

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	Student Headcount	1,294	1,294	1,500	1,681	1,721
	Total Course Enrollments	1,316	1,326	1,525	1,712	1,747
	# of Course Offerings	17	17	18	17	18
	# of Section Offerings	45	44	46	51	53
	Ave Enrollment per Section*	29.2	30.1	33.2	33.6	33.0

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

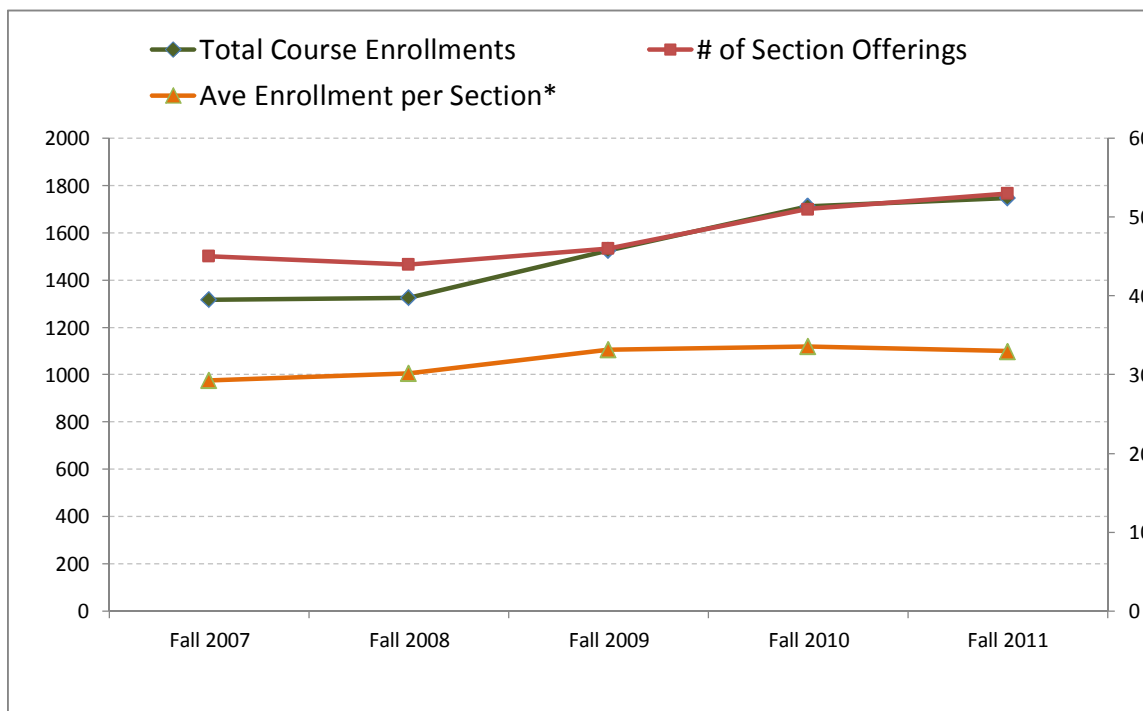
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.

of Course Offerings is the number of courses offered within the department for that term.

of Section Offerings is the number of course sections offered within the department for that term.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



Some questions to get you thinking:

- * Compare course enrollments to section offerings. What is the relationship between the two trends?
- * Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings?
- * How does your Department's average enrollment per section compare to the college average? Why might they be different?
- * Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students?
- * Do the trends suggest any goals or enrollment targets for the department?

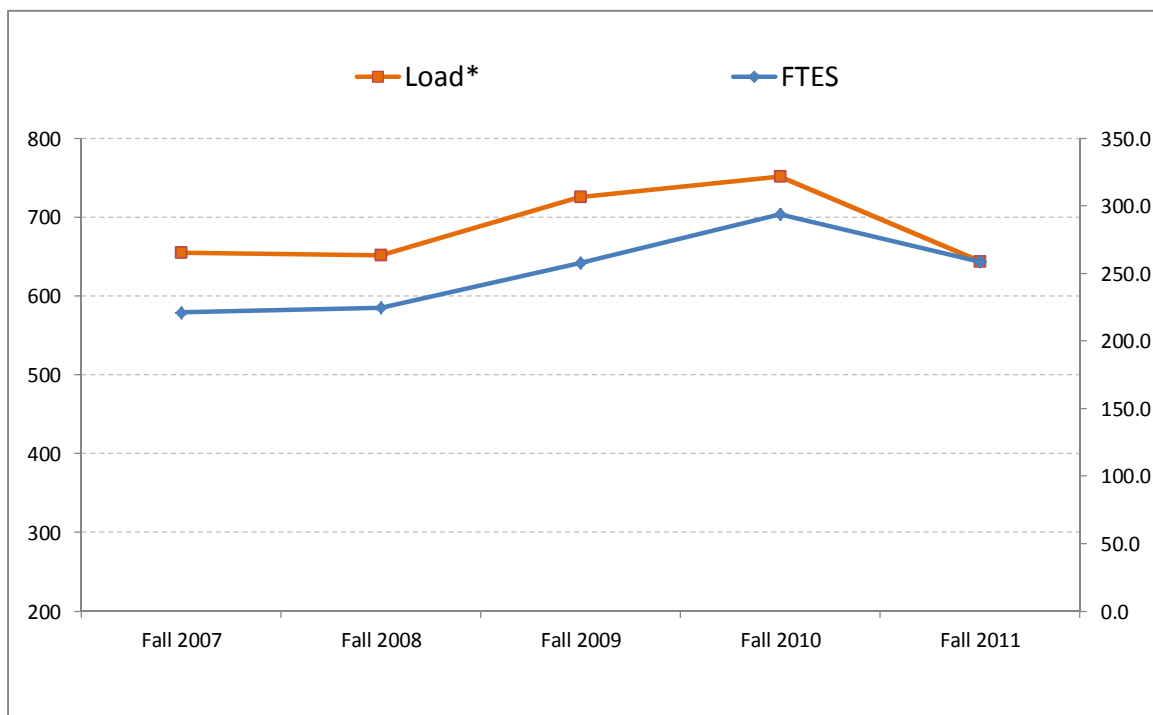
Table 2. Department Efficiency

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	WSCH	6632	6741	7739	8819	7768
	FTES	221.1	224.7	258.0	294.0	258.9
	FTE	10.13	10.33	10.67	11.73	12.07
	Load*	655	652	726	752	644

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.
FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



Some questions to get you thinking:

- * What are the overall trends for Dept FTES & Load? Are the trends moving in the same direction?
- * Were there any deviations or sudden changes in the trend over the period? What do you think might be the underlying causes?
- * How does your Dept load compare with the college average? Are the trends similar? Why might they be different?
- * Given these trends and your reflection on their causes, what do you think are reasonable one-year and three-year targets for FTES & Load?

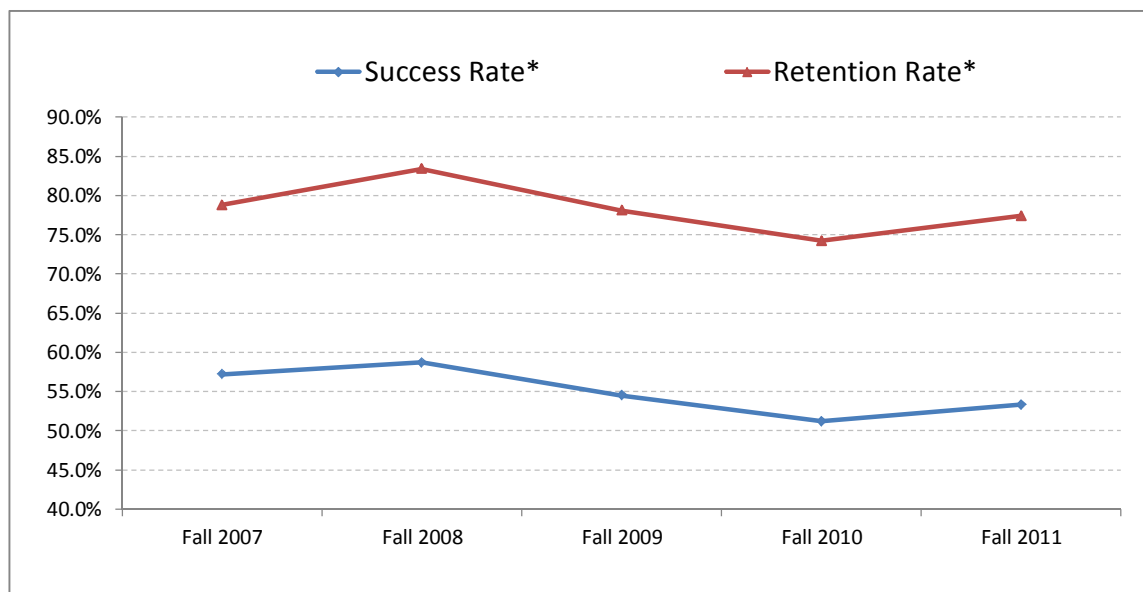
Table 3. Student Performance Profile

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	Success Rate*	57.2%	58.7%	54.5%	51.2%	53.3%
	Retention Rate*	78.8%	83.4%	78.1%	74.2%	77.4%
	Ave Units Attempted this Term	10.3	10.2	10.3	10	10.2
	Ave Units Earned this Term	7.3	7.2	6.8	6.4	6.9
	Ave Term GPA	2.39	2.33	2.25	2.1	2.12
	Ave Cumulative GPA	2.62	2.62	2.59	2.52	2.5

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.
Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.
Ave Units Attempted this Term is the average number of units associated with students enrollment for the term after the add/drop deadline.
Ave Units Earned this Term is the average number of course units awarded to the student at the end of the given term.
Ave Term GPA is the average current term GPA of all students taking courses in the department for the given term.
Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given term.

Student Performance Profile



Some questions to get you thinking:

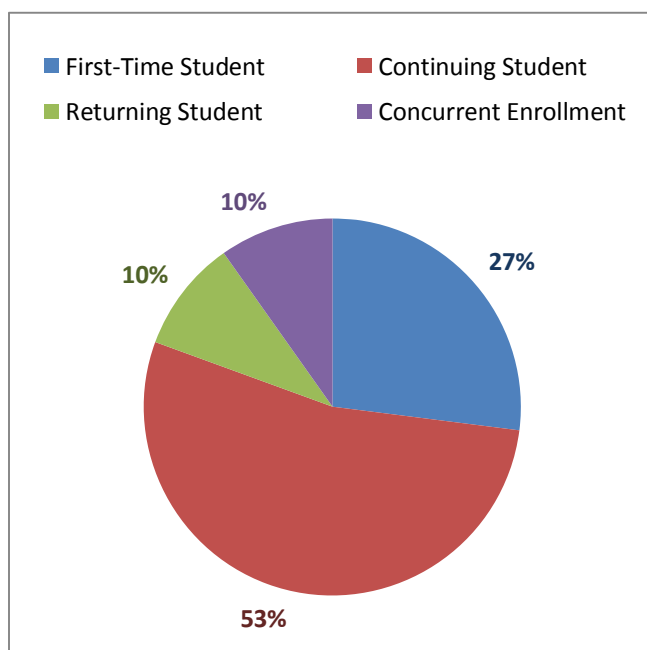
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes driving those trends and how might they be improved?
- * Are you generally satisfied with the departments current success & retention rates? How do they compare with the college average?

Table 4. Student Enrollment Status Profile

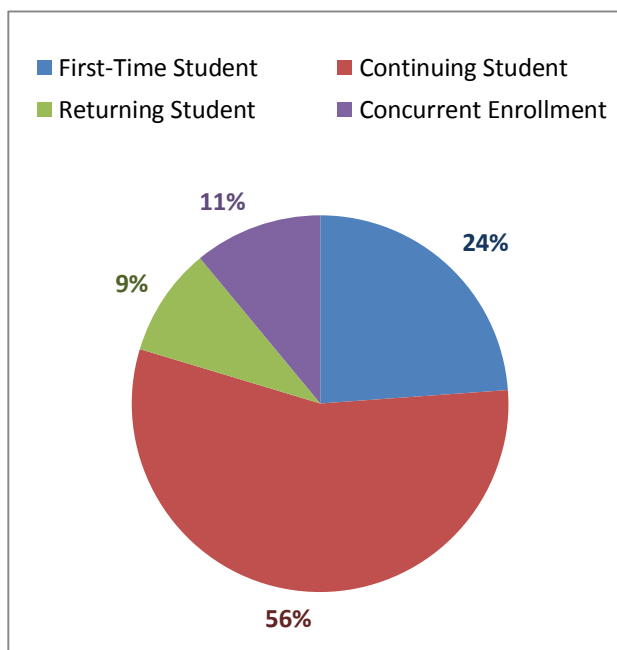
Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	First-Time Student	323	351	321	320	400
	Continuing Student	641	656	702	815	937
	Returning Student	115	137	123	197	156
	Concurrent Enrollment	117	150	148	168	185
	Percent First Time	25%	27%	21%	19%	23%
	Percent Continuing	50%	51%	47%	48%	54%
	Percent Returning	9%	11%	8%	12%	9%
	Percent Concurrent	9%	12%	10%	10%	11%

Data Definitions: **First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.
Continuing Students are those that attended the DISTRICT in immediately previous primary term. Fall & Spring are primary terms.
Returning Student is returning to this DISTRICT and has not attended another institution since the last term here or is returning to this DISTRICT after attending another college.
Concurrent Enrollment is a student that is attending high school during the term for which he/she is applying.

Fall 2007



Fall 2011



Some questions to get you thinking:

- * How has the proportion first-time, continuing & returning students in your department changed over the period?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

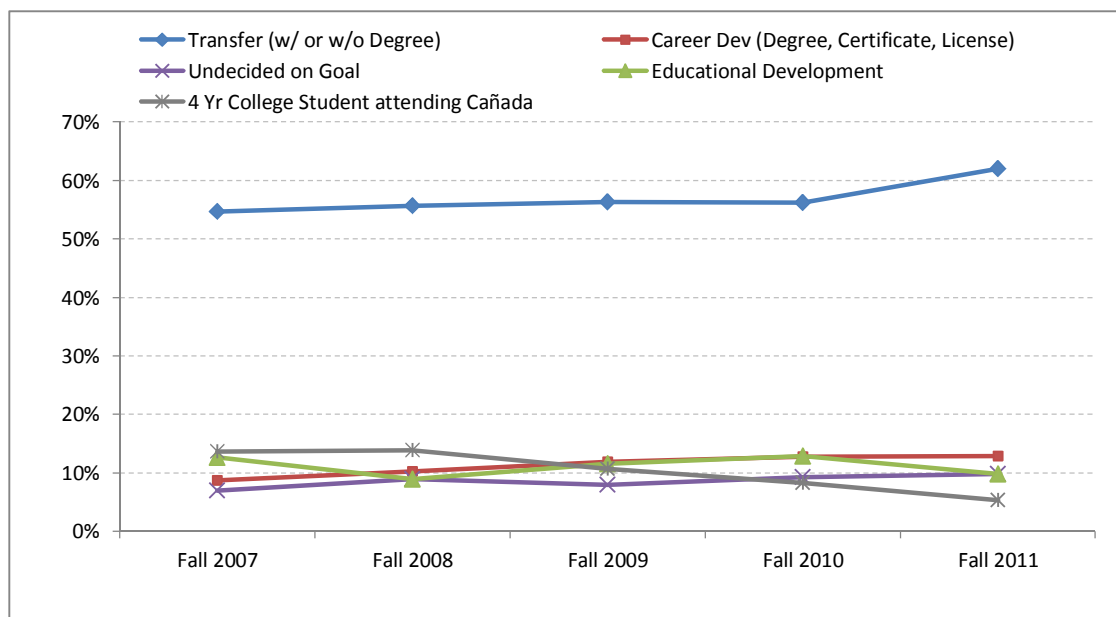
Table 5. Student Goal Orientation

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	Transfer (w/ or w/o Degree)	707	720	845	945	1068
	Career Dev (Degree, Certificate, License)	113	133	178	215	221
	Educational Development	164	115	174	216	169
	4 Yr College Student attending Cañada	177	180	160	139	91
	Undecided on Goal	90	116	119	155	169
	% Transfer (w/ or w/o Degree)	55%	56%	56%	56%	62%
	% Career Dev (Degree, Certificate, License)	9%	10%	12%	13%	13%
	% Educational Development	13%	9%	12%	13%	10%
	% 4 Yr College Student attending Cañada	14%	14%	11%	8%	5%
	% Undecided on Goal	7%	9%	8%	9%	10%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category also includes some degree seeking students.

Student Goal Orientation



Some questions to get you thinking:

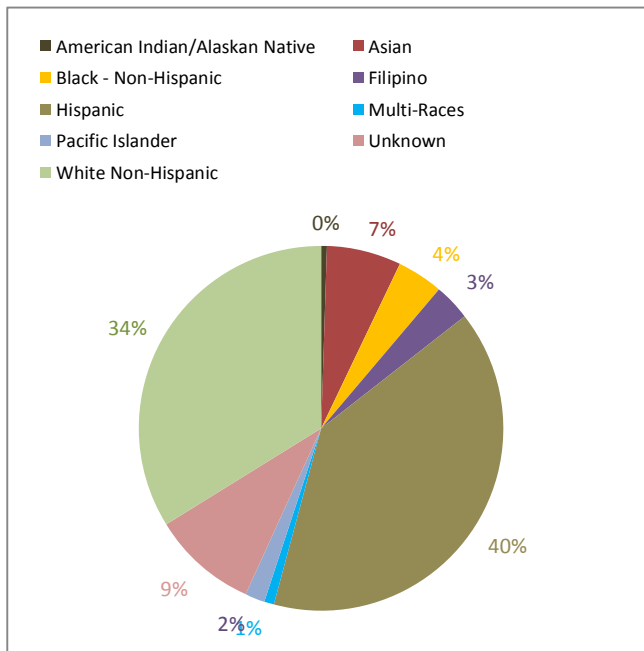
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college? Why might the two show different trends?

Table 6. Student Demographics - Ethnicity

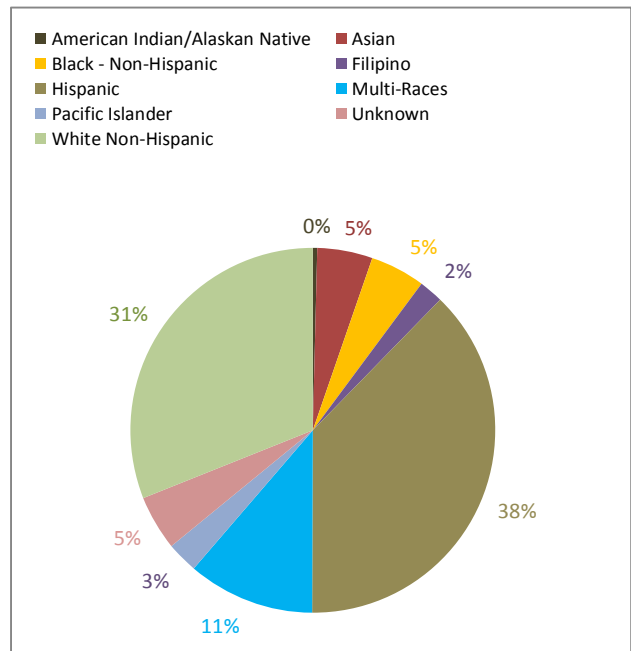
Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	American Indian/Alaskan Native		7	8	4	7
	Asian		85	67	97	84
	Black - Non-Hispanic		53	73	81	84
	Filipino		42	37	50	37
	Hispanic		514	541	674	650
	Multi-Races		11	76	111	193
	Pacific Islander		23	28	36	48
	Unknown		121	134	116	84
	White Non-Hispanic		438	536	512	534
	% American Indian/Alaskan Native		1%	1%	0%	0%
	% Asian		7%	4%	6%	5%
	% Black - Non-Hispanic		4%	5%	5%	5%
	% Filipino		3%	2%	3%	2%
	% Hispanic		40%	36%	40%	38%
	% Multi-Races		1%	5%	7%	11%
	% Pacific Islander		2%	2%	2%	3%
	% Unknown		9%	9%	7%	5%
	% White Non-Hispanic		34%	36%	30%	31%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.

Fall 2008



Fall 2011



Some questions to get you thinking:

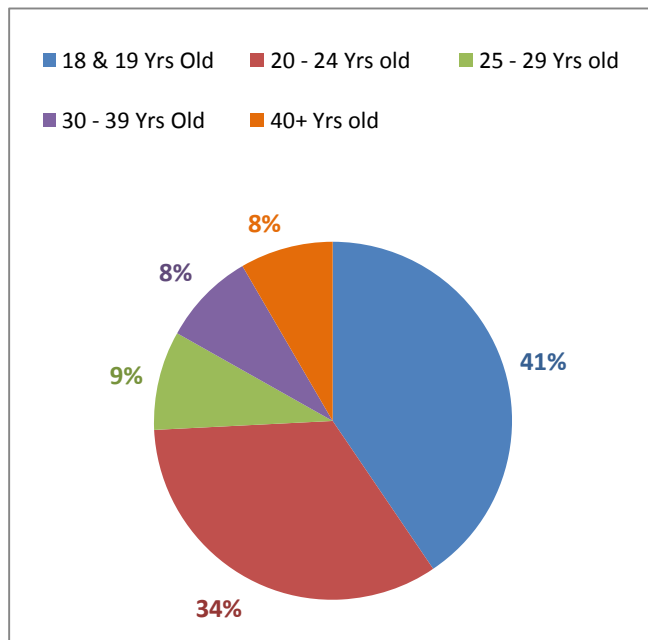
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Table 7. Student Demographics - Gender & Age

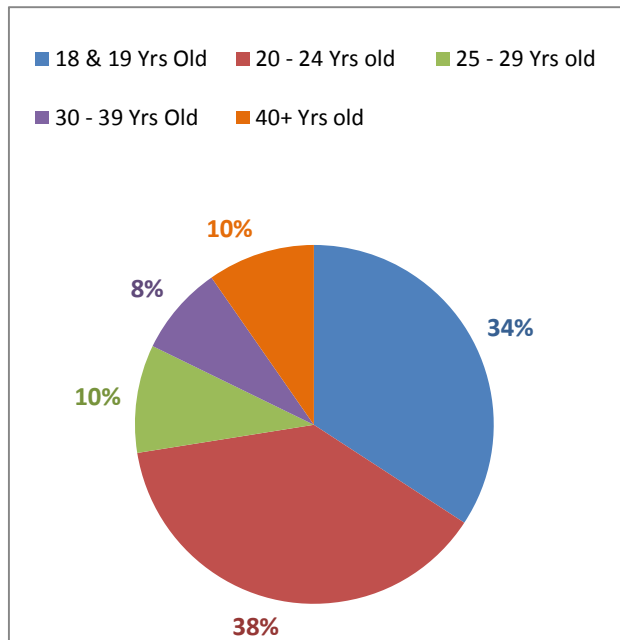
Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	Female	694	686	818	910	929
	Male	561	592	656	738	766
	18 & 19 Yrs Old	462	458	479	513	537
	20 - 24 Yrs old	384	413	503	556	599
	25 - 29 Yrs old	102	106	126	164	153
	30 - 39 Yrs Old	96	77	88	121	127
	40+ Yrs old	96	86	143	152	152
	% Female	54%	53%	55%	54%	54%
	% Male	43%	46%	44%	44%	45%
	% 18 & 19 Yrs Old	36%	35%	32%	31%	31%
	% 20 - 24 Yrs old	30%	32%	34%	33%	35%
	% 25 - 29 Yrs old	8%	8%	8%	10%	9%
	% 30 - 39 Yrs Old	7%	6%	6%	7%	7%
	% 40+ Yrs old	7%	7%	10%	9%	9%

Data Definitions: Gender & Age category percentages may not sum to 100% due to nondisclosures.

Fall 2007



Fall 2011



Some questions to get you thinking:

- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?

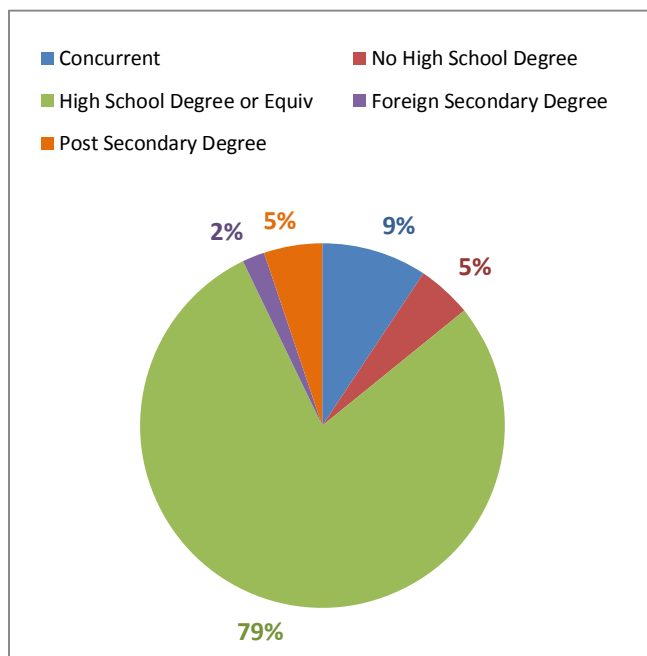
Table 8. Student Education Attainment Level

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH	Concurrent	117	150	148	168	185
	No High School Degree	61	80	73	106	80
	High School Degree or Equiv	989	977	1151	1264	1371
	Foreign Secondary Degree	25	28	33	44	64
	Post Secondary Degree	65	56	70	85	63
	% Concurrent Enrollment	9%	12%	10%	10%	11%
	% No High School Degree	5%	6%	5%	6%	5%
	% High School Degree or Equiv	76%	76%	77%	75%	80%
	% Foreign Secondary Degree	2%	2%	2%	3%	4%
	% Post Secondary Degree	5%	4%	5%	5%	4%

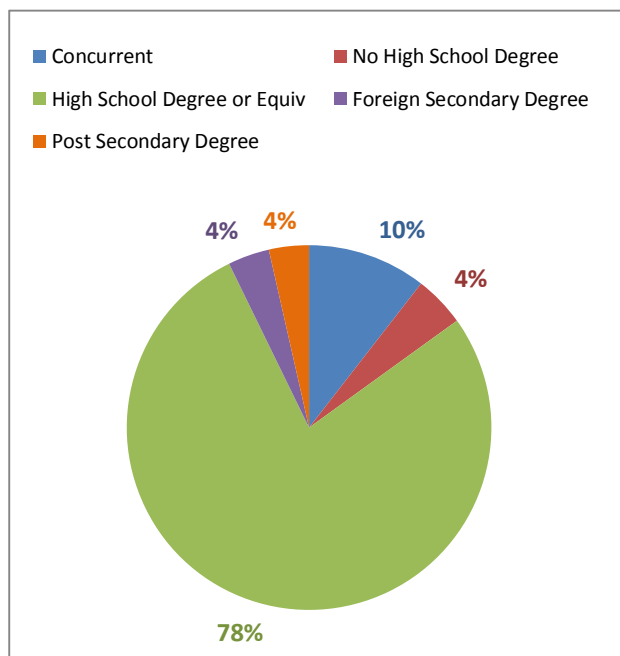
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

Fall 2007



Fall 2011



Some questions to get you thinking:

- * Is the current education attainment profile of your students what you expected?
- * How has the education level of the students in your department been changing over this period?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?