

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	Student Headcount	294	293	459	457	557
	Total Course Enrollments	387	369	569	578	691
	# of Course Offerings	15	14	17	14	17
	# of Section Offerings	18	18	27	23	28
	Ave Enrollment per Section*	21.5	20.5	21.1	25.1	24.7

*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.

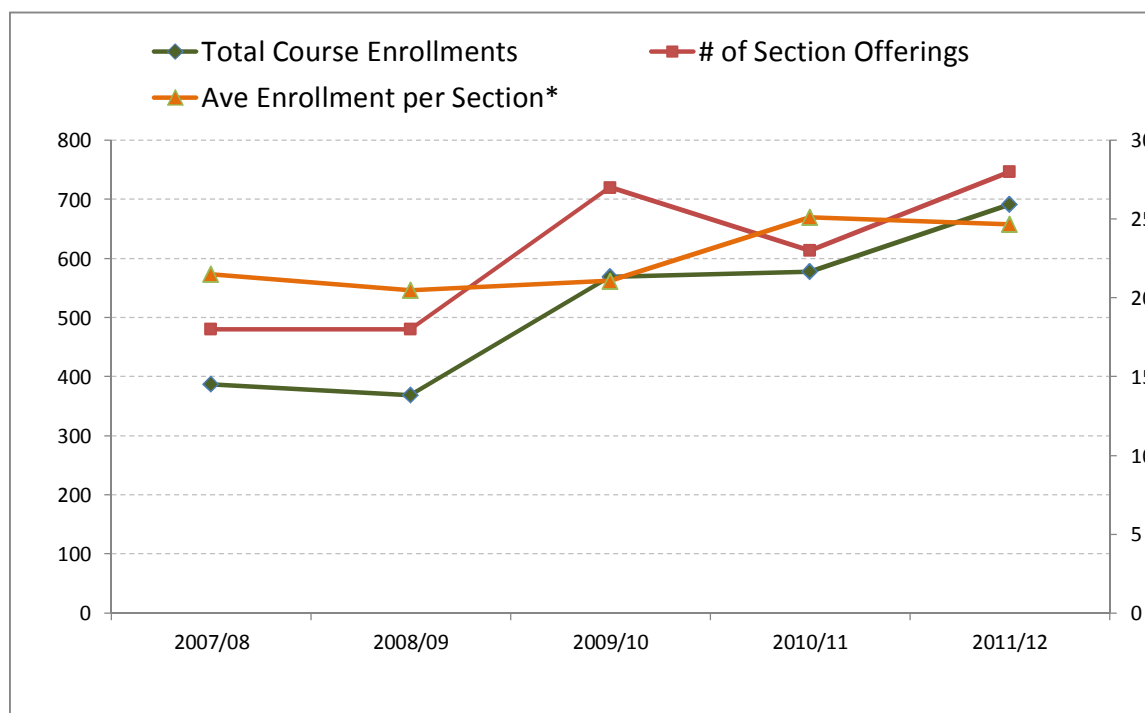
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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 Academic Year.

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

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	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	WSCH	3072	2890	4417	4626	5050
	FTES	102.4	96.3	147.2	154.2	168.3
	FTE	5.3	5.5	8	7.6	9.8
	Load*	582	529	552	609	517

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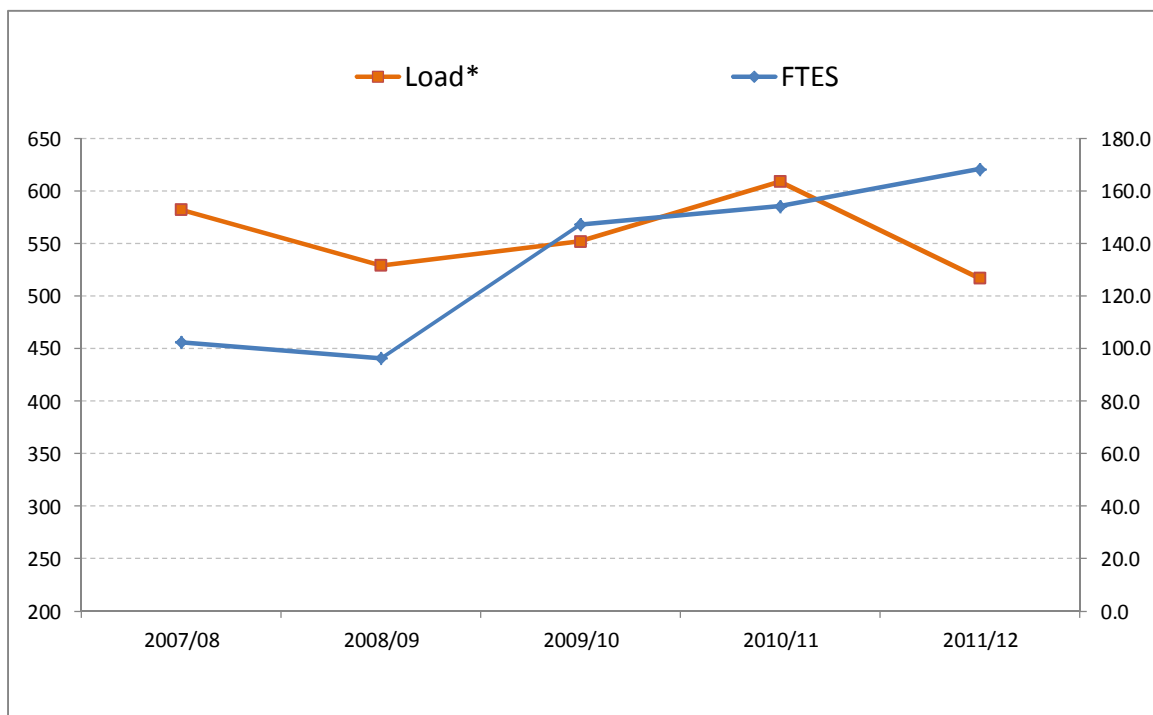
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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 Academic Year.

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	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	Success Rate*	85.0%	78.0%	78.0%	78.0%	78.0%
	Retention Rate*	91.0%	85.0%	86.0%	83.0%	84.0%
	Ave Units Attempted this Academic Year	9.5	10.7	9.4	9.3	8.9
	Ave Units Earned this Academic Year	7.96	8.2	7.46	7.13	7.04
	Ave Academic Year GPA	2.97	2.66	2.85	2.8	2.85
	Ave Cumulative GPA	3.13	2.96	3.04	3.01	3.04

*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.

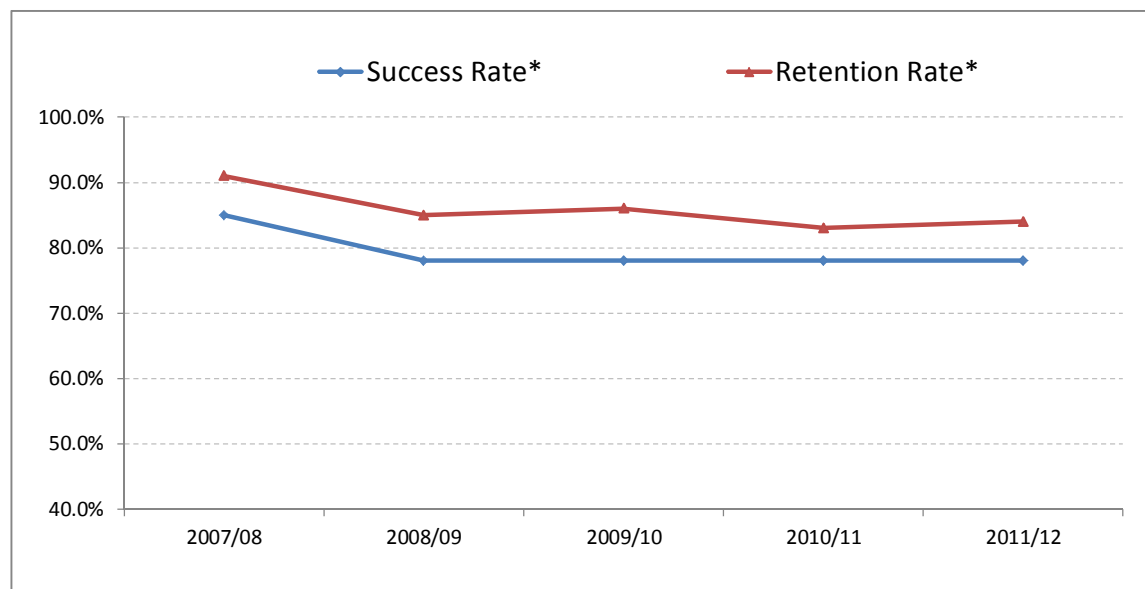
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadli

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



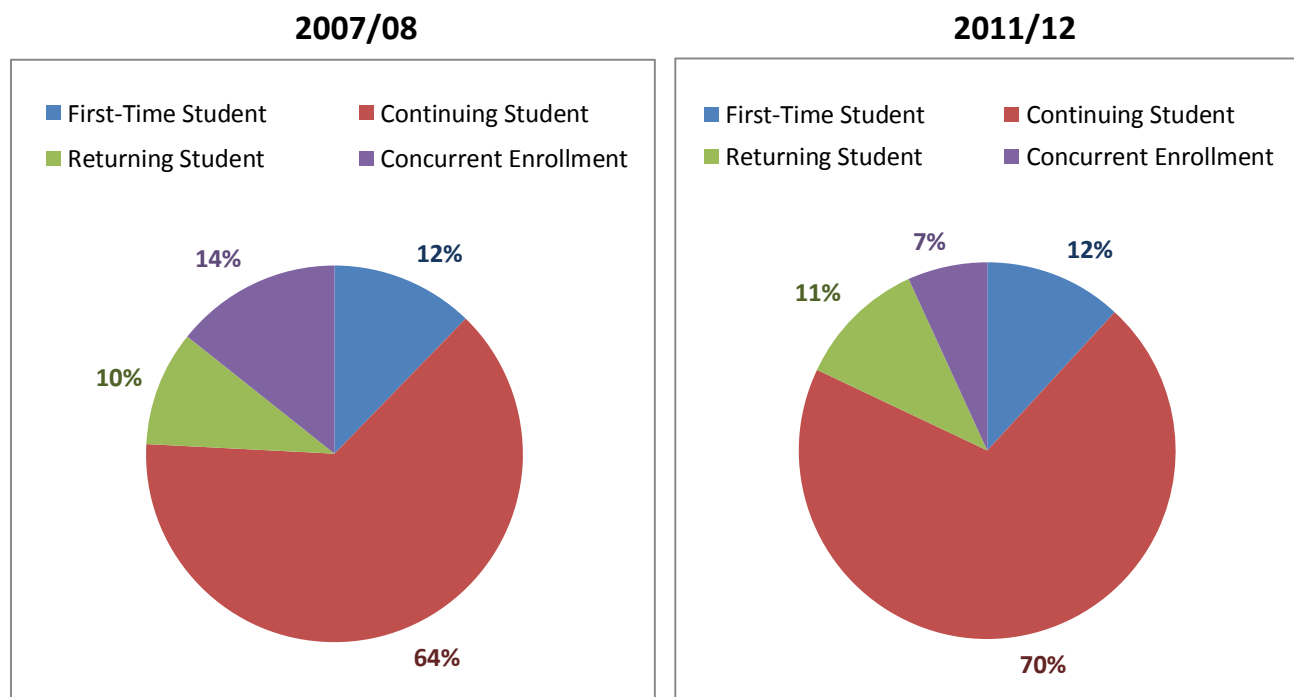
Some questions to get you thinking:

- * 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	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	First-Time Student	36	40	99	94	66
	Continuing Student	187	212	264	268	391
	Returning Student	29	30	68	61	62
	Concurrent Enrollment	42	11	28	34	38
	Percent First Time	12%	14%	22%	21%	12%
	Percent Continuing	64%	72%	58%	59%	70%
	Percent Returning	10%	10%	15%	13%	11%
	Percent Concurrent	14%	4%	6%	7%	7%

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 Academic Year. Fall & Spring are primary Academic Years. Returning Student is returning to this DISTRICT and has not attended another institution since the last Academic Year here or is returning to this DISTRICT after attending another college. Concurrent Enrollment is a student that is attending high school during the Academic Year for which he/she is applying.



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?

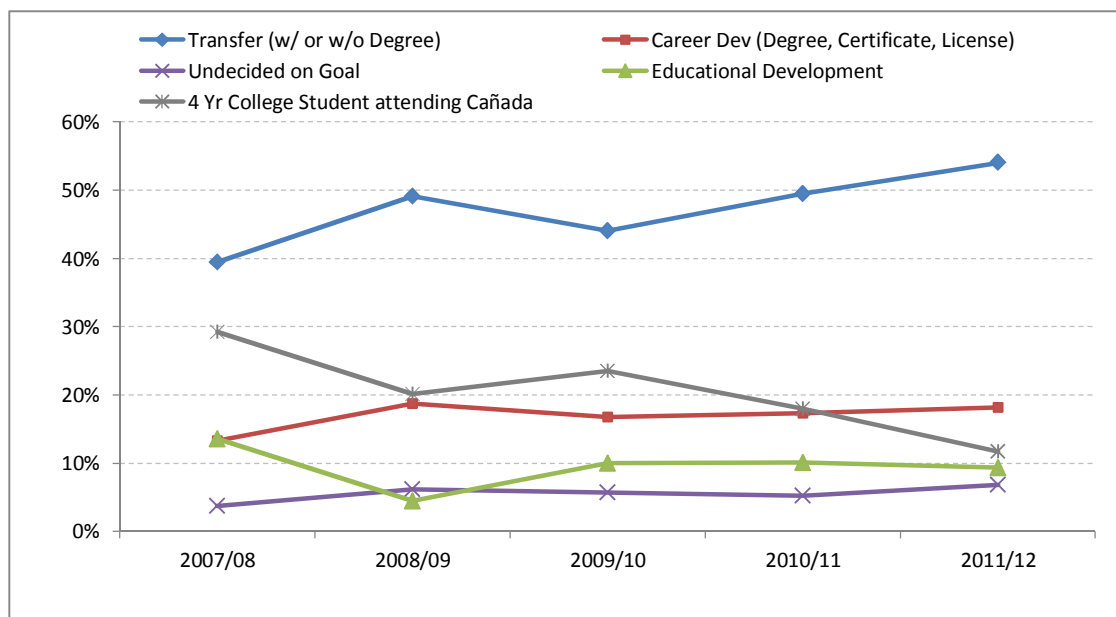
Table 5. Student Goal Orientation

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	Transfer (w/ or w/o Degree)	116	144	202	226	301
	Career Dev (Degree, Certificate, License)	39	55	77	79	101
	Educational Development	40	13	46	46	52
	4 Yr College Student attending Cañada	86	59	108	82	65
	Undecided on Goal	11	18	26	24	38
	% Transfer (w/ or w/o Degree)	39%	49%	44%	49%	54%
	% Career Dev (Degree, Certificate, License)	13%	19%	17%	17%	18%
	% Educational Development	14%	4%	10%	10%	9%
	% 4 Yr College Student attending Cañada	29%	20%	24%	18%	12%
	% Undecided on Goal	4%	6%	6%	5%	7%

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:

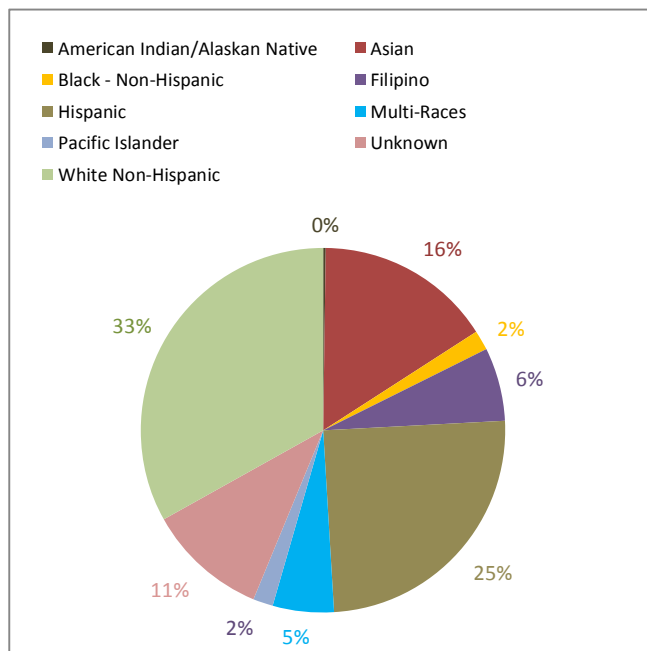
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Table 6. Student Demographics - Ethnicity

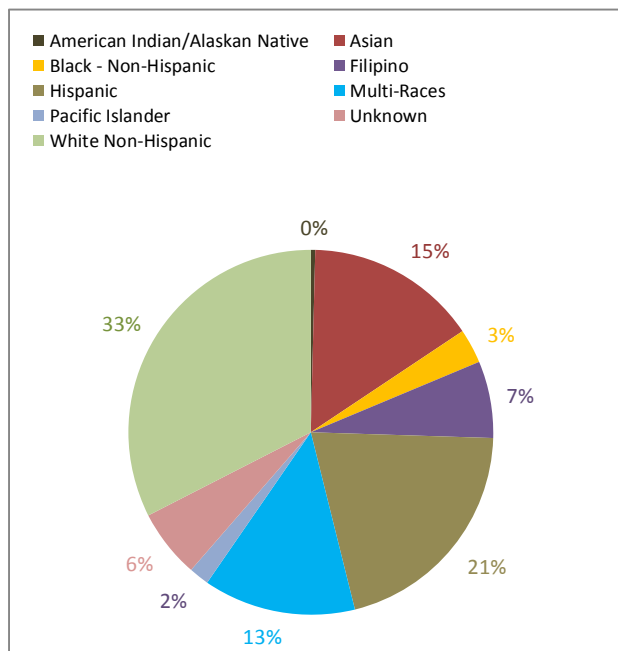
Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	American Indian/Alaskan Native		0	1	1	2
	Asian		26	72	79	85
	Black - Non-Hispanic		7	8	13	17
	Filipino		27	30	34	38
	Hispanic		88	114	97	115
	Multi-Races		1	25	43	75
	Pacific Islander		5	8	11	10
	Unknown		38	49	44	34
	White Non-Hispanic		101	152	135	181
	% American Indian/Alaskan Native		0%	0%	0%	0%
	% Asian		9%	16%	17%	15%
	% Black - Non-Hispanic		2%	2%	3%	3%
	% Filipino		9%	7%	7%	7%
	% Hispanic		30%	25%	21%	21%
	% Multi-Races		0%	5%	9%	13%
	% Pacific Islander		2%	2%	2%	2%
	% Unknown		13%	11%	10%	6%
	% White Non-Hispanic		34%	33%	30%	32%

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

2009/10



2011/12



Some questions to get you thinking:

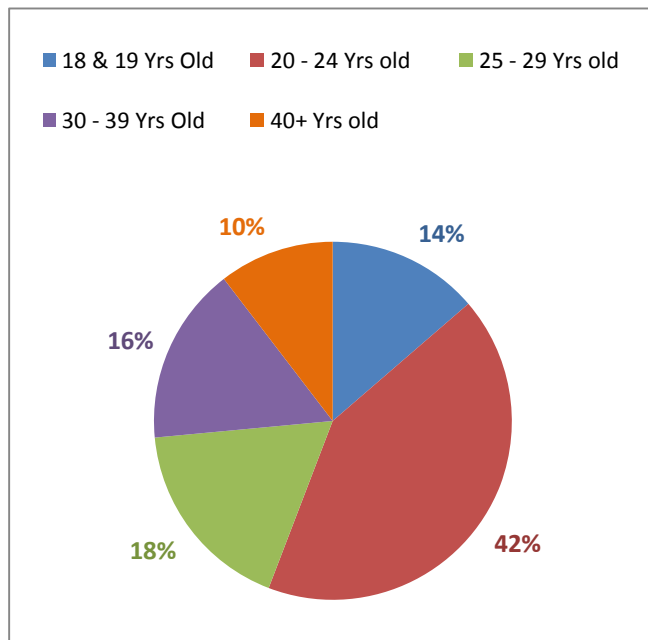
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Table 7. Student Demographics - Gender & Age

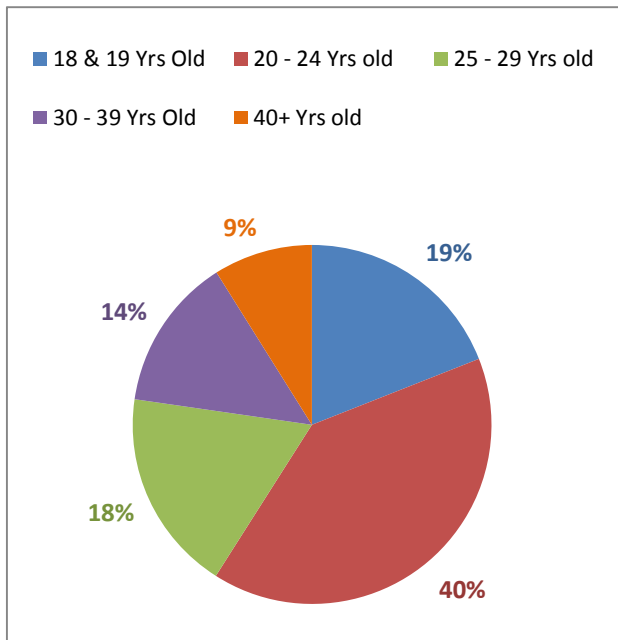
Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	Female	170	173	273	256	320
	Male	115	110	173	191	233
	18 & 19 Yrs Old	34	55	115	82	98
	20 - 24 Yrs old	105	99	153	181	206
	25 - 29 Yrs old	44	64	80	83	94
	30 - 39 Yrs Old	40	50	45	42	71
	40+ Yrs old	26	16	33	31	46
	% Female	58%	59%	59%	56%	57%
	% Male	39%	38%	38%	42%	42%
	% 18 & 19 Yrs Old	12%	19%	25%	18%	18%
	% 20 - 24 Yrs old	36%	34%	33%	40%	37%
	% 25 - 29 Yrs old	15%	22%	17%	18%	17%
	% 30 - 39 Yrs Old	14%	17%	10%	9%	13%
	% 40+ Yrs old	9%	5%	7%	7%	8%

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

2007/08



2011/12



Some questions to get you thinking:

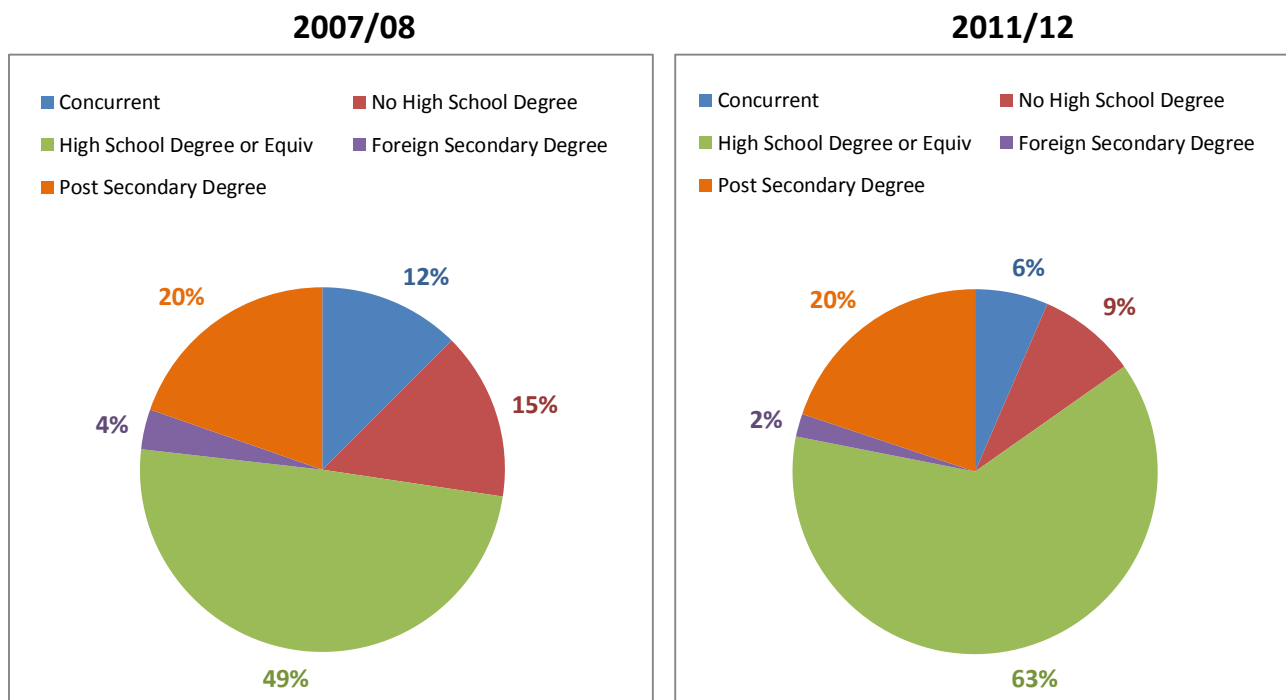
- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?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

Table 8. Student Education Attainment Level

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
CHEM	Concurrent	42	11	28	34	38
	No High School Degree	50	23	34	48	51
	High School Degree or Equiv	166	193	313	286	367
	Foreign Secondary Degree	12	9	12	11	12
	Post Secondary Degree	66	68	100	112	116
	% Concurrent Enrollment	14%	4%	6%	7%	7%
	% No High School Degree	17%	8%	7%	11%	9%
	% High School Degree or Equiv	56%	66%	68%	63%	66%
	% Foreign Secondary Degree	4%	3%	3%	2%	2%
	% Post Secondary Degree	22%	23%	22%	25%	21%

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.



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?