



Student Success Outcomes – 2009

*The third of three reports to the Big Bend Community College Board of Trustees
on progress toward goals of the 2009–2014 Academic Master Plan*



Presented to the BBCC Board of Trustees, September 8, 2009
Prepared by the Office of Institutional Research & Planning

Mission Statement

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:

- *courses and training for university and college transfer,*
- *occupational and technical programs,*
- *basic skills and developmental education,*
- *community and continuing education,*
- *pre-employment and customized training for local business and industry, and*
- *support services for students to help promote student access, success, and retention.*

BBCC Goals

The college provides learning opportunities that include:

- critical thinking and problem solving,
- computation,
- communication,
- workplace skills and values,
- awareness and sensitivity to cultural diversity, and
- arts enrichment and cultural activities.

BBCC Characteristics

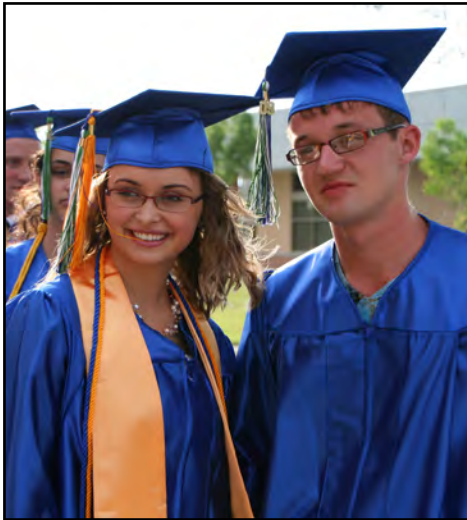
The college maintains a working and learning environment with the following:

- a discrimination-free environment which promotes diversity and staff and student success,
- a service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit,
- a climate which encourages safety, individual wellness, and human dignity,
- facilities and equipment to support student learning, and
- continual assessment of student outcomes.

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Student-Success



The Outcomes report contains the data that reflects BBCC's efforts to meet the Academic Master Plan (AMP) outcomes during the first year of the 2009-14 AMP. The AMP's focus is STUDENT SUCCESS which is measured by student persistence, retention, and achievement of educational goals including earning certificates and degrees. The two major components of the AMP focused on Access and Programs. The Outcomes report provided data that allowed staff and the Board of Trustees to analyze the college's efforts and progress toward the goals of the AMP.

Access

The three major outcomes in Access include an increase in student use of college resources, an increase in total number of students enrolled, and an increase in revenue and state-funded FTEs.

While reviewing student use of college resources, the staff and Board of Trustees were pleased with the use of online tutoring. We want to continue to inform faculty and students that it is available. The library was also used

by many individuals, however, the staff wanted to get a better idea of what people worked on when they were in the library. As the staff reviewed the report, it became apparent that we needed a clearer picture of students' use of services such as financial aid, advising and counseling, and the math and English labs. Ideas presented to enhance service use included student-to-student mentoring and support and engagement of high school personnel to help them convey the availability of college resources to their students.

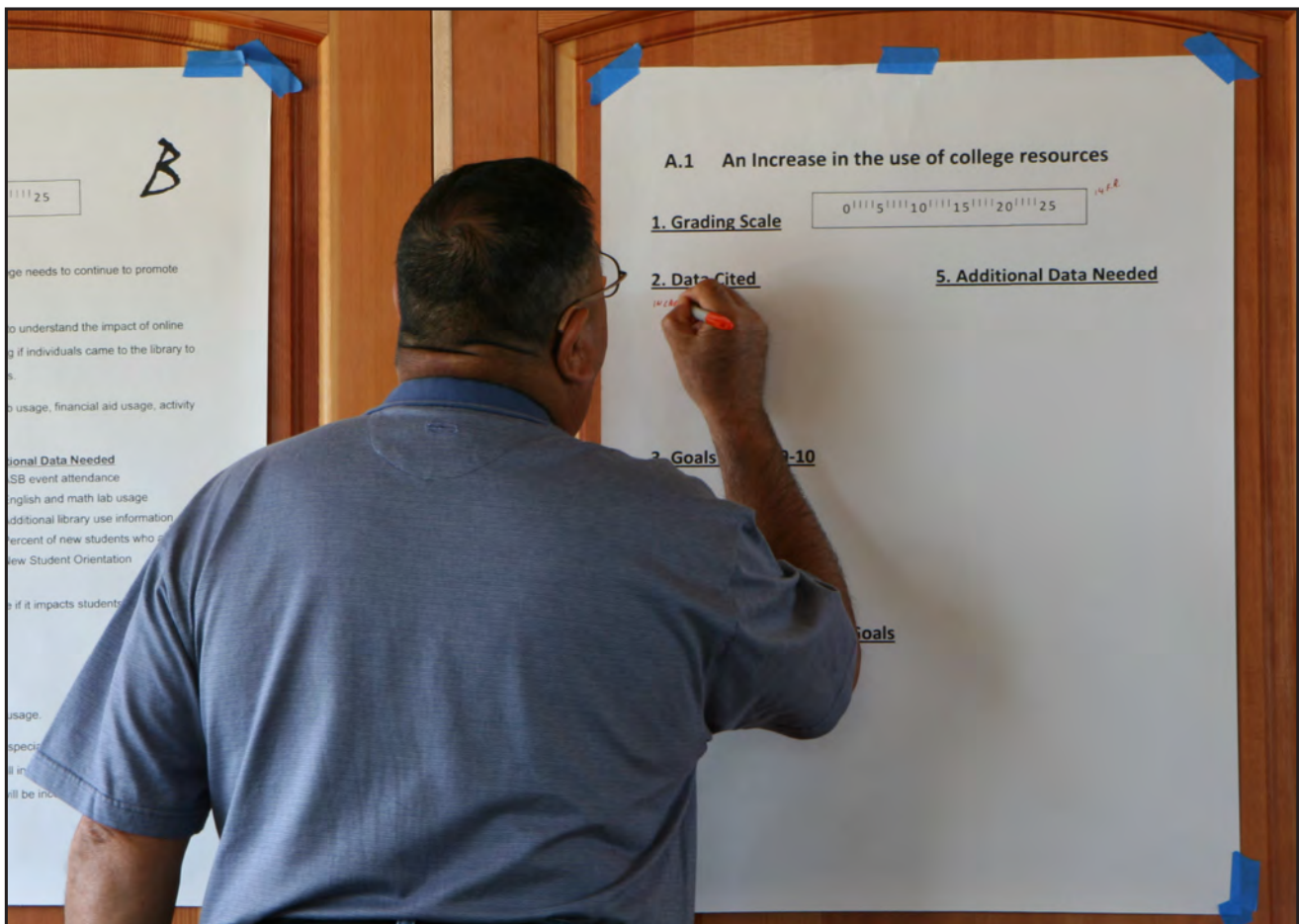
This year, for the first time in three years, BBCC met its state full-time equivalent (FTE) target. It was noted that there was a drop in younger students (under 20-years-old). There were several avenues discussed to help BBCC maintain and increase enrollment. The rollout of Azorus, a recruitment management system, in 2009-10 is expected to improve

communication and recruitment of prospective students. The groups also wanted to increase communication to schools and communities that incorporates a student-to-student outreach program (student ambassadors).

With the current economic downturn, it was crucial for BBCC to meet state the FTE target to maximize our revenue position. It was noted that the high unemployment rates affected the increase in enrollment. The emphasis was to continue to update, improve and implement marketing and recruiting efforts, to expand outreach to communities, and increase peer-to-peer contact with others off-campus.

Programs

The three major outcomes in Programs are: students complete classes with a 2.0 GPA or better, students establish program plans and



BBCC staff and Board of Trustees reviewed data from the Outcomes report to determine if we are meeting our AMP goals. Here, Trustee Ramon writes his comments on Outcome A.1 at the annual Board of Trustees retreat in August.



Trustee Kenison provides input about the college's efforts in meeting goals of the 2009-14 AMP.

students achieve their goals based on their educational plan. All of these outcomes focus on student success.

Starting with the Achieving the Dream (AtD) grant, BBCC has focused on course success (students completing courses with a 2.0 GPA or better). Research shows that if students are able to obtain a 2.0 GPA or better, they are more likely to be successful in the next progressive class level. Over the last four years, course success rates have been consistent at 79%. However, course success rates in developmental math (50%) continue to be a challenge for BBCC. Students continue to enter BBCC with low levels of math preparation. To improve incoming students' math preparation, it was suggested to increase communication between BBCC and high school math faculty to allow agreement of college math readiness. In addition, BBCC will pilot a block schedule of a developmental math class, supplemental instruction and a College Success Skills class to see if success rates improve.

Staff had great difficulty analyzing data for the outcome B.2., the influence of educational plans on student success. We were unable to determine exactly which students have developed and are following an educational plan. A computerized degree-audit system to be launched in 2009-10, will be available to BBCC students to access at any time from any online location. Training on the degree audit system will be provided to faculty and staff who advise students. Reports from the system should provide a clearer picture of the use of educational plans across the student body.

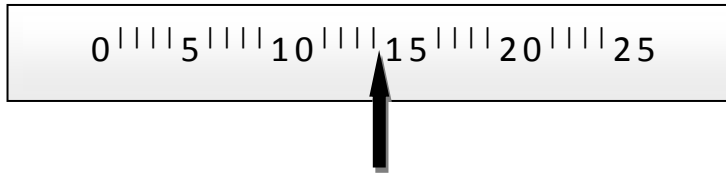
When staff reviewed the last major outcome of student goal completion, the discussion centered on what we are trying to with this outcome. Essentially, we determined that we want to show that students attain credentials (certificates and degrees) and that students are retained quarter-to-quarter and year-to-year. While retention rates seemed stable overall, white male students were not being retained at the same rate as other students. Degree and certificate attainment rates were also consistent. To improve the course success rates, which leads to quarter-to-quarter success and ultimately earning credentials, staff want to stress the importance of appropriate placement in classes that allows a student to be successful in specific classes.

During this first year of the 2009-14 AMP, it was determined that more precise measures were required of some outcomes. Several action plans under Access and Programs are just starting. During the second year of the AMP, there will be a more comprehensive analysis of the outcomes and, as new strategies are put into place, we will be able to determine if student success is impacted.

	What's done	What still has to be done and how close are we to achieving the outcome
A.1.	<ul style="list-style-type: none"> • Online tutoring is positive • Happy with library use, but need more information on what students are accessing 	<ul style="list-style-type: none"> • Are the students who are using the labs more successful in their classes? • Provide more info on services – especially financial aid probation and suspension – start with staff • Why aren't students taking advantage of services? • Do students take subsequent online classes after the first one? • Encourage final H.S. project to include planning for college • Create student-to-student mentoring and support system
A.2.	<ul style="list-style-type: none"> • Pleased to meet FTE target, however, noted that there was a drop in younger students and an increase in students over 24 	<ul style="list-style-type: none"> • Use Azorus to improve communication to potential students • Review under-enrolled programs and disciplines • Understand what motivates students to attend • Include student-to-student outreach • Why do our students drop out? • Why don't students finish credentials? • Increase communication and marketing to schools and communities • Increase contact with communities on a peer-to-peer level
A.3.	<ul style="list-style-type: none"> • Right path with enrollment • Continue marketing and recruiting efforts • Difficult to know to what extent high unemployment is playing in our enrollment increase 	<ul style="list-style-type: none"> • Continue to update, improve and implement recruiting materials and tools which include Azorus, publications, and the new website • Outreach to communities • Develop an annual schedule
B.1.	<ul style="list-style-type: none"> • Class success rates have been consistent over the last four years at 79% 	<ul style="list-style-type: none"> • Despite having AtD as a priority, developmental math success rates are still low • Research placement rates by high school to determine if students from some high schools place lower or higher than other high schools • Pilot a block schedule in winter quarter with Developmental math, supplemental instruction and College Success Skills in consecutive periods • Work with school districts to help math teachers understand the college level math expectations • Encourage MAP students to use tutor.com
B.2.	<ul style="list-style-type: none"> • Research shows that having an academic plan increases the probability of success. However, it wasn't clear exactly how many students were following a plan. 	<ul style="list-style-type: none"> • Determine why students failed to access resources for help in establishing an educational plan. • Do our staff and faculty advisors know how to access the appropriate information to advise students? • As the degree audit system is launched, provide hands on training to advisors • Ask faculty if there's a way to incorporate educational plans into coursework or to remind students to create an ed plan
B.3.	<ul style="list-style-type: none"> • Retention rates seem stable overall with the exception of the white male students – females and Latino students have made progress • Maintain certificate and degree attainment • Emphasize appropriate student placement into developmental classes to improve the probability of success. 	<ul style="list-style-type: none"> • Continue to work with students to develop an educational plan that should help with credential attainment • Create more interactive learning experiences

A.1 An increase in the use of college resources

Rating: **14.4**



Common Themes

Students' use of online tutoring has been positive. The college needs to continue to promote awareness of the service.

Library use increased in 2008-09; however, there is a need to understand the impact of online resources. The information did not provide an understanding if individuals were BBCC students or community members who came to the library to complete school assignments, study, or for personal reasons.

Overall, more information is needed on math and English lab usage, financial aid usage, activity attendance and other activities that engage students.

Data Cited

- Enrollment (p. 30)
- Online tutoring use (p. 27-28)
- Library use (Appendix A, p. 72)
- New Student Orientation attendance (p. 27)
- Retention rates (Appendices H, I, J, K; p. 142-161)

Additional Data Needed

- ASB event attendance
- English and math lab usage
- Additional library use information
- Percent of new students who attend New Student Orientation
- Use of college resources by community groups
- Why students are not accessing available resources
- Data on online students, showing continuation into other online classes
- Determine which online classes will have the largest enrollment

Goals for 2009-10

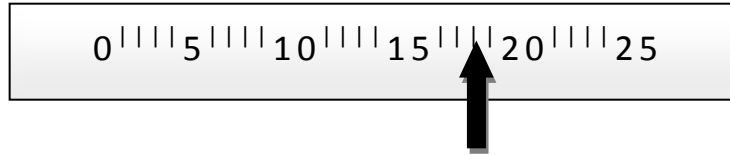
- Track Students who use English and math labs to determine if it impacts students' success in classes.
- Gather comprehensive student use of services
- Improved Marketing Plan and continuing advertising
- More contact at high school and pre-college level
- Determine how to engage students from the "online culture" with college resources

Plans to help Achieve Goals

- Establish a method to track students' English and math lab usage.
- Educate students and staff on Financial Aid processes with special attention on probation and suspension. Fifteen minutes will be devoted to this at the fall in-service. Additional forms of educating part-time instructors who don't attend in-service will be incorporated, such as a Financial Aid Facts sheet provided quarterly.
- Increase individual student contacts
- Provide student support through a student group—not advisors, faculty or staff--student ambassador program
- Provide more financial aid information to students and parents at the pre-college level (high school, middle school); include information on financial probation/suspension
- Motivate high school teachers to encourage/help high school students develop a plan
- Provide face-to-face appointments with students to verbally explain the financial probation/suspension process vs. the mailed letter

A.2 An increase in the total number of students/clients enrolled throughout the college district in educational planning and/or instructional activities (engagement)

Rating: 18.0



Common Themes

It was great to meet the State FTE target this year. In spite of this, staff must continue to work to maintain and increase FTEs. We are concerned that many potential students still cannot access classes due to a lack of financial resources, proximity to the campus, or lack of access to high-speed internet.

Although the goal was met, there was a decline in enrollment of students under 20-years-old while enrollment of students over 24-years-old increased. This surge in older students suggested the need for flexible class schedules and services, such as math tutoring, and computer science literacy courses geared to this population. We also have a concern for the enrollment and retention of white male students. While employment opportunities or a lack thereof may have quarter to quarter impact, the data still shows this group as being the least successful of the groups.

Enrollment in Distance Ed courses rose due to the fact that Distance Ed allowed convenient access for working students and since our service district covers a large geographical area.

Data Cited

- Increase in enrollment (p. 30)
- Enrollment in distant education (p. 30)
- Increase in Hispanic student population (p. 73)
- Appendices B & C student characteristics (p. 73-93)

Additional Data Needed

- Service district demographics (age)
- Information about what motivated students to attend BBCC and why some did not receive information about college offerings and resources
- Why are students not reenrolling? Are they dropping out or completing their educational goals?

Goals for 2009-10

- Increase enrollment by 2%.
- Establish benchmarks for high school and community outreach which includes individual visits and opportunities for high school students to visit the campus.

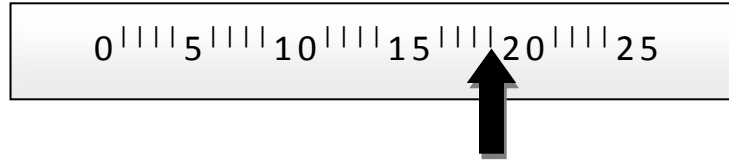
- Report contacts in the community as they are recorded in Azorus.

Plans to help Achieve Goals

- Review under-enrolled programs in fall 2009 and set enrollment targets for fall 2010 (FTE) which include program capabilities and benchmarks for each program and discipline.
- Increase communication with district schools: board members, faculty and staff
- Increase direct marketing/advertising to families/households in the service district
- Increase contact with high school teachers and students
- Create a BBCC presence in the high schools—bring back running start students and graduates/transfer students to talk to high school and middle school students
- Create a face-to-face relationship between BBCC and high school faculty because high school students are going to their teachers for “advising” and that alliance would help provide students with accurate information about BBCC

A.3 An increase in student/client revenues and state-funded FTEs

Rating: 19.2



Common Themes

BBCC is on the right path with enrollment. The college could and should have higher enrollment. Retention strategies and adequate course offerings could help the college meet enrollment goals.

BBCC should continue marketing and recruiting efforts. Update, improve and implement recruiting materials and tools which include: Azorus, new publications, and the new website. Utilize and develop partnerships to improve enrollment in all programs.

We've lost ground with students under the age of 20. College demographics do not match service district demographics.

Data Cited

- State and Total FTEs (p. 32)
- Enrollment (p. 30)
- Decreased state and federal funding

Additional Data Needed

- Revenue collected
- How much of the increase in FTE was due to current economic factors vs. our efforts

Goals for 2009-10

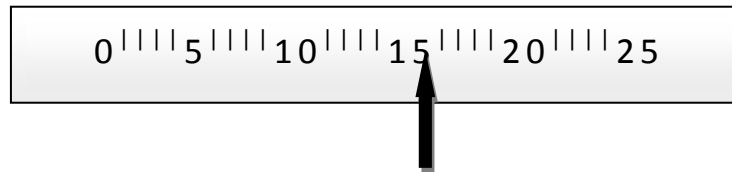
- Reach excess enrollment; continued growth
- Increase revenue stream from state and federal funding to decrease financial load on students and private donors
- Outreach to community and employers

Plans to help Achieve Goals

- Develop Annual Schedules
- Lobby and sell ourselves better
- Improve the Marketing Plan
- Involve faculty with outreach
- Use federal stimulus sources

B.1 Students completed courses or workshops with a grade of passing or 2.0 GPA or better

Rating: 15.6



Common Themes

Overall, student success rates were consistent from year to year. For an open door school, the rates seemed good. BBCC needs to continue efforts to help students succeed.

The biggest area for concern is in developmental math. Students continue to arrive at Big Bend with low levels of math preparation. Despite efforts with supplemental instruction in developmental math, the success rates were at 50% in 2008-09.

Data Cited

- Course success rates (p. 34-35)
- Success in developmental English and math (p. 35)
- Appendices D, E, F, & G (p. 94-141)

Additional Data Needed

- IBEST to non-IBEST success rates comparison
- Research placement test scores and grades at other community colleges to compare to our data (to help set standard performance benchmarks)
- How we impact college-prep/teaching at the high school level
- Research, by school district, students' college readiness

Goals for 2009-10

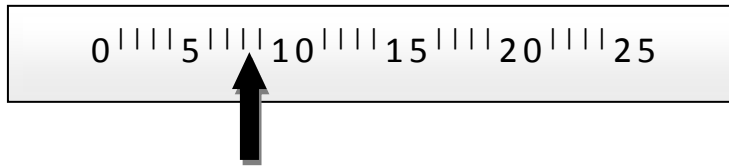
- Improve pre-college math and developmental English success rates.
- Use the average success rate of 79% (average over the last four years) as the benchmark, the goal is to have an 85% success rate in 2009-10.
- Improve tutoring services for math and English
- Work with school districts to help them and students do better in preparing for college-level work

Plans to help Achieve Goals

- Educate MAP (Applied Math for Professional-Technical Programs) students and instructors on the availability of tutor.com.
- Pilot a “block schedule” in winter 2010. A student will take a developmental math class, supplemental instruction, and College Success Skills class in consecutive periods.
- Facilitate the discussion with Achieving the Dream leads, deans, and instructors to discuss data and changes to improve success rates.
- Expand IBEST offerings.
- Use the IBEST model for related instruction in Professional-Technical Programs.
- Build relationships with school districts to help affect the high school math programs for success prior to entry to BBCC
- Increase involvement from the school district meetings, to include involvement from high school faculty and staff

B.2 Students establish educational plans

Rating: 8.7



Common Themes

Staff rated this as a 10 due to the fact that only 28% of students were estimated to have educational plans (Programs 2009 Monitoring Report). The 28% estimate was based on the number of students in Professional-Technical Programs and students participating in “high touch” programs, such as Student Support Services, Opportunity Grant, etc.

The biggest obstacle for staff evaluating this outcome was the lack of clarity on the definition of an educational plan. After discussion, we found that the essence of what we were trying to get at was the combination of activities students undertake when they select their area of study, classes and transfer college. This relates to the frequency and quality of advising.

Data Cited

- 28% have educational plans (p. 37)

Additional Data Needed

- Develop an outcome for ABE/ESL students
- Show number of undecided students
- Determine the number of students obtaining advising
- Determine reasons why students failed to access available resources for help in establishing an educational plan
- Level of advising knowledge each staff/faculty has and is using in advising

Goals for 2009-10

- Launch a computerized degree audit system by the end of the 2009-10 academic year, that is available to all students regardless of location. This assumes that the use of the degree audit system will demonstrate some type of advising and educational plan.
- Set benchmark for Academic and Professional-Technical students based on degree audit system data

- Establish programs to make students more aware of the need for an educational plan and what resources are available for help on doing so
- Establish “self-help” resources for students who are not comfortable working with traditional resources
- Communicate to students and parents, then need and benefit of having an educational plan

Plans to help Achieve Goals

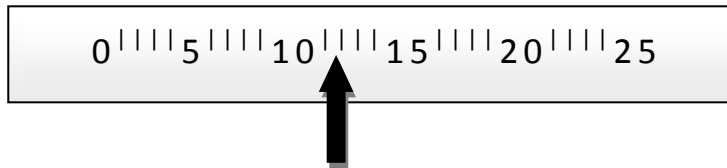
- Educate advisors on the impact of intrusive advising on student success
- Create a process that requires and monitors frequency of contact between advisors and students – on goal setting and course planning
- Provide on-going training to advisors on degree audit and advising procedures/knowledge
- Implement an annual class schedule to help students plan for an entire year not just one quarter
- Have every instructor touch on or ask about education plans with their students—maybe offer extra credit for those who complete a plan
- Develop some high-touch programs to monitor students
- Offer a class before school starts to teach students how to develop an educational plan and the significance of the plan
- Work with high school advisors to help students become self-aware of their learning styles, interests, and backgrounds that would influence a passion for learning—whether it is learning a technical skill or a more academic focus
- Work with area high schools to incorporate educational plans into their senior projects

B.3 Students continue to complete goals according to their educational plan

Possible revision

B.3 Students persist to attain completions, certificates or degrees or workshops and are retained quarter to quarter and year to year to achieve their goals.

Rating: 11.7



Common Themes

Staff varied greatly in how well they thought BBCC accomplished this goal. (10 to 20)

The retention rates seemed stable, with the exception of males and especially white males. Perhaps lower retention in males was due to high employment rates prior to 2009. Older students were not being retained at the same rate as younger students.

Appropriate placement in developmental classes is essential with less than 70% continuing from year to year.

Even with enrollment climbing in Basic Skills, the data showed percentage increases in almost all areas.

Ed Plans have the potential to make a big difference in degree attainment. It's another point of connection to the student. Degrees were down in both academics and Professional-Technical Programs. Females and Latinos are slowly on the rise but white males were not reached.

Data Cited

- Year-to-Year Retention (p. 39; Appendix H, p. 142)
- Qtr-to-Qtr Retention (p. 39; Appendix I, p. 148)
- Year-to-Year Dev math or English Retention (Appendix J, p. 157)
- Qtr-to-Qtr Dev math or English Retention (Appendix K, p. 159)
- Completions (p. 41; Appendix L, p. 162)
- ABE Skills achievement (p. 40)

Additional Data Needed

- Student Achievement Points
- Retention comparison data
- Follow unemployment data to determine if it correlates to student success
- Transfer rates
- IPEDS graduation Rates
- Determine if older students initially enroll for degree attainment or for “spot education”

Goals for 2009-10

- Maintain current success rates, graduation rates, and retention rates.
- Continue to work with all students to help them develop an educational plan
- Create more interactive-learning experiences vs. straight “seat time” classes
- Investigate on-the-job training possibilities; work for credit; hands-on learning

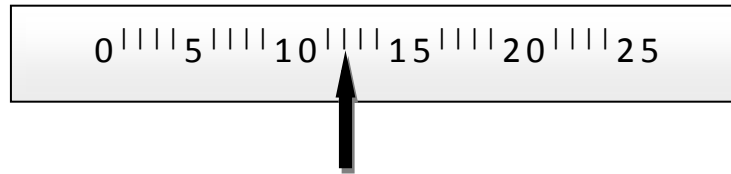
Plans to help Achieve Goals

- Collect and analyze additional data.
- Coordinate with high school faculty
- Learn what it takes for students to find their “passion”; learning doesn’t always come from books and books don’t always guarantee learning

Report Card Summary – Board

A.1 An increase in the use of college resources

Board Rating: 12.2



Data Cited

- Online tutoring use (p. 27-28); average number of online tutor is approximately 60
- Library use (Appendix A, p. 72)
- Retention rates (Appendices H, I, J, K; p. 142-161)

Additional Data Needed

- Use of college resources by community groups
- Why students are not accessing available resources
- Data on online students, showing continuation into other online classes
- Determine which online classes will have the largest enrollment

Goals for 2009-10

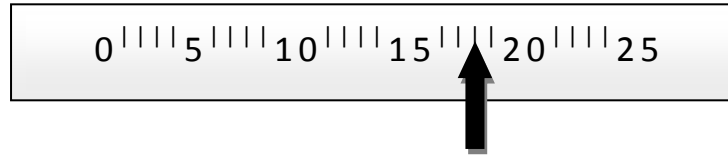
- Improved Marketing Plan and continuing advertising
- More contact at high school and pre-college level
- Determine how to engage students from the “online culture” with college resources

Plans to help Achieve Goals

- Increase individual student contacts
- Provide student support through a student group—not advisors, faculty or staff--student ambassador program
- Provide more financial aid information to students and parents at the pre-college level (high school, middle school); include information on financial probation/suspension
- Motivate high school teachers to encourage/help high school students develop a plan
- Provide face-to-face appointments with students to verbally explain the financial probation/suspension process vs. the mailed letter

A.2 An increase in the total number of students/clients enrolled throughout the college district in educational planning and/or instructional activities (engagement)

Board Rating: 17.8



Data Cited

- Increase in enrollment (p. 30)
- Enrollment in distant education and online classes (p. 30)

Additional Data Needed

- Information about what motivated students to attend BBCC and why some did not receive information about college offerings and resources
- Why are students not reenrolling? Are they dropping out or completing their educational goals?

Goals for 2009-10

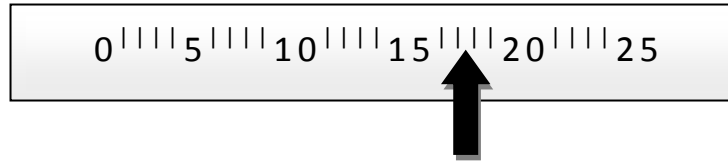
- Increase enrollment by 2%.

Plans to help Achieve Goals

- Increase communication with district schools: board members, faculty and staff
- Increase direct marketing/advertising to families/households in the service district
- Increase contact with high school teachers and students
- Create a BBCC presence in the high schools—bring back running start students and graduates/transfer students to talk to high school and middle school students
- Create a face-to-face relationship between BBCC and high school faculty because high school students are going to their teachers for “advising” and that alliance would help provide students with accurate information about BBCC

A.3 An increase in student/client revenues and state-funded FTEs

Board Rating: 17.3



Data Cited

- Enrollment (p. 30)
- Decreased state and federal funding
- Increase in FTE and meeting FTE target (p. 32)

Additional Data Needed

- How much of the FTE increase was due to current economic factors vs. our efforts/plans

Goals for 2009-10

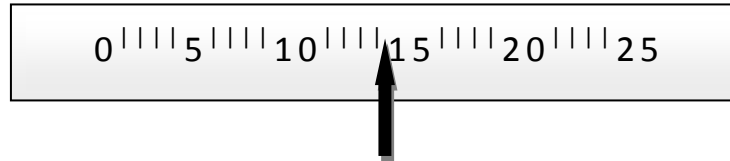
- Continued growth
- Increase revenue stream from state and federal funding to decrease load on students and private donors
- Outreach to community and employers

Plans to help Achieve Goals

- Lobby and sell ourselves better
- Use federal stimulus sources
- Marketing Plan
- Involve faculty with outreach

B.1 Students completed courses or workshops with a grade of passing or 2.0 GPA or better

Board Rating: 14.5



Data Cited

- Course success rates (p. 34-35)
- Success in developmental English and math (p. 35)
- Appendices D, E, F, & G (p. 94-141)

Additional Data Needed

- Research placement test scores and grades at other community colleges to compare to our data (to help set standard performance benchmarks)
- How we impact college-prep/teaching at the high school level
- Research, by school district, students' college readiness

Goals for 2009-10

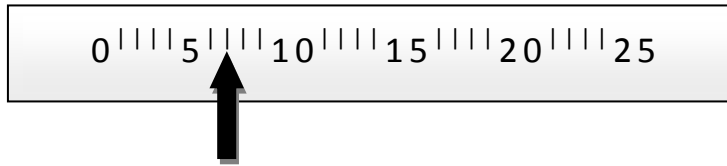
- Improve tutoring services for math and English
- Work with school districts to help them and their students do better in preparing for college-level work

Plans to help Achieve Goals

- Build relationships with school districts to help affect the high school math programs for success prior to entry to BBCC
- Increase involvement from the school district meetings, to include involvement from high school faculty and staff

B.2 Students establish educational plans

Board Rating: 7.4



Data Cited

- Conversations with students and graduates—failure to establish educational plans and or access available resources to help
- Lack of student participation in educational planning (p. 37)
- Low number of students who developed education plans (p. 37)

Additional Data Needed

- Reasons why students failed to access available resources for help in establishing an educational plan
- Collect input from student who are not creating educational plans
- Do all advisors know the programs well? Are they advising with adequate knowledge?

Goals for 2009-10

- Establish programs to make students more aware of the need for an education plan and what resources are available for help in doing so
- Establish “self-help” resources for students who are not comfortable working with traditional resources
- Communicate to student and parents, the need and benefit of having an educational plan

Plans to help Achieve Goals

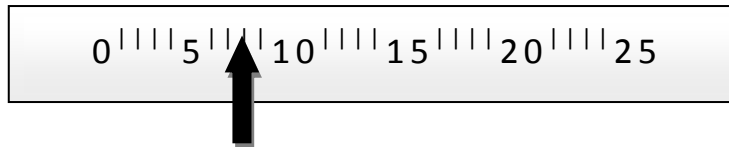
- Have every instructor touch on or ask about education plans with their students—maybe offer extra credit for those who complete a plan
- Develop some high-touch programs to monitor students
- Offer a class before school starts to teach students how to develop an educational plan and the significance of the plan
- Work with high school advisors to help students become self-aware of their learning styles, interests, and backgrounds that would influence a passion for learning—whether it is learning a technical skill or a more academic focus
- Work with area high schools to incorporate educational plans into their senior projects

B.3 Students continue to complete goals according to their educational plan

Possible revision:

B.3 Students persist to attain completions, certificates or degrees or workshops and are retained quarter to quarter and year to year to achieve their goals.

Board Rating: **8.4**



Data Cited

- Completions (p. 41; Appendix L, p. 162)
- ABE Skills achievement (p. 40)

Additional Data Needed

- Determine if older students initially enrolled for degree attainment or “spot education”

Goals for 2009-10

- Continue to work with all students to help them develop an educational plan
- Create more interactive-learning experiences vs. straight “seat time” classes
- Investigate on-the-job training possibilities; work for credit; hands-on learning

Plans to help Achieve Goals

- Coordinate with high school faculty
- Learn what it takes for students to find their “passion”; learning doesn’t always come from books and books don’t always guarantee learning

Board Worksheets

Board Outcomes Workbook 2009

The Board Workbook is a modified version of that which was provided to Cabinet for the purpose of evaluating our overall progress with regard to the major outcomes of our Academic Master Plan 2009-2014.

This was an opportunity for the Trustees to join with the staff in an analysis of our efforts to meet the outcomes of the AMP in this first year of the plan. These worksheets were provided to the trustees asking for their assessment of how well we are meeting each of the six major outcomes of the AMP. Questions asking for their assessment preceded the data we think were relevant to each of the major outcomes.

Their input for each major outcome generally began with reading that outcome, provided at the top of the workbook question sheets. We also included the complete AMP in the Trustees' Red Book so they could consult a more complete explanation of the outcome and see the enabling objectives we are following to accomplish the task, if necessary.

Next, Trustees reviewed and answered the questions. Questions were intended to act as a guide to the type of input we need from the Trustees to validate our efforts. Our suggested data sets followed the questions. Some of the data conveniently followed the question sheet, while others were found in one or more appendices.

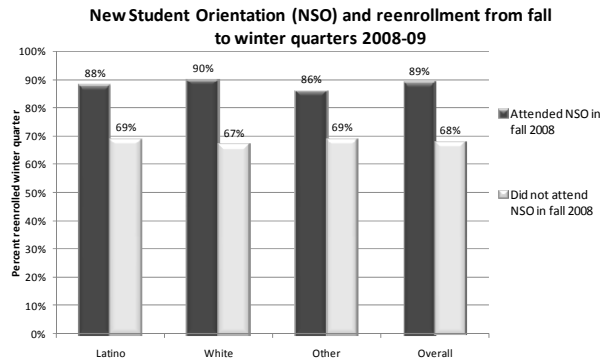
One of the observations staff made as we worked through the questions, was that there was data we wish we had collected, or at least had access to, in order to have a more complete picture of the college's efforts. Trustees were also asked to describe the type of information they would like to see, if additional data were needed to make a judgment of the outcomes.

If nothing occurred to Trustees for an answer to any of the questions, it was requested they either leave it blank or consult the *Report Card Summary – Staff* to see how staff responded, for suggested input.

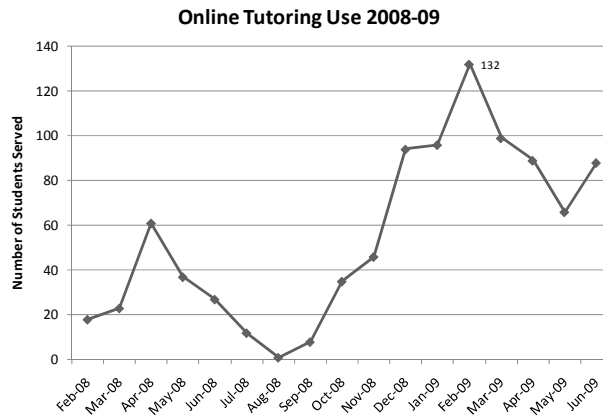
Each completed question sheet was reviewed at the Board Retreat to get a "Board Report Card" that reinforced or modified the score and comments in the Report Card Summary – Staff. This exercise concluded with blending the Trustee evaluations with that of the staff, to provide the information the Trustees will need to consider approving the first year evaluation of the AMP during their regular September meeting.

Possible relevant data: New Student Orientation attendance (p. 27); Online Tutoring Use 2008-09 (p. 27); Subject and Number of Connected Sessions (p. 28); Credit-bearing Enrollment (p. 30); BBCC Enrollment in Distance Education classes (p. 30); Appendix A Library Use Data (p. 72)

- An increase in enrollment in 2008-09 (p. 30) would suggest an increase in the use of college resources.
- 61 fewer students attended New Student Orientation (NSO) for fall quarter 2008 (n=207) vs. fall quarter 2007 (n=268). For both groups, 98% of students who attended NSO attended BBCC that same quarter.
- Last year, students who attended NSO reenrolled from fall to winter quarter more than students who did not attend NSO—89% vs. 68%, respectively (see chart below).

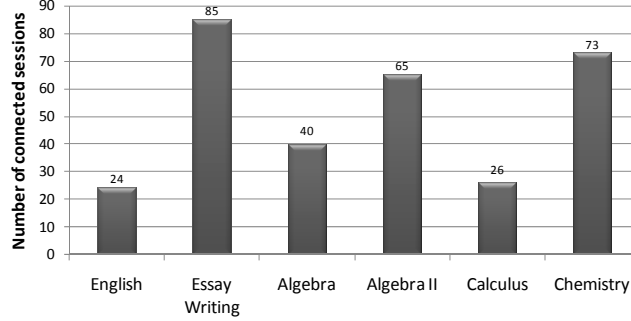


- Online tutoring use has increased over the past year, with a peak of 132 students in February 2009:



- Winter quarter 2009 saw the most use of online tutoring. The subject with the most connected sessions was Essay Writing, although overall, math subjects (combined) had the most connected sessions. The number of sessions by subject are shown below:

Subject and Number of Connected Sessions in Winter Quarter 2009



- The Library door count increased 4% from 2007-08 to 2008-09, reaching the highest number (186,542) through the door in six years. Please refer to Appendix A for more information on Library Use.

Outcome A.2. An increase in the total number of students/clients enrolled throughout the college district for educational planning and/or instructional activities

Questions and Directions: Please examine the relevant data on the following pages and using them as appropriate and by reference determine how well we are meeting Outcome A.2. Be sure to refer to specific data sets to justify your ratings and recommendations.

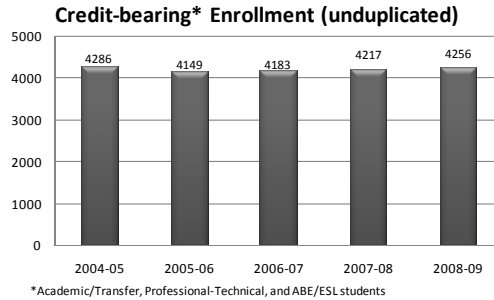
1. How effectively are we meeting the directive of the outcome? Please mark your opinion on the scale below (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome. (Note: 12.5 is mid-scale)

0 5 10 15 20 25

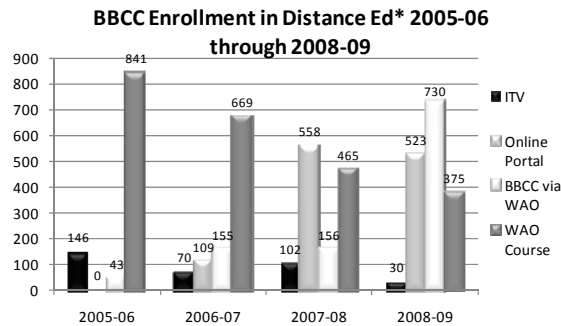
2. Please explain your rating by referring to specific data (sets) you used to arrive at your rating.
3. Based on your rating of this outcome should we:
 - Continue current efforts
 - Make additional efforts (please specify)
4. Right now there are no specific references to a goal for this outcome, either a numerical score or some figure (% or #) of increase. Can you suggest a goal to be listed here? If so, please explain the goal.
5. Would some additional data have made it easier for you to evaluate this outcome? If yes, what data would you like to see?

Possible relevant data: Credit-bearing Enrollment (unduplicated) (p. 30); BBCC Enrollment in Distance Education (p. 30); Appendix B Student Characteristics by Intent (p. 73); Appendix C Student Characteristics by Program (p. 79)

- Unduplicated credit-bearing enrollment (Academic/Transfer, Professional-Technical, and ABE/ESL students) has increased slightly over the past three years, growing from 4,183 students in 2006-07 to 4,256 in 2008-09.



- Enrollment in distance education classes increased 29% from 2007-08 to 2008-09. Due to an increase in classes delivered via WAO and a decrease in ITV and Portal delivery methods, enrollment in BBCC courses offered through WAO has increased significantly from last year (see chart below).



- There has been a slight increase in the overall Hispanic student population over the past three years, due to increases in the numbers of Hispanic Academic/Transfer and Professional-Technical students.
- Appendices B and C provide student characteristics by intent and program, respectively, and include details about sex/gender, full- and part-time status, age, employment, etc.

Outcome A.3. An increase in student/client revenues and state-funded FTEs

Questions and Directions: Please examine the relevant data on the following pages and using them as appropriate and by reference determine how well we are meeting Outcome A.3. Be sure to refer to specific data sets to justify your ratings and recommendations.

1. How effectively are we meeting the directive of the outcome? Please mark your opinion on the scale below (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome. (Note: 12.5 is mid-scale)

0 5 10 15 20 25

2. Please explain your rating by referring to specific data (sets) you used to arrive at your rating.

3. Based on your rating of this outcome should we:

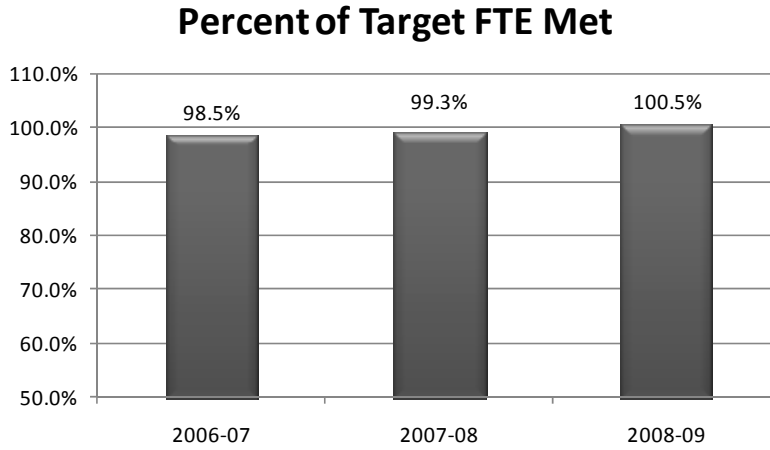
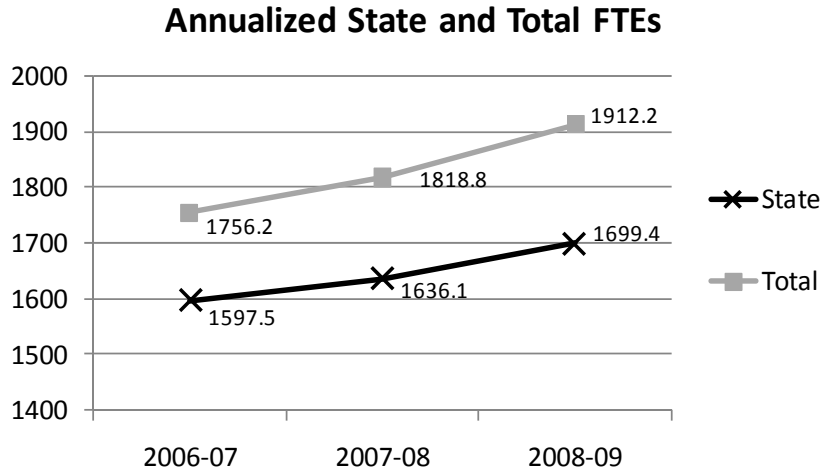
- Continue current efforts
- Make additional efforts (please specify)

4. Right now our goal for this objective is tied to the state-funded FTE target set by the State Board. The revenue target is set when you approve the State Funded Operating Budget. Are these goals sufficient? Can you suggest any other goal(s)? If so, please explain the goal(s).

5. Would some additional data have made it easier for you to evaluate this outcome? If yes, what data would you like to see?

Possible relevant data: Annualized State and Total FTEs (p. 32); Percent of Target FTE met (p. 32)

- Over the past three years, we have continually increased our percent of target FTE met, actually reaching just beyond the state's target in 2008-09.



Outcome B.1. Students complete courses or workshops with a grade of passing or 2.0 GPA or better

Questions and Directions: Please examine the relevant data on the following pages and using them as appropriate and by reference determine how well we are meeting Outcome B.1. Be sure to refer to specific data sets to justify your ratings and recommendations.

1. How effectively are we meeting the directive of the outcome? Please mark your opinion on the scale below (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome. (Note: 12.5 is mid-scale)

0 5 10 15 20 25

2. Please explain your rating by referring to specific data (sets) you used to arrive at your rating.

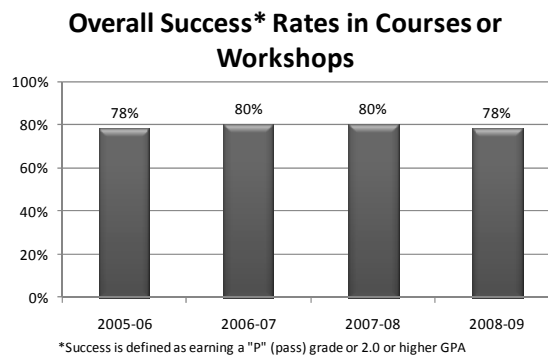
3. Based on your rating of this outcome should we:
 Continue current efforts
 Make additional efforts (please specify)

4. Right now there are no specific references to a goal for this outcome, either a numerical score or some figure (% or #) of increase. Can you suggest a goal to be listed here? If so, please explain the goal.

5. Would some additional data have made it easier for you to evaluate this outcome? If yes, what data would you like to see?

Possible relevant data: Overall Success Rate in Courses or Workshops (p. 34); Student Success Rates By Division (p. 35); Percent Successful in Pre-college Level Math Courses (p. 35); Percent Successful in Pre-college Level English Courses (p. 35); Appendix D 2005-06 Student Success Rates in all Courses (p. 94); Appendix E 2006-07 Student Success Rates in all Courses (p. 106); Appendix F 2007-08 Student Success Rates in All Courses (p. 118); Appendix G 2008-09 Student Success Rates in All Courses (p. 130); Appendix H Year-to-Year Retention (p. 142); Appendix I Quarter-to-Quarter Retention (p. 148); Appendix J Year-to-Year Retention of Students taking Developmental Math or English (p. 157); Appendix K Quarter-to-Quarter Retention of Students taking Developmental Math or English (p. 159)

- The following chart displays the overall *yearly* success rates for all students in all courses (*excluding: GED prep courses and ESL courses*) in each of the years shown. When all four years are combined to determine a benchmark success rate from which to improve, there is a **79%** overall success rate at BBCC.



Details of these success rates can be found in Appendices D, E, F and G (p. 94-141).

- Appendices D, E, F and G provide success rates of all courses in 2005-06, 2006-07, 2007-08 and 2008-09, respectively.
- When analyzed by division (p. 35), we see that success rates in the Aviation division have decreased over the past four years. Success rates in Industrial Technologies decreased over the first three years, but increased slightly in 2008-09. Success rates in the Social Sciences division have increased over this time. When we separate pre-college level math success rates from the Math/Science division, it is clear that Math/Science is maintaining success rates around 72%, but pre-college math continues to show low success rates (approximately 49%). Success rates in pre-college math (below 100 level) and English (also below 100 level) have been included here (p. 35).

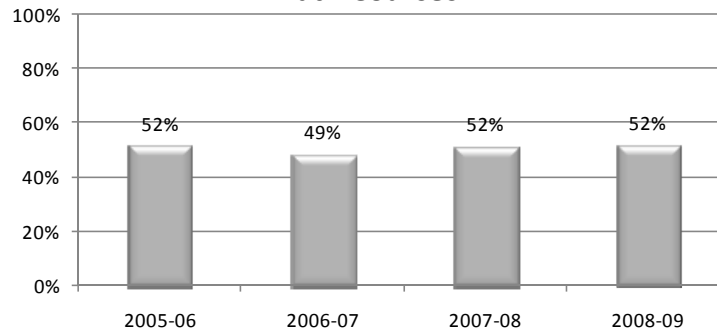
- Success rates by division in the years indicated:

Student Success Rates by Division				
Division	2005-06	2006-07	2007-08	2008-09
Allied Health	88%	89%	89%	88%
Aviation	90%	82%	79%	75%
Business	79%	85%	86%	79%
Developmental	83%	84%	79%	81%
Humanities	82%	79%	80%	79%
Industrial Technology	85%	82%	76%	78%
Math/Science	71%	73%	72%	72%
Pre-college Level Math	50%	46%	49%	50%
Social Science	73%	77%	79%	79%
Overall	78%	80%	80%	78%

Details of these success rates can be found in Appendices D, E, F and G (p. 94-141).

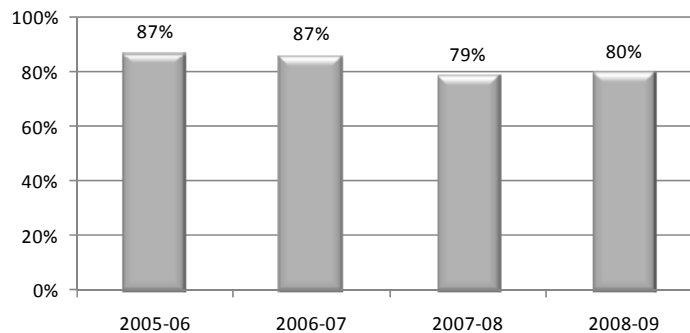
- Success rates in pre-college math and pre-college English:

Percent Successful in Pre-college Level Math Courses*



*Includes all math classes below 100 (college) level

Percent Successful in Pre-college Level English Courses*



*Includes all English classes below 100 (college) level

Outcome B.2 Students establish educational plans

Questions and Directions: Please examine the relevant data on the following pages and using them as appropriate and by reference determine how well we are meeting Outcome B.2. Be sure to refer to specific data sets to justify your ratings and recommendations.

1. How effectively are we meeting the directive of the outcome? Please mark your opinion on the scale below (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome. (Note: 12.5 is mid-scale)

0 5 10 15 20 25

2. Please explain your rating by referring to specific data (sets) you used to arrive at your rating.

3. Based on your rating of this outcome should we:

- Continue current efforts
- Make additional efforts (please specify)

4. Our current goal for this outcome is 80% of credit-bearing students will establish (and follow) educational plans.

5. Obviously, we have not provided data on actual numbers of educational plans used by our students. Can you suggest methods or tools to help get a better picture of the use of educational plans?

- In 2008-09, 4,256 credit-bearing students were enrolled at BCC.
- An estimated 1,200 (28%) of these credit-bearing students in “high touch” and Professional-Technical programs worked with their advisors to develop educational plans in 2008-09. At this time, we do not know how many of the roughly 3,000 remaining credit-bearing students created and/or are following educational plans.
- Since educational plans help provide the structure and guidance students need to successfully reach their goals, we would like to increase the number of students who work with their advisors to develop these plans.
 - As stated on page 2 of the **Programs – 2009** report, we would like to increase this from the current 28% to 80% of credit-bearing students who are creating and following educational plans.
 - Accordingly, we would like to increase our fall-to-fall retention from 70% to 75% in the next year.

Outcome B.3. Students continue to complete goals according to their educational plans

Please keep in mind the B.2 comment that we do not currently have information on the actual number of students using educational plans. Nevertheless, we do have a lot of data on student retention, success and completions that suggests completion of educational goals.

Questions and Directions: Please examine the relevant data on the following pages and using them as appropriate and by reference determine how well we are meeting Outcome B.3. Be sure to refer to specific data sets to justify your ratings and recommendations.

1. How effectively are we meeting the INTENT, not directive of the outcome, i.e. student success? Please mark your opinion on the scale below. Please mark your opinion on the scale below (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome. (Note: 12.5 is mid-scale)

0 5 10 15 20 25

2. Please explain your rating by referring to specific data (sets) you used to arrive at your rating.

3. Based on your rating of this outcome should we:
 Continue current efforts
 Make additional efforts (please specify)

4. Right now there is a goal set for student use of educational plans (80%) based on student success. What goal would you set for this outcome?

5. Would some additional data have made it easier for you to evaluate this outcome? If yes, what data would you like to see?

Relevant data: Year-to-year retention of new students who had accumulated 15 credits at BBCC (p. 39 and Appendix H, p. 142); Quarter-to-quarter retention of fall new students who had accumulated 15 credits at BBCC (p. 39 and Appendix I, p. 148); Basic Skills Achievements (p. 40); Number of BBCC Graduates, Certificates and Completions (p. 41 and Appendix L, p. 162); Number of Degrees Awarded by Sex/Gender (p. 41 and Appendix M, p. 167); Number of Degrees Awarded by Race/Ethnicity (p. 41 and Appendix M, p. 167); IPEDS Graduation Rates (p. 42); Appendix N Estimated Employment Data (p. 168); Appendix O Pre- and Post-training Earnings Information (p. 170)

RETENTION (Please refer to page 71 for retention cohort definitions.)

Year to year retention of new students who had accumulated 15 credits at BBCC:

- There was a slight decrease in retention of new students in 2006-07 (any quarter) to 2007-08 (any quarter). Seventy-seven percent (77%) of new students in 2006-07 were retained to the following year; 76% of new students in 2007-08 were retained to 2008-09.
- Year to year Hispanic female retention remained similar from 2006 to 2009, with over 80% retaining from one year to the next over this time period. Hispanic male retention also remained the same over this time, but was slightly lower than their female counterparts (77%).
- Year to year retention of white males in Academic/Transfer dropped from 84% retention from 2006-07 to 2007-08 to 66% from 2007-08 to 2008-09. Retention of white females in this group increased from 81% to 90% in the same time frame.
- Appendix H contains year to year retention data of all students, Academic/Transfer students, and Professional-Technical students; these groups consist of new students who had accumulated 15 credits at BBCC.
- Year to year retention of new students who had accumulated any number of credits and took a developmental math or English course during their first year at BBCC was 67% from 2006-07 to 2007-08 and dropped to 62% from 2007-08 to 2008-09.
- Retention of Hispanic females within this group dropped from 66% to 56% during this time.
- Appendix J contains year to year retention data of new students who accumulated any number of credits at BBCC, but who had taken a developmental math or English course during their first year at the college.

Quarter to quarter retention of fall new students who had accumulated 15 credits at BBCC:

- In 2008-09, the Hispanic female fall to spring retention rate was 97%, although there are a very small number of students in this group. The retention of white females over this same timeframe was 92%.
- In this same time period, the retention of males was lower than that of females (84% for Hispanic males and 86% for white males).
- Appendix I contains quarter to quarter retention data of all students, Academic/Transfer student, and Professional-Technical students; these groups consist of new students in fall quarter who accumulated 15 credits at BBCC during their first year.

- Quarter to quarter retention of fall new students who took developmental courses (earning any number of credits during their first year) ranges from 75% to 77% (fall to spring retention) over the past three years.
- Hispanic female retention from fall 2008 to spring 2009 was 77%; Hispanic male retention during this same time was 80%; white male retention was lowest at 71% for the same timeframe.
- Appendix K contains quarter to quarter retention data of new fall students who accumulated any number of credits at BBCC and who had taken a developmental math or English course during their first fall quarter.

BASIC SKILLS ACHIEVEMENTS

- Basic skills performance is generally assessed by a number of measures:
 - Percent of students who pre- and post-test using standardized assessment (indirect measure of retention since students must stay enrolled a certain amount of time to take the post-test)
 - Of those who test, the percent who achieve a level gain
 - Number/percent of students who achieve the goal of GED completion
 - Number/percent of those students who achieve the goal of continuing to post secondary education
- The following charts show improvements in all of these measures from 2006-07 to 2007-08 (2008-09 data is not yet reported) and it is expected that this trend will be evidenced in 2008-09 as well:

ADULT BASIC SKILLS ACHIEVEMENTS

2006 - 2007

CASAS TESTING			
Number Pre-Tested	Number Post-Tested	Percent Post-Tested	Percent Completed Level
1032	526	51%	56%

2007 - 2008

CASAS TESTING			
Number Pre-Tested	Number Post-Tested	Percent Post-Tested	Percent Completed Level
1086	598	55%	64%

GOAL COMPLETIONS

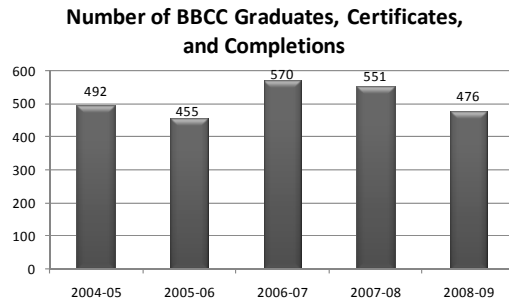
Number with "GED or HS Diploma" Goal	Number Completed "GED or HS Diploma" Goal	Percent Completed "GED or HS Diploma" Goal	Number with "Post Secondary Education" Goal	Number Completed "Post-Secondary Education" Goal	Percent Completed "Post-Secondary Education" Goal
126	68	54%	64	59	92%

GOAL COMPLETIONS

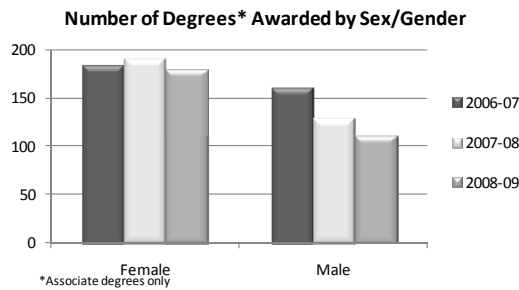
Number with "GED or HS Diploma" Goal	Number Completed "GED or HS Diploma" Goal	Percent Completed "GED or HS Diploma" Goal	Number with "Post Secondary Education" Goal	Number Completed "Post-Secondary Education" Goal	Percent Completed "Post-Secondary Education" Goal
176	86	49%	104	100	96%

DEGREES, CERTIFICATES, COMPLETIONS

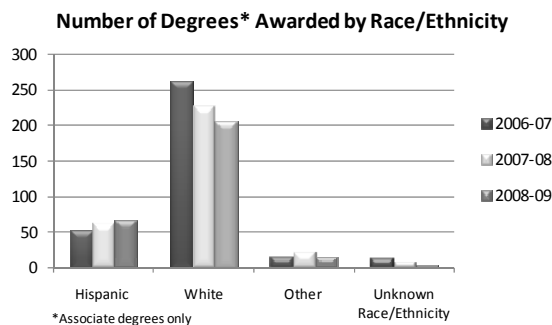
- In 2008-09, 476 total degrees, certificates, and completions were awarded.



- Of these, 296 degrees (Associate degrees only) were awarded in 2008-09, 22 fewer than were awarded in 2007-08.
 - 75 of these were Professional-Technical degrees
 - 221 were Academic degrees
- Appendix L breaks this data down into degrees by program, Certificates of Achievement and Certificates of Accomplishment, and short-term training completions.
- Males have been earning fewer degrees over the past three years (a 30% decrease in number awarded to males from 2007 to 2009). Specifically, white males earned 33% fewer degrees and Hispanic males earned 23% fewer degrees in this time period.



- Overall, Hispanic students earning degrees has increased 25% over the past three years. Although the number of degrees earned by Hispanic males has decreased, the number of degrees earned by Hispanic females has increased 70% in this time—the largest increase in any group described here.

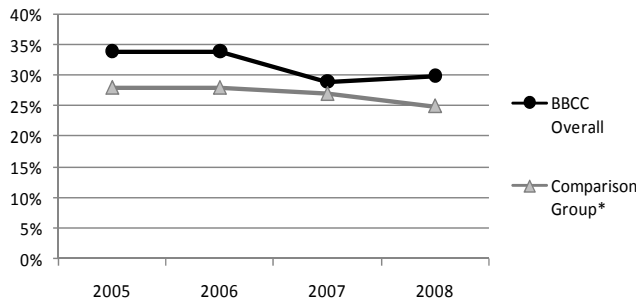


- Appendix M shows degrees, certificates, and short-term training completions broken down by race/ethnicity and sex/gender from 2006-07 to 2008-09.

IPEDS Comparison of Graduation Rates

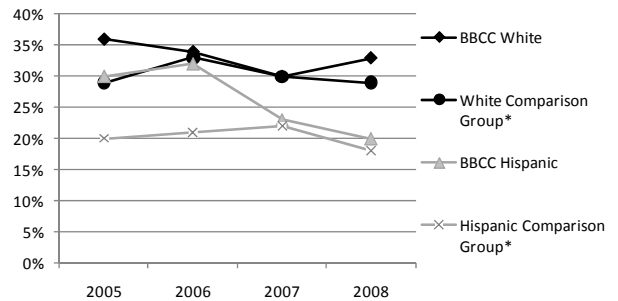
- The Integrated Postsecondary Education Data System (IPEDS) is a federal system of survey components that collects data from all institutions in the United States and other jurisdictions, such as Puerto Rico, whose primary purpose is to provide postsecondary education. Each year yearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through College Navigator, to aid in the college search process.
- The tables below show IPEDS graduation rates of BBCC full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion. The table on the left shows BBCC graduation rates overall, whereas the table on the right shows BBCC graduation rates of white and Hispanic students.

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion



*Comparison groups consist of public-serving, medium institutions in the far West. Comparison groups vary year to year.

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion, by race/ethnicity



*Comparison groups consist of students from public-serving, medium institutions in the far West. Comparison groups vary year to year.

- In addition to completing a certificate or degree, another measure of students reaching their goals is the Estimated Employment Rate and pre- and post-training earnings data. BBCC’s Estimated Employment Rate decreased 3% from 2005-06 (87%) to 2006-07 (84%). This is the most recent data available; details can be found in Appendix N. Pre- and post-training earnings information can be found in Appendix O.

Report Card Summary – Staff

REPORT CARD SUMMARY – STAFF

The Report Card Summary – Staff is a compilation of cabinet responses to the data workbook. Cabinet members were asked to examine the data and answer the workbook questions regarding each major AMP outcome. The group was later brought together to review and summarize their responses into one cohesive “report card”, including an average score and grade for each major AMP outcome, common themes observed in the data, data cited, additional data needed, goals for 2009-10 (and beyond), and plans for accomplishing these goals. The results of this effort are provided here.

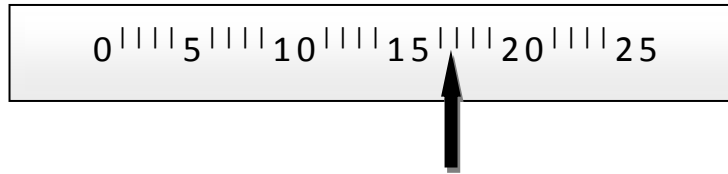
The grading scale (A, B, C, D or F) was created by evenly breaking down the scale provided for each outcome in the workbook (0 = not effectively meeting the outcome; 25 = very effectively meeting the outcome) into five equal ranges as follows:

Effectiveness Score	Rating	Letter Grade
21.0 – 25.0	Very effectively meeting the outcome	A
16.0 – 20.9	Sufficiently meeting the outcome	B
11.0 – 15.9	Just meeting the outcome	C
6.0 – 10.9	Poorly meeting the outcome	D
0.0 – 5.9	Not effectively meeting the outcome	F

At the BOT retreat, a summary of Trustee workbook responses and scores for each outcome will be compared to this summary of staff responses. This will include an interactive discussion of points of agreement or disagreement between Trustee responses with those indicated by the staff assessment. The goal of this exercise is to create an overall cohesive summary of all responses with clear directive for next year’s goals and plans for attaining those goals aligned with the AMP outcomes.

A.1 An increase in the use of college resources

Staff Rating: 16.6



Common Themes

Students' use of online tutoring has been positive. The college needs to continue to promote awareness of the service.

Library use increased in 2008-09; however, there is a need to understand the impact of online resources. The information did not provide an understanding if individuals were BBCC students or community members who came to the library to complete school assignments, study, or for personal reasons.

Overall, more information is needed on math and English lab usage, financial aid usage, activity attendance and other activities that engage students.

Data Provided

- Enrollment (p. 56)
- Online tutoring use (p. 53-54)
- Library use (Appendix A, p. 72)
- New Student Orientation attendance (p. 53)

Additional Data Needed

- ASB event attendance
- English and math lab usage
- Additional library use information
- Percent of new students who attend New Student Orientation

Goals for 2009-10

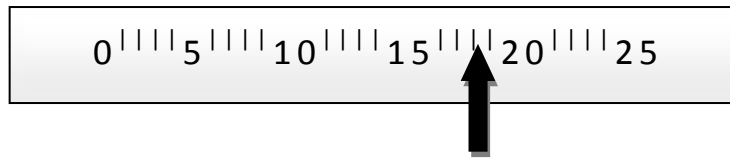
- Track Students who use English and math labs to determine if it impacts students' success in classes.
- Gather comprehensive student use of services.

Plans to help Achieve Goals

- Establish a method to track students' English and math lab usage.
- Educate students and staff on Financial Aid processes with special attention on probation and suspension. Fifteen minutes will be devoted to this at the fall in-service. Additional forms of educating part-time instructors who don't attend in-service will be incorporated, such as a Financial Aid Facts sheet provided quarterly.

A.2 An increase in the total number of students/clients enrolled throughout the college district in educational planning and/or instructional activities (engagement)

Staff Rating 18.1



Common Themes

It was great to meet the State FTE target this year. In spite of this, staff must continue to work to maintain and increase FTEs. We are concerned that many potential students still cannot access classes due to a lack of financial resources, proximity to the campus, or lack of access to high-speed internet.

Although the goal was met, there was a decline in enrollment of students under 20-years-old while enrollment of students over 24-years-old increased. This surge in older students suggested the need for flexible class schedules and services, such as math tutoring, and computer science literacy courses geared to this population. We also have a concern for the enrollment and retention of white male students. While employment opportunities or a lack thereof may have quarter to quarter impact, the data still shows this group as being the least successful of the groups.

Enrollment in Distance Ed courses rose due to the fact that Distance Ed allowed convenient access for working students and since our service district covers a large geographical area.

Data Provided

- Increase in enrollment (p. 56)
- Enrollment in distant education (p. 56)
- Increase in Hispanic student population (p. 73)
- Appendices B & C student characteristics (p. 73-93)

Additional Data Needed

- Service district demographics (age)

Goals for 2009-10

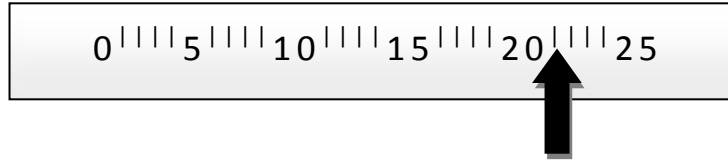
- Increase enrollment by 2%.
- Establish benchmarks for high school and community outreach which includes individual visits and opportunities for high school students to visit the campus.
- Report contacts in the community as they are recorded in Azorus.

Plans to help Achieve Goals

Review under-enrolled programs in fall 2009 and set enrollment targets for fall 2010 (FTE) which include program capabilities and benchmarks for each program and discipline.

A.3 An increase in student/client revenues and state-funded FTEs

Staff Rating: 21



Common Themes

BBCC is on the right path with enrollment. The college could and should have higher enrollment. Retention strategies and adequate course offerings could help the college meet enrollment goals.

BBCC should continue marketing and recruiting efforts. Update, improve and implement recruiting materials and tools which include: Azorus, new publications, and the new website. Utilize and develop partnerships to improve enrollment in all programs.

We've lost ground with students under the age of 20. College demographics do not match service district demographics.

Data Provided

- State and Total FTEs (p. 58)

Additional Data Needed

- Revenue collected

Goals for 2009-10

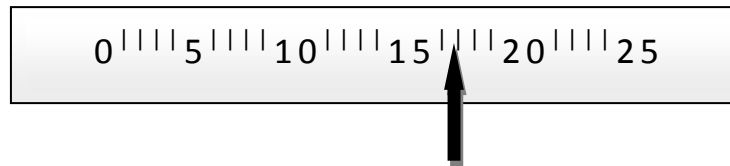
Reach excess enrollment

Plans to help Achieve Goals

Develop Annual Schedules

B.1 Students completed courses or workshops with a grade of passing or 2.0 GPA or better

Staff Rating: 16.6



Common Themes

Overall, student success rates were consistent from year to year. For an open door school, the rates seemed good. BBCC needs to continue efforts to help students succeed.

The biggest area for concern is in developmental math. Students continue to arrive at Big Bend with low levels of math preparation. Despite efforts with supplemental instruction in developmental math, the success rates were at 50% in 2008-09.

Data Provided

- Course success rates (p. 60-61)
- Success in developmental English & math (p. 61)
- Appendices D, E, F, & G (p. 94-141)

Additional Data Needed

- IBEST to non-IBEST success rates comparison

Goals for 2009-10

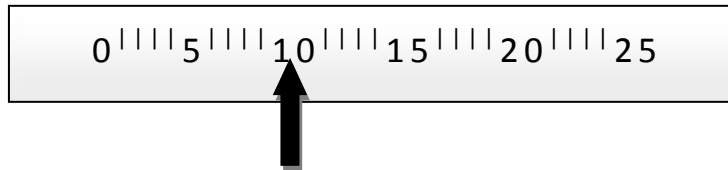
- Improve pre-college math and developmental English success rates.
- Use the average success rate of 79% (average over the last four years) as the benchmark, the goal is to have an 85% success rate in 2009-10.

Plans to help Achieve Goals

- Educate MAP (Applied Math for Professional-Technical Programs) students and instructors on the availability of tutor.com.
- Pilot a “block schedule” in winter 2010. A student will take a developmental math class, supplemental instruction, and College Success Skills class in consecutive periods.
- Facilitate the discussion with Achieving the Dream leads, deans, and instructors to discuss data and changes to improve success rates.
- Expand IBEST offerings.
- Use the IBEST model for related instruction in Professional-Technical Programs.

B.2 Students establish educational plans

Staff Rating: 10



Common Themes

Staff rated this as a 10 due to the fact that only 28% of students were estimated to have educational plans (Programs 2009 Monitoring Report). The 28% estimate was based on the number of students in Professional-Technical Programs and students participating in “high touch” programs, such as Student Support Services, Opportunity Grant, etc.

The biggest obstacle for staff evaluating this outcome was the lack of clarity on the definition of an educational plan. After discussion, we found that the essence of what we were trying to get at was the combination of activities students undertake when they select their area of study, classes and transfer college. This relates to the frequency and quality of advising.

Data Provided

- 28% have educational plans (p. 64)

Additional Data Needed

- Develop an outcome for ABE/ESL students
- Show number of undecided students
- Determine the number of students obtaining advising

Goals for 2009-10

- Launch a computerized degree audit system by the end of the 2009-10 academic year, that is available to all students regardless of location. This assumes that the use of the degree audit system will demonstrate some type of advising and educational plan.
- Set benchmark for Academic and Professional-Technical students based on degree audit system data

Plans to help Achieve Goals

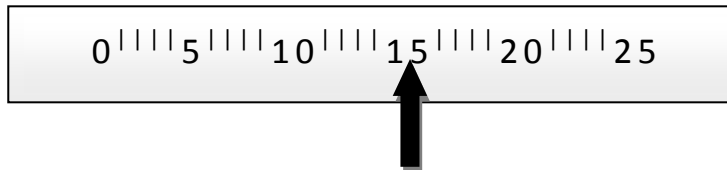
- Educate advisors on the impact of intrusive advising on student success
- Create a process that requires and monitors frequency of contact between advisors and students – on goal setting and course planning
- Provide on-going training to advisors on degree audit
- Implement an annual class schedule to help students plan for an entire year not just one quarter

B.3 Students continue to complete goals according to their educational plan

Possible revision

B.3 Students persist to attain completions, certificates or degrees or workshops and are retained quarter to quarter and year to year to achieve their goals.

Staff Rating: 15



Common Themes

Staff varied greatly in how well they thought BBCC accomplished this goal. (10 to 20)

The retention rates seemed stable, with the exception of males and especially white males. Perhaps lower retention in males was due to high employment rates prior to 2009. Older students were not being retained at the same rate as younger students.

Appropriate placement in developmental classes is essential with less than 70% continuing from year to year.

Even with enrollment climbing in Basic Skills, the data showed percentage increases in almost all areas. Ed Plans have the potential to make a big difference in degree attainment. It's another point of connection to the student. Degrees were down in both academics and Professional-Technical Programs. Females and Latinos are slowly on the rise but white males were not reached.

Data Provided

- Year-to-Year Retention (p. 65; Appendix H, p. 142)
- Qtr-to-Qtr Retention (p. 65; Appendix I, p. 148)
- Year-to-Year Dev math or English Retention (Appendix J, p. 157)
- Qtr-to-Qtr Dev math or English Retention (Appendix K, p. 159)
- Completions (p. 67-69; Appendix L, p. 162)

Additional Data Needed

- Student Achievement Points
- Retention comparison data
- Follow unemployment data to determine if it correlates to student success
- Transfer rates
- IPEDS graduation Rates

Goals for 2009-10

Maintain current success rates, graduation rates, and retention rates.

Plans to help Achieve Goals

Collect and analyze additional data.

Staff Worksheets

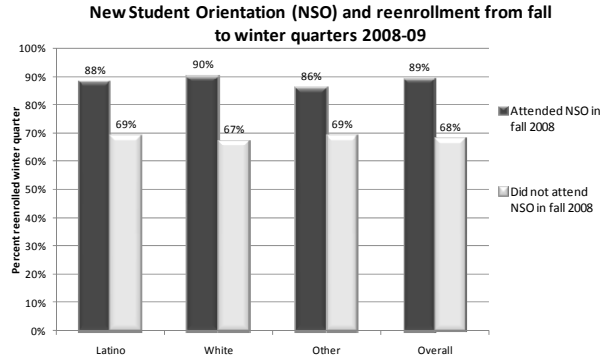
Outcomes Workbook 2009

The third and final report to the BBCC Board of Trustees, **Outcomes – 2009**, provides data and the interpretation thereof to support our progress toward meeting the goals of the 2009-14 AMP and new goals we propose to set for next year. The purpose of the Cabinet workbook exercise was to document staff interpretation of data collected in support of the AMP outcomes and to determine if we met the goal(s) of each. Through this process, we also set benchmarks, created goals for future improvement, and plans for achieving those goals.

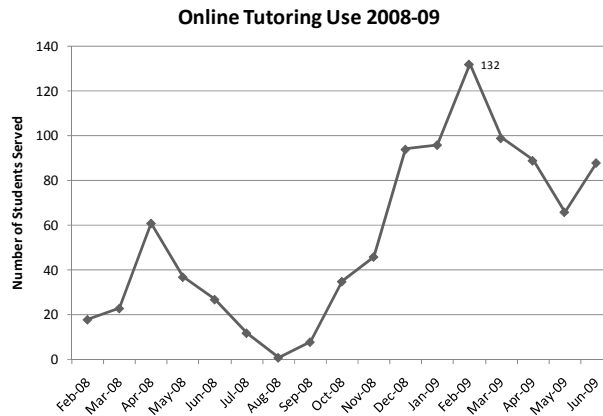
A summary of results will be provided to the board of trustees in the **Outcomes – 2009** report.

Outcome A.1. An increase in the use of college resources

- An increase in enrollment in 2008-09 (see Outcome A.2., p. 56) would suggest an increase in the use of college resources.
- 61 fewer students attended New Student Orientation (NSO) for fall quarter 2008 (n=207) vs. fall quarter 2007 (n=268). For both groups, 98% of students who attended NSO attended BBCC that same quarter.
- Last year, students who attended NSO reenrolled from fall to winter quarter more than students who did not attend NSO—89% vs. 68%, respectively (see chart below).

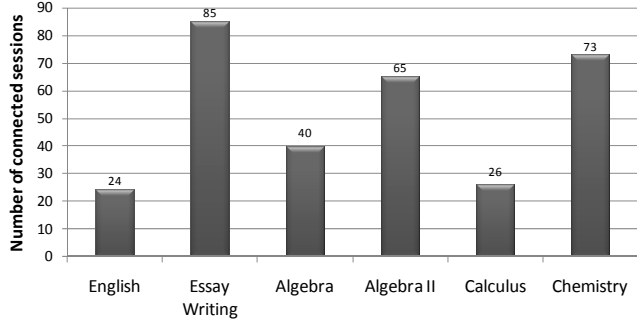


- Online tutoring use has increased over the past year, with a peak of 132 students in February 2009:



- Winter quarter 2009 saw the most use of online tutoring. The subject with the most connected sessions was Essay Writing, although overall, math subjects (combined) had the most connected sessions. The number of sessions by subject are shown below:

Subject and Number of Connected Sessions in Winter Quarter 2009



- The Library door count increased 4% from 2007-08 to 2008-09, reaching the highest number (186,542) through the door in six years. Please refer to Appendix A for more information on Library Use.

1. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 5 10 15 20 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

2. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

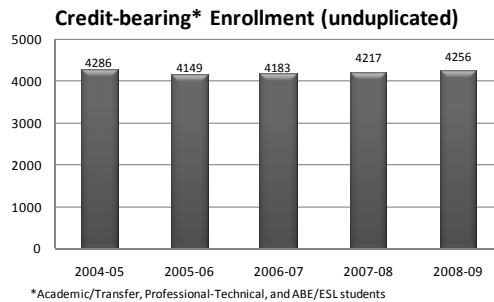
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

3. PLAN FOR NEXT YEAR (YOUR RECOMMENDATION BASED ON THE DATA):

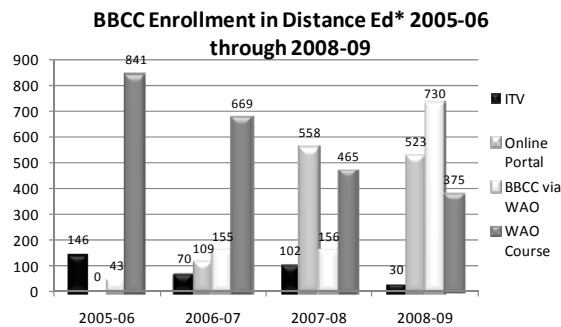
4. WHAT GOAL WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS OUTCOME? PLEASE EXPLAIN.

Outcome A.2. An increase in the total number of students/clients enrolled throughout the college district for educational planning and/or instructional activities

- Unduplicated credit-bearing enrollment (Academic/Transfer, Professional-Technical, and ABE/ESL students) has increased slightly over the past three years, growing from 4,183 students in 2006-07 to 4,256 in 2008-09.



- Enrollment in distance education classes increased 29% from 2007-08 to 2008-09. Due to an increase in classes delivered via WAO and a decrease in ITV and Portal delivery methods, enrollment in BBCC courses offered through WAO has increased significantly from last year (see chart below).



- There has been a slight increase in the overall Hispanic student population over the past three years, due to increases in the numbers of Hispanic Academic/Transfer and Professional-Technical students.
- Appendices B and C provide student characteristics by intent and program, respectively, and include details about sex/gender, full- and part-time status, age, employment, etc.

1. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 ||| 5 ||| 10 ||| 15 ||| 20 ||| 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

2. DOES THE DATA SUGGEST ANY NEEDED CHANGES IN ENROLLMENT OF STUDENTS BY *INTENT* (ACADEMIC, PROF-TECH, ABE, ETC.)? YES NO

WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

3. DOES THE DATA SUGGEST ANY NEEDED CHANGES IN SPECIFIC *PROGRAMS*? YES NO

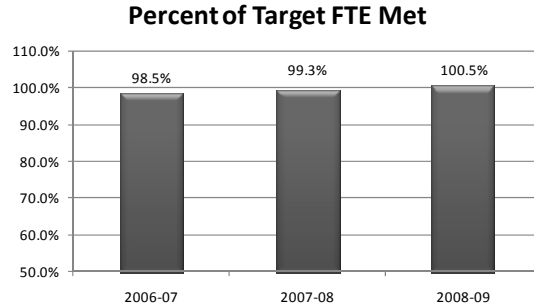
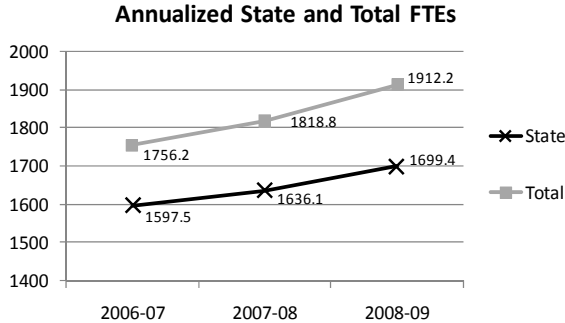
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

4. USING THE OVERALL ENROLLMENT NUMBER FROM THIS YEAR (4,256 CREDIT-BEARING STUDENTS) AS A BENCHMARK, WHAT GOAL(S) WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS A.2. OUTCOME? PLEASE EXPLAIN.

5. WHERE SHOULD WE FOCUS ON IMPROVING ENROLLMENT? SUGGESTED PLANS FOR NEXT YEAR (YOUR RECOMMENDATIONS BASED ON THE DATA):

Outcome A.3. An increase in student/client revenues and state-funded FTEs

- Over the past three years, we have continually increased our percent of target FTE met, actually reaching just beyond the state’s target in 2008-09 (see chart below on right).



1. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 ||| 5 ||| 10 ||| 15 ||| 20 ||| 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

2. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

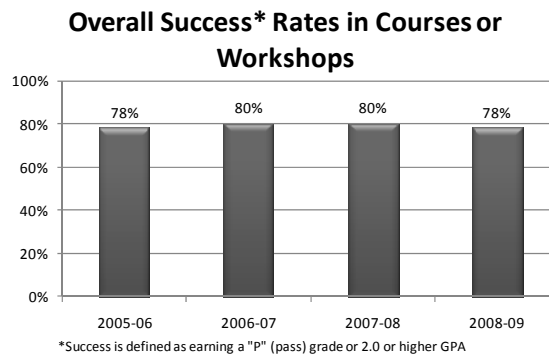
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

3. PLAN FOR NEXT YEAR (YOUR RECOMMENDATION BASED ON THE DATA):

4. WHAT GOAL WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS OUTCOME? PLEASE EXPLAIN.

Outcome B.1. Students complete courses or workshops with a grade of passing or 2.0 GPA or better

- The following chart displays the overall *yearly* success rates for all students in all courses (*excluding: GED prep courses and ESL courses*) in each of the years shown. When all four years are combined to determine a benchmark success rate from which to improve, there is a **79%** overall success rate at BBCC.



- Appendices D, E, F and G provide success rates of all courses in 2005-06, 2006-07, 2007-08 and 2008-09, respectively.

1. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0	5	10	15	20	25
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PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

2. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

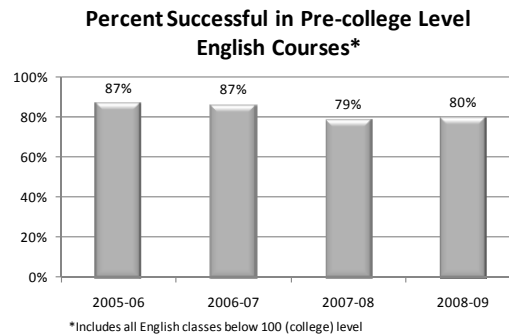
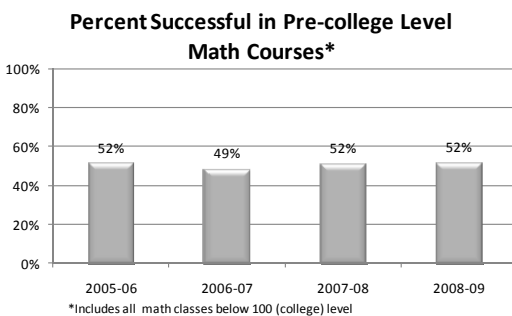
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

When analyzed by division (first bullet below), we see that success rates in the Aviation division have decreased over the past four years. Success rates in Industrial Technologies decreased over the first three years, but increased slightly in 2008-09. Success rates in the Social Sciences division have increased over this time. When we separate pre-college level math success rates from the Math/Science division, it is clear that Math/Science is maintaining success rates around 72%, but pre-college math continues to show low success rates (approximately 49%). Success rates in pre-college math (below 100 level) and English (also below 100 level) have been included here (second bullet below).

- Success rates by division in the years indicated:

Student Success Rates by Division				
Division	2005-06	2006-07	2007-08	2008-09
Allied Health	88%	89%	89%	88%
Aviation	90%	82%	79%	75%
Business	79%	85%	86%	79%
Developmental	83%	84%	79%	81%
Humanities	82%	79%	80%	79%
Industrial Technology	85%	82%	76%	78%
Math/Science	71%	73%	72%	72%
Pre-college Level Math	50%	46%	49%	50%
Social Science	73%	77%	79%	79%
Overall	78%	80%	80%	78%

- Success rates in pre-college math and pre-college English:



3. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME FOR EACH DIVISION? PLEASE MARK YOUR OPINION ON THE SCALES BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

Allied Health	0 5 10 15 20 25
Aviation	0 5 10 15 20 25
Business	0 5 10 15 20 25
Developmental	0 5 10 15 20 25
Humanities	0 5 10 15 20 25
Industrial Technology	0 5 10 15 20 25

Math/Science

0	5	10	15	20	25
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Pre-college Level Math

0	5	10	15	20	25
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Social Science

0	5	10	15	20	25
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PLEASE EXPLAIN YOUR RATINGS, BASED ON YOUR INTERPRETATION OF THE DATA:

4. DOES THE DATA SUGGEST ANY NEEDED CHANGES IN SPECIFIC DIVISIONS? YES NO
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

5. USING THE OVERALL SUCCESS RATE OF 79% AS A BENCHMARK, WHAT GOAL(S) WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS B.1. OUTCOME? PLEASE EXPLAIN.

6. WHERE SHOULD WE FOCUS ON IMPROVING STUDENT SUCCESS? SUGGESTED PLANS FOR NEXT YEAR (YOUR RECOMMENDATIONS BASED ON THE DATA):

Outcome B.2 Students establish educational plans

- In 2008-09, 4,256 credit bearing students enrolled at BBCC.
- Approximately 1,200 (28%) of these credit-bearing students worked with their advisors to develop educational plans this year.
- Since educational plans help provide the structure and guidance students need to successfully reach their goals, we would like to increase the number of students who work with advisors to develop these plans.
 - As stated on page 2 of the Programs—2009 report, we would like to increase this from the current 28% to 80% of credit-bearing students (approximately 3,400) in 2009-10.

HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 5 10 15 20 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

PLAN FOR NEXT YEAR (YOUR RECOMMENDATION BASED ON THE DATA):

WHAT GOAL WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS OUTCOME? PLEASE EXPLAIN.

Outcome B.3. Students continue to complete goals according to their educational plan

RETENTION (Please refer to page 71 for retention cohort definitions.)

Year to year retention of new students who had accumulated 15 credits at BBCC:

- There was a slight decrease in retention of new students in 2006-07 (any quarter) to 2007-08 (any quarter). Seventy-seven percent (77%) of new students in 2006-07 were retained to the following year; 76% of new students in 2007-08 were retained to 2008-09.
- Year to year Hispanic female retention remained similar from 2006 to 2009, with over 80% retaining from one year to the next over this time period. Hispanic male retention also remained the same over this time, but was slightly lower than their female counterparts (77%).
- Year to year retention of white males in Academic/Transfer dropped from 84% retention from 2006-07 to 2007-08 to 66% from 2007-08 to 2008-09. Retention of white females in this group increased from 81% to 90% in the same time frame.
- Appendix H contains year to year retention data of all students, Academic/Transfer students, and Professional-Technical students; these groups consist of new students who had accumulated 15 credits at BBCC.
- Year to year retention of new students who had accumulated any number of credits and took a developmental math or English course during their first year at BBCC was 67% from 2006-07 to 2007-08 and dropped to 62% from 2007-08 to 2008-09.
- Retention of Hispanic females within this group dropped from 66% to 56% during this time.
- Appendix J contains year to year retention data of new students who accumulated any number of credits at BBCC, but who had taken a developmental math or English course during their first year at the college.

Quarter to quarter retention of fall new students who had accumulated 15 credits at BBCC:

- In 2008-09, the Hispanic female fall to spring retention rate was 97%, although there are a very small number of students in this group. The retention of white females over this same timeframe was 92%.
- In this same time period, the retention of males was lower than that of females (84% for Hispanic males and 86% for white males).
- Appendix I contains quarter to quarter retention data of all students, Academic/Transfer student, and Professional-Technical students; these groups consist of new students in fall quarter who accumulated 15 credits at BBCC during their first year.
- Quarter to quarter retention of fall new students who took developmental courses (earning any number of credits during their first year) ranges from 75% to 77% (fall to spring retention) over the past three years.
- Hispanic female retention from fall 2008 to spring 2009 was 77%; Hispanic male retention during this same time was 80%; white male retention was lowest at 71% for the same timeframe.
- Appendix K contains quarter to quarter retention data of new fall students who accumulated any number of credits at BBCC and who had taken a developmental math or English course during their first fall quarter.

1. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME IN REGARDS TO RETENTION? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 5 10 15 20 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

2. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

BASIC SKILLS ACHIEVEMENTS

- Basic skills performance is generally assessed by a number of measures:
 - Percent of students who pre- and post-test using standardized assessment (indirect measure of retention since students must stay enrolled a certain amount of time to take the post-test)
 - Of those who test, the percent who achieve a level gain
 - Number/percent of students who achieve the goal of GED completion
 - Number/percent of those students who achieve the goal of continuing to post secondary education
- The following charts show improvements in all of these measures from 2006-07 to 2007-08 (2008-09 data is not yet reported) and it is expected that this trend will be evidenced in 2008-09 as well:

ADULT BASIC SKILLS ACHIEVEMENTS

2006 - 2007

CASAS TESTING			
Number Pre-Tested	Number Post-Tested	Percent Post-Tested	Percent Completed Level
1032	526	51%	56%

2007 - 2008

CASAS TESTING			
Number Pre-Tested	Number Post-Tested	Percent Post-Tested	Percent Completed Level
1086	598	55%	64%

GOAL COMPLETIONS

Number with "GED or HS Diploma" Goal	Number Completed "GED or HS Diploma" Goal	Percent Completed "GED or HS Diploma" Goal	Number with "Post Secondary Education" Goal	Number Completed "Post-Secondary Education" Goal	Percent Completed "Post-Secondary Education" Goal
126	68	54%	64	59	92%

GOAL COMPLETIONS

Number with "GED or HS Diploma" Goal	Number Completed "GED or HS Diploma" Goal	Percent Completed "GED or HS Diploma" Goal	Number with "Post Secondary Education" Goal	Number Completed "Post-Secondary Education" Goal	Percent Completed "Post-Secondary Education" Goal
176	86	49%	104	100	96%

3. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME IN REGARDS TO BASIC SKILLS ACHIEVEMENTS? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 5 10 15 20 25

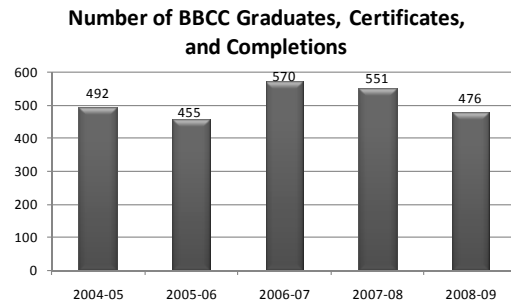
PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

4. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

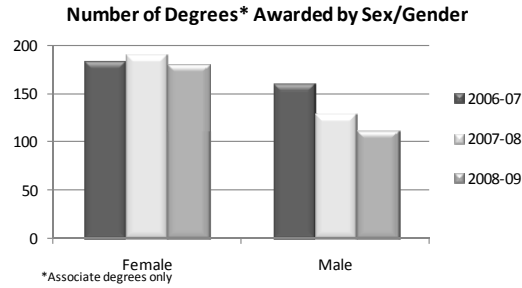
WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

DEGREES, CERTIFICATES, COMPLETIONS

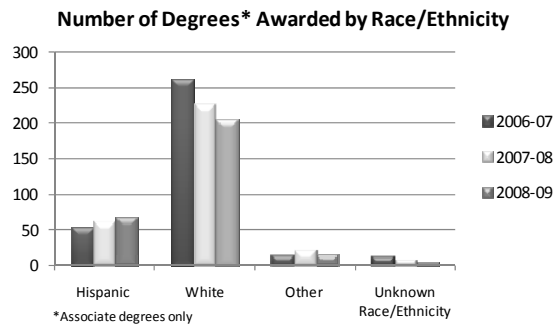
- In 2008-09, 476 total degrees, certificates, and completions were awarded.



- Of these, 296 degrees (Associate degrees only) were awarded in 2008-09, 22 fewer than were awarded in 2007-08.
 - 75 of these were Professional-Technical degrees
 - 221 were Academic degrees
- Appendix L breaks this data down into degrees by program, Certificates of Achievement and Certificates of Accomplishment, and short-term training completions.
- Males have been earning fewer degrees over the past three years (a 30% decrease in number awarded to males from 2007 to 2009). Specifically, white males earned 33% fewer degrees and Hispanic males earned 23% fewer degrees in this time period.



- Overall, Hispanic students earning degrees has increased 25% over the past three years. Although the number of degrees earned by Hispanic males has decreased, the number of degrees earned by Hispanic females has increased 70% in this time—the largest increase in any group described here.



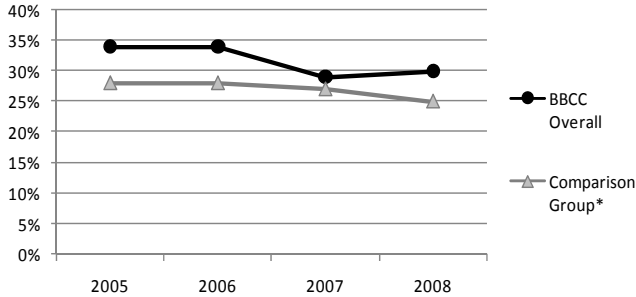
- Appendix M shows degrees, certificates, and short-term training completions broken down by race/ethnicity and sex/gender from 2006-07 to 2008-09.

IPEDS Comparison of Graduation Rates

- The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions in the United States and other jurisdictions, such as Puerto Rico, whose primary purpose is to provide postsecondary education. Each year yearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through College Navigator, to aid in the college search process.

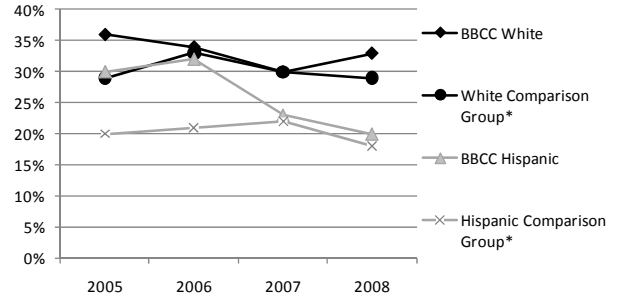
- The tables below show IPEDS graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion. The table on the left shows graduation rates overall, whereas the table on the right shows graduation rates of white and Hispanic students.

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion



*Comparison groups consist of public-serving, medium institutions in the far West. Comparison groups vary year to year.

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion, by race/ethnicity



*Comparison groups consist of students from public-serving, medium institutions in the far West. Comparison groups vary year to year.

- In addition to completing a certificate or degree, another measure of students reaching their goals is the Estimated Employment Rate and pre- and post-training earnings data. BCC's Estimated Employment Rate decreased 3% from 2005-06 (87%) to 2006-07 (84%). This is the most recent data available; details can be found in Appendix N. Pre- and post-training earnings information can be found in Appendix O.

5. HOW EFFECTIVELY ARE WE MEETING THE DIRECTIVE OF THE OUTCOME IN REGARDS TO GRADUATES AND COMPLETERS? PLEASE MARK YOUR OPINION ON THE SCALE BELOW (0 = NOT EFFECTIVELY MEETING OUTCOME; 25 = VERY EFFECTIVELY MEETING OUTCOME).

0 ||| 5 ||| 10 ||| 15 ||| 20 ||| 25

PLEASE EXPLAIN YOUR RATING, BASED ON YOUR INTERPRETATION OF THE DATA:

6. DOES THE DATA SUGGEST ANY NEEDED CHANGES? YES NO

WHAT ARE THE NEEDED CHANGES? PLEASE CITE THE DATA THAT EXPLAINS YOUR RESPONSE.

7. PLAN FOR NEXT YEAR (YOUR RECOMMENDATION BASED ON THE DATA):

8. WHAT GOAL WOULD YOU RECOMMEND SETTING NEXT YEAR FOR THIS OUTCOME? PLEASE EXPLAIN.

Retention

Retention is an important component of student success. Students must successfully complete courses and also continue their enrollment from quarter to quarter and year to year to attain their educational goals.

The tables in Appendices H, I, J, and K show student retention. Retention is divided into two sections. The following table outlines the retention information. In addition to year-to-year retention data, we've included quarter-to-quarter retention data to capture those students who plan to drop out for a quarter or two as they pursue their educational goals.

New Students in Fall Quarter and enrollment in following quarters	New Students beginning in an Academic Year (any quarter) and their enrollment in the following year (any quarter)
New students in fall 2006, 2007 or 2008	New students in 2006-07 or 2007-08
Student enrollment in the following winter, spring and fall	Student enrollment in 2007-08 and 2008-09 respectively
Divided into 1) All Students (Academic and Prof-Tech) 2) Academic 3) Professional-Technical 4) Students who were enrolled in Pre-College courses during their first fall	Divided into 1) All Students (Academic and Prof-Tech) 2) Academic 3) Professional-Technical 4) Students who were enrolled in Pre-College courses during their first year
Sorted by Gender, Age Group and Full- or Part-time Status	Sorted by Gender, Age Group and Full- or Part-time Status
Sorted by Hispanic or White Race/Ethnicity, Gender, and Full- or Part-time Status	Sorted by Hispanic or White Race/Ethnicity, Gender, and Full- or Part-time Status

Students are only included in the cohort if they complete at least 15 credits. This allows BBCC to examine enrollment of the students who clearly are trying to gain credits and leaves out the student who takes a class or two before they transfer to another college. ***The exception is the students who were enrolled in pre-college courses when they started. Any new student who took a pre-college course—regardless of the number of credits earned—is included.***

Appendix A

Library Use Data

BBCC Library Use: Six-year Trends

	2003-04	2004-05 ^a	2005-06	2006-07	2007-08	2008-09
Door Count	106,619	172,505	170,054	167,868	179,608	186,542
Points of Service	9,876 (950) ^b	11,095 (672) ^b	11,100 (444) ^b	7,959 (382) ^b	8,716 (253) ^b	8,492 (177) ^b
Circulation	10,081	11,903	10,380	9,999	8,752	8,661
Proctored Tests	60	68	158	131	82	355
Library Classes	51	46	43	42	26	40
Class Attendance	1,047	979	879	854	566	924
Multipurpose Room 1801	N/A	15 ^c 49 ^d	21 ^c 26 ^d	17 ^c 25 ^d	16 ^c 26 ^d	18 ^c 35 ^d
Computer Lab 1802	14 ^c 155 ^d	15 ^c 321 ^d	3 ^c 264 ^d	3 ^c 285 ^d	1 ^c 246 ^d	1 ^c 277 ^d
Study Rooms ^e	N/A	Not Tracked	29	19	14	34

^a moved to new facility after fall quarter

^b reserve item requests (drop in numbers is likely the result of instructors changing the way they use reserves to an extra credit activity rather than required use)

^c BBCC courses taught in that room

^d single day class visits, BBCC events (such as orientation), or non-BBCC bookings

^e non-standard use of study rooms for various events, such as interviews for the Job Fair, etc.

Appendix B

Student Characteristics by Intent

**Big Bend Community College
Student Characteristics Summary***

AGE		06-07	%	07-08	%	08-09	%
Under 20		1023	19.47%	1088	20.72%	702	13.80%
20-24		1367	26.01%	1397	26.60%	1492	29.34%
Over 24		2865	54.52%	2767	52.68%	2892	56.86%
TOTAL		5255	100.00%	5252	100.00%	5086	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		2898	58.20%	2976	59.05%	2932	57.38%
Male		2081	41.80%	2064	40.95%	2178	42.62%
TOTAL		4979	100.00%	5040	100.00%	5110	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		798	53.38%	607	57.54%	525	54.12%
Full-time		697	46.62%	448	42.46%	445	45.88%
TOTAL		1495	100.00%	1055	100.00%	970	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		64	1.40%	78	1.70%	61	1.30%
African American		50	1.09%	56	1.22%	55	1.17%
Alaskan Native/Native American/American Indian		75	1.64%	75	1.63%	100	2.13%
Hispanic		1760	38.45%	1918	41.80%	1936	41.19%
White/Caucasian		2603	56.87%	2431	52.99%	2517	53.55%
Other race (also Intn'l)		25	0.55%	30	0.65%	31	0.66%
TOTAL		4577	100.00%	4588	100.00%	4700	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
Part-time			40.45%		37.77%		38.63%
Full-time			59.55%		62.23%		61.37%
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
Yes		1511	79.15%	1647	80.70%	1778	80.42%
No		398	20.85%	394	19.30%	433	19.58%
TOTAL		1909	100.00%	2041	100.00%	2211	100.00%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source

Big Bend Community College
 Student Characteristics Summary*
 Academic (Transfer or Non-Transfer Degrees)

AGE		06-07	%	07-08	%	08-09	%
	Under 20	630	31.42%	733	35.50%	442	23.30%
	20-24	735	36.66%	756	36.61%	810	42.70%
	Over 24	640	31.92%	576	27.89%	645	34.00%
TOTAL		2005	100.00%	2065	100.00%	1897	100.00%

GENDER		06-07	%	07-08	%	08-09	%
	Female	1118	62.01%	1139	61.17%	1150	60.53%
	Male	685	37.99%	723	38.83%	750	39.47%
TOTAL		1803	100.00%	1862	100.00%	1900	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
	Part-time	524	71.78%	353	75.91%	320	72.89%
	Full-time	206	28.22%	112	24.09%	119	27.11%
TOTAL		730	100.00%	465	100.00%	439	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
	Asian/Pacific Islander	32	1.83%	32	1.77%	36	1.96%
	African American	29	1.65%	32	1.77%	24	1.31%
	Alaskan Native/Native American/American Indian	37	2.11%	32	1.77%	42	2.29%
	Hispanic	416	23.73%	528	29.17%	494	26.91%
	White/Caucasian	1224	69.82%	1170	64.64%	1225	66.72%
	Other race (also Int'l)	15	0.86%	16	0.88%	15	0.82%
TOTAL		1753	100.00%	1810	100.00%	1836	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
	Part-time		45.05%		45.06%		44.73%
	Full-time		54.95%		54.94%		55.27%
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
	Yes	897	76.93%	990	79.07%	1076	78.31%
	No	269	23.07%	262	20.93%	298	21.69%
TOTAL		1166	100.00%	1252	100.00%	1374	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Intent Codes: A, B

Big Bend Community College
 Student Characteristics Summary*
 Students in Pre-college Math or English Course

AGE		06-07	%	07-08	%	08-09	%
	Under 20	293	29.54%	356	34.03%	170	22.31%
	20-24	363	36.59%	397	37.95%	360	47.24%
	Over 24	336	33.87%	293	28.01%	232	30.45%
TOTAL		992	100.00%	1046	100.00%	762	100.00%

GENDER		06-07	%	07-08	%	08-09	%
	Female	579	62.53%	570	59.56%	464	60.89%
	Male	347	37.47%	387	40.44%	298	39.11%
TOTAL		926	100.00%	957	100.00%	762	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
	Part-time	225	68.81%	219	79.35%	161	78.92%
	Full-time	102	31.19%	57	20.65%	43	21.08%
TOTAL		327	100.00%	276	100.00%	204	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
	Asian/Pacific Islander	18	1.97%	13	1.38%	16	2.13%
	African American	12	1.32%	19	2.02%	18	2.40%
	Alaskan Native/Native American/American Indian	24	2.63%	28	2.98%	20	2.67%
	Hispanic	273	29.93%	272	28.94%	213	28.40%
	White/Caucasian	575	63.05%	600	63.83%	478	63.73%
	Other race (also Intr'l)	10	1.10%	8	0.85%	5	0.67%
TOTAL		912	100.00%	940	100.00%	750	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
	Part-time		28.78%		25.60%		22.26%
	Full-time		71.22%		74.40%		77.74%
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
	Yes	553	82.17%	634	83.09%	498	80.84%
	No	120	17.83%	129	16.91%	118	19.16%
TOTAL		673	100.00%	763	100.00%	616	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

77% of these students had an academic intent, 23% had a professional-technical intent

Big Bend Community College
 Student Characteristics Summary*
Professional/Technical Programs

AGE		06-07	%	07-08	%	08-09	%
Under 20		137	11.82%	169	12.97%	94	6.86%
20-24		347	29.94%	385	29.55%	448	32.68%
Over 24		675	58.24%	749	57.48%	829	60.47%
TOTAL		1159	100.00%	1303	100.00%	1371	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		602	55.90%	678	56.36%	758	55.41%
Male		475	44.10%	525	43.64%	610	44.59%
TOTAL		1077	100.00%	1203	100.00%	1368	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		207	60.35%	179	64.16%	183	70.93%
Full-time		136	39.65%	100	35.84%	75	29.07%
TOTAL		343	100.00%	279	100.00%	258	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Pacific Islander		14	1.34%	22	1.88%	17	1.29%
African American		10	0.96%	13	1.11%	21	1.59%
Alaskan Native/Native American/American India		17	1.63%	19	1.62%	31	2.34%
Hispanic		308	29.45%	361	30.85%	419	31.69%
White/Caucasian		693	66.25%	752	64.27%	830	62.78%
Other race (also Intn'l)		4	0.38%	3	0.26%	4	0.30%
TOTAL		1046	100.00%	1170	100.00%	1322	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
Part-time			44.07%		44.84%		44.61%
Full-time			55.93%		55.16%		55.39%
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
Yes		528	82.50%	539	80.45%	739	83.41%
No		112	17.50%	131	19.55%	147	16.59%
TOTAL		640	100.00%	670	100.00%	886	100.00%

Data Note: This reports those students who answered the above questions
 *All Students Regardless of Funding Source
 Intent Codes: F, G

Big Bend Community College
Student Characteristics Summary*

Adult Basic Education and English as a Second Language

AGE		06-07	%	07-08	%	08-09	%
Under 20		123	9.56%	154	12.11%	135	10.15%
20-24		233	18.12%	228	17.92%	241	18.12%
Over 24		930	72.32%	890	69.97%	954	71.73%
TOTAL		1286	100.00%	1272	100.00%	1330	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		734	58.21%	752	59.82%	731	54.92%
Male		527	41.79%	505	40.18%	600	45.08%
TOTAL		1261	100.00%	1257	100.00%	1331	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		51	17.96%	61	25.52%	30	11.58%
Full-time		233	82.04%	178	74.48%	229	88.42%
TOTAL		284	100.00%	239	100.00%	259	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Pacific Islander		10	0.83%	22	1.83%	9	0.70%
African American		7	0.58%	10	0.83%	11	0.86%
Alaskan Native/Native American/American India		17	1.41%	21	1.75%	22	1.71%
Hispanic		904	75.15%	921	76.81%	977	76.03%
White/Caucasian		263	21.86%	220	18.35%	258	20.08%
Other race (also Intn'l)		2	0.17%	5	0.42%	8	0.62%
TOTAL		1203	100.00%	1199	100.00%	1285	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
Part-time			93.87%		93.91%		91.17%
Full-time			6.13%		6.09%		8.83%
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
Yes		63	91.30%	65	92.86%	44	89.80%
No		6	8.70%	5	7.14%	5	10.20%
TOTAL		69	100.00%	70	100.00%	49	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Intent Codes: D, E

Big Bend Community College
 Student Characteristics Summary*
Continuing Ed

AGE		06-07	%	07-08	%	08-09	%
	Under 20	75	20.66%	18	6.06%	25	8.06%
	20-24	25	6.89%	20	6.73%	28	9.03%
	Over 24	263	72.45%	259	87.21%	257	82.90%
TOTAL		363	100.00%	297	100.00%	310	100.00%

GENDER		06-07	%	07-08	%	08-09	%
	Female	209	52.38%	223	57.18%	175	55.38%
	Male	190	47.62%	167	42.82%	141	44.62%
TOTAL		399	100.00%	390	100.00%	316	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
	Part-time	2	28.57%	3	50.00%	2	100.00%
	Full-time	5	71.43%	3	50.00%		0.00%
TOTAL		7	100.00%	6	100.00%	2	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
	Asian/Pacific Islander	5	2.09%	5	2.49%		
	African American	5	2.09%	5	2.49%		
	Alaskan Native/Native American/American India	4	1.67%	1	0.50%	7	4.12%
	Hispanic	36	15.06%	26	12.94%	13	7.65%
	White/Caucasian	184	76.99%	159	79.10%	148	87.06%
	Other race (also Intn'l)	5	2.09%	5	2.49%	2	1.18%
TOTAL		239	100.00%	201	100.00%	170	100.00%

STUDENT ENROLLMENT		06-07	%	07-08	%	08-09	%
	Part-time		100.00%		100.00%		100.00%
	Full-time						
TOTAL			100.00%		100.00%		100.00%

FIRST GENERATION STATUS		06-07	%	07-08	%	08-09	%
	Yes	21	84.00%	20	83.33%	14	87.50%
	No	4	16.00%	4	16.67%	2	12.50%
TOTAL		25	100.00%	24	100.00%	16	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Intent Code: L

Appendix C

Student Characteristics by Program

**Big Bend Community College
Student* Characteristics by Program:**

Accounting Technician

AGE		06-07	%	07-08	%	08-09	%
Under 20		1	2.08%	4	13.33%	1	3.45%
20-24		11	22.92%	10	33.33%	7	24.14%
Over 24		36	75.00%	16	53.33%	21	72.41%
TOTAL		48	100.00%	30	100.00%	29	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		40	81.63%	25	83.33%	21	72.41%
Male		9	18.37%	5	16.67%	8	27.59%
TOTAL		49	100.00%	30	100.00%	29	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		9	45.00%	7	53.85%	10	71.43%
Full-time		11	55.00%	6	46.15%	4	28.57%
TOTAL		20	100.00%	13	100.00%	14	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		0	0.00%	0	0.00%	0	0.00%
African American		0	0.00%	2	6.67%	0	0.00%
Alaskan Native/Native American/American Indian		1	2.22%	1	3.33%	1	3.45%
Hispanic		14	31.11%	9	30.00%	11	37.93%
White/Caucasian		30	66.67%	18	60.00%	17	58.62%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		45	100.00%	30	100.00%	29	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 520302

Program Code: 505

Big Bend Community College
Student* Characteristics by Program:

Automotive Technology

AGE		06-07	%	07-08	%	08-09	%
Under 20		15	34.88%	6	28.57%	4	14.81%
20-24		21	48.84%	7	33.33%	15	55.56%
Over 24		7	16.28%	8	38.10%	8	29.63%
TOTAL		43	100.00%	21	100.00%	27	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		3	6.98%	0	0.00%	1	3.70%
Male		40	93.02%	21	100.00%	26	96.30%
TOTAL		43	100.00%	21	100.00%	27	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		12	92.31%	7	70.00%	11	100.00%
Full-time		1	7.69%	3	30.00%	0	0.00%
TOTAL		13	100.00%	10	100.00%	11	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	2.38%	0	0.00%	0	0.00%
African American		2	4.76%	0	0.00%	0	0.00%
Alaskan Native/Native American/American India		0	0.00%	1	5.00%	1	3.85%
Hispanic		17	40.48%	5	25.00%	10	38.46%
White/Caucasian		22	52.38%	14	70.00%	15	57.69%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		42	100.00%	20	100.00%	26	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 470604

Program Code: 712

**Big Bend Community College
Student* Characteristics by Program:**

Aviation (Commercial Pilot)

AGE		06-07	%	07-08	%	08-09	%
Under 20		20	28.99%	20	52.63%	5	9.80%
20-24		40	57.97%	8	21.05%	37	72.55%
Over 24		9	13.04%	10	26.32%	9	17.65%
TOTAL		69	100.00%	38	100.00%	51	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		5	7.25%	5	13.16%	3	5.88%
Male		64	92.75%	33	86.84%	48	94.12%
TOTAL		69	100.00%	38	100.00%	51	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		18	85.71%	13	100.00%	16	88.89%
Full-time		3	14.29%	0	0.00%	2	11.11%
TOTAL		21	100.00%	13	100.00%	18	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		0	0.00%	1	2.86%	2	3.92%
African American		1	1.52%	1	2.86%	0	0.00%
Alaskan Native/Native American/American Indian		0	0.00%	2	5.71%	2	3.92%
Hispanic		4	6.06%	2	5.71%	4	7.84%
White/Caucasian		61	92.42%	29	82.86%	42	82.35%
Other race (also Intn'l)		0	0.00%	0	0.00%	1	1.96%
TOTAL		66	100.00%	35	100.00%	51	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 490102

Program Code: 672

Big Bend Community College
Student* Characteristics by Program:

Aviation Maintenance Technology

AGE		06-07	%	07-08	%	08-09	%
Under 20		11	37.93%	6	37.50%	2	14.29%
20-24		6	20.69%	7	43.75%	3	21.43%
Over 24		12	41.38%	3	18.75%	9	64.29%
TOTAL		29	100.00%	16	100.00%	14	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		1	3.45%	0	0.00%	0	0.00%
Male		28	96.55%	16	100.00%	14	100.00%
TOTAL		29	100.00%	16	100.00%	14	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		9	75.00%	3	75.00%	3	100.00%
Full-time		3	25.00%	1	25.00%	0	0.00%
TOTAL		12	100.00%	4	100.00%	3	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		0	0.00%	0	0.00%	0	0.00%
African American		1	3.57%	0	0.00%	1	8.33%
Alaskan Native/Native American/American Indian		1	3.57%	1	6.25%	0	0.00%
Hispanic		5	17.86%	2	12.50%	3	25.00%
White/Caucasian		21	75.00%	13	81.25%	8	66.67%
Other race (also Int'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		28	100.00%	16	100.00%	12	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 470687

Program Code: 718

Big Bend Community College
Student* Characteristics by Program:

Commercial Driver's License

AGE		06-07	%	07-08	%	08-09	%
Under 20		1	2.00%	2	3.57%	0	0.00%
20-24		6	12.00%	3	5.36%	9	15.79%
Over 24		43	86.00%	51	91.07%	48	84.21%
TOTAL		50	100.00%	56	100.00%	57	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		4	8.00%	8	14.04%	6	10.34%
Male		46	92.00%	49	85.96%	52	89.66%
TOTAL		50	100.00%	57	100.00%	58	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		1	7.69%	4	66.67%	4	80.00%
Full-time		12	92.31%	2	33.33%	1	20.00%
TOTAL		13	100.00%	6	100.00%	5	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	2.38%	1	1.85%	0	0.00%
African American		0	0.00%	0	0.00%	0	0.00%
Alaskan Native/Native American/American India		0	0.00%	1	1.85%	0	0.00%
Hispanic		21	50.00%	19	35.19%	24	48.00%
White/Caucasian		20	47.62%	33	61.11%	26	52.00%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		42	100.00%	54	100.00%	50	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 490205

Program Code: 715

**Big Bend Community College
Student* Characteristics by Program:**

Child and Family Education

AGE		06-07	%	07-08	%	08-09	%
Under 20		7	4.58%	20	18.52%	6	6.19%
20-24		13	8.50%	15	13.89%	6	6.19%
Over 24		133	86.93%	73	67.59%	85	87.63%
TOTAL		153	100.00%	108	100.00%	97	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		146	95.42%	99	91.67%	92	95.83%
Male		7	4.58%	9	8.33%	4	4.17%
TOTAL		153	100.00%	108	100.00%	96	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		17	25.76%	17	41.46%	13	52.00%
Full-time		49	74.24%	24	58.54%	12	48.00%
TOTAL		66	100.00%	41	100.00%	25	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	0.70%	1	0.97%	1	1.08%
African American		1	0.70%	0	0.00%	0	0.00%
Alaskan Native/Native American/American Indian		0	0.00%	1	0.97%	0	0.00%
Hispanic		78	54.55%	71	68.93%	75	80.65%
White/Caucasian		63	44.06%	29	28.16%	16	17.20%
Other race (also Intn'l)		0	0.00%	1	0.97%	1	1.08%
TOTAL		143	100.00%	103	100.00%	93	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 131501

Program Code: 402, 839

Big Bend Community College
 Student* Characteristics by Program:
 Computing Systems/Microcomputer Specialist

AGE		06-07	%	07-08	%	08-09	%
Under 20		11	12.94%	6	18.18%	7	16.67%
20-24		20	23.53%	12	36.36%	14	33.33%
Over 24		54	63.53%	15	45.45%	21	50.00%
TOTAL		85	100.00%	33	100.00%	42	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		24	28.24%	9	27.27%	6	14.29%
Male		61	71.76%	24	72.73%	36	85.71%
TOTAL		85	100.00%	33	100.00%	42	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		16	55.17%	9	75.00%	7	63.64%
Full-time		13	44.83%	3	25.00%	4	36.36%
TOTAL		29	100.00%	12	100.00%	11	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		2	2.50%	0	0.00%	0	0.00%
African American		0	0.00%	1	3.33%	0	0.00%
Alaskan Native/Native American/American Indian		1	1.25%	0	0.00%	1	2.38%
Hispanic		14	17.50%	9	30.00%	10	23.81%
White/Caucasian		63	78.75%	20	66.67%	31	73.81%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		80	100.00%	30	100.00%	42	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 110201, 110203, 110401, 119901

Program Code: 515, 501, 509

**Big Bend Community College
Student* Characteristics by Program:**

Engineering/Drafting

AGE		06-07	%	07-08	%	08-09	%
Under 20		0	0.00%	0	0.00%	0	0.00%
20-24		0	0.00%	0	0.00%	0	0.00%
Over 24		3	100.00%	0	0.00%	0	0.00%
TOTAL		3	100.00%	0	0.00%	0	0.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		0	0.00%	0	0.00%	0	0.00%
Male		3	100.00%	0	0.00%	0	0.00%
TOTAL		3	100.00%	0	0.00%	0	0.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		0	0.00%	0	0.00%	0	0.00%
Full-time		2	100.00%	0	0.00%	0	0.00%
TOTAL		2	100.00%	0	0.00%	0	0.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		0	0.00%	0	0.00%	0	0.00%
African American		0	0.00%	0	0.00%	0	0.00%
Alaskan Native/Native American/American India		0	0.00%	0	0.00%	0	0.00%
Hispanic		0	0.00%	0	0.00%	0	0.00%
White/Caucasian		3	100.00%	0	0.00%	0	0.00%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		3	100.00%	0	0.00%	0	0.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 150201, 151301, 480101

Program Code: 778

**Big Bend Community College
Student* Characteristics by Program:**

Industrial Electrical Technology

AGE		06-07	%	07-08	%	08-09	%
Under 20		5	11.63%	13	30.23%	4	9.52%
20-24		8	18.60%	7	16.28%	12	28.57%
Over 24		30	69.77%	23	53.49%	26	61.90%
TOTAL		43	100.00%	43	100.00%	42	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		2	4.65%	3	6.98%	1	2.38%
Male		41	95.35%	40	93.02%	41	97.62%
TOTAL		43	100.00%	43	100.00%	42	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		5	22.73%	12	57.14%	12	66.67%
Full-time		17	77.27%	9	42.86%	6	33.33%
TOTAL		22	100.00%	21	100.00%	18	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	2.56%	0	0.00%	0	0.00%
African American		0	0.00%	0	0.00%	0	0.00%
Alaskan Native/Native American/American Indian		0	0.00%	1	2.50%	3	7.50%
Hispanic		15	38.46%	18	45.00%	15	37.50%
White/Caucasian		22	56.41%	21	52.50%	22	55.00%
Other race (also Intn'l)		1	2.56%	0	0.00%	0	0.00%
TOTAL		39	100.00%	40	100.00%	40	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 460302

Program Code: 784

**Big Bend Community College
Student* Characteristics by Program:**

Maintenance Mechanics Technology

AGE		06-07	%	07-08	%	08-09	%
Under 20		8	11.27%	8	18.18%	5	12.82%
20-24		13	18.31%	7	15.91%	15	38.46%
Over 24		50	70.42%	29	65.91%	19	48.72%
TOTAL		71	100.00%	44	100.00%	39	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		6	8.57%	4	9.30%	1	2.50%
Male		64	91.43%	39	90.70%	39	97.50%
TOTAL		70	100.00%	43	100.00%	40	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		7	18.42%	7	28.00%	10	47.62%
Full-time		31	81.58%	18	72.00%	11	52.38%
TOTAL		38	100.00%	25	100.00%	21	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	1.64%	0	0.00%	1	2.70%
African American		0	0.00%	0	0.00%	1	2.70%
Alaskan Native/Native American/American Indian		0	0.00%	1	2.56%	1	2.70%
Hispanic		30	49.18%	14	35.90%	15	40.54%
White/Caucasian		30	49.18%	24	61.54%	19	51.35%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		61	100.00%	39	100.00%	37	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 470396

Program Code: 770

Big Bend Community College
Student* Characteristics by Program:

Medical Assistant

AGE		06-07	%	07-08	%	08-09	%
Under 20				5	8.20%	6	8.82%
20-24				17	27.87%	20	29.41%
Over 24				39	63.93%	42	61.76%
TOTAL				61	100.00%	68	100.00%
GENDER							
Female				54	88.52%	59	86.76%
Male				7	11.48%	9	13.24%
TOTAL				61	100.00%	68	100.00%
EMPLOYMENT							
Part-time				17	73.91%	15	68.18%
Full-time				6	26.09%	7	31.82%
TOTAL				23	100.00%	22	100.00%
ETHNICITY							
Asian/Native Hawaiian/Pacific Islander				2	3.39%	1	1.49%
African American				0	0.00%	2	2.99%
Alaskan Native/Native American/American India				3	5.08%	1	1.49%
Hispanic				19	32.20%	24	35.82%
White/Caucasian				34	57.63%	39	58.21%
Other race (also Intn'l)				1	1.69%	0	0.00%
TOTAL				59	100.00%	67	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 510801

Program Code: 381

Big Bend Community College
Student* Characteristics by Program:

Nursing Assistant

AGE (fall quarter)		06-07	%	07-08	%	08-09**	%
Under 20		10	32.26%	13	27.08%	12	34.29%
20-24		8	25.81%	13	27.08%	10	28.57%
Over 24		13	41.94%	22	45.83%	13	37.14%
TOTAL		31	100.00%	48	100.00%	35	100.00%
GENDER		06-07	%	07-08	%	08-09**	%
Female		49	90.74%	51	73.91%	45	91.84%
Male		5	9.26%	18	26.09%	4	8.16%
TOTAL		54	100.00%	69	100.00%	49	100.00%
EMPLOYMENT		06-07	%	07-08	%	08-09**	%
Part-time		22	73.33%	24	63.16%	9	60.00%
Full-time		8	26.67%	14	36.84%	6	40.00%
TOTAL		30	100.00%	38	100.00%	15	100.00%
ETHNICITY		06-07	%	07-08	%	08-09**	%
Asian/Native Hawaiian/Pacific Islander		1	1.85%	1	1.49%	1	2.22%
African American		1	1.85%	2	2.99%	0	0.00%
Alaskan Native/Native American/American Indian		2	3.70%	0	0.00%	0	0.00%
Hispanic		15	27.78%	12	17.91%	9	20.00%
White/Caucasian		32	59.26%	48	71.64%	33	73.33%
Other race (also Intn'l)		3	5.56%	4	5.97%	2	4.44%
TOTAL		54	100.00%	67	100.00%	45	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

**Data was pulled from Data Warehouse on 7/16/09. 2008-09 numbers do not include spring quarter 2009.

Cohort consists of students in NUR 100 in each academic year.

**Big Bend Community College
Student* Characteristics by Program:**

Nursing (Registered and Practical Nursing combined)

AGE (fall quarter)		06-07	%	07-08	%	08-09**	%
Under 20		1	1.72%	1	1.82%	0	0.00%
20-24		13	22.41%	17	30.91%	16	28.07%
Over 24		44	75.86%	37	67.27%	41	71.93%
TOTAL		58	100.00%	55	100.00%	57	100.00%
GENDER		06-07	%	07-08	%	08-09**	%
Female		51	83.61%	50	86.21%	50	86.21%
Male		10	16.39%	8	13.79%	8	13.79%
TOTAL		61	100.00%	58	100.00%	58	100.00%
EMPLOYMENT		06-07	%	07-08	%	08-09**	%
Part-time		21	70.00%	20	60.61%	23	62.16%
Full-time		9	30.00%	13	39.39%	14	37.84%
TOTAL		30	100.00%	33	100.00%	37	100.00%
ETHNICITY		06-07	%	07-08	%	08-09**	%
Asian/Native Hawaiian/Pacific Islander		3	4.92%	5	8.77%	3	5.36%
African American		0	0.00%	1	1.75%	1	1.79%
Alaskan Native/Native American/American India		1	1.64%	1	1.75%	1	1.79%
Hispanic		7	11.48%	8	14.04%	7	12.50%
White/Caucasian		49	80.33%	41	71.93%	43	76.79%
Other race (also Intn'l)		1	1.64%	1	1.75%	1	1.79%
TOTAL		61	100.00%	57	100.00%	56	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

**Data was pulled from Data Warehouse on 7/16/09. 2008-09 numbers do not include spring quarter 2009.

Cohort consists of students in NUR 110, 120, 130, 140, 210, 220, and 230 in each academic year.

**Big Bend Community College
Student* Characteristics by Program:**

Office Information Technology (including Business Medical Services)

AGE		06-07	%	07-08	%	08-09	%
Under 20		9	4.66%	11	9.73%	13	6.13%
20-24		28	14.51%	23	20.35%	48	22.64%
Over 24		156	80.83%	79	69.91%	151	71.23%
TOTAL		193	100.00%	113	100.00%	212	100.00%
GENDER		06-07	%	07-08	%	08-09	%
Female		170	88.54%	102	91.07%	185	87.26%
Male		22	11.46%	10	8.93%	27	12.74%
TOTAL		192	100.00%	112	100.00%	212	100.00%
EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		34	62.96%	24	77.42%	22	68.75%
Full-time		20	37.04%	7	22.58%	10	31.25%
TOTAL		54	100.00%	31	100.00%	32	100.00%
ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		2	1.06%	3	2.73%	4	1.97%
African American		1	0.53%	3	2.73%	6	2.96%
Alaskan Native/Native American/American Indian		4	2.13%	3	2.73%	7	3.45%
Hispanic		57	30.32%	36	32.73%	57	28.08%
White/Caucasian		124	65.96%	64	58.18%	129	63.55%
Other race (also Intn'l)		0	0.00%	1	0.91%	0	0.00%
TOTAL		188	100.00%	110	100.00%	203	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 520204, 510705

Program Code: 547, 567

Big Bend Community College
Student* Characteristics by Program:

Welding Technology

AGE		06-07	%	07-08	%	08-09	%
Under 20		19	16.38%	18	20.00%	11	13.58%
20-24		16	13.79%	13	14.44%	22	27.16%
Over 24		81	69.83%	59	65.56%	48	59.26%
TOTAL		116	100.00%	90	100.00%	81	100.00%

GENDER		06-07	%	07-08	%	08-09	%
Female		10	8.77%	8	9.09%	2	2.50%
Male		104	91.23%	80	90.91%	78	97.50%
TOTAL		114	100.00%	88	100.00%	80	100.00%

EMPLOYMENT		06-07	%	07-08	%	08-09	%
Part-time		11	26.19%	16	39.02%	16	51.61%
Full-time		31	73.81%	25	60.98%	15	48.39%
TOTAL		42	100.00%	41	100.00%	31	100.00%

ETHNICITY		06-07	%	07-08	%	08-09	%
Asian/Native Hawaiian/Pacific Islander		1	0.93%	1	1.18%	0	0.00%
African American		2	1.87%	0	0.00%	1	1.32%
Alaskan Native/Native American/American India		2	1.87%	2	2.35%	1	1.32%
Hispanic		34	31.78%	23	27.06%	25	32.89%
White/Caucasian		68	63.55%	59	69.41%	49	64.47%
Other race (also Intn'l)		0	0.00%	0	0.00%	0	0.00%
TOTAL		107	100.00%	85	100.00%	76	100.00%

Data Note: This reports those students who answered the above questions

*All Students Regardless of Funding Source

Program Cip Code: 480508

Program Code: 814

Appendix D

2005-06 Student Success Rates in all Courses

2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Allied Health	FAD	150	IND FIRST AID/CPR & BBP	18	35	143	196	73%
2005-06	Allied Health	FIR	090	AIR RESCUE/FIRE FIGHTING	0	0	21	21	100%
2005-06	Allied Health	FIR	091	AIR RESCUE/FIRE REFRESHR	0	0	16	16	100%
2005-06	Allied Health	FIR	093	ARFF - TRUCK OPERATIONS	0	0	10	10	100%
2005-06	Allied Health	FIR	095	ARFF OFFICER DEVELOPMENT	0	0	8	8	100%
2005-06	Allied Health	HED	110	DESCRIPTIVE ANAT/PHYS I	3	0	11	14	79%
2005-06	Allied Health	HED	111	DESCRIPTIVE ANAT/PHYS II	1	0	5	6	83%
2005-06	Allied Health	HED	112	MEDICAL SCIENCE I	1	0	4	5	80%
2005-06	Allied Health	HED	113	MEDICAL SCIENCE II	1	0	3	4	75%
2005-06	Allied Health	HED	116	TELEPHONE & COLLEC TECHN	1	0	5	6	83%
2005-06	Allied Health	HED	120	PHARMACOLOGY	1	4	31	36	86%
2005-06	Allied Health	NUR	100	NURSING ASSISTANT	7	0	29	36	81%
2005-06	Allied Health	NUR	105	NURSING SKILLS LAB	7	0	29	36	81%
2005-06	Allied Health	NUR	110	FUNDAMENTALS OF NURSING	1	1	27	29	93%
2005-06	Allied Health	NUR	111	PRACTICUM	1	1	27	29	93%
2005-06	Allied Health	NUR	116	NUTRITION	16	36	134	186	72%
2005-06	Allied Health	NUR	120	BEGIN NURSE CONCEPTS I	1	0	26	27	96%
2005-06	Allied Health	NUR	121	BEGIN NURSE PRACTICUM I	2	0	25	27	93%
2005-06	Allied Health	NUR	130	BEGIN NURSE CONCEPTS II	2	0	27	29	93%
2005-06	Allied Health	NUR	131	BEG NURSE PRACTICUM II	2	1	26	29	90%
2005-06	Allied Health	NUR	135	NURSING SKILLS LAB	1	0	27	28	96%
2005-06	Allied Health	NUR	136	NURSING SKILLS LAB	1	0	26	27	96%
2005-06	Allied Health	NUR	137	NURSING SKILLS LAB	2	0	27	29	93%
2005-06	Allied Health	NUR	141	PN COMPLETION/TRANSITION	0	0	12	12	100%
2005-06	Allied Health	NUR	142	PN COMP/TRANS PRACTICUM	0	0	12	12	100%
2005-06	Allied Health	NUR	210	ADULT HEALTH II	0	1	18	19	95%
2005-06	Allied Health	NUR	211	ADULT HEALTH II PRACTICUM	0	0	19	19	100%
2005-06	Allied Health	NUR	215	ADV PHARMACOLOGY CONCEPT	1	0	8	9	89%
2005-06	Allied Health	NUR	220	ADV NURSING CONCEPTS II	1	0	17	18	94%
2005-06	Allied Health	NUR	221	ADV NURSING PRACTICUM II	1	0	17	18	94%
2005-06	Allied Health	NUR	230	ADV HEALTHCARE MANAGEMENT	0	0	17	17	100%
2005-06	Allied Health	NUR	231	ADV HEALTHCARE PRACTICUM	0	0	17	17	100%
2005-06	Allied Health	NUR	235	NURSING SKILLS LAB	0	0	19	19	100%
2005-06	Allied Health	NUR	236	NURSING SKILLS LAB	1	0	17	18	94%
2005-06	Allied Health	NUR	237	NURSING SKILLS LAB	0	0	17	17	100%
2005-06	Allied Health	NUR	240	PROFESSIONAL ISSUES	0	0	15	15	100%
2005-06	Allied Health	PEH	100	LIFETIME WELLNESS	13	11	109	133	82%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Allied Health	PEH	102	THEORY OF BASKETBALL	0	1	10	11	91%
2005-06	Allied Health	PEH	104	THEORY/WOMEN'S BASKETBALL	0	0	8	8	100%
2005-06	Allied Health	PEH	105	THEORY OF BASEBALL	0	0	25	25	100%
2005-06	Allied Health	PEH	106	THEORY OF SOFTBALL	0	0	7	7	100%
2005-06	Allied Health	PEH	107	THEORY OF VOLLEYBALL	0	0	4	4	100%
2005-06	Allied Health	PEH	114	BASKETBALL	0	1	26	27	96%
2005-06	Allied Health	PEH	116	GOLF	3	1	20	24	83%
2005-06	Allied Health	PEH	117	BOWLING	5	0	85	90	94%
2005-06	Allied Health	PEH	119	SOFTBALL SKILLS	0	0	5	5	100%
2005-06	Allied Health	PEH	121	TENNIS	1	0	12	13	92%
2005-06	Allied Health	PEH	122	VOLLEYBALL	1	0	22	23	96%
2005-06	Allied Health	PEH	125	CONDITIONING	7	7	157	171	92%
2005-06	Allied Health	PEH	131	CIRCUIT WEIGHT TRAINING	7	4	184	195	94%
2005-06	Allied Health	PEH	132	FITNESS	8	5	63	76	83%
2005-06	Allied Health	PEH	133	WEIGHT TRAINING	3	2	23	28	82%
2005-06	Allied Health	PEH	136	SKIING	2	0	25	27	93%
2005-06	Allied Health	PEH	149	JOGGING/WALKING HEALTH	3	3	45	51	88%
2005-06	Allied Health	PEH	155	BODY TONING	7	9	112	128	88%
2005-06	Allied Health	PEH	158	RACQUETBALL	0	1	37	38	97%
2005-06	Allied Health	PEH	160	BASEBALL SKILLS	0	0	29	29	100%
2005-06	Allied Health	PEH	178	PRINCIPLES OF FITNESS	2	5	27	34	79%
2005-06				Allied Health Division	135	129	1927	2191	88%

A four-year comparison of division success rates can be found in the table on p. 16.

2005-06	Aviation	AVF	100	INTRO TO AVIATION	0	0	34	34	100%
2005-06	Aviation	AVF	111	PRE-FLIGHT GROUND SCHOOL	0	0	27	27	100%
2005-06	Aviation	AVF	112	PRIV PILOT GROUND SCHOOL	3	2	21	26	81%
2005-06	Aviation	AVF	113	METEOROLOGY	0	9	18	27	67%
2005-06	Aviation	AVF	114	THEORY OF FLIGHT	1	5	18	24	75%
2005-06	Aviation	AVF	141	PRIV PILOT FLIGHT STAGE 1	2	1	20	23	87%
2005-06	Aviation	AVF	142	PRIV PILOT FLIGHT STAGE 2	0	4	17	21	81%
2005-06	Aviation	AVF	143	PRIV PILOT FLIGHT STAGE 3	1	1	18	20	90%
2005-06	Aviation	AVF	190	FLIGHT (ALTERNATE)	0	0	7	7	100%
2005-06	Aviation	AVF	213	ADV METEOROLOGY	0	1	9	10	90%
2005-06	Aviation	AVF	221	COMM PILOT GROUND SCHOOL	0	0	26	26	100%
2005-06	Aviation	AVF	223	INSTRUMENT PILOT GR SCHL	2	1	25	28	89%
2005-06	Aviation	AVF	225	EFF COMM IN FLT INSTRUCT	0	1	13	14	93%
2005-06	Aviation	AVF	227	AIRCRAFT SYS FOR PILOTS	0	1	13	14	93%
2005-06	Aviation	AVF	251	COMM PILOT FLT STAGE 4	1	1	23	25	92%
2005-06	Aviation	AVF	252	COMM PILOT FLT STAGE 5	1	0	24	25	96%
2005-06	Aviation	AVF	253	COMM PILOT FLT STAGE 7	0	2	23	25	92%
2005-06	Aviation	AVF	254	NIGHT FLYING	1	0	26	27	96%
2005-06	Aviation	AVF	261	INSTRUMENT FLT STAGE 6	0	2	18	20	90%
2005-06	Aviation	AVF	270	FLIGHT INSTRUCTOR	0	1	7	8	88%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Aviation	AVF	271	INSTRUMENT FLIGHT INSTR	0	0	1	1	100%
2005-06	Aviation	AVF	272	SEAPLANE FLIGHT	0	1	3	4	75%
2005-06	Aviation	AVF	275	MULTI-ENGINE FLIGHT	0	0	4	4	100%
2005-06	Aviation	AVF	290	FLIGHT (ALTERNATE)	0	0	25	25	100%
2005-06	Aviation Division				12	33	420	465	90%
A four-year comparison of division success rates can be found in the table on p. 16.									
2005-06	Business	AGR	241	FARM & RANCH MANAGEMENT	0	3	8	11	73%
2005-06	Business	AGR	251	ECOLOGY BASED PEST MGMT	0	1	6	7	86%
2005-06	Business	AGR	261	PLANT SCIENCE	0	7	7	14	50%
2005-06	Business	AGR	263	SOILS	0	3	3	6	50%
2005-06	Business	AGR	271	AG SALES & MARKETING	0	0	1	1	100%
2005-06	Business	AGR	272	SUSTAINABLE AG/FOOD SYS	0	0	4	4	100%
2005-06	Business	AGR	295	WORK-BASED LEARNING	0	0	2	2	100%
2005-06	Business	AGR	297	WORK-BASED LRNG SEMINAR	0	0	2	2	100%
2005-06	Business	BUS	101	INTRO TO BUSINESS	6	18	65	89	73%
2005-06	Business	BUS	102	BUSINESS MATHEMATICS	2	8	34	44	77%
2005-06	Business	BUS	105	INTRO TO ACCOUNTING	5	11	80	96	83%
2005-06	Business	BUS	114	BUSINESS ETHICS	1	1	8	10	80%
2005-06	Business	BUS	120	HUMAN RELATIONS ON JOB	4	21	69	94	73%
2005-06	Business	BUS	121	BUSINESS ENGLISH	17	20	72	109	66%
2005-06	Business	BUS	122	BUSINESS COMMUNICATIONS	3	5	9	17	53%
2005-06	Business	BUS	161	BUSINESS CALCULATORS	1	2	15	18	83%
2005-06	Business	BUS	170	CONSUMER FINANCE	0	1	10	11	91%
2005-06	Business	BUS	233	INTRO TO PAYROLL TAXES	1	1	11	13	85%
2005-06	Business	BUS	251	PRIN OF ACCOUNTING I	4	5	52	61	85%
2005-06	Business	BUS	252	PRIN OF ACCOUNTING II	0	5	42	47	89%
2005-06	Business	BUS	253	PRIN OF ACCOUNTING III	0	5	32	37	86%
2005-06	Business	BUS	254	BUSINESS LAW	3	8	96	107	90%
2005-06	Business	BUS	260	COMPUTER ACCOUNTING	0	0	12	12	100%
2005-06	Business	BUS	261	INTRO TO PEACHTREE ACCT	0	0	9	9	100%
2005-06	Business	BUS	262	INTRO TO QUICKBOOKS	2	0	15	17	88%
2005-06	Business	BUS	295	WORK BASED LEARNING	0	0	1	1	100%
2005-06	Business	BUS	297	WORK BASED LEARNING SEM.	0	0	1	1	100%
2005-06	Business	CSC	099	COMPUTER LITERACY	0	0	2	2	100%
2005-06	Business	CSC	100	MICROCOMP SOFTWARE SURV	2	0	19	21	90%
2005-06	Business	CSC	101	INTRO COMPUTER SCIENCE	4	2	46	52	88%
2005-06	Business	CSC	104	PC OPERATING SYSTEMS	5	0	44	49	90%
2005-06	Business	CSC	107	HARDWARE AWARENESS	2	4	37	43	86%
2005-06	Business	CSC	108	INTRO MICROSOFT APPLIC	8	9	82	99	83%
2005-06	Business	CSC	113	COMPUTER ETHICS	2	0	4	6	67%
2005-06	Business	CSC	114	NETWORKING ESSENTIALS	2	0	12	14	86%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Business	CSC	115	INTRO INTERNET/TELECOM	0	2	15	17	88%
2005-06	Business	CSC	116	INTRO WEBPAGE DESIGN HTM	6	4	19	29	66%
2005-06	Business	CSC	117	INTRO TO COMPUTING MULTIMEDIA	2	0	22	24	92%
2005-06	Business	CSC	119	PROG W/VISUAL BASIC.NET	1	0	10	11	91%
2005-06	Business	CSC	120	PROGRAM W/VISUAL BASIC	0	0	10	10	100%
2005-06	Business	CSC	122	PROG SPRDST VISUAL BASIC	1	0	2	3	67%
2005-06	Business	CSC	124	INTRO SPREADSHT MS/EXCEL	0	2	26	28	93%
2005-06	Business	CSC	125	INTRO DATABASE MS ACCESS	0	1	10	11	91%
2005-06	Business	CSC	126	INTRO TO LINUX	0	0	16	16	100%
2005-06	Business	CSC	128	INTRO WIRELESS NETWORKS	0	0	9	9	100%
2005-06	Business	CSC	129	INTRO NETWORK SECURITY	0	0	11	11	100%
2005-06	Business	CSC	130	INTRO TO COMP FORENSICS	0	0	16	16	100%
2005-06	Business	CSC	131	PROGRAMMING MS ACCESS	0	0	3	3	100%
2005-06	Business	CSC	133	INTRO TO DATABASE DESIGN	1	1	5	7	71%
2005-06	Business	CSC	137	PROGRAMMING W/WORD PROC	1	2	9	12	75%
2005-06	Business	CSC	139	PROGRAMMING WITH C	0	0	8	8	100%
2005-06	Business	CSC	140	PROGRAM WITH ASSEMBLER	0	0	9	9	100%
2005-06	Business	CSC	141	PROG DYNAMIC WEB SITES	0	0	18	18	100%
2005-06	Business	CSC	142	PROGRAMMING WITH C#	0	0	2	2	100%
2005-06	Business	CSC	143	PROGRAMMING W/VISUAL C++	0	0	3	3	100%
2005-06	Business	CSC	144	PROGRAMMING WITH ADO	0	0	1	1	100%
2005-06	Business	CSC	145	A+ CERT PREP LVL I	0	0	7	7	100%
2005-06	Business	CSC	147	COMPUTER SYSTEM ASSEMBLY	0	0	3	3	100%
2005-06	Business	CSC	152	PROGRAMMING WITH JAVA	1	1	16	18	89%
2005-06	Business	CSC	154	LOCAL AREA NETWORKS	0	0	6	6	100%
2005-06	Business	CSC	155	INTRO MS NETWORK PLTFORM	0	0	5	5	100%
2005-06	Business	CSC	156	CISCO NETWORKING I	0	0	20	20	100%
2005-06	Business	CSC	157	CISCO NETWORKING II	0	0	18	18	100%
2005-06	Business	CSC	158	CISCO NETWORKING III	0	0	8	8	100%
2005-06	Business	CSC	159	CISCO NETWORKING IV	0	0	5	5	100%
2005-06	Business	CSC	161	NETWORK CERT PRINCIPLES	0	0	4	4	100%
2005-06	Business	CSC	162	NETWORK CERT EXAM PREP	0	1	3	4	75%
2005-06	Business	CSC	175	INTERM COMPUTING TOPICS: WEB DESIGN	0	0	41	41	100%
2005-06	Business	CSC	176	INTERM COMPUTING TOPICS	1	0	6	7	86%
2005-06	Business	CSC	177	INTERM COMPUTING TOPICS	0	0	5	5	100%
2005-06	Business	CSC	180	ADV MICROSOFT OFFICE	2	0	7	9	78%
2005-06	Business	CSC	185	ELEC PUB W/PAGEMAKER	0	1	3	4	75%
2005-06	Business	CSC	186	ELEC PUB W/PHOTOSHOP	0	0	11	11	100%
2005-06	Business	CSC	187	ELEC PUB W/ILLUSTRATOR	0	0	2	2	100%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Business	CSC	198	CURRENT COMPUTING ISSUES	1	0	20	21	95%
2005-06	Business	CSC	204	ADV OPERATING SYSTEMS	0	0	2	2	100%
2005-06	Business	CSC	207	HARDWARE TECHNOLOGY	2	0	11	13	85%
2005-06	Business	CSC	217	ADVANCED MULTIMEDIA	0	0	6	6	100%
2005-06	Business	CSC	224	MS EXCEL CERT PREP	0	0	15	15	100%
2005-06	Business	CSC	225	MS WORD CERT PREP	0	0	6	6	100%
2005-06	Business	CSC	239	ADVANCED C++ PROGRAMMING	0	0	1	1	100%
2005-06	Business	CSC	241	ADV PROG DYNAMIC WEB SIT	0	0	1	1	100%
2005-06	Business	CSC	245	A+ CERTIFICATION PREP II	0	0	3	3	100%
2005-06	Business	CSC	251	OBJECT ORIENTED PROGRAM	0	0	1	1	100%
2005-06	Business	CSC	253	MICROCOMPUTER SYSTEMS	0	0	1	1	100%
2005-06	Business	CSC	275	ADV COMPUTING TOPICS	1	0	20	21	95%
2005-06	Business	CSC	276	ADV COMPUTING TOPICS	0	0	8	8	100%
2005-06	Business	CSC	277	ADVANCED COMPUTING TOPIC	0	0	7	7	100%
2005-06	Business	CSC	278	ELECTRONIC PUBLISHING	0	0	1	1	100%
2005-06	Business	ECO	200	INTRO TO ECONOMICS	12	41	55	108	51%
2005-06	Business	ECO	201	MACRO ECONOMICS	5	19	36	60	60%
2005-06	Business	ECO	202	MICRO ECONOMICS	1	20	42	63	67%
2005-06	Business	OFF	100	MS WORD FOR PERSONAL USE***	10	5	99	114	87%
2005-06	Business	OFF	101	BASIC KEYBOARDING***	29	29	327	385	85%
2005-06	Business	OFF	102	DOCUMENT FORMATTING***	13	8	99	120	83%
2005-06	Business	OFF	104	SKILLBUILDING***	5	1	6	12	50%
2005-06	Business	OFF	112	PROOFREADING***	6	5	17	28	61%
2005-06	Business	OFF	130	FILING***	9	19	39	67	58%
2005-06	Business	OFF	150	MEDICAL TERMINOLOGY I***	32	26	68	126	54%
2005-06	Business	OFF	151	MEDICAL TERMINOLOGY II***	6	6	32	44	73%
2005-06	Business	OFF	173	MICROSOFT WORD LEVEL 1***	10	12	83	105	79%
2005-06	Business	OFF	177	BUSINESS OCCUPATIONS LAB***	2	1	60	63	95%
2005-06	Business	OFF	180	MICROSOFT OFFICE***	13	9	76	98	78%
2005-06	Business	OFF	181	MS OFFICE: WORD	4	2	28	34	82%
2005-06	Business	OFF	182	MS OFFICE: EXCEL	6	5	13	24	54%
2005-06	Business	OFF	183	MS OFFICE: ACCESS	0	1	4	5	80%
2005-06	Business	OFF	184	MS OFFICE: POWERPOINT	3	2	15	20	75%
2005-06	Business	OFF	185	MS OFFICE: INTEGRATION	0	0	3	3	100%
2005-06	Business	OFF	190	MS EXCEL-LEVEL 1***	9	12	62	83	75%
2005-06	Business	OFF	195	MS ACCESS***	1	5	51	57	89%
2005-06	Business	OFF	210	OUTLOOK/INTERNET***	9	20	45	74	61%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Business	OFF	220	MICROSOFT PUBLISHER	0	1	7	8	88%
2005-06	Business	OFF	239	MEDICAL ETHICS***	7	2	4	13	31%
2005-06	Business	OFF	261	AUTOMATED OFFICE	0	0	2	2	100%
2005-06	Business	OFF	262	PROFESSIONAL PREPARATION	0	0	1	1	100%
2005-06	Business	OFF	273	MS WORD EXPERT LEVEL***	2	2	11	15	73%
2005-06	Business	OFF	280	ADV MICROSOFT OFFICE***	0	1	4	5	80%
2005-06	Business Division				288	409	2698	3395	79%

A four-year comparison of division success rates can be found in the table on p. 16.

2005-06	Developmental	ENG	65	SPELLING IMPROVEMENT	1	2	49	52	94%
2005-06	Developmental	ENG	085	READING SKILLS	0	0	12	12	100%
2005-06	Developmental	ENG	087	READING IMPROVEMENT	0	0	16	16	100%
2005-06	Developmental	ENG	090	PRACT ENGL APPLICATIONS	0	0	26	26	100%
2005-06	Developmental	ENG	093	BASIC WRITING	0	1	18	19	95%
2005-06	Developmental	ENG	095	WRITING IMPROVEMENT	0	2	25	27	93%
2005-06	Developmental	ENG	098	BASIC ENGLISH SKILLS	3	6	68	77	88%
2005-06	Developmental	ENG	099	ENG SKILLS W/WORD PROCSG	14	38	256	308	83%
2005-06	Developmental	ENG	115	ENGL AS A FOREIGN LANG	0	1	2	3	67%
2005-06	Developmental	ENG	116	ENGL AS FORGN LANG W/WP	0	1	1	2	50%
2005-06	Developmental	FWP	086	AUTO MAINT FOR FARM WORK	0	8	44	52	85%
2005-06	Developmental	HDV	100	COLLEGE SURVIVAL SKILLS	8	5	91	104	88%
2005-06	Developmental	LIB	102	FOCUS ON SUCCESS	7	30	45	82	55%
2005-06	Developmental	LIB	180	ONLINE LEARNING 21ST CENTURY	2	5	7	14	50%
2005-06	Developmental	MPC	080	BASIC MATHEMATICS	4	12	63	79	80%
2005-06	Developmental Division				39	111	723	873	83%

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2005-06	Humanities	ART	101	DESIGN I	1	0	19	20	95%
2005-06	Humanities	ART	102	DESIGN II	0	2	16	18	89%
2005-06	Humanities	ART	103	DESIGN III	2	0	15	17	88%
2005-06	Humanities	ART	104	DRAWING I	4	1	15	20	75%
2005-06	Humanities	ART	105	DRAWING II	0	1	8	9	89%
2005-06	Humanities	ART	106	DRAWING III	4	0	7	11	64%
2005-06	Humanities	ART	121	CERAMICS I	1	1	60	62	97%
2005-06	Humanities	ART	122	CERAMICS II	1	0	15	16	94%
2005-06	Humanities	ART	123	CERAMICS III	1	0	1	2	50%
2005-06	Humanities	ART	200	ART APPRECIATION	6	20	108	134	81%
2005-06	Humanities	ART	221	WATERCOLOR PAINTING I	0	2	9	11	82%
2005-06	Humanities	ART	222	WATERCOLOR PAINTING II	0	0	1	1	100%
2005-06	Humanities	ART	223	WATERCOLOR PAINTING III	0	0	2	2	100%
2005-06	Humanities	ART	231	OIL PAINTING I	0	1	28	29	97%
2005-06	Humanities	ART	232	OIL PAINTING II	1	0	2	3	67%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Humanities	ART	233	OIL PAINTING III	0	0	1	1	100%
2005-06	Humanities	ART	298	SPECIAL PROJECTS	0	0	1	1	100%
2005-06	Humanities	ENG	101	ENGLISH COMPOSITION	36	59	450	545	83%
2005-06	Humanities	ENG	102	ADVANCED COMPOSITION	30	56	295	381	77%
2005-06	Humanities	ENG	112	APPLIED TECH WRITING	6	16	21	43	49%
2005-06	Humanities	ENG	201	ACADEMIC COMPOSITION	6	9	19	34	56%
2005-06	Humanities	ENG	211	CREATIVE WRITING:FICTION	2	0	19	21	90%
2005-06	Humanities	ENG	212	CREATIVE WRITING: POETRY	0	1	20	21	95%
2005-06	Humanities	ENG	216	FILM STUDY	2	1	76	79	96%
2005-06	Humanities	ENG	240	WORLD LITERATURE	4	4	10	18	56%
2005-06	Humanities	ENG	241	AMERICAN LITERATURE I	4	11	25	40	63%
2005-06	Humanities	ENG	242	AMERICAN LITERATURE II	0	2	6	8	75%
2005-06	Humanities	ENG	245	LIT OF AMERICAN WEST	0	1	11	12	92%
2005-06	Humanities	ENG	255	SHAKESPEARE	0	4	39	43	91%
2005-06	Humanities	ENG	274	INTRO TO GREEK MYTHOLOGY	4	11	44	59	75%
2005-06	Humanities	JOU	130	PHOTOJOURNALISM I	1	5	20	26	77%
2005-06	Humanities	JOU	131	PHOTOJOURNALISM II	0	0	2	2	100%
2005-06	Humanities	JOU	150	INTRO MASS COMMUNICATION	1	1	10	12	83%
2005-06	Humanities	JOU	264	NEWSPAPER LAB	0	0	2	2	100%
2005-06	Humanities	MUS	100	INTRO TO MUSIC	11	8	26	45	58%
2005-06	Humanities	MUS	101	FIRST YEAR MUSIC THEORY	1	0	7	8	88%
2005-06	Humanities	MUS	102	MUSIC THEORY II	0	0	6	6	100%
2005-06	Humanities	MUS	103	1ST YR MUSIC THEORY III	0	0	3	3	100%
2005-06	Humanities	MUS	104	MUSIC APPRECIATION	6	12	30	48	63%
2005-06	Humanities	MUS	105	GROUP PIANO I	0	2	21	23	91%
2005-06	Humanities	MUS	106	GROUP PIANO II	1	0	5	6	83%
2005-06	Humanities	MUS	107	GROUP PIANO III	0	0	3	3	100%
2005-06	Humanities	MUS	111	SWING CHOIR I	0	0	10	10	100%
2005-06	Humanities	MUS	112	SWING CHOIR II	0	0	8	8	100%
2005-06	Humanities	MUS	113	SWING CHOIR III	0	0	9	9	100%
2005-06	Humanities	MUS	121	ORCHESTRA I	0	0	4	4	100%
2005-06	Humanities	MUS	131	GUITAR	10	1	29	40	73%
2005-06	Humanities	MUS	140	JAZZ ENSEMBLE	0	0	1	1	100%
2005-06	Humanities	MUS	141	JAZZ ENSEMBLE II	0	0	1	1	100%
2005-06	Humanities	MUS	148	PRIV INST-PIANO I	1	0	18	19	95%
2005-06	Humanities	MUS	170	HISTORY OF JAZZ	1	2	14	17	82%
2005-06	Humanities	MUS	221	ORCHESTRA II	0	0	1	1	100%
2005-06	Humanities	MUS	242	JAZZ ENSEMBLE VI	0	0	1	1	100%
2005-06	Humanities	MUS	248	PRIV PIANO INSTR II	0	0	1	1	100%
2005-06	Humanities	PHL	200	PHILOSOPHY	13	8	58	79	73%
2005-06	Humanities	PHL	210	ETHICS	1	3	15	19	79%
2005-06	Humanities	PHL	220	LOGIC	17	30	247	294	84%
2005-06	Humanities	PHL	230	EAST INDIAN PHILOSOPHY	1	0	12	13	92%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Humanities	PHL	240	PHILOSOPHY OF RELIGION	1	2	13	16	81%
2005-06	Humanities	REL	201	WORLD RELIGIONS	0	2	27	29	93%
2005-06	Humanities	REL	211	RELIGION IN AMERICA	2	0	21	23	91%
2005-06	Humanities	SPA	101	INTRODUCTORY SPANISH I	7	21	121	149	81%
2005-06	Humanities	SPA	102	INTRODUCTORY SPANISH II	5	8	88	101	87%
2005-06	Humanities	SPA	103	INTRODUCTORY SPANISH III	2	10	57	69	83%
2005-06	Humanities	SPH	100	INTERPERSONAL COMMUNICATIONS	0	6	18	24	75%
2005-06	Humanities	SPH	101	FUNDAMENTALS OF SPEECH	15	26	268	309	87%
2005-06	Humanities	SPH	201	ADV PUBLIC SPEAKING	0	2	10	12	83%
2005-06				Humanities Division	212	352	2530	3094	82%

A four-year comparison of division success rates can be found in the table on p. 16.

2005-06	IND TECH	AMT	148	AMT GENERAL ELECTRICITY	0	1	8	9	89%
2005-06	IND TECH	AMT	149	AMT AIRFRAME ELECTRICITY	0	1	6	7	86%
2005-06	IND TECH	AMT	150	AMT GENERAL	0	0	15	15	100%
2005-06	IND TECH	AMT	151	AIRFRAME MECHANICS I	2	2	18	22	82%
2005-06	IND TECH	AMT	152	AIRFRAME MECHANICS II	0	2	18	20	90%
2005-06	IND TECH	AMT	153	AIRFRAME MECHANICS III	0	0	12	12	100%
2005-06	IND TECH	AMT	249	AMT POWERPLANT ELECTRICI	1	0	6	7	86%
2005-06	IND TECH	AMT	251	POWERPLANT MECHANICS I	1	0	6	7	86%
2005-06	IND TECH	AMT	252	POWERPLANT MECHANICS II	0	0	11	11	100%
2005-06	IND TECH	AMT	253	POWERPLANT MECHANICS III	0	0	15	15	100%
2005-06	IND TECH	AMT	254	POWERPLANT MECHANICS IV	0	0	4	4	100%
2005-06	IND TECH	AUT	081	MECH DIAGNOSIS & REPAIR	0	0	1	1	100%
2005-06	IND TECH	AUT	105	AUTOMOTIVE COMPUTER APPL	0	4	16	20	80%
2005-06	IND TECH	AUT	111	AUTO ENGINE SERVICE	0	0	17	17	100%
2005-06	IND TECH	AUT	115	AUTO SHOP SAFETY/ENVIRON	0	1	21	22	95%
2005-06	IND TECH	AUT	121	ELECTRICAL/ELECTRNIC SYST	0	1	19	20	95%
2005-06	IND TECH	AUT	124	BRAKE SYSTEM SERVICE	0	4	16	20	80%
2005-06	IND TECH	AUT	125	SUSPENSION STEERING ALIG	0	4	15	19	79%
2005-06	IND TECH	AUT	131	MANUAL DRIVE TRAIN & AXL	0	1	16	17	94%
2005-06	IND TECH	AUT	132	HYDRAULIC SYSTEMS	0	1	19	20	95%
2005-06	IND TECH	AUT	190	PROJECTS LAB	0	1	56	57	98%
2005-06	IND TECH	AUT	211	AUTO CONVENIENCE SYSTEMS	0	0	11	11	100%
2005-06	IND TECH	AUT	212	AUTO TRANSMISSION REPAIR	0	0	11	11	100%
2005-06	IND TECH	AUT	213	AUTO SERVICING I	0	0	11	11	100%
2005-06	IND TECH	AUT	220	ENGINE PERFORMANCE	1	0	11	12	92%
2005-06	IND TECH	AUT	223	AUTOMOBILE SERVICING II	0	0	11	11	100%
2005-06	IND TECH	AUT	231	AUTO HEAT/AIR CONDITION	0	2	9	11	82%
2005-06	IND TECH	AUT	290	PROJECTS LAB	1	0	33	34	97%
2005-06	IND TECH	CDL	060	COMM DRIVER'S LICENSE	1	4	11	16	69%
2005-06	IND TECH	CDL	090	CDL SKILL IMPROVEMENT	0	0	2	2	100%
2005-06	IND TECH	CDL	100	COMM DRIVER'S LICENSE	8	6	36	50	72%
2005-06	IND TECH	EGR	101	TECHNICAL DRAWING	0	2	11	13	85%
2005-06	IND TECH	EGR	105	INTRO TO C.A.D.	0	0	14	14	100%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	IND TECH	EGR	106	C.A.D. APPLICATIONS LAB	0	0	8	8	100%
2005-06	IND TECH	EGR	112	GIS I	0	1	11	12	92%
2005-06	IND TECH	EGR	115	CAD II	0	0	2	2	100%
2005-06	IND TECH	EGR	116	CAD III	0	2	3	5	60%
2005-06	IND TECH	EGR	206	ADVANCED CAD APPLICATION	0	0	2	2	100%
2005-06	IND TECH	ELC	101	BASIC ELEC/DC CIRCUIT AN	1	9	14	24	58%
2005-06	IND TECH	ELC	102	BASIC ELEC AC CIRCUITS	1	5	10	16	63%
2005-06	IND TECH	ELC	105	INDUSTRIAL ELECTRICITY I	0	3	15	18	83%
2005-06	IND TECH	ELC	107	INTRO TO NAT'L ELEC CODE	1	1	14	16	88%
2005-06	IND TECH	ELC	108	NATL ELECTRIC CODE II	0	0	8	8	100%
2005-06	IND TECH	ELC	109	NATIONAL ELEC CODE III	0	0	8	8	100%
2005-06	IND TECH	ELC	110	IND ELECT INSTALL TECH	0	0	10	10	100%
2005-06	IND TECH	ELC	150	INTRO PROG LOGIC CONTRL	0	2	9	11	82%
2005-06	IND TECH	ELC	170	INTRO TO INSTRUMENTATION	0	3	11	14	79%
2005-06	IND TECH	ELC	205	INDUST ELECTRICITY II	0	0	8	8	100%
2005-06	IND TECH	ELC	215	INDUST ELECTRICITY III	0	0	8	8	100%
2005-06	IND TECH	ELC	223	ELECTRONICS I PRINCIPLES	0	1	9	10	90%
2005-06	IND TECH	ELC	224	ELECTRONICS II (APPLIC)	0	1	7	8	88%
2005-06	IND TECH	ELC	225	ELECTRONICS III	0	2	6	8	75%
2005-06	IND TECH	ELC	250	PROGRAM LOGIC CONTROL II	0	0	11	11	100%
2005-06	IND TECH	ELC	271	INSTRMNT II/CTRL ACTUATR	1	1	14	16	88%
2005-06	IND TECH	MMT	100	INTRO IND SAFETY/HEALTH	0	4	16	20	80%
2005-06	IND TECH	MMT	101	COMPUTER APPL MMT	1	0	9	10	90%
2005-06	IND TECH	MMT	102	TECHNICAL DRAWING INTERP	0	9	20	29	69%
2005-06	IND TECH	MMT	110	MACHINING I	0	4	31	35	89%
2005-06	IND TECH	MMT	111	MACHINING II	0	0	12	12	100%
2005-06	IND TECH	MMT	115	MACHINING SKILL ENHANCE	0	1	5	6	83%
2005-06	IND TECH	MMT	120	INTRO TO REFRIGERATION	0	0	8	8	100%
2005-06	IND TECH	MMT	210	MECHANICAL POWER TRANSM	0	0	8	8	100%
2005-06	IND TECH	MMT	211	FLUID POWER TRANSMISSION	0	0	4	4	100%
2005-06	IND TECH	MMT	220	INTRO TO PREVENT MAINT	0	0	17	17	100%
2005-06	IND TECH	MMT	230	BOILER TECH/PUMP MECH	0	0	11	11	100%
2005-06	IND TECH	WLD	101	OXY-ACETYLENE WELD/AUTO	0	0	20	20	100%
2005-06	IND TECH	WLD	102	ARC WELDING FOR AUTO	0	0	20	20	100%
2005-06	IND TECH	WLD	103	BEGINNING AMT WELDING	0	0	6	6	100%
2005-06	IND TECH	WLD	110	WELDING THEORY I	0	6	7	13	54%
2005-06	IND TECH	WLD	111	WELDING PROCESS I	2	8	52	62	84%
2005-06	IND TECH	WLD	112	THERMAL CUTTING & WELDING	2	3	33	38	87%
2005-06	IND TECH	WLD	120	WELDING THEORY II	0	2	5	7	71%
2005-06	IND TECH	WLD	121	WELDING PROCESS II	1	4	13	18	72%
2005-06	IND TECH	WLD	122	GAS METAL ARC WELDING I	1	7	13	21	62%
2005-06	IND TECH	WLD	130	WELDING THEORY III	1	5	14	20	70%
2005-06	IND TECH	WLD	131	WELDING PROCESS III	0	3	3	6	50%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	IND TECH	WLD	132	GAS TUNG ARC WELD I-TIG	5	6	11	22	50%
2005-06	IND TECH	WLD	151	TECH DRAW INTERPRETATION	0	1	5	6	83%
2005-06	IND TECH	WLD	152	WELDING LAYOUT I	2	0	9	11	82%
2005-06	IND TECH	WLD	153	WELDING LAYOUT II	0	1	7	8	88%
2005-06	IND TECH	WLD	190	SKILL LEVEL IMPROVEMENT	1	8	71	80	89%
2005-06	IND TECH	WLD	210	WELDING THEORY IV	0	1	6	7	86%
2005-06	IND TECH	WLD	211	WELDING PROCESS IV	2	0	3	5	60%
2005-06	IND TECH	WLD	212	GAS METAL ARC WELDING II	2	5	3	10	30%
2005-06	IND TECH	WLD	220	WELDING THEORY V	0	1	5	6	83%
2005-06	IND TECH	WLD	221	WELDING PROCESS V	0	5	4	9	44%
2005-06	IND TECH	WLD	222	GAS TUNG ARC WELD II-TIG	1	3	4	8	50%
2005-06	IND TECH	WLD	230	WELDING THEORY VI	0	2	5	7	71%
2005-06	IND TECH	WLD	231	WELDING PROCESS VI	0	2	3	5	60%
2005-06	IND TECH	WLD	232	GAS TUNG ARC WLD III-TIG	0	3	2	5	40%
2005-06	IND TECH	WLD	290	SKILL LEVEL IMPROVEMENT	0	0	13	13	100%
2005-06	IND TECH	WLD	295	WORK BASED LEARNING	0	0	1	1	100%
2005-06	IND TECH	WLD	297	WORK BASED LEARNING SEMINAR	0	0	1	1	100%
2005-06	Industrial Technologies Division				40	162	1154	1356	85%

A four-year comparison of division success rates can be found in the table on p. 16.

2005-06	Math/Science	AST	110	PRINCIPLES OF ASTRONOMY	5	7	36	48	75%
2005-06	Math/Science	AST	120	PRINCIPLES OF ASTRONOMY	0	6	20	26	77%
2005-06	Math/Science	BIO	101	BIOLOGY	11	37	101	149	68%
2005-06	Math/Science	BIO	110	CELL BIOLOGY	8	21	49	78	63%
2005-06	Math/Science	BIO	210	HUMAN ANATOMY/PHYSIOLOGY	2	9	43	54	80%
2005-06	Math/Science	BIO	211	HUMAN ANAT/PHYSIOLOGY II	1	5	44	50	88%
2005-06	Math/Science	BIO	215	MICROBIOLOGY	0	6	37	43	86%
2005-06	Math/Science	BOT	130	BOTANY	2	8	9	19	47%
2005-06	Math/Science	BOT	140	FIELD BOTANY	0	2	20	22	91%
2005-06	Math/Science	CHM	099	SURVEY OF CHEMISTRY	1	4	8	13	62%
2005-06	Math/Science	CHM	101	INTRO TO CHEMISTRY	3	1	19	23	83%
2005-06	Math/Science	CHM	110	INTRO INORGANIC CHEM	5	18	98	121	81%
2005-06	Math/Science	CHM	111	INTRO ORGANIC & BIOCHEM	0	1	13	14	93%
2005-06	Math/Science	CHM	140	GENERAL CHEMISTRY I	1	3	18	22	82%
2005-06	Math/Science	CHM	150	GENERAL CHEMISTRY II	1	1	16	18	89%
2005-06	Math/Science	CHM	160	GENERAL CHEMISTRY III	0	0	8	8	100%
2005-06	Math/Science	ENV	101	ENVIRONMENTAL SCIENCE	2	2	18	22	82%
2005-06	Math/Science	GLY	105	PHYSICAL GEOLOGY	3	10	18	31	58%
2005-06	Math/Science	MAP	100	APPLIED MATH (AMT)	0	1	5	6	83%

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Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Math/Science	MAP	101	APPLIED MATH (AUT/WILD)	3	3	16	22	73%
2005-06	Math/Science	MAP	103	APPLIED MATH (MMT/IET)	1	9	16	26	62%
2005-06	Math/Science	MAP	105	APPLIED MATHEMATICS (CSC)	1	0	11	12	92%
2005-06	Math/Science	MAP	106	APPLIED MATH (CFE)	0	1	5	6	83%
2005-06	Math/Science	MTH	107	MATH APPLICATIONS/MODEL	4	15	10	29	34%
2005-06	Math/Science	MTH	150	COLLEGE ALGEBRA	32	36	64	132	48%
2005-06	Math/Science	MTH	151	PRECALC I/LEM FUNCTIONS	4	6	35	45	78%
2005-06	Math/Science	MTH	152	PRECALC II:TRIG & VECTOR	1	1	16	18	89%
2005-06	Math/Science	MTH	161	STATISTICS	15	14	68	97	70%
2005-06	Math/Science	MTH	162	FINITE MATHEMATICS	2	0	8	10	80%
2005-06	Math/Science	MTH	163	BUSINESS CALCULUS	2	1	7	10	70%
2005-06	Math/Science	MTH	171	CALCULUS I	1	0	14	15	93%
2005-06	Math/Science	MTH	172	CALCULUS II	0	0	12	12	100%
2005-06	Math/Science	MTH	173	CALCULUS III	0	1	9	10	90%
2005-06	Math/Science	MTH	230	DIFFERENTIAL EQUATIONS	0	0	3	3	100%
2005-06	Math/Science	MTH	271	MULTIVARIABLE CALCULUS	0	0	5	5	100%
2005-06	Math/Science	PHY	120	SURVEY OF PHYSICS	1	0	9	10	90%
2005-06	Math/Science	PHY	201	ENGINEERING PHYSICS I	1	0	9	10	90%
2005-06	Math/Science	PHY	202	ENGINEERING PHYSICS II	0	0	9	9	100%
2005-06	Math/Science	PHY	203	ENGINEERING PHYSICS III	0	2	7	9	78%
2005-06	Math/Science	SCI	101	SURVEY OF SCIENCE	16	38	61	115	53%
2005-06	Math/Science	SCI	102	EARTH SCIENCE	6	14	29	49	59%
2005-06				Math/Science Division	135	283	1003	1421	71%
A four-year comparison of division success rates can be found in the table on p. 16.									
2005-06	Math/Science	MPC	090	PREALGEBRA	44	144	156	344	45%
2005-06	Math/Science	MPC	091	ELEMENTARY ALGEBRA I	4	16	16	36	44%
2005-06	Math/Science	MPC	092	ELEMENTARY ALGEBRA II	5	3	4	12	33%
2005-06	Math/Science	MPC	093	INTERMEDIATE ALGEBRA III	1	9	9	19	47%
2005-06	Math/Science	MPC	095	ELEMENTARY ALGEBRA	60	123	151	334	45%
2005-06	Math/Science	MPC	099	INTERMEDIATE ALGEBRA	52	65	186	303	61%
2005-06				Pre-college Level Math	166	360	522	1048	50%
A four-year comparison of division success rates can be found in the table on p. 16.									
2005-06	Social Science	ANT	101	INTRO TO ANTHROPOLOGY	5	11	62	78	79%
2005-06	Social Science	ANT	107	INTRO TO ARCHAEOLOGY	1	2	9	12	75%
2005-06	Social Science	CRJ	200	ESSENT CRIMINAL JUSTICE	7	9	39	55	71%
2005-06	Social Science	CRJ	206	INTRO TO CRIMINAL LAW	1	4	32	37	86%
2005-06	Social Science	CRJ	210	POLICE SYSTEMS & PRACTIC	2	2	17	21	81%
2005-06	Social Science	ECE	100	ISSUES & TRENDS IN ECE	4	11	20	35	57%
2005-06	Social Science	ECE	102	PARENT ED. COOP LEVEL 1	0	0	93	93	100%
2005-06	Social Science	ECE	105	HEALTH SAFETY NUTRITION	0	2	10	12	83%

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2005-06 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2005-06	Social Science	ECE	108	INFANT & TODDLER CARE/ED	0	1	14	15	93%
2005-06	Social Science	ECE	135	SKILLS FOR PRESCHL TEACH	1	0	12	13	92%
2005-06	Social Science	ECE	141	PARENT ED COOP LEVEL III	0	0	98	98	100%
2005-06	Social Science	ECE	142	PARENT ED COOP LEVEL III	1	0	95	96	99%
2005-06	Social Science	ECE	160	DAY CARE MGMT OPERATIONS	7	0	34	41	83%
2005-06	Social Science	ECE	175	INTRO TO CHILD CARE	0	0	6	6	100%
2005-06	Social Science	ECE	217	CHILD GROWTH/DEVELOPMENT	9	19	32	60	53%
2005-06	Social Science	ECE	250	LITERATURE FOR CHILDREN	2	6	34	42	81%
2005-06	Social Science	EDU	102	BEHAVIOR MANAGEMENT	8	6	47	61	77%
2005-06	Social Science	EDU	106	ISSUES IN CHILD ABUSE	1	0	25	26	96%
2005-06	Social Science	EDU	110	INTRO TO SPECIAL ED	3	10	47	60	78%
2005-06	Social Science	EDU	120	INSTRUCTIONAL MEDIA	0	0	16	16	100%
2005-06	Social Science	EDU	150	FAMILY/COMMUNITY INVMT	1	0	12	13	92%
2005-06	Social Science	EDU	189	OBSERVE/ASSESS CHILDREN	1	1	9	11	82%
2005-06	Social Science	EDU	190	CLASSROOM EXPERIENCE	3	2	34	39	87%
2005-06	Social Science	EDU	198	SPECIAL TOPICS	3	10	41	54	76%
2005-06	Social Science	EDU	201	TEACHING: AN ORIENTATION	4	2	7	13	54%
2005-06	Social Science	EDU	240	FAMILY COMMUNICATIONS	4	11	9	24	38%
2005-06	Social Science	HIS	101	EARLY WESTERN CIVILIZATION	8	12	74	94	79%
2005-06	Social Science	HIS	102	MODERN WESTERN CIVILIZATION	9	16	21	46	46%
2005-06	Social Science	HIS	103	20TH CENTURY CIVILIZATION	5	15	30	50	60%
2005-06	Social Science	HIS	121	HISTORY OF MEXICO	3	21	26	50	52%
2005-06	Social Science	HIS	145	AMERICAN CVL WAR & RECON	2	7	18	27	67%
2005-06	Social Science	HIS	201	UNITED STATES HISTORY I	2	9	53	64	83%
2005-06	Social Science	HIS	202	UNITED STATES HISTORY II	8	27	52	87	60%
2005-06	Social Science	POL	102	AMER GOVT & POLITICS	4	18	56	78	72%
2005-06	Social Science	POL	103	INTERNATIONAL RELATIONS	11	8	21	40	53%
2005-06	Social Science	POL	104	MODERN AMER POLITIC PROC	3	2	11	16	69%
2005-06	Social Science	PSY	101	INTRO TO PSYCHOLOGY	50	115	244	409	60%
2005-06	Social Science	PSY	198	SPECIAL TOPICS	0	0	1	1	100%
2005-06	Social Science	PSY	205	INTRO SOCIAL PSYCHOLOGY	0	0	11	11	100%
2005-06	Social Science	PSY	210	LIFE-SPAN DEVELOPMENT	5	11	79	95	83%
2005-06	Social Science	PSY	230	HUMAN SEXUALITY	1	9	26	36	72%
2005-06	Social Science	SOC	110	INTRO TO SOCIOLOGY	22	64	159	245	65%
2005-06	Social Science	SOC	220	MARRIAGE AND THE FAMILY	9	14	46	69	67%
2005-06	Social Science	SOC	270	SOCIAL PROBLEMS	1	1	23	25	92%
2005-06	Social Science	SOC	273	INTRO TO SOCIAL WELFARE	0	0	9	9	100%
2005-06	Social Science Division				211	458	1814	2483	73%

A four-year comparison of division success rates can be found in the table on p. 16.

2005-06	Overall (all combined)	1238	2297	12791	16326	78%
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A four-year comparison of overall success rates can be found in the chart on p. 15.

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

Appendix E

2006-07 Student Success Rates in all Courses

2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Allied Health	FAD	150	IND FIRST AID/CPR & BBP	19	23	178	220	81%
2006-07	Allied Health	FIR	101	AIR RESCUE/FIRE FIGHTING	0	0	26	26	100%
2006-07	Allied Health	FIR	102	ARFF - TRUCK OPERATIONS	0	0	15	15	100%
2006-07	Allied Health	FIR	103	AIR RESCUE/FIRE REFRESHR	0	0	17	17	100%
2006-07	Allied Health	FIR	104	ARFF OFFICER DEVELOPMENT	0	0	2	2	100%
2006-07	Allied Health	HED	110	DESCRIPTIVE ANAT/PHYS I	0	6	9	15	60%
2006-07	Allied Health	HED	111	DESCRIPTIVE ANAT/PHYS II	1	2	9	12	75%
2006-07	Allied Health	HED	112	MEDICAL SCIENCE I	1	0	10	11	91%
2006-07	Allied Health	HED	113	MEDICAL SCIENCE II	0	0	8	8	100%
2006-07	Allied Health	HED	114	MED OFFICE ACCTS RECEIV	1	0	7	8	88%
2006-07	Allied Health	HED	115	MED OFFICE ACCTS RECEIVAB	1	0	8	9	89%
2006-07	Allied Health	HED	116	TELEPHONE & COLLEC TECHN	0	0	10	10	100%
2006-07	Allied Health	HED	120	PHARMACOLOGY	2	4	25	31	81%
2006-07	Allied Health	MA	111	CLINICAL PROCEDURES I	1	0	21	22	95%
2006-07	Allied Health	NUR	100	NURSING ASSISTANT	3	1	72	76	95%
2006-07	Allied Health	NUR	103	HIV/AIDS EDUCATION	3	0	27	30	90%
2006-07	Allied Health	NUR	105	NURSING SKILLS LAB	3	1	72	76	95%
2006-07	Allied Health	NUR	110	FUNDAMENTALS OF NURSING	2	2	26	30	87%
2006-07	Allied Health	NUR	111	PRACTICUM	1	0	29	30	97%
2006-07	Allied Health	NUR	116	NUTRITION	11	24	69	104	66%
2006-07	Allied Health	NUR	120	BEGIN NURSE CONCEPTS I	1	0	25	26	96%
2006-07	Allied Health	NUR	121	BEGIN NURSE PRACTICUM I	1	0	25	26	96%
2006-07	Allied Health	NUR	130	BEGIN NURSE CONCEPTS II	0	0	25	25	100%
2006-07	Allied Health	NUR	131	BEG NURSE PRACTICUM II	0	0	25	25	100%
2006-07	Allied Health	NUR	135	NURSING SKILLS LAB	1	0	29	30	97%
2006-07	Allied Health	NUR	136	NURSING SKILLS LAB	1	0	25	26	96%
2006-07	Allied Health	NUR	137	NURSING SKILLS LAB	0	0	25	25	100%
2006-07	Allied Health	NUR	140	PN COMPLETION/TRANSITION	1	1	25	27	93%
2006-07	Allied Health	NUR	141	PN COMPLETION/TRANSITION	1	1	25	27	93%
2006-07	Allied Health	NUR	210	ADULT HEALTH II	0	1	26	27	96%
2006-07	Allied Health	NUR	211	ADULT HEALTH II PRACTCUM	0	0	27	27	100%
2006-07	Allied Health	NUR	220	ADV NURSING CONCEPTS II	0	0	26	26	100%
2006-07	Allied Health	NUR	221	ADV NURSING PRACTICUM II	0	0	26	26	100%
2006-07	Allied Health	NUR	230	ADV HEALTHCARE MANAGEMENT	0	0	26	26	100%
2006-07	Allied Health	NUR	231	ADV HEALTHCARE PRACTICUM	0	0	26	26	100%
2006-07	Allied Health	NUR	235	NURSING SKILLS LAB	0	0	27	27	100%
2006-07	Allied Health	NUR	236	NURSING SKILLS LAB	0	0	26	26	100%
2006-07	Allied Health	NUR	237	NURSING SKILLS LAB	0	0	26	26	100%
2006-07	Allied Health	NUR	240	PROFESSIONAL ISSUES	0	0	12	12	100%
2006-07	Allied Health	NUR	295	WORK BASED LEARNING PRAC	0	0	3	3	100%
2006-07	Allied Health	NUR	297	WORK BASED LEARN SEMINAR	0	0	3	3	100%

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**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Allied Health	NUT	116	NUTRITION	13	18	87	118	74%
2006-07	Allied Health	PEH	100	LIFETIME WELLNESS	14	16	115	145	79%
2006-07	Allied Health	PEH	102	THEORY OF BASKETBALL	1	0	11	12	92%
2006-07	Allied Health	PEH	104	THEORY/WOMEN'S BASKETBALL	0	0	7	7	100%
2006-07	Allied Health	PEH	105	THEORY OF BASEBALL	0	1	23	24	96%
2006-07	Allied Health	PEH	106	THEORY OF SOFTBALL	0	0	16	16	100%
2006-07	Allied Health	PEH	107	THEORY OF VOLLEYBALL	0	0	12	12	100%
2006-07	Allied Health	PEH	114	BASKETBALL	1	0	21	22	95%
2006-07	Allied Health	PEH	116	GOLF	1	3	25	29	86%
2006-07	Allied Health	PEH	117	BOWLING	2	1	80	83	96%
2006-07	Allied Health	PEH	119	SOFTBALL SKILLS	0	0	7	7	100%
2006-07	Allied Health	PEH	122	VOLLEYBALL	0	1	24	25	96%
2006-07	Allied Health	PEH	125	CONDITIONING	4	3	167	174	96%
2006-07	Allied Health	PEH	131	CIRCUIT WEIGHT TRAINING	13	23	201	237	85%
2006-07	Allied Health	PEH	132	FITNESS	6	4	61	71	86%
2006-07	Allied Health	PEH	133	WEIGHT TRAINING	1	3	37	41	90%
2006-07	Allied Health	PEH	136	SKIING	6	1	27	34	79%
2006-07	Allied Health	PEH	149	JOGGING/WALKING HEALTH	1	2	82	85	96%
2006-07	Allied Health	PEH	155	BODY TONING	7	0	110	117	94%
2006-07	Allied Health	PEH	158	RACQUETBALL	1	1	34	36	94%
2006-07	Allied Health	PEH	160	BASEBALL SKILLS	0	0	35	35	100%
2006-07	Allied Health	PEH	178	PRINCIPLES OF FITNESS	2	10	30	42	71%
2006-07				Allied Health Division	128	153	2335	2616	89%

A four-year comparison of division success rates can be found in the table on p. 16.

2006-07	Aviation	AVF	100	INTRO TO AVIATION	0	0	30	30	100%
2006-07	Aviation	AVF	111	PRE-FLIGHT GROUND SCHOOL	1	2	24	27	89%
2006-07	Aviation	AVF	112	PRIV PILOT GROUND SCHOOL	3	6	18	27	67%
2006-07	Aviation	AVF	113	METEOROLOGY	1	5	20	26	77%
2006-07	Aviation	AVF	114	THEORY OF FLIGHT	1	4	15	20	75%
2006-07	Aviation	AVF	141	PRIV PILOT FLIGHT STAGE 1	1	5	15	21	71%
2006-07	Aviation	AVF	142	PRIV PILOT FLIGHT STAGE 2	1	3	12	16	75%
2006-07	Aviation	AVF	143	PRIV PILOT FLIGHT STAGE 3	0	1	15	16	94%
2006-07	Aviation	AVF	190	FLIGHT (ALTERNATE)	0	0	7	7	100%
2006-07	Aviation	AVF	221	COMM PILOT GROUND SCHOOL	1	1	14	16	88%
2006-07	Aviation	AVF	223	INSTRUMENT PILOT GR SCHL	1	3	16	20	80%
2006-07	Aviation	AVF	225	EFF COMM IN FLT INSTRUC	2	1	5	8	63%
2006-07	Aviation	AVF	227	AIRCRAFT SYS FOR PILOTS	0	0	20	20	100%
2006-07	Aviation	AVF	251	COMM PILOT FLT STAGE 4	1	2	21	24	88%
2006-07	Aviation	AVF	252	COMM PILOT FLT STAGE 5	0	5	14	19	74%
2006-07	Aviation	AVF	253	COMM PILOT FLT STAGE 7	0	1	14	15	93%
2006-07	Aviation	AVF	254	NIGHT FLYING	1	4	15	20	75%
2006-07	Aviation	AVF	261	INSTRUMENT FLT STAGE 6	1	3	15	19	79%
2006-07	Aviation	AVF	270	FLIGHT INSTRUCTOR	0	1	4	5	80%
2006-07	Aviation	AVF	271	INSTRUMENT FLIGHT INSTR	0	0	1	1	100%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Aviation	AVF	272	SEAPLANE FLIGHT	0	0	1	1	100%
2006-07	Aviation	AVF	276	SIMULATOR TRAINING	0	0	2	2	100%
2006-07	Aviation	AVF	290	FLIGHT (ALTERNATE)	0	8	23	31	74%
2006-07	Aviation Division				15	55	321	391	82%

A four-year comparison of division success rates can be found in the table on p. 16.

2006-07	Business	AGR	241	FARM & RANCH MANAGEMENT	0	0	4	4	100%
2006-07	Business	AGR	251	ECOLOGY BASED PEST MGMT	0	0	2	2	100%
2006-07	Business	AGR	261	PLANT SCIENCE	0	0	2	2	100%
2006-07	Business	AGR	263	SOILS	0	0	3	3	100%
2006-07	Business	AGR	271	AG SALES & MARKETING	0	0	5	5	100%
2006-07	Business	AGR	295	WORK-BASED LEARNING	0	1	2	3	67%
2006-07	Business	AGR	297	WORK-BASED LRNG SEMINAR	0	1	2	3	67%
2006-07	Business	BUS	101	INTRO TO BUSINESS	8	12	80	100	80%
2006-07	Business	BUS	102	BUSINESS MATHEMATICS	2	6	48	56	86%
2006-07	Business	BUS	105	INTRO TO ACCOUNTING	2	5	133	140	95%
2006-07	Business	BUS	114	BUSINESS ETHICS	1	1	11	13	85%
2006-07	Business	BUS	120	HUMAN RELATIONS ON JOB	6	22	73	101	72%
2006-07	Business	BUS	121	BUSINESS ENGLISH	13	14	82	109	75%
2006-07	Business	BUS	122	BUSINESS COMMUNICATIONS	1	2	19	22	86%
2006-07	Business	BUS	161	BUSINESS CALCULATORS	1	1	16	18	89%
2006-07	Business	BUS	170	CONSUMER FINANCE	1	2	16	19	84%
2006-07	Business	BUS	233	INTRO TO PAYROLL TAXES	0	0	14	14	100%
2006-07	Business	BUS	251	PRIN OF ACCOUNTING I	5	9	80	94	85%
2006-07	Business	BUS	252	PRIN OF ACCOUNTING II	3	6	56	65	86%
2006-07	Business	BUS	253	PRIN OF ACCOUNTING III	0	4	48	52	92%
2006-07	Business	BUS	254	BUSINESS LAW	13	21	92	126	73%
2006-07	Business	BUS	260	COMPUTER ACCOUNTING	1	1	15	17	88%
2006-07	Business	BUS	261	INTRO TO PEACHTREE ACCT	0	0	12	12	100%
2006-07	Business	BUS	262	INTRO TO QUICKBOOKS	1	0	15	16	94%
2006-07	Business	CSC	099	COMPUTER LITERACY	0	0	19	19	100%
2006-07	Business	CSC	100	MICROCOMP SOFTWARE SURV	1	1	19	21	90%
2006-07	Business	CSC	101	INTRO COMPUTER SCIENCE	1	3	34	38	89%
2006-07	Business	CSC	104	PC OPERATING SYSTEMS	6	0	34	40	85%
2006-07	Business	CSC	107	HARDWARE AWARENESS	1	1	36	38	95%
2006-07	Business	CSC	108	INTRO MICROSOFT APPLIC	6	7	80	93	86%
2006-07	Business	CSC	113	COMPUTER ETHICS	0	0	26	26	100%
2006-07	Business	CSC	114	NETWORKING ESSENTIALS	0	0	19	19	100%
2006-07	Business	CSC	115	INTRO INTERNET/TELECOM	1	0	17	18	94%
2006-07	Business	CSC	116	INTRO WEBPAGE DESIGN HTM	4	5	60	69	87%
2006-07	Business	CSC	117	INTRO TO COMPUTING MULTIMEDIA	1	5	21	27	78%
2006-07	Business	CSC	119	PROG W/VISUAL BASIC.NET	0	1	11	12	92%
2006-07	Business	CSC	120	PROGRAM W/VISUAL BASIC	0	0	5	5	100%
2006-07	Business	CSC	122	PROG SPRDST VISUAL BASIC	1	0	0	1	0%
2006-07	Business	CSC	124	INTRO SPREADSHT MS/EXCEL	3	9	24	36	67%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Business	CSC	125	INTRO DATABASE MS ACCESS	0	0	1	1	100%
2006-07	Business	CSC	126	INTRO TO LINUX	1	0	20	21	95%
2006-07	Business	CSC	128	INTRO WIRELESS NETWORKS	0	0	12	12	100%
2006-07	Business	CSC	129	INTRO NETWORK SECURITY	0	0	8	8	100%
2006-07	Business	CSC	130	INTRO TO COMP FORENSICS	0	0	13	13	100%
2006-07	Business	CSC	131	PROGRAMMING MS ACCESS	2	0	2	4	50%
2006-07	Business	CSC	135	PROGRAMMING W/DATABASES	0	0	1	1	100%
2006-07	Business	CSC	139	PROGRAMMING WITH C	1	0	14	15	93%
2006-07	Business	CSC	140	PROGRAM WITH ASSEMBLER	1	0	9	10	90%
2006-07	Business	CSC	141	PROG.DYNAMIC WEB SITES	1	2	12	15	80%
2006-07	Business	CSC	143	PROGRAMMING W/VISUAL C++	3	1	13	17	76%
2006-07	Business	CSC	145	A+ CERT PREP LVL I	0	0	28	28	100%
2006-07	Business	CSC	147	COMPUTER SYSTEM ASSEMBLY	0	0	4	4	100%
2006-07	Business	CSC	154	LOCAL AREA NETWORKS	1	0	9	10	90%
2006-07	Business	CSC	155	INTRO MS NETWORK PLTFORM	0	0	10	10	100%
2006-07	Business	CSC	156	CISCO NETWORKING I	0	0	30	30	100%
2006-07	Business	CSC	157	CISCO NETWORKING II	0	0	19	19	100%
2006-07	Business	CSC	158	CISCO NETWORKING III	0	1	9	10	90%
2006-07	Business	CSC	159	CISCO NETWORKING IV	0	0	8	8	100%
2006-07	Business	CSC	161	NETWORK CERT PRINCIPLES	0	0	10	10	100%
2006-07	Business	CSC	162	NETWORK CERT EXAM PREP	1	0	5	6	83%
2006-07	Business	CSC	166	INTRO TO SYSTEM DESIGN	0	0	3	3	100%
2006-07	Business	CSC	167	NETWK CERT PRIN I	0	0	12	12	100%
2006-07	Business	CSC	175	INTERM COMPUTING TOPICS: WEB DESIGN	2	0	96	98	98%
2006-07	Business	CSC	176	INTERM COMPUTING TOPICS	0	0	13	13	100%
2006-07	Business	CSC	177	INTERM COMPUTING TOPICS	0	0	10	10	100%
2006-07	Business	CSC	180	ADV MICROSOFT OFFICE	1	0	7	8	88%
2006-07	Business	CSC	185	ELEC PUB W/PAGEMAKER	0	1	6	7	86%
2006-07	Business	CSC	186	ELEC PUB W/PHOTOSHOP	0	2	16	18	89%
2006-07	Business	CSC	187	ELEC PUB W/ILLUSTRATOR	0	0	3	3	100%
2006-07	Business	CSC	198	CURRENT COMPUTING ISSUES	2	1	33	36	92%
2006-07	Business	CSC	204	ADV OPERATING SYSTEMS	0	0	1	1	100%
2006-07	Business	CSC	205	LOGIC DESIGN/DATA STRUCT	0	0	1	1	100%
2006-07	Business	CSC	207	HARDWARE TECHNOLOGY	0	2	12	14	86%
2006-07	Business	CSC	217	ADVANCED MULTIMEDIA	0	2	6	8	75%
2006-07	Business	CSC	224	MS EXCEL CERT PREP	1	1	10	12	83%
2006-07	Business	CSC	225	MS WORD CERT PREP	0	0	9	9	100%
2006-07	Business	CSC	226	MS ACCESS CERT PREP	1	0	5	6	83%
2006-07	Business	CSC	239	ADVANCED C++ PROGRAMMING	0	0	4	4	100%
2006-07	Business	CSC	245	A+ CERTIFICATION PREP II	0	0	26	26	100%
2006-07	Business	CSC	275	ADV COMPUTING TOPICS	1	0	10	11	91%
2006-07	Business	CSC	276	ADV COMPUTING TOPICS	1	1	22	24	92%
2006-07	Business	CSC	277	ADVANCED COMPUTING TOPIC	0	0	6	6	100%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Business	CSC	278	ELECTRONIC PUBLISHING	0	0	1	1	100%
2006-07	Business	ECO	200	INTRO TO ECONOMICS	13	34	53	100	53%
2006-07	Business	ECO	201	MACRO ECONOMICS	6	16	54	76	71%
2006-07	Business	ECO	202	MICRO ECONOMICS	9	12	58	79	73%
2006-07	Business	OFF	100	MS WORD FOR PERSONAL USE***	6	9	444	459	97%
2006-07	Business	OFF	101	BASIC KEYBOARDING***	19	35	326	380	86%
2006-07	Business	OFF	102	DOCUMENT FORMATTING***	12	13	351	376	93%
2006-07	Business	OFF	104	SKILBUILDING***	2	1	3	6	50%
2006-07	Business	OFF	112	PROOFREADING***	8	2	22	32	69%
2006-07	Business	OFF	130	FILING***	12	20	42	74	57%
2006-07	Business	OFF	150	MEDICAL TERMINOLOGY I***	43	36	53	132	40%
2006-07	Business	OFF	151	MEDICAL TERMINOLOGY II***	5	1	33	39	85%
2006-07	Business	OFF	173	MICROSOFT WORD LEVEL I***	9	12	150	171	88%
2006-07	Business	OFF	177	BUSINESS OCCUPATIONS LAB***	1	0	23	24	96%
2006-07	Business	OFF	180	MICROSOFT OFFICE***	6	7	67	80	84%
2006-07	Business	OFF	181	MS OFFICE: WORD	1	2	86	89	97%
2006-07	Business	OFF	182	MS OFFICE: EXCEL	4	3	117	124	94%
2006-07	Business	OFF	183	MS OFFICE: ACCESS	3	0	41	44	93%
2006-07	Business	OFF	184	MS OFFICE: POWERPOINT	1	4	111	116	96%
2006-07	Business	OFF	185	MS OFFICE: INTEGRATION	1	0	10	11	91%
2006-07	Business	OFF	190	MS EXCEL-LEVEL 1 ***	9	11	66	86	77%
2006-07	Business	OFF	195	MS ACCESS***	2	2	34	38	89%
2006-07	Business	OFF	198	SPECIAL TOPICS***	1	1	29	31	94%
2006-07	Business	OFF	210	OUTLOOK/INTERNET***	6	20	36	62	58%
2006-07	Business	OFF	220	MICROSOFT PUBLISHER	1	0	2	3	67%
2006-07	Business	OFF	239	MEDICAL ETHICS***	12	3	18	33	55%
2006-07	Business	OFF	261	AUTOMATED OFFICE	1	0	7	8	88%
2006-07	Business	OFF	262	PROFESSIONAL PREPARATION	0	0	6	6	100%
2006-07	Business	OFF	273	MS WORD EXPERT LEVEL***	4	3	8	15	53%
2006-07	Business	OFF	280	ADV MICROSOFT OFFICE***	1	4	13	18	72%
2006-07			Business Division		301	405	4047	4753	85%

A four-year comparison of division success rates can be found in the table on p. 16.

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Developmental	ENG	065	SPELLING IMPROVEMENT	1	3	47	51	92%
2006-07	Developmental	ENG	085	READING SKILLS	0	1	4	5	80%
2006-07	Developmental	ENG	087	READING IMPROVEMENT	1	2	26	29	90%
2006-07	Developmental	ENG	093	BASIC WRITING	0	0	11	11	100%
2006-07	Developmental	ENG	095	WRITING IMPROVEMENT	0	4	25	29	86%
2006-07	Developmental	ENG	098	BASIC ENGLISH SKILLS	1	9	50	60	83%
2006-07	Developmental	ENG	099	ENG SKILLS W/WORD PROCSG	16	29	270	315	86%
2006-07	Developmental	HDV	095	NEW CHANCE/CAREER TRANSITION	3	3	109	115	95%
2006-07	Developmental	HDV	100	COLLEGE SURVIVAL SKILLS	4	8	88	100	88%
2006-07	Developmental	HDV	102	FOCUS ON SUCCESS	9	17	70	96	73%
2006-07	Developmental	LIB	180	ONLINE LEARNING 21ST CENTURY	5	8	12	25	48%
2006-07	Developmental	MPC	080	BASIC MATHEMATICS	6	22	96	124	77%
2006-07	Developmental Division				46	106	808	960	84%

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2006-07	Humanities	ART	101	DESIGN I	1	4	15	20	75%
2006-07	Humanities	ART	102	DESIGN II	1	4	15	20	75%
2006-07	Humanities	ART	103	DESIGN III	0	5	13	18	72%
2006-07	Humanities	ART	104	DRAWING I	6	0	12	18	67%
2006-07	Humanities	ART	105	DRAWING II	1	3	8	12	67%
2006-07	Humanities	ART	106	DRAWING III	0	0	10	10	100%
2006-07	Humanities	ART	121	CERAMICS I	0	1	54	55	98%
2006-07	Humanities	ART	122	CERAMICS II	0	1	18	19	95%
2006-07	Humanities	ART	123	CERAMICS III	0	0	7	7	100%
2006-07	Humanities	ART	198	SPECIAL PROJECTS	0	0	1	1	100%
2006-07	Humanities	ART	200	ART APPRECIATION	13	13	87	113	77%
2006-07	Humanities	ART	216	SURVEY OF WESTERN ART I	1	0	19	20	95%
2006-07	Humanities	ART	217	SURV WEST ART II:REN-MID	1	2	12	15	80%
2006-07	Humanities	ART	221	WATERCOLOR PAINTING I	0	1	16	17	94%
2006-07	Humanities	ART	222	WATERCOLOR PAINTING II	0	0	1	1	100%
2006-07	Humanities	ART	231	OIL PAINTING I	0	1	19	20	95%
2006-07	Humanities	ART	232	OIL PAINTING II	0	0	10	10	100%
2006-07	Humanities	ART	233	OIL PAINTING III	0	0	3	3	100%
2006-07	Humanities	ART	298	SPECIAL PROJECTS	0	0	2	2	100%
2006-07	Humanities	ENG	101	ENGLISH COMPOSITION	42	77	435	554	79%
2006-07	Humanities	ENG	102	ADVANCED COMPOSITION	45	60	277	382	73%
2006-07	Humanities	ENG	112	APPLIED TECH WRITING	1	26	26	53	49%
2006-07	Humanities	ENG	201	ACADEMIC COMPOSITION	11	9	20	40	50%
2006-07	Humanities	ENG	211	CREATIVE WRITING:FICTION	0	2	16	18	89%
2006-07	Humanities	ENG	212	CREATIVE WRITING: POETRY	1	0	10	11	91%
2006-07	Humanities	ENG	216	FILM STUDY	0	3	59	62	95%
2006-07	Humanities	ENG	240	WORLD LITERATURE	0	0	13	13	100%
2006-07	Humanities	ENG	241	AMERICAN LITERATURE I	5	7	23	35	66%
2006-07	Humanities	ENG	242	AMERICAN LITERATURE II	2	1	10	13	77%
2006-07	Humanities	ENG	244	CONTEMPORARY AMER. LIT	2	3	19	24	79%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Humanities	ENG	245	LIT OF AMERICAN WEST	1	1	12	14	86%
2006-07	Humanities	ENG	255	SHAKESPEARE	0	3	35	38	92%
2006-07	Humanities	ENG	274	INTRO TO GREEK MYTHOLOGY	2	3	32	37	86%
2006-07	Humanities	FRE	101	INTRODUCTORY FRENCH I	0	4	11	15	73%
2006-07	Humanities	HUM	214	DIVERSITY ISSUES: RACE	3	1	14	18	78%
2006-07	Humanities	JOU	130	PHOTOJOURNALISM I	1	1	10	12	83%
2006-07	Humanities	JOU	140	DIGITAL PHOTOJOURNALISM	3	11	44	58	76%
2006-07	Humanities	MUS	100	INTRO TO MUSIC	6	9	39	54	72%
2006-07	Humanities	MUS	104	MUSIC APPRECIATION	5	7	26	38	68%
2006-07	Humanities	MUS	105	GROUP PIANO I	2	0	14	16	88%
2006-07	Humanities	MUS	106	GROUP PIANO II	2	0	5	7	71%
2006-07	Humanities	MUS	107	GROUP PIANO III	1	0	5	6	83%
2006-07	Humanities	MUS	121	ORCHESTRA I	0	0	4	4	100%
2006-07	Humanities	MUS	131	GIUITAR	2	2	25	29	86%
2006-07	Humanities	MUS	148	PRIV INST-PIANO I	0	0	13	13	100%
2006-07	Humanities	MUS	170	HISTORY OF JAZZ	1	3	8	12	67%
2006-07	Humanities	MUS	190	SPECIAL PROJECTS	0	0	1	1	100%
2006-07	Humanities	MUS	221	ORCHESTRA II	0	0	1	1	100%
2006-07	Humanities	MUS	248	PRIV PIANO INSTR II	0	0	1	1	100%
2006-07	Humanities	PHL	200	PHILOSOPHY	13	20	64	97	66%
2006-07	Humanities	PHL	210	ETHICS	0	7	50	57	88%
2006-07	Humanities	PHL	220	LOGIC	22	44	220	286	77%
2006-07	Humanities	PHL	240	PHILOSOPHY OF RELIGION	0	3	8	11	73%
2006-07	Humanities	REL	201	WORLD RELIGIONS	4	10	49	63	78%
2006-07	Humanities	REL	211	RELIGION IN AMERICA	1	2	13	16	81%
2006-07	Humanities	SPA	101	INTRODUCTORY SPANISH I	7	26	122	155	79%
2006-07	Humanities	SPA	102	INTRODUCTORY SPANISH II	2	10	87	99	88%
2006-07	Humanities	SPA	103	INTRODUCTORY SPANISH III	3	8	65	76	86%
2006-07	Humanities	SPH	100	INTERPERSONAL COMMUNICATIONS	2	2	21	25	84%
2006-07	Humanities	SPH	101	FUNDAMENTALS OF SPEECH	18	29	265	312	85%
2006-07	Humanities	SPH	201	ADV PUBLIC SPEAKING	1	1	15	17	88%
2006-07		Humanities Division			235	430	2509	3174	79%

A four-year comparison of division success rates can be found in the table on p. 16.

2006-07	IND TECH	AMT	148	AMT GENERAL ELECTRICITY	1	4	13	18	72%
2006-07	IND TECH	AMT	149	AMT AIRFRAME ELECTRICITY	2	0	12	14	86%
2006-07	IND TECH	AMT	150	AMT GENERAL	1	2	22	25	88%
2006-07	IND TECH	AMT	151	AIRFRAME MECHANICS I	1	0	23	24	96%
2006-07	IND TECH	AMT	152	AIRFRAME MECHANICS II	0	1	21	22	95%
2006-07	IND TECH	AMT	153	AIRFRAME MECHANICS III	0	0	9	9	100%
2006-07	IND TECH	AMT	249	AMT POWERPLANT ELECTRICI	0	1	7	8	88%
2006-07	IND TECH	AMT	251	POWERPLANT MECHANICS I	1	2	19	22	86%
2006-07	IND TECH	AMT	252	POWERPLANT MECHANICS II	1	2	12	15	80%
2006-07	IND TECH	AMT	253	POWERPLANT MECHANICS III	0	2	6	8	75%
2006-07	IND TECH	AMT	254	POWERPLANT MECHANICS IV	0	0	2	2	100%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	IND TECH	AUT	069	CHASSIS COMPONENT REPAIR	0	0	1	1	100%
2006-07	IND TECH	AUT	105	AUTOMOTIVE COMPUTER APPL	0	2	11	13	85%
2006-07	IND TECH	AUT	111	AUTO ENGINE SERVICE	1	0	18	19	95%
2006-07	IND TECH	AUT	115	AUTO SHOP SAFETY/ENVIRON	1	1	17	19	89%
2006-07	IND TECH	AUT	121	ELECTRICAL/ELECTRNIC SYST	1	1	13	15	87%
2006-07	IND TECH	AUT	124	BRAKE SYSTEM SERVICE	0	0	13	13	100%
2006-07	IND TECH	AUT	125	SUSPENSION STEERING ALIG	0	0	13	13	100%
2006-07	IND TECH	AUT	131	MANUAL DRIVE TRAIN & AXL	1	2	16	19	84%
2006-07	IND TECH	AUT	132	HYDRAULIC SYSTEMS	1	1	14	16	88%
2006-07	IND TECH	AUT	190	PROJECTS LAB	2	0	47	49	96%
2006-07	IND TECH	AUT	211	AUTO CONVENIENCE SYSTEMS	0	2	14	16	88%
2006-07	IND TECH	AUT	212	AUTO TRANSMISSION REPAIR	0	3	13	16	81%
2006-07	IND TECH	AUT	213	AUTO SERVICING I	0	1	16	17	94%
2006-07	IND TECH	AUT	220	ENGINE PERFORMANCE	0	0	14	14	100%
2006-07	IND TECH	AUT	223	AUTOMOBILE SERVICING II	0	0	17	17	100%
2006-07	IND TECH	AUT	231	AUTO HEAT/AIR CONDITION	0	2	11	13	85%
2006-07	IND TECH	AUT	290	PROJECTS LAB	0	0	47	47	100%
2006-07	IND TECH	CDL	100	COMM DRIVER'S LICENSE	4	7	59	70	84%
2006-07	IND TECH	EGR	112	GIS I	0	0	3	3	100%
2006-07	IND TECH	EGR	113	GIS II	0	0	3	3	100%
2006-07	IND TECH	ELC	101	BASIC ELEC/DC CIRCUIT AN	5	17	14	36	39%
2006-07	IND TECH	ELC	102	BASIC ELEC AC CIRCUITS	2	8	14	24	58%
2006-07	IND TECH	ELC	105	INDUSTRIAL ELECTRICITY I	1	0	12	13	92%
2006-07	IND TECH	ELC	107	INTRO TO NAT'L ELEC CODE	1	3	6	10	60%
2006-07	IND TECH	ELC	108	NATL ELECTRIC CODE II	0	0	10	10	100%
2006-07	IND TECH	ELC	109	NATIONAL ELEC CODE III	0	0	9	9	100%
2006-07	IND TECH	ELC	110	IND ELEC INSTALL TECH	0	1	13	14	93%
2006-07	IND TECH	ELC	150	INTRO PROG LOGIC CONTRL	0	0	9	9	100%
2006-07	IND TECH	ELC	170	INTRO TO INSTRUMENTATION	0	0	6	6	100%
2006-07	IND TECH	ELC	205	INDUST ELECTRICITY II	0	0	9	9	100%
2006-07	IND TECH	ELC	215	INDUST ELECTRICITY III	0	1	6	7	86%
2006-07	IND TECH	ELC	223	ELECTRONICS I PRINCIPLES	1	3	6	10	60%
2006-07	IND TECH	ELC	224	ELECTRONICS II (APPLIC)	0	3	7	10	70%
2006-07	IND TECH	ELC	225	ELECTRONICS III-INDUST	0	3	5	8	63%
2006-07	IND TECH	ELC	250	PROGRAM LOGIC CONTROL II	0	0	8	8	100%
2006-07	IND TECH	ELC	271	INSTRMNT II/CTRL ACTUATR	0	0	4	4	100%
2006-07	IND TECH	MMT	100	INTRO IND SAFETY/HEALTH	2	1	21	24	88%
2006-07	IND TECH	MMT	101	COMPUTER APPL MMT	0	2	8	10	80%
2006-07	IND TECH	MMT	102	TECHNICAL DRAWING INTERP	2	5	22	29	76%
2006-07	IND TECH	MMT	110	MACHINING I	0	1	21	22	95%
2006-07	IND TECH	MMT	111	MACHINING II	0	1	12	13	92%
2006-07	IND TECH	MMT	115	MACHINING SKILL ENHANCE	0	0	10	10	100%
2006-07	IND TECH	MMT	120	INTRO TO REFRIGERATION	1	0	6	7	86%
2006-07	IND TECH	MMT	210	MECHANICAL POWER TRANSM	0	0	6	6	100%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	IND TECH	MMT	211	FLUID POWER TRANSMISSION	0	0	3	3	100%
2006-07	IND TECH	MMT	220	INTRO TO PREVENT MAINT	0	0	8	8	100%
2006-07	IND TECH	MMT	230	BOILER TECH/PUMP MECH	0	0	3	3	100%
2006-07	IND TECH	MMT	297	WORK BASED LEARN SEMINAR	0	1	32	33	97%
2006-07	IND TECH	WLD	101	OXY-ACETYLENE WELD/AUTO	2	0	14	16	88%
2006-07	IND TECH	WLD	102	ARC WELDING FOR AUTO	2	0	13	15	87%
2006-07	IND TECH	WLD	103	BEGINNING AMT WELDING	0	0	9	9	100%
2006-07	IND TECH	WLD	110	WELDING THEORY I	1	3	11	15	73%
2006-07	IND TECH	WLD	111	WELDING PROCESS I	7	10	62	79	78%
2006-07	IND TECH	WLD	112	THERMAL CUTTING & WELDING	5	2	41	48	85%
2006-07	IND TECH	WLD	120	WELDING THEORY II	0	3	13	16	81%
2006-07	IND TECH	WLD	121	WELDING PROCESS II	0	8	14	22	64%
2006-07	IND TECH	WLD	122	GAS METAL ARC WELDING I	1	13	39	53	74%
2006-07	IND TECH	WLD	130	WELDING THEORY III	2	5	9	16	56%
2006-07	IND TECH	WLD	131	WELDING PROCESS III	1	5	8	14	57%
2006-07	IND TECH	WLD	132	GAS TUNG ARC WELD I-TIG	2	6	13	21	62%
2006-07	IND TECH	WLD	151	TECH DRAW INTERPRETATION	0	4	10	14	71%
2006-07	IND TECH	WLD	152	WELDING LAYOUT I	0	2	10	12	83%
2006-07	IND TECH	WLD	153	WELDING LAYOUT II	1	4	7	12	58%
2006-07	IND TECH	WLD	190	SKILL LEVEL IMPROVEMENT	3	20	62	85	73%
2006-07	IND TECH	WLD	205	WELD TESTING METHODS	0	1	4	5	80%
2006-07	IND TECH	WLD	206	WELDING CODES & STANDARD	0	4	2	6	33%
2006-07	IND TECH	WLD	207	WELDING METALLURGY	0	4	1	5	20%
2006-07	IND TECH	WLD	212	GAS METAL ARC WELDING II	1	3	8	12	67%
2006-07	IND TECH	WLD	244	SUBMERGED ARC WELDING	0	0	2	2	100%
2006-07	IND TECH	WLD	261	PRODUCTION WELD PROC I	0	0	1	1	100%
2006-07	IND TECH	WLD	262	PRODUCTION WELDING I	0	1	1	2	50%
2006-07	IND TECH	WLD	263	PRODUCTION WELD PROC II	0	0	1	1	100%
2006-07	IND TECH	WLD	264	ADV WELD PROCESS	0	1	0	1	0%
2006-07	IND TECH	WLD	265	PRODUC WELD PROCESS III	1	0	0	1	0%
2006-07	IND TECH	WLD	281	PIPE WELDING I	1	1	1	3	33%
2006-07	IND TECH	WLD	282	GAS TNGSTN ARC WD II TIG	0	1	2	3	67%
2006-07	IND TECH	WLD	290	SKILL LEVEL IMPROVEMENT	0	1	4	5	80%
2006-07		Industrial Technologies Division			63	188	1158	1409	82%

A four-year comparison of division success rates can be found in the table on p. 16.

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Math/Science	AST	110	PRINCIPLES OF ASTRONOMY	6	8	19	33	58%
2006-07	Math/Science	AST	120	PRINCIPLES OF ASTRONOMY	6	6	20	32	63%
2006-07	Math/Science	BIO	101	BIOLOGY	12	24	112	148	76%
2006-07	Math/Science	BIO	110	CELL BIOLOGY	14	18	55	87	63%
2006-07	Math/Science	BIO	210	HUMAN ANATOMY/PHYSIOLOGY	7	4	39	50	78%
2006-07	Math/Science	BIO	211	HUMAN ANAT/PHYSIOLOGY II	2	4	34	40	85%
2006-07	Math/Science	BIO	215	MICROBIOLOGY	1	4	36	41	88%
2006-07	Math/Science	BOT	130	BOTANY	0	3	16	19	84%
2006-07	Math/Science	BOT	140	FIELD BOTANY	2	0	20	22	91%
2006-07	Math/Science	CHM	099	SURVEY OF CHEMISTRY	2	1	10	13	77%
2006-07	Math/Science	CHM	110	INTRO INORGANIC CHEM	5	18	89	112	79%
2006-07	Math/Science	CHM	111	INTRO ORGANIC & BIOCHEM	0	0	7	7	100%
2006-07	Math/Science	CHM	140	GENERAL CHEMISTRY I	1	5	22	28	79%
2006-07	Math/Science	CHM	150	GENERAL CHEMISTRY II	0	2	17	19	89%
2006-07	Math/Science	CHM	160	GENERAL CHEMISTRY III	0	2	12	14	86%
2006-07	Math/Science	ENV	101	ENVIRONMENTAL SCIENCE	0	4	11	15	73%
2006-07	Math/Science	GLY	105	PHYSICAL GEOLOGY	1	10	14	25	56%
2006-07	Math/Science	MAP	100	APPLIED MATH (AMT)	1	2	14	17	82%
2006-07	Math/Science	MAP	101	APPLIED MATH (AUT/WLD)	2	5	16	23	70%
2006-07	Math/Science	MAP	103	APPLIED MATH (MMT/IET)	0	12	15	27	56%
2006-07	Math/Science	MAP	105	APPLIED MATHEMATICS (CSC)	0	0	10	10	100%
2006-07	Math/Science	MAP	108	APPLIED MATH (MA)	1	1	17	19	89%
2006-07	Math/Science	MTH	107	MATH APPLICATIONS/MODEL	4	8	13	25	52%
2006-07	Math/Science	MTH	150	COLLEGE ALGEBRA	16	30	74	120	62%
2006-07	Math/Science	MTH	151	PRECALC I ELEM FUNCTIONS	4	1	28	33	85%
2006-07	Math/Science	MTH	152	PRECALC II:TRIG & VECTOR	0	3	13	16	81%
2006-07	Math/Science	MTH	161	STATISTICS	8	14	87	109	80%
2006-07	Math/Science	MTH	162	FINITE MATHEMATICS	2	3	16	21	76%
2006-07	Math/Science	MTH	163	BUSINESS CALCULUS	2	2	9	13	69%
2006-07	Math/Science	MTH	171	CALCULUS I	2	1	15	18	83%
2006-07	Math/Science	MTH	172	CALCULUS II	0	0	14	14	100%
2006-07	Math/Science	MTH	173	CALCULUS III	0	0	13	13	100%
2006-07	Math/Science	PHY	120	SURVEY OF PHYSICS	1	1	10	12	83%
2006-07	Math/Science	PHY	201	ENGINEERING PHYSICS I	1	0	10	11	91%
2006-07	Math/Science	PHY	202	ENGINEERING PHYSICS II	0	0	8	8	100%
2006-07	Math/Science	PHY	203	ENGINEERING PHYSICS III	0	0	8	8	100%
2006-07	Math/Science	SCI	101	SURVEY OF SCIENCE	12	46	62	120	52%
2006-07	Math/Science	SCI	102	EARTH SCIENCE	3	16	25	44	57%
2006-07				Math/Science Division	118	258	1010	1386	73%

A four-year comparison of division success rates can be found in the table on p. 16.

2006-07	Math/Science	MPC	090	PREALGEBRA	47	127	187	361	52%
2006-07	Math/Science	MPC	091	ELEMENTARY ALGEBRA I	5	5	6	16	38%
2006-07	Math/Science	MPC	092	ELEMENTARY ALGEBRA II	2	17	5	24	21%
2006-07	Math/Science	MPC	093	INTERMEDIATE ALGEBRA III	0	6	5	11	45%

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Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Math/Science	MPC	095	ELEMENTARY ALGEBRA	64	154	154	372	41%
2006-07	Math/Science	MPC	099	INTERMEDIATE ALGEBRA	65	98	136	299	45%
2006-07	Pre-college Level Math				183	407	493	1083	46%
A four-year comparison of division success rates can be found in the table on p. 16.									
2006-07	Social Science	ANT	101	INTRO TO ANTHROPOLOGY	5	10	44	59	75%
2006-07	Social Science	CRJ	200	ESSENT CRIMINAL JUSTICE	2	15	54	71	76%
2006-07	Social Science	CRJ	206	INTRO TO CRIMINAL LAW	0	6	21	27	78%
2006-07	Social Science	CRJ	210	POLICE SYSTEMS & PRACTIC	0	1	10	11	91%
2006-07	Social Science	ECE	100	ISSUES & TRENDS IN ECE	1	13	19	33	58%
2006-07	Social Science	ECE	105	HEALTH SAFETY NUTRITION	2	2	11	15	73%
2006-07	Social Science	ECE	108	INFANT & TODDLER CARE/ED	0	0	1	1	100%
2006-07	Social Science	ECE	120	PARENT ED COOP LEVEL II	0	0	97	97	100%
2006-07	Social Science	ECE	121	PARENT ED COOP LEVEL II	1	0	102	103	99%
2006-07	Social Science	ECE	122	PARENT ED COOP LEVEL II	0	3	100	103	97%
2006-07	Social Science	ECE	135	SKILLS FOR PRESCHL TEACH	0	2	14	16	88%
2006-07	Social Science	ECE	175	INTRO TO CHILD CARE	0	0	30	30	100%
2006-07	Social Science	ECE	217	CHILD GROWTH/DEVELOPMENT	5	11	28	44	64%
2006-07	Social Science	ECE	220	INSTR CURRICULUM METHODS	1	1	16	18	89%
2006-07	Social Science	ECE	250	LITERATURE FOR CHILDREN	1	5	26	32	81%
2006-07	Social Science	ECE	108A	INFANT & TODDLER CARE-A	0	0	47	47	100%
2006-07	Social Science	ECE	108B	INFANT & TODDLER CARE-B	1	0	24	25	96%
2006-07	Social Science	ECE	108C	INFANT & TODDLER CARE-C	0	2	19	21	90%
2006-07	Social Science	EDU	101	INTRO TO PARAEED COMP	0	2	10	12	83%
2006-07	Social Science	EDU	102	BEHAVIOR MANAGEMENT	2	4	21	27	78%
2006-07	Social Science	EDU	106	ISSUES IN CHILD ABUSE	5	0	20	25	80%
2006-07	Social Science	EDU	110	INTRO TO SPECIAL ED	0	4	22	26	85%
2006-07	Social Science	EDU	120	INSTRUCTIONAL MEDIA	0	1	11	12	92%
2006-07	Social Science	EDU	150	FAMILY/COMMUNITY INVMT	0	0	10	10	100%
2006-07	Social Science	EDU	189	OBSERVE/ASSESS CHILDREN	2	0	6	8	75%
2006-07	Social Science	EDU	190	CLASSROOM EXPERIENCE	1	0	55	56	98%
2006-07	Social Science	EDU	198	SPECIAL TOPICS	0	0	92	92	100%
2006-07	Social Science	EDU	201	TEACHING: AN ORIENTATION	1	2	7	10	70%
2006-07	Social Science	EDU	205	APPROCH IN TEACHING ESL	0	0	8	8	100%
2006-07	Social Science	EDU	240	FAMILY COMMUNICATIONS	3	8	11	22	50%
2006-07	Social Science	EDU	102A	BEHAVIOR MANAGEMENT-A	0	0	31	31	100%
2006-07	Social Science	EDU	102B	BEHAVIOR MANAGEMENT-B	0	1	32	33	97%
2006-07	Social Science	HIS	101	EARLY WESTERN CIVILIZATION	14	16	53	83	64%
2006-07	Social Science	HIS	102	MODERN WESTERN CIVILIZATION	4	3	9	16	56%
2006-07	Social Science	HIS	103	20TH CENTURY CIVILIZATION	4	13	8	25	32%
2006-07	Social Science	HIS	121	HISTORY OF MEXICO	2	14	16	32	50%
2006-07	Social Science	HIS	145	AMERICAN CVL WAR & RECON	2	5	17	24	71%

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2006-07 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2006-07	Social Science	HIS	201	UNITED STATES HISTORY I	10	22	51	83	61%
2006-07	Social Science	HIS	202	UNITED STATES HISTORY II	12	12	25	49	51%
2006-07	Social Science	HIS	270	THE ROMAN WORLD	5	6	17	28	61%
2006-07	Social Science	POL	102	AMER GOVT & POLITICS	1	17	61	79	77%
2006-07	Social Science	POL	103	INTERNATIONAL RELATIONS	0	3	21	24	88%
2006-07	Social Science	POL	206	THE MIDDLE EAST	0	2	10	12	83%
2006-07	Social Science	PSY	101	INTRO TO PSYCHOLOGY	40	97	216	353	61%
2006-07	Social Science	PSY	205	INTRO TO SOCIAL PSYCHOLOGY	2	2	9	13	69%
2006-07	Social Science	PSY	210	LIFE-SPAN DEVELOPMENT	10	13	64	87	74%
2006-07	Social Science	PSY	230	HUMAN SEXUALITY	1	8	10	19	53%
2006-07	Social Science	SOC	110	INTRO TO SOCIOLOGY	23	38	137	198	69%
2006-07	Social Science	SOC	220	MARRIAGE AND THE FAMILY	6	9	47	62	76%
2006-07	Social Science	SOC	270	SOCIAL PROBLEMS	2	1	32	35	91%
2006-07	Social Science Division				171	374	1802	2347	77%
2006-07	Overall (all combined)				1260	2376	14483	18119	80%

A four-year comparison of division success rates can be found in the table on p. 16.

A four-year comparison of overall success rates can be found in the chart on p. 15.

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

Appendix F

2007-08 Student Success Rates in all Courses

2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Allied Health	FAD	150	IND FIRST AID/CPR & BBP	19	19	204	242	84%
2007-08	Allied Health	FIR	101	AIR RESCUE/FIRE FIGHTING	0	0	23	23	100%
2007-08	Allied Health	FIR	102	ARFF - TRUCK OPERATIONS	0	0	15	15	100%
2007-08	Allied Health	FIR	103	AIR RESCUE/FIRE REFRESHR	0	0	34	34	100%
2007-08	Allied Health	FIR	104	ARFF OFFICER DEVELOPMENT	0	0	13	13	100%
2007-08	Allied Health	HED	110	DESCRIPTIVE ANAT/PHYS I	7	19	29	55	53%
2007-08	Allied Health	HED	111	DESCRIPTIVE ANAT/PHYS II	1	12	26	39	67%
2007-08	Allied Health	HED	112	MEDICAL SCIENCE I	2	2	21	25	84%
2007-08	Allied Health	HED	113	MEDICAL SCIENCE II	0	2	20	22	91%
2007-08	Allied Health	HED	150	MEDICAL TERMINOLOGY I	4	17	71	92	77%
2007-08	Allied Health	HED	151	MEDICAL TERMINOLOGY II	1	4	31	36	86%
2007-08	Allied Health	HED	239	MEDICAL ETHICS	6	5	24	35	69%
2007-08	Allied Health	MA	111	CLINICAL PROCEDURES I	0	2	23	25	92%
2007-08	Allied Health	MA	112	CLINICAL PROCEDURES II	0	5	35	40	88%
2007-08	Allied Health	MA	113	CLINICAL PROCEDURES III	1	0	38	39	97%
2007-08	Allied Health	MA	150	PHARMACOLOGY MED ASST	2	2	38	42	90%
2007-08	Allied Health	MA	195	EXTERNSHIP/PRACT MED ASST	0	0	13	13	100%
2007-08	Allied Health	MA	197	EXTERNSHIP/PRACT SEMINAR	0	0	13	13	100%
2007-08	Allied Health	NUR	100	NURSING ASSISTANT	0	5	88	93	95%
2007-08	Allied Health	NUR	103	HIV/AIDS EDUCATION	9	10	51	70	73%
2007-08	Allied Health	NUR	105	NURSING SKILLS LAB	0	5	88	93	95%
2007-08	Allied Health	NUR	110	FUNDAMENTALS OF NURSING	4	0	25	29	86%
2007-08	Allied Health	NUR	111	PRACTICUM	4	0	25	29	86%
2007-08	Allied Health	NUR	114	PHARMACOLOGY	3	3	23	29	79%
2007-08	Allied Health	NUR	115	PHARMACOLOGY CONCEPTS I	0	2	11	13	85%
2007-08	Allied Health	NUR	120	BEGIN NURSE CONCEPTS I	0	0	22	22	100%
2007-08	Allied Health	NUR	121	BEGIN NURSE PRACTICUM I	1	1	20	22	91%
2007-08	Allied Health	NUR	130	BEGIN NURSE CONCEPTS II	0	0	20	20	100%
2007-08	Allied Health	NUR	131	BEG NURSE PRACTICUM II	0	0	20	20	100%
2007-08	Allied Health	NUR	135	NURSING SKILLS LAB	4	0	25	29	86%
2007-08	Allied Health	NUR	136	NURSING SKILLS LAB	0	0	22	22	100%
2007-08	Allied Health	NUR	137	NURSING SKILLS LAB	0	0	20	20	100%
2007-08	Allied Health	NUR	140	PN COMPLETION/TRANSITION	0	0	25	25	100%
2007-08	Allied Health	NUR	141	PN COMPLETION/TRANSITION	0	0	25	25	100%
2007-08	Allied Health	NUR	189	WRITING FOR NURSING EDUC	2	0	22	24	92%
2007-08	Allied Health	NUR	210	ADULT HEALTH II	1	0	25	26	96%
2007-08	Allied Health	NUR	211	ADULT HEALTH II PRACTICUM	1	0	25	26	96%
2007-08	Allied Health	NUR	215	ADV PHARMACOLOGY CONCEPT	0	2	13	15	87%
2007-08	Allied Health	NUR	220	ADV NURSING CONCEPTS II	0	0	24	24	100%
2007-08	Allied Health	NUR	221	ADV NURSING PRACTICUM II	0	0	24	24	100%
2007-08	Allied Health	NUR	230	ADV HEALTHCARE MANAGEMENT	0	0	24	24	100%
2007-08	Allied Health	NUR	231	ADV HEALTHCARE PRACTICUM	0	0	24	24	100%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Allied Health	NUR	232	EKG INTERPRETATION I	1	0	13	14	93%
2007-08	Allied Health	NUR	235	NURSING SKILLS LAB	1	0	25	26	96%
2007-08	Allied Health	NUR	236	NURSING SKILLS LAB	0	0	24	24	100%
2007-08	Allied Health	NUR	264	CARDIAC ARREST MGMT	4	0	12	16	75%
2007-08	Allied Health	NUT	116	NUTRITION	12	25	154	191	81%
2007-08	Allied Health	PEH	100	LIFETIME WELLNESS	12	8	116	136	85%
2007-08	Allied Health	PEH	102	THEORY OF BASKETBALL	0	1	9	10	90%
2007-08	Allied Health	PEH	104	THEORY/WOMEN'S BASKETBALL	0	0	6	6	100%
2007-08	Allied Health	PEH	105	THEORY OF BASEBALL	1	0	24	25	96%
2007-08	Allied Health	PEH	106	THEORY OF SOFTBALL	0	0	8	8	100%
2007-08	Allied Health	PEH	107	THEORY OF VOLLEYBALL	0	0	10	10	100%
2007-08	Allied Health	PEH	114	BASKETBALL	1	0	21	22	95%
2007-08	Allied Health	PEH	116	GOLF	1	0	23	24	96%
2007-08	Allied Health	PEH	117	BOWLING	4	0	56	60	93%
2007-08	Allied Health	PEH	122	VOLLEYBALL	1	0	14	15	93%
2007-08	Allied Health	PEH	125	CONDITIONING	6	5	130	141	92%
2007-08	Allied Health	PEH	131	CIRCUIT WEIGHT TRAINING	7	0	182	189	96%
2007-08	Allied Health	PEH	132	FITNESS	3	8	59	70	84%
2007-08	Allied Health	PEH	133	WEIGHT TRAINING	2	1	27	30	90%
2007-08	Allied Health	PEH	136	SKIING	6	0	15	21	71%
2007-08	Allied Health	PEH	137	BEG KARATE	0	0	2	2	100%
2007-08	Allied Health	PEH	149	JOGGING/WALKING HEALTH	3	1	62	66	94%
2007-08	Allied Health	PEH	155	BODY TONING	11	4	137	152	90%
2007-08	Allied Health	PEH	158	RACQUETBALL	0	1	39	40	98%
2007-08	Allied Health	PEH	160	BASEBALL SKILLS	1	0	35	36	97%
2007-08	Allied Health	PEH	178	PRINCIPLES OF FITNESS	5	5	33	43	77%
2007-08	Allied Health	PEH	216	INT/ADV GOLF	0	0	4	4	100%
2007-08	Allied Health Division				154	176	2602	2932	89%

A four-year comparison of division success rates can be found in the table on p. 16.

2007-08	Aviation	AVF	111	PRE-FLIGHT GROUND SCHOOL	1	2	31	34	91%
2007-08	Aviation	AVF	112	PRIV PILOT GROUND SCHOOL	3	8	20	31	65%
2007-08	Aviation	AVF	113	METEOROLOGY	0	4	23	27	85%
2007-08	Aviation	AVF	114	THEORY OF FLIGHT	2	4	16	22	73%
2007-08	Aviation	AVF	141	PRIV PILOT FLIGHT STAGE 1	3	7	20	30	67%
2007-08	Aviation	AVF	142	PRIV PILOT FLIGHT STAGE 2	1	12	18	31	58%
2007-08	Aviation	AVF	143	PRIV PILOT FLIGHT STAGE 3	1	0	12	13	92%
2007-08	Aviation	AVF	190	FLIGHT (ALTERNATE)	1	1	15	17	88%
2007-08	Aviation	AVF	221	COMM PILOT GROUND SCHOOL	0	1	16	17	94%
2007-08	Aviation	AVF	223	INSTRUMENT PILOT GR SCHL	1	3	17	21	81%
2007-08	Aviation	AVF	225	EFF COMM IN FLT INSTRUCT	1	2	9	12	75%
2007-08	Aviation	AVF	251	COMM PILOT FLT STAGE 4	0	1	15	16	94%
2007-08	Aviation	AVF	252	COMM PILOT FLT STAGE 5	1	2	17	20	85%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Aviation	AVF	253	COMM PILOT FLT STAGE 7	0	2	10	12	83%
2007-08	Aviation	AVF	254	NIGHT FLYING	0	4	15	19	79%
2007-08	Aviation	AVF	261	INSTRUMENT FLT STAGE 6	0	6	12	18	67%
2007-08	Aviation	AVF	270	FLIGHT INSTRUCTOR	0	1	3	4	75%
2007-08	Aviation	AVF	271	INSTRUMENT FLIGHT INSTR	0	2	1	3	33%
2007-08	Aviation	AVF	272	SEAPLANE FLIGHT	0	0	1	1	100%
2007-08	Aviation	AVF	275	MULTI-ENGINE FLIGHT	0	2	5	7	71%
2007-08	Aviation	AVF	276	SIMULATOR TRAINING	0	0	4	4	100%
2007-08	Aviation	AVF	290	FLIGHT (ALTERNATE)	1	1	31	33	94%
2007-08				Aviation Division	16	65	311	392	79%

A four-year comparison of division success rates can be found in the table on p. 16.

2007-08	Business	AGR	241	FARM & RANCH MANAGEMENT	2	1	3	6	50%
2007-08	Business	AGR	251	ECOLOGY BASED PEST MGMT	0	0	3	3	100%
2007-08	Business	AGR	261	PLANT SCIENCE	0	2	4	6	67%
2007-08	Business	AGR	263	SOILS	0	0	3	3	100%
2007-08	Business	AGR	271	AG SALES & MARKETING	0	1	3	4	75%
2007-08	Business	AGR	272	SUSTAINABLE AG/FOOD SYS	0	0	4	4	100%
2007-08	Business	AGR	295	WORK-BASED LEARNING	0	0	3	3	100%
2007-08	Business	AGR	297	WORK-BASED LRNG SEMINAR	0	0	3	3	100%
2007-08	Business	BUS	101	INTRO TO BUSINESS	4	15	63	82	77%
2007-08	Business	BUS	102	BUSINESS MATHEMATICS	3	7	52	62	84%
2007-08	Business	BUS	105	INTRO TO ACCOUNTING	1	2	115	118	97%
2007-08	Business	BUS	114	BUSINESS ETHICS	0	2	7	9	78%
2007-08	Business	BUS	120	HUMAN RELATIONS ON JOB	6	17	84	107	79%
2007-08	Business	BUS	121	BUSINESS ENGLISH	12	12	64	88	73%
2007-08	Business	BUS	122	BUSINESS COMMUNICATIONS	1	6	20	27	74%
2007-08	Business	BUS	161	BUSINESS CALCULATORS	1	0	17	18	94%
2007-08	Business	BUS	170	CONSUMER FINANCE	2	0	12	14	86%
2007-08	Business	BUS	233	INTRO TO PAYROLL TAXES	0	1	10	11	91%
2007-08	Business	BUS	251	PRIN OF ACCOUNTING I	4	6	64	74	86%
2007-08	Business	BUS	252	PRIN OF ACCOUNTING II	3	5	44	52	85%
2007-08	Business	BUS	253	PRIN OF ACCOUNTING III	3	6	36	45	80%
2007-08	Business	BUS	254	BUSINESS LAW	6	16	72	94	77%
2007-08	Business	BUS	260	COMPUTER ACCOUNTING	0	2	12	14	86%
2007-08	Business	BUS	261	INTRO TO PEACHTREE ACCT	0	0	14	14	100%
2007-08	Business	BUS	262	INTRO TO QUICKBOOKS	3	0	11	14	79%
2007-08	Business	CSC	100	MICROCOMP SOFTWARE SURV	1	2	6	9	67%
2007-08	Business	CSC	101	INTRO COMPUTER SCIENCE	4	7	31	42	74%
2007-08	Business	CSC	104	PC OPERATING SYSTEMS	4	4	38	46	83%
2007-08	Business	CSC	107	HARDWARE AWARENESS	1	4	31	36	86%
2007-08	Business	CSC	108	INTRO MICROSOFT APPLIC	14	8	60	82	73%
2007-08	Business	CSC	110	INTRO PC W/MAC OS X	0	0	20	20	100%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Business	CSC	113	COMPUTER ETHICS	0	0	9	9	100%
2007-08	Business	CSC	114	NETWORKING ESSENTIALS	0	0	4	4	100%
2007-08	Business	CSC	115	INTRO INTERNET/TELECOM	0	0	20	20	100%
2007-08	Business	CSC	116	INTRO WEBPAGE DESIGN HTM	4	4	101	109	93%
2007-08	Business	CSC	117	INTRO TO COMPUTING MULTIMEDIA	0	3	59	62	95%
2007-08	Business	CSC	119	PROG W/VISUAL BASIC.NET	0	0	14	14	100%
2007-08	Business	CSC	120	PROGRAM W/VISUAL BASIC	1	1	6	8	75%
2007-08	Business	CSC	124	INTRO SPREADSHT MS/EXCEL	2	1	22	25	88%
2007-08	Business	CSC	126	INTRO TO LINUX	0	0	8	8	100%
2007-08	Business	CSC	128	INTRO WIRELESS NETWORKS	0	0	8	8	100%
2007-08	Business	CSC	129	INTRO NETWORK SECURITY	0	0	9	9	100%
2007-08	Business	CSC	130	INTRO TO COMP FORENSICS	0	0	6	6	100%
2007-08	Business	CSC	132	GAME PROGRAMNG W/C++	3	0	17	20	85%
2007-08	Business	CSC	138	PROGRAMMING VISUAL C.NET	0	0	6	6	100%
2007-08	Business	CSC	140	PROGRAM WITH ASSEMBLER	1	0	11	12	92%
2007-08	Business	CSC	141	PROG.DYNAMIC WEB SITES	2	1	9	12	75%
2007-08	Business	CSC	143	PROGRAMMING W/VISUAL C++	0	0	13	13	100%
2007-08	Business	CSC	145	A+ CERT PREP LVL I	1	0	18	19	95%
2007-08	Business	CSC	147	COMPUTER SYSTEM ASSEMBLY	1	0	4	5	80%
2007-08	Business	CSC	154	LOCAL AREA NETWORKS	0	0	12	12	100%
2007-08	Business	CSC	155	INTRO MS NETWORK PLTFORM	1	0	11	12	92%
2007-08	Business	CSC	156	CISCO NETWORKING I	0	0	21	21	100%
2007-08	Business	CSC	157	CISCO NETWORKING II	0	0	20	20	100%
2007-08	Business	CSC	158	CISCO NETWORKING III	0	0	24	24	100%
2007-08	Business	CSC	159	CISCO NETWORKING IV	0	0	22	22	100%
2007-08	Business	CSC	160	DEPLOY VIRT SVR & WKST	0	0	13	13	100%
2007-08	Business	CSC	162	NETWORK CERT EXAM PREP	0	0	1	1	100%
2007-08	Business	CSC	166	INTRO TO SYSTEM DESIGN	0	0	2	2	100%
2007-08	Business	CSC	167	NETWK CERT PRIN I	0	0	2	2	100%
2007-08	Business	CSC	175	INTERM COMPUTING TOPICS: WEB DESIGN	1	0	22	23	96%
2007-08	Business	CSC	176	INTERM COMPUTING TOPICS	0	0	8	8	100%
2007-08	Business	CSC	177	INTERM COMPUTING TOPICS	0	0	7	7	100%
2007-08	Business	CSC	180	ADV MICROSOFT OFFICE	0	0	7	7	100%
2007-08	Business	CSC	181	INTRO TO WEB 2.0 TECH	0	0	12	12	100%
2007-08	Business	CSC	185	ELEC PUB W/PAGEMAKER	0	0	1	1	100%
2007-08	Business	CSC	186	ELEC PUB W/PHOTOSHOP	0	3	8	11	73%
2007-08	Business	CSC	187	ELEC PUB W/ILLUSTRATOR	0	0	3	3	100%
2007-08	Business	CSC	198	CURRENT COMPUTING ISSUES	2	0	32	34	94%
2007-08	Business	CSC	206	LINUX SERVER ADMIN	0	0	8	8	100%
2007-08	Business	CSC	207	HARDWARE TECHNOLOGY	0	0	11	11	100%
2007-08	Business	CSC	217	ADVANCED MULTIMEDIA	0	0	12	12	100%
2007-08	Business	CSC	224	MS EXCEL CERT PREP	1	0	15	16	94%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Business	CSC	225	MS WORD CERT PREP	0	0	6	6	100%
2007-08	Business	CSC	226	MS ACCESS CERT PREP	0	1	6	7	86%
2007-08	Business	CSC	239	ADVANCED C++ PROGRAMMING	0	0	2	2	100%
2007-08	Business	CSC	245	A+ CERTIFICATION PREP II	0	0	16	16	100%
2007-08	Business	CSC	275	ADV COMPUTING TOPICS	1	0	21	22	95%
2007-08	Business	CSC	276	ADV COMPUTING TOPICS	0	0	19	19	100%
2007-08	Business	CSC	277	ADVANCED COMPUTING TOPIC	1	0	0	1	0%
2007-08	Business	ECO	200	INTRO TO ECONOMICS	9	36	58	103	56%
2007-08	Business	ECO	201	MACRO ECONOMICS	1	28	49	78	63%
2007-08	Business	ECO	202	MICRO ECONOMICS	7	15	47	69	68%
2007-08	Business	OFF	100	MS WORD FOR PERSONAL USE***	6	6	572	584	98%
2007-08	Business	OFF	101	BASIC KEYBOARDING***	23	31	295	349	85%
2007-08	Business	OFF	102	DOCUMENT FORMATTING***	13	24	470	507	93%
2007-08	Business	OFF	104	SKILLBUILDING***	0	1	2	3	67%
2007-08	Business	OFF	112	PROOFREADING***	5	11	16	32	50%
2007-08	Business	OFF	114	MED OFFICE ACTS RECEIV	0	0	3	3	100%
2007-08	Business	OFF	115	MED OFFICE ACTS RECEIVAB	0	0	2	2	100%
2007-08	Business	OFF	130	FILING***	15	31	48	94	51%
2007-08	Business	OFF	150	MEDICAL TERMINOLOGY I***	16	12	74	102	73%
2007-08	Business	OFF	151	MEDICAL TERMINOLOGY II***	2	7	56	65	86%
2007-08	Business	OFF	173	MICROSOFT WORD LEVEL I***	8	13	186	207	90%
2007-08	Business	OFF	177	BUSINESS OCCUPATIONS LAB***	0	0	12	12	100%
2007-08	Business	OFF	180	MICROSOFT OFFICE***	7	16	52	75	69%
2007-08	Business	OFF	181	MS OFFICE: WORD	3	4	178	185	96%
2007-08	Business	OFF	182	MS OFFICE: EXCEL	2	4	173	179	97%
2007-08	Business	OFF	183	MS OFFICE: ACCESS	0	0	111	111	100%
2007-08	Business	OFF	184	MS OFFICE: POWERPOINT	2	2	160	164	98%
2007-08	Business	OFF	185	MS OFFICE: INTEGRATION	0	0	61	61	100%
2007-08	Business	OFF	190	MS EXCEL-LEVEL 1	11	22	49	82	60%
2007-08	Business	OFF	195	MS ACCESS	3	5	35	43	81%
2007-08	Business	OFF	198	SPECIAL TOPICS	1	3	39	43	91%
2007-08	Business	OFF	210	OUTLOOK/INTERNET	11	14	43	68	63%
2007-08	Business	OFF	220	MICROSOFT PUBLISHER	0	1	4	5	80%
2007-08	Business	OFF	239	MEDICAL ETHICS	6	12	21	39	54%
2007-08	Business	OFF	261	AUTOMATED OFFICE	0	0	6	6	100%
2007-08	Business	OFF	262	PROFESSIONAL PREPARATION	0	0	6	6	100%
2007-08	Business	OFF	273	MS WORD EXPERT LEVEL	3	11	6	20	30%
2007-08	Business	OFF	280	ADV MICROSOFT OFFICE	1	2	7	10	70%
2007-08			Business Division		252	451	4438	5141	86%

A four-year comparison of division success rates can be found in the table on p. 16.

2007-08	Developmental	CSS	100	COLLEGE SURVIVAL SKILLS	13	50	228	291	78%
2007-08	Developmental	CSS	102	FOCUS ON SUCCESS	5	9	94	108	87%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Developmental	ENG	065	SPELLING IMPROVEMENT	1	2	33	36	92%
2007-08	Developmental	ENG	085	READING SKILLS	1	1	7	9	78%
2007-08	Developmental	ENG	087	READING IMPROVEMENT	0	0	14	14	100%
2007-08	Developmental	ENG	093	BASIC WRITING	0	0	6	6	100%
2007-08	Developmental	ENG	095	WRITING IMPROVEMENT	1	1	22	24	92%
2007-08	Developmental	ENG	098	BASIC ENGLISH SKILLS	4	13	59	76	78%
2007-08	Developmental	ENG	099	ENG SKILLS W/WORD PROCSG	20	52	230	302	76%
2007-08	Developmental	HDV	101	STEPS TO SUCCESS SGL/PAR	0	0	3	3	100%
2007-08	Developmental	LIB	180	ONLINE LEARNING 21ST CENTURY	7	7	12	26	46%
2007-08	Developmental	MPC	080	BASIC MATHEMATICS	11	19	99	129	77%
2007-08				Developmental Division	63	154	807	1024	79%

A four-year comparison of division success rates can be found in the table on p. 16.

2007-08	Humanities	ART	101	DESIGN I	0	0	21	21	100%
2007-08	Humanities	ART	102	DESIGN II	0	0	16	16	100%
2007-08	Humanities	ART	103	DESIGN III	2	0	16	18	89%
2007-08	Humanities	ART	104	DRAWING I	3	4	25	32	78%
2007-08	Humanities	ART	105	DRAWING II	0	1	9	10	90%
2007-08	Humanities	ART	106	DRAWING III	0	0	7	7	100%
2007-08	Humanities	ART	121	CERAMICS I	3	2	47	52	90%
2007-08	Humanities	ART	122	CERAMICS II	1	0	14	15	93%
2007-08	Humanities	ART	123	CERAMICS III	0	0	6	6	100%
2007-08	Humanities	ART	198	SPECIAL PROJECTS	0	0	2	2	100%
2007-08	Humanities	ART	200	ART APPRECIATION	8	25	77	110	70%
2007-08	Humanities	ART	216	SURVEY OF WESTERN ART I	0	3	10	13	77%
2007-08	Humanities	ART	217	SURV WEST ART II:REN-MID	0	0	7	7	100%
2007-08	Humanities	ART	221	WATERCOLOR PAINTING I	3	5	25	33	76%
2007-08	Humanities	ART	222	WATERCOLOR PAINTING II	0	1	6	7	86%
2007-08	Humanities	ART	223	WATERCOLOR PAINTING III	0	0	4	4	100%
2007-08	Humanities	ART	231	OIL PAINTING I	0	1	16	17	94%
2007-08	Humanities	ART	232	OIL PAINTING II	0	0	5	5	100%
2007-08	Humanities	ART	233	OIL PAINTING III	0	0	3	3	100%
2007-08	Humanities	ART	298	SPECIAL PROJECTS	0	0	2	2	100%
2007-08	Humanities	ASL	101	AMERICAN SIGN LANGUAGE I	1	3	17	21	81%
2007-08	Humanities	ASL	102	AMERICAN SIGN LANGUAGE II	0	1	10	11	91%
2007-08	Humanities	ENG	101	ENGLISH COMPOSITION	53	65	414	532	78%
2007-08	Humanities	ENG	102	ADVANCED COMPOSITION	31	57	283	371	76%
2007-08	Humanities	ENG	112	APPLIED TECH WRITING	4	16	27	47	57%
2007-08	Humanities	ENG	201	ACADEMIC COMPOSITION	5	7	12	24	50%
2007-08	Humanities	ENG	211	CREATIVE WRITING-FICTION	1	1	17	19	89%
2007-08	Humanities	ENG	216	FILM STUDY	4	2	58	64	91%
2007-08	Humanities	ENG	235	THE MYSTERY STORY AS LIT	1	4	11	16	69%
2007-08	Humanities	ENG	240	WORLD LITERATURE	1	0	6	7	86%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Humanities	ENG	241	AMERICAN LITERATURE I	0	10	27	37	73%
2007-08	Humanities	ENG	242	AMERICAN LITERATURE II	1	2	11	14	79%
2007-08	Humanities	ENG	244	CONTEMPORARY AMER. LIT	1	3	13	17	76%
2007-08	Humanities	ENG	245	LIT OF AMERICAN WEST	0	0	6	6	100%
2007-08	Humanities	ENG	255	SHAKESPEARE	2	0	13	15	87%
2007-08	Humanities	ENG	274	INTRO TO GREEK MYTHOLOGY	2	10	25	37	68%
2007-08	Humanities	FRE	101	INTRODUCTORY FRENCH I	1	1	17	19	89%
2007-08	Humanities	FRE	102	INTRODUCTORY FRENCH II	1	2	11	14	79%
2007-08	Humanities	FRE	103	INTRODUCTORY FRENCH III	0	0	5	5	100%
2007-08	Humanities	HUM	214	DIVERSITY ISSUES: RACE	1	4	13	18	72%
2007-08	Humanities	JOU	140	DIGITAL PHOTOJOURNALISM	3	6	52	61	85%
2007-08	Humanities	MUS	101	FIRST YEAR MUSIC THEORY	1	1	11	13	85%
2007-08	Humanities	MUS	102	MUSIC THEORY II	0	0	11	11	100%
2007-08	Humanities	MUS	103	1ST YR MUSIC THEORY III	1	0	8	9	89%
2007-08	Humanities	MUS	104	MUSIC APPRECIATION	6	12	23	41	56%
2007-08	Humanities	MUS	105	GROUP PIANO I	2	1	19	22	86%
2007-08	Humanities	MUS	106	GROUP PIANO II	1	0	4	5	80%
2007-08	Humanities	MUS	107	GROUP PIANO III	1	0	3	4	75%
2007-08	Humanities	MUS	114	MARIACHI MUSIC WORKSHOP	2	0	27	29	93%
2007-08	Humanities	MUS	121	ORCHESTRA I	0	0	4	4	100%
2007-08	Humanities	MUS	131	GUJAR	2	4	25	31	81%
2007-08	Humanities	MUS	140	JAZZ ENSEMBLE	0	0	2	2	100%
2007-08	Humanities	MUS	141	JAZZ ENSEMBLE II	1	0	1	2	50%
2007-08	Humanities	MUS	142	JAZZ ENSEMBLE III	0	0	1	1	100%
2007-08	Humanities	MUS	148	PRIV INST-PIANO I	2	0	9	11	82%
2007-08	Humanities	MUS	170	HISTORY OF JAZZ	1	2	15	18	83%
2007-08	Humanities	MUS	205	GROUP PIANO IV	0	0	2	2	100%
2007-08	Humanities	MUS	221	ORCHESTRA II	0	0	2	2	100%
2007-08	Humanities	MUS	248	PRIV PIANO INSTR II	0	0	1	1	100%
2007-08	Humanities	PHL	200	PHILOSOPHY	15	24	73	112	65%
2007-08	Humanities	PHL	210	ETHICS	3	3	23	29	79%
2007-08	Humanities	PHL	220	LOGIC	10	36	227	273	83%
2007-08	Humanities	REL	201	WORLD RELIGIONS	3	2	19	24	79%
2007-08	Humanities	REL	211	RELIGION IN AMERICA	0	1	26	27	96%
2007-08	Humanities	SPA	101	INTRODUCTORY SPANISH I	17	21	101	139	73%
2007-08	Humanities	SPA	102	INTRODUCTORY SPANISH II	5	8	85	98	87%
2007-08	Humanities	SPA	103	INTRODUCTORY SPANISH III	5	7	60	72	83%
2007-08	Humanities	SPH	100	INTERPERSONAL COMMUNICATIONS	2	14	32	48	67%
2007-08	Humanities	SPH	101	FUNDAMENTALS OF SPEECH	26	33	313	372	84%
2007-08	Humanities	SPH	201	ADV PUBLIC SPEAKING	0	0	10	10	100%
2007-08			Humanities Division		239	405	2503	3147	80%

A four-year comparison of division success rates can be found in the table on p. 16.

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	IND TECH	AMT	148	AMT GENERAL ELECTRICITY	3	5	9	17	53%
2007-08	IND TECH	AMT	149	AMT AIRFRAME ELECTRICITY	1	0	5	6	83%
2007-08	IND TECH	AMT	150	AMT GENERAL	2	2	18	22	82%
2007-08	IND TECH	AMT	151	AIRFRAME MECHANICS I	2	0	12	14	86%
2007-08	IND TECH	AMT	152	AIRFRAME MECHANICS II	1	0	18	19	95%
2007-08	IND TECH	AMT	153	AIRFRAME MECHANICS III	0	0	10	10	100%
2007-08	IND TECH	AMT	249	AMT POWERPLANT ELECTRICI	2	0	7	9	78%
2007-08	IND TECH	AMT	251	POWERPLANT MECHANICS I	5	2	14	21	67%
2007-08	IND TECH	AMT	252	POWERPLANT MECHANICS II	2	2	20	24	83%
2007-08	IND TECH	AMT	253	POWERPLANT MECHANICS III	0	4	11	15	73%
2007-08	IND TECH	AMT	254	POWERPLANT MECHANICS IV	0	0	5	5	100%
2007-08	IND TECH	AUT	105	AUTOMOTIVE COMPUTER APPL	0	2	10	12	83%
2007-08	IND TECH	AUT	111	AUTO ENGINE SERVICE	2	1	12	15	80%
2007-08	IND TECH	AUT	115	AUTO SHOP SAFETY/ENVIRON	2	1	13	16	81%
2007-08	IND TECH	AUT	121	ELECTRICAL/ELECTRNIC SYST	1	1	9	11	82%
2007-08	IND TECH	AUT	124	BRAKE SYSTEM SERVICE	1	2	8	11	73%
2007-08	IND TECH	AUT	125	SUSPENSION STEERING ALIG	1	2	9	12	75%
2007-08	IND TECH	AUT	131	MANUAL DRIVE TRAIN & AXL	2	1	12	15	80%
2007-08	IND TECH	AUT	132	HYDRAULIC SYSTEMS	1	1	9	11	82%
2007-08	IND TECH	AUT	190	PROJECTS LAB	3	2	32	37	86%
2007-08	IND TECH	AUT	211	AUTO CONVENIENCE SYSTEMS	0	0	12	12	100%
2007-08	IND TECH	AUT	212	AUTO TRANSMISSION REPAIR	1	0	10	11	91%
2007-08	IND TECH	AUT	213	AUTO SERVICING I	0	0	10	10	100%
2007-08	IND TECH	AUT	220	ENGINE PERFORMANCE	1	0	12	13	92%
2007-08	IND TECH	AUT	223	AUTOMOBILE SERVICING II	0	0	12	12	100%
2007-08	IND TECH	AUT	231	AUTO HEAT/AIR CONDITION	0	0	12	12	100%
2007-08	IND TECH	AUT	290	PROJECTS LAB	1	0	34	35	97%
2007-08	IND TECH	CDL	100	COMM DRIVER'S LICENSE	5	6	64	75	85%
2007-08	IND TECH	ELC	101	BASIC ELEC/DC CIRCUIT AN	8	22	19	49	39%
2007-08	IND TECH	ELC	102	BASIC ELEC AC CIRCUITS	3	13	15	31	48%
2007-08	IND TECH	ELC	105	INDUSTRIAL ELECTRICITY I	0	4	18	22	82%
2007-08	IND TECH	ELC	107	INTRO TO NAT'L ELEC CODE	1	2	15	18	83%
2007-08	IND TECH	ELC	108	NATL ELECTRIC CODE II	0	2	5	7	71%
2007-08	IND TECH	ELC	109	NATIONAL ELEC CODE III	0	0	6	6	100%
2007-08	IND TECH	ELC	110	IND ELECT INSTALL TECH	0	1	11	12	92%
2007-08	IND TECH	ELC	150	INTRO PROG LOGIC CONTRL	1	3	16	20	80%
2007-08	IND TECH	ELC	170	INTRO TO INSTRUMENTATION	2	3	7	12	58%
2007-08	IND TECH	ELC	205	INDUST ELECTRICITY II	0	1	8	9	89%
2007-08	IND TECH	ELC	215	INDUST ELECTRICITY III	0	2	5	7	71%
2007-08	IND TECH	ELC	223	ELECTRONICS I PRINCIPLES	0	5	11	16	69%
2007-08	IND TECH	ELC	224	ELECTRONICS II (APPLIC)	0	3	5	8	63%
2007-08	IND TECH	ELC	225	ELECTRONICS III-INDUST	0	3	3	6	50%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	IND TECH	ELC	250	PROGRAM LOGIC CONTROL II	0	1	7	8	88%
2007-08	IND TECH	ELC	271	INSTRMNT II/CTRL ACTUATR	0	0	6	6	100%
2007-08	IND TECH	MMT	100	INTRO IND SAFETY/HEALTH	3	2	30	35	86%
2007-08	IND TECH	MMT	101	COMPUTER APPL MMT	0	2	7	9	78%
2007-08	IND TECH	MMT	102	TECHNICAL DRAWING INTERP	5	9	26	40	65%
2007-08	IND TECH	MMT	110	MACHINING I	2	1	28	31	90%
2007-08	IND TECH	MMT	111	MACHINING II	1	0	12	13	92%
2007-08	IND TECH	MMT	120	INTRO TO REFRIGERATION	0	0	4	4	100%
2007-08	IND TECH	MMT	210	MECHANICAL POWER TRANSM	0	0	5	5	100%
2007-08	IND TECH	MMT	211	FLUID POWER TRANSMISSION	0	0	5	5	100%
2007-08	IND TECH	MMT	220	INTRO TO PREVENT MAINT	2	9	46	57	81%
2007-08	IND TECH	MMT	230	BOILER TECH/PUMP MECH	0	0	3	3	100%
2007-08	IND TECH	MMT	295	WORK BASED LEARNING	0	0	22	22	100%
2007-08	IND TECH	WLD	101	OXY-ACETYLENE WELD/AUTO	2	0	7	9	78%
2007-08	IND TECH	WLD	102	ARC WELDING FOR AUTO	2	0	8	10	80%
2007-08	IND TECH	WLD	103	BEGINNING AMT WELDING	1	0	3	4	75%
2007-08	IND TECH	WLD	110	WELDING THEORY I	2	4	30	36	83%
2007-08	IND TECH	WLD	111	WELDING PROCESS I	8	17	54	79	68%
2007-08	IND TECH	WLD	112	THERMAL CUTTING & WELDING	1	8	35	44	80%
2007-08	IND TECH	WLD	120	WELDING THEORY II	0	11	6	17	35%
2007-08	IND TECH	WLD	121	WELDING PROCESS II	0	3	38	41	93%
2007-08	IND TECH	WLD	122	GAS METAL ARC WELDING I	3	7	29	39	74%
2007-08	IND TECH	WLD	130	WELDING THEORY III	1	5	11	17	65%
2007-08	IND TECH	WLD	131	WELDING PROCESS III	1	4	9	14	64%
2007-08	IND TECH	WLD	132	GAS TUNG ARC WELD I-TIG	5	6	22	33	67%
2007-08	IND TECH	WLD	151	TECH DRAW INTERPRETATION	2	3	21	26	81%
2007-08	IND TECH	WLD	152	WELDING LAYOUT I	0	6	8	14	57%
2007-08	IND TECH	WLD	153	WELDING LAYOUT II	3	7	6	16	38%
2007-08	IND TECH	WLD	190	SKILL LEVEL IMPROVEMENT	1	17	45	63	71%
2007-08	IND TECH	WLD	205	WELD TESTING METHODS	0	1	6	7	86%
2007-08	IND TECH	WLD	206	WELDING CODES & STANDARD	1	2	6	9	67%
2007-08	IND TECH	WLD	207	WELDING METALLURGY	0	4	3	7	43%
2007-08	IND TECH	WLD	212	GAS METAL ARC WELDING II	0	2	10	12	83%
2007-08	IND TECH	WLD	241	STRUCTURAL WELD PROC I	0	1	1	2	50%
2007-08	IND TECH	WLD	242	STRUCTURAL WELDING I	0	1	1	2	50%
2007-08	IND TECH	WLD	243	STRUCTURAL WELD PROC II	0	1	1	2	50%
2007-08	IND TECH	WLD	244	SUBMERGED ARC WELDING	0	1	1	2	50%
2007-08	IND TECH	WLD	245	STRUC WLD PROCESS III	0	0	1	1	100%
2007-08	IND TECH	WLD	261	PRODUCTION WELD PROC I	0	0	3	3	100%
2007-08	IND TECH	WLD	262	PRODUCTION WELDING I	0	1	1	2	50%
2007-08	IND TECH	WLD	263	PRODUCTION WELD PROC II	0	0	1	1	100%
2007-08	IND TECH	WLD	264	ADV WELD PROCESS	0	0	2	2	100%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	IND TECH	WLD	265	PRODUC WELD PROCESS III	0	0	1	1	100%
2007-08	IND TECH	WLD	281	PIPE WELDING I	0	3	1	4	25%
2007-08	IND TECH	WLD	282	GAS TNGSTN ARC WD II TIG	1	3	3	7	43%
2007-08	IND TECH	WLD	283	PIPE WELDING II	1	1	0	2	0%
2007-08	IND TECH	WLD	284	GAS TUNGS ARC WLDG III	0	3	0	3	0%
2007-08	IND TECH	WLD	285	PIPE WELDING III	0	2	2	4	50%
2007-08	IND TECH	WLD	290	SKILL LEVEL IMPROVEMENT	1	1	4	6	67%
2007-08	Industrial Technologies Division				103	247	1134	1484	76%

A four-year comparison of division success rates can be found in the table on p. 16.

2007-08	Math/Science	AST	110	PRINCIPLES OF ASTRONOMY	5	10	27	42	64%
2007-08	Math/Science	AST	120	PRINCIPLES OF ASTRONOMY	4	4	19	27	70%
2007-08	Math/Science	BIO	101	BIOLOGY	6	43	105	154	68%
2007-08	Math/Science	BIO	110	CELL BIOLOGY	8	11	45	64	70%
2007-08	Math/Science	BIO	121	MAJORS BIOLOGY I	3	2	10	15	67%
2007-08	Math/Science	BIO	122	MAJORS BIOLOGY II	0	1	11	12	92%
2007-08	Math/Science	BIO	123	MAJORS BIOLOGY III	0	2	5	7	71%
2007-08	Math/Science	BIO	210	HUMAN ANATOMY/PHYSIOLOGY	3	14	45	62	73%
2007-08	Math/Science	BIO	211	HUMAN ANAT/PHYSIOLOGY II	2	3	44	49	90%
2007-08	Math/Science	BIO	215	MICROBIOLOGY	0	1	42	43	98%
2007-08	Math/Science	BOT	130	BOTANY	5	3	7	15	47%
2007-08	Math/Science	BOT	140	FIELD BOTANY	0	2	12	14	86%
2007-08	Math/Science	CHM	100	CHEMISTRY CONCEPTS	3	4	17	24	71%
2007-08	Math/Science	CHM	110	INTRO INORGANIC CHEM	2	16	101	119	85%
2007-08	Math/Science	CHM	111	INTRO ORGANIC & BIOCHEM	0	1	14	15	93%
2007-08	Math/Science	CHM	140	GENERAL CHEMISTRY I	2	3	9	14	64%
2007-08	Math/Science	CHM	150	GENERAL CHEMISTRY II	0	1	10	11	91%
2007-08	Math/Science	CHM	160	GENERAL CHEMISTRY III	1	1	8	10	80%
2007-08	Math/Science	CHM	100L	CHEMISTRY CONCEPTS LAB	0	0	20	20	100%
2007-08	Math/Science	ENV	101	ENVIRONMENTAL SCIENCE	5	10	61	76	80%
2007-08	Math/Science	GGR	101	PHYSICAL GEOGRAPHY	3	4	10	17	59%
2007-08	Math/Science	GLY	105	PHYSICAL GEOLOGY	1	4	7	12	58%
2007-08	Math/Science	MAP	100	APPLIED MATH (AMT)	2	2	7	11	64%
2007-08	Math/Science	MAP	101	APPLIED MATH (AUT/WLD)	4	7	14	25	56%
2007-08	Math/Science	MAP	103	APPLIED MATH (MMT/IET)	11	28	22	61	36%
2007-08	Math/Science	MAP	105	APPLIED MATHEMATICS (CSC)	0	0	16	16	100%
2007-08	Math/Science	MAP	106	APPLIED MATH (CFE)	0	0	20	20	100%
2007-08	Math/Science	MAP	108	APPLIED MATH (MA)	0	1	29	30	97%
2007-08	Math/Science	MTH	107	MATH APPLICATIONS/MODEL	3	2	4	9	44%
2007-08	Math/Science	MTH	150	COLLEGE ALGEBRA	15	39	82	136	60%
2007-08	Math/Science	MTH	151	PRECALC I ELEM FUNCTIONS	2	5	24	31	77%
2007-08	Math/Science	MTH	152	PRECALC II:TRIG & VECTOR	0	3	15	18	83%
2007-08	Math/Science	MTH	161	STATISTICS	11	8	91	110	83%

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2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Math/Science	MTH	162	FINITE MATHEMATICS	1	1	23	25	92%
2007-08	Math/Science	MTH	163	BUSINESS CALCULUS	0	2	21	23	91%
2007-08	Math/Science	MTH	171	CALCULUS I	2	0	7	9	78%
2007-08	Math/Science	MTH	172	CALCULUS II	0	0	7	7	100%
2007-08	Math/Science	MTH	173	CALCULUS III	0	0	7	7	100%
2007-08	Math/Science	MTH	220	LINEAR ALGEBRA	2	0	1	3	33%
2007-08	Math/Science	PHY	120	SURVEY OF PHYSICS	1	0	8	9	89%
2007-08	Math/Science	PHY	201	ENGINEERING PHYSICS I	1	0	4	5	80%
2007-08	Math/Science	PHY	202	ENGINEERING PHYSICS II	0	0	4	4	100%
2007-08	Math/Science	PHY	203	ENGINEERING PHYSICS III	0	0	4	4	100%
2007-08	Math/Science	SCI	101	SURVEY OF SCIENCE	16	45	33	94	35%
2007-08	Math/Science	SCI	102	EARTH SCIENCE	5	19	24	48	50%
2007-08					129	302	1096	1527	72%
Math/Science Division									
A four-year comparison of division success rates can be found in the table on p. 16.									
2007-08	Math/Science	MPC	090	PREALGEBRA	46	141	183	370	49%
2007-08	Math/Science	MPC	091	ELEMENTARY ALGEBRA I	0	5	15	20	75%
2007-08	Math/Science	MPC	092	ELEMENTARY ALGEBRA II	0	3	19	22	86%
2007-08	Math/Science	MPC	093	INTERMEDIATE ALGEBRA III	0	2	20	22	91%
2007-08	Math/Science	MPC	095	ELEMENTARY ALGEBRA	74	183	174	431	40%
2007-08	Math/Science	MPC	099	INTERMEDIATE ALGEBRA	58	104	184	346	53%
2007-08					178	438	595	1211	49%
Pre-college Level Math									
A four-year comparison of division success rates can be found in the table on p. 16.									
2007-08	Social Science	ANT	101	INTRO TO ANTHROPOLOGY	4	7	30	41	73%
2007-08	Social Science	CRJ	200	ESSENT CRIMINAL JUSTICE	7	17	58	82	71%
2007-08	Social Science	CRJ	206	INTRO TO CRIMINAL LAW	1	1	12	14	86%
2007-08	Social Science	CRJ	210	POLICE SYSTEMS & PRACTIC	6	6	12	24	50%
2007-08	Social Science	CRJ	295	WORK-BASED LRNG (CRJ)	0	0	2	2	100%
2007-08	Social Science	ECE	100	ISSUES & TRENDS IN ECE	4	2	17	23	74%
2007-08	Social Science	ECE	103	PARENT ED COOP LEVEL I	0	0	15	15	100%
2007-08	Social Science	ECE	104	PARENT ED COOP LEVEL I	0	0	22	22	100%
2007-08	Social Science	ECE	105	HEALTH SAFETY NUTRITION	1	0	11	12	92%
2007-08	Social Science	ECE	108	INFANT & TODDLER CARE/ED	2	1	9	12	75%
2007-08	Social Science	ECE	135	SKILLS FOR PRESCHL TEACH	1	2	7	10	70%
2007-08	Social Science	ECE	140	PARENT ED COOP LEVEL III	0	1	75	76	99%
2007-08	Social Science	ECE	141	PARENT ED COOP LEVEL III	0	1	75	76	99%
2007-08	Social Science	ECE	142	PARENT ED COOP LEVEL III	0	4	82	86	95%
2007-08	Social Science	ECE	160	DAY CARE MGMT OPERATIONS	1	0	11	12	92%
2007-08	Social Science	ECE	175	INTRO TO CHILD CARE	0	0	83	83	100%
2007-08	Social Science	ECE	217	CHILD GROWTH/DEVELOPMENT	6	25	23	54	43%
2007-08	Social Science	ECE	220	INSTR CURRICULUM METHODS	1	3	9	13	69%
2007-08	Social Science	ECE	250	LITERATURE FOR CHILDREN	0	1	20	21	95%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

2007-08 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Social Science	ECE	108A	INFANT & TODDLER CARE-A	1	3	7	11	64%
2007-08	Social Science	ECE	108B	INFANT & TODDLER CARE-B	0	2	11	13	85%
2007-08	Social Science	ECE	108C	INFANT & TODDLER CARE-C	0	0	26	26	100%
2007-08	Social Science	EDU	102	BEHAVIOR MANAGEMENT	3	4	11	18	61%
2007-08	Social Science	EDU	106	ISSUES IN CHILD ABUSE	3	1	23	27	85%
2007-08	Social Science	EDU	110	INTRO TO SPECIAL ED	0	0	28	28	100%
2007-08	Social Science	EDU	120	INSTRUCTIONAL MEDIA	1	2	8	11	73%
2007-08	Social Science	EDU	150	FAMILY/COMMUNITY INVMT	0	2	25	27	93%
2007-08	Social Science	EDU	189	OBSERVE/ASSESS CHILDREN	1	0	10	11	91%
2007-08	Social Science	EDU	190	CLASSROOM EXPERIENCE	3	2	75	80	94%
2007-08	Social Science	EDU	198	SPECIAL TOPICS	0	0	67	67	100%
2007-08	Social Science	EDU	201	TEACHING: AN ORIENTATION	0	2	4	6	67%
2007-08	Social Science	EDU	240	FAMILY COMMUNICATIONS	4	9	8	21	38%
2007-08	Social Science	EDU	255	TEACHING READING	0	1	5	6	83%
2007-08	Social Science	EDU	102A	BEHAVIOR MANAGEMENT-A	0	1	11	12	92%
2007-08	Social Science	EDU	102B	BEHAVIOR MANAGEMENT-B	0	0	13	13	100%
2007-08	Social Science	EDU	102C	BEHAVIOR MANAGEMENT-C	0	1	17	18	94%
2007-08	Social Science	EDU	150A	FAMILY/COMMUNITY INVMT-A	0	3	51	54	94%
2007-08	Social Science	EDU	150B	FAMILY/COMMUNITY INVMT-B	0	0	25	25	100%
2007-08	Social Science	EDU	150C	FAMILY/COMMUNITY INVMT-C	2	0	16	18	89%
2007-08	Social Science	HIS	101	EARLY WESTERN CIVILIZATION	8	6	21	35	60%
2007-08	Social Science	HIS	102	MODERN WESTERN CIVILIZATION	4	6	9	19	47%
2007-08	Social Science	HIS	103	20TH CENTURY CIVILIZATION	2	9	25	36	69%
2007-08	Social Science	HIS	121	HISTORY OF MEXICO	3	8	10	21	48%
2007-08	Social Science	HIS	201	UNITED STATES HISTORY I	7	41	68	116	59%
2007-08	Social Science	HIS	202	UNITED STATES HISTORY II	6	7	35	48	73%
2007-08	Social Science	HIS	270	THE ROMAN WORLD	2	9	14	25	56%
2007-08	Social Science	POL	102	AMER GOVT & POLITICS	3	18	63	84	75%
2007-08	Social Science	POL	103	INTERNATIONAL RELATIONS	5	7	32	44	73%
2007-08	Social Science	POL	206	THE MIDDLE EAST	2	1	6	9	67%
2007-08	Social Science	PSY	100	WRITING & CRITICAL THINKING IN PSYCH	1	7	6	14	43%
2007-08	Social Science	PSY	101	INTRO TO PSYCHOLOGY	45	72	217	334	65%
2007-08	Social Science	PSY	198	SPECIAL TOPICS	0	1	0	1	0%
2007-08	Social Science	PSY	210	LIFE-SPAN DEVELOPMENT	2	8	60	70	86%
2007-08	Social Science	SOC	110	INTRO TO SOCIOLOGY	18	21	151	190	79%
2007-08	Social Science	SOC	220	MARRIAGE AND THE FAMILY	1	4	59	64	92%
2007-08	Social Science	SOC	270	SOCIAL PROBLEMS	1	0	11	12	92%
2007-08	Social Science	SOC	273	INTRO TO SOCIAL WELFARE	2	0	8	10	80%
2007-08	Social Science Division				164	329	1809	2302	79%

A four-year comparison of division success rates can be found in the table on p. 16.

Overall (all combined)

1298

2567

15295

19160

80%

A four-year comparison of overall success rates can be found in the chart on p. 15.

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

Appendix G

2008-09 Student Success Rates in all Courses

2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Allied Health	FAD	150	IND FIRST AID/CPR & BBP	21	36	189	246	77%
2008-09	Allied Health	FIR	101	AIR RESCUE/FIRE FIGHTING	0	0	19	19	100%
2008-09	Allied Health	FIR	102	ARFF - TRUCK OPERATIONS	0	0	8	8	100%
2008-09	Allied Health	FIR	103	AIR RESCUE/FIRE REFRESHR	0	0	25	25	100%
2008-09	Allied Health	FIR	104	ARFF OFFICER DEVELOPMENT	0	0	13	13	100%
2008-09	Allied Health	HED	110	DESCRIPTIVE ANAT/PHYS I	7	20	31	58	53%
2008-09	Allied Health	HED	111	DESCRIPTIVE ANAT/PHYS II	0	10	27	37	73%
2008-09	Allied Health	HED	112	MEDICAL SCIENCE I	4	1	38	43	88%
2008-09	Allied Health	HED	113	MEDICAL SCIENCE II	2	1	32	35	91%
2008-09	Allied Health	HED	150	MEDICAL TERMINOLOGY I	10	24	129	163	79%
2008-09	Allied Health	HED	151	MEDICAL TERMINOLOGY II	2	8	82	92	89%
2008-09	Allied Health	HED	239	MEDICAL ETHICS	6	17	63	86	73%
2008-09	Allied Health	MA	111	CLINICAL PROCEDURES I	3	1	20	24	83%
2008-09	Allied Health	MA	112	CLINICAL PROCEDURES II	0	0	21	21	100%
2008-09	Allied Health	MA	113	CLINICAL PROCEDURES III	1	2	18	21	86%
2008-09	Allied Health	MA	150	PHARMACOLOGY MED ASST	0	1	38	39	97%
2008-09	Allied Health	MA	195	EXTRNSHP/PRACT SEMINAR	0	3	20	23	87%
2008-09	Allied Health	MA	197	EXTERNSHIP/PRACT SEMINAR	0	0	23	23	100%
2008-09	Allied Health	NUR	100	NURSING ASSISTANT	0	0	78	78	100%
2008-09	Allied Health	NUR	101	SURVIVAL SKILLS/NURSING	8	0	20	28	71%
2008-09	Allied Health	NUR	103	HIV/AIDS EDUCATION	11	6	57	74	77%
2008-09	Allied Health	NUR	105	NURSING SKILLS LAB	0	0	55	55	100%
2008-09	Allied Health	NUR	110	FUNDAMENTALS OF NURSING	3	5	22	30	73%
2008-09	Allied Health	NUR	111	PRACTICUM	3	0	27	30	90%
2008-09	Allied Health	NUR	114	PHARMACOLOGY	3	5	22	30	73%
2008-09	Allied Health	NUR	120	BEGIN NURSE CONCEPTS I	0	0	20	20	100%
2008-09	Allied Health	NUR	121	BEGIN NURSE PRACTICUM I	0	0	20	20	100%
2008-09	Allied Health	NUR	130	BEGIN NURSE CONCEPTS II	0	0	20	20	100%
2008-09	Allied Health	NUR	131	BEG NURSE PRACTICUM II	0	1	19	20	95%
2008-09	Allied Health	NUR	135	NURSING SKILLS LAB	3	0	27	30	90%
2008-09	Allied Health	NUR	136	NURSING SKILLS LAB	0	0	20	20	100%
2008-09	Allied Health	NUR	137	NURSING SKILLS LAB	0	0	20	20	100%
2008-09	Allied Health	NUR	140	PN COMPLETION/TRANSITION	0	1	21	22	95%
2008-09	Allied Health	NUR	141	PN COMP/TRANS PRACTICUM	0	1	21	22	95%
2008-09	Allied Health	NUR	210	ADV NURSING CONCEPTS I	0	0	26	26	100%
2008-09	Allied Health	NUR	211	ADV NURSING PRACTICUM I	0	0	26	26	100%
2008-09	Allied Health	NUR	215	ADV PHARMACOLOGY CONCEPT	0	1	7	8	88%
2008-09	Allied Health	NUR	220	ADV NURSING CONCEPTS II	1	2	24	27	89%
2008-09	Allied Health	NUR	221	ADV NURSING PRACTICUM II	1	2	24	27	89%
2008-09	Allied Health	NUR	230	ADV HEALTHCARE MANAGEMENT	0	1	22	23	96%
2008-09	Allied Health	NUR	231	ADV HEALTHCARE PRACTICUM	0	0	23	23	100%
2008-09	Allied Health	NUR	232	EKG INTERPRETATION I	2	0	19	21	90%
2008-09	Allied Health	NUR	235	NURSING SKILLS LAB	0	0	27	27	100%

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**Students who received less than a 2.0 GPA

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Allied Health	NUR	236	NURSING SKILLS LAB	1	0	26	27	96%
2008-09	Allied Health	NUR	240	PROFESSIONAL ISSUES	0	0	1	1	100%
2008-09	Allied Health	NUR	264	CARDIAC ARREST MGMT	1	0	17	18	94%
2008-09	Allied Health	PEH	100	LIFETIME WELLNESS	11	23	224	258	87%
2008-09	Allied Health	PEH	102	THEORY OF BASKETBALL	1	3	15	19	79%
2008-09	Allied Health	PEH	104	THEORY/WOMEN'S BASKETBALL	0	0	9	9	100%
2008-09	Allied Health	PEH	105	THEORY OF BASEBALL	0	0	32	32	100%
2008-09	Allied Health	PEH	106	THEORY OF SOFTBALL	1	0	18	19	95%
2008-09	Allied Health	PEH	107	THEORY OF VOLLEYBALL	0	0	11	11	100%
2008-09	Allied Health	PEH	114	BASKETBALL(MENS)	0	5	13	18	72%
2008-09	Allied Health	PEH	114	BASKETBALL(WOMENS)	0	2	13	15	87%
2008-09	Allied Health	PEH	116	GOLF	0	0	4	4	100%
2008-09	Allied Health	PEH	117	BOWLING	1	0	48	49	98%
2008-09	Allied Health	PEH	119	SOFTBALL SKILLS	0	0	18	18	100%
2008-09	Allied Health	PEH	122	VOLLEYBALL	2	0	32	34	94%
2008-09	Allied Health	PEH	125	CONDITIONING	3	3	86	92	93%
2008-09	Allied Health	PEH	125	CONDITIONING/SOFTBALL	2	0	60	62	97%
2008-09	Allied Health	PEH	125	CONDITIONING/BASEBALL	2	0	49	51	96%
2008-09	Allied Health	PEH	131	CIRCUIT WEIGHT TRAINING	7	5	72	84	86%
2008-09	Allied Health	PEH	131	CIRCUIT TRNG/MEN'S BASKETBALL	2	3	20	25	80%
2008-09	Allied Health	PEH	131	CIRCUIT TRNG/WOMEN'S BASKETBALL	1	3	26	30	87%
2008-09	Allied Health	PEH	131	CIRCUIT TRNG/BASEBALL	0	0	34	34	100%
2008-09	Allied Health	PEH	131	CIRCUIT TRNG/SOFTBALL	0	0	21	21	100%
2008-09	Allied Health	PEH	132	FITNESS	2	0	35	37	95%
2008-09	Allied Health	PEH	133	WEIGHT TRAINING	7	2	25	34	74%
2008-09	Allied Health	PEH	136	SKIING	3	1	17	21	81%
2008-09	Allied Health	PEH	149	JOGGING FOR HEALTH	3	2	25	30	83%
2008-09	Allied Health	PEH	155	BODY TONING	26	13	206	245	84%
2008-09	Allied Health	PEH	158	RACQUETBALL	0	0	27	27	100%
2008-09	Allied Health	PEH	160	BASEBALL SKILLS	1	0	32	33	97%
2008-09	Allied Health	PEH	178	PRINCIPLES OF FITNESS	0	5	33	38	87%
2008-09	Allied Health	PEH	216	INT/ADV GOLF	0	0	7	7	100%
2008-09			Allied Health Division		168	219	2719	3106	88%

A four-year comparison of division success rates can be found in the table on p. 16.

2008-09	Aviation	AVF	111	PRE-FLIGHT GROUND SCHOOL	0	1	49	50	98%
2008-09	Aviation	AVF	112	PRIV PILOT GROUND SCHOOL	4	9	37	50	74%
2008-09	Aviation	AVF	113	METEOROLOGY	0	7	38	45	84%
2008-09	Aviation	AVF	114	THEORY OF FLIGHT	1	1	36	38	95%
2008-09	Aviation	AVF	141	PRIV PILOT FLIGHT STG 1	3	9	33	45	73%
2008-09	Aviation	AVF	142	PRIV PILOT FLIGHT STG 2	1	22	22	45	49%
2008-09	Aviation	AVF	143	PRIVATE PILOT FLT STG 3	0	19	8	27	30%
2008-09	Aviation	AVF	190	FLIGHT LAB (ALTERNATE)	0	0	13	13	100%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Aviation	AVF	221	COMM PILOT GROUND SCHOOL	0	0	14	14	100%
2008-09	Aviation	AVF	223	INSTRUMENT PILOT GR SCHL	1	1	14	16	88%
2008-09	Aviation	AVF	225	EFF COMM IN FLT INSTRUC	2	2	8	12	67%
2008-09	Aviation	AVF	227	AIRCRAFT SYS FOR PILOTS	1	0	14	15	93%
2008-09	Aviation	AVF	251	COMM PILOT FLIGHT STG 4	2	4	14	20	70%
2008-09	Aviation	AVF	252	COMM PILOT FLIGHT STG 5	0	5	13	18	72%
2008-09	Aviation	AVF	253	COMM PILOT FLIGHT STG 7	0	7	13	20	65%
2008-09	Aviation	AVF	254	NIGHT FLYING	2	13	9	24	38%
2008-09	Aviation	AVF	261	INSTRUMENT FLIGHT STG 6	0	3	13	16	81%
2008-09	Aviation	AVF	270	FLIGHT INSTRUCTOR	0	1	2	3	67%
2008-09	Aviation	AVF	271	INSTRUMENT FLIGHT INSTR	0	1	2	3	67%
2008-09	Aviation	AVF	272	SEAPLANE FLIGHT	0	1	0	1	0%
2008-09	Aviation	AVF	275	MULTI-ENGINE FLIGHT	0	2	2	4	50%
2008-09	Aviation	AVF	276	SIMULATOR TRAINING	0	0	3	3	100%
2008-09	Aviation	AVF	290	FLIGHT LAB (ALTERNATE)	1	0	28	29	97%
2008-09			Aviation Division		18	108	385	511	75%

A four-year comparison of division success rates can be found in the table on p. 16.

2008-09	Business	ACCT	105	INTRO TO ACCOUNTING	2	9	74	85	87%
2008-09	Business	ACCT	233	INTRO TO PAYROLL TAXES	0	0	11	11	100%
2008-09	Business	ACCT	260	COMPUTER ACCOUNTING	0	3	7	10	70%
2008-09	Business	ACCT	261	INTRO TO PEACHTREE ACCT	0	0	9	9	100%
2008-09	Business	ACCT	262	INTRO TO QUICKBOOKS	2	1	12	15	80%
2008-09	Business	ACCT&	201	PRIN OF ACCOUNTING I	4	2	50	56	89%
2008-09	Business	ACCT&	202	PRIN OF ACCOUNTING II	2	3	41	46	89%
2008-09	Business	ACCT&	203	PRIN OF ACCOUNTING III	0	4	43	47	91%
2008-09	Business	AGR	241	FARM & RANCH MANAGEMENT	0	1	3	4	75%
2008-09	Business	AGR	251	INTRO TO PEST MGMT	0	0	4	4	100%
2008-09	Business	AGR	261	PLANT SCIENCE	0	1	4	5	80%
2008-09	Business	AGR	263	SOILS	0	0	4	4	100%
2008-09	Business	AGR	272	SUSTAINABLE AG/FOOD SYS	0	0	2	2	100%
2008-09	Business	AGR	295	WORK-BASED LEARNING	0	0	1	1	100%
2008-09	Business	AGR	297	WORK-BASED LRNG SEMINAR	0	0	1	1	100%
2008-09	Business	BUS	102	BUSINESS MATHEMATICS	3	3	36	42	86%
2008-09	Business	BUS	114	BUSINESS ETHICS	2	0	5	7	71%
2008-09	Business	BUS	120	HUMAN RELATIONS ON JOB	5	11	73	89	82%
2008-09	Business	BUS	121	BUSINESS ENGLISH	11	29	62	102	61%
2008-09	Business	BUS	122	BUSINESS COMMUNICATIONS	1	7	7	15	47%
2008-09	Business	BUS	161	BUSINESS CALCULATORS	1	2	19	22	86%
2008-09	Business	BUS	170	CONSUMER FINANCE	0	1	10	11	91%
2008-09	Business	BUS	295	WORK BASED LEARNING	0	0	2	2	100%
2008-09	Business	BUS	297	WORK BASED LEARNING SEMINAR	0	0	2	2	100%
2008-09	Business	BUS&	101	INTRO TO BUSINESS	9	15	62	86	72%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Business	BUS&	201	BUSINESS LAW	0	8	60	68	88%
2008-09	Business	CSC	101	INTRO COMPUTER SCIENCE	2	10	33	45	73%
2008-09	Business	CSC	104	PC OPERATING SYSTEMS	1	2	23	26	88%
2008-09	Business	CSC	105	WINDOWS OPERATING ENVIR	0	0	8	8	100%
2008-09	Business	CSC	107	HARDWARE AWARENESS	2	3	29	34	85%
2008-09	Business	CSC	108	INTRO MICROSOFT APPLS	5	6	64	75	85%
2008-09	Business	CSC	113	COMPUTER ETHICS	0	1	12	13	92%
2008-09	Business	CSC	114	NETWORKING ESSENTIALS	0	2	9	11	82%
2008-09	Business	CSC	115	INTRODUCTION TO INTERNET	0	0	15	15	100%
2008-09	Business	CSC	116	INTRO WEBPAGE DESIGN HTM	3	1	39	43	91%
2008-09	Business	CSC	117	INTRO TO WEBPAGE DESIGN	0	4	37	41	90%
2008-09	Business	CSC	119	PROG W/VISUAL BASIC.NET	1	2	11	14	79%
2008-09	Business	CSC	120	PROGRAM W/VISUAL BASIC	0	1	11	12	92%
2008-09	Business	CSC	124	INTRO SPREADSHEETS/EXCEL	1	2	23	26	88%
2008-09	Business	CSC	126	INTRO TO LINUX	1	2	8	11	73%
2008-09	Business	CSC	128	INTRO TO WIRELESS NETWORKS	1	0	13	14	93%
2008-09	Business	CSC	129	INTRO NETWORK SECURITY	1	0	10	11	91%
2008-09	Business	CSC	130	INTRO TO COMP FORENSICS	0	1	14	15	93%
2008-09	Business	CSC	132	GAME PROG W/VISUAL C++	1	2	18	21	86%
2008-09	Business	CSC	139	PROGRAMMING WITH C	0	0	1	1	100%
2008-09	Business	CSC	140	PROGRAMMING W/ASSEMBLER	0	0	17	17	100%
2008-09	Business	CSC	141	PROG DYNAMIC WEB SITES	0	0	14	14	100%
2008-09	Business	CSC	145	A+ CERTIFICATION PREP	0	0	13	13	100%
2008-09	Business	CSC	147	COMPUTER SYSTEM ASSEMBLY	0	0	4	4	100%
2008-09	Business	CSC	155	INTRO MS NETWORK PLTFORM	0	0	8	8	100%
2008-09	Business	CSC	156	CISCO NETWORKING I	1	1	16	18	89%
2008-09	Business	CSC	157	CISCO NETWORKING II	1	1	9	11	82%
2008-09	Business	CSC	158	CISCO NETWORKING III	0	0	5	5	100%
2008-09	Business	CSC	159	CISCO NETWORKING IV	0	0	6	6	100%
2008-09	Business	CSC	160	DEPLOYING VIRTUAL SERVER & WRKSTATION	0	0	11	11	100%
2008-09	Business	CSC	161	NETWORK CERTIF PRINCIPLE	0	0	5	5	100%
2008-09	Business	CSC	166	INTRO TO SYSTEM DESIGN	0	0	3	3	100%
2008-09	Business	CSC	170	NETWORKING CERT PRIN IV	0	0	2	2	100%
2008-09	Business	CSC	175	WEB DESIGN & DEVELOPMENT	1	1	25	27	93%
2008-09	Business	CSC	176	INTERM COMPUTING TOPICS	0	0	3	3	100%
2008-09	Business	CSC	177	INTERM COMPUTING TOPICS	0	1	5	6	83%
2008-09	Business	CSC	180	ADV MICROSOFT OFFICE	0	0	10	10	100%
2008-09	Business	CSC	181	INTRO TO WEB 2.0 TECH	1	1	5	7	71%
2008-09	Business	CSC	198	CURRENT COMPUTING ISSUES	1	1	50	52	96%
2008-09	Business	CSC	207	HARDWARE TECHNOLOGY	0	4	16	20	80%
2008-09	Business	CSC	217	ADVANCED MULTIMEDIA	0	0	11	11	100%
2008-09	Business	CSC	224	MS EXCEL CERT PREP	0	0	4	4	100%
2008-09	Business	CSC	225	MS WORD CERT PREP	0	0	4	4	100%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Business	CSC	226	MS ACCESS CERT PREP	1	0	3	4	75%
2008-09	Business	CSC	239	ADVANCED C++ PROGRAMMING	0	1	12	13	92%
2008-09	Business	CSC	241	ADV PROG DYNAMIC WEBSITE	0	0	1	1	100%
2008-09	Business	CSC	245	A+ CERTIFICATION PREP	0	0	10	10	100%
2008-09	Business	CSC	251	OBJECT ORIENTED PROGRAM	0	0	7	7	100%
2008-09	Business	CSC	275	ADV COMPUTING TOPICS	0	1	20	21	95%
2008-09	Business	CSC	276	ADV COMPUTING TOPICS	1	0	13	14	93%
2008-09	Business	CSC	277	ADV COMPUTING TOPICS	0	0	7	7	100%
2008-09	Business	CSC	278	ELECTRONIC PUBLISHING	0	0	6	6	100%
2008-09	Business	CSC	295	WORK EXPERIENCE	0	0	1	1	100%
2008-09	Business	ECON	200	INTRO TO ECONOMICS	3	13	30	46	65%
2008-09	Business	ECON&	201	MICRO ECONOMICS	9	23	48	80	60%
2008-09	Business	ECON&	202	MACRO ECONOMICS	4	12	29	45	64%
2008-09	Business	OFF	100	MS WORD FOR PERSONAL USE***	7	9	140	156	90%
2008-09	Business	OFF	101	BASIC KEYBOARDING***	27	63	305	395	77%
2008-09	Business	OFF	102	DOCUMENT FORMATTING***	14	18	140	172	81%
2008-09	Business	OFF	104	SKILLBUILDING***	3	1	1	5	20%
2008-09	Business	OFF	111	INTRO COMPUTERS/MED OFF***	0	0	4	4	100%
2008-09	Business	OFF	112	PROOFREADING***	5	4	20	29	69%
2008-09	Business	OFF	114	MED OFFICE ACCTS RECEIVABLE	0	0	11	11	100%
2008-09	Business	OFF	115	MED OFFICE ACCTS RECEIVABLE	0	2	7	9	78%
2008-09	Business	OFF	116	TELEPHONE & COLLECTION TECHNIQUES	0	3	12	15	80%
2008-09	Business	OFF	130	FILING***	12	20	49	81	60%
2008-09	Business	OFF	173	MICROSOFT WORD LEVEL 1***	9	29	99	137	72%
2008-09	Business	OFF	177	OFFICE INFO MGMT LAB***	1	1	8	10	80%
2008-09	Business	OFF	180	INTRO MICROSOFT OFFICE***	14	21	44	79	56%
2008-09	Business	OFF	181	INTRO MS OFFICE: WORD	11	8	61	80	76%
2008-09	Business	OFF	182	INTRO MS OFFICE: EXCEL	11	8	68	87	78%
2008-09	Business	OFF	183	INTRO MS OFFICE: ACCESS	1	2	34	37	92%
2008-09	Business	OFF	184	INTRO MS OFFICE:PWRPOINT	2	7	50	59	85%
2008-09	Business	OFF	185	MS OFFICE: INTEGRATION	2	2	5	9	56%
2008-09	Business	OFF	190	MS EXCEL-LEVEL 1***	12	35	39	86	45%
2008-09	Business	OFF	195	MS ACCESS***	0	9	12	21	57%
2008-09	Business	OFF	198	SPECIAL TOPICS***	1	6	30	37	81%
2008-09	Business	OFF	210	OUTLOOK/INTERNET***	6	4	44	54	81%
2008-09	Business	OFF	220	MICROSOFT PUBLISHER***	3	2	15	20	75%
2008-09	Business	OFF	261	AUTOMATED OFFICE	0	0	8	8	100%
2008-09	Business	OFF	262	PROFESSIONAL PREPARATION	0	0	7	7	100%
2008-09	Business	OFF	273	MS WORD EXPERT LEVEL***	1	6	5	12	42%
2008-09	Business	OFF	280	ADV MICROSOFT OFFICE***	0	0	7	7	100%
2008-09			Business Division		226	459	2640	3325	79%

A four-year comparison of division success rates can be found in the table on p. 16.

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Developmental	CSS	100	COLLEGE SURVIVAL SKILLS	18	40	327	385	85%
2008-09	Developmental	CSS	102	FOCUS ON SUCCESS	6	8	102	116	88%
2008-09	Developmental	ENGL	087	READING IMPROVEMENT	0	3	19	22	86%
2008-09	Developmental	ENGL	093	BASIC WRITING	1	2	17	20	85%
2008-09	Developmental	ENGL	095	WRITING IMPROVEMENT	2	4	21	27	78%
2008-09	Developmental	ENGL	098	BASIC ENGLISH SKILLS	4	11	63	78	81%
2008-09	Developmental	ENGL	099	ENGLISH SKILLS	12	46	293	351	83%
2008-09	Developmental	ENGL	109	APPLIED TECH WRITING	7	17	26	50	52%
2008-09	Developmental	LIB	180	ONLINE LEARNING 21ST CENTURY	2	6	7	15	47%
2008-09	Developmental	MPC	080	BASIC MATHEMATICS	13	24	107	144	74%
2008-09				Developmental Division	65	161	982	1208	81%

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2008-09	Humanities	DRA	115	INTRODUCTION TO ACTING	0	0	19	19	100%
2008-09	Humanities	ART	101	DESIGN I	0	3	19	22	86%
2008-09	Humanities	ART	102	DESIGN II	0	0	19	19	100%
2008-09	Humanities	ART	103	DESIGN III	1	0	18	19	95%
2008-09	Humanities	ART	104	DRAWING I	3	5	21	29	72%
2008-09	Humanities	ART	105	DRAWING II	1	1	16	18	89%
2008-09	Humanities	ART	106	DRAWING III	1	1	9	11	82%
2008-09	Humanities	ART	121	CERAMICS I	2	1	52	55	95%
2008-09	Humanities	ART	122	CERAMICS II	0	1	9	10	90%
2008-09	Humanities	ART	123	CERAMICS III	0	0	6	6	100%
2008-09	Humanities	ART	216	SURVEY OF WESTERN ART I	1	1	16	18	89%
2008-09	Humanities	ART	217	SURV WEST ART II: REN-MID	1	5	13	19	68%
2008-09	Humanities	ART	218	SURVEY OF ART III	1	3	6	10	60%
2008-09	Humanities	ART	221	WATERCOLOR PAINTING I	2	5	29	36	81%
2008-09	Humanities	ART	222	WATERCOLOR PAINTING II	2	1	0	3	0%
2008-09	Humanities	ART	230	PAINTING/DRAWING WKSH	0	1	9	10	90%
2008-09	Humanities	ART	231	OIL PAINTING I	0	0	23	23	100%
2008-09	Humanities	ART&	100	ART APPRECIATION	4	14	50	68	74%
2008-09	Humanities	CMST	100	HUMAN COMMUNICATIONS	4	6	38	48	79%
2008-09	Humanities	CMST&	220	PUBLIC SPEAKING	29	41	324	394	82%
2008-09	Humanities	ENGL	201	ACADEMIC COMPOSITION	3	6	17	26	65%
2008-09	Humanities	ENGL	211	CREATIVE WRITING:FICTION	1	2	16	19	84%
2008-09	Humanities	ENGL	216	FILM STUDY	1	8	78	87	90%
2008-09	Humanities	ENGL	239	THE MYSTERY STORY AS LIT	1	4	12	17	71%
2008-09	Humanities	ENGL	240	WORLD LITERATURE	4	4	1	9	11%
2008-09	Humanities	ENGL	274	INTRO TO GREEK MYTHOLOGY	9	9	26	44	59%
2008-09	Humanities	ENGL&	101	ENGLISH COMPOSITION I	35	88	447	570	78%
2008-09	Humanities	ENGL&	102	COMPOSITION II	54	70	321	445	72%
2008-09	Humanities	ENGL&	220	INTRO TO SHAKESPEARE	0	1	23	24	96%
2008-09	Humanities	ENGL&	244	AMERICAN LITERATURE I	1	1	27	29	93%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Humanities	ENGL&	245	AMERICAN LITERATURE II	1	3	16	20	80%
2008-09	Humanities	ENGL&	246	AMERICAN LITERATURE III	0	0	11	11	100%
2008-09	Humanities	GERM&	121	GERMAN I	3	10	20	33	61%
2008-09	Humanities	GERM&	122	GERMAN II	1	2	1	4	25%
2008-09	Humanities	HUM	214	DIVERS: RACE, CLASS, GEND	4	8	15	27	56%
2008-09	Humanities	JOU	140	DIGITAL PHOTOJOURNALISM	3	5	43	51	84%
2008-09	Humanities	MUSC	114	MARIACHI MUSIC WORKSHOP	2	0	26	28	93%
2008-09	Humanities	MUSC	115	GROUP PIANO I	1	1	25	27	93%
2008-09	Humanities	MUSC	116	GROUP PIANO II	0	0	15	15	100%
2008-09	Humanities	MUSC	117	GROUP PIANO III	0	0	1	1	100%
2008-09	Humanities	MUSC	124	ORCHESTRA I	0	0	9	9	100%
2008-09	Humanities	MUSC	134	GIUITAR	4	3	17	24	71%
2008-09	Humanities	MUSC	151	JAZZ ENSEMBLE	1	0	1	2	50%
2008-09	Humanities	MUSC	152	JAZZ ENSEMBLE II	0	0	3	3	100%
2008-09	Humanities	MUSC	170	HISTORY OF JAZZ	1	0	8	9	89%
2008-09	Humanities	MUSC	215	GROUP PIANO IV	0	0	3	3	100%
2008-09	Humanities	MUSC	224	ORCHESTRA II	0	0	1	1	100%
2008-09	Humanities	MUSC	253	JAZZ ENSEMBLE VI	0	0	2	2	100%
2008-09	Humanities	MUSC&	105	MUSIC APPRECIATION	6	9	68	83	82%
2008-09	Humanities	PHIL&	210	ETHICS	3	9	19	31	61%
2008-09	Humanities	PHIL&	101	INTRO TO PHILOSOPHY	4	24	57	85	67%
2008-09	Humanities	PHIL&	106	INTRO TO LOGIC	31	39	226	296	76%
2008-09	Humanities	REL	201	WORLD RELIGIONS	3	4	46	53	87%
2008-09	Humanities	REL	211	RELIGION IN AMERICA	0	3	26	29	90%
2008-09	Humanities	SPAN&	121	SPANISH I	7	28	89	124	72%
2008-09	Humanities	SPAN&	122	SPANISH II	1	11	67	79	85%
2008-09	Humanities	SPAN&	123	SPANISH III	1	8	45	54	83%
2008-09				Humanities Division	238	449	2524	3211	79%

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2008-09	IND TECH	AMT	148	AMT GENERAL ELECTRICITY	0	0	7	7	100%
2008-09	IND TECH	AMT	149	AMT AIRFRAME ELECTRICITY	0	0	6	6	100%
2008-09	IND TECH	AMT	150	AMT GENERAL	2	0	20	22	91%
2008-09	IND TECH	AMT	151	AIRFRAME MECHANICS I	0	0	17	17	100%
2008-09	IND TECH	AMT	152	AIRFRAME MECHANICS II	1	0	8	9	89%
2008-09	IND TECH	AMT	153	AIRFRAME MECHANICS III	0	0	15	15	100%
2008-09	IND TECH	AMT	249	AMT POWERPLANT ELECTRIC	0	0	6	6	100%
2008-09	IND TECH	AMT	251	POWERPLANT MECHANICS I	1	1	11	13	85%
2008-09	IND TECH	AMT	252	POWERPLANT MECHANICS II	0	1	13	14	93%
2008-09	IND TECH	AMT	253	POWERPLANT MECHANICS III	0	2	17	19	89%
2008-09	IND TECH	AMT	254	POWERPLANT MECHANIC IV	0	0	11	11	100%
2008-09	IND TECH	AUT	105	AUTOMOTIVE COMPUTER APPL	2	4	9	15	60%
2008-09	IND TECH	AUT	111	AUTO ENGINE SERVICE	2	2	13	17	76%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	IND TECH	AUT	115	AUTO SHOP SAFETY/ENVRN	1	4	19	24	79%
2008-09	IND TECH	AUT	121	ELECTRIC/ELECTRONIC SYST	0	7	10	17	59%
2008-09	IND TECH	AUT	124	BRAKE SYSTEM SERVICE	2	1	12	15	80%
2008-09	IND TECH	AUT	125	SUSPENSION STEERING ALIG	2	1	12	15	80%
2008-09	IND TECH	AUT	131	MANUAL DRIVE TRAIN & AXL	3	2	11	16	69%
2008-09	IND TECH	AUT	132	HYDRAULIC SYSTEMS	1	5	11	17	65%
2008-09	IND TECH	AUT	190	PROJECTS LAB	6	3	39	48	81%
2008-09	IND TECH	AUT	211	AUTO CONVENIENCE SYSTEMS	0	0	7	7	100%
2008-09	IND TECH	AUT	212	AUTO TRANSMISSION REPAIR	0	1	6	7	86%
2008-09	IND TECH	AUT	213	AUTO SERVICING I	0	0	7	7	100%
2008-09	IND TECH	AUT	220	ENGINE PERFORMANCE	0	0	8	8	100%
2008-09	IND TECH	AUT	223	AUTOMOBILE SERVICING II	0	0	7	7	100%
2008-09	IND TECH	AUT	231	AUTO HEAT/AIR CONDITION	1	0	6	7	86%
2008-09	IND TECH	AUT	290	PROJECTS LAB	0	0	22	22	100%
2008-09	IND TECH	CDL	090	CDL SKILL REFRESHER	0	2	6	8	75%
2008-09	IND TECH	CDL	100	COMMERCIAL DRIVER'S LICENSE	6	4	68	78	87%
2008-09	IND TECH	ELC	101	BASIC ELEC DC CIRCUITS	7	16	36	59	61%
2008-09	IND TECH	ELC	102	BASIC ELEC AC CIRCUITS	0	7	32	39	82%
2008-09	IND TECH	ELC	105	INDUSTRIAL ELECTRICITY I	0	6	21	27	78%
2008-09	IND TECH	ELC	107	INTRO TO NAT'L ELEC CODE	0	4	19	23	83%
2008-09	IND TECH	ELC	108	NATL ELECTRIC CODE II	0	0	12	12	100%
2008-09	IND TECH	ELC	109	NATIONAL ELEC CODE III	0	1	11	12	92%
2008-09	IND TECH	ELC	110	IND ELECT INSTALL TECH	1	4	11	16	69%
2008-09	IND TECH	ELC	150	INTRO PROG LOGIC CONTROL	0	1	16	17	94%
2008-09	IND TECH	ELC	170	INTRO TO INSTRUMENTATION	2	4	12	18	67%
2008-09	IND TECH	ELC	205	INDUST ELECTRICITY II	0	0	14	14	100%
2008-09	IND TECH	ELC	215	INDUST ELECTRICITY III	0	1	8	9	89%
2008-09	IND TECH	ELC	223	ELECTRONICS I PRINCIPLES	0	7	17	24	71%
2008-09	IND TECH	ELC	224	ELECTRONICS II (APPLIC)	0	3	8	11	73%
2008-09	IND TECH	ELC	225	ELECTRONICS III-INDUST	1	2	7	10	70%
2008-09	IND TECH	ELC	250	PROGRAM LOGIC CONTROL II	0	3	11	14	79%
2008-09	IND TECH	ELC	271	INSTRMNT II/CTRL ACTUATR	0	0	10	10	100%
2008-09	IND TECH	MMT	100	INTRO IND SAFETY/HEALTH	1	6	29	36	81%
2008-09	IND TECH	MMT	101	COMPUTER APPLIC FOR MMT	1	2	5	8	63%
2008-09	IND TECH	MMT	102	TECHNICAL DRAWING INTERP	3	21	17	41	41%
2008-09	IND TECH	MMT	110	MACHINING I	0	2	30	32	94%
2008-09	IND TECH	MMT	111	MACHINING II	0	0	9	9	100%
2008-09	IND TECH	MMT	115	MACHINING SKILL ENHANCE	0	0	10	10	100%
2008-09	IND TECH	MMT	120	INTRO TO REFRIGERATION	0	1	5	6	83%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	IND TECH	MMT	210	MECHANICAL POWER TRANSM	0	0	7	7	100%
2008-09	IND TECH	MMT	211	FLUID POWER TRANSMISSION	0	2	9	11	82%
2008-09	IND TECH	MMT	220	INTRO TO PREVENT MAINT	1	2	25	28	89%
2008-09	IND TECH	MMT	230	BOILER TECH/PUMP MECH	0	0	10	10	100%
2008-09	IND TECH	WLD	101	OXY-ACETYLENE WELD/AUTO	1	0	16	17	94%
2008-09	IND TECH	WLD	102	ARC WELDING FOR AUTO	1	0	16	17	94%
2008-09	IND TECH	WLD	103	BEGINNING AMT WELDING	2	0	4	6	67%
2008-09	IND TECH	WLD	110	WELDING THEORY I	2	7	16	25	64%
2008-09	IND TECH	WLD	111	WELDING PROCESS I	5	21	88	114	77%
2008-09	IND TECH	WLD	112	THERMAL CUTTING & WELDING	3	11	43	57	75%
2008-09	IND TECH	WLD	120	WELDING THEORY II	6	11	41	58	71%
2008-09	IND TECH	WLD	121	WELDING PROCESS II	4	4	27	35	77%
2008-09	IND TECH	WLD	122	GAS METAL ARC WELDING I	5	12	33	50	66%
2008-09	IND TECH	WLD	130	WELDING THEORY III	0	7	8	15	53%
2008-09	IND TECH	WLD	131	WELDING PROCESS III	1	2	15	18	83%
2008-09	IND TECH	WLD	132	GAS TUNG ARC WLD I-TIG	5	9	22	36	61%
2008-09	IND TECH	WLD	151	TECH DRAW INTERPRETATION	4	2	25	31	81%
2008-09	IND TECH	WLD	152	WELDING LAYOUT I	4	7	17	28	61%
2008-09	IND TECH	WLD	153	WELDING LAYOUT II	1	1	8	10	80%
2008-09	IND TECH	WLD	190	SKILL LEVEL IMPROVEMENT	2	0	47	49	96%
2008-09	IND TECH	WLD	205	WELD TESTING METHODS	0	1	6	7	86%
2008-09	IND TECH	WLD	206	WELDING CODES & STANDARD	0	3	5	8	63%
2008-09	IND TECH	WLD	207	WELDING METALLURGY	1	2	5	8	63%
2008-09	IND TECH	WLD	212	GAS METAL ARC WELDING II	0	6	15	21	71%
2008-09	IND TECH	WLD	241	STRUCTURAL WELD PROC I	0	1	3	4	75%
2008-09	IND TECH	WLD	242	STRUCTURAL WELDING I	1	2	0	3	0%
2008-09	IND TECH	WLD	243	STRUCTURAL WELD PROC II	1	1	0	2	0%
2008-09	IND TECH	WLD	244	SUBMERGED ARC WELDING	0	0	2	2	100%
2008-09	IND TECH	WLD	245	STRUC WLD PROCESS III	0	0	1	1	100%
2008-09	IND TECH	WLD	261	PRODUCTION WELD PROC I	1	0	5	6	83%
2008-09	IND TECH	WLD	262	PRODUCTION WELDING I	1	0	2	3	67%
2008-09	IND TECH	WLD	263	PRODUCTION WELD PROC II	0	0	4	4	100%
2008-09	IND TECH	WLD	265	PRODUC WELD PROCESS III	0	0	2	2	100%
2008-09	IND TECH	WLD	281	PIPE WELDING I	3	10	6	19	32%
2008-09	IND TECH	WLD	282	GAS TNGSTN ARC WLD II TIG	1	2	10	13	77%
2008-09	IND TECH	WLD	283	PIPE WELDING II	1	2	4	7	57%
2008-09	IND TECH	WLD	284	GAS TUNGS ARC WLDG III	0	0	4	4	100%
2008-09	IND TECH	WLD	285	PIPE WELDING III	0	1	1	2	50%
2008-09	IND TECH	WLD	290	SKILL LEVEL IMPROVEMENT II	0	0	7	7	100%
2008-09	IND TECH	WLD	295	WORK BASED LEARNING	1	0	1	2	50%
2008-09	IND TECH	WLD	297	WORK BASED LEARNING SEM	1	0	1	2	50%
2008-09		Industrial Technologies Division			105	260	1315	1680	78%

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2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Math/Science	ASTR&	100	SURVEY OF ASTRONOMY	2	4	14	20	70%
2008-09	Math/Science	ASTR&	101	INTRO TO ASTRONOMY	6	9	25	40	63%
2008-09	Math/Science	BIOL&	100	SURVEY OF BIOLOGY	15	37	86	138	62%
2008-09	Math/Science	BIOL&	211	MAJORS CELLULAR	9	7	39	55	71%
2008-09	Math/Science	BIOL&	221	MAJORS ECOLOGY/EVOLUTION	2	1	9	12	75%
2008-09	Math/Science	BIOL&	222	MAJORS CELL/MOLECULAR	4	1	11	16	69%
2008-09	Math/Science	BIOL&	223	MAJORS ORGANISMAL PHYS	0	0	6	6	100%
2008-09	Math/Science	BIOL&	241	HUMAN ANATOMY & PHYSIOLOGY I	5	4	47	56	84%
2008-09	Math/Science	BIOL&	242	HUMAN ANATOMY & PHYSIOLOGY II	3	6	41	50	82%
2008-09	Math/Science	BIOL&	260	MICROBIOLOGY	2	2	29	33	88%
2008-09	Math/Science	BOT	130	BOTANY	3	6	14	23	61%
2008-09	Math/Science	BOT	140	FIELD BOTANY	1	2	17	20	85%
2008-09	Math/Science	CHEM&	105	CHEMICAL CONCEPTS	0	3	2	5	40%
2008-09	Math/Science	CHEM&	110	CHEMICAL CONCEPTS W/LAB	0	2	20	22	91%
2008-09	Math/Science	CHEM&	121	INTRO TO CHEMISTRY	12	18	96	126	76%
2008-09	Math/Science	CHEM&	131	INTRO TO ORGANIC/BIOCHEM	1	2	11	14	79%
2008-09	Math/Science	CHEM&	161	GENERAL CHEM W/LAB I	0	9	14	23	61%
2008-09	Math/Science	CHEM&	162	GENERAL CHEM W/LAB II	0	3	12	15	80%
2008-09	Math/Science	CHEM&	163	GENERAL CHEM/W LAB III	3	1	10	14	71%
2008-09	Math/Science	ENVS&	100	SURVEY OF ENV SCIENCE	0	12	51	63	81%
2008-09	Math/Science	GEOL&	100	SURVEY OF EARTH SCIENCE	0	2	11	13	85%
2008-09	Math/Science	GEOL&	101	INTO PHYSICAL GEOLOGY	1	3	16	20	80%
2008-09	Math/Science	GGR	101	PHYSICAL GEOGRAPHY	8	20	18	46	39%
2008-09	Math/Science	MAP	100	APPLIED MATHEMATICS-AMT	1	0	7	8	88%
2008-09	Math/Science	MAP	101	APPLIED MATH (AUT/WILD)	2	9	12	23	52%
2008-09	Math/Science	MAP	103	APPLIED MATH (MMT/IET)	9	21	33	63	52%
2008-09	Math/Science	MAP	105	APPLIED MATHEMATICS-CSC	3	1	13	17	76%
2008-09	Math/Science	MAP	106	APPLIED MATH (CFE)	2	0	7	9	78%
2008-09	Math/Science	MAP	108	APPLIED MATH (MA)	4	2	42	48	88%
2008-09	Math/Science	MATH	120	COLLEGE ALGEBRA	23	27	106	156	68%
2008-09	Math/Science	MATH	147	FINITE MATHEMATICS	0	2	16	18	89%
2008-09	Math/Science	MATH&	107	MATH IN SOCIETY	4	4	15	23	65%
2008-09	Math/Science	MATH&	141	PRECALCULUS I	1	14	35	50	70%
2008-09	Math/Science	MATH&	142	PRECALCULUS II	1	1	17	19	89%
2008-09	Math/Science	MATH&	146	INTRO TO STATISTICS	16	33	87	136	64%
2008-09	Math/Science	MATH&	148	BUSINESS CALCULUS	3	3	10	16	63%
2008-09	Math/Science	MATH&	151	CALCULUS I	1	1	12	14	86%
2008-09	Math/Science	MATH&	152	CALCULUS II	0	0	11	11	100%
2008-09	Math/Science	MATH&	163	CALCULUS III	0	1	9	10	90%
2008-09	Math/Science	NUTR&	101	NUTRITION	17	31	167	215	78%
2008-09	Math/Science	PHYS&	100	PHYSICS NON-SCI MAJORS	1	6	11	18	61%
2008-09	Math/Science	PHYS&	221	ENGINEERING PHYSICS I	1	1	4	6	67%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Math/Science	PHYS&	222	ENGINEERING PHYSICS II	0	0	3	3	100%
2008-09	Math/Science	PHYS&	223	ENGINEERING PHYSICS III	0	0	3	3	100%
2008-09	Math/Science	PHYS&	231	ENGINEERING PHYS LAB I	1	1	4	6	67%
2008-09	Math/Science	PHYS&	232	ENGINEERING PHYS LAB II	0	0	3	3	100%
2008-09	Math/Science	PHYS&	233	ENGINEERING PHYS LAB III	0	0	3	3	100%
2008-09	Math/Science Division				167	312	1229	1708	72%

A four-year comparison of division success rates can be found in the table on p. 16.

2008-09	Math/Science	MPC	090	PREALGEBRA (LECTURE)	47	150	212	409	52%
2008-09	Math/Science	MPC	091	ELEMENTARY ALGEBRA I	0	13	9	22	41%
2008-09	Math/Science	MPC	092	ELEMENTARY ALGEBRA II	3	5	7	15	47%
2008-09	Math/Science	MPC	093	ALGEBRA III (INTERMEDIATE)	0	3	2	5	40%
2008-09	Math/Science	MPC	095	ELEMENTARY ALGEBRA	64	176	217	457	47%
2008-09	Math/Science	MPC	099	INTERMEDIATE ALGEBRA	51	140	196	387	51%
2008-09	Pre-college Level Math				165	487	643	1295	50%

A four-year comparison of division success rates can be found in the table on p. 16.

2008-09	Social Science	ANTH&	100	SURVEY OF ANTHROPOLOGY	8	9	29	46	63%
2008-09	Social Science	ANTH&	204	ARCHAEOLOGY	0	8	26	34	76%
2008-09	Social Science	CJ	210	INTRO AMERICAN POLICING	1	3	9	13	69%
2008-09	Social Science	CJ&	101	INTRO CRIMINAL JUSTICE	9	12	98	119	82%
2008-09	Social Science	CJ&	110	CRIMINAL LAW	1	0	11	12	92%
2008-09	Social Science	CRJ	095	ORIENT CORRECTION CAREER	0	1	10	11	91%
2008-09	Social Science	ECE	100	ISSUES & TRENDS IN ECE	2	3	13	18	72%
2008-09	Social Science	ECE	102	PARENT ED COOP LEVEL I	0	0	168	168	100%
2008-09	Social Science	ECE	103	PARENT ED COOP LEVEL I	0	0	160	160	100%
2008-09	Social Science	ECE	104	PARENT ED COOP LEVEL I	0	8	220	228	96%
2008-09	Social Science	ECE	105	HEALTH SAFETY NUTRITION	2	3	9	14	64%
2008-09	Social Science	ECE	108	INFANT & TODDLER CARE/ED	2	1	6	9	67%
2008-09	Social Science	ECE	120	PARENT ED COOP LEVEL II	0	0	40	40	100%
2008-09	Social Science	ECE	121	PARENT ED COOP LEVEL II	0	0	26	26	100%
2008-09	Social Science	ECE	122	PARENT ED COOP LEVEL II	0	0	28	28	100%
2008-09	Social Science	ECE	135	SKILLS FOR PRESCHL TEACH	0	1	4	5	80%
2008-09	Social Science	ECE	160	DAY CARE MGMT OPERATIONS	1	2	1	4	25%
2008-09	Social Science	ECE	175	INTRO TO CHILDCARE	0	0	29	29	100%
2008-09	Social Science	ECE	220	INSTR CURRICULUM METHODS	2	3	15	20	75%
2008-09	Social Science	ECE	250	LITERATURE FOR CHILDREN	1	2	22	25	88%
2008-09	Social Science	ECE	108A	INFANT & TODDLER CARE-A	0	5	23	28	82%
2008-09	Social Science	ECE	108B	INFANT & TODDLER CARE-B	0	0	41	41	100%
2008-09	Social Science	ECE	108C	INFANT & TODDLER CARE-C	0	0	49	49	100%
2008-09	Social Science	ECE	160A	CHILD CARE CTR MGT/OPER	0	0	20	20	100%
2008-09	Social Science	EDUC	102	BEHAVIOR MANAGEMENT	0	3	2	5	40%
2008-09	Social Science	EDUC	106	ISSUES IN CHILD ABUSE	4	2	17	23	74%
2008-09	Social Science	EDUC	110	INTRO TO SPECIAL EDUC	1	2	13	16	81%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

2008-09 Success Rates of all Courses (Alphabetically by Division)

Academic Year	Division	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Social Science	EDUC	120	INSTRUCTIONAL MEDIA	2	0	6	8	75%
2008-09	Social Science	EDUC	150	FAMILY/COMMUNITY INVMT	1	0	14	15	93%
2008-09	Social Science	EDUC	189	OBSERVE/ASSESS CHILDREN	0	1	4	5	80%
2008-09	Social Science	EDUC	190	CLASSROOM EXPERIENCE	1	1	22	24	92%
2008-09	Social Science	EDUC	198	SPECIAL TOPICS	0	0	9	9	100%
2008-09	Social Science	EDUC	240	FAMILY COMMUNICATIONS	5	7	27	39	69%
2008-09	Social Science	EDUC	102A	BEHAVIOR MANAGEMENT-A	0	0	14	14	100%
2008-09	Social Science	EDUC	150B	FAMILY/COMMUNITY INVMT-B	0	0	12	12	100%
2008-09	Social Science	EDUC	150C	FAMILY/COMMUNITY INVMT-C	0	0	15	15	100%
2008-09	Social Science	EDUC&	115	CHILD DEVELOPMENT	9	20	38	67	57%
2008-09	Social Science	HIST	121	HISTORY OF MEXICO	3	11	9	23	39%
2008-09	Social Science	HIST	245	AMERICAN CVL WAR & RECON	2	4	9	15	60%
2008-09	Social Science	HIST	250	ANCIENT GREECE	3	11	10	24	42%
2008-09	Social Science	HIST	270	THE ROMAN WORLD	3	8	19	30	63%
2008-09	Social Science	HIST&	116	WESTERN CIVILIZATION I	0	8	13	21	62%
2008-09	Social Science	HIST&	117	WESTERN CIVILIZATION II	5	10	22	37	59%
2008-09	Social Science	HIST&	118	WESTERN CIVILIZATION III	0	8	23	31	74%
2008-09	Social Science	HIST&	136	US HISTORY 1	10	18	42	70	60%
2008-09	Social Science	HIST&	137	US HISTORY 2	11	8	39	58	67%
2008-09	Social Science	HIST&	214	PACIFIC NW HISTORY	0	4	4	8	50%
2008-09	Social Science	POLS	206	THE MIDDLE EAST	0	1	11	12	92%
2008-09	Social Science	POLS&	202	AMERICAN GOVERNMENT	11	16	85	112	76%
2008-09	Social Science	POLS&	203	INTERNATIONAL RELATIONS	6	9	19	34	56%
2008-09	Social Science	PSYC&	100	GENERAL PSYCHOLOGY	31	52	168	251	67%
2008-09	Social Science	PSYC&	200	LIFESPAN PSYCHOLOGY	6	19	80	105	76%
2008-09	Social Science	SOC	204	GENDER AND POWER	2	4	17	23	74%
2008-09	Social Science	SOC	220	MARRIAGE AND THE FAMILY	5	31	22	58	38%
2008-09	Social Science	SOC&	101	INTRO TO SOCIOLOGY	22	43	182	247	74%
2008-09	Social Science	SOC&	201	SOCIAL PROBLEMS	1	19	29	49	59%
2008-09				Social Science Division	173	381	2053	2607	79%
2008-09				Overall (all combined)	1325	2836	14490	18651	78%

A four-year comparison of division success rates can be found in the table on p. 16.

A four-year comparison of overall success rates can be found in the chart on p. 15.

*Students who passed with a "P" or 2.0 or higher GPA
 **Students who received less than a 2.0 GPA
 ***Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

Appendix H
Year-to-Year Retention

Year-to-Year Retention: All Degree-seeking Students

Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Academic Year to Academic Year	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
ALL	391	301		76.98%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Female	Under 20	23	18	78.26%	
			88	70	79.55%	
	20-24	PT	9	9	100.00%	
		FT	35	27	77.14%	
	25 & older	PT	14	12	85.71%	
		FT	31	25	80.65%	
ALL	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Male	Under 20	8	5	62.50%	
			103	80	77.67%	
	20-24	PT	9	8	88.89%	
		FT	37	29	78.38%	
	25 & older	PT	6	6	100.00%	
		FT	28	11	39.29%	

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Female	Under 20	9	8	88.89%	
			31	28	90.32%	
	20-24	PT	3	3	100.00%	
		FT	11	8	72.73%	
	25 & older	PT	2	2	100.00%	
		FT	6	4	66.67%	
Hispanic	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Male	Under 20	3	3	100.00%	
			35	26	74.29%	
	20-24	PT	6	6	100.00%	
		FT	13	11	84.62%	
	25 & older	PT	1	1	100.00%	
		FT	7	3	42.86%	
White	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Female	Under 20	13	9	69.23%	
			50	42	84.00%	
	20-24	PT	5	5	100.00%	
		FT	22	18	81.82%	
	25 & older	PT	8	7	87.50%	
		FT	21	17	80.95%	
White	Age	Pt or FT	Start in 2006-07 Students	Students	Continue to 2007-08	Percent
	Male	Under 20	5	3	60.00%	
			66	56	84.85%	
	20-24	PT	3	2	66.67%	
		FT	21	16	76.19%	
	25 & older	PT	5	5	100.00%	
		FT	16	5	31.25%	

*Includes students with intent codes A, B, F, G and students who complete at least 15 credits

Year-to-Year Retention: All Degree-seeking Students

Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Academic Year to Academic Year	Start in 2007-08 Students	Students	Continue to 2008-09 Percent
ALL	381	288	75.59%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2007-08 Students	Students	Continue to 2008-09 Percent	
	Female	Under 20	PT	26	22	84.62%
			FT	92	73	79.35%
	20-24	PT	10	8	80.00%	
		FT	22	22	100.00%	
	25 & older	PT	8	4	50.00%	
		FT	28	20	71.43%	
			Start in 2007-08 Students	Continue to 2008-09 Percent		
ALL	Age	Pt or FT	Students	Students	Percent	
	Male	Under 20	PT	11	6	54.55%
			FT	111	88	79.28%
	20-24	PT	5	5	100.00%	
		FT	28	21	75.00%	
	25 & older	PT	10	8	80.00%	
		FT	30	11	36.67%	

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2007-08 Students	Students	Continue to 2008-09 Percent	
	Female	Under 20	PT	12	11	91.67%
			FT	30	24	80.00%
	20-24	PT	2	2	100.00%	
		FT	5	5	100.00%	
	25 & older	PT				
		FT	6	4	66.67%	
			Start in 2007-08 Students	Continue to 2008-09 Percent		
Hispanic	Age	Pt or FT	Students	Students	Percent	
	Male	Under 20	PT	4	3	75.00%
			FT	31	27	87.10%
	20-24	PT	3	3	100.00%	
		FT	9	5	55.56%	
	25 & older	PT	1	1	100.00%	
		FT	8	4	50.00%	
			Start in 2007-08 Students	Continue to 2008-09 Percent		
White	Age	Pt or FT	Students	Students	Percent	
	Female	Under 20	PT	12	11	91.67%
			FT	54	46	85.19%
	20-24	PT	6	6	100.00%	
		FT	15	15	100.00%	
	25 & older	PT	7	4	57.14%	
		FT	20	19	95.00%	
			Start in 2007-08 Students	Continue to 2008-09 Percent		
White	Age	Pt or FT	Students	Students	Percent	
	Male	Under 20	PT	5	3	60.00%
			FT	70	49	70.00%
	20-24	PT	1	1	100.00%	
		FT	15	12	80.00%	
	25 & older	PT	7	4	57.14%	
		FT	18	5	27.78%	

*Includes students with intent codes A, B, F, G and students who complete at least 15 credits

Year-to-Year Retention: Academic Students

Academic Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Aca Year to Aca - Academic Stu	Start in 2006-07	Continue to 2007-08
ALL	Students	Students Percent
	258	206 79.84%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2006-07	Continue to 2007-08
			Students	Students Percent
Female	Under 20	PT	21	16 76.19%
		FT	84	66 78.57%
	20-24	PT	4	4 100.00%
		FT	26	19 73.08%
	25 & older	PT	5	5 100.00%
		FT	16	14 87.50%
Male	Under 20	PT	6	4 66.67%
		FT	62	48 77.42%
	20-24	PT	4	3 75.00%
		FT	25	20 80.00%
	25 & older	PT	1	1 100.00%
		FT	4	4 100.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students Percent	
Female	Under 20	PT	8	7 87.50%	
		FT	29	26 89.66%	
	20-24	PT	1	1 100.00%	
		FT	4	2 50.00%	
	25 & older	PT	4	3 75.00%	
		FT			
Male	Under 20	PT	3	3 100.00%	
		FT	20	15 75.00%	
	20-24	PT	1	1 100.00%	
		FT	9	8 88.89%	
	25 & older	PT			
		FT			
White	Under 20	PT	12	8 66.67%	
		FT	48	40 83.33%	
	20-24	PT	3	3 100.00%	
		FT	20	16 80.00%	
	25 & older	PT	3	3 100.00%	
		FT	10	8 80.00%	
White	Under 20	PT	3	2 66.67%	
		FT	40	35 87.50%	
	20-24	PT	3	2 66.67%	
		FT	13	10 76.92%	
	25 & older	PT	1	1 100.00%	
		FT	4	4 100.00%	

*Includes students with intent codes A, B and students who complete at least 15 credits

Year-to-Year Retention: Academic Students

Academic Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Aca Year to Aca - Academic Stu ALL	Start in 2007-08 Students	Students	Continue to 2008-09 Percent
	263	202	76.81%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2007-08 Students	Students	Continue to 2008-09 Percent
Female	Under 20	PT	25	21	84.00%
		FT	80	65	81.25%
	20-24	PT	5	3	60.00%
		FT	16	16	100.00%
	25 & older	PT	2	0	0.00%
		FT	16	10	62.50%
Male	Under 20	PT	9	4	44.44%
		FT	79	61	77.22%
	20-24	PT	3	3	100.00%
		FT	18	14	77.78%
	25 & older	PT	4	3	75.00%
		FT	6	2	33.33%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2007-08 Students	Students	Continue to 2008-09 Percent
Female	Under 20	PT	11	10	90.91%
		FT	26	20	76.92%
	20-24	PT	2	2	100.00%
		FT	2	2	100.00%
	25 & older	PT	3	3	100.00%
		FT			
Male	Under 20	PT	3	2	66.67%
		FT	19	15	78.95%
	20-24	PT	1	1	100.00%
		FT	6	4	66.67%
	25 & older	PT			
		FT			
White	Under 20	PT	12	11	91.67%
		FT	48	42	87.50%
	20-24	PT	1	1	100.00%
		FT	12	12	100.00%
	25 & older	PT	2	1	50.00%
		FT	11	10	90.91%
White	Under 20	PT	4	2	50.00%
		FT	53	37	69.81%
	20-24	PT	1	1	100.00%
		FT	10	8	80.00%
	25 & older	PT	4	1	25.00%
		FT	5	2	40.00%

*Includes students with intent codes A, B and students who complete at least 15 credits

Year-to-Year Retention: Professional-Technical Students

Professional-Technical Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Aca Year to Aca Year- Prof-Tech	Start in 2006-07	Continue to 2007-08	
ALL	Students	Students	Percent
	133	95	71.43%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Female	Under 20	PT	2	2	100.00%
		FT	4	4	100.00%
	20-24	PT	5	5	100.00%
		FT	9	8	88.89%
	25 & older	PT	9	7	77.78%
		FT	15	11	73.33%
Male	Under 20	PT	2	1	50.00%
		FT	41	32	78.05%
	20-24	PT	5	5	100.00%
		FT	12	9	75.00%
	25 & older	PT	5	5	100.00%
		FT	24	6	25.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2006-07	Continue to 2007-08		
			Students	Students	Percent	
Female	Under 20	PT	1	1	100.00%	
		FT	2	2	100.00%	
	20-24	PT	2	2	100.00%	
		FT	7	6	85.71%	
	25 & older	PT	2	2	100.00%	
		FT	2	1	50.00%	
Male	Under 20	PT	15	11	73.33%	
		FT	5	5	100.00%	
	20-24	PT	4	3	75.00%	
		FT	1	1	100.00%	
	25 & older	PT	7	3	42.86%	
		FT	7	3	42.86%	
White	Female	Under 20	PT	1	1	100.00%
			FT	2	2	100.00%
	20-24	PT	2	2	100.00%	
		FT	2	2	100.00%	
	25 & older	PT	5	4	80.00%	
		FT	11	9	81.82%	
Male	Under 20	PT	2	1	50.00%	
		FT	26	21	80.77%	
	20-24	PT	8	6	75.00%	
		FT	4	4	100.00%	
	25 & older	PT	4	4	100.00%	
		FT	12	1	8.33%	

*Includes students with intent codes F, G and students who complete at least 15 credits

Year-to-Year Retention: Professional-Technical Students

Professional-Technical Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

Aca Year to Aca Year- Prof-Tech	Start in 2007-08	Continue to 2008-09	
ALL	Students	Students	Percent
	118	86	72.88%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT	1	1	100.00%
		FT	12	8	66.67%
	20-24	PT	5	5	100.00%
		FT	6	6	100.00%
	25 & older	PT	6	4	66.67%
		FT	12	10	83.33%
ALL	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	2	2	100.00%
		FT	32	27	84.38%
	20-24	PT	2	2	100.00%
		FT	10	7	70.00%
	25 & older	PT	6	5	83.33%
		FT	24	9	37.50%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT	1	1	100.00%
		FT	4	4	100.00%
	20-24	PT			
		FT	3	3	100.00%
	25 & older	PT			
		FT	3	1	33.33%
Hispanic	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	1	1	100.00%
		FT	12	12	100.00%
	20-24	PT	2	2	100.00%
		FT	3	1	33.33%
	25 & older	PT	1	1	100.00%
		FT	8	4	50.00%
White	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT			
		FT	6	4	66.67%
	20-24	PT	5	5	100.00%
		FT	3	3	100.00%
	25 & older	PT	5	3	60.00%
		FT	9	9	100.00%
White	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	1	1	100.00%
		FT	17	12	70.59%
	20-24	PT			
		FT	5	4	80.00%
	25 & older	PT	3	3	100.00%
		FT	13	3	23.08%

*Includes students with intent codes F, G and students who complete at least 15 credits

Appendix I
Quarter-to-Quarter Retention

Quarter-to-Quarter Retention: All Degree-seeking Students

Academic & Prof-Tech Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
	Students		Students	Percent	Students	Percent	Students	Percent
	274		252	91.97%	233	85.04%	199	72.63%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	15		14	93.33%	12	80.00%	10	66.67%
		FT	79		72	91.14%	67	84.81%	62	78.48%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	17		16	94.12%	12	70.59%	12	70.59%
	25 & older	PT	4		3	75.00%	3	75.00%	2	50.00%
		FT	11		11	100.00%	11	100.00%	8	72.73%
Male	Under 20	PT	2		2	100.00%	2	100.00%	0	0.00%
		FT	98		93	94.90%	90	91.84%	74	75.51%
	20-24	PT	5		5	100.00%	3	60.00%	5	100.00%
		FT	27		26	96.30%	23	85.19%	18	66.67%
	25 & older	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	14		8	57.14%	8	57.14%	6	42.86%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	3		3	100.00%	3	100.00%	2	66.67%
		FT	26		26	100.00%	25	96.2%	23	88.46%
	20-24	PT								
		FT	5		5	100.00%	4	80.0%	3	60.00%
	25 & older	PT								
		FT	3		3	100.00%	3	100.0%	2	66.67%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	33		31	93.94%	29	87.88%	25	75.76%
	20-24	PT	4		4	100.00%	2	50.00%	4	100.00%
		FT	10		10	100.00%	10	100.00%	7	70.00%
	25 & older	PT								
		FT	5		2	40.00%	2	40.00%	2	40.00%
Female	Under 20	PT	11		11	100.00%	9	81.82%	8	72.73%
		FT	46		46	100.00%	42	91.30%	39	84.78%
	20-24	PT								
		FT	11		11	100.00%	8	72.73%	9	81.82%
	25 & older	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	7		7	100.00%	7	100.00%	5	71.43%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	63		62	98.41%	61	96.83%	49	77.78%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	15		14	93.33%	13	86.67%	11	73.33%
	25 & older	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	7		5	71.43%	5	71.43%	3	42.86%

*Includes students with intent codes A, B, F, G and students who complete at least 15 credits

Quarter-to-Quarter Retention: All Degree-seeking Students

Academic & Prof-Tech Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
	Students		Students	Percent	Students	Percent	Students	Percent
	281		251	89.32%	237	84.34%	190	67.62%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	16		15	93.75%	13	81.25%	12	75.00%
		FT	86		77	89.53%	71	82.56%	63	73.26%
	20-24	PT	4		3	75.00%	3	75.00%	3	75.00%
		FT	14		11	78.57%	12	85.71%	12	85.71%
	25 & older	PT	2		2	100.00%	2	100.00%		
		FT	18		16	88.89%	14	77.78%	14	77.78%
Male	Under 20	PT	6		4	66.67%	5	83.33%	2	33.33%
		FT	104		96	92.31%	93	89.42%	69	66.35%
	20-24	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	16		15	93.75%	13	81.25%	7	43.75%
	25 & older	PT	3		3	100.00%	2	66.67%	2	66.67%
		FT	10		7	70.00%	7	70.00%	4	40.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	5		5	100.00%	5	100.00%	4	80.00%
		FT	25		23	92.00%	22	88.00%	19	76.00%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	4		3	75.00%	4	100.00%	4	100.00%
	25 & older	PT								
		FT	4		3	75.00%	3	75.00%	2	50.00%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	29		28	96.55%	27	93.10%	23	79.31%
	20-24	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	6		6	100.00%	5	83.33%	2	33.33%
	25 & older	PT								
		FT	2		2	100.00%	2	100.00%	2	100.00%
White	Under 20	PT	10		10	100.00%	8	80.00%	8	80.00%
		FT	53		52	98.11%	47	88.68%	44	83.02%
	20-24	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	8		8	100.00%	8	100.00%	8	100.00%
	25 & older	PT	2		2	100.00%	2	100.00%	0	0.00%
		FT	13		13	100.00%	11	84.62%	12	92.31%
Male	Under 20	PT	4		3	75.00%	4	100.00%	2	50.00%
		FT	65		65	100.00%	63	96.92%	43	66.15%
	20-24	PT								
		FT	7		7	100.00%	6	85.71%	3	42.86%
	25 & older	PT	2		2	100.00%	2	100.00%	1	50.00%
		FT	6		4	66.67%	4	66.67%	1	16.67%

*Includes students with intent codes A, B, F, G and students who complete at least 15 credits

Quarter-to-Quarter Retention: All Degree-seeking Students

Academic & Prof-Tech Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
	Students	Students	Percent	Students	Percent
	265	241	90.94%	222	83.77%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009		
			Students	Students	Percent	Students	Percent	
Female	Under 20	PT	6	6	100.00%	4	66.67%	
		FT	67	62	92.54%	60	89.55%	
	20-24	PT	2	1	50.00%	1	50.00%	
		FT	33	29	87.88%	28	84.85%	
	25 & older	PT	3	3	100.00%	3	100.00%	
		FT	12	11	91.67%	10	83.33%	
ALL	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009		
			Students	Students	Percent	Students	Percent	
	Male	Under 20	PT	5	5	100.00%	5	100.00%
			FT	54	50	92.59%	45	83.33%
	20-24	PT	1	1	100.00%	1	100.00%	
		FT	55	51	92.73%	48	87.27%	
	25 & older	PT	1	0	0.00%	0	0.00%	
		FT	26	22	84.62%	17	65.38%	

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Female	Under 20	PT	16	16	100.00%	15	93.75%	
			FT	1	1	100.00%	1	100.00%	
	20-24	PT	13	13	100.00%	13	100.00%		
		FT	2	2	100.00%	2	100.00%		
	25 & older	PT	5	5	100.00%	5	100.00%		
		FT							
Hispanic	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009			
			Students	Students	Percent	Students	Percent		
	Male	Under 20	PT	13	13	100.00%	11	84.62%	
			FT	16	16	100.00%	15	93.75%	
	20-24	PT	1	1	100.00%	1	100.00%		
		FT	7	6	85.71%	5	71.43%		
	25 & older	PT	1	1	100.00%	1	100.00%		
		FT	6	6	100.00%	5	83.33%		
	White	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009		
				Students	Students	Percent	Students	Percent	
		Female	Under 20	PT	6	6	100.00%	4	66.67%
				FT	46	46	100.00%	45	97.83%
20-24		PT	17	16	94.12%	15	88.24%		
		FT	1	1	100.00%	1	100.00%		
25 & older		PT	6	6	100.00%	5	83.33%		
		FT							
White		Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009		
				Students	Students	Percent	Students	Percent	
		Male	Under 20	PT	5	5	100.00%	5	100.00%
				FT	38	37	97.37%	34	89.47%
	20-24	PT	1	1	100.00%	1	100.00%		
		FT	33	33	100.00%	31	93.94%		
	25 & older	PT	18	15	83.33%	11	61.11%		
		FT							

*Includes students with intent codes A, B, F, G and students who complete at least 15 credits

Quarter-to-Quarter Retention: Academic Students

Academic Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
	Students		Students	Percent	Students	Percent	Students	Percent
	198		181	91.41%	170	85.86%	149	75.25%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	14		13	92.86%	11	78.57%	9	64.29%
		FT	76		69	90.79%	65	85.53%	60	78.95%
	20-24	PT								
		FT	14		13	92.86%	9	64.29%	9	64.29%
	25 & older	PT	3		2	66.67%	2	66.67%	2	66.67%
		FT	7		7	100.00%	7	100.00%	5	71.43%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	61		57	93.44%	56	91.80%	48	78.69%
	20-24	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	18		15	83.33%	15	83.33%	12	66.67%
	25 & older	PT								
		FT	2		2	100.00%	2	100.00%	2	100.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	3		3	100.00%	3	100.00%	2	66.67%
		FT	25		25	100.00%	24	96.0%	22	88.00%
	20-24	PT								
		FT	2		2	100.00%	1	50.0%	0	0.00%
	25 & older	PT								
		FT	2		2	100.00%	2	100.0%	1	50.00%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	19		18	94.74%	18	94.74%	14	73.68%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	6		6	100.00%	6	100.00%	5	83.33%
	25 & older	PT								
		FT								
White	Under 20	PT	10		10	100.00%	8	80.00%	7	70.00%
		FT	44		44	100.00%	41	93.18%	38	86.36%
	20-24	PT								
		FT	11		11	100.00%	8	72.73%	9	81.82%
	25 & older	PT	2		2	100.00%	2	100.00%	2	100.00%
		FT	5		5	100.00%	5	100.00%	4	80.00%
Male	Under 20	PT								
		FT	40		39	97.50%	38	95.00%	34	85.00%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	10		9	90.00%	9	90.00%	7	70.00%
	25 & older	PT								
		FT	2		2	100.00%	2	100.00%	2	100.00%

*Includes students with intent codes A, B and students who complete at least 15 credits

Quarter-to-Quarter Retention: Academic Students

Academic Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
	Students		Students	Percent	Students	Percent	Students	Percent
	210		183	87.14%	173	82.38%	135	64.29%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	15		14	93.33%	12	80.00%	11	73.33%
		FT	76		67	88.16%	62	81.58%	57	75.00%
	20-24	PT	2		1	50.00%	1	50.00%	1	50.00%
		FT	11		8	72.73%	9	81.82%	9	81.82%
	25 & older	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	11		10	90.91%	9	81.82%	8	72.73%
Male	Under 20	PT	6		4	66.67%	5	83.33%	2	33.33%
		FT	74		66	89.19%	63	85.14%	43	58.11%
	20-24	PT								
		FT	10		9	90.00%	8	80.00%	4	40.00%
	25 & older	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	3		2	66.67%	2	66.67%	0	0.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2007		Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students		Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	4		4	100.00%	4	100.00%	3	75.00%
		FT	22		20	90.91%	19	86.36%	16	72.73%
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%
		FT	2		1	50.00%	2	100.00%	2	100.00%
	25 & older	PT								
		FT	2		2	100.00%	2	100.00%	1	50.00%
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	17		16	94.12%	15	88.24%	11	64.71%
	20-24	PT								
		FT	4		4	100.00%	4	100.00%	2	50.00%
	25 & older	PT								
		FT								
White	Under 20	PT	10		10	100.00%	8	80.00%	8	80.00%
		FT	48		47	97.92%	43	89.58%	41	85.42%
	20-24	PT								
		FT	7		7	100.00%	7	100.00%	7	100.00%
	25 & older	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	8		8	100.00%	7	87.50%	7	87.50%
White	Under 20	PT	4		3	75.00%	4	100.00%	2	50.00%
		FT	50		50	100.00%	48	96.00%	32	64.00%
	20-24	PT								
		FT	5		5	100.00%	4	80.00%	2	40.00%
	25 & older	PT	1		1	100.00%	1	100.00%	0	0.00%
		FT	2		2	100.00%	2	100.00%	0	0.00%

*Includes students with intent codes A, B and students who complete at least 15 credits

Quarter-to-Quarter Retention: Academic Students

Academic Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
	Students	Students	Percent	Students	Percent
	183	166	90.71%	155	84.70%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT	5	5	100.00%	3	60.00%
		FT	57	52	91.23%	51	89.47%
	20-24	PT	1	0	0.00%	0	0.00%
		FT	26	23	88.46%	22	84.62%
	25 & older	PT	2	2	100.00%	2	100.00%
		FT	8	7	87.50%	6	75.00%
Male	Under 20	PT	5	5	100.00%	5	100.00%
		FT	45	42	93.33%	37	82.22%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	26	23	88.46%	22	84.62%
	25 & older	PT	1	0	0.00%	0	0.00%
		FT	6	6	100.00%	6	100.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT					
		FT	13	13	100.00%	12	92.31%
	20-24	PT					
		FT	9	9	100.00%	9	100.00%
	25 & older	PT	1	1	100.00%	1	100.00%
		FT	3	3	100.00%	3	100.00%
Male	Under 20	PT					
		FT	10	10	100.00%	8	80.00%
	20-24	PT					
		FT	8	8	100.00%	8	100.00%
	25 & older	PT	1				
		FT	2	2	100.00%	2	100.00%
White	Under 20	PT	5	5	100.00%	3	60.00%
		FT	39	39	100.00%	39	100.00%
	20-24	PT					
		FT	14	14	100.00%	13	92.86%
	25 & older	PT	1	1	100.00%	1	100.00%
		FT	4	4	100.00%	3	75.00%
Male	Under 20	PT	5	5	100.00%	5	100.00%
		FT	32	32	100.00%	29	90.63%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	15	15	100.00%	14	93.33%
	25 & older	PT					
		FT	4	4	100.00%	4	100.00%

*Includes students with intent codes A, B and students who complete at least 15 credits

Quarter-to-Quarter Retention: Professional-Technical Students

Professional-Technical Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
	Students		Students	Percent	Students	Percent	Students	Percent
	76		69	90.79%	63	82.89%	50	65.79%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007		
			Students		Students	Percent	Students	Percent	Students	Percent	
Female	Under 20	PT	1		1	100.00%	1	100.00%	1	100.00%	
		FT	3		3	100.00%	2	66.67%	2	66.67%	
	20-24	PT	1		1	100.00%	1	100.00%	1	100.00%	
		FT	3		3	100.00%	3	100.00%	3	100.00%	
	25 & older	PT	1		1	100.00%	1	100.00%	0	0.00%	
		FT	4		4	100.00%	4	100.00%	3	75.00%	
ALL	Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%
			FT	37		36	97.30%	34	91.89%	26	70.27%
	20-24	PT	3		3	100.00%	1	33.33%	3	100.00%	
		FT	9		9	100.00%	8	88.89%	6	66.67%	
	25 & older	PT	1		1	100.00%	1	100.00%	1	100.00%	
		FT	12		6	50.00%	6	50.00%	4	33.33%	

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2006		Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007		
			Students		Students	Percent	Students	Percent	Students	Percent	
Female	Under 20	PT									
		FT	1		1	100.00%	1	100.0%	1	100.00%	
	20-24	PT									
		FT	3		3	100.00%	3	100.0%	3	100.00%	
	25 & older	PT									
		FT	1		1	100.00%	1	100.0%	1	100.00%	
Male	Under 20	PT									
		FT	14		13	92.86%	11	78.57%	11	78.57%	
	20-24	PT	3		3	100.00%	1	33.33%	3	100.00%	
		FT	4		4	100.00%	4	100.00%	2	50.00%	
	25 & older	PT									
		FT	5		2	40.00%	2	40.00%	2	40.00%	
White	Female	Under 20	PT	1		1	100.00%	1	100.00%	1	100.00%
			FT	2		2	100.00%	1	50.00%	1	50.00%
	20-24	PT									
		FT									
	25 & older	PT									
		FT	2		2	100.00%	2	100.00%	1	50.00%	
Male	Under 20	PT	1		1	100.00%	1	100.00%	0	0.00%	
		FT	23		23	100.00%	23	100.00%	15	65.22%	
	20-24	PT									
		FT	5		5	100.00%	4	80.00%	4	80.00%	
	25 & older	PT	1		1	100.00%	1	100.00%	1	100.00%	
		FT	5		3	60.00%	3	60.00%	1	20.00%	

*Includes students with intent codes F, G and students who complete at least 15 credits

Quarter-to-Quarter Retention: Professional-Technical Students

Professional-Technical Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
	Students	Students	Percent	Students	Percent	Students	Percent
	71	68	95.77%	64	90.14%	55	77.46%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	1	1	100.00%	1	100.00%	1	100.00%
		FT	10	10	100.00%	9	90.00%	6	60.00%
	20-24	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	3	3	100.00%	3	100.00%	3	100.00%
	25 & older	PT	1	1	100.00%	1	100.00%	0	0.00%
		FT	7	6	85.71%	5	71.43%	6	85.71%
Male	Under 20	PT							
		FT	30	30	100.00%	30	100.00%	26	86.67%
	20-24	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	6	6	100.00%	5	83.33%	3	50.00%
	25 & older	PT	2	2	100.00%	1	50.00%	2	100.00%
		FT	7	5	71.43%	5	71.43%	4	57.14%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	1	1	100.00%	1	100.00%	1	100.00%
		FT	3	3	100.00%	3	100.00%	3	100.00%
	20-24	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	2	2	100.00%	2	100.00%	2	100.00%
	25 & older	PT							
		FT	2	1	50.00%	1	50.00%	1	50.00%
Male	Under 20	PT							
		FT	12	12	100.00%	12	100.00%	12	100.00%
	20-24	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	2	2	100.00%	1	50.00%		0.00%
	25 & older	PT							
		FT	2	2	100.00%	2	100.00%	2	100.00%
White	Under 20	PT							
		FT	5	5	100.00%	4	80.00%	3	60.00%
	20-24	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	1	1	100.00%	1	100.00%	1	100.00%
	25 & older	PT	1	1	100.00%	1	100.00%	0	0.00%
		FT	5	5	100.00%	4	80.00%	5	100.00%
White	Under 20	PT							
		FT	15	15	100.00%	15	100.00%	11	73.33%
	20-24	PT							
		FT	2	2	100.00%	2	100.00%	1	50.00%
	25 & older	PT	1	1	100.00%	1	100.00%	1	100.00%
		FT	4	2	50.00%	2	50.00%	1	25.00%

*Includes students with intent codes F, G and students who complete at least 15 credits

Quarter-to-Quarter Retention: Professional-Technical Students

Professional-Technical Students Beginning in Fall Quarter with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
	Students	Students	Percent	Students	Percent
	82	75	91.46%	67	81.71%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT	1	1	100.00%	1	100.00%
		FT	10	10	100.00%	9	90.00%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	7	6	85.71%	6	85.71%
	25 & older	PT	1	1	100.00%	1	100.00%
		FT	4	4	100.00%	4	100.00%
Male	Under 20	PT					
		FT	9	8	88.89%	8	88.89%
	20-24	PT					
		FT	29	28	96.55%	26	89.66%
	25 & older	PT					
		FT	20	16	80.00%	11	55.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT					
		FT	3	3	100.00%	3	100.00%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	4	4	100.00%	4	100.00%
	25 & older	PT	1	1	100.00%	1	100.00%
		FT	2	2	100.00%	2	100.00%
Male	Under 20	PT					
		FT	3	3	100.00%	3	100.00%
	20-24	PT					
		FT	8	8	100.00%	7	87.50%
	25 & older	PT					
		FT	5	4	80.00%	3	60.00%
White	Female Under 20	PT	1	1	100.00%	1	100.00%
		FT	7	7	100.00%	6	85.71%
	20-24	PT					
		FT	3	2	66.67%	2	66.67%
	25 & older	PT					
		FT	2	2	100.00%	2	100.00%
White	Male Under 20	PT					
		FT	6	5	83.33%	5	83.33%
	20-24	PT					
		FT	18	18	100.00%	17	94.44%
	25 & older	PT					
		FT	14	11	78.57%	7	50.00%

*Includes students with intent codes F, G and students who complete at least 15 credits

Appendix J

Year-to-Year Retention of Students taking Developmental Math or English

Year-to-Year Retention: Students in Pre-college Courses

Students Beginning in a Given Academic Year who were enrolled in Pre-College Courses with Enrollment in the Subsequent Academic Year

Aca Year to Aca Year - Pre-Col.	Start in 2006-07	Continue to 2007-08	
ALL	Students	Students	Percent
	242	161	66.53%

Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

ALL	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Female	Under 20	PT	12	9	75.00%
		FT	51	37	72.55%
	20-24	PT	5	4	80.00%
		FT	29	20	68.97%
	25 & older	PT	9	5	55.56%
		FT	21	14	66.67%
ALL	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Male	Under 20	PT	6	3	50.00%
		FT	60	42	70.00%
	20-24	PT	4	3	75.00%
		FT	33	17	51.52%
	25 & older	PT	4	2	50.00%
		FT	8	5	62.50%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Female	Under 20	PT	6	4	66.67%
		FT	20	15	75.00%
	20-24	PT	1	1	100.00%
		FT	10	5	50.00%
	25 & older	PT	1	0	0.00%
		FT	6	4	66.67%
Hispanic	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Male	Under 20	PT	3	2	66.67%
		FT	25	16	64.00%
	20-24	PT	3	2	66.67%
		FT	8	6	75.00%
	25 & older	PT	1	0	0
		FT			
White	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Female	Under 20	PT	4	4	100.00%
		FT	28	21	75.00%
	20-24	PT	3	2	66.67%
		FT	17	13	76.47%
	25 & older	PT	6	4	66.67%
		FT	13	8	61.54%
White	Age	Pt or FT	Start in 2006-07	Continue to 2007-08	
			Students	Students	Percent
Male	Under 20	PT	3	1	33.33%
		FT	32	24	75.00%
	20-24	PT	1	1	100.00%
		FT	18	8	44.44%
	25 & older	PT	3	2	66.67%
		FT	7	5	71.43%

*Includes all students regardless of whether they attained 15 credits

Year-to-Year Retention: Students in Pre-college Courses

Students Beginning in a Given Academic Year who were enrolled in Pre-College Courses with Enrollment in the Subsequent Academic Year

Aca Year to Aca Year - Pre-Col.	Start in 2007-08	Continue to 2008-09	
ALL	Students	Students	Percent
	276	171	61.96%

Students Beginning in a Given Academic Year with Enrollment in the Subsequent Academic Year

ALL	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT	15	8	53.33%
		FT	69	48	69.57%
	20-24	PT	11	6	54.55%
		FT	26	15	57.69%
	25 & older	PT	6	3	50.00%
		FT	24	16	66.67%
ALL	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	10	2	20.00%
		FT	69	44	63.77%
	20-24	PT	4	3	75.00%
		FT	25	17	68.00%
	25 & older	PT	3	2	66.67%
		FT	13	7	53.85%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT	4	3	75.00%
		FT	25	15	60.00%
	20-24	PT	5	2	40.00%
		FT	5	2	40.00%
	25 & older	PT	1	0	0.00%
		FT	3	2	66.67%
Hispanic	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	2	0	0.00%
		FT	14	10	71.43%
	20-24	PT	2	2	100.00%
		FT	12	7	58.33%
	25 & older	PT	6	4	66.67%
		FT			
White	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Female	Under 20	PT	9	5	55.56%
		FT	40	31	77.50%
	20-24	PT	4	2	50.00%
		FT	19	12	63.16%
	25 & older	PT	5	3	60.00%
		FT	20	14	70.00%
White	Age	Pt or FT	Start in 2007-08	Continue to 2008-09	
			Students	Students	Percent
Male	Under 20	PT	7	2	28.57%
		FT	48	29	60.42%
	20-24	PT	1	1	100.00%
		FT	10	7	70.00%
	25 & older	PT	3	2	66.67%
		FT	6	3	50.00%

*Includes all students regardless of whether they attained 15 credits

Appendix K

Quarter-to-Quarter Retention of Students taking Developmental Math or English

Quarter-to-Quarter Retention: Students in Pre-college Level Courses

Students Beginning in Fall Quarter who were enrolled in Pre-College Courses with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2006	Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
	Students	Students	Percent	Students	Percent	Students	Percent
	160	144	90.00%	121	75.63%	99	61.88%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2006	Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	4	4	100.00%	3	75.00%	3	75.00%
		FT	45	43	95.56%	35	77.78%	32	71.11%
	20-24	PT	2	1	50.00%	1	50.00%	1	50.00%
		FT	12	11	91.67%	9	75.00%	8	66.67%
	25 & older	PT	5	3	60.00%	2	40.00%	1	20.00%
		FT	10	9	90.00%	8	80.00%	5	50.00%
Male	Under 20	PT	2	1	50.00%	1	50.00%		
		FT	54	50	92.59%	45	83.33%	35	64.81%
	20-24	PT	1	1	100.00%	1	100.00%	1	100.00%
		FT	20	18	90.00%	13	65.00%	11	55.00%
	25 & older	PT							
		FT	5	3	60.00%	3	60.00%	2	40.00%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2006	Enrolled in Wtr 2007		Enrolled in Spr 2007		Continuing Fall 2007	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT							
		FT	17	17	100.00%	13	76.5%	12	70.59%
	20-24	PT							
		FT	5	5	100.00%	4	80.0%	3	60.00%
	25 & older	PT							
		FT	3	3	100.00%	2	66.7%	1	33.33%
Male	Under 20	PT	1						
		FT	22	19	86.36%	18	81.82%	13	59.09%
	20-24	PT	1	1	100.00%	1	100.00%	1	100.00%
		FT	5	5	100.00%	5	100.00%	4	80.00%
	25 & older	PT							
		FT							
White	Under 20	PT	2	2	100.00%	2	100.00%	2	100.00%
		FT	25	23	92.00%	20	80.00%	19	76.00%
	20-24	PT	1						
		FT	6	5	83.33%	4	66.67%	4	66.67%
	25 & older	PT	3	3	100.00%	2	66.67%	1	33.33%
		FT	6	5	83.33%	5	83.33%	3	50.00%
Male	Under 20	PT	1	1	100.00%	1	100.00%		
		FT	29	28	96.55%	25	86.21%	20	68.97%
	20-24	PT							
		FT	12	11	91.67%	6	50.00%	5	41.67%
	25 & older	PT							
		FT	5	3	60.00%	3	60.00%	2	40.00%

*Includes all students regardless of whether they attained 15 credits

Quarter-to-Quarter Retention: Students in Pre-college Level Courses

Students Beginning in Fall Quarter who were enrolled in Pre-College Courses with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
	Students	Students	Percent	Students	Percent	Students	Percent
	193	168	87.05%	149	77.20%	114	59.07%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	9	7	77.78%	7	77.78%	5	55.56%
		FT	62	54	87.10%	48	77.42%	42	67.74%
	20-24	PT	7	5	71.43%	4	57.14%	3	42.86%
		FT	14	13	92.86%	11	78.57%	9	64.29%
	25 & older	PT	1	1	100.00%	1	100.00%		
		FT	10	10	100.00%	7	70.00%	7	70.00%
Male	Under 20	PT	5	3	60.00%	4	80.00%	2	40.00%
		FT	64	57	89.06%	52	81.25%	39	60.94%
	20-24	PT							
		FT	11	10	90.91%	8	72.73%	4	36.36%
	25 & older	PT	1	1	100.00%	1	100.00%		
		FT	8	7	87.50%	6	75.00%	3	37.50%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2007	Enrolled in Wtr 2008		Enrolled in Spr 2008		Continuing Fall 2008	
			Students	Students	Percent	Students	Percent	Students	Percent
Female	Under 20	PT	2	1	50.00%	1	50.00%	1	50.00%
		FT	19	14	73.68%	13	68.42%	11	57.89%
	20-24	PT	4	3	75.00%	2	50.00%	1	25.00%
		FT	2	1	50.00%	1	50.00%	1	50.00%
	25 & older	PT							
		FT	1	1	100.00%	1	100.00%		
Male	Under 20	PT							
		FT	12	10	83.33%	10	83.33%	7	58.33%
	20-24	PT							
		FT	6	6	100.00%	4	66.67%	2	33.33%
	25 & older	PT							
		FT	3	2	66.67%	2	66.67%	2	66.67%
White	Under 20	PT	7	6	85.71%	6	85.71%	4	57.14%
		FT	39	36	92.31%	31	79.49%	29	74.36%
	20-24	PT	2	1	50.00%	1	50.00%	1	50.00%
		FT	10	10	100.00%	8	80.00%	8	80.00%
	25 & older	PT	1	1	100.00%	1	100.00%		
		FT	9	9	100.00%	6	66.67%	7	77.78%
Male	Under 20	PT	5	3	60.00%	4	80.00%	2	40.00%
		FT	45	41	91.11%	36	80.00%	27	60.00%
	20-24	PT							
		FT	4	3	75.00%	3	75.00%	1	25.00%
	25 & older	PT	1	1	100.00%	1	100.00%		
		FT	4	4	100.00%	3	75.00%	1	25.00%

*Includes all students regardless of whether they attained 15 credits

Quarter-to-Quarter Retention: Students in Pre-college Level Courses

Students Beginning in Fall Quarter who were enrolled in Pre-College Courses with Enrollment in Subsequent Quarters*

ALL STUDENTS	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
	Students	Students	Percent	Students	Percent
	167	154	92.22%	126	75.45%

Students sorted by Gender, Age Group and Full- or Part-time Status

ALL	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT	3	3	100.00%	3	100.00%
		FT	37	36	97.30%	30	81.08%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	36	34	94.44%	28	77.78%
	25 & older	PT	2				
		FT	11	9	81.82%	7	63.64%
Male	Under 20	PT					
		FT	29	28	96.55%	22	75.86%
	20-24	PT					
		FT	38	33	86.84%	27	71.05%
	25 & older	PT	1		0.00%	1	100.00%
		FT	9	9	100.00%	7	77.78%

Students sorted by Hispanic or White Race/Ethnicity, Gender, Age Group and Full- or Part-time Status

Hispanic	Age	Pt or FT	Start in Fall 2008	Enrolled in Wtr 2009		Enrolled in Spr 2009	
			Students	Students	Percent	Students	Percent
Female	Under 20	PT	1	1	100.00%	1	100.00%
		FT	11	10	90.91%	9	81.82%
	20-24	PT					
		FT	13	13	100.00%	11	84.62%
	25 & older	PT	2				
		FT	4	4	100.00%	3	75.00%
Male	Under 20	PT					
		FT	8	8	100.00%	7	87.50%
	20-24	PT					
		FT	9	7	77.78%	6	66.67%
	25 & older	PT					
		FT	3	3	100.00%	3	100.00%
Female	Under 20	PT	2	2	100.00%	2	100.00%
		FT	23	23	100.00%	20	86.96%
	20-24	PT	1	1	100.00%	1	100.00%
		FT	19	17	89.47%	13	68.42%
	25 & older	PT					
		FT	6	4	66.67%	3	50.00%
Male	Under 20	PT					
		FT	18	17	94.44%	14	77.78%
	20-24	PT					
		FT	25	22	88.00%	17	68.00%
	25 & older	PT					
		FT	6	6	100.00%	4	66.67%

*Includes all students regardless of whether they attained 15 credits

Appendix L

Completions: Degrees, Certificates, and Short-term Training

Completions

Big Bend Community College

Degrees by Program*

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
105	Agriculture	0	0	1	3	1
323	Associate Degree of Nursing	22	17	27	24	22
381	Medical Assistant	0	0	0	2	7
402	Child & Family ED	0	0	0	3	5
505	Accounting	12	6	6	11	7
509	Micro Computer Specialist	3	2	1	4	2
515	Computing Systems	10	8	5	6	9
547	Office Information Technology	1	1	4	1	0
566	Word Processing Technician	0	0	0	0	0
567	Business Medical Services	5	1	1	6	2
672	Commercial Pilot	4	7	3	2	3
712	Automotive Technology	15	10	13	9	7
718	Aviation Maintenance Technology	2	1	0	2	3
770	Maintenance Mechanics Technology	1	4	2	3	0
778	Engineering/Drafting Technology	1	1	0	0	0
784	Industrial Electrical Technology	11	10	9	8	2
814	Welding	1	5	1	0	5
839	Child & Family ED w/ Paraeducator Emphasis	4	5	4	6	0
TOTALS	Professional Technical	92	78	77	90	75
AS	Associate in Arts & Science	247	213	233	195	183
BUS	Associate in Business	0	0	0	7	7
GS	General Studies	12	24	25	19	26
PREN	Associate in Pre-Nursing	0	1	2	4	3
SC	Associate in Science	2	7	4	4	2
TOTALS	COMBINED TOTALS	353	323	341	319	296

* Degrees are: Associate Degrees only.

Completions from 2008-09 were from SMS and run on 7/2/09

Completions

Big Bend Community College

Certificates of Achievement and Certificates of Accomplishment (Exit codes 3 & 4)

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
326	Practical Nursing	21	12	22	23	19
329	Nursing Assistant	30	16	47	59	47
381	Medical Assisstant Cert	0	0	0	3	9
402	Child & Family Edu Cert	0	0	0	1	0
501	CISCO	0	0	3	5	1
505	Accounting	1	0	6	3	3
547	Office Information Technology	2	11	17	6	9
559	Office Occupations & Clerical Services	0	2	12	20	6
567	Business Medical Services	0	0	11	9	7
712	Automotive Technology	0	5	0	0	0
715	Commercial Driver's License	53	52	44	44	42
718	Aviation Maintenance	0	7	20	40	18
770	Maintenance Mechanics Technology	4	6	0	1	1
778	Engineering/Drafting Technology	2	3	2	0	0
784	Industrial Electrical Tech	10	1	15	2	0
814	Welding	0	0	11	2	9
839	Child and Family Education	0	1	0	0	0
	TOTALS	123	116	210	218	171

* Certificates of Achievement are those with more than 45 credits with Related Instruction in Computation, Communication, and Human Relations On the Job; Certificates of Accomplishment are those with fewer than 45 credits without Human Relations on the Job.

Completions from 2008-09 were from SMS and run on 7/2/09

Completions

Big Bend Community College

Short-term training that prepares students to get an entry-level job in a new area (Exit code 9)

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
251	Merchandising	1	0	0	0	0
313	Medical Insurance Coding	1	1	2	1	1
329	Nursing Assistant	6	5	4	3	2
409	Child Care Provider/Asst	1	2	0	2	2
530	Health Records	0	0	0	0	0
559	Office Occupations & Clerical Serv	3	8	10	6	4
566	Word Processing Technician	0	0	0	0	0
814	Welding	0	0	2	0	0
TOTALS		16	16	19	14	9

*Exit Code 9 is defined as a unique program completion or non-credit occupational training completion

Completions from 2008-09 were from SMS and run on 7/2/09

Completions

Big Bend Community College

Graduates, Certificates & Completions

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
105	Agriculture	0	0	1	3	1
313	Medical Insurance Coding	1	1	2	1	1
323	Associate Degree of Nursing	22	17	27	24	22
326	Practical Nursing	21	12	22	23	19
329	Nursing Assistant	36	21	51	62	47
381	Medical Assistant	0	0	0	5	7
402	Child and Family Education	0	0	0	4	5
409	Child Care Provider/Asst	1	2	0	2	2
501	CISCO	0	0	3	5	1
505	Accounting	13	6	12	14	10
509	Micro Computer Specialist	3	2	1	4	2
515	Computing Systems	10	8	5	6	9
547	Office Information Technology	3	12	21	7	9
559	Office Occupations & Clerical Services	0	0	0	0	4
567	Business Medical Services	5	1	12	15	9
672	Commercial Pilot	4	7	3	2	3
712	Automotive Technology	15	15	13	9	7
715	Commercial Driver's License	54	52	44	44	42
718	Aviation Maintenance Technology	2	8	20	42	21
770	Maintenance Mechanics Technology	5	10	2	4	1
778	Engineering/Drafting Technology	3	4	2	0	0

Big Bend Community College

Graduates, Certificates & Completions

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
784	Industrial Electrical Technology	21	11	24	10	2
814	Welding	1	5	14	2	14
839	Child and Family Education	5	6	4	6	0
Total	Professional/Technical AAS, Certificates & Completions	231	210	306	322	255
AS	Associate in Arts & Science	247	213	233	195	183
BUS	Associate in Business	0	0	0	7	7
	Associate in Pre-Nursing	0	1	2	4	3
	Associate in Science	2	7	4	4	2
GS	Associate in General Studies	12	24	25	19	26
COMBINED TOTALS		492	455	570	551	476

* Completions include: Associate Degrees, Certificates of Achievement, Certificates Accomplishment and Exit Code 9. Exit Code 9 is defined as a unique program completion or non-credit occupational training completion.

Completions from 2008-09 were from SMS and run on 7/2/09

Appendix M

Completions: Degrees, Certificates, and Short-term Training broken down by Demographics

	Associate Degrees (exit codes 1, A, B, D, F, N)			Certificates of Achievement and Certificates of Accomplishment (exit codes 3 & 4)				Short-term Training Completions (exit code 9)		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	
All	341	319	296	210	218	171	19	14	9	
Female	182	190	179	107	115	94	16	13	9	
Male	159	129	111	102	99	75	2	1	0	
Unknown	0	0	0	1	4	0	1	0	0	
Hispanic	53	62	66	53	45	39	5	4	2	
Female	27	41	46	22	27	18	5	4	2	
Male	26	21	20	31	18	21	0	0	0	
Unknown	0	0	0	0	0	0	0	0	0	
White	262	226	204	132	151	110	10	10	5	
Female	143	133	124	74	79	66	10	9	5	
Male	119	93	80	58	70	44	0	1	0	
Unknown	0	0	0	0	2	0	0	0	0	
Other	14	22	15	11	16	9	2	0	0	
Female	7	11	7	9	5	6	0	0	0	
Male	7	11	8	2	11	3	2	0	0	
Unknown	0	0	0	0	0	0	0	0	0	
Unknown Race/Ethnicity	12	9	5	13	6	11	2	0	2	
Female	5	5	2	2	4	4	2	0	2	
Male	7	4	3	11	0	7	0	0	0	
Unknown	0	0	0	0	2	0	0	0	0	

Appendix N
Estimated Employment Data

Big Bend Community College Estimated Employment Explanation

The Estimated Employment Report is derived from Washington State Board for Community and Technical Colleges (SBCTC) data warehouse statistics matched with unemployment insurance earnings from Washington, Oregon, Idaho, Montana, and Alaska. It calculates the estimated employment rate for students that attended and left BBCC. The data is gathered when employers report earnings to Unemployment Insurance (UI).

Title of Program

45+Credits and 2.0 g.p.a.:	Without a degree or certificate
Certificate:	Certificate awarded, less than 90 credits
Degree:	Two-year degree

Total: Number from a program. Students included fit at least one of the criteria below:

Students who have obtained 45+Credits and 2.0 g.p.a.
Students who received a completion exit code (short term training)
Students who received a Certificate of Accomplishment
Students who received a Certificate of Achievement
Students who received an Associate of Applied Science

Rate: Adds employed and *estimated employed* to calculate the employment rate.

Based on results of earlier surveys, SBCTC estimates that 30% of those not found in “covered employment” in the 3rd quarter are employed (self-employed or employed in states other than Washington, Alaska, Oregon, Idaho and Montana).

This comes out once a year. This is the most current information available.

Big Bend Community College

Estimated Employment Rates

Program	2004-05		2005-06		2006-07	
	Total	Rate	Total	Rate	Total	Rate
Accounting	15	81%	7	100%	12	81%
Agricultural Prod Operator	0	0%	1	27%	0	0%
Associate Degree of Nursing	21	86%	18	100%	29	98%
Automotive Technology	16	91%	10	78%	13	86%
Aviation (Commercial Pilot)	26	89%	18	84%	12	46%
Aviation Maintenance Technology	17	83%	17	74%	12	83%
Business Medical Services	0	0%	2	64%	4	70%
Child and Family Education	9	92%	16	95%	5	84%
Childcare Provider/Assistant	0	0%	2	100%	0	0%
Civil Engineering	2	100%	0	0%	0	0%
Commercial Driver's License	46	86%	42	91%	40	91%
Computing Systems (Programming)	11	80%	7	90%	5	44%
Custodial Building Services	2	100%	0	0%	0	0%
Drafting Technology	1	27%	2	64%	2	100%
Industrial Electrical Technology	17	96%	11	93%	17	94%
Maintenance Mechanics	7	90%	4	82%	0	0%
Medical Insurance Coding Specialist	1	100%	1	100%	2	100%
Medical Office Management	7	79%	2	64%	2	55%
Microcomputer Specialist (Technical Support/Support Serv)	3	100%	2	64%	2	100%
Nursing Assistant	16	77%	12	82%	16	87%
Office Clerk	3	100%	8	91%	20	84%
Office Information Technology	9	84%	14	74%	19	81%
Other	2	100%	3	76%	0	0%
Practical Nursing	1	100%	2	100%	0	0%
Welding Technology	9	76%	10	93%	11	79%
<i>BBCC Estimated Employment Totals</i>	241	86%	211	87%	223	84%

Appendix O

Pre- and Post-training Earnings Information

This shows students who were in the Unemployment Insurance (UI) file both three quarters before and three quarters after college

Program	EXIT_CODE**	B_INFLATION_ADJ_E ARNINGS EST ANNUAL (before training)	A_NAICS_TITLE*	A_INFLATION_ADJ_E ARNINGS EST ANNUAL (after training)
Asso Degree Nursing	Associate	\$ 30,045.21	Professional Employer Organizations	\$ 22,911.42
Asso Degree Nursing	Associate	\$ 20,964.34		\$ 25,941.01
Asso Degree Nursing		\$ 8,802.20	General Medical and Surgical Hospitals	\$ 34,687.49
Asso Degree Nursing	Associate	\$ 18,280.73	General Medical and Surgical Hospitals	\$ 42,515.27
Asso Degree Nursing	Associate	\$ 26,056.83	General Medical and Surgical Hospitals	\$ 43,011.62
Asso Degree Nursing	Associate	\$ 17,785.58	General Medical and Surgical Hospitals	\$ 48,794.54
Asso Degree Nursing	Associate	\$ 35,341.20	Offices of Physicians (except Mental Health Specialists)	\$ 52,508.54
Asso Degree Nursing	Associate	\$ 9,059.55	General Medical and Surgical Hospitals	\$ 55,531.10
Asso Degree Nursing	Associate	\$ 5,819.53	General Medical and Surgical Hospitals	\$ 57,714.50
Asso Degree Nursing	Associate	\$ 24,553.42	General Medical and Surgical Hospitals	\$ 58,243.67
Asso Degree Nursing	Associate	\$ 8,116.20	General Medical and Surgical Hospitals	\$ 60,421.87
Asso Degree Nursing	Associate	\$ 7,466.20	General Medical and Surgical Hospitals	\$ 65,896.49
Asso Degree Nursing		\$ 95,848.25	General Medical and Surgical Hospitals	\$ 81,755.30
Nursing Assistant	Certificate	\$ 13,666.80	Supermarkets and Other Grocery (except Convenience) Stores	\$ 812.84
Nursing Assistant	Certificate	\$ 14,928.98	Discount Department Stores	\$ 15,304.80
Nursing Assistant	Completer	\$ 11,992.41	General Medical and Surgical Hospitals	\$ 16,529.84
Nursing Assistant	Certificate	\$ 6,920.85	Food Service Contractors	\$ 17,974.21
Nursing Assistant	Certificate	\$ 17,819.84	Services for the Elderly and Persons with Disabilities	\$ 18,292.52
Nursing Assistant	Certificate	\$ 3,665.39	Transportation Equipment and Supplies (except Motor Vehicle) Merchant Wholesalers	\$ 20,349.99
Nursing Assistant		\$ 23,866.70	Nursing Care Facilities	\$ 26,519.89
Nursing Assistant	Certificate	\$ 28,681.54	Child Day Care Services	\$ 28,579.18
Computerized Accounting Applications	Certificate	\$ 16,647.73	Elementary and Secondary Schools	\$ 15,086.53
Computerized Accounting Applications		\$ 25,812.48	New Single-Family Housing Construction (except Operative Builders)	\$ 21,817.12
Computing Systems	Associate	\$ 6,230.33	Temporary Help Services	\$ 24,845.60
Office Assistant		\$ 2,748.99	Potato Farming	\$ 5,835.56
Office Assistant		\$ 8,404.06	Offices of Lawyers	\$ 15,130.66
Office Assistant		\$ 20,013.44	Commercial Banking	\$ 31,710.69
Office Technology Clerk	Certificate	\$ 5,613.14	Gasoline Stations with Convenience Stores	\$ 1,694.73
Office Technology Clerk	Completer	\$ 769.05	Residential Property Managers	\$ 1,924.89
Office Technology Clerk	Completer	\$ 2,507.67	Tobacco Stores	\$ 1,940.77
Office Technology Clerk	Completer	\$ 6,547.11	Food Service Contractors	\$ 7,325.64

This shows students who were in the Unemployment Insurance (UI) file both three quarters before and three quarters after college

Program	EXIT_CODE**	B_INFLATION_ADJ_E ARNINGS EST ANNUAL (before training)	A_NAICS_TITLE*	A_INFLATION_ADJ_E ARNINGS EST ANNUAL (after training)
Office Technology Clerk	Certificate	\$ 23,238.59	Prerecorded Tape, Compact Disc, and Record Stores	\$ 10,897.83
Office Technology Clerk	Completer	\$ 14,117.25	Food Service Contractors	\$ 11,213.16
Office Technology Clerk	Certificate	\$ 10,969.24	Continuing Care Retirement Communities	\$ 16,387.45
Office Technology Clerk	Completer	\$ 6,284.95	Motor Vehicle Towing	\$ 16,609.00
Office Technology Clerk	Completer	\$ 14,753.68	Gasoline Stations with Convenience Stores	\$ 17,063.64
Office Technology Clerk	Completer	\$ 18,792.35	All Other Outpatient Care Centers	\$ 20,749.72
Office Technology Clerk	Certificate	\$ 17,076.53	Offices of Lawyers	\$ 21,053.26
Office Technology Clerk	Completer	\$ 9,885.96	Fruit and Vegetable Canning	\$ 23,542.66
Office Technology Clerk	Certificate	\$ 8,657.12	New Single-Family Housing Construction (except Operative Builders)	\$ 23,591.98
Office Technology Clerk	Certificate	\$ 19,061.19	Supermarkets and Other Grocery (except Convenience) Stores	\$ 29,189.06
Automotive	Associate	\$ 18,971.55	New Car Dealers	\$ 21,667.52
Truck Driver Training	Certificate	\$ 25,970.70	Specialized Freight (except Used Goods) Trucking, Local	\$ 6,827.65
Truck Driver Training	Certificate	\$ 17,266.27	Executive and Legislative Offices, Combined	\$ 10,530.82
Truck Driver Training	Certificate	\$ 1,122.49	Wheat Farming	\$ 11,479.45
Truck Driver Training	Certificate	\$ 18,802.45	Nursery and Tree Production	\$ 15,144.18
Truck Driver Training	Certificate	\$ 28,283.63	Frozen Fruit, Juice, and Vegetable Manufacturing	\$ 16,444.14
Truck Driver Training	Certificate	\$ 31,035.90		\$ 17,637.47
Truck Driver Training	Certificate	\$ 4,191.39	General Freight Trucking, Local	\$ 18,494.10
Truck Driver Training	Certificate	\$ 26,123.81		\$ 18,995.80
Truck Driver Training	Certificate	\$ 41,058.96	Frozen Fruit, Juice, and Vegetable Manufacturing	\$ 20,881.81
Truck Driver Training	Certificate	\$ 27,119.99	Frozen Fruit, Juice, and Vegetable Manufacturing	\$ 23,919.53
Truck Driver Training	Certificate	\$ 21,381.15	Frozen Fruit, Juice, and Vegetable Manufacturing	\$ 27,190.92
Truck Driver Training	Certificate	\$ 35,756.09	General Freight Trucking, Long-Distance, Truckload	\$ 28,030.23
Truck Driver Training	Certificate	\$ 12,697.23	Water Supply and Irrigation Systems	\$ 30,551.33
Truck Driver Training	Certificate	\$ 17,882.78	Specialized Freight (except Used Goods) Trucking, Local	\$ 30,875.09
Truck Driver Training	Certificate	\$ 34,646.40	Other Noncitrus Fruit Farming	\$ 31,457.63
Truck Driver Training	Certificate	\$ 38,036.88	General Freight Trucking, Local	\$ 32,593.60
Truck Driver Training	Certificate	\$ 19,456.11	Apple Orchards	\$ 33,310.92

This shows students who were in the Unemployment Insurance (UI) file both three quarters before and three quarters after college

Program	EXIT_CODE**	B_INFLATION_ADJ_E ARNINGS EST ANNUAL (before training)	A_NAICS_TITLE*	A_INFLATION_ADJ_E ARNINGS EST ANNUAL (after training)
Truck Driver Training	Certificate	\$ 14,370.60	Farm Supplies Merchant Wholesalers	\$ 33,526.79
Truck Driver Training	Certificate	\$ 26,499.29	General Freight Trucking, Local	\$ 34,677.10
Truck Driver Training	Certificate	\$ 31,393.58	Potato Farming	\$ 42,492.55
Truck Driver Training	Certificate	\$ 28,356.68	General Freight Trucking, Long-Distance, Truckload	\$ 44,823.01
Truck Driver Training	Certificate	\$ 28,070.36	Cattle Feedlots	\$ 45,324.99
Truck Driver Training	Certificate	\$ 64,837.03	Poultry and Poultry Product Merchant Wholesalers	\$ 52,751.30
Truck Driver Training	Certificate	\$ 47,317.31	Solid Waste Collection	\$ 58,280.05
Truck Driver Training	Certificate	\$ 48,162.00	Commercial and Institutional Building Construction	\$ 59,333.88
AMT (Powerplant)	Certificate	\$ 1,762.53	Other Support Activities for Air Transportation	\$ 22,104.01
AMT (Powerplant)		\$ 33,622.26	Other Individual and Family Services	\$ 38,023.36
AMT (Powerplant)		\$ 47,496.60	Ground or Treated Mineral and Earth Manufacturing	\$ 47,405.36
Drafting Technology		\$ 34,054.66	Executive and Legislative Offices, Combined	\$ 42,427.50
Drafting Technology	Certificate	\$ 38,884.28	Overhead Traveling Crane, Hoist, and Monorail System Manufacturing	\$ 50,835.70
Industrial Electrical Technology		\$ 918.99	Sporting Goods Stores	\$ 15,774.07
Industrial Electrical Technology		\$ 41,786.49	Executive and Legislative Offices, Combined	\$ 34,797.59
Industrial Electrical Technology	Associate	\$ 36,990.66	Frozen Fruit, Juice, and Vegetable Manufacturing	\$ 39,799.66
Industrial Electrical Technology		\$ 33,052.32	Computer Systems Design Services	\$ 55,460.08
Welding		\$ 11,102.58	Discount Department Stores	\$ 871.21
Welding	Certificate	\$ 12,119.79	General Freight Trucking, Long-Distance, Truckload	\$ 47,687.68
Child & Family w Paraeducator Emphasis	Associate	\$ 13,062.51	Child Day Care Services	\$ 13,469.55
		1681476.91		2287803.67

Represents an increase of 35% annually

*North American Industrial Classification System (replaces SIC)

**Blank EXIT_CODE column indicates programs were students earned 45 or more credits (regardless of a certificate or degree being awarded)

606326.76

Big Bend Community College
Academic Master Plan (AMP) 2009-2014

STUDENT SUCCESS

INTRODUCTION

The Big Bend Community College (BCC) Academic Master Plan (AMP) 2009-2014, is the Strategic Plan for the college. Not only does it craft a vision of where the college expects to be in five years, but it describes the processes we believe will be useful to hold our focus on the Board of Trustees Ends Statements while continuing to promote student success and retention strategies and be responsive to the developing and changing needs of our district's citizens. The AMP is reviewed annually, updated biennially, and re-written every five years.

Identifying student needs and framing them in terms of outcomes, setting priorities for the use of college resources to achieve the outcomes, and reporting on the results of these efforts to the campus, the district, and the Board of Trustees, is the thrust of this cornerstone-planning document. Additionally, the provision for regular (biennial) and extraordinary (annual) review as provided for in the structure of the AMP establishes procedures for dealing with new issues as they arise.

The Board of Trustees' Ends Statements set and give substance to the college mission, vision statement, and AMP goals and objectives. This most recent Academic Master Plan is a product of continuous planning efforts dating back to 1993, including the Comprehensive Development Plan, BCC Title III, the 1997-2002 and the 2003-2008 AMP.

The core of our strategic planning as contained in the Academic Master Plan (AMP) is the direction provided by our Board of Trustees via their Ends Statements. Careful review and reflection on our two most recent versions of the AMP identified the obvious central focus of our mission--Student Success. Interested readers will find that we have used this as the genesis of our vision and process for the next five years, still using the Ends Statements as our mission focus.

MISSION

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:

- Courses and training for university and college transfer
- Occupational and technical programs
- Basic skills and developmental education
- Community and continuing education
- Pre-employment and customized training for local business and industry
- Support services for students to help promote student access, success and retention

VISION

The residents of the Big Bend Community College service district will recognize the college as a regional resource to provide learning opportunities that are accessible, professional, innovative, and service-oriented. They will view the college as supporting regional economic development through partnerships with local business and industry that address current and emerging workforce challenges.

BOARD OF TRUSTEES ENDS STATEMENTS

ENDS STATEMENT E-1 MISSION

- BBCC is dedicated to our mission as noted above.

ENDS STATEMENT E-2 ACCESS

- BBCC provides quality resources and affordable access to the diverse population of its entire district.

This is manifested through resource sharing with most of the communities of community college district #18, and inclusion of representative numbers of ethnic and economic groups receiving college services and continued support of Basic Skills programs.

ENDS STATEMENT E-3 PARTNERSHIPS

- BBCC works with organizations and agencies to enhance access and service for our district population.

This is seen through active participation by the BBCC Board, staff and students at the local, state, and national and international levels, in planning and implementation of both policy and service.

ENDS STATEMENT E-4 STUDENT ACHIEVEMENT

- BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Accordingly, the college develops and utilizes a comprehensive range of assessment tools and practices, consistent with the college mission.

ENDS STATEMENT E-5 CLIMATE

- BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

This means the college will establish, maintain, and review standards of service, safety, and ethical conduct for students and staff. The college efforts in its personnel and student recruitment policies reflect a commitment to cultural inclusiveness.

ENDS STATEMENT E-6 CULTURAL ENRICHMENT

- BBCC will encourage the development of culturally rich programs for the college and community, and offer the lifelong learning opportunities for the residents of community college district #18.

AMP OUTCOME: Big Bend Community College devotes its resources and efforts to student success. Student success is indicated by increased momentum points, student enrollment, student retention, and number of certificates and degrees awarded.

A new direction for the 2009-2014 AMP is to report on the synergy of Ends Statements and the AMP Outcome in three reports that address STUDENT SUCCESS. Previous strategic plans have approached this focus through each Ends Statement Monitoring Report, with an end-of-the-year synthesis of the five individual monitoring reports contained in two documents, the Annual Assessment Report and the Mission Monitoring Report. This new approach for the 2009-2014 AMP envisions three comprehensive reports to the Board of Trustees and community, each reflecting the interrelationships of the Ends Statements. The first report is titled *ACCESS*. Presented to the Board of Trustees each February, it reports and analyzes all college activities focused on informing our community of our resources, and engaging residents/clients in a manner that results in “signing up” (enrolling) for a workshop or class. The series of action plans for the Access Report refer to the relevant Board Ends Statements.

Our students' interest and awareness of the college and its resources is stimulated with activities and goals around the focus of access. The achievement of the AMP Outcome begins with recognition and understanding of college resources and opportunities and an engagement of students with the college, leading to enrollment in workshops, courses, and programs.

FIRST COMPREHENSIVE REPORT – ACCESS – Due February 2009

A. ACCESS - ENROLLMENT

Outcome A.1. An increase in the use of college resources.

Outcome A.2. An increase in the total number of students/clients enrolled throughout the college district for educational planning and/or instructional activities.

Outcome A.3. An increase student/client revenues and state-funded FTEs.

Resource awareness is the first activity that leads to enrollment. BBCC will help potential students throughout the district gain an understanding and appreciation for the resources it can provide to support their educational aspirations. As a result of the following actions, there will be a recorded increase in the use of college facilities such as the library, WEB access, and attendance at college-sponsored events. Surveys and focus group reports will indicate a greater knowledge of the college as well as the source(s) of the college information reported.

1.1 Action Plan: RESOURCE/SERVICE INVENTORY

Ends Statements: E-2 Access, E-6 Cultural Enrichment

LEAD: Vice President of Instruction & Student Services, Associate Vice President of Student Services, Dean of Arts & Sciences

Representatives of Instruction and Student Services will create a resource/service inventory. Working in conjunction with the Office of Public Information and the Department of Institutional Research and Planning, this group will craft messages regarding the inventory appropriate to specific audiences throughout the district. This collaboration will devise schemes to deliver this information to all parts of the college district, and evaluate the effectiveness of the message and the methods of delivery.

Outcome 1.1.1 Student/client responses on surveys and in focus groups will indicate effective communication about services the college offers to increase access and student success.

1.2 Action Plan: ASSESSMENT OF NEED

Ends Statements: E-2 Access, E-3 Partnerships

LEAD: Dean of Professional/Technical Education, Dean of Education, Health, & Language Skills, Dean of Arts & Sciences, Dean of Institutional Research & Planning

A group from Instruction, in conjunction with the Department of Institutional Research and Planning and the Office of Public Information, will conduct needs surveys. As required, these surveys will be scheduled throughout the year with communities, employers, and employee groups. This information may be collected in a variety of ways including focus groups, on-line surveys, visits to employers, employment data reports, and other sources. The results will be analyzed upon completion, to clearly define identified needs, college resources including staff to meet the needs, and projected costs. A recommendation will then be made to the Vice President of Instruction and Student Services regarding meeting the need, if possible.

Outcome 1.2.1 Assessment of identified needs broken down by community and employer groups.

Outcome 1.2.2 Validate needs expressed in report according to the criteria noted in the action plan.

Outcome 1.2.3 Recommended action plans from the needs assessment will be reported.

1.3 Action Plan: COUNSELING AND ADVISING

Ends Statements: E-2 Access, E-3 Partnerships, E-4 Student Achievement, E-5 Climate

LEAD: Vice President of Instruction & Student Services, Associate Vice President of Student Services

Student Services and Instruction provide counseling and advising services, according to a schedule published district-wide at the beginning of each academic quarter, noting services provided on campus and in other locations. Services to be provided may include skill assessment, academic placement, career exploration, availability of financial aid, job placement, information services such as the BBCC library, the portal, and other on-line services/activities, information regarding student activities, and referrals to other agencies. This group will collaborate with the Department of Institutional Research and Planning to devise tools to monitor the use and effectiveness of these services. The results are to be reported to Cabinet at the end of each academic quarter.

Outcome 1.3.1 On-line surveys and focus groups will indicate awareness of services and satisfaction with services used (library, portal, on-line tutoring, tutoring, etc.).

Outcome 1.3.2 Student Services will report the increase in numbers of students served to assess resource needs allocations.

Outcome 1.3.3 Student Services will set goals for service numbers after the 2008-09 academic year.

1.4 Action Plan: MARKETING PLAN

Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services, Associated Student Body Executive Officer, Coordinated by Director of Public Information

The Director of Public Information will coordinate the actions of staff from Student Services and Instruction in the implementation of the updated BBCC Marketing Plan. Various communication strategies will be used to inform district residents of the resources and opportunities available through the college (see Resource Inventory above). College messages will be crafted and delivered, in audience-appropriate language, using proven effective media including the Web, brochures and other college publications, direct advertising, public service announcements and reports to the community using print and electronic media. The Director of Public Information will lead a collaboration of instructional, student representatives and student services staff, to build subsidiary marketing plans for Transfer, Professional/Technical, Community Education, and Basic Skills programs under the overall umbrella of the College Marketing Plan.

Outcome 1.4.1 Create a quarterly matrix that tracks marketing efforts such as marketing brochures, press releases, radio spots, public service announcements, web announcements, etc. by topic, language, dates, and locations (Appendix A). Measure the effectiveness of marketing efforts through student questions on registration and new student orientation evaluations.

Outcome 1.4.2 Create and implement a Transfer Marketing Plan assessing the effectiveness of each marketing effort.

Outcome 1.4.3 Create and implement a Professional/Technical Marketing Plan assessing the effectiveness of each marketing effort.

Outcome 1.4.4 Create and implement a Community Education marketing plan, assessing the effectiveness of each marketing effort.

Outcome 1.4.5 Create and implement a Basic Skills marketing plan, assessing the effectiveness of each marketing effort.

1.5 Action Plan – PARTNERSHIPS

Ends Statements: E-2 Access, E-3 Partnerships

LEAD: Vice President of Instruction & Student Services

The college will maintain and utilize current and active advisory and training relationships with all of our partners. The Instruction Division will develop new business and industry partners for Professional/Technical programs either as clients for training or as new members of occupational advisory committees. New training for existing partners will be noted. Instructors and/or Deans will have the responsibility to ensure that all programs with occupational advisory committees will provide to the appropriate dean summary minutes of meetings, highlighting recommendations of each committee, the data used as a basis for the recommendations, and the subsequent action taken by the college.

Instruction will establish an Arts and Science Advisory Committee to address the effectiveness of our academic programs, modeled after the occupational advisory committees. This committee will be established by the start of spring quarter, 2009.

The college has built many important relationships with businesses and agencies throughout the district, across the state and nation, and internationally. These

affiliations are client/resident relationships as well as partnerships. Recognizing the need to leverage limited resources, the college and its partners consult and plan to enhance these resources to provide local and regional training opportunities, based on community and employer needs. . Our business and industry partners play a key role as members of our occupational and skills panels, by keeping our instructional programs relevant and up to date. Partners share or donate equipment, trainers, and training facilities.

Outcome 1.5.1 New business and industry partners will participate in training or serve as new members of occupational advisory committees.

Outcome 1.5.2 New training for existing partners will be noted.

Outcome 1.5.3 Form and utilize an Arts and Science advisory committee. Reports from the committee will show an increase of contacts and relationships with area high schools and colleges.

Outcome 1.5.4 Increase service district transfer students and subsequent transfers to Baccalaureate Institutions.

Outcome 1.5.5 Create a quarterly matrix that shows contacts, the relationship with the partner(s), and topic of discussion. (Appendix B)

Recruitment is another activity that leads to enrollment.

1.6 Action Plan – Recruitment

Ends Statements: E-2 Access, E-3 Partnerships, E-5 Climate

Lead: Associate Vice President of Student Services

The Associate Vice President of Student Services will be assisted by the Public Information Officer to coordinate all activities specifically designed to recruit students throughout the college district. Materials will be prepared for use in all presentations that are based on elements of the college Marketing Plan, expressed and diagnosed community and student/client needs, and current or planned college activities. Individuals and groups representing the college will be knowledgeable about college admissions procedures/personnel, in addition to any other purpose of their presentation. Information collected will be formally shared with the college recruitment team, chaired by the Associate Vice President of Student Services.

Outcome 1.6.1 Create a quarterly matrix showing dates and locations of recruiting activities, the number of contacts made at each activity, and the number of those contacts who enrolled. (Appendix C)

Outcome 1.6.2 Form and utilize a College recruitment team

Outcome 1.6.3 Perform an assessment of recruitment activities, tools, and recommendations.

1.7 Action Plan – COLLEGE SERVICES

Ends Statements: E-4 Student Achievement, E-5 Climate

Lead: Associate Vice President of Student Services, Dean of Information Resources

College services are available to all students, 24-hours a day (where reasonable) and at locations convenient to them. All means of delivering services are considered. Services are monitored to ensure efforts are devoted to the most effective modalities.

Outcome 1.7.1 Student comments on surveys and in focus groups will express satisfaction with student services.

Outcome 1.7.2 Student Services track the number of students served by Financial Aid, Advising, Counseling, on-line tutoring, and information resources; ie. Library, portal, registrations, etc.

1.8 Action Plan – COMMUNICATION

Ends Statements: E-4 Student Achievement, E-5 Climate, E-6 Cultural Enrichment

Lead: Associate Vice President of Student Services

A renewed focus on customer service centered on an environment involving personal contact between college personnel and the student/client.. For college recruiting purposes, individual student/client contacts are entered into a database.

Outcome 1.8.1 These students/clients receive a prompt response and extended follow up if necessary.

Outcome 1.8.2 Increase the number of contacts with prospective students requiring additional follow-up.

Outcome 1.8.3 On student surveys and in focus groups students express satisfaction with college personnel and student/client contact.

SECOND COMPREHENSIVE REPORT – PROGRAMS – Due May 2009

B. PROGRAMS – ACHIEVEMENT (Retention and progression toward goals)

Outcome B.1. Students complete courses or workshops with a grade of passing or 2.0 GPA or better.

Outcome B.2. Students establish Educational Plans.

Outcome B.3. Students continue to complete goals according to their Educational Plan.

Programs, whether they are collections of support services or instructional activities, are the basis of a student's Educational Plan. This focus area reflects college efforts to provide the resources, including services and instruction, leading to student success. Student goals are achieved with access to, and use of services and instructional programs. College resources are devoted to a high touch student/client interaction that celebrates achievements, diagnoses challenges, recommends options, encourages continuation, and charts learning pathways. Once students/clients are aware of the resources and opportunities at the college and have enrolled in a program, they are at a point where BBCC can help them achieve their goals.

2.1 Action Plan: SERVICE PROGRAMS – PLACEMENT TESTING

Ends Statements: E-2 Access, E-4 Student Achievement

Lead: Associate Vice President of Student Services and Dean of Arts & Sciences

Placement testing is an essential tool for student success, but it should not be a barrier to admission. Staff from Student Services and Instruction will examine current placement testing practices with a view to improving college practice in this area so that all placement tests are available at times and locations convenient to students/clients. The above noted placement testing team will investigate alternative placement testing schemes. (e.g. crosswalk to accept scores from other colleges/universities).

Outcome 2.1.1 Students indicate the placement tests were given at convenient locations and times, were scored in a timely fashion, and did not present a barrier when first enrolling at BBCC.

2.2 Action Plan: SERVICE PROGRAMS - ADVISING/TRAINING

Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services

Timely, accurate advising is a powerful tool to keep students on track with their educational plan. Each student/client brings a unique blend of experiences, achievements, and aptitudes that should be considered to support his/her educational goals. All staff identified as advisors will be provided regular on-going advisor training provided by staff and/or consultants. Such training must include updates on the various services available for students/clients such as childcare, peer/student mentoring, tutoring, supplemental instruction, information services, financial aid, and job placement services.

Outcome 2.2.1 On student surveys and in student focus groups, students indicate their advisor provided them with accurate information on college support services.

Outcome 2.2.2 On student surveys and in student focus groups, students indicate satisfaction with the advising process at BBCC.

2.3 Action Plan: SERVICE PROGRAMS - ADVISING /AVAILABILITY

Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services

Whenever a staff advisor is available, s/he must have adequate time scheduled for the number of students/clients to be seen. A team from Instruction and Student Services will study the advising process and make recommendations as to the advising load and time allotted per advisee.

Outcome 2.3.1 On student surveys and in student focus groups, students indicate they were able to meet with their advisor at a convenient time and for as much time as needed.

Outcome 2.3.2 Students indicate that they met with their advisors and had ample time to get needed information. Opportunities to meet with advisors.

2.4 Action Plan: SERVICE PROGRAMS – AUDIT and NEEDS

Ends Statements: E-4 Student Achievement, E-5 Climate, E-6 Cultural Enrichment

LEAD: Vice President of Instruction & Student Services, Vice President of Financial & Administrative Services, Vice President of Human Resources, Associate Vice President of Student Services

Student Services and Financial/Administrative Services Divisions conduct an audit of each area or department. Observations will include student/public contact by each employee, availability of services with respect to times and location, adequacy of staffing, equipment and facilities, student assessment of quality of service, and assessment of need for existing or additional (new) services. Audits of Student Services are to be completed by June 2010. Recommendations for changes will be based on assessments contained in the Audit.

Outcome 2.4.1 Review all service program audits and implement recommended changes, when possible.

2.5 Action Plan: SERVICE PROGRAMS – STAFFING

Ends Statements: E-4 Student Achievement, E-5 Climate

LEAD: Vice President of Instruction & Student Services, Vice President of Financial & Administrative Services, Associate Vice President of Student Services, Dean of Institutional Research & Planning

An annual assessment of individual student service staff workloads including clients served and time expended per client will be completed. The report will describe the ratios of staff to students/clients served, with a goal of recommending staffing ratios based on workload.

Outcome 2.5.1 Analyze the workload and staffing report; will provide recommendations for restructuring the department or additional staff if necessary.

Outcome 2.5.2 Student/client surveys and focus group will indicate satisfaction with services on surveys and in focus groups.

2.6 Action Plan: INSTRUCTIONAL PROGRAMS-AUDIT/ NEEDS ASSESSMENT

Ends Statements: E-2 Access, E-4 Student Achievement, E-6 Cultural Enrichment

LEAD: Vice President of Instruction & Student Services, Dean of Professional/Technical Education, Dean of Health Education & Language Skills, Dean of Institutional Research & Planning, Dean of Arts & Sciences, Dean of Information Resources

Assess the effectiveness of all instructional programs and disciplines by June 2013. Assessment will focus on the needs of the program/discipline as expressed by student interest and/or employer interest, the instructional cost per student FTE (annual), equipment and facility suitability and costs of improvement, student enrollment, persistence, and success in the program/discipline/job placement, FTE generation in the program/discipline, availability of qualified faculty, instructor's overload in the program/discipline, and suitability for alternate scheduling or different modalities of instruction. Recommendations for changes will be based on assessment.

Outcome 2.6.1 Review annually completed assessments..

Outcome 2.6.2 Consider recommended changes for implementation based on assessment.

2.7 Action Plan: INSTRUCTIONAL PROGRAMS- STAFFING

Ends Statements: E-2 Access, E-3 Partnerships, E-4 Student Achievement

LEAD: Vice President of Instruction & Student Services, Dean of Professional/Technical Education, Dean of Health Education & Language Skills, Dean of Institutional Research & Planning, Dean of Information Resources, Dean of Arts & Sciences

When an annual report of program/discipline FTE generation indicates programs or disciplines with growing, stable, low, or declining enrollments, the lack of available part-time faculty and use of full-time faculty for overloads, new faculty positions will be identified and recommended based on an analysis of the report. Position replacements are not assured until the above report has been analyzed, Division Chairs are involved, and the replacements are justified within the context of overall student/college need.

Outcome 2.7.1 Review the annual FTE report for all programs/disciplines.

Outcome 2.7.2 Consider recommended changes for implementation.

THIRD COMPREHENSIVE REPORT – OUTCOMES – Due Summer 2009

C. OUTCOMES

This is a summary of the data obtained for all of the Board of Trustees Ends Statements and AMP outcomes, with analysis, appraisal, and recommendation.

Outcome C.1. Matriculation and Enrollment

Percent Increase from Last Year - Cohort Comparison - Establish targets

On Campus

Off Campus

Distance Learning

Transfer

Professional/Technical

Continuing Education

Developmental

Basic Skills

Student Characteristics

Race/Ethnicity

Sex/Gender

Age

Socioeconomic status

Full-time

Part-time

First-Generation

Outcome C.2. Retention

Percent Increase from Last Year - Cohort Comparison – Establish targets

Fall to Fall

Academic Year to Academic Year

Quarter to Quarter

Basic Skills

Developmental

Transfer

Professional/Technical

Student Characteristics

Race/Ethnicity
Sex/Gender
Age
Socioeconomic status
Full-time
Part-time
First Generation

Outcome C.3. Achievement

Percent Increase from Last Year - Cohort Comparison - Establish targets

Met Personal Goals

Acquired Credentials

Certificates

Degrees

Accumulation of Momentum Points

1st Stage 2nd Stage

Employment - % increase

Wage Progression

Student Characteristics

Race/Ethnicity

Sex/Gender

Age

Socioeconomic Status

Full-time

Part-time

First Generation

Appendix A – Quarterly Marketing Efforts (Outcome 1.4.1)

Activities	Topic	Language	Dates	Audience
Brochures				
Press Releases				
Radio Spots				
Public Service Announcements				
Web Announcements				
Social Networking				

Appendix B – Partnership Contacts (Outcome 1.5.5)

Partnership	Contacts	Topic/Need or Collaboration	Dates	Location

Appendix C – Quarterly Recruiting Activities (Outcome 1.6.1)

Activity	Contacts (it may be necessary to list the number of contacts at each activity)	Contacts that applied for admission (recruiting/admission)	Number of contacts that enrolled	Topic	Dates	Location

