

# Program Review Department Data Packet - ANTH

## Enrollment Patterns & Course Offerings

| Department | Metric                      | Term        |             |             |             |             |
|------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                             | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | Unique Headcount            | 105         | 165         | 137         | 197         | 159         |
|            | Total Course Enrollments    | 110         | 168         | 140         | 204         | 162         |
|            | # of Course Offerings       | 5           | 3           | 3           | 3           | 2           |
|            | # of Section Offerings      | 5           | 5           | 5           | 6           | 5           |
|            | Ave Enrollment per Section* | 22.0        | 33.6        | 28.0        | 34.0        | 32.4        |

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

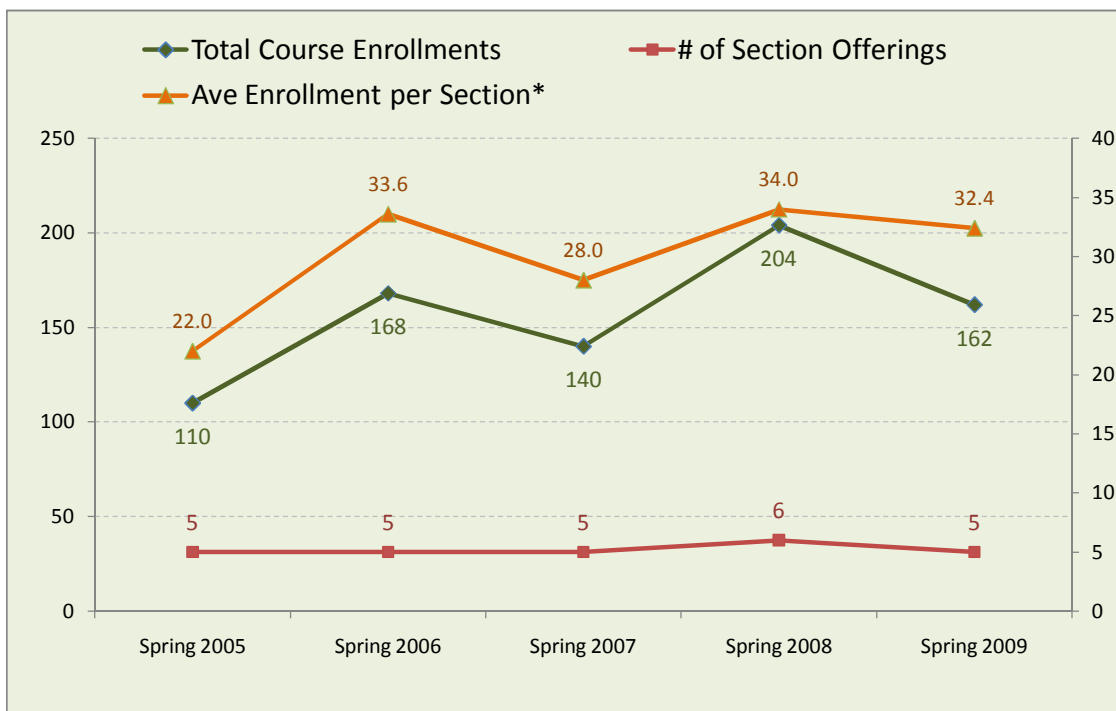
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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 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 the 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?

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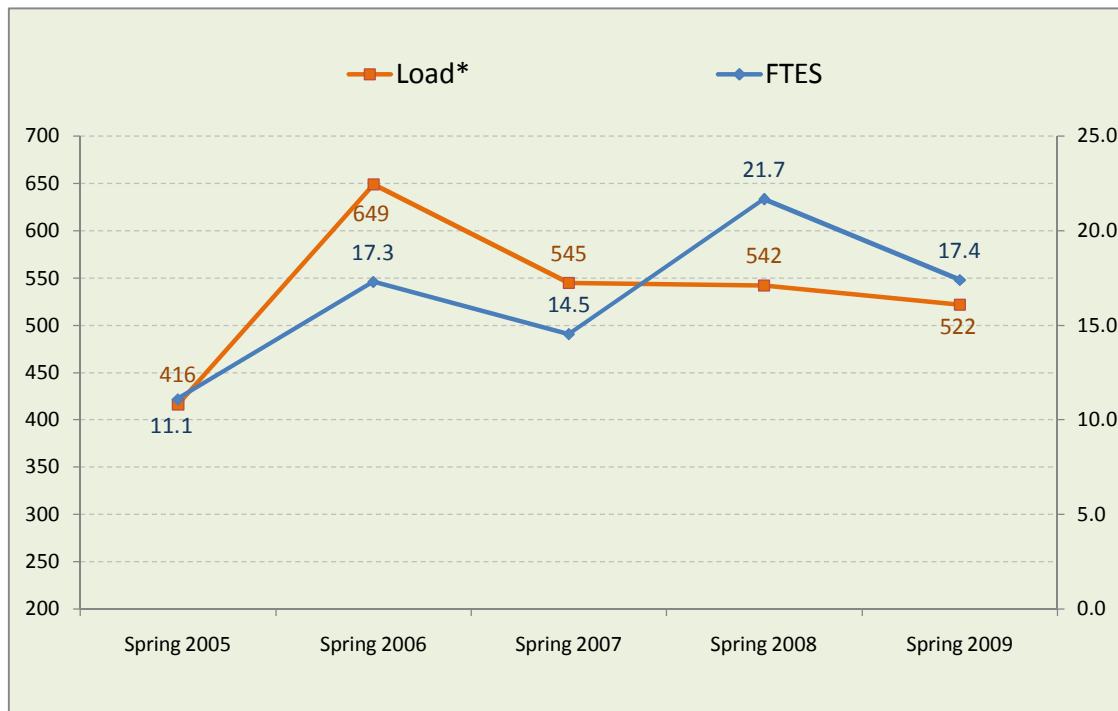
## Department Efficiency

| Department | Metric | Term        |             |             |             |             |
|------------|--------|-------------|-------------|-------------|-------------|-------------|
|            |        | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | WSCH   | 333         | 519         | 436         | 650         | 522         |
|            | FTES   | 11.1        | 17.3        | 14.5        | 21.7        | 17.4        |
|            | FTE    | 0.8         | 0.8         | 0.8         | 1.2         | 1           |
|            | Load*  | 416         | 649         | 545         | 542         | 522         |

\*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 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?

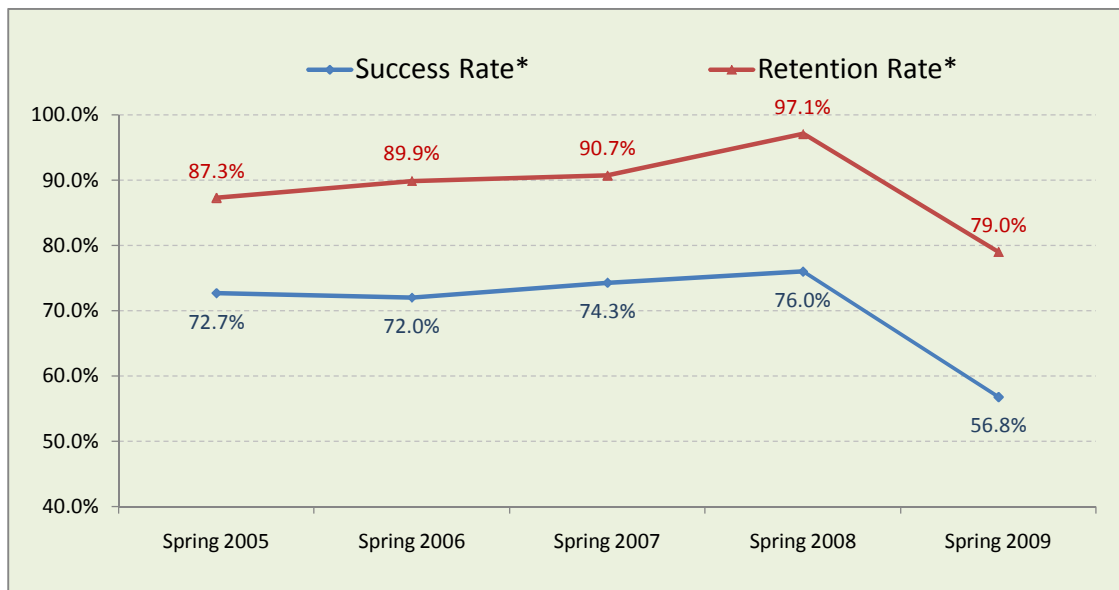
### Student Performance Profile

| Department | Metric                        | Term        |             |             |             |             |
|------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                               | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | Success Rate*                 | 72.7%       | 72.0%       | 74.3%       | 76.0%       | 56.8%       |
|            | Retention Rate*               | 87.3%       | 89.9%       | 90.7%       | 97.1%       | 79.0%       |
|            | Ave Units Attempted this Term | 12.6        | 9.7         | 10.3        | 9.2         | 11.8        |
|            | Ave Units Earned this Term    | 9.9         | 7.2         | 7.9         | 7           | 8.4         |
|            | Ave Term GPA                  | 2.68        | 2.51        | 2.58        | 2.75        | 2.25        |
|            | Ave Cumulative GPA            | 2.7         | 2.77        | 2.81        | 2.91        | 2.54        |

**\*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 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:

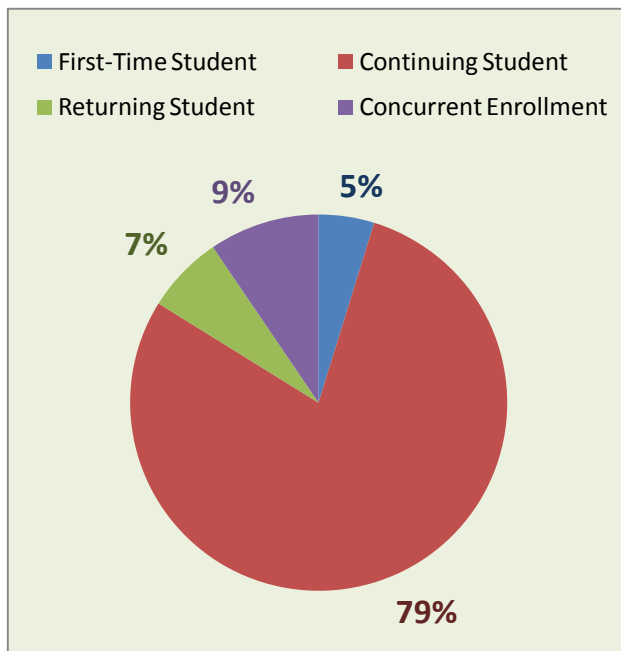
- \* What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- \* Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- \* What do you think are the two or three underlying causes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

## Student Enrollment Status Profile

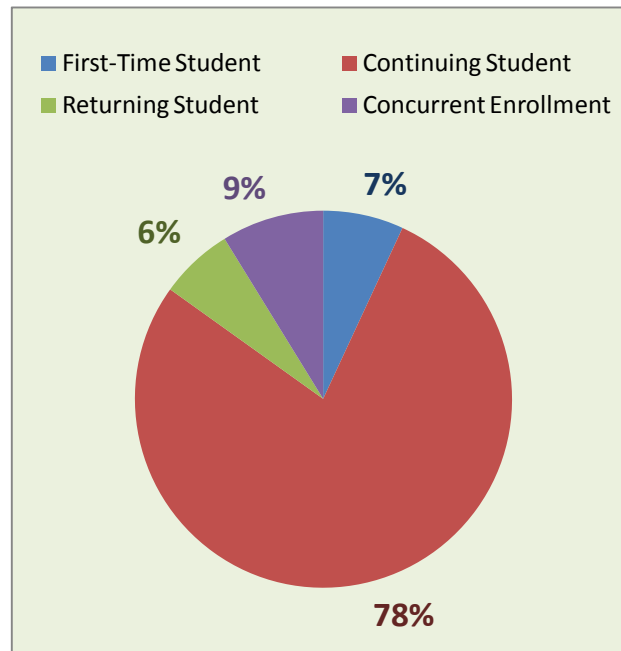
| Department | Metric                | Term        |             |             |             |             |
|------------|-----------------------|-------------|-------------|-------------|-------------|-------------|
|            |                       | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | First-Time Student    | 5           | 17          | 4           | 15          | 11          |
|            | Continuing Student    | 83          | 104         | 90          | 98          | 124         |
|            | Returning Student     | 7           | 6           | 9           | 15          | 10          |
|            | Concurrent Enrollment | 10          | 38          | 34          | 69          | 14          |
|            | Percent First Time    | 5%          | 10%         | 3%          | 8%          | 7%          |
|            | Percent Continuing    | 79%         | 63%         | 66%         | 50%         | 78%         |
|            | Percent Returning     | 7%          | 4%          | 7%          | 8%          | 6%          |
|            | Percent Concurrent    | 10%         | 23%         | 25%         | 35%         | 9%          |

**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 term here or is returning to this DISTRICT after attending another college.  
**Continuing Students** are those that attended the DISTRICT in immediately previous primary term. Fall & Spring are primary terms.  
**Concurrent Enrollment** is a student that is attending high school during the term for which he/she is applying.

**Spring 2005**



**Spring 2009**



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?

# Program Review Department Data Packet - ANTH

## Student Goal Orientation

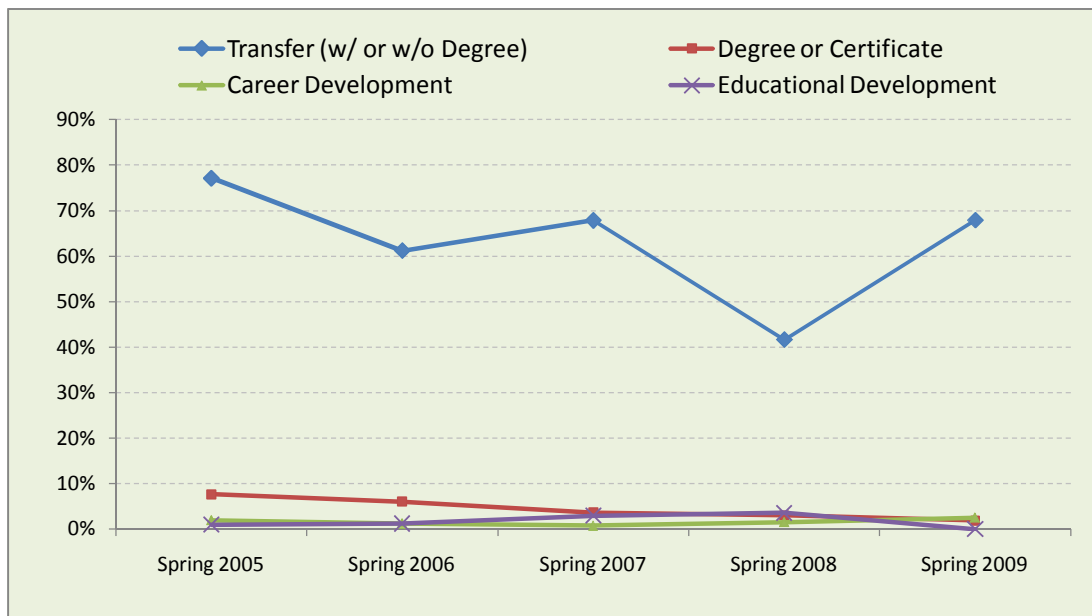
| Department | Metric                        | Term        |             |             |             |             |
|------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                               | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | Transfer (w/ or w/o Degree)   | 81          | 101         | 93          | 82          | 108         |
|            | Degree or Certificate         | 8           | 10          | 5           | 6           | 3           |
|            | Career Development            | 2           | 2           | 1           | 3           | 4           |
|            | Educational Development       | 1           | 2           | 4           | 7           | 0           |
|            | Undecided                     | 9           | 38          | 28          | 93          | 31          |
|            | Other Goal                    | 4           | 12          | 5           | 3           | 9           |
|            | Percent Transfer              | 77%         | 61%         | 68%         | 42%         | 68%         |
|            | Percent Degree or Certificate | 8%          | 6%          | 4%          | 3%          | 2%          |
|            | Percent Career Development    | 2%          | 1%          | 1%          | 2%          | 3%          |
|            | Percent Education Development | 1%          | 1%          | 3%          | 4%          | 0%          |
|            | Percent Undecided             | 9%          | 23%         | 20%         | 47%         | 19%         |
|            | Percent Other                 | 4%          | 7%          | 4%          | 2%          | 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:

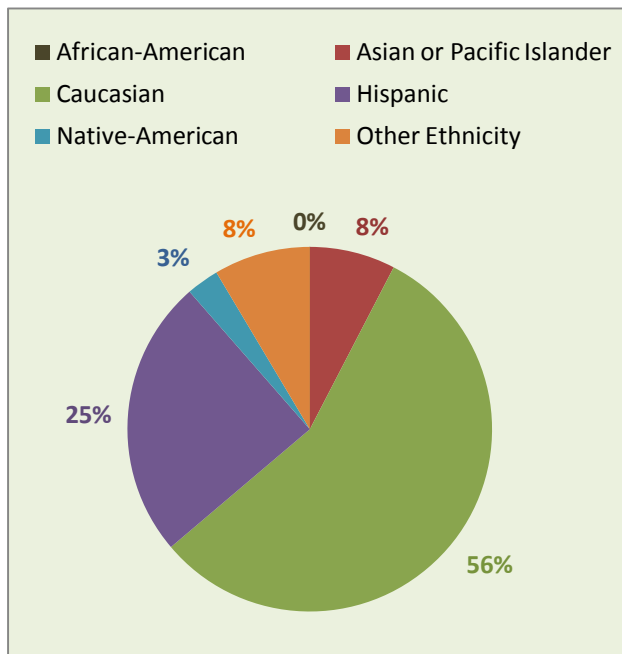
- \* What are the most important trends occurring over the period? Do the data match your perceptions ?
- \* What do you think are the underlying causes driving these trends ?
- \* Does this change suggest any response strategy for the department?
- \* How do the department trends compare to the college?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

### Student Demographics - Ethnicity

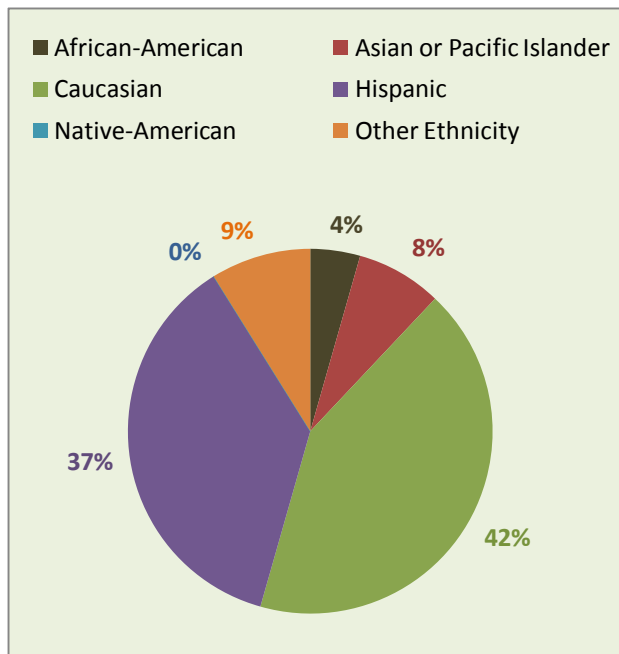
| Department | Metric                            | Term        |             |             |             |             |
|------------|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                                   | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | African-American                  | 0           | 1           | 3           | 5           | 7           |
|            | Asian or Pacific Islander         | 8           | 12          | 18          | 12          | 12          |
|            | Caucasian                         | 59          | 91          | 61          | 110         | 67          |
|            | Hispanic                          | 26          | 43          | 41          | 44          | 58          |
|            | Native-American                   | 3           | 0           | 0           | 0           | 0           |
|            | Other Ethnicity                   | 9           | 18          | 13          | 26          | 14          |
|            | Percent African-American          | 0%          | 1%          | 2%          | 3%          | 4%          |
|            | Percent Asian or Pacific Islander | 8%          | 7%          | 13%         | 6%          | 8%          |
|            | Percent Caucasian                 | 56%         | 55%         | 45%         | 56%         | 42%         |
|            | Percent Hispanic                  | 25%         | 26%         | 30%         | 22%         | 36%         |
|            | Percent Native-American           | 3%          | 0%          | 0%          | 0%          | 0%          |
|            | Percent Other Ethnicity           | 9%          | 11%         | 9%          | 13%         | 9%          |

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

Spring 2005



Spring 2009



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?

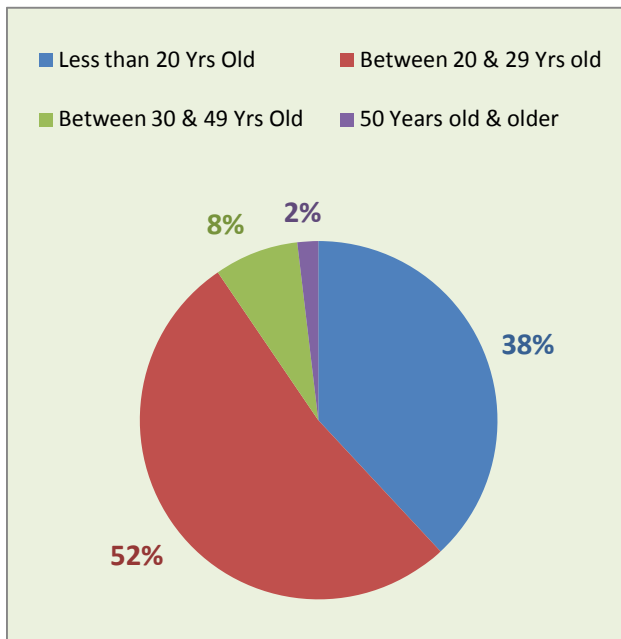
# Program Review Department Data Packet - ANTH

## Student Demographics - Gender & Age

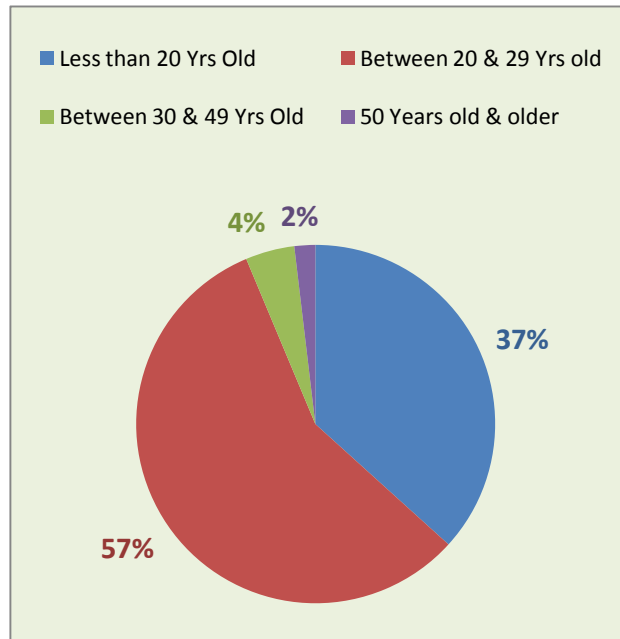
| Department | Metric                      | Term        |             |             |             |             |
|------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                             | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | Female                      | 55          | 83          | 71          | 119         | 74          |
|            | Male                        | 50          | 81          | 64          | 73          | 83          |
|            | Less than 20 Yrs Old        | 40          | 76          | 66          | 103         | 58          |
|            | Between 20 & 29 Yrs old     | 55          | 72          | 61          | 73          | 90          |
|            | Between 30 & 49 Yrs Old     | 8           | 8           | 7           | 12          | 7           |
|            | 50 Years old & older        | 2           | 9           | 2           | 9           | 3           |
|            | % Female                    | 52%         | 50%         | 52%         | 60%         | 47%         |
|            | % Male                      | 48%         | 49%         | 47%         | 37%         | 52%         |
|            | % Less than 20 yrs old      | 38%         | 46%         | 48%         | 52%         | 36%         |
|            | % Between 20 & 29 yrs old   | 52%         | 44%         | 45%         | 37%         | 57%         |
|            | % Between 30 and 49 yrs old | 8%          | 5%          | 5%          | 6%          | 4%          |
|            | % 50 Years old & older      | 2%          | 5%          | 1%          | 5%          | 2%          |

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

**Spring 2005**



**Spring 2009**



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?

# Program Review Department Data Packet - ANTH

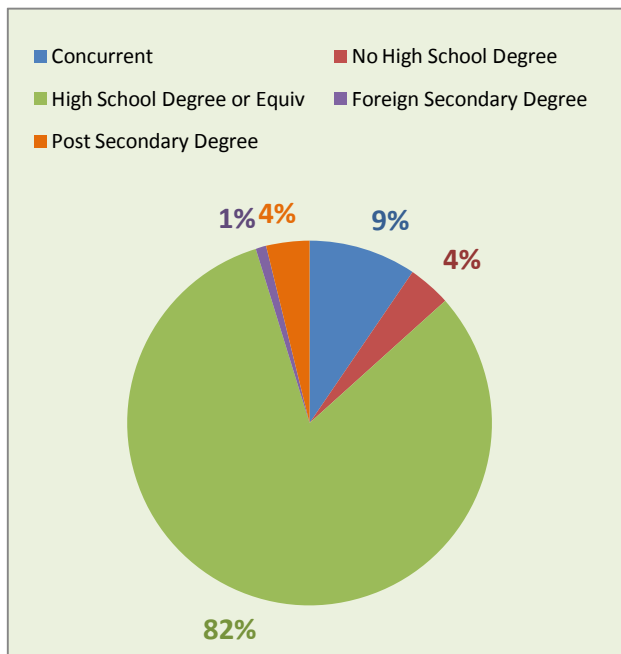
## Student Education Attainment Level

| Department | Metric                        | Term        |             |             |             |             |
|------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|
|            |                               | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
| ANTH       | Concurrent                    | 10          | 38          | 34          | 69          | 14          |
|            | No High School Degree         | 4           | 4           | 3           | 5           | 6           |
|            | High School Degree or Equiv   | 86          | 116         | 96          | 109         | 128         |
|            | Foreign Secondary Degree      | 1           | 2           | 1           | 4           | 6           |
|            | Post Secondary Degree         | 4           | 5           | 3           | 10          | 5           |
|            | % Concurrent Enrollment       | 10%         | 23%         | 25%         | 35%         | 9%          |
|            | % No High School Degree       | 4%          | 2%          | 2%          | 3%          | 4%          |
|            | % High School Degree or Equiv | 82%         | 70%         | 70%         | 55%         | 81%         |
|            | % Foreign Secondary Degree    | 1%          | 1%          | 1%          | 2%          | 4%          |
|            | % Post Secondary Degree       | 4%          | 3%          | 2%          | 5%          | 3%          |

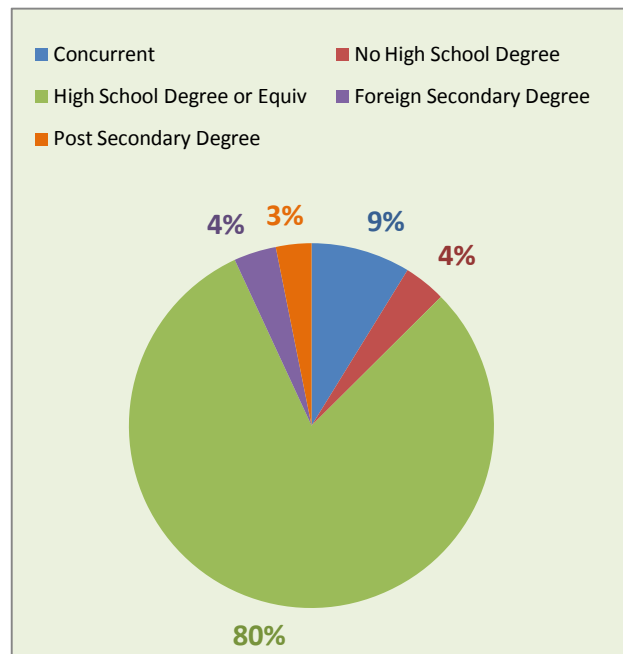
**Data Definitions:** All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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

### Spring 2005



### Spring 2009



### 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?