

GLOSSARY

Academic Year: period of time extending from August 1 through May 31.

Assessment: the process of identifying, collecting and interpreting data (quantitative and/or qualitative) to determine the extent to which expected results are actually achieved; it implies both measurement and analysis.

Attainment: refers to the educational level achieved by a student as determined by the receipt of a credential (certificate, diploma, associate degree).

Calendar Year: period of time extending from January 1 through December 31.

College Quality Council: an internal group established to monitor, review, and revise the institutional effectiveness plan and process of the College. The membership of the CQC is broad-based with representatives from all divisions and units of the College and includes student representation. The academic dean and elected faculty representatives from JTC are also included as members. Ex-officio members of the CQC include the President, the Provost, the Director of Institutional Effectiveness, Research, and Planning, the Co-chairs of the Program Review Committee, and the Chair of the JCC Program Development Committee.

Community Participation Rate: the total number of students enrolled as a proportion of the eligible population in a service area.

Core Indicators of Effectiveness: factors used to measure the achievement of key expected results for various levels of the College. Core indicators of effectiveness have been developed for the institutional, administrative, academic program and support area levels. Each program and area within the College develops, at a minimum, expected results statements based on the appropriate core indicators as part of the institutional effectiveness plan and process of the College.

Credit Hours Generated: the total number of credit hours taken by students in a given time period; usually calculated by multiplying the number of students in each class by the credit hours for that class and adding the results.

Credit Hours Taught: the total number of credit hours actually offered in a given period; usually calculated by adding the number of credit hours for all courses held in a semester.

Data Collection Period: time frame during which information is collected related to institutional effectiveness expected results. This time period corresponds to the calendar year.

Delivering Campus: site or location at which a course is conducted or from which it is sent.

Diversity: the number of students enrolled by ethnic, age, and gender categories as a percentage of the total number of students enrolled.

Dual Credit: secondary school students enrolled in college credit courses who receive both college credit and credit toward meeting secondary school requirements for graduation.

Dual Enrollment: secondary school students enrolled in college courses for credit while continuing to be enrolled as high school students. It involves those college courses where only college credit is obtained and such credit is not used for high school credit.

Expected Result: statements describing what a division, unit, program, or area seeks to accomplish. Expected results may be thought of as intended outcomes. Statements are worded in terms of what the division, unit, program, or area will achieve or what its clients/students will know, value, or be able to do following completion of a learning experience or following provision of a service. Staff and faculty are involved in the formulation of these statements that relate to the most important functions of the division, unit, program, or area.

ELMS: an early leaver with marketable skills.

Fiscal Year: period of time extending from July 1 through June 30 (corresponds to the college budget year.)

FTIC (First Time in College) Rate: percentage of the previous year's high school graduates within the service area currently enrolled in the College.

Goal: broad, general statements describing the purposes of the institution. At Jefferson Community College, goals refer to the 14 statements found in the Mission and Goals Statement.

Graduate: a student who receives a certificate, a diploma, or an associate degree.

Home Campus: the site self-selected by a student where the majority of coursework will be taken; the college/campus from which a student plans to complete a certificate, diploma, or degree.

Indicator: a factor used to measure the level of achievement of an expected result.

Institutional Effectiveness Plan and Process: an ongoing, comprehensive, broad based, and institutionally integrated system for planning and evaluation designed to enhance and improve the institution, as well as demonstrate to what degree the institution has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of the College, setting expected results, assessing these results, and using the assessment results to identify and implement improvement actions in an on-going cycle of planning and evaluation at all levels and within all areas of the College.

Institutional Effectiveness Framework: a diagram developed at Jefferson Community College that depicts the relationships among all parts of the institutional effectiveness plan and process. Specifically, the Framework indicates that divisional and unit goals are derived directly from the Jefferson Community College Mission and Goals Statement; that expected results statements are developed for each area; that data is collected to assess expected results; and that these results are analyzed and used for improvement. The diagram also shows how program review and curriculum development link with the assessment of divisional and unit goals and also how the use of results for improvement links with the strategic planning and budgeting process of the College. The Framework is reviewed and approved annually by the College Quality Council.

Institutional Effectiveness Plan and Assessment Report: a document used by all areas of the College to record institutional effectiveness efforts. The document records the purpose of the area, expected results statements for the area linked with college goals, data summaries for each expected result statement, analysis of data for each expected result statement and improvement actions based on the analysis of results. The planning portion of the report (Area Purpose and Expected Results Statements) is submitted in late spring for review by the College Quality Council. This portion is then finalized by an area in early fall. The assessment portion of the report (Data Summary, Data Analysis, and Improvement Actions) is completed in early spring and submitted in March to the College Quality Council for review with recommendations then made by the CQC to the College Leadership Team for planning and budgeting purposes.

Job Placement Rate: the percentage of completers in all credentialed programs who obtain unsubsidized employment.

Priority Response Team: a small group of college employees established to work on the achievement of a specific objective related to a strategic priority. The membership of these teams includes representatives from all areas directly involved as well as needed support areas. A member of the President's staff typically serves as liaison and chairs the team.

Public Funds: consists of monies from state allocation and tuition and fees.

Retention-KCTCS: a retained student is defined as a student who begins as a member of a cohort of new fall term students enrolled in a credentialed program and who is determined to be any of the followed: an early leaver with marketable skills (ELMS), a recipient of a credential, a transfer to another higher education institution, or a returnee in the next fall term.

Retention-College Specific: a retained student is defined as a student who begins as a member of a cohort of new fall term students enrolled in a credentialed program and who is determined to be a returnee in the next spring/fall term. Recipients of credentials, transfers to other institutions of higher education, and early leavers with marketable skills are deleted from the cohort.

Retention-Program Specific: a retained student is defined as a student who begins as a member of a cohort of new fall term students enrolled in a credentialed program and who is determined to be a returnee to that program in the next spring/fall term. Recipients of credentials, transfers to other institutions of higher education and early leavers with marketable skills are deleted from the cohort.

Retention-Course Specific: a retained student is defined as a student who enrolls in a course at the start of a new semester and completes the course and receives a grade for the course, other than a W.

Source of Data: location or document where information can be found.

Strategic Plan and Process: a document describing the components of planning used by the College to set its future direction. The planning process itself is part of the Institutional Effectiveness Plan and Process of the College, ensuring that it is mission driven, broad based, comprehensive, and integrated with institutional effectiveness efforts. The specific components include the Mission and Goals Statement, the Vision Statement, and Strategic Priorities. The components are reviewed and revised periodically based on SWOT analyses and other information.

Strategic Priorities: Specific statements of future direction for the College developed with input from all major stakeholder groups. Areas of focus are identified within each priority and priority response teams or action teams are established to accomplish the objective.

Student FTE (12): an arithmetic calculation representing the number of students as expressed in full time equivalent (FTE) terms. The number is derived by dividing the total number of credit hours taken in a semester by 12 (the number of hours needed by a student to be considered full-time by the College.)

Student FTE (16): an arithmetic calculation representing the number of students as expressed in full time equivalent (FTE) terms. The number is derived by dividing the total number of credit hours taken in a semester by 16 (the number of hours needed by student to be considered full time by the Council on Post Secondary Education).

Student FTE Funding: an arithmetic calculation representing the amount of public funds spent per full time equivalent student. The number is derived by dividing the amount of public funds by the student FTE number.

Transfer Student: a student who moves directly to another accredited higher education institution after attendance at a KCTCS college.