Quantitative Effectiveness Indicator (QEI) 1 – Course Success Rate

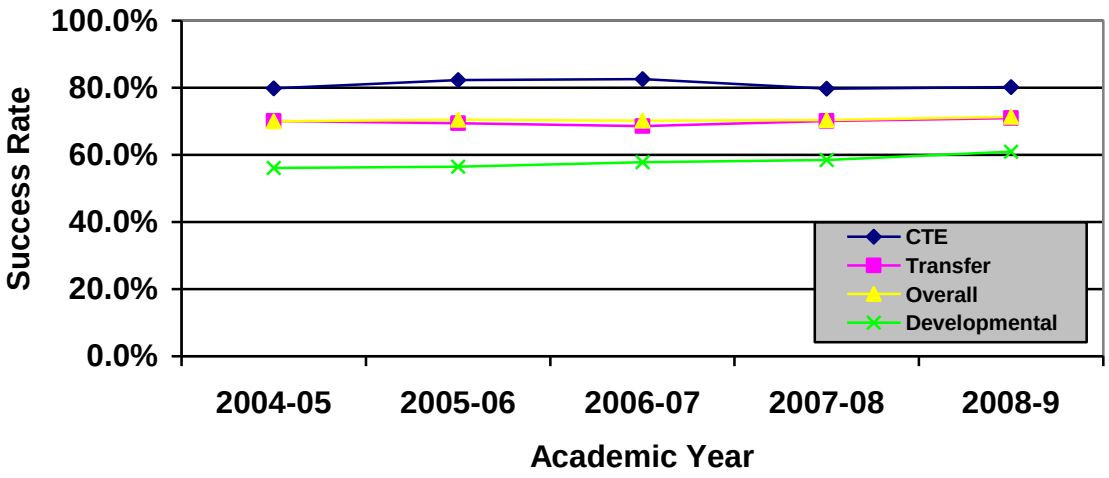
Overall Course Success. Success rate is defined as earning a grade of A, B, C, or CR/P divided by the number of grades on record (A, B, C, D, F, CR/P, NC/NP, W or I) in any course where students earn a grade on record (GOR). The GOR represents the number of students enrolled at census.

Developmental/Basic Skills Course Success. Developmental/basic skills course success refers to the success rate in courses coded as "B" (basic skills) as identified in the CB08, Course-Basic-Skills-Status field in MIS or courses in math, reading, or English considered to be developmental courses (see Appendix C).

Transfer Course Success. Transfer course success refers to the success rate in courses with a transfer status of "A" (transferable to both UC and CSU) or "B" (transferable to CSU only). The field in MIS is CB05, Course-Transfer-Status. Also includes courses identified by CHC as transferable to some but not all CSUs and UCs. (Refer to Appendix A for a list of the transferable courses.)

Career Technical Education (CTE) Course Success. CTE course success refers to the success rate in courses with an occupational code of "B" (advanced occupational) or "C" (clearly occupational) and a credit status code of "D" (credit – degree applicable) or "C" (credit – not degree applicable). The corresponding fields in MIS are CB09, Course-SAM-Priority-Code, and CB04, Course-Credit-Status. (Refer to Appendix B for a list of the CTE courses.)

Figure 1. QEI 1 – Course Success Rate by Academic Year from 2004 – 2005 to 2008 – 2009.



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Crafton Hills College
Educational Master Planning Committee
Quantitative Effective Indicators (QEIs)

Table 1: QEI 1 – Course Success Rate by Academic Year from 2004 – 2005 to 2008 – 2009.

Success	2004-05			2005-06			2006-07			2007-08			2008-09		
	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%
CTE	4,798	6,015	**79.8**	5,669	6,892	**82.3**	6,356	7,698	**82.6**	6,009	7,542	**79.7**	6,179	7,705	**80.2**
Transfer	15,209	21,710	**70.1**	14,901	21,456	**69.4**	15,350	22,372	**68.6**	16,198	23,099	**70.1**	19,144	26,977	**71.0**
Developmental	2,433	4,338	**56.1**	2,336	4,132	**56.5**	2,611	4,515	**57.8**	2,961	5,065	**58.5**	3,511	5,753	**61.0**
Overall	21,714	31,027	**70.0**	21,465	30,452	**70.5**	22,799	32,497	**70.2**	23,493	33,360	**70.4**	26,888	37,696	**71.3**

Note. "**#**" refers to the number of successful grades, "N" refers to the number of GOR, and "%" is the number of successful grades divided by the number of GOR.

Table 1A: Possible Five Year Goals using the Five Year Average Success Rate as a Baseline.

Success	5 Year Average			**.10 Effect Size***	ARCC Peer Group High	Five Year Course Success Rates		Mean when Exclude Highest**	Mean when exclude lowest & highest**	Maintain/Reach Success Rate
	#	N	%			Lowest	Highest			
CTE	29,011	35,852	**80.9**	**84.5%**	**85.4%**	26.7%	100.0%	**80.3%**	**80.7%**	**80.0%**
Transfer	80,802	115,614	**69.9**	**74.4%**	**NA**	26.7%	100.0%	**73.3%**	**73.4%**	
Developmental	13,852	23,803	**58.2**	**63.0%**	**65.9%**	48.5%	100.0%	**68.7%**	**69.9%**	
Overall	116,359	165,032	**70.5**	**75.1%**	**NA**	26.7%	100.0%	**75.5%**	**75.6%**	**73.4%**

Note. "**#**" refers to the number of successful grades, "N" refers to the number of GOR, and "%" is the number of successful grades divided by the number of GOR. Excluding the courses with less than 10 GOR lowered the mean average success rate from what was reported previously in three areas: The number of records excluded because of the number of GOR ranged from 1 – 46 in each of the four success rate areas. Yellow – recommended ambitious but reasonable five year goal. Where possible, preference was given to success rates generated at Crafton.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each retention rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

**Every course with 100% success or retention rate was excluded when calculating the mean average.

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Quantitative Effectiveness Indicator (QEI) 2 – Course Retention Rate

Overall Course Retention. Retention rate is defined as earning a grade of A, B, C, D, F, CR/P, NC/NP, or I) divided by the number of grades on record (GOR; A, B, C, D, F, CR/P, NC/NP, W or I) in any course where students earn a grade on record (GOR). The GOR represents the number of students enrolled at census.

Developmental/Basic Skills Course Retention. Developmental/basic skills course retention refers to the retention rate in courses coded as "B" (basic skills) as identified in the CB08, Course-Basic-Skills-Status field in MIS or courses in math, reading, or English considered to be developmental courses (see Appendix C).

Transfer Course Retention. Transfer course retention refers to the retention rate in courses with a transfer status of "A" (transferable to both UC and CSU) or "B" (transferable to CSU only). The field in MIS is CB05, Course-Transfer-Status. Also includes courses identified by CHC as transferable to some but not all CSUs and UCs. (Refer to Appendix A for a list of the transferable courses.)

Career Technical Education (CTE) Course Retention. CTE course retention refers to the retention rate in courses with an occupational code of "B" (advanced occupational) or "C" (clearly occupational) and a credit status code of "D" (credit – degree applicable) or "C" (credit – not degree applicable). The corresponding fields in MIS are CB09, Course-SAM-Priority-Code, and CB04, Course-Credit-Status. (Refer to Appendix B for a list of the CTE courses.)

Figure 2. QEI 2 – Course Retention Rate by Academic Year from 2004 – 2005 to 2008 – 2009.

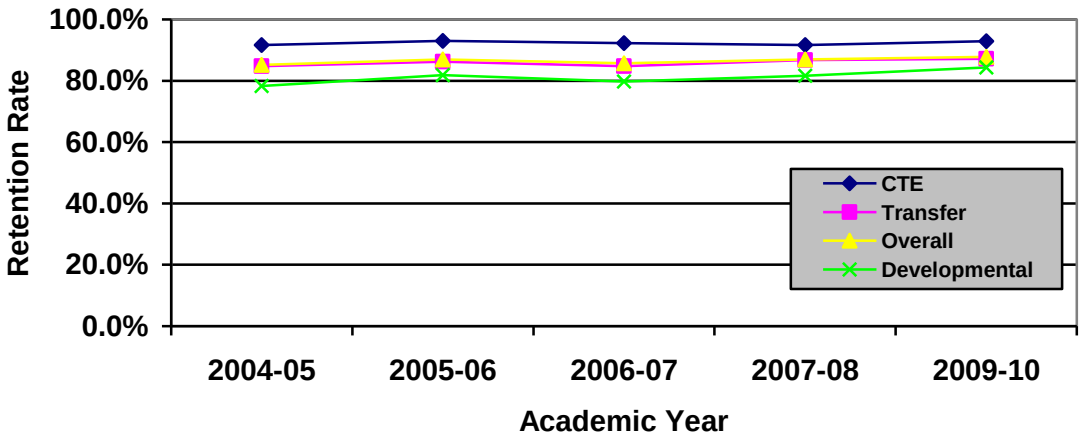

Table 2: QEI 2 – Course Retention Rate by Academic Year from 2004 – 2005 to 2008 – 2009.

Retention	2004-05			2005-06			2006-07			2007-08			2008-09		
	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%
CTE	5,510	6,015	**91.6**	6,410	6,892	**93.0**	7,107	7,698	**92.3**	6,912	7,542	**91.6**	7,160	7,705	**92.9**
Transfer	18,404	21,710	**84.8**	18,485	21,456	**86.2**	18,981	22,372	**84.8**	20,030	23,099	**86.7**	23,530	26,977	**87.2**
Developmental	3,398	4,338	**78.3**	3,380	4,132	**81.8**	3,603	4,515	**79.8**	4,134	5,065	**81.6**	4,852	5,753	**84.3**
Overall	26,438	31,027	**85.2**	26,471	30,452	**86.9**	27,851	32,497	**85.7**	28,992	33,360	**86.9**	33,109	37,696	**87.8**

Note. "**#**" refers to the number of retained students, "N" refers to the number of GOR, and "%" is the number of retained students divided by the number of GOR.

Table 2A: Possible Five Year Goal using the Five Year Average Retention Rate as a Baseline.

Success	5 Year Average			**.10 Effect Size***	ARCC	Five Year Course Success Rates		Mean when Exclude Highest**	Mean when exclude lowest & highest**	Maintain/Reach retention rate
	#	N	%			Lowest	Highest			
CTE	33,099	35,852	**92.3**	**94.7%**	**Not available for retention**	55.0%	100.0%	**89.2%**	**89.4%**	**92.0%**
Transfer	99,430	115,614	**86.0**	**89.3%**		50.0%	100.0%	**86.0%**	**86.2%**	**88.0%**
Developmental	19,367	23,803	**81.4**	**85.1%**		70.5%	100.0%	**86.1%**	**87.1%**	
Overall	142,861	165,032	**86.6**	**89.7%**		50.0%	100.0%	**87.0%**	**87.1%**	**88.0%**

Note. "**#**" refers to the number of retention grades, "N" refers to the number of GOR, and "%" is the number of retention grades divided by the number of GOR. Excluding the courses with less than 10 GOR lowered the mean average retention rate from what was reported previously in three areas: The number of records excluded because of the number of GOR ranged from 1 – 46 in each of the four retention rate areas. Yellow – recommended ambitious but reasonable five year goal. Where possible, preference was given to retention rates generated at Crafton.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each retention rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

**Every course with 100% success or retention rate was excluded when calculating the mean average.

Quantitative Effectiveness Indicator (QEI) 3 – ARCC Persistence

ARCC Persistence (Fall to Fall). Percent of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in a credit course the subsequent Fall term anywhere in the system. Students who transferred to a four-year institution or received an award prior to the subsequent Fall term are removed from the cohort.

Figure 3. QEI 3 – Fall to Fall ARCC Persistence Rate from 2004 to 2007.

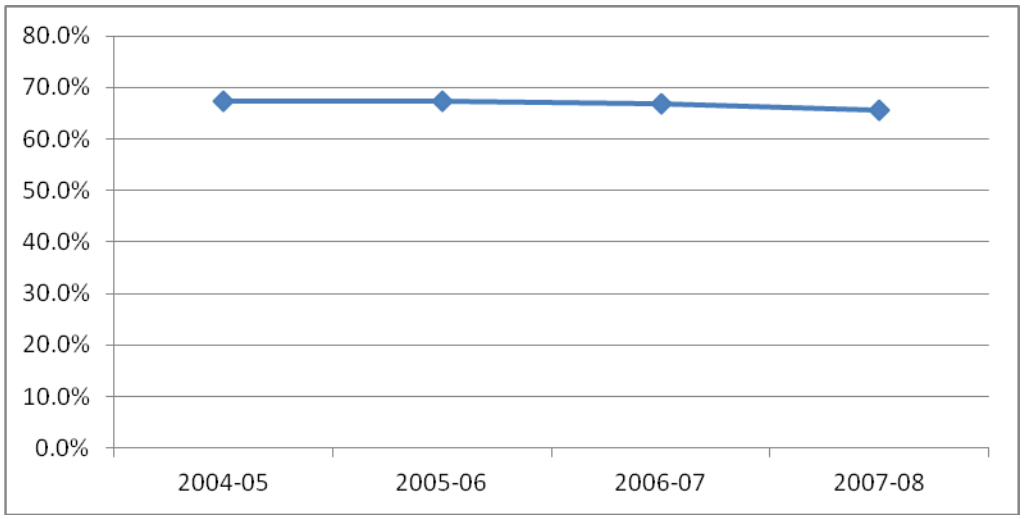

Table 3: QEI 3 – Fall to Fall ARCC Persistence Rate from 2004 to 2007.

Time Period	Persistence		
	#	N	%
Fall 2004 to Fall 2005	457	679	**67.3**
Fall 2005 to Fall 2006	447	664	**67.3**
Fall 2006 to Fall 2007	484	724	**66.9**
Fall 2007 to Fall 2008	535	814	**65.7**

Note. "#" refers to the number of students who earned a GOR in the subsequent fall semester, "N" refers to the number of students who earned a GOR in the initial fall semester, and "%" is the number of students who earned a GOR in the subsequent fall semester divided by the number of students who earned a GOR in the initial fall semester.

Table 3A: Possible Baselines and Five Year Goals for Fall to Fall ARCC Persistence.

Time Period	Persistence			.10 Effect Size*	ARCC	
	#	N	%		Peer Mean	Peer High
4 Year Average	1,923	2,881	**66.7**	**71.2%**	**66.5%**	**74.6%**
Fall 2007 to Fall 2008	535	814	**65.7**	**70.3%**	**66.5%**	**74.6%**

Note. "#" refers to the number of students who earned a GOR in the subsequent fall semester, "N" refers to the number of students who earned a GOR in the initial fall semester, and "%" is the number of students who earned a GOR in the subsequent fall semester divided by the number of students who earned a GOR in the initial fall semester. Yellow – recommended ambitious but reasonable five year goal.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

Quantitative Effectiveness Indicator (QEI) 4 – Degrees and Certificates

Degrees and Certificates. The number of degrees and certificates earned by CHC students. Certificates that are less than 18 units are included.

Figure 4. QEI 4 – Number of Degrees and Certificates Earned from 2004 – 2005 to 2008 – 2009.

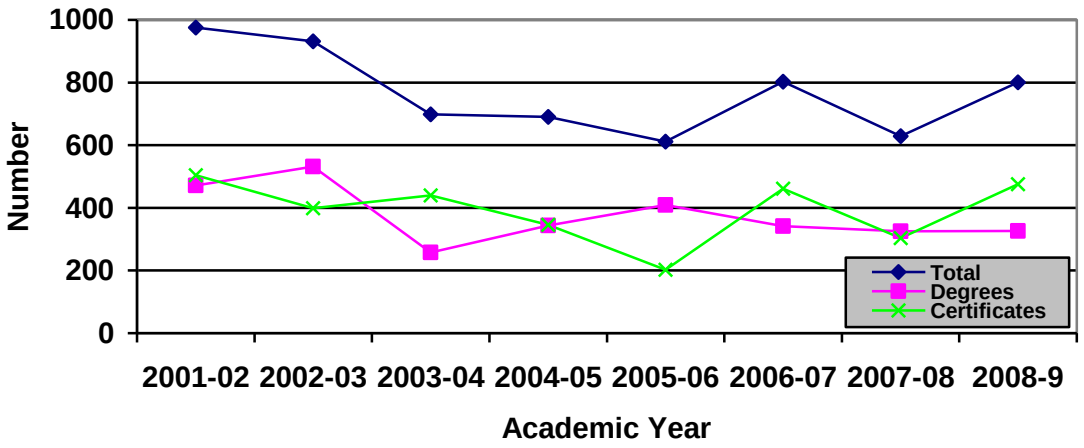

Table 4: QEI 4 – Degrees and Certificates Earned from 2001 – 2002 to 2008 – 2009.

Academic Year	Certificates	Degrees	Totals
2001 – 2002	504	471	975
2002 – 2003	399	532	931
2003 – 2004	440	258	698
2004 – 2005	346	344	690
2005 – 2006	202	409	611
2006 – 2007	461	342	803
2007 – 2008	304	325	629
2008 – 2009	475	326	801

Table 4A: Possible Baselines and Five Year Goals for Number of Degrees and Certificates Earned.

Academic Year	Certificates	Degrees	Totals	Goal
3 Year Average	413	331	744	Maintain Current Level
5 Year Average	358	349	707	
8 Year Average	391	376	767	
Most recent year	475	326	801	**800**
	Five Year Average as Baseline			
.10 Effect Size	373	363	736	
.20 Effect Size	387	377	764	
	Eight Year Average as Baseline			
.10 Effect Size	407	391	798	
.20 Effect Size	422	406	829	
	Most Recent Year as Baseline			
.10 Effect Size	494	339	833	
.20 Effect Size	516	352	865	

Yellow – recommended ambitious but reasonable five year goal.

*The Effect Size (ES) goal was set by identifying a .10 and a .20 effect size increase. A .10 effect size corresponds to a 4% increase on average and a .20 effect size corresponds to an 8% increase on average. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

Quantitative Effectiveness Indicator (QEI) 5 – Transfer Rate

Transfer Rate. Percent of first-time Crafton Hills College (CHC) transfer students with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years and who are shown to have transferred to a four-year university as identified by the National Student Clearinghouse.

First-time CHC Transfer Student. The first term in which a student earned a GOR in the SBCCD. A student was counted as a first-time college student if they earned a GOR in the summer of fall semester of the initial cohort year at CHC. A student was counted as earning six transferable units if they earned six transferable units in the three years of the cohort (e.g.: 2002 – 2003 to 2004 – 2005). A student was counted as attempting a transfer math or English course if they earned a GOR in any transfer math or English course within the three years of the cohort. A *first-time CHC transfer student* earned their first GOR at Crafton, completed six transferable units within three years, and attempted a transfer math or English course within three years.

Figure 5. QEI 5 – Three Year Transfer Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, and 2008 – 2009.

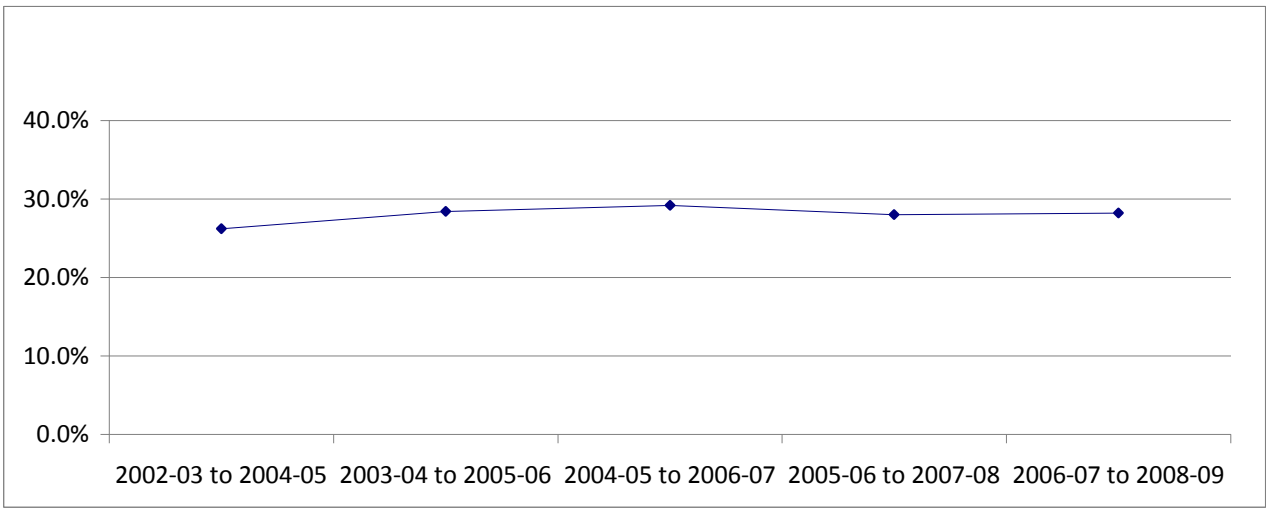

Table 5: QEI 5 – Three Year Transfer Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, and 2008 – 2009.

Time Period	Transfer Rate		
	#	N	%
2002-03 to 2004-05	507	1,936	26.2
2003-04 to 2005-06	567	1,997	28.4
2004-05 to 2006-07	576	1,970	29.2
2005-06 to 2007-08	540	1,929	28.0
2006-07 to 2008-09	588	2,084	28.2

Note. "#" refers to the number of students who transferred to a four-year institution as identified by the National Student Clearinghouse, "N" refers to the number of students who earned their first GOR at Crafton, completed six transferable units within three years, and attempted a math or English course within three years., and "%" is the number of students who transferred (i.e. "#") divided by the number of students in the cohort (i.e."N").

Table 5A: Possible Baselines and Five Year Goals for the Transfer Rate.

Time Period	Transfer Rate			**.10 Effect Size***	**ARCC Six Year CHC Rate**
	#	N	%		
5 Year Average	2778	9916	28.0	**32.8%**	**31%**
2006-07 to 2008-09	588	2,084	28.2	**32.9%**	**31%**

Note. "#" refers to the number of students who transferred to a four-year institution as identified by the National Student Clearinghouse, "N" refers to the number of students who earned their first GOR at Crafton, completed six transferable units within three years, and attempted a math or English course within three years., and "%" is the number of students who transferred (i.e. "#") divided by the number of students in the cohort (i.e."N").
Yellow – recommended ambitious but reasonable five year goal.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

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Quantitative Effectiveness Indicator (QEI) 6 – Transfer Readiness Rate

Transfer Readiness. Percent of first-time Crafton Hills College (CHC) transfer students with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years and who are shown to have completed 60 transferable units with a 2.00 GPA and who have successfully completed transfer level math and English.

First-time CHC Transfer Student. The first term in which the student earned a GOR in the SBCCD. A student was counted as a first-time college student if they earned a GOR in the summer of fall semester of the initial cohort year at CHC. A student was counted as earning six transferable units if they earned six transferable units in the three years of the cohort (e.g.: 2002 – 2003 to 2004 – 2005). A student was counted as attempting a transfer math or English course if they earned a GOR in any transfer math or English course within the three years of the cohort. A *first-time CHC transfer student* earned their first GOR at Crafton, completed six transferable units within three years, and attempted a transfer math or English course within three years.

Figure 6. QEI 6 – Three Year Transfer Readiness Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, and 2008 – 2009.

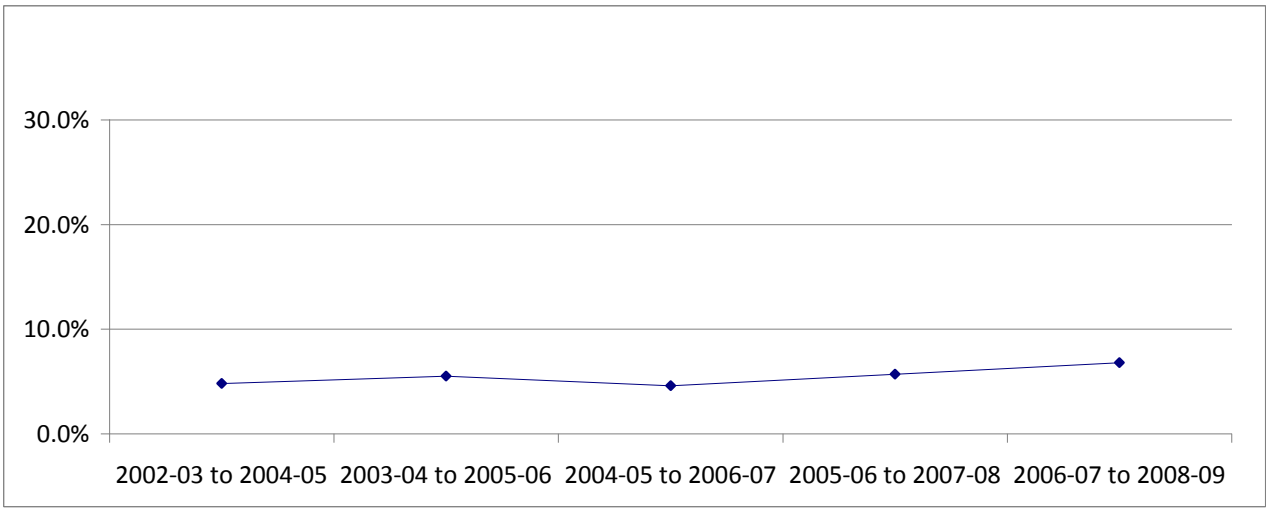

Table 6: QEI 6 – Three Year Transfer Readiness Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, and 2008 – 2009.

Time Period	Transfer Readiness		
	#	N	%
2002-03 to 2004-05	92	1,936	4.8
2003-04 to 2005-06	109	1,997	5.5
2004-05 to 2006-07	91	1,970	4.6
2005-06 to 2007-08	109	1,929	5.7
2006-07 to 2008-09	141	2,084	6.8

Note. "#" refers to the number of students who transfer ready, "N" refers to the number of students who earned their first GOR at Crafton, completed six transferable units within three years, and attempted a math or English course within three years., and "%" is the number of students who transfer ready (i.e. "#") divided by the number of students in the cohort (i.e."N").

Table 6A: Possible Baselines and Five Year Goals for the Transfer Readiness Rate.

Time Period	Transfer Readiness			**.10 Effect Size***	**ARCC Six Year CHC Rate**
	#	N	%		
5 Year Average	542	9,916	**5.5**	**8.1%**	**18.4%**
2006-07 to 2008-09	141	2,084	**6.8**	**9.6%**	**18.4%**

Note. "#" refers to the number of students who transfer ready, "N" refers to the number of students who earned their first GOR at Crafton, completed six transferable units within three years, and attempted a math or English course within three years., and "%" is the number of students who transfer ready (i.e. "#") divided by the number of students in the cohort (i.e."N").
Yellow – recommended ambitious but reasonable five year goal.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

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Quantitative Effectiveness Indicator (QEI) 9 – Productivity

Instructional. The productivity measure used for instruction is the Weekly Student Contact Hours (WSCH) per Full Time Equivalent Faculty (FTEF) ratio. The WSCH refers to the number of hours of student instruction conducted in a week during a primary (fall or spring) term of an academic year. As an illustration, one student in a 3-unit course generates 3 weekly contact hours (3 weekly hours * 1 student at census = 3 weekly contact hours), ten students generate 30 contact hours (3 weekly hours * 10 students at census = 30 weekly contact hours), thirty students generate 90 contact hours (3 weekly hours * 30 students at census = 90 weekly contact hours), and thirty-five students generate 105 weekly contact hours (3 weekly hours * 35 students at census = 105 weekly contact hours).

FTEF refers to the load factor associated with each section assignment. As an illustration, one weekly census 3-unit fall section that meets 3 hours a week is a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course. The target norm WSCH/FTEF ratio for community colleges is 525. Specifically, thirty-five students in a 3 unit weekly census course generate a WSCH to FTEF ratio of 525 (3 * 35 = 105 / .20 = 525).

Figure 9. QEI 9 – WSCH / FTEF ratio by Primary Term and Academic Year from 2005 – 2006 to 2009 – 2010.

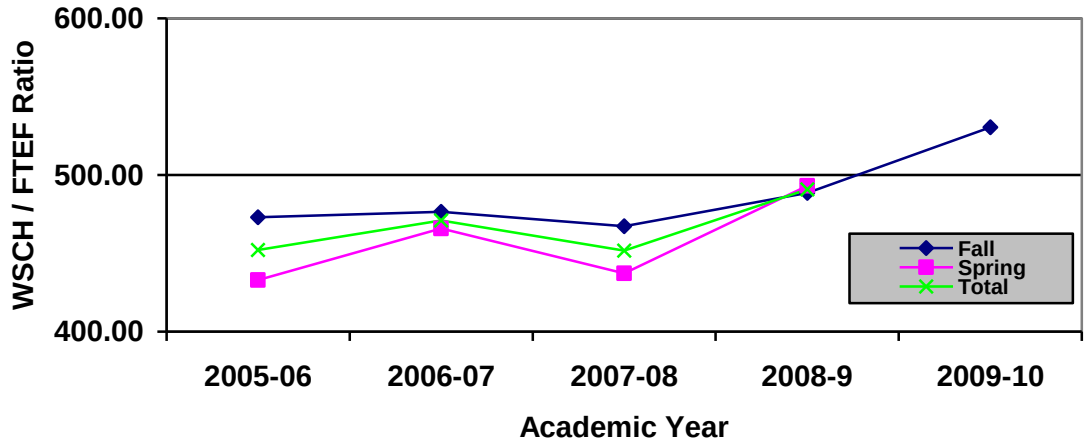

Table 9: QEI 9 – WSCH / FTEF ratio by Primary Term and Academic Year from 2005 – 2006 to 2009 – 2010.

Time Period	Fall			Spring			Fall & Spring Total / Average		
	WSCH	FTEF	WSCH/ FTEF	WSCH	FTEF	WSCH/ FTEF	WSCH	FTEF	WSCH /FTEF
2005-2006	53,979	114.11	473.05	53,307	123.12	432.97	107,286	237.23	452.24
2006-2007	56,624	118.83	476.51	59,197	127.10	465.75	115,821	245.93	470.95
2007-2008	60,832	130.21	467.18	60,891	139.29	437.15	121,723	269.50	451.66
2008-2009	67,153	137.48	488.46	68,310	138.52	493.14	135,463	276.00	490.81
2009-2010	71,589	134.98	530.37	Not Available			Not Available		
Total	310,177	635.61	488.00	241,705	528.03	457.75	480,293	1,028.66	466.91

Goal – The goal for the WSCH/FTEF ratio is to maintain a WSCH/FTEF ratio of 500 or higher.

Quantitative Effectiveness Indicator (QEI) 10 – Overall Student Satisfaction

Overall Student Satisfaction. Proportion of students who indicated an overall satisfaction on the annual Student Satisfaction Survey by agreeing with the following statement: "I am proud to tell others I am a CHC student."

Table 10: QEI 10 – Overall Student Satisfaction in Fall 2007, Spring 2008, Fall 2008, and Spring 2009.

Time Period	Satisfied		
	#	N	%
Fall 2007	461	691	**66.7**
Spring 2008	1,358	1,930	**70.4**
Fall 2008	1,132	1,611	**70.3**

Note: "#" refers to the number of students who were satisfied, "N" refers to the number of students who responded to the question including those who stated that they did not have an opinion, and "%" is the number of students who were satisfied divided by the total number of students who responded to the question.

Table 10A: Possible Baselines and Five Year Goals for Student Satisfaction.

Time Period	Satisfied			**.10 Effect Size***
	#	N	%	
3 Term Average	2,951	4,232	**69.7**	**74.2%**
Fall 2008	1,132	1,611	**70.3**	**74.8%**

Yellow – recommended ambitious but reasonable five year goal.
*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

Appendix A

Transferable Courses

ACCT-198	ASL-102	CHEM-123	ENGL-155	HIST-161	OCEAN-101	RELIG-110
ACCT-208	ASL-103	CHEM-150	ENGL-160	HIST-164	PCD-111	RELIG-135
ACCT-209	ASL-104	CHEM-151	ENGL-170	HIST-170	PE-263	RELIG-176
ACCT-210	ASTRON-150	CHEM-212	ENGL-226	HIST-171	PE/I-105X4	SOC-100
ACCT-211	ASTRON-160	CHEM-213	ENGL-232	INTDIS-101	PE/I-106X4	SOC-105
ACCT-220	BIOL-100	CIS-101	ENGL-250	INTDIS-140	PE/I-108X4	SOC-130
ACCT-221	BIOL-123	CIS-103	ENGL-260	INTDIS-200A	PE/I-120X4	SOC-141
ACCT-224	BIOL-130	CIS-105	ENGL-261	JAPN-101	PE/I-127X4	SOC-150
ACCT-226	BIOL-131	CIS-109	ENGL-270	JAPN-102	PE/I-130X4	SPAN-101
ACCT-230A	BIOL-247A	CIS-111	ENGL-271	JOUR-120	PE/I-143X4	SPAN-102
ADJUS-101	BIOL-247B	CIS-113	ENGL-275	JOUR-135	PE/I-148X4	SPAN-103
ADJUS-102	BIOL-248A	CIS-114	FIRET-100	LIBR-100	PE/I-155X4	SPAN-104
ADJUS-103	BIOL-248B	CIS-116	FIRET-101	MARKET-100	PE/I-159X4	SPEECH-100
ADJUS-104	BUSAD-100	CIS-117	FIRET-102	MARKET-110	PE/I-163X4	SPEECH-100H
ADJUS-105	BUSAD-105	CIS-118	FIRET-103	MARKET-198	PE/I-168X4	SPEECH-110
ADJUS-106	BUSAD-145	CIS-153	FIRET-104	MATH-102	PE/I-174X4	SPEECH-111
ADJUS-107	BUSAD-155	CIS-160	FIRET-106	MATH-103	PE/I-190X4	SPEECH-111H
ADJUS-108	BUSAD-198	CIS-162	FIRET-115	MATH-108	PE/I-200FX3	SPEECH-120
ADJUS-198	BUSAD-200	CIS-163	FIRET-116	MATH-115	PE/T-130X4	SPEECH-120H
AH-101	BUSAD-210	CIS-165	FIRET-118	MATH-117	PHIL-101	SPEECH-125
AH-198	BUSAD-230	CIS-165X3	FIRET-198	MATH-151	PHIL-103	SPEECH-135
ANAT-101	CD-100	CIS-166	FIRET-204	MATH-250	PHIL-105	SPEECH-140
ANAT-150	CD-105	CIS-168	FIRET-205	MATH-251	PHYSIC-100	SPEECH-145
ANAT-151	CD-111	CIS-175	FIRET-206	MATH-252	PHYSIC-110	SPEECH-155
ANAT-159X4	CD-112	CIS-184	FIRET-207	MATH-265	PHYSIC-111	SPEECH-174
ANAT-236A	CD-115	CIS-198	FRENCH-101	MATH-266	PHYSIC-200	SPEECH-247A
ANAT-236B	CD-126	CIS-203	FRENCH-102	MICRO-102	PHYSIC-201	THART-100
ANAT-236C	CD-130	CIS-211	GEOG-110	MICRO-150	POLIT-100	THART-108
ANAT-237A	CD-132	ECON-100	GEOG-110H	MICRO-246A	POLIT-102	THART-109
ANAT-238A	CD-133	ECON-200	GEOG-111	MICRO-247A	POLIT-104	THART-110
ANAT-246	CD-134	ECON-201	GEOG-119A	MICRO-247X4	POLIT-110	THART-120
ANAT-247	CD-136	EDU-290	GEOG-120	MICRO-248A	PSYCH-100	THART-130X4
ANAT-248	CD-137	EMS-103	GEOG-175	MICRO-248X4	PSYCH-100H	THART-133
ANTHRO-100	CD-182	EMS-150	GEOL-100	MUSIC-100	PSYCH-102	THART-140X4
ANTHRO-102	CD-185	EMS-151	GEOL-100H	MUSIC-101	PSYCH-103	THART-145X4
ANTHRO-106	CD-186	EMS-152	GEOL-101	MUSIC-102	PSYCH-108	THART-150X4
ANTHRO-107	CD-198	EMS-153	GEOL-112	MUSIC-103	PSYCH-110	THART-163X4
ANTHRO-110	CD-205X2	EMS-154	GEOL-113	MUSIC-120	PSYCH-111	THART-174X4
ART-100	CD-211	EMS-155	GEOL-160	MUSIC-132X4	PSYCH-112	THART-176X4
ART-102	CD-212	EMS-156	GEOL-175X4	MUSIC-134	PSYCH-116	THART-179X4
ART-105	CD-244	EMS-157	GEOL-246A	MUSIC-135X4	PSYCH-117	THART-205
ART-120X4	CD-250	EMS-198	GEOL-246X4	MUSIC-140X4	PSYCH-118	THART-220
ART-124X4	CD-270	ENGL-101	GEOL-270X4	MUSIC-141X4	PSYCH-121	THART-221
ART-126X4	CD-271	ENGL-102	HEALTH-102	MUSIC-150X4	PSYCH-132	THART-225X4
ART-132X4	CD-272	ENGL-108	HEALTH-263	MUSIC-156X4	PSYCH-150	THART-226
ART-175X4	CD-295	ENGL-109	HIST-100	MUSIC-174X4	REALST-100	THART-246X4
ART-202X4	CHC-100	ENGL-120	HIST-101	MUSIC-175X4	RELIG-100	
ART-247X4	CHEM-101	ENGL-127X4	HIST-135	MUSIC-179X4	RELIG-101	
ASL-101	CHEM-102	ENGL-152	HIST-160	MUSIC-247X4	RELIG-101H	

Appendix B

CTE Courses

ACCT-105	CIS-105	EMS-160	FIRET-227BX3	FIRET-520	RADIOL-213A
ACCT-198	CIS-111	EMS-198	FIRET-228AX3	FIRET-521	RADIOL-213B
ACCT-208	CIS-113	EMS-921X20	FIRET-228BX3	FIRET-522	RADIOL-214
ACCT-209	CIS-114	ENGL-120	FIRET-228DX3	FIRET-523	RESP-051X4
ACCT-226	CIS-116	FIRET-049	FIRET-229CX3	FIRET-524	RESP-101
ADJUS-102	CIS-117	FIRET-080	FIRET-230CX3	FIRET-526	RESP-102
ADJUS-103	CIS-118	FIRET-081	FIRET-232BX3	FIRET-528	RESP-103
ADJUS-104	CIS-125	FIRET-082	FIRET-232CX3	FIRET-529	RESP-104
ADJUS-105	CIS-130	FIRET-083	FIRET-233AX3	FIRET-532	RESP-105
ADJUS-106	CIS-140	FIRET-084	FIRET-233BX3	FIRET-902X4	RESP-106
ADJUS-107	CIS-140X2	FIRET-085	FIRET-233CX3	GEOG-175	RESP-108
ADJUS-108	CIS-141	FIRET-086	FIRET-233DX3	JOUR-120	RESP-109AX2
ADJUS-198	CIS-141X2	FIRET-087	FIRET-234AX3	JOUR-135	RESP-109BX2
AH-090	CIS-142	FIRET-088	FIRET-234BX3	MARKET-106	RESP-110X4
AH-101	CIS-142X2	FIRET-090BX3	FIRET-234CX3	MARKET-110	RESP-112
AH-198	CIS-143	FIRET-090CX3	FIRET-235AX3	MARKET-198	RESP-130
BUSAD-039	CIS-143X2	FIRET-091AX3	FIRET-235CX3	PSYCH-121	RESP-131
BUSAD-103	CIS-153	FIRET-091DX3	FIRET-239AX3	RADIOL-100	RESP-132
BUSAD-105	CIS-160	FIRET-092BX3	FIRET-239DX3	RADIOL-101	RESP-133
BUSAD-198	CIS-161	FIRET-094AX3	FIRET-240AX3	RADIOL-103	RESP-134
BUSAD-200	CIS-162	FIRET-094BX3	FIRET-240BX3	RADIOL-104	RESP-135
BUSAD-210	CIS-163	FIRET-095DX3	FIRET-240CX3	RADIOL-105	RESP-136
BUSAD-213	CIS-164	FIRET-096AX3	FIRET-240DX3	RADIOL-106	RESP-137
BUSAD-230	CIS-165X3	FIRET-100	FIRET-241AX3	RADIOL-107	RESP-138X4
CD-100	CIS-166	FIRET-101	FIRET-242BX3	RADIOL-108	RESP-139
CD-105	CIS-168	FIRET-102	FIRET-242DX3	RADIOL-109	RESP-201
CD-112	CIS-171	FIRET-103	FIRET-250DX3	RADIOL-110	RESP-202
CD-115	CIS-175	FIRET-104	FIRET-254AX3	RADIOL-111	RESP-203
CD-126	CIS-190A	FIRET-106	FIRET-254BX3	RADIOL-112	RESP-204
CD-130	CIS-190B	FIRET-113	FIRET-254CX3	RADIOL-113	RESP-205
CD-132	CIS-190C	FIRET-115	FIRET-254DX3	RADIOL-114	RESP-206
CD-133	CIS-198	FIRET-116	FIRET-256DX3	RADIOL-115	RESP-207
CD-134	CIS-203	FIRET-118	FIRET-257AX3	RADIOL-115A	RESP-208
CD-136	CIS-211	FIRET-170	FIRET-257BX3	RADIOL-115B	RESP-209BX2
CD-137	EMS-020	FIRET-176	FIRET-257DX3	RADIOL-116	RESP-211X4
CD-182	EMS-021X20	FIRET-183	FIRET-259BX3	RADIOL-117	RESP-218
CD-185	EMS-022	FIRET-198	FIRET-259DX3	RADIOL-200	SLPA-119
CD-186	EMS-023	FIRET-204	FIRET-275	RADIOL-201	SLPA-120
CD-198	EMS-024	FIRET-205	FIRET-276	RADIOL-202	SLPA-123
CD-205X2	EMS-103	FIRET-206	FIRET-277	RADIOL-203	SLPA-124
CD-211	EMS-105	FIRET-207	FIRET-501X4	RADIOL-204	SLPA-125
CD-212	EMS-150	FIRET-220AX3	FIRET-503X4	RADIOL-205	SLPA-126
CD-244	EMS-151	FIRET-220DX3	FIRET-509	RADIOL-207	SLPA-127
CD-250	EMS-152	FIRET-223AX3	FIRET-510	RADIOL-208	SPEECH-135
CD-270	EMS-153	FIRET-223DX3	FIRET-511	RADIOL-209	
CD-271	EMS-154	FIRET-224AX3	FIRET-512	RADIOL-210	
CD-272	EMS-155	FIRET-224BX3	FIRET-513	RADIOL-211	
CD-295	EMS-156	FIRET-226BX3	FIRET-515	RADIOL-212	
CIS-091	EMS-157	FIRET-227AX3	FIRET-519	RADIOL-213	

Appendix C

Developmental/Basic Skills Courses

ENGL-015	MATH-095C
ENGL-908	MATH-903X2
ENGL-914	MATH-942
MATH-090	MATH-943X2
MATH-090A	MATH-952
MATH-090B	MATH-953X2
MATH-090C	READ-078X2
MATH-095	READ-091
MATH-095A	READ-925X2
MATH-095B	READ-956X2

Courses included in the Overall Success and Retention Categories Only

ACCT-021	PCD-050
ANAT-246X4	PCD-055
ANAT-247X4	PE/I-070X4
ANAT-248X4	RESP-050
CHC-099X4	RESP-925X4
CIS-062	RESP-927X4
CIS-900X4	SPAN-015
FIRET-901	SPEECH-050
LRC-050	TEST-100
LRC-960X4	WKEXP-099