General Education
Program Review

Part 1: Relevance

1. Catalog Course Description:

The Cerro Coso Community College 2012-2013 Catalog offers the following philosophy statement regarding the local General Education requirement:

> **Philosophy**
>
> The awarding of an Associate Degree at Cerro Coso Community College is intended to represent more than an accumulation of units. It is intended to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.
>
> Central to an Associate Degree, General Education reflects the conviction of Cerro Coso Community College that those who receive their degrees share certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. General Education should lead to better self-understanding and involve students in actively examining values inherent in proposed solutions to major social problems.

Analysis: This philosophy statement was recently revised in academic year 2011-2012 when the Vice President of Academic Affairs called a GE Task Force to

- revisit the college's general education philosophy.
- establish general education learning outcomes (GELO's).
- develop an assessment plan for measuring student achievement.

The GE philosophy needed revisiting partly because it should be reviewed not only on a regular basis as part of good practice but also more immediately because it had been several years since a catalog had been published with one in it. In addressing the philosophy, the task force returned to the original charge from the state of California regarding the minimum requirements for the Associate Degree in Title 5 section 55805 **(appendix)** and used that as a basis for the revised language.

Conclusion: The new philosophy statement is clear, is based directly on the state's founding intentions, and conveys the program's objectives of providing a well-rounded education for those students seeking an Associate Degree.

2. Courses:

The courses that meet the local general education requirement are divided into seven areas: natural sciences, social and behavioral sciences, humanities, language and rationality, informational competency, diversity, and health and wellness. These categories and the courses they are comprised of are shown on page 40 of the 2012-2013 College Catalog (**appendix)**.

- In Area 1, Natural Sciences, students have an option of two courses (a minimum of six units), one from the subgroup Life Sciences and one from the subgroup Physical Sciences or one course (a minimum of four units lecture/lab) from either Life or Physical Sciences.
- In Area 2, Social and Behavioral Sciences, students choose two courses, a minimum of six units, from two of five subgroups: Social, Economic and Political, Historical, Interdisciplinary Studies, and Ethnic Studies.
- In Area 3, Humanities, students choose two courses, a minimum of six units, from two of six subgroups: Active Participation, Arts, Literature, Philosophy, Foreign Language, and Interdisciplinary Studies.
- In Area 4, Language and Rationality, students need to complete two courses, a minimum of six units, with a *C* or better, one course from each of the subgroups: English Composition and Analytical Thinking.
- In Area 5, Information Competency, students must take one, 1-unit course or pass a proficiency test in information competency. The course is IC C075.
- In Area 6, Diversity, students may either take one course in the Diversity subgroup or any of the other GE courses denoted with a *D* in parentheses next to the class title.
- In Area 7, Health and Wellness, students have two options to complete the requirement.

Analysis: As of the 2012-2013 Catalog, the college offers 223 courses to satisfy all categories of general education requirements. This is the total when all 1.0-unit PHED classes are considered. The number 223 reflects recent deletions and deactivations. For many years, deactivated and deleted courses were retained on the GE list because students matriculating in prior years had catalog rights, but it was determined that keeping these outmoded courses in new catalogs allowed new students to believe they could take them. New GE lists show only those courses that are active for the upcoming catalog year.

The areas chosen closely reflect state requirements and Board policy language. Natural sciences, social and behavioral sciences, humanities, and language and rationality (to specifically include 1. English composition and 2. communications and analytical thinking) are spelled out both in Title 5 language (section 55063) and Board Policy (article 4D1D). Both authorities also require at least one Ethnic Studies course to be offered in at least one of the other four areas. Cerro Coso currently has only one ethnic studies-approved course in the active catalog and offered in a regular rotation: History C209.

Of local requirements, 3 units of coursework in a health and wellness area are also specifically mandated by Board Policy (4D1F) "since an understanding of wellness is an important attribute of a generally educated person." At the college level, Cerro Coso additionally requires a course in information competency and a course in diversity. The diversity course may be double counted.

Individual courses are mapped to their respective GE areas by means of learning outcomes. It was one of the purposes of the task force to develop a method for measuring student achievement of the GELO's. The group agreed the most direct way to do this was to create a map or crosswalk of course learning outcomes to the general education outcomes: at least one course-level SLO had to match up with at least one GELO. That would not only allow GELO's to be measured—course outcomes aggregated to provide an overall achievement rate—but also establish why specific courses belong in GE areas in the first place; if a course has no SLO's that match to the area's GELO(s), it should not apply. Faculty chairs, working with their departments, completed the mapping project by the end of Spring 2012. The chart of this crosswalk was created and posted to the college's SLO website **(appendix)**.

According to Board policy, courses counted to meet this general education requirement must be completed with a grade point average of 2.0 or better.

Conclusion: A sufficient variety of options is available for students to fulfill GE requirements. As will be explained more fully below in Section 4, one deficiency in this area is how courses are approved (or disapproved) for the GE list. GE applicability is an appropriate topic for discussion at CIC—if it comes up. But nothing guides this conversation to make sure it happens. The college has no formal mechanism for approving or disapproving courses newly proposed as additions to the GE pattern.

3. General Education Learning Outcomes:

The following are the program learning outcomes for the general education pattern:

In Natural Sciences, upon successful completion of the courses in the area students will be able to

- Effectively communicate scientific results, including graphically, verbally, and in writing.
- Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of science and the modern methods and tools used in scientific inquiry.

In the Social and Behavioral Sciences area, upon successful completion of the requirement, students will be able to

- Describe the method of inquiry used by the social and behavioral sciences.
- Evaluate the operation of societies and social sub-groups.

In the Humanities area, upon successful completion of the requirement, students will be able to

- Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
- Evaluate the significance of artistic and cultural constructions.

In the Language and Rationality area, upon successful completion of the requirement, students will be able to

- Use clear and precise language to express logical thought.
- Use a complex symbol system to solve problems.

In the Information Competency area, upon successful completion of the requirement, students will be able to

- Explain the fundamentals of the research process and documentation style.
- Clearly identify types of information needed to address a research problem and evaluate the credibility of sources.

In the Diversity area, upon successful completion of the requirement, students will be able to

- Describe and analyze the effects of race, ethnicity, class, gender, sexuality, disability, and/or religion on human interactions.

In the Health and Wellness area, upon successful completion of the requirement, students will be able to

- Analyze and apply the principles of health and wellness.

Analysis: As a part of the task force project in 2011-2012, learning outcomes were identified in each of the areas of the General Education requirement. Up to that point, the college had no established GELO's and no process for evaluating the appropriateness of a course designated as fulfilling a GE option. Similar to how it proceeded with the philosophy statement, the task force returned to the original founding language in Title 5 regulations section 55063 to guide the development of learning outcomes **(appendix)**. Since program design and the definition of learning outcomes are "10 plus 1" matters, the task force limited itself to writing a first draft of the GELO's in areas 1-5 and area 7 (diversity was already created, though it had to be revised). Representatives on the task force went back to the faculty in their areas and gained agreement on the language. The GELO's were compiled as a group and then taken to Academic Senate where they were approved.

Conclusion: The college now has a mechanism to correlate courses to GELO's and reflect the goals expressed in the statement of philosophy for the local General Education pattern. Successful achievement of the outcomes is measured by SLO assessment of individual courses. Since GELO's correspond directly to SLO's, they are not assessed independently.

4. Conditions of Enrollment:

In each GE area, classes have individual advisories, prerequisites, and co-requisites. The vast majority of courses have advisories only. A handful of courses have in-discipline prerequisites, mostly math and English courses. A very few (such as BIOL C251, C255, and C261) have out-of-discipline prerequisites. In the case of Honors courses (denoted with an *H* in the title), students must be accepted to the Honors Program or have eligibility for the course as determined by the instructor in addition to the conditions for the regular section. A chart of these conditions is provided **(appendix).**

Analysis: It has long been recognized that advisories are inconsistent across the GE pattern. It is a perennial topic at CIC that some 100-level GE courses have an advisory of writing level 2, for instance, while others have writing level 1. It does not help that when the state mandated English C101 as the minimum proficiency for composition, "writing level 1" went from meaning "satisfactory completion of English 70" to "satisfactory completion of English C101." And since not all courses have been brought through CIC for this change to be made, the current catalog is a hodge-podge of cross intentions. In practice, these inconsistencies present few obstacles to students since they are advisories and not hard-and-fast prerequisites. Nevertheless, it looks confusing. To address the problem, CIC explicitly agreed in Spring 2013 to convert all requisites to course names and numbers where applicable (e.g., "English 70" instead of "writing level 2").

A related but more complex development is the recent change in Title 5 language permitting out-of-discipline prerequisites. The language requires colleges to have a plan for developing such requisites and not just embarking on isolated and scattered changes. To date, such a plan has not been developed. But its need is keenly felt, as demonstrated by PSYC C101, which tried to put a hard-and-fast prerequisite of English 70 into place starting Summer 2012. The result was a precipitous increase in success (from an average in the low 50% range to 69.7% in the fall semester) but also a precipitous drop in enrollments.

Conclusion: In the area of requisites, the college needs to convert writing, reading, and math levels to actual courses; develop an out-of-discipline prerequisite plan to comply with state regulations and give the college guidance in this crucial area; and establish a process for consistently completing validation studies across the curriculum.

5. Program Matrix:

In the following tables, numbers refer to the individual SLO's that align with the General Education Learning Objectives in each area.

Natural Sciences

	A. Effectively communicate scientific results, including graphically, verbally and in writing.	B. Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of Science and the modern methods and tools used in scientific inquiry.
Course	**Outcome(s)**	**Outcome(s)**
Life Sciences		
ANTH C121		1
BIOL C101		1,2,3,4,5,6
BIOL C105		1,2,3,4,5,6,7
BIOL C105H		1,2,3,4,5,6,7
BIOL C111		1,2,3,4,5,6,7,8,9
BIOL C112	6	1,2,3,4,5
BIOL C112H	6	1,2,3,4,5,7
BIOL C121		1,2,3,4,5,6,7,8
BIOL C122		1,2,3,4
BIOL C125		1,2,3,4,5,6,7,8,9,10
BIOL C141		1,2,3,4,6
BIOL C142		1,2,3,4,5,6
BIOL C145		1,2,3,4,5,6,7,8,9
BIOL C251		1,2,3,4,5,6,7,8,9,10,11
BIOL C255		1,2,3,4,5,6,7
BIOL C261		1,2,3,4
Physical Sciences		
CHEM C101	7	1,2,3,4,5,6,8
CHEM C111	6	1,2,3,4,5,7,8,9,19
CHEM C113		1,2,3,4,5,6,7
CHEM C113H		1,2,3,4,5,6,7,8
CHEM C221	6	1,2,3,4,5
CHEM C223	6	1,2,3,4,5
CHEM C223H	5	1,2,3,4,6,7,8
GEOG C101	5	1,2,3,4
GEOG C102	5	1,2,3,4,6
GEOG C111	5	1,2,3,4,6
GEOL C111	5	1,2,3,4,6
PHSC C101	5	1,2,3,4
PHSC C102	5	1,2,3,4,6
PHSC C105	5	1,2,3,4,6
PHSC C111		1,2,3,4,5
PHSC C112		1,2,3,4,5,6
PHSC C115		1,2,3,4,5,6,7,8,9,10

PHSC C125	8	1,2,3,4,5,6,7,9,10,11
PHSC C131		1,2,3,4,5,6
PHYS C111		1,2,3,4,5
PHYS C113		1,2,3,4,5
PHYS C211		1,2,3,4,5

Social and Behavioral Sciences

	A. Describe the method of inquiry used by the social and behavioral sciences.	B. Evaluate the operation of societies and social sub-groups
Course	**Outcome(s)**	**Outcome(s)**
Social		
ADMJ C101		
ANTH C111	1	2,3,4
ANTH C121	1	2,3,4
ANTH C131	1	2,3,4
CHDV C104	1,3	2,4,5,6
CHDV C105	1,2	3
CHDV C106	1,3,4,5	2,6
GEOG C131	1,2,3	4
PSYC C101	1,3,4	2
PSYC C101H	1,3,4,5	2
PSYC C112	1,2,3,5	4
PSYC C211	1,3,4,5,6,7	1,2
PSYC C241	1,2,5,6,7	3,4,8
PSYC C251	1,5,6	2,3,4
SOCI C101	1,2	3,4,5,6
SOCI C131	1,3,4,5,6	2
Economic and Political		
ECON C101		1,2,3,4,5
ECON C102		1,2,3,4,5
ECON C103		1,2,3,4,5
POLS C101		1,2,3,4,5,6,7
POLS C101H		1,2,3,4,5,6,7,8
Historical		
HIST C103		1,2,3
HIST C103H		1,2,3,4
HIST C104		1,2,3,4,5
HIST C104H		1,2,3,4,5,6
HIST C131	1	2,3,4,5

HIST C132	1,2	
HIST C218		1,2,3,4,5
Interdisciplinary Studies		
FILM/SPAN C211		1,2,3
SOCI C210	1,2,3,4,5,6,7	
SOCI C220		1,2,3,4,5
Ethnic Studies		
HIST C209		1,2,3,4,5,6
Humanities		
	A. Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.	B. Evaluate the significance of artistic and cultural constructions.

Course	Outcome(s)	Outcome(s)
Active Participation		
ART C111		1,2
ART C115	3	1,2,4,5
ART C121	4,5	5
ART C131	1	1,4
ART C141	4	4
ART C151	2,3,5	2,3,4,5
ART C165	4	4
ART C231	3	3
MUSC C126		1,8
MUSC C131		1,2,3,4,5
MUSC C132		1,2,3,4,5
ENGL C141		1,2,3,4,5
Arts		
ART C101	2	2
ART C105	1,2,3,4	2,3,4,6
ART C106	1	2,3
MUSC C101	2,3,4	2,3,4
MUSC C101H	2,3,4	2,3,4
MUSC C118	2	1,2,3,4,5,7
MUSC C173		1,2,3,4
THEA C101	1,3,5	1,3,5,6,9
THEA C103		3,4,5
Literature		

ENGL C102		
ENGL C102H		
ENGL C111	2	1,3
ENGL C221	4	1,2,3
ENGL C231	4	1,2,3
ENGL C235	4	1,2,3
ENGL C245	3,4	1,2,5
ENGL C249	3,4,5	1,2,6
Philosophy		
PHIL C101	2,4,6	3,5,6
PHIL C141	1,4	2,3,5
PHIL C161	1,2,6,7	3,4,5,8
PHIL C164	1,2,3	3,4,5,6,7
PHIL C205	7	1,2,4,5,6,9
PHIL C215	1,3	2,4,5
Foreign Language		
ASL C101	1	1
ASL C102	1	1
FREN C101	1,2,3	1,2,3
LATN C101	1,2,3,4	1,2,3,4
LATN C102	1,2,3,4,5	1,2,3,4,5
LATN C201	1,2,3,4	1,2,3,4
LATN C202	1,2,3,4,5	1,2,3,4,5
SPAN C100	1	2,3
SPAN C101	1,2	3,4,5
SPAN C102	1,2	3,4,5
SPAN C110	1,2	3,4,5
SPAN C171	1,2	3
SPAN C180	1,2,4	3,4
Interdisciplinary Studies		
FILM/SPAN C211		1,2,3,4,5
SOCI C210	1,2,3,4,5,6,7	
SOCI C220	1,2,3,4,5	

Language and Rationality

	A. Use clear and precise language to express logical thought.	B. Use a complex symbol system to solve problems.
Course	**Outcome(s)**	**Outcome(s)**

English Composition		
ENGL C101	1,2,3	
ENGL C101H	1,2,3,4	
ENGL C151	1,2,3	4
Analytical Thinking		
ENGL C102	1,2,3,4	
MATH C055		1,2,3,4,5,6,7,8,9,10,11
MATH C056		1,2,3
MATH C101		1,2,3,4,5
MATH C121		1,2,3
MATH C121H		1,2,3,4,5
MATH C130		1,2,3,4,5,6,7,8,9
MATH C131		1,2,3,4,5,6,7
MATH C141		1,2,3,4,5,6,7,8,9
MATH C151		1,2,3,4,5,6,7,8
MATH C255		1,2,3,4,5,6,7,8,9
MATH C257		1,2,3,4
PHIL C205	1,2,3,4,5,6,7,8,9	5

Information Competency

	A. Explain the fundamentals of the research process and documentation style.	B. Clearly identify types of information needed to address a research problem and evaluate the credibility of sources.
Course	**Outcome(s)**	**Outcome(s)**
IC C075	1,3	2,4

Diversity

	A. Describe and analyze the effects of race, ethnicity, class, gender, sexuality, disability or religion on human interactions.
Course	**Outcome(s)**
ART C101	2
BSAD C152	1,2,3,4,5
CHDV C125	1,2,3,4
CHDV C241	1,2,3,4
DMA C113	2,3

ENGL C245	3,4
ENGL C249	3,4,5
FILM/SPAN C211	1,2,3
HCRS C250	1,3,4
HIST C209	1,2,3,5,6
HMSV C102	1,3,4,6
MUSC C173	2
SOCI C131	1,2,3,4,5,6
SOCI C210	1,2,3,4,,5
SOCI C220	1,2,3,5

Health and Wellness

A. Analyze and apply the principles of health and wellness.

Course	Outcome(s)
CHDV C121	1,2,3,4,5
HCRS C121	1,2,3,4
HSCI C101	1,2,3,4,5
PSYC C231	1,2,3,4,5,6,7,8
PHED C101	1,2,3,4,5
PHED C103	1,2,3
PHED C104	1,2,3
PHED C105	1,2,3,4,5,6,7,8,9,10
PHED C106	1,2,3,4,5,6,7,8,9,10
PHED C107	1,2,3
PHED C108	1,2,3
PHED C109	1,2,3,4,5,6,7,8,9,10
PHED C110	1,2,3,4,5,6,7,8
PHED C113	1,2,3,4
PHED C114	1,2,3
PHED C115	1,2,3
PHED C116	1,2,3
PHED C129	1,2,3,4,5
PHED C130	1,2,3,4,5
PHED C131	1,2,3,4,5,6,7
PHED C132	1,2,3,4,5,6,7,8
PHED C140	1,2,3,4
PHED C151	1,2,3,4
PHED C152	1,2,3,4
PHED C171	1,2,3,4,5

PHED C173	1,2,3,4
PHED C174	1,2,3,4
PHED C175	1,2,3,4,5
PHED C176	1,2,3,4
PHED C177	1,2,3
PHED C178	1,2,3
PHED C276	1,2,3
PHED C277	1,2,3,4
PHED C278	1,2,3,4

Analysis: In the Natural Science Area, most classes in the Life Sciences subgroup meet only the second General Education Learning Objective; therefore, a student could select a class from each subgroup and satisfy only one of the GELO's. In the Social and Behavioral Area, ADMJ C101 has no indicated outcomes. Again, the possibility exists that in choosing courses from the required subgroups a student could meet only one of the required outcomes. In the Humanities Area, a predominance of courses meets both outcomes. While possible, it seems improbable that a student could select two courses from the appropriate subgroups and not fulfill both outcomes of the Humanities Area. In the Language and Rationality Area, a student who selected an English course other than ENGL C151 from the Composition subgroup and ENGL C102 from the Analytical Thinking subgroup would meet only one of the desired General Education Learning Objectives. In the Informational Competency Area, there is only one class and it fulfills both desired outcomes. In the Diversity Area, all classes meet the single desired outcome. In the Health and Wellness area, again there is only one specified outcome and all classes meet it.

Conclusion: While the individual courses in each area and subgroup satisfy the GELO's in the aggregate, there are gaps in the mapping that make it possible for individual students to graduate without achieving all the stated outcomes. The committee recommends that a second round of mapping takes place to sharpen the relation between GELO's and courses required—such as drawing distinctions between active participation and lecture, or demonstration and application—and possibly grouping the lists by outcomes rather than subject area.

Part 2 – Appropriateness

1. Connection to College Mission

Analysis: The GE pattern directly fulfills the college mission of providing outstanding educational programs and services tailored to the students in the communities and rural areas served by the institution. It provides a local option for completing Associate-Degree requirements that is not transfer-oriented.

Conclusion: The GE pattern is sufficiently and appropriately derived from the college mission.

2. Summary of Student Demand Data:

Student enrollment numbers indicate that demand for GE courses is high. Over 73,000 student enrollments took place in 3,324 separate CRN's during the period Fall 2007-Spring 2012. The highest enrolled class during this time was PSYC C101 with 3,289 students at census; the lowest enrollment was recorded in HIST C132H and PHED C223 (third semester softball), each with one student. During this time, 120 courses had over 100 enrollments, 47 had over 500, and 20 had over 1,000. The average productivity for all courses in all terms was 15.99; the college average during this time was 14.7.

Overall, distance education sections outpaced traditional offerings in census enrollment (41,289 vs. 32,086) and students per section (30 vs. 16, unadjusted for cross-listing). Traditional offerings outpaced DE sections in sections offered (2,061 vs. 1,263, unadjusted) and FTES (4,275 vs. 4,274).

Full student demand data can be found in the data spreadsheets **(appendix)**.

Analysis: During the last five years there has been a concentrated focus on the cleanup of outdated and inactive courses, with subsequent removal from the catalog. This has been especially true of GE courses, particularly those GE courses that were more specialized, which consequently were lower enrolled and less in demand.

At the IWV campus GE offerings are robust and comprehensive, with classes fulfilling each area offered each semester. Offerings are more limited at the Kern River Valley, East Kern, and Eastern Sierra Campuses. The schedule at these sites, particularly at ESCC, has been tightened up so that a student can complete the GE requirements according to a GE pathway. However, courses along this pathway are limited. The Eastern Sierra campuses have spearheaded this approach to enrollment management. As seen in the chart below, GE course sections were reduced by 43% over the five-year period. This was a strategic response to continually low-enrolled classes. Kern River Valley has lagged behind in the reduction of GE sections, but the 2012-2013 academic year reflects the implementation of the same kind of enrollment-management strategy. Courses and sections have been reduced to meet student demand, but with minimal options, thereby maximizing enrollments and productivity. East Kern has always been scheduled with a very lean schedule of courses, so a reduction wasn't necessary, though long term scheduling according to a pathway to completion has been implemented through a

combination of onsite and online GE classes. These enrollment management strategies were in response to one of the goals of the 2012-2017 Educational Master Plan.

	2007-08	2008-09	2009-10	2010-11	2011-12
CC-Online	184	198	222	287	250
ESCC	110	102	92	83	77
KRV	50	53	54	55	57
IWV Main Campus	358	363	308	233	208
East Kern	13	10	8	10	13

Number of GE courses offered, by campus

In the last five years there has been tremendous growth in online course offerings, which peaked in 2010. Large numbers of students outside the area enrolled in Cerro Coso online GE courses, leading to a growth in online GE offerings. The proliferation of course offerings provided a boost to FTES, which led to a period of unfettered, unevaluated growth. More recently, however, there has been a shift in focus to achieving a balance between onsite and online to better serve our local student population. Demand continues to be high for online GE offerings, particularly core GE survey classes.

Conclusion: In order to increase student success and retention, scheduling of GE courses has become more strategic, focusing primarily on the demands of local students. Demand remains high for GE courses and determining the right number of courses to offer while maintaining acceptable success rates will take continued monitoring and adjustment.

3. Student Performance Data:

Student performance indicates that GE courses overall show an 86.4% retention rate and a 72.5% success rate. In courses with more than 100 students over the last five years, retention varies from a low of 63.1% (English C101) to 97.1% (PHED C152). Success in the same courses ranges from 43.4% (FREN C101, though SPAN C110 with 99 students has 29.3%) to 95.6% (PHED C152). Eighteen of the top 22 courses in success are PHED courses (CHEM C101, CHEM C111, PHSC C125, and ART C101 are the other four). Five courses with more than 100 students have success rates under 50%; an additional thirty have success rates under 60%.

Full student performance data can be found in the data spreadsheets **(appendix)**.

Analysis: Student performance data for GE courses is reviewed and evaluated through annual unit plans and program review. As part of these planning processes, departments and programs identify achievement gaps and develop strategies to improve success and retention, as indicated more fully below in Section 4. These achievement gaps are specifically identified in an SLO statement appended to the annual unit plans, together with a statement of expected changes to curriculum to address the gaps. An evaluation of the effectiveness of these strategies is included in the next unit planning cycle.

As is the case in general, success and retention are significantly lower for distance-education classes than traditional face-to-face classes.

	Success	Retention
Traditional	71.5	87.6
Distance Education	58.2	78.0

To address this discrepancy, a Distance Education Task Force was assembled by the president in the fall of 2010. This group established a series of recommendations for improving success and retention in online and distance-education courses. Action has been taken on a number of these recommendations, including

- Hiring a Director of Distance Education.
- Implementing a student pre-assessment for preparedness for taking online classes.
- Establishing expectations for regular and effective contact in online classes.
- Establishing student authentication practices.
- Reinstituting faculty training and ongoing professional development opportunities.

This discrepancy also has been addressed by professional development opportunities specifically targeting adjunct instructors. For example, in Fall 2011, adjuncts were invited to the IWV campus to participate in a workshop on SLO development and assessment. The adjuncts who attended were provided with an overview of the purpose and value of SLO's and training on SLO development and assessment.

Conclusion: The largest concern in this area is the low success and retention rates in DE sections compared to traditional offerings. Because, by a significant margin, most online courses are GE courses, continuing to find ways to improve retention and success rates is of paramount importance to the GE pattern.

4. Place of Program in Curriculum/Similar Programs:

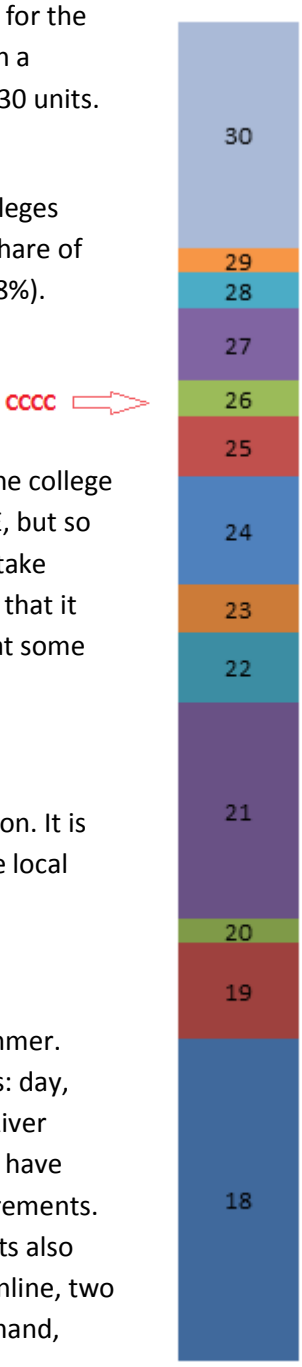
The local Cerro Coso GE pattern is designed for students who intend to complete an AA or AS degree but do not want to transfer to a four-year institution. Nevertheless, there is significant overlap with the CSU Cert and the IGETC transfer patterns. The CSU Certification is the pattern of general education for the California State University system. The Intersegmental General Education Transfer Curriculum (IGETC) is the pattern of GE specific to the University of California system, but it is also applicable for transfer to CSU.

Analysis: Despite the fact that the local GE pattern is designed NOT to transfer, the courses on the list are overwhelmingly designed and approved for transfer, which makes the local pattern largely a mirror of the two transfer patterns. Many years ago, the college designed and offered a handful of degree-applicable 50-100 level courses, such as SOCI C071, specifically to provide options that were college level but not transferable. But students did not sign up for these classes, clearly sending the signal that they wanted their general education courses to be transferrable.

Title 5 establishes the minimum pattern of courses required to fulfill the GE requirements for the degree. Specific to the Kern Community College District, Board Policy also includes the area of Health and Wellness. Locally, the college additionally requires information competency and diversity. For this reason, the Cerro Coso local GE pattern exceeds the minimum number of required GE areas.

Some courses in the GE pattern also fulfill major requirements. For example, Diversity is an area in which a number of courses also fulfill requirements within a major. There is no policy or practice preventing the double counting of courses for GE and the major, which allows students to minimize the overall number of units they need to complete. However, after conducting a system-wide comparison, the committee found that the number of units Cerro Coso requires for the completion of the GE pattern is higher than a number of colleges: specifically, on a spectrum ranging from 18 units to 30 units, Cerro Coso's pattern requires 26 to 30 units. The minimum number of units required by Title 5 is only 18, however.

The chart to the right shows the relative proportion of California community colleges requiring the indicated number of units for GE. As the chart shows, the largest share of colleges require only 18 units (27%), followed by 21 units (19%), and 30 units (18%). Over 70% of the California Community Colleges require fewer GE units than the minimum number required by Cerro Coso.



Conclusion: The program review committee recommends that the Academic Senate revisit how many units it wants to require of its GE pattern. Not only is the college at the upper range of all community colleges in how many units it requires in GE, but so many units means students have less ability to explore unfamiliar disciplines or take additional elective courses in areas of interest. Obviously, more units also mean that it takes Cerro Coso students longer to fulfill their GE requirements than students at some colleges in California.

5. Transfer Documentation:

As indicated above, the Cerro Coso Local GE Pattern is not for transfer preparation. It is an alternative to transfer preparation, though the majority of the courses on the local pattern are transferable.

6. Patterns of Course Scheduling

At the IWV campus, GE course options are offered each semester, including summer. Courses in primary semesters are scheduled to provide options in all time blocks: day, afternoon, evening slots, Monday-Wednesday, Tuesday-Thursday. At the Kern River Valley and Eastern Sierra campuses, long-term schedules for GE offerings onsite have been developed to allow for the completion over four semesters of all GE requirements. East Kern also has a long-term schedule of GE offerings onsite; however, students also need to take online classes to meet all of the requirements of the GE pattern. Online, two sections are generally scheduled to start with, and if the sections show high demand, additional sections are opened pending instructor availability.

Analysis: Scheduling has become more regularized over the past several semesters leading up to this program review. Courses across the GE pattern have been aligned with the block schedule, and a special effort has been made to make sure courses with multiple sections, such as English C101 or Math C055,

are run once in each of the major time blocks—morning, afternoon, and evening—before a second section is offered in any one of the blocks. In the case of a family of offerings, such as foreign languages, courses are scheduled so they do not conflict.

At the non-IWV campus locations, offerings are limited to maximize enrollments but still meet student needs. Offerings are also coordinated with major requirements, again for efficiency and to maximize each course offering. Enrollment patterns indicate that the student population at the East Kern campus, particularly those students associated with the military base, largely prefers online courses. This was confirmed by feedback from the education liaison at Edwards Air Force Base.

Counseling scrutinizes each schedule to identify course conflicts across departments and provide input on the blocks in which to schedule GE courses. Additionally, counseling evaluates the schedule according to the GE pattern to verify that sufficient courses are offered in each area.

Conclusion: Course scheduling is done according to student need, takes into account the unique circumstances at the campus locations, and is sufficient to meet demand.

7. Patterns of Course Staffing

Sufficient faculty resources exist across the GE curriculum to offer needed courses. In the past five years, 8,559.7 FTES in GE courses were produced by a total of 582.4 FTEF, resulting in a productivity rate of 15.99, which is higher than the corresponding number for the college as a whole (14.7).

Approximately 42% of the workload is accounted for by adjunct instruction, including summers. This number is not consistent across the pattern, however, for in some disciplines adjuncts teach fewer and in others more than full timers. The success rate of adjuncts does not show any appreciable difference from that of the college in the aggregate (73.6% vs. 72.5%).

Full student staffing data can be found in the data spreadsheets **(appendix)**.

Analysis: Through the annual unit planning process, the college continually monitors and adjusts its adjunct vs. full-time workload. Departments review student-demand data and if the data provide justification, propose full-time faculty positions through the faculty request process. This is true for new as well as replacement positions and true for all campus locations.

Over the last five years, based on retirements, replacements, or identified demand, several faculty members have been hired in GE areas:

- Two replacement history positions as a result of a retirement
- One replacement math position as a result of faculty retirement
- One replacement English position as a result of a faculty member moving to administration
- One replacement physical sciences position as a result of tenure vacancy
- One new biology position, replacing adjunct load
- One new psychology position, replacing adjunct load
- One new anthropology/sociology position, replacing adjunct load

Conclusion: The college is currently meeting student demand in GE courses. The adjunct workload, while higher than the 25% suggested by the 75/25 law, is in line with Cerro Coso as a whole and permits the institution to offer more sections with no appreciable difference in student success. The college hiring process works well and sees that needed full-time positions, such as the biology position at ESCC in 2008 or the history position at IWV in 2013, are identified and filled.

8. Methods of Delivery

GE courses are taught in all delivery modes: onsite, online, and via ITV. Differences between distance education and traditional courses in student demand and performance are discussed in those sections and reflected on the spreadsheets, which are broken out by DE and Traditional delivery.

Analysis: Student needs in DE are determined by a combination of direct and indirect assessments. All DE offerings are tracked for success and retention compared to traditional sections. This information is made available and discussed in program reviews, faculty chair meetings, and between the chair and educational administrator during scheduling. This has led to modifications in the DE program, such as the Math department deciding in Spring 2012 that it needed to return to mandatory proctoring of exams.

The college employs several strategies to verify student identity and enforce academic honesty in the online environment. A unique login and password is required to access online courses. Many instructors use textbook companion sites that require an additional unique username and password. A plagiarism detection website, Turnitin.com, is used by instructors in several GE departments. Proctoring is required in many courses and has been an area of deliberate improvement for the college. Since the beginning of the online program, the logistics of implementation had fallen on individual faculty members who often did not have time and/or the expertise to create and run a secure procedure. In Fall 2011, however, the college committed resources to the hiring of a Learning Center Technician, part of whose responsibility was to develop and implement a proctoring system. A pilot project was implemented with a handful of math and English sections in Spring 2012. A report was produced that concluded wider implementation of the program was feasible**.** By Spring 2013, the number of sections supported has grown to 16, all of them GE.

The College adheres to Title 5 regulations by approving DE delivery separately for every course proposed for online, hybrid, or iTV delivery.

Conclusion: Methods of delivery vary according to the character of each discipline, student need, and faculty resources. Some departments now deliver all of their courses online; others deliver just a strategic few. In all cases, the decision to seek distance education approval is made on a course-by-course basis as required by Title 5.

9. Teaching Methodologies

The teaching methodologies for GE classes are as varied as the disciplines included in the GE pattern. The teaching methodologies of GE courses include lecture, lab, and activity.

Analysis and Conclusion: Teaching methodologies for each course are reflected on the Course Outline of Record (COR). The department determines the appropriate teaching methodology for the content of the course. This also is often determined by the articulation of the course, for the transferability of a course will often depend on a prescribed teaching method. The Curriculum and Instruction Committee (CIC) evaluates proposed methodologies for appropriateness to course content.

10. Materials Fees

The only materials fees in GE courses are those charged in some art activity courses that include the development of art projects kept by students:

C101	Introduction to Art	$10.00
C111	Two Dimensional Design	$10.00
C121	Drawing I	$10.00
C131	Painting I	$6.00
C141	Ceramics I	$6.00
C151	Sculpture I	$15.00
C165	Photography I	$20.00
C221	Drawing II	$10.00
C231	Painting II	$6.00
C240	Ceramics II	$6.00
C241	Ceramics III	$6.00
C265	Photography II	$20.00

Analysis: The materials fees for these courses are determined by the department and approved yearly by the Board of Trustees. The charging of materials fees is compliant with the CCCCO's *Student Fee* Handbook, and the fees are often part of the district's yearly audit.

Conclusion: Materials fees are appropriately identified and charged. The materials fees were last approved February 9, 2012.

Part 3: Currency

1. Curriculum Currency:

Faculty, administrators, department chairs, and the Chair of the Curriculum and Instruction Committee continually monitor the status of all courses in the active catalog. Course outlines of record that are more than five years old are highlighted for update or review. In the last several years, this has involved many more revisions than updates as courses throughout the curriculum, GE as well as non-GE, have entered the SLO era. As of Spring 2013, SLO's have been defined for 100% of GE courses and regularly assessed in 71.91%.

During the last five years, all courses at Cerro Coso were brought up-to-date, merged with other courses (lecture/lab courses, for example), deleted, or inactivated. In the GE area, revisions and updates must keep transfer implications in mind. In the science department, faculty began a project to merge the separate lecture and lab courses (for example, PHSC C111 and PHSC C112) into a single new lecture/lab combination course (PHSC C115). While all the old lab courses were deleted without exception, some of the lecture courses were maintained to be offered as lecture-only options for Area 1.

A statewide undertaking that has major implications for the GE pattern is the SB 1440 Transfer degrees. While the degrees themselves are outside the scope of this review, the effort involves standardizing course outlines of record through the C-ID project. Even in disciplines where the college does not expect to offer a transfer degree, the expectation is that courses will still be submitted for C-ID approval, and this will become a regular part of course review at CIC. The college earned its first C-ID approvals for GE courses in Spring 2013: CHDV C104, C105, and C106.

Currency is also being maintained in curriculum outside the course outlines of record. Within the last five years, the math department adopted Course Compass as a course management tool for both online and onsite courses as a way to develop consistency between the delivery modes. This was a major undertaking that radically reshaped the curriculum and has led to an increase in student success in the post DR era from 53.0% in Fall 2008 to 62.4% in Fall 2012, an all-time high.

In the DE environment, a "regular effective contact" statement was adopted by the Academic Senate in April 2013 in response to Title 5 and DOE requirements. The statement sets a minimum level of expectations in the areas of contact hours, interaction format, responsiveness, and grading turn-around time**.** Regular effective contact standards are now employed in the evaluation of all full- and part-time faculty members with an online assignment; evidence that regular effective contact is happening is expected as part of the sample assignments and assessments required by the evaluation process.

Conclusion: The college is well situated in curriculum currency. Largely on account of early faculty champions in the key positions of CIC Chair and SLO Coordinator, Cerro Coso has developed a culture of curriculum currency, from keeping COR's continually up-to-date to defining SLO's. However, one area

needing improvement is completing SLO assessments: the college cannot consider 71.91% percent acceptable as an ongoing rate.

2. Physical Resources Currency:

Each department uses the process of the annual integrated planning cycle to evaluate its needs. The departmental needs are fed into section- and then college-wide needs. Needs based on student safety (e.g., emergency eyewashes) and state and federal law (ADA compliance) are given first priority. Other high priority equipment items include program-critical materials necessary for student success in the class (e.g., up-to-date maps; replacement of broken or obsolete equipment; etc.). Items in the next priority level include equipment to increase section size or accommodate anticipated growth.

The department submits a prioritized list of equipment needed for the following academic year, as well as any identified facility needs (e.g., new or updated smart classrooms; replacing laboratory sinks that are too shallow; etc.). The Maintenance and Operations and Information Technology divisions identify the items listed in the annual unit plans for each department, evaluate such needs across the college, and summarize the trends and commonalities in a resource request analysis, one of the documents of the integrated planning cycle.

In the last five years, two major facilities projects were completed at IWV impacting GE courses: the renovation of science labs and the overhaul of the art building. In the wake of the completion, departments have struggled with ongoing issues and fixes, but courses are now being taught regularly in both facilities. In 2011-2012, a classroom was constructed at the IWV Child Development Center so that instructors and students could have readier access to manipulatables and other child development supplies and equipment.

At ESCC, discussions are underway about improving the art facilities at both Bishop and Mammoth so that more art options can be offered, particularly 3-D courses. Sufficient facilities for both science and art offerings at KRV remain an issue as well in terms of expanding the options there beyond 2-3 basic courses. At East Kern, a biology class in Fall 2012 had to be moved from Edwards to California City High School because of a lack of suitable facilities.

Conclusion: Physical resources are a challenge at all campus locations but particularly at the non-IWV sites. As the college moves ahead with facility changes at KRV and East Kern, it is imperative that safe, sufficient, and modern facilities are provided. The annual integrated planning cycle is an appropriate and adequate strategy for identifying, justifying, and seeing through to implementation the physical resource needs of departments offering GE courses.

3. Technology Currency:

As with physical resources, technology is planned for, justified, and tied to resource allocation through the annual integrated planning cycle. Departmental needs are identified in the annual unit plans and work their way up through section and division reviews before being analyzed for budget approval. As

with facility needs, the college relies on accurate requests to plan for and acquire safe, sufficient, and modern resources.

Currently, General Education courses are taught online and on-campus. Instructors who teach online or plan to teach online are encouraged whenever possible to attend appropriate workshops. The current office of Distance Education routinely offers Moodle and other distance education training on Flex days as well as throughout each semester in the form of workshops, webinars, and "lunch and learns."

Interactive television (iTV) classrooms offer General Education as well as major courses to students at a distance. To prepare to teach these classes, faculty can request training from the IT department. Smart classrooms at all campus locations offer instructors the opportunity to engage students with advanced technology, providing the opportunity to present material in different formats and benefit the different learning styles of each student. To prepare to teach these classes, faculty can request training from the IT department.

In the last five years, the college has seen a major upgrade of the iTV classrooms and the installation of several smart classrooms at IWV and ESCC, enough to fulfill current curriculum needs at these locations. The art building at IWV recently put in a request to convert two of its rooms to Smart classrooms. At KRV and East Kern, classroom technology needs are currently being assessed in light of the planned renovations.

Conclusion: In terms of technology currency, the college is well situated. Individual instructor workstations are kept current through a hardware replacement process that ensures all computers are in warranty until planned replacement at end of life. Classroom IT is also on a closely scrutinized upgrade and replacement schedule.

4. Current Cost of the Program to Students:

The following chart is based on 28 units for an academic year.

Cerro Coso Community College Estimated Cost of Living for 2012-2013 Based on 28 units (Fall, Spring, Summer)				
Living at Home			Living Away from Home	
Fees	$1,288		Fees	$1,288
Books & Supplies	$1,638		Books & Supplies	$1,638
Room and Board	$4,338		Room and Board	$8,500
Personal	$2,150		Personal	$2,826
Transportation	$1,044		Transportation	$1,170
Total	$10,458		Total	$15,422

Part 4 – Achievement of Student Learning Outcomes

1. Progress in Assessments:

As indicated above, the GELO's of the GE pattern are mapped to SLO's of individual courses.

Most of the course-level SLO's in the seven GE areas have been assessed and entered into CurricUNET. The following list includes all the courses that have yet to be assessed:

- Natural Science: BIO 105H, 112H, 125, 142, 145, 255; GEOG 101, 102, 111; PHSC 105, 115, 125.
- Social and Behavioral Science: CHDV 105; GEOG 131; SOC 101, 131, 210, 220; HIST 131, 131H, 132H, 209, 218; SPAN 211.
- Humanities: ART 105, 106, 106H, 111, 115; MUSC 131, 132; THEA 101; PHIL 101, 141, 161, 164, 205, 215; ASL 101, 102; ENGL 222, 231, 232, 235H.
- Language and Rationality: MATH 101, 121H; PHIL 205.
- Information Competency: All courses have been assessed.
- Diversity: BSAD 152; CHDV 125; SPAN 211; HCRS 250; HIST 209; SOC 131, 210, 220.
- Health and Wellness: PSYC 231; PHED 101, 109, 110, 140, 171, 175, 176, 178, 276.

Some of these courses, such as ENGL 222, 231, 232, 235H, have not been assessed because they are rarely offered, and the faculty are still deciding whether the courses should be deactivated. Others, such as BIOL C125, C145, PHSC C105 and PHSC C115, are newly integrated lecture lab courses and have only recently been offered and assessed. Some courses were assessed but were difficult to find in CurricUNET. Others simply haven't been assessed.

Conclusion: While the majority of courses have been assessed, a majority of these have been assessed only once, were assessed in a limited number of sections, or need to be reassessed because the artifact, application, or sampling was faulty. In some ways, that's how it should be. As the college comes to embrace the SLO culture, the first round will be characterized by these fits and starts.

However, by the next program review, Cerro Coso must be at the level of sustainable continuous quality improvement, as defined by ACCJC. In terms of making progress, this means assessment results must reflect all campus locations, include all delivery modes, and involve all faculty contract types, and that the cycle of identifying gaps, designing improvements, and reassessing is clearly in place for all disciplines. Given the large number of sections run in some GE areas, this will be a challenge.

2. Success in Achieving Learning Objectives and Identified Gaps:

The success rate in achieving the General Education Learning Objectives (GELO's) is almost universally higher than 70%, a generally very positive picture, with the vast majority of Student Learning Objectives (SLO's) meeting the GELO's. Considering the overwhelming number of satisfactorily achieved SLO's, students are virtually assured of achieving the GELO's in one class or another. A few exceptions are the

following courses and GELO's (letter A or B). It's important to note that the GELO's in the list below usually correlate to only one or two underperforming SLO's: they do not mean that *all* of the SLO's of a course are being achieved at a rate of under 70%:

- Natural Science: BIO 101 (B); 105 (B) 112 (B) 121 (B), 122 (B), 141 (B); CHEM 223 (B); PHSC 111 (B), 112 (B).
- Social and Behavioral Science: CHDV 104 (A, B), 106 (A, B); PSYC 101 (A, B); ECON 101 (B), 102 (B), 103 (B); POLS 101 (B), 101H (B), 132 (A).
- Humanities: ART 141 (B); ENGL 141 (B); FREN 101 (B).
- Language and Rationality: ENGL 102 (A); MATH 55 (B), 121 (B), 130 (B), 131 (B), 141 (B), 151 (B), 255 (B); ENGL 102H (A).
- Information Competency: The success rate for all of the assessments is over 70%.
- Diversity: The success rate for all of the assessments is over 70%.
- Health and Wellness: PHED 104 (A), 114 (A), 132 (A).

The reasons that these GELO's are not being achieved at a satisfactory rate are various. A number of these courses, such as science, math, and advanced composition, are among the most challenging in the GE curriculum, so even considering the self-selection of enrollment in these courses, it's not surprising that their success rates are lower. Another point to consider is that nearly all of these courses have been assessed only once. The faculty members in the areas are currently making modifications to the instruction of the underperforming GELO's, as well as modifying assignments or revising curriculum to more successfully achieve the objectives.

For example, in English 141, students are achieving GELO B (corresponding to SLO 5) at a rate under 70%. The success rate for SLO 5 and GELO B will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. In English 102, students are achieving GELO A (corresponding to SLO 4) at a rate under 70%. The faculty agreed that the success rate for SLO 4 and GELO A should improve with more emphasis on logical fallacies in all of the ENGL 102 sections. In Physics 111, GELO B (corresponding to all of the SLO's) was achieved at a rate under 70%. The underlying cause for this was determined to be the lack of math preparation (e.g., mathematical and set up errors) of the students. This course was combined with Physics 112 and an enforceable math prerequisite, Math 55, was established. The new course, Physics 115, will be reassessed in Spring 2013. In Child Development 104, GELO's A and B (corresponding to SLO 3) were achieved at a rate under 70%. The faculty determined that the assessment directions do not ask students to include current research in their socialization report, so this requirement was often missing. The assessment will be reevaluated to clarify what is expected of students over the next few semesters as the course is offered again.

The achievement in GELO's was given an additional level of scrutiny in the College's most recent Comprehensive Assessment Report (2011-2012). All GELO's from all general education areas were assessed. While in most areas the target performance was met, the report had this to say about specific gaps and patterns detected:

Natural Sciences GELO B: *Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of Science and the modern methods and tools used in scientific inquiry.*

While the result of the assessment was successful, the learning outcomes themselves may need to be revised. These Natural Sciences learning outcomes emphasize the correct application and reporting of the scientific method. However, the majority of courses that satisfy the Natural Sciences do not have any learning outcomes that pertain to the Scientific Method. There additionally seems to be a gap in the assessment of students' deep understanding of complex natural systems. Perhaps the current outcomes could be merged and a new outcome written to address understanding of natural systems.

Humanities GELO B: *Evaluate the significance of artistic and cultural constructions.*

This GELO is similar to the first Humanities GELO in that it emphasizes the meaning and significance of arts and humanities. What is missing, however, is a learning outcome that gets at the application of principles in expression of ideas or aesthetics. In addition to there being redundancy in the existing GELO's, many of the applicable courses do not align well with the GELO because of the emphasis upon creative application. Merging the existing GELO's and creating a new one will resolve this.

As the GELO currently stands, the courses for the first GELO align fairly well with the second GELO, and the results are the same. It is strongly recommended that the GELO's be revised and reassessed in the next academic year.

The outcomes that were not met were only slightly below (75%) the target of 80%. There seems to also be a weak alignment between the GELO of evaluating the significance of artistic and cultural constructions and the course SLO's, which deal with the application of design principles. The significance of those is not addressed. ART C121, which has a strong SLO for this GELO, is slated to have that SLO eliminated. There was no discussion why. Doing so will weaken its applicability to the general education requirement.

Information Competency GELO B: *Clearly identify types of information needed to address a research problem and evaluate the credibility of sources.*

Course learning outcomes 2, 3, and 4 align with this GELO, and outcomes 2 and 3 fell below the target. For outcome 2, it was discussed that a specific term that was used in the exam questions that aligned with the outcome was not sufficiently covered in instruction. Both instruction and the wording of the exam questions will be revised to better equip students. The iTV delivery mode was also cited as a barrier for an adjunct instructor. There was no elaboration about whether the course content is not well suited for this delivery mode or whether the instructor needs more training in teaching via iTV.

Outcome 3 had the lowest results. Factors contributing to this low performance were sequencing of assignments and inconsistency in assessments. It was also discussed that the learning outcome itself does not effectively get at the skill of writing citations and will be revised in the upcoming year.

Diversity: *Describe and analyze the effects of race, ethnicity, class, gender, sexuality, disability, or religion on human interactions.*

CCSSE data was also used as an indirect measure. All 11 SLO's (distributed across 6 courses) met the target performance of 70% or better. However, while the direct measures indicate satisfactory attainment of the learning outcome, the CCSSE survey indicated that Cerro Coso students scored substantially lower (59.5%) than the target level of performance (70%). Cerro Coso students performed slightly lower (0.5%) than the cohort; however, the cohort also performed lower (61%) than Cerro Coso's target level of performance. Analysis is needed to explain this difference.

Conclusion: Both the GE Program Review and the SLO committees agree that a second round of mapping is needed to sharpen the relation between the GELO's, SLO's, and course content—perhaps some GELO's can be reworded or even combined for better effect, perhaps SLO assessments can be better chosen to measure the learning domains of the GELO's with which they match, perhaps some classes just need to be more effective in delivering course content. In any event, the belief of the committee is that 80% of the task has been completed in establishing the GELO's, mapping them to SLO's, and completing the first round of assessments. What needs to happen now is modifications and tinkering within the framework to achieve better and more precise assessment, leading to better and more precise improvement.

Part 5 – Future Needs and Plans

1. Current Program Strengths:

A. The new GE philosophy statement is clear, is based directly on the state's founding intentions, and conveys the program's objectives of providing a well-rounded education for those students seeking an Associate Degree.
B. A sufficient variety of options is available for students to fulfill GE requirements.
C. The college now has a mechanism to correlate courses to GELO's and reflect the goals expressed in the statement of philosophy for the local General Education pattern. Successful achievement of the outcomes is measured by SLO assessment of individual courses.
D. The GE pattern is sufficiently and appropriately derived from the college mission.
E. In order to increase student success and retention, scheduling of GE courses has become more strategic, focusing primarily on the demands of local students.
F. Course scheduling is done according to student need, takes into account the unique circumstances at the campus locations, and is sufficient to meet demand.
G. The college is well situated in curriculum currency. Largely on account of early faculty champions in the key positions of CIC Chair and SLO Coordinator, Cerro Coso has developed a culture of curriculum currency, from keeping COR's continually up-to-date to defining SLO's.
H. In terms of technology currency, the college is well situated. Individual instructor workstations are kept current through a hardware replacement process that ensures all computers are in warranty until planned replacement at end of life. Classroom IT is also on a closely scrutinized upgrade and replacement schedule.
I. The college is currently meeting student demand in GE courses.
J. Modifications are being made to all of the courses in which the success rates of the GELO's (and corresponding SLO's) are under 70%. We anticipate that these modifications will lead to improved success in achieving the GELO's.
K. Courses undergo a rigorous CIC review process.

2. Improvements Needed:

A. The college has no formal mechanism for approving or disapproving courses newly proposed as additions to the GE pattern.
B. In the area of requisites, the college needs to convert writing, reading, and math levels to actual courses; develop an out-of-discipline prerequisite plan to comply with state regulations and give the college guidance in this crucial area; and establish a process for consistently completing validation studies across the curriculum.
C. While the individual courses in each area and subgroup satisfy the GELO's in the aggregate, there are gaps in the mapping that make it possible for individual students to graduate without achieving all the stated outcomes. The committee recommends that a second round of mapping takes place to sharpen the relation between GELO's and courses required—such as drawing

distinctions between active participation and lecture, or demonstration and application—and possibly grouping the lists by outcomes rather than subject area. For a more detailed discussion of this topic, see "Cerro Coso General Education Requirements: Questions and Comments" below.

D. A central concern is the low success and retention rates in DE sections compared to traditional offerings. Because, by a significant margin, most online courses are GE courses, continuing to find ways to improve retention and success rates is of paramount importance to the GE pattern.
E. The program review committee recommends that the Academic Senate revisit how many units it wants to require of its GE pattern. Not only is the college at the upper range of all community colleges in how many units it requires in GE, but so many units means students have less ability to explore unfamiliar disciplines or take additional elective courses in areas of interest. See "Cerro Coso General Education Requirements: Questions and Comments" below.
F. Physical resources are a challenge at all campus locations but particularly at the non-IWV sites. As the college moves ahead with facility changes at KRV and East Kern, it is imperative that safe, sufficient, and modern facilities are provided.
G. While the majority of courses have been assessed, a majority of these have been assessed only once, were assessed in a limited number of sections, or need to be reassessed because the artifact, application, or sampling was faulty. By the next program review, Cerro Coso must be at the level of sustainable continuous quality improvement, as defined by ACCJC. In terms of making progress, this means assessment results must reflect all campus locations, include all delivery modes, and involve all faculty contract types, and that the cycle of identifying gaps, designing improvements, and reassessing is clearly in place for all disciplines. Given the large number of sections run in some GE areas, this will be a challenge.

Cerro Coso General Education Requirements: Questions and Comments:

One of the discoveries of the GE Task Force is that, as expected, most of the SLO's of the GE courses simultaneously fulfill the GELO's of the seven areas. Another finding is that the success rate in achieving the GELO's is generally very high. These findings and the assessment data raise the following questions:

A. If the SLO's simultaneously fulfill the GELO's, then why do students need to take more than one course in a particular area? In other words, precisely what benefit in terms of their General Education do students gain by taking more than one course?
B. Some of the GELO's for the areas are very closely related, such as in Humanities. In these cases, why are there two learning objectives? Perhaps the two GELO's could be combined into one.

If the rationale for requiring more than one course in an area is that students need to be educated more broadly than only one course could achieve, then perhaps the GELO's need to be teased out and sharpened, such as by drawing distinctions between active participation and lecture, or demonstration and application, and possibly by grouping the lists by outcomes rather than subject area. According to the language from ACCJC (Accreditation Standard II.A.3), decisions about which courses to include in General Education should be based on a "carefully considered philosophy" that "determines the appropriateness of each course for inclusion." Having a vague sense that two courses will accomplish

more than one is not the kind of careful consideration that justifies the appropriateness of a course; rather, we need to be able to specifically demonstrate how each SLO accomplishes each GELO. On the other hand, since General Education is inherently broad, such specificity in the GELO's may not be desirable—but that could leave us unable to justify the number of required units.

C. Cerro Coso requires more units for GE than a number of community colleges in California. Could we explain and quantify precisely what benefit our students are gaining from more units in GE than students at other colleges? If not, should we reduce the number of units required for GE?

Though we may imagine that students graduating from Cerro Coso have more in-depth knowledge of General Education than students from other colleges, we may not be able to justify requiring more classes in GE unless the benefit of the additional units can be demonstrated. It's difficult to see how this could be done after the fact: tracking student success after college, post-graduation surveys, employment records; such methods are often unreliable. This may be the best reason for revising the GELO's: to specify *a priori* in what ways the students will benefit from their General Education.

3. Three-Year Program Goals:

Within the next three years, the Cerro Coso faculty needs to begin addressing each of the areas of improvement above. Some of these concerns can be resolved at the department level while others will require a collective response and action plan by the Academic Senate. Of these recommendations, perhaps the most important are the following:

A. Adopt a formal mechanism for approving or disapproving courses newly proposed as additions to the GE pattern.
B. Begin a second round of mapping to sharpen the relation between GELO's and courses required.
C. Develop an action plan to improve the success and retention rates in DE sections compared to traditional offerings.
D. Resolve the question of how many units the Academic Senate wants to require of its GE pattern.
E. Attain the level of sustainable continuous quality improvement as defined by ACCJC.

4. Six-Year Program Goals:

Within the next six years, all attempts should be made to resolve the areas of improvement above.

						Quick Look					
Course	Area 1	Area 2	Area 3	Sections	Census	FTES	FTEF	FTES/FTEF	Retention	Success	Adjunct Success
ADMJ C101	2			16	530	51.2	3.2	16	77.1%	50.8%	53.6%
ANTH C111	2			29	804	79.2	4.8	16.5	83.0%	67.7%	70.1%
ANTH C121	1	2		29	1,045	98	5.8	16.9	78.9%	61.7%	61.5%
ANTH C131	2			5	176	16.7	1	16.7	76.6%	60.2%	58.7%
ART C101	3	6		31	1,066	205.6	12.8	16.1	87.9%	70.8%	60.5%
ART C105	3			15	402	44.2	3	14.7	90.0%	75.4%	73.6%
ART C106	3			9	277	31.8	1.8	17.7	90.0%	80.4%	79.2%
ART C111	3			6	131	27.7	2.4	11.5	89.3%	56.5%	56.6%
ART C115	3			4	96	20.3	1.6	12.7	83.9%	72.0%	68.9%
ART C121	3			25	542	115.3	10	11.5	85.8%	70.6%	71.5%
ART C131	3			23	476	100.3	9.2	10.9	78.1%	67.2%	67.9%
ART C141	3			28	486	101.9	11	9.3	89.6%	71.8%	68.0%
ART C151	3			13	256	54.3	5.2	10.4	88.7%	77.4%	74.5%
ART C165	3			8	161	34	3.2	10.6	85.6%	78.8%	71.7%
ART C231	3			16	66	13.9	0	n/a	90.8%	78.5%	77.0%
ASL C101	3			12	428	61	3.2	19	87.3%	70.4%	70.8%
ASL C102	3			7	135	19.3	1.8	10.5	88.9%	74.8%	75.7%
BIOL C101	1			19	530	52.4	3.3	15.9	81.8%	53.6%	73.7%
BIOL C105 (L)	1			26	626	131.7	8.1	16.3	87.7%	63.2%	79.4%
BIOL C105H (L)	1			2	5	1.2	0.1	12	80.0%	80.0%	n/a
BIOL C111 (L)	1			3	47	11.5	1.4	8.2	57.4%	42.6%	n/a
BIOL C112 (L)	1			3	32	7.8	1.4	5.6	69.0%	55.2%	n/a
BIOL C112H (L)	1			2	8	2.2	0	67.3	100.0%	88.9%	n/a
BIOL C121	1			7	259	22.6	1.3	17.8	75.0%	52.7%	n/a
BIOL C122 (L)	1			5	92	9.6	1	9.6	73.9%	51.1%	n/a
BIOL C125 (L)	1			not offered							
BIOL C141	1			9	315	29.8	1.7	17.5	82.0%	61.8%	73.1%
BIOL C142 (L)	1			9	315	29.8	1.7	17.5	82.0%	61.8%	n/a
BIOL C145 (L)	1			not offered							
BIOL C251 (L)	1			12	336	70.7	4.8	14.7	85.7%	66.9%	58.9%
BIOL C255 (L)	1			12	331	69.9	4.4	15.9	84.8%	64.1%	80.0%
BIOL C261 (L)	1			11	243	67.4	5.9	11.5	90.1%	78.6%	94.7%

BSAD C152	6		9	260	25.1	1.8	13.9	86.4%	78.2%	78.2%
CHDV C104	2		18	624	58.8	3.6	16.3	87.2%	64.1%	66.0%
CHDV C105	2		25	940	88	5	17.6	87.0%	65.0%	64.6%
CHDV C106	2		17	588	55.1	3.4	16.2	79.6%	52.4%	50.5%
CHDV C121	7		31	1,112	103.5	6.2	16.7	84.8%	60.9%	61.4%
CHDV C125	6		35	1,179	109.7	6.8	16.1	73.3%	52.0%	58.2%
CHDV C241	6		11	353	33.1	2.2	15	89.1%	69.7%	71.2%
CHEM C101 (L)	1		11	228	48.3	4.4	11	93.8%	91.6%	94.0%
CHEM C111 (L)	1		5	154	37.9	2.3	16.2	90.8%	88.8%	n/a
CHEM C113 (L)	1		5	76	18.6	2.3	8	95.9%	80.8%	n/a
CHEM C113H (L)	1		5	32	8.7	0.3	26.1	100.0%	90.9%	n/a
CHEM C221 (L)	1		3	40	10.3	1.4	7.4	97.4%	84.6%	n/a
CHEM C223 (L)	1		3	15	3.7	1.2	3.1	93.3%	86.7%	n/a
CHEM C223H (L)	1		3	8	2.3	0.1	2,260.30	100.0%	100.0%	n/a
DMA C113	6		4	131	12.2	0.8	15.3	77.7%	58.5%	n/a
ECON C101	2		22	737	69.5	4.2	16.5	81.7%	49.8%	79.2%
ECON C102	2		35	1,090	104	6.4	16.2	88.1%	63.9%	75.8%
ECON C103	2		29	888	84.4	5.2	16.2	86.2%	62.5%	70.4%
ENGL C101	4		82	2,043	270.5	26.6	10.2	77.7%	58.6%	79.7%
ENGL C101H	4		1	5	0.9	0.1	13	100.0%	66.7%	n/a
ENGL C102	3	4	49	1,112	109	8.8	12.4	78.7%	65.1%	80.0%
ENGL C102H	3	4	9	63	9.1	0.6	15.1	96.9%	89.1%	n/a
ENGL C111	3		6	191	18	1.2	15	74.9%	59.7%	94.1%
ENGL C141	3		7	171	16.3	1.4	11.7	84.3%	71.5%	n/a
ENGL C151	4		9	157	14.6	1.6	8.9	72.0%	50.7%	n/a
ENGL C190	3		1	20	1.9	0.2	9.3	68.8%	50.0%	n/a
ENGL C221	3		12	233	22.6	1.8	12.6	73.1%	54.7%	n/a
ENGL C222	3		1	8	0.8	0.2	4.2	87.5%	87.5%	87.5%
ENGL C231	3		4	116	10.8	0.8	13.5	65.2%	53.6%	n/a
ENGL C232	3		1	15	1.4	0.2	7	75.0%	41.7%	n/a
ENGL C235	3		3	57	6	0.6	10	91.4%	87.9%	n/a
ENGL C241	3		not offered							
ENGL C242	3		not offered							
ENGL C245	3	6	6	130	12.3	1	12.3	63.1%	52.3%	n/a
ENGL C249	3	6	7	204	19.4	1.2	16.1	78.9%	66.7%	80.6%

FILM C211 (SPAN C211)	2	3	6	13	253	24.4	1.7	14.1	69.5%	51.5%	50.0%
FREN C101	3			9	263	41.1	3	13.7	76.5%	43.4%	43.4%
GEOG C101	1			2	22	2.5	0.2	12.5	68.2%	40.9%	40.9%
GEOG C102 (L)	1			2	4	0.4	0.2	2.1	100.0%	25.0%	25.0%
GEOG C111 (L)	1			5	100	21.1	1.6	13.2	77.1%	61.5%	60.8%
GEOG C131	2			not offered							
GEOL C111	1			6	182	35.2	2.4	14.7	89.4%	68.2%	77.8%
HCRS C121	7			16	587	56.2	3.2	17.5	82.0%	70.9%	50.9%
HCRS C250	6			4	79	7.4	0.8	9.2	79.5%	44.9%	68.2%
HIST C103	2			16	547	54.6	3.2	17.1	75.9%	50.8%	48.4%
HIST C103H	2			5	53	8.1	0.3	24.1	98.1%	92.5%	89.7%
HIST C104	2			13	447	45.3	2.6	17.4	78.8%	58.0%	54.8%
HIST C104H	2			5	62	9.5	0.3	28.3	96.8%	88.7%	89.0%
HIST C131	2			62	2,135	209.8	11.3	18.6	82.7%	62.3%	56.9%
HIST C132	2			41	1,309	129.8	7.2	18	83.8%	60.0%	56.5%
HIST C132H	2			1	1	0.1	0		100.0%	100.0%	n/a
HIST C209	2	6		12	218	22.9	1.4	16.3	82.5%	58.5%	58.5%
HIST C218	2			18	664	62.8	3.6	17.4	75.0%	51.2%	51.2%
HMSV C102	6			12	169	17.8	0.8	22.3	82.0%	69.8%	75.2%
HSCI C101	7			71	2,346	230.5	13.2	17.5	85.9%	68.4%	67.1%
IC C075	5			55	1,579	48.6	3.5	14	81.4%	69.2%	75.2%
INST C210 (Soc C210)	2	3	6	5	59	5.7	0.4	14.3	87.9%	72.4%	n/a
INST C220 (Soc C220)	2	3	6	4	16	1.4	0.6	2.3	80.0%	60.0%	n/a
LATN C101	3			7	112	16	1.9	8.6	72.8%	62.3%	62.3%
LATN C102	3			7	47	6.8	0.8	8.4	78.7%	76.6%	76.6%
LATN C201	3			6	12	1.7	0	n/a	83.3%	83.3%	83.3%
LATN C202	3			5	6	0.9	0	n/a	100.0%	83.3%	83.3%
MATH C055	4			88	2,742	360.1	21.9	16.5	79.7%	56.3%	60.7%
MATH C056	4			4	75	10.7	1.1	10	89.2%	73.0%	75.0%
MATH C057	4			not offered							
MATH C101	4			4	72	6.6	0.8	8.2	84.2%	61.8%	n/a
MATH C121	4			53	1,580	204.6	12.7	16.1	84.2%	64.3%	76.9%
MATH C121H	4			6	45	8	0.4	19.8	97.7%	88.6%	n/a
MATH C130	4			9	241	29.9	2.4	12.5	76.8%	53.2%	n/a
MATH C131	4			7	122	15.3	1.9	8.2	66.9%	48.3%	n/a

MATH C141	4		31	976	129.2	7.7	16.7	80.7%	58.5%	91.2%
MATH C142	4		21	541	73.9	5.6	13.2	83.9%	69.4%	89.9%
MATH C151	4		15	499	79.4	5	15.9	87.5%	72.8%	87.0%
MATH C255	4		5	54	7.6	1.3	5.7	88.9%	81.5%	69.6%
MATH C257	4		3	37	5.1	0.8	6.3	89.2%	83.8%	77.8%
MUSC C101	3		53	1,704	164.2	9.6	17.1	86.1%	66.4%	63.1%
MUSC C101H	3		4	42	5.9	0.3	21.8	95.6%	93.3%	87.5%
MUSC C118	3		11	381	35.6	2.2	16.2	83.2%	71.1%	n/a
MUSC C121	3		18	221	16.4	2.4	6.9	79.7%	59.9%	59.9%
MUSC C122	3		18	61	4.2	0.7	6.4	82.1%	80.4%	80.4%
MUSC C126	3		9	228	16.5	1.2	13.8	70.2%	60.5%	58.0%
MUSC C131	3		9	53	6.9	1.5	4.5	98.0%	96.1%	96.1%
MUSC C132	3		10	43	5.9	0	n/a	100.0%	100.0%	100.0%
MUSC C135	3		8	33	4.5	1.1	4.3	94.4%	88.9%	89.0%
MUSC C136	3		6	21	2.9	0	n/a	100.0%	100.0%	100.0%
MUSC C151	3		18	141	15.6	4.8	3.2	83.8%	74.6%	75.1%
MUSC C152	3		18	59	7.2	0	n/a	93.8%	87.7%	86.5%
MUSC C173	3	6	10	349	32.5	2	16.3	91.4%	75.3%	n/a
MUSC C181	3		2	33	5.6	0.7	8.4	93.5%	77.4%	n/a
MUSC C183	3		1	16	2.7	0.3	8.1	100.0%	100.0%	n/a
PHED C102	7		6	126	17.9	1.3	13.7	86.3%	69.5%	69.5%
PHED C103	7		31	546	57.3	4.7	12.3	89.2%	73.4%	74.1%
PHED C104	7		31	246	26	0	n/a	93.0%	79.0%	79.6%
PHED C105	7		70	917	96.3	10.5	9.2	91.8%	77.0%	79.6%
PHED C106	7		70	415	43.8	0	n/a	92.8%	83.1%	83.1%
PHED C107	7		36	645	68.4	5.4	12.7	90.5%	75.4%	71.9%
PHED C108	7		36	251	26.7	0.1	211.7	91.6%	79.6%	80.5%
PHED C109	7		20	254	26.5	2.8	9.6	93.4%	84.6%	83.3%
PHED C110	7		20	136	14.2	0.3	56.9	89.1%	87.7%	84.4%
PHED C113	7		22	314	33.4	3.3	10.1	92.9%	90.0%	n/a
PHED C114	7		22	172	17.6	0	n/a	91.6%	91.6%	n/a
PHED C115	7		8	90	9.4	1.2	7.8	88.8%	76.4%	76.4%
PHED C116	7		8	42	4.2	0	n/a	95.2%	92.9%	92.9%
PHED C123	7		1	10	1.1	0.2	7	90.0%	90.0%	n/a
PHED C124	7		1	3	0.3	0	n/a	100.0%	100.0%	n/a

PHED C129	7		54	854	90.3	8.1	11.1	90.8%	82.1%	87.2%
PHED C130	7		54	289	30.4	0.1	241.6	94.5%	88.3%	92.5%
PHED C131	7		24	442	45	3.6	12.5	93.4%	82.5%	80.3%
PHED C132	7		24	119	12.1	0	n/a	94.9%	89.8%	90.0%
PHED C140	7		2	56	5.6	0.3	18.6	92.9%	92.9%	90.6%
PHED C151	7		18	182	28.8	4.5	6.5	95.8%	91.0%	94.6%
PHED C152	7		17	134	21.3	0	21,323.20	97.1%	95.6%	96.3%
PHED C173	7		5	75	24.5	2.4	10.1	96.0%	93.3%	93.1%
PHED C174	7		5	72	23.5	0	n/a	98.6%	95.9%	96.6%
PHED C175	7		5	95	30.4	2.2	13.5	99.0%	95.9%	95.9%
PHED C176	7		5	47	15	0	n/a	100.0%	97.9%	97.9%
PHED C177	7		5	57	8.1	1.3	6.5	98.2%	80.7%	60.0%
PHED C178	7		5	34	4	1.2	3.4	97.1%	97.1%	100.0%
PHED C203	7		27	129	13.7	0	n/a	99.2%	90.6%	91.8%
PHED C205	7		63	198	20.6	0	n/a	92.4%	86.9%	83.8%
PHED C207	7		26	145	13.9	0	n/a	96.9%	86.3%	88.1%
PHED C209	7		20	67	6.8	0	n/a	95.4%	93.8%	96.8%
PHED C213	7		18	71	7.1	0	n/a	98.6%	97.1%	n/a
PHED C215	7		6	28	3	0	n/a	96.4%	89.3%	89.3%
PHED C223	7		1	1	0.1	0	n/a			
PHED C229	7		45	103	10.6	0	n/a	92.9%	91.9%	90.9%
PHED C231	7		7	10	1.1	0	n/a	100.0%	100.0%	100.0%
PHED C251	7		14	58	9.3	0	n/a	100.0%	96.6%	97.8%
PHED C252	7		14	46	7.3	0	n/a	97.9%	97.9%	100.0%
PHED C275	7		4	14	4.8	0	n/a	100.0%	85.7%	85.7%
PHED C276	7		6	130	15.6	0.9	17.3	95.7%	95.1%	95.5%
PHED C277	7		4	14	2.2	0	n/a	93.3%	86.7%	80.0%
PHED C278	7		5	12	1.2	0	n/a	92.3%	92.3%	100.0%
PHIL C101	3		35	1,014	99.2	6.4	15.5	73.9%	54.4%	53.2%
PHIL C141	3		28	821	80.5	5.2	15.5	73.2%	59.3%	58.2%
PHIL C161	3		20	555	54.4	3.6	15.1	77.5%	62.0%	66.6%
PHIL C164	3		not offered							
PHIL C205	3	4	16	430	53.6	4.3	12.6	76.2%	51.8%	58.3%
PHIL C215	3		4	47	5	0.4	12.4	78.3%	52.2%	52.2%
PHSC C101	1		6	144	15.3	1.2	12.7	89.4%	69.0%	75.0%

PHSC C102 (L)	1			6	118	12.9	1.2	10.7	88.0%	70.1%	73.2%
PHSC C105 (L)	1			not offered							
PHSC C111	1			18	709	67	3.7	18.1	76.1%	64.9%	60.0%
PHSC C112 (L)	1			14	468	39.9	2.8	14.2	74.7%	63.1%	61.1%
PHSC C115 (L)	1			1	35	7.4	0.8	9.3	55.3%	42.1%	42.1%
PHSC C121	1			2	37	3.9	0.4	9.8	92.1%	71.1%	71.1%
PHSC C122 (L)	1			not offered							
PHSC C125 (L)	1			14	354	74.9	4.7	15.8	95.8%	86.8%	92.6%
PHSC C131	1			2	64	6.2	0.4	15.5	84.4%	57.8%	57.8%
PHSC C132 (L)	1			1	11	1.2	0.2	5.8	90.9%	72.7%	72.7%
PHYS C111 (L)	1			5	96	26.8	2.7	10.1	85.3%	75.8%	75.8%
PHYS C113 (L)	1			5	61	17	2.7	6.4	95.0%	83.3%	85.1%
PHYS C211 (L)	1			5	44	12.3	2.7	4.6	93.2%	86.4%	86.4%
POLS C101	2			60	1,946	196.3	11	17.8	86.9%	67.4%	66.2%
POLS C101H	2			5	17	2.5	0.2	12.5	100.0%	94.1%	n/a
POLS C102	2			2	79	7.4	0.4	18.4	60.7%	46.4%	46.4%
POLS C204	2			3	37	5.7	0.6	9.4	98.2%	76.4%	n/a
PSYC C101	2			103	3,289	326.3	20.4	16	81.7%	59.8%	59.4%
PSYC C101H	2			9	26	3.8	0.3	14.1	84.6%	84.6%	n/a
PSYC C112	2			8	101	10.8	0.4	26.9	83.2%	74.3%	72.3%
PSYC C211	2			28	1,027	96.2	5.6	17.2	85.7%	78.9%	56.8%
PSYC C231	7			2	66	7	0.4	17.4	74.2%	62.1%	n/a
PSYC C241	2			30	847	82.9	5.4	15.4	81.6%	62.6%	60.1%
PSYC C251	2			9	243	24.8	1.8	14.1	85.6%	66.3%	49.2%
READ C056				26	603	60.7	5.2	11.7	77.3%	45.2%	60.5%
SOCI C101	2			59	1,930	187.2	11.2	16.7	83.2%	63.2%	67.3%
SOCI C131	2	6		17	589	55.4	3.4	16.3	79.1%	59.9%	58.0%
SOCI C210	2	3	6	18	532	52	3	17.3	77.2%	55.9%	63.6%
SOCI C220	2	3	6	13	335	34.1	1.4	24.3	85.4%	61.7%	66.2%
SPAN C100	3			4	118	12.5	0.8	15.6	87.6%	65.5%	63.5%
SPAN C101	3			75	2,307	370.2	22.7	16.3	71.4%	49.3%	55.4%
SPAN C102	3			29	900	141	8.7	16.3	85.7%	68.5%	64.8%
SPAN C110	3			3	99	15.4	1	15.4	49.5%	29.3%	n/a
SPAN C171	3			4	48	5.1	0.6	8.4	89.4%	53.2%	35.5%
SPAN C180	3			3	21	2.2	0.2	11.1	71.4%	71.4%	n/a

SPAN C211/FILM C211	3	13	134	12.8	0.9	14.8	84.4%	55.7%	n/a
THEA C101	3	8	311	29	1.6	18.1	84.0%	57.3%	n/a
THEA C103	3	3	95	8.8	0.6	14.7	88.4%	52.6%	n/a
THEA C105	3	1	13	1.4	0.2	6.9	91.7%	83.3%	n/a
THEA C111	3	5	47	6.7	1.3	5	93.3%	75.6%	n/a
THEA C112	3	5	15	2.1	0	n/a	100.0%	100.0%	n/a
THEA C118	3	2	36	5.1	0.5	9.6	94.4%	88.9%	n/a
THEA C121	3	5	81	18.5	2.3	7.9	96.3%	93.8%	n/a
THEA C126	3	not offered							
THEA C131	3	5	36	7.3	0.3	21.8	88.2%	76.5%	n/a
THEA C140	3	1	9	1	0.2	4.8	77.8%	77.8%	n/a
THEA C145	3	1	10	1.1	0.2	5.3	100.0%	90.0%	n/a
THEA C211	3	5	12	1.7	0	n/a	83.3%	58.3%	n/a
THEA C212	3	5	7	1	0	n/a	100.0%	85.7%	n/a
THEA C230	3	1	10	1.1	0.2	5.3	88.9%	77.8%	n/a
THEA C241	3	not offered							
		3,325	73,470	8,560	582		86.4%	72.5%	73.6%

Course	Area 1	Area 2	Area 3	Sections		First Day Enrollment		Census Enrollment		End Enrollment		Students per Section		FTES	
				DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad
ADMJ C101	2			10	6	446	162	372	158	269	129	37	26	34.5	16.7
ANTH C111	2			17	12	680	265	555	249	433	222	33	21	53.1	26.1
ANTH C121	1	2		24	5	1,083	120	932	113	723	88	39	23	86.5	11.5
ANTH C131	2			4	1	181	21	155	21	112	19	39	21	14.4	2.2
ART C101	3	6		31		1,275		1,066		926		34		205.6	
ART C105	3				15		424		402		359		27		44.2
ART C106	3				9		265		277		244		31		31.8
ART C111	3				6		137		131		117		22		27.7
ART C115	3				4		105		96		78		24		20.3
ART C121	3				25		559		542		453		22		115.3
ART C131	3				23		492		476		364		21		100.3
ART C141	3				28		500		486		432		17		101.9
ART C151	3				13		263		256		220		20		54.3
ART C165	3				8		183		161		137		20		34.0
ART C231	3				16		60		66		59		4		13.9
ASL C101	3				12		452		428		373		36		61.0
ASL C102	3				7		146		135		120		19		19.3
BIOL C101	1			7	12	382	244	304	226	242	185	43	19	28.4	23.9
BIOL C105 (L)	1			4	22	113	511	108	518	89	454	27	24	22.6	109.1
BIOL C105H (L)	1				2		4		5		4		3		1.2
BIOL C111 (L)	1				3		54		47		27		16		11.5
BIOL C112 (L)	1				3		44		32		20		11		7.8
BIOL C112H (L)	1				2		6		8		9		4		2.2
BIOL C121	1			5	2	278	51	212	47	155	37	42	24	19.8	2.8
BIOL C122 (L)	1				5		104		92		68		18		9.6
BIOL C125 (L)	1														
BIOL C141	1			7	2	313	46	266	49	202	49	38	25	24.7	5.1
BIOL C142 (L)	1			6	2	182	47	173	47	132	43	29	24	14.7	4.9
BIOL C145 (L)	1														
BIOL C251 (L)	1				12		347		336		285		28		70.7
BIOL C255 (L)	1				12		301		331		275		28		69.9
BIOL C261 (L)	1				11		252		243		218		22		67.4
BSAD C152	6			5	4	202	66	190	70	161	61	38	18	17.7	7.4
CHDV C104	2			15	3	840	76	578	46	498	34	39	15	53.7	5.1
CHDV C105	2			22	3	1,173	109	860	80	724	66	39	27	79.9	8.0
CHDV C106	2			15	2	778	39	562	26	455	20	37	13	52.4	2.7
CHDV C121	7			28	3	1,352	58	1,057	55	890	43	38	18	98.2	5.2
CHDV C125	6			31	4	1,465	131	1,063	116	734	96	34	29	99.7	10.0
CHDV C241	6			10	1	403	16	339	14	302	10	34	14	31.6	1.5
CHEM C101 (L)	1				11		237		228		214		21		48.3
CHEM C111 (L)	1				5		139		154		138		31		37.9

CHEM C113 (L)	1				5		95		76		70		15		18.6	
CHEM C113H (L)	1				5		12		32		33		6		8.7	
CHEM C221 (L)	1				3		40		40		38		13		10.3	
CHEM C223 (L)	1				3		24		15		14		5		3.7	
CHEM C223H (L)	1				3		2		8		8		3		2.3	
DMA C113	6			4		143		131		101		33		12.2		
ECON C101	2			19	3	808	75	671	66	551	52	35	22	62.5	7.0	
ECON C102	2			28	7	1,181	162	930	160	788	152	33	23	87.2	16.8	
ECON C103	2			23	6	839	120	773	115	651	104	34	19	72.3	12.1	
ENGL C101	4			42	40	1,263	1,007	1,065	978	747	797	25	24	131.7	138.9	
ENGL C101H	4				1		0		5		9		5		0.9	
ENGL C102	3	4		34	15	926	357	780	332	567	276	23	22	73.7	35.3	
ENGL C102H	3	4			9		19		63		62		7		9.1	
ENGL C111	3			4	2	213	70	143	48	105	38	36	24	13.3	4.6	
ENGL C141	3			5	2	156	26	140	31	119	27	28	16	13.0	3.3	
ENGL C151	4			8	1	180	15	147	10	101	7	18	10	13.7	0.9	
ENGL C190	3			1		24		20		11		20		1.9		
ENGL C221	3			11	1	257	22	214	19	144	19	19	19	20.6	2.0	
ENGL C222	3				1		7		8		7		8		0.8	
ENGL C231	3			4		140		116		73		29		10.8		
ENGL C232	3			1		15		15		9		15		1.4		
ENGL C235	3				3		59		57		54		19		6.0	
ENGL C241	3															
ENGL C242	3															
ENGL C245	3	6		6		193		130		82		22		12.3		
ENGL C249	3	6		5	2	201	26	174	30	133	28	35	15	16.2	3.2	
FILM C211 (SPAN C211)	2	3	6	9	4	243	65	196	57	125	41	22	14	18.2	6.1	
FREN C101	3			8	1	366	33	230	33	173	19	29	33	36.0	5.1	
GEOG C101	1				2		21		22		15		11		2.5	
GEOG C102 (L)	1				2		6		4		4		2		0.4	
GEOG C111 (L)	1				5		101		100		74		20		21.1	
GEOG C131	2															
GEOL C111	1				6		178		182		160		30		35.2	
HCRS C121	7			12	4	591	120	468	119	381	101	39	30	43.6	12.6	
HCRS C250	6			4		91		79		62		20		7.4		
HIST C103	2			10	6	450	218	377	170	256	150	38	28	35.0	19.6	
HIST C103H	2				5		31		53		52		11		8	
HIST C104	2			7	6	324	205	268	179	177	157	38	30	25.0	20.3	
HIST C104H	2				5		28		62		60		12		9.5	
HIST C131	2			35	27	1,513	884	1,291	844	1,005	723	37	31	121.8	88.0	
HIST C132	2			24	17	928	503	800	509	624	447	33	30	76.2	53.6	
HIST C132H	2				1		0		1		1		1		0.1	
HIST C209	2	6		6	6	66	141	72	146	60	115	12	24	7.6	15.3	

HIST C218	2			14	4	697	88	575	89	416	68	41	22	53.3	9.5
HMSV C102	6			12		170		169		141		14		17.8	
HSCI C101	7			39	32	1,726	841	1,527	819	1,270	732	39	26	144.2	86.3
IC C075	5			34	21	1,430	517	1,121	458	925	365	33	22	34.1	14.5
INST C210 (Soc C210)	2	3	6	2	3	27	33	28	31	24	27	14	10	2.6	3.1
INST C220 (Soc C220)	2	3	6	3	1	8	11	8	8	5	7	3	8	0.7	0.7
LATN C101	3				7		123		112		84		16		16.0
LATN C102	3				7		51		47		37		7		6.8
LATN C201	3				6		12		12		10		2		1.7
LATN C202	3				5		7		6		6		1		0.9
MATH C055	4			41	47	1,686	1,275	1,457	1,285	1,086	1043	36	27	179.9	180.2
MATH C056	4				4		82		75		66		19		10.7
MATH C057	4														
MATH C101	4			4		71		72		64		18		6.6	
MATH C121	4			32	21	1,246	533	1,069	511	860	440	33	24	132.7	71.9
MATH C121H	4				6		24		45		43		8		8.0
MATH C130	4			9		272		241		179		27		29.9	
MATH C131	4			7		142		122		79		17		15.3	
MATH C141	4			16	15	630	393	512	464	371	401	32	31	63.0	66.2
MATH C142	4			12	9	347	179	294	247	225	224	25	27	36.4	37.5
MATH C151	4			5	10	175	266	164	335	130	312	33	34	25.5	53.9
MATH C255	4			1	4	8	43	7	47	3	46	7	12	0.9	6.7
MATH C257	4			1	2	15	24	12	25	11	22	12	13	1.5	3.6
MUSC C101	3			37	16	1,508	411	1,319	385	1,109	340	36	24	124.0	40.2
MUSC C101H	3				4		37		42		43		11		5.9
MUSC C118	3			11		456		381		317		35		35.6	
MUSC C121	3				18		206		221		169		12		16.4
MUSC C122	3				18		55		61		46		3		4.2
MUSC C126	3				9		229		228		160		25		16.5
MUSC C131	3				9		41		53		50		6		6.9
MUSC C132	3				10		38		43		43		4		5.9
MUSC C135	3				8		14		33		34		4		4.5
MUSC C136	3				6		22		21		22		4		2.9
MUSC C151	3				18		120		141		119		8		15.6
MUSC C152	3				18		60		59		61		3		7.2
MUSC C173	3	6		9	1	335	33	320	29	289	29	36	29	29.8	2.7
MUSC C181	3				2		32		33		30		17		5.6
MUSC C183	3				1		15		16		14		16		2.7
PHED C102	7				6		129		126		113		21		17.9
PHED C103	7				31		542		546		489		18		57.3
PHED C104	7				31		218		246		226		8		26.0
PHED C105	7				70		898		917		863		13		96.3
PHED C106	7				70		403		415		389		6		43.8

PHED C107	7			36		658		645		614		18		68.4
PHED C108	7			36		217		251		232		7		26.7
PHED C109	7			20		244		254		254		13		26.5
PHED C110	7			20		129		136		123		7		14.2
PHED C113	7			22		296		314		295		14		33.4
PHED C114	7			22		156		172		160		8		17.6
PHED C115	7			8		86		90		79		11		9.4
PHED C116	7			8		41		42		40		5		4.2
PHED C123	7			1		8		10		9		10		1.1
PHED C124	7			1		1		3		3		3		0.3
PHED C129	7			54		819		854		778		16		90.3
PHED C130	7			54		270		289		284		5		30.4
PHED C131	7			24		436		442		414		18		45.0
PHED C132	7			24		124		119		112		5		12.1
PHED C140	7			2		56		56		52		28		5.6
PHED C151	7			18		181		182		185		10		28.8
PHED C152	7			17		133		134		135		8		21.3
PHED C173	7			5		69		75		73		15		24.5
PHED C174	7			5		69		72		72		14		23.5
PHED C175	7			5		101		95		97		19		30.4
PHED C176	7			5		48		47		47		9		15.0
PHED C177	7			5		56		57		56		11		8.1
PHED C178	7			5		33		34		33		7		4.0
PHED C203	7			27		112		129		128		5		13.7
PHED C205	7			63		197		198		195		3		20.6
PHED C207	7			26		115		145		143		6		13.9
PHED C209	7			20		71		67		62		3		6.8
PHED C213	7			18		73		71		70		4		7.1
PHED C215	7			6		18		28		29		5		3.0
PHED C223	7			1		1		1		0		1		0.1
PHED C229	7			45		91		103		103		2		10.6
PHED C231	7			7		12		10		10		1		1.1
PHED C251	7			14		59		58		59		4		9.3
PHED C252	7			14		52		46		46		3		7.3
PHED C275	7			4		11		14		14		4		4.8
PHED C276	7			6		127		130		158		22		15.6
PHED C277	7			4		14		14		14		4		2.2
PHED C278	7			5		12		12		12		2		1.2
PHIL C101	3		23	12	929	337	682	332	458	266	30	28	64.4	34.9
PHIL C141	3		19	9	709	254	563	258	369	212	30	29	53.3	27.2
PHIL C161	3		15	5	553	161	400	155	274	140	27	31	38.1	16.3
PHIL C164	3													
PHIL C205	3	4	15	1	652	13	418	12	312	12	28	12	51.9	1.7

PHIL C215	3			2	2	26	20	27	20	21	15	14	10	2.9	2.1
PHSC C101	1				6		143		144		127		24		15.3
PHSC C102 (L)	1				6		116		118		103		20		12.9
PHSC C105 (L)	1														
PHSC C111	1			15	3	810	63	651	58	470	55	43	19	60.9	6.1
PHSC C112 (L)	1			12	2	604	36	435	33	303	31	36	17	36.3	3.5
PHSC C115 (L)	1			1		45		35		21		35		7.4	
PHSC C121	1				2		35		37		36		19		3.9
PHSC C122 (L)	1														
PHSC C125 (L)	1				14		337		354		340		25		74.9
PHSC C131	1			1	1	47	23	44	20	35	19	44	20	4.1	2.1
PHSC C132 (L)	1				1		12		11		10		11		1.2
PHYS C111 (L)	1				5		99		96		81		19		26.8
PHYS C113 (L)	1				5		63		61		57		12		17.0
PHYS C211 (L)	1				5		40		44		41		9		12.3
POLS C101	2			31	29	1,315	877	1,089	857	886	757	35	30	102.2	94.2
POLS C101H	2				5		6		17		17		3		2.5
POLS C102	2			2		87		79		51		40		7.4	
POLS C204	2				3		8		37		54		12		5.7
PSYC C101	2			49	54	2,333	1,753	1,666	1,623	1,270	1392	34	30	155.3	171.0
PSYC C101H	2				9		9		26		22		3		3.8
PSYC C112	2			8		95		101		84		13		10.8	
PSYC C211	2			25	3	1,152	55	973	54	825	47	39	18	90.6	5.6
PSYC C231	7				2		62		66		49		33		7.0
PSYC C241	2			19	11	776	283	588	259	467	224	31	24	55.5	27.5
PSYC C251	2			2	7	111	179	77	166	61	147	39	24	7.2	17.6
READ C056				8	18	297	399	229	374	163	302	29	21	21.3	39.3
SOCI C101	2			39	20	1,664	554	1,408	522	1,165	446	36	26	132.5	54.7
SOCI C131	2	6		16	1	699	37	557	32	438	25	35	32	52.0	3.4
SOCI C210	2	3	6	11	7	406	176	357	175	263	147	32	25	33.9	18.1
SOCI C220	2	3	6	9	4	221	122	215	120	189	92	24	30	21.8	12.3
SPAN C100	3				4		106		118		99		30		12.5
SPAN C101	3			54	21	2,470	500	1,845	462	1,285	369	34	22	290.1	80.2
SPAN C102	3			22	7	894	81	806	94	683	76	37	13	124.8	16.2
SPAN C110	3			3		138		99		49		33		15.4	
SPAN C171	3			2	2	19	29	14	34	15	29	7	17	1.5	3.6
SPAN C180	3				3		15		21		15		7		2.2
SPAN C211/FILM C211	3			9	4	121	25	105	29	77	26	12	7	9.8	3.1
THEA C101	3			8		393		311		258		39		29.0	
THEA C103	3			3		137		95		84		32		8.8	
THEA C105	3				1		8		13		12		13		1.4
THEA C111	3				5		49		47		42		9		6.7
THEA C112	3				5		14		15		15		3		2.1

THEA C118	3			2		30		36		34		18			5.1
THEA C121	3			5		63		81		79		16			18.5
THEA C126	3														
THEA C131	3			5		28		36		32		7			7.3
THEA C140	3			1		4		9		7		9			1.0
THEA C145	3			1		6		10		10		10			1.1
THEA C211	3			5		10		12		11		2			1.7
THEA C212	3			5		6		7		8		1			1.0
THEA C230	3			1		3		10		8		10			1.1
THEA C241	3														
			1,263	2,061	50,909	32,158	41,289	32,086	32,172	28,185	30	16	4,274	4,275	

Course	Area 1	Area 2	Area 3	Census Enrollment		Retention		Success	
				DE	Trad	DE	Trad	DE	Trad
ADMJ C101	2			372	158	75.4%	81.1%	48.5%	56.0%
ANTH C111	2			555	249	80.2%	89.1%	66.5%	70.4%
ANTH C121	1	2		932	113	78.8%	80.0%	61.4%	63.6%
ANTH C131	2			155	21	74.7%	90.5%	58.7%	71.4%
ART C101	3	6		1,066		87.9%		70.8%	
ART C105	3				402		90.0%		75.4%
ART C106	3				277		90.0%		80.4%
ART C111	3				131		89.3%		56.5%
ART C115	3				96		83.9%		72.0%
ART C121	3				542		85.8%		70.6%
ART C131	3				476		78.1%		67.2%
ART C141	3				486		89.6%		71.8%
ART C151	3				256		88.7%		77.4%
ART C165	3				161		85.6%		78.8%
ART C231	3				66		90.8%		78.5%
ASL C101	3				428		87.3%		70.4%
ASL C102	3				135		88.9%		74.8%
BIOL C101	1			304	226	81.1%	82.6%	62.3%	42.0%
BIOL C105 (L)	1			108	518	81.7%	89.0%	57.8%	64.3%
BIOL C105H (L)	1				5		80.0%		80.0%
BIOL C111 (L)	1				47		57.4%		42.6%
BIOL C112 (L)	1				32		69.0%		55.2%
BIOL C112H (L)	1				8		100.0%		88.9%
BIOL C121	1			212	47	74.2%	78.7%	52.6%	53.2%
BIOL C122 (L)	1				92		73.9%		51.1%
BIOL C125 (L)	1								
BIOL C141	1			266	49	78.6%	100.0%	61.1%	65.3%
BIOL C142 (L)	1			173	47	77.6%	95.6%	64.1%	66.7%
BIOL C145 (L)	1								
BIOL C251 (L)	1				336		85.7%		66.9%

BIOL C255 (L)	1			331		84.8%		64.1%
BIOL C261 (L)	1			243		90.1%		78.6%
BSAD C152	6		190	70	85.6%	88.4%	75.0%	87.0%
CHDV C104	2		578	46	88.3%	73.9%	64.7%	56.5%
CHDV C105	2		860	80	87.0%	86.8%	65.3%	61.8%
CHDV C106	2		562	26	79.7%	76.9%	52.5%	50.0%
CHDV C121	7		1,057	55	85.2%	78.6%	61.2%	55.4%
CHDV C125	6		1,063	116	72.5%	80.0%	50.8%	61.7%
CHDV C241	6		339	14	89.9%	71.4%	70.2%	57.1%
CHEM C101 (L)	1			228		93.8%		91.6%
CHEM C111 (L)	1			154		90.8%		88.8%
CHEM C113 (L)	1			76		95.9%		80.8%
CHEM C113H (L)	1			32		100.0%		90.9%
CHEM C221 (L)	1			40		97.4%		84.6%
CHEM C223 (L)	1			15		93.3%		86.7%
CHEM C223H (L)	1			8		100.0%		100.0%
DMA C113	6		131		77.7%		58.5%	
ECON C101	2		671	66	82.0%	78.8%	48.7%	60.6%
ECON C102	2		930	160	87.0%	94.4%	60.2%	85.1%
ECON C103	2		773	115	85.3%	92.0%	59.7%	81.4%
ENGL C101	4		1,065	978	72.4%	83.4%	54.1%	63.5%
ENGL C101H	4			5		100.0%		66.7%
ENGL C102	3	4	780	332	76.0%	84.9%	62.3%	71.6%
ENGL C102H	3	4		63		96.9%		89.1%
ENGL C111	3		143	48	73.4%	79.2%	58.7%	62.5%
ENGL C141	3		140	31	84.3%	84.4%	70.7%	75.0%
ENGL C151	4		147	10	70.6%	100.0%	49.0%	85.7%
ENGL C190	3		20		68.8%		50.0%	
ENGL C221	3		214	19	70.6%	100.0%	51.5%	89.5%
ENGL C222	3			8		87.5%		87.5%
ENGL C231	3		116		65.2%		53.6%	
ENGL C232	3		15		75.0%		41.7%	

ENGL C235	3				57		91.4%		87.9%
ENGL C241	3								
ENGL C242	3								
ENGL C245	3	6		130		63.1%		52.3%	
ENGL C249	3	6		174	30	76.9%	90.3%	64.2%	80.6%
FILM C211 (SPAN C211)	2	3	6	196	57	68.7%	71.9%	48.9%	59.6%
FREN C101	3			230	33	76.9%	73.1%	44.9%	30.8%
GEOG C101	1				22		68.2%		40.9%
GEOG C102 (L)	1				4		100.0%		25.0%
GEOG C111 (L)	1				100		77.1%		61.5%
GEOG C131	2								
GEOL C111	1				182		89.4%		68.2%
HCRS C121	7			468	119	81.2%	84.9%	75.5%	52.9%
HCRS C250	6			79		79.5%		44.9%	
HIST C103	2			377	170	69.9%	88.8%	46.4%	60.4%
HIST C103H	2				53		98.10%		92.5%
HIST C104	2			268	179	72.2%	87.7%	44.1%	77.1%
HIST C104H	2				62		96.8%		88.7%
HIST C131	2			1,291	844	79.4%	87.8%	59.1%	67.2%
HIST C132	2			800	509	80.9%	88.1%	56.2%	65.8%
HIST C132H	2				1		100.0%		100.0%
HIST C209	2	6		72	146	83.3%	82.1%	59.7%	57.9%
HIST C218	2			575	89	74.9%	75.3%	53.1%	39.3%
HMSV C102	6			169		82.0%		69.8%	
HSCI C101	7			1,527	819	83.7%	90.1%	65.2%	74.6%
IC C075	5			1,121	458	81.8%	80.4%	71.4%	63.9%
INST C210 (Soc C210)	2	3	6	28	31	88.9%	87.1%	81.5%	64.5%
INST C220 (Soc C220)	2	3	6	8	8	71.4%	87.5%	42.9%	75.0%
LATN C101	3				112		72.8%		62.3%
LATN C102	3				47		78.7%		76.6%
LATN C201	3				12		83.3%		83.3%
LATN C202	3				6		100.0%		83.3%

MATH C055	4		1,457	1,285	77.3%	82.4%	56.2%	56.5%
MATH C056	4			75		89.2%		73.0%
MATH C057	4							
MATH C101	4		72		84.2%		61.8%	
MATH C121	4		1,069	511	82.6%	87.5%	61.7%	69.7%
MATH C121H	4			45		97.7%		88.6%
MATH C130	4		241		76.8%		53.2%	
MATH C131	4		122		66.9%		48.3%	
MATH C141	4		512	464	74.5%	87.5%	48.4%	69.5%
MATH C142	4		294	247	78.0%	90.9%	60.6%	79.8%
MATH C151	4		164	335	79.3%	91.5%	56.1%	80.9%
MATH C255	4		7	47	42.9%	95.7%	28.6%	89.4%
MATH C257	4		12	25	91.7%	88.0%	83.3%	84.0%
MUSC C101	3		1,319	385	85.1%	89.7%	65.7%	68.9%
MUSC C101H	3			42		95.6%		93.3%
MUSC C118	3		381		83.2%		71.1%	
MUSC C121	3			221		79.7%		59.9%
MUSC C122	3			61		82.1%		80.4%
MUSC C126	3			228		70.2%		60.5%
MUSC C131	3			53		98.0%		96.1%
MUSC C132	3			43		100.0%		100.0%
MUSC C135	3			33		94.4%		88.9%
MUSC C136	3			21		100.0%		100.0%
MUSC C151	3			141		83.8%		74.6%
MUSC C152	3			59		93.8%		87.7%
MUSC C173	3	6	320	29	90.6%	100.0%	76.8%	58.6%
MUSC C181	3			33		93.5%		77.4%
MUSC C183	3			16		100.0%		100.0%
PHED C102	7			126		86.3%		69.5%
PHED C103	7			546		89.2%		73.4%
PHED C104	7			246		93.0%		79.0%
PHED C105	7			917		91.8%		77.0%

PHED C106	7		415		92.8%		83.1%
PHED C107	7		645		90.5%		75.4%
PHED C108	7		251		91.6%		79.6%
PHED C109	7		254		93.4%		84.6%
PHED C110	7		136		89.1%		87.7%
PHED C113	7		314		92.9%		90.0%
PHED C114	7		172		91.6%		91.6%
PHED C115	7		90		88.8%		76.4%
PHED C116	7		42		95.2%		92.9%
PHED C123	7		10		90.0%		90.0%
PHED C124	7		3		100.0%		100.0%
PHED C129	7		854		90.8%		82.1%
PHED C130	7		289		94.5%		88.3%
PHED C131	7		442		93.4%		82.5%
PHED C132	7		119		94.9%		89.8%
PHED C140	7		56		92.9%		92.9%
PHED C151	7		182		95.8%		91.0%
PHED C152	7		134		97.1%		95.6%
PHED C173	7		75		96.0%		93.3%
PHED C174	7		72		98.6%		95.9%
PHED C175	7		95		99.0%		95.9%
PHED C176	7		47		100.0%		97.9%
PHED C177	7		57		98.2%		80.7%
PHED C178	7		34		97.1%		97.1%
PHED C203	7		129		99.2%		90.6%
PHED C205	7		198		92.4%		86.9%
PHED C207	7		145		96.9%		86.3%
PHED C209	7		67		95.4%		93.8%
PHED C213	7		71		98.6%		97.1%
PHED C215	7		28		96.4%		89.3%
PHED C223	7		1				
PHED C229	7		103		92.9%		91.9%

PHED C231	7			10		100.0%		100.0%
PHED C251	7			58		100.0%		96.6%
PHED C252	7			46		97.9%		97.9%
PHED C275	7			14		100.0%		85.7%
PHED C276	7			130		95.7%		95.1%
PHED C277	7			14		93.3%		86.7%
PHED C278	7			12		92.3%		92.3%
PHIL C101	3		682	332	70.4%	80.8%	50.7%	61.6%
PHIL C141	3		563	258	68.2%	83.8%	55.3%	68.0%
PHIL C161	3		400	155	71.7%	92.1%	54.7%	80.3%
PHIL C164	3							
PHIL C205	3	4	418	12	75.5%	100.0%	51.6%	58.3%
PHIL C215	3		27	20	77.8%	78.9%	48.1%	57.9%
PHSC C101	1			144		89.4%		69.0%
PHSC C102 (L)	1			118		88.0%		70.1%
PHSC C105 (L)	1							
PHSC C111	1		651	58	74.4%	94.8%	63.9%	75.9%
PHSC C112 (L)	1		435	33	73.2%	93.9%	61.1%	87.9%
PHSC C115 (L)	1		35		55.3%		42.1%	
PHSC C121	1			37		92.1%		71.1%
PHSC C122 (L)	1							
PHSC C125 (L)	1			354		95.8%		86.8%
PHSC C131	1		44	20	79.5%	95.0%	59.1%	55.0%
PHSC C132 (L)	1			11		90.9%		72.7%
PHYS C111 (L)	1			96		85.3%		75.8%
PHYS C113 (L)	1			61		95.0%		83.3%
PHYS C211 (L)	1			44		93.2%		86.4%
POLS C101	2		1,089	857	84.9%	89.3%	64.8%	70.5%
POLS C101H	2			17		100.0%		94.1%
POLS C102	2		79		60.7%		46.4%	
POLS C204	2			37		98.2%		76.4%
PSYC C101	2		1,666	1,623	77.3%	86.2%	51.9%	67.9%

PSYC C101H	2				26		84.6%		84.6%
PSYC C112	2			101		83.2%		74.3%	
PSYC C211	2			973	54	85.7%	87.0%	79.5%	66.7%
PSYC C231	7				66		74.2%		62.1%
PSYC C241	2			588	259	79.1%	87.2%	58.1%	73.2%
PSYC C251	2			77	166	79.2%	88.6%	49.4%	74.1%
READ C056				229	374	71.2%	81.1%	38.4%	49.3%
SOCI C101	2			1,408	522	82.9%	84.1%	61.5%	68.0%
SOCI C131	2	6		557	32	79.2%	78.1%	59.4%	68.8%
SOCI C210	2	3	6	357	175	73.7%	84.5%	54.9%	58.0%
SOCI C220	2	3	6	215	120	90.4%	76.7%	67.0%	52.5%
SPAN C100	3				118		87.6%		65.5%
SPAN C101	3			1,845	462	69.0%	81.4%	47.0%	59.2%
SPAN C102	3			806	94	85.5%	88.1%	68.8%	65.5%
SPAN C110	3			99		49.5%		29.3%	
SPAN C171	3			14	34	93.8%	87.1%	87.5%	35.5%
SPAN C180	3				21		71.4%		71.4%
SPAN C211/FILM C211	3			105	29	81.9%	92.9%	53.2%	64.3%
THEA C101	3			311		84.0%		57.3%	
THEA C103	3			95		88.4%		52.6%	
THEA C105	3				13		91.7%		83.3%
THEA C111	3				47		93.3%		75.6%
THEA C112	3				15		100.0%		100.0%
THEA C118	3				36		94.4%		88.9%
THEA C121	3				81		96.3%		93.8%
THEA C126	3								
THEA C131	3				36		88.2%		76.5%
THEA C140	3				9		77.8%		77.8%
THEA C145	3				10		100.0%		90.0%
THEA C211	3				12		83.3%		58.3%
THEA C212	3				7		100.0%		85.7%
THEA C230	3				10		88.9%		77.8%

THEA C241	3						
		41,289	32,086	78.01%	87.61%	58.22%	71.52%

Course	Area 1	Area 2	Area 3	Sections	Census	FTES	FTEF	FTES/FTEF	FTEF	
									Adjunct	Full-Time
ADMJ C101	2			16	530	51.2	3.2	16	2.4	0.8
ANTH C111	2			29	804	79.2	4.8	16.5	4.0	0.8
ANTH C121	1	2		29	1,045	98	5.8	16.9	5.4	0.4
ANTH C131	2			5	176	16.7	1	16.7	0.8	0.2
ART C101	3	6		31	1,066	205.6	12.8	16.1	1.3	11.5
ART C105	3			15	402	44.2	3	14.7	1.0	2.0
ART C106	3			9	277	31.8	1.8	17.7	1.4	0.4
ART C111	3			6	131	27.7	2.4	11.5	0.8	1.6
ART C115	3			4	96	20.3	1.6	12.7	1.2	0.4
ART C121	3			25	542	115.3	10	11.5	6.0	4.0
ART C131	3			23	476	100.3	9.2	10.9	6.0	3.2
ART C141	3			28	486	101.9	11	9.3	7.4	3.6
ART C151	3			13	256	54.3	5.2	10.4	1.6	3.6
ART C165	3			8	161	34	3.2	10.6	1.2	2.0
ART C231	3			16	66	13.9	0		0.0	0.0
ASL C101	3			12	428	61	3.2	19	3.2	0.0
ASL C102	3			7	135	19.3	1.8	10.5	1.8	0.0
BIOL C101	1			19	530	52.4	3.3	15.9	0.4	2.9
BIOL C105 (L)	1			26	626	131.7	8.1	16.3	2.6	5.5
BIOL C105H (L)	1			2	5	1.2	0.1	12	0.0	0.1
BIOL C111 (L)	1			3	47	11.5	1.4	8.2	0.0	1.4
BIOL C112 (L)	1			3	32	7.8	1.4	5.6	0.0	1.4
BIOL C112H (L)	1			2	8	2.2	0	67.3	0.0	0.0
BIOL C121	1			7	259	22.6	1.3	17.8	0.0	1.3
BIOL C122 (L)	1			5	92	9.6	1	9.6	0.4	0.6
BIOL C125 (L)	1									
BIOL C141	1			9	315	29.8	1.7	17.5	0.2	1.5
BIOL C142 (L)	1			9	315	29.8	1.7	17.5	0.0	1.5
BIOL C145 (L)	1									
BIOL C251 (L)	1			12	336	70.7	4.8	14.7	2.9	1.9

BIOL C255 (L)	1			12	331	69.9	4.4	15.9	0.8	3.6
BIOL C261 (L)	1			11	243	67.4	5.9	11.5	0.5	5.4
BSAD C152	6			9	260	25.1	1.8	13.9	1.8	0.0
CHDV C104	2			18	624	58.8	3.6	16.3	2.2	1.4
CHDV C105	2			25	940	88	5	17.6	5.0	0.0
CHDV C106	2			17	588	55.1	3.4	16.2	2.6	0.8
CHDV C121	7			31	1,112	103.5	6.2	16.7	5.8	0.4
CHDV C125	6			35	1,179	109.7	6.8	16.1	2.6	4.2
CHDV C241	6			11	353	33.1	2.2	15	2.2	0.0
CHEM C101 (L)	1			11	228	48.3	4.4	11	1.6	2.8
CHEM C111 (L)	1			5	154	37.9	2.3	16.2	0.0	2.3
CHEM C113 (L)	1			5	76	18.6	2.3	8	0.0	2.3
CHEM C113H (L)	1			5	32	8.7	0.3	26.1	0.0	0.3
CHEM C221 (L)	1			3	40	10.3	1.4	7.4	0.0	1.4
CHEM C223 (L)	1			3	15	3.7	1.2	3.1	0.0	1.2
CHEM C223H (L)	1			3	8	2.3	0.1		0.0	0.0
DMA C113	6			4	131	12.2	0.8	15.3	0.0	0.8
ECON C101	2			22	737	69.5	4.2	16.5	0.1	4.1
ECON C102	2			35	1,090	104	6.4	16.2	2.4	4.0
ECON C103	2			29	888	84.4	5.2	16.2	2.2	3.0
ENGL C101	4			82	2,043	270.5	26.6	10.2	2.3	24.4
ENGL C101H				1	5	0.9	0.1	13	0.0	0.1
ENGL C102	3	4		49	1,112	109	8.8	12.4	0.2	8.0
ENGL C102H	3	4		9	63	9.1	0.6	15.1	0.0	0.6
ENGL C111	3			6	191	18	1.2	15	0.2	1.0
ENGL C141	3			7	171	16.3	1.4	11.7	0.4	1.0
ENGL C151	4			9	157	14.6	1.6	8.9	0.0	1.6
ENGL C190	3			1	20	1.9	0.2	9.3	0.0	0.2
ENGL C221	3			12	233	22.6	1.8	12.6	0.0	1.8
ENGL C222	3			1	8	0.8	0.2	4.2	0.2	0.0
ENGL C231	3			4	116	10.8	0.8	13.5	0.0	0.8
ENGL C232	3			1	15	1.4	0.2	7	0.0	0.2

ENGL C235	3			3	57	6	0.6	10	0.0	0.6
ENGL C241	3									
ENGL C242	3									
ENGL C245	3	6		6	130	12.3	1	12.3	0.0	1.0
ENGL C249	3	6		7	204	19.4	1.2	16.1	0.2	1.0
FILM C211 (SPAN C211)	2	3	6	13	253	24.4	1.7	14.1	0.2	1.5
FREN C101	3			9	263	41.1	3	13.7	3.0	0.0
GEOG C101	1			2	22	2.5	0.2	12.5	0.2	0.0
GEOG C102 (L)	1			2	4	0.4	0.2	2.1	0.2	0.0
GEOG C111 (L)	1			5	100	21.1	1.6	13.2	1.2	0.4
GEOG C131	2									
GEOL C111	1			6	182	35.2	2.4	14.7	1.2	1.2
HCRS C121	7			16	587	56.2	3.2	17.5	0.6	2.6
HCRS C250	6			4	79	7.4	0.8	9.2	0.4	0.4
HIST C103	2			16	547	54.6	3.2	17.1	2.8	0.4
HIST C103H	2			5	53	8.1	0.3	24.1	0.2	0.1
HIST C104	2			13	447	45.3	2.6	17.4	2.2	0.4
HIST C104H	2			5	62	9.5	0.3	28.3	0.2	0.1
HIST C131	2			62	2,135	209.8	11.3	18.6	6.4	4.9
HIST C132	2			41	1,309	129.8	7.2	18	4.8	2.4
HIST C132H	2			1	1	0.1	0			
HIST C209	2	6		12	218	22.9	1.4	16.3	1.4	0.0
HIST C218	2			18	664	62.8	3.6	17.4	3.6	0.0
HMSV C102	6			12	169	17.8	0.8	22.3	0.0	0.8
HSCI C101	7			71	2,346	230.5	13.2	17.5	1.8	11.4
IC C075	5			55	1,579	48.6	3.5	14	2.7	0.8
INST C210 (Soc C210)	2	3	6	5	59	5.7	0.4	14.3	0.0	0.4
INST C220 (Soc C220)	2	3	6	4	16	1.4	0.6	2.3	0.0	0.6
LATN C101	3			7	112	16	1.9	8.6	1.9	0.0
LATN C102	3			7	47	6.8	0.8	8.4	0.8	0.0
LATN C201	3			6	12	1.7	0		0.0	0.0
LATN C202	3			5	6	0.9	0		0.0	0.0

MATH C055	4		88	2,742	360.1	21.9	16.5	3.7	18.1
MATH C056	4		4	75	10.7	1.1	10	0.3	0.8
MATH C057	4								
MATH C101	4		4	72	6.6	0.8	8.2	0.0	0.8
MATH C121	4		53	1,580	204.6	12.7	16.1	0.5	12.1
MATH C121H	4		6	45	8	0.4	19.8	0.0	0.4
MATH C130	4		9	241	29.9	2.4	12.5	0.0	2.4
MATH C131	4		7	122	15.3	1.9	8.2	0.0	1.9
MATH C141	4		31	976	129.2	7.7	16.7	1.0	6.7
MATH C142	4		21	541	73.9	5.6	13.2	0.8	4.8
MATH C151	4		15	499	79.4	5	15.9	2.3	2.7
MATH C255	4		5	54	7.6	1.3	5.7	0.5	0.9
MATH C257	4		3	37	5.1	0.8	6.3	0.3	0.5
MUSC C101	3		53	1,704	164.2	9.6	17.1	4.4	5.2
MUSC C101H	3		4	42	5.9	0.3	21.8	0.1	0.2
MUSC C118	3		11	381	35.6	2.2	16.2	0.0	2.2
MUSC C121	3		18	221	16.4	2.4	6.9	2.4	0.0
MUSC C122	3		18	61	4.2	0.7	6.4	0.7	0.0
MUSC C126	3		9	228	16.5	1.2	13.8	0.9	0.3
MUSC C131	3		9	53	6.9	1.5	4.5	1.5	0.0
MUSC C132	3		10	43	5.9	0		0.0	0.0
MUSC C135	3		8	33	4.5	1.1	4.3	1.1	0.0
MUSC C136	3		6	21	2.9	0		0.0	0.0
MUSC C151	3		18	141	15.6	4.8	3.2	4.8	0.0
MUSC C152	3		18	59	7.2	0		0.0	0.0
MUSC C173	3	6	10	349	32.5	2	16.3	0.0	2.0
MUSC C181	3		2	33	5.6	0.7	8.4	0.0	0.7
MUSC C183	3		1	16	2.7	0.3	8.1	0.0	0.3
PHED C102	7		6	126	17.9	1.3	13.7	1.3	0.0
PHED C103	7		31	546	57.3	4.7	12.3	4.7	0.0
PHED C104	7		31	246	26	0		0.0	0.0
PHED C105	7		70	917	96.3	10.5	9.2	3.6	6.9

PHED C106	7	70	415	43.8	0		0.0	0.0
PHED C107	7	36	645	68.4	5.4	12.7	3.4	2.0
PHED C108	7	36	251	26.7	0.1	211.7	0.1	0.0
PHED C109	7	20	254	26.5	2.8	9.6	1.8	1.0
PHED C110	7	20	136	14.2	0.3	56.9	0.0	0.3
PHED C113	7	22	314	33.4	3.3	10.1	0.0	3.3
PHED C114	7	22	172	17.6	0		0.0	0.0
PHED C115	7	8	90	9.4	1.2	7.8	1.2	0.0
PHED C116	7	8	42	4.2	0		0.0	0.0
PHED C123	7	1	10	1.1	0.2	7	0.0	0.2
PHED C124	7	1	3	0.3	0		0.0	0.0
PHED C129	7	54	854	90.3	8.1	11.1	2.9	5.2
PHED C130	7	54	289	30.4	0.1	241.6	0.0	0.1
PHED C131	7	24	442	45	3.6	12.5	1.7	1.9
PHED C132	7	24	119	12.1	0		0.0	0.0
PHED C140	7	2	56	5.6	0.3	18.6	0.2	0.1
PHED C151	7	18	182	28.8	4.5	6.5	1.7	2.8
PHED C152	7	17	134	21.3	0		0.0	0.0
PHED C173	7	5	75	24.5	2.4	10.1	2.4	0.0
PHED C174	7	5	72	23.5	0		0.0	0.0
PHED C175	7	5	95	30.4	2.2	13.5	2.2	0.0
PHED C176	7	5	47	15	0		0.0	0.0
PHED C177	7	5	57	8.1	1.3	6.5	0.3	1.0
PHED C178	7	5	34	4	1.2	3.4	0.2	1.0
PHED C203	7	27	129	13.7	0		0.0	0.0
PHED C205	7	63	198	20.6	0		0.0	0.0
PHED C207	7	26	145	13.9	0		0.0	0.0
PHED C209	7	20	67	6.8	0		0.0	0.0
PHED C213	7	18	71	7.1	0		0.0	0.0
PHED C215	7	6	28	3	0		0.0	0.0
PHED C223	7	1	1	0.1	0		0.0	0.0
PHED C229	7	45	103	10.6	0		0.0	0.0

PHED C231	7		7	10	1.1	0		0.0	0.0
PHED C251	7		14	58	9.3	0		0.0	0.0
PHED C252	7		14	46	7.3	0		0.0	0.0
PHED C275	7		4	14	4.8	0		0.0	0.0
PHED C276	7		6	130	15.6	0.9	17.3	0.6	0.3
PHED C277	7		4	14	2.2	0		0.0	0.0
PHED C278	7		5	12	1.2	0		0.0	0.0
PHIL C101	3		35	1,014	99.2	6.4	15.5	5.2	1.2
PHIL C141	3		28	821	80.5	5.2	15.5	5.2	0.0
PHIL C161	3		20	555	54.4	3.6	15.1	2.6	1.0
PHIL C164	3								
PHIL C205	3	4	16	430	53.6	4.3	12.6	0.3	4.0
PHIL C215	3		4	47	5	0.4	12.4	0.4	0.0
PHSC C101	1		6	144	15.3	1.2	12.7	0.4	0.8
PHSC C102 (L)	1		6	118	12.9	1.2	10.7	0.4	0.8
PHSC C105 (L)	1								
PHSC C111	1		18	709	67	3.7	18.1	2.1	1.6
PHSC C112 (L)	1		14	468	39.9	2.8	14.2	2.4	0.4
PHSC C115 (L)	1		1	35	7.4	0.8	9.3	0.8	0.0
PHSC C121	1		2	37	3.9	0.4	9.8	0.4	0.0
PHSC C122 (L)	1								
PHSC C125 (L)	1		14	354	74.9	4.7	15.8	2.2	2.5
PHSC C131	1		2	64	6.2	0.4	15.5	0.4	0.0
PHSC C132 (L)	1		1	11	1.2	0.2	5.8	0.2	0.0
PHYS C111 (L)	1		5	96	26.8	2.7	10.1	2.7	0.0
PHYS C113 (L)	1		5	61	17	2.7	6.4	2.7	0.0
PHYS C211 (L)	1		5	44	12.3	2.7	4.6	2.7	0.0
POLS C101	2		60	1,946	196.3	11	17.8	8.2	2.8
POLS C101H	2		5	17	2.5	0.2	12.5	0.0	0.2
POLS C102	2		2	79	7.4	0.4	18.4	0.4	0.0
POLS C204	2		3	37	5.7	0.6	9.4	0.0	0.6
PSYC C101	2		103	3,289	326.3	20.4	16	7.0	13.4

PSYC C101H	2			9	26	3.8	0.3	14.1	0.0	0.3
PSYC C112	2			8	101	10.8	0.4	26.9	0.2	0.2
PSYC C211	2			28	1,027	96.2	5.6	17.2	0.4	5.2
PSYC C231	7			2	66	7	0.4	17.4	0.0	0.4
PSYC C241	2			30	847	82.9	5.4	15.4	1.8	3.6
PSYC C251	2			9	243	24.8	1.8	14.1	0.8	1.0
READ C056				26	603	60.7	5.2	11.7	1.0	4.2
SOCI C101	2			59	1,930	187.2	11.2	16.7	7.8	3.4
SOCI C131	2	6		17	589	55.4	3.4	16.3	3.2	0.2
SOCI C210	2	3	6	18	532	52	3	17.3	0.6	2.4
SOCI C220	2	3	6	13	335	34.1	1.4	24.3	1.2	0.2
SPAN C100	3			4	118	12.5	0.8	15.6	0.4	0.4
SPAN C101	3			75	2,307	370.2	22.7	16.3	4.0	18.7
SPAN C102	3			29	900	141	8.7	16.3	1.7	7.0
SPAN C110	3			3	99	15.4	1	15.4	0.0	1.0
SPAN C171	3			4	48	5.1	0.6	8.4	0.4	0.2
SPAN C180	3			3	21	2.2	0.2	11.1	0.0	0.2
SPAN C211/FILM C211	3			13	134	12.8	0.9	14.8	0.0	0.9
THEA C101	3			8	311	29	1.6	18.1	0.0	1.6
THEA C103	3			3	95	8.8	0.6	14.7	0.0	0.6
THEA C105	3			1	13	1.4	0.2	6.9	0.0	0.2
THEA C111	3			5	47	6.7	1.3	5	0.0	1.3
THEA C112	3			5	15	2.1	0		0.0	0.0
THEA C118	3			2	36	5.1	0.5	9.6	0.0	0.0
THEA C121	3			5	81	18.5	2.3	7.9	0.0	2.3
THEA C126	3								0.0	0.0
THEA C131	3			5	36	7.3	0.3	21.8	0.0	0.3
THEA C140	3			1	9	1	0.2	4.8	0.0	0.2
THEA C145	3			1	10	1.1	0.2	5.3	0.0	0.2
THEA C211	3			5	12	1.7	0		0.0	0.0
THEA C212	3			5	7	1	0		0.0	0.0
THEA C230	3			1	10	1.1	0.2	5.3	0.0	0.2

THEA C241	3						0.0	0.0
		3325.0	73470.0	8559.7	582.4	15.99	244.9	336.1

				Quick Look							
Course	Area 1	Area 2	Area 3	Sections	Census	FTES	FTEF	FTES/FTEF	Retention	Success	Adjuncts Success
ADMJ C101	2			16	530	51.2	3.2	16	77.1%	50.8%	53.6%
ANTH C111	2			29	804	79.2	4.8	16.5	83.0%	67.7%	70.1%
ANTH C121	1	2		29	1,045	98	5.8	16.9	78.9%	61.7%	61.5%
ANTH C131	2			5	176	16.7	1	16.7	76.6%	60.2%	58.7%
ART C101	3	6		31	1,066	205.6	12.8	16.1	87.9%	70.8%	60.5%
ART C105	3			15	402	44.2	3	14.7	90.0%	75.4%	73.6%
ART C106	3			9	277	31.8	1.8	17.7	90.0%	80.4%	79.2%
ART C111	3			6	131	27.7	2.4	11.5	89.3%	56.5%	56.6%
ART C115	3			4	96	20.3	1.6	12.7	83.9%	72.0%	68.9%
ART C121	3			25	542	115.3	10	11.5	85.8%	70.6%	71.5%
ART C131	3			23	476	100.3	9.2	10.9	78.1%	67.2%	67.9%
ART C141	3			28	486	101.9	11	9.3	89.6%	71.8%	68.0%
ART C151	3			13	256	54.3	5.2	10.4	88.7%	77.4%	74.5%
ART C165	3			8	161	34	3.2	10.6	85.6%	78.8%	71.7%
ART C231	3			16	66	13.9	0		90.8%	78.5%	77.0%
ASL C101	3			12	428	61	3.2	19	87.3%	70.4%	70.8%
ASL C102	3			7	135	19.3	1.8	10.5	88.9%	74.8%	75.7%
BIOL C101	1			19	530	52.4	3.3	15.9	81.8%	53.6%	73.7%
BIOL C105 (L)	1			26	626	131.7	8.1	16.3	87.7%	63.2%	79.4%
BIOL C105H (L)	1			2	5	1.2	0.1	12	80.0%	80.0%	n/a
BIOL C111 (L)	1			3	47	11.5	1.4	8.2	57.4%	42.6%	n/a
BIOL C112 (L)	1			3	32	7.8	1.4	5.6	69.0%	55.2%	n/a
BIOL C112H (L)	1			2	8	2.2	0	67.3	100.0%	88.9%	n/a
BIOL C121	1			7	259	22.6	1.3	17.8	75.0%	52.7%	n/a
BIOL C122 (L)	1			5	92	9.6	1	9.6	73.9%	51.1%	n/a
BIOL C125 (L)	1										
BIOL C141	1			9	315	29.8	1.7	17.5	82.0%	61.8%	73.1%
BIOL C142 (L)	1			9	315	29.8	1.7	17.5	82.0%	61.8%	n/a
BIOL C145 (L)	1										
BIOL C251 (L)	1			12	336	70.7	4.8	14.7	85.7%	66.9%	58.9%
BIOL C255 (L)	1			12	331	69.9	4.4	15.9	84.8%	64.1%	80.0%
BIOL C261 (L)	1			11	243	67.4	5.9	11.5	90.1%	78.6%	94.7%
BSAD C152	6			9	260	25.1	1.8	13.9	86.4%	78.2%	78.2%
CHDV C104	2			18	624	58.8	3.6	16.3	87.2%	64.1%	66.0%
CHDV C105	2			25	940	88	5	17.6	87.0%	65.0%	64.6%
CHDV C106	2			17	588	55.1	3.4	16.2	79.6%	52.4%	50.5%
CHDV C121	7			31	1,112	103.5	6.2	16.7	84.8%	60.9%	61.4%
CHDV C125	6			35	1,179	109.7	6.8	16.1	73.3%	52.0%	58.2%
CHDV C241	6			11	353	33.1	2.2	15	89.1%	69.7%	71.2%
CHEM C101 (L)	1			11	228	48.3	4.4	11	93.8%	91.6%	94.0%
CHEM C111 (L)	1			5	154	37.9	2.3	16.2	90.8%	88.8%	n/a
CHEM C113 (L)	1			5	76	18.6	2.3	8	95.9%	80.8%	n/a
CHEM C113H (L)	1			5	32	8.7	0.3	26.1	100.0%	90.9%	n/a
CHEM C221 (L)	1			3	40	10.3	1.4	7.4	97.4%	84.6%	n/a
CHEM C223 (L)	1			3	15	3.7	1.2	3.1	93.3%	86.7%	n/a
CHEM C223H (L)	1			3	8	2.3	0.1	2,260.30	100.0%	100.0%	n/a
DMA C113	6			4	131	12.2	0.8	15.3	77.7%	58.5%	n/a
ECON C101	2			22	737	69.5	4.2	16.5	81.7%	49.8%	79.2%
ECON C102	2			35	1,090	104	6.4	16.2	88.1%	63.9%	75.8%
ECON C103	2			29	888	84.4	5.2	16.2	86.2%	62.5%	70.4%
ENGL C101	4			82	2,043	270.5	26.6	10.2	77.7%	58.6%	79.7%
ENGL C101H				1	5	0.9	0.1	13	100.0%	66.7%	n/a
ENGL C102	3	4		49	1,112	109	8.8	12.4	78.7%	65.1%	80.0%
ENGL C102H				9	63	9.1	0.6	15.1	96.9%	89.1%	n/a
ENGL C111	3			6	191	18	1.2	15	74.9%	59.7%	94.1%
ENGL C141	3			7	171	16.3	1.4	11.7	84.3%	71.5%	n/a
ENGL C151	4			9	157	14.6	1.6	8.9	72.0%	50.7%	n/a
ENGL C190	3			1	20	1.9	0.2	9.3	68.8%	50.0%	n/a
ENGL C221	3			12	233	22.6	1.8	12.6	73.1%	54.7%	n/a
ENGL C222	3			1	8	0.8	0.2	4.2	87.5%	87.5%	87.5%
ENGL C231	3			4	116	10.8	0.8	13.5	65.2%	53.6%	n/a
ENGL C232	3			1	15	1.4	0.2	7	75.0%	41.7%	n/a
ENGL C235	3			3	57	6	0.6	10	91.4%	87.9%	n/a
ENGL C241	3										
ENGL C242	3										
ENGL C245	3	6		6	130	12.3	1	12.3	63.1%	52.3%	n/a
ENGL C249	3	6		7	204	19.4	1.2	16.1	78.9%	66.7%	80.6%
FILM C211 (SPAN C211)	2	3	6	13	253	24.4	1.7	14.1	69.5%	51.5%	50.0%
FREN C101	3			9	263	41.1	3	13.7	76.5%	43.4%	43.4%
GEOG C101	1			2	22	2.5	0.2	12.5	68.2%	40.9%	40.9%
GEOG C102 (L)	1			2	4	0.4	0.2	2.1	100.0%	25.0%	25.0%
GEOG C111 (L)	1			5	100	21.1	1.6	13.2	77.1%	61.5%	60.8%
GEOG C131	2										
GEOL C111	1			6	182	35.2	2.4	14.7	89.4%	68.2%	77.8%
HCRS C121	7			16	587	56.2	3.2	17.5	82.0%	70.9%	50.9%
HCRS C250	6			4	79	7.4	0.8	9.2	79.5%	44.9%	68.2%
HIST C103	2			16	547	54.6	3.2	17.1	75.9%	50.8%	48.4%
HIST C103H	2			5	53	8.1	0.3	24.1	98.1%	92.5%	89.7%
HIST C104	2			13	447	45.3	2.6	17.4	78.8%	58.0%	54.8%
HIST C104H	2			5	62	9.5	0.3	28.3	96.8%	88.7%	89.0%
HIST C131	2			62	2,135	209.8	11.3	18.6	82.7%	62.3%	56.9%
HIST C132	2			41	1,309	129.8	7.2	18	83.8%	60.0%	56.5%
HIST C132H				1	1	0.1	0		100.0%	100.0%	n/a
HIST C209	2	6		12	218	22.9	1.4	16.3	82.5%	58.5%	58.5%
HIST C218	2			18	664	62.8	3.6	17.4	75.0%	51.2%	51.2%
HMSV C102	6			12	169	17.8	0.8	22.3	82.0%	69.8%	75.2%
HSCI C101	7			71	2,346	230.5	13.2	17.5	85.9%	68.4%	67.1%
IC C075	5			55	1,579	48.6	3.5	14	81.4%	69.2%	75.2%
INST C210 (Soc C210)	2	3	6	5	59	5.7	0.4	14.3	87.9%	72.4%	n/a
INST C220 (Soc C220)	2	3	6	4	16	1.4	0.6	2.3	80.0%	60.0%	n/a
LATN C101	3			7	112	16	1.9	8.6	72.8%	62.3%	62.3%
LATN C102	3			7	47	6.8	0.8	8.4	78.7%	76.6%	76.6%
LATN C201	3			6	12	1.7	0		83.3%	83.3%	83.3%
LATN C202	3			5	6	0.9	0		100.0%	83.3%	83.3%
MATH C055	4			88	2,742	360.1	21.9	16.5	79.7%	56.3%	60.7%
MATH C056	4			4	75	10.7	1.1	10	89.2%	73.0%	75.0%
MATH C057	4										
MATH C101	4			4	72	6.6	0.8	8.2	84.2%	61.8%	n/a
MATH C121	4			53	1,580	204.6	12.7	16.1	84.2%	64.3%	76.9%
MATH C121H	4			6	45	8	0.4	19.8	97.7%	88.6%	n/a
MATH C130	4			9	241	29.9	2.4	12.5	76.8%	53.2%	n/a
MATH C131	4			7	122	15.3	1.9	8.2	66.9%	48.3%	n/a
MATH C141	4			31	976	129.2	7.7	16.7	80.7%	58.5%	91.2%
MATH C142	4			21	541	73.9	5.6	13.2	83.9%	69.4%	89.9%
MATH C151	4			15	499	79.4	5	15.9	87.5%	72.8%	87.0%

Course	Sections		First Day Enrollment		Census Enrollment		End Enrollment		Students per Section		FTES		FTEF		Productivity		Retention		Success		FTEF	Adjunct FTEF	Full-Time FTEF	
	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad	DE	Trad				
ADMJ C101	10	6	446	162	372	158	269	129	37	26	34.5	16.7	2.0	1.2	17.3	13.9	75.4%	81.1%	48.5%	56.0%	3.2	2.4	0.8	53.6%
ANTH C111	17	12	680	265	555	249	433	222	33	21	53.1	26.1	2.8	2.0	19	13.1	80.2%	89.1%	66.5%	70.4%	4.8	4.0	0.8	70.1%
ANTH C121	24	5	1,083	120	932	113	723	88	39	23	86.5	11.5	4.8	1.0	18	11.5	78.8%	80.0%	61.4%	63.6%	5.8	5.4	0.4	61.5%
ANTH C131	4	1	181	21	155	21	112	19	39	21	14.4	2.2	0.8	0.2	18	11.1	74.7%	90.5%	58.7%	71.4%	1.0	0.8	0.2	58.7%
ART C101	31		1,275		1,066		926		34		205.6		12.8		16.1		87.9%		70.8%		12.8	1.3	11.5	60.5%
ART C105		15		424		402		359		27		44.2		3.0		14.7		90.0%		75.4%	3.0	1.0	2.0	73.6%
ART C106		9		265		277		244		31		31.8		1.8		17.7		90.0%		80.4%	1.8	1.4	0.4	79.2%
ART C111		6		137		131		117		22		27.7		2.4		11.5		89.3%		56.5%	2.4	0.8	1.6	56.6%
ART C115		4		105		96		78		24		20.3		1.6		12.7		83.9%		72.0%	1.6	1.2	0.4	68.9%
ART C121		25		559		542		453		22		115.3		10.0		11.5		85.8%		70.6%	10.0	6.0	4.0	71.5%
ART C131		23		492		476		364		21		100.3		9.2		10.9		78.1%		67.2%	9.2	6.0	3.2	67.9%
ART C141		28		500		486		432		17		101.9		11.0		9.3		89.6%		71.8%	11.0	7.4	3.6	68.0%
ART C151		13		263		256		220		20		54.3		5.2		10.4		88.7%		77.4%	5.2	1.6	3.6	74.5%
ART C165		8		183		161		137		20		34.0		3.2		10.6		85.6%		78.8%	3.2	1.2	2.0	71.7%
ART C231		16		60		66		59		4		13.9		0.0				90.8%		78.5%	0.0	0.0	0.0	77.0%
ASL C101		12		452		428		373		36		61.0		3.2		19		87.3%		70.4%	3.2	3.2	0.0	70.8%
ASL C102		7		146		135		120		19		19.3		1.8		10.5		88.9%		74.8%	1.8	1.8	0.0	75.7%
BIOL C101	7	12	382	244	304	226	242	185	43	19	28.4	23.9	1.3	2.0	21.9	12	81.1%	82.6%	62.3%	42.0%	3.3	0.4	2.9	73.7%
BIOL C105 (L)	4	22	113	511	108	518	89	454	27	24	22.6	109.1	1.2	6.9	18.3	15.9	81.7%	89.0%	57.8%	64.3%	8.1	2.6	5.5	79.4%
BIOL C105H (L)		2		4		5		4		3		1.2		0.1		12		80.0%		80.0%	0.1	0.0	0.1	n/a
BIOL C111 (L)		3		54		47		27		16		11.5		1.4		8.2		57.4%		42.6%	1.4	0.0	1.4	n/a
BIOL C112 (L)		3		44		32		20		11		7.8		1.4		5.6		69.0%		55.2%	1.4	0.0	1.4	n/a
BIOL C112H (L)		2		6		8		9		4		2.2		0.0		67.3		100.0%		88.9%	0.0	0.0	0.0	n/a
BIOL C121	5	2	278	51	212	47	155	37	42	24	19.8	2.8	1.0	0.3	19.8	10.6	74.2%	78.7%	52.6%	53.2%	1.3	0.0	1.3	n/a
BIOL C122 (L)		5		104		92		68		18		9.6		1.0		9.6		73.9%		51.1%	1.0	0.4	0.6	n/a
BIOL C125 (L)																								
BIOL C141	7	2	313	46	266	49	202	49	38	25	24.7	5.1	1.3	0.4	19	12.8	78.6%	100.0%	61.1%	65.3%	1.7	0.2	1.5	73.1%
BIOL C142 (L)	6	2	182	47	173	47	132	43	29	24	14.7	4.9	1.1	0.4	14	12.2	77.6%	95.6%	64.1%	66.7%	1.5	0.0	1.5	n/a
BIOL C145 (L)																								
BIOL C251 (L)		12		347		336		285		28		70.7		4.8		14.7		85.7%		66.9%	4.8	2.9	1.9	58.9%
BIOL C255 (L)		12		301		331		275		28		69.9		4.4		15.9		84.8%		64.1%	4.4	0.8	3.6	80.0%
BIOL C261 (L)		11		252		243		218		22		67.4		5.9		11.5		90.1%		78.6%	5.9	0.5	5.4	94.7%
BSAD C152	5	4	202	66	190	70	161	61	38	18	17.7	7.4	1.0	0.8	17.7	9.2	85.6%	88.4%	75.0%	87.0%	1.8	1.8	0.0	78.2%
CHDV C104	15	3	840	76	578	46	498	34	39	15	53.7	5.1	3.0	0.6	17.9	8.5	88.3%	73.9%	64.7%	56.5%	3.6	2.2	1.4	66.0%
CHDV C105	22	3	1,173	109	860	80	724	66	39	27	79.9	8.0	4.4	0.6	18.2	13.4	87.0%	86.8%	65.3%	61.8%	5.0	5.0	0.0	64.6%
CHDV C106	15	2	778	39	562	26	455	20	37	13	52.4	2.7	3.0	0.4	17.5	6.8	79.7%	76.9%	52.5%	50.0%	3.4	2.6	0.8	50.5%
CHDV C121	28	3	1,352	58	1,057	55	890	43	38	18	98.2	5.2	5.6	0.6	17.5	8.7	85.2%	78.6%	61.2%	55.4%	6.2	5.8	0.4	61.4%
CHDV C125	31	4	1,465	131	1,063	116	734	96	34	29	99.7	10.0	6.0	0.8	16.6	12.5	72.5%	80.0%	50.8%	61.7%	6.8	2.6	4.2	58.2%
CHDV C241	10	1	403	16	339	14	302	10	34	14	31.6	1.5	2.0	0.2	15.8	7.4	89.9%	71.4%	70.2%	57.1%	2.2	2.2	0.0	71.2%
CHEM C101 (L)		11		237		228		214		21		48.3		4.4		11		93.8%		91.6%	4.4	1.6	2.8	94.0%
CHEM C111 (L)		5		139		154		138		31		37.9		2.3		16.2		90.8%		88.8%	2.3	0.0	2.3	n/a
CHEM C113 (L)		5		95		76		70		15		18.6		2.3		8		95.9%		80.8%	2.3	0.0	2.3	n/a
CHEM C113H (L)		5		12		32		33		6		8.7		0.3		26.1		100.0%		90.9%	0.3	0.0	0.3	n/a
CHEM C221 (L)		3		40		40		38		13		10.3		1.4		7.4		97.4%		84.6%	1.4	0.0	1.4	n/a
CHEM C223 (L)		3		24		15		14		5		3.7		1.2		3.1		93.3%		86.7%	1.2	0.0	1.2	n/a
CHEM C223H (L)		3		2		8		8		3		2.3		0.0		2,260.30		100.0%		100.0%	0.0	0.0	0.0	n/a
DMA C113	4		143		131		101		33		12.2		0.8		15.3		77.7%		58.5%		0.8	0.0	0.8	n/a
ECON C101	19	3	808	75	671	66	551	52	35	22	62.5	7.0	3.6	0.6	17.4	11.6	82.0%	78.8%	48.7%	60.6%	4.2	0.1	4.1	79.2%
ECON C102	28	7	1,181	162	930	160	788	152	33	23	87.2	16.8	5.2	1.2	16.8	14	87.0%	94.4%	60.2%	85.1%	6.4	2.4	4.0	75.8%
ECON C103	23	6	839	120	773	115	651	104	34	19	72.3	12.1	4.2	1.0	17.2	12.1	85.3%	92.0%	59.7%	81.4%	5.2	2.2	3.0	70.4%
ENGL C101	42	40	1,263	1,007	1,065	978	747	797	25	24	131.7	138.9	13.7	13.0	9.6	10.7	72.4%	83.4%	54.1%	63.5%	26.7	2.3	24.4	79.7%
ENGL C101H		1		0		5		9		5		0.9		0.1		13		100.0%		66.7%	0.1	0.0	0.1	n/a
ENGL C102	34	15	926	357	780	332	567	276	23	22	73.7	35.3	6.0	2.8	12.3	12.6	76.0%	84.9%	62.3%	71.6%	8.8	0.2	8.0	80.0%
ENGL C102H		9		19		63		62		7		9.1		0.6		15.1		96.9%		89.1%	0.6	0.0	0.6	n/a
ENGL C111	4	2	213	70	143	48	105	38	36	24	13.3	4.6	0.8	0.4	16.6	11.6	73.4%	79.2%	58.7%	62.5%	1.2	0.2	1.0	94.1%
ENGL C141	5	2	156	26	140	31	119	27	28	16	13.0	3.3	1.0	0.4	13	8.2	84.3%	84.4%	70.7%	75.0%	1.4	0.4	1.0	n/a
ENGL C151	8	1	180	15	147	10	101	7	18	10	13.7	0.9	1.4	0.2	9.5	4.7	70.6%	100.0%	49.0%	85.7%	1.6	0.0	1.6	n/a
ENGL C190	1		24		20		11		20		1.9		0.2		9.3		68.8%		50.0%		0.2	0.0	0.2	n/a
ENGL C221	11	1	257	22	214	19	144	19	19	19	20.6	2.0	1.6	0.2	12.9	10	70.6%	100.0%	51.5%	89.5%	1.8	0.0	1.8	n/a
ENGL C222		1		7		8		7		8		0.8		0.2		4.2		87.5%		87.5%	0.2	0.2	0.0	87.5%
ENGL C231	4		140		116		73		29		10.8		0.8		13.5		65.2%		53.6%		0.8	0.0	0.8	n/a
ENGL C232	1		15		15		9		15		1.4		0.2		7		75.0%		41.7%		0.2	0.0	0.2	n/a
ENGL C235		3		59		57		54		19		6.0		0.6		10		91.4%		87.9%	0.6	0.0	0.6	n/a
ENGL C241																								
ENGL C242																								
ENGL C245	6		193		130		82		22		12.3		1.0		12.3		63.1%		52.3%		1.0	0.0	1.0	n/a
ENGL C249	5	2	201	26	174	30	133	28	35	15	16.2	3.2	1.0	0.2	16.2	15.8	76.9%	90.3%	64.2%	80.6%	1.2	0.2	1.0	80.6%
FILM C211 (SPAN C211)	9	4	243	65	196	57	125	41	22	14	18.2	6.1	0.9	0.8	19.5	7.7	68.7%	71.9%	48.9%	59.6%	1.7	0.2	1.5	50.0%
FREN C101	8	1	366	33	230	33	173	19	29	33	36.0	5.1	2.7	0.3	13.5	15.4	76.9%	73.1%	44.9%	30.8%	3.0	3.0	0.0	43.4%
GEOG C101		2		21		22		15		11		2.5		0.2		12.5		68.2%		40.9%	0.2	0.2	0.0	40.9%
GEOG C102 (L)		2		6		4		4		2		0.4		0.2		2.1		100.0%		25.0%	0.2	0.2	0.0	25.0%
GEOG C111 (L)		5		101		100		74		20		21.1		1.6		13.2		77.1%		61.5%	1.6	1.2	0.4	60.8%
GEOG C131																								
GEOL C111		6		178		182		160		30		35.2		2.4		14.7		89.4%		68.2%	2.4	1.2	1.2	77.8%
HCRS C121	12	4	591	120	468	119	381	101	39	30	43.6	12.6	2.4	0.8	18.2	15.7	81.2%	84.9%	75.5%	52.9%	3.2	0.6	2.6	50.9%
HCRS C250	4		91		79		62		20		7.4		0.8		9.2		79.5%		44.9%		0.8	0.4	0.4	68.2%
HIST C103	10	6	450	218	377	170	256	150	38	28	35.0	19.6	2.0	1.2	17.5	16.3	69.9%	88.8%	46.4%	60.4%	3.2	2.8	0.4	48.4%
HIST C103H		5		31		53		52		11		8	0.3			24.1		98.10%		92.5%	0.3	0.2	0.1	89.7%
HIST C104	7	6	324	205	268	179	177	157	38	30	25.0	20.3	1.4	1.2	17.8	16.9	72.2%	87.7%	44.1%	77.1%	2.6	2.2	0.4	54.8%
HIST C104H		5		28		62		60		12		9.5		0.3		28.3		96.8%		88.7%	0.3	0.2	0.1	89.0%
HIST C131	35	27	1,513	884	1,291	844	1,005	723	37	31	121.8	88.0	6.4	4.9	19	18	79.4%	87.8%	59.1%	67.2%	11.3	6.4	4.9	56.9%
HIST C132	24	17	928	503	800	509	624	447	33	30	76.2	53.6	4.0	3.2	19.1	16.7	80.9%	88.1%	56.2%	65.8%	7.2	4.8	2.4	56.5%
HIST C132H		1		0		1		1		1		0.1		0.0				100.0%		100.0%	0.0			n/a
HIST C209	6	6	66	141	72	146	60	115	12	24	7.6	15.3	0.6	0.8	12.7	19.1	83.3%	82.1%	59.7%	57.9%	1.4	1.4	0.0	58.5%
HIST C218	14	4	697	88	575	89	416	68	41	22	53.3	9.5	2.8	0.8	19	11.9	74.9%	75.3%	53.1%	39.3%	3.6	3.6	0.0	51.2%
HMSV C102	12		170		169		141		14		17.8		0.8		22.3		82.0%		69.8%		0.8	0.0	0.8	75.2%
HSCI C101	39	32	1,726	841	1,527	819	1,270	732	39	26	144.2	86.3	7.2	6.0	20	14.4	83.7%	90.1%	65.2%	74.6%	13.2	1.8	11.4	67.1%
IC C075	34	21	1,430	517	1,121	458	925	365	33	22	34.1	14.5	2.1	1.4	16.4	10.3	81.8%	80.4%	71.4%	63.9%	3.5	2.7	0.8	75.2%
INST C210 (Soc C210)	2	3	27	33	28	31	24	27	14	10	2.6	3.1	0.2	0.2	13	15.5	88.9%	87.1%	81.5%	64.5%	0.4	0.0	0.4	n/a
INST C220 (Soc C220)	3	1	8	11	8	8	5	7	3	8	0.7	0.7	0.4	0.2	1.9	3.3	71.4%	87.5%	42.9%	75.0%	0.6	0.0	0.6	n/a
LATN C101		7		123		112		84		16		16.0		1.9		8.6		72.8%		62.3%	1.9	1.9	0.0	62.3%
LATN C102		7		51		47		37		7		6.8		0.8		8.4		78.7%		76.6%	0.8	0.8	0.0	76.6%
LATN C201		6		12		12		10		2		1.7		0.0				83.3%		83.3%	0.0	0.0	0.0	83.3%
LATN C202		5		7		6		6		1		0.9		0.0				100.0%		83.3%	0.0	0.0	0.0	83.3%
MATH C055	41	47	1,686	1,275	1,457	1,285	1,086	1043	36	27	179.9	180.2	10.1	11.7	17.7	15.3	77.3%	82.4%	56.2%	56.5%	21.8	3.7	18.1	60.7%
MATH C056		4		82		75		66		19		10.7		1.1		10		89.2%		73.0%	1.1	0.3	0.8	75.0%
MATH C057																					0.0			
MATH C101	4		71		72		64		18		6.6		0.8		8.2		84.2%		61.8%		0.8	0.0	0.8	n/a
MATH C121	32	21	1,246	533	1,069	511	860	440	33	24	132.7	71.9	7.3	5.3	18.1	13.5	82.6%	87.5%	61.7%	69.7%	12.6	0.5	12.1	76.9%
MATH C121H		6		24		45		43		8		8.0		0.4		19.8		97.7%		88.6%	0.4	0.0	0.4	n/a
MATH C130	9		272		241		179		27		29.9		2.4		12.5		76.8%		53.2%		2.4	0.0	2.4	n/a
MATH C131	7		142		122		79		17		15.3		1.9		8.2		66.9%		48.3%		1.9	0.0	1.9	n/a
MATH C141	16	15	630	393	512	464	371	401	32	31	63.0	66.2	4.0	3.7	15.7	17.7	74.5%	87.5%	48.4%	69.5%	7.7	1.0	6.7	91.2%
MATH C142	12	9	347	179	294	247	225	224	25	27	36.4	37.5	3.2	2.4	11.4	15.6	78.0%	90.9%	60.6%	79.8%	5.6	0.8	4.8	89.9%
MATH C151	5	10	175	266	164	335	130	312	33	34	25.5	53.9	1.7	3.3	15.3	16.2	79.3%	91.5%	56.1%	80.9%	5.0	2.3	2.7	87.0%

MATH C255	4			5	54	7.6	1.3	5.7	88.9%	81.5%	69.6%	1	4	8	43	7	47	3	46	7	12	0.9	6.7	0.3	1.1	3.3	6.3	42.9%	95.7%	28.6%	89.4%	1.4	0.5	0.9	69.6%
MATH C257	4			3	37	5.1	0.8	6.3	89.2%	83.8%	77.8%	1	2	15	24	12	25	11	22	12	13	1.5	3.6	0.3	0.5	5.6	6.7	91.7%	88.0%	83.3%	84.0%	0.8	0.3	0.5	77.8%
MUSC C101	3			53	1,704	164.2	9.6	17.1	86.1%	66.4%	63.1%	37	16	1,508	411	1,319	385	1,109	340	36	24	124.0	40.2	6.8	2.8	18.2	14.3	85.1%	89.7%	65.7%	68.9%	9.6	4.4	5.2	63.1%
MUSC C101H	3			4	42	5.9	0.3	21.8	95.6%	93.3%	87.5%		4		37		42		43		11		5.9		0.3		21.8		95.6%		93.3%	0.3	0.1	0.2	87.5%
MUSC C118	3			11	381	35.6	2.2	16.2	83.2%	71.1%	n/a	11		456		381		317		35		35.6		2.2		16.2		83.2%		71.1%		2.2	0.0	2.2	n/a
MUSC C121	3			18	221	16.4	2.4	6.9	79.7%	59.9%	59.9%		18		206		221		169		12		16.4		2.4		6.9		79.7%		59.9%	2.4	2.4	0.0	59.9%
MUSC C122	3			18	61	4.2	0.7	6.4	82.1%	80.4%	80.4%		18		55		61		46		3		4.2		0.7		6.4		82.1%		80.4%	0.7	0.7	0.0	80.4%
MUSC C126	3			9	228	16.5	1.2	13.8	70.2%	60.5%	58.0%		9		229		228		160		25		16.5		1.2		13.8		70.2%		60.5%	1.2	0.9	0.3	58.0%
MUSC C131	3			9	53	6.9	1.5	4.5	98.0%	96.1%	96.1%		9		41		53		50		6		6.9		1.5		4.5		98.0%		96.1%	1.5	1.5	0.0	96.1%
MUSC C132	3			10	43	5.9	0		100.0%	100.0%	100.0%		10		38		43		43		4		5.9		0.0				100.0%		100.0%	0.0	0.0	0.0	100.0%
MUSC C135	3			8	33	4.5	1.1	4.3	94.4%	88.9%	89.0%		8		14		33		34		4		4.5		1.1		4.3		94.4%		88.9%	1.1	1.1	0.0	89.0%
MUSC C136	3			6	21	2.9	0		100.0%	100.0%	100.0%		6		22		21		22		4		2.9		0.0				100.0%		100.0%	0.0	0.0	0.0	100.0%
MUSC C151	3			18	141	15.6	4.8	3.2	83.8%	74.6%	75.1%		18		120		141		119		8		15.6		4.8		3.2		83.8%		74.6%	4.8	4.8	0.0	75.1%
MUSC C152	3			18	59	7.2	0		93.8%	87.7%	86.5%		18		60		59		61		3		7.2		0.0				93.8%		87.7%	0.0	0.0	0.0	86.5%
MUSC C173	3	6		10	349	32.5	2	16.3	91.4%	75.3%	n/a	9	1	335	33	320	29	289	29	36	29	29.8	2.7	1.8	0.2	16.6	13.5	90.6%	100.0%	76.8%	58.6%	2.0	0.0	2.0	n/a
MUSC C181	3			2	33	5.6	0.7	8.4	93.5%	77.4%	n/a		2		32		33		30		17		5.6		0.7		8.4		93.5%		77.4%	0.7	0.0	0.7	n/a
MUSC C183	3			1	16	2.7	0.3	8.1	100.0%	100.0%	n/a		1		15		16		14		16		2.7		0.3		8.1		100.0%		100.0%	0.3	0.0	0.3	n/a
PHED C102	7			6	126	17.9	1.3	13.7	86.3%	69.5%	69.5%		6		129		126		113		21		17.9		1.3		13.7		86.3%		69.5%	1.3	1.3	0.0	69.5%
PHED C103	7			31	546	57.3	4.7	12.3	89.2%	73.4%	74.1%		31		542		546		489		18		57.3		4.7		12.3		89.2%		73.4%	4.7	4.7	0.0	74.1%
PHED C104	7			31	246	26	0		93.0%	79.0%	79.6%		31		218		246		226		8		26.0		0.0				93.0%		79.0%	0.0	0.0	0.0	79.6%
PHED C105	7			70	917	96.3	10.5	9.2	91.8%	77.0%	79.6%		70		898		917		863		13		96.3		10.5		9.2		91.8%		77.0%	10.5	3.6	6.9	79.6%
PHED C106	7			70	415	43.8	0		92.8%	83.1%	83.1%		70		403		415		389		6		43.8		0.0				92.8%		83.1%	0.0	0.0	0.0	83.1%
PHED C107	7			36	645	68.4	5.4	12.7	90.5%	75.4%	71.9%		36		658		645		614		18		68.4		5.4		12.7		90.5%		75.4%	5.4	3.4	2.0	71.9%
PHED C108	7			36	251	26.7	0.1	211.7	91.6%	79.6%	80.5%		36		217		251		232		7		26.7		0.1		211.7		91.6%		79.6%	0.1	0.1	0.0	80.5%
PHED C109	7			20	254	26.5	2.8	9.6	93.4%	84.6%	83.3%		20		244		254		254		13		26.5		2.8		9.6		93.4%		84.6%	2.8	1.8	1.0	83.3%
PHED C110	7			20	136	14.2	0.3	56.9	89.1%	87.7%	84.4%		20		129		136		123		7		14.2		0.3		56.9		89.1%		87.7%	0.3	0.0	0.3	84.4%
PHED C113	7			22	314	33.4	3.3	10.1	92.9%	90.0%	n/a		22		296		314		295		14		33.4		3.3		10.1		92.9%		90.0%	3.3	0.0	3.3	n/a
PHED C114	7			22	172	17.6	0		91.6%	91.6%	n/a		22		156		172		160		8		17.6		0.0				91.6%		91.6%	0.0	0.0	0.0	n/a
PHED C115	7			8	90	9.4	1.2	7.8	88.8%	76.4%	76.4%		8		86		90		79		11		9.4		1.2		7.8		88.8%		76.4%	1.2	1.2	0.0	76.4%
PHED C116	7			8	42	4.2	0		95.2%	92.9%	92.9%		8		41		42		40		5		4.2		0.0				95.2%		92.9%	0.0	0.0	0.0	92.9%
PHED C123	7			1	10	1.1	0.2	7	90.0%	90.0%	n/a		1		8		10		9		10		1.1		0.2		7		90.0%		90.0%	0.2	0.0	0.2	n/a
PHED C124	7			1	3	0.3	0		100.0%	100.0%	n/a		1		1		3		3		3		0.3		0.0				100.0%		100.0%	0.0	0.0	0.0	n/a
PHED C129	7			54	854	90.3	8.1	11.1	90.8%	82.1%	87.2%		54		819		854		778		16		90.3		8.1		11.1		90.8%		82.1%	8.1	2.9	5.2	87.2%
PHED C130	7			54	289	30.4	0.1	241.6	94.5%	88.3%	92.5%		54		270		289		284		5		30.4		0.1		241.6		94.5%		88.3%	0.1	0.0	0.1	92.5%
PHED C131	7			24	442	45	3.6	12.5	93.4%	82.5%	80.3%		24		436		442		414		18		45.0		3.6		12.5		93.4%		82.5%	3.6	1.7	1.9	80.3%
PHED C132	7			24	119	12.1	0		94.9%	89.8%	90.0%		24		124		119		112		5		12.1		0.0				94.9%		89.8%	0.0	0.0	0.0	90.0%
PHED C140	7			2	56	5.6	0.3	18.6	92.9%	92.9%	90.6%		2		56		56		52		28		5.6		0.3		18.6		92.9%		92.9%	0.3	0.2	0.1	90.6%
PHED C151	7			18	182	28.8	4.5	6.5	95.8%	91.0%	94.6%		18		181		182		185		10		28.8		4.5		6.5		95.8%		91.0%	4.5	1.7	2.8	94.6%
PHED C152	7			17	134	21.3	0	21,323.20	97.1%	95.6%	96.3%		17		133		134		135		8		21.3		0.0		21,323.20		97.1%		95.6%	0.0	0.0	0.0	96.3%
PHED C173	7			5	75	24.5	2.4	10.1	96.0%	93.3%	93.1%		5		69		75		73		15		24.5		2.4		10.1		96.0%		93.3%	2.4	2.4	0.0	93.1%
PHED C174	7			5	72	23.5	0		98.6%	95.9%	96.6%		5		69		72		72		14		23.5		0.0				98.6%		95.9%	0.0	0.0	0.0	96.6%
PHED C175	7			5	95	30.4	2.2	13.5	99.0%	95.9%	95.9%		5		101		95		97		19		30.4		2.2		13.5		99.0%		95.9%	2.2	2.2	0.0	95.9%
PHED C176	7			5	47	15	0		100.0%	97.9%	97.9%		5		48		47		47		9		15.0		0.0				100.0%		97.9%	0.0	0.0	0.0	97.9%
PHED C177	7			5	57	8.1	1.3	6.5	98.2%	80.7%	60.0%		5		56		57		56		11		8.1		1.3		6.5		98.2%		80.7%	1.3	0.3	1.0	60.0%
PHED C178	7			5	34	4	1.2	3.4	97.1%	97.1%	100.0%		5		33		34		33		7		4.0		1.2		3.4		97.1%		97.1%	1.2	0.2	1.0	100.0%
PHED C203	7			27	129	13.7	0		99.2%	90.6%	91.8%		27		112		129		128		5		13.7		0.0				99.2%		90.6%	0.0	0.0	0.0	91.8%
PHED C205	7			63	198	20.6	0		92.4%	86.9%	83.8%		63		197		198		195		3		20.6		0.0				92.4%		86.9%	0.0	0.0	0.0	83.8%
PHED C207	7			26	145	13.9	0		96.9%	86.3%	88.1%		26		115		145		143		6		13.9		0.0				96.9%		86.3%	0.0	0.0	0.0	88.1%
PHED C209	7			20	67	6.8	0		95.4%	93.8%	96.8%		20		71		67		62		3		6.8		0.0				95.4%		93.8%	0.0	0.0	0.0	96.8%
PHED C213	7			18	71	7.1	0		98.6%	97.1%	n/a		18		73		71		70		4		7.1		0.0				98.6%		97.1%	0.0	0.0	0.0	n/a
PHED C215	7			6	28	3	0		96.4%	89.3%	89.3%		6		18		28		29		5		3.0		0.0				96.4%		89.3%	0.0	0.0	0.0	89.3%
PHED C223	7			1	1	0.1	0						1		1		1		0		1		0.1		0.0							0.0	0.0	0.0	
PHED C229	7			45	103	10.6	0		92.9%	91.9%	90.9%		45		91		103		103		2		10.6		0.0				92.9%		91.9%	0.0	0.0	0.0	90.9%
PHED C231	7			7	10	1.1	0		100.0%	100.0%	100.0%		7		12		10		10		1		1.1		0.0				100.0%		100.0%	0.0	0.0	0.0	100.0%
PHED C251	7			14	58	9.3	0		100.0%	96.6%	97.8%		14		59		58		59		4		9.3		0.0				100.0%		96.6%	0.0	0.0	0.0	97.8%
PHED C252	7			14	46	7.3	0		97.9%	97.9%	100.0%		14		52		46		46		3		7.3		0.0				97.9%		97.9%	0.0	0.0	0.0	100.0%
PHED C275	7			4	14	4.8	0		100.0%	85.7%	85.7%		4		11		14		14		4		4.8		0.0				100.0%		85.7%	0.0	0.0	0.0	85.7%
PHED C276	7			6	130	15.6	0.9	17.3	95.7%	95.1%	95.5%		6		127		130		158		22		15.6		0.9		17.3		95.7%		95.1%	0.9	0.6	0.3	95.5%
PHED C277	7			4	14	2.2	0		93.3%	86.7%	80.0%		4		14		14		14		4		2.2		0.0				93.3%		86.7%	0.0	0.0	0.0	80.0%
PHED C278	7			5	12	1.2	0		92.3%	92.3%	100.0%		5		12		12		12		2		1.2		0.0				92.3%		92.3%	0.0	0.0	0.0	100.0%
PHIL C101	3			35	1,014	99.2	6.4	15.5	73.9%	54.4%	53.2%	23	12	929	337	682	332	458	266	30	28	64.4	34.9	4.2	2.2	15.3	15.8	70.4%	80.8%	50.7%	61.6%	6.4	5.2	1.2	53.2%
PHIL C141	3			28	821	80.5	5.2	15.5	73.2%	59.3%	58.2%	19	9	709	254	563	258	369	212	30	29	53.3	27.2	3.4	1.8	15.7	15.1	68.2%	83.8%	55.3%	68.0%	5.2	5.2	0.0	58.2%
PHIL C161	3			20	555	54.4	3.6	15.1	77.5%	62.0%	66.6%	15	5	553	161	400	155	274	140	27	31	38.1	16.3	2.6	1.0	14.7	16.3	71.7%	92.1%	54.7%	80.3%	3.6	2.6	1.0	66.6%
PHIL C164	3																																		
PHIL C205	3	4		16	430	53.6	4.3	12.6	76.2%	51.8%	58.3%	15	1	652	13	418	12	312	12	28	12	51.9	1.7	4.0	0.3	13	6.4	75.5%	100.0%	51.6%	58.3%	4.3	0.3	4.0	58.3%
PHIL C215	3			4	47	5	0.4	12.4	78.3%	52.2%	52.2%	2	2	26	20	27	20	21	15	14	10	2.9	2.1	0.2	0.2	14.3	10.6	77.8%	78.9%	48.1%	57.9%	0.4	0.4	0.0	52.2%
PHSC C101	1			6	144	15.3	1.2	12.7	89.4%	69.0%	75.0%		6		143		144		127		24		15.3		1.2		12.7		89.4%		69.0%	1.2	0.4	0.8	75.0%
PHSC C102 (L)	1			6	118	12.9	1.2	10.7	88.0%	70.1%	73.2%		6		116		118		103		20		12.9		1.2		10.7		88.0%		70.1%	1.2	0.4	0.8	73.2%
PHSC C105 (L)	1																																		
PHSC C111	1			18	709	67	3.7	18.1	76.1%	64.9%	60.0%	15	3	810	63	651	58	470	55	43	19	60.9	6.1	3.1	0.6	19.6	10.2	74.4%	94.8%	63.9%	75.9%	3.7	2.1	1.6	60.0%
PHSC C112 (L)	1			14	468	39.9	2.8	14.2	74.7%	63.1%	61.1%	12	2	604	36	435	33	303	31	36	17	36.3	3.5	2.4	0.4	15.1	8.8	73.2%	93.9%	61.1%	87.9%	2.8	2.4	0.4	61.1%
PHSC C115 (L)	1			1	35	7.4	0.8	9.3	55.3%	42.1%	42.1%	1		45		35		21		35		7.4		0.8		9.3		55.3%		42.1%		0.8	0.8	0.0	42.1%
PHSC C121	1			2	37	3.9	0.4	9.8	92.1%	71.1%	71.1%		2		35		37		36		19		3.9		0.4		9.8		92.1%		71.1%	0.4	0.4	0.0	71.1%
PHSC C122 (L)	1																																		
PHSC C125 (L)	1			14	354	74.9	4.7	15.8	95.8%	86.8%	92.6%		14		337		354		340		25		74.9		4.7		15.8		95.8%		86.8%	4.7	2.2	2.5	92.6%
PHSC C131	1			2	64	6.2	0.4	15.5	84.4%	57.8%	57.8%	1	1	47	23	44	20	35	19	44	20	4.1	2.1	0.2	0.2	20.5	10.6	79.5%	95.0%	59.1%	55.0%	0.4	0.4	0.0	57.8%
PHSC C132 (L)	1			1	11	1.2	0.2	5.8	90.9%	72.7%	72.7%		1		12		11		10		11		1.2		0.2		5.8		90.9%		72.7%	0.2	0.2	0.0	72.7%
PHYS C111 (L)	1			5	96	26.8	2.7	10.1	85.3%	75.8%	75.8%		5		99		96		81		19		26.8		2.7		10.1		85.3%		75.8%	2.7	2.7	0.0	75.8%
PHYS C113 (L)	1			5	61	17	2.7	6.4	95.0%	83.3%	85.1%		5		63		61		57		12		17.0		2.7		6.4		95.0%		83.3%	2.7	2.7	0.0	85.1%
PHYS C211 (L)	1			5	44	12.3	2.7	4.6	93.2%	86.4%	86.4%		5		40		44		41		9		12.3		2.7		4.6		93.2%		86.4%	2.7	2.7	0.0	86.4%
POLS C101	2			60	1,946	196.3	11	17.8	86.9%	67.4%	66.2%	31	29	1,315	877	1,089	857	886	757	35	30	102.2	94.2	5.6	5.4	18.2	17.4	84.9%	89.3%	64.8%	70.5%	11.0	8.2	2.8	66.2%
POLS C101H				5	17	2.5	0.2	12.5	100.0%	94.1%	n/a		5		6		17		17		3		2.5		0.2		12.5		100.0%		94.1%	0.2	0.0	0.2	n/a
POLS C102	2			2	79	7.4	0.4	18.4	60.7%	46.4%	46.4%	2		87		79		51		40		7.4		0.4		18.4		60.7%		46.4%		0.4	0.4	0.0	46.4%
POLS C204	2			3	37	5.7	0.6	9.4	98.2%	76.4%	n/a		3		8		37		54		12		5.7		0.6		9.4		98.2%		76.4%	0.6	0.0	0.6	n/a
PSYC C101	2			103	3,289	326.3	20.4	16	81.7%	59.8%	59.4%	49	54	2,333	1,753	1,666	1,623	1,270	1392	34	30	155.3	171.0	9.8	10.6	15.8	16.1	77.3%	86.2%	51.9%	67.9%	20.4	7.0	13.4	59.4%
PSYC C101H				9	26	3.8	0.3	14.1	84.6%	84.6%	n/a		9		9		26		22		3		3.8		0.3		14.1		84.6%		84.6%	0.3	0.0	0.3	n/a
PSYC C112	2			8	101	10.8	0.4	26.9	83.2%	74.3%	72.3%	8		95		101		84		13		10.8		0.4		26.9		83.2%		74.3%		0.4	0.2	0.2	72.3%
PSYC C211	2			28	1,027	96.2	5.6	17.2	85.7%	78.9%	56.8%	25	3	1,152	55	973	54	825	47	39	18	90.6	5.6	5.0	0.6	18.1	9.4	85.7%	87.0%	79.5%	66.7%	5.6	0.4	5.2	56.8%
PSYC C231	7			2	66	7	0.4	17.4	74.2%	62.1%	n/a		2		62		66		49		33		7.0		0.4		17.4		74.2%		62.1%	0.4	0.0	0.4	n/a
PSYC C241	2			30	847	82.9	5.4	15.4	81.6%	62.6%	60.1%	19	11	776	283	588	259	467	224	31	24	55.5	27.5	3.2	2.2	17.3	12.5	79.1%	87.2%	58.1%	73.2%	5.4	1.8	3.6	60.1%
PSYC C251	2			9	243	24.8	1.8	14.1	85.6%	66.3%	49.2%	2	7	111	179	77	166	61	147	39	24	7.2	17.6	0.4	1.4	20.1	12.6	79.2%	88.6%	49.4%	74.1%	1.8	0.8	1.0	49.2%
READ C056				26	603	60.7	5.2	11.7	77.3%	45.2%	60.5%	8	18	297	399	229	374	163	302	29	21	21.3	39.3	1.6	3.6	13.3	10.9	71.2%	81.1%	38.4%	49.3%	5.2	1.0	4.2	60.5%
SOCI C101	2			59	1,930	187.2	11.2	16.7	83.2%	63.2%	67.3%	39	20	1,664	554	1,408	522	1,165	446	36	26	132.5	54.7	7.2	4.0	18.4	13.7	82.9%	84.1%	61.5%	68.0%	11.2	7.8	3.4	67.3%
SOCI C131	2	6		17	589	55.4	3.4	16.3	79.1%	59.9%	58.0%	16	1	699	37	557	32	438	25	35	32	52.0	3.4	3.2	0.2	16.3	16.9	79.2%	78.1%	59.4%	68.8%	3.4	3.2	0.2	58.0%
SOCI C210	2	3	6	18	532	52	3	17.3	77.2%	55.9%	63.6%	11	7	406	176	357	175	263	147	32	25	33.9	18.1	1.8	1.2	18.8	15.1	73.7%	84.5%	54.9%	58.0%	3.0	0.6	2.4	63.6%
SOCI C220	2	3	6	13	335	34.1	1.4	24.3	85.4%	61.7%	66.2%	9	4	221	122	215	120	189	92	24	30	21.8	12.3	0.8	0.6	27.2	20.5	90.4%	76.7%	67.0%	52.5%	1.4	1.2	0.2	66.2%
SPAN C100	3			4	118	12.5	0.8	15.6	87.6%	65.5%	63.5%		4		106		118		99		30		12.5		0.8		15.6		87.6%		65.5%	0.8	0.4	0.4	63.5%
SPAN C101	3			75	2,307	370.2	22.7	16.3	71.4%	49.3%	55.4%	54	21	2,470	500	1,845	462	1,285	369	34	22	290.1	80.2	17.0	5.7	17.1	14.2	69.0%	81.4%	47.0%	59.2%	22.7	4.0	18.7	55.4%
SPAN C102	3			29	900	141	8.7	16.3	85.7%	68.5%	64.8%	22	7	894	81	806	94	683	76	37	13	124.8	16.2	7.0	1.7	17.8	9.7	85.5%	88.1%	68.8%	65.5%	8.7	1.7	7.0	64.8%
SPAN C110	3			3	99	15.4	1	15.4	49.5%	29.3%	n/a	3		138		99		49		33		15.4		1.0		15.4		49.5%		29.3%		1.0	0.0	1.0	n/a
SPAN C171	3			4	48	5.1	0.6	8.4	89.4%	53.2%	35.5%	2	2	19	29	14	34	15	29	7	17	1.5	3.6	0.2	0.4	7.4	9	93.8%	87.1%	87.5%	35.5%	0.6	0.4	0.2	35.5%
SPAN C180	3			3	21	2.2	0.2	11.1	71.4%	71.4%	n/a		3		15		21		15		7		2.2		0.2		11.1		71.4%		71.4%	0.2	0.0	0.2	n/a
SPAN C211/FILM C211	3			13	134	12.8	0.9	14.8	84.4%	55.7%	n/a	9	4	121	25	105	29	77	26	12	7	9.8	3.1	0.9	0.0	11.3		81.9%	92.9%	53.2%	64.3%	0.9	0.0	0.9	n/a
THEA C101				8	311	29	1.6	18.1	84.0%	57.3%	n/a	8		393		311		258		39		29.0		1.6		18.1		84.0%		57.3%		1.6	0.0	1.6	n/a
THEA C103				3	95	8.8	0.6	14.7	88.4%	52.6%	n/a	3		137		95		84		32		8.8		0.6		14.7		88.4%		52.6%		0.6	0.0	0.6	n/a
THEA C105				1	13	1.4	0.2	6.9	91.7%	83.3%	n/a		1		8		13		12		13		1.4		0.2		6.9		91.7%		83.3%	0.2	0.0	0.2	n/a
THEA C111				5	47	6.7	1.3	5	93.3%	75.6%	n/a		5		49		47		42		9		6.7		1.3		5		93.3%		75.6%	1.3	0.0	1.3	n/a

THEA C112	5	15	2.1	0		100.0%	100.0%	n/a	5	14	15	15	3	2.1	0.0		100.0%	100.0%	0.0	0.0	0.0	n/a
THEA C118	2	36	5.1	0.5	9.6	94.4%	88.9%	n/a	2	30	36	34	18	5.1	0.5	9.6	94.4%	88.9%	0.5	0.0	0.0	n/a
THEA C121	5	81	18.5	2.3	7.9	96.3%	93.8%	n/a	5	63	81	79	16	18.5	2.3	7.9	96.3%	93.8%	2.3	0.0	2.3	n/a
THEA C126																			0.0	0.0	0.0	
THEA C131	5	36	7.3	0.3	21.8	88.2%	76.5%	n/a	5	28	36	32	7	7.3	0.3	21.8	88.2%	76.5%	0.3	0.0	0.3	n/a
THEA C140	1	9	1	0.2	4.8	77.8%	77.8%	n/a	1	4	9	7	9	1.0	0.2	4.8	77.8%	77.8%	0.2	0.0	0.2	n/a
THEA C145	1	10	1.1	0.2	5.3	100.0%	90.0%	n/a	1	6	10	10	10	1.1	0.2	5.3	100.0%	90.0%	0.2	0.0	0.2	n/a
THEA C211	5	12	1.7	0		83.3%	58.3%	n/a	5	10	12	11	2	1.7	0.0		83.3%	58.3%	0.0	0.0	0.0	n/a
THEA C212	5	7	1	0		100.0%	85.7%	n/a	5	6	7	8	1	1.0	0.0		100.0%	85.7%	0.0	0.0	0.0	n/a
THEA C230	1	10	1.1	0.2	5.3	88.9%	77.8%	n/a	1	3	10	8	10	1.1	0.2	5.3	88.9%	77.8%	0.2	0.0	0.2	n/a
THEA C241																			0.0	0.0	0.0	
																				244.9	336.1	
																	78.01%	87.61%	58.22%	71.52%		