LDC Program Review – Annual Discipline Update for 2021-2022
PART A

<mark>DUE DEC 4</mark>

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **Health Studies**

Disciplines included in this SAC:

SAC Chair(s): Michael Meagher

Faculty Department Chair(s): Michael Meagher, Rachelle Katter, Shari Rochelle

Program Dean/ SAC Administrative Liaison: Dana Fuller

Pathway Dean:

Please highlight where your classes are offered.

Classes/Services offered at: <mark>CA / RC / SE / SY</mark> / NB / HC / WCC / Metro / CLIMB   Other:

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:
https://www.pcc.edu/institutional-effectiveness/program-profiles/
***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

See Appendix for:
- **Table A-1: SFTE by Campus and Modality - College Wide**
- **Table A-2: SFTE by Campus and Modality - Sylvania Campus**
- **Table A-3: SFTE by Campus and Modality - Cascade Campus**
- **Table A-4: SFTE by Campus and Modality - Rock Creek Campus**
- **Table A-5: SFTE by Campus and Modality - Southeast Campus**

2A1. Does this data suggest any questions that the SAC would like to pursue?

- Comparing 2018-19 and 2020-21, the overall SFTE = -27.9
- Nine sections maintained a +/- 1.5 SFTE during that time demonstrating stability and adaptability by faculty and students during the remote operations
- Four outliers include
    - HE 262: +7.6 SFTE
    - HE 212: +8.5 SFTE
    - HE 251: +10.7 SFTE
    - HE 250: -38.6 SFTE
- Two questions arose from this data: Was the increase in 212, 251, and 262 due to inclusion on the Gen Ed list? What are the reasons for the significant decrease in HE 250 enrollment?
- Both of these questions can be generalized into: What contributing factors may have affected these enrollment numbers?

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

- Based on the decrease in SFTE in HE 250, the HE SAC has reduced the number of sections across the college.
- Based on the increase in SFTE in HE 212, 251, and 262 the HE SAC slightly increased the number of sections across the college to meet the needs of student demand.
- HE students and faculty quickly and adeptly adapted to the once-a-week Remote Class modality
    - All HE instructor are D2L trained
    - Many HE faculty took advantage of the numerous professional developmental opportunities offered during the past eighteen months
    - The HE SAC has current sharable SAC Shells
- The HE SAC would like to advocate for the Remote Class modality to continue as an option after the college opens more fully.
    - This modality is an effective use of time for part of the student population
    - The SAC would like to converse with administration and other scheduling FDCs to explore healthy student-centered schedules that includes these various class modalities; Inperson, Hybrid, Online asynchronous, and Remote synchronous.
- The HE SAC would also like to advocate for the ability to adjust the number of OL sections as a result of current student enrollment trends. Currently, the number of OL sections are determined almost a year before they run. And, there is a challenging system to make reasoned adjustments as necessary.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

- It would be great to have survey information from students who drop or withdraw from a class after the first session. This information could provide valuable information about stumbling

blocks that students face. If themes emerge that are related to a specific course, then we could work on adapting.

- It would benefit students if the college created What Works Well in Remote Teaching similar to what the Online team has created and maintained, What Works Well in Online Teaching
  - Collect information from students about the Remote classes that were designed and implemented well
  - Look at research that has been done during the pandemic on remote teaching
  - The SAC could use this information to educate and support instructors who continue to teach remotely (if it remains a modality at PCC)
- With regards to the Program Profile tool, it would be helpful to be able to compress years together. In addition to looking at year by year trends, it would be helpful to look at a rolling average, 2016-2019 compared to 2017-2020, for example. There are a few disaggregated data situations that could benefit from this (where n is very low).

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

- Changing demographic trends have impacted overall institutional enrollment and the pandemic has impacted enrollment and student success. There have been no major changes in relation to state requirements, transfer issues, etc.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% \, S = \frac{Number\ of\ students\ receiving\ a\ grade\ of\ A,\ B,\ C,\ P,\ PR,\ or\ CM}{Number\ of\ students\ receiving\ a\ grade\ of\ A,\ B,\ C,\ D,\ F,\ P,\ NP,\ I,\ W,\ PR,\ CM,\ N,\ UP}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

See Appendix for:
- **Table B: Enrollment (Enrl) and Success Rate (% S) by Modality**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

- A challenge to this question is that AY 2020-21 was difficult for many students
- The Overall Average Student Success rate for 2018-21 is 83.6%
  - Eight courses had Average Student Success rate for 2018-21 83.6% +/- 3%
  - Four outliers include
    - HE 213 -3.7%
      - This course has recently implemented a revision, including the incorporation of the Gen Ed signature assignment
    - HE 251 -6.7%
      - This course underwent a revision and the Success Rate has increased 9% over the three academic years, including the incorporation of the Gen Ed signature assignment
    - HE 255 -11.7%
      - This course is offered one quarter a year and when it is Inperson, there are high success rates.
      - Success rates were lower in the Remote modality
    - HE 252 +5.8%
      - This course has high success rates Inperson and above-average success rates in the Remote modality

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

- The average success rate for AY 2018-21 notes higher success rates In-person
  - 88.1% Onsite

- ○ 81.5% Remote
- ○ 81.8% Online
- ○ 81.5% Hybrid

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates?

- Throughout the last 2 years, the Health Studies SAC has engaged in several course revisions for the following purposes: implementation of Gen Ed signature assignments and inclusion of scaffolding processes within the content for student success on the assignment, updating course content using equity minded principles (structure/clarity, student choice, social justice focused content), updating course outcomes and guidelines, etc.
- The HE SAC feels strongly about continual re-evaluation of our content and practices. Each update and revision is based on equity and best teaching practices. Most of our courses operate on an every 2-3 years re-evaluation and revision cycle with additional mid-cycle updates based on student feedback.
- The faculty in the HE SAC continue to engage in professional development to enhance teaching pedagogy and culturally responsive teaching practices.
- Internal HE SAC survey results found that faculty reported using increased flexibility, high availability, enhanced listening and engaging in conversations with students, ensuring the demonstration of respect. Faculty report recognizing that this is an ongoing process. These themes can be highlighted by this quote from the faculty survey, "Weekly videos and announcements. Removed timing on quizzes. Virtual office hours. Provide extended time to complete coursework. Include resources from diverse perspectives and voices. Include a variety of TYPES of resources (videos, reading, podcasts, art, etc). Provide choices for students in assignments, discussions and content that they learn from. Create a course tour so students know how to navigate the course. I do my best to create a sense of belonging in the classroom."
- Both HE 255 and HE 252 success rates were impacted by transitioning to Remote modalities. As mentioned, some of our courses would continue to benefit from Remote offerings, while the challenges of offering HE 255 as a remote option were demonstrated based on the student success rate and should impact future planning.
- As part of our LAC process, we assessed student performance with the newly implemented Gen Ed signature assignments. Based on the results of that process (discussed further below), revisions to the Gen Ed assignments and minor content scaffolding improvements (in most courses) were made. Our engagement with the reassessment Winter 2022 should provide feedback on that process.
- During meetings, the Health Studies SAC provides opportunities for faculty to share what's working well in their courses and to voice any concerns about student success.

What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year.

- HE 250 and HE 242 have been completing the STORI revision process using current best practices to enhance student engagement in online learning, increase some aspects of program uniformity for student success, and add additional content focused on increasing equity and social justice considerations. It is our hope that these changes will improve online HE 250 and HE 242 success so that success rates are closer to our in-person success rates for these courses.
- Revisions occurred during the last academic year to HE 251 and HE 213 based on feedback from faculty and observations of areas where students struggled. The HE SAC is monitoring whether those revisions impact student success during this current and future year.
- It is important to note that transitioning to a one college model with centralized SAC scheduling has the potential to impact both enrollment AND success trends due to timing and term offering of courses.
- As mentioned, some of the courses would continue to benefit from Remote offerings, while the challenges of offering HE 255 as a remote option were demonstrated based on the student success rate and instructor feedback. Looking forward, the class will be offered on-campus.
- The HE SAC will continue to encourage professional development among faculty to enhance best teaching and culturally responsive practices.
- The HE SAC will continue to revise curriculum to keep current in the field of health, implement best teaching practices, and increase culturally responsiveness and inclusivity.
- The HE SAC plans to work with Disability Services and other student centers at PCC to enhance inclusive and culturally responsive teaching practices.
- Faculty reported that continuing to utilize enhanced engagement and care with students could be an effective strategy, while also acknowledging the large systemic barriers and challenges that impact our student success that tend to be out of our control.
  - The HE SAC feels that this is already known by faculty, but we plan to double-check that they are familiar with the services at PCC that provide support and wrap-around services for students. This can help address barriers that affect our students that are out of the scope of control of faculty.

Try to identify a realistic one year goal.
- Provide support for instructors to adopt inclusive language practices in their teaching and curriculum. Inclusive language is defined by the Linguistic Society of America as language that "acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities." Best practices gathered through research will be utilized when considering communication efforts. When revising a course, all curriculum and course materials will be reviewed through this lens.

Enrollment and % Passing By Course and Student Demographics

See Appendix for:
- **Table C-1.1: Enrollment (Enrl) and Success Rate (% S) by Gender**

- **Table C-1.2: Enrollment (Enrl) and Success Rate (% S) by Gender 242, 250, and 295**
- **Table C-2.1: Enrollment (Enrl) and Success Rate (% S) by Race**
- **Table C-2.2: Enrollment (Enrl) and Success Rate (% S) by Race 242, 250, and 295**
- **Table C-2.3: Enrollment (Enrl) and Success Rate (% S) by Race Gen Ed Courses**
- **Table C-3.1: Enrollment (Enrl) and Success Rate (% S) by Pell Offering**
- **Table C-3.2: Enrollment (Enrl) and Success Rate (% S) by Pell Offering 242, 250, and 295**

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success.

- The HE SAC wanted to look at overall success rate in the different types of classes offered.
- The three categories are:
  - All HE Courses, merged from 2018-2021
  - Only HE 242, HE 250, and HE 295, merged from 2018-2021
    - These are the three highest enrolled HE courses
    - They are part of the AAOT and AS Health and Wellness degree requirement
    - They do not have course prerequisites
  - Only HE Gen Ed courses, merged from 2019-2021
    - These courses were added to the Gen Ed list starting in 2019
    - These courses do have the standard prerequisites
- When comparing Enrollment and Success Rate by Race, looking at:

Courses	Overall %S	Black %S	Difference
All HE Courses 2018-2021	82.8%	71.6%	11.2%
HE 242, 250, 295 AAOT 2018-2021	83.6%	71.7%	11.9%
HE Gen Ed courses 2019-2021	82.0%	72%	10.0%

- When reviewing the success data for race and gender, we find trends that mimic college and national norms, with a lower success rate for non-binary students and for Black students.

Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year.

- As mentioned above, HE 250 and HE 242 have been completing the STORI revision process and all of our courses tend to go through content & delivery review/updates on an every 2-3 year cycle. We are committed to an ongoing process of evaluation and revision of our courses in order to try to increase student success.

- HE SAC faculty survey results reported that faculty want the SAC members to continue engaging with many of the processes we outlined in the previous section of this report as a means to continue to enhance our curriculum and course materials using culturally responsive teaching approaches.
- The HE SAC recently met with Disability Services to discuss some of the misconceptions and fears some of our marginalized students have shared regarding HE courses. Based on feedback from this meeting, we are developing a plan for further marketing and outreach to encourage students to enroll and to dissuade content associated with fear. This is not necessarily captured by data here, but is especially fitting for this section.
- In reviewing the success percentages for Black students, we do note that there is a slight upward trend in most of our AAOT courses over the 3 year period. We are hopeful that continued engagement in equity best practices within curriculum planning, course structure, relationship building and student outreach will continue to build upon this trend. We are mindful that there is always need for continuous improvement, as we have been doing, while also recognizing and naming the various systemic barriers that still exist and need to be undone.

Try to identify a realistic one year goal.

- Goal 1: Nonbinary students are one of the groups who have reported enrollment concerns in our classes with Disability Services. We are in the process of developing a plan for how to increase student enrollment and success in our courses for nonbinary students, including enhanced marketing strategies, outreach to advisors, additional information gathering, and engagement with best practices trainings.
- Goal 2: The SAC will encourage annual individual engagement/participation with CTLE (formally the TLC) offerings and equity minded training to be incorporated into their classes. PCC trainings can be tracked via MyPCC Career.
  - Funding for part-time faculty to attend CTLE and PCC offered equity trainings helps with the achievement of this goal.
  - CTLE and DEI provide a curated collection of resources people can access asynchronously which would help to achieve this goal.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

- Information gathering regarding lower enrollment numbers in HE 250. It could be helpful to survey advisors and students enrolled in our other sections regarding why students are NOT enrolling in HE 250.
- Surveying of students enrolled in HE 212, HE 251, HE 262 regarding whether gen ed classification impacted their enrollment choice. Follow-up with advisors for additional information.
- Funding for part-time faculty to attend CTLE and PCC offered equity training.
- CTLE and DEI can provide a curated collection of resources people can access asynchronously
- Additional professional development funding for content and equity minded resources to be completed as independent study for our faculty.

- SAC faculty survey results reported a desire for training for faculty specifically on:
  - Recognizing, supporting, and referring student mental health concerns. This could be a valuable training for ALL PCC faculty that could be offered through CTLE.
  - Additional PCC training with tangible case studies and examples of successful equitable teaching practices with higher enrollment caps for participation.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?

(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).
- Health Studies Faculty are looking at student artifacts designed to address the Gen Ed Social Inquiry and Analysis dimensions. The student artifacts are then scored to the SI&A rubric.
- The direct assessment employed last academic year is continuing this academic year as a direct reassessment.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

- All the Health Studies Gen Ed courses. All sections are asked to utilize the Signature Assignment for practice, feedback for improvement, and assessment purposes. Currently scheduled for Winter 2022 are:
  - 5 sections of HE 212: Women's Health
  - 2 sections of HE 213: Men's Health
  - 3 sections of HE 251: Community and Public Health
  - 3 sections of HE 262: Children's Health
  - 1 section of HE 264: Food Systems and Public Health
- Depending on enrollment patterns, there may be a different number of sections than planned.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

1. The HE SAC would like to see if the changes made increase the Methods of Inquiry and Diversity Dimensions following implemented improvements.
2. All HE Gen Ed sections are asked to use the Signature Assignment Winter 2022.
3. The artifacts will be collected at the end of Winter 2022.
4. Early April, there will be an invitation to the SAC for participating in the Assessment project and will require participation in a norming process.

5. Norming will begin before the April SAC meeting, where there will be some pre-work needed, and then continue during the SAC meeting.
6. Once inter-rater reliability has been achieved, faculty will score artifacts.
7. Report completed by the June deadline, and shared with the entire SAC.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: Beautiful report! Thank you! Easy to read, data is relevant, norming sessions appear to have been meaningful. The peer responses idea is brilliant! The reviewers want to emphasize that this report really succeeds in the two areas assessment projects often struggle: it is methodologically sound and it is focused directly on student achievement of a meaningful outcome.

Suggestions: Likewise, going forward, this is a great starting point for a reassessment of the outcome following some work on assignment design and focused instruction on the outcome (especially the two dimensions that scored lower than the benchmarks).

Question: Will the SAC modify the SA as stated? How will they be modified to improve benchmarks for Methods of Inquiry and Diversity Dimensions? And, finally, what are some of the SAC's ideas regarding instruction in those two dimensions?

SAC Response:
● The SAC will modify the signature assignments in each Gen Ed class as stated. The instructors who teach each course have gotten together and made adjustments to each signature assignment based on both quantitative and qualitative data we received from our assessment process last year. After faculty scored assignments for a particular class, they provided feedback on where they saw students struggle and how the assignment might be improved. We have incorporated some of that feedback into assignments. Additionally, some scaffolding and additional content have been added to the courses to set students up for success when completing the signature assignment.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

● Pre-remote operations, SAC leadership has met with advising to clarify our courses and assist with appropriate marketing of our course offerings for enhanced student success, including knowledge of which courses have various pre-requisites and any additional expectations of students in individual courses which could impact student success. We have found that meeting with advising increases student enrollment, especially as many of our courses tend to "late fill."

- 2 STORI revisions were completed during summer/fall 2021 using our SACs collaborative revision model in coordination with OL
- Multiple course revisions incorporating CRT strategies have occurred over the last two years and almost all of our courses are revised with a critical eye on a 2-3 year rotation.
- Multiple courses have transitioned away from the use of a traditional textbook, decreasing students financial barriers for enrollment and success
- The HE SAC has 20 active faculty members and 15 faculty responded to our internal SAC survey. Of the 15 respondents, 8 faculty reported engaging in 11-30 hours of equity minded professional development in the past two years and 6 faculty reported engaging in 31+ hours of equity minded professional development in that same time period.

4B. Are there any challenges not described above that you would like to note here?

- Resource challenges exist for our SAC, especially for part-timers: lack of funding for professional development, time constraints to complete the increased ask on faculty, including the additional time needed to complete more individual outreach and support to students
- Additional FT positions would help with the increased workload on the SAC, the ongoing need for curriculum development and revision, and the increased participation needed for various institutional service and engagement with college commitments
- Multiple external systems issues negatively impact our students success and performance and while many PCC have increased their culturally responsive teaching and engagement practices, at times our efforts still fall incredibly short of the systemic barriers that exist
- "The tension here though for most part-time faculty is that the more hours we work, the less we are paid, all with little guarantee of even having the job we are so devoted to in the next year. It can be such a strain, even when I am always putting my students' needs first and foremost. I see a lot of frustration and burnout among my part-time colleagues who've been teaching a long time because of this and it worries me. I agree with the idea that improving the success of our marginalized students has to begin with improving the conditions of employment for the majority of their instructors." --part-time faculty quote from SAC survey
- SAC faculty also noted that institutionally, PCC still has an issue of students who register for a course, participate in the first week required engagement item to remain enrolled, and then fail to engage for the rest of term regardless of the amount of outreach by instructors.

4C. Do you see any opportunities in the near or long term that you would like to share?
- "I'd like to see if there's a way for all classes/instructors to commit to providing weekly activities that specifically addresses Cultural, Gender, Sexuality, NOT in terms of how folks are negatively or disproportionately affected through health disparities, but instead how to create leverage of these factors for making healthy positive changes." --part-time faculty quote from SAC survey

Section 5: Appendix

Table A-1: SFTE by Campus and Modality - College Wide

Course ID	2018 - 2019						2019 - 2020						2020 - 2021					
	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended
HE 110	0.7	0.7																
HE 112	8.5	8.5					4.5	4.5										
HE 125	1.4	1.4																
HE 212	25.8	4.8		21.1			24.7	2.5		20.3	1.9		34.3		8.1	21.7		4.5
HE 213	12.8			12.8			13			13			12			12		
HE 242	138.9	61.2		65.6	12.1		137.4	38.1	13.8	66.1	11.8	7.7	135.5		72.7	62.8		
HE 250	109.9	65.7		42.7	1.5		88.9	41.6	10.7	35.5	1.1		71.3		41.3	30		
HE 251	14.9			12.6	2.3		24.9	2.1	2.2	20.6			25.6		9.6	16.1		
HE 252	4.7	4.7					6	4	2				5.1	5.1				
HE 254	0.8	0.8					1.1	1.1					1.2	1.2				
HE 255	2.8	1.7			1		0.9		0.9				1.7	1.7				
HE 262	11.6			11.6			17.4			17.4			19.2		1.9	17.3		
HE 264	9.5	1.2		7.6	0.7		8.7			8.7			8.3			8.3		
HE 278	5.1			5.1			6.1			6.1			5.5			5.5		
HE 295	33.3	15		18.3			33.4	11.1	3.5	18.8			33.1		14.9	18.2		
Total	380.7	165.7	0	197.4	17.6	0	367	105	33.1	206.5	14.8	7.7	352.8	0	156.5	191.9	0	4.5

Table A-2: SFTE by Campus and Modality - Sylvania Campus

Course ID	2018 - 2019						2019 - 2020						2020 - 2021					
	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended
HE 110	0.7	0.7																
HE 112	3.2	3.2																
HE 125	1.4	1.4																
HE 212	6.6			6.6			6.6			6.6			6.7			6.7		
HE 213																		
HE 242	22.2	13.5		8.7			21	7.6	4.8	8.6			19.5		13	6.5		
HE 250	21.6	16.6		5			18.2	9.4	1.2	7.6			11.2		6.2	5		
HE 251	1.4				1.4		2.3			2.3			2.4			2.4		
HE 252	1.3	1.3					4.4	2.4	2				5.1		5.1			
HE 254	0.8	0.8																
HE 255																		
HE 262	2.6			2.6			4.8			4.8			4.7			4.7		
HE 264	2.2			2.2			2			2			2			2		
HE 278	1.5			1.5			1.5			1.5			1.2			1.2		
HE 295	13.2	6.2		7.1			12.9	5.3	0.9	6.6			8.5		3.2	5.3		
Total	78.7	43.7	0	33.7	1.4	0	73.7	24.7	8.9	40	0	0	61.3	0	27.5	33.8	0	0

Table A-3: SFTE by Campus and Modality - Cascade Campus

Course ID	2018 - 2019						2019 - 2020						2020 - 2021					
	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended
HE 110																		
HE 112																		
HE 125																		
HE 212	6.8	1.2		5.6			5.2			5.2			10		4	6		
HE 213	2.1			2.1			2.1			2.1			1.4			1.4		
HE 242	31.9	12.4		17.7	1.7		29.6	10.7	2.4	16.5			29.8		14.3	15.5		
HE 250	16	6.2		9.8			11.7	2.8	1.5	6.9	0.5		8.6		4.6	4.1		
HE 251	5.2			4.3	0.9		5.8			5.8			4.7		1.1	3.6		
HE 252																		
HE 254							1.1	1.1					1.2		1.2			
HE 255	1				1													
HE 262	3.3			3.3			6.3			6.3			10.5		1.9	8.7		
HE 264	1.9	1.2			0.7													
HE 278	1.3			1.3			1.5			1.5								
HE 295	4.4	1.4		3			5.1	1.5	0.6	3			7		3.1	3.9		
Total	73.9	22.4	0	47.1	4.3	0	68.4	16.1	4.5	47.3	0.5	0	73.2	0	30.2	43.2	0	0

Table A-4: SFTE by Campus and Modality - Rock Creek Campus

Course ID	2018 - 2019						2019 - 2020						2020 - 2021					
	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended
HE 110																		
HE 112	2.4	2.4					2	2										
HE 125																		
HE 212	1.8	1.8					2.5	2.5					2.2		2.2			
HE 213	8.7			8.7			8.7			8.7			8.5			8.5		
HE 242	45	24.9		20.1			46.9	10	4.5	21.5	7.3	3.6	47.2		25.9	21.3		
HE 250	42.5	22.4		18.7	1.5		35	15.2	4.2	14.9	0.6		32.1		17.8	14.3		
HE 251	6			6			12.6	2.1	2.2	8.4			16.6		8.5	8.1		
HE 252	1.7	1.7																
HE 254																		
HE 255	1.7	1.7					0.9		0.9				1.7		1.7			
HE 262	1.5			1.5			0.9			0.9								
HE 264	3.5			3.5			4.6			4.6			4.7			4.7		
HE 278	1			1			1.4			1.4			1.4			1.4		
HE 295	10.8	5.7		5			10.3	3.7	1.4	5.1			11.7		6.9	4.9		
Total	126.6	60.6	0	64.5	1.5	0	125.8	35.5	13.2	65.5	7.9	3.6	126.1	0	63	63.2	0	0

Table A-5: SFTE by Campus and Modality - Southeast Campus

Course ID	2018 - 2019						2019 - 2020						2020 - 2021					
	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended	Total	Onsite	Remote	Online	Hybrid	Blended
HE 110																		
HE 112	2.9	2.9					2.5	2.5										
HE 125																		
HE 212	10.5	1.7		8.8			10.4			8.5	1.9		15.5		2	9		4.5
HE 213	2.1			2.1			2.2			2.2			2.2			2.2		
HE 242	39.9	10.4		19.1	10.4		39.9	9.9	2.1	19.5	4.4	4.1	39		19.6	19.5		
HE 250	29.9	20.6		9.3			24.1	14.2	3.8	6.1			19.4		12.8	6.6		
HE 251	2.3			2.3			4.2			4.2			2			2		
HE 252	1.7	1.7					1.6	1.6										
HE 254																		
HE 255																		
HE 262	4.2			4.2			5.4			5.4			4			4		
HE 264	1.9			1.9			2.1			2.1			1.6			1.6		
HE 278	1.3			1.3			1.7			1.7			3			3		
HE 295	4.9	1.7		3.2			5.2	0.6	0.6	4			5.8		1.8	4.1		
Total	101.6	39	0	52.2	10.4	0	99.3	28.8	6.5	53.7	6.3	4.1	92.5	0	36.2	52	0	4.5

Table B: Enrollment (Enrl) and Success Rate (% S) by Modality

Course ID	Year	Overall		Onsite		Remote		Online		Hybrid		Blended	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 110	2018 - 19	29	100	29	100								
	2019 - 20												
	2020 - 21												
HE 112	2018 - 19	433	92.8	433	92.8								
	2019 - 20	232	94.4	232	94.4								
	2020 - 21												
HE 125	2018 - 19	22	90.9	22	90.9								
	2019 - 20												
	2020 - 21												
HE 212	2018 - 19	294	77.2	54	83.3			240	75.8				
	2019 - 20	280	86.4	29	96.6			229	85.6	22	81.8		
	2020 - 21	389	84.1			94	76.6	245	87.8			50	
HE 213	2018 - 19	146	80.1					146	80.1				
	2019 - 20	148	83.1					148	83.1				
	2020 - 21	137	76.6					137	76.6				
HE 242	2018 - 19	1568	85.2	690	89.3			742	81.9	136	82.4		
	2019 - 20	1550	84.7	423	87.7	160	80.6	748	83.7	130	84.6	89	123.6
	2020 - 21	1528	84.7			819	83.5	709	86				
HE 250	2018 - 19	1652	83.5	986	86.2			643	79	23	95.7		
	2019 - 20	1335	83.7	621	86.6	165	77.6	533	82.6	16	68.8		
	2020 - 21	1069	83.2			617	81.5	452	85.4				
HE 251	2018 - 19	169	71					144	72.2	25	64		
	2019 - 20	282	79.4	22	90.9	25	80	235	78.3				
	2020 - 21	289	80.3			107	81.3	182	79.7				
HE 252	2018 - 19	55	92.7	55	92.7								
	2019 - 20	67	89.6	44	90.9	23	87						
	2020 - 21	57	86			57	86						

Course ID	Year	Overall		Onsite		Remote		Online		Hybrid		Blended	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 254	2018 - 19	11	100	11	100								
	2019 - 20	15	73.3	15	73.3								
	2020 - 21	17	76.5			17	76.5						
HE 255	2018 - 19	32	78.1	20	90					12	58.3		
	2019 - 20	11	72.7			11	72.7						
	2020 - 21	20	65			20	65						
HE 262	2018 - 19	175	81.7					175	81.7				
	2019 - 20	205	85.9					205	85.9				
	2020 - 21	216	83.3			20	70	196	84.7				
HE 264	2018 - 19	115	85.2	17	100			91	82.4	7	85.7		
	2019 - 20	97	81.4					97	81.4				
	2020 - 21	93	75.3					93	75.3				
HE 278	2018 - 19	77	79.2					77	79.2				
	2019 - 20	92	81.5					92	81.5				
	2020 - 21	83	84.3					83	84.3				
HE 295	2018 - 19	743	81.6	334	84.7			409	79				
	2019 - 20	748	81.3	244	83.6	82	87.8	422	78.7				
	2020 - 21	747	80.9			334	82.3	413	79.7				
Totals	2018 - 19	5521	83.8	2651	88.3			2667	79.5	203	80.3		
	2019 - 20	5062	84.1	1630	87.8	466	80.9	2709	82.4	168	82.7	89	156.2
	2020 - 21	4645	82.8			2085	82	2510	83.5			50	

Table C-1.1: Enrollment (Enrl) and Success Rate (% S) by Gender

Course ID	Year	Overall		Female		Male		Nonbinary		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 110	2018 - 19	29	100	16	100	13	100				
	2019 - 20										
	2020 - 21										
HE 112	2018 - 19	433	92.8	278	95.3	139	87.8			16	93.8
	2019 - 20	232	94.4	145	93.8	79	94.9	2		6	100
	2020 - 21										
HE 125	2018 - 19	22	90.9	16	93.8	6	83.3				
	2019 - 20										
	2020 - 21										
HE 212	2018 - 19	294	77.2	268	78.4	12	66.7	1		13	61.5
	2019 - 20	280	86.4	255	86.7	9	100			16	75
	2020 - 21	389	84.1	359	84.1	16	75	1		13	92.3
HE 213	2018 - 19	146	80.1	47	85.1	95	77.9			4	
	2019 - 20	148	83.1	41	95.1	102	78.4			5	
	2020 - 21	137	76.6	27	88.9	100	71			10	100
HE 242	2018 - 19	1568	85.2	963	85.2	541	85.6	5		59	83.1
	2019 - 20	1550	84.7	962	86.6	515	83.5	20	55	53	73.6
	2020 - 21	1528	84.7	967	87.2	469	79.3	40	87.5	52	84.6
HE 250	2018 - 19	1652	83.5	960	83.9	616	83.6	6	83.3	70	78.6
	2019 - 20	1335	83.7	771	84.6	511	82.8	9	88.9	44	77.3
	2020 - 21	1069	83.2	594	82.2	421	83.8	15	93.3	39	87.2
HE 251	2018 - 19	169	71	124	72.6	41	65.9			4	
	2019 - 20	282	79.4	197	78.7	72	84.7			13	61.5
	2020 - 21	289	80.3	196	81.1	75	77.3	2		16	81.3

Course ID	Year	Overall		Female		Male		Nonbinary		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 252	2018 - 19	55	92.7	27	96.3	26	88.5			2	
	2019 - 20	67	89.6	42	90.5	23	87	1		1	
	2020 - 21	57	86	40	85	14	85.7			3	
HE 254	2018 - 19	11	100	3		6	100			2	
	2019 - 20	15	73.3	4		10	80			1	
	2020 - 21	17	76.5	9	77.8	6	66.7			2	
HE 255	2018 - 19	32	78.1	24	83.3	8	62.5				
	2019 - 20	11	72.7	4		4				3	
	2020 - 21	20	65	14	78.6	6	33.3				
HE 262	2018 - 19	175	81.7	152	82.9	13	69.2			10	80
	2019 - 20	205	85.9	170	86.5	28	85.7			7	71.4
	2020 - 21	216	83.3	186	85.5	23	73.9	1		6	50
HE 264	2018 - 19	115	85.2	89	89.9	21	71.4			5	
	2019 - 20	97	81.4	67	83.6	25	72			5	
	2020 - 21	93	75.3	73	78.1	17	58.8	2		1	
HE 278	2018 - 19	77	79.2	57	78.9	18	77.8			2	
	2019 - 20	92	81.5	76	81.6	15	80			1	
	2020 - 21	83	84.3	65	87.7	15	66.7	1		2	
HE 295	2018 - 19	743	81.6	360	82.8	354	79.7	2		27	92.6
	2019 - 20	748	81.3	335	83	387	80.4	6	50	20	80
	2020 - 21	747	80.9	367	84.2	351	78.3	6	33.3	23	78.3
Totals	2018 - 19	5521	83.8	3384	84.5	1909	82.8	14	78.6	214	81.8
	2019 - 20	5062	84.1	3069	85.4	1780	82.8	38	65.8	175	76.6
	2020 - 21	4645	82.8	2897	84.6	1513	79	68	85.3	167	85

Table C-1.2: Enrollment (Enrl) and Success Rate (% S) by Gender 242, 250, and 295

Course ID	Year	Overall		Female		Male		Nonbinary		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 242	2018 - 19	1568	85.2	963	85.2	541	85.6	5		59	83.1
	2019 - 20	1550	84.7	962	86.6	515	83.5	20	55	53	73.6
	2020 - 21	1528	84.7	967	87.2	469	79.3	40	87.5	52	84.6
HE 250	2018 - 19	1652	83.5	960	83.9	616	83.6	6	83.3	70	78.6
	2019 - 20	1335	83.7	771	84.6	511	82.8	9	88.9	44	77.3
	2020 - 21	1069	83.2	594	82.2	421	83.8	15	93.3	39	87.2
HE 295	2018 - 19	743	81.6	360	82.8	354	79.7	2		27	92.6
	2019 - 20	748	81.3	335	83	387	80.4	6	50	20	80
	2020 - 21	747	80.9	367	84.2	351	78.3	6	33.3	23	78.3
Totals	2018 - 21	10940	83.6	6279	84.9	4165	82.2	109	76.4 n=102	387	81.2

Table C-2.1: Enrollment (Enrl) and Success Rate (% S) by Race

Course ID	Year	Overall		Native American		Asian		Black		Latinx		NHoPI		International		White		Multiracial		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 110	2018 - 19	29	100			4				3				1		18	100	2		1	
	2019 - 20																				
	2020 - 21																				
HE 112	2018 - 19	433	92.8	7	100	32	87.5	45	84.4	64	98.4	4		23	95.7	188	95.2	23	82.6	47	89.4
	2019 - 20	232	94.4	3		17	100	21	100	56	89.3	1		13	100	85	96.5	16	81.3	20	100
	2020 - 21																				
HE 125	2018 - 19	22	90.9			2				1				1		10	100	2		6	83.3
	2019 - 20																				
	2020 - 21																				
HE 212	2018 - 19	294	77.2	3		18	72.2	18	61.1	43	69.8	2		8	87.5	165	79.4	21	81	16	87.5
	2019 - 20	280	86.4	2		15	80	20	75	57	87.7	2		5		131	85.5	22	95.5	26	88.5
	2020 - 21	389	84.1	2		21	100	24	70.8	95	88.4	7	85.7	9	100	184	82.6	28	78.6	19	78.9
HE 213	2018 - 19	146	80.1	1		11	90.9	8	62.5	18	83.3	1		5		78	74.4	17	100	7	100
	2019 - 20	148	83.1	1		13	100	6	83.3	26	76.9			3		77	83.1	9	77.8	13	92.3
	2020 - 21	137	76.6	1		9	88.9	9	44.4	21	81	1		6	83.3	63	82.5	15	46.7	12	100
HE 242	2018 - 19	1568	85.2	18	88.9	105	87.6	94	74.5	211	86.3	8	87.5	27	81.5	872	85.8	127	83.5	106	87.7
	2019 - 20	1550	84.7	13	84.6	100	90	104	71.2	265	83.4	14	100	24	91.7	797	86.2	141	78	92	91.3
	2020 - 21	1528	84.7	10	60	95	93.7	82	78	301	81.1	10	70	12	50	819	86.2	116	85.3	83	88

Course ID	Year	Overall		Native American		Asian		Black		Latinx		NHoPI		International		White		Multiracial		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 250	2018 - 19	1652	83.5	14	85.7	140	91.4	123	68.3	247	81.4	8	87.5	36	100	836	84.3	135	83	113	84.1
	2019 - 20	1335	83.7	14	64.3	130	86.2	88	70.5	278	83.1	11	81.8	34	88.2	582	84.9	110	84.5	88	87.5
	2020 - 21	1069	83.2	5		91	91.2	52	73.1	209	77	8	87.5	11	81.8	522	86.6	94	76.6	77	84.4
HE 251	2018 - 19	169	71	2		15	80	12	83.3	22	81.8	2				85	67.1	24	62.5	7	85.7
	2019 - 20	282	79.4			25	68	15	80	52	80.8	3		6	100	142	81.7	18	66.7	21	85.7
	2020 - 21	289	80.3	1		27	85.2	24	66.7	49	71.4	1		2		142	83.1	21	76.2	22	90.9
HE 252	2018 - 19	55	92.7	2		4		4		5				1		29	96.6	5		5	
	2019 - 20	67	89.6	1		5		4		12	83.3					32	93.8	9	100	4	
	2020 - 21	57	86			2		2		9	100			2		29	79.3	5		8	100
HE 254	2018 - 19	11	100			1		1		3						5				1	
	2019 - 20	15	73.3			1		2		3				1		1		4		3	
	2020 - 21	17	76.5			2		2				1				9	77.8	2		1	
HE 255	2018 - 19	32	78.1	1		1		2		5		1		1		19	94.7	1		1	
	2019 - 20	11	72.7	1						5				1		1				3	
	2020 - 21	20	65			1				3				1		14	64.3	1			
HE 262	2018 - 19	175	81.7	2		18	77.8	11	81.8	25	80	2		4		89	83.1	13	69.2	11	81.8
	2019 - 20	205	85.9			14	92.9	16	75	40	82.5	1		10	100	100	86	17	82.4	7	100
	2020 - 21	216	83.3	2		13	61.5	16	75	45	84.4	1		4		108	84.3	17	88.2	10	90

Course ID	Year	Overall		Native American		Asian		Black		Latinx		NHoPI		International		White		Multiracial		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 264	2018 - 19	115	85.2	1		12	91.7	6	83.3	14	100	1		1		61	80.3	14	78.6	5	
	2019 - 20	97	81.4	1		7	100	2		13	84.6					57	86	14	57.1	3	
	2020 - 21	93	75.3			6	83.3	5		12	58.3	1		3		55	81.8	7	42.9	4	
HE 278	2018 - 19	77	79.2			3		5		5						53	83	6	83.3	5	
	2019 - 20	92	81.5			7	85.7	8	75	11	90.9	2		1		51	80.4	8	62.5	4	
	2020 - 21	83	84.3			2		6	33.3	7	100	1		2		51	90.2	8	62.5	6	83.3
HE 295	2018 - 19	743	81.6	3		45	84.4	39	61.5	95	76.8	5		17	94.1	422	82.9	65	83.1	52	86.5
	2019 - 20	748	81.3	4		51	92.2	30	73.3	125	82.4	5		13	100	418	79.7	59	83.1	43	81.4
	2020 - 21	747	80.9	5		58	84.5	21	76.2	115	78.3	4		9	77.8	423	81.1	61	83.6	51	80.4
Totals	2018 - 19	5521	83.8	54	87	411	87.3	368	71.7	761	83.7	34	85.3	125	91.2	2930	84.4	455	81.8	383	86.2
	2019 - 20	5062	84.1	40	72.5	385	88.1	316	73.1	943	83.6	39	84.6	111	91.9	2474	84.7	427	80.8	327	89.6
	2020 - 21	4645	82.8	26	57.7	327	89	243	71.6	866	80.3	35	80	61	80.3	2419	84.5	375	79.2	293	86.3

Table C-2.2: Enrollment (Enrl) and Success Rate (% S) by Race 242, 250, and 295

	Year	Overall		Native American		Asian		Black		Latinx		NHoPI		International		White		Multiracial		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 242	2018 - 19	1568	85.2	18	88.9	105	87.6	94	74.5	211	86.3	8	87.5	27	81.5	872	85.8	127	83.5	106	87.7
	2019 - 20	1550	84.7	13	84.6	100	90	104	71.2	265	83.4	14	100	24	91.7	797	86.2	141	78	92	91.3
	2020 - 21	1528	84.7	10	60	95	93.7	82	78	301	81.1	10	70	12	50	819	86.2	116	85.3	83	88
HE 250	2018 - 19	1652	83.5	14	85.7	140	91.4	123	68.3	247	81.4	8	87.5	36	100	836	84.3	135	83	113	84.1
	2019 - 20	1335	83.7	14	64.3	130	86.2	88	70.5	278	83.1	11	81.8	34	88.2	582	84.9	110	84.5	88	87.5
	2020 - 21	1069	83.2	5		91	91.2	52	73.1	209	77	8	87.5	11	81.8	522	86.6	94	76.6	77	84.4
HE 295	2018 - 19	743	81.6	3		45	84.4	39	61.5	95	76.8	5		17	94.1	422	82.9	65	83.1	52	86.5
	2019 - 20	748	81.3	4		51	92.2	30	73.3	125	82.4	5		13	100	418	79.7	59	83.1	43	81.4
	2020 - 21	747	80.9	5		58	84.5	21	76.2	115	78.3	4		9	77.8	423	81.1	61	83.6	51	80.4
Totals	2018 - 21	10940	83.6	86	78.3 (n=69)	815	89.3	633	71.7	1846	81.6	73	86.4 (n=59)	183	88.0	5691	84.7	908	82.2	705	86.2

Table C-2.3: Enrollment (Enrl) and Success Rate (% S) by Race Gen Ed Courses

	Year	Overall		Native American		Asian		Black		Latinx		NHoPI		International		White		Multiracial		Unknown	
		Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
HE 212	2019 - 20	280	86.4	2		15	80	20	75	57	87.7	2		5		131	85.5	22	95.5	26	88.5
	2020 - 21	389	84.1	2		21	100	24	70.8	95	88.4	7	85.7	9	100	184	82.6	28	78.6	19	78.9
HE 213	2019 - 20	148	83.1	1		13	100	6	83.3	26	76.9			3		77	83.1	9	77.8	13	92.3
	2020 - 21	137	76.6	1		9	88.9	9	44.4	21	81	1		6	83.3	63	82.5	15	46.7	12	100
HE 251	2019 - 20	282	79.4			25	68	15	80	52	80.8	3		6	100	142	81.7	18	66.7	21	85.7
	2020 - 21	289	80.3	1		27	85.2	24	66.7	49	71.4	1		2		142	83.1	21	76.2	22	90.9
HE 262	2019 - 20	205	85.9			14	92.9	16	75	40	82.5	1		10	100	100	86	17	82.4	7	100
	2020 - 21	216	83.3	2		13	61.5	16	75	45	84.4	1		4		108	84.3	17	88.2	10	90
HE 264	2019 - 20	97	81.4	1		7	100	2		13	84.6					57	86	14	57.1	3	
	2020 - 21	93	75.3			6	83.3	5		12	58.3	1		3		55	81.8	7	42.9	4	
Totals	2019 - 21	2136	82.0			150	85.0	137	72 n=130	410	82.0	17	86 n=7	48	97 n=31	1059	84.0	168	74.0	137	89 n=130

Table C-3.1: Enrollment (Enrl) and Success Rate (% S) by Pell Offering

Course ID	Year	Overall		Offered		Not Offered	
		Enrl	% S	Enrl	% S	Enrl	% S
HE 110	2018 - 19	29	100	7	100	22	100
	2019 - 20						
	2020 - 21						
HE 112	2018 - 19	433	92.8	250	90.4	183	96.2
	2019 - 20	232	94.4	145	92.4	87	97.7
	2020 - 21						
HE 125	2018 - 19	22	90.9	9	100	13	84.6
	2019 - 20						
	2020 - 21						
HE 212	2018 - 19	294	77.2	165	76.4	129	78.3
	2019 - 20	280	86.4	157	87.3	123	85.4
	2020 - 21	389	84.1	186	82.3	203	85.7
HE 213	2018 - 19	146	80.1	77	79.2	69	81.2
	2019 - 20	148	83.1	70	82.9	78	83.3
	2020 - 21	137	76.6	56	78.6	81	75.3
HE 242	2018 - 19	1568	85.2	751	82.4	817	87.8
	2019 - 20	1550	84.7	754	81.2	796	88.1
	2020 - 21	1528	84.7	693	83.7	835	85.5
HE 250	2018 - 19	1652	83.5	721	81.4	931	85.2
	2019 - 20	1335	83.7	586	82.8	749	84.4
	2020 - 21	1069	83.2	394	80.5	675	84.7
HE 251	2018 - 19	169	71	83	68.7	86	73.3
	2019 - 20	282	79.4	136	70.6	146	87.7
	2020 - 21	289	80.3	129	76	160	83.8

Course ID	Year	Overall		Offered		Not Offered	
		Enrl	% S	Enrl	% S	Enrl	% S
HE 252	2018 - 19	55	92.7	23	87	32	96.9
	2019 - 20	67	89.6	29	82.8	38	94.7
	2020 - 21	57	86	20	75	37	91.9
HE 254	2018 - 19	11	100	8	100	3	
	2019 - 20	15	73.3	8	62.5	7	85.7
	2020 - 21	17	76.5	2		15	80
HE 255	2018 - 19	32	78.1	16	93.8	16	62.5
	2019 - 20	11	72.7	3		8	62.5
	2020 - 21	20	65	7	57.1	13	69.2
HE 262	2018 - 19	175	81.7	105	81	70	82.9
	2019 - 20	205	85.9	109	78.9	96	93.8
	2020 - 21	216	83.3	105	81.9	111	84.7
HE 264	2018 - 19	115	85.2	54	79.6	61	90.2
	2019 - 20	97	81.4	51	72.5	46	91.3
	2020 - 21	93	75.3	36	66.7	57	80.7
HE 278	2018 - 19	77	79.2	42	71.4	35	88.6
	2019 - 20	92	81.5	45	75.6	47	87.2
	2020 - 21	83	84.3	33	75.8	50	90
HE 295	2018 - 19	743	81.6	283	77	460	84.3
	2019 - 20	748	81.3	242	75.2	506	84.2
	2020 - 21	747	80.9	234	77.8	513	82.3
Totals	2018 - 19	5521	83.8	2594	81.4	2927	85.9
	2019 - 20	5062	84.1	2335	81.1	2727	86.6
	2020 - 21	4645	82.8	1895	80.7	2750	84.3

Table C-3.2: Enrollment (Enrl) and Success Rate (% S) by Pell Offering 242, 250, and 295

Course ID	Year	Overall		Offered		Not Offered	
		Enrl	% S	Enrl	% S	Enrl	% S
HE 242	2018 - 19	1568	85.2	751	82.4	817	87.8
	2019 - 20	1550	84.7	754	81.2	796	88.1
	2020 - 21	1528	84.7	693	83.7	835	85.5
HE 250	2018 - 19	1652	83.5	721	81.4	931	85.2
	2019 - 20	1335	83.7	586	82.8	749	84.4
	2020 - 21	1069	83.2	394	80.5	675	84.7
HE 295	2018 - 19	743	81.6	283	77	460	84.3
	2019 - 20	748	81.3	242	75.2	506	84.2
	2020 - 21	747	80.9	234	77.8	513	82.3
Totals	2018 - 21	10940	83.6	4658	81.2	6282	85.4