

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	Student Headcount	134	145	183	181	174
	Total Course Enrollments	328	399	411	389	446
	# of Course Offerings	14	14	14	14	15
	# of Section Offerings	15	16	18	18	20
	Ave Enrollment per Section*	21.9	24.9	22.8	21.6	22.3

*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.

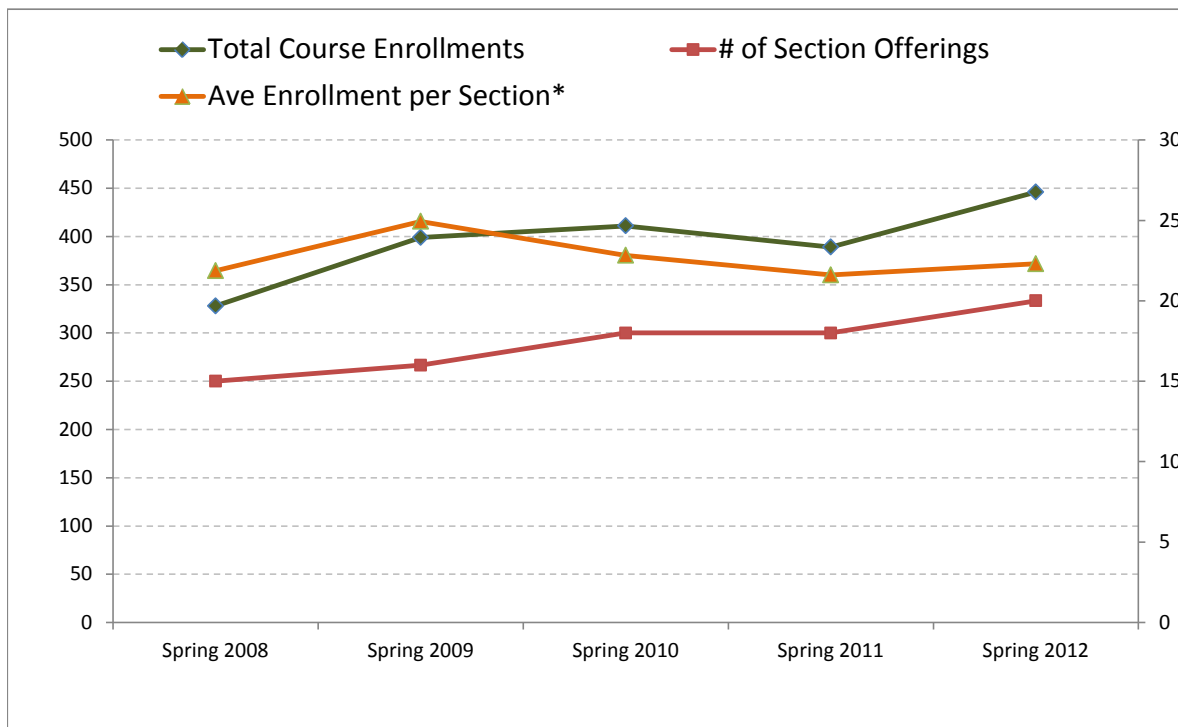
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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?

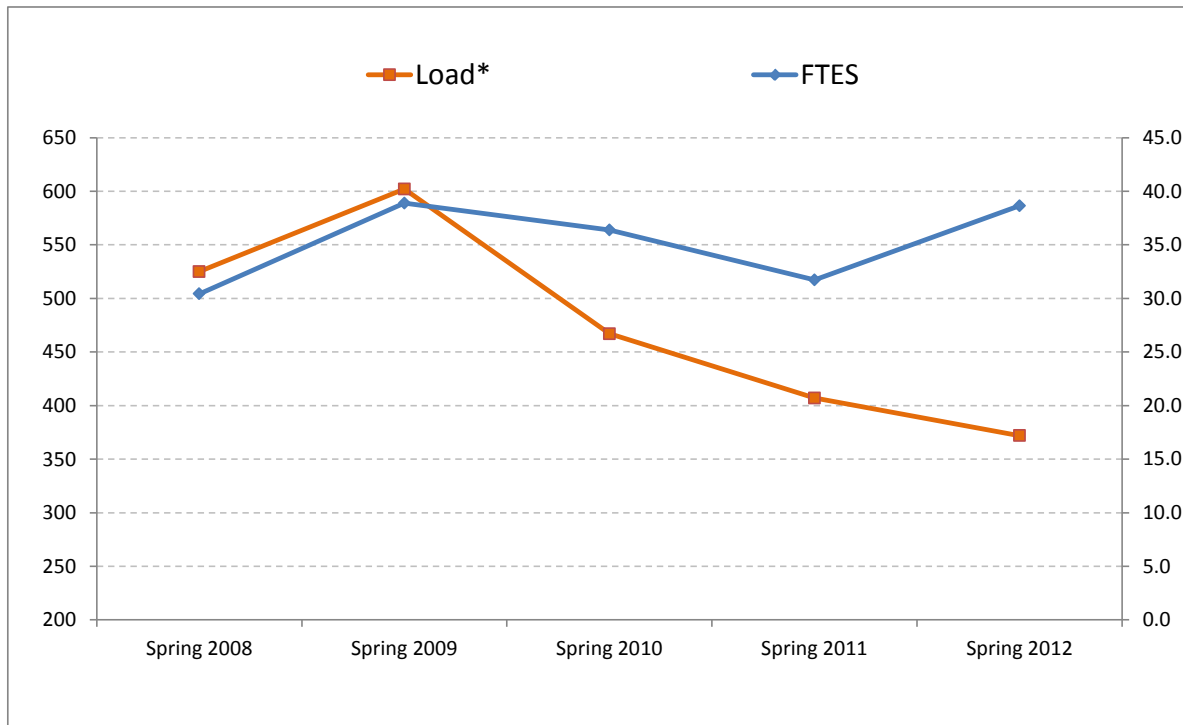
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	WSCH	913	1167	1092	951	1159
	FTES	30.4	38.9	36.4	31.7	38.7
	FTE	1.74	1.94	2.34	2.34	3.11
	Load*	525	602	467	407	372

***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
MEDA	Success Rate*	75.9%	82.2%	81.5%	81.7%	85.2%
	Retention Rate*	79.0%	85.0%	83.0%	86.1%	90.8%
	Ave Units Attempted this Term	8.8	10.1	8.8	9.3	11.4
	Ave Units Earned this Term	6.5	8.1	7.2	7.2	9.6
	Ave Term GPA	2.98	3.15	3.07	2.96	3.13
	Ave Cumulative GPA	2.98	2.99	2.98	2.88	2.94

*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.

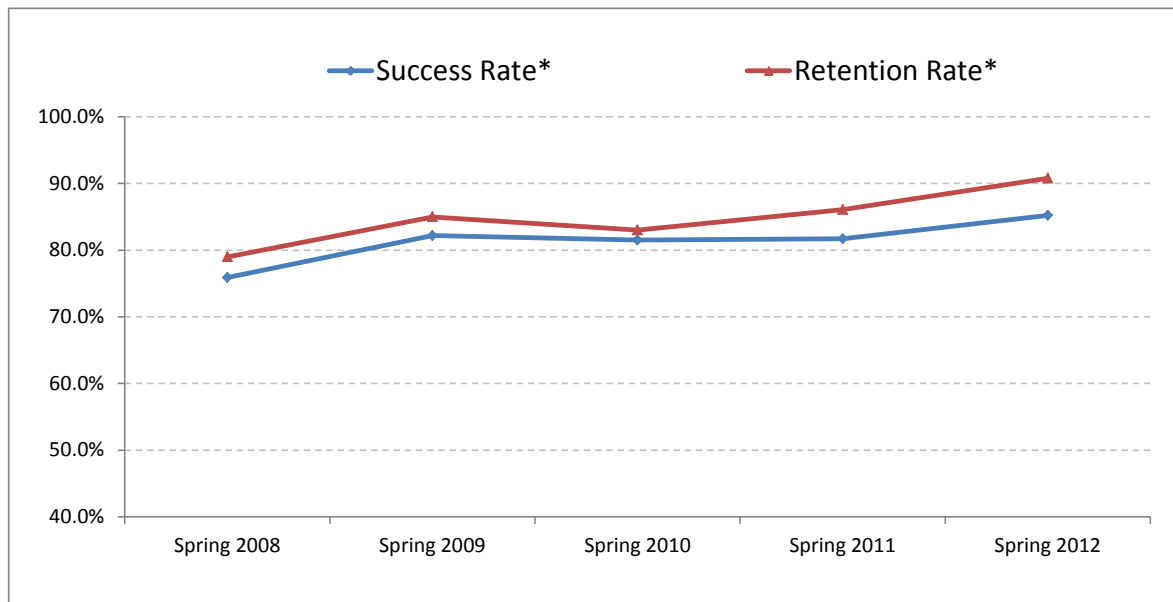
Ave Units Attempted this Term is the average number of units associated with students enrollment for the term after the add/drop deadline.

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:

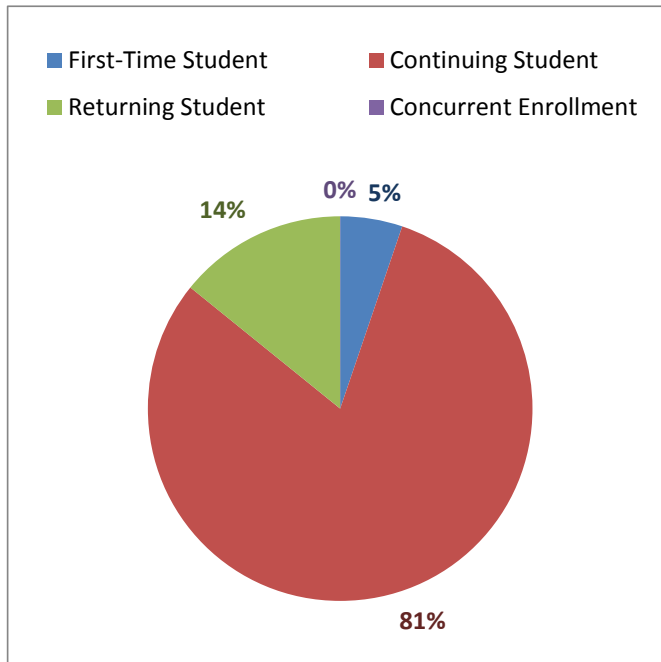
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes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

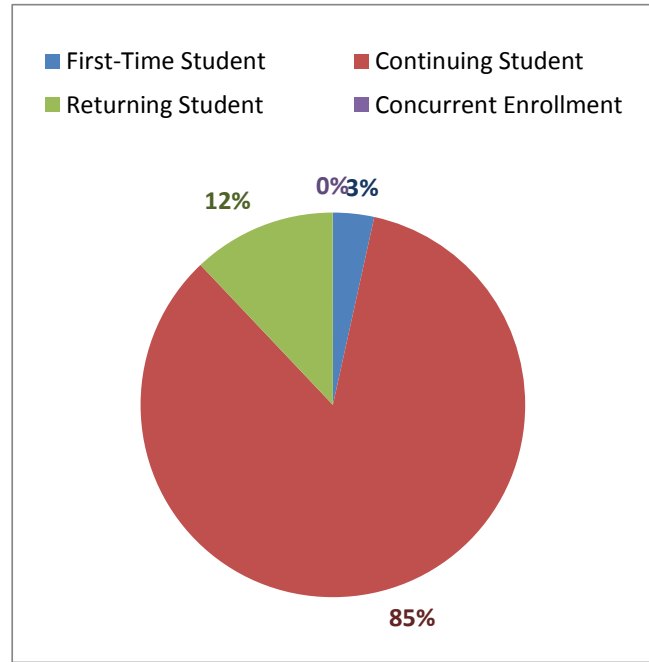
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	First-Time Student	7	9	21	7	6
	Continuing Student	108	108	144	157	147
	Returning Student	19	26	16	16	21
	Concurrent Enrollment	0	2	2	1	0
	Percent First Time	5%	6%	11%	4%	3%
	Percent Continuing	81%	74%	79%	87%	84%
	Percent Returning	14%	18%	9%	9%	12%
	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 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?

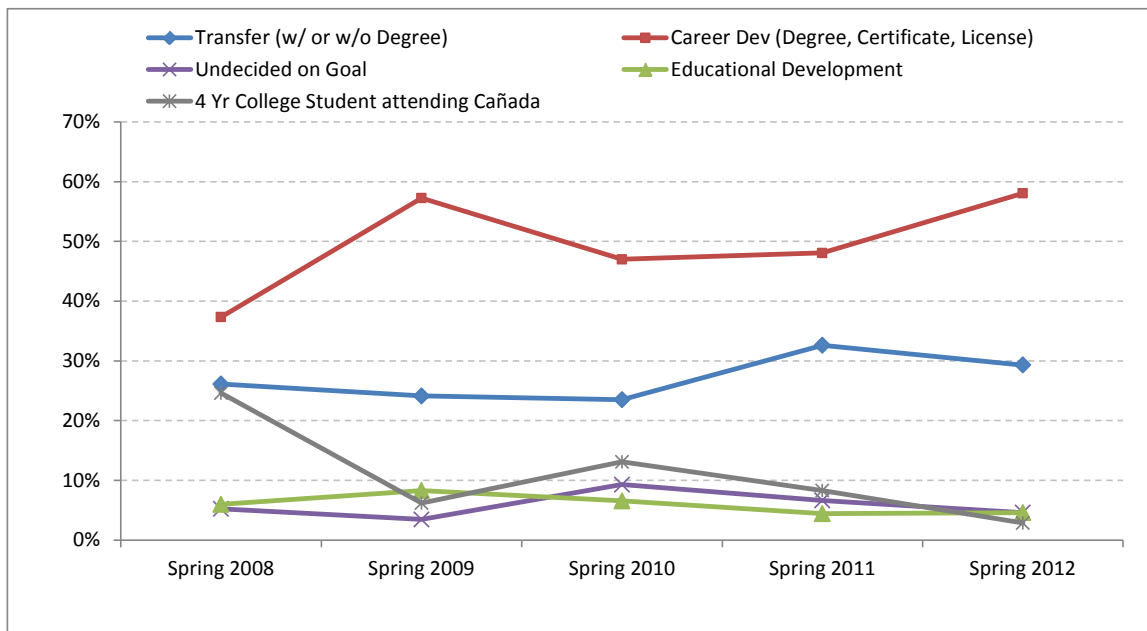
Table 5. Student Goal Orientation

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	Transfer (w/ or w/o Degree)	35	35	43	59	51
	Career Dev (Degree, Certificate, License)	50	83	86	87	101
	Educational Development	8	12	12	8	8
	4 Yr College Student attending Cañada	33	9	24	15	5
	Undecided on Goal	7	5	17	12	8
	% Transfer (w/ or w/o Degree)	26%	24%	23%	33%	29%
	% Career Dev (Degree, Certificate, License)	37%	57%	47%	48%	58%
	% Educational Development	6%	8%	7%	4%	5%
	% 4 Yr College Student attending Cañada	25%	6%	13%	8%	3%
	% Undecided on Goal	5%	3%	9%	7%	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 also includes some degree seeking students.

Student Goal Orientation



Some questions to get you thinking:

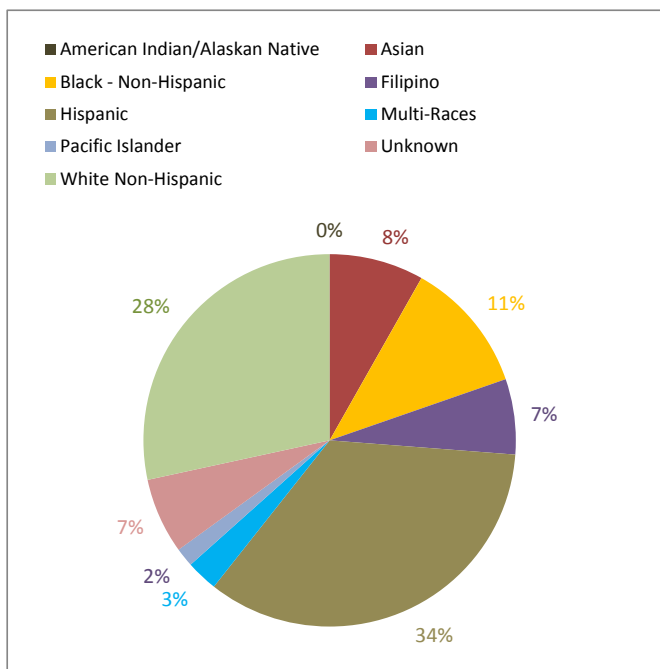
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Table 6. Student Demographics - Ethnicity

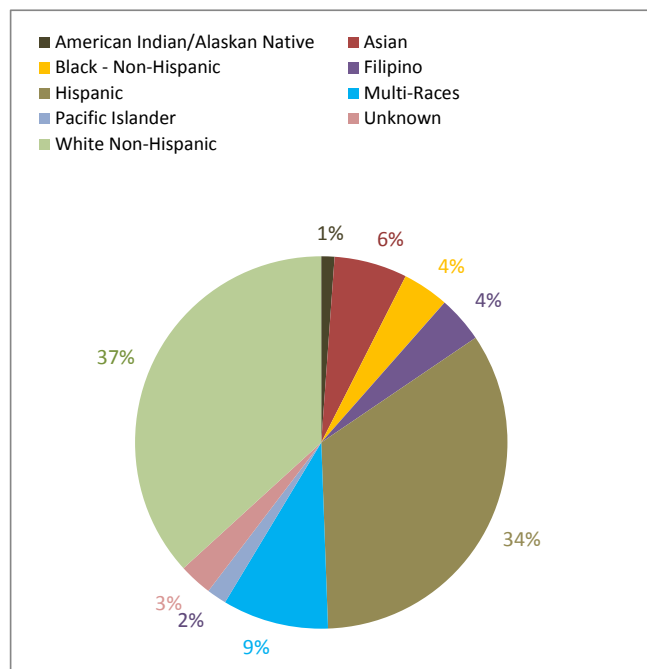
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	American Indian/Alaskan Native			0	2	2
	Asian			15	14	11
	Black - Non-Hispanic			21	13	7
	Filipino			12	10	7
	Hispanic			63	59	59
	Multi-Races			5	9	16
	Pacific Islander			3	6	3
	Unknown			12	8	5
	White Non-Hispanic			52	60	64
	% American Indian/Alaskan Native			0%	1%	1%
	% Asian			8%	8%	6%
	% Black - Non-Hispanic			11%	7%	4%
	% Filipino			7%	6%	4%
	% Hispanic			34%	33%	34%
	% Multi-Races			3%	5%	9%
	% Pacific Islander			2%	3%	2%
	% Unknown			7%	4%	3%
	% White Non-Hispanic			28%	33%	37%

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

Spring 2010



Spring 2012



Some questions to get you thinking:

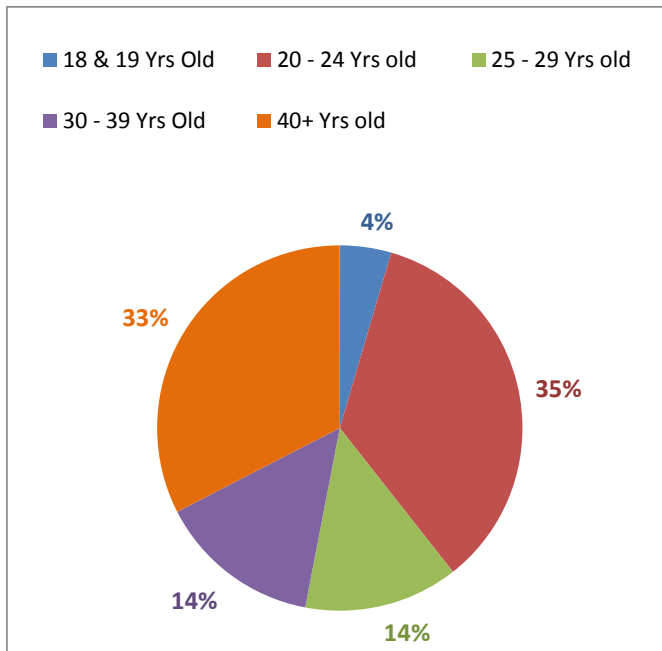
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Table 7. Student Demographics - Gender & Age

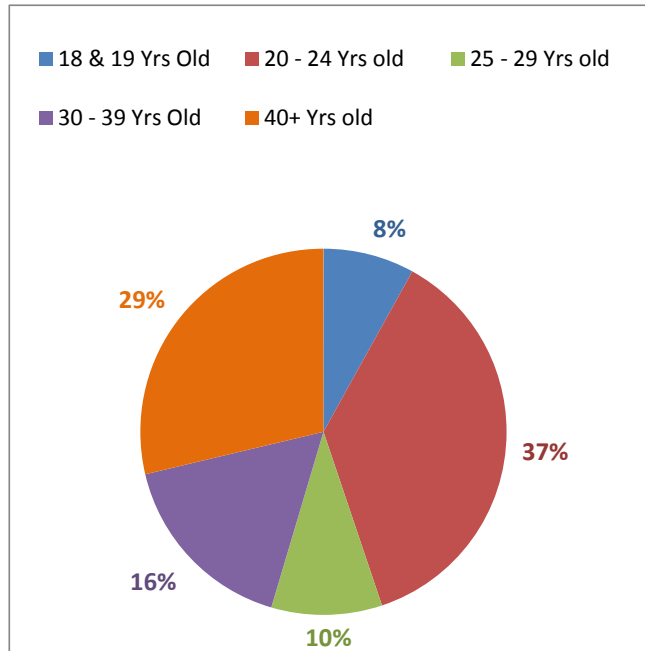
Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	Female	111	129	154	156	150
	Male	19	12	26	23	22
	18 & 19 Yrs Old	6	10	15	7	14
	20 - 24 Yrs old	46	43	47	66	64
	25 - 29 Yrs old	18	17	18	19	17
	30 - 39 Yrs Old	19	23	29	34	29
	40+ Yrs old	43	51	72	55	50
	% Female	83%	89%	84%	86%	86%
	% Male	14%	8%	14%	13%	13%
	% 18 & 19 Yrs Old	4%	7%	8%	4%	8%
	% 20 - 24 Yrs old	34%	30%	26%	36%	37%
	% 25 - 29 Yrs old	13%	12%	10%	10%	10%
	% 30 - 39 Yrs Old	14%	16%	16%	19%	17%
	% 40+ Yrs old	32%	35%	39%	30%	29%

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?

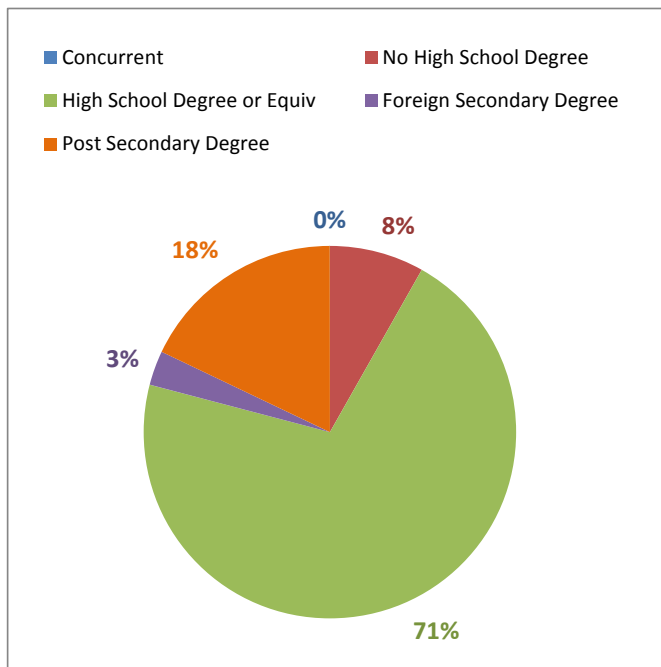
Table 8. Student Education Attainment Level

Department	Metric	Term				
		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
MEDA	Concurrent	0	2	2	1	0
	No High School Degree	11	7	12	7	8
	High School Degree or Equiv	95	93	110	117	115
	Foreign Secondary Degree	4	2	4	5	6
	Post Secondary Degree	24	41	54	51	45
	% Concurrent Enrollment	0%	1%	1%	1%	0%
	% No High School Degree	8%	5%	7%	4%	5%
	% High School Degree or Equiv	71%	64%	60%	65%	66%
	% Foreign Secondary Degree	3%	1%	2%	3%	3%
	% Post Secondary Degree	18%	28%	30%	28%	26%

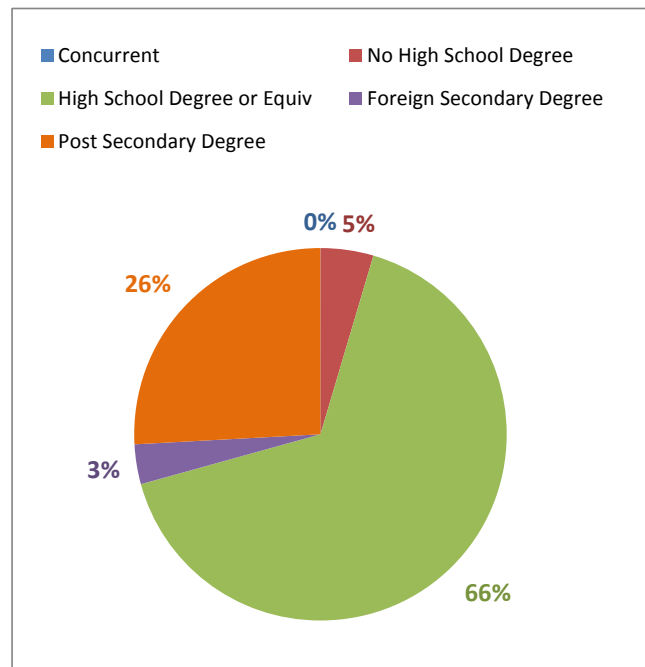
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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?