

San Diego Miramar College

INSTRUCTIONAL PROGRAM REVIEW / PLANNING ANNUAL REPORT DUE OCTOBER 14TH

Program Name: Art

Date Submitted:

Reviewed By:

Printed Name

Signature

Contact Faculty: Bob Fritsch

Date:

2/6/12

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Date:

2/6/12

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Date:

2/6/12

VPI:

Date:

3/27/12

This 2011-12 form and instructions approved by:

- ✓ Instructional Program Review / SLOAC Subcommittee on 4/26/11
- ✓ Academic Senate on 5/10/11

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SECTION I: PROGRAM ANALYSIS

Within your department, analyze the current status of your program and implications for the success of your students. Your analysis should include the following as appropriate:

- Data Analysis: Analyze your program using the quantitative program review data provided with this form. (Appendix H for assistance.)
- SLOAC: Review and discuss the results of your Student Learning Outcome Assessment Cycle (SLOAC) over the past year.
- Leading Questions: Dialogue about your program by using leading questions. (See Appendix A for more information.)
- External Feedback: Solicit information about your program from external sources of information such as your industry advisory group, accrediting agencies, professional associations, or other external organizations.

Program Description

Is the full program description in the current catalog/Curricunet up-to-date, accurate, and relevant? If not, what revisions will be proposed?

Yes

Program Review Data Analysis

Please summarize your analysis of the data provided for your program. Discuss your program's retention and success rates, enrollment, and productivity. What were the most significant trends or other conclusions?

Spring 2007 to Spring 2011

The program has grown in enrollment from 658 to 725.

The success rates have improved over the last 5 years from 72% to 76%.

The retention was 83% and has improved to 89%.

The most significant trend is the retention.

Course-Level Student Learning Outcomes Assessment Cycle (SLOAC)

Please fill in each empty cell in the following table. Enter “N/A” if not applicable. If a course is only offered during summer or winter session, please enter the number of sections assessed for those terms in the “Number of sections assessed in Fall 10” block.

Course		Number of sections assessed in fall 10	Number of sections assessed in spring 2011	Date of last analysis of course SLO results
ARTF	100	6	0	9/9/2010
ARTF	110	2	0	9/9/2010
ARTF	111	0	0	9/9/2010
ARTF	150A	0	0	12/28/2011
ARTF	150B	1	0	12/28/2011
ARTF	151	0	1	12/28/2011
ARTF	155A	0	2	12/28/2011
ARTF	155B	0	1	12/28/2011
ARTF	165A	2		9/9/2010
ARTF	165B	2		9/9/2010
ARTF	165C	2		9/9/2010
ARTF	165D	2		9/9/2010
ARTF	170A	0	1	9/9/2010
ARTF	170B	0	1	9/9/2010
ARTF	170C	0	1	9/9/2010
ARTF	195A	0	1	12/28/2011
ARTF	195B	0	1	12/28/2011
ARTF	195C	0	1	12/28/2011
ARTF	210A	0	1	12/28/2011
ARTF	210B	0	1	12/28/2011
ARTF	282	0	3	12/28/2011
ARTG	106	0	1	12/28/2011
ARTG	120	0	1	9/9/2010
ARTG	124		1	9/9/2010
ARTG	125		1	9/9/2010
ARTG	149	NA	0	
DFLM	101		1	12/28/2011

Please summarize your program’s dialogue and participation in the SLOAC process, including how SLO assessment results were used to improve student learning.

Institutional Student Learning Outcome (ISLO) Mapping

Please fill out the following table to map your program’s program-level SLOs to San Diego Miramar College’s five Institutional SLOs (ISLOs). Enter an “X” under each ISLO that is addressed by the corresponding program-level SLO. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Program-Level SLOs	Institutional SLOs (ISLOs)				
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
1. Critically analyze, interpret, and evaluate of works of art.	X	X	X	X	X
2. Develop a foundation of art skills and a high level of craftsmanship by utilizing a variety of tools and technologies associated with the visual arts.	X	X	X	X	X
3. Use a diverse range of global events to express personal ideas and opinions through artwork.	X	X	X	X	X
4. Identify the theoretical, cultural, and historical contexts of art.	X	X	X	X	X
5. Demonstrate appropriate skills needed to articulate their conscious artistic intentions, and express coherent aesthetics	X	X	X	X	X

Please fill out the following table to map your program’s course-level SLOs to San Diego Miramar College’s five Institutional SLOs (ISLOs). Enter an “X” under each ISLO that is assessed by one or more SLOs in the corresponding course. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Course		Institutional SLOs (ISLOs)				
		Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
ARTD	158 - N/A					
ARTD	160A - N/A					
ARTD	160B - N/A					
ARTD	170A	X	X	X	X	X
ARTD	170B	X	X	X	X	X
ARTF	107	X	X	X	X	X
ARTF	125	X	X	X	X	X
ARTF	100	X	X	X	X	X
ARTF	109	X	X	X	X	X
ARTF	110	X	X	X	X	X
ARTF	111	X	X	X	X	X
ARTF	113	X	X	X	X	X
ARTF	150A	X	X	X	X	X
ARTF	150B	X	X	X	X	X
ARTF	151	X	X	X	X	X
ARTF	155A	X	X	X	X	X
ARTF	155B	X	X	X	X	X
ARTF	165A	X	X	X	X	X
ARTF	165B	X	X	X	X	X
ARTF	165C	X	X	X	X	X
ARTF	165D	X	X	X	X	X
ARTF	170A	X	X	X	X	X
ARTF	170B	X	X	X	X	X
ARTF	170C	X	X	X	X	X
ARTF	195A	X	X	X	X	X
ARTF	195B	X	X	X	X	X
ARTF	195C	X	X	X	X	X
ARTF	198A	X	X	X	X	X
ARTF	198B	X	X	X	X	X
ARTF	198C	X	X	X	X	X
ARTF	210A	X	X	X	X	X
ARTF	210B	X	X	X	X	X
ARTF	220A	X	X	X	X	X
ARTF	220B	X	X	X	X	X
ARTF	220C	X	X	X	X	X
ARTF	282	X	X	X	X	X
ARTG	106	X	X	X	X	X
ARTG	118	X	X	X	X	X
ARTG	120	X	X	X	X	X
ARTG	124	X	X	X	X	X
ARTG	125	X	X	X	X	X
ARTG	126	X	X	X	X	X

ARTG	133	X	X	X	X	X
ARTG	148A	X	X	X	X	X
ARTG	148B	X	X	X	X	X
ARTG	149	X	X	X	X	X
DFLM	102	X	X	X	X	X
DFLM	101	X	X	X	X	X

SECTION II: STRENGTHS AND WEAKNESSES

Using the information obtained in Section I, review your program in terms of its Strengths, Weaknesses, Opportunities, and Threats. (See Appendix B for more information.)

Strengths

Please summarize the strengths of your program.

With the new building we have been able to increase the art labs to two that enabled us to add to the courses offered for degrees.

The strength of this department is that it has increased the retention of its students. It is also very successful in having its students transfer to four year public and private institutions This was done up until Fall of 2010 without the proper facilities that the other colleges have.

Another of the department's strengths is the number of students who have successfully entered the business world of art

Weaknesses

Please summarize the weaknesses of your program.

The lack of full time instructors in art history limits the transfer courses that can be offered.

The studio art areas needs at least one more contract instructor so that the students can get there degree in a reasonable time without having to go to another campus to finish up.

Opportunities

What emerging opportunities can your program take advantage of?

Miramar graphics is continuing its commitment to the community by placing our students in on the job training, working for companies that need help in the graphics area.

The department also has begun discussing and working on courses that could be used in both the Graphics and Fine Art programs.

Threats

What obstacles or changing conditions are threatening the continued success of your program?

Budgetary – especially in the Graphics area/- the need is always money to keep on the cutting edge of the industry, be it new CPU's , software, printers, and the supplies that is need to keep the lab functioning at a high level.

SECTION III: GOALS AND OBJECTIVES

Using the information obtained in Section I and II, identify future goals and objectives that support your strategies to improve student learning and the overall success of your program.

Goals are general guidelines that explain what you want to achieve. They are usually long-term and describe the general future vision for your program.

Objectives define the implementation steps to attain the identified goals. Unlike goals, objectives are usually specific, measurable, and have a defined completion date. They describe the “who, what, when, where, and how” of reaching the goals.

Your goals and objectives should:

- Capitalize on your program’s strengths
- Minimize or compensate for your program’s weaknesses
- Take advantage of emerging opportunities
- Avoid or mitigate threats

Previous Cycle Goals (2010-2011)

Please summarize the goals, plans, or visions for your program

The departments plan is to continue building on the strengths is has achieved from 2006-2009.

Previous Cycle Objectives (2010-2011)

Please report on the progress of the objectives identified in the previous program review cycle, citing appropriate evidence.

1.Continue building on retention

2. Promote student outcomes, i.e., transfer to four year institutions and entering the business world of art

Current Cycle Goals (2011-2012)

Please summarize the goals, plans, or visions for your program and indicate the specific campus-wide strategies that your goals align with, if applicable. (See Appendix G for more information.

Plan to strengthen the Art History area of the program for those art history transfer students.

Current Cycle Objectives (2011-2012)

Please list the objectives your program intends to accomplish in the next one to two academic years. Ensure the objectives are specific, measurable, and have a defined completion date.

Promote student outcomes, i.e., transfer to four year institutions and entering the business world of art

In order to offer the Life Sculpture courses listed in the catalog the department is planning to work on increasing the ARTF budget.

We also need to work on increasing the supply budget for Ceramics.

Continue building on retention

SECTION IV: NEEDS

In each of the following sections, please identify the resources or other support your program needs in order to implement your goals and objectives identified in section III. Please be specific and clearly indicate how these requests support your strategies to improve student learning and the overall success of your program. (See Appendix A for questions / factors to consider in drafting requests.)

(Formal requests for Technology and Equipment are made via this program review report with no other documentation needed. Other formal requests should be submitted to the appropriate committee with a copy of the relevant sections of this program review as justification.)

Scheduling

Are any scheduling modifications recommended?

We as a department are always asking this question – do we need to schedule courses differently to meet the students needs.

The possibility of offering courses on Friday and Saturday.

Curriculum

Are any revisions necessary to the degrees, certificates, or courses offered through this program?

No revisions to the degrees or certificates or courses at this time.

Faculty and Staff

Does your program need any additional faculty or staff members?

The Art Department is still shy one Art History Instructor. There are 7 adjuncts covering the art history area now

Professional / Staff Development

Does your program need any additional training or professional development?

No additional training or professional development at this time.

Facilities

Does your program need any new or renovated facilities?

Not at this time.

Technology and Equipment

Does your program need any new or replacement technology or equipment? Complete Appendix F to submit a request for the current academic year.

The Graphic area is in great need of up to date Mac Computers, OS, and Adobe software. The CPUs are over four years old and will not run the industry standard software.

Additional Budgetary Needs

Does your program have any additional budgetary needs (e.g. supplies) that are not included in the previous categories?

In order to offer the Life Sculpture courses listed in the catalog the department is planning to work on increasing the ARTF budget by \$4000.00 a year for art models.

We also need to increase the supply budget for Ceramic materials such as glaze supplies.

Student Support Services

Does your program have any additional student support needs?

Not at this time.

Marketing

Does your program have any additional marketing needs?

There is a need to publicize the student successes.

Research

Does your program have any additional research needs not addressed in the program review summary data?

Not at this time

APPENDIX A: DISCUSSION QUESTIONS ABOUT THE PROGRAM

General

- What do the data indicate about how the program is meeting its Program / Student Learning Outcomes?
- What do the success rates in the various courses show?
- What improvement strategies are needed within the classes themselves?
- What improvement strategies or interventions are needed outside of the classes themselves?
- How does your program integrate diversity, sustainability, and globalization?

Enrollment and Scheduling

- What do the fill rates show?
- What enrollment trends have occurred in your program in the past 1-3 years?
- Have you created new components/classes?
- Have other programs/activities impacted your program?
- Have there been any significant changes in enrollment, retention, success rates, or demographics that impact your program?
- Are scheduling changes needed?
- Are more/less sections needed?

Curriculum

- Are all degrees and certificates designed to meet the current needs of students for transfer or employment?
- Do any courses, degrees, or certificates need to be revised?
- Have all courses been reviewed and updated in the last six years?
- Do any courses, degrees, or certificates need to be deactivated?
- Are any new courses, degrees, or certificates required?
- How are distance learning, technology -mediated instruction, or other innovative instructional technologies used in the program?

Faculty and Staff

- Does the program need additional full-time or part-time faculty?
- What is the FTEF distribution for contract and adjunct faculty?
- Is this a new or emerging program within the academic master plan?
- Are new faculty or staff needed to meet state, federal, or accreditation mandates?
- Are new faculty or staff needed to meet the needs of industry and/or the community?
- Are new faculty or staff needed to meet the transfer requirements of students?
- Is there a lack of qualified adjunct faculty in this area?
- Are new faculty or staff needed to accommodate increasing student demand

Professional / Staff Development

- Do the current available staff development activities adequately support the program?
- What new staff development activities would improve the program and student learning?
- Is any additional training or professional development needed for faculty and staff?

Facilities

- Have the facility needs changed?
- Are there adequate facilities to maintain program quality?
- Are there adequate facilities to meet projected program growth?
- Does the program require new or additional facilities construction, renovation, remodeling, or repairs?

Technology and Equipment

- Does the program have special technology needs?
- Does the current instructional technology meet the teaching/learning needs of students in the program?
- Are there adequate college-wide instructional technology resources to support the program?
- Does the program have special equipment needs?
- Is there equipment in need of repair that is outside of the program's current budget?

Additional Budgetary Needs

- Is the instructional supply budget adequate to meet the needs of the current program?
- Is the instructional supply budget adequate to meet planned program growth?

Student Support Services

- How does the program interact with Student Service areas?
- Are students in the program making good use of the available student services?
- Are the student services adequate to support the program?

Marketing

- How do you market your program?
- What is the target market for your program?
- What unique features make the program attractive to your target market?
- What can you or the Marketing Committee do to give more visibility to the program?

Research

- What information do you use to assess the effectiveness of your program?
- What additional information would help you make decisions about your program?
- What additional information would help you improve your program?

APPENDIX B: SWOT ANALYSIS

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT Analysis is a method of evaluating the status of a program (or other organizational unit) both internally in terms of the program's Strengths and Weaknesses and externally in terms of the program's Opportunities and Threats. Some things to think about in these categories are:

Strengths

- What does your program do well?
- What do your students, employers, or transfer institutions see as your program's strengths?
- What advantages does your program have over those at other colleges?

Weaknesses

- What could your program improve?
- What are your program's needs?
- What should your program avoid?
- What limitations or barriers is your program experiencing?

Opportunities

- What are the good opportunities facing your program?
- What trends are happening in the field or subject area?
- What changes are happening in the industry or university majors your program feeds into?
- What changes are happening in student demographics served by your program?
- What grants or other funding opportunities exist?
- What potential industry, high school, or other external partnerships exist?

Threats

- What obstacles does your program face?
- What are similar programs at other colleges doing?
- Are changing external conditions threatening your program?

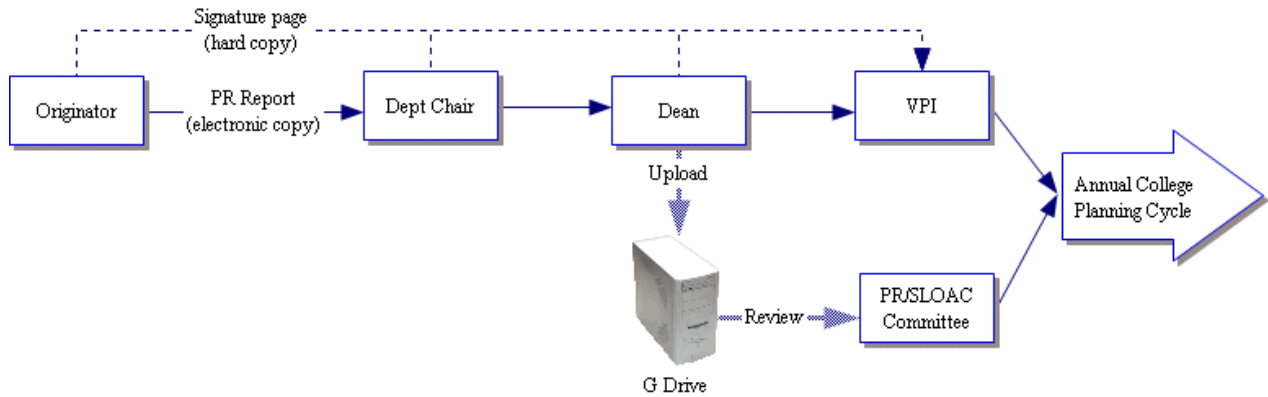
For more information on SWOT analysis, visit:

- <http://www.planonline.org/planning/strategic/swot.htm>
- <http://scholar.lib.vt.edu/ejournals/JVTE/v12n1/Balamuralikrishna.html>

SWOT ANALYSIS



APPENDIX C: SUBMISSION PROCESS & DUE DATES



Due Date	Task
10/14/11	Dept Chairs submit program review report to Dean via email
11/11/11	Deans upload program review reports to G Drive and notify VPI via email
11/14/11	Instructional Services Office prints program review cover pages and routes for signatures
11/18/11	Deans return signed program review cover pages to Instructional Services Office
11/30/11	VPI submits Instructional Services Plan (updated from program reviews) to Institutional Effectiveness committee and President’s Cabinet.

APPENDIX D: LIST OF DEPARTMENTS, PROGRAMS, AWARDS, AND SUBJECT AREAS

Department	Program	Award	Subject Area
Dept of Administration of Justice	Administration of Justice	Advanced Traffic Accident Investigation – CA Contemporary Police Technologies – AS, CA Correctional Technologies – AS, CA Correctional Training for Deputy Sheriffs – CA Investigations Specialization – AS, CA Law Enforcement Specialization – AS, CA Law Enforcement Supervision – CA Law Enforcement Technologies – CA Technical Achievement for Field Training Officers - CA	ADJU HSEC
	Military Studies	Military Leadership – AS, CA	MILS
Dept of Aeronautical & Aviation	Aviation Maintenance Technology	Airframe – AS, CA Airframe & Powerplant – AS, CA Aviation General Studies – AS, CA Pilot Studies – AS, CA Powerplant – AS, CA	AVIM
	Aviation Operations	Aviation Operations Management – AS, CA Aviation Operations Professional Pilot – AS, CA	AVIA
Dept of Arts and Humanities	Art	Art/Visual Studies – AA Combined Drawing/Painting – AA Craft Skills – AA Graphics – AS, CA Studio Arts – AA	ARTF ARTG ARTD DFLM
	Humanities	Humanities Studies – AA	BLAS HUMA LIBS PERG PHIL
	Music	Music Studies – AA	MUSI

Department	Program	Awards	Subject Areas
Dept of Automotive & Diesel Technology	Automotive Technology	Automotive Brakes & Suspension – CA Automotive Electrical – CA Automotive Engine – CA Automotive Transmission – CA Automotive Technology – AS	AUTO MCLE
	Diesel Technology	Diesel Equipment Repair Technology – CA Engine Overhaul, Caterpillar – CA Engine Overhaul, Cummins – CA Engine Overhaul, Detroit Diesel – CA Engine Repair, Caterpillar – CA Engine Repair, Cummins – CA Engine Repair, Detroit Diesel – CA Heavy Duty Transportation Technology – AS, CA Heavy Equipment Technology – AS, CA San Diego City Civil Service Equipment Mechanic Apprenticeship – AS, CA San Diego Transit General Mechanic – AS, CA	DIES SDCS
Dept of Business	Business Administration	Business Administration – AS, CA	ACCT BUSE ECON
	Business Management	Business Management – AS, CA Mortgage Brokerage and Banking – AS, CA	BANK MARK REAL WORK
	Computer Business Technology	Administrative Assistant – AS, CA Microcomputer Applications – AS, CA	CBTE
	Computer and Information Sciences	Computer and Information Science – AS, CA	CISC
	Paralegal	Paralegal – AS, CA	LEGL
Dept of Child Development	Child Development	Associate Teacher – CA Child Development – AS Human Development Studies – AA Master Teacher – CA Site Supervisor – AS Teacher – CA	CHIL CONF

Department	Program	Award	Subject Area
Dept of English, Communications, and World Languages	English	English – AA English/Literature Studies – AA	ENGL ESOL
	Communications Studies	Communications Studies for Transfer – AA	COMS JOUR SPEE
	World Language Studies	World Language Studies – AA	ARAB SPAN TAGA
Dept of Exercise Science, Health, and Nutrition	Exercise Science	Health and Physical Education Studies – AS Fitness Specialist – CA	DANC HEAL NUTR PHYE
Dept of Fire Technology and Emergency Medical Technician	Fire Protection Technology	Fire Prevention – AS, CA Fire Protection – AS, CA Fire Technology – AS, CA Open Water Lifeguard Professional – AS, CA	EMGM FIPT
Dept of Mathematics	Mathematics	Mathematics Studies – AA	MATH
Dept of Natural Sciences	Biology	Allied Health Track – AS Applied Biology Track – AS Biology Studies – AS	BIOL
	Chemistry	Chemistry Studies – AS	CHEM
	Medical Laboratory Technology	Medical Laboratory Technician Training – AS, CA	MLTT
	Physical Science	Earth Science Studies – AS Physics Studies – AS Pre-Engineering Studies – AS	ASTR GEOL PHYN PHYS
Dept of Social and Behavioral Sciences	Social and Behavioral Sciences	Psychology – AA Social and Behavioral Sciences – AA Sociology for Transfer – AA	ANTH DSPS EDUC FILI GEOG HIST POLI PSYC SOCO

Interdisciplinary Awards
Elementary Education – AA Occupational/Technical Studies – AS Selected Studies – AA CSU General Education-Breadth – CA Intersegmental General Education Transfer (IGETC) – CA

APPENDIX E: DEFINITIONS

Department: A department is an organizational unit comprised of faculty members. Each department is responsible for a unique set of programs.

Program: A “program” is a field of study that includes at least one award and at least one subject area. Programs are designated by “grey box” sections in the Degree Curricula and Certificate Programs chapter of the San Diego Miramar College Catalog with the exception of Interdisciplinary Studies which is a grey box section but is not a program.

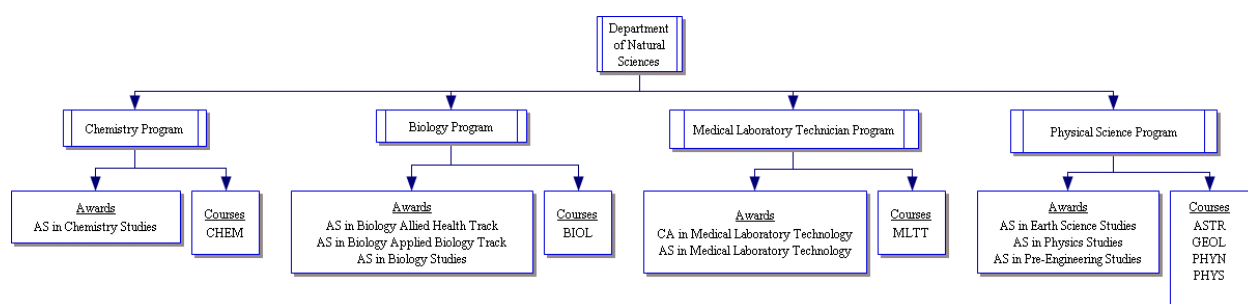
Award: An award is a state-approved Associate in Arts degree, Associate in Science degree, or Certificate of Achievement as listed in the Miramar College Program Inventory maintained by the CCC Chancellor’s Office. Awards consist of a set of required or restricted elective courses.
Note: This is the title 5 definition of a “program”

Subject Area: A subject area is a field of study that encompasses one or more courses. Each subject area has a unique four-letter designation (e.g. ENGL).

Course: A course is an organized pattern of learning described by a Course Outline of Record (COR) with a defined campus-specific set of Student Learning Outcomes (SLOs). Each course has a unique subject area and number designation (e.g. ENGL 101).

Section: A section is a specific instance in which a course is taught. Sections are associated with a specific term, instructor(s), student(s), and syllabus. Each section is required to be taught in accordance with the COR. Each section has a unique CRN designation.

Example curricular organization: Department of Natural Sciences



Institutional Student Learning Outcomes:

1. Communication: Students communicate effectively through reading, writing, speaking, and listening
2. Critical Thinking and Problem Solving: Students use appropriate creative thinking, decision making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.
3. Global Environment: Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.
4. Information Management: Students can effectively collect and analyze information and/or demonstrate technological literacy.
5. Personal and Professional Abilities: Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Student Learning Outcomes Assessment Cycle (SLOAC): SLOAC consists of two related processes:

- 1) The internal SLOAC process, which occurs in each department and is a faculty function
- 2) The external reporting process, which occurs college-wide and is an administrative / clerical function

These processes are fully supported by the Academic Senate and other college organizational and participatory governance bodies.

The internal SLOAC process consists of five steps:

1. Develop Student Learning Outcomes (SLOs) for each course. These should be as useful as possible for assessing and improving student learning.
2. Establish reliable and valid SLO measurement methods.
3. Assess the SLOs using the measurement methods. This should occur in every section of the course each semester.
4. Analyze the results of the course assessments. This should be a collaborative effort among the faculty members who teach the course or subject area.
5. Implement strategies to improve student learning. Strategies that require resources or other support from outside the department should be fully documented in the annual program review.

The external reporting process consists of three steps:

1. Each spring semester, a report is generated for the Office of Instruction showing which courses have undergone the steps listed above and how many times the cycle has been completed. (This report does not include any information other than whether a step/cycle has been completed.)
2. Those data are aggregated in order to track the college's overall progress in implementing the SLOAC cycle.
3. The data are reported to ACCJC as required.

APPENDIX F: REQUEST FOR FUNDING

Originator, please review the “Request for Funding Submission Process” and the “Request for Funding Instructions” below before filling out your [RFF form](#) (control + click to follow link).

1. Fill a separate form for each of the requested items.
2. Save a copy of your completed RFF(s) under a new name, using the File menu “save as” (Shift+Ctrl+S) function. Name your copy using the following format:

SCHOOL (acronym)	DEPT (acronym)	YOUR INITIALS	RFF 1
TCWI	AVIM	XX	RFF1

or

LA	ENGL	ZZ	RFF1
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Name the file of your first requested items as: **TCWI AVIM XX RFF1** or **LA ENGL ZZ RFF1**.

3. Print a copy for your records (OPTIONAL).
4. To request additional items, press the “Reset button” and fill a new form. Repeat step 2 and save a new copy of your second filled request under a new name using the format with a second RFF number. For example, **TCWI AVIM XX RFF2** or **LA ENGL ZZ RFF2** for your second requested item.
5. Print a copy for your records (OPTIONAL).
6. Send your saved RFF(s) as an Email attachment(s) to your department’s chair.
Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.

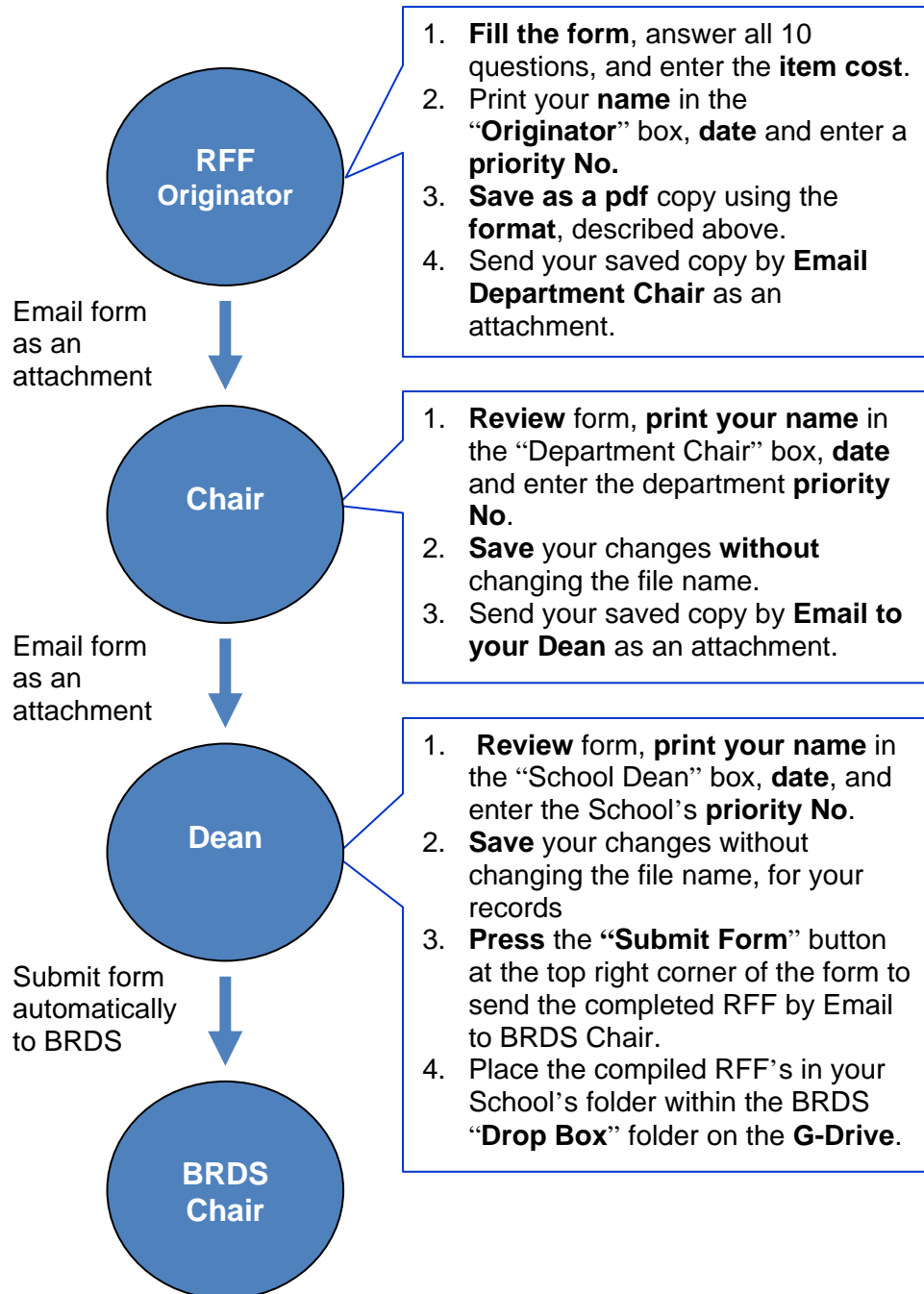
Department Chair, please

1. Open the Emailed attachment received from the originator, review its content, sign and date the filled RFF form, and enter your department/discipline priority ranking of the requested item.
2. Save a copy of the file with your changes without changing the RFF file’s name.
3. Print a copy for your records (OPTIONAL).
4. Send your chair- signed RFF(s) as an Email to your Dean along with your department’s or discipline’s Program Review Annual Report.
Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.

Dean, please

1. Open the attachment received from the chair, review its content, sign and date the chair-filled RFF(s) form(s), and enter your school’s priority ranking of the requested item.
2. Save a copy of the files with your changes without changing the RFF file’s name.
3. Print a copy for your records (OPTIONAL).
4. Press the “Submit Form” button at the top right corner of the form. This will automatically send the completed RFF by Email to the BRDS chair.
5. Up-load all the saved RFFs to your school’s “Drop Box” folder within the BRDS folder on the G-drive.

Request For Funding (RFF) Submission Process (At a glance)



Request for Funding Instructions

Notice: Be aware that if funds are available next year, they will most likely be IELM funds (available for instructional use: equipment, library material only). Should other sources of funding become available; the existing prioritized requests will be considered first.

The Budget and Resource Development Subcommittee does not carry over requests from year to year. If your request has been previously submitted and not funded, please resubmit it. If your request has multi-phases to it, please note this and state which phase you are currently seeking to fund. If you need any additional help in writing a Request for Funding please contact any member of the Budget and Resource Development Subcommittee.

Individual Request for Funding Preparation Instructions

For the Originator of a new Request for Funding

1. Item for which funding is being requested:

- State **briefly** what the item is.
- IELM funds can only be used to purchase equipment used for or in support of instruction. The funds cannot be used for salaries, supplies, or administrative equipment. Software licenses may be purchased on a one-time basis but periodic license renewals may not. If there is any question concerning the eligibility of your item please contact one of the BRDS members.

2. Will implementation or use of the item affect any of the following? (Check all that apply)

- Please indicate if the use of your item addresses campus safety, College accreditation, or Program Certification.

3. Will the item impact any of the following aspects? (Check all that apply)

4. Which campus support department did you contact before submitting this form? (Check all that apply)

- All requests for technology-related items should be reviewed by the appropriate support department, i.e. Information Technology, Audio Visual, etc., before submission. This allows input from these organizations to ensure that the best and most cost-effective solution to your request is pursued.

5. Will the requested item require additional staffing?

- If funds for additional/new staffing will be needed, check “yes” and amplify your answer in the box provided.
- Please Note: Contractual hiring must be addressed in your Program Review/Program Review Annual Update and requested via the hiring process through C.E.C. and not Budget and Resource Development.

6. Will the item require special installation?

- If funds for special installation will be needed, check “yes” and amplify your answer in the box provided.

- Be advised that IELM funds cannot be used to fund certain installation requirements, such as extra power or water lines, etc. If you are unsure whether your installation is covered please contact one of the Budget and Resource Development Subcommittee members.

7. Please identify the source of additional funding for staffing and/or special installation and when such funding will be available.

- Be advised that budget constraints often limit funding to only those items that may be put into service during the current year. Funding from IELM cannot be provided for items requiring additional funds from outside sources where these sources of funding are not identified.

8. Will the item require continuous funding?

- If the activity will require more funds in the future, check “yes” and indicate the source of this funding.
- Continuous funding includes maintenance contracts or other renewable contracts or licensing fees. (Keep in mind that IELM cannot be used for continuous funding.)

Estimate of Total Costs Requested (excluding special installation and staffing costs)

- Other potential costs related to the activity (in addition to normal installation) could include warranties, special training and additional security.
- All costs related to the request must be identified.
- Enter costs for each category: Equipment and Supplies, Tax, and Shipping, and total cost, using a current quote from the vendor or supplier and keep evidence of that quote in your records. ***The BRDS expects to receive updated vendor quote in Spring 2011, ahead of its review and prioritization of submitted requests.***

Signatures:

- This Request for Funding must be signed by entering the name of the Originator, the Department Chair/Service Area Manager, and the School Dean/Administrator.
- Your signature certifies that:
 - Your program review documents an accurate description of the requested item, and, as applicable, clear reference to concerns regarding:
 - Safety
 - Certification/Re-certification of service areas and programs
 - The specified cost of your requested item reflects a current verifiable quote obtained from the vendor.
 - A prioritization process for Requests for Funding in your department, discipline, or service area was developed and is underway.
- Priority numbers are listed in the Priority Number Boxes for the Originator, Chair, and Dean. **Select** the appropriate **priority No.** with # 1 as the highest priority number.
Note: Priority numbers assigned by the originator may differ from those assigned by the Chair or Dean for the same requested item.

All Requests for Funding are approved for specific items and activities and for the requested dollar amount. No changes, substitutions or additions are allowed once approved.

APPENDIX G: GOALS AND STRATEGIES FROM STRATEGIC PLAN

Goal 1:

Focus college efforts on student learning and student success through quality education that is responsive to change

Strategy

- 1.1 Strengthen and improve review of academic programs with an integrated emphasis on Student Learning Outcomes, core institutional competencies, and alternative instructional delivery systems and methods at the course, program and college level.
- 1.2 Enhance student success in basic skills for successful transition into degree applicable and career coursework.
- 1.3 Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.
- 1.4 Provide faculty development in instructional & assessment techniques to enhance high quality, successful student learning
- 1.5 Improve the effectiveness of institutional operational structures, and student support/services to support student success in retention, transfer, workforce placement and graduation.
- 1.6 Adopt culturally relevant, cutting-edge instruction pedagogies, methods and approaches with funding provided for at campus level.
- 1.7 Develop new instructional programs and student opportunities to expand student learning and preparation for emerging workplace needs by developing service learning and internship opportunities, expanding work experience programs

Goal 2:

Deliver instruction and services in formats and at sites that best meet student needs

Strategy

- 2.1 Offer instruction and support services through non-traditional scheduling, delivery methods and locations.
- 2.2 Embrace and utilize emerging information technology in delivery of instruction and student services
- 2.3 Maintain and upgrade technology for campus administrative and instructional computing services functions through campus technology plan and training.

2.4 Maintain adequate instructional course offerings and delivery of services while addressing applicable training standards and adhering to the enrollment management allocation model.

2.5 Maintain quality of campus services to meet student needs by providing professional development opportunities and training for the College's staff.

2.6 Foster both internal and external marketing and outreach activities that promote Miramar College's instructional programs and student services.

Goal 3:

*Enhance the college experience for students and the community by providing campus facilities, programs and co-curricular student-centered activities that **celebrate diversity and sustainable practices***

Strategy

3.1 Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.

3.2 Focus student and staff recruiting efforts on populations that reflect the diversity of the college service area community.

3.3 Showcase Miramar College in the community and build external recognition for its location, programming, accessibility, diversity, quality teaching, programs, student centeredness and sustainability awareness.

3.4 Improve, expand and strengthen Miramar College's web-based presence and information processing systems.

3.5 Expand campus directed outreach, recruitment, marketing, advertising approaches and promotional activities.

3.6 Facilitate new campus wide construction while maintaining ongoing needs for safety, improvement, quality and sustainable practices; Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new buildings and other facilities.

Goal 4:

Initiate and strengthen beneficial partnerships with business and industry, schools and community

Strategy

4.1 Partner with academic, business, military and community organizations to explore alternative resources and/or learning opportunities for students, faculty and staff.

4.2 Increase the involvement and input of business and industry, educational institutions and community in Miramar College's educational activities.

4.3 Develop systemic outreach to increase Miramar College's visibility within its service area and develop stronger linkages for K-16 student learning & career pathways.

4.4 Establish a campus process to evaluate and respond to partnership proposals from business, industry and education.

Goal 5:

Refine the integration of Miramar College's internal planning processes and procedures

Strategy

5.1 Improve and strengthen the internal strategic plan-based planning process as an efficient and accountable process to facilitate transparent campus wide planning, budgeting and resource allocation

5.2 Develop a process for evaluating and responding to alternate sources of funding

5.3 Strengthen coordination with the District to maintain our campus preparedness and equitable, courteous and quality delivery of services that focus on students during challenging state and local budget crises and cutbacks and unexpected catastrophic events.

5.4 Continue to refine the campus shared governance structure processes and activities to align with the emerging integrated campus planning model.

Goals are general statements that explain the “**what**” we want to achieve. **Goals**, on their own, are hard to quantify or to put in a timeline.

Strategies are general statements that define the parameters of “**how to**” achieve the goal. **Strategies** are also hard to quantify or put in a timeline. They can be refined and changed to achieve the same goal.

APPENDIX H: WHO TO CONTACT FOR ASSISTANCE

For Help With	...Contact	...At
Program review data analysis	Daniel Miramontez	388-7865 or 388-6942 or dmiramon@sdccd.edu
Program review submission process	Duane Short	388-7812 or dshort@sdccd.edu
Student Learning Outcome Assessment Cycle (SLOAC)	Buran Haidar	388-7412 or bhaidar@sdccd.edu
Request for Funding form	Buran Haidar	388-7412 or bhaidar@sdccd.edu

Miramar College Productivity Art

Operation Definitions

Sections

Cancelled and tutoring classes are excluded.

Enrollments

Drops, never attends, cancelled, and tutoring classes are excluded.

Capacity

Cancelled and tutoring classes are excluded from the Capacity. For positive attendance courses, the Capacity is estimated at 60% of the recorded cap.

Fill Rate

Apprenticeship, non-state supported, in-service, cancelled, tutoring, and classes with 0 capacity are excluded from the Fill Rate. Positive attendance capacity is estimated at 60% of the recorded cap for the Fill Rate calculation.

Wsch

The total equivalent weekly student contact hours.

FTEF

Total number of full time equivalent faculty assigned.

LOAD

The ratio of Weekly Student Contact Hours (WSCH) to Full-time Equivalent Faculty (FTEF). The statewide Load benchmark for a 17.5 week semester is 525. The load benchmark for SDCCD's 16.5 week semester is 557. Miramar excludes all in-service classes. Tutoring, positive attendance, and cancelled sections are excluded.

FTES

Total number of full-time equivalent students enrolled. Non-residents, non-state supported, cancelled, and tutoring classes are excluded.

Table 1. Program Level

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Fall 2006	34	584	741	79%	2,412.21	4.81	501	69.71
Fall 2007	41	716	940	76%	2,912.59	6.38	455	77.32
Fall 2008	41	653	776	84%	2,740.76	5.95	457	78.41
Fall 2009	41	667	750	89%	2,792.94	5.78	482	87.16
Fall 2010	43	714	807	88%	2,972.42	6.31	469	88.93

Table 2. Subject Level

		Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Fall 2006	ARTF	33	570	717	79%	2,319.81	4.48	516	66.63
	ARTG	1	14	24	58%	92.40	0.33	284	3.08
Fall 2007	ARTF	38	658	867	76%	2,625.19	5.53	473	74.30
	ARTG	2	32	48	67%	201.60	0.65	310	3.02
	DFLM	1	26	25	104%	85.80	0.20	429	0.00
Fall 2008	ARTF	37	585	702	83%	2,404.36	5.10	468	67.83
	ARTG	3	37	49	76%	231.00	0.65	355	7.26
	DFLM	1	31	25	124%	105.40	0.20	527	3.31
Fall 2009	ARTF	38	583	667	87%	2,386.34	4.93	483	74.38
	ARTG	2	43	48	90%	267.20	0.65	411	8.40
	DFLM	1	41	35	117%	139.40	0.20	697	4.38
Fall 2010	ARTF	39	632	723	87%	2,579.22	5.46	470	76.57
	ARTG	3	44	49	90%	264.00	0.65	406	8.30
	DFLM	1	38	35	109%	129.20	0.20	646	4.06

Table 3. Course Level

		Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Fall 2006	ARTF100	6	252	275	92%	806.10	1.20	672	21.60
	ARTF109	1	33	45	73%	112.20	0.20	561	3.74
	ARTF110	4	82	90	91%	274.70	0.40	687	9.05
	ARTF111	2	59	90	66%	198.30	0.40	496	6.61
	ARTF150A	1	23	24	96%	151.80	0.33	467	0.00
	ARTF150B	1	15	24	63%	99.00	0.33	305	3.30
	ARTF151	1	14	28	50%	92.40	0.33	284	2.86
	ARTF155A	1	19	18	106%	129.20	0.33	392	4.31
	ARTF155B	1	10	8	125%	68.00	0.00		2.27
	ARTF165A	1	16	20	80%	105.60	0.33	325	3.52
	ARTF165B	1	6	5	120%	39.60	0.00		1.32
	ARTF165C	1	1	5	20%	6.60	0.00		0.22
	ARTF165D	1		5					
	ARTF195A	1	12	15	80%	79.20	0.33	244	2.64
	ARTF195B	1	4	10	40%	26.40	0.00		0.88
	ARTF195C	1	2	5	40%	13.20	0.00		0.44
	ARTF210A	1	16	18	89%	105.60	0.33	325	3.52
	ARTF210B	1		8					
	ARTF282	3	3	21	14%	5.91	0.00		0.19
	ARTF290	3	3	3	100%	6.00	0.00		0.17
	ARTG106	1	14	24	58%	92.40	0.33	284	3.08
Fall 2007	ARTF100	6	250	285	88%	801.20	1.20	668	21.13
	ARTF109	2	38	48	79%	129.20	0.20	646	4.06
	ARTF110	4	119	134	89%	383.80	0.60	640	12.06
	ARTF111	3	73	95	77%	245.50	0.40	614	7.72
	ARTF113	2	16	46	35%	54.40	0.20	272	1.71
	ARTF150A	1	20	24	83%	132.00	0.33	406	0.00
	ARTF150B	1	18	24	75%	108.00	0.33	332	3.39
	ARTF151	1	10	28	36%	66.00	0.33	203	2.07
	ARTF155A	1	21	20	105%	126.00	0.33	382	3.96
	ARTF155B	1	19	20	95%	114.00	0.33	351	3.58
	ARTF165A	2	24	36	67%	151.80	0.65	234	4.77
	ARTF165B	2	7	15	47%	46.20	0.00		1.45
	ARTF165C	2	1	8	13%	6.60	0.00		0.21
	ARTF165D	2	1	7	14%	6.60	0.00		0.21
	ARTF195A	1	12	15	80%	79.20	0.33	244	2.49
	ARTF195B	1	4	10	40%	26.40	0.00		0.83
	ARTF195C	1	1	5	20%	6.60	0.00		0.21
	ARTF210A	1	17	18	94%	112.20	0.33	345	3.53
	ARTF210B	1	3	8	38%	19.80	0.00		0.62

Source: SDCCD Information System

Miramar College Art

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
	ARTF282	3	4	21	19%	9.69		0.30
	ARTG106	1	16	24	67%	96.00	295	3.02
	ARTG125	1	16	24	67%	105.60	325	0.00
	DFLM101	1	26	25	104%	85.80	429	0.00
Fall 2008	ARTF100	7	262	280	94%	838.60	612	21.83
	ARTF110	3	80	82	98%	272.00	680	8.55
	ARTF111	3	58	81	72%	193.80	485	2.89
	ARTF150A	1	18	24	75%	108.00	332	3.39
	ARTF150B	1	23	24	96%	138.00	425	4.34
	ARTF155A	1	23	20	115%	132.00	400	4.15
	ARTF155B	2	16	21	76%	96.00	295	3.02
	ARTF165A	2	23	36	64%	144.60	222	4.54
	ARTF165B	2	12	15	80%	73.80		2.32
	ARTF165C	2	4	8	50%	24.60		0.77
	ARTF165D	2	1	7	14%	6.00		0.19
	ARTF170A	1	10	16	63%	66.00	203	2.07
	ARTF170B	1	2	10	20%	13.20		0.41
	ARTF195A	1	19	15	127%	114.00	351	3.58
	ARTF195B	1	1	10	10%	6.00		0.19
	ARTF195C	1	1	5	20%	6.00		0.19
	ARTF210A	1	21	18	117%	126.00	388	3.96
	ARTF210B	1	4	8	50%	24.00		0.75
	ARTF282	3	6	21	29%	18.76		0.59
	ARTF290	1	1	1	100%	3.00		0.09
	ARTG106	1	16	24	67%	96.00	295	3.02
	ARTG125	1	20	24	83%	132.00	406	4.15
	ARTG290	1	1	1	100%	3.00		0.09
	DFLM101	1	31	25	124%	105.40	527	3.31
Fall 2009	ARTF100	6	231	240	96%	730.20	609	22.95
	ARTF110	3	90	81	111%	306.00	765	9.62
	ARTF111	2	79	80	99%	268.60	672	8.44
	ARTF150A	1	23	24	96%	138.00	425	4.34
	ARTF150B	1	26	24	108%	156.00	480	4.90
	ARTF155A	1	23	20	115%	138.00	418	4.34
	ARTF155B	1	20	20	100%	120.00	369	3.77
	ARTF165A	2	14	36	39%	86.40	133	2.72
	ARTF165B	2	6	15	40%	37.80		0.57
	ARTF165C	2	1	8	13%	6.60		0.21
	ARTF165D	2	4	7	57%	24.60		0.77
	ARTF170A	1	20	16	125%	132.00	406	4.15
	ARTF170B	1	3	10	30%	19.80		0.62
	ARTF170C	1		5				

Source: SDCCD Information System

Miramar College Art

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES	
	ARTF195A	1	15	15	100%	90.00	0.33	277	2.83
	ARTF195B	1	1	10	10%	6.00	0.00		0.19
	ARTF195C	1	0	5	0%				
	ARTF210A	1	14	18	78%	84.00	0.33	258	2.64
	ARTF210B	1	5	8	63%	30.00	0.00		0.94
	ARTF282	3	4	21	19%	6.34	0.00		0.20
	ARTF290	4	4	4	100%	6.00	0.00		0.19
	ARTG106	1	23	24	96%	138.00	0.33	425	4.34
	ARTG125	1	20	24	83%	129.20	0.33	398	4.06
	DFLM101	1	41	35	117%	139.40	0.20	697	4.38
Fall 2010	ARTF100	8	286	282	101%	945.60	1.40	675	25.23
	ARTF110	4	87	82	106%	295.80	0.40	740	9.30
	ARTF111	3	79	81	98%	268.60	0.40	672	8.44
	ARTF150A	1	17	24	71%	102.00	0.33	314	3.21
	ARTF150B	2	38	48	79%	228.00	0.65	351	7.17
	ARTF155A	1	20	20	100%	120.00	0.33	364	3.77
	ARTF155B	1	21	20	105%	126.00	0.33	388	3.96
	ARTF165A	2	13	36	36%	78.00	0.65	120	2.45
	ARTF165B	2	7	15	47%	42.00	0.00		1.32
	ARTF165C	2	2	8	25%	12.00	0.00		0.38
	ARTF165D	2	2	7	29%	12.00	0.00		0.38
	ARTF170A	1	12	16	75%	79.20	0.33	244	2.49
	ARTF170B	1	3	10	30%	19.80	0.00		0.62
	ARTF170C	1	1	5	20%	6.60	0.00		0.21
	ARTF195A	1	14	15	93%	84.00	0.33	258	2.64
	ARTF195B	1	4	10	40%	24.00	0.00		0.75
	ARTF195C	1	1	5	20%	6.00	0.00		0.19
	ARTF210A	1	14	18	78%	84.00	0.33	258	2.64
	ARTF210B	1	5	8	63%	30.00	0.00		0.94
	ARTF282	2	6	12	50%	15.62	0.00		0.49
	ARTF290	1		1					
	ARTG106	1	20	24	83%	120.00	0.33	369	3.77
	ARTG120	2	24	25	96%	144.00	0.33	443	4.53
	DFLM101	1	38	35	109%	129.20	0.20	646	4.06

Miramar College Productivity Art

Operation Definitions

Sections

Cancelled and tutoring classes are excluded.

Enrollments

Drops, never attends, cancelled, and tutoring classes are excluded.

Capacity

Cancelled and tutoring classes are excluded from the Capacity. For positive attendance courses, the Capacity is estimated at 60% of the recorded cap.

Fill Rate

Apprenticeship, non-state supported, in-service, cancelled, tutoring, and classes with 0 capacity are excluded from the Fill Rate. Positive attendance capacity is estimated at 60% of the recorded cap for the Fill Rate calculation.

Wsch

The total equivalent weekly student contact hours.

FTEF

Total number of full time equivalent faculty assigned.

LOAD

The ratio of Weekly Student Contact Hours (WSCH) to Full-time Equivalent Faculty (FTEF). The statewide Load benchmark for a 17.5 week semester is 525. The load benchmark for SDCCD's 16.5 week semester is 557. Miramar excludes all in-service classes. Tutoring, positive attendance, and cancelled sections are excluded.

FTES

Total number of full-time equivalent students enrolled. Non-residents, non-state supported, cancelled, and tutoring classes are excluded.

Table 1. Program Level

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Spring 2007	46	772	998	77%	3,041.20	7.18	421	92.00
Spring 2008	41	592	664	89%	2,486.80	5.58	442	69.52
Spring 2009	41	641	762	84%	2,653.47	6.43	411	78.60
Spring 2010	32	614	610	101%	2,689.94	5.05	531	84.54
Spring 2011	52	725	821	88%	3,218.00	7.15	446	100.20

Table 2. Subject Level

		Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Spring 2007	ARTF	43	713	938	76%	2,731.00	6.33	429	82.25
	ARTG	2	35	40	88%	231.00	0.65	355	7.26
	DFLM	1	24	20	120%	79.20	0.20	396	2.49
Spring 2008	ARTF	36	527	602	88%	2,183.80	4.73	457	60.09
	ARTG	4	35	42	83%	204.00	0.65	314	6.32
	DFLM	1	30	20	150%	99.00	0.20	495	3.11
Spring 2009	ARTF	36	559	661	85%	2,271.07	5.26	430	66.68
	ARTG	4	38	61	62%	232.80	0.98	239	7.22
	DFLM	1	44	40	110%	149.60	0.20	748	4.70
Spring 2010	ARTF	29	526	530	99%	2,269.14	4.20	538	71.32
	ARTG	2	40	40	100%	257.60	0.65	396	8.10
	DFLM	1	48	40	120%	163.20	0.20	816	5.13
Spring 2011	ARTF	46	621	706	88%	2,759.80	6.10	447	85.80
	ARTG	3	35	43	81%	223.60	0.65	344	7.03
	DFLM	3	69	72	96%	234.60	0.40	587	7.37

Table 3. Course Level

		Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
Spring 2007	ARTF100	12	407	466	87%	1,271.90	2.20	578	39.97
	ARTF110	5	66	124	53%	212.70	0.60	355	6.68
	ARTF111	3	70	82	85%	234.30	0.40	586	7.36
	ARTF125	2	7	41	17%	22.40	0.20	112	0.70
	ARTF150A	1	15	24	63%	99.00	0.33	305	3.11
	ARTF150B	1	20	20	100%	120.00	0.33	369	3.77
	ARTF151	1	19	24	79%	114.00	0.33	351	0.00
	ARTF155A	2	33	40	83%	202.48	0.65	312	6.37
	ARTF155B	2	17	25	68%	109.96	0.33	338	3.46
	ARTF165A	1	11	10	110%	72.60	0.33	220	2.28
	ARTF165B	1	3	5	60%	19.80	0.00		0.62
	ARTF165C	1		5					
	ARTF165D	1	2	2	100%	13.20	0.00		0.41
	ARTF195A	1	15	15	100%	90.00	0.33	277	2.83
	ARTF195B	1	4	5	80%	24.00	0.00		0.75
	ARTF195C	1	2	5	40%	12.00	0.00		0.38
	ARTF210A	1	12	20	60%	79.20	0.33	244	2.49
	ARTF210B	1	2	5	40%	13.20	0.00		0.41
	ARTF282	3	6	18	33%	16.26	0.00		0.51
	ARTF290	2	2	2	100%	4.00	0.00		0.13
	ARTG106	1	17	20	85%	112.20	0.33	345	3.53
	ARTG125	1	18	20	90%	118.80	0.33	366	3.73
	DFLM101	1	24	20	120%	79.20	0.20	396	2.49
	Spring 2008	ARTF100	5	208	210	99%	678.40	1.00	678
ARTF110		3	65	82	79%	209.80	0.40	525	6.59
ARTF111		3	75	82	91%	255.00	0.40	638	4.06
ARTF150A		1	13	24	54%	78.00	0.33	240	2.45
ARTF150B		1	21	20	105%	126.00	0.33	388	3.96
ARTF155A		1	22	20	110%	132.00	0.33	406	4.15
ARTF155B		1	20	20	100%	120.00	0.33	369	3.77
ARTF165A		3	24	34	71%	144.00	0.66	220	4.53
ARTF165B		3	8	9	89%	48.00	0.00		1.51
ARTF165C		2	5	7	71%	30.00	0.00		0.94
ARTF165D		2	2	2	100%	12.00	0.00		0.38
ARTF170A		1	16	20	80%	96.00	0.33	295	3.02
ARTF170B		1		3					
ARTF170C		1		1					
ARTF195A		1	17	15	113%	102.00	0.33	314	3.21
ARTF195B		1	2	5	40%	12.00	0.00		0.38
ARTF195C		1	2	5	40%	12.00	0.00		0.38

Source: SDCCD Information System

Miramar College Art

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES	
Spring 2009	ARTF210A	1	15	20	75%	90.00	0.33	277	2.83
	ARTF210B	1	3	5	60%	18.00	0.00		0.57
	ARTF282	3	9	18	50%	20.60	0.00		0.65
	ARTG106	1	14	20	70%	84.00	0.33	258	2.64
	ARTG125	1	19	20	95%	114.00	0.33	351	3.58
	ARTG290	2	2	2	100%	6.00	0.00		0.09
	DFLM101	1	30	20	150%	99.00	0.20	495	3.11
	ARTF100	7	269	285	94%	868.00	1.40	620	22.58
	ARTF110	1	43	40	108%	146.20	0.20	731	4.59
	ARTF111	3	79	84	94%	268.60	0.40	672	8.44
	ARTF150A	1	14	24	58%	84.00	0.33	258	2.64
	ARTF150B	1	18	20	90%	108.00	0.33	332	3.39
	ARTF151	1	13	25	52%	78.00	0.33	240	2.45
	ARTF155A	2	21	21	100%	126.00	0.33	388	3.96
	ARTF155B	1	14	20	70%	84.00	0.33	258	2.64
	ARTF165A	2	23	33	70%	138.00	0.66	211	4.34
	ARTF165B	2	6	8	75%	36.00	0.00		1.13
	ARTF165C	2	5	7	71%	30.00	0.00		0.94
	ARTF165D	2	1	2	50%	6.00	0.00		0.19
	ARTF170A	1	12	20	60%	72.00	0.33	222	2.26
	ARTF170B	1	1	3	33%	6.00	0.00		0.19
	ARTF170C	1		1					
	ARTF195A	1	10	15	67%	60.00	0.33	185	1.89
	ARTF195B	1	3	5	60%	18.00	0.00		0.57
	ARTF195C	1		5					
	ARTF210A	1	19	20	95%	114.00	0.33	351	3.58
	ARTF210B	1	4	5	80%	18.00	0.00		0.57
ARTF282	3	4	18	22%	10.27	0.00		0.32	
ARTG106	1	10	20	50%	60.00	0.33	185	1.89	
ARTG124	1	13	20	65%	85.80	0.33	264	2.70	
ARTG125	1	14	20	70%	84.00	0.33	258	2.64	
ARTG290	1	1	1	100%	3.00	0.00		0.00	
DFLM101	1	44	40	110%	149.60	0.20	748	4.70	
Spring 2010	ARTF100	5	228	205	111%	738.80	1.00	739	23.22
	ARTF110	2	42	41	102%	142.80	0.20	714	4.49
	ARTF111	2	82	80	103%	278.80	0.40	697	8.76
	ARTF150A	1	21	24	88%	126.00	0.33	388	3.96
	ARTF150B	1	19	20	95%	129.20	0.33	398	4.06
	ARTF155A	2	50	38	132%	340.00	0.65	523	10.69
	ARTF155B	1	6	6	100%	40.80	0.00		1.28
	ARTF165A	1	6	13	46%	40.80	0.33	126	1.28
	ARTF165B	1	5	5	100%	34.00	0.00		1.07

Source: SDCCD Information System

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTES
	ARTF165C	1	2	5	40%	13.60	0.00	0.43
	ARTF165D	1	1					
	ARTF170A	1	15	20	75%	90.00	0.33	277
	ARTF170B	1	1	3	33%	6.00	0.00	0.19
	ARTF170C	1	1					
	ARTF195A	1	14	15	93%	95.20	0.33	293
	ARTF195B	1	3	5	60%	20.40	0.00	0.64
	ARTF195C	1	0	5	0%			
	ARTF210A	1	17	20	85%	115.60	0.33	356
	ARTF210B	1	7	5	140%	47.60	0.00	1.50
	ARTF282	3	8	18	44%	9.54	0.00	0.30
	ARTG124	1	18	20	90%	108.00	0.33	332
	ARTG125	1	22	20	110%	149.60	0.33	460
	DFLM101	1	48	40	120%	163.20	0.20	816
Spring 2011	ARTF100	6	169	191	88%	547.80	1.00	548
	ARTF107	1	35	35	100%	119.00	0.20	595
	ARTF109	2	36	36	100%	122.40	0.20	612
	ARTF110	3	69	71	97%	234.60	0.40	587
	ARTF111	5	73	75	97%	248.20	0.40	621
	ARTF150A	1	21	24	88%	126.00	0.33	388
	ARTF150B	2	37	44	84%	251.60	0.65	387
	ARTF151	1	12	25	48%	72.00	0.33	222
	ARTF155A	2	40	38	105%	254.40	0.65	391
	ARTF155B	1	7	6	117%	47.60	0.00	1.50
	ARTF165A	2	16	26	62%	100.00	0.65	154
	ARTF165B	2	8	10	80%	50.40	0.00	0.64
	ARTF165C	2	4	10	40%	25.60	0.00	0.80
	ARTF165D	2	2	2	100%	13.60	0.00	0.43
	ARTF170A	1	15	20	75%	99.00	0.33	305
	ARTF170B	1	3	3	100%	19.80	0.00	0.62
	ARTF170C	1	2	1	200%	13.20	0.00	0.41
	ARTF195A	2	33	30	110%	210.80	0.65	324
	ARTF195B	2	6	10	60%	36.80	0.00	1.16
	ARTF195C	3	3	12	25%	20.40	0.00	0.64
	ARTF210A	1	14	20	70%	95.20	0.33	293
	ARTF210B	1	3	5	60%	20.40	0.00	0.64
	ARTF282	2	13	12	108%	31.00	0.00	0.98
	ARTG124	2	18	23	78%	108.00	0.33	332
	ARTG125	1	17	20	85%	115.60	0.33	356
	DFLM101	1	35	35	100%	119.00	0.20	595
	DFLM102	2	34	37	92%	115.60	0.20	578

Miramar College Student Characteristics

Fall 2006 - Fall 2010

Table 1.1: Overall Headcount

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	% Change Fall 06-10
Overall Program	530	639	593	617	660	25%

Table 1.2: Miramar College Headcount by Gender

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	% Change Fall 06-10	5-Year Average					
Female	286	54%	350	55%	331	56%	339	55%	352	53%	23%	55%
Male	243	46%	289	45%	262	44%	278	45%	308	47%	27%	45%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.3: Miramar College Headcount by Ethnicity

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	% Change Fall 06-10	5-Year Average					
African American	22	4%	29	5%	17	3%	26	4%	17	3%	-23%	4%
American Indian	3	1%	4	1%	4	1%	5	1%	4	1%	33%	1%
Asian/Pacific Islander	87	16%	100	16%	101	17%	103	17%	129	20%	48%	17%
Filipino	90	17%	84	13%	64	11%	69	11%	77	12%	-14%	13%
Latino	60	11%	83	13%	69	12%	102	17%	107	16%	78%	14%
White	197	37%	258	40%	257	43%	222	36%	249	38%	26%	39%
Other	16	3%	17	3%	21	4%	37	6%	44	7%	175%	4%
Unreported	55	10%	64	10%	60	10%	53	9%	33	5%	-40%	9%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.4: Miramar College Headcount by Age

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	% Change Fall 06-10	5-Year Average					
Under 18	2	0%	3	0%	5	1%	5	1%	2	0%	0%	1%
18 - 24	379	72%	448	70%	437	74%	416	67%	490	74%	29%	71%
25 - 29	73	14%	95	15%	59	10%	92	15%	81	12%	11%	13%
30 - 39	43	8%	60	9%	51	9%	62	10%	49	7%	14%	9%
40 - 49	22	4%	20	3%	20	3%	23	4%	21	3%	-5%	3%
50 and >	10	2%	13	2%	21	4%	19	3%	17	3%	70%	3%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.5: Miramar College Headcount by Enrollment Status

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
Current High School Student	6	1%	7	1%	13	2%	8	1%	10	2%	67%	1%
First-Time Student	66	12%	77	12%	87	15%	70	11%	93	14%	41%	13%
First-Time Transfer Student	41	8%	48	8%	54	9%	42	7%	47	7%	15%	8%
Returning Transfer Student	13	2%	17	3%	13	2%	10	2%	7	1%	-46%	2%
Returning Student	12	2%	26	4%	20	3%	20	3%	27	4%	125%	3%
Continuing Student	391	74%	463	72%	404	68%	466	76%	473	72%	21%	72%
Unreported	1	0%	1	0%	2	0%	1	0%	3	0%	200%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.6: Miramar College Headcount by Educational Objective

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
4 Yr College Student	0	0%	18	3%	48	8%	57	9%	53	8%	---	6%
AA/AS w/out Transfer	18	3%	19	3%	20	3%	24	4%	25	4%	39%	3%
BA/BS after Completing AA/AS	221	42%	269	42%	248	42%	256	41%	283	43%	28%	42%
BA/BS w/out Completing AA/AS	97	18%	113	18%	65	11%	73	12%	83	13%	-14%	14%
Basic Skills Improvement	2	0%	3	0%	6	1%	3	0%	3	0%	50%	1%
Certificate/License Maintenance	6	1%	5	1%	5	1%	8	1%	5	1%	-17%	1%
Current Job/Career Advance	2	0%	4	1%	6	1%	6	1%	7	1%	250%	1%
Educational Development	17	3%	16	3%	26	4%	13	2%	20	3%	18%	3%
HS Diploma/GED Certificate	2	0%	5	1%	6	1%	10	2%	9	1%	350%	1%
New Career Preparation	42	8%	47	7%	47	8%	49	8%	53	8%	26%	8%
Non-Credit to Credit Transition	0	0%	0	0%	1	0%	0	0%	1	0%	---	0%
Voc Cert/Degree w/out Transfer	3	1%	5	1%	3	1%	10	2%	5	1%	67%	1%
Undecided	114	22%	127	20%	107	18%	107	17%	112	17%	-2%	19%
Unreported	6	1%	8	1%	5	1%	1	0%	1	0%	-83%	1%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.7: Miramar College Headcount by Primary Language

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
English	503	95%	612	96%	569	96%	592	96%	628	95%	25%	96%
Other than English	24	5%	26	4%	24	4%	25	4%	32	5%	33%	4%
Unreported	3	1%	1	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.8: Miramar College Headcount by Prior Education Level

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
Adult School	0	0%	0	0%	2	0%	2	0%	1	0%	---	0%
Associate Degree	14	3%	21	3%	18	3%	19	3%	17	3%	21%	3%
Bachelors Degree or Higher	18	3%	34	5%	39	7%	27	4%	25	4%	39%	5%
Certification of CA HS Proficiency	6	1%	4	1%	5	1%	8	1%	6	1%	0%	1%
Foreign HS Diploma	21	4%	31	5%	25	4%	32	5%	30	5%	43%	5%
GED/HS Certificate	21	4%	24	4%	13	2%	29	5%	24	4%	14%	4%
HS Diploma	442	83%	517	81%	476	80%	489	79%	549	83%	24%	81%
Not a Grad/Not Enrolled in HS	5	1%	4	1%	10	2%	8	1%	5	1%	0%	1%
Special Admit/K-12	2	0%	4	1%	5	1%	3	0%	3	0%	50%	1%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.9: Miramar College Headcount by Service Area of Residence

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
City College	32	6%	53	8%	24	4%	51	8%	40	6%	25%	7%
Mesa College	37	7%	57	9%	36	6%	49	8%	40	6%	8%	7%
Miramar College	220	42%	224	35%	231	39%	234	38%	276	42%	25%	39%
Outside Service Area	240	45%	305	48%	302	51%	283	46%	304	46%	27%	47%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.10: Miramar College Headcount by Units Attempted

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
0.1 - 2.9 Units	4	1%	3	0%	5	1%	6	1%	2	0%	-50%	1%
3.0 - 5.9 Units	486	92%	578	90%	534	90%	571	93%	613	93%	26%	92%
6.0 - 8.9 Units	30	6%	43	7%	49	8%	30	5%	42	6%	40%	6%
9.0 - 11.9 Units	7	1%	12	2%	5	1%	7	1%	2	0%	-71%	1%
12.0 + Units	3	1%	3	0%	0	0%	2	0%	1	0%	-67%	0%
Total	530	100%	639	100%	593	100%	616	100%	660	100%	25%	100%

Table 1.11: Miramar College Headcount by First Generation

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
First Generation	99	19%	100	16%	103	17%	121	20%	136	21%	37%	18%
Not First Generation	424	80%	537	84%	488	82%	495	80%	524	79%	24%	81%
Unreported	7	1%	2	0%	2	0%	1	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.12: Miramar College Headcount by Income Level

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
\$0 to \$2,999	26	5%	44	7%	33	6%	47	8%	71	11%	173%	7%
\$3,000 to \$5,999	14	3%	24	4%	16	3%	22	4%	22	3%	57%	3%
\$6,000 to \$9,999	18	3%	19	3%	17	3%	26	4%	23	3%	28%	3%
\$10,000 to \$14,999	26	5%	35	5%	32	5%	38	6%	46	7%	77%	6%
\$15,000 to \$20,999	35	7%	46	7%	36	6%	39	6%	39	6%	11%	6%
\$21,000 to \$26,999	24	5%	29	5%	22	4%	23	4%	31	5%	29%	4%
\$27,000 to \$32,999	42	8%	41	6%	30	5%	26	4%	29	4%	-31%	6%
\$33,000 +	164	31%	180	28%	191	32%	201	33%	205	31%	25%	31%
Unreported	181	34%	221	35%	216	36%	195	32%	194	29%	7%	33%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.13: Miramar College Headcount by Disability Support Programs and Services (DSPS)

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
Did Not Receive Services	514	97%	625	98%	578	97%	598	97%	630	95%	23%	97%
Received Services	15	3%	14	2%	15	3%	19	3%	30	5%	100%	3%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Table 1.14: Miramar College Headcount by Extended Opportunity Programs and Services (EOPS)

	Fall 06		Fall 07		Fall 08		Fall 09		Fall 10		% Change Fall 06-10	5-Year Average
Did Not Receive Services	497	94%	608	95%	559	94%	592	96%	649	98%	31%	96%
Received Services	32	6%	31	5%	34	6%	25	4%	11	2%	-66%	4%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	530	100%	639	100%	593	100%	617	100%	660	100%	25%	100%

Miramar College Student Characteristics

Spring 2007 - Spring 2011

Table 1.1: Miramar College Overall Headcount

	Spring 07	Spring 08	Spring 09	Spring 10	Spring 11	% Change Spring 07-11
Overall Program	682	526	590	571	646	-5%

Table 1.2: Miramar College Headcount by Gender

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
Female	374	55%	290	55%	333	56%	298	52%	340	53%	-9%	54%
Male	308	45%	235	45%	257	44%	273	48%	306	47%	-1%	46%
Unreported	0	0%	1	0%	0	0%	0	0%	0	0%	---	0%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.3: Miramar College Headcount by Ethnicity

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
African American	37	5%	15	3%	25	4%	14	2%	20	3%	-46%	4%
American Indian	7	1%	3	1%	4	1%	4	1%	3	0%	-57%	1%
Asian/Pacific Islander	96	14%	89	17%	94	16%	111	19%	104	16%	8%	16%
Filipino	78	11%	66	13%	61	10%	62	11%	63	10%	-19%	11%
Latino	86	13%	57	11%	87	15%	86	15%	108	17%	26%	14%
White	292	43%	216	41%	247	42%	212	37%	275	43%	-6%	41%
Other	30	4%	25	5%	27	5%	33	6%	42	7%	40%	5%
Unreported	56	8%	55	10%	45	8%	49	9%	31	5%	-45%	8%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.4: Miramar College Headcount by Age

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
Under 18	4	1%	7	1%	3	1%	2	0%	2	0%	-50%	1%
18 - 24	472	69%	372	71%	418	71%	395	69%	431	67%	-9%	69%
25 - 29	93	14%	74	14%	84	14%	96	17%	98	15%	5%	15%
30 - 39	74	11%	34	6%	47	8%	39	7%	59	9%	-20%	8%
40 - 49	25	4%	17	3%	16	3%	17	3%	30	5%	20%	3%
50 and >	14	2%	22	4%	22	4%	22	4%	26	4%	86%	4%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.5: Miramar College Headcount by Enrollment Status

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
Current High School Student	5	1%	8	2%	13	2%	6	1%	4	1%	-20%	1%
First-Time Student	21	3%	17	3%	23	4%	19	3%	22	3%	5%	3%
First-Time Transfer Student	47	7%	35	7%	36	6%	29	5%	43	7%	-9%	6%
Returning Transfer Student	9	1%	12	2%	13	2%	8	1%	7	1%	-22%	2%
Returning Student	27	4%	13	2%	23	4%	14	2%	17	3%	-37%	3%
Continuing Student	573	84%	440	84%	481	82%	494	87%	551	85%	-4%	84%
Unreported	0	0%	1	0%	1	0%	1	0%	2	0%	---	0%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.6: Miramar College Headcount by Educational Objective

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
4 Yr College Student	1	0%	27	5%	47	8%	64	11%	61	9%	6,000%	7%
AA/AS w/out Transfer	31	5%	24	5%	23	4%	24	4%	28	4%	-10%	4%
BA/BS after Completing AA/AS	303	44%	216	41%	248	42%	234	41%	263	41%	-13%	42%
BA/BS w/out Completing AA/AS	103	15%	73	14%	75	13%	68	12%	83	13%	-19%	13%
Basic Skills Improvement	4	1%	4	1%	3	1%	4	1%	3	0%	-25%	1%
Certificate/License Maintenance	6	1%	9	2%	8	1%	6	1%	6	1%	0%	1%
Current Job/Career Advancement	5	1%	5	1%	6	1%	5	1%	10	2%	100%	1%
Educational Development	15	2%	28	5%	22	4%	15	3%	25	4%	67%	3%
HS Diploma/GED Certificate	6	1%	2	0%	6	1%	9	2%	6	1%	0%	1%
New Career Preparation	45	7%	35	7%	46	8%	49	9%	54	8%	20%	8%
Voc Cert/Degree w/out Transfer	9	1%	3	1%	5	1%	3	1%	4	1%	-56%	1%
Undecided	147	22%	91	17%	95	16%	86	15%	102	16%	-31%	17%
Unreported	7	1%	9	2%	6	1%	4	1%	1	0%	-86%	1%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.7: Miramar College Headcount by Primary Language

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
English	644	94%	497	94%	566	96%	535	94%	623	96%	-3%	95%
Other than English	38	6%	28	5%	24	4%	36	6%	23	4%	-39%	5%
Unreported	0	0%	1	0%	0	0%	0	0%	0	0%	---	0%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.8: Miramar College Headcount by Prior Education Level

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring	5-Year Average
Adult School	0	0%	0	0%	1	0%	1	0%	0	0%	---	0%
Associate Degree	28	4%	22	4%	18	3%	15	3%	27	4%	-4%	4%
Bachelors Degree or Higher	25	4%	30	6%	35	6%	26	5%	36	6%	44%	5%
Certification of Calif. HS Proficiency	6	1%	5	1%	2	0%	6	1%	6	1%	0%	1%
Foreign HS Diploma	45	7%	26	5%	21	4%	34	6%	30	5%	-33%	5%
GED/HS Certificate	20	3%	19	4%	21	4%	30	5%	19	3%	-5%	4%
HS Diploma	548	80%	417	79%	478	81%	451	79%	521	81%	-5%	80%
Not a Grad/Not Enrolled in HS	6	1%	2	0%	11	2%	7	1%	7	1%	17%	1%
Special Admit/K-12	4	1%	5	1%	3	1%	1	0%	0	0%	-100%	0%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.9: Miramar College Headcount by Service Area of Residence

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
City College	54	8%	20	4%	39	7%	41	7%	50	8%	-7%	7%
Mesa College	69	10%	44	8%	52	9%	33	6%	57	9%	-17%	8%
Miramar College	213	31%	202	38%	225	38%	216	38%	255	39%	20%	37%
Outside Service Area	346	51%	260	49%	274	46%	281	49%	284	44%	-18%	48%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.10: Miramar College Headcount by Units Attempted

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
0.1 - 2.9 Units	6	1%	5	1%	4	1%	6	1%	5	1%	-17%	1%
3.0 - 5.9 Units	609	89%	469	89%	541	92%	528	92%	578	89%	-5%	90%
6.0 - 8.9 Units	46	7%	43	8%	39	7%	33	6%	55	9%	20%	7%
9.0 - 11.9 Units	16	2%	8	2%	6	1%	4	1%	8	1%	-50%	1%
12.0 + Units	4	1%	1	0%	0	0%	0	0%	0	0%	-100%	0%
Total	681	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.11: Miramar College Headcount by First Generation

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
First Generation	146	21%	98	19%	103	17%	110	19%	142	22%	-3%	20%
Not First Generation	534	78%	425	81%	486	82%	461	81%	503	78%	-6%	80%
Unreported	2	0%	3	1%	1	0%	0	0%	1	0%	-50%	0%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.12: Miramar College Headcount by Income Level

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
\$0 to \$2,999	40	6%	32	6%	38	6%	50	9%	61	9%	53%	7%
\$3,000 to \$5,999	21	3%	14	3%	15	3%	21	4%	25	4%	19%	3%
\$6,000 to \$9,999	22	3%	16	3%	22	4%	17	3%	31	5%	41%	4%
\$10,000 to \$14,999	36	5%	32	6%	42	7%	35	6%	41	6%	14%	6%
\$15,000 to \$20,999	50	7%	32	6%	35	6%	34	6%	42	7%	-16%	6%
\$21,000 to \$26,999	33	5%	12	2%	31	5%	28	5%	39	6%	18%	5%
\$27,000 to \$32,999	58	9%	27	5%	28	5%	27	5%	27	4%	-53%	6%
\$33,000 +	190	28%	176	33%	189	32%	171	30%	192	30%	1%	30%
Unreported	232	34%	185	35%	190	32%	188	33%	188	29%	-19%	33%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.13: Miramar College Headcount by Disability Support Programs and Services (DSPS)

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
Received Services	18	3%	21	4%	18	3%	33	6%	26	4%	44%	4%
Did Not Receive Services	664	97%	505	96%	572	97%	538	94%	620	96%	-7%	96%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Table 1.14: Miramar College Headcount by Extended Opportunity Programs and Services (EOPS)

	Spring 07		Spring 08		Spring 09		Spring 10		Spring 11		% Change Spring 07-11	5-Year Average
Received Services	42	6%	22	4%	29	5%	29	5%	17	3%	-60%	5%
Did Not Receive Services	640	94%	504	96%	561	95%	542	95%	629	97%	-2%	95%
Total	682	100%	526	100%	590	100%	571	100%	646	100%	-5%	100%

Miramar College Student Outcomes Art Program

Operation Definitions

Enrollment

The number of seats enrolled or duplicated headcount as of a class census day (excludes those students who dropped or never attended prior to census day). Drops, never attends, cancelled, and tutoring classes are excluded.

Retention Counts

The number of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD. Tutoring and cancelled classes are excluded.

Retention Rate

The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total census enrollments. Tutoring and cancelled classes are excluded.

Success Counts

Number of students who completed a course with a grade of A, B, C, or P. Tutoring and non-credit classes are excluded from the enrollment when computing the success counts.

Success Rate

Percentage of students who completed a course with a grade of A, B, C, or P out of total enrollments as of census. Tutoring and non-credit classes are excluded from the enrollment when computing the success rate.

Term GPA

The total term grade point average.

Table 2.1. Overall Student Outcomes

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2006	584	497	85%	418	72%	2.85
Fall 2007	716	583	81%	485	68%	2.75
Fall 2008	653	565	87%	486	74%	2.77
Fall 2009	667	601	90%	522	78%	2.98
Fall 2010	714	636	89%	539	75%	2.87

Table 2.2. Student Outcomes by Gender

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2006	Female	311	271	87%	228	73%	2.88
	Male	272	225	83%	189	69%	2.81
	Unreported	1	1	100%	1	100%	2.00
Fall 2007	Female	394	332	84%	282	72%	2.83
	Male	322	251	78%	203	63%	2.64
Fall 2008	Female	376	325	86%	288	77%	2.91
	Male	277	240	87%	198	71%	2.59
Fall 2009	Female	368	334	91%	307	83%	3.20
	Male	299	267	89%	215	72%	2.71
Fall 2010	Female	393	348	89%	305	78%	2.99
	Male	321	288	90%	234	73%	2.72

Table 2.3. Student Outcomes by Ethnicity

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2006	African American	23	17	74%	14	61%	2.75
	American Indian	3	3	100%	3	100%	3.67
	Asian/Pacific Islander	95	88	93%	78	82%	3.02
	Filipino	98	88	90%	71	72%	2.67
	Latino	62	48	77%	38	61%	2.75
	White	223	184	83%	156	70%	2.84
	Other	20	17	85%	13	65%	2.80
	Unreported	60	52	87%	45	75%	2.94
Fall 2007	African American	33	26	79%	14	42%	2.00
	American Indian	4	3	75%	1	25%	0.67
	Asian/Pacific Islander	110	93	85%	83	75%	2.82
	Filipino	93	77	83%	67	72%	2.82
	Latino	92	73	79%	58	63%	2.63
	White	291	230	79%	198	68%	2.86
	Other	17	15	88%	10	59%	2.27
	Unreported	76	66	87%	54	71%	2.82
Fall 2008	African American	19	18	95%	10	53%	1.89
	American Indian	4	4	100%	2	50%	1.75
	Asian/Pacific Islander	114	100	88%	87	76%	2.76
	Filipino	71	60	85%	55	77%	3.02
	Latino	73	63	86%	50	68%	2.48
	White	284	248	87%	221	78%	2.91
	Other	22	17	77%	13	59%	2.38
	Unreported	66	55	83%	48	73%	2.75
Fall 2009	African American	26	21	81%	16	62%	2.43
	American Indian	5	4	80%	4	80%	2.75
	Asian/Pacific Islander	118	105	89%	91	77%	3.00
	Filipino	79	73	92%	65	82%	3.14
	Latino	107	94	88%	80	75%	2.96
	White	229	206	90%	181	79%	3.01
	Other	42	38	90%	32	76%	2.82
	Unreported	61	60	98%	53	87%	3.01
Fall 2010	African American	17	12	71%	9	53%	2.33
	American Indian	5	4	80%	4	80%	3.25
	Asian/Pacific Islander	141	130	92%	107	76%	2.92
	Filipino	83	80	96%	67	81%	2.73
	Latino	114	105	92%	88	77%	2.67
	White	269	231	86%	196	73%	2.92
	Other	45	39	87%	36	80%	3.05
	Unreported	40	35	88%	32	80%	3.18

Table 2.4. Student Outcomes by Course

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2006	ARTF100	252	222	88%	199	79%	3.08
	ARTF109	33	25	76%	12	36%	1.71
	ARTF110	82	70	85%	49	60%	2.24
	ARTF111	59	48	81%	32	54%	1.96
	ARTF150A	23	22	96%	21	91%	2.73
	ARTF150B	15	11	73%	11	73%	3.55
	ARTF151	14	11	79%	10	71%	3.27
	ARTF155A	19	19	100%	18	95%	3.42
	ARTF155B	10	10	100%	10	100%	3.80
	ARTF165A	16	10	63%	9	56%	3.20
	ARTF165B	6	5	83%	5	83%	3.80
	ARTF165C	1	1	100%	1	100%	4.00
	ARTF195A	12	8	67%	8	67%	3.25
	ARTF195B	4	3	75%	3	75%	3.67
	ARTF195C	2	1	50%	0	0%	1.00
	ARTF210A	16	12	75%	11	69%	3.17
	ARTF282	3	2	67%	2	67%	2.00
	ARTF290	3	3	100%	3	100%	4.00
	ARTG106	14	14	100%	14	100%	3.64
	Fall 2007	ARTF100	250	204	82%	167	67%
ARTF109		38	32	84%	29	76%	2.78
ARTF110		119	97	82%	78	66%	2.69
ARTF111		73	55	75%	46	63%	2.55
ARTF113		16	16	100%	11	69%	2.13
ARTF150A		20	16	80%	12	60%	2.38
ARTF150B		18	18	100%	17	94%	3.24
ARTF151		10	8	80%	8	80%	2.75
ARTF155A		21	18	86%	11	52%	1.67
ARTF155B		19	16	84%	15	79%	3.25
ARTF165A		24	18	75%	18	75%	3.82
ARTF165B		7	6	86%	6	86%	3.17
ARTF165C		1	1	100%	1	100%	---
ARTF165D		1	1	100%	1	100%	3.00
ARTF195A		12	6	50%	6	50%	3.17
ARTF195B		4	3	75%	3	75%	3.33
ARTF195C		1	1	100%	1	100%	4.00
ARTF210A		17	12	71%	7	41%	1.92
ARTF210B		3	3	100%	3	100%	3.33
ARTF282		4	3	75%	3	75%	4.00
ARTG106		16	13	81%	11	69%	2.85
ARTG125		16	14	88%	12	75%	2.86

Table 2.4. Student Outcomes by Course

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA		
Fall 2008	DFLM101	26	22	85%	19	73%	3.14	
	ARTF100	262	235	90%	209	80%	2.81	
	ARTF110	80	68	85%	63	79%	2.99	
	ARTF111	58	51	88%	35	60%	2.25	
	ARTF150A	18	13	72%	12	67%	2.46	
	ARTF150B	23	19	83%	14	61%	2.05	
	ARTF155A	23	18	78%	16	70%	3.11	
	ARTF155B	16	16	100%	9	56%	2.06	
	ARTF165A	23	16	70%	16	70%	3.67	
	ARTF165B	12	9	75%	9	75%	3.63	
	ARTF165C	4	4	100%	4	100%	4.00	
	ARTF165D	1	1	100%	1	100%	3.00	
	ARTF170A	10	9	90%	9	90%	3.11	
	ARTF170B	2	2	100%	2	100%	3.00	
	ARTF195A	19	17	89%	17	89%	3.24	
	ARTF195B	1	1	100%	1	100%	2.00	
	ARTF195C	1	0	0%	0	0%	---	
	ARTF210A	21	17	81%	14	67%	2.71	
	ARTF210B	4	4	100%	2	50%	2.50	
	ARTF282	6	6	100%	6	100%	3.50	
	ARTF290	1	1	100%	1	100%	3.00	
	ARTG106	16	14	88%	11	69%	2.64	
	ARTG125	20	16	80%	12	60%	2.38	
	ARTG290	1	1	100%	1	100%	3.00	
	DFLM101	31	27	87%	22	71%	2.78	
	Fall 2009	ARTF100	231	216	94%	195	84%	3.14
		ARTF110	90	82	91%	74	82%	3.00
ARTF111		79	70	89%	55	70%	2.67	
ARTF150A		23	20	87%	17	74%	2.55	
ARTF150B		26	25	96%	19	73%	2.83	
ARTF155A		23	21	91%	17	74%	2.95	
ARTF155B		20	18	90%	15	75%	2.50	
ARTF165A		14	14	100%	13	93%	3.43	
ARTF165B		6	5	83%	5	83%	3.40	
ARTF165C		1	1	100%	1	100%	3.00	
ARTF165D		4	3	75%	3	75%	3.67	
ARTF170A		20	15	75%	12	60%	2.40	
ARTF170B		3	3	100%	3	100%	4.00	
ARTF195A		15	14	93%	12	80%	2.93	
ARTF195B		1	0	0%	0	0%	---	
ARTF195C		0				---	---	
ARTF210A		14	12	86%	11	79%	3.42	
ARTF210B		5	4	80%	4	80%	4.00	

Table 2.4. Student Outcomes by Course

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA	
	ARTF282	4	2	50%	2	50%	4.00
	ARTF290	4	4	100%	4	100%	3.83
	ARTG106	23	18	78%	14	61%	2.78
	ARTG125	20	19	95%	16	80%	2.94
	DFLM101	41	35	85%	30	73%	2.89
Fall 2010	ARTF100	286	260	91%	218	76%	2.79
	ARTF110	87	76	87%	58	67%	2.65
	ARTF111	79	71	90%	61	77%	2.80
	ARTF150A	17	11	65%	10	59%	3.18
	ARTF150B	38	35	92%	28	74%	2.59
	ARTF155A	20	16	80%	15	75%	2.93
	ARTF155B	21	20	95%	16	76%	3.12
	ARTF165A	13	11	85%	11	85%	3.40
	ARTF165B	7	7	100%	7	100%	3.43
	ARTF165C	2	2	100%	2	100%	4.00
	ARTF165D	2	1	50%	1	50%	4.00
	ARTF170A	12	11	92%	10	83%	3.20
	ARTF170B	3	3	100%	3	100%	3.33
	ARTF170C	1	1	100%	1	100%	4.00
	ARTF195A	14	13	93%	12	86%	2.92
	ARTF195B	4	3	75%	3	75%	3.00
	ARTF195C	1	1	100%	1	100%	3.00
	ARTF210A	14	13	93%	12	86%	3.00
	ARTF210B	5	3	60%	3	60%	4.00
	ARTF282	6	5	83%	5	83%	3.80
	ARTG106	20	16	80%	13	65%	2.56
	ARTG120	24	22	92%	21	88%	3.55
	DFLM101	38	35	92%	28	74%	3.03

Miramar College Student Outcomes Art Program

Operation Definitions

Enrollment

The number of seats enrolled or duplicated headcount as of a class census day (excludes those students who dropped or never attended prior to census day). Drops, never attends, cancelled, and tutoring classes are excluded.

Retention Counts

The number of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD. Tutoring and cancelled classes are excluded.

Retention Rate

The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total census enrollments. Tutoring and cancelled classes are excluded.

Success Counts

Number of students who completed a course with a grade of A, B, C, or P. Tutoring and non-credit classes are excluded from the enrollment when computing the success counts.

Success Rate

Percentage of students who completed a course with a grade of A, B, C, or P out of total enrollments as of census. Tutoring and non-credit classes are excluded from the enrollment when computing the success rate.

Term GPA

The total term grade point average.

Table 2.1. Overall Student Outcomes

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Spring 2007	658	548	83%	474	72%	2.86
Spring 2008	592	503	85%	434	73%	2.89
Spring 2009	641	543	85%	483	75%	3.02
Spring 2010	614	551	90%	481	78%	2.92
Spring 2011	725	645	89%	548	76%	2.92

Table 2.2. Student Outcomes by Gender

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Spring 2007	Female	353	285	81%	252	71%	2.98
	Male	305	263	86%	222	73%	2.74
Spring 2008	Female	326	285	87%	262	80%	3.15
	Male	265	217	82%	171	65%	2.56
	Unreported	1	1	100%	1	100%	2.00
Spring 2009	Female	364	314	86%	283	78%	3.12
	Male	277	229	83%	200	72%	2.87
Spring 2010	Female	325	286	88%	255	78%	3.03
	Male	289	265	92%	226	78%	2.81
Spring 2011	Female	387	345	89%	305	79%	3.04
	Male	338	300	89%	243	72%	2.78

Table 2.3. Student Outcomes by Ethnicity

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Spring 2007	African American	32	26	81%	22	69%	2.69
	American Indian	8	5	63%	4	50%	2.60
	Asian/Pacific Islander	98	85	87%	78	80%	3.00
	Filipino	87	78	90%	66	76%	2.64
	Latino	78	68	87%	57	73%	2.60
	White	276	222	80%	198	72%	3.07
	Other	25	22	88%	15	60%	2.41
	Unreported	54	42	78%	34	63%	2.74
Spring 2008	African American	18	15	83%	12	67%	2.40
	American Indian	3	2	67%	2	67%	3.00
	Asian/Pacific Islander	100	89	89%	72	72%	2.83
	Filipino	82	73	89%	60	73%	2.67
	Latino	64	55	86%	48	75%	2.80
	White	240	201	84%	181	75%	3.05
	Other	26	22	85%	17	65%	2.67
	Unreported	59	46	78%	42	71%	3.04
Spring 2009	African American	27	22	81%	18	67%	2.55
	American Indian	4	2	50%	1	25%	1.50
	Asian/Pacific Islander	102	88	86%	78	76%	3.08
	Filipino	69	57	83%	52	75%	3.02
	Latino	90	77	86%	69	77%	2.93
	White	266	222	83%	197	74%	3.05
	Other	30	25	83%	22	73%	3.05
	Unreported	53	50	94%	46	87%	3.14
Spring 2010	African American	15	12	80%	11	73%	2.67
	American Indian	4	4	100%	4	100%	3.50
	Asian/Pacific Islander	117	109	93%	93	79%	2.83
	Filipino	73	69	95%	54	74%	2.68
	Latino	93	83	89%	69	74%	2.76
	White	224	194	87%	174	78%	3.04
	Other	34	27	79%	25	74%	2.96
	Unreported	54	53	98%	51	94%	3.28
Spring 2011	African American	21	16	76%	12	57%	2.44
	American Indian	3	3	100%	3	100%	3.33
	Asian/Pacific Islander	123	109	89%	84	68%	2.78
	Filipino	72	65	90%	57	79%	2.78
	Latino	125	113	90%	91	73%	2.73
	White	303	268	88%	235	78%	3.06
	Other	44	40	91%	37	84%	3.15
	Unreported	34	31	91%	29	85%	3.11

Table 2.4. Student Outcomes by Course

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Spring 2007	ARTF100	315	269	85%	231	73%	2.93
	ARTF110	66	56	85%	47	71%	2.59
	ARTF111	70	57	81%	44	63%	2.39
	ARTF125	7	6	86%	6	86%	2.67
	ARTF150A	15	9	60%	9	60%	2.89
	ARTF150B	20	16	80%	15	75%	3.13
	ARTF151	19	15	79%	14	74%	3.07
	ARTF155A	19	13	68%	12	63%	2.69
	ARTF155B	9	9	100%	9	100%	3.44
	ARTF165A	11	7	64%	7	64%	3.14
	ARTF165B	3	2	67%	1	33%	2.00
	ARTF165D	2	2	100%	2	100%	4.00
	ARTF195A	15	13	87%	12	80%	2.85
	ARTF195B	4	4	100%	4	100%	3.75
	ARTF195C	2	2	100%	2	100%	3.00
	ARTF210A	12	10	83%	7	58%	2.10
	ARTF210B	2	2	100%	2	100%	4.00
	ARTF282	6	6	100%	6	100%	4.00
	ARTF290	2	2	100%	1	50%	1.50
	ARTG106	17	12	71%	10	59%	2.83
	ARTG125	18	16	89%	16	89%	3.50
	DFLM101	24	20	83%	17	71%	3.15
	Spring 2008	ARTF100	208	172	83%	153	74%
ARTF110		65	52	80%	41	63%	2.51
ARTF111		75	63	84%	54	72%	2.76
ARTF150A		13	10	77%	10	77%	3.50
ARTF150B		21	18	86%	15	71%	2.94
ARTF155A		22	21	95%	16	73%	2.42
ARTF155B		20	17	85%	17	85%	3.53
ARTF165A		24	22	92%	19	79%	3.24
ARTF165B		8	7	88%	7	88%	4.00
ARTF165C		5	5	100%	4	80%	3.50
ARTF165D		2	2	100%	2	100%	3.50
ARTF170A		16	13	81%	11	69%	2.85
ARTF195A		17	17	100%	14	82%	3.00
ARTF195B		2	1	50%	1	50%	3.00
ARTF195C		2	2	100%	2	100%	3.00
ARTF210A		15	10	67%	10	67%	3.50
ARTF210B		3	3	100%	3	100%	4.00
ARTF282		9	9	100%	8	89%	3.22
ARTG106		14	11	79%	10	71%	2.55
ARTG125		19	16	84%	12	63%	2.50

Table 2.4. Student Outcomes by Course

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA	
	ARTG290	2	2	100%	2	100%	4.00
	DFLM101	30	30	100%	23	77%	2.50
Spring 2009	ARTF100	269	224	83%	197	73%	2.90
	ARTF110	43	36	84%	34	79%	3.08
	ARTF111	79	67	85%	53	67%	2.81
	ARTF150A	14	9	64%	7	50%	2.56
	ARTF150B	18	16	89%	12	67%	2.44
	ARTF151	13	13	100%	12	92%	3.31
	ARTF155A	21	19	90%	19	90%	3.06
	ARTF155B	14	10	71%	10	71%	3.40
	ARTF165A	23	20	87%	18	78%	3.37
	ARTF165B	6	4	67%	3	50%	4.00
	ARTF165C	5	5	100%	5	100%	3.80
	ARTF165D	1	1	100%	1	100%	3.00
	ARTF170A	12	11	92%	11	92%	3.80
	ARTF170B	1	0	0%	0	0%	---
	ARTF195A	10	8	80%	8	80%	3.75
	ARTF195B	3	2	67%	2	67%	3.50
	ARTF210A	19	16	84%	16	84%	3.31
	ARTF210B	4	3	75%	3	75%	4.00
	ARTF282	4	4	100%	4	100%	3.50
	ARTG106	10	8	80%	7	70%	2.50
	ARTG124	13	11	85%	10	77%	3.18
	ARTG125	14	13	93%	12	86%	3.08
	ARTG290	1	1	100%	1	100%	4.00
	DFLM101	44	42	95%	38	86%	3.17
Spring 2010	ARTF100	228	212	93%	198	87%	3.16
	ARTF110	42	40	95%	32	76%	2.60
	ARTF111	82	71	87%	59	72%	2.63
	ARTF150A	21	12	57%	8	38%	2.25
	ARTF150B	19	16	84%	14	74%	2.81
	ARTF155A	50	43	86%	38	76%	2.68
	ARTF155B	6	6	100%	6	100%	3.50
	ARTF165A	6	6	100%	5	83%	2.83
	ARTF165B	5	5	100%	4	80%	3.00
	ARTF165C	2	2	100%	1	50%	4.00
	ARTF170A	15	13	87%	9	60%	3.00
	ARTF170B	1	1	100%	1	100%	4.00
	ARTF195A	14	13	93%	12	86%	2.83
	ARTF195B	3	2	67%	2	67%	3.00
	ARTF195C	0				---	---
	ARTF210A	17	14	82%	12	71%	2.86
	ARTF210B	7	7	100%	7	100%	4.00

Table 2.4. Student Outcomes by Course

	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA	
	ARTF282	8	6	75%	3	38%	2.20
	ARTG124	18	18	100%	18	100%	3.06
	ARTG125	22	19	86%	16	73%	2.79
	DFLM101	48	45	94%	36	75%	2.78
Spring 2011	ARTF100	169	142	84%	131	78%	3.19
	ARTF107	35	32	91%	25	71%	2.44
	ARTF109	36	30	83%	23	64%	2.37
	ARTF110	69	63	91%	55	80%	2.94
	ARTF111	73	67	92%	59	81%	3.07
	ARTF150A	21	21	100%	21	100%	3.81
	ARTF150B	37	33	89%	20	54%	2.00
	ARTF151	12	10	83%	9	75%	2.90
	ARTF155A	40	39	98%	31	78%	2.47
	ARTF155B	7	7	100%	7	100%	3.80
	ARTF165A	16	14	88%	14	88%	3.69
	ARTF165B	8	7	88%	6	75%	3.57
	ARTF165C	4	4	100%	3	75%	2.75
	ARTF165D	2	2	100%	2	100%	4.00
	ARTF170A	15	14	93%	12	80%	2.93
	ARTF170B	3	2	67%	1	33%	2.00
	ARTF170C	2	2	100%	2	100%	3.50
	ARTF195A	33	26	79%	20	61%	2.60
	ARTF195B	6	4	67%	3	50%	2.00
	ARTF195C	3	2	67%	2	67%	4.00
	ARTF210A	14	13	93%	11	79%	2.69
	ARTF210B	3	3	100%	3	100%	4.00
	ARTF282	13	12	92%	9	69%	2.92
	ARTG124	18	17	94%	14	78%	2.65
	ARTG125	17	14	82%	9	53%	2.00
	DFLM101	35	34	97%	30	86%	3.21
	DFLM102	34	31	91%	26	76%	3.03