# Program Review Department Data Packet  -       MATH

## Table 1.  Enrollment Patterns & Course Offerings

| Department | Metric | Academic Year | | | | |
|---|---|---|---|---|---|---|
| | | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| MATH | Student Headcount | 2,044 | 2,234 | 2,650 | 2,892 | 2,974 |
| | Total Course Enrollments | 2,721 | 3,012 | 3,541 | 3,838 | 3,959 |
| | # of Course Offerings | 39 | 40 | 43 | 42 | 46 |
| | # of Section Offerings | 99 | 104 | 111 | 121 | 127 |
| | Ave Enrollment per Section* | 27.5 | 29.0 | 31.9 | 31.7 | 31.2 |

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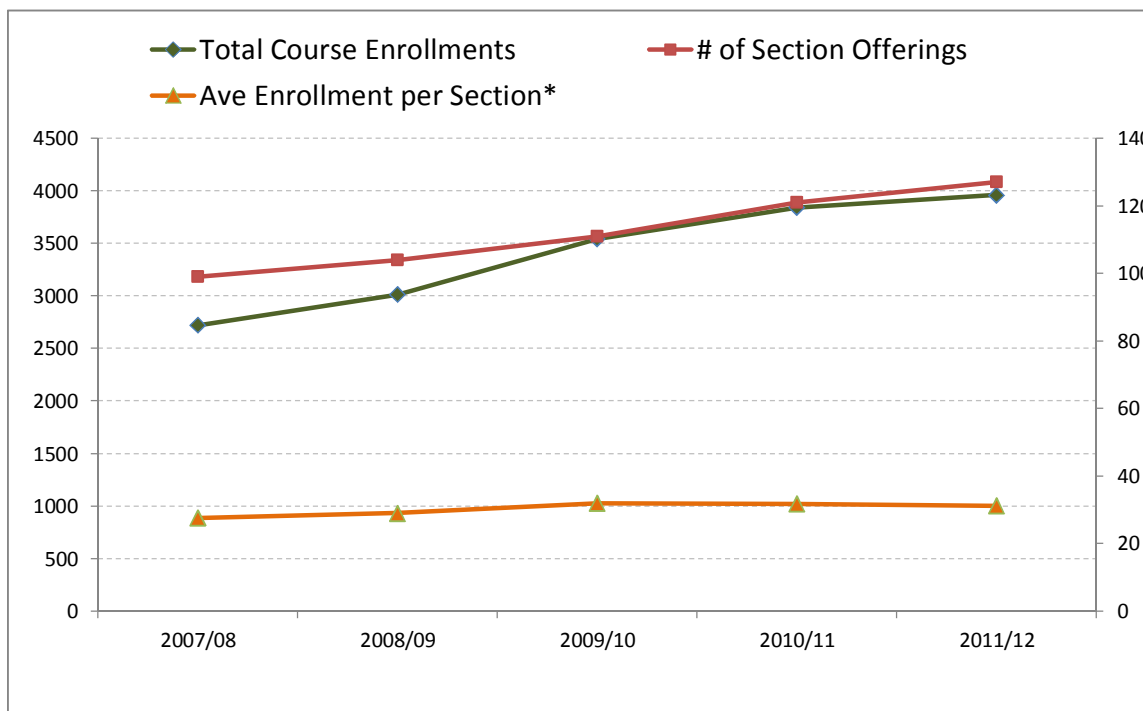
**Data Definitions:**  **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

**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 |
| MATH | WSCH | 14075 | 16004 | 19002 | 19990 | 18124 |
| | FTES | 469.2 | 533.5 | 633.4 | 666.3 | 604.1 |
| | FTE | 22.3 | 24.1 | 25.8 | 27.7 | 29.9 |
| | Load* | 632 | 663 | 737 | 721 | 607 |

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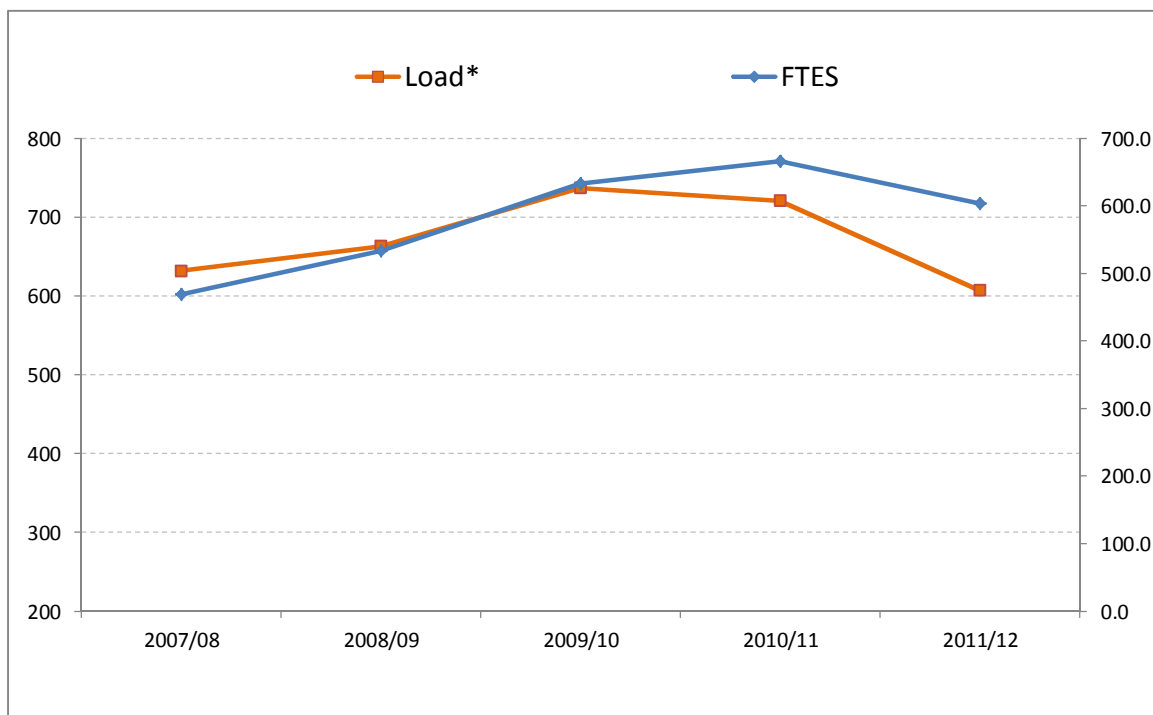
**Data Definitions:**   **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

**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 |
| MATH | Success Rate* | 56.0% | 59.0% | 56.0% | 53.0% | 56.0% |
| | Retention Rate* | 79.0% | 82.0% | 78.0% | 76.0% | 79.0% |
| | Ave Units Attempted this Academic Year | 9.8 | 9.5 | 9.1 | 9.2 | 9.5 |
| | Ave Units Earned this Academic Year | 6.75 | 6.66 | 6.12 | 5.94 | 6.46 |
| | Ave Academic Year GPA | 2.35 | 2.31 | 2.19 | 2.07 | 2.14 |
| | Ave Cumulative GPA | 2.65 | 2.64 | 2.6 | 2.52 | 2.54 |

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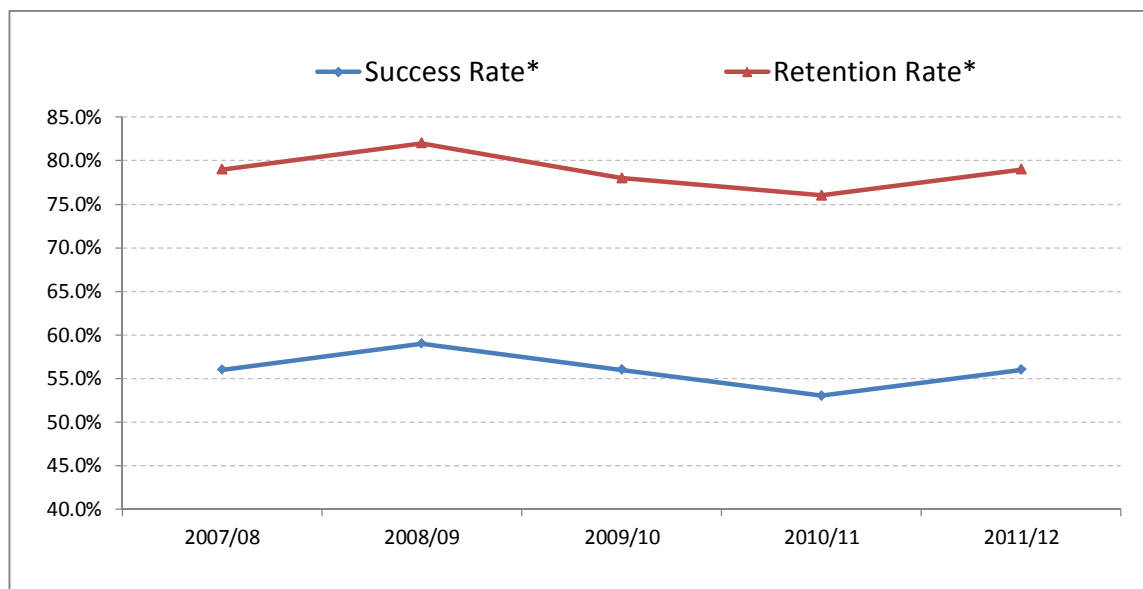
**Ave Units Attempted this Academic Year** is the average number of units associated with students enrollment for the Academic Year after the add/drop deadli

**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.
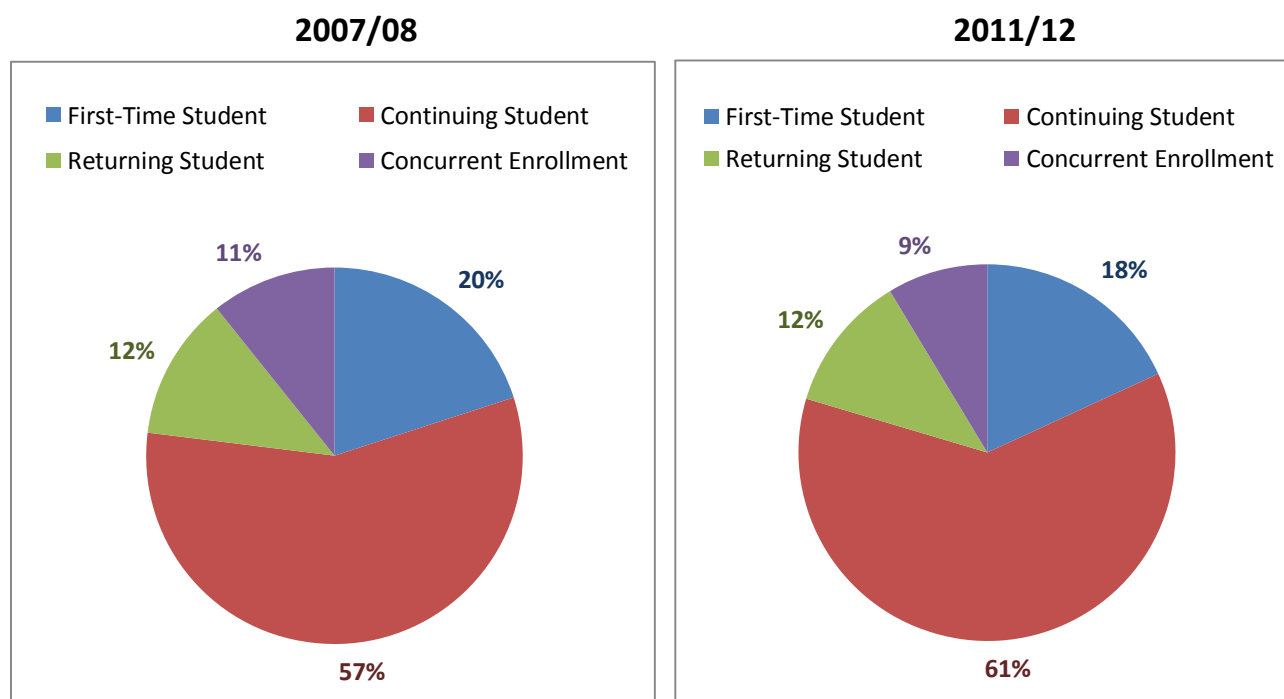
### Student Performance Profile



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 |
| MATH | First-Time Student | 409 | 429 | 452 | 547 | 539 |
| | Continuing Student | 1164 | 1322 | 1535 | 1720 | 1828 |
| | Returning Student | 252 | 262 | 357 | 345 | 350 |
| | Concurrent Enrollment | 219 | 221 | 306 | 277 | 257 |
| | Percent First Time | 20% | 19% | 17% | 19% | 18% |
| | Percent Continuing | 57% | 59% | 58% | 59% | 61% |
| | Percent Returning | 12% | 12% | 13% | 12% | 12% |
| | Percent Concurrent | 11% | 10% | 12% | 10% | 9% |

**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.

### 2007/08



### 2011/12



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?

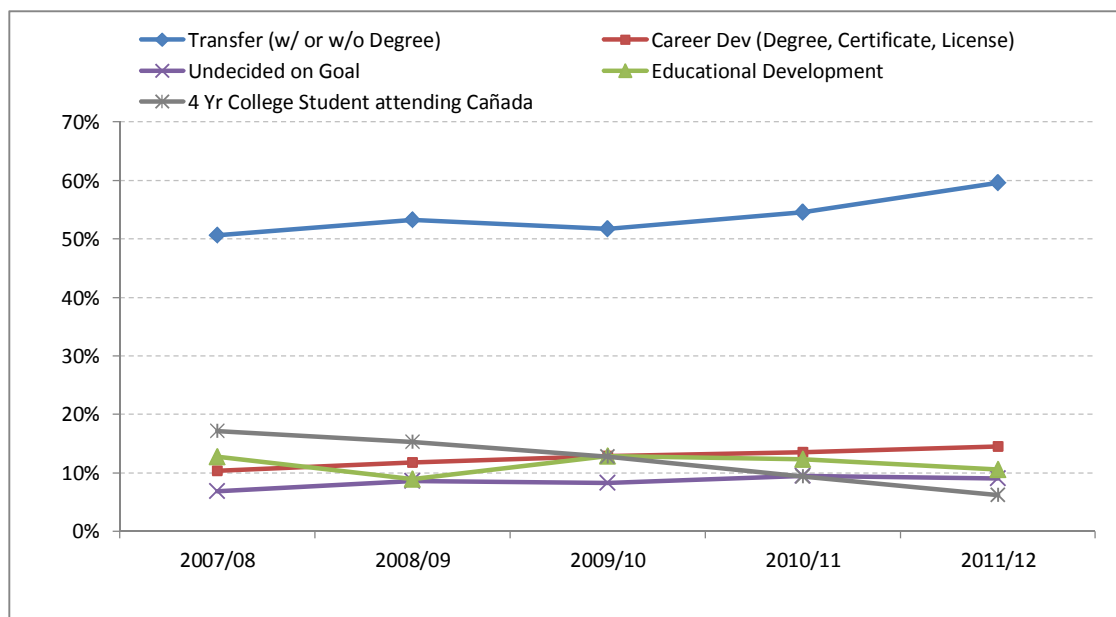\* How does the current picture compare with the college average and what does that tell you?

## Table 5.  Student Goal Orientation

| Department | Metric | Academic Year | | | | |
|---|---|---|---|---|---|---|
| | | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| MATH | Transfer (w/ or w/o Degree) | 1034 | 1190 | 1371 | 1578 | 1772 |
| | Career Dev (Degree, Certificate, License) | 211 | 263 | 342 | 391 | 431 |
| | Educational Development | 261 | 200 | 341 | 357 | 313 |
| | 4 Yr College Student attending Cañada | 350 | 342 | 337 | 271 | 184 |
| | Undecided on Goal | 141 | 192 | 219 | 275 | 270 |
| | % Transfer (w/ or w/o Degree) | 51% | 53% | 52% | 55% | 60% |
| | % Career Dev (Degree, Certificate, License) | 10% | 12% | 13% | 14% | 14% |
| | % Educational Development | 13% | 9% | 13% | 12% | 11% |
| | % 4 Yr College Student attending Cañada | 17% | 15% | 13% | 9% | 6% |
| | % Undecided on Goal | 7% | 9% | 8% | 10% | 9% |

**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 seaking students.

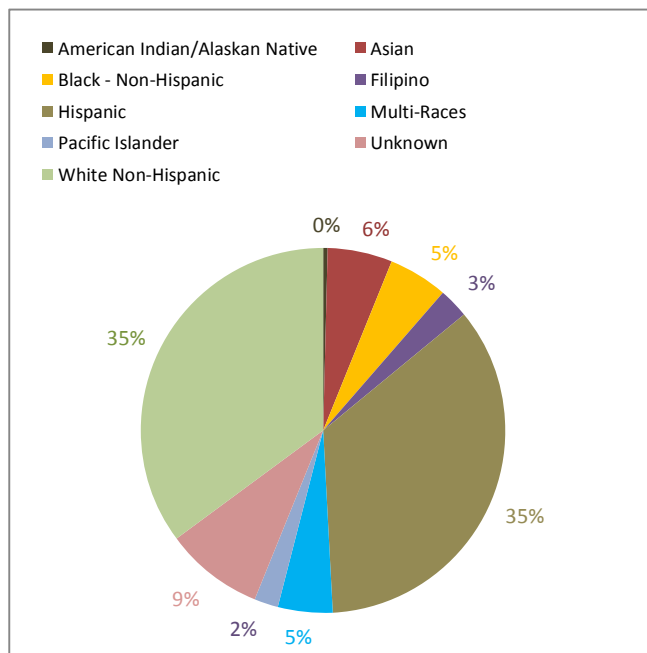### Student Goal Orientation



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?
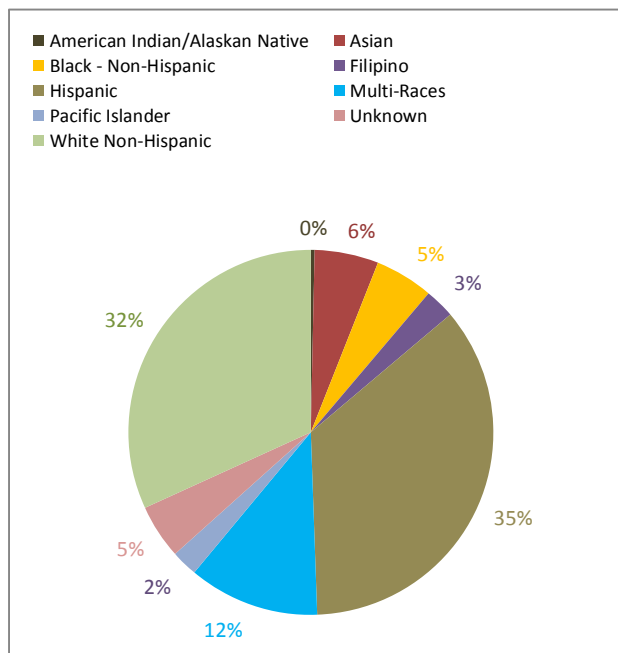
## Table 6. Student Demographics - Ethnicity

| Department | Metric | Academic Year | | | | |
|---|---|---|---|---|---|---|
| | | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| MATH | American Indian/Alaskan Native | | 11 | 11 | 9 | 9 |
| | Asian | | 140 | 152 | 170 | 170 |
| | Black - Non-Hispanic | | 102 | 139 | 139 | 154 |
| | Filipino | | 75 | 71 | 95 | 78 |
| | Hispanic | | 854 | 930 | 1084 | 1059 |
| | Multi-Races | | 17 | 128 | 222 | 346 |
| | Pacific Islander | | 53 | 56 | 70 | 69 |
| | Unknown | | 222 | 232 | 192 | 143 |
| | White Non-Hispanic | | 760 | 931 | 911 | 946 |
| | % American Indian/Alaskan Native | | 0% | 0% | 0% | 0% |
| | % Asian | | 6% | 6% | 6% | 6% |
| | % Black - Non-Hispanic | | 5% | 5% | 5% | 5% |
| | % Filipino | | 3% | 3% | 3% | 3% |
| | % Hispanic | | 38% | 35% | 37% | 36% |
| | % Multi-Races | | 1% | 5% | 8% | 12% |
| | % Pacific Islander | | 2% | 2% | 2% | 2% |
| | % Unknown | | 10% | 9% | 7% | 5% |
| | % White Non-Hispanic | | 34% | 35% | 32% | 32% |

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

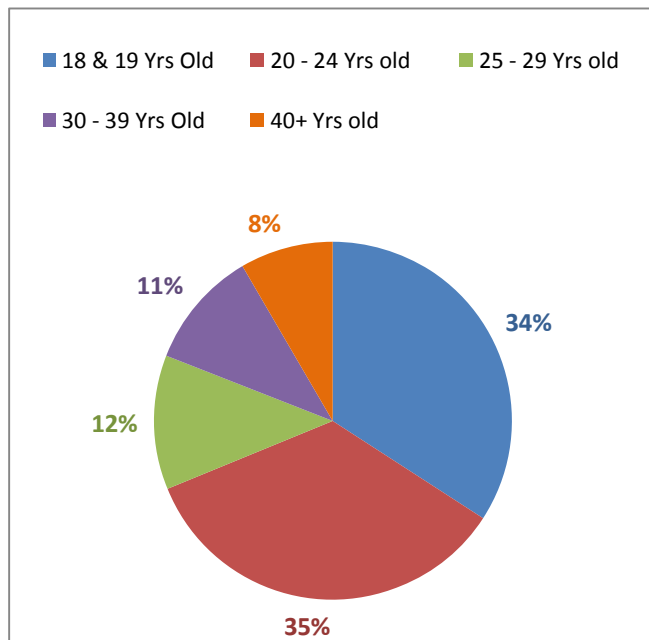### 2009/10



### 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?
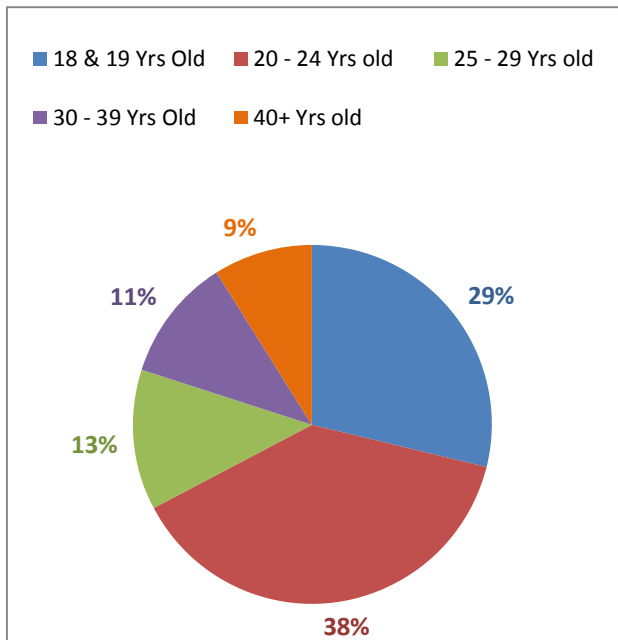
## Table 7.  Student Demographics - Gender & Age

| Department | Metric | Academic Year | | | | |
|---|---|---|---|---|---|---|
| | | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| MATH | Female | 1104 | 1228 | 1462 | 1593 | 1659 |
| | Male | 882 | 964 | 1138 | 1237 | 1263 |
| | 18 & 19 Yrs Old | 631 | 679 | 731 | 780 | 784 |
| | 20 - 24 Yrs old | 640 | 723 | 872 | 972 | 1045 |
| | 25 - 29 Yrs old | 224 | 246 | 303 | 359 | 345 |
| | 30 - 39 Yrs Old | 196 | 200 | 239 | 298 | 302 |
| | 40+ Yrs old | 156 | 175 | 221 | 227 | 243 |
| | % Female | 54% | 55% | 55% | 55% | 56% |
| | % Male | 43% | 43% | 43% | 43% | 42% |
| | % 18 & 19 Yrs Old | 31% | 30% | 28% | 27% | 26% |
| | % 20 - 24 Yrs old | 31% | 32% | 33% | 34% | 35% |
| | % 25 - 29 Yrs old | 11% | 11% | 11% | 12% | 12% |
| | % 30 - 39 Yrs Old | 10% | 9% | 9% | 10% | 10% |
| | % 40+ Yrs old | 8% | 8% | 8% | 8% | 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?

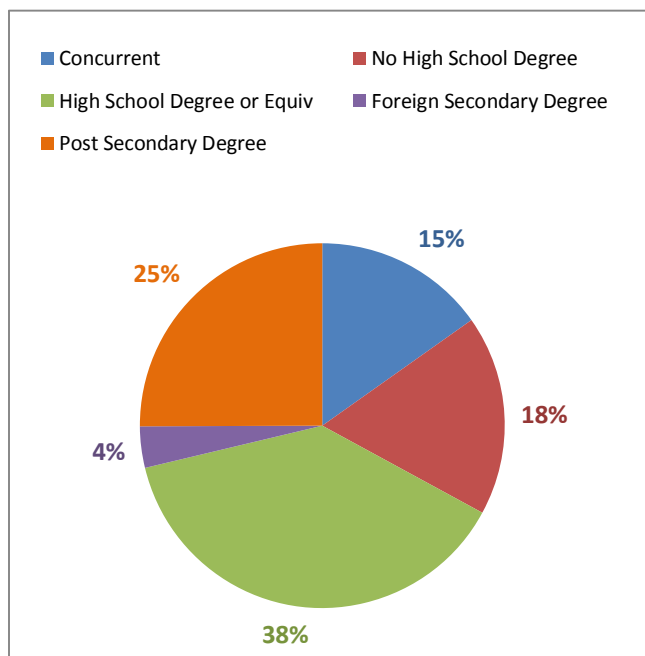## Table 8.  Student Education Attainment Level

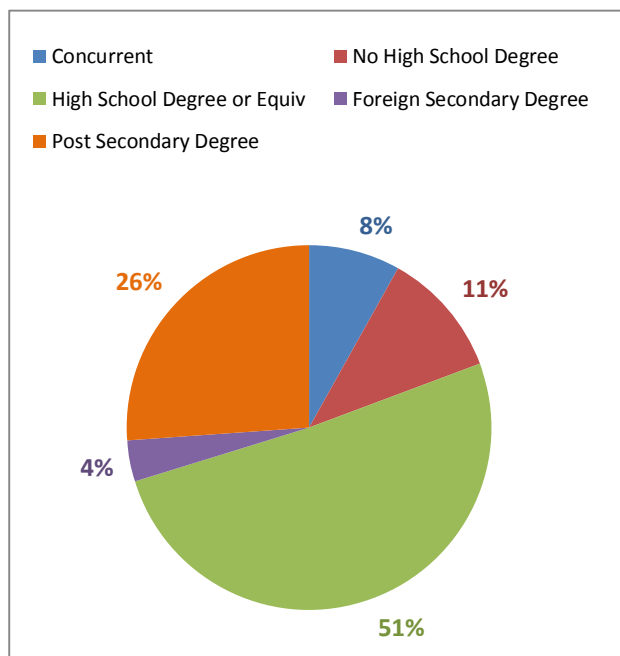| Department | Metric | Academic Year | | | | |
|---|---|---|---|---|---|---|
| | | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
| MATH | Concurrent | 54 | 117 | 43 | 64 | 31 |
| | No High School Degree | 63 | 127 | 53 | 79 | 43 |
| | High School Degree or Equiv | 136 | 183 | 205 | 219 | 195 |
| | Foreign Secondary Degree | 13 | 15 | 14 | 8 | 14 |
| | Post Secondary Degree | 89 | 113 | 132 | 121 | 100 |
| | % Concurrent Enrollment | 3% | 5% | 2% | 2% | 1% |
| | % No High School Degree | 3% | 6% | 2% | 3% | 1% |
| | % High School Degree or Equiv | 7% | 8% | 8% | 8% | 7% |
| | % Foreign Secondary Degree | 1% | 1% | 1% | 0% | 0% |
| | % Post Secondary Degree | 4% | 5% | 5% | 4% | 3% |

**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.

### 2007/08



### 2011/12



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?