Program Review Department Data Packet - BIOL

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	Student Headcount	638	642	667	796	930
	Total Course Enrollments	697	706	752	901	1047
	# of Course Offerings	8	8	8	9	10
	# of Section Offerings	27	28	29	30	35
	Ave Enrollment per Section*	25.8	25.2	25.9	30.0	29.9

***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.

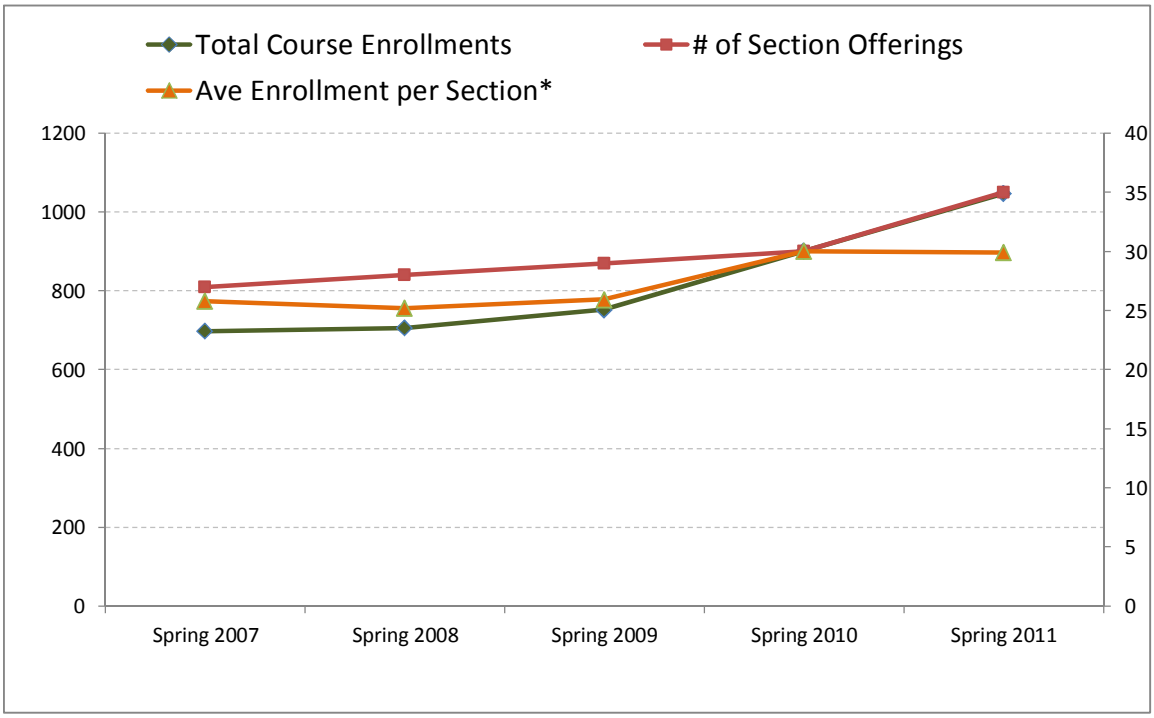
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	WSCH	5251	5161	5713	6040	6243
	FTES	175.0	172.0	190.4	201.3	208.1
	FTE	8.28	8.32	8.52	8.8	9.69
	Load*	634	620	671	686	644

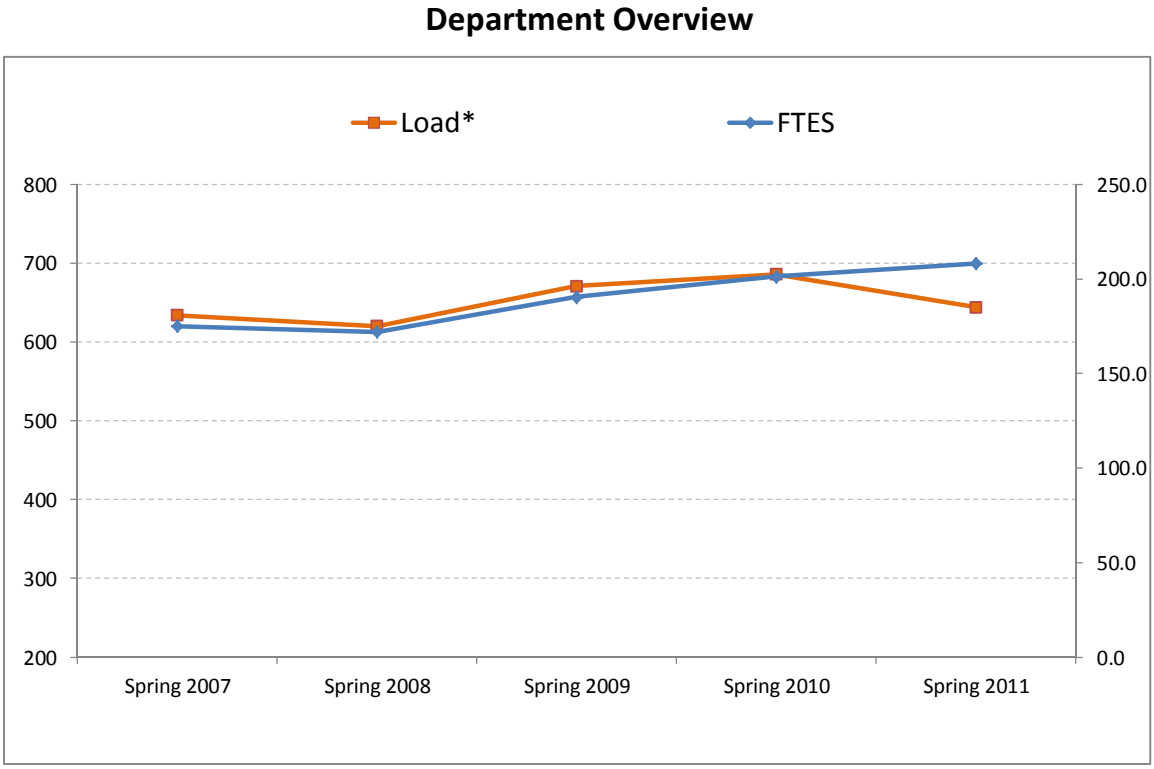
***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

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.



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 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	Success Rate*	69.2%	67.3%	67.3%	68.4%	61.1%
	Retention Rate*	81.9%	82.0%	81.8%	83.2%	78.4%
	Ave Units Attempted this Term	8.1	8.3	8.3	8.2	8.9
	Ave Units Earned this Term	6.1	6.2	6.1	6.3	6.3
	Ave Term GPA	2.7	2.68	2.65	2.7	2.54
	Ave Cumulative GPA	2.94	2.93	2.93	2.94	2.79

***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.

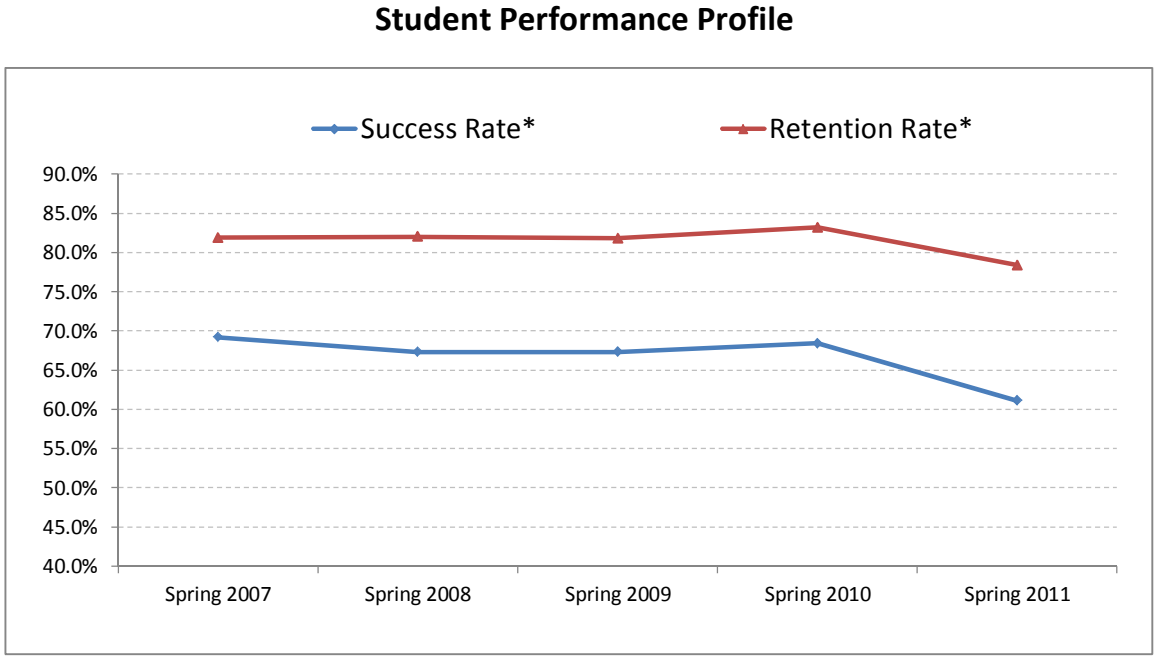
Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

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.



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 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	First-Time Student	89	87	105	98	109
	Continuing Student	464	435	439	569	696
	Returning Student	72	75	88	114	95
	Concurrent Enrollment	13	45	35	15	30
	Percent First Time	14%	14%	16%	12%	12%
	Percent Continuing	73%	68%	66%	71%	75%
	Percent Returning	11%	12%	13%	14%	10%
	Percent Concurrent	2%	7%	5%	2%	3%

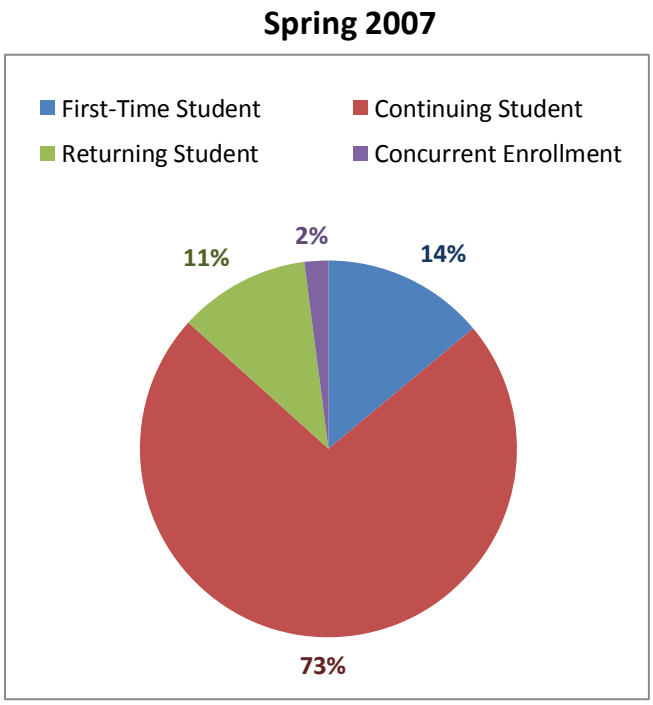
Data Definitions:

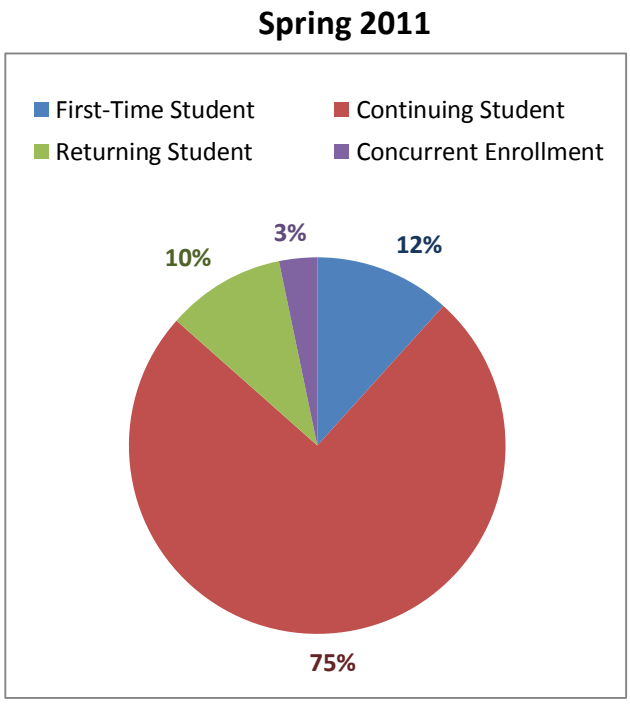
First Time Student A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.

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.





Some questions to get you thinking:

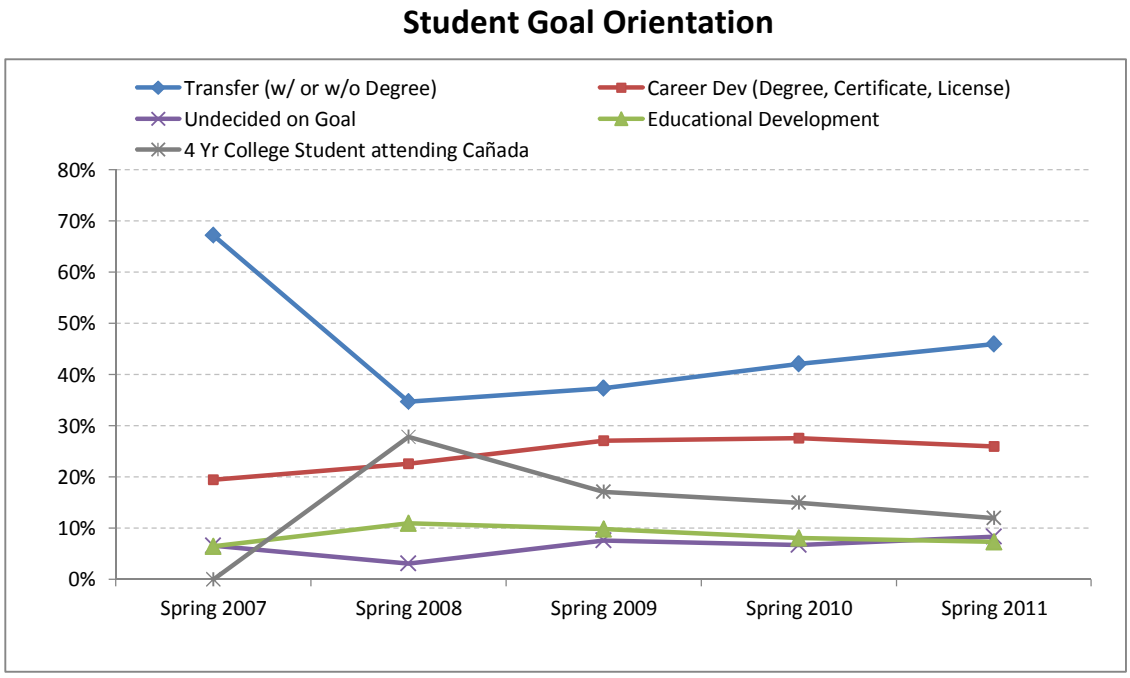
* How has the proportion first-time, continuing & returning students in your department changed over the period?
* Does this change suggest any response strategy for the department?
* How does the current picture compare with the college average and what does that tell you?

Table 5. Student Goal Orientation

Department	Metric	Term Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	Transfer (w/ or w/o Degree)	429	223	249	335	428
	Career Dev (Degree, Certificate, License)	124	145	181	220	241
	Educational Development	41	70	66	64	68
	4 Yr College Student attending Cañada	0	179	114	119	111
	Undecided on Goal	42	20	51	53	77
	% Transfer (w/ or w/o Degree)	67%	35%	37%	42%	46%
	% Career Dev (Degree, Certificate, License)	19%	23%	27%	28%	26%
	% Educational Development	6%	11%	10%	8%	7%
	% 4 Yr College Student attending Cañada	0%	28%	17%	15%	12%
	% Undecided on Goal	7%	3%	8%	7%	8%

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 seaking students.



Some questions to get you thinking:

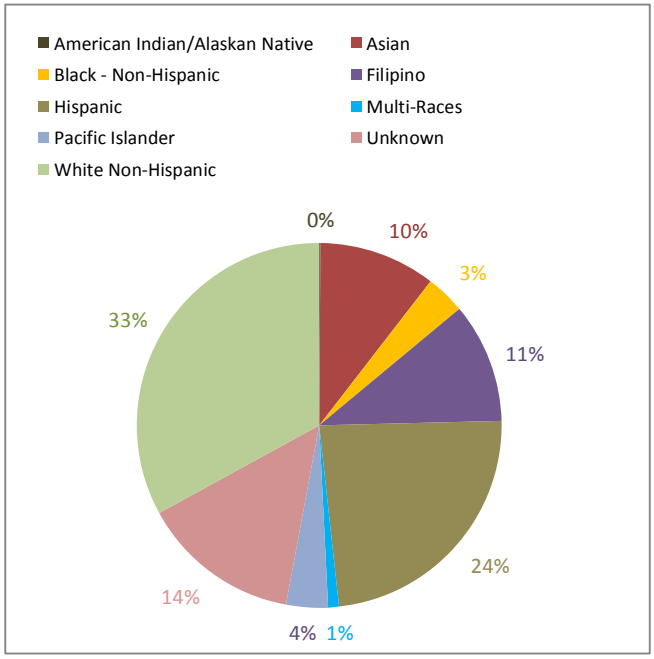
* What are the most important trends occurring over the period? Do the data match your perceptions ?
* What do you think are the underlying causes driving these trends ?
* Does this change suggest any response strategy for the department?
* How do the department trends compare to the college? Why might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

Table 6. Student Demographics - Ethnicity

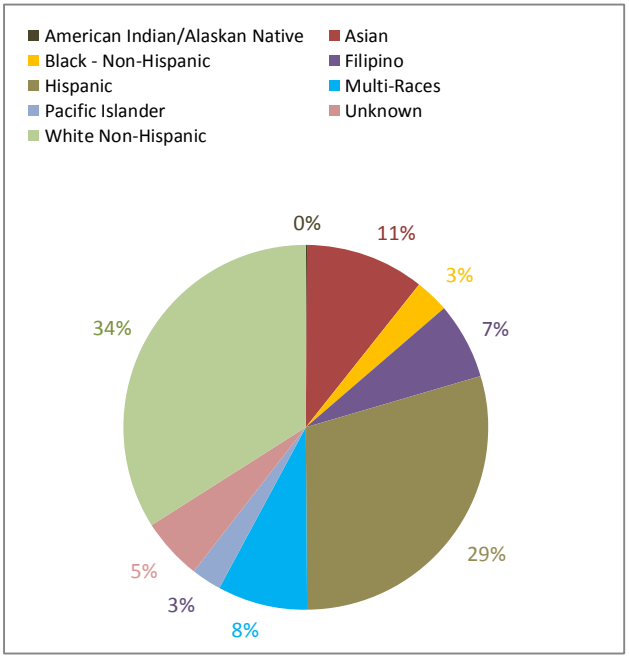
Department	Metric	Term				
		Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	American Indian/Alaskan Native			1	1	1
	Asian			69	82	98
	Black - Non-Hispanic			23	26	28
	Filipino			71	66	63
	Hispanic			158	211	274
	Multi-Races			6	42	74
	Pacific Islander			25	23	25
	Unknown			94	74	51
	White Non-Hispanic			220	271	316
	% American Indian/Alaskan Native			0%	0%	0%
	% Asian			10%	10%	11%
	% Black - Non-Hispanic			3%	3%	3%
	% Filipino			11%	8%	7%
	% Hispanic			24%	27%	29%
	% Multi-Races			1%	5%	8%
	% Pacific Islander			4%	3%	3%
	% Unknown			14%	9%	5%
	% White Non-Hispanic			33%	34%	34%

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

Spring 2009



Spring 2011



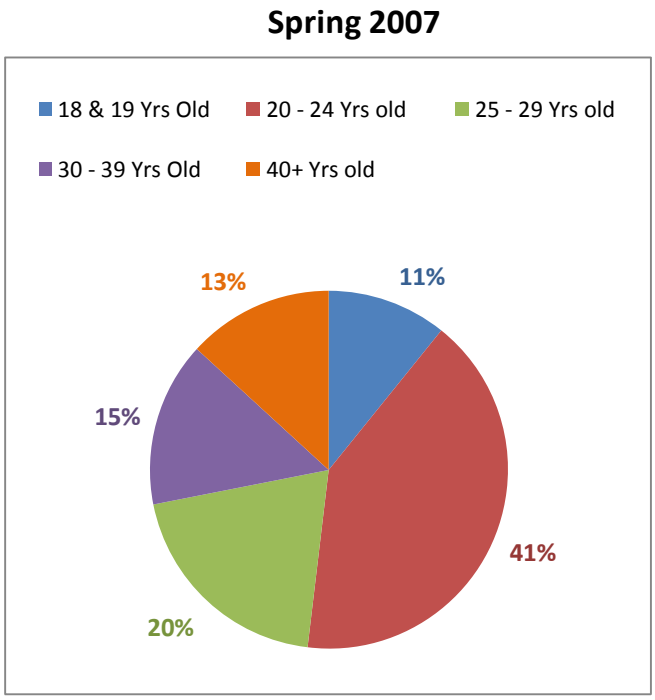
Some questions to get you thinking:

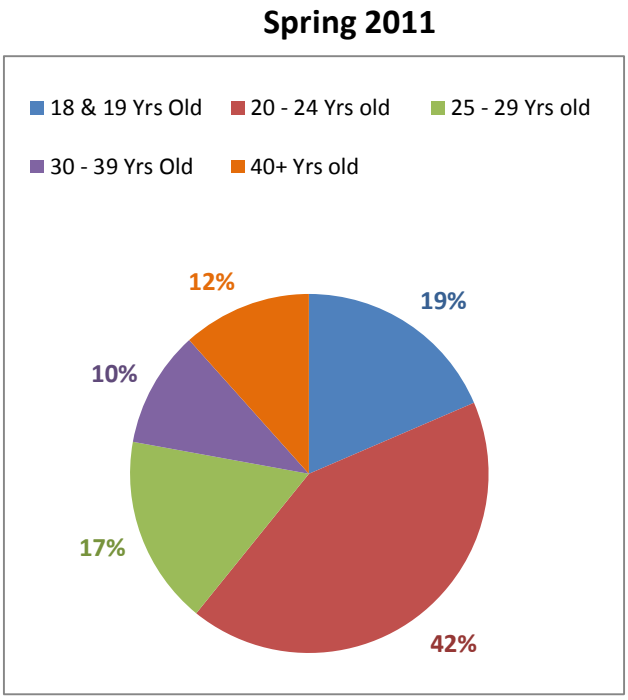
* How has ethnicity profile of your department changed over the period? How do you interpret those changes?
* What might be the underlying causes driving any changes?
* Does this change suggest any response strategy for the department?
* How does the current picture compare with the college average and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

Table 7. Student Demographics - Gender & Age

Department	Metric	Term Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	Female	437	434	448	545	643
	Male	190	193	195	232	270
	18 & 19 Yrs Old	67	70	88	105	169
	20 - 24 Yrs old	256	247	232	302	385
	25 - 29 Yrs old	124	132	143	155	155
	30 - 39 Yrs Old	93	80	91	109	96
	40+ Yrs old	82	78	83	106	106
	% Female	68%	68%	67%	68%	69%
	% Male	30%	30%	29%	29%	29%
	% 18 & 19 Yrs Old	11%	11%	13%	13%	18%
	% 20 - 24 Yrs old	40%	38%	35%	38%	41%
	% 25 - 29 Yrs old	19%	21%	21%	19%	17%
	% 30 - 39 Yrs Old	15%	12%	14%	14%	10%
	% 40+ Yrs old	13%	12%	12%	13%	11%

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





Some questions to get you thinking:

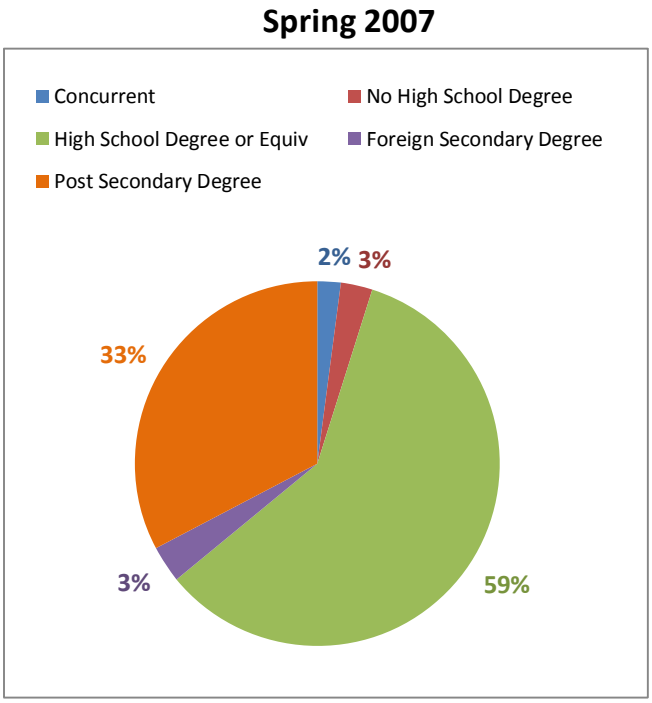
* Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
* What might be the underlying causes driving any changes? Do you expect the trend to continue?
* How does the current picture for the department compare with the college?
* Does this change suggest any response strategy for the department?

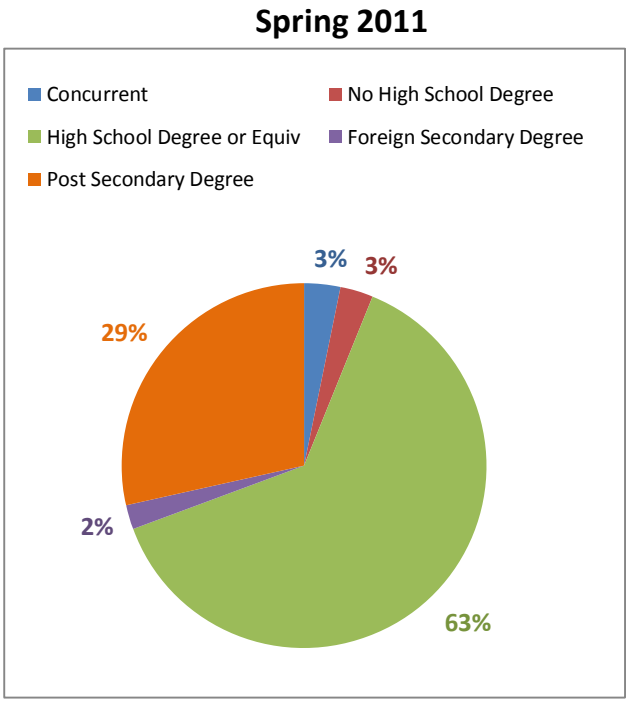
Table 8. Student Education Attainment Level

Department	Metric	Term				
		Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
BIOL	Concurrent	13	45	35	15	30
	No High School Degree	18	18	15	18	27
	High School Degree or Equiv	377	372	376	490	588
	Foreign Secondary Degree	21	33	21	16	20
	Post Secondary Degree	208	173	217	257	265
	% Concurrent Enrollment	2%	7%	5%	2%	3%
	% No High School Degree	3%	3%	2%	2%	3%
	% High School Degree or Equiv	59%	58%	56%	62%	63%
	% Foreign Secondary Degree	3%	5%	3%	2%	2%
	% Post Secondary Degree	33%	27%	33%	32%	28%

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.





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?