

Program Review Department Data Packet - CHEM

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CHEM	Unique Headcount	262	291	294	293	459
	Total Course Enrollments	325	401	387	369	569
	# of Course Offerings	14	15	15	14	17
	# of Section Offerings	16	18	18	18	27
	Ave Enrollment per Section*	20.3	22.3	21.5	20.5	21.1

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

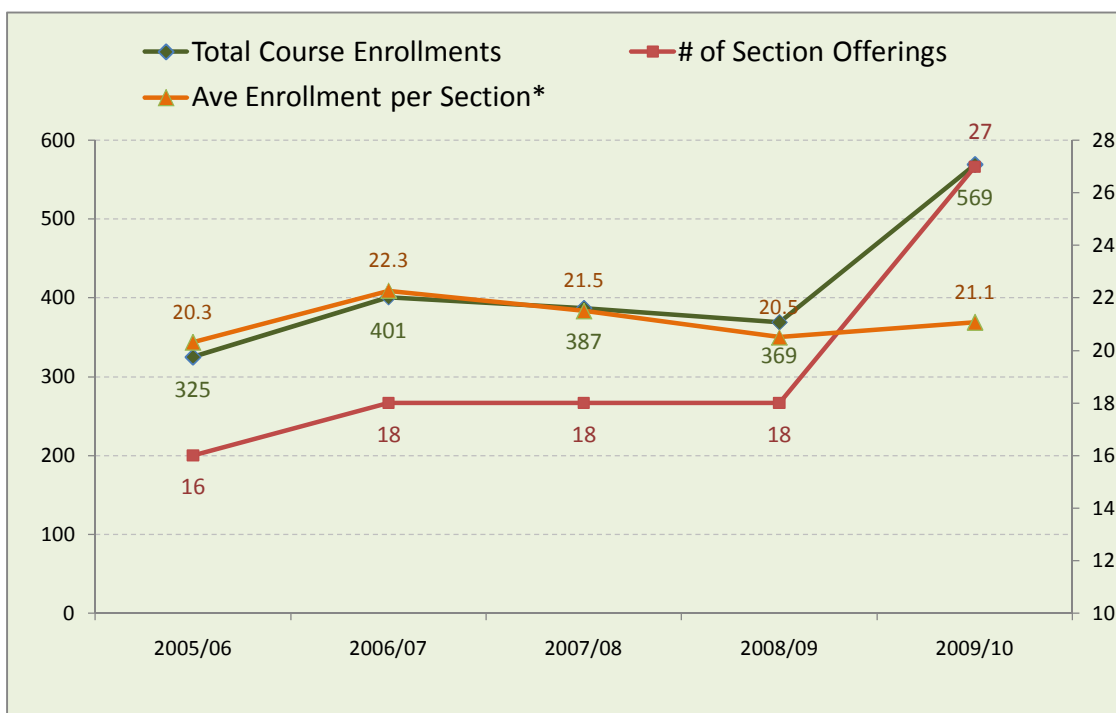
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

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?

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Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CHEM	WSCH	2677	2950	3072	2890	4417
	FTES	89.2	98.3	102.4	96.3	147.2
	FTE	5.28	5.96	5.28	5.47	8
	Load*	507	495	582	529	552

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

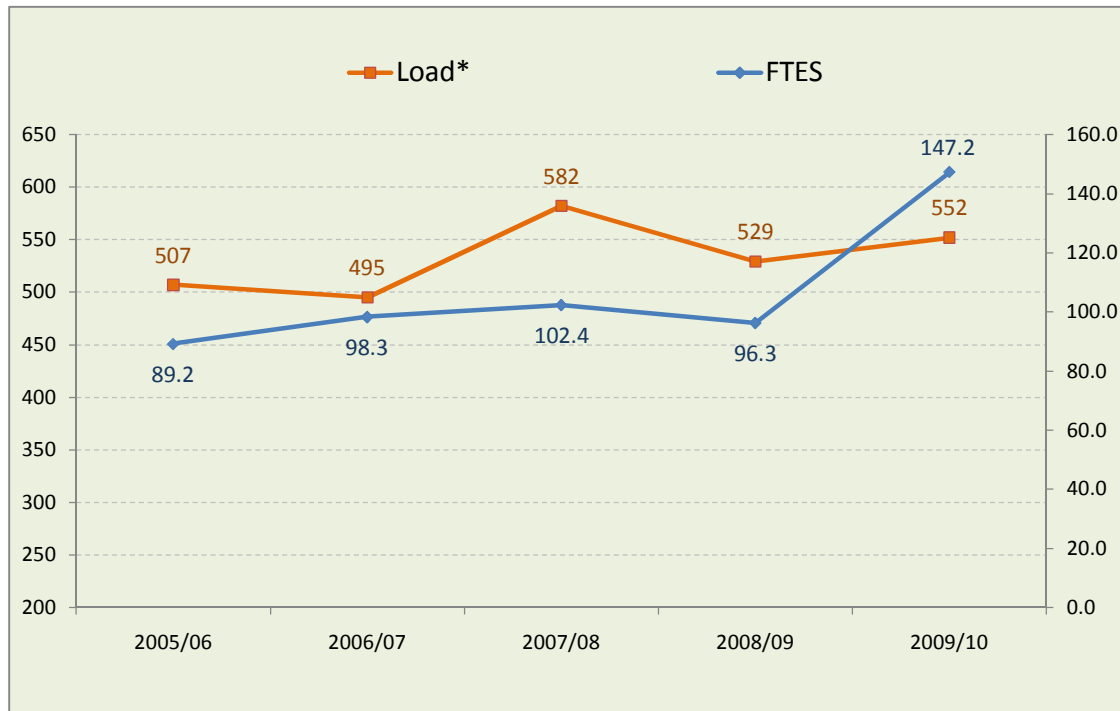
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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
CHEM	Success Rate*	83.4%	83.3%	85.0%	77.8%	77.3%
	Retention Rate*	88.6%	89.8%	90.7%	85.4%	85.8%
	Ave Units Attempted this Academic Year	8.97	9.09	9.48	10.74	9.12
	Ave Units Earned this Academic Year	7.41	7.71	7.96	8.18	7.48
	Ave Academic Year GPA	2.84	2.94	2.97	2.66	2.83
	Ave Cumulative GPA	2.99	3.1	3.13	2.96	3.01

*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.

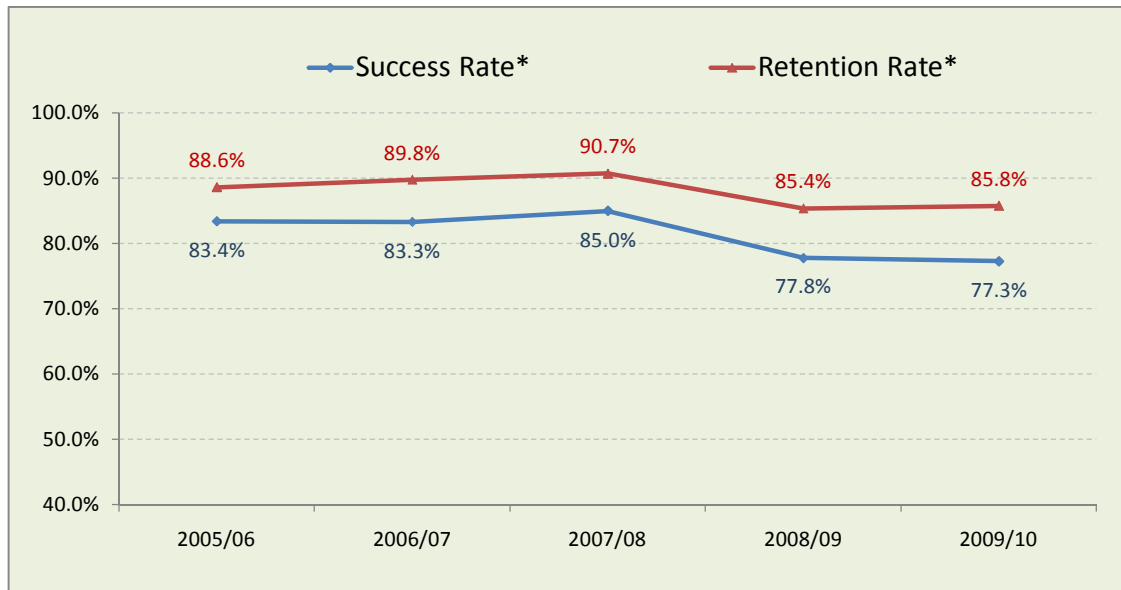
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop de

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



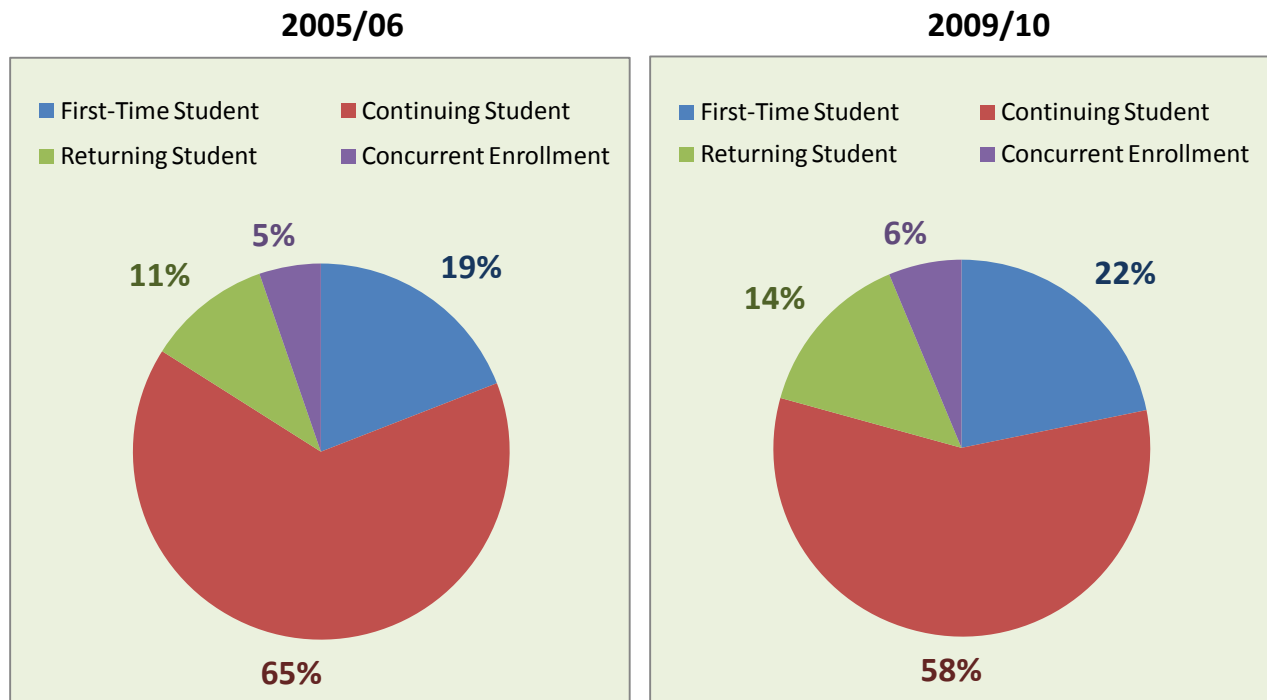
Some questions to get you thinking:

- * 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
CHEM	First-Time Student	50	37	36	39	100
	Continuing Student	170	186	189	214	264
	Returning Student	28	36	27	29	66
	Concurrent Enrollment	14	32	42	11	29
	Percent First Time	19%	13%	12%	13%	22%
	Percent Continuing	65%	64%	64%	73%	58%
	Percent Returning	11%	12%	9%	10%	14%
	Percent Concurrent	5%	11%	14%	4%	6%

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?

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Student Goal Orientation

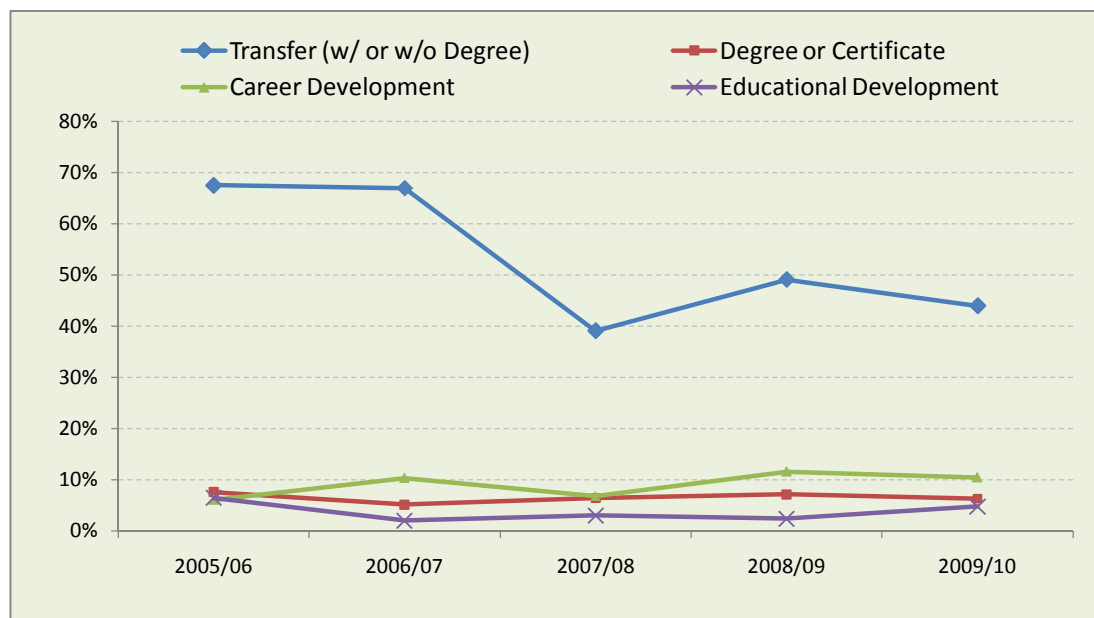
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CHEM	Transfer (w/ or w/o Degree)	177	195	115	144	202
	Degree or Certificate	20	15	19	21	29
	Career Development	16	30	20	34	48
	Educational Development	17	6	9	7	22
	Undecided	8	28	119	65	133
	Other Goal	24	17	11	18	25
	Percent Transfer	68%	67%	39%	49%	44%
	Percent Degree or Certificate	8%	5%	6%	7%	6%
	Percent Career Development	6%	10%	7%	12%	10%
	Percent Education Development	6%	2%	3%	2%	5%
	Percent Undecided	3%	10%	40%	22%	29%
	Percent Other	9%	6%	4%	6%	5%

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



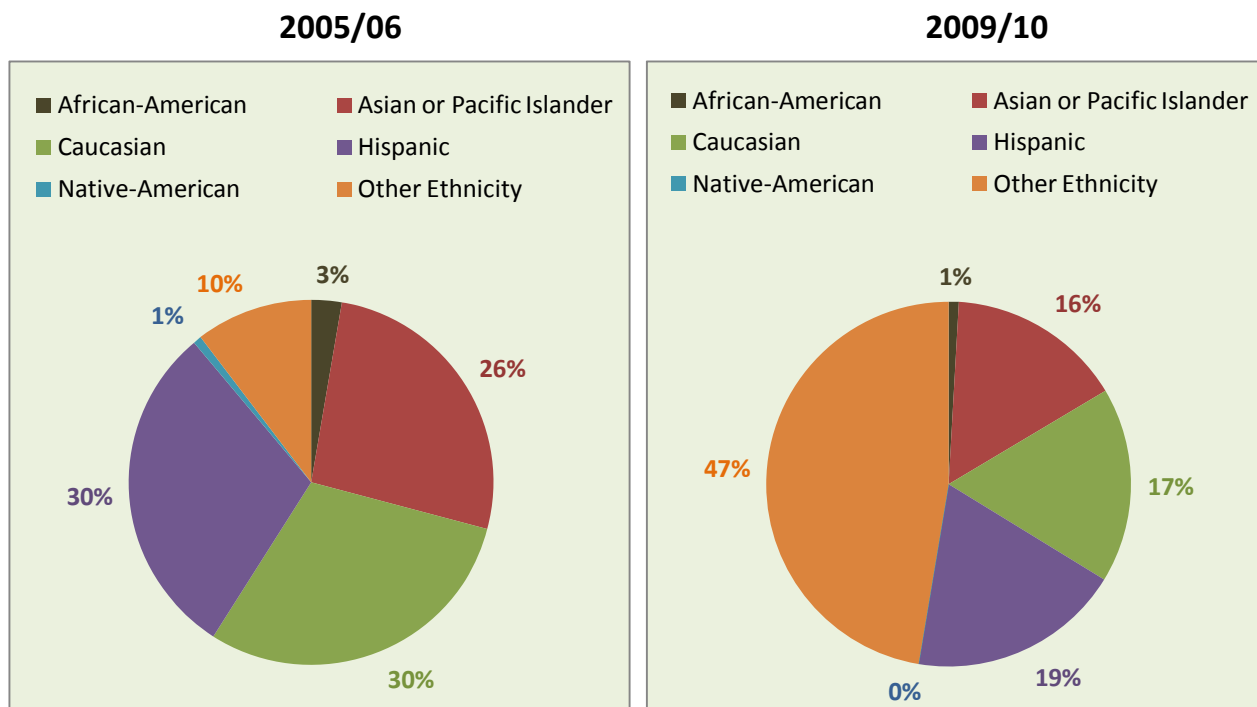
Some questions to get you thinking:

- * 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
CHEM	African-American	7	8	11	6	4
	Asian or Pacific Islander	69	88	75	57	71
	Caucasian	78	104	93	95	79
	Hispanic	78	68	71	88	86
	Native-American	2	1	4	0	0
	Other Ethnicity	27	22	39	46	216
	Percent African-American	3%	3%	4%	2%	1%
	Percent Asian or Pacific Islander	26%	30%	26%	19%	15%
	Percent Caucasian	30%	36%	32%	32%	17%
	Percent Hispanic	30%	23%	24%	30%	19%
	Percent Native-American	1%	0%	1%	0%	0%
	Percent Other Ethnicity	10%	8%	13%	16%	47%

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



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?

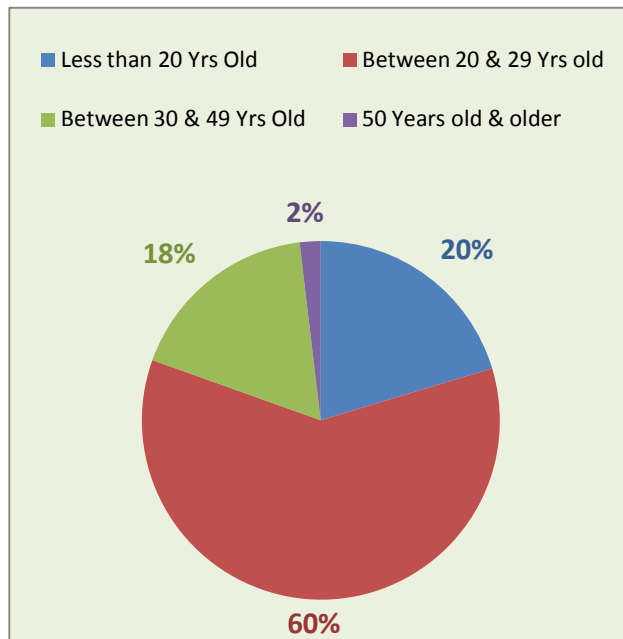
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Student Demographics - Gender & Age

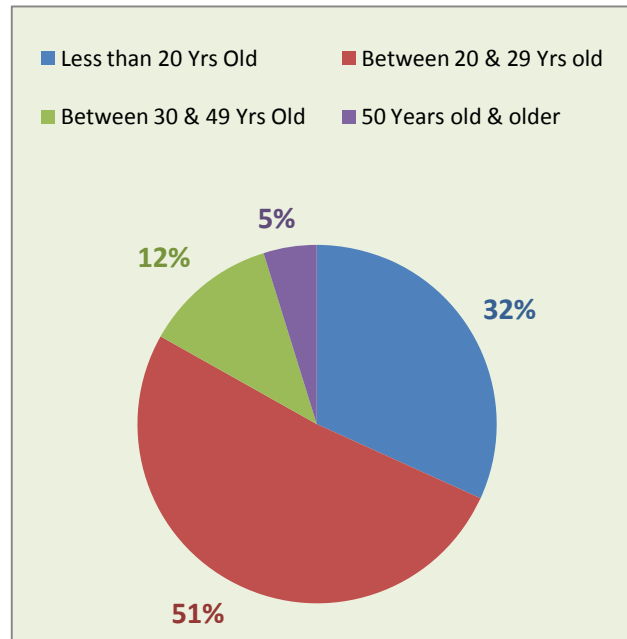
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CHEM	Female	157	173	170	172	272
	Male	101	114	115	110	173
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	Less than 20 Yrs Old	53	73	77	63	145
	Between 20 & 29 Yrs old	157	154	150	163	234
	Between 30 & 49 Yrs Old	46	56	53	53	55
	50 Years old & older	5	8	13	13	22
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	% Female	60%	59%	58%	59%	59%
	% Male	39%	39%	39%	38%	38%
	<hr/>					
	% Less than 20 yrs old	20%	25%	26%	22%	32%
	% Between 20 & 29 yrs old	60%	53%	51%	56%	51%
	% Between 30 and 49 yrs old	18%	19%	18%	18%	12%
% 50 Years old & older	2%	3%	4%	4%	5%	

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

2005/06



2009/10



Some questions to get you thinking:

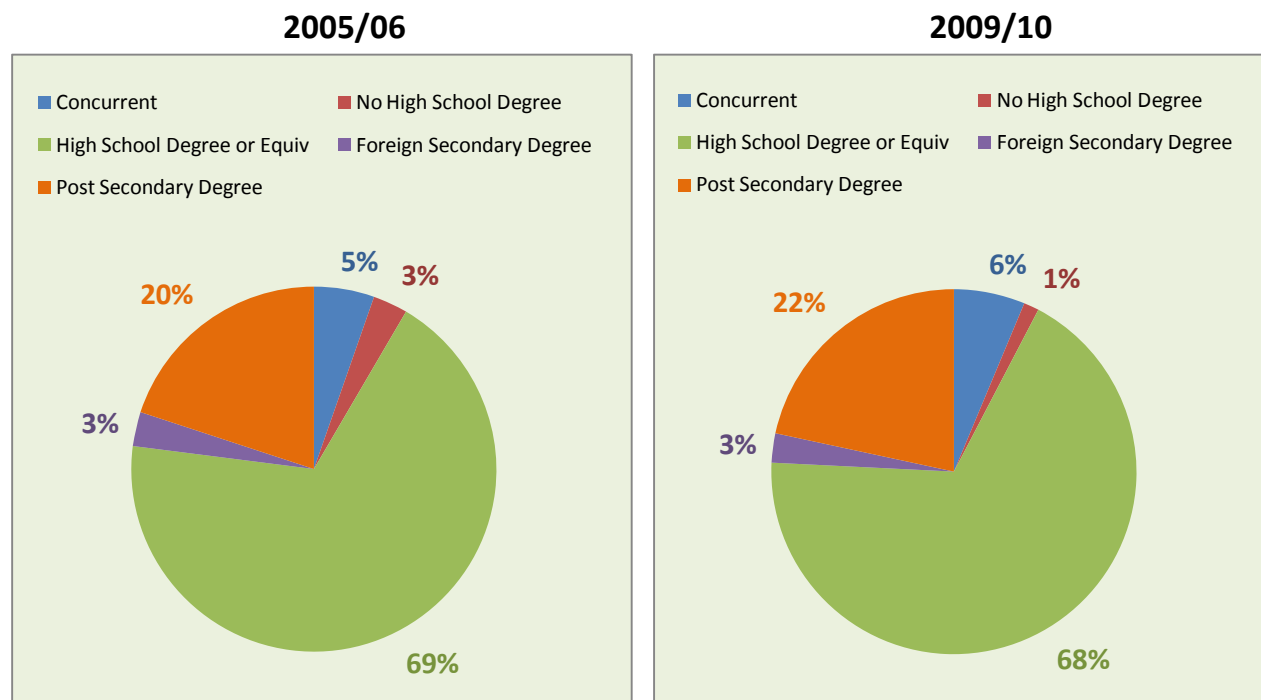
- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * 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
CHEM	Concurrent	14	32	42	11	29
	No High School Degree	8	8	8	12	6
	High School Degree or Equiv	179	175	166	193	312
	Foreign Secondary Degree	8	13	12	9	12
	Post Secondary Degree	52	63	65	68	99
	% Concurrent Enrollment	5%	11%	14%	4%	6%
	% No High School Degree	3%	3%	3%	4%	1%
	% High School Degree or Equiv	68%	60%	56%	66%	68%
	% Foreign Secondary Degree	3%	4%	4%	3%	3%
	% Post Secondary Degree	20%	22%	22%	23%	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.



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?