

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	Unique Headcount	242	262	291	294	293
	Total Course Enrollments	256	325	401	387	369
	# of Course Offerings	11	14	15	15	14
	# of Section Offerings	12	16	18	18	18
	Ave Enrollment per Section*	21.3	20.3	22.3	21.5	20.5

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

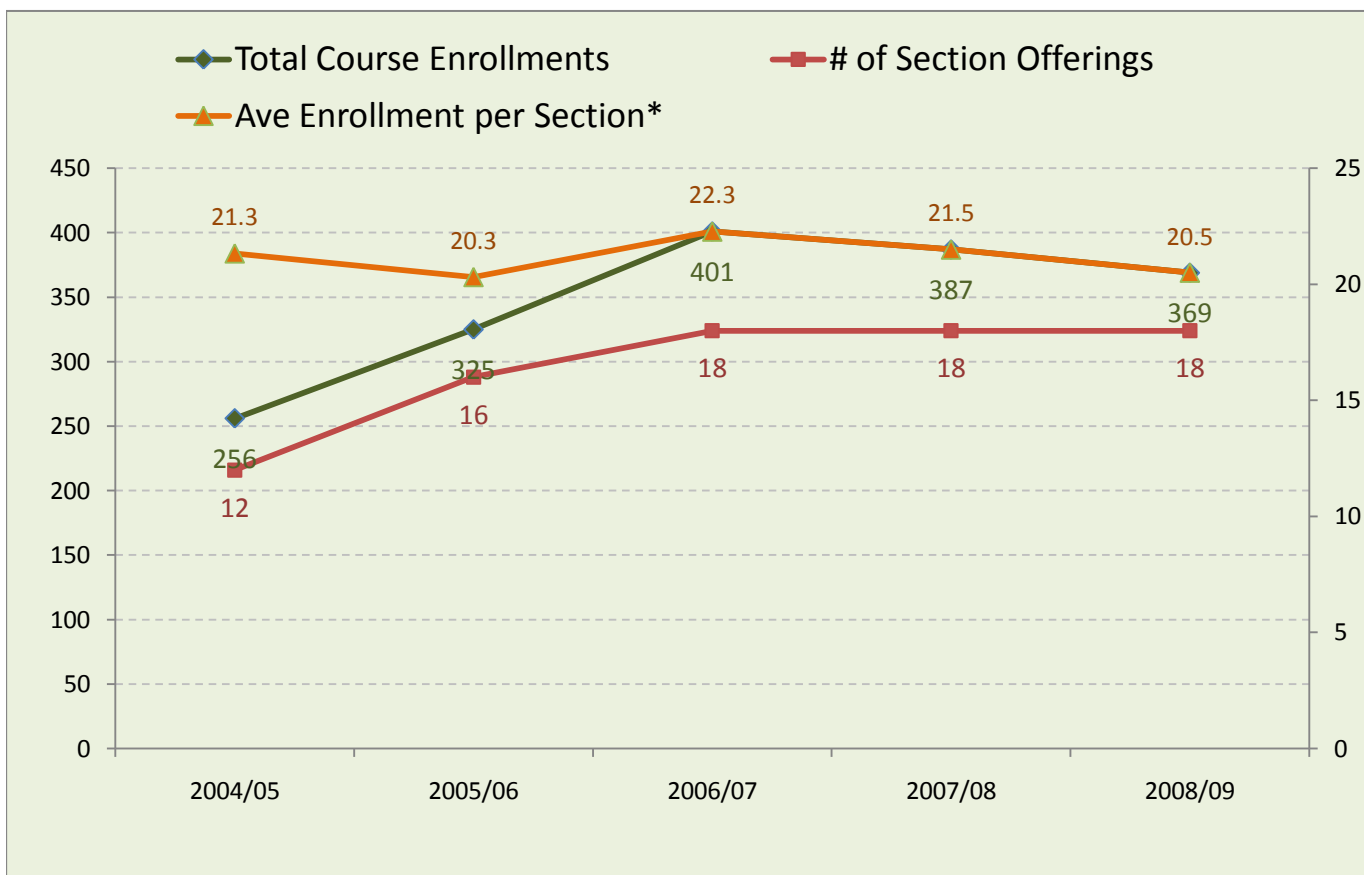
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

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				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	WSCH	2013	2677	2950	3072	2890
	FTES	67.1	89.2	98.3	102.4	96.3
	FTE	4.4	5.28	5.96	5.28	5.47
	Load*	458	507	495	582	529

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

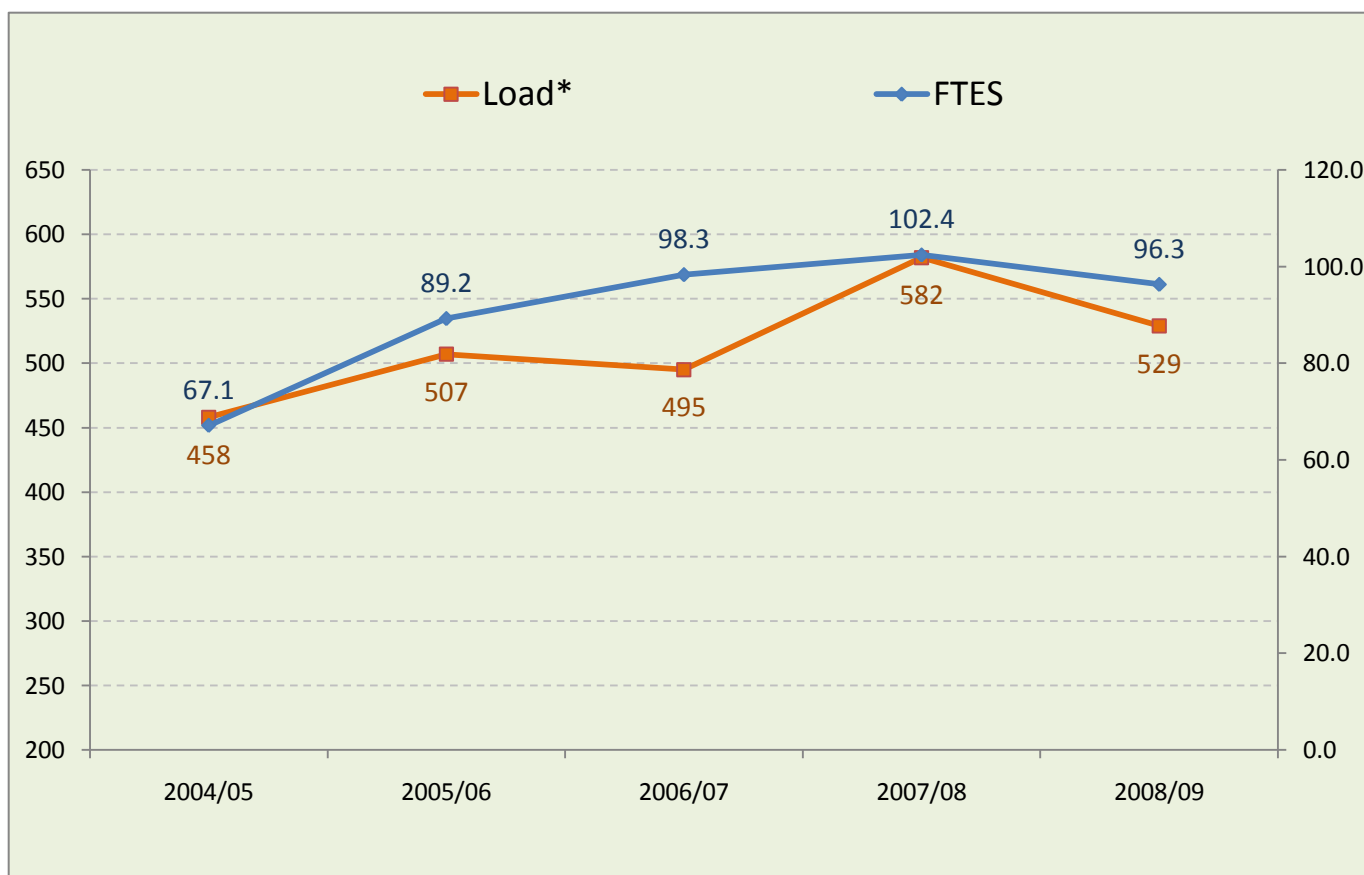
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	Success Rate*	71.9%	83.4%	83.3%	85.0%	77.8%
	Retention Rate*	82.4%	88.6%	89.8%	90.7%	85.4%
	Ave Units Attempted this Academic Yea	7.69	8.97	9.09	9.48	10.74
	Ave Units Earned this Academic Year	5.92	7.41	7.71	7.96	8.27
	Ave Academic Year GPA	2	2.84	2.94	2.97	2.63
	Ave Cumulative GPA	2.64	2.99	3.1	3.13	2.94

*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 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:

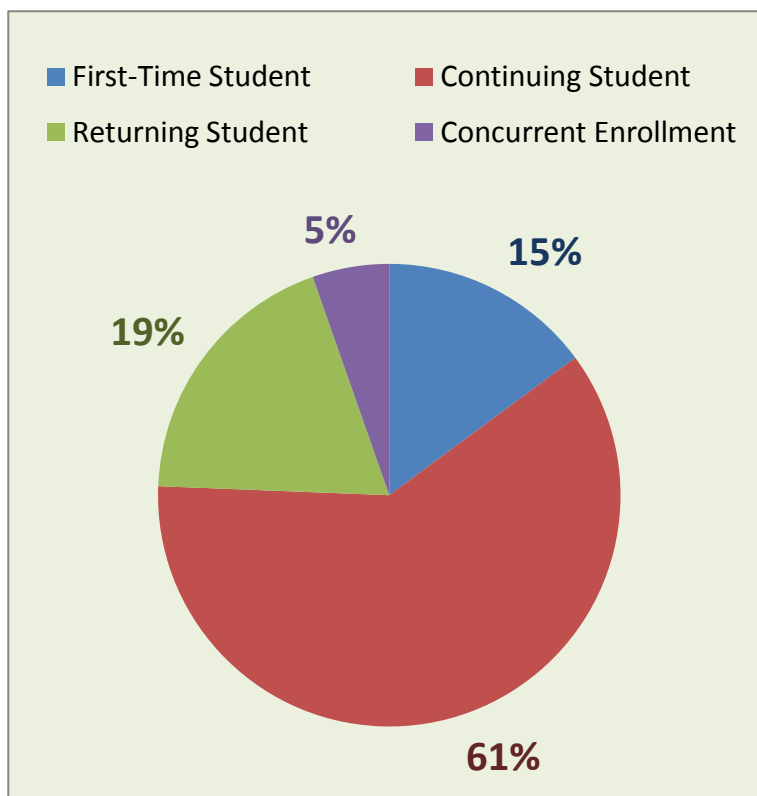
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes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

Student Enrollment Status Profile

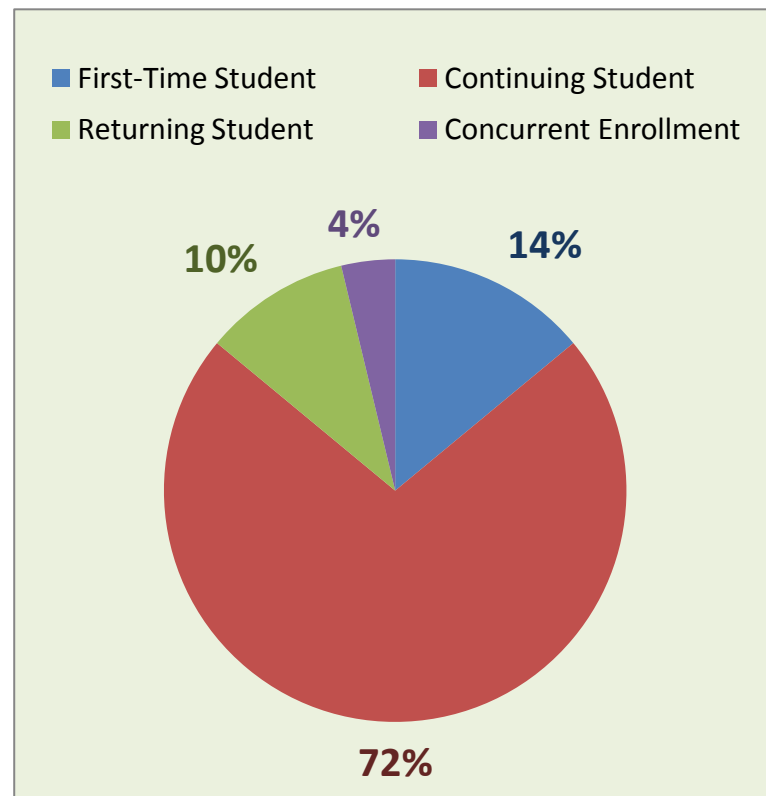
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	First-Time Student	36	49	37	34	41
	Continuing Student	147	171	186	189	211
	Returning Student	46	28	36	29	30
	Concurrent Enrollment	13	14	32	42	11
	Percent First Time	15%	19%	13%	12%	14%
	Percent Continuing	61%	65%	64%	64%	72%
	Percent Returning	19%	11%	12%	10%	10%
	Percent Concurrent	5%	5%	11%	14%	4%

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.

2004/05



2008/09



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

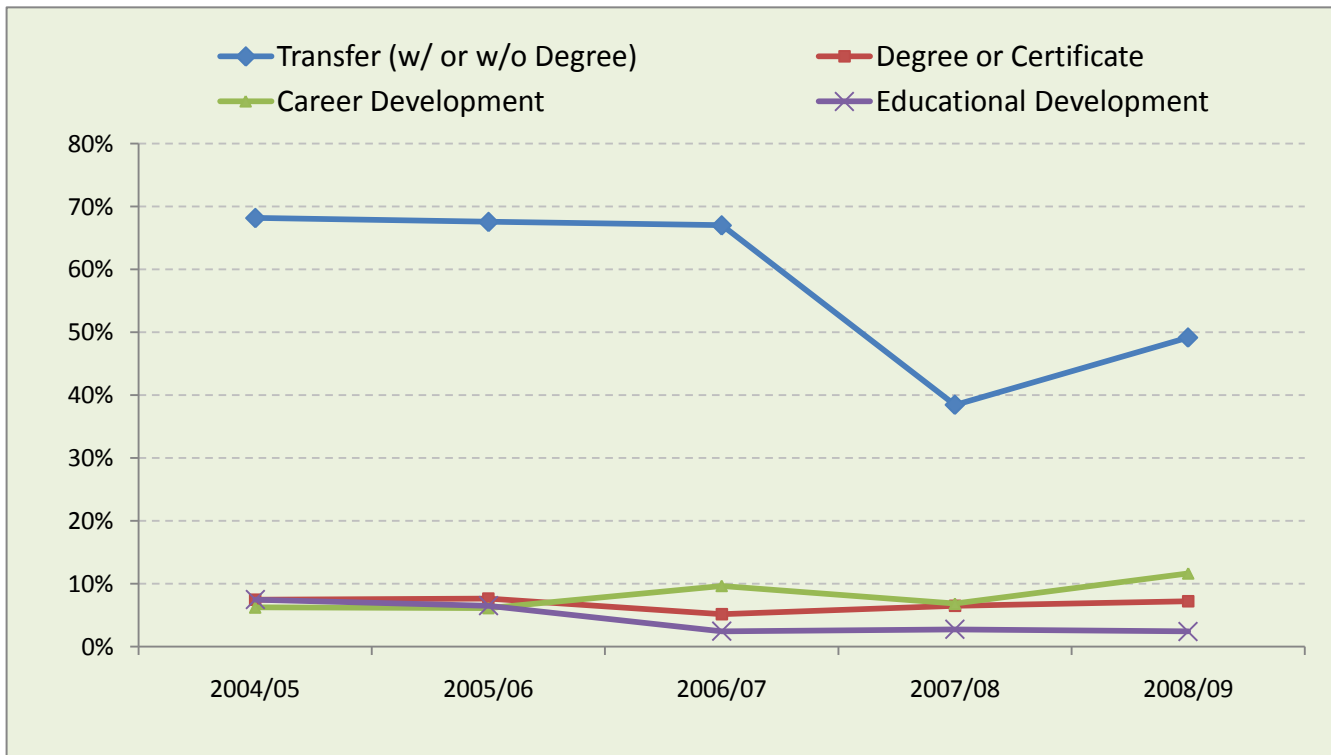
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	Transfer (w/ or w/o Degree)	165	177	195	113	144
	Degree or Certificate	18	20	15	19	21
	Career Development	15	16	28	20	34
	Educational Development	18	17	7	8	7
	Undecided	12	8	28	121	65
	Other Goal	14	24	18	11	18
	Percent Transfer	68%	68%	67%	38%	49%
	Percent Degree or Certificate	7%	8%	5%	6%	7%
	Percent Career Development	6%	6%	10%	7%	12%
	Percent Education Development	7%	6%	2%	3%	2%
	Percent Undecided	5%	3%	10%	41%	22%
	Percent Other	6%	9%	6%	4%	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 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:

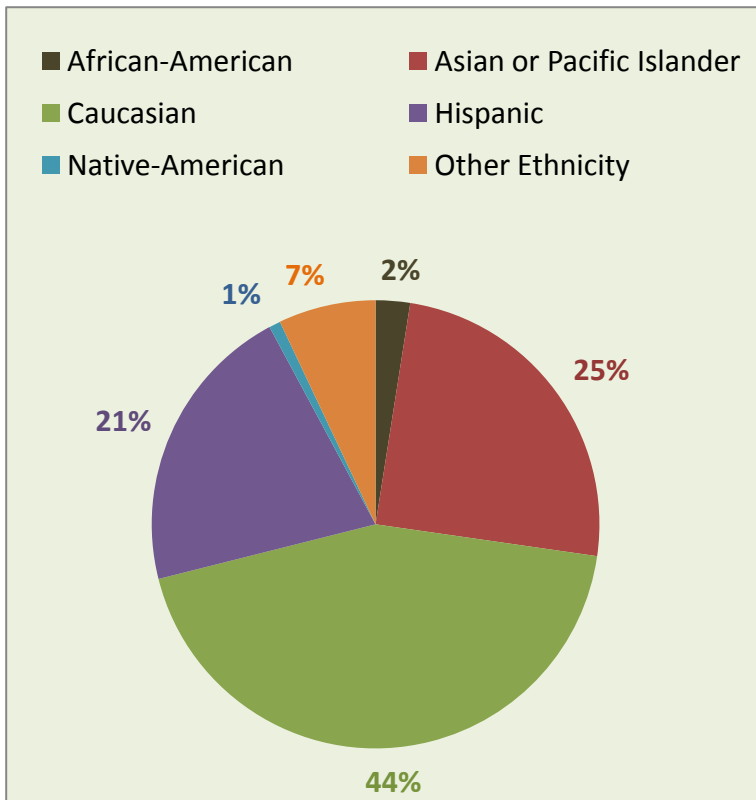
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college?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

Student Demographics - Ethnicity

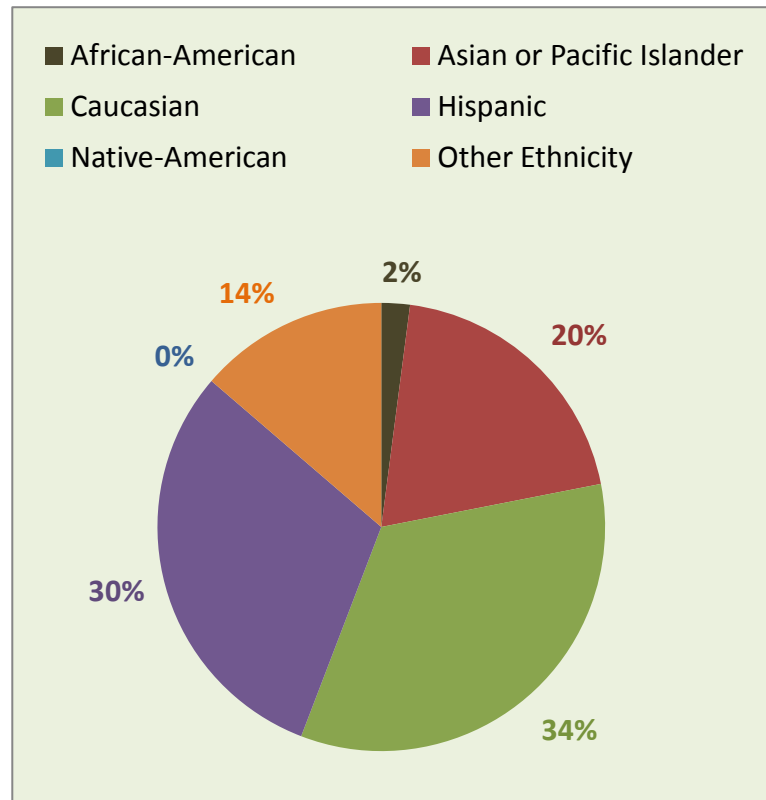
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	African-American	6	7	8	11	6
	Asian or Pacific Islander	60	69	88	75	58
	Caucasian	106	78	104	93	99
	Hispanic	51	78	68	71	89
	Native-American	2	2	1	4	0
	Other Ethnicity	17	27	22	39	40
	Percent African-American	2%	3%	3%	4%	2%
	Percent Asian or Pacific Islander	25%	26%	30%	26%	20%
	Percent Caucasian	44%	30%	36%	32%	34%
	Percent Hispanic	21%	30%	23%	24%	30%
	Percent Native-American	1%	1%	0%	1%	0%
	Percent Other Ethnicity	7%	10%	8%	13%	14%

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

2004/05



2008/09



Some questions to get you thinking:

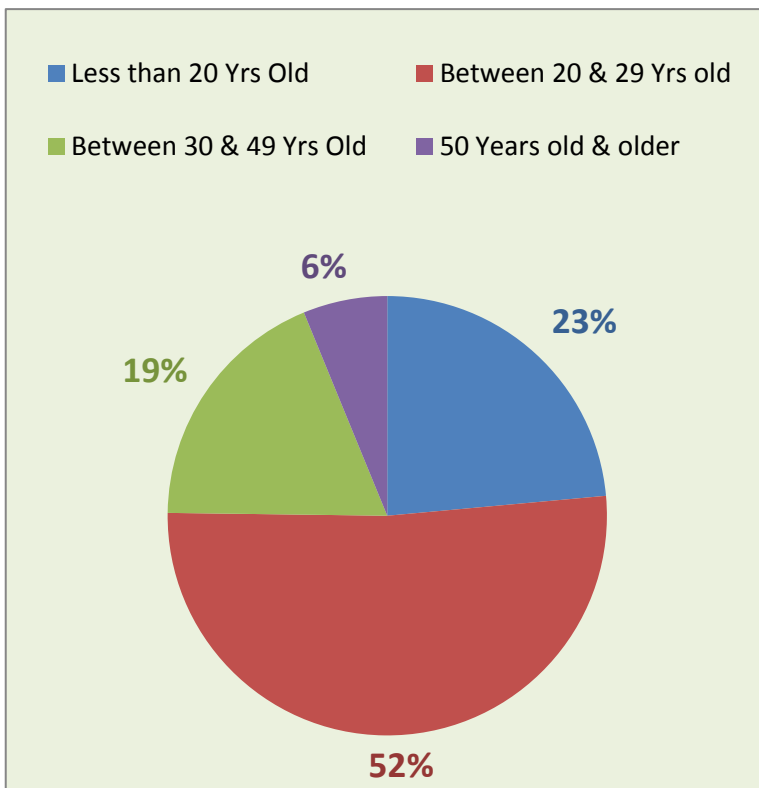
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average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

Student Demographics - Gender & Age

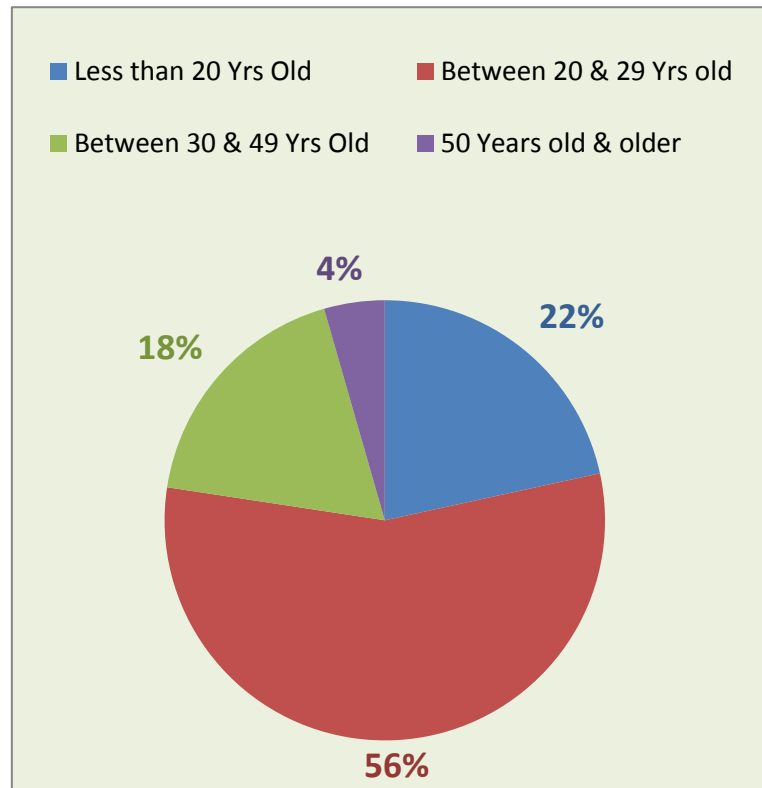
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	Female	135	157	173	170	172
	Male	106	101	114	115	110
	Less than 20 Yrs Old	57	52	73	77	63
	Between 20 & 29 Yrs old	125	158	154	150	163
	Between 30 & 49 Yrs Old	45	46	56	52	53
	50 Years old & older	15	5	8	14	13
	% Female	56%	60%	59%	58%	59%
	% Male	44%	39%	39%	39%	38%
	% Less than 20 yrs old	24%	20%	25%	26%	22%
	% Between 20 & 29 yrs old	52%	60%	53%	51%	56%
	% Between 30 and 49 yrs old	19%	18%	19%	18%	18%
	% 50 Years old & older	6%	2%	3%	5%	4%

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

2004/05



2008/09



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?

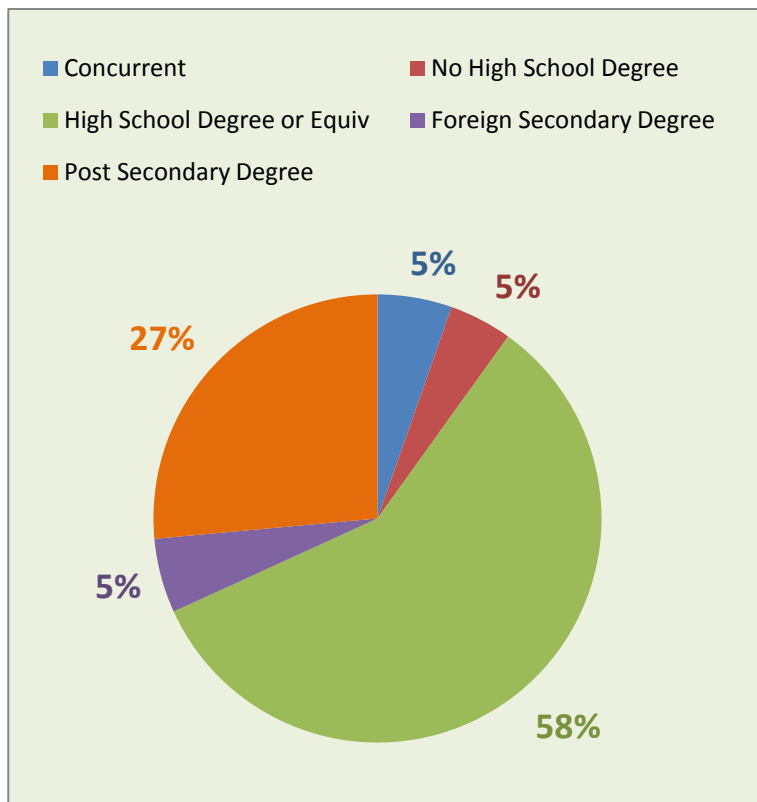
Student Education Attainment Level

Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CHEM	Concurrent	13	14	32	42	11
	No High School Degree	11	8	8	8	12
	High School Degree or Equiv	141	179	175	166	193
	Foreign Secondary Degree	13	8	13	12	9
	Post Secondary Degree	64	52	63	65	68
	% Concurrent Enrollment	5%	5%	11%	14%	4%
	% No High School Degree	5%	3%	3%	3%	4%
	% High School Degree or Equiv	58%	68%	60%	56%	66%
	% Foreign Secondary Degree	5%	3%	4%	4%	3%
	% Post Secondary Degree	26%	20%	22%	22%	23%

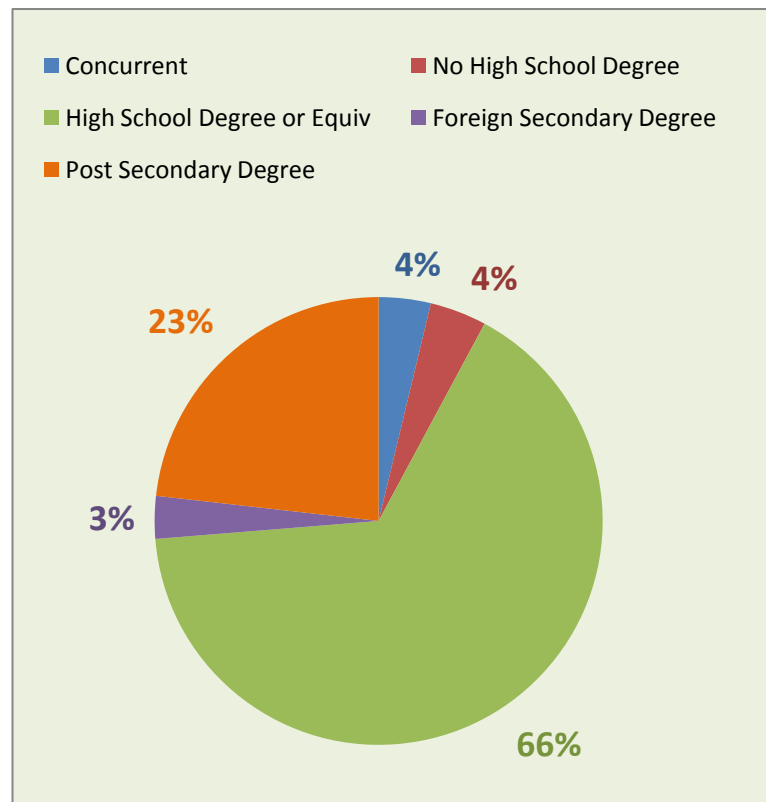
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2004/05



2008/09



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?