



Enrollment Management Plan 2015-2016

"When applied astutely and ethically, enrollment management enables a college or university to meet its mission better than could ever be imagined. Enrollment management recruits students for success, links them to faculty and other mentors, and helps them become college graduates and lifelong achievers." (Orehovec)

I. Executive Summary

Student access and success are priorities of enrollment management. Enrollment management goals and strategies should ensure that the college is as effective as possible in meeting educational needs of the community and serving all of its diverse populations. Essential to enrollment management is meeting FTES targets to ensure maximum revenue for College programs is received while supporting student learning, student success, and academic standards/quality. In addition, honoring commitments to K-12 and to the College student success initiatives must be considered in an enrollment management plan. Regardless of the fiscal stability of the state, Los Angeles Harbor College must be in a position to take critical actions to fulfill its mission. Enrollment management at Los Angeles Harbor College (LAHC) is an integrated, holistic, and collaborative approach driven by Academic Affairs and Student Services that supports continuous improvement in serving students. The Enrollment Management Plan:

1. Provides proactive vision, leadership and strategic direction to enrollment efforts.
2. Moves LAHC from simply counting numbers of students and credit hours to an intrinsic process revolving around students.
3. Integrates with other planning documents
 - a. District Strategic Master Plan
 - b. Educational Master Plan
 - c. Technology Plan
 - d. Facilities Master Plan
 - e. Student Success and Support Program Plan
 - f. Student Equity Plan
4. Strives to create and exceed benchmarks of excellence and quality.

Mission and Goals

Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

Vision

The College vision is to create a personalized, student-centered learning environment dedicated to preparing our community for life's challenges and opportunities.

Background and Purpose

As California's community colleges (CCCs) join with their counterparts across the nation to improve achievement using targeted student support through the Student Success Act 2012 (SB 1456), many constituents—faculty, student services professionals, administrators, policymakers, and advocacy

groups—are weighing in on how to preserve this essential function and redefine ways to effectively engage students. Connected with the national movement, fundamental change in the California Community College is also under way. The Student Success Task Force has made 22 recommendations that attempt to refocus our system. The focus is on the needs of students so that the resources we have – and those we will seek – can be used more effectively to continue to enroll as large and diverse a population of students as possible while guiding many more of them to an educational pathway and outcome that will have the greatest impact on their future options and earnings. This approach is also intended to address the future workforce needs of the state.

Rationale

Annually the District sets budgetary enrollment targets for each of the nine colleges. LAHC then develops strategies to meet these enrollment targets. The review of data such as fill rate, persistence, success and completion provides insights for developing the schedules of classes. The College strives for a delicate balance in an attempt to meet enrollment targets and operate within the annual allocated budget. Reviewing analyzed data and recommendations for action that are provided by the Office of Institutional Effectiveness guides the college in evidence-based enrollment management planning.

The Enrollment Management Plan involves significant data/data summaries. The appendices of this report provide data upon which enrollment management decisions are based. A larger compilation of data is available in the Institutional Effectiveness Office for reference. The intent of this document is to help guide the College's overall enrollment planning process.

Enrollment management decisions, both instructional and student services, should also consider the support/growth of campus wide student success initiatives: the Harbor Advantage, where every first time in Harbor College student is guaranteed a full schedule of classes including English, math, a success course, and elective(s) in their identified pathway/major; Achieving the Dream interventions and Basic Skills Initiative activities (both College and District) as they pertain to student enrollment; Student Success and Support Program goals and core components, (orientation, assessment, counseling and advising and follow-up for at risk-students; Middle College High School, and recommended activities in the Student Equity Plan.

Introduction/Guiding Principles

Enrollment management (EM) is a term used to describe aspects of community college planning that is inclusive of:

- Intentionally links marketing and recruitment strategies, academic programs, support programs, enrollment and student financial services, and information technology to the EM process
- Evaluates processes, procedures, and policies to improve service
- Evaluates recruitment and retention strategies and tactics
- Improves access to information
- Continually improves service delivery and student experiences

Growth Scenario

The Vice President of Academic Affairs and the Interim President of Harbor College recommend an FTES target of 7,000 for 2014-15. This target is above the target set by the District Office and would represent an approximate growth of 8% from 2012-13, which was demonstrated as feasible based on the growth experienced in the 2013-14 academic year.

Slight growth (2.75%) is reflected in the May revise for the 2014-15 State Budget. Currently, the largest FTES demand by students is for general education/transfer courses that can accommodate large class maximum enrollment. At this time reduction of enrollment is not indicated for the college.

II. Guidelines for Enrollment Management

To successfully implement enrollment management as a means to maintain efficiencies while supporting the educational goals of the College, the following factors should be considered:

1. Mission of the California Community Colleges

California Community Colleges have three primary areas of focus: transfer, basic skills, and career technical education/workforce development. These “core” areas should be given high-level consideration when making decisions related to enrollment management, all having equal priority.

Transfer:

- Course offerings in General Education requirements found in plans A, B, and C.
- Attainment of the AA/AS degrees
- Required courses for majors as defined by curriculum guides
- Program-specific accreditation-required courses

Basic Skills:

- Per the California Community College Chancellor’s Office, basics skills are “those foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for student to succeed in college-level work.” (*Basic Skills as a Foundation for Student Success in California Community Colleges*).

Career Technical Education/Workforce Development:

- Course that reflect the demands of the regional economy as determined by up-to-date and accurate regional trend data. Support for such courses should reflect priorities of grant funding agencies to community colleges, including: Chancellor’s Office funding, Department of Labor grants, Department of Education grants, Health Recourses Services Administration, National Science Foundation grants.
- CTE majors should be linked to current and emerging job trends as determined by up-to-date and accurate regional trend data.

2. Goals and strategies of the District and College

a. LACCD Strategic Goals:

- Goal 1: Access and Preparation for Success
- Goal 2: Teaching and Learning for Success
- Goal 3: Organizational Effectiveness
- Goal 4: Resources and Collaboration

b. LAHC Educational Master Plan 2014-2017

- Goals of the academic and service departments regarding growth, decline, and status quo of programs.

c. LAHC Institutional Learning Outcomes (ISLO):

- ISLO 1: Communication, use language and nonverbal modes of expression appropriate to the audience and purpose.
- ISLO 2: Cognition, use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

- ISLO 3: Information Competency, utilize research skills necessary to achieve educational, professional, and personal objectives.
 - ISLO 4: Social Responsibility in a diverse world, demonstrate sensitivity to and respect for others and participate actively in activities that empower self and others.
- d. Support for State and College wide student success initiatives, such as the Harbor Advantage, Achieving the Dream, Basic Skill Initiative efforts, and Student Success Act 2012 (SB 1456)/Student Success and Support Program goals, along with recommended activities in the Student Equity Plan.

3. FTES Targets

FTES targets as set by the District Office impact enrollment management decisions. For example, the College FTES allocation for 2014-2015, as recommended by the District Office, is represented in Appendix E. Based on the FTES allocation with three scenarios represented for growth, the FTES target ranges from 6,664 credit and 44 non credit (2.75% growth) to 6,745 credit and 45 non credit (4% growth). It should be noted that the District/College is currently receiving Prop 30 funding that will expire in two years. Should Prop 30 not be extended, funding to the District/College may be reduced.

4. Student Demographics/Goals

Harbor students are generally full-time (70%) and age 24 years or under (66%).

The educational goals of our students, per information on the CCC Apply applications, are as follows:

- 44.6% Transfer
- 21% CTE
- 14.9% General Education
- 16% Other/undecided

Top majors (based on graduation rates) at the College include: Liberal Arts (252), Nursing (76), Interdisciplinary Math and Physical Science (83), and Child Development (14).

5. Data regarding current offerings/past enrollment patterns

Enrollment planning should consider data such as the following:

- Class size quartiles in relation to FTEF
- Section/Section Counts Comparisons
- FTE Projections and Expenditure to Achieve FTES Goals
- Five-year enrollment patterns to identify high enrollment/high success, high enrollment/low success, low enrollment/high success, and low enrollment/low success courses
- Efficiency (FTES/FTEF) by Division (per current Fact Book)
- Part-time to full-time ratios in conjunction with FTE generation (per current Fact Book)
- Distance Education course persistence, completion, and success data (per current Fact Book)

6. State Chancellor's Office Scorecard data

- Success, persistence, completion rates for degrees, basic skills, and CTE
- The college should review the number of English and math sections offered/demand in order for students to progress through Basic Skills.

7. Workforce Indicators

Offering courses that reflect the workforce demands of the College's regional service area allows the College to fulfill the Career Technical Education/Workforce Development mission of community colleges and provides the education and training needed for students to enter sustainable careers. Environment scans for each CTE programs must be conducted bi-annually to meet needs of the region.

9. Data regarding assessment and placement trends

Enrollment planning should consider data such as the following:

- Placement trends in basic skills math and English
- Placement trends in college-level math and English
- Increases or decreases in the number of assessments completed by students

For example, per 2013-14 assessment data, 25% of student placed in college-level English, 55% placed in English 28 (one level below college level), and 20% placed in lower levels (English 21 and Development Communication 20); math placements in Math 112 declined by 18% from 2013 to 2104.

10. Student Satisfaction and Engagement Survey Results

Conducted every 2-3 years as directed by the District.

Summary

Per the guidelines above, the following Enrollment Management Scheduling Priorities (see chart below) guides Enrollment Management processes for LAHC. In addition, for long-term planning and demonstrated connection to the LAHC Educational Master Plan, the College will follow the strategies outlined on the attached Course Enrollment Management Goals chart (see Section III), utilizing data generate by the Institutional Effectiveness office (see attached).

LAHC Enrollment Management Scheduling Priorities

Intended outcome: To provide direction and guidance to division chairs, deans and vice presidents for scheduling courses effectively within budget allocations.

| Tier 1 (Highest Priority) |
|--|
| <ul style="list-style-type: none"> • Golden Four: English, speech, critical thinking, mathematics • GE/Transfer: courses with GE/Transfer Areas A, B, C, D, E, and IGETC • Programs with external accreditation requirements (e.g. Nursing) • Preparation for the major/transfer requirements (TMC, AA-T, AS-T) • Basic Skills/Developmental curriculum (courses numbered below college level English and, mathematics; ESL and non- credit basic skills) • Courses required for both certificate and degree completion • Courses for completion of CTE certificates and degrees • State mandated regulations (e.g. GED preparation, Adult Education) • Support for student success initiatives |
| Tier 2 (Second Priority) |
| <ul style="list-style-type: none"> • Planned rotation of primary (required) electives to support student completion of a certificate or degree requirement • Review of course-level multiple sections and adjustments made based on student need • Grant requirements (STEM, Nursing, CTE) |
| Tier 3 (Third Priority) |
| <ul style="list-style-type: none"> • Planned rotation of secondary (recommended level electives to support student completion of a certificate or degree requirement • High demand/community interest • Courses not required in a certificate/degree or stand-alone courses |

Considerations for CTE/Economic Development Course Offerings

Grants allow the college to try out new ways of approaching the issues in hopes of finally solving the problem. For example, many of the grants listed below a partial list of all LAHC grants) are in place to offer solutions to problems of student access or to keep the college curriculum current and relevant as it relates to changes in the industry and/or technology.

1. *Health Science TAACCT Grant* will aim to streamline curriculum across all 9 LACCD campuses to allow for greater portability of credentials for students. Changes may include the development of more robust certificate programs under Health sciences and the enhancement of existing programs.
2. *HSI/Stem Grant* will impact math, science, and technology areas, with a focus on reducing time to completion for minority students who seek STEM degrees.
3. *New Pathways Trust Grant* and the *Career Advancement Academy Grant* will focus on advanced manufacturing pathway and will work with architecture and engineering. We will seek to adopt and integrate the project lead the way curriculum to further enhance the pre-engineering and industrial design pathways with an emphasis on manufacturing
4. *HIB Grant* is focused on Medical Billing will be offered through Community Services (Extension).
5. *The IDRC grant* is focused on 3D virtual reality and will seek to create a career pathway for computer science students interested in virtual reality.

III. Enrollment Management Process

Academic Affairs and Student Services will jointly call Enrollment Management meetings as needed to review data per the guidelines outlined in the Enrollment Management Plan. Recommendations from the EM meetings will 1) provide direction to Division Chairs in scheduling classes and 2) provide direction to Student Services regarding service needs in areas such as Admissions and Records, Counseling, and Assessment. The Enrollment Course Management Goals chart outlines specific goals, strategies, activities and deadlines in the process.

Enrollment Course Management Goals

| Goal | Strategy | Activity | EMP Goal | Measurable Outcomes | Responsible Person/Committee | Completion Deadlines |
|--|--|--|----------|---|--|----------------------|
| Allocate course offerings effectively | Develop annual allocation by division | <p>Review enrollment management data provided by IE.</p> <p>Review related plans, e.g. SSSP, Student Equity, to determine impact on enrollments.</p> <p>Develop allocations in a timely manner</p> <p>Notify division chairs of annual allocations by [date]</p> <p>Specify and separate allocations for special programs (Outreach, DSPS, PACE)</p> | | <p>Enrollment management meetings are held to review data, determine recommendations, provide direction regarding course offerings</p> <p>Allocations are developed before first scheduling rollover</p> <p>Division chairs are notified of their allocation before first scheduling rollover</p> <p>Special programs' allocation are included in allocations</p> | <p>VP Academic Affairs, VP Student Services, AA and SS deans, appropriate representatives from both areas</p> <p>VP Academic Affairs, Academic Deans</p> <p>VP Academic Affairs, Academic Deans</p> <p>VP Academic Affairs, Academic Deans</p> | |
| | Develop standards for curriculum and scheduling balance | <p>Develop standards for the balance of transfer, degree, CTE and basic skills course offerings</p> <p>Develop standards for the balance of online, hybrid, and traditional course offerings, day/evening/weekend</p> | | <p>Standards are recommended by the Academic Affairs Cluster</p> <p>Standards are recommended by the Academic Affairs Cluster</p> | <p>Academic Affairs Cluster</p> <p>Academic Affairs Cluster</p> | |
| Communicate scheduling information | Provide more timely | Identify and publish terms courses are typically offered | | Typical terms for courses are published | Division Chairs | |

| | | | | | | |
|---|--|---|--|--|---|--|
| effectively to students | <i>information about course offerings to students</i> | Create a schedule | | Schedules are published by [date] available to students earlier Students are satisfied with the timing of the Class Schedule | VP Academic Affairs, VP Student Services | |
| Schedule course offerings effectively | <i>Schedule the optimal number of sections by using specific data</i> | Schedule using the following data: <ul style="list-style-type: none"> ✓ Proportion of students needing courses (course prioritization spreadsheet) ✓ Student need data from electronic SEPs ✓ Student need data from placement test results ✓ Historical success rates ✓ WSCH/FTEF (efficiency) ✓ Historical student progress rates in sequential areas ✓ Historical student completion of degrees, certificates and transfer <p>Involve people who are responsible for scheduling enrollment management discussions</p> | | Fill rate by course, division, college wide FTES target met Persistence rate Basic Skills rates CTE completion/persistence rate Attendance at Academic Affairs Cluster meetings | Academic Affairs Cluster Academic Deans Division Chairs Academic Affairs Cluster | |
| Respond effectively to scheduling issues | <i>Follow a consistent policy for cancelling sections, with flexibility for special cases</i> | Develop and publish guidelines for cancelling sections per the Enrollment Management Scheduling Priorities | | Guidelines published | VP Academic Affairs, Academic Deans, Division Chairs | |

By following the Enrollment Management Plan, LAHC can provide proactive vision, leadership, and strategic direction to enrollment efforts and therefore:

- Make clearer choices about growth
- Connect budget, scheduling, staffing and marketing processes
- Develop long-range planning for programs, space, etc.
- Define clear lines of responsibility in the enrollment process
- Move to a precision scheduling model
- Efficiently utilize resources

Resources

Los Angeles Community College District, District Strategic Plan:

<http://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/District-Strategic-Plan.aspx>

LAHC External Scans: <http://www.lahc.edu/research/index.html>

LAHC Fact Book: <http://www.lahc.edu/research/index.html>

LAHC Planning Evaluation 2012-13 (Comprehensive):

<http://www.lahc.edu/govplanning/collegeplans/planningProcess.html>

LAHC Student Learning Outcomes: <http://www.lahc.edu/facultystaff/slo/>

Human Resources Plan: <http://www.lahc.edu/govplanning/planning.html>

Technology Plan: <http://www.lahc.edu/govplanning/planning.html>

Enrollment Management Plan: <http://www.lahc.edu/govplanning/planning.html>

Academic Affairs Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Administrative Services Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Student Services Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Student Equity Plan 2014 (in progress)

SSSP Plan 2014 (in progress)

Appendix A. Class size Quartiles Fall semesters 2011-2013

| | | Size 1-14 | Cls Pct | FTEF Pct | Size 15-24 | Cls Pct | FTEF Pct | Size 25-33 | Cls Pct | FTEF Pct | Size 34-43 | Cls Pct | FTEF Pct | Size 44+ | Cls Pct | FTEF Pct |
|----------------|----------|-----------|---------|----------|------------|---------|----------|------------|---------|----------|------------|---------|----------|----------|---------|----------|
| Dept Name | Semester | | % | % | | % | % | | % | % | | % | % | | % | % |
| Business | Fall-11 | 23 | 27% | 2% | 4 | 5% | 5% | 23 | 27% | 32% | 13 | 15% | 25% | 22 | 26% | 35% |
| Business | Fall-12 | 16 | 21% | 4% | 8 | 10% | 6% | 10 | 13% | 16% | 24 | 31% | 40% | 19 | 25% | 34% |
| Business | Fall-13 | 17 | 21% | 5% | 24 | 29% | 29% | 19 | 23% | 27% | 10 | 12% | 18% | 12 | 15% | 20% |
| Comm | Fall-11 | 5 | 5% | 5% | 11 | 11% | 8% | 32 | 31% | 35% | 42 | 41% | 46% | 12 | 12% | 6% |
| Comm | Fall-12 | 3 | 3% | 4% | 10 | 11% | 12% | 24 | 26% | 27% | 45 | 49% | 53% | 10 | 11% | 4% |
| Comm | Fall-13 | 10 | 10% | 9% | 29 | 29% | 28% | 45 | 45% | 45% | 16 | 16% | 16% | 1 | 1% | 1% |
| Nursing | Fall-11 | 7 | 5% | 2% | 44 | 31% | 28% | 27 | 19% | 22% | 46 | 32% | 33% | 18 | 13% | 15% |
| Nursing | Fall-12 | 10 | 7% | 5% | 45 | 34% | 31% | 15 | 11% | 13% | 35 | 26% | 27% | 29 | 22% | 25% |
| Nursing | Fall-13 | 3 | 2% | 1% | 53 | 42% | 35% | 9 | 7% | 8% | 36 | 28% | 29% | 26 | 20% | 23% |
| HFA | Fall-11 | 23 | 12% | 7% | 22 | 12% | 11% | 46 | 25% | 28% | 51 | 28% | 31% | 43 | 23% | 23% |
| HFA | Fall-12 | 26 | 16% | 7% | 26 | 16% | 13% | 36 | 22% | 27% | 50 | 31% | 35% | 25 | 15% | 18% |
| HFA | Fall-13 | 22 | 13% | 9% | 49 | 28% | 25% | 58 | 34% | 35% | 28 | 16% | 19% | 16 | 9% | 12% |
| Math | Fall-11 | 7 | 5% | 3% | 17 | 13% | 16% | 25 | 19% | 17% | 22 | 17% | 18% | 59 | 45% | 46% |
| Math | Fall-12 | 5 | 4% | 3% | 13 | 12% | 11% | 18 | 16% | 18% | 35 | 31% | 35% | 42 | 37% | 33% |
| Math | Fall-13 | 11 | 12% | 10% | 25 | 26% | 24% | 25 | 26% | 31% | 24 | 25% | 27% | 10 | 11% | 9% |
| PACE | Fall-11 | | | | 6 | 5% | 5% | 13 | 12% | 12% | 32 | 29% | 28% | 59 | 54% | 55% |
| PACE | Fall-12 | | | | 3 | 3% | 2% | 6 | 5% | 6% | 57 | 51% | 49% | 46 | 41% | 42% |
| PACE | Fall-13 | | | | 14 | 12% | 11% | 33 | 28% | 31% | 40 | 34% | 32% | 32 | 27% | 24% |
| PE | Fall-11 | 3 | 5% | 2% | 3 | 5% | 2% | 6 | 10% | 7% | 7 | 11% | 11% | 43 | 69% | 78% |
| PE | Fall-12 | 2 | 4% | | 3 | 5% | 2% | 4 | 7% | 3% | 9 | 16% | 19% | 37 | 67% | 76% |
| PE | Fall-13 | 2 | 4% | 2% | 5 | 9% | 6% | 10 | 18% | 13% | 12 | 21% | 24% | 27 | 48% | 45% |
| Science | Fall-11 | 3 | 3% | 1% | 2 | 2% | 1% | 31 | 28% | 24% | 44 | 40% | 42% | 30 | 27% | 31% |
| Science | Fall-12 | 1 | 1% | | 1 | 1% | 1% | 30 | 30% | 20% | 34 | 34% | 40% | 34 | 34% | 38% |
| Science | Fall-13 | 4 | 3% | 2% | 42 | 31% | 29% | 40 | 29% | 31% | 23 | 17% | 19% | 28 | 20% | 19% |
| Social Science | Fall-11 | 9 | 5% | 3% | 12 | 6% | 4% | 21 | 11% | 10% | 52 | 28% | 30% | 94 | 50% | 53% |
| Social Science | Fall-12 | 5 | 3% | 0% | 2 | 1% | 1% | 14 | 9% | 7% | 39 | 26% | 27% | 91 | 60% | 65% |
| Social Science | Fall-13 | 10 | 5% | 5% | 30 | 16% | 17% | 46 | 25% | 23% | 53 | 29% | 29% | 46 | 25% | 25% |

Appendix B. Class size Quartiles Spring semesters 2012-14

| | | Size 1-14 | Cls Pct | FTEF Pct | Size 15-24 | Cls Pct | FTEF Pct | Size 25-33 | Cls Pct | FTEF Pct | Size 34-43 | Cls Pct | FTEF Pct | Size 44+ | Cls Pct | FTEF Pct |
|------------|-----------|-----------|---------|----------|------------|---------|----------|------------|---------|----------|------------|---------|----------|----------|---------|----------|
| Dept Name | Semester | | % | % | | % | % | | % | % | | % | % | | % | % |
| Business | Spring-12 | 3 | 4% | | 11 | 16% | 14% | 14 | 21% | 22% | 18 | 27% | 32% | 21 | 31% | 32% |
| Business | Spring-13 | 4 | 6% | 2% | 11 | 16% | 10% | 16 | 24% | 24% | 14 | 21% | 25% | 22 | 33% | 39% |
| Business | Spring-14 | 6 | 8% | 5% | 18 | 25% | 17% | 8 | 11% | 10% | 17 | 24% | 27% | 22 | 31% | 37% |
| Comm | Spring-12 | 9 | 8% | 9% | 10 | 9% | 8% | 29 | 27% | 29% | 52 | 49% | 51% | 6 | 6% | 2% |
| Comm | Spring-13 | 12 | 12% | 12% | 18 | 18% | 17% | 21 | 21% | 23% | 43 | 43% | 45% | 6 | 6% | 3% |
| Comm | Spring-14 | 14 | 13% | 12% | 16 | 15% | 12% | 29 | 27% | 28% | 47 | 44% | 47% | 1 | 1% | 1% |
| Nursing | Spring-12 | 10 | 12% | 8% | 29 | 34% | 37% | 12 | 14% | 12% | 8 | 9% | 5% | 26 | 31% | 38% |
| Nursing | Spring-13 | 22 | 17% | 12% | 34 | 26% | 25% | 14 | 11% | 11% | 33 | 25% | 27% | 30 | 23% | 25% |
| Nursing | Spring-14 | 2 | 2% | 2% | 58 | 45% | 35% | 4 | 3% | 3% | 12 | 9% | 8% | 52 | 41% | 43% |
| Humanities | Spring-12 | 19 | 11% | 5% | 38 | 21% | 20% | 36 | 20% | 20% | 36 | 20% | 23% | 49 | 28% | 31% |
| Humanities | Spring-13 | 26 | 16% | 12% | 22 | 14% | 13% | 31 | 20% | 21% | 45 | 28% | 31% | 34 | 22% | 24% |
| Humanities | Spring-14 | 38 | 21% | 19% | 34 | 19% | 14% | 50 | 28% | 27% | 28 | 15% | 17% | 31 | 17% | 19% |
| Math | Spring-12 | 11 | 8% | 4% | 17 | 13% | 14% | 17 | 13% | 12% | 34 | 26% | 31% | 53 | 40% | 39% |
| Math | Spring-13 | 12 | 10% | 5% | 24 | 19% | 19% | 14 | 11% | 13% | 33 | 26% | 31% | 42 | 34% | 32% |
| Math | Spring-14 | 17 | 15% | 6% | 9 | 8% | 8% | 13 | 12% | 14% | 51 | 45% | 52% | 23 | 20% | 18% |
| PACE | Spring-12 | 3 | 3% | 3% | 6 | 5% | 4% | 13 | 12% | 12% | 30 | 27% | 33% | 58 | 53% | 48% |
| PACE | Spring-13 | 3 | 3% | 3% | 12 | 10% | 10% | 21 | 18% | 16% | 36 | 30% | 34% | 48 | 40% | 36% |
| PACE | Spring-14 | 6 | 5% | 5% | 6 | 5% | 4% | 18 | 16% | 17% | 25 | 22% | 22% | 59 | 52% | 51% |
| PE | Spring-12 | 2 | 3% | 2% | 3 | 5% | 4% | 9 | 14% | 12% | 19 | 30% | 28% | 30 | 48% | 55% |
| PE | Spring-13 | 1 | 2% | | 1 | 2% | 2% | 5 | 9% | 8% | 8 | 15% | 15% | 38 | 72% | 75% |
| PE | Spring-14 | 2 | 4% | 4% | 7 | 13% | 10% | 3 | 5% | 5% | 15 | 27% | 21% | 29 | 52% | 51% |
| Science | Spring-12 | 6 | 6% | 4% | 6 | 6% | 4% | 18 | 17% | 13% | 42 | 40% | 45% | 34 | 32% | 33% |
| Science | Spring-13 | 3 | 3% | 1% | 15 | 15% | 11% | 12 | 12% | 12% | 34 | 34% | 37% | 36 | 36% | 39% |
| Science | Spring-14 | 9 | 7% | 4% | 25 | 19% | 17% | 25 | 19% | 19% | 43 | 32% | 35% | 33 | 24% | 25% |
| Social Sci | Spring-12 | 6 | 3% | 1% | 14 | 8% | 5% | 15 | 9% | 8% | 50 | 28% | 29% | 91 | 52% | 57% |
| Social Sci | Spring-13 | 9 | 5% | 3% | 17 | 10% | 10% | 25 | 15% | 14% | 34 | 21% | 21% | 80 | 48% | 52% |
| Social Sci | Spring-14 | 9 | 5% | 3% | 25 | 13% | 12% | 32 | 16% | 15% | 51 | 26% | 28% | 77 | 40% | 42% |

Appendix C. Section/Session Counts Comparison Fall 2009-2013 and Spring 2011-2014

FALL 2009-2013

| Dept Name | Fa2013 | | | Fa2012 | | | Fa2011 | | | Fa10 | | |
|----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES |
| AA Office | 4 | 4 | 4.45 | 3 | 3 | 3.73 | 2 | 2 | 2.70 | 30 | 33 | 15.34 |
| Business | 76 | 98 | 226.57 | 73 | 96 | 243.68 | 81 | 109 | 242.52 | 93 | 104 | 251.56 |
| Comm | 108 | 109 | 338.23 | 103 | 103 | 348.40 | 116 | 121 | 399.07 | 117 | 117 | 437.25 |
| Community Services | 9 | 13 | 22.43 | 7 | 9 | 8.97 | 7 | 7 | 25.64 | 5 | 6 | 11.82 |
| Nursing | 30 | 129 | 101.02 | 31 | 138 | 137.60 | 51 | 278 | 154.83 | 48 | 288 | 170.25 |
| Humanities/Fine Arts | 209 | 325 | 431.53 | 198 | 312 | 458.77 | 205 | 319 | 574.22 | 258 | 404 | 615.50 |
| Math | 137 | 203 | 473.60 | 116 | 155 | 578.90 | 146 | 196 | 664.48 | 162 | 217 | 652.56 |
| PACE | 41 | 122 | 129.89 | 38 | 112 | 162.33 | 40 | 110 | 183.63 | 48 | 130 | 203.35 |
| PE | 70 | 165 | 230.95 | 65 | 159 | 374.80 | 74 | 171 | 438.00 | 81 | 207 | 440.54 |
| Science/Family | 83 | 119 | 376.86 | 80 | 117 | 417.01 | 88 | 125 | 451.91 | 98 | 128 | 524.53 |
| Social Science | 194 | 197 | 750.01 | 159 | 164 | 687.60 | 183 | 200 | 763.11 | 175 | 187 | 759.52 |
| Result | 974 | 1,528 | 3,085.53 | 873 | 1,368 | 3,421.78 | 997 | 1,650 | 3,911.56 | 1,118 | 1,827 | 4,084.75 |

SPRING 2011- 2014

| | SPR 2014 | | | SPR 2013 | | | SPR 2012 | | | SPR 2011 | | |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES | Sect Count | Sess Count | Total FTES |
| AA Office | 2 | 2 | 2.62 | 2 | 2 | 2.58 | 5 | 5 | 13.11 | 10 | 10 | 5.22 |
| Business | 79 | 95 | 243.69 | 72 | 91 | 247.65 | 71 | 89 | 249.69 | 83 | 111 | 276.79 |
| Comm | 115 | 118 | 360.49 | 110 | 111 | 355.08 | 113 | 118 | 383.94 | 111 | 111 | 396.99 |
| Comm Services | 6 | 7 | 0.40 | 10 | 15 | 16.39 | 7 | 7 | 18.69 | 7 | 7 | 21.63 |
| Health Sci | 29 | 134 | 100.18 | 32 | 136 | 120.78 | 48 | 268 | 121.69 | 47 | 269 | 144.31 |
| Humanities | 215 | 336 | 446.20 | 173 | 274 | 464.19 | 213 | 337 | 553.51 | 222 | 345 | 594.88 |
| Math | 141 | 178 | 458.47 | 142 | 192 | 574.18 | 153 | 214 | 655.92 | 148 | 196 | 663.64 |
| PACE | 41 | 115 | 151.00 | 42 | 125 | 170.95 | 39 | 112 | 169.05 | 44 | 125 | 197.42 |
| PE | 78 | 261 | 235.13 | 62 | 179 | 322.98 | 70 | 149 | 360.44 | 70 | 167 | 390.84 |
| Science | 107 | 157 | 535.23 | 80 | 114 | 397.40 | 93 | 124 | 444.62 | 68 | 152 | 416.59 |
| Social Science | 193 | 202 | 709.75 | 166 | 171 | 667.71 | 174 | 186 | 729.03 | 185 | 195 | 756.35 |
| # | | | | 1 | 3 | 1.45 | 1 | 1 | 0.94 | 3 | 5 | 10.25 |
| Result | 1,006 | 1,605 | 3,243.13 | 892 | 1,413 | 3,341.35 | 987 | 1,610 | 3,700.65 | 998 | 1,693 | 3,874.91 |

Appendix D. FTE Projections and Expenditure to achieve FTES Goals (July 15, 2013)

Assuming: Avg class size of 35 (equates each section generating 3.5 FTES)

| | 2013-14 | 2013-14 | 2013-14 | 2013-14 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| GROWTH GOAL | | 3% | 9% | 12% |
| FTES BASE GOAL | 6505 | 6700 | 7090 | 7286 |
| TOTAL SECS | 1859 | 1914 | 2025 | 2082 |
| FTEF REG (min.) | 68.38 | 68.38 | 68.38 | 68.38 |
| FTES REG | 2393 | 2393 | 2393 | 2393 |
| SECS REG | 684 | 684 | 684 | 684 |
| REG BUDGET | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 |
| FTEF PT | 117.5 | 123 | 134.1 | 139.8 |
| FTES PT | 4112 | 4307 | 4697 | 4893 |
| SECS PT | 1175 | 1230 | 1341 | 1398 |
| PT BUDGET | \$6,110,000 | \$6,396,000 | \$6,973,200 | \$7,269,600 |

Assuming: Avg class size of 40 (equates each section generating 4 FTES)

| | 2013-14 | 2013-14 | 2013-14 | 2013-14 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| GROWTH GOAL | | 3% | 9% | 12% |
| FTES BASE GOAL | 6505 | 6700 | 7090 | 7286 |
| TOTAL SECS | 1626 | 1675 | 1773 | 1821 |
| FTEF REG (min.) | 68.38 | 68.38 | 68.38 | 68.38 |
| FTES REG | 2735.2 | 2735.2 | 2735.2 | 2735.2 |
| SECS REG | 684 | 684 | 684 | 684 |
| REG BUDGET | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 |
| FTEF PT | 93.32 | 99.1 | 108.9 | 113.7 |
| FTES PT | 2870 | 3965 | 4355 | 4551 |
| SECS PT | 933 | 991 | 1089 | 1137 |
| PT BUDGET | \$4,851,600 | \$5,153,200 | \$5,662,800 | \$5,912,400 |

Assuming: Avg class size of 30 (equates each section generating 3 FTES)

| | 2013-14 | 2013-14 | 2013-14 | 2013-14 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| GROWTH GOAL | | 3% | 9% | 12% |
| FTES BASE GOAL | 6505 | 6700 | 7090 | 7286 |
| TOTAL SECS | 2168 | 2233 | 2363 | 2429 |
| FTEF REG (min.) | 68.38 | 68.38 | 68.38 | 68.38 |
| FTES REG | 2051 | 2051 | 2051 | 2051 |
| SECS REG | 684 | 684 | 684 | 684 |
| REG BUDGET | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 | \$ 5,000,000.00 |
| FTEF PT | 148.4 | 154 | 168 | 175 |
| FTES PT | 4454 | 4649 | 5034 | 5235 |
| SECS PT | 1484 | 1549 | 1679 | 1745 |
| PT BUDGET | \$7,716,800 | \$8,054,800 | \$8,730,800 | \$9,074,000 |

Assuming: each sec avg cost \$5,200 per PT Fac (high)

Appendix E. District FTES Targets 2014-15

| | City | East | Harbor | Mission | Pierce | Southwest | Trade-Tech | Valley | West | ITT | ajof | Total | |
|---|---------------|---------------|--------------|--------------|---------------|--------------|---------------|---------------|--------------|------------|----------|----------------|------------------------|
| 2014-15 Planning Considerations | | | | | | | | | | | | | |
| 2013-14 FTES Base | | | | | | | | | | | | | |
| Credit | 12,573 | 19,729 | 6,382 | 5,575 | 13,588 | 4,467 | 11,128 | 11,856 | 6,521 | 426 | 0 | 92,242 | 2013-14 FUNDED FTES |
| Non-Credit | 458 | 440 | 42 | 145 | 271 | 167 | 137 | 66 | 220 | 0 | 0 | 1,946 | |
| Non-Cred Enhanced | 650 | 800 | 0 | 135 | 0 | 331 | 331 | 450 | 7 | 0 | 0 | 2,704 | |
| Total | 13,681 | 20,969 | 6,424 | 5,855 | 13,859 | 4,964 | 11,596 | 12,372 | 6,747 | 426 | 0 | 96,893 | |
| 2013-14 Possible Funded FTES with growth of 1.63% => BASE for 2014-15 | | | | | | | | | | | | | |
| Credit | 12,778 | 20,050 | 6,486 | 5,665 | 13,809 | 4,539 | 11,309 | 12,049 | 6,627 | 433 | 0 | 93,746 | 2014-15 FTES scenarios |
| Non-Credit | 466 | 448 | 43 | 147 | 276 | 169 | 139 | 67 | 223 | 0 | 0 | 1,978 | |
| Non-Cred Enhanced | 661 | 813 | 0 | 137 | 0 | 336 | 337 | 457 | 7 | 0 | 0 | 2,748 | |
| Total | 13,904 | 21,311 | 6,529 | 5,950 | 14,085 | 5,045 | 11,785 | 12,574 | 6,857 | 433 | 0 | 98,472 | |
| 2014-15 Possible Funded FTES with growth of 2.75% | | | | | | | | | | | | | |
| Credit | 13,129 | 20,602 | 6,664 | 5,821 | 14,189 | 4,664 | 11,620 | 12,381 | 6,809 | 445 | 0 | 96,324 | 2014-15 FTES scenarios |
| Non-Credit | 479 | 460 | 44 | 151 | 283 | 174 | 143 | 69 | 229 | 0 | 0 | 2,032 | |
| Non-Cred Enhanced | 679 | 836 | 0 | 141 | 0 | 346 | 346 | 470 | 7 | 0 | 0 | 2,824 | |
| Total | 14,286 | 21,897 | 6,708 | 6,114 | 14,472 | 5,184 | 12,109 | 12,920 | 7,046 | 445 | 0 | 101,180 | |
| 2014-15 Possible Funded FTES with growth of 3.00% | | | | | | | | | | | | | |
| Credit | 13,161 | 20,652 | 6,680 | 5,835 | 14,224 | 4,676 | 11,648 | 12,411 | 6,826 | 446 | 0 | 96,558 | 2014-15 FTES scenarios |
| Non-Credit | 480 | 461 | 44 | 152 | 284 | 174 | 143 | 69 | 230 | 0 | 0 | 2,037 | |
| Non-Cred Enhanced | 680 | 838 | 0 | 141 | 0 | 346 | 347 | 471 | 7 | 0 | 0 | 2,831 | |
| Total | 14,321 | 21,950 | 6,725 | 6,128 | 14,508 | 5,196 | 12,138 | 12,951 | 7,063 | 446 | 0 | 101,426 | |
| 2014-15 Possible Funded FTES with growth of 4.00% | | | | | | | | | | | | | |
| Credit | 13,289 | 20,852 | 6,745 | 5,892 | 14,362 | 4,721 | 11,761 | 12,531 | 6,892 | 450 | 0 | 97,495 | 2014-15 FTES scenarios |
| Non-Credit | 484 | 465 | 45 | 153 | 287 | 176 | 144 | 70 | 232 | 0 | 0 | 2,057 | |
| Non-Cred Enhanced | 687 | 846 | 0 | 143 | 0 | 350 | 350 | 476 | 7 | 0 | 0 | 2,858 | |
| Total | 14,460 | 22,164 | 6,790 | 6,188 | 14,648 | 5,247 | 12,256 | 13,077 | 7,131 | 450 | 0 | 102,411 | |
| difference between 2.75% and 4.0% scenarios | | | | | | | | | | | | | |
| Credit | 160 | 251 | 81 | 71 | 173 | 57 | 141 | 151 | 83 | 5 | | 1,172 | |
| Non-Credit | 6 | 6 | 1 | 2 | 3 | 2 | 2 | 1 | 3 | 0 | | 25 | |
| Enhanced | 0 | 10 | 0 | 2 | 0 | 4 | 4 | 6 | 0 | 0 | | 34 | |
| Total | 174 | 266 | 82 | 74 | 176 | 63 | 147 | 157 | 86 | 5 | | 1,231 | |

Appendix F. High Enrollment X Low Success Courses

High Enrollment Courses with Low Success (under 60%): Five years, fall semesters

| COURSE | | 80% or < Success Rate (FALL) | | | | | Sections Offered (FALL) | | | | | Students Graded (FALL) | | | | | Students Retained (FALL) | | | | | Students Successful (FALL) | | | | | |
|---------|-------|------------------------------|--------|--------|--------|--------|-------------------------|------|------|------|------|------------------------|------|------|------|------|--------------------------|------|------|------|------|----------------------------|------|------|------|------|----|
| Sub | SubNo | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | |
| ACCTG | 1 | 64.58% | 57.79% | 53.11% | 64.62% | 58.82% | 5 | 4 | 5 | 4 | 4 | 144 | 199 | 209 | 212 | 187 | 124 | 139 | 154 | 170 | 142 | 93 | 115 | 111 | 137 | 110 | |
| ANATOMY | 1U | 54.61% | 45.02% | 49.81% | 39.20% | 42.29% | 3 | 3 | 3 | 2 | 3 | 304 | 291 | 257 | 176 | 227 | 234 | 210 | 187 | 132 | 165 | 166 | 131 | 128 | 69 | 96 | |
| BIOLOGY | 5 | | 54.33% | 53.33% | 58.18% | 73.50% | | 4 | 3 | 4 | 4 | | 127 | 105 | 110 | 117 | | 107 | 89 | 90 | 98 | | 69 | 56 | 64 | 86 | |
| BUS | 31 | | 53.13% | 57.32% | 47.19% | 52.46% | | 2 | 2 | 2 | 2 | | 64 | 82 | 89 | 61 | | 49 | 63 | 66 | 47 | | 34 | 47 | 42 | 32 | |
| CLN ART | 113 | 55.88% | 71.67% | | 55.56% | 58.90% | 2 | 2 | | | 1 | 2 | 68 | 60 | | 63 | 73 | 64 | 56 | | 50 | 70 | 38 | 43 | | 35 | 43 |
| CO INFO | 1 | 48.25% | 45.00% | | 57.22% | 60.11% | 4 | 5 | 5 | 4 | 4 | 114 | 160 | 187 | 188 | 158 | 90 | 113 | 145 | 152 | 129 | 55 | 72 | 107 | 113 | 90 | |
| ECON | 1 | 31.37% | 45.16% | 50.34% | 50.89% | 35.19% | 3 | 4 | 4 | 3 | 6 | 102 | 155 | 145 | 112 | 216 | 83 | 115 | 110 | 82 | 144 | 32 | 70 | 73 | 57 | 76 | |
| ECON | 2 | 42.21% | 41.31% | 38.46% | 48.80% | 48.68% | 8 | 9 | 6 | 4 | 5 | 154 | 259 | 208 | 166 | 189 | 129 | 206 | 156 | 128 | 143 | 65 | 107 | 80 | 81 | 92 | |
| GEOG | 1 | 61.44% | 40.36% | 49.45% | 38.94% | 61.71% | 4 | 5 | 4 | 4 | 5 | 153 | 223 | 182 | 208 | 222 | 129 | 140 | 126 | 124 | 163 | 94 | 90 | 90 | 81 | 137 | |
| HISTORY | 1 | 57.97% | 62.62% | 62.07% | 43.75% | 51.43% | 2 | 3 | 4 | 3 | 2 | 69 | 107 | 145 | 144 | 70 | 61 | 94 | 113 | 98 | 64 | 40 | 67 | 90 | 63 | 36 | |
| HISTORY | 11 | 56.94% | 52.95% | 43.34% | 55.56% | 53.93% | 9 | 9 | 9 | 6 | 6 | 360 | 457 | 413 | 315 | 280 | 302 | 382 | 304 | 232 | 230 | 205 | 242 | 179 | 175 | 151 | |
| HISTORY | 20 | 69.84% | 63.51% | 47.76% | 55.26% | 51.02% | 2 | 2 | 2 | 2 | 3 | 63 | 74 | 67 | 76 | 98 | 55 | 67 | 56 | 59 | 68 | 44 | 47 | 32 | 42 | 50 | |
| HISTORY | 52 | 65.56% | 55.81% | 50.52% | 44.80% | 51.80% | 2 | 2 | 2 | 3 | 3 | 90 | 86 | 97 | 125 | 139 | 83 | 77 | 76 | 92 | 99 | 59 | 48 | 49 | 56 | 72 | |
| HISTORY | 86 | 59.33% | 62.15% | 62.35% | 46.00% | 48.09% | 3 | 3 | 3 | 2 | 3 | 150 | 177 | 170 | 100 | 131 | 126 | 157 | 144 | 65 | 102 | 89 | 110 | 106 | 46 | 63 | |
| LRNSKIL | 10 | 35.04% | 44.37% | 54.87% | 48.67% | 57.27% | 3 | 3 | 3 | 3 | 3 | 137 | 142 | 113 | 113 | 110 | 123 | 129 | 89 | 90 | 94 | 48 | 63 | 62 | 55 | 63 | |
| MATH | 112 | 54.27% | 49.16% | 48.97% | 60.33% | 52.60% | 9 | 7 | 6 | 6 | 10 | 468 | 358 | 290 | 305 | 384 | 401 | 296 | 216 | 262 | 324 | 254 | 176 | 142 | 184 | 202 | |
| MATH | 123A | 54.65% | 56.89% | 57.57% | 56.17% | 59.95% | 13 | 10 | 9 | 9 | 10 | 613 | 457 | 403 | 381 | 442 | 500 | 344 | 337 | 306 | 360 | 335 | 280 | 232 | 214 | 265 | |
| MATH | 123B | 56.21% | 58.31% | 56.60% | 63.55% | 50.00% | 12 | 8 | 6 | 7 | 6 | 354 | 331 | 265 | 310 | 214 | 288 | 256 | 208 | 269 | 175 | 199 | 193 | 150 | 197 | 107 | |
| MATH | 123C | 50.23% | 43.80% | 62.14% | 56.69% | 53.22% | 10 | 10 | 9 | 9 | 11 | 428 | 411 | 420 | 381 | 404 | 302 | 315 | 358 | 303 | 311 | 215 | 180 | 261 | 216 | 215 | |
| MATH | 234 | 58.33% | 48.72% | 62.39% | 57.81% | 51.22% | 3 | 3 | 3 | 2 | 2 | 60 | 78 | 109 | 64 | 82 | 47 | 64 | 87 | 51 | 58 | 35 | 38 | 68 | 37 | 42 | |
| MATH | 240 | 59.38% | 62.67% | 60.00% | 55.29% | 55.21% | 2 | 2 | 2 | 2 | 2 | 64 | 75 | 70 | 85 | 96 | 48 | 61 | 51 | 63 | 77 | 38 | 47 | 42 | 47 | 53 | |
| MATH | 260 | 53.75% | 57.14% | 48.35% | | 37.29% | 2 | 2 | 2 | | 3 | 80 | 91 | 91 | | 118 | 56 | 68 | 62 | | 78 | 43 | 52 | 44 | | 44 | |
| MUSIC | 101 | 65.68% | 69.44% | 58.28% | 57.92% | 50.00% | 5 | 5 | 4 | 7 | 6 | 169 | 180 | 163 | 259 | 274 | 147 | 157 | 141 | 183 | 227 | 111 | 125 | 95 | 150 | 137 | |
| OCEANO | 1 | 56.07% | 56.16% | 56.02% | 58.75% | 59.18% | 4 | 4 | 4 | 3 | 4 | 214 | 219 | 165 | 160 | 196 | 188 | 200 | 141 | 142 | 170 | 120 | 123 | 93 | 94 | 116 | |
| PHILOS | 1 | 53.85% | 50.55% | 52.56% | 51.72% | 49.52% | 4 | 4 | 2 | 2 | 2 | 182 | 182 | 78 | 87 | 105 | 148 | 153 | 64 | 76 | 79 | 98 | 92 | 41 | 45 | 52 | |

Basic Skills Courses:

LmSkil 10
Math 112, 123A, 123B, 123C

CTE Courses:

Bus 31
CulArt 113
CoInfo 1

General Ed/Transfer Courses:

Acctg 1
Anatomy 1U
Biology 5
Econ 1 & 2
Geog 1
History 1, 11, 20, 52 & 68
Math 234, 240, 260
Music 101
Oceanography 1
Philosophy 1

Appendix G. Low Enrollment X Low Success Courses

Low Enrollment Courses with Low Success (under 50%) Five years, fall semesters

| COURSE | | 50% or < Success (FALL) | | | | | Sections Offered (FALL) | | | | | Students Graded (FALL) | | | | | Students Retained (FALL) | | | | | Students Successful (FALL) | | | | | |
|---------|-------|-------------------------|---------|--------|--------|--------|-------------------------|------|------|------|------|------------------------|------|------|------|------|--------------------------|------|------|------|------|----------------------------|------|------|------|------|---|
| Sub | SubNo | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | |
| BUS | 10 | 43.48% | 33.30% | | | | 1 | 1 | | | | 23 | 27 | | | | 21 | 16 | | | | 10 | 9 | | | | |
| CAOT | 82 | 33.33% | | 85.70% | | 42.86% | 1 | | 1 | | 1 | 15 | | 28 | | 21 | 6 | | 27 | | 16 | 5 | 8 | 24 | | 9 | |
| CH DEV | 911 | 25.00% | 0.00% | | | | 1 | 2 | | | | 4 | 2 | | | | 2 | 2 | | | | 1 | 0 | | | | |
| CINEMA | 5 | 45.45% | | 42.90% | | | 1 | | 1 | | | 22 | | 21 | | | 16 | | 10 | | | 10 | | 9 | | | |
| CO INFO | 7 | 55.56% | 50.00% | 50.00% | 40.00% | 25.00% | 1 | 1 | 1 | 1 | 1 | 9 | 8 | 2 | 10 | 4 | 6 | 5 | 1 | 7 | 2 | 5 | 4 | 1 | 4 | 1 | |
| CO INFO | 21 | 44.44% | 88.90% | 25.00% | 15.40% | 21.43% | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 27 | 13 | 28 | 5 | 8 | 8 | 8 | 12 | 4 | 8 | 7 | 2 | 6 | |
| CO TECH | 50 | 33.33% | 41.70% | 35.00% | 41.70% | 19.05% | 1 | 1 | 1 | 1 | 1 | 12 | 12 | 20 | 24 | 21 | 5 | 9 | 8 | 15 | 12 | 4 | 5 | 7 | 10 | 4 | |
| DRAFT | 16 | 36.36% | 50.00% | 40.70% | 40.00% | 50.00% | 4 | 4 | 3 | 3 | 4 | 11 | 18 | 27 | 25 | 20 | 10 | 15 | 29 | 20 | 17 | 4 | 9 | 11 | 10 | 10 | |
| ELECTRN | 20 | 25.00% | 0.00% | | 27.30% | 57.14% | 1 | 1 | 1 | 1 | 1 | 8 | 1 | | 11 | 7 | 2 | 1 | 7 | 6 | 2 | 0 | | | 3 | 4 | |
| ENG TEK | 48 | 0.00% | 20.00% | 42.90% | | | 2 | 2 | 2 | | | 4 | 5 | 7 | | | 4 | 4 | 5 | | | 0 | 1 | 3 | | | |
| ENGLISH | 84 | 44.44% | 50.00% | 50.00% | 87.50% | 62.50% | 2 | 2 | 1 | 1 | 1 | 9 | 12 | 6 | 16 | 16 | 7 | 11 | 6 | 15 | 14 | 4 | 6 | 3 | 14 | 10 | |
| FIRETEK | 205 | | 33.30% | 40.90% | 16.70% | 17.65% | | | 1 | 1 | 2 | | | 21 | 22 | 24 | 17 | | 12 | 13 | 8 | 7 | | 7 | 9 | 4 | 3 |
| HISTORY | 12 | 72.73% | | 47.80% | 27.30% | 19.23% | 1 | | 1 | 2 | 2 | 22 | | | 23 | 22 | 26 | 19 | | 13 | 12 | 10 | 16 | | 11 | 6 | 5 |
| HISTORY | 20 | 44.44% | | | 56.70% | 50.00% | 1 | | | 1 | 1 | 27 | | | 30 | 14 | 21 | | | 25 | 8 | 12 | | | 17 | 7 | |
| HISTORY | 385 | 0.00% | 40.00% | 15.80% | 33.30% | | 1 | 1 | 1 | 1 | | 3 | 5 | 19 | 3 | | 1 | 3 | 4 | 1 | | 0 | 2 | 3 | 1 | | |
| MUSIC | 200 | 66.67% | 0.00% | | 38.10% | | 1 | 1 | | 2 | | 21 | 1 | | 21 | | 19 | 0 | | 9 | | 14 | 0 | | 8 | | |
| MUSIC | 651 | 80.00% | 0.00% | 50.00% | 83.30% | 33.33% | 2 | 2 | 2 | 2 | 2 | 5 | 1 | 6 | 12 | 6 | 4 | 0 | 4 | 11 | 4 | 4 | 0 | 3 | 10 | 2 | |
| MUSIC | 766 | 50.00% | 100.00% | 0.00% | 42.90% | | 1 | 2 | 1 | 1 | | 8 | 4 | 1 | 7 | | 7 | 4 | 1 | 4 | | 4 | 4 | 0 | 3 | | |

Basic Skills Courses:

CTE Courses:

General Ed/Transfer Courses:

- | | |
|-----------------------|-----------------------|
| Bus 10* (Archived?) | Cinema 5 |
| CAOT 82 | English 84 |
| Child Development 911 | History 12, 20, & 385 |
| Co Info 7 & 21 | Music 200 |
| Co Tech 50 | |
| Draft 16 | |
| Electrn 20 | |
| Eng Tek 48 | |
| Firetek 205 | |
| Music 651 | |
| Music 766 | |

