

2015-16 Program Review

Design



Prepared By GWC Office of Institutional Effectiveness

2015-16 Program Review

Design

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Notes and Definitions

The following data tables and charts have been provided to each department at Golden West College in order to assist them in completing a comprehensive review of each of their programs. Program Review is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill our educational mission. It is also an opportunity for each department to document its plans for improving student success and sharing that information with the college community. Each department is asked to review all of its programs (instructional and non-instructional) on the same three-year cycle. It is important for all departments to participate in the Program Review process, since programs that do not complete a review are not eligible to receive additional funding for one-time requests, classified positions, faculty positions, or facilities requests.

- **Enrollment** refers to the count of students enrolled in courses in the specified discipline each term or academic year. If a student enrolls in multiple courses in a discipline, they will be counted more than once.
 - **Note:** In some cases, enrollment counts differ slightly across the tables included in this report. These minor discrepancies occur, because different data sets are needed for different parts of the report. These unique data sets often contain some small discrepancies. However, the larger trends over the multi-year period being reviewed are consistent across the data sets used.
- **Unduplicated headcount** refers to the unduplicated count of students enrolled in courses in a given discipline in the specified semester or academic year. It differs from the enrollment count, since students will only be counted once in the unduplicated headcount, even if they enroll in multiple courses in a given discipline.
 - **Note:** The unduplicated headcounts included in this report are unduplicated for each academic year by discipline. Counts across disciplines or for the entire college are duplicated.
- **Retention** refers to the percentage of students who enrolled in a course in a specified discipline who did not withdraw and received a valid grade.
- **Success** refers to the percentage of students who enrolled in a course in a specified discipline and received a passing or satisfactory grade (defined as grades of A, B, C, P, IA, IB, IC, or IPP).
 - **Note:** Retention and success rates are calculated using the duplicated enrollment count of students, since many students enroll in more than one course in a discipline in a given semester.



PROGRAM REVIEW – SUMMARY DASHBOARD 2015-16

Design

Enrollment, Sections, and Fill Rate

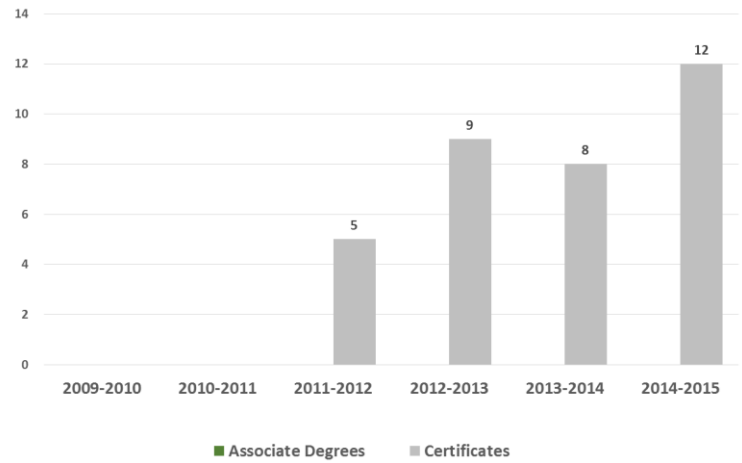
FALL

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	113	106	4	32.3	107.0%
2010-2011	108	96	4	27.0	112.5%
2011-2012	109	96	4	27.3	113.5%
2012-2013	122	96	4	30.5	127.1%
2013-2014	105	96	4	26.3	109.4%
2014-2015	99	102	4	24.8	97.1%

SPRING

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	96	105	4	26.2	91.7%
2010-2011	116	144	5	23.2	80.6%
2011-2012	156	144	5	31.2	108.3%
2012-2013	159	144	5	31.8	110.4%
2013-2014	111	150	5	22.2	74.0%
2014-2015	94	150	5	18.8	62.7%

Certificates and Degrees Awarded



Unduplicated Headcount and Distribution by Student Ethnicity

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Am. Indian/Alaska Native	3	2.7%	3	2.6%	1	0.7%	1	0.8%	--	0.0%	--	0.0%
Asian	23	20.5%	23	20.0%	28	19.2%	35	26.3%	41	35.0%	35	34.0%
Black or African American	1	0.9%	1	0.9%	2	1.4%	2	1.5%	2	1.7%	3	2.9%
Hispanic/Latino	16	14.3%	24	20.9%	44	30.1%	38	28.6%	30	25.6%	22	21.4%
Nat. Hawaiian / Pac. Islander	1	0.9%	--	0.0%	--	0.0%	--	0.0%	--	0.0%	--	0.0%
Two or More Races	2	1.8%	4	3.5%	4	2.7%	5	3.8%	8	6.8%	7	6.8%
Unknown	6	5.4%	3	2.6%	8	5.5%	5	3.8%	4	3.4%	2	1.9%
White	60	53.6%	57	49.6%	59	40.4%	47	35.3%	32	27.4%	34	33.0%
Total	112	100.0%	115	100.0%	146	100.0%	133	100.0%	117	100.0%	103	100.0%

Note: Data are unduplicated for each academic year by discipline. Data across multiple disciplines or for the entire college are duplicated.

