06/15/05 7:00 PM/cvc

**Instructions for Form B:**

**PROFILE OF EACH CURRICULAR PROGRAM IN AN SUC CAMPUS**

INTRODUCTION:

Form B is anchored on the list of all curricular programs offered in one SUC campus. Each campus of the SUC will fill up its own Form B. The form is designed to capture the profile of each curricular program in an SUC campus or geographic site.

1. Please use a separate page for each campus or geographic site of the SUC. If the SUC has 5 campuses (i.e. the main campus plus four other campuses), there will be five sets of FORM B. If the campus handles both “distance education mode” and the usual “residence mode”, **the programs in residence mode will be listed separately from the programs in distance mode.**
2. Each SUC campus will fill in the data into the given electronic spreadsheet. When Form B is complete, the SUC campus should submit the diskette plus hard copy to its main campus.
3. The main campus staff will then collate the various Form B’s from each campus plus the Form B from the main campus itself. The main campus will summarize the Form B’s into Table C and Table D.
4. The main campus will then submit the lot, i.e. the various Form B’s from each campus, plus Tables C and D, to the MIS at the CHED main office.
5. This new form requires the SUC campus to report enrolment last year ( 1st sem 2004-05) and this year ( 1st sem 2005-06). It also requires the SUC campus to report the no. of graduates from 2003-04 (Sem1+Sem2+Summer) and 2004-05 ( Sem1+Sem2+Summer).
6. This form collects both raw data and derived data. Some of the derived or computed data are: IMPLIED GROSS GRADUATION RATE, AVERAGE NO. OF UNITS PER STUDENT. This is done so that the form is also useful to the SUC instead of just CHED.
7. The profiles of the curricular programs will be used for many purposes, including SUCs leveling and normative funding. It is important that the data are accurate and complete.
8. Data on performance in PRC board exams can be obtained from the CHED MIS Office at DAP Ortigas. If the SUC wants to receive a free electronic copy of the 6-year time series on PRC data, please call or email the CHED MIS office.
9. All questions regarding this new e-form should be directed by e-mail to **cvcalimlim@ched.gov.ph** or by phone: (632)6361692/6385835.
10. The deadline for submitting this form to CHED Regional office is **September 30, 2005**.
11. The deadline for submitting this form to CHED MIS is **October 31, 2005**.

**DETAILED INSTRUCTIONS FOR FORM B:**

**PROFILE OF EACH CURRICULAR PROGRAM IN THE SUC CAMPUS**

NOTE: Programs offered in the “distance mode” (as in an Open University) should be listed separately from the programs offered in the usual “residence mode”. The degree program BS Education offered in the usual residence mode is different from the BS Education program offered in the distance mode – even if both are administered from the same geographic site.

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| **COLUMN LABEL** | **INSTRUCTIONS** |
| A1 | Sequence number 1,2,3,… Start a new sequence for each program level. |
| A2 | Full name of the curricular program.  Examples: *BS Education, MS Biology, PhD Public Administration, etc.* No need to spell out “Master of Science”, “Bachelor of Arts”, etc. but please spell out name of the discipline and/or the major. |
| A3 | Major. Examples: *Mathematics, Educational Administration.* |
| A4 | **COLLEGE OFFERING OR ADMINISTERING THE PROGRAM**  The college which is offering or administering the program. Examples: “Coll of Education”, “School of Technology”, etc. |
| A5 | **DEPARTMENT WITHIN THE COLLEGE OFFERING THE PROGRAM.**  The department within the college listed in A4 above which is offering or administering the program. If there is no department within the college, just repeat the name of the college. Otherwise, specify the name of the department, e.g. “ Department of Math and Physical Sciences”, “Dept of Accounting”, etc. |
| A6 | **SOURCE OF AUTHORITY TO OFFER THE PROGRAM**  Response might be: *Board Approval, 112th meeting, April 14, 1995*. or *CHED Resolution, November 5, 2001*. Specify date and approving body. |
| A7 | **PROGRAM DISCIPLINE ( MAJOR FIELD ONLY).**  **Use 2-digit Code.**  Please see attached Appendix on DISCIPLINE CODES. There are 21 major fields to choose from and you must choose only one. |
| A8 | **PROGRAM DISCIPLINE (SPECIFIC FIELD).**  **Use 6-digit code.**  This is a more detailed classification of the program discipline. Classify the program into one of about 200 specific disciplines and you must choose only one. See Appendix on DISCIPLINE CODES. |
| A9 | **Is a thesis or dissertation absolutely required in the program?**  1= Thesis or dissertation is definitely required. A student cannot graduate without a thesis or dissertation.  2= Thesis is OPTIONAL. A student can choose to do a thesis or not.  3= Thesis is definitely NOT required. All students graduate without doing a thesis. |
| A10 | **Program status**.  **1** = **Program is ACTIVE.** The program is currently being offered, some students are currently enrolled, and new students are being accepted.  **2**= **Program is PHASED OUT.** The program is currently being offered in the sense that some students are still enrolled but currently the program is not accepting new students. Admission of new students may resume or may not.  **3**= **Program has been ABOLISHED.** The program has been officially abolished and there are no more students.  **9** = Not known or not indicated. |
| A11 | **Accreditation level and name of accrediting agency**.  Please write NONE if there is no accreditation. Do not just leave a blank. If there is accreditation, indicate accrediting agency too. For instance, “Level 2 by AACCUP”. |
| A12 | **Program calendar.**  1=Program is offered on a semestral basis.  2=Program is offered on a tri-mester basis.  3=Program is offered on a quarterly basis.  4=Other calendar system (e.g. students proceed at their own pace, as in Distance Education) |
| A13 | **Program delivery mode.**  1= Program is delivered mostly or exclusively in the usual “residence mode”. Students and faculty come together weekly at designated times in designated classrooms in the usual university or college campus.  2= Program is delivered mostly or exclusively in “distance mode” as in an Open University. Students and teachers/tutors get together only a few times (e.g. at the start of the course and/or during exam days) and most communication is done over a distance, e.g. by radio, phone, email, TV or some other means. |
| A14 | **IS THIS PROGRAM PART OF A LADDER?**  1 = Program is not part of a ladder. It is a “stand-alone” program.  2 = Yes, this program is the first rung in a ladderized program.  3 =Yes, this program is in the middle rung of a ladderized program.  4 = Yes, this program is the last rung in a ladderized program.  EXAMPLE:  Consider the 3-rung program ladder below and suppose the entire ladder takes 4 years. After 1 year, the student receives the tech/voc certificate (CCT). After another year, the student gets the pre-baccalaureate degree (ACT). After 2 more years, the student receives the bachelor’s degree (BSCS).   |  |  |  | | --- | --- | --- | | THE RUNGS IN THE LADDER | **PROGLEVL** | **PROGYEARS** | |  |  |  | | **Certificate in Computer Technology (CCT)** | TECH/VOC | 1 | | **Associate in Computer Technology (ACT)** | PRE-BACC | 1 | | **Bachelor of Science in Computer Science (BSCS)** | BACCALAUREATE | 2 |   In the REVISED CHED DATA ELEMENT MANUAL, the main concern is how to count and/or how to record data. The prescribed counting rules are illustrated below:   1. **NO. OF PROGRAMS**   In the RCDEM, this 3-rung ladder will be counted as 3 separate programs.   * The CCT program belongs to the Tech/Voc program level. * The ACT program is classified as PRE-BACCALAUREATE and * the BSCS is classified as BACCALAUREATE.  1. **ENROLLMENT**   Suppose there are 100 students in 1st year, 80 in 2nd year, 70 in 3rd year and 60 in the 4th year of the 4-year ladder.   * For the CCT program, ENROLMT = 100. * For the ACT program, ENROLMT =80. * For the BSCS program, ENROLMT = 130 = 70+60.  1. **NO. OF GRADUATES**   Suppose everybody who started each year level actually completes that year level.   * For the CCT program, the no. of graduates or PROG\_TAPOS=100. * For the ACT program, the no. of graduates or PROG\_TAPOS = 80 and * for the BSCS program, the no. of graduates or PROG\_TAPOS =60. |
| A15 | **Is this a “consortium program” with another HEI or HEIs?**  1= Program is not a consortium program. Program is not being offered in alliance or partnership with another HEI. No other HEI or HEI is involved in this program. If the program is a consortium of colleges within the same HEI, it will be listed as just one program.  2= Program is a consortium program ( or in alliance, partnership, joint offering, etc.) with another HEI.  REMARKS:  It is important to identify the consortium programs in order to avoid double counting of students. Students in a consortium program should be counted only in one HEI or SUC. |
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| B1 | **PROGYRS = NORMAL LENGTH OF CURRICULAR PROGRAM.**  *If we assume a student is full-time, follows the curriculum strictly, and proceeds with “normal progress”,* ***how many years will it take from start until graduation?***   * For Elementary: PROGYRS=6. * For Secondary, PROGYRS=4. * For tech/voc programs, please specify. * For most baccalaureate programs, PROGYRS=4. * For engineering and a few other baccalaureate programs, PROGYRS=5. * For masters programs, PROGYRS=2 ( because a full-time masters student is expected to finish in 2 years, even with a thesis). It is understood that graduation time varies from discipline to discipline but one standard has to be set for all masters programs. * For PhD programs, PROGYRS=3 (because a full-time doctoral student with a masters degree is expected to finish the degree and the dissertation in 3 years). It is understood that graduation time varies from discipline to discipline but one standard has to be set for all doctoral programs. |
| B2 | **How many LAB UNITS are required in the curriculum?**  A laboratory subject costs differently from a lecture subject – hence the need to differentiate between lab units and lecture units. Do not include units for thesis or dissertation even if lab work is required during the research for the thesis or dissertation. |
| B3 | **How many LECTURE UNITS are required in the curriculum?**  Do not include units for thesis or dissertation. For baccalaureate programs, include PE, CWTS, etc. A typical 4-year degree program may require a total of 144 -160 units. |
| B4 | **TOTAL UNITS REQUIRED** ( LAB + LECTURE): B4 = B2 + B3 |

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| B5 | **TUITION PER UNIT**. As of June 2005, how much is the tuition per unit? Round off to nearest peso. |
| B6 | **PROGFEE**.  **If a student is going to enroll in this program, how much does the SUC charge by way of tuition and miscellaneous fees from initial enrolment until graduation?** This is everything the student has to pay to the SUC from initial enrolment until he graduates.   * If 8 semesters are needed to graduation, this is the sum of tuition and all student fees during these 8 semesters. * Assume there will be no tuition or fee increase between initial enrollment and graduation. * Assume the student will follow the curriculum and pass all his subjects. * Do not include the cost of textbooks, uniforms, school supplies, living costs, and transport or commuting costs. * Round off to the nearest peso. |
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| C1 | **ENROLMENT ( MALES). Male students enrolled in 1st sem 2004-05.**  Include 1st year, 2nd year, 3rd year, etc. Include only the students who are officially enrolled as of July 1, 2004. If enrolment is zero, please key in “0”. Do not just leave a blank.  REMARKS:  The enrollment in 2004-05 was already reported to CHED by the SUC last year or earlier this year -- but the data request is being repeated here so that data between 2004-05 and 2005-06 can be juxtaposed and readily compared. This will also allow the SUC to put in corrections to the data reported last year. |
| C2 | **ENROLMENT (FEMALES). Females enrolled in 1st sem 2004-05**.  Include 1st year, 2nd year, 3rd year, etc. Include only those enrolled as of July 1, 2004. |
| C3 | TOTAL ENROLMENT ( 1ST SEM 2004-05): C3 = C1 + C2. |
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| D1 | **NO. OF GRADUATES (MALE): 2003-04.**  No. of male graduates from the academic year 2003-04, i.e. the sum of male graduates in 1st sem, 2nd sem and summer session (if any). Date of graduation is between June 1, 2003 and May 31, 2004. The official arbiter of date of graduation is the Registrar.  If there are no graduates from a program, please key in “0”. Do not just leave a blank.  REMARKS:  The no. of graduates from 2003-04 may have been previously submitted to CHED by the SUC. This old data should be entered here again so that it can be juxtaposed and compared with the new graduation data. |
| D2 | NO. OF GRADUATES (FEMALE): 2003-04.  No. of female graduates from the academic year 2003-04. The sum of female graduates in 1st sem, 2nd sem and summer session (if any). Date of graduation is between June 1, 2003 and May 31, 2004. The official arbiter of date of graduation is the Registrar. |
| D3 | **TOTAL NO. OF GRADUATES ( AY 2003-04**) = D1 + D2 |
| D4 | **% GROSS GRADUATION RATE (2003-04).**  There are many definitions of “graduation rate” but they usually require detailed data over a sequence of years. The GROSS GRADUATION RATE ( GGR) is computed based on the available enrollment data and no. of graduates.   * *EXAMPLE.* In a 4-year program, suppose there are 80 students. If all are full-time and proceed with normal progress, it is expected that 20 ( = 80/4) will be in the 4th year and therefore expected to graduate that year. If there are 15 graduates in one schoolyear, the GROSS GRADUATION RATE = 75% ( = 15/20). * *EXAMPLE.* Suppose there are 30 students in a masters program. If all are full-time and proceed with normal progress over the normal 2-year program length, it is expected that 15 ( =30/2) will be in the final year of the program and therefore expected to graduate that year. If there are 5 graduates in one schoolyear, the GROSS GRADUATION RATE = 33% ( = 5/15).   By formula: GROSS GRADUATION RATE = D4 = D3 / ( C3/B1)  REMARKS:  As defined above, GROSS GRADUATION RATE (GGR) is a normative graduation rate although it is rather imperfect because there is a time mismatch. The enrolment is from 1st sem 2004-05 but the no. of graduates from AY 2003-04. Nevertheless, if the program is “in steady state” ( a reasonable presumption if the program has been in existence over a number of years), the GGR should be indicative of true graduation rate. To make it more stable and more indicative, the GGR will be computed every year until there is enough data to build a rolling 3-year or 4-year average.  Because the GGR is indexed to PROGYRS, the perfect GGR is of course 100% -- whether it is a 2-year or 4-year program.  Most graduate students such as master’s or PhD students enroll only half-time. If all master’s students study half-time but proceed normally at that pace, the resulting GGR should be approximately 50%. A GGR of 50% is also consistent with the situation where, on average, graduates take 4 years instead of 2 years to finish the master’s program from start to finish.  FOR FURTHER DISCUSSIONS of “GRADUATION RATE”, PLEASE SEE THE REVISED CHED DATA ELEMENT MANUAL (2004). The electronic form of this Manual can be obtained from CHED for free. See also Column F4 and F5 below. |
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| E1 | **NEW STUDENTS ( MALE) FIRST SEM 2005-06:**  This is a measure of the intake into the program. NEW STUDENTS (males) who are enrolling in the program for the first time in **1st sem** **2005-06**.   * In the undergraduate programs, these are the brand-new freshmen. Do not include lateral transfers, e.g. those who have previously earned some college credits in another school or another curricular program. * In the masters programs, these are the brand-new master’s students who have not had any previous master’s credits. * In the doctoral programs, these are the brand-new PhD students who have not had any previous doctoral-level credits. |
| E2 | **NEW STUDENTS (FEMALE) FIRST SEM 2005-06.**  New female students enrolling for the first time in the program in **1st sem** **2005-06**. |
| E3 | **TOTAL NEW STUDENTS (** **1st sem** **2005-06**): E3 = E1 + E2.  This is a measure of the fresh intake into the program. |
| E4 | “**CONTINUING” STUDENTS ( MALE) FIRST SEM 2005-06**  “Continuing” students (as opposed to new students) enrolled in **1st sem** **2005-06**.   * These are students who have been previously enrolled in this program and are continuing. Do not include the brand-new students. |
| E5 | **CONTINUING STUDENTS (FEMALE) FIRST SEM 2005-06.**  Continuing students (females) enrolled in **1st sem** **2005-06**. |
| E6 | **TOTAL CONTINUING STUDENTS ( 1st sem** **2005-06**): E6 = E4 + E5. |
| E7 | ENROLMENT ( MALE): NEW + CONTINUING New students and continuing students (males) enrolled in **1st sem** **2005-06**.  E7 = E1+E4. |
| E8 | **ENROLMENT (FEMALE): NEW + CONTINUING.**  New students and continuing students (females) enrolled in **1st sem** **2005-06**. E8 = E2 + E5. |
| E9 | **TOTAL ENROLMENT** ( **1st sem** **2005-06**): E9 = E7 + E8.  This total includes both new and continuing students in the program. |
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**ACTUAL “SUBJECT UNITS” ENROLLED BY STUDENTS IN THE PROGRAM:**

This is a measure of the total units enrolled in by students in the program. If the program is BS Civil Engineering, this is the total no. of units enrolled in by BS Civil Engineering students. Some of these units are taken in other colleges (e.g. GE subjects at the College of Arts and Sciences) while some are in the mother college, i.e. College of Engineering. These data should not be estimated. It should be tallied by the Registrar for students in each program.

Differentation is made between lecture and lab units. However, exclude all units assigned to the thesis or dissertation because these vary too widely. Besides, it is unpredictable how long the student will take to finish.

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| BS CIVIL ENGINEERING STUDENTS | LAB UNITS | LECTURE UNITS | TOTAL UNITS |
| PEDRO | 3 | 15 | 18 |
| MARIA |  | 20 | 20 |
| JOSE | 4 | 18 | 22 |
| CORA |  | 16 | 16 |
| FIDEL | 2 | 15 | 17 |
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| TOTAL | **9** | **84** | **93** |

In the example above, there are 5 students enrolled in the same program, e.g. BS Civil Engineering. Pedro has 3 lab units and 15 lecture units per week during a regular semester. Taken together, the 5 students are enrolled in a total of 9 lab units and 84 lecture units. It does not matter which college or departments these units are being taken. The important thing is that all the 5 students are enrolled in the same program.

In an SUC, the most appropriate office to do this student-by-student tallying is the Registrar. Please do not estimate. **The data will be used to compute full-time equivalent students.**

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| F1 | **ACTUAL LAB UNITS ENROLLED in 1st sem 2005-06.**  The total lab units actually enrolled in by the students counted in Column E9. If there are 50 students (old and continuing) in the program, this is the summation of the total lab units enrolled in by the 50 students. For example, if the program is BS Civil Engg, this is the total lab units enrolled in by all Civil Engg students – and this total will include lab units in Physics, Chemistry and of course in Civil Engineering itself. Do not include thesis or dissertation.  This data is needed for costing purposes. It requires tallying the lab units of individual students and the best source of this data is the Registrar. |
| F2 | **ACTUAL LECTURE UNITS ENROLLED in 1st sem 2005-06.**  The total lecture units actually enrolled in by the students counted in E9. If there are 50 students (old and continuing) in the program, this is the total LECTURE units enrolled in by the 50 students. For example, if the program is BS Civil Engg, this is the total lecture units enrolled in by all Civil Engg students – and this would include some General Education subjects, electives and of course major subjects in Civil Engineering itself. Do not include units for thesis or dissertation but include PE, NCTS, CWTS, etc.  The best source of this data is the Registrar because it requires tallying the total lecture units enrolled by all students in the program. |
| F3 | **TOTAL ACTUAL UNITS ENROLLED ( 1st sem 2005-06): F3 = F1 +F2** |
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| F4 | **AVERAGE LAB UNITS PER STUDENT ( 2005-06).**  By formula, F4 = E2/E9. If 50 students are enrolled in 100 units of lab, the average lab units per student = 2.0 ( = 100/50).  REMARKS:  This is computed data which is useful for both the SUC itself and CHED too. It will be used by CHED to determine the normative cost per program. |
| F5 | **AVERAGE LECTURE UNITS PER STUDENT (2005-06)**  By formula, F5 = F2/ E9. If 50 students are enrolled in 900 units of lecture, the average lecture units per student = 18.0 ( = 900/50) units per student.  REMARKS:  This is computed data which is useful for both the SUC itself and CHED too. It will be used by CHED to determine the normative cost per program. In general, undergraduate students take more or less the same no. of units per semester.  For the master’s and PhD program, there is more variability. Some master’s students enroll only for 3 units while others enroll for the full load of 12 or 15 units. Do not estimate. The correct way of doing it is to sum the individual study loads of all students enrolled in the program. |
| F6 | **LAB AND LECTURE UNITS PER STUDENT (2005-06).**  By formula, F6 = F4 + F5. |
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| G1 | **NO. OF EXTERNALLY-FUNDED MERIT SCHOLARS ( 2005-06)**  HEADCOUNT ( as of July 1 2005).  How many of the students (new or continuing) in the program are recipients of “merit scholarships” funded by agencies other than the SUC itself? The no. of externally-funded merit scholars is taken as some evidence that the program is deemed highly by external scholarship agencies.   * The prototype examples are the DOST scholars who have been chosen after some competitive examinations and/or interviews. * Do not include the students on the “Dean’s List” or “President’s List” because these are chosen by the SUC itself. * Do not include recipients of CHED-administered programs such as the State Scholarship Program, Selected Ethnic, etc. * Do not include students who receive scholarships mainly on the basis of need such as grants to the dependents of Barangay officials, dependents of SUC personnel, or to the members of the basketball team, university choir, etc. These are not merit scholars. * Include valedictorians and salutatorians from high schools which have at least 100 students in the graduating classes. Exclude valedictorians and salutatorians from small graduating high school classes. |
| G2 | **NO. OF SUC-FUNDED SCHOLARS OR GRANTEES (2005-06)**  HEADCOUNT (as of July 1, 2005).  How many of the students (new or continuing), whether merit scholars or otherwise, are receiving benefits such as free tuition, free miscellaneous fees and/or stipends courtesy of the SUC itself? **This is taken as a measure of the SUC’s commitment to student financial aid, whether it is intended for poor students or the high-achievers.**   * Include members of the varsity, the school band, choir, folk dance troupe, etc who may be entitled to free tuition or discounts. * Include SUC personnel themselves and/or their dependents who might be entitled to free tuition if they study in the SUC. * If tuition is socialized in the SUC, include the count of all students who received tuition discounts or waivers courtesy of the SUC itself. * Include the dependents of qualified barangay officials if the SUC receives no reimbursement for the tuition of such dependents.   While it is true that every SUC student is actually subsidized by the government, we include here only the students who pay no tuition or who pay less than the regular tuition charged by the SUC. |
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| H1 | **NO. OF GRADUATES (MALE): 2004-05**  No. of male graduates from the academic year 2004-2005. The sum of male graduates in 1st sem, 2nd sem and summer session (if any). Date of graduation is between June 1, 2004 and May 31, 2005. The official arbiter of date of graduation is the Registrar. |
| H2 | **NO. OF GRADUATES (FEMALE): 2004-05.**  No. of female graduates from the academic year 2004-05. The sum of female graduates in 1st sem, 2nd sem and summer session (if any). Date of graduation is between June 1, 2004 and May 31, 2005. The official arbiter of date of graduation is the Registrar. |
| H3 | TOTAL NO. OF GRADUATES ( AY 2004-05) = F1 + F2 |
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| H4 | **IMPLIED GROSS GRADUATION RATE ( 2005-06)**  See previous discussion of GGR in Column D4 above.  Enrolment is taken from 1st sem 2005-06 but the no. of graduates is from AY 2004-05 (Sem1+Sem2+ Summer).  By formula: IMPLIED GROSS GRADUATION RATE = H4 = H3 / ( E9/B1). |
| H5 | **ROLLING 2-YEAR GROSS GRADUATION RATE.**  This combines enrollment data from 2004-05 and 2005-06 and combines graduates data from 2003-04 and 2004-05. This is the start of the effort to determine the rolling 3-year or 4-year average graduation rate per program.  For example, consider a 4-year baccalaureate program.   * Suppose enrollment was 100 in 2004-05 and 120 in 2005-06. This means we presume 25 (=100/4) seniors in 2003-04 and 30 (=120/4) seniors in 2005-06. * Suppose further that the no. of graduates was 15 from 2002-03 and 20 from 2003-04. * This means the gross graduation rate for 2003-04 is 60% ( =15/25) while the gross graduation rate for 2005-06 is 66.7% (=20/30) * In contrast, the rolling 2-year average gross graduation rate is 63.6% = (15 + 20)/ ( (100 +120)/4) = 35/55 = 62.6 %. The numerator is the total no. of graduates or 35 ( =15+20). The denominator is 50 ( = 25+30) where 25 was the expected no. of seniors in 2003-04 and 30 is the expected no. of seniors in 2005-06.   REMARKS:  The formulas for the 1-year graduation rate and rolling 2-year graduation rate are built into the new e-form. |
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| J1 | % INCREASE IN ENROLMENT.  ***Did enrolment increase between 2003-04 and 2005-06?***   * If enrolment was 50 students in 2003-04 and 55 in 2005-06, the % increase is 10% ( = 5/55). * If enrolment was 100 students in 2003-04 but only 95 in 2005-06, then the % increase = - 5% ( = -5/100).   REMARKS:  If this % increase is more than 10% or less than -10%, the SUC should review the data. |
| J2 | % INCREASE IN NO. OF GRADUATES.  ***Did the no. of graduates increase between 2002-03 and 2003-04?***   * If 10 students graduated in 2003-04 but 12 students graduated in 2005-06, the % increase in graduates is 20% ( = 2/10). * If 25 students graduated in 2003-04 but only 20 students graduated in 2005-06, then the % increase in graduates is -20% ( = -5/25).   REMARKS:  If this % increase is more than 10% or less than 10%, the SUC should review the data. |