

**Strategic  
Enrollment  
Management  
Summary Report**

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**2008-2009**

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# **The Strategic Enrollment Management at San Joaquin Delta College Enrollment Management Summary (2002-03 to 2007-08)**

## **BACKGROUND**

The Enrollment Management Committee (EMC) at San Joaquin Delta College (SJDC) is currently composed of the Assistant Superintendent/Vice President for Instruction Services, Vice President of Student Services, Dean of Planning, Research and Institutional Effectiveness, Director of Public Information and Marketing, Director of Outreach and Community Relations, Director of Admissions and Records, Director of Financial Aid and Veteran Services, a Division Dean/Director, President of the Academic Senate, Supervisor of Computer Applications, Enrollment Management Specialist, three faculty members, three counselors (DSPS, EOPS, general), one classified member and one student collectively working to review issues related to enrollment management, the marketing of the college and its programs, and the recruitment of students.

An ancillary purpose of this committee is to ensure that the planning and actions of the EMC are in line with the values and principles of the mission of the college, the strategic plans and goals, and the bargaining agreements for the college (i.e. FTES targets).

As a preliminary step to turn *Enrollment Management* into *Strategic Enrollment Management*, efforts are being steered towards “data-driven decision-making” whereby decisions made by the committee involving enrollment strategies are based on existing enrollment patterns seen at SJDC and the values identified in college planning documents and the mission statement.

## **ENROLLMENT DATA OF INTEREST**

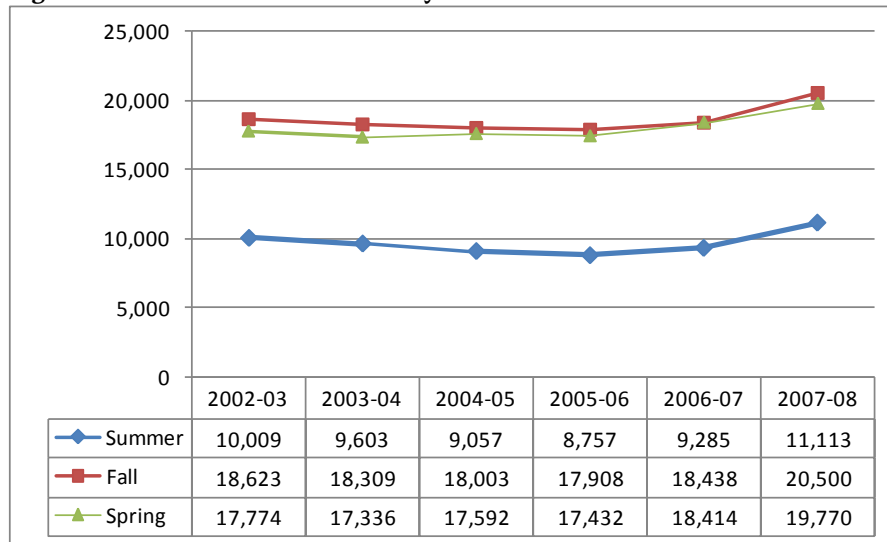
Based on discussions from a committee meeting in November 2008, the following data were suggested as being important factors related to enrollment trends:

- Total Enrollments by Term
- Full-time Equivalent Students (FTES) by Term
- Unit Loads by Term
- Course-taking patterns
  - Region
  - Night vs. Day
  - Types of classes
- Declared educational goals
- Types of Awards granted
- Transfer Information

These data were obtained and are presented as tables and figures in the following section.

## ENROLLMENT TRENDS: 2002-03 TO 2007-08

**Figure 1. Total Enrollment Trends by Term between 2002-03 and 2007-08**



Between 2002-03 and 2007-08 total enrollment and FTES figures have been steadily increasing each year; with fall enrollments increasing by 10 percent from fall 2002 to fall 2007 (see Figure 1) and FTES increasing by 15.6 percent in the same time span (Table 1).

In general, enrollment and FTES trend tend to increase each year with the only exception being between 2002-03 and 2003-04 when mid-year budget cuts were made.

**Table 1. FTES Trends by Term between 2002-03 and 2007-08**

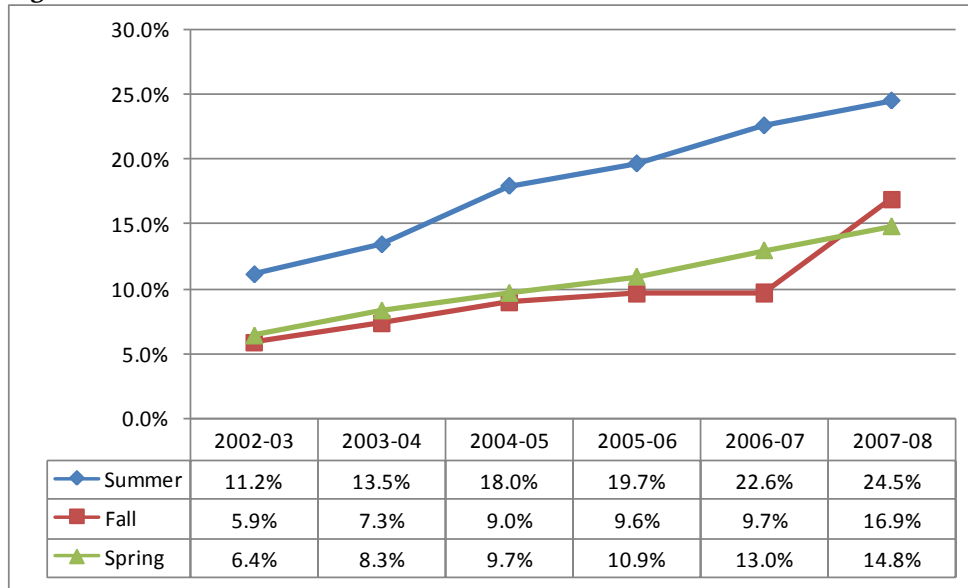
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Summer	1,588.62	1,564.46	1,522.17	1,616.81	1,647.39	2,094.16
Fall	6,810.82	6,928.85	6,731.03	6,768.10	7,006.97	7,879.37
Spring	6,702.91	6,909.59	6,851.93	6,667.92	7,126.51	7,681.27

**Table 2. Internet FTES Trends by Term between 2002-03 and 2007-08**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Summer	177.33	210.60	273.35	318.15	372.20	513.13
Fall	400.58	507.85	604.65	673.13	763.95	1,056.33
Spring	429.83	575.92	663.48	729.40	923.55	1,136.90

In spring of 1999, the first internet course offered at SJDC was Business 21, a marketing class. Since then, fall FTES generated from internet sections have increased by 164 percent between 2002 and 2007 (see Table 2) with internet enrollments making up 16.9 percent of all enrollments in fall 2007 (see Figure 2).

**Figure 2. Internet FTES as a Share of Total Enrollments between 2002-03 and 2007-08**



In addition to the enrollment increases seen for the alternative mode of instruction (Internet), changes in enrollment are also observed based on the location of instruction. Enrollment in the Tracy area has been increasing steadily for all the terms between 2002-03 and 2007-08 with enrollments in all other regions (excluding the Stockton campus) remaining relatively stable. Given the alternative modes and locations of instruction, enrollment on the Stockton campus has been decreasing slightly over the years (from 88.9% in fall 2002 to 80.5% in fall 2007) [see Tables 3 to 5].

**Table 3. Region Enrollment Trends: Summer Terms between 2002-03 and 2007-08**

	2002	2003	2004	2005	2006	2007
<i>Foothills</i>	18	-	-	-	-	-
	0.2%	-	-	-	-	-
<i>Internet</i>	1,345	1,555	1,963	2,307	2,708	3,657
	13.4%	16.2%	21.7%	26.3%	29.2%	32.9%
<i>Lodi-Galt</i>	3	-	-	-	3	-
	0.0%	-	-	-	0.0%	-
<i>Manteca-Lathrop</i>	32	68	43	56	32	-
	0.3%	0.7%	0.5%	0.6%	0.3%	
<i>Other</i>	463	186	172	262	304	530
	4.6%	1.9%	1.9%	3.0%	3.3%	4.8%
<i>Stockton</i>	8,490	8,129	7,242	6,583	6,910	7,860
	84.8%	84.7%	80.0%	75.2%	74.4%	70.7%
<i>Tracy</i>	323	335	421	465	431	460
	3.2%	3.5%	4.6%	5.3%	4.6%	4.1%

*Note.* Values based on unduplicated headcounts. Percentages are based on region totals out of total enrollment.

**Table 4. Region Enrollment Trends: Fall Terms between 2002-03 and 2007-08**

	2002	2003	2004	2005	2006	2007
<i>Foothills</i>	66	15	24	9	19	27
	0.4%	0.1%	0.1%	0.1%	0.1%	0.1%
<i>Internet</i>	2,526	3,144	3,819	4,191	4,793	6,344
	13.6%	17.2%	21.2%	23.4%	26.0%	30.9%
<i>Lodi-Galt</i>	380	410	526	654	625	513
	2.0%	2.2%	2.9%	3.7%	3.4%	2.5%
<i>Manteca-Lathrop</i>	234	178	216	322	255	332
	1.3%	1.0%	1.2%	1.8%	1.4%	1.6%
<i>Other</i>	1,981	1,150	1,104	1,157	1,798	1,498
	10.6%	6.3%	6.1%	6.5%	9.8%	7.3%
<i>Stockton</i>	16,563	16,397	15,805	15,281	15,374	16,503
	88.9%	89.6%	87.8%	85.3%	83.4%	80.5%
<i>Tracy</i>	796	784	851	1,066	1,160	1,288
	4.3%	4.3%	4.7%	6.0%	6.3%	6.3%

*Note.* Values based on unduplicated headcounts. Percentages are based on region totals out of total enrollment.

**Table 5. Region Enrollment Trends: Spring Terms between 2002-03 and 2007-08**

	2003	2004	2005	2006	2007	2008
<i>Foothills</i>	22	25	13	27	34	36
	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%
<i>Internet</i>	2,692	3,497	4,154	4,619	5,504	6,772
	15.1%	20.2%	23.6%	26.5%	29.9%	34.3%
<i>Lodi-Galt</i>	456	388	497	653	575	533
	2.6%	2.2%	2.8%	3.7%	3.1%	2.7%
<i>Manteca-Lathrop</i>	165	261	301	286	260	345
	0.9%	1.5%	1.7%	1.6%	1.4%	1.7%
<i>Other</i>	1,212	1,206	1,464	1,332	1,388	1,327
	6.8%	7.0%	8.3%	7.6%	7.5%	6.7%
<i>Stockton</i>	15,770	15,187	15,036	14,457	14,977	15,607
	88.7%	87.6%	85.5%	82.9%	81.3%	78.9%
<i>Tracy</i>	842	854	986	1,089	1,056	1,234
	4.7%	4.9%	5.6%	6.2%	5.7%	6.2%

*Note.* Values based on unduplicated headcounts. Percentages are based on region totals out of total enrollment.

**Table 6. Day Enrollment Trends by Term between 2002-03 and 2007-08**

	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
2002-03	6,472	13,118	12,614
2003-04	6,151	13,143	12,492
2004-05	6,230	13,175	12,902
2005-06	5,884	13,270	12,672
2006-07	6,117	13,598	13,270
2007-08	7,398	14,789	14,079

*Note.* "Day" Enrollments defined as any class starting before 4:30pm

**Table 7. Evening Enrollment Trends by Term between 2002-03 to 2007-08**

	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
2002-03	2,376	8,234	7,388
2003-04	2,378	8,055	7,342
2004-05	2,200	7,552	7,229
2005-06	1,979	7,137	7,145
2006-07	1,969	7,149	7,060
2007-08	1,919	7,494	7,270

*Note.* "Night" Enrollments defined as any class starting after 4:30pm.

**Table 8. Average Unit Loads by Term between 2002-03 and 2007-08**

	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
2002-03	3.8	8.4	8.5
2003-04	4.0	8.7	8.8
2004-05	4.0	8.9	8.9
2005-06	4.3	9.0	8.9
2006-07	4.1	8.9	8.9
2007-08	4.2	8.8	9.0

**Table 9. Number of Courses with Less than 10 Enrollments by Term between 2002-03 and 2007-08**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<i>Summer</i>	302	250	253	263	299	299
	37.7%	30.8%	30.8%	35.4%	25.8%	32.8%
<i>Fall</i>	903	825	820	828	844	827
	30.8%	27.5%	27.2%	27.2%	29.6%	25.0%
<i>Spring</i>	838	867	863	878	874	861
	29.1%	28.0%	27.9%	28.2%	27.2%	24.7%

An inverse relationship between the number of day and evening courses is seen in the fall and spring terms between 2002-03 and 2007-08 and evening and online courses (see Table 6 to 7). The decline in evening enrollments coincides with the growth of online enrollments, with day enrollments steadily increasing each year.

In addition to the day/evening differences in the last six years, the average unit load per term has also changed. For all three terms, average unit loads have increased slightly per student (see Table 8).

When examining course enrollments we find that approximately 1/3 of all courses have less than 10 enrollments in every term (see Table 9). These tend to be specialized courses such as the Reading and vocational education courses such as Auto (see Appendix).

On average, the courses with the highest enrollment totals are typically pre-transfer and transfer level courses such as English 1A, Psychology 1, Communication Studies 1A, and English 79 (see Table 10). As the table reveals, enrollment from the top 20 highest enrolling courses yield a course average of 707 enrollments per year.

**Table 10. Top 20 Courses with Largest Enrollments**

<i>Rank</i>	<i>Course</i>	<i>6-Year Average</i>
1	ENG 001A	1,195
2	PSYCH 001	1,052
3	COM ST 001A	991
4	ENG 079	914
5	P E 038D	864
6	MATH 082	768
7	MATH 080	723
8	FCS 006	705
9	HIST 017A	608
10	MATH 012	604
11	SPCH 001A	589
12	POLSC 001	573
13	CDEV 021	566
14	C S 011	563
15	ENG 001D	557
16	CS 011	525
17	HIST 017B	502
18	FCS 021	502
19	DV ED 078	417
20	ENG 070	395
<i>6-Year Total Average</i>		<i>707</i>

**Table 11. Primary Educational Goals: 2002-03 to 2007-08**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	6-Year Average
2-Year Vocational	1.5%	1.7%	2.0%	2.1%	1.9%	1.7%	1.8%
Associates Degree	7.0%	8.4%	9.8%	10.2%	11.0%	10.9%	9.6%
Bachelors Degree	40.2%	41.8%	44.7%	47.7%	47.6%	47.1%	45.0%
Career Reasons	19.2%	17.9%	15.8%	13.7%	12.9%	12.3%	15.1%
Other	14.5%	14.2%	11.1%	9.3%	9.2%	7.8%	10.9%
Undecided/Unknown	13.6%	12.1%	13.0%	13.6%	14.1%	16.7%	14.0%
Vocational Degree	4.0%	3.9%	3.7%	3.3%	3.3%	3.5%	3.6%
<b>TOTAL</b>	<b>15,310</b>	<b>14,286</b>	<b>15,564</b>	<b>15,649</b>	<b>16,531</b>	<b>18,350</b>	<b>15,948</b>

Note. Data obtained from System 2000 test database

**Table 12. Percentage of Awards Granted between 2002-03 and 2007-08**

Academic Year	Associate of Arts	Associate of Science	Certificate	Total
2002-03	58.7%	6.1%	35.2%	2,118
2003-04	62.2%	7.7%	30.1%	2,102
2004-05	63.3%	7.8%	29.0%	2,069
2005-06	58.1%	8.7%	33.2%	2,189
2006-07	70.7%	4.8%	24.6%	5,071
2007-08	59.0%	8.2%	32.8%	3,332
<b>6-Year Average</b>	<b>63.3%</b>	<b>6.9%</b>	<b>29.9%</b>	<b>2,813</b>

Note. Data obtained from System 2000 test database

**Table 13. Transfer Totals between 2003 and 2008**

Year	UC System	CSU System	Total
2003	88	762	850
2004	84	745	829
2005	102	789	891
2006	72	791	863
2007	103	871	974
2008	108	820	928
<b>6-Year Average</b>	<b>93</b>	<b>796</b>	<b>889</b>

Note. Data obtained from California Postsecondary Education Commission website. Values based on full-year totals.

Tables 11 to 13 provide some explanation as to why pre-transfer and transfer level courses consistently contain the highest number of enrollments year after year. On average, 45 percent of all students indicated that their primary educational goal was to obtain a Bachelor's Degree with over half of all awards representing the completion of an Associate degree.

As seen, there is a significant increase in degrees and certificates awarded in 2006-07. The increase is a result of a degree audit initiative sponsored by the Admissions Office to increase degrees.

Approximately 90 percent of all transfers at SJDC are those to CSU campuses, with an average number of 889 transfers from SJDC per year.

The types of awards that are being granted to SJDC students every year appear to be mostly in Liberal Arts & Science, Humanities, Computer & Information Science, Nursing, Family & Consumer Sciences and Business (see Tables 14 through 17). The types of awards being granted are consistent with the majors students are declaring on their applications (see Table 18).

**Table 14. Top 10 Highest Awarded Degrees between 2002-03 and 2007-08**

<i>Rank</i>	<i>Course</i>	<i>Average # of Students</i>
1	Liberal Arts and Sciences AA	1,087
2	Natural Sciences AA	162
3	Business - General AA	123
4	Humanities AA	120
5	Nursing AS	115
6	Family and Consumer Sciences AA	89
7	Social Sciences AA	54
8	Technical Education AA	34
9	Computer and Information Science AA	28
10	Public Safety and Services AA	21

*Note.* Averages based on 2002-03 and 2007-08 academic years and when the degree became effective.

**Table 15. Infrequent Degrees Awarded Between 2002-03 and 2007-08**

<i>Effective Year</i>	<i>Course</i>
1990s	Constructional Technology AS
1990s	Health Professions AA
1990s	Public Safety & Services AA
2000-01	Nursing L.V.N. AA
2001-02	Agriculture Business AS
2001-02	Fluid Power and Automation Technology AS
2001-02	Heating and Air Conditioning AS
2001-02	Office Management AS
2002-03	Diesel Equipment Technician AS
2002-03	Heavy Equipment Technician AS
2002-03	Network Software AS
2002-03	Ornamental Horticulture AS
2003-04	Computer Networking Technology AS
2006-07	Horticulture AS

*Note.* Infrequency defined as any degree where the average award is less than 1 per year.

**Table 16. Top 10 Highest Awarded Certificates between 2002-03 and 2007-08**

<i>Rank</i>	<i>Certificate Program</i>	<i>Average # of Students</i>
1	Nursing RN Cert	114
2	Emergency Medical Technician EMT1 Cert	102
3	Nurse Assistant Program Cert	77
4	Early Childhood Education Associate Teacher Cert	63
5	Early Childhood Education Assistant Cert	36
6	Basic Business Certificate	29
7	Vocational Nursing Cert	28
8	Accounting Cert	21
9	Early Childhood Education Teacher Cert.	19
10	Human Services Worker Cert	17

*Note.* Averages based on 2002-03 and 2007-08 academic years and when the certificate became effective.

**Table 17. Infrequent Certificates Awarded Between 2002-03 and 2007-08**

<i>Effective Year</i>	<i>Certificate</i>
1990s	Agriculture Business/Animal Science Cert
1990s	Architectural Drafting Eng Option Cert
1990s	Auto Electric Technology Cert
1990s	Automotive Master Technician - Apprenticeship Option Cert
1990s	Bank Customer Service Cert
1990s	Banking and Finance Cert
1990s	Care Provider Training Cert
1990s	Computer Operations Cert
1990s	Computer Programming Cert
1990s	Computer Science Micro Specialist - App Emphasis
1990s	Computer Science Micro Specialist - App/Tech Emphasis
1990s	Computer Science Micro Specialist - Tech Emphasis
1990s	Culinary Arts Cert
1990s	Data Entry Certificate
1990s	Diesel Cert
1990s	Dietary Service Supervisor Cert
1990s	Distribution and Transportation Supvr. Cert
1990s	Early Childhood Education- Advanced. Cert
1990s	Early Childhood Education-Basic Cert
1990s	Education Aide Cert
1990s	Eligibility Worker Cert.
1990s	Family and Consumer Science Life Management Cert
1990s	Fire Technology Cert
1990s	Industrial Technology - Electrical Apprenticeship Option
1990s	Industrial Technology Cert
1990s	Key Data Entry Cert
1990s	Printing Technology Cert
1990s	Recreation Assistant Cert
1990s	Traffic Shipping and Receiving Clerk Cert.
2000-01	Fire Certificate
2001-02	Retail Management Cert
2002-03	Bank Teller Certificate
2002-03	Diesel Auto Equipment Technician Cert
2002-03	Early Childhood Education Teacher Certificate
2002-03	Equipment Mechanics Cert
2002-03	Heavy Equipment Technician Cert
2002-03	Mental Health Specialist Certificate
2002-03	Municipal Clerk Certificate
2002-03	Ornamental Horticulture Turf Grass Cert
2003-04	Media Studies-Radio Cert
2003-04	Media Studies-TV Cert
2006-07	Horticulture: Nursery Technician

*Note.* Infrequency defined as any degree where the average award is less than 1 per year.

**Table 18. Top 10 Highest Declared Majors between 2002-03 and 2007-08**

<i>Rank</i>	<i>Declared Major</i>	<i>Average # of Students</i>
1	Nursing, R.N.	1,494
2	Business and Commerce, General	1,121
3	Liberal Arts and Science, General	1,088
4	Computer & Information Science, General	515
5	General Studies	484
6	Administration of Justice	469
7	Education, General	341
8	Lifespan (Child Dev, Family St, Gerontology)	339
9	Psychology, General	325
10	Accounting	292
11	Social Sciences, General	281
12	Nursing, LVN	270
13	Natural (Life) Science, General	233
14	Engineering, General	219
15	Communications, General	203
16	Consumer Homemaking Education (Trans)	198
17	Health Professions, General	184
18	Radiological Technology	183
19	English	158
20	Other	147

*Note.* Averages based on 2002-03 and 2007-08 academic years

## **ENROLLMENT STRATEGIES FOR TIMES OF GROWTH & REDUCTION**

The Enrollment Management Committee has agreed to establish a set of priorities for the college that outline broad strategies for course scheduling decisions during times of budget growth and decline. The committee's deliberations have centered on the identification of particular values that should animate the scheduling decisions of academic administrators during such times of boom and bust. During times of budget growth, the committee endorses the values that are reflected in college mission statement and key planning documents, such as the Educational Master Plan, Strategic Plan, and instructional Program Review documents. During periods of fiscal decline, the committee endorses the values of maximizing teaching productivity and minimizing the negative impact that schedule reductions will have on student needs. In the pages that follow, the committee has attempted to sketch out some principles that should drive decisions about adding or cutting courses from the class schedule.

### **PRINCIPLES FOR SCHEDULING DURING PERIODS OF ENROLLMENT GROWTH**

- 1) Program growth should be oriented toward meeting documented needs for increased offerings in vocational, transfer and skills development.
- 2) Decisions should be based on strong data analysis supporting the addition of new course sections. Beyond references in planning documents, enrollment trends and waiting list records should demonstrate the need for new and additional course sections.

- 3) New programs should be established if they are identified in key planning documents and funds are available to support the new programs.
- 4) Division administrators should work collaboratively to foster coordinated scheduling decisions that help new courses fit with established programs and course curricula. As an example, new science and math offerings should be scheduled in such a way as to maximize engineering and nursing student attendance patterns for progress toward degrees, certificates and transfer to 4-year universities.

### **PRINCIPLES FOR SCHEDULING DURING PERIODS OF ENROLLMENT DECLINE & BUDGET CUTS**

- 1) When budget cuts require schedule reductions, courses featuring multiple sections should be identified for cancellation or the possible consolidation of two sections into one.
- 2) Faculty teaching large amounts of overload could be identified for course reductions before considering adjunct class cancellations. This principle allows the college to maintain a roster of committed adjunct faculty instead of losing adjuncts to other colleges or professions. This value should be balanced with the need to provide the highest quality instruction possible for students. Thus, it is appropriate for division deans to weigh putting the “best teacher” in the classroom while making adjunct versus full-time overload comparisons.
- 3) Budget cuts might require larger class sizes for introductory courses. In tight budget years, faculty should be identified who are willing to teach in forum classrooms to maintain student access while increasing productivity. In such circumstances, the college should make a commitment to continue or even supplement reader budget funding to ease the grading burden of large sections. Additionally, the college should make an institutional commitment to outfitting the largest lecture classrooms with the most up-to-date technology.
- 4) Stand alone courses that are not part of a degree or certificate program should be identified for cancellation in bad budget years.
- 5) Division deans should consider delaying the rotation of course offerings for a semester. For example, a course taught once every spring might be scheduled into a rotation of offering once every third term (i.e., offer the course in fall one year and in spring the following academic year). This could be considered for specialized courses in a program that draw fewer students.
- 6) Courses that are needed to complete a program award or certificate should be cut as a last resort in order to facilitate student completion of the award or degree.
- 7) College marketing and recruitment efforts should target specific programs in need of enrollment boosts in order to support existing programs during difficult economic times. Additionally, marketing efforts during periods of fiscal downturn should be geared toward vocational and career programs that promise quick entry into the labor market.

## APPENDIX

### List of Courses between 2002-03 and 2007-08 with an Average of Less than 10 Enrollments

A J 026	A-IND 078C	ART 046D
A J 050H	A-IND 078D	ART 048A
A J 069V	A-IND 078E	ART 048B
A J 092V	A-IND 078F	ART 048C
A-CON 080A	A-IND 078G	ART 048D
A-CON 080B	A-IND 078H	ART 050H
A-CON 081A	A-IND 078J	ART 064B
A-CON 081B	A-IND 078K	ART 065A
A-CON 082A	A-IND 078L	ART 065B
A-CON 082B	A-IND 078M	ASTRO 050H
A-CON 083A	A-IND 078N	ATH 059
A-CON 083B	A-IND 078P	ATH 069
A-ELE 074B	A-MEC 074A	AUTO 069V
A-ELE 075B	A-MEC 074B	AUTO 075
A-ELE 075D	ANTHR 050H	AUTO 075B
A-ELE 075E	ARAB 053	AUTO 080B
A-ELE 075F	ARAB 054	AUTO 080C
AGBUS 069V	ARCH 069V	AUTO 080D
AGBUS 096V	ARCH 087A	AUTO 080E
AGEGR 033	ART 007B	AUTO 080F
AGEGR 064	ART 007C	AUTO 080G
AGEGR 096V	ART 020B	AUTO 080H
AH SC 011A	ART 020C	AUTO 081B
AH SC 011B	ART 020D	AUTO 081C
AH SC 011C	ART 033C	AUTO 081D
AH SC 011D	ART 036B	AUTO 084D
AH SC 025A	ART 036C	AUTO 087A
AH SC 025B	ART 040B	AUTO 087B
AH SC 025C	ART 040C	AUTO 087C
AH SC 025D	ART 043B	BIM 023M
AH SC 050H	ART 043C	BIM 032
AH SC 069V	ART 043D	BIM 032B
AH SC 096V	ART 044B	BIM 032C
A-IND 077C	ART 044C	BIM 069V
A-IND 077F	ART 044D	BIM 080A
A-IND 077G	ART 045A	BIM 080B
A-IND 077J	ART 045B	BIM 080C
A-IND 077K	ART 045C	BIM 080D
A-IND 077M	ART 045D	BIM 080E
A-IND 078A	ART 046B	BIM 080F
A-IND 078B	ART 046C	BIOL 050H

BUS 005	DANCE 005C	DV ED 078P
BUS 014	DANCE 005D	DV ED 079B
BUS 050H	DANCE 005E	DV ED 079C
BUS 069V	DANCE 006B	DV ED 079D
BUS 075B	DANCE 007	E M 035
BUS 078	DANCE 007A	E M 037
BUS 085	DANCE 007B	E M 039
C S 050H	DANCE 008C	E M 050H
C S 058D	DANCE 008D	E M 079
C S 069V	DANCE 008F	E TECH 025
C S 098V	DANCE 008G	E TECH 026
CDEV 025	DANCE 008H	E TECH 035
CHEM 050H	DANCE 013	E TECH 045
CHIN 002	DANCE 020B	E TECH 070A
CHIN 003	DANCE 020C	E TECH 070B
CHIN 004	DANCE 050H	E TECH 070C
CHIN 038D	DANCE 080	E TECH 070D
COM ST 015A	DIESL 069V	E TECH 080
COM ST 050H	DIESL 087A	ELEC 087A
COMM ST 050H	DIESL 087B	ELEC 087B
COMM ST 052	DRAMA 001C	ELECT 014A
CONST 069V	DRAMA 001D	ELECT 014B
CONST 072B	DRAMA 006B	ELECT 018
CONST 072C	DRAMA 017A	ELECT 030D
CONST 074A	DRAMA 018A	ELECT 030E
CONST 074B	DRAMA 018B	ELECT 032A
CONST 074C	DRAMA 018C	ELECT 032B
CONST 074D	DRAMA 019B	ELECT 032C
CONST 074E	DRAMA 019C	ELECT 032D
CONST 074F	DRAMA 019D	ELECT 050H
CONST 074G	DRAMA 022	ENG 032B
CONST 074H	DRAMA 023	ENG 032E
CONST 075	DRAMA 025B	ENG 032G
CONST 087A	DRAMA 025C	ENG 032I
CS 050H	DRAMA 025E	ENG 033B
CSA 018	DRAMA 026B	ENG 050H
CSA 081B	DRAMA 026E	ENG 074B
CSA 081C	DRAMA 031B	ENGR 050H
CSA 082B	DRAMA 034	ENGR 069V
CSA 082C	DRAMA 044B	FASHION 021
CSA 083A	DRAMA 044C	FASHION 052
CSA 083B	DRAMA 044D	FCS 008
CSA 084A	DRAMA 047C	FCS 014
CSA 084B	DRAMA 050B	FCS 047B
CSN 058C	DRAMA 050C	FCS 048B
CSN 058D	DRAMA 050F	FCS 049A
CSW 021	DRAMA 050H	FCS 049B
CUL ART 019	DV ED 078M	FCS 050H
CUL ART 050H	DV ED 078N	FCS 090
CUL ART 084	DV ED 078O	FCS 099B

FCS 099H	ID 056	MUSIC 015M
FIRE 069V	INDUS 069V	MUSIC 017M
FIRE 090I	ITAL 002	MUSIC 018
FIRE 090O	ITAL 003	MUSIC 026M
FIRE 090P	ITAL 004	MUSIC 027
FIRE 090Y	ITAL 052	MUSIC 029M
FIRE 090Z	ITAL 053	MUSIC 030B
FIRE 091V	JAPAN 003	MUSIC 036C
FIRE 095B	JAPAN 004	MUSIC 036D
FREN 003	JAPAN 038D	MUSIC 038B
FREN 004	JAPAN 052	MUSIC 038C
FREN 005	JAPAN 053	MUSIC 038D
FREN 036A	JAPAN 054	MUSIC 040B
FREN 036B	JOURN 002	MUSIC 040C
FREN 038A	JOURN 003	MUSIC 040D
FREN 038B	JOURN 004	MUSIC 043B
FREN 038D	JOURN 005	MUSIC 050H
FREN 050H	JOURN 006	MUSIC 051
FREN 052	JOURN 050H	MUSIC 052
FREN 053	JOURN 069V	MUSIC 053
GEOG 050H	L D 078B	MUSIC 061
GERM 003	LIBRY 002	MUSIC 063A
GERM 004	MATH 001L	MUSIC 063B
GERM 038A	MCOM 006	N R 069V
GERM 038B	MCOM 011	NURS 050
GERM 038C	MCOM 012	O H 050H
GERM 050H	MECH 030C	O H 069V
GERM 052	MECH 031B	O H 081
GERM 053	MECH 031C	O H 083
GRART 002B	MECH 031D	O H 096V
GRART 003B	MECH 032B	P E 001B
GRART 004B	MECH 032C	P E 001F
GRART 006B	MECH 050A	P E 001H
GRART 050H	MECH 050B	P E 001I
GUID 002	MECH 050C	P E 004B
GUID 002A	MECH 050D	P E 004C
GUID 071	MECH 052B	P E 009F
H ED 050H	MECH 067B	P E 009J
H S 039	MECH 067C	P E 010B
H S 090	MECH 067D	P E 010C
H S 091	MECH 069V	P E 016B
H S 093V	MECH 087A	P E 016C
H S 094G	MECH 087B	P E 021B
H S 094H	MECH 088A	P E 021C
HIST 050H	MECH 088B	P E 022B
HORT 050H	MECH 088C	P E 022C
HORT 069V	MECH 088D	P E 024B
HUM 019E	MECH 089A	P E 024C
ID 006	MECH 089B	P E 025C
ID 021	MECH 089C	P E 026C

PE 028F	POLSC 050H	SOCIO 050H
PE 029B	POLSC 051H	SP ED 002
PE 029C	PSYCH 050H	SP ED 075
PE 031C	RAD 014	SP ED 082
PE 032B	READING 097B	SP ED 083
PE 032C	READING 097C	SP ED 084B
PE 034B	RTV 023	SP ED 085C
PE 034C	RTV 050H	SPAN 004
PE 039E	RUSS 051	SPAN 038A
PE 042N	RUSS 052	SPAN 050H
PE 042P	SL 072	SPAN 054
PE 042R	SL 073	TAG 053
PE 042U	SL 074	TAG 054
PHILO 050H	SL 078B	VIET 053
PHOTO 006A	SL 078C	VIET 054
PHOTO 034	SM ENG 066	VO-ED 069V
PHOTO 050H	SOCIO 045A	VO-ED 090V
PLANT 096V	SOCIO 045B	VO-ED 096V