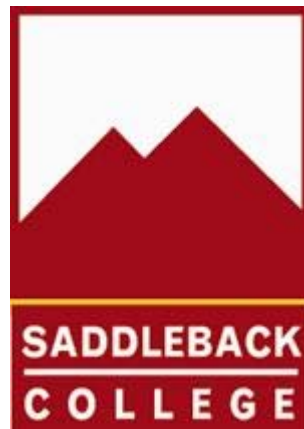


**Saddleback College
Program Review for
Art Department**



Submitted on 12/07/07

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Program Review Team Members and Approvals

Program Review Team Chair:

Richard White

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Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Submitted in 2007

Program Review Checklist

Date Completed	Action
02/01/2007	Contact Program Review Chair for orientation
03/01/20007	Form Program Review Team
04/01/07	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
05/01/07	Solicit input from faculty and students
06/01/07	Determine if additional research is needed
n/a	Contact College Research Analyst if necessary
06/01/07-11/30/07	Write Program Review report
12/07/07	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

I. Program Overview

A: The Mission of the Program and its Link to the College's Mission and Goals

A1: Mission of the Art Department

The Art department's primary mission is to provide Saddleback College students with skills and techniques for developing their personal creative abilities through the study of studio art, art history and exhibition design. The art faculty and staff provide the strongest foundation in the arts to promote student success both academically and creatively.

The College's mission of providing "academic opportunities (and) cultural enrichment" goes hand in hand with that of the art department. The college's commitment to prepare students for transfer, provide training, retraining and upgrading of skills, and offer opportunities for intellectual stimulation and cultural enrichment to all members of the community is central to the mission and goals of the art department. With this mission, our students leave Saddleback prepared to succeed in their educational and professional life.

A2: Goals of the Art Department

- To prepare students for transfer to four-year colleges and universities by offering matriculating, articulated classes and an AA degree in art.
- To prepare students for employment in the field of art through experience in the studio arts, exhibition design, and art history. Students develop practical skills that translate into a higher level of qualification for employment in the areas of illustration, animation, web design, graphic design, architecture, art education, fashion, interior design, museum studies, art sales, and many other areas.
- To provide basic education classes in Art History.
- To provide classes in studio arts (e.g.: painting, drawing, sculpture, design, printmaking and ceramics) which are prerequisites for admission as freshman in the UC system, The CSU system and other four-year institutions.

- To provide personal enrichment and lifelong learning by offering courses in both the studio arts and art history that study the arts of many cultures, often reinforced through hands-on kinesthetic learning.
- To offer professional skill upgrades for those returning to the workforce and those already working in the arts.
- To present art exhibits and lectures which are open to both students and the community throughout the year.
- To provide courses which develop creativity and problem solving skills through kinetic as well as cognitive learning.
- To give students the opportunity to exhibit their work in a public setting through our art gallery and in other campus venues.
- To host guest speakers, visiting artists, and workshops for the benefit of both the students and the community.
- To provide basic, fundamental skills in the visual arts.

B. Historical Background and Unique Characteristics of the Program

B1: Historical Background

- The Art Department began in 1968 in temporary facilities, while new studios and classrooms were being constructed at the current site. These facilities were completed in Fall 1977.
- In 1968, the minimum class size was 12, and the facilities were designed with this in mind. Over the years, this number moved to 15, 18, and now each class contains at least 22 students.
- In 1989/1990, due to high demand and extreme overcrowding in the department, a building expansion, including several new studios, was proposed. This plan originally combined the photography and art departments and brought their facilities together. The plans were completed and sent to the state for approval, but funding was withdrawn and the new facilities were never built.
- In 2002, a gift from the estate of two former students enabled a needed renovation for the existing studios and small lecture halls. The department has improved the working environment with new lighting throughout, cabinetry, projection screens, projectors and AV equipment, roofing, carpeting and blinds in the studios and classrooms.

- In 2004, the department procured an additional grant from the Guenther Foundation to assist in this much needed renovation.
- In 2004-2005 the department attempted to address the demand for more classes by offering Art80 and Art85 in the CEC multi use temporary classrooms. This proved unsuccessful. They were shared facilities and needed reconfiguration before and after each class meeting. Neither our staff nor the custodial was able to perform these tasks without neglecting other important aspects of their duties, and so these classes were abandoned.
- In early 2008, a restroom is projected to begin construction adjacent to the Art Gallery and Art History classroom, paving the way for an expansion scheduled on the College Master plan for 2012. This building is a much needed addition to the theatre department, but is detrimental to the community space of the division and at present has the door to the art gallery open onto the door to the women's restroom.

B2: Unique characteristics:

- The studio courses are based on one on one instruction and hands-on kinesthetic learning. Art instruction is uniquely interactive and process oriented. Students work in the studio with direct faculty supervision, and “in progress” instruction is an essential element of each studio art class.
- By studying the diversity of art, we understand the past and other cultures. The uniqueness of art history is that students can study their own personal ethnic background in art and learn more about themselves as well as humans as a whole. The study of art is about synthesis, and so requires diverse approaches to teaching.
- Studio Art is based on hands on learning and employs right brain thinking and problem solving. Non-linear thinking and nonverbal communication are intrinsic to the arts, and so require unique methods of teaching.
- Each faculty member brings a different and unique approach to the material presented. The Studio Art Faculty are certificated teachers with terminal degrees (Master of Fine Arts) and also skilled professionals. Our faculty work as professional fine artists and also in illustration, advertising, and other parallel career fields. They regularly participate in the arts community, locally, nationally, and internationally by exhibiting in museum and gallery shows, jurying competitive exhibits, leading student tours internationally, and conducting workshops and lectures.
- Our art history faculty curate exhibits, author papers in scholarly journals, and lecture at various institutions. These professional activities instill credibility, inform their teaching, and give the students a unique perspective into a dynamic field of study.

- The studio faculty are working artists. They have practical experience in studio problem solving that generates innovative approaches to helping students work through their own unique artistic opportunities.
- Art has a long-term cultural value to our society that enables instruction from a historical as well as a contemporary perspective. Students are able to accurately address the program of study while embracing their own culture and heritage through their artwork and critical study. Through art they become aware of and appreciate the diversity of other cultures. Faculty use examples of both ancient and modern artwork to illustrate their lessons. This creates a set of circumstances unique to the field of art.

C. Progress Since the Last Program Review:

- This is the first program review.

D. Current Strengths, Opportunities and Challenges:

D1: Current Strengths

- The program offers numerous articulated studio classes that transfer to the UC and CSU system as well as other four-year colleges and art schools. These include Art9, Art10, Art11, Art22, Art40, 41, and 42, Art50, Art 51, Art 60, 61 and 62, Art70, Art71, Art78, Art80, Art 81, Art 82 and Art85.
- The program also offers various art history classes that satisfy the breadth requirements of General Education, specifically Art 4, Art20, Art21, Art 22, Art 23, Art24, Art 25, Art 26, Art 28, and Art 29.
- The program allows high school students to gain transferable credit in studio art, an entrance requirement for incoming freshmen at many colleges, including the UC system. In the competitive environment of high school academics, many students don't have the opportunity to take this essential requirement in high school and need to take these courses at the community college level.
- Students receive comprehensive instruction in the basic skills of visual expression and verbal acuity.
- The art department offers a full complement of foundation classes, needed for advancement towards an AA or BA degree in art.

- Students in the studio arts are able to develop a portfolio of artwork that enables successful transfer to four-year colleges and art schools. This portfolio also serves as a valuable asset when interviewing for jobs in the fields of architecture, fashion design, illustration, graphic and web design, as well as art history, museum studies, archaeology, illustration, and other related fields.
- The Art history classes fulfill the general education requirement and also offer honors classes for advanced students.
- The program offers courses in gallery exhibition and preparation.
- Each semester, a variety of specialized upper division classes are offered for the advanced student, which helps keep the department up to date with current aesthetic trends, and offers opportunities for the retraining of professional artists and community members.
- The Department has a 950 square foot Art Gallery, open to students and the public four days a week that exhibits both contemporary and historical art. This allows the students to encounter a variety of exciting artwork face to face and use it in their study. It also engages and involves the public in Saddleback's community, and serves as a gateway to the college. Elementary and High School art classes tour the gallery regularly, as well as a variety of community groups. A class is taught in Gallery Design and Exhibition and there is an annual student exhibit in the gallery each spring.

D2: Current Opportunities

- To develop the program to keep pace with the changing landscape (sic) of Art Education and Practice.
- To integrate new technology into the program.
- To integrate Illustration and Animation into the curriculum.
- To bring Photography and Graphic Arts into the department
- To develop a weekly lecture series.
- To develop new curriculum in the arts, including courses in studio art and art history, graphics, business for artists, and new media.
- To innovate while keeping the core transferable curriculum intact and in the forefront of the program.

D3: Current Challenges

- To focus on program excellence with inadequate facilities, overcrowded classrooms and the lack of full time instructors in the department.
- To deal effectively with classes where the numbers often run over 30 in facilities built for far fewer. Since Studio Art is often one on one, the challenge of effectively helping students individually is a difficult one to confront.
- To develop new curriculum with inadequate classroom space.
- To develop new curriculum with inadequate full time faculty.
- To maintain a high level of student success with a severe lack of classified support staff to assist in the demands of the program.
- To share classroom facilities where separate rooms are needed (e.g.: Printmaking and Drawing, Sculpture and Jewelry and Three Dimensional Design, Painting, Drawing and Life Drawing)
- To keep the curriculum up to the moment while still providing basic instruction.
- To incorporate and interact with the Graphics and Photography departments when their facilities are on opposite ends of the campus.
- To plan and develop for facilities when the art department phase of the college Master Plan is initiated, yet still maintain classes in the current facility.

II. Review Report

A. Faculty and Staff

A1: Staffing Structure

The Art department staffing structure currently consists of:

- Two full time art history faculty and five full-time Studio Faculty
- One full time faculty member who serves as the Department chair.
- Twenty part time instructors.
- Two Full Time Senior Lab technicians
- One 10 month Gallery Specialist.

A1a: How this staffing affects the ability to achieve the Program's Mission and Goals.

Faculty

- The Drawing position opening created when Professor Tom Morgan retired in 2004 has been vacant for three years. This position is a central position in the department. The lack of a full time faculty member in this area severely inhibits the ability of our department to achieve its goals of student success. All Art majors must take both Beginning Drawing and Life Drawing, and the greatest majority of our course offerings are in these areas. Many four year colleges require drawing for their architecture, graphic arts, interior design, and animation programs. In Spring '07, only 25% of our Drawing sections were taught by full time faculty. This ratio is detrimental to the department. If a student is not taught the beginning drawing curriculum to a consistently high standard, the student will have great difficulty succeeding in Intermediate Drawing, Beginning Painting, Beginning Life Drawing, Life Painting, and Two Dimensional Design. This challenge in instruction is much more difficult without a full time faculty members to oversee each area.

- Sculpture, Printmaking, Jewelry, and Ceramics classes also use drawing skills in their curriculum. With the revolving door model that is part time instruction, the quality of instruction is, almost by definition, uneven. Many of these adjunct instructors are overextended. They teach at multiple schools and are often unable to effectively counsel students, develop curriculum, and otherwise support the department. Without a replacement full time faculty member in drawing and painting, the department is adversely affected.

- A full time cross-discipline studio position is needed in the Studio Arts. This position will cover the areas of Multimedia, including Illustration, Photography, New Media, and Animation. This position will keep the department current with trends in employment and reflect student interest in the areas of Web Design, Animation, Graphic Design, and New Media. A proposal for a comprehensive program in Animation has been forwarded to the administration, but without a dedicated computer lab, appropriate staff support, and a new faculty position, this plan is impossible. The combination of computer generated artwork, music and video are a major focus of the new generation of students entering college today, and without a multimedia faculty position, our ability to address students changing needs will suffer. In addition, our goal of serving the students with a comprehensive, quality art program cannot be continued without this position.
- A new art history faculty member with a specialization in visual culture which includes pop culture, Photography, Video, Graphic Design, and Art Theory is essential to the department's growth and will fill a serious gap in our Program. In addition to teaching these important elements of art history, a new full time faculty member would add additional support in the Basic Ed curriculum areas of Art Appreciation, Introduction to Fine Arts, and Fundamentals of Art, where only three of twelve sections (25%) are taught by a full time faculty member.
- A new full time faculty member is needed in the three dimensional area, either in sculpture/metal arts or ceramics to help develop both programs and remain safe in tool intensive studios.
- A new full time faculty member is needed in the printmaking area. This position is currently taught by a drawing teacher and the studio is shared with drawing classes. This is an obvious extension of the curriculum that can be added right now to improve the art department, allowing our drawing instructors to teach drawing, while bolstering the printmaking department at the same time.
- Within the next two years we expect at least two if not three additional retirements within the department, leaving only two to three full faculty in the studio arts.
- Summary: the current shortage of full time staffing in the Art Department adversely affects the Program and its goals and mission. The department urgently needs one replacement full time faculty position and three new full time faculty positions to maintain our current level of competence in our program as the college grows and evolves.

Staff

- At present, our two Lab Technicians maintain a highly specialized, tool oriented program. They sell supplies, maintain the facilities and equipment, mix glazes,

clay and investment, fire kilns and furnaces, pour bronze, build shelving, organize storage, clean the classrooms and outside work areas, order supplies and equipment, assist in instruction, and perform many other jobs essential to the functioning of the department. Without new staff, the art department is unable to offer new courses or effectively develop new curriculum. Initiation of new sections and curriculum will add to the already substantial workload of our technicians and make the success of existing areas of study suffer. The classified staff support both studio and art history classes and this support is stretched thin. The Art Department cannot grow without additional staff support.

- Studio Arts needs a full time lab tech. This will give tech support to the afternoon and evening classes that are being underserved. Lab Techs do not currently work evenings, so students enrolled in night classes are unable to easily purchase materials and check out tools. Additional tech support would correct this inequality. The department needs support for the daytime drawing, painting, life drawing, and design classes which are underserved due to their duties in the three dimensional areas.
- One of our senior lab techs is currently at retirement age. When he retires, the department will lose his expertise and continuity in serving student needs. A studio art tech position would help this transition.
- The art department (along with the rest of the division) needs another tech position as a computer support specialist. This person will support and maintain a dedicated computer lab to be used in Painting, Two Dimensional Design, Illustration, Digital Photography, Technical Theatre, Music, and other classes.
- The Art Department needs a 12 month gallery assistant position. The gallery program is an integral part of the art department and a portal to the community. In order to better serve our goal of community involvement in the theatre, music, and art departments, a staff member that can mount exhibits year round is an important component in building a summer program as this division is committed to doing. With the added support of a position in the studio arts, this position would enrich the Summer Jazz Camp, the Saddleback College Light Opera, and the summer music and art programs as well by curating and installing relevant exhibits that dovetail with each of the programs.
- Summary: The art Department needs two new full and one part time classified staff in addition to the two full time staff we have now to cover our present needs. Our class sizes have grown, but not our staffing. Without these positions, we cannot expand our curriculum effectively, nor evolve according to current needs.

A1b: Full Time to Part Time Ratio

- During Spring semester, 2007, two of our six full time faculty were out due to illness, The ratio of sections taught by full time faculty to part time faculty in the art department, spring 2007 was 36 to 51 (41%).
- This ratio is not completely unexpected, since the youngest member of our full time faculty is 55 years old, and retirement, illness, and personal necessity play a part in many of our faculty's availability to teach, not to mention sabbaticals and banked OSH leaves.
- Without these absences, the ratio would have been 43 sections taught by full time faculty (49%) to 44 by adjunct (51%), still a low percentage compared to the state mandate of 60%.

A1c: Changes needed in Administration, Faculty and Staff

- In conclusion, for the art department to fulfill its goals of providing relevant, quality instruction in the arts, three additional full time faculty members and three staff member are needed.
- These positions need to be filled before or immediately after faculty and staff retirements or the continuity of the department will suffer. If these hirings are delayed, by 2009 the full time faculty in the art department will be at three or four, down from the original eight of 2004. This will cause a lack of focus, direction and purpose, as well as a loss of instructional standards and morale within the department. This decimation and ensuing chaos is entirely avoidable by hiring full time faculty and staff to continue to serve the students appropriately and successfully.
- If Saddleback College is going to provide quality instruction and fulfill our mission in studio art, gallery studies, and art history we must add five positions and make the sixth a 12 month position.

B. Curriculum and Instruction

B1: Educational Path

- Our program offers an AA degree in Art, and provides courses in studio art and art history that satisfy General Education requirements for an associate degree (see Current Strengths, Section 1, D1).
- Many of our lower division classes transfer to four year colleges (see Section 1), and we have articulated with the CSU and UC system in the areas of ceramics, jewelry, art history, design, drawing, painting, sculpture and printmaking, allowing students to transfer effectively as they pursue their Bachelor of Arts, Master of fine Arts, or Teaching Credential.

B2: How these offerings affect the program's mission and goals

- These offerings help structure the programs goals and give numbers to student success through transfers achieved and degrees earned.
- Not to be overlooked, however, is the fact that this program also supports the college's mission and goals through serving the community. The goals of 29.3% of those who take art classes (as stated in the Program Review Data) are to discover interest or achieve Educational development. By training a great variety of individuals, many not interested in a degree but still in need of enrichment through art and art history, we serve the community in an invaluable way. These students are mentioned in the college goals thusly: "Our Commitment is to offer opportunities for intellectual stimulation and cultural enrichment to all members of the community."

B3: Methods used for evaluating the Program's offerings.

- The methods used to evaluate the program's offerings are through periodic assessments by the department as a whole, and conferring with faculty, students, and administrators. In addition, our full time faculty consult with teachers and administrators from four year institutions in relation to the skills and portfolios of incoming transfer students to better dovetail our programs with theirs. Many instructors also poll their students through questionnaires at the beginning and/or end of their classes.

B4: Student Learning Outcomes

- In the future, we will be able to use SLO's to evaluate our program more effectively, once we have several years of data to draw from. The difficulty of using SLO's for an art program is that art is primarily a nonverbal discipline, and is hard to pin down in measurable, quantifiable terms. In order to create quantifiable SLO's we have to evaluate art as if it were just a series of techniques and skills learned, without factoring in the most important part of art, the creativity. Since creativity is central to art instruction, consideration of the larger issues must be used in any evaluation of this kind.

B5: Instructional Strategies

- Projectors and computers have been installed in several of the classrooms and are used extensively for support material. Using the net and computers as well as hands-on learning is a strategy for future curricular improvement. Through internet search engines, numerous images of virtually any artist's work can be found in seconds, and it is revolutionizing instruction in the arts and art history. Distance education in the studio arts would be very difficult, and should only be employed as a method for those housebound or ill. The one on one nature of the studio projects and lectures demand a more personal model. However, distance education is applicable in art history and can be pursued in the future.

B6 Curricular Changes since the last Review

- This is the first program review.

B7: What are the programs strengths or weaknesses in the area of Curriculum and instruction?

- The program's strengths are in its core curriculum of painting, drawing, design, and art history. Saddleback has an excellent reputation with four year colleges and Universities and our classes transfer seamlessly. In addition, the printmaking program has drawn students and professionals from outside the area due to its reputation for excellence. In ceramics, the students have created benches, walkways, light poles, innovative performances, and memorial sculptures to demonstrate that art need not be appreciated only in gallery and museum contexts, but can be part of the everyday world. The sculpture department hosts a variety of specialized workshops that enhance both the students and the community. The weaknesses of the department in the area of curriculum come from lack of space and facilities. Without more classroom space we cannot offer curriculum that allows the department to grow and evolve.

B8: Changes needed in the area of Curriculum and Instruction

- The changes needed for this program to succeed hinge on faculty, staff and facilities. Without support in these areas, the department will not grow nor will curriculum be able to diversify and meet the evolving needs of Saddleback College students.

C. Student Success

C1: Significant Trends

- The most obvious trend in the student demographic of the art department is in the positive change in percentage of students with the goal of receiving an AA degree and transferring to a four year institution. This percentage went from 24.7% in Spring 2001 to 29.2% in Spring 2005. The associate in arts degrees awarded jumped 12.5% between 2004 and 2005. In classes offered, there was very little difference between 2001 and 2005 due to facility limitations, which makes these increases more significant still.

C2: Program Changes

- After reviewing data concerning student success indicators between 2001 and 2005, it is clear there has been a positive change in that time concerning retention and success. The success rate in Spring 2001 was 65.9% and in 2005 was 72.5 %. The student retention was a very high in these years, showing growth from 85.8% to 92.0% respectively.

C3: Support Services

- The full time instructors regularly counsel students on a one to one basis regarding schools and programs during office hours, and advise the students to avail themselves of counseling resources. Some part time instructors meet with students before and after class to help students succeed.

C4: Student Success Strengths and Weaknesses

- The programs strengths can best be measured by its high retention and transfer rates. An overwhelming majority of students complete their classes (Fall 2005 had a 96.15 retention rate and Spring 2005 had 95.24) and successfully learn the curriculum and skills inherent in it. Weaknesses are from the lack of adequate facilities and open studio times to allow students adequate outside of class time to complete their assignments.

C5: Changes Needed

- Changes needed in the area of student success are the addition of full time faculty who can counsel and instruct students effectively. Part time instructors do not have office hours, usually teach at a number of schools, and are often not as involved in student success.

D: Facilities, Technical Infrastructure, and Resources

D1: Current Facilities

- The physical space in the department is an undeniable limitation to the program achieving its mission and goals. As mentioned earlier in this report, the space was built in 1977 with a capacity of far fewer students than it now contains. The space has been at maximum usage for many years, with classes offered in each of the art classrooms and studios Monday through Saturday and four nights a week. Without new facilities, neither the goals of uniting the Photography and Graphic Design Departments with the Art Department, nor the implementation of an animation program is possible. The mission of the department remains the same, with the main goal of providing students with a strong foundation in the arts. However, with an outdated facility, the achievement of this goal is undermined and the quality of the education suffers.

D2: Information Technology

- Computers and video projectors help lectures and research throughout the department. Most students now archive and share their artwork digitally, and the faculty keep pace.

D3: Library Holdings

- Several areas of the department use the Library for putting books on reserve for student use. However, as the program goes forward, the library seems to affect the department less. Although there are many books with quality reproductions, more students access the web for information, due to its convenience. Fewer take advantage of dvds and books available. Nonetheless, books are the standard for viewing art you can't see in person. Each student must complete a critical writing element in their classes, but many instructors require the students to see an art exhibit personally in order to write about it as opposed to limiting their experience to library and online research.

D4: Other Resources

- The program is affected by the lack of computer availability in the classroom, especially in relation to Two Dimensional Design. The art department desperately needs a computer lab and new studio and classroom space.

D5: Changes Since Last Review

- There has been no previous review of the program.

D6: The projected needs of the Art Department

- New larger studios to accommodate larger class sizes and new course offerings
- Separate studios for Printmaking, Jewelry, Sculpture and Drawing
- Two new fully equipped lecture halls for art history that will hold about 50-70 students.
- A larger gallery to enable improved exhibits to be offered that benefit the entire college and community.
- Additional office space. Many of the faculty in the art department currently share offices.
- A dedicated Mac Lab for use by the division. In the art department this lab is especially needed in design, drawing and painting and for documenting artwork for portfolio development as students apply to four year colleges.
- To combine the Photography and Graphic Design departments with the Art Department. As art forms, Photography and Graphics are essential ingredients in contemporary art and including them in curriculum and facilities planning with the Art Department would help all programs, focus our mission, and consolidate our course offerings.

III: Needs Assessment

A. Human Resource Needs

Staff

- The art department needs one full time classified position in studio art, and one as a gallery assistant. The division needs one shared computer specialist.
- The Studio Art Department needs a full time lab technician to cover the currently underserved afternoon, evening, and weekend classes. This position will allow the department to better serve the two dimensional areas of Painting, Drawing, Design, etc. which is currently underserved. An additional lab tech will allow the department to complete projects neglected or impossible to complete during the regular school year. This position will also allow the department to expand its course offerings and workshops, including a program that will dovetail with the Jazz camp and other summer programs.
- A Computer Lab Tech is needed to assist in Technology needs division wide, including the studio areas of design, color theory, and painting. As two dimensional design undergoes the transition to computers and they are incorporated into the curriculum along with hands on work, technical support is essential in remaining current and competitive. As disciplines merge and evolve, the art department will need to offer new courses in illustration, animation, outdoor and architectural sculpture and design. Technical support is essential to any real expansion of the department.
- The Gallery needs a full time assistant to aid the director in exhibit preparation, coordination, and transportation, especially during the critical summer months when the gallery director is absent (The Director is a 10 month position) and the gallery needs to coordinate with the Saddleback Civic Light Opera, Jazz Studies, and other programs.

Faculty

- The Art Department needs four full time faculty positions.
- The vacant Drawing position, created by retirement in 2004, is an extreme need. Drawing is a pre-requisite for most two-dimensional classes and is required for an A.A. degree and transfer. This position is a central position in the department, and to continue curriculum development, department oversight, articulation and matriculation this position is essential. Currently, only 25% of our Beginning Drawing and Life Drawing sections are taught by full time faculty. This is a direct result of this replacement position not being hired. The lack of stability and

consistent standards engendered by this vacancy affects many other classes as well, including Intermediate and Advanced Drawing, Beginning Painting, Watercolor, Graphics and Two Dimensional Design.

- The art department needs a new full time Faculty member specializing in popular Culture and Art theory. This position will complement our current faculty and fill a clear need within the department .
- A new cross-disciplinary faculty member is needed in Studio Art. This position will keep us current in the areas of Web Design, Animation, New Media ,and Graphic Design, while incorporating aspects of photography, drawing, film and other traditional media into the curriculum.
- A new faculty member is needed in Printmaking. This would allow our Drawing Faculty to teach only Drawing, and allow the department to expand a vital area of their curriculum.
- A new faculty member is needed in three dimensional studio arts, either sculpture/metal arts or ceramics as the program grows.

B. Instructional/Service Needs

- The primary instructional need is to incorporate Photography and Graphic Design into the art department to consolidate rather than fracture the visual arts at Saddleback College. Since both departments come under the umbrella of the arts, it is logical to combine them into the art department where they can cross-pollinate and develop curriculum, facilities, and resources to the advantage of all.
- The art department needs to expand and incorporate classes. At present, basic courses are taught in the areas of drawing, painting, design, sculpture, ceramics, jewelry and printmaking with little room for curricular expansion due to shortfalls in staffing and facilities.

C. Research Needs

- The Studio Art faculty need more and better opportunities for personal creative research in relation to their own artwork. The college, through flex credit and

faculty development funding for workshops, conferences, lectures and other activities, support research efforts by its faculty in many areas. However, Studio Art faculty, whose creative experience is essential to their teaching, need support for this direct form of research. Encouragement of the faculty to make artwork and exhibit that artwork is clearly lacking within the college structure, although the value of this activity is self-evident.

D. Technical, Equipment, and Other Resource Needs

- The division needs a dedicated Mac lab for use by all disciplines, but as two dimensional design begins to make the transition to computers assisting traditional curriculum next two to five years, Studio Art will need this resource desperately, as well as accompanying software. In addition, as art documentation also transitions from slides to digital, every artist will need to be trained in creating a portfolio on CD, and will need computer expertise to do this. A forklift is a critical need of the art department but would be used by the theatre department and the rest of the division as well. An overhead crane for the sculpture department is needed for bronze casting and large ceramic sculpture, and a patio roof that does not leak.

E. Facilities Needs

- The primary need of the art department (as described more fully in section IIC) is facilities. The department has been functioning at capacity for many years and is unable to grow due to the lack of available, suitable classrooms to teach in. The current studios were designed when the class size was 12. Larger studios are needed just to handle the students already enrolled (not to mention growth), and two new lecture halls for art history, a larger gallery and new faculty offices are critical needs as well. In addition, the department (and division) needs a dedicated MAC lab for several purposes, the overarching one being the technological transition worldwide to digital media usage. The art department is in the process of getting some badly needed covered storage on lower campus, and hopes soon to get a patio behind the existing studios for that purpose as well.

F. Marketing and Outreach Needs

- The primary marketing need of the art department is to elevate community awareness about the programs and curriculum we offer, making sure the community knows we offer classes for all types of people, not just the matriculating high school graduate. This is currently achieved by word of mouth through former students, an excellent source of advertising, but if we insert new curriculum we may need more aggressive means of getting the word out. A way to elevate community awareness is through new programs and at present the real need and opportunity for this is through a summer workshop program, utilizing workshops that will give the art department a higher profile within the community. Another proven form of outreach is to visit local high school

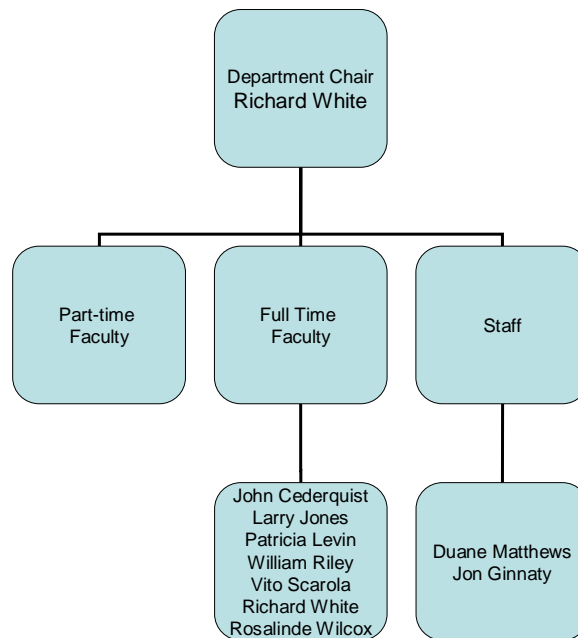
campuses and make presentations about the department to seniors. This kind of marketing will reach those who are most likely to enroll, and a good brochure and powerpoint presentation are essential for this type of program. The presenter should also be able to counsel students on transfer patterns, requirements, and other essential issues to students just entering college.

Section IV: Appendices

A. Program Organizational chart

Saddleback College Division of Fine Arts

ART DEPARTMENT



B. Five-Year Program Staffing Profile

Position	Staffing The 2001	levels Previous 2002	for Five 2003	Each Years 2004	Of 2005	% Change From Year 1 to Year 5
Administration	2	2	2	2	2	0%
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT	8	8	8	7	7	- 14%
Faculty PT	14	13	12	16	16	+ 19%

C. SLO Assessment Forms

FINE ARTS - JEWELRY SPRING 2007

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>The Saddleback College Art Department is dedicated to fostering student intellectual growth and creative development by providing life enrichment and transferable courses through the curricula of the studio arts, art history, art appreciation and gallery studies.</p>	<p>1. Students enrolled in the jewelry classes will be able to demonstrate the jewelry processes of acid etching, sawing and soldering of non-ferrous metal.</p> <p>2. Students will be able to apply the processes of drilling, casting, filing, and finishing of non-ferrous metal.</p>	<p>1. At least 85% of the students will successfully fabricate a decorative pin from non-ferrous metal using the techniques of acid etch, sawing and soldering. scored on an evaluative checklist.</p> <p>2. At the end of the Fall 06 semester, at least 85% of the students will successfully fabricate a pendant necklace from non-ferrous metal using the demonstrated techniques of drilling, casting, filing and</p>	<p>1. 91% of the students who completed the course in Fall 2006 were able to successfully demonstrate correct processes through their completion of the pin project.</p> <p>2. 87.5% of the students who completed the course in Fall 2006 were able to successfully demonstrate their understanding of the processes through their completed necklace project.</p>	<p>1. Since the results were positive no change in curriculum is necessary at this time. Since classes and results may vary from year to year, the faculty has decided to continue this assessment for one more year to validate this finding.</p> <p>2. Use of the results are the same as for SLO #1, since the processes are an intricate part of the construction of jewelry.</p>

FINE ARTS - SCULPTURE
SPRING 2007 final revision

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>The Saddleback College Art Department is dedicated to fostering student intellectual growth and creative development by providing life enrichment and transferable courses through the curricula of the studio arts, art history, art appreciation and gallery studies.</p>	<p>1. Students enrolled in the sculpture classes will be able to demonstrate the processes of additive, subtractive sculpture.</p> <p>2. Students will be able to apply the processes of mold making, casting, firing, and finishing to sculptural forms.</p>	<p>1. At the end of each semester, at least 85% of the students will successfully complete a sculpture using additive and subtractive techniques as evaluated by a criteria checklist.</p> <p>2. By the end of the Fall 06 semester, at least 85% of the students will successfully create a sculpture using the demonstrated techniques of mold making, casting, firing and finishing evaluated by instructor observation..</p>	<p>1. 91% of the students who completed the course in Fall 2006 were able to successfully demonstrate correct processes through their completion of a sculptural form.</p> <p>2. 88.5% of the students were able to successfully demonstrate their understanding of the processes through their completed mold project.</p>	<p>1. Since the assessment results were positive, no change in curriculum is necessary at this time. Since classes and results may vary from year to year faculty has decided to continue this assessment for one more year to validate this finding.</p> <p>2. Use of the results are the same as for SLO #1 since the processes are an intricate part of sculpture.</p>

Fine Arts--Ceramics 05/2007

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>The Saddleback College Art Department is dedicated to fostering student intellectual growth and creative development by providing life enrichment and transferable courses through the curricula of the studio arts, art history, art appreciation and gallery studies.</p>	<p>Construction of artwork</p> <p>1. Students enrolled in beginning hand-building classes will develop their craftsmanship skills in the creation of ceramic artwork through pinching, slab rolling, coil building, glazing and firing their pieces.</p>	<p>1. By the end of the semester, at least 75% of the students will be able to successfully create two projects that adhere to the principles of construction and design (projects include: a cone-ten-slab built vase from stoneware clay and a decorative ceramic plate.)</p>	<p>1. 89% of the students who completed the course in Fall '06 were able to successfully demonstrate appropriate usage of skills in construction and craftsmanship in their completed projects.</p>	<p>1. Since the results were positive and beyond expectations, no change in curriculum is necessary at this time. If success using these kinds of criteria continues, curriculum may be adjusted to make the course more rigorous. However, since classes and results may vary from year to year, a study of greater duration is necessary to determine the scope of the class.</p>

SLOs for Painting Courses
5/2007

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>The Saddleback College Art Department is dedicated to fostering student intellectual growth and creative development by providing life enrichment and transferable courses through the curricula of the studio arts, art history, art appreciation and gallery studies.</p>	<p>Creation of Artwork:</p> <p>1. Students enrolled in beginning painting classes will demonstrate understanding of the basic fundamental principles of painting with oil.</p>	<p>1. By the end of the semester at least 80% of the students will be able to successfully produce four oil paintings in a final portfolio. This body of work will be evaluated by a criteria reference checklist and represents the students' creative efforts and understanding of the fundamental elements.</p>	<p>1. 95% or the students who completed the course in Fall 2006 were able to successfully complete a portfolio that exhibited the appropriate elements.</p>	<p>1, At this time there is no need to alter this curriculum. The positive results of the evaluation and assessment process indicate that students are completing the work as required with very little attrition. The findings indicated that by decreasing the number of required paintings from 5 to 4, more students were able to complete their work successfully .than previous semesters.</p>

D. Data Sets

Art Program Review Data Set April 2007

The following pages include:

- 1. Course Section Count**
- 2. C1 & End of Term Headcount**
- 3. Overview of Courses, Grades, Success/Retention**
- 4. Course Grades, Success/Retention**
- 5. Art Program Students' Duplicated Headcount**
 - a. Gender**
 - b. Zip Code**
 - c. Age Groups**
 - d. Ethnicity**
 - e. Educational Goal**
- 6. Awarded Degrees**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse April 2007
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

Section Count for Art Courses

Art Courses
Course and Section Count by Term and Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ART 4	2	1	1	2	2	1	1	0	0	0	0	4	2	1	2	2	2
ART 9	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	2	3
ART 10	0	0	0	1	3	0	0	0	1	1	1	0	0	0	1	1	1
ART 11	2	2	2	3	4	1	2	1	0	1	1	4	3	3	2	2	2
ART 12	2	2	2	2	3	0	1	1	0	1	1	3	3	3	2	1	3
ART 13	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	0	2
ART 20	3	3	4	4	5	2	1	2	3	2	3	5	2	5	6	5	5
ART 21	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1
ART 22	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
ART 23	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1
ART 24	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
ART 25	2	2	2	2	2	0	0	0	0	1	0	1	1	1	1	2	2
ART 26	1	1	1	1	3	0	0	0	1	1	0	3	3	3	3	5	3
ART 28	0	1	1	1	1	0	0	0	0	0	0	0	2	0	0	0	0
ART 29	2	2	2	2	0	0	0	0	0	0	0	0	2	0	0	1	0
Total	16	16	17	21	25	4	6	4	5	7	7	22	20	19	21	23	25

Section Count for Art Courses Cont.

**Art Courses
Course and Section Count by Term and Year**

	Fall					Summer				Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2006	2001	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ART 40	3	3	3	3	3	0	0	0	0	3	3	3	3	3	3
ART 41	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1
ART 42	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
ART 50	2	2	2	2	2	0	0	0	0	3	2	2	2	2	2
ART 51	2	2	2	2	2	0	0	0	0	3	2	2	2	1	2
ART 52	2	2	2	1	2	0	0	0	0	3	2	1	1	1	1
ART 53	1	0	0	0	0	0	0	0	0	2	1	1	1	0	1
ART 54	1	0	0	0	0	0	0	0	0	2	1	1	1	0	1
ART 57	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
ART 58	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
ART 59	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0
ART 60	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1
ART 61	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1
ART 62	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0
ART 63	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1
Total	19	17	16	15	17	3	1	1	1	24	19	18	17	16	15

Section Count for Art Courses Cont.

Art Courses Course and Section Count by Term and Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ART 70	1	2	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1
ART 71	1	1	1	1	1	0	0	0	0	0	0	1	2	0	0	0	0
ART 72	1	1	1	0	0	0	0	0	0	0	0	1	1	1	2	1	1
ART 78	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1
ART 79	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	0	0
ART 80	6	6	6	6	6	1	1	1	1	2	1	6	6	6	6	6	6
ART 81	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1
ART 82	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
ART 85	3	3	3	3	3	0	0	0	0	0	0	2	3	3	3	3	3
ART 86	3	3	3	2	3	0	0	0	0	0	0	2	3	3	2	3	3
ART 87	3	2	3	2	3	0	0	0	0	0	0	2	3	2	2	3	3
ART 100	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	0	1
ART 120	2	2	0	1	1	1	1	0	1	0	0	2	0	2	0	1	1
ART 133	2	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	3
ART 134	2	2	2	2	2	1	0	1	1	1	1	1	1	2	2	2	2
Total	28	28	26	22	25	4	3	3	4	4	3	23	25	26	24	24	26

Section Count for Art Courses Cont.

Art Courses Course and Section Count by Term and Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ART 140	1	1	1	1	1	1	1	1	1	1	0	2	2	1	2	2	1
ART 141	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
ART 142	1	1	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1
ART 144	1	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1
ART 145	1	1	1	1	1	0	0	0	0	0	0	0	1	1	1	0	0
ART 175	1	1	1	1	1	0	0	0	0	2	1	1	1	1	1	1	1
ART 189	10	10	8	6	7	2	3	2	4	0	0	9	10	8	6	7	5
ART 216	0	0	0	1	2	0	0	0	0	1	0	0	0	0	2	1	3
ART 217	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ART 240	2	1	1	0	1	0	1	0	1	1	0	1	1	0	2	0	1
ART 250	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Total	18	16	14	12	14	3	5	3	6	6	2	16	17	14	16	15	14

Census Headcount for Art Courses

Art Courses C1 Headcount by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ART 4	136	94	97	129	152	40	38	.	.	.	.	162	128	96	123	129	93
ART 9	.	.	.	24	.	.	.	.	.	.	19	.	.	.	27	41	63
ART 10	.	.	.	19	52	.	.	.	23	19	11	.	.	.	20	21	19
ART 11	37	28	31	56	63	14	33	20	.	22	27	48	48	55	27	34	30
ART 12	15	21	18	16	29	.	4	6	.	4	1	12	22	15	17	9	40
ART 13	2	8	4	2	4	.	.	.	.	.	.	3	2	5	8	.	6
ART 20	113	115	139	155	141	89	46	69	76	70	94	119	89	174	151	134	161
ART 21	.	.	.	.	.	.	35	.	.	.	.	.	.	16	28	14	12
ART 22	.	.	.	.	.	.	.	.	.	.	.	.	32	32	.	.	.
ART 23	.	.	.	.	.	.	.	.	.	.	.	30	.	.	20	30	15
ART 24	22	38	28	24	30	.	.	.	.	.	.	.	.	.	.	.	.
ART 25	89	91	78	83	82	.	.	.	.	0	.	43	43	35	39	61	62
ART 26	45	40	38	49	79	.	.	.	0	0	.	102	81	73	77	69	64
ART 28	.	38	32	35	28	.	.	.	.	.	.	.	28	.	.	.	.
ART 29	52	52	59	69	.	.	.	.	.	.	.	.	34	.	.	13	.
Total	511	525	524	661	660	143	156	95	99	115	152	519	507	501	537	555	565

Census Headcount for Art Courses Cont.

Art Courses
C1 Headcount by Course/Term/Year

	Fall					Summer				Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2006	2001	2002	2003	2004	2005	2006
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ART 40	70	68	65	71	59	.	.	.	.	57	66	59	54	67	60
ART 41	19	22	23	21	13	.	.	.	.	24	21	25	22	21	22
ART 42	.	.	.	.	.	.	.	.	.	.	.	.	.	19	32
ART 50	55	50	56	47	56	.	.	.	.	56	55	49	45	39	49
ART 51	12	21	25	20	19	.	.	.	.	23	9	25	23	8	11
ART 52	8	10	13	7	8	.	.	.	.	4	4	4	5	5	2
ART 53	19	.	.	.	.	.	.	.	.	22	16	23	22	.	10
ART 54	9	.	.	.	.	.	.	.	.	8	9	11	13	.	5
ART 57	20	17	13	16	11	25	5	2	.	8	16	13	20	21	.
ART 58	7	5	5	7	5	6	.	.	.	5	8	14	8	8	.
ART 59	3	2	2	.	3	2	.	.	.	1	2	1	3	3	.
ART 60	4	11	9	14	12	.	.	.	.	11	14	12	11	11	14
ART 61	6	3	7	6	3	.	.	.	.	8	3	9	6	6	8
ART 62	4	3	3	5	3	.	.	.	.	3	5	3	7	3	.
ART 63	7	13	.	12	13	.	.	.	10	3	10	18	.	17	17
Total	243	225	221	226	205	33	5	2	10	233	238	266	239	228	230

Census Headcount for Art Courses Cont.

Art Courses
C1 Headcount by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1	C1
	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
ART 70	24	27	19	15	14	.	.	.	.	.	.	18	21	23	24	13	18
ART 71	5	4	4	8	5	.	.	.	.	.	.	7	7	.	.	.	.
ART 72	2	4	5	.	.	.	.	.	.	.	.	5	3	8	8	5	13
ART 78	10	22	9	6	2	.	.	.	.	.	.	7	9	21	11	12	5
ART 79	1	1	6	.	.	.	.	.	.	.	.	4	1	4	7	.	.
ART 80	174	177	173	167	145	37	27	26	33	32	31	157	170	155	167	160	147
ART 81	23	24	30	25	23	.	.	.	.	.	.	20	24	30	25	19	29
ART 82	.	.	.	.	.	.	.	.	.	.	.	2	.	.	.	.	.
ART 85	62	80	66	62	64	.	.	.	.	.	.	42	51	71	75	54	45
ART 86	24	40	29	13	12	.	.	.	.	.	.	12	28	32	12	11	17
ART 87	12	7	17	3	9	.	.	.	.	.	.	12	10	6	9	9	11
ART 100	0	0	0	.	0	.	.	.	.	.	.	.	0	0	0	.	0
ART 120	23	33	.	16	24	0	0	.	0	.	.	50	.	44	.	35	27
ART 133	23	34	27	29	33	7	19	16	10	11	19	10	13	49	35	38	49
ART 134	8	3	11	19	17	3	.	2	6	3	2	9	5	5	7	12	13
Total	391	456	396	363	348	47	46	44	49	46	52	355	342	448	380	368	374

Census Headcount for Art Courses Cont.

Art Courses
C1 Headcount by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ART 140	7	7	5	9	8	11	9	8	14	8	.	4	6	2	14	17	8
ART 141	5	.	.	.	.	.	.	.	.	.	.	2	3	3	7	5	5
ART 142	3	4	2	3	.	.	.	.	.	.	.	6	2	1	.	3	3
ART 144	7	8	9	6	6	.	.	.	.	.	.	4	.	7	5	7	11
ART 145	4	4	4	6	2	.	.	.	.	.	.	.	3	6	5	.	.
ART 175	7	10	8	6	11	.	.	.	.	16	15	10	14	11	7	5	11
ART 189	125	127	99	103	119	19	36	42	53	.	.	124	152	124	96	118	68
ART 216	.	.	.	8	6	.	.	.	.	12	.	.	.	.	18	6	16
ART 217	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.
ART 240	1	1	1	.	2	.	1	.	1	2	.	1	1	.	2	.	3
ART 250	.	.	.	.	.	.	.	.	.	20	26	.	.	.	.	.	.
Total	159	161	128	141	154	30	46	50	68	58	41	151	181	154	154	162	125

End of Term Count for Art Courses

Art Courses
End of Term Enrollment by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ART 4	138	94	97	131	152	44	42	0	0	0	0	163	130	96	123	129	93
ART 9	0	0	0	24	0	0	0	0	0	0	19	0	0	0	27	41	63
ART 10	0	0	0	19	52	0	0	0	23	19	11	0	0	0	20	21	19
ART 11	37	28	31	56	63	14	33	20	0	22	27	48	48	55	27	34	30
ART 12	15	21	18	16	29	0	5	6	0	4	1	13	22	15	17	9	40
ART 13	2	8	4	3	4	0	0	0	0	0	0	3	2	5	8	0	6
ART 20	116	115	139	156	141	96	48	70	88	70	98	120	90	176	151	134	161
ART 21	0	0	0	0	0	0	36	0	0	0	0	0	0	16	28	14	12
ART 22	0	0	0	0	0	0	0	0	0	0	0	0	32	32	0	0	0
ART 23	0	0	0	0	0	0	0	0	0	0	0	30	0	0	20	30	15
ART 24	22	39	28	24	30	0	0	0	0	0	0	0	0	0	0	0	0
ART 25	90	91	80	83	82	0	0	0	0	12	0	44	43	35	39	61	62
ART 26	47	40	38	49	79	0	0	0	11	12	0	102	97	93	115	98	82
ART 28	0	39	33	36	28	0	0	0	0	0	0	0	33	0	0	0	0
ART 29	53	52	60	69	0	0	0	0	0	0	0	0	34	0	0	13	0
Total	520	527	528	666	660	154	164	96	122	139	156	523	531	523	575	584	583

End of Term Count for Art Courses Cont.

**Art Courses
End of Term Enrollment by Course/Term/Year**

	Fall					Summer				Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2006	2001	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ART 40	71	69	65	71	59	0	0	0	0	57	67	59	54	67	60
ART 41	19	22	23	21	13	0	0	0	0	24	21	25	22	21	22
ART 42	0	0	0	0	0	0	0	0	0	0	0	0	0	19	32
ART 50	55	51	56	47	57	0	0	0	0	56	55	49	45	39	49
ART 51	12	21	25	20	19	0	0	0	0	23	9	25	23	8	11
ART 52	9	10	13	7	8	0	0	0	0	4	4	4	5	5	2
ART 53	19	0	0	0	0	0	0	0	0	22	16	23	22	0	10
ART 54	9	0	0	0	0	0	0	0	0	8	9	11	13	0	5
ART 57	20	17	13	16	11	25	5	2	0	8	16	13	20	21	0
ART 58	8	5	5	7	5	8	0	0	0	5	8	14	8	8	0
ART 59	3	2	2	0	3	2	0	0	0	1	2	1	3	3	0
ART 60	4	11	9	14	12	0	0	0	0	11	15	12	11	11	14
ART 61	6	3	7	6	3	0	0	0	0	8	3	9	6	6	8
ART 62	4	3	3	5	3	0	0	0	0	3	5	3	7	3	0
ART 63	7	13	0	12	13	0	0	0	10	3	10	18	0	17	17
Total	246	227	221	226	206	35	5	2	10	233	240	266	239	228	230

End of Term Count for Art Courses Cont.

Art Courses
End of Term Enrollment by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ART 70	24	29	20	15	15	0	0	0	0	0	0	18	21	23	24	13	18
ART 71	5	5	5	8	5	0	0	0	0	0	0	7	8	0	0	0	0
ART 72	2	4	5	0	0	0	0	0	0	0	0	5	3	8	9	5	13
ART 78	10	22	9	6	2	0	0	0	0	0	0	7	9	22	11	12	5
ART 79	1	1	6	0	0	0	0	0	0	0	0	4	1	4	7	0	0
ART 80	174	179	174	167	146	37	27	27	33	34	31	158	173	155	167	160	147
ART 81	24	24	31	25	23	0	0	0	0	0	0	20	24	30	25	19	29
ART 82	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
ART 85	63	83	68	63	64	0	0	0	0	0	0	42	51	71	75	54	45
ART 86	24	41	30	13	12	0	0	0	0	0	0	12	28	32	12	11	17
ART 87	12	7	17	3	9	0	0	0	0	0	0	12	10	6	9	9	12
ART 100	11	15	12	0	13	0	0	0	0	0	0	0	13	15	9	0	11
ART 120	23	34	0	16	24	13	20	0	16	0	0	50	0	44	0	35	27
ART 133	25	40	27	30	33	7	20	16	10	11	21	10	13	49	35	38	49
ART 134	8	3	11	19	17	3	0	2	6	3	2	9	5	5	8	12	13
Total	406	487	415	365	363	60	67	45	65	48	54	356	359	464	391	368	386

End of Term Count for Art Courses Cont.

Art Courses
End of Term Enrollment by Course/Term/Year

	Fall					Summer						Spring					
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ART 140	7	7	5	9	8	11	9	8	14	8	0	4	6	2	14	17	8
ART 141	5	0	0	0	0	0	0	0	0	0	0	2	3	3	7	5	5
ART 142	3	4	2	3	0	0	0	0	0	0	0	6	2	1	0	3	3
ART 144	7	8	9	6	6	0	0	0	0	0	0	4	0	7	5	7	11
ART 145	4	4	4	6	2	0	0	0	0	0	0	0	3	6	5	0	0
ART 175	7	11	9	6	11	0	0	0	0	18	15	10	14	11	7	5	11
ART 189	128	131	101	104	120	33	47	45	72	0	0	128	155	124	96	120	90
ART 216	0	0	0	8	6	0	0	0	0	14	0	0	0	0	18	6	16
ART 217	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ART 240	2	1	1	0	2	0	1	0	1	3	0	1	1	0	2	0	3
ART 250	0	0	0	0	0	0	0	0	0	20	26	0	0	0	0	0	0
Total	163	166	131	142	155	44	57	53	87	63	41	155	184	154	154	164	147

Summary of All Art Courses by Grade/Success/Retention

Art Courses
Summary of All Courses by Grade/Success/Retention

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2001	Spring	500	220	78	37	18	117	10	15	180	92	1267	65.9%	85.8%
	Summer	136	27	24	15	3	27	3	2	22	34	293	68.9%	92.5%
	Fall	471	263	122	60	32	142	14	7	158	66	1335	68.6%	88.2%
2002	Spring	515	265	92	82	27	96	25	14	135	63	1314	72.6%	89.7%
	Summer	150	40	20	14	3	20	6	1	22	17	293	76.5%	92.5%
	Fall	549	231	121	77	27	134	22	21	139	86	1407	69.5%	90.1%
2003	Spring	636	248	99	84	23	126	19	13	88	71	1407	75.8%	93.7%
	Summer	108	23	8	14	0	16	5	1	7	14	196	78.1%	96.4%
	Fall	501	230	103	73	37	160	35	9	95	52	1295	70.0%	92.7%
2004	Spring	608	203	101	74	16	162	24	16	89	66	1359	72.6%	93.5%
	Summer	161	27	4	25	0	21	19	1	6	10	274	79.2%	97.8%
	Fall	549	261	103	84	26	142	37	13	107	77	1399	71.3%	92.4%
2005	Spring	560	243	102	70	23	118	24	19	108	77	1344	72.5%	92.0%
	Summer	118	30	31	32	2	5	0	2	9	21	250	84.4%	96.4%
	Fall	585	252	80	100	23	137	19	22	99	67	1384	73.5%	92.8%
2006	Spring	556	259	90	97	23	116	21	14	110	60	1346	74.4%	91.8%
	Summer	131	40	19	17	0	12	6	3	14	19	261	79.3%	94.6%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 4 and Art 9 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 4	2001	Spring	49	28	22	0	4	26	1	0	22	11	60.74	86.50
		Summer	23	0	1	0	0	10	0	0	3	7	54.55	93.18
		Fall	52	21	8	0	1	36	4	0	13	3	58.70	90.58
	2002	Spring	61	21	8	1	1	12	4	0	16	6	70.00	87.69
		Summer	22	3	1	1	0	3	2	1	6	3	64.29	85.71
		Fall	37	13	10	0	1	18	1	0	8	6	63.83	91.49
	2003	Spring	41	12	12	0	1	11	0	0	14	5	67.71	85.42
		Fall	42	15	6	0	2	21	6	0	4	1	64.95	95.88
	2004	Spring	74	12	5	0	4	17	0	0	6	5	73.98	95.12
		Fall	74	17	9	0	3	15	1	0	9	3	76.34	93.13
	2005	Spring	71	17	6	0	1	18	4	0	7	5	72.87	94.57
		Fall	87	33	4	0	1	10	1	0	13	3	81.58	91.45
2006	Spring	50	13	2	1	4	13	2	0	5	3	70.97	94.62	
ART 9	2004	Spring	13	4	5	4	0	0	0	0	1	0	96.30	96.30
		Fall	9	2	6	3	0	1	1	0	0	2	83.33	100.00
	2005	Spring	10	9	6	7	0	0	0	2	5	2	78.05	87.80
	2006	Spring	25	6	6	12	1	5	0	0	8	0	77.78	87.30
		Summer	7	2	2	3	0	2	0	0	0	3	73.68	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 10 and Art 11 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 10	2004	Spring	4	7	4	2	0	1	0	0	2	0	85.00	90.00
		Summer	11	5	0	3	0	3	0	1	0	0	82.61	100.00
		Fall	6	3	2	0	2	3	0	0	0	3	57.89	100.00
	2005	Spring	8	2	4	2	0	3	0	0	1	1	76.19	95.24
		Summer	10	1	1	3	0	2	0	0	1	1	78.95	94.74
		Fall	8	11	6	7	0	10	1	4	2	3	61.54	96.15
	2006	Spring	7	3	2	1	0	2	0	0	4	0	68.42	78.95
		Summer	4	3	2	2	0	0	0	0	0	0	100.00	100.00
	ART 11	2001	Spring	12	12	2	2	0	6	1	0	9	4	58.33	81.25
Summer			6	4	2	1	0	1	0	0	0	0	92.86	100.00
Fall			9	10	4	3	0	6	0	1	2	2	70.27	94.59
2002		Spring	13	12	5	3	1	1	0	2	8	3	68.75	83.33
		Summer	13	3	2	3	0	0	0	0	7	5	63.64	78.79
		Fall	16	1	3	2	0	1	0	0	2	3	78.57	92.86
2003		Spring	28	8	0	4	0	7	2	1	4	1	72.73	92.73
		Summer	12	5	1	0	0	0	0	0	2	0	90.00	90.00
		Fall	18	5	1	3	0	1	0	0	0	3	87.10	100.00
2004		Spring	8	7	2	5	0	1	0	1	3	0	81.48	88.89
		Fall	26	7	0	10	0	2	0	2	6	3	76.79	89.29
2005		Spring	10	8	4	5	2	0	1	0	4	0	79.41	88.24
		Summer	8	7	2	3	0	1	0	1	0	0	90.91	100.00
		Fall	23	12	6	11	2	5	0	2	1	1	82.54	98.41
2006		Spring	11	5	0	3	0	3	0	0	5	3	63.33	83.33
		Summer	12	6	5	1	0	0	1	0	1	1	88.89	96.30

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 12 & Art 13 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 12	2001	Spring	3	3	2	0	0	4	0	0	1	0	61.54	92.31
		Fall	2	3	6	1	0	1	0	1	0	1	80.00	100.00
	2002	Spring	7	4	4	4	0	0	0	0	3	0	86.36	86.36
		Summer	2	0	1	0	0	0	0	0	1	1	60.00	80.00
	2003	Fall	7	3	3	3	1	1	0	1	2	0	76.19	90.48
		Spring	12	0	0	0	0	1	0	1	0	1	80.00	100.00
		Summer	1	2	0	1	0	0	0	0	2	0	66.67	66.67
	2004	Fall	4	6	1	2	0	1	1	0	2	1	72.22	88.89
		Spring	10	0	0	1	0	2	1	0	0	3	64.71	100.00
	2005	Fall	5	1	0	7	0	0	0	0	3	0	81.25	81.25
		Spring	2	2	0	3	0	1	0	0	0	1	77.78	100.00
	2006	Summer	3	0	0	1	0	0	0	0	0	0	100.00	100.00
Fall		12	2	1	3	0	1	1	4	1	4	62.07	96.55	
Spring		14	8	2	10	0	1	0	0	4	1	85.00	90.00	
ART 13	2001	Summer	0	1	0	0	0	0	0	0	0	0	100.00	100.00
		Spring	1	0	0	0	0	1	0	0	1	0	33.33	66.67
	2002	Fall	1	0	1	0	0	0	0	0	0	0	100.00	100.00
		Spring	2	0	0	0	0	0	0	0	0	0	100.00	100.00
	2003	Fall	1	0	2	0	1	1	0	0	1	2	37.50	87.50
		Spring	1	1	1	0	0	2	0	0	0	0	60.00	100.00
	2004	Fall	3	0	0	0	0	0	0	0	1	0	75.00	75.00
		Spring	4	1	0	2	0	0	0	0	1	0	87.50	87.50
	2005	Fall	1	0	0	0	0	2	0	0	0	0	33.33	100.00
		Fall	0	0	0	0	0	0	3	0	1	0	.00	75.00
	2006	Spring	5	0	0	1	0	0	0	0	0	0	100.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 20 & Art 21 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	CR	D	F	I	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count	Count		
ART 20	2001	Spring	43	24	11	1	4	11	0	15	11	65.83	87.50
		Summer	27	10	11	2	2	12	1	9	22	52.08	90.63
		Fall	32	24	11	2	5	22	1	10	9	59.48	91.38
	2002	Spring	50	10	4	1	2	2	1	16	4	72.22	82.22
		Summer	15	8	8	1	0	11	0	2	3	66.67	95.83
		Fall	24	18	21	0	3	13	0	25	11	54.78	78.26
	2003	Spring	68	32	11	1	4	32	3	13	12	63.64	92.61
		Summer	39	2	3	1	0	14	0	2	9	64.29	97.14
		Fall	52	22	12	1	1	27	5	11	8	62.59	92.09
	2004	Spring	59	27	11	0	0	33	5	7	9	64.24	95.36
		Summer	45	8	2	4	0	9	10	4	6	67.05	95.45
		Fall	40	29	21	0	2	29	11	10	14	57.69	93.59
	2005	Spring	75	13	11	0	3	14	3	8	7	73.88	94.03
		Summer	46	8	4	0	0	1	0	5	6	82.86	92.86
		Fall	78	20	11	0	1	15	2	5	9	77.30	96.45
	2006	Spring	76	32	17	1	7	15	2	9	2	78.26	94.41
		Summer	54	21	5	0	0	6	3	1	8	81.63	98.98
	ART 21	2002	Summer	13	7	7	0	1	3	0	3	2	75.00	91.67
2003		Spring	8	2	0	0	0	1	0	2	3	62.50	87.50
2004		Spring	12	1	2	1	0	4	0	4	4	57.14	85.71
2005		Spring	6	0	1	1	0	0	4	2	0	57.14	85.71
2006		Spring	3	1	2	0	0	1	2	1	2	50.00	91.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 22, Art 23, Art 24, & Art 25 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 22	2002	Spring	23	4	2	0	0	0	1	1	0	1	90.63	100.00
	2003	Spring	10	7	2	2	3	3	0	0	1	4	65.63	96.88
ART 23	2001	Spring	5	4	5	0	1	7	0	0	6	2	46.67	80.00
	2004	Spring	6	3	4	0	0	3	3	0	0	1	65.00	100.00
	2005	Spring	7	3	2	1	2	3	1	1	5	5	43.33	83.33
	2006	Spring	5	4	1	0	0	2	0	0	2	1	66.67	86.67
ART 24	2001	Fall	5	9	2	0	0	1	0	0	3	2	72.73	86.36
	2002	Fall	11	6	7	1	4	5	2	0	2	1	64.10	94.87
	2003	Fall	4	1	4	1	3	8	1	0	6	0	35.71	78.57
	2004	Fall	5	4	5	0	1	4	1	0	2	2	58.33	91.67
	2005	Fall	12	2	2	1	0	5	0	0	6	2	56.67	80.00
ART 25	2001	Spring	23	11	0	0	0	2	1	0	3	4	77.27	93.18
		Fall	14	26	20	2	2	9	0	0	10	7	68.89	88.89
	2002	Spring	24	6	0	0	0	5	1	0	4	3	69.77	90.70
		Fall	26	20	11	0	4	11	4	0	12	3	62.64	86.81
	2003	Spring	21	8	0	0	0	3	1	0	0	2	82.86	100.00
		Fall	7	18	16	0	7	15	1	0	15	1	51.25	81.25
	2004	Spring	23	11	0	0	0	4	0	0	0	1	87.18	100.00
		Fall	24	10	8	0	0	16	5	1	10	9	50.60	87.95
	2005	Spring	20	14	9	0	3	3	1	1	7	3	70.49	88.52
		Summer	0	0	6	0	0	0	0	0	1	5	50.00	91.67
Fall		15	21	10	0	4	13	3	0	12	4	56.10	85.37	
2006	Spring	13	16	11	1	3	5	2	0	7	4	66.13	88.71	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 26, Art 28, & Art 29 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 26	2001	Spring	27	30	9	4	2	9	0	1	12	8	68.63	88.24
		Fall	34	3	0	0	0	5	0	1	4	0	78.72	91.49
	2002	Spring	21	31	16	0	6	10	1	3	4	5	70.10	95.88
		Fall	25	2	0	0	0	5	2	0	3	3	67.50	92.50
	2003	Spring	41	25	8	0	3	4	0	0	6	6	79.57	93.55
		Fall	27	3	1	0	0	4	0	0	2	1	81.58	94.74
	2004	Spring	29	28	18	1	2	13	6	0	8	10	66.09	93.04
		Summer	2	0	0	0	0	0	9	0	0	0	18.18	100.00
		Fall	36	2	0	0	0	5	1	0	4	1	77.55	91.84
	2005	Spring	33	24	8	0	2	12	1	2	9	7	66.33	90.82
		Summer	0	0	11	0	0	0	0	0	0	1	91.67	100.00
		Fall	24	20	5	0	4	12	1	0	10	3	62.03	87.34
2006	Spring	30	23	9	0	0	7	0	1	8	4	75.61	90.24	
ART 28	2002	Spring	6	11	2	1	2	4	2	0	1	4	60.61	96.97
		Fall	13	2	0	0	1	1	2	0	12	8	38.46	69.23
	2003	Fall	11	4	3	1	2	4	2	0	4	2	57.58	87.88
	2004	Fall	7	3	4	1	0	10	2	0	8	1	41.67	77.78
	2005	Fall	20	5	0	0	0	0	0	0	2	1	89.29	92.86
ART 29	2001	Fall	14	17	5	1	4	6	0	0	4	2	69.81	92.45
	2002	Spring	10	9	3	0	3	2	0	0	5	2	64.71	85.29
		Fall	16	18	6	0	0	2	0	0	7	3	76.92	86.54
	2003	Fall	7	16	17	0	3	10	0	0	4	3	66.67	93.33
	2004	Fall	16	25	8	0	3	9	4	0	2	2	71.01	97.10
2005	Spring	5	2	3	0	0	2	0	0	0	1	76.92	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 40, Art 41, & Art 42 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count		
ART 40	2001	Spring	23	12	0	0	0	2	2	0	17	1	61.40	70.18
		Fall	26	21	3	0	0	2	4	0	11	4	70.42	84.51
	2002	Spring	25	8	2	2	1	3	4	0	14	8	55.22	79.10
		Fall	31	8	3	2	0	5	5	1	11	3	63.77	84.06
	2003	Spring	19	18	9	0	0	6	0	0	3	4	77.97	94.92
		Fall	19	19	2	2	5	11	0	0	4	3	64.62	93.85
	2004	Spring	25	5	2	1	0	2	2	0	9	8	61.11	83.33
		Fall	28	12	5	0	1	12	4	0	2	7	63.38	97.18
	2005	Spring	24	10	6	0	5	6	4	0	6	6	59.70	91.04
		Fall	17	12	3	1	1	4	3	0	11	7	55.93	81.36
	2006	Spring	25	13	2	0	0	7	0	0	9	4	66.67	85.00
	ART 41	2001	Spring	13	7	0	0	0	1	0	0	3	0	83.33	87.50
Fall			11	5	0	0	0	0	0	0	3	0	84.21	84.21
2002		Spring	6	9	0	0	0	1	0	0	3	2	71.43	85.71
		Fall	17	2	0	0	0	0	0	0	2	1	86.36	90.91
2003		Spring	18	3	1	0	0	0	0	0	2	1	88.00	92.00
		Fall	11	4	1	0	0	4	0	0	1	2	69.57	95.65
2004		Spring	11	4	1	0	0	1	0	0	5	0	72.73	77.27
		Fall	14	4	1	0	0	1	0	0	0	1	90.48	100.00
2005		Spring	6	9	2	0	0	1	0	0	2	1	80.95	90.48
		Fall	10	0	2	0	0	1	0	0	0	0	92.31	100.00
2006		Spring	14	4	1	0	0	0	0	0	2	1	86.36	90.91
ART 42		2005	Spring	10	1	1	2	0	0	1	2	1	1	73.68	94.74
	2006	Spring	14	2	1	4	0	0	8	0	2	1	65.63	93.75

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 50 & Art 51 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 50	2001	Spring	21	11	0	2	0	10	0	0	10	2	60.71	82.14
		Fall	22	9	4	1	1	5	2	0	8	3	65.45	85.45
	2002	Spring	16	16	2	1	1	6	1	0	9	3	63.64	83.64
		Fall	20	8	3	2	3	1	1	3	6	4	64.71	88.24
	2003	Spring	22	7	4	3	1	6	0	2	2	2	73.47	95.92
		Fall	23	8	0	5	1	3	7	2	3	4	64.29	94.64
	2004	Spring	19	6	1	0	1	7	0	2	7	2	57.78	84.44
		Fall	17	18	0	2	2	4	1	0	2	1	78.72	95.74
	2005	Spring	15	9	2	4	1	2	1	1	3	1	76.92	92.31
		Fall	25	7	2	4	1	9	0	0	4	5	66.67	92.98
	2006	Spring	21	9	0	1	0	3	1	0	7	7	63.27	85.71
	ART 51	2001	Spring	10	3	2	0	0	5	0	1	1	1	65.22	95.65
Fall			5	3	0	0	0	3	0	0	1	0	66.67	91.67
2002		Spring	4	2	0	0	0	1	0	1	1	0	66.67	88.89
		Fall	9	1	0	3	0	4	0	1	2	1	61.90	90.48
2003		Spring	6	4	1	1	2	2	1	1	5	2	48.00	80.00
		Fall	18	0	0	2	0	3	1	1	0	0	80.00	100.00
2004		Spring	13	2	0	0	0	1	2	0	5	0	65.22	78.26
		Fall	9	3	1	3	0	0	1	2	1	0	80.00	95.00
2005		Spring	4	1	0	3	0	0	0	0	0	0	100.00	100.00
		Fall	13	0	0	1	0	2	0	1	0	2	73.68	100.00
2006		Spring	5	2	1	1	0	2	0	0	0	0	81.82	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 52, Art 53, & Art 54 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 52	2001	Spring	2	0	0	0	0	0	0	0	1	1	50.00	75.00
		Fall	4	1	0	1	0	0	1	0	1	1	66.67	88.89
	2002	Spring	1	1	0	1	0	0	1	0	0	0	75.00	100.00
		Fall	5	1	0	3	0	1	0	0	0	0	90.00	100.00
	2003	Spring	1	1	0	0	0	0	0	0	0	2	50.00	100.00
		Fall	9	1	1	2	0	0	0	0	0	0	100.00	100.00
	2004	Spring	3	0	0	2	0	0	0	0	0	0	100.00	100.00
		Fall	4	1	0	0	0	0	0	1	1	0	71.43	85.71
	2005	Spring	2	1	1	1	0	0	0	0	0	0	100.00	100.00
		Fall	2	1	1	1	0	2	0	0	0	1	62.50	100.00
	2006	Spring	0	1	0	0	0	0	0	0	0	1	50.00	100.00
	ART 53	2001	Spring	12	0	0	1	1	2	0	4	2	0	59.09	90.91
Fall			8	0	0	2	0	2	0	1	4	2	52.63	78.95
2002		Spring	7	1	1	2	0	1	0	1	2	1	68.75	87.50
2003		Spring	14	1	0	2	0	1	0	3	1	1	73.91	95.65
2004		Spring	17	1	0	0	0	3	0	1	0	0	81.82	100.00
2006		Spring	6	0	0	3	0	0	0	0	1	0	90.00	90.00
ART 54	2001	Spring	4	0	0	1	0	1	0	2	0	0	62.50	100.00
		Fall	5	0	0	2	0	2	0	0	0	0	77.78	100.00
	2002	Spring	7	0	1	1	0	0	0	0	0	0	100.00	100.00
	2003	Spring	5	1	0	3	0	1	0	0	0	1	81.82	100.00
	2004	Spring	10	0	0	1	0	1	0	0	1	0	84.62	92.31
	2006	Spring	4	0	0	1	0	0	0	0	0	0	100.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 57 & Art 58 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ART 57	2001	Spring	5	1	1	1	0	0	0	0	0	0	100.00	100.00	
		Summer	8	3	2	6	0	0	1	1	1	3	76.00	96.00	
		Fall	6	2	0	4	0	1	0	0	0	6	1	60.00	70.00
	2002	Spring	5	0	3	3	0	3	1	0	0	1	68.75	100.00	
		Summer	2	0	0	1	0	0	0	0	0	1	1	60.00	80.00
		Fall	6	1	0	5	0	1	0	1	1	2	1	70.59	88.24
	2003	Spring	6	1	1	2	0	0	0	1	2	0	76.92	84.62	
		Summer	0	0	0	0	0	0	0	0	0	2	.00	100.00	
		Fall	5	1	0	1	0	3	2	0	1	0	53.85	92.31	
	2004	Spring	6	2	1	4	0	4	0	2	1	0	65.00	95.00	
		Fall	6	0	1	1	1	1	0	0	5	1	50.00	68.75	
	2005	Spring	5	6	0	0	0	3	0	0	5	2	52.38	76.19	
Fall		4	0	3	0	0	2	0	1	0	1	63.64	100.00		
ART 58	2001	Spring	3	1	0	0	0	0	0	0	1	0	80.00	80.00	
		Summer	3	0	0	2	0	1	1	1	0	0	62.50	100.00	
		Fall	3	0	0	2	0	0	0	0	0	3	0	62.50	62.50
	2002	Spring	3	0	0	0	0	1	1	2	1	0	37.50	87.50	
		Fall	2	1	0	1	0	1	0	0	0	0	80.00	100.00	
	2003	Spring	8	1	1	2	2	0	0	0	0	0	85.71	100.00	
		Fall	3	0	0	1	0	1	0	0	0	0	80.00	100.00	
	2004	Spring	5	0	0	2	0	1	0	0	0	0	87.50	100.00	
		Fall	4	1	0	1	0	0	0	0	1	0	85.71	85.71	
	2005	Spring	3	1	0	0	1	1	0	2	0	0	50.00	100.00	
		Fall	5	0	0	0	0	0	0	0	0	0	100.00	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 59 & Art 60 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent	
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count			
ART 59	2001	Spring	0	0	0	1	0	0	0	0	0	0	0	100.00	100.00
		Summer	1	1	0	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	0	0	0	1	0	0	0	0	1	1	33.33	66.67	
	2002	Spring	0	1	0	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	1	0	0	0	1	0	0	0	0	0	0	50.00	100.00
	2003	Spring	0	0	0	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	1	1	0	0	0	0	0	0	0	0	0	100.00	100.00
	2004	Spring	2	0	0	1	0	0	0	0	0	0	0	100.00	100.00
	2005	Spring	2	0	0	0	0	1	0	0	0	0	0	66.67	100.00
		Fall	3	0	0	0	0	0	0	0	0	0	0	100.00	100.00
	ART 60	2001	Spring	5	0	0	1	0	3	0	0	2	0	54.55	81.82
			Fall	1	3	0	0	0	0	0	0	0	0	100.00	100.00
		2002	Spring	2	8	0	3	0	0	0	0	2	0	86.67	86.67
			Fall	5	2	1	1	0	1	0	1	0	0	81.82	100.00
2003		Spring	3	3	1	5	0	0	0	0	0	0	100.00	100.00	
		Fall	3	4	0	0	0	0	0	0	1	1	77.78	88.89	
2004		Spring	5	1	0	2	0	1	0	0	2	0	72.73	81.82	
		Fall	1	7	2	2	0	0	0	0	1	1	85.71	92.86	
2005		Spring	2	5	0	0	0	0	1	0	0	3	63.64	100.00	
		Fall	5	3	1	3	0	0	0	0	0	0	100.00	100.00	
2006		Spring	7	3	0	1	0	1	0	0	1	1	78.57	92.86	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 61 & Art 62 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count		
ART 61	2001	Spring	5	3	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	4	0	0	1	0	0	0	0	1	0	83.33	83.33
	2002	Spring	0	0	1	1	0	0	0	0	0	1	66.67	100.00
		Fall	0	1	0	2	0	0	0	0	0	0	100.00	100.00
	2003	Spring	3	3	0	1	0	0	0	1	0	1	77.78	100.00
		Fall	0	2	0	3	1	0	0	0	1	0	71.43	85.71
	2004	Spring	2	2	1	1	0	0	0	0	0	0	100.00	100.00
		Fall	2	2	0	1	0	0	1	0	0	0	83.33	100.00
	2005	Spring	1	2	0	0	0	1	0	1	0	1	50.00	100.00
		Fall	1	0	0	1	0	1	0	0	0	0	66.67	100.00
	2006	Spring	4	1	1	1	0	0	0	0	1	0	87.50	87.50
	ART 62	2001	Spring	3	0	0	0	0	0	0	0	0	0	100.00	100.00
Fall			0	2	0	1	0	0	0	0	1	0	75.00	75.00
2002		Spring	4	0	0	0	0	0	0	0	1	0	80.00	80.00
		Fall	2	0	0	0	0	0	0	0	1	0	66.67	66.67
2003		Spring	1	0	0	2	0	0	0	0	0	0	100.00	100.00
		Fall	2	0	0	0	0	0	0	1	0	0	66.67	100.00
2004		Spring	5	0	0	1	0	0	0	0	1	0	85.71	85.71
		Fall	0	1	1	0	0	1	0	1	1	0	40.00	80.00
2005		Spring	1	1	0	1	0	0	0	0	0	0	100.00	100.00
		Fall	0	1	0	0	0	1	0	0	1	0	33.33	66.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 63, Art 70, Art 71 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	NC	W	XX	Percent	Percent	
			Count	Count	Count	Count	Count	Count	Count	Count	Count			
ART 63	2001	Spring	0	2	0	0	0	1	0	0	0	0	66.67	100.00
		Fall	0	2	1	0	0	2	0	2	0	42.86	71.43	
	2002	Spring	1	0	1	0	2	3	1	1	1	20.00	90.00	
		Fall	0	9	2	0	0	2	0	0	0	84.62	100.00	
	2003	Spring	2	10	3	0	0	2	0	1	0	83.33	94.44	
	2004	Fall	3	4	4	0	0	0	0	1	0	91.67	91.67	
	2005	Spring	9	2	1	0	0	3	0	0	2	70.59	100.00	
		Fall	6	4	1	0	0	1	0	1	0	84.62	92.31	
	2006	Spring	3	4	3	0	0	3	1	3	0	58.82	82.35	
		Summer	3	1	3	1	0	0	1	0	1	80.00	100.00	
	ART 70	2001	Spring	11	3	1	0	0	0	0	3	0	83.33	83.33
			Fall	11	4	0	0	1	1	0	6	1	62.50	75.00
2002		Spring	11	5	0	3	0	0	0	1	1	90.48	95.24	
		Fall	17	3	1	2	2	0	0	4	0	79.31	86.21	
2003		Spring	15	4	0	2	0	2	0	0	0	91.30	100.00	
		Fall	8	3	3	0	0	2	0	2	2	70.00	90.00	
2004		Spring	17	1	0	3	0	3	0	0	0	87.50	100.00	
		Fall	12	0	1	1	0	0	0	1	0	93.33	93.33	
2005		Spring	7	2	1	0	0	3	0	0	0	76.92	100.00	
		Fall	10	1	0	2	0	1	1	0	0	86.67	100.00	
2006		Spring	12	0	0	0	0	1	3	2	0	66.67	88.89	
ART 71		2001	Spring	3	2	0	0	0	0	0	2	0	71.43	71.43
	Fall		3	0	1	1	0	0	0	0	0	100.00	100.00	
	2002	Spring	6	0	1	1	0	0	0	0	0	100.00	100.00	
		Fall	2	1	1	1	0	0	0	0	0	100.00	100.00	
	2003	Fall	4	0	0	0	0	0	0	1	0	80.00	80.00	
	2004	Fall	5	1	0	1	0	0	0	0	1	87.50	100.00	
	2005	Fall	4	0	0	0	0	0	1	0	0	80.00	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 72 & Art 78 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 72	2001	Spring	4	0	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	1	0	0	0	0	1	0	0	0	0	50.00	100.00
	2002	Spring	2	1	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	3	0	0	0	0	0	0	0	1	0	75.00	75.00
	2003	Spring	7	0	0	0	0	1	0	0	0	0	87.50	100.00
		Fall	3	1	0	0	0	1	0	0	0	0	80.00	100.00
	2004	Spring	5	0	1	1	0	2	0	0	0	0	77.78	100.00
	2005	Spring	5	0	0	0	0	0	0	0	0	0	100.00	100.00
	2006	Spring	12	0	0	1	0	0	0	0	0	0	100.00	100.00
	ART 78	2001	Spring	5	1	0	0	0	0	1	0	0	0	85.71	100.00
Fall			2	3	1	0	0	1	0	0	3	0	60.00	70.00
2002		Spring	5	1	0	0	0	0	0	0	3	0	66.67	66.67
		Fall	3	5	5	1	0	3	1	1	1	2	63.64	95.45
2003		Spring	3	8	2	5	0	1	0	0	1	2	81.82	95.45
		Fall	2	2	2	1	0	0	0	0	2	0	77.78	77.78
2004		Spring	4	1	3	1	0	2	0	0	0	0	81.82	100.00
		Fall	0	4	2	0	0	0	0	0	0	0	100.00	100.00
2005		Spring	5	1	1	1	0	2	0	0	1	1	66.67	91.67
		Fall	1	0	0	0	0	0	0	0	0	1	50.00	100.00
2006	Spring	0	1	1	1	1	0	0	0	1	0	60.00	80.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 79 & Art 80 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ART 79	2001	Spring	1	1	0	0	0	0	1	0	1	0	50.00	75.00	
		Fall	0	0	1	0	0	0	0	0	0	0	100.00	100.00	
	2002	Spring	1	0	0	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	0	1	0	0	0	0	0	0	0	0	0	100.00	100.00
	2003	Spring	2	1	1	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	5	1	0	0	0	0	0	0	0	0	0	100.00	100.00
	2004	Spring	4	1	1	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	0	0	0	0	0	0	0	0	0	0	0	100.00	100.00
ART 80	2001	Spring	47	20	12	4	5	13	0	1	27	29	52.53	82.91	
		Summer	24	3	1	2	1	1	0	0	5	0	81.08	86.49	
		Fall	41	38	22	6	9	17	0	0	25	16	61.49	85.63	
	2002	Spring	45	48	23	5	4	16	4	1	18	9	69.94	89.60	
		Summer	17	5	0	2	1	1	1	0	0	0	88.89	100.00	
		Fall	61	47	12	2	3	23	0	2	14	15	68.16	92.18	
	2003	Spring	47	41	17	3	2	24	1	0	13	7	69.68	91.61	
		Summer	17	6	0	3	0	0	1	0	0	0	96.30	100.00	
		Fall	52	45	18	8	7	16	1	3	12	12	70.69	93.10	
	2004	Spring	48	37	22	3	6	21	3	4	13	10	65.87	92.22	
		Summer	20	9	1	1	0	0	0	0	1	1	93.94	96.97	
		Fall	68	43	8	6	3	12	1	3	16	7	74.85	90.42	
	2005	Spring	65	46	13	1	0	8	1	1	17	8	78.13	89.38	
		Summer	17	8	3	2	0	1	0	0	1	2	88.24	97.06	
		Fall	43	48	8	4	5	11	0	4	11	12	70.55	92.47	
	2006	Spring	50	41	10	7	3	15	0	1	10	10	73.47	93.20	
		Summer	16	4	0	3	0	3	0	1	2	2	74.19	93.55	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 81, Art 82, & Art 85 by Grade/Success/Retention

Art Courses
Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 81	2001	Spring	2	8	0	0	0	0	0	0	8	2	50.00	60.00
		Fall	4	5	3	0	3	4	0	0	4	1	50.00	83.33
	2002	Spring	2	5	2	0	1	5	1	0	4	4	37.50	83.33
		Fall	6	2	4	0	1	3	1	0	2	5	50.00	91.67
	2003	Spring	4	7	7	0	0	1	1	0	5	5	60.00	83.33
		Fall	5	6	2	4	2	1	4	0	3	4	54.84	90.32
	2004	Spring	9	4	2	1	0	4	0	0	4	1	64.00	84.00
		Fall	5	3	3	1	1	2	1	1	7	1	48.00	72.00
	2005	Spring	2	5	4	0	1	1	0	0	4	2	57.89	78.95
		Fall	5	3	1	1	1	4	4	0	4	0	43.48	82.61
	2006	Spring	5	7	1	1	2	7	0	0	6	0	48.28	79.31
	ART 82	2001	Spring	0	0	0	1	0	0	0	0	0	1	50.00	100.00
ART 85	2001	Spring	20	9	1	3	0	2	0	1	6	0	78.57	85.71
		Fall	27	8	5	0	2	4	0	0	11	6	63.49	82.54
	2002	Spring	26	13	0	1	2	3	0	1	4	1	78.43	92.16
		Fall	34	25	4	2	1	9	0	1	4	3	78.31	95.18
	2003	Spring	35	15	4	2	0	6	0	0	5	4	78.87	92.96
		Fall	30	16	2	3	0	9	2	1	2	3	75.00	97.06
	2004	Spring	29	13	4	4	0	15	0	2	3	5	66.67	96.00
		Fall	31	15	1	1	2	3	0	1	6	3	76.19	90.48
	2005	Spring	23	17	1	1	0	5	0	1	5	1	77.78	90.74
		Fall	28	9	7	4	0	8	0	1	5	2	75.00	92.19
	2006	Spring	14	13	2	1	0	7	2	1	1	4	66.67	97.78

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 86 & Art 87 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ART 86	2001	Spring	10	0	0	0	0	1	0	1	0	0	83.33	100.00
		Fall	5	4	1	4	2	2	0	0	5	1	58.33	79.17
	2002	Spring	13	6	2	1	0	3	0	0	3	0	78.57	89.29
		Fall	13	4	2	3	0	9	1	5	1	3	53.66	97.56
	2003	Spring	19	3	1	2	1	2	0	0	3	1	78.13	90.63
		Fall	19	1	0	1	0	7	0	0	2	0	70.00	93.33
	2004	Spring	4	1	1	0	0	6	0	0	0	0	50.00	100.00
		Fall	7	2	1	1	0	0	0	0	2	0	84.62	84.62
	2005	Spring	5	4	0	0	0	2	0	0	0	0	81.82	100.00
		Fall	7	0	0	3	1	1	0	0	0	0	83.33	100.00
	2006	Spring	11	1	0	2	0	2	0	1	0	0	82.35	100.00
	ART 87	2001	Spring	5	0	0	2	0	2	0	0	3	0	58.33	75.00
Fall			5	1	0	2	0	0	1	0	3	0	66.67	75.00
2002		Spring	5	1	2	2	0	0	0	0	0	0	100.00	100.00
		Fall	1	1	1	0	0	1	0	2	0	1	42.86	100.00
2003		Spring	4	2	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	8	2	1	1	0	4	0	0	1	0	70.59	94.12
2004		Spring	5	0	0	1	0	2	0	1	0	0	66.67	100.00
		Fall	0	0	0	0	0	1	2	0	0	0	.00	100.00
2005		Spring	4	3	1	0	0	0	0	0	1	0	88.89	88.89
		Fall	7	0	0	1	0	1	0	0	0	0	88.89	100.00
2006		Spring	9	2	0	0	0	0	0	0	1	0	91.67	91.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 100 & Art 120 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	CR	F	I	NC	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count	Count		
ART 100	2001	Fall	6	1	2	0	0	0	0	2	0	81.82	81.82
	2002	Spring	8	1	0	1	1	0	0	1	1	76.92	92.31
		Fall	6	1	3	0	2	0	0	3	0	66.67	80.00
	2003	Spring	9	1	0	2	3	0	0	0	0	80.00	100.00
		Fall	9	1	0	1	0	1	0	0	0	91.67	100.00
	2004	Spring	6	0	0	2	0	1	0	0	0	88.89	100.00
	2005	Fall	7	3	0	2	1	0	0	0	0	92.31	100.00
	2006	Spring	6	1	0	2	0	0	0	0	2	81.82	100.00
ART 120	2001	Spring	32	0	0	0	0	0	0	7	11	64.00	86.00
		Summer	12	0	0	0	0	0	0	1	0	92.31	92.31
		Fall	19	0	0	0	1	1	1	1	0	82.61	95.65
	2002	Summer	18	0	0	2	0	0	0	0	0	100.00	100.00
		Fall	30	0	0	0	0	0	0	2	2	88.24	94.12
	2003	Spring	42	0	0	0	0	0	0	2	0	95.45	95.45
	2004	Summer	12	0	0	3	0	0	0	0	1	93.75	100.00
		Fall	3	8	0	1	2	0	0	2	0	75.00	87.50
	2005	Spring	21	0	0	0	9	0	0	5	0	60.00	85.71
		Fall	7	1	0	0	12	0	0	3	1	33.33	87.50
	2006	Spring	10	5	1	1	5	0	1	4	0	62.96	85.19

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 133 & Art 134 by Grade/Success/Retention

Art Courses
Courses by Grade/Success/Retention

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent	
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count			
ART 133	2001	Spring	5	1	0	0	0	0	1	0	3	0	60.00	70.00
		Summer	4	1	0	0	0	0	0	0	1	1	71.43	85.71
		Fall	10	2	8	1	1	0	0	0	2	1	84.00	92.00
	2002	Spring	6	3	0	0	0	0	2	0	1	1	69.23	92.31
		Summer	9	5	0	2	0	0	2	0	1	1	80.00	95.00
		Fall	14	7	3	3	1	7	1	1	0	3	67.50	100.00
	2003	Spring	21	4	2	10	1	2	5	0	1	3	75.51	97.96
		Summer	6	1	2	3	0	0	2	0	1	1	75.00	93.75
		Fall	12	4	1	4	0	2	0	1	2	1	77.78	92.59
	2004	Spring	20	5	2	2	3	1	0	0	1	1	82.86	97.14
		Summer	6	0	0	1	0	1	0	0	1	1	70.00	90.00
		Fall	16	4	2	2	1	2	0	0	1	2	80.00	96.67
	2005	Spring	19	4	4	3	0	6	0	0	1	1	78.95	97.37
		Summer	2	0	0	6	0	0	0	0	0	3	72.73	100.00
		Fall	15	7	4	3	0	1	0	0	1	2	87.88	96.97
	2006	Spring	25	7	3	3	1	2	1	2	1	4	77.55	97.96
		Summer	12	0	1	1	0	1	0	0	4	2	66.67	80.95
	ART 134	2001	Spring	6	0	0	0	0	0	1	0	2	0	66.67	77.78
Summer			2	0	0	1	0	0	0	0	0	0	100.00	100.00
Fall			6	0	1	1	0	0	0	0	0	0	100.00	100.00
2002		Spring	2	1	0	0	0	0	0	0	1	1	60.00	80.00
		Fall	2	0	0	0	0	0	0	0	1	0	66.67	66.67
2003		Spring	2	1	0	1	1	0	0	0	0	0	80.00	100.00
		Summer	0	0	1	1	0	0	0	0	0	0	100.00	100.00
		Fall	8	1	2	0	0	0	0	0	0	0	100.00	100.00
2004		Spring	6	1	0	1	0	0	0	0	0	0	100.00	100.00
		Summer	2	1	0	2	0	1	0	0	0	0	83.33	100.00
2005		Spring	8	1	1	6	3	0	0	0	0	0	84.21	100.00
		Summer	3	0	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	8	2	0	6	0	0	0	1	0	0	94.12	100.00
2006		Spring	7	0	1	4	0	0	0	0	0	1	92.31	100.00
		Summer	1	0	0	0	0	0	0	1	0	0	50.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 140 & Art 141 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades							success	retention		
			A	B	C	CR	D	F	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ART 140	2001	Spring	2	0	0	0	0	0	1	1	50.00	75.00	
		Summer	6	2	0	0	0	2	0	1	72.73	100.00	
		Fall	3	0	1	0	0	3	0	0	57.14	100.00	
	2002	Spring	5	0	1	0	0	0	0	0	0	100.00	100.00
		Summer	8	0	0	0	0	0	1	0	0	88.89	100.00
		Fall	4	1	0	0	0	0	0	2	0	71.43	71.43
	2003	Spring	2	0	0	0	0	0	0	0	0	100.00	100.00
		Summer	6	0	0	0	0	0	2	0	0	75.00	100.00
		Fall	5	0	0	0	0	0	0	0	0	100.00	100.00
	2004	Spring	10	0	0	0	0	0	2	1	1	71.43	92.86
		Summer	12	0	0	0	0	0	2	0	0	85.71	100.00
		Fall	0	0	0	0	0	0	0	1	8	.00	88.89
	2005	Spring	3	0	1	0	0	0	0	3	10	23.53	82.35
		Summer	3	2	0	0	1	0	0	1	1	62.50	87.50
		Fall	3	3	0	0	0	0	1	0	1	75.00	100.00
	2006	Spring	3	3	0	0	0	0	2	0	0	75.00	100.00
	ART 141	2001	Spring	1	0	0	0	0	0	0	1	50.00	100.00
			Fall	1	2	0	0	0	0	0	2	0	60.00
2002		Spring	1	1	0	0	0	0	0	1	0	66.67	66.67
2003		Spring	1	1	0	0	0	1	0	0	66.67	100.00	
2004		Spring	3	3	0	0	0	0	1	0	0	85.71	100.00
2005		Spring	2	1	0	0	0	0	1	0	1	60.00	100.00
2006		Spring	2	1	0	0	0	0	0	0	1	80.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 142, Art 144, & Art 145 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades							success	retention		
			A	B	C	CR	D	F	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ART 142	2001	Spring	4	1	0	0	0	1	0	0	83.33	100.00	
		Fall	1	1	1	0	0	0	0	0	100.00	100.00	
	2002	Spring	2	0	0	0	0	0	0	0	100.00	100.00	
		Fall	2	1	0	0	0	0	1	0	75.00	75.00	
	2003	Spring	1	0	0	0	0	0	0	0	100.00	100.00	
		Fall	1	0	1	0	0	0	0	0	100.00	100.00	
2004	Spring	2	0	0	0	0	0	0	0	1	66.67	100.00	
	Fall	2	0	0	0	0	0	0	0	0	33.33	100.00	
2005	Spring	0	1	0	0	0	0	2	0	0	33.33	33.33	
	Fall	0	1	0	0	0	0	0	2	0	75.00	100.00	
ART 144	2001	Spring	3	0	0	0	0	0	0	1	100.00	100.00	
		Fall	6	1	0	0	0	0	0	0	100.00	100.00	
	2002	Spring	5	3	0	0	0	0	0	0	100.00	100.00	
		Fall	6	0	0	0	0	0	0	1	85.71	100.00	
	2003	Spring	6	0	0	0	0	0	0	1	88.89	88.89	
		Fall	7	1	0	0	0	0	1	0	80.00	80.00	
	2004	Spring	4	0	0	0	0	0	0	1	0	83.33	100.00
		Fall	4	1	0	0	0	0	0	0	0	71.43	100.00
	2005	Spring	3	1	1	0	1	1	0	0	0	100.00	100.00
		Fall	4	2	0	0	0	0	0	0	0	90.91	100.00
	2006	Spring	8	1	0	1	0	1	0	0	0	100.00	100.00
		Fall	1	1	2	0	0	0	0	0	0	66.67	100.00
ART 145	2002	Spring	1	1	0	0	0	1	0	0	75.00	100.00	
		Fall	2	0	1	0	0	1	0	0	83.33	83.33	
2003	Spring	3	2	0	0	0	0	1	0	0	50.00	50.00	
	Fall	2	0	0	0	0	0	2	0	0	60.00	100.00	
2004	Spring	2	1	0	0	0	2	0	0	0	50.00	100.00	
	Fall	1	1	1	0	0	3	0	0	0	100.00	100.00	
2005	Spring	0	2	0	0	0	0	0	0	0	100.00	100.00	
	Fall	0	2	0	0	0	0	0	0	0	100.00	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 175 & Art 189 by Grade/Success/Retention

Art Courses
Courses by Grade/Success/Retention

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent	
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count			
ART 175	2001	Spring	6	2	0	0	0	0	0	0	0	2	0	80.00	80.00
		Fall	1	3	1	2	0	0	0	0	0	0	0	100.00	100.00
	2002	Spring	5	4	0	3	0	0	0	0	0	2	0	85.71	85.71
		Fall	5	1	0	4	0	0	0	0	0	1	0	90.91	90.91
	2003	Spring	8	1	2	0	0	0	0	0	0	0	0	100.00	100.00
		Fall	3	0	2	2	2	0	0	0	0	0	0	77.78	100.00
	2004	Spring	2	1	1	1	0	1	0	0	0	1	0	71.43	85.71
		Fall	3	0	0	1	0	1	0	0	0	0	1	66.67	100.00
	2005	Spring	2	1	0	1	0	0	0	0	0	0	1	80.00	100.00
		Summer	10	2	1	5	0	0	0	0	0	0	0	100.00	100.00
	2006	Spring	7	3	0	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	4	3	2	2	0	0	0	0	0	0	0	100.00	100.00
ART 189	2001	Spring	63	20	9	13	1	7	1	4	9	1	1	82.03	92.97
		Summer	20	3	7	1	0	0	0	0	2	0	0	93.94	93.94
		Fall	60	28	7	19	1	5	0	2	6	0	0	89.06	95.31
	2002	Spring	71	20	6	40	0	12	0	1	5	0	0	88.39	96.77
		Summer	31	9	1	2	1	0	1	0	1	1	1	91.49	97.87
	2003	Spring	65	11	12	34	0	2	1	1	3	2	0	93.13	97.71
		Fall	67	9	8	28	1	2	5	3	1	0	0	90.32	99.19
	2004	Spring	27	7	1	5	0	0	2	1	0	2	0	88.89	100.00
		Summer	49	16	4	24	1	2	1	0	4	0	0	92.08	96.04
		Fall	54	9	7	21	0	1	1	1	1	1	1	94.79	98.96
	2005	Spring	50	4	1	11	0	5	0	0	0	0	1	91.67	100.00
		Summer	43	20	5	32	0	1	0	1	1	1	1	96.15	99.04
	2006	Spring	55	15	7	31	1	3	1	2	4	1	1	90.00	96.67
		Fall	57	13	1	39	2	0	0	2	4	2	2	91.67	96.67
	2006	Spring	31	16	7	25	0	4	1	2	2	2	2	87.78	97.78

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of Art 216, Art 217, Art 240, & Art 250 by Grade/Success/Retention

Art Courses Courses by Grade/Success/Retention

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
ART 216	2004	Spring	10	1	0	1	0	0	0	2	1	3	66.67	94.44	
		Fall	4	2	0	0	1	0	0	0	1	0	75.00	87.50	
	2005	Spring	0	0	0	0	0	1	0	2	2	1	.00	66.67	
		Summer	7	1	2	4	0	0	0	0	0	0	100.00	100.00	
	2006	Fall	1	0	1	1	0	2	0	0	1	0	0	50.00	83.33
		Spring	5	6	1	3	1	0	0	0	0	0	0	93.75	100.00
ART 217	2005	Spring	0	0	0	1	0	0	0	0	0	0	100.00	100.00	
ART 240	2001	Spring	1	0	0	0	0	0	0	0	0	0	100.00	100.00	
		Fall	0	0	0	0	0	0	0	0	0	2	.00	100.00	
	2002	Spring	0	0	0	0	1	0	0	0	0	0	.00	100.00	
		Summer	0	0	0	0	0	1	0	0	0	0	.00	100.00	
		Fall	0	0	0	0	0	0	0	0	1	0	.00	.00	
	2003	Fall	0	0	0	0	0	0	0	0	0	1	0	.00	.00
		Spring	1	0	0	0	0	0	0	0	0	0	1	50.00	100.00
	2004	Summer	1	0	0	0	0	0	0	0	0	0	0	100.00	100.00
		Summer	1	0	0	0	0	0	0	0	0	0	2	33.33	100.00
	2005	Fall	1	1	0	0	0	0	0	0	0	0	0	100.00	100.00
		Spring	0	0	0	0	0	0	0	1	1	1	.00	66.67	
	ART 250	2005	Summer	8	1	1	8	1	0	0	1	0	0	90.00	100.00
2006		Summer	17	0	0	1	0	0	2	0	4	2	69.23	84.62	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Art Courses Gender by Year/Term Duplicated Headcount

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	737	58.2%	530	41.8%	0	.0%	1267	100.0%
	Summer	181	61.8%	112	38.2%	0	.0%	293	100.0%
	Fall	771	57.8%	562	42.1%	2	.1%	1335	100.0%
2002	Spring	790	60.1%	524	39.9%	0	.0%	1314	100.0%
	Summer	204	69.6%	89	30.4%	0	.0%	293	100.0%
	Fall	898	63.8%	509	36.2%	0	.0%	1407	100.0%
2003	Spring	884	62.8%	521	37.0%	2	.1%	1407	100.0%
	Summer	117	59.7%	79	40.3%	0	.0%	196	100.0%
	Fall	765	59.1%	530	40.9%	0	.0%	1295	100.0%
2004	Spring	838	61.7%	521	38.3%	0	.0%	1359	100.0%
	Summer	180	65.7%	94	34.3%	0	.0%	274	100.0%
	Fall	868	62.0%	531	38.0%	0	.0%	1399	100.0%
2005	Spring	865	64.4%	479	35.6%	0	.0%	1344	100.0%
	Summer	160	64.0%	90	36.0%	0	.0%	250	100.0%
	Fall	845	61.1%	539	38.9%	0	.0%	1384	100.0%
2006	Spring	854	63.4%	491	36.5%	1	.1%	1346	100.0%
	Summer	180	69.0%	79	30.3%	2	.8%	261	100.0%

Art Courses by Zip Code

Art Courses by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	1115	88.0%	66	5.2%	86	6.8%	1267	100.0%
	Summer	278	94.9%	4	1.4%	11	3.8%	293	100.0%
	Fall	1221	91.5%	41	3.1%	73	5.5%	1335	100.0%
2002	Spring	1173	89.3%	54	4.1%	87	6.6%	1314	100.0%
	Summer	257	87.7%	12	4.1%	24	8.2%	293	100.0%
	Fall	1275	90.6%	54	3.8%	78	5.5%	1407	100.0%
2003	Spring	1239	88.1%	63	4.5%	105	7.5%	1407	100.0%
	Summer	165	84.2%	11	5.6%	20	10.2%	196	100.0%
	Fall	1169	90.3%	43	3.3%	83	6.4%	1295	100.0%
2004	Spring	1211	89.1%	58	4.3%	90	6.6%	1359	100.0%
	Summer	241	88.0%	8	2.9%	25	9.1%	274	100.0%
	Fall	1253	89.6%	53	3.8%	93	6.6%	1399	100.0%
2005	Spring	1212	90.2%	52	3.9%	80	6.0%	1344	100.0%
	Summer	222	88.8%	6	2.4%	22	8.8%	250	100.0%
	Fall	1235	89.2%	46	3.3%	103	7.4%	1384	100.0%
2006	Spring	1203	89.4%	49	3.6%	94	7.0%	1346	100.0%
	Summer	225	86.2%	9	3.4%	27	10.3%	261	100.0%

Age Group Distribution by Year/Term

Art Courses Age Group Distribution by Year/Term Duplicated Headcount

		Age Groups														Total	
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65			
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
2001	Spring	18	1.4%	603	47.6%	149	11.8%	120	9.5%	201	15.9%	128	10.1%	48	3.8%	1267	100.0%
	Summer	9	3.1%	123	42.0%	36	12.3%	26	8.9%	48	16.4%	29	9.9%	22	7.5%	293	100.0%
	Fall	28	2.1%	603	45.2%	170	12.7%	116	8.7%	211	15.8%	137	10.3%	70	5.2%	1335	100.0%
2002	Spring	16	1.2%	572	43.5%	141	10.7%	130	9.9%	220	16.7%	178	13.5%	57	4.3%	1314	100.0%
	Summer	13	4.4%	101	34.5%	39	13.3%	20	6.8%	47	16.0%	47	16.0%	26	8.9%	293	100.0%
	Fall	34	2.4%	618	43.9%	156	11.1%	143	10.2%	218	15.5%	178	12.7%	60	4.3%	1407	100.0%
2003	Spring	32	2.3%	575	40.9%	189	13.4%	154	10.9%	211	15.0%	186	13.2%	60	4.3%	1407	100.0%
	Summer	13	6.6%	73	37.2%	25	12.8%	20	10.2%	18	9.2%	31	15.8%	16	8.2%	196	100.0%
	Fall	38	2.9%	597	46.1%	144	11.1%	121	9.3%	187	14.4%	151	11.7%	57	4.4%	1295	100.0%
2004	Spring	23	1.7%	633	46.6%	154	11.3%	132	9.7%	187	13.8%	169	12.4%	61	4.5%	1359	100.0%
	Summer	26	9.5%	97	35.4%	32	11.7%	33	12.0%	31	11.3%	39	14.2%	16	5.8%	274	100.0%
	Fall	37	2.6%	691	49.4%	177	12.7%	140	10.0%	153	10.9%	139	9.9%	62	4.4%	1399	100.0%
2005	Spring	36	2.7%	647	48.1%	177	13.2%	113	8.4%	181	13.5%	140	10.4%	50	3.7%	1344	100.0%
	Summer	26	10.4%	88	35.2%	27	10.8%	27	10.8%	28	11.2%	38	15.2%	16	6.4%	250	100.0%
	Fall	53	3.8%	664	48.0%	174	12.6%	121	8.7%	157	11.3%	162	11.7%	53	3.8%	1384	100.0%
2006	Spring	34	2.5%	626	46.5%	196	14.6%	111	8.2%	170	12.6%	160	11.9%	49	3.6%	1346	100.0%
	Summer	51	19.5%	86	33.0%	34	13.0%	16	6.1%	30	11.5%	32	12.3%	12	4.6%	261	100.0%

Ethnicity by Year/Term

Art Courses Ethnicity by Year/Term Duplicated Headcount

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2001	Spring	156	12.3%	19	1.5%	143	11.3%	13	1.0%	9	.7%	6	.5%	796	62.8%	125	9.9%	1267	100.0%
	Summer	27	9.2%	1	.3%	40	13.7%	1	.3%	4	1.4%	0	.0%	188	64.2%	32	10.9%	293	100.0%
	Fall	133	10.0%	13	1.0%	175	13.1%	5	.4%	14	1.0%	4	.3%	857	64.2%	134	10.0%	1335	100.0%
2002	Spring	143	10.9%	11	.8%	152	11.6%	8	.6%	19	1.4%	8	.6%	840	63.9%	133	10.1%	1314	100.0%
	Summer	39	13.3%	4	1.4%	24	8.2%	3	1.0%	4	1.4%	0	.0%	186	63.5%	33	11.3%	293	100.0%
	Fall	164	11.7%	14	1.0%	151	10.7%	6	.4%	25	1.8%	5	.4%	893	63.5%	149	10.6%	1407	100.0%
2003	Spring	126	9.0%	8	.6%	188	13.4%	10	.7%	32	2.3%	12	.9%	870	61.8%	161	11.4%	1407	100.0%
	Summer	14	7.1%	1	.5%	27	13.8%	1	.5%	7	3.6%	1	.5%	125	63.8%	20	10.2%	196	100.0%
	Fall	99	7.6%	14	1.1%	151	11.7%	7	.5%	18	1.4%	5	.4%	846	65.3%	155	12.0%	1295	100.0%
2004	Spring	141	10.4%	20	1.5%	145	10.7%	6	.4%	25	1.8%	4	.3%	872	64.2%	146	10.7%	1359	100.0%
	Summer	32	11.7%	2	.7%	21	7.7%	0	.0%	2	.7%	0	.0%	187	68.2%	30	10.9%	274	100.0%
	Fall	141	10.1%	15	1.1%	164	11.7%	8	.6%	21	1.5%	5	.4%	910	65.0%	135	9.6%	1399	100.0%
2005	Spring	146	10.9%	14	1.0%	163	12.1%	2	.1%	25	1.9%	5	.4%	859	63.9%	130	9.7%	1344	100.0%
	Summer	20	8.0%	3	1.2%	19	7.6%	2	.8%	6	2.4%	4	1.6%	163	65.2%	33	13.2%	250	100.0%
	Fall	142	10.3%	12	.9%	164	11.8%	6	.4%	11	.8%	10	.7%	909	65.7%	130	9.4%	1384	100.0%
2006	Spring	141	10.5%	21	1.6%	134	10.0%	12	.9%	12	.9%	9	.7%	890	66.1%	127	9.4%	1346	100.0%
	Summer	43	16.5%	1	.4%	21	8.0%	1	.4%	6	2.3%	2	.8%	155	59.4%	32	12.3%	261	100.0%

Educational Goals by Year/Term

Art Courses Educational Goals by Year/Term Duplicated Headcount

	2001				2002				2003				2004				2005				2006	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	313	24.7%	326	24.4%	329	25.0%	346	24.6%	338	24.0%	332	25.6%	362	26.6%	417	29.8%	392	29.2%	395	28.5%	424	31.5%
Transfer w/o AA/AS	111	8.8%	107	8.0%	112	8.5%	128	9.1%	123	8.7%	106	8.2%	129	9.5%	132	9.4%	133	9.9%	112	8.1%	107	7.9%
AA/AS w/o transfer	6	.5%	4	.3%	1	.1%	3	.2%	8	.6%	6	.5%	8	.6%	7	.5%	3	.2%	5	.4%	9	.7%
2-yr Voc. w/o transfer	23	1.8%	30	2.2%	17	1.3%	29	2.1%	15	1.1%	23	1.8%	21	1.5%	26	1.9%	23	1.7%	26	1.9%	35	2.6%
Voc. certif. w/o transf	114	9.0%	113	8.5%	115	8.8%	147	10.4%	135	9.6%	156	12.0%	146	10.7%	155	11.1%	150	11.2%	150	10.8%	137	10.2%
Discover interests	94	7.4%	118	8.8%	105	8.0%	103	7.3%	118	8.4%	87	6.7%	85	6.3%	95	6.8%	85	6.3%	76	5.5%	78	5.8%
Acquire job skills	123	9.7%	158	11.8%	145	11.0%	129	9.2%	135	9.6%	123	9.5%	105	7.7%	120	8.6%	125	9.3%	116	8.4%	106	7.9%
Update job skills	41	3.2%	44	3.3%	44	3.3%	44	3.1%	36	2.6%	44	3.4%	33	2.4%	37	2.6%	37	2.8%	37	2.7%	39	2.9%
Maintain cert. or lisc.	1	.1%	0	.0%	2	.2%	0	.0%	3	.2%	0	.0%	1	.1%	1	.1%	0	.0%	0	.0%	1	.1%
Ed. development	277	21.9%	274	20.5%	294	22.4%	278	19.8%	319	22.7%	257	19.8%	287	21.1%	250	17.9%	236	17.6%	242	17.5%	236	17.5%
Basic Skills	1	.1%	7	.5%	6	.5%	16	1.1%	27	1.9%	14	1.1%	18	1.3%	11	.8%	15	1.1%	29	2.1%	14	1.0%
HS or GED	6	.5%	7	.5%	11	.8%	8	.6%	14	1.0%	11	.8%	9	.7%	11	.8%	15	1.1%	20	1.4%	18	1.3%
Undecided	156	12.3%	146	10.9%	130	9.9%	175	12.4%	134	9.5%	136	10.5%	154	11.3%	136	9.7%	129	9.6%	176	12.7%	142	10.5%
Unknown	1	.1%	1	.1%	3	.2%	1	.1%	2	.1%	0	.0%	1	.1%	1	.1%	1	.1%	0	.0%	0	.0%
Total	1267	100.0%	1335	100.0%	1314	100.0%	1407	100.0%	1407	100.0%	1295	100.0%	1359	100.0%	1399	100.0%	1344	100.0%	1384	100.0%	1346	100.0%

Awarded Degrees by Academic Year

	2005-06	2004-05
Associates in Arts	18	16

Data Source: SOCCCD Awards Management System, March 30, 2007