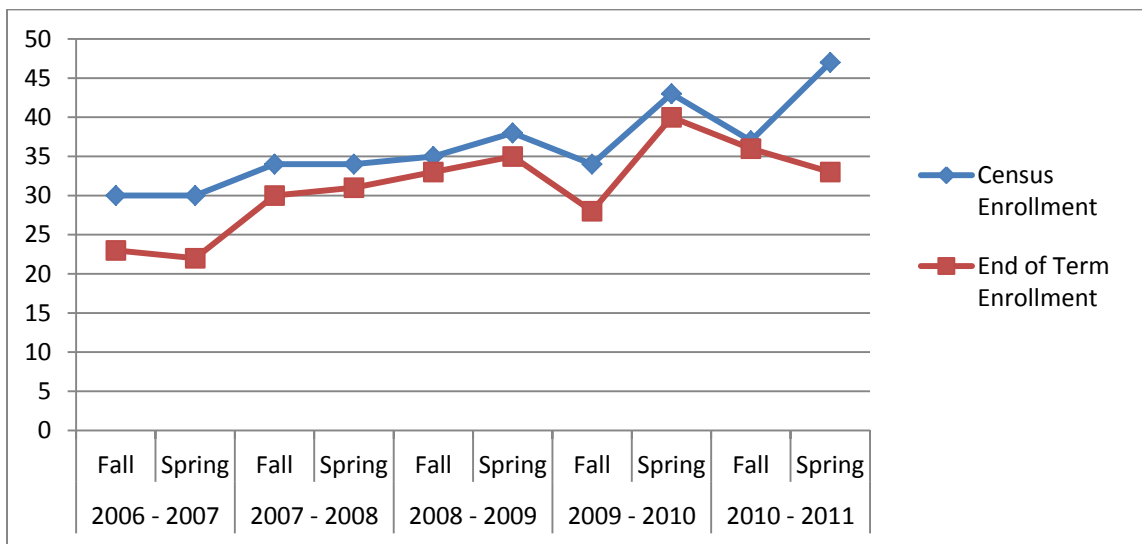


## Trends

### Course-level trends

*(using example course)*

**Enrollment** - Number of filled seats in a section. A single student can count for several enrollments if they register for several courses.

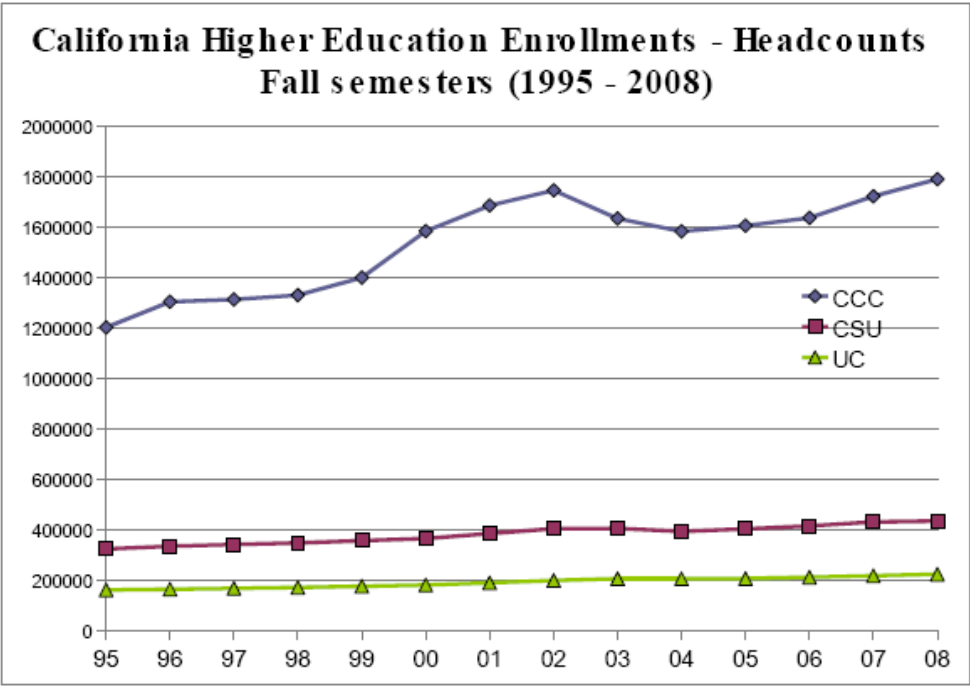
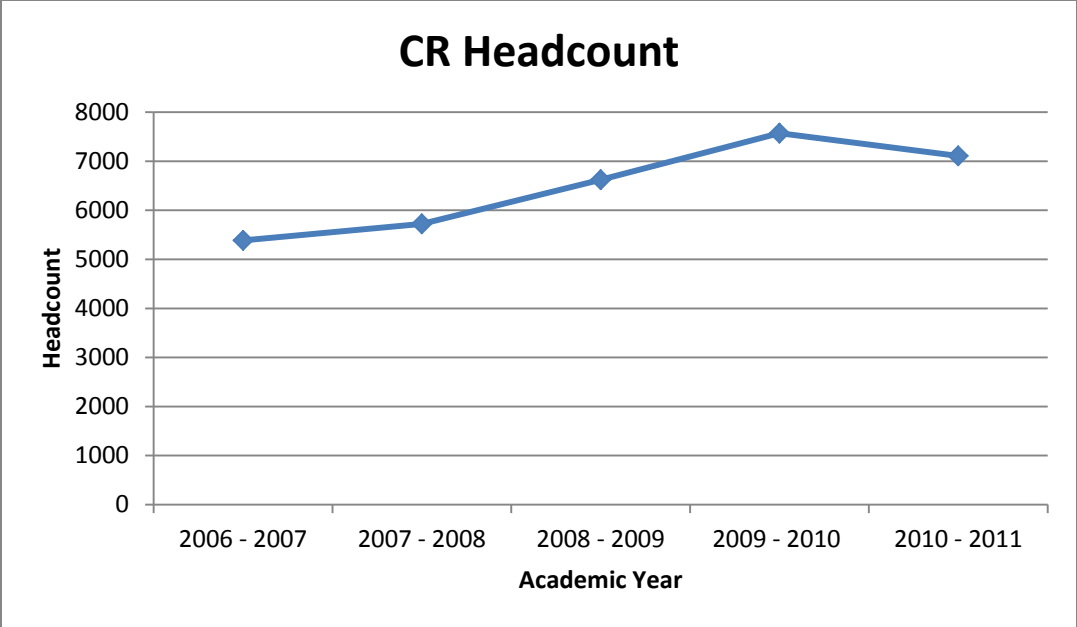


**Census enrollment** – Enrollment data is captured on an official census date to adhere to nationally established reporting standards.

### Additional Enrollment-related Definitions

**Headcount** – number of unique students that enroll at an institution, campus or department. A student who enrolls in several courses is counted only once.

**FTES** – “Full-time-equivalent-student” – One FTES represents the number of class (contact) hours participated by a full-time student over the course of a year. One FTES represents 525 contact hours given that a full-time student attends the equivalent of 3 hours of class per day over 175 days of instruction in a year. This calculation is used by the state to determine funding levels.



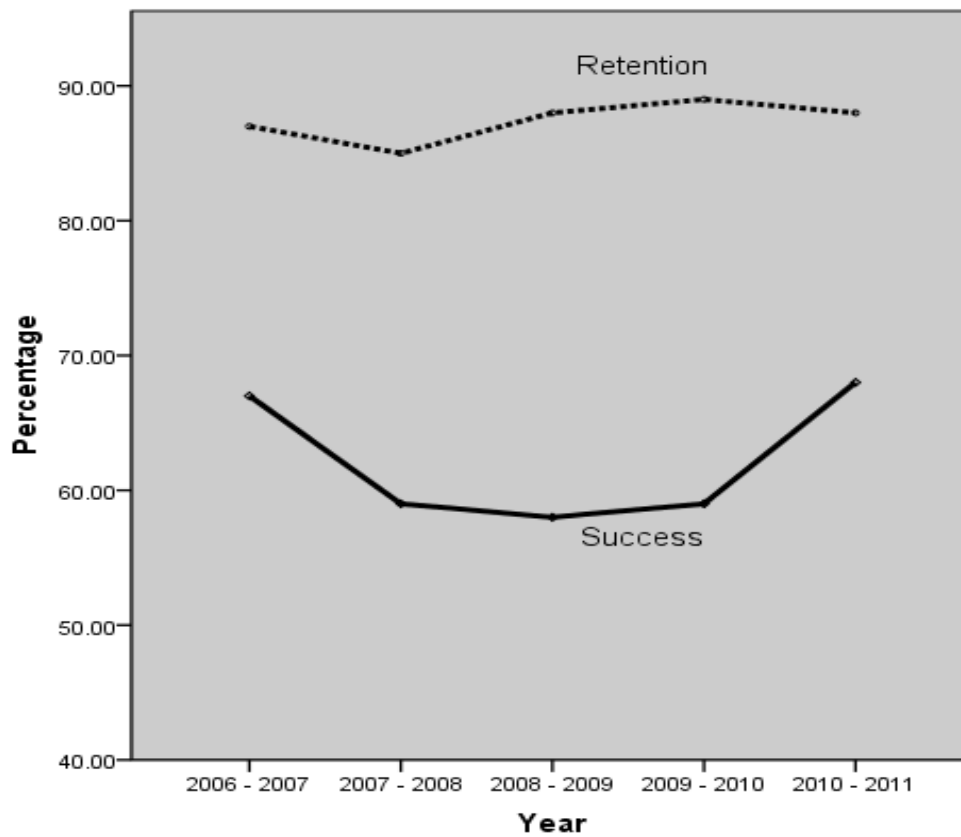
Source: Postsecondary Education Commission Trend Analysis:  
<http://www.cpec.ca.gov/OnLineData/Mining.asp>

## Course-level trends cont.

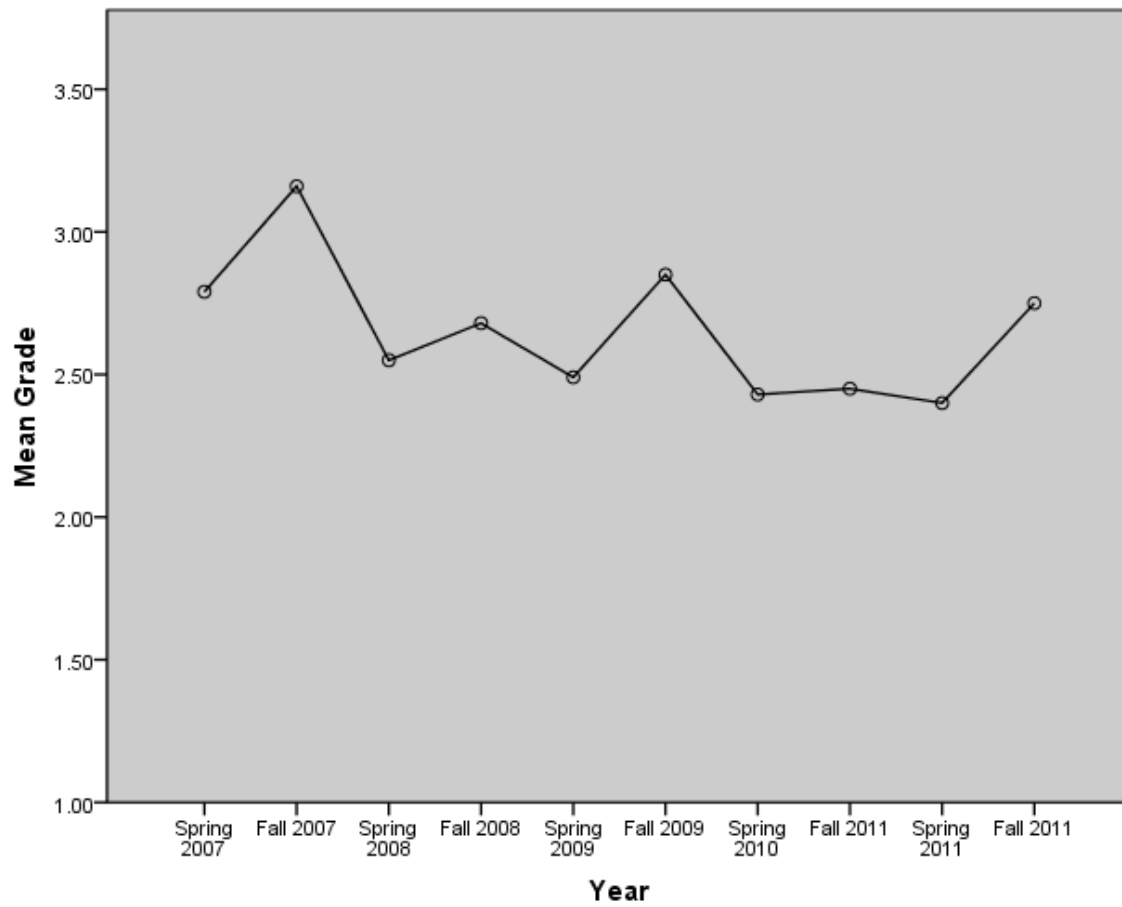
**Retention** – Percentage of students enrolled at census who remain enrolled and receive a final grade other than “W.”

**Success** – Percentage of students enrolled at census who complete the course with a successful grade (A, B, C, P, CR).

*What about withdrawals?*



## Student Grades

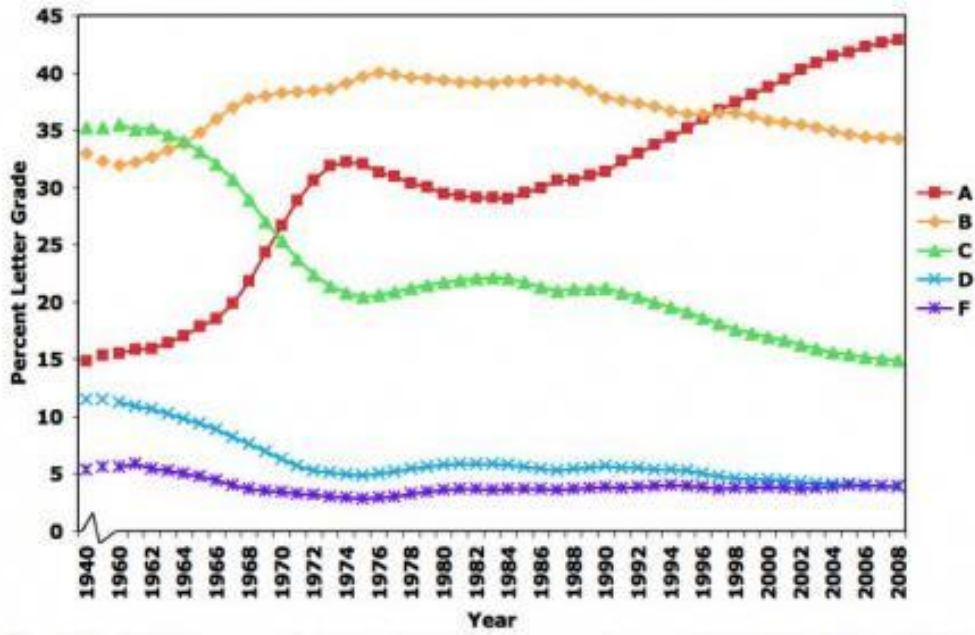


Or distribution of grades (A, B, C, D, F, W)

*Factors that impact student grades?*

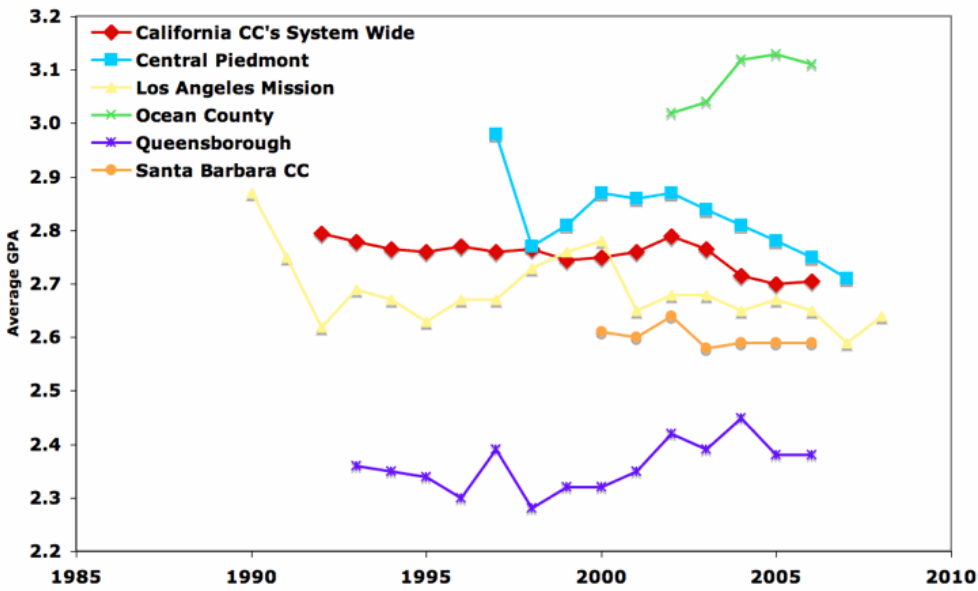
Source: Teachers College Record, 2009

Figure 1. Distribution of grades at American colleges and universities as a function of time



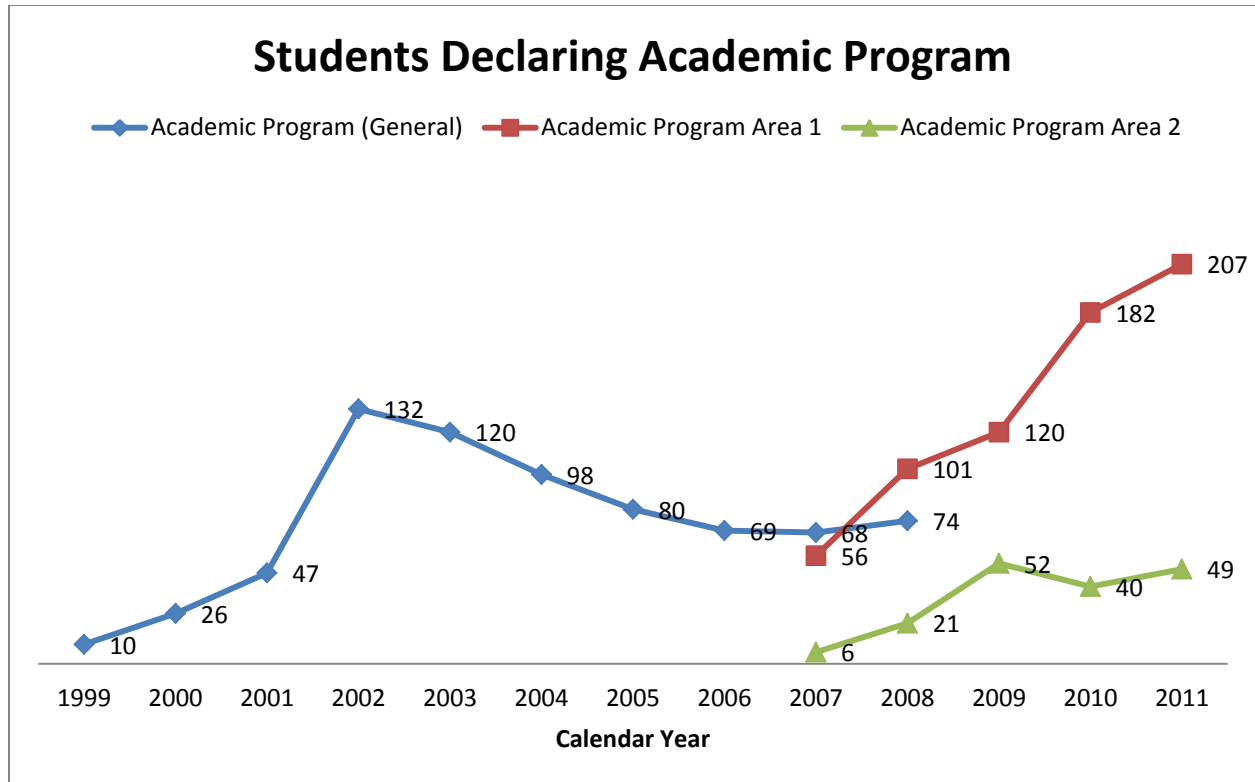
Note: 1940 and 1950 (nonconnected data points in figure) represent averages from 1935 to 1944 and 1945 to 1954, respectively. Data from 1960 onward represent annual averages in our database, smoothed with a 3-year centered moving average.

### Community College Grading



## Degree/Certificate Trends

(Example Program)



### Identifying a cohort

Issue of students not declaring their degree/certificate

Use course-taking patterns. Are there any courses or groupings of courses unique to your degree/certificate?

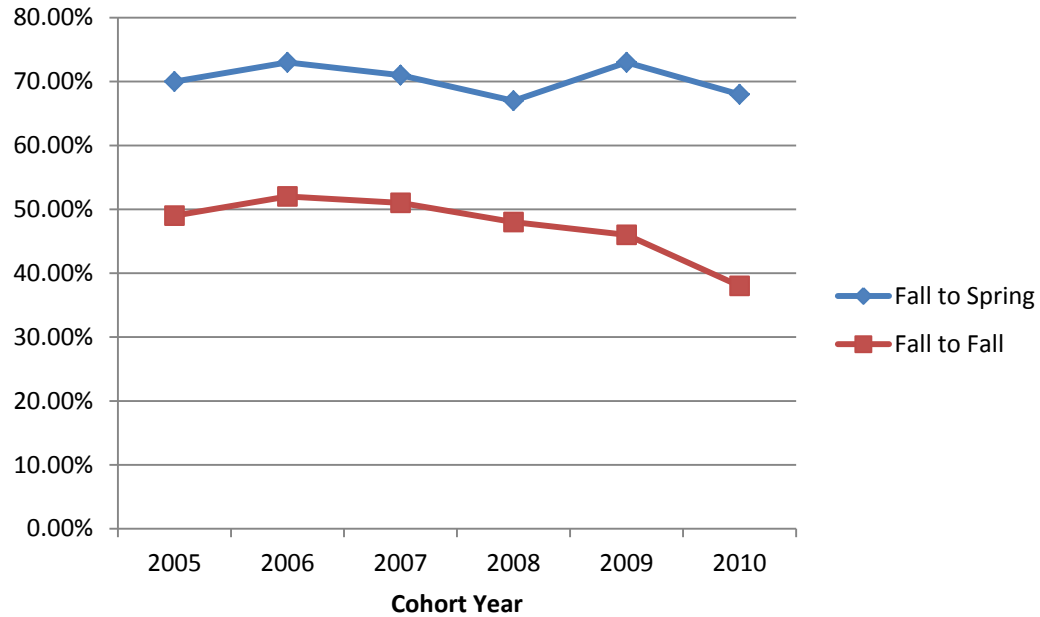
E.g., greater than 18 credits of GE, along with required course(s).

Create a base year/term for the cohort.

E.g., all active students having taken a certain class or classes as of fall 2007.

*Other characteristics that might be used: Demographics, performance,*

**Persistence** – the percentage of students who return in subsequent terms to continue their studies.

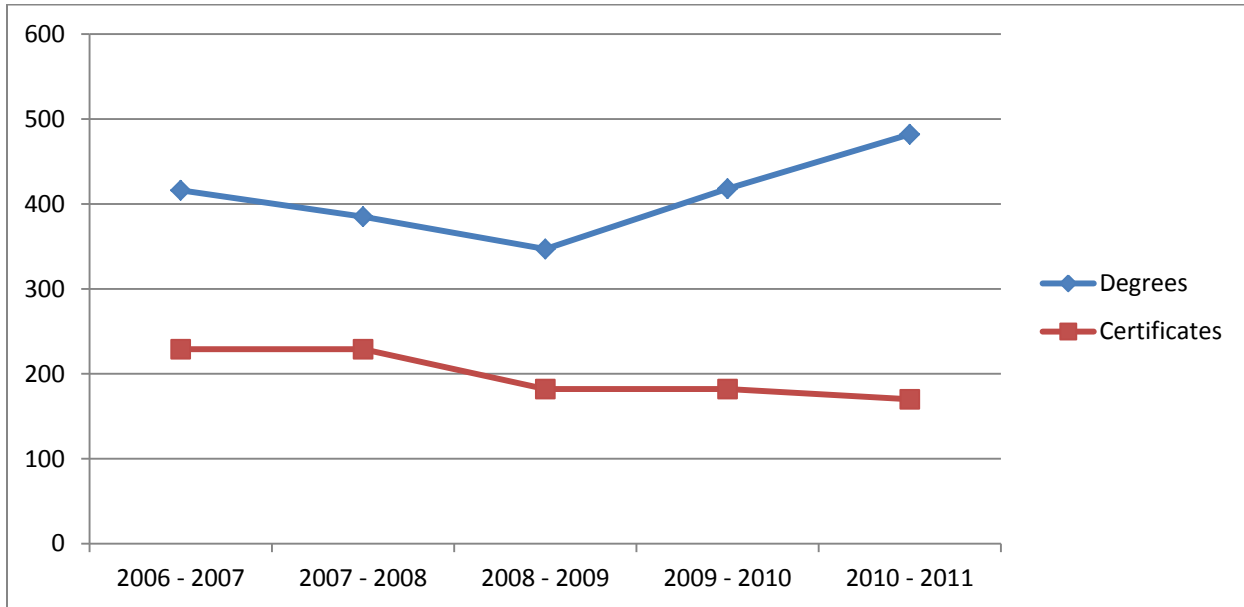


Track the persistence and success of students who've taken a particular class or class set vs. those who haven't.

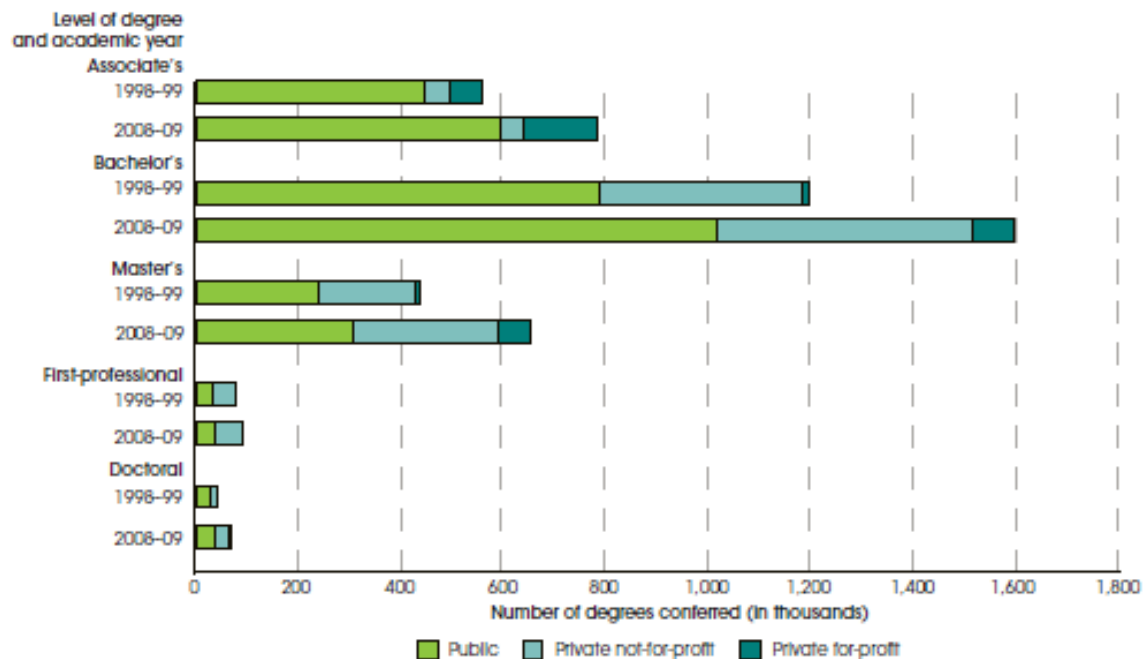
*E.g., basic skills, course sequencing.*

# Completions

(CR District)



Other trends: Years to completion, percentage of completers, characteristics of completers.

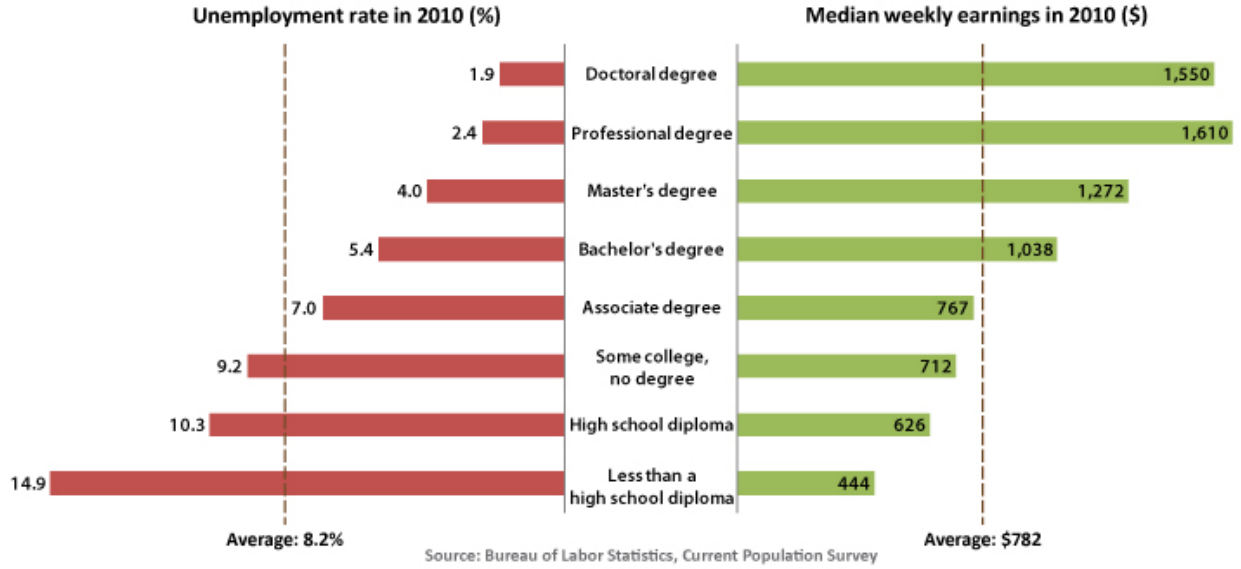


NOTE: Includes only institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see supplemental notes 3 and 8. See the glossary for definitions of first-professional degree and doctoral degree.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 1998-99 and 2008-09 Integrated Postsecondary Education Data System (IPEDS), 'Completions Survey' (IPEDS-C:99) and Fall 2009.



# After College

## Education pays:



## Transfers by last year at CRExample Major

