Glossary of terms for Program Review (alphabetized)

Annual Program Review: This document looks back at the previous academic year and looks forward one year from the time of writing (*i.e.*, if you are writing the Annual Program Review during AY 2012-2013 you will reflect back on AY 2011-2012 and forward to plan for AY 2014-2015.

Common Tool (2012): This document was a major component of the previous Program Review written in 2009-10. It may be used as a point of reflection but it will not be used in the Annual or Triennial Program Review.

Equipment tangible district property of a more or less permanent nature. Equipment should have a purchase price of at least $200, and a useful life of more than one year.

FTEF: Full-time Equivalent Faculty. This is a measurement of faculty teaching hours. 1 FTEF is needed to put 15 units worth of classes on an academic schedule.

FTES: Full-time Equivalent Student. This is a measurement of student contact hours

IR: Office of Institutional Research. This office provides data for our college. Rajinder Samra is the Institutional Researcher.

Maintenance and Development Forms (2012): These forms were a major component of the previous Program Review written in 2009. They may be used as a point of reference in writing the Annual or Triennial Program Review, but they will not be used in the Annual or Triennial Program Review.

Program: a discipline or service area as defined in the catalog (*e.g.*, ESL, Welding, Counseling, Admission and Records, Library) or as an institutionalized learning community (*e.g.*, The College Foundation Semester) or any institutional entity supporting instruction or students (*e.g.*, Writing Center, Counseling, EOPS). A collection of programs may choose to submit a single program review (*e.g.*, Fire Science, Administration of Justice and OSHA have, historically, submitted a joint program review).

Program Review Update (2012): This document was used to capture new information since the last 4 year Program Review was completed in 2010. The Program Review Update (spring 2012) may be used as a point reference in writing the Annual or Triennial Program Review, but it will not be used in the future.

SAOs: Student Area Outcomes. Similar to SLOS, these are used in non-instructional programs, such as Student Services.

Self-Study (2009-10): This document was a major component of the previously used Program Review template. It may be used as a point of reference in writing the Annual or Triennial Program Review, but it is no longer a part of the template.

Supplies- Supplies are expendable and are consumed or wear out, deteriorate or are easily broken. Supplies have a short life span, usually less than a year.

Glossary of terms for Program Review (alphabetized)

Triennial Program Review: This document looks back over the previous three years and forward the next three years from the time of writing (*i.e.*, if you are writing the Triennial Program Review during AY 2013-2014, you will be looking back at Academic Years: 2009-2010, 2010-2011, 2012-13 and forward to Academic Years: 2015-2016, 2016-2017, 2017-2018.).

Validation: The Program Review Committee will exercise validation through a peer-review, mentoring process that provides support and feedback to writers. The Program Review Committee will not determine the legitimacy, priority nor appropriateness of a writer's Program Review.

WSCH: (Weekly Student Contact Hours)

$$\text{WSCH} \ = \ (\text{\# of hours per week the class meets}) \times (\text{Enrollment})$$

> **Example:** Suppose someone is teaching a class in which they lecture for 3 hours per week and they conduct lab activities with their students for 1 hour per week. Then 1 student would be in contact with the instructor for 4 total hours per week. So if the class had 20 students enrolled then it would generate $4 \times 20 = 80$ WSCH.

WSCH/FTEF: When you take the weekly student contact hours generated by a class and then divide that by the FTEF required to pay for it you get the productivity for the course. This ratio is a number used to evaluate how efficient the generation of FTES for the course was. When this ratio is a large number (525 and higher) that means that the revue earned came in at a low cost to the district. The district uses WSCH/FTEF to arrive at an FTEF allocation for LPC given an FTES target.