

Agenda

1. Exploring “what we want to know” from the data for the Educational Master Plan

Next Time

1. Reflect on comments from all constituent groups

Team Members Participating

I-Chen Wen (ASFC), Judi McAlpin (CS), Dolores Davison (AS), Rosemary Arca (AS), Jay Patyk (AS), Daniel Peck, Lucy Rodriguez, Daphne Small, Katie Townsend-Merino

Notes:

1. Label initiatives with unique colors
2. At Admin Council, it was noted that students felt that “lower-division general education” was demeaning and should be called “transfer education” instead.
3. Finding the time to commit
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- HS Graduation Rates
- County and Regional Demographic Trends
- Labor Market Trends

Internal Environment

- Program Review Elements (see below)
- In-District/Out of District
- City/Area of Residence
- Statewide and ARCC comparisons
- Top WSCH Producing Courses
- Top Declared Majors
- Students with disability status
- Continuing/new/returning status
- First-time freshmen
- Students entering with Associates/Bachelors
- Special Admit status (concurrent High School enrollment)
- Honors status

Program Review: Student Data

- Enrolled Counts
- WSCH/FTES
- Unduplicated Headcount
- Attempted Units
- Earned Units
- By Ethnicity
- By Gender
- By Age Categories
- By International Student
- By Day/Evening Status
- By Distance Education Status
- By Basic Skills Status
- By Credit/Non-Credit Status

Program Review: Instructional Data

- Average Class Size (by course)
- Fill Rate (by course)
- Retention (by course)
- Productivity
- Full-time FTEF
- PT/Overload FTEF
- Full-time FTEF
- Percent Full-time
- Reassigned FTEF
- Success through Course Sequences
- Course grading variability

Program Review: Career and Technical Data

- Labor Market Trends
- Salary Trends