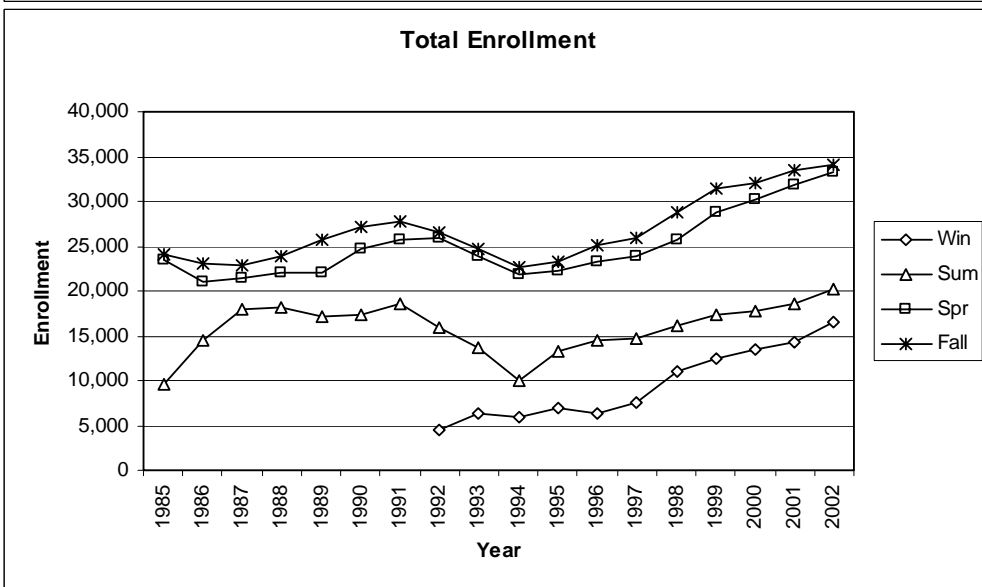
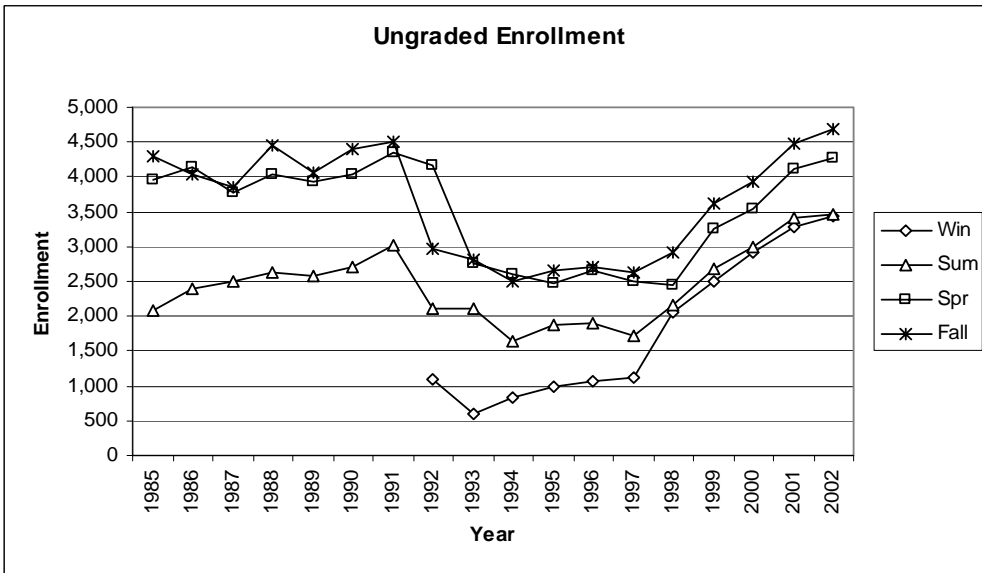
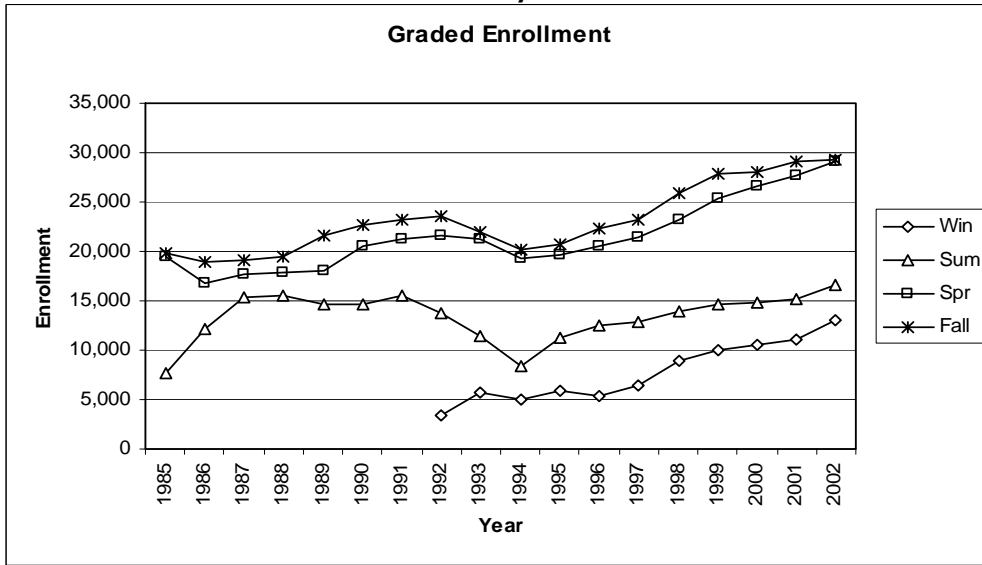


# STATISTICAL SUPPORT

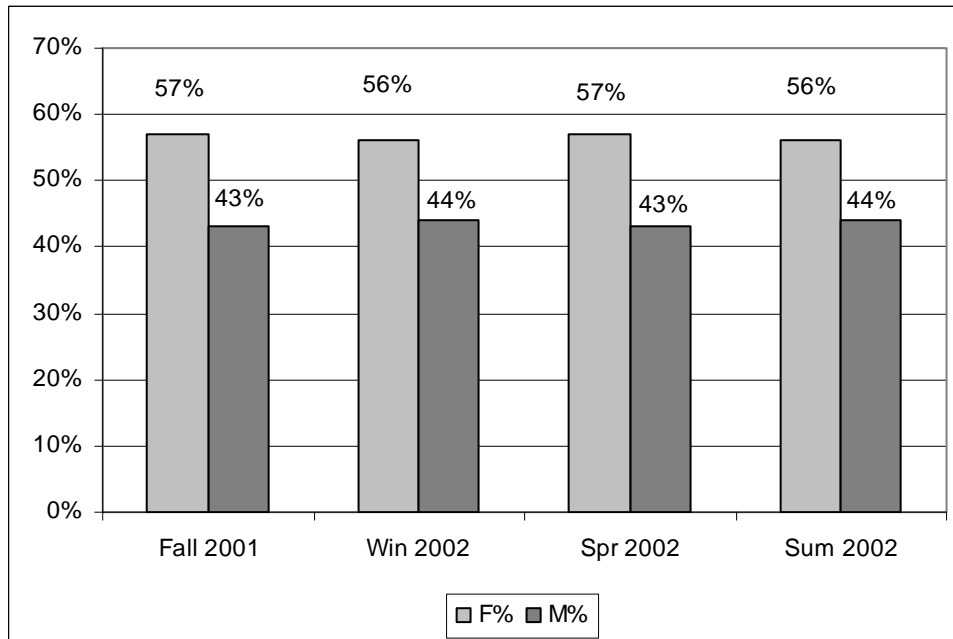
## Enrollment by Session



## Gender Trends - Graded Enrollment

Gender enrollments have been stable for the last nineteen Fall sessions, with a slight increase in the percentage of females. Percentages for the Winter, Spring, and Summer sessions are similar.

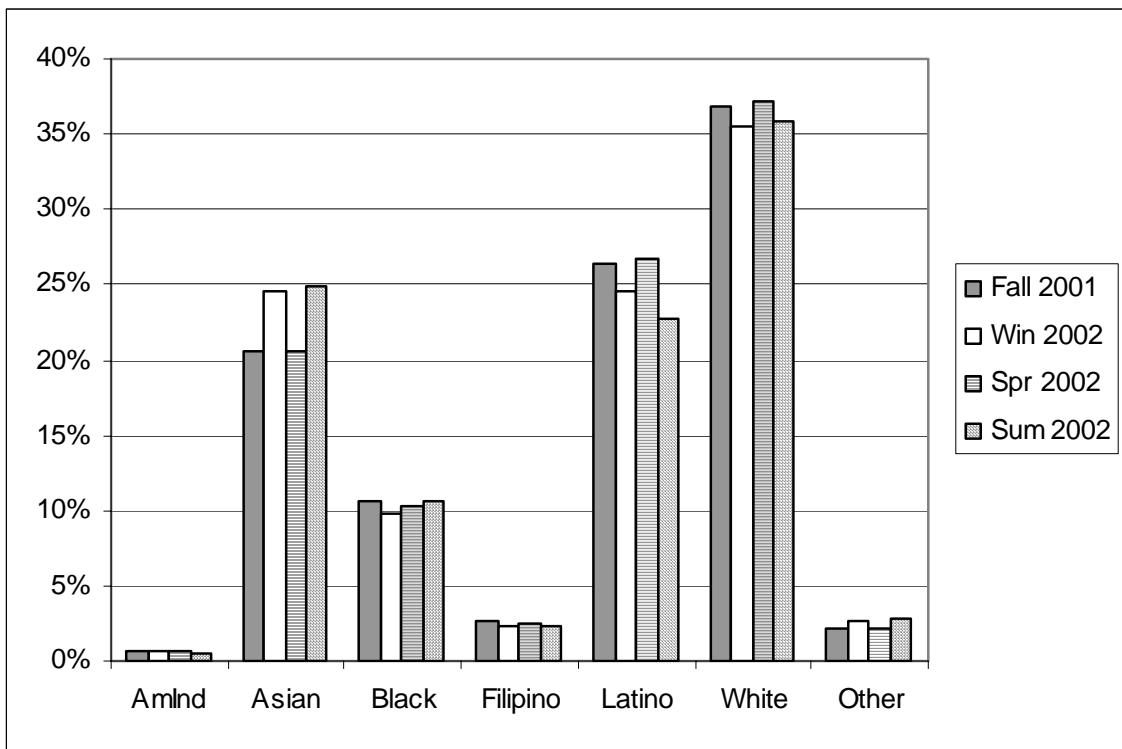
<b>GENDER TRENDS - GRADED ENROLLMENT</b>			
<b>Fall 1984 - Fall 2002</b>			
<b>Fall</b>	<b>n</b>	<b>F%</b>	<b>M%</b>
1984	18,992	55%	45%
1985	19,819	55%	45%
1986	18,958	56%	44%
1987	19,034	56%	44%
1988	19,393	56%	44%
1989	21,575	56%	44%
1990	22,679	57%	43%
1991	23,231	56%	44%
1992	23,576	56%	44%
1993	21,918	56%	44%
1994	20,242	56%	44%
1995	20,627	57%	43%
1996	22,374	57%	43%
1997	23,230	57%	43%
1998	25,930	56%	44%
1999	27,813	56%	44%
2000	28,017	57%	43%
2001	29,076	57%	43%
2002	29,341	56%	44%



## Ethnic Trends - Graded Enrollment

Ethnic enrollments have changed over the last fifteen years, with an increase in the percentages of Asian and Latino students and a decrease in the percentage of white students. Winter and Summer sessions tend to have a different ethnic minority pattern than Fall and Spring sessions.

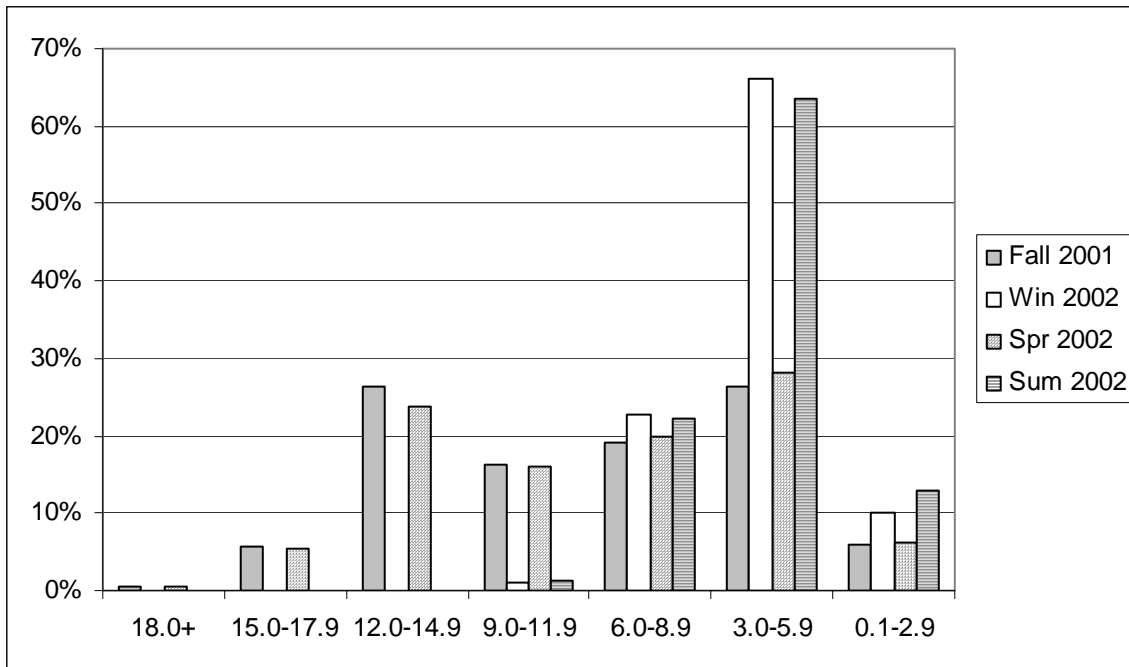
<b>Ethnicity</b>	<b>Fall 2002</b>	<b>Fall 1997</b>	<b>Fall 1992</b>	<b>Fall 1987</b>
<b>Amlnd</b>	0.6%	0.6%	0.7%	1.0%
<b>Asian</b>	19.5%	19.8%	18.1%	12.7%
<b>Black</b>	10.1%	12.2%	11.2%	10.9%
<b>Filipino</b>	2.6%	2.4%	2.1%	1.6%
<b>Latino</b>	27.3%	23.8%	16.7%	11.4%
<b>White</b>	36.7%	39.2%	49.8%	61.9%
<b>Other</b>	3.2%	2.0%	1.4%	0.5%
<b>Total</b>	<b>29,341</b>	<b>23,230</b>	<b>23,576</b>	<b>19,034</b>



## Load Trends - Graded Enrollment

The percentage of full time students has increased over the last five years and the percentage of students taking less than four units has decreased over the last ten years. Load patterns in Winter and Summer sessions tend to be similar. Load patterns in Fall and Spring sessions are also similar.

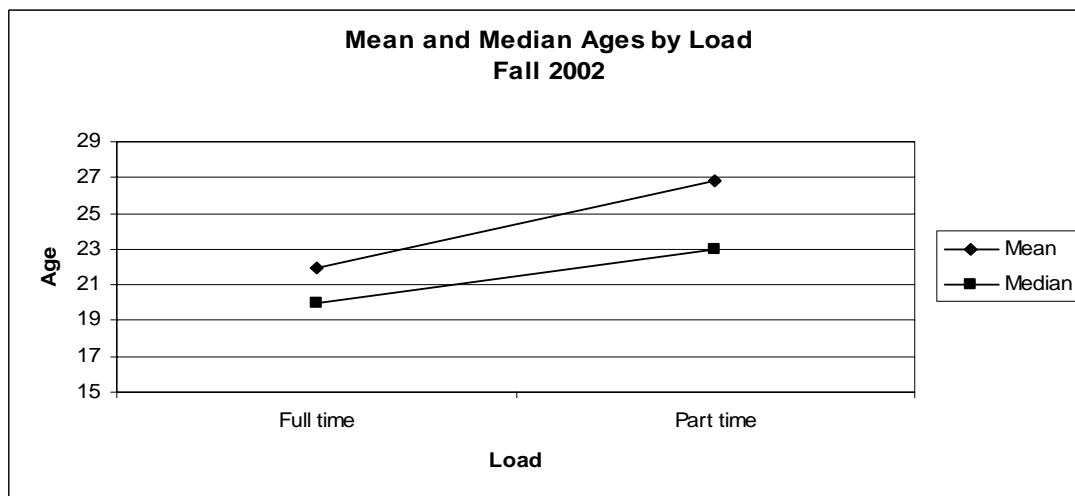
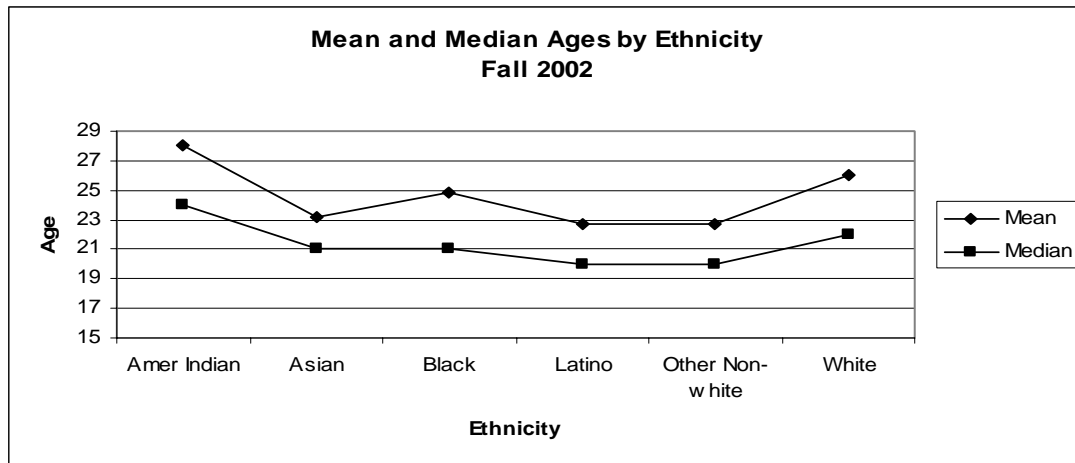
Load	Fall 2002	Fall 1997	Fall 1992	Fall 1987
<b>18.0+</b>	0%	1%	1%	1%
<b>15.0-17.9</b>	5%	6%	5%	6%
<b>12.0-14.9</b>	26%	26%	22%	20%
<b>9.0-11.9</b>	16%	16%	14%	14%
<b>6.0-8.9</b>	19%	21%	21%	18%
<b>3.0-5.9</b>	27%	26%	31%	34%
<b>0.1-2.9</b>	6%	5%	7%	8%
<b>Total</b>	100%	100%	100%	100%



## Age Trends - Graded Enrollment

The percentages of students in age categories have remained stable over the last fifteen years, with a slight increase in younger students.

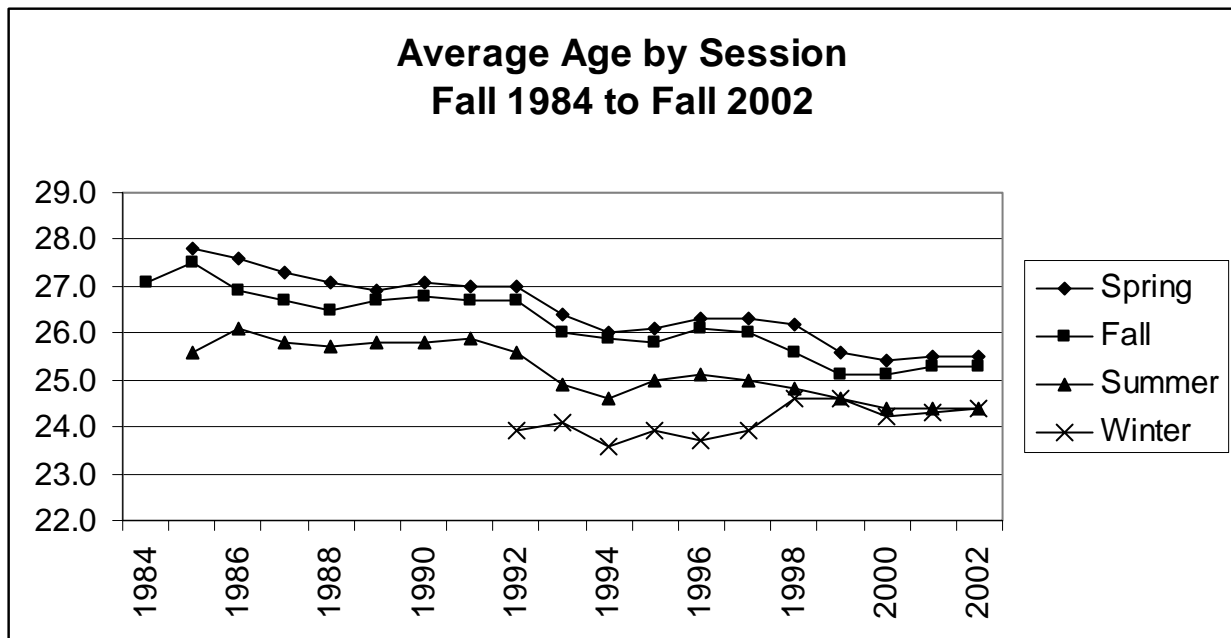
Age	Fall 1987	Fall 1992	Fall 1997	Fall 2002
under 18	894 5%	859 4%	922 4%	2,303 8%
18	1,942 10%	2,043 9%	2,362 10%	3,179 11%
19	2,039 11%	2,211 9%	2,610 11%	3,438 12%
20	1,715 9%	2,127 9%	2,405 10%	2,874 10%
21	1,320 7%	1,952 8%	1,809 8%	2,430 8%
22	1,091 6%	1,629 7%	1,453 6%	1,905 6%
23	1,007 5%	1,298 6%	1,256 5%	1,468 5%
24	838 4%	1,103 5%	1,035 4%	1,245 4%
25 to 29	3,054 16%	3,982 17%	3,657 16%	4,084 14%
30 to 34	1,862 10%	2,410 10%	2,075 9%	2,323 8%
35 to 39	1,191 6%	1,486 6%	1,340 6%	1,376 5%
40 to 49	1,173 6%	1,572 7%	1,493 6%	1,712 6%
50 to 59	500 3%	568 2%	582 3%	712 2%
60 plus	408 2%	336 1%	232 1%	292 1%
<b>Total</b>	<b>19,034</b>	<b>23,576</b>	<b>23,231</b>	<b>29,341</b>
<b>Mean</b>	<b>27</b>	<b>27</b>	<b>26</b>	<b>25</b>
<b>Median</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>22</b>



## Average Age by Session - Graded Enrollment

The average age of students has declined slightly over the last fifteen years in the Fall, Summer, and Spring sessions.

Year	Win	Spr	Sum	Fall
1984				27.1
1985		27.8	25.6	27.5
1986		27.6	26.1	26.9
1987		27.3	25.8	26.7
1988		27.1	25.7	26.5
1989		26.9	25.8	26.7
1990		27.1	25.8	26.8
1991		27.0	25.9	26.7
1992	23.9	27.0	25.6	26.7
1993	24.1	26.4	24.9	26.0
1994	23.6	26.0	24.6	25.9
1995	23.9	26.1	25.0	25.8
1996	23.7	26.3	25.1	26.1
1997	23.9	26.3	25.0	26.0
1998	24.6	26.2	24.8	25.6
1999	24.6	25.6	24.6	25.1
2000	24.2	25.4	24.4	25.1
2001	24.3	25.5	24.4	25.3
2002	24.4	25.5	24.4	25.3



### Annual Apportionment FTES Attendance

Fiscal Year	Resident	Non-Resident
1997-1998	17,018	3,486
1998-1999	18,783	3,608
1999-2000	19,786	3,943
2000-2001	20,559	4,322
2001-2002	22,084	4,456

### Educational Goals - Fall 2002

	Full Time		Part Time		Female		Male		non-F1		F1		Day		Night		Total	
<b>Degrees/Certs/Transfer</b>	6940	73.9%	8855	44.4%	8671	52.4%	7124	55.7%	13520	50.8%	2275	82.8%	14272	56.5%	1523	37.1%	15795	53.8%
Transfer with AA	5210	55.5%	6339	31.8%	6379	38.5%	5170	40.4%	9960	37.5%	1589	57.8%	10518	41.7%	1031	25.1%	11549	39.4%
Transfer without AA	1229	13.1%	1483	7.4%	1399	8.4%	1313	10.3%	2380	8.9%	332	12.1%	2447	9.7%	265	6.5%	2712	9.2%
AA - Voc. No transfer	236	2.5%	474	2.4%	404	2.4%	306	2.4%	555	2.1%	155	5.6%	611	2.4%	99	2.4%	710	2.4%
AA - Gnrl.Educ/No transf	199	2.1%	311	1.6%	311	1.9%	199	1.6%	340	1.3%	170	6.2%	431	1.7%	79	1.9%	510	1.7%
Voc. Certificate-No Degree	66	0.7%	248	1.2%	178	1.1%	136	1.1%	285	1.1%	29	1.1%	265	1.1%	49	1.2%	314	1.1%
<b>Voc Skills - No Award</b>	132	1.4%	906	4.5%	583	3.5%	455	3.6%	988	3.7%	50	1.8%	841	3.3%	197	4.8%	1038	3.5%
On the Job Skills-No Degree	67	0.7%	565	2.8%	331	2.0%	301	2.4%	603	2.3%	29	1.1%	513	2.0%	119	2.9%	632	2.2%
Pre-employment Skill	23	0.2%	157	0.8%	103	0.6%	77	0.6%	177	0.7%	3	0.1%	142	0.6%	38	0.9%	180	0.6%
Maintain License/Certificate	42	0.4%	184	0.9%	149	0.9%	77	0.6%	208	0.8%	18	0.7%	186	0.7%	40	1.0%	226	0.8%
<b>Remediation</b>	113	1.2%	1568	7.9%	1042	6.3%	639	5.0%	1649	6.2%	32	1.2%	1541	6.1%	140	3.4%	1681	5.7%
Complete Credit for HS	53	0.6%	1309	6.6%	852	5.1%	510	4.0%	1351	5.1%	11	0.4%	1291	5.1%	71	1.7%	1362	4.6%
Improve Basic Skill	60	0.6%	259	1.3%	190	1.1%	129	1.0%	298	1.1%	21	0.8%	250	1.0%	69	1.7%	319	1.1%
<b>Other</b>	2208	23.5%	8619	43.2%	6263	37.8%	4564	35.7%	10437	39.2%	390	14.2%	8584	34.0%	2243	54.7%	10827	36.9%
Gnrl. Educ. Personal Interest	534	5.7%	2834	14.2%	1960	11.8%	1408	11.0%	3301	12.4%	67	2.4%	2576	10.2%	792	19.3%	3368	11.5%
Discover Career Interest/Goal	196	2.1%	628	3.1%	472	2.9%	352	2.8%	768	2.9%	56	2.0%	697	2.8%	127	3.1%	824	2.8%
Prerequisites for Grad. Sch.	226	2.4%	600	3.0%	502	3.0%	324	2.5%	763	2.9%	63	2.3%	667	2.6%	159	3.9%	826	2.8%
Prof.Dev/Career Change	231	2.5%	1743	8.7%	1216	7.3%	758	5.9%	1924	7.2%	50	1.8%	1522	6.0%	452	11.0%	1974	6.7%
Undecided	1021	10.9%	2814	14.1%	2113	12.8%	1722	13.5%	3681	13.8%	154	5.6%	3122	12.4%	713	17.4%	3835	13.1%
<b>Total</b>	9393	32.0%	19948	68.0%	16559	56.4%	12782	43.6%	26594	90.6%	2747	9.4%	25238	86.0%	4103	14.0%	29341	100.0%

## Educational Goals by Ethnicity - Fall 2002

	AmerInd	Asian	Black	Latino	Other NW	White	Total
<b>Degrees/Certs/Transfer</b>	83 46.9%	4019 60.6%	1603 54.2%	4628 57.8%	433 54.1%	5029 46.7%	15795 53.8%
Transfer with AA	58 32.8%	2787 42.0%	1208 40.8%	3695 46.2%	317 39.6%	3484 32.3%	11549 39.4%
Transfer without AA	20 11.3%	760 11.5%	248 8.4%	583 7.3%	89 11.1%	1012 9.4%	2712 9.2%
AA - Voc. No transfer	2 1.1%	196 3.0%	88 3.0%	189 2.4%	10 1.3%	225 2.1%	710 2.4%
AA - Gnrl.Educ/No transf	2 1.1%	208 3.1%	38 1.3%	70 0.9%	5 0.6%	187 1.7%	510 1.7%
Voc. Certificate-No Degree	1 0.6%	68 1.0%	21 0.7%	91 1.1%	12 1.5%	121 1.1%	314 1.1%
<b>Voc Skills - No Award</b>	6 3.4%	253 3.8%	98 3.3%	167 2.1%	31 3.9%	483 4.5%	1038 3.5%
On the Job Skills-No Degree	5 2.8%	167 2.5%	47 1.6%	99 1.2%	16 2.0%	298 2.8%	632 2.2%
Pre-employment Skill-No Degree	0 0.0%	40 0.6%	17 0.6%	26 0.3%	5 0.6%	92 0.9%	180 0.6%
Maintain License/Certificate	1 0.6%	46 0.7%	34 1.1%	42 0.5%	10 1.3%	93 0.9%	226 0.8%
<b>Remediation</b>	9 5.1%	231 3.5%	254 8.6%	729 9.1%	28 3.5%	430 4.0%	1681 5.7%
Complete Credit for HS	8 4.5%	160 2.4%	231 7.8%	614 7.7%	24 3.0%	325 3.0%	1362 4.6%
Improve Basic Skill	1 0.6%	71 1.1%	23 0.8%	115 1.4%	4 0.5%	105 1.0%	319 1.1%
<b>Other</b>	79 44.6%	2116 31.9%	1003 33.9%	2473 30.9%	308 38.5%	4848 45.0%	10827 36.9%
Gnrl. Educ. Personal Interest	20 11.3%	569 8.6%	343 11.6%	767 9.6%	89 11.1%	1580 14.7%	3368 11.5%
Discover Career Interest/Goal	9 5.1%	172 2.6%	62 2.1%	224 2.8%	18 2.3%	339 3.1%	824 2.8%
Prerequisites for Grad. Sch.	3 1.7%	210 3.2%	54 1.8%	135 1.7%	31 3.9%	393 3.6%	826 2.8%
Prof.Development/Career Change	15 8.5%	412 6.2%	158 5.3%	306 3.8%	46 5.8%	1037 9.6%	1974 6.7%
Undecided	32 18.1%	753 11.4%	386 13.0%	1041 13.0%	124 15.5%	1499 13.9%	3835 13.1%
<b>Total</b>	177	6630	2959	8005	800	10770	29341



**Most Popular Majors  
Fall 1992, 1997, 2002**

Fall 2002			Fall 1997			Fall 1992		
major	count	%	major	count	%	major	count	%
Lib Arts	7681	26.3%	Lib Arts	5693	24.3%	Unknown	9605	43.5%
Undecided	2594	8.9%	Bus. Adm.	1490	6.4%	Lib Arts	2614	11.8%
Bus. Adm.	1235	4.2%	CIS	1149	4.9%	Undecided	1426	6.5%
Art	990	3.4%	Psychology	1021	4.4%	Art	627	2.8%
Computer Sci	979	3.3%	Bus. Mgmt	964	4.1%	Psychology	606	2.7%
Reg Nursng	871	3.0%	Art	905	3.9%	Acctg	501	2.3%
CIS	837	2.9%	Pre-Med	693	3.0%	Reg Nursng	485	2.2%
Psychology	793	2.7%	Reg Nursng	686	2.9%	CIS	439	2.0%
Acctg	675	2.3%	English	669	2.9%	English	413	1.9%
Gr Des	600	2.1%	Acctg	664	2.8%	Engr -4 Yr	352	1.6%
Child Devp	556	1.9%	Child Devp	578	2.5%	Pre-Med	334	1.5%
Music	490	1.7%	Biol Sci	575	2.5%	Arch Ills.	312	1.4%
Bus. Mgmt	470	1.6%	Undecided	534	2.3%	Child Devp	306	1.4%
Cinema	445	1.5%	Gr Des	471	2.0%	Biol Sci	276	1.2%
Bus Marketing	441	1.5%	Engr -4 Yr	439	1.9%	Music	248	1.1%
Photo	425	1.5%	Cinema	411	1.8%	Pol Sci	211	1.0%
Bus Mgt/Leader	413	1.4%	Music	397	1.7%	Th Art	197	0.9%
English	408	1.4%	Educ/EI/Sc	393	1.7%	Brd. Progr	186	0.8%
Educ/EI/Sc	405	1.4%	Arch Ills.	367	1.6%	Photo	179	0.8%
Pre-Med	398	1.4%	Th Art	343	1.5%	Bus. Mgmt	171	0.8%
Th Art	366	1.3%	Photo	322	1.4%	Cinema	152	0.7%
Comp. Animation	352	1.2%	Pol Sci	284	1.2%	Intdsn	152	0.7%
Transfer AA	329	1.1%	Ad Jus	280	1.2%	Ad Jus	151	0.7%
Biol Sci	317	1.1%	Prephy Thp	271	1.2%	Gr Des	148	0.7%
Bus-Internatio	309	1.1%	Brd. Progr	262	1.1%	Economics	121	0.5%

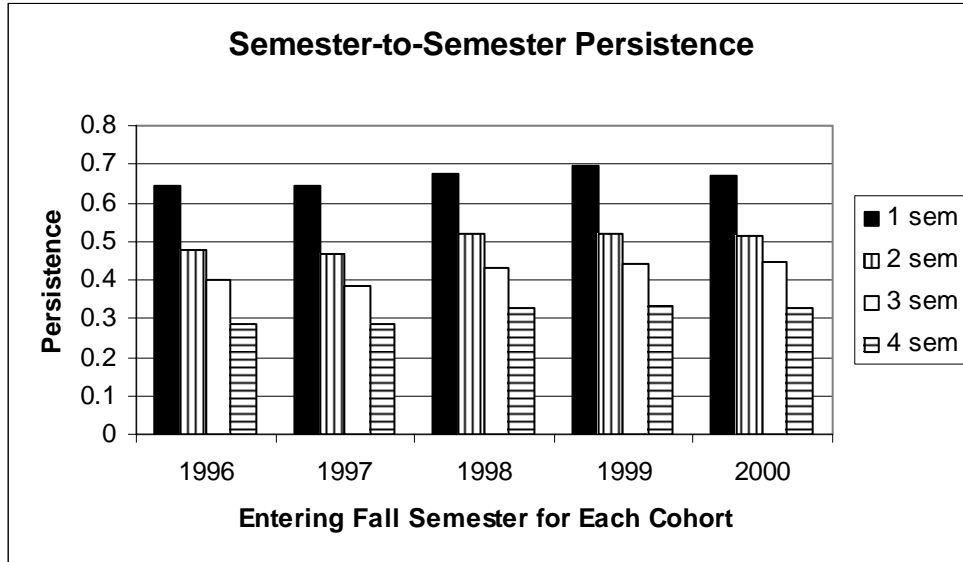
% are based upon all majors, not just the most popular ones

**Enrollment from Primary Feeder High Schools by Ethnicity  
Fall 2002**

<b>High School</b>	<b>AmerInd</b>	<b>Asian</b>	<b>Black</b>	<b>Latino</b>	<b>Other NW</b>	<b>White</b>	<b>Total</b>
Santa Monica	8	143	138	539	48	593	1469
Venice	13	124	57	588	14	186	982
University	2	155	65	290	50	271	833
Beverly Hills	0	99	13	40	68	567	787
Hamilton	8	64	172	228	11	121	604
Palisades	3	73	94	129	32	259	590
Culver City	2	113	69	204	9	168	565
Fairfax	3	99	83	180	14	178	557
Westchester	0	18	131	70	2	58	279
Belmont	1	44	2	212	1	8	268
Saint Monica's	3	37	30	98	3	81	252
Taft	2	34	18	44	8	91	197
Jefferson	0	5	7	179	1	2	194
Hollywood	0	14	15	108	4	48	189
Manual Arts	0	3	18	163	0	0	184
Crenshaw	1	0	120	56	0	1	178
Fremont	2	2	13	158	0	1	176
Granada Hills	0	49	6	53	6	50	164
El Camino Real	1	28	12	58	10	54	163
Van Nuys	1	52	11	34	1	48	147
Dorsey	0	1	82	61	0	1	145
Inglewood	0	1	32	93	2	5	133
Marshall	1	43	3	62	2	18	129
Grant	2	10	5	44	8	55	124
Roosevelt	0	1	2	110	0	1	114
Saint Bernard's	0	3	34	49	1	21	108
Birmingham	0	8	11	46	4	38	107
Malibu	1	5	6	16	4	75	107
JFK	2	23	6	56	2	16	105
Cleveland	2	12	13	40	5	32	104
<b>Total Feeders</b>	58	1263	1268	4008	310	3047	9954
<b>All Others</b>	116	5375	1682	3928	490	7797	19387
<b>Total</b>	174	6638	2950	7936	800	10844	29341

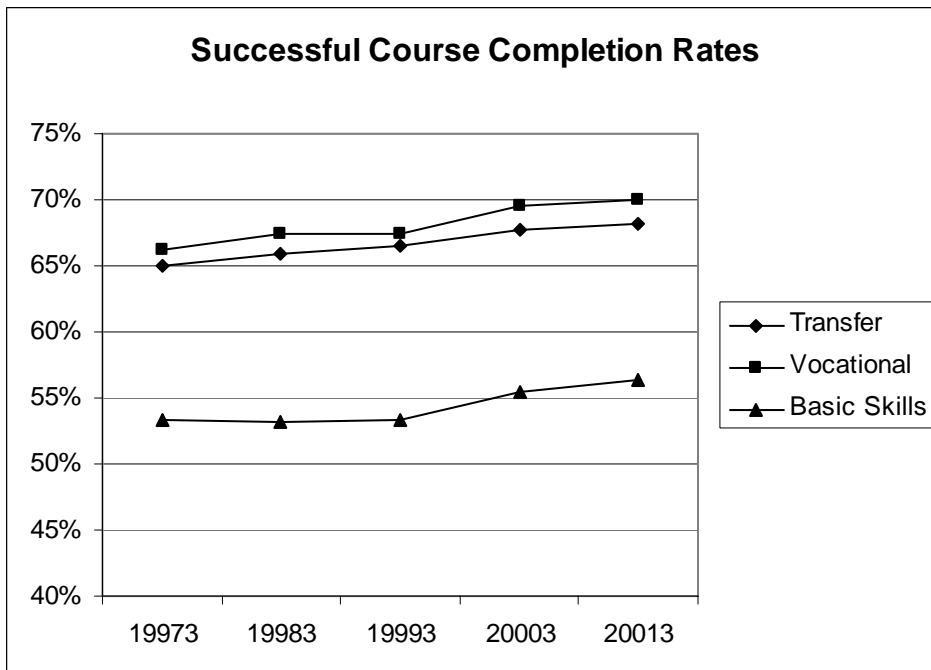
### Semester-to-Semester Persistence Rates

The proportion of students new to the college in the fall who re-enroll at the college for the subsequent spring and fall semesters.



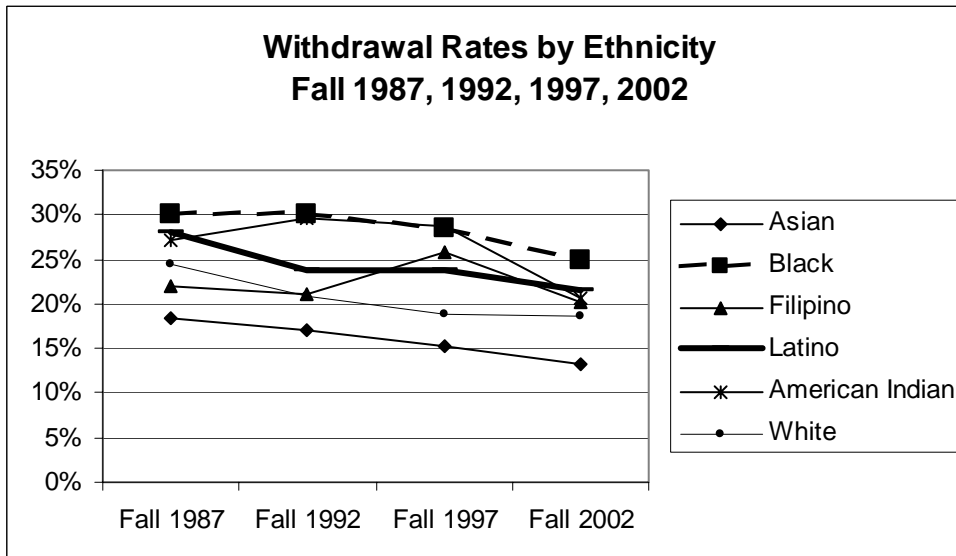
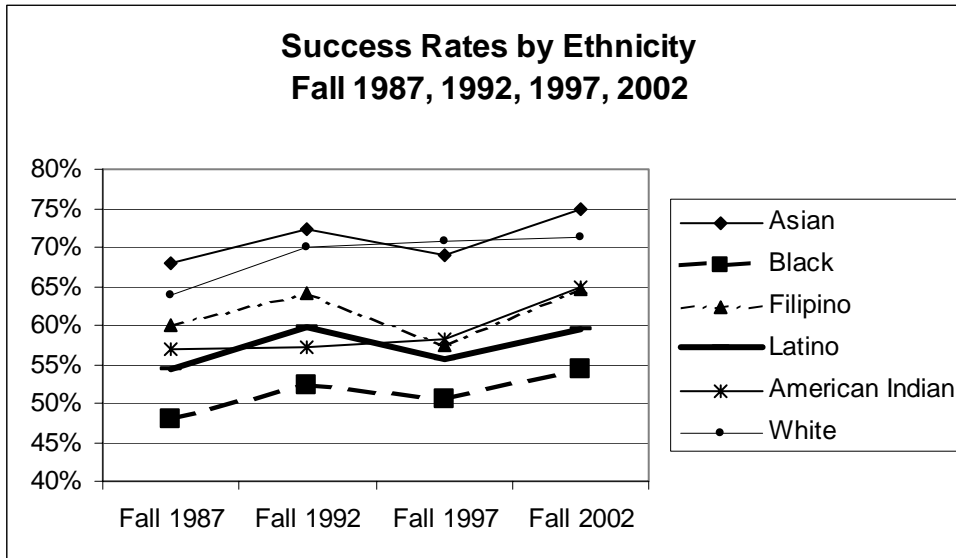
### Successful Course Completion Rates by Type of Course Fall 1997 – Fall 2001

The proportion of students in each type of course who attempted a credit class and received a grade of A, B, C, or Credit in the given Fall semester.



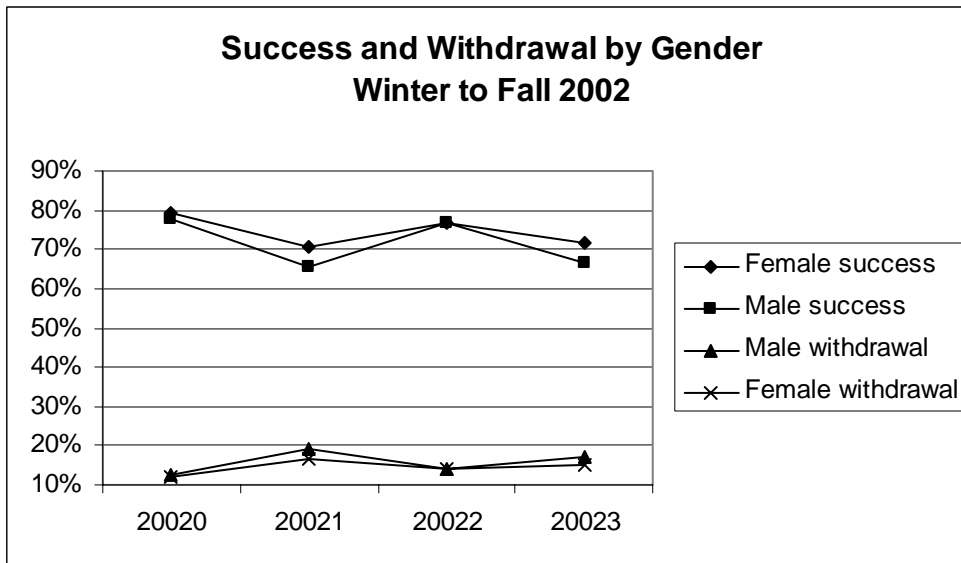
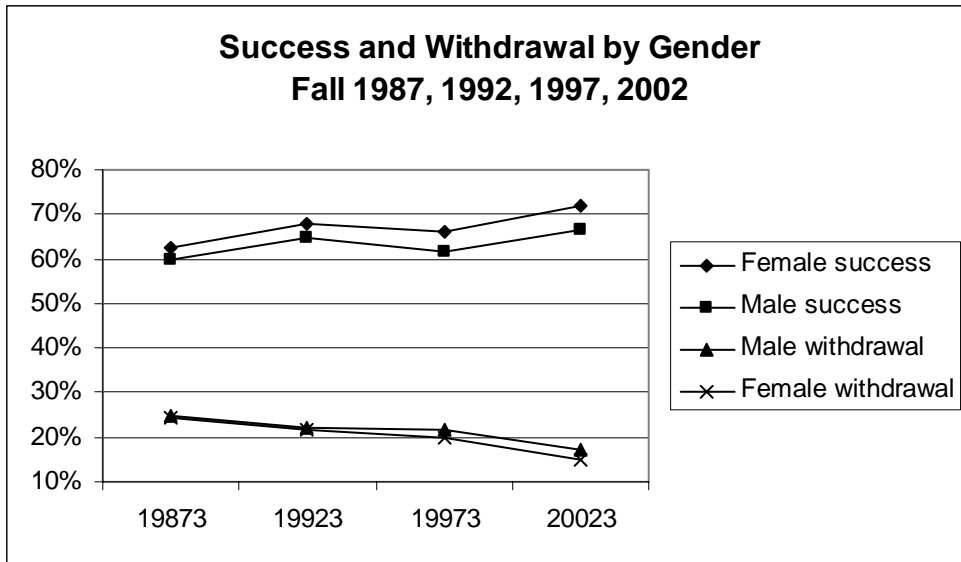
**Student Success and Withdrawal Rates by Ethnicity  
Fall 1987, 1992, 1997, 2002**

Ethnicity	Fall 1987			Fall 1992			Fall 1997			Fall 2002		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Asian	6483	68%	18%	12017	72%	17%	13379	69%	15%	18333	0.748	0.133
Black	5551	48%	30%	6770	52%	30%	7156	51%	29%	7814	0.544	0.248
Filipino	793	60%	22%	1096	64%	21%	1366	58%	26%	2038	0.646	0.202
Hispanic/Latino	5202	54%	28%	9117	60%	24%	13183	56%	24%	20997	0.595	0.216
Amer Indian	445	57%	27%	361	57%	30%	349	58%	29%	426	0.65	0.207
White	26537	64%	24%	25762	70%	21%	21171	71%	19%	28262	0.714	0.186
Total	45011	61%	25%	55123	66%	22%	56604	64%	21%	80543	0.672	0.188



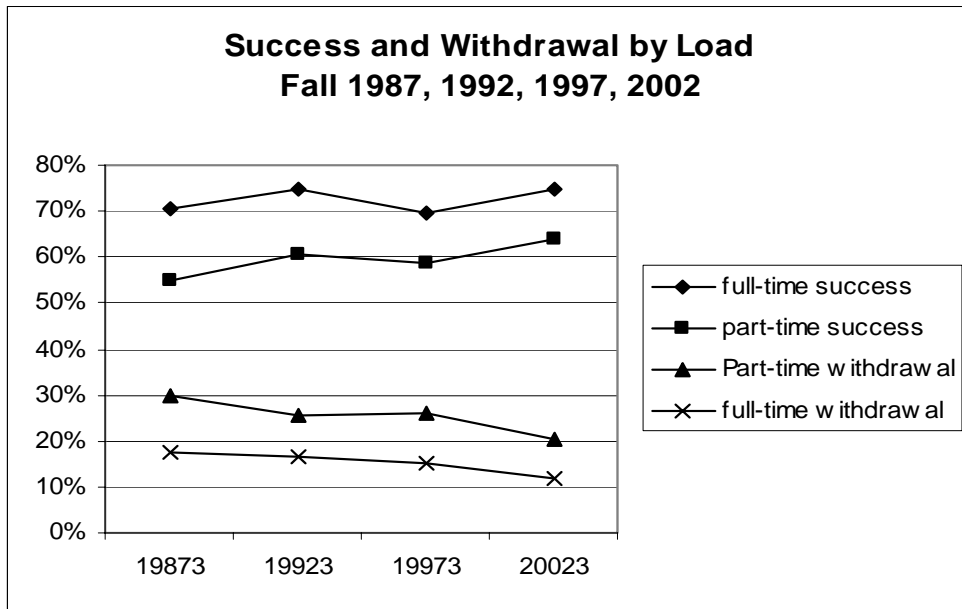
## Student Success and Withdrawal Rates by Gender Fall 1987, 1992, 1997, 2002

Gender	Fall 1987			Fall 1992			Fall 1997			Fall 2002		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Female	24,996	63%	24%	31,635	68%	22%	34,651	66%	20%	43,471	72%	15%
Male	21,418	60%	25%	27,080	65%	22%	27,098	62%	22%	34,428	67%	17%



**Student Success and Withdrawal Rates by Load  
Fall 1987, 1992, 1997, 2002**

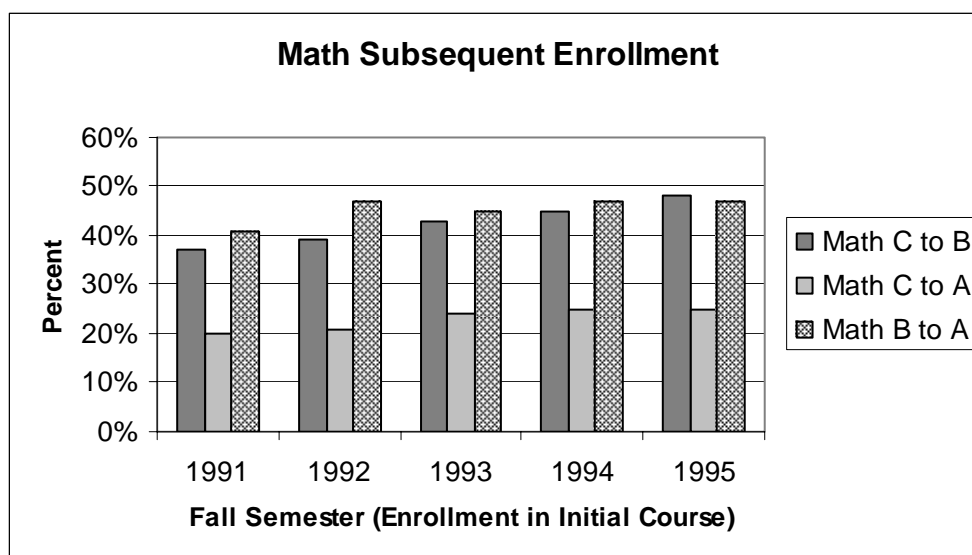
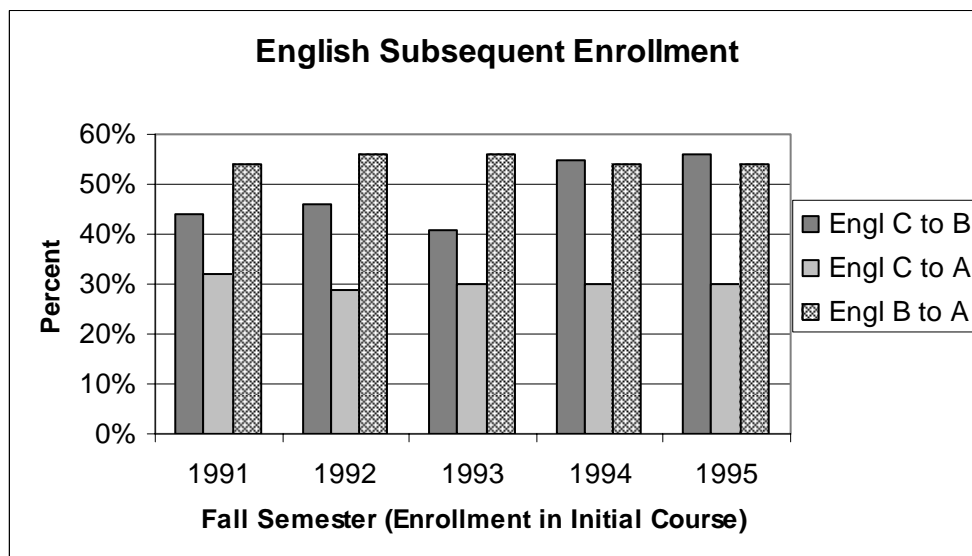
Load	Fall 1987			Fall 1992			Fall 1997			Fall 2002		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Full-time	19,399	70%	17%	23,832	75%	17%	31,275	69%	15%	38,619	75%	12%
Part-time	27,022	55%	30%	34,887	60%	25%	30,464	59%	26%	39,276	64%	20%



**Student Success in Moving from Developmental to  
College-Level English and Math Courses  
Fall 1991 - 1995 Starting Cohorts**

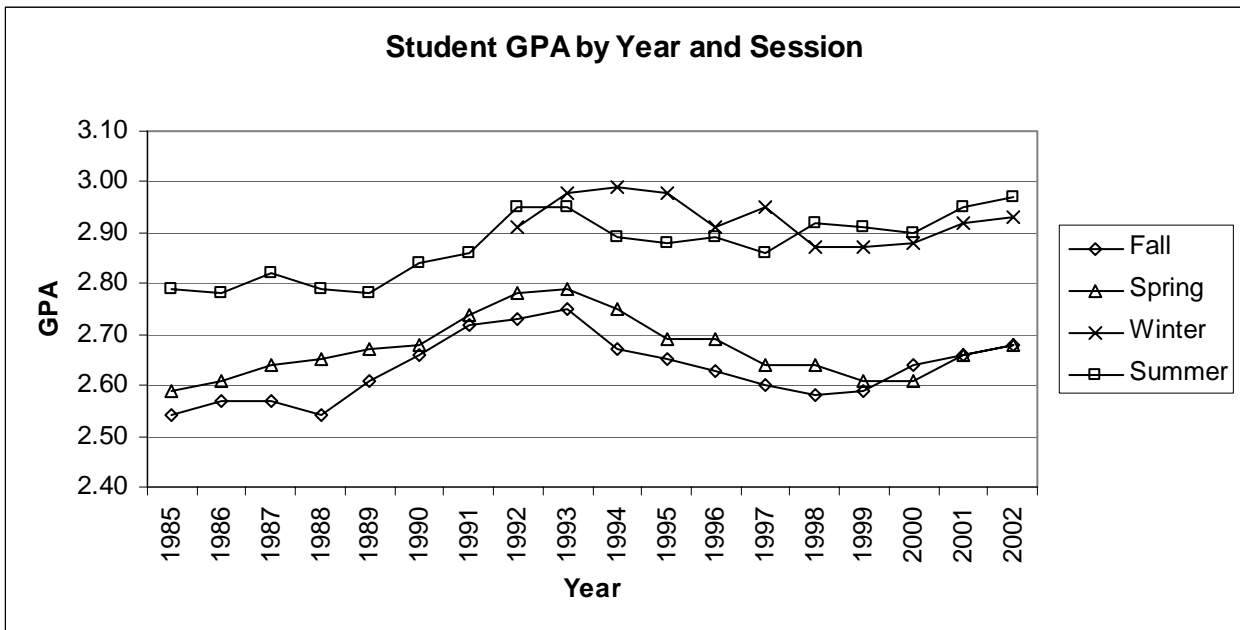
The three bars represent the progress of students from developmental to college-level English courses, representing the percentage of students who were enrolled at the indicated level in the given fall semester and had enrolled in a higher level course by the Spring 2002 semester. Thus, the first bar indicates the percentage of students enrolled in the most basic C level course (English 81A or 81B) in the given semester who later enrolled in an intermediate B level course (English 21A, 21B, or 22), with the latest cohorts showing that more than half of the students in the C level later enrolled in a B level course. The middle bar indicates the percent of students who were enrolled in a C level course during the indicated semester who had enrolled in the A Level (“English Composition” – English 1) course by Spring 2002. This proportion has remained at approximately 30%. Finally, the third bar indicates the proportion of students who were enrolled in a B Level course in the given semester and later enrolled in English Composition (Level A). This proportion remained between 50% and 60% for the five cohorts examined.

The same process is followed in the math courses, with Math 81, 84, 31, and 32 as the C level courses; Math 20 as the B level course, and Math 2, 7, 21, 23, and 52 as the A level courses. As with the English courses, a higher proportion of students advance one level than two levels, but the percentages never exceed 50%.



## Student GPA by Year and Session

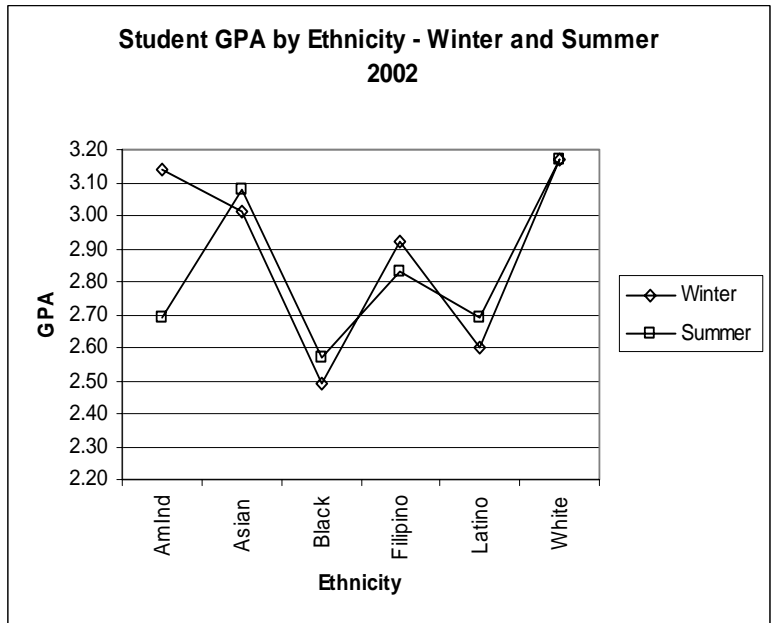
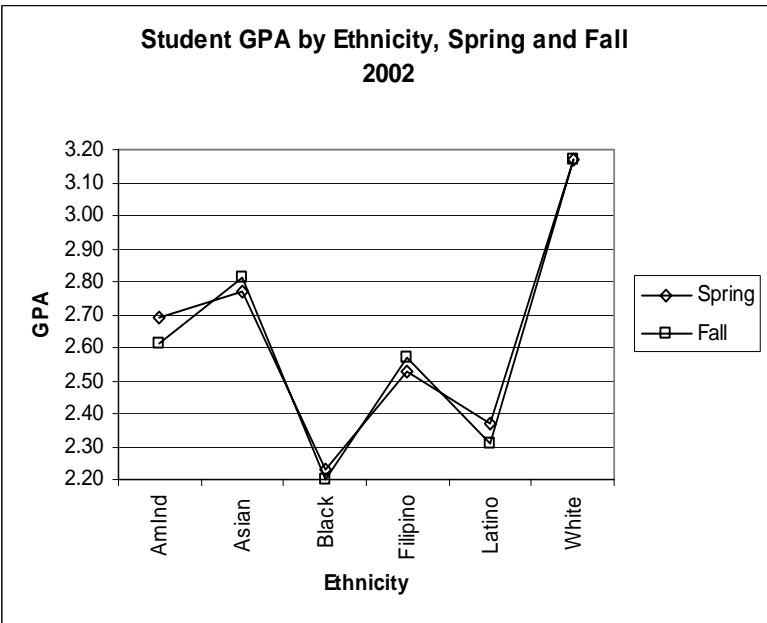
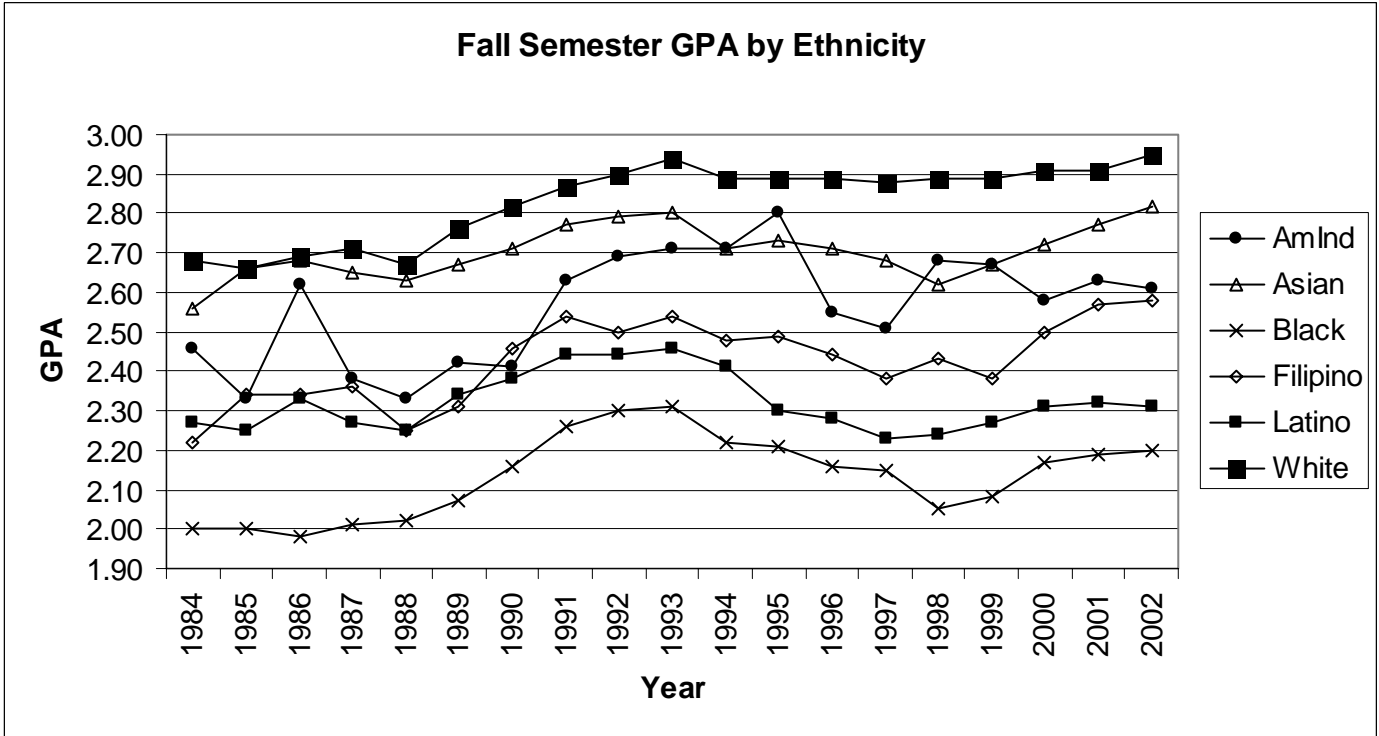
Year	Fall	Spring	Winter	Summer
1985	2.54	2.59		2.79
1986	2.57	2.61		2.78
1987	2.57	2.64		2.82
1988	2.54	2.65		2.79
1989	2.61	2.67		2.78
1990	2.66	2.68		2.84
1991	2.72	2.74		2.86
1992	2.73	2.78	2.91	2.95
1993	2.75	2.79	2.98	2.95
1994	2.67	2.75	2.99	2.89
1995	2.65	2.69	2.98	2.88
1996	2.63	2.69	2.91	2.89
1997	2.60	2.64	2.95	2.86
1998	2.58	2.64	2.87	2.92
1999	2.59	2.61	2.87	2.91
2000	2.64	2.61	2.88	2.90
2001	2.66	2.66	2.92	2.95
2002	2.68	2.68	2.93	2.97





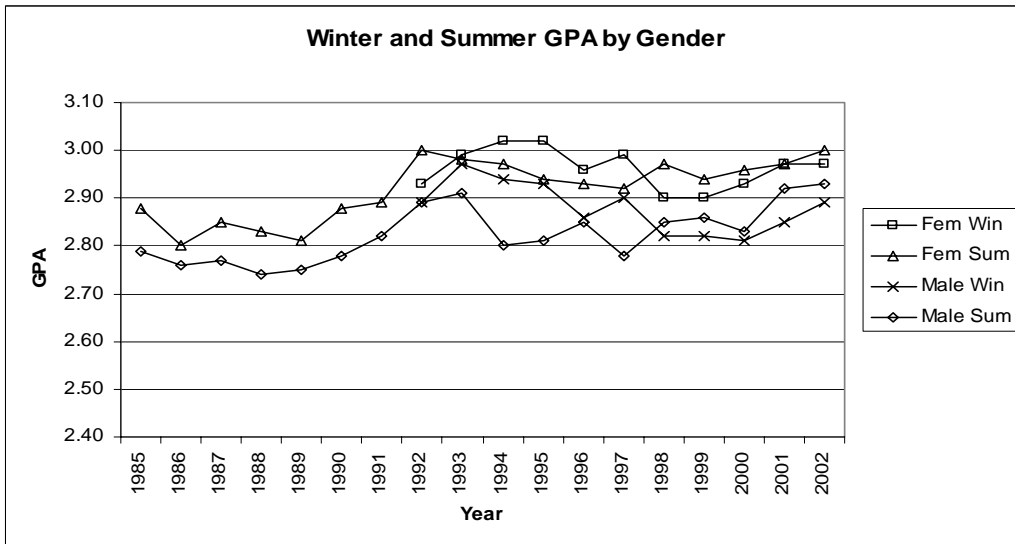
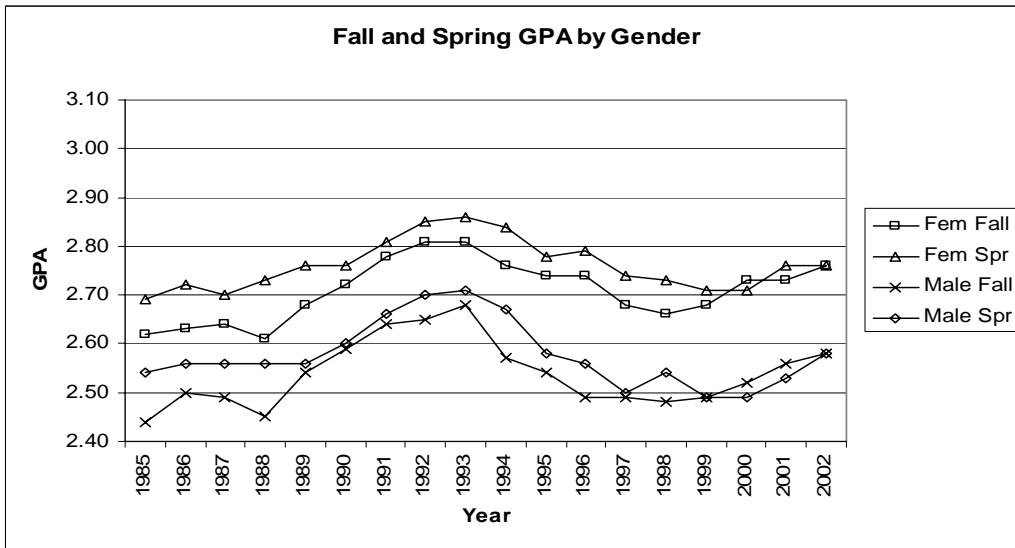
## Student GPA by Year, Ethnicity, and Session

Ethnicity	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
AmInd	2.46	2.33	2.62	2.38	2.33	2.42	2.41	2.63	2.69	2.71	2.71	2.80	2.55	2.51	2.68	2.67	2.58	2.63	2.61
Asian	2.56	2.66	2.68	2.65	2.63	2.67	2.71	2.77	2.79	2.80	2.71	2.73	2.71	2.68	2.62	2.67	2.72	2.77	2.82
Black	2.00	2.00	1.98	2.01	2.02	2.07	2.16	2.26	2.30	2.31	2.22	2.21	2.16	2.15	2.05	2.08	2.17	2.19	2.20
Filipino	2.22	2.34	2.34	2.36	2.25	2.31	2.46	2.54	2.50	2.54	2.48	2.49	2.44	2.38	2.43	2.38	2.50	2.57	2.58
Latino	2.27	2.25	2.33	2.27	2.25	2.34	2.38	2.44	2.44	2.46	2.41	2.30	2.28	2.23	2.24	2.27	2.31	2.32	2.31
White	2.68	2.66	2.69	2.71	2.67	2.76	2.82	2.87	2.90	2.94	2.89	2.89	2.89	2.88	2.89	2.89	2.91	2.91	2.95



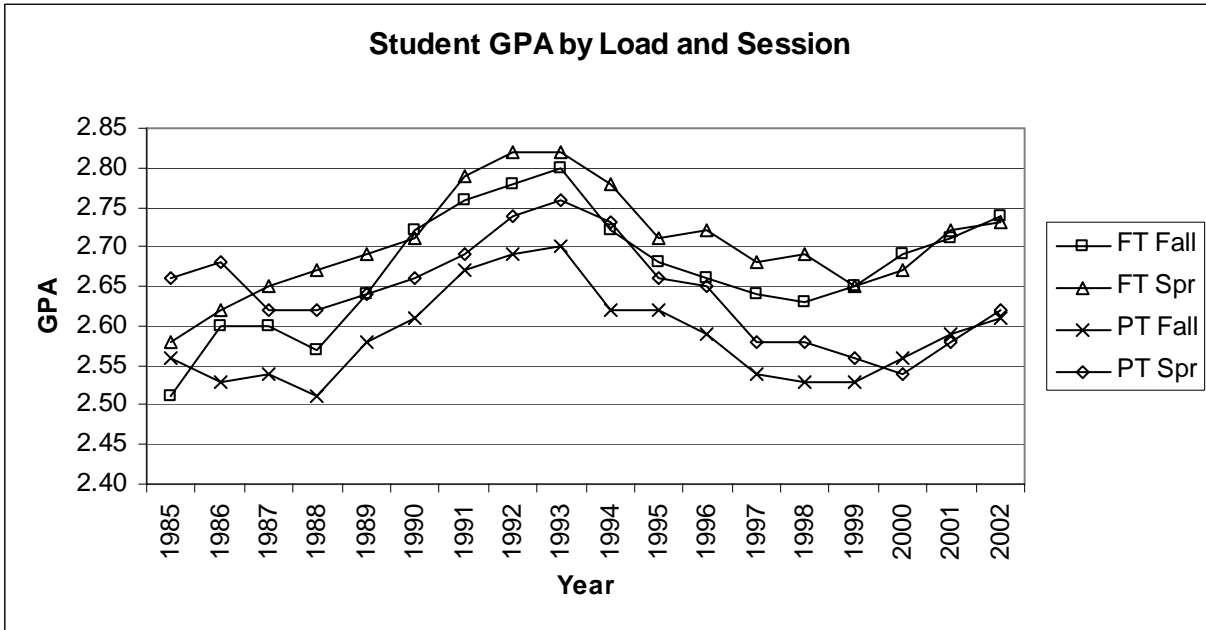
## Student GPA by Year, Gender, and Session

Year	Fem Fall	Fem Spr	Fem Win	Fem Sum	Male Fall	Male Spr	Male Win	Male Sum
1985	2.62	2.69		2.88	2.44	2.54		2.79
1986	2.63	2.72		2.80	2.50	2.56		2.76
1987	2.64	2.70		2.85	2.49	2.56		2.77
1988	2.61	2.73		2.83	2.45	2.56		2.74
1989	2.68	2.76		2.81	2.54	2.56		2.75
1990	2.72	2.76		2.88	2.59	2.60		2.78
1991	2.78	2.81		2.89	2.64	2.66		2.82
1992	2.81	2.85	2.93	3.00	2.65	2.70	2.89	2.89
1993	2.81	2.86	2.99	2.98	2.68	2.71	2.97	2.91
1994	2.76	2.84	3.02	2.97	2.57	2.67	2.94	2.80
1995	2.74	2.78	3.02	2.94	2.54	2.58	2.93	2.81
1996	2.74	2.79	2.96	2.93	2.49	2.56	2.86	2.85
1997	2.68	2.74	2.99	2.92	2.49	2.50	2.90	2.78
1998	2.66	2.73	2.90	2.97	2.48	2.54	2.82	2.85
1999	2.68	2.71	2.90	2.94	2.49	2.49	2.82	2.86
2000	2.73	2.71	2.93	2.96	2.52	2.49	2.81	2.83
2001	2.73	2.76	2.97	2.97	2.56	2.53	2.85	2.92
2002	2.76	2.76	2.97	3.00	2.58	2.58	2.89	2.93



### Student GPA by Year, Load and Session

Year	FT Fall	FT Spr	PT Fall	PT Spr
1985	2.51	2.58	2.56	2.66
1986	2.60	2.62	2.53	2.68
1987	2.60	2.65	2.54	2.62
1988	2.57	2.67	2.51	2.62
1989	2.64	2.69	2.58	2.64
1990	2.72	2.71	2.61	2.66
1991	2.76	2.79	2.67	2.69
1992	2.78	2.82	2.69	2.74
1993	2.80	2.82	2.70	2.76
1994	2.72	2.78	2.62	2.73
1995	2.68	2.71	2.62	2.66
1996	2.66	2.72	2.59	2.65
1997	2.64	2.68	2.54	2.58
1998	2.63	2.69	2.53	2.58
1999	2.65	2.65	2.53	2.56
2000	2.69	2.67	2.56	2.54
2001	2.71	2.72	2.59	2.58
2002	2.74	2.73	2.61	2.62



**Program Awards – Degrees and Certificates  
July 1, 2001 to June 30, 2002**

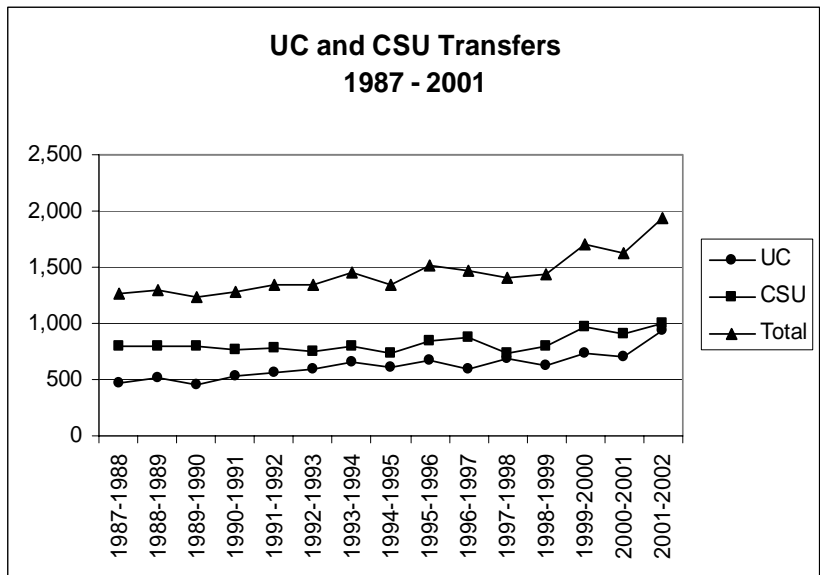
Gender	AA	Cert	Total
Female	514 61%	136 66%	650
Male	327 39%	70 34%	397
<b>Total</b>	<b>841</b>	<b>206</b>	<b>1,047</b>

Ethnicity	AA	Cert	Total
Amer Ind	6 1%	2 1%	8
Asian	297 35%	76 37%	373
Black	80 10%	16 8%	96
Latino	162 19%	39 19%	201
Other	35 4%	6 3%	41
Unknown	41 5%	4 2%	45
White	220 26%	63 31%	283
<b>Total</b>	<b>841</b>	<b>206</b>	<b>1,047</b>

**Transfers to California Public Universities  
1987-88 through 2002-02**

SMC leads the state in transfers to the University of California. Although some attempts have been made to track student transfer to private colleges and four-year institutions outside the state, such data are difficult to gather and unreliable.

Annual Transfers to UC and CSU				
Year	UC	CSU	Total	State Rank
1987-1988	474	798	1,272	7
1988-1989	508	791	1,299	7
1989-1990	450	792	1,242	7
1990-1991	528	758	1,286	9
1991-1992	560	781	1,341	7
1992-1993	599	743	1,342	5
1993-1994	660	797	1,457	4
1994-1995	607	732	1,339	5
1995-1996	666	849	1,515	5
1996-1997	601	872	1,473	4
1997-1998	680	729	1,409	4
1998-1999	632	802	1,434	4
1999-2000	737	965	1,702	1
2000-2001	709	911	1,620	1
2001-2002	938	1,006	1,944	1



Data Provided by CPEC

**ETHNICITY AND GENDER BY YEAR  
FALL 1995 - FALL 2002**

**ACADEMIC PERSONNEL**

	<b>Tot</b>	<b>Female</b>	<b>Male</b>	<b>Amlnd</b>	<b>Asian</b>	<b>Black</b>	<b>Cauc</b>	<b>Filipino</b>	<b>Latino</b>	<b>Pac Is</b>	<b>Unknown</b>
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**Administration**

1995	21	10 48%	11 52%	0 0%	1 5%	3 14%	16 76%	0 0%	1 5%	0 0%	0 0%
1996	28	15 54%	13 46%	0 0%	1 4%	4 14%	18 64%	0 0%	5 18%	0 0%	0 0%
1997	29	17 59%	12 41%	0 0%	1 3%	4 14%	18 62%	0 0%	6 21%	0 0%	0 0%
1998	42	28 67%	14 33%	0 0%	4 10%	6 14%	25 60%	0 0%	7 17%	0 0%	0 0%
1999	46	33 72%	13 28%	0 0%	4 9%	9 20%	27 59%	0 0%	6 13%	0 0%	0 0%
2000	47	34 72%	13 28%	0 0%	4 9%	11 23%	27 57%	0 0%	5 11%	0 0%	0 0%
2001	48	35 73%	13 27%	0 0%	4 8%	10 21%	27 56%	0 0%	7 15%	0 0%	0 0%
2002	47	33 70%	14 30%	0 0%	3 6%	9 19%	27 57%	1 2%	7 15%	0 0%	0 0%

**Full Time Faculty**

1995	236	126 53%	110 47%	2 1%	16 7%	26 11%	162 69%	1 0%	29 12%	0 0%	0 0%
1996	236	131 56%	105 44%	1 0%	15 6%	28 12%	164 69%	1 0%	27 11%	0 0%	0 0%
1997	245	132 54%	113 46%	1 0%	17 7%	30 12%	168 69%	1 0%	28 11%	0 0%	0 0%
1998	275	148 54%	127 46%	1 0%	19 7%	35 13%	184 67%	2 1%	34 12%	0 0%	0 0%
1999	302	166 55%	136 45%	1 0%	23 8%	31 10%	205 68%	2 1%	35 12%	0 0%	5 2%
2000	326	178 55%	148 45%	1 0%	23 7%	32 10%	220 67%	4 1%	37 11%	0 0%	9 3%
2001	338	181 54%	157 46%	1 0%	23 7%	35 10%	226 67%	4 1%	37 11%	0 0%	12 4%
2002	337	180 53%	157 47%	1 0%	25 7%	36 11%	235 70%	4 1%	36 11%	0 0%	0 0%

**Adjunct Faculty**

1995	573	293 51%	280 49%	5 1%	42 7%	48 8%	428 75%	6 1%	44 8%	0 0%	0 0%
1996	688	351 51%	337 49%	5 1%	56 8%	59 9%	517 75%	6 1%	45 7%	0 0%	0 0%
1997	742	391 53%	351 47%	4 1%	55 7%	65 9%	558 75%	8 1%	48 6%	0 0%	4 1%
1998	800	414 52%	386 48%	4 1%	56 7%	70 9%	594 74%	6 1%	59 7%	0 0%	11 1%
1999	839	448 53%	391 47%	4 0%	59 7%	77 9%	615 73%	6 1%	60 7%	0 0%	18 2%
2000	881	476 54%	405 46%	4 0%	56 6%	75 9%	652 74%	10 1%	64 7%	0 0%	20 2%
2001	929	490 53%	439 47%	4 0%	64 7%	81 9%	664 71%	10 1%	71 8%	1 0%	34 4%
2002	901	479 53%	422 47%	2 0%	65 7%	75 8%	663 74%	8 1%	67 7%	1 0%	20 2%

**CLASSIFIED PERSONNEL**

	<b>Tot</b>	<b>Female</b>	<b>Male</b>	<b>Amlnd</b>	<b>Asian</b>	<b>Black</b>	<b>Cauc</b>	<b>Filipino</b>	<b>Latino</b>	<b>Pac Is</b>	<b>Unknown</b>
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**Management**

1995	33	13 39%	20 61%	0 0%	3 9%	8 24%	20 61%	0 0%	2 6%	0 0%	0 0%
1996	37	16 43%	21 57%	0 0%	3 8%	10 27%	22 59%	0 0%	2 5%	0 0%	0 0%
1997	38	17 45%	21 55%	0 0%	3 8%	10 26%	23 61%	0 0%	2 5%	0 0%	0 0%
1998	35	13 37%	22 63%	0 0%	2 6%	7 20%	24 69%	0 0%	2 6%	0 0%	0 0%
1999	39	13 33%	26 67%	1 3%	2 5%	6 15%	28 72%	0 0%	2 5%	0 0%	0 0%
2000	42	12 29%	30 71%	1 2%	2 5%	6 14%	31 74%	0 0%	2 5%	0 0%	0 0%
2001	48	12 25%	36 75%	1 2%	2 4%	6 13%	34 71%	1 2%	4 8%	0 0%	0 0%
2002	52	15 29%	37 71%	2 4%	3 6%	6 12%	35 67%	0 0%	6 12%	0 0%	0 0%

**Staff**

1995	349	179 51%	170 49%	2 1%	27 8%	76 22%	182 52%	5 1%	57 16%	0 0%	0 0%
1996	362	182 50%	180 50%	2 1%	28 8%	83 23%	181 50%	7 2%	61 17%	0 0%	0 0%
1997	360	179 50%	181 50%	2 1%	24 7%	83 23%	180 50%	7 2%	64 18%	0 0%	0 0%
1998	401	200 50%	201 50%	2 0%	30 7%	99 25%	186 46%	8 2%	76 19%	0 0%	0 0%
1999	414	207 50%	207 50%	3 1%	31 7%	106 26%	178 43%	9 2%	87 21%	0 0%	0 0%
2000	429	208 48%	221 52%	3 1%	31 7%	115 27%	177 41%	9 2%	94 22%	0 0%	0 0%
2001	438	212 48%	226 52%	2 0%	29 7%	113 26%	183 42%	10 2%	100 23%	0 0%	1 0%
2002	440	214 49%	226 51%	1 0%	28 6%	115 26%	185 42%	12 3%	99 23%	0 0%	0 0%

**ETHNICITY AND GENDER DISTRIBUTION  
FULL TIME ACADEMIC PERSONNEL  
FALL 2002**

Department	Tot	Female		Male		AmInd		Asian		Black		Cauc		Filipino		Latino		Unknown	
<b>ACADEMIC AFFAIRS</b>	<b>286</b>	<b>137</b>	<b>48%</b>	<b>149</b>	<b>52%</b>	<b>1</b>	<b>0%</b>	<b>22</b>	<b>8%</b>	<b>28</b>	<b>10%</b>	<b>207</b>	<b>72%</b>	<b>2</b>	<b>1%</b>	<b>26</b>	<b>9%</b>	<b>0</b>	<b>0%</b>
Art	9	3	33%	6	67%	0	0%	0	0%	1	11%	7	78%	0	0%	1	11%	0	0%
Athletics	1	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Business	12	8	67%	4	33%	0	0%	1	8%	2	17%	8	67%	0	0%	1	8%	0	0%
Communications	11	7	64%	4	36%	0	0%	0	0%	1	9%	10	91%	0	0%	0	0%	0	0%
Cosmetology	4	2	50%	2	50%	0	0%	0	0%	1	25%	3	75%	0	0%	0	0%	0	0%
CSIS	16	8	50%	8	50%	0	0%	0	0%	3	19%	12	75%	0	0%	1	6%	0	0%
Design Tech.	11	2	18%	9	82%	0	0%	1	9%	0	0%	7	64%	1	9%	2	18%	0	0%
Earth Science	12	4	33%	8	67%	0	0%	0	0%	0	0%	12	100%	0	0%	0	0%	0	0%
Education and Public Affairs	6	4	67%	2	33%	0	0%	1	17%	1	17%	4	67%	0	0%	0	0%	0	0%
English	36	13	36%	23	64%	0	0%	1	3%	1	3%	31	86%	0	0%	3	8%	0	0%
ESL	11	10	91%	1	9%	1	9%	0	0%	1	9%	9	82%	0	0%	0	0%	0	0%
Health Science	10	8	80%	2	20%	0	0%	0	0%	3	30%	6	60%	0	0%	1	10%	0	0%
History	11	5	45%	6	55%	0	0%	1	9%	1	9%	7	64%	0	0%	2	18%	0	0%
Kinesiology/Dance/Recreation	12	6	50%	6	50%	0	0%	0	0%	3	25%	8	67%	1	8%	0	0%	0	0%
Life Science	21	11	52%	10	48%	0	0%	4	19%	1	5%	14	67%	0	0%	2	10%	0	0%
Mathematics	26	10	38%	16	62%	0	0%	4	15%	3	12%	17	65%	0	0%	2	8%	0	0%
Modern Language	11	7	64%	4	36%	0	0%	3	27%	0	0%	4	36%	0	0%	4	36%	0	0%
Music	8	2	25%	6	75%	0	0%	0	0%	1	13%	7	88%	0	0%	0	0%	0	0%
Photo / Fashion	5	1	20%	4	80%	0	0%	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%
Theatre Arts	4	4	100%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	1	25%	0	0%
Physical Science	19	7	37%	12	63%	0	0%	3	16%	3	16%	12	63%	0	0%	1	5%	0	0%
Psychology	8	5	63%	3	38%	0	0%	1	13%	1	13%	6	75%	0	0%	0	0%	0	0%
Social Science	17	9	53%	8	47%	0	0%	2	12%	0	0%	12	71%	0	0%	3	18%	0	0%
Trans. Tech	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	0	0%	2	40%	0	0%
<b>STUDENT SERV</b>	<b>51</b>	<b>43</b>	<b>84%</b>	<b>8</b>	<b>16%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>6%</b>	<b>8</b>	<b>16%</b>	<b>28</b>	<b>55%</b>	<b>2</b>	<b>4%</b>	<b>10</b>	<b>20%</b>	<b>0</b>	<b>0%</b>
Children's Center	1	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Counseling	23	19	83%	4	17%	0	0%	1	4%	3	13%	11	48%	0	0%	8	35%	0	0%
Disabled Students	8	7	88%	1	13%	0	0%	1	13%	0	0%	7	88%	0	0%	0	0%	0	0%
EOPS	3	2	67%	1	33%	0	0%	0	0%	1	33%	0	0%	1	33%	1	33%	0	0%
International Stu Ctr	3	3	100%	0	0%	0	0%	1	33%	0	0%	2	67%	0	0%	0	0%	0	0%
Library	6	5	83%	1	17%	0	0%	0	0%	2	33%	4	67%	0	0%	0	0%	0	0%
Matriculation	1	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Office of School Relations	2	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%
Psych Services	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Student Judicial Affairs	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Student Life	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Title III Grant	1	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
<b>Total Faculty</b>	<b>337</b>	<b>180</b>	<b>53%</b>	<b>157</b>	<b>47%</b>	<b>1</b>	<b>0%</b>	<b>25</b>	<b>7%</b>	<b>36</b>	<b>11%</b>	<b>235</b>	<b>70%</b>	<b>4</b>	<b>1%</b>	<b>36</b>	<b>11%</b>	<b>0</b>	<b>0%</b>
<b>Administration</b>	<b>47</b>	<b>33</b>	<b>70%</b>	<b>14</b>	<b>30%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>6%</b>	<b>9</b>	<b>19%</b>	<b>27</b>	<b>57%</b>	<b>1</b>	<b>2%</b>	<b>7</b>	<b>15%</b>	<b>0</b>	<b>0%</b>

**ETHNICITY AND GENDER DISTRIBUTION  
ADJUNCT ACADEMIC PERSONNEL  
FALL 2002**

Department	Tot	Female		Male		AmInd		Asian		Black		Cauc		Filipino		Latino		Pac Is		Unknown	
			%		%		%		%		%		%		%		%		%		%
<b>ACADEMIC AFFAIRS</b>	<b>801</b>	<b>404</b>	<b>50%</b>	<b>397</b>	<b>50%</b>	<b>2</b>	<b>0%</b>	<b>57</b>	<b>7%</b>	<b>53</b>	<b>7%</b>	<b>611</b>	<b>76%</b>	<b>8</b>	<b>1%</b>	<b>54</b>	<b>7%</b>	<b>1</b>	<b>0%</b>	<b>15</b>	<b>2%</b>
Academic Affairs	3	0	0%	3	100%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	0	0%	1	33%
Academy of Entertainment	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	0	0%	0	0%	0	0%	0	0%
Art	43	18	42%	25	58%	0	0%	3	7%	3	7%	36	84%	0	0%	1	2%	0	0%	0	0%
Athletics	6	2	33%	4	67%	0	0%	1	17%	1	17%	3	50%	0	0%	0	0%	0	0%	1	17%
Business	31	7	23%	24	77%	0	0%	3	10%	4	13%	23	74%	0	0%	1	3%	0	0%	0	0%
Communications	32	14	44%	18	56%	0	0%	0	0%	4	13%	23	72%	0	0%	5	16%	0	0%	0	0%
Community Services	8	2	25%	6	75%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	0	0%	2	25%
Cosmetology	12	7	58%	5	42%	0	0%	1	8%	2	17%	6	50%	0	0%	2	17%	0	0%	1	8%
CSIS	33	16	48%	17	52%	0	0%	4	12%	4	12%	23	70%	1	3%	1	3%	0	0%	0	0%
Design Tech.	53	23	43%	30	57%	0	0%	2	4%	1	2%	47	89%	0	0%	2	4%	0	0%	1	2%
Earth Science	13	3	23%	10	77%	0	0%	0	0%	0	0%	13	100%	0	0%	0	0%	0	0%	0	0%
Education and Public Affairs	18	10	56%	8	44%	0	0%	0	0%	1	6%	13	72%	1	6%	3	17%	0	0%	0	0%
Emeritus	73	49	67%	24	33%	0	0%	6	8%	3	4%	60	82%	0	0%	3	4%	0	0%	1	1%
English	68	36	53%	32	47%	0	0%	1	1%	2	3%	61	90%	0	0%	4	6%	0	0%	0	0%
ESL	32	26	81%	6	19%	0	0%	1	3%	0	0%	30	94%	0	0%	0	0%	0	0%	1	3%
Health Science	17	7	41%	10	59%	0	0%	0	0%	2	12%	14	82%	1	6%	0	0%	0	0%	0	0%
History	16	6	38%	10	63%	0	0%	2	13%	1	6%	10	63%	1	6%	2	13%	0	0%	0	0%
Kinesiology/Dance/Recreation	39	21	54%	18	46%	1	3%	0	0%	3	8%	29	74%	0	0%	5	13%	0	0%	1	3%
Life Science	21	13	62%	8	38%	0	0%	2	10%	1	5%	16	76%	0	0%	2	10%	0	0%	0	0%
Mathematics	50	15	30%	35	70%	1	2%	7	14%	7	14%	34	68%	1	2%	0	0%	0	0%	0	0%
Modern Language	49	39	80%	10	20%	0	0%	13	27%	2	4%	23	47%	0	0%	9	18%	0	0%	2	4%
Music	37	17	46%	20	54%	0	0%	5	14%	2	5%	27	73%	1	3%	2	5%	0	0%	0	0%
Non-credit Education	22	14	64%	8	36%	0	0%	0	0%	0	0%	19	86%	0	0%	1	5%	1	5%	1	5%
Photo / Fashion	22	13	59%	9	41%	0	0%	1	5%	0	0%	18	82%	1	5%	2	9%	0	0%	0	0%
Physical Science	23	7	30%	16	70%	0	0%	2	9%	1	4%	18	78%	1	4%	1	4%	0	0%	0	0%
Psychology	25	18	72%	7	28%	0	0%	1	4%	1	4%	22	88%	0	0%	0	0%	0	0%	1	4%
Social Science	34	15	44%	19	56%	0	0%	2	6%	6	18%	22	65%	0	0%	3	9%	0	0%	1	3%
Theatre Arts	8	6	75%	2	25%	0	0%	0	0%	0	0%	7	88%	0	0%	1	13%	0	0%	0	0%
Transportation Technology	8	0	0%	8	100%	0	0%	0	0%	1	13%	2	25%	0	0%	4	50%	0	0%	1	13%
<b>STUDENT SERV</b>	<b>100</b>	<b>75</b>	<b>75%</b>	<b>25</b>	<b>25%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>8%</b>	<b>22</b>	<b>22%</b>	<b>52</b>	<b>52%</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>13%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>5%</b>
Counseling	44	29	66%	15	34%	0	0%	4	9%	9	20%	23	52%	0	0%	5	11%	0	0%	3	7%
Disabled Students	15	12	80%	3	20%	0	0%	1	7%	2	13%	11	73%	0	0%	0	0%	0	0%	1	7%
EOPS	3	3	100%	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	0	0%	0	0%
International Student Center	8	7	88%	1	13%	0	0%	2	25%	0	0%	3	38%	0	0%	2	25%	0	0%	1	13%
Learning Resource Ctr	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Library	8	5	63%	3	38%	0	0%	1	13%	1	13%	6	75%	0	0%	0	0%	0	0%	0	0%
Office of School Relations	12	11	92%	1	8%	0	0%	0	0%	3	25%	5	42%	0	0%	4	33%	0	0%	0	0%
Psych Services	3	2	67%	1	33%	0	0%	0	0%	1	33%	2	67%	0	0%	0	0%	0	0%	0	0%
Student Judicial Affairs	2	2	100%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Student Life	3	3	100%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	1	33%	0	0%	0	0%
TRIO	1	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
<b>Total Faculty</b>	<b>901</b>	<b>479</b>	<b>53%</b>	<b>422</b>	<b>47%</b>	<b>2</b>	<b>0%</b>	<b>65</b>	<b>7%</b>	<b>75</b>	<b>8%</b>	<b>663</b>	<b>74%</b>	<b>8</b>	<b>1%</b>	<b>67</b>	<b>7%</b>	<b>1</b>	<b>0%</b>	<b>20</b>	<b>2%</b>

**ETHNICITY AND GENDER DISTRIBUTION  
CLASSIFIED PERSONNEL  
FALL 2002**

Area	Tot	Female	Male	Amlnd	Asian	Black	Cauc	Filipino	Latino	Unknown
<b>Staff:</b>										
Clerical / Secretarial	169	139 82%	30 18%	0 0%	9 5%	48 28%	74 44%	8 5%	30 18%	0 0%
Tech / Paraprof	126	56 44%	70 56%	0 0%	18 14%	17 13%	72 57%	4 3%	15 12%	0 0%
Skilled Crafts	25	0 0%	25 100%	1 4%	0 0%	5 20%	14 56%	0 0%	5 20%	0 0%
Service / Maint	120	19 16%	101 84%	0 0%	1 1%	45 38%	25 21%	0 0%	49 41%	0 0%
<b>Total Staff</b>	<b>440</b>	<b>214 49%</b>	<b>226 51%</b>	<b>1 0%</b>	<b>28 6%</b>	<b>115 26%</b>	<b>185 42%</b>	<b>12 3%</b>	<b>99 23%</b>	<b>0 0%</b>
<b>Admin/Managerial</b>	<b>52</b>	<b>15 29%</b>	<b>37 71%</b>	<b>2 4%</b>	<b>3 6%</b>	<b>6 12%</b>	<b>35 67%</b>	<b>0 0%</b>	<b>6 12%</b>	<b>0 0%</b>

**Large Classifications**

Custodian	49	9 18%	40 82%	0 0%	1 2%	26 53%	2 4%	0 0%	20 41%	0 0%
Dept. Secretary I, II, III	40	40 100%	0 0%	0 0%	2 5%	12 30%	19 48%	1 3%	6 15%	0 0%
Parking Security	29	6 21%	23 79%	0 0%	0 0%	10 34%	11 38%	0 0%	8 28%	0 0%
Admin Asst I, II, III, IV	26	26 100%	0 0%	0 0%	0 0%	5 19%	11 42%	2 8%	8 31%	0 0%



Teaching Load by Department and Discipline - Fall 2002													
Department	Discipline	weekly teacher hours				weekly student contact hours				average class size			
		contr	over	hrly	total	contr	over	hrly	total	contr	over	hrly	total
Acad. Affairs		0	0	0	0	2	0	0	2				
	Arts	0		0	0	1			1				
	Humanities	0			0	1			1				
Art		188	11	392	591	5,953	205	12,353	18,511	32	19	32	31
	Art	147	11	342	500	5,353	205	11,421	16,979	36	19	33	34
	Design	5		5	10	130		122	252	26		24	25
Athletics	VAR PE	36		45	81	470		810	1,280	13		18	16
Business		188	12	192	392	7,615	349	7,716	15,680	41	29	40	40
	Accounting	115	2	78	194	3,988	26	3,358	7,372	35	17	43	38
	Business	66	9	108	183	3,178	243	4,201	7,622	48	27	39	42
	Comp Inf Sys	5	2	6	12	281	80	157	518	62	53	26	43
	Tour, Hosp, Leisure	3			3	168			168	56			56
CSIS		214	45	171	429	10,003	1,629	5,775	17,407	47	37	34	41
	Business	3		70	73	99			99	33		0	1
	Comp Inf Sys	94	16	72	182	3,192	623	2,733	6,548	34	39	38	36
	Comp Science	90	15	29	134	4,386	716	2,798	7,899	49	48	98	59
	Office Info Sys	27	14		41	2,327	291	244	2,861	85	22		70
Communications		156	3	184	343	5,105	81	7,632	12,817	33	27	41	37
	Broadcasting	12		17	29	464		1,240	1,704	39		75	60
	BUS			2	2			66	66			44	44
	Cinema	32		31	63	1,410		1,422	2,832	44		46	45
	Communication	9		36	45	373		1,528	1,901	41		42	42
	Journalism	28		11	39	512		260	771	18		25	20
	Photography			5	5			104	104			23	23
	Script Writing	6	3	9	18	243	81	324	648	41	27	36	36
	Speech	69		75	144	2,102		2,690	4,792	30		36	33
Cosmetology	Cosmetology	71	10	125	206	1,365	233	3,373	4,970	19	23	27	24
Counseling	Human Dev	55	3	47	105	3,178	179	1,967	5,324	58	60	42	51
Design Tech.		197	9	332	538	5,222	136	8,596	13,954	27	15	26	26
	Architecture	38	3	44	84	1,099	99	1,178	2,377	29	33	27	28
	Art	2	6	2	9	128		58	186	85	0	38	21
	ET	67		162	229	1,847	37	4,229	6,113	28		26	27
	Graphic Design	52		86	138	1,068		1,853	2,921	21		22	21
	Interior Design	39		39	78	1,080		1,277	2,357	28		33	30
Disabl Stu Ctr	Human Dev	1		2	3	723		320	1,043	1,445		160	417
ESL	ESL	126	3	209	337	3,424	86	5,604	9,113	27	29	27	27
Earth Science		163	24	63	250	6,263	1,050	3,070	10,383	38	44	49	42
	Anthropology	57	6	30	93	1,916	301	1,561	3,778	34	50	52	41
	Astronomy	30	6	21	57	1,268	205	982	2,454	42	34	47	43
	Comp Inf Sys	2		6	8	39			39	19		0	5
	ENVRN	2		6	8	92			92	62		0	12
	Geography	47	6		53	1,920	274	277	2,471	41	46		47
	Geology	21	6		27	883	271	250	1,403	42	45		52
	GIS	2			2	70			70	35			35
	URBAN	3			3	75			75	25			25
Educ-Pub Affair		56	3	69	128	1,878	178	2,582	4,639	34	59	37	36
	Admin of Justice	21		17	38	750		556	1,306	36		34	35
	Biling	0		3	3	4		102	106			34	35
	ECE	35	3	29	66	1,125	178	1,102	2,405	33	59	39	36
	EM			6	6			160	160			27	27
	Fire			15	15			662	662			44	44
English		404	13	452	868	13,009	429	13,752	27,191	32	33	30	31
	English	401	13	452	865	12,868	429	13,752	27,049	32	33	30	31
	Rel. Studies	2			2	69			69	46			46
	Theatre Arts	2			2	72			72	48			48
Health Science		134	1	101	236	1,794	33	1,130	2,957	13	33	11	13
	Health			2	2			87	87			44	44
	Nursing	134		96	230	1,794		983	2,778	13		10	12
	Occ. Therapy			2	2			35	35			17	17
	Resp Therapy		1	1	2		33	25	58		33	25	29
History	History	135		69	204	6,841		3,520	10,361	51		51	51
ISC	Intensive ESL	0			0	2,003			2,003				

<b>KDR</b>		187	6	198	391	6,851	256	7,565	14,672	37	43	38	38
	<b>Business</b>	2		85	87	36			36	24		0	0
	<b>Dance</b>	35		3	38	1,497		3,142	4,639	43		1,047	122
	<b>Health</b>	21		107	128	952		62	1,014	45		1	8
	<b>Physical Ed</b>	114	6	3	123	3,897	256	4,141	8,294	34	43	1,380	67
	<b>Pro Skills</b>	11			11	354			354	32			32
	<b>Recreation</b>	5			5	116		220	336	26			75
<b>Library</b>	<b>Library Science</b>	5		1	6	149		16	166	30		16	28
<b>Life Science</b>		291	3	134	428	10,255	147	5,174	15,576	35	49	39	36
	<b>Anatomy</b>	48		36	84	1,670		1,353	3,023	35		38	36
	<b>Biology</b>	147	3	57	207	5,335	147	2,374	7,856	36	49	42	38
	<b>Botany</b>	24		9	33	798			798	33		0	24
	<b>Microbiology</b>	24		14	38	631		248	879	26		18	23
	<b>Nutrition</b>	15		18	33	685		705	1,390	46		39	42
	<b>Physiology</b>	18			18	521		495	1,016	29			56
	<b>Zoology</b>	15			15	614			614	41			41
<b>Mathematics</b>	<b>Mathematics</b>	383	45	346	774	16,746	1,930	16,183	34,859	44	43	47	45
<b>Modern Language</b>		142	0	256	398	4,734	0	8,502	13,236	33		33	33
	<b>Chinese</b>	15		5	20	556		167	724	37		33	36
	<b>French</b>	30		35	65	1,057		1,152	2,208	35		33	34
	<b>German</b>	5		21	26	157		616	772	31		29	30
	<b>Hebrew</b>			10	10			292	292			29	29
	<b>Italian</b>			17	17			681	681			40	40
	<b>Japanese</b>	15		45	60	513		1,480	1,993	34		33	33
	<b>Korean</b>			15	15			540	540			36	36
	<b>Persian</b>			10	10			362	362			36	36
	<b>Russian</b>			5	5			211	211			42	42
	<b>Spanish</b>	77		93	170	2,452		3,003	5,455	32		32	32
<b>Music</b>	<b>Music</b>	121	14	214	348	4,118	533	7,139	11,790	34	38	33	34
<b>Philosophy/Soci</b>		202	18	228	447	9,678	1,308	11,074	22,061	48	75	49	49
	<b>Economics</b>	54	3	57	114	2,641	237	3,055	5,932	49	79	54	52
	<b>Philosophy</b>	50	3	48	101	2,016	272	2,227	4,515	41	91	46	45
	<b>Political Sci</b>	55	10	51	116	2,942	694	2,590	6,225	54	69	51	54
	<b>Sociology</b>	36		69	105	1,766		3,040	4,806	49		44	46
	<b>Women's Stud</b>	8	2	3	12	314	106	163	583	42	70	54	49
<b>Photo - Fashion</b>		89	12	130	231	2,203	435	4,313	6,950	25	36	33	30
	<b>Art</b>			2	2			157	157			105	105
	<b>Fashion</b>	18	2	29	49	464	18	899	1,381	26	9	31	28
	<b>Photography</b>	71	10	100	181	1,739	417	3,257	5,413	24	42	33	30
<b>Physical Sci</b>		286	7	154	447	10,335	192	5,225	15,752	36	27	34	35
	<b>Chemistry</b>	195	3	86	284	7,620	72	3,231	10,923	39	24	38	38
	<b>Engineering</b>			3	3			89	89			30	30
	<b>Physical Sci</b>	0		65	65				0			0	0
	<b>Physics</b>	91	4		95	2,715	120	1,905	4,740	30	30		50
<b>Psychology</b>	<b>Psychology</b>	99		156	255	4,198		7,185	11,383	42		46	45
<b>Theatre Arts</b>	<b>Theatre Arts</b>	70	15	39	124	1,553	405	1,275	3,232	22	28	33	26
<b>Trans. Tech.</b>		109	7	51	167	2,172	197	1,385	3,754	20	28	27	22
	<b>Automotive</b>	85	7	21	113	2,172	197	441	2,810	26	28	21	25
	<b>Body</b>	24		6	30			198	198	0		33	7
	<b>Weld</b>			24	24			746	746			31	31
<b>Other</b>					353				10,210				29
	<b>Emeritus Coll</b>				353				10,210				29
<b>Grand Total</b>		4,105	263	4,358	9,079	147,838	9,990	153,236	321,274	36	38	35	35

## Student Services Survey Responses

In Spring 2003, surveys measuring student perceptions of SMC student services were distributed in 55 randomly selected academic and vocational classes and through 18 student services offices. In total, 1,433 surveys were returned, mostly from the classes (1156 of the 1,433, or 81%). Information about the sites at which the surveys were administered, the demographics of the respondents, and the students' evaluation of the services are presented below. A discussion of the results can be found in the responses to Standard IIB.

<b>Survey Collection Site</b>	<b>N</b>	<b>%</b>
Student Services	277	19.3
Classroom	1156	80.7
Total	1433	100

<b>Surveys Collected at Student Services Sites</b>	<b>N</b>	<b>%</b>
Assessment Center	12	0.8
DSPS	23	1.6
Financial Aid	5	0.3
International Ed Center	50	3.5
Scholarships Office	8	0.6
Women's Center	5	0.3
AACC	30	2.1
Career Services	29	2
Latino Center	22	1.5
Scholars	40	2.8
SSP	7	0.5
Transfer/Counseling	42	2.9
Total	277	100

<b>Faculty Assignment</b>	<b>N</b>	<b>%</b>
Contract	646	55.9
Part-Time	510	44.1
Total	1156	100

## Demographic Information

The survey respondents were representative of the general population in terms of gender, but were more likely than the general population to indicate an ethnicity of “Other” and less likely to indicate an ethnicity of “White.” They were also younger than the overall SMC population, more likely to be international students with an F1 visa, and more likely to indicate that their educational goal is an AA Degree or transfer.

<b>Ethnicity</b>	<b>N</b>	<b>%</b>
American Indian	12	0.8
Asian/Pacific Islander	342	23.9
Black/African American	104	7.3
Latino	352	24.6
White	409	28.5
Other	188	13.1
Missing	26	1.8
<b>Total</b>	<b>1433</b>	<b>100</b>

<b>F1 Status</b>	<b>N</b>	<b>%</b>
Yes	318	22.2
No	910	63.5
Missing	205	14.3
<b>Total</b>	<b>1433</b>	<b>100</b>

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	596	41.6
Female	820	57.2
Missing	17	1.2
<b>Total</b>	<b>1433</b>	<b>100</b>

<b>Age Group</b>	<b>N</b>	<b>%</b>
22 and Younger	832	58.1
23 - 30	323	22.5
31 and Older	231	16.1
Missing	47	3.3
<b>Total</b>	<b>1433</b>	<b>100</b>

<b>Educational Goal</b>	<b>N</b>	<b>%</b>
AA Degree/Transfer	1213	84.6
Basic Skills	19	1.3
Personal Growth	62	4.3
Career Certificate/Job Preparation	114	8
Missing	25	1.7
<b>Total</b>	<b>1433</b>	<b>100</b>

<b>Semesters Attended</b>	<b>N</b>	<b>%</b>
1-2	559	39
3-4	435	30.4
5-6	212	14.8
Over 6	196	13.7
Missing	31	2.2
<b>Total</b>	<b>1433</b>	<b>100</b>

## Student Services Awareness and Overall Satisfaction

For items 8 through 27, please indicate your awareness and usage level for the services AND how satisfied you were with those services (if you have used them).

Awareness Scale: 1 = I am not aware of this service; 2 = I am aware of this service but have never used it; 3 = I have used this service once; 4 = I have used this service a few times; 5 = I have used this service a lot

Satisfaction Scale: 1 = Very dissatisfied; 2 = Somewhat dissatisfied; 3 = Neutral; 4 = Somewhat satisfied; 5 = Very satisfied

Student Services Awareness & Satisfaction	Awareness		Satisfaction	
	N	Mean	N	Mean
Assessment Center	1354	2.05	459	3.56
Disabled Students Programs & Services	1357	1.92	124	4.03
Educational Opportunity Programs & Services (EOP&S)	1350	2.11	254	3.99
Financial Aid	1360	2.72	506	3.65
Health Services	1360	2.34	399	4.05
International Education Center	1361	2.25	289	3.67
Psychological Services	1367	1.62	89	3.70
Scholarship Office	1364	2.02	208	3.59
TRIO/Student Support Services	1359	1.47	80	4.00
Veterans' Programs	1357	1.41	46	3.26
Women's Center	1363	1.76	85	3.73
General Counseling	1364	2.98	763	3.62
African American Collegians Center/Black Collegians	1348	1.78	104	4.16

## Importance of Specific Service Characteristics and Satisfaction Level with Those Services

For items 28-55, please indicate how important you believe the indicated service characteristic is to you, and the extent to which you agree with that statement. Use your personal experience at SMC to provide your answers.

Importance Scale: 1 = No importance to me; 2 = Little importance to me; 3 = Moderate/average importance to me; 4 = Great importance to me; 5 = Very great importance to me

Level of Agreement: 1 = Strongly disagree; 2 = Somewhat disagree; 3 = Neutral; 4 = Somewhat agree; 5 = Strongly agree

Counseling Services	Importance		Agreement	
	N	Mean	N	Mean
Counselors are usually available to me through walk-in counseling.	1337	4.04	1248	3.64
Counselors are usually available to me by appointment.	1335	4.20	1228	4.11
Counselors provide me with accurate information on courses and degree requirements.	1322	4.44	1227	3.88
Counselors help me identify career areas that fit my current skills/interests.	1333	4.03	1183	3.57
Counselors help me identify majors of study that fit my current interests.	1326	4.06	1176	3.66
Counselors help me identify ways to improve my study skills and habits.	1325	3.86	1140	3.48
Counselors help me keep my educational plan current.	1325	4.18	1175	3.77
Counselors refer me to other sources for assistance when necessary.	1321	4.13	1181	3.78
The counseling staff are helpful and courteous.	1325	4.30	1210	3.94
Counselors help me set realistic goals to work toward.	1328	4.15	1184	3.81

Course Enrollment and Registration Services	Importance		Agreement	
	N	Mean	N	Mean
Information about the enrollment process is understandable.	1329	4.45	1310	4.12
The process for applying to enter SMC is easy.	1321	4.43	1321	4.14
The process for enrolling in classes in-person is easy.	1310	4.07	1216	3.43
The process for enrolling in classes through the phone is easy.	1315	4.14	1186	4.08
The process for enrolling in classes through the Internet is easy.	1324	4.48	1284	4.23
I understand how to add and/or drop classes.	1322	4.57	1320	4.40
The process for adding and dropping classes is easy.	1314	4.52	1309	4.17
The fee payment process is reasonable.	1314	4.52	1316	3.77
I am usually able to enroll in the classes I need.	1318	4.64	1327	3.51
The Admissions staff are helpful and courteous.	1312	4.38	1299	3.58

Financial Aid Services	Importance		Agreement	
	N	Mean	N	Mean
Information about financial aid availability is readily accessible.	1281	3.90	1056	3.58
The staff at the Financial Aid office are knowledgeable.	1261	3.84	957	3.56
The staff at the Financial Aid office are courteous and helpful.	1253	3.81	945	3.51
I receive financial aid early enough in the semester to meet my educational expenses.	1237	3.68	831	3.20

Other Services	Importance		Agreement	
	N	Mean	N	Mean
I feel safe on this campus.	1315	4.57	1313	4.20
I am made to feel welcome at SMC.	1306	4.36	1305	3.97
I am aware of opportunities for involvement in student activities.	1300	3.92	1247	3.61
I am aware of different activities taking place on campus.	1300	3.79	1218	3.64

## Self-Development

For items 56 through 67, please indicate the extent to which your experience at SMC has contributed to your self-development in the following areas.

Self-development scale: 1 = It has had a very negative effect; 2 = It has had a somewhat negative effect; 3 = It has had no effect; 4 = It has had a somewhat positive effect; 5 = It has had a very positive effect

<b>Self-Development Measures</b>	<b>N</b>	<b>Mean</b>
Understanding my career prospects	1311	4.05
Developing my self-confidence	1314	4.00
Developing a sense of personal identity	1304	3.97
Recognize my potential for success	1316	4.07
Helping me cope with change	1293	3.84
Helping me handle stress	1285	3.56
Helping me develop a personal code of values and ethics	1281	3.74
Understanding people of diverse cultures, values, and ideas	1301	4.09
Working with groups of people	1306	3.96
Developing leadership skills	1284	3.74
Taking responsibility for my own behavior	1298	4.01
Developing time management skills	1309	3.97