

ACADEMIC PROGRAM REVIEW



CROSS CULTURE STUDIES FALL 2012

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In 1973, an instructor by the name of Paul Jacques established the Multi Cultural Studies Department here at Grossmont College. It was a time when colleges and universities were developing minority studies programs as a response to the Civil Rights Era. In addition, campuses across the country wanted to make curriculum more inclusive to academia. Thus, universities began to establish departments and curriculum associated with Black Studies (now known as African American Studies), Chicano/Latino Studies, Asian American Studies, Native American Indian Studies, and finally, Women 's Studies. Today, in spite of budget cuts, many universities and colleges still maintain a commitment to the importance of these departments to the college or university. For example, at San Diego State each Ethnic Studies department has full-time faculty, B.A. and M.A. degrees, and core elected offerings with other departments. Many of these departments also fulfill diversity requirements that many colleges and universities are committed to.

The University of California San Diego, UCSD, has an Ethnic Studies Department that has faculty and courses that are taught by African American professors, Chicano/Latino professors, Asian professors, Native American professors, and women's professors. This configuration is a common model throughout the country, less costly than full departments for each ethnic group. In San Diego, in the late 1960's early 1970's, community colleges were also developing similar departments and courses throughout the county in San Diego. Today, all the local community colleges in San Diego have departments that focus on each ethnic group. However, Grossmont College took a different approach when it developed the Multi-Cultural Studies Department(CCS).

The first full time faculty of CCS developed the major, core courses, and the major. Then, in 1989, Tom Gamboa was hired as a full-time faculty member and served as a full time coordinator of what was now called, "Cross Cultural Studies Program"(CCS). His immediate task was to upgrade the curriculum and consolidate CCS into clusters representing the various ethnic groups. The four clusters that were developed, and still used today, are branches of each group (see appendix 2). Students must take courses 114 and 115, then move to one other branch, and finish with three final courses. This is the CCS

major. CCS has been able to include a 5th branch to include course work in Women's Studies. The model was to offer a number courses on each group (2-3 in the core), then a number of courses outside the core, and a language course. The ideal model then would have a full time faculty member for each group, one full- time African American professor, Chicano/Latino professor, Asian American professor, Native American professor, and a full- time professor for Women's studies. Then the push would have been to move CCS from program status to departmental status. This model department attracted many community colleges up and down the state. It has specific courses, yet general courses in Culture and Social Science. For example, specific course: Images of Black Women, general course: Minority Group Relations. CCS still receives calls for information on our program and major. Over the years, CCS has had two full time faculty members to carry the core courses of the CCS major. When Tom Gamboa was hired, Juanita Brown was a full- time instructor teaching African American studies until she retired. Paul Jacques was a full time instructor when he taught in the department until he moved over to the Spanish Language department. CCS never had the continuity to get the model off the ground. Positions came and went. Throughout the 1990's, Tom Gamboa assembled a team of part-time instructors to teach specific areas of the CCS core. Danny Martinez was hired to teach the Chicano(a)/Latino(a) courses, Elaine Pablo taught the Asian courses, Abullah Shabazz the African American courses, and Tom Gamboa taught the Native American courses. Included in part time faculty were members of other departments that taught additional courses to round out our offerings. Then, in 1999, Tom Gamboa developed a major that was new to CCS, "Gaming". Many colleges and Universities that had ideas about establishing a gaming program that looked at the CCS model. The gaming program was designed to work with the various county tribes to develop a certificate for those students wanting to enter the gaming industry, or for promotion within the casinos. CCS gained the support of all of the county's tribal councils. Over the years, all the full time and part-time faculty, always worked together to grade up the courses offered in CCS. When CCS had to appear before the Curriculum Committee update course content, descriptions, assignments, update textbooks, and other requirement (G.E., transfer status of

courses), CCS faculty worked on the presentation of materials. When it was time for Program Review, all instructors were part of this process.

By now, CCS enrollment was steady and growing, and the student population at Grossmont College was changing. When viewing the Grossmont College 50th anniversary materials, it is important to look at the student population in the 1960's and compare it to what the student body looks like today. In the last 10 years, "diversity" has become the focus on college campuses. As the campus became more diverse, CCS classes became increasingly relevant to the changing needs of campus population. The University of California requires students to have courses that fulfill the diversity requirements. The California State University system also has diversity requirements. Often, many of our former students request a CCS course syllabus to get diversity requirement credit. Keep in mind, the majority of students that take CCS courses are White students. This has been the case since the early 1960's on many college and University campuses in the region and in the state. In our last two program reviews, student comments indicate support for our courses and faculty. CCS courses that are cross-listed with other departments have a positive effect on students from other majors. For example, students majoring in History, Sociology, Nursing, Criminal Justice, to name a few, take CCS history courses learn how relevant the course material is to their major.

Many disciplines require "diversity courses" as part of the major and/or pre-requisites to graduation. Take for example, nursing and criminal justice. Many state programs or departments in our state have these requirements for these areas of study. If one has a career in Criminal Justice, who are his/her clients? Who makes up the inmate population in California's State Prisons? People in the health industry have to be aware of the diversity in California's population. Awareness to diversity has also gotten the attention of health administrators and workers, for example Asians and Latinos use a variety areas associated with folk medicine and may speak Chinese or Spanish. Keep in mind, the majority population in California are people of color with diverse cultures. A focal point in CCS asks the question: how does this change the culture of California, equity, race relations, and tolerance? Finally, language is an

important aspect of culture and students entering the business community are learning how important language is in business, just look at the billboards around the city and see how many are in Spanish.

CCS started by educating students on the history and issues in the minority community. Students still enjoy the discussions on the history of different groups in the U.S. Today, CCS has not abandoned its core focus to pursue the idea of social change society today. Also, keep in mind that most of our students have experienced more diversity settings than previous generations. Once students take a CCS course, many will continue to take additional courses. While the GCCD supports diversity on the surface, in reality budget cuts have devastated the CCS program. While the district maintains a position of supporting diversity, in the last accreditation report for Grossmont College, diversity was a major issue that needed attention. To address this concern, the curriculum committee set up a sub-committee on diversity. When one examines other campuses around the state going through their cut backs, it becomes evident they have been careful not to do major cuts in the so called "minority programs". So, we come a full circle, is there a commitment from Grossmont College to CCS?

Most successful goal**What actions have been taken to achieve this goal?**

Since our last two Program Reviews, CCS continues to strive for excellence in improving the CCS program. While we have lost numerous sections since the last Program Review, CCS faculty keep a watch on grade inflation, recruit students for CCS, work with other departments in classes that are cross listed, work with the respective minority community, and work on completing the SLO's for all CCS classes. An important goal for CCS is the ongoing relationship CCS has in the minority communities of San Diego County.

Report and explain data that verifies progress toward your goal.

In the fall and spring of 2008 and 2009, CCS went through an extensive evaluation of its commitment to excellence. CCS initiated its SLO process. CCS began the process of establishing criteria to evaluate the progress of the program and students taking CCS courses. CCS faculty produced three areas for assessment: 1. Define and appreciate cultural diversity, 2. Contrast past forms of history with the history of inclusiveness. 3. Analyze the sources/causes of inequality and discrimination. The first year, CCS utilized qualitative measurements through essay reports. The assessment was based on points for each answer that reflected the student knowledge of the criteria. Working with SLO coordinators (Devon Atchinson, Micah Jendian and Angela Feres), we established benchmarks associated with class materials and grades to measure success rates for each student, plus their class grade. For example, three essay questions are associated with SLO criteria-what is diversity, what is meant by inclusiveness, and causes of inequality and discrimination. Each question was worth three points plus a point for overall answers.

Students did well in completing this assignment, however, CCS continues to modify and review the point process. The second learning outcome and assessment that CCS developed in 2010-12 was an improvement over the qualitative approach. With the help of the GCCCD Planning Department(Jerry Buckley and staff), CCS turned to a quantitative method of measurement. CCS selected CCS/Soc. 114 to establish a new assessment process. CCS faculty and SLO coordinators reviewed the final exam questions for that course, which were true or false and multiple choice. The final was divided in three parts, essentially the SLO criteria. By looking at each question in the final exam(90), there were questions that fit into each of the 3 categories. They were highlighted by color and number. For example, one blue, one red, and one green. Once the District staff received the final scantron, they established a program to assess the results. See appendix 5, you can see the results. CCS will have a additional discussion on the results in the SLO section of this report. CCS is now working on improving the qualitative assessment tool to be added to its quantitative tool. A mixed methods approach should give CCS an excellent

assessment and evaluation tool. **For now, what CCS has succeeded in accomplishing is the statistical data for SLO and the bar graphs that show the results. This measurement will be applied to all our CCS classes for SLO results. When completed, CCS can develop variety of data results for the whole program. CCS is proud of the work that went into developing the bar graphs for the SLO's.**

Least successful goal

Out least successful goal, is the inability to have the resources to complete all the CCS goals that have been planned. The program's least successful goal has been not being able to expand the CCS curriculum.

What challenges or obstacles have you encountered?

The main challenge and obstacle has been the impact of the CCS budget reduction. While our goal continues to be to improve or expand curriculum, the reduction of faculty has left CCS with a serious lack of participation in decision making, developing strategies for CCS, and lack of connection with the minority community. This budget reduction also threatens the very existence of the CCS Program.

Projects that were being developed have been dropped because of lack of funding and faculty.

Has this goal changed and why?

CCS has not changed any of its goals, even with the state budget cuts. Throughout the years, CCS has maintained its goal and criteria of excellence in everything it does. CCS faculty has always been committed to its goals and program review recommendations. CCS will continue to promote its program to students and the community. For CCS this a natural goal

Implementation of Past Program Review Recommendations

Many of the items that are in the 6-year plan were based on the last program review recommendations. The whole section of 1.3 has to do with all the working priorities that CCS has as a program

1.3 CCS Program 6-year plan in **appendix 1**, has the last Program Review recommendation. Describe changes that have been made in the program in response to recommendation from the last review.

The most recent Program Review recommendations are from 2004. They are as follows:

#1. Continue to establish good academic standards, existing competencies, and instructional delivery as departmental priorities to be discussed with all department faculty to assure consistency.

#2. To review grading, course outlines, course requirements, assignments, and the rigors of the courses to insure an objective grading system.

#3. To develop an ongoing CCS Department survey to determine the overall status of the department.

In this case, CCS wants to look at courses that do have high student enrollments to those that have low numbers, and determine if they were recommended by Counselors or by students who have taken CCS courses in the past. Do courses fulfill GE requirements? Are courses interesting to students?

Informative? And, do courses give students a better understanding of diversity in society.

#4. CCS in conjunction with Curriculum Subcommittee on Diversity, review all course description to alert students on the advantages of taking CCS courses for GE requirements, transfer diversity credit

at many CSU and UC Universities.

#5 Whenever possible to continue to establish a cross listing of courses with other departments such as, the English Department, Child Care Program, Communication Department, History and Sociology. Thus, to increase our relationship with other departments to expand potential activities such as guest lectures, panel discussions, videos and lectures.

#6. Review course offerings to delete courses that have not been offered in the last five years and to develop new courses that address changes in society.

All recommendations are ongoing as priorities for the CCS department. Below are the expanded responses to the last Program Review Recommendations.

1. CCS continues to maintain good academic standards and competencies, and instructional delivery is always a priority and discussion with the CCS faculty to assure consistency across the department. All areas of concerns are discussed during departmental meetings, one-on-one meetings with, faculty, and with campus workshops that discuss issues of standards, delivery and existing competencies. Academic committee(senate, curriculum, etc.) meetings usually update policies or strategies that need to be incorporated into CCS classes. For example, G.E. requirements and possible changes, requirements for American Institution credit, IGETC transfer requirements, and diversity requirements that four year institutions require for graduation. Status of this recommendation: ongoing
2. As mentioned in the CCS grade analysis section, CCS reviews all grades given in all our CCS courses. In additions, CCS faculty review course outlines, requirements, assignments and the rigors of the course. Over the last two Program Reviews, data indicates grade distribution has been fairly balanced in contrast to from previous years. More on this recommendation will be discussed later in this report. Status of this recommendation: ongoing
3. CCS continues to work with the Dean and scheduling office to obtain larger classrooms and a variety of class offerings throughout the day/evenings. CCS faculty reviews each academic year the courses that have high enrollment and those that are low. There are courses that remain high consistently and tend to be courses that fulfill GE requirements, fit the IGETC criteria, and transfer to the University. Recently, CCS has received many requests for course outlines from former students wanting to fulfill diversity requirements from their University. The sub-committee of the Curriculum committee found that many universities have a diversity requirement for an undergraduate degree. In California, California State Universities and the University of California, students are required to fulfill this requirement as part of their undergraduate degree. This has been a great addition to CCS enrollment and fulfilling the existing requirements—GE, IGETC,

transfer, and diversity. CCS and cross-listed departments also benefit from the added requirement. Status: ongoing

4. In line with goal number 3, CCS has given priority to diversity as a goal. CCS has participated with the Curriculum sub-committee on diversity and the GCCD's Districts Diversity committee. In the last Program Review for the college, a recommendation from the visiting team was to enhance the importance of diversity in all Grossmont College courses. This recommendation is based on the changing population of California. Recent studies indicate that people of color are the majority population in California. While Grossmont is celebrating its 50 year anniversary, one can see similar changes in our student population. Look at the campus in 1964 and now in 2012. Students are not only from our service area but throughout the county, especially from the So Bay area (CCS mentioned this when SR125 was being built in our last review). CCS continues to inform students on the importance of diversity in business (more bilingual ads and markets), education (3 largest school districts in California have the highest diverse populations), the health industry (the need for workers to understand bilingualism and bi-culturalism. Our nursing program enrolls many student into CCS/Soc. 114 class). More importantly, CCS addresses the question, how does this diversity affect race relations in California and the United States? Finally, CCS continues to recruit faculty that reflects diversity and supports the goals and mission of CCS. A review of the faculty hires over the years point to this diversity. Status: ongoing

5. Currently, CCS has established a number of cross listed courses with the following departments: History, Sociology, Child Development, Spanish, and English. There are two programs that CCS and English have a joint venture with, Project success and 1st Year Experience. Project Success is an excellent program and its success with students is reflected in the surveys taken at the end of the semester. Students leave with a positive attitude in their experience with the material and the faculty. Data shows how popular the program is among the students in the program, but more importantly, the skills and knowledge students have gained in the classes. In the English Department's Program Review, data will be discussed. For now, CCS offers History 119 while English offers 110. Students are enrolled in both classes. This way, one class develops composition skills, while the History class develops content. CCS is currently working with the English Department on the 1st Year Experience. CCS will offer CCS/Soc. 114 while English will offer English 098 and 098R. These classes will focus on reading, writing, and content retention. CCS and the English Department selected excellent instructors for this program. Status: ongoing

6. Due to fiscal reductions, planning, budgeting and programming, strategies are somewhat static. We continue to reduce classes that have not been offered in the last 5 years or more. Starting with the 2012-2013, we will drop classes that have not been offered in last 5 years or more. CCS would like to propose that the key courses in CCS continue to be scheduled and in the college catalog. The core courses would be: 114, 115, 118, 119, 130, 131, 150, 151, 180, 181, and 2-3 unit courses. This would maintain the integrity of the major and program. These are the courses that fulfill requirements for Area C-Humanities and Area D-Social Sciences. In addition, CCS and the Spanish Department offer a language requirement of Spanish 120A and Spanish 120B for both CCS and Spanish majors. Many companies, especially their Human Resources departments, require staff to learn about diversity as

a course for promotion. The City and County of San Diego give their students extra pay for taking such courses. A future goal for CCS is to advertise courses to companies that give credit to employees who take CCS courses and have a high demand for bilingual and bicultural workers. This will be an ongoing strategy.

Section 2-Curriculum Development and Academic Standards

In **Appendix 2-Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog. If your program has an Associate Degree program, include the relevant pages from the catalog.

- 2.1 Review your courses outlines and explain how these outlines reflect currency in the field and Relevance to student needs, as well as current teaching practices.

Appendix 2 includes the catalog description for all the courses that are offered in CCS. The Curriculum Committee along with CCS periodically updates and deletes courses that have not been offered for five years or more. While this has been an ongoing routine, budget cuts have had a greater affect on CCS offerings. Despite the budget cuts, CCS faculty continue to evaluate existing courses to insure compliance with curriculum requirements, for example, reviewing prerequisites, and recommended courses.

Faculty continues to review course outlines to evaluate currency in teaching skills and materials. For example, curriculum requires that textbooks be current within 5 years. However, there are textbooks that are referred to as “primers”. Published in 1970, Dee Brown’s book, “Bury My Heart at Wounded Knee” is still used in many universities and colleges (History, Ethnic studies, Native American Indian Studies). In addition, many CCS faculty use contemporary materials such as journals, computer search, and library resources.

CCS faculty emphasizes the importance of understanding what Cross Cultural Studies is. Early on, the mission and goals for CCS, were for students to understand “inclusive history”, race relations in American society, what is meant by prejudice and discrimination, the social economic status of minorities and classes in American society, culture and language of minorities, and the importance of education in addressing the social issues and problems of society. This knowledge produces skills that students will need when transferring to a 4 year institution or employment. Finally, CCS faculty and students work on the SLO’s that are keys to this knowledge, and we include the importance of academic discipline.

- 2.2 What orientation do you give to new faculty (both full-and part-time) regarding curricular expectations (i.e., SLO and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.

During the interview process prospective faculty are asked a series of open-end questions on how they define “diversity” and how multiculturalism fits in academia? How would you teach in courses that have a diverse class population and how well they know the importance of SLO’s. Give examples of course syllabus requirements, classroom activities, grading philosophy, and their fundamental pedagogy. This is to get an idea and give an idea on what CCS expects from faculty.

- 2.3 Give some examples of how your department members keep their instruction (i.e., delivery, content, materials, and syllabus) current and relevant to student academic and/or career needs.

Historically, as a program with minority faculty, CCS faculty has had great relationships with all the four year institutions in San Diego. For example, CCS has a close knit relationship with SDSU minority departments in a variety of areas related to our areas of study-Social, Cultural and Political interests. Also, give us the opportunity to recruit part time faculty from their Masters programs

CCS faculty take academic currency and relevance seriously, it is one the major goal of the CCS Program. As American society becomes more diversified, the more changes occur in academic information. New perspectives require a shift in academic thinking. CCS faculty attend yearly conferences on Asia and Latin American to increase new knowledge, current research, new statistical data and new trends in employment. Take for example, the discussion earlier in this report on many businesses, private and public organizations (i.e., city/county government, CBO's (community based organizations). Many are doing what Grossmont College is doing when it comes to "diversity". They want to employ workers who understand culture and language. Take for example court typists who can receive more money if they are bilingual. Corporate advertisement requires an English version and Spanish version, thus needing people who understand language and culture. Drive around San Diego, California, and the US and you see highway billboards that are written in Spanish. At UCSD, USD, and SDSU two major areas of study on all three campuses are courses on Asia and Latin America. CCS faculty attend conferences on these campuses that are yearly conferences on Asia and Latin America. Discussion centers on the Asian market and the Latin American market. Both have an economic impact on the world economy. These markets are producing a vast network of communications and jobs. These are the future jobs of our students. Also, CCS faculty interact with faculty members from the various minority departments on those campuses.

- 2.4 Analyze the data in **Appendix 3-Grade Distribution Summary Report**. Identify and explain any Unusual retention patterns or grading variances (to figure retention percentages, subtract the W's from the total enrollment and divide the result by the total enrollment).

Appendix 3 contains the grade distribution and enrollment figures. In the last two CCS program reviews, there were concerns about grade inflation in all our courses. Since that time, CCS has monitored grades for all CCS courses as a goal. A review of the data indicates that CCS grade distribution is actually in the middle of the division. That is, the number of "A" grades given in CCS courses are similar to other disciplines in the division. What is quite apparent, for this program review, is the decline of schedule courses based on the budget cuts. This means, that in those classes being offered, there is higher enrollment and retention. Grade distribution still is a priority. The number of withdraws that most departments experience are usually based on a students' financial situation, employment, or personal situation.

- 2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g. mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

Current and new faculty, will discuss courses that have similar course content for different groups. For example, all faculty that teach the CCS/ History courses-African American perspective, Chicano(a) perspective, Native American perspective, Asian American perspective will get together during staff development week in fall and spring to discuss grading strategies, grading and SLO's, innovation in new approaches, integrating new ideas, and critical thinking along with learning skills. Currently, CCS does not have many multiple section courses.

- 2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

With the retirement of Tom Gamboa, the Gaming program came to a halt. Since there was no one working on the gaming program, the gaming program lost its support from the administration and the tribal councils in San Diego County. To re-establish the gaming degree, CCCS must hire a Native American Indian faculty member who can work on the developing the program.

Currently, CCS has not developed any new courses for its program. This is due to the budget cuts that have reduced the number of sections. CCS has lost its gaming program due to low enrollment. However, the Business Department would like to reinstitute the program with CCS to develop a gaming certificate as part of its major. This will depend on state funding. CCS financial reductions have devastated the opportunity for developing new courses. The strategy will be to set aside existing courses until funding can add courses.

- 2.7 How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

The overall academic character of the Cross Cultural Studies program curriculum is the social construction of diversity, inclusive history, the various aspects of race relations in American society, and the study of culture. All these are studied through the vision of change. Social change is the key component that students need to become aware of. Why and how it happens is a key to understanding the social constructs of society and interaction in daily life. All CCS courses have this as a common theme, while maintaining the rigors of theory, (old and new) and methodology on how to study the minority community. That is why it is important to have faculty who understand these communities and bring these observations to the classrooms. When there are significant changes in the minority community, new forms of research are produced that lead to new ideas about issues and change. However, since CCS has had a reduction in faculty, this becomes difficult to achieve. CCS continues to fulfill this goal with existing faculty. CCS will respond to change by evaluating its curriculum to reflect the changes in society.

- 2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face to face sections. Is there anything in the data that would prompt your department to make changes?

Currently, CCS does not offer distance learning sections. CCS faculty have discussed having some distance learning courses in the future. CCS discussion focuses on community organizations, the private and public sector giving employees work credit to fulfill a diversity requirement for employee promotion or program changes (i.e. the city and county of San Diego gives points to employee salary for those who have taken diversity courses). CCS does plan to develop offer distance learning courses for students and employee that can use distance learning courses. This will be a CCS goal for the next program review.

2.9 If applicable, list the courses in the program that are duplicated at Cuyamaca College and are not aligned. Comment on the current status and describe the plans for alignment.

All courses that are aligned with Cuyamaca, are first discussed with the appropriate departments that have similar listed courses between the campuses. For example, the four major departments are, History, Sociology, and CCS at Grossmont College, while at Cuyamaca the history and sociology department all work to develop the alignment between both colleges. Then the Curriculum committees on both campus will review and approve the alignment. Due to the budget crisis, many of the aligned courses that both schools have approved in the past have been cut. Cuyamaca had the following aligned courses with Grossmont College: History 118, 119, 130, 124, 180, 181, and Sociology 114. These courses are similar to CCS: 118, 119, 130, 124, 180, 181, and CCS/Soc. 114. Cuyamaca has dropped many of these courses due to budget cuts.

2.10 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools.

Not applicable. **In the past, CCS faculty visited our service area high schools and their History programs. CCS would meet with students, then faculty. Students were given information on the CCS program and degree. While CCS faculty spoke with high school faculty to exchange ideas on history and CCS.**

2.11 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulations with four-year institutions. Please describe how the program ensures that articulation with four-year universities are current.

CCS works with Janice Johnson, Grossmont College Counselor and Articulation Officer to verify and review articulation changes that occur in the UC system and the CSU system. Many of these universities accept our CCS courses for diversity requirements, IGETC, and transfer requirements. CCS and Janice Johnson work closely with SDSU, UCSD, and USD to insure CCS courses are accepted when students transfer to any of those universities. Janice gives CCS periodical update on status of our courses.

In addition, CCS faculty meets with Department faculty on those campuses to discuss current issues and methods in the field. CCS has had an ongoing relationship with those departments since the creation of the CCS Program.

Section 3- OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4-Annual Progress Reports** as well as **Appendix 5-Course to Program SLO Mapping Document**, answer the following questions:

3.1 What is working well in your current SLO assessment, and how do you know? What needs improvement and why?

In appendix 5, CCS has the first SLO results for CCS 114. With the help of the SLO team includes, Micah, Devon, Angela, plus, the district staff in planning, and Jerry Buckley, CCS was able to design the 1st SLO measuring tool. CCS began by utilizing CCS/Soc. 114 final examinations to measure 3 SLO Areas(appendix 5). The first set of questions (12) in the "red" survey sheet focus on "past forms of history with inclusiveness". The second set of questions(11), is the "green" sheet survey that focuses on "define and appreciate cultural diversity". The 3rd set of questions(8), is the "blue" survey sheet that focuses on "analyze the sources/causes of inequity and discrimination". The questions that measure SLO outcomes are associated with all three areas. With this in mind, our team set up these questions on a scantron with help from Jerry Buckley and staff. They devised a program that produced the data in all 3 areas. Looking at the results, students scored high (knowledge) on each category. Very few students scored low on the answers for each SLO areas. This application and method of measuring SLOs, has worked quite well. Our next SLO goal is to develop an essay type of measurement tool for CCS. Developing this measuring tool will allow CCS to have two methods to measure SLOs, one quantitative, the other qualitative. **As indicated above,**

CCS continues to seek and improve our SLO measuring process. Please see the bar graphs that CCS developed from the first measurement tool. The bar graphs have caught the interest of some instructors. CCS faculty will continue to participate and modify the process. There is always room for improvement. 1st part are responses to questions related to SLO followed by color bar charts. These are found in the SLO appendices.

3.2 Are there any program SLOs that are not adequately being assessed by you course-level SLO? If so, please indicate by clearly designating modifications to your **Course to Program SLO Mapping Document** in **Appendix 5**.

CCS SLOs are the programs commitment to allow students to think critically on a diverse perspective, or what CCS likes to call, "inclusive studies" in academia. This inclusiveness means the social sciences cover and include all minority groups in the United States. This in itself challenges our students to reassess traditional Social Science. Mapping is important to CCS. It means evaluating SLOs outcomes to new materials in the field of Sociology, Political Science, Economics, History, and other disciplines. From the first results, we learned that there were areas that needed to be reassessed, for example, Social Economic Status (SES). Through our first results, we learned that a good majority of students didn't understand this concept and how it worked or the importance of analyzing data for class position in society, economic background and how it related to our minority

groups in society (actually all members of society). With this information, there was more emphasis on social economic status in classroom materials. With the help of the SLO coordinator, CCS was able to modify questions used in the final.

3.3 Since the beginning of establishing SLO's, working and meeting with Devon, Micah and Angela, CCS has been able to discuss SLO modifications, new SLO possibilities, and update the process, especially mapping. Frequent meetings with SLO faculty and CCS faculty addresses the concerns you may have on SLO's and courses, mapping, assessment analyses. These are discussed at our meetings every time we meet

SECTION 4-STUDENT ACCESS

4.1 How does facility affect access to your program?

By CCS being creative and having flexibility in scheduling, evening or afternoon classes, CCS has had minimal impact on current facility needs. CCS works with Instructional Operations (Marsha, Danielle, Reyna, and Bobbie) to insure CCS does not run into scheduling conflicts with other departments. In the past, CCS has exchanged rooms with other departments when they need larger rooms or CCS needs a room at a certain time. Instructional Operation will help do the exchange.

4.2 Discuss what your program has done to address any availability concerns (i.e., alternative delivery methods, alternative scheduling sessions, off-site offerings).

Review of the previous section, reveals there are no real available concerns. For now, CCS must maintain its core courses to have courses for the major and program viability. In the past, for the Gaming Program, CCS offered a course at an off-site located on the Viejas Tribal Education Center. The Tribal Council has approved the use of this site to offer a variety of courses. There were 4-5 courses that were offered in the evening. When financial resources expand (?), CCS will increase its course offerings by adding those sections that were previously cut and restore the program and establish a transfer degree. In addition, CCS will begin to develop distance learning courses on line.

4.3 Based on your analysis of the Student Survey results in **Appendix 7, what trends did you observe that might affect student access (i.e., course offerings, communication, and department and course resources)?**

In the past, student surveys from students taking CCS courses, indicated how students felt about taking CCS classes. Most responded that they had a better understanding of the differences among people and culture. The survey results showed how student respondents were either "satisfied" or "very satisfied". The current survey data shows that students continue to be supportive of CCS courses. While student enrollment numbers have declined from the previous program review, there are numerous patterns between the past and the present program review. Most students continue to find out about CCS classes through the class schedule or college catalog. Some students find out about CCS from other students, counseling, and EOPS. The number of classes students take in CCS still remains high with students taking additional classes in CCS. Another important point to be made is that as students research the universities they are trying to transfer to, they find out that they require "diversity" requirements. Many students that transfer will request a CCS course outline to fulfill this requirement. Then, there are those who attend summer school to take the CCS classes

for the diversity requirement. If you ask students their overall view of CCS courses, faculty, and satisfaction, students gave high praise to CCS faculty. While the survey doesn't point this out, CCS faculty will request students attend office hours to discuss class materials or concerns.

On the point of course offerings and course resources, once students recognize the importance of CCS courses (Social Science requirements, IGETC, G.E., diversity requirements from universities), students begin to recognize the subject and content within each course. They support the idea of inclusive history, alternative view of history, the importance of race relations in America, and the future direction American culture. They begin to understand the differences between "melting pot" and the meaning of "diversity". As mentioned before, what does it mean when they hear, "the majority of California's population are the people of color. Even the state legislature is becoming more diverse in both houses. Finally, in the public and private sector, companies are looking for people who understand diversity. Included is an example of how a corporations view of diversity in the work place. If you have taken a CCS course, SDGE may give you credit for that course. This is happening across America. The importance of diversity came across in the last accreditation visit, when Grossmont College received low marks on diversity. With the reduction of CCS, while other San Diego County community colleges have maintained a level of offerings, they will come up with the same observation. The African American, Latino, and Native American communities have taken note of this reduction and are ready to support the maintaining of the CCS program. Keep in mind, CCS had indicated earlier in this report the close working relationship between CCS and the minority community. **What CCS still lacks, is the lack of support in publicly pushing students toward CCS, especially the counseling department, transfer center, and administration. What has to be done, is to have more CCS courses be part of the G.E. requirements equal to other social science courses. Students should be able to see that CCS courses have the same value as other Social Science classes.**

4.4 What implications do these findings from 4.3 have for your program?

Despite the lack of probing questions on the student survey, CCS continues to meet some of its goals regarding available times, student/faculty communications, and relevancy. Students continue to enroll in CCS courses given the financial crisis throughout the state. Throughout this report, CCS has made a case for the urgency of maintaining the program. Lack of course offerings has greatly reduced enrollment figures for the last 3 years. This in turn, has affected all data presented in this report, especially the WSCH. This situation has reduced CCS to operate in a limiting capacity. In order to survive, CCS will need a tremendous effort in rebuilding CCS to a level that allows CCS to grow in the future. **Enrollment data shows, when enrollment is high in good growth periods, CCS will get its fair share of enrollment. When enrollment is low, CCS will suffer low enrollment and will experience cutbacks in its offerings. What the data points out, a sharp decline in enrollment and the inability to recover at this point.**

4.5 Based on your analysis of questions 3-16 in the **Appendix 7-Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

Based on the data from the student survey, unfortunately for the answers to questions 3-16 there is insufficient data to make a good analysis. For example, the sample in the previous Program Review was a better indication on the overall status of CCS. While there are responses from current students taking CCS that suggest that suggest students support CCS and faculty, if we had more data like in the past, it would give us a better picture of CCS.

As for improvements or program expansion, in light of the lack of financial support, CCS cannot plan of expand the program until funding is restored.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/ Publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the **Student Survey (Appendix 7)**.

According to the student survey for most students, enrolling in CCS was the result of looking through the class schedule or course catalogue. Others found their way to CCS by talking to friends, students that had taken CCS courses, counselors-regular and EOPS, and CCS faculty. CCS also has an ad in the college schedule that advertises the CCS program at Grossmont College.

In previous years, CCS has held numerous campus activities for all students. CCS's biggest event was the annual Pow Wow. It was part of the San Diego County Tribal Pow Wow scheduled for most of the reservations in the county, it was part of a rotation: Barrona first, Sycuan, Viejas, Grossmont College, Pala, City Tribal Council (Balboa Park), and SDSU. CCS students were encouraged to attend Pow Wows for extra credit. Many Grossmont College students attended the annual Pow wow, most were students were enrolled in CCS Class.

Since the retirement of Tom Gamboa, and the renovation to the student center, Grossmont College has not had a Pow Wow in two years. The current Student Center does not have the capacity to hold a larger event like the annual Pow Wow. CCS has looked at campus sites that could hold the Pow Wow, but it needs a full time Native American instructor to organize the annual Pow Wows and Native American activities on campus. Students attending CCS activities greatly benefitted from participating and writing reports on their experiences. CCS would like to continue this activity and find a new venue on campus, but it will take a full time Native American instructor to organize this activities. The annual Pow Wow received support from the east county tribal councils throughout the years. CCS activities not only benefitted students, these activities fulfilled the diversity image of the Grossmont College campus.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any any strategies that were used to increase enrollment.

Since our last Program Review, due to budget cuts, CCS has eliminated low enrollment courses. In the past, during good financial times, CCS would use a variety of strategies to increase enrollment for low enrollment courses. For example, CCS faculty would set up tables in the student center during the first week of school to capture students looking for classes. CCS was able to increase enrollment. Another strategy, was to work with the counseling office to share with students the importance of CCS and its courses. Today, the Counseling Department have designated Cruz Cerda, James Canaday, and T Ford to work with CCS. This collaboration has been quite successful. A strategy that continues to work today, is to have our CCS student inform other students about CCS. This has been the best recruitment for CCS.

4.8 Based on an analysis and review of your **6-year Unit Plan (Appendix 1)**, what specific strategies were utilized to address access issues to special populations (e.g., ethnicity, age, and gender).

A review of the CCS's six year plan and the data from appendix 1, indicate the diversity of the student population taking CCS courses. CCS is a natural magnet to minority students. This is part

to the relevant connection that all our minority students have with the courses and faculty. For example, before Tom Gamboa retired, Native American Students gravitated to his courses and our part timers teaching Native American courses. Simply stated, this is because if you have a minority instructor, you

will have minority students. If you have minority students, you will have minority faculty. **Many student that take CCS courses , are students who like our course offerings and faculty and continue enroll and bring other students into the program. We announce all our course offerings in all our classes and make sure they inform other students about our classes and program.**

SECTION 5-STUDENT SERVICES

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success Issues of special populations (e.g., ethnicity, age, gender)

A review of the student profile data, you can see that CCS has a very diverse student population. There are a number of reasons for CCS to have a balanced student population. One reason has to do with the the curriculum and focus of the materials. Minority students relate to the materials and class discussion. For example, if the class is on history class of Asian American perspectives, the class text-book maybe on the historical experience of the Chinese American(or Japanese American, Korean Americans, Filipino Americans, and other Asian groups) in the United States. The Asian American students in class share those experiences with rest of the class. This is key, listening to an alternative perspective on American history. Then you add an Asian American instructor, students related to the instructor. It you have a Native American instructor, then you will have Native American students. Since the retirement of Tom Gamboa we have seen a decline of Native American students at Grossmont College and CCS. Bachir Idoui teaches the CCS classes on the Middle East, thus attracting Middle Eastern students into his course. Even if a faculty member in CCS is White, student still are attracted to the courses. Whether students are White, Black, Brown, Red, Yellow, young, or returning students, this is the CCS student profile. CCS is the most diversified department on campus. The data continues to show this pattern.

Another area of interest, that students like to study, are the community base organizations in each of the communities that we study. For example, Danny Martinez is active in the Latino community and can discuss issues that are important to the community. CCS students are often directed to study the role of community base organizations-functions, organizing, politics, and change. Studying Community based organization will be a requirement for many upper division courses taken at many universities. In addition, students observe many of the topics or issues that are discussed in class.

5.2 Describe specific examples of departmental or individual efforts, including instructional Innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside the formal classroom.

CCS faculty encourages students to participate in campus activities in the arts, literature readings, and political forums that are held on campus. Students are exposed and encouraged to attend various off campus activities that actively engaged them in areas that are part of class discussion. For example, Latino art exhibits at UCSD, Black Literature readings at SDSU, the Asian Community cultural celebration (in Point Loma). CCS faculty receive numerous invitations to community activities.

5.3 Explain how the program collaborates with other campus programs (e.g., interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

CCS find itself in a unique situation, since CCS is a very diverse department, many campus departments and committees seek to collaborate with CCS and its faculty. The best example is the English department and the highly successful “Project Success”. CCS offers CCS/History 119: U.S. History: Chicano(a) Perspective II with English 110. Evaluations of Project Success, found in the English department Program Review and student surveys, data indicates that students greatly benefit with this academic arrangement. Currently, CCS is again in partnership with the English Department and the 1st Year Academy. This is collaboration between CCS/Sociology 114 and English 98 and 98R. Normally students taking 114 must have taken 110, but in this case, students are registered in reading and writing. The first semester of this program began in the fall semester of 2012.

Another collaboration has been with the Spanish Department. In last 20 year, CCS and the Spanish Department have co-sponsored the Cinco de Mayo celebration on the Grossmont College campus. This activity exposes students to the Mexican American/Latino culture. CCS has held Pow Wows for 20 years on this campus. This was to open the Grossmont College community to the Native American Indian culture. With the renovation of the Student Center, the Pow Wow doesn’t have a facility to hold its annual conference.

5.4 Based on an analysis of “reports” data, discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any change you made to address these trends.

Since the last CCS program review, the demographic profile of the CCS program continues to be a very diverse student population. Of all ethnic groups, White non-Hispanic, African American, and Latinos tend to make up the majority of students enrolled in CCS. According to Grossmont College Demographic profile, CCS has comparable statistical data on minority and White students in its programs. However, the recent enrollment trends in CCS show an increase in Asians students. Many are from the Filipino American community in San Diego, while others are international students from Asian countries. This ethnic mix has been one of CCS greatest resources. Class discussions are more lively and interesting to all students. Other portions of the data make for interesting findings.

In the gender data, it is clear females make the bulk of students taking CCS classes. These were the same results from our last Program Review. For the age category, most CCS students fall in the age range of 19-24. Over half of our student fall in this age category. Consequently, CCS has diversity the areas of ethnicity, age, and gender. CCS is part of a major demographic shift in the Grossmont population. In the State of California, the people of color are now the majority in the state. There are some individuals in Grossmont College that still do not understand this shift, which requires new methods of teaching. Many academicians call this, “a major paradigm shift” in the way we look at our students. CCS cuts is an example of individuals who do not understanding the importance of our courses, program and who would continue to cut courses or abolish the program.

Age	Spring 2004	Spring 2010
19 or less	38.6%	28.1%
20-24	39.3%	43.3%

25-29	11.4%	11.5%
30-49	7.2%	14.1%
50+	3.4%	2.1%
Ethnicity	Spring 2004	Spring 2010
White non-Hispanic	24.1%	20.8%
Latino(a)	26.2%	39.1%
African American	14.8%	23.4%
Asian Americans	13.8%	2.1%
Filipino Americans	2.4%	1.0%
Native American Indian	1%	.3%
Gender	Spring 2004	Spring 2010
Female	57.2%	56.7%
Male	42.4%	43.2%

In reference to changing demographics, on the surface, we can discuss changes in the general population as the chart indicates. However, CCS also focuses on the demographic changes within each ethnic group. For example, in the Latino population each generation has a different view of what it means to be Latino or Hispanic. Some students do not like to be called "Hispanic", instead use Latino. They also have a different view of what it means to be "American" than the previous generation. The same goes for those who often used the term "Black" (60's) to "African American". Another example would be interracial children. The US Census data shows a growing trend of interracial children within the US. We also have more middle class minorities that live a different life than most minorities. So, when you ask a question on changing demographics, these changes must also be taken in consideration.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

N/A

5.6 Referring to **Appendix 8-Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Currently, CCS is scheduling CCS 115 for next year and keeping it in the rotation. CCS has had a number of students who need to this class to fulfill the CCS requirement.

Since our last program review, CCS has awarded 17 degrees. CCS a goal to increase the number degrees, however due to budget cuts and class reduction majoring in CCS has become very difficult. CCS has had to cut courses that fulfill the CCS Major, for example, CCS 115. Another area of concern for CCS, is the lack of support for CCS by the administration and counseling. For example, when counseling has high school visitation days, counseling could inform students about CCS.

Also, many colleges and universities accept diversity courses taken at the community college. Counselors should inform students about the positives of taking CCS.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

In the past, CCS would participate in high school visitation day to discuss the CCS program. CCS faculty would visit history classes in our service areas as guest lecturers to discuss our history courses in Native American History, African American History, Asian American History, Mexican American History, and Women's Studies.

At the college and university level, CCS continues to participate in many activities in those colleges. **CCS faculty participate in many academic activities at UCSD and SDSU Ethnic Departments. CCS has connections with faculty that allows CCS faculty to interact with them throughout the year. Also, many have Masters programs that assist CCS in recruiting future faculty members.**

SECTION 6-STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e., learning and Technology Resources, Learning Assistance Centers, English Reading and Writing, Tutoring, Biology, Math, Instructional Media Services, CATL, Library Resources).

CCS faculty encourages student to utilize the Writing Lab, Tutoring Lab, Tech mall facilities for class material and activities. In the past, tutorial services has worked with CCS in establishing tutors who can work CCS students. Within our classes, CCS faculty look for students who would make excellent tutors for CCS. Karen McCoy works with CCS to purchase videos that are relevant to CCS. Julie Middlemas works with CCS to update cross cultural studies materials, resources in the tech mall, videos, new books but it has been difficult to purchase resources due to budget cuts.

6.2 Analyze the results of **STUDENT SURVEY-APPENDIX 7** and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, relevance).

In our department meetings, we encourage CCS faculty to announce the numerous student services available to them. Especially, the writing lab, tutorial services, student services, counseling, and transfer center. CCS discusses potential student problem areas. For example, If a student turns in work that needs to be grammatically corrected, CCS faculty will tell the student on the advantages of using the writing center. Many of these student services are writing about in our course outlines and discuss on the first day of class..

Due to lack of resources in the library, new textbooks on CCS materials, Videos, and reduced Library hours, student are aware of budget cuts. They feel stressed on the lack of materials to complete their course work on time, their performance, ability to graduate and transfer.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data.

CCS continues to work with the Institutional Research Office for Program Review and SLO data. With data banks on enrollment and other reports, CCS can evaluate how the program is doing from semester to semester.

6.4 Working with your library liaison evaluate and provide a summary of the current status of Library resources (i.e. books, periodicals, videos and database) related to the program.

As mentioned in previous sections of program review, resources for the library are at all time low. As each department experiences budget cuts, the lack of funds means a lack resource (books, videos and DVD). Students have grown up watching TV, so rather than listening to a lecture, like watching films, students today are more visual than auditory. **Working with the History Dept., CCS and History faculty have recommended numerous films and books to the library for purchase. For example, working with Karen McCoy, Carlos Contreras and Tom Bell, we were able to purchase a documentary series on Latinos and African Americans. CCS also co-sponsors numerous activities with the English Department.**

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career Decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups.

CCS will attend meetings with counseling to inform them on any program changes in the CCS program. CCS has assigned counselor who works with CCS students, Cruz Cerda has been as CCS liaison between students and CCS. Currently, CCS has been working with the English Department and Counseling for Project Success and Freshman Academy Program.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in **Appendix 6**, how do students respond to the use of technology?

CCS faculty utilize “net” sites that provide information on ethnic literature, culture, political issues, general research information on specific ethnic groups. Students are encouraged to use resources to locate research sites to generate information on studies. For example, UC Berkley, University of Texas, and University of Michigan all have excellent research centers, especially on minority research. Smart carts are also utilized to discuss reading materials or discussions on minorities in class. **Students like learning about interesting sites that have so called “ethnic information”. CCS faculty are constantly adding new internet sites that have interesting articles that relate to class materials. Another area that students enjoy, are documentaries. For example, using PBS archives, students have access to their library of documentaries.**

6.7 Identify and explain additional technological resources that could further enhance student learning.

As technology grows, more technological resources are needed. A common item of discussion in class is the need for more “hotspots” on campus. Students utilize their laptops for taking notes or looking up information on the subject at hand.

6.8 Comment on the adequacy of facilities that your department uses. (e.g. does the room size and Configuration suit the teaching strategies?)

CCS works with Instructional Operations (Marsha, Bobbi, Reyna, and Danielle) to insure CCS does not run into room scheduling conflicts. In the past, CCS has worked with Operations to accommodate other department that are looking to larger rooms. CCS has exchanged rooms with

other departments when they need a larger classroom or CCS needs a bigger classroom. Having classrooms in the 500 building allows the Social Sciences to accommodate its needs.

SECTION 7 COMMUNITY OUTREACH/RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Historically, CCS has always valued and connected with the minority community. CCS continues to serve as a mechanism to provide access to Grossmont College and various ethnic communities. CCS has participated in numerous East County activities, ranging from the El Cajon Friendship Festival (during the 80s) to the CCS annual Pow Wow. All our faculty have direct connections with their respective communities (community based organizations, professional associations, public and private institutions (Ethnic Studies, Black Studies, Latino Studies) and are active participants in all sectors of the community.

In the past, CCS could count on all faculty, part time or full time, to participate to specific areas in their communities. For example, before Tom Gamboa retired, Tom worked with the Native American Indian Tribal Councils throughout the San Diego County. Our African American Instructors also worked in the Black community and their organizations (NAACP). Danny Martinez participates in numerous Latino/ Mexican American organizations (Chicano Federation). CCS has gain the support and recognition from these ethnic communities. Since the budget cuts, the loss of faculty, and loss of sections CCS has lost the connection to these ethnic communities. **In addition college and community activities, CCS faculty have participated in staff development week activities, CCS has made numerous presentation during the week. On several occasions, over the years, CCS has worked with the college when we have had racial tensions over incidents like 9/11. We have participated in committees to reducing racial tensions. Finally, CCS has participated in numerous community celebrations, including our students, like the Asian Festival at Liberty Station in Point Loma, the Martin Luther King Annual Community Breakfast, and Cesar Chavez Annual Community Breakfast. CCS faculty continue to attend local academic conferences at San Diego's Community Colleges, SDSU, and UCSD.**

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 9**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 Not applicable to Cross Cultural Studies.

SECTION 8-FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including Sabbaticals (listed in **Appendix 10**) has resulted in improvements in curriculum, instruction, and currency in the field.

In the section on community outreach/response, being in the community is like doing community research. Participating in community organizations allows CCS faculty to connect with issues or problems in the minority community or any community. Class discussion in courses like community studies or social issues and social problems, faculty can discuss first-hand experiences in studying the community and relate this experience to the textbook they are using in class. For example, the book by Sociologist Gerald Suttles, "The Social Order of the Slum". His book details field research on the Mexican American community in Chicago, Ill. Discussion is on how to enter the community to study how the community is organized, generate methodological information about the community, and social issues in community education, health, crime, family and festivals. This is what our CCS faculty accomplish when they are out in our respective communities. **Tom Gamboa attended a conference on Native American History and textbooks used in the field. Tom spent a week reviewing current textbooks on Native American Indians to recommend for classroom use. Unfortunately, with the cutbacks, these activities came to a halt. However, CCS faculty continue to attend conferences whenever they can—NAACP, AIM, NACS (Latino).**

8.2 Describe any innovative professional development activities your program has created.

CCS has had the opportunity to participate in English Department programs, Project Success and Freshman academy, CCS offers CCS/Hist. 119 and CCS/Soc. 114. Students enrolled in these two classes must also be enrolled in English courses associated with the programs, for example, 119 and English 110, 114 and English 98 and English 98R. All CCS courses require that student have English 110 or higher. English is taking students scored low in assessment, but have shown to have better command of English than the test score. Thus, students have the potential to complete the work in the CCS and English classes. **A review of the English Departments' program review will discuss the positives of project Success and Freshman Academy. Sections 7.1 and 8.1 addresses 8.2 question.**

8.3 Describe how your faculty shapes direction of the college and /or the discipline (i.e., writing grants, Serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.)

CCS faculty participate in wide range of committees on campus. CCS faculty have participated in the Academic Senate, Chairs and Coordinators Committees, Curriculum Committee, Curriculum Sub-Committee on Diversity, and District committees on Diversity.

SECTION 9-STAFFING TRENDS AND DECISION-MAKING

From the data provided (include data source), please fill the table below.

	Year 06	Year 2 07	Year 3 08	Year 4 09	Year 5 10	Year 6 11
#of FT Faculty	Fall 2 Spring 2	Fall 2 Spring 2	Fall 2 Spring 2	Fall 2 Spring 2	Fall 1 Spring 1	Fall 1 Spring 1
#of PT Faculty	Fall 6 Spring 3	Fall 5 Spring 4	Fall 2 Spring 3	Fall 2 Spring 1	Fall 0 Spring 2	Fall 0 Spring 1
Total Full	2.0	1.8	1.8	1.2	1.2	1.0

Time FTEF

Total	.06	.06	.04	.0	.0	.0
Reassigned time						
Total Part Time FTEF	1.0	1.0	0.6	0.2	0	0
Total FTEF FT of	3.0	2.8	2.4	1.4	1.2	1.0
Total FTEF	66.7%	64.3%	75.0%	85.7%	100%	100%
Total Earned WSCH	1413.0	1272.0	1140.0	522.0	453.0	423.0

Utilizing the data in the table **and the results of your faculty survey discussions**, answer the following questions:

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e., reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

The CCS department faculty numbers have fluctuated since 2006. Over this period, CCS has had 2 full time instructors and anywhere from 1-6 part- time instructors. The full time instructors have the most overload to carry more enrollment data for CCS. There have been special projects when a full time faculty member will receive overload, for example, during Program Review. However, a review of the data, things were going well until we hit 2009. You can the drop in all categories, which greatly affect the WSCH results. If you review Appendix 11, all graphs point to a downward trend.

9.2 Discuss Part-Time vs. Full Time ratios and issues surrounding the availability of Part-Time instructors.

CCS has been able to maintain most of our Adjunct in the last five years, until 2009. Working with SDSU and UCSD minority departments, we have access to a pool of candidates when an opening occurs. Maintaining this relationship has been very productive, working with these departments on numerous projects has its rewards. CCS will continue to work with universities. CCS supports all Part Time instructors because they let CCS offer a wide range of courses that focus on diversity.

9.3 List and describe the duties of Classified Staff, Work Study and Student Workers who are directly responsible to the program. Include a discussion of any trends in terms of Classified staffing and describe changes that have occurred (i.e., duties, adequate coverage, funding issues)

While CCS does not have classified staff, CCS has had the opportunity to work with some great Staffers. First on list, our Dean and MaryAnn Landry, copy room staff, Grossmont College library staff and CCS assigned counselor Cruz Cerda,

Finally, most of our CCS instructors send many of our students to register for the Writing Lab and tutorial services. CCS refers some of our students to become tutors when possible.

9.4 How are decisions made within your program? What role do Part-Time faculty and/or Classified Staff play in the department decision-making process?

The CCS has always allowed Part Time faculty to participate in department decision making policies For the CCS Program. CCS value their participation and input whenever possible. Full time instructors take on responsibilities on the day to day operation of the program, attending meetings like Curriculum, Chairs, etc. If they would like to participate in meetings, we encourage them to volunteer.

SECTION 10-FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11-Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and class sizes. **Appendix 15-Fiscal Data: Outcome Profile** also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered , average class size and Efficiency.

Using any of the data in the appendices and questions 10.2, 10.3, 10.4, shows that CCS has been slowly dismantled. It is difficult to have a discussion on fiscal profile and efficiency and WSCH. In the last program review, CCS for being a small program, held its own in enrollment, support, being fiscally sound. The numbers on efficiency were good. However, the downward trend had been established even in our last Program Review. CCS had faced numerous budget cuts that affected all our data. We suggested in the last Program Review, "budget cuts will impact the WSCH in our next Program Review" in five years. The loss of sections, Full Time faculty, Part Time faculty was the result on the lack of support for the program. As mentioned earlier in this report, other San Diego Community Colleges did not experience having their departments slowly dismantled. Those Departments were able to a maintain their core courses and faculty. It would be nice to inform the Program Review Committee, that from Spring 2005 to Spring 2011 the earned WSCH was high and that enrollment had grown as indicated by an increase in WSCH from 2005 to 2011. While CCS experienced cutbacks and cuts in sections, we did have enrollment. Figures for this are so dismal for analysis they are only a blur. Just look at the Appendix 11,3,15, visually you have figures. **All the information found in the tables were given to CCS by the District. All the data points to low enrollment in times of economic hard times for the state, and high enrollment during good economic times. Since the passage of state funding for education, it appears that we are in a period of financial growth (no matter how big). To increase enrollment in CCS, discussion of establishing diversity requirements may increase enrollment in CCS. The sub-committee on diversity recommended 3-6 units for diversity requirements to fulfill a the GE requirements. This would put CCS into a better position in enrolling its share of students.**

10.2, 10.3 and District Data

Instead of questioning CCS response to WSCH analysis, for having the wrong numbers, Program Review should have studied the District's own data that was given to CCS. Bonnie Ripley should be given a lot of credit for finding out how inaccurate the district numbers were on cross listed courses on campus. So, while the committee asked CCS to respond to questions in: 10.1, Specific data on low enrollment, 10.2 FTES costs and "we think we are sourcing the wrong numbers...", 10.3 dramatic increases, 11.1 data for more faculty, appendix 15 yes having accurate Numbers ..." appears to be misinterpretations based on faulty data from the district.

10.2 Analyze the earned WSCH/FTEF data in **Appendix 11-Grossmont WSCH Analysis**.

From fall 2007 to spring 2011, **earned WSCH went from mid teens to low teens by spring 2011**. Over the last 5 years enrollment in CCS, there was a significant downturn for enrollment due to budget cuts and lack of support for CCS. Until 2009, CCS had seen growth in the previous years. Then the lack of sections to maintain or increase WSCH declined. While CCS experienced a cut in sections, classes that were offered this during period, 2005 to 2011, had been completely filled with high enrollment students still seek out classes in CCS, usually by word of mouth from students that have taken CCS. There are numerous courses that continue to have high enrollment, for example, Black History, Chicano(a) courses, Native American Indian and Spirituality, Race and Ethnic Relations. In the past, when CCS offered additional sections, WSCH and financial data showed CCS's ability to be a sound program. **Again, the lack of correct data projects different numbers. "the correct numbers are 427.5 in spring 08 and 316.39 in spring 09. According to revised data, spring 08 should be 443.75. This the beginning of the decline in all CCS numbers.**

10.3 Using **Appendix 14-Fiscal Year FTES Analysis by Program Report and Appendix 15-Fiscal Data: Outcomes Profile** analyze and explain the Cost/FTES of the program in relation to Earned WSCH/FTEF.

No matter how you research the data, the trend is still there. Whether its enrollment figures, grade distribution, earned WSCH, faculty (Full Time and Part Time), the results are the same. Since the approval of CCS, CCS was able to sustain the program. Looking at the current financial data, CCS has dropped to double figures instead of the consistent numbers from previous Program Review reports, numbers are anemic. With one Full Time faculty instructor and 1 Part Time instructor a year, the financial data is extremely bleak. From previous figures, CCS was able to sustain itself financially. Historically, CCS had/has done quite well in comparison to other departments of similar size. **Fiscal data: Outcomes Profile data indicate low number began in the fall 2009 to spring 2011. However, while enrollment numbers went down, total cost v. total revenue, total revenue still came out with a positive outcome.**

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

Other than our annual budget, CCS received annual support from the Tribal Council in San Diego County. Their financial support allowed CCS to advertise the yearly Pow Wow throughout the county. CCS received many requests from vendors to set up booths at the pow wow. Tribes also gave scholarship money to Native American Students attending Grossmont College. When CCS needed money for other campus events, the local Tribal Council donated money for those events.

SECTION 11-SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and Weaknesses in terms of:

- Teaching and Learning

- Student access and success
- Implementing and executing the department's vision and mission statement
- Fiscal stability

Teaching and Learning

Since our last Program Review, CCS continues to maintain good academic standards, competencies, and instructional delivery. CCS faculty are committed to enhancing the learning process for all CCS students. CCS has consistently discussed in department meeting how to assure good academic standards, teaching styles, and innovating strategies for classroom activities. CCS reviews all course outlines, class requirements, assignments and the rigors of the course. In our last Program review, grades were discussed. Since that time, the average of grades has gone down and CCS continues to monitor grades in all classes. CCS also encourages faculty to have office hours for students to discuss grades, materials or class lectures. In our last Program Review, and the current Program Review, students strongly support CCS courses and faculty. Since CCS has a diverse faculty, according to student surveys, many students felt that CCS courses were interesting and informative. That CCS courses and faculty give them a better understanding of diversity in society. Many of our students recommend CCS classes to other students and friends. **This question posed by the program committee on requesting additional faculty with insufficient numbers to warrant new faculty, should be studied by all those departments that have cross listed courses with other departments. Because of the impact of the cuts, CCS is suggesting that with the increase of Full Time faculty, the increase of the head count. As for appendix 15, with the help of Bonnie Ripley, corrections were made after she re-worked the data for this report. CCS has the correct numbers in appendix 15.**

Student Access and Success

How often do we hear from students, "I saw my instructors more at Grossmont College than at the University that I attend": CCS faculty meet with students during office hours and study sessions. CCS informs students who are majoring in CCS how to transfer to the university. To all our students, CCS faculty discuss how courses can fulfill diversity requirements that many universities in California have as policy. In fact, CCS faculty receive frequent request's from former students wanting a course syllabus to complete a diversity requirement from the university they are attending. CCS faculty push students to succeed in their academic goals of transferring to a university. Working with counselors and the Transfer Center, students can establish a path to the university they wish to transfer.

Implementing and executing the Department's Vision and Mission statement

The Cross Cultural Studies Program prepares students to transfer to a four year institution for continued study in African American Studies, Mexican American/Latino(a) Studies, Native American Studies, Asian American Studies, and Women's Studies. CCS offers a diverse experience in studying History, Sociology, Political Science, Ethnic studies, and 3rd World Studies. As the SLOs for CCS indicate, what students will achieve after completing course work, students will:

- *Define and appreciate cultural diversity
- *Contrast past forms of history with the history of inclusiveness
- *Analyze the sources/causes of inequality and discrimination

CCS vision is to establish good academic integrity with an objective grading system by reviewing status and goals. To insure that CCS participates in campus activities that focus on diversity and campus departments. The vision is based on previous concerns from Program Reviews recommendations. For CCS to established academic rigor. Fight grade inflation by using a more balance process, by having department discussions and review. Set up annual department meetings to review and develop CCS status and goals. Participate in campus activities that reflect the interest of CCS and diversity. Become a member of the campus community.

Fiscal Stability

As you review this Program Review report, all statistical data indicates the devastation that CCS finds itself in. Much of the CCS infrastructure has been depleted. Statistical data demonstrates the extent of the damage. With less funding, CCS has less LED, WSCH, enrollment, and less sections. As mentioned earlier, this has greatly affected part time and full time positions. CCS is down to 1 Full Time instructor and 2 Part Time instructors. This entire situation has had an effect on financial matters for the department. Less money has been the cause that eliminate past activities that were part of the CCS Annual Activities Plans. For example, the annual Pow Wow requires funding, facilities (Student Center, which does not have a venue to hold a pow wow) and connections with county tribal councils. The Native American instructor would work with the Tribal Councils. The same situation occurs with other faculty and their respective communities. Without an African American instructor, CCS has less contact with the Black community. Students enjoy having an instructor that comes from the minority community because they hear a different perspective. In all past Program Reviews, CCS has always recommended an increase of faculty. CCS instructors have always suggested that CCS is like the minority community, it is never treated like the other communities.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered , and growth and decline of the program.

Concerns that CCS has, centers on Grossmont College future policies. It is not just less sections, 1 less faculty or less funding, what will be the policy on the status of CCS? Will the college increase the CCS budget to restore the program. Will the Program Review committee support continuing CCS? Like many individuals at universities, many take the position, since we have a class in Black Studies, this is all we need. At UC and Cal State Universities, many have multiple courses in Black Studies. San Diego State has Chicano courses in Chicano Studies, yet you find similar courses in History, Latin American Studies and Spanish literature. Ethnic Studies has grown in research and areas of study. For example, Chicano Studies courses have many students that major in Business, Political Science courses spend time covering the Black and Latino vote. Nursing has students taking minority classes because of the diversity in the medical field. The same with Administration of Justice Programs like CCS are still relevant today in colleges and universities.

11.3 Make a rank-ordered list of program recommendations. These recommendation should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendation that do not require additional fiscal resources.

As mentioned in all previous Program Review, the following recommendations are based on this report. This recommendations will empower the Cross Cultural Studies to effectively enhance its goals and mission for the next program review. However, for the CCS to succeed, CCS needs the

support of the administration.

To the Academic Senate and the Program Review Committee, CCS submits the following recommendations:

1. Initiate a process to begin to hire Full Time faculty, especially an African American Instructor and Native American Instructor.
2. Expand the number of sections offered in order to expand the number and variety of classes offered.
3. Increase budget allocations for added sections and goals in CCS
4. Assistance from administration in recruitment efforts in order to develop student-community marketing and outreach programs.
5. Make diversity a part of the G.E. requirement for all students.

Department/Program Goals

1.2 Appendix 1 contains the most recent 6-year unit plan for the program. From the 6-year Unit Plan, select your most and least successful goals and answer the following questions.

For your most successful goal:

- a. What activities did you undertake to achieve this goal
- b. Report and explain data that verifies progress toward your goal?
- c. How did the achievement of this goal help the college forward toward fulfillment of the planning priority goals in its strategic plan?

For your least successful goal:

- a. What challenges or obstacles have you encountered?
- b. Has the goal changed, and why?

The department's 6-year plan focuses on:

- . continue to establish good academic integrity.
- . maintain the rigors of the courses to insure a objective grading system
- . develop an ongoing CCS departmental review on the status and goals.
- . continue to work with the various campus academic committees
- . increase participation and relationships with other departments
- . review courses that need to be deleted

These have been ongoing goals since our last two Program Reviews. During CCS's good years, before the budget crisis, all full time and part-time CCS faculty periodically met to review our 6-year plan. Since the budget cuts, the department lost many of its faculty, a reduction of courses, less resources to maintain a level of subsistence, and a lack of support for CCS. While many community colleges have had

to face cutbacks, most have supported their “Ethnic Studies programs” to maintain a level of success. As mentioned before, CCS continues to preserve its academic integrity by participating in academic committees that regulate the standards for quality teaching. All Cross Cultural Studies faculty are committed to ensuring excellence in the classroom, are dedicated and have a compassion for their field of study, and students enjoy taking our classes. As you review this program review, keep in mind, that many students have not been introduced to what we call, “inclusive history” and “Cross Culturalism.”

APPENDIX 1

SIX-YEAR UNIT PLAN/TABLES

In each of the following Six-Year Unit Plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

Curriculum Development

Goal: #1 Continue to establish good academic standards and existing competencies to ensure excellence and consistency in all CCS courses. While we have experienced budget cuts, CCS faculty are committed to these goals.

Status of

goals: While budget cuts have put a strain in all our goals, CCS faculty continue to maintain the basic structure of the program.

What activities
did you undertake
to achieve these

goals: When it comes to goals, all CCS goals are discussed at department meeting, Curriculum Committee (when required), Academic meetings, Chairs and Coordinators meetings. These committees tend to support the integrity of academic performance of all our courses.

What challenges/
Obstacles have

you encountered? Budget cuts have reduced the number of faculty and resources

Report and explain
the data that you
have to verify
progress towards

your goal. Student surveys, SLO's, grade distribution give CCS a good indication of goal #1.

Has this goal
changed and
why?

No change. CCS continues to make goal #1 a priority

How did the

CCS courses fulfill the goals of the college and district on its priority of having a

achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan

a diverse environment. CCS commitment to working in the minority community goes along with the college and district goal of participating in partnership with communities in the service areas of the district. According to our student data, CCS students are made up from under-represented populations along with a substantial White student population. CCS is proud of our diverse student population.

Additional comments? Support the Cross Cultural Students Program. As you read this report, keep in mind, CCS has a long rich academic history on this campus. The last accreditation visit, there were questions of diversity in the GCCCD and Grossmont college. Many California universities and colleges, have maintained a level of diversity despite of the budget cut.

Student Success and Support

Goal: #2 Review grading, course outlines, course requirements, assignments and the rigors of the courses to insure an objective grading system. Make sure all classes are transferrable, approved by the department, Dean, fulfill G.E requirements, prepares student to take on the challenges upper division courses. Have excellence in teaching and monitor SLO's

Status of goal? These goals are ongoing objectives for CCS. CCS is basically working to reinforce the policies of CCS, Curriculum Committee, and the Academic Senate.

What activities did you undertake to achieve these goals? Reinforce goals and commitment to new faculty, both full time and part time. Discuss the departmental goals and awareness of grading , transfer requirements, G.E., IGETC, and the importance of diversity in curriculum. SLO and student evaluations will give CCS an idea on how faculty and student are succeeding.

What challenges/obstacles have you encountered? Budget cuts have limited CCS's ability to maintain or expand the curriculum. CCS has also lost 3 full time faculty without replacement. Thus, making it harder to expand the program, monitor the curriculum and hire additional instructors.

Report and explain the data that you have to verify progress toward your goal? Faculty and student evaluations are ongoing activities as required by college policy. Take periodical surveys, class discussions, from students to evaluate how curriculum relates to the real world-issues, race relations and cultural diversity.

Has this goal changed and why? No, goal remains the same.

How did the achievement of your unit goals help the college forward toward fulfillment of the planning priority goals in its strategic plan? When implemented, goals will fulfill the district's commitment to excellent teaching, annual evaluation of instructors, review of curriculum, support students, community, and diversity.

Community Outreach/Response

Goal: #3 Historically, CCS has always been connected with the ethnic communities in San Diego County. In this way, the CCS programs has been able to serve as an intermediary between Grossmont College and the ethnic communities in San Diego County along with our Faculty.

Status of Your goal: Ongoing. With the current full time and part faculty, we continue to fulfill this goal despite budget cuts. CCS faculty are committed to work within the minority community.

What activities did you undertake to achieve these goals? By participating in community meetings with community base organizations(CBO's) in the African American, Latino, Native American, and Asian communities. Attend community celebrations, music, theater, dance, and art activities in the communities.

What changes/obstacles have you encountered? None. This is ongoing activity that is the blood line to and from CCS. Our faculty is committed to this goal.

Report and explain the data that you have to verify progress toward your goal? While budget cuts makes it difficult to implement a data base for community participation, CCS faculty continue to be recognized in our respective communities by receiving community awards and recognition on behalf of Grossmont College and CCS.

Has this goal changed and why? Community outreach will always be a ongoing goal for CCS.

How did the achievement of your unit goals help move the college forward

The Grossmont Cuyamca Community College District and Grossmont College, have a mission and goal of working within its service area. To integrate the service area (and now many other areas outside its service area) high schools and community, reinforce its mission to transfer students to a four year institution, and maintain a working relationship with the four year institutions. CCS has worked with many high

towards fulfillment of the planning priority goals in its strategic plan?

schools to inform school teachers, counselors and students about CCS. In addition, CCS has worked with the SDSU, UCSD, and USD to insure that they know about CCS.

Program Resources and Development

Goal: #4 In light of future budget inconsistencies, CCS will continue to work within a limited department budget to fulfill its program needs. CCS will initiate projects that will require less funding and utilize in-kind support. Our objective will be to seek grants that will help fund projects that focus on goals and activities that are part of our 6 year plan.

Status of goal: Due to budget cuts, this goal would take a full time faculty member to spend time researching this activity. CCS has rarely pursued outside resources for project funding. While academic grant giving is down in their ability to generate funds, there are still grants available for academic programs like CCS. This would be truly be a 6 year ongoing project.

What activities did you undertake to achieve these goals?

Begin by researching what type of funding is out there and for what. For example, is there funding for higher education and ethnic students, researching funding sources that want to improve minority student success could be a source.

What challenges/obstacles have you encountered?

Lack of full time faculty. Finding any funding source would require a full time faculty member from CCS to follow through on the research. Research would require studying foundations that focus on minorities and what type of programs they are funding. Then, as a team, CCS would work on the grant proposal to be submitted.

Report and explain the data that you have to verify progress toward your goal?

Through grant submissions that would be funded. Year one would be to research a source(s) and requirements. What areas would the proposal cover that could be funded. Second, design proposal based on actual proposal guidelines to be accomplished. Keep the Division dean informed of progress

Has this goal changed and why

This remains a department goal

How did the achievement of your unit goals help move the toward fulfillment of the planning priority goals in its strategic plan?

On one hand, due to budget cuts, the college will have to look for additional outside resources to offset some of the budget cuts to implement new projects. This will allow the college continue to be an innovator in excellence. CCS would have the same impact in bringing in outside resources. Even if the funding source would be for "ethnic" students, all students taking CCS classes would also be part of the project.

Faculty/Staff Professional Development

Goal #5 The goal in this area is continue to participate and present at Staff development week
A goal of the District's Diversity committee is have diversity workshops during this week, CCS can partner with district on workshops during that week. CCS could also have workshops on CCS courses and content, status of minority communities, community issues and educational issues.

Status of goal CCS has participated in the District's Diversity Committee, the Curriculum Diversity committee and continues to work with the Division on diversity, for example, Sub-Committee on Diversity of the Curriculum Committee.

What activities did you undertake to achieve these goals?

Continue to participate in staff development sessions and complete 2 per year. Continue to hire faculty that reflects a diverse community. Have department meetings to insure this goal is a priority.

What challenges/obstacles have you encountered?

Budget cuts and lack of full time faculty. CCS faculty continues to participate in as many committees as possible.

Report and explain the data that you have to verify progress toward your goal?

Through Staff Development forms given out at each session during Staff Development Week. With staff evaluations, student evaluation, faculty and peer evaluations give CCS an excellent status of overall performance for goals 1-4

Has this goal changed and why?

Continues to be a priority for CCS

How did the achievement of your unit goals help move the college forward towards fulfillment of the planning priority goals in its strategic plan?

Supports strategic plan and CCS goals of excellence in the classroom. Fulfills District and college goals of having highly qualified instructors who excel in their respective disciplines. CCS continues to encourage faculty to participate in as many campus activities and committees to give CCS a presence on campus. Finally, fulfills Value and Support of Employees-goal11

APPENDIX 2

CATALOG DESCRIPTIONS

COMPUTER SCIENCE INFORMATION SYSTEMS 299B

Selected Topics in Computer Science Information Systems

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in Computer Science Information Systems not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to the community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.

Baccalaureate level-CSU transfer

CROSS-CULTURAL STUDIES (CCS)

CROSS-CULTURAL STUDIES 114 †

(Sociology 114)

Introduction to the Sociology of Minority Group Relations

3 units, 3 hours lecture

Analysis of conflict and process between majority and minority groups and a socio-historical overview of minority group relations in the United States. Topics include a sociological analysis of theories of ethnic prejudice and racial discrimination.

Satisfies General Education for: Grossmont College D1; CSU D3 or D7 or D10; IGETC 4C or 4J

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 115 †

Cross-Cultural Awareness

3 units, 3 hours lecture

A theoretical overview of cross-cultural communication from the disciplines of anthropology and sociology is offered. Conflict and process in multicultural communication and interaction across cultures are emphasized. Attention is given to specific subcultures which professionals in people-centered professions will encounter.

Satisfies General Education for: Grossmont College D2; CSU D3; IGETC 4C

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 118 †

(History 118)

U.S. History: Chicano/Chicana Perspectives I

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

This course is designed to explore the role and development of the Mexican/Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Mexican/Chicano/Chicana people in the United States. Beginning with pre-Colombian Meso-America to the Mexican-American War (1848) selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on the Mexican/Chicano/Chicana ethnic group. Particular attention is given to political philosophies and impact of legislation on the Mexican/Chicano/Chicana community.

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C, 4F
Transfers to CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 119 †

(History 119)

U.S. History: Chicano/Chicana Perspectives II

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Chicano/Chicana people in the United States. Beginning with the Mexican-American War (1848) to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on Chicanos/Chicanas. Particular attention is given to political

philosophies and impact of legislation on the Chicano/Chicana community. *Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C or 4F*

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 122 †

(Spanish 122)

Spanish for the Native Speaker I

5 units, 5 hours lecture

Prerequisite: A "C" or "Pass" grade or higher in Spanish 121 or three years of high school Spanish or equivalent.

Fundamentals of spoken and written Spanish for the bilingual speaker. This course is designed to help Spanish-speaking students further improve their oral and written communication skills. Emphasis on writing, reading comprehension, and vocabulary building at the intermediate level in a cultural context. Exposure to the diversity within the cultures of the Spanish-speaking world. This course is designed to provide the bilingual speaker with the linguistic and learning skills required for successfully completing upper division courses in Spanish. This course will be taught in Spanish.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 123 †

(Spanish 123)

Spanish for the Native Speaker II

5 units, 5 hours lecture

Prerequisite: A "C" or "Pass" grade or higher in Spanish 122 or 220 or four years of high school Spanish or equivalent.

This course is a continuation of Cross-Cultural Studies 122 with emphasis on grammar, vocabulary building, precision in word choice, readings, and writing in selected topics within cultural contexts in art, literature, culture, history, and film as these appear in the Spanish speaking world.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

† This course meets all Title 5 standards for Associate Degree Credit.

CROSS-CULTURAL STUDIES 124 †
American Culture and Institutions

3 units, 3 hours lecture

An introduction to American culture stressing the governmental, political, economic, geographical and general cultural aspects of American society. An overview of the development of American values using terminology and perspectives from these social and behavioral sciences.

Satisfies General Education for: Grossmont College D1; CSU D3
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 125 †
 (Psychology 125)
Cross-Cultural Psychology

3 units, 3 hours lecture

An introduction to theories and research findings regarding cultural influences on human behavior and cognitive processes (life-span development, abnormal behavior and mental health, drug use, self-concept, emotion, social behavior, perception, learning, intelligence, and memory). By providing students with a non-judgmental understanding of how culture influences human behavior, this course will make them more equipped to interact in a world where there is increasing contact among different cultures.

Satisfies General Education for: Grossmont College D2; CSU D3 or D9; IGETC 4C or 4I
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 126 †
Chicano/Chicana and Mexican Art

3 units, 3 hours lecture

A survey of Mexican art from pre-Columbian times to the present, including Chicano/Chicana folk and contemporary art. Some attention is given to relationships between Chicano/Chicana and traditional Mexican art, as well as to the relationships among Chicano/Chicana and Anglo-American and European art.

Satisfies General Education for: Grossmont College C3; CSU C1; IGETC 3A
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 127 †
Images of the Chicana/Latina

3 units, 3 hours lecture

A study of Chicanas/Latinas through the written and visual images conveyed by Chicanas/Latinas and non-Chicanas/non-Latinas. Myths about the Chicanas/Latinas are explored and examined against the presentation of a varied viewpoint. Attention will be given to the evolution of the literary, cultural, political and socio-economic experience of the woman of Chicana/Latina background.

Satisfies General Education for: CSU E; IGETC 4C
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 128 †
Culture and Identity: The Chicano/Chicana Experience

3 units, 3 hours lecture

This course is a broad introduction to Mexican/Chicano/Chicana culture in the United States and Mexico. Emphasis is placed on identifying and documenting the multifaceted and evolving cultural patterns which identify the Chicano/Chicana community in the United States. This course is taught from a multi-disciplinary approach borrowing from the visual arts, drama, history, literature, music, and the social sciences.

Satisfies General Education for: Grossmont College D1; CSU D3; IGETC 4C
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 130 †
 (History 130)
U.S. History and Cultures: Native American Perspectives I

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An historical survey of the indigenous people throughout the North American Continent from the earliest recorded knowledge to the period of 1850. Attention will be given to Indian perspectives of native and nonnative cultures. The influence of American Indians on the Federal Constitution and the political philosophies of early Americans will be studied. Indian political organization and its parallels and differences in early American political organizations and philosophies are studied. Particular attention is given to legislation and its impact on Indian culture and society. *This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement.*

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C, 4F
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 131 †
 (History 131)
U.S. History and Cultures: Native American Perspectives II

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An historical survey of the indigenous peoples of the North American Continent from the period of 1850 to the present. Attention will be given to contemporary, historical, political, and socio-economic issues affecting the American Indian nationwide, statewide and locally. Indian perspectives of native and nonnative cultures will be included. The Federal and California State Constitutions are studied with special emphasis on the effects and influence of the Indian culture and society. Particular attention is given to political philosophies and the impact of legislation on Indian culture and society. *Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C, 4F*
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 132 † **American Indian Lifestyles and Spirituality**

3 units, 3 hours lecture

An in-depth analysis and discussion of American Indian personality development as influenced by native traditions and non-Indian influences. This course will examine the ways in which American Indians view the world, their place in it, and their responsibilities to it. Emphasis is placed on tribal and family relationships and social adjustments made by individuals. Deals with adaptability and altering of traditions and customs given the changing conditions or requirements of the times. Satisfies General Education for: Grossmont College D1; CSU D3; IGETC 4C
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 133 † **The History and Cultures of California Indians**

3 units, 3 hours lecture

An historical overview of California native people and their timeless cultural elements. Areas to be studied will include: an investigation into pre-European contact cultures and the subsequent impact of Spanish missions and Anglo-American institution and values.

Satisfies General Education for: Grossmont College D1; CSU D3; IGETC 3B
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 134 † **Introduction to American Indian Art**

3 units, 3 hours lecture

The study of historic and modern creative art forms of American Indians. This course will investigate the historical origins of American Indian art from rock paintings to contemporary artists and artisans.

Satisfies General Education for: Grossmont College C3; CSU C1; IGETC 3A
Transfers to: CSU, UC

CROSS CULTURAL STUDIES 135 † **The History and Culture of the Kumeyaay Nation**

3 units, 3 hours lecture

This course offers an examination of historic Kumeyaay culture. This is an all-inclusive analysis of the history, culture, language and art forms of the Kumeyaay Nation. This course will examine the history of the Kumeyaay Nation from pre-contact, migration/relocation patterns to present day. Kumeyaay culture will be presented starting with their origins, bird songs,

oral tradition, foods, family patterns, and how they have survived and maintained their culture. The Kumeyaay language will be examined with presentations from a native speaker to familiarize students with the Kumeyaay language including their oral tradition and storytelling. The various art forms of the Kumeyaay Nation will be analyzed from pre-contact to present day including hands-on basketry making instructions presented by an elder.

Satisfies General Education for: Grossmont College D1; CSU C2, D3, D6; IGETC 3B, 4C, 4F

Transfers to CSU

CROSS-CULTURAL STUDIES 143 † **Images of Black Women**

3 units, 3 hours lecture

A study of the images of black women in America as presented through their own writings and through the writings of others. Myths about the black woman are explored and examined against the presentation of a broad viewpoint. Self-images of black women writers are compared and contrasted with the perceptions of black women presented by other writers.

Satisfies General Education for IGETC 4C
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 144 † (Communication 144) **Communication Studies: Race and Ethnicity**

3 units, 3 hours lecture

This course provides both a theoretical and a practical exploration of communication, race, and ethnicity in the general context of U.S. culture, with a focus on race and ethnicity in popular culture and the arts. Attention is given to how contemporary and historical constructions of race and ethnicity influence both popular and everyday communication interactions. Emphasis is on developing communication competence in situations where perceived racial or ethnic difference factors into successful communication outcomes.

Satisfies General Education for: Grossmont College C2; CSU C2, D3; IGETC 3B, 4C
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 145 † **Black American Lifestyles**

3 units, 3 hours lecture

Black American lifestyles in the past, present, and future. Examination of contemporary issues, their roots and their effects on modern day America. Black American personality development, family relationships, and social adjustment.

Satisfies General Education for: Grossmont College D1; CSU D3; IGETC 4C
Transfers to: CSU, UC

CROSS-CULTURAL STUDIES 147 † (History 147) **Middle East History and Culture**

3 units, 3 hours lecture

An examination of significant historical and cultural factors that shape the perceptions, attitude, and views of the people of the Middle East. Attention will be given to the role of religion, nationalism, and Islamic currents. The relationship between the East and the West will be examined and assessed.

Satisfies General Education for: Grossmont College C1; CSU C2 or D6; IGETC 3B or 4F

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 149 † (Japanese 149) **Japanese Culture and Civilization**

3 units, 3 hours lecture

A survey of major characteristics of Japanese culture as seen in Japan today. This course will compare and contrast traditional Japanese culture and values with the modern Japanese culture. This course will examine what role history has played in the development of traditional Japanese culture and the role western culture has played in the development of the modern Japanese culture. It will examine the issues that this dichotomy creates and the relationship between Japan and the western world. This course will be taught in English.

Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

† This course meets all Title 5 standards for Associate Degree Credit.



CROSS-CULTURAL STUDIES 150 †
(History 150)

**U.S. History: Asian
American Perspectives I**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An historical analysis of the Asian American experience from 1848 to World War II. Attention will be given to the origins of the United States Constitution and the political philosophy of its framers. An analysis of the Asian American perspective: cultural roots, immigration and settlement patterns, labor, legal, political and social history. Emphasis is placed on Filipino Americans, Chinese Americans, Japanese Americans and recent immigrant groups from Korea and Southeast Asia.

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 151 †
(History 151)

**U.S. History: Asian
American Perspectives II**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An historical analysis of the Asian American experience from WWII to the present. Attention will be given to the origins of the United States Constitution and the political philosophy of its framers. An analysis of the Asian American perspective: cultural roots, immigration and settlement patterns, labor, legal, political and social history. Emphasis is placed on Filipino Americans, Chinese Americans, Japanese Americans and recent immigrant groups from Korea and Southeast Asia.

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 152 †
(French 152)

**The French-Speaking World:
A Cross-Cultural Perspective**

3 units, 3 hours lecture

Major characteristics of the French-speaking world as reflected in its culture, civilization, and literature. The course will compare French-speaking European countries (such as France, Belgium, Switzerland, Luxembourg) to French-speaking countries of Northern Africa, Sub-Saharan Africa, Canada and the Caribbean. The class is conducted in English.

Satisfies General Education for: Grossmont College C1; CSU C2 or D3
Transfers to: CSU, UC (credit limited: see page 29)

† This course meets all Title 5 standards for Associate Degree Credit.

CROSS-CULTURAL STUDIES 153 †
(Child Development 153)**Diversity Issues in Early Childhood Education**

3 units, 3 hours lecture

Analysis of the many contexts and variables related to an individual's socialization process and how these factors impact on one's work with children and families. Using an anti-bias approach, the class will examine and discuss topics related to race, ethnicity, religion, gender, sexual orientation, economic class, disability, lifestyles, etc. as they are represented in our schools and society at large. Through reflection of one's attitudes towards groups other than their own, students will gain the awareness necessary to promote change in self, children and society. Creating spaces and curriculum for children and families that is free from bias will be a significant part of this course. This course is applicable both to the core program/curriculum courses required by Title 22 and to the Child Development Permit Master Teacher multi-cultural specialization and is relevant to parents and others who work with families and children.

*Transfers to CSU***CROSS-CULTURAL STUDIES 154 †**
(History 154)**Early History of Women in World Civilization**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

This course covers the concepts and images of womanhood and gender, social economic, political, cultural and intellectual aspects of women in world society from prehistoric to the period of the Renaissance (1500 A.D.). Western and Non-Western indigenous women of color will be discussed, including those from Asia, Africa, the Americas and Europe. The objective is to gain an understanding and global view of women's past accomplishments, as well as limitations, which may illuminate their present and future.

Satisfies General Education for: Grossmont College D1; CSU D4 or D6; IGETC 4C or 4D or 4F

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 155 †
(History 155)**Modern History of Women in World Civilization**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

This course covers the concepts and images of womanhood and gender, social, economic, political, cultural and intellectual aspects of women in world society from 1500 A.D. to the modern era. Western and Non-Western indigenous women of color will be discussed, including those from Asia, Africa, the Americas and Europe. The objective is to gain an understanding and global view of women's past accomplishments, as well as limitations, which may illuminate their present and future.

Satisfies General Education for: Grossmont College D1; CSU D4 or D6; IGETC 4C or 4D or 4F

Transfers to: CSU, UC (credit limited: see page 29)

CROSS-CULTURAL STUDIES 162 †
Gangs: Cross-Cultural Perspectives

3 units, 3 hours lecture

An examination of gangs with emphasis on the cultural composition of gangs. Attention will be given to Latino/Latina, Black American, Asian, Pacific Islander, White Supremacist, Skin Heads and the various prison gangs. Attention will be given to gang member perspectives of their involvement in gang activity. The influence and impact of gangs on the various ethnic communities will be studied. Gang organization and composition and its parallels and differences along ethnic lines will be examined.

Satisfies General Education for: Grossmont College; CSU; UC

Transfers to: CSU D3; IGETC 4C

CROSS-CULTURAL STUDIES 170 †
American Indian Tribal Governments and Indian Sovereignty

3 units, 3 hours lecture

An introduction to traditional tribal governments and to their structure. This course examines the legal rights of tribal governments and the changing roles of federal and state governments in relations to tribal governments. Issues of sovereignty in interactions between tribal-federal and tribal-state relationships are examined.

Transfers to CSU

CROSS-CULTURAL STUDIES 172 †
Tribal Gaming and the Law

3 units, 3 hours lecture

This course provides insights into the history of tribal gaming. Examines the regulatory and legal issues of tribal gaming. Deals with the Seminole Case, the Cabazon Decision, the Indian Gaming and Regulatory Act, Propositions 5 and 1A, Class I, Class II and Class III Gaming, the Tribal Government Gaming and Economic Self-Sufficiency Act of 1998 and Tribal-State Gaming Compacts. Deals with tribal gaming myths and facts, economic impact of Indian gaming and Indian Sovereignty.

Transfers to CSU

CROSS-CULTURAL STUDIES 174 †
Organizational Culture of Gaming

3 units, 3 hours lecture

This course examines the overall commercial gaming industries from a wide variety of perspectives including economics, psychology, and sociology. The variety of impacts associated with gaming are examined and its implications for society. Provides an objective analysis of the economic and social impacts of gaming and legal and regulatory issues.

Transfers to CSU

CROSS-CULTURAL STUDIES 176 †
Tribal Gaming Theory

3 units, 3 hours lecture

The organizational culture and applications of tribal gaming will be explored with specific attention given to the various subcultures found in this people-centered workplace. This course examines probability theory and quantitative methods in tribal gaming including game theory, odds of games and the playing of specific games. This course offers an analysis of various tribal gambling games, strategies, and examines such topics as the Kelly Criterion, randomization, tournament play, errors in game design, the organizational culture of tribal gaming and tribal gambling systems in general.

Transfers to CSU

Cross-Cultural Studies 178 †
**Gambling Behavior:
Addiction and Problem
Gaming**

3 units, 3 hours lecture

This course provides insights and understanding into gaming behavior and problem gaming. Included are studies from the fields of psychology, sociology and social work which address theories of addiction, compulsive and pathological gambling behavior, gambling and youth and pathological gambling and criminal behavior. This course will examine approaches to treatment of problem gaming and treatment strategies, gambling behavior and attributes, proactive approaches to addressing problem gaming and its prevalence in society.

Transfers to CSU

Cross-Cultural Studies 180 †
(History 180)
**U.S. History: Black
Perspectives I**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An examination of significant aspects of United States history with emphasis on the social, economic, political, and cultural implications to Black people in the United States. Attention is given to Black history and culture beginning in ancient Africa and its ramifications on significant events in the history of America. This course traces the development of the Afro-American through the period of slavery in America to the Civil War. Parallels and differences are drawn between the national character of the early American colonists and the African slaves. The Federal Constitution is studied as well as the political philosophies of early Americans. Implications of the impact of Blacks on the Constitutional Convention, i.e., the 4/5 Clause and subsequent amendments to the United States Constitution are examined. Particular attention is given to local and state legislation, i.e., regulations of slavery, movement of Blacks and social implications.

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C
Transfers to: CSU, UC (credit limited: see page 29)

Cross-Cultural Studies 181 †
(History 181)
**U.S. History: Black
Perspectives II**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

An examination of significant aspects of United States history from the Civil War to the present. Emphasis is placed on the socio-economic, political, and cultural experience of Black people in the United States. The study begins at the emancipation of the slaves right after the Civil War and concentrates on the free Blacks in America. The covered time period is 1865 to the present. The Federal and State Constitutions are studied with special emphasis on the amendments that were passed since the 13th amendment freed the slaves.

This course meets Track 2 Part B of the American Institutions requirement for CSU
Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C
Transfers to: CSU, UC (credit limited: see page 29)

Cross-Cultural Studies 194 †
**Community Service
Learning Experience**

1 unit, 5 hours work experience plus concurrent enrollment in 6 units at Grossmont College

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students the opportunity to explore options and careers in a selected area of study. For work experience requirements, see page 23.

Transfers to CSU

Cross-Cultural Studies 199
**Special Studies or Projects
in Cross-Cultural Studies**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research, or projects in the field of cross-cultural studies under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of six units.

Cross-Cultural Studies 236 †
(English 236)
Chicano Literature

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

A survey and literary analysis of folk, traditional, and contemporary Chicano literature. Literary works originally written in English and the Chicano bilingual idiom as well as English translations of works written in Spanish will be taught.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

Cross-Cultural Studies 237 †
(English 237)
American Indian Literature

3 units, 3 hours lecture

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

A survey and literary analysis of American Indian literature; folk, creation and origin stories, legends, and poetry from the oral tradition to contemporary American Indian authors.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

Cross-Cultural Studies 238 †
(English 238)
Black Literature

3 units, 3 hours lecture,

Recommended Preparation: A "C" or "Pass" grade or higher in English 110 or equivalent.

A survey and literary analysis of folk, traditional and contemporary Black literature. The literature as a reflection of Black experience in the world, and the effects of the literature on American culture and politics.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC (credit limited: see page 29)

Cross-Cultural Studies 298
**Selected Topics in
Cross-Cultural Studies**

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in Cross-Cultural Studies not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Humanities, Social and Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Non-associate degree applicable

† This course meets all Title 5 standards for Associate Degree Credit.

CROSS-CULTURAL STUDIES 299A
Selected Topics in
Cross-Cultural Studies

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in Cross-Cultural Studies not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Humanities, Social and Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

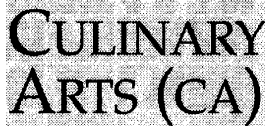
CROSS-CULTURAL STUDIES 299B
Selecte^d Topics in
Cross-Cultural Studies

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in Cross-Cultural Studies not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Humanities, Social and Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level—CSU transfer



CULINARY
ARTS (CA)

CULINARY ARTS 094 ††
Food Server Training
Seminar

1 unit, 1 hour lecture

Corequisite: Culinary Arts 095.

Entry level training as a waitperson or food server for a fine dining establishment. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

CULINARY ARTS 095 ††
Work Experience in
Food Service

1 unit, 60 hours work experience total unpaid or 75 hours work experience total paid plus concurrent enrollment in 6 units at Grossmont College

Corequisite: Culinary Arts 094.

On the job experience as a waitperson or food server in a fine dining establishment. This course is offered on a Pass/No Pass basis only. For work experience requirements see page 23. (nondegree credit course)

CULINARY ARTS 155 †
(Health Education 155)
Realities of Nutrition

3 units, 3 hours lecture

This course is an introduction of the fundamentals of nutrition as it relates to good health. Understanding of current nutritional information (and misinformation) will be discussed to determine optimal dietary choices. Study of dietary goals and guidelines using current tools is incorporated as each student analyzes their own lifestyle choices. Further current issues covered are those in relation to weight maintenance techniques, eating disorders, food labeling, food safety and special needs at various stages in the lifecycle. The information covered will be practical and relevant to assist in making wise choices the rest of one's life.

Satisfies General Education for: Grossmont College D2; CSU E

Transfers to: CSU, UC (credit limited: see page 29)

CULINARY ARTS 160 †
Quantity Foods Preparation
and Production

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 171 or equivalent.

Principles and application of quantity food preparation and production. Includes effective utilization of time, equipment, finances, and personnel. *Transfers to CSU*

CULINARY ARTS 163 †
Food Purchasing for
Culinary Arts

1 unit, 1 hour lecture

Purchasing policies, laws, and methods used in the health care and food service industries. Purchase of food and other cooking supplies to obtain the best quality and value.

Transfers to CSU

CULINARY ARTS 164 †
International Cooking

3 units, 2 hours lecture, 3 hour laboratory

A course exploring various international and ethnic food patterns and food preparation techniques. Economic, agricultural, religious, historical and nutritional aspects of foods from a variety of world cultures will be examined. Emphasis will be on preparation of popular dishes from different cultures that impact culinary arts today.

Transfers to: CSU, UC

CULINARY ARTS 165 †
Sanitation for Food Service

1 unit, 1 hour lecture

A basic course in food service sanitation leading to a San Diego County Food Service Manager Certificate. Instruction covers microbiology of food borne illnesses, prevention techniques, personal sanitation practices, house-keeping and waste disposal. Food safety and storage information includes receiving and storage techniques, sanitary food production, sanitation of kitchen, dining rooms, legal regulations and safety considerations as well as training techniques.

Transfers to CSU

CULINARY ARTS 166 †
Menu Management

1 unit, 1 hour lecture

Introduction and application of principles of basic menu management for the food service industry. Emphasis will be on cost control, recipe conversion, proportioning and menu creation. Basic math skills will be used to analyze cost, and prepare recipes, conversions and formulas that will provide necessary chef skills for other culinary arts courses.

Transfers to CSU

CULINARY ARTS 167 †
Wines of the World

3 units, 3 hours lecture

An introduction to the various kinds and types of wines produced in the world. The course content includes the history of wine, classification of wine, production practices, and food and wine relationships. This class is open to all students 21 years or older who desire a background in enology, especially culinary arts students.

Transfers to CSU

CULINARY ARTS 169 †
Essential Skills for
Culinary Arts

3 units, 2 hours lecture, 3 hours laboratory

Introduction and application of the principles of essential culinary arts skills. Emphasis will be on essential knife skills, product identification, high production standards, attractive service, proper equipment use and good time management. These essential skills will be used to prepare recipes and formulas that will provide necessary chef skills for other culinary arts courses.

Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for

CULINARY ARTS 170 † **Introduction to Catering Management**

3 units, 3 hours lecture

This course is designed to prepare students to enter the professional field of catering through self-employment or working within the hotel/restaurant industry. Students will be introduced to aspects of catering management including menu development, kitchen organization, cost accounting, service, rentals, staffing, contracts, legal requirements, advertising, promotion and client retention.

Transfers to CSU

CULINARY ARTS 171 † **Intermediate Culinary Skills**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 169 or equivalent.

Students study and experience the preparation and production of food items at grill and sauté stations. Emphasis will be placed on quality, cost, and speed of production of hot food items.

Transfers to CSU

CULINARY ARTS 172 † **Principles of Soup, Stock and Sauce Preparation**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 169 or equivalent.

Students are instructed in the preparation of stocks, soups and sauces. This course will also deal with the use of sauces to complement and enhance food and will stress methods of binding and repairing sauces.

Transfers to CSU

CULINARY ARTS 173 † **Principles of Buffet and Catering**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 169 or equivalent.

This course will include methods and procedures needed for catering and buffet service including table arrangements, decor, physical lay-out and decorative carving techniques. Students will also prepare pate, gelatins, marinated salads, smoked fish and charcuterie.

Transfers to CSU

CULINARY ARTS 174 † **Principles of Baking and Pastry Making**

3 units, 2 hours lecture, 3 hours laboratory

This course will provide students the skills and procedures needed to prepare doughs, puff pastry, meringues, etc. Instruction will stress the uniformity of results and the development of proper baking and decorating techniques.

Transfers to CSU

CULINARY ARTS 175 † **Healthy Lifestyle Cuisine**

3 units, 2 hours lecture, 3 hours laboratory

This course is a component of the Culinary Arts and Baking and Pastry certificates and is designed to help the professional chef/cook or entry level student use methods of selecting and preparing healthier foods. The student will explore techniques of altering recipes by changing fat, protein, sodium and sugar content. The student will develop and practice strategies for healthier modes of cooking.

Transfers to CSU

CULINARY ARTS 176 † **Advanced Baking and Pastry Arts**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cakes, French pastries and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. Students will focus on artistry and innovation in baked goods, merged with practical skills.

Transfers to CSU

CULINARY ARTS 177 † **Commercial Baking**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for mass production. Students will explore and demonstrate the preparation of a broad spectrum of breads and pastries. Students will study and demonstrate classical and modern advanced baking techniques and applications for commercial products including a variety of breads, rolls and pastries. Students will study and demonstrate the understanding and use of commercial baking tools and equipment.

Transfers to CSU

CULINARY ARTS 180 † **Advanced Food Preparation for Fine Dining**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 171 or equivalent.

Training in advanced principles of food preparation and service. Special instruction and practice in the finer arts of food preparation as related to foods served in fine dining establishments including hotels and restaurants.

Transfers to CSU

CULINARY ARTS 182 † **Culinary Arts for Competition**

3 units, 2 hours lecture, 3 hours laboratory

This course is designed to prepare the student for culinary competition through knowledge, practice and evaluation of hot and cold food as designated by The American Culinary Federation.

Transfers to CSU

CULINARY ARTS 183 † **Pastry Skills in Bread Baking**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "Pass" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking techniques for production of advanced bread baking. Students will explore and demonstrate a broad spectrum of baking styles producing artisan, European and American breads. Students will sharpen their skills in mixing and shaping of these breads. Students will focus on various types of mixing methods and bread baking, merged with practical skills.

Transfers to CSU

Certificate of Achievement

Any student who chooses to complete only the requirements for one of the areas of emphasis plus the Computer Science Information Systems core curriculum qualifies for a Certificate of Achievement in:

- Computer Science Information Systems—Computer Programming
- Computer Science Information Systems—Small Computer Specialist
- Computer Science Information Systems—Software Engineering
- Computer Science Information Systems—Web Design
- Computer Science Information Systems—Local Area Network (LAN) Support Specialist

An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Note: All courses must be completed with a letter grade of "C" or higher.

CROSS-CULTURAL STUDIES

The Cross-Cultural Studies major prepares students to transfer to four-year institutions for continued study in African American Studies, Mexican American/Latino Studies, Asian American Studies, American Indian Studies, or Women's Studies. The program outlined below partially fulfills lower division requirements in those areas. For special requirements, transfer students should consult the catalog of the transfer institution for specific requirements. Cross-cultural classes in general are helpful for further studies in such diverse fields as history, sociology, ethnic studies, third world studies and political science.

Career Opportunities

Curator*
Diplomat Corps*
Foreign Officer*
Import/Export Agent+
Lawyer*
Law Enforcement*
Museum Technician
Sociologist*
Social Worker*
Teacher*
Travel Agent
Writer

*Bachelor's Degree or higher required.

+Bachelor Degree normally recommended.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Define and appreciate cultural diversity.
2. Contrast past forms of history with the history of inclusiveness.
3. Analyze the sources/causes of inequality and discrimination.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Cross-Cultural Studies 114/ Sociology 114	Introduction to the Sociology of Minority Group Relations	3
Cross-Cultural Studies 115	Cross-Cultural Awareness	3
Total		6

Select SIX (6) units consisting of ONE (1) complete sequence from the following:

Subject & Number	Title	Units
Cross-Cultural Studies 118/ History 118 and Cross-Cultural Studies 119/ History 119 or Cross-Cultural Studies 130/ History 130 and Cross-Cultural Studies 131/ History 131 or Cross-Cultural Studies 150/ History 150 and Cross-Cultural Studies 151/ History 151 or Cross-Cultural Studies 180/ History 180 and Cross-Cultural Studies 181/ History 181	U.S. History: Chicano/Chicana Perspectives I	3
	U.S. History: Chicano/Chicana Perspectives II	3
	U.S. History and Cultures: Native American Perspectives I	(3)
	U.S. History and Cultures: Native American	(3)
	U.S. History: Asian American Perspectives I	(3)
	U.S. History: Asian American Perspectives II	(3)
	U.S. History: Black Perspectives I	(3)
	U.S. History: Black Perspectives II	(3)
Total		6

Select SIX (6) units from any other Cross-Cultural Studies courses.

Total 6

Additional Requirements:

At least one semester of a college level foreign language (3 to 5 units). The department recommends exposure to a foreign language other than a student's native language. [Spanish 120A and 120B are equivalent to one semester of Spanish 120]

Total	3-5
Total Required	21-23
Plus General Education and Elective Requirements	

Area C – Humanities

Two humanities courses (a minimum of six units) are required. At least ONE course must be taken from TWO of the following sections:

1. Humanities and Philosophy

American Sign Language 120, 121, 140, 220
 Communication 124, 145
Cross-Cultural Studies 147, 149, 152
 French 152
 History 100, 101, 103, 105, 106, 112, 113, 126, 135, 136, 137, 147, 148, 156, 157
 Humanities 110, 120, 125, 130, 135, 160, 170
 Japanese 149
 Philosophy 110, 112, 114, 116, 118, 140, 141, 145, 150
 Religious Studies 120, 130, 140, 150
 Spanish 141, 145
 Theatre Arts 143, 144

2. Language and Literature

American Sign Language 250
 Arabic 120, 121, 220, 221, 250, 251
 Chinese 120, 121
 Communication 135, 137, 144
Cross-Cultural Studies 122, 123, 144, 236, 237, 238
 English 112, 118, 122, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277
 French 120, 121, 220, 221, 250, 251
 German 120, 121, 220, 221, 250, 251
 Italian 120, 121, 220, 221, 250, 251
 Japanese 120, 121, 220, 221, 250, 251
 Russian 120, 121, 220, 221, 250, 251
 Spanish 120, [120A*, 120B*], 121, 122, 123, 220, 221, 250, 251

*Students must complete both Spanish 120A and Spanish 120B to receive general education credit.

3. Fine Arts

Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, 154, 171, 189
Cross-Cultural Studies 126, 134
 Dance 110
 English 126
 Media Communications 111, 189
 Music 110, 111, 114, 115, 116, 117, 189
 Photo 154
 Theatre Arts 110, 120, 121, 189

Area D – Social Sciences

Two social science courses (a minimum of six units) are required. At least ONE course must be taken from TWO of the following sections:

1. Social Sciences

Administration of Justice 110
Cross-Cultural Studies 114, 124, 128, 132, 133, 135, 145, 154, 155
 Economics 110, 120, 121
 Geography 106, 130, 170
 Health Sciences 110
 History 114, 115, 124, 127, 154, 155

Media Communications 110
 Political Science 120, 124, 130, 150, 160
 Sociology 114

2. Behavioral Sciences

Anthropology 120, 140
 Child Development 115, 125
 Communication 128
Cross-Cultural Studies 115, 125
 Culinary Arts 155
 Family Studies 115, 120
 Health Education 120, 155, 158, 201
 Psychology 120, 125, 130, 132, 134, 138, 170
 Sociology 120, 125, 130, 138, 140

3. U.S. History and Government

Cross-Cultural Studies 118, 119, 130, 131, 150, 151, 180, 181
History 108, 109, 118, 119, 122, 123, 130, 131, 150, 151, 180, 181
 Political Science 121, 140

Area E – Fitness/Wellness

Two courses involving physical exercise and/or dance are required. Veterans or active military see Veterans section on page 12. Requirements can be met from the exercise science and/or dance courses listed below.

Dance 071 A-B-C-D, 072 A-B-C-D, 074 A-B-C-D, 078 A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 081C, 081D, 082A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A, 094B, 094C, 094D, 099 A-B-C-D, 116, 117 A-B-C-D

Exercise Science 001, 002, 003, 004, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 041, 043A, 043B, 043C, 044, 060A, 060B, 060C, 071 A-B-C-D, 072 A-B-C-D, 074 A-B-C-D, 076A, 076B, 076C, 078 A-B-C-D, 116, 117 A-B-C-D, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201

VII. General Major Requirements

Grossmont College recognizes that the educational program of any one student should be composed of courses of study meaningful and appropriate to his/her own lifestyle. In order to facilitate this concept, the college provides for maximum flexibility in combining courses for the general major. In this way, the student may design a major which is the best preparation for citizenship, personal development or employment. If the student wishes to meet the requirements for a particular major at a selected four-year college or university, the course of study the student designs would be influenced by the pattern suggested in the current catalog of the specific transfer institution. Choices, therefore, are more restrictive for the general transfer major.

The student not intending to transfer, or who as yet is undecided, need not be restricted by predetermined patterns.

APPENDIX 3

GRADE DISTRIBUTION SUMMARY REPORT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CCS 114			SOC OF MINORITY GROUP RELATION													
4380	3.0		5	3	4						1	13	39.0	MARTINEZ		
4382N	3.0		1	5	3	1	1				1	11	33.0	MARTINEZ		
COURSE TOTAL			6	8	7	1	1				1	24	72.0			
CCS 115			CROSS-CULTURAL AWARENESS													XP
4384	4	12.0	10	21	2						4	37	90.5	GAMBOA		
4385	3.0		7	19	9	2					6	43	129.0	GAMBOA		
4386N	3.0		12	15	3	1	1				6	39	117.0	GAMBOA		
COURSE TOTAL			29	55	14	3	1	1			16	119	336.5			
CCS 118			U.S. HIST:CHICANO EXPERIENCE I													
4388	8	6.0	6	11	5	2	2				1	27	71.3	MARTINEZ		
COURSE TOTAL			6	11	5	2	2				1	27	71.3			
CCS 119			U.S. HIST:CHICANO EXPERIENCE II													
4389	8	6.0	8	11	7	3	1				2	32	82.3	MARTINEZ		
COURSE TOTAL			8	11	7	3	1				2	32	82.3			
CCS 122			SPANISH FOR NATIVE SPEAKER I													
4391	5	5.0	1	3							1	5	25.0	KONOPKA		
COURSE TOTAL			1	3							1	5	25.0			
CCS 124			AMERICAN CULTURE & INSTITUTION													
4393N	3	3.0	2	4	1						9	16	48.0	MARTINEZ		
COURSE TOTAL			2	4	1						9	16	48.0			
CCS 125			CROSS-CULTURAL PSYCHOLOGY													
4394	3	3.0	5	8	2	1	1				6	24	72.0	HAYASHI		
COURSE TOTAL			5	8	2	1	1				6	24	72.0			
CCS 126			CHICANO AND MEXICAN ART													
4395N	3	3.0	12	22	7						7	49	147.0	OCHOA		PT
COURSE TOTAL			12	22	7						7	49	147.0			
CCS 131			US HIST/CULTURE II:NATIVE AMER													
4398	3	3.0	10	9	12						2	35	105.0	GAMBOA		XP
4399N	3	3.0	2	7	3	1	2				4	17	51.0	GAMBOA		
COURSE TOTAL			12	16	15	1	3				4	52	156.0			
CCS 132			AMERICAN INDIAN LIFESTYLES													
4402N	3	3.0	11	5	2						1	20	60.0	GAMBOA		XP
COURSE TOTAL			11	5	2						1	20	60.0			
CCS 133			HIST&CULTURE-CALIFORNIA INDIAN													
4403N	3	3.0	6	1	1						5	14	42.0	HINTON		PT
COURSE TOTAL			6	1	1						5	14	42.0			
CCS 134			INTRO TO AMERICAN INDIAN ART													
4404N	3	3.0	12	3	1		3				5	24	69.0	JAMISON		PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CCS 134			12	3	1						5	24	69.0			
			INTRO TO AMERICAN INDIAN ART													
			COURSE TOTAL				3									
CCS 145			4	8	7	6					13	38	114.0	SHABAZZ	PT	
			AFRICAN-AMERICAN LIFESTYLES								13	38	114.0			
			COURSE TOTAL													
CCS 147			1	6	2		2				3	14	42.0	IDOU	PT	
			MIDDLE EAST HISTORY & CULTURE								3	14	42.0			
			COURSE TOTAL				2									
CCS 151			2	3	1		1		1		2	10	30.0	PABLO	PT	
			U.S.HIST:ASIAN PERSPECTIVES II								2	10	30.0			
			COURSE TOTAL				1		1							
CCS 155			4	3							1	8	24.0	KINEAVY		
			MODERN HIST WOMEN/ WORLD CIVIL								1	8	24.0			
			COURSE TOTAL													
CCS 172			4	1		1					2	9	27.0	URIBE	PT	
			TRIBAL GAMING AND THE LAW								2	9	27.0			
			COURSE TOTAL				1									
CCS 178			5	7	6		1		1		1	21	63.0	FELIX	PT	
			GAMBLING BEHAV: ADDICT/PROBLEM								1	21	63.0			
			COURSE TOTAL				1		1							
CCS 181			4	3	8	1					9	25	75.0	SHABAZZ	PT	
			U.S.HIST:BLACK PERSPECTIVES II								9	25	75.0			
			COURSE TOTAL				1									
CCS 238			4								6	10	27.0	FORD	XP	
			BLACK LITERATURE								6	10	27.0			
			COURSE TOTAL								6	10	27.0			
SUBJECT TOTAL			138	178	86	19	18		7		95	541	1583.1			

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS	114	SOC OF MINORITY GROUP RELATION														
4525		3.0	6	2	7			3				5	23	66.0	MARTINEZ	
4527N		3.0	3	9	1			2				1	16	48.0	MARTINEZ	
	COURSE TOTAL		9	11	8			5				6	39	114.0		
CCS	115	CROSS-CULTURAL AWARENESS														
4528		3.0	15	28	9	1		4	1			3	61	183.0	GAMBOA	
4529N		3.0	9	4	2							3	18	54.0	GAMBOA	
	COURSE TOTAL		24	32	11	1		4	1			6	79	237.0		
CCS	118	U.S. HIST:CHICANO EXPERIENCE I														
4533		6.0	2	7	11	4		6				1	31	82.3	MARTINEZ	
	COURSE TOTAL		2	7	11	4		6				1	31	82.3		
CCS	119	U.S. HIST:CHICANO EXPERIENC II														
4534		6.0	3	14	15	1		2				4	39	96.0	MARTINEZ	
	COURSE TOTAL		3	14	15	1		2				4	39	96.0		
CCS	122	SPANISH FOR NATIVE SPEAKER I														
4535		5.0	1	1		1							3	15.0	KONOPKA	
	COURSE TOTAL		1	1		1							3	15.0		
CCS	125	CROSS-CULTURAL PSYCHOLOGY														
4536		3.0	4	4	5	1						2	16	48.0	HAYASHI	
	COURSE TOTAL		4	4	5	1						2	16	48.0		
CCS	126	CHICANO AND MEXICAN ART														
4537		3.0	21	11	5			3		2		4	46	138.0	OCHOA	PT
	COURSE TOTAL		21	11	5			3		2		4	46	138.0		
CCS	128	CULTURE/IDENTITY:CHICANO EXPER														
4538		3.0	3	7	2	1		3				5	21	63.0	MARTINEZ	XP
	COURSE TOTAL		3	7	2	1		3				5	21	63.0		
CCS	130	U.S.HIST/CULTURE I:NATIVE AMER														
4540		3.0	7	16	4							2	29	84.0	GAMBOA	XP
4541N		3.0	5	8	1							3	17	51.0	GAMBOA	XP
	COURSE TOTAL		12	24	5							5	46	135.0		
CCS	132	AMER INDIAN LIFESTYL/SPIRITUAL														
4542N		3.0	11	7	2							6	26	78.0	GAMBOA	XP
	COURSE TOTAL		11	7	2							6	26	78.0		
CCS	134	INTRO TO AMERICAN INDIAN ART														
4544N		3.0	16	3		1							20	60.0	JAMISON	PT
	COURSE TOTAL		16	3		1							20	60.0		
CCS	145	AFRICAN-AMERICAN LIFESTYLES														
4547		3.0	3	9	23	2						16	53	159.0	SHABAZZ	PT
	COURSE TOTAL		3	9	23	2						16	53	159.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CCS 147	MIDDLE EAST HISTORY & CULTURE													
4548N	3.0	1	4	4						3	12	36.0	IDOU I	PT
	COURSE TOTAL	1	4	4						3	12	36.0		
CCS 150	U.S. HIST:ASIAN PERSPECTIVES I													
4550	3.0	3	3	1	1					3	12	33.0	PABLO	PT
	COURSE TOTAL	3	3	1	1					3	12	33.0		
CCS 153	DIVERSITY ISSUE/EARLY CHILD ED													
4552N**	0.0									1	1	0.0	GAIANE	
	COURSE TOTAL									1	1	0.0		
CCS 154	EARLY HIST WOMEN / WORLD CIVIL													
4553N	3.0	2	1	4						2	9	27.0	KINEAVY	
	COURSE TOTAL	2	1	4						2	9	27.0		
CCS 176	TRIBAL GAMING THEORY													
4558N	3.0	7	2	2		3				2	14	42.0	BAILEY	PT
	COURSE TOTAL	7	2	2		3				2	14	42.0		
CCS 180	U.S. HIST:BLACK PERSPECTIVES I													
4559	3.0	7	7	12	2					5	27	81.0	SHABAZZ	PT
	COURSE TOTAL	7	7	12	2			1		5	27	81.0		
CCS 236	CHICANO LITERATURE													
4560	3.0	7	3			2					12	36.0	CARDENAS	
	COURSE TOTAL	7	3			2					12	36.0		
	SUBJECT TOTAL	129	148	110	15	29		4		70	505	1480.3		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

 HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 114			SOC OF MINORITY GROUP RELATION											
4380	3.0	1	6	1	1	4			1		5	19	57.0	MARTINEZ
4382N	3.0	4	4	4	1	1					3	17	51.0	MARTINEZ
COURSE TOTAL		5	10	5	2	5			1		8	36	108.0	
CCS 115			CROSS-CULTURAL AWARENESS											
4384	3.0	17	12	7	5	1					1	37	98.7	GAMBOA
4385	3.0	4	18	15	2	4					2	45	132.0	GAMBOA
4386N	3.0	16	16	7	7	5					5	129	371.7	GAMBOA
COURSE TOTAL		37	46	29	7	5					5	129	371.7	
CCS 118			U.S. HIST:CHICANO EXPERIENCE I											
4388	8.0	6	14	10	2	3			1		2	38	98.7	MARTINEZ
COURSE TOTAL		6	14	10	2	3			1		2	38	98.7	
CCS 119			U.S. HIST:CHICANO EXPERIENC II											
4389	8.0	2	11	7	1	1			1	1	4	28	65.8	MARTINEZ
COURSE TOTAL		2	11	7	1	1			1	1	4	28	65.8	
CCS 123			SPANISH FOR NATIVE SPEAKER II											
4391	5.0	2	2	3					1			6	30.0	KONOPKA
COURSE TOTAL		5	2	3					1			6	30.0	
CCS 125			CROSS-CULTURAL PSYCHOLOGY											
4394	3.0	9	5	3	1	3					5	26	78.0	HAYASHI
COURSE TOTAL		9	5	3	1	3					5	26	78.0	
CCS 126			CHICANO AND MEXICAN ART											
4395N	3.0	15	13	2		4					9	43	126.0	OCHOA
COURSE TOTAL		15	13	2		4					9	43	126.0	
CCS 128			CULTURE/IDENTITY:CHICANO EXPER											
4396N	3.0	2	8	4	1						2	17	51.0	MARTINEZ
COURSE TOTAL		2	8	4	1						2	17	51.0	
CCS 131			US HIST/CULTURE II:NATIVE AMER											
4398	3.0	3	9	11							2	25	75.0	GAMBOA
4399N	3.0	4	1	2	1						4	12	36.0	GAMBOA
COURSE TOTAL		7	10	13	1						6	37	111.0	
CCS 132			AMER INDIAN LIFESTYL/SPIRITUAL											
4402N	3.0	6	6	2							3	17	51.0	GAMBOA
COURSE TOTAL		6	6	2							3	17	51.0	
CCS 133			HIST&CULTURE-CALIFORNIA INDIAN											
4403N	3.0	1	2	2	1					3	13	39.0	HARRIS	
COURSE TOTAL		1	2	2	1					3	13	39.0		
CCS 145			AFRICAN-AMERICAN LIFESTYLES											
4407	3.0	8	2	13	8						12	43	126.0	SHABAZZ

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 145	AFRICAN-AMERICAN LIFESTYLES	8	2	13	8					12	43	126.0	
	COURSE TOTAL												
CCS 147	MIDDLE EAST HISTORY & CULTURE	6	2	1						3	12	36.0	IDOU I
	COURSE TOTAL												
CCS 151	U.S.HIST:ASIAN PERSPECTIVES II	2	3	3		2			1	3	14	42.0	PABLO
	COURSE TOTAL												
CCS 155	MODERN HIST WOMEN/ WORLD CIVIL	2	2	1		1				2	6	18.0	KINEAVY
	COURSE TOTAL												
CCS 174	ORANIZATIONAL CULTURE/GAMING	7	1	1						3	13	39.0	BAILEY
	COURSE TOTAL												
CCS 178	GAMBLING BEHAV: ADDICT/PROBLEM	2	4	2				2		1	11	33.0	FELIX
	COURSE TOTAL												
CCS 181	U.S.HIST:BLACK PERSPECTIVES II	7	4	10	3					7	31	93.0	SHABAZZ
	COURSE TOTAL												
CCS 238	BLACK LITERATURE	2	2		1			1		1	7	21.0	FORD
	COURSE TOTAL												
	SUBJECT TOTAL	126	144	111	30	28		7	5	76	527	1538.2	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 114			SOC OF MINORITY GROUP RELATION											
4490	3.0		4	7	2	3					5	24	69.0	MARTINEZ
4491N	3.0		4	6	3	1			1		4	19	57.0	MARTINEZ
COURSE TOTAL			8	13	5	3			1		9	43	126.0	
CCS 115			CROSS-CULTURAL AWARENESS											
4492	3.0		9	15	14	2			2		6	54	162.0	GAMBOA
4493N	3.0		3	2	4	1					5	15	45.0	GAMBOA
COURSE TOTAL			12	17	18	2			2		11	69	207.0	
CCS 118			U.S. HIST:CHICANO EXPERIENCE I											
4495	8.0		4	5	6	1					5	23	49.4	MARTINEZ
COURSE TOTAL			4	5	6	1					5	23	49.4	
CCS 119			U.S. HIST:CHICANO EXPERIENCE II											
4496	3.0		2	1	2	1					3	9	27.0	MARTINEZ
4498	8.0		5	5	13	1			1	1	3	29	71.3	MARTINEZ
COURSE TOTAL			7	6	15	1			1	1	6	38	98.3	
CCS 122			SPANISH FOR NATIVE SPEAKER I											
4500	5.0		1	1							1	3	15.0	KONOPKA
COURSE TOTAL			1	1							1	3	15.0	
CCS 125			CROSS-CULTURAL PSYCHOLOGY											
4502	3.0		12		2						2	16	48.0	LEAK
COURSE TOTAL			12		2						2	16	48.0	
CCS 126			CHICANO/CHICANA & MEXICAN ART											
4503	3.0		9	3	2						2	21	63.0	OCHOA
COURSE TOTAL			9	3	2						2	21	63.0	
CCS 130			U.S.HIST/CULTURE I:NATIVE AMER											
4507	3.0		2	7	4						3	17	51.0	GAMBOA
4508N	3.0		5	4	2	1					1	13	39.0	GAMBOA
COURSE TOTAL			7	11	6	2					4	30	90.0	
CCS 132			AMER INDIAN LIFESTYL/SPIRITUAL											
4510N	3.0		8	7	2						5	23	69.0	GAMBOA
COURSE TOTAL			8	7	2						5	23	69.0	
CCS 134			INTRO TO AMERICAN INDIAN ART											
4512	3.0		4	3	1						8	17	51.0	HINTON
COURSE TOTAL			4	3	1						8	17	51.0	
CCS 145			BLACK AMERICAN LIFESTYLES											
4514	3.0		5	4	13						23	51	153.0	SHABAZZ
COURSE TOTAL			5	4	13						23	51	153.0	
CCS 147			MIDDLE EAST HISTORY & CULTURE											
4516N	3.0		2	1							3	9	27.0	IDOU

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 147	MIDDLE EAST HISTORY & CULTURE	2	1	2				1		3	9	27.0	
COURSE TOTAL													
CCS 150	U.S. HIST:ASIAN PERSPECTIVES I	2	2	5	1	1				2	10	30.0	PABLO
4518		2	2	5	1	1				2	10	30.0	
COURSE TOTAL													
CCS 154	EARLY HIST WOMEN / WORLD CIVIL	1	1	1	1	1				5	9	27.0	RYAN
4520N		1	1	1	1	1				5	9	27.0	
COURSE TOTAL													
CCS 170	AM IND TRIB GOV/IND SOVEREIGN	4	4	1	2	2					11	33.0	URIBE
4522N		4	4	1	2	2					11	33.0	
COURSE TOTAL													
CCS 176	TRIBAL GAMING THEORY	4	4	2	1	2				2	11	33.0	BAILEY
4524N		4	4	2	1	2				2	11	33.0	
COURSE TOTAL													
CCS 180	U.S. HIST:BLACK PERSPECTIVES I	4	4	7	5	5				5	25	75.0	SHABAZZ
4526		4	4	7	5	5				5	25	75.0	
COURSE TOTAL													
CCS 236	CHICANO LITERATURE	2	1	1	1	1				3	8	24.0	CARDENAS
4528		2	1	1	1	1				3	8	24.0	
COURSE TOTAL													
SUBJECT TOTAL		94	83	89	20	29		5	1	96	417	1218.7	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 114 SOC OF MINORITY GROUP RELATION															
4380	3.0		1	4	5	4	1				5	20	60.0	MARTINEZ	
4382N	3.0		5	2	3	1	1				5	12	36.0	MARTINEZ	
COURSE TOTAL			6	6	8	5	2					32	96.0		
CCS 115 CROSS-CULTURAL AWARENESS															
4384	3.0	16.0	7	8	5						4	20	54.9	GAMBOA	XP
4385	3.0		6	20	12	5	1				4	48	144.0	GAMBOA	
4386N	3.0		9	8	6	5	2				7	37	111.0	GAMBOA	
COURSE TOTAL			22	36	23	10	3				11	105	309.9		
CCS 118 U.S. HIST:CHICANO EXPERIENCE I															
4388	8.0	6.0	3	6	7	2	3				6	27	57.6	MARTINEZ	
COURSE TOTAL			3	6	7	2	3				6	27	57.6		
CCS 119 U.S. HIST:CHICANO EXPERIENC II															
4389	8.0	6.0	1	3	8	1	1		1		6	21	41.1	MARTINEZ	
COURSE TOTAL			1	3	8	1	1		1		6	21	41.1		
CCS 123 SPANISH FOR NATIVE SPEAKER II															
4391	5.0		1	1	1						1	3	15.0	KONOPKA	
COURSE TOTAL			1	1	1						1	3	15.0		
CCS 125 CROSS-CULTURAL PSYCHOLOGY															
4394	3.0		1	1	6	1					7	16	48.0	GOLDEN	
COURSE TOTAL			1	1	6	1					7	16	48.0		
CCS 126 CHICANO/CHICANA & MEXICAN ART															
4395N	3.0		15	8	1						7	31	93.0	OCHOA	PT
COURSE TOTAL			15	8	1						7	31	93.0		
CCS 128 CULTURE/IDENTITY:CHICANO EXPER															
4396N	3.0		3	4	2	1					2	12	36.0	MARTINEZ	
COURSE TOTAL			3	4	2	1					2	12	36.0		
CCS 131 US HIST/CULTURE II:NATIVE AMER															
4398	3.0		3	8	6		1		2		4	24	72.0	GAMBOA	XP
4399N	3.0		2	6	5				2		1	14	42.0	GAMBOA	
COURSE TOTAL			5	14	11		1		2		5	38	114.0		
CCS 132 AMER INDIAN LIFESTYL/SPIRITUAL															
4402N	3.0		5	5	2						2	14	42.0	GAMBOA	XP
COURSE TOTAL			5	5	2						2	14	42.0		
CCS 145 BLACK AMERICAN LIFESTYLES															
4407	3.0		3	4	7						12	26	78.0	SHABAZZ	PT
COURSE TOTAL			3	4	7						12	26	78.0		
CCS 147 MIDDLE EAST HISTORY & CULTURE															
4408N	3.0		4	5	3	1					1	14	39.0	IDOUJ	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES -----
HUMANITIES, SOCIAL & BEHAV SCIENCES -----

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 147 MIDDLE EAST HISTORY & CULTURE			4	5	3						1	14	39.0	
COURSE TOTAL							1							
CCS 151 U.S.HIST:ASIAN PERSPECTIVES II			1	2		1					2	7	18.0	PABLO
4411		3.0				1					2	7	18.0	PT
COURSE TOTAL														
CCS 172 TRIBAL GAMING AND THE LAW			5	2			3					12	36.0	URIBE
4418N		3.0										12	36.0	PT
COURSE TOTAL														
CCS 181 U.S.HIST:BLACK PERSPECTIVES II			1	3	7	4					8	23	69.0	SHABAZZ
4422		3.0									8	23	69.0	PT
COURSE TOTAL														
CCS 238 BLACK LITERATURE			3	1							4	9	27.0	FORD
4425N		3.0									4	9	27.0	XP
COURSE TOTAL														
SUBJECT TOTAL			79	98	91	25	15		3		79	390	1119.6	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 114 SOC OF MINORITY GROUP RELATION						2	1			1	2	21	63.0	MARTINEZ
4490	3.0		8	3	4		2				2	8	21.0	MARTINEZ
4491N	3.0			3	1						2	8	21.0	MARTINEZ
COURSE TOTAL			8	6	5	2	3			1	4	29	84.0	
CCS 115 CROSS-CULTURAL AWARENESS						3	3				9	68	204.0	GAMBOA
4492	3.0		8	19	26		3				11	43	126.0	GAMBOA
4493N	3.0		11	14	7						20	111	330.0	
COURSE TOTAL			19	33	33	3	3							
CCS 118 US HIST:CHICANO/A PERSPECTIV I						1	4				2	14	32.9	MARTINEZ
4495	8	6.0	2	6	3	1	4				2	14	32.9	MARTINEZ
COURSE TOTAL			2	6	3	1	4				2	14	32.9	
CCS 119 US HIST:CHICANO/A PERSPECTIV II											2	14	32.9	MARTINEZ
4498	8	6.0	1	4	3						2	14	32.9	MARTINEZ
COURSE TOTAL			1	4	3						2	14	32.9	
CCS 122 SPANISH FOR NATIVE SPEAKER I												1	5.0	KONOPKA
4500	5.0		1									1	5.0	KONOPKA
COURSE TOTAL			1									1	5.0	
CCS 125 CROSS-CULTURAL PSYCHOLOGY						1	1				1	14	42.0	PALMER
4501	3.0		6	3	2	1	1				1	14	42.0	PALMER
COURSE TOTAL			6	3	2	1	1				1	14	42.0	
CCS 126 CHICANO/CHICANA & MEXICAN ART							2				6	27	81.0	OCHOA
4503	3.0		9	6	4		2				6	27	81.0	OCHOA
COURSE TOTAL			9	6	4		2				6	27	81.0	
CCS 128 CULTURE/IDENTITY:CHICANO EXPER						2	2				4	13	36.0	MARTINEZ
4505	3.0		3	2	2		2				4	13	36.0	MARTINEZ
COURSE TOTAL			3	2	2		2				4	13	36.0	
CCS 130 US HIST/CULTURES:NATIVE AMER I						1	1				3	31	93.0	GAMBOA
4507	3.0		6	16	6	1	1				7	17	51.0	GAMBOA
4508N	3.0		1	2	5						10	48	144.0	
COURSE TOTAL			7	18	11	1	1				10	48	144.0	
CCS 132 AMER INDIAN LIFESTYL/SPIRITUAL						1	1				3	17	51.0	GAMBOA
4510N	3.0		7	5	1	1	1				3	17	51.0	GAMBOA
COURSE TOTAL			7	5	1	1	1				3	17	51.0	
CCS 134 INTRO TO AMERICAN INDIAN ART						1	1				3	11	33.0	HINTON
4512	3.0		5	2	1						3	11	33.0	HINTON
COURSE TOTAL			5	2	1						3	11	33.0	
CCS 145 BLACK AMERICAN LIFESTYLES						8	4				18	51	153.0	SHABAZZ
4514	3.0		5	5	11	8	4				18	51	153.0	SHABAZZ
COURSE TOTAL			5	5	11	8	4				18	51	153.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CCS 147 MIDDLE EAST HISTORY & CULTURE						1	1				3	12	36.0	IDOU I	PT
4516N		3.0	3	3	1	1					3	12	36.0		
COURSE TOTAL			3	3	1	1					3	12	36.0		
CCS 149 JAPANESE CULTURE/CIVILIZATION												1	3.0	KURATANI	
4517		3.0			1							1	3.0		
COURSE TOTAL					1							1	3.0		
CCS 154 EARLY HIST WOMEN / WORLD CIVIL				1			1				2	4	12.0	KINEAVY	
4520N		3.0		1			1				2	4	12.0		
COURSE TOTAL				1			1				2	4	12.0		
CCS 180 U.S. HIST:BLACK PERSPECTIVES I							2				8	14	42.0	SHABAZZ	PT
4526		3.0					2				8	14	42.0		
COURSE TOTAL							2				8	14	42.0		
CCS 236 CHICANO LITERATURE				5							1	10	30.0	CARDENAS	
4528		3.0	1	5							1	10	30.0		
COURSE TOTAL			1	5							1	10	30.0		
CCS 299 HIST/CULTURE KUMEYAAY INDIANS				4	4	1			2		5	19	57.0	OCHIQUI	PT
4530		3.0	3	4	4	1			2		5	19	57.0		
COURSE TOTAL			3	4	4	1			2		5	19	57.0		
SUBJECT TOTAL			82	103	87	18	25		2	1	90	408	1204.8		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 114	SOC OF MINORITY GROUP RELATION														
4380	3.0		1	4			2				2	10	30.0	MARTINEZ	
4381	3.0		1	3	10	2	1		2		4	23	69.0	GAMBOA	
4382N	3.0			3	3						1	7	21.0	MARTINEZ	
	COURSE TOTAL		2	10	14	2	3		2		7	40	120.0		
CCS 115	CROSS-CULTURAL AWARENESS														
4384	3.0		7	9	4		2				2	22	54.9	GAMBOA	XP
4385	3.0		10	23	16	3	1				3	57	171.0	GAMBOA	XP
4386N	3.0		6	4	8	1	1				6	26	75.0	GAMBOA	XP
	COURSE TOTAL		23	36	28	4	3				11	105	300.9		
CCS 118	US HIST:CHICANO/A PERSPECTIV I														
4388	8.0		2	8	3		2				1	16	41.1	MARTINEZ	
	COURSE TOTAL		2	8	3		2				1	16	41.1		
CCS 119	US HIST:CHICANO/A PERSPECTIV II														
4389	8.0		1	3	11	1	2				2	20	49.4	MARTINEZ	
	COURSE TOTAL		1	3	11	1	2				2	20	49.4		
CCS 123	SPANISH FOR NATIVE SPEAKER II														
4391	5.0			1		1						2	10.0	KONOPKA	
	COURSE TOTAL			1		1						2	10.0		
CCS 126	CHICANO/CHICANA & MEXICAN ART														
4395N	3.0		7	7	2		3				8	27	81.0	OCHOA	PT
	COURSE TOTAL		7	7	2		3				8	27	81.0		
CCS 131	US HIST/CULTURE:NATIVE AMER II														
4398	3.0		4	9	2				1		4	16	48.0	GAMBOA	
4399N	3.0		3	1	3				1		4	11	30.0	GAMBOA	XP
	COURSE TOTAL		7	10	5				1		4	27	78.0		
CCS 132	AMER INDIAN LIFESTYL/SPIRITUAL														
4402	3.0		6	7	6						1	20	60.0	GAMBOA	
	COURSE TOTAL		6	7	6						1	20	60.0		
CCS 145	BLACK AMERICAN LIFESTYLES														
4407	3.0		4	2	5						11	22	66.0	SHABAZZ	PT
	COURSE TOTAL		4	2	5						11	22	66.0		
CCS 147	MIDDLE EAST HISTORY & CULTURE														
4408N	3.0		2	1	1						3	7	21.0	IDOUJ	PT
	COURSE TOTAL		2	1	1						3	7	21.0		
CCS 181	U.S.HIST:BLACK PERSPECTIVES II														
4422	3.0		2	2	4	3					4	13	39.0	SHABAZZ	PT
	COURSE TOTAL		2	2	4	3					4	13	39.0		

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G R O S S M O N T C O L L E G E
GRADE DISTRIBUTION SUMMARY

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 236 CHICANO LITERATURE				3	1		1					5	15.0	CARDENAS
4424		3.0		3	1		1					5	15.0	
COURSE TOTAL														
CCS 238 BLACK LITERATURE						1					3	9	27.0	FORD
4425N		3.0				1					3	9	27.0	
COURSE TOTAL														
SUBJECT TOTAL			59	90	80	12	14		3		55	313	908.4	

XP

GRADE DISTRIBUTION SUMMARY													
	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CCS 114	SOC OF MINORITY GROUP RELATION												
4490	3.0	3	8	3		2	1		1		23	66.0	MARTINEZ
4491N	3.0	4	4	1		1	1				12	36.0	MARTINEZ
COURSE TOTAL		7	12	4		3	2		1		35	102.0	
CCS 115	CROSS-CULTURAL AWARENESS												
4492	3.0	10	23	21		3	3				66	198.0	GAMBOA
4493N	3.0	11	7	19		3	5				47	141.0	GAMBOA
COURSE TOTAL		21	30	40		6	8				113	339.0	
CCS 118	US HIST:CHICANO/A PERSPECTIV I												
4495	8	6.0	3	6	1	1	1				12	32.9	MARTINEZ
COURSE TOTAL		3	6	1		1	1				12	32.9	
CCS 119	US HIST:CHICANO/A PERSPECTIV II												
4498	8	6.0	3	6	4	1	2				17	38.4	MARTINEZ
COURSE TOTAL		3	6	4		1	2				17	38.4	
CCS 122	SPANISH FOR NATIVE SPEAKER I												
4500	5	0	1	1							3	15.0	KONOPKA
COURSE TOTAL		1	1								3	15.0	
CCS 125	CROSS-CULTURAL PSYCHOLOGY												
4502	3	0	1	1	2	2	2				10	30.0	GOLDEN
COURSE TOTAL		1	1	2		2	2				10	30.0	
CCS 126	CHICANO/CHICANA & MEXICAN ART												
4503	3	0	10	6	1				1		22	66.0	OCHOA
COURSE TOTAL		10	6	1					1		22	66.0	
CCS 128	CULTURE/IDENTITY:CHICANO EXPER												
4505	3	0	3	4	2	4	1				16	48.0	MARTINEZ
COURSE TOTAL		3	4	2		4	1				16	48.0	
CCS 130	US HIST/CULTURES:NATIVE AMER I												
4507	3	0	1	9	3						16	48.0	GAMBOA
4508N	3	0	3	3							6	18.0	GAMBOA
COURSE TOTAL		1	12	6							22	66.0	
CCS 132	AMER INDIAN LIFESTYL/SPIRITUAL												
4510N	3	0	6	7	3	4					20	60.0	GAMBOA
COURSE TOTAL		6	7	3		4					20	60.0	
CCS 144	INTERRACIAL COMMUNICATION												
4513	3	0	4	4	2						7	21.0	MCKENZIE
COURSE TOTAL		3	4	2							7	21.0	
CCS 145	BLACK AMERICAN LIFESTYLES												
4514	3	0	5	27	9		10				54	162.0	SABA
COURSE TOTAL		5	27	9		9	10				54	162.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CCS 147 MIDDLE EAST HISTORY & CULTURE						1	4				2	16	48.0	IDOU	PT
4516N	3	3.0	3	3	3	1	4				2	16	48.0		
COURSE TOTAL			3	3	3	1	4				2	16	48.0		
CCS 149 JAPANESE CULTURE/CIVILIZATION						1					1	15	45.0	KURATANI	
4517	10	3.0	10	2	1	1					1	15	45.0		
COURSE TOTAL			10	2	1	1					1	15	45.0		
CCS 150 US HIST: ASIAN AMER PERSPECT I						1						10	30.0	MILLER	PT
4519	3	3.0	3	5	1	1						10	30.0		
COURSE TOTAL			3	5	1	1						10	30.0		
CCS 154 EARLY HIST WOMEN / WORLD CIVIL											4	6	18.0	KINEAVY	
4520N	1	3.0	1	1							4	6	18.0		
COURSE TOTAL			1	1							4	6	18.0		
CCS 180 U.S. HIST:BLACK PERSPECTIVES I							2				3	13	39.0	SMITH	PT
4526	4	3.0	4	3	1		2				3	13	39.0		
COURSE TOTAL			4	3	1		2				3	13	39.0		
CCS 236 CHICANO LITERATURE											1	5	15.0	CARDENAS	
4528	1	3.0	1	1	1	1					1	5	15.0		
COURSE TOTAL			1	1	1	1					1	5	15.0		
SUBJECT TOTAL			82	131	82	25	30		2		44	396	1175.3		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 114 SOC OF MINORITY GROUP RELATION															
4380	3.0		1	2		2			1		1	7	21.0	MARTINEZ	XP
4381	3.0		5	4	5	2			1		4	23	69.0	MARTINEZ	
4382N	3.0		4	4	1				1		1	6	18.0	MARTINEZ	
COURSE TOTAL			6	10	6	4			2		6	36	108.0		
CCS 115 CROSS-CULTURAL AWARENESS															
4384	3.0	16.0	14	5	3						1	23	60.3	GAMBOA	XP
4385	3.0		3	18	14	4					7	46	138.0	GAMBOA	
4386N	3.0		3	7	3	2			1		3	19	57.0	GAMBOA	XP
COURSE TOTAL			20	30	20	6			1		11	88	255.3		
CCS 118 US HIST:CHICANO/A PERSPECTIV I															
4388	8.0	6.0	3	8	3	3					1	18	46.6	MARTINEZ	
COURSE TOTAL			3	8	3	3					1	18	46.6		
CCS 119 US HIST:CHICANO/A PERSPECTIV II															
4389	8.0	6.0	5	4	4	3					5	22	46.6	MARTINEZ	XP
4390	3.0		1				1				5	1	3.0	MARTINEZ	
COURSE TOTAL			6	4	4	3	1				5	23	49.6		
CCS 125 CROSS-CULTURAL PSYCHOLOGY															
4393	3.0		1	1	1	2					8	13	39.0	GOLDEN	
COURSE TOTAL			1	1	1	2	1				8	13	39.0		
CCS 126 CHICANO/CHICANA & MEXICAN ART															
4395N	3.0		9	6	3						3	22	66.0	OCHOA	PT
COURSE TOTAL			9	6	3				1		3	22	66.0		
CCS 131 US HIST/CULTURE:NATIVE AMER II															
4398	3.0		3	4			1				1	9	27.0	GAMBOA	XP
4399N	3.0		5	5	1						1	6	18.0	GAMBOA	
COURSE TOTAL			3	9	1		1				1	15	45.0		
CCS 132 AMER INDIAN LIFESTYL/SPIRITUAL															
4402	3.0		5	3	4	3					1	17	51.0	GAMBOA	
COURSE TOTAL			5	3	4	3			1		1	17	51.0		
CCS 145 BLACK AMERICAN LIFESTYLES															
4407	3.0		15			5					2	22	66.0	SABA	PT
COURSE TOTAL			15			5					2	22	66.0		
CCS 147 MIDDLE EAST HISTORY & CULTURE															
4408N	3.0		4	4		1					1	6	15.0	IDOUI	PT
COURSE TOTAL			4	4		1					1	6	15.0		
CCS 153 DIVERSITY ISSUE/EARLY CHILD ED															
4413	8.0	6.0	3	1	1	5					3	13	27.4	INGRUM	
COURSE TOTAL			3	1	1	5			1		3	13	27.4		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 181	U.S.HIST:BLACK PERSPECTIVES II	4	3.0	4	2							3	9	27.0	STEVENS	XP
	COURSE TOTAL			4	2							3	9	27.0		
CCS 236	CHICANO LITERATURE	4	3.0				1					1	5	15.0	CARDENAS	
	COURSE TOTAL						1					1	5	15.0		
CCS 238	BLACK LITERATURE	4	3.0			1	1					1	4	12.0	EDMONDS	PT
	COURSE TOTAL					1	1					1	4	12.0		
	SUBJECT TOTAL			75	78	46	13	26		6		47	291	822.9		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 114															
4490	3.0		5	10	4	4	1				2	26	78.0	MARTINEZ	
4491N	3.0		3	3							4	10	30.0	MARTINEZ	
COURSE TOTAL			5	13	7	4	1				6	36	108.0		
CCS 115															
4492	3.0		10	24	20	1	7				5	67	201.0	GAMBOA	XP
4493N	3.0		12	6	5		1				9	33	99.0	GAMBOA	XP
COURSE TOTAL			22	30	25	1	8				14	100	300.0		
CCS 118															
4495	8.0		1	4	4						2	11	24.7	MARTINEZ	
COURSE TOTAL			1	4	4						2	11	24.7		
CCS 119															
4498	8.0		5	5	1	1	1				3	16	35.7	MARTINEZ	
COURSE TOTAL			5	5	1	1	1				3	16	35.7		
CCS 122															
4500	5.0											1	5.0	KONOPKA	
COURSE TOTAL												1	5.0		
CCS 125															
4502	3.0		9	8	3		2				1	23	69.0	HERBST	
COURSE TOTAL			9	8	3		2				1	23	69.0		
CCS 126															
4503	3.0		6	2	1		4				2	15	42.0	OCHOA	PT
COURSE TOTAL			6	2	1		4				2	15	42.0		
CCS 130															
4507	3.0		1	5	5						3	14	39.0	GAMBOA	
4508N	3.0		5	4	1						1	11	33.0	GAMBOA	
COURSE TOTAL			6	9	6						4	25	72.0		
CCS 132															
4510N	3.0		6	8	1						2	17	51.0	GAMBOA	
COURSE TOTAL			6	8	1						2	17	51.0		
CCS 134															
4511	3.0		7	4	2	1	1				3	18	54.0	HINTON	PT
COURSE TOTAL			7	4	2	1	1				3	18	54.0		
CCS 144															
4513	3.0		3	3	1	3					6	16	48.0	CARLETON	
COURSE TOTAL			3	3	1	3					6	16	48.0		
CCS 145															
4514	3.0		22	22	7	1	11				4	45	135.0	SABA	PT
COURSE TOTAL			22	22	7	1	11				4	45	135.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 147 MIDDLE EAST HISTORY & CULTURE							1				2	6	18.0	IDOU I	PT
4516N		3.0		2	1		1				2	6	18.0		
COURSE TOTAL				2	1										
CCS 149 JAPANESE CULTURE/CIVILIZATION											3	13	39.0	TAKAGI	
4517		3.0	6	2	2						3	13	39.0		
COURSE TOTAL			6	2	2										
CCS 150 US HIST: ASIAN AMER PERSPECT I												6	18.0	MILLER	PT
4519		3.0	1	5								6	18.0		
COURSE TOTAL			1	5											
CCS 154 EARLY HIST WOMEN / WORLD CIVIL											1	4	12.0	KINEAVY	
4520N		3.0	2	1							1	4	12.0		
COURSE TOTAL			2	1											
CCS 180 U.S. HIST:BLACK PERSPECTIVES I							4		1			9	27.0	STEVENS	XP
4526		3.0	2	2			4		1			9	27.0		
COURSE TOTAL			2	2											
CCS 236 CHICANO LITERATURE											3	13	39.0	CARDENAS	
4528		3.0	4	3	3						3	13	39.0		
COURSE TOTAL			4	3	3										
CCS 237 AMERICAN INDIAN LITERATURE											2	9	27.0	MOOD	
4529N		3.0	5	1	1						2	9	27.0		
COURSE TOTAL			5	1	1										
SUBJECT TOTAL			90	123	67	11	33		1		58	383	1124.4		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

CCS	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CCS 114	SOC OF MINORITY GROUP RELATION															
4380		3.0		1	3	3			1	1	1	4	12	36.0	MARTINEZ	XP
4381		3.0		1	12	6	2	1				5	29	87.0	GAMBOA	
4382N		3.0		7	5	2						2	16	48.0	MARTINEZ	
	COURSE TOTAL			9	20	11	2	1	1	1	1	11	57	171.0		
CCS 115	CROSS-CULTURAL AWARENESS															
4384		3	16.0	19	8	2						2	31	79.5	GAMBOA	XP
4385		3.0		8	19	11	1	4				5	48	144.0	GAMBOA	XP
4386N		3.0		9	2	6		1				4	23	69.0	GAMBOA	
	COURSE TOTAL			36	29	19	1	5		1		11	102	292.5		
CCS 118	US HIST:CHICANO/A PERSPECTIV I															
4388		8	6.0	4	3	6	1					1	15	38.4	MARTINEZ	
	COURSE TOTAL			4	3	6	1					1	15	38.4		
CCS 119	US HIST:CHICANO/A PERSPECTIV II															
4389		8	6.0	4	6	5	1			1		9	26	46.6	MARTINEZ	XP
4390		3.0		2								1	3	9.0	MARTINEZ	
	COURSE TOTAL			6	6	5	1			1		10	29	55.6		
CCS 123	SPANISH FOR NATIVE SPEAKER II															
4391		5.0		2									2	10.0	KONOPKA	
	COURSE TOTAL			2									2	10.0		
CCS 125	CROSS-CULTURAL PSYCHOLOGY															
4393		3.0		5	7	3	1	4				2	22	66.0	HERBST	
	COURSE TOTAL			5	7	3	1	4				2	22	66.0		
CCS 126	CHICANO/CHICANA & MEXICAN ART															
4395N		3.0		9	9	1						2	21	63.0	OCHOA	PT
	COURSE TOTAL			9	9	1						2	21	63.0		
CCS 131	US HIST/CULTURE:NATIVE AMER II															
4398		3.0		1	7	2		1				1	12	36.0	GAMBOA	
4399N		3.0		4	1	2						1	8	24.0	GAMBOA	
	COURSE TOTAL			5	8	4		1				2	20	60.0		
CCS 132	AMER INDIAN LIFESTYL/SPIRITUAL															
4402N		3.0		7	3	2		2				2	16	45.0	GAMBOA	XP
	COURSE TOTAL			7	3	2		2				2	16	45.0		
CCS 145	BLACK AMERICAN LIFESTYLES															
4407		3.0		7	3		2	18				3	33	99.0	SABA	PT
	COURSE TOTAL			7	3		2	18				3	33	99.0		
CCS 147	MIDDLE EAST HISTORY & CULTURE															
4408N		3.0		4	3	2	1					2	13	39.0	IDOU I	PT
	COURSE TOTAL			4	3	2	1					2	13	39.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CCS 155	MODERN HIST WOMEN/ WORLD CIVIL															
4415N				3		2						4	9	24.0	KINEAVY	
	COURSE TOTAL			3		2						4	9	24.0		
CCS 181	U.S.HIST:BLACK PERSPECTIVES II															
4422				2	6	5	1	3				3	20	60.0	STEVENS	XP
	COURSE TOTAL			2	6	5	1	3				3	20	60.0		
CCS 236	CHICANO LITERATURE															
4424				7	1	1	1		1			1	12	36.0	CARDENAS	
	COURSE TOTAL			7	1	1	1		1			1	12	36.0		
CCS 238	BLACK LITERATURE															
4425N				3	2			1				2	8	24.0	FORD	XP
	COURSE TOTAL			3	2			1				2	8	24.0		
	SUBJECT TOTAL			109	100	61	11	35	2	4	1	56	379	1083.5		

School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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CCS-114 Soc of Minority Group Relation

2655	3.0		17	0	1	0	0	7	0	0	7	0	1	1	0	0	1	Martinez, Alexander
2656N	3.0		14	0	3	0	0	5	0	0	6	0	0	0	0	0	3	Martinez, Alexander
Course Total			31	0	4	0	0	12	0	0	13	0	1	1	0	0	4	

CCS-115 Cross-Cultural Awareness

2657	3.0		58	0	10	0	0	15	0	0	29	1	3	0	0	0	6	Gamboa, Torn
2658N	3.0		37	0	7	0	0	16	0	0	11	2	1	0	0	0	6	Gamboa, Torn
Course Total			95	0	17	0	0	31	0	0	40	3	4	0	0	0	12	

CCS-118 US Hist:Chicano/a Perspective I

2659	8	3.0	10	0	2	0	0	6	0	0	1	0	0	1	0	0	3	Martinez, Alexander
Course Total			10	0	2	0	0	6	0	0	1	0	0	1	0	0	3	

School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division

CCS-119 Us Hist:chicano/A Perspectv II	2661	8	3.0	15	0	4	0	0	7	0	0	2	0	1	1	0	0	6	Martinez, Alexander	PT
Course Total	15	0	4	0	7	0	0	2	0	1	1	0	0	0	0	0	0	6		
CCS-122 Spanish for Native Speaker I	2662	5.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Navarro, Ruth	PT
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
CCS-125 Cross-Cultural Psychology	2663	3.0	17	0	2	0	0	2	0	0	4	0	9	0	0	0	0	6	Golden, Debra	PT
Course Total	17	0	2	0	2	0	0	4	0	9	0	0	0	0	0	0	0	6		
CCS-126 Chicano/Chicana & Mexican Art	2664N	3.0	17	0	8	0	0	5	0	2	0	2	0	2	0	0	0	4	Ochoa, Victor	PT
Course Total	17	0	8	0	5	0	0	2	0	2	0	2	0	0	0	0	0	4		
CCS-130 US Hist/Culture:Native Amer I	2665	3.0	10	0	0	0	4	0	0	6	0	0	0	0	0	0	0	2	Gamboa, Tom	XP
Course Total	5	0	1	0	0	4	0	0	0	0	0	0	0	0	0	0	0	2	Gamboa, Tom	XP
CCS-132 Amer Indian Lifestyl/Spiritual	2667N	3.0	17	0	7	0	0	6	0	3	0	1	0	1	0	0	0	3	Gamboa, Tom	XP
Course Total	17	0	7	0	6	0	0	3	0	1	0	0	0	0	0	0	0	3		
CCS-144 Comm Studies: Race & Ethnicity	2669	3.0	7	0	1	0	0	2	0	0	2	1	1	0	0	0	0	2	Solan, Jade	PT
Course Total	7	0	1	0	0	2	0	2	1	1	0	0	0	0	0	0	0	2		
CCS-145 Black American Lifestyles	2670	3.0	33	0	12	0	0	2	0	0	4	2	13	0	0	0	0	5	Saba, Furahaa	PT
Course Total	33	0	12	0	2	0	0	4	2	13	0	2	13	0	0	0	0	5		

Grade Distribution by Division
School: All Schools -- Term: 2009FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

2055N	3.0	85	0	65	0	0	8	0	0	1	0	3	8	0	0	2	Wallace, Charles	PT
2056	3.0	41	0	8	0	0	10	0	0	9	4	8	1	0	0	11	Jelaca-Bank-Tavakoli, Maria	PT
9532	3.0	49	0	10	0	0	20	0	0	15	0	4	0	0	0	5	Vigil, Alberto	PT
9708	3.0	16	0	3	0	0	6	0	0	5	0	2	0	0	0	5	Yoshida-Levine, Bonnie	
Course Total		402	0	126	0	0	110	0	0	83	20	48	12	2	0	65		

ANTH-131 Physical Anthropology Lab

4896	1.0	28	0	18	0	0	3	0	0	4	1	1	1	0	0	3	Yoshida-Levine, Bonnie	
4897	1.0	25	0	12	0	0	6	0	0	4	1	0	2	0	0	5	Yoshida-Levine, Bonnie	
9534	1.0	27	0	13	0	0	8	0	0	4	0	1	1	0	0	2	Yoshida-Levine, Bonnie	
Course Total		80	0	43	0	0	17	0	0	12	2	2	4	0	0	10		

ANTH-140 Introduction to Archaeology

2057	3.0	41	0	2	0	0	14	0	0	13	4	8	0	0	0	10	Jelaca-Bank-Tavakoli, Maria	PT
9535	3.0	30	0	11	0	0	7	0	0	3	3	6	0	0	0	15	Clauss, Lee	PT
Course Total		71	0	13	0	0	21	0	0	16	7	14	0	0	0	25		

ANTH-215 Statistics/Behavioral Sciences

2058	3.0	2	0	0	0	0	0	0	0	1	0	1	0	0	0	1	Ruiz Limon, Estevan	PT
2059	3.0	5	0	0	0	0	1	0	0	0	3	1	0	0	0	0	Ruiz Limon, Estevan	PT
Course Total		7	0	0	0	0	1	0	0	1	3	2	0	0	0	1		
Subject Total		785	0	252	0	0	192	0	0	167	53	97	21	2	0	138		

CCS-114 Soc of Minority Group Relation

2655	3.0	10	0	1	0	0	4	0	0	1	1	3	0	0	0	4	Martinez, Alexander	
2656N	3.0	15	0	1	0	0	4	0	0	5	2	3	0	0	0	3	Martinez, Alexander	

Grade Distribution by Division
School: All Schools -- Term: 2009FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Course	Total	25	0	2	0	0	8	0	0	6	3	6	0	0	0	7
CCS-118 US Hist:Chicano/a Prspective I	Course Total	25	0	2	0	0	8	0	0	6	3	6	0	0	0	7
2659 8 3.0	2659	8	0	3	0	0	2	0	0	3	1	2	0	0	0	2
Course Total	Course Total	11	0	3	0	0	2	0	0	3	1	2	0	0	0	2
CCS-119 US Hist:Chicano/a Prspective II	Course Total	23	0	4	0	0	6	0	0	5	4	4	0	0	0	0
2660 3.0	2660	3	0	1	0	0	1	0	0	1	0	0	0	0	0	0
2661 8 3.0	2661	8	0	1	0	0	5	0	0	4	2	3	0	0	0	0
Course Total	Course Total	11	0	2	0	0	0	0	0	2	1	0	0	0	0	0
CCS-122 Spanish for Native Speaker I	Course Total	23	0	4	0	0	6	0	0	5	4	4	0	0	0	0
2662 5.0	2662	5	0	2	0	0	0	0	0	2	1	0	0	0	0	0
Course Total	Course Total	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3
CCS-125 Cross-Cultural Psychology	Course Total	15	0	2	0	0	3	0	0	7	2	1	0	0	0	1
2663 3.0	2663	3	0	2	0	0	0	0	0	7	2	1	0	0	0	0
Course Total	Course Total	15	0	2	0	0	3	0	0	7	2	1	0	0	0	1
CCS-144 Comm Studies: Race & Ethnicity	Course Total	7	0	3	0	0	0	0	0	2	1	1	0	0	0	3
2669 3.0	2669	3	0	3	0	0	0	0	0	2	1	1	0	0	0	0
Course Total	Course Total	7	0	3	0	0	0	0	0	2	1	1	0	0	0	3
CCS-147 Middle East History & Culture	Course Total	10	0	5	0	0	3	0	0	2	0	0	0	0	0	1
2671N 3.0	2671N	3	0	5	0	0	3	0	0	2	0	0	0	0	0	0
Course Total	Course Total	10	0	5	0	0	3	0	0	2	0	0	0	0	0	1
CCS-149 Japanese Culture/Civilization	Course Total	23	0	5	0	0	12	0	0	3	1	2	0	0	0	4
2672 3.0	2672	3	0	5	0	0	0	0	0	3	1	2	0	0	0	0
Course Total	Course Total	23	0	5	0	0	12	0	0	3	1	2	0	0	0	4
CCS-180 U.S. Hist:black Perspectives I	Course Total	14	0	3	0	0	1	1	0	0	8	0	0	0	0	3
2675 3.0	2675	3	0	3	0	0	1	1	0	0	8	0	0	0	0	0

Printed on: 7/18/2011 ** = Not Valid for ADA -- Not included in totals Page: 157

School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division

Course Total	3	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0
Subject Total	800	0	339	0	0	221	0	0	119	31	80	8	0	0	0	125

CCS-114 Soc of Minority Group Relation

6881	3.0	12	0	5	0	0	6	0	0	0	1	0	0	0	0	0	5	Martinez, Alexander
6882	3.0	10	0	2	0	0	4	0	0	3	1	0	0	0	0	0	9	Martinez, Alexander
6883N	3.0	7	0	3	0	0	2	0	0	2	0	0	0	0	0	0	1	Martinez, Alexander
Course Total		29	0	10	0	0	12	0	0	5	2	0	0	0	0	0	15	XP

CCS-115 Cross-Cultural Awareness

6884	3	3.0	29	0	17	0	0	7	0	0	5	0	0	0	0	0	0	0	Gamboa, Tom
6885	3.0	45	0	7	0	0	27	0	0	8	3	0	0	0	0	0	8	Gamboa, Tom	
6886N	3.0	30	0	7	0	0	17	0	0	3	0	3	0	0	0	0	2	Gamboa, Tom	
Course Total		104	0	31	0	0	51	0	0	16	3	3	0	0	0	0	10	XP	

CCS-118 US Hist:Chicano/a Perspectv I

6887	8	3.0	18	0	3	0	0	6	0	0	8	0	1	0	0	0	0	0	Martinez, Alexander
Course Total		18	0	3	0	0	6	0	0	8	0	1	0	0	0	0	0	0	

CCS-119 US Hist:Chicano/a Prspectv II

6888	8	3.0	17	0	2	0	0	3	0	0	8	1	3	0	0	0	1	Martinez, Alexander
6889	3.0	12	0	2	0	0	4	0	0	4	1	1	0	0	0	0	0	Martinez, Alexander
Course Total		29	0	4	0	0	7	0	0	12	2	4	0	0	0	0	1	XP

CCS-123 Spanish for Native Speaker II

6890	5.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Navarro, Ruth
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

CCS-125 Cross-Cultural Psychology

6891	3.0	19	0	0	0	0	3	0	0	4	2	10	0	0	0	0	2	Golden, Debra
Course Total		19	0	0	0	0	3	0	0	4	2	10	0	0	0	0	2	PT

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division												
CCS-126	Chicano/Chicana & Mexican Art											
6892N	3.0	21	0	13	0	0	7	0	0	0	1	0
Course Total		21	0	13	0	0	7	0	0	0	1	0
CCS-131	US Hist/Cultur:Native Amer II											
6893	3.0	17	0	8	0	0	5	0	4	0	0	0
6894N	3.0	7	0	2	0	0	5	0	0	0	0	0
Course Total		24	0	10	0	0	10	0	4	0	0	0
CCS-132	Amer Indian Lifestyl/Spiritual											
6895N	3.0	11	0	5	0	0	4	0	1	0	1	0
Course Total		11	0	5	0	0	4	0	1	0	1	0
CCS-145	Black American Lifestyles											
6896	3.0	25	0	3	0	0	11	0	0	11	0	0
Course Total		25	0	3	0	0	11	0	0	11	0	0
CCS-147	Middle East History & Culture											
6897N	3.0	17	0	6	0	0	9	0	0	0	2	0
Course Total		17	0	6	0	0	9	0	0	0	2	0
CCS-155	Modern Hist Women/ World Civil											
6898N	3.0	4	0	1	0	0	2	0	0	1	0	0
Course Total		4	0	1	0	0	2	0	0	1	0	0
CCS-181	U.S.Hist:Black Perspective II											
6899	3.0	14	0	3	0	0	6	0	0	5	0	0
Course Total		14	0	3	0	0	6	0	0	5	0	0
CCS-236	Chicano Literature											
6900	3.0	6	0	2	0	0	2	0	0	0	2	0
Course Total		6	0	2	0	0	2	0	0	0	2	0

School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division

CCS-238 Black Literature

6901N	3.0	5	0	2	0	0	2	0	0	1	0	0	0	0	0	2	Ford, Theresa	XP
Course Total		5	0	2	0	0	2	0	0	1	0	0	0	0	0	2		
Subject Total		327	0	94	0	0	132	0	0	67	10	24	0	0	0	53		

ECON-110 Economic Issues and Policies

7028	3.0	30	0	2	0	0	5	0	0	9	0	14	0	0	0	12	Gordon, Robert	PT
7029N	3.0	20	0	5	0	0	3	0	0	5	2	5	0	0	0	2	Gordon, Robert	PT
Course Total		50	0	7	0	0	8	0	0	14	2	19	0	0	0	14		

ECON-120 Principles of Macroeconomics

7030	3.0	24	0	3	0	0	6	0	0	6	1	8	0	0	0	7	Bishawi, Walid	PT
7031	3.0	35	0	5	0	0	9	0	0	9	7	5	0	0	0	17	Shahrokhi, Shahrokh	PT
7032	3.0	51	0	7	0	0	11	0	0	11	3	19	0	0	0	27	Cummings, Wilford	PT
7033	3.0	74	0	11	0	0	15	0	0	15	16	16	1	0	0	14	Shahrokhi, Shahrokh	PT
7034	3.0	43	0	8	0	0	15	0	0	7	2	9	1	1	0	8	McGann, Scott	PT
7035	3.0	32	0	3	0	0	2	0	0	8	7	12	0	0	0	7	Alvarez-Vargas, Eduardo	PT
7036	3.0	21	0	0	0	0	4	0	0	3	9	5	0	0	0	5	Alvarez-Vargas, Eduardo	PT
7037N	3.0	33	0	5	0	0	6	0	0	9	5	8	0	0	0	10	Bishawi, Walid	PT
7038	3.0	32	0	10	0	0	6	0	0	4	4	7	0	0	0	14	McGann, Scott	PT
9078	3.0	29	0	4	0	0	6	0	0	9	6	4	0	0	0	7	Shahrokhi, Shahrokh	PT
9246	3.0	31	0	4	0	0	4	0	0	7	0	16	0	0	0	16	Myers, Todd	PT
Course Total		405	0	60	0	0	84	0	0	88	60	109	2	1	0	132		

ECON-121 Principles of Microeconomics

7039	3.0	31	0	3	0	0	13	0	0	6	7	2	0	0	0	8	Shahrokhi, Shahrokh	PT
7040	3.0	17	0	1	0	0	5	0	0	8	3	0	0	0	0	3	Wood, Jimee	PT

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Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division
School: All Schools -- Term: 2010FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

2053	3.0	48	0	13	0	0	20	0	0	5	1	8	1	0	0	5	Vigil, Alberto	PT
2054	3.0	52	0	10	0	0	16	0	0	11	4	11	0	0	0	3	Yoshida-Levine, Bonnie	PT
2055	3.0	49	0	19	0	0	23	0	0	3	0	4	0	0	0	5	Vigil, Alberto	PT
2056	3.0	45	0	11	0	0	8	0	0	17	4	5	0	0	0	7	Yoshida-Levine, Bonnie	PT
5332N	3.0	51	0	48	0	0	2	0	0	0	0	1	0	0	0	3	Wallace, Charles	PT
9532	3.0	45	0	9	0	0	16	0	0	11	5	3	1	0	0	6	Blood, Michael	PT
9708	3.0	34	0	3	0	0	12	0	0	9	6	3	1	0	0	3	Blood, Michael	PT
Course Total		454	0	157	0	0	138	0	0	77	23	56	3	0	0	63		

ANTH-131 Physical Anthropology Lab

4896	1.0	31	0	22	0	0	6	0	0	0	0	1	2	0	0	0	Yoshida-Levine, Bonnie	PT
4897	1.0	28	0	1	0	0	13	0	0	12	2	0	0	0	0	4	Rance, Margaret	PT
9534	1.0	30	0	11	0	0	6	0	0	6	2	1	4	0	0	2	Yoshida-Levine, Bonnie	PT
Course Total		89	0	34	0	0	25	0	0	18	4	2	6	0	0	6		

ANTH-140 Intro to Archaeology

9535	3.0	45	0	21	0	0	6	0	0	7	2	8	1	0	0	10	Clauss, Lee	PT
Course Total		45	0	21	0	0	6	0	0	7	2	8	1	0	0	10		

ANTH-215 Statistics/Behavioral Sciences

2058	3.0	6	0	4	0	0	1	0	0	1	0	0	0	0	0	1	Chafin-Arenz, Sky	PT
2059	3.0	4	0	2	0	0	1	0	0	1	0	0	0	0	0	1	Chafin-Arenz, Sky	PT
Course Total		10	0	6	0	0	2	0	0	2	0	0	0	0	0	2		
Subject Total		816	0	290	0	0	231	0	0	149	44	92	10	0	0	116		

CCS-114 Soc of Minority Group Relation

2655	3.0	23	0	3	0	0	9	0	0	7	2	2	0	0	0	2	Martinez, Alexander	PT
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Grade Distribution by Division
School: All Schools -- Term: 2010FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

2656N	3.0	17	0	2	0	0	4	0	0	9	1	1	0	0	0	4	Martinez, Alexander	XP	
Course Total		40	0	5	0	0	13	0	0	16	3	3	0	0	0	6			
CCS-118 US Hist:Chicano/a Prspective I																			
2659	8 3.0	21	0	2	0	0	7	0	0	9	0	3	0	0	0	1	Martinez, Alexander	XP	
Course Total		21	0	2	0	0	7	0	0	9	0	3	0	0	0	1			
CCS-119 US Hist:Chicano/a Prspective II																			
2660	3.0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	Martinez, Alexander		
2661	8 3.0	15	0	3	0	0	3	0	0	3	1	5	0	0	0	4	Martinez, Alexander		
9707	3.0	5	0	1	0	0	1	0	0	1	1	0	1	0	0	0	Martinez, Alexander		
Course Total		21	0	4	0	0	5	0	0	4	2	5	1	0	0	5			
CCS-122 Spanish for Native Speaker I																			
2662	5.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Crespo, Antonio		
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
CCS-125 Cross-Cultural Psychology																			
2663	3.0	23	0	4	0	0	12	0	0	3	2	1	0	1	0	2	Golden, Debra	PT	
Course Total		23	0	4	0	0	12	0	0	3	2	1	0	1	0	2			
CCS-144 Comm Studies: Race & Ethnicity																			
2669	3.0	10	0	5	0	0	3	0	0	2	0	0	0	0	0	2	Solan, Jade		
Course Total		10	0	5	0	0	3	0	0	2	0	0	0	0	0	2			
CCS-149 Japanese Culture/Civilization																			
2672	3.0	22	0	3	0	0	14	0	0	1	1	2	1	0	0	1	Kuratani, Asuka	PT	
Course Total		22	0	3	0	0	14	0	0	1	1	2	1	0	0	1			
CCS-180 U.S. Hist:black Perspectives I																			
2675	3.0	18	0	3	0	0	9	0	0	0	6	0	0	0	0	3	Stevens, Curtis	XP	
Course Total		18	0	3	0	0	9	0	0	0	6	0	0	0	0	3			
Subject Total		155	0	26	0	0	63	0	0	35	14	14	2	1	0	20			

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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

6174	3.0	49	0	9	0	0	17	0	0	9	5	6	3	0	0	3	Yoshida-Levine, Bonnie	PT	
6176N	3.0	60	0	42	0	0	14	0	0	2	0	1	1	0	0	5	Wallace, Charles	PT	
6177N	3.0	63	0	42	1	0	16	0	0	1	0	2	1	0	0	1	Wallace, Charles	PT	
8784	3.0	55	0	12	0	0	11	0	0	28	0	3	1	0	0	7	Vigil, Alberto	PT	
Course Total		438	0	147	1	0	119	0	0	99	17	46	9	0	0	59			
ANTH-131 Physical Anthropology Lab																			
8786	1.0	26	0	11	0	0	8	0	0	5	0	1	1	0	0	0	Yoshida-Levine, Bonnie	PT	
8787	1.0	21	0	10	0	0	8	0	0	2	1	0	0	0	0	6	Rance, Margaret	PT	
Course Total		47	0	21	0	0	16	0	0	7	1	1	1	0	0	6			
ANTH-140 Introduction to Archaeology																			
6178	3.0	43	0	7	0	0	15	0	0	6	0	15	0	0	0	6	Jelaca-Bank-Tavakoli, Maria	PT	
6179	3.0	31	0	17	0	0	8	0	0	2	1	3	0	0	0	21	Clauss, Lee	PT	
Course Total		74	0	24	0	0	23	0	0	8	1	18	0	0	0	27			
ANTH-215 Statistics/Behavioral Sciences																			
6180	3.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Chafin-Arenz, Sky	PT	
6181	3.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	0	Chafin-Arenz, Sky	PT	
Course Total		4	0	2	0	0	0	0	0	2	0	0	0	0	0	0			
Subject Total		814	1	277	2	0	218	2	1	174	28	98	12	1	0	151			
CCS-114 Soc of Minority Group Relation																			
6881	3.0	14	0	1	0	0	5	0	0	3	1	4	0	0	0	4	Martinez, Alexander	XP	
6883N	3.0	11	0	3	0	0	3	0	0	3	0	2	0	0	0	7	Martinez, Alexander	XP	
Course Total		25	0	4	0	0	8	0	0	6	1	6	0	0	0	11			
CCS-118 US Hist:Chicano/a Perspectv I																			
6887	8 3.0	22	0	5	0	0	9	0	0	7	0	1	0	0	0	1	Martinez, Alexander	PT	

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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Course Total	22	0	5	0	0	9	0	0	7	0	1	0	0	0	1
CCS-119 US Hist:Chicano/a Prspectv II															
0224 3.0	3	0	0	0	2	0	0	0	0	1	0	0	0	0	1 Martinez, Alexander
6888 8 3.0	22	0	4	0	10	0	4	1	3	0	0	0	0	0	3 Martinez, Alexander
6889 3.0	4	0	2	0	2	0	0	0	0	0	0	0	0	0	0 Martinez, Alexander
Course Total	29	0	6	0	14	0	4	1	4	0	0	0	0	0	4
CCS-123 Spanish for Native Speaker II															
6890 5.0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0 Navarro, Ruth
Course Total	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
CCS-125 Cross-Cultural Psychology															
6891 3.0	19	0	6	0	5	0	0	5	0	3	0	0	0	0	1 Golden, Debra
Course Total	19	0	6	0	5	0	0	5	0	3	0	0	0	0	1
CCS-132 Amer Indian Lifestyl/Spiritual															
6895N 3.0	19	0	8	4	0	1	2	2	0	1	0	0	0	0	5 Hinton, Cheryl
Course Total	19	0	8	4	0	1	2	2	0	1	0	0	0	0	5
CCS-144 Comm Studies: Race & Ethnicity															
0065 3.0	6	0	0	0	5	0	0	1	0	0	0	0	0	0	2 Solan, Jade
Course Total	6	0	0	0	5	0	0	1	0	0	0	0	0	0	2
CCS-147 Middle East History & Culture															
6897N 3.0	7	0	1	0	0	3	0	0	0	2	1	0	0	0	3 Idoui, Bachir
Course Total	7	0	1	0	0	3	0	0	0	2	1	0	0	0	3
CCS-181 U.S.Hist:Black Perspective II															
6899 3.0	22	0	1	1	0	0	1	0	12	6	1	0	0	0	3 Stevens, Curtis
Course Total	22	0	1	1	0	0	1	0	12	6	1	0	0	0	3
CCS-238 Black Literature															
6901N 3.0	10	0	6	0	0	3	0	0	1	0	0	0	0	0	2 Ford, Theresa

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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Course Total	10	0	6	0	0	3	0	0	1	0	0	0	0	0	0	0	2
Subject Total	160	0	37	5	0	49	2	2	38	8	18	1	0	0	0	32	
ECON-110 Economic Issues and Policies																	
7028	3.0	31	0	0	4	0	1	2	3	5	1	15	0	0	0	0	11 Gordon, Robert PT
7029N	3.0	39	0	2	2	0	4	3	8	5	0	14	0	1	0	0	9 Gordon, Robert PT
Course Total		70	0	2	6	0	5	5	11	10	1	29	0	1	0	20	
ECON-120 Principles of Macroeconomics																	
7031	3.0	38	0	1	3	0	6	1	3	7	5	11	1	0	0	0	9 Shahrokhi, Shahrokh
7032	3.0	60	0	4	0	0	16	0	0	27	0	12	1	0	0	0	13 Myers, Todd
7033	3.0	56	0	2	3	1	1	1	6	18	12	12	0	0	0	0	15 Shahrokhi, Shahrokh
7034	3.0	35	0	3	0	0	6	0	0	9	9	7	1	0	0	0	17 McGann, Scott
7035	3.0	25	0	5	0	4	2	2	2	7	1	1	1	0	0	0	3 Smith, Lawrence PT
7036N	3.0	22	0	2	1	2	3	2	0	8	2	2	0	0	0	0	3 Shahrokhi, Shahrokh
7037N	3.0	25	0	5	0	0	7	0	0	5	2	6	0	0	0	0	15 McGann, Scott
7038	3.0	43	0	9	0	0	14	0	0	5	4	10	0	1	0	0	6 McGann, Scott
9246	3.0	33	0	4	0	0	5	0	0	13	3	8	0	0	0	0	19 McGann, Scott PT
Course Total		337	0	35	7	7	60	6	11	99	38	69	4	1	0	100	
ECON-121 Principles of Microeconomics																	
7039	3.0	52	0	13	8	6	2	5	5	3	2	1	1	0	0	0	3 Shahrokhi, Shahrokh
7040	3.0	36	0	3	0	0	13	0	0	13	4	3	0	0	0	0	7 McGann, Scott
7041	3.0	17	0	3	0	1	4	0	2	1	0	6	0	0	0	0	4 Cummings, Wilford PT
7043	3.0	18	0	0	0	0	5	0	0	9	2	2	0	0	0	0	3 Bishawi, Walid PT
7044	3.0	42	0	11	0	0	13	0	0	6	9	2	1	0	0	0	8 McGann, Scott PT
7045	3.0	37	0	3	0	0	18	0	0	10	0	6	0	0	0	0	16 Myers, Todd
7046N	3.0	19	0	6	0	0	7	0	0	1	0	5	0	0	0	0	3 Myers, Todd XP

Grade Distribution by Division
School: Grossmont College -- Term: 2011FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

2059	3.0	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	1	Chafin-Arenz, Sky	
8954	3.0	7	0	0	1	0	0	2	0	0	4	0	0	0	0	0	0	0	Phillips, Caitlin	PT
Course Total		15	0	1	1	0	1	2	3	0	7	0	0	0	0	0	0	3		
Subject Total		865	5	231	2	4	260	1	8	157	58	93	8	1	8	142				

CCS-114 Soc of Minority Group Relation

2655	3.0	18	0	2	0	0	5	0	4	2	2	0	0	0	0	0	0	0	Martinez, Alexander	
2656N	3.0	16	0	2	0	0	8	0	3	1	2	0	0	0	0	0	0	4	Martinez, Alexander	
Course Total		34	0	4	0	0	13	0	7	3	4	0	0	0	0	0	0	4		

CCS-118 US Hist:Chicano/a Perspectv I

2659	8 3.0	16	0	3	0	0	4	0	5	2	2	0	0	0	0	0	0	1	Martinez, Alexander	XP
Course Total		16	0	3	0	0	4	0	5	2	2	0	0	0	0	0	0	1		

CCS-119 US Hist:Chicano/a Prspectv II

2660	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Martinez, Alexander	
2661	8 3.0	17	0	7	0	0	2	0	4	1	2	0	0	0	1	4	0	1	Martinez, Alexander	XP
9707	3.0	8	0	0	0	0	1	0	2	2	2	0	0	0	1	2	0	1	Martinez, Alexander	
Course Total		25	0	7	0	0	3	0	6	3	4	0	0	0	2	6				

CCS-122 Spanish for Native Speaker I

2662	5.0	9	0	1	0	0	2	0	5	0	0	1	0	0	0	0	0	0	Crespo, Antonio	
Course Total		9	0	1	0	0	2	0	5	0	0	1	0	0	0	0	0	0		

CCS-144 Comm Studies: Race & Ethnicity

2669	3.0	13	0	2	0	0	7	0	3	1	0	0	0	0	0	0	0	1	Solan, Jade	
Course Total		13	0	2	0	0	7	0	3	1	0	0	0	0	0	0	0	1		

CCS-149 Japanese Culture/Civilization

2672	3.0	23	0	4	0	0	15	0	0	1	2	0	0	0	0	0	0	0	Kuratani, Asuka	PT
Course Total		23	0	4	0	0	15	0	0	1	2	0	0	0	0	0	0	0		

Grade Distribution by Division

School: Grossmont College -- Term: 2011FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division
School: Grossmont College -- Term: 2011FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

CCS-153 Teaching in a Diverse Society																		
8504	3.0	16	0	3	0	0	1	0	0	4	6	1	0	0	0	1	Ingrum, Mary	XP
Course Total		16	0	3	0	0	1	0	0	4	6	1	0	0	0	1		
CCS-180 U.S. Hist:black Perspectives I																		
2675	3.0	16	0	2	0	0	3	0	0	2	0	9	0	0	0	6	Stevens, Curtis	XP
Course Total		16	0	2	0	0	3	0	0	2	0	9	0	0	0	6		
Subject Total		152	0	26	0	0	48	0	0	32	16	22	1	0	2	19		
ECON-120 Principles of Macroeconomics																		
2832	3.0	38	0	7	0	0	11	0	0	9	4	6	0	0	0	14	McGann, Scott	XP
2833	3.0	38	0	7	0	0	6	0	0	14	0	9	0	0	1	17	Cummings, Wilford	PT
2834	3.0	58	0	2	1	4	4	4	4	12	7	18	1	0	0	16	Shahrokhi, Shahrokh	XP
2838	3.0	35	0	6	0	0	15	0	0	5	0	9	0	0	0	7	Myers, Todd	XP
2839N	3.0	43	0	3	1	0	6	4	2	9	9	9	0	0	0	8	Shahrokhi, Shahrokh	XP
4880	3.0	73	0	21	0	0	32	0	0	11	0	8	1	0	0	9	Myers, Todd	XP
5245	3.0	46	0	8	0	0	11	0	0	10	9	8	0	0	0	6	McGann, Scott	XP
5301	3.0	34	0	8	0	0	8	0	0	8	6	3	1	0	0	18	McGann, Scott	XP
Course Total		365	0	62	2	4	93	8	6	78	35	70	3	0	1	95		
ECON-121 Principles of Microeconomics																		
2844	3.0	41	0	7	1	2	3	2	3	12	7	4	0	0	0	10	Shahrokhi, Shahrokh	XP
2845	3.0	25	0	2	1	1	2	0	2	6	2	7	0	0	0	8	Shahrokhi, Shahrokh	XP
2846	3.0	35	0	6	0	0	7	0	0	10	5	7	0	0	0	13	McGann, Scott	XP
2847	3.0	67	0	11	0	0	13	0	0	28	9	6	0	0	0	10	McGann, Scott	XP
4881	3.0	20	0	1	1	2	2	0	0	5	5	3	0	0	0	4	Shahrokhi, Shahrokh	XP
5250	3.0	32	0	5	0	0	16	0	0	9	0	2	0	0	0	4	Myers, Todd	XP
9531	3.0	46	0	6	0	0	10	0	0	16	3	10	0	0	0	8	McGann, Scott	XP

Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

	794	11	254	1	2	211	4	7	133	48	108	14	1	0	163
Subject Total	794	11	254	1	2	211	4	7	133	48	108	14	1	0	163
CCS-114 Soc of Minority Group Relation															
6881 3.0	5	0	0	0	0	1	0	0	0	3	1	0	0	0	2 Martinez, Alexander
6883N 3.0	12	0	1	0	0	3	0	0	2	0	5	1	0	0	1 Martinez, Alexander XP
Course Total	17	0	1	0	0	4	0	0	2	3	6	1	0	0	3
CCS-118 US Hist:Chicano/a Perspectv I															
6887 8 3.0	16	0	4	0	0	7	0	0	5	0	0	0	0	0	4 Martinez, Alexander
Course Total	16	0	4	0	0	7	0	0	5	0	0	0	0	0	4
CCS-119 US Hist:Chicano/a Prspectv II															
0224 3.0	5	0	1	0	0	0	0	0	3	0	1	0	0	0	0 Martinez, Alexander
6888 8 3.0	12	0	1	0	0	4	0	0	3	0	4	0	0	0	6 Martinez, Alexander
6889 3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Martinez, Alexander
Course Total	17	0	2	0	0	4	0	0	6	0	5	0	0	0	6
CCS-122 Spanish for Native Speaker I															
7730 5.0	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0 Crespo, Antonio
Course Total	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0
CCS-125 Cross-Cultural Psychology															
6891 3.0	13	0	3	0	0	3	0	0	4	2	1	0	0	0	5 Golden, Debra PT
Course Total	13	0	3	0	0	3	0	0	4	2	1	0	0	0	5
CCS-132 Amer Indian Lifestyl/Spiritual															
6895N 3.0	19	0	7	4	0	3	2	0	1	1	1	0	0	0	4 Hinton, Cheryl PT
Course Total	19	0	7	4	0	3	2	0	1	1	1	0	0	0	4
CCS-144 Comm Studies: Race & Ethnicity															
0065 3.0	12	0	2	0	0	5	0	0	1	1	3	0	0	0	3 Solan, Jade PT
Course Total	12	0	2	0	0	5	0	0	1	1	3	0	0	0	3

Printed on: 2/28/2012

*** = Not Valid for ADA -- Not included in totals

Page: 86

School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division

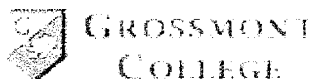
Course Total	478	2	162	0	0	136	0	0	84	16	65	10	0	3	56			
ANTH-131 Physical Anthropology Lab																		
8786	1.0	28	0	16	0	0	11	0	0	0	0	1	0	0	3	Teffer, Katharine	PT	
8787	1.0	32	0	18	0	0	5	0	5	1	2	0	0	1	0	Teffer, Katharine	PT	
9266N	1.0	33	4	7	2	0	2	6	1	6	1	3	1	0	0	4	Guenther, Corinna	PT
Course Total		93	4	41	2	0	18	6	1	11	2	5	2	0	1	7		
ANTH-215 Statistics/Behavioral Sciences																		
6180	3.0	4	0	2	0	0	1	0	0	1	0	0	0	0	0	0	Chafin-Arenz, Sky	
6181	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Chafin-Arenz, Sky	
9274	3.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	Phillips, Caitlin	PT
9275	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Phillips, Caitlin	PT
Course Total		6	0	2	0	0	2	0	0	2	0	0	0	0	0	3		
Subject Total		785	10	254	4	4	207	7	9	128	41	104	12	1	4	108		
CCS-114 Soc of Minority Group Relation																		
6881	3.0	17	0	2	0	0	5	0	0	4	3	3	0	0	0	1	Martinez, Alexander	
Course Total		17	0	2	0	0	5	0	0	4	3	3	0	0	0	1		
CCS-118 US Hist:Chicano/a Perspectv I																		
6887	8 3.0	16	0	1	0	0	2	0	0	7	4	1	0	0	1	2	Martinez, Alexander	
Course Total		16	0	1	0	0	2	0	0	7	4	1	0	0	1	2		
CCS-119 US Hist:Chicano/a Prspectv II																		
0224	3.0	4	0	1	0	0	2	0	0	1	0	0	0	0	0	0	Martinez, Alexander	
6888	8 3.0	20	0	2	0	0	5	0	0	4	1	8	0	0	0	9	Martinez, Alexander	
6889	3.0	4	0	0	0	0	1	0	0	1	1	1	0	0	0	0	Martinez, Alexander	
Course Total		28	0	3	0	0	8	0	0	6	2	9	0	0	0	9		

School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses

Grade Distribution by Division															
CCS-122	Spanish for Native Speaker I														
	7730	5.0	8	0	2	0	0	3	0	0	2	0	1	0	0
	Course Total		8	0	2	0	0	3	0	0	2	0	1	0	0
CCS-132	Amer Indian Lifestyl/Spiritual														
	6895N	3.0	34	8	3	7	3	2	3	2	3	1	2	0	0
	Course Total		34	8	3	7	3	2	3	2	3	1	2	0	0
CCS-144	Comm Studies: Race & Ethnicity														
	0065	3.0	10	0	1	0	0	7	0	0	2	0	0	0	0
	Course Total		10	0	1	0	0	7	0	0	2	0	0	0	0
CCS-147	Middle East History & Culture														
	6897N	3.0	12	0	5	0	0	4	0	0	2	1	0	0	0
	Course Total		12	0	5	0	0	4	0	0	2	1	0	0	0
CCS-153	Teaching in a Diverse Society														
	6140	3.0	14	0	2	0	0	3	0	0	6	1	2	0	0
	Course Total		14	0	2	0	0	3	0	0	6	1	2	0	0
CCS-181	U.S.Hist:Black Perspective II														
	6899	3.0	15	0	2	0	0	7	0	0	1	0	5	0	0
	Course Total		15	0	2	0	0	7	0	0	1	0	5	0	0
CCS-238	Black Literature														
	6901N	3.0	15	0	4	0	0	6	0	0	1	4	0	0	0
	Course Total		15	0	4	0	0	6	0	0	1	4	0	0	0
	Subject Total		169	8	25	7	3	47	3	2	33	13	27	0	1
ECON-110	Economic Issues and Policies														
	9670	3.0	43	0	1	1	2	10	3	3	7	5	10	1	0
	Course Total		43	0	1	1	2	10	3	3	7	5	10	1	0

APPENDIX 4

ANNUAL PROGRESS REPORT



Activity Proposal View

User: Danny.Martinez

Role: Department Manager

Dept: Cross Cultural Studies

[Back to Proposal Browser](#)

[Printable View of this Proposal](#)

Section 1

Proposal ID: AP-589

Status: Draft

Date of this Report: 10/18/2011 (3:36 PM)

Proposal Last Modified: 11/20/2009 (9:32 AM)

- Home
- Activity Proposal Browser
- Activity Proposal Search
- Dept. Proposal Priority
- Manage Users
- Dept. Managers for Multiple Departments
- Switch Departments
- Admin Links
- Manage Departments
- Manage Divisions
- Admin Tools

Plan Period:	None	Department:	Cross Cultural Studies
Proposal Initiator:	Danny.Martinez	Dept Priority:	None
Extension:		Division:	Allied Health and Nursing

Provide a brief description of what you are trying to accomplish with this activity:

Section 2

Department(s) Impacted

1. What is the expected duration of the activity (i.e. semester-length, one year, multi year)? [Note: Do not include ongoing budget increase requests.]

Section 3

2. Does this activity support an annual college planning goal? (choose the one that is most appropriate)

- Goal 2:** Respond to changing community needs
- Goal 3:** Provide an exceptional learning environment to promote student success
- Goal 9:** Enhance workforce preparedness

Section 4

3. Does this activity support progress towards the implementation of one or more institutional plans:

- College Strategic Plan
- Basic Skills plan
- Student Equity plan
- 6-year Unit or SLO/SSO/ASP plans
- Other

Section 5

4. Is this activity supported by a program review recommendation? No**4a. When was your last program review presentation?**

Semester: None

Year: None

Section 6

5. Is this activity an experimental or innovative approach to the curriculum, instruction or service?

No

6. Does this activity address an identified community (internal or external) need? No**7. Does this activity respond to a mandate/initiative (e.g., health and safety, accreditation, licensing requirement, etc.)? No**

Section 7

8. Are there any outside funds and/or resources (e.g., grants, matching funds, personnel, facilities, equipment) that you expect will contribute to this activity? [Note: Do not include funds being requested for this proposal.] No

Section 8

9. What are the anticipated benefits of this activity (to the college, students, community)? What are the

**negative consequences
if this activity is not implemented?**

10. What are the expected or anticipated measurable outcomes of this activity? [Note: If the Activity is Course-level SLO Assessment, please list the Course # and SLO # (i.e. HIST 108, SLOs #1, 2 and 3; HIST 109, SLOs #1 and 2). If it is SSO/ASO/ISO Assessment, list the Student Service/Administrative/Instructional area]

11. Why are you pursuing this activity? Provide a summary of qualitative and/or quantitative data that substantiates the need for this activity.

12. What data do you expect to collect and method(s) do you expect to use, to evaluate the accomplishment of the anticipated measurable outcomes listed in question #10 above? [Note: If the Activity is Course-level SLO Assessment [or SSO/ASO/ISO Assessment], please briefly describe the assessment method that will be used (i.e. for HIST 108, SLOs #1, 2 and 3, all HIST 108 instructors will use a shared written assignment graded with a shared rubric).]

13. Are there any other factors the committee should consider?

Section 9

Additional support or resources that you anticipate needing (clearly itemize the costs in each category):

Curriculum Development (please contact Instructional Operations at x7153 for assistance)

Staff Development

Support Services (may include hourly faculty or staff)

Marketing:

Supplies, Equipment and/or Technology needed

Facilities (list only items that are not included in the college facilities plan)

Other

APPENDIX 5

SLO ASSESSMENT ANALYSIS

ANNUAL SLO UPDATE

Please fill out the form below on ALL Course-level SLOs you've assessed over the last 2 semesters. Please add additional rows if needed.

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course</u> improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (Please indicate how you will use these SLO assessment results and analysis for continuous <u>program</u> improvement)
Soc/CCS 114 SIO 1-3 FALL 11- SP 12- Summ 11 Define and appreciate cultural diversity Contrast past forms of history with inclusiveness Analyze the sources/causes of inequality and discrimination	XXItem analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	Students answer a variety of multiple choice questions that target SLOs 1-3 in a variety of ways. Their answers are graded, then graphed in order to get an overall sense of student achievement across two sections on each question. The data is then assessed to determine how well CCS/SOC 114 students are meeting the course SLOs. Assessments of SLO 1-3 for CCS/SOC114 indicate that the majority of our students are not only meeting, and in many cases actually exceeding expectations. In the case of several questions used to assess our SLOs, students performed above the 80 percentile, with some questions reaching a 99% success rate (SLO 2).	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input checked="" type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2017	<input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input checked="" type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):
	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)		<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:	<input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:

	<p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>		<p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>
	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>		<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p>	<p><input type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year:</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>

	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):		<input type="checkbox"/> Other (please describe): <input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:	<input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):
--	---	--	--	--	---

Six-Year SLO Plan can be found at:
http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm

SLO ONE (RED) SOC./CCS 114

The Ideology of cultural pluralism:

	Frequency	Percent
Correct	31	83.8
Incorrect	6	16.2
Total	37	100.0

The following is an example of the melting pot theory:

	Frequency	Percent
Correct	36	97.3
Incorrect	1	2.7
Total	37	100.0

The first African Americans to be brought to the U.S. came as:

	Frequency	Percent
Correct	24	64.9
Incorrect	13	35.1
Total	37	100.0

The Underground Railroad was:

	Frequency	Percent
Correct	36	97.3
Incorrect	1	2.7
Total	37	100.0

According to Alvarez, in the Mexican Americans' process of incorporation into American society, the "Creation Generation" refers to:

	Frequency	Percent
Correct	14	37.8
Incorrect	23	62.2
Total	37	100.0

Some scholars, such as Alvarez, have argued that Mexicans who came to the U.S after 1900 were different from European immigrants because Mexicans:

	Frequency	Percent
Correct	17	45.9
Incorrect	20	54.1
Total	37	100.0

True or False: Language is not an important element of cultural identity because people learn to speak several languages.

	Frequency	Percent
Correct	33	89.2
Incorrect	4	10.8
Total	37	100.0

The Fifteenth Amendment of the U.S. Constitution:

	Frequency	Percent
Correct	26	70.3
Incorrect	11	29.7
Total	37	100.0

True or False: The issue of tribal sovereignty is no longer an issue with American and Alaskan Indians because the majority no longer live on reservations.

	Frequency	Percent
Correct	22	59.5
Incorrect	15	40.5
Total	37	100.0

The primary approach of the Whites toward Indians throughout most of the centuries since the first contacts has been:

	Frequency	Percent
Correct	15	40.5
Incorrect	22	59.5
Total	37	100.0

The Indian Removal Act of 1830 was designed to:

	Frequency	Percent
Correct	16	43.2
Incorrect	21	56.8
Total	37	100.0

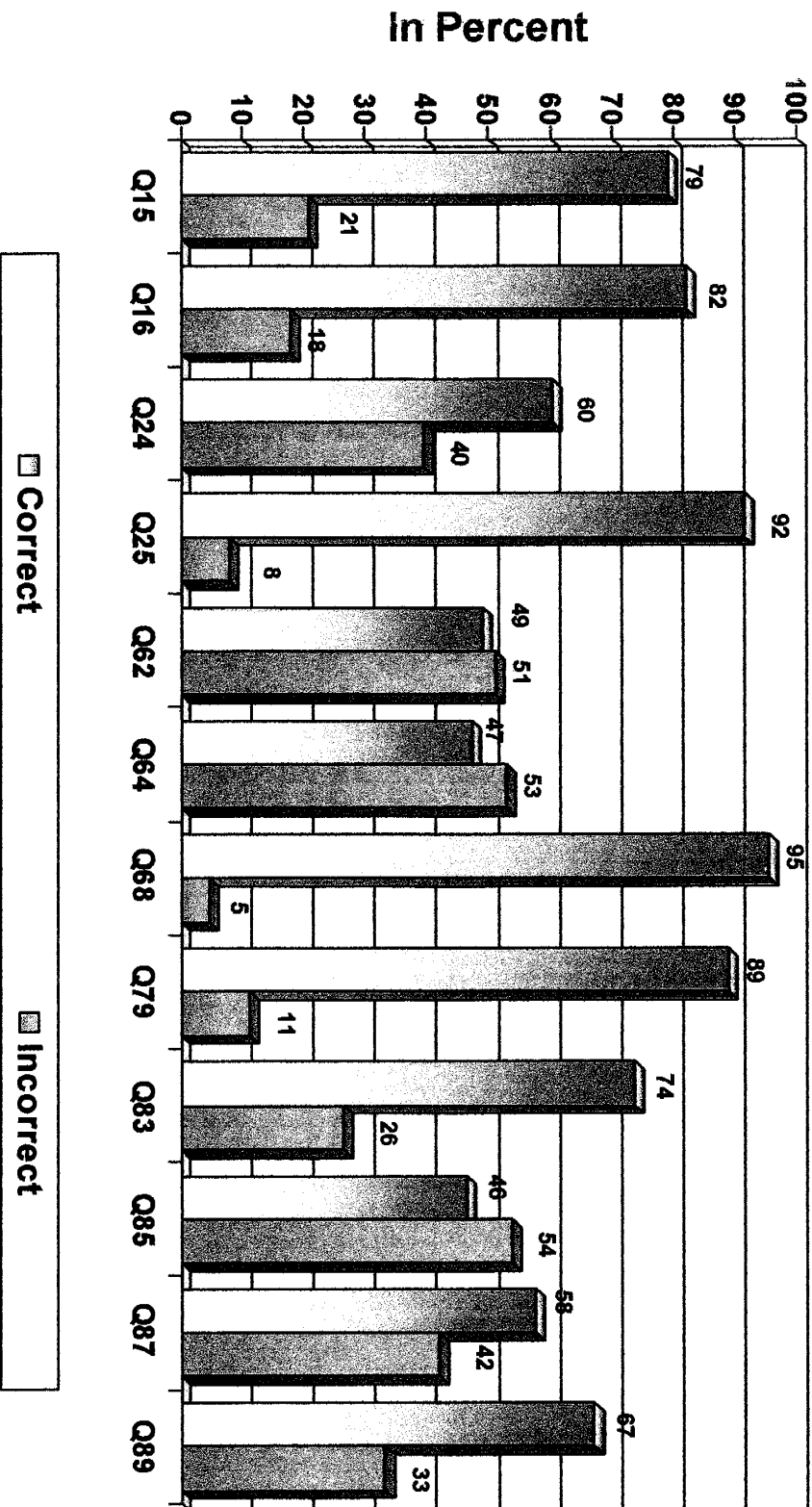
One of the most militant Indian organizations was:

	Frequency	Percent
Correct	30	81.1
Incorrect	7	18.9
Total	37	100.0

SLO ONE Total Score:

	Frequency	Percent
11.00	1	2.7
10.00	8	21.6
9.00	10	27.0
8.00	9	24.3
7.00	2	5.4
6.00	3	8.1
5.00	2	5.4
3.00	1	2.7
2.00	1	2.7
Total	37	100.0

SLO ONE RED



SLO TWO (GREEN) SOC./CCS 114

in the scientific sense, the term racial group refers to:

	Frequency	Percent
Correct	32	86.5
Incorrect	5	13.5
Total	37	100.0

True or False: Racial groups are based on physical and social inheritance and are immutable(unchangeable).

	Frequency	Percent
Correct	9	24.3
Incorrect	28	75.7
Total	37	100.0

The Ideology of cultural pluralism:

	Frequency	Percent
Correct	33	89.2
Incorrect	4	10.8
Total	37	100.0

A critique of the ideology of pluralism is that:

	Frequency	Percent
Correct	23	62.2
Incorrect	14	37.8
Total	37	100.0

The Anglo conformity, melting pot, and cultural pluralist views on racial and ethnic relations share the important assumption that racial and ethnic groups should strive to:

	Frequency	Percent
Correct	21	56.8
Incorrect	16	43.2
Total	37	100.0

The tendency to consider one's own society superior to all other is called:

	Frequency	Percent
Correct	35	94.6
Incorrect	2	5.4
Total	37	100.0

The Americanization policy of the English towards the Indians was based on the following premise:

	Frequency	Percent
Correct	22	59.5
Incorrect	15	40.5
Total	37	100.0

The Anglo American colonists first reacted to the early immigrants from Ireland by:

	Frequency	Percent
Correct	29	78.4
Incorrect	8	21.6
Total	37	100.0

The German presence in large numbers in American society:

	Frequency	Percent
Correct	25	67.6
Incorrect	12	32.4
Total	37	100.0

In the case of prejudice, a person's group membership usually _____ as molding force.

	Frequency	Percent
Correct	33	89.2
Incorrect	4	10.8
Total	37	100.0

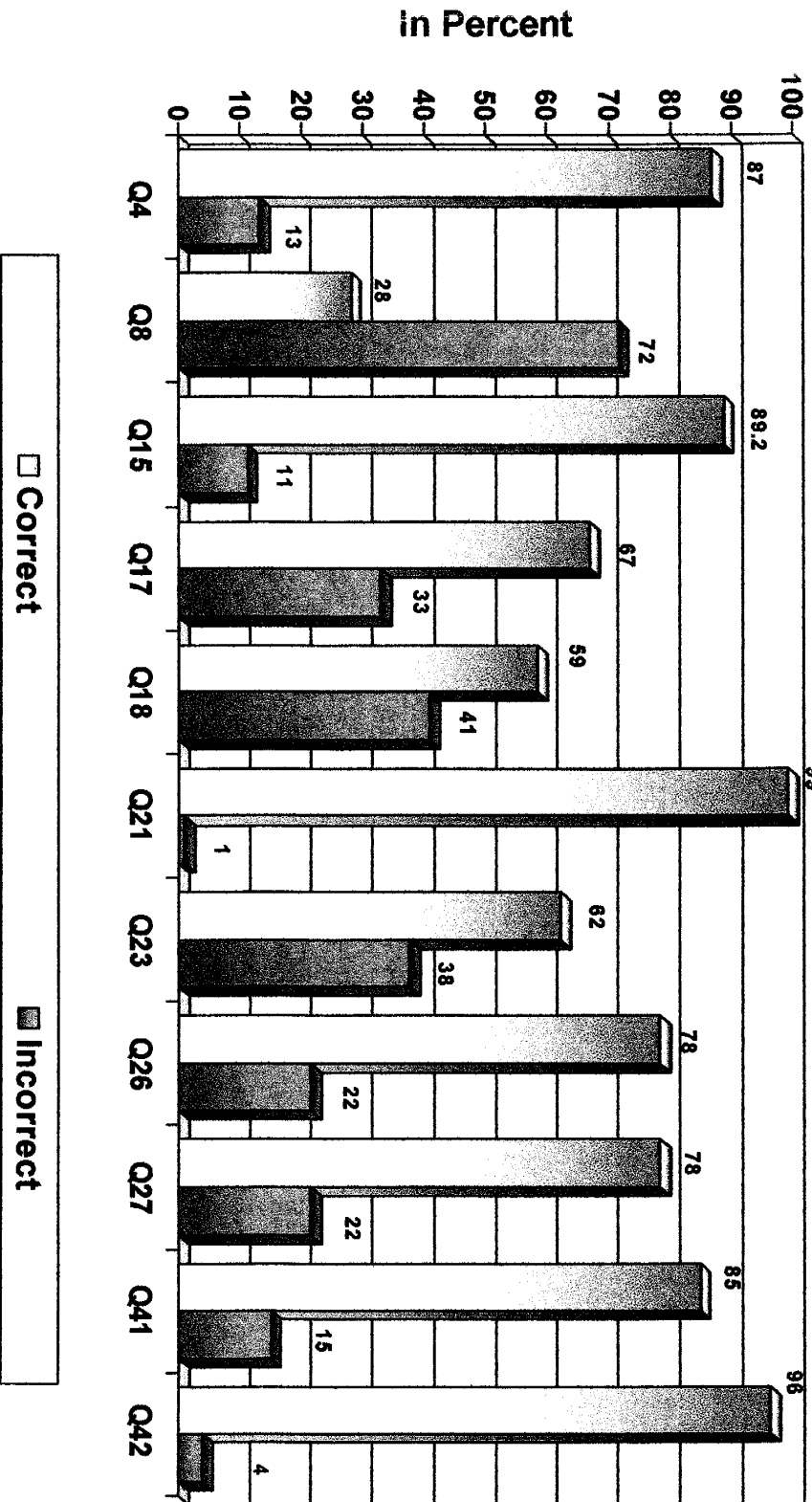
The tendency of individuals to rate all out-groups as lower in status than the in-group is most likely to result in:

	Frequency	Percent
Correct	37	100.0

SLO TWO Total Score

	Frequency	Percent
10.00	8	21.6
9.00	10	27.0
8.00	9	24.3
7.00	5	13.5
6.00	2	5.4
5.00	1	2.7
3.00	1	2.7
2.00	1	2.7
Total	37	100.0

SLO TWO GREEN



SLO THREE (BLUE) SOC./CCS 114

The three generations process of inclusion describes most accurately the experiences in America of which the following groups:

	Frequency	Percent
Correct	26	70.3
Incorrect	11	29.7
Total	37	100.0

The people of English ethnicity gradually became the dominant Anglo American group through:

	Frequency	Percent
Correct	32	86.5
Incorrect	5	13.5
Total	37	100.0

True or False: Xenophobia is best described as a fear of taking tests, especially achievement or intelligence tests.

	Frequency	Percent
Correct	33	89.2
Incorrect	4	10.8
Total	37	100.0

True or False: A stereotype is a shared, but not scientifically validated, belief concerning the characteristics of the members of different racial or ethnic groups as compared to some reference group

	Frequency	Percent
Correct	32	86.5
Incorrect	5	13.5
Total	37	100.0

Members of a dominant group seldom benefit economically from discrimination against members of subordinate racial and ethnic groups

	Frequency	Percent
Correct	21	56.8
Incorrect	16	43.2
Total	37	100.0

In regard to the cultural assimilation of the various Japanese and Japanese American generations, the text argues that:

	Frequency	Percent
Correct	27	73.0
Incorrect	10	27.0
Total	37	100.0

True or False: Language is not an important element of cultural identity because people learn to speak several languages.

	Frequency	Percent
Correct	33	89.2
Incorrect	4	10.8
Total	37	100.0

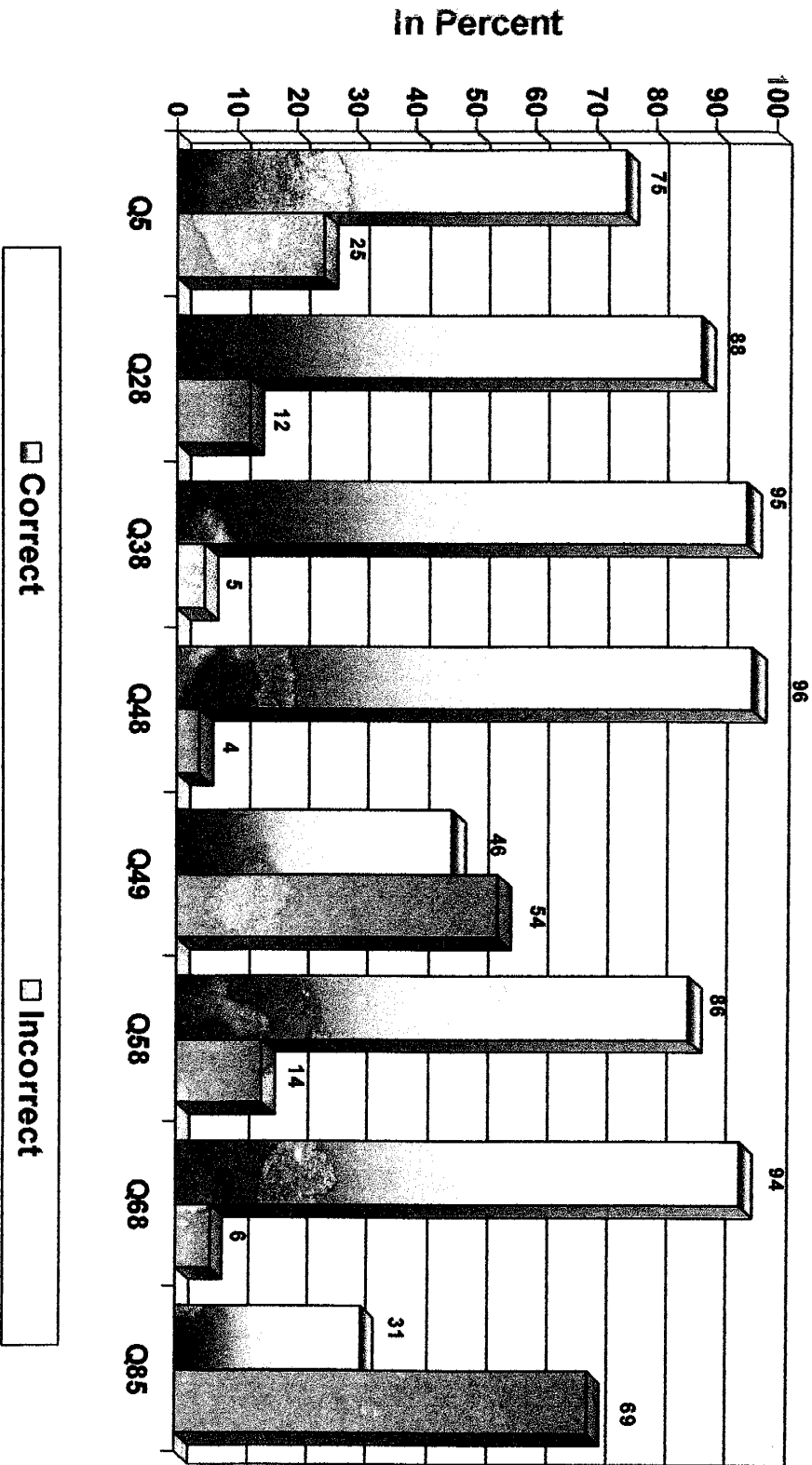
The primary approach of the Whites towards Indians throughout most of the centuries since the first contacts has been:

	Frequency	Percent
Correct	12	32.4
Incorrect	25	67.6
Total	37	100.0

SLO THREE Total Score

	Frequency	Percent
8.00	2	5.4
7.00	13	35.1
6.00	10	27.0
5.00	6	16.2
4.00	3	8.1
3.00	1	2.7
2.00	2	5.4
Total	37	100.0

SLO THREE BLUE



APPENDIX 6

COURSE-TO-PROGRAM SLO MAPPING DOCUMENT

COURSE #	SLO	Spring		Spring		Spring		Spring		Spring
		2010	Fall 2010	2011	Fall 2011	2012	Fall 2012	2013	Fall 2013	2014
CCS 114	1 Define and appreciate cultural diversity Contrast past forms of history with the history			X						
	2 of inclusiveness Analyze the sources/causes of inequality and			X						
	3 discrimination **Course is not being offered-- will be assessed when offered next**			X						
CCS 115	1 Define and appreciate cultural diversity Contrast past forms of history with the history									X
	2 of inclusiveness Analyze the sources/causes of inequality and									X
	3 discrimination									X
CCS 118	1 Define and appreciate cultural diversity Contrast past forms of history with the history				X					
	2 of inclusiveness Analyze the sources/causes of inequality and				X					
	3 discrimination				X					
CCS 119	1 Define and appreciate cultural diversity Contrast past forms of history with the history				X					
	2 of inclusiveness Analyze the sources/causes of inequality and				X					
	3 discrimination				X					
CCS 122	1 **CROSS-LISTED: SEE SPAN 122**									
CCS 123	1 **CROSS-LISTED: SEE SPAN 123**									
CCS 124	1 Define and appreciate cultural diversity Contrast past forms of history with the history			X						
	2 of inclusiveness Analyze the sources/causes of inequality and			X						
	3 discrimination			X						
CCS 125	1 **CROSSLISTED: SEE PSY 125** **Course is not being offered-- will be assessed when offered next**									
CCS 126	1 Define and appreciate cultural diversity Contrast past forms of history with the history									X
	2 of inclusiveness Analyze the sources/causes of inequality and									X
	3 discrimination									X
CCS 127	1 Define and appreciate cultural diversity Contrast past forms of history with the history				X					
	2 of inclusiveness				X					

	Analyze the sources/causes of inequality and 3 discrimination **Course is not being offered-- will be assessed when offered next**	X	
CCS 128	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination **Course is not being offered-- will be assessed when offered next**		X X X
CCS 130	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination		X X X
CCS 131	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination	X X X	
CCS 132	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination	X X X	
CCS 133	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination **Course is not being offered-- will be assessed when offered next**		X X X
CCS 134	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination		
CCS 135	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness Analyze the sources/causes of inequality and 3 discrimination		X X X
CCS 143	1 Define and appreciate cultural diversity Contrast past forms of history with the history 2 of inclusiveness	X X	

	Analyze the sources/causes of inequality and 3 discrimination	X	
CCS 144	1 **CROSS-LISTED: SEE COMM 144** **Course is not being offered-- will be assessed when offered next**		
CCS 145	1 Define and appreciate cultural diversity Contrast past forms of history with the history		X
	2 of inclusiveness Analyze the sources/causes of inequality and		X
	3 discrimination **Course is not being offered-- will be assessed when offered next**		X
CCS 147	1 Define and appreciate cultural diversity Contrast past forms of history with the history		X
	2 of inclusiveness Analyze the sources/causes of inequality and		X
	3 discrimination **Course is not being offered-- will be assessed when offered next**		X
CCS 149	1 **CROSS-LISTED: SEE JAPN 149** **Course is not being offered-- will be assessed when offered next**		
CCS 150	1 Define and appreciate cultural diversity Contrast past forms of history with the history		X
	2 of inclusiveness Analyze the sources/causes of inequality and		X
	3 discrimination		X
CCS 151	1 Define and appreciate cultural diversity Contrast past forms of history with the history	X	
	2 of inclusiveness Analyze the sources/causes of inequality and	X	
	3 discrimination	X	
CCS 152	1 **CROSSLISTED: SEE FREN 152 **		
CCS 153	1 **CROSSLISTED: SEE CD 153 **		
CCS 154	1 **CROSSLISTED: SEE HIST 154 **		
CCS 155	1 **CROSSLISTED: SEE HIST 155 **		
CCS 170	1 Define and appreciate cultural diversity Contrast past forms of history with the history	X	
	2 of inclusiveness Analyze the sources/causes of inequality and	X	
	3 discrimination	X	
CCS 172	1 Define and appreciate cultural diversity		X

	Contrast past forms of history with the history		
	2 of inclusiveness	X	
	Analyze the sources/causes of inequality and		
	3 discrimination	X	
CCS 174	1 Define and appreciate cultural diversity	X	
	Contrast past forms of history with the history		
	2 of inclusiveness	X	
	Analyze the sources/causes of inequality and		
	3 discrimination	X	
CCS 176	1 Define and appreciate cultural diversity	X	
	Contrast past forms of history with the history		
	2 of inclusiveness	X	
	Analyze the sources/causes of inequality and		
	3 discrimination	X	
CCS 178	1 Define and appreciate cultural diversity	X	
	Contrast past forms of history with the history		
	2 of inclusiveness	X	
	Analyze the sources/causes of inequality and		
	3 discrimination	X	
	Course is not being offered-- will be assessed when offered next		
CCS 180	1 Define and appreciate cultural diversity		X
	Contrast past forms of history with the history		
	2 of inclusiveness		X
	Analyze the sources/causes of inequality and		
	3 discrimination		X
CCS 181	1 Define and appreciate cultural diversity		X
	Contrast past forms of history with the history		
	2 of inclusiveness		X
	Analyze the sources/causes of inequality and		
	3 discrimination		X
CCS 194	1 Define and appreciate cultural diversity		X
	Contrast past forms of history with the history		
	2 of inclusiveness		X
	Analyze the sources/causes of inequality and		
	3 discrimination		X
CCS 199	Complete individual study, research or projects		
	1 in Cross Cultural studies.		X
	Participate in conference sessions with		
	2 instructor of record		X
	Develop the skills necessary to work		
	independently (including self –monitoring,		
	3 cultural awareness, and resource acquisition		X

****Course is not being offered-- will be assessed
when offered next****

CCS 236 1 ****CROSS-LISTED: SEE ENG 236****

CCS 237 1 ****CROSS-LISTED: SEE ENG 237****

CCS 238 1 ****CROSS-LISTED: SEE ENG 238****

CCS 299	Complete individual and/or group study, 1 research, or projects in Cross Cultural Studies	X
	2 Participate in classroom discussion Develop the skills necessary to work independently and in groups (including self- monitoring, time management, interpersonal skills, cultural awareness, and resource	X
	3 acquisition	X

AOJ	demonstrate knowledge, skills, and abilities relevant to the AOJ certificate / degree program completed.	demonstrate ethical and professional behavior.
ARBC	Students will be able to utilize more complex vocabulary and grammatical structures to communicate and discuss hypothetical situations dealing with nature, city, life, health, and well being, professions and occupations, the arts, current events, and politics.	Students will be able to utilize more complex vocabulary and grammatical structures to write about situations dealing with nature, city, life, health and well being, professions, and occupations, the arts, current events, and politics.
ART	describe the important elements in the medium of art they are studying	interpret art in the medium they are studying
ASL	to converse fluently in ASL with peers both hearing and Deaf by applying the language in conversations, ASL storytelling, or narratives	to understand the grammar structures of ASL and apply them in dialogues
BIO	1. Demonstrate an understanding of Evolution by Natural Selection (SI1, 4)	2. Analyze and interpret (evaluate) experimental data in order to determine relationships between biological processes. (SI1,3,5)
BUS	In-depth knowledge and understanding of fundamental business concepts.	The ability to identify, apply, and integrate functional business knowledge to solve problems in practical business situations involving accounting, law, and general business.
BOT	Students will be prepared for employment and advancement in today's technology intensive office. (MAPPING: PC1; IT1; CC 1-4; EC 1-5)	
CA	Demonstrate critical thinking in the food service environment.	Demonstrate appropriate behaviors in the work place environment.
CCS	Define and appreciate cultural diversity	Contrast past forms of history with the history of inclusiveness
CD	Analyze and apply principles of scientific research based study of child, human and family development.	Compare differing social, economic, political, historical, cultural and family contexts and their affect on human development.
CHEM	Analyze and interpret (evaluate) experimental data in order to identify trends and communicate results in a laboratory report. (MAPPING: EC; SI; ML; IT)	Predict physical and chemical properties and changes of matter. (MAPPING: SI)
CHIN	Students will be able to utilize more complex vocabulary and grammatical structures to communicate and discuss hypothetical situations dealing with nature, city, life, health, and well being, professions and occupations, the arts, current events, and politics	Students will be able to utilize more complex vocabulary and grammatical structures to write about situations dealing with nature, city, life, health and well being, professions, and occupations, the arts, current events, and politics.

Analyze the sources/
cause of inequality and
discrimination

APPENDIX 7

STUDENT SURVEY

Grossmont College Cross Cultural Studies Department Program Review Student Survey Fall 2011 N=23

Q1. What is your primary reason for taking this class?

	Frequency	Percent
General education requirement	10	43.5
Required for major	5	21.7
General interest	5	21.7
Transfer	3	13.0
Total	23	100.0

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	20	87.0
Other student recommendation	3	13.0
Total	23	100.0

Q3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
One	18	78.3
Two	3	13.0
Three	2	8.7
Total	23	100.0

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	23	100.0

Q5. What modes of communication are made available to you by your instructor?

	Frequency	Percent
Face to Face	23	100.0
Email	19	82.6
Telephone/Voice Mail	8	34.8

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 23).

Q6. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Instructor	17	73.9
Email	4	17.4
Blackboard announcements	2	8.7
Total	23	100.0

Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	19	82.6
During office hours/ appointment	2	8.7
Via email	2	8.7
Total	23	100.0

Q8. Who else or what else do you primarily turn to for extra help?

	Frequency	Percent
Current classmates	12	52.2
Text book	7	30.4
Website(s)	3	13.0
Family member	1	4.3
Total	23	100.0

Q9. Which of the following course resources helped you learn the course material?

	Frequency	Percent
Lecture	20	87.0
Homework/assignments	16	69.6
Textbook	15	65.2
Videos/DVDs	12	52.2
Handouts	12	52.2
Group work in class	10	43.5
PowerPoint slides	6	26.1
Quizzes	6	26.1
Study groups	2	8.7
Course Blackboard site	1	4.3
Instructor website	1	4.3
None of the Above	1	4.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 23).

Q10. Have you used one or more of the following campus resources to assist you with a course(s) in this department?

	Frequency	Percent
Yes	10	43.5
No	13	56.5
Total	23	100.0

Campus resources include: Assessment and Testing Center, English Writing Lab, Tech Mail, Library (online resources), On-Campus Library, Math Study, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.

Q11_A. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center

	Frequency	Percent
Required	5	50.0
Never Used	5	50.0
Total	10	100.0
No Response	13	
Total	23	

Q12_A. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center

	Frequency	Percent
Helpful	3	30.0
Neither Helpful nor Unhelpful	1	10.0
Never Used	6	60.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab

	Frequency	Percent
Voluntary	3	30.0
Never Used	7	70.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: English Writing Lab

	Frequency	Percent
Very Helpful	1	10.0
Helpful	2	20.0
Never Used	7	70.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall

	Frequency	Percent
Voluntary	7	70.0
Never Used	3	30.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Tech Mall

	Frequency	Percent
Very Helpful	5	50.0
Helpful	2	20.0
Never Used	3	30.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)

	Frequency	Percent
Required	2	20.0
Voluntary	4	40.0
Never Used	4	40.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Library (onlines resources)

	Frequency	Percent
Very Helpful	3	30.0
Helpful	2	20.0
Neither Helpful nor Unhelpful	1	10.0
Never Used	4	40.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library

	Frequency	Percent
Required	1	10.0
Voluntary	8	80.0
Never Used	1	10.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: On-Campus Library

	Frequency	Percent
Very Helpful	6	60.0
Helpful	2	20.0
Never Used	2	20.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Math Study

	Frequency	Percent
Voluntary	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Math Study

	Frequency	Percent
Very Helpful	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tutoring Center

	Frequency	Percent
Voluntary	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Tutoring Center

	Frequency	Percent
Very Helpful	1	10.0
Helpful	1	10.0
Never Used	8	80.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS

	Frequency	Percent
Voluntary	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: DSPS

	Frequency	Percent
Very Helpful	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS

	Frequency	Percent
Voluntary	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: EOPS

	Frequency	Percent
Very Helpful	1	10.0
Never Used	9	90.0
Total	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs

	Frequency	Percent
Never Used	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs

	Frequency	Percent
Never Used	10	100.0
No Response	13	
Total	23	

Q11. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line

	Frequency	Percent
Required	2	20.0
Voluntary	1	10.0
Never Used	7	70.0
Total	10	100.0
No Response	13	
Total	23	

Q12. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line

	Frequency	Percent
Very Helpful	1	10.0
Helpful	1	10.0
Never Used	8	80.0
Total	10	100.0
No Response	13	
Total	23	

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	21	91.3
No	2	8.7
Total	23	100.0

Q14. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very Satisfied	7	30.4
Satisfied	9	39.1
Neutral	4	17.4
Dissatisfied	3	13.0
Total	23	100.0

Q15. Is your major in this department?

	Frequency	Percent
Yes	2	8.7
No	21	91.3
Total	23	100.0

Q16. What would be your preferred start time(s) for courses offered on Weekdays?

	Frequency	Percent
12-3pm	10	43.5
9am-noon	9	39.1
7am-8am	6	26.1
4-10pm	5	21.7
No Preference	1	4.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 23).

Q17. What would be your preferred start time(s) for courses offered on Saturdays?

	Frequency	Percent
9am-noon	7	30.4
12-3pm	7	30.4
No Preference	7	30.4
7am-8am	3	13.0
4-10pm	3	13.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 23).

Q18. What would be your preferred start time(s) for courses offered on Sundays?

	Frequency	Percent
No Preference	9	39.1
9am-noon	8	34.8
12-3pm	7	30.4
7am-8am	4	17.4
4-10pm	2	8.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 23).

Q19. What would be your preferred start time(s) for courses offered on: (Distance Education)

	Frequency	Percent
Online	14	60.9
No Response	9	39.1
Total	23	100.0

Q20. Gender

	Frequency	Percent
Male	6	26.1
Female	17	73.9
Total	23	100.0

Q21. Age

	Frequency	Percent
Under 20	4	17.4
20-24	8	34.8
25-29	3	13.0
30-49	8	34.8
Total	23	100.0

Q22. Ethnicity:

	Frequency	Percent
Asian	1	4.3
Black	1	4.3
Hispanic	11	47.8
White, Non-Hispanic, and not of middle Eastern decent	8	34.8
Two or more	2	8.7
Total	23	100.0

Q23. Primary Language:

	Frequency	Percent
English	17	73.9
Spanish	5	21.7
Other	1	4.3
Total	23	100.0

Q23. Primary Language: (Other)

	Frequency
Somali	1

APPENDIX 8

DEGREES AND CERTIFICATES

GROSSMONT COLLEGE-CROSS CULTURAL STUDIES

2006-2012

SEMESTER	DEGREES	CERTIFICATES
SPRING 2006	0	0
FALL 2006	1	0
SPRING 2007	3	0
FALL 2007	2	0
SPRING 2008	2	0
FALL 2008	0	0
SPRING 2009	3	0
FALL 2009	0	0
SPRING 2010	3	0
FALL 2010	0	0
SPRING 2011	1	0
FALL 2011	0	0
SPRING 2012	2	0

APPENDIX 9

ORGANIZATIONS REPRESENTED ON ADVISORY COMMITTEES

N/A

APPENDIX 10

FACULTY/STAFF PROFESSIONAL DEVELOPMENT

Cross Cultural Studies Faculty

Danny Martinez, CCS Chair

CCS/SOC. 114: Minority Group Relations

CCS/History 118: U.S. History: Chicano(a)/Latino(a) Perspective I

CCS/History 119: U.S. History: Chicano(a)/Latino(a) Perspective II

Cheryl Hinton, (Barona Museum)

CCS 132: American Indian Lifestyle/Spirituality

Bachir Idoui

CCS 147: Middle Eastern History and Culture

Georgina Macias

CCS/Spanish 122: Spanish for Native Speakers

Cross Listed Courses with CCS.

Antonio Cespo

CCS/Spanish 122: Spanish for Native Speakers

Jade Solan

CCS/Comm 144: Comm. Studies: Race and Ethnicity

Lindsey Hanlon

CCS/Education 153 Teaching in a Diverse Society

Adisa Alkebulan

CCS/History 181: U.S. History: Black Perspective

"T" Ford

CCS/English: 238: Black Literature

Section 9: Staffing Trends/Decision Making

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	2	2	2	2	2	2	2	1
# of PT faculty	6	6	5	5	5	3	1	0
Total Full Time FTEF	2.0	2.0	2.0	2.0	1.8	1.8	1.2*	1.2
Total Reassigned Time	0.4	0.4	0.4	0.6	0.6	0.4	0	0
Total Part Time FTEF	1.4	1.6	1.2	1.0	1.0	0.6	0.2	0
Total FTEF	3.4	3.6	3.2	3.0	2.8	2.4	1.4	1.2
FT% of Total FTEF	58.8%	55.5%	62.5%	66.7%	64.3%	75.0%	85.7%	100%
Total Earned WSCH	1609.0	1359.0	1446.0	1413.0	1272.0	1140.0	522.0	453.0

*Data collated from Grade Distributions, with Reassigned time inferred from Extra Pay section loads: Tom must have been on Sabbatical this semester.

APPENDIX 11

GROSSMONT WSCH ANALYSIS

CCS
Minimum

1. Semester & Year	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
2. Enrollment	506	527	416	390	408	313	396	290	382	378	359	380	153	192	175	160
3. Earned WSCH/FTEF	538.50	483.33	424.69	416.25	482.00	472.50	504.64	385.59	454.29	450.88	443.75	316.39	553.75	314.44	875.00	266.67
4. Total FTES	123.35	99.00	99.00	98.20	98.20	99.50	99.50	100.00	100.00	38.10	38.10	22.90	22.90	21.00	21.00	21.00
5. Cost/FTES	\$1,744.26	\$2,073.27	\$2,073.27	\$2,371.50	\$2,371.50	\$2,545.65	\$2,545.65	\$2,672.25	\$2,672.25	\$7,648.74	\$7,648.74	\$5,397.38	\$5,397.38	\$5,439.19	\$5,439.19	\$5,439.19
6. Total Cost/Fiscal Year	\$215,155.00	\$205,254.00	\$205,254.00	\$232,881.00	\$232,881.00	\$253,292.00	\$253,292.00	\$267,225.00	\$267,225.00	\$291,417.00	\$291,417.00	\$123,600.00	\$123,600.00	\$114,223.00	\$114,223.00	\$114,223.00
7. Total Revenue	\$446,527.00	\$390,654.00	\$390,654.00	\$441,310.80	\$441,310.80	\$410,238.50	\$410,238.50	\$456,483.00	\$456,483.00	\$173,920.02	\$173,920.02	\$104,534.61	\$104,534.61	\$95,861.43	\$95,861.43	\$95,861.43
8. Other Revenue																

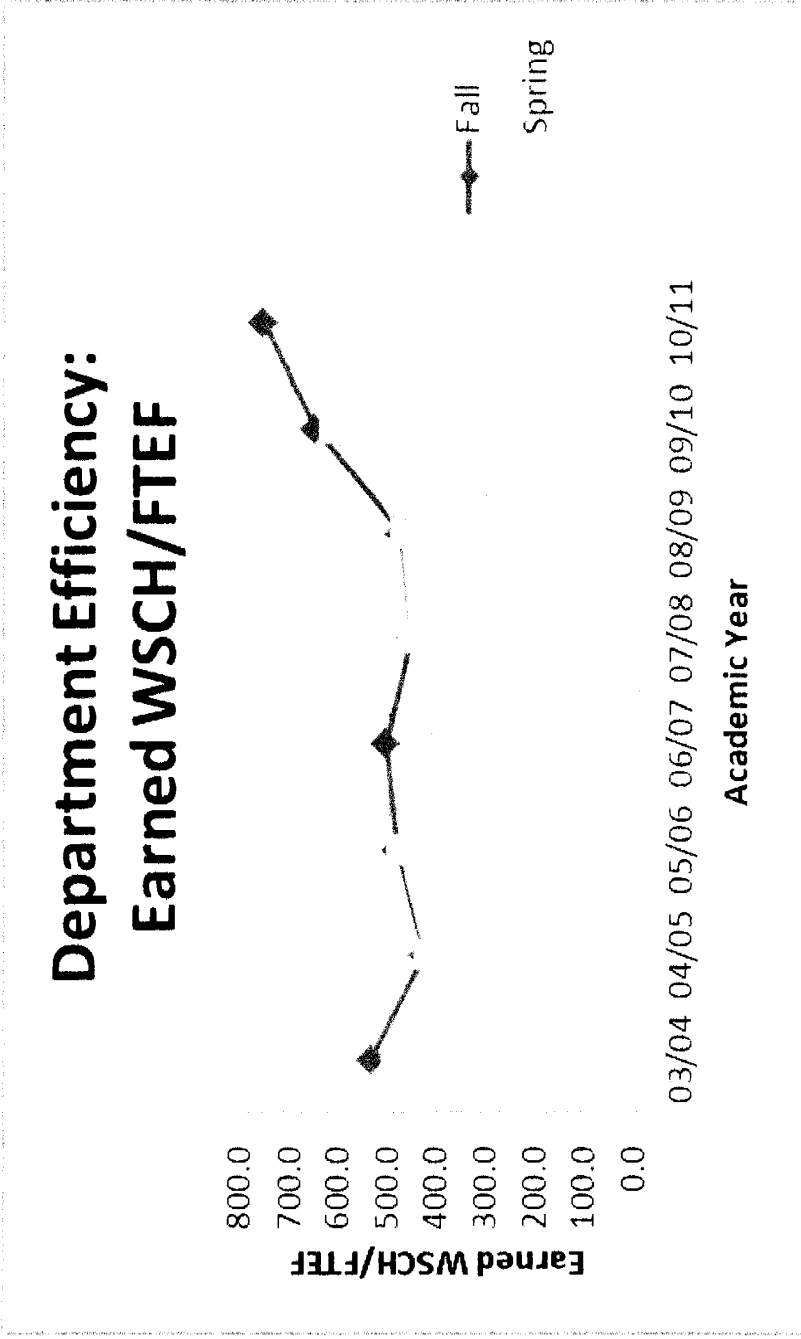
Maximum

1. Semester & Year	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
2. Enrollment	506	527	416	390	408	313	396	290	382	378	359	380	153	192	175	160
3. Earned WSCH/FTEF	538.50	483.33	424.69	416.25	482.00	472.50	504.64	385.59	454.29	450.88	443.75	316.39	553.75	314.44	875.00	266.67
4. Total FTES	123.35	99.00	99.00	98.20	98.20	99.50	99.50	100.00	100.00	100.39	100.39	60.99	60.99	54.99	54.99	54.99
5. Cost/FTES	\$1,744.26	\$2,073.27	\$2,073.27	\$2,371.50	\$2,371.50	\$2,545.65	\$2,545.65	\$2,672.25	\$2,672.25	\$2,902.85	\$2,902.85	\$2,026.56	\$2,026.56	\$2,077.16	\$2,077.16	\$2,077.16
6. Total Cost/Fiscal Year	\$215,155.00	\$205,254.00	\$205,254.00	\$232,881.00	\$232,881.00	\$253,292.00	\$253,292.00	\$267,225.00	\$267,225.00	\$291,417.00	\$291,417.00	\$123,600.00	\$123,600.00	\$114,223.00	\$114,223.00	\$114,223.00
7. Total Revenue	\$446,527.00	\$390,654.00	\$390,654.00	\$441,310.80	\$441,310.80	\$410,238.50	\$410,238.50	\$456,483.00	\$456,483.00	\$173,920.02	\$173,920.02	\$104,534.61	\$104,534.61	\$95,861.43	\$95,861.43	\$95,861.43
8. Other Revenue																

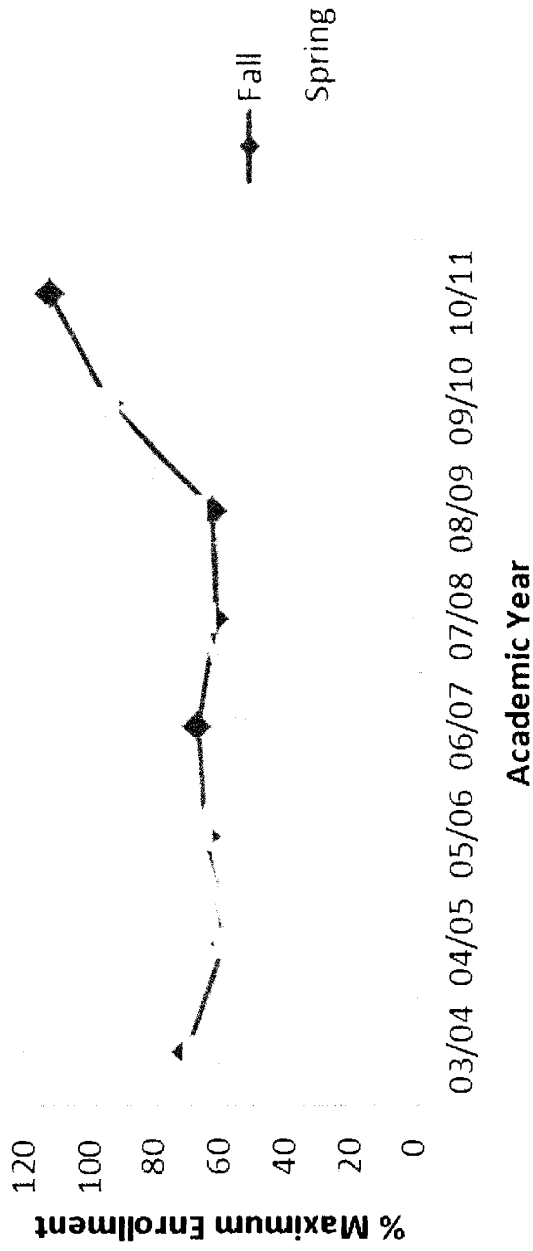
← GAMBINO RETIRE
← TRANSITION TO COLLEAGUE

Appendix 9: Grossmont WSCH Analysis

Total	Fall Semesters										Spring Semesters									
	FA03	FA04	FA05	FA06	FA07	FA08	FA09	FA10	SP04	SP05	SP06	SP07	SP08	SP09	SP10	SP11				
Total FTEF	3.0	3.2	3.0	2.8	2.8	2.4	0.8	0.6	3.6	3.2	2.8	3.4	3.4	3.6	1.8	1.8				
Max WSCH	2298.0	2343.0	2259.0	2130.0	2085.0	1842.0	555.0	405.0	2607.0	2349.0	1995.0	2379.0	2349.0	2454.0	1155.0	1155.0				
Max WSHC/FTEF	766.0	732.2	753.0	760.7	744.6	767.5	693.8	675.0	724.2	734.1	712.5	699.7	690.9	681.7	641.7	641.7				
Earned WSCH	1609.0	1359.0	1446.0	1413.0	1272.0	1140.0	522.0	453.0	1740.0	1332.0	1323.0	1311.0	1533.0	1680.0	1101.0	1047.0				
Earned WSCH/FTEF	536.3	424.7	482.0	504.6	454.3	475.0	652.5	755.0	483.3	416.3	472.5	385.6	450.9	466.7	611.7	581.7				
% of Max	70.0	58.0	64.0	66.3	61.0	61.9	94.1	111.9	66.7	56.7	66.3	55.1	65.3	68.5	95.3	90.7				



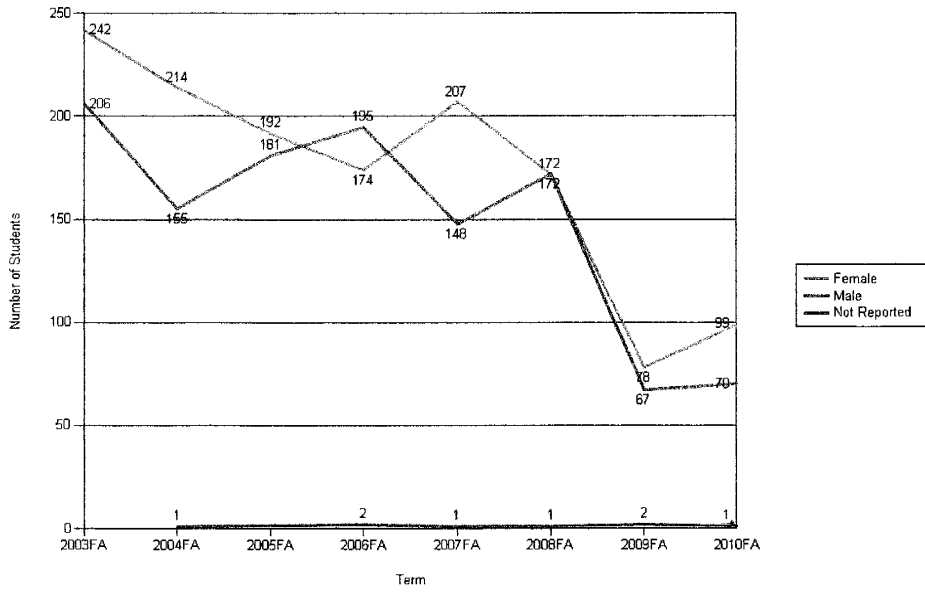
Department Efficiency: % Maximum Enrollment



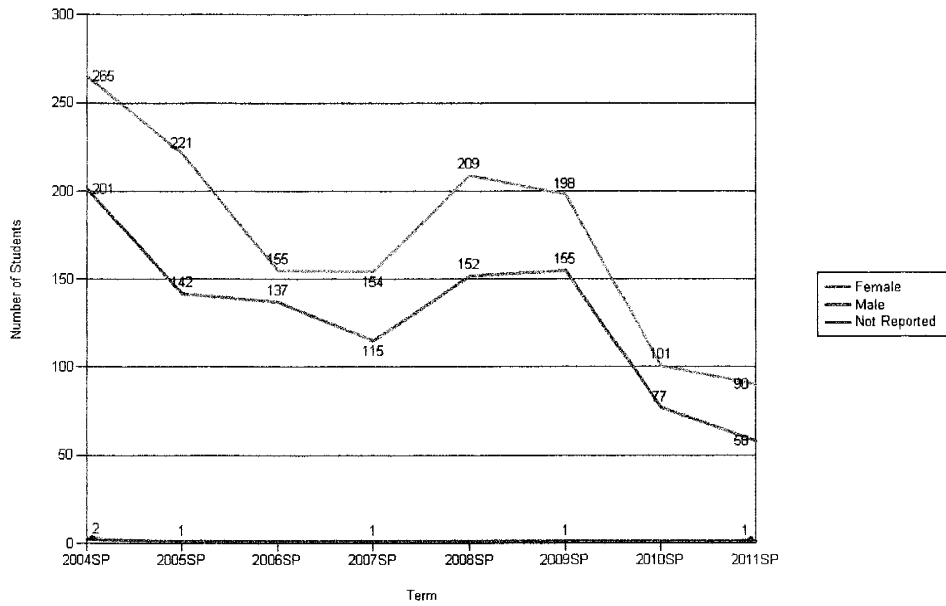
Appendix 11: Enrollment and Success/Retention by Age/Gender/Ethnicity

Enrollment by Gender

Enrollment by Gender (Unduplicated Student Counts)



Enrollment by Gender (Unduplicated Student Counts)



Grossmont: Enrollment by Gender (%)

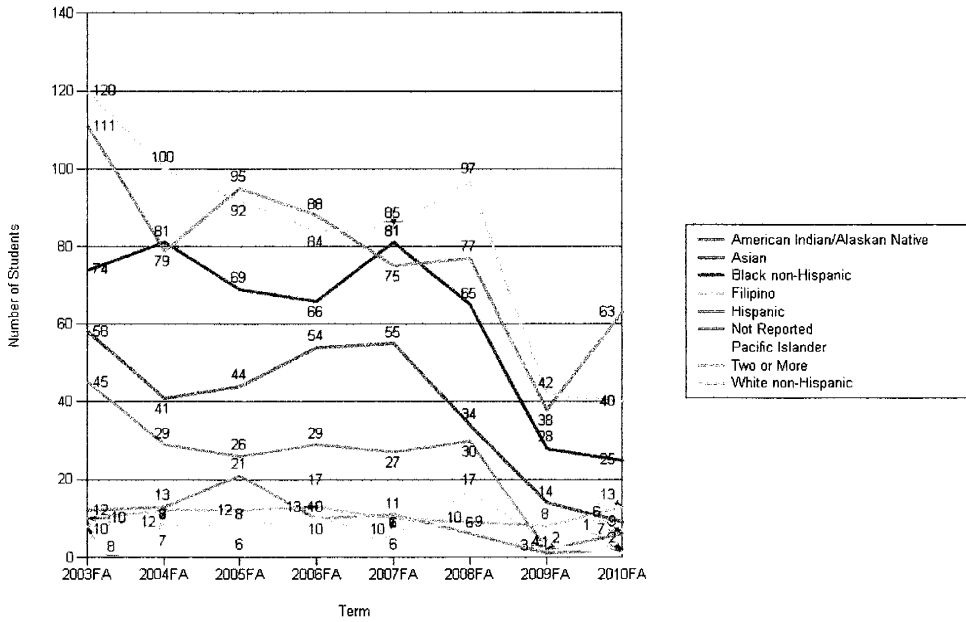
58.78	58.27	57.64	57.69	57.09	57.18	56.45	55.58
40.73	41.20	41.89	41.69	42.19	41.98	42.62	43.57
0.48	0.53	0.47	0.62	0.72	0.84	0.93	0.85

CCS: Enrollment by Gender

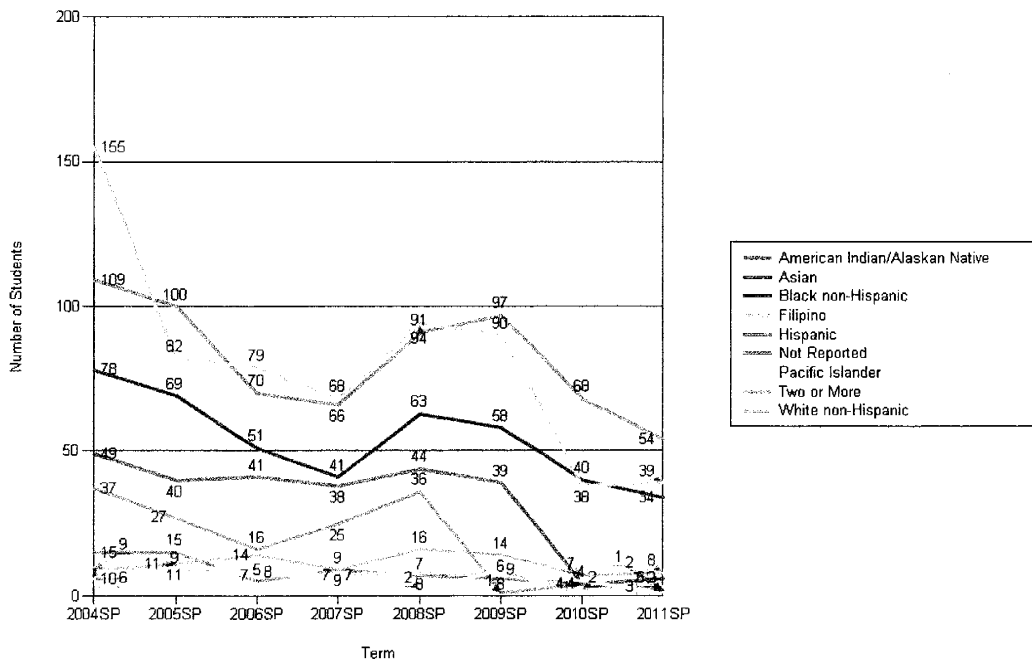
54.0 %	57.8 %	51.5 %	46.9 %	58.1 %	49.9 %	53.1 %	58.2 %
46.0 %	41.9 %	48.5 %	52.6 %	41.6 %	49.9 %	45.6 %	41.2 %
0.0 %	0.3 %	0.0 %	0.5 %	0.3 %	0.3 %	1.4 %	0.6 %

Enrollment by Ethnicity

Enrollment by Ethnicity (Or duplicated Student Counts)



Enrollment by Ethnicity (Unduplicated Student Counts)



Grossmont: Enrollment by Ethnicity (%)

0.95	1.03	1.05	0.96	0.99	0.86	0.71	0.62
7.38	6.98	6.68	6.65	6.83	6.95	6.56	6.47
6.18	6.54	6.89	7.00	7.54	7.44	7.62	7.63
3.22	3.81	4.10	4.14	4.10	4.65	4.11	4.37
16.86	17.97	18.77	19.72	20.12	20.56	22.21	24.29
7.31	7.64	7.21	7.36	7.35	8.05	6.51	4.57
1.08	1.07	1.06	1.22	1.32	1.37	1.19	0.90
2.28	2.51	2.90	3.27	3.45	3.23	4.86	6.12
54.74	52.45	51.34	49.69	48.28	46.90	46.23	45.02

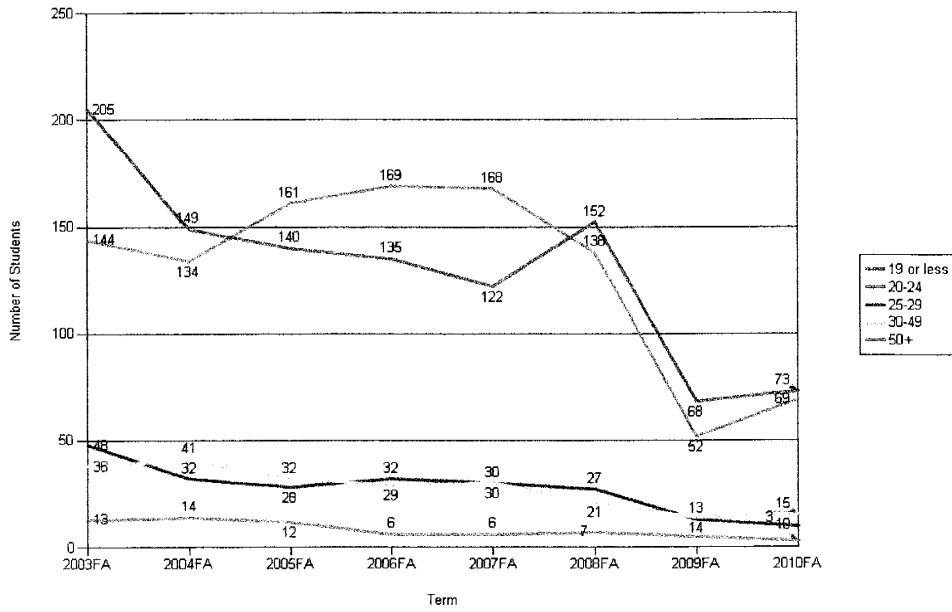
CCS: Enrollment by Ethnicity

Ethnicity %

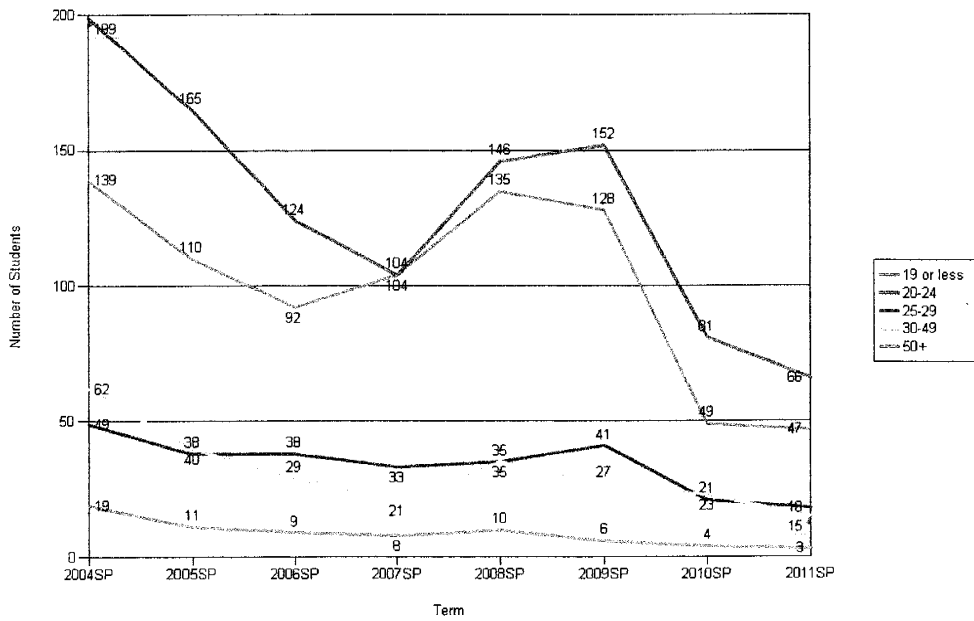
2.7 %	3.5 %	5.6 %	2.7 %	3.1 %	1.7 %	0.7 %	1.2 %
12.9 %	11.1 %	11.8 %	14.6 %	15.4 %	9.9 %	9.5 %	5.3 %
16.5 %	21.9 %	18.5 %	17.8 %	22.8 %	18.8 %	19.0 %	14.7 %
2.2 %	2.2 %	2.1 %	2.7 %	1.7 %	4.9 %	2.7 %	4.1 %
24.8 %	21.4 %	25.5 %	23.7 %	21.1 %	22.3 %	25.9 %	37.1 %
10.0 %	7.8 %	7.0 %	7.8 %	7.6 %	8.7 %	6.1 %	5.9 %
1.8 %	1.9 %	1.6 %	4.6 %	1.7 %	2.9 %	2.0 %	0.6 %
2.2 %	3.2 %	3.2 %	3.5 %	2.8 %	2.6 %	5.4 %	7.6 %
26.8 %	27.0 %	24.7 %	22.6 %	23.9 %	28.1 %	28.6 %	23.5 %

Enrollment by Age

Enrollment by Age (Unduplicated Student Counts)



Enrollment by Age (Unduplicated Student Counts)



Grossmont: Enrollment by Age (%)

28.60	29.99	30.64	30.71	31.30	31.12	28.28	28.64
36.17	36.05	35.49	35.67	35.66	36.44	36.98	37.53
11.95	11.51	11.99	12.55	12.17	12.37	13.71	13.80
19.13	18.23	17.45	16.40	16.18	15.65	16.42	15.88
4.15	4.22	4.42	4.68	4.69	4.41	4.61	4.14

CCS: Enrollment by Age

Age %

32.1 %	36.2 %	43.2 %	45.6 %	47.2 %	40.0 %	35.4 %	40.6 %
45.8 %	40.3 %	37.5 %	36.4 %	34.3 %	44.1 %	46.3 %	42.9 %
10.7 %	8.6 %	7.5 %	8.6 %	8.4 %	7.8 %	8.8 %	5.9 %
8.5 %	11.1 %	8.6 %	7.8 %	8.4 %	6.1 %	9.5 %	8.8 %
2.9 %	3.8 %	3.2 %	1.6 %	1.7 %	2.0 %	0.0 %	1.8 %

APPENDIX 12

DEPARTMENT EQUIVALENCIES

GCCCD Equivalency Criteria

The Academic Senate for California Community Colleges has consistently supported the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means *equal to* the minimum qualifications, not nearly equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of a *regular associate or bachelor's degree*.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree (for disciplines on the Master's List) or requisite experience or coursework (for disciplines on the Non-Master's List).

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

References: Education Code §§ 87359 and 87360

Please select your college and the appropriate box (1 or 2) below.

CC

GC Discipline Name: Ethnic Studies Contact Name: Tom Gamboa Ext. 7529

1. The discipline criteria listed below have been reviewed and agreed upon by discipline experts at both colleges.

2. We have no discipline counterpart at the other college.

List the discipline equivalency criteria below (attach an additional sheet if necessary):

Option A:

Master's degree in any subject area in the Humanities and Social/Behavioral Sciences field.

Option B:

Master's degree (unspecified)

AND

A minimum of 12 upper division units in a related discipline

Option C:

Bachelor's degree in any related discipline

AND

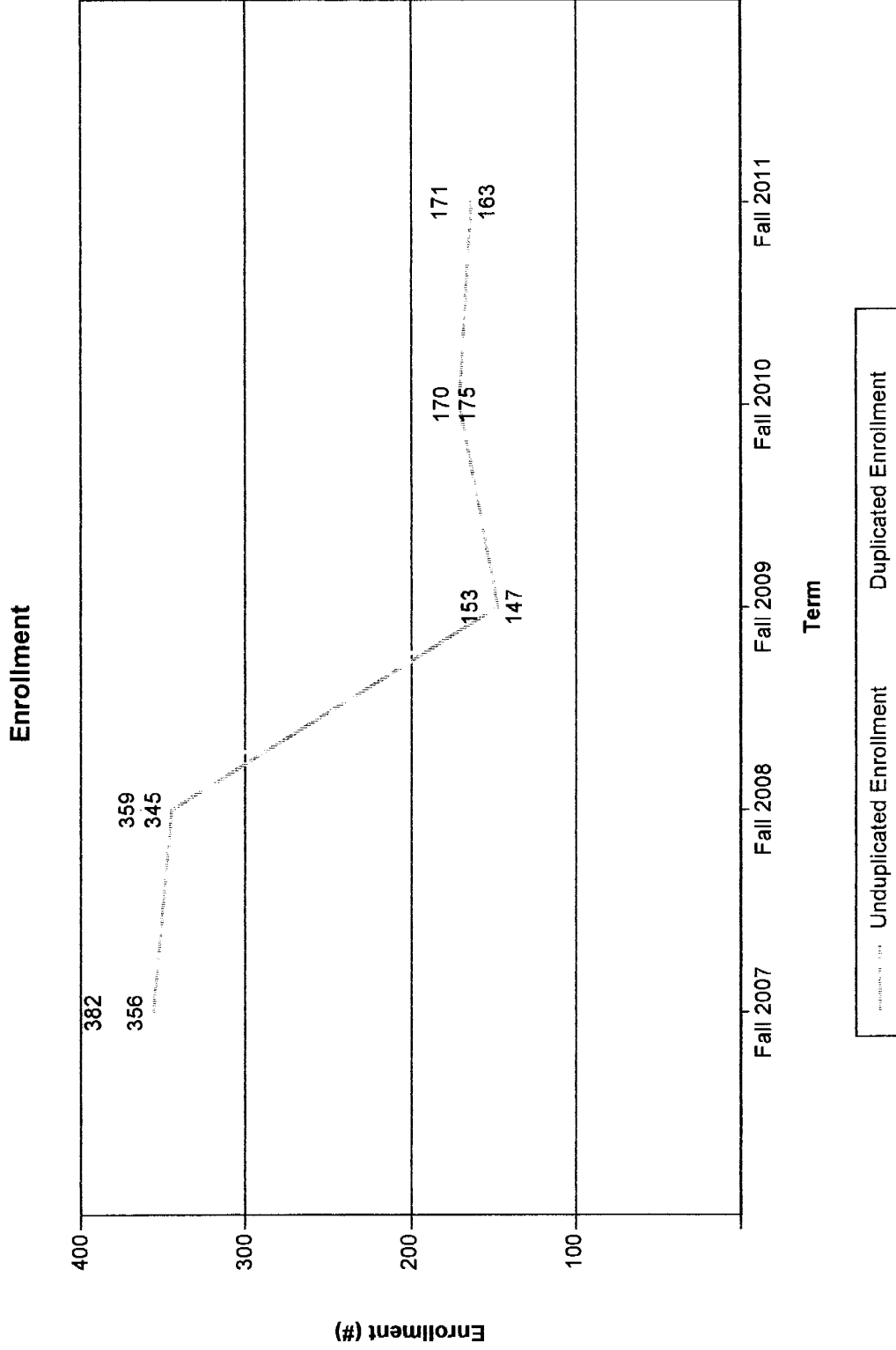
A minimum of five (5) years of direct, discipline-related work experience and evidence of graduate-level written work or projects.

PLEASE RETURN THIS FORM DIRECTLY TO THE OFFICE OF VPI / VPAA FOR REVIEW

APPENDIX 13

STATISTICAL DATA: OUTCOMES PROFILE

Grossmont College Enrollment CCS



Grossmont College Enrollment CCS

	Spring 2009	Spring 2010	Spring 2011
Department Totals			
Total FTEF	3.60	1.80	1.80
Max WSCH	2,454	1,155	885
Max WSCH/FTEF	681.67	641.67	491.67
Max Enrollment	818	385	385
Earned WSCH	1,139	566	363
Earned WSCH/FTEF	316.39	314.44	201.67
% of Max	46.41	49.00	41.02
Approximate FTES	37.97	18.87	12.10

	Spring 2009	Spring 2010	Spring 2011
CCS 123			
Total FTEF	0.00	0.00	
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	5	5	
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	0.17	0.17	0

Spring 2009 Spring 2010

- * Includes non-resident students as well as resident students.
- * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
- * For Cross-listed sections, numbers are reflected in the primary course.

Grossmont College Enrollment CCS

Department Totals	Fall 2008	Fall 2009	Fall 2010
Total FTEF	2.40	0.80	0.60
Max WSCH	1,842	555	105
Max WSCH/FTEF	767.50	693.75	175.00
Max Enrollment	614	185	135
Earned WSCH	1,065	443	402
Earned WSCH/FTEF	443.75	553.75	670.00
% of Max	57.82	79.82	382.86
Approximate FTES	35.50	14.77	13.40

CCS 144	Fall 2008	Fall 2009	Fall 2010
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	27	30	36
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	0.90	1.00	1.20

Fall 2008 Fall 2009 Fall 2010

* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.

Grossmont College Enrollment CCS

Enrollment by Gender (Duplicated Student Count)

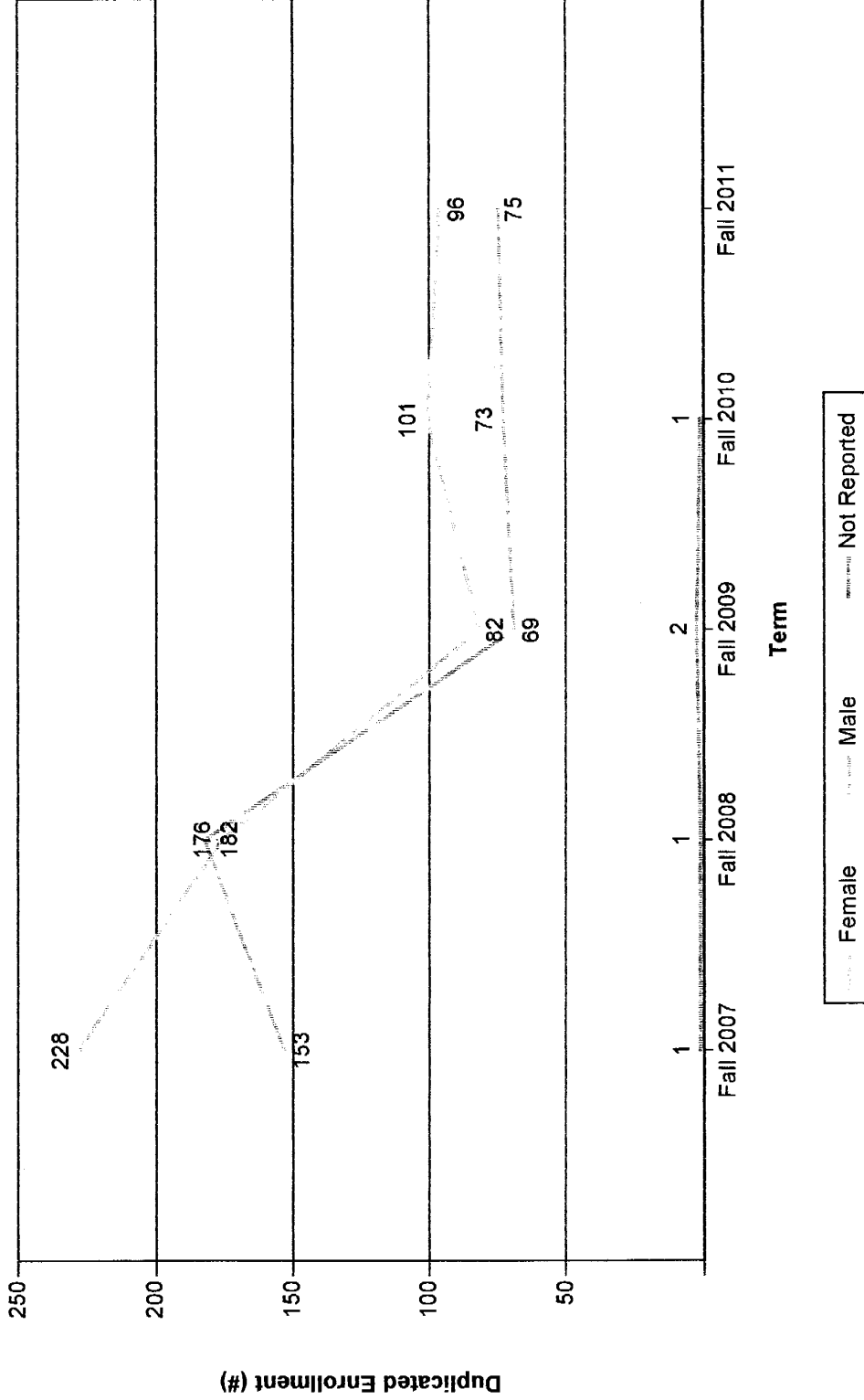
Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Female	228	59.7 %	176	49.0 %	82	53.6 %	101	57.7 %	96	56.1 %
Male	153	40.1 %	182	50.7 %	69	45.1 %	73	41.7 %	75	43.9 %
Not Reported	1	0.3 %	1	0.3 %	2	1.3 %	1	0.6 %		0.0 %
Total	382	100.0 %	359	100.0 %	153	100.0 %	175	100.0 %	171	100.0 %

Enrollment by Gender (Unduplicated Student Count)

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Female	207	58.1 %	172	49.9 %	78	53.1 %	99	58.2 %	92	56.4 %
Male	148	41.6 %	172	49.9 %	67	45.6 %	70	41.2 %	71	43.6 %
Not Reported	1	0.3 %	1	0.3 %	2	1.4 %	1	0.6 %		0.0 %
Total	356	100.0 %	345	100.0 %	147	100.0 %	170	100.0 %	163	100.0 %

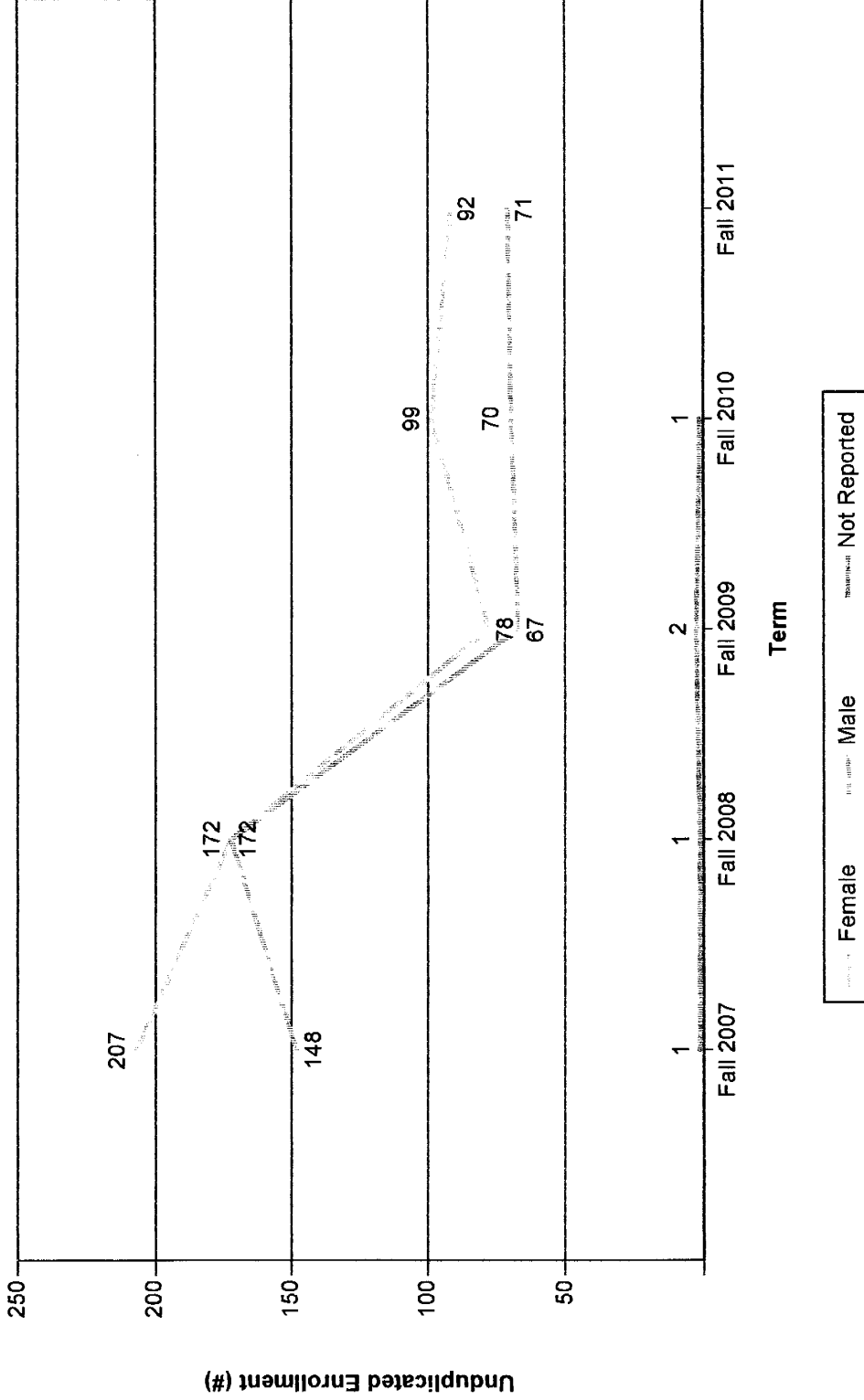
Grossmont College Enrollment CCS

Enrollment by Gender (Duplicated Student Count)



**Grossmont College Enrollment
CCS**

Enrollment by Gender (Unduplicated Student Count)



Grossmont College Enrollment CCS

Enrollment by Age (Duplicated Student Counts)

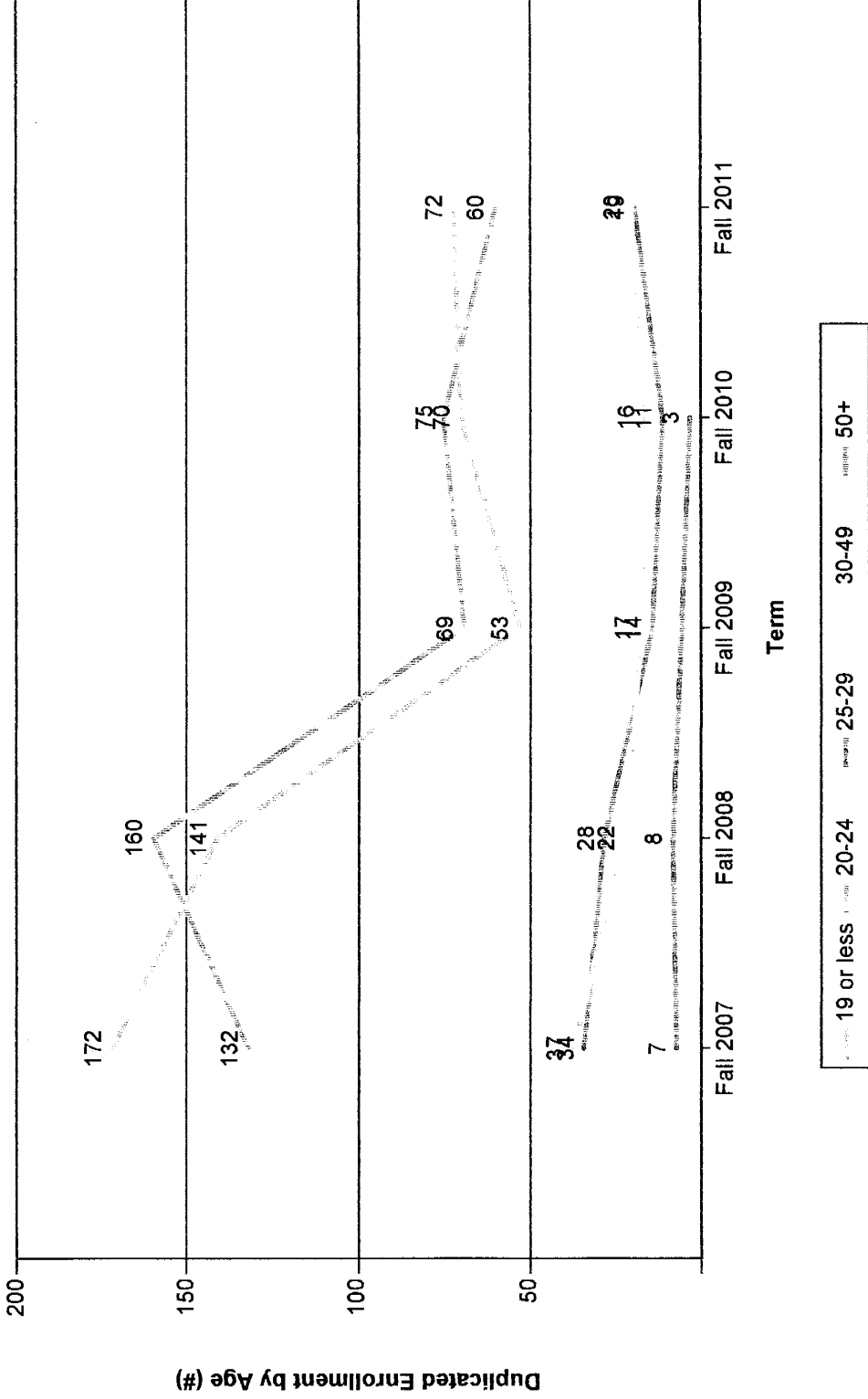
Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	172	45.0 %	141	39.3 %	53	34.6 %	70	40.0 %	72	42.1 %
20-24	132	34.6 %	160	44.6 %	69	45.1 %	75	42.9 %	60	35.1 %
25-29	34	8.9 %	28	7.8 %	14	9.2 %	11	6.3 %	19	11.1 %
30-49	37	9.7 %	22	6.1 %	17	11.1 %	16	9.1 %	20	11.7 %
50+	7	1.8 %	8	2.2 %		0.0 %	3	1.7 %		0.0 %
Total	382	100.0 %	359	100.0 %	153	100.0 %	175	100.0 %	171	100.0 %

Enrollment by Age (Unduplicated Student Count)

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	168	47.2 %	138	40.0 %	52	35.4 %	69	40.6 %	70	42.9 %
20-24	122	34.3 %	152	44.1 %	68	46.3 %	73	42.9 %	55	33.7 %
25-29	30	8.4 %	27	7.8 %	13	8.8 %	10	5.9 %	18	11.0 %
30-49	30	8.4 %	21	6.1 %	14	9.5 %	15	8.8 %	20	12.3 %
50+	6	1.7 %	7	2.0 %		0.0 %	3	1.8 %		0.0 %
Total	356	100.0 %	345	100.0 %	147	100.0 %	170	100.0 %	163	100.0 %

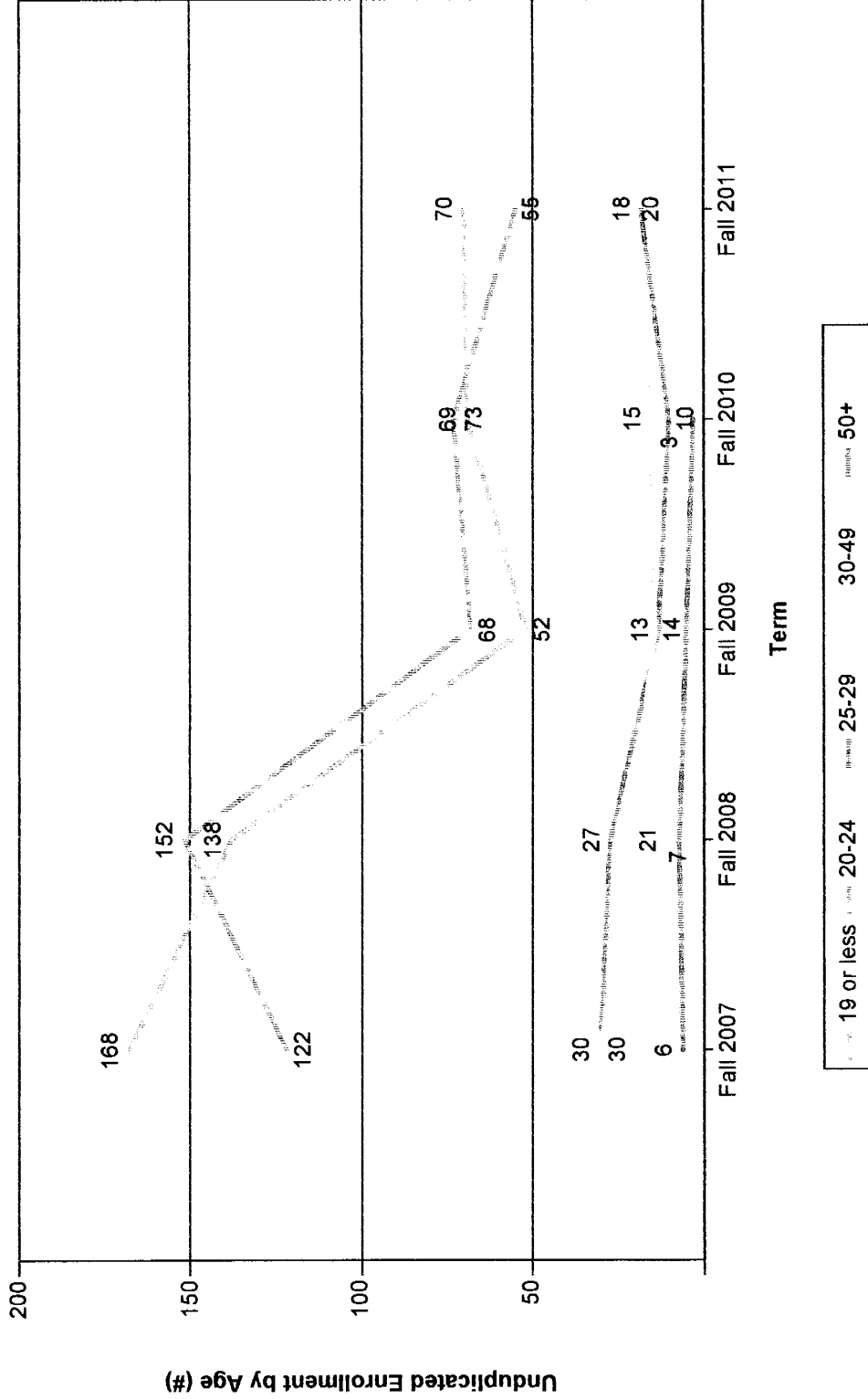
**Grossmont College Enrollment
CCS**

Enrollment by Age (Duplicated Student Count)



Grossmont College Enrollment CCS

Enrollment by Age (Unduplicated Student Count)



Grossmont College Enrollment CCS

Enrollment by Ethnicity (Duplicated Student Counts)

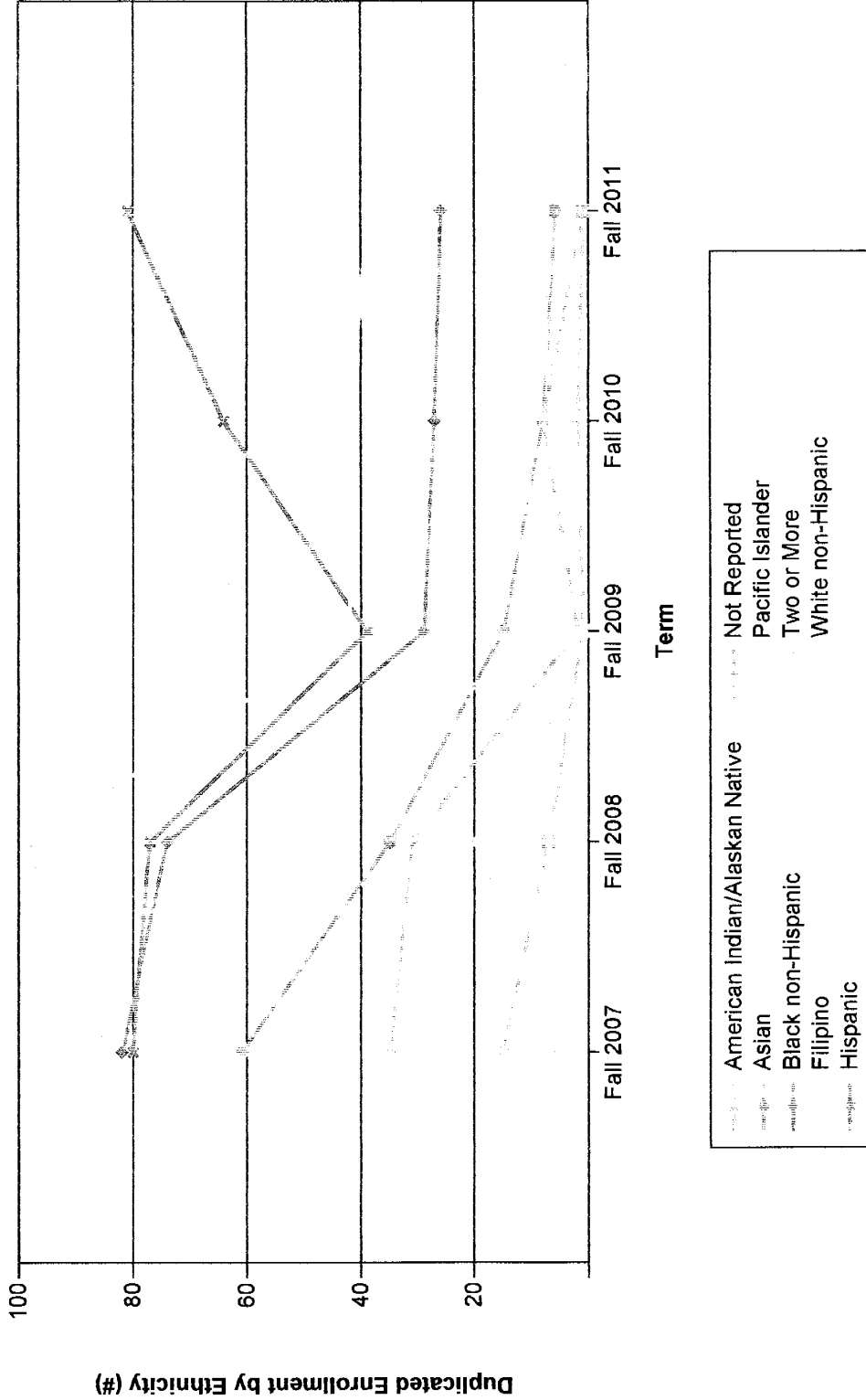
Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	15	3.9 %	7	1.9 %	1	0.7 %	2	1.1 %	1	0.6 %
Asian	61	16.0 %	35	9.7 %	15	9.8 %	8	4.6 %	6	3.5 %
Black non-Hispanic	82	21.5 %	74	20.6 %	29	19.0 %	27	15.4 %	26	15.2 %
Filipino	6	1.6 %	20	5.6 %	4	2.6 %	7	4.0 %	8	4.7 %
Hispanic	80	20.9 %	77	21.4 %	39	25.5 %	64	36.6 %	81	47.4 %
Not Reported	35	9.2 %	31	8.6 %	11	7.2 %	13	7.4 %	2	1.2 %
Pacific Islander	7	1.8 %	10	2.8 %	3	2.0 %	1	0.6 %		0.0 %
Two or More	5	1.3 %	7	1.9 %	9	5.9 %	11	6.3 %	8	4.7 %
White non-Hispanic	91	23.8 %	98	27.3 %	42	27.5 %	42	24.0 %	39	22.8 %
Total	382	100.0 %	359	100.0 %	153	100.0 %	175	100.0 %	171	100.0 %

Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	11	3.1 %	6	1.7 %	1	0.7 %	2	1.2 %	1	0.6 %
Asian	55	15.4 %	34	9.9 %	14	9.5 %	8	4.7 %	6	3.7 %
Black non-Hispanic	82	23.0 %	68	19.7 %	29	19.7 %	27	15.9 %	25	15.3 %
Filipino	6	1.7 %	17	4.9 %	4	2.7 %	7	4.1 %	8	4.9 %
Hispanic	75	21.1 %	75	21.7 %	36	24.5 %	62	36.5 %	75	46.0 %
Not Reported	32	9.0 %	31	9.0 %	10	6.8 %	12	7.1 %	2	1.2 %
Pacific Islander	6	1.7 %	10	2.9 %	3	2.0 %	1	0.6 %		0.0 %
Two or More	5	1.4 %	7	2.0 %	8	5.4 %	11	6.5 %	8	4.9 %
White non-Hispanic	84	23.6 %	97	28.1 %	42	28.6 %	40	23.5 %	38	23.3 %
Total	356	100.0 %	345	100.0 %	147	100.0 %	170	100.0 %	163	100.0 %

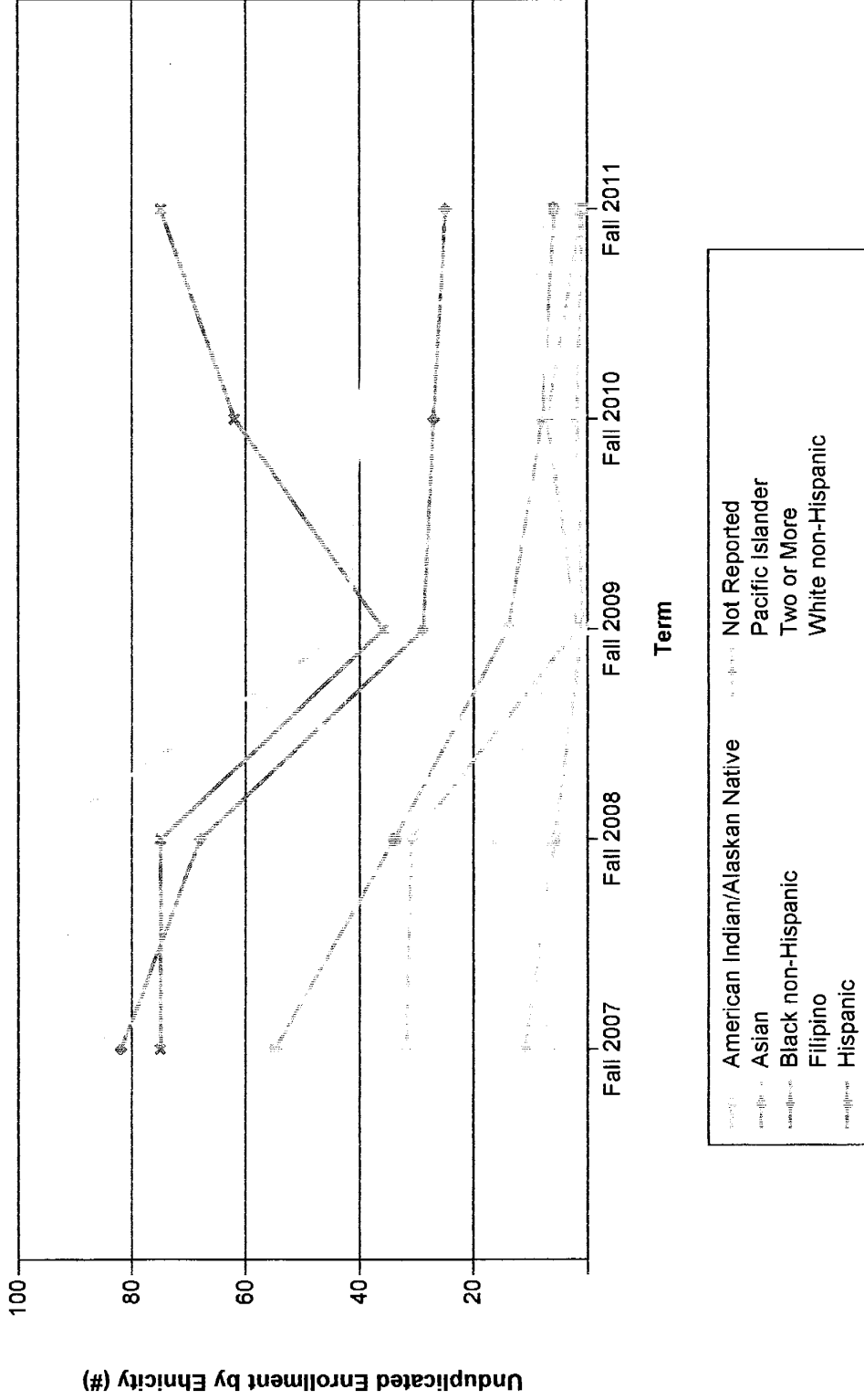
Grossmont College Enrollment CCS

Enrollment by Ethnicity (Duplicated Student Count)

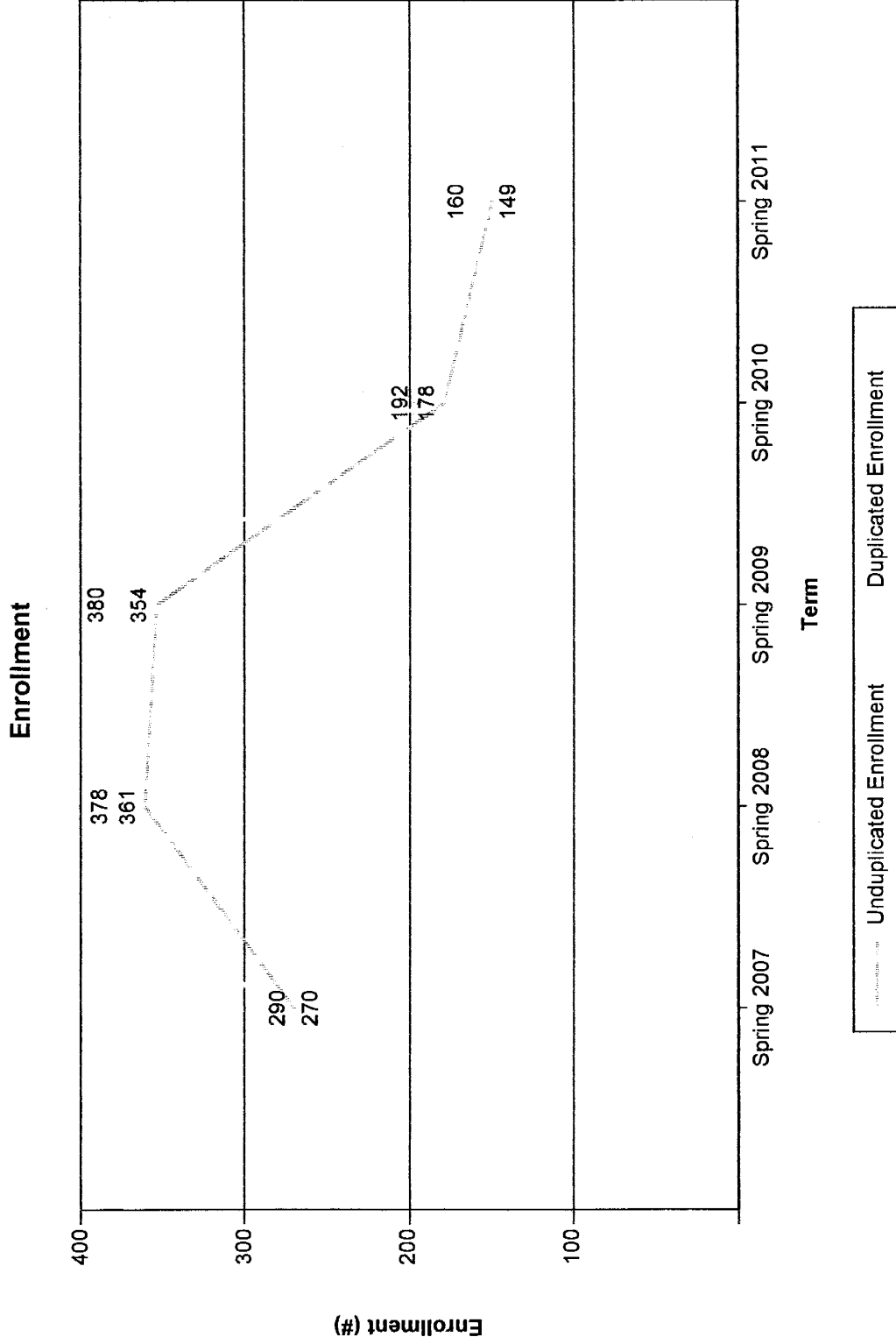


**Grossmont College Enrollment
CCS**

Enrollment by Ethnicity (Unduplicated Student Count)



Grossmont College Enrollment CCS



Grossmont College Enrollment CCS

Enrollment by Gender (Duplicated Student Count)

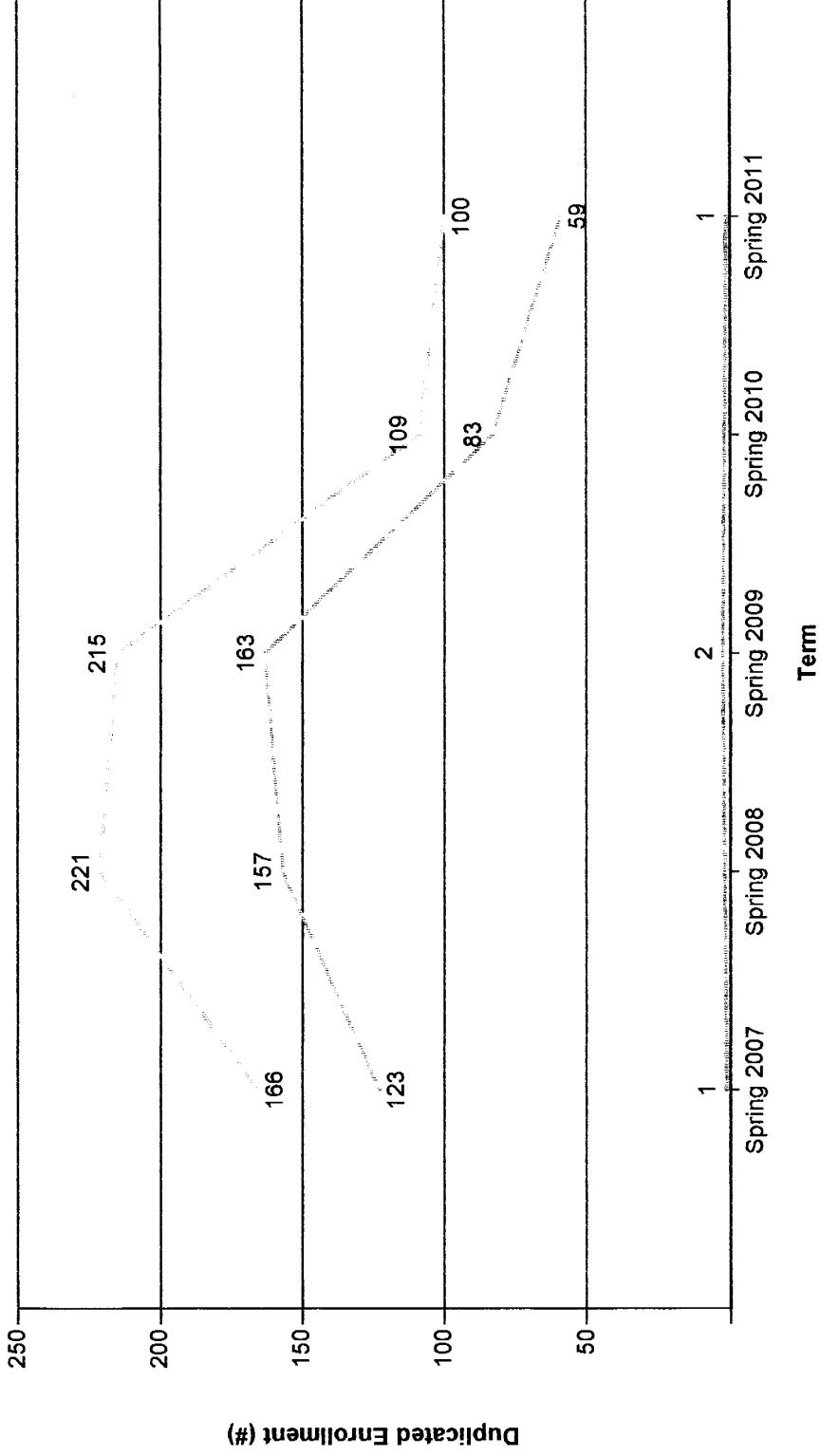
Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Female	166	57.2 %	221	58.5 %	215	56.6 %	109	56.8 %	100	62.5 %
Male	123	42.4 %	157	41.5 %	163	42.9 %	83	43.2 %	59	36.9 %
Not Reported	1	0.3 %		0.0 %	2	0.5 %		0.0 %	1	0.6 %
Total	290	100.0 %	378	100.0 %	380	100.0 %	192	100.0 %	160	100.0 %

Enrollment by Gender (Unduplicated Student Count)

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Female	154	57.0 %	209	57.9 %	197	55.6 %	101	56.7 %	90	60.4 %
Male	115	42.6 %	152	42.1 %	155	43.8 %	77	43.3 %	58	38.9 %
Not Reported	1	0.4 %		0.0 %	2	0.6 %		0.0 %	1	0.7 %
Total	270	100.0 %	361	100.0 %	354	100.0 %	178	100.0 %	149	100.0 %

**Grossmont College Enrollment
CCS**

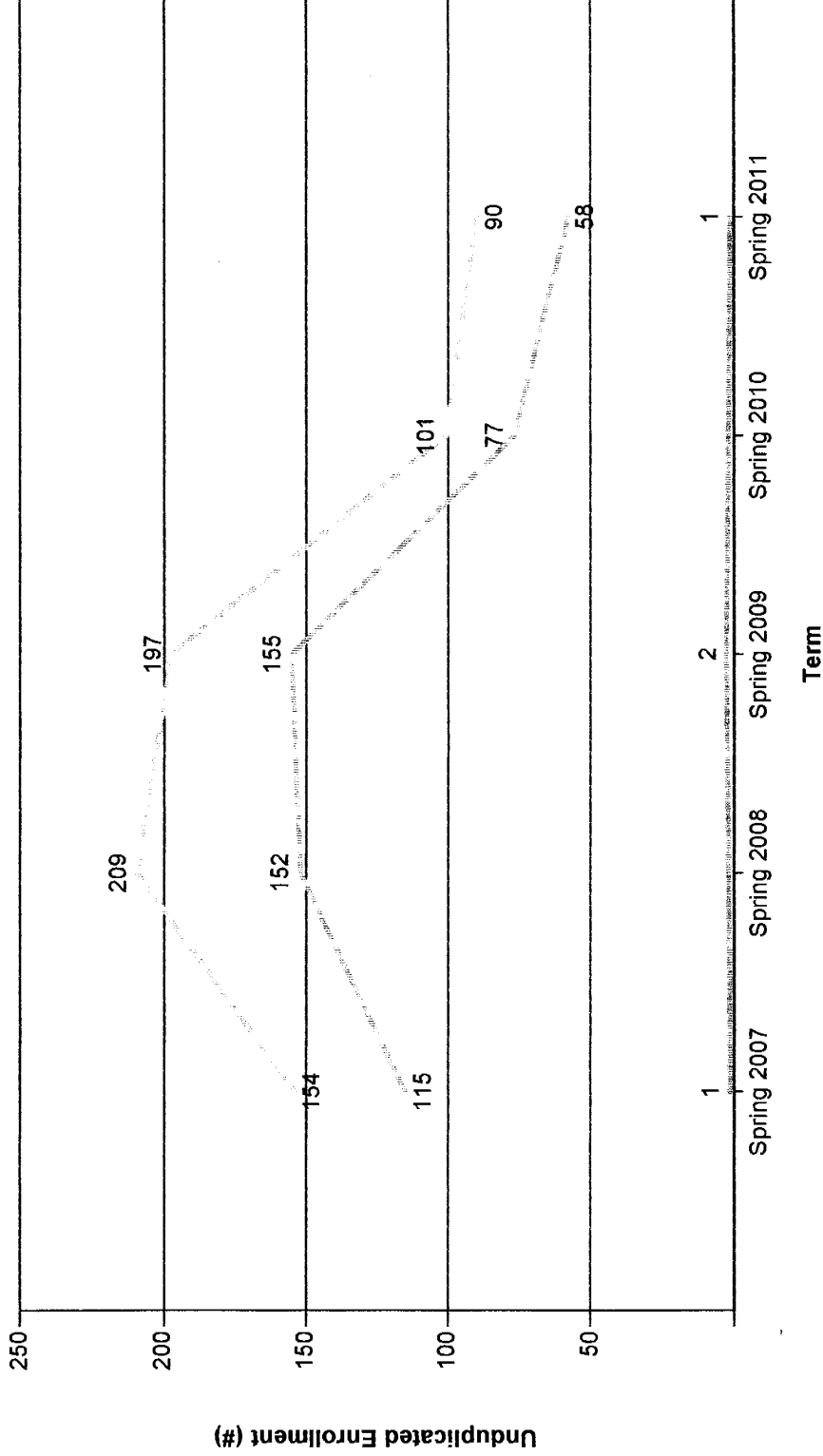
Enrollment by Gender (Duplicated Student Count)



Female Male Not Reported

**Grossmont College Enrollment
CCS**

Enrollment by Gender (Unduplicated Student Count)



Female Male Not Reported

Grossmont College Enrollment CCS

Enrollment by Age (Duplicated Student Counts)

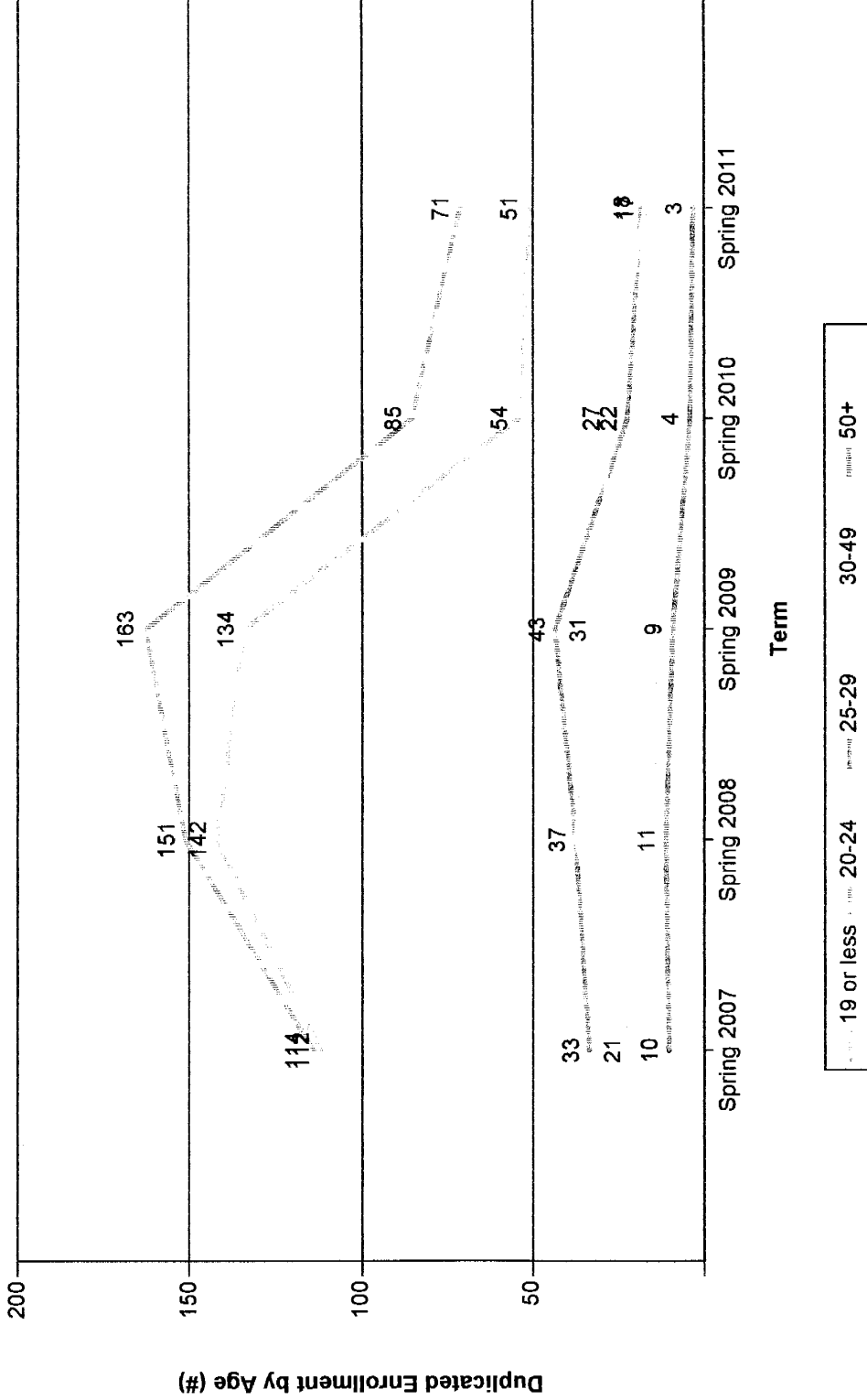
Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	112	38.6 %	142	37.6 %	134	35.3 %	54	28.1 %	51	31.9 %
20-24	114	39.3 %	151	39.9 %	163	42.9 %	85	44.3 %	71	44.4 %
25-29	33	11.4 %	37	9.8 %	43	11.3 %	22	11.5 %	18	11.2 %
30-49	21	7.2 %	37	9.8 %	31	8.2 %	27	14.1 %	17	10.6 %
50+	10	3.4 %	11	2.9 %	9	2.4 %	4	2.1 %	3	1.9 %
Total	290	100.0 %	378	100.0 %	380	100.0 %	192	100.0 %	160	100.0 %

Enrollment by Age (Unduplicated Student Count)

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	104	38.5 %	135	37.4 %	128	36.2 %	49	27.5 %	47	31.5 %
20-24	104	38.5 %	146	40.4 %	152	42.9 %	81	45.5 %	66	44.3 %
25-29	33	12.2 %	35	9.7 %	41	11.6 %	21	11.8 %	18	12.1 %
30-49	21	7.8 %	35	9.7 %	27	7.6 %	23	12.9 %	15	10.1 %
50+	8	3.0 %	10	2.8 %	6	1.7 %	4	2.2 %	3	2.0 %
Total	270	100.0 %	361	100.0 %	354	100.0 %	178	100.0 %	149	100.0 %

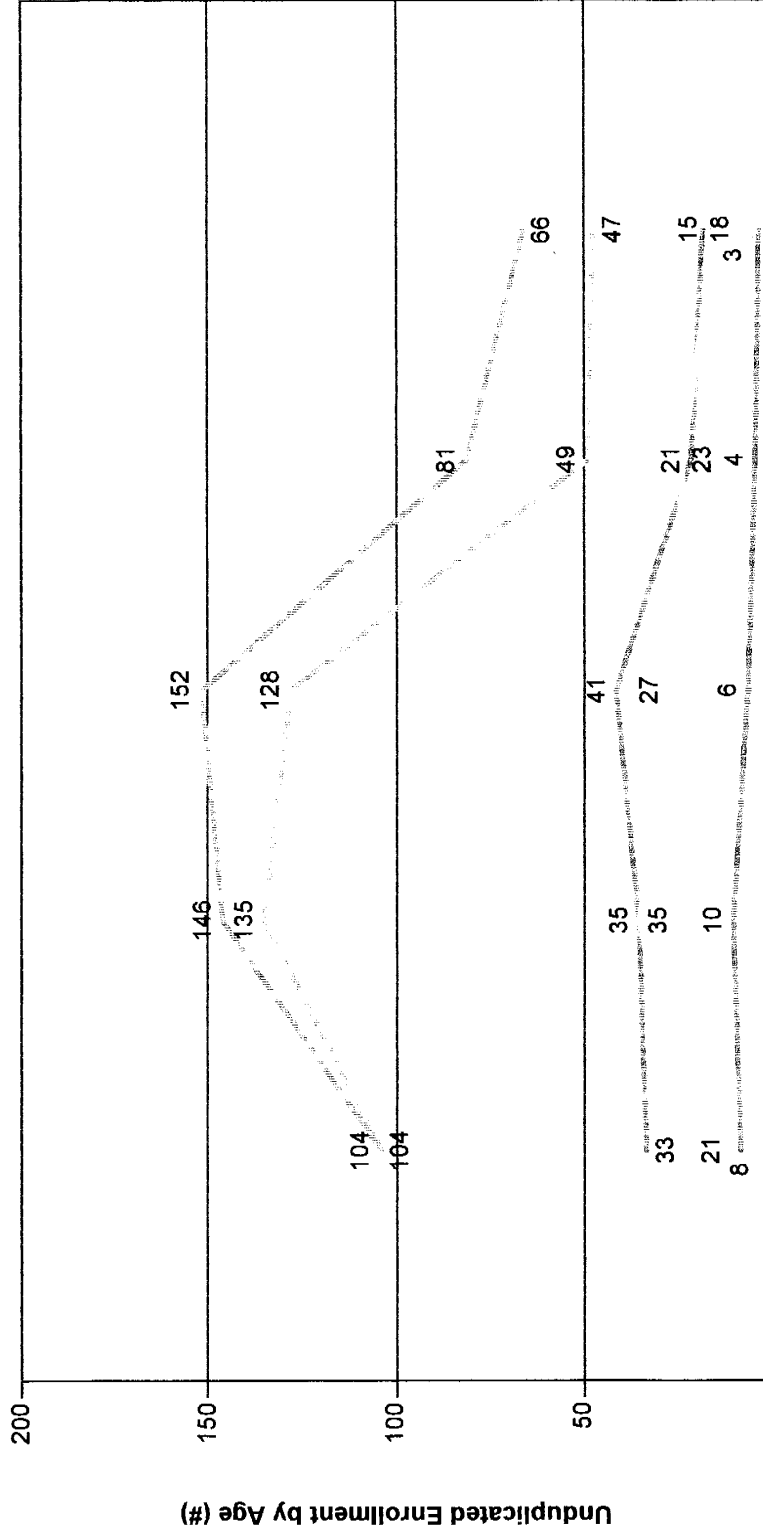
**Grossmont College Enrollment
CCS**

Enrollment by Age (Duplicated Student Count)



Grossmont College Enrollment CCS

Enrollment by Age (Unduplicated Student Count)



Term

19 or less	20-24	25-29	30-49	50+
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Grossmont College Enrollment CCS

Enrollment by Ethnicity (Duplicated Student Counts)

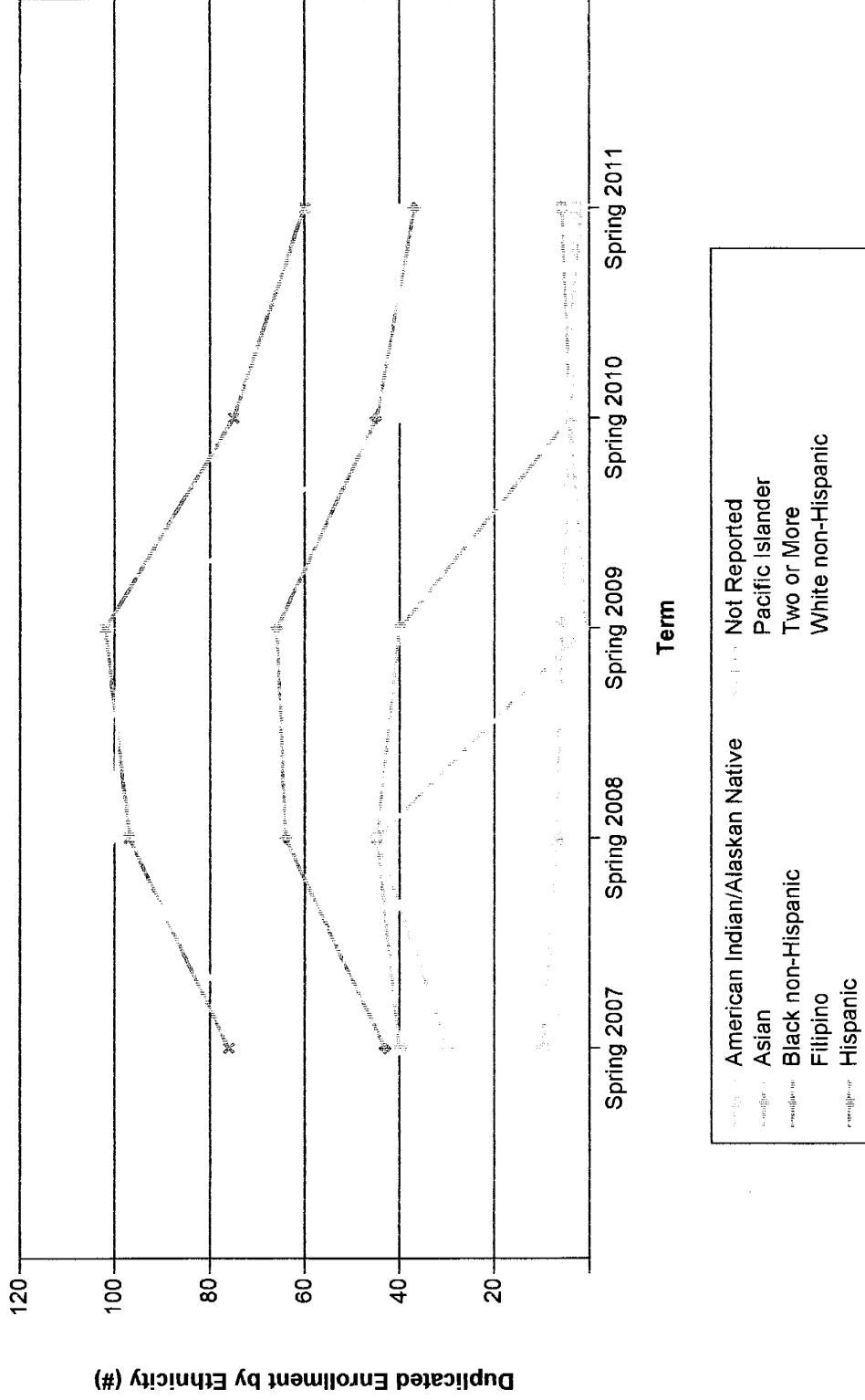
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	10	3.4 %	7	1.9 %	6	1.6 %	4	2.1 %	3	1.9 %
Asian	40	13.8 %	45	11.9 %	40	10.5 %	4	2.1 %	6	3.8 %
Black non-Hispanic	43	14.8 %	64	16.9 %	66	17.4 %	45	23.4 %	37	23.1 %
Filipino	7	2.4 %	9	2.4 %	9	2.4 %	2	1.0 %	3	1.9 %
Hispanic	76	26.2 %	97	25.7 %	102	26.8 %	75	39.1 %	60	37.5 %
Not Reported	30	10.3 %	45	11.9 %	40	10.5 %	16	8.3 %	2	1.2 %
Pacific Islander	8	2.8 %	2	0.5 %	9	2.4 %		0.0 %	1	0.6 %
Two or More	6	2.1 %	9	2.4 %	9	2.4 %	6	3.1 %	8	5.0 %
White non-Hispanic	70	24.1 %	100	26.5 %	99	26.1 %	40	20.8 %	40	25.0 %
Total	290	100.0 %	378	100.0 %	380	100.0 %	192	100.0 %	160	100.0 %

Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	3.3 %	7	1.9 %	6	1.7 %	4	2.2 %	2	1.3 %
Asian	39	14.4 %	45	12.5 %	40	11.3 %	4	2.2 %	6	4.0 %
Black non-Hispanic	41	15.2 %	64	17.7 %	59	16.7 %	41	23.0 %	34	22.8 %
Filipino	7	2.6 %	9	2.5 %	8	2.3 %	2	1.1 %	3	2.0 %
Hispanic	65	24.1 %	88	24.4 %	93	26.3 %	67	37.6 %	54	36.2 %
Not Reported	27	10.0 %	43	11.9 %	38	10.7 %	15	8.4 %	2	1.3 %
Pacific Islander	7	2.6 %	2	0.6 %	9	2.5 %		0.0 %	1	0.7 %
Two or More	6	2.2 %	9	2.5 %	9	2.5 %	6	3.4 %	8	5.4 %
White non-Hispanic	69	25.6 %	94	26.0 %	92	26.0 %	39	21.9 %	39	26.2 %
Total	270	100.0 %	361	100.0 %	354	100.0 %	178	100.0 %	149	100.0 %

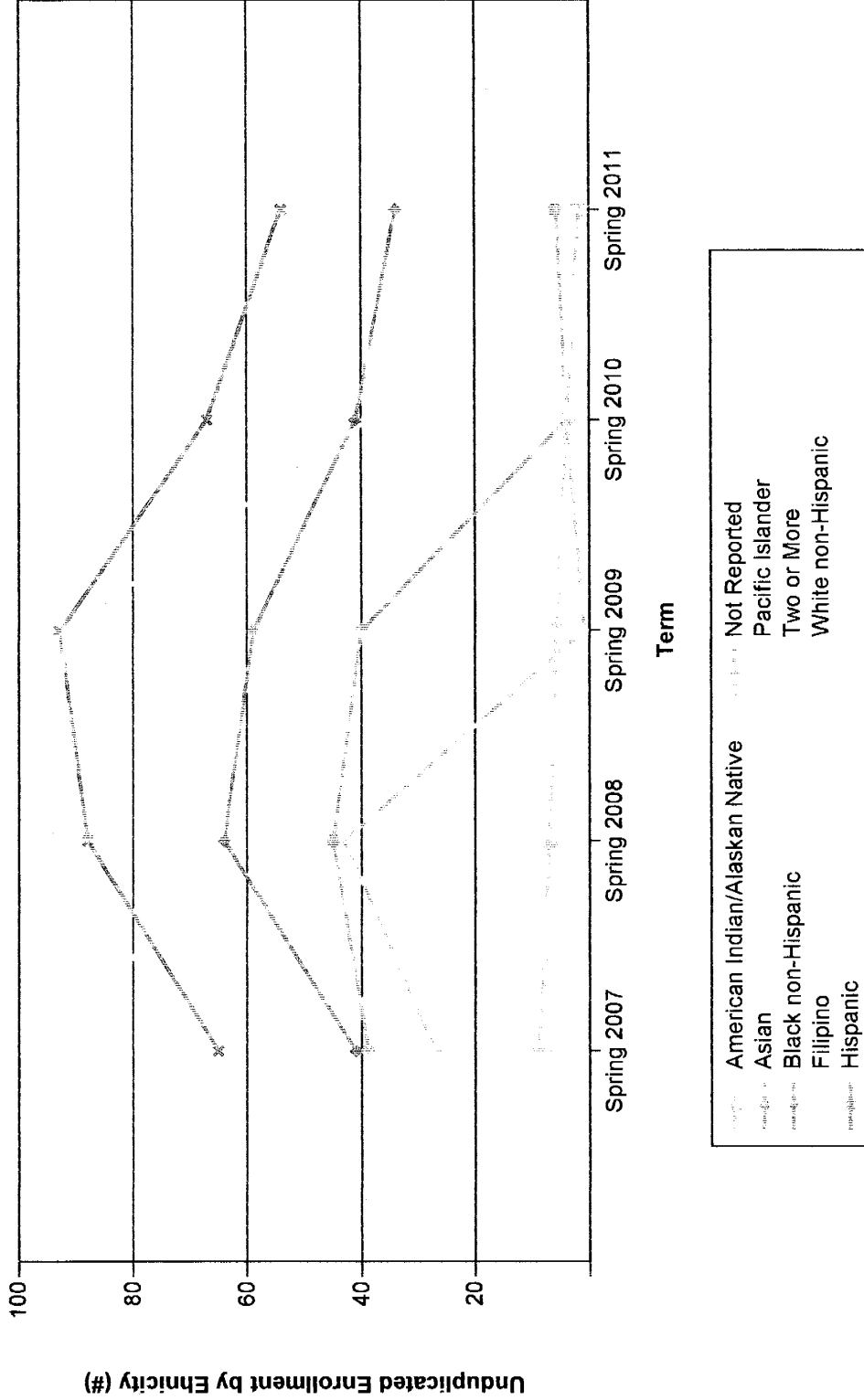
Grossmont College Enrollment CCS

Enrollment by Ethnicity (Duplicated Student Count)



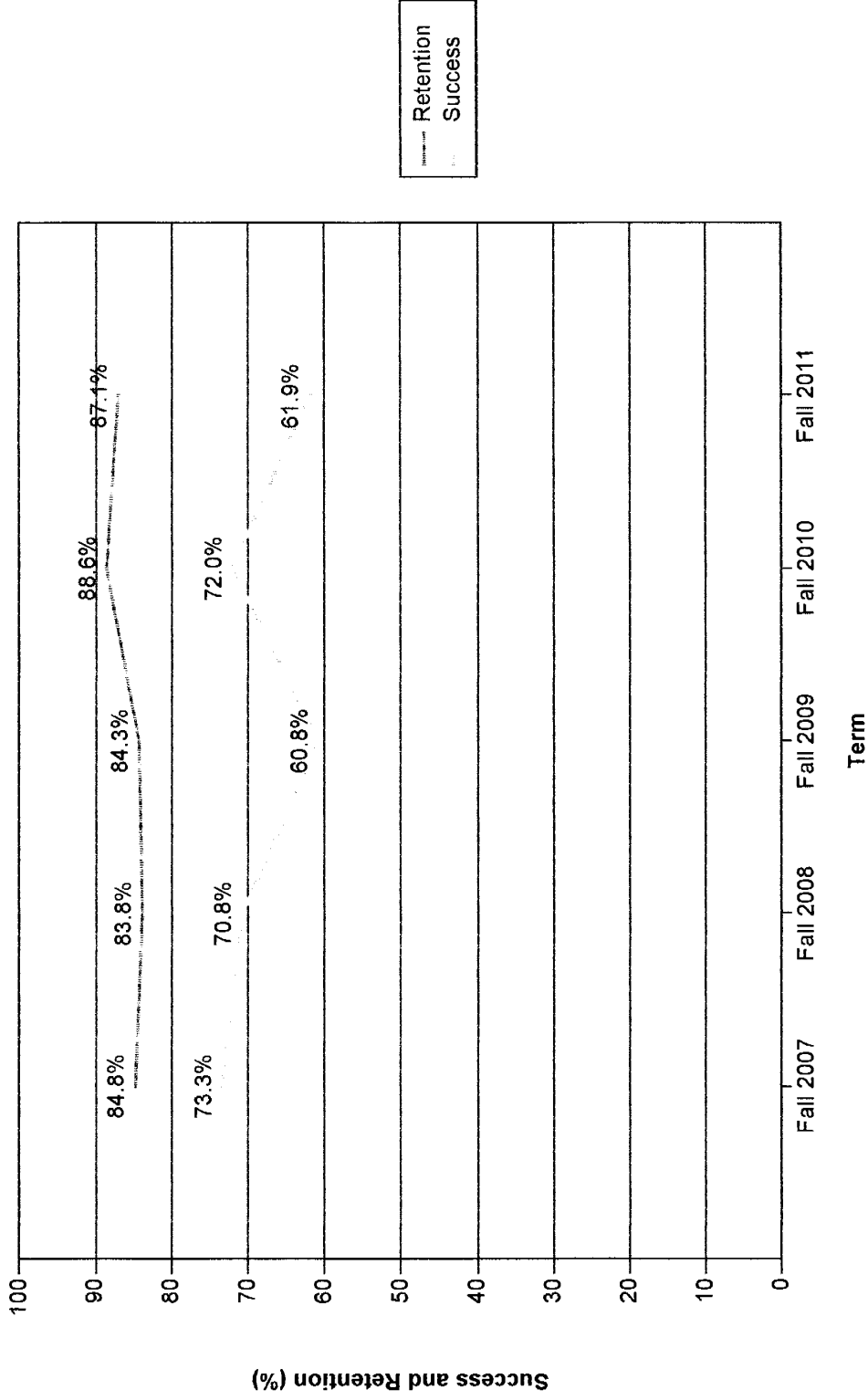
**Grossmont College Enrollment
CCS**

Enrollment by Ethnicity (Unduplicated Student Count)



Grossmont College Enrollment CCS

Course Success and Retention



Grossmont College Enrollment CCS

Success by Gender

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Male	101	66%	119	65.4%	41	59.4%	52	71.2%	42	70%
Female	178	78.1%	134	76.1%	51	62.2%	73	72.3%	49	56.3%
Not Reported	1	100%	1	100%	1	50%	1	100%		NaN
Total	280	73.3%	254	70.8%	93	60.8%	126	72%	91	61.9%

No Success by Gender

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Male	25	16.3%	35	19.2%	17	24.6%	14	19.2%	12	20%
Female	19	8.3%	12	6.8%	18	22%	15	14.9%	25	28.7%
Not Reported		%		%	1	50%		%		NaN
Total	44	11.5%	47	13.1%	36	23.5%	29	16.6%	37	25.2%

Grossmont College Enrollment CCS

Withdrawal by Gender

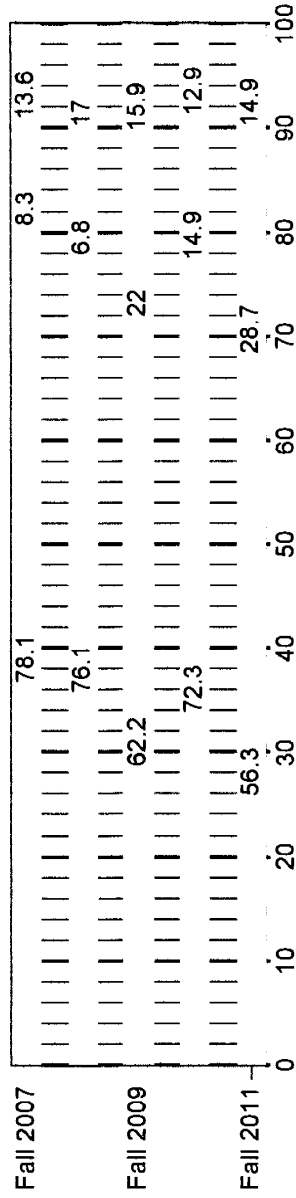
Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Male	27	17.6%	28	15.4%	11	15.9%	7	9.6%	6	10%
Female	31	13.6%	30	17%	13	15.9%	13	12.9%	13	14.9%
Not Reported		%		%		%		%		NaN
Total	58	15.2%	58	16.2%	24	15.7%	20	11.4%	19	12.9%

Retention by Gender

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
Male	126	82.4%	154	84.6%	58	84.1%	66	90.4%	54	90%
Female	197	86.4%	146	83%	69	84.1%	88	87.1%	74	85.1%
Not Reported	1	100%	1	100%	2	100%	1	100%		NaN
Total	324	84.8%	301	83.8%	129	84.3%	155	88.6%	128	87.1%

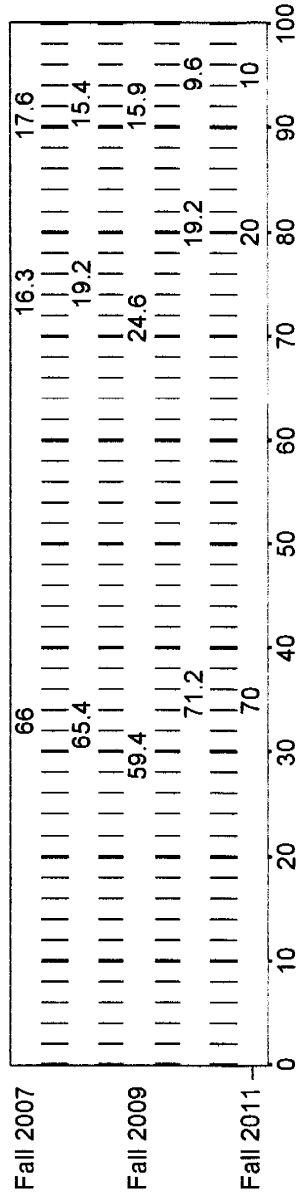
Grossmont College Enrollment CCS

Success by Gender - Female



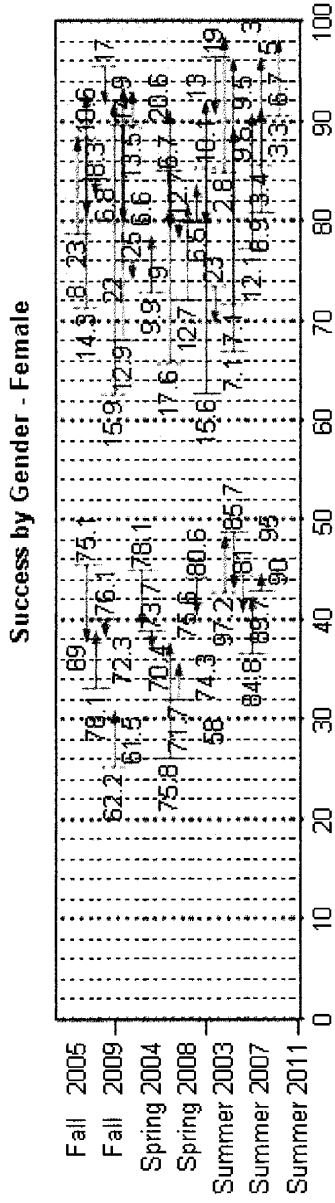
Success
No Success
Withdrawal

Success by Gender - Male

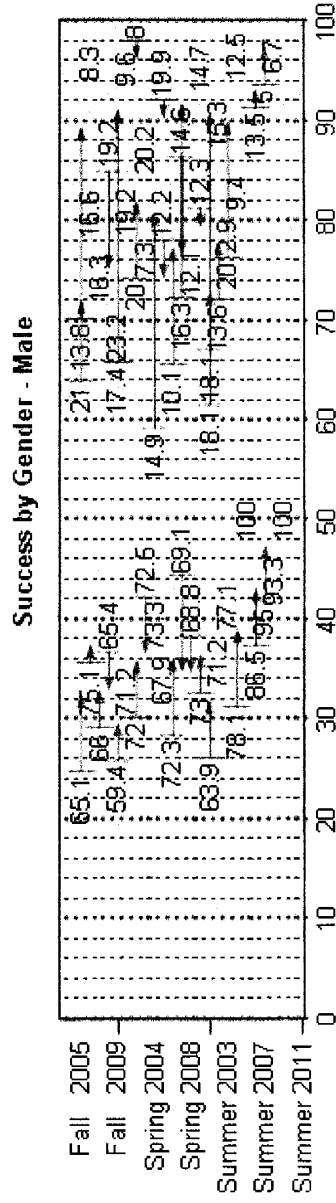


Success
No Success
Withdrawal

Success/Retention by Gender (Male, Female)



Success
No Success
Withdrawal



Success
No Success
Withdrawal

Grossmont College Enrollment CCS

Success by Age

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	121	70.3%	93	66%	31	58.5%	44	62.9%	35	58.3%
20-24	95	72%	111	69.4%	41	59.4%	61	81.3%	32	61.5%
25-29	30	88.2%	24	85.7%	9	64.3%	10	90.9%	14	82.4%
30-49	28	75.7%	18	81.8%	12	70.6%	9	56.3%	10	55.6%
50+	6	85.7%	8	100%		NaN	2	66.7%		NaN
Total	280	73.3%	254	70.8%	93	60.8%	126	72%	91	61.9%

No Success by Age

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	24	14%	23	16.3%	17	32.1%	17	24.3%	19	31.7%
20-24	16	12.1%	20	12.5%	16	23.2%	7	9.3%	12	23.1%
25-29	1	2.9%	2	7.1%	2	14.3%	1	9.1%	2	11.8%
30-49	3	8.1%	2	9.1%	1	5.9%	4	25%	4	22.2%
50+		%		%		NaN		%		NaN
Total	44	11.5%	47	13.1%	36	23.5%	29	16.6%	37	25.2%

Grossmont College Enrollment CCS

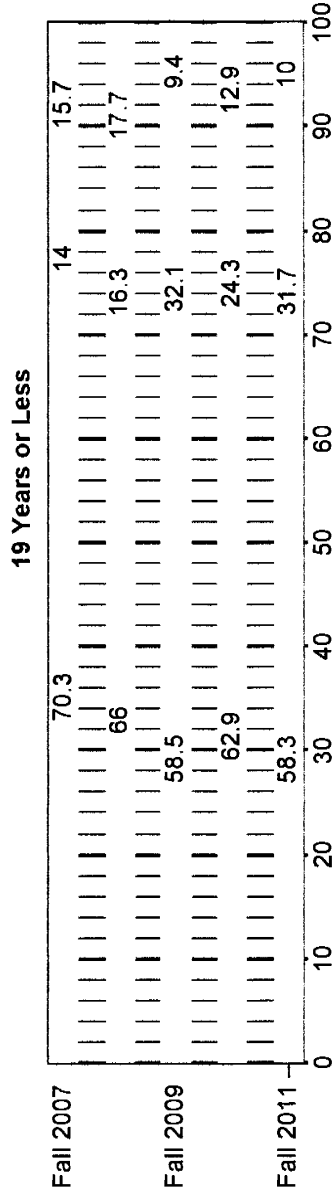
Withdrawal by Age

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	27	15.7%	25	17.7%	5	9.4%	9	12.9%	6	10%
20-24	21	15.9%	29	18.1%	12	17.4%	7	9.3%	8	15.4%
25-29	3	8.8%	2	7.1%	3	21.4%			1	5.9%
30-49	6	16.2%	2	9.1%	4	23.5%	3	18.8%	4	22.2%
50+	1	14.3%		%		NaN	1	33.3%		NaN
Total	58	15.2%	58	16.2%	24	15.7%	20	11.4%	19	12.9%

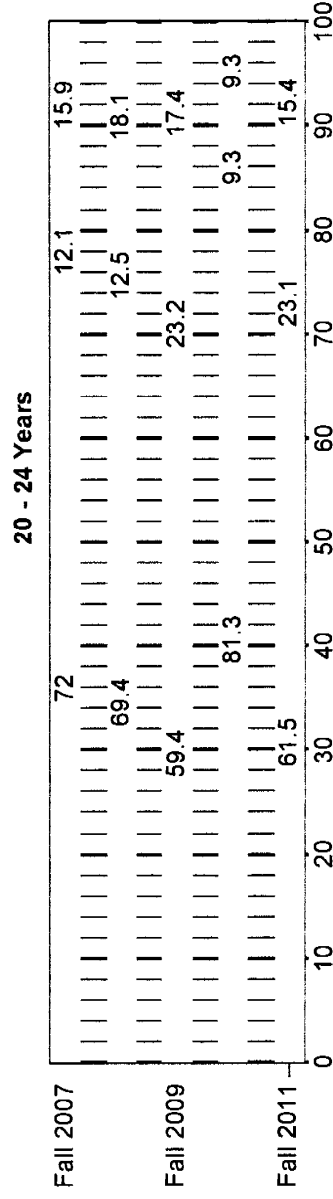
Retention by Age

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	145	84.3%	116	82.3%	48	90.6%	61	87.1%	54	90%
20-24	111	84.1%	131	81.9%	57	82.6%	68	90.7%	44	84.6%
25-29	31	91.2%	26	92.9%	11	78.6%	11	100%	16	94.1%
30-49	31	83.8%	20	90.9%	13	76.5%	13	81.3%	14	77.8%
50+	6	85.7%	8	100%		NaN	2	66.7%		NaN
Total	324	84.8%	301	83.8%	129	84.3%	155	88.6%	128	87.1%

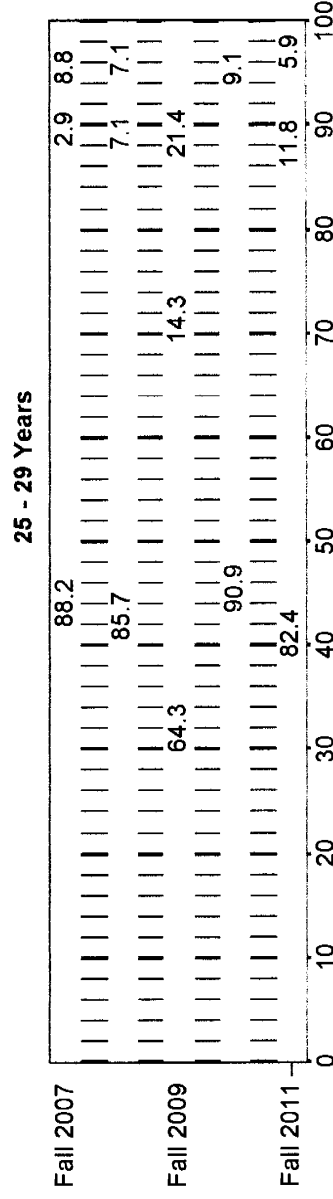
Grossmont College Enrollment CCS



Success
No Success
Withdrawal

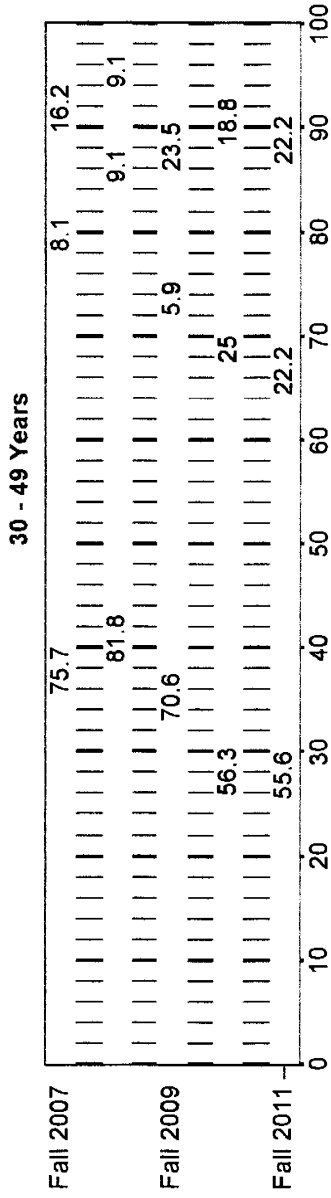


Success
No Success
Withdrawal

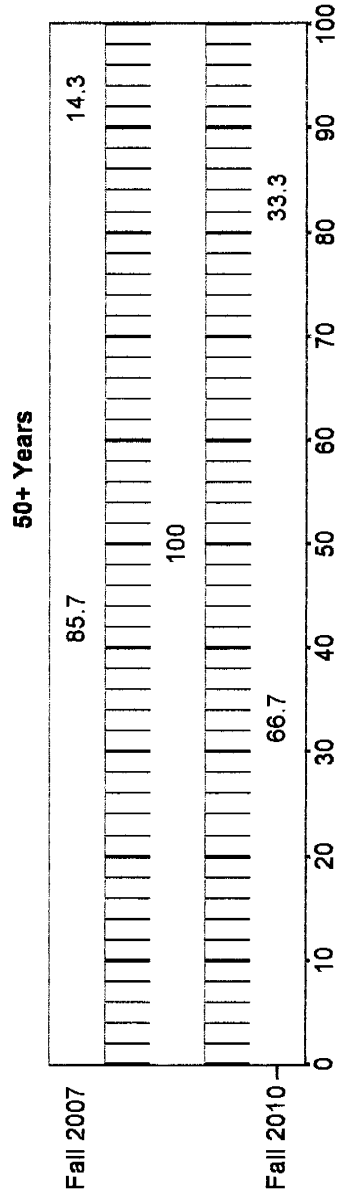


Success
No Success
Withdrawal

Grossmont College Enrollment CCS



Success
No Success
Withdrawal



Success
No Success
Withdrawal

Grossmont College Enrollment CCS

Success by Ethnicity

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	13	86.7%	5	71.4%		%	2	100%	1	100%
Asian	54	88.5%	32	91.4%	8	53.3%	6	75%	2	66.7%
Black non-Hispanic	41	50%	41	55.4%	14	48.3%	17	63%	10	40%
Filipino	3	50%	18	90%	4	100%	4	57.1%	5	100%
Hispanic	56	70%	55	71.4%	21	53.8%	43	67.2%	48	62.3%
Not Reported	28	80%	20	64.5%	7	63.6%	13	100%	1	50%
Pacific Islander	5	71.4%	7	70%	3	100%	1	100%		NaN
Two or More	3	60%	4	57.1%	6	66.7%	8	72.7%	5	71.4%
White non-Hispanic	77	84.6%	72	73.5%	30	71.4%	32	76.2%	19	70.4%
Total	280	73.3%	254	70.8%	93	60.8%	126	72%	91	61.9%

Grossmont College Enrollment CCS

No Success by Ethnicity

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native										
Asian	4	6.6%			4	26.7%			1	33.3%
Black non-Hispanic	24	29.3%	18	24.3%	11	37.9%	8	29.6%	11	44%
Filipino			2	10%			2	28.6%		
Hispanic	9	11.3%	10	13%	11	28.2%	13	20.3%	21	27.3%
Not Reported	2	5.7%	6	19.4%	1	9.1%				
Pacific Islander	2	28.6%	2	20%						
Two or More	1	20%	2	28.6%	1	11.1%	2	18.2%	1	14.3%
White non-Hispanic	2	2.2%	7	7.1%	8	19%	4	9.5%	3	11.1%
Total	44	11.5%	47	13.1%	36	23.5%	29	16.6%	37	25.2%

Grossmont College Enrollment CCS

Withdrawal by Ethnicity

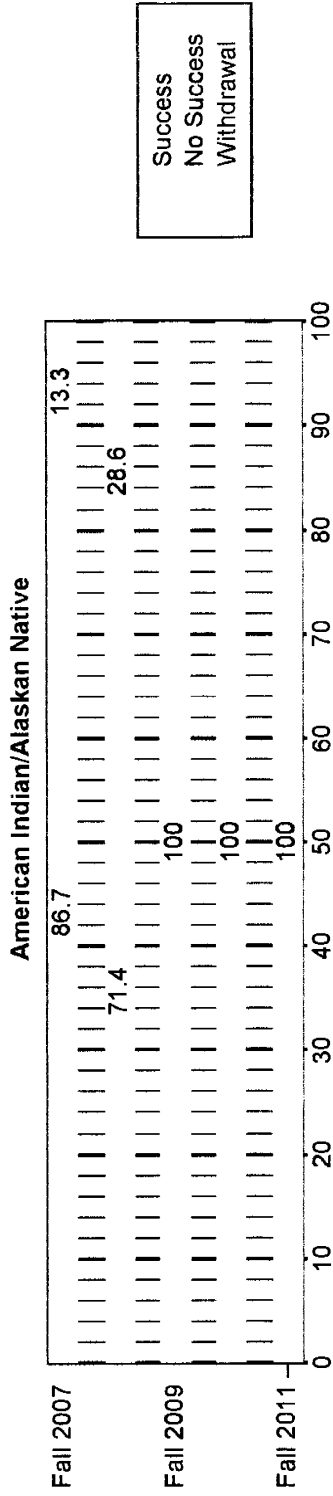
Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	13.3%	2	28.6%	1	100%				
Asian	3	4.9%	3	8.6%	3	20%	2	25%		
Black non-Hispanic	17	20.7%	15	20.3%	4	13.8%	2	7.4%	4	16%
Filipino	3	50%		%		%	1	14.3%		%
Hispanic	15	18.8%	12	15.6%	7	17.9%	8	12.5%	8	10.4%
Not Reported	5	14.3%	5	16.1%	3	27.3%			1	50%
Pacific Islander		%	1	10%		%				NaN
Two or More	1	20%	1	14.3%	2	22.2%	1	9.1%	1	14.3%
White non-Hispanic	12	13.2%	19	19.4%	4	9.5%	6	14.3%	5	18.5%
Total	58	15.2%	58	16.2%	24	15.7%	20	11.4%	19	12.9%

Grossmont College Enrollment CCS

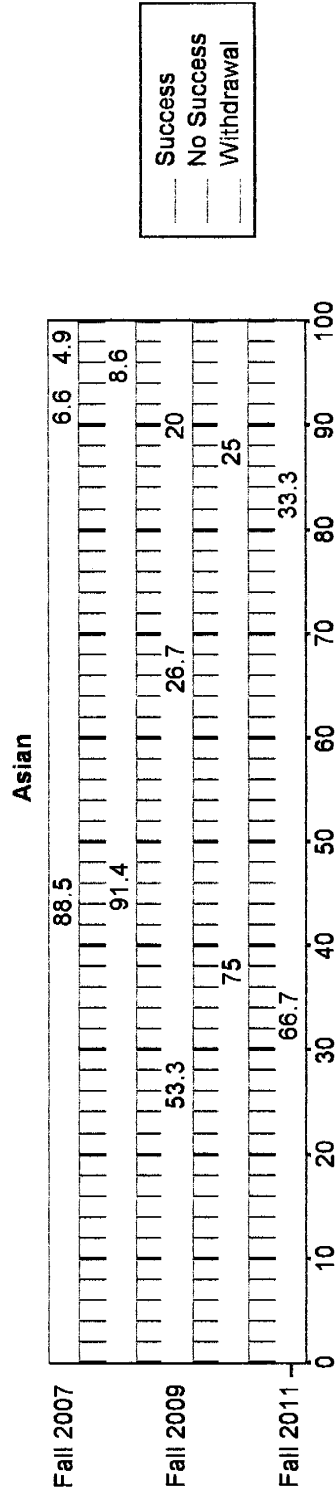
Retention by Ethnicity

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	13	86.7%	5	71.4%		%	2	100%	1	100%
Asian	58	95.1%	32	91.4%	12	80%	6	75%	3	100%
Black non-Hispanic	65	79.3%	59	79.7%	25	86.2%	25	92.6%	21	84%
Filipino	3	50%	20	100%	4	100%	6	85.7%	5	100%
Hispanic	65	81.3%	65	84.4%	32	82.1%	56	87.5%	69	89.6%
Not Reported	30	85.7%	26	83.9%	8	72.7%	13	100%	1	50%
Pacific Islander	7	100%	9	90%	3	100%	1	100%		NaN
Two or More	4	80%	6	85.7%	7	77.8%	10	90.9%	6	85.7%
White non-Hispanic	79	86.8%	79	80.6%	38	90.5%	36	85.7%	22	81.5%
Total	324	84.8%	301	83.8%	129	84.3%	155	88.6%	128	87.1%

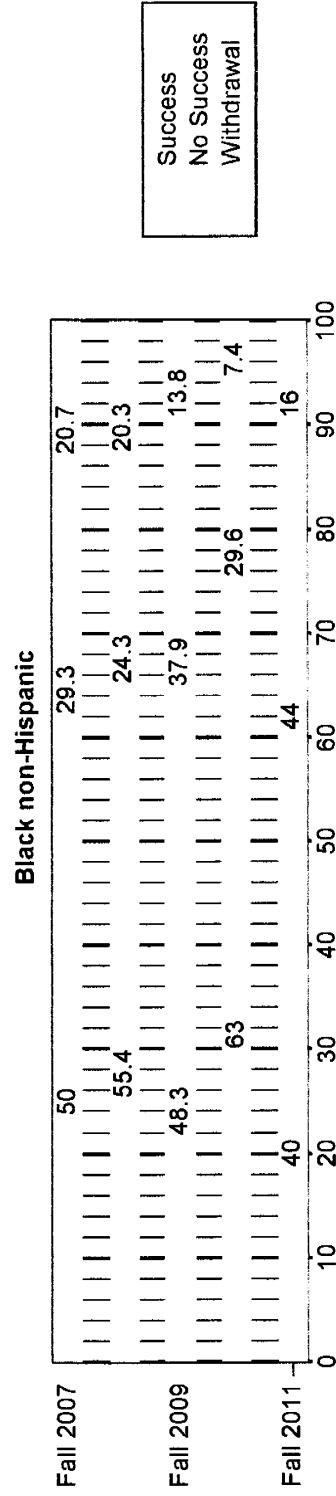
Grossmont College Enrollment CCS



Success
No Success
Withdrawal

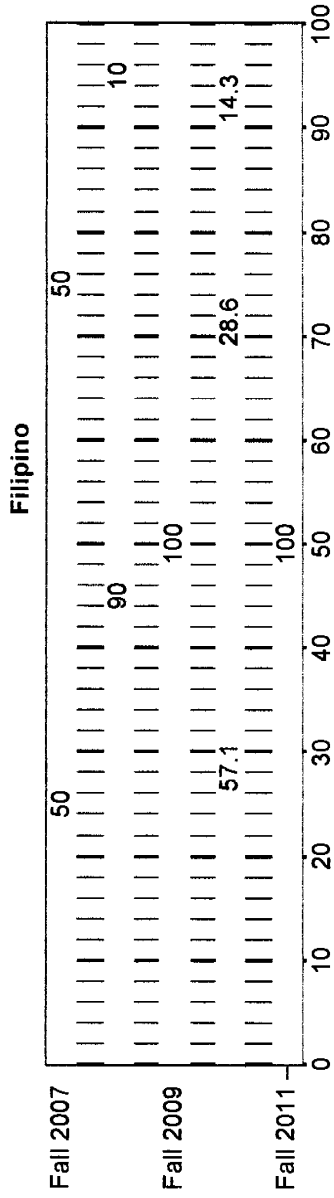


Success
No Success
Withdrawal

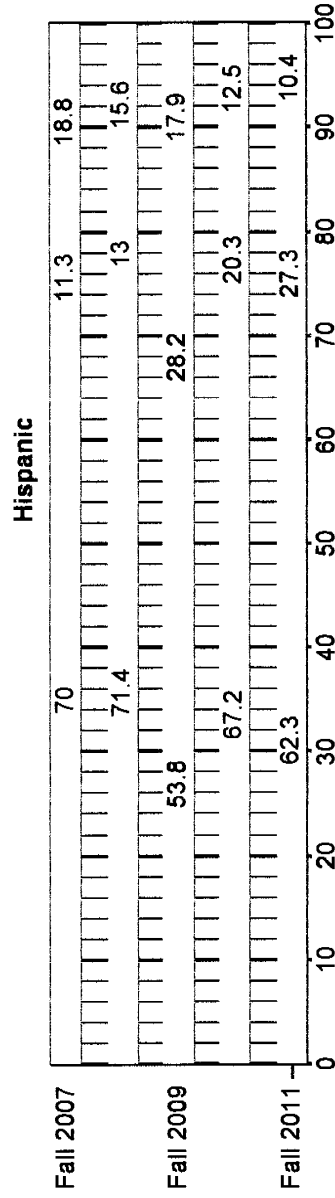


Success
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Withdrawal

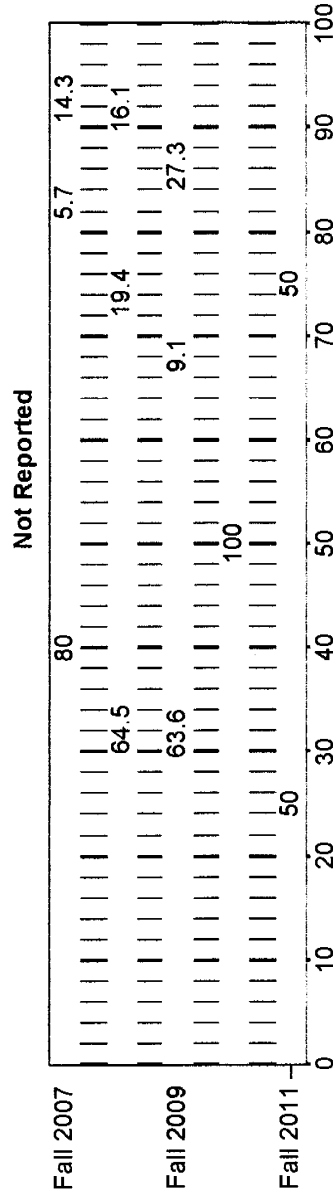
Grossmont College Enrollment CCS



Success
No Success
Withdrawal

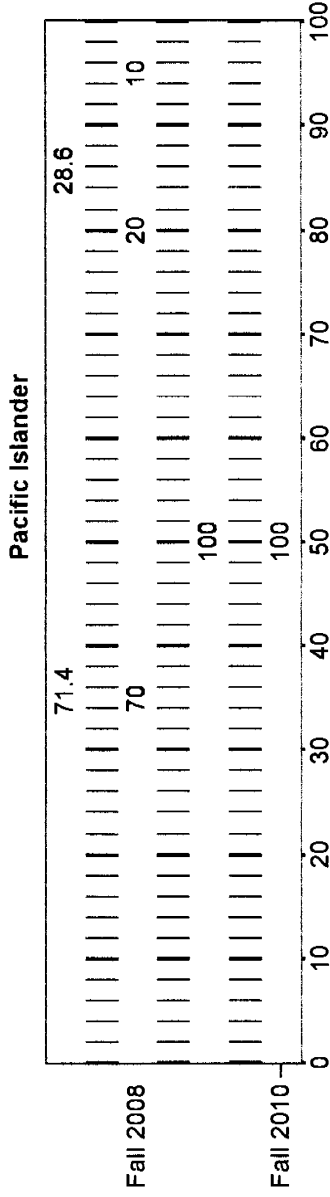


Success
No Success
Withdrawal

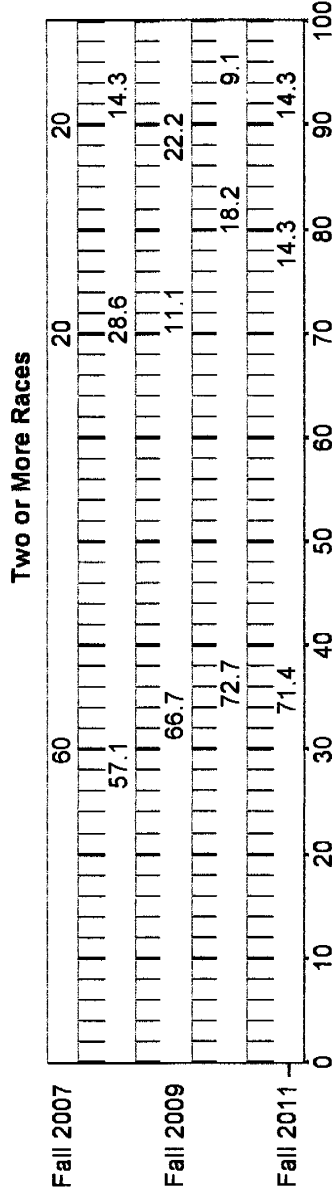


Success
No Success
Withdrawal

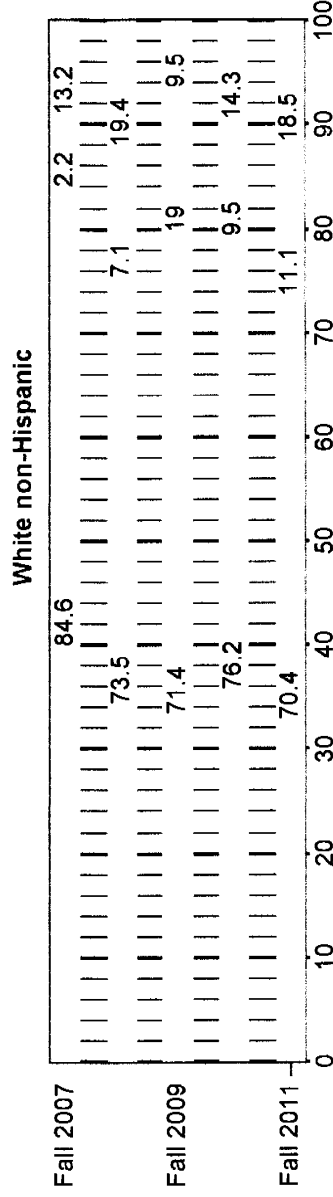
Grossmont College Enrollment CCS



Success
No Success
Withdrawal



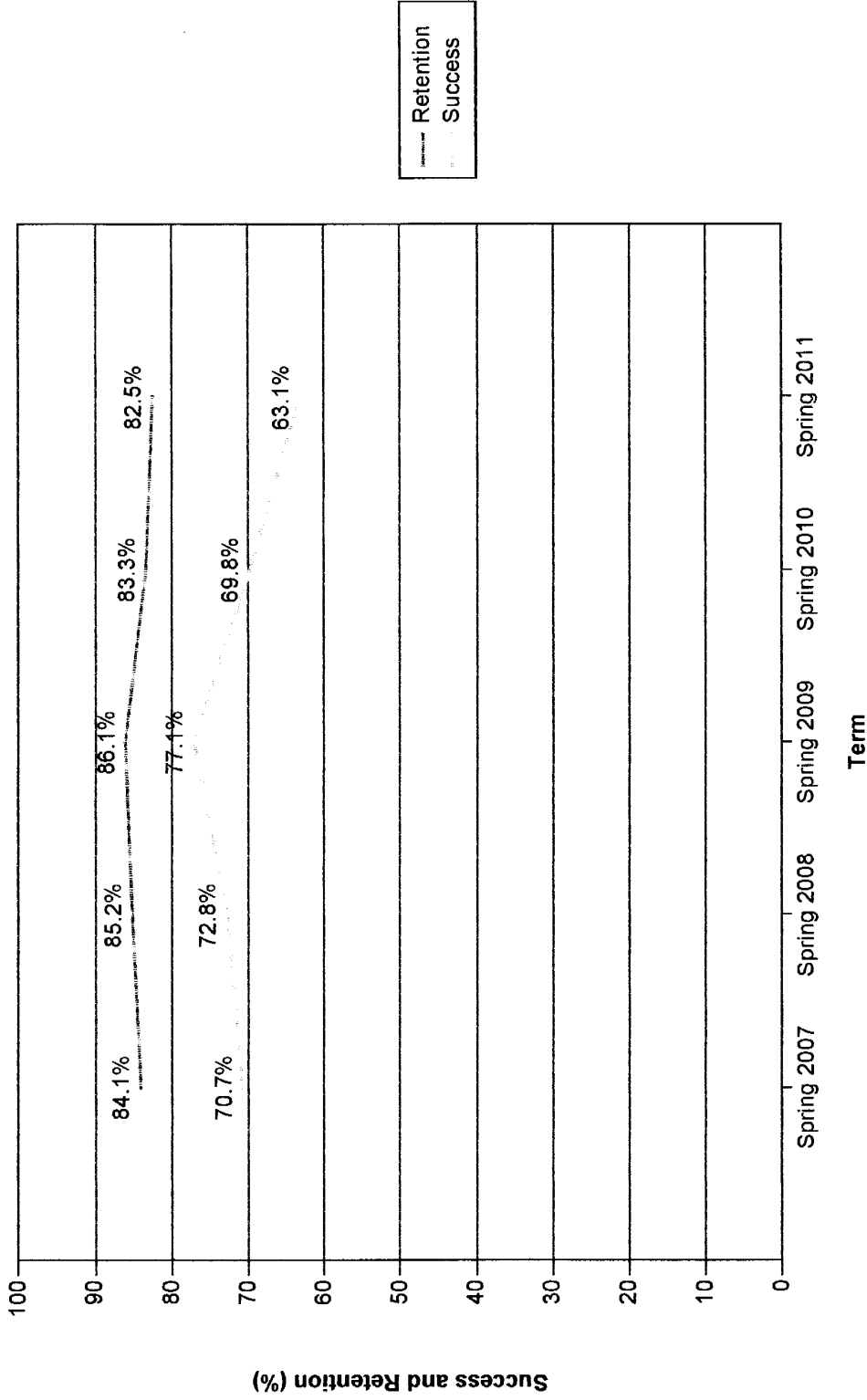
Success
No Success
Withdrawal



Success
No Success
Withdrawal

Grossmont College Enrollment CCS

Course Success and Retention



Grossmont College Enrollment CCS

Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	85	69.1%	108	68.8%	119	73%	53	63.9%	42	71.2%
Female	119	71.7%	167	75.6%	173	80.5%	81	74.3%	58	58%
Not Reported	1	100%		NaN	1	50%		NaN	1	100%
Total	205	70.7%	275	72.8%	293	77.1%	134	69.8%	101	63.1%

No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	18	14.6%	19	12.1%	20	12.3%	15	18.1%	8	13.6%
Female	21	12.7%	28	12.7%	14	6.5%	11	10.1%	23	23%
Not Reported		%		NaN		%		NaN		%
Total	39	13.4%	47	12.4%	34	8.9%	26	13.5%	31	19.4%

Grossmont College Enrollment CCS

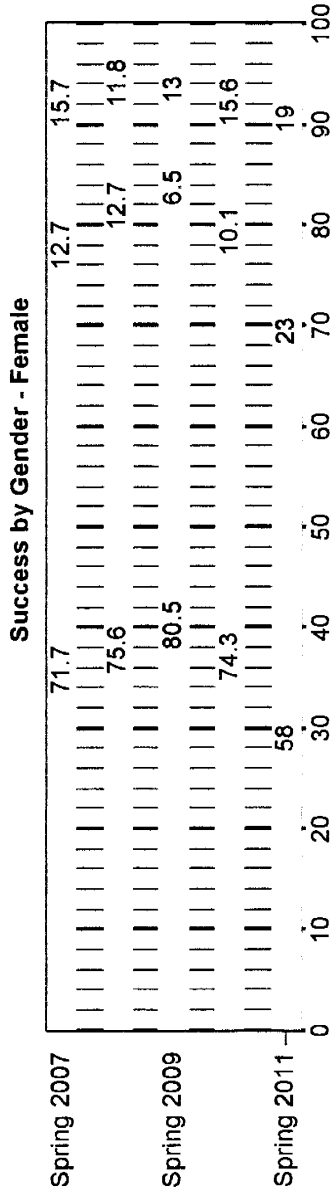
Withdrawal by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	20	16.3%	30	19.1%	24	14.7%	15	18.1%	9	15.3%
Female	26	15.7%	26	11.8%	28	13%	17	15.6%	19	19%
Not Reported		%		NaN	1	50%		NaN		%
Total	46	15.9%	56	14.8%	53	13.9%	32	16.7%	28	17.5%

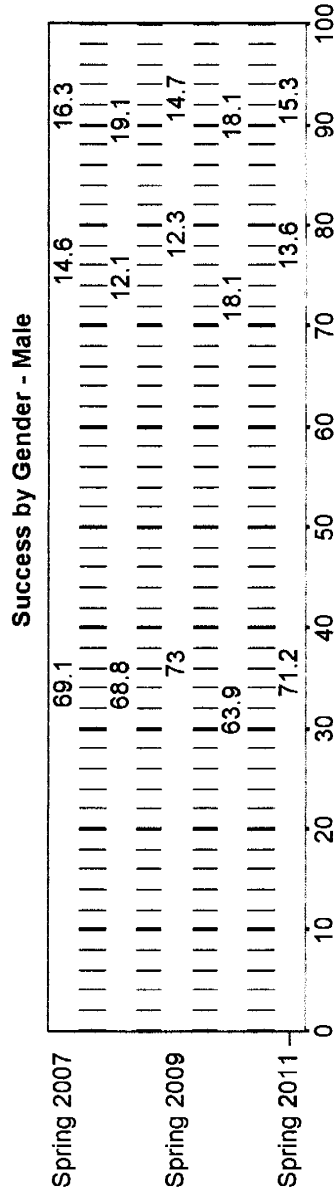
Retention by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	103	83.7%	127	80.9%	139	85.3%	68	81.9%	50	84.7%
Female	140	84.3%	195	88.2%	187	87%	92	84.4%	81	81%
Not Reported	1	100%		NaN	1	50%		NaN	1	100%
Total	244	84.1%	322	85.2%	327	86.1%	160	83.3%	132	82.5%

Grossmont College Enrollment CCS



Success
No Success
Withdrawal



Success
No Success
Withdrawal

Grossmont College Enrollment CCS

Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	84	75%	106	74.6%	102	76.1%	35	64.8%	30	58.8%
20-24	76	66.7%	103	68.2%	119	73%	60	70.6%	41	57.7%
25-29	20	60.6%	29	78.4%	34	79.1%	13	59.1%	12	66.7%
30-49	17	81%	28	75.7%	30	96.8%	22	81.5%	16	94.1%
50+	8	80%	9	81.8%	8	88.9%	4	100%	2	66.7%
Total	205	70.7%	275	72.8%	293	77.1%	134	69.8%	101	63.1%

No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	15	13.4%	19	13.4%	17	12.7%	6	11.1%	11	21.6%
20-24	16	14%	22	14.6%	16	9.8%	13	15.3%	15	21.1%
25-29	6	18.2%	2	5.4%	1	2.3%	4	18.2%	5	27.8%
30-49	2	9.5%	4	10.8%		%	3	11.1%		%
50+		%		%		%		%		%
Total	39	13.4%	47	12.4%	34	8.9%	26	13.5%	31	19.4%

Grossmont College Enrollment CCS

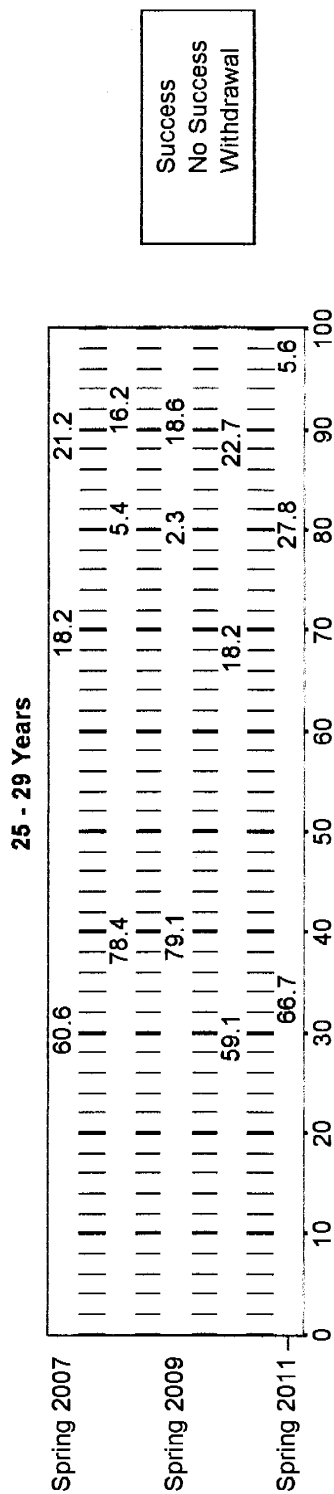
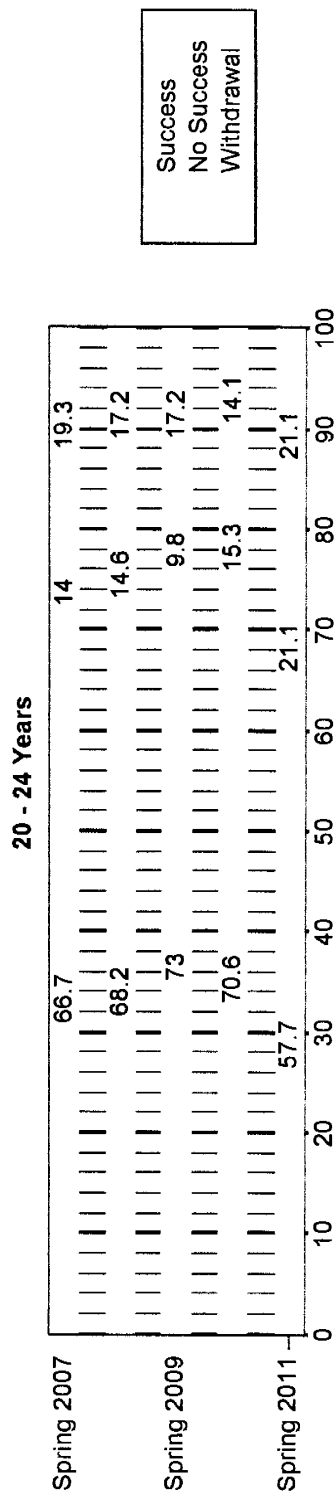
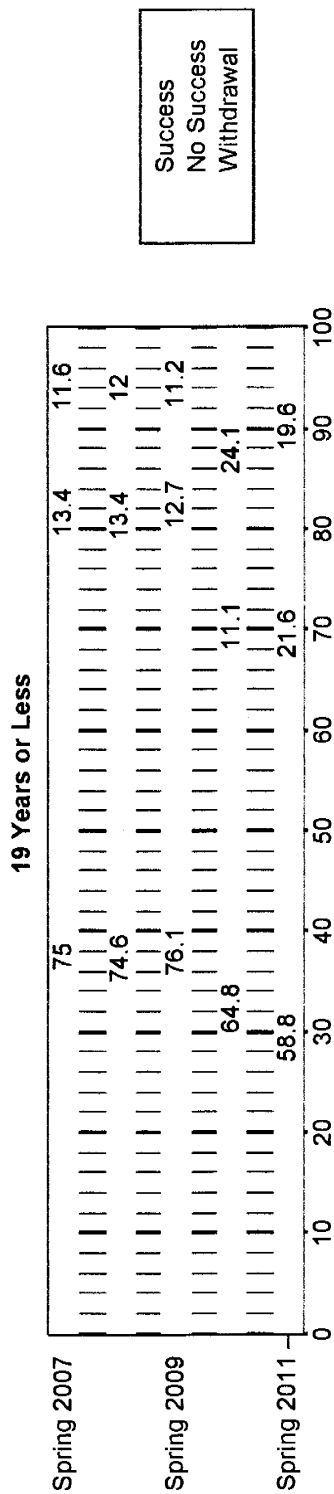
Withdrawal by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	13	11.6%	17	12%	15	11.2%	13	24.1%	10	19.6%
20-24	22	19.3%	26	17.2%	28	17.2%	12	14.1%	15	21.1%
25-29	7	21.2%	6	16.2%	8	18.6%	5	22.7%	1	5.6%
30-49	2	9.5%	5	13.5%	1	3.2%	2	7.4%	1	5.9%
50+	2	20%	2	18.2%	1	11.1%		%	1	33.3%
Total	46	15.9%	56	14.8%	53	13.9%	32	16.7%	28	17.5%

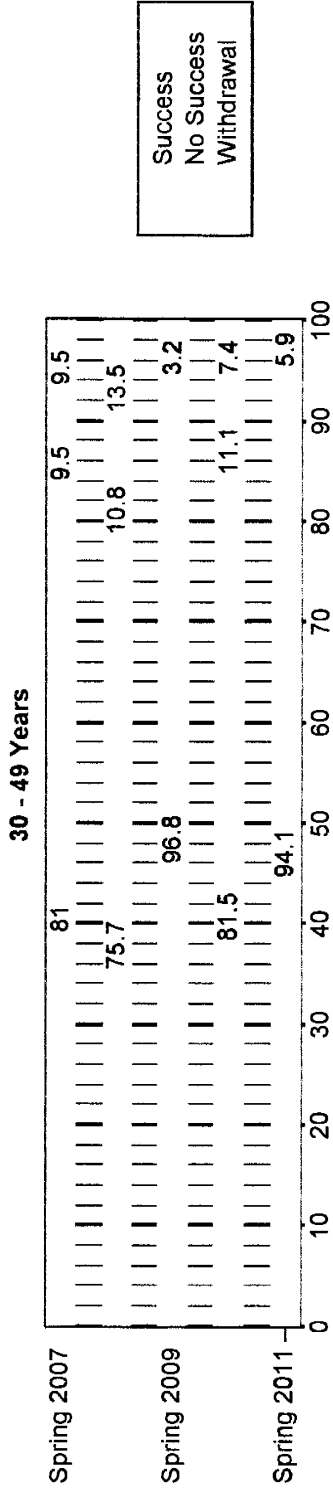
Retention by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	99	88.4%	125	88%	119	88.8%	41	75.9%	41	80.4%
20-24	92	80.7%	125	82.8%	135	82.8%	73	85.9%	56	78.9%
25-29	26	78.8%	31	83.8%	35	81.4%	17	77.3%	17	94.4%
30-49	19	90.5%	32	86.5%	30	96.8%	25	92.6%	16	94.1%
50+	8	80%	9	81.8%	8	88.9%	4	100%	2	66.7%
Total	244	84.1%	322	85.2%	327	86.1%	160	83.3%	132	82.5%

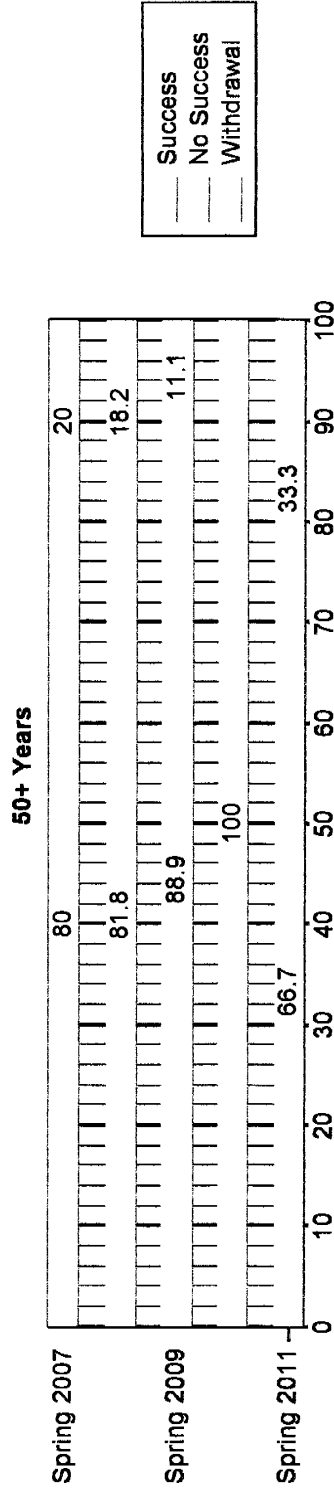
Grossmont College Enrollment CCS



Grossmont College Enrollment CCS



Success
No Success
Withdrawal



Success
No Success
Withdrawal

**Grossmont College Enrollment
CCS**

Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	90%	7	100%	4	66.7%	3	75%	3	100%
Asian	28	70%	35	77.8%	33	82.5%	4	100%	6	100%
Black non-Hispanic	26	60.5%	30	46.9%	49	74.2%	29	64.4%	18	48.6%
Filipino	4	57.1%	7	77.8%	6	66.7%	1	50%	2	66.7%
Hispanic	52	68.4%	76	78.4%	81	79.4%	55	73.3%	37	61.7%
Not Reported	25	83.3%	34	75.6%	32	80%	11	68.8%	2	100%
Pacific Islander	5	62.5%		%	3	33.3%		NaN	1	100%
Two or More	5	83.3%	8	88.9%	6	66.7%	3	50%	8	100%
White non-Hispanic	51	72.9%	78	78%	79	79.8%	28	70%	24	60%
Total	205	70.7%	275	72.8%	293	77.1%	134	69.8%	101	63.1%

Grossmont College Enrollment CCS

No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native		%		%	2	33.3%	1	25%		%
Asian	5	12.5%	5	11.1%	1	2.5%		%		%
Black non-Hispanic	11	25.6%	21	32.8%	5	7.6%	10	22.2%	12	32.4%
Filipino		%	2	22.2%	2	22.2%	1	50%	1	33.3%
Hispanic	15	19.7%	7	7.2%	10	9.8%	6	8%	10	16.7%
Not Reported	2	6.7%	5	11.1%	5	12.5%	3	18.8%		%
Pacific Islander		%		%	1	11.1%		NaN		%
Two or More		%	1	11.1%		%	2	33.3%		%
White non-Hispanic	6	8.6%	6	6%	8	8.1%	3	7.5%	8	20%
Total	39	13.4%	47	12.4%	34	8.9%	26	13.5%	31	19.4%

Grossmont College Enrollment CCS

Withdrawal by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	10%		%		%		%		%
Asian	7	17.5%	5	11.1%	6	15%		%		%
Black non-Hispanic	6	14%	13	20.3%	12	18.2%	6	13.3%	7	18.9%
Filipino	3	42.9%		%	1	11.1%		%		%
Hispanic	9	11.8%	14	14.4%	11	10.8%	14	18.7%	13	21.7%
Not Reported	3	10%	6	13.3%	3	7.5%	2	12.5%		%
Pacific Islander	3	37.5%	2	100%	5	55.6%		NaN		%
Two or More	1	16.7%		%	3	33.3%	1	16.7%		%
White non-Hispanic	13	18.6%	16	16%	12	12.1%	9	22.5%	8	20%
Total	46	15.9%	56	14.8%	53	13.9%	32	16.7%	28	17.5%

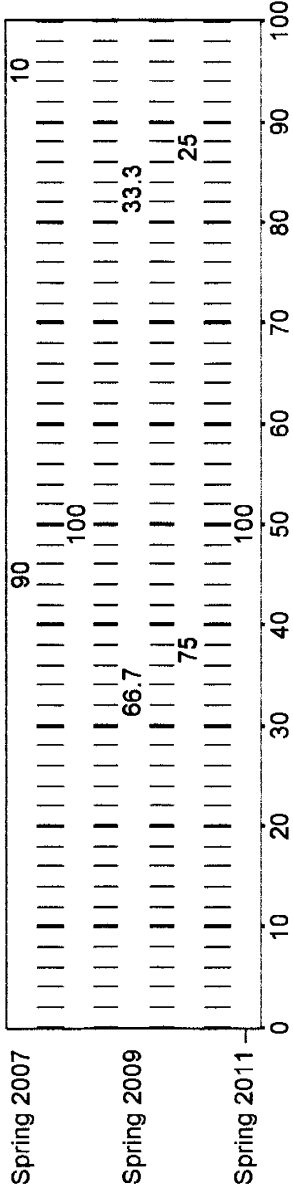
Grossmont College Enrollment CCS

Retention by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	90%	7	100%	6	100%	4	100%	3	100%
Asian	33	82.5%	40	88.9%	34	85%	4	100%	6	100%
Black non-Hispanic	37	86%	51	79.7%	54	81.8%	39	86.7%	30	81.1%
Filipino	4	57.1%	9	100%	8	88.9%	2	100%	3	100%
Hispanic	67	88.2%	83	85.6%	91	89.2%	61	81.3%	47	78.3%
Not Reported	27	90%	39	86.7%	37	92.5%	14	87.5%	2	100%
Pacific Islander	5	62.5%		%	4	44.4%		NaN	1	100%
Two or More	5	83.3%	9	100%	6	66.7%	5	83.3%	8	100%
White non-Hispanic	57	81.4%	84	84%	87	87.9%	31	77.5%	32	80%
Total	244	84.1%	322	85.2%	327	86.1%	160	83.3%	132	82.5%

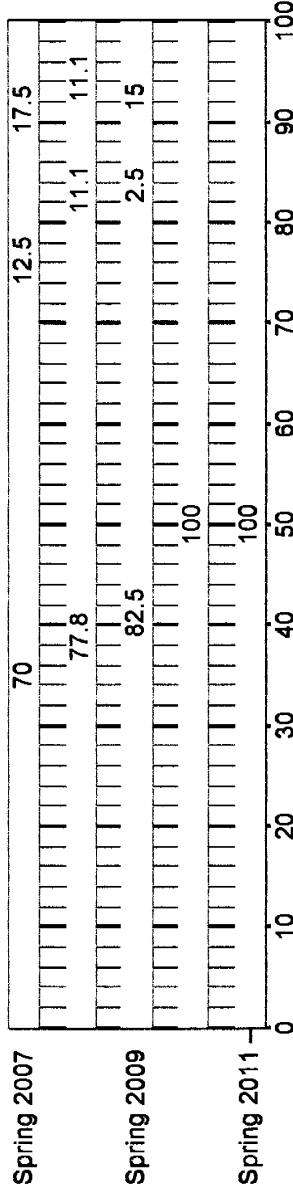
Grossmont College Enrollment CCS

American Indian/Alaskan Native



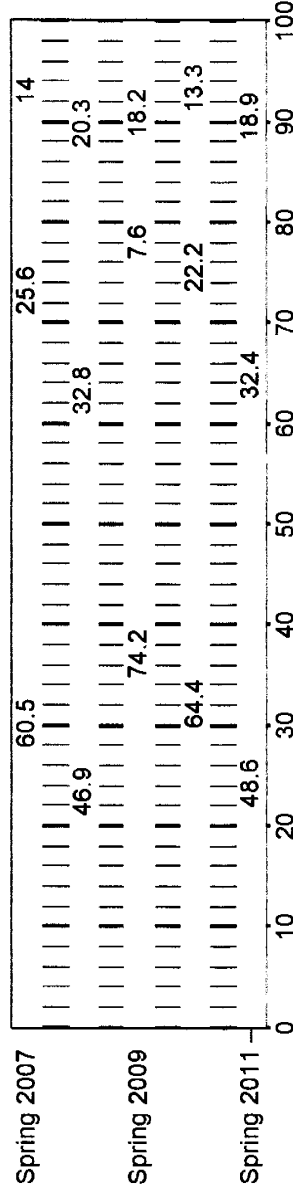
Success
No Success
Withdrawal

Asian



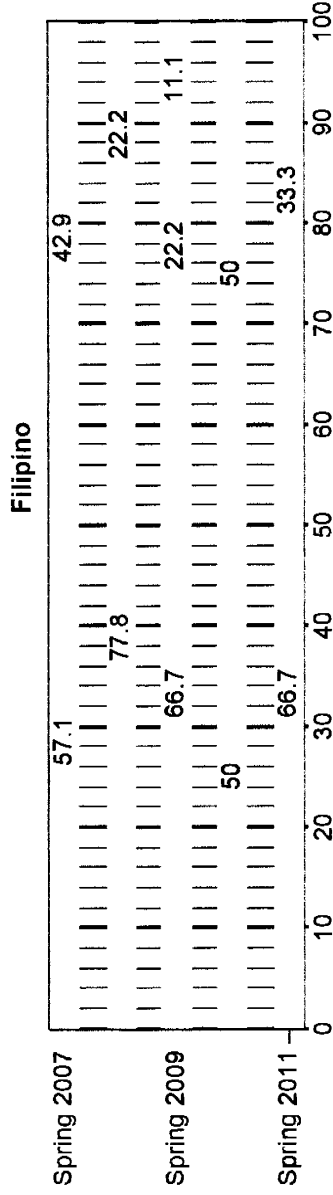
Success
No Success
Withdrawal

Black non-Hispanic

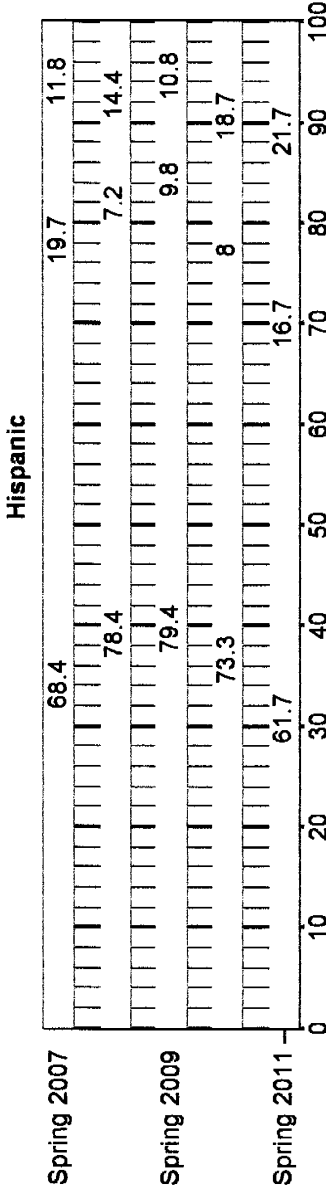


Success
No Success
Withdrawal

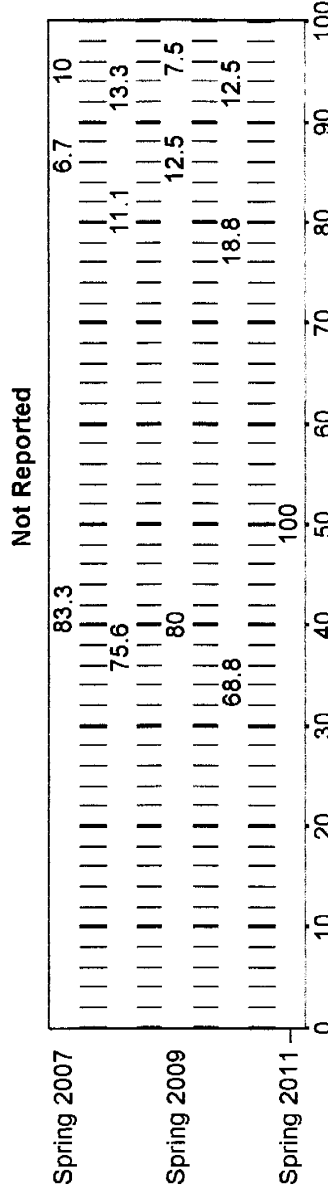
Grossmont College Enrollment CCS



Success
No Success
Withdrawal

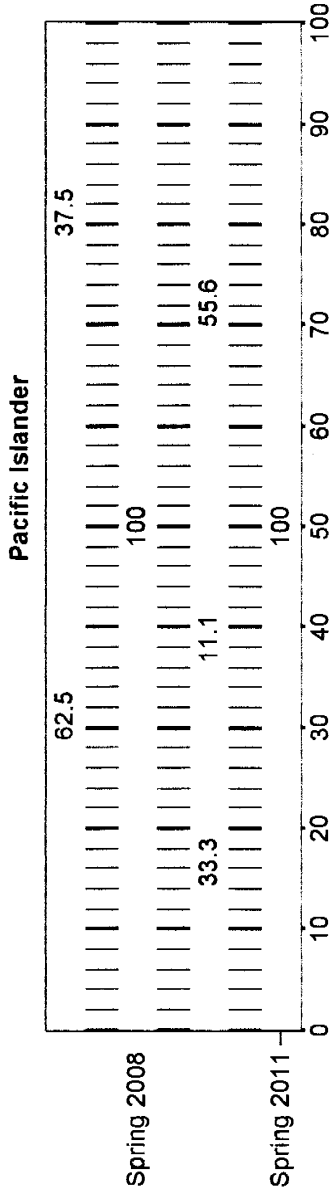


Success
No Success
Withdrawal

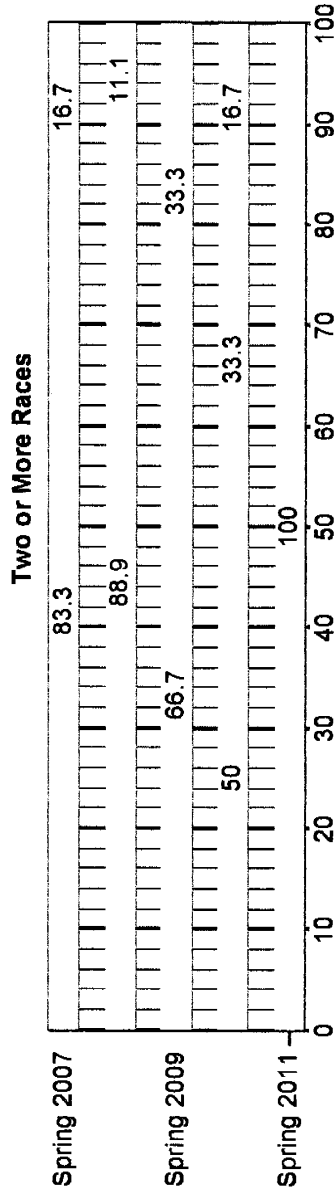


Success
No Success
Withdrawal

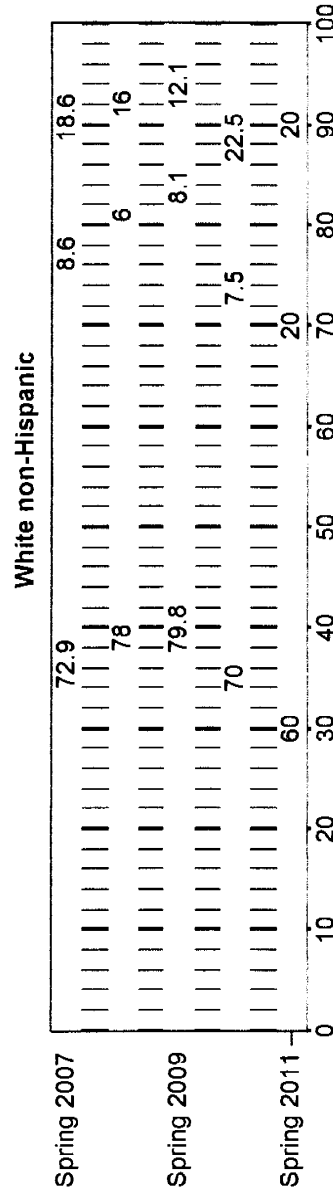
Grossmont College Enrollment CCS



Success
No Success
Withdrawal



Success
No Success
Withdrawal



Success
No Success
Withdrawal

APPENDIX 14

FISCAL YEAR FTES ANALYSIS BY PROGRAM REPORT

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.600	.600				
ANTH125	.200					
ANTH130	.400	.800				
***** ANTH	1.200	1.400				
ARBC120		.333				
ARBC121		.333				
ARBC220		.333				
***** ARBC		.999				
ASL 120	.800	.800	.125			
ASL 121	.075	.400				
ASL 299		.200				
***** ASL	.875	1.400	.125			
CCS 115	.400		.200			
CCS 118	.200					
CCS 119	.200					
CCS 124	.200					
CCS 126	.200					
CCS 131	.387	.200	.012			
CCS 132			.200			
CCS 133		.200				
CCS 134		.200				
CCS 145		.200				
CCS 147		.200				
CCS 151		.200				
CCS 172		.200				
CCS 178		.200				
CCS 181		.200				
CCS 238		.200				
***** CCS	1.387	1.800	.200	.612		
CHIN120		.333				
***** CHIN		.333				
ECON120	1.275	.800	.125			
ECON121	1.400	.600				
***** ECON	2.675	1.400	.125			
ED 111		.200				
ED 214	.200	.200				
ED 299		.400				
***** ED	.200	.400				
ENGL052A		.111				
ENGL090		.250	.948			
ENGL101	2.715	2.997	.200			
ENGL105	2.600	.600	.300			
ENGL106	1.100					

GCCCD
11/12 Grossmont College Program Review
Program Data Elements

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<u>Cross Cultural Studies (220300)</u>								
Course #								
* CCS 114								
CCS 115								
* CCS 118								
CCS 119								
CCS 126								
CCS 128								
* CCS 130								
* CCS 131								
CCS 132								
CCS 133								
CCS 134								
CCS 145								
* CCS 147								
FTES								
Summer	345.00	279.00	177.00	261.00	195.00	45.00	75.00	0.00
Fall	1,615.50	1,359.00	1,446.00	1,413.00	1,272.00	552.00	258.00	156.00
Spring	1,740.00	1,332.00	1,323.00	1,311.00	1,533.00	546.00	354.00	231.00
Total WSCH	<u>3,700.50</u>	<u>2,970.00</u>	<u>2,946.00</u>	<u>2,985.00</u>	<u>3,000.00</u>	<u>1,143.00</u>	<u>687.00</u>	<u>387.00</u>
Total FTES	<u>123.35</u>	<u>99.00</u>	<u>98.20</u>	<u>99.50</u>	<u>100.00</u>	<u>36.10</u>	<u>22.90</u>	<u>12.90</u>
Top 220300 CCS Unrestricted	<u>215,155.00</u>	<u>205,254.00</u>	<u>232,881.00</u>	<u>253,292.00</u>	<u>267,225.00</u>	<u>291,417.00</u>	<u>123,600.00</u>	<u>114,223.00</u>
Costs per FTES	<u>1,744.26</u>	<u>2,073.27</u>	<u>2,371.50</u>	<u>2,545.65</u>	<u>2,672.25</u>	<u>7,648.74</u>	<u>5,397.38</u>	<u>8,854.50</u>
220300 CCS Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

* In 08/09, 09/10 and 10/11, sections were crosslisted with other subjects; therefore were excluded in these fiscal years.

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS71 for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.600	.400				
ANTH125	.200					
ANTH130	.400	.600				
***** ANTH	1.200	1.000				
ARBC120		.333				
ARBC121		.333				
ARBC250		.200				
***** ARBC		.866				
ASL 120	.400	1.000				
ASL 121	.274	.200	.126			
ASL 130		.133				
ASL 220	.674	.200	.126			
***** ASL		1.533				
CCS 115	.400					
CCS 118	.200					
CCS 119	.200					
CCS 126	.377	.200	.200			
CCS 128			.022			
CCS 130			.200			
CCS 132						
CCS 134		.200				
CCS 145		.200				
CCS 147		.200				
CCS 150		.200				
CCS 176		.200				
CCS 180	1.177	1.400	.422			
***** CCS						
CHIN120		.333				
***** CHIN		.333				
ECON110	.200					
ECON120	1.274	1.000	.126			
ECON121	1.200	.600				
***** ECON	2.674	1.600	.126			
ED 200		.200				
***** ED		.200				
ENGL052A		2.500				
ENGL090	2.625	1.250	1.704			
ENGL101	2.500	6.327	.100			
ENGL105	1.400	1.000	.200			
ENGL106	.100		.033			
ENGL108	3.084		.416			
ENGL110	.200	7.250				
ENGL112						

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.600	.600				
ANTH125			.200			
ANTH130	.400	.800				
***** ANTH	1.000	1.400	.200			
ARBC120		.333				
ARBC121		.333				
ARBC220		.333				
***** ARBC		.999				
ASL 120	.400	1.000				
ASL 121	.374	.400	.026			
ASL 220		.200				
ASL 299		.150				
***** ASL	.774	1.750	.026			
CCS 115	.400		.200			
CCS 118	.200					
CCS 119	.200					
CCS 126	.200					
CCS 128	.200					
CCS 131	.200					
CCS 132	.200					
CCS 133	.200					
CCS 145	.200					
CCS 147	.200					
CCS 151	.200					
CCS 174	.200					
CCS 178	.200					
CCS 181	.200					
CCS 238	.200					
***** CCS	1.377	1.600	.200			
CHIN120		.333				
***** CHIN		.333				
ECON120	1.074	1.000	.126			
ECON121	1.600	.400				
***** ECON	2.674	1.400	.126			
ED 200		.200				
ED 214		.200				
***** ED		.400				
ENGL052A		2.443				
ENGL090		1.250				
ENGL101		3.996	1.364			
ENGL105	1.966	1.200				
ENGL106	2.200					
ENGL108	1.250		.350			
***** ENGL108	.133					

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.600	.400				
ANTH130	.400	.600				
***** ANTH	1.000	1.000				
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.474	1.000	.126			
ASL 121	.400	.200				
ASL 130		.200				
ASL 140		.200				
ASL 199		.400				
ASL 220	.874	2.000	.126			
***** ASL						
CCS 115	.400					
CCS 118	.200					
CCS 119	.400					
CCS 126		.200	.200			
CCS 130	.200		.022			
CCS 132	.177					
CCS 134		.200				
CCS 145		.200				
CCS 147		.200				
CCS 150		.200				
CCS 170		.200				
CCS 176		.200				
CCS 180		.200				
***** CCS	1.377	1.600	.222			
CHIN120		.333				
***** CHIN		.333				
ECON110		.200				
ECON120	1.474	1.000	.126			
ECON121	1.200	.400	.200			
***** ECON	2.674	1.600	.326			
ED 200		.200				
***** ED		.200				
ENGL052A		2.721				
ENGL090		1.250				
ENGL101		8.325	1.232			
ENGL105	2.098	1.000	.400			
ENGL106	2.200	.200	.500			
ENGL110	2.584	8.000	.416			

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120		.800				
ANTH125	.050		.150			
ANTH130		1.400				
***** ANTH	.050	2.200	.150			
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.600	1.400	.126			
ASL 121	.274	.400				
ASL 220		.400				
ASL 299		.200	.126			
***** ASL	.874	2.400	.200			
CCS 115	.400					
CCS 118	.200					
CCS 119	.200					
CCS 126		.200				
CCS 128	.200		.200			
CCS 131	.200		.022			
CCS 132	.177					
CCS 145		.200				
CCS 147		.200				
CCS 151		.200				
CCS 172		.200				
CCS 181		.075	.125			
CCS 238		1.275	.547			
***** CCS	1.377					
CHIN120		.333				
***** CHIN		.333				
ECON120	1.274	.800	.126			
ECON121	1.400	.400	.200			
***** ECON	2.674	1.200	.326			
ED 200		.200	.200			
ED 214		.200	.200			
***** ED						
ENGL052A		2.721				
ENGL090		1.500				
ENGL101	2.998	.400	1.664			
ENGL105	2.817		.783			
ENGL106	1.150		.450			
ENGL108	.133					
ENGL110	3.927	6.000	.573			

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT F/T FTE P/T FTE XP FTE EARNED WSCH EARNED WSCH/FTE % OF MAX

ANTH120
 ANTH130
 ***** ANTH

ARBC120
 ARBC121
 ARBC220
 ARBC250
 ***** ARBC

ASL 120
 ASL 121
 ASL 130
 ASL 220
 ASL 221
 ***** ASL

CCS 115
 CCS 118
 CCS 119
 CCS 126
 CCS 128
 CCS 130
 CCS 132
 CCS 134
 CCS 145
 CCS 147
 CCS 180
 CCS 299
 ***** CCS

CHIN120
 ***** CHIN

ECON110
 ECON120
 ECON121
 ECON299
 ***** ECON

ED 200
 ED 214
 ***** ED

ENGL052A
 ENGL090
 ENGL090R
 ENGL098
 ENGL098R
 ENGL105

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.200	.800				
ANTH130	.800	.200				
***** ANTH	1.000	1.000				
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.534	2.136	.194			
ASL 121	.340	.534				
ASL 130		.200				
ASL 220		.534				
ASL 221		.267				
***** ASL	.874	3.671	.194			
CCS 115	.400					
CCS 118	.200					
CCS 119	.400	.200				
CCS 126						
CCS 128	.200			.200		
CCS 130	.200			.022		
CCS 132	.177					
CCS 134		.200				
CCS 145		.200				
CCS 147		.200				
CCS 180		.200				
CCS 299		.200				
***** CCS	1.577	1.200	.222			
CHIN120		.333				
***** CHIN		.333				
ECON110		.200				
ECON120	1.174	1.000	.226			
ECON121	1.250	.400	.150			
ECON299	.600	.300				
***** ECON	3.024	1.900	.376			
ED 200		.200				
ED 214		.200				
***** ED		.200	.200			
ENGL052A		2.721				
ENGL090		1.750				
ENGL090R						
ENGL098	1.500	8.325	1.688			
ENGL098R	2.500	.250	.250			
ENGL105	.400	.600	.400			

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	.200	1.000				
ANTH130	.800	1.000				
***** ANTH	1.000	2.000				
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.340	2.136	.194			
ASL 121	.534	.534				
ASL 220		.534				
ASL 221		.267				
***** ASL	.874	3.471	.194			
CCS 115	.177					
CCS 118	.200					
CCS 119	.200					
CCS 126		.200				
CCS 131	.200					
CCS 132	.200					
CCS 145		.200				
CCS 147		.200				
CCS 181		.200				
CCS 238		.800	.200			
***** CCS	.977		1.022			
CHIN120		.333				
***** CHIN		.333				
ECON110		.400				
ECON120	.874	.600	.326			
ECON121	1.300	.400	.100			
ECON299	1.050	.600				
***** ECON	3.224	2.000	.426			
ED 200		.400				
***** ED		.400				
ENGL052A	.111	2.470				
ENGL090	.250	1.250				
ENGL090R	1.100		.150			
ENGL098	2.165		.832			
ENGL098R	2.250		.500			
ENGL105	.084	.400	.316			
ENGL108		.133				
ENGL110	3.060	8.000	.390			
ENGL110R	.750	.250	.250			
ENGL112	.139	.061				

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS71 for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	WSCH/FTE	% OF MAX
ANTH120	.800	.800				
ANTH130	.200	.800				
ANTH140	1.000	1.600				
***** ANTH						
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.534	2.136	.194			
ASL 121	.340	.534				
ASL 130		.200				
ASL 220		.534				
ASL 221		.267				
***** ASL	.874	3.671	.194			
CCS 115	.200		.200			
CCS 118	.200		.200			
CCS 119	.200		.200			
CCS 126		.200				
CCS 128	.400		.200			
CCS 130	.177		.022			
CCS 145		.200				
CCS 147		.200				
CCS 150		.200				
CCS 180	1.177	1.000	.622			
***** CCS						
CHIN120		.333				
***** CHIN		.333				
ECON110	.667	.400	.332			
ECON120	.700	1.000	.100			
ECON121	.900	1.000				
ECON299	2.267	1.050				
***** ECON		3.450	.432			
ED 200		.400				
ED 214		.200				
***** ED		.600				
ENGL052A	.250	2.748				
ENGL090	1.100	1.750	.400			
ENGL090R	1.433	8.925	1.564			
ENGL098	2.260	.500	.240			
ENGL098R	.800	.600				
ENGL105						

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES Use SKDS7I for WSCH FTE DATA

EARNED
 WSCH/FTE % OF MAX

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120		1.000				
ANTH130	.800	1.200				
ANTH140	.200					
ANTH199		2.200				
***** ANTH	1.000					
ARBC120		.666				
ARBC121		.333				
ARBC220		.333				
ARBC250		.200				
***** ARBC		1.532				
ASL 120	.874	2.062				
ASL 121		1.068				
ASL 220		.534				
ASL 221		.267				
***** ASL	.874	3.931				
CCS 114	.400		.200			
CCS 115	.200		.400			
CCS 118	.200					
CCS 119	.200		.200			
CCS 126		.200				
CCS 131	.377		.022			
CCS 132	.200					
CCS 145		.200				
CCS 147		.200				
CCS 181		.140				
CCS 238		.740				
***** CCS	1.577		1.082			
CHIN120		.333				
CHIN121		.333				
***** CHIN		.666				
ECON110		.600				
ECON120	.502	1.097	.200			
ECON121	1.019	.681	.100			
ECON299	.750	.750				
***** ECON	2.271	3.128	.300			
ED 200		.800				
***** ED		.800				
ENGL052A		2.631				
ENGL090	.500	1.000				
ENGL090R	1.000					
ENGL098	2.349	6.660	.898			
ENGL098R	2.210	.750	.540			
ENGL105	.684	.200	.116			

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS71 for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTH120	1.000	1.000				
ANTH130	1.000	1.000				
ANTH140	1.000	2.000	.200			
***** ANTH			.200			
ARBC120	.333	.666				
ARBC121	.333					
ARBC220	.134		.199			
ARBC250	.200					
***** ARBC	1.000	.666	.199			
ASL 120	.534	2.136				
ASL 121	.188	.801				
ASL 130		.200	.345			
ASL 140		.200				
ASL 220		.534				
ASL 221	.722	.267				
***** ASL		4.138	.345			
CCS 115	.080					
CCS 118	.200					
CCS 119	.400					
CCS 126		.200				
CCS 130	.400					
CCS 132	.200					
CCS 134		.200				
CCS 145		.200				
CCS 147		.200				
CCS 150		.200				
CCS 180	1.280	1.000	.200			
***** CCS			.520			
CHIN120		.333				
CHIN121		.333				
***** CHIN		.666				
ECON110		.400				
ECON120	.600	2.000				
ECON121	.850	.800				
ECON122	.150	.750	.150			
ECON123	.200	.300	.150			
***** ECON	1.800	4.250	.250			
ED 159		.175				
ED 200		.600				
ED 214		.200				
***** ED		.975				
ENGL052A		2.720				
ENGL090	.750	1.250				

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

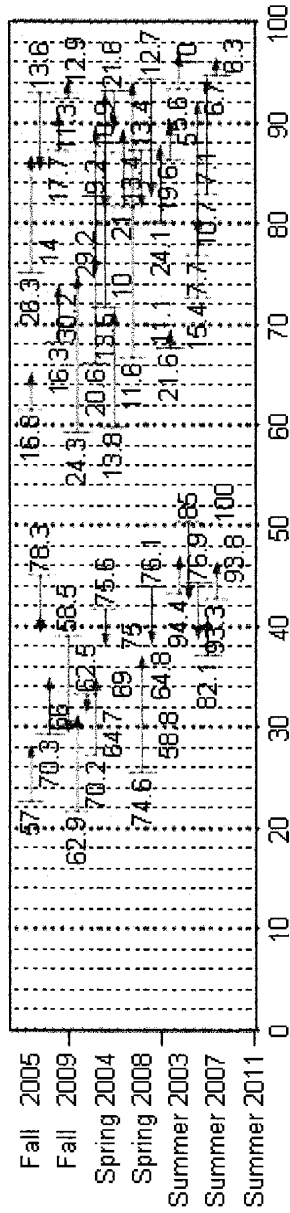
Use SKDS71 for WSCH FTE DATA

F/T FTE P/T FTE XP FTE EARNED WSCH EARNED WSCH/FTE % OF MAX

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ANTh120		1.400				
ANTh130	.800	1.200				
ANTh140	.200	.200				
***** ANTh	1.000	2.800				
ARBC120		.666				
ARBC121	.333	.333				
ARBC220		.333				
ARBC221	.067		.266			
ARBC250	.200		.266			
***** ARBC	.600	1.332				
ASL 120	.267	2.136				
ASL 121	.405	.801	.267			
ASL 160		.200	.128			
ASL 220		.534				
ASL 221		.267				
ASL 250		.200				
***** ASL	.672	4.138	.395			
CCS 114	.400		.200			
CCS 115	.205		.200			
CCS 118	.200		.395			
CCS 119	.275		.125			
CCS 126		.200				
CCS 131	.400		.200			
CCS 132		.200				
CCS 145		.200				
CCS 147						
CCS 181		.100	.200			
CCS 238		.700	.100			
***** CCS	1.480		1.220			
CHIN120		.333				
CHIN121		.333				
***** CHIN	.666					
ECON110		.400				
ECON120	1.100	.600	.100			
ECON121	1.600	.200				
ECON122	.200	.300	.250			
ECON123	.450	.150	.150			
***** ECON	3.350	1.650	.500			
ED 159		.175				
ED 200		.800				
ED 299		.100				
***** ED		1.075				
ENGL052A		2.665				

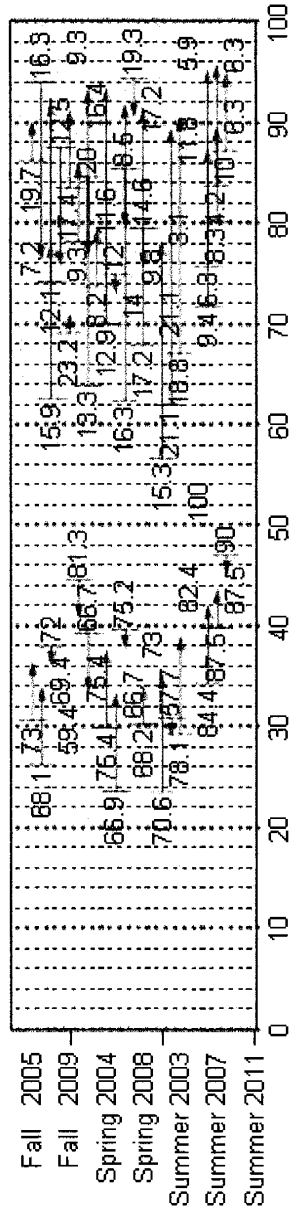
Success/Retention by Age (5 categories)

19 Years or Less



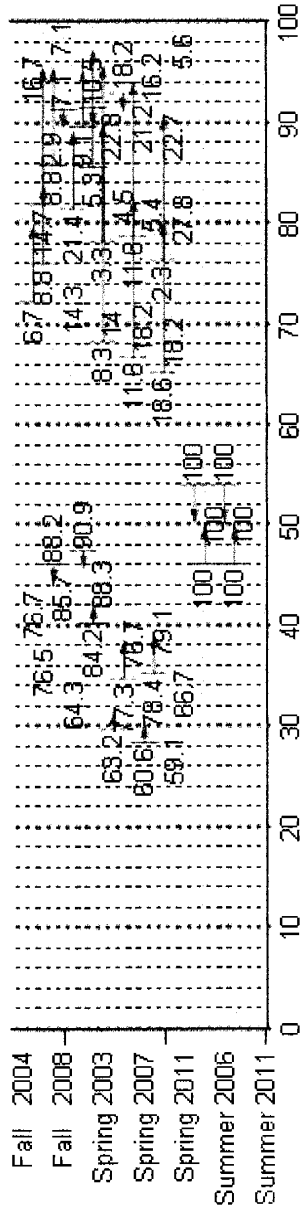
Success
No Success
Withdrawal

20 - 24 Years



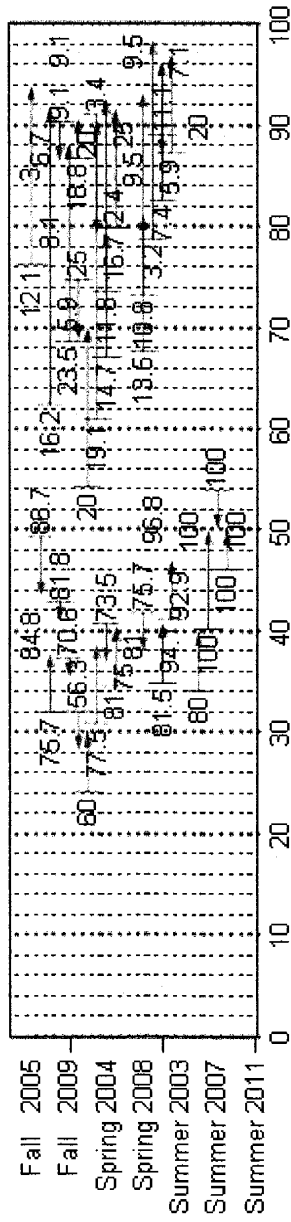
Success
No Success
Withdrawal

25 - 29 Years



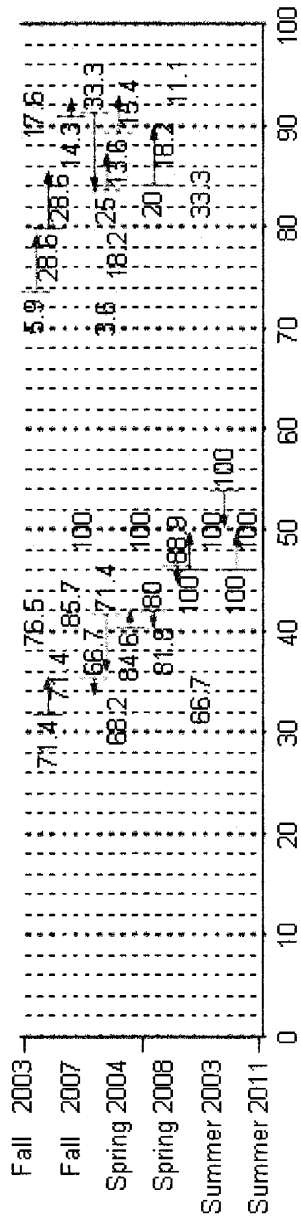
Success
No Success
Withdrawal

30 - 49 Years



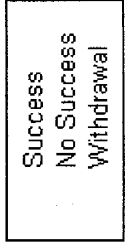
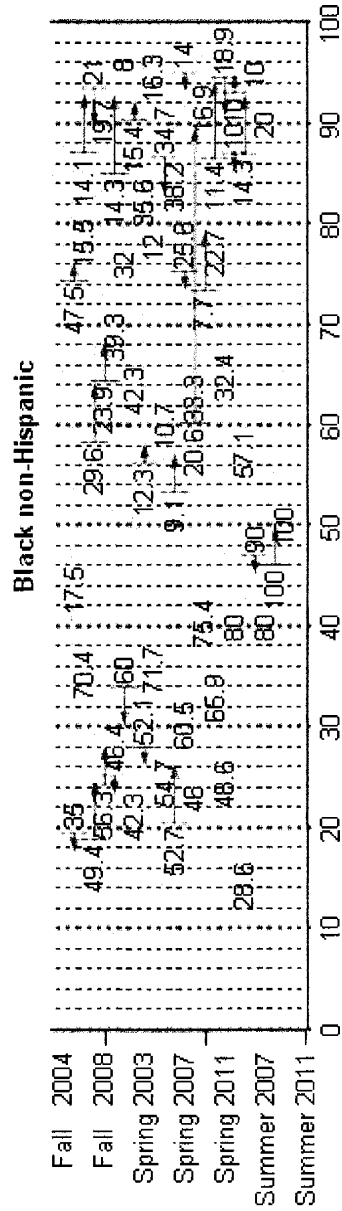
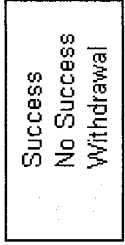
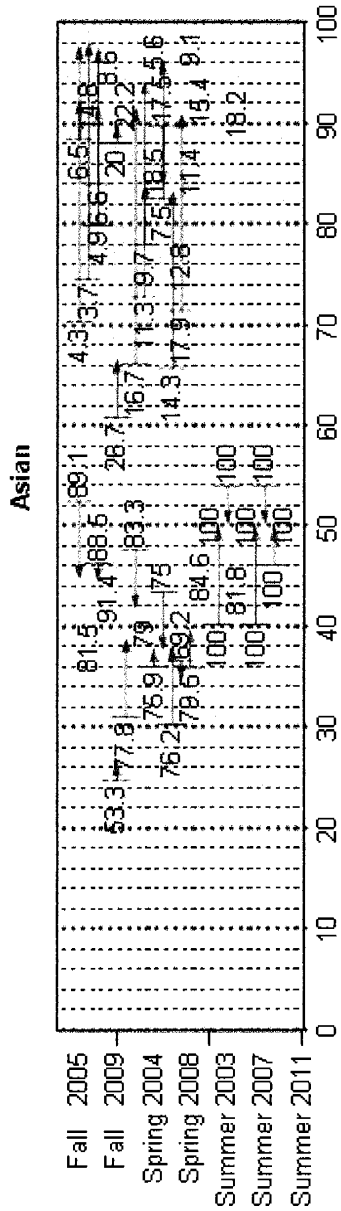
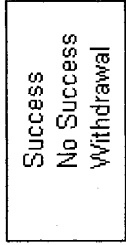
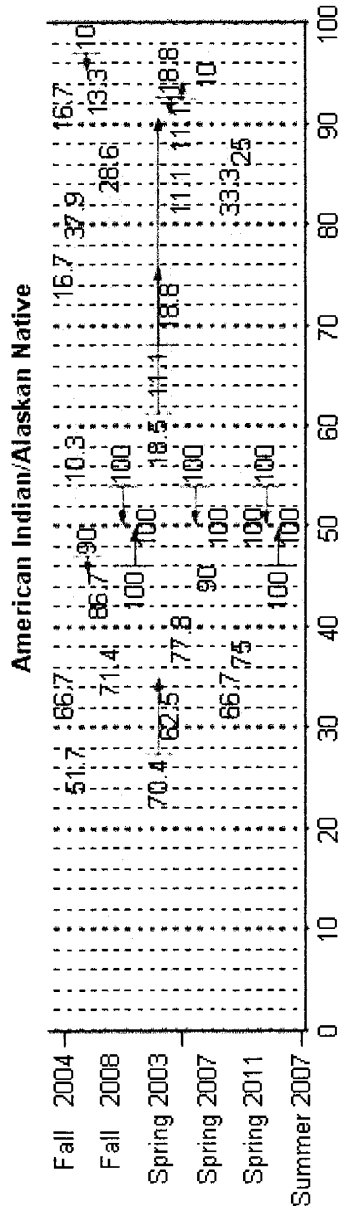
Success
No Success
Withdrawal

50+ Years

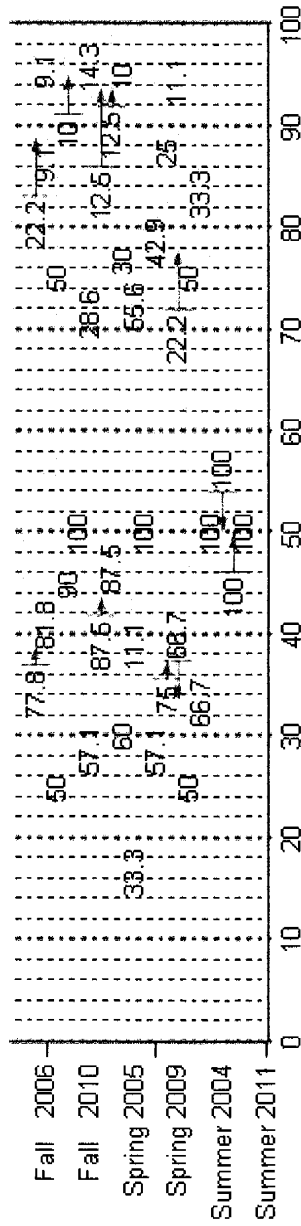


Success
No Success
Withdrawal

Success/Retention by Ethnicity (9 categories)

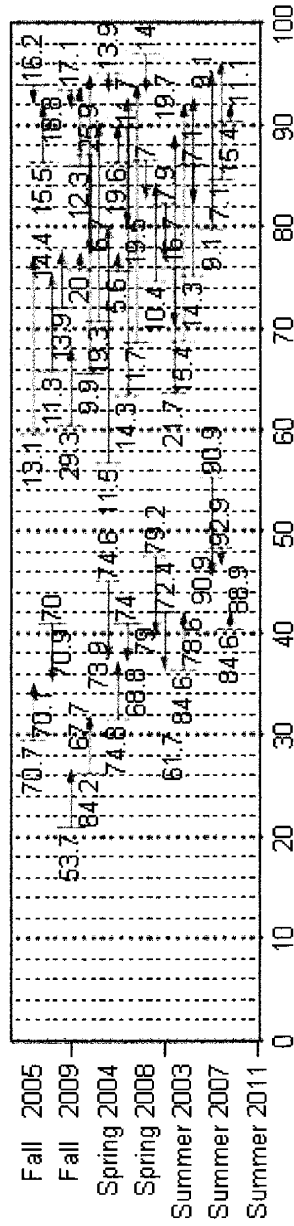


Filipino



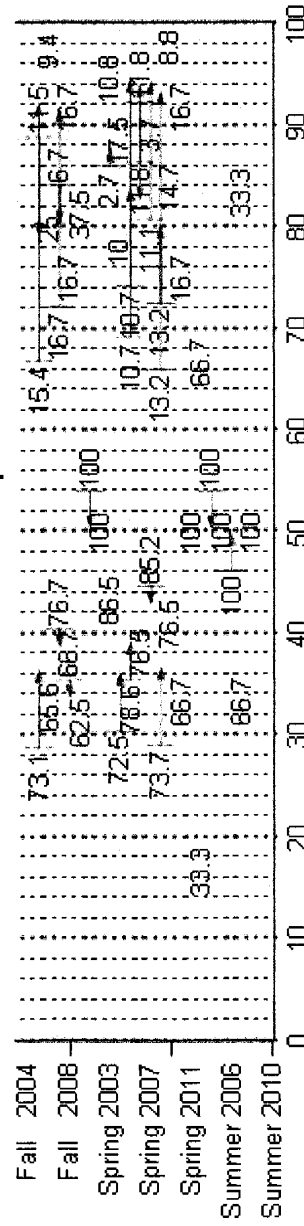
Success
No Success
Withdrawal

Hispanic



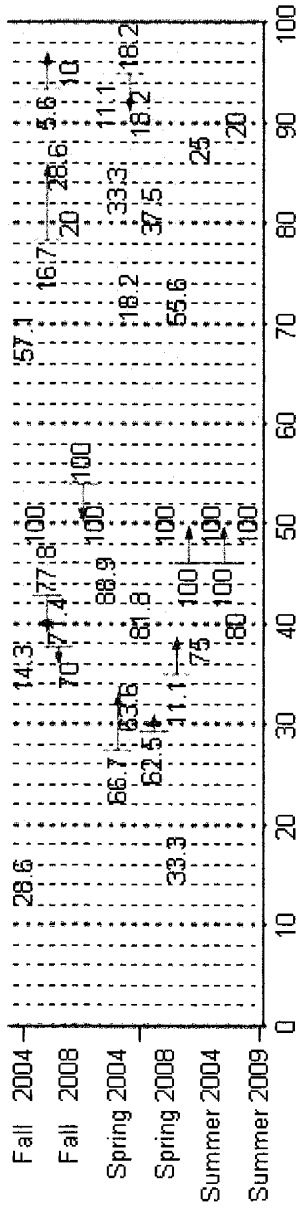
Success
No Success
Withdrawal

Not Reported



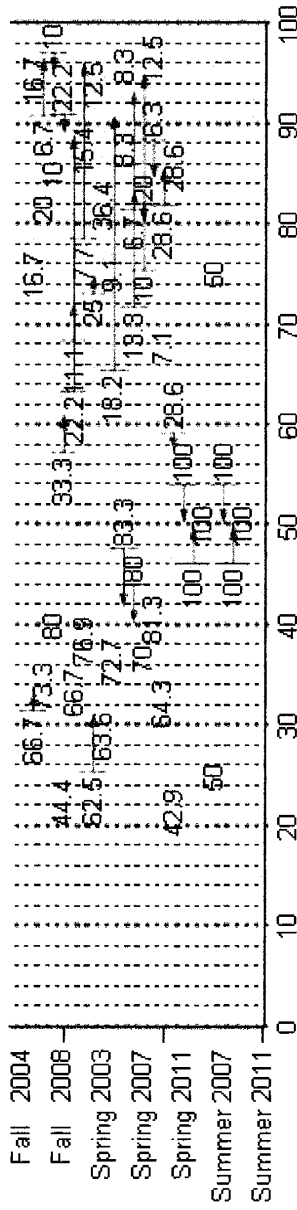
Success
No Success
Withdrawal

Pacific Islander



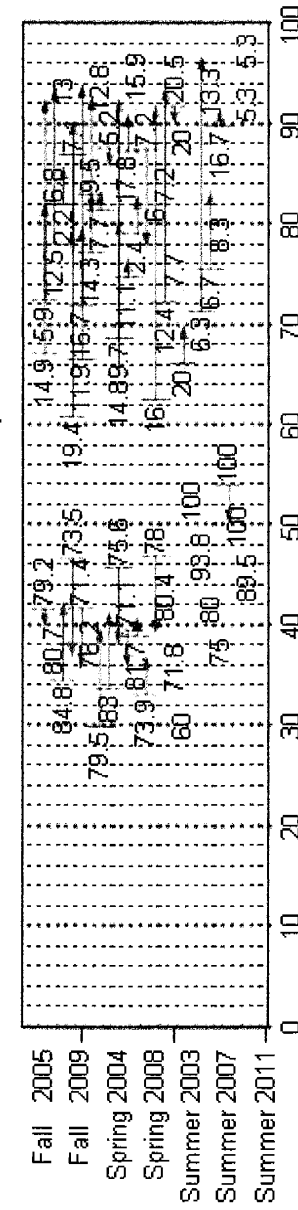
Success
No Success
Withdrawal

Two or More Races



Success
No Success
Withdrawal

White non-Hispanic



Success
No Success
Withdrawal

APPENDIX 15

FISCAL DATA: OUTCOMES PROFILE

APPENDIX 15

Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 20 7	Spring 207	Fall 20 8	Spring 208	Fall 20 9	Spring 209	Fall 200	Spring 200s	Fall 200	Spring 200
2. Enrollment	582	290	359	378	153	380	170	192	171	160
3. Earned WSCH/FTEF	443	440	443	1533	389	1139	465	566	474	480
4. Total FTES	99.5		100		38		22.90		12.90	
5. Cost/FTES	2545.15		2672.25		7648.7		5397.38		8,854.50	
6. Total Cost/Fiscal Year	253,292		267,225		291,417		123,600		114,223	
7. Total Revenue	410,238		456,483		173,463.54		104,534.60		58,886.30	
8. Other Revenue										

COST -- Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

EARNED WSCH/FTEF -- These numbers are found in "Reports" or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

COST/FTES -- These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE -- General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4364.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition.