

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
MEDA	Student Headcount	205	226	253	263	247
	Total Course Enrollments	606	766	799	795	795
	# of Course Offerings	29	28	28	29	31
	# of Section Offerings	31	31	35	37	37
	Ave Enrollment per Section*	19.5	24.7	22.8	21.5	21.5

*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.

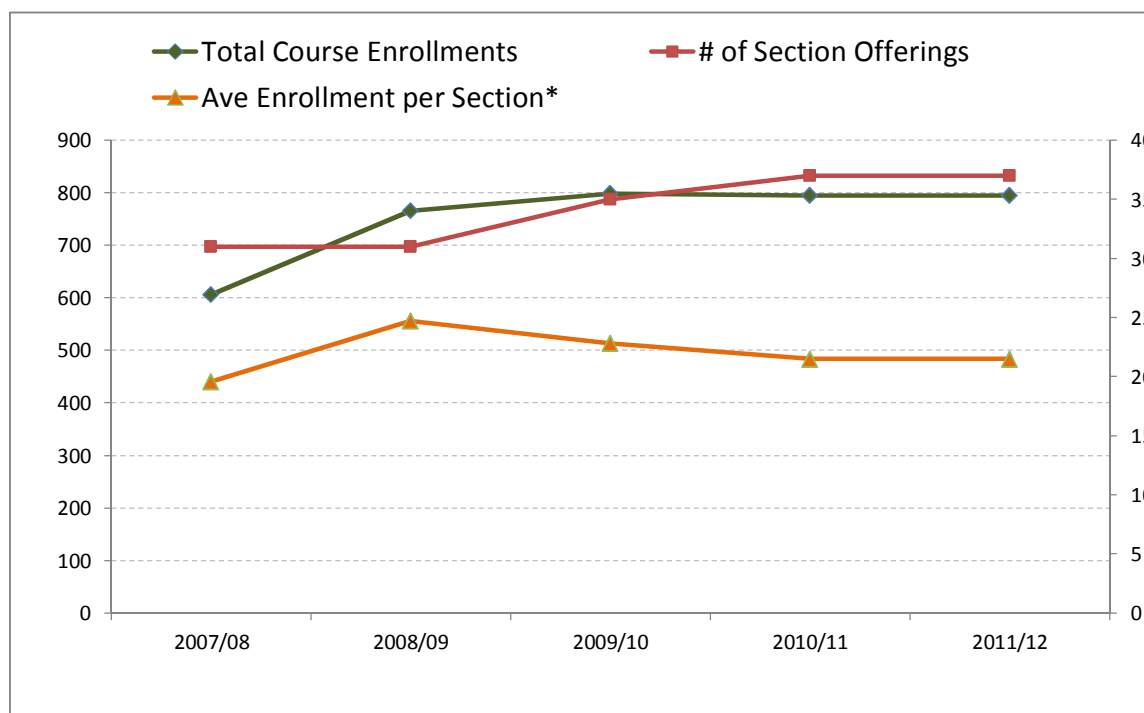
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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
MEDA	WSCH	1704	2219	2273	2065	1962
	FTES	56.8	74.0	75.8	68.8	65.4
	FTE	3.5	3.7	4.5	4.7	5.3
	Load*	490	603	507	441	371

*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.

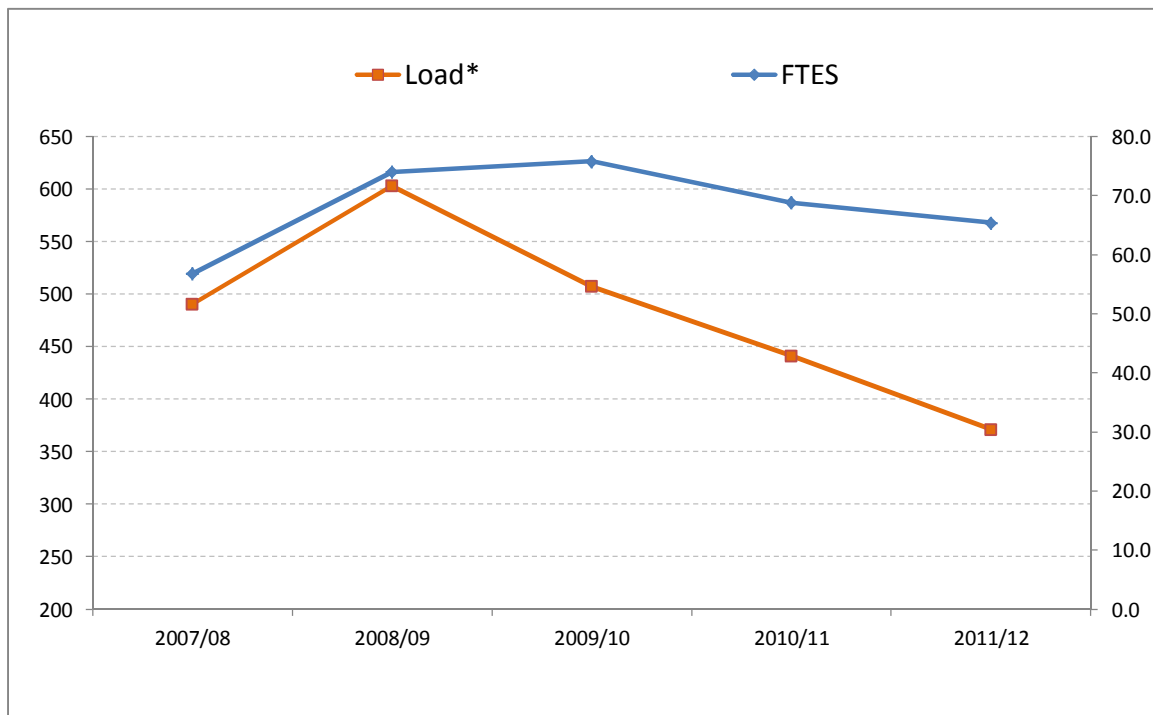
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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
MEDA	Success Rate*	75.0%	81.0%	80.0%	84.0%	82.0%
	Retention Rate*	79.0%	84.0%	82.0%	88.0%	88.0%
	Ave Units Attempted this Academic Year	8.5	9.4	9.3	9.2	10.2
	Ave Units Earned this Academic Year	6.32	7.5	7.53	7.52	8.47
	Ave Academic Year GPA	2.89	3.03	2.99	3.06	3.05
	Ave Cumulative GPA	2.93	2.95	2.93	2.96	2.93

*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



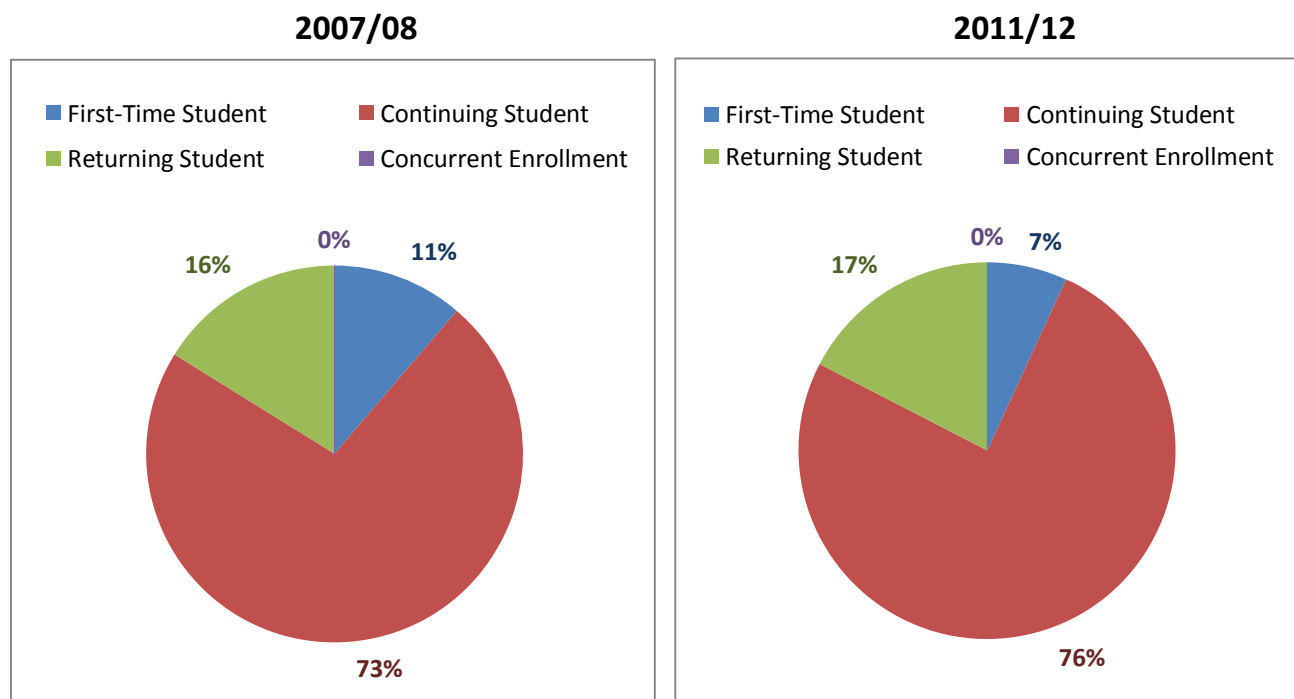
Some questions to get you thinking:

- * 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
MEDA	First-Time Student	23	23	40	21	17
	Continuing Student	148	152	170	208	187
	Returning Student	33	49	40	32	43
	Concurrent Enrollment	0	2	3	2	0
	Percent First Time	11%	10%	16%	8%	7%
	Percent Continuing	72%	67%	67%	79%	76%
	Percent Returning	16%	22%	16%	12%	17%
	Percent Concurrent	0%	1%	1%	1%	0%

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.



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?

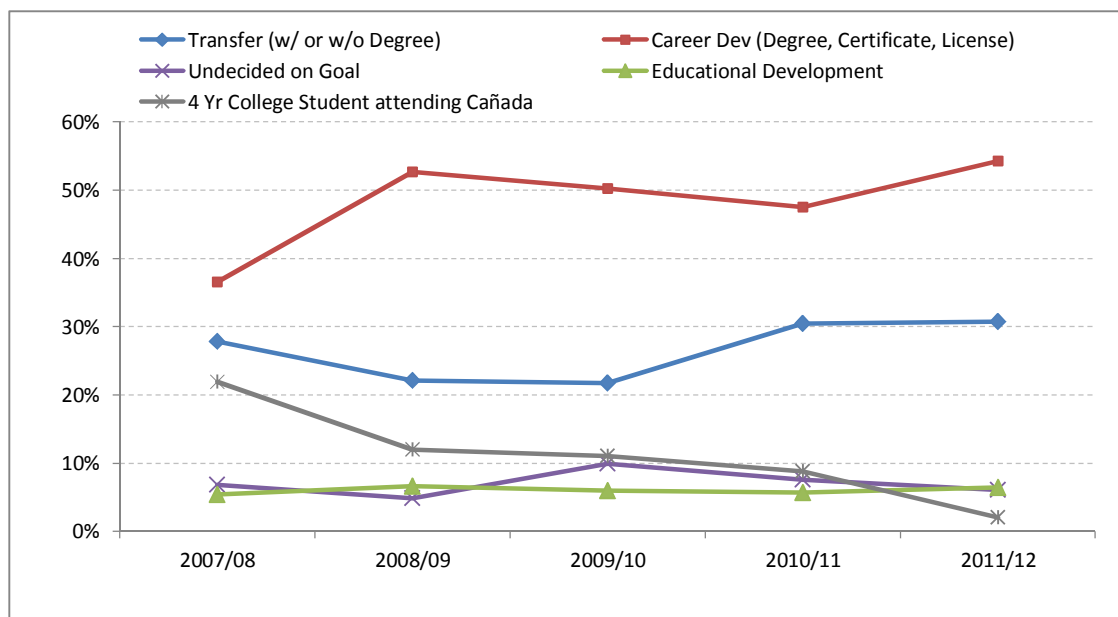
Table 5. Student Goal Orientation

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
MEDA	Transfer (w/ or w/o Degree)	57	50	55	80	76
	Career Dev (Degree, Certificate, License)	75	119	127	125	134
	Educational Development	11	15	15	15	16
	4 Yr College Student attending Cañada	45	27	28	23	5
	Undecided on Goal	14	11	25	20	15
	% Transfer (w/ or w/o Degree)	28%	22%	22%	30%	31%
	% Career Dev (Degree, Certificate, License)	37%	53%	50%	48%	54%
	% Educational Development	5%	7%	6%	6%	6%
	% 4 Yr College Student attending Cañada	22%	12%	11%	9%	2%
	% Undecided on Goal	7%	5%	10%	8%	6%

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:

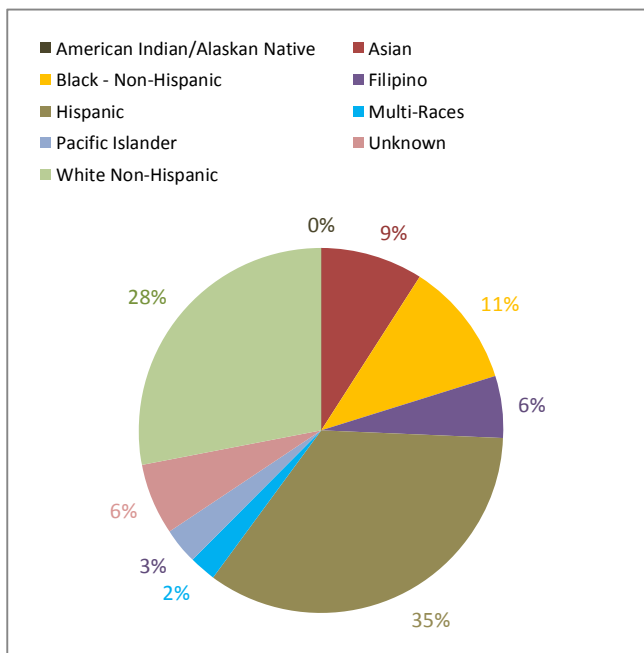
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Table 6. Student Demographics - Ethnicity

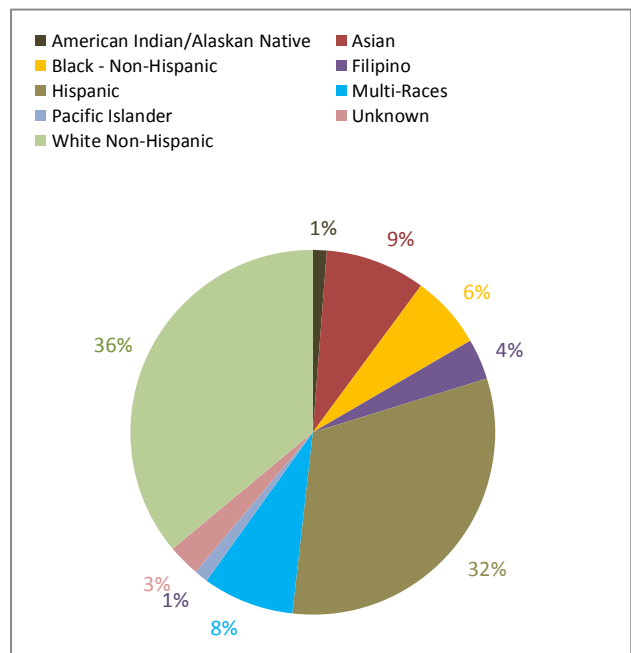
Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
MEDA	American Indian/Alaskan Native		1	0	2	3
	Asian		22	23	20	22
	Black - Non-Hispanic		20	28	17	16
	Filipino		16	14	16	9
	Hispanic		86	87	85	78
	Multi-Races		1	6	13	20
	Pacific Islander		7	8	9	3
	Unknown		16	16	15	7
	White Non-Hispanic		57	71	86	89
	% American Indian/Alaskan Native		0%	0%	1%	1%
	% Asian		10%	9%	8%	9%
	% Black - Non-Hispanic		9%	11%	6%	6%
	% Filipino		7%	6%	6%	4%
	% Hispanic		38%	34%	32%	32%
	% Multi-Races		0%	2%	5%	8%
	% Pacific Islander		3%	3%	3%	1%
	% Unknown		7%	6%	6%	3%
	% White Non-Hispanic		25%	28%	33%	36%

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

2009/10



2011/12



Some questions to get you thinking:

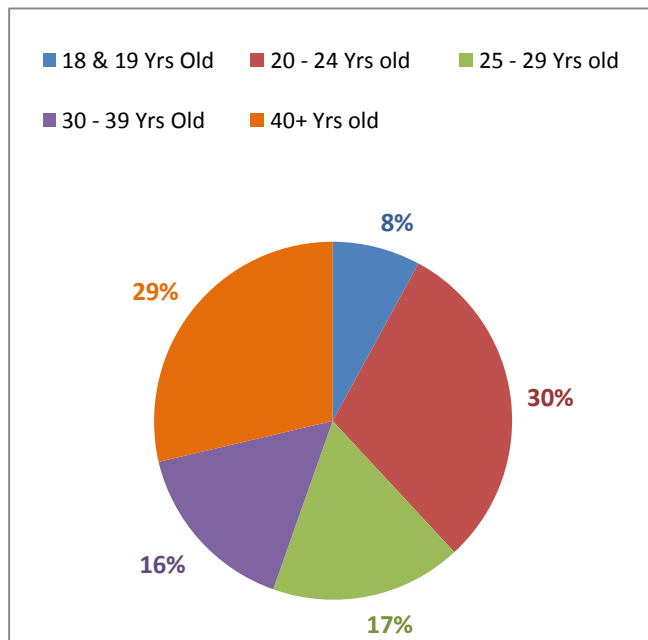
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Table 7. Student Demographics - Gender & Age

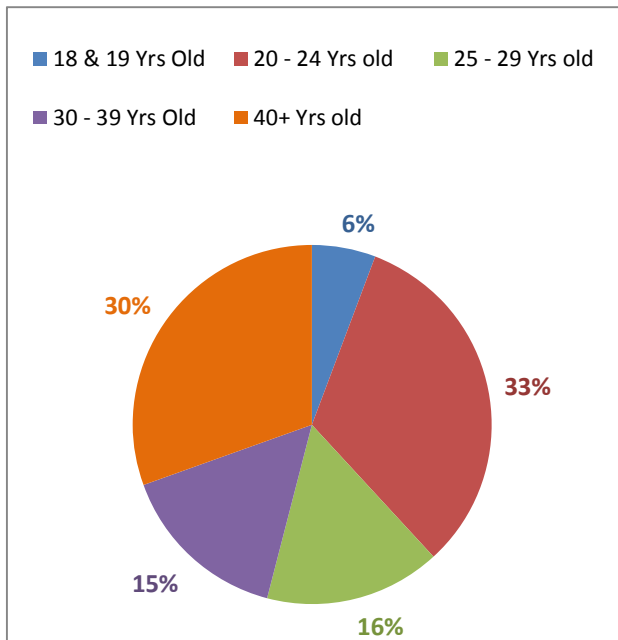
Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
MEDA	Female	175	195	212	219	209
	Male	25	26	37	39	32
	18 & 19 Yrs Old	16	14	22	10	14
	20 - 24 Yrs old	61	76	61	79	80
	25 - 29 Yrs old	35	33	31	40	39
	30 - 39 Yrs Old	32	31	47	49	38
	40+ Yrs old	58	69	89	83	75
	% Female	85%	86%	84%	83%	85%
	% Male	12%	12%	15%	15%	13%
	% 18 & 19 Yrs Old	8%	6%	9%	4%	6%
	% 20 - 24 Yrs old	30%	34%	24%	30%	32%
	% 25 - 29 Yrs old	17%	15%	12%	15%	16%
	% 30 - 39 Yrs Old	16%	14%	19%	19%	15%
	% 40+ Yrs old	28%	31%	35%	32%	30%

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?

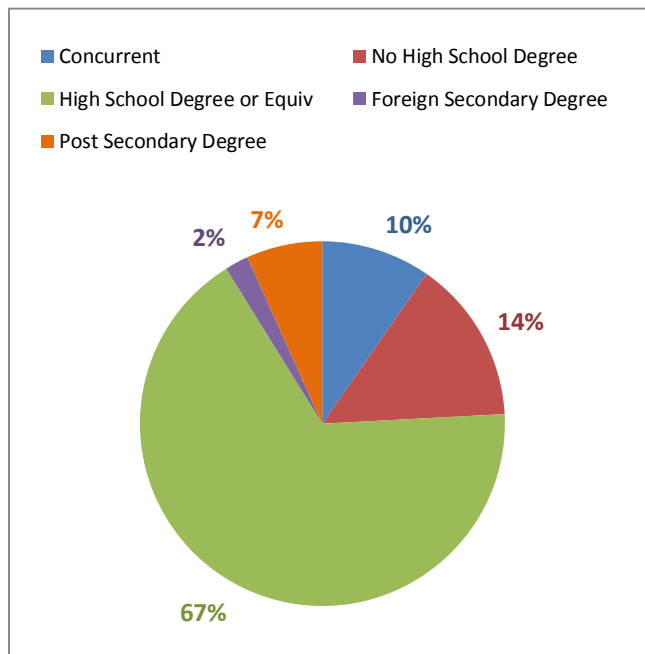
Table 8. Student Education Attainment Level

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
MEDA	Concurrent	219	221	306	277	257
	No High School Degree	328	342	450	468	399
	High School Degree or Equiv	1516	1689	1959	2144	2277
	Foreign Secondary Degree	47	63	61	94	103
	Post Secondary Degree	153	139	179	185	171
	% Concurrent Enrollment	107%	98%	121%	105%	104%
	% No High School Degree	160%	151%	178%	178%	162%
	% High School Degree or Equiv	740%	747%	774%	815%	922%
	% Foreign Secondary Degree	23%	28%	24%	36%	42%
	% Post Secondary Degree	75%	62%	71%	70%	69%

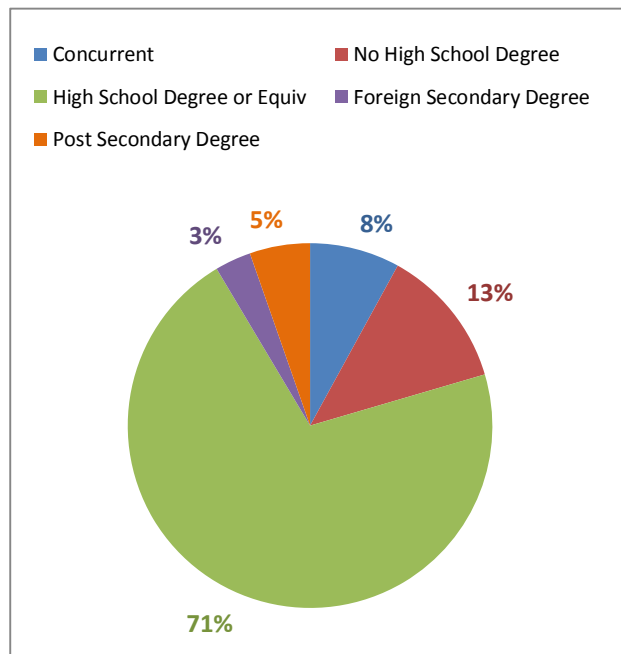
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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?