

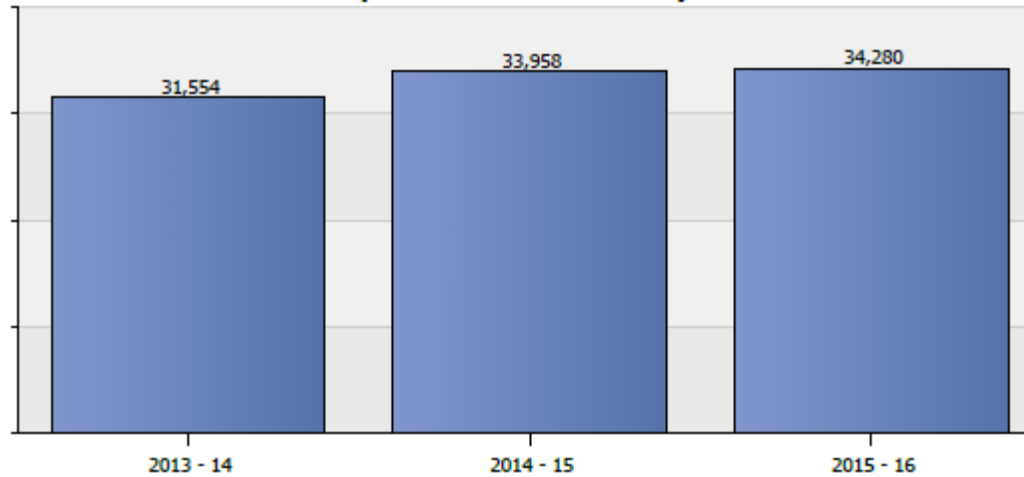
**2016 Data Packets
for Department Planning and Program Review**

Highlights:

- **Timeframe: 2013-14, 2014-15, 2015-16**
- Data provided at the SUBJECT/ PROGRAM level, SCHOOL level, and COLLEGE-WIDE.
- Depending on the measure, the data have been disaggregated by the following:
 - Gender
 - Ethnicity
 - Location
 - Mode of instruction
 - Time of Course Offering
 - Session Length
 - Credit/ Non Credit
 - CTE/ Not CTE
 - Basic Skills Status
- Only enrolled component of a class is included.
- Please read the definitions below for more details on each measure.

College-wide

Unduplicated Enrollment by Year

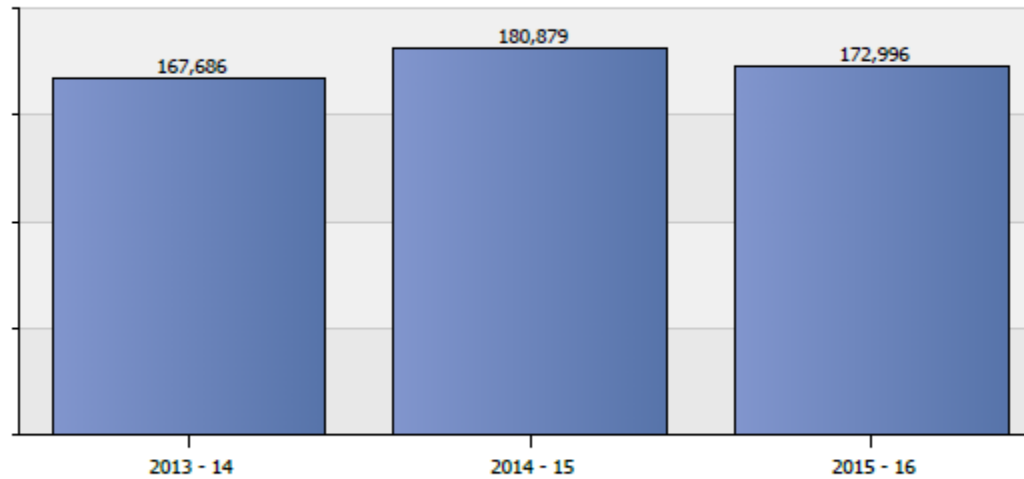


| Enrollment Count | 2013 - 14 | 2014 - 15 | 2015 - 16 |
|------------------|-----------|-----------|-----------|
| | 31,554 | 33,958 | 34,280 |

| Data Element | What does it mean? | How to make sense of it for department planning and program review. |
|---|---|---|
| Unduplicated Enrollment <i>Source: DataWarehouse/ PeopleSoft</i> | The unduplicated number of students who are enrolled. Only the enrolled component of the class is counted in this measure. | The unduplicated enrollment is the count of actual number of students being served. Though a student may enroll in more than one course, this measure will only count them once. The unduplicated enrollment by gender or by ethnicity can provide a picture of diversity and access. |

College-wide

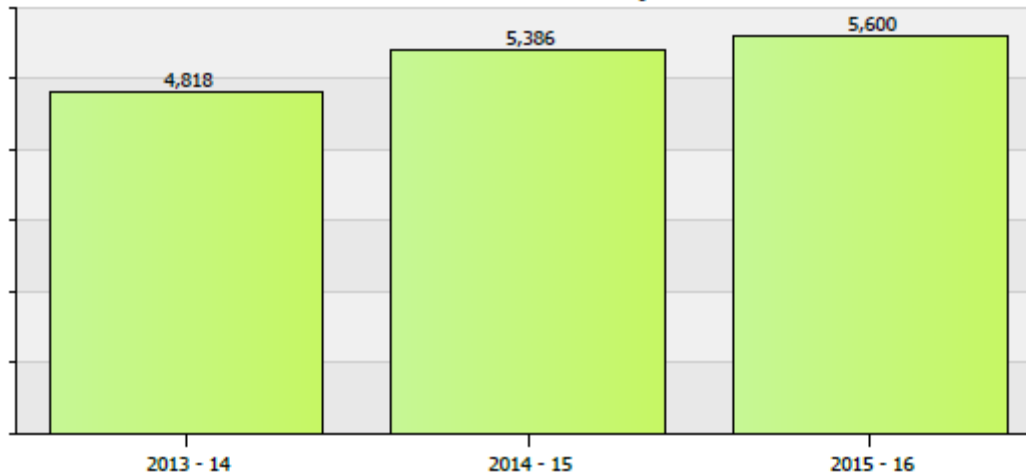
Annual Enrollment



| Enrollment Count | 2013 - 14 | 2014 - 15 | 2015 - 16 |
|------------------|-----------|-----------|-----------|
| | 167,686 | 180,879 | 172,996 |

| Data Element | What does it mean? | How to make sense of it for department planning and program review. |
|--|---|---|
| Enrollment <i>Source: DataWarehouse/ PeopleSoft</i> | The number of students who are enrolled in a class. A student is counted in each class that he/she is enrolled. Only the enrolled component of the class is counted in this measure. | If there are classes that consistently exceed enrollment caps, then additional class sections should be considered. If enrollments are consistently lower than the course cap, then the department may consider consolidating sections or scheduling sections in time slots or locations that show higher student demand. The question to answer is the degree to which there is an appropriate match between student demand and section offerings. |

Number of Sections by Year

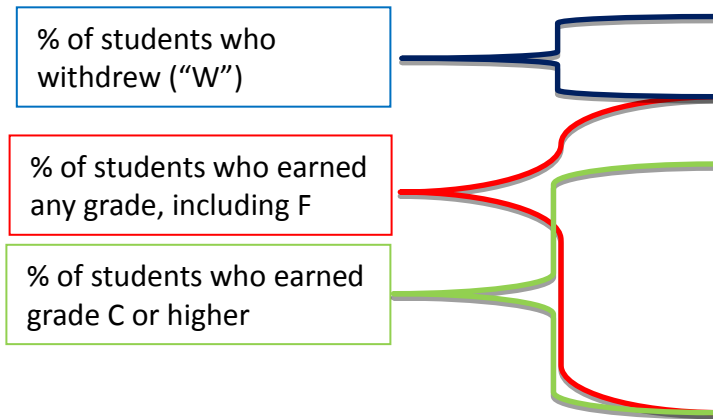
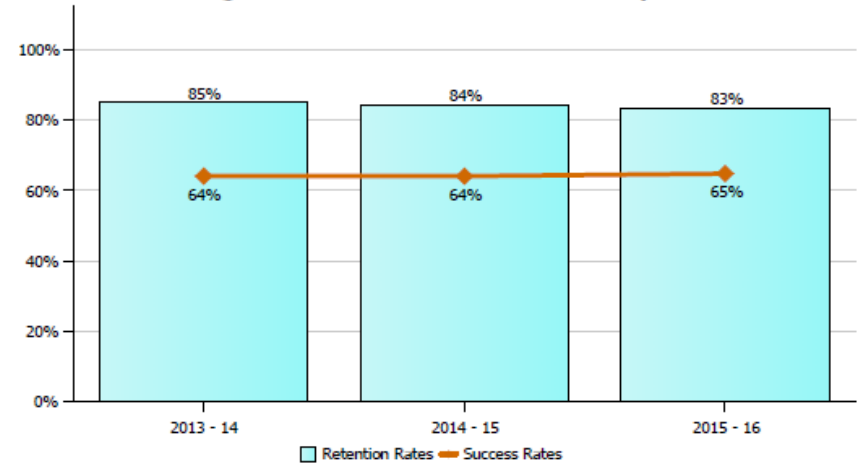


| # of Sections | 2013 - 14 | 2014 - 15 | 2015 - 16 |
|---------------|-----------|-----------|-----------|
| | 4,818 | 5,386 | 5,600 |

| Data Element | What does it mean? | How to make sense of it for planning and program review. |
|---|---|---|
| Section Count <i>Source: DataWarehouse/ PeopleSoft</i> | The number of sections that were offered and “made” for each course listed. Only the enrolled component of a class is counted in this measure. | Look at trends over time. Are the number of sections increasing, decreasing or staying steady? Are the offerings well matched to student demand? Departments may want to analyze this measure in conjunction with student wait list counts. |

College-wide

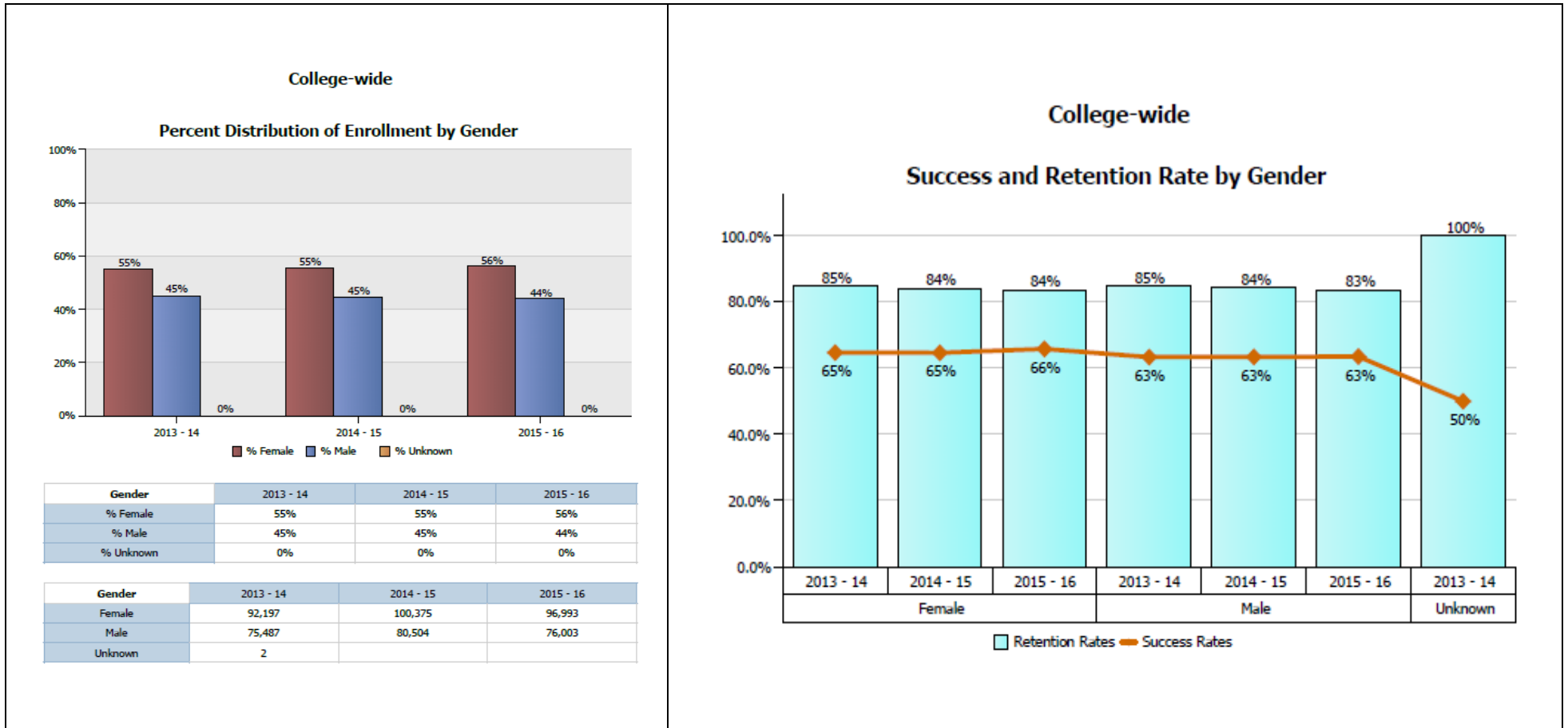
Average Success and Retention* Rates by Year



| Data Element | What does it mean? | How to make sense of it for department planning and program review. |
|--|---|---|
| <p>Success Rate</p> <p>Source: DataWarehouse/ PeopleSoft</p> | <p>The success rate is calculated by dividing the number students in the ENROLLED component of a class who complete a course with a grade of A, B, C, CR, or P divided by the number of students who complete the course with a grade of A, B, C, D, F, CR, P, NC, NP, I or W.</p> <p>Annual and term success rates are provided.</p> <p>Success rates by gender, ethnicity, location (LAC, PCC or Web), and mode of instruction are also provided.</p> | <p>These are two measures of student success. A department will want to look for trends showing increasing or decreasing course success and retention rates. Faculty need to be clear on the impact that grading practices have on this measure. That is, if instructors consistently “grade on a curve” so that every semester the percentage of students who pass and fail a course is about the same, then the corresponding course success rate can be expected to remain steady over time. If instructors grade against a more absolute measure of student performance, then changes in student course success rates will suggest changes in actual performance of student groups over time.</p> <p>Compare the rates by subject, school and college-wide.</p> <p>Note: The inverse of retention (i.e., all the students who withdrew) is also called the <i>attrition rate</i>.</p> |
| <p>Retention Rate</p> <p>Source: DataWarehouse/ PeopleSoft</p> | <p>The retention rate is calculated by dividing the number students in the ENROLLED component of a class who complete a course with a grade of A, B, C, CR, D or F divided by the number of students who complete the course with a grade of A, B, C, D, F, CR, P, NC, NP, I or W.</p> <p>Annual and term success rates are provided.</p> <p>Success rates by gender, ethnicity, location (LAC, PCC or Web), and mode of instruction are also provided.</p> | |

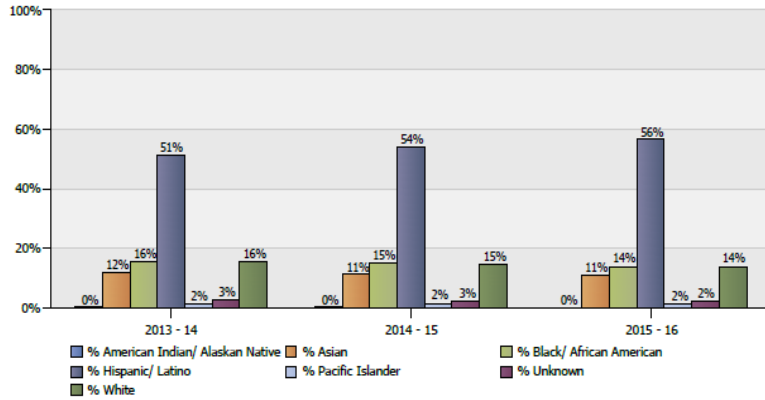
Special Focus: Equity

As you look at the enrollment and success and retention rates by gender and ethnicity, compare the groups to each other. Is there a group that has consistently lower success and retention rates than other groups? If so, what strategies can be done at the program, department, school or college level to address this issue?



College-wide

Percent Distribution of Enrollment by Ethnicity

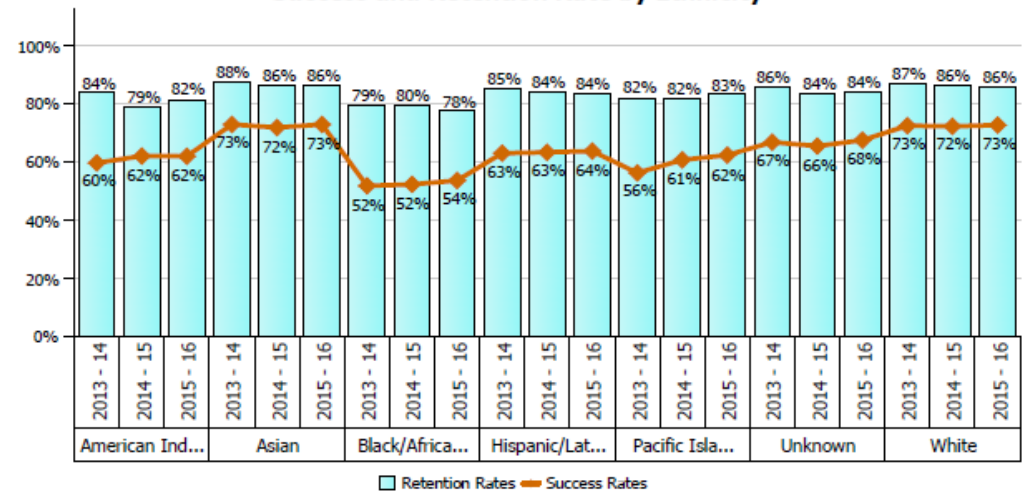


| Ethnicity | 2013 - 14 | 2014 - 15 | 2015 - 16 |
|----------------------------------|-----------|-----------|-----------|
| % American Indian/Alaskan Native | 0.4% | 0.4% | 0.4% |
| % Asian | 12.2% | 11.5% | 11.2% |
| % Black/African American | 15.7% | 15.2% | 14.0% |
| % Hispanic/Latino | 51.4% | 54.0% | 56.5% |
| % Pacific Islander | 1.6% | 1.7% | 1.5% |
| % Unknown | 3.1% | 2.7% | 2.5% |
| % White | 15.7% | 14.6% | 14.0% |

| Ethnicity | 2013 - 14 | 2014 - 15 | 2015 - 16 |
|--------------------------------|-----------|-----------|-----------|
| American Indian/Alaskan Native | 715 | 796 | 636 |
| Asian | 20,401 | 20,800 | 19,373 |
| Black/African American | 26,297 | 27,474 | 24,262 |
| Hispanic/Latino | 86,191 | 97,731 | 97,604 |
| Pacific Islander | 2,665 | 2,988 | 2,685 |
| Unknown | 5,178 | 4,801 | 4,282 |
| White | 26,239 | 26,289 | 24,154 |

College-wide

Success and Retention Rate by Ethnicity



Enrollment counts, # of sections, and success and retention rates are disaggregated by gender and ethnicity as well the following course dimensions.

Location

- LAC
- PCC
- Web
- Other

Mode of Instruction

- Lecture and/ or discussion
- Laboratory/ Studio/ Activity
- World Wide Web (fully online)
- Hybrid (at least one face-to-face meeting)
- Work Experience

Time of Course Offering

- Day (class starts before 4:30 PM)
- Extend (class starts at 4:30 PM or later)

Length of Session Length

- From Open-Entry to 16-weeks

Course Credit Status

- Credit - Degree Applicable
- Credit - Non-Degree Applicable
- Non-Credit

CTE Indicator – based on Occupational Code (SAM Code)

- CTE
- Not CTE

Course Basic Skills Status

- Basic Skills
- Not Basic Skills

Student Demographics

- Gender
- Ethnicity

How to make sense of it for department planning and program review:

By comparing enrollment, # of sections and success and retention rates by the different course dimensions, departments can have a more complete picture of their programs. Departments might want to ask questions such as:

- How do classes at PCC compare to LAC, or online vs. lecture/lab, day vs. evening?
- Are the enrollments or number of sections similar?
- Are there any differences in the success and retention rates among the different course dimensions?
- Have the data identified any possible gaps?

Please note: if there is a discrepancy in the way that a subject is being coded (i.e., all sections should be CTE, but report show some sections as not CTE), please contact the Office of Institutional Effectiveness.