

FCC Institutional Effectiveness Index

Fresno City College (FCC) is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, core values, educational master plan, and strategic plan.

As the college strives to become more performance-based in the allocation of resources and create a mission-centric model to document its effectiveness, FCC has established a set of institutional effectiveness measures to guide its planning processes. These measures support everyday operations and assist the college in continuous improvement towards mission fulfillment. This effort will also help faculty, staff, administrators, departments, divisions, and offices to make more data-informed decisions around how to best serve our students.

A total of 51 measures of institutional effectiveness are summarized in the following themes:

1. Student Success – 10 measures
2. Student Success Scorecard – 5 measures
3. Academic Excellence – 13 measures
4. Student Satisfaction and Engagement – 3 measures
5. Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources – 16 measures
6. Promote Institutional Dialog – 2 measures
7. Licensure Exam Passing Rate and Job Placement Rate – 2 measures

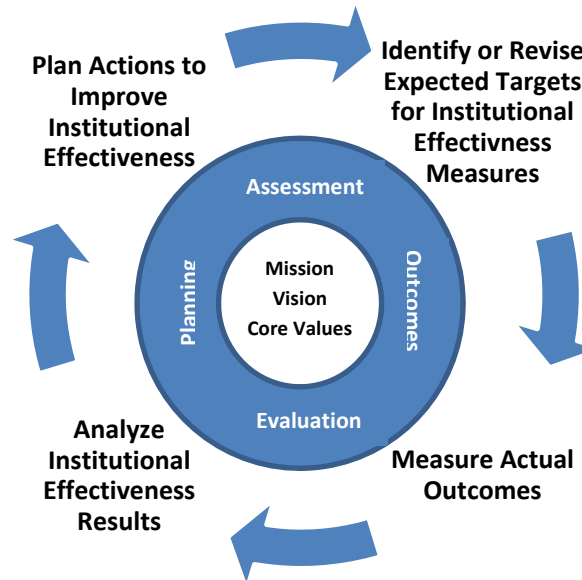
Assessment of FCC institutional effectiveness is systematic and comprehensive. It includes examining internal student success data, student success score card data (SB1456), performance gaps between different ethnic groups, outcome assessment and program review data, fiscal data, and regularly scheduled internal and national student and employee surveys.

FCC Institutional Research and Effectiveness (IRE) Committee began the development of institutional effectiveness measures in fall 2013. The original measures were adapted from College of San Mateo's College Index. The committee examined six years of data and set the six year low as the baseline measure. Then the committee reviewed all the measures individually to determine what would be the reasonable target for next six years. Targets are the specific values on the institutional effectiveness measures that FCC is expecting to reach. To sustain quality improvement, targets will be re-examined for every six years.

The process of Institutional Effectiveness assessment is cyclical and ongoing. The initial cycle begins with the identification of the areas of institutional effectiveness and data collection points. After a review of the data from previous years, expected

targets are identified. Then actual outcomes are measured, the results are analyzed, actions are taken (or planned) to improve institutional effectiveness, and the cycle repeats. In subsequent cycles, measures of institutional effectiveness and data collection points are reviewed for relevancy to the college's overall planning process. Elements of the institutional effectiveness assessment cycle are detailed below:

FCC Institutional Effectiveness Assessment Cycle



After the academic year, actual institutional effectiveness data will be collected, analyzed and discussed. The purpose of analyzing results is to identify problem areas and determine if actions are needed to improve institutional effectiveness.

The draft of FCC Institutional Effectiveness Index was completed by IRE Committee and presented to FCC Strategic Planning Council (SPC) in March, 2014. The document was then forwarded to Academic Senate, Classified Senate/CSEA, Management Council, and Associated Student Government for input. The targets were revised in 2015-16 to reflect statewide Institutional Effectiveness Partnerships Initiative requirements which asks for six year target for each measure.

The following sections include FCC Institutional Effectiveness Index measures, 6 years of data, 6 year average, baseline, and target for each measure. Definitions of all the measures are also attached in Appendix A.

FCC Institutional Effectiveness Index

(adapted from College of San Mateo)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low	6- Year
								Baseline	Target
1. Student Success									
1.1 Retention Rates	88.6%	88.9%	90.1%	90.1%	90.6%	90.4%	89.8%	88.6%	91%
1.2 Successful Course Completion Rate	65.3%	66.3%	68.4%	67.9%	67.8%	67.6%	67.2%	65.3%	71%
1.3 Basic Skills Successful Course Completion Rates									
Basic Skills English (Reading & Writing)	69.4%	70.0%	71.2%	69.7%	65.4%	62.0%	68.0%	62.0%	72%
Basic Skills English-Reading	72.9%	72.6%	71.4%	72.6%	76.6%	67.0%	72.2%	67.0%	73%
Basic Skills English-Writing	66.8%	68.0%	71.1%	67.4%	58.6%	59.4%	65.2%	58.6%	65%
Basic Skills EMLS	77.0%	65.5%	71.2%	79.3%	72.1%	72.8%	73.0%	65.5%	71%
Basic Skills Math	64.5%	63.8%	61.0%	57.4%	61.1%	53.2%	60.1%	53.2%	66%
1.4 Distance Education Course Retention Rate	83.5%	83.3%	85.5%	84.7%	85.4%	83.2%	84.3%	83.2%	86%
1.5 Distance Education Successful Course Completion Rate	60.8%	61.7%	64.6%	63.3%	60.1%	59.3%	61.7%	59.3%	66%
1.6 Percentage of Distance Education (Online) Courses	4.2%	3.8%	4.0%	4.2%	4.4%	4.4%	4.2%	3.8%	8%
1.7 Number of Students Completing SEPs (Reg-To-Go students)		1,139	2,402	2,285	2,558	2,546	2,186	1,139	
1.8 Percentage of Students Completing SEPs (Reg-To-Go students)		36%	89%	83%	88%	92%	78%	36%	95%
1.9 Number of Students Fully Matriculated (Reg-To-Go students)		1,001	2,288	2,040	2,443	2,494	2,053	1,001	
1.10 Percentage of Students Fully Matriculated (Reg-To-Go students)		32%	85%	74%	84%	90%	73%	32%	95%
2. Student Success Score Card									
2.1 Completion-Student Progress and Attainment Rate									
Prepared	64.0%	61.9%	61.8%	65.6%	65.4%	66.1%	64.1%	61.8%	70%
Unprepared	35.0%	35.0%	35.4%	38.0%	35.8%	33.4%	35.4%	33.4%	39%
Overall	41.4%	40.8%	40.8%	44.2%	41.9%	39.8%	41.5%	39.8%	47%
2.2 Persistence Rates (first 3 terms)									

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low	6- Year
								Baseline	Target
Prepared	78.9%	79.1%	75.3%	78.5%	80.3%	80.7%	78.8%	75.3%	81%
Unprepared	73.1%	73.1%	70.9%	74.2%	75.6%	74.7%	73.6%	70.9%	75%
Overall	74.4%	74.4%	71.8%	75.1%	76.5%	75.9%	74.7%	71.8%	76%
2.3 At Least 30 Units Rate									
Prepared	72.9%	71.9%	70.3%	71.9%	72.5%	70.7%	71.7%	70.3%	73%
Unprepared	60.6%	60.9%	59.4%	62.6%	62.6%	61.7%	61.3%	59.4%	65%
Overall	63.3%	63.3%	61.7%	64.7%	64.6%	63.5%	63.5%	61.7%	66%
2.4 Basic Skills Education Progress									
Math	27.0%	27.5%	27.5%	29.8%	33.4%	33.6%	29.8%	27.0%	34%
English	32.4%	30.8%	32.0%	35.7%	33.7%	35.1%	33.3%	30.8%	35%
ELMS	29.2%	30.3%	32.1%	32.3%	28.4%	33.1%	30.9%	28.4%	31%
2.5 Career Technical Education (CTE) Rate									
	54.0%	51.4%	50.5%	53.9%	50.4%	52.0%	52.0%	50.4%	53%
3. Academic Excellence									
3.1 Transfer Rate (Six-Year)	40%	38%	39%	44%	39%	38%	40%	38%	44%
3.2 Total Number of Transfers (Six-Year)	711	679	609	737	675	734	691	609	
3.3 Graduation Rate (IPEDS data)	18%	18%	14%	15%	15%	18%	16%	14%	20%
3.4 Total Number of Degrees or Certificates Awarded	1,641	1,607	1,463	1,585	1,546	2,033	1,646	1,463	2,100
3.5 Number of Students who received a Degree or Certificate	1,651	1,532	1,322	1,484	1,403	1,824	1,536	1,322	1,900
3.6 Number of Degrees Awarded	1,371	1,259	984	1,224	1,132	1,251	1204	984	1225
3.7 Number of Student who received a Degree	1,338	1,238	972	1,214	1,132	1,223	1186	972	1200
3.8 Number of Certificates Awarded	270	348	479	361	414	782	442	270	875
3.9 Number of Students who received a Certificate	364	358	408	334	355	710	422	334	750
3.10 SLO's: Percentage of Courses with Ongoing Assessment	0%	14%	68%	82%	89%	89%	57%	0%	100%
3.11 SLO's: Percentage of Programs with Ongoing Assessment	0%	1%	49%	77%	97%	97%	54%	0%	100%

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low	6- Year
								Baseline	Target
3.12 SLO's: Percentage of Institutional SLO's with Ongoing Assessment		100%		100%	100%	100%	100%	100%	100%
3.13 SLO's: Percentage of Student Learning & Support Activities with Ongoing Assessment	-	70%	85%	100%	100%	96%	90%		100%
4. Student Satisfaction and Student Engagement									
4.1 Student Satisfaction and Perception: Overall Ratings (ACT survey)	3.65(04SP)	3.67(08SP)	3.67(10FA)	3.68(13SP)			3.67	3.65	3.80
4.2 Student Satisfaction and Perception: Campus Climate (ACT survey)	3.69(04SP)	3.68(08SP)	3.71(10FA)	3.73(13SP)			3.70	3.68	3.80
4.3 Student Engagement (CCSSE)									
Active and Collaborative Learning (CCSSE)		48.4			47.6			47.6	50.0
Student Effort (CCSSE)		47.3			48.0			47.3	50.0
Academic Challenge (CCSSE)		49.7			49.8			49.7	50.0
Student Faculty Interaction (CCSSE)		44.8			46.0			44.8	50.0
Support for Learners (CCSSE)		47.3			49.7			47.3	50.0
5. Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources									
5.1 College adopted minimum Ending Funding Balance				2.1 mil	4.6 mil		3.4 mil	2.1 mil	2.1 mil
5.2 General Operating Fund Ending Balance	6.7 mil	7.9 mil	8.8 mil	8.9 mil	4.6 mil		7.4 mil	6.7 mil	8.1 mil
5.3 General Operating Budget Stability: Ratio of Actual Expenditures to Total Budget	90.29%* Reserve not included in budget	88.75%** Reserve not included in budget	98.26%** Reserve not included in budget	97.70%** Reserve not included in budget	95.5%		94.10%	88.95%	98.0%
5.4 District Salary and Benefits (%)	89.0%	94.0%	93.0%	87.0%	86.0%	82.0%	90.0%	82.0%	85.0%
5.5 Annual Operating Excess/(Deficiency)	2.8%	0.1%	-2.3%	-0.4%	0.1%	-4.9%	-0.8%	-4.9%	0.0%
5.6 District Fund Balance	24.3%	28.8%	28.1%	27.8%	26.3%	19.0%	25.7%	19.0%	17.0%

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low	6- Year
								Baseline	Target
5.7 District Cash Findings	None	None	None	None	None	None	None	None	None
5.8 District Audit Findings	None	None	None	None	None	None	None	None	None
5.9 Productivity/Efficiency: Total Reported Credit FTES (summer, fall & spring)	19,189	18,032	15,636	16,585	16,222	16,624	17048	15,636	18,721
5.10 Productivity/Efficiency: Total Reported Credit FTES - All Online Courses (summer, fall, & spring)	588	486	436	533	573	702	553	436	913
5.11 Productivity/Efficiency: FTES/FTEF (fall & spring)	17.1	16.3	15.4	15.7	15.3	14.4	15.7	14.4	17.5
5.12 Productivity/Efficiency: WSCH/FTEF (fall & spring)	513	490	461	470	459	432	471	432	525
5.13 Productivity/Efficiency: Fill Rates (fall & spring)	95%	89%	87%	87%	84%	78%	87%	78%	90%
5.14 Enrollment (unduplicated count) (fall & spring)	33,254	31,333	27,649	29,337	28,609	31,486	30,278	27,649	30,195
5.15 % of Full-Time Students (fall)	38%	39%	39%	40%	42%	40%	40%	38%	41%
5.16 Course Sections (fall & spring)	4,264	4,177	3,957	4,098	4,097	4,289	4,147	3,957	4,161
6. Promote Institutional Dialog									
6.1 Employee Satisfaction and Perception: Overall Rating (1 to 5)						3.83	3.83	3.83	3.90
6.2 Employee Satisfaction and Perception: Campus Climate (1 to 5)									
Campus Culture and Policies						2.94	2.94	2.94	4.48
Work Environment						3.31	3.31	3.31	4.44
Involvement in Planning and Decision-Making									
Faculty						2.69	2.69	2.69	2.70
Staff						2.45	2.45	2.45	2.50
Deans or directors of administrative units						3.41	3.41	3.41	3.50
Deans or chairs of academic units						3.23	3.23	3.23	3.30
Senior administrators (VP, Provost level or above)						3.85	3.85	3.85	3.90

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low	6- Year
								Baseline	Target
Students						2.34	2.34	2.34	2.40
Trustees						3.51	3.51	3.51	3.60
Alumni						2.35	2.35	2.35	2.53
7. Licensure Exam Passing Rate and Job Placement Rate									
7.1 Licensure/Certification Exam Passing Rate									
Dental Hygiene		97%	96%	96%	88%	92%	94%	88%	85%
Respiratory Care	52%	77%	94%	75%	82%	88%	78%	52%	80%
Registered Nursing	78%	81%	83%	78%	66%	67%	76%	66%	85%
Radiologic Technology	97%	94%	92%	94%	93%	97%	95%	92%	80%
Health Information Technology	100%	100%	100%	100%	86%	57%	91%	57%	85%
7.2 Job Placement Rate									
Dental Hygiene		100%	100%	100%	88%	88%	95%	88%	85%
Respiratory Care	48%	81%	88%	67%	79%	76%	73%	48%	70%
Registered Nursing		85%	76%	65%	76%	60%	72%	60%	75%
Radiologic Technology	89%	80%	87%	100%	89%	100%	91%	80%	75%
Health Information Technology	86%	37.50%	75%	50%	75%	63%	64%	38%	80%

Appendix A: FCC Institutional Effectiveness Index - Definitions

1. Student Success	Definitions
1.1 Retention Rates	The percentage of students retained out of the total enrolled (percent of A, B, C, D, F, P, NP, or I (only excludes W's)). Fall term. Data Source: CCCO DataMart.
1.2 Successful Course Completion Rate	The percentage of students successful (with a grade of A, B, C, P) in courses out of the total enrolled. Fall term. Data Source: CCCO DataMart.
1.3 Basic Skills Successful Course Completion Rates- English, EMLS & Math	The percentage of students in basic skills (200 level) English, EMLS, or mathematics coursework are successful (with a grade of A, B, C, P). Fall term.
Basic Skills English	Cohort: Basic skills English courses (English 250, 252, 260, 262)
Basic Skills English-Reading	Cohort: Basic skills English reading courses (English 260, 262)
Basic Skills English-Writing	Cohort: Basic skills English writing courses (English 250, 252)
Basic Skills EMLS	Cohort: Basic skills EMLS courses (EMLS 262, 263R/W, 264R/W, 265R/W, 270).
Basic Skills Math	Cohort: Basic skills mathematics courses (MATH 260A-D, 250, 255, 201)
1.4 Distance Education Course Retention Rate	The percentage of students retained out of the total enrolled in DE courses (percent of A, B, C, D, F, P, NP, or I (only excludes W's)). Fall term. Data Source: CCCO DataMart.
1.5 Distance Education Successful Course Completion Rate	The percentage of students successful (with a grade of A, B, C, P) in DE courses out of the total enrolled. Fall term. Data Source: CCCO DataMart.
1.6 Percentage of Distance Education (Online) Courses	Percentage of Online courses offered as a share of all courses offered. Fall term.
1.7 Number of Students Completing SEPs (Reg-To-Go students)	Number of Re-To-Go students completed student educational plans (SEPs). Fall term.
1.8 Percentage of Students Completing SEPs (Reg-To-Go students)	The percentage of Re-To-Go students completed student educational plans (SEPs). Fall term.
1.9 Number of Students Fully Matriculated (Reg-To-Go students)	Number of Re-To-Go students completed all the requirements for matriculation (admission, placement, orientation, educational plan, registration). Fall term.
1.10 Percentage of Students Fully Matriculated (Reg-To-Go students)	The percentage of Re-To-Go students completed all the requirements for matriculation (admission, placement, orientation, educational plan, registration). Fall term.
2. Student Success Score Card	Definitions
2.1 Completion-Student Progress and Attainment Rate	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who completed a degree, certificate or transfer related outcomes (transferred to a four-year college or achieved 'transfer prepared' status-successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0).
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level.
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level.
Overall	Cohort: Student attempted any level of Math or English in the first three years.

Appendix A: FCC Institutional Effectiveness Index - Definitions

2.2 Persistence Rates (first 3 terms)	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who enrolled in the first three consecutive terms anywhere in the higher education system.
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level
Overall	Cohort: Student attempted any level of Math or English in the first three years
2.3 At Least 30 Units Rate	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who achieved at least 30 units in the CCC system.
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level.
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level.
Overall	Cohort: Student attempted any level of Math or English in the first three years.
2.4 Basic Skills Education Progress	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or EMLS and completed a college-level course in the same discipline.
Math	Cohort: mathematics courses (include both 100 and 200 level courses)
English	Cohort: English courses (include both 100 and 200 level courses)
EMLS	Cohort: EMLS courses (include both 100 and 200 level courses)
2.5 Career Technical Education (CTE) Rate	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.
2.6 Career Development & College Preparation	A cohort of CDCP "concentrator" students, who completed A CDCP certificate or other degree, certificate or transfer related outcome within six years.
3. Academic Excellence	Definitions
3.1 Transfer Rate (Six-Year)	The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period (6 years) subsequent to initial enrollment. Data Source: CCCO DataMart.
3.2 Total Number of Transfers (Six-Year)	The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is the number of students who transferred to a four-year institution within a given time period (6 years). Data Source: CCCO DataMart.
3.3 Graduation Rate (IPEDS data)	The percentage of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) completing their program within 150 percent of normal time to completion (3 years for associate degree and 1.5 years for certificate). IPEDS data.
3.4 Total Number of Degrees or Certificates Awarded	Total number of AA/AS degrees or certificates awarded. Summer, fall and spring terms.

Appendix A: FCC Institutional Effectiveness Index - Definitions

3.5 Number of Students who received a Degree or Certificate	Number of students (unduplicated) who received a AA/AS degree or certificate (Chancellor's office approved). Each student who receives one or more certificates or degrees may be counted once. Summer, fall and spring terms.
3.6 Number of Degrees Awarded	Number of AA/AS degrees awarded. Summer, fall and spring terms. Data Source: CCCO DataMart. Data Source: CCCO DataMart.
3.7 Number of Student who received a Degree	Number of students (unduplicated) who received a AA/AS degree. Each student who receives one or more degrees may be counted once. Summer, fall and spring terms.
3.8 Number of Certificates Awarded	Number of Chancellor's office approved certificates awarded. Summer, fall and spring terms. Data Source: CCCO DataMart.
3.9 Number of Students who received a Certificate	Number of students (unduplicated) who received a certificate (Chancellor's office approved). Each student who receives one or more certificates may be counted once. Summer, fall and spring terms.
3.10 SLO's: Percentage of Courses with Ongoing Assessment	The number of courses with results that have been taught in the past three years and have not been banked.
3.11 SLO's: Percentage of Programs with Ongoing Assessment	Determined by the number of certificate programs with SLOs listed on the SLOAC website plus those that have defined degree SLOs for a related degree.
3.12 SLO's: Percentage of Institutional SLO's with Ongoing Assessment	Institutional SLO's are assessed by ACT College Outcome survey. Questions are mapped to FCC ISLOs by Outcome and Assessment Committee.
3.13 SLO's: Percentage of Student Learning & Support Activities with Ongoing Assessment	Percentage of Student Learning & Support Activities with Ongoing Assessment
4. Student Satisfaction and Student Engagement	Definitions
4.1 Student Satisfaction and Perception: Overall Ratings (ACT survey)	Overall student satisfaction with college experience from ACT College Outcome Survey. Include 39 questions about college experience. This survey is conducted every three years to students who nearly complete their program. Rating ranges from 1-very dissatisfied to 5-very satisfied.
4.2 Student Satisfaction and Perception: Campus Climate (ACT survey)	Overall student satisfaction with college experience from ACT College Outcome Survey. Include 14 questions about campus climate (identified by IRE committee). This survey is conducted every three years to students who nearly complete their program. Rating ranges from 1-very dissatisfied to 5-very satisfied.
4.3 Student Engagement (CCSSE)	Student engagement is measured by Community College Survey of Student Engagement (CCSSE). This survey is conducted every 3 years.
Active and Collaborative Learning (CCSSE)	Active and Collaborative Learning is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50. This survey is conducted every 3 years.
Student Effort (CCSSE)	Student Effort is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.

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Academic Challenge (CCSSE)	Academic Challenge is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
Student Faculty Interaction (CCSSE)	Student Faculty Interaction is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
Support for Learners (CCSSE)	Support for Learners is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
5. Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources	
Definitions	
5.1 College adopted minimum Ending Funding Balance	Minimum ending balance for general operating fund.
5.2 General Operating Fund Ending Balance	Ending balance for general operating fund.
5.3 General Operating Budget Stability: Ratio of Actual Expenditures to Total Budget	Ratio of Actual Expenditures to Total Budget Allocated.
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures.
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance.
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures.
Cash Findings	Unrestricted and restricted general fund cash balance, excluding investments.
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement.
5.4 Productivity/Efficiency: Total Reported Credit FTES (summer, fall & spring)	Total final reported full-time equivalent student (FTES) enrollments in all courses from CCFS-320 Annual Report. Summer, fall, and spring terms.
5.5 Productivity/Efficiency: Total Reported Credit FTES - All Online Courses (summer, fall, & spring)	Total full-time equivalent student enrollments in all online courses. Summer, fall, and spring terms.
5.6 Productivity/Efficiency: FTES/FTEF (fall & spring)	Total Full Time Equivalent Student (FTES) divided by Full Time Equivalent Faculty (FTEF). Fall and spring terms.
5.7 Productivity/Efficiency: WSCH/FTEF (fall & spring)	Weekly Student Contact Hours per Full Time Equivalent Faculty. Fall and spring terms.
5.8 Productivity/Efficiency: Fill Rates (fall & spring)	College wide ratio of maximum allowed enrollment in all sections to actual enrollment in all sections. Fall and spring terms.

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5.9 Enrollment (unduplicated count) - fall & spring	Count of number of unduplicated students enrolled as of Census. Fall and spring terms.
5.10 % of Full-Time Students - fall	Percentage of full time students (unduplicated headcount). Fall terms.
5.11 Course Sections (fall & spring)	Count of number of active course sections. Fall and spring terms.
6. Promote Institutional Dialog	Definitions
6.1 Employee Satisfaction and Perception: Overall Rating	Overall employee satisfaction with FCC. This will be measured by Noel-Levitz Employee Satisfaction Survey which will be conducted every 3 years.
6.2 Employee Satisfaction and Perception: Campus Climate	Overall satisfaction with FCC campus climate. This will be measured by Noel-Levitz Employee Satisfaction Survey (Section 4- Work Environment) which will be conducted every 3 years.
7. Licensure Exam Passing Rate and Job Placement Rate	Definitions
7.1 Licensure Exam Passing Rate	Licensure exam passing rate for the CTE programs - reported by programs
7.2 Job Placement Rate	Job placement rates for the CTE programs - reported by programs