

Program Review Department Data Packet - ECE.

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	Unique Headcount	932	906	962	965	1042
	Total Course Enrollments	1872	1664	1780	1776	2032
	# of Course Offerings	49	40	42	42	46
	# of Section Offerings	63	58	62	62	66
	Ave Enrollment per Section*	29.7	28.7	28.7	28.6	30.8

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

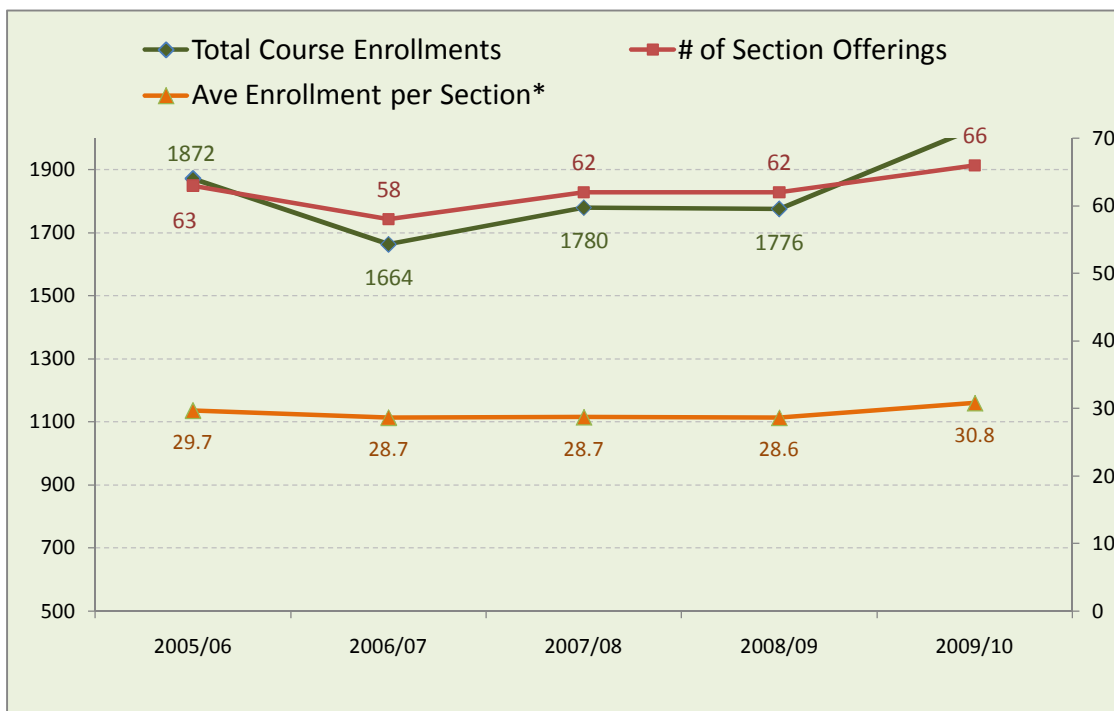
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

Total Course Enrollments is the sum of all individual section enrollments 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?

Program Review Department Data Packet - ECE.

Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	WSCH	5183	4995	5154	5476	6250
	FTES	172.8	166.5	171.8	182.5	208.3
	FTE	11.15	10.55	9.83	10.37	10.78
	Load*	465	473	524	528	580

***Color Coding:** Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

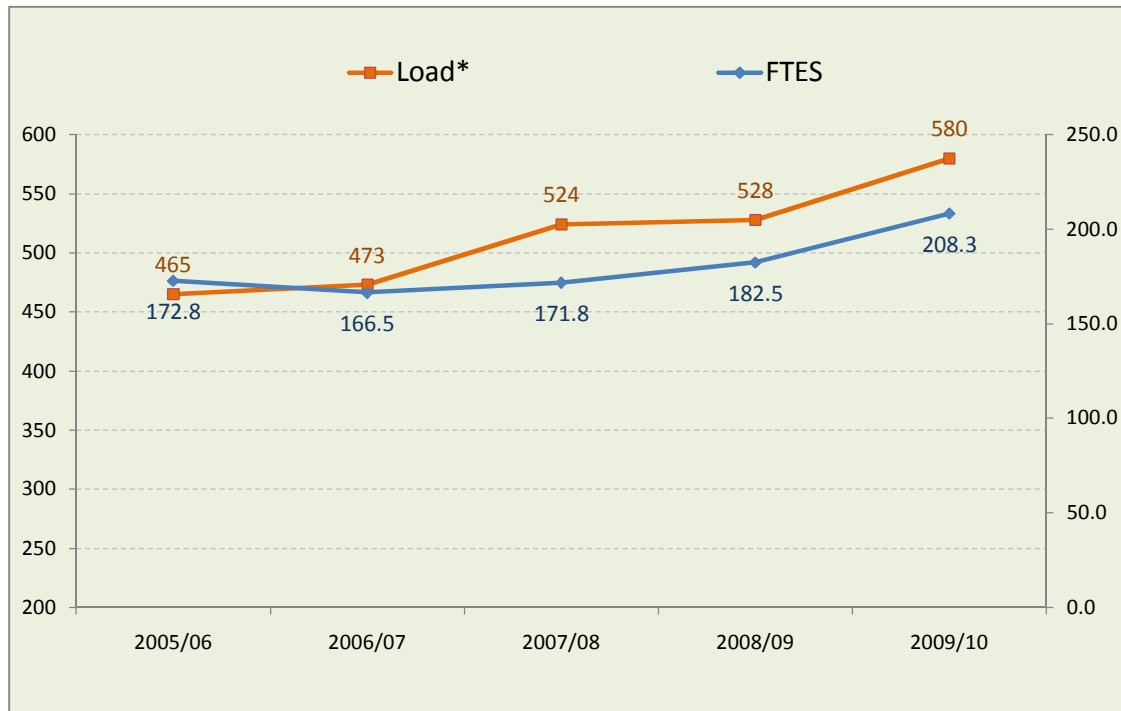
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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 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?

Student Performance Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	Success Rate*	80.3%	80.8%	80.8%	81.0%	80.7%
	Retention Rate*	90.7%	90.9%	91.8%	89.3%	89.9%
	Ave Units Attempted this Academic Year	6.78	6.55	6.69	6.93	6.71
	Ave Units Earned this Academic Year	5.52	5.28	5.3	5.58	5.52
	Ave Academic Year GPA	2.98	2.99	2.87	2.96	2.84
	Ave Cumulative GPA	2.98	3.02	2.93	2.93	2.94

***Color Coding:** Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 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.

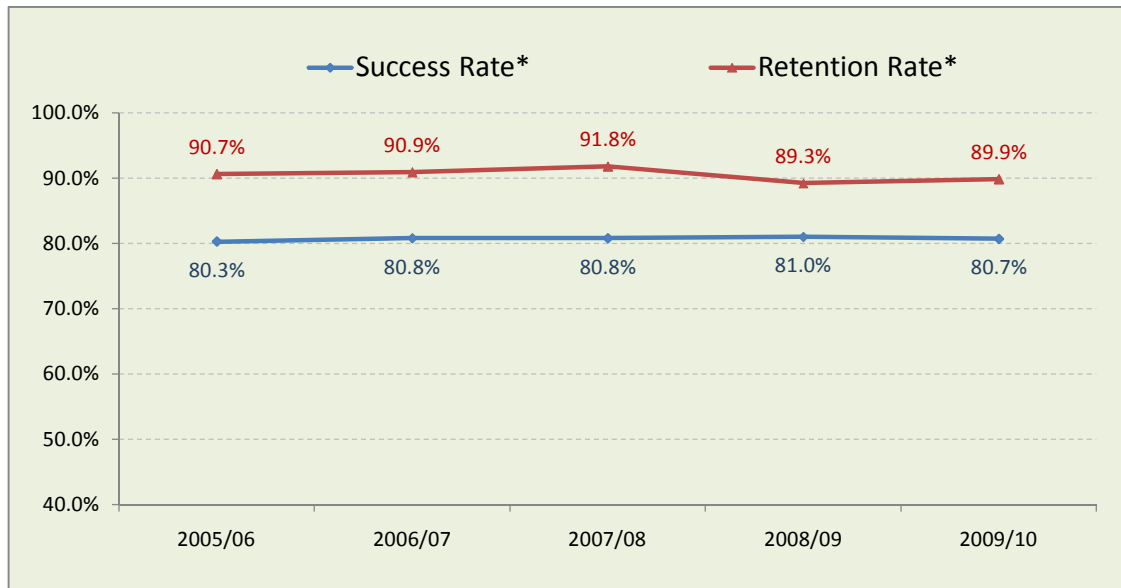
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop period.

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



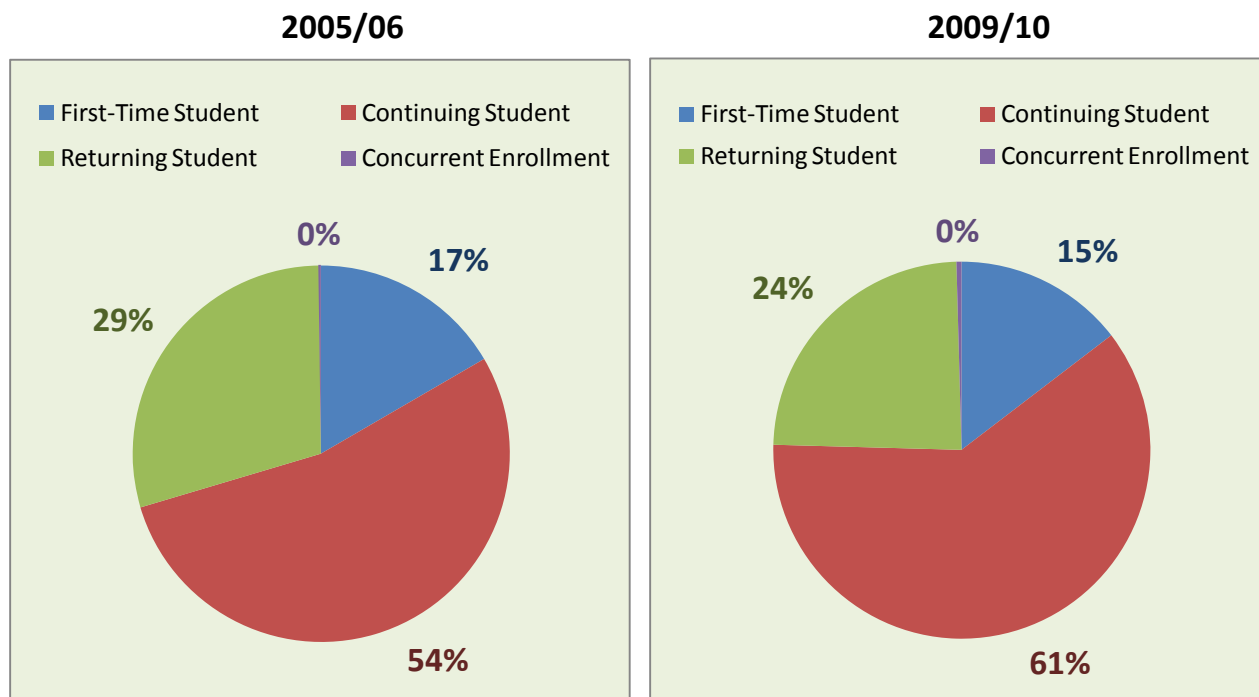
Some questions to get you thinking:

- * 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?

Student Enrollment Status Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	First-Time Student	155	144	121	116	152
	Continuing Student	501	487	572	561	634
	Returning Student	274	256	229	240	251
	Concurrent Enrollment	2	19	40	48	5
	Percent First Time	17%	16%	13%	12%	15%
	Percent Continuing	54%	54%	59%	58%	61%
	Percent Returning	29%	28%	24%	25%	24%
	Percent Concurrent	0%	2%	4%	5%	0%

Data Definitions: **First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college. **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. **Continuing Students** are those that attended the DISTRICT in immediately previous primary Academic Year. Fall & Spring are primary Academic Years. **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?

Program Review Department Data Packet - ECE.

Student Goal Orientation

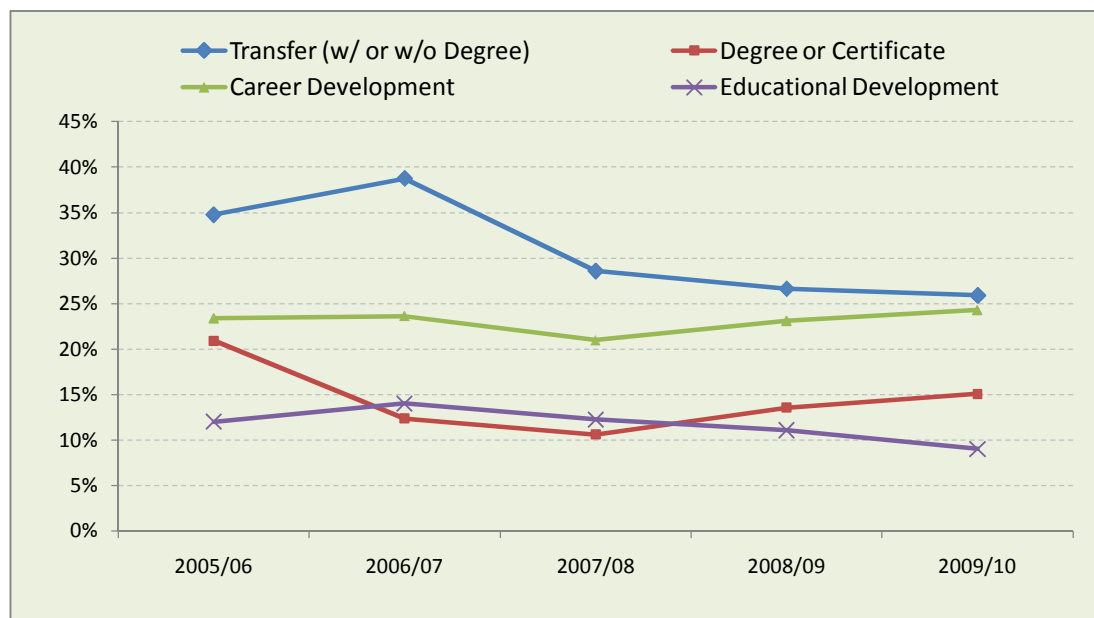
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	Transfer (w/ or w/o Degree)	324	351	275	257	270
	Degree or Certificate	195	112	102	131	157
	Career Development	218	214	202	223	253
	Educational Development	112	127	118	107	94
	Undecided	10	19	183	160	138
	Other Goal	72	75	69	64	105
	Percent Transfer	35%	39%	29%	27%	26%
	Percent Degree or Certificate	21%	12%	11%	14%	15%
	Percent Career Development	23%	24%	21%	23%	24%
	Percent Education Development	12%	14%	12%	11%	9%
	Percent Undecided	1%	2%	19%	17%	13%
	Percent Other	8%	8%	7%	7%	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 is not mutually exclusive with Degree Orientation.

Note 2: Because of limited space only the first four categories are plotted below. Consider the patterns associated with the Undecided and Other categories when identifying and analyzing department trends.

Sample of 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?

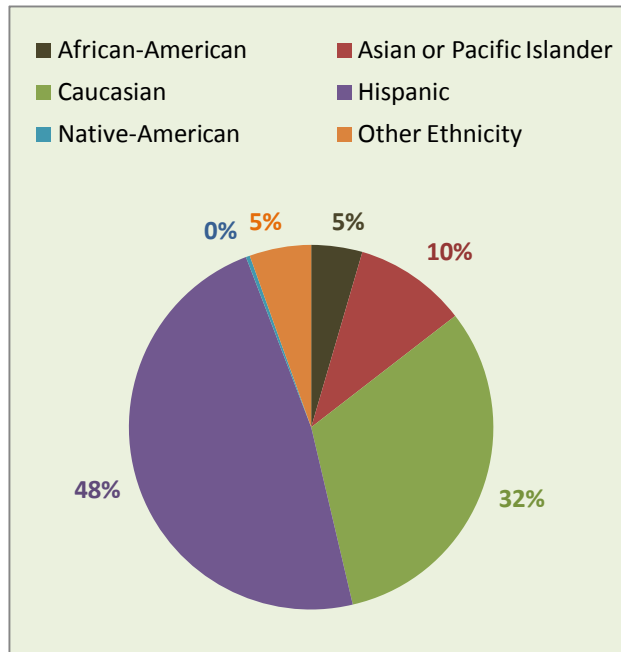
Program Review Department Data Packet - ECE.

Student Demographics - Ethnicity

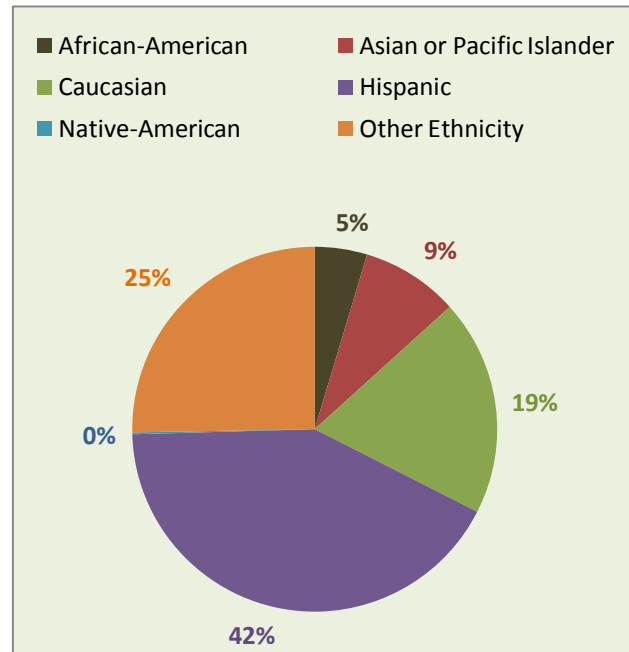
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	African-American	42	43	64	56	48
	Asian or Pacific Islander	93	98	113	86	90
	Caucasian	296	266	233	237	199
	Hispanic	445	436	475	497	436
	Native-American	3	3	2	2	2
	Other Ethnicity	51	57	70	82	262
	Percent African-American	5%	5%	7%	6%	5%
	Percent Asian or Pacific Islander	10%	11%	12%	9%	9%
	Percent Caucasian	32%	29%	24%	25%	19%
	Percent Hispanic	48%	48%	49%	52%	42%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	5%	6%	7%	8%	25%

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

2005/06



2009/10



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?

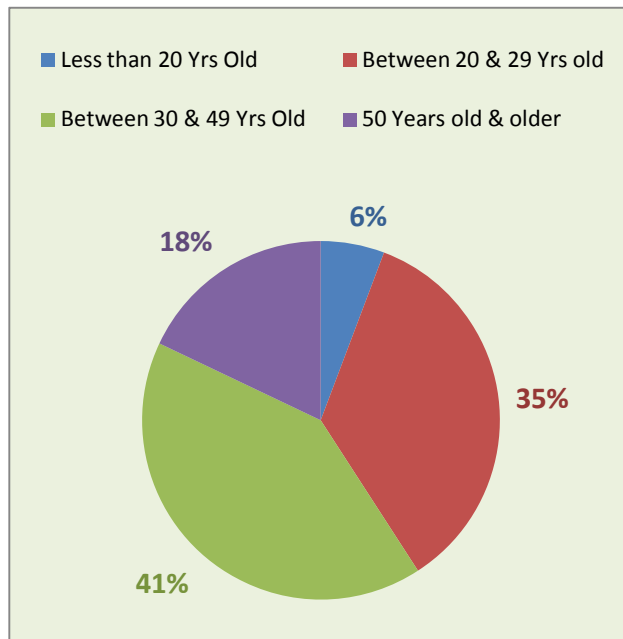
Program Review Department Data Packet - ECE.

Student Demographics - Gender & Age

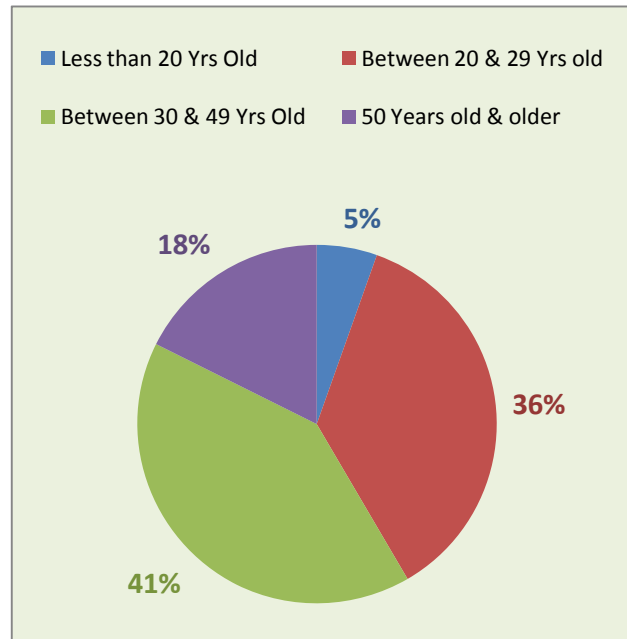
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	Female	863	831	872	863	935
	Male	57	61	67	84	90
	<hr/>					
	Less than 20 Yrs Old	53	74	103	109	56
	Between 20 & 29 Yrs old	327	315	323	340	375
	Between 30 & 49 Yrs Old	383	356	354	366	423
	50 Years old & older	167	158	177	145	183
	<hr/>					
	% Female	93%	92%	91%	89%	90%
	% Male	6%	7%	7%	9%	9%
	<hr/>					
	% Less than 20 yrs old	6%	8%	11%	11%	5%
	% Between 20 & 29 yrs old	35%	35%	34%	35%	36%
	% Between 30 and 49 yrs old	41%	39%	37%	38%	41%
	% 50 Years old & older	18%	17%	18%	15%	18%

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

2005/06



2009/10



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?

Program Review Department Data Packet - ECE.

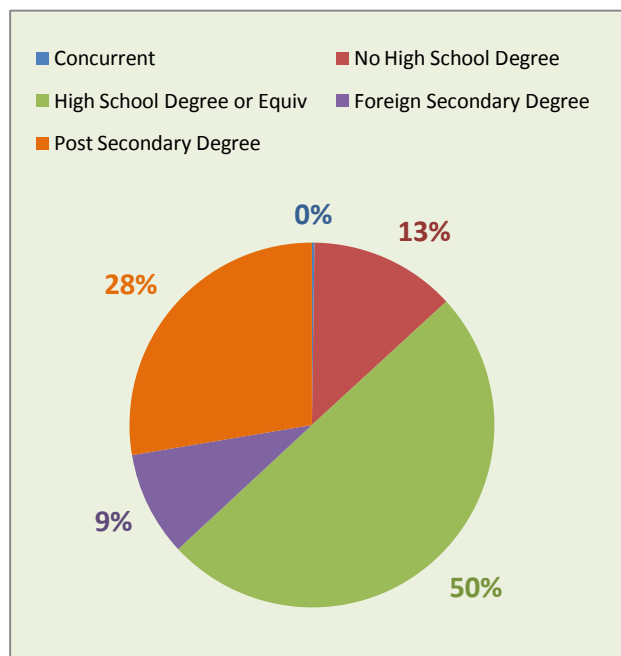
Student Education Attainment Level

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ECE.	Concurrent	2	19	40	48	5
	No High School Degree	120	101	127	124	127
	High School Degree or Equiv	462	468	490	509	580
	Foreign Secondary Degree	86	76	72	71	92
	Post Secondary Degree	256	239	228	207	234
	% Concurrent Enrollment	0%	2%	4%	5%	0%
	% No High School Degree	13%	11%	13%	13%	12%
	% High School Degree or Equiv	50%	52%	51%	53%	56%
	% Foreign Secondary Degree	9%	8%	7%	7%	9%
	% Post Secondary Degree	27%	26%	24%	21%	22%

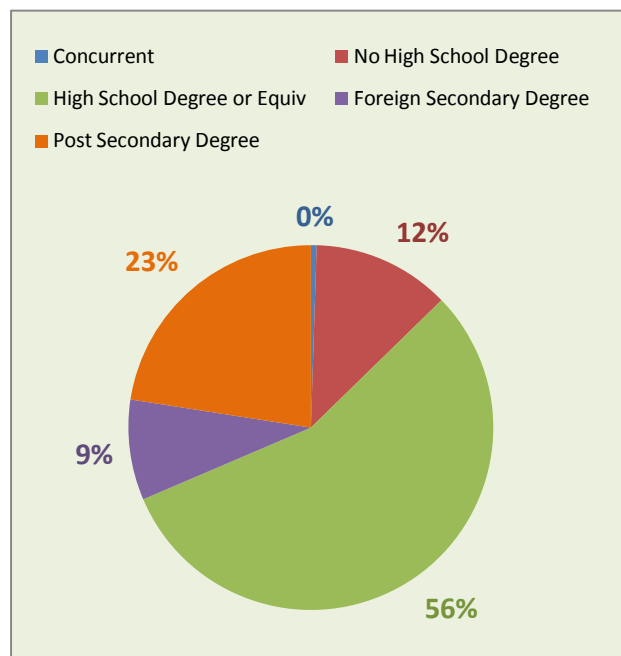
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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

2005/06



2009/10



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?