

# Noncredit Course Sections, Enrollments, and Efficiency Ratios

## Overview

The following document contains information about the Pasadena City College Noncredit courses from Fall 2017 to Spring 2018. It includes information on the number of course sections offered, enrollments, and Full Time Equivalent Student by Full Time Equivalent Faculty ratios.

## CDCP vs Non-CDCP Courses

Career Development and College Preparation courses include “instruction in elementary and secondary education, English as a second language (ESL), workforce preparation, and vocational education that is part of a sequence of courses leading to a certificate” (LAO, 2017, p. 3). CDCP courses receive funding equal to the credit rate. On the other hand, non-CDCP courses receive funding equal to 60% of the rate for credit courses. Table 1 shows PCC’s noncredit courses by CDCP status. Table 2 shows the number of courses, enrollment, and average Full Time Equivalent Student by Full Time Equivalent Faculty ratio (FTES/FTEF) of noncredit courses. The FTES/FTEF ratio is a measure of the efficiency of courses (Barton, Justice & Mullen, 2018). Higher numbers indicate a greater number of students per faculty. The table shows that PCC offers more CDCP courses than non-CDCP courses; CDCP courses have higher enrollments; and CDCP courses have higher average FTES/FTEF ratios.

*Table 1. Noncredit course subjects by Career Development and College Preparation category.*

CDCP	Non-CDCP
Adult Basic Education	Adult High School Diploma
Building Construction Noncredit	Child Development Noncredit
Business Noncredit	General Education Development
ESL Noncredit	Immigrant Education
ESL Vocational Noncredit	Learning Assistance
Graphic Design Noncredit	Older Adults
Medical Assisting Noncredit	Parent Education
Paralegal Noncredit	

*Table 2. Number, total enrollment and average Full Time Equivalent Student by Full Time Equivalent Faculty ratio from Fall 2017 to Spring 2018.*

Type	Number of Sections	Enrollments	Average FTES/FTEF
CDCP	362	7196	11.14
Non-CDCP	250	4621	9.82
Total	612	11817	10.60

## CDCP Course Sections, Enrollments, and FTES/FTEF Ratios by Time of Day

Figure 1 shows the number of CDCP and non-CDCP courses offered by term and start time. The Foothill Campus offered most courses during the morning session. Most students enrolled in morning courses (Figure 2). Morning CDCP courses had the most efficient FTES/FTEF ratios (Figure 3).

Figure 1. Number of Course Sections by CDCP status and start time.

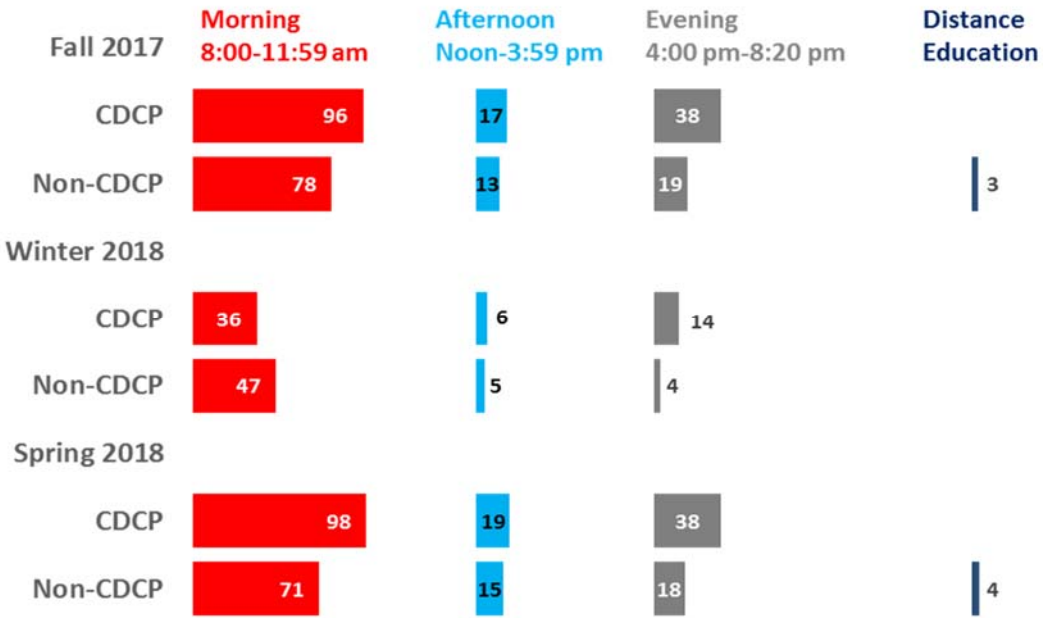


Figure 2. Number of course enrollments by CDCP status and start time.

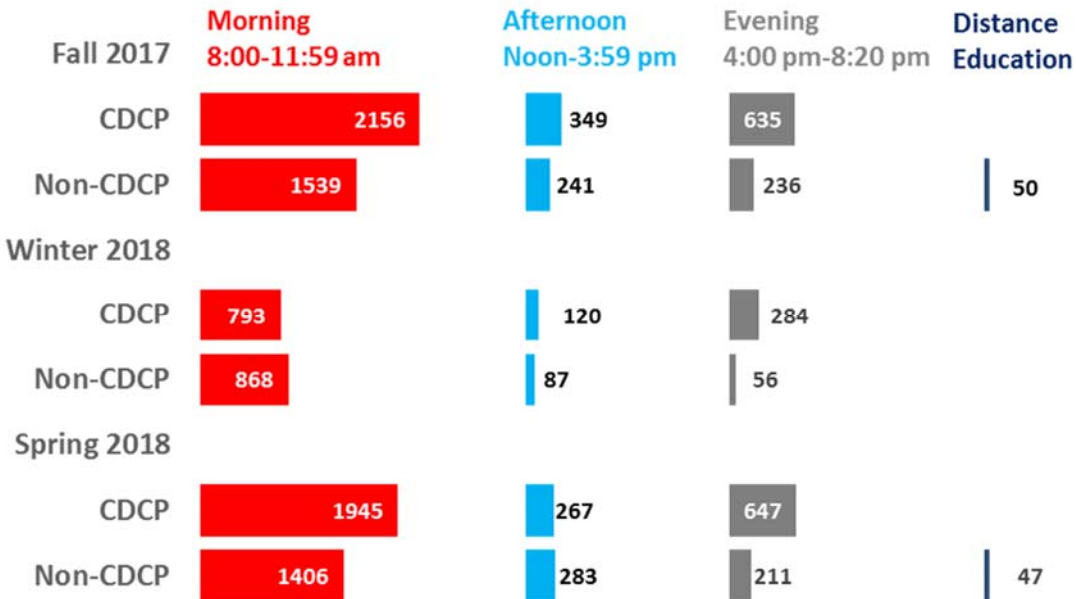
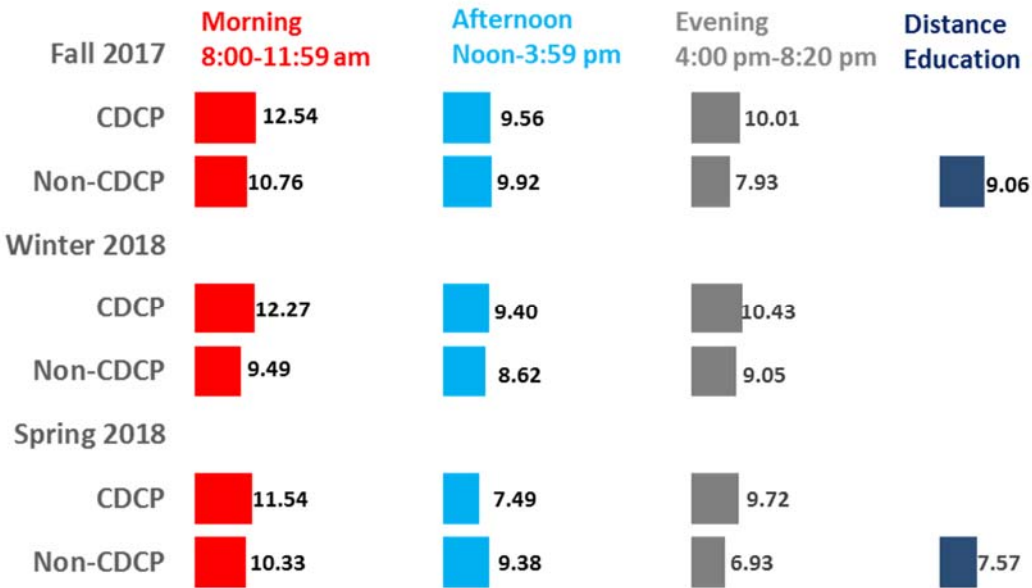


Figure 3. Average FTES/FTEF ratios by CDCP status and start time.



### Courses by Subject and Time of Day

The next section shows the number of sections, enrollments, and FTES/FTEF ratios by course subject. The Foothill Campus offered more than 100 ESL sections during both Fall 2017 and Spring 2018 (Figure 4), outpacing the other subjects. ESL also generated the highest number of enrollments, with over 2000 in both Fall 2017 and Spring 2018 (Figure 5). Figure 6 shows the FTES/FTEF ratios for each noncredit subject. It includes a black line denoting a target FTES/FTEF ratio of 15. ESL, Graphic Design, and Child Development generated some of the highest FTES/FTEF ratios. In Fall 2017, Child Development exceeded the target FTES/FTEF ratio.

Figure 4. Number of Course Sections by Subject and Term.

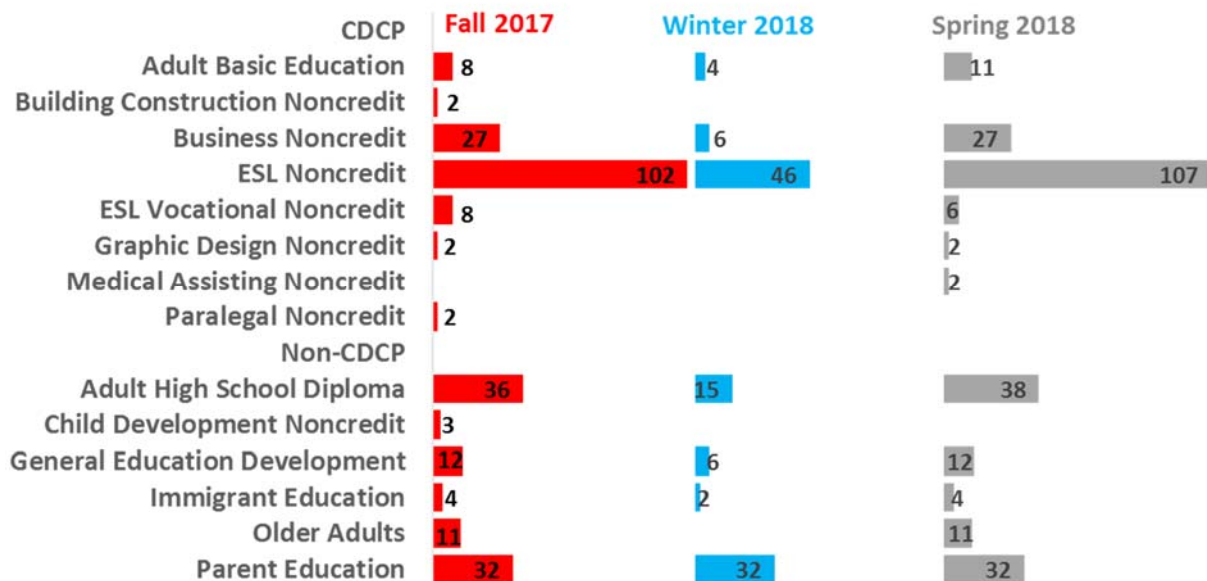


Figure 5. Number of Enrollments by Subject and Term.

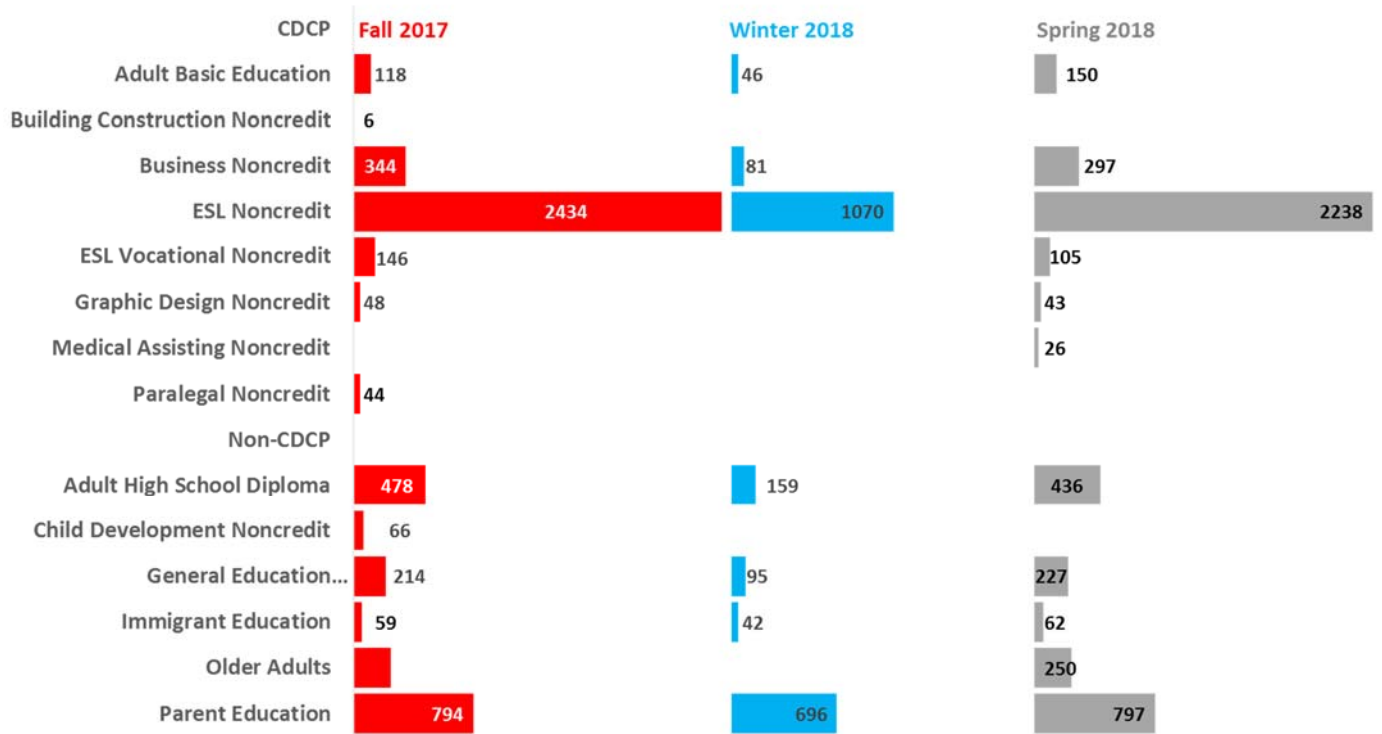
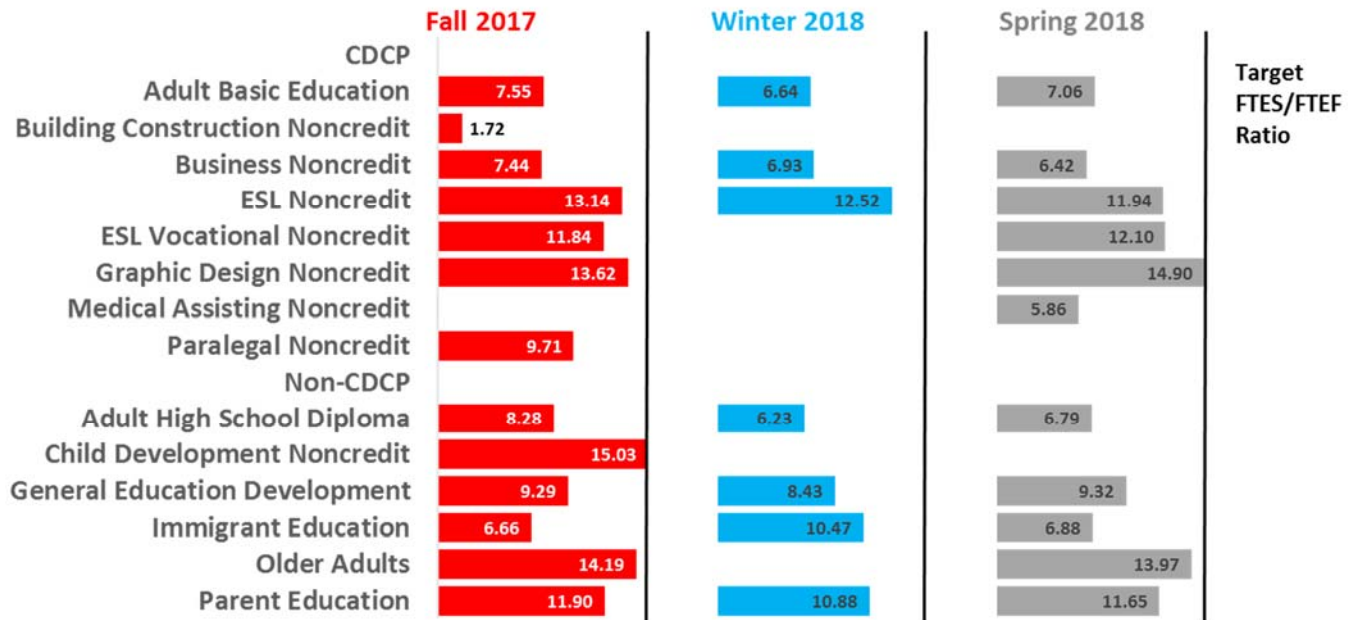


Figure 6. Average FTES/FTEF ratios by Subject and Term.



## References

Barton, M., Justice, C. & Mullen, J. (2018). Calculating and Understanding FTES and Productivity. Institutional Effectiveness Partnership Initiative: Sacramento, CA.

Legislative Analysts Office (2017). Effects of Increases in Noncredit Course Funding Rates. Legislative Analysts Office: Sacramento, CA.