

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Enrollment has increased significantly in our division. While Business and Accounting FTES has increased from 82.85 to 124.66. This growth trend has been continuing into Spring 2017. Accounting FTES has increased from 42.18 to 52.66 while Business FTES has increased from 40.67 to 71.90.

7 Enrollment Trends

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Response Detail

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Narrative

Enrollment in AST 100 and 101 continues to be steady, in both the on-site and online offerings. We continue to experiment with scheduling. For example, we took suggestion that daytime offerings are more popular and will attempt two daytime sections of AST 100 in the Fall of 2017.

The Honors sections continue to be offered for all sections of AST 100, and are filled initially, though few students in those sections stay with the Honors offering to the end of the semester.

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Narrative

Biology
Consistent with the trend in our last analysis in 2015, course enrollments in BIOL have declined gradually since the peak in

2011/2012 (2,482 headcount). However, the trend has leveled-out in the last two years, to 1930 and 1945 respectively. Section offerings have been accordingly reduced (from 84, 5 years ago, to mid-60s in the last 2 years) to maintain a consistent Fill Rate of about 85%-89% in the Department over the last 5 academic years. Similarly, FTES and load 5 years ago were 459 and 606 respectively, and declined for 3 years until leveling at near 330 and 534 respectively for the last two years. These trends again parallel the 5-year college-wide enrollment and productivity trends, where headcounts/FTES/loads have declined from 39K/4.6K/540 to 35K/4.1K/485 in the last two years, but have not yet leveled as BIOL has. College-wide fill-rates are lower than BIOL, however, fluctuating between 75% to 82% last year as sections have been reduced. BIOL courses tend to be well-enrolled when section offerings are monitored. Dean Janet Stringer has done a wonderful job at this.

As discussed two years ago, college and BIOL enrollments may be in decline as potential students may choose to defer higher education for a while as job availability rose strongly in the bay area 2-3 years ago and continues to stay strong, as noted in several articles by George Avalos of the San Jose Mercury News in late 2016 (e.g.: see <http://www.mercurynews.com/2016/09/28/forecasts-bay-area-job-market-economy-poised-to-shine/> ; and <http://www.mercurynews.com/2016/11/18/strong-job-gains-are-reported-for-october-in-california/>).

Interestingly, BIOL headcounts (and FTES and loads) for the last 5 years have been higher in the Fall than in the Spring semesters (by about 50-100 heads), while the Majors Courses, BIOL 230 Cell and Molecular Biology and BIOL 225 Biology of Organisms, traditionally have higher enrollments in the Spring. This was a major reason for offering a 2nd section of BIOL 230 for the first time this spring 2017 -- and the 2 sections filled nearly 80%.

Also, while Fall and Spring semesters show higher fill rates in day sections more than night sections (often by 10%-15%age points), during the summers, fill rates during Summer sessions for the last 3 years have demonstrated higher fill rates for evening sections -- by 10%age points or more. Load has been significantly higher too in summer evenings. Evening section offerings have been very limited in the Summer so far, so this may indicate that more BIOL sections could be offered in summer evenings.

To be completely honest, it is VERY difficult to look at and make sense of the course-by-course data. We would very much like to request that this data in the packets be also supplied in graphical format by course, from semester to semester, with lines for each data type. Until a few years ago, such data had been presented graphically too. As it is, not much can easily be done with these tables that is comprehensible and useful. We offer 10-11 courses every term, and if the data is organized only by semester, and each course is not presented side-by-side with itself across semesters, our ability to clearly see meaningful trends is greatly hindered. Also, perhaps data can also be provided in spreadsheet (MS Excel?) format, so that we may do some of our own tabulated and graphical comparisons as well and make the data much more intelligible.

That being said, with occasional minor adjustments in number of sections offered, fill rates and loads for most courses have been consistent semester-to-semester and year-to-year. Introductory courses, such as BIOL 100, 110, and 130 consistently command high loads in the 500 to upper 700 range, with Human Biology (130) breaking 200 headcount. In the Health and Biol Majors courses, the allied health prerequisites, especially BIOL 250 (Anatomy) and BIOL 260 (Physiology), are also consistently strong performers in the upper 500 load range. BIOL 250 and 260 also have headcounts approaching and sometimes surpassing 150, depending upon the number of sections offered. Microbiology, BIOL 240, fluctuated more than the other Allied Health prerequisites (250 and 260), with load above 700 in 2011 and 2012, but dropping to high 400s in fall 2013-2015 and spring 2014-2016. BIOL 240 loads remained in the high 400s through spring 2016. Besides the noted risen job market, drops in BIOL 240 since 2014 could have partially resulted from full-time faculty not being assigned to this course during most of those terms.

Our full-time faculty do have very good reputations in the department, and are a draw to students throughout the District. We have noticed drops in 200-level course enrollments before when fewer FT faculty are assigned these sections.

For the core Biology Majors courses, BIOL 225 (Organismal Biol.) and BIOL 230 (Cell/Molecular Biol.), BIOL 230 has had the most consistent enrollments (headcounts from 25-33 most years, and several semesters above 100% fill rate; 584 load), including 107% fill rate for the single section in the last two springs. BIOL 225 enrollments fluctuate much more, from 16 (twice; 277 load) to 31 in headcounts (537 load) for the last 10 semesters, likely because the course is only required for the BIOL AS degree, and is rarely a prerequisite for pre-Medical and some other (eg: pharmacy, pharmacology, physical therapy, nurse practitioner) healthcare-related programs (a large number of our BIOL 2XX students), as BIOL 230 often is. As BIOL majors requirements, these courses will continue to be offered every semester, with occasional offerings of 2 sections of BIOL 230 as necessitated by student demand.

Health Science

As noted in several previous sections of this report, Health Science is currently in the process of re-envisioning its place on the Cañada campus. Evidence of this can be seen in enrollment data since our 2014-2015 Program Review and even before. The clearest indicator of changes in this department is the steady decline in the number of sections of Health Science courses offered at Cañada since the 2011-2012 academic year. Whereas 24 sections of Health Science courses were offered during the 2011-2012 academic year (with a census headcount of 649 in the discipline as a whole), only 6 sections of Health Science courses were offered during the 2015-2016 academic year (with a census headcount of 145 in the discipline as a whole). Several factors have contributed to this decline, including the retirement of an adjunct faculty member who taught the majority of our first aid-related courses and all Health Science courses offered in Spanish, the loss of concurrent enrollment courses in this discipline at collaborating high schools, and the proliferation of courses in general education area E which compete with Health Science course offerings for students.

The most dramatic change in enrollment in Health Science (HSCI), as reflected by census headcount, can be seen between the Spring 2015 and Fall 2015 semesters. In Spring 2015, census headcount was 239 while in Fall 2015, census headcount was 61.

FTES and load stayed relatively consistent between these semesters: in Spring 2015, FTES was 5.97 and load was 269; in Fall 2015, FTES was 5.63 and load was 287. Reviewing the courses offered and successfully run for the discipline according to the Spring 2015 (http://canadacollege.edu/catalogschedule/schedules/Spring15_web.pdf) and Fall 2015 Schedules of Classes (<http://canadacollege.edu/catalogschedule/schedules/fall-2015.pdf>) and the data packets provided by the office of Planning, Research and Institutional Effectiveness suggests the reason for this.

During Spring 2015, the following courses were offered and run successfully in the discipline:

HSCI 100 General Health Science, 2 sections

HSCI 104 Nutrition and Physical Fitness

HSCI 430 First Aid

HSCI 430 Primeros Auxilios

HSCI 432 CPR: Adult, Child, Infant for Healthcare Providers, 2 sections

HSCI 432 CPR Para Proveedores del Cuidado de la Salud

*1 section of HSCI 116 Women's Health Issues listed in Spring 2015 Schedule of classes, cancelled due to low enrollment

During Fall 2015, the following courses were offered in the discipline:

HSCI 100 General Health Science

*1 section each of HSCI 430 First Aid, HSCI 430 Primeros Auxilios, HSCI 432 CPR: Adult, Child, Infant for Healthcare Providers and HSCI 432 CPR Para Proveedores del Cuidado de la Salud listed in Fall 2015 Schedule of classes, cancelled due to departure of teaching faculty

While at least one section of HSCI 430 and 432 in both English and Spanish was originally listed in the Fall 2015 Schedule of Classes, these course sections were cancelled due to the departure of their instructor, who accepted a teaching position in another state. As compared to the Spring 2015 semester, in which 8 sections of Health Science courses ran, during the Fall 2015 semester, only 1 section of Health Science courses ran, resulting in the dramatic contraction of offerings in this discipline. This also dramatically impacted the fill rate data for the Fall 2015 semester (58.1%). Since this time, 1 section of Health Science courses (HSCI 100 General Health Science) has been offered and run successfully each semester, taught by the only full-time faculty member in this discipline, who is shared with the Biology department. Fill rate for HSCI in the Spring 2016 semester was 80.0%.

At this time, student needs and interests must be more fully assessed before further curriculum development and scheduling changes are attempted in this discipline.

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Narrative

Enrollment in chemistry courses are limited by the size of the laboratory rooms. Safety regulations allow a maximum of 32 students in our existing space. The department productivity trends have been predictable from program changes made in the past two years. Elementary Chemistry, CHEM 192 was converted into a prerequisite for CHEM 210 to be effective in Fall 2014. The number of CHEM 192 sections was increased while the number of CHEM 210 sections was decreased. The CHEM 210 LOAD decreased significantly I Fall 2014 and Spring 2015. Analysis of student retention and success showed no impact of the CHEM 192 as a prerequisite. On the other hand, having an additional prerequisite was creating barriers for student completion. The CHEM 192 prerequisite was reverted to a recommendation in Fall 2015. As a result, the number of CHEM 192 will be reduced and the number of CHEM 210 will be increased. Spring 2016 showed a LOAD improvement (73 head count in 3 sections) for CHEM 210 compared to Spring 2015 (45 head count in 2 sections). We anticipate the head count and the number of sections to increase to our 2013/2014 levels (124 head count in 4 sections).

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The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

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Narrative

For the Computer Science Program
Total numbers for the program

The Fall semesters have seen a steady increase in enrollment

FA13 - 130
FA14 - 165
FA15 - 181

The Spring semesters have seen a steady increase in enrollment

SP14 - 146
SP15 - 154
SP16 - 169

The Summer semester have seen a steady demand

SU14 - 152
SU15 - 148

There can be an increase in the offering of courses such as CIS 252 for the summer. New courses offered for the Summer would see an increase in enrollment for the Summer term.

Gender Enrollment

	Female	Male
2013/2014	75	206
2014/2015	108	279
2015/2016	125	284

?There has been an increase in the enrollment of both genders.

The efforts to attract Females to the Computer Science (CS) program has seen a faster increase in Females, then males, which is good.

Over all there has been an increase in the enrollment of Students based on their ethnicity. The one decline has a 15% decrease in male Hispanics.

Student Age

?There is a wide spread for the ages of students in the CS program. There is a steady increase in the number of High School students enrolled. The age ranges from 18-28 have shown a great increase in enrollment.

Under 18

2013/2014	34
2014/2015	45
2015/2016	54

This can be attributed to the increase awareness by The High School student word of mouth to other students letting them know that Canada College has a great and very accessible program for them.

The majority of the student increases are in the 18-28 year range.

Age 18 - 28

2013/2014	181
2014/2015	272
2015/2016	300

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Under productivity by Year:

The total number of Census Headcount and the FTEF has gone down in the last five years, with the exception of a raise in headcount for the 2014/2015 year from the year before. The End of Term Headcount has also gone down in the last five years, with the exception of a raise in headcount for the 2014/15 year from the year before. The FTES has also gone down slightly in the last five years with the exception on 2014/2015 when there was a slight raise from the year before. The WSCH has slowly declined in the last five years. The Load has gone from 420 in 2011/12 down to 388 in 2015/16. The sections have been cut from 11 to 3 in the last five years. The Max Enroll went from 520 to 261 in the last five years at a steady decline. The Fill Rates have increased from 61.5% five years ago to 96.6% in 2014/15 and to 91.2 % in 2015/16. There was a large jump in the Fill Rates from the low 60% to the mid 90% in the last two years. This can be attributed to having less sections of classes.

Under Productivity by Semester:

The Fall semesters' trends for the last five years have remained pretty similar in numbers with the numbers above only half the value. The Spring semesters' trends have about the same values as the Fall trends. Summer semesters' trends have steadily declined with the exception of a large drop in the Summer of 2015.

The cause of the headcount decline may be due to the way the data is being presented. The data is showing only Coop 670 students. In the past it showed all the 672 courses also. The 672 internship students are now counted in each individual department rather than in the Coop department. Advanced requirement and new marketing strategies will help increase headcount also. Incorporating the Strong Workforce Program Initiative will bring more students to industry internships. The Coop faculty are working with the Strong Workforce Program Taskforce and the Career Center to promote internships. The college is providing new marketing tools such as new brochures for promotional purposes.

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Academic Year	ECE	Cañada College		
Fill Rates	Load	Fill Rates	Load	
2013/14	82.6%	534	75.5%	483
2014/15	77.9%	484	77.5%	488
2015/16	79.3%	467	81.9%	483

Semester	ECE	Cañada College		
Fill Rates	Load	Fill Rates	Load	
Fall 2014	79.8%	507	80.2%	583
Spring 2015	79%	465	76.6%	476
Summer 2015	72.1%	425	76.4%	510
Fall 2015	84.7%	503	82.4%	475
Spring 2016	76.1%	444	83.1%	484
Summer 2016	---	---	---	---
Fall 2016	---	---	---	---

The ECE/CD enrollment trends parallel those observed for Cañada College during the previous two years. Academic years 2014-15 (Fill Rate 77.9%, Load 484) and 2015-16 (Fill Rate 79.3%, Load 467) indicate generally stable enrollments with slight variations across semesters (including summer session). These data are consistent with those of the San Mateo Community College District as a whole.

The ECE/CD program is currently in transition as statewide initiatives compel the ECE/CD team to restructure existing certificates, develop new ones, and reorganize academic pathways to meet diverse needs of 21st century learners as well as those of related labor industries. Modifications include restructured guided pathways that incorporate GE courses to facilitate completion of AD-T degrees and transfer, involve community partners in the recruitment, training/support and job placement of students, and expanded DE options (see discussion about online courses in later section). Collaborative efforts with neighboring universities (i.e., San Francisco State University, University of Washington) to provide students with facilitated options to earn BA degrees also continue.

The pending merger of ECE/CD and Human Services programs into Education and Public Service will further streamline course and certificate offerings. Task forces consisting of faculty/staff from both departments are presently assessing certificates, scheduling, and promotion/outreach with the ultimate goal of creating a robust new program that prepares students for the teaching profession (preK-12 and Special Education), family support and advocacy, and other related human service occupations.

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Narrative

Our census headcount, end of term headcount, FTES, load, and fill rates ALL continue to increase. Based on the annual data, all have increased from 2013/14 to 2014/15 and again from 2014/15 to 2015/16. We are excited about that trend. During that time period we expanded from 16 to 18 sections.

Typically we see significantly greater headcounts in the spring semester, compared to the fall semester. Perhaps new incoming students are not taking science GE classes their first semester and/or students are putting off their GE science courses until the spring semester prior to transfer.

Our online sections grew faster than our in-person sections, though retention and success rates continue to be lower in online classes, compared to in-person classes. On a positive note, the differences in retention and success rate between online and in-person classes is diminishing.

Oceanography is our highest enrolled and most productive discipline. Over the last 4 semesters, fill rates for OCEN are all over 100% and reached a high of 119%. Load is similarly high ranging from 585 to 690. Over the similar time period head count, load, and fill rates have maintained/increased for like semester Geology classes and increased for Environmental Science classes.

Fill rates in ENVS have been lower than our other disciplines as we are trying to grow the program from one section to two sections per semester. ENVS is growing, and had a FTES of 5.2 and a fill rate of 69% for our most recent semester. We will continue to offer two ENVS sections each semester (one in-person and one online). We would like to see growth in our GEOL 100 course, as that would also help with GEOL 101 enrollment.

Completion of the Geology and Environmental Science degree programs may also help boost enrollment in these disciplines. Also, the development of marketing materials and better contact with our feeder schools would also likely boost enrollment.

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Narrative

The headcount decreased from 329 to 282 from the 2014-2015 academic year to the 2015-2016 academic year, a 14.3% decrease. Because of this decrease in enrollment, the corresponding FTES, WCSH, and load also decreased. This significant decrease in enrollment may be attributed to a number of factors including decrease in enrollment college-wide, increasing interest in computer science (which can draw students away from engineering), and increasing competition for students in the area, particularly in engineering. The most significant factor affecting engineering enrollment at Canada College is the fact that Skyline College, which is one of the three community colleges in the District, recently started an engineering program and hired a full-time engineering instructor in Spring 2016. Enrollment trends at Canada and Skyline need to be monitored in the next few semesters to determine the extent that Skyline's new engineering program negatively affects enrollments at Canada.

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Narrative

PRODUCTIVITY

The load for the fashion program remains good with 513 in 2011/12 to 448 in 2015/16.

End of term headcount (Spring 2016) fashion at 359 and division end of term headcount at 734.

The load is almost always higher for evening classes. In spring 2013 there were nearly 200 more students in evening classes.

The fashion program attempts to rotate all courses from day to evening. However, we only hold classes Monday through

Thursday evening and sometimes schedule two classes per evening. When two classes are offered at the same time it is

important that they don't draw the same students. We have tried offering a class on Friday night but they do not fill. We do offer some short course on weekends.

PRDUCTIVITY BY COURSES BY SEMESTER

The courses with a consistent high load are FASH 100, FASH 115, FASH 116, and FASH 134. Some courses with a consistent lower load are core classes for certificates and degrees. Therefore, they will continue to be offered but their rotations will not be as often and will be at prime times to attract students.

SUCCESS & RETENTION

Every semester the success rate in the Fashion Program surpass our goal of 70%. During the school year 2015/2016 we are 12.0% over goal with 82.9% success rate.

Each semester we surpass our goal of 84% for Retention. This past school year (2015/2016) we are 3.4% over goal which is the highest we have ever achieved. We are very happy with this retention of 87.4%.

During the summer of 2015 we were as high as 86.8% for success and 89.5% for retention which is even better.

The largest ethnic group in our program is White Non-Hispanic but this group has decreased from 51% to 42% in the last 5

years. The success rate for this group ranges from 85% – 90%. The retention for the group ranges from 85%-90% also.

The Asian students in the program have increased from 12% to 20%in the last 5 years. Their success rate is high at 80-85%. The Asian retention rate is 85%.

The Hispanic population in the fashion program has increased slightly from 11% to 13%. Their success rate continues to increase to 76% last year. The Hispanic retention rate continues to increase up to 85% last year.

We have small groups of Black Non-Hispanic and Filipino students. The success and retention rates are the lowest in our program. We will continue to try to assist these students with out of class lab time. When family or job restrictions do not allow students to put in extra time, this is a handicap for keeping up with the requirements. Transportation is another problem with some students. As we are aware of these limitations, we continue to attempt to be available when students can come.

As for gender, the success rate of males is lower than for females. I think that the women who enroll in the classes have more interest and begin with more skills. Male retention rate is also somewhat lower.

The success and retention by age does not show any particular pattern.

The largest group by enrollment status is the continuing student. These students understand the program and choose to continue taking fashion classes.

There is no definite pattern for the success and retention of the various fashion courses. I am concerned when the success and retention for Beginning classes are low (FASH 110 & FASH 118) but understand the reasons. Beginning students often do not understand the amount of work required and may not be prepared for college classes. It is perceived that these should be "easy classes" with little outside work. There is often a higher rate of attrition.

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Narrative

Over the past five academic years, the HTP has met or exceeded its goals for headcount, FTES and Load. The most accurate program data is reflected in 2013/14, 2014/15 and 2015/16 (Unfortunately, the data from 2011/12 & 2012/13 does not reflect an accurate headcount, etc., which was most likely due to an inaccurately high number of honors sections reported for those years. For example, the data for those same years provided for the last program review reported enrollments of 377 and 359, respectively and not 1088 and 800). In the three most accurate years, the headcount was over 500 in 29 to 47 mostly Dual-CRN sections offered. Specific to FTES and Load, they are not applicable because of how the courses are offered in the program (e.g., dual-CRNs). What is not reflected in the data are honors courses completed via honors contract (students who earn honors credit for non-honors transferable courses). As for trends in the program and course enrollments, only one honors course has been offered during the summer: COMM 110. All other courses in the summer are offered via Honors contract, which is usually an Independent Study 695 course. Enrollment in the program can change considerably as there is no pathway or set schedule for offering honors courses. Honors course offerings are actually requested by individual faculty every semester, so course, section and time offerings can change quite a bit from semester to semester. Unofficially, however, many departments consistently offer honors sections, which makes it easier for students to schedule their coursework.

Additionally, what's not reflected in the data is the number of honors courses (mainly dual-CRNs) that are cancelled due to under-enrollment. Faculty have expressed concern regarding building curriculum and taking on more work with honors students without compensation, and yet having to deal with cancellation of their courses, which adds another layer of concern toward participating in the program. Therefore, the advisory committee worked with the VPI, who in turn worked with the instructional deans, to create an honors course enrollment agreement. The agreement is as follows: (1) the advisory committee can propose to save 1-3 sections per semester (caveat – will not save the same class over and over), (2) all dual-CRNs with 17 students total that have at least 5 Honors students OR a total of 12 honors students will be saved, and (3) standalone courses need at least 12 Honors students to avoid being cut, with 1-unit Honors courses needing at least 8 students. This change emphasizes the college's commitment to the HTP and thus adds more stability in our course offerings for students.

With regard to marketing and articulation, one significant change made in Fall 2014 for all HTP graduates is the notation on their transcripts and degree/certificate. Although these notations have been advertised as a benefit of the program, the first time it occurred was during Fall 2014 (we retroactively noted Spring 2014 graduates' transcripts and reprinted their degrees/certificates). The marketing and follow through of such notations reflects a cohesive and credible program. With the addition of the program pathway and transcript/degree/certificate notations, the HTP can continue to attract the high-achieving students to not only participate in the program, but to actually complete it. Below you will find examples of noted transcripts and degree/certificates.

DEGREE/CERTIFICATE NOTATION

TRANSCRIPT NOTATION

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Productivity 2011/12 – 2015/16 per PRIE Data:

5-Year Average	FTES	Load	Fill Rate %	Coordinator	FT Faculty
HMSV	28.69	389.8	72.94%	0	0
CBOT	73.7	420.6	74.54%	1	1
ECE	180.45	500.8	79.02%	1	2
FASH	90.06	457	73.10%	1	2
INTD	57.19	362.4	69.54%	1	1
MEDA	70.94	361.4	75.20%	1	2
LEGL	21.4	370.6	54.18%	0	0

Human Services Degrees/Certificates Awarded:

Certificates/Degrees	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total
Family Development	19	2	31	10	12	0	7	81
PEEP	5	2	13	4	26	0	20	70
Community Health Worker	7	2	11	6	12	2	15	55
Human Services	6	4	7	6	10	2	11	46
Human Services Degree	5	0	7	2	6	3	5	28
Total by Column	42	10	69	28	66	7	58	280

HMSV's Load and Fill Rate Percentages are in line with those of other programs in the division. However our FTE's have dropped since the last program review was completed. Additions to staffing and funding and outreach will hopefully improve the FTE totals before the next program review. Cañada is the only campus in our district that offers a HMSV program and we feel that with additional support, this program can grow to be an asset to the district and our community. The following are the current HMSV cycle of course offerings:

	Fall	Spring	Summer
HMSV 100	HMSV 100		
HMSV 115	HMSV 110		
HMSV 120	HMSV 161		
HMSV 262	HMSV 264		
HMSV 265	HMSV 266		
HMSV 672	HMSV 672		

The HMSV department offers the following Certificates:

- Family Development (Will be Certificate of Achievement)
- Promotor Education & Employment Project (PEEP)
- Community Health Worker
- Human Services (Certificate and A.S. Degree)
- Patient Navigator (in process)

The current cycle of HMSV course offerings is working well. Students are able to complete their certificate in the designated 2-year cycle. Many of these courses are part of the required curriculum for multiple HMSV certificates, enabling dedicated students to receive more than one certificate by the end of the two years.

Our HMSV courses are offered in the evenings, with a few Saturday courses. We have found that the majority of our students are working adults and cannot attend daytime courses. Our website has been updated and we continue to utilize flyers and word of mouth. Through the endeavors of our Workforce Development Director, Dean and faculty members, we have been holding more meetings in the community and we will be adding new community agencies to our advisory board to enhance this vital connection. We are also reaching out to JobTrain students at the Menlo Park satellite location. The Strong Workforce monies will provide funding for enhanced marketing of courses and certificates.

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

The data from table Productivity by Years reflects slight increase in FTES, 59.02, in comparison to 2014-15, with a Load of 416 and Fill Rates of 76.2% with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Semesters reflects an increase in FTES, 30.92 and 29.56 respectively, with a Load of 401 in 2015 and 430 in 2016 in comparison to 2014-15. Fill Rates of 74.8% and 75.6% reflects an increment in enrollments in 2016. with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Courses by Semesters reflects slight increase in FTES, 29.46 in fall 2015 with a Load of 403 versus 392 in 2014. Fill Rate was at 77%. In spring 2016 the FTES was 29.56, with a Load of 430 and a Fill Rate of 76%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The combining of the data packets for ARCH and INTD into one set is essential. There are typically no more than 2 sections of the single class, ARCH 110, in the Architecture listing, and this is an integral part of the Interior Design program, with most of the students who are enrolled being Interior Design majors. It would give a truer picture of the entire department, its enrollment, statistics, and trends, and assist greatly in the preparation of this document.

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 45 students. For a CTE program offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.

In spite of the data shown on the table, our program has a relative high retention and certificate completion rate. The table Course Success and Retention Annually, shows an increment in enrollment from the year 2014/15 with 587 in 2015/16 and a Retention Rate of 91.0%. Under Course Success and Retention by Semester, the Retention Rate was 89.2% in fall 15 with 94.0% in spring 15 and 92.6% in spring 16. These data reflects the information shown in the Table Course Success and Retention by Courses with most courses having a Retention Rate above 90%.

We have been experiencing an increment in enrollment, specially with introductory courses which are the feeders to our program. An active student club, a new Dean, and a collective effort in promoting our programs have been an integral part in our success. It is also important and critical to highlight the commitment and expertise of our part-time faculty members that makes possible our students success.

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

No Response Information to Display

Narrative

In 2015-16 our classes were 91% full. Transfer classes were 95% full in the fall and 98% full in the spring. There were a couple classes that were low (math 125 and 818), but these are driven by the programs they support. Many of our classes were over 100% enrolled.

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7 Enrollment Trends

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Narrative

Enrollment Patterns & Course Offerings & Department Efficiency

The average enrollment per section has steadily been in decline since our last program review. That said, our enrollment still meets college baseline standards. Department efficiency is lower than average this is in part due to limited seating in classes held in computer labs and law governing RN (teacher)/student ratio in clinical classes.

Student Retention Rate

The student retention rate is 88.6% which is very good considering the high standards dictated by the medical community and the fact many of our students work and are parents. Further, this exceeds the colleges' established retention rate goal. Down slightly from 2014 due to improving economy.

Student Success Rate

The average student success rate for 14/15 and 15/16 was 85.3% down 1% from previous years and an excellent rate considering it exceeds the colleges' goal of 70%.

Student Enrollment Status Profile

The data shows a high percentage (87%) of continuing students. This percentage has increased over the semesters. It is up 2% from Spring 2012. First time student percentage is always higher in Fall than Spring.

Student Goal Orientation

The average percentage of students transferring is 32.7%, the average percentage of students receiving an AA/AS degree is 28.6% and the average percentage of students receiving certificates 13.6% is very good since our four certificate programs are of varying semester length.

The faculty is making a concerted effort to get students completing the "administrative" certificates to apply for the certificate. The Medical Assistants always apply and is easier to monitor.

We have also noted from our class list that quite a few of our students do not have one of the medical assisting certificates listed as their major or never change their major even though they graduates from one of our programs. An effort will be made to try to make this more accurate.

Student Demographics

Student ethnicity has changed drastically since our last program review. We have seen a dramatic decrease in white, non-hispanic students and African American students, while experiencing a drastic increase in Hispanic students. Asian, Pacific Islander, Filipino, multi-race and unknown have remained fairly consistent. Gender (female 80.6% male 13.9%) insists that our program consists of mostly female students, which is reflective of current trends in the Allied Health industry.

Student Education Attainment

Percentage of Post-Secondary degrees has remained consistent.

7 Enrollment Trends

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Narrative

Headcount

11/12 378

12/13 354

13/14 321

14/15 316

15/16 382* Highest Annual Unique Headcount on record - college as a whole was down slightly to 11,344 from 11,368

FA15 had highest unique headcount by semester with 226

SP16 had highest unique headcount by semester with 230

The highest change was in the 'under 18' category, with an increase of 40 from the 2014/2015 school year to the 2015/2016 school year, nearly doubling previous enrollment from 52 to 92 unique students. The school as a whole gained 75 under-18 students during the same period, going from 882 to 957. So, under 18 students make up almost 8.5% of the school as a whole and 24% of MART enrollments.

FTES

11/1293.77

12/1393.81

13/1479.16

14/1589.82

15/1686.06 (down slightly from the previous year, but in excess of the low during 13/14 year)

Load

11/12544

12/13506

13/14469

14/15590

15/16 542 (also down slightly from previous year but in excess of the low during 13/14)

Productivity by Courses by Semester

How have enrollments changed?

Day classes maintain slightly over 80% fill rates (3 separate years we had 83% fill rate in the day classes), Night classes vary between about 60-70% fill rate. This is partially the result of moving more intro-level classes to the daytime where concurrent enrollment students are generally more able to take the classes. This also ties into the boost of enrollments among the under-18 age group. It may be worth noting that night classes tend to be the upper level classes, and generally they have more problems with enrollment. Also, we fight to keep those open because they also tend to be the ones that are necessary for students to graduate, so they are often allowed to run with lower enrollments. If the daytime introductory level classes are low enrolled, they tend to be canceled because they are pretty much guaranteed to be offered again the next semester whereas most upper levels are once a year already.

One very important thing to note is that in many of our upper-level classes, we have a cap of 24 students in the class, which means we are required to have an 83% fill rate just to keep them from being cancelled. A more normal class with 35 possible students only requires a 57% fill rate to be able to run. Although the board has made clear the criteria by which a class may run below 20 students, every semester we have to fight to keep our classes open. We are a small department, but we make it so our students can't even graduate by cancelling classes that are already only offered once a year more than two times in a row. If we tell students that they can expect to finish in two years, then required classes MUST be offered at least once every two years. Additionally, the only way we can graduate students in this circumstance is to make professors take on Independent Studies so that the students can complete their degrees. These classes are not compensated, nor do they count for Load. It is particularly troublesome when a class is cancelled and a professor is therefore under Load, that the same professor is then expected to help the student graduate, even though if the class had NOT been cancelled then the professor would not be under Load and the student would be able to graduate.

Imagine, if you will, that someone is working a job and is sent home from that job because 'there is not enough work for you'. Imagine now, how that person might respond if their boss called them at home, where they are not being paid and perhaps even had to take a second job to avoid being homeless, and asked them to just go ahead and work anyway, even though they wouldn't be paid for it because they'd been sent home because there wasn't enough for them to do. In what other profession would you possibly expect someone to do the work for free that the paid job had been taken from them in the first place? Oh, of

course, education. Because we actually care about our students and desperately want them to be able to succeed. However, after a few years of this happening on a regular basis, it becomes obvious that this is not a flaw, this is actually the PLAN. The college gets work for FREE, against all bounds of reasonable expectation, because professors care that much about their students that they are willing to spend numerous hours helping their students graduate while simultaneously having money taken from their own pockets for the classes that were cancelled. But of course you can't complain about it because 'you volunteered'. One student pointed out that she was paying over \$1,000 as an international student for the Independent Study class she was taking and was shocked that the professor got ZERO for it.

Many of the articulation pathways that we've been working on with high schools actually give students a means to NOT have to take our classes at all, which seems counterproductive. If it were a means of making sure they are steered into our upper level classes, it might be worthwhile. However, it seems nonintuitive that so many of these articulations would offer the college credit that would allow the student to skip our classes entirely while still getting credit that transfers to four-year schools. Meanwhile, the students who DO come and take our introductory level classes find that they aren't able to take the upper-level classes because of lack of enrollment. The current pathways are obviously not working as students are skipping the introductory level classes thanks to articulation with local high schools, but are not proceeding to the upper level classes as a result. This should lead to a reassessment of our use of pathways, because it currently looks as if we basically being a pass-through for students to get credit at four-year institutions without actually taking any of our classes.

It is unconscionable that students should cheerfully pay \$5,000 for the same class we offer for \$150. These classes have the same instructor, the same curriculum and the same portfolio pieces at the end. With the arts, employers are much more interested in a portfolio than in the name of the school where the student studied. The only possible explanation is that students are not aware we exist. I can't count how many times I've had to explain that no, we're not in Canada, we're in Redwood City. In Digital Art & Animation we spend numerous weekends every single semester manning booths and attending conferences and conventions to promote our department. However, as we only have two full-time faculty, there are only so many places we can be at one time. Additional marketing and outreach are the only way we can let students know we exist and are here for them. NOT cancelling classes is the only way we can establish a reputation as being a reliable institution that students can reasonably expect to graduate from in a timely manner.

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

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Narrative

5-Year Average FTES Load Fill Rate % Coordinator FT Faculty

HMSV 28.69 389.8 72.94% 0 0

CBOT 73.7 420.6 74.54% 1 1

ECE 180.45 500.8 79.02% 1 2

FASH 90.06 457 73.10% 1 2

INTD 57.19 362.4 69.54% 1 1

MEDA 70.94 361.4 75.20% 1 2

LEGL 21.4 370.6 54.18% 0 0

MART 88.52 530.2 76.67% 1 2

BUS 52.8 476.4 79.94% 1 2

As depicted in the table above, LEGL is the lowest performing program in relation to FTES, load and fill rates. The program has lacked a full-time faculty member, coordinator, and counselor since its last program review. We believe that these resources work to improve productivity, student success and retention, and strengthens the program. That said, efforts are taking place to revitalize the program to meet enrollment standards including the exploration of online courses, simulcasting and the integration of the LEGL program into Business, Accounting and Technology.

	Census	Headcount	End of Term	Headcount	FTEF	FTES	Load	Sections	Max Enroll	Fill Rates
2011/12	235	201	1.66	24.64	445	12	390	60.30%		
2012/13	242	218	2.1	25.49	364	14	448	54.00%		
2013/14	237	212	1.88	24.65	393	13	420	56.40%		
2014/15	179	157	1.45	18.61	386	9	310	57.70%		
2015/16	134	118	1.54	13.63	265	9	315	42.50%		

When comparing course offering patterns, it is evident that this program's enrollment has been in decline since 2013. While most of the prerequisite courses have historically had high enrollments that produced high fill rates, those courses, while offered in the same format, location and general time frame, are now only filling at approximately half of the rate they were previously. This could be due to a number of reasons including the lack of a program coordinator, articulation agreements, and marketing efforts. As a result, courses have dropped in enrollment.

In order to counter these trends, a number of actions must take place. First and foremost, Director of Workforce Development, Alex Kramer will be acting as program coordinator. Next, the program will benefit from marketing efforts spearheaded through the Strong Workforce Program funding that the District obtained from the state. These funds will assist in coordinated marketing efforts to drive enrollments in CTE programs. Next, the exploration of online course offerings and simulcasting of these courses can work to boost FTES. Finally, the integration of, or cross-listing of LEGL into other higher enrolled programs such as business may work bring enrollments back to where they were historically.

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7 Enrollment Trends

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Narrative

Over the past five years, the load has averaged 388 with a standard deviation of 28. The fill rate has averaged 80% with a standard deviation of 9%. The Load is largely driven by the class size limitation for lab classes. Thus the fill rate is the more relevant number. While the fill rate has averaged 80%, the most recent data show a fill rate of 94.9%. The source of this success is not known, however, enrollments have been increasing and we are having difficulty seating all students who want to take some courses. The difficulty occurs in that, if we offer more sections to accommodate the demand, the fill rate would probably drop. Faculty have been accommodating some of the demand by taking more students into courses than should be allowed. This practice is problematic in a lab course.

We suggest that the department needs 50% of full time faculty member that could be shared with either Computer Science or Math departments.

This position is needed because suitable adjunct faculty are hard to find. An additional full time faculty member would offer greater flexibility in scheduling classes.

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

No Response Information to Display

Narrative

Enrollment and Load. The enrollment and load have been consistent for the past fourteen years. The enrollment is limited by the number of clinical training sites available for students and the job market for graduates of the program. The success and retention is quite high. There is considerable competition to get into the program with 100 - 130 applications each year for the 20 spots in the class. This allows the program to select students most likely to be successful. In addition, the students move through the program as a cohort, which also improves retention and success. In addition, the scheduling of didactic classes is restricted in some degree by the number of available hours when students are on campus and not in the hospital.

Marketing. The program works closely with college ambassadors to promote the program within the local high schools by doing presentations at the college or at the high schools. furthermore, the program has developed a good reputation and is able to attract applicants from our local community and also from locations such as San Francisco, Oakland, Hayward, Fremont and as far as Santa Cruz.

Articulation. The program has an articulation agreement with California State University, Northridge, which is the only public university in the state to offer a Bachelors' Degree in Radiologic Technology.

One possible solution to increase load would be to increase the number of continuing education courses we offer. We already offer mammography as a continuing education course and we have looked at the possibility to develop courses in fluoroscopy for x-ray technologists and physician assistants. However, to offer these courses the program needs to purchase fluoroscopy equipment and to build a fluoroscopy room with radiation safety features as mandated by the federal and state law. The request for equipment and fluoroscopy room were presented during program review in 2013 and 2014. Please note a fluoroscopy room is included in the floor plan for the new radiologic technology classroom/lab for the upcoming Science and Technology building (building 23).

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

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Narrative

The CWA currently serves more than 300 students who are on a pathway to degree completion. A total of 213 students were enrolled during the 2015-2016 academic year.

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Response Detail

No Response Information to Display

Narrative

N/A