffing

#### Definitions

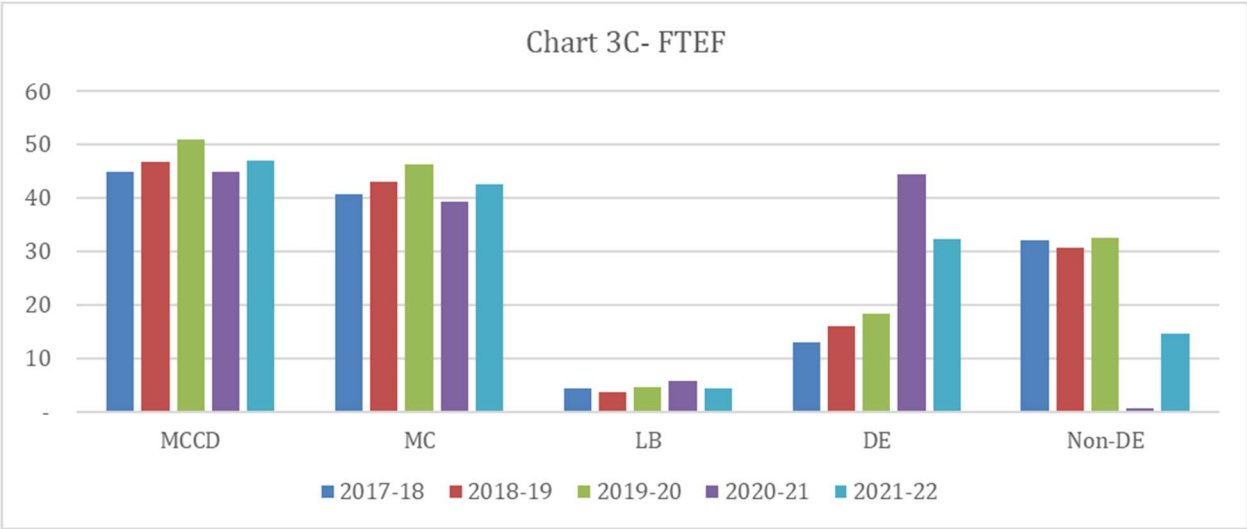
Productivity WSCH divided by FTEF  
 WSCH Weekly Student Contact Hours  
 FTEF Full-Time Equivalent Faculty  
 FTES Full-Time Equivalent Student

Productivity	MCCD	MC	LB	DE	Non-DE
2017-18	611.76	623.72	497.88	769.14	548.44
2018-19	676.70	688.22	544.02	978.26	519.95
2019-20	657.32	671.40	517.68	934.67	500.68
2020-21	705.07	693.42	785.07	711.18	195.00
2021-22	750.62	750.13	755.48	915.14	385.50

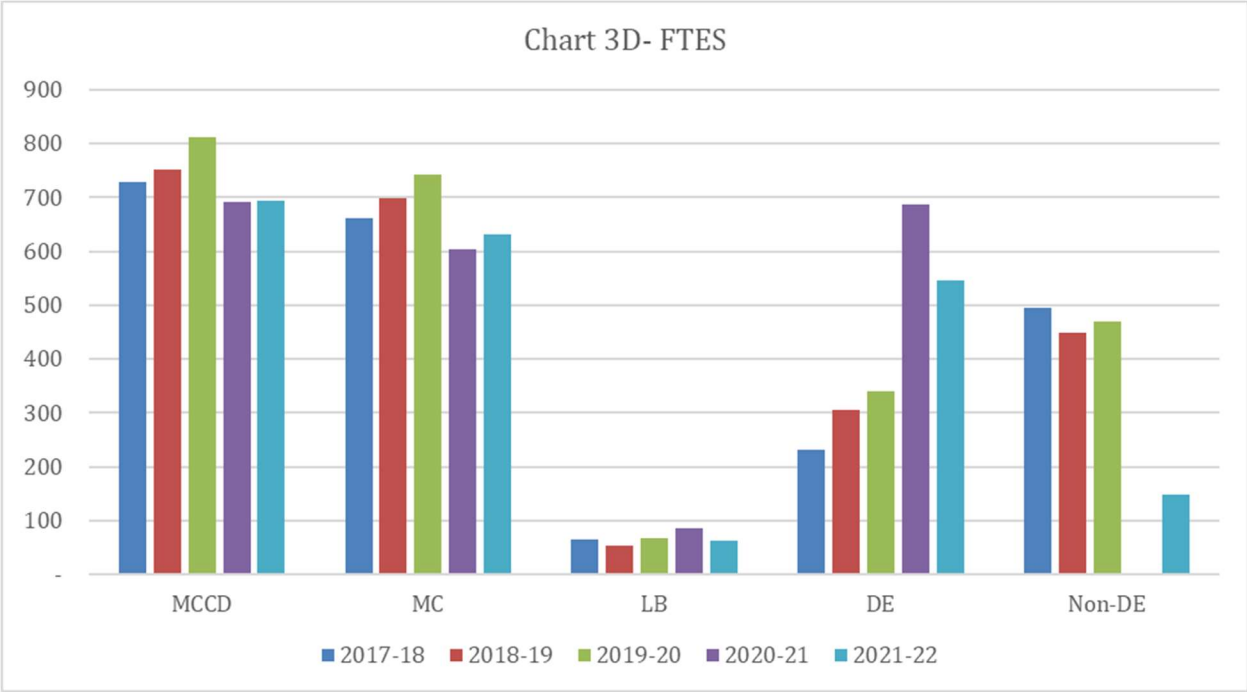


WSCH	MCCD	MC	LB	DE	Non-DE
2017-18	27,468.24	25,343.94	2,124.30	9,909.04	17,559.20
2018-19	31,624.47	29,593.47	2,031.00	15,635.87	15,988.60
2019-20	33,479.32	31,063.46	2,415.86	17,182.28	16,297.05
2020-21	31,728.90	27,240.90	4,488.00	31,624.90	104.00
2021-22	35,200.11	31,926.36	3,273.75	29,584.71	5,615.40

Table 3C- FTEF					
FTEF	MCCD	MC	LB	DE	Non-DE
2017-18	44.90	40.63	4.27	12.88	32.02
2018-19	46.73	43.00	3.73	15.98	30.75
2019-20	50.93	46.27	4.67	18.38	32.55
2020-21	45.00	39.28	5.72	44.47	0.53
2021-22	46.89	42.56	4.33	32.33	14.57



FTES	MCCD	MC	LB	DE	Non-DE
2017-18	727.36	662.36	64.99	231.26	496.09
2018-19	752.70	698.25	54.45	304.40	448.30
2019-20	810.78	742.73	68.05	340.84	469.94
2020-21	690.63	603.73	86.90	687.16	3.47
2021-22	693.67	631.67	62.00	546.56	147.11





4) Classes Filled

Table 4A- % Filled						
% Filled	MCCD	MC	LB	DE	Non-DE	District Avg
2017-18	56.52%	56.49%	56.80%	58.26%	55.71%	66.36%
2018-19	55.52%	55.83%	52.09%	62.88%	51.16%	64.91%
2019-20	55.39%	55.42%	55.05%	60.38%	52.11%	61.06%
2020-21	53.32%	53.36%	53.12%	53.69%	16.00%	58.26%
2021-22	49.46%	49.40%	50.05%	54.46%	33.37%	55.70%

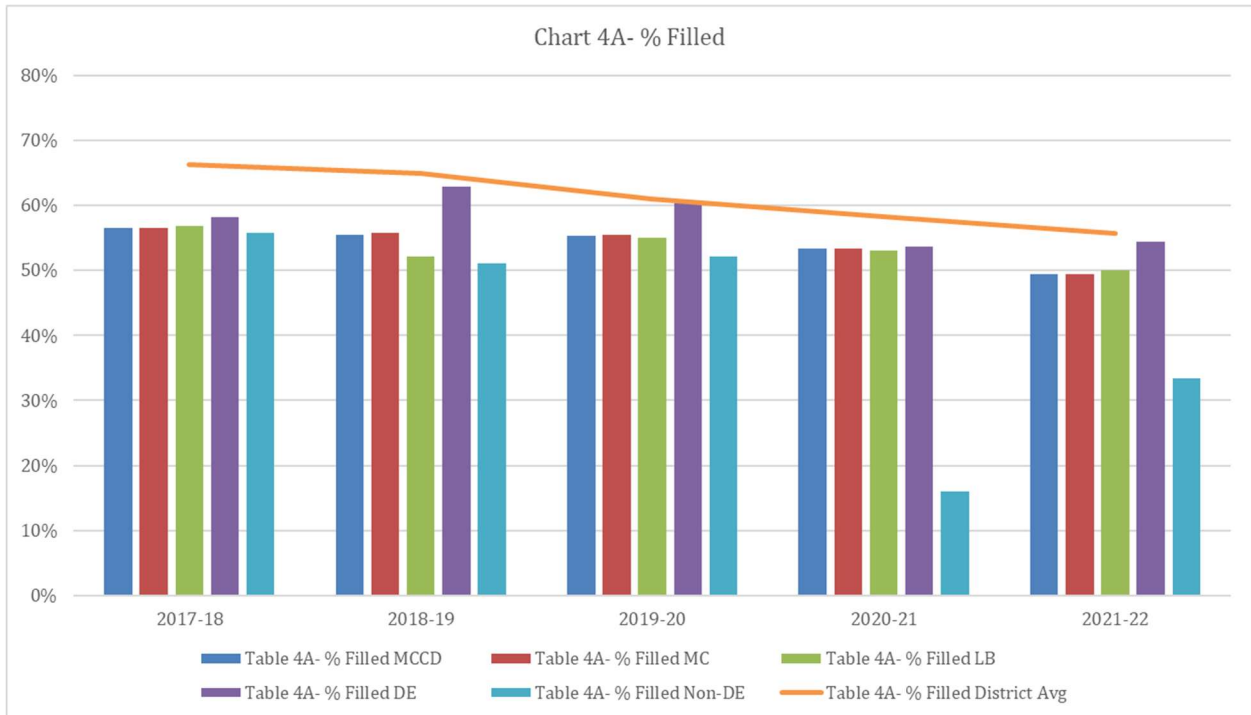


Table 4B- Class Average						
Average	MCCD	MC	LB	DE	Non-DE	District Avg
2017-18	26.08	26.24	24.68	27.54	25.43	23.35
2018-19	26.11	26.46	22.57	31.26	23.31	23.00
2019-20	25.52	25.70	23.83	29.14	23.32	21.58
2020-21	24.28	24.43	23.32	24.42	8.00	20.86
2021-22	22.49	23.08	18.11	25.23	14.33	19.56

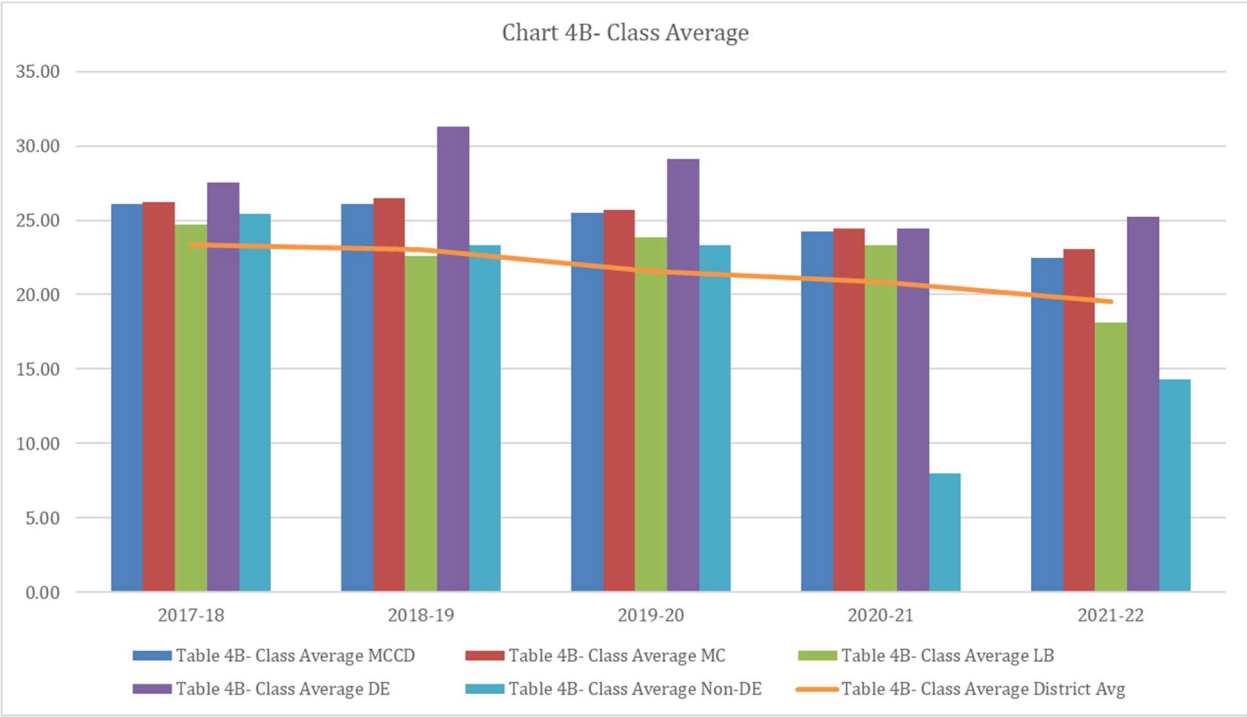
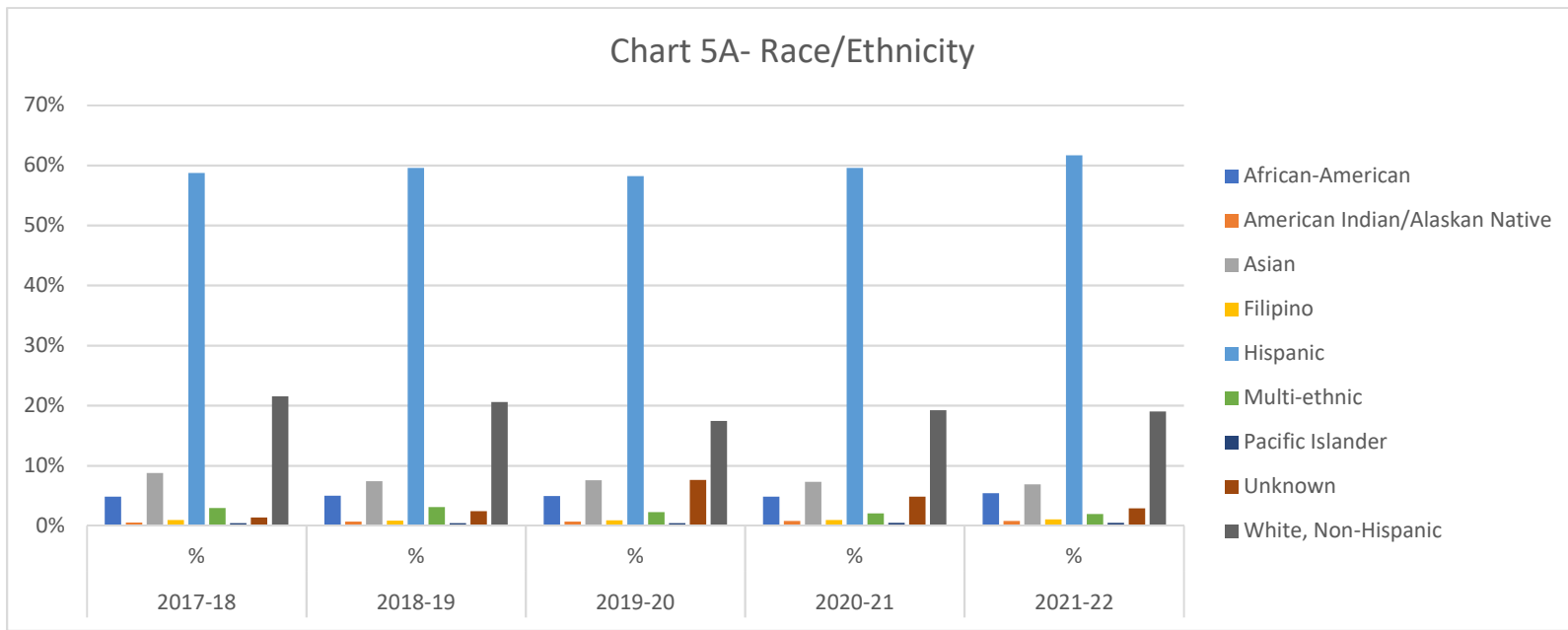


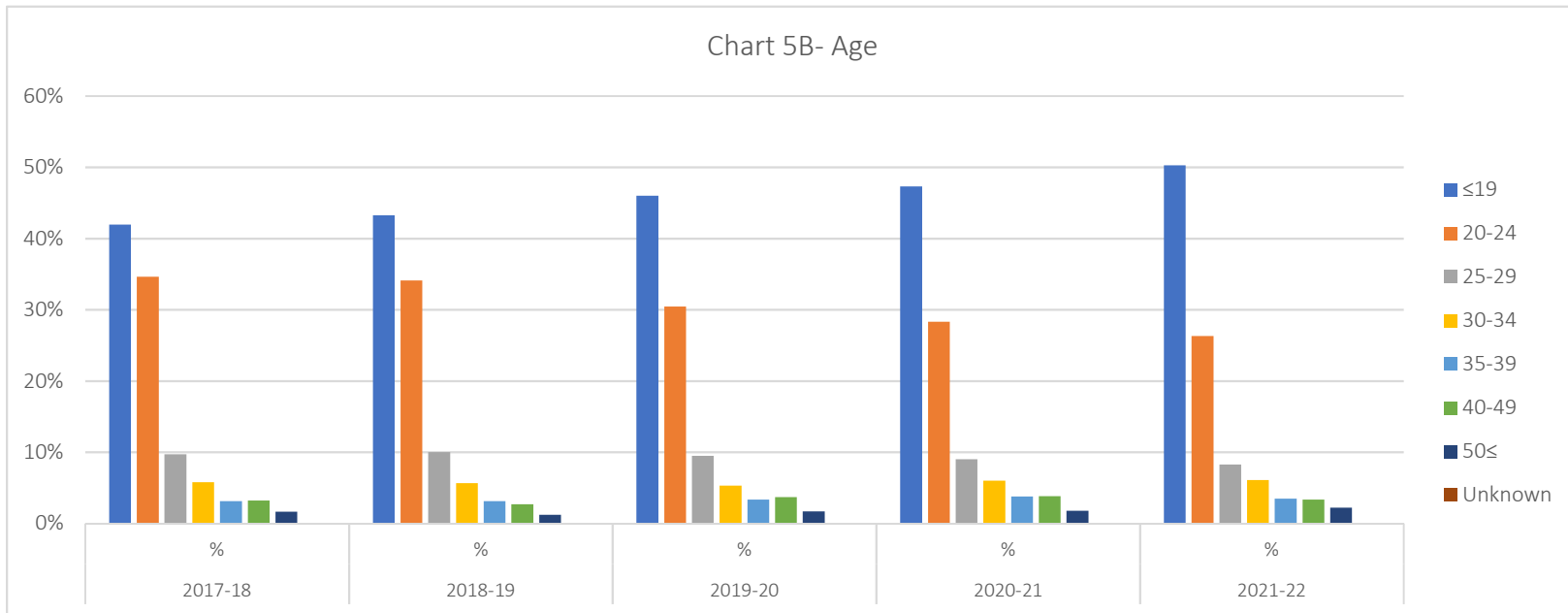
Table 4C- Number of Sections					
# Sec	MCCD	MC	LB	DE	Non-DE
2017-18	221	199	22	68	153
2018-19	230	209	21	81	149
2019-20	251	227	24	95	156
2020-21	224	193	31	222	2
2021-22	239	211	28	179	60

5) Demographics

Table 5A- Demographics	2017-18		2018-19		2019-20		2020-21		2021-22		District Avg
	N	%	N	%	N	%	N	%	N	%	%
African-American	321	4.82%	341	4.98%	366	4.94%	305	4.82%	329	5.38%	3.13%
American Indian/ Alaskan Native	34	0.51%	48	0.70%	50	0.68%	51	0.81%	47	0.77%	0.47%
Asian	585	8.79%	506	7.39%	560	7.56%	463	7.31%	420	6.87%	7.87%
Filipino	61	0.92%	58	0.85%	67	0.90%	61	0.96%	64	1.05%	0.96%
Hispanic	3,911	58.74%	4,078	59.58%	4,312	58.22%	3,772	59.56%	3,771	61.67%	58.07%
Multi-ethnic	196	2.94%	212	3.10%	168	2.27%	131	2.07%	119	1.95%	2.83%
Pacific Islander	28	0.42%	30	0.44%	29	0.39%	28	0.44%	27	0.44%	0.28%
Unknown	89	1.34%	164	2.40%	565	7.63%	306	4.83%	177	2.89%	7.08%
White, Non-Hispanic	1,433	21.52%	1,408	20.57%	1,290	17.42%	1,216	19.20%	1,161	18.99%	19.30%



Age	2017-18		2018-19		2019-20		2020-21		2021-22		District Avg
	N	%	N	%	N	%	N	%	N	%	%
≤19	2,794	41.96%	2,961	43.26%	3,406	45.98%	2,997	47.32%	3,073	50.25%	34.38%
20-24	2,305	34.62%	2,334	34.10%	2,256	30.46%	1,793	28.31%	1,609	26.31%	27.42%
25-29	645	9.69%	684	9.99%	701	9.46%	569	8.98%	506	8.27%	11.64%
30-34	384	5.77%	385	5.62%	393	5.31%	381	6.02%	372	6.08%	7.72%
35-39	208	3.12%	214	3.13%	248	3.35%	238	3.76%	213	3.48%	5.31%
40-49	213	3.20%	184	2.69%	273	3.69%	241	3.81%	205	3.35%	6.62%
50≤	109	1.64%	82	1.20%	124	1.67%	111	1.75%	134	2.19%	6.67%
Unknown	0	0.00%	1	0.01%	6	0.08%	3	0.05%	3	0.05%	0.24%



Gender	2017-18		2018-19		2019-20		2020-21		2021-22		District Avg
	N	%	N	%	N	%	N	%	N	%	%
Female	4,200	63.08%	4,448	64.98%	4,724	63.78%	4,308	68.02%	3,900	63.78%	60.71%
Male	2,444	36.71%	2,356	34.42%	2,644	35.70%	2,005	31.66%	2,206	36.08%	38.02%
Unknown	14	0.21%	41	0.60%	39	0.53%	20	0.32%	9	0.15%	1.27%
<b>TOTAL</b>	<b>6,658</b>	<b>100.00%</b>	<b>6,845</b>	<b>100.00%</b>	<b>7,407</b>	<b>100.00%</b>	<b>6,333</b>	<b>100.00%</b>	<b>6,115</b>	<b>100.00%</b>	<b>100.00%</b>

