Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Art | |
| **DESCRIPTION/PURPOSE** | The Art Program supports the general education of IVC students. | |
| **DIVISION** | ALLS | |
| **DEPARTMENT** | Humanities | |
| **SUBMITTED BY:** | Carol Hegarty | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  **3.5** Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  A goal was to rewrite the course outline of record for Art 110 Design I (2D design) to meet perimeters set by the Chancellor's office. Exploration of 2D techniques needed to be added to the course. The Course Outline of Record was revised and accepted. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| Met | | Partially Met | Not Met |  |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:** This was necessary for Art 110 to be accepted for transfer. Art 110 is a requirement for the transfer degree. | | | |  |

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| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  A goal was to meet art students’ demand for more variety of studio art classes and more sections, closer to the selection and breadth we were offering in years prior to the budget cuts of 2010. The number of sections offered to students was diminished due to the retirement of a tenured art faculty in June 2012, and because of budget cuts and lack of appropriate classroom space. One adjunct art faculty was hired to help cover the need for drawing classes. Drawing I is highly impacted, but only one section may be offered due to lack of faculty. While the adjunct art faculty covers key drawing classes, art students continue to lack choices such as watercolor, life drawing, ceramics, sculpture, history of modern art, and Women Artists. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Hiring the art adjunct allows the art department to continue offering drawing courses, which are required for the transfer degree. Watercolor was taught in summer 2013, the first time since 2009. This added much needed variety to art course offerings since watercolor may be used as a fine art medium as well as for design fields. | | | | |

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| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  A goal was to meet student demand for art history classes and regularly offer Art 100, 102, 104 and 106 to provide choices to students. Loss of art faculty has resulted in less choice of art history courses and numbers of sections. Loss of online hybrid art history classes (Art 100, 102 and 104) has resulted in diminished options for students, especially those who cannot attend daytime classes. Hum 100, Art 104, History of Modern Art, and Art 106, Women Artists, continue to not be offered because current faculty are focussed on Art 100 and Art 102. Over several years, two art history adjuncts have been lost, as well as the tenured faculty who taught Art 104, but retired in June 2012. Additional art history adjuncts are being sought, but qualified individuals have not been found. Online art history courses need to be redeveloped to offer students options for those who cannot attend during the day.  The full time art history faculty member is developing the Art 100 course for online delivery. Materials are nearly finished and the faculty member has successfully completed the three required online preparatory courses.  Art 100 online is expected to be ready to be offered to students in Summer 2015. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The ability to offer online sections will help provide choices for students, especially those who are unable to attend daytime classes. | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

Enrollment has increased 24%, from 396 students in Fall 2011 to 493 students in Spring 2014 for day classes, and from 34 students in Fall 2011 to 59 students, or 73%, in Spring 2014 for extended day classes.

Art 100, 102 and 104 were popular hybrid online courses, gaining enrollment of 185 students in Fall 2011 and 158 students in Spring 2012. Afterward, the online program was discontinued. Some evening classes (including a section of Art 102) were added in Spring 2013 to make up for that loss, resulting in a rise from 82 evening students in three sections in Fall 2012 to 104 students in four sections in Spring 2013.

Fill rates for daytime art classes are high, ranging from 102% (Spring 2014) to 115% (Fall 2011). Extended day class fill rates have increased from a low of 63% in Fall 2011 to 124% in Fall 2012 and Spring 2013. The most recent fill rate for extended daytime classes is 123% for Spring 2014.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

Productivity ranged from its lowest in Spring 2012 with 368.45 WSCH/FTEF, to a high of 407.43 in Fall 2012. The average WSCH/FTEF was 398.72 for the three-year period, Fall 2011 to Spring 2014.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Success rates for day classes ranged from 82 to 87% and retention from 92 to 94%. Evening class success rate ranged from 71% to 98%, while retention ranged from 85% to 100%.

The lowest success rates were for online classes. These were 60.54% for Fall 2011 and 70.89% for Spring 2012. Retention rates for online courses were 84.32% in Fall 2011 and 92.41% in Spring 2012. There have been no online art class offerings after Spring 2012.

For the three-year period from Fall 2011 to Spring 2014, the Art Program’s overall retention was approximately 93% for day and extended day classes, and the success rate was 85% for day classes and 87% for extended day classes.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Success and retention for ethnic groups does not seem to reveal any trends. ispanics, the largest group with 2,979 students, achieved success rates ranging from 77% in Fall 2011 to 87% in Fall 2013, with an average of 83.65% for the three-year period. Retention rates for Hispanics ranged from 91.78% in Spring 2014 to 94.54% in Spring 2013.

There were ten African-American students in the three-year period. Their average success rate was 80% and retention was 90%. The average success rate for Whites (74 students) was 87.84% and retention was 95.95%. The average success rate for the fourteen students declared as "Other," was 100% for success and retention, and the success rate for students of unknown race (249) was 83.13% and retention was 91.57%.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

The program is healthy, exhibiting some growth, graduating 23 students in three years. This is an increase of about 34% from previous program reviews.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

Developing a schedule that consistently rotates in necessary classes so student may plan their schedules would be most helpful to students in achieving timely graduation.

Art studio classes are occasionally offered in summer, but not often enough to promote them or for students to plan to take them, resulting in low enrollment. High school art instructors contact the Chair about summer art studio classes, but because these are offered so inconsistently, and if they are offered, without enough time to promote them, that students don’t have enough time to make the decision, or to budget, to enroll.

Art studio classes meet in a room that was not designed for art classes, causing facilities issues. This needs to be addressed.

Art history classes do not have designed classroom space, which means that some of the classes meet in rooms with inadequate audiovisual equipment, such as small screens. Rooms 1307 and 1308 have high-necked faucets at the front of the room, spoiling the view of projected visual materials.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

The retirement of a full time faculty member in Spring 2012 has resulted in fewer sections of art history courses, including Art 104, History of Modern Art. A part time faculty member was hired to cover two drawing sections. The loss of an adjunct faculty member teaching ceramics and sculpture and lack of properly designed and functional facilities for these specialized mediums, has caused these courses to be made inactive. There is a need for the renovation of current studio space and more art classroom space that is designed for art making processes.

Ceramics (Art 140, 240, 242), Sculpture (Art 150), Life drawing (Art 130, 230) have been made inactive. Decisions on whether to bring these back or delete them will need to be made in the next three years. Exploration of Painting Techniques (Art 228) and Career Preparation in the Visual Arts (Art 280) were deleted. Due to the growing importance of digital photography, a digital photography course is planned.

Art 100 online or hybrid is expected to be ready for offering by Summer or Fall 2015, if approved by the Distance Education Committee.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The fact that the fill rate has to be over 100% to get close to the target WSCH/FTEF figure shows that the art program has cap issues that need evaluation if the program is to be financially viable. Facilities will need some work to accommodate that many students. Projections seem to include some growth, depending on faculty and facilities. Success and retention is fairly high.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1** | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Provide choice of educational delivery for non-traditional students. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Offer Art 100 online. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. Dr. Nannette Kelly finishes and submits Art 100 online course material to Distance Education Committee for approval. | | | | | | | |  |
| **Timeline:** Dr. Kelly has material prepared for Art 100 online and submitted to the DE Committee by Summer 2015. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_None\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 1. The Art 100 course is approved by the Distance Education Committee. | | | | | | | |  |
| **Timeline:** Offer Art 100 online in Summer 2015. | | | | | | | |  |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |  |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  |
| **How will this objective be measured?** Art 100 is successfully offered online. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Non-traditional students, who are unable to attend classes on campus or regularly meeting courses, will be able to take ART 100 online. ART 100 fulfills a humanities requirement, so it has high student demand. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Dr. Kelly, Distance Education Committee. | | | | | | | | |
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| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #2 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Provide adequate facilities for students. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Research other community college's facilities. Budget for renovation for the art spaces. Needs include more classroom space. Other necessary items are a larger sink, better lighting, cleaned up storage spaces, and a new room divider for critique space. The second floor attic should be walled up as it is a safety hazard, makes the room difficult to heat and air condition, retains unnecessary dust, and makes the room difficult to light properly. A drop ceiling might be considered to lighten and brighten the space. There needs to be some access to natural light or full spectrum light for color correctness. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| **A**. Design new facilities. | | | | | | | |  |
| **Timeline:** As soon as possible. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 1. Remodel/modernize the Studio Art Room 1306 | | | | | | | |  |
| **Timeline:** By Spring 2016. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$ 150,000** |  |
| **How will this objective be measured?** Remodel/modernization of Room 1306 will be completed. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  Students need adequate facilities to work in. Dust needs to be controlled for health reasons. More space needs to be created to accommodate a growing program. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Carol Hegarty, and Finance Committee | | | | | | | | |
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| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Update and expand ability to present educational material to art students in the art studio, room 1306. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **X** **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Install a Smart podium or purchase a wide screen TV on a cart with DVD/VCR and document camera which can also be used to connect to a computer for presentations in room 1306. Purchase and install a new, larger screen, if a podium is installed. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  X Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. Purchasea Smart podium and new screen or purchase a wide screen TV with DVD/VCR and document camera. | | | | | | | |  |
| **Timeline:** As soon as possible or by Fall 2015. This is needed immediately. Other classrooms had Smart podiums installed in Fall 2013. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| X One-Time  Recurring | | | | | X General District  Categorical (Specify) | | **$\_\_3,000\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?** The technology will be installed and ready for classroom use. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** This will enable art instructors to easily present material for assignments to students, enriching their educational experience. Access to a wide variety of visual materials is critical for the instruction of students in art classes. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Carol Hegarty, and Technology Committee | | | | | | | | |
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| **4** | | | **2015-2016 PROGRAM GOAL #4**  Budget Priority #3 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Expand accessibility of Art Gallery offerings to the campus population and surrounding community, thus providing cultural enrichment and improvement of quality of life. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Hire a part time employee to expand gallery hours. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. Hire a part time employee at minimum wage (currently $9 an hour) to act as receptionist at the Art Gallery and expand its regular hours by 15 hours per week. Such an employee would cost the College $135 a week, $2160 each semester, or $4320 a year. | | | | | | | |  |
| **Timeline:** As soon as possible or by Fall 2015. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_$4320\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?** The Art Gallery will be open for 15 additional hours per week during the regular semesters (Fall and Spring). | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Increased accessibility to exhibits for students and community members provides cultural enrichment and improvement of quality of life. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Art Gallery Director and Human Resources | | | | | | | | |
|  | | | | | | | | |
| **5** | | | **2015-2016 PROGRAM GOAL #5** | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Meet student demand for art classes. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Hire part-time art faculty member. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| **A.** Consider which art courses need to be offered in addition to what is currently offered. | | | | | | | |  |
| **Timeline:** As soon as possible or by Spring 2016. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$25,000\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?** Additional Studio Art classes will be offered. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Current and future students will experience a broader studio art experience with the addition of more classes. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Carol Hegarty and Human Resources. | | | | | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)