

## Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	Unique Headcount	472	1020	517	432	616
	Total Course Enrollments	512	1194	645	529	784
	# of Course Offerings	17	10	12	12	14
	# of Section Offerings	27	20	29	25	34
	Ave Enrollment per Section*	19.0	59.7	22.2	21.2	23.1

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

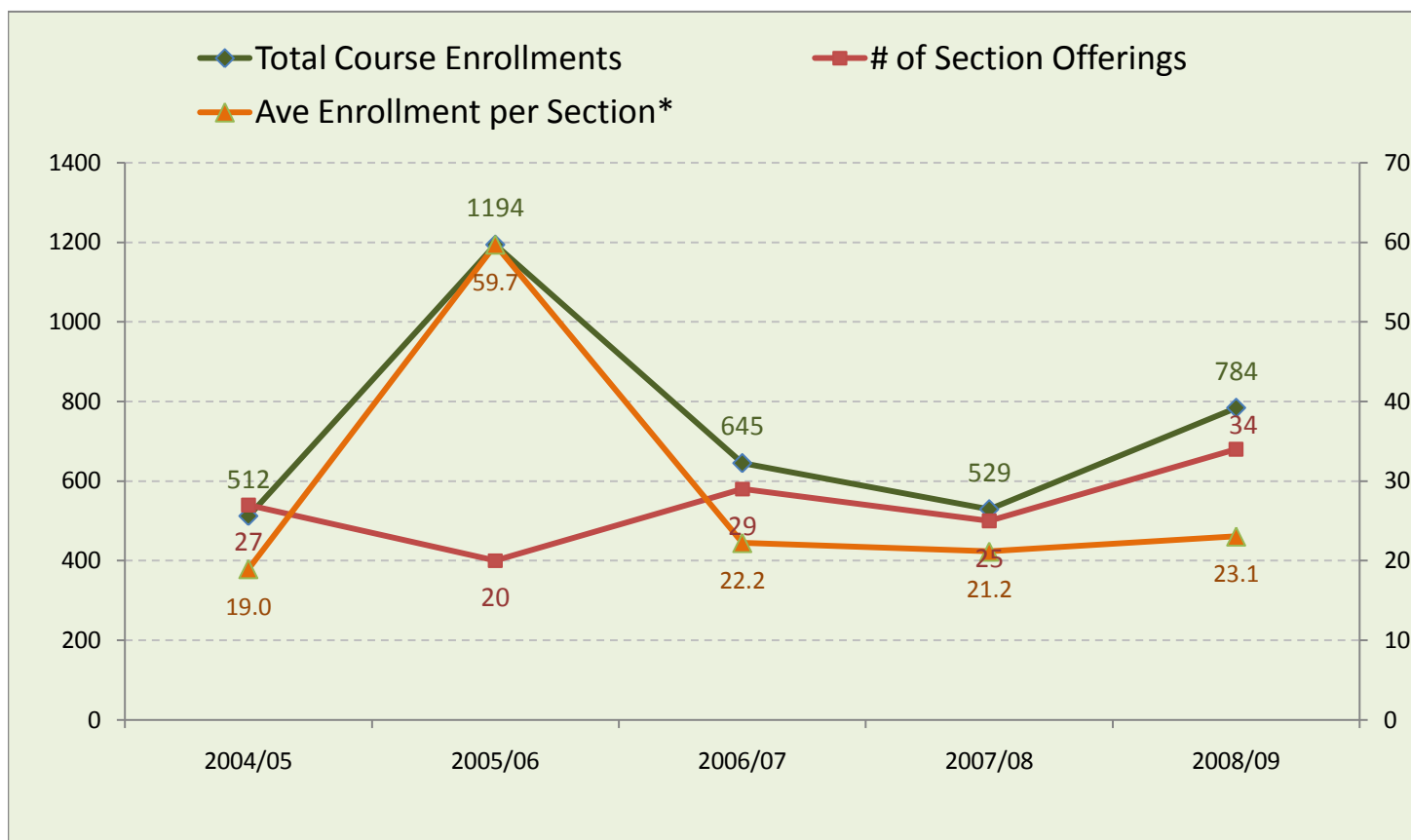
**Data Definitions:** **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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?

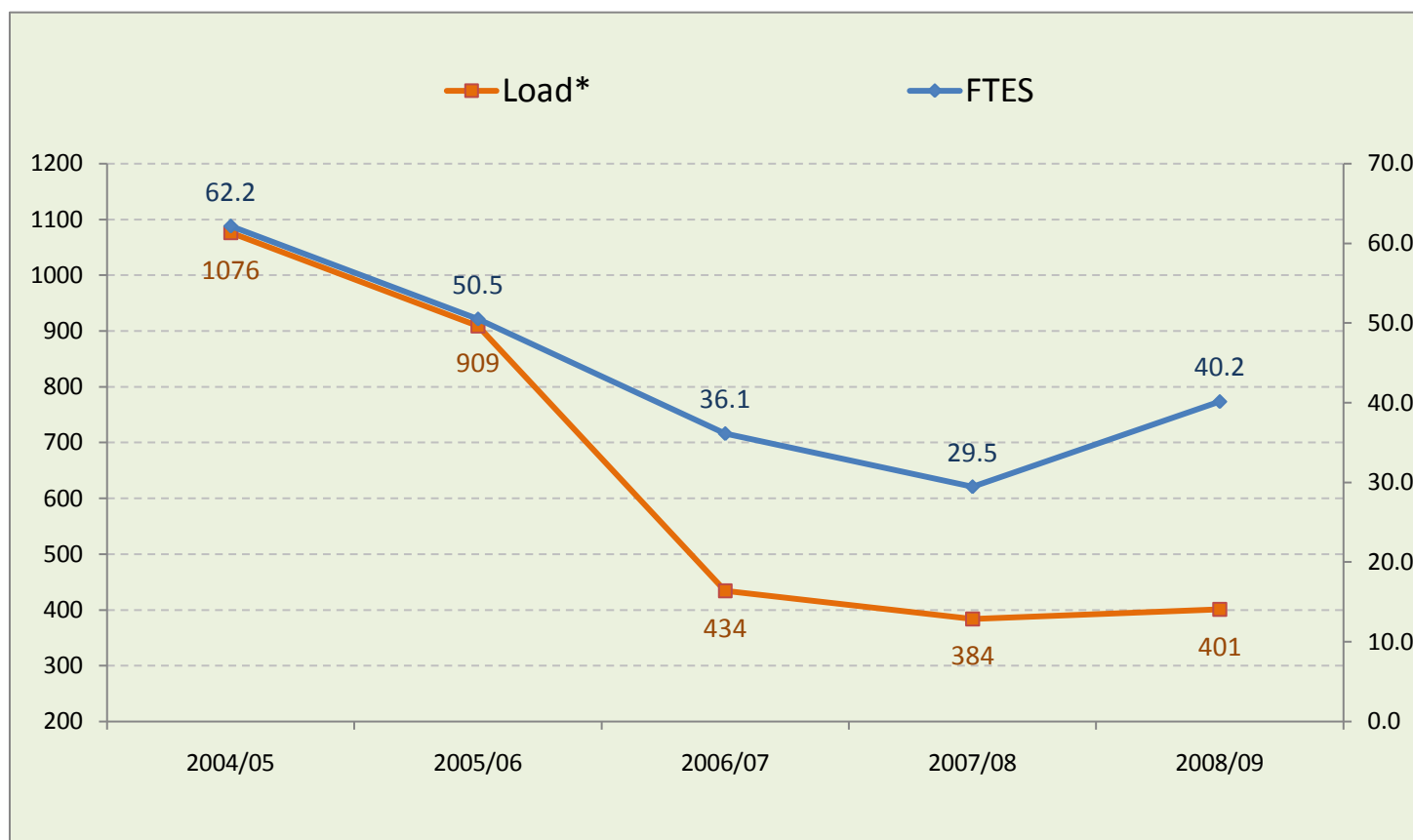
### Department Efficiency

Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	WSCH	1865	1515	1084	884	1205
	FTES	62.2	50.5	36.1	29.5	40.2
	FTE	1.73	1.67	2.5	2.3	3
	Load*	1076	909	434	384	401

**\*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
CRER	Success Rate*	77.9%	24.0%	72.7%	74.7%	73.5%
	Retention Rate*	88.1%	27.9%	88.2%	87.2%	87.9%
	Ave Units Attempted this Academic Year	6.73	9.9	8.05	10.02	10.2
	Ave Units Earned this Academic Year	4.71	6.85	5.91	7.16	7.53
	Ave Academic Year GPA	2.05	2.29	2.41	2.39	2.36
	Ave Cumulative GPA	2.38	2.38	2.53	2.56	2.4

**\*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.

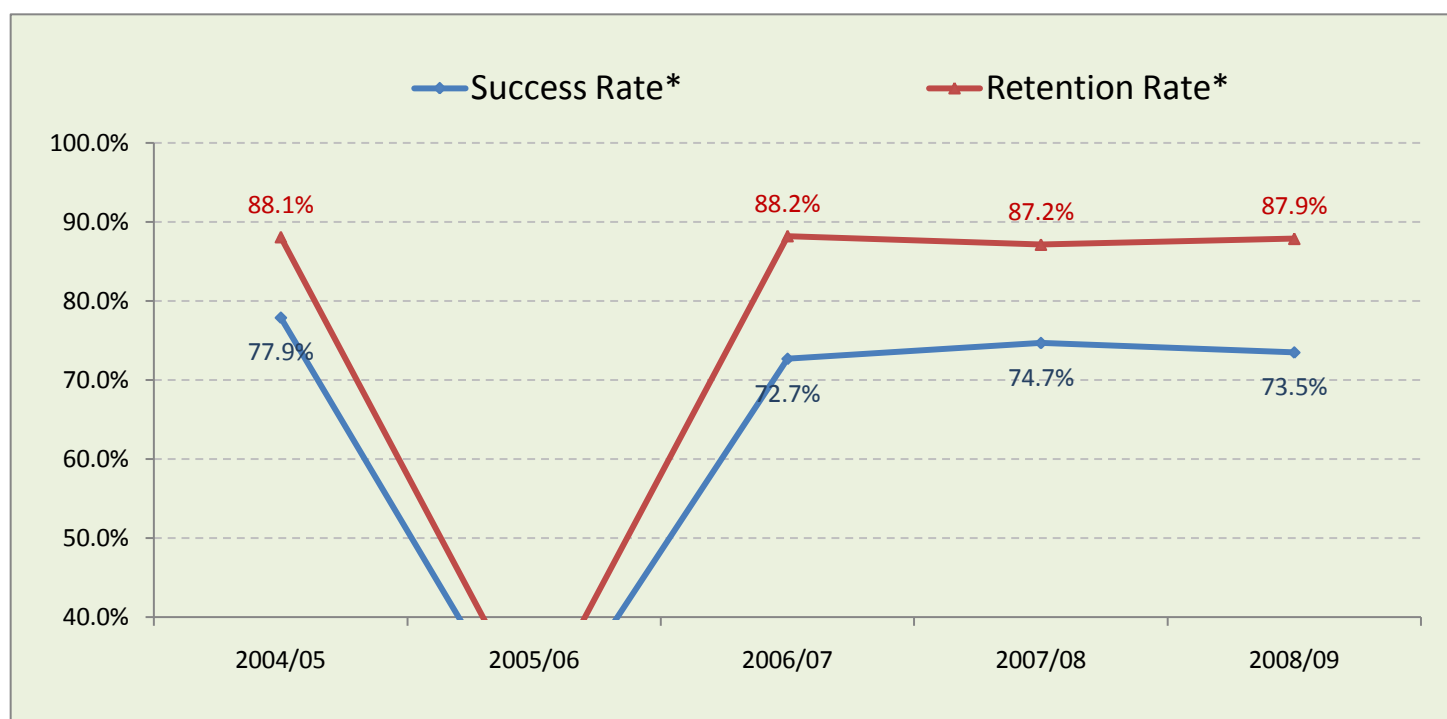
**Ave Units Attempted this Academic Year** is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

**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:

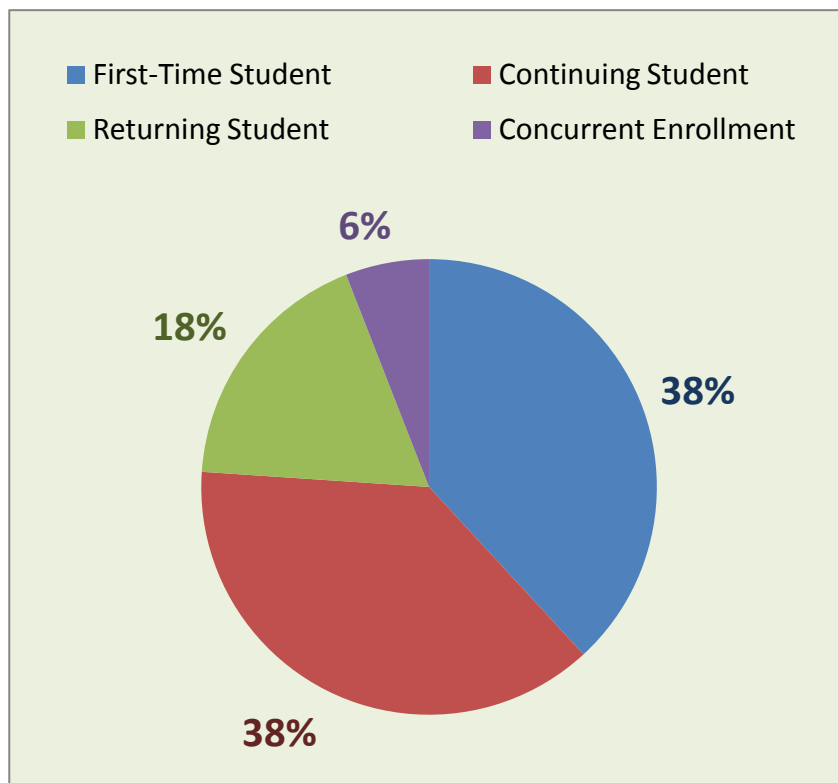
- \* What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- \* Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- \* What do you think are the two or three underlying causes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

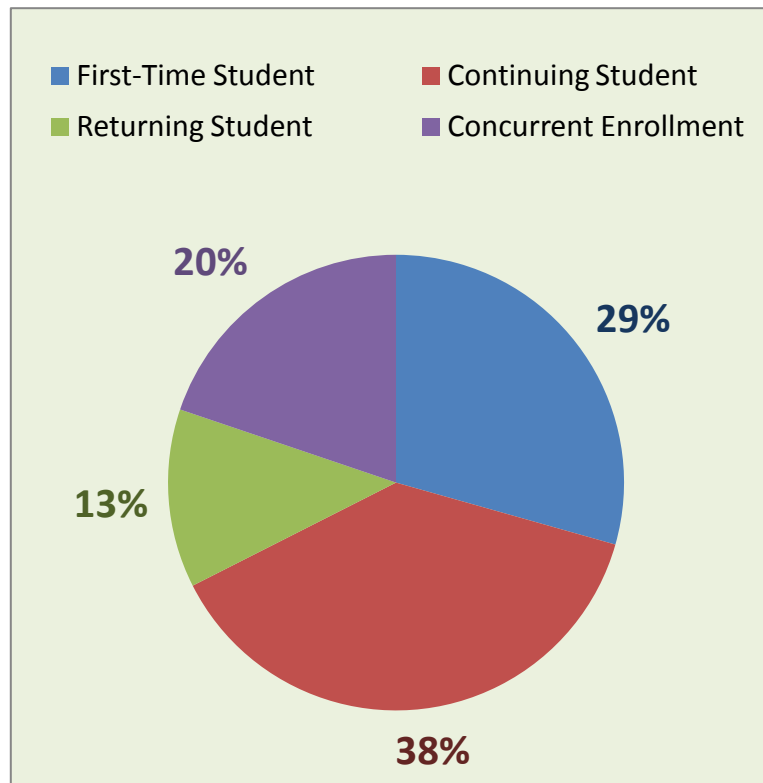
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	First-Time Student	180	511	107	123	181
	Continuing Student	179	281	218	200	235
	Returning Student	85	169	36	49	78
	Concurrent Enrollment	28	59	156	60	122
	Percent First Time	38%	50%	21%	28%	29%
	Percent Continuing	38%	28%	42%	46%	38%
	Percent Returning	18%	17%	7%	11%	13%
	Percent Concurrent	6%	6%	30%	14%	20%

**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

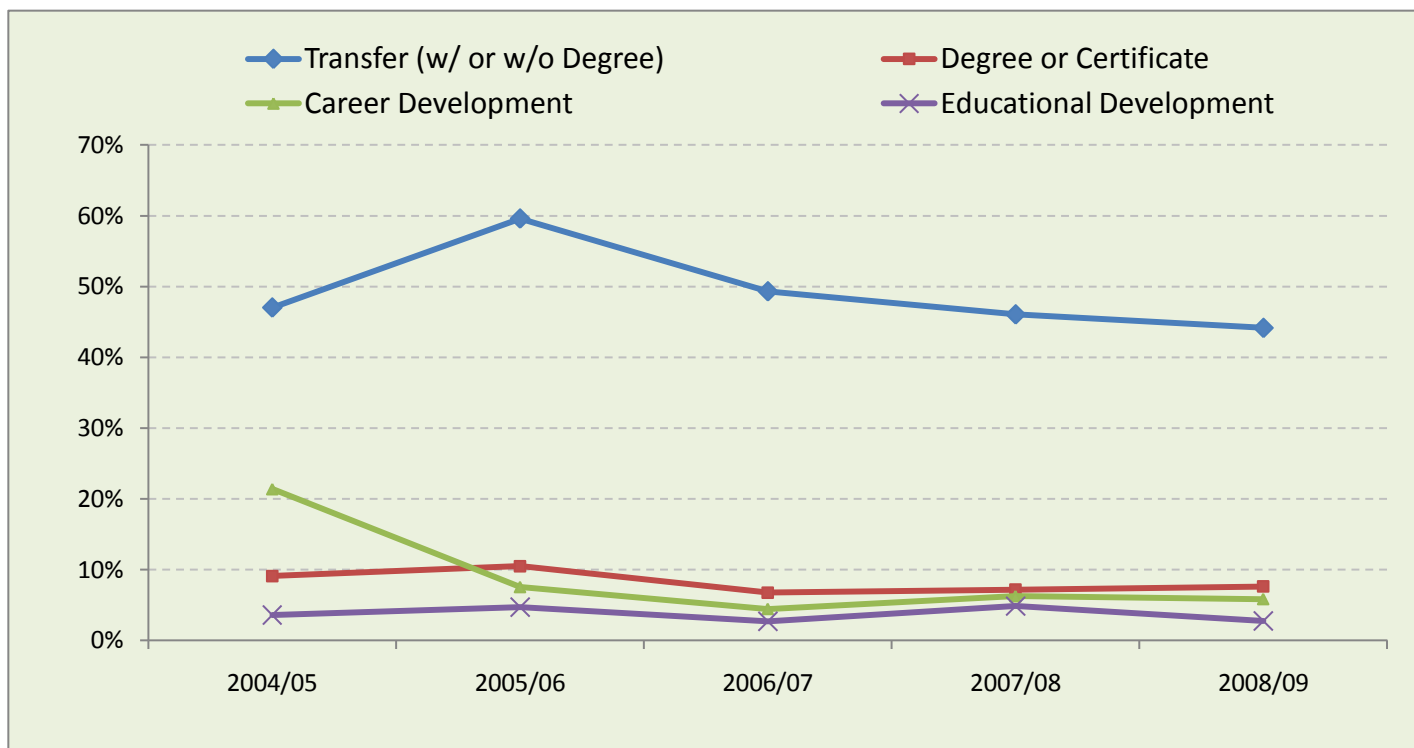
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	Transfer (w/ or w/o Degree)	222	608	255	199	272
	Degree or Certificate	43	107	35	31	47
	Career Development	101	77	23	27	36
	Educational Development	17	48	14	21	17
	Undecided	27	56	154	90	149
	Other Goal	60	118	36	41	73
	Percent Transfer	47%	60%	49%	46%	44%
	Percent Degree or Certificate	9%	10%	7%	7%	8%
	Percent Career Development	21%	8%	4%	6%	6%
	Percent Education Development	4%	5%	3%	5%	3%
	Percent Undecided	6%	5%	30%	21%	24%
	Percent Other	13%	12%	7%	9%	12%

**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:

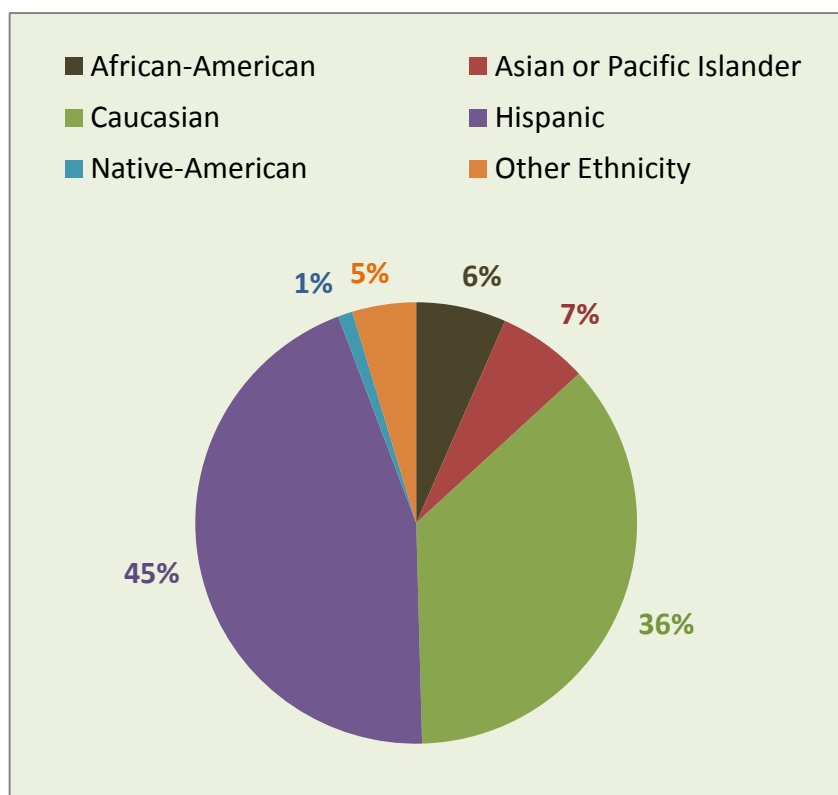
- \* What are the most important trends occurring over the period? Do the data match your perceptions ?
- \* What do you think are the underlying causes driving these trends ?
- \* Does this change suggest any response strategy for the department?
- \* How do the department trends compare to the college?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

### Student Demographics - Ethnicity

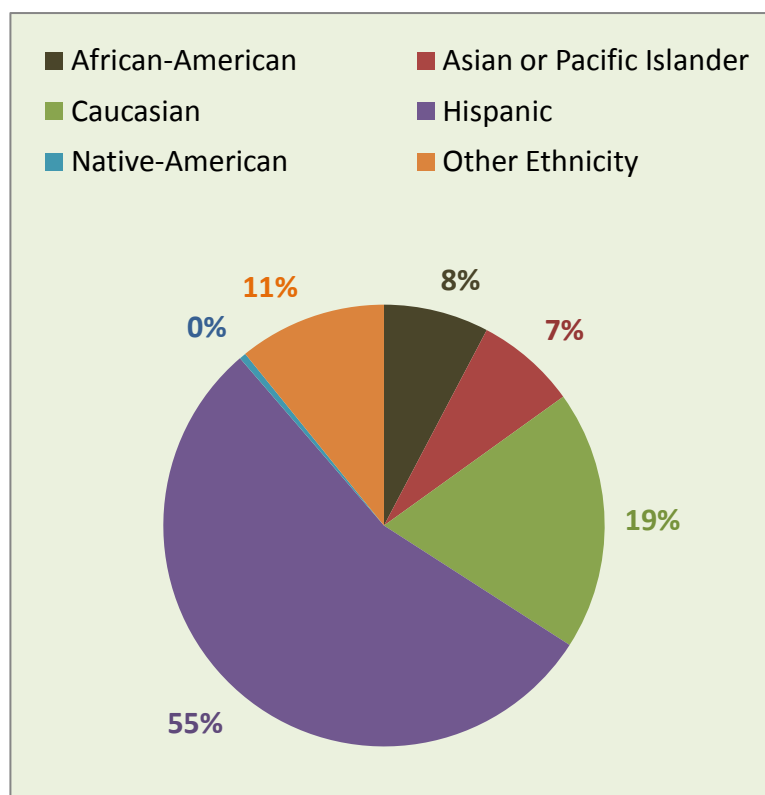
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	African-American	31	47	37	20	47
	Asian or Pacific Islander	31	104	48	37	45
	Caucasian	171	306	104	125	116
	Hispanic	210	469	257	198	333
	Native-American	5	5	0	2	3
	Other Ethnicity	22	79	62	48	66
	Percent African-American	7%	5%	7%	5%	8%
	Percent Asian or Pacific Islander	7%	10%	9%	9%	7%
	Percent Caucasian	36%	30%	20%	29%	19%
	Percent Hispanic	44%	46%	50%	46%	54%
	Percent Native-American	1%	0%	0%	0%	0%
	Percent Other Ethnicity	5%	8%	12%	11%	11%

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

2004/05



2008/09



Some questions to get you thinking:

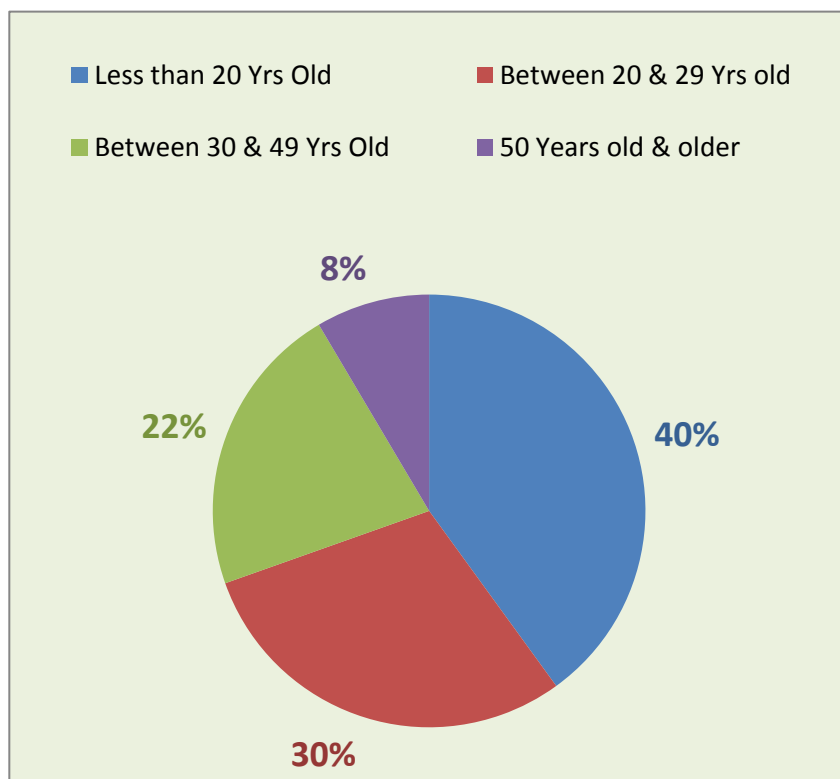
- \* How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- \* What might be the underlying causes driving any changes?
- \* Does this change suggest any response strategy for the department?
- \* How does the current picture compare with the college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

### Student Demographics - Gender & Age

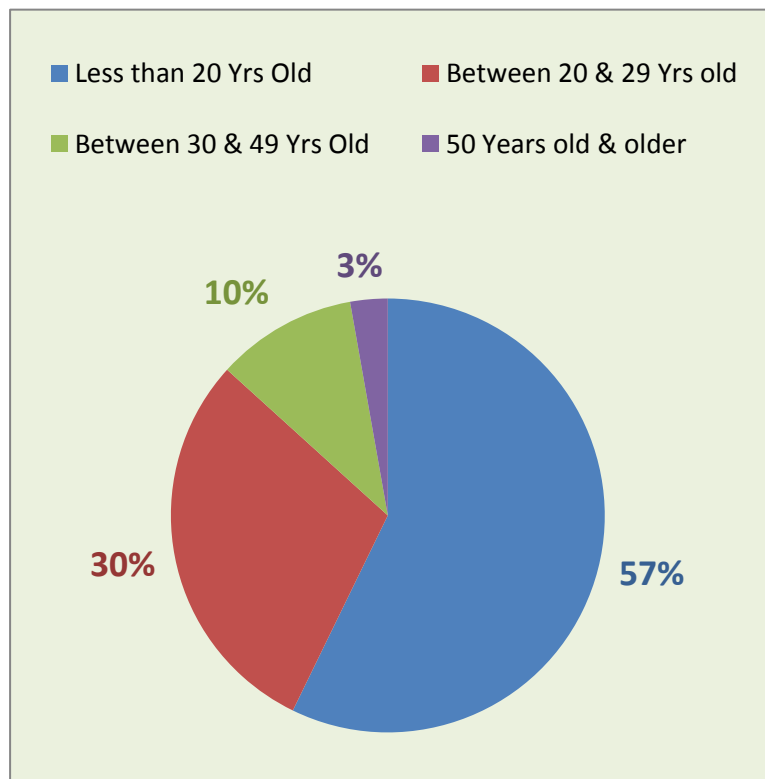
Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	Female	266	578	295	268	356
	Male	198	422	202	149	245
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	Less than 20 Yrs Old	188	491	307	245	349
	Between 20 & 29 Yrs old	139	338	144	110	180
	Between 30 & 49 Yrs Old	103	140	48	52	64
	50 Years old & older	40	41	9	23	17
	<hr/>					
	% Female	56%	57%	57%	62%	58%
	% Male	42%	41%	39%	34%	40%
	<hr/>					
	% Less than 20 yrs old	40%	48%	59%	57%	57%
	% Between 20 & 29 yrs old	29%	33%	28%	25%	29%
	% Between 30 and 49 yrs old	22%	14%	9%	12%	10%
% 50 Years old & older	8%	4%	2%	5%	3%	

**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?

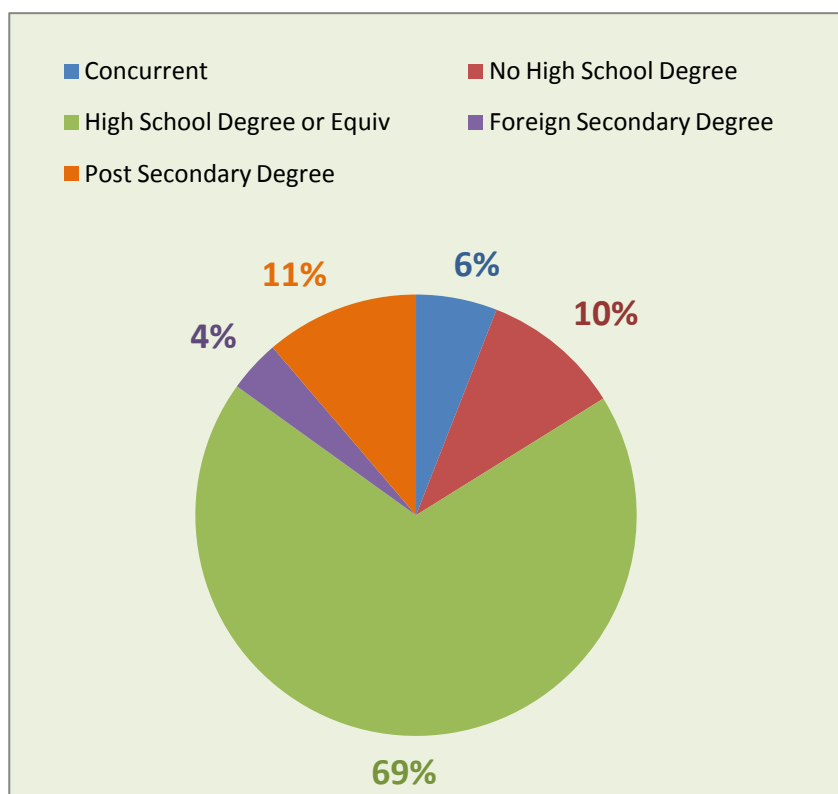
### Student Education Attainment Level

Department	Metric	Academic Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
CRER	Concurrent	28	59	156	60	122
	No High School Degree	48	114	34	43	52
	High School Degree or Equiv	324	744	299	295	401
	Foreign Secondary Degree	18	56	12	7	18
	Post Secondary Degree	53	43	14	25	19
	% Concurrent Enrollment	6%	6%	30%	14%	20%
	% No High School Degree	10%	11%	7%	10%	8%
	% High School Degree or Equiv	69%	73%	58%	68%	65%
	% Foreign Secondary Degree	4%	5%	2%	2%	3%
	% Post Secondary Degree	11%	4%	3%	6%	3%

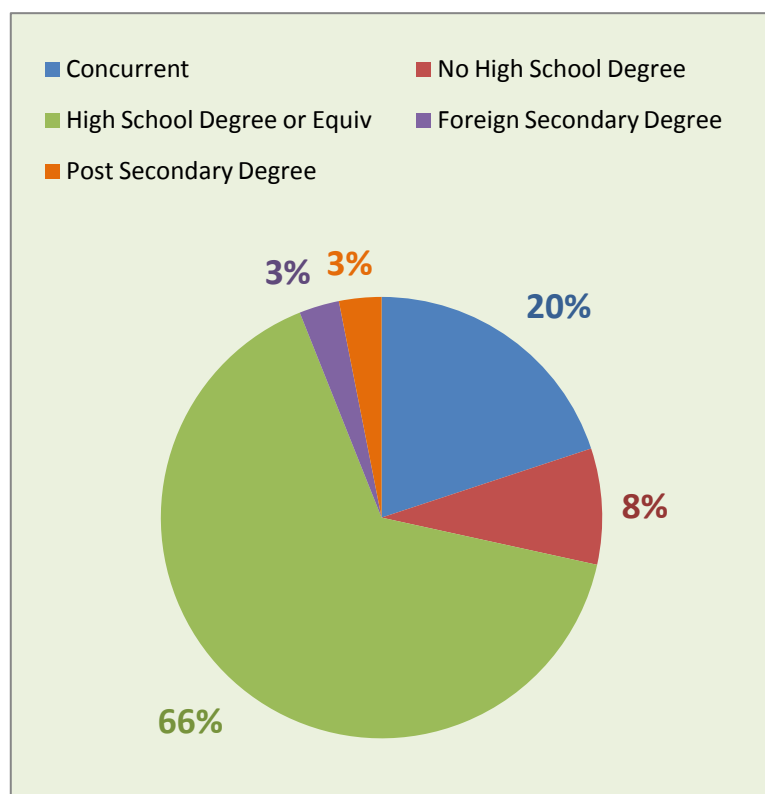
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**Note 1:** Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

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?