

# Program Review Department Data Packet - ECE.

## Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	Unique Headcount	630	561	598	614	612
	Total Course Enrollments	1004	862	860	894	848
	# of Course Offerings	23	23	20	21	18
	# of Section Offerings	32	29	30	32	28
	Ave Enrollment per Section*	31.4	29.7	28.7	27.9	30.3

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

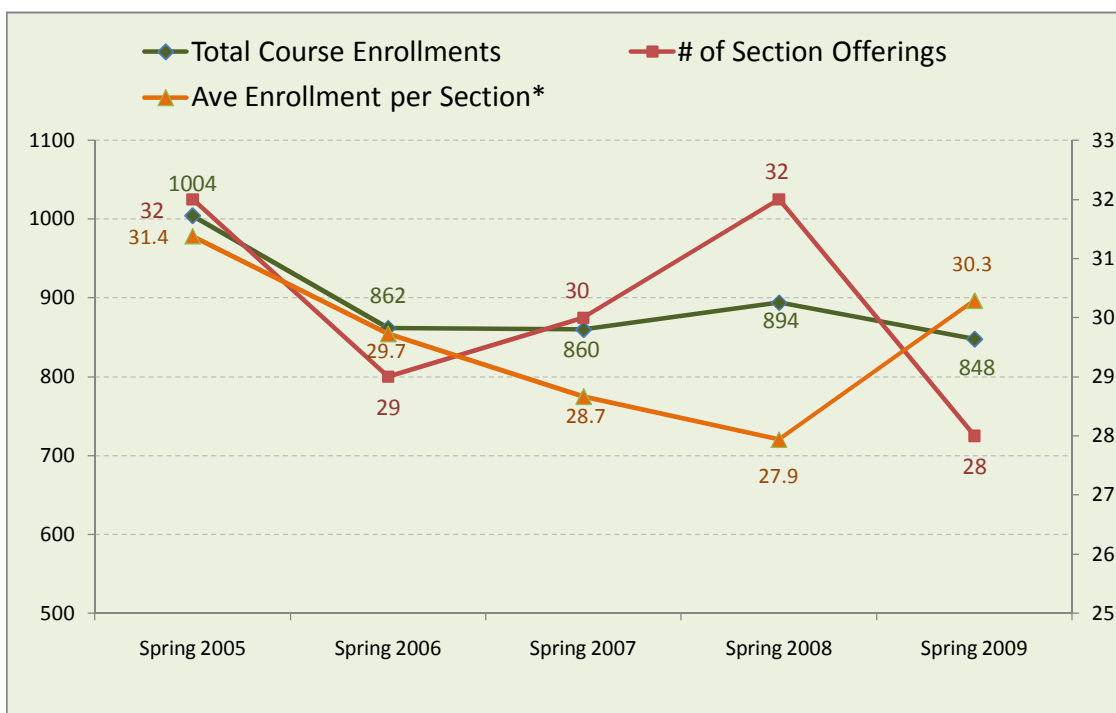
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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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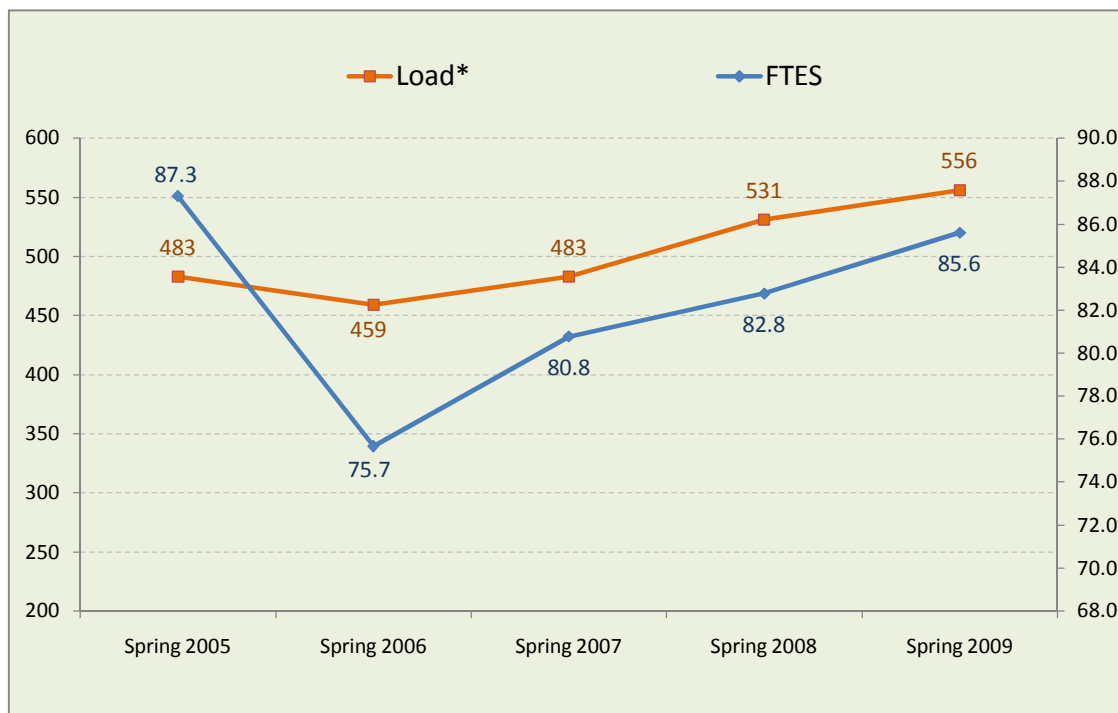
## Department Efficiency

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	WSCH	2620	2270	2423	2483	2568
	FTES	87.3	75.7	80.8	82.8	85.6
	FTE	5.42	4.94	5.01	4.68	4.62
	Load*	483	459	483	531	556

\*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?

# Program Review Department Data Packet - ECE.

## Student Performance Profile

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	Success Rate*	78.1%	81.6%	80.7%	78.9%	81.3%
	Retention Rate*	88.1%	90.7%	92.6%	90.0%	89.7%
	Ave Units Attempted this Term	7.1	7	6.8	6.8	7.1
	Ave Units Earned this Term	5.4	5.7	5.5	5.3	5.9
	Ave Term GPA	2.9	3.14	3.01	2.7	2.94
	Ave Cumulative GPA	2.96	3.03	3.06	2.85	2.91

**\*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.

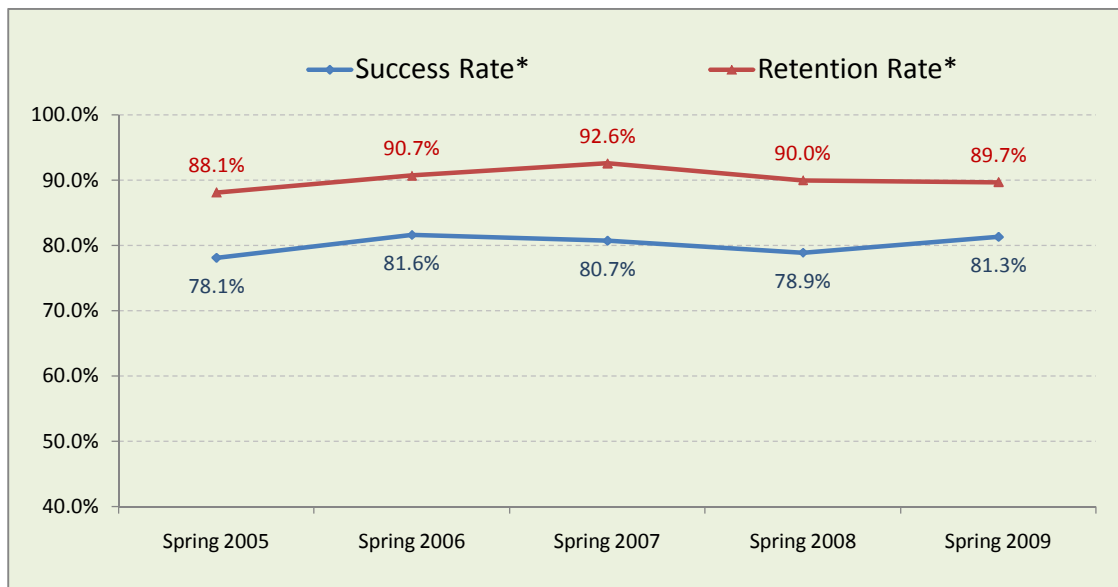
**Ave Units Attempted this Term** is the average number of units associated with students enrollment for the term after the add/drop deadline.

**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?

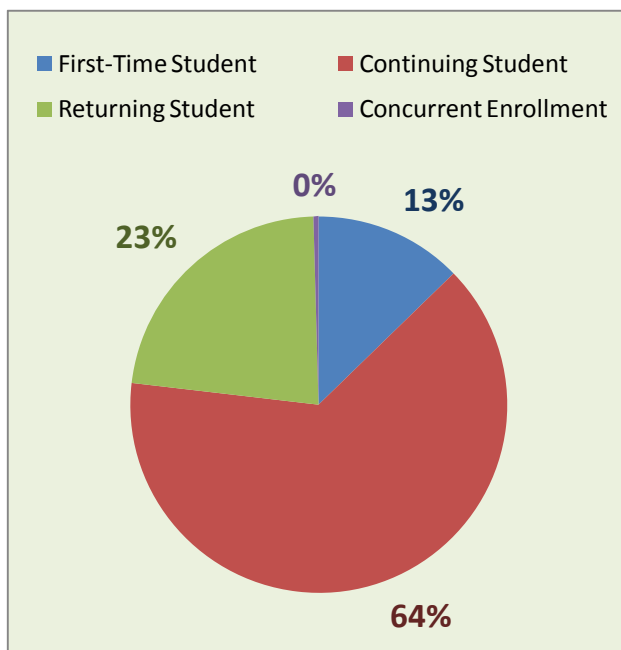
# Program Review Department Data Packet - ECE.

## Student Enrollment Status Profile

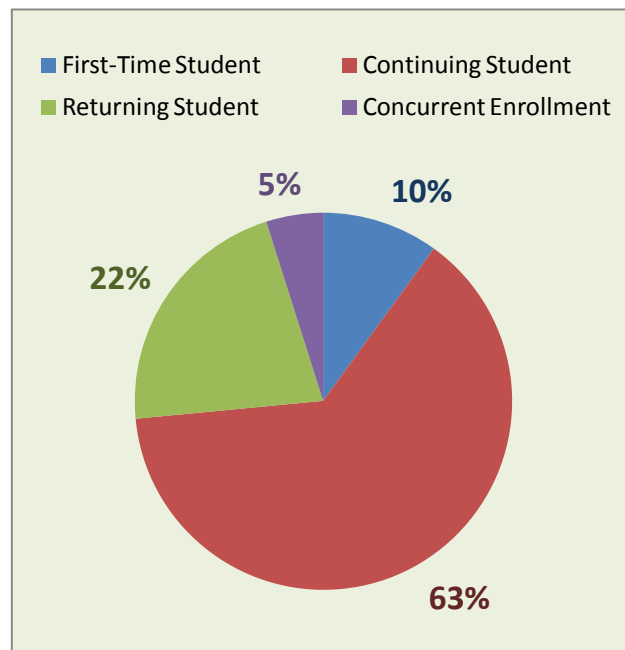
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	First-Time Student	80	64	62	56	61
	Continuing Student	404	355	363	388	389
	Returning Student	143	141	157	138	132
	Concurrent Enrollment	3	1	16	32	30
	Percent First Time	13%	11%	10%	9%	10%
	Percent Continuing	64%	63%	61%	63%	64%
	Percent Returning	23%	25%	26%	22%	22%
	Percent Concurrent	0%	0%	3%	5%	5%

**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 - ECE.

## Student Goal Orientation

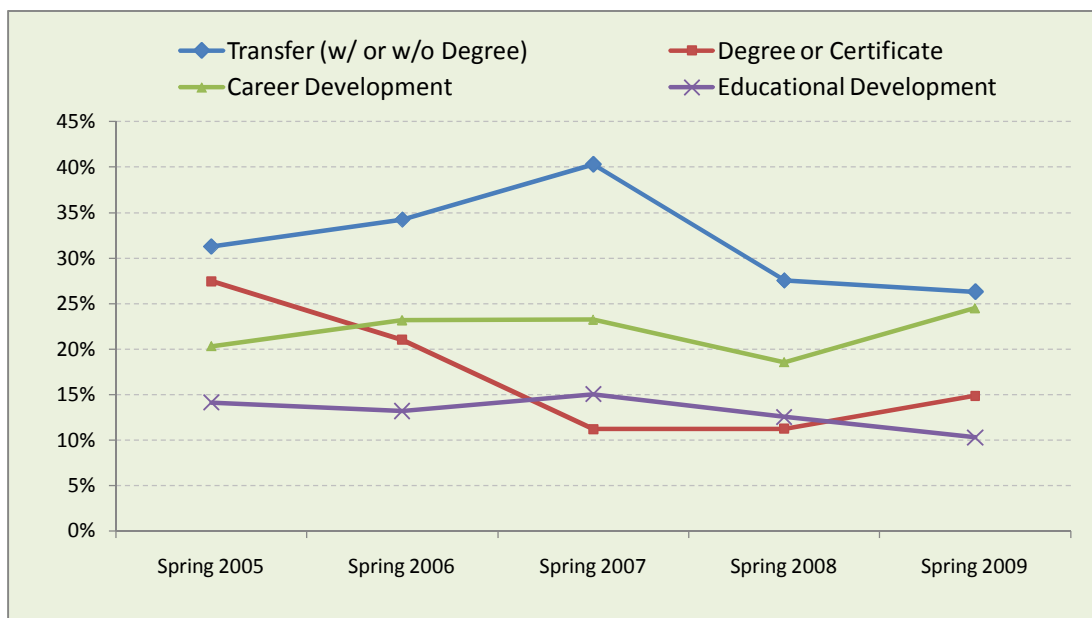
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	Transfer (w/ or w/o Degree)	197	192	241	169	161
	Degree or Certificate	173	118	67	69	91
	Career Development	128	130	139	114	150
	Educational Development	89	74	90	77	63
	Undecided	8	7	16	129	87
	Other Goal	35	40	38	46	43
	Percent Transfer	31%	34%	40%	28%	26%
	Percent Degree or Certificate	27%	21%	11%	11%	15%
	Percent Career Development	20%	23%	23%	19%	25%
	Percent Education Development	14%	13%	15%	13%	10%
	Percent Undecided	1%	1%	3%	21%	14%
	Percent Other	6%	7%	6%	7%	7%

**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?

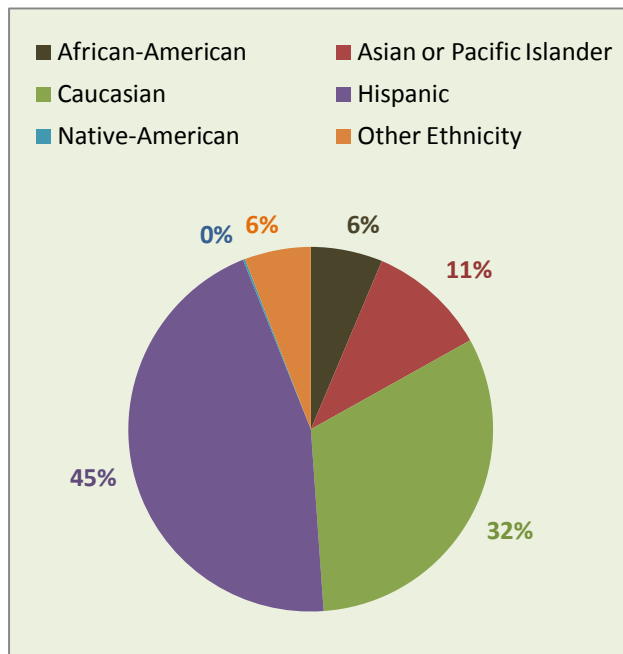
# Program Review Department Data Packet - ECE.

## Student Demographics - Ethnicity

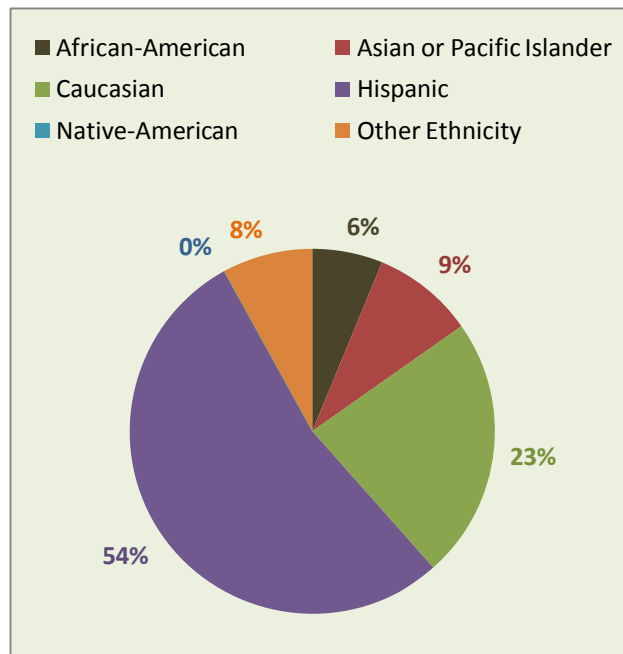
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	African-American	40	26	25	43	38
	Asian or Pacific Islander	66	52	67	82	55
	Caucasian	201	169	165	143	142
	Hispanic	283	281	299	303	327
	Native-American	1	2	2	1	0
	Other Ethnicity	37	31	38	40	49
	Percent African-American	6%	5%	4%	7%	6%
	Percent Asian or Pacific Islander	10%	9%	11%	13%	9%
	Percent Caucasian	32%	30%	28%	23%	23%
	Percent Hispanic	45%	50%	50%	49%	53%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	6%	6%	6%	7%	8%

**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?

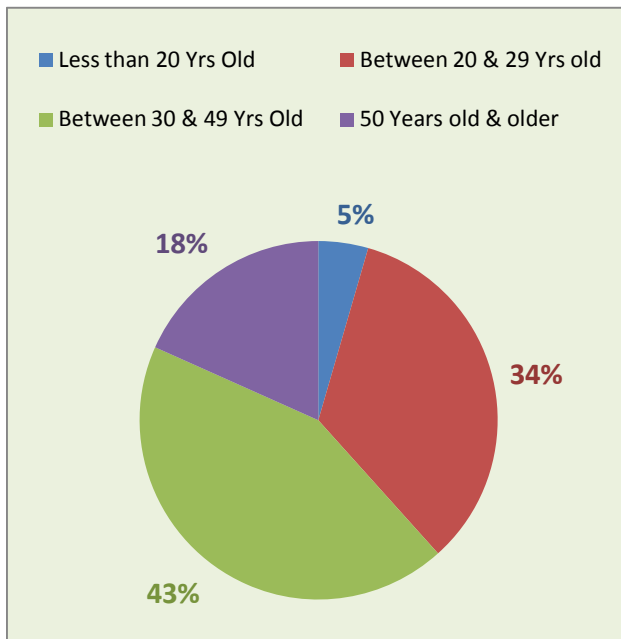
# Program Review Department Data Packet - ECE.

## Student Demographics - Gender & Age

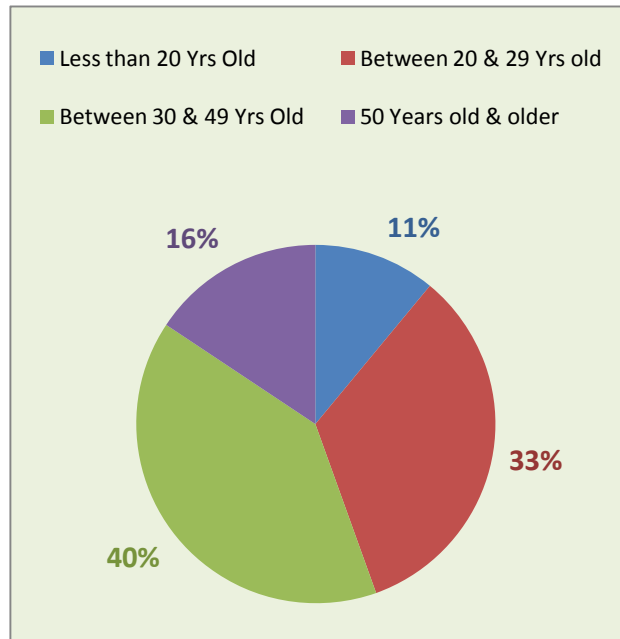
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	Female	579	521	546	553	547
	Male	45	33	40	47	57
	Less than 20 Yrs Old	28	29	40	65	67
	Between 20 & 29 Yrs old	213	194	208	207	205
	Between 30 & 49 Yrs Old	272	238	236	223	243
	50 Years old & older	115	100	112	117	96
	% Female	92%	93%	91%	90%	89%
	% Male	7%	6%	7%	8%	9%
	% Less than 20 yrs old	4%	5%	7%	11%	11%
	% Between 20 & 29 yrs old	34%	35%	35%	34%	33%
	% Between 30 and 49 yrs old	43%	42%	39%	36%	40%
	% 50 Years old & older	18%	18%	19%	19%	16%

**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 - ECE.

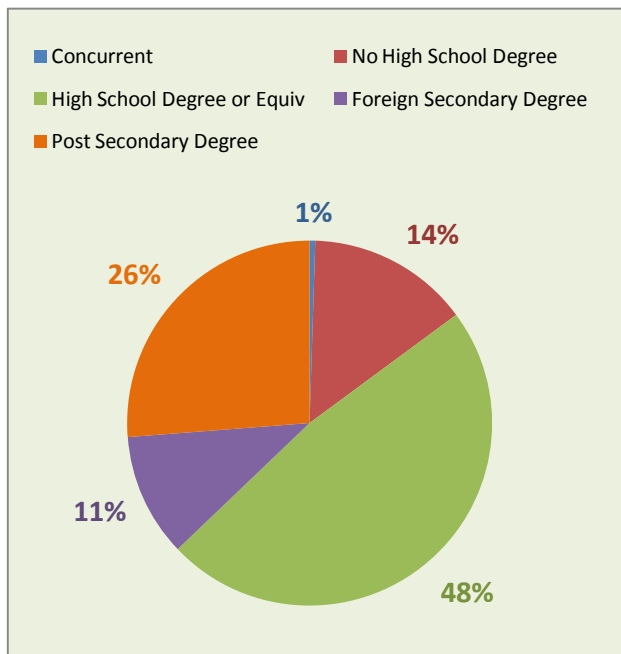
## Student Education Attainment Level

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ECE.	Concurrent	3	1	16	32	30
	No High School Degree	90	58	65	81	88
	High School Degree or Equiv	300	277	307	312	315
	Foreign Secondary Degree	68	59	52	47	47
	Post Secondary Degree	164	162	156	141	129
	% Concurrent Enrollment	0%	0%	3%	5%	5%
	% No High School Degree	14%	10%	11%	13%	14%
	% High School Degree or Equiv	48%	49%	51%	51%	51%
	% Foreign Secondary Degree	11%	11%	9%	8%	8%
	% Post Secondary Degree	26%	29%	26%	23%	21%

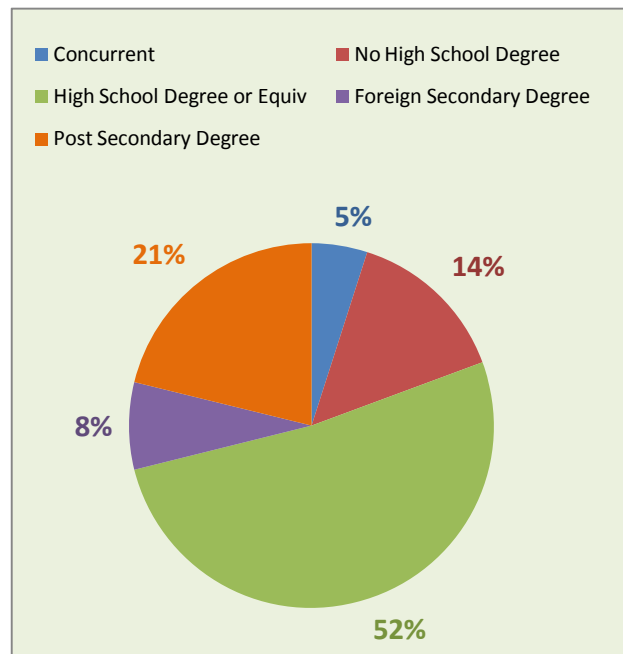
**Data Definitions:** All counts & percentages reflect the student's primary educational goal as indicated on their first application.

**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?