

Program Review Department Data Packet - CHEM

Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	Unique Headcount	98	116	136	140	181
	Total Course Enrollments	98	129	163	164	208
	# of Course Offerings	4	6	6	7	8
	# of Section Offerings	5	7	7	8	10
	Ave Enrollment per Section*	19.6	18.4	23.3	20.5	20.8

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

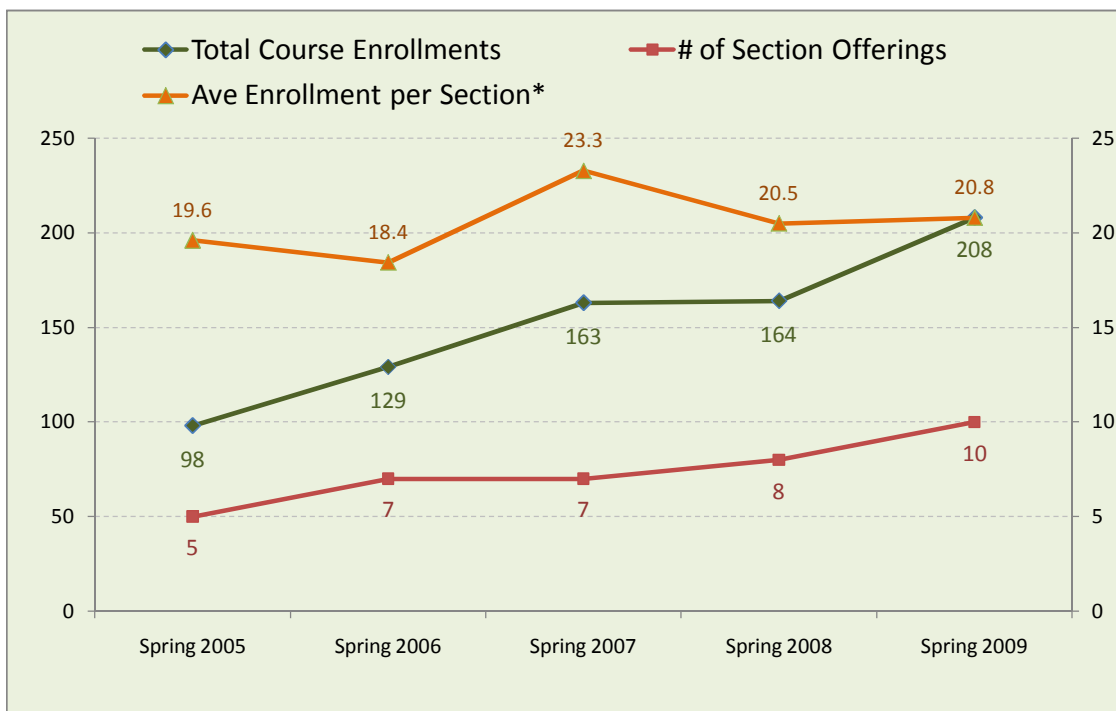
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

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
CHEM	WSCH	763	1091	1190	1278	1647
	FTES	25.4	36.4	39.7	42.6	54.9
	FTE	1.76	2.28	2.28	2.28	3.03
	Load*	433	479	522	560	544

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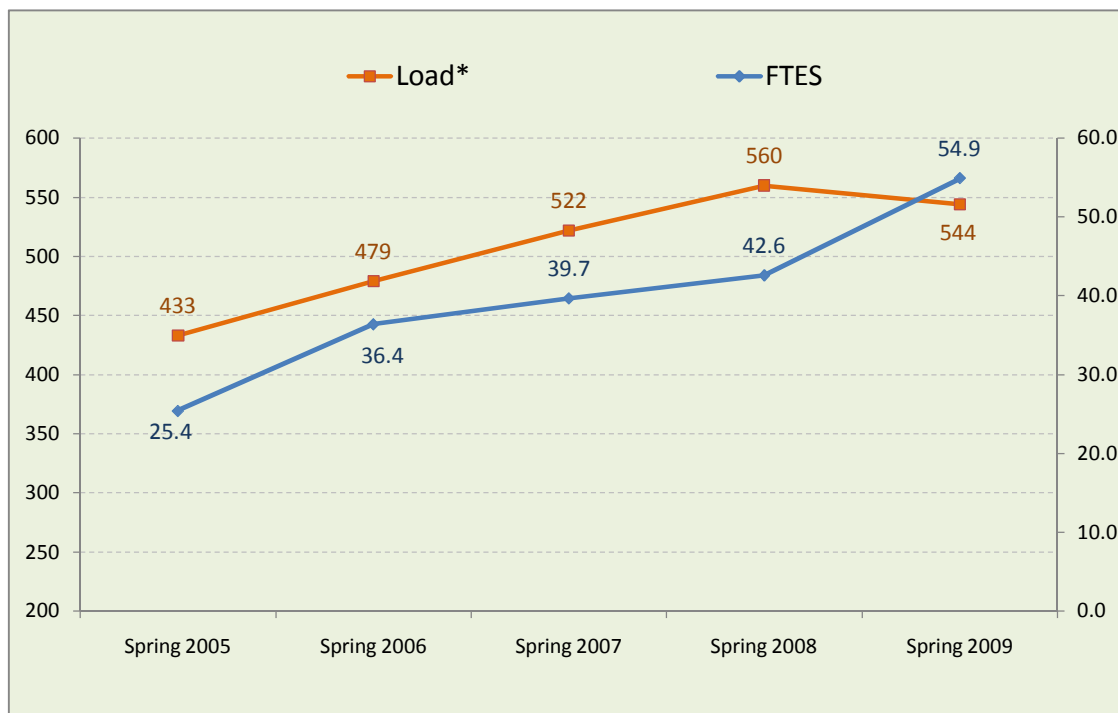
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

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?

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Student Performance Profile

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	Success Rate*	69.4%	79.8%	81.0%	84.1%	75.5%
	Retention Rate*	79.6%	89.1%	89.6%	90.9%	82.2%
	Ave Units Attempted this Term	8.8	9.7	10.2	10.6	10.7
	Ave Units Earned this Term	6.7	8	8.5	8.8	7.9
	Ave Term GPA	2.56	2.84	2.95	2.99	2.56
	Ave Cumulative GPA	2.92	2.98	3.14	3.21	2.9

***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.

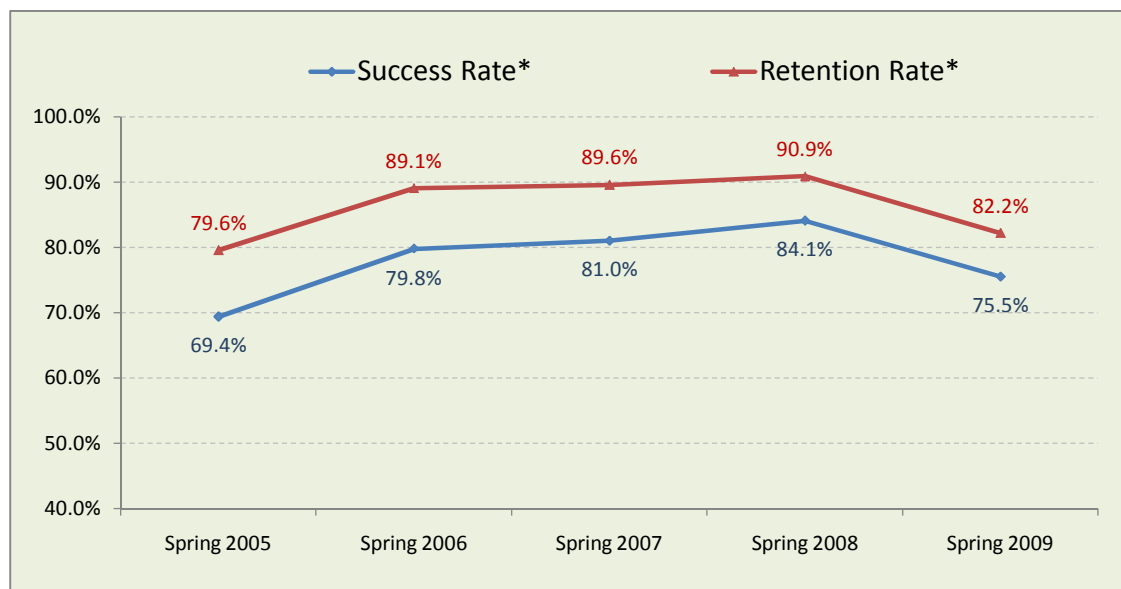
Ave Units Attempted this Term is the average number of units associated with students enrollment for the term after the add/drop deadline.

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?

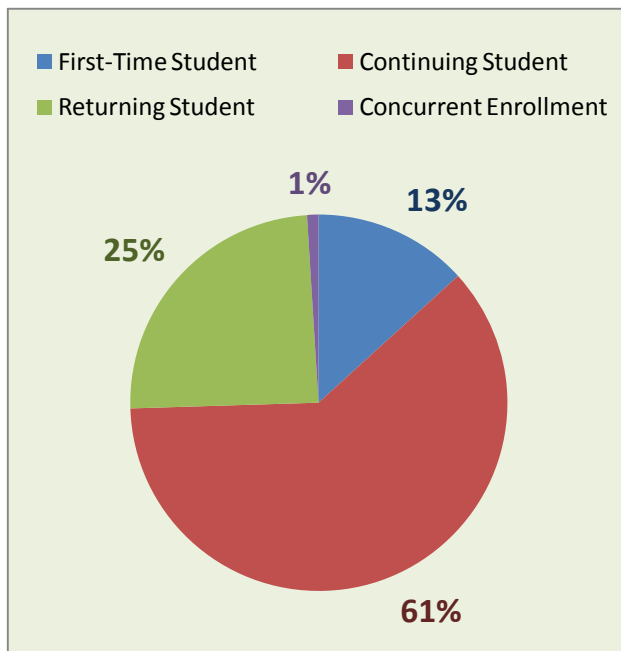
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Student Enrollment Status Profile

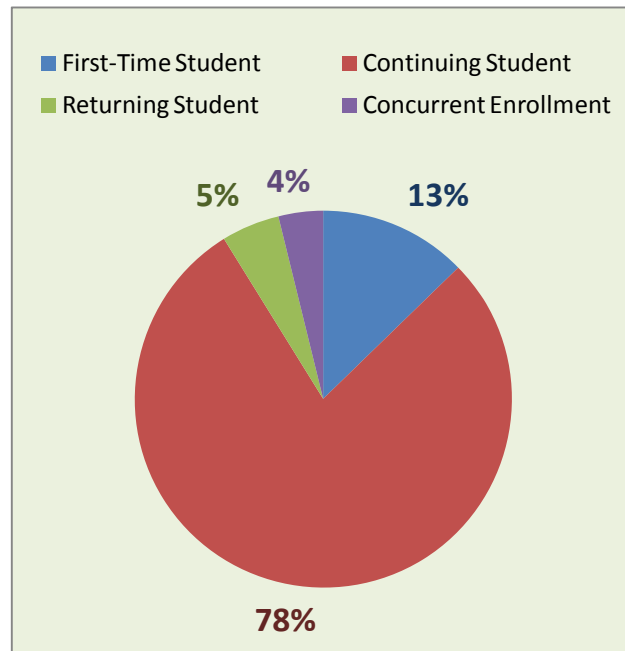
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	First-Time Student	13	20	12	12	23
	Continuing Student	60	91	111	113	142
	Returning Student	24	5	11	10	9
	Concurrent Enrollment	1	0	2	5	7
	Percent First Time	13%	17%	9%	9%	13%
	Percent Continuing	61%	78%	82%	81%	78%
	Percent Returning	24%	4%	8%	7%	5%
	Percent Concurrent	1%	0%	1%	4%	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 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?

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Student Goal Orientation

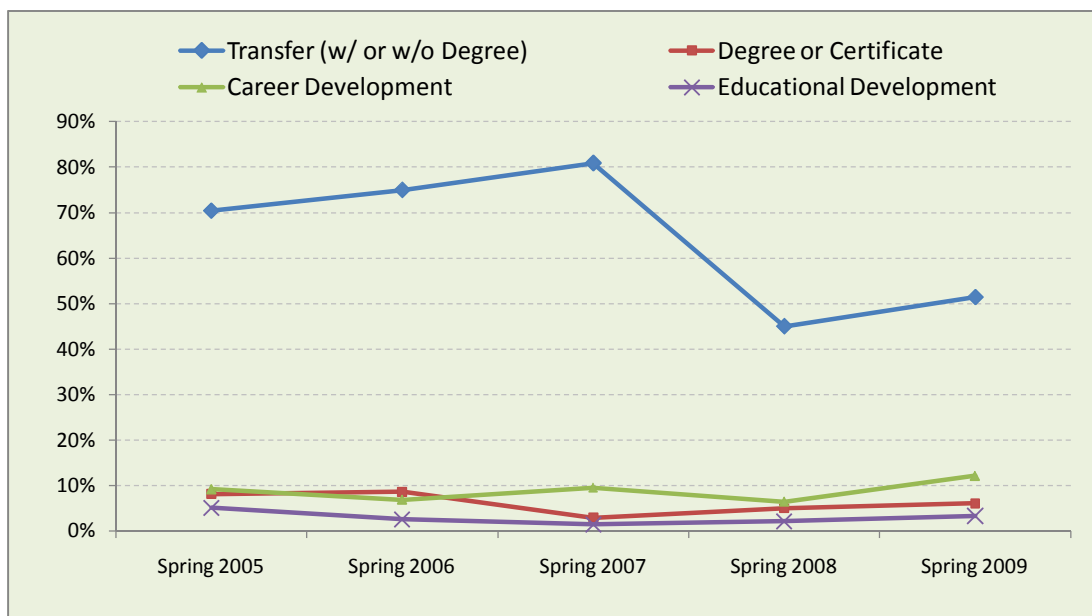
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	Transfer (w/ or w/o Degree)	69	87	110	63	93
	Degree or Certificate	8	10	4	7	11
	Career Development	9	8	13	9	22
	Educational Development	5	3	2	3	6
	Undecided	2	0	2	52	31
	Other Goal	5	8	5	5	14
	Percent Transfer	70%	75%	81%	45%	51%
	Percent Degree or Certificate	8%	9%	3%	5%	6%
	Percent Career Development	9%	7%	10%	6%	12%
	Percent Education Development	5%	3%	1%	2%	3%
	Percent Undecided	2%	0%	1%	37%	17%
	Percent Other	5%	7%	4%	4%	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 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?

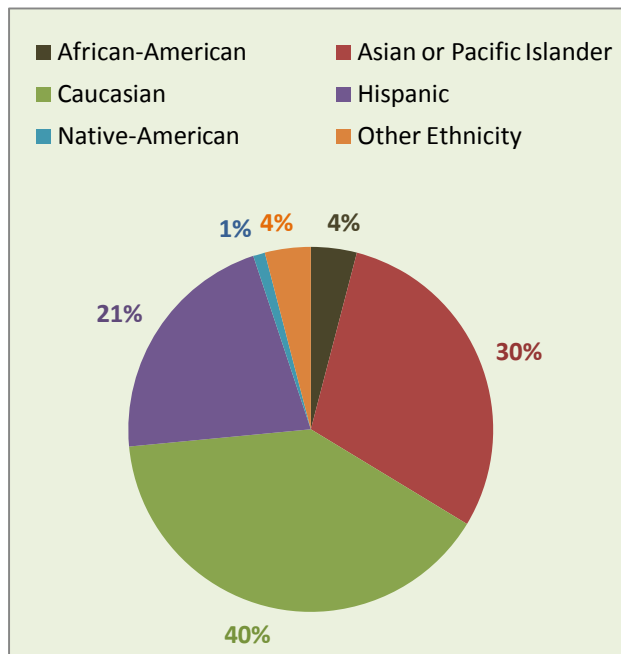
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Student Demographics - Ethnicity

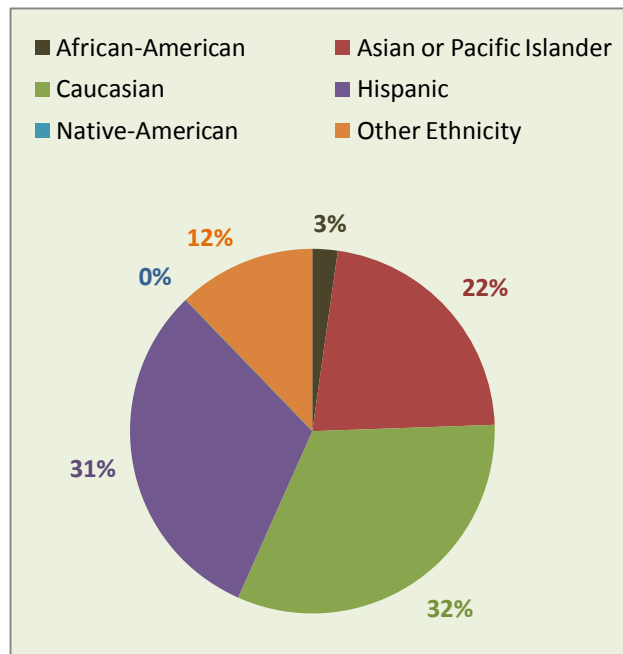
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	African-American	4	2	5	5	4
	Asian or Pacific Islander	29	29	41	28	40
	Caucasian	39	38	41	50	58
	Hispanic	21	34	35	37	56
	Native-American	1	1	1	2	0
	Other Ethnicity	4	12	13	17	22
	Percent African-American	4%	2%	4%	4%	2%
	Percent Asian or Pacific Islander	30%	25%	30%	20%	22%
	Percent Caucasian	40%	33%	30%	36%	32%
	Percent Hispanic	21%	29%	26%	26%	31%
	Percent Native-American	1%	1%	1%	1%	0%
	Percent Other Ethnicity	4%	10%	10%	12%	12%

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?

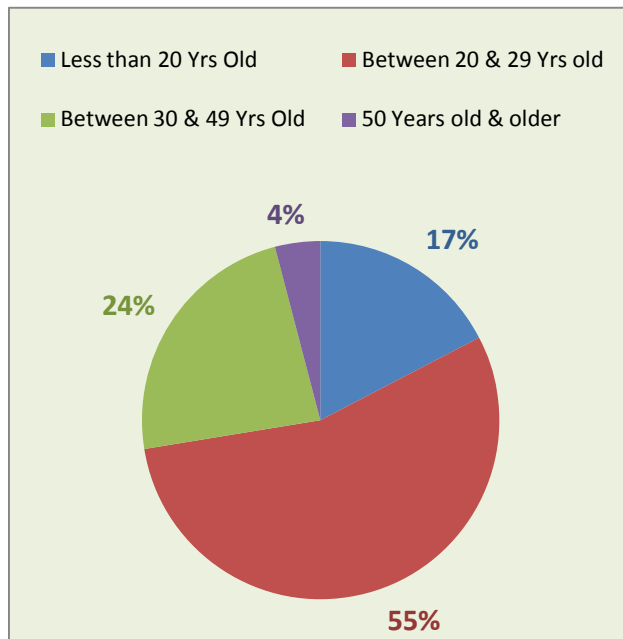
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Student Demographics - Gender & Age

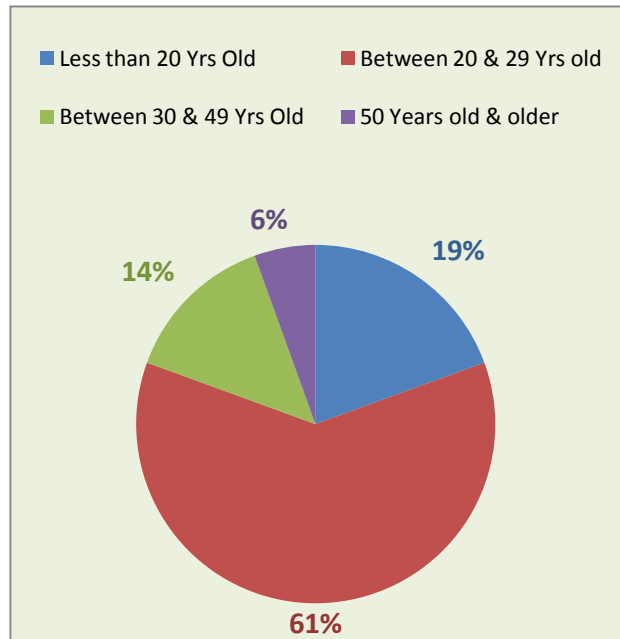
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	Female	60	65	86	79	105
	Male	38	48	48	57	71
	Less than 20 Yrs Old	17	11	16	20	35
	Between 20 & 29 Yrs old	54	82	83	84	110
	Between 30 & 49 Yrs Old	23	21	34	30	25
	50 Years old & older	4	2	3	5	10
	% Female	61%	56%	63%	56%	58%
	% Male	39%	41%	35%	41%	39%
	% Less than 20 yrs old	17%	9%	12%	14%	19%
	% Between 20 & 29 yrs old	55%	71%	61%	60%	61%
	% Between 30 and 49 yrs old	23%	18%	25%	21%	14%
	% 50 Years old & older	4%	2%	2%	4%	6%

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?

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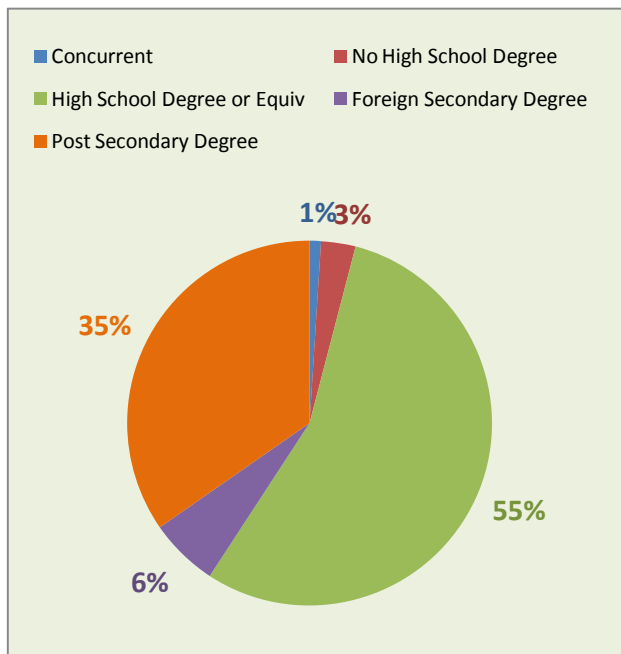
Student Education Attainment Level

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
CHEM	Concurrent	1	0	2	5	7
	No High School Degree	3	1	1	4	9
	High School Degree or Equiv	54	83	91	82	116
	Foreign Secondary Degree	6	5	8	6	5
	Post Secondary Degree	34	26	34	42	44
	% Concurrent Enrollment	1%	0%	1%	4%	4%
	% No High School Degree	3%	1%	1%	3%	5%
	% High School Degree or Equiv	55%	72%	67%	59%	64%
	% Foreign Secondary Degree	6%	4%	6%	4%	3%
	% Post Secondary Degree	35%	22%	25%	30%	24%

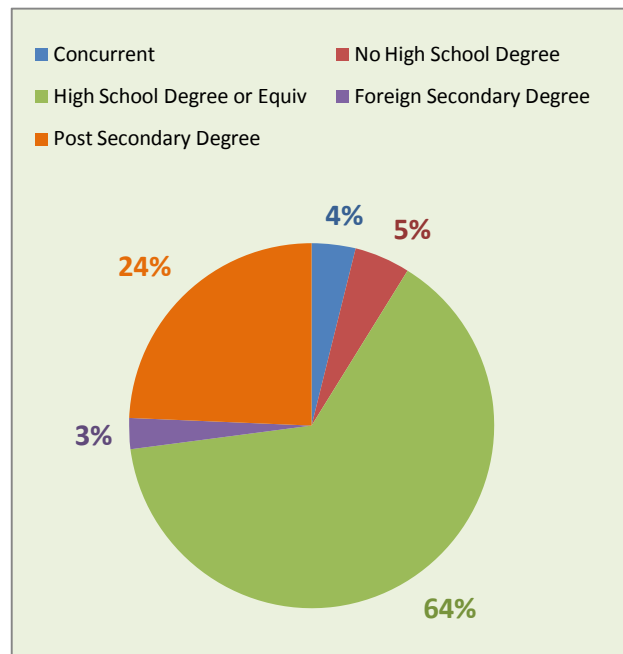
Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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?