

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	Student Headcount	1,179	1,377	1,480	1,641	1,802
	Total Course Enrollments	1,197	1,401	1,490	1,651	1,827
	# of Course Offerings	16	16	16	17	19
	# of Section Offerings	46	50	51	57	61
	Ave Enrollment per Section*	26.0	28.0	29.2	29.0	30.0

*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.

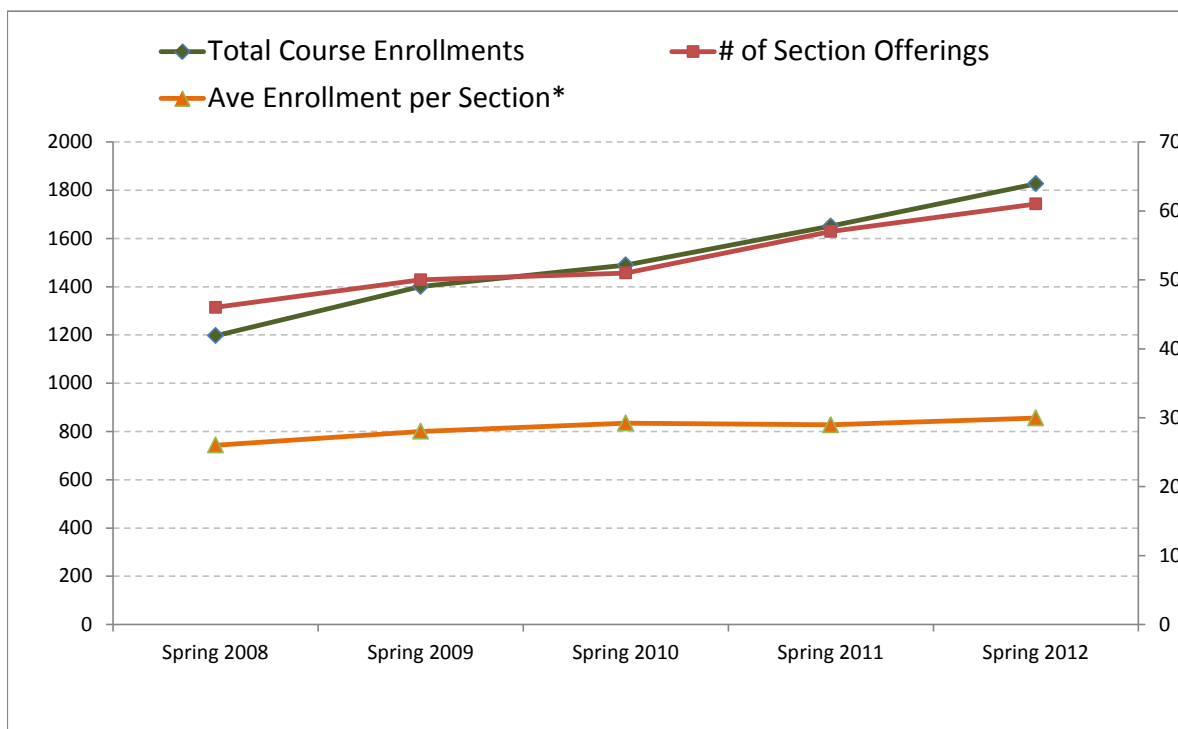
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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 term.

of Section Offerings is the number of course sections offered within the department for that term.

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?

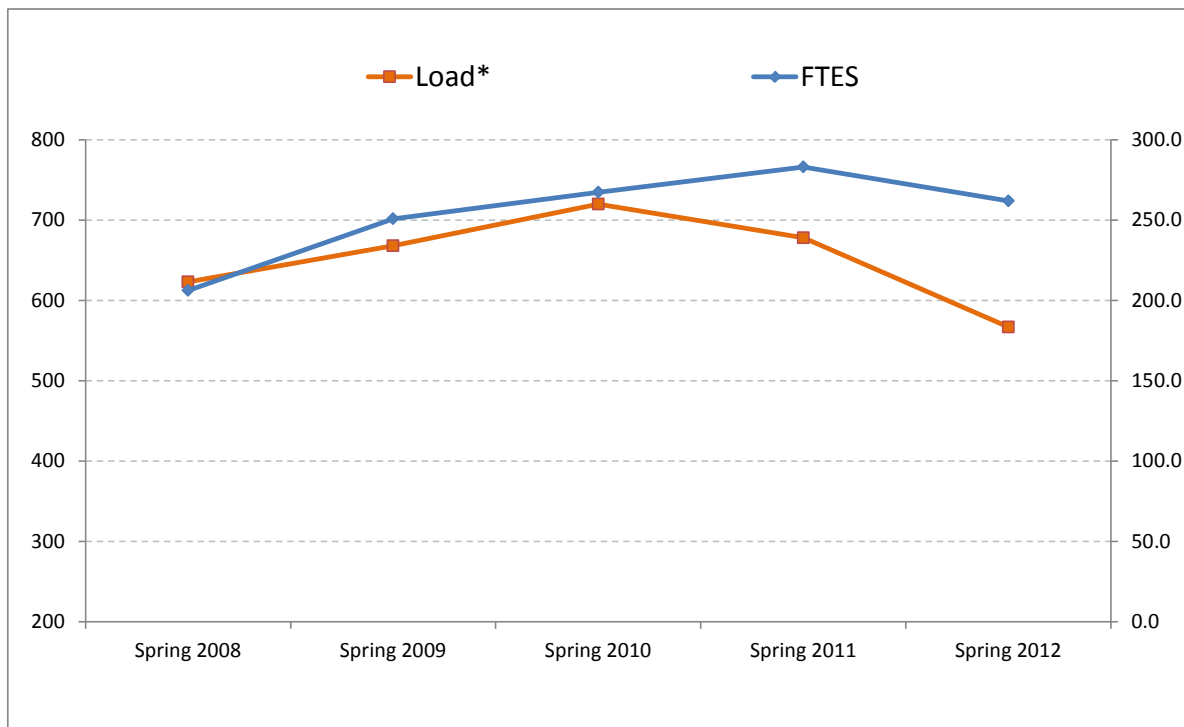
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	WSCH	6186	7526	8020	8493	7857
	FTES	206.2	250.9	267.3	283.1	261.9
	FTE	9.93	11.27	11.13	12.53	13.87
	Load*	623	668	720	678	567

***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 term.
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	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	Success Rate*	52.1%	57.7%	55.5%	52.2%	57.6%
	Retention Rate*	77.3%	78.0%	76.8%	75.9%	80.4%
	Ave Units Attempted this Term	10.1	9.8	9.4	9.6	9.7
	Ave Units Earned this Term	6.7	6.7	6.3	6.2	6.7
	Ave Term GPA	2.28	2.28	2.21	2.09	2.3
	Ave Cumulative GPA	2.65	2.62	2.64	2.5	2.62

*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.

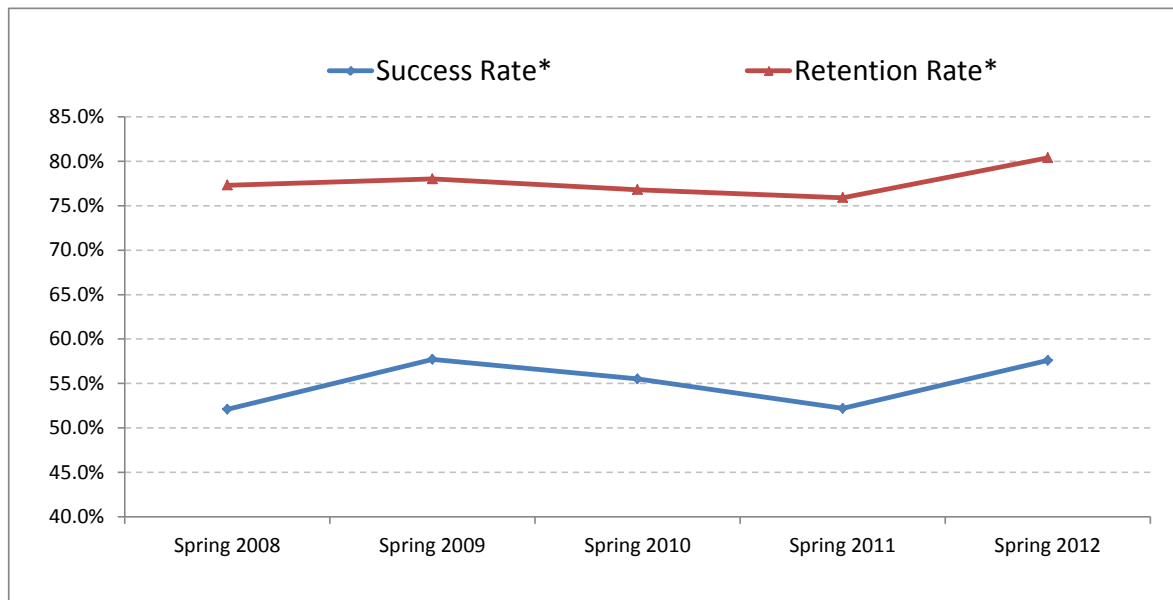
Ave Units Attempted this Term is the average number of units associated with students enrollment for the term after the add/drop deadline.

Ave Units Earned this Term is the average number of course units awarded to the student at the end of the given term.

Ave Term GPA is the average current term GPA of all students taking courses in the department for the given term.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given term.

Student Performance Profile



Some questions to get you thinking:

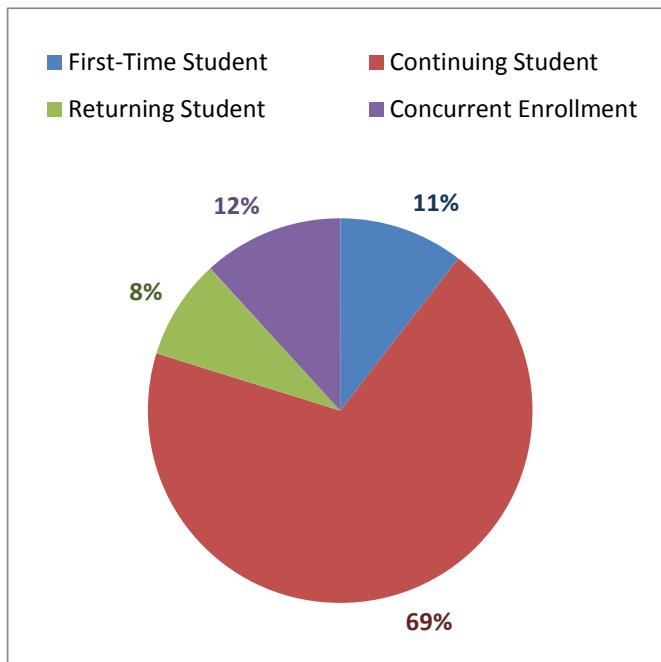
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes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

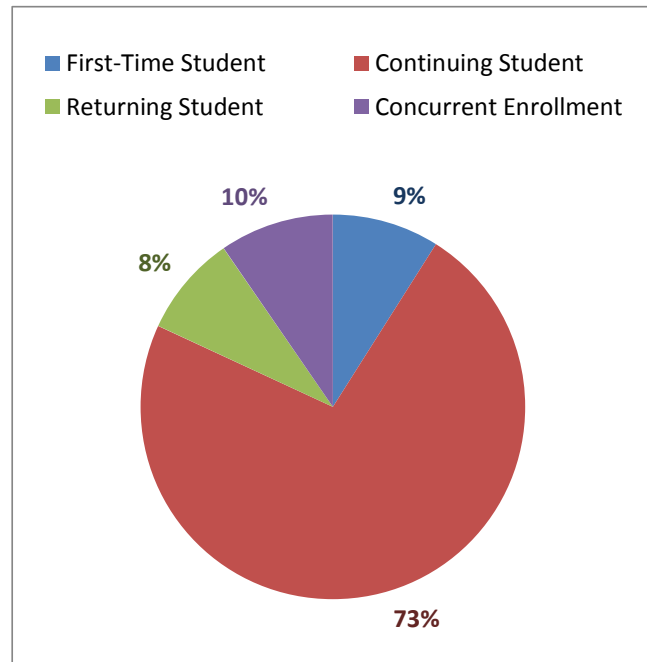
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	First-Time Student	124	145	128	177	162
	Continuing Student	817	966	1034	1138	1314
	Returning Student	99	132	135	169	153
	Concurrent Enrollment	139	134	183	155	173
	Percent First Time	11%	11%	9%	11%	9%
	Percent Continuing	69%	70%	70%	69%	73%
	Percent Returning	8%	10%	9%	10%	8%
	Percent Concurrent	12%	10%	12%	9%	10%

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 term. Fall & Spring are primary terms.
Returning Student is returning to this DISTRICT and has not attended another institution since the last term here or is returning to this DISTRICT after attending another college.
Concurrent Enrollment is a student that is attending high school during the term for which he/she is applying.

Spring 2008



Spring 2012



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?

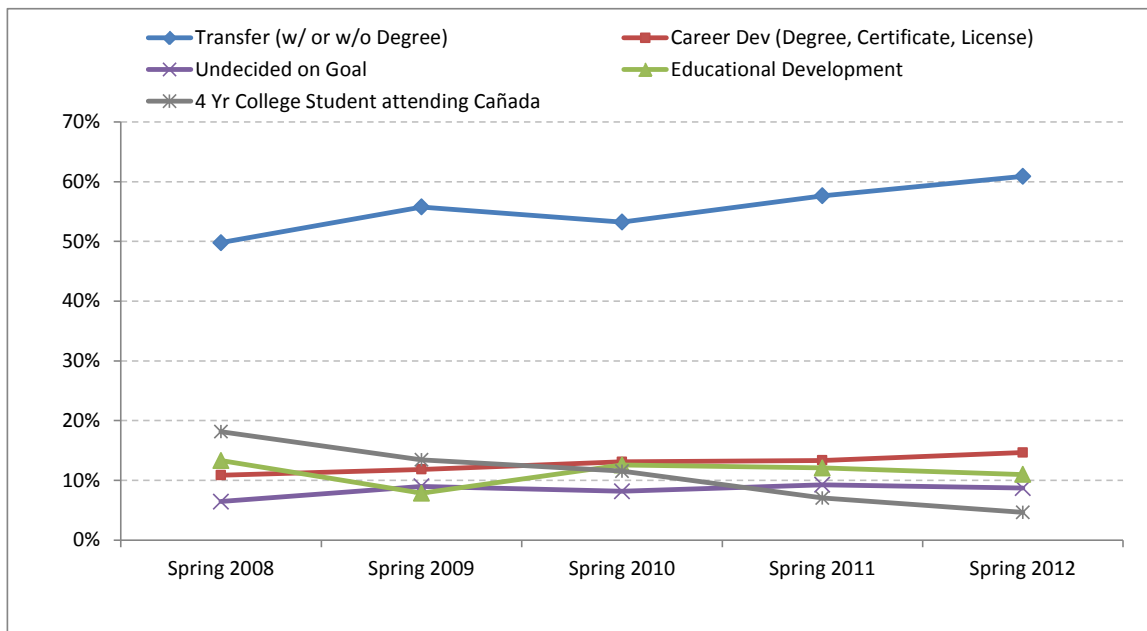
Table 5. Student Goal Orientation

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	Transfer (w/ or w/o Degree)	587	768	788	946	1097
	Career Dev (Degree, Certificate, License)	128	163	194	219	264
	Educational Development	157	108	186	198	198
	4 Yr College Student attending Cañada	214	185	171	116	84
	Undecided on Goal	76	124	121	152	157
	% Transfer (w/ or w/o Degree)	50%	56%	53%	58%	61%
	% Career Dev (Degree, Certificate, License)	11%	12%	13%	13%	15%
	% Educational Development	13%	8%	13%	12%	11%
	% 4 Yr College Student attending Cañada	18%	13%	12%	7%	5%
	% Undecided on Goal	6%	9%	8%	9%	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 seeking students.

Student Goal Orientation



Some questions to get you thinking:

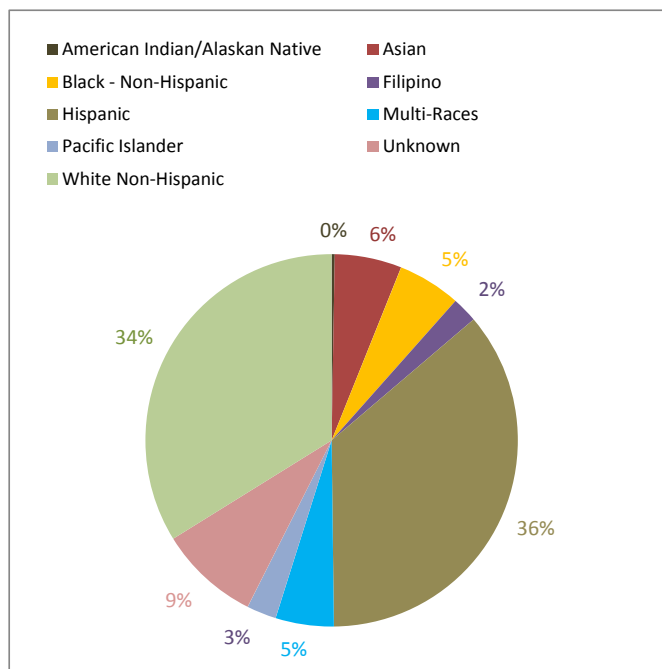
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Table 6. Student Demographics - Ethnicity

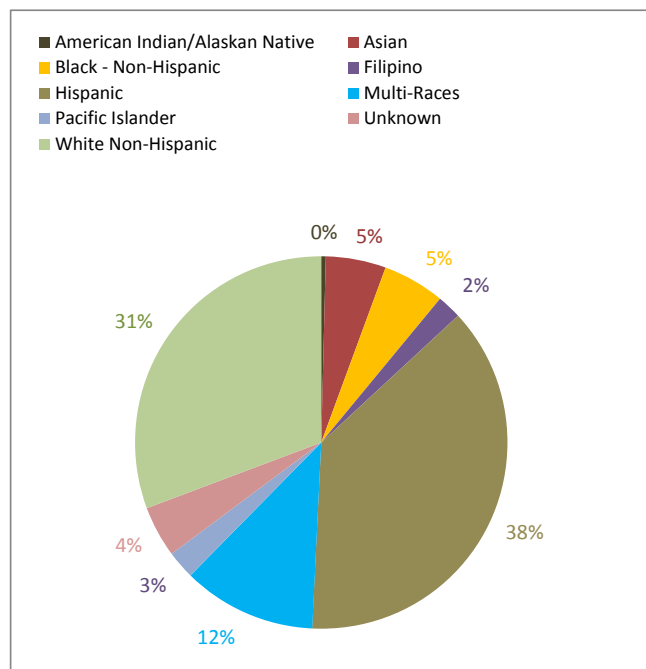
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	American Indian/Alaskan Native			4	7	7
	Asian			86	90	94
	Black - Non-Hispanic			81	79	97
	Filipino			33	41	38
	Hispanic			533	630	679
	Multi-Races			75	133	209
	Pacific Islander			38	46	44
	Unknown			129	101	80
	White Non-Hispanic			501	514	554
	% American Indian/Alaskan Native			0%	0%	0%
	% Asian			6%	5%	5%
	% Black - Non-Hispanic			5%	5%	5%
	% Filipino			2%	2%	2%
	% Hispanic			36%	38%	38%
	% Multi-Races			5%	8%	12%
	% Pacific Islander			3%	3%	2%
	% Unknown			9%	6%	4%
	% White Non-Hispanic			34%	31%	31%

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

Spring 2010



Spring 2012



Some questions to get you thinking:

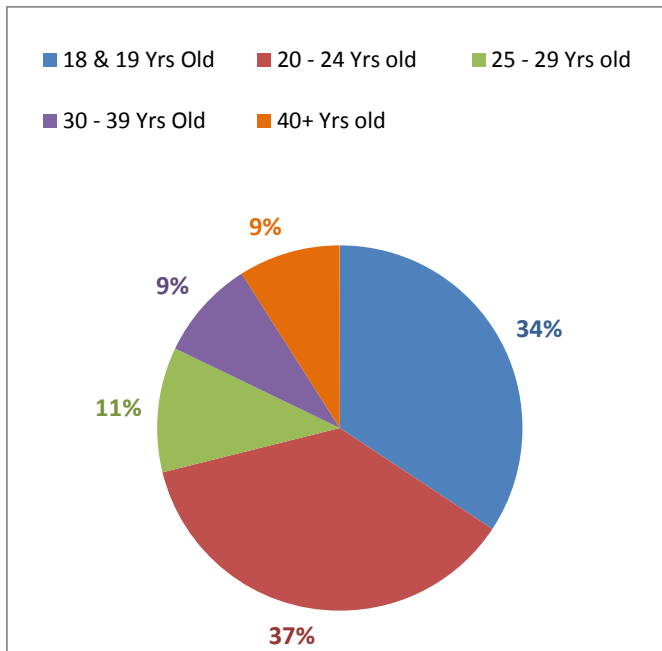
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Table 7. Student Demographics - Gender & Age

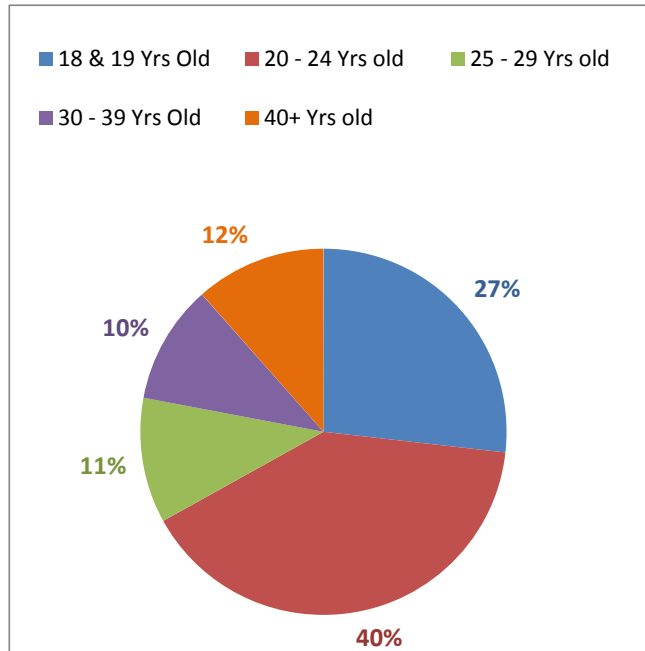
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	Female	618	762	821	887	1022
	Male	522	586	630	721	750
	18 & 19 Yrs Old	369	413	401	406	444
	20 - 24 Yrs old	396	465	536	642	665
	25 - 29 Yrs old	119	131	138	175	183
	30 - 39 Yrs Old	95	104	120	138	174
	40+ Yrs old	97	152	145	159	191
	% Female	52%	55%	55%	54%	57%
	% Male	44%	43%	43%	44%	42%
	% 18 & 19 Yrs Old	31%	30%	27%	25%	25%
	% 20 - 24 Yrs old	34%	34%	36%	39%	37%
	% 25 - 29 Yrs old	10%	10%	9%	11%	10%
	% 30 - 39 Yrs Old	8%	8%	8%	8%	10%
	% 40+ Yrs old	8%	11%	10%	10%	11%

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

Spring 2008



Spring 2012



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?

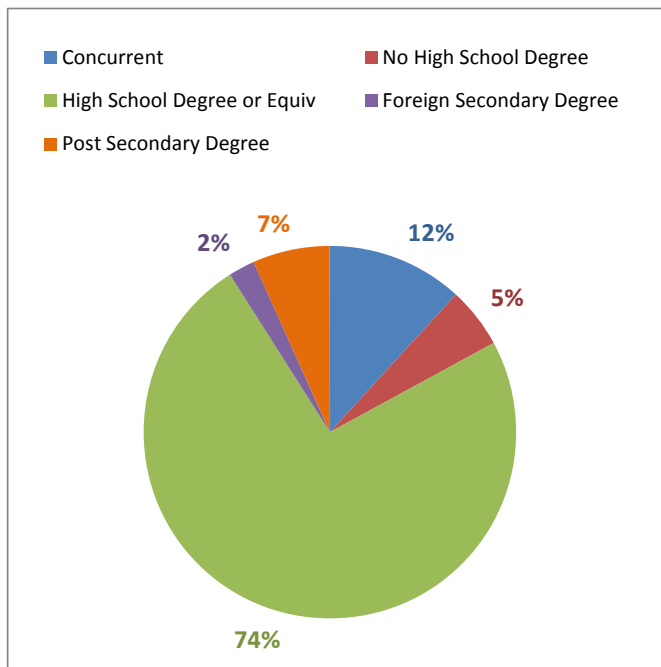
Table 8. Student Education Attainment Level

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MATH	Concurrent	139	134	183	155	173
	No High School Degree	62	79	86	119	91
	High School Degree or Equiv	871	1053	1079	1218	1369
	Foreign Secondary Degree	27	37	41	61	74
	Post Secondary Degree	79	69	85	84	95
	% Concurrent Enrollment	12%	10%	12%	9%	10%
	% No High School Degree	5%	6%	6%	7%	5%
	% High School Degree or Equiv	74%	76%	73%	74%	76%
	% Foreign Secondary Degree	2%	3%	3%	4%	4%
	% Post Secondary Degree	7%	5%	6%	5%	5%

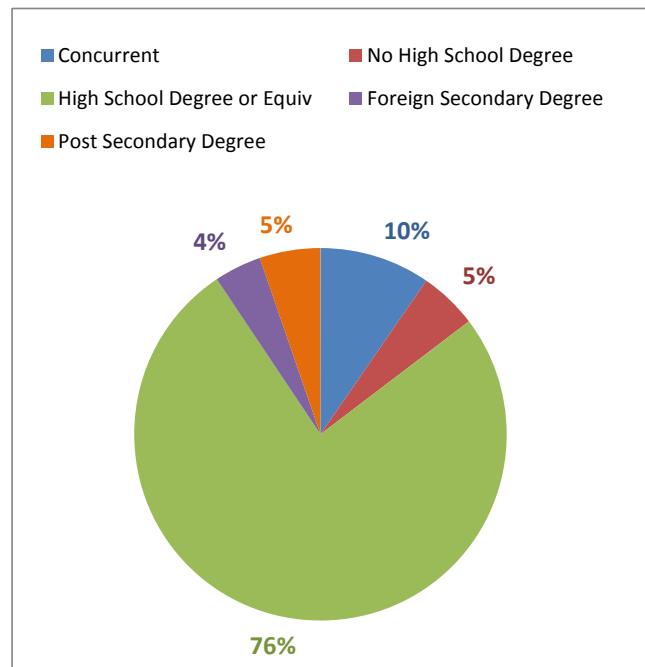
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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

Spring 2008



Spring 2012



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?