

Mission College Program Review Packet 2012-2013

10/19/2012

Enrollment Patterns

English

| Subject Enrollment Patterns | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-----------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Unduplicated Headcount | 1827 | 1970 | 1896 | 1814 | 1890 | 1711 | 7.8% |
| Total Enrollment | 2020 | 2153 | 2176 | 2100 | 2225 | 2024 | 10.1% |
| Total WSCH | 6244.3 | 6883.9 | 6830.3 | 6594.4 | 7055.3 | 6222.6 | 13.0% |
| Total FTES | 192.7 | 212.4 | 210.7 | 203.5 | 217.7 | 192.0 | 13.0% |
| Total WSCH/FTEF | 498.9 | 518.7 | 538.0 | 494.6 | 530.3 | 498.7 | 10.9% |
| Load (FTEF) | 12.5 | 13.3 | 12.7 | 13.3 | 13.3 | 11.6 | 6.4% |
| CA Residents | | | | | | | |
| Resident Enrollment | 1833 | 1932 | 2006 | 1946 | 2097 | 1895 | 14.4% |
| Resident WSCH | 5636.3 | 6171.0 | 6295.2 | 6101.4 | 6643.6 | 5807.7 | 10.9% |
| Resident FTES | 173.9 | 190.4 | 194.2 | 188.3 | 205.0 | 179.2 | 17.9% |
| Resident WSCH/FTEF | 450.4 | 465.0 | 495.8 | 457.6 | 499.4 | 498.7 | 10.9% |

Data Definitions: **Unduplicated Headcount** is the count of individual students (no duplicates) enrolled in all courses within the subject. Includes CA residents and nonresidents.

Total figures include all students, including CA resident students and nonresident students.

CA Resident figures include CA resident students only.

Enrollment is the sum of all course enrollments (filled seats) within the subject.

Load (FTEF) is the Full Time Equivalent Faculty associated with the subject's course offerings for that term.

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the subject.

WSCH/FTEF is the ratio of WSCH to FTEF and is a standard measure of department and subject productivity.

Note: Enrollment totals based on the WVMCCD Data Warehouse and may not reflect final FTES 320 Report totals as submitted to the State. Change from FA09 to FA11 may appear to be slightly off, due to rounding.

| College Enrollment Patterns | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-----------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Unduplicated Headcount | 10,129 | 10,381 | 9,807 | 10,020 | 9,291 | 9,316 | -8.3% |
| Total Enrollment | 25,773 | 25,226 | 25,312 | 24,767 | 23,769 | 23,441 | -7.8% |
| Total WSCH | 113,624.1 | 115,118.5 | 112,708.6 | 111,593.7 | 106,833.4 | 105,795.3 | -0.1% |
| Total FTES | 3,505.8 | 3,551.9 | 3,477.6 | 3,443.2 | 3,296.3 | 3,264.3 | -0.1% |
| Total WSCH/FTEF | 601.0 | 592.0 | 593.5 | 546.0 | 549.5 | 543.0 | -0.1% |
| Load (FTEF) | 189.1 | 194.5 | 189.9 | 204.4 | 194.4 | 194.8 | 0.03% |

Note: Additional collegewide data elements for comparison are available on the Mission College Datasheet.

Questions to Consider:

- * How has enrollment changed over the last few years? Is it relatively steady, or do you see noticeable changes?
- * What are the overall trends for subject FTEF and FTES? Are the trends moving in the same direction?
- * Compare subject productivity to college average productivity. Every department is unique, but do you notice any difference? Why might they be different?
- * Do you see any deviations or sudden changes in any of the trends? If so, what do you think might be the underlying causes of these changes?
- * Do any of the trends or comparisons suggest possible goals for the department?

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Course Patterns

English

| Subject Course Patterns | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|---------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Total Courses Offered | 10 | 9 | 9 | 9 | 8 | 9 | -20.0% |
| Total Sections Offered | 62 | 67 | 65 | 65 | 65 | 58 | 4.8% |
| Total Day Sections | 38 | 28 | 27 | 20 | 43 | 19 | 13.2% |
| Total Evening Sections | 22 | 35 | 37 | 42 | 20 | 38 | -9.1% |
| Total Weekend Sections | 2 | 4 | 1 | 3 | 2 | 1 | 0.0% |
| Total Online Sections | 5 | 5 | 5 | 5 | 5 | 5 | 0.0% |
| Total Late Start Sections | 12 | 7 | | | | | -100.0% |

Notes: These Patterns do not include independent study courses.
 Change from FA09 to FA11 may appear to be slightly off, due to rounding.
 Distance Ed/Online courses include all courses with an Instructor Method of Online (including online lab)

| College Course Patterns | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|---------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Total Courses Offered | 486 | 484 | 469 | 479 | 465 | 454 | -4.3% |
| Total Sections Offered | 990 | 986 | 935 | 975 | 922 | 917 | -6.9% |
| Total Day Sections | 453 | 413 | 395 | 378 | 479 | 347 | 5.7% |
| Total Evening Sections | 468 | 511 | 479 | 538 | 398 | 542 | -15.0% |
| Total Weekend Sections | 69 | 62 | 60 | 56 | 44 | 27 | -36.2% |
| Total Online Sections | 82 | 95 | 95 | 118 | 107 | 126 | 30.5% |
| Total Late Start Sections | 187 | 197 | 142 | 172 | 139 | 139 | -25.7% |

Notes: These Patterns do not include independent study courses.
 Change from FA09 to FA11 may appear to be slightly off, due to rounding.
 Distance Ed/Online courses include all courses with an Instructor Method of Online (including online lab)

Questions to Consider:

- *Have there been changes in the number of courses or sections offered? Why might this be? Are additional changes anticipated?
- *Looking at the number of courses offered, how does that compare to the number of courses in the course catalog? Are there some courses which should be deactivated?
- *Thinking of the courses and sections offered, are there some courses which are offered multiple times that should be offered once a year, or others that are offered only once that should be offered multiple times?
- *Have there been changes in the timeframe that courses or sections are offered? Why might this be? Are additional changes anticipated?
- *Are there some timeframes that courses and sections are not offered? Does this scheduling match student need? Are there additional timeframes that could be considered for future scheduling?

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Student Performance Profile

English

| Student Performance Metrics | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-----------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Retention Rate | 79.8% | 72.1% | 83.3% | 82.9% | 84.4% | 82.7% | 5.8% |
| Success Rate | 55.1% | 48.3% | 63.2% | 63.0% | 62.7% | 62.2% | 13.8% |
| Distance Ed Retention Rate | 64.7% | 73.8% | 72.8% | 70.7% | 73.1% | 74.8% | 13.0% |
| Distance Ed Success Rate | 43.2% | 44.6% | 55.1% | 45.5% | 57.5% | 54.0% | 33.1% |
| College Ave Retention Rate | 87.0% | 86.0% | 87.0% | 87.1% | 87.2% | 86.7% | 0.2% |
| College Ave Success Rate | 67.5% | 68.4% | 68.0% | 69.1% | 69.7% | 69.8% | 2.2% |

Data Definitions: Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade for all sections in the subject area.
 Success Rate is the percentage of students receiving a passing grade (A, B,C or CR) relative to all students receiving a grade for all sections in the subject area.
 Distance Ed Retention Rate is the Retention Rate for the subset of sections taught via Distance Education in the subject area.
 Distance Ed Success Rate is the Success Rate for the subset of sections taught via Distance Education in the subject area.
 College Avg Retention Rate is the average Retention Rate for the entire college.
 College Avg Success Rate is the average Success Rate for the entire college.

Note: Change from FA09 to FA11 may appear to be slightly off, due to rounding.
 Distance Ed courses include all courses with an Instructor Method of Online (including online lab)

| Degrees and Certificates | 2009-2010 | 2010-2011 | 2011-2012 | Details |
|--------------------------|-----------|-----------|-----------|---------|
|--------------------------|-----------|-----------|-----------|---------|

Degrees & Certificates

Data Definitions: Degrees include only degrees that are transcriptable.
 Certificates include only certificates that are transcriptable.

Questions to Consider:

- * What are the overall trends for Student Success and Retention? Are there any deviations or changes?
- * Compare the success and retention with the distance education and college averages? Do you notice any differences? Why might they be different?
- * What do you think might be the underlying factors that impact student success and retention? Are there any factors that you can modify?
- * Looking at degrees and certificates, are there any trends over time? Are the total awards in line with expectations? Why or why not?
- * Are there any goals that could lead to improved success, retention, or student awards?

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Student Demographic Profile

English

| Student Ethnicity | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| African-American | 5.0% | 4.5% | 4.4% | 4.0% | 4.6% | 4.3% | -0.4% |
| Asian | 36.4% | 37.6% | 35.9% | 33.9% | 32.6% | 36.4% | -3.8% |
| Filipino | 10.0% | 11.0% | 13.1% | 12.5% | 12.9% | 12.5% | 2.9% |
| Hispanic | 16.7% | 16.0% | 13.1% | 17.5% | 18.1% | 17.8% | 1.4% |
| Native American | 0.1% | 0.3% | 0.4% | 0.2% | 0.4% | 0.4% | 0.3% |
| Pacific Islander | 0.8% | 0.7% | 0.7% | 1.1% | 0.7% | 0.7% | -0.1% |
| Two or More Races | 4.6% | 6.1% | 7.1% | 7.2% | 8.1% | 9.1% | 3.5% |
| Unknown | 10.0% | 10.4% | 8.4% | 6.9% | 6.2% | 4.9% | -3.8% |
| White | 16.4% | 13.4% | 13.6% | 16.7% | 16.4% | 13.9% | 0.0% |

| College Ethnicity | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| African-American | 4.4% | 4.1% | 4.5% | 4.7% | 4.5% | 4.4% | 0.1% |
| Asian | 36.6% | 37.5% | 36.8% | 36.0% | 36.7% | 36.6% | 0.1% |
| Filipino | 9.8% | 9.4% | 9.8% | 9.8% | 10.1% | 10.1% | 0.3% |
| Hispanic | 15.1% | 14.7% | 14.8% | 15.4% | 14.9% | 15.4% | -0.2% |
| Native American | 0.3% | 0.3% | 0.3% | 0.3% | 0.4% | 0.4% | 0.1% |
| Pacific Islander | 0.8% | 0.9% | 0.7% | 0.7% | 0.7% | 0.7% | -0.1% |
| Two or More Races | 4.4% | 4.9% | 6.3% | 6.9% | 7.9% | 8.5% | 3.5% |
| Unknown | 9.3% | 8.7% | 7.7% | 6.5% | 6.0% | 5.3% | -3.3% |
| White | 19.3% | 19.6% | 19.0% | 19.6% | 18.8% | 18.6% | -0.5% |

Questions to Consider:

- * Is the profile of your department changing? What do those changes mean to you?
- * How does the profile of your department compare to the overall profile of the college?
- * What do any changes over time or differences from the college tell you about your students or program?
- * Are there any goals that you might develop as a result of thinking about your student profile?

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Student Demographic Profile

English

| Student Gender | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|----------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Female | 58.5% | 57.0% | 57.1% | 57.6% | 55.0% | 56.8% | -3.5% |
| Male | 41.1% | 13.7% | 42.5% | 42.2% | 44.4% | 42.7% | 3.3% |
| Unknown | 0.4% | 0.6% | 0.5% | 0.2% | 0.6% | 0.4% | 0.2% |

| College Student Gender | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| Female | 56.5% | 55.8% | 56.7% | 56.7% | 55.8% | 55.9% | -0.6% |
| Male | 42.6% | 43.1% | 42.5% | 42.5% | 43.4% | 43.4% | 0.8% |
| Unknown | 0.9% | 1.1% | 0.8% | 0.8% | 0.8% | 0.7% | -0.1% |

| Student Age | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|-------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| < 17 | 1.1% | 0.1% | 0.5% | 0.1% | 0.6% | 0.1% | -0.5% |
| 17 - 19 | 34.0% | 19.6% | 33.3% | 20.2% | 34.6% | 19.3% | 0.6% |
| 20 - 24 | 32.6% | 43.4% | 35.2% | 44.0% | 35.3% | 44.9% | 2.7% |
| 25 - 34 | 18.6% | 23.2% | 19.4% | 24.1% | 18.6% | 23.4% | 0.0% |
| 35 + | 13.6% | 13.7% | 11.4% | 11.6% | 11.0% | 12.3% | -2.6% |

| College Student Gender | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Change from FA 09 to FA 11 |
|------------------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------------------|
| < 17 | 0.5% | 0.1% | 0.5% | 0.2% | 0.6% | 0.9% | 0.1% |
| 17 - 19 | 13.4% | 8.8% | 13.5% | 9.0% | 14.7% | 9.2% | 1.3% |
| 20 - 24 | 27.2% | 29.7% | 29.4% | 32.2% | 29.9% | 32.8% | 2.7% |
| 25 - 34 | 29.1% | 31.3% | 28.7% | 30.6% | 28.0% | 29.9% | -1.1% |
| 35 + | 29.8% | 30.1% | 27.8% | 28.0% | 26.7% | 27.2% | -3.1% |

Questions to Consider:

- * Is the profile of your department changing? What do those changes mean to you?
- * How does the profile of your department compare to the overall profile of the college?
- * What do any changes over time or differences from the college tell you about your students or program?
- * Are there any goals that you might develop as a result of thinking about your student profile?