

# Program Review Department Data Packet - ENGL

## Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	Unique Headcount	848	817	928	908	1014
	Total Course Enrollments	858	821	951	916	1020
	# of Course Offerings	10	8	8	8	7
	# of Section Offerings	38	35	41	39	42
	Ave Enrollment per Section*	22.6	23.5	23.2	23.5	24.3

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

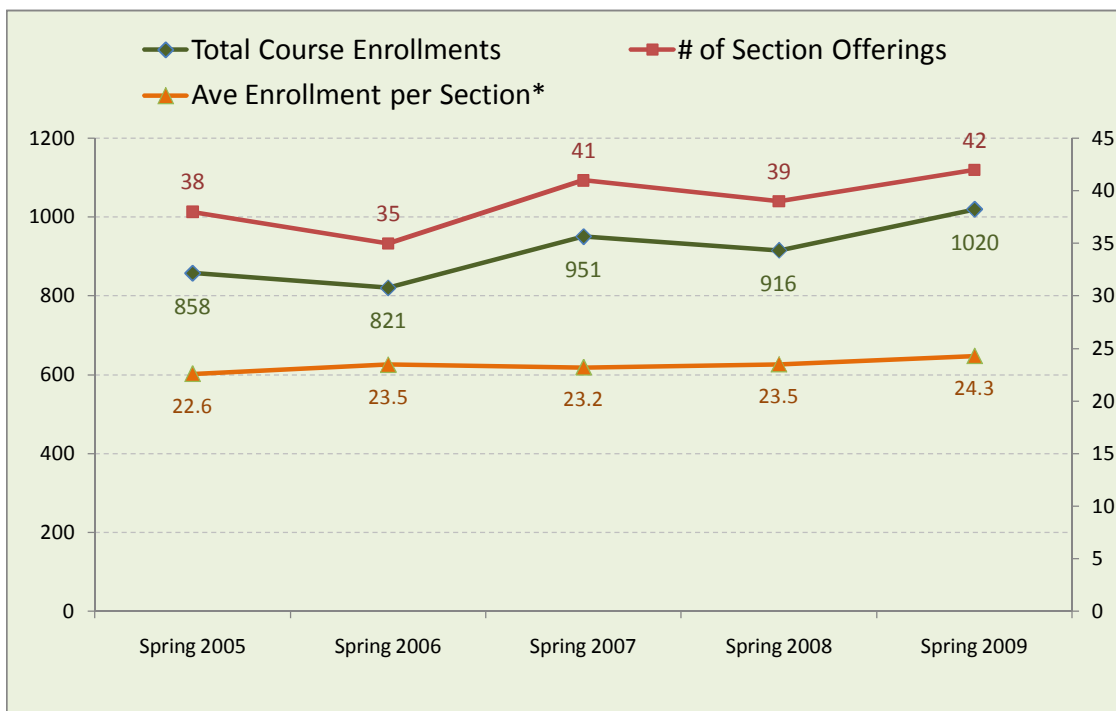
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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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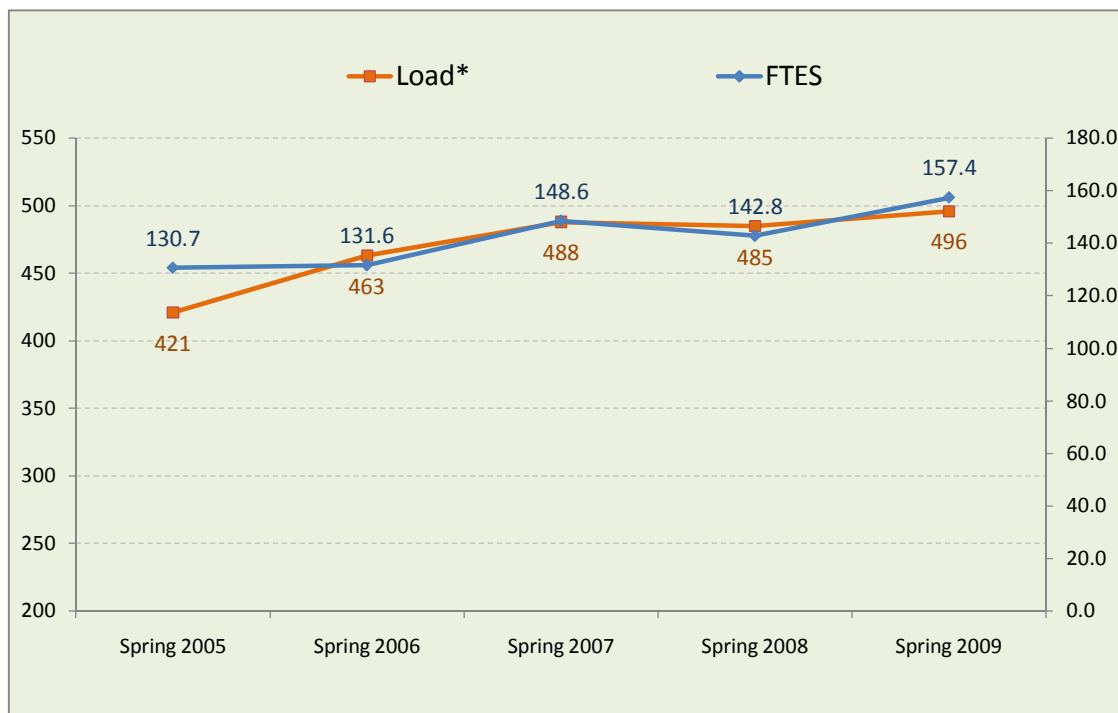
## Department Efficiency

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	WSCH	3922	3949	4457	4284	4721
	FTES	130.7	131.6	148.6	142.8	157.4
	FTE	9.32	8.53	9.13	8.83	9.52
	Load*	421	463	488	485	496

\*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 - ENGL

## Student Performance Profile

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	Success Rate*	70.5%	65.4%	67.0%	66.3%	68.7%
	Retention Rate*	83.4%	82.0%	79.0%	77.4%	83.2%
	Ave Units Attempted this Term	10.4	10.5	10.1	10.4	10.7
	Ave Units Earned this Term	7.5	7.2	7	6.9	7.5
	Ave Term GPA	2.33	2.34	2.33	2.24	2.2
	Ave Cumulative GPA	2.58	2.57	2.61	2.52	2.43

**\*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.

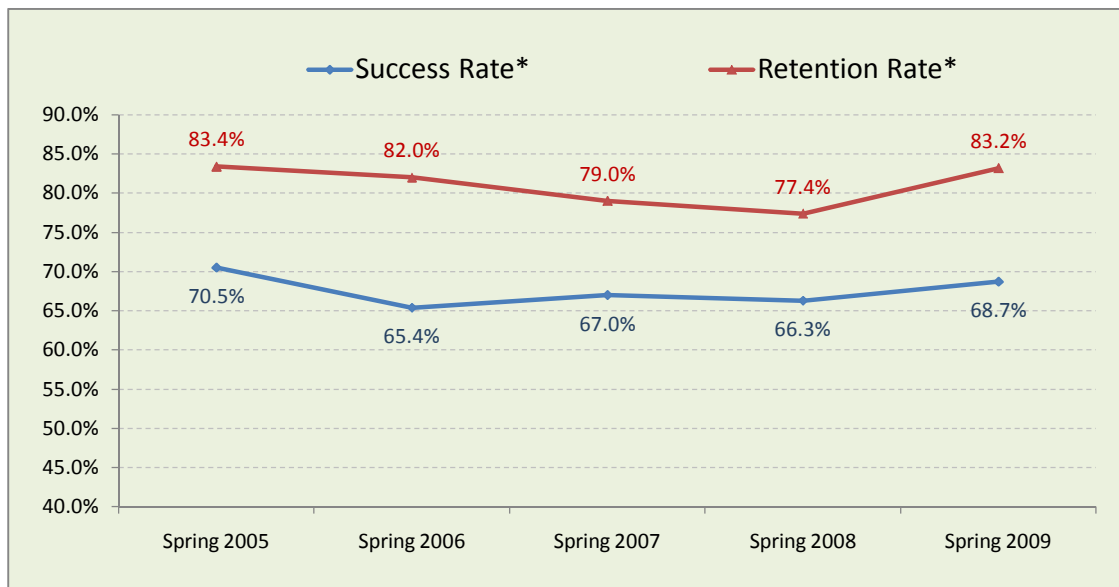
**Ave Units Attempted this Term** is the average number of units associated with students enrollment for the term after the add/drop deadline.

**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:

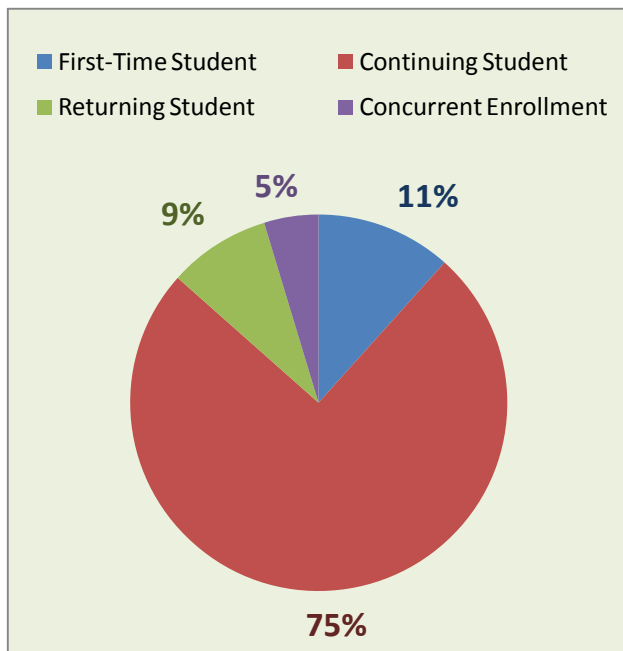
- \* What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- \* Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- \* What do you think are the two or three underlying causes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

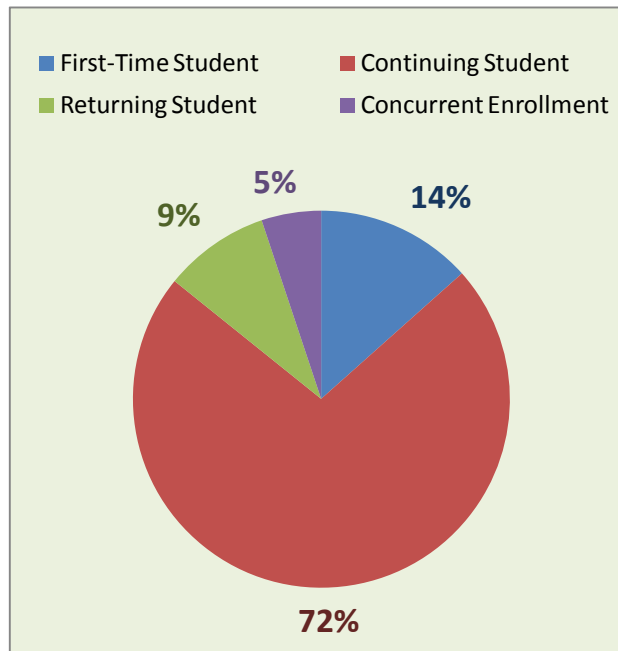
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	First-Time Student	99	73	107	105	136
	Continuing Student	635	627	702	641	734
	Returning Student	74	78	87	90	92
	Concurrent Enrollment	40	39	32	72	52
	Percent First Time	12%	9%	12%	12%	13%
	Percent Continuing	75%	77%	76%	71%	72%
	Percent Returning	9%	10%	9%	10%	9%
	Percent Concurrent	5%	5%	3%	8%	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 - ENGL

## Student Goal Orientation

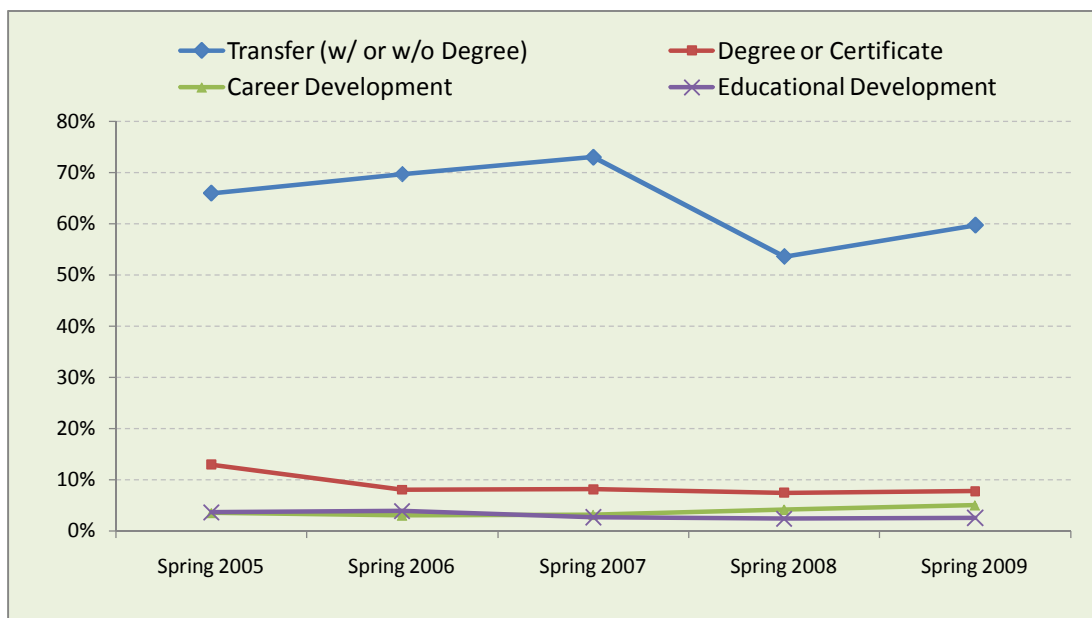
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	Transfer (w/ or w/o Degree)	560	570	678	487	606
	Degree or Certificate	110	66	76	68	79
	Career Development	30	25	30	38	51
	Educational Development	31	32	25	22	26
	Undecided	39	38	27	210	150
	Other Goal	78	84	91	70	76
	Percent Transfer	66%	70%	73%	54%	60%
	Percent Degree or Certificate	13%	8%	8%	7%	8%
	Percent Career Development	4%	3%	3%	4%	5%
	Percent Education Development	4%	4%	3%	2%	3%
	Percent Undecided	5%	5%	3%	23%	15%
	Percent Other	9%	10%	10%	8%	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:

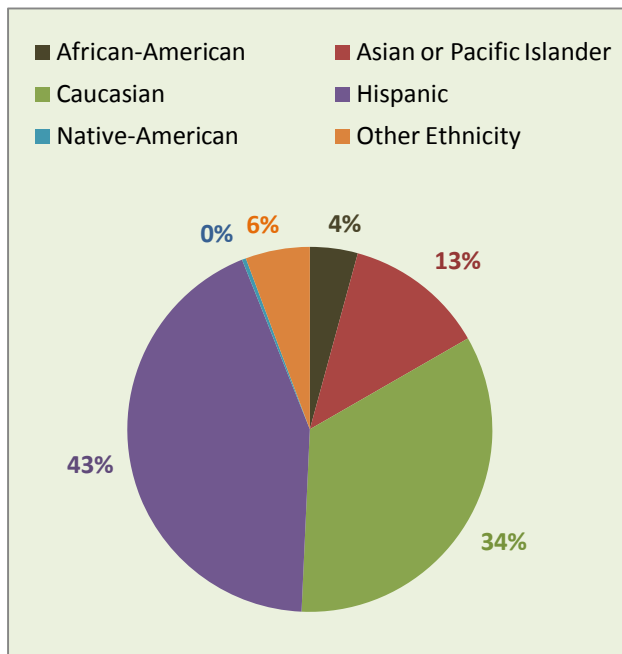
- \* What are the most important trends occurring over the period? Do the data match your perceptions ?
- \* What do you think are the underlying causes driving these trends ?
- \* Does this change suggest any response strategy for the department?
- \* How do the department trends compare to the college?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

### Student Demographics - Ethnicity

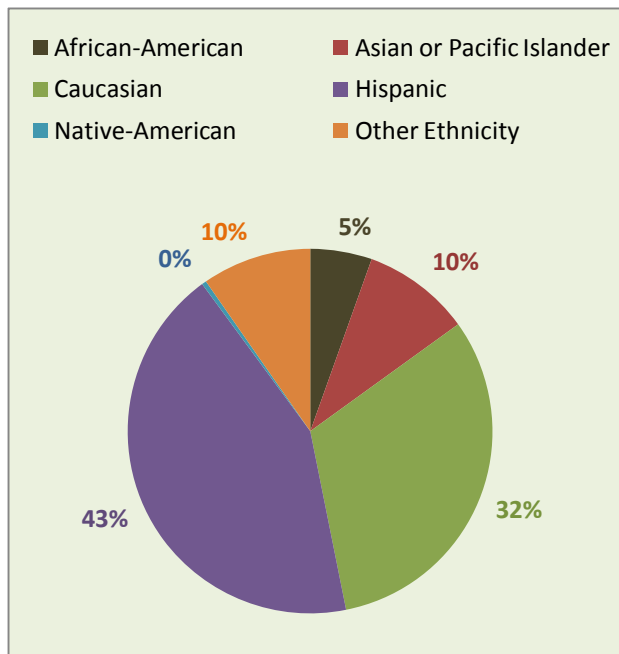
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	African-American	36	29	31	49	55
	Asian or Pacific Islander	105	90	123	95	97
	Caucasian	287	266	290	286	321
	Hispanic	365	357	412	371	435
	Native-American	3	5	2	2	4
	Other Ethnicity	48	62	63	97	98
	Percent African-American	4%	4%	3%	5%	5%
	Percent Asian or Pacific Islander	12%	11%	13%	10%	10%
	Percent Caucasian	34%	33%	31%	31%	32%
	Percent Hispanic	43%	44%	44%	41%	43%
	Percent Native-American	0%	1%	0%	0%	0%
	Percent Other Ethnicity	6%	8%	7%	11%	10%

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?

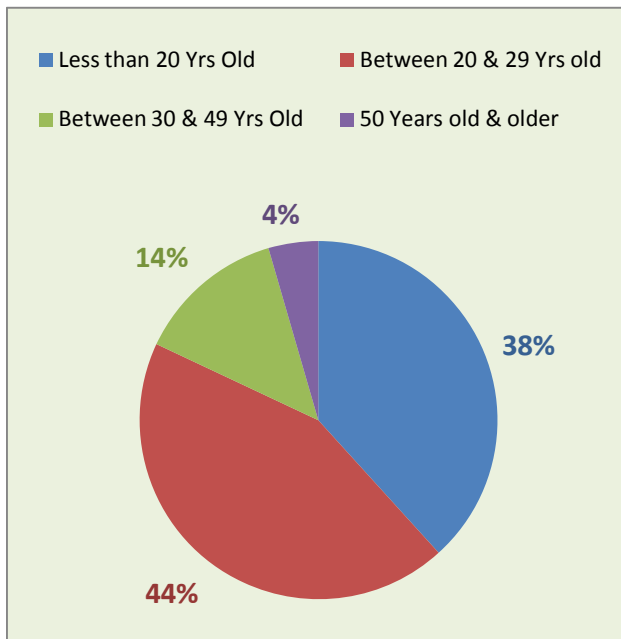
# Program Review Department Data Packet - ENGL

## Student Demographics - Gender & Age

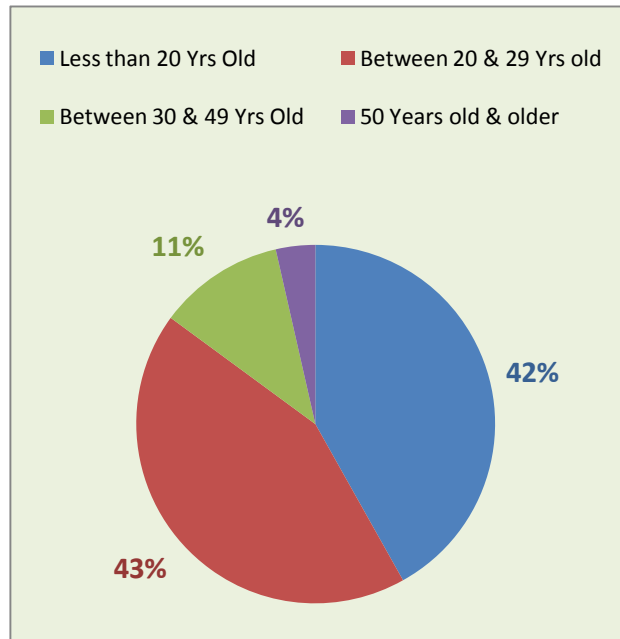
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	Female	478	452	531	484	562
	Male	362	348	377	393	433
	Less than 20 Yrs Old	323	325	355	405	423
	Between 20 & 29 Yrs old	369	374	420	380	436
	Between 30 & 49 Yrs Old	114	93	103	80	115
	50 Years old & older	38	17	43	35	36
	% Female	56%	55%	57%	53%	55%
	% Male	43%	43%	41%	43%	43%
	% Less than 20 yrs old	38%	40%	38%	45%	42%
	% Between 20 & 29 yrs old	44%	46%	45%	42%	43%
	% Between 30 and 49 yrs old	13%	11%	11%	9%	11%
	% 50 Years old & older	4%	2%	5%	4%	4%

**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?

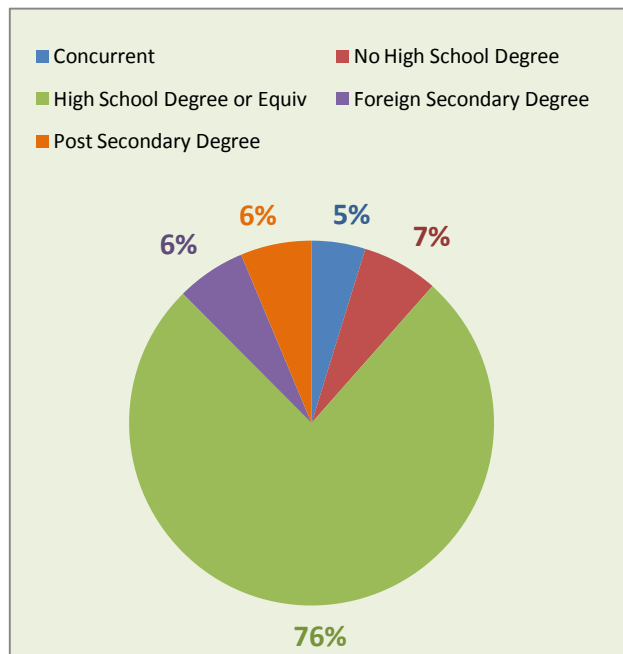
## Student Education Attainment Level

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	Concurrent	40	39	32	72	52
	No High School Degree	57	58	61	51	74
	High School Degree or Equiv	641	642	742	713	810
	Foreign Secondary Degree	52	47	48	24	32
	Post Secondary Degree	53	28	41	45	43
	% Concurrent Enrollment	5%	5%	3%	8%	5%
	% No High School Degree	7%	7%	7%	6%	7%
	% High School Degree or Equiv	76%	79%	80%	79%	80%
	% Foreign Secondary Degree	6%	6%	5%	3%	3%
	% Post Secondary Degree	6%	3%	4%	5%	4%

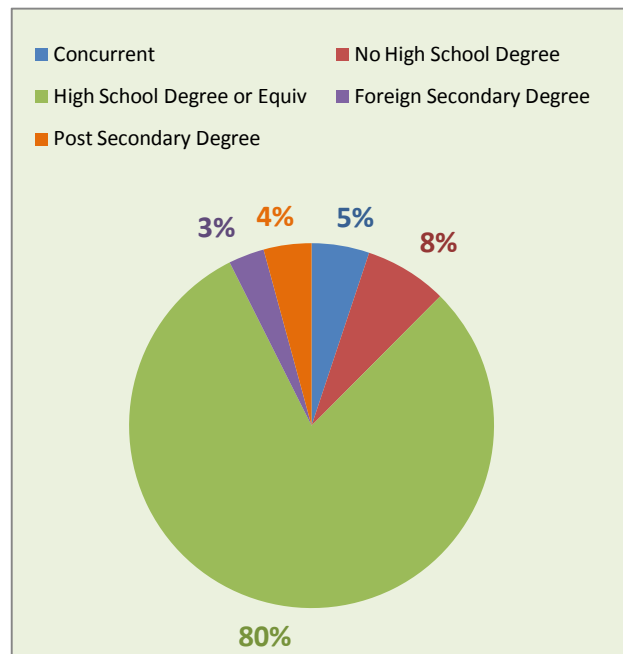
**Data Definitions:** All counts & percentages reflect the student's primary educational goal as indicated on their first application.

**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?