

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: _____

Date: 10/15/12 _____ (Due by November 13, 2012)

Members of the Instructional Program Review Team:

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2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

See Attachment A for the overview of the Priorities and Goals of Laney College.

In 2008, Geography joined with Anthropology and Physical Sciences to become the newly formed Earth and Human Sciences Department. The Earth and Human Science cluster provides science and lab credits that are completely transferable to four-year colleges and universities. The cluster's social science courses satisfy the breadth requirement for the social sciences. The primary goal for all courses in the cluster is to enhance critical-thinking skills.

The mission of Anthropology is to contribute to students' understanding of humans as physical/cultural beings who live within an increasingly complex and interconnected world. It aims to strengthen students' critical-thinking, writing, computer and research skills and to expand

their scientific and cultural literacy. By focusing on these skills, the anthropology program seeks to prepare students for transfer to four-year institutions. The Anthropology program offers introductory courses in physical and social-cultural anthropology. All the program's offerings articulate with anthropology courses at the University of California and California State University and provide transfer credits, as stated above. No anthropology degree or certificate is offered.

The mission of Physical Geography is to promote a better understanding of the interdisciplinary nature of science and its interrelationships with social and political issues of our society, especially as these issues apply to studies of the Earth, its oceans and atmosphere and to other planets in our solar system and beyond. All the program's offerings articulate with geography courses at the University of California and California State University and provide transfer credits, as stated above. No geography degree or certificate is offered.

The Physical Sciences also promote a better understanding of the interdisciplinary nature of science and society through courses in Climate Change and Marine Science as online distance-education classes.

It is critical to note, however, that budgetary constraints have reduced course offerings to the absolute minimum even as enrollment has risen steadily. Staff number and diversity has also been cut significantly, threatening the integrity of the cluster.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

Yes. All courses in the cluster have specified Student Learning Objectives (SLOs) and up-to-date teaching and assessment methods. Enrollment in the cluster's courses has generally been on an upward trajectory, indicating the effectiveness of the curriculum.

- b. Please indicate how many active courses are in the department inventory.

There are three in Anthropology, three in Geography and two in Physical Science. Three additional courses in anthropology and one in Physical Science are in the process of being deactivated because budget cuts preclude their being taught in the near future.

- c. How many of those have been updated in the last 6 years?

All are currently up to date.

- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?

e.

As stated above, five courses have been deactivated in Curricunet and are awaiting the curriculum committee's official approval at their meeting this month (November, 2012.)

- f. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Introduction to Social-Cultural Anthropology has undergone the curriculum review process. Likewise Physical Science was reviewed in Fall 2012. The two courses in physical anthropology (Introductory to Physical Anthropology and the Physical Anthropology Lab) and Physical Geography lecture and lab will be reviewed in 2013.

- g. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

In the anthropology program, three courses have had to be deactivated, as stated above. Given the dynamic nature of physical anthropology, the Introduction to Physical Anthropology and Physical Anthropology lab are continually revised as they are taught, to incorporate new findings in genetics, primatology and human origins. Although anthropology instructors are eager to reactivate such courses as American Indian History/Culture and to develop new courses that are within their spheres of expertise (e.g., Global Development and Traditional Peoples), budget constraints make it unrealistic to begin the submission process at this point.

In Geography, courses will need to be accessed, and World Regional or Human Geography developed. The loss of a valued part-time instructor has set back the continuity of the program, but the position will be refilled. In Physical Science, the retirement of the full-time faculty has removed the classroom taught subjects, but the continuation of popular on-line classes continue to influence our FTEF values.

- h. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

Every course syllabus in the cluster includes SLOs. The SLOs are highlighted and explained to students at the beginning of the semester. Teaching and evaluation then seek to ensure that as many students as possible attain the specified outcomes. Evaluations reveal hints and means to improve material delivery and enhance further assessments, thus improving our ability to be better instructors.

- i. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.))

Some of our courses fulfill biological science and geography requirements for an AA degree. Efforts to develop a program level set of SLO's, (such as one on the scientific method) was subsumed into a specific biological degree. See below.

- j. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

One program-level outcome for the Earth and Human Sciences Cluster is that students demonstrate competency in the scientific method. More specifically, students are taught what the scientific method is and how to apply it as a systematic mode of inquiry into the workings of the natural world. Through exercises, lecture and discussion, students are given practice in developing, organizing and substantiating their ideas about the material presented in our courses. A major assessment tool that has been applied to this PLO entails use of Item Analysis forms, which tally the number of correct responses to every question on a scantron-based exam. Item Analysis clearly indicates which questions present difficulty to students and thus require further

instruction and/or a different method of instruction. The limitation of Item Analysis is that it can only evaluate responses to multiple-choice, true-false and fill-in-the-blank questions. Careful reading of students' exam essays is still a necessity.

Scientific methods in Geography lab, and Anthropology lab and lectures, evolution, and critical thinking, epistemological approach how we know what we know. How data collection is used to understand linkages.

- k. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (*See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs)*)

One of Laney College's Institutional Learning Outcomes relates to Critical Thinking and Problem- Solving. The PLO of the Earth and Human Sciences Cluster – students' demonstrated competency in the scientific method – is directly linked to this ILO. The scientific method is a systematic approach that asks how knowledge of the natural world is acquired, what counts as evidence and why solutions to problems are most effective if they are based on detailed understanding of the issues involved.

Other ILOs are Community and Global Awareness and participation. Specifically Geography engages students at this level by offering extra credit to visit local parks and volunteer time cleaning, weeding and learning. Geography and Physical Sciences courses place an emphasis on awareness of global problems: warming, pollutions, population, disease and food and water issues help students be better global citizens.

1. Recommendations and priorities.

The highest priority for anthropology is restoration of course sections and courses that have been eliminated. At a minimum, student demand is high enough to warrant offering at least three sections of Anthropology 1 (Introduction to Physical Anthropology), three sections of Anthropology IIL (Physical Anthropology Lab) and two sections of Anthropology 3.

Geography/Physical Science curriculum needs another full-time instruction to fill in for the retired position as well as to cover an expanded curriculum. Additional lectures of physical geography and their labs, plus expanded social courses; cultural, world, human geography can form the basis for offered a certificate or program degree.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

In anthropology, one part-time instructor has taken the six-course sequence required for certification in teaching online. While this instructor is fully qualified to submit a proposal for teaching physical anthropology online, part-timers' employment in the anthropology department is too insecure to expect them to volunteer extra time to push through a course that cannot be offered in the near future. However, certification in online teaching has had other benefits. The certified instructor is now familiar with an array of technology that can accommodate students with a variety of learning styles. As one example, powerpoint lectures can be uploaded to course websites with narration by the instructor and short video clips inserted to illustrate key points. Such lively mixed-media presentations supplement classroom teaching and keep students engaged, particularly if they are encouraged to upload their own materials to online course forums. The instructor can assess and comment upon these efforts on a daily basis, as can other students, with the instructor's careful oversight.

Geography uses Speech-to-Text software (Kurzweil) to make the textbook more accessible to English as a second-language students as well as those needing more interpretation. Sample DVDs are given out for home access and computer lab-assistants are available for those who need help with the material and techniques. Several pedagogical methods are used to enhance student learning: Group projects, researching, presentation, interaction, supplying interactive

Moodle sites, hands-on activities in lecture and lab and fieldwork utilizing the local landscape near the college to explore regional concepts.

- b. How does the department maintain the integrity and consistency of academic standards within the discipline?

During regular departmental meetings, instructors share strategies and resources and discuss progress toward SLOs to increase academic rigor across the discipline.

- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

Enrollment trends are difficult to evaluate. Budget cuts have reduced offerings, which in turn has inflated demands for core transferrable courses, followed by staff reductions. Meanwhile, similar trends are occurred at all colleges and universities, and demand for science credentials in general has increased, as evidenced by full enrollments in the cluster's courses and in the number of students who must be turned away.

Our cluster has four distinct and related subjects: Anthropology, Geography, Geology and Physical Sciences, with each having different factors influencing enrollment. From 2009 to 2011, Geography has experienced a 22% decline in enrollment concurrent with only a 4% decline in FTES/FTEF, and a 10% increase in retention rate, going from 80 to 88%. At the same time, student success has increased 9%. The one Geology course, which was offered in the evening had a 27% increase in enrollment before it was cancelled due to budget cuts in 2011. Physical Sciences (Oceanography and Climate Change) had a 29% increase in enrollment, 9% increase in FTES/FTEF and a ~25% increase in retention, from 45% to 60%. A larger number of international students take this online.

From fall 2009 to 2011, anthropology experienced a drop in enrollment, from 370 to 327 students – a decrease of about 12.5%. The retention rate increased from 77% to 79% from 2009-2010, but then dropped precipitously to 64% in fall 2011. This 15% decline corresponded with

the hiring of a full-time instructor, who had worked as an administrator at Laney and was then laid off. In accordance with state policy, he exercised his “right of retreat” to a full-time, tenure-track teaching position in his discipline and began teaching in the anthropology department in fall, 2011. Although he was qualified for the position, with a Ph.D. from U.C.-Davis, he had never taught at Laney. Nor had he ever taught the two core courses in physical anthropology. Understandably, it was difficult for him to get up to speed in one semester and the result was lower retention rates and considerably lower success rates, which dropped from 74% in the fall of 2010 to 58% in the fall of 2011. FTES/FTEF also decreased, but the change was less marked: from 21.55% in the fall of 2010 to 21.04 % in the fall of 2011.

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

Courses are scheduled by the department co-chairs in consultation with the department Dean, who decides the number and type of courses to be offered in each discipline and which instructors will staff each course. To accommodate students’ work and family schedules, evening courses as well as daytime courses are scheduled. Online courses are also offered to provide students with added opportunities.

- e. Recommendations and priorities.

Here again, budget constraints have limited the number of faculty, choice of classrooms and availability of equipment. The room in which anthropology and geography labs are scheduled, A271, cannot comfortably fit more than 35 students at most. At the beginning of the fall 2012 semester, students who could not find seats at the tables in the room were also unable to bring in chairs since there simply wasn’t space for them. Eight to 10 had to stand or sit on top of low cabinets, a situation that reduced enrollment. In the anthropology lab, the lack of a budget for two years has meant that certain exercises cannot be carried out because equipment has not been replenished. In addition, lacking for janitorial services mean this lab gets quite dirty.

5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

As noted above in 4c, there is no degree/certificate program in the Earth and Human Sciences cluster. Retention rates have also been provided above: from 2009 to 2011, Geography experienced a 22% decline in enrollment concurrent with only a 4% decline in FTES/FTEF, and a 10% increase in retention rate, going from 80 to 88%. Student success rates have also increased by 9%.

Physical Sciences (Oceanography and Climate Change) had a 29% increase in enrollment, 9% increase in FTES/FTEF and a ~25% increase in retention, from 45% to 60%. A larger number of young students take this online.

As stated above in 4 c., from fall 2009 to 2011, Anthropology experienced a drop in enrollment, from 370 to 327 students – a decrease of about 12.5%. Please see section 4 c for a detailed explanation.

With respect to initiatives that the cluster can take to improve retention and completion rates, a conscious effort needs to be made to increase student retention without lowering standards and sacrificing instruction quality. Hiring a second full-time instructor in anthropology rather than relying on part-timers who are spread thin would be one way to increase retention and success rates, since students would have more of a choice in finding instruction that fit into their schedules and accommodated their learning styles.

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Tutoring is acutely needed. Lab manuals, which have been written by the cluster's instructors, can already be purchased very cheaply at the bookstore. Textbooks have been chosen that present the highest quality, most up to date material at the lowest price. Texts can be rented, downloaded, used in special programs (Kurzweil text to speak for special learners, especially

ESL, teach student skills, allowing notes.) But new abbreviated texts could be created to assist ESL students and the high-school students who sign up for the cluster's courses, rendering the textbooks less expensive.

- c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

This question was addressed in 3i, 3 j and 4a. Please refer to these sections.

- d. Recommendations and priorities.

This question was addressed in 3k and 4e. Please refer to these sections.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

Relevant data has been embedded in 5a. Please refer to this section.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

There are two full-time instructors (one tenured), three tenuously-employed part-time instructors and one retired instructor, who teaches online only

Describe your current use of facilities and equipment.

The cluster makes constant use of the "smart rooms" for both lab and lecture, to which certain classes have been assigned.

Lab equipment, such as skull replicas and disarticulated and articulated human skeletons, are fully used in the anthropology labs when units on anatomy/osteology, primatology and the fossil record are being taught. Geography lab is including field oriented labs that require water sampling, so the sinks are useful and might be expanded into a wet lab where more

- b. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

In anthropology, the absence of a budget for two years made it necessary for instructors to bring in some of their own lab equipment. It has also been necessary to purchase small items for lab activities, which is a hardship for part-timers. This semester, some budget money has been restored, but there is a need for money every semester to replenish supplies that are used up and expand opportunities for students to engage in the hands-on activities that are essential to lab instruction.

It is critical to expand staffing, to increase student enrollment, retention and success. The severe cuts that the program has endured make it difficult to continue to operate a high-quality program. Talented instructors, with Ph.D.s and/or decades of teaching experience, are available in the hiring pool. Not making use of their expertise is a disservice to students.

The classroom space has traditionally been in A266 for geography. This space is perfect setting for geography. Moving out of this room will impact class size and teaching effectiveness.

Restoring a schedule that has all geography in the same place is essential.

- c. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

The impact on our unit has been a reduction of offerings, a reduction in services (such as tutoring) that would help retain students and a strain on part-time instructors who are forced to compensate for fewer classes at Laney by teaching added classes elsewhere. Spending time commuting means that much less time to devote to students.

As stated earlier, staffing must be expanded and geography and anthropology lecture courses could benefit greatly by being relocated to a smart classroom larger than A271.

It should be emphasized that the reduced resources of the past few years have a particularly painful impact on students attempting to fulfill requirements for AA degrees or transfer to four-year colleges and universities. Many such students are in their late 20s and 30s and denying them the chance to improve their job prospects by completing their education bodes ill for the future.

- d. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

We are barely able to maintain the delivery of quality instruction. Any further reductions will destroy our department.

- e. What does the department recommend that the college do to maintain quality educational programs and services?

Fill all existing positions, recommend the hire of additional full-time employees as needed to meet student demand, restore courses and expand programs. Provide sufficient funding for scientific supplies and equipment.

- f. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

One further recommendation not mentioned above is to provide an up-to-date computer and printer for part-timer use in EV-4, where the social science instructors have their offices. While there seems to be one such computer, it is not clearly marked as dedicated to part-timer use and few instructors are aware of its presence.

Section 7, a-d below is N/A for the Earth and Human Sciences Cluster

7. Community Outreach and Articulation

For Career and Technical Education Programs

describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

- a. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

N/A

- b. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

- c. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- d. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?

All cluster course articulate with transfer programs

- e. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

A transfer model was investigated for Geography. It needs several more faculty to teach those courses. We are addressing this potential need by beginning to plan to teach World Geography, in addition to Physical and Cultural geography. Computer aided GIS classes are needed that would also require dedicated and secure computer systems and staff to teach this course.

For all instructional programs:

- f. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

In anthropology course are continually updated to take into account new understandings in genetics, fresh insights into non-human primate behavior and recent rethinking of the significance of the fossil finds of the past decade. In geography and physical science, the latest teachings on global warming and the potential threat to civilization and nature is taught. In addition, community involvement is stressed as a means of surviving said climate stressors.

- g. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

In the anthropology program, the new full-time instructor has been evaluated every semester as part of his ongoing tenure review. The two part-time faculty currently teaching have been evaluated and placed in the preferred hiring pool within the last three years.

In geography, the full-time instructor just completed extensive review in his successful bid for tenure, and in physical science, the instructor also received tenure with a year and a half. Part-timers will need reviews but the main person is leaving now.

- h. Recommendations and priorities.

These have been covered in previous sections, but it is worth reiterating that restoring the course

offerings that have been cut in the Earth and Human Sciences cluster is of paramount importance.

Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.
2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

WSCH (Weekly student contact hours): The number of class contact hours a course is scheduled to meet per week in a given semester. A “full load” of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

1 FTES = 15 WSCH for two semesters = 30 WSCH.

Since a standard semester meets for 17.5 weeks, it follows that

1 FTES = 15 WSCH x 17.5 weeks x 2 semesters = 525 class contact hours.

FTES for a class = (Enrollment) x WSCH x 17.5 / 525 = (Enrollment) x WSCH / 30

Example: 25 students in a class that meets 3 hours per week:

FTES = $25 \times 3/30 = 75/30 = 2.5$

FTEF (Full Time Equivalent Faculty): Also known as load equivalency.

1 FTEF = 1 instructor teaching 15 “equated hours” per week for 1 semester.

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester: $FTEF = 3/15 = .2$

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week: $FTEF = (3 + 5 \times .8)/15 = 7/15 = 0.47$

FTES/FTEF – Productivity: FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation: $FTES/FTEF = \text{number of full time students per full time faculty member}$

Example: 40 students taking a lecture class that meets 3 hours per week:

$FTES = 40 \times 3/30 = 4$

$FTEF = 3/15 = 0.2$

$FTES/FTEF = \text{Productivity} = 4/0.2 = 20$

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:

$FTES/FTEF \text{ for a lecture class} = \text{Enrollment}/2.$

DSCH - Daily student contact hours (applies only to DSCH designated classes):

Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

Successful Course Completion Rate for a Class: Number of course completions with grade A, B, C or Pass divided by Total number of course completions.
Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

Retention Rate for a Class: Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.
Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

Persistence Rate Fall to Spring: Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

College Drop Rate: Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.