

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	Unique Headcount	2008	1959	2044	2234	2648
	Total Course Enrollments	2682	2617	2721	3012	3538
	# of Course Offerings	40	39	39	40	43
	# of Section Offerings	97	99	99	104	109
	Ave Enrollment per Section*	27.6	26.4	27.5	29.0	32.5

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

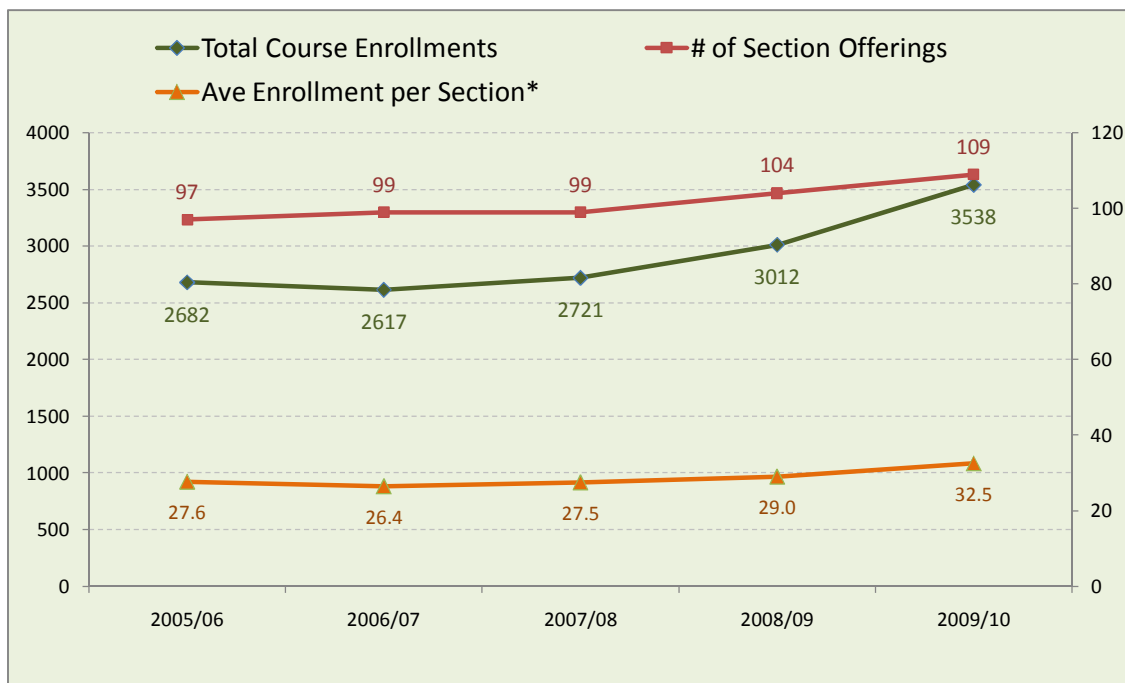
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

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?

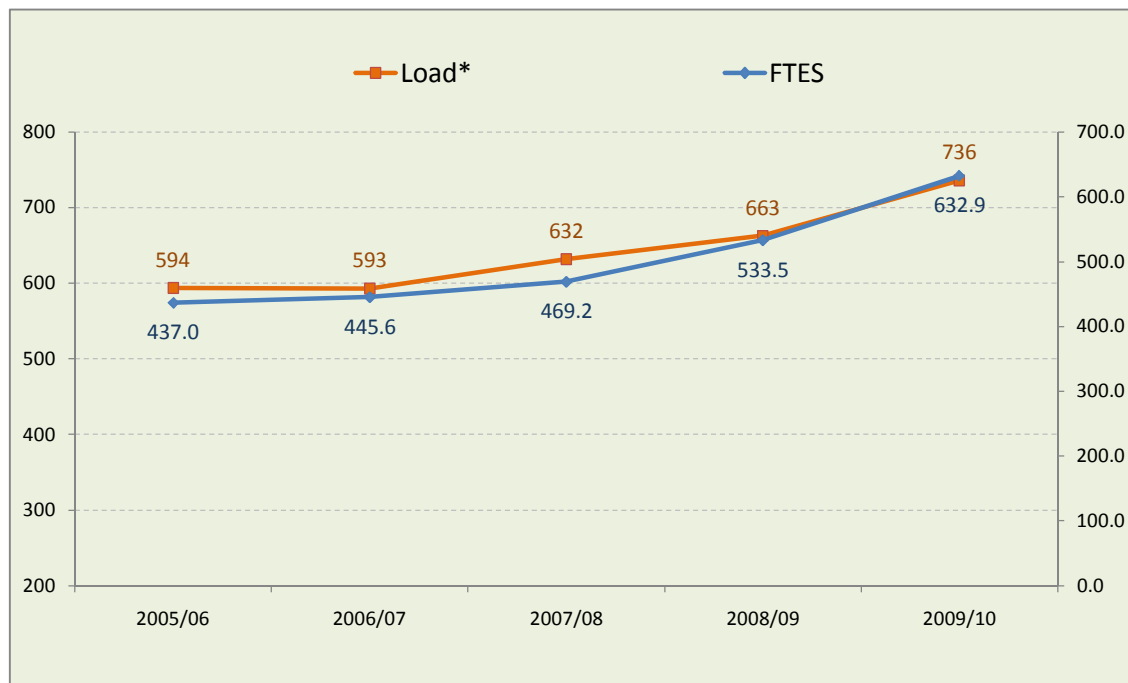
Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	WSCH	13108	13369	14075	16004	18986
	FTES	437.0	445.6	469.2	533.5	632.9
	FTE	22.07	22.53	22.27	24.14	25.8
	Load*	594	593	632	663	736

***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
MATH	Success Rate*	54.3%	58.7%	56.1%	59.0%	54.1%
	Retention Rate*	75.1%	78.5%	78.8%	81.5%	76.9%
	Ave Units Attempted this Academic Year	9.42	9.57	9.83	9.52	8.7
	Ave Units Earned this Academic Year	6.35	6.75	6.75	6.65	6.13
	Ave Academic Year GPA	2.31	2.38	2.35	2.31	2.11
	Ave Cumulative GPA	2.62	2.65	2.65	2.64	2.52

*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.

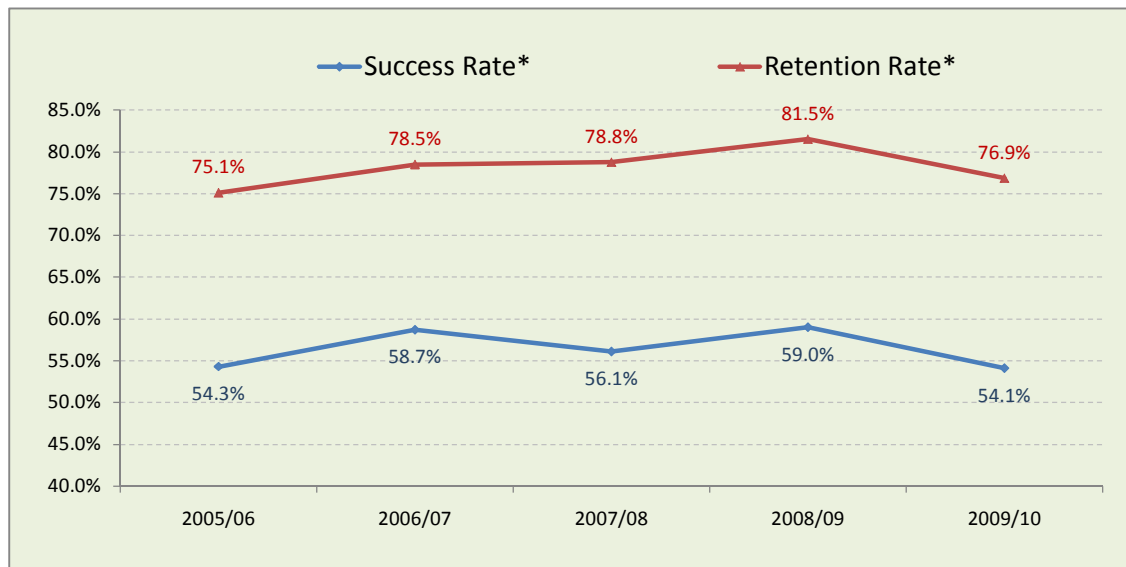
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

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:

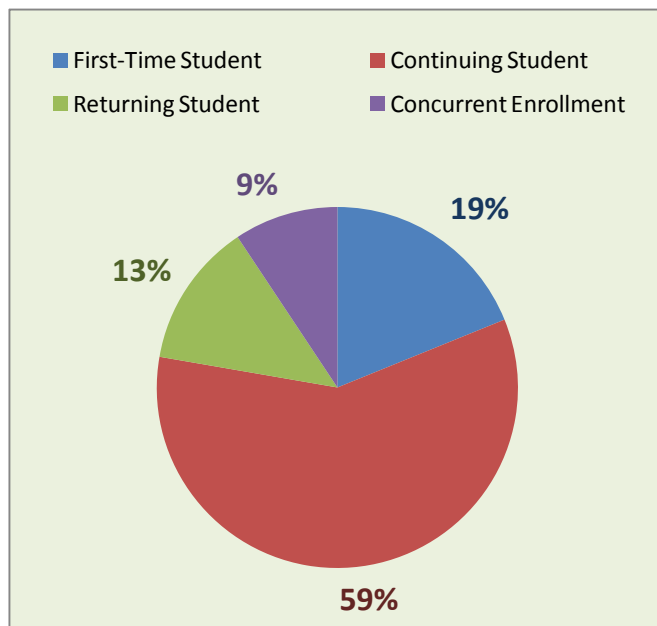
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes 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

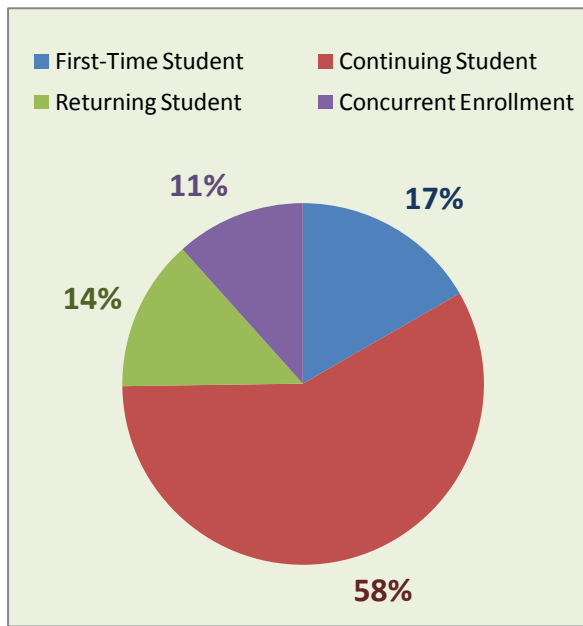
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	First-Time Student	379	386	417	418	441
	Continuing Student	1182	1147	1166	1342	1539
	Returning Student	260	240	242	253	361
	Concurrent Enrollment	187	186	219	221	307
	Percent First Time	19%	20%	20%	19%	17%
	Percent Continuing	59%	59%	57%	60%	58%
	Percent Returning	13%	12%	12%	11%	14%
	Percent Concurrent	9%	9%	11%	10%	12%

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.

2005/06



2009/10



Some questions to get you thinking:

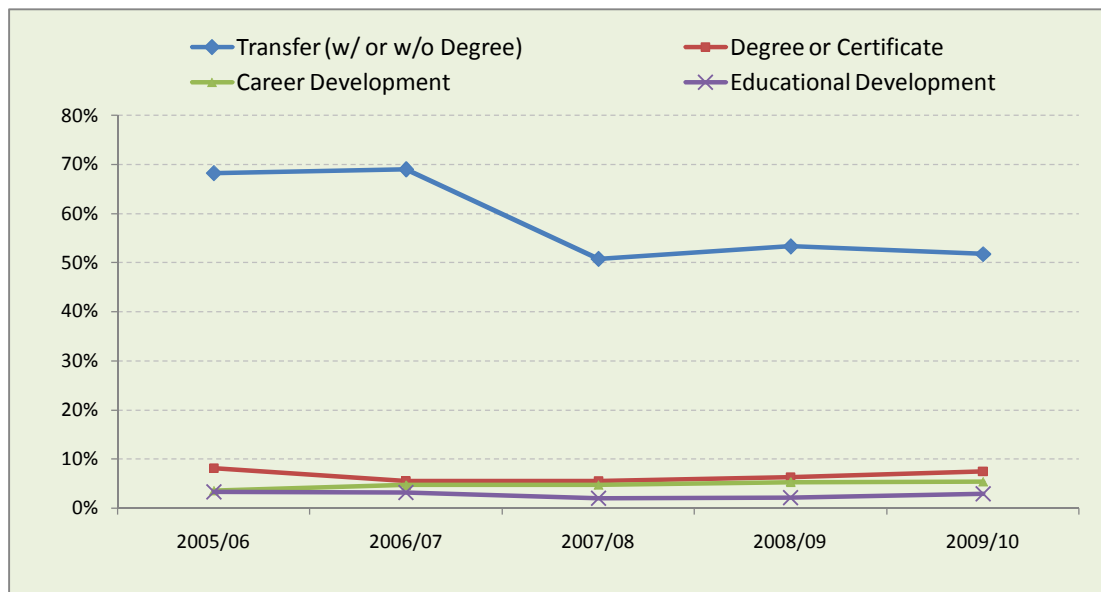
- * How has the proportion first-time, continuing & returning students in your department changed over the period?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Goal Orientation

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	Transfer (w/ or w/o Degree)	1370	1351	1039	1192	1371
	Degree or Certificate	163	108	112	142	197
	Career Development	72	92	97	119	144
	Educational Development	67	62	42	47	77
	Undecided	181	160	561	492	602
	Other Goal	153	184	143	194	218
	Percent Transfer	68%	69%	51%	53%	52%
	Percent Degree or Certificate	8%	6%	5%	6%	7%
	Percent Career Development	4%	5%	5%	5%	5%
	Percent Education Development	3%	3%	2%	2%	3%
	Percent Undecided	9%	8%	27%	22%	23%
	Percent Other	8%	9%	7%	9%	8%

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:

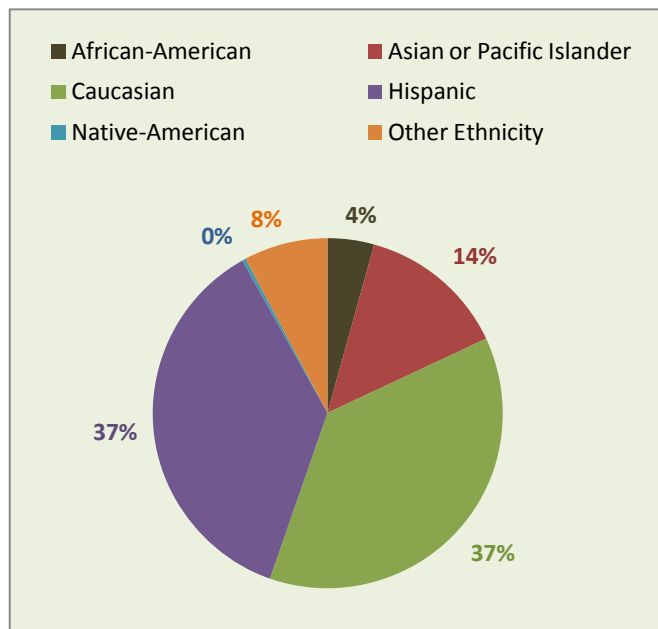
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Student Demographics - Ethnicity

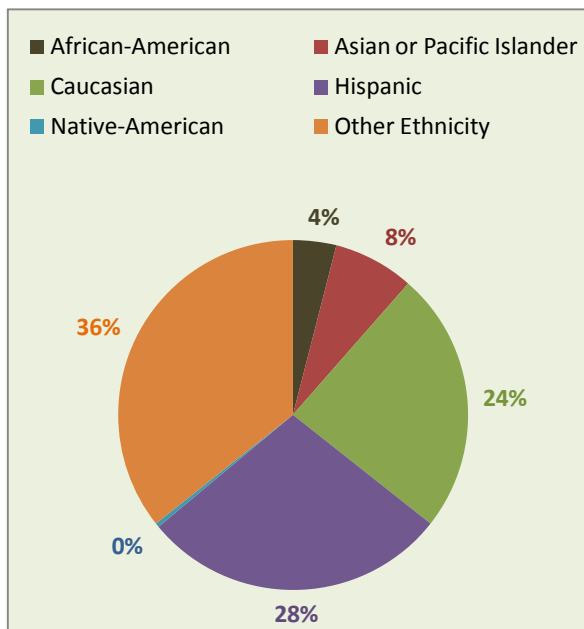
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	African-American	85	83	109	102	104
	Asian or Pacific Islander	273	276	268	257	197
	Caucasian	744	690	676	732	637
	Hispanic	727	715	758	834	747
	Native-American	7	7	7	10	10
	Other Ethnicity	155	175	212	287	938
	Percent African-American	4%	4%	5%	5%	4%
	Percent Asian or Pacific Islander	14%	14%	13%	12%	7%
	Percent Caucasian	37%	35%	33%	33%	24%
	Percent Hispanic	36%	36%	37%	37%	28%
	Percent Native-American	0%	0%	0%	0%	0%
Percent Other Ethnicity	8%	9%	10%	13%	35%	

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

2005/06



2009/10



Some questions to get you thinking:

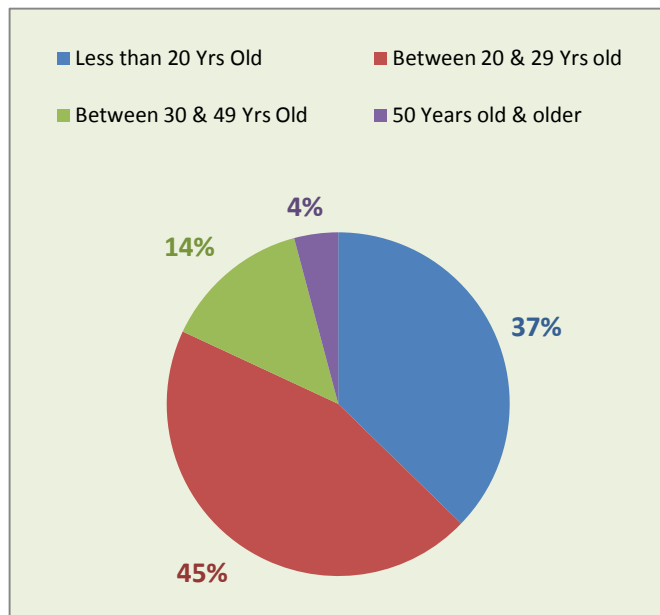
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Student Demographics - Gender & Age

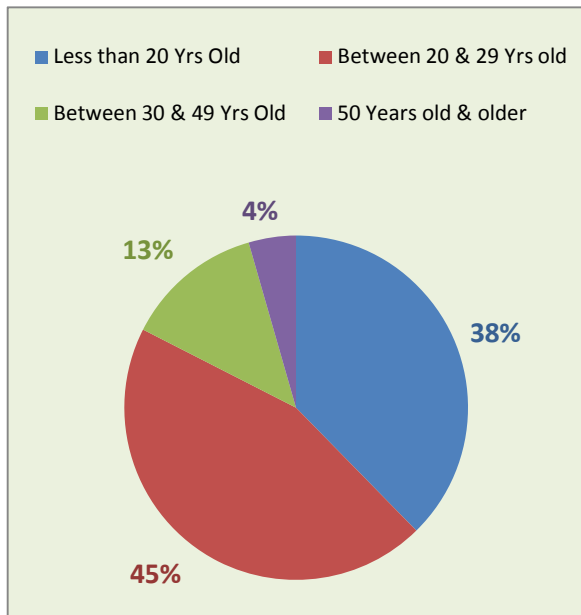
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	Female	1152	1129	1105	1230	1465
	Male	824	793	882	964	1131
	Less than 20 Yrs Old	742	752	818	876	992
	Between 20 & 29 Yrs old	890	860	861	968	1181
	Between 30 & 49 Yrs Old	277	260	281	277	342
	50 Years old & older	82	74	70	101	118
	% Female	57%	58%	54%	55%	55%
	% Male	41%	40%	43%	43%	43%
	% Less than 20 yrs old	37%	38%	40%	39%	37%
	% Between 20 & 29 yrs old	44%	44%	42%	43%	45%
	% Between 30 and 49 yrs old	14%	13%	14%	12%	13%
	% 50 Years old & older	4%	4%	3%	5%	4%

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?

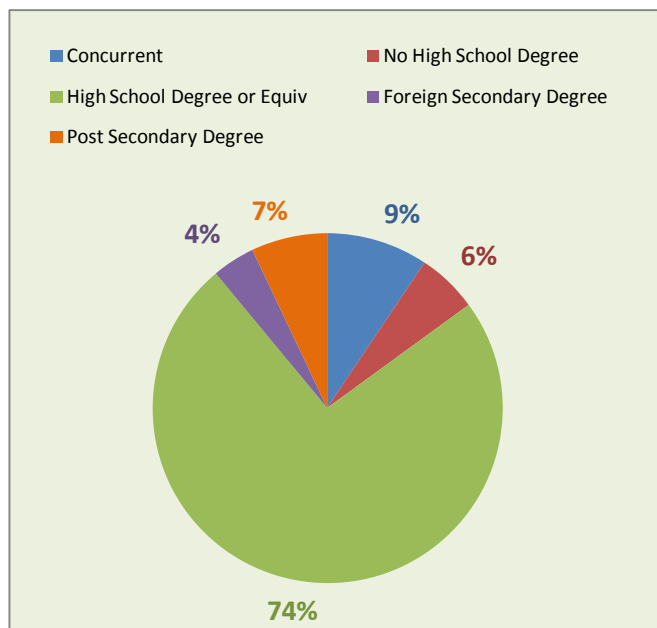
Student Education Attainment Level

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
MATH	Concurrent	187	186	219	221	307
	No High School Degree	112	96	108	119	144
	High School Degree or Equiv	1484	1463	1515	1692	1958
	Foreign Secondary Degree	80	72	47	63	61
	Post Secondary Degree	141	137	150	131	173
	% Concurrent Enrollment	9%	9%	11%	10%	12%
	% No High School Degree	6%	5%	5%	5%	5%
	% High School Degree or Equiv	74%	75%	74%	76%	74%
	% Foreign Secondary Degree	4%	4%	2%	3%	2%
	% Post Secondary Degree	7%	7%	7%	6%	7%

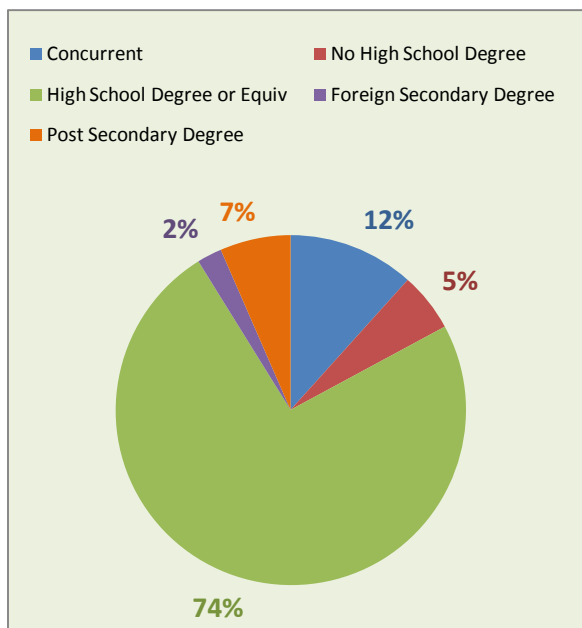
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category 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?