

## Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	Unique Headcount	1020	517	432	616	824
	Total Course Enrollments	1194	645	529	784	929
	# of Course Offerings	10	12	12	14	12
	# of Section Offerings	20	29	25	34	34
	Ave Enrollment per Section*	59.7	22.2	21.2	23.1	27.3

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

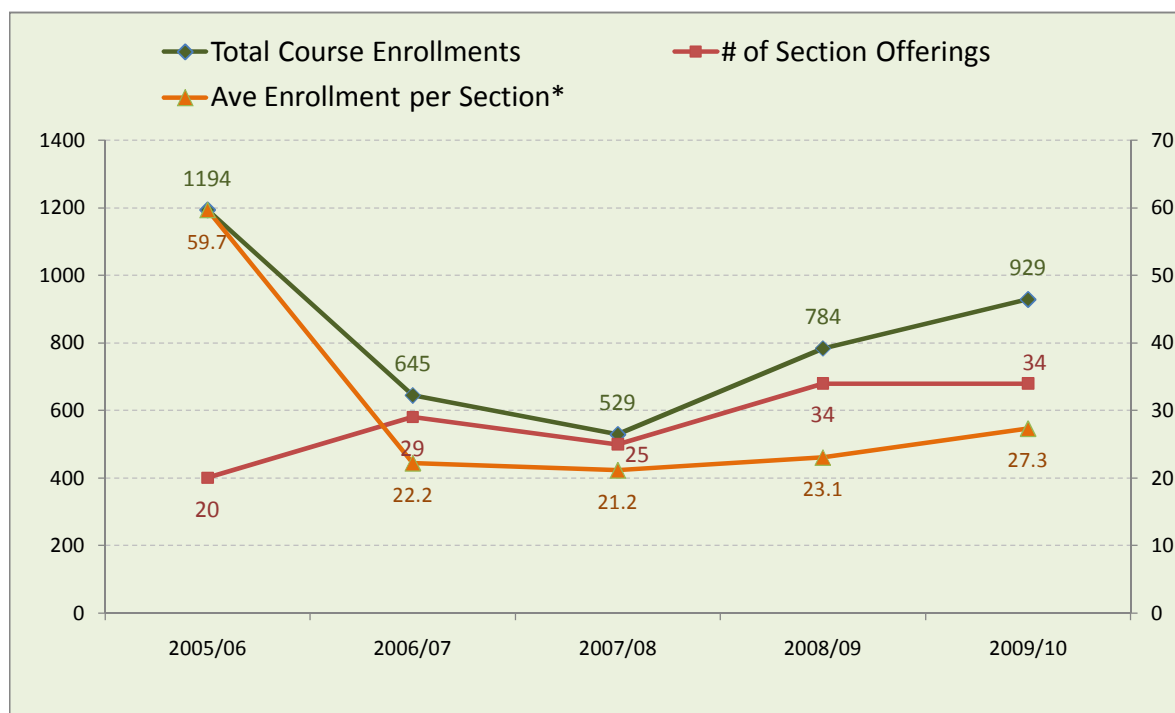
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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
CRER	WSCH	1515	1084	884	1205	1430
	FTES	50.5	36.1	29.5	40.2	47.7
	FTE	1.67	2.5	2.3	3	3.2
	Load*	909	434	384	401	447

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

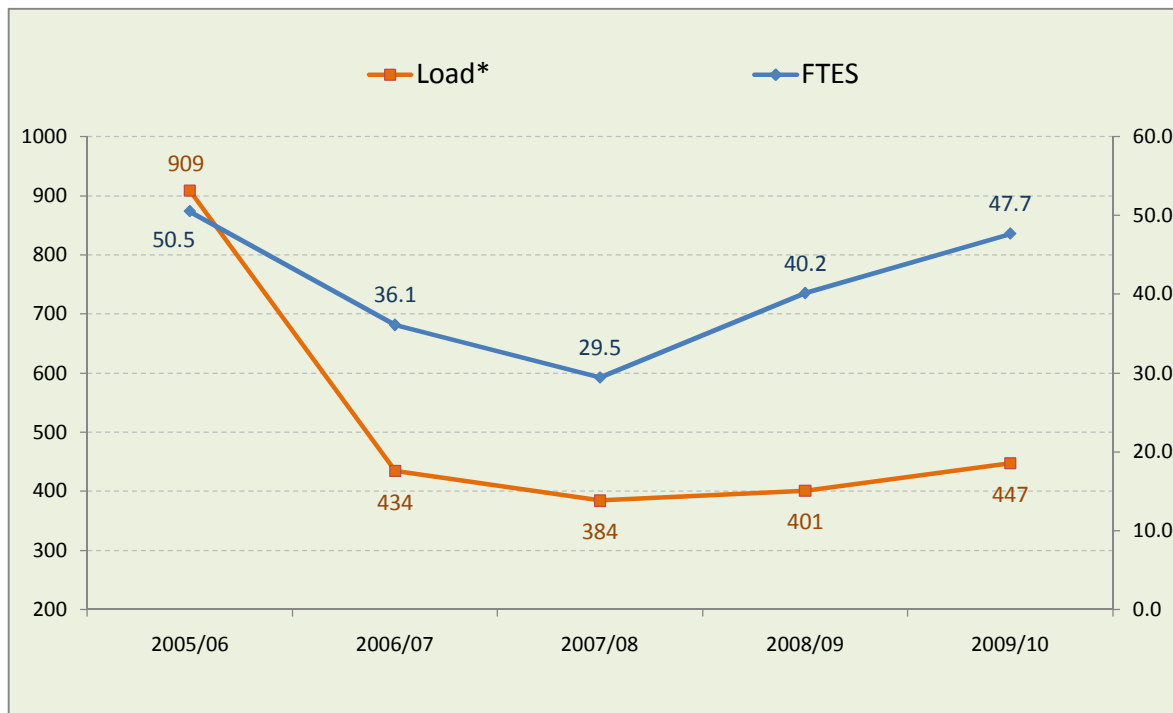
**Data Definitions:** WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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
CRER	Success Rate*	24.0%	72.7%	74.7%	73.9%	67.7%
	Retention Rate*	27.9%	88.2%	87.2%	87.9%	82.1%
	Ave Units Attempted this Academic Year	9.9	8.05	10.02	10.2	9.22
	Ave Units Earned this Academic Year	6.85	5.91	7.16	7.48	6.66
	Ave Academic Year GPA	2.29	2.41	2.39	2.37	2.37
	Ave Cumulative GPA	2.38	2.53	2.56	2.42	2.44

**\*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.

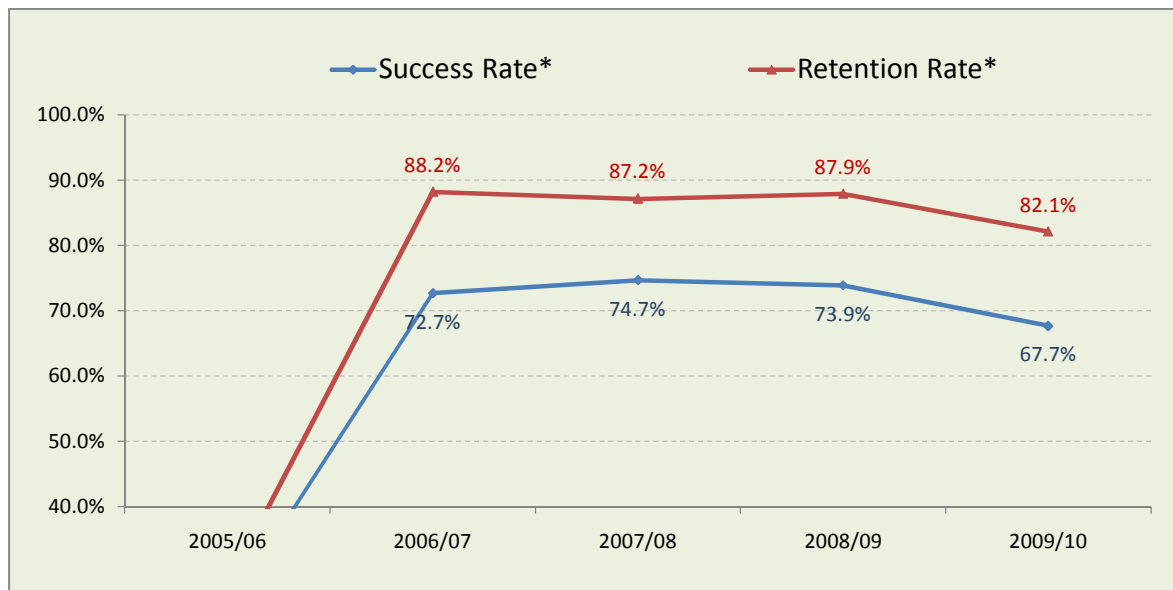
**Ave Units Attempted this Academic Year** is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

**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?

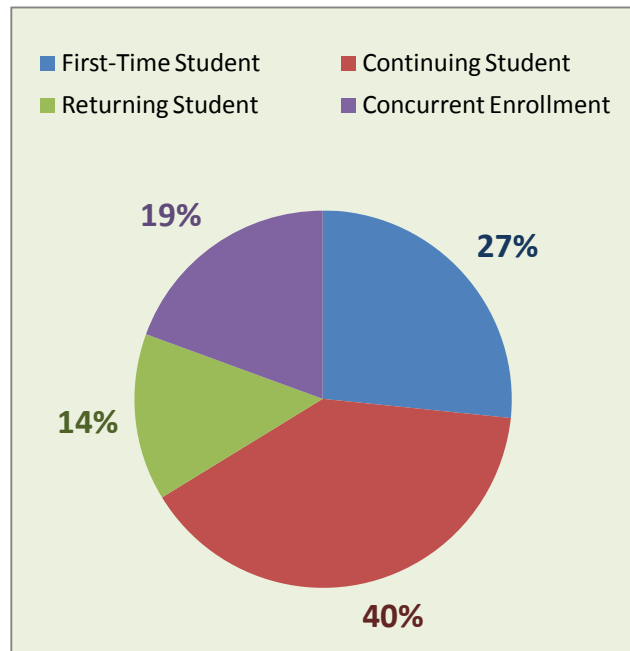
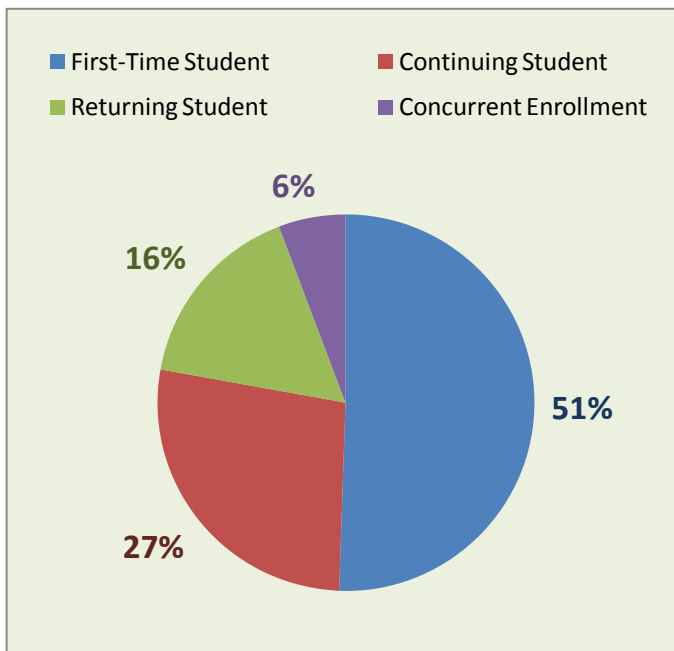
### Student Enrollment Status Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	First-Time Student	516	109	134	181	219
	Continuing Student	278	217	190	235	327
	Returning Student	167	35	49	78	118
	Concurrent Enrollment	59	156	59	122	160
	Percent First Time	51%	21%	31%	29%	27%
	Percent Continuing	27%	42%	44%	38%	40%
	Percent Returning	16%	7%	11%	13%	14%
	Percent Concurrent	6%	30%	14%	20%	19%

**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

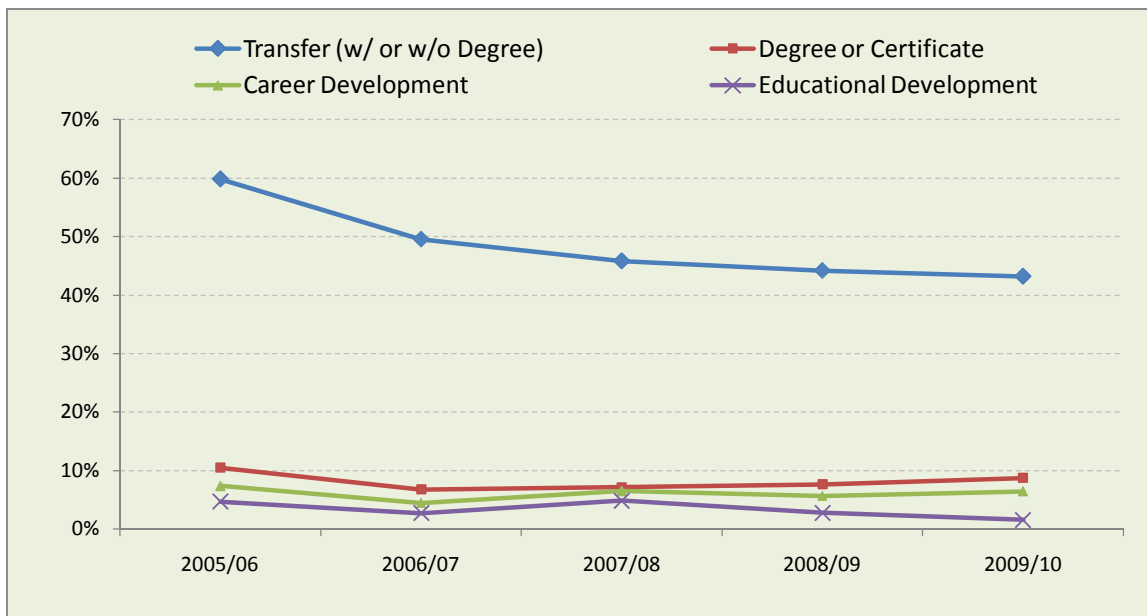
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	Transfer (w/ or w/o Degree)	610	256	198	272	356
	Degree or Certificate	107	35	31	47	72
	Career Development	75	23	28	35	53
	Educational Development	48	14	21	17	13
	Undecided	56	154	91	149	211
	Other Goal	118	35	41	73	99
	Percent Transfer	60%	50%	46%	44%	43%
	Percent Degree or Certificate	10%	7%	7%	8%	9%
	Percent Career Development	7%	4%	6%	6%	6%
	Percent Education Development	5%	3%	5%	3%	2%
	Percent Undecided	5%	30%	21%	24%	26%
	Percent Other	12%	7%	9%	12%	12%

**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:

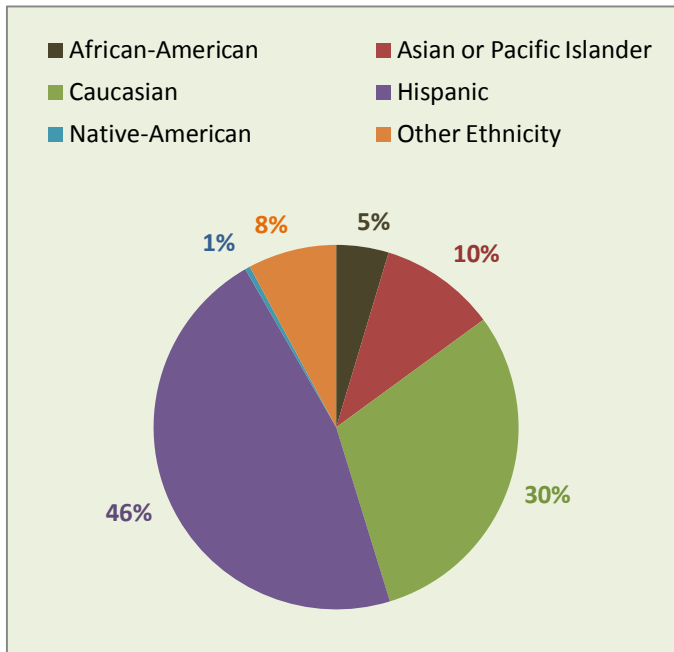
- \* What are the most important trends occurring over the period? Do the data match your perceptions ?
- \* What do you think are the underlying causes driving these trends ?
- \* Does this change suggest any response strategy for the department?
- \* How do the department trends compare to the college?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

### Student Demographics - Ethnicity

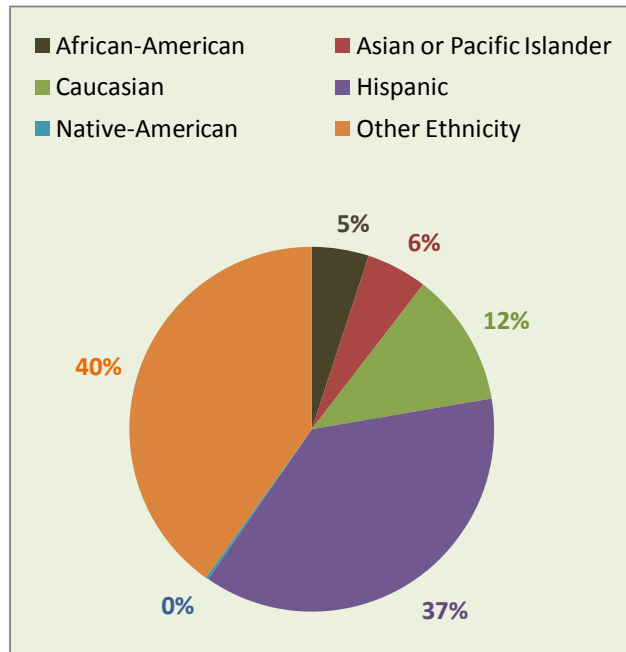
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	African-American	47	37	20	47	41
	Asian or Pacific Islander	104	48	37	45	44
	Caucasian	306	104	125	113	97
	Hispanic	469	257	198	324	304
	Native-American	5	0	2	3	2
	Other Ethnicity	79	62	48	79	327
	Percent African-American	5%	7%	5%	8%	5%
	Percent Asian or Pacific Islander	10%	9%	9%	7%	5%
	Percent Caucasian	30%	20%	29%	18%	12%
	Percent Hispanic	46%	50%	46%	53%	37%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	8%	12%	11%	13%	40%

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

2005/06



2009/10



Some questions to get you thinking:

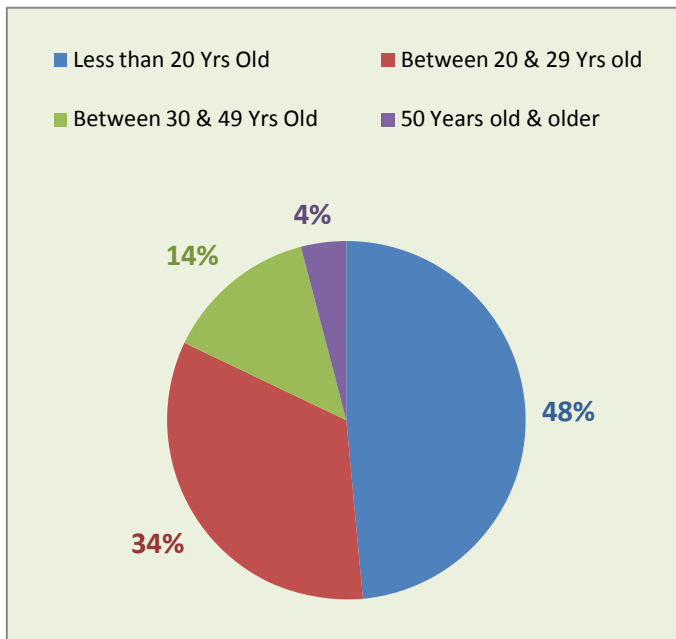
- \* How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- \* What might be the underlying causes driving any changes?
- \* Does this change suggest any response strategy for the department?
- \* How does the current picture compare with the college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

### Student Demographics - Gender & Age

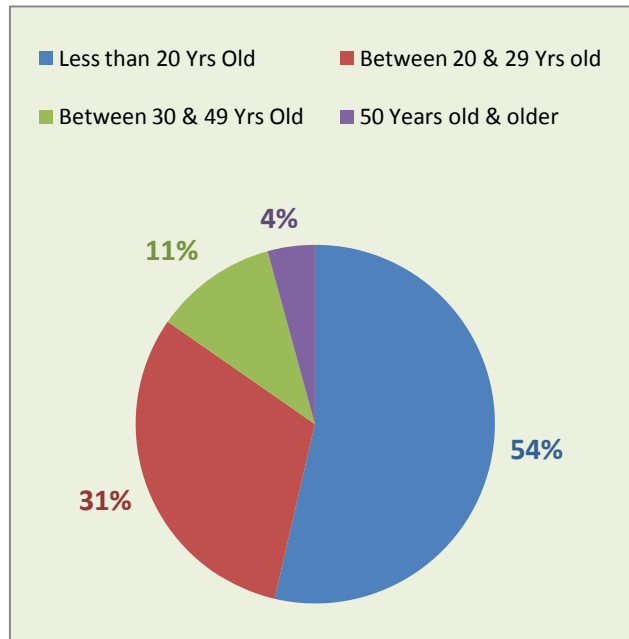
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	Female	578	295	268	357	423
	Male	422	202	149	245	379
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	Less than 20 Yrs Old	490	307	245	348	437
	Between 20 & 29 Yrs old	339	143	110	182	253
	Between 30 & 49 Yrs Old	140	48	52	64	90
	50 Years old & older	41	10	23	17	35
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	% Female	57%	57%	62%	58%	51%
	% Male	41%	39%	34%	40%	46%
	<hr/>					
	% Less than 20 yrs old	48%	59%	57%	56%	53%
	% Between 20 & 29 yrs old	33%	28%	25%	30%	31%
	% Between 30 and 49 yrs old	14%	9%	12%	10%	11%
% 50 Years old & older	4%	2%	5%	3%	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

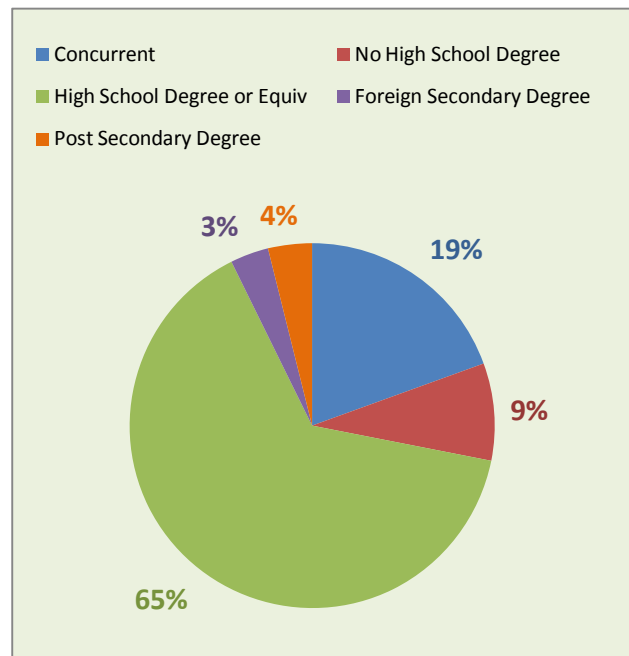
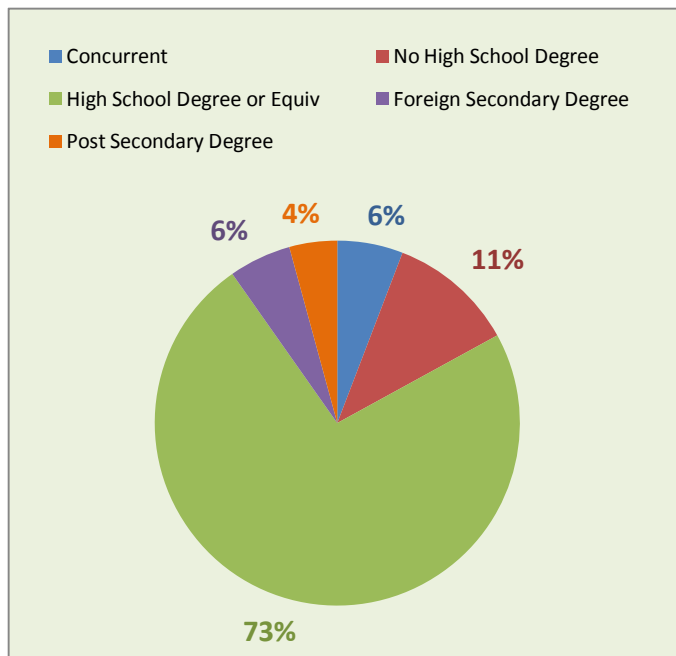
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
CRER	Concurrent	59	156	59	122	160
	No High School Degree	114	34	43	52	71
	High School Degree or Equiv	744	299	295	399	531
	Foreign Secondary Degree	56	12	7	18	28
	Post Secondary Degree	43	14	25	19	32
	% Concurrent Enrollment	6%	30%	14%	20%	19%
	% No High School Degree	11%	7%	10%	8%	9%
	% High School Degree or Equiv	73%	58%	68%	65%	64%
	% Foreign Secondary Degree	5%	2%	2%	3%	3%
	% Post Secondary Degree	4%	3%	6%	3%	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.

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?