



CPIE Update

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Presentation to Staffing Committee

Thursday, March 21, 2024

AB 928 – Student Transfer Achievement Act of 2021

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- Goals of the Legislation
 - Establish a singular, lower division general education pathway
 - Currently, we have the IGETC (UC) and the CSU GE Breadth
- Intersegmental Council made up of representatives from UC, CSU, and CCC
- Cal-GETC – singular pathway
- May 2024 CSU Board of Trustees vote to approve changes
- Fall 2025 singular GE pathway launches

AB 928 – Student Transfer Achievement Act of 2021

- ADT will become the primary transfer pathway
 - Students who are degree seeking will be automatically enrolled in an ADT

Benefit to students:

- Ensures a reduction in the number of excess units CCC students complete before transferring
- Eliminates repetition of courses after transfer
- Geared toward increasing the number of CCC students who transfer
- Limit # of units over the 60 unit threshold for ADTs in the STEM majors
- Students can opt out of automatic enrollment in an ADT pathway

What is the proposed singular general education pathway required by AB 928?

The CalGETC pathway as proposed by ICAS is as follows:

CalGETC Area	Subject	Courses/Units
1 – English Communication	English Composition Critical Thinking and Composition Oral Communication	1 course (3 units) 1 course (3 units) 1 course (3 units)
2	Mathematical Concepts and Quantitative Reasoning	1 course (3 units)
3 – Arts and Humanities	Arts Humanities	1 course (3 units) 1 course (3 units)
4	Social and Behavioral Sciences	2 courses (6 units)
5	Physical Science Biological Science Laboratory (for Phys/Bio Science course)	1 course (3 units) 1 course (3 units) (1 unit)
N/A	Lifelong Learning and Self-Development (CSU upper division GE)	-
6	Language other than English (LOTE) (Currently UC only, carries no units)	-
7	Ethnic Studies	1 course (3 units)
Total Courses (units)		11 courses (34 units)

What are key differences between CalGETC as proposed and IGETC and CSU GE Breadth as the existing general education patterns used for transfer to UC and CSU respectively?

- Oral communication was not previously included in IGETC, but is included in CalGETC
- The Arts and Humanities requirement is reduced from three courses to two courses
- The Social and Behavioral Sciences requirement is reduced from three courses to two courses
- Lifelong Learning and Self-Development will be removed as CSU lower division GE requirement; it is not included in CalGETC
- Ethnic Studies will fall in a new, separate area

Critics: the Cal-GETC resembles the IGETC more than the CSU GE Breadth

A Sampling of Courses that meet CSU GE Breadth but NOT IGETC?

- Trigonometry
- Math for Teachers
- Personal Finance
- Career Exploration and Life Planning
- College Success Strategies
- Health Science
- Nutrition
- Introduction to Kinesiology
- Foundation of Fitness and Wellness
- Reading for Academic and Lifelong Literacy
- Introduction to Career Exploration
- Human Reproduction and Sexuality

Annual Unit Planning & Resource Request Process

Annual Unit Planning Timeline

- Faculty Staffing Data Requests (call goes out mid-Spring)
 - June 1 – Notifications on intent to submit a request is due to CPIE (this allows CPIE to prepare data needed to support requests)
 - CPIE returns data to deans for distribution in August
- AUPs and accompanying resource requests are due the first Monday in October
- CPIE processes requests and submits to appropriate prioritization committee



Opportunities and Challenges: Transitioning Resource Request Applications to Nuventive

- C PIE Goal: remove redundancies in AUP and resource request applications
- Streamlining of resource request questions: vetted by each prioritization committee
- Old forms (hard copies)
 - [FT faculty](#) staffing request
 - [Classified](#) staffing request
- New template (paperless)
 - FT faculty [template](#)
 - Classified staffing [template](#)



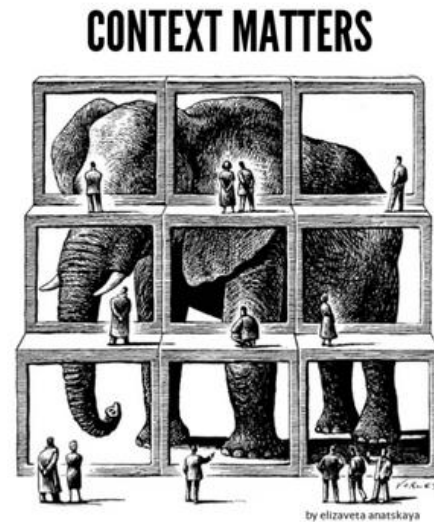
Opportunities and Challenges



- AUP timeline delayed in Fall 2023 (prioritization committees received requests later than expected)
- Need to align AUP timeline with both fiscal and academic year
 - State budget uncertainty is not clarified until Governor's May Revise
 - Hiring may be impacted by state budget impact on district/colleges budgets
 - Fiscal year: July 1 – June 30
 - Hiring Committees: Faculty off contract in summer
 - Best time for hire committees to be assembled: Fall semester
 - All depends on when president issues decision
- Academic Units -- Comprehensive Program Review year ([memo to CCC](#))

The data is just one component used in the committee prioritization process

- Including AUPs with the resource requests provides committee with a holistic view of the requesting units



Faculty Staffing Data Tables

- Five years of data for purposes of comparison
 - 2018/2019 through 2022/2023
- Data Tables include the following information:
 - FT and PT faculty load (LED)
 - FT/PT faculty ratio
 - Faculty load in release or reassigned time
 - Efficiency/productivity (formula is determined by CCCCCO)
 - Enrollment (# of sections, census and end of term enrollment)
 - Course fill rate
- Fall 2023 [English](#) staffing data



Sample Faculty Data Spreadsheet: English

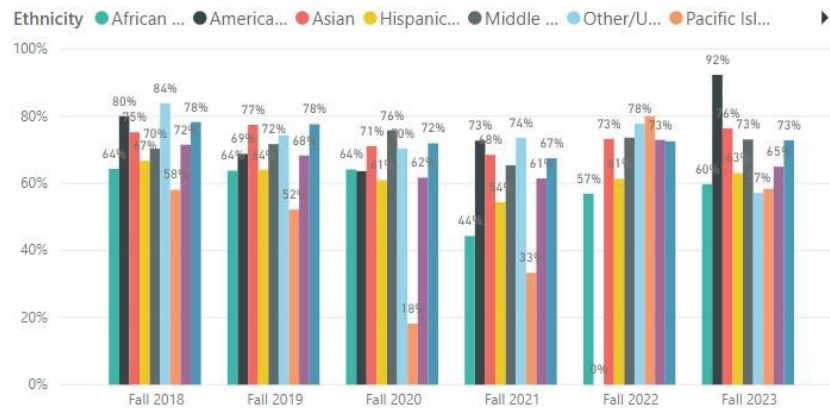
Provide Division/Department/Discipline/Unit Name: English										
	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
FTEF (GCCCD Reports-Power BI Program Review)										
FT FTEF (not including RT or XP)	14.78	14.98	15.18	13.71	15.08	15.78	15.1	13.34	15.1	12.2
XP FTEF	3.43	1.33	1.29	0.45	0.58	0.65	0.52	0.41	0.25	0.58
PT FTEF	23.76	21.38	22.62	17.77	16.1	11.22	12.5	8.48	14.6	14.21
Total discipline FTEF (add FT, XP, PT)	41.97	37.69	39.09	31.93	31.76	27.65	28.12	22.23	29.95	26.99
FT/PT Ratio	38.00%	41.00%	40.00%	44.00%	48.00%	58.00%	55.00%	61.00%	49.00%	46.00%
RELEASE TIME FTEF (GCCCD Reports-Power BI Program Review)										
Contractual RT FTEF	1.2422	1.366	1.503	1.503	1.503	1.503	1.503	1.503	1.503	1.703
Discretionary RT FTEF	3.3625	3.075	1.425	1.8735	1.272	1.275	1.675	1.925	1.85	2
Total RT FTEF (add contractual and discretionary RT)	4.60	4.44	2.93	3.38	2.78	2.78	3.18	3.43	3.35	3.70
Total Instructional FTEF (subtract total RT from total discipline FTEF)	37.37	33.25	36.16	28.55	28.99	24.87	24.94	18.80	26.60	23.29
EFFICIENCY/PRODUCTIVITY (GCCCD Reports-Power BI Program Review)										
Earned WSCH (at final)	13,551.76	10,677.03	12138.49	7791.89	8908.23	6772.14	7415.95	5641.77	10,262.33	8206.06
Earned FTES (at final)	451.73	355.9	404.62	259.73	296.94	225.74	247.2	188.06	342.08	273.54
Efficiency/Productivity Calculation.1 (WSCH/FTEF) <i>Ideal = 525</i>	362.68	321.12	335.67	272.89	307.34	272.28	297.33	300.06	385.85	352.39
Efficiency/Productivity Calculation.2 (FTES/FTEF) <i>Ideal = 17.5</i>	12.09	10.70	11.19	9.10	10.24	9.08	9.91	10.00	12.86	11.75
ENROLLMENT (GCCCD Reports-Power BI Program Review)										
Number of Sections	175	164	176	140	141	123	130	103	121	115
Census Total Enrollment	5244	4403	5014	3872	4092	2944	3522	2527	3542	3118
Census Fill Rate (percentage)	93.19%	88.99%	95.12%	89.84%	9206.00%	76.89%	82.70%	74.87%	88.29%	81.28%
Final Total Enrollment	4505	3663	4346	2769	3214	2420	2849	2092	3793	2618
Final Fill Rate (percentage)	80.06%	74.03%	82.45%	64.25%	72.31%	63.20%	66.89%	61.99%	86.76%	68.25%
ADDITIONAL INFORMATION										
Proportion of instruction from FT faculty (FT FTEF+XPFTEF/total instr. FTEF)	48.74%	49.05%	45.55%	49.59%	54.03%	66.06%	62.63%	73.13%	1510.94%	1222.49%

Source: Program Review Power BI Data Dashboard in the GCCCD Reports Server

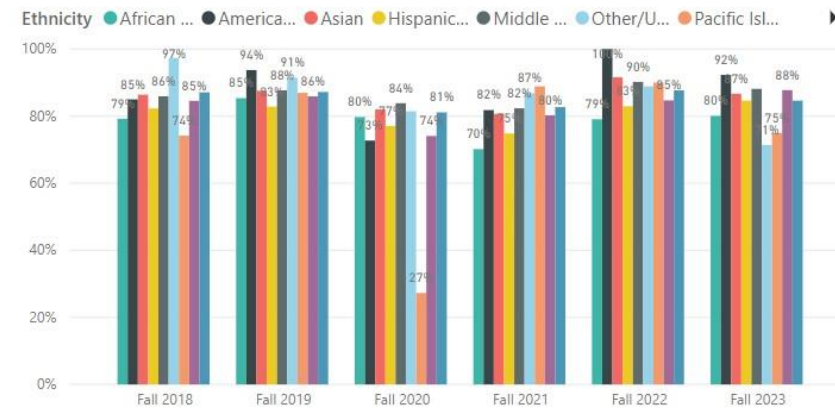
Sample Data: Student Success & Retention

The screenshot shows the top navigation bar of the GCCCD Reporting Server. It includes a yellow header with a bar chart icon and the text "GCCCD Reporting Server". Below this is a dark grey bar with "Favorites" and "Browse" options. A breadcrumb trail reads "Home > Instructional Services > Program Review > Program Review". At the bottom of the navigation bar are options for "File", "View", "Edit in Power BI Desktop", "Explore", and "Refresh".

Success Rate by Term and Ethnicity



Retention Rate by Term and Ethnicity



Definition of Terms (Staffing Data)

- FTEF = Full-time Equivalent Faculty
 - FT faculty must be assigned a teaching load that amounts to 100%
 - English example: English 120 = .25 LED
 - To make a full load, a FT faculty member would need to teach 4 sections of English 120
 - Literature courses = .20 LED
 - To make a full load, a FT faculty member would need to teach 5 sections of a literature course to make a full load

Definition of Terms (Staffing Data)

- FTES = Full-time Equivalent Student
- ONE FTES represents:
 - 1 student (or a group of students)
 - Attending 15 hours per week
 - For two semesters of 17.5 weeks (3 quarters of 11.67 weeks) for
 - A TOTAL of 525 contact hours
- This definition provides a unit of measure applicable to all classes and calendar types (e.g., traditional length, flexible, and compressed).
- This unit of measure is used for funding calculations only.

Definition of Terms (Staffing Data)

- Efficiency
- WSCH/FTEF (ideal calculation is 525)
 - WSCH = weekly student contact hours
 - FTEF = FT equivalent faculty
- FTES/FTEF (ideal calculation is 17.5)
 - FTES = FT equivalent student
 - FTEF = FT equivalent faculty
- Fill Rate = Percentage of actual enrollment divided by capacity

Suggestion for Change: Presentations

- College of Marin [Model](#)