

# Program Review Department Data Packet - ESL

## Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	Unique Headcount	1204	1088	1118	1111	1207
	Total Course Enrollments	2029	1723	1767	1693	1869
	# of Course Offerings	17	19	19	20	21
	# of Section Offerings	70	67	64	64	60
	Ave Enrollment per Section*	29.0	25.7	27.6	26.5	31.2

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

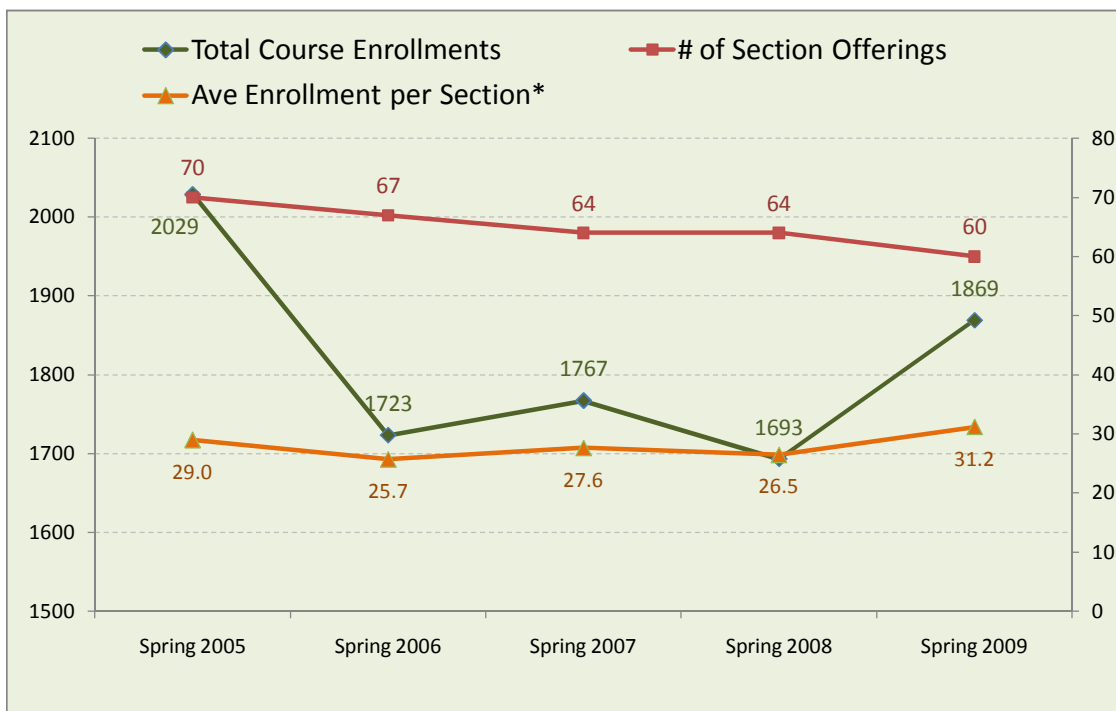
Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department

**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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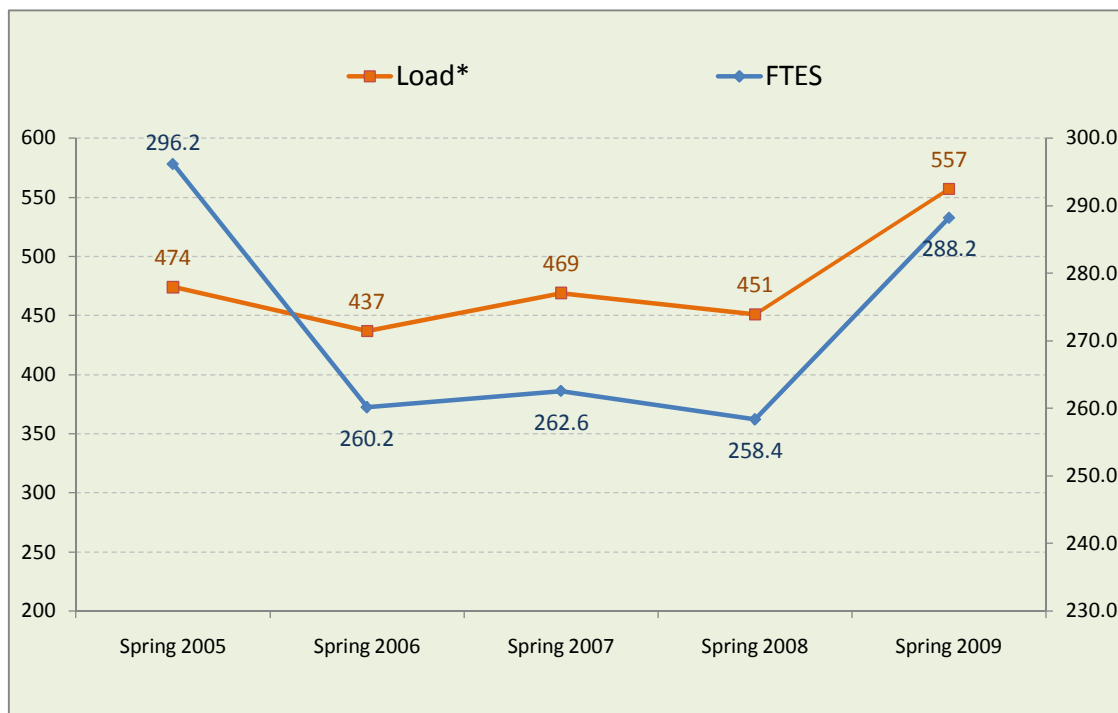
## Department Efficiency

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	WSCH	8885	7805	7877	7751	8646
	FTES	296.2	260.2	262.6	258.4	288.2
	FTE	18.74	17.87	16.8	17.2	15.54
	Load*	474	437	469	451	557

\*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?

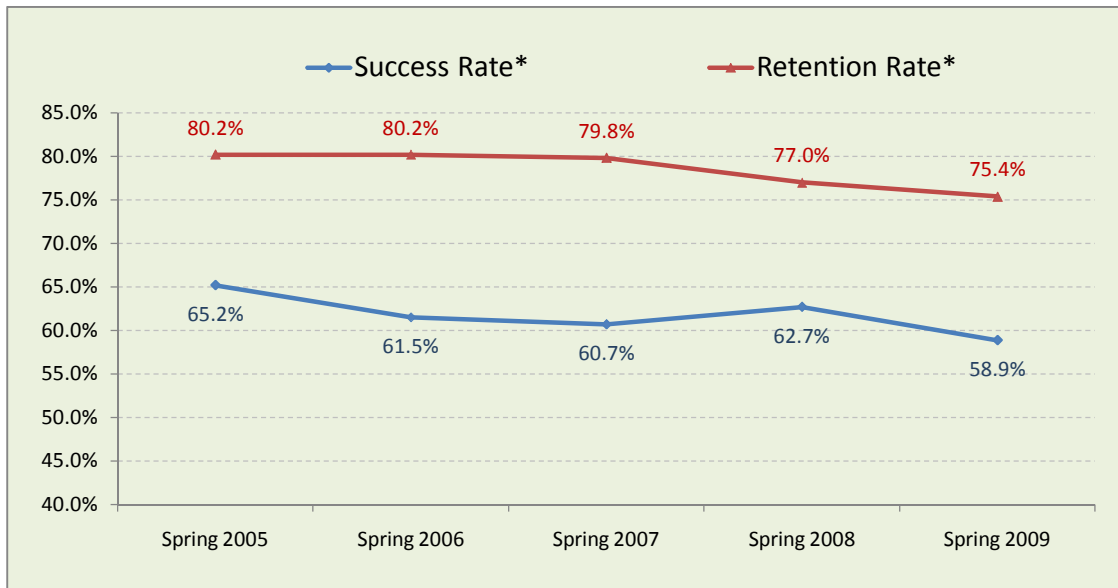
### Student Performance Profile

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	Success Rate*	65.2%	61.5%	60.7%	62.7%	58.9%
	Retention Rate*	80.2%	80.2%	79.8%	77.0%	75.4%
	Ave Units Attempted this Term	9.2	8.3	8.5	8.1	8.4
	Ave Units Earned this Term	6.9	5.9	5.9	5.8	5.5
	Ave Term GPA	2.26	2.12	2.12	0.34	0.55
	Ave Cumulative GPA	2.7	2.52	2.46	2.05	1.39

**\*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:

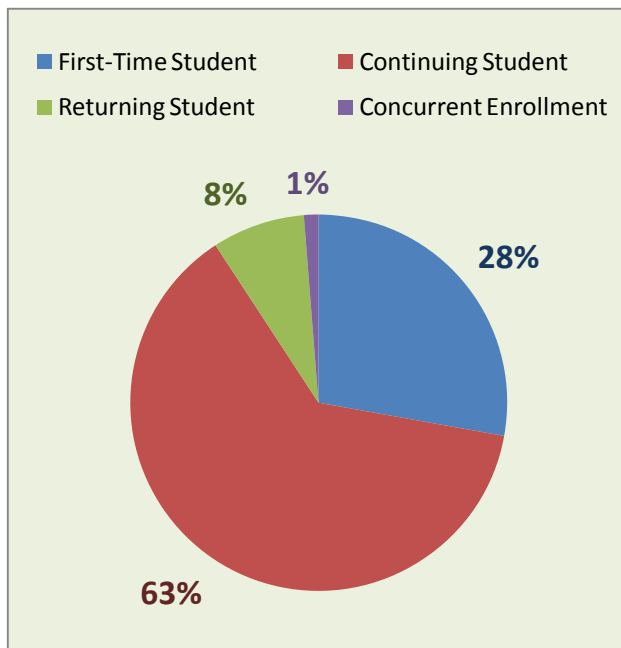
- \* What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- \* Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- \* What do you think are the two or three underlying causes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

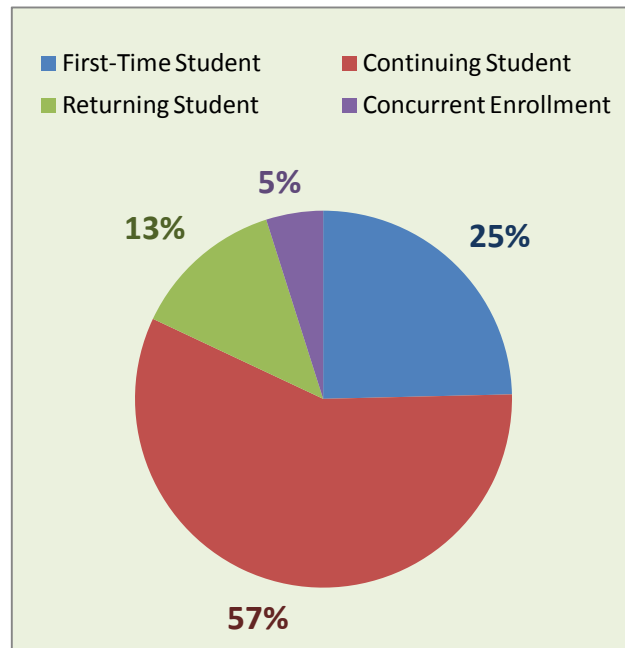
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	First-Time Student	335	320	375	329	297
	Continuing Student	758	646	619	662	693
	Returning Student	96	111	121	115	158
	Concurrent Enrollment	15	11	3	5	59
	Percent First Time	28%	29%	34%	30%	25%
	Percent Continuing	63%	59%	55%	60%	57%
	Percent Returning	8%	10%	11%	10%	13%
	Percent Concurrent	1%	1%	0%	0%	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 - ESL

## Student Goal Orientation

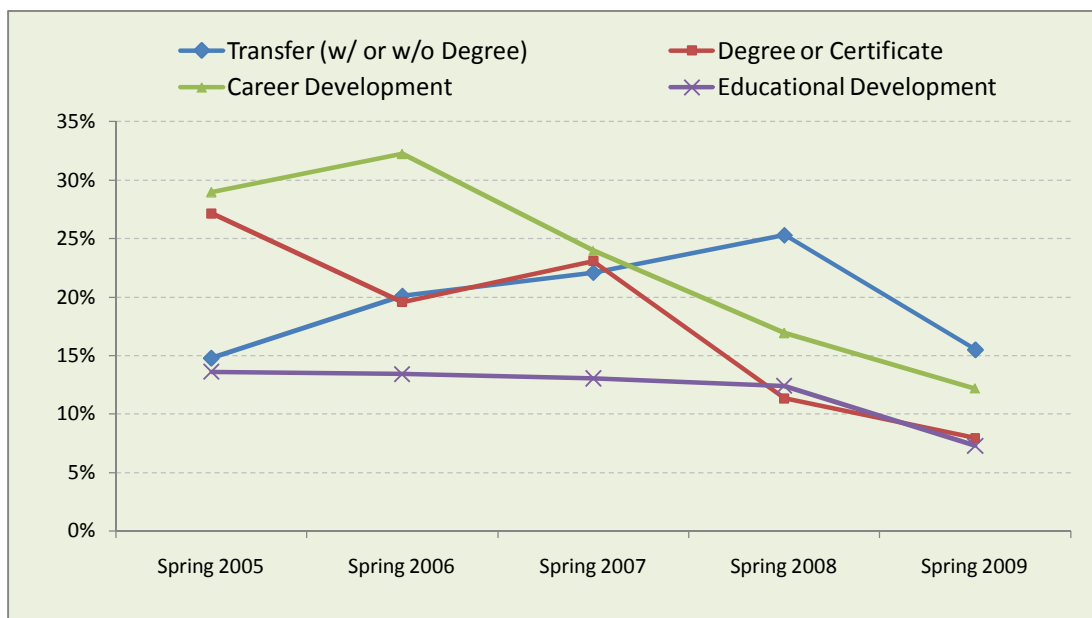
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	Transfer (w/ or w/o Degree)	178	219	247	281	187
	Degree or Certificate	327	213	258	126	96
	Career Development	349	351	268	188	147
	Educational Development	164	146	146	138	88
	Undecided	35	38	59	269	565
	Other Goal	142	105	109	72	77
	Percent Transfer	15%	20%	22%	25%	15%
	Percent Degree or Certificate	27%	20%	23%	11%	8%
	Percent Career Development	29%	32%	24%	17%	12%
	Percent Education Development	14%	13%	13%	12%	7%
	Percent Undecided	3%	3%	5%	24%	47%
	Percent Other	12%	10%	10%	6%	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?

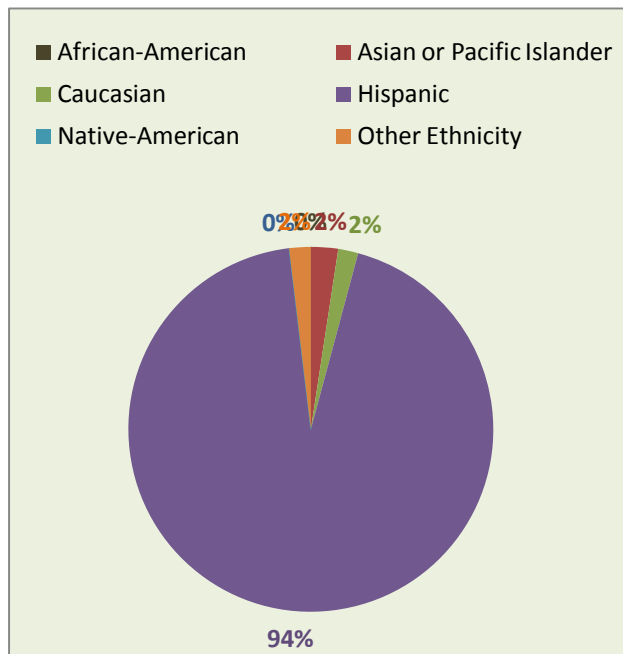
# Program Review Department Data Packet - ESL

## Student Demographics - Ethnicity

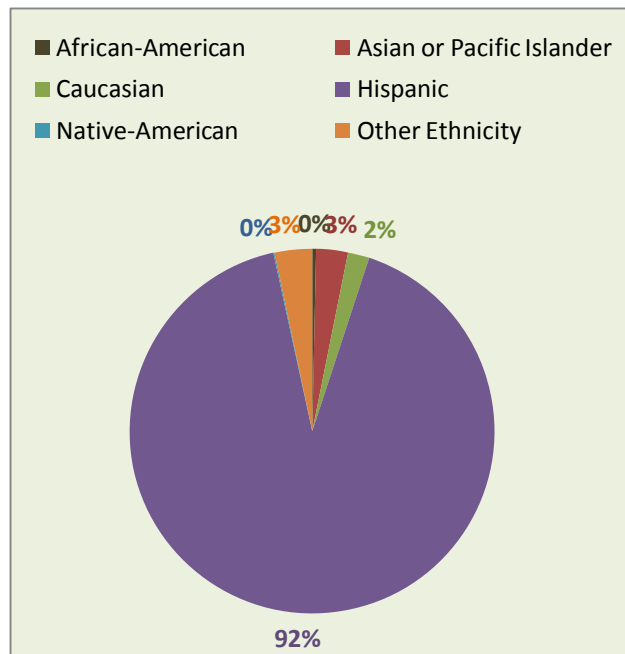
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	African-American	0	0	1	0	4
	Asian or Pacific Islander	29	30	23	24	34
	Caucasian	21	21	18	21	23
	Hispanic	1122	997	1037	1033	1100
	Native-American	0	0	0	0	1
	Other Ethnicity	23	33	29	24	40
	Percent African-American	0%	0%	0%	0%	0%
	Percent Asian or Pacific Islander	2%	3%	2%	2%	3%
	Percent Caucasian	2%	2%	2%	2%	2%
	Percent Hispanic	93%	92%	93%	93%	91%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	2%	3%	3%	2%	3%

**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?

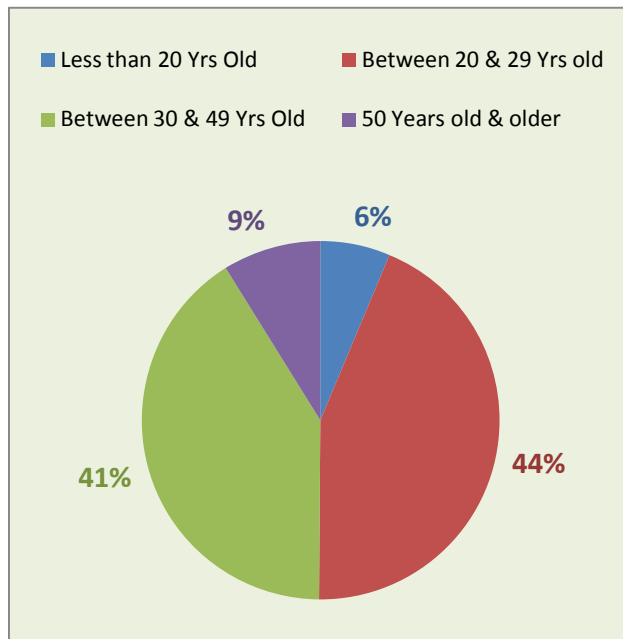
# Program Review Department Data Packet - ESL

## Student Demographics - Gender & Age

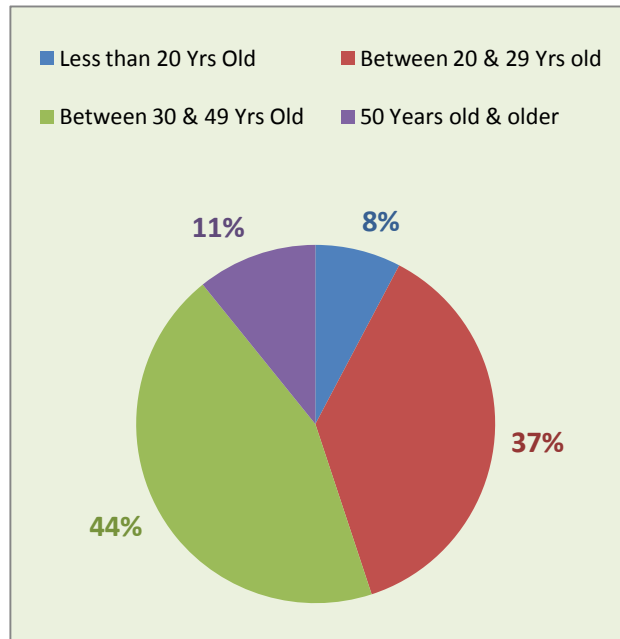
Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	Female	702	668	631	631	727
	Male	477	397	457	449	454
	Less than 20 Yrs Old	75	66	41	55	93
	Between 20 & 29 Yrs old	524	431	462	462	447
	Between 30 & 49 Yrs Old	490	464	494	446	532
	50 Years old & older	106	120	110	139	130
	% Female	58%	61%	56%	57%	60%
	% Male	40%	36%	41%	40%	38%
	% Less than 20 yrs old	6%	6%	4%	5%	8%
	% Between 20 & 29 yrs old	44%	40%	41%	42%	37%
	% Between 30 and 49 yrs old	41%	43%	44%	40%	44%
	% 50 Years old & older	9%	11%	10%	13%	11%

**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 - ESL

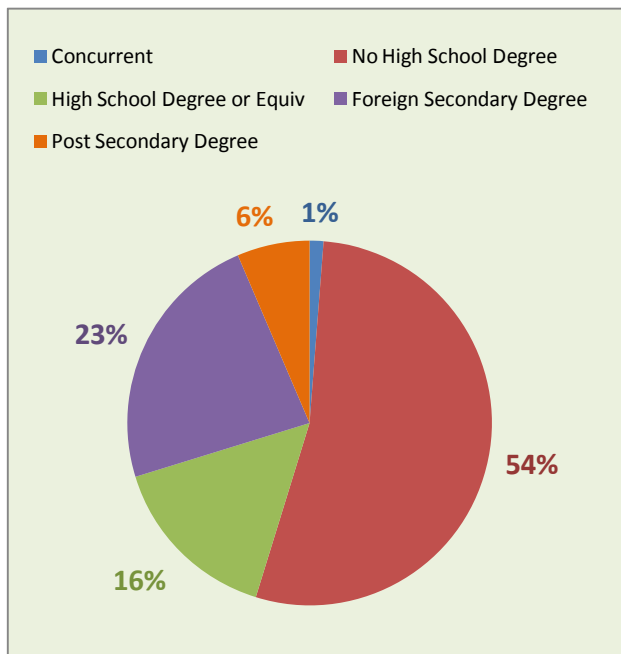
## Student Education Attainment Level

Department	Metric	Term				
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESL	Concurrent	15	11	3	5	59
	No High School Degree	640	589	685	711	745
	High School Degree or Equiv	185	239	212	208	191
	Foreign Secondary Degree	279	186	150	129	144
	Post Secondary Degree	77	62	65	55	63
	% Concurrent Enrollment	1%	1%	0%	0%	5%
	% No High School Degree	53%	54%	61%	64%	62%
	% High School Degree or Equiv	15%	22%	19%	19%	16%
	% Foreign Secondary Degree	23%	17%	13%	12%	12%
	% Post Secondary Degree	6%	6%	6%	5%	5%

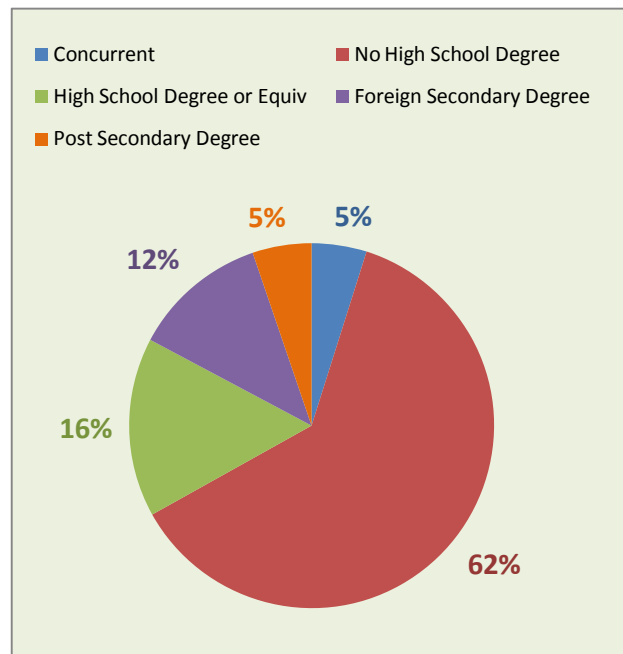
**Data Definitions:** All counts & percentages reflect the student's primary educational goal as indicated on their first application.

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**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?