

# EXERCISE SCIENCE & WELLNESS DEPARTMENT



## Program Review

Fall 2006 - Spring 2012  
Grossmont College

This Program Review Report for 2006-20012 is submitted by the members of the Department of Exercise Science & Wellness at Grossmont College.



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# TABLE OF CONTENTS

Section 1 – Overview .....	5
Section 2 – Curriculum, Academic Standards, Support Services .....	11
Section 3 – Outcome Assessment .....	17
Section 4 – Student Access .....	19
Section 5 – Student Success .....	26
Section 6 – Student Support/Campus Resources .....	45
Section 7 – Community Outreach/Response .....	57
Section 8 – Faculty/Staff/Professional Development .....	58
Section 9 – Staffing Trends/Decision Making .....	61
Section 10 – Fiscal Profile/Efficiency .....	67
Section 11 – Summary and Recommendations .....	72

## **APPENDICES**

(Note: Dividers are color-coded: Green for ESW/HED combined; Yellow for ESW; and Salmon for HED.)

<b>1. Annual Program Review Update .....</b>	<b>77</b>
<b>2. Catalog Descriptions</b>	
- ESW .....	139
- HED .....	157
<b>3. Grade Distribution Summary</b>	
- ESW .....	161
- HED .....	333
<b>4. Course-to-Program SLO Mapping Document .....</b>	<b>361</b>
<b>5. Results of Student Survey</b>	
- ESW .....	379
- HED .....	397
<b>6. Headcounts for Degrees and Certificates .....</b>	<b>415</b>
<b>7. Organizations Represented on Advisory Committees .....</b>	<b>423</b>
<b>8. Sabbaticals, Conference, Workshops, Staff Development .....</b>	<b>427</b>
<b>9. Grossmont WSCH analysis</b>	
- ESW .....	433
- HED .....	595
<b>11. Enrollment, Success and Retention by Age/Gender/Ethnicity</b>	
- ESW .....	629
- HED .....	661
- HED Online vs. Face-to-Face Retention and Success .....	701
<b>12. Program Data Elements</b>	
- ESW .....	703
- HED .....	707
<b>13. Fiscal Data: Outcomes Profile</b>	
- ESW .....	711
- HED .....	715



# Exercise Science & Wellness Department

## PROGRAM REVIEW - FALL 2006 TO SPRING 2012

### PURPOSE

Consistent with Grossmont College's mission to "provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society" (Grossmont College 2010-2016 Strategic Plan), the Exercise Science and Wellness Department seeks to engage students in gaining the scientific knowledge and practical application of exercise and health principles. The ESW Department offers a diverse range of courses: movement-based courses, theory courses for majors, courses for intercollegiate competition, theory courses in health and nutrition, courses to meet high demands at local universities, and a 1-year fitness specialist certificate for those who wish to immediately enter the workforce. The department recognizes that as part of a comprehensive education, students—particularly East County residents—are in need of knowledge and decision-making skills in health and active lifestyle habits. Consistent with the rest of the country, San Diego County has serious health issues. The San Diego Union Tribune recently reported that the county received a \$16 million grant to address an obesity epidemic from a lack of physical activity (Lavelle, 2011). East County has some of the highest unhealthy statistics, and East County Health and Human Services is working to target the three most problematic behaviors (lack of activity, poor diet, smoking/alcohol use). Indiana University-Purdue University reports that 87.5% of health care claims costs are due to an individual's lifestyle (Fort Wayne (IPFW) Study, 2006. This department self-study reflects these values and concepts.

### SECTION 1 – BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

#### **1.1** *Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.*

##### **Exercise Science & Wellness (ESW)**

From the inception of Grossmont College in 1961, Physical Education has been an integral part of the college curriculum. Three full-time instructors taught 26 sections in 15 different activity areas. By 1975, the department had 23 full-time instructors teaching in 40 different activity areas. In addition to their teaching duties, 21 of the full-time faculty also coached in the intercollegiate athletic program.

In the late 1980's, the department shifted its philosophy from a skill-acquisition focus to a paradigm emphasizing fitness and wellness. In 1995, a standardized body of fitness information known in the department as the "**core-curriculum**" was developed and infused into all activity courses that met the General Education (GE) requirement in the Fitness/Wellness area (area E in the GE package.) The department became fully committed to educating all students enrolled in ESW activity courses on the fundamental determinants of health and wellness including, nutrition, exercise physiology, biomechanics and chronic disease prevention. No other community college had implemented such an ambitious curricular focus across the board, particularly one that diverged significantly from traditional physical education (PE) instruction. To better reflect the intent and focus of our course offerings, the department officially changed its name from 'Physical Education' to 'Exercise Science

and Wellness' in 2000. Taking the role again as innovators, we were the first community college in California to do so, and many other departments across the state followed suit.

As part of Proposition R funding passed by voters in 2005, one ESW/Athletic facility underwent an extensive remodel between 2006 and 2008—after being designated as the worst building in the district by an independent audit—and opened for business in the Fall of 2008. The revamping of the existing building included: two lecture classrooms; a conference room; consolidation of faculty offices; a reduction in the size of the locker rooms to create more instructional space; expanded weight training and fitness classrooms; a walkway to provide access to the pool and tennis courts on the north side of the building; and an office to house the Athletic Director.

Since our last program review in 2006, we have had 5 retirements, 6 new full-time faculty, and 4 resignations (three from the new faculty group hired since 2006.) Currently, we have nine full-time instructors with loads fully dedicated to Exercise Science and two full-time instructors with full loads in Health Education who also teach activity courses in the exercise science area. There are three full-time positions currently unfilled (due to resignations and retirement.) Currently, seven of the nine faculty have additional responsibilities coaching in the intercollegiate athletic program. Typically, the department utilizes 25 or more adjunct instructors to meet the student demand for ESW classes, as well as seven adjunct head coaches who are in charge of intercollegiate sport teams. We have also weathered significant turnover in the division leadership since our last review, including five different deans (two of whom served on an interim basis.) With each new dean came the need to bring him or her up to speed regarding the uniqueness of the department given our decidedly non-traditional approach to curriculum and instruction in the activity areas. Most people, particularly those coming from outside the district, have preconceived notions about 'PE', and are surprised to learn about the cognitive emphasis that accompanies the physical aspect of our classes. The umbrella term for our discipline is now 'Kinesiology'; exercise science is one component of the field. As our discipline has progressed nationally over the years, so too, has our local curriculum and instruction.

### **Health Education (HED)**

One 2-unit Health Education course was part of the college curriculum in 1961, and was discontinued in 1975. Resurrected as a 3-unit course emphasizing personal health in 1985, the course became part of the GE package, and received articulation with SDSU. The popularity of the course spurred increased section offerings, and one faculty position was dedicated from what was then known as the Physical Education department, to Health Education. Over the years, the course offerings as well as the number of sections for each course have seen significant growth, which corresponds with society's interest in and need for improved health. Currently, the department offers seven distinctly different health courses, ranging from personal health to nutrition to public health. Two of the HED courses are part of the AS in Exercise Science and one is required for the Fitness Specialist Certificate.

Currently, two full-time faculty members teach a full load in health education (and teach classes in ESW as overload) and two additional full-time ESW faculty each teach a section in the health education area. In 2006, a third HED position was created from a position being "donated" by ESW, specifically to meet the needs in the nutrition area. (The department inherited seven nutrition courses in 2000 when the Family and Consumer Studies program was disbanded, but the full time position from that program was given to a different department.) In 2006, a registered dietician was hired to oversee and teach the nutrition courses, but resigned in December 2008. That position remains unfilled, and adjunct instructors teach currently all but two of the nutrition sections.

### **Intercollegiate Athletics**

As stated previously, many of our full-time faculty are also head coaches in the intercollegiate athletic program which is overseen by an Athletic Director/Associate Dean (Jim Spillers), and falls under the direction of the Vice-President of Student Services (Jeff Baker). A small amount of

information related to ESW and athletics is included in this program review; for a more detailed account of the Athletic Department, please refer to their program review.

## 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 successful and least successful goals and answer the following questions:**

For your most successful goals:

1. Complete the department SLOs for all of our classes.
2. Continue to update existing curriculum to stay abreast of changes within the discipline.

**a) What activities did you undertake to achieve this goal?**

1. Complete the department SLOs for all of our classes.

### **Exercise Science & Wellness**

The ESW SLO process was much more challenging given the number of different course offerings (111) and multiple sections. Jim Symington, ESW co-chair, organized a process to have faculty assess SLOs in three areas:

- (1) knowledge in the specific activity area
- (2) knowledge in the *core-curriculum* area of general fitness and wellness
- (3) skill achievement in the specific activity area

By Fall 2011, all ESW classes had completed at least one SLO assessment and reported the results—this includes SLOs for the intercollegiate athletic classes.

### **Health Education**

The HED SLO process, organized by Laura Sim, ESW Co-chair/Health Education Coordinator, was completed for all health courses in 2010 by involving all the HED faculty in the design and implementation of the assessment process.

2. Continue to update existing curriculum to stay abreast of changes within the discipline.

### **Exercise Science & Wellness**

With the recent California legislative changes eliminating activity course repeatability (except courses designated as *intercollegiate athletic*), the ESW faculty collectively redesigned all previously repeatable **fitness-based** curricula into distinct levels (A = beginning; B = intermediate; and C = advanced.) This follows the pattern that has existed for **skill-based** courses (i.e., tennis, soccer, etc.) The process involved modifying existing courses into an 'A' level, then writing new curriculum for each area of the 'B' and 'C' levels. The curriculum was submitted to the college Curriculum Committee during the 2012–2013 curriculum cycle, and the committee passed all submitted courses. Implementation of the changes will occur in Fall 2013. As a majority of courses had not been reviewed or updated since the last program review, virtually all other courses in the department underwent modifications to comply with Title 5 requirements to update curriculum every five years (except courses necessitating a specific modification prior to this point.) Due to the enormous workload the Curriculum Committee faced during the 2012–2013 cycle, the committee deferred the updated courses (without the repeatability issue) for consideration during the 2013–2014 cycle.

Other courses—particularly those in the ESW major or prep for major at CSU in Kinesiology—have been updated numerous times since our last program review to maintain articulation with SDSU. As Kinesiology is one of the top 10 majors in the CSU, it is essential that we keep abreast of discipline-specific changes in the state. Our one-year Fitness Specialist program was recently accepted as an official certificate program by the Chancellor's office.

### **Health Education**

All the HED courses have undergone an update since the last program review to maintain currency in the discipline, sustain academic excellence, and preserve articulation with SDSU. HED 255, Science of Nutrition, was created 2008 to respond to curriculum changes in the Kinesiology major at SDSU, and HED 201, Introduction to Public Health was developed in order to articulate as the entry course into the Public Health major at SDSU.

- b) Report and explain the data you have to verify progress toward your goal.** Annual SLO update reports, mapping documents, and other documents required in the integrated planning process all reflect the progress made in our SLO goals (see Appendix 1).
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?** Given that establishing and assessing SLOs has been a priority for the college in terms of its strategic plan as well as accreditation, our completion of the first round of the process has helped the college as a whole move toward fulfilling its strategic plan.

For your least successful goals:

**a) None of the facility goals have been met:**

- The construction of a swimming pool and aquatics complex that meets the instructional needs including ADA compliance and intercollegiate athletic teams
- West Soccer Field with artificial turf, parking lot, storage facility and score board
- Tennis Court lighting
- Football Field/Track stadium lights and permanent bleachers
- Main Gymnasium bleachers and cooling system
- *Exercise Science Fitness Center*; a new proposed facility that needs to have a footprint on the new Master Plan in order for the ESW department to keep up with the current trends and facilities provided by other community colleges in our county, as well as to meet both the college and district goals.

**b) What challenges or obstacles have you encountered?**

Despite the fact that the vast majority of these facility goals have been consistently—over 40 years—written in district, campus and department plans, the ESW department continues to struggle in the facilities area. The building remodel in 2008 met rudimentary needs in terms of office space and classrooms but did not address the other facility/safety/health needs stated above (a previous outside agency had deemed the original building the WORST building in the district). Student instruction is often disrupted because of the poor facilities, for example, the pool is often unsafe for students to use and the gymnasium often too hot in which to safely exercise.

**c) Has this goal changed and why?**

These goals have not, nor will they change. The department realizes that facility needs are costly, but these are not spurious requests—they are essential to the quality and integrity of the instructional program as well as the health and safety of students utilizing the facilities.

## Implementation of Past Program Review Recommendations

### **1.3** *Your program 6-year Unit Plan in Appendix 1 contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.*

#### Program review recommendations from Spring 2006:

1. Replace Full-time faculty as they separate and hire one additional full-time faculty.

**NOT MET:** We currently have 3 unfilled positions from retirements and resignations, and we have not been granted an additional position in either ESW or HED.

2. **Completion of renovations for the 400 building complex**, including repair of broken toilets, rusty lockers, leaking showers, faulty air conditioning and instructional space expansion. Install new floor in gymnasium, complete installation of bleachers and install cooling system. Install lighting on the tennis courts and football/track facilities to accommodate increased enrollment/revenue.

**MET:** The renovation of the 400-building complex (currently buildings 40, 41 and 42) were completed in 2008. A new floor was installed during this time as well.

**NOT MET:** There are still no lights on the tennis courts or the lower multi-purpose facility (football field/track), which continues to impede the ability to increase revenue by offering FTES generating classes in the evening. We keep, and will continue to keep, asking, but... this one is out of our hands.

**NOT MET:** Completion of bleachers and cooling system in main gymnasium (43-415).

3. **Build swimming pool** to meet instructional needs, including ADA compliance and intercollegiate team requirements.

**NOT MET:** A new pool is not even on the Facilities Master Plan despite the fact that the existing pool does not meet the needs of many disabled students nor the intercollegiate aquatic programs. Significant funds are spent annually to rent pools for both adapted classes and intercollegiate teams—an avoidable expense if a new (or renovated) pool was constructed. Additionally, classes sometimes must be cancelled due to chemical issues with the pool water due to an antiquated (and often, faulty) chlorination system. Additionally, there seems to be issues with consistent maintenance and cleanliness of the pool.

4. **Repair and maintain outdoor fields** to avoid liability issues and allow for intercollegiate competitions.

**MET AND ONGOING:** The grounds crew as well as individual coaches monitor the condition of the fields and make repairs to the best of their ability. Some fields are natural grass, and face destructive forces from weather, gophers, and over-use. The football field is artificial turf that also requires periodic attention to maintain the integrity of the surface and the rubber fill material. Additionally, the track surface takes a beating from repeated use by regular fitness classes, intercollegiate teams, and the public and requires constant “patching” as the surface wears down in high-use areas.

5. Evaluate the benefits of converting the ROP Personal Training Program into FTES generating college program.

**MET:** In Fall 2009, the department converted the ROP Personal Training Program to the current *Fitness Specialist Program* when ROP was eliminated campus-wide. The current program generates FTES fully and is not subsidized in by an outside agency.

- 6. Explore optimizing facility use** by adding sections and/or opening facilities during weekends and evening hours.

**NOT MET:** Given the fiscal situation over the past 5 years, cuts rather than additions, have dominated the scheduling process.

- 7. Increase the contract for the ESW secretary** from 11 months to 12 months so that support is offered year round while classes are in session.

**MET:** The ESW secretary's contract became a 12-month contract in June, 2008. This crucial change allows for more effective service to students and faculty year-round, including summer.

- 8. Collaboratively write student-learning outcome data** for continued course and program improvement.

**MET:** Both ESW and HED have completed the first round of SLO assessments in all courses.

- 9. Using the Course History information report, continue to submit curriculum modification proposals** for those courses that have not been reviewed by the Curriculum Committee in more that four years or curriculum deletion forms for those courses that have not been offered in the last three years. (Consider deleting HED 150 and 160, since they have not been offered in many years).

**MET: Exercise Science & Wellness**

With the recent California legislative changes eliminating activity course repeatability (with the exception of courses designated as 'athletics') the ESW faculty collectively redesigned all previously repeatable fitness course curriculum into distinct levels (A = beginning; B = intermediate; and, C = advanced.) This follows the pattern that has always existed for the specific "skill" based courses (i.e., tennis, soccer, etc.) This process involved modifying the existing courses into the "A" level, then writing brand new curriculum for each area for the "B" and "C" levels. The curriculum was submitted to the Curriculum Committee during the 2012 – 2013 curriculum cycle, and the committee passed all the submitted courses. Implementation of changes occurs in Fall 2013.

Virtually all the other courses in the ESW department underwent modifications to comply with Title 5 requirements to update curriculum every 5 years, as the majority of courses had not been reviewed or updated since the last Program Review unless specific modifications had taken place to a specific course. Due to the enormous workload the Curriculum Committee faced during the 2012 – 2013 cycle, the committee deferred these updated (non-repeat issue) courses for review during the 2013 – 2014 cycle.

Other courses, particularly those in the ESW major or prep for major at CSU, have been updated numerous times since our last program review to maintain articulation with SDSU.

**MET: Health Education**

HED 150 and 160 courses have been deleted. All the remaining courses have undergone modification or updating since the last program review to maintain currency in the discipline, sustain academic excellence, and preserve articulation with SDSU. HED 255, Science of Nutrition, was created in 2008 to respond to curriculum changes in the Exercise & Nutritional Sciences major at SDSU, and HED 201 was created in 2007 to facilitate an opportunity for students to complete the entry course for the Public Health major at SDSU.

## SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

**In Appendix 2 - Catalog Descriptions, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]**

### **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.**

The course outlines have been updated in 2012 and reflect the current needs and interests of students. The changes also meet new Title 5 regulations (ESW) relative to repeatability as well as changes in the disciplines. All HED outlines have been updated recently to include a Recommended Preparation of English 110 or ESL 119 as well as text recency.

### **2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?**

#### **Exercise Science & Wellness**

All new faculty (both full and part-time) are given official course outlines for the course they are teaching as well as instructions on implementation of the stated SLOs for their course. Adjunct faculty are encouraged to attend department meetings where all faculty are reminded to include the ‘core-curriculum’ as a main component in their instruction. The use of the required department booklet “The Way to a Long and Healthy Life” will help instructors adhere to this standard and assure for consistency among all ESW activity classes. The booklet was revised by various faculty members in 2008 and again in 2012 (6<sup>th</sup> edition) to make sure that the latest material in fitness, nutritional, health promotion, and disease prevention was being taught. Additionally, department chairs regularly communicate department standards and practice via email, handouts and in person. In 2010, the department created a shared cloud account in Dropbox so that all faculty could have access to meeting minutes/agendas, SLO documents, and other commonly used materials. The SLO process has created more pathways and opportunities for faculty to communicate best practices.

#### **Health Education**

All instructors of Health Education are encouraged to attend department meetings and, hence, are aware of the department's standards regarding academic integrity. As with Exercise Science instructors, those instructing in Health Education also receive a packet containing official course outlines for the classes they teach. Health Education faculty collaborate and utilize the same texts for their respective courses, which helps to establish and maintain consistency among all sections. In general, faculty in the department regularly discuss which instructional materials might be of use, share best practices and discuss technology innovations. For example, Cheryl Kerns-Campbell researched and secured clickers for our lecture courses.

### **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.**

#### **Exercise Science & Wellness**

The core booklet “The Way to a Long and Healthy Life” was revised (2008, 2012), and much of the updated information came from the latest findings and recommendations provided by ACSM (American College of Sports Medicine). Results from the student survey indicate that students feel strongly that what they have learned in the classroom is applicable to their daily life and that a fitness/wellness course should be included as part of their college experience. In addition, our department members attend national/state conferences, seminars and meetings. This directly

transfers to students by providing them with current trends, knowledge and fitness training techniques (refer to Table 2.1 for student survey).

**Table 2.1 – Student Survey**

**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	341	94.7
No	19	5.3
<b>Total</b>	<b>360</b>	<b>100.0</b>
No Response	16	
Total	376	

**Q14. As result of your experience in the class, do you believe that a fitness/wellness course should be included as part of your college degree or academic path?**

	Frequency	Percent
Yes	270	75.4
No	19	5.3
Neutral	69	19.3
<b>Total</b>	<b>358</b>	<b>100.0</b>
No Response	18	
Total	376	

**Fitness Specialist Program:** The Fitness Specialist program was originally created in 2004 as part of the Regional Occupational Program (ROP), the purpose of which was to train people interested in seeking quick occupational training. As an ROP offering, no full-time instructors were allowed to teach in ROP-only courses, so the vast majority of the courses had to be taught by adjunct. Two of those instructors still teach in the Fitness Specialist Program which was converted to a regular academic certificate beginning Fall 2009, when ROP was disbanded in the district.

Since the program was established in 2004, the program has purchased only instructional DVDs on functional anatomy and kinesiology from VETEA funding, thanks to interim Dean Sheridan DeWolf. The material is kept current by instructors who attend industry conventions and presentations to keep abreast of current trends and information. Sharon Vilarino and Lisa Garrity (primary instructors in the FSP) are members of and certified by NSCA (National Strength and Conditioning Association); Lisa is also certified by ACE (American Council on Exercise). Grossmont College is an educational partner with ACE who regularly informs instructors of new material added into ACE's national certification exams. Fitness industry catalogues and periodicals are continually brought in to the class to share with the students.

**Health Education**

The use of Blackboard as a course management system has been established and available to all courses in HED. We offer online sections in HED 101, HED 120, HED 155, HED 201, and HED 255, and two of the nutrition courses (HED 155 and HED 255) use a publisher-based course management system similar to Blackboard. Seventy five class- use I-clickers (a classroom response system) were purchased for use in HED courses. These clickers promote active student engagement in the classroom, as well as increase participation in sensitive discussions.

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

Note: Beginning in Fall 2008, instructors were given the option of grading on a plus +/-minus - grading scale. The percentage, therefore, reflects the plus/minus attribute if listed.

**Exercise Science & Wellness – Grade Retention and Distribution**

Looking at the Grade Distribution and Retention data in **Table 2.2**, there appears to be a high percentage of students with above average grades (i.e., A+, B-). This “inflation” of grades can be a result of many factors that are unique to ESW courses. First, students self-select into activities for which they usually have a previous skill or aptitude; thus, they are likely to perform better in the class. In ESW activity courses, students are required to participate every class period, so those who do not regularly attend or those who do not perform well drop the class, and consequently the students with consistency or enhanced levels of fitness and skill remain in the course. Students are also more likely to enroll and stay in a class if they are successful with the skill or subject. Many students elect to take these courses possibly over and above the requirement for graduation or transfer. A subsequent poll of our students may support these views.

The Fitness Specialist Grade Distribution and Retention data shows some slight differences between Fall and Spring semesters, and above average grades (A+ to B-). Grades in Fall semesters are slightly higher in this category than in the Spring semesters. This may be the result of different courses within the program being offered during different semesters. In addition, the instructors of these courses have mentioned that many of their Fall students are actually professionals in the field (athletic training/fitness specialists), who are taking the Fall courses refresher courses. These students would obviously have more experience and perform better in the course than first time students. Refer to Table 2.3 for grade distribution data for the FS program.

When comparing adjunct and full-time instructors as a variable, there is no significant variation in grade distribution for ESW courses. More grouped data would be helpful in finding out if there are differences in other variables such as: day vs. evening classes or students taking the course as a graduation requirement vs. students taking the class as an elective or for personal growth.

**Table 2.2- Grade Distribution and Retention for the Exercise Science Department**

(Grade distribution does not include Fitness Specialist courses: ES 255, 291,292,293,294,296,196 – see Table 2.3)

Term	A			B			C		D	F	Semester Retention %
FA 06	57%			11%			5%		1%	3%	81%
SP 07	56%			12%			5%		1%	4%	80%
FA 07	61%			9%			4%		1%	3%	81%
SP 08	58%			11%			4%		1%	4%	81%
FA 08	71%			12%			5%		2%	5%	84%
SP 09	72%			12%			5%		2%	7%	81%
	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>	
FA 09	5%	60%	4%	2%	11%	2%	<1%	5%	1%	6%	87%
SP 10	3%	62%	4%	2%	11%	1%	<1%	5%	1%	7%	82%
FA 10	5%	65%	3%	1%	10%	2%	<1%	5%	2%	5%	87%
SP 11	4%	64%	3%	2%	10%	10%	1%	5%	2%	6%	85%
FA 11	4%	62%	5%	2%	10%	2%	1%	5%	2%	5%	84%
SP 12	6%	63%	4%	2%	9%	2%	<1%	5%	1%	7%	86%
<b>6 year averages</b>											<b>84 %</b>

**Table 2.3 Grade Distribution and Retention for the Fitness Specialist Program (FSP)**

(does not include numbers from HED 158) Note: not all courses in the FS program were offered each semester.

Term	A			B			C		D	F	Semester Retention %
FA 06	54%			9%			14%		3%	6%	79%
SP 07	27%			28%			22%		5%	1%	84%
FA 07	15%			28%			20%		8%	9%	80%
SP 08	31%			32%			13%		6%	<1%	84%
FA 08	18%			31%			36%		7%	8%	85%
SP 09	16%			42%			11%		4%	13%	77%
	A+	A	A-	B+	B	B-	C+	C	D	F	
FA 09	5%	31%	10%	14%	14%	12%	0	24%	7%	8%	83%
SP 10	1%	36%	1%	5%	20%	5%	3%	19%	7%	1%	83%
FA 10	3%	30%	6%	7%	16%	4%	0	24%	4%	5%	70%
SP 11	0	24%	0	3%	34%	1%	3%	16%	6%	14%	72%
FA 11	0	28%	10%	5%	26%	4%	3%	11%	6%	6%	84%
SP 12	2%	26%	6%	8%	34%	8%	5%	6%	5%	2%	95%
<b>6 year averages</b>											<b>81%</b>

**Health Education - Grade Distribution and Retention**

The grade distribution across all the health education sections shows surprising consistency not only from year to year, but among faculty as well. In looking at individual distribution data, no individual instructors appear to be too easy or too stringent relative to the other faculty teaching in the area. Beginning Fall 2008, instructors were given the option of grading on a plus +/-minus - scale. The percentage, therefore, reflects the plus/minus attribute if listed. Of the eight instructors teaching health education, three use the plus +/-minus - option, therefore the data reflected for plus and minus grades looks comparatively small.

**Table 2.4 - Grade Distribution and Retention for the Health Education**

Term	A			B			C		D	F	Semester Retention %
FA 06	25%			24%			15%		7%	12%	83%
SP 07	30%			22%			15%		6%	8%	81%
FA 07	23%			13%			13%		6%	12%	80%
SP 08	27%			22%			15%		5%	10%	80%
FA 08	31%			29%			18%		7%	15%	82%
SP 09	37%			25%			15%		6%	16%	77%
	A+	A	A-	B+	B	B-	C+	C	D	F	
FA 09	2%	28%	3%	3%	21%	3%	3%	18%	5%	15%	80%
SP 10	1%	31%	3%	2%	21%	2%	1%	16%	6%	16%	73%
FA 10	9%	26%	4%	4%	22%	5%	2%	18%	4%	12%	84%
SP 11	<1%	31%	5%	4%	18%	4%	2%	14%	6%	14%	78%
FA 11	2%	28%	5%	4%	19%	6%	3%	14%	6%	10%	84%
SP 12	1%	31%	5%	3%	24%	4%	1%	14%	5%	13%	82%
<b>6 year averages</b>											<b>80%</b>

**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).**

**Exercise Science & Wellness:** All faculty members in the ESW department teach the core fitness and health information using the department booklet *The Way to a Long and Healthy Life*. This booklet was written and is periodically updated by ESW faculty members. ESW faculty who teach the same topics have met to discuss SLO strategies and the update of course outlines. These conversations often lead to the sharing of best practices for skill and knowledge evaluation, use of the facility and equipment, and pedagogical methods. The responsibility for initiating course-level discussions often falls to full-time faculty who are stretched with their own teaching and coaching duties.

**Health Education:** The process of establishing and assessing the SLOs in health education was helpful in reviewing the methods used by individual instructors in grading. In the spirit of academic freedom, each HED instructor employs different approaches and rubrics in their grading process, but the SLO assessment showed that the different assessment techniques still provided consistent outcomes across multiple sections of a given course.

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

**Exercise Science & Wellness**

During the six-year window for this report, five courses were piloted as ES 299 courses and three were formally adopted through the curriculum review process: Adapted Water Aerobics (ES 041 as of fall 07, developed by Kathleen Alyward); Trail Hiking (ES 017 as of Fall 2009, developed by Beth Kelley); and Fitness Boot Camp (ES 024 as of Fall 2010, developed by Karen Caires). Two courses were offered as ES 299 courses but we did not follow-up with the curriculum process given the budget situation the past few years: Academic Strategies and Life Challenges for Athletes (299 Fall 2007, 2008, 2009, developed by Mike Jordan) and Stress Reduction through Movement and Mindfulness (ES 299 Spring 2009 and 2010, developed by Beth Kelley). Our introductory course for majors, ES 250 Introduction to Kinesiology also went through a major content overhaul and name change in 2012 to maintain alignment with statewide curriculum collaboration between community colleges and the CSU.

**Fitness Specialist Program**

No classes have been added to this program, even as a result of the transition from ROP to a regular academic certificate. Unit values, however, were adjusted beginning Fall 2007, to better reflect the amount of course content in ES 291, Anatomy and Kinesiology (went from 3 units to 2 units) and ES 292, Exercise Physiology (went from 2 units to 3 units.)

**Health Education**

Creating HED 201, Introduction to Public Health with SDSU in 2007, brought a higher level of enrollment to HED. Previously we offered HED 122-Community Health, but had difficulty keeping enrollment numbers for the course and lost articulation with SDSU when they revamped their Public Health major. We initially offered HED 201 solely as an online course and always carried full enrollment, but as of Fall 2012 we began offering HED 201 as a traditional face-to-face class. Offering this HED 201 course has allowed students who wish to major in Public Health at SDSU an opportunity to prepare and transfer, as well as assisting SDSU students' easier access to an introductory course to a major that is impacted on their campus.

In 2007, SDSU made changes to their Kinesiology major that required us to create a new nutrition course to assist our students to prep for the major. HED 255, Science of Nutrition, was designed and

articulated with SDSU, with its initial offering in Fall, 2008. It also became an option to fulfill a major's requirement in the A.S. degree here at Grossmont in lieu of HED 158.

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

**Exercise Science & Wellness**

With the nation's obesity and diabetes epidemics commonplace in the media, faculty consistently use current events, and data from scientific reports to both engage and inform students. We regularly update our department core curriculum booklet to reflect the latest research-based information. Additionally, many faculty utilize various technology venues such as: Blackboard as a supplemental learning management system; Ipads and Iphones for in-the-classroom video analysis and instruction; and applications or "Apps" as tools for students to track eating and exercise habits. Additionally, we share several instructional models that serve as visual aids to help bridge the gap between science and application.

**Fitness Specialist Program**

Lisa Garrity keeps up with current fitness industry issues because she is a practicing fitness instructor in the community. Lisa must maintain her own certifications and skills in order to provide a quality service to her clients and classes. In addition to certification as an Athletic Trainer, Sharon Vilarino is the coordinator for the Wellness Initiative at Grossmont College. She reviews programs and trends for faculty and staff wellness and has helped set up and oversee the program. Instructors also incorporate assignments into the class curriculum where the students must search for the most current information available. They also use class discussions to evaluate controversial current topics and trends.

**Health Education:** One of the ways we have implemented current issues in the curriculum would include the reviewing and selection of a new textbook in 2010. The new text has updated information regarding all aspects of health, nutrition, and wellness. The subject matter of health has many current issues connected with it, and as such, faculty who teach these courses include current societal, political, and ethical topics for discussion. The text format and ancillary materials are better suited for our students.

**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?**

**Exercise Science**

There were no online or hybrid courses developed in ESW during this cycle.

**Health Education**

During the current Program Review cycle, HED offered a small number of sections exclusively online for HED 101, 105, 201 and 255 and only 1 or 2 sections online of other courses (HED 120 and 155) for predominantly face-to-face classes. Typically, the success rates of the HED online offerings are comparable overall with the face-to-face classes, although some semesters certain online offerings sections have a slightly lower success rate when compared with their brick-and-mortar counterparts, while other courses may reflect a higher success rate. The same is true for retention, with the variance in retention changing from semester to semester for courses offered online versus face-to-face. In short, the data show no specific pattern to one particular online course showing consistently more or less success and/or retention (see data at the end of Appendix 11.) In addition, no discernible difference exists between adjunct sections and those taught by full-time online.

**2.9** *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.*

The department has no formal articulation with K-12.

**2.10** *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 articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.*

**Exercise Science & Wellness:** There is no direct communication from SDSU or CSU San Marcos when they intend to make curriculum changes. Although our Articulation Officer is diligent in keeping contact with the local 4-year universities, we often receive a copy of a new syllabus a month or so before the start of a new semester stating that our curriculum needs to revision. (SDSU seems to change their exercise/nutrition curriculum with each new faculty member, and their process is much more lenient than ours.) We are often notified through the ‘grapevine’ about upcoming changes, which creates a major issue given that our curriculum process typically takes a year. We’ll need to continue to address this issue.

**Health Education:** SDSU makes changes to their curriculum or removes articulation with existing courses without contacting our department directly. By the time our Articulation Officer receives word of the issues, or discovers the issue on her own, the submission opportunity to facilitate an immediate change has passed— creating an unfortunate situation for students wishing to use these courses for transfer. We have managed to stay ahead of the curve recently, but this potentially remains an ongoing issue.

## SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 1 - Annual Progress Reports, as well as Appendix 1 – SLO Assessment Analyses and Appendix 4 – Course-to-Program SLO mapping document, answer the following questions:

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

**Exercise Science & Wellness**

ESW has just about completed its first 6-year cycle. Jim Symington volunteered to serve as the SLO Coordinator for our department and Laura Sim coordinated the process for health education courses. Through trial and error, Jim developed several strategies for SLO development, collection, and assessment. Some of the strategies that worked were as follows: faculty subgroups to develop SLOs, and one-on-one coaching meetings with Jim when faculty were stuck. The result was that there were only four courses where instructors did not turn in their SLO data. Instructors who actively participated in the SLO process benefitted because they were able to discuss the critical aspects of each class, and to improve assessment questions used in the process. Based on the initial implementation, evaluation, and discussion of results, we will need to revise two of our core-curriculum questions because they were not written clearly. We also discussed that the process of organizing the management of SLOs might be better if controlled by an SLO committee (SLOC) rather than one individual. The SLOC process is as follows:

**SLO Committee (3-4 members)**

1. Knowledge and Core-Curriculum Assessments
  - a. SLOC determines assessments to use for each SLO
  - b. SLOC determines number of outcomes

- c. Instructor(s) will be asked to supply potential questions. The SLOC will review/organize those questions and return a final version to instructors for their review.
  - d. SLOC physically produces assessments and ensures each instructor has assessment materials one week before the testing date
    - 1) Instructors report to SLOC the number of written tests needed for their classes
    - 2) SLOC determines testing week that the assessments take place (~12<sup>th</sup> week) of the semester. Knowledge questions will be first on the test and the core will be the second portion of the test.
    - 3) Scantrons will be used to record test results, along with an item analysis which may be used by instructors for grading purposes
    - 4) Results from each course will be given to SLOC within one week of scoring
    - 5) SLOC will compile all course data and fill out the ASLOR using the latest form supplied
    - 6) SLOC will distribute data/results to the instructors at the next department meeting so they can meet and collaborate on strategies for best practices and next steps
2. Skill-Assessments
- a. SLOC will provide a template for the skill rubrics to be supplied to instructors of the course being assessed. Once the skill rubrics are decided upon by the instructors, the rubrics will be placed within the templates and returned to the instructors-
  - b. SLOC will determine skill-assessment date, e.g., 14<sup>th</sup> or 15<sup>th</sup> week of the semester
  - c. Once the assessment is complete it will be returned to the SLOC to be combined with other sections for inclusion with department data
  - d. The data will be compiled by SLOC and reported/recorded for the campus SLO coordinator
  - e. At the first department meeting after the skills-assessment, results will be returned to each course instructor for collaboration. The ASLOR will be filled out by the SLOC members for department data and records.
3. SLO Course Schedule
- a. Fall 2013– Physical Fitness (001-029)
  - b. Spring 2014-Aquatics and Racquet Sports (030 – 079)
  - c. Fall 2014 –Individual Skills (120-149)
  - d. Spring 2015-Team Skills and Combative (150-190)
  - e. Fall 2015-Community Service Learning Experience and Intercollegiate Athletics (194 - 240)
  - f. Spring 2016-Professional Exercise Science Classes (250-296)

### **Health Education**

The first-round SLO assessment process in Health Education, commencing in Spring, 2009 and completed in Fall, 2011, went smoothly. All full-time and adjunct instructors across the HED curriculum participated in both the writing of the SLOs as well as the assessments. For multiple-section courses taught by different faculty (HED 120 and HED 155,) we designed a method which accommodated individual teaching and evaluation styles by having each instructor design or choose his/her assessment approach to the standardized SLOs in their respective courses. Success was measured for each specific topic (chapter) covered during the semester with some instructors choosing objective assessments such as multiple-choice exams/quizzes, while others utilized more subjective evaluations such as writing assignments. Most employed a combination of both objective and subjective assessment to measure the outcomes in various areas. In essence, the SLO assessment process was laid out in a quasi-standardized method to allow for quantification of outcomes, but each instructor chose his/her actual method of evaluation for each SLO. Surprisingly, despite the variation in the actual individual in-class assessment methods amongst faculty, the outcomes were very consistent within a given multiple-section course. In light of the effectiveness and flexibility of the approach used for the initial SLO cycle, a similar method will undoubtedly serve well for the next one as well, and no need to modify the assessment method exists.

**3.2 Using your course-level SLO Assessment Analyses (Appendix 1), and your Course-to-Program SLO Mapping Document (Appendix 4), discuss your students' success at meeting your Program SLOs.**

**Exercise Science & Wellness**

ESW program SLOs have been highly successful, and not a single instructor has suggested that we change one of the program SLOs. The last ASLOR reinforced the feeling of the previous reports that none of the Program SLOs need to be changed. The assessment tool for the core-curriculum was changed in January, 2009, when four of the questions were re-written to better assess content. We are currently changing two questions which we agreed need to be clearer as to the intent of the questions. The ESW program SLOs are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

- Demonstrate knowledge, skills, and appreciation of exercise science principles.
- Identify the basic principles for maintaining an active and healthy lifestyle.

**Health Education**

No Program SLOs exist for Health Education as no degree or certificate is offered in Health Education at Grossmont. However, a main focus of the health education offerings is for students to apply the information learned to their personal lives and facilitate effective decision making in the pursuit of life-long health wellness. If HED were to have Program SLOs, they would reflect this emphasis.

**3.3 Based on your discussion in Section 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping document in Appendix 4. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.**

**Exercise Science & Wellness**

At this point, all of our program SLOs have been adequately assessed. Course level SLOs are adequately meeting the ESW Program SLOs because the Program SLOs are broad enough that the variety of courses we offer fit within the wide breadth and framework of each SLO category. The ESW department provides over 40 different courses, ranging from exercise performance courses (fitness-based and skill-based at 3 levels: beginning, intermediate and advanced) to theoretical courses focused on majors. We realized that many of our fitness-based classes were not broken into these same three levels and decided SLOs would be more thoroughly assessed if curriculum was revised into these same levels. During the summers of 2011 and 2012, we worked on these changes. The Knowledge and Core SLOs are measured with a written examination while the Skill SLOs is measured with rubric for each skill, and we are really happy with assessment strategies.

**Health Education:** Again, no Program SLOs exist for Health Education as no degree or certificate is offered in Health Education at Grossmont.

## SECTION 4 - STUDENT ACCESS

**4.1 How does facility availability affect access to your program?**

**Exercise Science & Wellness**

One of the biggest challenges to access to our programs is that we are often limited by specialized instructional space, for example, only one weight training class or one soccer class can be offered during a single time slot. Additionally, we share space with 16 intercollegiate athletic teams who require use of the same instructional spaces. Access is greatly diminished in the pool due to its small size (6 lanes with 4-5 students sharing one lane), and the upper gymnasium which is also shared by

five intercollegiate athletic teams. The pool does not meet current NCAA regulations and needs to be more user-friendly. We need a larger pool, the soccer field—currently being used as a temporary parking lot—and an additional fitness/wellness center both of which have been in the current 20-year Facilities Master Plan. As with the rest of campus, many of our indoor instructional facilities are currently crammed to a maximum room load that makes it challenging for students to have a clear view of the white board during lecture portions, for example, in the weight room. In the case of inclement weather, only two classrooms are in building 41 so it is quite challenging to find a room for classes that are normally conducted outside. We really need covered instructional space in areas such as the football/track area and another indoor fitness area. In addition, these spaces need a potable water supply for hydrating students. Although brand new, building 41 has no accessible push pads for disabled students or those in wheelchairs to open the locker rooms, restrooms, the fitness room or weight room. Additionally, the studio (42-101) needs a handicap door handle rather than a door knob.

### **Health Education**

Because the vast majority of the health education courses meet GE requirements or degree/certificate requirements at both colleges in the district as well as other community colleges and CSU, the courses are very popular and well-enrolled. HED typically has a WSCH in excess of 3,000 each semester with most of the face-to-face classes seating between 50 – 75 students per section. The large lecture room in building 41 houses a number of sections, while most of the classes are taught in other buildings. As budget improvement allows for campus-wide addition of courses, classroom availability will commensurately decline, creating a challenge in potential expansion of the health education offerings.

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

### **Exercise Science & Wellness**

For the past 40 years, we have asked for instructional space to match student needs. In the past 6 years in particular, we have reiterated the need for a larger pool, a secondary fitness area, and adequate equipment storage so that the entire gymnasium footprint can accommodate instructional needs.

- **Early morning/late evening:** In general, performance-based (activity) courses in ESW are offered during every available timeslot that the facility is open. When the budget has allowed for more courses, classes were offered in non-traditional options, for example, in 2-hour blocks on Friday mornings.
- **Online Classes:** Kathleen Aylward has modified ES 290, Teaching Techniques in Exercise Science & Wellness as a hybrid courses which allows students to complete the theory-portion of class in a distance-learning mode, resulting in more time during the in-class lab for individual feedback. Per a request by the dean, one faculty member researched and participated in several online exercise science classes and deemed them to be woefully lacking in quality and pedagogically unsound. Our department has consensus that fitness and skill-based courses are inappropriate for online delivery modes. As funding becomes more available, we have several professional exercise science courses and topics that may be viable in a distance-education format.
- **Off-Campus:** Because the Grossmont pool is so limiting, we rent the pool at Sophie St. Madeline's for an adapted class three times per week, and both the men and women's intercollegiate aquatic classes are frequently held off-campus each semester at a significant cost. Currently, individual faculty members have to search, schedule, and complete administrative paperwork each semester to secure these off-site locations.

### **Health Education**

Due to an unfilled full-time position in nutrition, we rely heavily on adjunct faculty who are required to have specialized credentials (MS and Registered Dietician) which is a rare combination. As these folks often have full-time positions in private industry and it is challenging for them to come to campus for one class when a classroom is available, we are offering a few online nutrition sections as well as one section in the evening. At least one online section was offered each semester in HED 120, and HED 201 has been offered online in the past. Although the health education faculty collectively agreed that online delivery is not our preferred method of instruction for health education, we recognize it remains a viable option should limitations in classrooms inhibit future course offerings.

### **4.3 Based on your analysis of the Student Survey results in Appendix 5, what trends did you observe that might affect student access (i.e., course offerings, communication, department, and course resources)?**

### **Exercise Science & Wellness**

The student survey did not address course offerings specifically, rather, it clarified that a majority of our students (67.3%) learn about our classes from the class schedule, followed by friend/family, counselor, or other student recommendation (14.3%, 14.1% and 13.2% respectively.) The overwhelming majority of students report that faculty are available through face-to-face communication (94.9%) followed by email (64.9%), and that students primarily use face-to-face contact (73.4%) as their main avenue for communicating with faculty. Interestingly, 22% of students report they most often use email to communicate with faculty and 33% prefer instructor response by email rather than face-to-face (59%). For course-related information, our students check email first (59%) followed by Blackboard (31.8%). When students have course-related questions, 73% prefer to meet with instructor before/after class. Other sources of help were friends who have taken the class (66.4%).

A large majority of students (62.2%) reported that lecture was the most helpful resource to learn course material, followed by in-class group work (38.4%). Approximately 30-32% of students reported that the textbook, handouts and homework assignments were helpful. Interestingly, the course Blackboard site was the least helpful resource at .6%.

An interesting finding from the survey was that 30% of students were required to use the assessment and testing center and 70% voluntarily used the center. We were curious about these values as our curriculum and faculty generally do not use the center's services. Why might so many students be using the center's services? Upon department discussions, we believe the survey question itself was intended to determine the amount of students who used the campus assessment and testing center while our students were referring to our department testing center, which is a common tool used in most of our classes.

Another interesting finding was the large number of students who used both the English Writing Center (75.7%) and the English Writing Lab (72.7%) to for help with their course requirements. We were happy to hear that although our skills and performance-based classes do not have as substantial writing requirements as lecture courses typically do, students are making use of these resources to improve their reading and writing skills. Use of the tech mall was also reported as a resource students used voluntarily (86.2%), however, 56.3% of respondents indicated the tech mall was not helpful. We are curious as to why the tech mall was unhelpful in completing coursework. We noticed a similar trend among the library, math study center, tutoring center, DSPS, EOPS, and the Blackboard Help Line where of those who responded they voluntarily used these campus resources found them to be unhelpful. Discussing the results with our student services colleagues may provide insights.

An overwhelming number of students (94.7%) reported that what they have learned in their ESW class could be useful outside of the classroom for purposes other than achieving their academic

goals. Seventy-five percent of respondents feel that a fitness/wellness course should be included as part of their college degree or academic path as they are seeing the connection between enhanced physical fitness and academic achievement.

### **Health Education**

Nearly 30% of the respondents (N=261) have taken more than one health education course, and 11% and 12% have taken two or three courses respectively. In light of the fact that only two of the courses (158 and 255) are required for any specific degree or certificate, this re-enrollment seems to reflect an interest in the subject matter that students may discover after their initial health education course experience. We hope to expand the health education offerings as the budget improves, perhaps, expanding in the nutrition area once the full-time nutrition position is refilled.

It appears that HED instructors are effective in making themselves available for communication outside the classroom via face-to-face contact during office hours or before/after class, by email and telephone, as well as providing communication through announcements and other tools on Blackboard. Nearly 58% of students who needed to discuss something with the instructor face-to-face did so immediately prior to or after class, with actual office hour visits scoring a very low 11.7%. It is not surprising that the majority of students (52.2%) prefer to communicate by email; perhaps, partly due to the predominance of electronic communication, but also that school/work/family schedules may prohibit time for in-person contact outside of class.

There is no specific tutoring established for health education courses; when students needed specific outside help, the majority indicated (question #10) that they utilized friends who had taken the class or utilized the textbook website. Unfortunately, "visiting the instructor during an office hour" was not listed as a potential answer in this question that, in our opinion, negatively skews the outcome of the survey answer. Anecdotally, many HED students visit full-time instructors during established office hours to get assistance, and this is not reflected in the answer. We would like to effectively encourage students to utilize office hour visits when they need assistance, as (again, anecdotally) many students have benefited greatly from the one-on-one assistance for their issue.

Question #11 was very revealing in showing that the "traditional" methods of lecture, Power Point slides homework and textbooks were judged by the students to be the most useful resources in helping them learn the course material. Surprisingly, "Group work in class" scored a very low 29% and "Study groups" only 11% which may reflect that students perceive group interaction as a more social component rather than a tool for learning.

In regards to the use of campus resources, the survey seems to reflect an under-utilization of many tools that could assist students. As a result of this survey, the HED faculty will engage in a discussion regarding how we can better expose and encourage students with the tremendous resources available to them at Grossmont College.

### **The results showed:**

- Only 29% used the Assessment & Testing Center, although this usage is most likely instructor-driven (or students didn't really know what this resource was...) The majority of students (62%) who used this resource indicated it was helpful.
- Only 29% used the English Writing Lab, although most HED instructors encourage students to do so. The majority of students (64%) who used this resource indicated it was helpful.
- Given that all the HED courses require research and online work, we were surprised that only 46% of students indicated they utilized the Tech Mall, and 45% responded that they used the Library's online resources. The majority of students (75%) who used the Tech Mall indicated it was helpful, and 88% of those using the Library's online resources found it useful. We surmise that most students do their online work at home rather than on campus.

- Only 48% indicated they had visited the Library, but of those who did, 85% found it useful.
- In regards to the Math Study Center, only 24% said they used it. None of the HED courses require math beyond basic calculations, interpretation of percentages and rudimentary statistical comprehension, so students most likely do not perceive that they need specific math assistance.
- There is no specific tutoring established for health education courses, so the 26% of students who indicated they had used the Tutoring Center most likely did so for a different course or went for general assistance in hopes of improving their English or math needed in their HED course.
- As far as resources targeting specific populations, 18% utilized DSPS and 19% were involved with EOPS, but only 48% of students using those resources indicating they found them helpful. This answer may be due to the fact that these resources are not specific to the course content, but rather with access, and students may have not felt any specific assistance from them in regards to health education directly.

The most exciting survey outcome was in response to Question #13, where students resoundingly (99%) indicated that the information learned in a health education course could be personally useful! This is a major goal of every faculty member, and it is wonderfully encouraging to see that students have a sense that what they've learned is applicable and meaningful rather than just having taken a course to meet an educational requirement.

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

##### **Exercise Science & Wellness**

Since the majority of students communicate with instructors before or after class, it is imperative that faculty arrive to class a few minutes early and plan on staying a few minutes late to address student questions. This is likely to continue to be an issue for full-time ESW faculty as we have more class sections to teach than most faculty, and often have only 10 minutes between classes. Given that 1/3 of students prefer to receive communications by email rather than face-to-face, faculty may need to check email regularly. Additionally, a majority of students rely on email for course information rather than Blackboard, so faculty may wish to utilize the email feature within Blackboard when posting information rather than solely posting on Blackboard.

Given that lecture was the most helpful resource for learning material, our program can continue to utilize department instructional materials and visual aids, and share best practices. The department assessment/testing area is heavily used and the department will need to continue to ensure that there adequate, trained personnel are available to conduct the assessments. Future student surveys should also be broken down into fitness/skill-based courses and theory courses for detailed analysis and evaluation.

##### **Health Education**

Nothing in the student survey reflected any glaring issues in terms of student access as interpreted by the HED faculty. Our course offerings are stable and well-enrolled, faculty provide multiple methods of instruction that students find effective, and communication lines are varied and utilized. There are a few areas, particularly in the use of outside resources by students that will be addressed in subsequent answers, but we don't perceive significant issues or problems within the health education offerings that necessitate specific attention at the present time.

**4.5** *Based on your analysis of questions 3 through 16 in the Appendix 5 - Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.*

**Exercise Science & Wellness**

Nuggets to share with all ESW faculty:

- It may be helpful to inform our faculty that students prefer face-to-face communications and that making time before/after class and during office hours will be really helpful to students.
- Email is the 2<sup>nd</sup> most commonly preferred mode of communication so faculty should check it regularly
- Students consider lecture as the most helpful resource and we should continue to share best practices department-wide.
- Roughly 1/3 of the students surveyed are using some of the campus resources to help them complete our courses. It may be helpful to invite colleagues from student service areas to a department meeting so we can learn more about the services that are available (faculty can be a bridge between the student and services). Perhaps folks from the various labs and centers could also come (e.g., English Writing Center & Lab and Math Skills Center).
- It may be helpful for individual faculty to ask students if they have used these services—and if the services were unhelpful in completing an ESW course, why? We could then have a larger discussion based on the input.

**Health Education**

Results regarding the use of campus resources and communication with instructors parallel the results from the ESW student survey. Most of the comments above in the ESW response would also apply to HED.

**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 5.)*

**Exercise Science & Wellness**

Similar to other departments, we direct students to the class schedule to learn about class details—the survey results indicate, a majority of students do use the class schedule and secondly, from a friend who had previously taken the class. Only 11% of students heard about an ESW class from an instructor; we can be more proactive as a department and dedicate time each semester to discuss other possible ESW or HED classes of interest to students. Kathleen Aylward publicizes ES 290 in the class schedule, and is the only instructor who prints flyers and contacts individual faculty to promote the class to majors. The Fitness Specialist program (FSP) posts ads in the class schedule each semester and Lisa Garrity has conducted a workshop during the Week-of-Wow a few times to promote the program. Brochures are available in our department office for the ESW associates degree and the FSP. We could offer to present at various department meetings to share about our classes, degrees and the FSP (e.g., Counseling Department, LifeCoaching program, Health Sciences).

None of the classes in the Fitness Specialist Program were chosen for the survey so it is suggested that future surveys are separated between lecture/lab classes and lecture-only classes to ensure all our curriculum is represented and can be adequately assessed.

**Health Education**

The survey reflects the primary way students find out about the health education courses is by the schedule or the catalog, with nearly 70% of the respondents indicating such. Surprisingly, we expected the influence of Counseling or other student recommendations to be much higher, so we surmise that when students register, they may prioritize their selections with the obvious GE or transfer classes (Math and English) first, then fill their schedule with courses that also meet

GE/transfer requirements such as the health education courses. Given that collectively, HED courses have historically operated near 75+% max, and most recently at over 90% (with a considerable number of sections near or at 100% fill rate) we have not considered a need to explicitly publicize or promote the classes. If enrollments drop as students have more options to enroll in other classes as the campus adds sections, we will certainly address that issue when it arises by strategizing methods to expose students to the already-popular courses for their personally-applicable content as well as use in meeting GE and transfer requirements.

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

**Exercise Science & Wellness**

The only course sections that are historically under-enrolled are the intercollegiate athletic courses classes offered in the afternoons (see the Athletic Department Program Review for athletic based information). Traditionally, the ES 290 class (Teaching Techniques in Exercise Science) has low enrollment before the start of the semester and then the class always fills by the end of the second week. Our Adapted Exercise Coordinator, Kathleen Aylward, has done a fantastic job transforming the adapted classes and also revising ES 290 to address multiple needs. This class serves as a critical aspect in the Adapted Exercise Science curriculum because students require more personalized attention and additional supervision is necessary (especially given the influx of more disabled veterans and immigrants with mobility issues.) Since the 290 class is directed at exercise science/kinesiology/allied health majors, it typically takes the first two weeks for majors to get their schedule arranged before they sign up for the class, but it always fills and is reported as a student favorite!

**Health Education**

No health education courses would be considered *under-enrolled* and, in fact, the majority of courses are held in large lecture rooms that most often fill to capacity. With a semester WSCH of nearly 3,000 and a WSCH/FTEF typically exceeding 700, the health education offerings are very popular. The only sections that sometimes have slightly lower enrollment are those offered in traditionally non-peak times, such as mid-to-late afternoons, but even those sections typically enroll significantly more than the minimum required by administration.

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

**Exercise Science & Wellness**

According to our 6-year plan, there were no specific strategies to address issues associated with special populations; however, inadequate facilities do affect access for some special populations. For example, we often have issues with facility access in the pool for DSPS students and these issues will not be addressed until a new pool is built. Students report difficulties opening classroom, locker room and restroom doors that do not have push pads or appropriate door handles. We are acutely aware of additional challenges for student-athletes and the lack of priority registration has been identified as an issue, but no formal progress has been made during the self-study timeline. Anecdotally, more non-English speaking students have enrolled in ESW movement-based classes which has elevated faculty concerns for health and safety given that students do not understand instructions. Again, no specific strategies were made to address access for special populations.

**Health Education**

There was nothing in the 6-year plan specific to Health Education addressing access issues of special populations. We have not identified any challenges within the HED curriculum or instructional approaches that would be specific to any distinct population that would necessitate changes to facilitate access. We do, however, work with campus-wide programs and services as needed (DSPS, EOPS, etc.) as appropriate to insure overall access and success to the HED courses. In

addition, the activities we do in conjunction with the ESW department, such as participation in the annual Health Fair (which a number of HED instructors require their students to attend) and the Science Fair connect aspects of health education with the general population of the campus.

## SECTION 5 - STUDENT SUCCESS

### **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, and gender). Please consult Appendix 11 for data.*

#### **Exercise Science & Wellness**

A review of spring data for the past 6 years indicates an increase in male students (~5% increase) and corresponding decrease of female students; an upward trend of students aged 20-24; a 7% increase in Hispanic students; and a decrease in White non-Hispanic students (from 50.9% to 42.6%) As mentioned previously, department faculty have noted an increase in students whose primary language is not English. Correspondingly, the department has received activity proposal funding for instructional models to serve as visual cues during class, and we have updated signage and procedures for blood pressure and body composition testing. We will need to regularly replace instructional models and fitness testing equipment due to the wear and tear associated with high usage. Continually monitoring the data for special populations can help alert the department towards trends and possible adjustments to curriculum changes.

#### **Health Education**

No specific efforts are made in HED to facilitate maximizing the success of any distinct population, but as previously stated, all instructors work cooperatively to help facilitate success of special populations through available programs and services on campus. Instructors routinely alert students to the plentiful student services available on campus, and encourage students to seek specific assistance when individual needs are recognized.

### **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 of the formal classroom.*

#### **Exercise Science & Wellness**

A number of fitness-based courses included a third-day-of-exercise as an outside assignment so that students could apply their learning, for example, ES 005-Aerobic Fitness & Weight Training and ES 006-Total Body Fitness. The department booklet includes two assignments that many instructors use (target heart rate calculation and a nutrition assignment). Most sport-based classes include a competitive tournament at the end of the semester which not only provides students with opportunities to participate in an applied setting, but also encourages students to meet outside of class for practice. Joyce Haywood's ES 253 course (Physical Education in the Elementary School) provided numerous opportunities for child development majors to design creative learning activities. Under the experienced tutelage of Donivan Marthis, students in ES 255-Care and Prevention of Athletic Injuries get to spend many hours practicing techniques in the athletic training room. In ES 250-Introduction to Kinesiology, majors conduct an informational interview with a seasoned professional, improve their library research skills, and explore undergraduate degree programs. Kathleen Aylward's ES 290 class (previously mentioned) offers online instruction and hands-on lab activities assisting students enrolled in adapted classes.

#### **Health Education**

All health education courses include a variety of assignments that engage each student individually in regards to the subject matter. For instance, in Health Education 120, Personal Health and Lifestyles, students complete an array of self-assessment questionnaires about their personal behavior relative to topics discussed in class such as overall health, stress levels, alcohol and tobacco use, cardiovascular risk, and a nutritional analysis of eating habits. Additionally, a number of HED

120 faculty require students to do a behavior change project that includes research, planning and implementation of a change in a personal behavior selected by the student. In Health Education 155 (Realities of Nutrition), students record and analyze a number of days of eating to investigate if their personal nutritional practices fit with the recommendations for optimal health and wellness. Students enrolled in HED 158, Nutrition for Fitness and Sports, do assignments to calculate their personal needs in calories, carbohydrates, proteins, and fats relative to their individual activity levels and/or chosen fitness and performance goals.

In short, one of the major goals of all the health education courses is to make the content of the courses as personal and applicable as possible.

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

**Exercise Science & Wellness**

During this cycle, the department participated in many competitions and tournaments given our robust sixteen intercollegiate athletic teams. More students and the campus community could benefit from watching these tournaments and competitions if a formal sports information director was available. The department participates in the annual campus health fair and occasional special events (e.g., some instructors discussed relevant issues associated with Henrietta Lacks). Two faculty (Laura Sim and Beth Kelley) designed and presented a workshop at the BeWISE event for girls. No one from the department participated in any interdisciplinary offerings or learning communities.

**Health Education**

Along with ESW faculty, HED faculty participated in the student health fair coordinated annually by the Student Health Office. We have a booth where students can have their blood pressure and body composition measured, receive information about general fitness/health, and discuss individual questions with faculty at the booth. Some instructors have their entire class attend the health fair as the class meeting for the day to promote interaction with the various exhibits and features relative to health and wellness beyond the formal classroom.

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

**Exercise Science & Wellness**

**ENROLLMENT**

Notes: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See Appendix 11 for individual semester data.

**Overall Enrollment**

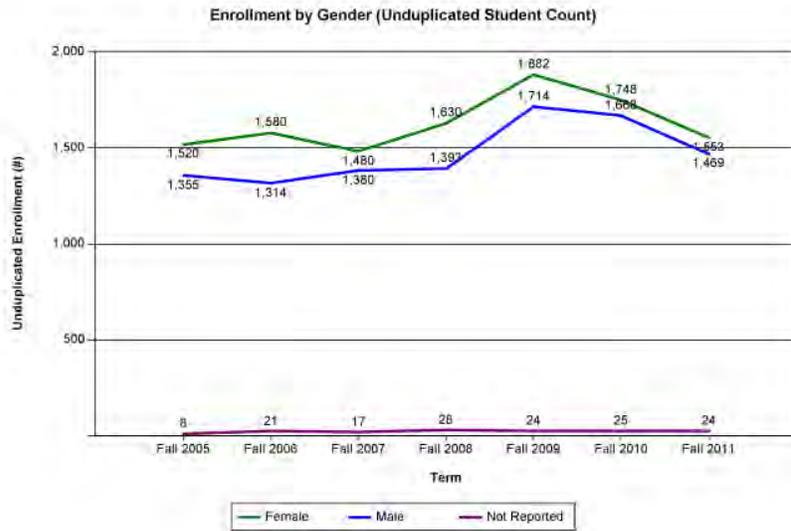
Despite severe budget cuts, the past six years demonstrated a slight upward trend in enrollment consistent with the rest of campus. Our course enrollment is limited by the facility space and fire codes, so some classes cannot accommodate more students. Classes in the Fitness Specialist program demonstrated greater enrollment and the course for majors (Intro to Kinesiology) increased by 50%.



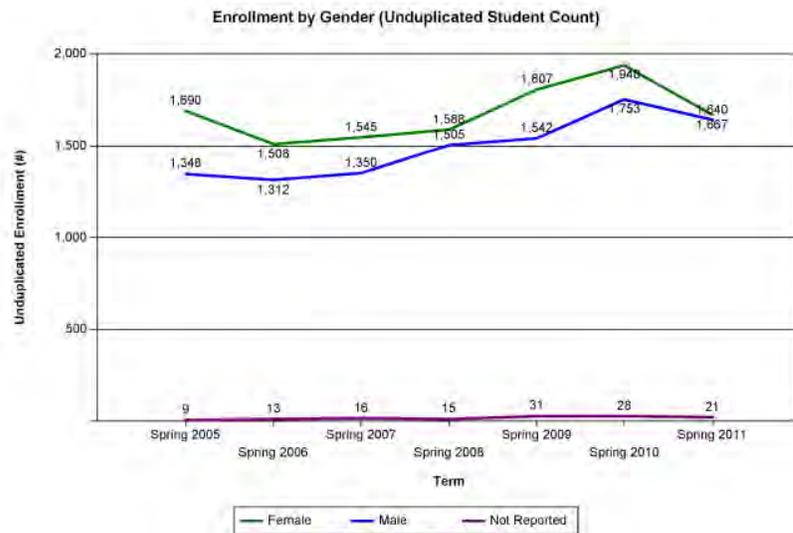
**Enrollment by Gender**

Female: 52.1%  
 Male: 47.2%  
 Not Reported: 0.7%

**Figure 5.1 – Enrollment by Gender – Exercise Science, Fall**



**Figure 5.2 – Enrollment by Gender – Exercise Science, Spring**

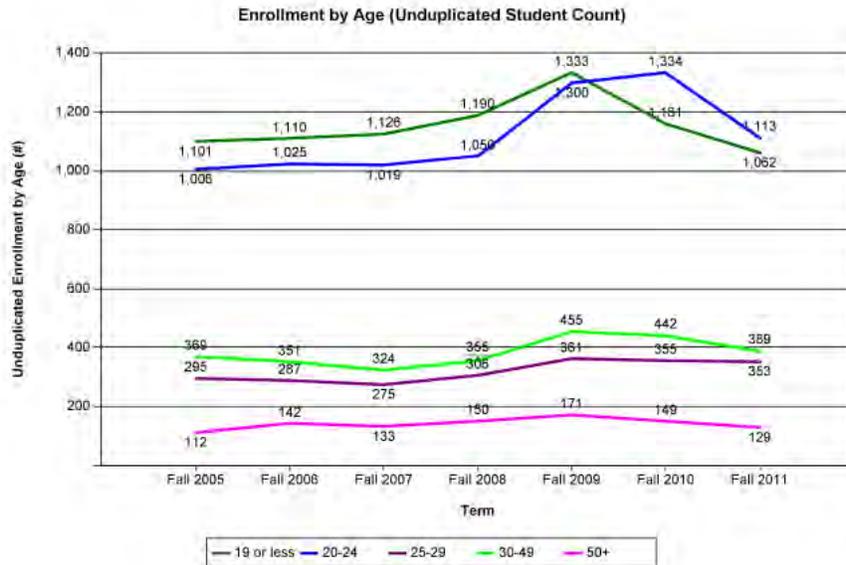


Enrollment trends for gender indicate that more females were enrolled in ESW classes than their male counterparts.

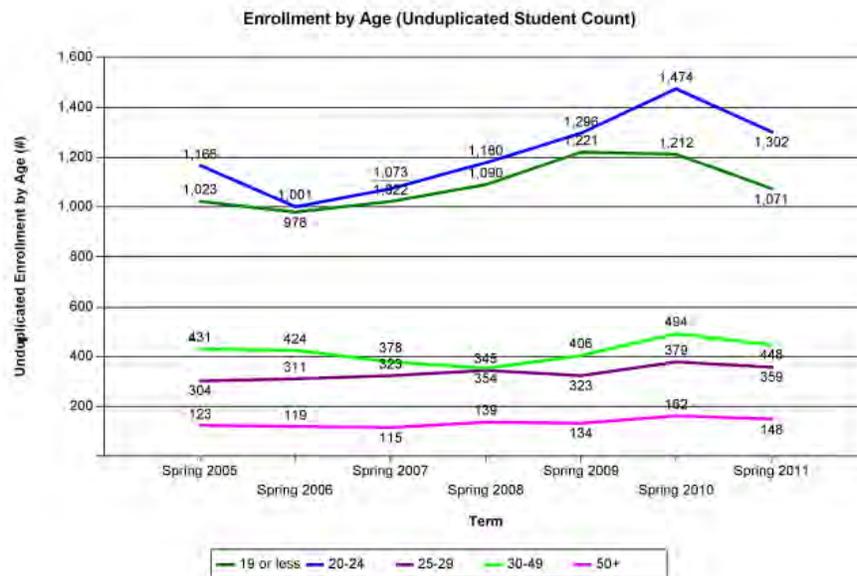
**Enrollment by Age**

19 or less:	35.5%
20 – 24:	37.1%
25 – 29:	10.4%
30 – 49:	12.6%
50+:	4.4%

**Figure 5.3 – Enrollment by Age – Exercise Science, Fall**



**Figure 5.4 – Enrollment by Age – Exercise Science, Spring**



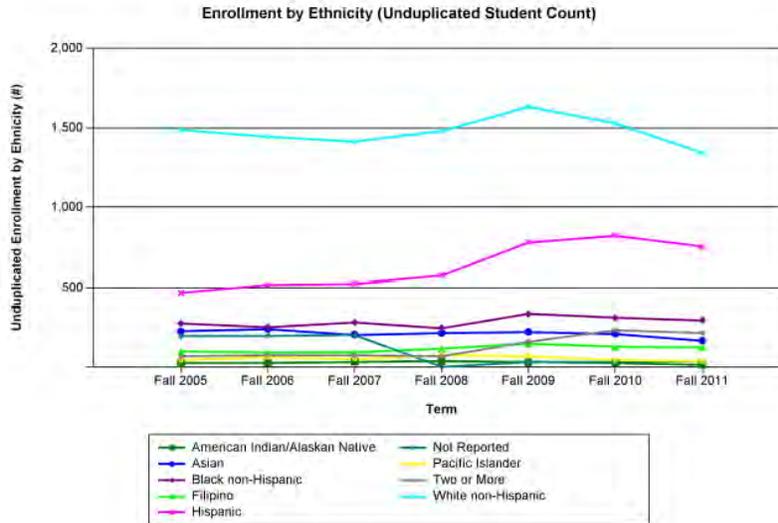
As expected, the majority of students who enrolled in ESW classes were between 19 and 24 years of age in both fall and spring semesters. Fall 2009-2011 shows an interesting flip where more 20-24 year old students than <19 students. Based on recent data from the region (Neault, 2012), this is likely due to a backlog at SDSU, and thus students turned to community colleges for their coursework.

Enrollment by Ethnicity

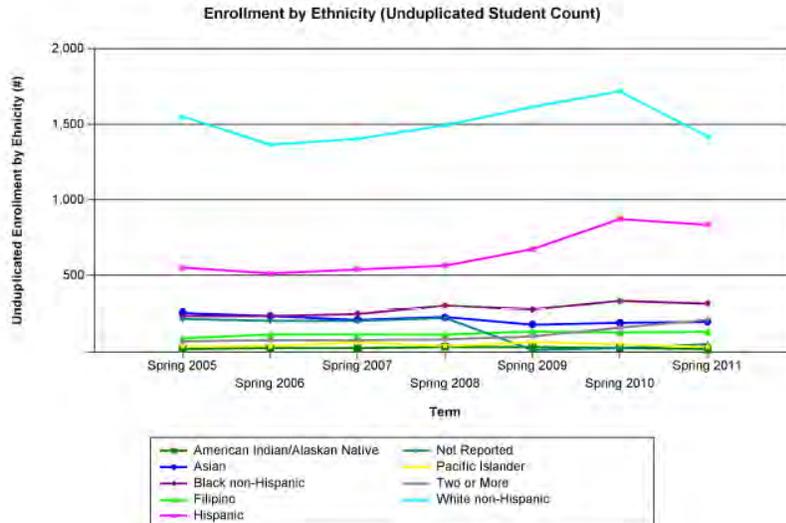
For both the fall and spring semesters, student enrollment by ethnicity correlates with campus-wide trends. Based on the GCCCD Diversity & Demographics report (2013), more Black (7.2%), Hispanic students (29.4%) take ESW classes in proportion to other ethnic groups. Similar to the rest of campus and the state, more Hispanic students were enrolled in our classes. It is of interest to note that there is no option for students who identify with a middle-eastern ethnicity, yet East County has a large influx of students with no box to check. This may of interest for the department and campus to address.

White non-Hispanic:	46.8%
Hispanic:	20.9%
Black non-Hispanic:	9.1%
Not Reported:	6.2%
Filipino:	3.8%
Asian:	6.6%
Two or More:	4.1%
Pacific Islander:	1.7%
American Indian:	0.9%

**Figure 5.5 – Enrollment by Ethnicity – Exercise Science, Fall**



**Figure 5.6 – Enrollment by Ethnicity – Exercise Science, Spring**



## SUCCESS

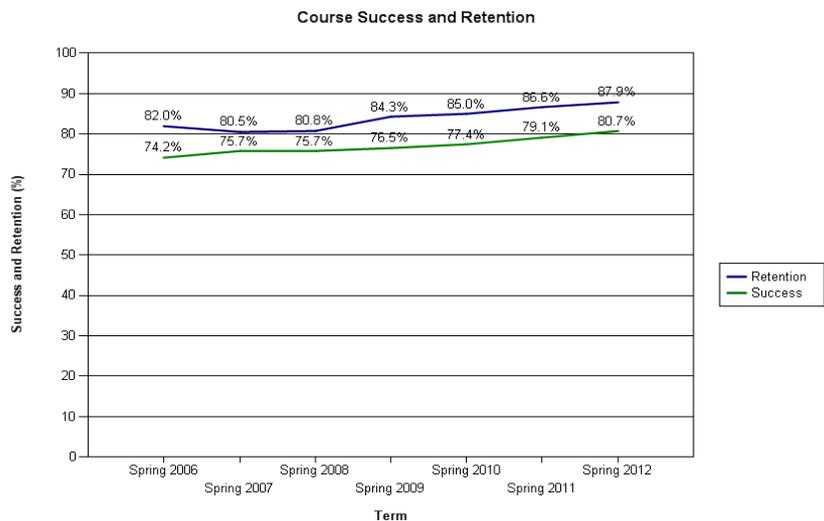
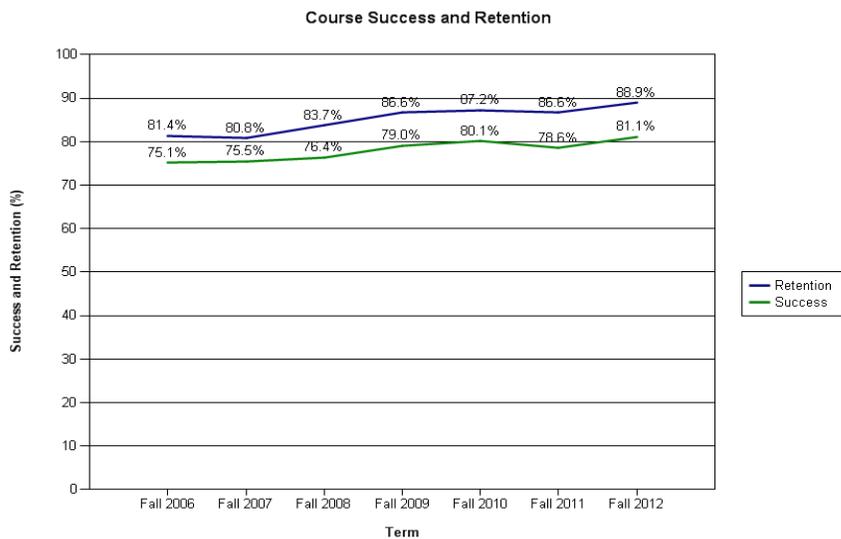
Note: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See APPENDIX 11 for individual semester data.

Average Overall Success Rate for Time Period: 77.3%

Trend: Improvement

The data from 2006-2012 reflect consistent success rates for students. One of the largest factors for this is that students self-select into ESW classes, inferring that students are highly likely to choose a topic in which they are both interested and likely to successfully complete. In the future, a more thorough analysis can occur if we separate movement-based classes from theory-based classes; which begs the question, *how successful are students enrolled in ESW theory courses?* Delving into the details within multiple sections and amongst different types of classes can also provide greater insight. There is a slight improvement from 2009-2012 which may reflect faculty discussion and best practices in pursuit of SLO achievement.

**Figures 5.7 and 5.8– Course Success and Retention – Exercise Science, Fall and Spring**

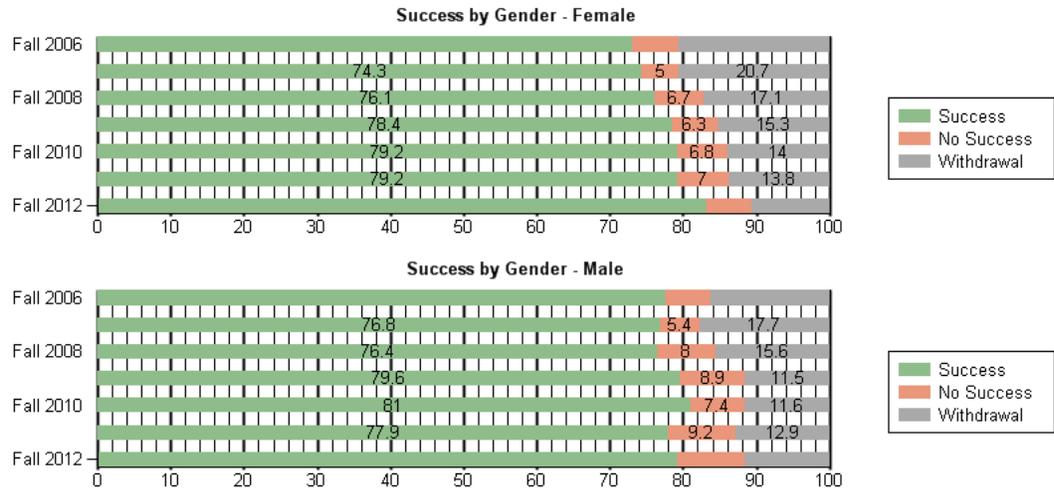


**Success Rates by Gender for Time Period**

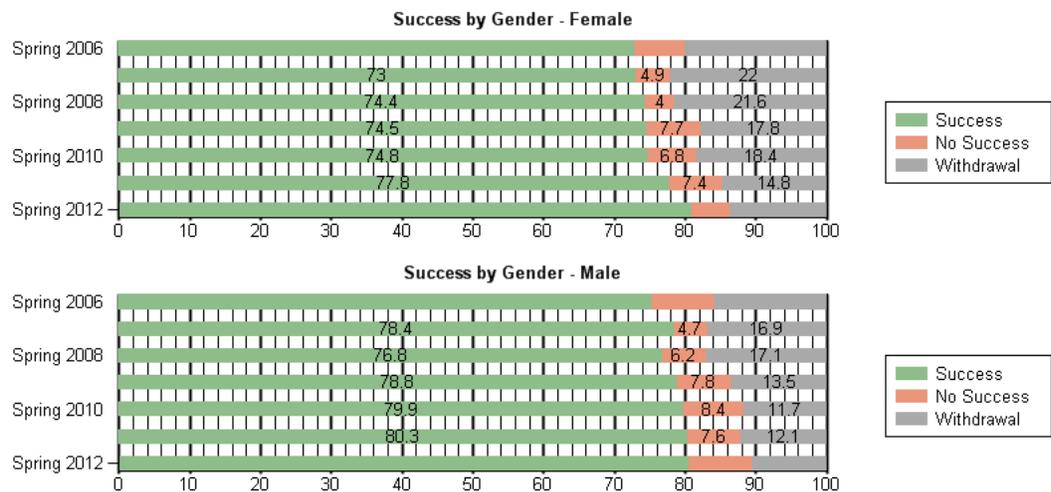
Females: 78.3% successful  
 Males: 76.2% successful

Across both fall and spring semesters, both genders achieve similar success rates in ESW classes. We interpret this consistency to mean our courses cater to both genders. It may be helpful for future program reviews to further break down data into movement-based and theory courses as stated previously.

**Figure 5.9 – Success by Gender – Exercise Science, Fall**



**Figure 5.10 – Success by Gender – Exercise Science, Spring**



**Average Success Rates by Age for Time Period**

19 or less:	79.6% successful
20 – 24:	76.8% successful
25 – 29:	73.4% successful
30 – 49:	76.2% successful
50+:	76.8% successful

There is surprisingly little variability in success with various age groups. We suspect this is because each of our activity-based classes are conducted with different skill levels in mind. Again, it would be helpful to delve into theory courses specifically to see if there is variability amongst the age groups. We suspect that although older students are more mature, many have not been in an academic environment in awhile and demonstrate different success rates with the 19 year old age group.

**Figure 5.11 – Success by Age – Exercise Science, Fall**

**Success by Age**

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	1,223	78.0%	1,355	78.5%	1,443	77.2%	1,710	81.7%	1,407	81.3%	1,342	81.9%
20-24	1,160	74.5%	1,221	75.8%	1,366	77.4%	1,622	79.0%	1,713	80.9%	1,428	77.5%
25-29	362	72.7%	364	69.9%	433	74.4%	517	78.1%	481	77.0%	468	74.3%
30-49	504	73.6%	499	73.1%	547	75.1%	855	75.6%	802	77.7%	884	78.2%
50+	158	69.6%	177	71.1%	188	71.2%	220	76.4%	245	82.2%	261	77.4%
Total	3,407	75.1%	3,616	75.5%	3,977	76.4%	4,924	79.0%	4,648	80.1%	4,383	78.6%

**No Success by Age**

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	81	5.2%	93	5.4%	137	7.3%	150	7.2%	125	7.2%	112	6.8%
20-24	103	6.6%	68	4.2%	126	7.1%	151	7.4%	142	6.7%	171	9.3%
25-29	36	7.2%	33	6.3%	45	7.7%	53	8.0%	46	7.4%	57	9.0%
30-49	45	6.6%	39	5.7%	44	6.0%	96	8.5%	82	7.9%	88	7.8%
50+	18	7.9%	20	8.0%	28	10.6%	23	8.0%	18	6.0%	23	6.8%
Total	283	6.2%	253	5.3%	380	7.3%	473	7.6%	413	7.1%	451	8.1%

**Figure 5.11 – Success by Age – Exercise Science, Spring**

**Success by Age**

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	972	74.8%	1,040	76.5%	1,143	78.1%	1,344	79.6%	1,328	81.6%
20-24	944	73.2%	1,050	75.4%	1,104	73.5%	1,251	75.0%	1,481	76.3%
25-29	277	70.1%	288	74.0%	307	74.9%	285	70.0%	340	69.2%
30-49	3974	77.2%	352	75.9%	324	75.2%	382	75.3%	473	76.0%
50+	13	76.6%	110	75.3%	129	77.7%	127	79.9%	169	81.6%
Total	2,724	74.2%	2,840	75.7%	3,007	75.7%	3,389	76.5%	3,791	77.4%

**No Success by Age**

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	118	9.1%	71	5.2%	68	4.6%	127	7.5%	132	8.0%
20-24	99	7.7%	73	5.2%	85	5.7%	141	8.4%	163	8.4%
25-29	29	7.3%	19	4.9%	21	5.1%	31	7.6%	40	8.1%
30-49	28	5.4%	13	2.8%	16	3.7%	38	7.5%	32	5.1%
50+	14	8.0%	5	3.4%	12	7.2%	7	4.4%	5	2.4%
Total	288	7.8%	181	4.8%	202	5.1%	344	7.8%	372	7.6%

**Success Rates by Ethnicity**

Asian:	83.7% successful
White non-Hispanic:	78.4% successful
Not Reported:	77.4% successful
Filipino:	80.0% successful
Hispanic:	74.2% successful
Two or More:	71.8% successful
American Indian:	78.5% successful
Pacific Islander:	80.1% successful
Black non-Hispanic:	72.3% successful

Given the high success rates overall, between genders and age groups, it is not surprising that the success rates amongst ethnicities is relatively similar. The data indicates that black students and those who self-identify with two ethnicities are less successful than their counterparts. Black students have historically lower success rates campus-wide, and perhaps we can initiate department discussions on strategies to enhance the overall success rates of our black students. We are unsure why students with two or more identities are the least successful – perhaps they may not speak English as their primary language?

## RETENTION

*Note: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See APPENDIX 11 for individual semester data.*

**Overall Retention:** 84.4% (15.6% withdrew)

Retention in classes remained respectable and relatively consistent during the time period.

### Retention by Gender

Female: 82.8% (17.2% withdrew)

Male: 86.1% (13.9% withdrew)

Males withdrew less than females during the time period, which may be attributed to the socialization of male participation in fitness and sport activities.

### Retention by Age

19 or less: 86.7% (13.3% withdrew)

20 – 24: 84.0% (16.0% withdrew)

25 – 29: 81.0% (19.0% withdrew)

30 – 49: 82.8% (17.2% withdrew)

50+: 83.9% (16.1% withdrew)

Retention rate was poorest for 25-29 year olds with highest periods being in spring sessions (2008-2010), perhaps due to changes in work schedule, family responsibilities or health issues.

### Retention by Ethnicity

Asian: 90.5% (9.5% withdrew)

Filipino: 84.6% (15.4% withdrew)

White non-Hispanic: 84.3% (15.7% withdrew)

American Indian: 85.1% (14.9% withdrew)

Hispanic: 82.8% (17.2% withdrew)

Two or More: 81.6% (18.4% withdrew)

Not Reported: 84.2% (15.8% withdrew)

Pacific Islander: 86.4% (13.6% withdrew)

Black non-Hispanic: 82.5% (17.5% withdrew)

Consistent with success rates, traditionally under-served populations demonstrated the highest withdrawal rates (2 or more ethnicities, Black, Hispanic students). These trends are consistent across campus. Interestingly, there was a large withdrawal rate for Pacific Islanders in 2011 and no indication as to why.

## **Health Education**

### ENROLLMENT

*Notes: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See Appendix 11 for individual semester data.*

#### Overall Enrollment

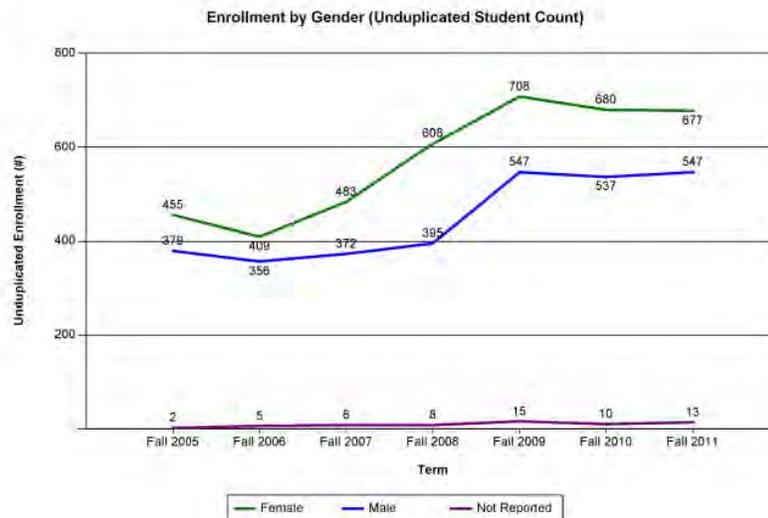
Overall enrollment numbers have increased by nearly 50% since the 2006 Program Review. Fall 2007, saw approximately 840 students enrolled and the number had increased to over 1280 by Fall 2011. This reflects an increase in campus-wide enrollment that occurred during the recession. We absorbed this increase in enrollment without the benefit of increasing sections, and in fact, decreased sections, as did the campus at large. The tight competition for students to find open

classes may account for some of the rise in enrollment, as most HED courses are taught in large classrooms that can accommodate up to 70 students. Many of the courses (120, 155, 158) meet GE requirements not only for Grossmont, but also for CSU and UC, which may have motivated students to take HED. HED 158 and HED 255 are part of the Exercise Science and Wellness major—there has been an increase in enrollment for that particular major as a terminal A.S. degree as well as prep-for-major for those planning to transfer. The Fitness Specialist Certificate requires HED 158, and the number of students involved in that certificate program has increased significantly since the program moved out of ROP into the regular academic curriculum. And we hope, of course, that students find the subject matter of health, nutrition and wellness interesting and of personal importance, thereby inspiring them to enroll in a HED course.

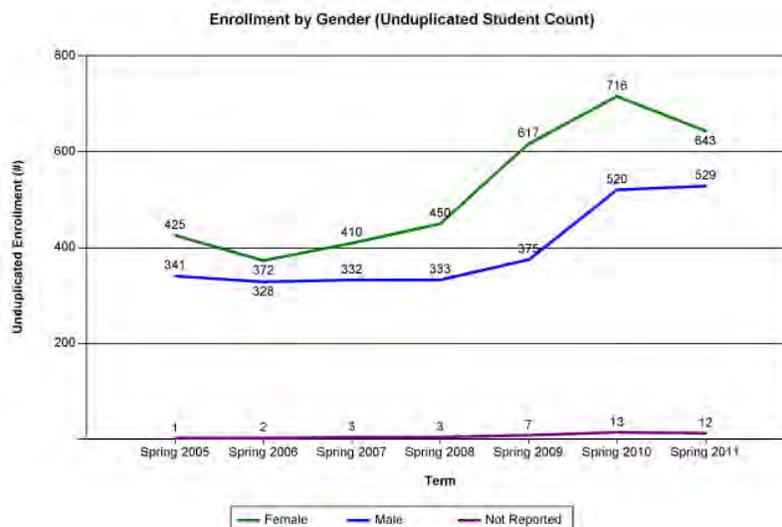
**Enrollment by Gender**

Female: 56.6%  
 Male: 43.4%

**Figure 5.13 – Enrollment by Gender – Health Education, Fall**



**Figure 5.14 – Enrollment by Gender – Health Education, Spring**

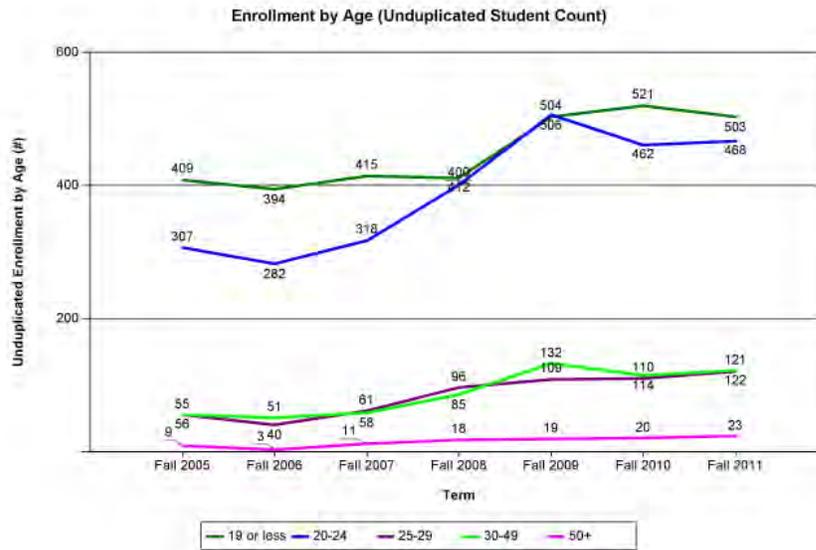


The enrollment trend consistently reflects more females than males taking HED courses, even when overall enrollment increased.

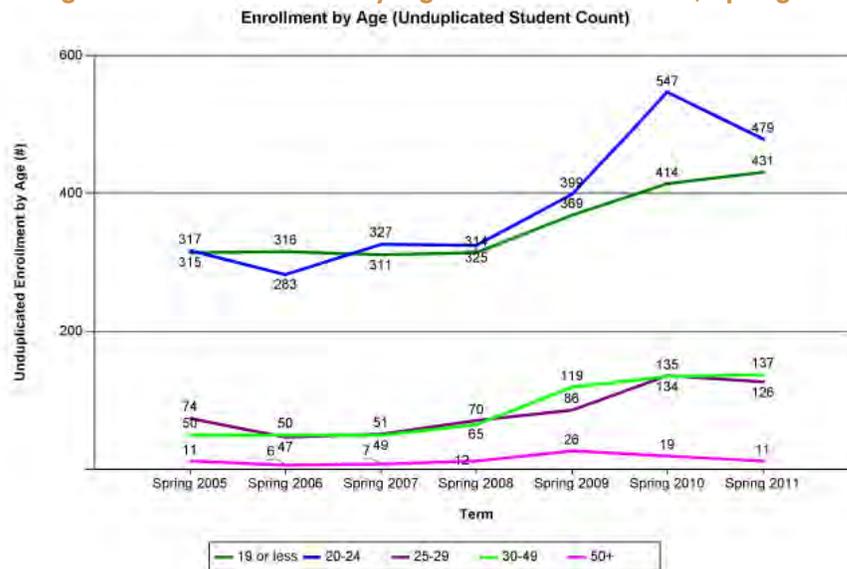
**Enrollment by Age**

19 or less:	40.5%
20 – 24:	40.0%
25 – 29:	8.7%
30 – 49:	9.2%
50+:	1.4%

**Figure 5.15 – Enrollment by Age – Health Education, Fall**



**Figure 5.16 – Enrollment by Age – Health Education, Spring**

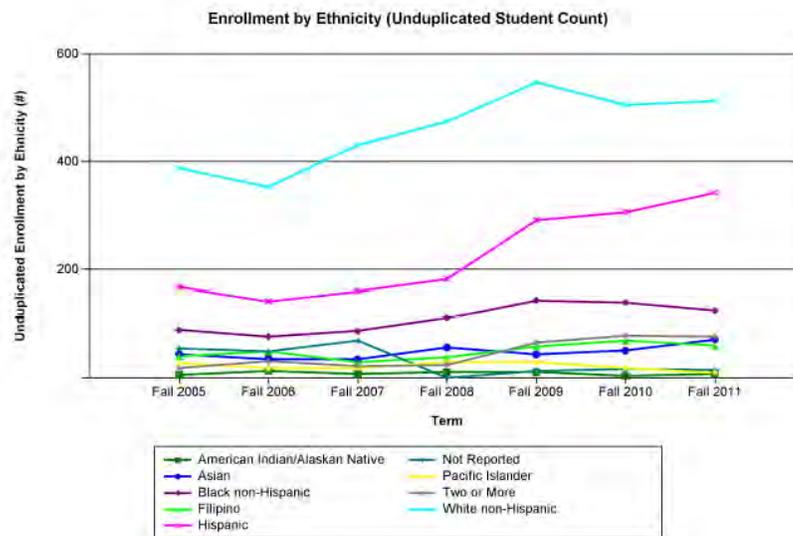


In terms of age, the trend shows a consistent traditional pattern, with the majority of students being between the ages of 19 and 24. There have been increases in older students, perhaps due to the poor economy, which may spur older students to return to school to re-tool or complete a degree, thereby enhancing their chances for employment. An influx of veterans has also occurred, raising the numbers in the non-traditional age groups.

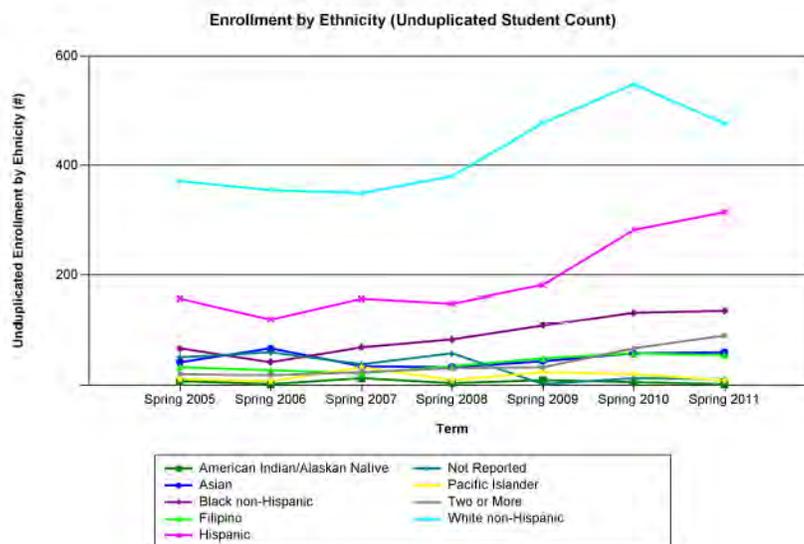
**Enrollment by Ethnicity**

White non-Hispanic:	46.3%
Hispanic:	20.9%
Black non-Hispanic:	10.8%
Not Reported:	6.0%
Filipino:	4.5%
Asian:	4.4%
Two or More:	4.4%
Pacific Islander:	2.1%
American Indian:	.9%

**Figure 5.17 – Enrollment by Ethnicity – Health Education, Fall**



**Figure 5.18 – Enrollment by Ethnicity – Health Education, Spring**



The trends show a rise in all ethnicities as overall enrollment rose to its peak in Fall 2009, with the exception of a slight drop in the Asian population. All groups dropped slightly following the 2009 peak except the Hispanic group, which has shown a consistent rise since the last Program Review. These enrollment trends likely mirror a change in demographics for the general population in the region.

## SUCCESS

*Note: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See APPENDIX 11 for individual semester data.*

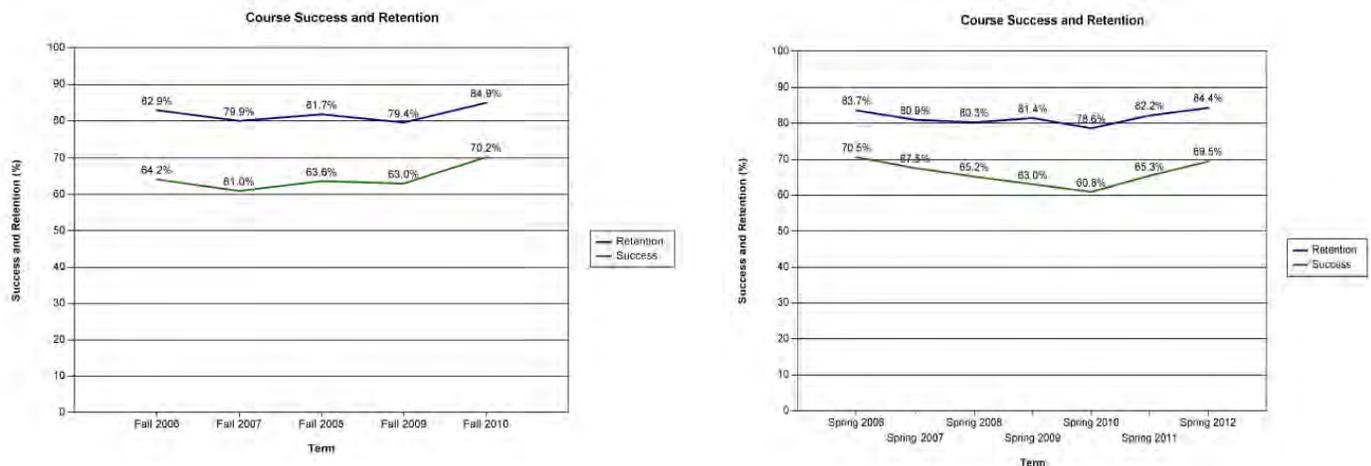
**Average Overall Success Rate for Time Period: 64.2%**

**Trend: Improvement**

The data on success since the last program review in 2006 reflect relatively stable rates until 2010, at which point the overall success rates improved by more than 5% where they have since remained. Between Fall 2006, and Fall 2009, the average overall success rates were approximately 63% for all Health Education course offerings combined. When considering the relatively low success rates, HED faculty strategized that establishing a recommended preparation of English 110 or ESL 119 for all health education courses would put students on notice that a proficient level of English reading, writing, and comprehension would greatly enhance their success in the courses. The Fall 2010/Spring 2011 academic year saw success rise to nearly 68%, and by Fall 2011, the overall success rate had risen to 70%. In further discussing this recent trend of rising performance, faculty surmised additional possible explanations for the improvement:

- The implementation of the course-specific SLOs (completed in 2009)
- The switch to a text more appropriate to the reading level of the average student enrolled at Grossmont College
- The significant reduction of sections due to the budget constraints that perhaps discouraged less-prepared individuals from attending college, thereby having students more academically prepared filling the seats. We are hopeful that the trend of increasing success will continue.

**Figure 5.19 – Overall Success – Health Education, Fall & Spring**



**Success Rates by Gender for Time Period**

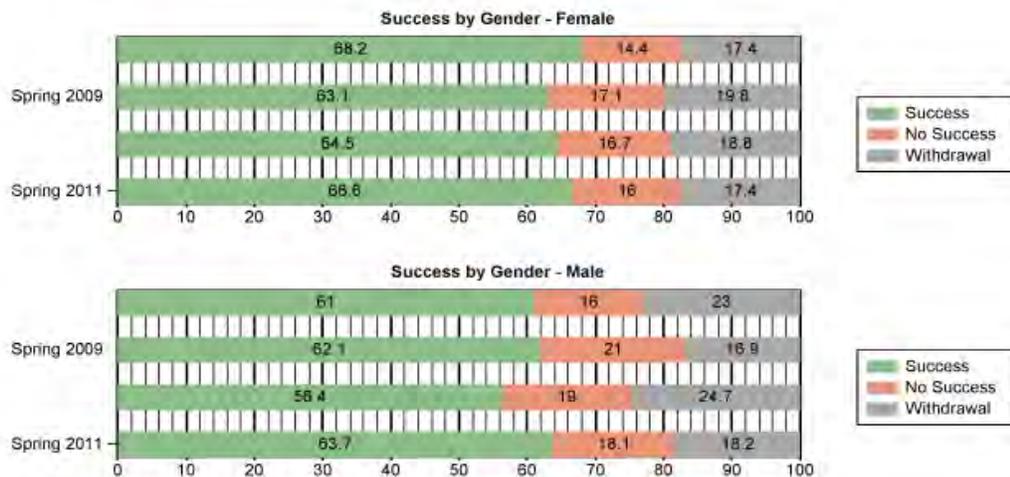
Females: 67.8% successful  
 Males: 60.6% successful

Across all semesters of data reviewed, females consistently achieved higher success rates than their male counterparts. The biggest gap occurred in Fall 2006 (males 57.7% success, females 70% success) with the smallest difference occurring in Spring 2009 (males, 62.1% success and females, 63.1% success.) Given that the HED data reflects similarity to the gender success rates campus-wide, we doubt that specific challenges for male students exists in the health education curriculum. We can only conjecture in light of the empirical (and well-publicized) evidence, that females generally mature sooner than their same-age male counterparts, and that females achieved more success due to a higher maturity level which may foster better study skills and sense of commitment to academic success in this particular educational environment.

**Figure 5.20 – Success Rates by Gender – Health Education, Fall**



**Figure 5.21 – Success Rates by Gender – Health Education, Spring**



Average Success Rates by Age for Time Period

19 or less:	62.1% successful
20 – 24:	64.5% successful
25 – 29:	68.2% successful
30 – 49:	72.3% successful
50+:	77.6% successful

In 2006-2012, the 50+ age group achieved the greatest level of success consistently while the lowest success was in the ≤19 age group. The 30–49 age cohort reflected fairly consistent success rates during the time span, while the remaining groups fluctuate with increases and decreases from year to year. Given that the enrollment for the 50+ group is exceedingly small when compared to more traditional college-age groups, a few very successful students can skew the data significantly (i.e., there were only three students in the 50+ group in Fall 2006, compared to 2723 in the ≤19 group). Success rates for the age cohorts generally followed the trend of improved success, with an increase in success in most groups following the implementation and publishing of the recommended preparation statement. An exception to rising success, however, is found in the older age groups, with a slight reduction in success in the 30 – 49 age group as well as in the 50+ group as enrollment numbers increased in both these groups. Perhaps with the influx of older students, some being Veterans and others returning to school after a long absence or never having attended college before, a lack of recency in the practice of studying, writing college-level assignments and reading academic texts presented a challenge to this particular group.

**Figure 5.22 – Success by Age – Health Education, Fall**

**Success by Age**

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	237	57.5%	308	59.7%	379	70.6%	353	69.2%
20-24	277	66.6%	349	65.1%	336	70.4%	344	69.8%
25-29	66	68.8%	67	60.4%	86	71.7%	86	67.7%
30-49	62	70.5%	99	70.7%	84	67.7%	97	76.4%
50+	13	72.2%	12	60%	14	63.6%	20	80%
<b>Total</b>	<b>655</b>	<b>63.6%</b>	<b>835</b>	<b>63.1%</b>	<b>899</b>	<b>70.2%</b>	<b>900</b>	<b>70.2%</b>

**No Success by Age**

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	93	22.6%	104	20.2%	86	16%	87	17.1%
20-24	69	16.6%	77	14.4%	66	13.8%	59	12%
25-29	13	13.5%	21	18.9%	16	13.3%	18	14.2%
30-49	11	12.5%	15	10.7%	16	12.9%	13	10.2%
50+	1	5.6%		%	4	18.2%	2	8%
<b>Total</b>	<b>187</b>	<b>18.2%</b>	<b>217</b>	<b>16.4%</b>	<b>188</b>	<b>14.7%</b>	<b>179</b>	<b>14%</b>

**Figure 5.23 – Success by Age – Health Education, Spring**

**Success by Age**

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	214	67.1%	218	58%	235	54.8%	293	66%
20-24	210	61.4%	252	60.7%	366	63.2%	310	62.2%
25-29	47	66.2%	64	68.8%	83	57.6%	94	71.8%
30-49	49	71%	99	78.6%	100	71.4%	96	66.7%
50+	10	83.3%	20	74.1%	14	70%	9	81.8%
<b>Total</b>	<b>530</b>	<b>65.2%</b>	<b>653</b>	<b>63%</b>	<b>798</b>	<b>60.8%</b>	<b>802</b>	<b>65.3%</b>

**No Success by Age**

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	52	16.3%	93	24.7%	94	21.9%	78	17.6%
20-24	54	15.8%	73	17.6%	89	15.4%	88	17.7%
25-29	12	16.9%	10	10.8%	28	19.4%	20	15.3%
30-49	4	5.8%	13	10.3%	18	12.9%	21	14.6%
50+	1	8.3%	2	7.4%	4	20%	1	9.1%
<b>Total</b>	<b>123</b>	<b>15.1%</b>	<b>191</b>	<b>18.4%</b>	<b>233</b>	<b>17.8%</b>	<b>208</b>	<b>16.9%</b>

**Success Rates by Ethnicity**

Asian:	73.0% successful
White non-Hispanic:	71.8% successful
Not Reported:	70.7% successful
Filipino:	69.8% successful
Hispanic:	59.7% successful
Two or More:	59.2% successful
American Indian:	53.2% successful
Pacific Islander:	52.0% successful
Black non-Hispanic:	43.3% successful

We doubt that a specific challenge to individual ethnicities exists in the health education curriculum specifically since, when compared with campus-wide success rates based on ethnicity, the results are not significantly different. We hope that the campus-wide student success programs (such as EOPS, Umoja, etc.), and efforts through the Basic Skills Initiative will foster greater success for students participating in those opportunities, which may, in turn, favorably alter the disparate success rates reflected in the data tracked by ethnicity.

## RETENTION

Note: Based on Fall 2006 through Fall 2011; data was unavailable for Spring 2007. See APPENDIX 11 for individual semester data.

**Overall Retention:** 81.5% (18.5% withdrew)  
Retention in HED remained respectable and relatively consistent during the time period.

### Retention by Gender

Female: 83.1% (16.9% withdrew)

Male: 79.5% (20.5% withdrew)

Females withdrew less than males across the board during the time period, paralleling campus-wide data for the same time period.

### Retention by Age

19 or less: 82.5% (17.5% withdrew)

20 – 24: 79.8% (20.2% withdrew)

25 – 29: 82.4% (17.6% withdrew)

30 – 49: 83.3% (16.7% withdrew)

50+: 85.2% (14.8% withdrew)

Interestingly, the retention rate was the poorest for the most traditional college-age group, 20–24, perhaps due to other life-related factors that occur during that age frame (jobs, establishing independent living situations, other educational opportunities, etc.) These data are consistent with campus-wide trends.

### Retention by Ethnicity

Asian: 85.4% (14.6% withdrew)

Filipino: 85.4% (14.6% withdrew)

White non-Hispanic: 84.5% (15.5% withdrew)

American Indian: 84.2% (15.8% withdrew)

Hispanic: 79.9% (20.1% withdrew)

Two or More: 78.5% (21.5% withdrew)

Not Reported: 78.0% (22.0% withdrew)

Pacific Islander: 73.3% (26.7% withdrew)

Black non-Hispanic: 72.9% (27.1% withdrew)

In analyzing the retention trends by ethnicity, it appears the traditionally under-prepared groups have the greatest withdrawal rates, although that may be presumptive. Looking at success rates in the groups that also have the highest withdrawal rate, a correlation seems apparent, with the exception of the Native American group. In other words, the groups with the lowest retention also had the lowest levels of success. Hopefully, these retention rates will improve along with success rates if more students utilize student-service resources and programs designed to address those in need. We are also interested to see how retention will trend now that the recommended preparation of English 110 is in place.

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

### **Exercise Science & Wellness**

The department has an educational partnership with the American Council on Exercise (ACE). This partnership provides ongoing training and materials for faculty teaching in the Fitness Specialist program, as well as discounts for department faculty and students in conferences, educational materials, certification exams and workshops.

**Health Education**

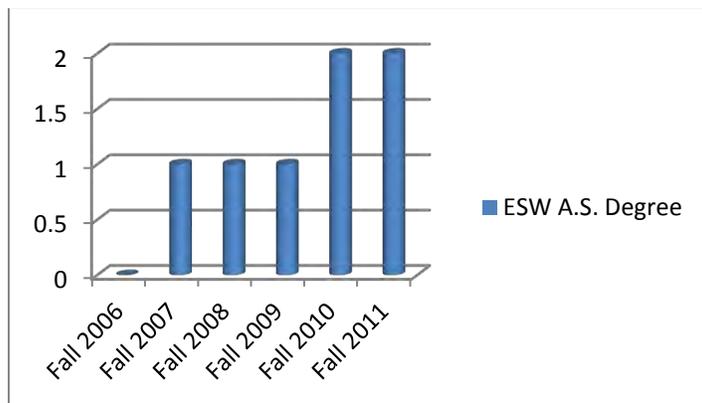
There are no such governing issues with Health Education.

**5.6 Referring to Appendix 6- 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.**

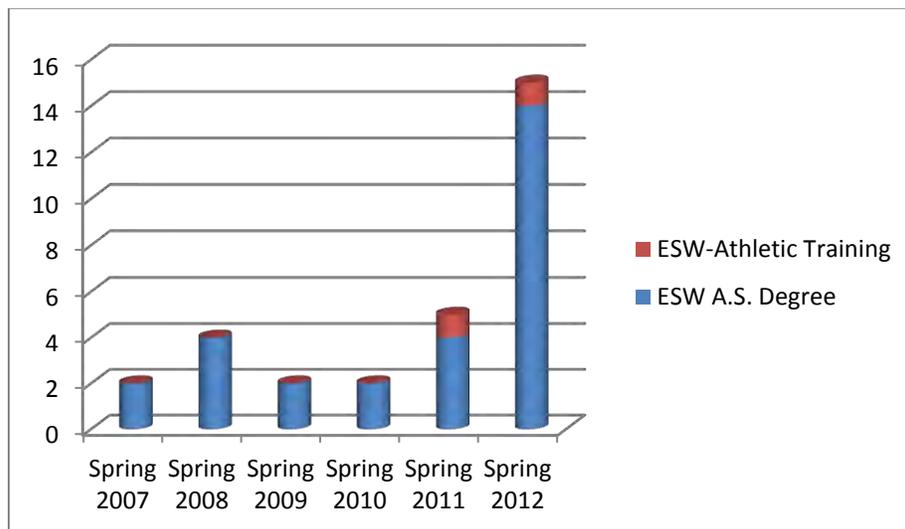
**Exercise Science & Wellness**

Data indicates that a total of 17 A.S. degrees in Exercise Science and Wellness were awarded during 2006-2012—with one emphasizing Athletic Training. As a department, we have occasionally discussed the importance of talking about the major in our classes, but we have not made a department-wide effort to market the degree. Students in our majors class (ES 250) learn about numerous degree options, however, the degree has not been heavily promoted. As expected, more degrees were awarded in spring semesters and the past two years have seen an increase in degrees, including the certificate in Athletic Training. Certificates awarded for the Fitness Specialist program have not been recorded, as the certificate has not been recognized by the state until this past year.

**Figure 5.24 – ESW Degrees Awarded, Fall**



**Figure 5.25 – ESW Degrees Awarded, Spring**



### **Health Education**

No degrees or certificates are offered in the discipline of Health Education. Cuyamaca College offers an Associate Degree in Public Health, and Grossmont agreed to not create a similar offering during the budgetary constraints to avoid drawing students away from the program at Cuyamaca. As the budget improves, we may consider developing and implementing some type of health education degree.

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

#### **Exercise Science & Wellness**

Our primary connections to K-12 institutions is through the intercollegiate athletic programs, and through the class for liberal arts/child development majors who enroll in our ES 253 class titled Physical Education for Elementary Children. Connections to post-secondary institutions occur with individual faculty networking with colleagues, and through faculty serving on statewide committees or task forces. For example, several of our faculty attend statewide meetings on athletic issues and bring back important issues to discuss. One faculty member has served on the statewide C-ID task force for kinesiology courses, and is also a faculty discipline-reviewer for the C-ID.

#### **Health Education**

Faculty do not formally work to create or provide connections to primary or secondary schools, but several are involved in the maintaining connections with other post-secondary institutions as appropriate, primarily when articulation issues arise. A number of adjunct faculty teach at multiple institutions which, on a number of occasions, has facilitated important exchange of curricular and program information between some of the other local colleges.

## **SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES**

### ***6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).***

#### **Exercise Science and Wellness**

The ESW program utilizes the various college support services. According to the ESW survey, 31% of respondents used the online library resources and 43% found them helpful. In addition, the Tech Mall was used by 28% and 40% found it helpful. Results indicated that 27% of respondents used the on-campus Library and 44% found it helpful. It is of note that the majority of the ESW courses are courses in the psychomotor domain and are composed of largely the development, evaluation and mastery of a number of skill-sets and knowledge of the core-curriculum. Students are encouraged to use all of these college resources.

#### **Health Education**

According to the HED survey similar results were found within areas of the most utilized support services, but in higher percentages. The on-campus library was used by 47% of those surveyed and 85% found it helpful. According to the HED survey, the next highest usage was in the Tech Mall with 46% of respondents using it and 74.8% finding it helpful. Lastly, the online library resources were used by 45% and 87.6% found them helpful.

The data above shows that the students within the ESW and HED classes are utilizing the on-campus library, the Tech Mall and the library-online resources in the greater percentages. The next frequently used support service was the English Writing Lab which both ESW and HED surveys showed usage at 19% and 29%, respectively.

ESW and HED instructors are encouraged to add referral statements to the Tech Mall, supervised tutoring course information, and DSPS contact language to their syllabi. In addition, instructors should educate and inform students about the wide variety of college support services.

Across all ESW and HED classes the core-curriculum encompasses caloric intake (diet) and the direct correlation to body composition. Several instructors utilize the diet analysis program in the Tech mall. As evidenced by the survey, those that are using the Tech mall to complete assignments, do research papers, or gather information for special projects find it helpful. The Instructional Media services are utilized across ESW, Athletics, HED, Nutrition and Fitness Specialist program. These services are used for films and other media related materials. Moreover, instructors/coaches will use video analysis to critique and improve biomechanics of the sport skill. It is also used to study, analyze, critique and develop game plans and strategies for a plan of attack or defense of an opponent.

**6.2 Analyze the results of the Student Survey – Appendix 5, and describe student utilization and satisfaction with the campus resources as it relates to your program (i.e., availability, usage, relevance).**

**Exercise Science & Wellness**

According to the Student Survey given to 376 students in various Exercise Science and Wellness classes less than a third of the respondents used any one campus resource (**Table 6.1**). The four **most-used** campus resources were the on-line library (31.6%), the Tech Mall (28.99%), the campus library (27.5%), and the Assessment and Testing Center (21.2%). Three of the four most-used resources were also ranked as the **most helpful**; however, not a single resource was rated as helpful by at least 50% of the respondents. The two least-used resources were also the ranked as the least helpful; DSP&S and the EOPS both fell below the 23% approval rating. However, this survey has some flaws; the main one being the number of students reporting they used the campus resource doesn't match the number of students rating the resource as helpful or not helpful (i.e. only 57 students marked they had used the EOPS services yet 170 students rated EOPS's helpfulness). This kind of discrepancy is evident with each of the individual campus resources. We suspect that students may not have read the question correctly or gave input based on what they've heard rather than what they have experienced.

**Table 6.1 Student Survey Summary, Exercise Science**

Campus Resource	Used Resource	% Used	Helpful	Not Helpful	% Found Resource Helpful
On-Line Library	119	31.6	73	94	43.7%
	109	28.9%	66	88	42.9%
On-Campus Library	104	27.6%	79	89	47%
Assessment and Testing Center	80	21.2%	52	116	31%
Blackboard Helpline	79	21%	57	106	35%
English Lab	74	19.6%	47	125	27.3%
Math Study Center	74	19.6%	44	122	26.5
Dept. Computer Lab	73	19.4%	49	107	31.4%
Tutor Center	73	19.4%	51	113	31.1%
DSP&S	57	15.1%	32	127	20.1%
EOPS	57	15.1%	38	132	22.4%

### Health Education

According to the Student Survey (N=275) in various Health Education classes, less than half of respondents used any one campus resource. The four **most-used** campus resources were the campus library, the online library, the Tech Mall and the Blackboard Helpline. The four most-used resources were ranked as the **most helpful**; the two library resources had over 85% approval rating, while the Tech Mall and the Blackboard Helpline had over 70% approval rating. The two least-used resources were also the ranked as the least helpful; DSP&S and the EOPS both fell below the 50% approval rating. Similar to the ESW classes, the number of students reporting use of these campus resources doesn't match the number of students rating the resource as helpful or not helpful—only 51 students marked they had used the EOPS services yet 93 students rated EOPS's helpfulness. This kind of discrepancy is evident with each of the individual campus resources. The percentage of HED students using campus resources is considerably higher than the percentage of ESW students using the same resources, most likely because HED courses are lecture-based whereas the ESW classes surveyed were all activity-based with one exception. Correspondingly, the overall approval rating of campus resources was much higher according to HED students as compared with ESW students.

**Table 6.2 Student Survey Summary, Health Education**

Campus Resource	Used Resource	% used		Helpful	Not Helpful	% Found Resource Helpful
On Campus Library	131	47.6%		98	17	85.2%
Tech Mall	127	46%		77	26	74%
On-Line Library	125	45.4%		99	14	87.6%
Blackboard Helpline	87	31.6%		65		71.4%
Assessment and Testing Center	80	29%		62	38	62%
English Lab	80	29%		67	37	64%
Tutor Center	72	26.1%		57	39	59.3%
Math Study Center	65	23.6%		58	47	55.2%
Dept. Computer Lab	65	23.6%		53	34	60.9%
DSP&S	51	18.5%		43	45	48.8%
EOPS	51	18.5%		45	48	48.3%

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

#### Exercise Science and Wellness

The ESW department has used Institutional Research Office (IR) resources to obtain statistics to make data-driven decisions. When the department was faced with budget cuts, reports were generated to inform department discussions on logical section cuts and potential budget scenarios. Reports made available by the Institutional Research were utilized in the program review process to assist our self-study, as well as to distribute and tabulate the student and faculty surveys. As more data resources have become available over the past 6 years, the department chairs rely on IR reports for historical information to make everyday decisions: review LED reports, evaluate retention rates, determine right of assignment for adjunct faculty load decisions, and to determine scheduling times for classes. In summary, ESW primarily uses Institutional Research for data that can help in planning, decision making, budget cuts, section cuts and overall status reports. Individual faculty do not typically access IR but it is very useful for chairs to bring data to department-wide discussions for short and long-term planning. As our campus community becomes data-literate, we suspect we'll be using IR resources more effectively. For example, we could use IR reports to further analyze specific categories within the department, e.g., Fitness Specialist Program and Intercollegiate Athletics (Note: IR

is regularly accessed to review student-athlete success rate information - see the Athletic Department program review for details.)

### **Health Education**

Health Education primarily uses IR for the same tasks as mentioned above for ESW. The Reports area was accessed to gain knowledge for LED reports, evaluate retention rates, right of assignment for adjunct faculty, retention, and enrollment data. In addition, IR was also utilized to conduct the student survey for classes.

## **6.4 Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video and databases) related to the program.**

Exercise Science and Wellness has its own special librarian liaison, currently Patricia Morrison. She chooses our library materials and resources, and is available to our department to answer all library-related questions. The instructional librarian, Roxane BenVau, arranges library orientations for Exercise Science classes upon instructor request.

### **Books**

The library Exercise Science area, call numbers GV 201 – GV 1198.995, has 988 print books and 208 electronic books. Additionally, the library owns 43 print reference books in Exercise Science. Print books are purchased using a complex allocation formula to ensure that departments get their fair share of the \$23,000 annual library book budget. The allocation allows for a book budget of approximately \$950 in Exercise Science and Health Education per year. The library has two online reference book collections that contain thousands of entries about Exercise Science and/or Health Education. These collections, or databases, are called “Gale Virtual Reference Library” and “Credo.” All electronic materials (e.g., books or journal articles), can be accessed anytime, anywhere!

### **Periodicals (magazine articles)**

Most of the Exercise Science and Health Education periodicals are within library periodical databases, in electronic format. This allows for keyword searching, and anytime, anywhere access. These periodical databases are categorized by subject to help library users figure out which databases work for their subject areas. The subject area closest to “Exercise Science” is “Health.” The health guide (or LibGuides, as they are called) can be found at: <http://libguides.grossmont.edu/content.php?pid=345656&sid=2873482>. The list of Health Education and Exercise Science-related databases also contains multidisciplinary databases, including *Academic Search Premier* and *Gale OneFile*, with access to virtually tens of thousands of articles in the Exercise Science subject area.

### **Reserves**

Our department makes good use of the Limited Loan provision to put textbooks on reserve for students in the library. Currently ES 005, 023, 250, 253, 291, 293, and 294 as well as HED 120, 155, 158 and 201 all have texts on reserve.

### **DVDs, Media**

It would be difficult to state the number of films available in Exercise Science and Health Education. Not only does the library own a large collection of DVDs on exercise, sports, and health, but it also has a streaming video collection of at least 50 exercise-related items, as well as a database of film clips that instructors can show in class. Our department can also tap into all films in a local Consortium to which the library belongs. An educated guess would be that there are at least 250 films available through our library and accessible in the Media Center on the 2<sup>nd</sup> floor of the library.

**6.5** *How does the program work with 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?*

**Exercise Science and Wellness**

Like most departments, the ESW Department and Counseling Department do not have a formal relationship. At times, the counseling department has made classroom presentations regarding the safety net of services they provide for students. More importantly, the ESW department attempts to share career opportunities existing within Exercise Science and Kinesiology through individual discussions with students, presentations during the Week of WOW, and sometimes during class discussions. ESW courses are listed as part of the University studies Degree (page 106 in current catalog):

IV. Fitness/Wellness

Select one of the following options:

1. Take any TWO exercise science or dance courses designated as meeting the GE requirement. (See college catalog for Associate Degree GE requirements.)  
or
2. Take ONE fitness course, chosen from the following: ES 001, 002, 003, 004A-C, 005A-C, 006A-C, 007A-C, 008, 009A-C, 021A-C, 023A-C, 024A-C, 040A-C, 041, 044A-C  
or
3. Take Health Education 120

The department does not have a formal relationship with other student services departments such as DSPS and EOPS, however, individual instructors contact these departments when questions or concerns arise.

**Intercollegiate Athletics:** Although this program is administratively housed within student services, it is worth noting that one athletic advisor does work with the student-athletes (approx. 400). There is no longer any type of exclusive relationship with the counseling office nor do we have a dedicated counselor for student-athletes. For a period, Dave Dillon of the Counseling Department served as a point of contact for the student-athletes and took 'walk-ins' for student-athletes on specific days, but most likely due to draconian budget cuts suffered in the student services area, including counseling services. It is very difficult for the student-athlete population to secure classes given the time restrictions of intercollegiate participation—as a department we are committed to helping with their educational needs. Student-athletes are held to NCAA academic progress requirements (and a future CCCAA standard of student success) that without proper assessment, counseling, and timely registration may be unable to matriculate to a 4-year school that otherwise would have awarded them full or partial financial aid. We seek and hope to offer assisted early registration to join the other 51% of community colleges that provide this support. With an athletic advisor and counseling support, this is an area that our department needs to improve.

**Health Education**

The counseling department and HED do not have a formal relationship, but students enrolled in health education courses are encouraged to work with a counselor. HED courses articulate with SDSU and other institutions, meet graduation requirements, and transfer requirements which allow counselors to effectively direct students.

**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 5, how do students respond to the use of technology?**

Use of technology in our courses has increased tremendously since the building 41 remodel. Some ESW and HED faculty utilize Blackboard to post assignments, announcements, syllabi, and grades. A number of ESW and HED faculty use the *SmartCarts* available in several classrooms, and make use of PowerPoint presentations, excel spreadsheets, video clips, and other resources from the internet. A few ESW/HED faculty use 'clickers' in their classroom for quizzes and testing. Faculty report that this method has been used to engage the classroom and provide instant feedback on a particular question or discussion topic (e.g., the feedback has helped faculty to decide whether or not to proceed further or go more in-depth on a certain topic, and provides a snapshot evaluation on how well the subject matter was presented and retained.) Video footage is often used as a tool whereby students can observe and evaluate their own technique. *Dartfish™* and *HUDL™* are two video programs that make the evaluation process possible. Seeing oneself is a vital learning tool. Some ESW/HED faculty use professionally made DVD's to provide content to the classroom and/or use as an instructional tool during a workout. One instructor is using their iPhone and iPad to video movement mechanics in the weight room to give immediate feedback and corresponding assessment. The new projector and sound systems in the weight room, fitness room, and the lower gymnasium have added a great deal to the learning experience (for example, instructors have used music to set the pace or the tone for an aerobics or yoga class.) Most importantly, technology assists our ESL students with visual cues, and accommodates multiple learning styles.

Faculty in ESW and HED utilize technology in a variety of ways to communicate with students. The use of Blackboard, individual instructor websites and email serve as valuable tools to interact with students outside the classroom environment.

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

**Exercise Science and Wellness**

Many ESW classes are skill-based and also include content knowledge and strategy developments within the curriculum. Therefore, the technologies surrounding ESW classes need to include equipment, facility flooring, facility climates, video equipment, video editing, ability to stream or show in the classroom setting which may include the gym, tennis courts and track and football and baseball fields to show videos via the internet and equipping these areas with electronic viewing. The Fitness Specialist program will continue to need technology-based materials as part of the curriculum for students. All faculty would benefit from regular training on the best use of technology in the classroom.

**Intercollegiate Athletics:** Athletics classes could be further enhanced with support staff, a sports information director, which uses the technology of the latest statistical programs and provides immediate, accurate and timely feedback-critical for today's competitive setting. In addition, wiring the competitive areas with a hard internet line for live-streaming which is becoming common practice. There is also 3D technology available now to further enhance, log, and evaluate biomechanics through recorded movements. In addition, staying current with modalities of fitness assessment, heart rate monitors, wireless software that shows individual and group performance in real time.

**Health Education**

Since HED courses are lecture-based, the following technology can enhance instruction:

- Staying current with clicker technologies: iPad linked software that permits similar clicker interactive feedback, and smartphone software that allows student to use their smartphone as their clicker.
- Maintaining current and up-to-date models and instructional teaching aids, especially those that are interactive in nature.
- Staying current with teaching tools, smartcart technology, utilizing Blackboard, hybrid and online learning are all needed to serve students.

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

**Exercise Science and Wellness**

**The facilities are not adequate** (refer to Table 6.3 for summary chart)

The Exercise Science and Wellness department has 16 different specialized instructional spaces used on a daily basis, often requiring a change of equipment: seven indoor facilities and nine outdoor facilities. Of these sixteen facilities, ESW shares ten facilities with the Athletic Department with six of the facilities having second priority (e.g., an athletic contest will supersede an ESW class if scheduled at the same time.) The ESW Department and the Athletic Department work collaboratively to generate a semester schedule, for example, athletic contests are scheduled in the gymnasium Wednesday and Friday evenings and ESW classes are not scheduled on these nights. Because none of the outdoor facilities has lights, the ability to offer night classes is limited to the indoor facilities and the swimming pool. This disadvantage coupled with the sharing issue above severely limits opportunities to reach a broader and more diverse population, as well as to provide a wide range of classes for students in the evening. With the lack of state funding an ever-present issue, renting the ESW facilities (when classes are not in session) is a viable revenue-generating strategy that also addresses community needs. If facilities had potable water, restrooms, lighting and seating, the likelihood is high!

**ISSUES:**

**INCLEMENT WEATHER:** Our outdoor facilities do not have an alternative classroom set aside in the case of inclement weather, and one of our main indoor facilities (43-115, the gymnasium) leaks during rain storms and has no air conditioning or fans. There is a possibility that **ten** instructors at one time could be looking for an indoor/safe classroom to hold it class. Another problem with our outside classrooms is that 6 of the 10 do not have potable water to hydrate our students and instructors. This health and safety issue could result in a criminal offense during times of extreme heat typical in East County.

**LECTURE RESOURCES:** ALL of our activity-based classes are lab/lecture and the core curriculum is included with the course curriculum. Thirteen of our 16 classrooms do not have the capability of using technology (e.g., *SmartCart*) and seven do not have white boards or a designated teaching station. Visual learners be damned!

**EQUIPMENT STORAGE:** Similar to other science disciplines ours is equipment-based. Four of the sixteen facilities do not have a secure storage area for classroom equipment/materials, **five of the sixteen** do not have enough storage capacity. The only ESW classrooms that have adequate storage are the lecture classrooms (41-116, 41-117), the weight room (41-100), the fitness room (41-101) and the studio (42-101). Coincidentally, these are the areas that were remodeled four years ago. Have quick access to stored equipment and instructional materials is essential for discipline as ours.

**USER-FRIENDLY ACCESS FOR DISABLED STUDENTS:** Students in wheelchairs or on crutches have difficulty access the restroom, locker rooms, the fitness room (41-101) and the weight room (41-

100). Installing wall push pads for these rooms in particular were supposed to be added to building 42.

**FITNESS/HEALTH ASSESSMENT AREA:** Almost every fitness-based class and many of the health education and nutrition courses require students to get their blood pressure and body composition assessed one or twice during the semester. Our department secretary, work-study students and teaching assistants conduct the testing in a small room that hold 4 students plus 2 testers. We need a larger area to conduct testing and to stored the shared assessment equipment.

### INSTRUCTIONAL CLASSROOMS:

#### **POOL**

As a department, we're starting to equate the pool with Dante's Inferno. The pool is too short, too narrow, too shallow, and has health and safety issues. An NCAA regulation swimming pool is 50x25 meters with eight 9-foot lanes, and the depth ranges from 14 ft to 7 ft. The Grossmont College pool is 25x15 meters with six 7-foot lanes, and a depth ranging from 4 ft to 14 ft. The lane size limits the number of students that can safely use a lane at one time. The 4-foot depth limits the ability to use the pool for water polo and is hazardous when diving from the starting blocks. The short length means more turns and less swimming during a swimming class, which greatly hinders student ability to practice proper swim stroke mechanics. Other aquatic classes (adapted, aquatic fitness, non-swimmer) need a larger shallow end. Other problems with the 50-year old pool deal with safety and health issues. There are rust spots from the new rebar coming through the new deck that was replaced less than years ago. Lane numbers do not adhere properly and have come off into the pool. The sharp edges from the missing numbers injured a male swimmer just this past spring. A bigger health problem is the gutters. They do not drain effectively thus allowing bodily fluids, trash, and debris to remain in the pool. The storage on the pool deck is insufficient in quantity, leaks, and is unsecured. The pool is rarely cleaned and has poor chemical distribution resulting in cancelled classes every single semester. Especially for adapted students, the pool is not user-friendly. We do have a Hoyer lift that must be wheeled over when someone needs to use it—a ramp with a wheelchair entrance and a larger shallow portion is preferred.

#### **MAIN GYMNASIUM**

The main gym (43-415) hosts badminton, basketball, and volleyball classes. The dimensions of the courts are regulation; however, only one of these classes can meet at a time in this 50-year-old building, thus limiting the number of classes and times offered to Grossmont College students. Sharing the gymnasium with the Athletics department also limits the number of classes we can offer as intercollegiate teams hold their classes six hours daily and have the gym reserved each Wednesday and Friday night from 3:30pm until 10:00pm for contests. This classroom is **not climate-controlled**. A couple of problems here: the weather affects characteristics of the floor and the heat index in the gym can cause serious health problems such as heat cramps, heat exhaustion, and even heat stroke. The floor becomes sticky or slippery depending on the weather, and to combat this, facilities staff must use chemicals on the floor to adjust the tackiness. Often, the chemical cleaning is only after a student has injured his/herself because of the tackiness or lack of tackiness on the floor. The doors are not properly fitted and allow all manner of dust, leaves, and trash to blow in, under, and through. The ceiling is too low for all three sports (basketball/volleyball/badminton) that are taught in the gym—ceiling beams and lights are hit by shuttlecocks and balls on a daily basis. Hitting the lights has broken the protective screening and the light bulbs. The exhaust fans actually blow air into the gym—they do not pull hot air out of the gym, resulting in an additional heat issue. Without proper airflow and temperature, the doors are constantly open allowing more dust and dirt to get onto the floor. During heavy rain and windy conditions, the exhaust fans leak onto the floor. The rain that falls on the floor travels through the greasy fans creating a dangerously wet, greasy, and slippery floor. A few of the ventilation pipes and skylights also leak causing cancellation of class because there is no alternative classroom space. Due to a lack of space for equipment storage, half of the bleachers

were removed and a bank of storage sheds were built inside the gym. This helped with storage but created an issue with intercollegiate competitions.

### **FOOTBALL FIELD/TRACK**

For the past six years, the football field is our sole multi-purpose field that must be shared with multiple ESW classes and three athletic teams. It has been common to have a golf class (N=40), a soccer class (N=40), an aerobic fitness class (N=45), and a walking class (N=35) all using the field at the same time. ESW faculty are excellent about working together to share the space but the situation has created safety issues. Community users also share this facility during the morning hours as well, along with an athletic pre-season conditioning class. ESW classes are not scheduled on the field after noon because of intercollegiate team practices. Because there are no lights on the field, all ESW classes are held during the morning hours which limit the number of classes offered, as well as the times available. The field does not have a water source for students/instructors/community members to rehydrate which is an obvious issue especially during times of extreme heat typical of East County. As stated above, this could be a criminal offense. There is no usable teaching station or access to technology. During inclement weather, there is no shelter or a reasonable alternative classroom. The storage facilities on the field are inadequate in size and one is a shared space with large maintenance equipment; there is no space for athletic training equipment should an emergency occur—all materials must be brought down to the field for every single practice and competitive contest. Along with the press box on the south side, the bleachers are rented annually, and are rickety enough that we feel a lawsuit is just waiting to happen. There are also exposed metal fence stakes that no longer have fence attached that present a hazard. The unkempt bank north of the field and just south of the baseball and softball fields is a breeding ground for rats and rattlesnakes that instructors must warn students about. Proper landscaping of this area could create a sense of school pride and limit hazards. There are no permanent bathrooms at this facility; two port-a-potties are available and students report they lack basic cleanliness and often reek. The smell often results in students needing to use facilities in the 42 building, thus, missing out on considerable class time.

The **track** is an outdoor facility that is subject to harsh weather without an alternative meeting place or smart cart capabilities. It does have an old whiteboard and its' storage area is a shared space with maintenance equipment and rats. The clock used for timing laps, etc, is broken. The storage area has a small outdoor light that has to be manually turned on at dusk; there is one permanent light at night; evening classes have requested generator-powered lights (we've been very thankful for the one or two that have been provided) to reduce safety incidents. Adequate lighting is essential at this facility.

The **golf classroom** consists of four practice mats, a cage/net for hitting, and a putting area that is a concrete slab covered with a grass-like floor covering. No lights, no storage, no whiteboard or electricity for use of technology, no shelter or indoor classroom during harsh weather, and no potable water for hydration. There is a need and desire for this class and we, Grossmont College are providing a subpar environment, at best, for this class.

### **RAMP**

Formerly a downhill ski ramp, the base of the ramp is used for outdoor athletic conditioning classes, and makes use of reconditioned equipment from the weight room. Similar to the other outdoor instructional spaces, the ramp is a non-lighted outdoor facility that is subject to harsh weather without an alternative meeting place or technological capabilities. The equipment sits in an uncovered space in all manner of weather. It does have a whiteboard but the storage area is not adequate in size or security for the equipment used in class.es

### **SOCCKER FIELD**

For the past 6 years, the soccer field has been unusable and has served as temporary student parking because of campus building projects. Because of its unavailability, the intercollegiate soccer team, soccer classes, bootcamp classes, and other classes are currently sharing the football

field at the same time. Our last program review recommended replacing grass with artificial turf; we would like to take this instructional space off the 'donated-parking lot' list.

#### **BASEBALL AND SOFTBALL FIELDS**

Both facilities are single-subject facilities that are also shared with the Athletics department. Neither field has a classroom in case of inclement weather nor do they have any SmartCart capabilities or teaching stations with a white board. Both fields are limited to ESW classes in the morning because of the shared arrangement with Athletics and because they do not have lights, offerings and facility-use are limited (it's like having a restaurant and only opening for breakfast; not even lunch and certainly not dinner – quaint, maybe even cute but not very efficient or profitable.) Storage at the softball field is secure but could be bigger; storage at the baseball field is rattlesnake and rat infested and could also be bigger; there is no space for athletic training equipment should an emergency occur—all materials must be brought up to the field for each practice and contest. The batting cages are in desperate need of repair to the netting, fencing, and doors (one door no longer opens). One cage does not sit on a concrete foundation making for a mess after rainstorms and neither of the cages is covered. Both fields suffer from an influx of gophers, and an inadequate sprinkler system with not enough pressure in the line—resulting in dead grass, swampy areas, and gopher holes/piles. Similar to the football/track area, there are no permanent bathrooms at these fields and what is available is not always maintained at even appropriate level of cleanliness. Some students choose to use the facilities in the 42 building, missing considerable class time.

#### **TENNIS COURTS**

There are ten tennis courts also shared with the Athletic department; they are without potable water or lights, thus limiting the number and time of class offerings. The courts have no shelter from harsh weather, no technologic capabilities and no permanent bathrooms so students must use the lavatory in building 42 and miss considerable class time. The courts are regularly painted and serviced, but they are over 60 years old and in need of a major overhaul. Although the storage building is secure, it is not large enough to accommodate equipment for ESW classes, two intercollegiate teams, and maintenance equipment.

#### **LOWER GYMNASIUM**

The lower gym (42-001) might be the most versatile classroom used for ESW. It holds classes in aerobic dance, fencing, gymnastics, self-defense for women, and yoga. It can also be used as a backup facility for badminton, basketball, volleyball and boot camp; however, it no longer meets court regulation dimensions, ceiling height, or safety clearance to compete effectively. It is often requested for use by the Dance Department when available. This classroom is a vital piece in the diversity of the ESW department. The amount of storage space for all the different types of equipment is an issue. The new stereo equipment works well. There is, however, no SmartCart, which restricts the use of any online or computer-based instruction in this facility.

#### **THE STUDIO**

This room (42-001) was the old weight room and is now a shared space with the Dance Department. This limits the number of offerings and the time and days of the classes offered by ESW but addresses the needs of another department when we aren't using it. The room max is 40 but space is quite compromised during a Pilates or yoga class with mats out. The flatscreen monitor was stolen from this room so the only audiovisual component is a 25-inch tube television on a cart. No smartcart. The divider curtain does not close easily and does not lock making the storage area unsecured. In addition, the door needs an ADA door handle.

#### **SAND VOLLEYBALL COURTS**

There are three unlighted and underused **sand volleyball courts**. No storage, no water, no technology access or whiteboard. Sand and surrounding weed area is not consistently maintained. Great access to parking and locker room, however.

### **FITNESS AND WEIGHT ROOMS**

As part of the remodel funded by Prop R, building 41 underwent an extensive renovation of both of these rooms as well as the locker rooms, restrooms, athletic training room, athletic director's office, ESW department office and faculty offices. The result is a beautiful building that is climate-controlled, secure and has definitely improved instructional effectiveness, healthy/safety issues, and staff morale. Both of these rooms need automatic door openers (push pads) for disabled folks as promised at the remodel opening (as do the restrooms and locker rooms.)

### **Health Education**

**The facilities are adequate, though not ideal.**

The Health Education area offers seven different lecture courses and consistently more than twenty sections per semester. HED shares the large classroom (41-117) in the Exercise Science and Wellness complex with typically six sections held in that facility, but, with the exception of approximately 3–4 sections offered online in a given semester, the remainder of the sections are scattered across campus. Currently, HED is housed in twelve different rooms in buildings 34, 36, 38C, 41 and 55. Extensive use of visual models in most of the courses creates a challenge regarding transport and sharing of the materials when sections are spread across campus throughout the day. Also, instructors teaching back-to-back sections of the same course sometimes are scheduled in different rooms, necessitating packing up their materials (often extensive...) and moving to a different location for the subsequent identical course. Ideally, one or two dedicated classrooms for health education would greatly ameliorate this situation, and we hope future building planning will include this.

Table 6.3 – ESW Facilities Summary

	Exercise Science and Wellness Facilities Summary	Indoor/Outdoor	Share with Athletics for contests	Smart Cart accessible	Lights for evening classes	Has white board teaching station	Has secure storage for class equipment	Has alternate site during inclement weather	Number of different classes taught at this classroom
	<b>ESW Facility</b>								
1	ATR 41-121	I	yes	no	yes	no	yes	NA	1
2	Baseball Field	O	yes	no	no	no	NE	no	1
3	Classrooms 41-116 and 117	I	yes	yes	yes	yes	no	NA	4
4	Dance/Pilates 42-101	I	no	no	yes	yes	yes	NA	4
5	Driving Range/Putting green	O	no	no	no	no	no	no	1
6	Fitness Center 41-101	I	yes	yes	yes	yes	yes	NA	4
7	Football/Soccer Field	O	yes	no	no	no	no	no	3
8	Gymnasium	I	yes	no	yes	yes	yes	no	3
9	Lower Gymnasium 42-001	I	no	no	yes	yes	NE	NA	5
10	Pool	O	yes	no	yes	yes	NE	no	4
11	Ramp	O	no	no	no	yes	NE	no	1
12	Sand Volleyball courts	O	no	no	no	no	no	no	1
13	Softball Field	O	yes	no	no	no	NE	no	1
14	Tennis Courts	O	yes	no	no	no	yes	no	1
15	Track	O	no	No	no	yes	yes	no	1
16	Weight Room 41-100	I	yes	Yes	yes	yes	yes	NA	1

NE - not enough  
NA - not applicable

## SECTION 7: COMMUNITY OUTREACH & RESPONSE

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

Although there is no formal outreach program in our department, our outreach efforts help expose the local and campus community to the various programs within the department. We are excited to report that both full-time and adjunct faculty members take part in these efforts.

#### **On-Campus**

Instructors engage the campus community by encouraging Grossmont employees and friends to take ESW courses, by conducting staff development activities, as well as leading fitness and wellness workshops for employees. Some examples include:

- Every year the Grossmont College Health Fair attracts students to investigate healthful living displays in the main quad. ESW/HED always has interactive booths with tools such as body composition machines, blood pressure equipment, and written materials available for students. Students can participate and get their measurements from the ESW staff as well as interpretation of results, all free of cost. The ESW table is also stocked with pamphlets outlining the academic courses of study related to Exercise Science and the type of professions available to Kinesiology majors.
- On March 20 & 21, 2009, the college hosted a Science Festival. One ESW faculty member (Kathleen Aylward) organized the department's interactive booth, with a focus on energy intake and expenditure. There were charts, tables, formulas, calculations, and handouts showing and explaining energy consumed with various foods as well as energy burned during various forms of exercise. There was also a stationary bike, jump rope, Wii bowling, tennis and boxing. Participants were able to exercise using the equipment available and calculate their expended energy.
- As part of Grossmont College's 50<sup>th</sup> anniversary celebrations on Saturday, April 14, 2012, coaches from the ESW Department facilitated sports clinics throughout the day. Sports included in the clinics were soccer, football, basketball, volleyball, tennis, and girl's softball. Approximately 50 young men and women participated.

#### **Off-Campus**

Many of our adjunct faculty provide instruction, teacher training, and community classes locally and nationally. Our department organized and participated in a fun-run honoring Howie Hawver, the long-time head women's soccer coach. Some instructors assign a community service project, for example, in Jen DeMarco's Fall 2012 yoga class, they manned a water stop at the Father Joe's T-Giving Run. Students in the Fitness Specialist program complete a supervised internship for 60-80 hours every summer. An adjunct faculty member and lead instructor for the internship course, Lisa Garrity is constantly networking with other fitness professionals and facilities to locate appropriate internship locations for our students. She is also active in the Santee Wellness Network, and has shared information about the program with members to secure possible internship sites. Karen Caires' ES 024 Boot Camp class did the 'Run or Dye Run' in Spring 2013. Many of our faculty serve on health/fitness committees, organizations and associations that are local, regional, and statewide (see Appendix 8 for professional development activities).

#### **Intercollegiate Athletics**

Recruiting student-athletes to our campus is a primary focus of the 16 athletic programs at Grossmont College. The successful recruitment of top student-athletes from the local and contiguous high school districts surrounding San Diego, as well as those from the national and global community, is paramount in the success of each athletic team. Coaches recruit year-round for their programs by communicating with individual athletes and exposing them to the campus and the educational programs of which we are all so proud. Coaches invite and host athletes and their parents on

campus visits, attend athletic events at community high school venues, and distribute publications that highlight the successes of our athletic and campus programs. Almost all of the 16 programs are involved in individual fundraising activities for their teams. The athletic programs host events at Grossmont facilities that bring many community members and prospective students to campus year-round (see the Athletic Department Program Review for more details). Examples include:

- “Whites & Woods” Doubles Tournament
- Summer Junior Tennis Camp
- All Star Volleyball tournaments and club volleyball practices
- Youth basketball camps
- High school baseball tournaments
- Youth football camps/clinics and youth football tournaments

Additionally, most of our full and part-time coaches consistently wear clothing with ‘Grossmont College’ labels that serves as additional publicity. One year, we chose an ESW department polo shirt and many full and part-time faculty bought one.

### **Health Education**

While there is no formal community outreach for HED outside the college, HED faculty do participate in the previously mentioned health fair in conjunction with ESW. We also participated in the Grossmont College Science Fair back in 2010, which showcased our Health Education areas along with the other sciences on campus. Laura Sim and Beth Kelley co-presented a workshop at the first BeWISE event for young girls.

### **Advisory Committee Recommendation**

*Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In Appendix 7, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.*

No advisory committees are required for ESW and/or HED.

**7.2** *If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.*

No advisory committees are required, nor currently exist, for ESW and/or HED.

## **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 improvement in curriculum, instruction, and currency in the field.*

Members of the Exercise Science and Wellness Department (ESW and HED) have been active participants in a variety of professional development activities to maintain currency in their fields and to improve curriculum and instruction; a complete list of activities is provided in Appendix 10. Below are highlights.

**Sabbaticals** – No faculty have taken a sabbatical since our last Program Review.

### **Organizational Memberships**

Professionals in our discipline are often required to maintain additional credentials and certifications; thus, faculty in our department are members of many professional organizations and/or are associated with certifying bodies. For example, many of our instructors are certified in CPR, AED and first aid. Some have national certifications in the exercise/fitness area, e.g., National Strength & Conditioning Association (NSCA), American Council on Exercise (ACE), and American College of Sports Medicine (ACSM). Faculty with specific expertise often have memberships in those areas such as United States Tennis Association (USTA) or a membership with Yoga Alliance. Faculty who also have a dual appointment in the athletic area are also members of athletic associations. We have a department membership to the California Community College Physical Educators (CCCPE), an affiliate organization of the California Commission on Athletics. For example, Randy Abshier and Karen Caires attended a CCCPE meeting to represent our department and Grossmont College in Fall of 2012 and gained knowledge regarding the new repeatability and transfer degrees. Several HED faculty belong to a variety of professional organizations relative to the courses they teach. To keep abreast of our constantly changing field, individual faculty also have subscriptions to several exercise, health, wellness, nutrition, and allied health journals.

### **Professional Development through SLO Work**

ESW and HED faculty members have had flex week meetings over the past several years dedicated to SLO implementation as part of the instructional process. The ESW department identified three program SLOs that were used to set the course SLOs to be used by all instructors. The program SLOs—Knowledge, Core, and Skills—have been very effective and are being used by all of ESW instructors to gather pertinent data. Via Professional Development meetings, the department will ultimately revisit the process and organization of how to improve the distribution and gathering of data. Health Education faculty have also met and discussed findings from the SLO assessment to facilitate improvement in the delivery of instruction in the various HED courses.

### **Conferences and Workshops**

The ESW Department is comprised of technically three distinct entities: Health Education (theory courses in lecture format), Exercise Science (skill-based courses in lab/lecture format and a few theory courses in both lecture and lab/lecture formats) and Intercollegiate athletics (refer to the program review for the Athletic Department.) Instructors who teach Health Education or Exercise Science courses or both, pursue opportunities to maintain currency in their respective fields. Appendix 10 outlines most but not all of the clinics, conferences, workshops, meetings, continuing education opportunities, and other professional growth activities that full-time and part-time members have attended and/or have helped organize.

### **Professional Development for Exercise Science and Wellness (ESW) Faculty**

Instructors who teach Exercise Science courses and coaches of the various intercollegiate athletic teams also keep current in their fields by attending conventions, clinics, extension courses, and regularly scheduled meetings as described below.

Kathleen Aylward who teaches students with disabilities attends an annual conference to sustain an understanding of discipline specific issues related to this unique population. Another instructor regularly attends various Tai Chi and martial arts workshops in order to promote a healthier lifestyle to students. One of the yoga instructors attends week-long conferences for a continued understanding of issues relevant to injury prevention/yoga therapy. Yet another instructor attends various courses to enhance instruction and effectiveness in fitness classes.

Some ESW instructors also attend workshops to maintain certification. For example, one instructor reported attendance at a re-certification training event for lifeguarding to stay current with life-saving certifications including CPR, First Aid, and Lifeguarding. Importantly, this instructor provided

CPR and Automated External Defibrillator (AED) training for Grossmont College staff as a Professional Development activity in Fall, 2011. In addition, two other instructors have attended United States Professional Tennis Association (USPTA) Certification Workshops for tennis where the instructors learned new stroke techniques, fitness aspects of tennis, promotion of tennis for fitness, as well as the latest advances in tennis equipment, all of which is directly related to improved teaching. Similar recertification activities were reported by other faculty who learned new techniques, again with the intent to maintain currency and enhance teaching. One ESW instructor has been a presenter at several conferences for other health and fitness professionals.

Many faculty who also serve as a head coach reported involvement in Professional Development activities that relate directly to their respective sports. They attend both annual and semi-annual meetings with other coaches against whom they compete at both the local and state level to discuss current topics to include rule changes, scheduling, officiating, as well as to select athletic honors. In addition, the coaches vote on items and receive pertinent operational information. Finally, several coaches are involved in camps beyond the confines of the college to support not only the idea of outreach but also to see other tactical styles of coaches and team building strategies, and to fundraise for their intercollegiate programs here on campus.

### **Professional Development for Health Education (HED) Faculty**

Instructors who teach many of the Health Education courses work to keep current and improve instruction in their field by attending conferences, workshops, webinars, and online seminars. For example, one instructor reported that networking with faculty outside of Grossmont at a consortium resulted in relevant textbook content discussion, evaluation methods, and course rigor/degree requirements for HED courses offered at Grossmont College. Another instructor reported that information gleaned from outside workshops led to the integration of new instructional concepts used in HED 158. Two other faculty members reported that their participation in conferences, webinars, and online seminars have kept them current in their fields, with one instructor having attended numerous online seminars. Health Education instructors are often members of associations that bridge the exercise and health education areas. For instance, one full time HED instructor is a member of the American Medical Athletic Association, which publishes a monthly newsletter and conducts an annual conference as means of addressing current issues in exercise-related health.

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

The ESW Department has participated in providing a number of Professional Development Activities during the current Program Review cycle as described below:

### **Campus-wide:**

For the past several years, during each semester at Convocation, one of the ESW instructors has led the faculty, staff, and administrators in stretching exercises midway through the presentations. Not only is it revitalizing to get up and stretch halfway through a meeting, but this activity also reminds employees of exercises that they can do in their own offices when they have been working long hours. Also, Yoga and Water Aerobics workshops have been offered a number of times, and the department has hosted a campus-wide faculty softball game on a few occasions during the past 6 years. Adjunct faculty member Sharon Vilarino has served this past year as coordinator for the wellness initiative, which is a campus-wide effort to promote employee wellness.

### **Department-specific:**

A CPR certification workshop was provided in 2011 that included training in the use of AED devices. Curriculum development workshops have taken place the past two summers involving full and part time faculty. In addition, clusters of faculty throughout the year in both ESW and HED participate in best practices workshops relative to a specific activity or topic area to present current, relevant information and to share ideas/innovations. The department has discussed organizing more of these best practices sessions in the future. With the remodel of building 42, individual regularly chat in

the hallways or informally meet in offices to share professional development ideas. With so many avenues of expertise within the kinesiology field, many faculty attend conferences/workshops and share resources when they return. The department would be better served with more regularly scheduled professional development activities.

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

Several ESW faculty members consistently participate on various critical campus committees, including the Professional Development Committee, the Curriculum Committee, the Facilities Committee, the Wellness Committee, as well as the Academic Senate. One ESW/HED faculty member served as one of the At-Large Academic Senate officers from 2007-2011. ESW faculty have also served on numerous special projects and task forces, for example, a faculty member served as a team member for the 2006-2008 Environmental Scan. Faculty members over the years have participated in hiring of administrators and classified staff outside the discipline, providing valuable, objective input in hiring of faculty and staff that serve the campus as a whole.

Not only do ESW and HED instructors attend workshops in the Kinesiology discipline, but they also take a proactive role as leaders in workshops. For example, one ESW instructor has served as either a presenter or co-presenter at several conferences throughout the state, i.e. ACSM (American College of Sports Medicine), Southwest ACSM, and PEACH (Physical Education, Athletic Coaching and Health Workshop) where relevant health and exercise information to educators and fitness professionals was the focus. Other full-time faculty members serve on the regional or state board of their respective athletic sport. Our Adapted Exercise specialist was the Southern California Representative of the California Association for Post-Secondary Education and Disability from 2008 to 2010. She also planned and implemented the statewide conference for this body in 2009. Another faculty member served as the VP for the Health Education division and planned sessions for an annual conference for CAHPERD (California Association for Health, Physical Education Recreation and Dance).

## SECTION 9 – STAFFING TRENDS AND DECISION MAKING

Utilizing the data in the table and the results of your Faculty Survey discussion, 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).**

**Exercise Science & Wellness**

Observed trends in terms of faculty staffing that have occurred in ESW since Fall of 2006 have been the loss of two full-time faculty who have yet to be replaced. During this time period, replacement positions were filled by Dan Clauss as an ESW instructor/football coach and Jamie Ivers as an ESW instructor/women's volleyball coach. One full-time faculty member, Rick Trestrail, retired as an ESW instructor/softball coach in June 2012, and Dan Clauss resigned to take a position as the athletic director at Cerritos College in 2011. Both of these critical positions remain unfilled at the present time, although staffing requests have been repeatedly submitted.

Additionally, the department has experienced an increase in overall release time for full-time faculty from a total of 1.0 to 1.4. The additional release time was split between the head football coach who received .2 LED via the President's discretionary fund in the Spring 2011 for student-athlete recruitment needs and to help address the added workload for the head coach after Dan

Clauss, the assistant coach, resigned (and not replaced.). Laura Sim and Beth Kelley each received .1 for serving as co-editors of the 06-12 program review. The contractual reassigned time remains unchanged, but chair duties, and reassigned duties, are shared between elected co-chairs. For over 10 years, two people have shared chair duties, and recently a third person has assumed duties specific to HED. The current 1.0 reassigned time is distributed as follows: Randy Abshier, .5 LED for ESW duties, Jim Symington, .4 LED (converted to a stipend since he is a retired faculty member working with us on a non-academic hourly basis) for ESW, and Laura Sim, .1 LED to serve as Health Education Coordinator, although she still participates in a leadership role for ESW as needed.

### **Intercollegiate Athletics**

In regards to athletics, Fred Featherstone (part-time Men's Volleyball Coach) retired and has been replaced by Travis Lee as the new part-time Men's Volleyball Coach. Rick Trestrail retired as the full-time Women's Softball Coach and has been replaced by part-time coach, Doug Hartung. As stated earlier, we have lost one full-time football coaching position (Dan Claus and Steve Jobs each held that position between 2006 and 2011) and this position has yet to be filled.

### **Health Education**

Tara Jacobson, one of the two full-time health education instructors at the time, resigned midway through her tenure review in the Spring of 2006 to accompany her husband to northern California. Cheryl Kerns-Campbell subsequently filled that position. A full-time position was dedicated to nutrition in Fall 2007, but unfortunately that individual, Dr. Melissa Olfert, resigned in December, 2008 due to a change in family circumstances. That nutrition position remains unfilled, and the current nutrition offerings with the exception of 2 sections, are taught by adjuncts. Currently, 2 full time positions fully dedicated to health education exist, while two full-time ESW faculty each teach a section of HED 120. Again, the third full-time HED position, specific to nutrition, remains vacant.

Unfortunately, and across all areas of the department (ESW, Athletics and HED) the loss of full time faculty has necessitated the hiring of more adjuncts to fill the voids. Due to the nature of our discipline, specific expertise is required to staff specific activity areas in ESW, coach specific sports in Athletics, and teach highly specialized HED courses (Nutrition.) With similar needs at our counterpart institutions in San Diego county to hire qualified adjuncts, the pool of available part timers is dwindling. Our department has always championed putting the best possible instructors in all our courses, which is why replacing full time faculty is so critical in a time where truly qualified and experienced part time faculty are less and less available.

## ***9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.***

### **Exercise Science & Wellness**

The ratio between full-time and part-time instructors in the ESW Department is currently nine full-time to 28 part-time. Due to lack of funding, a significant trend indicates a drastically reduced number of assignments to part-time employees since fall of 2008 with a reduction in LED for part timers falling from 10.075 LED to 6.246 LED. This may temporarily improve the ratio of FT to PT, but it is because of the loss of courses rather than a correction to an existing less-than-desirable ratio. As enrollment increases with an improved within an improved fiscal climate, unless the two unfilled full-time positions are refilled, the ratio of full-time/part-time faculty will return (or worsen) disproportionately.

It is challenging to find credentialed instructors who are able to come to campus to teach a 1-unit, 50 minutes ESW class twice per week – the scenario is not cost nor time effective for most part-time professionals. Additionally, our field requires both discipline generalists and specialists and a robust adjunct pool of professionals is important. Although folks may meet the minimum qualifications, most adjunct faculty specialize in one topic (unlike full-time faculty who often have 2

or more areas of expertise). We need to expand the adjunct pool in both ESW and HED as full-time faculty retire.

According to the Faculty Survey conducted in Spring 2013, a majority of full and part-time faculty either strongly agree (45.8%) or agree (50%) that the procedures for deciding teaching schedules are fair and reasonable. Traditionally, our process for working with adjunct faculty is to schedule back-to-back classes in a block format and to match the faculty member with their best time slots to address this availability issue.

**Health Education**

In terms of head count, there are two health education instructors with dedicated full loads in HED, two full-time ESW instructors who each teach one section in HED, and typically five adjuncts who teach one or more sections. When looking at FTEF, the chart (see below) reflects a healthy full-time/part-time ration when looking at the entire HED offerings, with currently Full-Time FTEF at 2.2, and Part-Time FTEF at 1.134. However, when focusing specifically at the nutrition offerings, of the 8 sections currently offered, 6 are assigned to adjunct instructors (75%.) The nutrition area has incredible potential for expansion in terms of sections as well as new, relevant courses, but until the vacant full-time position is filled, that particular area of HED will remain somewhat stagnant. Unfortunately, it is a significant challenge to find adjuncts who are qualified (Masters Degree AND Registered Dietician license) and available to teach, and should one of the three current nutrition adjuncts become unavailable, the program would suffer greatly. We NEED to fill that vacant position to ensure the quality and integrity of this portion of our health education offerings.

*From the data provided (include the data source), please fill in the table below:*

**Table 9.1: Exercise Science WSCH and FTEF Data**

Sources: Grossmont College FT/PT Ratio Report & scheduling line sheets

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b># of FT faculty- ES</b>	9	11	11	11	11	10	9
<b># of PT faculty- ES</b>	24	24	26	26	28	28	28
<b>Total Full Time FTEF-ES</b>	9.253	11.366	12.217	11.567	10.646	9.696	8.496
<b>Total Reassigned Time-ES</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend .2 FB (Pres discrec.) <b>Total =1.1</b>	.5 chair + .5 paid as stipend .2 FB Pres discrec.) <b>Total =1.1</b>	.4 chair + .5 paid as stipend .2 FB Pres discrec.) .2 Prog. Review <b>Total =1.3</b>
<b>Total Part Time FTEF-ES</b>	11.0 (.820 is FT XPay)	8.936 (1.372 is FT XPay)	10.075 (.666 is FT XPay)	9.686 (.877 is FT Xpay)	8.445 (.887 is FT Xpay)	7.723 (.666 is FT XPay)	6.246 (.911 is FT XPay)
<b>Total FTEF-ES</b>	20.253	20.302	22.957	22.070	19.968	18.085	15.653
<b>Total Earned WSCH-ES</b>	9828	9881	11,200	12,678	11,969	10,884	9,460
<b>Total WSCH/FTEF-ES</b>	486.89	481.55	487.87	574.44	599.41	601.82	604.39

**Table 9.2: Health Education WSCH and FTEF Data**

Sources: Grossmont College FT/PT Ratio Report & scheduling line sheets

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty - HED	2	3	3	2	2	2	2
# of PT faculty - HED	6	6	5	5	4	4	4
Total Full Time FTEF-HED	1.133	2.253	2.0	1.6	2.2	2.2	2.2
Total Reassigned Time-HED	0	0	0	0	.1 (from ES)	.1 (from ES)	.1 (from ES)
Total Part Time FTEF-HED	2.4 (.467 is FT XPay)	2.267 (.347 is FT XPay)	1.934 (.8 is FT Xpay)	2.267 (.4 is FT XPay)	1.867 (.4 is FT XPay)	1.467 (.4 is FT XPay)	1.134 (.4 is FT XPay)
Total FTEF-HED	3.8	4.267	4.734	4.667	4.467	4.067	3.734
Total Earned WSCH-HED	2697	2789	2786	3712	3625	3710	3565
Total WSCH/FTEF-HED	895.26	653.62	588.51	795.37	811.51	912.24	954.74

**Table 9.3: Exercise Science and Health Education – Combined**

Sources: Grossmont College FT/PT Ratio Report & scheduling line sheets

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty - ES+HED	11	14	14	13	13	12	11
# of PT faculty - ES+HED	30	30	31	31	32	32	32
Total Full Time FTEF-ES+HED	10.386	13.619	14.217	13.167	12.846	11.896	10.696
Total Reassigned Time-ES+HED	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend  <b>Total =1.0</b>	.5 chair + .5 paid as stipend .2 FB (Pres discresc.)  <b>Total =1.2</b>	.5 chair + .5 paid as stipend .2 FB Pres discresc.)  <b>Total =1.2</b>	.5 chair + .5 paid as stipend .2 FB Pres discresc.) .2 Prog. Review  <b>Total =1.4</b>
Total Part Time FTEF-ES+HED	13.400 (1.287 FT XPay)	11.203 (1.719 FT XPay)	12.009 (1.467 FT XPay)	11.893 (1.677 FT XPay)	10.312 (1.287 FT XPay)	9.190 (1.066 FT XPay)	7.380 (1.311 FT XPay)
Total FTEF-ES+HED	23.786	24.822	27.691	26.373	24.435	22.152	18.076
Total Earned WSCH,ES+HED	12,525	12,670	13,986	16,390	15,594	14,597	13,025
Total WSCH/FTEF ES + HED	526.27	510.44	505.07	613.01	638.18	658.81	720.57

**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).**

The classified staff serve all members and programs with the ESW department (ESW, athletics, HED, intercollegiate athletics, adapted exercise.) Classified staff's responsibilities and duties appropriately and adequately maintain the necessary elements of support for our programs. Additions to staffing include lifeguards for all aquatic classes at the Grossmont College pool. The duties of the lifeguards are as follows: create and maintain a safe environment for all students in aquatic classes; help with pool set-up (adjusting lane-lines and/or setting up the aquatic stairs for adapted classes); and assist with any first aide situations (bee stings, minor cuts, slips and Falls). Below is a list of classified staff who support ESW department programs:

- **Luis Mendez** – ESW/Athletic Facilities Supervisor
- **Roger Drummond** – ESW/Athletic Facilities Technician
- **Gloria Kudrat** – ESW/HED Clerical Assistant
- **Student assistants** - (oversee student-athlete study hall; perform blood pressure/body composition assessments; assist with organizing fitness and weight rooms; help prevent locker room theft.) Many individual instructors hire TAs for a variety of tasks. Individual instructors also often donate unused TA hours to other instructors in need of assistance, as well as to assist with our clerical assistant to conduct the high volume of body composition and blood pressure assessments done throughout the semester as required by most ESW and HED classes.

**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?**

ESW department, including Health Education, decisions are made at a monthly department meeting. Full-time faculty are expected to attend; part-time faculty and our clerical assistant (Gloria) are invited to attend. An agenda is distributed prior to the meetings; minutes are documented during and are distributed electronically after the meeting. This decision-making process involves issues being communicated, discussed, and sometimes debated by both full-time and part-time instructors. Only full-time instructors vote on proposed agenda items/issues that deal with curriculum or staffing. Classified staff are consulted on issues/situations for which they are directly impacted, and the department has a positive, collegial relationship with classified staff (several are directly supervised by facilities and maintenance.) Issues that cross the boundary between instruction and athletics are discussed at ESW Department meetings; issues related strictly to athletics follow that department's procedures - please review the Athletic Department program review for information on their decision-making process. During the past few years when often serious and quick decisions regarding class cuts occurred, we convened several emergency meetings, and communicated more frequently as a group via email.

Based on the faculty survey results, a majority of respondents strongly agree (45.8%) or agree (35.8%) that the department has clear and reasonable communication when adopting new policies and procedures. Seventy-five percent of respondents agreed/strongly agreed that they feel they have a voice in the departmental decision-making process; 25% were neutral or disagreed. Only 14 out of 28 part-time faculty completed the survey, inferring that the department would benefit from more input from part-time faculty. One of the issues with part-time faculty is determining the best strategy for obtaining input and engagement in activities for which they are not compensated, such as curriculum development, creation of SLOs, participation in Program Review and other critical components of department planning. The department chairs have historically established one-on-one communications with part-time faculty members and classified staff, rather than using department meetings as the primary source of discussion.

Based on results from the 2013 Program Review Faculty Survey, a large majority of faculty agree or strongly agree that they received an orientation, have opportunities for staff development, and have opportunities for collaboration with colleagues. Out of the 24 survey respondents 19 faculty felt that department resources were available and sufficient for their teaching needs—five responses were neutral or disagreed. Although the majority agreed, the results made us wonder about department resources, specifically, are the resources facility-related or referenced to instructional equipment/materials? The department leadership will pursue this further in hopes of identifying where the deficits may be, and, hopefully, fill these gaps for all faculty teaching in our department.

**Table 9.4 Faculty Survey – Exercise Science and Wellness Department**

2013 Faculty Survey		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1a	I received an orientation - current course outlines were made available to me.	18	75.0%	4	16.7%	-	-	2	8.3%	-	-
1b	I received an orientation to the college, dept and the classes including; I had the opportunity to discuss the implementation of the course outline.	16	66.7%	6	25.0%	2	8.3%	-	-	-	-
2a	I have opportunities for ongoing staff development including: access to information from regular dept. meetings.	19	79.2%	4	16.7%	-	-	-	-	1	4.2%
2b	I have opportunities for ongoing staff development including; opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the course I teach.	14	58.3%	7	29.2%	2	8.3%	-	-	1	4.2%
2c	I have opportunities for ongoing staff development including; Opportunity for professional growth.	12	50.0%	11	45.8%	-	-	-	-	1	4.2%
3	The department resources are available and sufficient for my teaching needs.	10	41.7%	9	37.5%	3	12.5%	2	12.5%	-	-
4	I have access to the training I need to use the available department equipment/technology.	8	33.3%	12	50.0%	3	12.5%	1	12.5%	-	-
5	The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols.	11	45.8%	9	37.5%	3	12.5%	-	-	1	12.5%
6	The procedures for deciding teaching schedules are fair and reasonable.	11	45.8%	12	50.0%	1	4.2%	1	4.2%	-	-
7	I feel I have a voice in the department decision making process.	7	29.2%	11	45.8%	5	20.8%	5	20.8%	-	-
8	I have the opportunity to be actively involved in department SLO assessment processes and discussion.	14	58.3%	8	33.3%	2	8.3%	2	8.3%	-	-
		<b>Part-Time</b>		<b>Full-Time</b>							
9	My employment status with the college is:	14	58.3%	10	41.7%	N = 24 (100% response)					

## SECTION 10 - FISCAL PROFILE AND EFFICIENCY

*Refer to Appendix 9 – Grossmont WSCH Analysis for efficiency. Appendix 3 has the sections and enrollment. Appendix 13 – Fiscal Data: Outcomes Profile also has enrollment information.*

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

#### **Exercise Science & Wellness**

Increases in enrollment were seen in both Fall and Spring semesters, with the largest increases in students served during the 09/10 academic year (Fall slightly higher). Spring semester showed higher percentage of classroom fill-rates with an increase of 14% during Fall 2008 and 18% during Spring 2009. This was due to additional cuts to courses during Spring 09. The number of students served dropped slightly during the 10/11 academic year, but percentage of classroom fill-rates continued to rise. Again, due to additional cuts to course sections during this time.

Total FTEF increased in Fall 08 by 16%, but by Fall 10 decreased by 15% (see Table 10.1). Similar results are seen in the Spring semester, with a slightly lower Total FTEF. As expected from the decrease in course offerings, the department's efficiency showed an increase from early average of 500 to 550-600 during the 09/10 and 10/11 academic years.

#### **Intercollegiate Athletics**

Total FTES increased by 35% from Fall 06 to Fall 08, then dropped by 7% in the following semesters. Larger increases were seen during the Spring (65% increase from 07 to 09), and then dropped by 13%. These overall increases can be explained by the hiring of two full-time coaches (women's volleyball in Fall and men's baseball in Spring – see Table 10.3.) Efficiency is stronger during Fall semesters, due to the larger-sized team sport courses offered.

#### **Health Education**

Enrollment numbers are very similar between Fall and Spring semesters. During The 2009/2010 academic year, enrollment increased 30% in the Fall and 21% in the Spring from the previous year. The following year experienced a slight decrease due to a reduction in course sections offered as the budget crisis started to take its toll. During Spring 2010, the fill-rate among sections increased to 96% , then followed by a slight decrease during the 10/11 year, most likely correlated with less section availability. HED has continued to maintain fill rates between 92 – 97% in the past two academic years.

Total FTES results are similar between Fall and Spring semesters with a few variations between individual courses. A twenty percent increase during 2008/2009 academic year was due to an increase in the number of sections taught by full-time instructors. However, this was followed by a reduction in the remaining semesters due to budgetary section cuts (Table 10.4).

All sections showed strong efficiency, with the exception of the first semester offerings for HED 101 (Spring 2007) and HED 255 (Fall 2008.) By the second semester, both courses showed 80% fill rate and WSCH/FTEF above 600. Other courses experienced increases over the five-year period with scores above 800. These WSCH/FTEF numbers reflect a highly efficient program which utilizes large classrooms (50 – 75 students) and enjoys consistently healthy enrollments with fill rates in the 90% range and WSCH typically near 3,000 per semester. Given the fact that the only expenses incurred are for faculty compensation, the program clearly generates significant apportionment for the District (there is NO line-item budget dedicated to HED.)

**10.2 Analyze the Earned WSCH/FTEF data in Appendix 9- Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.**

**Exercise Science & Wellness**

Earned WSCH/FTEF is fairly consistent between Fall and Spring semesters, with Fall slightly higher. Over the five-year program review period, the department ranged from 450 to 599 (**TABLE 10.1**). Theory courses (ES 250-299) showed variation between Fall and Spring semesters; 602-702 during Fall and 440-554 during Spring (**TABLE 10.2**). These reductions are partially due to budgetary reductions in course sections. The Fitness Specialist Program is a year-long program; however not all students complete the Spring or Summer courses. During Fall 09 the combined earned WSCH/FTEF for these courses (ES 291 and 293) was 518.14, and by Spring 2010 it dropped to 368.07. Similar results are also seen in the 10/11 academic year. Numbers continue to be high for fitness-based courses such as Aerobic Fitness and Weight Training (ES 005), Total Body Fitness (ES 006), Weight Training (ES 023), as well as for Yoga (ES 028) and Badminton (ES 060). Various aquatic courses received the highest values during the Fall semesters due to warmer weather. Even during the budgetary crisis, the department continued (and will continue) to maintain strong numbers in the offering of a variety of activity and subjects to provide a vast selection to meet student needs.

**Intercollegiate Athletic Courses**

Earned WSCH/FTEF vary between Fall and Spring semesters; Spring showed the lower range of 321 to 407 and Fall stronger with a range of 384 to 581 (**TABLE 10.3**). This is due to the size of the team sports offered during Fall versus Spring.

**Health Education**

Earned WSCH/FTEF was also fairly consistent between Fall and Spring semesters with a range of 578-828 over the five-year period (**TABLE 10.4**). All sections showed strong efficiency with the exception of first semester offerings for HED 101 and HED 255. By the second semester both courses showed an 80% fill rate and earned WSCH/FTEF above 600. Other courses experienced increases over the five-year period with scores above 800. Community/ Environmental Health (HED 122) experienced lower scores, but continued to be offered because it targeted specific student interest and needs. Similar scores were reflected during this five-year analysis. This course was offered for two semesters, cut due to budgetary restrictions, and then drastically modified in 2008 into the current HED 201, *Introduction to Public Health*, in order to articulate with SDSU as the entry course into their Public Health major. Since that conversion, enrollment in the course has been consistently healthy with fill rates ranging from 88 – 110%.

**Table 10.1. Reflects WSCH/FTEF, FTEF and % of Max for the department.**

**Exercise Science & Wellness Department**

Semester	WSCH/FTEF	FTEF	% of Max
Fall 2006	486.89	20.185	70
Fall 2007	481.55	20.519	69
Fall 2008	476.35	23.512	64
Fall 2009	574.44	22.070	74
Fall 2010	599.41	19.968	76
Spring 2007	455.58	18.633	73
Spring 2008	468.89	18.855	73
Spring 2009	466.05	24.487	73
Spring 2010	546.44	21.757	85
Spring 2011	562.83	19.704	89

**Table 10.2. Reflects WSCH/FTEF and FTEF for ESW theory courses within the department.**

**ESW Theory Courses**

Semester	WSCH/FTEF	FTEF
Fall 2006	634.06	1.306
Fall 2007	602.17	1.306
Fall 2008	642.44	1.306
Fall 2009	702.66	1.639
Fall 2010	701.15	1.464
Spring 2007	458.66	1.084
Spring 2008	524.67	1.084
Spring 2009	440.39	1.576
Spring 2010	554.91	1.667
Spring 2011	496.88	1.475

**Table 10.3. Reflects WSCH/FTEF and FTEF for Athletics-Intercollegiate courses within the department.**

**Intercollegiate Athletic Courses**

Semester	WSCH/FTEF	FTEF
Fall 2006	448.96	6.05
Fall 2007	390.10	6.217
Fall 2008	384.71	8.216
Fall 2009	581.09	7.638
Fall 2010	409.46	7.605
Spring 2007	388.78	5.274
Spring 2008	321.86	5.441
Spring 2009	343.20	8.708
Spring 2010	340.72	7.498
Spring 2011	407.49	7.607

**Table 10.4. Reflects WSCH/FTEF and FTEF for Health Education courses.**

**Health Education Courses**

Semester	WSCH/FTEF	FTEF
Fall 2006	709.73	3.8
Fall 2007	653.62	4.267
Fall 2008	588.51	4.73
Fall 2009	795.37	4.67
Fall 2010	811.51	4.47
Spring 2007	642.75	4.0
Spring 2008	578.18	4.4
Spring 2009	582.59	4.73
Spring 2010	828.91	4.33
Spring 2011	804.57	4.33

**10.3 Using Appendix 12- and Appendix 13 - Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.**

**Exercise Science & Wellness**

Enrollment has increased significantly since the last Program Review report, but our faculty numbers have not increased proportionally, resulting in an increase in efficiency and profit generated through high enrollments in Exercise Science & Wellness. Reviewing data between Fall 2006 and Spring 2011, the following fiscal-related trends have emerged:

- **Enrollment** has increased just over 20%
- **WSCH/FTEF** has improved from a 2006/2007 average of 471.24 to an average in 2010/2011 of 581.17. This 23.3% increase may be, in part, attributed in a higher fill rate that occurred due to reduction of available section. Also, ESW faculty are aware of costs and efficiency, as well as dedicated to maximizing opportunities for students to enroll, and, therefore, utilize their classrooms to capacity.
- **Cost/FTES** has decreased approximately 6.5% over the 5 years of data examined. This is due to the reduction of faculty and section cuts within the program; again showing the dedication of ESW faculty maximizing opportunities for students.
- **Total Cost/Fiscal Year** decreased by just below 2%, due to the increase in enrollment and improved efficiency in Exercise Science and Wellness courses. This decrease in Total Cost/Fiscal Year would have been larger; however, previous to this five-year period full-time faculty retired (lowering our total cost), then during this analyzed period ESW replaced full-time faculty positions (increasing our total cost).
- **Total Revenue** has shown an impressive increase of just above 16%, from \$2,519,565.30 in 2006/2007 to \$2,933,359.70 in the 2010/2011 academic year, attributable to the significant increases ESW enrollment.
- **Profit** to the District has risen considerably (a category added by the department to the chart in Appendix 13 to assist in providing perspective about the costs vs. revenue). The profit generated (revenue minus cost for the program) rose from \$957,149.30 in 2006/2007 to \$1,396,337.70 in 2010/2011. This is a 46% increase of income produced from the ESW program, which undeniably helps offset other courses/program in the District that are unable to pay for themselves. The ESW program clearly generates significant apportionment for the District. We believe this program warrants an additional budget to improve and update facilities and equipment to better serve our extensive enrollment of students.

**Intercollegiate Athletic Courses**

Costs per FTES started higher at 3780.21 in the 06/07 academic year and reduced significantly to 2677.52 by 08/09 due to severe budgetary cuts. Although this reduction may look good, it was at the cost of reducing proper preparation of student athletes. By 08/09, costs per FTES increased to 3195.19 to insure safer programs.

**Health Education**

Enrollment has increased significantly since the last Program Review report, but our faculty numbers have not increased proportionally, resulting in an increase in efficiency and profit generated through enrollments in Health Education. Reviewing data between Fall 2006 and Spring 2011, the following fiscal-related trends have emerged:

- **Enrollment** has increased by approximately 61%.
- **WSCH/FTEF** has improved from a 2006/2007 average of 676.24 to an average in 2010/2011 of 808.04. This 19.5% increase may be, in part, attributed in a higher fill rate that occurred due to reduction of available section. Also, HED faculty are mindful of costs and efficiency, as well as dedicated to maximizing opportunities for students to enroll, and, therefore, utilize their classrooms to capacity.

- **Cost/FTES** has only increased 1% over the 5 years of data examined. Given the standard staffing costs commensurate with step and column increases, this miniscule rise in cost may actually reflect the reduction of faculty in the program due to section cuts.
- **Total Cost/Fiscal Year** increased by 32.6%, the reasons for which are, in fact, puzzling, since the Cost/FTES only rose by 1%. It may be due to step and column increases as well as costs for health care coverage for the full time faculty, but given that we actually lost a full time person in December 2008 that was not replaced, coupled with the fact that we do not have any line-item budget that would have increased, we would not have expected the total costs to have risen this much. Perhaps the committee can shed some light on this.
- **Total Revenue** has shown a dramatic increase of 91.4%, from \$577,632.30 in Fall, 2006 to \$1,105,601.80 in Spring, 2011, attributable to the significant increases enrollment in HED.
- **Profit** to the District (a category added by the department to the chart in Appendix 13 to assist in providing perspective about the costs vs. revenue in HED) has risen substantially. The profit generated (revenue minus cost for the program) rose from \$381,782.31 in Fall 2006 to \$747,362.40 In Spring 2011. This is a 49% increase of income produced from HED, which undoubtedly helps offset other courses/program in the District that are unable to pay for themselves. (Due to the lack of data provided regarding costs for the 2001/2012 year, we are unable to compute the “profit” for that year.) In light of the fact that the only expenses incurred by HED are for faculty compensation, as there is no line-item budget dedicated to HED, the program clearly generates significant apportionment for the District. We believe the program clearly warrants some type of budget independent from ESW at least for supplies and materials that are exclusive to facilitating instructional excellence in the HED offerings.

**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.*

**Exercise Science & Wellness**

The ESW department does not receive any outside financial support or subsidy.

**Intercollegiate Athletic Courses**

The athletic coaches individually fundraise to augment their budgets. However, athletics is housed under Student Services and any additional monetary income is shared with the ESW department.

**Health Education**

Health Education has no line-item budget and when instructional items or supplies are needed, funds must be appropriated from the ESW budget. A trust fund was established in the 2003 to house any funds donated to the program, which is rare. The department does receive a small stipend from the textbook publisher (Pearson) of \$1/book that is deposited directly into the trust fund. Currently, there is approximately \$6,000 in the trust fund that is preserved for a proverbial “rainy day”

## 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

#### **Exercise Science & Wellness**

##### **A. Teaching and Learning:**

###### Strengths

- Wide variety of program offerings (exercise performance: skill & fitness; theory courses for GE and majors; Associate degrees and a certification; intercollegiate athletic courses)
- Diverse backgrounds – faculty have a wide range of expertise and education \
- Increased use of technology in the classroom (i.e., smartboards/carts and instructional aids)
- Faculty/staff collaboration
- Faculty service on campuswide committees

###### Weaknesses

- Facilities – current state discussed in section 6.8
- Lack of smart technology and/or whiteboards in all teaching areas
- Lack of full-time positions – replacement and upcoming retirements (ratio is 11:30 total for the department)

##### **B. Student Access and Success:**

###### Strengths

- Continued update and completion of SLO's – process stimulates best practice conversations
- Integrated staff (full/part-time faculty offices in a shared space – collaborative environment that also enhances department efficiency)
- Core-curriculum booklet is offered online for free; regular updates occur to reflect current research-based information
- Most faculty incorporate technology into their teaching; i.e., BlackBoard, smartcarts, iPads, DVDs, iClickers. Visual instructional models are heavily used.
- Students often take more than one ESW/HED course while at Grossmont; implying that they find the courses helpful and choose them as electives.

###### Weaknesses

- With budget cuts, it is challenging to provide course offerings to match the diverse needs of student (i.e., day/evening sections, skill vs. fitness-based, theory classes)
- Limited fitness assessment equipment and trained personnel consistently available when classes are in session – almost every class requires some sort of assessment
- We only offer one workforce-related certification, yet the county is in need of personnel in several areas (for example, lifeguards and youth coaching).
- Students enrolled in science-based theory courses have no formal tutoring opportunities
- Student-athletes are in need of a formal designated study hall, and priority registration

### C. Implementing and executing the Department vision and mission statement

- Currently, there is no department mission or vision statement. We need to address this.
- Challenging to find a monthly time when all faculty, particularly full-time faculty, can meet to discuss department issues. Since a majority of full-time faculty are also intercollegiate athletic coaches, they often travel during times that other faculty are free.

### D. Fiscal Stability:

#### Strengths

- Our department is the 3<sup>rd</sup> largest generator of FTES on campus

#### Weaknesses

- Current state of facilities reduces increased FTES during non-traditional hours (i.e., evenings due to a lack of lighting)
- Loss of revenue generation from facility rentals due to items discussed in Section 6.8

### Health Education

#### A. Teaching and learning:

- The strengths in the HED area include the variety of pedagogical approaches in an array of course offerings, ranging from personal health, public health and nutrition. Students can apply the information from any HED course to their personal health and actually become healthier and better humans. Individual instructor efforts to make the information meaningful include homework that connects each student to course material by assignments that assay student behavior or attitudes to a particular health topic or practice. Students are engaged and teachers are enthusiastic. The faculty vision and expectations of a quality program and the maintenance of academic integrity of the courses, as well as, participation of numerous campus-wide committees reflects a departmental commitment to contribute to the growth and success of the HED program and Grossmont College as a whole. Fully qualified and experienced faculty teach in the health education courses, with the nutrition courses HED 155 and HED 255 are taught by Registered Dietitians who also have Master or Doctorate degrees. A variety of HED offerings are offered online, and faculty teaching face-to-face sections utilize classroom technology as well as online resources to facilitate learning.
- Weaknesses include a lower success rate than desired, which necessitates a look at how to improve student performance while NOT reducing standards. The FT/PT ratio in the nutrition area is extremely unbalanced, with typically 75% of the nutrition courses being taught by adjuncts since the resignation of the full-time nutrition faculty member in December, 2008. Not having a full time person with the nutrition qualifications limits our ability to grow this area of our offerings. HED needs a line-item budget to enable the purchase of needed teaching materials (DVDs, models, etc.) as currently funds from the ESW budget must be used to meet this need.

#### B. Student access and success:

- Access Strengths: Courses are open and available to all students equally. The textbook reading levels are selected to allow all levels of students to comprehend it. Enrollment remained high, and in fact, grew during the work load reduction as the department continued to respond effectively in meeting the needs and interests of students.
- Access Weaknesses: The severe reduction in section offerings due to budget constraints which occurred during this program review cycle compromised access to health education courses for students in general. An additional access weakness is the fact

that some students are not ready academically to handle the level of rigor in the health education courses, which makes it difficult to teach to the underprepared student while keeping the more prepared students engaged. We have attempted to rectify this by establishing the recommended preparation of English 110 or ESL 119.

- Success Strengths: Overall success across HED courses compare favorably with campus-wide numbers. Success rates have begun to improve following the establishment of the recommendation preparation of English 110 or ESL 119.
- Success Weaknesses: When looking at age, gender and ethnicity, differences exist consistently across the years of data analyzed, and we need to identify and implement strategies to address those discrepancies.

**C. Implementing department mission/vision:**

Currently, there is no department mission or vision statement. This will be discussed and rectified immediately.

**D. Fiscal stability:**

- Strengths: The fiscal stability of the health education program is exceptional with excellent efficiency due to a healthy and consistent enrollment, maximal use of classroom space and very low operational costs. The program generates significantly more money than required to fund the program with “profits” generated for the District from Fall, 2006 to Spring, 2011, nearing \$3,500,000.00!
- Weaknesses: Not a weakness per se, but a detriment to the operation of the program is the lack of a line-item budget. The fiscal needs for the program are minimal, but we need some funding for supplies, models, guest speakers and other things that would enhance our abilities to improve instruction.

**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 or decline of the program.**

**Exercise Science & Wellness**

Our two largest concerns are that (1) unfilled positions and soon-to-be vacated positions due to retirements will continue to be unstaffed and (2) our instructional facility issues will not be addressed. We are down 2 full-time faculty members and expect 2 retirements within the next 5 years, leaving the third largest department on campus with only 9 full-time faculty, 6 of whom are head coaches who have very little extra time to devote to department or campus activities. Finding qualified adjunct faculty who are available and interested in teaching for us is always a challenge described elsewhere in this report. Decreases in full and adjunct faculty seriously compromises our ability to address workforce needs by developing certifications, and to participate in campuswide events or activities, such as the wellness initiative. Secondly and just as important of an issue, is the state of the instructional facilities. At the time of this report, the ESW complex is last on the list for any facility improvements at the Grossmont Campus. (We're concerned that the pool will not last that long and that a serious heat related issue will occur in the gymnasium, among other things.)

**Health Education**

- A huge concern is that we will never get the vacant full-time nutrition position filled.
- The inability to find qualified adjuncts in the nutrition area (need to have Master's Degree AND Registered Dietician credentials) will limit potential expansion of the nutrition offerings as growth money becomes available.

- With impending retirement of 1 full-time HED faculty, there is concern that the position will be “absorbed” into ESW or filled by coaches who have limited time to dedicate to the health education courses and limited knowledge/experience in the field (even though a Physical Education degree meets minimum qualifications for teaching HED.)
- The health education area needs to grow in response to student interest and the ever-increasing public health crisis. Unfortunately, creation of new course offerings or expansion of existing courses may be limited by space or inability to find qualified faculty.
- With growth allocation, LED needs to be allocated appropriately directly to HED and not lumped in with ESW and/or Athletics to insure the quality and integrity of the health education offerings.

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

**Exercise Science & Wellness**

1. Address facility needs described in Section 6.8 and the Grossmont College Facilities Master Plan, and in particular:
  - New aquatic complex
  - New multipurpose gymnasium with additional labs and classrooms
  - Stadium/track with permanent bleachers
  - Potable drinking water at all ESW facilities; bathrooms at football field/track area
  - Lights on all outdoor facilities
  - SmartCart and/or technology access for all ESW facilities; large white boards where appropriate
  - Secured and appropriate-sized storage areas at all ESW facilities
  - Consistent, adequate, professional maintenance of all ESW facilities (this includes cleanliness and equipment maintenance)
  - Climate control improvement in main gym (43-415)
  - Return of soccer field as an additional multi-purpose field
1. Replace open faculty positions AND increase number of full-time positions for department (ratio is 11:30 – total for the department)  
*Note: These first two recommendations are INEXTRICABLY LINKED and were tied as #1 when voted in rank-order by faculty.*
3. Receive designated growth or cuts proportionally and specific to the definitive areas with the ESW Department (not a total number that includes ES, HED, and Athletics)
4. Purchase more fitness assessment equipment and a larger designated space
5. Clarify department mission and vision; generate plans based on the mission and vision
  - Consider department presence across campus
  - Continue to collaborate with Athletic Department regarding shared interests
6. Review future curriculum needs given student, community, and local university issues
  - Revisit past 299 courses for relevancy
  - Consider future vocational training to meet local workforce needs

- Enhance completion in existing degrees and certificate
- Explore consistent funding for professional development since faculty need consistent updates in several discipline-specific areas

### **Health Education**

1. Replace the unfilled full-time Nutrition position with a Registered Dietician who also meet minimum qualifications of a Master's or Doctorate.
2. Replace retiring full-time HED faculty's positions with health education-specific faculty.
3. Continue to hire qualified adjuncts whom have proven health education teaching experience.
4. Expand program with new courses as well as investigate the development of an Associate Degree in HED.
5. Receive designated growth or cuts proportionally and specific to HED (not a total number given to the department that includes ES, HED and Athletics)
6. Establish a line item supply budget of at least \$500/year for supplies, DVDs, models and other items that enhance teaching in the classroom.
7. In future planning, create designated classroom space for health education courses within the Exercise Science and Wellness Complex

# ***Appendix 1***

## ***Annual Program Review Update***

***Exercise Science and Wellness  
AND  
Health Education***



## Six-Year Department/Unit Plan

Department/Unit Name ESW

Month/Year 11/2009

### Instructions:

This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.

Please fill out all portions as completely as possible. Some units in student and administrative services will need to indicate where the sections do not apply.

### THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6<sup>th</sup>, 2009.

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

#### Student Access

**Goal 1:** Better serve students in historically under-served populations

**Goal 2:** Respond to changing community needs

#### Learning and Student Success

**Goal 3:** Provide an Exceptional Learning Environment to Promote Student Success

**Goal 4:** Promote Student Success for Historically Under-served Populations

**Goal 5:** Promote Student Success for Historically Under-prepared Populations

#### Robust Fiscal and Physical Resources

**Goal 6:** Promote Institutional Effectiveness

**Goal 7:** Develop and maintain an exceptional learning environment

**Goal 8:** Maximize Revenue from Traditional and Non-Traditional Sources

#### Economic and Community Development

**Goal 9:** Enhance Workforce Preparedness

**Goal 10:** Develop Innovative Partnerships That Meet Long-term Community Needs

#### Value and Support of Employees

**Goal 11:** Promote Employee Success

## BACKGROUND

- A. Please provide a list of your most recent program review recommendations.
1. Replace Full-time faculty as they separate and hire one additional full-time faculty.
  2. Completion of renovations for the 400 building complex, including repair of broken toilets, rusty lockers, leaking showers, faulty air conditioning and instructional space expansion. Install new floor in gymnasium, complete installation of bleachers and install cooling system. Install lighting on the tennis courts and football/track facilities to accommodate increased enrollment/revenue.
  3. Build swimming pool to meet instructional needs, including ADA compliance and intercollegiate team requirements.
  4. Repair and maintain outdoor fields to avoid liability issues and allow for intercollegiate competitions.

5. Evaluate the benefits of converting the ROP Personal Training Program into FTES generating college program.
6. Explore optimizing facility use by adding sections and/or opening facilities during weekends hours.
7. Increase the contract for the ESW secretary from 11 months to 12 months so that support is offered year round while classes are in session.
8. Collaboratively write student-learning outcome data for continued course and program improvement.
9. Using the Course History information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years. (Consider deleting HED 150 and 160, since they have not been offered in many years.

B. If applicable, please provide a list of any advisory committee recommendations.

C. If applicable, please provide a list of any certification/accreditation recommendations.

## PLAN SECTIONS

In each section, answer the questions as completely as possible. **Remember that you are discussing long-term plans for the next six years.**

### D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?
  - A. Participate in the Grossmont College Health Services Awareness Fair.
  - B. Participate in the National Science Fair each year on the Grossmont Campus.
  - C. To Continue to recruit a diverse population of students into our ESW and Athletic programs.
  - D. To emphasize the Wellness concept to all of our students, faculty and staff.
  - E. Place interns from the Fitness Specialist Program in local fitness facilities or organizations - some are in community-based programs that serve the needs of the local community.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

Through the Health Services and National Science Fairs we are exposing our programs Wellness and Scientific basis to the Community. Our instructors are involved in the community and have the opportunity to expose our programs and their values to the populations that we serve in the East County. By emphasizing activity, fitness and wellness we can educate and train people to lead healthy and productive lives. The Fitness Specialist Certificate allows hands on work experience that benefits community members as well as the students doing the internships.
  - b. how each 6-year plan goal above supports the college strategic planning priority goals

The outreach in each of the goals helps not only expose Grossmont College to the community, but helps us bring in a diverse spectrum of people into our program. The goals support the "Student Access and Economic and Community Development" strategic planning goals.
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

The use of interactive stations during the Health and Science Fairs has been effective in creating interest. Each year the number of students participating has increased. Our desire to involve the community can be improved by better marketing of the events on campus. By providing a variety of courses we will attract and have attracted a diverse population in ESW. The Fitness Specialist program has attracted a large number of non-traditional students who are pursuing the program for the purpose of vocational training.
  3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

Attendance is a method of collecting data and comparing it to previous fairs. The number of students has risen significantly during the past year. Our ability to expand and improve our offerings will require more support from the State. Also, the number of Certificates of Achievement earned in the Fitness Specialist Program is one method of assessing whether we have met our goal or not.

### E. Student Success and Support

1. What is/are your six-year goal(s) in this area?

To increase the skills, knowledge and core information to every student in ESW.

To provide the best measurements available to assess our student progress. To provide a wide variety of course offerings and scheduling options to enable students to meet the Fitness/Wellness requirement in the GE package and graduate.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)  
To provide the Student Learning Outcomes so the students will be able to understand and have the opportunity to be successful in the ESW curriculum provided. By assessing the knowledge, skills and core curriculum we can determine the success of each student.
  - b. how each 6-year plan goal above supports the college strategic planning priority goals  
Completing Associate degrees is one reflection of student success and supports the "Learn and Student Success" strategy priority goal.
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?  
The activity and fitness classes would provide the experiences that the department wishes each student to be a part. The Health and Nutrition courses provide additional educational experiences. Athletic participation gives additional opportunities for skilled men and women in a competitive environment. Continue to schedule flexibly to meet the needs of all students pursuing degrees.
  3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?  
By using the assessment tools provided by each course instructor we can measure their success in core material, skill measurements and knowledge of the activity that they have chosen. We also include Body composition and BMI readings to evaluate their physical measurements. Track the number of students using ESW classes to fulfill graduation requirements.

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area?
  - a. The construction of an swimming pool and aquatics complex that meets the needs of adaptive, exercise science, senior citizens and athletes.
  - b. Exercise Science Fitness Center; this facility needs to have a footprint on the Master Plan in order for the ESW department to keep up with the current trends and facilities provided by other community colleges in our county.
  - c. West Soccer Field with artificial turf, parking lot, storage facility and score board.
  - d. Tennis Lights
  - e. Stadium Lights and bleachers
  - f. Basketball bleachers on the east side with addition of storage building outside the east wall for storage.
  - g. Continue with maintenance and upkeep of all current facilities.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
  1. The swimming pool is too small (6 instead of 8 required by competition in swim meets). The pool is too shallow for water polo. The adaptive student does not have easy access to entering and exiting the pool.

2. ESW Fitness Center needs to have adequate facilities and equipment for the measurement of student fitness, collaboration with Health Sciences for research and measurements, offices for staff, dressing rooms and showers for campus staff and faculty,
3. West Soccer field is our last open space and is needed to our women's soccer team as well as our instructional program. We would also like to offer women's lacrosse in the future.
4. Tennis lights are needed to expand our offerings at night. The community uses the courts on the weekends and we can also increase our income by having coin operating lights when the courts are not used by the instructional program.
5. Stadium Lights/bleachers are needed for our athletic programs, community activities, graduation, instructional night classes and community safety when jogging at night, and weekend nights.
6. Basketball bleachers on the east wall. Bleachers located on one wall only makes it difficult to hold outside athletic events, athletic competitions and community events because of the limited seating.

- b. how each 6-year plan goal above supports the college strategic planning priority goals  
They all support the "Robust Fiscal and Physical Resources" strategic priority goal.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?  
Continue to include all facility and other resource needs in our Program Review document. Also, have department members participate in campus planning, including having a member on the Facilities Committee.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?  
Visually inspect the facilities on a daily basis. Monitor and report accomplishment in subsequent Program Review documents as well as all planning documents.

#### G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?
  1. To complete the ESW department SLO's for all of our classes.
  2. Offer in-service workshops that strengthen teaching.
  3. Stay abreast of change in the discipline by encouraging conference attendance or networking.
  4. Encourage faculty to report back to the department as a whole any valuable information gathered from conferences or other professional development activities.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)  
To continue to ensure the highest quality of professionalism within the department.
  - b. how each 6-year plan goal above supports the college strategic planning priority goals  
These facilitate the "Value and Support of Employees" strategic planning priority by supporting individual and department efforts to allow for professional growth.
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
    1. Schedule Flex Week meetings/workshops.
    2. Encourage collaborative sharing of information via meetings or email.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?  
Meeting minutes, scheduled Flex Week activities.

#### H. Curriculum Development

1. What is/are your six-year goal(s) in this area?
  - a. Continue to update existing curriculum to stay abreast of changes within the discipline.
  - b. Develop new curriculum in response to new areas of student interest.
  - c. Develop or modify curriculum in response to the changes at CSU or UC.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)  
We need to continue to be a dynamic and responsive department to the changes in interest and articulation.
- b. how each 6-year plan goal above supports the college strategic planning priority goals  
These goals support the "Learning and Student Success" as well as the "Student Access" strategic planning priority goals.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?  
Write and submit curriculum as needed.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?  
With the curriculum review during the Program Review cycle, we can monitor curriculum that has been added, modified or deleted. We can also look at the college catalog to see curriculum offerings.

#### I. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?  
We need to replace the full time Nutrition instructor who recently resigned. We also need to add an additional position for the Exercise Science since a position was shifted from ES to HED back in 2008 to facilitate the hiring of the full time nutrition instructor.

#### J. Student Outcomes

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to [http://www.grossmont.edu/student\\_learning\\_outcomes/SLO%20Spreadsheet%20home.htm](http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm), clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2<sup>nd</sup>.**

## SECTION 2 – UNIT/PROGRAM UPDATE

Please provide brief answers to the all the questions below the table to update your program review information:

### Student Success and Program Efficiency

1. Please fill in the table below with data from the following sources:

Program Review Data Warehouse, and

Reports (can be accessed by opening a web browser on campus and typing in "reports")

	Fall 2009	Fall 2010	Fall 2011
<b>Enrollment at Census</b>	5808	5078	4545
<b>WSCH</b>	12804	12089	10950
<b>FTEF</b>	426.8	402.97	365
<b>TOTAL FTEF</b>	22.07	19.97	18.09
<b>WSCH/FTEF</b>	580.15	605.42	605.47
<b>Overall Retention Rate</b>	84.70%	86%	86.10%
<b>Overall Success Rate</b>	78.20%	79.80%	80%

2. Reflect upon the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Although department annual LED has been reduced 32.8% since 2008-2009, our enrollment reduction was only 22%. WSCH remained high because of high course fill rates, even though many courses were not offered due to budget reductions. Another interesting statistic is the even though the department lost 3.98 FTEF we increased our WSCH/FTEF over the last three years, and the overall retention rate has increased. Success rates have increased each year.

### Curriculum Development and Academic Standards

3. Has there been any change in the status of your unit/program, specifically:

a) have new curriculum, programs, partnerships, or initiatives been created by your unit/program? If so, please describe.

As a result of reviewing and updating curriculum, we are adding sequenced courses to some of our classes to better accommodate student skill development in primarily fitness-based classes. We've worked to meet the needs of our adapted program by providing lab experiences for students in a teaching physical education techniques class. We added a trail hiking class and a bootcamp class.

b) Have recent activities in other units/programs impacted your unit/program? If so, please describe.

Campus enrollment strategies have required elimination of classes that historically had lower enrollments. An increase in refugees with little to not English-speaking skills has increased the incidence of safety issues because students do not understand directions or concepts discussed in exercise performance classes.

### Outcome Assessment

4. Give an example of how your assessment of student learning outcomes led to improvement of your course or program (through the development of a planning activity, etc.).

Collaboration between instructors has improved the use of assessment tools and sharing of best practices. Assessments in a few areas indicate that instructors need to focus more time and attention on those subjects where tests scores are weakest.

## Student Support and Campus Resources

5. Do any recent changes in your discipline/program necessitate new or updated computer technology, software, or equipment? If so, please describe.

With increases in large lecture classes and the assessment of SLO's, the use of clickers and corresponding technology will enhance efficiency in data collection. More and more faculty are utilizing DVD's, and interactive software (i.e., in physiology, biomechanics) where computer equipment needs to be fast and software needs to be up-to-date.

6. Have any recent changes in facilities impacted your unit/program or the services you provide? If so, please describe.

Yes, the remodel of the entire 42 building has increased department collaboration as all faculty are housed at one end of the building. Students can more quickly find the services they need as the building has clear labeling, service areas are more compact, and properly working facilities and equipment enhances student, staff and faculty experiences when in the building.

## Faculty/Staff Professional Development

7. Highlight how this past year's professional development activities (including sabbaticals) has resulted in improvement in curriculum, instruction, and currency in the field.

With multiple areas of specialization and expertise, our department faculty individually pursued professional development activities and then often shared new theories, strategies, and practices with colleagues. We have updated our department booklet which highlights the core curriculum in the majority of our exercise performance classes.

8. Describe how, over the past year, your faculty and staff have helped shaped the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Members of the ESW faculty have served on several campuswide committees (Academic Senate, Curriculum, and Facilities) as well as campuswide task forces (Environmental Scan, dean hiring committees, wellness committee.) The department participated in the annual health fair, Grossmont's 50th Anniversary, presents at professional development week, and regularly provides a '7th inning stretch' during convocation. Our Adapted Coordinator conducts an aquatics class off-campus for adaptive students at a community-based facility. Several faculty members who also serve as head coaches for athletic teams serve as sport representatives at both regional and state levels, as well as board members on various intercollegiate associations. These same faculty also represent Grossmont College at area high school events, tournaments, and community college competitions to promote are successful student-athlete programs.

## Staffing Trends

9. Have you had, or do you anticipate over the next couple of years, any staffing changes? If so, please provide a brief summary of the changes.

We have several critical needs for faculty in ESW, Health Education, and Intercollegiate coaching areas. Our full-time registered dietician position has been vacated for a few years, as has a full-time faculty position in ESW/coaching. With the recent Early Retirement Incentive, an additional full-time faculty position in ESW was lost and we anticipate that two more full-time faculty are nearing their retirement years.

# ***Appendix 1***

## ***SLO Assessment Report***

### ***Exercise Science and Wellness***



### SECTION 1 - 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 sections if needed.

ES 007 Aerobic Walking for Fitness and Wellness; Knowledge, Core and Skill/skills SLO's.	check instrument used	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?)	check action planned	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for course improvement)	Semester when Next Assessment of this SLO will take place (ex. Fall 2012) (see 6-year SLO plan)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)
	X	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)		X	Conduct further assessment related to the issue and outcome	The knowledge assessment seems to be sound and fair at this time. The Core assessment needs the collaboration of the department because this core assessment is designed for all activity and fitness classes.	X	Plan purchase of new equipment or supplies needed for modified student activities, such as: <u>Cross-Over Zone Track</u> Protector. <u>    </u> The track surface will be protected from cleats and heavy traffic on surface which will keep the track safe for use by walkers and joggers. <u>    </u>
	X	Assignments based on rubrics (essays/reports, projects, performance analysis)	The class average was 84% and well above the department bench mark of	X	Conduct according to the schedule with no changes made to the assessment or SLO	Next assessment Fall 2113		Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)

	<p>70% level on the assessment test. Questions 18 and 19 were missed by over 35% of the students and need to be evaluated by the instructors. These two questions dealt with the Core curriculum portion of the assessment. The class average was 79.9% with only 4 students scoring below the benchmark of 70% on the skills assessment. The walking rubric was divided into 3 parts, heal strike, arm positioning and hip movement. Using a pass/fail score only 4 students received a no pass.</p>				
<p>Assignments based on checklists</p>	<p>x</p> <p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>				
<p>Student Self-Assessments (reflective journals, surveys)</p>					
<p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p>					
<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>					
<p>Student Satisfaction Survey</p>					
<p>Other (please describe):</p>					
<p>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p>X</p> <p>Develop new methods of evaluating student work, such as:</p>	<p>Add an additional skill to increase the opportunity of further evaluation of students in this activity.</p> <p>Update activity with new methods of instruction or drills that will enhance student skills thru collaboration with coaches and clinic each year.</p>	<p>Engage in professional development about best practices for this type of class/activity</p>	<p>Revise the course syllabus or outline (i.e. change in course topics)</p> <p>Revise the SLO</p> <p>Other (please describe):</p>	<p>Revise the curriculum, course sequence or prerequisites</p> <p>No program action will be taken; Program SLO's will remain the same.</p> <p>Other (please describe):</p>

<p>ES 296 Internship Seminar for Fitness Specialists Summer 2011</p>	<p>check instrument used</p>	<p>Demonstrate knowledge and skill in fitness industry certification requirements, business practices, workplace readiness and exercise program design including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Developing exercise programs according to established industry standards.</li> <li>2. Recognizing insurance, liability and business structure requirements.</li> <li>3. Investigating certification and job placement options available in the fitness industry.</li> </ol>	<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</p>	<p>check action planned</p>	<p>Course SLO Action Plan (for course improvement)</p>	<p>Semester for next SLO assessment (ex. Fall 2012)</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</p>
					<p>Conduct further assessment related to the issue and outcome</p>	<p>Summer 2013</p>	<p>Plan purchase of new equipment or supplies needed for modified student activities, such as:</p>
		<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>			<p>Conduct according to the schedule with no changes made to the assessment or SLO</p>		<p>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>
		<p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p>	<p>X</p>				

Assignments based on checklists	The final exam, Term Project and Student Portfolio required for this class gives both the student and the instructor an opportunity to see if the student has been able to implement all of the information presented through the entire Fitness Specialist Program. Students are asked to work with each other in order to develop and implement a workout program for each other. This has proven to be a challenge because students do not have access to the weight room at school and have scheduling limitations which affect this outcome. We are able to do all of the work on paper in project form, but not as a practical application or evaluation.	Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:		Revise the curriculum, course sequence or prerequisites
Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as:	X	No program action will be taken
Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity	Attend professional clinics and presentations that relate to new trends and improved methods of instruction.	Other (please describe):
Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)		
X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO		
Student Satisfaction Survey		Other (please describe):	Schedule Weight room availability for this course.	
Other (please describe):				

ES 006 Total Body Fitness: Knowledge, Core and Skill/skills SLO's	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)	check action planned	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
	X	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	Knowledge; 80% of all students met or exceeded the departmental Bench mark of 70%. The two most commonly incorrect questions in the Core Curriculum portion of the test were questions 2 and 9. The faculty will discuss and come up with a plan to identify deficiencies in these questions. Core; 100% of students performed at a 70% level with questions asked about core routines/strategies for Total Body Fitness. The most missed question was the one asking students to explain a strength and resistance circuit. Skills demonstrated; three motor skills were performed and evaluated based on information that was presented during class lectures. Students were evaluated on three separate aspects of Aerobic fitness and weight training apparatus and routines. 1. Palpate Heart	X	Conduct further assessment related to the issue and outcome	Spring 2013	X	Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.
		Assignments based on rubrics (essays/reports, projects, performance analysis)		X	Conduct according to the schedule with no changes made to the assessment or SLO			Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	X	Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:			Revise the curriculum, course sequence or prerequisites
		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.			Develop new methods of evaluating student work, such as:		X	No program action will be taken
		Student Self-Assessments (reflective journals, surveys)		X	Engage in professional development about best practices for this type of class/activity	Keep updated with new ideas and trends in Fitness		Other (please describe):

<p>Rate 2. Choose an Aerobic Apparatus and perform it. #. Choose a resistance training apparatus and perform it. Results were that 100% of the studentns evaluated performed the motor skills test at or above 70% or better</p>	Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)			
	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO			
	Student Satisfaction Survey		Other (please describe):			
	Other (please describe):					
	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?		Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned
<p>ES 291 Anatomy &amp; Kinesiology for Fitness Specialists : Knowledge in Two areas of Kinesiology SLO's</p>	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	X	Conduct further assessment related to the issue and outcome	Fall 2014	X	Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.
	Assignments based on rubrics (essays/reports, projects, performance analysis)		Conduct according to the schedule with no changes made to the assessment or SLO		X	Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	Assignments based on checklists	X	Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____	Will be using more group work with students on both SLO's to improve learning opportunities.		

X	Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	79% correct answers. The majority of the students (more than 75 % ) score 80% or better on this assessment. The second SLO, understanding anatomic kinesiology terms and terminology to describe movement. This SLO is evaluated throughout the semester on 4 multiple choice exams and 2 fill in exercise analysis exams. 95 - 100% of students score above 70% on the multiple choice questions covering this SLO and 75% of the students score above 90% on the fill - in exams.	Develop new methods of evaluating student work, such as:	X	No program action will be taken
	Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity	Gain information from professional organization and renew certifications when due.	Other (please describe):
	Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)		
	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO		
	Student Satisfaction Survey		Other (please describe):		
	Other (please describe):				
ES 215 Intercollegiate Softball : Knowledge and Skills/skills SLO's	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	1. Demonstrate knowledge and appreciation of strategies and rules of softball 2. Demonstrate the skills necessary to play intercollegiate softball	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
check instrument used			check action planned	check action planned	



<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>					
<p>Student Satisfaction Survey</p>	<p>Revise the SLO</p>				
<p>Other (please describe):</p>	<p>Other (please describe):</p>				
<p>check instrument used</p> <p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p>	<p>check action planned</p> <p>Course SLO Action Plan (for <u>course</u> improvement)</p>	<p>Semester for next SLO assessment (ex. Fall 2012)</p>	<p>check action planned</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)</p>	
<p>ES 230 Women's Intercollegiate Volleyball Team: Knowledge and Skill/skills SLO's</p>	<p>1. Demonstrate knowledge of the strategies and rules necessary in volleyball at the intercollegiate level. 2. Demonstrate the necessary skills to compete successfully in intercollegiate volleyball</p>		<p>X</p>	<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>	
<p>Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes)</p>	<p>Conduct further assessment related to the issue and outcome</p>	<p>Spring 2013</p>		<p>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>	
<p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p>	<p>Conduct according to the schedule with no changes made to the assessment or SLO</p>		<p>X</p>	<p>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p>Revise the curriculum, course sequence or prerequisites</p>
<p>Assignments based on checklists</p>					

X	Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	offense being used by the opponent. 3. Young player that is developing in order to compete for the chance to play does not understand the general concept of defense and is constantly out of position because of this lack of experience. 1. KNOWLEDGE OF OFFENSE; A starting player's knowledge of our offensive system, the goal of the system, the oral terms used to communicate the proper setting schemes to spike the ball successfully. The player understands the changes that need to be made offensively based on the opponents defense, blocking scheme and their current rotation. The backup player and the developing player suffer from the same lack of experience	Develop new methods of evaluating student work, such as:	X	No program action will be taken
X	Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity	Participate in Clinics and events related to volleyball as well as professional volleyball organization.	Other (please describe):
	Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)		
	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO		
	Student Satisfaction Survey		Other (please describe):		

	<p>Other (please describe):</p>	<p>as the backup and developing player on defense. SKILLS; SECOND SLO ASSESSMENTS; The serve, set and pass were the skills used to assess this years championship team. The 18 team players had 11 players who received the maximum points possible performing the serve, set and pass skills. Five more players only missed a 100% by 1 point and only 2 players on the team received less than 88% on the skills assessments. This team finished Second in the State in Volleyball Championship Game.</p>			
<p>ES : Knowledge, Core and Skill/skills SLO's</p>	<p>check instrument used</p>	<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p>	<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</p>	<p>check action planned</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)</p>
	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>		<p>Conduct further assessment related to the issue and outcome</p>		<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>

Assignments based on rubrics (essays/reports, projects, performance analysis)		Conduct according to the schedule with no changes made to the assessment or SLO	Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
Assignments based on checklists		Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	Revise the curriculum, course sequence or prerequisites
Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as:	No program action will be taken
Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity	Other (please describe):
Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)	
Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO	
Student Satisfaction Survey		Other (please describe):	
Other (please describe):			
<b>ES : Knowledge, Core and Skill/skills SLO's</b>	<b>check instrument used</b>	<b>check action planned</b>	<b>check action planned</b>
<b>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</b>	<b>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</b>	<b>Course SLO Action Plan (for course improvement)</b>	<b>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</b>
		<b>Semester for next SLO assessment (ex. Fall 2012)</b>	



ES : Knowledge, Core and Skill/skills SLO's	Check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
		Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)		Conduct further assessment related to the issue and outcome			Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes. _____
		Assignments based on rubrics (essays/reports, projects, performance analysis)		Conduct according to the schedule with no changes made to the assessment or SLO			Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		Assignments based on checklists		Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____			Revise the curriculum, course sequence or prerequisites
		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as: _____			No program action will be taken
		Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity			Other (please describe):
		Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)			

	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)			Revise the SLO		
	Student Satisfaction Survey			Other (please describe):		
	Other (please describe):					
ES 208 Advanced techniques and Strategies for Intercollegiate Cross Country: Knowledge and Skill/skills SLO's	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	1. Knowledge of the Strategies and rules of Cross Country 2. Develop the Skill/Skills necessary to compete in Cross Country	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned
	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)			Conduct further assessment related to the issue and outcome	Fall 2016	check action planned
	Assignments based on rubrics (essays/reports, projects, performance analysis)		1. Knowledge; The 26 athletes in intercollegiate Cross Country are learning the knowledge necessary to compete successfully in cross country competition. The strategies used during the competitions are being	Conduct according to the schedule with no changes made to the assessment or SLO		check action planned
	Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:		check action planned
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<p>ES 155 A, B and C : Knowledge, Core and Skill/skills SLO's</p>	<p>check instrument used</p>	<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p>	<p>1. Demonstrate knowledge and appreciation of basketball at the beginning, intermediate and advanced level. 2. Core; identify the basic principles for maintaining an active and healthy life. 3. Demonstrate the skill/skills used in beginning, intermediate and advanced basketball.</p>	<p>check action planned</p>	<p>Course SLO Action Plan (for course improvement)</p>	<p>Semester for next SLO assessment (ex. Fall 2012)</p>	<p>check action planned</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program- level decisions/changes)</p>
<p>X</p>	<p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>	<p>discussed and utilized during our meetings and workouts during the off season. 2. Developing skills. The techniques of running properly which involve posture, body alignment, arm movement, leg movement and foot position when the foot strikes the ground are being evaluated. Conditioning is also emphasized and the avoidance of injuries is of paramount importance.</p>	<p>Develop new methods of evaluating student work, such as:</p>	<p>X</p>	<p>No program action will be taken</p>			
	<p>Student Self-Assessments (reflective journals, surveys)</p>	<p>Engage in professional development about best practices for this type of class/activity</p>	<p>Exchange ideas and strategies with other Cross Country coaches. Attend Cross Country events like the olympics in London.</p>		<p>Other (please describe):</p>			
	<p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p>	<p>Revise the course syllabus or outline (i.e. change in course topics)</p>						
	<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>	<p>Revise the SLO</p>						
	<p>Student Satisfaction Survey</p>	<p>Other (please describe):</p>						



<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>	<p>pass the layup skill. 155C Advanced; 73.6% of the advanced students in basketball performed at better than 70% on the multiple choice and true/false test. The class exceeded the bench mark of 70% passing.</p>	<p>Revise the SLO</p>			
<p>Student Satisfaction Survey</p>		<p>Other (please describe):</p>			
<p>Other (please describe):</p>					
<p><b>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</b></p>	<p>Demonstrate knowledge, core and skills of adapted yoga</p>	<p>Course SLO Action Plan (for <u>course</u> improvement)</p>	<p>Semester for next SLO assessment (ex. Fall 2012)</p>	<p>check action planned</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</p>
<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>		<p>Conduct further assessment related to the issue and outcome</p>	<p>Fall 2015</p>		<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>
<p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p>		<p>Conduct according to the schedule with no changes made to the assessment or SLO</p>			<p>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>
<p>Assignments based on checklists</p>	<p>The knowledge, core and appreciation was determined by a quiz consisted of 20 multiple choice questions 12 ESW core curriculum questions, 7 yoga related</p>	<p>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p>For clarification, minor word changes will be made to questions 8 and 19 for future assessments.</p>	<p>X</p>	<p>Revise the curriculum, course sequence or prerequisites</p>
<p>ES 029 Adapted Yoga: Knowledge, Core and Skill/skills SLO's</p>		<p>check action planned</p>			

<p>X</p>	<p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>	<p>questions and one appreciation question. The test was given the last week of the semester all answers were recorded on a grade master form. An item analysis was completed. 75% of students assessed passed the quiz with 70% or higher. The bench mark for the department was met. Skill; Demonstration of core exercises was assessed on each student. The result of skill assessed was 70% or more of the students passed the assessment with 70% or higher, therefore the SLO was being met.</p>	<p>Develop new methods of evaluating student work, such as:</p>	<p>X</p>	<p>No program action will be taken</p>
<p>X</p>	<p>Student Self-Assessments (reflective journals, surveys)</p>	<p>Participate in Adapted conferences to keep abreast of new state guidelines and methods of instruction. Also new equipment is developed which are designed to meet the needs of adapted students.</p>	<p>Engage in professional development about best practices for this type of class/activity</p>	<p>X</p>	<p>Other (please describe):</p>
	<p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p>		<p>Revise the course syllabus or outline (i.e. change in course topics)</p>		
	<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>		<p>Revise the SLO</p>		
	<p>Student Satisfaction Survey</p>		<p>Other (please describe):</p>		
	<p>Other (please describe):</p>				

ES 005 Aerobic Fitness/Weight Training Knowledge, Core and Skill/skills SLO's	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Demonstrate knowledge and appreciation of Aerobic fitness and weight training, Core; identify the basic principles of maintaining an active and healthy life. Skills perform three motor skills used in class.	check action planned	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
	X	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	Knowledge; 8 out of 12 questions were multiple choices and based on ES department Core curriculum. 70% of all students met or exceeded the department bench mark of 70%. The class average was 72.5%.The two most commonly missed questions were 10 and 11. The faculty will discuss and come up with a plan to identify weakness in these questions. The other 4 questions dealt with the basic principles and strategies of Aerobic Fitness and Weight Training. All students performed at a 70% level or above. The most missed	X	Conduct further assessment related to the issue and outcome	Spring 2013		Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.
	X	Assignments based on rubrics (essays/reports, projects, performance analysis)		X	Conduct according to the schedule with no changes made to the assessment or SLO			Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	X	Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:			Revise the curriculum, course sequence or prerequisites
		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.			Develop new methods of evaluating student work, such as:		X	No program action will be taken

	<p>questions were 4 questions asking students to calculate their Target Heart Rate. Skills; Students were evaluated on three separate aspects of aerobic fitness and weight training apparatus and routines. 1. Palpate Heart Rate 2. Choose an aerobic apparatus and perform on it. 3. Choose a resistance training apparatus and perform on it. Direct observation of performances were used by instructors. All students performed above the 70% skill level on their motor skills.</p>	<p>Student Self-Assessments (reflective journals, surveys)</p> <p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p>Student Satisfaction Survey</p> <p>Other (please describe):</p>	<p>1. Demonstrate knowledge of strategies and rules used in intercollegiate soccer. 2. Improve necessary skills to be successful in soccer at the intercolleige level.</p>	<p>check instrument used</p>	<p>ES 219 Advance Technique and Strategies of intercollegiate Soccer. Knowledge and Skill/skills SLO's</p>
<p>X</p>	<p>Engage in professional development about best practices for this type of class/activity</p>	<p>Collaborate with other 005 instructors and exchange ideas and methods of instruction and class organization.</p>	<p>check action planned</p>	<p>Course SLO Action Plan (for course improvement)</p>	<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</p>
	<p>Revise the course syllabus or outline (i.e. change in course topics)</p>			<p>check action planned</p>	
	<p>Revise the SLO</p>				
	<p>Other (please describe):</p>				

	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)			X	Conduct further assessment related to the issue and outcome	Spring 2016	Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.
	Assignments based on rubrics (essays/reports, projects, performance analysis)	X		X	Conduct according to the schedule with no changes made to the assessment or SLO		Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	Assignments based on checklists				Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:		Revise the curriculum, course sequence or prerequisites
	Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	X			Develop new methods of evaluating student work, such as:	X	No program action will be taken
	Student Self-Assessments (reflective journals, surveys)			X	Engage in professional development about best practices for this type of class/activity	Collaboration with other coaches and speakers at soccer clinics	Other (please describe):
	Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)				Revise the course syllabus or outline (i.e. change in course topics)		
	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)				Revise the SLO		
	Student Satisfaction Survey				Other (please describe):		

1. Knowledge; There were some student athletes that did not understand the laws of the game that will be required to participate in intercollegiate soccer. This is the base understanding that the students should have prior to trying to play intercollegiate soccer. 2. Skills; The skill level is very high at the community college level and the skills of heading, passing, dribbling, receiving and shooting are practiced daily during the off season. Each player is evaluated by the coach during every practice and drills and strategies are set up to develop all the above skills.

Other (please describe):	1. Demonstrate the Knowledge of Strategies and rules for Intercollegiate Cross Country	check action planned	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p> <p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>	<p>1. Demonstrate the Knowledge of Strategies and rules for Intercollegiate Cross Country</p> <p>2. Improvement of Advanced Cross Country techniques and skills</p>	<p>X</p>	<p>Conduct further assessment related to the issue and outcome</p>	<p>Fall 2016</p>	<p>X</p>	<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>
<p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p>	<p>at the intercolleiate level. These assessments and outcomes are done regularly throughout the season and year (therefore). Knowledge of Activity: The twenty six athletes have demonstrated knowledge of the strategies and rules of cross country at the intercolleiate level. These assessments and outcomes are done regularly throughout the season and year. The students are given direct evaluations throughout the</p>	<p>X</p>	<p>Conduct according to the schedule with no changes made to the assessment or SLO.</p>		<p>X</p>	<p>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>
<p>Assignments based on checklists</p>			<p>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>			<p>Revise the curriculum, course sequence or prerequisites</p>
<p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>			<p>Develop new methods of evaluating student work, such as:</p>			<p>No program action will be taken</p>

<p>EVALUATION THROUGHOUT THE season regarding areas they excel and what they need to improve on (this process is called coaching and teaching). @. Skills; The twenty six athletes have developed the necessary skills to compete in our intercollegiate cross country team.</p>	<p>Student Self-Assessments (reflective journals, surveys)</p>	<p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p>	<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>	<p>Student Satisfaction Survey</p>	<p>Other (please describe):</p>					<p>Other (please describe):</p>
<p>X</p>	<p>Engage in professional development about best practices for this type of class/activity</p>	<p>Attend professional clinics and presentations that relate to new trends and improved methods of instruction.</p>								
	<p>Revise the course syllabus or outline (i.e. change in course topics)</p>									
	<p>Revise the SLO</p>									
	<p>Other (please describe):</p>									
<p>check action planned</p>	<p>Course SLO Action Plan (for <u>course</u> improvement)</p>	<p>Semester for next SLO assessment (ex. Fall 2012)</p>	<p>check action planned</p>	<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</p>						<p>Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)</p>
	<p>Conduct further assessment related to the issue and outcome</p>			<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p>	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>					<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>
<p>ES : Knowledge, Core and Skill/skills SLO's</p>				<p>check instrument used</p>						

Assignments based on rubrics (essays/reports, projects, performance analysis)		Conduct according to the schedule with no changes made to the assessment or SLO		Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
Assignments based on checklists		Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:		Revise the curriculum, course sequence or prerequisites
Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as:		No program action will be taken
Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity		Other (please describe):
Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)		
Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO		
Student Satisfaction Survey		Other (please describe):		
<b>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</b>	<b>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</b>	<b>Course SLO Action Plan (for course improvement)</b>	<b>Semester for next SLO assessment (ex. Fall 2012)</b>	<b>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</b>
		<b>ES : Knowledge, Core and Skill/skills SLO's</b>	check action planned	check action planned



ES : Knowledge, Core and Skill/skills SLO's	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)	check action planned	Course SLO Action Plan (for course improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)
		Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)			Conduct further assessment related to the issue and outcome			Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.
		Assignments based on rubrics (essays/reports, projects, performance analysis)			Conduct according to the schedule with no changes made to the assessment or SLO			Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:			Revise the curriculum, course sequence or prerequisites
		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.			Develop new methods of evaluating student work, such as:			No program action will be taken
		Student Self-Assessments (reflective journals, surveys)			Engage in professional development about best practices for this type of class/activity			Other (please describe):
		Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)			Revise the course syllabus or outline (i.e. change in course topics)			

<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>	<p>Revise the SLO</p>			
<p>Student Satisfaction Survey</p>	<p>Other (please describe):</p>			
<p>Other (please describe):</p>				
<p><b>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</b></p>	<p><b>Course SLO Action Plan (for course improvement)</b></p>	<p><b>Semester for next SLO assessment (ex. Fall 2012)</b></p>	<p><b>check action planned</b></p>	<p><b>Program Action Plan (please indicate how you will use your Course-level SLO data in making Program-level decisions/changes)</b></p>
<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>	<p>Conduct further assessment related to the issue and outcome</p>			<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes. _____</p>
<p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p>	<p>Conduct according to the schedule with no changes made to the assessment or SLO</p>			<p>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>
<p>Assignments based on checklists</p>	<p>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>			<p>Revise the curriculum, course sequence or prerequisites</p>
<p><b>ES : Knowledge, Core and Skill/skills SLO's</b></p>	<p><b>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</b></p>	<p><b>check action planned</b></p>		

<p>ES : Knowledge, Core and Skill/skills SLO's</p>	<p>check instrument used</p>	<p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p>	<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)</p>	<p>check action planned</p>	<p>Develop new methods of evaluating student work, such as:</p>	<p>No program action will be taken</p>
		<p>Student Self-Assessments (reflective journals, surveys)</p>				
		<p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p>				
		<p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>				
		<p>Student Satisfaction Survey</p>				
		<p>Other (please describe):</p>				
		<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO?</p>				
<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p>	<p>Conduct further assessment related to the issue and outcome</p>	<p>check action planned</p>	<p>Plan purchase of new equipment or supplies needed for modified student activities, such as: Start replacing Monarch stationary bike with more durable stationary bikes.</p>			

Assignments based on rubrics (essays/reports, projects, performance analysis)	
Assignments based on checklists	
Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.	
Student Self-Assessments (reflective journals, surveys)	
Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	
Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)	
Student Satisfaction Survey	
Other (please describe):	

Conduct according to the schedule with no changes made to the assessment or SLO	Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	Revise the curriculum, course sequence or prerequisites
Develop new methods of evaluating student work, such as:	No program action will be taken
Engage in professional development about best practices for this type of class/activity	Other (please describe):
Revise the course syllabus or outline (i.e. change in course topics)	
Revise the SLO	
Other (please describe):	

# ***Appendix 1***

## ***SLO Assessment Report***

### ***Health Education***



# COURSE # SLO HEALTH EDUCATION

COURSE #	SLO	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
HED 101	Demonstrate knowledge, skills and appreciation of successful keys to weight control, including but not limited to: Understanding human behavior that results in an imbalance in body weight; Basic exercise program design; Basic nutrition understanding and meal plan design; Importance of assessment in body composition; Management of stress; Identify the basic principles for achieving and maintaining energy balance through healthy lifestyle practices. 1. achieving and maintaining energy balance through healthy lifestyle practices. X							
HED 105	Demonstrate risk and preventative factors for health problems that affect youth in the United States including nutrition, exercise, school safety and violence... 1. violence... ASP,AAR 2. Discuss and design appropriate grade-level curriculum, lesson planning and teaching methods that will effectively influence youth to embrace healthy nutritional choices and exercise ASP,AAR							
HED 120	Demonstrate knowledge, skills and appreciation of the scope of personal health in the six dimensions of wellness: Physical, Emotional, Mental, Social, Spiritual and Environmental 1. Demonstrate their understanding of the concept of prevention to maximizing each individual's personal health. X 2. X							
HED 155	1. Identify the functions and sources of macronutrients and micronutrients and water. X 2. Recognize the relationship between nutrition in disease and health. X 3. Understand human behavior that results in an imbalance in energy through energy consumption X 4. Identify the basic principles for achieving and maintaining energy balance through health X							
HED 158	Identify the six classes of nutrients by name, function, caloric energy in a gram, and range of caloric amount in total diet 1. ASP, AAR 2. Identify the unique nutritional needs of active individuals and athletes ASP, AAR 3. Understand appropriate timing of nutrient intake before and after exercise to maximize performance and recovery ASP, AAR							
HED 199	Students will be able to identify, examine and assess a component of Health Education in a study of individualized content							
HED 201	Differentiate between the basic epidemiological methods used to determine sources and causation of disease 1. X 2. Describe how public health is organized and paid for in the United States X 3. Discuss strategies for prevention, detection, and control of infectious and chronic diseases X 4. Outline the role of the government in environmental health issues by identifying hazards within the following categories: pesticides and chemicals, air pollutants, water pollutants, solid and hazardous wastes X 5. Name the major causes of food-borne illness, and determine what branch of the government is responsible to act to prevent food-borne diseases X							

HED 255	<p>Identify the six classes of nutrients by name, function, caloric energy in a gram, food source, range of caloric amount in total diet.</p> <p>Understand human behavior that results in an imbalance in metabolism leading to obesity, diabetes, and heart disease.</p> <p>Identify the basic principles for achieving and maintaining energy balance through healthy lifestyle practices.</p>	X							
HED 298	<p>Students will be able to define, analyze and synthesize components of Health Education within a specialized topic of the discipline</p>								
HED 299	<p>A: Students will be able to define and analyze components of Health Education within a specialized topic of the discipline</p> <p>B: Students will be able to define, analyze and synthesize components of Health Education within a specialized topic of the discipline</p>								

# ASSESSMENT ANALYSIS REPORT

Date: 1/17/10  
Department: ES  
Name of Reporter: Michael Hootner

Assessment Write-Up for: HED 105

Semester Assessment was conducted: Fall 2009

What SLO(s) did you Assess:

- 1) Demonstrate risk and preventative factors for health problems that affect youth in the United States including nutrition, exercise, school safety, and violence.
- 2) Discuss and design appropriate grade-level curriculum, lesson planning and teaching methods that will effectively influence youth to embrace healthy nutritional choices and exercise.

List of Instructors Involved:

Michael Hootner			

**Description of the Assessment Method** (include the assessment you used, any additional information regarding the assessment you think is important, and any calibration set-up or session information.

**ATTACH ANY ASSESSMENT TOOLS LIKE FINAL EXAM QUESTIONS, ETC., TO THIS DOCUMENT):**

1. Of the following, physical activity is most likely to reduce the risk of:
  - a. genetic disorders
  - b. accidental injury
  - c. eating disorders
  - d. chronic disease
2. The best approach to weight loss is:
  - a. moderate reductions in food intake and increased physical activity
  - b. enrollment in a proven commercial weight loss program
  - c. changing to a high-protein, low-carbohydrate diet
  - d. elimination of the midday meal on alternate days
3. Elementary school-aged children should be physically active for at least \_\_\_\_\_ minutes per day.
  - a. 20
  - b. 10
  - c. 30
  - d. 60
4. The most important goal of discipline in classroom management is
  - a. identifying special needs students
  - b. identifying troublemakers
  - c. self-control
  - d. punishment
5. There should be separate emergency plans for
  - a. school district
  - b. school building
  - c. individual classrooms
  - d. all of the above

# ASSESSMENT ANALYSIS REPORT

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**Date of Department meeting on Analysis/Recommendations:<sup>1</sup> 1/20/10**

**Analysis of the Results** (*for first-semester results, include any analytical data and discuss how the results compare to the benchmark set by your department; for second-semester and beyond results, include all analytical data and discuss how the results compare to previous results*):

**Question 1: Benchmark 70%/Fall 2009 Results: 90%** of the students answered this question correctly. 31 people attempted this question.

**Question 2: Benchmark 70%/Fall 2009 Results: 100%** of the students answered this question correctly. 29 people attempted this question.

**Question 3: Benchmark 70%/Fall 2009 Results: 69%** of the students answered this question correctly. 29 people attempted this question.

**Question 4: Benchmark 70%/Fall 2009 Results: 77%** of the students answered this question correctly. 31 people attempted this question.

**Question 5: Benchmark 70%/Fall 2009 Results: 58%** of the students answered this question correctly. 31 people attempted this question.

This is the first time recording these results so there is no data to compare it to.

**Recommendations for the next cycle of this assessment** (*if you recommended no changes, please state why; if you recommended changes to the assessment tool, please explain why*):

There are no changes necessary. It is interesting to note however (to question #5) that despite the changes in school emergency procedures over the last 20 years (due to the increased amount of violence in schools during this period), there is still perceived ambiguity and a lack of institutional knowledge of the procedures for the (separate) emergency plans for the school district, school building, and individual classrooms. A greater emphasis will be placed on this component in future classes.

Regarding question #3, the recommendation by the government are 30-60 minutes so it is understandable that only 69% of the students answered this correctly because of the ambiguity of the answers.

**What is the date that this assessment will be conducted next?:** May 2010.

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<sup>1</sup> The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

# ASSESSMENT ANALYSIS REPORT

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Date: June 2, 2009

Department: Exercise Science and Wellness

Name of Reporter: Melissa Olfert

**Assessment Write-Up for:** HED 101 Successful Keys to Weight Control

**Semester Assessment was conducted:** Spring 2009

**What SLO(s) did you Assess:** Student Learning Outcomes (Goal is to pass at 70%):

1. Explain how to adjust energy balance through energy consumed versus energy expended from at least 3 tools that have been learned to assist in weight control.
2. Identify the importance in understanding how to change a health behavior.

**List of Instructors Involved:**

Melissa Olfert			

**Description of the Assessment Method:** Please find attached file of the assessment tool that is 10 multiple choice questions in which the student responds on a grademaster form.

**Date of Department meeting on Analysis/Recommendations:**<sup>1</sup> June 5, 2009

**Analysis of the Results:** After scanning all student grademaster forms the average score was 82% which is above the departmental benchmark set at 70%. This score was achieved after re-writing the 10 questions to be more specific to the three SLO's.

**Recommendations for the next cycle of this assessment:** At this time there are not recommended changes to the assessment tool or the process of collecting the data.

**What is the date that this assessment will be conducted next?:** Spring 2015

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<sup>1</sup> The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

ANNUAL SLO REPORT<sup>1</sup>—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # HED 120	Assessed Spring, 2011	Assessed Spring, 2011
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p> <p>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</p>	<p>Demonstrate knowledge, skills and appreciation of the scope of personal health in the six dimensions of wellness: Physical, Emotional, Mental, Social, Spiritual and Environmental.</p> <p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input checked="" 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"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p>Demonstrate their understanding of the concept of prevention to maximizing each individual's personal health.</p> <p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input checked="" 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"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>

<p>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?)</p>	<p>Assessments were conducted based on information presented in each chapter, including these specific topics that fall under the umbrella of the "Six Dimensions of Wellness:" Stress; Psychological Health; Relationships; Sexuality; Contraception; Psychoactive Drugs; Alcohol and Tobacco; Nutrition; Weight Management; Chronic Diseases; and, Infectious Diseases.</p> <p>The goal was for 70% of the students to achieve 70% or higher on each assessment which was successfully achieved in all areas except "infectious diseases." Subsequent discussion amongst the instructors will take place to determine how we can all better present this topic, often seen by younger people as "old people issues", to make it more relevant to the younger students. The discussion may also reveal that the assessment techniques used were not effectively evaluating the topic. The other topics assessed had relatively consistent results across sections.</p>	<p>Assessments were conducted based on information presented in each chapter, including these specific topics in which the practice of prevention greatly enhances health and wellness: Stress; Psychological Health; Relationships; Sexuality; Contraception; Psychoactive Drugs; Alcohol and Tobacco; Nutrition; Weight Management; Chronic Diseases; and, Infectious Diseases.</p> <p>The goal was for 70% of the students to achieve 70% or higher on each assessment which was successfully achieved in all areas except "infectious diseases." Subsequent discussion amongst the instructors will take place to determine how we can all better present this topic, often seen by younger people as "old people issues", to make it more relevant to the younger students. In this particular topic, prevention plays a critical role in whether or not someone develops chronic disease. We most likely need to do a better job in stressing that a large root of these diseases develop based on behaviors that occur in youth and young adulthood, and do NOT just show up when a person gets "old." The discussion may also reveal that the assessment techniques used were not effectively evaluating the topic. The other topics assessed had relatively consistent results across sections.</p>
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Action Plan	<input checked="" 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"/> 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 checked="" type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input checked="" 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"/> 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 checked="" type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011, just on the specific topic (Chronic Diseases)	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011, just on the specific topic (Chronic Diseases)

# ASSESSMENT ANALYSIS REPORT

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Date: June 2, 2009

Department: Exercise Science and Wellness

Name of Reporter: Melissa Olfert

**Assessment Write-Up for:** HED 155 CA 155 Realities of Nutrition

**Semester Assessment was conducted:** Spring 2009

**What SLO(s) did you Assess:** Student Learning Outcomes (Goal is to pass at 70%):

1. Identify the functions and sources of macronutrients and micronutrients and water.
2. Recognize the relationship between nutrition in disease and health.
3. Understand human behavior that results in an imbalance in energy through energy consumption and/or energy expenditure.

**List of Instructors Involved:**

Melissa Olfert			
Sabrina Chzyk			
Michelle Snider			

**Description of the Assessment Method:** Please find attached file of the assessment tool that is 10 multiple choice questions in which the student responds on a grademaster form

**Date of Department meeting on Analysis/Recommendations:**<sup>1</sup> June 5, 2009

**Analysis of the Results:** After scanning all student grademaster forms the average score was 70.4 % which is above the departmental benchmark set at 70%. This score was achieved after re-writing the 10 questions to be more specific to the three SLO's.

**Recommendations for the next cycle of this assessment:** At this time there are not recommended changes to the assessment tool or the process of collecting the data.

**What is the date that this assessment will be conducted next?:** Spring 2015

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<sup>1</sup> The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

ANNUAL SLO REPORT<sup>1</sup>—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # HED 201	SLO#1	SLO#2	SLO#3
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p> <p>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)</p>	<p><b>Differentiate between the basic epidemiological methods used to determine sources and causation of disease.</b></p> <p><input checked="" 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"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><b>Describe how public health is organized and paid for in the United States.</b></p> <p><input checked="" 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"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><b>Discuss strategies for prevention, detection, and control of infectious and chronic diseases.</b></p> <p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" 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"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>
Assessment Analysis			

<sup>1</sup> This document was adapted from templates provided by Skyline College.

<p>(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?</p>	<p>Unit 2 exam – MC questions that test the knowledge of the differences between Epidemiological study methods. 40/48 = 83% of students correctly indicated study differences. No further assessment needed at this time.</p>	<p>Unit 1 Exam with two MC questions regarding choosing what agency conducts what functions. 36/50 students = 72% were successful at answering both questions. No further assessment needed at this time.</p>	<p>Online course using discussion board (3) to fulfill this SLO. Students discuss and reply to scenario. Using the Health Belief Model, students must create their idea of assisting a person that needs to quit smoking or lose weight. Data results show 98% of class successfully completed this assignment (70% or better).</p>
<p>Action Plan</p>	<p><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"/> 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"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><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"/> 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"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><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"/> 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"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2013	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2013	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2013

ANNUAL SLO REPORT<sup>2</sup>—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # HED 201	SLO#4	SLO#5	
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p><b>Outline the role of the government in environmental health issues by identifying hazards within the following categories; pesticides and chemicals, air pollutants, water pollutants, solid and hazardous wastes.</b></p> <p><input checked="" 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 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"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><b>Name the major causes of food-borne illness, and determine what branch of the government is responsible to act to prevent food – borne diseases.</b></p> <p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" 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"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	
<p>Assessment Instruments and/or 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</p>			

<sup>2</sup> This document was adapted from templates provided by Skyline College.

<p>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?)</p>	<p>Unit 4 test- over 85% of the questions deal with this SLO objective. 24/28 students = 80% passed with 70% or higher grade on this exam.</p>	<p>Online learning uses discussion board assignment (#4) to address this topic. Students must identify a food-borne illness –relevant to their own experience, and determine what, if any, local, state, or federal agency has any responsibility that could prevent the illness. All students= 100% (28 students) completed this assignment with a 70% or better grade.</p>	
<p>Action Plan</p>	<p><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"/> 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"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or</p>	<p><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"/> 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"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline</p>	

	outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	(i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2013	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2013	

# ASSESSMENT ANALYSIS REPORT

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Date: June 2, 2009

Department: Exercise Science and Wellness

Name of Reporter: Melissa Olfert

**Assessment Write-Up for:** HED 255 Science of Nutrition

**Semester Assessment was conducted:** Spring 2009

**What SLO(s) did you Assess:** Student Learning Outcomes (Goal is to pass at 70%):

1. Identify the six classes of nutrients by name, function, caloric energy in a gram, food source, range of caloric amount in total diet.
2. Understand human behavior that results in an imbalance in metabolism leading to obesity, diabetes, and heart disease.
3. Identify the basic principles for achieving and maintaining energy balance through healthy lifestyle practices.

**List of Instructors Involved:**

Melissa Olfert			

**Description of the Assessment Method:** Please find attached file of the assessment tool that is 10 multiple choice questions in which the student responds on a grademaster form

**Date of Department meeting on Analysis/Recommendations:**<sup>1</sup> June 5, 2009

**Analysis of the Results:** After scanning all student grademaster forms the average score was 76.4 % which is above the departmental benchmark set at 70%.

**Recommendations for the next cycle of this assessment:** At this time there are not recommended changes to the assessment tool or the process of collecting the data.

**What is the date that this assessment will be conducted next?:** Spring 2015

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<sup>1</sup> The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

# ASSESSMENT ANALYSIS REPORT

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Date: 6/2/09

Department: Health Education

Name of Reporter: Laura Burger

Assessment Write-Up for: Health Education 158 – Nutrition for Athletes  
(ex: HIST 108)

Semester Assessment was conducted: Spring, 2009  
(ex: Fall 2009)

What SLO(s) did you Assess (include the Course SLO that you assessed and also the Benchmark you set for the expected % of Student Success) :

### HED 158 LEARNING OUTCOMES

Upon successful completion of this course, students will have the skills to demonstrate knowledge, skills and appreciation of the scope of the field of sports nutrition and how it relates specifically to active individuals, including but not limited to:

1. Identify the six classes of nutrients by name, function, caloric energy in a gram, food source, range of caloric amount in total diet.
2. Identify the unique nutritional needs of active individuals and athletes.
3. Understand appropriate timing of nutrient intake before and after exercise to maximize performance and recovery.

**BENCHMARK WAS THAT 70% OF THE CLASS WOULD PASS THE ASSESSMENT WITH A SCORE OF 70% OR BETTER.**

### List of Instructors Involved:

Laura Burger			

**Description of the Assessment Method** (include the assessment you used, any additional information regarding the assessment you think is important, and any calibration set-up or session information. ATTACH ANY ASSESSMENT TOOLS LIKE FINAL EXAM QUESTIONS, ETC., TO THIS DOCUMENT):

12 comprehensive questions were included as a separate part of the final exam that assessed the stated SLOS. (attached at the end of this document.)

# ASSESSMENT ANALYSIS REPORT

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**Date of Department meeting on Analysis/Recommendations:**<sup>1</sup> 6/2/0

**Analysis of the Results** (*for first-semester results, include any analytical data and discuss how the results compare to the benchmark set by your department; for second-semester and beyond results, include all analytical data and discuss how the results compare to previous results*):

The first semester results found that 77% of the students scored higher than 70%. (Note: Most of the students scored significantly higher than 70% on the SLO exam questions.) These data reflect that the performance on the SLO assessment surpassed the benchmark of 70% of student scoring 70% or higher.

**Recommendations for the next cycle of this assessment** (*if you recommended no changes, please state why; if you recommended changes to the assessment tool, please explain why*):

In the future, I plan to have the assessment reflect more application information and with some questions involving writing rather than purely multiple choice.

**What is the date that this assessment will be conducted next?:**

No date specified as yet, but maybe sooner than the required 6 year span, although the assessment reflects that the SLOs are being adequately met.

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<sup>1</sup> The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

# ***Appendix 2***

## ***Catalog Descriptions***

### ***Exercise Science and Wellness***



**ENGLISH AS A SECOND LANGUAGE  
299B †****Selected Topics in English as  
a Second Language**

1-3 units, 3-9 hours

**Prerequisite:** *Varies with topic.*

Selected topics in English as a Second Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/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****EXERCISE SCIENCE  
AND WELLNESS (ES)**

Exercise Science activity and intercollegiate athletics classes which are indicated by a number ONLY (ES 001\*) may be repeated THREE times. An activity class indicated by a number AND a letter (ES 076A\*) may be repeated ONCE, provided that the TOTAL enrollment in that type of activity (e.g., tennis) not exceed FOUR. Students must progress from beginning through intermediate and advanced levels in these courses. Dance classes may NOT be repeated. Physical exercise and/or dance courses which meet the fitness/wellness requirements for general education are indicated by an asterisk (\*). Intercollegiate athletics do not meet the fitness/wellness requirement with the exception of ES 200, 201 and 202. Professional Exercise Science classes (ES 250-298) CANNOT be repeated with the exception of ES 290.

**Adaptive Exercise Science**

Exercise Science 001, 002, 003, 029, 030, 035, 121, 150 and 156 have been designed to meet the needs of the students participating in the Disabled Students Program. For other course offerings related to the Disabled Students Program, see Personal Development-Special Services and Speech Development.

**I. Physical Fitness (001-029)****EXERCISE SCIENCE 001\* †  
Adapted Physical Exercise**

1 unit, 1 hour lecture, 1 hour laboratory

Assessment of physical performance status and physical evaluation. Individually prescribed exercise programs for physically challenged students. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Activities and sports adapted to students' capabilities.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 002\* †  
Advanced Adapted Physical  
Exercise**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** *Successful completion of ES 001.*

Advanced physical exercise for the physically challenged with emphasis on muscular fitness through weight resistance exercises. Includes assessment of physical parameters, including muscular strength, muscular endurance and flexibility. Individually prescribed weight training programs will be developed for each student. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 003\* †  
Adapted Aerobic Fitness**

1 unit, 1 hour lecture, 1 hour laboratory

This course is offered for the physically challenged individual and provides a total fitness experience including methods of strength attainment and flexibility training, with emphasis on aerobic conditioning by means of walking, jogging, stationary bicycle, rowing machine and/or bicycle.

Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 004\* †  
Fitness for the First Timer**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed to provide a personalized total body fitness program for individuals who are tentative or deficient in physical fitness skills. This course is intended for the student who is not ready to participate in a regular fitness class, but is not in need of a truly adapted fitness class. Instruction will include cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, core strength and balance. Direction will include recommendations necessary to personalize an exercise program to meet individual conditions, limitations and special needs. Influences of nutrition, health concerns, injury prevention and life-long health and wellness will be included.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limit: see page 37)*

**EXERCISE SCIENCE 005\* †  
Aerobic Fitness and  
Weight Training**

1.5 units, 1 hour lecture, 2 hours laboratory

This course is designed to provide a total fitness experience for the individual who wishes to obtain a strong, flexible body with sufficient endurance to enjoy an active, healthy lifestyle. The theory of exercise, including techniques of endurance, methods of strength attainment, flexibility training, innate factors effecting training and longevity, nutritional influences on exercise and weight control, proper techniques of jogging, injury prevention and treatment will be presented.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 006\* †  
Total Body Fitness**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed to provide a total body workout utilizing weight machines and exercycles. It is an individualized program which allows students to progress at their own rate. The components of fitness (cardiovascular endurance, muscular strength, muscular endurance and flexibility) are presented in a sequentially monitored program. In addition, students will be presented with nutritional and health information, as well as factors that affect training in order to assist them in their creation of a healthy lifestyle.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

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

### **EXERCISE SCIENCE 007\* †** **Aerobic Walking for Fitness and Wellness**

1.5 units, 1 hour lecture, 2 hours laboratory  
Instruction and reinforcement in fitness walking and race walking techniques. Designed to provide a cardiovascular fitness program for the individual who wishes to condition the entire body with emphasis on toning and firming the hip and leg areas. The theory of exercise, stretching and flexibility training, nutritional influences on exercise and weight control, injury prevention and treatment, and psychological applications to exercise modalities will be presented.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 008\* †** **Senior Fitness for Wellness**

1.5 units, 1 hour lecture, 2 hours laboratory  
This course is designed to provide age-related individually-based fitness programs to meet the aerobic, strength, and flexibility needs of the senior populations. Components of physical fitness, the benefits of an active lifestyle, and the role exercise plays in the prevention and treatment of specific health problems will be identified and studied. Nutritional influences on health and wellness will be presented as will information on topics relevant and specific to the senior population.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 009\* †** **Aerobic Dance Exercise**

1 unit, 1 hour lecture, 1 hour laboratory  
Participation in aerobic dance exercise emphasizing conditioning of the musculoskeletal system, improvement of the cardiovascular system, increasing the efficiency of the respiratory system, and increasing flexibility. Principles of physical fitness, conditioning, and other relevant health-related topics will also be covered.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 017\* †** **Trail Hiking**

1 unit, 1 hour lecture, 1 hour laboratory  
This course serves as an introduction to trail hiking and involves the exploration of local trails surrounding the campus. This activity class is designed to promote a higher level of fitness, and the basic knowledge sufficient to hike during leisure time in an outdoor environment. Major topics include: appropriate clothing and footwear, equipment, safety, exercise benefits and training principles, Leave No Trace outdoor ethics, navigation and enjoyment of outdoor exploration. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. This course requires the ability to walk outside on trails, which are often uneven surfaces, in all types of weather indicative of the San Diego climate.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 021\* †** **Chronic Disease and Injury Prevention for At-Risk Populations**

1.5 units, 1 hour lecture, 2 hours laboratory  
This course is designed to meet the needs of a population at risk for chronic disease or injury that potentially reduce the quality of life. Emphasis will be placed on preventive lifestyle practices that research has shown to reduce the chances of developing and/or severity of heart disease, osteoporosis, diabetes, stroke and other chronic diseases.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to CSU*

### **EXERCISE SCIENCE 023\* †** **Weight Training**

1 unit, 1 hour lecture, 1 hour laboratory  
Instruction and practice in resistance training, including weight machines and free weights. Emphasis will be placed on proper techniques of lifting, individualized muscular strength/ endurance programs and the practice of appropriate exercises to meet student-specific fitness objectives. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 024\* †** **Fitness Boot Camp**

1 unit, 1 hour lecture, 1 hour laboratory  
This course presents a fast-paced, regimented-style exercise program that works the entire body through the use of calisthenics, running, body resistance training and agility drills designed to promote physical fitness and weight control. Using a variety of activities, emphasis will be placed on self-discipline, intensity, and goal-oriented exercise programming. Course will utilize numerous training modalities including cross-training, basic boxing, plyometrics, speed and agility, core stability, flexibility training as well as cardiovascular endurance. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 027\* †** **T'ai Chi Ch'uan**

1 unit, 1 hour lecture, 1 hour laboratory  
This ancient Chinese exercise form consists of a series of classical martial arts postures which gracefully flow together in slow motion. It benefits health and wellness by emphasizing mental tranquility, inner awareness, relaxation, stress reduction, muscle control and flexibility. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 028\* †** **Yoga**

1.5 units, 1 hour lecture, 2 hours laboratory  
This course is designed to help students increase flexibility and balance as well as practice relaxation and stress reduction through Hatha Yoga techniques. The course will focus on safe, effective stretching, balance, stability of supporting muscle groups and breathing techniques. Discussion regarding history and the traditions of Hatha Yoga as well as stress reduction will take place. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

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

### **EXERCISE SCIENCE 029\* †** **Adapted Yoga**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for the physically challenged individual and provides an individualized yoga program aimed at improvement of flexibility, relaxation and stress reduction. Traditional yoga stretches will be modified. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

## **II. Aquatics (030-059)**

### **EXERCISE SCIENCE 030\* †** **Adapted Aquatic Sports Education**

1 unit, 1 hour lecture, 1 hour laboratory

A class for physically challenged students in various aquatic sports and recreational activities. This class is designed to offer the student experience in competitive swimming, water polo, other aquatic games and conditioning exercises. Individual programs will be designed for each student. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 035\* †** **Adapted Swimming for the Physically Limited**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction and practice in the basic swimming and aquatic skills. Instruction will be individualized to meet each student's needs. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 037\* †** **Springboard Diving**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 039 or equivalent or basic swimming/water safety skills.

Instruction and practice in the diving skills necessary to use the one meter and three meter diving boards with emphasis on beginning and intermediate fundamentals. Students will

also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 039\* †** **Swimming for Nonswimmers**

1 unit, 1 hour lecture, 1 hour laboratory

This class is for students who have a fear of the water and cannot swim or who are so deficient in basic aquatic skills that they would be unsafe in and around water. This class will aid students to become comfortable and safe in an aquatic environment. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 040\* †** **Water Aerobics**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 039 or basic comfort level in and around an aquatic environment.

Instruction and practice in water aerobics exercise. The emphasis will be placed on toning, trimming, and firming skeletal muscles through water resistance exercises. Increasing flexibility, strengthening the cardiovascular system, and improving the respiratory system will also be stressed.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 041\* †** **Adapted Water Aerobics**

1.5 units, 1 hour lecture, 2 hours laboratory

This class is designed to provide a personalized water exercise program for individuals with permanent or temporary limitations. Instruction and practice will include cardiovascular endurance, muscular endurance, flexibility, core strength and balance through an instructor-lead water aerobic class. Instruction will also include influences of basic nutrition, principles of physical fitness and life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 043A\* †** **Beginning Swimming**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 039 or equivalent or specified skill competencies.

This class is designed for students who already have some swimming ability and are safe in the water but who need stroke improvement. Students will receive instruction and practice in the basic swimming strokes and diving. Emphasis will be placed on technique improvement and conditioning. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 043B\* †** **Intermediate Swimming**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 043A or equivalent or specified skill competencies.

Instruction and practice in ten different swimming strokes. The emphasis will be on stroke improvement, performance and conditioning. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 043C\* †** **Advanced Swimming**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 043B or equivalent or specified skill competencies.

Advanced swimming instruction and conditioning. This course is designed for students who wish to use swimming as a means for physical conditioning, including those involved in triathlons or Masters swim programs. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 044\* †** **Lap Swimming for Health and Fitness**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 043A or equivalent or specified skill competencies.

This course is designed for lap swimmers who have acquired basic swimming techniques. Students are

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

instructed in workouts which will improve cardiovascular endurance. Flexibility, exercises, nutrition and proper training techniques will be included in the course of study. Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 047 † Lifeguard Training**

2 units, 2 hours lecture, 1 hour laboratory  
**Prerequisite:** Successful completion of ES 043B or equivalent. Demonstrated ability to swim 500 yards continuously using these strokes in the following order: 200 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick; 100 yards breaststroke; 200 yards of either front crawl or breaststroke (these 200 yards may be a mixture of front crawl and breaststroke). Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, retrieve a 10-pound object, return to surface, and swim 20 yards back to the starting point with the object.

Instruction in lifeguarding and lifesaving techniques, cardiopulmonary resuscitation, and basic first aid that will facilitate successful completion of the American National Red Cross Lifeguard Training Certificate, Community First Aid & Safety Certificate, and CPR For The Professional Rescuer Certificate. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 051 † American Red Cross Water Safety Instructors**

2 units, 2 hours lecture, 1 hour laboratory  
**Prerequisite:** Successful completion of ES 043B or equivalent. Students must also have (or obtain as part of the first week of this course) a current Fundamentals of Instructor Training Certificate and be a minimum of 17 years of age.

Successful completion of this class would lead to authorization by the American Red Cross as a Water Safety Instructor. Teaching techniques involved in swimming, community water safety and emergency water safety will be covered. The first week of this course will contain the instruction needed to pass the exam for the required Fundamentals of Instructor Training Certificate (F.I.T.). Students must successfully pass the F.I.T. exam to continue with the remainder of the course.

Transfers to: CSU, UC (credit limited: see page 37)

## **III. Racquet Sports (060-079)**

### **EXERCISE SCIENCE 060A † Beginning Badminton**

1 unit, 1 hour lecture, 1 hour laboratory  
Presentation of the official singles and doubles games including the six basic strokes, footwork, strategy and etiquette. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 060B † Intermediate Badminton**

1 unit, 1 hour lecture, 1 hour laboratory  
**Recommended Preparation:** Successful completion of ES 060A or equivalent or specified skill competencies. Continuation of ES 060A with emphasis on intermediate level skill mastery, strategies and match play in both singles and doubles. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 060C † Advanced Badminton**

1 unit, 1 hour lecture, 1 hour laboratory  
**Recommended Preparation:** Successful completion of ES 060B or equivalent or specified skill competencies.

Continuation of ES 060B with emphasis on advanced level skill mastery, strategies and match play in both singles and doubles. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 076A † Beginning Tennis**

1 unit, 1 hour lecture, 1 hour laboratory  
Introduction to the basic skills and strategies of tennis. Instruction in all primary strokes in both singles and doubles play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 076B † Intermediate Tennis**

1 unit, 1 hour lecture, 1 hour laboratory  
**Recommended Preparation:** Successful completion of ES 076A or equivalent or specified skill competencies.

Continuation of ES 076A with emphasis on individual stroke analysis, playing strategy and match play. Instruction in all strokes in both singles and double play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 076C † Advanced Tennis**

1 unit, 1 hour lecture, 1 hour laboratory  
**Recommended Preparation:** Successful completion of ES 076B or equivalent or specified skill competencies.

Continuation of ES 076B with emphasis on advanced techniques, strategies and tactics for play in singles, doubles and mixed doubles play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College. Transfers to: CSU, UC (credit limited: see page 37)

## **IV. Dance (068-117)**

The dance classes listed below may NOT be repeated.

### **EXERCISE SCIENCE 068 A-B-C-D † (Dance 068 A-B-C-D)**

#### **Introduction to Dance**

1 unit, 2 hours lecture/laboratory  
This course provides the student with a practical introduction to the technique, theory, and vocabulary of various dance genres. Students will learn and practice the fundamentals of ballet, jazz, modern, tap, and musical theater. Designed as an overview of dance, this course addresses dance genres from a historical perspective. Attention is also paid to theoretical and stylistic differences between as well as commonalities shared by various dance genres. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Requirements include attendance at one live dance concert produced by the dance department and participation in one department sponsored master class. Transfers to: CSU, UC (credit limited: see page 37)

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

**EXERCISE SCIENCE 071 A-B-C-D\* †**  
(Dance 071 A-B-C-D)**Studio Workshop in Tap Dance***1 unit, 1 hour lecture, 1 hour laboratory*

An open-level technique course focusing on rhythm tap technique. The class includes center floor warm-up, locomotive progressions, dance combinations, and improvisation. Dance videos will be shown periodically to illustrate the history, development, and pioneers of rhythm tap dance. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Students will be required to attend one live dance concert produced by the dance department and one department sponsored master class.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 072 A-B-C-D\* †**  
(Dance 072 A-B-C-D\*)**Studio Workshop in Modern Dance***1 unit, 2 hours lecture/laboratory*

A technique course using a broad spectrum of modern dance vocabulary. The class will begin with a warm-up to include breathing, stretching, strengthening, and sequences exploring a variety of movement qualities. Locomotor pattern to progress from the elementary to a logical grouping of more challenging movement phases. The class will culminate with center floor patterns composed of qualities and movements introduced earlier within the class. Dance videos will be shown periodically to illustrate a variety of movement styles and performance philosophies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Attendance is required at one live dance concert produced by the dance department and participation in one department sponsored master class.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 074 A-B-C-D\* †**  
(Dance 074 A-B-C-D\*)**Studio Workshop in Jazz Dance***1 unit, 2 hours lecture/laboratory*

A technique course using a variety of jazz styles including modern jazz, street and hip-hop, classical, lyrical, and Broadway jazz. The class will include a stylized warm-up, locomotor patterns, and center floor combinations. Dance videos will be shown periodically to illustrate a variety of movement styles and performance philosophies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Attendance is required at one live dance concert produced by the dance department and participation in one department sponsored master class.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 078 A-B-C-D\* †**  
(Dance 078 A-B-C-D\*)**Studio Workshop in Ballet***1 unit, 2 hours lecture/laboratory*

A technique course using a broad spectrum of ballet vocabulary. The class will begin with a warm-up to include center floor stretches, barre work, and alignment exercises. Locomotor patterns to include leaps, jumps, turns, and a variety of other ballet progressions. The class will culminate with center floor patterns composed of qualities and movements introduced during the barre work. Dance videos will be shown periodically to illustrate a variety of movement styles and performance philosophies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Attendance is required at one live dance concert produced by the dance department as well as participation in one department sponsored master class.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 116\* †**  
(Dance 116\*)**Stretch and Alignment***1.5 units, 3 hours lecture/laboratory*

This course is designed to help the student increase flexibility and improve body alignment. Floor exercises, mat work, and center floor combinations focus on safe, effective stretching. Emphasis is placed on proper body alignment while moving, thus, preventing injuries while performing a full range of movement. Individual alignment problems will be

addressed. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 117 A-B-C-D\* †**  
(Dance 117 A-B-C-D\*)**Body Tone and Strengthening***1.5 units, 3 hours lecture/laboratory*

An exercise course for students who seek a theoretical approach to exercise and wellness. Body Tone and Strengthening is designed to improve strength, body alignment, flexibility, control, coordination, and breathing. Exercises and concepts are based on the Pilates method. The course includes a brief aerobic component and progresses to strengthening work. Lectures will focus on injury prevention and recognizing imbalances brought on by poor posture or injuries. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Students will be required to attend one live dance concert produced by the dance department.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**V. Individual Skills (120-149)****EXERCISE SCIENCE 120A\* †**  
**Beginning Bowling***1 unit, 1 hour lecture, 1 hour laboratory*

Instruction and practice in basic bowling skills, scoring, rules and tournament play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

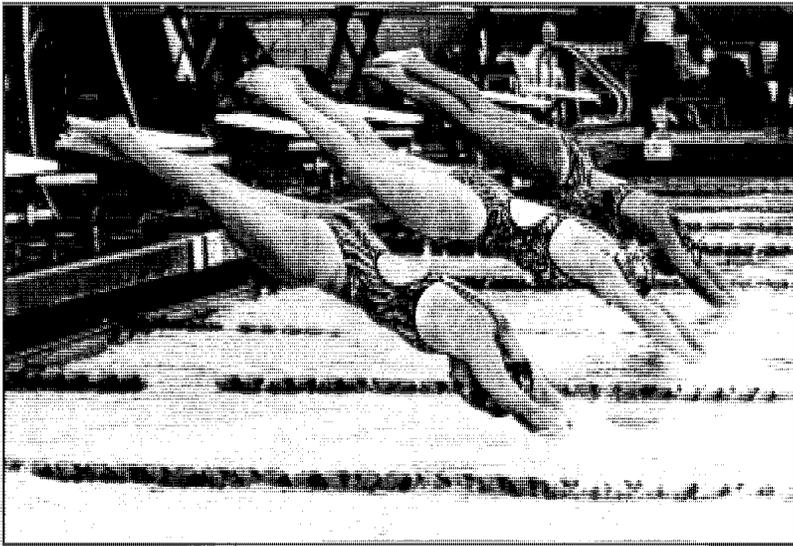
**EXERCISE SCIENCE 120B\* †**  
**Intermediate Bowling***1 unit, 1 hour lecture, 1 hour laboratory*

**Recommended Preparation:** Successful completion of ES 120A or equivalent or specified skill competencies.

Continuation of ES 120A with emphasis on proper form and improvement of techniques. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

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



### **EXERCISE SCIENCE 120C\* †** **Advanced Bowling**

1 unit, 1 hour lecture, 1 hour laboratory  
**Recommended Preparation:** Successful completion of ES 120B or equivalent or specified skill competencies.

Continuation of ES 120B with emphasis on proper form, improvement of technique and spare and split conversion. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 121\* †** **Adapted Bowling**

1 unit, 1 hour lecture, 1 hour laboratory  
A class for the physically challenged which includes instruction and practice in basic bowling skills. Instruction is individualized to best meet the needs of each student. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 125A\* †** **Beginning Golf**

1 unit, 1 hour lecture, 1 hour laboratory  
Instruction and practice in basic golf skills including swing, stance and grip as well as rules and golf course etiquette. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 125B\* †** **Intermediate Golf**

1.5 units, 1 hour lecture, 2 hours laboratory  
**Recommended Preparation:** Successful completion of ES 125A or equivalent or specified skill competencies.

Continuation of ES 125A with emphasis on technique improvement in all basic golf skills. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 125C\* †** **Advanced Golf**

1.5 units, 1 hour lecture, 2 hours laboratory  
**Recommended Preparation:** Successful completion of ES 125B or equivalent or specified skill competencies.

Continuation of ES 125B with emphasis on advanced techniques, strategies and tournament play. Individuals enrolling in this course must furnish their own equipment and pay green fees. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 130A\* †** **Beginning Gymnastics**

1 unit, 1 hour lecture, 1 hour laboratory  
Beginning gymnastics skills developed and practiced on all the Olympic events for women and men. Emphasis on individual skill acquisition and performance of gymnastics skills and routines. Students will also learn the fundamental principles of physical

fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 130B\* †** **Intermediate Gymnastics**

1.5 units, 1 hour lecture, 2 hours laboratory  
**Recommended Preparation:** Successful completion of ES 130A or equivalent or specified skill competencies.

Intermediate gymnastics skills developed and practiced on all the Olympic events for women and men. Emphasis on individual skill acquisition, improvement and performance of gymnastics skills and routines. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 130C\* †** **Advanced Gymnastics**

1.5 units, 1 hour lecture, 2 hours laboratory  
**Recommended Preparation:** Successful completion of ES 130B or equivalent or specified skill competencies.

Advanced gymnastics skills developed and practiced on all the Olympic events for women and men. Emphasis on individual skill acquisition, improvement and performance of gymnastics skills and routines. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 135\* †** **Cheerleading**

1 unit, 1 hour lecture, 1 hour laboratory  
Introduction to and practice of cheerleading skills and routines. Emphasis on proper body alignment, safety, performance and cooperative work with others in the class. The development of strength, flexibility and endurance will also be emphasized. Students will have the opportunity to apply skills and routines learned at selected intercollegiate athletic contests at Grossmont College. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

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

**EXERCISE SCIENCE 136\* †  
Performance Cheerleading**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** A "C" grade or higher or "Pass" in Exercise Science 135 or equivalent or specified skill competencies.

Development and practice of performance level cheerleading skills and routines. Emphasis on proper body alignment, safety, performance and cooperative work with others in the class. The improvement of strength, flexibility and endurance necessary for the high performance level of skills will be greatly emphasized. Students will apply skills, knowledge and routines learned by performing at selected intercollegiate athletic contests at Grossmont College. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**VI. Team Skills (150-179)****EXERCISE SCIENCE 150\* †  
Adapted Sports Education**

1 unit, 1 hour lecture, 1 hour laboratory

A class for physically challenged individuals in various sports and physical activities including track and field, basketball, football, weight training and golf. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 155A\* †  
Beginning Basketball**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction and practice in the basic skills of basketball with emphasis on individual skill development and team play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 155B\* †  
Intermediate Basketball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 155A or equivalent or specified skill competencies.

Continuation of ES 155A with emphasis on intermediate level individual skill development, team play, defensive/offensive tactics and team strategies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 155C\* †  
Advanced Basketball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 155B or equivalent or specified skill competencies.

Continuation of ES 155B with emphasis on advanced level individual skill development and team play, defensive/offensive tactics and team strategies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.  
*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 156\* †  
Adapted Basketball**

1 unit, 1 hour lecture, 1 hour laboratory

A class for physically challenged students which includes instruction and practice in the basic basketball skills. Rules, regulations and strategies of the game will be presented. Each student will have an Individual Education Plan that will include any adapted needs they require.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 170A\* †  
Beginning Soccer**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction and practice in the basic skills and strategies of soccer with emphasis on individual skill development and team play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 170B\* †  
Intermediate Soccer**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 170A or equivalent or specified skill competencies.

Continuation of ES 170A with emphasis on intermediate skills and strategies of soccer. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 170C\* †  
Advanced Soccer**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 170B or equivalent or specified skill competencies.

Continuation of ES 170B with emphasis on advanced skills and strategies of soccer. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 171A\* †  
Beginning Softball**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction in the basic techniques, fundamental skills, history and rules of softball. Emphasis will be placed on beginning level individual and team skills, as well as basic strategy. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 171B\* †  
Intermediate Softball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** ES 171A or equivalent or specified skill competencies.

Instruction in intermediate techniques, skills, and rules as well as basic history of softball. Emphasis will be placed on intermediate level individual and team skills, as well as basic strategy. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

*Satisfies General Education activity requirement for Grossmont College*  
*Transfers to: CSU, UC (credit limited: see page 37)*

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

**EXERCISE SCIENCE 171C\* †  
Advanced Softball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** ES 171B or equivalent or specified skill competencies.

Instruction in advanced techniques, skills and rules as well as basic history of softball. Emphasis will be placed on advanced level individual and team skills, as well as strategy. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 172A\* †  
Beginning Baseball**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction in the basic techniques, fundamental skills, history and rules of baseball. Emphasis will be placed on beginning level individual and team skills, as well as basic strategy. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 172B\* †  
Intermediate Baseball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** ES 172A or equivalent or specified skill competencies.

Instruction in intermediate techniques, skills, and rules of baseball. Emphasis will be placed on intermediate level individual and team skills, as well as strategy. The history of baseball will also be presented. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 172C\* †  
Advanced Baseball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** ES 172B or equivalent or specified skill competencies.

Instruction in advanced techniques, skills and rules of baseball. Emphasis will be placed on advanced level individual and team skills, as well as strategy. The history of baseball will also be presented. Students will also learn the fundamentals of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 175A\* †  
Beginning Volleyball**

1 unit, 1 hour lecture, 1 hour laboratory

Instruction and practice in the basic skills of volleyball with emphasis on individual skill development and team play. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 175B\* †  
Intermediate Volleyball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 175A or equivalent or specified skill competencies.

Continuation of ES 175A with emphasis on intermediate level volleyball skills, tactics and strategies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 175C\* †  
Advanced Volleyball**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:** Successful completion of ES 175B or equivalent or specified skill competencies.

Continuation of ES 175B with emphasis on advanced level volleyball skills, tactics and strategies. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**VII. Combatives (180-190)****EXERCISE SCIENCE 180\* †  
Self-Defense for Women**

1 unit, 1 hour lecture, 1 hour laboratory

Basic principles of practical personal protection for women, with emphasis placed on awareness and prevention of situations that may leave a person vulnerable to crime, especially rape. Physical, mental, and verbal responses will be taught and practiced so students may develop the confidence to stand up and defend themselves if needed. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 185A\* †  
Beginning Fencing**

1.5 units, 1 hour lecture, 2 hours laboratory

Instruction and practice in the basic fundamentals of the French foil including individual skills and bouting. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 185B\* †  
Intermediate Fencing**

1.5 units, 1 hour lecture, 2 hours laboratory

**Recommended Preparation:** A "C" grade or higher or "Pass" in ES 185A or equivalent or specified skill competencies.

Continuation of ES 185A with emphasis on the development of intermediate level proficiency with the French foil. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**EXERCISE SCIENCE 185C\* †  
Advanced Fencing**

1.5 units, 1 hour lecture, 2 hours laboratory

**Recommended Preparation:** A "C" grade or higher or "Pass" in ES 185B or equivalent or specified skill competencies.

Continuation of ES 185B with emphasis on the development of advanced skill mastery with the French foil in a bouting format. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness.

Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)

**VIII. Community Service Learning Experience (194-196)****EXERCISE SCIENCE 194 †  
Community Service Learning Experience**

1 unit, 5 hours work experience per week

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. This course includes placement in a community based site. For work experience requirements, see page 27.  
Transfers to CSU

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

### **EXERCISE SCIENCE 196 † Community Service Learning for Fitness Specialists**

1 unit, 5 hours work experience per week

**Prerequisite:** A "C" grade or higher or "Pass" in ES 291, 292, 293 and 294.

**Corequisite:** Concurrent enrollment in ES 296.

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. This course will provide specific volunteer experiences in the field of personal training, group exercise leadership or other fitness specialties in a selected fitness facility. For work experience requirements, see page 27.

*Transfers to CSU*

## **IX. Intercollegiate Athletics (200–249)**

### **EXERCISE SCIENCE 200\* † Conditioning and Injury Prevention for Athletics**

1.5 units, 1 hour lecture, 2 hours laboratory

This class emphasizes physical conditioning, mastery of the basic fundamentals of efficient movement and skill necessary to reduce the risk of injury associated with intercollegiate athletics. Instruction and practice in conditioning activities, running and resistance exercises will take place. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Exercise Science 200 or Exercise Science 201 or a combination of the two may only be taken four times.

*Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 201\* † Conditioning and Injury Prevention for Football**

1.5 units, 1 hour lecture, 2 hours laboratory

This class emphasizes physical conditioning, mastery of the basic fundamentals of efficient movement and skills necessary to reduce the risk of injury associated with intercollegiate football. Instruction and practice in conditioning activities, running and resistance exercises will take place. Emphasis will be placed on conditioning specific to positions played. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Exercise Science 200 or Exercise

Science 201 or a combination of the two may only be taken four times.

*Satisfies General Education activity requirement for Grossmont College  
Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 202\* † Agility, Power and Speed Training**

1 unit, 1 hour lecture, 1 hour laboratory

**Recommended Preparation:**  
*Participation in pre-season intercollegiate athletic courses.*

Instruction and practice in agility, explosive power and speed training specific to a student's sport. Emphasis will be placed on proper techniques of lifting, explosive movements including ground based activities, multiple joint actions, three dimensional movements, progressive overload, interval training and the practice of appropriate exercises to meet student-specific athletic objectives to improve performance.

Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. *Satisfies General Education activity requirement for Grossmont College  
Transfers to CSU (credit limited: see page 37)*

### **EXERCISE SCIENCE 203 † Intercollegiate Baseball**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of baseball. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out for competition at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 204 † Advanced Techniques and Strategies of Intercollegiate Baseball**

1 unit, 1 hour lecture, 1 hour laboratory

Advanced techniques, fundamental skills and rules of baseball. Team competition play to increase students' skills. Open to students of advanced skill and primarily designed for those planning to participate in the varsity program or to further one's education in baseball. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 206 † Intercollegiate Basketball**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of basketball. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions.

The course is open to all students who wish to try out for competition at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 207 † Advanced Techniques and Strategies of Intercollegiate Basketball**

1 unit, 1 hour lecture, 1 hour laboratory

The instruction and practice in the advanced techniques and strategies of basketball. The course incorporates game experience in which to formulate an understanding by the student of the different styles of play. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 208 † Advanced Techniques and Strategies of Intercollegiate Cross Country**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for students with advanced cross country skills and includes instruction and practice in the advanced techniques and strategies of cross country. The course incorporates competitive experiences in which the student will apply different strategies of running. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

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

### **EXERCISE SCIENCE 209 †** **Intercollegiate Cross Country**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Open to students who wish to try out in intercollegiate competition in the sport of cross country. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. An additional fee for athletics insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 210 †** **Intercollegiate Badminton**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of badminton. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 211 †** **Advanced Techniques and Strategies of Intercollegiate Badminton**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for advanced badminton players who are proficient in the fundamental skills and have knowledge of the basic rules of the game. Instruction is geared toward advanced techniques, strategies, and team play in preparation for intercollegiate competition. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 212 †** **Intercollegiate Football**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of football. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic

insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 214 †** **Advanced Techniques and Strategies of Intercollegiate Offensive and Defensive Football**

1 unit, 1 hour lecture, 1 hour laboratory

The purpose of this course is to provide training to develop skills and techniques necessary to play various positions in football. These skills are developed by a careful analysis of offensive and defensive techniques practiced in a non-conflict environment. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 215 †** **Intercollegiate Softball**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of softball. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions.

The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 216 †** **Advanced Techniques and Strategies of Intercollegiate Softball**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for students with advanced softball skills and includes instruction and practice in the advanced techniques and strategies of softball. The course incorporates competitive experiences in which the students will apply different styles of play. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 218 †** **Intercollegiate Soccer**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of soccer. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions.

The course is open to all students who

wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 219 †** **Advanced Techniques and Strategies of Intercollegiate Soccer**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for students with advanced soccer skills. Instruction and practice in the advanced techniques and strategies of soccer. The course incorporates game experience in which to formulate an understanding by the student of different styles of play.

Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 221 †** **Intercollegiate Swimming**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of swimming. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions.

The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 222 †** **Advanced Techniques and Strategies of Intercollegiate Swimming**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for advanced swimmers who have had previous competitive experience. Emphasis will be placed on conditioning and perfection of the basic fundamentals of strokes and turns in swimming. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

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

**EXERCISE SCIENCE 224 †  
Intercollegiate Tennis**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of tennis. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment. *Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 225 †  
Advanced Techniques and Strategies of Intercollegiate Tennis**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for advanced tennis players who are proficient in the fundamental skills and have knowledge of the basic rules of the game. Instruction is geared toward advanced techniques, strategies, and team play. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 230 †  
Intercollegiate Volleyball**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of volleyball. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment. *Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 231 †  
Advanced Techniques and Strategies of Intercollegiate Volleyball**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for advanced volleyball players who are proficient in the fundamental skills and have knowledge of the basic rules of the game. Instruction is geared toward advanced techniques, strategies, and team play. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

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

**EXERCISE SCIENCE 233 †  
Intercollegiate Water Polo**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

Intercollegiate competition in the sport of water polo. This course includes instruction in specific skills, performance techniques and strategies, as well as daily practice, development of physical fitness, team travel and competition against other collegiate institutions. The course is open to all students who wish to try out at the intercollegiate level. An additional fee for athletic insurance is required upon enrollment. *Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 234 †  
Advanced Techniques and Strategies of Intercollegiate Water Polo**

1 unit, 1 hour lecture, 1 hour laboratory

This course is designed for the advanced water polo player who has the fundamental swimming, treading, ball handling skills and knowledge of the basic rules of the game. Technical skills, individual team play and team strategies will be covered. Serves as the off-season preparation course for the intercollegiate team.

*Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 240 †  
Athletic Competition**

2 units, 5 hours lecture, 5 hours laboratory

**Prerequisite:** Tryout

This course is designed to accommodate any in-season student athlete who, due to a class time conflict, is unable to register for the class section for the student's sport. Though enrolled in this class, each student will, in actuality, meet the objectives and complete the course content for the specific inter-collegiate sport course in which the student participates (i.e., baseball, volleyball, etc.). An additional fee for athletic insurance is required upon enrollment.

*Transfers to: CSU, UC (credit limited: see page 37)*

**X. Professional Exercise Science Classes (250-296)**

Professional Exercise Science classes (ES 250-296) CANNOT be repeated with the exception of ES 290.

**EXERCISE SCIENCE 250 †  
Introduction to Kinesiology**

3 units, 3 hours lecture

This course is an introduction to the interdisciplinary approach to the study of human movement. An overview of the concepts within and importance of

the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, dietetic, and fitness professions. *Transfers to: CSU, UC (credit limited: see page 37)*

**EXERCISE SCIENCE 253 †  
Physical Education in the Elementary School**

3 units, 2.5 hours lecture, 1.5 hours laboratory

The statewide program in physical education for the elementary school forms the basis for the course, including the study of child development, personality development, analysis and practice of fundamental skills, selection of activities, organizational materials and the evaluation of teaching ability. *Transfers to CSU*

**EXERCISE SCIENCE 255 †  
Care and Prevention of Athletic Injuries**

3 units, 3 hours lecture, 1 hour laboratory

The course is designed to provide a background for individuals (1) interested in an athletic training career, (2) to develop an understanding of athletic injuries in terms of prevention, recognition, evaluation, treatment, first aid, and emergency care for coaches and/or teachers in athletic settings, and (3) to provide athletes with an understanding of how to manage their own injuries and methods of prevention.

*Transfers to: CSU, UC*

**EXERCISE SCIENCE 262 †  
Technical Analysis and Theory of Football-Offense**

1 unit, 2 hours lecture/laboratory

This course is designed to allow students interested in the game of football to: (1) develop offensive skills and techniques while acquiring knowledge of the game of football, (2) analyze drills, formations, techniques of running, passing and receiving for later use in coaching or teaching careers, and (3) receive practical experience through offensive conditioning drills and "touch" football games to improve agility and footwork.

*Transfers to: CSU, UC (credit limited: see page 37)*

### **EXERCISE SCIENCE 263 †** **Technical Analysis and Theory of Football-Defense**

1 unit, 2 hours lecture/laboratory

This course is designed to allow students interested in the game of football to: (1) develop defensive skills and techniques while acquiring knowledge of the game of football, (2) analyze drills, formations, techniques of running, blocking, pass coverage and tackling for later use in coaching or teaching careers, and (3) receive practical experience through defensive conditioning drills and "touch" football games to improve agility and footwork.

*Transfers to:* CSU, UC (credit limited: see page 37)

### **EXERCISE SCIENCE 290A †** **Beginning Teaching Techniques and Methods in Exercise Science**

1.5 unit, 1 hour lecture, 2 hours laboratory

This course provides basic hands-on training to students preparing for study in physical therapy, exercise science, or other related fields. This beginning interactive course will provide supervised practical experience working with students in various exercise science classes. Special emphasis will focus on classes that serve students with disabilities, chronic diseases, and injuries. Students will work under the direct supervision of an exercise science instructor.

*Transfers to:* CSU

### **EXERCISE SCIENCE 290B †** **Intermediate Teaching Techniques and Methods in Exercise Science**

1.5 unit, 1 hour lecture, 2 hours laboratory

This course provides intermediate hands-on training to students preparing for study in physical therapy, exercise science, or other related fields. This intermediate interactive course will provide supervised practical experience working with students in various exercise science classes. Special emphasis will focus on classes that serve students with disabilities, chronic diseases, and injuries. Students will work under the direct supervision of an exercise science instructor.

*Transfers to:* CSU

### **EXERCISE SCIENCE 290C †** **Advanced Teaching Techniques and Methods in Exercise Science**

1.5 unit, 1 hour lecture, 2 hours laboratory

This course provides advanced hands-on training to students preparing for study in physical therapy, exercise science, or other related fields. This advanced interactive course will provide supervised practical experience working with students in various exercise science classes. Special emphasis will focus on classes that serve students with disabilities, chronic diseases, and injuries. Students will work under the direct supervision of an exercise science instructor.

*Transfers to:* CSU

### **EXERCISE SCIENCE 291 †** **Anatomy and Kinesiology for Fitness Specialists**

3 units, 3 hours lecture

*Corequisite:* ES 292

This course combines anatomy and kinesiology, addressing the structure of the musculoskeletal system of the human body. Students will study practical applications of muscle groups and their functional relationships to simple mechanical principles. Anatomical and mechanical analysis of motion as it pertains to human movement in exercise will be emphasized.

*Transfers to:* CSU

### **EXERCISE SCIENCE 292 †** **Exercise Physiology for Fitness Specialists**

3 hours, 3 hours lecture

*Corequisite:* ES 291

This course is a study of human physiological responses, both short and long term, to physical activity and training. Students will examine the effects of exercise and the adaptation to training on the skeletal muscles, nervous system, cardiovascular and respiratory systems, body composition, and fatigue.

*Transfers to:* CSU

### **EXERCISE SCIENCE 293 †** **Strength Training/Fitness Assessments for Fitness Specialists**

2 units, 2 hours lecture, 1 hour laboratory

*Prerequisite:* A "C" grade or higher or "Pass" in ES 291 and 292.

*Corequisite:* ES 294

This course covers the mechanics of fitness training, including strength, endurance, and flexibility as well as provides students the necessary knowledge base to select appropriate fitness assessments. Discussion regarding training techniques, optimal

workout environments, safety, contraindications, equipment and existing certification programs will help prepare students to work in the fitness industry. Students will evaluate existing standardized assessment batteries for cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition, blood pressure and cholesterol.

*Transfers to:* CSU

### **EXERCISE SCIENCE 294 †** **Exercise Program Design and Special Populations**

3 units, 3 hours lecture

*Prerequisite:* A "C" grade or higher or "Pass" in ES 291 and 292.

*Corequisite:* ES 293

This course addresses the topics of personal training and group exercise leadership in general program design as well as working with special populations. Information focuses on knowledge and skills (behaviors) associated with leading others to become more physically educated and healthy. Students will develop skills related to planning, informing (lecturing and demonstrating), managing learners and the environment, and assessing instructional processes and outcomes. In addition to general leadership development, information regarding exercise and special populations related to cardiac conditions, physical disabilities, diabetes, sensory impairment, seniors, mentally impaired, pregnancy, and infectious diseases will be emphasized.

*Transfers to:* CSU

### **EXERCISE SCIENCE 296 †** **Internship Seminar for Fitness Specialists**

.5 units, 8 hours lecture

*Prerequisite:* A "C" grade or higher or "Pass" in ES 255, 291, 292, 293, 294 and Health Education 158.

*Corequisite:* A "C" grade or higher or "Pass" or concurrent enrollment in ES 196.

This course is designed for the student in the Fitness Specialist certification program. Students will discuss current issues in the fitness field, insurance, liability, standard business practices and national certifications. Students apply knowledge of basic anatomy, exercise physiology, kinesiology, personal information gathering and exercise testing through enrollment in ES 196.

*Transfers to:* CSU

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

## **XI. Selected Studies and Topics (199 & 299)**

### **EXERCISE SCIENCE 199 Special Studies or Projects in Exercise Science**

*1-3 units, 3-9 hours*

**Prerequisite:** *Consent of instructor.*

Individual study, research or projects in the field of exercise science 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 nine units.

### **EXERCISE SCIENCE 298 †† Selected Topics in Exercise Science**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in exercise science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community-student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

**Non-associate degree applicable**

### **EXERCISE SCIENCE 299A † Selected Topics in Exercise Science**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in exercise science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community-student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**

### **EXERCISE SCIENCE 299B † Selected Topics in Exercise Science**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in exercise science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community-student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

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

†† This course meets all Title 5 standards for Nondegree Credit.



## EXERCISE SCIENCE AND WELLNESS

The Department of Exercise Science and Wellness (formerly the Department of Physical Education) offers a solid academic foundation for further study in the field of exercise science, kinesiology and/or physical education. The primary emphasis of the Exercise Science and Wellness major program is to prepare students for successful transfer to baccalaureate (four-year) institutions as well as for entry-level jobs within the fitness industry. The course package for majors is modeled on the preparation for major at San Diego State University, and allows for an emphasis either in Fitness, Nutrition and Health in line with SDSU. The package may also satisfy many requirements for most other California State University institutions as well, but students should check the catalog of the school being considered for its specific requirements.

This department also offers a Fitness Specialist Certificate program which is designed to prepare students to take nationally recognized certification examinations offered throughout the fitness industry. Courses required for the certificate are on page 75. For more details, contact the Exercise Science Department.

### Career Opportunities

Athletic Trainer\*  
 Fitness Professional (personal trainer, aerobic dance instructor, fitness club instructor, etc.)  
 Physical Therapy\*  
 Recreational Sports Coach\*  
 Secondary School Coach\*  
 Teacher\*

\*Bachelor's Degree or higher required.

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. Demonstrate knowledge, skills and appreciation of exercise science principles.
2. Identify the basic principles for maintaining an active and healthy lifestyle.

### Associate Degree Major Requirements Core Curriculum

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

Subject & Number	Title	Units
Exercise Science 005A or B or C	Beginning, or Intermediate, or Advanced Aerobic Fitness and Weight Training	1.5
Exercise Science 250	Introduction to Kinesiology	3
Exercise Science 255	Care and Prevention of Athletic Injuries	3
Exercise Science 290A or B or C	Beginning, or Intermediate, or Advanced Teaching Techniques and Methods in Exercise Science	1.5
Biology 140	Human Anatomy	5
Chemistry 115 or Chemistry 120	Fundamentals of Chemistry	4
	Preparation for General Chemistry	(4)
Communication 122	Public Speaking	3
Health Education 158	Nutrition for Fitness and Sports	3

or

Health Education 255	Science of Nutrition	(3)
	NOTE: (HED 255 is required for the Kinesiology major at SDSU)	
Psychology 120	Introductory Psychology	3
Sociology 120	Introductory Sociology	3
	<b>Total</b>	<b>30</b>

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Biology 215	Statistics for Life Sciences	3
Psychology 215	Statistics for the Behavioral Sciences	3
Sociology 215	Statistics for the Behavioral Sciences	3
Mathematics 160	Elementary Statistics	4
	<b>Total</b>	<b>3-4</b>

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Exercise Science 006A or B or C	Beginning or Intermediate or Advanced Total Body Fitness	1
Exercise Science 009A or B or C	Beginning or Intermediate or Advanced Aerobic Dance Exercise	1
Exercise Science 023A or B or C	Beginning or Intermediate or Advanced Weight Training	1
Exercise Science 043A or B or C	Beginning or Intermediate or Advanced Swimming	1
Exercise Science 060A or B or C	Beginning or Intermediate or Advanced Badminton	1
Exercise Science 076A or B or C	Beginning or Intermediate or Advanced Tennis	1
Exercise Science 120A or B or C	Beginning or Intermediate or Advanced Bowling	1
Exercise Science 125A or B or C	Beginning or Intermediate or Advanced Golf	1-1.5
Exercise Science 130A or B or C	Beginning or Intermediate or Advanced Gymnastics	1-1.5
Exercise Science 171A or B or C	Beginning or Intermediate or Advanced Softball	1
Exercise Science 175A or B or C	Beginning or Intermediate or Advanced Volleyball	1
	<b>Total</b>	<b>1-1.5</b>
	<b>Total Required</b>	<b>34-35.5</b>
	Plus General Education and Elective Requirements	

### Certificate of Achievement

Any student who chooses to complete only those courses required for the above major (i.e. 34-35.5 units) qualifies for a Certificate of Achievement in Exercise Science and Wellness. 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.**

## Area of Emphasis Athletic Training

In addition to completion of the core curriculum the following courses must be completed:

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

Subject & Number	Title	Units
Biology 230	Principles of Cellular, Molecular and Evolutionary Biology	4
Biology 240	Principles of Ecology, Evolution and Organismal Biology	5
Chemistry 116	Introductory Organic Chemistry	4
Chemistry 141	General Chemistry I	5
Computer Science Info. Systems 110	Principles of Information Systems	4
Total		22
Total Required		55.5-56
Plus General Education and Elective Requirements		

## Certificate of Achievement

Any student who chooses to complete only those courses required for the above major (i.e. 55.5-56 units) qualifies for a Certificate of Achievement in Exercise Science and Wellness with an emphasis in Athletic Training. 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.**

## Fitness Specialist Certification

The Exercise Science and Wellness Department offers a Fitness Specialist Certificate. Designed as a 1-year program with sequenced courses, this certificate prepares students to successfully pass national fitness certification exams as well as work in the fitness industry. The courses for the Fitness Specialist Certification are different than those required for transfer to 4-year institutions in Exercise Science or Kinesiology; courses are intended as vocational preparation rather than a step for a baccalaureate degree. For more details, contact the ES department chair at (619) 644-7400.

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

Subject & Number	Title	Units
Exercise Science 255	Care and Prevention of Athletic Injuries	3
Exercise Science 291	Anatomy and Kinesiology For Fitness Specialists	3
Exercise Science 292	Exercise Physiology for Fitness Specialists	3
Exercise Science 293	Strength Training/Fitness Assessments for Fitness Specialists	2
Exercise Science 294	Exercise Program Design and Special Populations	3
Exercise Science 196	Community Service Learning for Fitness Specialists	1
Exercise Science 296	Internship Seminar for Fitness Specialists	5
Health Education 158	Nutrition for Fitness and Sport	3
Total		18.5

# ***Appendix 2***

## ***Catalog Descriptions***

### ***Health Education***



## HEALTH EDUCATION (HED)

### HEALTH EDUCATION 101 † Keys to Successful Weight Control

1.5 units, 1.5 hours lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

This course explores the determinants of weight gain, loss and maintenance including food intake, energy expenditure, genetics, social pressures and psychological factors. Students will learn the proven keys to successful and long term weight control. A variety of approaches to weight control will be examined with thought to effectiveness, safety and nutritional adequacy. Disordered eating, including emotional eating, compulsive eating, bulimia and anorexia nervosa will be examined relative to their relationship to weight control.

*Transfers to CSU*

### HEALTH EDUCATION 105 † Health Education for Teachers

1 unit, 1 hour lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

This course is designed for multiple or single subject teacher candidates and provides introductory knowledge of broad health-related issues that are relevant to K-12 curriculum. Topic areas covered include primary and secondary school health education curriculum design, basic legal issues of health education in California, discussion of community resources, behavior modification techniques, stress management, benefits of regular exercise, nutrition and eating disorders, disease prevention, childhood obesity; contraception, sexually transmitted diseases, substance abuse, including alcohol and tobacco, safety in the home and school, and violence, including gang and domestic violence. This course is designed to meet the state of California health education requirement for the K-12 teaching credential.

*Transfers to: CSU*

### HEALTH EDUCATION 120 † Personal Health and Lifestyles

3 units, 3 hours lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

A course emphasizing the information required to make important decisions concerning lifestyle and total health. An examination of stress, drugs, major diseases, nutrition, weight control, sexuality, aging, environmental issues, and other topics related to health and fitness with an emphasis on applying the information to personal behaviors. This course challenges the student to assume responsibility for, and take charge of his/her own health and well being.

*Satisfies General Education for: Grossmont College D2; CSU E*  
*Transfers to: CSU, UC*

### HEALTH EDUCATION 155 † Realities of Nutrition

3 units, 3 hours lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

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*

### HEALTH EDUCATION 158 † Nutrition for Fitness and Sports

3 units, 3 hours lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

A course investigating the effects of nutrition and various dietary regimens on athletic performance, physical fitness and general health. Students will compare the physiological effects of optimal nutrition vs. inadequate nutrition for the general population as well as athletes. Cultural, sociological and psychological influences on diet, nutrition and performance will be

examined thoroughly. Discussion of current "fad" and supposed performance-enhancing diets and supplements will be addressed.  
*Satisfies General Education for: Grossmont College D2; CSU E*  
*Transfers to CSU*

### HEALTH EDUCATION 199 Special Studies or Projects in Health Education

1-3 units, 3-9 hours

**Prerequisite:** Consent of instructor.

Individual study, research or projects in the field of health education 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 nine units.

### HEALTH EDUCATION 201 † Introduction to Public Health

3 units, 3 hours lecture

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

The purpose of this course is to provide an introduction to the environmental, biological and socio-cultural determinants of public health. The areas of emphasis are: environmental health, health and community behavior, infectious disease, chronic disease, public health policy, implementation and regulation. Within these topic areas examination of the matrix of physiological, socio-cultural and psychological determinants of health will be addressed including an overview of various public health professions and institutions, the epidemiology of infectious and chronic disease and their impact on society as a whole, environmental health, health promotion, global health (including health disparities and cultural competence) and public health policy and management (including disaster preparedness).

*Satisfies General Education for: Grossmont College D2; CSU E*  
*Transfers to: CSU, UC*

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

### HEALTH EDUCATION 255 † Science of Nutrition

3 units, 3 hours lecture

**Prerequisite:** A "C" grade or higher or "Pass" in BIO 120 and CHEM 115 or CHEM 120 or equivalent.

**Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or ESL 119 or equivalent.

This course will establish the relationship between foods and science through the study and integration of chemistry, biology and nutrition science. Understanding of the metabolism, functions and sources of nutrients will be covered in detail to correlate the role they have in promotion of health and disease prevention. Discussion of the challenges that occur during the human lifecycle and how nutrient needs change will be covered. This course includes evaluation from a scientific perspective of current concepts, controversies, and dietary recommendations. Nutritional issues as they relate to weight maintenance, eating disorders, food labeling, food safety and special needs at various stages in the lifestyle will be thoroughly examined.

*Satisfies General Education for: CSU E  
Transfers to: CSU, UC*

### HEALTH EDUCATION 298 †† Selected Topics in Health Education

1-3 units, 3-9 hours

**Prerequisite:** *Varies with topic.*

Selected topics in health education not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

**Non-associate degree applicable**

### HEALTH EDUCATION 299A † Selected Topics in Health Education

1-3 units, 3-9 hours

**Prerequisite:** *Varies with topic.*

Selected topics in health education not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**



### HEALTH EDUCATION 299B † Selected Topics in Health Education

1-3 units, 3-9 hours

**Prerequisite:** *Varies with topic.*

Selected topics in health education not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

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

†† This course meets all Title 5 standards for Nondegree Credit.

# ***Appendix 3***

## ***Grade Distribution Summary***

***Exercise Science and Wellness***



**ESW – FALL**



MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	001	ADAPTED PHYSICAL EXERCISE														
	6760	2.0		7								2	9	18.0	AYLWARD	
	6761	2.0		5	2		2					4	13	26.0	AYLWARD	
	COURSE TOTAL			12	2		2					6	22	44.0		
ES	002	ADV ADAPTED PHYSICAL EXERCISE														
	6762	2.0		3	1					1			5	10.0	HAYWOOD	
	6763	2.0		3	1							3	7	14.0	HAYWOOD	
	COURSE TOTAL			6	2					1		3	12	24.0		
ES	003	ADAPTIVE AEROBIC FITNESS														
	6767	2.0		8	3	3	1						15	30.0	AYLWARD	
	COURSE TOTAL			8	3	3	1						15	30.0		
ES	005	AEROBIC FITNESS/WEIGHT TRAIN														
	6771	3.0		9	3							6	18	54.0	KELLEY	
	6772	3.0		12	5	1		1		1		12	32	96.0	KELLEY	
	6773	3.0		23				3				10	36	105.0	JORDAN	
	6774	3.0		11	5							5	21	63.0	TRESTRAIL	
	6775	3.0		31	1	1		7				2	42	126.0	JORDAN	
	6777N	3.0		14	2			3				10	29	84.0	CAMPBELL	
	6778N	3.0		10	2					1		4	17	51.0	TRESTRAIL	
	COURSE TOTAL			110	18	2		14		2		49	195	579.0		
ES	006	TOTAL BODY FITNESS														
	6779	2.0		10	10	1						2	5	28.0	KELLEY	
	6780	2.0		17	3	2		1				12	35	70.0	CAIRES	
	6781	2.0		8	9	4				1		8	30	60.0	KELLEY	
	6782	2.0		8	10	3		1				8	30	60.0	KELLEY	
	6783N	2.0		13		1		3				7	24	48.0	TRESTRAIL	
	6784N	2.0		23	1			1				9	34	68.0	CAMPBELL	XP
	COURSE TOTAL			79	33	11		6		1	2	49	181	362.0		
ES	007	AEROBIC WALK FITNESS/WELLNESS														
	6785	3.0		12						1		6	19	57.0	GARRITY	PT
	6786	3.0		5	2	1						10	18	54.0	GARRITY	PT
	COURSE TOTAL			17	2	1				1		16	37	111.0		
ES	008	SENIOR FITNESS FOR WELLNESS														
	6787	3.0		3						6	2	1	12	36.0	AYLWARD	
	COURSE TOTAL			3						6	2	1	12	36.0		
ES	009	AEROBIC DANCE EXERCISE														
	6788	2.0		6	4							7	17	34.0	BALE	PT
	6789	2.0		9	6	1	1	1		1		6	25	50.0	BALE	PT
	6790	2.0		13	1							7	21	40.0	BALE	PT
	6792	2.0		34	1					2		8	45	90.0	DEMARCO	PT
	6793	2.0		10	8	5	1	8			1	13	46	92.0	EDMISTON	PT
	6795	2.0		19	5	1	1	4		2	4	7	43	86.0	EDMISTON	PT
	6797N	2.0		19	9	2	3			2		8	43	86.0	BADOLATO	PT
	6799N	2.0		19	3	4	2	2				8	38	76.0	BADOLATO	PT

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.									TOTAL	TOTAL										
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR							
ES	009	AEROBIC DANCE EXERCISE																				
		COURSE TOTAL		129	37	13	8	15		7	5	64	278	554.0								
ES	021	CHRONIC DISEASE/INJURY PREVENT																				
	6801	3.0		3										3	9.0	AYLWARD						
		COURSE TOTAL		3										3	9.0							
ES	023	WEIGHT TRAINING																				
	6803	2.0	17	1			1	2		1		4	26	52.0	JOHNS							
	6804	2.0	16	1	2		1	2				14	36	70.0	BALE	PT						
	6805	2.0	15	5	2		1	1				7	31	62.0	JOHNS							
	6806	2.0	10	3				1				5	19	36.0	BALE	PT						
	6807	2.0	14	2								7	23	48.0	OLSEN	PT						
	6808	2.0	21	1	3							6	31	62.0	WEBER							
	6809	2.0	12	8	1			7				8	36	70.0	TRESTRAIL							
	6810	2.0	20	8	5			3				7	43	86.0	CAIRES							
	6811	2.0	19	6	2			1				9	37	74.0	CAIRES							
	6812	2.0	16	3	2			2				4	27	54.0	JOHNS							
	6813	2.0	10	1	2		1					5	19	36.0	TRESTRAIL							
	6814	2.0	4	2	2			2				6	17	28.0	CUMMINGS	PT						
	6815	2.0	11									1	12	24.0	KELLEY	XP						
	6816	2.0	5		2		3	2				4	16	32.0	CUMMINGS	PT						
	6817	2.0	8	3	2							4	17	34.0	CUMMINGS	PT						
	6818	2.0	11		3		1					5	20	40.0	VILARINO	PT						
	6819N	2.0	26	5	2							7	40	80.0	ABSHIER	PT						
	6820N	2.0	8	4	1					1		6	20	38.0	FEATHERSTONE	PT						
	6821N	2.0	7	7	2			3				8	27	54.0	FEATHERSTONE	PT						
	6822N	2.0	6	4	5			1				5	21	42.0	FEATHERSTONE	PT						
	6823N	2.0	4	4	3		1					5	17	34.0	VILARINO	PT						
	6824N	2.0	14		4		2	2				5	27	54.0	JORDAN							
		COURSE TOTAL		274	68	45	11	29		2	1	132	562	1110.0								
ES	027	T'AI CHI CH'UAN																				
	6830N	2.0		6	5	1										7	22	44.0	CONNIRY	PT		
		COURSE TOTAL		6	5	1										7	22	44.0				
ES	028	YOGA																				
	6833	3.0	40	1										14	60	177.0	DEMARCO	PT				
	6834	3.0	29										2	22	53	156.0	DEMARCO	PT				
	6835N	3.0	25	4	1										2	11	45	135.0	KAROLIDES	PT		
	6836N	3.0	21	4	2										4	15	52	150.0	KAROLIDES	PT		
		COURSE TOTAL		115	9	3										12	2	62	210	618.0		
ES	029	ADAPTED YOGA																				
	6840	2.0	10	1	3										1	15	30.0	AYLWARD				
		COURSE TOTAL		10	1	3										1	15	30.0				
ES	030	ADAPTIVE AQUATIC SPORTS ED																				
	6848	2.0	7										1	9	18.0	HARVEY						
		COURSE TOTAL		7										1	9	18.0						

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	035	ADAPTIVE SWIM/PHYSICAL LIMITED														
	6851		2.0	5		1						4	10	20.0	HARVEY	
	COURSE TOTAL			5		1						4	10	20.0		
ES	037	SPRINGBOARD DIVING														
	6852		2.0	10		1						5	16	32.0	HARVEY	
	COURSE TOTAL			10		1						5	16	32.0		
ES	039	SWIMMING FOR NONSWIMMERS														
	6853		2.0	14								4	18	36.0	HARVEY	
	COURSE TOTAL			14								4	18	36.0		
ES	040	WATER AEROBICS														
	6854		2.0	17	2	1						12	32	64.0	HARVEY	
	6856N		2.0	7	3	3	1	1		1		3	19	38.0	VILARINO	PT
	6857N	8	4.0	3	9			1			1	5	19	25.6	ADLER	PT
	COURSE TOTAL			27	14	4	1	2		1	1	20	70	127.6		
ES	043A	BEGINNING SWIMMING														
	6858		2.0	4		1		1				5	11	20.0	LARSEN	XP
	6859		2.0	13								5	18	36.0	LARSEN	
	6862N		2.0	4	1	3		1		1		3	13	26.0	LARUSSA	PT
	COURSE TOTAL			21	1	4		2		1		13	42	82.0		
ES	043B	INTERMEDIATE SWIMMING														
	6865		2.0	4								1	5	10.0	LARSEN	
	6866		2.0	5								4	9	18.0	LARSEN	
	6867		2.0	3				1				3	7	14.0	LARSEN	
	6869N		2.0	1	2	3		1				5	13	26.0	LARUSSA	
	COURSE TOTAL			13	2	3		2			1	13	34	68.0		
ES	043C	ADVANCED SWIMMING														
	6871		2.0	7								2	9	18.0	LARSEN	
	COURSE TOTAL			7								2	9	18.0		
ES	044	LAP SWIMMING/HEALTH & FITNESS														
	6875		2.0	22								6	28	56.0	LARSEN	
	6877		2.0	10				1				6	17	34.0	LARSEN	
	6878N	8	4.0	11	1	1	1	1				2	17	27.4	LARUSSA	PT
	COURSE TOTAL			43	1	1	1	2				14	62	117.4		
ES	060A	BEGINNING BADMINTON														
	6881		2.0	6	3	3		1		1		1	15	30.0	CAIRES	
	6883		2.0	26			1					4	31	62.0	GILLESPIE	PT
	6884N		2.0	19								1	19	38.0	GILLESPIE	PT
	COURSE TOTAL			51	3	3	1	1		1		5	65	130.0		
ES	060B	INTERMEDIATE BADMINTON														
	6885		2.0	2								2	4	8.0	CAIRES	
	6887		2.0	6								1	7	14.0	GILLESPIE	
	6888N		2.0	10								1	11	22.0	GILLESPIE	

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	060B INTERMEDIATE BADMINTON															
	COURSE TOTAL			18								4	22	44.0		
	(CONT"D)															
ES	060C ADVANCED BADMINTON															
	6892		2.0	2									2	4.0	GILLESPIE	
	6893N		2.0	1									1	2.0	GILLESPIE	
	COURSE TOTAL			3									3	6.0		
ES	068A INTRODUCTION TO DANCE															
	6896		2.0	2									2	4.0	TOTH	
	COURSE TOTAL			2									2	4.0		
ES	068B INTRODUCTION TO DANCE															
	6897		2.0	1									1	2.0	TOTH	
	COURSE TOTAL			1									1	2.0		
ES	074A STUDIO WORKSHOP IN JAZZ DANCE															
	6901 **		0.0										1	1	0.0	BOSKIN-MULLEN
	COURSE TOTAL														0.0	
ES	076A BEGINNING TENNIS															
	6914	8	4.0	6	4	7	1	1				11	30	34.7	RUMP	PT
	6916		2.0	6	6	2						3	17	34.0	KELLEY	
	6917		2.0	6	2	3						9	20	40.0	PETTEE	PT
	6918		2.0	12					1			6	19	38.0	MURPHY	PT
	6919		2.0	3	2	2						1	8	16.0	RUMP	PT
	6920		2.0	7	2	4			1			2	16	32.0	RUMP	PT
	6921		2.0	5	4							1	10	20.0	PETTEE	PT
	6922		2.0	21	2							2	25	50.0	HABER	PT
	6923		2.0	5	5							2	12	24.0	PETTEE	PT
	6924N	8	4.0	13								5	18	23.8	HABER	PT
	6925N	8	4.0	10								2	12	18.3	STRANGE	PT
	COURSE TOTAL			94	27	18	1	1		2		44	187	330.8		
ES	076B INTERMEDIATE TENNIS															
	6926	8	4.0	2	1							3	6	5.5	RUMP	
	6927		2.0	4	1					1		1	8	16.0	KELLEY	
	6928		2.0	5				1		1			5	10.0	PETTEE	
	6929		2.0	3								1	4	8.0	MURPHY	
	6930		2.0	4								2	6	12.0	RUMP	
	6931		2.0	5	1		1			1			8	16.0	RUMP	
	6932		2.0	2	1					1			4	8.0	PETTEE	
	6933		2.0	4								3	7	12.0	PETTEE	
	6935N	8	4.0	14								2	16	25.6	HABER	
	6936N	8	4.0	5									5	9.1	STRANGE	
	COURSE TOTAL			48	4		1	1		3		12	69	122.2		

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

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	076C ADVANCED TENNIS																
	6938	8	4.0	2									2	3.7	RUMP		
	6939		2.0	3									3	6.0	KELLEY		
	6940		2.0	1								1	2	4.0	PETTEE		
	COURSE TOTAL			6								1	7	13.7			
ES	094A FUNK JAZZ																
	6951		3.0	1									2	3	9.0	ADAO	
	COURSE TOTAL			1									2	3	9.0		
ES	094B FUNK JAZZ																
	6955N**		0.0										1	1	0.0	ADAO	
	COURSE TOTAL														0.0		
ES	094D FUNK JAZZ																
	6960		3.0		1									1	3.0	ADAO	
	COURSE TOTAL				1									1	3.0		
ES	116 STRETCH & ALIGNMENT/DANCERS																
	6964		3.0	2										4	12.0	JIACOLETTI	
	COURSE TOTAL			2										4	12.0		
ES	117A BODY TONE AND STRENGTHENING																
	6966		3.0	2									1	3	9.0	MEYER	
	6967		3.0		2									2	6.0	MEYER	
	COURSE TOTAL			2	2								1	5	15.0		
ES	117C BODY TONE AND STRENGTHENING																
	6973		3.0	1		1								2	6.0	MEYER	
	COURSE TOTAL			1		1								2	6.0		
ES	117D BODY TONE AND STRENGTHENING																
	6975		3.0	1	1									2	6.0	MEYER	
	6976		3.0	1	1									2	6.0	MEYER	
	COURSE TOTAL			2	2									4	12.0		
ES	120A BEGINNING BOWLING																
	6978		2.0	5	13	8							4	30	60.0	SPEIDEL PT	
	6979		2.0	9	5	2	1						3	20	40.0	MCMINN PT	
	6980		2.0	7	7	2							3	19	38.0	MCMINN PT	
	6981		2.0	8	11									19	38.0	MCMINN PT	
	6982		2.0	4	6	1								11	22.0	SPEIDEL PT	
	COURSE TOTAL			33	42	13	1						10	99	198.0		
ES	120B INTERMEDIATE BOWLING																
	6983		2.0	4	7	1								1	13	26.0	SPEIDEL
	6984		2.0	2	1										3	6.0	MCMINN
	6985		2.0	2				1							3	6.0	MCMINN
	6987		2.0		3										3	6.0	SPEIDEL

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	120B INTERMEDIATE BOWLING															
	COURSE TOTAL			8	11	1		1				1	22	44.0		
ES	120C ADVANCED BOWLING															
	6988	2.0		2	1	1							4	8.0	SPEIDEL	
	6989	2.0		1									1	2.0	MCMINN	
	6990 **	0.0										1	1	0.0	MCMINN	
	6991	2.0		5									5	10.0	MCMINN	
	6992	2.0		1	1								2	4.0	SPEIDEL	
	COURSE TOTAL			9	2	1							12	24.0		
ES	121 ADAPTIVE BOWLING															
	6993	2.0		9	4							1	14	28.0	HAYWOOD	PT
	COURSE TOTAL			9	4							1	14	28.0		
ES	125A BEGINNING GOLF															
	6995	2.0		15	2	1						6	24	48.0	JORDAN	
	6997	2.0		13	6	1		1				5	26	52.0	HOOTNER	PT
	COURSE TOTAL			28	8	2		1				11	50	100.0		
ES	125B INTERMEDIATE GOLF															
	6998	3.0		7				7				3	17	51.0	JORDAN	PT
	COURSE TOTAL			7				7				3	17	51.0		
ES	125C ADVANCED GOLF															
	7000	3.0		2				2					4	12.0	JORDAN	
	COURSE TOTAL			2				2					4	12.0		
ES	130A BEGINNING GYMNASTICS															
	7005	2.0		7	4		1					6	18	32.0	BURGER	
	COURSE TOTAL			7	4		1					6	18	32.0		
ES	130B INTERMEDIATE GYMNASTICS															
	7006	3.0		4	4	3	3	1					15	45.0	BURGER	
	COURSE TOTAL			4	4	3	3	1					15	45.0		
ES	130C ADVANCED GYMNASTICS															
	7007	3.0		2	1					1		2	6	18.0	BURGER	
	COURSE TOTAL			2	1					1		2	6	18.0		
ES	155A BEGINNING BASKETBALL															
	7036	2.0		8	3							5	16	32.0	WEBER	
	7038	2.0		16			1					3	20	40.0	CAMPBELL	XP
	COURSE TOTAL			24	3		1					8	36	72.0		
ES	155B INTERMEDIATE BASKETBALL															
	7040	2.0		4	1							2	7	14.0	WEBER	
	7042	2.0		5	1							6	12	24.0	CAMPBELL	
	7043	2.0		11	5							3	19	38.0	WEBER	

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	155B INTERMEDIATE BASKETBALL															
	7044		2.0	11	2							1	14	28.0	WEBER	
	COURSE TOTAL			31	9							12	52	104.0		
ES	155C ADVANCED BASKETBALL															
	7046		2.0	3	1								4	8.0	WEBER	
	7047		2.0	2	1							2	5	10.0	WEBER	
	COURSE TOTAL			5	2							2	9	18.0		
ES	170A BEGINNING SOCCER															
	7050		2.0	13						1		2	16	32.0	HABER	PT
	7052		2.0	10	2	1							13	26.0	HAZARD	PT
	7053		2.0	16		1						4	21	42.0	HABER	PT
	COURSE TOTAL			39	2	2				1		6	50	100.0		
ES	170B INTERMEDIATE SOCCER															
	7055		2.0	5		1						1	7	14.0	HABER	
	7056		2.0	6	4					1			11	22.0	HAZARD	
	7057		2.0	9		1						3	13	24.0	HABER	
	COURSE TOTAL			20	4	2				1		4	31	60.0		
ES	170C ADVANCED SOCCER															
	7060		2.0	9		1						1	11	22.0	HABER	
	7061		2.0	5	2							1	8	16.0	HAZARD	
	7062		2.0	5									5	10.0	HABER	
	COURSE TOTAL			19	2	1						2	24	48.0		
ES	171A BEGINNING SOFTBALL															
	7064		2.0	3	3					1		4	11	20.0	TRESTRILL	
	COURSE TOTAL			3	3					1		4	11	20.0		
ES	171B INTERMEDIATE SOFTBALL															
	7065		2.0	2		1						1	4	8.0	TRESTRILL	
	COURSE TOTAL			2		1						1	4	8.0		
ES	171C ADVANCED SOFTBALL															
	7066		2.0	6								2	8	16.0	TRESTRILL	
	COURSE TOTAL			6								2	8	16.0		
ES	172A BEGINNING BASEBALL															
	7068		2.0	5	1							1	7	14.0	OLSEN	PT
	COURSE TOTAL			5	1							1	7	14.0		
ES	172B INTERMEDIATE BASEBALL															
	7072		2.0	9								1	10	20.0	OLSEN	
	COURSE TOTAL			9								1	10	20.0		
ES	172C ADVANCED BASEBALL															
	7076		2.0	6									6	12.0	OLSEN	
	COURSE TOTAL			6									6	12.0		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

											TOTAL		TOTAL			
S.T.		A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR			
WKS	HRS															
ES 175A BEGINNING VOLLEYBALL																
7085	2.0	14	2							2	18	36.0	TRESTRAIL			
7088N	2.0	8								2	10	20.0	STRANGE		PT	
7090N	2.0	16								7	23	46.0	STRANGE		PT	
COURSE TOTAL		38	2							11	51	102.0				
ES 175B INTERMEDIATE VOLLEYBALL																
7098	2.0	4	1							3	8	16.0	TRESTRAIL			
7100N	2.0	6								1	7	14.0	FEATHERSTONE		PT	
7101N	2.0	5						1		1	7	14.0	STRANGE			
7102N	2.0	3									3	6.0	STRANGE			
COURSE TOTAL		18	1					1		5	25	50.0				
ES 175C ADVANCED VOLLEYBALL																
7106N	2.0	13								3	16	30.0	FEATHERSTONE			
COURSE TOTAL		13								3	16	30.0				
ES 180 SELF DEFENSE FOR WOMEN																
7108	2.0	14	6							6	26	48.0	CONNIRY		PT	
7109N	2.0	21	5					1	1	8	36	72.0	CONNIRY		PT	
COURSE TOTAL		35	11					1	1	14	62	120.0				
ES 185A BEGINNING FENCING																
7111	3.0	3	10	1		1				8	23	66.0	LEE		PT	
COURSE TOTAL		3	10	1		1				8	23	66.0				
ES 185B INTERMEDIATE FENCING																
7112	3.0	6	6								12	36.0	LEE			
COURSE TOTAL		6	6								12	36.0				
ES 199 SPECIAL STUDIES IN ES																
5479	8	3.0				1					1	1.4	JOHNS			
7114	6.0	1									1	6.0	BURGER			
COURSE TOTAL		1				1					2	7.4				
ES 200 CONDITION & INJ PREV/ATHLETICS																
7117	3.0	43								6	49	147.0	WEBER		XP	
COURSE TOTAL		43								6	49	147.0				
ES 204 ADV TECH & STRATS - BASEBALL																
7118	2.0	34	4							4	42	84.0	OLSEN		PT	
7119	2.0	15	3	1						2	21	42.0	OLSEN		PT	
7120	2.0	17	2	1						10	30	58.0	OLSEN		PT	
COURSE TOTAL		66	5	6						16	93	184.0				
ES 206 INTERCOLLEGIATE BASKETBALL																
7121	10.0	1								2	3	30.0	WEBER			
7122	10.0	13	1		1	1				6	22	220.0	WEBER			
7123	10.0	16								1	17	170.0	CAIRES			
COURSE TOTAL		30	1		1	1				9	42	420.0				

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	209	INTERCOLLEGIATE CROSS-COUNTRY														
	7125	10.0		8		1	1			2		3	15	150.0	CLAESSON	PT
	7126	10.0		4								1	5	50.0	CLAESSON	
	COURSE TOTAL			12		1	1			2		4	20	200.0		
ES	211	ADV TECHNIQUE/STRATS BADMINTON														
	7127N	2.0		17								1	18	36.0	GILLESPIE	PT
	COURSE TOTAL			17								1	18	36.0		
ES	212	INTERCOLLEGIATE FOOTBALL														
	7128	10.0		43	1	2		1				3	50	500.0	JOHNS	
	7129	10.0		57	1	1		2				9	70	700.0	JORDAN	XP
	COURSE TOTAL			100	2	3		3				12	120	1200.0		
ES	216	ADV TECH & STRATS - SOFTBALL														
	7130	2.0		21								2	23	46.0	TRESTRAIL	
	COURSE TOTAL			21								2	23	46.0		
ES	218	INTERCOLLEGIATE SOCCER														
	7132	10.0		18								2	20	200.0	HAWVER	PT
	COURSE TOTAL			18								2	20	200.0		
ES	225	ADV TECH & STRATS - TENNIS														
	7134	2.0		1									1	2.0	STRANGE	
	7135	2.0		17									17	34.0	HABER	PT
	7136	2.0		6									6	12.0	STRANGE	PT
	COURSE TOTAL			24									24	48.0		
ES	230	INTERCOLLEGIATE VOLLEYBALL														
	7137N	10.0		10									10	100.0	IVERS	PT
	COURSE TOTAL			10									10	100.0		
ES	231	ADV TECH & STRATS - VOLLEYBALL														
	7139N	2.0		12		1						3	16	30.0	FEATHERSTONE	PT
	COURSE TOTAL			12		1						3	16	30.0		
ES	233	INTERCOLLEGIATE WATER POLO														
	7140	10.0		19								3	22	220.0	HARVEY	
	7141	10.0		4									4	40.0	HARVEY	
	7142	10.0		13								2	15	150.0	LARSEN	
	COURSE TOTAL			36								5	41	410.0		
ES	250	INTRO TO PHYSICAL EDUCATION														
	7145	2.0		16	13	9	3	3				5	49	98.0	KELLEY	
	COURSE TOTAL			16	13	9	3	3				5	49	98.0		
ES	253	PE IN THE ELEMENTARY SCHOOL														
	7146	4.0		7	11	2	3	1				10	34	136.0	HAYWOOD	PT
	7147N	4.0		8	4	5						4	21	84.0	HAYWOOD	PT
	COURSE TOTAL			15	15	7	3	1				14	55	220.0		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	255	CARE/PREVENT ATHLETIC INJURY															
	7148	4.0		8	6	6						2	22	88.0	MARTHIS		PT
	7149	4.0		3	6	8	2	1				3	23	92.0	MARTHIS		PT
	COURSE TOTAL			11	12	14	2	1				5	45	180.0			
ES	262	ANALYS & THEORY/FOOTBAL-OFFENS															
	7150	2.0		51	1	1						7	60	120.0	JORDAN		
	COURSE TOTAL			51	1	1						7	60	120.0			
ES	263	TECH ANALYS/THERY FTBALL-DEFEN															
	7151	2.0		40	1	2		2				3	48	96.0	JOHNS		
	COURSE TOTAL			40	1	2		2				3	48	96.0			
ES	290	TEACH TECH & METHODS IN PE															
	7154	3.0		3				1					4	12.0	AYLWARD		
	COURSE TOTAL			3				1					4	12.0			
ES	291	ANATOMY & KINESIOLOGY															
	7155N**	0.0		4	2	5				1		6	18	0.0	GARRITY		PT
	COURSE TOTAL													0.0			
ES	292	EXERCISE PHYSIOLOGY															
	7156N**	0.0		4	2	6						6	18	0.0	VILARINO		PT
	COURSE TOTAL													0.0			
ES	299	ADAPTED WATER AEROBICS															
	7160	2.0		7	3	3	1	2		7	3	5	31	62.0	AYLWARD		
	7162	2.0		6		1						3	10	20.0	AYLWARD		XP
	COURSE TOTAL			13	3	4	1	2		7	3	8	41	82.0			
SUBJECT TOTAL				2080	422	194	44	110		59	19	755	3683	10064.1			

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
ES	001	ADAPTED PHYSICAL EXERCISE														
	6760	2.0	5	3	1							2	11	22.0	AYLWARD	
	6761	2.0	5	1	1							1	8	16.0	AYLWARD	
	COURSE TOTAL		10	4	2							3	19	38.0		
ES	002	ADV ADAPTED PHYSICAL EXERCISE														
	6762	2.0	3	2									5	10.0	HAYWOOD	
	6763	2.0	6	2	1					2		1	12	24.0	HAYWOOD	
	COURSE TOTAL		9	4	1					2		1	17	34.0		
ES	003	ADAPTIVE AEROBIC FITNESS														
	6767	2.0	6	4	1							4	15	30.0	AYLWARD	
	COURSE TOTAL		6	4	1							4	15	30.0		
ES	004	FITNESS FOR THE FIRST TIMER														
	6768	2.0	11	3								4	18	36.0	AYLWARD	
	COURSE TOTAL		11	3								4	18	36.0		
ES	005	AEROBIC FITNESS/WEIGHT TRAIN														
	6771	3.0	8	5	1			1				9	24	72.0	KELLEY	
	6772	3.0	7	5	6			3		1	1	7	30	87.0	KELLEY	
	6773	3.0	23	2				2				9	36	105.0	JORDAN	
	6774	3.0	14	4	1			4				8	31	90.0	TRESTRAIL	
	6775	3.0	21	5	2			1				8	37	111.0	JORDAN	
	6777N	3.0	15	1			1			3		1	21	63.0	IVERS	
	6778N	3.0	10	3	1			3		1		6	24	69.0	VILARINO	
	COURSE TOTAL		98	25	11	1	14			5	1	48	203	597.0		
ES	006	TOTAL BODY FITNESS														
	6779	2.0	7	6				1				1	7	22	42.0	KELLEY
	6780	2.0	7	9	6	2	2					11	37	72.0	CAIRES	
	6781	2.0	17	13	1	3	1					5	40	80.0	KELLEY	
	6782	2.0	11	9				1				16	37	74.0	KELLEY	
	6783N	2.0	13	1	2			1		1		9	27	54.0	VILARINO	
	6784N	2.0	15	6		1	2					9	33	66.0	IVERS	
	COURSE TOTAL		70	44	9	6	8			1	1	57	196	388.0		
ES	007	AEROBIC WALK FITNESS/WELLNESS														
	6785	3.0	6	3	4	1	1					3	18	54.0	GARRITY	
	6786	3.0	4	4	5					1	1	4	19	57.0	GARRITY	
	COURSE TOTAL		10	7	9	1	1			1	1	7	37	111.0		
ES	008	SENIOR FITNESS FOR WELLNESS														
	6787	3.0	3							2		2	7	21.0	AYLWARD	
	COURSE TOTAL		3							2		2	7	21.0		
ES	009	AEROBIC DANCE EXERCISE														
	6789	2.0	7	5	3			4				1	4	46.0	FLORES	
	6790	2.0	11	5	2			2				1	6	54.0	FLORES	
	6792	2.0	38									5	43	86.0	DEMARCO	
	6793	2.0	19	1	1			1				10	32	62.0	GREEN-WILLIAMS	

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
		WKS	HRS														
ES	009	AEROBIC DANCE EXERCISE		(CONT"D)													
	6795	2.0		17		2				1			15	35	66.0	GREEN-WILLIAMS	PT
	6797N	2.0		21	3	2				1			7	34	68.0	FIESER	PT
	6799N	2.0		12	3					3			11	29	56.0	FIESER	PT
	COURSE TOTAL			125	17	10		7		5	2	58	224	438.0			
ES	021	CHRONIC DISEASE/INJURY PREVENT															
	6801	3.0															
	COURSE TOTAL																
ES	023	WEIGHT TRAINING															
	6802	2.0		9	2	1							6	18	36.0	JOHNS	
	6803	2.0		1	4	1							5	11	20.0	OLSEN	PT
	6804	2.0		7	3		2	1					4	17	34.0	JOHNS	
	6805	2.0		11	2	2							6	21	42.0	OLSEN	PT
	6806	2.0		13	2	1			7	1			3	27	54.0	TRESTRAIL	
	6807	2.0		12		2							2	16	32.0	JORDAN	
	6808	2.0		9	5	2				2			4	22	44.0	TRESTRAIL	
	6809	2.0		17	1	1				4			4	27	54.0	TRESTRAIL	
	6810	2.0		13	4	3				2			12	34	66.0	CAIRES	
	6811	2.0		16	2	3	2	4		1			6	34	66.0	TRESTRAIL	
	6812	2.0		13	3	1	4	2		1			5	29	58.0	JOHNS	
	6813	2.0		6	1								3	11	22.0	TRESTRAIL	
	6814	2.0		15	6	2				2			4	29	58.0	WEBER	
	6815	2.0		6	4					1			6	17	34.0	KELLEY	XP
	6816	2.0		25	1					2			4	32	64.0	ABSHIER	
	6817	2.0		9	4	2					1		8	26	52.0	KELLEY	
	6818	2.0		30						1			1	32	64.0	ABSHIER	
	6819N	2.0		40									1	41	82.0	ABSHIER	
	6820N	2.0		10	3	1					2		4	20	40.0	FEATHERSTONE	PT
	6821N	2.0		8	4					1			7	20	40.0	JOHNS	XP
	6822N	2.0		12	1	1						10	24	48.0	FEATHERSTONE	PT	
	6823N	2.0		10	3	1	1					5	20	40.0	JOHNS	XP	
	6824N	2.0		14	1	1		1				4	21	42.0	JORDAN		
	COURSE TOTAL			306	56	25	9	29		7	3	114	549	1092.0			
ES	027	T'AI CHI CH'UAN															
	6830N	2.0		22		2				1			11	36	70.0	CONNIRY	PT
	COURSE TOTAL			22		2				1			11	36	70.0		
ES	028	YOGA															
	6833	3.0		42						2			10	54	156.0	DEMARCO	PT
	6834	3.0		33						5			10	48	144.0	DEMARCO	PT
	6835N	3.0		20	3	2	1	2					17	45	132.0	KAROLIDES	PT
	6836N	3.0		25	2	1		3		1	1		7	40	117.0	KAROLIDES	PT
	COURSE TOTAL			120	5	3	1	5		8	1	44	187	549.0			
ES	029	ADAPTED YOGA															
	6840	2.0		8	2								8	18	36.0	AYLWARD	
	COURSE TOTAL			8	2								8	18	36.0		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	030	ADAPTIVE AQUATIC SPORTS ED															
	6848		2.0	9		4				1		2	16	32.0	HARVEY		
			COURSE TOTAL	9		4				1		2	16	32.0			
ES	035	ADAPTIVE SWIM/PHYSICAL LIMITED															
	6851		2.0	3	3							4	10	20.0	HARVEY		
			COURSE TOTAL	3	3							4	10	20.0			
ES	037	SPRINGBOARD DIVING															
	6852		2.0	8	2	3						6	19	38.0	HARVEY		
			COURSE TOTAL	8	2	3						6	19	38.0			
ES	039	SWIMMING FOR NONSWIMMERS															
	6853		2.0	12	4					2		1	19	38.0	HARVEY		
			COURSE TOTAL	12	4					2		1	19	38.0			
ES	040	WATER AEROBICS															
	6854		2.0	17	1	2						2	28	56.0	HARVEY		
	6855N		2.0	6	2	1				3		6	18	36.0	CAMPBELL		
	6856N	8	4.0	10	3							3	16	23.8	VILARINO		PT
			COURSE TOTAL	33	6	3				5		15	62	115.8			
ES	041	ADAPTED WATER AEROBICS															
	6857		3.0	6	2	1				10	3	3	25	75.0	AYLWARD		
			COURSE TOTAL	6	2	1				10	3	3	25	75.0			
ES	043A	BEGINNING SWIMMING															
	6858		2.0	13				2				3	18	36.0	LARSEN		XP
	6859		2.0	9	2			1				2	14	28.0	LARSEN		
	6862N		2.0	6								5	11	22.0	ABSHIER		
			COURSE TOTAL	28	2			3				10	43	86.0			
ES	043B	INTERMEDIATE SWIMMING															
	6865		2.0	5								1	6	12.0	LARSEN		
	6866		2.0	3	1	1						4	9	18.0	LARSEN		
	6867		2.0	9		3		1				2	15	28.0	LARSEN		
	6869N		2.0	2									2	4.0	ABSHIER		
			COURSE TOTAL	19	1	4		1				7	32	62.0			
ES	043C	ADVANCED SWIMMING															
	6871		2.0	5				1				5	11	22.0	LARSEN		
			COURSE TOTAL	5				1				5	11	22.0			
ES	044	LAP SWIMMING/HEALTH & FITNESS															
	6875		2.0	24				2				3	29	58.0	LARSEN		
	6877		2.0	12				1			1	5	19	36.0	LARSEN		
	6878N	8	4.0	9	2		1	4				14	30	29.3	LARUSSA		PT
			COURSE TOTAL	45	2		1	7			1	22	78	123.3			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		INSTRUCTOR		
ES	COURSE	WKS	HRS									W	ENR	WSCH				
-----																		
ES 060A BEGINNING BADMINTON																		
	6881		2.0	7	2	2							11	22.0	CAIRES			
	6883		2.0	17								4	21	42.0	GILLESPIE	PT		
	6884N		2.0	13		1						5	19	38.0	GILLESPIE	PT		
	COURSE TOTAL			37	2	3						9	51	102.0				
ES 060B INTERMEDIATE BADMINTON																		
	6885		2.0	2	1	1						1	5	10.0	CAIRES			
	6887		2.0	7									7	14.0	GILLESPIE			
	6888N		2.0	6								1	7	14.0	GILLESPIE			
	COURSE TOTAL			15	1	1						2	19	38.0				
ES 060C ADVANCED BADMINTON																		
	6890		2.0	1								1	2	4.0	CAIRES			
	6892		2.0	1									1	2.0	GILLESPIE			
	6893N		2.0	5								1	6	12.0	GILLESPIE			
	COURSE TOTAL			7								2	9	18.0				
ES 068A INTRODUCTION TO DANCE																		
	6896		2.0	3	2			1				1	7	14.0	TOTH			
	COURSE TOTAL			3	2			1				1	7	14.0				
ES 068B INTRODUCTION TO DANCE																		
	6897 **		0.0									1	1	0.0	TOTH			
	COURSE TOTAL													0.0				
ES 074B STUDIO WORKSHOP IN JAZZ DANCE																		
	6902 **		0.0									3	3	0.0	BOSKIN-MULLEN			
	COURSE TOTAL													0.0				
ES 076A BEGINNING TENNIS																		
	6914	8	4.0	3	7	4		1				9	24	27.4	RUMP	PT		
	6915	8	4.0		2								2	3.7	RUMP			
	6916		2.0	8	4	2		2				3	19	38.0	HOOTNER	PT		
	6917		2.0	13	5	2						3	23	46.0	PETTEE	PT		
	6918		2.0	13	4							9	26	48.0	STIBOR	PT		
	6919		2.0	3	3							2	8	16.0	RUMP	PT		
	6920		2.0	4	2							5	11	22.0	RUMP	PT		
	6921		2.0	5	3							5	13	26.0	PETTEE	PT		
	6922		2.0	13								2	15	30.0	HABER	PT		
	6923		2.0	7		1							8	16.0	PETTEE	PT		
	6924N	8	4.0	10								1	11	18.3	HABER	PT		
	6925N	8	4.0	13	7							5	25	36.6	CAMPBELL	XP		
	COURSE TOTAL			92	37	9		3				44	185	328.0				
ES 076B INTERMEDIATE TENNIS																		
	6926	8	4.0	3								1	4	5.5	RUMP			
	6927		2.0	5								1	6	12.0	HOOTNER			
	6928		2.0	3	1				1			2	7	14.0	PETTEE			

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	076B INTERMEDIATE TENNIS															(CONT"D)
	6929		2.0	5								1	6	12.0	STIBOR	
	6930		2.0	2								2	4	8.0	RUMP	
	6931		2.0	3	1							1	5	10.0	RUMP	
	6932		2.0	2	1	1						2	6	12.0	PETTEE	
	6933		2.0	5	2					1			8	16.0	PETTEE	
	6935N	8	4.0	12									12	21.9	HABER	
	6936N	8	4.0	1								1	2	1.8	CAMPBELL	
	COURSE TOTAL			41	5	1				2		11	60	113.2		
ES	076C ADVANCED TENNIS															
	6938	8	4.0	1									1	1.8	RUMP	
	6939		2.0	3									3	6.0	HOOTNER	
	6940		2.0	2								2	4	8.0	PETTEE	
	COURSE TOTAL			6								2	8	15.8		
ES	078A STUDIO WORKSHOP IN BALLET															
	6947		2.0	1								1	2	4.0	SHIPKOWSKI	
	COURSE TOTAL			1								1	2	4.0		
ES	116 STRETCH & ALIGNMENT															
	6964		3.0	2	1							2	5	15.0	JIACOLETTI	
	COURSE TOTAL			2	1							2	5	15.0		
ES	117A BODY TONE AND STRENGTHENING															
	6966		3.0	1								2	3	9.0	MEYER	
	6967		3.0	3								2	5	15.0	MEYER	
	COURSE TOTAL			4								4	8	24.0		
ES	117B BODY TONE AND STRENGTHENING															
	6969		3.0	1	1							1	3	9.0	MEYER	
	6970		3.0	3		1						2	6	18.0	MEYER	
	COURSE TOTAL			4	1	1						3	9	27.0		
ES	117C BODY TONE AND STRENGTHENING															
	6972		3.0		1								1	3.0	MEYER	
	6973		3.0	1									1	3.0	MEYER	
	COURSE TOTAL			1	1								2	6.0		
ES	117D BODY TONE AND STRENGTHENING															
	6975		3.0	2								1	3	9.0	MEYER	
	6976 **		0.0									1	1	0.0	MEYER	
	COURSE TOTAL			2								1	3	9.0		
ES	120A BEGINNING BOWLING															
	6978		2.0	11	16	3						1	31	62.0	SPEIDEL	PT
	6979		2.0	6	4	1		1				5	17	34.0	MCMINN	PT
	6980		2.0	10	6	1				1		6	24	48.0	MCMINN	PT
	6981		2.0	9	10	5		1				2	27	54.0	MCMINN	PT

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	120A BEGINNING BOWLING																
	6982	2.0		5	5	2						8	20	42.0	SPEIDEL	PT	
	COURSE TOTAL			41	41	12		2		1		22	119	240.0			
ES	120B INTERMEDIATE BOWLING																
	6983	2.0		11	1					1		3	16	30.0	SPEIDEL		
	6984	2.0		3			1					1	5	10.0	MCMINN		
	6985	2.0		6								1	7	14.0	MCMINN		
	6986	2.0		2								1	3	4.0	MCMINN		
	6987	2.0		3	2							2	7	14.0	SPEIDEL		
	COURSE TOTAL			25	3		1			1		8	38	72.0			
ES	120C ADVANCED BOWLING																
	6988	2.0		8								1	9	18.0	SPEIDEL		
	6989	2.0		2	1							2	5	10.0	MCMINN		
	6990	2.0		1				1				1	2	4.0	MCMINN		
	6991	2.0		1		1						1	3	6.0	MCMINN		
	6992	2.0		1									1	2.0	SPEIDEL		
	COURSE TOTAL			13	1	1		1				4	20	40.0			
ES	121 ADAPTIVE BOWLING																
	6993	2.0		9	2	1						4	16	32.0	HAYWOOD	PT	
	COURSE TOTAL			9	2	1						4	16	32.0			
ES	125A BEGINNING GOLF																
	6995	2.0		15		4						3	22	44.0	JORDAN		
	6997	2.0		13	1			2			1	4	21	44.0	JOHNS		
	COURSE TOTAL			28		5		2			1	7	43	88.0			
ES	125B INTERMEDIATE GOLF																
	6998	3.0		7									7	21.0	JORDAN	PT	
	COURSE TOTAL			7									7	21.0			
ES	125C ADVANCED GOLF																
	7000	3.0		2								1	3	9.0	JORDAN		
	COURSE TOTAL			2								1	3	9.0			
ES	130A BEGINNING GYMNASTICS																
	7005	2.0		8	5							2	15	30.0	BURGER		
	COURSE TOTAL			8	5							2	15	30.0			
ES	130B INTERMEDIATE GYMNASTICS																
	7006	3.0		5	3							6	14	39.0	BURGER		
	COURSE TOTAL			5	3							6	14	39.0			
ES	130C ADVANCED GYMNASTICS																
	7007	3.0		1	1								2	6.0	BURGER		
	COURSE TOTAL			1	1								2	6.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	155A BEGINNING BASKETBALL																
	7036	2.0		9	3	1						9	22	42.0	WEBER		
	7038	2.0		18	1			1				2	22	44.0	ABSHIER		
	COURSE TOTAL			27	4	1		1				11	44	86.0			
ES	155B INTERMEDIATE BASKETBALL																
	7040	2.0		10								5	15	30.0	WEBER		
	7042	2.0		4				1					5	10.0	ABSHIER		
	7043	2.0		9	1			1			1		12	24.0	WEBER		
	7044	2.0		17								7	24	48.0	WEBER		
	COURSE TOTAL			40	1			2			1	12	56	112.0			
ES	155C ADVANCED BASKETBALL																
	7046	2.0		2								2	4	8.0	WEBER		
	7047	2.0		9				2				1	12	24.0	WEBER		
	COURSE TOTAL			11				2				3	16	32.0			
ES	170A BEGINNING SOCCER																
	7050	2.0		15	3							5	23	44.0	HABER		PT
	7052	2.0		17	2							2	21	42.0	HAZARD		PT
	7053	2.0		14	1					1		2	18	36.0	HABER		PT
	COURSE TOTAL			46	6					1		9	62	122.0			
ES	170B INTERMEDIATE SOCCER																
	7055	2.0		1	1							2	4	8.0	HABER		
	7056	2.0		8	1							2	11	22.0	HAZARD		
	7057	2.0		9								1	10	20.0	HABER		
	COURSE TOTAL			18	2							5	25	50.0			
ES	170C ADVANCED SOCCER																
	7060	2.0		4	1							5	10	20.0	HABER		
	7061	2.0		5	1								6	12.0	HAZARD		
	7062	2.0		6								1	7	14.0	HABER		
	COURSE TOTAL			15	2							6	23	46.0			
ES	171A BEGINNING SOFTBALL																
	7064	2.0		6	1	1		1					9	18.0	TRESTRAIL		
	COURSE TOTAL			6	1	1		1					9	18.0			
ES	171C ADVANCED SOFTBALL																
	7066	2.0		7								2	9	18.0	TRESTRAIL		
	COURSE TOTAL			7								2	9	18.0			
ES	172A BEGINNING BASEBALL																
	7068	2.0		15								3	18	34.0	ABSHIER		
	COURSE TOTAL			15								3	18	34.0			
ES	172B INTERMEDIATE BASEBALL																
	7072	2.0		8									8	16.0	ABSHIER		
	COURSE TOTAL			8									8	16.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	172C ADVANCED BASEBALL																
	7076		2.0	8								1	9	18.0	ABSHIER		
	COURSE TOTAL			8								1	9	18.0			
ES	175A BEGINNING VOLLEYBALL																
	7084		2.0	8						1		1	10	20.0	IVERS		
	7085		2.0	6			1					1	8	16.0	TRESTRAIL		
	7088N		2.0	13	1							2	16	32.0	IVERS		
	7090N		2.0	9								2	11	22.0	MACINTOSH	PT	
	COURSE TOTAL			36	1	1				1		6	45	90.0			
ES	175B INTERMEDIATE VOLLEYBALL																
	7095		2.0	5			1						6	12.0	IVERS		
	7098		2.0	5									5	10.0	TRESTRAIL		
	7100N		2.0	5	1							3	9	16.0	IVERS		
	7101N		2.0	7									7	14.0	FEATHERSTONE	PT	
	7102N		2.0	1								3	4	8.0	MACINTOSH		
	COURSE TOTAL			23	1	1						6	31	60.0			
ES	175C ADVANCED VOLLEYBALL																
	7106N		2.0	8								2	10	18.0	FEATHERSTONE		
	COURSE TOTAL			8								2	10	18.0			
ES	180 SELF DEFENSE FOR WOMEN																
	7108		2.0	12	3		1					7	23	46.0	CONNIRY	PT	
	7109N		2.0	18	2	3	1					5	29	58.0	CONNIRY	PT	
	COURSE TOTAL			30	5	3	2					12	52	104.0			
ES	185A BEGINNING FENCING																
	7111		3.0	13	3			1		1		8	26	75.0	LEE	PT	
	COURSE TOTAL			13	3			1		1		8	26	75.0			
ES	185B INTERMEDIATE FENCING																
	7112		3.0	3	5			1				4	13	39.0	LEE		
	COURSE TOTAL			3	5			1				4	13	39.0			
ES	199 SPECIAL STUDIES IN ES																
	7110	8	6.0	1									1	2.7	CAIRES		
	7113		3.0	1									1	3.0	BURGER		
	COURSE TOTAL			2									2	5.7			
ES	200 CONDITION & INJ PREV/ATHLETICS																
	7114		3.0	6									6	18.0	HARVEY		
	7115		3.0	33								2	35	105.0	ABSHIER	XP	
	7116		3.0	20								3	23	69.0	HARVEY	XP	
	7117	8	6.0	12								3	15	32.9	CAIRES	XP	
	COURSE TOTAL			71								8	79	224.9			
ES	204 ADV TECH & STRATS - BASEBALL																
	7118		2.0	37								5	42	84.0	ABSHIER		
	7119		2.0	13								5	18	36.0	ABSHIER		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ES	204	ADV TECH & STRATS - BASEBALL (CONT"D)													
	7120		2.0	13		1						4	18	36.0	ABSHIER
	COURSE TOTAL			63		1						14	78	156.0	
ES	206	INTERCOLLEGIATE BASKETBALL													
	7122		10.0	11								1	12	120.0	CAIRES
	7123		10.0	17		1		2				7	27	260.0	WEBER
	7124 **		0.0									1	1	0.0	CAIRES
	COURSE TOTAL			28		1		2				8	39	380.0	
ES	209	INTERCOLLEGIATE CROSS-COUNTRY													
	7125		10.0	7								11	18	180.0	CLAESSON
	7126		10.0	2						1		2	5	50.0	CLAESSON
	COURSE TOTAL			9						1		13	23	230.0	
ES	211	ADV TECHNIQUE/STRATS BADMINTON													
	7127N		2.0	11								1	12	24.0	GILLESPIE
	COURSE TOTAL			11								1	12	24.0	
ES	212	INTERCOLLEGIATE FOOTBALL													
	7128		10.0	60								2	62	620.0	JOHNS
	7129		10.0	50		2		2				10	64	640.0	JORDAN
	COURSE TOTAL			110		2		2				12	126	1260.0	
ES	216	ADV TECH & STRATS - SOFTBALL													
	7130		2.0	16		1						4	21	42.0	TRESTRAIL
	COURSE TOTAL			16		1						4	21	42.0	
ES	218	INTERCOLLEGIATE SOCCER													
	7132		10.0	20								1	21	210.0	HAWVER
	7133		10.0	1									1	10.0	HAWVER
	COURSE TOTAL			21								1	22	220.0	
ES	225	ADV TECH & STRATS - TENNIS													
	7134		2.0	3								1	4	8.0	STRANGE
	7135		2.0	12									12	24.0	HABER
	7136		2.0	10								2	12	22.0	STRANGE
	COURSE TOTAL			25								3	28	54.0	
ES	230	INTERCOLLEGIATE VOLLEYBALL													
	7137		10.0	14									14	140.0	IVERS
	COURSE TOTAL			14									14	140.0	
ES	231	ADV TECH & STRATS - VOLLEYBALL													
	7139N		2.0	11									11	22.0	FEATHERSTONE
	COURSE TOTAL			11									11	22.0	

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

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL	INSTRUCTOR	
		WKS	HRS									W	ENR	WSCH	
ES	233	INTERCOLLEGIATE WATER POLO													
	7140		10.0	23	1							2	26	260.0	HARVEY
	7141		10.0	4									4	40.0	HARVEY
	7142		10.0	11								1	12	120.0	LARSEN
	7143		10.0	6								1	7	70.0	LARSEN
	COURSE TOTAL			44	1							4	49	490.0	
ES	240	ATHLETIC COMPETITION													
	7144		10.0	1									1	10.0	BURGER
	COURSE TOTAL			1									1	10.0	
ES	250	INTRO TO PHYSICAL EDUCATION													
	7145		2.0	26	12	10	1	3				13	65	130.0	KELLEY
	COURSE TOTAL			26	12	10	1	3				13	65	130.0	
ES	253	PE IN THE ELEMENTARY SCHOOL													
	7146		4.0	8	4	4						1	17	68.0	HAYWOOD
	7147N		4.0	4	5	8		1				3	21	84.0	HAYWOOD
	COURSE TOTAL			12	9	12		1				4	38	152.0	
ES	255	CARE/PREVENT ATHLETIC INJURY													
	7148		4.0	4	7	5	2					4	22	88.0	MARTHS
	7149		4.0	5	1	4	3					4	17	68.0	MARTHS
	COURSE TOTAL			9	8	9	5					8	39	156.0	
ES	262	ANALYS & THEORY/FOOTBAL-OFFENS													
	7150		2.0	41		1		1				10	53	106.0	JORDAN
	COURSE TOTAL			41		1		1				10	53	106.0	
ES	263	TECH ANALYS/THERY FTBALL-DEFEN													
	7151		2.0	40								2	42	84.0	JOHNS
	COURSE TOTAL			40								2	42	84.0	
ES	290	TEACH TECH & METHODS IN PE													
	7154		3.0	4								1	5	15.0	AYLWARD
	COURSE TOTAL			4								1	5	15.0	
ES	291	ANATOMY & KINESIOLOGY													
	7155N**		0.0	1	4	3		4				1	13	0.0	GARRITY
	COURSE TOTAL													0.0	
ES	292	EXERCISE PHYSIOLOGY													
	7156N**		0.0		6	1		2				4	13	0.0	VILARINO
	COURSE TOTAL													0.0	
ES	299	ACADEMIC STRATS/LIFE CHALLENGE													
	7159		8 1.0	56								5	61	25.6	JORDAN

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

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GROSSMONT COLLEGE  
GRADE DISTRIBUTION SUMMARY

PAGE 127  
FALL 2007

MATHEMATICS, NATURAL SCIENCES & PE  
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MATHEMATICS, NATURAL SCIENCES & PE  
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	S.T.										TOTAL	TOTAL	
	WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH INSTRUCTOR
ES 299	ACADEMIC	STRATS/LIFE	CHALLENGE	(CONT"D)									
	COURSE	TOTAL	56								5	61	25.6
	SUBJECT	TOTAL	2248	360	166	28	102		59	15	773	3751	10211.3

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

CHEM-141	General Chemistry I	6	0	0	0	0	0	0	0	0	0	3	2	0	5	
Course Total		6	0	0	0	0	0	0	0	0	0	3	2	0	5	
2526	5.0	19	0	2	0	0	7	0	0	7	3	0	0	0	12	Willard, Cary
2527	5.0	28	0	4	0	0	7	0	0	7	6	4	0	0	13	George, Judy
2529N	5.0	24	0	2	0	0	7	0	0	11	3	1	0	0	5	Vance, Diana
Course Total		71	0	8	0	0	21	0	0	25	12	5	0	0	30	
CHEM-141T	Tutorial Lab for Chem 141															
2531	1.0	3	0	0	0	0	0	0	0	0	0	1	2	0	3	Larter, Martin
Course Total		3	0	0	0	0	0	0	0	0	0	1	2	0	3	
CHEM-142	General Chemistry II															
2532	5.0	17	0	2	0	0	9	0	0	6	0	0	0	0	4	Lehman, Jeffrey
2533	5.0	11	0	4	0	0	3	0	0	2	0	2	0	0	7	George, Judy
Course Total		28	0	6	0	0	12	0	0	8	0	2	0	0	11	
CHEM-142T	Tutorial Lab for Chem 142															
2534	1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	2	Larter, Martin
Course Total		1	0	0	0	0	0	0	0	0	0	1	0	0	2	
CHEM-231	Organic Chemistry I															
2536	5.0	10	0	2	0	0	3	0	0	3	0	2	0	0	2	Larter, Martin
Course Total		10	0	2	0	0	3	0	0	3	0	2	0	0	2	
Subject Total		471	0	109	0	0	140	0	0	120	33	38	12	16	0	228
ES-001	Adapted Physical Exercise															
3901	1.0	8	0	3	0	0	3	0	0	1	0	0	1	0	4	Aylward, Kathleen
3902	1.0	18	0	7	0	0	9	0	0	1	0	0	1	0	0	Aylward, Kathleen
Course Total		26	0	10	0	0	12	0	0	2	0	0	2	0	4	

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

Page: 207

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

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

ES-002 Adv Adapted Physical Exercise																				
3903	1.0	6	0	2	0	0	3	0	0	1	0	0	0	0	0	0	0	2	Haywood, Robert	PT
3904	1.0	8	0	3	0	0	3	0	0	1	0	1	0	0	0	0	0	1	Haywood, Robert	PT
Course Total		14	0	5	0	0	6	0	0	2	0	1	0	0	0	0	0	3		
ES-003 Adaptive Aerobic Fitness																				
3905	1.0	13	0	6	0	0	3	0	0	1	0	0	3	0	0	0	0	0	Aylward, Kathleen	
Course Total		13	0	6	0	0	3	0	0	1	0	0	3	0	0	0	0	0		
ES-004 Fitness for the First Timer																				
3906	1.0	14	0	9	0	0	4	0	0	1	0	0	0	0	0	0	0	7	Aylward, Kathleen	
Course Total		14	0	9	0	0	4	0	0	1	0	0	0	0	0	0	0	7		
ES-005 Aerobic Fitness/Weight Train																				
3907	1.5	10	0	7	0	0	2	0	0	0	1	0	0	0	0	0	0	5	Kelley, Elizabeth	
3908	1.5	16	0	8	0	0	3	0	0	2	2	1	0	0	0	0	0	3	Kelley, Elizabeth	
3909	1.5	42	0	33	0	0	3	0	0	2	0	4	0	0	0	0	0	6	Jordan, Michael	
3910	1.5	33	0	22	0	0	3	0	0	1	0	5	2	0	0	0	0	4	Trestrail, Richard	
3911	1.5	42	0	35	0	0	2	0	0	3	0	2	0	0	0	0	0	5	Jordan, Michael	
3912	1.5	12	0	1	0	0	6	0	0	2	0	2	0	0	0	1	0	7	Karp, Jason	PT
3913N	1.5	12	0	3	0	0	4	0	0	3	1	0	1	0	0	0	0	13	Vilarino, Sharon	PT
Course Total		167	0	109	0	0	23	0	0	13	4	14	3	1	0	0	43			
ES-006 Total Body Fitness																				
3914	1.0	24	0	11	0	0	6	0	0	3	3	0	0	1	0	0	0	3	Kelley, Elizabeth	
3915	1.0	28	0	16	0	0	3	0	0	3	3	3	0	0	0	0	0	6	Caires, Karen	
3916	1.0	21	0	10	0	0	7	0	0	0	1	2	1	0	0	0	0	8	Kelley, Elizabeth	
3917	1.0	25	0	12	0	0	5	0	0	5	2	0	0	1	0	0	0	15	Kelley, Elizabeth	
3918N	1.0	30	0	10	0	0	13	0	0	4	1	2	0	0	0	0	0	1	Vilarino, Sharon	PT

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

3919N	1.0	36	0	5	0	0	14	0	0	13	1	3	0	0	0	0	0	0	4	Karp, Jason	PT
Course Total		164	0	64	0	0	48	0	0	28	11	10	1	2	0	0	0	0	37		
<b>ES-007 Aerobic Walk Fitness/Wellness</b>																					
3920	1.5	7	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0	0	3	Ivers, Jamie	
3921	1.5	6	0	2	0	0	3	0	0	0	0	0	1	0	0	0	0	0	2	Garrity, Lisa	PT
Course Total		13	0	7	0	0	4	0	0	1	0	0	1	0	0	0	0	0	5		
<b>ES-008 Senior Fitness for Wellness</b>																					
3922	1.5	14	0	7	0	0	1	0	0	0	3	0	2	1	0	0	0	0	2	Aylward, Kathleen	
Course Total		14	0	7	0	0	1	0	0	0	3	0	2	1	0	0	0	0	2		
<b>ES-009 Aerobic Dance Exercise</b>																					
3923	1.0	11	0	4	0	0	1	0	0	1	1	0	3	1	0	0	0	0	3	Flores, Cheryl	PT
3924	1.0	19	0	12	0	0	1	0	0	1	2	1	0	2	0	0	0	0	6	Flores, Cheryl	PT
3925	1.0	28	0	26	0	0	0	0	0	0	0	0	2	0	0	0	0	0	6	Demarco, Jennifer	PT
3926	1.0	23	0	20	0	0	0	0	0	0	1	2	0	0	0	0	0	0	4	Green-Williams, Lesa	PT
3927	1.0	14	0	8	0	0	1	0	0	1	3	1	0	0	0	0	0	0	8	Green-Williams, Lesa	PT
3928N	1.0	27	0	20	0	0	1	0	0	1	0	4	1	0	0	0	0	0	7	Fieser, Carol	PT
3929N	1.0	37	0	23	0	0	4	0	0	2	0	5	2	0	0	0	0	0	9	Fieser, Carol	PT
Course Total		159	0	113	0	0	8	0	0	6	7	13	8	3	0	0	0	0	43		
<b>ES-021 Chronic Disease/Injury Prevent</b>																					
3930	1.5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Aylward, Kathleen	
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>ES-023 Weight Training</b>																					
3931	1.0	18	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	Clauss, Daniel	
3932	1.0	13	0	6	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	Olsen, Edwin	PT
3933	1.0	20	0	19	0	0	0	0	0	0	0	1	0	0	0	0	0	0	15	Clauss, Daniel	

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

3934	1.0	27	0	17	0	0	2	0	0	4	4	0	0	0	0	0	0	0	0	7	Olsen, Edwin	PT
3935	1.0	24	0	18	0	0	3	0	0	0	0	3	0	0	0	0	0	0	0	7	Trestrail, Richard	
3936	1.0	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	Jordan, Michael	
3937	1.0	21	0	12	0	0	4	0	0	1	0	4	0	0	0	0	0	0	0	5	Trestrail, Richard	
3938	1.0	27	0	18	0	0	2	0	0	0	0	6	0	0	0	0	0	0	0	3	Trestrail, Richard	
3939	1.0	46	0	25	0	0	11	0	0	5	0	4	1	0	0	0	0	0	0	8	Caires, Karen	
3940	1.0	36	0	26	0	0	2	0	0	1	0	7	0	0	0	0	0	0	0	1	Trestrail, Richard	
3941	1.0	34	0	23	0	0	1	0	0	2	1	5	2	0	0	0	0	0	0	8	Ivers, Jamie	
3943	1.0	25	0	21	0	0	1	0	0	1	0	2	0	0	0	0	0	0	0	7	Weber, William	XP
3945	1.0	18	0	6	0	0	8	0	0	2	0	2	0	0	0	0	0	0	0	7	Abshier, Randall	
3946	1.0	17	0	4	0	0	9	0	0	0	2	2	0	0	0	0	0	0	0	4	Kelley, Elizabeth	
3947	1.0	29	0	14	0	0	3	0	0	3	1	5	2	1	0	0	0	0	0	7	Abshier, Randall	
3948	1.0	28	0	21	0	0	4	0	0	1	0	2	0	0	0	0	0	0	0	7	Abshier, Randall	
3949	1.0	14	0	10	0	0	2	0	0	1	1	0	0	0	0	0	0	0	0	2	Featherstone, Fred	PT
3950N	1.0	25	0	10	0	0	3	0	0	3	0	3	3	0	0	0	0	0	0	4	Abshier, Randall	
3951N	1.0	16	0	8	0	0	1	0	0	2	2	3	0	0	0	0	0	0	0	1	Featherstone, Fred	PT
3952N	1.0	17	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	Clauss, Daniel	
3953N	1.0	29	0	27	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	Jordan, Michael	
Course Total		495	0	331	0	0	63	0	0	26	11	51	8	4	0	0	0	0	0	120		
ES-027 Tai Chi Ch'uan																						
3954N	1.0	21	0	14	0	0	4	0	0	1	0	1	1	0	0	0	0	0	0	7	Conniry, Michael	PT
Course Total		21	0	14	0	0	4	0	0	1	0	1	1	0	0	0	0	0	0	7		
ES-028 Yoga																						
3955	1.5	41	0	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	Demarco, Jennifer	PT
3956	1.5	41	0	37	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	13	Demarco, Jennifer	PT

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

3957	1.5	34	0	18	0	0	8	0	0	1	1	4	0	1	0	10	Fieser, Carol	PT	
3958N	1.5	34	0	16	0	0	2	0	0	3	0	8	2	3	0	16	Fieser, Carol	PT	
6010	1.5	51	0	42	0	0	1	0	0	2	0	2	3	1	0	8	Karolides, Melissa	PT	
6011	1.5	41	0	28	0	0	2	0	0	4	2	5	0	0	0	9	Karolides, Melissa	PT	
Course Total		242	0	182	0	0	13	0	0	10	3	19	9	5	0	62			
ES-029 Adapted Yoga																			
3959	1.0	11	0	9	0	0	1	0	0	1	0	0	0	0	0	6	Aylward, Kathleen		
Course Total		11	0	9	0	0	1	0	0	1	0	0	0	0	0	6			
ES-030 Adaptive Aquatic Sports Ed																			
3960	1.0	11	0	9	0	0	1	0	0	0	0	0	1	0	0	2	Harvey, Brian		
Course Total		11	0	9	0	0	1	0	0	0	0	0	1	0	0	2			
ES-035 Adaptive Swim/Physical Limited																			
3961	1.0	9	0	8	0	0	0	0	0	1	0	0	0	0	0	2	Harvey, Brian		
Course Total		9	0	8	0	0	0	0	0	1	0	0	0	0	0	2			
ES-037 Springboard Diving																			
3962	1.0	15	0	14	0	0	0	0	0	1	0	0	0	0	0	8	Harvey, Brian		
Course Total		15	0	14	0	0	0	0	0	1	0	0	0	0	0	8			
ES-039 Swimming for Nonswimmers																			
3963	1.0	18	0	12	0	0	4	0	0	1	0	0	1	0	0	1	Harvey, Brian		
Course Total		18	0	12	0	0	4	0	0	1	0	0	1	0	0	1			
ES-040 Water Aerobics																			
3964	1.0	14	0	12	0	0	1	0	0	0	0	0	1	0	0	12	Harvey, Brian		
3965N	1.0	19	0	11	0	0	4	0	0	0	0	1	1	2	0	5	Kerns-Campbell, Cheryl		
3966N	8 1.0	18	0	17	0	0	1	0	0	0	0	0	0	0	0	2	Kerns-Campbell, Cheryl		
Course Total		51	0	40	0	0	6	0	0	0	1	2	2	2	0	19			

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Page: 211

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

Grade Distribution by Division																			
ES-041	Adapted Water Aerobics																		
	3967	1.5	21	0	6	0	0	1	0	0	0	0	0	14	0	0	0	3	Aylward, Kathleen
	Course Total		21	0	6	0	0	1	0	0	0	0	0	14	0	0	0	3	
ES-043A	Beginning Swimming																		
	3968	1.0	11	0	10	0	0	0	0	0	1	0	0	0	0	0	0	7	Larsen, Lawrence
	3969	1.0	16	0	15	0	0	0	0	0	0	0	0	1	0	0	0	7	Larsen, Lawrence
	Course Total		27	0	25	0	0	0	0	1	0	0	0	1	0	0	0	14	
ES-043B	Intermediate Swimming																		
	3971	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	1	Larsen, Lawrence
	3972	1.0	12	0	8	0	0	2	0	0	2	0	0	0	0	0	0	4	Larsen, Lawrence
	3973	1.0	9	0	7	0	0	1	0	0	0	0	0	1	0	0	0	4	Larsen, Lawrence
	Course Total		30	0	24	0	0	3	0	0	2	0	0	1	0	0	0	9	
ES-043C	Advanced Swimming																		
	3975	1.0	10	0	9	0	0	0	0	0	0	0	0	1	0	0	0	1	Larsen, Lawrence
	Course Total		10	0	9	0	0	0	0	0	0	0	0	1	0	0	0	1	
ES-044	Lap Swimming/Health & Fitness																		
	3976	1.0	20	0	19	0	0	0	0	0	0	0	1	0	0	0	0	9	Larsen, Lawrence
	3977	1.0	11	0	7	0	0	1	0	0	2	0	0	1	0	0	0	8	Larsen, Lawrence
	3978N	8 1.0	21	0	17	0	0	0	0	0	0	0	4	0	0	0	0	13	Larusso, Barbara
	Course Total		52	0	43	0	0	1	0	0	2	0	5	1	0	0	0	30	
ES-047	Lifeguard Training																		
	6017N	8 2.0	11	0	10	0	0	0	0	0	0	0	1	0	0	0	0	1	Kerns-Campbell, Cheryl
	Course Total		11	0	10	0	0	0	0	0	0	0	1	0	0	0	0	1	
ES-060A	Beginning Badminton																		
	3979	1.0	17	0	11	0	0	4	0	0	1	0	1	0	0	0	0	1	Caires, Karen

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

3980	1.0	21	0	20	0	0	1	0	0	0	0	0	0	0	0	0	0	6	Gillespie, William	PT
3981N	1.0	19	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	7	Gillespie, William	PT
Course Total		57	0	50	0	0	5	0	0	1	0	1	0	0	0	0	0	14		
ES-060B Intermediate Badminton																				
3982	1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Caires, Karen
3983	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, William	PT
3984N	1.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, William	PT
Course Total		13	0	12	0	0	1	0	0	0	0	0	0	0	0	0	0	1		
ES-060C Advanced Badminton																				
3985	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Caires, Karen
3986	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, William
3987N	1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, William
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-068A Introduction to Dance																				
3988	1.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	Toth, Debra	PT
Course Total		1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2		
ES-068B Introduction to Dance																				
3989	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Toth, Debra	PT
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
ES-071A Studio Workshop in Tap Dance																				
3990	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Boskin-Mullen, Nancy
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-071B Studio Workshop in Tap Dance																				
6018	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Boskin-Mullen, Nancy
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	



**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

4010	1.0	8	0	6	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	Stibor, J	PT	
4011	1.0	4	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	Rump, Robert	PT	
4012	1.0	3	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	Rump, Robert	PT	
4013	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	Pettee, Narelle	PT	
4014	1.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	Pettee, Narelle	PT	
4015N	8	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT	
5910	1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT	
Course Total		37	0	29	0	0	7	0	0	0	0	1	0	0	0	0	0	0	0	13			
ES-076C Advanced Tennis																							
4017	8	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT
4018	1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	Vilarino, Sharon	PT	
4019	1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Pettee, Narelle	PT	
6042	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT	
6043	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT	
Course Total		7	0	5	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1			
ES-078A Studio Workshop in Ballet																							
4020	1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Shipkowski, Colleen	PT
Course Total		1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0			
ES-078B Studio Workshop in Ballet																							
4021	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Shipkowski, Colleen	PT	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			
ES-116 Stretch & Alignment																							
4024	1.5	10	0	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	1	Jiacoletti, Marta	PT	
Course Total		10	0	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	1			
ES-117A Body Tone and Strengthening																							
4025	1.5	4	0	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Meyer, Kathy	PT

Printed on: 7/18/2011 \*\* = Not Valid for ADA -- Not included in totals Page: 215

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

4026	1.5	5	0	2	0	0	2	0	0	1	0	0	0	0	0	0	0	0	1	Meyer, Kathy
Course Total		9	0	4	0	0	3	0	0	1	1	0	0	0	0	0	0	0	1	
ES-117B Body Tone and Strengthening																				
4027	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
4028	1.5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Meyer, Kathy
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ES-117C Body Tone and Strengthening																				
4029	1.5	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
4030	1.5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
Course Total		3	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
ES-117D Body Tone and Strengthening																				
4031	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
4032	1.5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-120A Beginning Bowling																				
4033	1.0	13	0	4	0	0	7	0	0	2	0	0	0	0	0	0	0	0	10	Speidel, Robert
4034	1.0	11	0	6	0	0	5	0	0	0	0	0	0	0	0	0	0	0	1	McMinn, Richard
4035	1.0	14	0	4	0	0	5	0	0	1	2	1	0	0	0	0	0	0	1	McMinn, Richard
4036	1.0	12	0	5	0	0	3	0	0	3	1	0	0	0	0	0	0	0	0	McMinn, Richard
4037	1.0	12	0	10	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Speidel, Robert
Course Total		62	0	29	0	0	22	0	0	6	3	1	0	0	0	0	0	0	12	
ES-120B Intermediate Bowling																				
4038	1.0	9	0	5	0	0	3	0	0	1	0	0	0	0	0	0	0	0	1	Speidel, Robert
4039	1.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	McMinn, Richard
4040	1.0	6	0	5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	McMinn, Richard





**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

4065	1.0	25	0	18	0	0	2	0	0	3	0	0	2	0	0	0	0	4	Hazard, Allen	PT
4066	1.0	16	0	15	0	0	1	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT
Course Total		62	0	44	0	0	8	0	0	7	0	1	2	0	0	0	0	8		
ES-170B Intermediate Soccer																				
4067	1.0	9	0	6	0	0	0	0	0	3	0	0	0	0	0	0	0	1	Robinson, Garrett	PT
4068	1.0	7	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0	2	Hazard, Allen	PT
4069	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Haber, Megan	PT
Course Total		25	0	20	0	0	1	0	0	4	0	0	0	0	0	0	0	5		
ES-170C Advanced Soccer																				
4070	1.0	6	0	3	0	0	0	0	0	3	0	0	0	0	0	0	0	2	Robinson, Garrett	PT
4071	1.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Hazard, Allen	PT
4072	1.0	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT
Course Total		20	0	17	0	0	0	0	0	3	0	0	0	0	0	0	0	5		
ES-171A Beginning Softball																				
4073	1.0	8	0	7	0	0	0	0	0	1	0	0	0	0	0	0	0	2	Trestrail, Richard	
Course Total		8	0	7	0	0	0	0	0	1	0	0	0	0	0	0	0	2		
ES-171B Intermediate Softball																				
4074	1.0	5	0	4	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Trestrail, Richard	
Course Total		5	0	4	0	0	0	0	0	0	0	1	0	0	0	0	0	0		
ES-171C Advanced Softball																				
4075	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Trestrail, Richard	
Course Total		9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
ES-172A Beginning Baseball																				
4076	1.0	12	0	11	0	0	0	0	0	0	0	1	0	0	0	0	0	5	Abshier, Randall	
Course Total		12	0	11	0	0	0	0	0	0	0	1	0	0	0	0	0	5		

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

ES-172B Intermediate Baseball		Grade Distribution by Division																		
4077	1.0	11	0	10	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4	Abshier, Randall
Course Total		11	0	10	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4	
ES-172C Advanced Baseball		Grade Distribution by Division																		
4078	1.0	7	0	3	0	0	0	0	0	0	0	0	4	0	0	0	0	0	1	Abshier, Randall
Course Total		7	0	3	0	0	0	0	0	0	0	0	4	0	0	0	0	0	1	
ES-175A Beginning Volleyball		Grade Distribution by Division																		
4079	1.0	7	0	5	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	Ivers, Jamie
4080	1.0	10	0	9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	Trestrail, Richard
4081N	1.0	14	0	10	0	0	1	0	0	1	1	0	1	0	0	0	0	0	3	MacIntosh, Paulette
5929	1.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Ivers, Jamie
8762	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Ivers, Jamie
Course Total		41	0	34	0	0	3	0	0	1	1	1	1	1	0	0	0	0	9	
ES-175B Intermediate Volleyball		Grade Distribution by Division																		
4083	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Ivers, Jamie
4084	1.0	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Trestrail, Richard
4085N	1.0	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	MacIntosh, Paulette
5930	1.0	5	0	3	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	Ivers, Jamie
Course Total		24	0	22	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	
ES-175C Advanced Volleyball		Grade Distribution by Division																		
4088N	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	MacIntosh, Paulette
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ES-180 Self Defense for Women		Grade Distribution by Division																		
4089	1.0	24	0	16	0	0	6	0	0	1	1	0	0	0	0	0	0	0	4	Conniry, Michael
4090N	1.0	16	0	14	0	0	0	0	0	2	0	0	0	0	0	0	0	0	3	Conniry, Michael
Course Total		40	0	30	0	0	6	0	0	3	1	0	0	0	0	0	0	0	7	

Printed on: 7/18/2011

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Page: 220



**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

4103	2.0	10	0	9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	Caires, Karen	
4104	2.0	20	0	19	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6	Weber, William	
4105	2.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Caires, Karen	
Course Total		32	0	30	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	9		
ES-209 Intercollegiate Cross-Country																						
4106	2.0	17	0	16	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	Claesson, Robert	PT
4107	2.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	Claesson, Robert	PT
Course Total		18	0	16	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4		
ES-211 Adv Technique/Strats Badminton																						
4108N	1.0	14	0	13	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	Gillespie, William	PT
Course Total		14	0	13	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1		
ES-212 Intercollegiate Football																						
4109	2.0	56	0	56	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	Clauss, Daniel	
4110	2.0	49	0	46	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	Jordan, Michael	
6012	2.0	13	0	10	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	1	Jordan, David	PT
6014	2.0	12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Goodwin, Anuyell	PT
8738	2.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Jordan, Michael	
Course Total		131	0	125	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	10		
ES-216 Adv Tech & Strats - Softball																						
4111	1.0	26	0	21	0	0	1	0	0	2	0	2	0	0	0	0	0	0	0	3	Trestrail, Richard	XP
Course Total		26	0	21	0	0	1	0	0	2	0	2	0	0	0	0	0	0	0	3		
ES-218 Intercollegiate Soccer																						
4112	2.0	20	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Hawver, Howard	PT
4113	2.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Hawver, Howard	PT
Course Total		22	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		







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

3902	1.0	17	0	4	0	0	10	0	0	2	1	0	0	0	0	0	0	2	Aylward, Kathleen
Course Total		31	0	10	0	0	18	0	0	2	1	0	0	0	0	0	0	6	
ES-002 Adv Adapted Physical Exercise																			
3903	1.0	7	0	3	0	0	3	0	0	1	0	0	0	0	0	0	0	0	Haywood, Robert
3904	1.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Haywood, Robert
Course Total		13	0	9	0	0	3	0	0	1	0	0	0	0	0	0	0	2	
ES-003 Adaptive Aerobic Fitness																			
3905	1.0	15	0	8	0	0	5	0	0	0	1	0	1	0	0	0	0	4	Aylward, Kathleen
Course Total		15	0	8	0	0	5	0	0	0	1	0	1	0	0	0	0	4	
ES-004 Fitness for the First Timer																			
3906	1.0	20	0	13	0	0	5	0	0	0	0	2	0	0	0	0	0	0	Aylward, Kathleen
Course Total		20	0	13	0	0	5	0	0	0	0	2	0	0	0	0	0	0	
ES-005 Aerobic Fitness/Weight Train																			
3907	1.5	42	0	38	0	0	1	0	0	0	0	3	0	0	0	0	0	5	Abshier, Randall
3908	1.5	31	7	3	2	2	1	5	2	5	1	1	2	0	0	0	0	13	Kelley, Elizabeth
3909	1.5	43	0	35	0	0	3	0	0	0	1	3	0	1	0	0	0	7	Jordan, Michael
3910	1.5	40	4	20	8	1	4	1	0	0	0	2	0	0	0	0	0	5	Trestail, Richard
3911	1.5	43	0	31	0	0	2	0	0	3	1	4	2	0	0	0	0	7	Jordan, Michael
3912	1.5	24	2	1	8	0	2	1	5	0	2	2	0	1	0	0	0	12	Kelley, Elizabeth
3913N	1.5	29	0	2	4	2	3	6	1	6	0	1	4	0	0	0	0	6	Vilarino, Sharon
Course Total		252	13	130	22	5	16	13	8	14	5	16	8	2	0	0	0	55	
ES-006 Total Body Fitness																			
3914	1.0	32	0	24	0	0	1	0	0	0	0	7	0	0	0	0	0	13	Abshier, Randall
3915	1.0	43	0	28	0	3	4	0	0	3	0	5	0	0	0	0	0	6	Caires, Karen
3916	1.0	33	0	31	0	0	0	0	0	0	0	0	2	0	0	0	0	6	Clauss, Daniel

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

3917	1.0	33	10	3	10	2	2	1	0	1	1	1	2	0	0	12	Kelley, Elizabeth		
3918N	1.0	32	0	2	10	7	4	0	4	0	0	0	0	1	0	12	Vilarino, Sharon	PT	
3919N	1.0	40	12	3	8	0	6	3	0	3	0	2	2	1	0	9	Kelley, Elizabeth		
Course Total		213	22	91	28	12	17	8	0	11	1	15	6	2	0	58			
ES-007 Aerobic Walk Fitness/Wellness																			
3920	1.5	23	0	19	0	0	0	0	1	0	3	0	0	0	0	2	Ivers, Jamie		
Course Total		23	0	19	0	0	0	0	1	0	3	0	0	0	0	2			
ES-008 Senior Fitness for Wellness																			
3922	1.5	15	0	4	0	0	6	0	0	3	2	0	0	0	0	2	Aylward, Kathleen		
Course Total		15	0	4	0	0	6	0	0	3	2	0	0	0	0	2			
ES-009 Aerobic Dance Exercise																			
3924	1.0	38	0	16	0	0	11	0	0	5	0	5	1	0	0	9	Flores, Cheryl	PT	
3925	1.0	39	0	19	0	0	10	0	0	3	1	2	2	2	0	7	Flores, Cheryl	PT	
3926	1.0	39	19	2	7	0	1	1	0	0	1	8	0	0	0	11	Green-Williams, Lesa	PT	
3927	1.0	34	13	3	2	1	1	1	1	2	8	1	0	0	0	15	Green-Williams, Lesa	PT	
3928N	1.0	17	0	11	0	0	4	0	0	0	0	2	0	0	0	8	Garrity, Lisa	PT	
3929N	1.0	23	0	18	0	0	3	0	0	0	0	2	0	0	0	10	Garrity, Lisa	PT	
Course Total		190	32	69	9	1	30	2	1	9	4	27	4	2	0	60			
ES-017 Trail Hiking																			
9574	1.0	22	2	3	4	2	6	2	0	0	0	3	0	0	0	13	Kelley, Elizabeth		
Course Total		22	2	3	4	2	6	2	0	0	0	3	0	0	0	13			
ES-021 Chronic Disease/Injury Prevent																			
3930	1.5	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0	Aylward, Kathleen		
Course Total		3	0	2	0	0	1	0	0	0	0	0	0	0	0	0			
ES-023 Weight Training																			
3931	1.0	21	0	17	0	0	2	0	0	0	0	1	1	0	0	10	Clauss, Daniel		

Printed on: 7/18/2011

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Page: 199

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

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

3932	1.0	29	0	13	0	0	8	0	0	0	2	5	0	1	0	5 Olsen, Edwin	PT
3933	1.0	31	0	25	0	0	4	0	0	0	0	2	0	0	0	7 Clauss, Daniel	
3934	1.0	30	0	15	0	0	8	0	0	4	1	2	0	0	0	11 Olsen, Edwin	PT
3935	1.0	32	2	10	4	0	3	3	1	0	0	8	0	1	0	4 Trestrail, Richard	
3936	1.0	18	0	18	0	0	0	0	0	0	0	0	0	0	0	4 Jordan, Michael	
3937	1.0	24	2	9	3	0	1	0	0	2	0	7	0	0	0	6 Trestrail, Richard	
3938	1.0	38	0	18	5	2	3	6	0	0	0	4	0	0	0	3 Trestrail, Richard	
3939	1.0	49	0	26	2	4	5	5	0	1	3	3	0	0	0	5 Caires, Karen	
3940	1.0	47	2	17	8	0	2	3	2	4	0	8	1	0	0	6 Trestrail, Richard	
3941	1.0	55	0	37	0	0	3	0	0	1	2	12	0	0	0	6 Ivers, Jamie	
3943	1.0	47	0	27	0	0	9	0	0	1	0	8	2	0	0	5 Weber, William	XP
3945	1.0	41	0	31	0	0	5	0	0	0	0	5	0	0	0	11 Abshier, Randall	
3946	1.0	29	5	5	5	1	1	2	1	4	3	2	0	0	0	3 Kelley, Elizabeth	
3947	1.0	40	0	34	0	0	0	0	0	0	0	5	1	0	0	1 Abshier, Randall	
3948	1.0	37	0	27	0	0	0	0	0	1	0	8	1	0	0	4 Abshier, Randall	
3950N	1.0	31	0	25	0	0	3	0	0	1	0	2	0	0	0	3 Jordan, Michael	
3951N	1.0	29	0	15	0	0	14	0	0	0	0	0	0	0	0	12 Featherstone, Fred	PT
3952N	1.0	30	0	29	0	0	0	0	0	0	0	0	1	0	0	2 Goodwin, Anuyell	PT
3953N	1.0	27	0	17	0	0	5	0	0	5	0	0	0	0	0	4 Robinson, Garrett	PT
Course Total		685	11	415	27	7	76	19	4	24	11	82	7	2	0	112	
ES-024 Fitness Boot Camp																	
9575	1.0	34	4	15	0	0	3	0	0	4	2	5	1	0	0	10 Caires, Karen	
9576	1.0	19	0	13	0	0	3	0	0	0	0	2	0	1	0	9 Garrity, Lisa	PT
Course Total		53	4	28	0	0	6	0	0	4	2	7	1	1	0	19	
ES-027 Tai Chi Ch'uan																	
3954N	1.0	30	1	12	4	3	6	0	0	2	0	1	1	0	0	7 Conniry, Michael	PT

Printed on: 7/18/2011

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Page: 200

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

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

Course Total	30	1	12	4	3	6	0	0	2	0	1	1	0	0	7
ES-028 Yoga															
3955	68	0	65	0	0	0	0	0	0	0	0	3	0	0	7 Demarco, Jennifer
3956	50	0	46	0	0	0	0	0	0	0	0	4	0	0	8 Demarco, Jennifer
3957	46	0	40	0	0	0	0	0	0	0	0	6	0	0	7 Demarco, Jennifer
3958N	40	0	35	0	0	0	0	0	0	0	0	5	0	0	5 Demarco, Jennifer
6010	39	24	4	3	0	3	0	2	2	1	0	0	0	0	8 Karolides, Melissa
6011	34	21	6	2	1	0	0	1	1	2	0	0	0	0	7 Karolides, Melissa
Course Total	277	45	196	5	1	3	0	3	3	3	18	0	0	0	42
ES-029 Adapted Yoga															
3959	20	0	8	0	0	5	0	2	2	1	2	0	0	0	5 Aylward, Kathleen
Course Total	20	0	8	0	0	5	0	2	2	1	2	0	0	0	5
ES-030 Adaptive Aquatic Sports Ed															
3960	10	0	8	0	0	1	0	0	1	0	0	0	0	0	4 Harvey, Brian
Course Total	10	0	8	0	0	1	0	0	1	0	0	0	0	0	4
ES-035 Adaptive Swim/Physical Limited															
3961	10	0	9	0	0	0	0	1	0	0	0	0	0	0	0 Harvey, Brian
Course Total	10	0	9	0	0	0	0	1	0	0	0	0	0	0	0
ES-037 Springboard Diving															
3962	26	0	25	0	0	0	0	0	0	0	1	0	0	0	2 Harvey, Brian
Course Total	26	0	25	0	0	0	0	0	0	0	1	0	0	0	2
ES-039 Swimming for Nonswimmers															
3963	17	0	14	0	0	3	0	0	0	0	0	0	0	0	6 Harvey, Brian
Course Total	17	0	14	0	0	3	0	0	0	0	0	0	0	0	6
ES-040 Water Aerobics															
3964	26	0	24	0	0	2	0	0	0	0	0	0	0	0	9 Harvey, Brian

Printed on: 7/18/2011

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

3965N	1.0	15	0	7	0	0	3	0	0	3	0	1	0	1	0	15	Kerns-Campbell, Cheryl	XP
Course Total		41	0	31	0	0	5	0	0	3	0	1	0	1	0	24		
ES-041 Adapted Water Aerobics																		
3967	1.5	30	0	8	0	0	3	0	0	1	1	0	16	1	0	7	Aylward, Kathleen	
Course Total		30	0	8	0	0	3	0	0	1	1	0	16	1	0	7		
ES-043A Beginning Swimming																		
3968	1.0	19	0	18	0	0	0	0	0	0	0	0	0	1	0	6	Larsen, Lawrence	XP
3969	1.0	15	0	14	0	0	0	0	0	0	0	1	1	0	0	10	Larsen, Lawrence	
Course Total		34	0	32	0	0	0	0	0	0	0	1	1	0	0	16		
ES-043B Intermediate Swimming																		
3971	1.0	11	0	11	0	0	0	0	0	0	0	0	0	0	0	1	Larsen, Lawrence	
3972	1.0	23	0	22	0	0	0	0	0	1	0	0	0	0	0	1	Larsen, Lawrence	
3973	1.0	14	0	12	0	0	0	0	0	0	2	0	0	0	0	2	Larsen, Lawrence	
Course Total		48	0	45	0	0	0	0	0	0	3	0	0	0	0	4		
ES-043C Advanced Swimming																		
3975	1.0	12	0	9	0	0	0	0	0	0	2	1	1	0	0	4	Larsen, Lawrence	
Course Total		12	0	9	0	0	0	0	0	0	2	1	1	0	0	4		
ES-044 Lap Swimming/Health & Fitness																		
3977	1.0	17	0	12	0	0	1	0	0	1	0	2	0	1	0	13	Larsen, Lawrence	
Course Total		17	0	12	0	0	1	0	0	1	0	2	0	1	0	13		
ES-060A Beginning Badminton																		
3979	1.0	18	1	3	5	2	3	1	0	1	0	2	0	0	0	1	Caires, Karen	
3980	1.0	16	0	15	0	0	0	0	0	0	1	0	0	0	0	3	Gillespie, William	PT
3981N	1.0	24	0	24	0	0	0	0	0	0	0	0	0	0	0	3	Gillespie, William	PT
Course Total		58	1	42	5	2	3	1	0	1	0	3	0	0	0	7		

Printed on: 7/18/2011

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Page: 202

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





**School: All Schools -- Term: 2009FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

Grade Distribution by Division																				
4026	1.5	6	0	4	0	0	1	0	0	0	0	1	0	0	0	0	0	4	Meyer, Kathy	
Course Total		12	0	10	0	0	1	0	0	0	0	1	0	0	0	0	0	5		
ES-117B Body Tone and Strengthening																				
4027	1.5	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3	Meyer, Kathy
4028	1.5	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	Meyer, Kathy
Course Total		4	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	4	
ES-117C Body Tone and Strengthening																				
4030	1.5	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Meyer, Kathy
Course Total		1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
ES-117D Body Tone and Strengthening																				
4031	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
4032	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Meyer, Kathy
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-120A Beginning Bowling																				
4033	1.0	27	0	7	0	0	16	0	0	3	1	0	0	0	0	0	0	0	5	Speidel, Robert
4035	1.0	21	0	11	0	0	5	0	0	4	0	0	1	0	0	0	0	0	5	McMinn, Richard
4036	1.0	19	0	11	0	0	6	0	0	0	0	1	1	0	0	0	0	1	1	McMinn, Richard
4037	1.0	18	0	5	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	Speidel, Robert
Course Total		85	0	34	0	0	40	0	0	7	1	1	2	0	0	0	0	0	11	
ES-120B Intermediate Bowling																				
4038	1.0	19	0	10	0	0	8	0	0	1	0	0	0	0	0	0	0	0	0	Speidel, Robert
4040	1.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	McMinn, Richard
4041	1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	McMinn, Richard
4042	1.0	10	0	4	0	0	5	0	0	0	0	1	0	0	0	0	0	0	1	Speidel, Robert
Course Total		33	0	17	0	0	13	0	0	1	0	2	0	0	0	0	0	0	3	

Printed on: 7/18/2011 \*\* = Not Valid for ADA -- Not included in totals Page: 205





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

4069	1.0	14	0	11	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	Haber, Megan	PT	
Course Total		42	0	30	0	0	4	0	0	2	2	4	0	0	0	0	0	0	0	7			
ES-170C Advanced Soccer																							
4070	1.0	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Robinson, Garrett	PT
4071	1.0	8	0	5	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	Hazard, Allen	PT
4072	1.0	11	0	10	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Haber, Megan	PT
Course Total		29	0	25	0	0	2	0	0	1	1	0	0	0	0	0	0	0	0	1			
ES-171A Beginning Softball																							
4073	1.0	9	0	5	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	Trestrail, Richard	
Course Total		9	0	5	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1			
ES-171B Intermediate Softball																							
4074	1.0	4	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Trestrail, Richard	
Course Total		4	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			
ES-171C Advanced Softball																							
4075	1.0	7	4	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	Trestrail, Richard	
Course Total		7	4	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0			
ES-172A Beginning Baseball																							
4076	1.0	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	Abshier, Randall	
Course Total		23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4			
ES-172B Intermediate Baseball																							
4077	1.0	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Abshier, Randall	
Course Total		11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			
ES-172C Advanced Baseball																							
4078	1.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	Abshier, Randall	
Course Total		2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1			

Printed on: 7/18/2011

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Page: 208













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

ES-023 Weight Training																		
3931	1.0	46	0	41	0	0	1	0	0	1	0	3	0	0	0	10	Clauss, Daniel	
3932	1.0	31	0	21	0	0	3	0	0	3	0	3	1	0	0	9	Olsen, Edwin	PT
3933	1.0	33	0	32	0	0	0	0	0	0	1	0	0	0	0	15	Clauss, Daniel	
3934	1.0	40	4	16	4	1	1	2	0	3	0	9	0	0	0	4	Trestrail, Richard	
3935	1.0	38	0	14	3	0	7	5	2	0	0	7	0	0	0	8	Trestrail, Richard	
3936	1.0	18	0	15	0	0	2	0	0	0	1	0	0	0	0	1	Jordan, Michael	
3937	1.0	35	0	31	0	0	0	0	0	1	3	0	0	0	0	4	Ivers, Jamie	
3938	1.0	42	0	19	6	2	6	0	0	4	0	4	1	0	0	2	Trestrail, Richard	
3939	1.0	47	0	29	0	0	13	0	0	3	2	0	0	0	0	7	Caires, Karen	
3940	1.0	50	3	19	8	0	8	0	1	2	2	7	0	0	0	4	Trestrail, Richard	
3941	1.0	36	0	28	0	0	2	0	0	1	1	4	0	0	0	7	Ivers, Jamie	
3943	1.0	40	0	33	0	0	5	0	0	1	0	1	0	0	0	6	Weber, William	XP
3945	1.0	46	0	44	0	0	0	0	0	0	2	0	0	0	0	3	Abshier, Randall	
3946	1.0	39	0	37	0	0	0	0	0	2	0	0	0	0	0	6	Abshier, Randall	
3947	1.0	42	0	36	0	0	0	0	0	2	4	0	0	0	0	8	Abshier, Randall	
3948	1.0	32	0	22	0	0	7	0	0	1	0	2	0	0	0	3	Hazard, Allen	PT
3950N	1.0	32	0	17	0	0	8	0	0	3	0	3	1	0	0	9	McMinn, Richard	PT
3951N	1.0	48	0	29	0	0	16	0	0	0	2	1	0	0	0	6	Featherstone, Fred	PT
3952N	1.0	35	0	28	0	0	7	0	0	0	0	0	0	0	0	4	Goodwin, Anuyell	PT
3953	1.0	57	0	36	0	0	8	0	0	3	9	0	1	0	0	5	Jordan, Michael	
Course Total		787	7	547	21	3	94	7	3	29	19	52	5	0	0	121		
ES-024 Fitness Boot Camp																		
9575	1.0	33	0	24	0	0	7	0	0	0	1	0	1	0	0	15	Caires, Karen	
9576	1.0	28	13	9	1	1	2	0	0	1	0	1	0	0	0	9	Garrity, Lisa	PT
Course Total		61	13	33	1	1	9	0	0	1	1	1	1	0	0	24		

Printed on: 7/18/2011 Page: 191

Grade Distribution by Division

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

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

Course	38	0	14	0	1	4	2	0	6	3	8	0	0	0	2
ES-255 Care/Prevent Athletic Injury	38	0	14	0	1	4	2	0	6	3	8	0	0	0	2
4128 3.0	24	0	13	0	0	5	0	0	6	0	0	0	0	0	1 Marthis, Donovan PT
4129 3.0	24	0	10	0	0	6	0	0	4	1	3	0	0	0	3 Marthis, Donovan PT
Course Total	48	0	23	0	0	11	0	0	10	1	3	0	0	0	4
ES-262 Analys & Theory/Footbal-Offens	33	0	33	0	0	0	0	0	0	0	0	0	0	0	2 Clauss, Daniel
Course Total	33	0	33	0	0	0	0	0	0	0	0	0	0	0	2
ES-263 Tech Anlys/Thery Ftball-Defen	67	0	51	0	0	2	0	0	7	0	7	0	0	0	3 Jordan, Michael
4131 1.0	67	0	51	0	0	2	0	0	7	0	7	0	0	0	3
Course Total	67	0	51	0	0	2	0	0	7	0	7	0	0	0	3
ES-290 Teach Tech & Methods in PE	19	0	14	0	0	4	0	1	0	0	0	0	0	0	1 Aylward, Kathleen
4132 1.5	19	0	14	0	0	4	0	1	0	0	0	0	0	0	1
Course Total	19	0	14	0	0	4	0	1	0	0	0	0	0	0	1
ES-291 Anatomy & Kinesiology	25	3	3	3	5	4	1	0	3	2	1	0	0	0	12 Garrity, Lisa PT
4133N 3.0	25	3	3	3	5	4	1	0	3	2	1	0	0	0	12
Course Total	25	3	3	3	5	4	1	0	3	2	1	0	0	0	12
ES-292 Exercise Physiology	24	0	3	3	2	1	3	0	10	1	1	0	0	0	13 Vilarino, Sharon PT
4134N 3.0	24	0	3	3	2	1	3	0	10	1	1	0	0	0	13
Course Total	24	0	3	3	2	1	3	0	10	1	1	0	0	0	13
Subject Total	3940	184	2548	109	54	386	69	14	201	62	202	88	22	1	640
GEOG-106 World Regional Geography	23	0	3	0	0	8	0	0	6	1	5	0	0	0	16 Therkalsen, Scott XP
3150 3.0	23	0	3	0	0	8	0	0	6	1	5	0	0	0	16
5925 3.0	31	0	1	0	0	8	0	0	8	5	9	0	0	0	12 Therkalsen, Scott
9538N 3.0	25	0	0	0	0	7	0	0	6	8	4	0	0	0	27 Therkalsen, Scott

Printed on: 7/18/2011

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Page: 202

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

Grade Distribution by Division																			
CHEM-142	General Chemistry II																		
2532	5.0	16	0	3	1	1	3	1	0	4	2	1	0	0	0	0	6	George, Judy	XP
8578N	5.0	12	0	0	0	1	3	0	0	4	0	3	0	0	0	0	6	Vance, Diana	
Course Total		28	0	3	1	2	6	1	0	8	2	4	0	0	0	0	12		
CHEM-231	Organic Chemistry I																		
2536N	5.0	15	0	3	2	0	2	0	1	3	3	1	0	0	0	0	8	Larter, Martin	
Course Total		15	0	3	2	0	2	0	1	3	3	1	0	0	0	0	8		
CHEM-232	Organic Chemistry II																		
8549	5.0	9	0	3	0	3	2	0	0	1	0	0	0	0	0	0	3	Olmstead, Thomas	
Course Total		9	0	3	0	3	2	0	0	1	0	0	0	0	0	0	3		
Subject Total		600	7	103	35	32	113	29	21	110	40	57	29	14	4	199			
ES-001	Adapted Physical Exercise																		
3901	1.0	14	0	3	0	3	4	0	0	0	0	0	2	0	0	0	1	Aylward, Kathleen	
Course Total		14	0	3	0	3	4	0	0	0	0	0	2	0	0	0	1		
ES-002	Adv Adapted Physical Exercise																		
3903	1.0	10	0	3	2	0	1	0	0	2	0	0	0	0	0	0	0	Haywood, Robert	PT
Course Total		10	0	3	2	0	1	0	0	2	0	0	0	0	0	0	0		
ES-003	Adapted Aerobic Fitness																		
3905	1.0	17	0	3	0	1	7	2	0	0	1	0	1	0	0	0	3	Aylward, Kathleen	
Course Total		17	0	3	0	1	7	2	0	0	1	0	1	0	0	0	3		
ES-004	Fitness for the First Timer																		
3906	1.0	19	0	3	3	1	7	0	0	3	0	1	0	0	0	0	2	Aylward, Kathleen	
Course Total		19	0	3	3	1	7	0	0	3	0	1	0	0	0	0	2		
ES-005	Aerobic Fitness/Weight Train																		
3907	1.5	42	0	38	0	0	1	0	0	0	0	2	1	0	0	0	5	Abshier, Randall	

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

3908	1.5	34	0	31	0	0	0	0	1	0	1	0	0	0	0	0	0	10	Abshier, Randall	XP
3909	1.5	57	0	38	0	0	11	0	2	1	1	0	0	0	0	0	0	2	Jordan, Michael	XP
3910	1.5	33	4	12	3	0	3	1	0	5	3	1	1	0	0	0	0	6	Trestrail, Richard	
3912	1.5	29	11	1	8	4	1	1	0	2	1	0	0	0	0	0	0	4	Kelley, Elizabeth	
3913N	1.5	30	0	7	6	0	10	2	1	0	2	0	0	2	0	0	0	6	Vilarino, Sharon	PT
Course Total		225	15	127	17	4	26	4	1	10	7	5	2	2	0	0	0	33		

**ES-006 Total Body Fitness**

3914	1.0	35	0	32	0	0	0	0	1	0	2	0	0	0	0	0	0	4	Abshier, Randall	XP
3915	1.0	36	0	26	0	0	4	0	0	1	3	0	0	0	0	0	0	3	Caires, Karen	
3916	1.0	39	8	8	4	3	1	0	4	2	2	5	1	0	0	0	0	4	Kelley, Elizabeth	
3917	1.0	39	9	7	9	5	1	4	2	1	0	0	0	1	0	0	0	7	Kelley, Elizabeth	
3918N	1.0	34	1	7	9	4	4	1	0	3	2	0	1	0	0	0	0	3	Vilarino, Sharon	PT
3919N	1.0	21	0	16	0	0	3	0	0	2	0	0	0	0	0	0	0	4	Hazard, Allen	PT
5243	1.0	35	4	10	12	2	1	3	0	1	0	2	0	0	0	0	0	7	Trestrail, Richard	
Course Total		239	22	106	34	14	14	8	6	10	5	12	2	1	0	0	0	32		

**ES-007 Aerobic Walk Fitness/Wellness**

3920	1.5	29	0	26	0	0	0	0	0	1	0	1	0	0	0	0	0	7	Ivers, Jamie	
Course Total		29	0	26	0	0	0	0	0	1	0	1	0	0	0	0	0	7		

**ES-009 Aerobic Dance Exercise**

3924N	1.0	30	2	9	6	0	6	0	0	3	0	0	0	4	0	0	0	13	Flores, Cheryl	PT
3925N	1.0	33	0	4	3	2	7	2	0	1	0	5	4	5	0	0	0	8	Flores, Cheryl	PT
3926	1.0	44	4	20	4	5	6	0	0	1	1	2	0	0	0	0	0	9	Green-Williams, Lesa	PT
3927	1.0	38	1	18	6	2	6	0	1	1	0	1	2	0	0	0	0	7	Green-Williams, Lesa	PT
Course Total		145	7	51	19	9	25	2	1	6	1	8	6	9	0	0	0	37		

**ES-021 Chronic Disease/Injury Prevent**

3930	1.5	10	0	3	0	1	2	1	0	1	0	0	0	0	0	0	0	1	Aylward, Kathleen	
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Page: 110

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

Course Total	10	0	3	0	1	2	1	0	1	0	0	0	0	0	0	1
ES-023 Weight Training																
3933	36	3	9	5	2	6	2	2	2	0	5	0	0	0	0	5 Trestrail, Richard
3934	37	4	11	4	4	4	1	1	1	1	5	1	0	0	0	13 Trestrail, Richard
3935	36	5	4	7	0	8	3	0	3	1	5	0	0	0	0	2 Trestrail, Richard
3936	29	0	16	0	0	4	0	0	2	0	4	0	0	0	0	2 Jordan, Michael
3937	44	0	38	0	0	1	1	0	0	0	4	0	0	0	0	5 Ivers, Jamie
3938	34	3	7	4	0	6	5	1	3	1	4	0	0	0	0	7 Trestrail, Richard
3939	44	0	30	0	0	10	0	0	0	1	2	0	0	0	0	6 Caires, Karen
3940	42	5	10	7	6	6	0	1	1	0	5	0	0	0	0	7 Trestrail, Richard
3941	48	0	41	0	0	5	0	0	0	0	2	0	0	0	0	5 Ivers, Jamie
3943	50	0	42	0	0	4	0	0	2	0	1	0	0	0	0	5 Weber, William
3945	46	0	37	0	0	0	0	0	2	1	6	0	0	0	0	7 Abshier, Randall
3946	42	0	38	0	0	0	0	0	0	2	2	0	0	0	0	6 Abshier, Randall
3947	44	0	37	0	0	1	0	0	0	1	4	0	0	0	0	4 Abshier, Randall
3950N	33	0	13	0	0	9	0	0	4	2	2	1	0	0	0	9 McMinn, Richard
3953	60	0	44	0	0	11	0	0	4	0	0	0	0	0	0	2 Jordan, Michael
Course Total	625	20	377	27	12	75	12	5	24	10	51	2	0	0	0	85
ES-024 Fitness Boot Camp																
8650	35	0	19	0	0	4	0	0	4	2	5	0	0	0	0	5 Caires, Karen
9575	32	0	20	0	0	8	0	0	2	1	1	0	0	0	0	6 Caires, Karen
9576	33	7	4	5	4	2	3	1	2	2	2	1	0	0	0	3 Garrity, Lisa
Course Total	100	7	43	5	4	14	3	1	8	5	8	1	0	0	0	14
ES-028 Yoga																
3955	41	0	24	0	0	3	0	0	2	1	9	1	1	0	0	11 Demarco, Jennifer

Printed on: 2/28/2012 Page: 111

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Grade Distribution by Division

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

**Grade Distribution by Division**  
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3956	1.5	45	0	33	0	0	4	0	0	1	3	3	1	0	0	0	6	Demarco, Jennifer	PT
6010	1.5	33	7	10	3	2	1	4	1	1	0	3	0	0	0	0	6	Karolides, Melissa	PT
8651	1.5	37	11	7	6	3	1	1	1	2	2	3	0	0	0	0	5	Karolides, Melissa	PT
8703N	1.5	36	0	31	0	0	2	0	0	0	1	0	0	0	0	0	11	Demarco, Jennifer	PT
8931	1.5	31	0	20	0	0	3	0	0	3	1	3	0	0	0	0	4	Demarco, Jennifer	PT
Course Total		223	18	125	9	5	14	5	2	9	8	21	2	1	0	43			
ES-030 Adapted Aquatic Sports Ed																			
3960	1.0	9	0	6	0	0	1	0	0	1	0	0	1	0	0	0	4	Harvey, Brian	
Course Total		9	0	6	0	0	1	0	0	1	0	0	1	0	0	4			
ES-035 Adapted Swim/Physical Limited																			
3961	1.0	10	0	7	0	0	2	0	0	0	0	0	1	0	0	0	3	Harvey, Brian	
Course Total		10	0	7	0	0	2	0	0	0	0	0	1	0	0	3			
ES-037 Springboard Diving																			
3962	1.0	23	0	15	0	0	2	0	0	5	0	0	0	0	0	0	5	Harvey, Brian	
Course Total		23	0	15	0	0	2	0	0	5	0	0	0	0	0	5			
ES-039 Swimming for Nonswimmers																			
3963	1.0	19	0	15	0	0	2	0	0	0	0	0	1	0	0	0	6	Harvey, Brian	
Course Total		19	0	15	0	0	2	0	0	0	0	0	1	0	0	6			
ES-040 Water Aerobics																			
3964	1.0	25	0	19	0	0	2	0	0	1	0	0	3	0	0	0	6	Harvey, Brian	
3965N	8 1.0	30	0	24	0	0	4	0	0	1	0	0	1	0	0	0	2	Kerns-Campbell, Cheryl	XP
Course Total		55	0	43	0	0	6	0	0	2	0	0	4	0	0	8			
ES-041 Adapted Water Aerobics																			
3967	1.5	20	0	3	0	5	1	0	0	0	0	0	11	0	0	0	3	Aylward, Kathleen	
Course Total		20	0	3	0	5	1	0	0	0	0	0	11	0	0	3			

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Page: 112



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

3987N	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, William	PT	
Course Total		7	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-076A Beginning Tennis																							
3995	8 1.0	29	0	9	0	0	7	0	0	11	0	1	0	0	0	0	0	0	0	0	0	3 Rump, Robert	PT
4001	1.0	15	0	7	0	0	6	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3 Rump, Robert	PT
4003	1.0	25	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5 Haber, Megan	PT
4005N	8 1.0	26	0	24	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1 Haber, Megan	PT
Course Total		95	0	62	0	0	13	0	0	13	0	3	0	0	0	0	0	0	0	0	0	12	
ES-076B Intermediate Tennis																							
4007	8 1.0	3	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0 Rump, Robert	PT
4012	1.0	11	0	7	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2 Rump, Robert	PT
4015N	8 1.0	12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 Haber, Megan	PT
5910	1.0	14	0	10	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Haber, Megan	PT
Course Total		40	0	30	0	0	7	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	
ES-076C Advanced Tennis																							
4017	8 1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Rump, Robert	PT
6043	1.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1 Rump, Robert	PT
Course Total		3	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
ES-116 Stretch & Alignment																							
4024	1.5	7	0	3	0	0	1	0	0	0	0	2	0	0	1	0	0	0	0	0	0	2 Jiacoletti, Marta	PT
Course Total		7	0	3	0	0	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	2	
ES-117A Body Tone and Strengthening																							
4025	1.5	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 Meyer, Kathy	
4026	1.5	3	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0 Meyer, Kathy	
Course Total		8	0	4	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	



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4057	1.0	30	0	23	0	0	5	0	0	1	0	1	0	0	0	0	0	0	2	Weber, William	PT
8679N	1.0	21	0	10	0	0	3	0	0	4	0	0	0	0	0	0	0	0	7	Hazard, Allen	PT
Course Total		75	0	49	0	0	10	0	0	6	0	3	1	0	0	0	0	0	13		
ES-155B Intermediate Basketball																					
4058	1.0	4	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	Weber, William	
4059	1.0	7	0	6	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Weber, William	
4060	1.0	11	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	Weber, William	
4061	1.0	24	0	20	0	0	2	0	0	1	0	1	0	0	0	0	0	0	1	Weber, William	
8680N	1.0	12	0	10	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Hazard, Allen	PT
Course Total		58	0	49	0	0	6	0	0	1	0	1	0	0	0	0	0	0	20		
ES-155C Advanced Basketball																					
4062	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Weber, William	
4063	1.0	9	0	7	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	Weber, William	
Course Total		18	0	16	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2		
ES-170A Beginning Soccer																					
4065	1.0	24	0	22	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Hazard, Allen	PT
4066	1.0	21	0	18	0	0	0	0	0	3	0	0	0	0	0	0	0	0	2	Haber, Megan	PT
Course Total		45	0	40	0	0	1	0	0	3	0	0	0	0	0	0	0	0	2		
ES-170B Intermediate Soccer																					
4068	1.0	8	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	Hazard, Allen	PT
4069	1.0	12	0	11	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	Haber, Megan	PT
Course Total		20	0	16	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1		
ES-170C Advanced Soccer																					
4071	1.0	7	0	6	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	Hazard, Allen	PT
4072	1.0	10	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT
Course Total		17	0	13	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2		

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Page: 116











# ESW - SPRING



MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
		WKS	HRS													
ES	001	ADAPTED PHYSICAL EXERCISE														
	5110	2.0		4	1			3		1		3	12	24.0	AYLWARD	
	5111	2.0		6	4	1		1		1		1	14	28.0	AYLWARD	
	COURSE TOTAL			10	5	1		4		2		4	26	52.0		
ES	002	ADV ADAPTED PHYSICAL EXERCISE														
	5113	2.0		3	1	1							5	10.0	HAYWOOD	
	5114	2.0		4								1	5	10.0	HAYWOOD	
	COURSE TOTAL			7	1	1						1	10	20.0		
ES	003	ADAPTIVE AEROBIC FITNESS														
	5116	2.0		8	4	1						2	15	30.0	AYLWARD	
	COURSE TOTAL			8	4	1						2	15	30.0		
ES	005	AEROBIC FITNESS/WEIGHT TRAIN														
	5122	3.0		4	4	1						5	14	42.0	KELLEY	
	5123	3.0		14	2			2				7	25	75.0	KELLEY	
	5125	3.0		21	2	2		2				2	29	87.0	TRESTRAIL	
	5126	3.0		28	2	6						5	41	123.0	JORDAN	
	5127	3.0		12	4	8	2	2		1		6	35	105.0	CAIRES	
	5129N	3.0		6	4	1		4				2	17	51.0	TRESTRAIL	
	5131N	3.0		9	4	3						16	32	96.0	VILARINO	PT
	COURSE TOTAL			94	22	21	2	10		1		43	193	579.0		
ES	006	TOTAL BODY FITNESS														
	5132	2.0		14	5	2	1	1				6	29	56.0	KELLEY	
	5133	2.0		23		6						5	34	68.0	JORDAN	
	5134	2.0		15	2	1						9	27	52.0	CAMPBELL	XP
	5135	2.0		15	5			2		1		8	31	60.0	KELLEY	
	5136N	2.0		9	6	4		2				11	32	60.0	VILARINO	PT
	5138N	2.0		8	9	1		3				10	31	60.0	TRESTRAIL	XP
	COURSE TOTAL			84	27	14	1	8		1		49	184	356.0		
ES	007	AEROBIC WALK FITNESS/WELLNESS														
	5139	3.0		5	3	4						3	15	45.0	GARRITY	PT
	5140	3.0		3	1	2						1	7	21.0	GARRITY	PT
	5141	3.0		3	5	3	2			3		3	19	57.0	CAIRES	
	COURSE TOTAL			11	9	9	2			3		7	41	123.0		
ES	008	SENIOR FITNESS FOR WELLNESS														
	5142	3.0		2		1				2		2	7	21.0	AYLWARD	
	COURSE TOTAL			2		1				2		2	7	21.0		
ES	009	AEROBIC DANCE EXERCISE														
	5146	2.0		2	11	3		3		1	1	6	27	52.0	FLORES	PT
	5148	2.0		8	11	2	2	8		1		7	39	76.0	FLORES	PT
	5149	2.0		35								12	47	92.0	DEMARCO	PT
	5150	2.0		11	4	5		6		1	4	6	37	74.0	GREEN-WILLIAMS	PT
	5152	2.0		12	1	1		1		1	1	8	25	50.0	GREEN-WILLIAMS	PT
	5155N	2.0		11	4		2	1		1		13	32	64.0	HARDY	PT
	5157N	2.0		13	7	1	1	1				18	41	78.0	HARDY	PT

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ES	COURSE	WKS	HRS													
	009 AEROBIC DANCE EXERCISE															
	COURSE TOTAL			92	38	12	5	20		5	6	70	248	486.0		
	021 CHRONIC DISEASE/INJURY PREVENT															
	5178	3.0		1				1		3		1	6	18.0	AYLWARD	
	COURSE TOTAL			1				1		3		1	6	18.0		
	023 WEIGHT TRAINING															
	5180	2.0		17	4							1	22	44.0	OLSEN	PT
	5181	2.0		5	6	2				2		4	20	40.0	JOHNS	
	5182	2.0		6	1	1						7	15	30.0	OLSEN	PT
	5183	2.0		14	2		1	1				2	20	40.0	JOHNS	
	5184	2.0		6	9	4	1					13	33	66.0	CAIRES	
	5185	2.0		10	4	1	1					12	28	56.0	JOHNS	
	5186	2.0		18	5	1		5				6	35	70.0	TRESTRILL	
	5188	2.0		17	2	1		5				5	30	60.0	ABSHIER	
	5189	2.0		14	10	2	2	2				6	36	72.0	CAIRES	
	5190	2.0		31	2	4						2	39	76.0	JORDAN	
	5194	2.0		19	1	2		4				3	29	56.0	WEBER	
	5195	2.0		12		1	1	2				6	22	44.0	KELLEY	
	5196	2.0		15	1	2		1				6	25	50.0	WEBER	
	5198	2.0		9	7	6						12	34	68.0	VILARINO	PT
	5200N	2.0		3	2	4		2				1	12	24.0	ADLER	PT
	5201N	2.0		27	1	4		4				5	37	74.0	JORDAN	
	5202N	2.0		7	3	3	1	1			1	2	18	36.0	ADLER	PT
	5203N	2.0		14	6	1	1	2				10	34	68.0	JOHNS	XP
	COURSE TOTAL			244	65	36	8	30		2	1	103	489	974.0		
	027 T'AI CHI CH'UAN															
	5205N	2.0		15	5	3				1		15	39	78.0	CONNIRY	PT
	COURSE TOTAL			15	5	3				1		15	39	78.0		
	028 YOGA															
	5206	3.0		40						5		9	54	162.0	DEMARCO	PT
	5207	3.0		30		1				5		16	52	153.0	DEMARCO	PT
	5208N	3.0		24	1	1		3				13	42	126.0	KAROLIDES	PT
	5209N	3.0		25	7	3	2	3		1	1	12	54	162.0	KAROLIDES	PT
	COURSE TOTAL			119	8	5	2	6		11	1	50	202	603.0		
	029 ADAPTED YOGA															
	5210	2.0		10	3					2		1	16	32.0	AYLWARD	
	COURSE TOTAL			10	3					2		1	16	32.0		
	030 ADAPTIVE AQUATIC SPORTS ED															
	5211	2.0		6	1							1	8	16.0	AYLWARD	
	COURSE TOTAL			6	1							1	8	16.0		
	035 ADAPTIVE SWIM/PHYSICAL LIMITED															
	5212	2.0		6		1						2	9	18.0	AYLWARD	
	COURSE TOTAL			6		1						2	9	18.0		

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MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	037	SPRINGBOARD DIVING															
	5214		2.0	8								2	10	20.0	HARVEY		
		COURSE TOTAL		8								2	10	20.0			
ES	039	SWIMMING FOR NONSWIMMERS															
	5216		2.0	10	1	4				1		2	18	36.0	HARVEY		
		COURSE TOTAL		10	1	4				1		2	18	36.0			
ES	040	WATER AEROBICS															
	5218N	8	4.0	8	2			4				6	20	25.6	KELLEY		
		COURSE TOTAL		8	2			4				6	20	25.6			
ES	043A	BEGINNING SWIMMING															
	5220		2.0	13								4	17	34.0	LARSEN		
	5221N		2.0	4	1	1						1	7	14.0	LARUSSA		PT
		COURSE TOTAL		17	1	1						5	24	48.0			
ES	043B	INTERMEDIATE SWIMMING															
	5223		2.0	3						1			4	8.0	LARSEN		
	5226		2.0	12		1						4	17	34.0	LARSEN		
	5227N		2.0	4		1	1			1		3	10	18.0	LARUSSA		
		COURSE TOTAL		19		2	1			2		7	31	60.0			
ES	043C	ADVANCED SWIMMING															
	5230		2.0	6									6	12.0	LARSEN		
		COURSE TOTAL		6									6	12.0			
ES	044	LAP SWIMMING/HEALTH & FITNESS															
	5231		2.0	12		1							7	20	38.0	LARSEN	
	5232		2.0	8	3			1					4	16	32.0	LARUSSA	
	5233		2.0	9		1							7	17	34.0	HARVEY	
	5234N		2.0	7						2	2		5	16	32.0	LARSEN	
	5235N	8	4.0	5	2								1	8	12.8	KELLEY	
		COURSE TOTAL		41	5	2		1		2	2	24	77	148.8			
ES	060A	BEGINNING BADMINTON															
	5242		2.0	20	1	2							2	25	50.0	WEBER	
	5244N		2.0	18	1	1				1			6	27	54.0	CAMPBELL	
		COURSE TOTAL		38	2	3				1			8	52	104.0		XP
ES	060B	INTERMEDIATE BADMINTON															
	5246		2.0	7									1	8	16.0	WEBER	
	5248N		2.0	8									1	9	18.0	CAMPBELL	
		COURSE TOTAL		15									2	17	34.0		
ES	060C	ADVANCED BADMINTON															
	5250		2.0	1									1	2.0	WEBER		
	5252N		2.0	1									1	2.0	CAMPBELL		
		COURSE TOTAL		2									2	4.0			

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MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	074A	STUDIO WORKSHOP IN JAZZ DANCE														
	5260	2.0		1		2							3		6.0	BOSKIN-MULLEN
	COURSE TOTAL			1		2							3		6.0	
ES	076A	BEGINNING TENNIS														
	5268	8	4.0	3	1	4						8	16	14.6	RUMP	PT
	5270		2.0	19	1					2		5	28	54.0	HOOTNER	PT
	5271		2.0	11	1	1				1		4	18	36.0	PETTEE	PT
	5272		2.0	2	4	1	1					2	10	20.0	RUMP	PT
	5273	3	10.6	19									19	34.5	STRANGE	PT
	5275		2.0	6	6	1				1		2	16	32.0	RUMP	PT
	5276		2.0	5	6							2	13	26.0	PETTEE	PT
	5277	8	4.0	7	4					1		4	17	23.8	KELLEY	
	5278		2.0	7		2				1		5	16	32.0	PETTEE	PT
	COURSE TOTAL			79	23	9	1	6		3		32	153	272.9		
ES	076B	INTERMEDIATE TENNIS														
	5281	8	4.0		2							2	4	3.7	RUMP	
	5283		2.0	5	1							1	7	14.0	HOOTNER	
	5284		2.0		3		1					2	6	12.0	PETTEE	
	5286		2.0	6	2							4	12	24.0	RUMP	
	5287	3	10.6	5								2	7	9.1	STRANGE	
	5289		2.0	7								1	8	16.0	RUMP	
	5290		2.0	6	1								7	14.0	PETTEE	
	5291	8	4.0	2								1	3	3.7	KELLEY	
	5292		2.0	2	2							1	5	10.0	PETTEE	
	COURSE TOTAL			33	11		1					14	59	106.5		
ES	076C	ADVANCED TENNIS														
	5296		2.0	1						1			2	4.0	HOOTNER	
	5298	3	10.6	4								1	5	7.3	STRANGE	
	5299	8	4.0	1								1	2	1.8	KELLEY	
	COURSE TOTAL			6						1		2	9	13.1		
ES	094A	FUNK JAZZ														
	5339		3.0	5	2							3	10	30.0	ADAO	
	5341N		3.0	1									1	3.0	ADAO	
	COURSE TOTAL			6	2							3	11	33.0		
ES	094C	FUNK JAZZ														
	5347		3.0	1									1	3.0	ADAO	
	COURSE TOTAL			1									1	3.0		
ES	094D	FUNK JAZZ														
	5351		3.0		2								2	6.0	ADAO	
	COURSE TOTAL				2								2	6.0		
ES	116	STRETCH & ALIGNMENT/DANCERS														
	5355		3.0	3	1								5	15.0	JIACOLETTI	
	COURSE TOTAL			3	1								5	15.0		

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MATHEMATICS, NATURAL SCIENCES & PE

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ES 117A BODY TONE AND STRENGTHENING													
5356	3.0	4	3							2	9	27.0	MEYER
5357	3 16.0	7	1							2	10	21.9	MEYER
5358	3.0	6	1	2		1					10	30.0	MEYER
COURSE TOTAL		17	5	2		1				4	29	78.9	
ES 117B BODY TONE AND STRENGTHENING													
5361	3 16.0	1									1	2.7	MEYER
5362	3.0	1	1								2	6.0	MEYER
COURSE TOTAL		2	1								3	8.7	
ES 117C BODY TONE AND STRENGTHENING													
5364	3.0	2	1							1	4	12.0	MEYER
COURSE TOTAL		2	1							1	4	12.0	
ES 117D BODY TONE AND STRENGTHENING													
5370	3.0							1			1	3.0	MEYER
COURSE TOTAL								1			1	3.0	
ES 120A BEGINNING BOWLING													
5371	2.0	9	15	1	1			4		5	35	68.0	SPEIDEL PT
5372	2.0	5	7	6						7	25	46.0	MCMINN PT
5373	2.0	7	5	2						4	18	36.0	MCMINN PT
5375	2.0	8	8	3	1					1	21	42.0	MCMINN PT
5376	2.0	3	5							1	9	18.0	SPEIDEL PT
COURSE TOTAL		32	40	12	2			4		18	108	210.0	
ES 120B INTERMEDIATE BOWLING													
5377	2.0	8	3							1	12	24.0	SPEIDEL
5378	2.0	4	1	1							6	12.0	MCMINN
5380	2.0	11	1							2	14	28.0	MCMINN
5382	2.0	6	2	1							9	18.0	MCMINN
5383	2.0	5	6							1	12	24.0	SPEIDEL
COURSE TOTAL		34	13	2						4	53	106.0	
ES 120C ADVANCED BOWLING													
5384	2.0	3	1								4	8.0	SPEIDEL
5385	2.0	1									1	2.0	MCMINN
5387	2.0	2									2	4.0	MCMINN
5389	2.0	1								1	2	4.0	MCMINN
5390	2.0	2	1							1	4	8.0	SPEIDEL
COURSE TOTAL		9	2							2	13	26.0	
ES 121 ADAPTIVE BOWLING													
5392	2.0	9	5	1						2	17	34.0	HAYWOOD PT
COURSE TOTAL		9	5	1						2	17	34.0	
ES 125A BEGINNING GOLF													
5393	2.0	6	2							4	12	24.0	JOHNS
5394	2.0	12								2	14	28.0	JORDAN
5397	2.0	23	3			1		2		4	33	66.0	HOOTNER PT

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR			
ES	125A BEGINNING GOLF																	(CONT"D)
	5398		2.0	12	2							1	15	30.0	JOHNS			
	COURSE TOTAL			53	7			1		2		11	74	148.0				
ES	125B INTERMEDIATE GOLF																	
	5399		3.0	4				3				4	11	33.0	JORDAN			PT
	COURSE TOTAL			4				3				4	11	33.0				
ES	125C ADVANCED GOLF																	
	5401		3.0	3				1				1	5	15.0	JORDAN			
	COURSE TOTAL			3				1				1	5	15.0				
ES	130A BEGINNING GYMNASTICS																	
	5403		2.0	7	4	1		1				6	19	38.0	BURGER			
	COURSE TOTAL			7	4	1		1				6	19	38.0				
ES	130B INTERMEDIATE GYMNASTICS																	
	5405		3.0	9	8	1						2	20	60.0	BURGER			
	COURSE TOTAL			9	8	1						2	20	60.0				
ES	130C ADVANCED GYMNASTICS																	
	5407		3.0	2	2								4	12.0	BURGER			XP
	COURSE TOTAL			2	2								4	12.0				
ES	155A BEGINNING BASKETBALL																	
	5416		2.0	4	6			3				1	14	28.0	CAIRES			
	5417		2.0	11	2					1		8	22	44.0	WEBER			
	5418N		2.0	13								7	20	38.0	HAZARD			PT
	COURSE TOTAL			28	8			3		1		16	56	110.0				
ES	155B INTERMEDIATE BASKETBALL																	
	5419		2.0	2	1			1				4	8	16.0	CAIRES			
	5420		2.0	10	2							2	14	28.0	WEBER			
	5421		2.0	11	2							5	18	36.0	WEBER			
	5422		2.0	11	1		1	1				4	18	36.0	WEBER			
	5423N		2.0	2						1		1	4	8.0	HAZARD			
	COURSE TOTAL			36	6		1	2		1		16	62	124.0				
ES	155C ADVANCED BASKETBALL																	
	5424		2.0	12								2	14	28.0	WEBER			
	5425		2.0	4		1						2	7	14.0	WEBER			
	COURSE TOTAL			16		1						4	21	42.0				
ES	170A BEGINNING SOCCER																	
	5429		2.0	5	3	2		1				4	15	30.0	HAWVER			PT
	5430		2.0	4	3	3	2					4	16	32.0	HAWVER			PT
	5431	3	10.6	12	1			1		1		1	16	27.3	HAZARD			PT
	5432		2.0	8	5	2	1	1		1		3	21	42.0	HAWVER			PT
	COURSE TOTAL			29	12	7	3	3		2		12	68	131.3				

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	170B INTERMEDIATE SOCCER																
	5436	2.0		4	5			1				2	12	24.0	HAWVER		
	5437	2.0		4	1							4	9	18.0	HAWVER		
	5438	3	10.6	3									3	5.5	HAZARD		
	5439	2.0		2	2		1					1	6	12.0	HAWVER		
	COURSE TOTAL			13	8		1	1				7	30	59.5			
ES	170C ADVANCED SOCCER																
	5443	2.0		3	1			1		1		3	9	18.0	HAWVER		
	5444	2.0		3	2	2						4	11	20.0	HAWVER		
	5445	3	10.6	2									2	3.6	HAZARD		
	5446	2.0		9	3							1	13	26.0	HAWVER		
	COURSE TOTAL			17	6	2		1		1		8	35	67.6			
ES	171A BEGINNING SOFTBALL																
	5448	2.0		12		1						2	15	30.0	ABSHIER		
	COURSE TOTAL			12		1						2	15	30.0			
ES	171B INTERMEDIATE SOFTBALL																
	5450	2.0		1									1	2.0	ABSHIER		
	COURSE TOTAL			1									1	2.0			
ES	171C ADVANCED SOFTBALL																
	5452	2.0		3									3	6.0	ABSHIER		
	COURSE TOTAL			3									3	6.0			
ES	172A BEGINNING BASEBALL																
	5454	2.0		5								1	6	12.0	ABSHIER		
	COURSE TOTAL			5								1	6	12.0			
ES	172B INTERMEDIATE BASEBALL																
	5456	2.0		2									2	4.0	ABSHIER		
	COURSE TOTAL			2									2	4.0			
ES	172C ADVANCED BASEBALL																
	5458	2.0		2									2	4.0	ABSHIER		
	COURSE TOTAL			2									2	4.0			
ES	175A BEGINNING VOLLEYBALL																
	5460	2.0		10	4			4				2	20	38.0	HOOTNER		PT
	5462N	2.0		18				1				9	28	56.0	IVERS		PT
	COURSE TOTAL			28	4			5				11	48	94.0			
ES	175B INTERMEDIATE VOLLEYBALL																
	5465	2.0		10				1					11	22.0	HOOTNER		
	5467N	2.0		4									4	8.0	IVERS		
	5470N	2.0		10								5	15	30.0	IVERS		PT
	COURSE TOTAL			24				1				5	30	60.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR			
ES	175C ADVANCED VOLLEYBALL																	
	5472N		2.0	13								2	15	30.0	IVERS			
	COURSE TOTAL			13								2	15	30.0				
ES	180 SELF DEFENSE FOR WOMEN																	
	5474		2.0	19	5							9	33	66.0	CONNIRY		PT	
	5475N		2.0	21	1			1		1		13	37	74.0	CONNIRY		PT	
	COURSE TOTAL			40	6			1		1		22	70	140.0				
ES	185A BEGINNING FENCING																	
	5476		3.0	6	15	4		4				4	33	99.0	LEE		PT	
	COURSE TOTAL			6	15	4		4				4	33	99.0				
ES	185B INTERMEDIATE FENCING																	
	5478		3.0	1	5	2							8	24.0	LEE			
	COURSE TOTAL			1	5	2							8	24.0				
ES	185C ADVANCED FENCING																	
	5480		3.0	3	4								7	21.0	LEE			
	COURSE TOTAL			3	4								7	21.0				
ES	199 SPECIAL STUDIES IN ES																	
	5541		8 12.0	1									1	5.5	ABSHIER			
	COURSE TOTAL			1									1	5.5				
ES	200 CONDITION & INJ PREV/ATHLETICS																	
	5479		3.0	12		2							14	42.0	HARVEY			
	5482		3.0	16	1							2	19	57.0	IVERS		PT	
	5483		3.0	18	1	2							21	63.0	HARVEY		XP	
	5484		3.0	32								5	37	111.0	ABSHIER		XP	
	5485		3.0	5								1	6	18.0	IVERS			
	COURSE TOTAL			83	2	4						8	97	291.0				
ES	201 COND/INJURY PREVENT FOOTBALL																	
	5486		8 6.0	50								9	59	137.1	JOHNS			
	5488		8 6.0	51	3	2		3		1		9	69	164.6	JORDAN			
	5526		8 6.0	15		2							17	46.6	JORDAN			
	COURSE TOTAL			116	3	4		3		1		18	145	348.3				
ES	203 INTERCOLLEGIATE BASEBALL																	
	5487 **		0.0									1	1	0.0	ABSHIER			
	5489		10.0	35								4	39	390.0	JOHNS			
	COURSE TOTAL			35								4	39	390.0				
ES	206 INTERCOLLEGIATE BASKETBALL																	
	5490		8 10.0	2									2	9.1	WEBER			
	5491		8 10.0	13									13	59.4	WEBER		XP	
	5492		8 10.0	10	1							1	12	50.3	CAIRES		XP	

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

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	206	INTERCOLLEGIATE BASKETBALL		(CONT"D)												
		COURSE TOTAL		25	1							1	27	118.8		
ES	207	ADV TECH & STRATS - BASKETBALL														
	5494	8	4.0	10	1			1				2	14	21.9	WEBER	
	5495	8	4.0	11	1							3	15	21.9	CAIRES	
		COURSE TOTAL		21	2			1				5	29	43.8		
ES	208	ADV TECHS/STRATS CROSS COUNTRY														
	5496		2.0	5	1	1	1					6	14	28.0	CLAESSON	
		COURSE TOTAL		5	1	1	1					6	14	28.0		
ES	210	INTERCOLLEGIATE BADMINTON														
	5497		10.0	7									7	70.0	GILLESPIE	
	5500		10.0	9									9	90.0	GILLESPIE	
		COURSE TOTAL		16									16	160.0		
ES	214	ADV TECH & STRATS - FOOTBALL														
	5498	8	4.0	37	2							3	42	71.3	JOHNS	
	5499	8	4.0	43		13		3		1		2	62	109.7	JORDAN	
	5501	8	4.0	2									2	3.7	JOHNS	
		COURSE TOTAL		82	2	13		3		1		5	106	184.7		
ES	215	INTERCOLLEGIATE SOFTBALL														
	5502		10.0	14								1	15	150.0	TRESTRAIL	
		COURSE TOTAL		14								1	15	150.0		
ES	219	ADV TECHNIQUES/STRATS SOCCER														
	5504		2.0	15				3				2	20	40.0	HAWVER	
		COURSE TOTAL		15				3				2	20	40.0		
ES	221	INTERCOLLEGIATE SWIMMING														
	5505		10.0	7	1	1							9	90.0	HARVEY	
	5506		10.0	21	1	1						1	24	240.0	HARVEY	
	5507		10.0	9									9	90.0	LARSEN	
	5508		10.0	11									11	110.0	LARSEN	
		COURSE TOTAL		48	2	2						1	53	530.0		
ES	224	INTERCOLLEGIATE TENNIS														
	5509		10.0	7									7	70.0	STRANGE	
	5510		10.0	11									11	110.0	HABER	
	5513		10.0	1									1	10.0	HABER	
	5515		10.0	4									4	40.0	STRANGE	
		COURSE TOTAL		23									23	230.0		
ES	225	ADV TECH & STRATS - TENNIS														
	5511	3	10.6	7									7	12.7	STRANGE	
	5524	3	2.0	1									1	0.3	STRANGE	
		COURSE TOTAL		8									8	13.0		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR			
ES	230	INTERCOLLEGIATE VOLLEYBALL																
	5512N	10.0		12								1	13	130.0	FEATHERSTONE	PT		
	COURSE TOTAL			12								1	13	130.0				
ES	231	ADV TECH & STRATS - VOLLEYBALL																
	5514	8	4.0	11								3	14	20.1	IVERS	PT		
	COURSE TOTAL			11								3	14	20.1				
ES	234	ADV TECH & STRATS - WATER POLO																
	5516N	8	4.0	13								1	14	23.8	LARSEN	XP		
	5517		2.0	20	1	2						3	26	52.0	HARVEY			
	COURSE TOTAL			33	1	2						4	40	75.8				
ES	250	INTRO TO PHYSICAL EDUCATION																
	5521		2.0	15	12	1		1				8	37	74.0	KELLEY	XP		
	COURSE TOTAL			15	12	1		1				8	37	74.0				
ES	253	PE IN THE ELEMENTARY SCHOOL																
	5522	3	21.3	12		1						1	14	47.5	HAYWOOD	PT		
	5523		4.0	7	16	1		5				4	33	132.0	HAYWOOD	PT		
	5525N		4.0	7	2	2						11	22	88.0	HAYWOOD	PT		
	COURSE TOTAL			26	18	4		5				16	69	267.5				
ES	255	CARE/PREVENT ATHLETIC INJURY																
	5527		4.0	10	5	5		1				5	26	104.0	MARTHIS	PT		
	5528		4.0	3	11	6	3					2	25	100.0	MARTHIS	PT		
	5529N**		0.0	3	1	2						2	8	0.0	MARTHIS	PT		
	COURSE TOTAL			13	16	11	3	1				7	51	204.0				
ES	290	TEACH TECH & METHODS IN PE																
	5533		3.0	7									8	24.0	AYLWARD	XP		
	COURSE TOTAL			7								1	8	24.0				
ES	293	STRENGTH TRAINR FITNESS ASSESS																
	5535N**		0.0	3	1	2						2	8	0.0	VILARINO	PT		
	COURSE TOTAL													0.0				
ES	294	SPEC POP/PERSN TRNR/GRP EX LDR																
	5537N**		0.0	2	2	2						2	8	0.0	GARRITY	PT		
	COURSE TOTAL													0.0				
ES	299	ADAPTED WATER AEROBICS																
	5538		3.0	3	3	1				9	1	3	20	60.0	AYLWARD			
	5539		2.0	6	2			1				9	18	36.0	AYLWARD			
	COURSE TOTAL			9	5	1		1		9	1	12	38	96.0				
SUBJECT TOTAL				2082	465	207	34	137		68	11	725	3729	9623.4				

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
WKS	HRS									W	ENR	WSCH	INSTRUCTOR
-----													
CHEM 141 GENERAL CHEMISTRY I													
3921	9.0	1	7	5	1					11	25	225.0	WILLARD
3922	9.0		1	4	1	3				11	20	180.0	VANCE
3923	9.0	7	6	5						4	22	189.0	WILLARD
3926N	9.0	3	4	6				1		10	24	216.0	LARTER
COURSE TOTAL		11	18	20	2	3		1		36	91	810.0	
CHEM 141T TUTORIAL LAB FOR CHEM 141													
3930	3.2							1	2	3	6	16.0	LEHMAN
COURSE TOTAL								1	2	3	6	16.0	
CHEM 142 GENERAL CHEMISTRY II													
3933	9.0	2	9	6	1	1				9	28	252.0	LEHMAN
3935	9.0	4	1	1		1				3	10	90.0	OAKES
3937N	9.0	3	8	11	3	1				7	33	297.0	GEORGE
COURSE TOTAL		9	18	18	4	3				19	71	639.0	
CHEM 142T TUTORIAL LAB FOR CHEM 142													
3940	3.2								2	2	4	12.8	LEHMAN
COURSE TOTAL									2	2	4	12.8	
CHEM 231 ORGANIC CHEMISTRY I													
3942	9.0	5	9	9		1				4	28	252.0	OLMSTEAD
COURSE TOTAL		5	9	9		1				4	28	252.0	
CHEM 232 ORGANIC CHEMISTRY II													
3944N	9.0	9	6	2						1	18	162.0	OLMSTEAD
COURSE TOTAL		9	6	2						1	18	162.0	
SUBJECT TOTAL		99	135	123	39	57	1	21	17	223	715	4674.8	

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ES	001	ADAPTED PHYSICAL EXERCISE													
	5115	2.0		3	2			1				4	10	20.0	AYLWARD
	5116	2.0		4	7	1	1			1		3	17	34.0	AYLWARD
	COURSE TOTAL			7	9	1	1	1		1		7	27	54.0	
ES	002	ADV ADAPTED PHYSICAL EXERCISE													
	5117	2.0		3	2	1						1	7	14.0	HAYWOOD
	5118	2.0		2	2	1						2	7	14.0	HAYWOOD
	COURSE TOTAL			5	4	2						3	14	28.0	
ES	003	ADAPTIVE AEROBIC FITNESS													
	5119	2.0		4	2	2				2	1	6	17	28.0	AYLWARD
	COURSE TOTAL			4	2	2				2	1	6	17	28.0	
ES	004	FITNESS FOR THE FIRST TIMER													
	5120	2.0		8	5	1						4	18	36.0	AYLWARD
	COURSE TOTAL			8	5	1						4	18	36.0	
ES	005	AEROBIC FITNESS/WEIGHT TRAIN													
	5122	3.0		9	9	2						1	21	63.0	KELLEY
	5123	3.0		3		1	1	2		2		9	18	54.0	KELLEY
	5125	3.0		23	3	1		3				5	35	102.0	TRESTRAIL
	5126	3.0		20	1	1	1	5				6	34	102.0	JORDAN
	5127	3.0		19	5	6						14	44	132.0	CAIRES
	5129N	3.0		14	1	4		2		8		5	34	99.0	IVERS
	5131N	3.0		11	4	3				3		15	36	108.0	VILARINO
	COURSE TOTAL			99	23	18	2	12		13		55	222	660.0	
ES	006	TOTAL BODY FITNESS													
	5132	2.0		2	10	1	2	2			1	8	26	50.0	KELLEY
	5133	2.0		14	10	1		6				4	35	70.0	JORDAN
	5134	2.0		15	2	2		1				13	33	66.0	CAMPBELL
	5135	2.0		8	7	2	1			2		11	31	60.0	KELLEY
	5136N	2.0		8	3	5						10	26	52.0	VILARINO
	5138N	2.0		12	4	3		1		2		5	27	54.0	CAMPBELL
	COURSE TOTAL			59	36	14	3	10		4	1	51	178	352.0	
ES	007	AEROBIC WALK FITNESS/WELLNESS													
	5140	3.0		8	6			1		2		1	18	54.0	GARRITY
	5141	3.0		9	4	1						6	20	57.0	CAIRES
	COURSE TOTAL			17	10	1		1		2		7	38	111.0	
ES	008	SENIOR FITNESS FOR WELLNESS													
	5142	3.0		10	1					4	1	1	17	51.0	AYLWARD
	COURSE TOTAL			10	1					4	1	1	17	51.0	
ES	009	AEROBIC DANCE EXERCISE													
	5145	2.0		4	1	5				2		4	16	32.0	GARRITY
	5146	2.0		10	3			2		2		7	24	48.0	FLORES
	5148	2.0		6	4	2		2				4	18	36.0	FLORES
	5149	2.0		44						1		8	53	106.0	DEMARCO

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MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	009	AEROBIC DANCE EXERCISE			(CONT"D)												
	5150	2.0	20				1	6				8	35	70.0	GREEN-WILLIAMS PT		
	5152	2.0	13	3	2			4				10	32	64.0	GREEN-WILLIAMS PT		
	5155N	2.0	14							1	4	5	24	48.0	JACOBSON PT		
	5157N	2.0	19	6			1	3				14	44	88.0	JACOBSON PT		
	COURSE TOTAL		130	17	9	2	17			6	5	60	246	492.0			
ES	021	CHRONIC DISEASE/INJURY PREVENT															
	5178	3.0	1							1			2	6.0	AYLWARD		
	COURSE TOTAL		1							1			2	6.0			
ES	023	WEIGHT TRAINING															
	5179	2.0	8		2			2				1	13	24.0	JORDAN		
	5180	2.0	8	2				2				4	16	30.0	JORDAN		
	5181	2.0	11	1	1	1						2	16	32.0	OLSEN PT		
	5182	2.0	7	2				1				6	16	32.0	CAIRES		
	5183	2.0	19	3	3							7	32	64.0	OLSEN PT		
	5184	2.0	13									2	15	30.0	JORDAN		
	5185	2.0	13	1				1		1		9	25	50.0	CAIRES		
	5186	2.0	9	5	5			3				8	30	60.0	OLSEN PT		
	5187	2.0	17	5	1			5				6	34	66.0	TRESTRAIL		
	5188	2.0	17	2	3			10				9	41	82.0	ABSHIER		
	5189	2.0	25	4				1				11	41	82.0	WEBER		
	5190	2.0	28	1	1			1		1		8	40	76.0	WEBER		
	5194	2.0	25	2	2	1						1	31	62.0	CAIRES		
	5195	2.0	15	7	1	2				1	1	7	34	68.0	KELLEY XP		
	5196	2.0	15							1		5	21	42.0	IVERS		
	5198	2.0	14	6	2							8	30	60.0	KELLEY		
	5200N	2.0	20	3		1	3					5	32	60.0	JORDAN XP		
	5201N	2.0	17	1	1	2	5			1		5	32	64.0	JORDAN XP		
	5202N	2.0	13		2					1		10	26	52.0	GOODWIN PT		
	5203N	2.0	6	4	3			3				8	24	48.0	CLAESSON PT		
	COURSE TOTAL		300	49	27	7	37			6	1	122	549	1084.0			
ES	027	T'AI CHI CH'UAN															
	5205N	2.0	31	4	1							15	51	98.0	CONNIRY PT		
	COURSE TOTAL		31	4	1							15	51	98.0			
ES	028	YOGA															
	5206	3.0	52							3		11	66	195.0	DEMARCO PT		
	5207	3.0	43							1		13	57	165.0	DEMARCO PT		
	5208N	3.0	32	10	2	1	1			3		17	66	192.0	FIESER PT		
	5209N	3.0	22	7		1				4		27	61	183.0	FIESER PT		
	COURSE TOTAL		149	17	2	2	1			11		68	250	735.0			
ES	029	ADAPTED YOGA															
	5210	2.0	2	3		1				1	1	3	11	22.0	AYLWARD		
	COURSE TOTAL		2	3		1				1	1	3	11	22.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	030	ADAPTIVE AQUATIC SPORTS ED															
	5211		2.0	5		1				1		1	8	16.0	HARVEY		
	COURSE TOTAL			5		1				1		1	8	16.0			
ES	035	ADAPTIVE SWIM/PHYSICAL LIMITED															
	5212		2.0	4		2							6	12.0	HARVEY		
	COURSE TOTAL			4		2							6	12.0			
ES	037	SPRINGBOARD DIVING															
	5214		2.0	12								6	18	36.0	HARVEY		
	COURSE TOTAL			12								6	18	36.0			
ES	039	SWIMMING FOR NONSWIMMERS															
	5216		2.0	10	1					2		6	19	38.0	HARVEY		
	COURSE TOTAL			10	1					2		6	19	38.0			
ES	040	WATER AEROBICS															
	5218N	8	4.0	11	1			2				6	20	25.6	STEIN	PT	
	COURSE TOTAL			11	1			2				6	20	25.6			
ES	041	ADAPTED WATER AEROBICS															
	5219		3.0	2	5	2	1			7	1	3	21	63.0	AYLWARD		
	COURSE TOTAL			2	5	2	1			7	1	3	21	63.0			
ES	043A	BEGINNING SWIMMING															
	5220		2.0	10								6	16	30.0	LARSEN		
	5221N		2.0	1	3	1						6	11	20.0	LARUSSA	PT	
	COURSE TOTAL			11	3	1						12	27	50.0			
ES	043B	INTERMEDIATE SWIMMING															
	5223		2.0	10						1		3	14	24.0	LARSEN		
	5226		2.0	13		1					1	6	21	40.0	LARSEN		
	5227N		2.0	2				1		3	2	6	8	16.0	LARUSSA		
	COURSE TOTAL			25		1		1		4	3	9	43	80.0			
ES	043C	ADVANCED SWIMMING															
	5230		2.0	7		1							8	18.0	LARSEN		
	COURSE TOTAL			7		1							8	18.0			
ES	044	LAP SWIMMING/HEALTH & FITNESS															
	5231		2.0	16								7	23	46.0	LARSEN		
	5232		2.0	10	3	1	1			2		5	22	44.0	HARVEY		
	5234N		2.0	18						2		3	23	46.0	LARSEN		
	5235N	8	4.0	7	1						1	5	14	16.5	LARUSSA	PT	
	COURSE TOTAL			51	4	1	1			4	1	20	82	152.5			
ES	060A	BEGINNING BADMINTON															
	5242		2.0	21	1	3						2	27	54.0	WEBER		
	5244N		2.0	18						1		6	25	50.0	CAMPBELL		
	COURSE TOTAL			39	1	3				1		8	52	104.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	060B INTERMEDIATE BADMINTON																
	5246		2.0	6								2	8	16.0	WEBER		
	5248N		2.0	8									8	16.0	CAMPBELL		
	COURSE TOTAL			14								2	16	32.0			
ES	060C ADVANCED BADMINTON																
	5250		2.0	1									1	2.0	WEBER		
	5252N		2.0	1								2	3	6.0	CAMPBELL		
	COURSE TOTAL			2								2	4	8.0			
ES	071A STUDIO WORKSHOP IN TAP DANCE																
	5255		2.0	2	1	2				1		1	7	14.0	CHANDLER		
	COURSE TOTAL			2	1	2				1		1	7	14.0			
ES	074A STUDIO WORKSHOP IN JAZZ DANCE																
	5260		2.0	1									1	2.0	CHANDLER		
	COURSE TOTAL			1									1	2.0			
ES	074B STUDIO WORKSHOP IN JAZZ DANCE																
	5261		2.0	1									1	2.0	CHANDLER		
	COURSE TOTAL			1									1	2.0			
ES	074D STUDIO WORKSHOP IN JAZZ DANCE																
	5263		2.0			1							1	2.0	CHANDLER		
	COURSE TOTAL					1							1	2.0			
ES	076A BEGINNING TENNIS																
	5268	8	4.0	5	6	1		2				2	16	25.6	RUMP		PT
	5269		2.0	18	1	4		2				4	29	58.0	HOOTNER		PT
	5270		2.0	10	4	1				1		3	19	38.0	STIBOR		PT
	5271		2.0	4	3							2	9	18.0	PETTEE		PT
	5272		2.0	3	1						1	4	9	18.0	RUMP		PT
	5273	3	10.6	16	4			2				3	25	40.0	STRANGE		PT
	5275		2.0	4		1						1	6	12.0	RUMP		PT
	5276		2.0	6	2	2						2	12	24.0	PETTEE		PT
	5277	8	4.0	7	2			2				4	15	20.1	KELLEY		
	5278		2.0	7	6	2							15	30.0	PETTEE		PT
	5279	8	4.0	1									1	1.8	KELLEY		
	COURSE TOTAL			81	29	11		8		1	1	25	156	285.5			
ES	076B INTERMEDIATE TENNIS																
	5281	8	4.0	1									1	1.8	RUMP		
	5283		2.0	3	1			1				1	6	12.0	HOOTNER		
	5284		2.0	8	5					2		1	16	32.0	PETTEE		
	5285		2.0	6						2			8	16.0	STIBOR		
	5286		2.0	2					1			1	4	8.0	RUMP		
	5287	3	10.6	6								2	8	10.9	STRANGE		
	5289		2.0	2		1						2	5	10.0	RUMP		
	5290		2.0	7	2							2	11	22.0	PETTEE		
	5291	8	4.0	2								1	3	3.7	KELLEY		
	5292		2.0	11					1				12	24.0	PETTEE		

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MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	076B INTERMEDIATE TENNIS																
	COURSE TOTAL			48	8	1		1	2	4		10	74	140.4			
ES	076C ADVANCED TENNIS																
	5296		2.0		2								2		4.0	HOOTNER	
	5297		2.0		3							3	6	12.0	STIBOR		
	5298	3	10.6		3								3		5.5	STRANGE	
	5299	8	4.0		4								4		7.3	KELLEY	
	COURSE TOTAL				12							3	15	28.8			
ES	078A STUDIO WORKSHOP IN BALLET																
	5302		2.0		1								2	3	6.0	SHIPKOWSKI	
	COURSE TOTAL				1								2	3	6.0		
ES	116 STRETCH & ALIGNMENT																
	5355		3.0		1								1	3	5	15.0	JIACOLETTI
	COURSE TOTAL				1								1	3	5	15.0	
ES	117A BODY TONE AND STRENGTHENING																
	5356		3.0		3								1	5	15.0	MEYER	
	5357	3	16.0		7		6							13	35.7	MEYER	
	5358		3.0		1	1							2	4	12.0	MEYER	
	COURSE TOTAL			10	7	1	1						3	22	62.7		
ES	117B BODY TONE AND STRENGTHENING																
	5360		3.0		1	1								2	6.0	MEYER	
	5361	3	16.0		3									3	8.2	MEYER	
	5362		3.0		1	1								2	6.0	MEYER	
	COURSE TOTAL			4	2	1								7	20.2		
ES	117C BODY TONE AND STRENGTHENING																
	5365 **	3	0.0										1	1	0.0	MEYER	
	5366		3.0		1									1	3.0	MEYER	
	COURSE TOTAL				1									1	3.0		
ES	117D BODY TONE AND STRENGTHENING																
	5368 **		0.0										1	1	0.0	MEYER	
	5369	3	16.0		1									1	2.7	MEYER	
	5370 **		0.0										1	1	0.0	MEYER	
	COURSE TOTAL			1										1	2.7		
ES	120A BEGINNING BOWLING																
	5371		2.0	6	10	4							1	21	42.0	SPEIDEL	PT
	5372		2.0	4	8								3	15	30.0	MCMINN	PT
	5373		2.0	14	6	1		2					3	26	52.0	MCMINN	PT
	5375		2.0	8	4								3	15	28.0	MCMINN	PT
	5376		2.0	7	9	2							5	23	46.0	SPEIDEL	PT
	COURSE TOTAL			39	37	7		2					15	100	198.0		

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MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	120B INTERMEDIATE BOWLING															
	5377	2.0		4	5	2						2	13	26.0	SPEIDEL	
	5378	2.0		7		3							10	20.0	MCMINN	
	5380	2.0		4								1	5	10.0	MCMINN	
	5382	2.0		5	1							2	8	16.0	MCMINN	
	5383	2.0		3	2	3							8	16.0	SPEIDEL	
	COURSE TOTAL			23	8	8						5	44	88.0		
ES	120C ADVANCED BOWLING															
	5384	2.0		3	1	1							5	10.0	SPEIDEL	
	5385	2.0		2									2	4.0	MCMINN	
	5387	2.0		3		1							4	8.0	MCMINN	
	5390	2.0		1									1	2.0	SPEIDEL	
	COURSE TOTAL			8	2	2							12	24.0		
ES	121 ADAPTIVE BOWLING															
	5392	2.0		11	4							3	18	36.0	HAYWOOD	PT
	COURSE TOTAL			11	4							3	18	36.0		
ES	125A BEGINNING GOLF															
	5394	2.0		9				3				2	14	28.0	JORDAN	XP
	5397	2.0		12	3	1		4		1		1	22	42.0	HOOTNER	PT
	5398	2.0		9	2	3		2				5	21	42.0	FEATHERSTONE	PT
	COURSE TOTAL			30	5	4		9		1		8	57	112.0		
ES	125B INTERMEDIATE GOLF															
	5399	3.0		8					3			2	13	39.0	JORDAN	PT
	COURSE TOTAL			8					3			2	13	39.0		
ES	125C ADVANCED GOLF															
	5401	3.0		2								1	3	9.0	JORDAN	
	COURSE TOTAL			2								1	3	9.0		
ES	130A BEGINNING GYMNASTICS															
	5403	2.0		9	2	1						6	18	34.0	BURGER	
	COURSE TOTAL			9	2	1						6	18	34.0		
ES	130B INTERMEDIATE GYMNASTICS															
	5405	3.0		1	5							2	8	24.0	BURGER	
	5406	3.0		1	1								1	3.0	BURGER	
	COURSE TOTAL			1	6							2	9	27.0		
ES	130C ADVANCED GYMNASTICS															
	5407	3.0		2	5								7	21.0	BURGER	
	COURSE TOTAL			2	5								7	21.0		
ES	155A BEGINNING BASKETBALL															
	5416	2.0		8	1							6	15	30.0	CAIRES	
	5417	2.0		5								7	12	24.0	WEBER	
	5418N	2.0		7	1			1				2	11	22.0	HAZARD	PT

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
	WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES 155A BEGINNING BASKETBALL															
COURSE TOTAL			20	2			1				15	38	76.0		
(CONT"D)															
ES 155B INTERMEDIATE BASKETBALL															
5419	2.0		3									3	6.0	CAIRES	
5420	2.0		4								1	5	10.0	WEBER	
5421	2.0		11								4	15	30.0	WEBER	
5422	2.0		7	2	2						6	17	34.0	WEBER	
5423N	2.0		3	1			1				4	9	18.0	HAZARD	
COURSE TOTAL			28	3	2		1				15	49	98.0		
ES 155C ADVANCED BASKETBALL															
5424	2.0		13								2	15	30.0	WEBER	
5425	2.0		9	2							4	15	30.0	WEBER	
COURSE TOTAL			22	2							6	30	60.0		
ES 170A BEGINNING SOCCER															
5429	2.0		9	3			2	1			5	20	40.0	HAWVER	PT
5430	2.0		6	3		1	2				2	14	28.0	HAWVER	PT
5431	3 10.6		9								1	10	16.4	HAWVER	PT
5432	2.0		7	1	2	1	4				1	16	32.0	HAWVER	PT
COURSE TOTAL			31	7	2	2	8	1			9	60	116.4		
ES 170B INTERMEDIATE SOCCER															
5436	2.0		5	2							4	11	22.0	HAWVER	
5437	2.0		8	2							2	12	24.0	HAWVER	
5438	3 10.6		4						1			5	9.1	HAWVER	
5439	2.0		4	5		3	1				1	14	28.0	HAWVER	
COURSE TOTAL			21	9		3	1		1		7	42	83.1		
ES 170C ADVANCED SOCCER															
5443	2.0		2	3	1						1	7	14.0	HAWVER	
5444	2.0		6	3	1	1	1				1	13	26.0	HAWVER	
5445	3 10.6		9									9	16.4	HAWVER	
5446	2.0		3	3	3	1					1	11	22.0	HAWVER	
COURSE TOTAL			20	9	5	2	1				3	40	78.4		
ES 171A BEGINNING SOFTBALL															
5448	2.0		11	1								12	24.0	ABSHIER	
COURSE TOTAL			11	1								12	24.0		
ES 171B INTERMEDIATE SOFTBALL															
5450	2.0		7								1	8	16.0	ABSHIER	
COURSE TOTAL			7								1	8	16.0		
ES 172A BEGINNING BASEBALL															
5454	2.0		7				2				1	10	18.0	ABSHIER	
COURSE TOTAL			7				2				1	10	18.0		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	172B INTERMEDIATE BASEBALL																
	5456		2.0	3				2				1	6	12.0	ABSHIER		
	COURSE TOTAL			3				2				1	6	12.0			
ES	172C ADVANCED BASEBALL																
	5457	3	10.6	49								2	51	89.0	ABSHIER	XP	
	5458		2.0	2				1					3	6.0	ABSHIER		
	COURSE TOTAL			51				1				2	54	95.0			
ES	175A BEGINNING VOLLEYBALL																
	5459		2.0	6	3	1				2		4	16	32.0	IVERS		
	5460		2.0	7		1						1	9	18.0	IVERS		
	5462N		2.0	12		1						4	18	36.0	IVERS		
	COURSE TOTAL			25	3	3				3		9	43	86.0			
ES	175B INTERMEDIATE VOLLEYBALL																
	5465		2.0	3								2	5	10.0	IVERS		
	5466		2.0	9	3							1	13	26.0	IVERS		
	5467N		2.0	8						1		2	11	22.0	IVERS		
	5470N		2.0	2	1							3	6	12.0	IVERS		
	COURSE TOTAL			22	4					1		8	35	70.0			
ES	175C ADVANCED VOLLEYBALL																
	5472N		2.0	6	3	1						2	12	24.0	IVERS		
	COURSE TOTAL			6	3	1						2	12	24.0			
ES	180 SELF DEFENSE FOR WOMEN																
	5474		2.0	22	7			3				7	39	78.0	CONNIRY	PT	
	5475N		2.0	14	10	1		1				16	42	82.0	CONNIRY	PT	
	COURSE TOTAL			36	17	1		4				23	81	160.0			
ES	185A BEGINNING FENCING																
	5476		3.0	8	11	1		2				5	27	81.0	LEE	PT	
	COURSE TOTAL			8	11	1		2				5	27	81.0			
ES	185B INTERMEDIATE FENCING																
	5477		3.0	6	2	1		1		1			11	33.0	LEE		
	COURSE TOTAL			6	2	1		1		1			11	33.0			
ES	185C ADVANCED FENCING																
	5478		3.0	3	1								4	12.0	LEE		
	COURSE TOTAL			3	1								4	12.0			
ES	200 CONDITION & INJ PREV/ATHLETICS																
	5473		3.0	1									1	3.0	IVERS		
	5479		3.0	1									1	3.0	TRESTRAIL		
	5480		3.0	12				1					13	39.0	TRESTRAIL		
	5481		3.0	5								1	6	18.0	HARVEY		
	5482		3.0	6								1	7	21.0	IVERS		
	5483		3.0	14								2	16	48.0	HARVEY	XP	
	5484		3.0	29	3							1	33	99.0	ABSHIER	XP	

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ES	200	CONDITION & INJ PREV/ATHLETICS (CONT"D)															
	5485		3.0	1									1	3.0	HARVEY		
		COURSE TOTAL		69	3			1				5	78	234.0			
ES	201	COND/INJURY PREVENT FOOTBALL															
	5471	8	6.0	7									7	19.2	JORDAN		
	5486	8	6.0	26								2	28	71.3	JORDAN		PT
	5487	8	6.0	70	1	4		4				11	90	216.7	JORDAN		XP
		COURSE TOTAL		103	1	4		4				13	125	307.2			
ES	203	INTERCOLLEGIATE BASEBALL															
	5489		10.0	31	6							1	38	380.0	ABSHIER		
		COURSE TOTAL		31	6							1	38	380.0			
ES	206	INTERCOLLEGIATE BASKETBALL															
	5490	8	10.0	1									1	4.6	WEBER		
	5491	8	10.0	12								1	13	54.9	WEBER		
	5492	8	10.0	10									10	45.7	CAIRES		XP
	5493	8	10.0	1									1	4.6	CAIRES		
		COURSE TOTAL		24								1	25	109.8			
ES	207	ADV TECH & STRATS - BASKETBALL															
	5494	8	4.0	18								4	22	32.9	WEBER		XP
	5495	8	4.0	9									9	16.5	CAIRES		
	5530	8	4.0	2								1	3	3.7	WEBER		
		COURSE TOTAL		29								5	34	53.1			
ES	208	ADV TECHS/STRATS CROSS COUNTRY															
	5496		2.0	5	2			1				5	13	26.0	CLAESSON		PT
		COURSE TOTAL		5	2			1				5	13	26.0			
ES	210	INTERCOLLEGIATE BADMINTON															
	5497		10.0	9									9	90.0	GILLESPIE		PT
	5498		10.0	7								1	8	80.0	GILLESPIE		
		COURSE TOTAL		16								1	17	170.0			
ES	214	ADV TECH & STRATS - FOOTBALL															
	5499	8	4.0	73	3			2				5	83	142.6	JORDAN		XP
	5500	8	4.0	40					1			2	43	75.0	JORDAN		PT
		COURSE TOTAL		113	3			2	1			7	126	217.6			
ES	215	INTERCOLLEGIATE SOFTBALL															
	5502		10.0	14	1	1							16	160.0	TRESTRAIL		
		COURSE TOTAL		14	1	1							16	160.0			
ES	219	ADV TECHNIQUES/STRATS SOCCER															
	5504		2.0	14								1	15	30.0	HAWVER		PT
		COURSE TOTAL		14								1	15	30.0			

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ES	221	INTERCOLLEGIATE SWIMMING														
	5505	10.0		8								1	9	90.0	HARVEY	
	5506	10.0		16								2	18	180.0	HARVEY	
	5507	10.0		6								2	8	80.0	LARSEN	
	5508	10.0		16								4	20	200.0	LARSEN	
		COURSE TOTAL		46								9	55	550.0		
ES	224	INTERCOLLEGIATE TENNIS														
	5509	10.0		9	2		1						12	120.0	STRANGE	PT
	5510	10.0		11								1	12	120.0	HABER	PT
	5513	10.0		1									1	10.0	HABER	
	5515	10.0		3									3	30.0	STRANGE	
		COURSE TOTAL		24	2		1					1	28	280.0		
ES	225	ADV TECH & STRATS - TENNIS														
	5511	3	10.6	4	1					1			6	10.9	STRANGE	PT
	5524	3	10.6	1									1	1.8	STRANGE	
		COURSE TOTAL		5	1					1			7	12.7		
ES	230	INTERCOLLEGIATE VOLLEYBALL														
	5512N	10.0		13									13	130.0	FEATHERSTONE	PT
		COURSE TOTAL		13									13	130.0		
ES	231	ADV TECH & STRATS - VOLLEYBALL														
	5514	8	4.0	11								1	12	20.1	IVERS	
		COURSE TOTAL		11								1	12	20.1		
ES	234	ADV TECH & STRATS - WATER POLO														
	5516N	8	4.0	17				1				1	19	32.9	LARSEN	XP
	5517	2.0		14	1							7	22	44.0	HARVEY	XP
	5526	2.0		1									1	2.0	HARVEY	
		COURSE TOTAL		32	1			1				8	42	78.9		
ES	240	ATHLETIC COMPETITION														
	5519	10.0		1									1	10.0	BURGER	
		COURSE TOTAL		1									1	10.0		
ES	250	INTRO TO PHYSICAL EDUCATION														
	5521	2.0		24	21	5	2	2				9	63	126.0	KELLEY	
		COURSE TOTAL		24	21	5	2	2				9	63	126.0		
ES	253	PE IN THE ELEMENTARY SCHOOL														
	5522	3	21.3	28	4							2	34	116.8	HAYWOOD	PT
	5523	4.0		11	8	1	1	1				3	25	100.0	HAYWOOD	PT
	5525N	4.0		15	4	2		2				4	27	104.0	HAYWOOD	PT
		COURSE TOTAL		54	16	3	1	3				9	86	320.8		
ES	255	CARE/PREVENT ATHLETIC INJURY														
	5527	4.0		8	9	3	3						23	92.0	MARTHIS	PT
	5528	4.0		10	4	3	1	1				6	25	100.0	MARTHIS	PT
	5529N**	0.0		1	4	1						2	8	0.0	VILARINO	PT

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

MATHEMATICS, NATURAL SCIENCES & PE  
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MATHEMATICS, NATURAL SCIENCES & PE  
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		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR			
ES	255	CARE/PREVENT ATHLETIC INJURY						(CONT'D)										
		COURSE TOTAL		18	13	6	4	1				6	48	192.0				
ES	290	TEACH TECH & METHODS IN PE																
	5533	3.0		2		1		1				1	5	15.0	AYLWARD		XP	
		COURSE TOTAL		2		1		1				1	5	15.0				
ES	293	STRENGTH TRAINR FITNESS ASSESS																
	5535N**	0.0		1	4							2	7	0.0	VILARINO		PT	
		COURSE TOTAL												0.0				
ES	294	SPEC POP/PERSN TRNR/GRP EX LDR																
	5537N**	0.0			3	2						2	7	0.0	GARRITY		PT	
		COURSE TOTAL												0.0				
SUBJECT TOTAL				2285	456	165	36	142	7	84	17	756	3948	10130.5				

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**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

Course Total	6	0	0	0	0	0	0	0	0	0	0	0	6	0	1	
CHEM-141 General Chemistry I																
6655	5.0	20	0	4	0	0	9	0	0	5	1	1	0	0	13	Willard, Cary
6656	5.0	15	0	4	0	0	3	0	0	5	3	0	0	0	10	George, Judy
6657	5.0	15	0	3	0	0	6	0	0	3	1	1	0	1	4	Oakes, John XP
6658N	5.0	12	0	2	0	0	4	0	0	5	1	0	0	0	7	Vance, Diana
Course Total		62	0	13	0	0	22	0	0	18	6	2	0	1	34	
CHEM-141T Tutorial Lab for Chem 141																
6659	1.0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	Larter, Martin
Course Total		2	0	0	0	0	0	0	0	0	0	0	1	1	0	
CHEM-142 General Chemistry II																
6660	5.0	24	0	7	0	0	12	0	0	4	0	1	0	0	4	Lehman, Jeffrey
6662N	5.0	14	0	2	0	0	4	0	0	4	0	4	0	0	8	Larter, Martin
Course Total		38	0	9	0	0	16	0	0	8	0	5	0	0	12	
CHEM-199 Special Studies/Projects-Chem																
9320 **	1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	George, Judy
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	
CHEM-231 Organic Chemistry I																
6664	5.0	25	0	6	0	0	13	0	0	4	2	0	0	0	2	Olmstead, Thomas
Course Total		25	0	6	0	0	13	0	0	4	2	0	0	0	2	
CHEM-232 Organic Chemistry II																
6665	5.0	6	0	2	0	0	1	0	0	2	0	1	0	0	1	Olmstead, Thomas
Course Total		6	0	2	0	0	1	0	0	2	0	1	0	0	1	
Subject Total		527	0	109	0	0	142	0	0	147	48	47	17	15	211	



**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7390	1.0	27	0	21	0	0	2	0	0	1	3	0	0	0	0	8	Jordan, Michael	PT
7391	1.0	32	0	24	0	0	6	0	0	0	0	2	0	0	0	5	Robinson, Garrett	PT
7392	1.0	28	0	25	0	0	2	0	0	1	0	0	0	0	0	6	Jordan, Michael	PT
7393N	1.0	23	0	16	0	0	6	0	0	1	0	0	0	0	0	10	Kelley, Elizabeth	PT
7394N	1.0	37	0	32	0	0	0	0	0	0	3	2	0	0	0	2	Clauss, Daniel	PT
8949	1.0	17	0	11	0	0	0	0	0	0	1	5	0	0	0	8	Ivers, Jamie	PT
Course Total		186	0	140	0	0	22	0	0	3	3	13	5	0	0	42		

**ES-007 Aerobic Walk Fitness/Wellness**

7395	1.5	15	0	13	0	0	0	0	0	0	0	2	0	0	0	2	Ivers, Jamie	PT
7396	1.5	21	0	16	0	0	2	0	0	0	1	2	0	0	0	5	Caires, Karen	PT
Course Total		36	0	29	0	0	2	0	0	0	1	4	0	0	0	7		

**ES-008 Senior Fitness for Wellness**

7397	1.5	14	0	9	0	0	0	0	1	0	0	4	0	0	0	0	Aylward, Kathleen	PT
Course Total		14	0	9	0	0	0	0	1	0	0	4	0	0	0	0		

**ES-009 Aerobic Dance Exercise**

7398	1.0	17	0	7	0	0	7	0	0	2	1	0	0	0	0	7	Garrity, Lisa	PT
7399	1.0	21	0	7	0	0	5	0	0	2	0	5	1	0	0	7	Flores, Cheryl	PT
7400	1.0	27	0	9	0	0	4	0	0	2	0	6	1	5	0	7	Flores, Cheryl	PT
7401	1.0	36	0	36	0	0	0	0	0	0	0	0	0	0	0	14	Demarco, Jennifer	PT
7402	1.0	30	0	23	0	0	3	0	0	0	1	0	1	2	0	3	Green-Williams, Lesa	PT
7403	1.0	22	0	17	0	0	2	0	0	0	3	0	0	0	0	15	Green-Williams, Lesa	PT
7404N	1.0	38	0	23	0	0	4	0	0	2	0	7	2	0	0	9	Fieser, Carol	PT
7405N	1.0	34	0	19	0	0	4	0	0	1	0	7	3	0	0	9	Fieser, Carol	PT
Course Total		225	0	141	0	0	29	0	0	7	3	29	8	8	0	71		

**ES-021 Chronic Disease/Injury Prevent**

7406	1.5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Aylward, Kathleen	PT
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Printed on: 2/28/2012

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

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

Course Total	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-023 Weight Training																				
7408	1.0	20	0	14	0	0	1	0	0	0	0	1	4	0	0	0	0	0	0	4 Ivers, Jamie
7409	1.0	20	0	10	0	0	5	0	0	5	0	0	0	0	0	0	0	0	0	6 Olsen, Edwin
7410	1.0	19	0	16	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	4 Ivers, Jamie
7411	1.0	24	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5 Clauss, Daniel
7412	1.0	19	0	10	0	0	1	0	0	1	0	7	0	0	0	0	0	0	0	1 Jordan, Michael
7413	1.0	27	0	16	0	0	2	0	0	1	1	7	0	0	0	0	0	0	0	6 Caires, Karen
7414	1.0	35	0	33	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	2 Clauss, Daniel
7415	1.0	40	0	24	0	0	7	0	0	5	0	4	0	0	0	0	0	0	0	5 Trestail, Richard
7416	1.0	41	0	31	0	0	2	0	0	1	3	4	0	0	0	0	0	0	0	3 Abshier, Randall
7417	1.0	34	0	32	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	5 Weber, William
7418	1.0	48	0	39	0	0	1	0	0	2	0	6	0	0	0	0	0	0	0	6 Weber, William
7419	1.0	16	0	12	0	0	0	0	0	2	0	0	1	1	0	0	0	0	0	2 Olsen, Edwin
7420	1.0	19	0	8	0	0	5	0	0	2	0	2	0	2	0	0	0	0	0	10 Kelley, Elizabeth
7421	1.0	30	0	18	0	0	6	0	0	3	0	0	3	0	0	0	0	0	0	4 Olsen, Edwin
7422	1.0	20	0	6	0	0	6	0	0	4	1	2	1	0	0	0	0	0	0	6 Vilarino, Sharon
7423N	1.0	21	0	15	0	0	3	0	0	1	0	2	0	0	0	0	0	0	0	1 Jordan, Michael
7424N	1.0	36	0	28	0	0	0	0	0	1	1	5	1	0	0	0	0	0	0	5 Jordan, Michael
7425N	1.0	33	0	22	0	0	8	0	0	2	0	0	1	0	0	0	0	0	0	7 Robinson, Garrett
7426N	1.0	25	0	16	0	0	4	0	0	2	0	3	0	0	0	0	0	0	0	5 Goodwin, Anuyell
Course Total		527	0	374	0	0	52	0	0	32	8	51	7	3	0	0	0	0	0	87
ES-027 Tai Chi Ch'uan																				
7427N	1.0	17	0	11	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	5 Conniry, Michael
Course Total		17	0	11	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	5

Printed on: 2/28/2012 Page: 141

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

8962	1.0	13	0	7	0	0	1	0	0	0	1	3	1	0	3	Kerns-Campbell, Cheryl
Course Total		30	0	21	0	0	2	0	0	0	2	4	1	0	6	
ES-041 Adapted Water Aerobics																
7438	1.5	28	0	11	0	0	1	0	0	0	0	16	0	0	6	Aylward, Kathleen
Course Total		28	0	11	0	0	1	0	0	0	0	16	0	0	6	
ES-043A Beginning Swimming																
7439	1.0	21	0	16	0	0	0	0	0	0	4	1	0	0	2	Larsen, Lawrence
7440N	1.0	16	0	11	0	0	0	0	0	0	2	1	2	0	6	Hoefler, William PT
Course Total		37	0	27	0	0	0	0	0	0	6	2	2	0	8	
ES-043B Intermediate Swimming																
7441	1.0	10	0	10	0	0	0	0	0	0	0	0	0	0	1	Larsen, Lawrence
7442	1.0	16	0	12	0	0	1	0	0	0	2	1	0	0	2	Larsen, Lawrence XP
7443N	1.0	7	0	6	0	0	0	0	0	0	1	0	0	0	1	Hoefler, William PT
Course Total		33	0	28	0	0	1	0	0	0	3	1	0	0	4	
ES-043C Advanced Swimming																
7444	1.0	8	0	6	0	0	0	0	0	0	2	0	0	0	0	Larsen, Lawrence
Course Total		8	0	6	0	0	0	0	0	0	2	0	0	0	0	
ES-044 Lap Swimming/Health & Fitness																
7445	1.0	22	0	20	0	0	0	0	0	0	1	1	0	0	9	Larsen, Lawrence
7446	1.0	18	0	12	0	0	1	0	0	5	0	0	0	0	2	Harvey, Brian
7447N	1.0	17	0	14	0	0	0	0	0	1	0	1	0	0	3	Larsen, Lawrence
Course Total		57	0	46	0	0	1	0	0	6	0	2	0	0	14	
ES-047 Lifeguard Training																
9201N	8 2.0	9	0	8	0	0	0	0	0	0	0	1	0	0	10	Kerns-Campbell, Cheryl
Course Total		9	0	8	0	0	0	0	0	0	0	1	0	0	10	

Printed on: 2/28/2012

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Page: 143



**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7466	3	1.0	21	0	15	0	0	3	0	0	0	2	0	0	0	0	0	2	Strange, Scott	PT
7467		1.0	4	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	Rump, Robert	PT
7468		1.0	10	0	5	0	0	3	0	0	1	0	1	0	0	0	0	0	Pettee, Narelle	PT
7469	8	1.0	16	0	12	0	0	2	0	0	1	0	1	0	0	0	0	0	Vilarino, Sharon	PT
7470		1.0	14	0	9	0	0	4	0	0	0	0	1	0	0	0	0	0	Pettee, Narelle	PT
Course Total			144	0	82	0	0	37	0	0	11	1	10	1	0	0	0	0		43

**ES-076B Intermediate Tennis**

7472	8	1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT
7473		1.0	7	0	6	0	0	0	0	0	0	0	1	0	0	0	0	0	Hootner, Michael	PT
7474		1.0	6	0	2	0	0	3	0	0	0	0	0	1	0	0	0	0	Pettee, Narelle	PT
7475		1.0	5	0	3	0	0	0	0	0	0	1	1	0	0	0	0	0	Haywood, Joyce	PT
7476		1.0	6	0	4	0	0	1	0	0	1	0	0	0	0	0	0	0	Rump, Robert	PT
7477	3	1.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	Strange, Scott	PT
7478		1.0	8	0	4	0	0	4	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT
7479		1.0	8	0	3	0	0	4	0	0	1	0	0	0	0	0	0	0	Pettee, Narelle	PT
7480	8	1.0	4	0	1	0	0	2	0	0	1	0	0	0	0	0	0	0	Vilarino, Sharon	PT
7481		1.0	4	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	Pettee, Narelle	PT
Course Total			58	0	34	0	0	17	0	0	3	0	2	2	0	0	0	0		6

**ES-076C Advanced Tennis**

7482		1.0	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	Hootner, Michael	PT
7483		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Haywood, Joyce	PT
7484	3	1.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	Strange, Scott	PT
7485	8	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Vilarino, Sharon	PT
9095	8	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Rump, Robert	PT
9096		1.0	3	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	Rump, Robert	PT







**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7529	1.0	8	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0	5	Weber, William	PT
7530N	1.0	13	0	11	0	0	1	0	0	0	0	1	0	0	0	0	0	0	Hazard, Allen	
Course Total		36	0	26	0	0	5	0	0	1	0	4	0	0	0	0	0	8		
ES-155B Intermediate Basketball																				
7531	1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Caires, Karen	
7532	1.0	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Weber, William	
7533	1.0	13	0	10	0	0	2	0	0	0	0	1	0	0	0	0	0	3	Weber, William	
7534	1.0	13	0	12	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Weber, William	
7535N	1.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Hazard, Allen	PT
Course Total		46	0	41	0	0	3	0	0	0	0	2	0	0	0	0	0	6		
ES-155C Advanced Basketball																				
7536	1.0	9	0	5	0	0	1	0	0	0	0	3	0	0	0	0	0	1	Weber, William	
7537	1.0	9	0	6	0	0	0	0	0	0	0	3	0	0	0	0	0	1	Weber, William	
Course Total		18	0	11	0	0	1	0	0	0	0	6	0	0	0	0	0	2		
ES-170A Beginning Soccer																				
7538	1.0	12	0	9	0	0	0	0	0	1	1	1	0	1	0	0	0	0	Hawver, Howard	PT
7539	1.0	21	0	11	0	0	4	0	0	4	1	1	0	0	0	0	0	2	Hawver, Howard	PT
7541	1.0	25	0	13	0	0	2	0	0	2	2	6	0	0	0	0	0	3	Hawver, Howard	PT
Course Total		58	0	33	0	0	6	0	0	6	4	8	0	1	0	0	0	5		
ES-170B Intermediate Soccer																				
7542	1.0	8	0	6	0	0	1	0	0	1	0	0	0	0	0	0	0	0	Hawver, Howard	PT
7543	1.0	5	0	3	0	0	1	0	0	0	0	0	0	1	0	0	0	0	Hawver, Howard	PT
7545	1.0	13	0	9	0	0	2	0	0	0	1	1	0	0	0	0	0	1	Hawver, Howard	PT
Course Total		26	0	18	0	0	4	0	0	1	1	1	0	1	0	0	0	1		
ES-170C Advanced Soccer																				
7546	1.0	7	0	4	0	0	2	0	0	0	1	0	0	0	0	0	0	0	Hawver, Howard	PT

Printed on: 2/28/2012

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Page: 149



**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7559N	1.0	19	0	16	0	0	2	0	0	0	0	1	0	0	0	0	0	3	MacIntosh, Paulette	PT	
Course Total		45	0	36	0	0	2	0	0	0	0	7	0	0	0	0	0	9			
ES-175B Intermediate Volleyball																					
7560	1.0	11	0	10	0	0	0	0	0	0	1	0	0	0	0	0	0	3	Ivers, Jamie		
7561	1.0	8	0	7	0	0	0	0	0	0	1	0	0	0	0	0	0	2	Ivers, Jamie		
7562N	1.0	6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	1	MacIntosh, Paulette	PT	
7563N	1.0	4	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	2	MacIntosh, Paulette	PT	
Course Total		29	0	25	0	0	1	0	0	1	1	1	1	0	0	0	0	8			
ES-175C Advanced Volleyball																					
7565N	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	2	MacIntosh, Paulette	PT	
Course Total		4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	2			
ES-180 Self Defense for Women																					
7567	1.0	26	0	14	0	0	10	0	0	1	1	0	0	0	0	0	0	14	Conniry, Michael	PT	
7568N	1.0	15	0	8	0	0	3	0	0	0	3	0	0	1	0	0	0	6	Conniry, Michael	PT	
Course Total		41	0	22	0	0	13	0	0	1	4	0	0	1	0	0	0	20			
ES-185A Beginning Fencing																					
7569	1.5	22	0	5	0	0	11	0	0	3	1	2	0	0	0	0	0	2	Lee, Stuart	PT	
Course Total		22	0	5	0	0	11	0	0	3	1	2	0	0	0	0	0	2			
ES-185B Intermediate Fencing																					
7570	1.5	9	0	5	0	0	2	0	0	2	0	0	0	0	0	0	0	1	Lee, Stuart	PT	
Course Total		9	0	5	0	0	2	0	0	2	0	0	0	0	0	0	0	1			
ES-185C Advanced Fencing																					
7571	1.5	13	0	3	0	0	2	0	0	1	1	5	1	0	0	0	0	3	Lee, Stuart	PT	
Course Total		13	0	3	0	0	2	0	0	1	1	5	1	0	0	0	0	3			
ES-199 Special Studies in ES																					
9281 **	3 2.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Abshier, Randall	

Printed on: 2/28/2012

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Page: 151











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

6644N	4.0	14	0	5	0	0	6	0	0	2	0	1	0	0	0	0	8	Anness, Robert	PT
6645N	4.0	20	0	4	0	0	8	0	0	5	1	2	0	0	0	0	3	Anness, Robert	PT
Course Total		45	0	15	0	0	18	1	0	7	1	3	0	0	0	0	18		

**CHEM-116T Tutorial Lab for Chem 116**

6646	1.0	3	0	0	0	0	0	0	0	0	0	0	2	1	0	2	Olmstead, Thomas	
Course Total		3	0	0	0	0	0	0	0	0	0	0	2	1	0	2		

**CHEM-120 Prep for General Chemistry**

6647	4.0	29	2	5	0	1	1	2	4	7	2	5	0	0	0	0	8	Hernandez, Amanda	PT
6648	4.0	29	0	2	2	3	0	2	9	3	6	0	0	0	0	0	8	Hernandez, Amanda	PT
6649	4.0	19	0	1	2	0	8	1	0	3	1	2	0	1	0	0	8	George, Judy	XP
6650	4.0	17	0	5	0	1	5	0	0	1	2	3	0	0	0	12	George, Judy		
6652N	4.0	15	0	2	0	0	3	0	0	8	2	0	0	0	0	15	Vance, Diana		
6653N	4.0	22	0	4	0	0	5	0	0	5	5	2	1	0	0	8	Vance, Diana		
9116	4.0	12	0	1	0	0	4	0	0	2	0	0	2	3	0	11	Du Vigneaud, Jacqueline	PT	
9117	4.0	16	0	4	0	0	4	0	0	3	1	2	1	1	0	7	Du Vigneaud, Jacqueline	PT	
Course Total		159	2	24	4	4	33	3	6	38	16	20	4	5	0	77			

**CHEM-120T Tutorial Lab for Chem 120**

6654	1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2	Olmstead, Thomas	
Course Total		1	0	0	0	0	0	0	0	0	0	0	1	0	0	2		

**CHEM-141 General Chemistry I**

6655	5.0	19	0	3	0	0	8	0	0	5	0	3	0	0	0	10	Willard, Cary	
6656	5.0	21	0	1	1	1	6	0	0	7	1	4	0	0	0	9	George, Judy	
6657	5.0	19	0	4	2	0	2	0	0	7	2	2	0	0	0	5	Oakes, John	
6658N	5.0	18	0	1	0	0	6	0	0	6	1	4	0	0	0	9	Larter, Martin	
Course Total		77	0	9	3	1	22	0	0	25	4	13	0	0	0	33		

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

CHEM-141T Tutorial Lab for Chem 141																
6659	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Olmstead, Thomas
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	1	
CHEM-142 General Chemistry II																
6660	5.0	24	0	2	2	5	3	4	4	0	2	0	0	0	3	Lehman, Jeffrey
6662N	5.0	26	0	6	1	0	9	1	0	6	1	2	0	0	4	Vance, Diana
Course Total		50	0	8	3	2	14	4	4	10	1	4	0	0	7	
CHEM-142T Tutorial Lab for Chem 142																
6663	1.0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	Olmstead, Thomas
Course Total		1	0	0	0	0	0	0	0	0	0	0	0	1	0	
CHEM-231 Organic Chemistry I																
6664	5.0	17	0	3	0	0	2	0	0	7	2	3	0	0	0	Larter, Martin
Course Total		17	0	3	0	0	2	0	0	7	2	3	0	0	0	
CHEM-232 Organic Chemistry II																
6665	5.0	16	0	4	0	1	4	0	4	3	0	0	0	0	3	Olmstead, Thomas
Course Total		16	0	4	0	1	4	0	4	3	0	0	0	0	3	
Subject Total		597	10	92	18	20	129	20	23	145	40	77	15	8	0	249
ES-001 Adapted Physical Exercise																
7376	1.0	15	0	5	2	2	3	1	2	0	0	0	0	0	0	Aylward, Kathleen
7377	1.0	22	0	15	5	0	1	0	0	1	0	0	0	0	0	Aylward, Kathleen
Course Total		37	0	20	7	2	4	1	2	1	0	0	0	0	0	
ES-002 Adv Adapted Physical Exercise																
7378	1.0	3	0	2	0	0	1	0	0	0	0	0	0	0	1	Haywood, Robert
7379	1.0	6	0	4	0	0	2	0	0	0	0	0	0	0	1	Haywood, Robert
Course Total		9	0	6	0	0	3	0	0	0	0	0	0	0	2	

Printed on: 2/28/2012

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Page: 129



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

7396	1.5	28	0	19	0	0	3	0	0	0	1	3	1	1	0	8	Caires, Karen	
Course Total		60	0	47	0	0	3	0	0	0	1	5	3	1	0	16		
<b>ES-008 Senior Fitness for Wellness</b>																		
7397	1.5	17	0	8	1	0	3	0	0	0	0	0	5	0	0	2	Aylward, Kathleen	
Course Total		17	0	8	1	0	3	0	0	0	0	0	5	0	0	2		
<b>ES-009 Aerobic Dance Exercise</b>																		
7400	1.0	33	0	8	0	0	10	0	0	7	0	4	0	4	0	7	Flores, Cheryl	
7401	1.0	34	0	13	0	0	6	0	0	4	3	6	2	0	0	5	Flores, Cheryl	
7402	1.0	30	0	25	0	0	1	0	0	1	1	1	0	1	0	11	Green-Williams, Lesa	
7403	1.0	32	0	21	0	0	2	0	0	4	1	3	1	0	0	16	Green-Williams, Lesa	
7404N	1.0	40	0	9	0	0	12	0	0	7	1	5	1	5	0	5	Flores, Cheryl	
7405N	1.0	35	0	8	0	0	8	0	0	5	2	7	1	4	0	12	Flores, Cheryl	
Course Total		204	0	84	0	0	39	0	0	28	8	26	5	14	0	56		
<b>ES-017 Trail Hiking</b>																		
9767	1.0	23	6	3	2	3	2	2	0	2	1	2	0	0	0	14	Kelley, Elizabeth	
Course Total		23	6	3	2	3	2	2	0	2	1	2	0	0	0	14		
<b>ES-021 Chronic Disease/Injury Prevent</b>																		
7406	1.5	4	0	3	0	0	0	0	0	0	0	0	1	0	0	1	Aylward, Kathleen	
Course Total		4	0	3	0	0	0	0	0	0	0	0	1	0	0	1		
<b>ES-023 Weight Training</b>																		
7408	1.0	32	0	17	0	0	4	0	0	1	0	8	0	2	0	7	Ivers, Jamie	
7409	1.0	28	0	14	0	0	7	0	0	3	2	2	0	0	0	7	Olsen, Edwin	
7410	1.0	35	0	23	0	0	2	0	0	1	0	9	0	0	0	9	Ivers, Jamie	
7411	1.0	31	0	28	0	0	2	0	0	0	0	1	0	0	0	12	Clauss, Daniel	
7412	1.0	19	0	17	0	0	1	0	0	1	0	0	0	0	0	2	Jordan, Michael	

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

7413	1.0	45	0	23	0	0	6	0	0	1	1	14	0	0	0	4	Caires, Karen	XP	
7414	1.0	41	0	36	0	0	1	0	0	0	0	3	1	0	0	9	Clauss, Daniel	XP	
7415	1.0	41	4	11	7	5	4	0	0	3	0	7	0	0	0	8	Trestrail, Richard	XP	
7416	1.0	48	0	25	0	0	3	0	0	2	2	16	0	0	0	4	Abshier, Randall	XP	
7417	1.0	47	0	35	0	0	7	0	0	1	0	4	0	0	0	7	Weber, William	XP	
7418	1.0	49	0	37	0	0	6	0	0	2	0	4	0	0	0	7	Weber, William	XP	
7419	1.0	25	0	11	0	0	9	0	0	1	1	3	0	0	0	5	Olsen, Edwin	PT	
7420	1.0	29	9	6	4	5	2	1	0	1	0	1	0	0	0	5	Kelley, Elizabeth	XP	
7421	1.0	48	0	27	0	0	8	0	0	5	5	2	1	0	0	5	Olsen, Edwin	PT	
7423N	1.0	53	0	38	0	0	13	0	0	1	0	0	0	1	0	2	Goodwin, Anuyell	PT	
7424N	1.0	43	0	22	0	0	6	0	0	4	0	10	0	0	0	11	Robinson, Garrett	PT	
9759	1.0	32	0	30	0	0	0	0	0	0	0	0	2	0	0	6	Clauss, Daniel	PT	
Course Total		646	13	400	11	10	81	1	0	27	11	84	4	3	0	110			
<b>ES-024 Fitness Boot Camp</b>																			
9765	1.0	34	0	19	0	0	1	0	0	0	4	7	2	1	0	10	Ivers, Jamie	PT	
9766	1.0	34	5	12	10	2	1	2	0	0	0	1	1	0	0	9	Garrity, Lisa	PT	
Course Total		68	5	31	10	2	2	2	0	0	4	8	3	1	0	19			
<b>ES-027 Tai Chi Ch'uan</b>																			
7427N	1.0	21	0	8	7	1	2	0	0	0	0	2	0	1	0	9	Conniry, Michael	PT	
Course Total		21	0	8	7	1	2	0	0	0	0	2	0	1	0	9			
<b>ES-028 Yoga</b>																			
7428	1.5	71	0	66	0	0	0	0	0	0	0	0	5	0	0	11	Demarco, Jennifer	PT	
7429	1.5	57	0	54	0	0	0	0	0	0	0	0	3	0	0	5	Demarco, Jennifer	PT	
7430	1.5	47	0	42	0	0	0	0	0	0	0	0	5	0	0	14	Demarco, Jennifer	PT	
7431N	1.5	42	0	40	0	0	0	0	0	0	0	0	2	0	0	10	Demarco, Jennifer	PT	

Printed on: 2/28/2012

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Page: 132

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

8984	1.5	41	16	9	4	2	4	2	0	1	1	2	0	0	0	0	7	Karolides, Melissa	PT
8985	1.5	39	17	4	7	1	8	1	0	1	0	0	0	0	0	0	7	Karolides, Melissa	PT
Course Total		297	33	215	11	3	12	3	0	2	1	2	15	0	0	54			
ES-029 Adapted Yoga																			
2060	1.0	12	0	2	0	3	3	1	0	1	0	0	2	0	0	2	2	Aylward, Kathleen	
Course Total		12	0	2	0	3	3	1	0	1	0	0	2	0	0	2			
ES-030 Adapted Aquatic Sports Ed																			
7433	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	1	Harvey, Brian	
Course Total		9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	1		
ES-035 Adapted Swim/Physical Limited																			
7434	1.0	8	0	7	0	0	0	0	0	1	0	0	0	0	0	0	1	Harvey, Brian	
Course Total		8	0	7	0	0	0	0	0	1	0	0	0	0	0	0	1		
ES-037 Springboard Diving																			
7435	1.0	25	0	21	0	0	0	0	0	4	0	0	0	0	0	0	6	Harvey, Brian	
Course Total		25	0	21	0	0	0	0	0	4	0	0	0	0	0	0	6		
ES-039 Swimming for Nonswimmers																			
7436	1.0	25	0	21	0	0	3	0	0	1	0	0	0	0	0	0	3	Harvey, Brian	
Course Total		25	0	21	0	0	3	0	0	1	0	0	0	0	0	0	3		
ES-040 Water Aerobics																			
7437N	8 1.0	39	0	30	0	0	1	0	0	0	0	6	2	0	0	5	Kerns-Campbell, Cheryl		
Course Total		39	0	30	0	0	1	0	0	0	0	6	2	0	0	5			
ES-041 Adapted Water Aerobics																			
7438	1.5	20	0	2	1	0	1	0	0	5	0	0	11	0	0	4	Aylward, Kathleen		
Course Total		20	0	2	1	0	1	0	0	5	0	0	11	0	0	4			

**School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

Grade Distribution by Division												
ES-043A	Beginning Swimming											
	7439	1.0	15	0	15	0	0	0	0	0	0	14 Larsen, Lawrence
	Course Total		15	0	15	0	0	0	0	0	0	14
ES-043B	Intermediate Swimming											
	7441	1.0	12	0	11	0	0	0	1	0	0	4 Larsen, Lawrence
	7442	1.0	20	0	20	0	0	0	0	0	0	6 Larsen, Lawrence
	Course Total		32	0	31	0	0	0	1	0	0	10
ES-043C	Advanced Swimming											
	7444	1.0	12	0	11	0	0	0	0	0	1	4 Larsen, Lawrence
	Course Total		12	0	11	0	0	0	0	0	1	4
ES-044	Lap Swimming/Health & Fitness											
	7445	1.0	20	0	20	0	0	0	0	0	0	6 Larsen, Lawrence
	7446	1.0	22	0	15	0	3	0	0	4	0	7 Harvey, Brian
	7447N	1.0	23	0	22	0	0	0	0	0	1	6 Larsen, Lawrence
	Course Total		65	0	57	0	3	0	0	4	0	19
ES-047	Lifeguard Training											
	9201N	8 2.0	23	0	16	1	1	2	0	0	1	0 2 0 0 9 Vilarino, Sharon PT
	Course Total		23	0	16	1	1	2	0	0	1	0 2 0 0 9
ES-060A	Beginning Badminton											
	7449	1.0	31	0	29	0	0	1	0	0	1	1 Weber, William
	7450N	1.0	28	0	21	0	0	4	0	0	1	1 Kerns-Campbell, Cheryl
	Course Total		59	0	50	0	0	5	0	0	2	0 0 0 2
ES-060B	Intermediate Badminton											
	7451	1.0	11	0	10	0	0	1	0	0	0	1 Weber, William

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

7452N	1.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	4	Kerns-Campbell, Cheryl	XP
Course Total		15	0	12	0	0	3	0	0	0	0	0	0	0	0	0	0	5		
ES-060C Advanced Badminton																				
7453	1.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	Weber, William
7454N	1.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	3	Kerns-Campbell, Cheryl	XP
Course Total		7	0	4	0	0	2	0	0	1	0	0	0	0	0	0	0	3		
ES-076A Beginning Tennis																				
7461	8 1.0	11	0	3	0	0	3	0	0	5	0	0	0	0	0	0	0	9	Rump, Robert	PT
7462	1.0	25	0	17	0	0	4	0	0	1	0	2	0	0	1	0	0	2	Hootner, Michael	PT
7464	1.0	18	2	7	4	0	1	1	0	1	0	2	0	0	0	0	0	2	Petee, Narelle	PT
7467	1.0	23	0	3	0	0	11	0	0	9	0	0	0	0	0	0	0	2	Rump, Robert	PT
7468	1.0	20	0	10	2	1	4	0	0	0	2	1	0	0	0	0	0	5	Petee, Narelle	PT
7469	8 1.0	20	0	3	5	2	3	2	1	2	0	1	1	0	0	0	0	9	Vilarino, Sharon	PT
7470	1.0	24	0	9	0	2	3	2	0	4	0	3	0	1	0	0	0	3	Petee, Narelle	PT
Course Total		141	2	52	11	5	29	5	1	22	2	9	1	2	0	0	32			
ES-076B Intermediate Tennis																				
7472	8 1.0	12	0	4	0	0	5	0	0	1	0	0	1	1	0	0	0	3	Rump, Robert	PT
7473	1.0	4	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	1	Hootner, Michael	PT
7474	1.0	7	0	1	0	1	1	1	0	3	0	0	0	0	0	0	0	2	Petee, Narelle	PT
7478	1.0	6	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	2	Rump, Robert	PT
7479	1.0	13	0	4	4	0	3	0	0	2	0	0	0	0	0	0	0	1	Petee, Narelle	PT
7480	8 1.0	5	0	2	1	0	1	0	0	0	0	1	0	0	0	0	0	1	Vilarino, Sharon	PT
7481	1.0	7	0	3	1	0	1	0	0	1	0	1	0	0	0	0	0	1	Petee, Narelle	PT
Course Total		54	0	20	6	1	14	1	0	7	0	3	1	1	0	0	11			





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

7521	1.0	22	0	16	0	0	2	0	0	0	0	3	1	0	0	0	3	Robinson, Garrett	PT	
Course Total		34	0	23	0	0	2	0	0	1	0	6	2	0	0	0	4			
ES-125B Intermediate Golf																				
7522	1.5	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Jordan, David	PT
Course Total		9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
ES-125C Advanced Golf																				
7523	1.5	6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Jordan, David	PT
Course Total		6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0		
ES-130A Beginning Gymnastics																				
7524	1.0	17	1	1	9	2	2	1	0	0	0	1	0	0	0	0	0	0	3	Sim, Laura
Course Total		17	1	1	9	2	2	1	0	0	0	1	0	0	0	0	0	0	3	
ES-130B Intermediate Gymnastics																				
7525	1.5	16	0	4	5	2	2	0	0	1	1	1	0	0	0	0	0	0	2	Sim, Laura
Course Total		16	0	4	5	2	2	0	0	1	1	1	0	0	0	0	0	0	2	
ES-130C Advanced Gymnastics																				
7527	1.5	3	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	Sim, Laura
Course Total		3	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
ES-155A Beginning Basketball																				
7528	1.0	21	0	15	0	0	4	0	0	0	1	1	0	0	0	0	0	0	4	Caires, Karen
7529	1.0	24	0	18	0	0	1	0	0	1	0	4	0	0	0	0	0	0	1	Weber, William
7530N	1.0	26	0	10	0	0	9	0	0	2	0	3	2	0	0	0	0	0	2	Hazard, Allen
Course Total		71	0	43	0	0	14	0	0	3	1	8	2	0	0	0	0	0	7	
ES-155B Intermediate Basketball																				
7531	1.0	9	0	7	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3	Caires, Karen
7532	1.0	9	0	7	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2	Weber, William

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

7533	1.0	26	0	19	0	0	1	0	0	1	0	5	0	0	0	0	2	Weber, William	
7534	1.0	15	0	14	0	0	0	0	0	0	1	0	0	0	0	0	2	Weber, William	
7535N	1.0	7	0	4	0	0	3	0	0	0	0	0	0	0	0	0	2	Hazard, Allen	PT
Course Total		66	0	51	0	0	7	0	0	1	0	7	0	0	0	0	11		
ES-155C Advanced Basketball																			
7536	1.0	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	1	Weber, William	
7537	1.0	7	0	6	0	0	0	0	0	0	0	1	0	0	0	0	1	Weber, William	
Course Total		15	0	14	0	0	0	0	0	0	0	1	0	0	0	0	2		
ES-170A Beginning Soccer																			
7538	1.0	13	0	10	0	0	1	0	0	0	0	1	1	0	0	0	5	Robinson, Garrett	PT
7539	1.0	28	0	27	0	0	0	0	0	0	0	1	0	0	0	0	1	Haber, Megan	PT
7541	1.0	25	0	12	0	0	2	0	0	0	0	11	0	0	0	0	1	Robinson, Garrett	PT
Course Total		66	0	49	0	0	3	0	0	0	0	13	1	0	0	0	7		
ES-170B Intermediate Soccer																			
7542	1.0	16	0	15	0	0	0	0	0	0	0	1	0	0	0	0	3	Robinson, Garrett	PT
7543	1.0	15	0	13	0	0	0	0	0	0	0	2	0	0	0	0	0	Haber, Megan	PT
7545	1.0	21	0	19	0	0	0	0	0	0	0	2	0	0	0	0	3	Robinson, Garrett	PT
Course Total		52	0	47	0	0	0	0	0	0	0	5	0	0	0	0	6		
ES-170C Advanced Soccer																			
7546	1.0	10	0	8	0	0	1	0	0	0	0	1	0	0	0	0	0	Robinson, Garrett	PT
7547	1.0	7	0	5	0	0	0	0	0	0	0	2	0	0	0	0	0	Haber, Megan	PT
7549	1.0	14	0	11	0	0	0	0	0	0	0	3	0	0	0	0	1	Robinson, Garrett	PT
Course Total		31	0	24	0	0	1	0	0	0	0	6	0	0	0	0	1		
ES-171A Beginning Softball																			
7550	1.0	13	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	Abshier, Randall	
Course Total		13	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0		

Printed on: 2/28/2012

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Page: 139







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

7599	2.0	12	0	11	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	Harvey, Brian	PT	
7600	2.0	18	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Larsen, Lawrence	PT	
7601	2.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Larsen, Lawrence	PT	
Course Total		46	0	45	0	0	0	0	1	0	0	0	0	0	0	0	0	0	4		PT	
ES-224 Intercollegiate Tennis																						
7602	2.0	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Strange, Scott	PT	
7603	2.0	12	0	11	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Haber, Megan	PT	
7606	2.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Haber, Megan	PT	
7608	2.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Strange, Scott	PT	
Course Total		25	0	24	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1		PT	
ES-230 Intercollegiate Volleyball																						
7605	2.0	12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Featherstone, Fred	PT	
Course Total		12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2		PT	
ES-231 Adv Tech & Strats - Volleyball																						
7607	8 1.0	15	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	Ivers, Jamie	PT	
9579 **	8 1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Ivers, Jamie	PT	
Course Total		15	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	PT	
ES-240 Athletic Competition																						
7612	2.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sim, Laura	PT	
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	PT	
ES-250 Intro to Physical Education																						
7614	2.0	62	2	7	12	4	4	13	2	8	6	3	0	0	0	0	0	0	0	Kelley, Elizabeth	PT	
Course Total		62	2	7	12	4	4	13	2	8	6	3	0	0	0	0	0	0	0	6	PT	
ES-253 PE in the Elementary School																						
7616	3.0	48	0	24	0	0	11	0	0	7	0	6	0	0	0	0	0	0	0	4	Haywood, Joyce	PT

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

7618N	3.0	21	0	10	0	0	6	0	0	3	1	1	0	0	0	0	6	Haywood, Joyce	PT
Course Total		69	0	34	0	0	17	0	0	10	1	7	0	0	0	0	10		
ES-255 Care/Prevent Athletic Injury																			
7620	3.0	21	0	7	0	0	4	0	0	9	1	0	0	0	0	0	4	Marthis, Donivan	PT
7621	3.0	18	0	8	0	0	4	0	0	3	3	0	0	0	0	0	4	Marthis, Donivan	PT
8989N	3.0	22	0	14	0	0	4	0	0	3	1	0	0	0	0	0	4	Marthis, Donivan	PT
Course Total		61	0	29	0	0	12	0	0	15	5	0	0	0	0	0	12		
ES-290 Teach Tech & Methods in PE																			
7624	1.5	21	0	18	0	1	1	0	0	1	0	0	0	0	0	0	3	Aylward, Kathleen	
Course Total		21	0	18	0	1	1	0	0	1	0	0	0	0	0	0	3		
ES-293 Strength Train/Fitness Assess																			
7625N	2.0	18	0	2	0	3	5	3	0	3	1	1	0	0	0	0	2	Vilarino, Sharon	PT
Course Total		18	0	2	0	3	5	3	0	3	1	1	0	0	0	0	2		
ES-294 Exerc Prog Design/Spec Populat																			
7626	3.0	17	1	4	1	2	2	2	3	0	1	0	0	1	0	0	2	Garrity, Lisa	PT
Course Total		17	1	4	1	2	2	2	3	0	1	0	0	1	0	0	2		
ES-299B Stress Reduct Thru Move/Mind																			
9114	1.0	21	4	5	2	0	0	2	0	3	2	3	0	0	0	0	13	Kelley, Elizabeth	
Course Total		21	4	5	2	0	0	2	0	3	2	3	0	0	0	0	13		
Subject Total		4066	138	2514	159	68	457	58	15	212	57	276	79	31	0	733			
GEOG-104 Intro to Geog Inform Sci--Gis																			
7644N	3.0	25	5	4	2	3	2	5	1	1	1	1	0	0	0	0	6	Curran, Judd	
Course Total		25	5	4	2	3	2	5	1	1	1	1	0	0	0	0	6		
GEOG-106 World Regional Geography																			
7645	3.0	44	0	0	2	1	3	0	1	16	4	16	0	1	0	0	12	Goodman, Mark	

Printed on: 2/28/2012

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Page: 144

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

Course Total	17	0	1	3	0	2	2	1	4	3	1	0	0	0	2	
Subject Total	570	14	75	26	38	93	38	26	124	51	55	16	14	0	181	
<b>ES-001 Adapted Physical Exercise</b>																
7376	14	0	4	3	1	4	0	1	1	0	0	0	0	0	1	Aylward, Kathleen
Course Total	14	0	4	3	1	4	0	1	1	0	0	0	0	0	1	
<b>ES-002 Adv Adapted Physical Exercise</b>																
7378	10	0	5	1	0	1	0	2	1	0	0	0	0	0	0	Haywood, Robert
Course Total	10	0	5	1	0	1	0	2	1	0	0	0	0	0	0	
<b>ES-004 Fitness for the First Timer</b>																
7381	25	0	12	5	2	2	1	2	0	0	0	1	0	0	2	Aylward, Kathleen
Course Total	25	0	12	5	2	2	1	2	0	0	0	1	0	0	2	
<b>ES-005 Aerobic Fitness/Weight Train</b>																
7382	36	0	24	0	0	0	0	6	1	4	1	0	0	0	4	Abshier, Randall
7383	27	5	3	9	1	2	2	0	3	1	1	0	0	0	9	Kelley, Elizabeth
7384	30	4	13	8	1	1	1	0	1	0	0	0	0	0	6	Trestrail, Richard
7385	42	0	28	0	0	8	0	2	1	3	0	0	0	0	4	Caires, Karen
7387	36	4	1	3	4	5	5	1	8	2	2	1	0	0	5	Kelley, Elizabeth
7388N	30	7	6	4	3	0	4	0	3	1	1	1	0	0	11	Kelley, Elizabeth
Course Total	201	20	75	24	9	16	12	2	22	7	11	3	0	0	39	
<b>ES-006 Total Body Fitness</b>																
6084	30	0	4	8	5	10	0	0	2	1	0	0	0	0	11	Vilarino, Sharon
7389	42	0	33	0	0	0	0	0	0	7	2	0	0	0	3	Abshier, Randall
7390	39	0	28	0	0	2	0	0	1	0	6	2	0	0	7	Jordan, Michael
7391	36	13	8	7	1	1	2	0	2	0	1	1	0	0	8	Kelley, Elizabeth
7392	37	0	28	0	0	4	0	0	1	3	1	0	0	0	6	Jordan, Michael

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

7393N	1.0	40	7	8	8	3	5	3	0	2	0	2	0	2	0	3	Kelley, Elizabeth
7394N	1.0	42	0	42	0	0	0	0	0	0	0	0	0	0	0	3	Clauss, Daniel
8949	1.0	36	0	28	0	0	0	0	0	3	5	0	0	0	0	5	Ivers, Jamie
Course Total		302	20	179	23	9	22	5	0	8	7	22	5	2	0	46	
<b>ES-007 Aerobic Walk Fitness/Wellness</b>																	
7395	1.5	31	0	26	0	0	0	0	0	0	0	4	1	0	0	1	Ivers, Jamie
7396	1.5	34	0	16	0	0	8	0	0	4	3	2	1	0	0	7	Caires, Karen
Course Total		65	0	42	0	0	8	0	0	4	3	6	2	0	0	8	
<b>ES-008 Senior Fitness for Wellness</b>																	
7397	1.5	6	0	4	0	1	1	0	0	0	0	0	0	0	0	1	Aylward, Kathleen
Course Total		6	0	4	0	1	1	0	0	0	0	0	0	0	0	1	
<b>ES-009 Aerobic Dance Exercise</b>																	
7400	1.0	35	0	19	0	0	4	0	0	5	0	6	0	1	0	12	Flores, Cheryl
7401	1.0	36	0	18	0	0	7	0	0	3	0	3	2	3	0	9	Flores, Cheryl
7402	1.0	39	14	17	5	0	1	0	0	0	1	1	0	0	0	8	Green-Williams, Lesa
7403	1.0	41	18	16	0	1	2	0	0	0	0	3	1	0	0	7	Green-Williams, Lesa
7404N	1.0	36	0	17	0	0	2	0	0	5	0	5	5	2	0	6	Flores, Cheryl
7405N	1.0	26	0	11	0	0	2	0	0	1	2	5	1	4	0	5	Flores, Cheryl
Course Total		213	32	98	5	1	18	0	0	14	3	23	9	10	0	47	
<b>ES-021 Chronic Disease/Injury Prevent</b>																	
7406	1.5	3	0	1	0	0	0	0	0	0	0	0	2	0	0	0	Aylward, Kathleen
Course Total		3	0	1	0	0	0	0	0	0	0	0	2	0	0	0	
<b>ES-023 Weight Training</b>																	
7408	1.0	34	9	11	3	3	0	0	0	2	0	6	0	0	0	5	Ivers, Jamie
7409	1.0	29	0	10	0	0	10	0	0	5	0	4	0	0	0	7	McMinn, Richard

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

7410	1.0	45	0	32	0	0	4	0	0	1	2	5	1	0	0	4	Ivers, Jamie	XP	
7411	1.0	44	0	44	0	0	0	0	0	0	0	0	0	0	0	7	Clauss, Daniel	XP	
7412	1.0	26	0	3	0	0	22	0	0	0	0	1	0	0	0	0	Jordan, Michael	XP	
7413	1.0	41	0	28	0	0	7	0	0	4	0	1	1	0	0	9	Caires, Karen	XP	
7414	1.0	44	0	27	0	0	4	0	0	8	2	2	1	0	0	2	Jordan, Michael	XP	
7415	1.0	48	9	11	9	3	2	2	3	1	1	6	0	1	0	6	Trestrail, Richard	XP	
7416	1.0	41	0	34	0	0	0	0	0	0	1	6	0	0	0	6	Abshier, Randall	XP	
7417	1.0	38	0	31	0	0	4	0	0	1	0	2	0	0	0	7	Weber, William	XP	
7418	1.0	33	0	30	0	0	3	0	0	0	0	0	0	0	0	6	Weber, William	XP	
7419	1.0	31	0	24	0	0	6	0	0	0	0	0	1	0	0	8	Olsen, Edwin	PT	
7420	1.0	33	1	3	10	4	7	1	2	2	1	2	0	0	0	8	Viarino, Sharon	PT	
7421	1.0	43	0	27	0	0	10	0	0	1	2	3	0	0	0	8	Olsen, Edwin	PT	
7423N	1.0	30	0	17	0	0	8	0	0	3	1	0	1	0	0	10	Jordan, Michael	PT	
7424	1.0	51	0	42	0	0	4	0	0	3	2	0	0	0	0	2	Jordan, Michael	PT	
9759	1.0	40	0	38	0	0	0	0	0	0	0	0	1	1	0	10	Clauss, Daniel	PT	
Course Total		651	19	412	22	10	91	3	5	31	12	38	6	2	0	105			
ES-024 Fitness Boot Camp																			
9765	1.0	36	0	29	0	0	1	0	0	0	2	4	0	0	0	8	Ivers, Jamie	PT	
9766	1.0	31	8	12	2	0	2	2	1	1	0	1	1	1	0	7	Garrity, Lisa	PT	
Course Total		67	8	41	2	0	3	2	1	1	2	5	1	1	0	15			
ES-028 Yoga																			
7428	1.5	53	0	38	0	0	6	0	0	4	0	3	2	0	0	2	Demarco, Jennifer	PT	
7429	1.5	49	0	43	0	0	4	0	0	0	1	0	1	0	0	8	Demarco, Jennifer	PT	
7430	1.5	46	0	36	0	0	2	0	0	3	1	1	3	0	0	7	Demarco, Jennifer	PT	
7431N	1.5	42	0	27	0	0	3	0	0	0	0	5	7	0	0	6	Demarco, Jennifer	PT	

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

8984	1.5	35	14	4	3	2	2	3	1	1	0	4	1	0	0	7	Karolides, Melissa	PT	
8985	1.5	39	13	8	6	4	1	0	0	1	4	1	1	0	0	6	Karolides, Melissa	PT	
Course Total		264	27	156	9	6	18	3	1	9	6	14	15	0	0	36			
<b>ES-029 Adapted Yoga</b>																			
2060	1.0	19	0	9	0	0	4	1	0	1	0	0	3	1	0	1	Aylward, Kathleen		
Course Total		19	0	9	0	0	4	1	0	1	0	0	3	1	0	1			
<b>ES-030 Adapted Aquatic Sports Ed</b>																			
7433	1.0	12	0	9	0	0	1	0	0	1	0	0	1	0	0	2	Harvey, Brian		
Course Total		12	0	9	0	0	1	0	0	1	0	0	1	0	0	2			
<b>ES-035 Adapted Swim/Physical Limited</b>																			
7434	1.0	10	0	8	0	0	2	0	0	0	0	0	0	0	0	0	Harvey, Brian		
Course Total		10	0	8	0	0	2	0	0	0	0	0	0	0	0	0			
<b>ES-037 Springboard Diving</b>																			
7435	1.0	23	0	21	0	0	0	0	0	2	0	0	0	0	0	6	Harvey, Brian		
Course Total		23	0	21	0	0	0	0	0	2	0	0	0	0	0	6			
<b>ES-039 Swimming for Nonswimmers</b>																			
7436	1.0	23	0	11	0	0	4	0	0	4	4	0	0	0	0	8	Harvey, Brian		
Course Total		23	0	11	0	0	4	0	0	4	4	0	0	0	0	8			
<b>ES-040 Water Aerobics</b>																			
7437N	8 1.0	33	0	22	0	0	5	0	0	0	1	4	1	0	0	4	Kerns-Campbell, Cheryl		
Course Total		33	0	22	0	0	5	0	0	0	1	4	1	0	0	4			
<b>ES-041 Adapted Water Aerobics</b>																			
7438	1.5	22	0	4	0	0	2	1	0	0	0	0	11	4	0	6	Aylward, Kathleen		
Course Total		22	0	4	0	0	2	1	0	0	0	0	11	4	0	6			

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

Grade Distribution by Division												
ES-043A	Beginning Swimming											
	7439	1.0	15	0	14	0	0	0	0	0	0	0
	Course Total		15	0	14	0	0	0	0	0	0	5
ES-043B	Intermediate Swimming											
	7441	1.0	17	0	16	0	0	1	0	0	0	0
	7442	1.0	34	0	30	0	0	2	0	0	0	0
	Course Total		51	0	46	0	0	3	0	0	0	7
ES-043C	Advanced Swimming											
	7444	1.0	11	0	11	0	0	0	0	0	0	0
	Course Total		11	0	11	0	0	0	0	0	0	2
ES-044	Lap Swimming/Health & Fitness											
	7445	1.0	17	0	14	0	0	0	0	0	3	0
	7446	1.0	24	0	21	0	0	1	0	0	1	0
	7447N	1.0	20	0	16	0	0	2	0	0	1	0
	Course Total		61	0	51	0	0	3	0	0	2	1
ES-060A	Beginning Badminton											
	7449	1.0	24	0	22	0	0	0	0	2	0	0
	7450N	1.0	18	0	13	0	0	4	0	0	1	0
	Course Total		42	0	35	0	0	4	0	0	3	0
ES-060B	Intermediate Badminton											
	7451	1.0	6	0	5	0	0	0	0	1	0	0
	7452N	1.0	9	0	7	0	0	1	0	0	0	1
	Course Total		15	0	12	0	0	1	0	0	1	0
ES-060C	Advanced Badminton											
	7453	1.0	3	0	3	0	0	0	0	0	0	0

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

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

7454N	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Kerns-Campbell, Cheryl	XP	
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2			
ES-068A Introduction to Dance	1.0	4	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Course Total		4	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
ES-068B Introduction to Dance	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ES-076A Beginning Tennis	1.0	28	0	8	0	0	12	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0
7461	8	27	1	17	0	0	2	0	0	3	0	0	0	0	0	0	0	0	0	2	0	2	0
7464	1.0	21	0	9	0	0	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
7467	1.0	20	1	10	0	2	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
7468	1.0	26	1	3	5	6	4	0	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0
7469	8	32	0	14	0	3	8	0	0	2	1	4	0	0	0	0	0	0	0	0	0	0	0
7470	1.0	154	3	61	5	11	33	1	4	17	3	10	4	2	0	0	0	0	0	26			
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Rump, Robert	PT	
ES-076B Intermediate Tennis	1.0	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7472	8	8	0	6	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
7474	1.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7478	1.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7479	1.0	8	1	1	2	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
7480	8	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7481	1.0	34	1	18	2	1	8	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Rump, Robert	PT	
ES-076B Intermediate Tennis	1.0	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7472	8	8	0	6	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
7474	1.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7478	1.0	8	1	1	2	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
7479	1.0	5	0	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7480	8	34	1	18	2	1	8	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0
7481	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0





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

7530N	1.0	26	0	21	0	0	3	0	0	0	1	1	0	0	4	Hazard, Allen	PT	
Course Total		81	0	65	0	0	7	0	0	2	1	5	1	0	0	10		
ES-155B Intermediate Basketball																		
7531	1.0	7	0	4	0	0	3	0	0	0	0	0	0	0	0	3	Caites, Karen	
7532	1.0	9	0	8	0	0	0	0	0	1	0	0	0	0	0	1	Weber, William	
7533	1.0	18	0	15	0	0	0	0	0	1	0	2	0	0	0	3	Weber, William	
7534	1.0	19	0	15	0	0	2	0	0	0	0	2	0	0	0	1	Weber, William	
7535N	1.0	6	0	4	0	0	1	0	0	1	0	0	0	0	0	1	Hazard, Allen	PT
Course Total		59	0	46	0	0	6	0	0	3	0	4	0	0	0	9		
ES-155C Advanced Basketball																		
7536	1.0	13	0	12	0	0	0	0	0	0	0	1	0	0	0	3	Weber, William	
7537	1.0	14	0	12	0	0	0	0	0	1	0	1	0	0	0	0	Weber, William	
Course Total		27	0	24	0	0	0	0	0	1	0	2	0	0	0	3		
ES-170A Beginning Soccer																		
7538	1.0	14	0	8	0	0	2	0	0	0	1	3	0	0	0	5	Hazard, Allen	PT
7539	1.0	30	0	26	0	0	0	0	0	0	4	0	0	0	0	3	Haber, Megan	PT
7541	1.0	26	0	17	0	0	2	0	0	1	0	6	0	0	0	7	Robinson, Garrett	PT
Course Total		70	0	51	0	0	4	0	0	1	5	9	0	0	0	15		
ES-170B Intermediate Soccer																		
7542	1.0	16	0	8	0	0	1	0	0	2	1	4	0	0	0	2	Hazard, Allen	PT
7543	1.0	13	0	11	0	0	0	0	0	0	2	0	0	0	0	0	Haber, Megan	PT
7545	1.0	12	0	10	0	0	0	0	0	0	0	2	0	0	0	0	Robinson, Garrett	PT
Course Total		41	0	29	0	0	1	0	0	2	3	6	0	0	0	2		
ES-170C Advanced Soccer																		
7546	1.0	5	0	3	0	0	2	0	0	0	0	0	0	0	0	1	Hazard, Allen	PT















**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7396	1.5	31	0	25	0	0	2	0	2	0	0	0	0	0	0	0	0	4	Caires, Karen
Course Total		58	0	49	0	0	2	0	2	0	4	1	0	0	0	6			
ES-009 Aerobic Dance Exercise																			
7402	1.0	38	6	8	5	8	3	1	0	2	1	4	0	0	0	0	0	8	Green-Williams, Lesa
7403	1.0	42	3	11	6	0	10	5	0	2	2	2	0	1	0	0	10	Green-Williams, Lesa	
7404N	1.0	33	3	6	0	4	8	0	2	2	1	4	0	3	0	0	8	Flores, Cheryl	
7405N	1.0	40	4	15	0	1	7	0	0	6	0	5	1	1	0	0	8	Flores, Cheryl	
Course Total		153	16	40	11	13	28	6	2	12	4	15	1	5	0	34			
ES-021 Chronic Disease/Injury Prevent																			
7406	1.5	6	0	3	1	0	2	0	0	0	0	0	0	0	0	0	0	1	Aylward, Kathleen
Course Total		6	0	3	1	0	2	0	0	0	0	0	0	0	0	1			
ES-023 Weight Training																			
7408	1.0	36	0	29	0	0	1	0	0	0	0	6	0	0	0	0	4	Ivers, Jamie	
7410	1.0	39	0	35	0	0	1	0	0	0	0	3	0	0	0	0	3	Ivers, Jamie	
7411	1.0	35	5	13	4	1	3	2	0	0	1	6	0	0	0	0	11	Trestrail, Richard	
7412	1.0	23	0	15	0	0	0	0	0	5	0	3	0	0	0	0	4	Jordan, Michael	
7413	1.0	38	0	17	0	0	4	0	0	3	2	12	0	0	0	0	7	Caires, Karen	
7415	1.0	43	0	38	0	0	1	0	0	2	0	2	0	0	0	0	5	Abshier, Randall	
7416	1.0	39	7	19	4	0	3	3	0	1	0	2	0	0	0	0	5	Trestrail, Richard	
7417	1.0	38	8	11	6	1	4	0	0	0	0	7	1	0	0	0	5	Trestrail, Richard	
7418	1.0	45	10	20	7	0	3	1	1	1	1	1	0	0	0	0	4	Trestrail, Richard	
7419N	1.0	42	0	23	0	0	9	0	0	5	1	3	1	0	0	0	3	Olsen, Edwin	
7420N	1.0	30	0	15	0	0	6	0	0	8	1	0	0	0	0	0	10	McMinn, Richard	
7421N	1.0	34	0	6	8	5	9	0	0	3	1	2	0	0	0	0	7	Vilarino, Sharon	
7423N	1.0	28	0	23	0	0	1	0	0	2	0	2	0	0	0	0	5	Jordan, Michael	

Printed on: 6/06/2012

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

Page: 112

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7424	1.0	50	0	36	0	0	7	0	0	3	2	2	0	0	0	5	Jordan, Michael	
9759	1.0	30	4	12	5	0	2	0	0	2	0	5	0	0	0	2	Trestrail, Richard	
Course Total		550	34	312	34	7	54	6	1	35	9	56	2	0	0	80		
ES-024 Fitness Boot Camp																		
9765	1.0	34	0	27	0	0	1	0	0	1	0	5	0	0	0	7	Ivers, Jamie	
9766	1.0	31	8	16	4	1	0	2	0	0	0	0	0	0	0	5	Garrity, Lisa	
Course Total		65	8	43	4	1	2	0	1	0	5	0	0	0	0	12		
ES-028 Yoga																		
7428	1.5	41	0	41	0	0	0	0	0	0	0	0	0	0	0	10	Demarco, Jennifer	
7429	1.5	42	0	41	0	0	0	0	0	0	0	0	1	0	0	9	Demarco, Jennifer	
7430	1.5	49	0	49	0	0	0	0	0	0	0	0	0	0	0	2	Demarco, Jennifer	
7431N	1.5	38	0	37	0	0	0	0	0	0	0	0	1	0	0	8	Demarco, Jennifer	
8984	1.5	38	22	7	2	2	1	0	0	1	0	1	2	0	0	3	Karolides, Melissa	
8985	1.5	37	23	6	2	0	1	2	0	0	1	2	0	0	0	3	Karolides, Melissa	
Course Total		245	45	181	4	2	2	2	0	1	1	3	4	0	0	35		
ES-029 Adapted Yoga																		
2060	1.0	14	0	6	0	0	4	1	0	0	0	0	3	0	0	3	Aylward, Kathleen	
Course Total		14	0	6	0	0	4	1	0	0	0	0	3	0	0	3		
ES-030 Adapted Aquatic Sports Ed																		
7433	1.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	2	Harvey, Brian	
Course Total		7	0	7	0	0	0	0	0	0	0	0	0	0	0	2		
ES-035 Adapted Swim/Physical Limited																		
7434	1.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	4	Harvey, Brian	
Course Total		4	0	4	0	0	0	0	0	0	0	0	0	0	0	4		
ES-037 Springboard Diving																		
7435	1.0	21	0	17	0	0	3	0	0	1	0	0	0	0	0	6	Harvey, Brian	

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Page: 113

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

Course	Total	21	0	17	0	0	3	0	0	1	0	0	0	0	0	0	0	0	6
ES-039 Swimming for Nonswimmers		21	0	17	0	0	3	0	0	1	0	0	0	0	0	0	0	0	6
7436	1.0	19	0	17	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course Total		19	0	17	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
ES-040 Water Aerobics																			
7437N	8 1.0	30	0	20	1	1	2	0	0	2	1	1	2	0	0	0	0	0	8
Course Total		30	0	20	1	1	2	0	0	2	1	1	2	0	0	0	0	0	8
ES-041 Adapted Water Aerobics																			
7438	1.5	23	0	14	0	0	2	1	0	6	0	0	0	0	0	0	0	0	0
Course Total		23	0	14	0	0	2	1	0	6	0	0	0	0	0	0	0	0	0
ES-043A Beginning Swimming																			
7439	1.0	20	0	17	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1
Course Total		20	0	17	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1
ES-043B Intermediate Swimming																			
7441	1.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
7442	1.0	22	0	16	0	0	2	0	0	0	0	4	0	0	0	0	0	0	2
Course Total		31	0	25	0	0	2	0	0	0	0	4	0	0	0	0	0	0	3
ES-043C Advanced Swimming																			
7444	1.0	11	0	9	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course Total		11	0	9	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
ES-044 Lap Swimming/Health & Fitness																			
7445	1.0	20	0	16	0	0	0	0	0	0	1	2	1	0	0	0	0	0	7
7446	1.0	16	0	14	0	0	1	0	0	1	0	0	0	0	0	0	0	0	8
7447N	1.0	23	0	19	0	0	0	0	0	1	0	3	0	0	0	0	0	0	7
Course Total		59	0	49	0	0	1	0	0	2	1	5	1	0	0	0	0	0	22

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Page: 114

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

**Grade Distribution by Division**

ES-060A Beginning Badminton																			
7449	1.0	26	0	19	0	0	2	0	0	3	0	2	0	0	0	0	4	Weber, William	XP
7450N	1.0	21	0	20	0	0	1	0	0	0	0	0	0	0	0	0	4	Kerns-Campbell, Cheryl	XP
Course Total		47	0	39	0	0	3	0	0	3	0	2	0	0	0	0	8		
ES-060B Intermediate Badminton																			
7451	1.0	5	0	3	0	0	0	0	0	1	1	0	0	0	0	0	0	Weber, William	
7452N	1.0	11	0	9	0	0	1	0	0	0	1	0	0	0	0	0	2	Kerns-Campbell, Cheryl	XP
Course Total		16	0	12	0	0	1	0	0	1	2	0	0	0	0	0	2		
ES-060C Advanced Badminton																			
7453	1.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	Weber, William	
7454N	1.0	5	0	2	0	0	0	0	0	0	3	0	0	0	0	0	0	Kerns-Campbell, Cheryl	XP
Course Total		8	0	5	0	0	0	0	0	0	3	0	0	0	0	0	0		
ES-076A Beginning Tennis																			
7461	8 1.0	15	0	5	0	0	5	0	0	2	0	2	0	1	0	0	6	Rump, Robert	PT
7464	1.0	23	0	13	0	2	5	2	0	0	0	1	0	0	0	0	0	Pettee, Narelle	PT
7467	1.0	16	0	5	0	0	8	0	0	3	0	0	0	0	0	0	1	Rump, Robert	PT
7468	1.0	19	0	12	0	3	2	1	0	0	0	1	0	0	0	0	0	Pettee, Narelle	PT
7470	1.0	19	0	9	1	2	5	1	0	0	0	1	0	0	0	0	2	Pettee, Narelle	PT
Course Total		92	0	44	1	7	25	4	0	5	0	5	0	1	0	0	9		
ES-076B Intermediate Tennis																			
7472	8 1.0	4	0	3	0	0	0	0	0	0	1	0	0	0	0	0	3	Rump, Robert	PT
7474	1.0	9	0	5	0	4	0	0	0	0	0	0	0	0	0	0	0	Pettee, Narelle	PT
7478	1.0	13	0	9	1	0	2	0	0	1	0	0	0	0	0	0	3	Rump, Robert	PT
7479	1.0	6	0	3	0	0	2	0	0	1	0	0	0	0	0	0	0	Pettee, Narelle	PT

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Page: 115





**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7549	1.0	5	0	3	0	0	1	0	0	0	1	0	0	0	0	0	0	1	Robinson, Garrett	PT
Course Total		13	0	8	0	0	3	0	0	1	1	0	0	0	0	0	0	1		
ES-171A Beginning Softball																				
7550	1.0	26	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Abshier, Randall
Course Total		26	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ES-171B Intermediate Softball																				
7551	1.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Abshier, Randall
Course Total		7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-171C Advanced Softball																				
7552	1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Abshier, Randall
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ES-175A Beginning Volleyball																				
7557	1.0	22	0	20	0	0	0	0	0	0	2	0	0	0	0	0	0	0	8	Ivers, Jamie
7559N	1.0	19	0	17	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	MacIntosh, Paulette
Course Total		41	0	37	0	0	0	0	0	1	3	0	0	0	0	0	0	0	8	
ES-175B Intermediate Volleyball																				
7560	1.0	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Ivers, Jamie
7562N	1.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	MacIntosh, Paulette
Course Total		17	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
ES-180 Self Defense for Women																				
7567	1.0	34	3	13	2	8	3	2	2	0	0	1	0	0	0	0	0	0	7	Conniry, Michael
Course Total		34	3	13	2	8	3	2	2	0	0	1	0	0	0	0	0	0	7	
ES-185A Beginning Fencing																				
7569	1.5	23	0	8	0	0	5	0	0	2	1	7	0	0	0	0	0	0	5	Lee, Stuart
Course Total		23	0	8	0	0	5	0	0	2	1	7	0	0	0	0	0	0	5	







# ***Appendix 3***

## ***Grade Distribution Summary***

### ***Health Education***



**HED - FALL**



MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

MATH											TOTAL		TOTAL	
MATH											W	ENR	WSCH	INSTRUCTOR
S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC				
HED 120 PERSONAL HEALTH AND LIFESTYLES														
5570	3.0		4	5	3	3	6				5	26	78.0	HAZARD PT
5571	3.0		4	3	8	8	6				8	37	111.0	CAMPBELL
5572	3.0		9	16	9	5	15				14	68	204.0	CAMPBELL
5573	3.0		14	23	11	6	5				13	72	216.0	BURGER XP
5575	3.0		15	21	18	6	5				8	73	219.0	BURGER XP
5577	3.0		20	14	8	9	6				11	68	204.0	CAMPBELL
5579	3.0		18	24	8	5	6				10	71	216.0	BURGER XP
5580	3.0		17	19	7		14		1		7	65	192.0	HOOTNER PT
5583N	3.0		11	6	1		7				7	32	96.0	HAZARD PT
5584	3.0		15	12	5		10				5	47	138.0	HOOTNER PT
COURSE TOTAL			127	143	78	42	80		1		88	559	1674.0	
HED 122 ENVIRONMENTAL/COMMUNITY HEALTH														
5587	3.0		5	1		1	1				3	11	33.0	CAMPBELL
COURSE TOTAL			5	1		1	1				3	11	33.0	
HED 155 REALITIES OF NUTRITION														
5588	3.0		7	3	2						2	14	42.0	CHYZYK PT
5590	3.0		11	4	4						2	21	63.0	CHYZYK PT
5592	3.0		1	4	5	4	2				7	23	69.0	SNYDER PT
5593	3.0		4	4	3	1					5	17	51.0	CHYZYK PT
5594	3.0		3	5	4		3				3	18	54.0	SNYDER PT
5595N	3.0		6	2	4		1				2	15	45.0	QUINTANA PT
5596N	3.0		12	2			1				4	19	57.0	ZOUMAS-MORSE PT
COURSE TOTAL			44	24	22	5	7				25	127	381.0	
HED 158 NUTRITION FOR ATHLETES														
5597	3.0		15	16	19	8	2				12	72	216.0	BURGER
5599 **	0.0		3	3	1						6	13	0.0	QUINTANA PT
COURSE TOTAL			15	16	19	8	2				12	72	216.0	
SUBJECT TOTAL			191	184	119	56	90		1		128	769	2304.0	

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

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

		S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
		WKS	HRS														
HED	101	KEYS TO SUCCESS WEIGHT CONTROL															
	5567	8	3.0		9							2	11	12.3	OLFERT		
	5568	8	3.0	3	7	1		4				19	34	20.6	OLFERT		
	COURSE TOTAL			3	16	1		4				21	45	32.9			
HED	105	HEALTH EDUCATION FOR TEACHERS															
	5569	1.0		5	2			2		1		1	11	11.0	HOOTNER	PT	
	COURSE TOTAL			5	2			2		1		1	11	11.0			
HED	120	PERSONAL HEALTH AND LIFESTYLES															
	5570	3.0		10	4	6	2	2				2	26	78.0	CAMPBELL		
	5571	3.0		10	4	6	8	6				8	42	126.0	CAMPBELL		
	5572	3.0		9	7	6	8	10				14	54	156.0	HAZARD	PT	
	5573	3.0		19	20	12	2	6			1	5	65	195.0	BURGER		
	5575	3.0		15	13	9	4	3				23	67	198.0	BURGER	XP	
	5577	3.0		18	18	15	3	4		1		16	75	222.0	CAMPBELL		
	5579	3.0		15	13	7	9	7				12	63	189.0	BURGER	XP	
	5580	3.0		10	4	3	6	6				10	39	117.0	CAMPBELL		
	5583N	3.0		5	4	3	1	5				4	22	66.0	HAZARD	PT	
	5584	3.0		19	9		1	13				8	50	147.0	HOOTNER	PT	
	5585	8	6.0	13	9	2	1	24				8	58	137.1	HOOTNER	PT	
	COURSE TOTAL			143	105	69	45	86		2	1	110	561	1631.1			
HED	155	REALITIES OF NUTRITION															
	5587	3.0		5	3	3	1						12	36.0	CHYZYK	PT	
	5588	3.0		14	6	4	3	4		1		1	33	99.0	CHYZYK	PT	
	5589	3.0		3	4	2						5	14	42.0	OLFERT		
	5590	3.0		1	10	2		2				7	22	66.0	OLFERT		
	5592	3.0			11	5	1	2				4	23	63.0	OLFERT		
	5593	3.0		1	4	4						2	11	33.0	OLFERT		
	5594	3.0		2	12	4		1				2	21	63.0	SNYDER	PT	
	5595N	3.0		5	2	1		1				2	11	33.0	QUINTANA	PT	
	5596N	3.0		8	3	1		3				6	21	63.0	ZOUMAS-MORSE	PT	
	5597	3.0		3	11	2	1			1		8	26	75.0	SNYDER	PT	
	COURSE TOTAL			42	66	28	6	13		2		37	194	573.0			
HED	158	NUTRITION FOR ATHLETES															
	5598	3.0		12	24	12	5	3				9	65	195.0	BURGER		
	5599 **	0.0		1	5	2		3				1	12	0.0	QUINTANA	PT	
	COURSE TOTAL			12	24	12	5	3				9	65	195.0			
SUBJECT TOTAL				205	213	110	56	108		5	1	178	876	2443.0			

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

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

GEOL-104 Earth Science																		
1352	3.0	20	0	1	0	0	4	0	0	9	4	2	0	0	0	2	Miller-Hicks, Bryan	PT
4604	3.0	32	0	10	0	0	14	0	0	3	3	1	1	0	0	0	Farrell, Michael	PT
Course Total		52	0	11	0	0	18	0	0	12	7	3	1	0	0	2		
GEOL-110 Planet Earth																		
1353	3.0	14	0	1	0	0	0	0	0	5	2	6	0	0	0	4	Miller-Hicks, Bryan	PT
Course Total		14	0	1	0	0	0	0	0	5	2	6	0	0	0	4		
Subject Total		66	0	12	0	0	18	0	0	17	9	9	1	0	0	6		
HED-105 Health Education for Teachers																		
1377	4 1.0	26	0	17	0	0	3	0	0	2	0	4	0	0	0	1	Buttles, Linda	PT
Course Total		26	0	17	0	0	3	0	0	2	0	4	0	0	0	1		
HED-120 Personal Health & Lifestyles																		
1368	3.0	28	0	5	0	0	7	0	0	10	0	6	0	0	0	5	Ensey, Gloria	
1369	3.0	36	0	8	0	0	10	0	0	8	1	9	0	0	0	7	Ensey, Gloria	
1370N	3.0	23	0	10	0	0	7	0	0	5	0	1	0	0	0	3	Wilson, Heidi	PT
1371	3.0	57	0	20	0	0	18	0	0	3	2	13	1	0	0	1	Riley, Donna	
1373	12 3.0	52	0	13	0	0	10	0	0	5	1	22	0	1	0	8	Riley, Donna	
1374	8 3.0	24	0	11	0	0	2	0	0	3	2	6	0	0	0	3	Borin, Wayne	PT
1378	6 3.0	50	0	13	0	0	2	0	0	6	0	29	0	0	0	6	Borin, Wayne	PT
Course Total		270	0	80	0	0	56	0	0	40	6	86	1	1	0	33		
HED-155 Realities of Nutrition																		
1376	3.0	25	0	14	0	0	5	0	0	3	0	3	0	0	0	13	Garrity, Betty	PT
Course Total		25	0	14	0	0	5	0	0	3	0	3	0	0	0	13		
HED-201 Introduction to Public Health																		
1380	3.0	50	0	21	0	0	15	0	0	10	0	4	0	0	0	5	Riley, Donna	

Printed on: 7/18/2011

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Page: 32

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

**Grade Distribution by Division**  
**School: All Schools -- Term: 2008FA -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

Course Total	50	0	21	0	0	15	0	0	10	0	4	0	0	0	0	5		
HED-255 Science of Nutrition																		
4630	3.0	6	0	2	0	0	1	0	0	2	1	0	0	0	0	1	Garrity, Betty	PT
Course Total		6	0	2	0	0	1	0	0	2	1	0	0	0	0	1		
Subject Total		377	0	134	0	0	80	0	0	57	7	97	1	1	0	53		
MATH-080 Basic Mathematics																		
4713	12	2.0	32	0	0	0	0	0	0	0	0	0	23	9	0	1	Marshall, Tammi	
Course Total		32	0	0	0	0	0	0	0	0	0	0	23	9	0	1		
MATH-088 Pre-Algebra																		
1423	4.0	25	0	0	0	0	0	0	0	0	0	0	15	10	0	4	Geoola, Faramarz	PT
1424	4.0	27	0	0	0	0	0	0	0	0	0	0	18	9	0	3	Marshall, Tammi	
1425	4.0	31	0	0	0	0	0	0	0	0	0	0	21	10	0	3	Balegh, Mahmoud	PT
1427N	4.0	26	0	0	0	0	0	0	0	0	0	0	11	15	0	5	Tran, Donnie	PT
Course Total		109	0	0	0	0	0	0	0	0	0	0	65	44	0	15		
MATH-090 Elementary Algebra																		
1426N	5.0	18	0	0	0	0	0	0	0	0	0	0	12	6	0	15	Huynh, Christina	PT
1428	5.0	27	0	0	0	0	0	0	0	0	0	0	21	6	0	5	Watson, Fred	PT
1429	5.0	37	0	0	0	0	0	0	0	0	0	0	22	15	0	1	Christensen, James	PT
1430	5.0	17	0	0	0	0	0	0	0	0	0	0	8	9	0	5	Thai, Mai	PT
1431	5.0	38	0	0	0	0	0	0	0	0	0	0	14	24	0	5	Preibisius, Eric	
1432	5.0	29	0	0	0	0	0	0	0	0	0	0	20	9	0	9	Curtis, Daniel	
1433	5.0	24	0	0	0	0	0	0	0	0	0	0	17	7	0	17	Phillips, Virginia	PT
1434	5.0	33	0	0	0	0	0	0	0	0	0	0	15	18	0	5	Preibisius, Eric	
1435	5.0	16	0	0	0	0	0	0	0	0	0	0	12	4	0	14	Curtis, Daniel	
1436N	5.0	20	0	0	0	0	0	0	0	0	0	0	16	4	0	10	Nguyen, Kelly	PT

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Page: 33

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

4601	3.0	56	12	15	4	1	2	3	1	4	0	14	0	0	0	13	Chaddock, Lisa	PT	
Course Total		162	21	38	7	3	14	4	4	20	6	45	0	0	0	37			
GEOG-121 Physical Geography Laboratory																			
1347	1.0	22	0	20	0	1	0	0	0	0	0	1	0	0	0	2	Chaddock, Lisa	PT	
1348	1.0	19	0	6	0	0	8	0	0	2	3	0	0	0	0	3	Farano, Christa	PT	
1349N	12 1.0	23	1	2	2	2	5	3	1	5	2	0	0	0	0	7	Wangler, Michael		
Course Total		64	1	28	2	3	13	3	1	7	5	1	0	0	0	12			
GEOG-130 Human and Cultural Geography																			
1350	3.0	28	0	5	0	0	7	0	0	4	2	10	0	0	0	6	Michel, Suzanne	PT	
Course Total		28	0	5	0	0	7	0	0	4	2	10	0	0	0	6			
Subject Total		283	22	73	9	6	39	7	5	39	18	65	0	0	0	61			
GEO-104 Earth Science																			
4604	3.0	34	0	6	2	3	7	1	1	3	4	7	0	0	0	3	Miller-Hicks, Bryan	PT	
Course Total		34	0	6	2	3	7	1	1	3	4	7	0	0	0	3			
GEO-110 Planet Earth																			
1353	3.0	34	0	4	0	0	5	0	0	11	7	6	1	0	0	2	Miller-Hicks, Bryan	PT	
Course Total		34	0	4	0	0	5	0	0	11	7	6	1	0	0	2			
Subject Total		68	0	10	2	3	12	1	1	14	11	13	1	0	0	5			
HED-105 Health Education for Teachers																			
1377	4 1.0	36	0	21	0	0	7	0	0	4	2	2	0	0	0	8	Buttles, Linda	PT	
Course Total		36	0	21	0	0	7	0	0	4	2	2	0	0	0	8			
HED-120 Personal Health and Lifestyles																			
1368	3.0	35	0	5	0	0	12	0	0	8	5	5	0	0	0	7	Ensey, Gloria		
1369	3.0	41	0	3	0	0	16	0	0	9	6	7	0	0	0	5	Ensey, Gloria		

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

1370N	3.0	29	0	10	0	0	8	0	0	5	1	5	0	0	0	9	Buttles, Linda	PT
1371	3.0	42	0	7	0	0	13	0	0	8	3	11	0	0	0	10	Borin, Wayne	PT
1374	8 3.0	47	0	14	0	0	14	0	0	8	1	10	0	0	0	7	Borin, Wayne	PT
1378	8 3.0	49	0	18	0	0	11	0	0	8	1	11	0	0	0	19	Borin, Wayne	PT
Course Total		243	0	57	0	0	74	0	0	46	17	49	0	0	0	57		

**HED-155 Realities of Nutrition**

1376	3.0	34	0	9	0	0	14	0	0	3	3	5	0	0	0	10	Garrity, Betty	PT
Course Total		34	0	9	0	0	14	0	0	3	3	5	0	0	0	10		

**HED-201 Introduction to Public Health**

1380	3.0	47	0	17	0	0	14	0	0	7	4	5	0	0	0	5	Riley, Donna	
9371	3.0	18	0	5	0	0	6	0	0	3	0	4	0	0	0	10	Riley, Donna	
Course Total		65	0	22	0	0	20	0	0	10	4	9	0	0	0	15		
Subject Total		378	0	109	0	0	115	0	0	63	26	65	0	0	0	90		

**MATH-080 Basic Mathematics**

4713	12 2.0	33	0	0	0	0	0	0	0	0	0	0	18	15	0	5	Moore, Ryan	PT
Course Total		33	0	0	0	0	0	0	0	0	0	0	18	15	0	5		

**MATH-088 Pre-Algebra**

1423	4.0	32	0	0	0	0	0	0	0	0	0	0	32	0	0	3	Watson, Fred	PT
1424	4.0	27	0	0	0	0	0	0	0	0	0	0	25	2	0	3	Watson, Fred	PT
1425	4.0	35	0	0	0	0	0	0	0	0	0	0	30	5	0	1	Geoola, Faramarz	PT
1427N	4.0	21	0	0	0	0	0	0	0	0	0	0	10	11	0	1	Shipowick, Rory	PT
Course Total		115	0	0	0	0	0	0	0	0	0	0	97	18	0	8		

**MATH-090 Elementary Algebra**

1428	5.0	33	0	0	0	0	0	0	0	0	0	0	17	16	0	6	Preibisius, Eric	
1429	5.0	37	0	0	0	0	0	0	0	0	0	0	17	20	0	5	Curtis, Daniel	

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

GEOG-130 Human and Cultural Geography																
1350	3.0	36	0	11	0	0	5	3	12	0	0	0	1 Michel, Suzanne	PT		
Course Total		36	0	11	0	0	5	3	12	0	0	0	1			
Subject Total		268	0	84	2	4	46	2	1	38	25	63	2	1	0	33
GEOG-104 Earth Science																
4604	3.0	34	0	9	0	1	5	1	10	3	4	0	0	2 Miller-Hicks, Bryan	PT	
Course Total		34	0	9	0	1	5	1	10	3	4	0	0	2		
GEOG-110 Planet Earth																
1353	3.0	33	0	10	1	0	8	0	2	2	1	8	0	3 Miller-Hicks, Bryan	PT	
Course Total		33	0	10	1	0	8	0	2	2	1	8	0	3		
Subject Total		67	0	19	1	1	13	1	3	12	4	12	0	1	0	5
HED-105 Health Education for Teachers																
1377	4	1.0	36	0	13	0	0	8	0	4	0	11	0	0	16 Farmer, Pamela	
Course Total		36	0	13	0	0	8	0	4	0	11	0	0	0	16	
HED-120 Personal Health and Lifestyles																
1368	3.0	42	0	5	0	0	14	0	7	1	15	0	0	4 Ensey, Gloria		
1369	3.0	49	0	7	0	0	17	0	7	4	14	0	0	5 Ensey, Gloria		
1370N	3.0	41	0	6	0	0	14	0	12	4	5	0	0	2 Buttles, Linda	PT	
1371	3.0	30	0	15	0	0	5	0	1	5	4	0	0	12 Thiss, Patrick		
1374	8	3.0	56	0	16	5	2	9	3	1	5	3	12	4 Borin, Wayne	PT	
1378	8	3.0	58	0	22	1	1	6	1	0	4	2	21	12 Borin, Wayne	PT	
Course Total		276	0	71	6	3	65	4	1	36	19	71	0	0	39	
HED-155 Realities of Nutrition																
1376	3.0	27	0	7	0	0	5	0	6	4	5	0	0	9 Garrity, Betty	PT	
Course Total		27	0	7	0	0	5	0	6	4	5	0	0	9		

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Page: 28

Grade Distribution by Division  
 School: All Schools -- Term: 2010FA -- 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**

HED-201 Introduction to Public Health																	
1380	3.0	37	0	2	0	0	12	0	0	8	7	6	1	1	0	9	Riley, Donna
5095	3.0	44	0	5	0	0	16	0	0	10	4	7	2	0	0	6	Riley, Donna
Course Total		81	0	7	0	0	28	0	0	18	11	13	3	1	0	15	
HED-202 Health Professions & Org																	
5614	3.0	14	0	0	0	0	5	0	0	1	3	5	0	0	0	10	Riley, Donna
Course Total		14	0	0	0	0	5	0	0	1	3	5	0	0	0	10	
Subject Total		434	0	98	6	3	111	4	1	65	37	105	3	1	0	89	
MATH-080 Basic Mathematics																	
4713	12 2.0	24	0	0	0	0	0	0	0	0	0	0	15	9	0	21	Tamanaha-Justeson, Debora
Course Total		24	0	0	0	0	0	0	0	0	0	0	15	9	0	21	
MATH-088 Pre-Algebra																	
1423	4.0	40	0	0	0	0	0	0	0	0	0	0	31	9	0	4	Marshall, Tammi
1424	4.0	35	0	0	0	0	0	0	0	0	0	0	26	9	0	7	Marshall, Tammi
1425	4.0	52	0	0	0	0	0	0	0	0	0	0	47	5	0	5	Balegh, Mahmoud
1427N	4.0	26	0	0	0	0	0	0	0	0	0	0	17	9	0	10	Phung, Victoria
6292	14 4.0	31	0	0	0	0	0	0	0	0	0	0	26	5	0	4	Whelock, Rebecca
Course Total		184	0	0	0	0	0	0	0	0	0	0	147	37	0	30	
MATH-090 Elementary Algebra																	
1428	5.0	32	0	0	0	0	0	0	0	0	0	0	18	14	0	6	Burt, Maureen
1429	5.0	42	0	0	0	0	0	0	0	0	0	0	19	23	0	4	Preibisius, Eric
1430	5.0	33	0	0	0	0	0	0	0	0	0	0	17	16	0	5	Eckert, Phillip
1431	5.0	35	0	0	0	0	0	0	0	0	0	0	27	8	0	4	Watson, Fred
1432	5.0	30	0	0	0	0	0	0	0	0	0	0	21	9	0	8	Christensen, James

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

3173	3.0	42	2	3	3	1	3	7	0	9	4	9	0	1	0	11	Jacobson, Gary
3174N	3.0	35	1	4	3	2	3	3	0	10	4	4	0	0	1	14	Cliffe, Timothy
Course Total		165	3	9	7	3	16	13	0	44	29	37	0	3	1	43	
<b>GEOL-111 Planet Earth Laboratory</b>																	
3177N	1.0	19	0	2	4	2	4	2	1	3	1	0	0	0	0	7	Jacobson, Gary
8682	1.0	19	0	1	1	0	4	6	1	2	3	1	0	0	0	3	Jacobson, Gary
Course Total		38	0	3	5	2	8	8	2	5	4	1	0	0	0	10	
<b>GEOL-164 Southern CA Coastal Areas</b>																	
8577	4 1.0	19	2	12	0	0	5	0	0	0	0	0	0	0	0	0	Jacobson, Gary
Course Total		19	2	12	0	0	5	0	0	0	0	0	0	0	0	0	
Subject Total		253	5	24	12	6	36	22	2	60	39	43	0	3	1	71	
<b>HED-105 Health Education for Teachers</b>																	
3194	4 1.0	43	0	19	0	0	9	0	0	1	2	11	0	1	0	4	Hootner, Michael
Course Total		43	0	19	0	0	9	0	0	1	2	11	0	1	0	4	
<b>HED-120 Personal Health and Lifestyles</b>																	
3195	3.0	64	0	17	0	0	22	0	0	15	4	6	0	0	0	8	Kerns-Campbell, Cheryl
3197	3.0	72	0	19	0	0	24	0	0	13	8	7	0	0	0	7	Kerns-Campbell, Cheryl
3198	3.0	61	3	2	8	10	6	12	4	7	4	4	0	0	0	14	Sim, Laura
3199	3.0	68	3	7	7	10	5	8	8	11	6	3	0	0	0	9	Sim, Laura
3200	3.0	64	0	20	0	0	19	0	0	16	6	3	0	0	0	10	Kerns-Campbell, Cheryl
3201	3.0	71	3	4	15	7	5	14	6	9	0	8	0	0	0	10	Sim, Laura
3202	3.0	70	0	27	0	0	18	0	0	15	4	5	0	0	0	5	Kerns-Campbell, Cheryl
3203	3.0	35	0	4	1	4	5	3	1	8	2	4	0	1	0	7	Aylward, Kathleen

Printed on: 2/28/2012

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Page: 123

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

3205	3.0	66	9	4	10	7	0	12	5	5	7	7	0	0	0	8	Kelley, Elizabeth	PT
8683	3.0	36	0	20	0	0	5	0	0	3	1	4	2	1	0	7	Hootner, Michael	PT
Course Total		607	18	124	41	38	109	49	24	102	42	51	2	2	0	85		
<b>HED-155 Realities of Nutrition</b>																		
3208	3.0	49	0	37	0	0	4	0	0	2	1	5	0	0	0	6	Zourmas-Morse, Christine	PT
3209	3.0	38	0	14	0	0	11	0	0	2	3	7	0	0	0	8	Zaslov, Sabrina	PT
3212	3.0	39	0	10	0	0	10	0	0	4	3	12	0	0	0	5	Zaslov, Sabrina	PT
3214N	3.0	58	0	40	0	0	5	0	0	4	0	8	0	0	0	14	Zourmas-Morse, Christine	PT
3215	3.0	23	0	6	0	0	8	0	0	4	1	4	0	0	0	17	Snyder, Michelle	PT
Course Total		207	0	107	0	0	38	0	0	16	8	36	0	0	0	50		
<b>HED-158 Nutrition for Fitness &amp; Sports</b>																		
3216	3.0	56	2	8	6	5	9	8	4	7	3	4	0	0	0	18	Sim, Laura	PT
3217	3.0	57	2	12	11	4	1	9	4	6	5	3	0	0	0	12	Sim, Laura	PT
Course Total		113	4	20	17	9	10	17	8	13	8	7	0	0	0	30		
<b>HED-201 Introduction to Public Health</b>																		
5940	3.0	37	0	7	0	0	15	0	0	10	2	3	0	0	0	12	Kerns-Campbell, Cheryl	PT
9578	3.0	37	0	7	0	0	16	0	0	9	4	1	0	0	0	13	Kerns-Campbell, Cheryl	PT
Course Total		74	0	14	0	0	31	0	0	19	6	4	0	0	0	25		
<b>HED-255 Science of Nutrition</b>																		
5941	3.0	35	0	19	0	0	13	0	0	2	0	1	0	0	0	9	Snyder, Michelle	PT
Course Total		35	0	19	0	0	13	0	0	2	0	1	0	0	0	9		
Subject Total		1079	22	303	58	47	210	66	32	153	66	110	2	3	0	203		

**HED - SPRING**



MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
HED 120 PERSONAL HEALTH AND LIFESTYLES														
5712	3.0	9	5	4	4	5				4	31	93.0	CAMPBELL	
5713	3.0	2	2	3	2	5				4	18	54.0	HAZARD	PT
5714	3 16.0	27	6	1						7	41	93.3	HOOTNER	PT
5716	3.0	13	6	16	8	13				11	67	201.0	CAMPBELL	
5717	3.0	17	14	11	4	4				14	64	192.0	BURGER	XP
5718	3.0	22	16	13	5	4				14	74	222.0	CAMPBELL	
5719	3.0	16	15	13	5					14	63	189.0	BURGER	XP
5721	3.0	11	14	6	2	1		1		6	41	123.0	BURGER	
5722	3.0	15	18	8	5	4				10	60	180.0	CAMPBELL	
5725N	3.0	11	8	5	1	2				11	38	114.0	HAZARD	PT
5726	3.0	19	13	4	1	7		1		5	50	150.0	HOOTNER	PT
COURSE TOTAL		162	117	84	37	45		2		100	547	1611.3		
HED 122 ENVIRONMENTAL/COMMUNITY HEALTH														
5727	3.0	6	2	1		1				2	12	36.0	CAMPBELL	
COURSE TOTAL		6	2	1		1				2	12	36.0		
HED 155 REALITIES OF NUTRITION														
5729	3.0	3	2			2				2	9	27.0	CHYZYK	PT
5730	3.0	6	3	2		3				2	16	48.0	CHYZYK	PT
5731	3.0	2	8	5	4	2				5	26	78.0	SNYDER	PT
5732	3.0	3	1							1	5	15.0	CHYZYK	PT
5733	3.0	2	8	1		1				3	15	45.0	SNYDER	PT
5734N	3.0	1	2	2		1				4	10	30.0	QUINTANA	PT
5735N	3.0	12	2	1		1				3	19	57.0	ZOUMAS-MORSE	PT
5736	3.0	10	4	2	1	2		3		10	32	96.0	SNYDER	PT
COURSE TOTAL		39	30	13	5	12		3		30	132	396.0		
HED 158 NUTRITION FOR ATHLETES														
5738	3.0	21	21	13	2					14	71	213.0	BURGER	
COURSE TOTAL		21	21	13	2					14	71	213.0		
SUBJECT TOTAL		228	170	111	44	58		5		146	762	2256.3		

MATHEMATICS, NATURAL SCIENCES & PE

MATHEMATICS, NATURAL SCIENCES & PE

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL	INSTRUCTOR	
WKS	HRS									W	ENR	WSCH	
-----													
HED 101	KEYS/SUCCESSFUL WEIGHT CONTROL												
5742	8 3.0	5		1				1		1	8	9.6	OLFERT
5743	8 3.0	4	1	1		1				5	12	9.6	OLFERT
COURSE TOTAL		9	1	2		1		1		6	20	19.2	
HED 105	HEALTH EDUCATION FOR TEACHERS												
5744	4 4.0	21	8			4				10	43	30.2	HOOTNER PT
5745	4 4.0	4	7	3		15				2	31	26.5	HOOTNER PT
COURSE TOTAL		25	15	3		19				12	74	56.7	
HED 120	PERSONAL HEALTH AND LIFESTYLES												
5712	3.0	4	4	4		4				5	21	63.0	CAMPBELL
5713	3.0	3	1	3		1				2	10	27.0	HAZARD PT
5714	3 16.0	15	17	4		3				4	43	107.0	HOOTNER PT
5716	3.0	17	13	9	4	6				8	57	168.0	CAMPBELL
5717	3.0	16	16	11	3	7				14	67	201.0	BURGER
5718	3.0	17	13	13	3	5				9	60	180.0	CAMPBELL
5719	3.0	14	17	17	5					10	63	189.0	BURGER XP
5721	3.0	4	12	2	3	2	1			8	32	96.0	BURGER XP
5722	3.0	17	6	5	1	3				9	41	123.0	CAMPBELL
5725N	3.0	3	4	1	1	3				9	21	63.0	HAZARD PT
5726	3.0	8	11	12	6	10		1	1	4	53	153.0	HOOTNER PT
COURSE TOTAL		118	114	81	26	44	1	1	1	82	468	1370.0	
HED 155	REALITIES OF NUTRITION												
5727	3.0	2	1	3		1				2	9	27.0	CHYZYK PT
5728	3.0	8	6	1		2					17	51.0	CHYZYK PT
5729	3.0	1	2	2		2				2	9	27.0	OLFERT
5730	3.0	1	4			2				5	12	36.0	OLFERT
5731	3.0	2	6	6	1	2					17	51.0	OLFERT
5732	3.0	2	3	4	1					5	15	45.0	OLFERT
5733	3.0	2	3		2	4				8	19	57.0	SNYDER PT
5734N	3.0	5	2	1						2	10	27.0	QUINTANA PT
5735N	3.0	7	2		1	3					13	39.0	ZOUMAS-MORSE PT
5736	3.0	15	5	3	1	1				6	31	93.0	SNYDER PT
COURSE TOTAL		45	34	20	6	17				30	152	453.0	
HED 158	NUTRITION FOR ATHLETES												
5738	3.0	10	11	21	4	2	1	1		17	67	201.0	BURGER
COURSE TOTAL		10	11	21	4	2	1	1		17	67	201.0	
HED 201	INTRODUCTION TO PUBLIC HEALTH												
5740	3.0	11	4	1	1	1		1		13	32	96.0	CAMPBELL
COURSE TOTAL		11	4	1	1	1		1		13	32	96.0	
SUBJECT TOTAL		218	179	128	37	84	2	4	1	160	813	2195.9	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

GEOL-104 Earth Science																	
7666	3.0	28	0	1	0	0	4	0	0	13	5	5	0	0	10	Duncan, Jennifer	PT
Course Total		28	0	1	0	0	4	0	0	13	5	5	0	0	10		
GEOL-110 Planet Earth																	
7667	3.0	22	0	3	0	0	4	0	0	3	5	7	0	0	12	Cliffe, Timothy	
7668	3.0	17	0	1	0	0	2	0	0	0	3	11	0	0	3	Duncan, Jennifer	PT
7669	3.0	26	0	7	0	0	5	0	0	5	3	5	1	0	5	Marso, Jaime	PT
7670	3.0	12	0	0	0	0	2	0	0	3	5	2	0	0	6	Duncan, Jennifer	PT
7671N	3.0	17	0	4	0	0	7	0	0	2	1	3	0	0	3	Cliffe, Timothy	
7672	3.0	18	0	2	0	0	8	0	0	4	0	4	0	0	25	Marso, Jaime	PT
Course Total		112	0	17	0	0	28	0	0	17	17	32	1	0	54		
GEOL-111 Planet Earth Lab																	
7673	1.0	11	0	2	0	0	9	0	0	0	0	0	0	0	1	Jacobson, Gary	
7674N	1.0	7	0	4	0	0	0	0	0	2	0	1	0	0	10	Jacobson, Gary	
Course Total		18	0	6	0	0	9	0	0	2	0	1	0	0	11		
GEOL-150 Field Study Nat Hist/San Diego																	
7676	8 3.0	8	0	8	0	0	0	0	0	0	0	0	0	0	5	Jacobson, Gary	
Course Total		8	0	8	0	0	0	0	0	0	0	0	0	0	5		
GEOL-220 Geology of the National Parks																	
8867	3.0	10	0	3	0	0	1	0	0	2	1	2	1	0	14	Jacobson, Gary	
Course Total		10	0	3	0	0	1	0	0	2	1	2	1	0	14		
Subject Total		176	0	35	0	0	42	0	0	34	23	40	2	0	94		
HED-101 Keys/Successful Weight Control																	
7713	8 1.5	35	0	22	0	0	6	0	0	3	2	2	0	0	12	Olfert, Melissa	

Printed on: 2/28/2012

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Page: 158

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7714	8	1.5	33	0	14	0	0	2	0	14	1	0	0	19	Olfert, Melissa		
Course Total			68	0	36	0	0	8	0	5	2	16	1	0	0	31	
HED-105 Health Education for Teachers																	
7715	4	1.0	34	0	16	0	0	11	0	0	1	0	6	0	0	7	Hootner, Michael
7716	4	1.0	31	0	10	0	0	9	0	0	3	0	9	0	0	11	Hootner, Michael
Course Total			65	0	26	0	0	20	0	0	4	0	15	0	0	18	
HED-120 Personal Health and Lifestyles																	
7690		3.0	29	0	7	0	0	3	0	0	4	4	11	0	0	2	Kerns-Campbell, Cheryl
7692	3	3.0	31	0	13	0	0	10	0	0	3	0	4	1	0	2	Hootner, Michael
7693		3.0	63	0	22	0	0	19	0	0	10	2	10	0	0	5	Kerns-Campbell, Cheryl
7694		3.0	47	0	10	0	0	12	0	0	11	6	8	0	0	11	Sim, Laura
7695		3.0	51	0	9	0	0	11	0	0	12	5	14	0	0	4	Kerns-Campbell, Cheryl
7696		3.0	48	0	13	0	0	16	0	0	8	6	5	0	0	11	Sim, Laura
7697		3.0	28	0	7	0	0	7	0	0	6	5	3	0	0	10	Sim, Laura
7698		3.0	44	0	12	0	0	6	0	0	12	9	5	0	0	12	Kerns-Campbell, Cheryl
7699N		3.0	14	0	5	0	0	4	0	0	1	3	1	0	0	8	Hazard, Allen
7700		3.0	53	0	44	0	0	2	0	0	0	0	7	0	0	12	Clauss, Daniel
8982	8	3.0	47	0	11	0	0	18	0	0	6	0	12	0	0	9	Hootner, Michael
Course Total			455	0	153	0	0	108	0	0	73	40	80	1	0	0	86
HED-155 Realities of Nutrition																	
7701		3.0	3	0	1	0	0	0	0	0	2	0	0	0	0	1	Zaslov, Sabrina
7702		3.0	15	0	4	0	0	5	0	0	4	1	1	0	0	4	Zaslov, Sabrina
7703		3.0	15	0	3	0	0	7	0	0	3	2	0	0	0	3	Olfert, Melissa

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Page: 159

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7704	3.0	14	0	5	0	0	4	0	0	2	1	2	0	0	0	0	3	Olfert, Melissa	PT
7705	3.0	28	0	8	0	0	8	0	0	6	2	4	0	0	0	0	8	Olfert, Melissa	PT
7707	3.0	16	0	1	0	0	2	0	0	4	2	7	0	0	0	0	0	Snyder, Michelle	PT
7709N	3.0	21	0	19	0	0	0	0	0	2	0	0	0	0	0	0	3	Zoumas-Morse, Christine	PT
7710	3.0	24	0	6	0	0	10	0	0	4	0	3	0	1	0	0	3	Snyder, Michelle	PT
Course Total		136	0	47	0	0	36	0	0	27	8	17	0	1	0	0	25		
<b>HED-158 Nutrition for Athletes</b>																			
7711	3.0	46	0	14	0	0	16	0	0	9	1	6	0	0	0	0	20	Sim, Laura	
Course Total		46	0	14	0	0	16	0	0	9	1	6	0	0	0	0	20		
<b>HED-201 Introduction to Public Health</b>																			
7712	3.0	39	0	10	0	0	13	0	0	10	2	3	1	0	0	0	10	Kerns-Campbell, Cheryl	
Course Total		39	0	10	0	0	13	0	0	10	2	3	1	0	0	0	10		
<b>HED-255 Science of Nutrition</b>																			
8983	3.0	35	0	28	0	0	7	0	0	0	0	0	0	0	0	0	4	Olfert, Melissa	
Course Total		35	0	28	0	0	7	0	0	0	0	0	0	0	0	0	4		
Subject Total		844	0	314	0	0	208	0	0	128	53	137	3	1	0	0	194		
<b>MATH-080 Basic Mathematics</b>																			
7855	8 2.0	27	0	0	0	0	0	0	0	0	0	0	13	14	0	0	13	Barry, Alexis	PT
7856	8 2.0	21	0	0	0	0	0	0	0	0	0	0	8	12	0	0	24	Barry, Alexis	PT
Course Total		48	0	0	0	0	0	0	0	0	0	0	21	26	0	0	37		
<b>MATH-088 Pre-Algebra</b>																			
7858	3 4.0	17	0	0	0	0	0	0	0	0	0	0	12	5	0	0	3	Funk, Raymond	XP
7859	4.0	32	0	0	0	0	0	0	0	0	0	0	26	6	0	0	9	Hardiman, Richard	PT
7860	12 4.0	20	0	0	0	0	0	0	0	0	0	0	12	8	0	0	5	Pereira, Shirley	

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Page: 160

**School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

**Grade Distribution by Division**

GEOL-150 Field Study Nat Hist/San Diego

7676 **	8	3.0	4	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	4	Jacobson, Gary
Course Total	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subject Total	241		2	17	7	12	36	18	11	42	25	65	4	2	0	69				

HED-101 Keys/Successful Weight Control

7713	8	1.5	30	0	11	0	0	2	0	0	5	1	10	0	1	0	0	11	Olfert, Melissa
7714	8	1.5	19	0	12	0	0	1	0	0	2	2	2	0	0	0	0	28	Olfert, Melissa
Course Total	49		0	23	0	0	3	0	0	7	3	12	0	1	0	39			

HED-105 Health Education for Teachers

7715	4	1.0	40	0	25	0	0	6	0	0	2	0	6	0	1	0	0	7	Hootner, Michael
7716	4	1.0	38	0	11	0	0	11	0	0	1	1	14	0	0	0	0	5	Hootner, Michael
Course Total	78		0	36	0	0	17	0	0	3	1	20	0	1	0	12			

HED-120 Personal Health and Lifestyles

7690	3.0	35	0	8	0	0	7	0	0	9	6	5	0	0	0	0	0	16	Kerns-Campbell, Cheryl
7693	3.0	65	0	15	0	0	15	0	0	13	10	11	1	0	0	0	0	9	Kerns-Campbell, Cheryl
7694	3.0	43	1	4	3	3	5	6	3	10	7	1	0	0	0	0	0	27	Sim, Laura
7695	3.0	61	0	23	0	0	13	0	0	10	4	11	0	0	0	0	0	14	Kerns-Campbell, Cheryl
7696	3.0	51	1	3	14	5	5	6	1	9	2	5	0	0	0	0	0	14	Sim, Laura
7697	3.0	54	1	3	7	7	4	5	2	10	5	10	0	0	0	0	0	17	Sim, Laura
7698	3.0	57	0	20	0	0	19	0	0	8	2	7	0	0	0	0	0	19	Kerns-Campbell, Cheryl
7699N	3.0	37	0	16	0	0	6	0	0	4	0	11	0	0	0	0	0	8	Hazard, Allen
7700	3.0	56	0	46	0	0	4	0	0	1	1	4	0	0	0	0	0	9	Clauss, Daniel
8982	8	3.0	69	0	11	0	0	23	0	0	13	0	20	1	1	0	0	12	Hootner, Michael

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Page: 147

**Grade Distribution by Division**

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

**School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

**Grade Distribution by Division**

Course Total	528	3	149	24	15	101	17	6	87	37	85	2	1	0	145
<b>HED-155 Realities of Nutrition</b>															
7701 8 3.0	40	0	18	0	0	10	0	0	5	0	6	1	0	0	14 Olfert, Melissa PT
7702 3.0	32	0	14	0	0	5	0	0	2	2	8	1	0	0	6 Zaslov, Sabrina PT
7703 3.0	24	0	2	0	0	12	0	0	4	2	4	0	0	0	7 Snyder, Michelle PT
7704 3.0	41	0	18	0	0	6	0	0	9	1	7	0	0	0	9 Zaslov, Sabrina PT
7707 3.0	33	0	2	0	0	10	0	0	10	3	8	0	0	0	6 Snyder, Michelle PT
7709N 3.0	22	0	15	0	0	1	0	0	0	1	5	0	0	0	4 Zoumas-Morse, Christine PT
7710 3.0	42	0	5	0	0	16	0	0	9	2	9	1	0	0	7 Snyder, Michelle PT
Course Total	234	0	74	0	0	60	0	0	39	11	47	3	0	0	53
<b>HED-158 Nutrition for Athletes</b>															
7711 3.0	54	4	3	7	5	6	7	2	12	6	2	0	0	0	20 Sim, Laura
Course Total	54	4	3	7	5	6	7	2	12	6	2	0	0	0	20
<b>HED-201 Introduction to Public Health</b>															
7712 3.0	44	0	12	0	0	18	0	0	11	1	2	0	0	0	11 Kerns-Campbell, Cheryl PT
Course Total	44	0	12	0	0	18	0	0	11	1	2	0	0	0	11
<b>HED-255 Science of Nutrition</b>															
8983 3.0	44	0	27	0	0	11	0	0	4	0	1	0	0	0	1 Olfert, Melissa PT
Course Total	44	0	27	0	0	11	0	0	4	0	1	0	0	0	1
Subject Total	1031	7	324	31	20	216	24	8	163	59	169	5	3	0	281
<b>MATH-080 Basic Mathematics</b>															
7855 8 2.0	37	0	0	0	0	0	0	0	0	0	0	24	13	0	7 Smith, Elizabeth
7856 8 2.0	33	0	0	0	0	0	0	0	0	0	0	29	4	0	18 Schoonover, Melvin PT
Course Total	70	0	0	0	0	0	0	0	0	0	0	53	17	0	25

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Page: 148

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

HED-105 Health Education for Teachers																		
7715	4	1.0	38	0	20	0	0	8	0	0	1	0	9	0	0	5	Hootner, Michael	PT
7716	4	1.0	34	0	10	0	0	7	0	0	0	0	17	0	0	5	Hootner, Michael	PT
Course Total			72	0	30	0	0	15	0	0	1	0	26	0	0	10		
HED-120 Personal Health and Lifestyles																		
7690	3.0		57	0	18	0	0	12	0	0	9	5	12	1	0	13	Kerns-Campbell, Cheryl	XP
7693	3.0		64	0	17	0	0	19	0	0	11	7	8	1	0	11	Kerns-Campbell, Cheryl	XP
7694	3.0		56	1	5	13	6	5	6	3	12	3	2	0	0	12	Sim, Laura	XP
7695	3.0		56	0	21	0	0	15	0	0	8	6	6	0	0	16	Kerns-Campbell, Cheryl	XP
7696	3.0		61	1	3	9	3	5	15	9	8	4	4	0	0	12	Sim, Laura	XP
7697	3.0		52	1	4	9	12	3	8	2	7	2	4	0	0	10	Sim, Laura	XP
7698	3.0		64	0	16	0	0	18	0	0	10	9	11	0	0	12	Kerns-Campbell, Cheryl	XP
7699	3.0		35	0	7	3	1	5	4	4	3	4	3	0	1	7	Aylward, Kathleen	XP
7700	3.0		63	0	48	0	0	3	0	0	2	1	9	0	0	9	Clauss, Daniel	XP
8982	8	3.0	42	0	4	0	0	12	0	0	10	1	14	0	1	8	Hootner, Michael	PT
Course Total			550	3	143	34	22	97	33	18	80	42	73	2	3	0	110	
HED-155 Realities of Nutrition																		
7701	3.0		29	0	12	0	0	10	0	0	2	3	2	0	0	3	Zaslov, Sabrina	PT
7702	3.0		29	0	13	0	0	8	0	0	4	2	2	0	0	7	Zaslov, Sabrina	PT
7703	3.0		37	0	27	0	0	3	0	0	3	0	4	0	0	5	Zoumas-Morse, Christine	PT
7704	3.0		28	0	14	0	0	4	0	0	5	1	4	0	0	3	Zaslov, Sabrina	PT
7707	3.0		15	0	4	0	0	4	0	0	4	1	2	0	0	15	Snyder, Michelle	PT

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Page: 141

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

7709N	3.0	49	0	26	0	0	4	0	0	3	0	16	0	0	0	6	Zourmas-Morse, Christine	PT	
7710	3.0	25	0	9	0	0	8	0	0	2	2	4	0	0	0	14	Snyder, Michelle	PT	
Course Total		212	0	105	0	0	41	0	0	23	9	34	0	0	0	53			
HED-158 Nutrition for Fitness & Sports																			
6426	3.0	43	0	4	7	8	5	4	3	6	4	2	0	0	0	11	Sim, Laura		
7711	3.0	57	1	2	12	9	5	4	3	13	6	2	0	0	0	17	Sim, Laura		
Course Total		100	1	6	19	17	10	8	6	19	10	4	0	0	0	28			
HED-201 Introduction to Public Health																			
7712	3.0	40	0	13	0	0	10	0	0	11	0	6	0	0	0	13	Kerns-Campbell, Cheryl		
Course Total		40	0	13	0	0	10	0	0	11	0	6	0	0	0	13			
HED-255 Science of Nutrition																			
8983	3.0	36	0	19	0	0	10	0	0	6	1	0	0	0	0	4	Snyder, Michelle	PT	
Course Total		36	0	19	0	0	10	0	0	6	1	0	0	0	0	4			
Subject Total		1010	4	316	53	39	183	41	24	140	62	143	2	3	0	218			
MATH-080 Basic Mathematics																			
7855	8 2.0	37	0	0	0	0	0	0	0	0	0	0	31	6	0	13	Reynolds, Briana	PT	
7856	8 2.0	29	0	0	0	0	0	0	0	0	0	0	22	7	0	13	Reynolds, Briana	PT	
Course Total		66	0	0	0	0	0	0	0	0	0	0	53	13	0	26			
MATH-088 Pre-Algebra																			
7859	4.0	44	0	0	0	0	0	0	0	0	0	0	38	6	0	5	Willweber, Sara	PT	
7860	6 4.0	39	0	0	0	0	0	0	0	0	0	0	35	4	0	2	Denney, Jennifer	PT	
7861	6 4.0	34	0	0	0	0	0	0	0	0	0	0	23	11	0	5	Pereira, Shirley		
7862	4.0	40	0	0	0	0	0	0	0	0	0	0	30	10	0	8	Brown, Danielle	PT	
7864N	4.0	41	0	0	0	0	0	0	0	0	0	0	36	5	0	4	Safaei, Mehdi	PT	

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Page: 142

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

**Grade Distribution by Division**

GEOL-150 Field Study Nat Hist/San Diego

7676	8	3.0	7	0	2	3	1	1	0	0	0	0	0	0	0	0	0	0	0	1	Jacobson, Gary	PT
Course Total	7		7	0	2	3	1	1	0	0	0	0	0	0	0	0	0	0	0	1		
Subject Total	194		6	19	5	8	37	4	2	50	21	40	1	0	1	83						

HED-105 Health Education for Teachers

7715	4	1.0	38	0	17	0	0	9	0	4	2	6	0	0	0	0	0	0	0	4	Hootner, Michael	PT
7716	4	1.0	44	0	9	0	0	14	0	2	0	19	0	0	0	0	0	0	0	2	Hootner, Michael	PT
Course Total	82		0	26	0	0	23	0	6	2	25	0	0	0	0	6						

HED-120 Personal Health and Lifestyles

7690	3.0	54	0	18	0	0	15	0	12	2	6	1	0	0	0	0	0	0	0	8	Kerns-Campbell, Cheryl	XP
7693	3.0	63	0	15	0	0	21	0	15	4	8	0	0	0	0	0	0	0	0	4	Kerns-Campbell, Cheryl	XP
7694	3.0	59	5	4	15	3	9	7	2	8	4	2	0	0	0	0	0	0	0	7	Sim, Laura	XP
7695	3.0	53	0	12	0	0	17	0	10	8	6	0	0	0	0	0	0	0	0	8	Kerns-Campbell, Cheryl	XP
7696	3.0	54	0	11	10	5	5	5	1	10	1	6	0	0	0	0	0	0	0	10	Sim, Laura	XP
7697	3.0	52	1	5	7	4	8	10	3	6	4	4	0	0	0	0	0	0	0	10	Sim, Laura	XP
7698	3.0	56	0	26	0	0	14	0	6	3	7	0	0	0	0	0	0	0	0	8	Kerns-Campbell, Cheryl	XP
7699	3.0	34	1	5	2	2	5	0	1	7	4	5	1	0	1	11	Aylward, Kathleen					
7700N	3.0	59	0	29	0	0	12	0	5	2	11	0	0	0	0	0	0	0	0	7	Hazard, Allen	PT
8982	8	3.0	43	0	17	0	0	14	0	5	0	6	1	0	0	3	Hootner, Michael					
Course Total	527		7	142	34	14	120	22	7	84	32	61	3	0	1	76						

HED-155 Realities of Nutrition

7701	3.0	40	0	19	0	0	9	0	6	1	5	0	0	0	0	0	0	0	0	7	Zaslov, Sabrina	PT
7702	3.0	38	0	16	0	0	10	0	6	1	5	0	0	0	0	0	0	0	0	7	Zaslov, Sabrina	PT

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Page: 124

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2012SP -- Division: All Divisions -- Subject: All Subjects -- Course: All Courses**

7703	3.0	34	0	21	0	0	10	0	0	3	0	0	0	0	0	0	0	7	Zoumas-Morse, Christine	PT	
7704	3.0	35	0	15	0	0	11	0	0	4	1	4	0	0	0	0	0	9	Zaslov, Sabrina	PT	
7707	3.0	18	0	5	0	0	3	0	0	6	0	4	0	0	0	0	0	19	Snyder, Michelle	PT	
7709N	3.0	47	0	26	0	0	10	0	0	2	0	9	0	0	0	0	0	14	Zoumas-Morse, Christine	PT	
Course Total		212	0	102	0	0	53	0	0	27	3	27	0	0	0	0	0	63			
HED-158 Nutrition for Fitness & Sports																					
6426	3.0	44	3	2	6	7	3	5	2	8	1	6	0	0	1	11	11	11	Sim, Laura		
7711	3.0	49	0	3	11	7	8	8	2	4	4	2	0	0	0	0	0	15	Sim, Laura		
Course Total		93	3	5	17	14	11	13	4	12	5	8	0	0	1	26					
HED-201 Introduction to Public Health																					
7712	3.0	39	0	7	0	0	16	0	0	5	5	6	0	0	0	0	0	11	Kerns-Campbell, Cheryl		
Course Total		39	0	7	0	0	16	0	0	5	5	6	0	0	0	11					
HED-255 Science of Nutrition																					
8983	3.0	47	0	24	0	0	17	0	0	5	1	0	0	0	0	0	0	3	Snyder, Michelle	PT	
Course Total		47	0	24	0	0	17	0	0	5	1	0	0	0	0	3					
Subject Total		1000	10	306	51	28	240	35	11	139	48	127	3	0	2	185					
MATH-088 Pre-Algebra																					
7859	4.0	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	Salehpoor, Zahra	PT	
7860	6	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Denney, Jennifer	PT	
7861	6	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	Brown, Danielle	PT	
7862	6	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	Vargo, Shayne	PT	
7864N	4.0	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	Daud, Solomon	PT	
9189	4.0	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	Maxham, Patricia	PT	

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Page: 125



# ***Appendix 4***

## ***Course- to- Program SLO Mapping Document***

***Exercise Science and Wellness***  
*(no degree = no Program SLOs in HED)*



COURSE #	SLO	Demonstrate knowledge, skills and appreciation of exercise science principles.	Identify the basic principles for maintaining an active and healthy lifestyle.
ES 001	Demonstrate knowledge, skills and appreciation of adapted physical exercise. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X
ES 002	Demonstrate knowledge, skills and appreciation of advanced adapted physical exercise. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X
ES 003	Demonstrate knowledge, skills and appreciation of adapted aerobic fitness. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X
ES 004	Demonstrate knowledge, skills and appreciation of fitness for the first timer. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X
ES 005	Demonstrate knowledge, skills and appreciation of aerobic fitness and weight training. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X
ES 006	Demonstrate knowledge, skills and appreciation of total body fitness. 1 Identify the basic principles for maintaining an active and healthy life. 2	X	X

ES 007	Demonstrate knowledge, skills and appreciation of aerobic walking for fitness and wellness. 1 walking for fitness and wellness. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 008	Demonstrate knowledge, skills and appreciation of senior fitness for wellness. 1 fitness for wellness. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 009	Demonstrate knowledge, skills and appreciation of senior fitness for wellness. 1 fitness for wellness. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 017	1 Demonstrate knowledge, skills and appreciation of trail hiking. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 021	Demonstrate knowledge, skills and appreciation of chronic disease and injury prevention for at-risk populations. 1 disease and injury prevention for at-risk populations. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 023	Demonstrate knowledge, skills and appreciation of weight training. 1 training. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 024	Demonstrate knowledge, skills and appreciation of fitness boot camp. 1 boot camp. Identify the basic principles for maintaining an active and healthy life. 2 healthy life.	X	X
ES 027	Demonstrate knowledge, skills and appreciation of t'ai chi ch'uan. 1 ch'uan.	X	X

	Identify the basic principles for maintaining an active and healthy life.		X
ES 028	1 Demonstrate knowledge, skills and appreciation of yoga. Identify the basic principles for maintaining an active and healthy life.	X	
ES 029	Demonstrate knowledge, skills and appreciation of adapted yoga. Identify the basic principles for maintaining an active and healthy life.	X	
ES 030	Demonstrate knowledge, skills and appreciation of adapted aquatics sports. Identify the basic principles for maintaining an active and healthy life.	X	
ES 035	Demonstrate knowledge, skills and appreciation of adapted swimming. Identify the basic principles for maintaining an active and healthy life.	X	
ES 037	Demonstrate knowledge, skills and appreciation of springboard diving. Identify the basic principles for maintaining an active and healthy life.	X	
ES 039	Demonstrate knowledge, skills and appreciation of swimming for non-swimmers. Identify the basic principles for maintaining an active and healthy life.	X	
ES 040	Demonstrate knowledge, skills and appreciation of water aerobics. Identify the basic principles for maintaining an active and healthy life.	X	

ES 041	Demonstrate knowledge, skills and appreciation of adapted 1 water aerobics. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 043A	Demonstrate knowledge, skills and appreciation of swimming 1 at the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 043B	Demonstrate knowledge, skills and appreciation of swimming 1 at the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 043C	Demonstrate knowledge, skills and appreciation of swimming 1 at the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 044	Demonstrate knowledge, skills and appreciation of lap 1 swimming for health and fitness. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 047	Demonstrate knowledge, skills, and appreciation of 1 lifeguarding. Become certified by the American Red Cross in the following: First/Aid (Title 22), Oxygen Administration, CPR/AED, and 2 Lifeguarding	X	X
ES 051	The student will be able to teach techniques involved in Swimming, Community Water Safety and Emergency Water 1 Safety.	X	X
	Upon completion of this course the student will be authorized 2 by the American Red Cross as a Water Safety Instructor.	X	X

ES 060A	Demonstrate knowledge, skills and appreciation of badminton 1 at the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 060B	Demonstrate knowledge, skills and appreciation of badminton 1 at the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 060C	Demonstrate knowledge, skills and appreciation of badminton 1 at the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 076A	Demonstrate knowledge, skills and appreciation of tennis at 1 the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 076B	Demonstrate knowledge, skills and appreciation of tennis at 1 the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 076C	Demonstrate knowledge, skills and appreciation of tennis at 1 the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 120A	Demonstrate knowledge, skills and appreciation of bowling at 1 the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 120B	Demonstrate knowledge, skills and appreciation of bowling at 1 the intermediate level.	X	X

	Identify the basic principles for maintaining an active and healthy life.		X
ES 120C	Demonstrate knowledge, skills and appreciation of bowling at 1 the advanced level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 121	Demonstrate knowledge, skills and appreciation of adapted 1 bowling. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 125A	Demonstrate knowledge, skills and appreciation of golf at the 1 beginning level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 125B	Demonstrate knowledge, skills and appreciation of golf at the 1 intermediate level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 125C	Demonstrate knowledge, skills and appreciation of golf at the 1 advanced level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 130A	Demonstrate knowledge, skills and appreciation of gymnastics 1 at the beginning level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 130B	Demonstrate knowledge, skills and appreciation of gymnastics 1 at the intermediate level. Identify the basic principles for maintaining an active and healthy life.	X	X

ES 130C	Demonstrate knowledge, skills and appreciation of gymnastics 1 at the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 135	Demonstrate knowledge, skills and appreciation of 1 cheerleading. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 136	Demonstrate knowledge, skills and appreciation of 1 performance cheerleading. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 150	Demonstrate knowledge, skills and appreciation of adapted 1 sports education. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 155A	Demonstrate knowledge, skills and appreciation of basketball 1 at the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 155B	Demonstrate knowledge, skills and appreciation of basketball 1 at the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 155C	Demonstrate knowledge, skills and appreciation of basketball 1 at the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 156	Demonstrate knowledge, skills and appreciation of adapted 1 basketball.	X	X



ES 172B	Demonstrate knowledge, skills and appreciation of baseball at 1 the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 172C	Demonstrate knowledge, skills and appreciation of baseball at 1 the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 175A	Demonstrate knowledge, skills and appreciation of volleyball 1 at the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 175B	Demonstrate knowledge, skills and appreciation of volleyball 1 at the intermediate level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 175C	Demonstrate knowledge, skills and appreciation of volleyball 1 at the advanced level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 180	Demonstrate knowledge, skills and appreciation of self 1 defense for women.. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 185A	Demonstrate knowledge, skills and appreciation of fencing at 1 the beginning level. Identify the basic principles for maintaining an active and 2 healthy life.	X	X
ES 185B	Demonstrate knowledge, skills and appreciation of fencing at 1 the intermediate level.	X	X

	Identify the basic principles for maintaining an active and healthy life.		X
ES 185C	Demonstrate knowledge, skills and appreciation of fencing at the advanced level. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 194	Recognize essential discipline skills and content and apply them to their work experience situation.	X	
ES 196	Demonstrate and implement knowledge and skill in developing exercise programs for healthy adults and selected special populations Interviewing clients to gain adequate knowledge to develop an effective and appropriate exercise program.	X X	X X
	3 Conducting fitness assessments and interpreting results. Implementing fitness programs through proper instruction, motivation and feedback.	X X	X X
ES 199	Students will be able to identify, examine, and assess a component of Exercise Science in a study of individualized content.	X	
ES 200	Demonstrate knowledge, skills and appreciation of conditioning and injury prevention. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 201	Demonstrate knowledge, skills and appreciation of conditioning and injury prevention for football. Identify the basic principles for maintaining an active and healthy life.	X	X
ES 203	Demonstrate knowledge, skills and appreciation of Baseball at the Intercollegiate level.	X	

ES 204	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of 1 Baseball at the intercollegiate level	X
ES 205	Demonstrate knowledge, skills and appreciation of Basketball 1 at the Intercollegiate level.	X
ES 207	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of 1 basketball at the intercollegiate level	X
ES 208	Demonstrate knowledge, skills and appreciation of Cross 1 Country at the Intercollegiate level.	X
ES 209	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of cross 1 country at the intercollegiate level	X
ES 210	Demonstrate knowledge, skills and appreciation of Badminton 1 at the Intercollegiate level.	X
ES 211	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of 1 badminton at the intercollegiate level	X
ES 212	Demonstrate knowledge, skills and appreciation of Football at 1 the Intercollegiate level.	X
ES 214	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of football 1 at the intercollegiate level	X
ES 215	Demonstrate knowledge, skills and appreciation of Softball at 1 the Intercollegiate level.	X

ES 216	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of softball 1 at the intercollegiate level	X
ES 218	Demonstrate knowledge, skills and appreciation of Soccer at 1 the Intercollegiate level.	X
ES 219	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of soccer 1 at the intercollegiate level	X
ES 221	Demonstrate knowledge, skills and appreciation of Swimming 1 at the Intercollegiate level.	X
ES 222	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of 1 swimming at the intercollegiate level	X
ES 224	Demonstrate knowledge, skills and appreciation of Tennis at 1 the Intercollegiate level.	X
ES 225	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of tennis 1 at the intercollegiate level	X
ES 230	Demonstrate knowledge, skills and appreciation of Volleyball 1 at the Intercollegiate level.	X
ES 231	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of 1 volleyball at the intercollegiate level	X
ES 233	Demonstrate knowledge, skills and appreciation of Water Polo 1 at the Intercollegiate level.	X
ES 234	Demonstrate knowledge of strategies and rules, improvement of advanced techniques and skills and appreciation of water 1 polo at the intercollegiate level	X

ES 240	Demonstrate knowledge, skills and appreciation of Athletic Competition at the Intercollegiate level.	X
ES 250	1 Define the sub-disciplines of exercise science/kinesiology. Define contemporary terminology utilized in the field physical education/exercise science/kinesiology.	X X
ES 253	Identify the perceptual-motor skills (i.e. dynamic/static balance, directionality, laterality, body awareness) needed to build progressive development in grades K-8.	X
ES 255	Demonstrate knowledge, skills and application of techniques related to athletic injuries. Define Athletic Training as it relates to the general field of Sports Medicine and the role of the Certified Athletic Trainer in a variety of settings. 3 Define athletic injury terminology.	X X X
ES 262	Demonstrate basic knowledge of: musculoskeletal anatomy, kinesiology and biomechanics as it relates to athletic injuries. Identify the basic principles of athletic injury: etiology, pathology, recognition, assessment, primary care, treatment, and rehabilitation techniques. Upon successful completion of this course the student will improve their knowledge and understanding of the offensive rules of football. Students will improve the basic fundamental skills and techniques associated with offensive football. Students will increase their level of fitness, strength and conditioning associated with their offensive position and the game of football.	X X X X
ES 263	Upon successful completion of this course the student will improve their knowledge and understanding of the defensive rules of football.	X

	Students will improve the basic fundamental skills and techniques associated with defensive football.	X
	Students will increase their level of fitness, strength and conditioning associated with their defensive position and the 3 game of football.	X
ES 290	Distinguish characteristics and causes of six common disabilities (MS, Stroke, Obesity, ABI, SCI, Cerebral Palsy).	X
	Exhibit knowledge, skill and appreciation of teaching and adapting exercise techniques to students with disabilities.	X
ES 291	Demonstrate knowledge and skill in musculoskeletal anatomy 1 and human movement	X
	Identifying which joint is moving and what muscles are responsible for the movement during exercise	X
	Understanding anatomic kinesiology terms and using appropriate terminology to describe movement	X
ES 292	Identify and understand the physiological processes occurring during exercise, how the body responds and adapts to exercise and the role that adaptations and exercise play in disease prevention.	X
	Understand how the neuromuscular, cardiorespiratory and thermoregulatory systems respond during exercise.	X
	Identify and compare how the body's systems respond to aerobic and anaerobic exercise.	X
	Understand the dose-response relationship and its role in designing exercise programs.	X
	Appreciate and understand how chronic exercise influences health, wellness and the disease process.	X
ES 293	Demonstrate knowledge and skill in selecting appropriate standardized fitness assessments and designing strength training programs for a variety of populations.	X

	Evaluate a client's health history and personal information to develop an effective and safe strength training program.	X
	Select and implement the correct standardized fitness assessments for a given population.	X
	Identify and select appropriate strength training exercises for all major muscle groups of the body.	X
	Design and construct personalized strength training programs for a variety of training goals.	X
	Demonstrate knowledge and skill in developing exercise programs for healthy adults and selected special populations	X
	Conducting client consultations to gather health history and personal information needed to develop an effective and appropriate exercise program.	X
	Understanding and applying established fitness industry standards and guidelines for exercise program design.	X
	Applying established guidelines to exercise program design for either one-on-one client relationships or group exercise classes.	X
	Demonstrate knowledge and skill in fitness industry certification requirements, business practices, workplace readiness and exercise program design	X
	Developing exercise programs according to established industry standards.	X
	Recognizing insurance, liability, and business structure requirements.	X
	Investigating certification and job placement options available in the fitness industry.	X
	Students will be able to define and analyze components of Exercise Science within a specialized topic of the discipline	X
ES 294	1 programs for healthy adults and selected special populations Conducting client consultations to gather health history and personal information needed to develop an effective and appropriate exercise program.	X
	2 appropriate exercise program.	X
	3 standards and guidelines for exercise program design. Applying established guidelines to exercise program design for either one-on-one client relationships or group exercise classes.	X
	4 classes.	X
ES 296	Demonstrate knowledge and skill in fitness industry certification requirements, business practices, workplace readiness and exercise program design	X
	1 readiness and exercise program design Developing exercise programs according to established industry standards.	X
	2 industry standards. Recognizing insurance, liability, and business structure requirements.	X
	3 requirements. Investigating certification and job placement options available in the fitness industry.	X
	4 in the fitness industry.	X
ES 298	Students will be able to define and analyze components of Exercise Science within a specialized topic of the discipline	X
	1 Exercise Science within a specialized topic of the discipline	X

ES 299      A: Students will be able to define and analyze components of  
1 Exercise Science within a specialized topic of the discipline.      X  
B: Students will be able to define, analyze and synthesize  
components of Exercise Science within a specialized topic of  
2 the discipline.      X

# ***Appendix 5***

## ***Results of Student Survey***

***Exercise Science and Wellness***



*Grossmont College Student Survey Fall 2012*

Subject Area: Exercise Science and Wellness; Health Education

**Instructions:** The Exercise Science and Wellness Department, including Health Education is undergoing program review this semester. The 18 questions in this survey are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.** If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

When answering each question, please be sure to completely fill in the bubble as shown below.

<input type="radio"/> correct	<input checked="" type="radio"/> incorrect	<input type="radio"/> incorrect	<input type="radio"/> incorrect
-------------------------------	--	---------------------------------	---------------------------------

1. What is your reason(s) for taking this class? (Check all that apply)

- General education requirement
- General interest
- Prerequisite
- Required for major
- Improve basic skills/college success  
(reading, writing, English, math, computer skills)
- Transfer
- Other: \_\_\_\_\_
- Improve job skills

2. How did you find out about this class? (Check all that apply)

- Class schedule or college catalog
- Grossmont College Counselor
- Public media (radio, TV, newspaper, ad)
- Grossmont College presentation or special event  
(teacher came to class; attended fair or campus activity)
- Instructor
- Friend or family member
- Work referral
- Other student recommendation
- Other (specify) \_\_\_\_\_

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

- One
- Two
- Three
- More than three

4. This class was delivered:  in a traditional classroom setting  online (100%)  
 as a hybrid (part in classroom/part online)  other \_\_\_\_\_

5. Which lines of communication are made available to you by your instructor (select all that apply)?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

6. Which line of communication do you use most often when contacting your instructor?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

7. Which line of communication do you prefer your instructor to use when responding to your message?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

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

- voice mail
- email
- Blackboard Announcements
- other \_\_\_\_\_

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

- during office hours/appointment
- before or after my class meets
- via telephone
- via email
- never (explain why) \_\_\_\_\_

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

- tutor/tutoring center
- friends who have taken the class
- textbook website
- other (be specific) \_\_\_\_\_

11. Which of the following *course resources* helped *you* learn the course material? (select all that apply)

- Lecture       Homework/Assignments       Computer presentations       Videos/DVDs  
 Textbook       Group work in class       Instructor website       Handouts  
 Course Blackboard site       Study groups       Power Point slides  
 Quizzes       Transparencies       Other \_\_\_\_\_

12. Please indicate if *you* were required to use/or voluntarily used any of the following *campus resources* to assist you in completing this course. Also, did you find the resource helpful or not helpful?

	<b>Required to Use</b>	<b>Voluntarily Used</b>	<b>Helpful</b>	<b>Not Helpful</b>
Assessment & Testing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Writing Lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech Mall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (online resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Campus Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DSPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EOPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dept. Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard Help Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (write in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Yes       No

14. As result of your experience in the class, do you believe that a fitness/wellness course should be included as part of your college degree or academic path?

- Yes       No       Neutral



**Grossmont College**  
**Exercise Science**  
**N = 376**  
**Response Rate = 62.7%**

**Course**

	Frequency	Percent
001	12	3.2
006	61	16.2
009	26	6.9
023	25	6.6
028	31	8.2
037	7	1.9
076B	7	1.9
125A	18	4.8
155B	32	8.5
170B	26	6.9
175B	11	2.9
201	13	3.5
214	17	4.5
221	8	2.1
224	8	2.1
231	12	3.2
250	62	16.5
<b>Total</b>	<b>376</b>	<b>100.0</b>

**Q1. What is your reason(s) for taking this class? (Check all that apply)**

	Frequency	Percent
General interest	184	49.5
General education requirement	131	35.2
Required for major	87	23.4
Transfer	64	17.2
Other	47	12.6
Improve basic skills/college success (reading, writing, English, math, computer skills)	38	10.2
Prerequisite	29	7.8
Improve job skills	27	7.3

\*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., 372).

**Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)**

	Frequency
Exercise/Workout/Fun	14
Fitness	8
Required (unspecified)	6
Required for AA/AS	4
Coach	2
Sports	2
Back injury/Learn proper skills	1
Gain muscle weight	1
Get better at football	1
Like Basketball	1
Paid T.A.	1
Play tennis	1
Prepare/Keep conditioning for soccer season	1
Requirement (High school graduation)	1
Switched Major	1
Wanted to try yoga	1
Weight loss	1
Women's self defense	1
<b>Total</b>	<b>47</b>

**Q2. How did you find out about this class? (Check all that apply)**

	Frequency	Percent
Class schedule or college catalog	249	67.3
Friend or family member	53	14.3
Grossmont College counselor	52	14.1
Other student recommendation	49	13.2
Instructor	42	11.4
Other	17	4.6
Public media (radio, TV, newspaper, ad)	3	.8
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	1	.3
Work referral	1	.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., 370).

**Q2. How did you find out about this class? (Check all that apply) (Other)**

	Frequency
Coach	7
Assist.org	4
Saw the class	2
Cuyamca College counselor	1
GMCHS Counselor	1
High school football coach	1
Instructor	1
<b>Total</b>	<b>17</b>

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

	Frequency	Percent
One	96	26.2
Two	135	36.8
Three	47	12.8
More than three	89	24.3
<b>Total</b>	<b>367</b>	<b>100.0</b>
No Response	9	
Total	376	

**Q4. This class was delivered:**

	Frequency	Percent
in a traditional classroom setting	254	76.0
other	65	19.5
as a hybrid (part in classroom/part online)	13	3.9
online (100%)	2	.6
<b>Total</b>	<b>334</b>	<b>100.0</b>
No Response	42	
Total	376	

**Q4. This class was delivered: (Other)**

	Frequency
Gym	18
Pool	12
Outdoors	7
Football field	5
Tennis courts	5
Field	4
Soccer field	4
Track & Field	3
Weight room	2
Basketball court	1
Fitness Center	1
Gym/Field	1
Track & Field/Weight room	1
Various Athletic Facilities	1
<b>Total</b>	<b>65</b>

**Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)**

	Frequency	Percent
Face to face	354	94.9
Email	242	64.9
Telephone/voice mail	127	34.0
Other	6	1.6

\*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., 373).

**Q5. Which lines of communication are made available to you by your instructor? (Select all that apply) (Other)**

	Frequency
Office hours	3
Blackboard	2
Text	1
<b>Total</b>	<b>6</b>

**Q6. Which lines of communication do you use most often when contacting your instructor?**

	Frequency	Percent
Face to face	229	73.4
Email	70	22.4
Telephone/voice mail	13	4.2
<b>Total</b>	<b>312</b>	<b>100.0</b>
No Response	64	
Total	376	

**Q7. Which line of communication do you prefer your instructor to use when responding to your messages?**

	Frequency	Percent
Face to face	180	59.4
Email	101	33.3
Telephone/voice mail	22	7.3
<b>Total</b>	<b>303</b>	<b>100.0</b>
No Response	73	
Total	376	

**Q8. Which of the following do you check most frequently for course information and/or messages?**

	Frequency	Percent
Email	167	59.0
Blackboard Announcements	90	31.8
Other	14	5.0
Voicemail	12	4.2
<b>Total</b>	<b>283</b>	<b>100.0</b>
No Response	93	
Total	376	

**Q8. Which of the following do you check most frequently for course information and/or messages? (Other)**

	Frequency
Text messages	5
Instructor	4
In class	2
Coach	1
Friend	1
None made available	1
<b>Total</b>	<b>14</b>

**Q9. 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	208	73.2
Via email	37	13.0
During office hours/appointment	28	9.9
Via telephone	7	2.5
Never (explain why)	4	1.4
<b>Total</b>	<b>284</b>	<b>100.0</b>
No Response	92	
Total	376	

**Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor: (never, explain why)**

	Frequency
Havent needed to	2
Instructor is unavailable	1
Text messages	1
<b>Total</b>	<b>4</b>

**Q10. Who else or what else do you turn to for extra help?**

	Frequency	Percent
Friends who have taken the class	192	66.4
Textbook website	39	13.5
Tutor/Tutoring center	36	12.5
Other	22	7.6
<b>Total</b>	<b>289</b>	<b>100.0</b>
No Response	87	
Total	376	

**Q10. Who else or what else do you turn to for extra help? (Other)**

	Frequency
Internet	7
Instructor	6
Blackboard	2
Family	2
Other classes/Coaches	2
Parents	1
Self workout	1
Yoga book	1
<b>Total</b>	<b>22</b>

**Q11. Which of the following course resources helped you learn the course material? (Check all that apply)**

	Frequency	Percent
Lecture	207	62.2
Group work in class	127	38.1
Textbook	109	32.7
Handouts	108	32.4
Homework/Assignments	102	30.6
Power Point slides	66	19.8
Study groups	39	11.7
Quizzes	34	10.2
Videos/DVDs	29	8.7
Computer presentations	24	7.2
Instructor website	20	6.0
Other	15	4.5
Transparencies	4	1.2
Course Blackboard site	2	.6

\*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., 333).

**Q11. Which of the following course resources helped you learn the course material? (Select all that apply) (Other)**

	Frequency
Practice	4
In class activities	2
Instructor	2
Internet	2
Basketball	1
Friends	1
Hands on	1
Previous experience	1
Teammates	1
<b>Total</b>	<b>15</b>

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)**

	Frequency	Percent
Required to Use	24	30.0
Voluntarily Used	56	70.0
<b>Total</b>	<b>80</b>	<b>100.0</b>
No Response	296	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)**

	Frequency	Percent
Helpful	52	31.0
Not Helpful	116	69.0
<b>Total</b>	<b>168</b>	<b>100.0</b>
No Response	208	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)**

	Frequency	Percent
Required to Use	18	24.3
Voluntarily Used	56	75.7
<b>Total</b>	<b>74</b>	<b>100.0</b>
No Response	302	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)**

	Frequency	Percent
Helpful	47	27.3
Not Helpful	125	72.7
<b>Total</b>	<b>172</b>	<b>100.0</b>
No Response	204	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Required to Use	15	13.8
Voluntarily Used	94	86.2
<b>Total</b>	<b>109</b>	<b>100.0</b>
No Response	267	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Helpful	66	42.9
Not Helpful	88	57.1
<b>Total</b>	<b>154</b>	<b>100.0</b>
No Response	222	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Required to Use	37	31.1
Voluntarily Used	82	68.9
<b>Total</b>	<b>119</b>	<b>100.0</b>
No Response	257	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Helpful	73	43.7
Not Helpful	94	56.3
<b>Total</b>	<b>167</b>	<b>100.0</b>
No Response	209	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Required to Use	18	17.3
Voluntarily Used	86	82.7
<b>Total</b>	<b>104</b>	<b>100.0</b>
No Response	272	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Helpful	79	47.0
Not Helpful	89	53.0
<b>Total</b>	<b>168</b>	<b>100.0</b>
No Response	208	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Required to Use	13	17.6
Voluntarily Used	61	82.4
<b>Total</b>	<b>74</b>	<b>100.0</b>
No Response	302	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Helpful	44	26.5
Not Helpful	122	73.5
<b>Total</b>	<b>166</b>	<b>100.0</b>
No Response	210	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Required to Use	16	21.9
Voluntarily Used	57	78.1
<b>Total</b>	<b>73</b>	<b>100.0</b>
No Response	303	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Helpful	51	31.1
Not Helpful	113	68.9
<b>Total</b>	<b>164</b>	<b>100.0</b>
No Response	212	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Required to Use	11	19.3
Voluntarily Used	46	80.7
<b>Total</b>	<b>57</b>	<b>100.0</b>
No Response	319	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Helpful	32	20.1
Not Helpful	127	79.9
<b>Total</b>	<b>159</b>	<b>100.0</b>
No Response	217	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Required to Use	14	24.6
Voluntarily Used	43	75.4
<b>Total</b>	<b>57</b>	<b>100.0</b>
No Response	319	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Helpful	38	22.4
Not Helpful	132	77.6
<b>Total</b>	<b>170</b>	<b>100.0</b>
No Response	206	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Required to Use	10	13.7
Voluntarily Used	63	86.3
<b>Total</b>	<b>73</b>	<b>100.0</b>
No Response	303	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Helpful	49	31.4
Not Helpful	107	68.6
<b>Total</b>	<b>156</b>	<b>100.0</b>
No Response	220	
Total	376	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Required to Use	29	36.7
Voluntarily Used	50	63.3
<b>Total</b>	<b>79</b>	<b>100.0</b>
No Response	297	
Total	376	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Helpful	57	35.0
Not Helpful	106	65.0
<b>Total</b>	<b>163</b>	<b>100.0</b>
No Response	213	
Total	376	

**Q12A\_Other. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)**

	Frequency	Percent
Gym (Required)	2	40.0
Instructor (Required)	1	20.0
Instructor(Voluntarily)	1	20.0
Workbook (Required)	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>
No Response	371	
Total	376	

**Q12B\_Other. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)**

	Frequency	Percent
Gym (Not Helpful)	1	33.3
Instructor (Helpful)	1	33.3
Instructor(Helpful)	1	33.3
<b>Total</b>	<b>3</b>	<b>100.0</b>
No Response	373	
Total	376	

**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	341	94.7
No	19	5.3
<b>Total</b>	<b>360</b>	<b>100.0</b>
No Response	16	
Total	376	

**Q14. As result of your experience in the class, do you believe that a fitness/wellness course should be included as part of your college degree or academic path?**

	Frequency	Percent
Yes	270	75.4
No	19	5.3
Neutral	69	19.3
<b>Total</b>	<b>358</b>	<b>100.0</b>
No Response	18	
Total	376	

**Q12. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)**

Resource (Required/Voluntary - Helpfulness)	Frequency	Percent
Gym (Not Helpful)	1	14.3
Gym (Required)	2	28.6
Instructor (Helpful)	1	14.3
Instructor (Required)	1	14.3
Instructor (Voluntarily -Helpful)	1	14.3
Workbook - Required - No Response	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>
No Response	369	
Total	376	

# ***Appendix 5***

## ***Results of Student Survey***

### ***Health Education***



*Grossmont College Student Survey Fall 2012*

Subject Area: Exercise Science and Wellness; Health Education

**Instructions:** The Exercise Science and Wellness Department, including Health Education is undergoing program review this semester. The 18 questions in this survey are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.** If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

When answering each question, please be sure to completely fill in the bubble as shown below.

<input type="radio"/> correct	<input checked="" type="radio"/> incorrect	<input type="radio"/> incorrect	<input type="radio"/> incorrect
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1. What is your reason(s) for taking this class? (Check all that apply)

- General education requirement
- Required for major
- Transfer
- Improve job skills
- General interest
- Improve basic skills/college success (reading, writing, English, math, computer skills)
- Other: \_\_\_\_\_
- Prerequisite

2. How did you find out about this class? (Check all that apply)

- Class schedule or college catalog
- Public media (radio, TV, newspaper, ad)
- Instructor
- Work referral
- Other student recommendation
- Grossmont College Counselor
- Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)
- Friend or family member
- Other (specify) \_\_\_\_\_

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

- One
- Two
- Three
- More than three

4. This class was delivered:  in a traditional classroom setting  online (100%)  
 as a hybrid (part in classroom/part online)  other \_\_\_\_\_

5. Which lines of communication are made available to you by your instructor (select all that apply)?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

6. Which line of communication do you use most often when contacting your instructor?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

7. Which line of communication do you prefer your instructor to use when responding to your message?

- face to face
- telephone/voice mail
- email
- other \_\_\_\_\_

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

- voice mail
- email
- Blackboard Announcements
- other \_\_\_\_\_

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

- during office hours/appointment
- before or after my class meets
- via telephone
- via email
- never (explain why) \_\_\_\_\_

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

- tutor/tutoring center
- friends who have taken the class
- textbook website
- other (be specific) \_\_\_\_\_

11. Which of the following *course resources* helped *you* learn the course material? (select all that apply)

- Lecture       Homework/Assignments       Computer presentations       Videos/DVDs  
 Textbook       Group work in class       Instructor website       Handouts  
 Course Blackboard site       Study groups       Power Point slides  
 Quizzes       Transparencies       Other \_\_\_\_\_

12. Please indicate if **you** were required to use/or voluntarily used any of the following *campus resources* to assist you in completing this course. Also, did you find the resource helpful or not helpful?

	<b>Required to Use</b>	<b>Voluntarily Used</b>	<b>Helpful</b>	<b>Not Helpful</b>
Assessment & Testing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Writing Lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech Mall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (online resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Campus Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DSPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EOPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dept. Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard Help Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (write in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Yes       No

14. As result of your experience in the class, do you believe that a fitness/wellness course should be included as part of your college degree or academic path?

- Yes       No       Neutral



**Grossmont College**  
**Health Education**  
**N = 275**  
**Response Rate = 71.6%**

**Course**

	Frequency	Percent
120	124	45.1
155	51	18.5
158	57	20.7
201	43	15.6
<b>Total</b>	<b>275</b>	<b>100.0</b>

**Q1. What is your reason(s) for taking this class? (Check all that apply)**

	Frequency	Percent
General interest	152	55.7
General education requirement	145	53.1
Required for major	73	26.7
Transfer	56	20.5
Prerequisite	21	7.7
Improve basic skills/college success (reading, writing, English, math, computer skills)	20	7.3
Improve job skills	19	7.0
Other	6	2.2

\*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., 273).

**Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)**

	Frequency
Need units	3
Filler	1
Helpful knowledge	1
Improve athletic performance	1
<b>Total</b>	<b>6</b>

**Q2. How did you find out about this class? (Check all that apply)**

	Frequency	Percent
Class schedule or college catalog	190	69.9
Grossmont College counselor	50	18.4
Other student recommendation	32	11.8
Friend or family member	31	11.4
Other	11	4.0
Instructor	8	2.9
Public media (radio, TV, newspaper, ad)	6	2.2
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	5	1.8

\*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., 272).

**Q2. How did you find out about this class? (Check all that apply) (Other)**

	Frequency
Assist.org	2
EOPS	1
Exercise Science major pamphlet	1
Hygiene program	1
Importance of education	1
Other grad school counselor	1
Personal trainer certification	1
Plan ABC sheet	1
Searching for open classes	1
Veterans Services required class	1
<b>Total</b>	<b>11</b>

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

	Frequency	Percent
One	126	48.3
Two	76	29.1
Three	28	10.7
More than three	31	11.9
<b>Total</b>	<b>261</b>	<b>100.0</b>
No Response	14	
Total	275	

**Q4. This class was delivered:**

	Frequency	Percent
In a traditional classroom setting	247	94.3
As a hybrid (part in classroom/part online)	11	4.2
Online (100%)	4	1.5
<b>Total</b>	<b>262</b>	<b>100.0</b>
No Response	13	
Total	275	

**Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)**

	Frequency	Percent
Face to face	264	96.0
Email	248	90.2
Telephone/voice mail	134	48.7
Other	18	6.5

\*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., 275).

**Q5. Which lines of communication are made available to you by your instructor? (Select all that apply) (Other)**

	Frequency
Blackboard	8
Office hours	3
Text	2
Websites	2
Pearsons MyLab	1
Powerpoint	1
Skype	1
<b>Total</b>	<b>18</b>

**Q6. Which lines of communication do you use most often when contacting your instructor?**

	Frequency	Percent
Face to face	121	56.3
Email	85	39.5
Telephone/voice mail	9	4.2
<b>Total</b>	<b>215</b>	<b>100.0</b>
No Response	60	
<b>Total</b>	<b>275</b>	

**Q7. Which line of communication do you prefer your instructor to use when responding to your messages?**

	Frequency	Percent
Email	106	52.2
Face to face	91	44.8
Telephone/voice mail	5	2.5
Other	1	.5
<b>Total</b>	<b>203</b>	<b>100.0</b>
No Response	72	
<b>Total</b>	<b>275</b>	

**Q7. Which line of communication do you prefer your instructor to use when responding to your messages? (Other)**

	Frequency
Text	1
<b>Total</b>	<b>1</b>

**Q8. Which of the following do you check most frequently for course information and/or messages?**

	Frequency	Percent
Blackboard Announcements	110	50.9
Email	98	45.4
Other	4	1.9
Voicemail	4	1.9
<b>Total</b>	<b>216</b>	<b>100.0</b>
No Response	59	
Total	275	

**Q8. Which of the following do you check most frequently for course information and/or messages? (Other)**

	Frequency
Pearsons MyLab	3
Website	1
<b>Total</b>	<b>4</b>

**Q9. 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	123	57.5
Via email	57	26.6
During office hours/appointment	25	11.7
Never (explain why)	6	2.8
Via telephone	3	1.4
<b>Total</b>	<b>214</b>	<b>100.0</b>
No Response	61	
Total	275	

**Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor: (never, explain why)**

	Frequency
Don't need to	3
Blackboard has all the answers	1
I pay attention to instructions	1
Too lazy	1
<b>Total</b>	<b>6</b>

**Q10. Who else or what else do you turn to for extra help?**

	Frequency	Percent
Friends who have taken the class	97	45.1
Textbook website	66	30.7
Other	28	13.0
Tutor/tutoring center	24	11.2
<b>Total</b>	<b>215</b>	<b>100.0</b>
No Response	60	
Total	275	

**Q10. Who else or what else do you turn to for extra help? (Other)**

	Frequency
Internet	7
Classmates	3
Textbook	3
Ask instructor	1
Blackboard	1
Books/internet	1
Class tutoring sessions	1
Email students via blackboard/internet	1
Google	1
Internet sources	1
Myself	1
No outside help	1
Prep test class	1
Research at the library	1
Research done at the house	1
Study group	1
Teaching Assistant	1
Textbook/notes	1
<b>Total</b>	<b>28</b>

**Q11. Which of the following course resources helped you learn the course material? (Check all that apply)**

	Frequency	Percent
Lecture	235	86.7
Power Point slides	172	63.5
Homework/Assignments	169	62.4
Textbook	159	58.7
Quizzes	118	43.5
Group work in class	79	29.2
Handouts	73	26.9
Videos/DVDs	59	21.8
Instructor website	50	18.5
Computer presentations	42	15.5
Study groups	29	10.7
Other	10	3.7
Course Blackboard site	3	1.1
Transparencies	2	.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., 271).

**Q11. Which of the following course resources helped you learn the course material? (Select all that apply) (Other)**

	Frequency
Study guides	6
Exams	1
MDA program	1
Pearson website	1
Prep test	1
<b>Total</b>	<b>10</b>

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)**

	Frequency	Percent
Required to Use	12	15.0
Voluntarily Used	68	85.0
<b>Total</b>	<b>80</b>	<b>100.0</b>
No Response	195	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)**

	Frequency	Percent
Helpful	62	62.0
Not Helpful	38	38.0
<b>Total</b>	<b>100</b>	<b>100.0</b>
No Response	175	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)**

	Frequency	Percent
Required to Use	4	5.0
Voluntarily Used	76	95.0
<b>Total</b>	<b>80</b>	<b>100.0</b>
No Response	195	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)**

	Frequency	Percent
Helpful	67	64.4
Not Helpful	37	35.6
<b>Total</b>	<b>104</b>	<b>100.0</b>
No Response	171	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Required to Use	10	7.9
Voluntarily Used	117	92.1
<b>Total</b>	<b>127</b>	<b>100.0</b>
No Response	148	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Helpful	77	74.8
Not Helpful	26	25.2
<b>Total</b>	<b>103</b>	<b>100.0</b>
No Response	172	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Required to Use	14	11.2
Voluntarily Used	111	88.8
<b>Total</b>	<b>125</b>	<b>100.0</b>
No Response	150	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Helpful	99	87.6
Not Helpful	14	12.4
<b>Total</b>	<b>113</b>	<b>100.0</b>
No Response	162	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Required to Use	15	11.5
Voluntarily Used	116	88.5
<b>Total</b>	<b>131</b>	<b>100.0</b>
No Response	144	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Helpful	98	85.2
Not Helpful	17	14.8
<b>Total</b>	<b>115</b>	<b>100.0</b>
No Response	160	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Required to Use	6	9.2
Voluntarily Used	59	90.8
<b>Total</b>	<b>65</b>	<b>100.0</b>
No Response	210	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Helpful	50	51.5
Not Helpful	47	48.5
<b>Total</b>	<b>97</b>	<b>100.0</b>
No Response	178	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Required to Use	8	11.1
Voluntarily Used	64	88.9
<b>Total</b>	<b>72</b>	<b>100.0</b>
No Response	203	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Helpful	57	59.4
Not Helpful	39	40.6
<b>Total</b>	<b>96</b>	<b>100.0</b>
No Response	179	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Required to Use	5	9.8
Voluntarily Used	46	90.2
<b>Total</b>	<b>51</b>	<b>100.0</b>
No Response	224	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Helpful	43	48.9
Not Helpful	45	51.1
<b>Total</b>	<b>88</b>	<b>100.0</b>
No Response	187	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Required to Use	1	2.0
Voluntarily Used	50	98.0
<b>Total</b>	<b>51</b>	<b>100.0</b>
No Response	224	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Helpful	45	48.4
Not Helpful	48	51.6
<b>Total</b>	<b>93</b>	<b>100.0</b>
No Response	182	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Required to Use	4	6.2
Voluntarily Used	61	93.8
<b>Total</b>	<b>65</b>	<b>100.0</b>
No Response	210	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Helpful	53	60.9
Not Helpful	34	39.1
<b>Total</b>	<b>87</b>	<b>100.0</b>
No Response	188	
Total	275	

**Q12A. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Required to Use	19	21.8
Voluntarily Used	68	78.2
<b>Total</b>	<b>87</b>	<b>100.0</b>
No Response	188	
Total	275	

**Q12B. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Helpful	65	71.4
Not Helpful	26	28.6
<b>Total</b>	<b>91</b>	<b>100.0</b>
No Response	184	
Total	275	

**Q12A\_Other.** Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)

	Frequency	Percent
T.A. Study Sessions (Voluntarily)	1	25.0
Study rooms in library (Voluntarily)	1	25.0
Library copier/printer (Voluntarily)	1	25.0
Cafeteria (Voluntarily)	1	25.0
<b>Total</b>	<b>4</b>	<b>100.0</b>
No Response	271	
Total	275	

**Q12B\_Other.** Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)

	Frequency	Percent
T.A. Study Sessions (Helpful)	1	33.3
Counseling (Helpful)	1	33.3
Cafeteria (Helpful)	1	33.3
<b>Total</b>	<b>3</b>	<b>100.0</b>
No Response	272	
Total	275	

**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	263	98.9
No	3	1.1
<b>Total</b>	<b>266</b>	<b>100.0</b>
No Response	9	
Total	275	

**Q14.** As result of your experience in the class, do you believe that a fitness/wellness course should be included as part of your college degree or academic path?

	Frequency	Percent
Yes	201	75.3
No	9	3.4
Neutral	57	21.3
<b>Total</b>	<b>267</b>	<b>100.0</b>
No Response	8	
Total	275	



# ***Appendix 6***

## ***Headcounts for Degrees and Certificates Awarded***

***Exercise Science and Wellness***  
***(no degree/certificate in HED)***



# Grossmont College Degrees Spring 2007-2011

Subject	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2007-2011 Degree Totals
	Count	Percent									
American Sign Language	0	0%	0	0%	1	0.13%	4	0.58%	6	0.87%	11
AOJ/Corrections	2	0.33%	0	0%	0	0%	0	0%	5	0.72%	7
AOJ/Forensic Technology	24	3.92%	25	3.68%	14	1.85%	20	2.89%	25	3.62%	108
AOJ/Law Enforcement	6	0.98%	5	0.74%	11	1.46%	8	1.15%	10	1.45%	40
AOJ/Legal Systems-Court Mgmt	1	0.16%	0	0%	2	0.26%	2	0.29%	2	0.29%	7
AOJ/Security Management	1	0.16%	0	0%	1	0.13%	0	0%	0	0%	2
Arabic	3	0.49%	1	0.15%	4	0.53%	1	0.14%	4	0.58%	13
Art/Ceramics	1	0.16%	0	0%	0	0%	1	0.14%	1	0.14%	3
Art/Digital Media	1	0.16%	2	0.29%	2	0.26%	1	0.14%	2	0.29%	4
Art/Drawing & Painting	0	0%	6	0.88%	1	0.13%	1	0.14%	4	0.58%	12
Art/History	0	0%	1	0.15%	0	0%	1	0.14%	1	0.14%	3
Art/Photography	2	0.33%	10	1.47%	9	1.19%	12	1.73%	6	0.87%	39
Art/Sculpture	0	0%	1	0.15%	0	0%	0	0%	0	0%	1
Biological Sciences	1	0.16%	1	0.15%	2	0.26%	0	0%	0	0%	4
BOT-Administrative Assistant	2	0.33%	2	0.29%	4	0.53%	3	0.43%	0	0%	11
BOT-Executive Assistant	0	0%	0	0%	2	0.26%	0	0%	1	0.14%	3
Business Administration	38	6.205%	39	5.74%	59	7.81%	43	6.20%	60	8.68%	239
Business-General	4	0.65%	2	0.29%	4	0.53%	0	0%	5	0.72%	15
CA-Culinary Entrepreneurship	0	0%	0	0%	1	0.13%	1	0.14%	3	0.43%	5
Cardiovascular Technology	35	5.71%	26	3.82%	32	4.24%	26	3.75%	25	3.62%	144
CD/Master Teacher	2	0.33%	2	0.29%	2	0.26%	3	0.43%	3	0.43%	12
CD/Preschool Children	0	0%	1	0.15%	0	0%	0	0%	0	0%	1
CD/Site Supervisor	0	0%	1	0.15%	0	0%	0	0%	3	0.43%	4
CD/Teacher	14	2.28%	9	1.32%	9	1.19%	7	1.01%	13	1.88%	52
Chemistry	1	0.16%	0	0%	0	0%	0	0%	1	0.14%	2
Communication	3	0.49%	3	0.44%	8	1.06%	13	1.88%	6	0.87%	33
Cross Cultural Studies	3	0.49%	2	0.29%	3	0.40%	3	0%	1	0.14%	12
CSIS/Computer Programming	0	0%	3	0.44%	3	0.40%	2	0%	1	0.14%	9
CSIS/Small Computer Spec	2	0.33%	1	0.15%	2	0.26%	0	0%	0	0%	5
CSIS/LAN Support Specialist	0	0%	5	0.74%	2	0.26%	1	0.14%	1	0.14%	9
CSIS/Web Development	0	0%	1	0.15%	1	0.13%	0	0%	0	0%	2
CSIS/Web Master	0	0%	0	0%	1	0.13%	0	0%	0	0%	1

Culinary Arts	3	0.49%	8	1.18%	8	1.06%	6	0.87%	9	1.30%	34
Culinary Arts-Baking & Pastry	0	0%	7	1.03%	4	0.53%	6	0.87%	10	1.45%	27
Dance	4	0.65%	2	0.29%	3	0.40%	2	0.29%	1	0.14%	12
Disability Services Management	1	0.16%	1	0.15%	0	0%	0	0%	3	0.43%	5
Economics	2	0.33%	2	0.29%	4	0.53%	5	0.72%	0	0%	13
English	3	0.49%	5	0.74%	5	0.66%	7	1.01%	10	1.45%	30
English/Creative Writing	1	0.16%	2	0.29%	0	0%	4	0.58%	5	0.72%	12
Exercise Science and Wellness	2	0.33%	4	0.59%	2	0.26%	2	0.29%	4	0.58%	14
ESW-Athletic Training	0	0%	0	0%	0	0%	0	0%	1	0.14%	1
French	1	0.16%	2	0.29%	2	0.26%	5	0.72%	2	0.29%	12
General AA	87	14.19%	109	16.03%	70	9.27%	50	7.22%	28	4.05%	344
General AS	20	3.26%	18	2.65%	26	3.44%	11	1.59%	8	1.16%	83
General Studies/Com, Fa, Hum	0	0%	0	0%	12	1.59%	18	2.60%	11	1.59%	41
General Studies/Hum & Fine Art	0	0%	0	0%	0	0%	17	5.63%	19	2.75%	36
General Studies/Sci & Quan. Rea	0	0%	0	0%	0	0%	11	1.59%	17	2.46%	28
General Studies/Soc & Behav Sc	0	0%	0	0%	7	0.93%	39	5.63%	50	7.24%	96
General Studies/Well & Self Dev.	0	0%	0	0%	0	0%	0	0%	1	0.14%	1
Geography	0	0%	2	0.29%	0	0%	0	0%	3	0.43%	5
Geology	0	0%	1	0.15%	0	0%	1	0.14%	0	0%	2
German	2	0.33%	8	1.18%	3	0.40%	7	1.01%	2	0.29%	22
History	3	0.49%	1	0.15%	5	0.66%	9	1.30%	12	1.74%	30
Hospitality & Tourism Mgmt	0	0%	4	0.59%	6	0.79%	6	0.87%	1	0.14%	17
International Business	2	0.33%	3	0.44%	1	0.13%	2	0.29%	4	0.58%	12
Japanese	0	0%	3	0.44%	1	0.13%	0	0%	1	0.14%	5
Management	3	0.49%	2	0.29%	4	0.53%	0	0%	2	0.29%	11
Marketing	3	0.49%	4	0.59%	1	0.13%	2	0.29%	1	0.14%	11
Mathematics	10	1.63%	6	0.88%	11	1.46%	7	1.01%	13	1.88%	47
Media Comm/Cross-Media Journ	0	0%	0	0%	0	0%	1	0.14%	0	0%	1
Media Comm-Audio Production	4	0.65%	4	0.59%	2	0.26%	1	0.14%	2	0.29%	13
Media Communications-Audio	1	0.16%	0	0%	0	0%	1	0.14%	1	0.14%	3
Media Comm-Video Production	1	0.16%	0	0%	0	0%	1	0.14%	1	0.14%	3
Media Communications-Video	1	0.16%	0	0%	0	0%	0	0%	0	0%	1
Multimedia-Visual Design	0	0%	0	0%	0	0%	0	0%	2	0.29%	2
Music	2	0.33%	0	0%	1	0.13%	0	0%	0	0%	3
Music-Classical Studies	0	0%	0	0%	5	0.66%	0	0%	2	0.29%	7
Musical Theatre	0	0%	1	0.15%	0	0%	0	0%	0	0%	1
Nursing	62	10.11%	58	8.53%	97	12.85%	53	7.65%	44	6.37%	314
Occupational Therapy Assistant	17	2.77%	11	1.62%	12	1.59%	16	2.31%	17	2.46%	73
Oceanography	0	0%	1	0.15%	0	0%	0	0%	0	0%	1
Orthopedic Technology	0	0%	1	0.15%	3	0.40%	0	0%	0	0%	4
Philosophy	0	0%	1	0.15%	2	0.26%	5	0.72%	1	0.14%	9

Physics	1	0.16%	0	0%	0	0%	4	0.58%	0	0%	5
Political Science	4	0.65%	2	0.29%	2	0.26%	7	1.01%	3	0%	18
Respiratory Therapy	31	5.06%	43	6.32%	36	4.77%	34	4.91%	31	4.49%	175
Retail Management	0	0%	0	0%	0	0%	0	0%	1	0.14%	1
Russian	1	0.16%	1	0.15%	2	0.26%	0	0%	0	0%	4
Spanish	11	1.70%	6	0.88%	5	0.66%	2	0.29%	5	0.72%	29
Speech-Language Pathology Asst	4	0.65%	2	0.29%	5	0.66%	8	1.15%	7	1.01%	26
Theatre Arts/Acting	0	0%	0	0%	1	0.13%	0	0%	4	0.58%	5
Theatre Arts/Technical	1	0.16%	2	0.29%	2	0.26%	1	0.58%	1	0.14%	7
Univ Studies-Science & Math	0	0%	0	0%	0	0%	4	0.58%	7	1.01%	11
Univ Studies- Bus & Econ	0	0%	0	0%	0	0%	4	0.58%	15	2.17%	19
Univ Studies- Comm & Lang Arts	0	0%	0	0%	0	0%	0	0%	5	0.72%	5
Univ Studies- Hum & Fine Arts	0	0%	0	0%	0	0%	4	0.58%	15	2.17%	19
Univ Studies-Math, NSci, Csci	0	0%	0	0%	0	0%	0	0%	9	1.30%	9
Univ Studies- Soc. & Behav Sci	0	0%	0	0%	0	0%	12	0.88%	42	6.08%	54
University Transfer Studies	179	29.20%	204	30.00%	225	29.80%	165	23.81%	69	9.99%	842
<b>Total</b>	<b>613</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>755</b>	<b>100%</b>	<b>693</b>	<b>100%</b>	<b>691</b>	<b>100%</b>	<b>3432</b>

# Grossmont College Degrees Fall 2006-2011

Subject	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2006-2011		
	Count	Percent	Count	Percent	Count										
American Sign Language	0	0%	0	0%	0	0%	0	0%	2	0.67%	5	1.83%	7		
AOJ/Evidence Technology	0	0%	0	0%	0	0%	0	0%	1	0.34%	0	0%	1		
AOJ/Corrections	0	0%	0	0%	1	0.40%	0	0%	1	0.34%	2	0.37%	4		
AOJ/Forensic Technology	13	4.44%	19	5.96%	10	3.95%	13	4.94%	10	3.36%	14	5.13%	79		
AOJ/Law Enforcement	3	1.02%	2	0.63%	5	1.98%	1	0.38%	10	3.36%	6	2.20%	27		
AOJ/Legal Systems-Court Mgmt	1	0.34%	0	0%	0	0%	0	0%	1	0.34%	1	0.37%	3		
AOJ/Security Management	1	0.34%	0	0%	0	0%	1	0.38%	1	0.34%	2	0.73%	5		
Arabic	2	0.68%	3	0.94%	0	0%	2	0.76%	1	0.34%	3	1.10%	11		
Art/Ceramics	0	0%	1	0.31%	0	0%	0	0%	0	0%	0	0%	1		
Art/Digital Media	1	0.34%	0	0%	0	0%	1	0.38%	1	0.34%	3	1.10%	6		
Art/Drawing & Painting	1	0.34%	0	0%	0	0%	0	0%	0	0%	1	0.37%	2		
Art/History	0	0%	0	0%	1	0.40%	1	0.38%	0	0%	0	0%	2		
Art/Photography	1	0.34%	0	0%	1	0.40%	5	1.90%	5	1.68%	1	0.37%	13		
Art/Sculpture	0	0%	0	0%	2	0.79%	0	0%	0	0%	0	0%	2		
Biological Sciences	0	0%	1	0.31%	1	0.40%	0	0%	0	0%	0	0%	2		
BOT-Account Clerk	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.37%	1		
BOT-Administrative Assistant	1	0.34%	1	0.31%	0	0%	2	0.76%	0	0%	2	0.73%	6		
Business Administration	17	5.80%	33	10.34%	22	8.70%	14	5.32%	32	10.74%	20	7.33%	138		
Business-General	1	0.34%	3	0.94%	2	0.79%	2	0.76%	3	1.01%	1	0.37%	12		
CA-Culinary Entrepreneurship	1	0.34%	0	0%	0	0%	0	0%	0	0%	3	1.10%	4		
Cardiovascular Technology	3	1.02%	2	0.63%	1	0.40%	2	0.76%	0	0%	2	0.73%	10		
CD/Administration	0	0%	0	0%	1	0.40%	0	0%	0	0%	0	0%	1		
CD/Master Teacher	0	0%	0	0%	1	0.40%	1	0.38%	1	0.34%	0	0%	3		
CD/Preschool Children	0	0%	0	0%	1	0.40%	0	0%	0	0%	0	0%	1		
CD/Supervisor	0	0%	0	0%	0	0%	0	0%	1	0.34%	0	0%	1		
CD/Teacher	4	1.37%	0	0%	7	2.77%	4	1.52%	1	0.34%	1	0.37%	17		
Communication	3	1.02%	0	0%	2	0.79%	5	1.90%	2	0.67%	3	1.10%	15		
Cross Cultural Studies	1	0.34%	2	0.63%	0	0%	0	0%	0	0%	0	0%	3		
CSIS/Computer Programming	0	0%	1	0.31%	0	0%	0	0%	0	0%	1	0.37%	2		
CSIS/LAN Support Specialist	0	0%	1	0.31%	0	0%	1	0.38%	5	1.68%	3	1.10%	10		
CSIS/Web Development	0	0%	0	0.00%	0	0%	2	0.76%	0	0%	0	0%	2		
CSIS/Web Master	1	0.34%	1	0.31%	0	0%	0	0%	0	0%	0	0%	2		
Culinary Arts	3	1.02%	2	0.63%	1	0.40%	2	0.76%	0	0%	5	1.83%	13		
Culinary Arts-Baking & Pastry	3	1.02%	1	0.31%	0	0%	2	0.76%	2	0.67%	3	1.10%	11		
Dance	1	0.34%	1	0.31%	0	0%	2	0.76%	1	0.34%	1	0.37%	6		
Disability Services Management	0	0%	2	0.63%	0	0%	0	0%	2	0.67%	0	0%	4		
Economics	0	0%	2	0.63%	2	0.79%	1	0.38%	3	1.01%	1	0.37%	9		
English	2	0.68%	2	0.63%	0	0%	1	0.38%	1	0.34%	6	2.20%	12		
English/Creative Writing	0	0%	0	0%	0	0%	1	0.38%	1	0.34%	3	1.10%	5		
Exercise Science and Wellness	0	0%	1	0.31%	1	0.40%	1	0.38%	2	0.67%	2	0.73%	7		

French	0	0%	1	0.31%	2	0.79%	0	0%	2	0.67%	0	0%	5
General AA	63	21.50%	71	22.26%	46	18.18%	34	12.93%	20	6.71%	9	3.30%	243
General AS	11	3.75%	8	2.51%	14	5.53%	13	4.94%	7	2.35%	3	1.10%	56
General Studies/Com,Fa,Hum	0	0%	0	0%	5	1.98%	7	2.66%	10	3.36%	4	1.47%	26
General Studies/Hum & Fine Art	0	0%	0	0%	0	0%	1	0.38%	3	1.01%	11	4.03%	15
General Studies/Sci & Quan. Rea	0	0%	0	0%	0	0%	2	0.76%	10	3.36%	14	5.13%	26
General Studies/Soc & Behav Sc	0	0%	0	0%	1	0.40%	10	3.80%	28	9.40%	20	7.33%	59
Geography	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.37%	1
German	0	0%	2	0.63%	1	0.40%	0	0%	2	0.67%	3	1.10%	8
History	0	0%	0	0%	2	0.79%	2	0.76%	2	0.67%	5	1.83%	11
Hospitality & Tourism Mgmt	0	0%	2	0.63%	2	0.79%	0	0%	3	1.01%	0	0%	7
International Business	1	0.34%	3	0.94%	0	0%	1	0.38%	2	0.67%	2	0.73%	9
Japanese	0	0%	1	0.31%	0	0%	1	0.38%	0	0%	2	0.73%	4
Management	2	0.68%	2	0.63%	1	0.40%	1	0.38%	3	1.01%	1	0.37%	10
Marketing	0	0%	0	0%	1	0.40%	2	0.76%	0	0%	0	0%	3
Mathematics	2	0.68%	5	1.57%	2	0.79%	1	0.38%	7	2.35%	7	2.56%	24
Media Comm-Audio Production	1	0.34%	2	0.63%	1	0.40%	0	0%	1	0.34%	0	0%	5
Media Communications-Audio	0	0%	0	0%	0	0%	0	0%	1	0.34%	0	0%	1
Media Comm/Cross-Media Journ	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.37%	1
Media Comm-Video Production	3	1.02%	1	0.31%	0	0%	1	0.38%	1	0.34%	2	0.73%	8
Multimedia-Video	1	0.34%	0	0%	0	0%	1	0.38%	0	0%	0	0%	2
Multimedia-Web Design	1	0.34%	0	0%	0	0%	0	0%	0	0%	0	0%	1
Music	0	0%	1	0.31%	0	0%	0	0%	0	0%	0	0%	1
Music-Classical Studies	0	0%	0	0%	0	0%	1	0.38%	1	0.34%	1	0.37%	3
Nursing	49	16.72%	56	17.55%	39	15.42%	37	14.07%	28	9.40%	26	9.52%	235
Nursing/ RN Diploma Program	0	0%	0	0%	1	0.40%	0	0%	0	0%	0	0%	1
Occupational Therapy Assistant	0	0%	0	0%	2	0.79%	0	0%	0	0%	0	0%	2
Orthopedic Technology	1	0.34%	0	0%	1	0.40%	3	1.14%	3	1.01%	1	0.37%	9
Philosophy	1	0.34%	0	0%	1	0.40%	4	1.52%	1	0.34%	3	1.10%	10
Physics	0	0%	0	0%	0	0%	0	0%	0	0.00%	1	0.37%	1
Political Science	0	0%	0	0%	1	0.40%	1	0.38%	0	0%	0	0%	2
Respiratory Therapy	0	0%	0	0%	0	0%	1	0.38%	3	1.01%	0	0%	4
Spanish	3	1.02%	0	0%	5	1.98%	2	0.76%	0	0%	1	0.37%	11
Speech-Language Pathology Asst	0	0%	1	0.31%	6	2.37%	6	2.28%	9	3.02%	0	0%	22
Theatre Arts/Acting	1	0.34%	0	0%	0	0%	1	0.38%	0	0%	1	0.37%	3
Theatre Arts/Technical	0	0%	0	0%	0	0%	1	0.38%	0	0%	3	1.10%	4
Univ Studies-Science & Math	0	0%	0	0%	0	0%	1	0.38%	2	0.67%	1	0.37%	4
Univ Studies- Bus & Econ	0	0%	0	0%	0	0%	0	0%	3	1.01%	11	4.03%	14
Univ Studies- Comm & Lang Arts	0	0%	0	0%	0	0%	0	0%	2	0.67%	4	1.47%	6
Univ Studies- Hum & Fine Arts	0	0%	0	0%	0	0%	0	0%	4	1.34%	6	2.20%	10
Univ Studies-Math, NSci, CSci	0	0%	0	0%	0	0%	0	0%	0	0%	6	2.20%	6
Univ Studies- Soc. & Behav Sci	0	0%	0	0%	0	0%	0	0%	7	2.35%	17	6.23%	24
University Transfer Studies	89	30.38%	78	24.45%	55	21.74%	59	22.43%	41	13.76%	10	3.66%	332
Total	293	100%	319	100%	253	100%	263	100%	298	100%	273	100%	1699



# ***Appendix 7***

## ***Organizations Represented on Advisory Committees***

***No Advisory Committees exist in Exercise Science or  
Health Education***



No Advisory Committees exist for Exercise Science or Health Education.



# ***Appendix 8***

## ***Sabbaticals, Conference, Workshop and Staff Development Activities***

***Exercise Science and Wellness  
and  
Health Education***



Name	Activity	Relevance
Aylward, Kathleen	CAPED-APE Convention	Annual conference for post secondary instructors who teach those who qualify for DSPS services. Topics include: repeatability, veterans, SLO, assessments, budget issues, intake forms, plus others.
Caires, Karen	CCCWBCA convention/meetings 2008-present (every march)	Updates on legislation and implementing new legislation for policies of coaching association. Also collaboration and discussion with colleagues.
	PCAC conference representative 2004-2011	Perform conference representative duties, chair coach's meetings and vote at executive board meetings.
	CCCWBCA Executive Board Member as Hall of Fame Coordinator 2008-present	Lead and serve our organization to honor excellence in student-athletes, maintain organizational skills, and collaborate with peers to continue to produce an end of year Banquet of Champions where final four teams, all state players. All state academic players and Hall of Fame inductees are honored. Maintain management skills.
	50 <sup>th</sup> Anniversary basketball sport camp	Support Grossmont college and community outreach
	Snow Valley Basketball Camp 2011	Remain current in basketball techniques and strategies- collaborate with coaches.
	CCCAA Athletic Director meetings - 2012	Learn and remain current on policies affecting athletic competition and state requirements for eligibility. Education on state legislation affecting our student athletes and campus as a whole for funding.
DeMarco, Jennifer	Continuing Ed at Rancho la Puerta	Host visiting instructors in yoga and fitness from around the world, and each time one of them is at "the Ranch." Part of their contract is to provide a staff workshop.
	Workshops	Regarding yoga and meditation with Sharon Baptiste and Mehrad Nazari.
	Provides continuing Ed.	G-Fit in South Park) regarding the use of foam rollers and tennis balls as way of providing deep myofascial release benefits, etc.
	Instructs employee yoga fitness class	Supports/participates in campus-wide health and wellness initiative
	Presentation during Convocation Week	Tennis balls in wellness-based Yoga demonstration
Garrity, Lisa	participates in instruction of professional development fitness, health and wellness activities for Grossmont employees.	Supports/participates in campus-wide health and wellness initiative
Haber, Megan	Instruct employee yoga fitness class	Supports/participates in campus-wide health and wellness initiative
Harvey, Brian	Pacific Coast Athletic Conference for both Water polo and Swimming – Twice annually	Discuss rule changes and scheduling as well as select athletic honors
	Southern California Regional Meetings – Water polo - Annually	Discuss rule changes and officiating as well as select athletic honors
	California Community College Athletic Association – State Level Meetings - Twice annually	Discuss rule changes, scheduling, and officiating as well as select athletic honors
	San Diego Water Polo Official's Association - Annually	Discuss rule changes and interpretations of rules for water polo
Haywood, Joyce	Met with staff at Rosa Parks and Chase Elementary Schools to provide information and leadership developing Jr. Olympic programs for their students, K-6.	Discussed educational objectives, planning for each grade level activities, community involvement, and budget requirements.
Jordan, Michael	National Southern Conference Meeting (Spring) - National Southern Head Football Coaches and AD's meeting	Coaches and AD's share organizational information, get updates on issues, rule changes, and collaborate on ideas for the upcoming season.
	SCCA Southern California Coaches	Coaches met to be briefed on new rules and issues, vote on

	Football meeting	items, and receive pertinent operational information.
	CCCAA State Meeting - All California Head Football coaches meeting	Coaches met to be briefed on new rules and issues, vote on items, and receive pertinent information.
	National Southern Head Football Coaches Meeting (Fall)	Coaches share information on upcoming legislation, vote on all conference players and hand out conference awards
Ivers, Jamie	AVCA Convention (bi-annually attend) - NCAA Women's Volleyball Convention and attendance at the men's NCAA convention	NCAA Women's Volleyball and NCAA men's volleyball conventions
	CCCAA Women's Volleyball Meetings	Legislature for CCCAA women's volleyball
	PCAC conference representative	Represent our conference at CCCAA meetings
	NCAA 2 Year College Coaches Committee representative from the CCCAA - Attend monthly meetings via conference call	Represent of the CCCAA for women's volleyball for the AVCA
	Camps - Help run volleyball camps in and outside of California	Helps to stay current and see other tactical style of coaches and team building.
Karolides, Melissa	Yoga Journal Conference 2009: Week-long event with 3-4 workshops/day; activities related to the field of yoga (including meditation and breathing techniques)	The world's top teachers and current information on Injury Prevention/Yoga Therapy, new and creative teaching techniques, correct alignment, workshops on teaching specific poses, approaching students with specific needs (back issues, knee issues, etc.)
	Yoga Journal Conference 2010: Week-long event with 3-4 workshops /day; activities related to the field of yoga (including meditation and breathing techniques)	The world's top teachers and current information on Injury Prevention/Yoga Therapy, new and creative teaching techniques, correct alignment, workshops on teaching specific poses, approaching students with specific needs (back issues, knee issues, etc.)
Kelley, Beth	@One – Online Teaching Conference	Update online teaching skills
	@One – Vodcasting Workshop	Develop new online video and podcast skills for use in HED 1
	NSCA Strength & Conditioning Symposium	Update on strength training for use in ES 023, 005 and 006 classes
	Grammar Refresher Course – LMU	Review grammar rules for use in grading papers
	Systematic Planning Organization for Classroom Success - Univ. San Diego	Course to enhance classroom planning skills
	Basic Heart Rate Training online course – Chabot College	Review of exercise training theories; exploration of online exercise-based classes
	Components of Physical Fitness & the Human Body course – Chabot College	Review on an online fitness course
	Nutrition for Fitness/Fat loss online course – Chabot College	Review of nutrition/weight management for us in all ES classes and HED 120
	Sport in Contemporary Society course – Chabot College	Sport sociology content update for ES 250 (intro class for majors)
	Meditation workshop – Chopra Center	Research/development for new course
	Mastering Exercise Technique module – NASM	Review exercise training theories and functional training mod
	Co-Presenter: Health Issues – PEACH Workshop	Research/present relevant health information to educators at a weeklong workshop
	Co-Presenter: Nutrition Issues – PEACH Workshop	Research/present relevant nutrition information to educators at a weeklong workshop
	USPTA Certification Workshop	Tennis certification for use in ES 076 class
	American College of Sports Medicine (ACSM) – numerous certification modules	Maintain ACSM Health Fitness Specialist Certification
	Section Chair – Higher Education Division, CAHPERD	Network with other professionals; design/coordinate annual meeting for the division
Chair – House of Representatives, CAHPERD	Network and coordinate discipline issues at the state level	
Presenter: Health Fitness Program	Seminar for professionals seeking national certification	

	Administration – ACSM Health Fitness Instructor Workshop	
	Presenter: Human Behavior & Counseling; Administration; Safety/Emergency Procedure Health Fitness Instructor Workshop	Seminar for professionals seeking national certification
	Poster Presentation: ESW Core-Curriculum – Annual Meeting of CAHPERD	Disseminate key program components of the ESW program from Grossmont College
	Co-Presenter: Exercise Science - BeWISE Workshop	Outreach for young girls interested in the sciences
	Presenter: Careers in Kinesiology – Week of Welcome, Grossmont College	Introduce the various career paths within the field of kinesiology
	Presenter: Desktop Fitness – Grossmont College	Professional development seminar faculty/staff
	Presenter: CPR – Grossmont College	Professional development seminar for faculty/staff
	Fitness Symposium: McGraw-Hill	Participant in best practices for online activities in fitness and health
	World Fitness Conference: IDEA Health & Fitness Association	Update on a wide range of health and fitness topics, activities, and best practices
	Southwest ACSM Annual Conference	Update on exercise science and nutritional topics
Kerns-Campbell, Cheryl	Girl's and Women's Sports Day Coach	Staying connected with other professionals at the local level as well as being active in our community at large
	Water Aerobics Workshops	Learning new teaching methods and equipment to implement into my classes
	Recertification training for Lifeguarding	Staying current with life saving certifications including CPR; First-aid, and Lifeguarding.
	Conducted CPR and AED training for staff	Applying my knowledge to improve the emergency preparation skills of our staff.
Larsen, Larry	Pacific Coast Athletic Conference for both Water polo and Swimming – Twice annually	Discuss rule changes and scheduling as well as select athletic honors
	Southern California Regional Meetings – Water polo – Annually	Discuss rule changes and officiating as well as select athletic honors
	California Community College Athletic Association – State Level Meetings - Twice annually	Discuss rule changes, scheduling, and officiating as well as select athletic honors
	San Diego Water Polo Official's Association – Annually	Discuss rule changes and interpretations of rules for water polo
Pettee, Narelle	CardioTennis Authorized Provider Certification	Core-curriculum, activity class enhancement. Combines tennis and cardio fitness elements. Also offers opportunity for community outreach
	PTCA 1 Course--USPTA	Updates material learned in USPTA certification course. New stroke techniques, fitness aspects of tennis, promotion of tennis for fitness, and the latest advances in tennis equipment all keep the knowledge that I pass on to students current.
	San Diego US Professional Tennis Association Convention	Guest speakers share knowledge in many areas of tennis, fitness and pedagogy to improve my ability to teach
Sim, Laura	Boston Marathon Symposium workshop – April 2012	Updates on injury prevention, including dynamic warm-up techniques
	Co-Presenter: Exercise Science - BeWISE Workshop	Outreach for young girls interested in the sciences
	Southwest ACSM workshop	Fitness and nutrition updates
	Marine Corp Marathon Fitness Symposium	Current hydration guidelines to avoid hyponatremia
	Niagara International Marathon workshop	Guest speakers included world-class coaches and runners giving tips on latest training approaches in nutritional support and recovery

Vilarino, Sharon	Wellness Initiative Coordinator: - Employee Fitness Classes - Volunteer-led activity groups - Health fair: promotion of wellness initiative	Develop Health and wellness activities for professional development and coordinate with Professional Development department to schedule fitness, health and wellness opportunities for Grossmont College.
Weber, Doug	Nike Basketball Championship Clinic	New training and techniques, networking
	PCAC conference meetings	Set policy for our sport
	Held Sports Clinics at Dailard Elementary	Youth outreach for exercise
	Summer youth basketball camps	Youth outreach for exercise
	Clicker/Blackboard/flex week activities	Improving communication with students
	1 <sup>st</sup> Aid and CPR training	Emergency preparedness
	CIF and PCAC Officials clinic	Rule changes and emphasis

# ***Appendix 9***

## ***Grossmont WSCH Analysis Report***

***Exercise Science and Wellness***



**ESW - SPRING**

**WSCH**



GROSSMONT COLLEGE

SUBJECT WSCH ANALYSIS

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASTR110	191100	1.800	1230.00	683.33	993.00	551.66	80.73
ASTR112	191100	.600	384.00	640.00	246.00	410.00	64.06
*****	ASTR	2.400	1614.00	672.50	1239.00	516.25	76.76
BIO 105	040100	1.350	960.00	711.11	648.00	480.00	67.50
BIO 110	040100	2.500	1920.00	768.00	1506.00	602.40	78.43
BIO 112	040100	.400	255.00	637.50	84.00	210.00	32.94
BIO 114	040100	.200	135.00	675.00	105.00	525.00	77.77
BIO 118	040100	.200	108.00	540.00	102.00	510.00	94.44
BIO 120	040100	4.350	3264.00	750.34	3630.00	834.48	111.21
BIO 125	040100	.067	35.00	522.38	14.00	208.95	40.00
BIO 140	040100	1.300	864.00	664.61	873.00	671.53	101.04
BIO 141	040100	.600	426.00	710.00	477.00	795.00	111.97
BIO 142	040100	.600	384.00	640.00	438.00	730.00	114.06
BIO 144	040100	.850	576.00	677.64	690.00	811.76	119.79
BIO 145	040100	1.000	768.00	768.00	822.00	822.00	107.03
BIO 152	040100	2.100	1170.00	557.14	1278.00	608.57	109.23
BIO 210	040100	.400	300.00	750.00	294.00	735.00	98.00
BIO 211	040100	.334	192.00	574.85	165.00	494.01	85.93
BIO 212	040100	.167	96.00	574.85	69.00	413.17	71.87
BIO 215	040100	.283	150.00	530.03	100.00	353.35	66.66
BIO 220	040100	.200	96.00	480.00	84.00	420.00	87.50
BIO 221	040100	.167	96.00	574.85	84.00	502.99	87.50
*****	BIO	17.068	11795.00	691.05	11463.00	671.60	97.18
CHEM110	190500	.200	111.00	555.00	87.00	435.00	78.37
CHEM113	190500	.500	288.00	576.00	282.00	564.00	97.91
CHEM115	190500	1.500	1080.00	720.00	972.00	648.00	90.00
CHEM115T	190500	.150	128.00	853.33	156.80	1045.33	122.50
CHEM116	190500	1.000	576.00	576.00	450.00	450.00	78.12
CHEM120	190500	1.650	1008.00	610.90	1020.00	618.18	101.19
CHEM141	190500	1.500	648.00	432.00	810.00	540.00	125.00
CHEM142	190500	1.500	648.00	432.00	531.00	354.00	81.94
CHEM231	190500	.500	216.00	432.00	135.00	270.00	62.50
CHEM232	190500	.500	216.00	432.00	135.00	270.00	62.50
*****	CHEM	9.000	4919.00	546.55	4578.80	508.75	93.08
ES 001	083500	.444	120.00	270.27	72.00	162.16	60.00
ES 003	083500	.111	40.00	360.36	30.00	270.27	75.00
ES 005	083500	1.169	840.00	718.56	579.00	495.29	68.92
ES 006	083500	.666	432.00	648.64	356.00	534.53	82.40
ES 007	083500	.501	315.00	628.74	123.00	245.50	39.04
ES 008	083500	.167	75.00	449.10	39.00	233.53	52.00
ES 009	083500	.777	700.00	900.90	486.00	625.48	69.42
ES 023	083500	1.998	1440.00	720.72	974.00	487.48	67.63
ES 027	083500	.111	100.00	900.90	78.00	702.70	78.00
ES 028	083500	.668	570.00	853.29	603.00	902.69	105.78
ES 029	083500	.111	30.00	270.27	32.00	288.28	106.66
ES 030	083500	.111	40.00	360.36	34.00	306.30	85.00

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ES 037	083500	.111	60.00	540.54	20.00	180.18	33.33
ES 039	083500	.111	60.00	540.54	36.00	324.32	60.00
ES 043A	083500	.222	160.00	720.72	74.00	333.33	46.25
ES 043B	083500	.111	80.00	720.72	46.00	414.41	57.50
ES 044	083500	.444	240.00	540.54	136.00	306.30	56.66
ES 060A	083500	.222	160.00	720.72	142.00	639.63	88.75
ES 076A	083500	.666	432.00	648.64	294.00	441.44	68.05
ES 120A	083500	.555	500.00	900.90	342.00	616.21	68.40
ES 121	083500	.111	50.00	450.45	34.00	306.30	68.00
ES 125A	083500	.444	320.00	720.72	148.00	333.33	46.25
ES 125B	083500	.167	120.00	718.56	48.00	287.42	40.00
ES 130C	083500	.167	120.00	718.56	110.00	658.68	91.66
ES 155A	083500	.333	240.00	720.72	162.00	486.48	67.50
ES 155B	083500	.222	160.00	720.72	114.00	513.51	71.25
ES 170A	083500	.333	240.00	720.72	222.00	666.66	92.50
ES 171A	083500	.111	72.00	648.64	38.00	342.34	52.77
ES 172A	083500	.111	60.00	540.54	20.00	180.18	33.33
ES 175A	083500	.222	144.00	648.64	124.00	558.55	86.11
ES 175B	083500	.111	72.00	648.64	60.00	540.54	83.33
ES 180	083500	.222	180.00	810.81	140.00	630.63	77.77
ES 185A	083500	.167	120.00	718.56	144.00	862.27	120.00
ES 200	083500	.501	360.00	718.56	291.00	580.83	80.83
ES 203	083550	.555	300.00	540.54	400.00	720.72	133.33
ES 208	083500	.111	70.00	630.63	28.00	252.25	40.00
ES 210	083500	.555	250.00	450.45	160.00	288.28	64.00
ES 215	083550	.555	250.00	450.45	150.00	270.27	60.00
ES 219	083500	.111	60.00	540.54	40.00	360.36	66.66
ES 221	083550	1.110	500.00	450.45	530.00	477.47	106.00
ES 224	083550	1.110	500.00	450.45	230.00	207.20	46.00
ES 230	083550	.555	250.00	450.45	130.00	234.23	52.00
ES 234	083500	.111	50.00	450.45	52.00	468.46	104.00
ES 250	083500	.133	70.00	526.31	74.00	556.39	105.71
ES 253	083500	.484	376.00	776.85	220.00	454.54	58.51
ES 255	083500	.300	200.00	666.66	204.00	680.00	102.00
ES 290	083500	.167	60.00	359.28	24.00	143.71	40.00
ES 299	083500	.278	125.00	449.64	96.00	345.32	76.80
***** ES		18.633	11713.00	628.61	8489.00	455.58	72.47
GEOG106	220600	.200	150.00	750.00	156.00	780.00	104.00
GEOG120	220600	1.600	1161.00	725.62	906.00	566.25	78.03
GEOG121	220600	.600	360.00	600.00	261.00	435.00	72.50
GEOG130	220600	.800	483.00	603.75	279.00	348.75	57.76
GEOG140	220600	.200	150.00	750.00	42.00	210.00	28.00
GEOG170	220600	.200	111.00	555.00	75.00	375.00	67.56
GEOG180	220600	.200	111.00	555.00	36.00	180.00	32.43
***** GEOG		3.800	2526.00	664.73	1755.00	461.84	69.47
GEOL104	191400	.200	117.00	585.00	132.00	660.00	112.82
GEOL110	191400	1.000	549.00	549.00	366.00	366.00	66.66
GEOL111	191400	.300	192.00	640.00	114.00	380.00	59.37

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASTR110	191100	1.800	1230.00	683.33	1131.00	628.33	91.95
ASTR112	191100	.600	384.00	640.00	306.00	510.00	79.68
*****	ASTR	2.400	1614.00	672.50	1437.00	598.75	89.03
BIO 105	040100	1.350	960.00	711.11	840.00	622.22	87.50
BIO 110	040100	2.500	1920.00	768.00	1560.00	624.00	81.25
BIO 112	040100	.400	255.00	637.50	132.00	330.00	51.76
BIO 114	040100	.200	96.00	480.00	90.00	450.00	93.75
BIO 118	040100	.200	78.00	390.00	78.00	390.00	100.00
BIO 120	040100	4.609	3840.00	833.06	4344.00	942.40	113.12
BIO 140	040100	1.300	864.00	664.61	990.00	761.53	114.58
BIO 141	040100	.600	426.00	710.00	423.00	705.00	99.29
BIO 142	040100	.600	384.00	640.00	390.00	650.00	101.56
BIO 144	040100	1.200	768.00	640.00	684.00	570.00	89.06
BIO 145	040100	1.000	768.00	768.00	678.00	678.00	88.28
BIO 152	040100	2.100	1170.00	557.14	1260.00	600.00	107.69
BIO 199	040100		21.00	21.00	21.00	21.00	100.00
BIO 210	040100	.400	300.00	750.00	330.00	825.00	110.00
BIO 211	040100	.334	192.00	574.85	207.00	619.76	107.81
BIO 212	040100	.167	96.00	574.85	69.00	413.17	71.87
BIO 215	040100	.283	150.00	530.03	60.00	212.01	40.00
BIO 220	040100	.200	96.00	480.00	81.00	405.00	84.37
BIO 221	040100	.167	96.00	574.85	78.00	467.06	81.25
*****	BIO	17.610	12480.00	708.66	12315.00	699.29	98.67
CHEM110	190500	.400	192.00	480.00	87.00	217.50	45.31
CHEM113	190500	.500	288.00	576.00	222.00	444.00	77.08
CHEM115	190500	1.650	1272.00	770.90	906.00	549.09	71.22
CHEM115T	190500	.150	128.00	853.33	156.80	1045.33	122.50
CHEM116	190500	1.000	576.00	576.00	366.00	366.00	63.54
CHEM120	190500	1.650	1008.00	610.90	1074.00	650.90	106.54
CHEM141	190500	2.000	864.00	432.00	810.00	405.00	93.75
CHEM142	190500	1.500	648.00	432.00	639.00	426.00	98.61
CHEM231	190500	.500	216.00	432.00	252.00	504.00	116.66
CHEM232	190500	.500	216.00	432.00	162.00	324.00	75.00
*****	CHEM	9.850	5408.00	549.03	4674.80	474.59	86.44
ES 001	083500	.444	120.00	270.27	82.00	184.68	68.33
ES 003	083500	.111	40.00	360.36	28.00	252.25	70.00
ES 004	083500	.111	50.00	450.45	36.00	324.32	72.00
ES 005	083500	1.169	1134.00	970.05	660.00	564.58	58.20
ES 006	083500	.666	432.00	648.64	352.00	528.52	81.48
ES 007	083500	.334	210.00	628.74	111.00	332.33	52.85
ES 008	083500	.167	75.00	449.10	57.00	341.31	76.00
ES 009	083500	.888	800.00	900.90	492.00	554.05	61.50
ES 023	083500	2.220	1550.00	698.19	1084.00	488.28	69.93
ES 027	083500	.111	100.00	900.90	98.00	882.88	98.00
ES 028	083500	.668	600.00	898.20	735.00	1100.29	122.50
ES 029	083500	.111	30.00	270.27	22.00	198.19	73.33

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ES 030	083500	.111	40.00	360.36	28.00	252.25	70.00
ES 037	083500	.111	60.00	540.54	36.00	324.32	60.00
ES 039	083500	.111	60.00	540.54	38.00	342.34	63.33
ES 041	083500	.167	75.00	449.10	63.00	377.24	84.00
ES 043A	083500	.222	160.00	720.72	90.00	405.40	56.25
ES 043B	083500	.111	80.00	720.72	58.00	522.52	72.50
ES 044	083500	.333	180.00	540.54	136.00	408.40	75.55
ES 060A	083500	.111	160.00	1441.44	144.00	1297.29	90.00
ES 076A	083500	.777	504.00	648.64	338.00	435.00	67.06
ES 120A	083500	.555	416.00	749.54	310.00	558.55	74.51
ES 121	083500	.111	50.00	450.45	36.00	324.32	72.00
ES 125A	083500	.333	240.00	720.72	112.00	336.33	46.66
ES 125B	083500	.167	120.00	718.56	48.00	287.42	40.00
ES 130C	083500	.167	120.00	718.56	82.00	491.01	68.33
ES 155A	083500	.333	240.00	720.72	110.00	330.33	45.83
ES 155B	083500	.222	160.00	720.72	124.00	558.55	77.50
ES 170A	083500	.333	240.00	720.72	236.00	708.70	98.33
ES 171A	083500	.111	72.00	648.64	40.00	360.36	55.55
ES 172A	083500	.111	60.00	540.54	36.00	324.32	60.00
ES 175A	083500	.333	216.00	648.64	144.00	432.43	66.66
ES 175B	083500	.111	72.00	648.64	36.00	324.32	50.00
ES 180	083500	.222	180.00	810.81	160.00	720.72	88.88
ES 185A	083500	.167	120.00	718.56	126.00	754.49	105.00
ES 200	083500	.668	390.00	583.83	234.00	350.29	60.00
ES 203	083550	.555	300.00	540.54	380.00	684.68	126.66
ES 208	083500	.111	70.00	630.63	26.00	234.23	37.14
ES 210	083500	.555	250.00	450.45	170.00	306.30	68.00
ES 215	083550	.555	250.00	450.45	160.00	288.28	64.00
ES 219	083500	.111	60.00	540.54	30.00	270.27	50.00
ES 221	083550	1.110	500.00	450.45	550.00	495.49	110.00
ES 224	083550	1.110	500.00	450.45	280.00	252.25	56.00
ES 230	083550	.555	250.00	450.45	130.00	234.23	52.00
ES 234	083500	.111	50.00	450.45	46.00	414.41	92.00
ES 240	083500				10.00	10.00	1000.00
ES 250	083500	.133	120.00	902.25	126.00	947.36	105.00
ES 253	083500	.484	376.00	776.85	204.00	421.48	54.25
ES 255	083500	.300	200.00	666.66	192.00	640.00	96.00
ES 290	083500	.167	60.00	359.28	15.00	89.82	25.00
***** ES		18.855	12142.00	643.96	8841.00	468.89	72.81
GEOG104	220600	.283	185.00	653.71	40.00	141.34	21.62
GEOG106	220600	.200	150.00	750.00	156.00	780.00	104.00
GEOG120	220600	1.800	1350.00	750.00	1071.00	595.00	79.33
GEOG121	220600	.600	360.00	600.00	288.00	480.00	80.00
GEOG130	220600	.800	483.00	603.75	279.00	348.75	57.76
GEOG140	220600	.200	150.00	750.00	48.00	240.00	32.00
GEOG170	220600	.200	111.00	555.00	75.00	375.00	67.56
***** GEOG		4.083	2789.00	683.07	1957.00	479.30	70.16
GEOL104	191400	.200	150.00	750.00	138.00	690.00	92.00

# Grossmont WSCH Analysis using Census Enrollment for 2009SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
ES												
	ES 001		0.444	120.00	270.27	60	4.00	100.00	225.23	50	83.33	3.33
	ES 003		0.111	40.00	360.36	20	1.33	20.00	180.18	10	50.00	0.67
	ES 004		0.111	50.00	450.45	25	1.67	48.00	432.43	24	96.00	1.60
	ES 005		1.169	945.00	808.38	315	31.50	720.00	615.91	240	76.19	24.00
	ES 006		0.777	504.00	648.65	252	16.80	454.00	584.30	227	90.08	15.13
	ES 007		0.334	210.00	628.74	70	7.00	129.00	386.23	43	61.43	4.30
	ES 008		0.167	75.00	449.10	25	2.50	45.00	269.46	15	60.00	1.50
	ES 009		0.888	800.00	900.90	400	26.67	588.00	662.16	294	73.50	19.60
	ES 023		2.109	1,470.00	697.01	735	49.00	1,216.00	576.58	608	82.72	40.53
	ES 027		0.111	80.00	720.72	40	2.67	44.00	396.40	22	55.00	1.47
	ES 028		1.002	840.00	838.32	280	28.00	900.00	898.20	300	107.14	30.00
	ES 029		0.111	30.00	270.27	15	1.00	30.00	270.27	15	100.00	1.00
	ES 030		0.111	40.00	360.36	20	1.33	40.00	360.36	20	100.00	1.33
	ES 037		0.111	60.00	540.54	30	2.00	38.00	342.34	19	63.33	1.27
	ES 039		0.111	60.00	540.54	30	2.00	28.00	252.25	14	46.67	0.93
	ES 040		0.222	160.00	720.72	80	5.33	72.00	324.32	36	45.00	2.40
	ES 041		0.167	75.00	449.10	25	2.50	102.00	610.78	34	136.00	3.40
	ES 043A		0.222	160.00	720.72	80	5.33	124.00	558.56	62	77.50	4.13
	ES 043B		0.111	80.00	720.72	40	2.67	52.00	468.47	26	65.00	1.73
	ES 044		0.333	180.00	540.54	90	6.00	142.00	426.43	71	78.89	4.73
	ES 047		0.183	120.00	655.74	40	4.00	30.00	163.93	10	25.00	1.00
	ES 060A		0.222	160.00	720.72	80	5.33	164.00	738.74	82	102.50	5.47
	ES 076A		1.110	720.00	648.65	360	24.00	522.00	470.27	261	72.50	17.40

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2009SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		ES 120A	0.555	388.00	699.10	194	12.93	340.00	612.61	170	87.63	11.33
		ES 121	0.111	50.00	450.45	25	1.67	44.00	396.40	22	88.00	1.47
		ES 125A	0.333	240.00	720.72	120	8.00	122.00	366.37	61	50.83	4.07
		ES 125B	0.167	120.00	718.56	40	4.00	90.00	538.92	30	75.00	3.00
		ES 130B	0.167	120.00	718.56	40	4.00	102.00	610.78	42	85.00	3.40
		ES 155A	0.333	240.00	720.72	120	8.00	134.00	402.40	67	55.83	4.47
		ES 155B	0.222	160.00	720.72	80	5.33	96.00	432.43	48	60.00	3.20
		ES 170A	0.333	240.00	720.72	120	8.00	170.00	510.51	85	70.83	5.67
		ES 170B	0.111	80.00	720.72	40	2.67	42.00	378.38	21	52.50	1.40
		ES 171A	0.111	72.00	648.65	36	2.40	44.00	396.40	22	61.11	1.47
		ES 172A	0.111	60.00	540.54	30	2.00	46.00	414.41	23	76.67	1.53
		ES 172C	0.111	60.00	540.54	30	2.00	52.00	468.47	26	86.67	1.73
		ES 175A	0.333	216.00	648.65	108	7.20	166.00	498.50	83	76.85	5.53
		ES 175B	0.111	72.00	648.65	36	2.40	22.00	198.20	11	30.56	0.73
		ES 180	0.222	180.00	810.81	90	6.00	122.00	549.55	61	67.78	4.07
		ES 185A	0.167	120.00	718.56	40	4.00	150.00	898.20	50	125.00	5.00
		ES 200	0.935	465.00	497.33	155	15.50	336.00	359.36	112	72.26	11.20
		ES 201	0.668	900.00	1,347.31	300	30.00	336.00	502.99	112	37.33	11.20
		ES 203	0.555	300.00	540.54	30	10.00	380.00	684.68	38	126.67	12.67
		ES 206	0.833	500.00	600.60	50	16.67	260.00	312.31	26	52.00	8.67
		ES 207	0.278	100.00	359.71	50	3.33	64.00	230.22	32	64.00	2.13
		ES 208	0.111	70.00	630.63	35	2.33	74.00	666.67	37	105.71	2.47
		ES 210	0.555	250.00	450.45	25	8.33	200.00	360.36	20	80.00	6.67
		ES 214	0.444	600.00	1,351.35	300	20.00	258.00	581.08	129	43.00	8.60

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2009SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	215	0.555	250.00	450.45	25	8.33	180.00	324.32	18	72.00	6.00
	ES	219	0.111	60.00	540.54	30	2.00	44.00	396.40	22	73.33	1.47
	ES	221	1.110	500.00	450.45	50	16.67	550.00	495.50	55	110.00	18.33
	ES	224	1.110	500.00	450.45	50	16.67	260.00	234.23	26	52.00	8.67
	ES	225	0.111	50.00	450.45	25	1.67	10.00	90.09	5	20.00	0.33
	ES	230	0.555	250.00	450.45	25	8.33	110.00	198.20	11	44.00	3.67
	ES	231	0.111	50.00	450.45	25	1.67	32.00	288.29	16	64.00	1.07
	ES	234	0.111	50.00	450.45	25	1.67	46.00	414.41	23	92.00	1.53
	ES	240	0.555	0.00	0.00	0	0	30.00	54.05	3	0	1.00
	ES	250	0.133	120.00	902.26	60	4.00	102.00	766.92	51	85.00	3.40
	ES	253	0.726	576.00	793.39	144	19.20	296.00	407.71	74	51.39	9.87
	ES	255	0.550	360.00	654.55	90	12.00	224.00	407.27	56	62.22	7.47
	ES	290	0.167	60.00	359.28	20	2.00	30.00	179.64	10	50.00	1.00
	ES	299B	0.468	320.00	683.76	160	10.67	240.00	512.82	120	75.00	8.00
		<b>ES Total</b>	<b>24.487</b>	<b>15,728.00</b>	<b>642.31</b>	<b>5935</b>	<b>524.27</b>	<b>11,412.00</b>	<b>466.05</b>	<b>4301</b>	<b>72.56</b>	<b>380.40</b>
	<b>GEOG</b>											
	GEOG	104	0.283	315.00	1,113.07	45	10.50	91.00	321.55	13	28.89	3.03
	GEOG	106	0.600	396.00	660.00	132	13.20	351.00	585.00	117	88.64	11.70
	GEOG	120	1.800	1,320.00	733.33	440	44.00	1,041.00	578.33	347	78.86	34.70
	GEOG	121	0.600	360.00	600.00	120	12.00	228.00	380.00	76	63.33	7.60
	GEOG	130	0.600	399.00	665.00	133	13.30	267.00	445.00	89	66.92	8.90
	GEOG	140	0.200	150.00	750.00	50	5.00	39.00	195.00	13	26.00	1.30
	GEOG	170	0.200	132.00	660.00	44	4.40	90.00	450.00	30	68.18	3.00
		<b>GEOG Total</b>	<b>4.283</b>	<b>3,072.00</b>	<b>717.25</b>	<b>964</b>	<b>102.40</b>	<b>2,107.00</b>	<b>491.94</b>	<b>685</b>	<b>68.59</b>	<b>70.23</b>

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2010SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	BIO	152	1.800	945.00	525.00	105	31.50	1,044.00	580.00	116	110.48	34.80
	BIO	210	0.400	300.00	750.00	100	10.00	234.00	585.00	78	78.00	7.80
	BIO	211	0.334	192.00	574.85	64	6.40	210.00	628.74	70	109.38	7.00
	BIO	212	0.167	96.00	574.85	32	3.20	126.00	754.49	42	131.25	4.20
	BIO	215	0.283	60.00	212.01	12	2.00	65.00	229.68	13	108.33	2.17
	BIO	220	0.200	72.00	360.00	24	2.40	78.00	390.00	26	108.33	2.60
	BIO	221	0.167	72.00	431.14	24	2.40	75.00	449.10	25	104.17	2.50
		<b>BIO Total</b>	<b>16.201</b>	<b>10,878.00</b>	<b>671.44</b>	<b>1968</b>	<b>362.60</b>	<b>11,840.00</b>	<b>730.82</b>	<b>2127</b>	<b>108.84</b>	<b>394.67</b>
		<b>CHEM</b>										
	CHEM	102	0.417	168.00	402.88	24	5.60	189.00	453.24	27	112.50	6.30
	CHEM	110	0.200	96.00	480.00	32	3.20	78.00	390.00	26	81.25	2.60
	CHEM	113	0.500	288.00	576.00	48	9.60	246.00	492.00	41	85.42	8.20
	CHEM	115	1.850	1,272.00	687.57	212	42.40	1,332.00	720.00	222	104.72	44.40
	CHEM	115T	0.150	120.00	800.00	40	4.00	57.00	380.00	19	47.50	1.90
	CHEM	116	0.850	408.00	480.00	68	13.60	378.00	444.71	63	92.65	12.60
	CHEM	120	2.000	1,152.00	576.00	192	38.40	1,398.00	699.00	233	121.35	46.60
	CHEM	141	2.000	864.00	432.00	96	28.80	990.00	495.00	110	114.58	33.00
	CHEM	142	1.000	432.00	432.00	48	14.40	513.00	513.00	57	118.75	17.10
	CHEM	231	0.500	216.00	432.00	24	7.20	207.00	414.00	23	95.83	6.90
	CHEM	232	0.500	216.00	432.00	24	7.20	171.00	342.00	19	79.17	5.70
		<b>CHEM Total</b>	<b>9.967</b>	<b>5,232.00</b>	<b>524.93</b>	<b>808</b>	<b>174.40</b>	<b>5,559.00</b>	<b>557.74</b>	<b>840</b>	<b>106.25</b>	<b>185.30</b>
		<b>ES</b>										
	ES	001	0.444	120.00	270.27	60	4.00	94.00	211.71	47	78.33	3.13
	ES	003	0.111	40.00	360.36	20	1.33	42.00	378.38	21	105.00	1.40

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2010SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	004	0.111	50.00	450.45	25	1.67	52.00	468.47	26	104.00	1.73
	ES	005	1.169	945.00	808.38	315	31.50	897.00	767.32	299	94.92	29.90
	ES	006	0.777	610.00	785.07	305	20.33	590.00	759.33	295	96.72	19.67
	ES	007	0.334	210.00	628.74	70	7.00	213.00	637.72	71	101.43	7.10
	ES	008	0.167	75.00	449.10	25	2.50	69.00	413.17	23	92.00	2.30
	ES	009	0.666	600.00	900.90	300	20.00	508.00	762.76	254	84.67	16.93
	ES	017	0.117	80.00	683.76	40	2.67	74.00	632.48	37	92.50	2.47
	ES	023	1.887	1,650.00	874.40	825	55.00	1,492.00	790.67	746	90.42	49.73
	ES	024	0.234	160.00	683.76	80	5.33	174.00	743.59	87	108.75	5.80
	ES	027	0.111	80.00	720.72	40	2.67	60.00	540.54	30	75.00	2.00
	ES	028	1.002	840.00	838.32	280	28.00	1,038.00	1,035.93	346	123.57	34.60
	ES	029	0.111	30.00	270.27	15	1.00	26.00	234.23	13	86.67	0.87
	ES	030	0.111	40.00	360.36	20	1.33	38.00	342.34	19	95.00	1.27
	ES	037	0.111	60.00	540.54	30	2.00	60.00	540.54	30	100.00	2.00
	ES	039	0.111	60.00	540.54	30	2.00	56.00	504.50	28	93.33	1.87
	ES	040	0.111	80.00	720.72	40	2.67	80.00	720.72	40	100.00	2.67
	ES	041	0.167	75.00	449.10	25	2.50	69.00	413.17	23	92.00	2.30
	ES	043A	0.111	80.00	720.72	40	2.67	90.00	810.81	45	112.50	3.00
	ES	043B	0.111	80.00	720.72	40	2.67	84.00	756.76	42	105.00	2.80
	ES	044	0.333	180.00	540.54	90	6.00	166.00	498.50	83	92.22	5.53
	ES	047	0.183	120.00	655.74	40	4.00	63.00	344.26	21	52.50	2.10
	ES	060A	0.222	160.00	720.72	80	5.33	182.00	819.82	91	113.75	6.07
	ES	076A	0.777	504.00	648.65	252	16.80	476.00	612.61	238	94.44	15.87
	ES	120A	0.444	316.00	711.71	158	10.53	330.00	743.24	165	104.43	11.00

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2010SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	121	0.111	50.00	450.45	25	1.67	42.00	378.38	21	84.00	1.40
	ES	125A	0.222	160.00	720.72	80	5.33	74.00	333.33	37	46.25	2.47
	ES	125B	0.167	120.00	718.56	40	4.00	45.00	269.46	15	37.50	1.50
	ES	130B	0.167	120.00	718.56	40	4.00	103.00	616.77	41	85.83	3.43
	ES	155A	0.333	240.00	720.72	120	8.00	220.00	660.66	110	91.67	7.33
	ES	155B	0.222	160.00	720.72	80	5.33	124.00	558.56	62	77.50	4.13
	ES	170A	0.333	240.00	720.72	120	8.00	324.00	972.97	162	135.00	10.80
	ES	171A	0.111	72.00	648.65	36	2.40	74.00	666.67	37	102.78	2.47
	ES	175A	0.222	144.00	648.65	72	4.80	144.00	648.65	72	100.00	4.80
	ES	180	0.222	180.00	810.81	90	6.00	160.00	720.72	80	88.89	5.33
	ES	185A	0.167	120.00	718.56	40	4.00	123.00	736.53	41	102.50	4.10
	ES	185B	0.167	90.00	538.92	30	3.00	66.00	395.21	22	73.33	2.20
	ES	200	0.668	300.00	449.10	100	10.00	228.00	341.32	76	76.00	7.60
	ES	201	0.501	300.00	598.80	300	10.00	102.00	203.59	102	34.00	3.40
	ES	203	0.555	300.00	540.54	30	10.00	370.00	666.67	37	123.33	12.33
	ES	206	1.110	500.00	450.45	50	16.67	170.00	153.15	17	34.00	5.67
	ES	207	0.222	100.00	450.45	50	3.33	56.00	252.25	28	56.00	1.87
	ES	208	0.111	70.00	630.63	35	2.33	70.00	630.63	35	100.00	2.33
	ES	210	0.555	250.00	450.45	25	8.33	150.00	270.27	15	60.00	5.00
	ES	214	0.222	300.00	1,351.35	150	10.00	86.00	387.39	43	28.67	2.87
	ES	215	0.555	250.00	450.45	25	8.33	140.00	252.25	14	56.00	4.67
	ES	219	0.111	60.00	540.54	30	2.00	40.00	360.36	20	66.67	1.33
	ES	221	1.110	500.00	450.45	50	16.67	510.00	459.46	51	102.00	17.00
	ES	224	1.110	500.00	450.45	50	16.67	260.00	234.23	26	52.00	8.67

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2010SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	230	0.555	250.00	450.45	25	8.33	140.00	252.25	14	56.00	4.67
	ES	231	0.111	50.00	450.45	25	1.67	34.00	306.31	17	68.00	1.13
	ES	240	0.000	0.00	0	0	0	20.00	0	2	0	0.67
	ES	250	0.133	150.00	1,127.82	75	5.00	136.00	1,022.56	68	90.67	4.53
	ES	253	0.484	396.00	818.18	99	13.20	312.00	644.63	78	78.79	10.40
	ES	255	0.550	300.00	545.45	75	10.00	292.00	530.91	73	97.33	9.73
	ES	290	0.167	60.00	359.28	20	2.00	66.00	395.21	22	110.00	2.20
	ES	293	0.133	150.00	1,127.82	50	5.00	60.00	451.13	20	40.00	2.00
	ES	294	0.200	150.00	750.00	50	5.00	57.00	285.00	19	38.00	1.90
	ES	299B	0.117	80.00	683.76	40	2.67	68.00	581.20	34	85.00	2.27
		<b>ES Total</b>	<b>21.757</b>	<b>13,957.00</b>	<b>641.49</b>	<b>5372</b>	<b>465.23</b>	<b>11,889.00</b>	<b>546.44</b>	<b>4631</b>	<b>85.18</b>	<b>396.30</b>
	<b>GEOG</b>											
	GEOG	104	0.283	165.00	583.04	33	5.50	155.00	547.70	31	93.94	5.17
	GEOG	106	0.600	426.00	710.00	142	14.20	444.00	740.00	148	104.23	14.80
	GEOG	120	1.800	1,323.00	735.00	441	44.10	1,287.00	715.00	429	97.28	42.90
	GEOG	121	0.450	270.00	600.00	90	9.00	249.00	553.33	83	92.22	8.30
	GEOG	130	0.600	396.00	660.00	132	13.20	366.00	610.00	122	92.42	12.20
	GEOG	170	0.200	132.00	660.00	44	4.40	108.00	540.00	36	81.82	3.60
		<b>GEOG Total</b>	<b>3.933</b>	<b>2,712.00</b>	<b>689.55</b>	<b>882</b>	<b>90.40</b>	<b>2,609.00</b>	<b>663.36</b>	<b>849</b>	<b>96.20</b>	<b>86.97</b>
	<b>GEOL</b>											
	GEOL	104	0.200	147.00	735.00	49	4.90	144.00	720.00	48	97.96	4.80
	GEOL	110	1.000	678.00	678.00	226	22.60	648.00	648.00	216	95.58	21.60
	GEOL	111	0.150	96.00	640.00	32	3.20	99.00	660.00	33	103.13	3.30
	GEOL	121	0.350	192.00	548.57	32	6.40	78.00	222.86	13	40.63	2.60

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2011SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	BIO	145	0.850	576.00	677.65	96	19.20	486.00	571.76	81	84.38	16.20
	BIO	152	1.800	954.00	530.00	106	31.80	1,053.00	585.00	117	110.38	35.10
	BIO	180	0.200	150.00	750.00	50	5.00	78.00	390.00	26	52.00	2.60
	BIO	215	0.283	75.00	265.02	15	2.50	70.00	247.35	14	93.33	2.33
	BIO	230	0.367	192.00	523.16	32	6.40	156.00	425.07	26	81.25	5.20
	BIO	240	0.417	224.00	537.17	32	7.47	238.00	570.74	34	106.25	7.93
		<b>BIO Total</b>	<b>14.867</b>	<b>10,340.00</b>	<b>695.50</b>	<b>1806</b>	<b>344.67</b>	<b>10,460.00</b>	<b>703.57</b>	<b>1788</b>	<b>101.16</b>	<b>348.67</b>
		<b>CHEM</b>										
	CHEM	110	0.200	150.00	750.00	50	5.00	132.00	660.00	44	88.00	4.40
	CHEM	113	0.500	288.00	576.00	48	9.60	264.00	528.00	44	91.67	8.80
	CHEM	115	1.350	936.00	693.33	156	31.20	1,014.00	751.11	169	108.33	33.80
	CHEM	115T	0.150	120.00	800.00	40	4.00	75.00	500.00	25	62.50	2.50
	CHEM	116	0.500	288.00	576.00	48	9.60	270.00	540.00	45	93.75	9.00
	CHEM	120	2.150	1,296.00	602.79	216	43.20	1,518.00	706.05	253	117.13	50.60
	CHEM	141	2.000	864.00	432.00	96	28.80	909.00	454.50	101	105.21	30.30
	CHEM	142	1.000	432.00	432.00	48	14.40	441.00	441.00	49	102.08	14.70
	CHEM	231	0.500	216.00	432.00	24	7.20	171.00	342.00	19	79.17	5.70
		<b>CHEM Total</b>	<b>8.350</b>	<b>4,590.00</b>	<b>549.70</b>	<b>726</b>	<b>153.00</b>	<b>4,794.00</b>	<b>574.13</b>	<b>749</b>	<b>104.44</b>	<b>159.80</b>
		<b>ES</b>										
	ES	001	0.222	60.00	270.27	30	2.00	50.00	225.23	25	83.33	1.67
	ES	008	0.167	75.00	449.10	25	2.50	84.00	502.99	37	112.00	2.80
	ES	005	1.002	810.00	808.38	270	27.00	720.00	718.56	240	88.89	24.00
	ES	006	0.888	720.00	810.81	360	24.00	686.00	772.52	343	95.28	22.87
	ES	007	0.334	210.00	628.74	70	7.00	219.00	655.69	73	104.29	7.30

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2011SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
ES	009		0.666	600.00	900.90	300	20.00	516.00	774.77	258	86.00	17.20
ES	023		1.887	1,650.00	874.40	825	55.00	1,500.00	794.91	750	90.91	50.00
ES	024		0.234	160.00	683.76	80	5.33	162.00	692.31	81	101.25	5.40
ES	028		1.002	840.00	838.32	280	28.00	891.00	889.22	297	106.07	29.70
ES	029		0.111	30.00	270.27	15	1.00	40.00	360.36	20	133.33	1.33
ES	030		0.111	40.00	360.36	20	1.33	48.00	432.43	24	120.00	1.60
ES	037		0.111	60.00	540.54	30	2.00	58.00	522.52	29	96.67	1.93
ES	039		0.111	60.00	540.54	30	2.00	62.00	558.56	31	103.33	2.07
ES	040		0.111	80.00	720.72	40	2.67	70.00	630.63	35	87.50	2.33
ES	041		0.167	75.00	449.10	25	2.50	84.00	502.99	28	112.00	2.80
ES	043A		0.111	80.00	720.72	40	2.67	80.00	720.72	40	100.00	2.67
ES	043B		0.111	80.00	720.72	40	2.67	100.00	900.90	50	125.00	3.33
ES	044		0.333	180.00	540.54	90	6.00	168.00	504.50	84	93.33	5.60
ES	060A		0.222	160.00	720.72	80	5.33	158.00	711.71	79	98.75	5.27
ES	076A		0.666	432.00	648.65	216	14.40	442.00	663.66	221	102.31	14.73
ES	125A		0.222	160.00	720.72	80	5.33	132.00	594.59	66	82.50	4.40
ES	125B		0.167	120.00	718.56	40	4.00	72.00	431.14	24	60.00	2.40
ES	130B		0.167	120.00	718.56	40	4.00	93.00	556.89	39	77.50	3.10
ES	155A		0.333	240.00	720.72	120	8.00	236.00	708.71	118	98.33	7.87
ES	155B		0.222	160.00	720.72	80	5.33	140.00	630.63	70	87.50	4.67
ES	170A		0.333	240.00	720.72	120	8.00	308.00	924.92	154	128.33	10.27
ES	171A		0.111	72.00	648.65	36	2.40	52.00	468.47	26	72.22	1.73
ES	175A		0.222	144.00	648.65	72	4.80	166.00	747.75	83	115.28	5.53
ES	180		0.111	90.00	810.81	45	3.00	88.00	792.79	44	97.78	2.93

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

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\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2011SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	185A	0.167	120.00	718.56	40	4.00	141.00	844.31	47	117.50	4.70
	ES	200	0.668	300.00	449.10	100	10.00	246.00	368.26	82	82.00	8.20
	ES	201	0.501	150.00	299.40	150	5.00	125.00	249.50	125	83.33	4.17
	ES	203	0.555	300.00	540.54	30	10.00	330.00	594.59	33	110.00	11.00
	ES	206	1.110	500.00	450.45	50	16.67	280.00	252.25	28	56.00	9.33
	ES	207	0.222	100.00	450.45	50	3.33	84.00	378.38	42	84.00	2.80
	ES	208	0.111	70.00	630.63	35	2.33	56.00	504.50	28	80.00	1.87
	ES	210	0.555	250.00	450.45	25	8.33	210.00	378.38	21	84.00	7.00
	ES	214	0.333	300.00	900.90	150	10.00	254.00	762.76	127	84.67	8.47
	ES	215	0.555	250.00	450.45	25	8.33	140.00	252.25	14	56.00	4.67
	ES	219	0.111	60.00	540.54	30	2.00	56.00	504.50	28	93.33	1.87
	ES	221	1.110	500.00	450.45	50	16.67	530.00	477.48	53	106.00	17.67
	ES	224	1.110	500.00	450.45	50	16.67	270.00	243.24	27	54.00	9.00
	ES	230	0.555	250.00	450.45	25	8.33	190.00	342.34	19	76.00	6.33
	ES	231	0.111	50.00	450.45	25	1.67	44.00	396.40	22	88.00	1.47
	ES	240	0.000	0.00	0	0	0	0.00	0	0	0	0
	ES	250	0.133	150.00	1,127.82	75	5.00	142.00	1,067.67	71	94.67	4.73
	ES	253	0.242	200.00	826.45	50	6.67	144.00	595.04	36	72.00	4.80
	ES	255	0.550	300.00	545.45	75	10.00	276.00	501.82	69	92.00	9.20
	ES	290	0.167	60.00	359.28	20	2.00	63.00	377.25	21	105.00	2.10
	ES	293	0.183	150.00	819.67	50	5.00	42.00	229.51	14	28.00	1.40
	ES	294	0.200	150.00	750.00	50	5.00	42.00	210.00	14	28.00	1.40
<b>ES Total</b>			<b>19.704</b>	<b>12,458.00</b>	<b>632.26</b>	<b>4654</b>	<b>415.27</b>	<b>11,090.00</b>	<b>562.83</b>	<b>4290</b>	<b>89.02</b>	<b>369.67</b>

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# ESW - SPRING

## Trending

(charts imbedded in document)



**Grossmont College Enrollment  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>Department Totals</b>				
<b>Total FTEF</b>	24.49	21.76	19.70	17.55
<b>Max WSCH</b>	15,728	13,957	12,458	10,961
<b>Max WSCH/FTEF</b>	642.31	641.49	632.26	624.56
<b>Max Enrollment</b>	5,935	5,372	4,654	3,948
<b>Earned WSCH</b>	11,546	12,026	11,212	9,642
<b>Earned WSCH/FTEF</b>	471.53	552.74	569.02	549.40
<b>% of Max</b>	73.41	86.16	90.00	87.97
<b>Approximate FTES</b>	384.87	400.87	373.73	321.40

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 071A</b>				
<b>Total FTEF</b>	0.00			
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>				
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	0	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

Spring 2009   Spring 2010   Spring 2011   Spring 2012

<b>ES 071D</b>	<b>Total FTEF</b>	0.00			
	<b>Max WSCH</b>				
	<b>Max WSCH/FTEF</b>	0	0	0	0
	<b>Max Enrollment</b>				
	<b>Earned WSCH</b>				
	<b>Earned WSCH/FTEF</b>	0	0	0	0
	<b>% of Max</b>	0	0	0	0
	<b>Approximate FTES</b>	0	0	0	0

**Spring 2009**

<b>ES 074A</b>	<b>Total FTEF</b>	0.00			
	<b>Max WSCH</b>				
	<b>Max WSCH/FTEF</b>	0	0	0	0
	<b>Max Enrollment</b>				
	<b>Earned WSCH</b>	4			
	<b>Earned WSCH/FTEF</b>	0	0	0	0
	<b>% of Max</b>	0	0	0	0
	<b>Approximate FTES</b>	0.13	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 074B</b>	0.00			
Total FTEF				
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH				
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0	0	0	0

	Spring 2009	Spring 2009	Spring 2009	Spring 2009
<b>ES 074C</b>	0.00			
Total FTEF				
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH				
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 074D</b>	0.00			
<b>Total FTEF</b>	0.00			
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>				
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	0	0	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 078A</b>	0.00	0.00	0.00	0.00
<b>Total FTEF</b>	0.00	0.00	0.00	0.00
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	4	2		
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	0.13	0.07	0	0

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 078B</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH				
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0	0	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 078C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH				
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0	0	0	0

Spring 2009 Spring 2010 Spring 2011 Spring 2012

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 078D</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH				
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0	0	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 116</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	48	63	30	48
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.60	2.10	1.00	1.60

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 117A</b>				
<b>Total FTEF</b>	0.00	0.00	0.00	0.00
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	63	51	45	
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	2.10	1.70	1.50	0

	Spring 2009	Spring 2010	Spring 2011
<b>ES 117B</b>			
<b>Total FTEF</b>	0.00	0.00	0.00
<b>Max WSCH</b>			
<b>Max WSCH/FTEF</b>	0	0	0
<b>Max Enrollment</b>			
<b>Earned WSCH</b>	9	15	15
<b>Earned WSCH/FTEF</b>	0	0	0
<b>% of Max</b>	0	0	0
<b>Approximate FTES</b>	0.30	0.50	0.50

**Spring 2009 Spring 2010 Spring 2011**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 117C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	6	3	15	
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.20	0.10	0.50	0

	Spring 2009	Spring 2010	Spring 2011
<b>ES 117D</b>			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	3	9	
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	0	0.10	0.30

**Spring 2009 Spring 2010 Spring 2011**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 001</b>				
<b>Total FTEF</b>	0.44	0.44	0.22	0.11
<b>Max WSCH</b>	120	120	60	60
<b>Max WSCH/FTEF</b>	270.27	270.27	270.27	540.54
<b>Max Enrollment</b>	60	60	30	30
<b>Earned WSCH</b>	70	74	30	36
<b>Earned WSCH/FTEF</b>	157.66	166.67	135.14	324.32
<b>% of Max</b>	58.33	61.67	50.00	60.00
<b>Approximate FTES</b>	2.33	2.47	1.00	1.20

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 002</b>				
<b>Total FTEF</b>	0.00	0.00	0.00	0.11
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0.00
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	30	20	20	14
<b>Earned WSCH/FTEF</b>	0	0	0	126.13
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	1.00	0.67	0.67	0.47

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 003</b>				
Total FTEF	0.11	0.11		
Max WSCH	40	40		
Max WSCH/FTEF	360.36	360.36	0	0
Max Enrollment	20	20		
Earned WSCH	20	42		
Earned WSCH/FTEF	180.18	378.38	0	0
% of Max	50.00	105.00	0	0
Approximate FTES	0.67	1.40	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 004</b>				
Total FTEF	0.11	0.11	0.00	0.00
Max WSCH	50	50		
Max WSCH/FTEF	450.45	450.45	0	0
Max Enrollment	25	25		
Earned WSCH	48	52	54	44
Earned WSCH/FTEF	432.43	468.47	0	0
% of Max	96.00	104.00	0	0
Approximate FTES	1.60	1.73	1.80	1.47

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 005</b>				
<b>Total FTEF</b>	1.17	1.17	1.00	1.00
<b>Max WSCH</b>	945	945	810	810
<b>Max WSCH/FTEF</b>	808.38	808.38	808.38	808.38
<b>Max Enrollment</b>	315	315	270	270
<b>Earned WSCH</b>	720	897	720	696
<b>Earned WSCH/FTEF</b>	615.91	767.32	718.56	694.61
<b>% of Max</b>	76.19	94.92	88.89	85.93
<b>Approximate FTES</b>	24.00	29.90	24.00	23.20

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 006</b>				
<b>Total FTEF</b>	0.78	0.78	0.89	0.89
<b>Max WSCH</b>	504	610	720	720
<b>Max WSCH/FTEF</b>	648.65	785.07	810.81	810.81
<b>Max Enrollment</b>	252	305	360	360
<b>Earned WSCH</b>	454	590	686	624
<b>Earned WSCH/FTEF</b>	584.30	759.33	772.52	702.70
<b>% of Max</b>	90.08	96.72	95.28	86.67
<b>Approximate FTES</b>	15.13	19.67	22.87	20.80

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 007</b>				
<b>Total FTEF</b>	0.33	0.33	0.33	0.33
<b>Max WSCH</b>	210	210	210	210
<b>Max WSCH/FTEF</b>	628.74	628.74	628.74	628.74
<b>Max Enrollment</b>	70	70	70	70
<b>Earned WSCH</b>	129	213	219	192
<b>Earned WSCH/FTEF</b>	386.23	637.72	655.69	574.85
<b>% of Max</b>	61.43	101.43	104.29	91.43
<b>Approximate FTES</b>	4.30	7.10	7.30	6.40

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 008</b>				
<b>Total FTEF</b>	0.17	0.17	0.17	
<b>Max WSCH</b>	75	75	75	
<b>Max WSCH/FTEF</b>	449.10	449.10	449.10	0
<b>Max Enrollment</b>	25	25	25	
<b>Earned WSCH</b>	42	54	21	
<b>Earned WSCH/FTEF</b>	251.50	323.35	125.75	0
<b>% of Max</b>	56.00	72.00	28.00	0
<b>Approximate FTES</b>	1.40	1.80	0.70	0

**Spring 2009 Spring 2010 Spring 2011**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 021</b>				
Total FTEF	0.00	0.00	0.00	0.17
Max WSCH				30
Max WSCH/FTEF	0	0	0	179.64
Max Enrollment				10
Earned WSCH	3	15	9	21
Earned WSCH/FTEF	0	0	0	125.75
% of Max	0	0	0	70.00
Approximate FTES	0.10	0.50	0.30	0.70

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 009</b>				
Total FTEF	0.89	0.67	0.67	0.44
Max WSCH	800	600	600	400
Max WSCH/FTEF	900.90	900.90	900.90	900.90
Max Enrollment	400	300	300	200
Earned WSCH	588	508	516	366
Earned WSCH/FTEF	662.16	762.76	774.77	824.32
% of Max	73.50	84.67	86.00	91.50
Approximate FTES	19.60	16.93	17.20	12.20

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 023</b>				
<b>Total FTEF</b>	2.11	1.89	1.89	1.67
<b>Max WSCH</b>	1,470	1,650	1,650	1,450
<b>Max WSCH/FTEF</b>	697.01	874.40	874.40	870.87
<b>Max Enrollment</b>	735	825	825	725
<b>Earned WSCH</b>	1,216	1,492	1,500	1,252
<b>Earned WSCH/FTEF</b>	576.58	790.67	794.91	751.95
<b>% of Max</b>	82.72	90.42	90.91	86.34
<b>Approximate FTES</b>	40.53	49.73	50.00	41.73

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 027</b>				
<b>Total FTEF</b>	0.11	0.11		
<b>Max WSCH</b>	80	80		
<b>Max WSCH/FTEF</b>	720.72	720.72	0	0
<b>Max Enrollment</b>	40	40		
<b>Earned WSCH</b>	44	60		
<b>Earned WSCH/FTEF</b>	396.40	540.54	0	0
<b>% of Max</b>	55.00	75.00	0	0
<b>Approximate FTES</b>	1.47	2.00	0	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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 028</b>				
<b>Total FTEF</b>	1.00	1.00	1.00	1.00
<b>Max WSCH</b>	840	840	840	810
<b>Max WSCH/FTEF</b>	838.32	838.32	838.32	808.38
<b>Max Enrollment</b>	280	280	280	270
<b>Earned WSCH</b>	900	1,038	891	834
<b>Earned WSCH/FTEF</b>	898.20	1,035.93	889.22	832.34
<b>% of Max</b>	107.14	123.57	106.07	102.96
<b>Approximate FTES</b>	30.00	34.60	29.70	27.80

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 029</b>				
<b>Total FTEF</b>	0.11	0.11	0.11	0.11
<b>Max WSCH</b>	30	30	30	30
<b>Max WSCH/FTEF</b>	270.27	270.27	270.27	270.27
<b>Max Enrollment</b>	15	15	15	15
<b>Earned WSCH</b>	30	26	40	34
<b>Earned WSCH/FTEF</b>	270.27	234.23	360.36	306.31
<b>% of Max</b>	100.00	86.67	133.33	113.33
<b>Approximate FTES</b>	1.00	0.87	1.33	1.13

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 030</b>				
Total FTEF	0.11	0.11	0.11	0.11
Max WSCH	40	40	40	40
Max WSCH/FTEF	360.36	360.36	360.36	360.36
Max Enrollment	20	20	20	20
Earned WSCH	22	20	28	18
Earned WSCH/FTEF	198.20	180.18	252.25	162.16
% of Max	55.00	50.00	70.00	45.00
Approximate FTES	0.73	0.67	0.93	0.60

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 035</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	18	18	20	16
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.60	0.60	0.67	0.53

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 037</b>				
Total FTEF	0.11	0.11	0.11	0.11
Max WSCH	60	60	60	60
Max WSCH/FTEF	540.54	540.54	540.54	540.54
Max Enrollment	30	30	30	30
Earned WSCH	38	60	58	54
Earned WSCH/FTEF	342.34	540.54	522.52	486.49
% of Max	63.33	100.00	96.67	90.00
Approximate FTES	1.27	2.00	1.93	1.80

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 039</b>				
Total FTEF	0.11	0.11	0.11	0.11
Max WSCH	60	60	60	60
Max WSCH/FTEF	540.54	540.54	540.54	540.54
Max Enrollment	30	30	30	30
Earned WSCH	28	56	62	34
Earned WSCH/FTEF	252.25	504.50	558.56	306.31
% of Max	46.67	93.33	103.33	56.67
Approximate FTES	0.93	1.87	2.07	1.13

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 040</b>				
<b>Total FTEF</b>	0.22	0.11	0.11	0.11
<b>Max WSCH</b>	160	80	80	80
<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72
<b>Max Enrollment</b>	80	40	40	40
<b>Earned WSCH</b>	72	80	70	76
<b>Earned WSCH/FTEF</b>	324.32	720.72	630.63	684.68
<b>% of Max</b>	45.00	100.00	87.50	95.00
<b>Approximate FTES</b>	2.40	2.67	2.33	2.53

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 041</b>				
<b>Total FTEF</b>	0.17	0.17	0.17	0.17
<b>Max WSCH</b>	75	75	75	75
<b>Max WSCH/FTEF</b>	449.10	449.10	449.10	449.10
<b>Max Enrollment</b>	25	25	25	25
<b>Earned WSCH</b>	102	69	84	66
<b>Earned WSCH/FTEF</b>	610.78	413.17	502.99	395.21
<b>% of Max</b>	136.00	92.00	112.00	88.00
<b>Approximate FTES</b>	3.40	2.30	2.80	2.20

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 043A</b>				
Total FTEF	0.22	0.11	0.11	0.11
Max WSCH	160	80	80	80
Max WSCH/FTEF	720.72	720.72	720.72	720.72
Max Enrollment	80	40	40	40
Earned WSCH	86	58	40	42
Earned WSCH/FTEF	387.39	522.52	360.36	378.38
% of Max	53.75	72.50	50.00	52.50
Approximate FTES	2.87	1.93	1.33	1.40

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 043B</b>				
Total FTEF	0.11	0.11	0.11	0.11
Max WSCH	80	80	80	80
Max WSCH/FTEF	720.72	720.72	720.72	720.72
Max Enrollment	40	40	40	40
Earned WSCH	74	84	114	68
Earned WSCH/FTEF	666.67	756.76	1,027.03	612.61
% of Max	92.50	105.00	142.50	85.00
Approximate FTES	2.47	2.80	3.80	2.27

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

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 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
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**Grossmont College Enrollment  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 043C</b>				
<b>Total FTEF</b>	0.00	0.00	0.00	0.00
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	16	32	26	26
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	0.53	1.07	0.87	0.87

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 044</b>				
<b>Total FTEF</b>	0.33	0.33	0.33	0.33
<b>Max WSCH</b>	180	180	180	180
<b>Max WSCH/FTEF</b>	540.54	540.54	540.54	540.54
<b>Max Enrollment</b>	90	90	90	90
<b>Earned WSCH</b>	142	166	168	160
<b>Earned WSCH/FTEF</b>	426.43	498.50	504.50	480.48
<b>% of Max</b>	78.89	92.22	93.33	88.89
<b>Approximate FTES</b>	4.73	5.53	5.60	5.33

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 047</b>				
<b>Total FTEF</b>	0.18	0.18		
<b>Max WSCH</b>	120	120		
<b>Max WSCH/FTEF</b>	655.74	655.74	0	0
<b>Max Enrollment</b>	40	40		
<b>Earned WSCH</b>	30	63		
<b>Earned WSCH/FTEF</b>	163.93	344.26	0	0
<b>% of Max</b>	25.00	52.50	0	0
<b>Approximate FTES</b>	1.00	2.10	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 060A</b>				
<b>Total FTEF</b>	0.22	0.22	0.22	0.22
<b>Max WSCH</b>	160	160	160	160
<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72
<b>Max Enrollment</b>	80	80	80	80
<b>Earned WSCH</b>	120	122	106	110
<b>Earned WSCH/FTEF</b>	540.54	549.55	477.48	495.50
<b>% of Max</b>	75.00	76.25	66.25	68.75
<b>Approximate FTES</b>	4.00	4.07	3.53	3.67

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 060B</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	34	40	42	36
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.13	1.33	1.40	1.20

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 060C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	10	20	10	16
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.33	0.67	0.33	0.53

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 076A</b>				
Total FTEF	1.11	0.78	0.67	0.56
Max WSCH	720	504	432	200
Max WSCH/FTEF	648.65	648.65	648.65	360.36
Max Enrollment	360	252	216	100
Earned WSCH	372	334	344	200
Earned WSCH/FTEF	335.14	429.86	516.52	360.36
% of Max	51.67	66.27	79.63	100.00
Approximate FTES	12.40	11.13	11.47	6.67

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 076B</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	126	126	78	102
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	4.20	4.20	2.60	3.40

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 120B</b>				
<b>Total FTEF</b>	0.00	0.00		
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	66	76		
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	2.20	2.53	0	0

	Spring 2009	Spring 2010
<b>ES 120C</b>		
<b>Total FTEF</b>	0.00	0.00
<b>Max WSCH</b>		
<b>Max WSCH/FTEF</b>	0	0
<b>Max Enrollment</b>		
<b>Earned WSCH</b>	40	32
<b>Earned WSCH/FTEF</b>	0	0
<b>% of Max</b>	0	0
<b>Approximate FTES</b>	1.33	1.07

**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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 121</b>				
<b>Total FTEF</b>	0.11	0.11		
<b>Max WSCH</b>	50	50		
<b>Max WSCH/FTEF</b>	450.45	450.45	0	0
<b>Max Enrollment</b>	25	25		
<b>Earned WSCH</b>	44	42		
<b>Earned WSCH/FTEF</b>	396.40	378.38	0	0
<b>% of Max</b>	88.00	84.00	0	0
<b>Approximate FTES</b>	1.47	1.40	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 125A</b>				
<b>Total FTEF</b>	0.33	0.22	0.22	0.22
<b>Max WSCH</b>	240	160	160	160
<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72
<b>Max Enrollment</b>	120	80	80	80
<b>Earned WSCH</b>	122	74	132	140
<b>Earned WSCH/FTEF</b>	366.37	333.33	594.59	630.63
<b>% of Max</b>	50.83	46.25	82.50	87.50
<b>Approximate FTES</b>	4.07	2.47	4.40	4.67

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 125B</b>				
Total FTEF	0.17	0.17	0.17	0.17
Max WSCH	120	120	120	120
Max WSCH/FTEF	718.56	718.56	718.56	718.56
Max Enrollment	40	40	40	40
Earned WSCH	63	27	60	60
Earned WSCH/FTEF	377.25	161.68	359.28	359.28
% of Max	52.50	22.50	50.00	50.00
Approximate FTES	2.10	0.90	2.00	2.00

	Spring 2009	Spring 2010	Spring 2011	Spring 2011
<b>ES 125C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	27	18	12	12
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.90	0.60	0.40	0.40

**Spring 2009 Spring 2010 Spring 2011 Spring 2011**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 130A</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	48	40	48	38
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.60	1.33	1.60	1.27

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 130B</b>				
Total FTEF	0.17	0.17	0.17	0.17
Max WSCH	120	120	120	120
Max WSCH/FTEF	718.56	718.56	718.56	718.56
Max Enrollment	40	40	40	40
Earned WSCH	48	54	39	57
Earned WSCH/FTEF	287.43	323.35	233.53	341.32
% of Max	40.00	45.00	32.50	47.50
Approximate FTES	1.60	1.80	1.30	1.90

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 130C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	6	9	6	3
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.20	0.30	0.20	0.10

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 155A</b>				
Total FTEF	0.33	0.33	0.33	0.33
Max WSCH	240	240	240	240
Max WSCH/FTEF	720.72	720.72	720.72	720.72
Max Enrollment	120	120	120	120
Earned WSCH	88	156	182	166
Earned WSCH/FTEF	264.26	468.47	546.55	498.50
% of Max	36.67	65.00	75.83	69.17
Approximate FTES	2.93	5.20	6.07	5.53

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 155B</b>				
<b>Total FTEF</b>	0.22	0.22	0.22	0.22
<b>Max WSCH</b>	160	160	160	160
<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72
<b>Max Enrollment</b>	80	80	80	80
<b>Earned WSCH</b>	102	154	134	140
<b>Earned WSCH/FTEF</b>	459.46	693.69	603.60	630.63
<b>% of Max</b>	63.75	96.25	83.75	87.50
<b>Approximate FTES</b>	3.40	5.13	4.47	4.67

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 155C</b>				
<b>Total FTEF</b>	0.00	0.00	0.00	0.00
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	40	34	60	56
<b>Earned WSCH/FTEF</b>	0	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	1.33	1.13	2.00	1.87

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 170A</b>				
<b>Total FTEF</b>	0.33	0.33	0.33	0.22
<b>Max WSCH</b>	240	240	240	160
<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72
<b>Max Enrollment</b>	120	120	120	80
<b>Earned WSCH</b>	124	144	170	100
<b>Earned WSCH/FTEF</b>	372.37	432.43	510.51	450.45
<b>% of Max</b>	51.67	60.00	70.83	62.50
<b>Approximate FTES</b>	4.13	4.80	5.67	3.33

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 170B</b>				
<b>Total FTEF</b>	0.11	0.00	0.00	0.00
<b>Max WSCH</b>	80			
<b>Max WSCH/FTEF</b>	720.72	0	0	0
<b>Max Enrollment</b>	40			
<b>Earned WSCH</b>	54	116	86	70
<b>Earned WSCH/FTEF</b>	486.49	0	0	0
<b>% of Max</b>	67.50	0	0	0
<b>Approximate FTES</b>	1.80	3.87	2.87	2.33

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 170C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	34	64	52	28
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.13	2.13	1.73	0.93

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 171A</b>				
Total FTEF	0.11	0.11	0.11	0.11
Max WSCH	72	72	72	72
Max WSCH/FTEF	648.65	648.65	648.65	648.65
Max Enrollment	36	36	36	36
Earned WSCH	26	26	46	54
Earned WSCH/FTEF	234.23	234.23	414.41	486.49
% of Max	36.11	36.11	63.89	75.00
Approximate FTES	0.87	0.87	1.53	1.80

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 171B</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	14	24	2	14
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.47	0.80	0.07	0.47

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 171C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	4	24	4	4
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.13	0.80	0.13	0.13

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 172A</b>				
Total FTEF	0.11			
Max WSCH	60			
Max WSCH/FTEF	540.54	0	0	0
Max Enrollment	30			
Earned WSCH	22			
Earned WSCH/FTEF	198.20	0	0	0
% of Max	36.67	0	0	0
Approximate FTES	0.73	0	0	0

**Spring 2009**

<b>ES 172B</b>				
Total FTEF	0.00			
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	14			
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.47	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 172C</b>				
<b>Total FTEF</b>	0.11			
<b>Max WSCH</b>	60			
<b>Max WSCH/FTEF</b>	540.54	0	0	0
<b>Max Enrollment</b>	30			
<b>Earned WSCH</b>	62			
<b>Earned WSCH/FTEF</b>	558.56	0	0	0
<b>% of Max</b>	103.33	0	0	0
<b>Approximate FTES</b>	2.07	0	0	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 175A</b>				
<b>Total FTEF</b>	0.33	0.22	0.22	0.22
<b>Max WSCH</b>	216	144	144	144
<b>Max WSCH/FTEF</b>	648.65	648.65	648.65	648.65
<b>Max Enrollment</b>	108	72	72	72
<b>Earned WSCH</b>	106	86	94	98
<b>Earned WSCH/FTEF</b>	318.32	387.39	423.42	441.44
<b>% of Max</b>	49.07	59.72	65.28	68.06
<b>Approximate FTES</b>	3.53	2.87	3.13	3.27

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 175B</b>				
Total FTEF	0.11	0.00	0.00	0.00
Max WSCH	72			
Max WSCH/FTEF	648.65	0	0	0
Max Enrollment	36			
Earned WSCH	72	58	72	36
Earned WSCH/FTEF	648.65	0	0	0
% of Max	100.00	0	0	0
Approximate FTES	2.40	1.93	2.40	1.20

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 175C</b>				
Total FTEF	0.00			
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	10			
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.33	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 180</b>				
<b>Total FTEF</b>	0.22	0.22	0.11	0.11
<b>Max WSCH</b>	180	180	90	90
<b>Max WSCH/FTEF</b>	810.81	810.81	810.81	810.81
<b>Max Enrollment</b>	90	90	45	45
<b>Earned WSCH</b>	122	160	88	82
<b>Earned WSCH/FTEF</b>	549.55	720.72	792.79	738.74
<b>% of Max</b>	67.78	88.89	97.78	91.11
<b>Approximate FTES</b>	4.07	5.33	2.93	2.73

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 185A</b>				
<b>Total FTEF</b>	0.17	0.17	0.17	0.17
<b>Max WSCH</b>	120	120	120	120
<b>Max WSCH/FTEF</b>	718.56	718.56	718.56	718.56
<b>Max Enrollment</b>	40	40	40	40
<b>Earned WSCH</b>	72	123	57	75
<b>Earned WSCH/FTEF</b>	431.14	736.53	341.32	449.10
<b>% of Max</b>	60.00	102.50	47.50	62.50
<b>Approximate FTES</b>	2.40	4.10	1.90	2.50

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 185B</b>				
Total FTEF	0.00	0.17	0.00	0.00
Max WSCH		90		
Max WSCH/FTEF	0	538.92	0	0
Max Enrollment		30		
Earned WSCH	30	48	63	36
Earned WSCH/FTEF	0	287.43	0	0
% of Max	0	53.33	0	0
Approximate FTES	1.00	1.60	2.10	1.20

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 185C</b>				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	48	18	21	15
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.60	0.60	0.70	0.50

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 200</b>				
<b>Total FTEF</b>	0.94	0.67	0.67	0.17
<b>Max WSCH</b>	465	300	300	75
<b>Max WSCH/FTEF</b>	497.33	449.10	449.10	449.10
<b>Max Enrollment</b>	155	100	100	25
<b>Earned WSCH</b>	336	228	246	78
<b>Earned WSCH/FTEF</b>	359.36	341.32	368.26	467.07
<b>% of Max</b>	72.26	76.00	82.00	104.00
<b>Approximate FTES</b>	11.20	7.60	8.20	2.60

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 201</b>				
<b>Total FTEF</b>	0.67	0.50	0.50	0.33
<b>Max WSCH</b>	900	300	150	300
<b>Max WSCH/FTEF</b>	1,347.31	598.80	299.40	898.20
<b>Max Enrollment</b>	300	300	150	100
<b>Earned WSCH</b>	336	102	125	243
<b>Earned WSCH/FTEF</b>	502.99	203.59	249.50	727.54
<b>% of Max</b>	37.33	34.00	83.33	81.00
<b>Approximate FTES</b>	11.20	3.40	4.17	8.10

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 203</b>				
<b>Total FTEF</b>	0.56	0.56	0.56	0.56
<b>Max WSCH</b>	300	300	300	300
<b>Max WSCH/FTEF</b>	540.54	540.54	540.54	540.54
<b>Max Enrollment</b>	30	30	30	30
<b>Earned WSCH</b>	380	370	330	320
<b>Earned WSCH/FTEF</b>	684.68	666.67	594.59	576.58
<b>% of Max</b>	126.67	123.33	110.00	106.67
<b>Approximate FTES</b>	12.67	12.33	11.00	10.67

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 206</b>				
<b>Total FTEF</b>	0.83	1.11	1.11	1.11
<b>Max WSCH</b>	500	500	500	500
<b>Max WSCH/FTEF</b>	600.60	450.45	450.45	450.45
<b>Max Enrollment</b>	50	50	50	50
<b>Earned WSCH</b>	260	170	280	260
<b>Earned WSCH/FTEF</b>	312.31	153.15	252.25	234.23
<b>% of Max</b>	52.00	34.00	56.00	52.00
<b>Approximate FTES</b>	8.67	5.67	9.33	8.67

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 207</b>				
<b>Total FTEF</b>	0.28	0.22	0.22	0.22
<b>Max WSCH</b>	100	100	100	100
<b>Max WSCH/FTEF</b>	359.71	450.45	450.45	450.45
<b>Max Enrollment</b>	50	50	50	50
<b>Earned WSCH</b>	64	56	84	72
<b>Earned WSCH/FTEF</b>	230.22	252.25	378.38	324.32
<b>% of Max</b>	64.00	56.00	84.00	72.00
<b>Approximate FTES</b>	2.13	1.87	2.80	2.40

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 208</b>				
<b>Total FTEF</b>	0.11	0.11	0.11	0.11
<b>Max WSCH</b>	70	70	70	70
<b>Max WSCH/FTEF</b>	630.63	630.63	630.63	630.63
<b>Max Enrollment</b>	35	35	35	35
<b>Earned WSCH</b>	74	70	56	60
<b>Earned WSCH/FTEF</b>	666.67	630.63	504.50	540.54
<b>% of Max</b>	105.71	100.00	80.00	85.71
<b>Approximate FTES</b>	2.47	2.33	1.87	2.00

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 210</b>				
<b>Total FTEF</b>	0.56	0.56	0.56	0.56
<b>Max WSCH</b>	250	250	250	250
<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
<b>Max Enrollment</b>	25	25	25	25
<b>Earned WSCH</b>	200	150	210	200
<b>Earned WSCH/FTEF</b>	360.36	270.27	378.38	360.36
<b>% of Max</b>	80.00	60.00	84.00	80.00
<b>Approximate FTES</b>	6.67	5.00	7.00	6.67

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 214</b>				
<b>Total FTEF</b>	0.44	0.22	0.33	0.22
<b>Max WSCH</b>	600	300	300	200
<b>Max WSCH/FTEF</b>	1,351.35	1,351.35	900.90	900.90
<b>Max Enrollment</b>	300	150	150	100
<b>Earned WSCH</b>	258	86	254	178
<b>Earned WSCH/FTEF</b>	581.08	387.39	762.76	801.80
<b>% of Max</b>	43.00	28.67	84.67	89.00
<b>Approximate FTES</b>	8.60	2.87	8.47	5.93

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 215</b>				
<b>Total FTEF</b>	0.56	0.56	0.56	0.56
<b>Max WSCH</b>	250	250	250	250
<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
<b>Max Enrollment</b>	25	25	25	25
<b>Earned WSCH</b>	180	140	140	150
<b>Earned WSCH/FTEF</b>	324.32	252.25	252.25	270.27
<b>% of Max</b>	72.00	56.00	56.00	60.00
<b>Approximate FTES</b>	6.00	4.67	4.67	5.00

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 219</b>				
<b>Total FTEF</b>	0.11	0.11	0.11	0.11
<b>Max WSCH</b>	60	60	60	60
<b>Max WSCH/FTEF</b>	540.54	540.54	540.54	540.54
<b>Max Enrollment</b>	30	30	30	30
<b>Earned WSCH</b>	44	40	56	60
<b>Earned WSCH/FTEF</b>	396.40	360.36	504.50	540.54
<b>% of Max</b>	73.33	66.67	93.33	100.00
<b>Approximate FTES</b>	1.47	1.33	1.87	2.00

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 221</b>				
<b>Total FTEF</b>	1.11	1.11	1.11	1.11
<b>Max WSCH</b>	500	500	500	500
<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
<b>Max Enrollment</b>	50	50	50	50
<b>Earned WSCH</b>	550	510	530	570
<b>Earned WSCH/FTEF</b>	495.50	459.46	477.48	513.51
<b>% of Max</b>	110.00	102.00	106.00	114.00
<b>Approximate FTES</b>	18.33	17.00	17.67	19.00

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 224</b>				
<b>Total FTEF</b>	1.11	1.11	1.11	1.11
<b>Max WSCH</b>	500	500	500	500
<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
<b>Max Enrollment</b>	50	50	50	50
<b>Earned WSCH</b>	260	260	270	290
<b>Earned WSCH/FTEF</b>	234.23	234.23	243.24	261.26
<b>% of Max</b>	52.00	52.00	54.00	58.00
<b>Approximate FTES</b>	8.67	8.67	9.00	9.67

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

**Spring 2009   Spring 2010   Spring 2011   Spring 2012**

<b>ES 225</b>	<b>Total FTEF</b>	0.11			
	<b>Max WSCH</b>	50			
	<b>Max WSCH/FTEF</b>	450.45	0	0	0
	<b>Max Enrollment</b>	25			
	<b>Earned WSCH</b>	10			
	<b>Earned WSCH/FTEF</b>	90.09	0	0	0
	<b>% of Max</b>	20.00	0	0	0
	<b>Approximate FTES</b>	0.33	0	0	0

**Spring 2009**

<b>ES 230</b>	<b>Total FTEF</b>	0.56	0.56	0.56	0.56
	<b>Max WSCH</b>	250	250	250	250
	<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
	<b>Max Enrollment</b>	25	25	25	25
	<b>Earned WSCH</b>	110	140	190	150
	<b>Earned WSCH/FTEF</b>	198.20	252.25	342.34	270.27
	<b>% of Max</b>	44.00	56.00	76.00	60.00
	<b>Approximate FTES</b>	3.67	4.67	6.33	5.00

**Spring 2009   Spring 2010   Spring 2011   Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 231</b>				
<b>Total FTEF</b>	0.11	0.11	0.11	0.11
<b>Max WSCH</b>	50	50	50	50
<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45
<b>Max Enrollment</b>	25	25	25	25
<b>Earned WSCH</b>	32	34	44	58
<b>Earned WSCH/FTEF</b>	288.29	306.31	396.40	522.52
<b>% of Max</b>	64.00	68.00	88.00	116.00
<b>Approximate FTES</b>	1.07	1.13	1.47	1.93

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 234</b>				
<b>Total FTEF</b>	0.11			
<b>Max WSCH</b>	50			
<b>Max WSCH/FTEF</b>	450.45	0	0	0
<b>Max Enrollment</b>	25			
<b>Earned WSCH</b>	46			
<b>Earned WSCH/FTEF</b>	414.41	0	0	0
<b>% of Max</b>	92.00	0	0	0
<b>Approximate FTES</b>	1.53	0	0	0

**Spring 2009**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 240</b>				
<b>Total FTEF</b>	0.56	0.00	0.00	0.00
<b>Max WSCH</b>				
<b>Max WSCH/FTEF</b>	0.00	0	0	0
<b>Max Enrollment</b>				
<b>Earned WSCH</b>	30	20		10
<b>Earned WSCH/FTEF</b>	54.05	0	0	0
<b>% of Max</b>	0	0	0	0
<b>Approximate FTES</b>	1.00	0.67	0	0.33

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 250</b>				
<b>Total FTEF</b>	0.13	0.13	0.13	0.13
<b>Max WSCH</b>	120	150	150	120
<b>Max WSCH/FTEF</b>	902.26	1,127.82	1,127.82	902.26
<b>Max Enrollment</b>	60	75	75	60
<b>Earned WSCH</b>	102	136	142	98
<b>Earned WSCH/FTEF</b>	766.92	1,022.56	1,067.67	736.84
<b>% of Max</b>	85.00	90.67	94.67	81.67
<b>Approximate FTES</b>	3.40	4.53	4.73	3.27

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 253</b>				
<b>Total FTEF</b>	0.73	0.48	0.24	
<b>Max WSCH</b>	576	396	200	
<b>Max WSCH/FTEF</b>	793.39	818.18	826.45	0
<b>Max Enrollment</b>	144	99	50	
<b>Earned WSCH</b>	296	312	144	
<b>Earned WSCH/FTEF</b>	407.71	644.63	595.04	0
<b>% of Max</b>	51.39	78.79	72.00	0
<b>Approximate FTES</b>	9.87	10.40	4.80	0

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 255</b>				
<b>Total FTEF</b>	0.55	0.55	0.55	0.25
<b>Max WSCH</b>	360	300	300	100
<b>Max WSCH/FTEF</b>	654.55	545.45	545.45	400.00
<b>Max Enrollment</b>	90	75	75	25
<b>Earned WSCH</b>	224	292	276	112
<b>Earned WSCH/FTEF</b>	407.27	530.91	501.82	448.00
<b>% of Max</b>	62.22	97.33	92.00	112.00
<b>Approximate FTES</b>	7.47	9.73	9.20	3.73

**Spring 2009 Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 290</b>				
<b>Total FTEF</b>	0.17	0.17	0.17	0.17
<b>Max WSCH</b>	60	60	60	75
<b>Max WSCH/FTEF</b>	359.28	359.28	359.28	449.10
<b>Max Enrollment</b>	20	20	20	25
<b>Earned WSCH</b>	30	66	63	48
<b>Earned WSCH/FTEF</b>	179.64	395.21	377.25	287.43
<b>% of Max</b>	50.00	110.00	105.00	64.00
<b>Approximate FTES</b>	1.00	2.20	2.10	1.60

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 299B</b>				
<b>Total FTEF</b>	0.47	0.12		
<b>Max WSCH</b>	320	80		
<b>Max WSCH/FTEF</b>	683.76	683.76	0	0
<b>Max Enrollment</b>	160	40		
<b>Earned WSCH</b>	240	68		
<b>Earned WSCH/FTEF</b>	512.82	581.20	0	0
<b>% of Max</b>	75.00	85.00	0	0
<b>Approximate FTES</b>	8.00	2.27	0	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  
G06: ES%**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
<b>ES 293</b>				
<b>Total FTEF</b>	0.13	0.18	0.18	0.18
<b>Max WSCH</b>	150	150	150	150
<b>Max WSCH/FTEF</b>	0	1,127.82	819.67	819.67
<b>Max Enrollment</b>	50	50	50	50
<b>Earned WSCH</b>	60	60	42	60
<b>Earned WSCH/FTEF</b>	0	451.13	229.51	327.87
<b>% of Max</b>	0	40.00	28.00	40.00
<b>Approximate FTES</b>	0	2.00	1.40	2.00

	Spring 2010	Spring 2011	Spring 2012
<b>ES 294</b>			
<b>Total FTEF</b>	0.20	0.20	0.20
<b>Max WSCH</b>	150	150	150
<b>Max WSCH/FTEF</b>	0	750.00	750.00
<b>Max Enrollment</b>	50	50	50
<b>Earned WSCH</b>	57	42	60
<b>Earned WSCH/FTEF</b>	0	285.00	210.00
<b>% of Max</b>	0	38.00	28.00
<b>Approximate FTES</b>	0	1.90	1.40

**Spring 2010 Spring 2011 Spring 2012**

\* 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  
G06: ES%**

Spring 2009 Spring 2010 Spring 2011 Spring 2012

<b>ES 068A</b>	<b>Total FTEF</b>			0.00
	<b>Max WSCH</b>			
	<b>Max WSCH/FTEF</b>	0	0	0
	<b>Max Enrollment</b>			
	<b>Earned WSCH</b>		8	
	<b>Earned WSCH/FTEF</b>	0	0	0
	<b>% of Max</b>	0	0	0
	<b>Approximate FTES</b>	0	0	0.27

**Spring 2011**

<b>ES 068B</b>	<b>Total FTEF</b>			0.00
	<b>Max WSCH</b>			
	<b>Max WSCH/FTEF</b>	0	0	0
	<b>Max Enrollment</b>			
	<b>Earned WSCH</b>			
	<b>Earned WSCH/FTEF</b>	0	0	0
	<b>% of Max</b>	0	0	0
	<b>Approximate FTES</b>	0	0	0

**Spring 2011**

\* 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 WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	BIO	230	0.367	180.00	490.46	30	6.00	138.00	376.02	23	76.67	4.60
	BIO	240	0.417	252.00	604.32	36	8.40	245.00	587.53	35	97.22	8.17
		<b>BIO Total</b>	<b>12.817</b>	<b>9,453.00</b>	<b>737.54</b>	<b>1595</b>	<b>315.10</b>	<b>9,029.00</b>	<b>704.46</b>	<b>1517</b>	<b>95.51</b>	<b>300.97</b>
	<b>CHEM</b>											
	CHEM	102	0.567	336.00	592.59	48	11.20	322.00	567.90	46	95.83	10.73
	CHEM	110	0.200	150.00	750.00	50	5.00	138.00	690.00	46	92.00	4.60
	CHEM	113	0.500	288.00	576.00	48	9.60	294.00	588.00	49	102.08	9.80
	CHEM	115	1.350	960.00	711.11	160	32.00	828.00	613.33	138	86.25	27.60
	CHEM	115T	0.150	120.00	800.00	40	4.00	99.00	660.00	33	82.50	3.30
	CHEM	116	0.500	288.00	576.00	48	9.60	294.00	588.00	49	102.08	9.80
	CHEM	120	1.500	864.00	576.00	144	28.80	930.00	620.00	155	107.64	31.00
	CHEM	141	1.500	648.00	432.00	72	21.60	711.00	474.00	79	109.72	23.70
	CHEM	142	1.000	432.00	432.00	48	14.40	459.00	459.00	51	106.25	15.30
	CHEM	231	0.500	216.00	432.00	24	7.20	198.00	396.00	22	91.67	6.60
		<b>CHEM Total</b>	<b>7.767</b>	<b>4,302.00</b>	<b>553.88</b>	<b>682</b>	<b>143.40</b>	<b>4,273.00</b>	<b>550.15</b>	<b>668</b>	<b>99.33</b>	<b>142.43</b>
	<b>ES</b>											
	ES	001	0.222	60.00	270.27	30	2.00	50.00	225.23	25	83.33	1.67
	ES	021	0.167	30.00	179.64	10	1.00	65.00	389.22	29	216.67	2.17
	ES	005	1.002	810.00	808.38	270	27.00	696.00	694.61	232	85.93	23.20
	ES	006	0.888	720.00	810.81	360	24.00	624.00	702.70	312	86.67	20.80
	ES	007	0.334	210.00	628.74	70	7.00	192.00	574.85	64	91.43	6.40
	ES	009	0.444	400.00	900.90	200	13.33	366.00	824.32	183	91.50	12.20
	ES	023	1.665	1,450.00	870.87	725	48.33	1,252.00	751.95	626	86.34	41.73
	ES	024	0.234	160.00	683.76	80	5.33	154.00	658.12	77	96.25	5.13

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES 028		1.002	810.00	808.38	270	27.00	834.00	832.34	278	102.96	27.80
	ES 029		0.111	30.00	270.27	15	1.00	34.00	306.31	17	113.33	1.13
	ES 030		0.111	40.00	360.36	20	1.33	34.00	306.31	17	85.00	1.13
	ES 037		0.111	60.00	540.54	30	2.00	54.00	486.49	27	90.00	1.80
	ES 039		0.111	60.00	540.54	30	2.00	34.00	306.31	17	56.67	1.13
	ES 040		0.111	80.00	720.72	40	2.67	76.00	684.68	38	95.00	2.53
	ES 041		0.167	75.00	449.10	25	2.50	66.00	395.21	22	88.00	2.20
	ES 043A		0.111	80.00	720.72	40	2.67	62.00	558.56	31	77.50	2.07
	ES 043B		0.111	80.00	720.72	40	2.67	74.00	666.67	37	92.50	2.47
	ES 044		0.333	180.00	540.54	90	6.00	160.00	480.48	80	88.89	5.33
	ES 060A		0.222	160.00	720.72	80	5.33	162.00	729.73	81	101.25	5.40
	ES 076A		0.555	200.00	360.36	100	6.67	316.00	569.37	158	158.00	10.53
	ES 125A		0.222	160.00	720.72	80	5.33	140.00	630.63	70	87.50	4.67
	ES 130B		0.167	120.00	718.56	40	4.00	98.00	586.83	39	81.67	3.27
	ES 155A		0.333	240.00	720.72	120	8.00	218.00	654.65	109	90.83	7.27
	ES 155B		0.222	160.00	720.72	80	5.33	144.00	648.65	72	90.00	4.80
	ES 170A		0.222	160.00	720.72	80	5.33	198.00	891.89	99	123.75	6.60
	ES 171A		0.111	72.00	648.65	36	2.40	72.00	648.65	36	100.00	2.40
	ES 175A		0.222	144.00	648.65	72	4.80	134.00	603.60	67	93.06	4.47
	ES 180		0.111	90.00	810.81	45	3.00	82.00	738.74	41	91.11	2.73
	ES 185A		0.167	120.00	718.56	40	4.00	126.00	754.49	42	105.00	4.20
	ES 200		0.167	75.00	449.10	25	2.50	78.00	467.07	26	104.00	2.60
	ES 201		0.334	300.00	898.20	100	10.00	243.00	727.54	81	81.00	8.10
	ES 203		0.555	300.00	540.54	30	10.00	320.00	576.58	32	106.67	10.67

\* 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 and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	206	1.110	500.00	450.45	50	16.67	260.00	234.23	26	52.00	8.67
	ES	207	0.222	100.00	450.45	50	3.33	72.00	324.32	36	72.00	2.40
	ES	208	0.111	70.00	630.63	35	2.33	60.00	540.54	30	85.71	2.00
	ES	210	0.555	250.00	450.45	25	8.33	200.00	360.36	20	80.00	6.67
	ES	214	0.222	200.00	900.90	100	6.67	178.00	801.80	89	89.00	5.93
	ES	215	0.555	250.00	450.45	25	8.33	150.00	270.27	15	60.00	5.00
	ES	219	0.111	60.00	540.54	30	2.00	60.00	540.54	30	100.00	2.00
	ES	221	1.110	500.00	450.45	50	16.67	570.00	513.51	57	114.00	19.00
	ES	224	1.110	500.00	450.45	50	16.67	290.00	261.26	29	58.00	9.67
	ES	230	0.555	250.00	450.45	25	8.33	150.00	270.27	15	60.00	5.00
	ES	231	0.111	50.00	450.45	25	1.67	58.00	522.52	29	116.00	1.93
	ES	240	0.000	0.00	0	0	0	10.00	0	1	0	0.33
	ES	250	0.133	120.00	902.26	60	4.00	98.00	736.84	49	81.67	3.27
	ES	255	0.250	100.00	400.00	25	3.33	112.00	448.00	28	112.00	3.73
	ES	290	0.167	75.00	449.10	25	2.50	48.00	287.43	16	64.00	1.60
	ES	293	0.183	150.00	819.67	50	5.00	60.00	327.87	20	40.00	2.00
	ES	294	0.200	150.00	750.00	50	5.00	60.00	300.00	20	40.00	2.00
		<b>ES Total</b>	<b>17.550</b>	<b>10,961.00</b>	<b>624.56</b>	<b>3948</b>	<b>365.37</b>	<b>9,594.00</b>	<b>546.67</b>	<b>3575</b>	<b>87.53</b>	<b>319.80</b>
<b>GEOG</b>												
	GEOG	104	0.283	165.00	583.04	33	5.50	125.00	441.70	25	75.76	4.17
	GEOG	106	0.600	450.00	750.00	150	15.00	435.00	725.00	145	96.67	14.50
	GEOG	120	1.600	1,200.00	750.00	400	40.00	1,155.00	721.88	385	96.25	38.50
	GEOG	121	0.300	180.00	600.00	60	6.00	135.00	450.00	45	75.00	4.50
	GEOG	130	0.600	360.00	600.00	120	12.00	342.00	570.00	114	95.00	11.40

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		GEOG 170	0.200	120.00	600.00	40	4.00	120.00	600.00	40	100.00	4.00
		<b>GEOG Total</b>	<b>3.583</b>	<b>2,475.00</b>	<b>690.76</b>	<b>803</b>	<b>82.50</b>	<b>2,312.00</b>	<b>645.27</b>	<b>754</b>	<b>93.41</b>	<b>77.07</b>
<b>GEOG</b>												
		GEOG 150	0.283	130.00	459.04	26	4.33	115.00	406.07	23	88.46	3.83
		GEOG 104	0.200	150.00	750.00	50	5.00	111.00	555.00	37	74.00	3.70
		GEOG 110	0.800	600.00	750.00	200	20.00	570.00	712.50	190	95.00	19.00
		GEOG 111	0.150	96.00	640.00	32	3.20	66.00	440.00	22	68.75	2.20
		GEOG 121	0.350	192.00	548.57	32	6.40	108.00	308.57	18	56.25	3.60
		<b>GEOG Total</b>	<b>1.783</b>	<b>1,168.00</b>	<b>655.00</b>	<b>340</b>	<b>38.93</b>	<b>970.00</b>	<b>543.97</b>	<b>290</b>	<b>83.05</b>	<b>32.33</b>
<b>HED</b>												
		HED 105	0.134	100.00	746.27	100	3.33	88.00	656.72	88	88.00	2.93
		HED 120	2.000	1,860.00	930.00	620	62.00	1,806.00	903.00	602	97.10	60.20
		HED 155	1.200	915.00	762.50	305	30.50	816.00	680.00	272	89.18	27.20
		HED 158	0.400	390.00	975.00	130	13.00	357.00	892.50	119	91.54	11.90
		HED 201	0.200	150.00	750.00	50	5.00	150.00	750.00	50	100.00	5.00
		HED 255	0.200	150.00	750.00	50	5.00	147.00	735.00	49	98.00	4.90
		<b>HED Total</b>	<b>4.134</b>	<b>3,565.00</b>	<b>862.36</b>	<b>1255</b>	<b>118.83</b>	<b>3,364.00</b>	<b>813.74</b>	<b>1180</b>	<b>94.36</b>	<b>112.13</b>
<b>MATH</b>												
		MATH 088	2.136	1,300.00	608.61	325	43.33	1,376.00	644.19	344	105.85	45.87
		MATH 090	6.660	4,111.00	617.27	799	137.03	4,554.00	683.78	886	110.78	151.80
		MATH 097	0.200	135.00	675.00	45	4.50	105.00	525.00	35	77.78	3.50
		MATH 103	3.200	2,310.00	721.88	770	77.00	2,130.00	665.63	710	92.21	71.00
		MATH 110	4.662	3,546.00	760.62	686	118.20	3,647.00	782.28	705	102.85	121.57
		MATH 120	2.000	1,350.00	675.00	450	45.00	1,212.00	606.00	404	89.78	40.40

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		MATH 125	0.250	180.00	720.00	45	6.00	160.00	640.00	40	88.89	5.33
		MATH 126	0.250	180.00	720.00	45	6.00	128.00	512.00	32	71.11	4.27
		MATH 128	0.100	67.50	675.00	45	2.25	48.00	480.00	32	71.11	1.60
		MATH 160	3.800	2,670.00	702.63	890	89.00	2,586.00	680.53	862	96.85	86.20
		MATH 170	0.600	420.00	700.00	140	14.00	387.00	645.00	129	92.14	12.90
		MATH 175	1.602	1,080.00	674.16	270	36.00	1,028.00	641.70	257	95.19	34.27
		MATH 176	1.600	1,110.00	693.75	185	37.00	1,062.00	663.75	177	95.68	35.40
		MATH 178	1.602	1,100.00	686.64	275	36.67	1,056.00	659.18	264	96.00	35.20
		MATH 180	1.665	1,225.00	735.74	245	40.83	1,155.00	693.69	231	94.29	38.50
		MATH 245	0.200	90.00	450.00	30	3.00	81.00	405.00	27	90.00	2.70
		MATH 280	1.335	880.00	659.18	220	29.33	748.00	560.30	187	85.00	24.93
		MATH 281	0.534	380.00	711.61	95	12.67	376.00	704.12	94	98.95	12.53
		MATH 284	0.200	90.00	450.00	30	3.00	123.00	615.00	41	136.67	4.10
		MATH 285	0.200	135.00	675.00	45	4.50	126.00	630.00	42	93.33	4.20
		<b>MATH Total</b>	<b>32.796</b>	<b>22,359.50</b>	<b>681.78</b>	<b>5635</b>	<b>745.32</b>	<b>22,088.00</b>	<b>673.50</b>	<b>5499</b>	<b>98.79</b>	<b>736.27</b>
		<b>OCEA</b>										
		OCEA 112	0.800	600.00	750.00	200	20.00	588.00	735.00	196	98.00	19.60
		OCEA 113	0.150	96.00	640.00	32	3.20	81.00	540.00	27	84.38	2.70
		<b>OCEA Total</b>	<b>0.950</b>	<b>696.00</b>	<b>732.63</b>	<b>232</b>	<b>23.20</b>	<b>669.00</b>	<b>704.21</b>	<b>223</b>	<b>96.12</b>	<b>22.30</b>
		<b>PHYC</b>										
		PHYC 110	1.050	576.00	548.57	96	19.20	570.00	542.86	95	98.96	19.00
		PHYC 130	0.350	192.00	548.57	32	6.40	198.00	565.71	33	103.13	6.60
		PHYC 140	1.050	576.00	548.57	96	19.20	606.00	577.14	101	105.21	20.20
		PHYC 240	0.350	192.00	548.57	32	6.40	216.00	617.14	36	112.50	7.20

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		PHYC Total	2.800	1,536.00	548.57	256	51.20	1,590.00	567.86	265	103.52	53.00
<b>PSC</b>												
		PSC 100	0.200	144.00	720.00	48	4.80	123.00	615.00	41	85.42	4.10
		PSC 110	0.600	450.00	750.00	150	15.00	474.00	790.00	158	105.33	15.80
		PSC 111	0.150	96.00	640.00	32	3.20	75.00	500.00	25	78.13	2.50
		<b>PSC Total</b>	<b>0.950</b>	<b>690.00</b>	<b>726.32</b>	<b>230</b>	<b>23.00</b>	<b>672.00</b>	<b>707.37</b>	<b>224</b>	<b>97.39</b>	<b>22.40</b>
<b>SCI</b>												
		SCI 110	1.000	570.00	570.00	190	19.00	627.00	627.00	209	110.00	20.90
		<b>SCI Total</b>	<b>1.000</b>	<b>570.00</b>	<b>570.00</b>	<b>190</b>	<b>19.00</b>	<b>627.00</b>	<b>627.00</b>	<b>209</b>	<b>110.00</b>	<b>20.90</b>
		<b>***** Division Totals</b>	<b>88.330</b>	<b>59,359.50</b>	<b>672.02</b>	<b>15694</b>	<b>1,978.65</b>	<b>56,763.00</b>	<b>642.62</b>	<b>14929</b>	<b>95.63</b>	<b>1,892.10</b>

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2012SP excluding Cont. Ed. by Course/Section

(Totals include Census, Pos Att, Daily Census, Non-Credit and OE/OE)

	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
Arts, Languages & Communication	0.000	0.00	0	0	0	48.00	0	16	0	1.60
Mathematics Natural Sciences Ex Sci	88.330	59,359.50	672.02	15694	1,978.65	56,763.00	642.62	14929	95.63	1,892.10
<b>Grand Totals</b>	<b>88.330</b>	<b>59,359.50</b>	<b>672.02</b>	<b>15694</b>	<b>1,978.65</b>	<b>56,811.00</b>	<b>643.17</b>	<b>14945</b>	<b>95.71</b>	<b>1,893.70</b>

\* 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 and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)



**ESW – FALL**

**WSCH**



DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASTR110	191100	1.800	1230.00	683.33	957.00	531.66	77.80
ASTR112	191100	.600	384.00	640.00	291.00	485.00	75.78
*****	ASTR	2.400	1614.00	672.50	1248.00	520.00	77.32
BIO 105	040100	1.000	768.00	768.00	426.00	426.00	55.46
BIO 110	040100	2.500	1920.00	768.00	1434.00	573.60	74.68
BIO 112	040100	.400	261.00	652.50	87.00	217.50	33.33
BIO 114	040100	.200	108.00	540.00	105.00	525.00	97.22
BIO 118	040100	.200	105.00	525.00	114.00	570.00	108.57
BIO 120	040100	4.850	3648.00	752.16	3948.00	814.02	108.22
BIO 125	040100	.066	35.00	530.30	12.00	181.81	34.28
BIO 140	040100	.800	576.00	720.00	612.00	765.00	106.25
BIO 141	040100	.400	330.00	825.00	363.00	907.50	110.00
BIO 142	040100	.300	192.00	640.00	276.00	920.00	143.75
BIO 144	040100	1.700	1140.00	670.58	1236.00	727.05	108.42
BIO 145	040100	.500	384.00	768.00	390.00	780.00	101.56
BIO 152	040100	1.450	936.00	645.51	1026.00	707.58	109.61
BIO 210	040100	.400	330.00	825.00	324.00	810.00	98.18
BIO 211	040100	.334	192.00	574.85	207.00	619.76	107.81
BIO 212	040100	.167	96.00	574.85	57.00	341.31	59.37
BIO 215	040100	.283	125.00	441.69	60.00	212.01	48.00
BIO 220	040100	.200	96.00	480.00	63.00	315.00	65.62
BIO 221	040100	.167	90.00	538.92	57.00	341.31	63.33
*****	BIO	15.917	11332.00	711.94	10797.00	678.33	95.27
CHEM110	190500	.200	111.00	555.00	84.00	420.00	75.67
CHEM113	190500	.500	288.00	576.00	294.00	588.00	102.08
CHEM115	190500	2.000	1296.00	648.00	1098.00	549.00	84.72
CHEM115T	190500	.150	300.00	2000.00	183.00	1220.00	61.00
CHEM116	190500	1.000	510.00	510.00	414.00	414.00	81.17
CHEM120	190500	1.650	1176.00	712.72	1248.00	756.36	106.12
CHEM141	190500	1.500	864.00	576.00	1098.00	732.00	127.08
CHEM142	190500	1.000	576.00	576.00	315.00	315.00	54.68
CHEM231	190500	.500	216.00	432.00	198.00	396.00	91.66
*****	CHEM	8.500	5337.00	627.88	4932.00	580.23	92.41
ES 001	083500	.444	100.00	225.22	68.00	153.15	68.00
ES 003	083500	.111	40.00	360.36	30.00	270.27	75.00
ES 005	083500	1.169	840.00	718.56	579.00	495.29	68.92
ES 006	083500	.666	480.00	720.72	362.00	543.54	75.41
ES 007	083500	.334	210.00	628.74	111.00	332.33	52.85
ES 008	083500	.167	75.00	449.10	45.00	269.46	60.00
ES 009	083500	.888	800.00	900.90	554.00	623.87	69.25
ES 023	083500	2.442	1760.00	720.72	1110.00	454.54	63.06
ES 027	083500	.111	80.00	720.72	44.00	396.39	55.00
ES 028	083500	.668	600.00	898.20	618.00	925.14	103.00
ES 029	083500	.111	40.00	360.36	30.00	270.27	75.00
ES 035	083500	.111	50.00	450.45	38.00	342.34	76.00
ES 037	083500	.111	60.00	540.54	32.00	288.28	53.33

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ES 039	083500	.111	40.00	360.36	36.00	324.32	90.00
ES 040	083500	.222	120.00	540.54	102.00	459.45	85.00
ES 043A	083500	.333	240.00	720.72	132.00	396.39	55.00
ES 043B	083500	.111	80.00	720.72	36.00	324.32	45.00
ES 044	083500	.222	160.00	720.72	90.00	405.40	56.25
ES 060A	083500	.333	240.00	720.72	180.00	540.54	75.00
ES 076A	083500	.888	576.00	648.64	346.00	389.63	60.06
ES 120A	083500	.555	388.00	699.09	268.00	482.88	69.07
ES 121	083500	.111	50.00	450.45	28.00	252.25	56.00
ES 125A	083500	.222	160.00	720.72	100.00	450.45	62.50
ES 125B	083500	.167	120.00	718.56	63.00	377.24	52.50
ES 130C	083500	.167	120.00	718.56	95.00	568.86	79.16
ES 155A	083500	.222	160.00	720.72	110.00	495.49	68.75
ES 155B	083500	.222	160.00	720.72	84.00	378.37	52.50
ES 170A	083500	.333	240.00	720.72	208.00	624.62	86.66
ES 171A	083500	.111	80.00	720.72	44.00	396.39	55.00
ES 172A	083500	.111	70.00	630.63	46.00	414.41	65.71
ES 175A	083500	.333	240.00	720.72	138.00	414.41	57.50
ES 175B	083500	.111	80.00	720.72	44.00	396.39	55.00
ES 180	083500	.222	180.00	810.81	120.00	540.54	66.66
ES 185A	083500	.167	120.00	718.56	102.00	610.77	85.00
ES 199	083500		6.00	6.00	6.00	6.00	100.00
ES 200	083500	.167	120.00	718.56	147.00	880.23	122.50
ES 204	083500	.333	260.00	780.78	184.00	552.55	70.76
ES 206	083550	1.110	600.00	540.54	420.00	378.37	70.00
ES 209	083500	.555	250.00	450.45	200.00	360.36	80.00
ES 211	083500	.111	40.00	360.36	36.00	324.32	90.00
ES 212	083550	1.110	1700.00	1531.53	1200.00	1081.08	70.58
ES 216	083500	.111	50.00	450.45	46.00	414.41	92.00
ES 218	083550	.555	300.00	540.54	200.00	360.36	66.66
ES 225	083500	.222	100.00	450.45	48.00	216.21	48.00
ES 230	083550	.555	200.00	360.36	100.00	180.18	50.00
ES 231	083500	.111	50.00	450.45	30.00	270.27	60.00
ES 233	083550	1.110	500.00	450.45	410.00	369.36	82.00
ES 250	083500	.133	100.00	751.87	98.00	736.84	98.00
ES 253	083500	.484	380.00	785.12	220.00	454.54	57.89
ES 255	083500	.300	200.00	666.66	180.00	600.00	90.00
ES 262	083500	.111	150.00	1351.35	120.00	1081.08	80.00
ES 263	083500	.111	150.00	1351.35	96.00	864.86	64.00
ES 290	083500	.167	108.00	646.70	12.00	71.85	11.11
ES 299	083500	.222	100.00	450.45	82.00	369.36	82.00
***** ES		20.185	14123.00	699.67	9828.00	486.89	69.58
GEOG106	220600	.200	111.00	555.00	108.00	540.00	97.29
GEOG120	220600	2.000	1500.00	750.00	1044.00	522.00	69.60
GEOG121	220600	.450	270.00	600.00	204.00	453.33	75.55
GEOG130	220600	1.000	582.00	582.00	294.00	294.00	50.51
GEOG170	220600	.200	111.00	555.00	63.00	315.00	56.75
***** GEOG		3.850	2574.00	668.57	1713.00	444.93	66.55

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASTR110	191100	1.800	1230.00	683.33	981.00	545.00	79.75
ASTR112	191100	.600	384.00	640.00	255.00	425.00	66.40
*****	ASTR	2.400	1614.00	672.50	1236.00	515.00	76.57
BIO 105	040100	1.000	768.00	768.00	750.00	750.00	97.65
BIO 110	040100	2.500	1920.00	768.00	1578.00	631.20	82.18
BIO 112	040100	.400	261.00	652.50	99.00	247.50	37.93
BIO 114	040100	.200	150.00	750.00	63.00	315.00	42.00
BIO 118	040100	.200	105.00	525.00	111.00	555.00	105.71
BIO 120	040100	5.350	4032.00	753.64	4722.00	882.61	117.11
BIO 140	040100	1.300	864.00	664.61	918.00	706.15	106.25
BIO 141	040100	.600	465.00	775.00	399.00	665.00	85.80
BIO 142	040100	.600	384.00	640.00	360.00	600.00	93.75
BIO 144	040100	1.350	960.00	711.11	870.00	644.44	90.62
BIO 145	040100	.850	576.00	677.64	522.00	614.11	90.62
BIO 152	040100	2.100	1170.00	557.14	1233.00	587.14	105.38
BIO 199	040100	.200	24.00	24.00	24.00	24.00	100.00
BIO 210	040100	.400	300.00	750.00	345.00	862.50	115.00
BIO 211	040100	.334	192.00	574.85	201.00	601.79	104.68
BIO 212	040100	.167	96.00	574.85	81.00	485.02	84.37
BIO 215	040100	.283	125.00	441.69	100.00	353.35	80.00
BIO 220	040100	.200	96.00	480.00	78.00	390.00	81.25
BIO 221	040100	.167	90.00	538.92	60.00	359.28	66.66
*****	BIO	18.001	12578.00	698.73	12514.00	695.18	99.49
CHEM110	190500	.400	192.00	480.00	165.00	412.50	85.93
CHEM113	190500	.500	288.00	576.00	282.00	564.00	97.91
CHEM115	190500	2.000	1464.00	732.00	1056.00	528.00	72.13
CHEM115T	190500	.150	300.00	2000.00	120.00	800.00	40.00
CHEM116	190500	1.000	576.00	576.00	438.00	438.00	76.04
CHEM120	190500	1.650	1020.00	618.18	1074.00	650.90	105.29
CHEM141	190500	2.300	1080.00	469.56	1107.00	481.30	102.50
CHEM142	190500	1.000	432.00	432.00	405.00	405.00	93.75
CHEM231	190500	.500	216.00	432.00	189.00	378.00	87.50
*****	CHEM	9.500	5568.00	586.10	4836.00	509.05	86.85
ES 001	083500	.444	100.00	225.22	72.00	162.16	72.00
ES 003	083500	.111	40.00	360.36	30.00	270.27	75.00
ES 004	083500	.111	50.00	450.45	36.00	324.32	72.00
ES 005	083500	1.169	840.00	718.56	597.00	510.69	71.07
ES 006	083500	.666	480.00	720.72	388.00	582.58	80.83
ES 007	083500	.334	210.00	628.74	111.00	332.33	52.85
ES 008	083500	.167	75.00	449.10	24.00	143.71	32.00
ES 009	083500	.777	700.00	900.90	438.00	563.70	62.57
ES 023	083500	2.553	1840.00	720.72	1092.00	427.73	59.34
ES 027	083500	.111	80.00	720.72	70.00	630.63	87.50
ES 028	083500	.668	600.00	898.20	549.00	821.85	91.50
ES 029	083500	.111	40.00	360.36	36.00	324.32	90.00
ES 035	083500	.111	50.00	450.45	52.00	468.46	104.00

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ES 037	083500	.111	60.00	540.54	38.00	342.34	63.33
ES 039	083500	.111	40.00	360.36	38.00	342.34	95.00
ES 040	083500	.222	120.00	540.54	92.00	414.41	76.66
ES 041	083500	.167	75.00	449.10	75.00	449.10	100.00
ES 043A	083500	.333	240.00	720.72	130.00	390.39	54.16
ES 043B	083500	.111	80.00	720.72	40.00	360.36	50.00
ES 044	083500	.222	160.00	720.72	94.00	423.42	58.75
ES 060A	083500	.333	240.00	720.72	158.00	474.47	65.83
ES 076A	083500	.888	576.00	648.64	340.00	382.88	59.02
ES 120A	083500	.555	388.00	699.09	352.00	634.23	90.72
ES 121	083500	.111	50.00	450.45	32.00	288.28	64.00
ES 125A	083500	.222	160.00	720.72	88.00	396.39	55.00
ES 125B	083500	.167	120.00	718.56	30.00	179.64	25.00
ES 130C	083500	.167	120.00	718.56	75.00	449.10	62.50
ES 155A	083500	.222	160.00	720.72	126.00	567.56	78.75
ES 155B	083500	.222	160.00	720.72	104.00	468.46	65.00
ES 170A	083500	.333	240.00	720.72	218.00	654.65	90.83
ES 171A	083500	.111	80.00	720.72	36.00	324.32	45.00
ES 172A	083500	.111	70.00	630.63	68.00	612.61	97.14
ES 175A	083500	.444	320.00	720.72	136.00	306.30	42.50
ES 175B	083500	.111	80.00	720.72	32.00	288.28	40.00
ES 180	083500	.222	180.00	810.81	104.00	468.46	57.77
ES 185A	083500	.167	120.00	718.56	114.00	682.63	95.00
ES 199	083500		3.00	3.00	3.00	3.00	100.00
ES 200	083500	.334	240.00	718.56	192.00	574.85	80.00
ES 204	083500	.333	260.00	780.78	156.00	468.46	60.00
ES 206	083550	1.110	600.00	540.54	380.00	342.34	63.33
ES 209	083500	.555	250.00	450.45	230.00	414.41	92.00
ES 211	083500	.111	40.00	360.36	24.00	216.21	60.00
ES 212	083550	1.110	1700.00	1531.53	1260.00	1135.13	74.11
ES 216	083500	.111	50.00	450.45	42.00	378.37	84.00
ES 218	083550	.555	300.00	540.54	220.00	396.39	73.33
ES 225	083500	.222	100.00	450.45	54.00	243.24	54.00
ES 230	083550	.555	200.00	360.36	140.00	252.25	70.00
ES 231	083500	.111	50.00	450.45	22.00	198.19	44.00
ES 233	083550	1.110	500.00	450.45	490.00	441.44	98.00
ES 240	083500				10.00	10.00	1000.00
ES 250	083500	.133	140.00	1052.63	130.00	977.44	92.85
ES 253	083500	.484	380.00	785.12	152.00	314.04	40.00
ES 255	083500	.300	200.00	666.66	156.00	520.00	78.00
ES 262	083500	.111	150.00	1351.35	106.00	954.95	70.66
ES 263	083500	.111	150.00	1351.35	84.00	756.75	56.00
ES 290	083500	.167	108.00	646.70	15.00	89.82	13.88
***** ES		20.519	14365.00	700.08	9881.00	481.55	68.78
GEOG106	220600	.200	150.00	750.00	147.00	735.00	98.00
GEOG120	220600	1.600	1200.00	750.00	966.00	603.75	80.50
GEOG121	220600	.650	360.00	553.84	213.00	327.69	59.16
GEOG130	220600	.800	483.00	603.75	279.00	348.75	57.76
GEOG140	220600	.200	111.00	555.00	39.00	195.00	35.13

## Grossmont WSCH Analysis using Census Enrollment for 2008FA by Course/Section

Division	Subj	Course	Total		Max		Max		Max		Earned		Earned		Earned		% of Max	Approx FTES *
			FTEF	WSCH	WSCH/FTEF	Enroll	FTEF *	WSCH	WSCH/FTEF	Enroll	FTEF *	WSCH	WSCH/FTEF	Enroll				
<b>ES</b>																		
	ES	001	0.444	100.00	225.23	50	3.33	92.00	207.21	46	92.00	3.07						
	ES	003	0.111	40.00	360.36	20	1.33	26.00	234.23	13	65.00	0.87						
	ES	004	0.111	50.00	450.45	25	1.67	42.00	378.38	21	84.00	1.40						
	ES	005	1.169	945.00	808.38	315	31.50	627.00	536.36	209	66.35	20.90						
	ES	006	0.666	540.00	810.81	270	18.00	402.00	603.60	201	74.44	13.40						
	ES	007	0.334	175.00	523.95	70	5.83	46.00	137.72	18	26.29	1.53						
	ES	008	0.167	50.00	299.40	25	1.67	38.00	227.54	18	76.00	1.27						
	ES	009	0.777	700.00	900.90	350	23.33	402.00	517.37	201	57.43	13.40						
	ES	023	2.331	2,080.00	892.32	1040	69.33	1,228.00	526.81	614	59.04	40.93						
	ES	027	0.111	80.00	720.72	40	2.67	56.00	504.50	28	70.00	1.87						
	ES	028	1.002	900.00	898.20	300	30.00	909.00	907.19	303	101.00	30.30						
	ES	029	0.111	40.00	360.36	20	1.33	34.00	306.31	17	85.00	1.13						
	ES	030	0.111	50.00	450.45	25	1.67	48.00	432.43	24	96.00	1.60						
	ES	037	0.111	60.00	540.54	30	2.00	46.00	414.41	23	76.67	1.53						
	ES	039	0.111	40.00	360.36	20	1.33	38.00	342.34	19	95.00	1.27						
	ES	040	0.333	180.00	540.54	90	6.00	138.00	414.41	69	76.67	4.60						
	ES	041	0.167	75.00	449.10	25	2.50	72.00	431.14	24	96.00	2.40						
	ES	043A	0.222	160.00	720.72	80	5.33	114.00	513.51	63	71.25	3.80						
	ES	043B	0.111	80.00	720.72	40	2.67	54.00	486.49	27	67.50	1.80						
	ES	044	0.333	240.00	720.72	120	8.00	160.00	480.48	80	66.67	5.33						
	ES	047	0.183	120.00	655.74	40	4.00	30.00	163.93	10	25.00	1.00						
	ES	060A	0.333	240.00	720.72	120	8.00	176.00	528.53	88	73.33	5.87						
	ES	076A	1.110	720.00	648.65	360	24.00	430.00	387.39	215	59.72	14.33						

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2008FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	ES	120A	0.555	388.00	699.10	194	12.93	264.00	475.68	132	68.04	8.80
	ES	121	0.111	50.00	450.45	25	1.67	38.00	342.34	19	76.00	1.27
	ES	125A	0.222	160.00	720.72	80	5.33	110.00	495.50	55	68.75	3.67
	ES	125B	0.167	120.00	718.56	40	4.00	57.00	341.32	19	47.50	1.90
	ES	130B	0.167	120.00	718.56	40	4.00	111.00	664.67	45	92.50	3.70
	ES	135	0.111	80.00	720.72	40	2.67	30.00	270.27	15	37.50	1.00
	ES	155A	0.222	160.00	720.72	80	5.33	88.00	396.40	44	55.00	2.93
	ES	155B	0.222	160.00	720.72	80	5.33	76.00	342.34	38	47.50	2.53
	ES	170A	0.333	240.00	720.72	120	8.00	250.00	750.75	125	104.17	8.33
	ES	171A	0.111	80.00	720.72	40	2.67	44.00	396.40	22	55.00	1.47
	ES	172A	0.111	70.00	630.63	35	2.33	80.00	720.72	40	114.29	2.67
	ES	175A	0.444	320.00	720.72	160	10.67	156.00	351.35	78	48.75	5.20
	ES	180	0.222	180.00	810.81	90	6.00	94.00	423.42	47	52.22	3.13
	ES	185A	0.167	150.00	898.20	50	5.00	138.00	826.35	46	92.00	4.60
	ES	200	0.668	360.00	538.92	120	12.00	324.00	485.03	108	90.00	10.80
	ES	204	0.222	160.00	720.72	80	5.33	146.00	657.66	73	91.25	4.87
	ES	206	1.110	600.00	540.54	60	20.00	410.00	369.37	41	68.33	13.67
	ES	209	0.555	250.00	450.45	25	8.33	220.00	396.40	22	88.00	7.33
	ES	211	0.111	40.00	360.36	20	1.33	30.00	270.27	15	75.00	1.00
	ES	212	2.220	3,400.00	1,531.53	340	113.33	1,400.00	630.63	140	41.18	46.67
	ES	216	0.111	50.00	450.45	25	1.67	58.00	522.52	29	116.00	1.93
	ES	218	0.555	300.00	540.54	30	10.00	230.00	414.41	23	76.67	7.67
	ES	222	0.111	80.00	720.72	40	2.67	48.00	432.43	24	60.00	1.60
	ES	225	0.222	100.00	450.45	50	3.33	48.00	216.22	24	48.00	1.60

\* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2008FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		ES 230	0.555	200.00	360.36	20	6.67	150.00	270.27	15	75.00	5.00
		ES 231	0.111	50.00	450.45	25	1.67	32.00	288.29	16	64.00	1.07
		ES 233	1.110	500.00	450.45	50	16.67	460.00	414.41	46	92.00	15.33
		ES 240	0.555	0.00	0.00	0	0	10.00	18.02	1	0	0.33
		ES 250	0.133	140.00	1,052.63	70	4.67	118.00	887.22	59	84.29	3.93
		ES 253	0.484	400.00	826.45	100	13.33	172.00	355.37	43	43.00	5.73
		ES 255	0.300	200.00	666.67	50	6.67	200.00	666.67	50	100.00	6.67
		ES 262	0.111	150.00	1,351.35	75	5.00	90.00	810.81	45	60.00	3.00
		ES 263	0.111	150.00	1,351.35	75	5.00	104.00	936.94	52	69.33	3.47
		ES 290	0.167	108.00	646.71	36	3.60	33.00	197.60	11	30.56	1.10
		ES 299	0.366	300.00	819.67	240	10.00	173.00	472.68	127	57.67	5.77
		<b>ES Total</b>	<b>23.512</b>	<b>17,481.00</b>	<b>743.49</b>	<b>6080</b>	<b>582.70</b>	<b>11,200.00</b>	<b>476.35</b>	<b>4020</b>	<b>64.07</b>	<b>373.33</b>
		<b>GEOG</b>										
		GEOG 106	0.400	294.00	735.00	98	9.80	270.00	675.00	90	91.84	9.00
		GEOG 120	1.800	1,323.00	735.00	441	44.10	1,026.00	570.00	342	77.55	34.20
		GEOG 121	0.600	360.00	600.00	120	12.00	207.00	345.00	69	57.50	6.90
		GEOG 130	0.600	396.00	660.00	132	13.20	222.00	370.00	74	56.06	7.40
		GEOG 140	0.200	72.00	360.00	24	2.40	27.00	135.00	9	37.50	0.90
		GEOG 170	0.200	132.00	660.00	44	4.40	81.00	405.00	27	61.36	2.70
		<b>GEOG Total</b>	<b>3.800</b>	<b>2,577.00</b>	<b>678.16</b>	<b>859</b>	<b>85.90</b>	<b>1,833.00</b>	<b>482.37</b>	<b>611</b>	<b>71.13</b>	<b>61.10</b>
		<b>GEOG</b>										
		GEOG 104	0.400	279.00	697.50	93	9.30	195.00	487.50	65	69.89	6.50
		GEOG 110	1.200	810.00	675.00	270	27.00	447.00	372.50	149	55.19	14.90
		GEOG 111	0.300	192.00	640.00	64	6.40	84.00	280.00	28	43.75	2.80

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2009FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
BIO	145		0.700	384.00	548.57	64	12.80	354.00	505.71	59	92.19	11.80
BIO	152		1.800	1,008.00	560.00	112	33.60	1,062.00	590.00	118	105.36	35.40
BIO	210		0.400	300.00	750.00	100	10.00	315.00	787.50	105	105.00	10.50
BIO	211		0.334	192.00	574.85	64	6.40	207.00	619.76	69	107.81	6.90
BIO	212		0.167	96.00	574.85	32	3.20	93.00	556.89	31	96.88	3.10
BIO	220		0.200	96.00	480.00	32	3.20	48.00	240.00	16	50.00	1.60
BIO	221		0.167	90.00	538.92	30	3.00	45.00	269.46	15	50.00	1.50
		<b>BIO Total</b>	<b>16.268</b>	<b>11,202.00</b>	<b>688.59</b>	<b>2070</b>	<b>373.40</b>	<b>12,246.00</b>	<b>752.77</b>	<b>2233</b>	<b>109.32</b>	<b>408.20</b>
<b>CHEM</b>												
CHEM	102		0.417	168.00	402.88	24	5.60	196.00	470.02	28	116.67	6.53
CHEM	110		0.200	96.00	480.00	32	3.20	90.00	450.00	30	93.75	3.00
CHEM	113		0.500	288.00	576.00	48	9.60	210.00	420.00	35	72.92	7.00
CHEM	115		1.650	1,260.00	763.64	210	42.00	1,230.00	745.45	205	97.62	41.00
CHEM	115T		0.150	300.00	2,000.00	100	10.00	66.00	440.00	22	22.00	2.20
CHEM	116		0.850	432.00	508.24	72	14.40	384.00	451.76	64	88.89	12.80
CHEM	120		1.850	1,002.00	541.62	167	33.40	1,164.00	629.19	194	116.17	38.80
CHEM	141		1.500	576.00	384.00	72	19.20	795.00	530.00	98	138.02	26.50
CHEM	142		1.000	432.00	432.00	48	14.40	495.00	495.00	55	114.58	16.50
CHEM	231		0.500	216.00	432.00	24	7.20	162.00	324.00	18	75.00	5.40
CHEM	232		0.500	216.00	432.00	24	7.20	117.00	234.00	13	54.17	3.90
		<b>CHEM Total</b>	<b>9.117</b>	<b>4,986.00</b>	<b>546.89</b>	<b>821</b>	<b>166.20</b>	<b>4,909.00</b>	<b>538.44</b>	<b>762</b>	<b>98.46</b>	<b>163.63</b>
<b>ES</b>												
ES	001		0.444	100.00	225.23	50	3.33	102.00	229.73	51	102.00	3.40
ES	003		0.111	40.00	360.36	20	1.33	36.00	324.32	18	90.00	1.20

- \* 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 and estimates may be higher than actual.
- \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2009FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEF *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEF *
ES	004		0.111	50.00	450.45	25	1.67	36.00	324.32	18	72.00	1.20
ES	005		1.169	945.00	808.38	315	31.50	912.00	780.15	304	96.51	30.40
ES	006		0.666	540.00	810.81	270	18.00	538.00	807.81	269	99.63	17.93
ES	007		0.167	105.00	628.74	35	3.50	75.00	449.10	25	71.43	2.50
ES	008		0.167	50.00	299.40	25	1.67	43.00	257.49	20	86.00	1.43
ES	009		0.666	600.00	900.90	300	20.00	498.00	747.75	249	83.00	16.60
ES	017		0.117	80.00	683.18	40	2.67	68.00	580.70	34	85.00	2.27
ES	023		2.220	1,980.00	891.89	990	66.00	1,562.00	703.60	781	78.89	52.07
ES	024		0.234	160.00	683.76	80	5.33	142.00	606.84	71	88.75	4.73
ES	027		0.111	80.00	720.72	40	2.67	74.00	666.67	37	92.50	2.47
ES	028		1.002	840.00	838.32	280	28.00	957.00	955.09	319	113.93	31.90
ES	029		0.111	40.00	360.36	20	1.33	50.00	450.45	25	125.00	1.67
ES	030		0.111	50.00	450.45	25	1.67	46.00	414.41	23	92.00	1.53
ES	037		0.111	60.00	540.54	30	2.00	56.00	504.50	28	93.33	1.87
ES	039		0.111	40.00	360.36	20	1.33	44.00	396.40	22	110.00	1.47
ES	040		0.222	120.00	540.54	60	4.00	124.00	558.56	62	103.33	4.13
ES	041		0.167	75.00	449.10	25	2.50	111.00	664.67	37	148.00	3.70
ES	043A		0.222	160.00	720.72	80	5.33	152.00	684.68	76	95.00	5.07
ES	043B		0.111	80.00	720.72	40	2.67	80.00	720.72	40	100.00	2.67
ES	044		0.111	80.00	720.72	40	2.67	58.00	522.52	29	72.50	1.93
ES	060A		0.333	240.00	720.72	120	8.00	186.00	558.56	93	77.50	6.20
ES	076A		0.888	576.00	648.65	288	19.20	524.00	590.09	262	90.97	17.47
ES	120A		0.444	316.00	711.71	158	10.53	288.00	648.65	144	91.14	9.60
ES	121		0.111	40.00	360.36	20	1.33	38.00	342.34	19	95.00	1.27

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2009FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
ES	125A		0.222	160.00	720.72	80	5.33	96.00	432.43	48	60.00	3.20
ES	125B		0.167	120.00	718.56	40	4.00	78.00	467.07	26	65.00	2.60
ES	130B		0.167	120.00	718.56	40	4.00	100.00	598.80	44	83.33	3.33
ES	155A		0.222	160.00	720.72	80	5.33	126.00	567.57	63	78.75	4.20
ES	155B		0.222	160.00	720.72	80	5.33	122.00	549.55	61	76.25	4.07
ES	170A		0.333	240.00	720.72	120	8.00	270.00	810.81	135	112.50	9.00
ES	171A		0.111	80.00	720.72	40	2.67	44.00	396.40	22	55.00	1.47
ES	172A		0.111	70.00	630.63	35	2.33	80.00	720.72	40	114.29	2.67
ES	175A		0.444	320.00	720.72	160	10.67	218.00	490.99	109	68.13	7.27
ES	180		0.222	180.00	810.81	90	6.00	170.00	765.77	85	94.44	5.67
ES	185A		0.167	150.00	898.20	50	5.00	159.00	952.10	53	106.00	5.30
ES	185B		0.167	120.00	718.56	40	4.00	60.00	359.28	20	50.00	2.00
ES	199		0.000	9.00	0	1	0.30	9.00	0	1	100.00	0.30
ES	200		0.501	300.00	598.80	100	10.00	264.00	526.95	88	88.00	8.80
ES	204		0.222	160.00	720.72	80	5.33	188.00	846.85	94	117.50	6.27
ES	206		1.110	600.00	540.54	60	20.00	360.00	324.32	36	60.00	12.00
ES	209		0.555	500.00	900.90	50	16.67	160.00	288.29	16	32.00	5.33
ES	211		0.111	40.00	360.36	20	1.33	32.00	288.29	16	80.00	1.07
ES	212		2.220	3,400.00	1,531.53	340	113.33	1,250.00	563.06	125	36.76	41.67
ES	216		0.111	50.00	450.45	25	1.67	48.00	432.43	24	96.00	1.60
ES	218		0.555	300.00	540.54	30	10.00	190.00	342.34	19	63.33	6.33
ES	222		0.222	160.00	720.72	80	5.33	86.00	387.39	43	53.75	2.87
ES	225		0.222	100.00	450.45	50	3.33	56.00	252.25	28	56.00	1.87
ES	230		0.555	200.00	360.36	20	6.67	180.00	324.32	18	90.00	6.00

\* Includes non-resident students as well as resident students.

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\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# Grossmont WSCH Analysis using Census Enrollment for 2009FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
ES	231		0.111	50.00	450.45	25	1.67	34.00	306.31	17	68.00	1.13
ES	233		1.110	500.00	450.45	50	16.67	410.00	369.37	41	82.00	13.67
ES	240		0.000	0.00	0	0	0	20.00	0	2	0	0.67
ES	250		0.133	140.00	1,052.63	70	4.67	144.00	1,082.71	72	102.86	4.80
ES	253		0.484	400.00	826.45	100	13.33	248.00	512.40	62	62.00	8.27
ES	255		0.300	200.00	666.67	50	6.67	200.00	666.67	50	100.00	6.67
ES	262		0.111	150.00	1,351.35	75	5.00	118.00	1,063.06	59	78.67	3.93
ES	263		0.111	150.00	1,351.35	75	5.00	100.00	900.90	50	66.67	3.33
ES	290		0.167	108.00	646.71	36	3.60	60.00	359.28	20	55.56	2.00
ES	291		0.133	100.00	751.88	50	3.33	68.00	511.28	34	68.00	2.27
ES	292		0.200	150.00	750.00	50	5.00	105.00	525.00	35	70.00	3.50
ES	299A		0.033	120.00	3,636.36	120	4.00	25.00	757.58	25	20.83	0.83
<b>ES Total</b>			<b>22.070</b>	<b>17,214.00</b>	<b>779.97</b>	<b>5808</b>	<b>573.80</b>	<b>12,678.00</b>	<b>574.44</b>	<b>4737</b>	<b>73.65</b>	<b>422.60</b>
<b>GEOG</b>												
GEOG	106		0.600	444.00	740.00	148	14.80	393.00	655.00	131	88.51	13.10
GEOG	120		1.800	1,323.00	735.00	441	44.10	1,272.00	706.67	424	96.15	42.40
GEOG	121		0.450	270.00	600.00	90	9.00	177.00	393.33	59	65.56	5.90
GEOG	130		0.600	372.00	620.00	124	12.40	342.00	570.00	114	91.94	11.40
GEOG	140		0.200	147.00	735.00	49	4.90	39.00	195.00	13	26.53	1.30
GEOG	170		0.200	132.00	660.00	44	4.40	135.00	675.00	45	102.27	4.50
<b>GEOG Total</b>			<b>3.850</b>	<b>2,688.00</b>	<b>698.18</b>	<b>896</b>	<b>89.60</b>	<b>2,358.00</b>	<b>612.47</b>	<b>786</b>	<b>87.72</b>	<b>78.60</b>
<b>GEOI</b>												
GEOI	104		0.400	279.00	697.50	93	9.30	267.00	667.50	89	95.70	8.90
GEOI	110		1.000	678.00	678.00	226	22.60	645.00	645.00	215	95.13	21.50

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# Grossmont WSCH Analysis using Census Enrollment for 2011FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
<b>CHEM</b>												
		BIO 230	0.367	180.00	490.46	30	6.00	120.00	326.98	20	66.67	4.00
		BIO 240	0.417	224.00	537.17	32	7.47	238.00	570.74	34	106.25	7.93
		<b>BIO Total</b>	<b>14.734</b>	<b>10,124.00</b>	<b>687.12</b>	<b>1734</b>	<b>337.47</b>	<b>10,273.00</b>	<b>697.23</b>	<b>1745</b>	<b>101.47</b>	<b>342.43</b>
		CHEM 102	0.567	336.00	592.59	48	11.20	343.00	604.94	49	102.08	11.43
		CHEM 110	0.200	150.00	750.00	50	5.00	141.00	705.00	47	94.00	4.70
		CHEM 113	0.500	288.00	576.00	48	9.60	300.00	600.00	50	104.17	10.00
		CHEM 115	1.650	1,320.00	800.00	220	44.00	1,260.00	763.64	210	95.45	42.00
		CHEM 115T	0.150	300.00	2,000.00	100	10.00	108.00	720.00	36	36.00	3.60
		CHEM 116	0.500	384.00	768.00	64	12.80	384.00	768.00	64	100.00	12.80
		CHEM 120	1.300	840.00	646.15	140	28.00	972.00	747.69	162	115.71	32.40
		CHEM 141	2.000	864.00	432.00	96	28.80	936.00	468.00	104	108.33	31.20
		CHEM 142	1.000	432.00	432.00	48	14.40	351.00	351.00	39	81.25	11.70
		CHEM 231	0.500	216.00	432.00	24	7.20	198.00	396.00	22	91.67	6.60
		CHEM 232	0.500	216.00	432.00	24	7.20	108.00	216.00	12	50.00	3.60
		<b>CHEM Total</b>	<b>8.867</b>	<b>5,346.00</b>	<b>602.91</b>	<b>862</b>	<b>178.20</b>	<b>5,101.00</b>	<b>575.28</b>	<b>795</b>	<b>95.42</b>	<b>170.03</b>
<b>ES</b>												
		ES 001	0.222	50.00	225.23	25	1.67	50.00	225.23	25	100.00	1.67
		ES 003	0.111	40.00	360.36	20	1.33	40.00	360.36	20	100.00	1.33
		ES 021	0.167	45.00	269.46	15	1.50	75.00	449.10	32	166.67	2.50
		ES 005	1.002	810.00	808.38	270	27.00	756.00	754.49	252	93.33	25.20
		ES 006	0.777	630.00	810.81	315	21.00	540.00	694.98	270	85.71	18.00
		ES 007	0.167	105.00	628.74	35	3.50	108.00	646.71	36	102.86	3.60
		ES 009	0.444	400.00	900.90	200	13.33	356.00	801.80	178	89.00	11.87

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## Grossmont WSCH Analysis using Census Enrollment for 2011FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
ES	023		1.665	1,450.00	870.87	725	48.33	1,414.00	849.25	707	97.52	47.13
ES	024		0.351	240.00	683.76	120	8.00	224.00	638.18	112	93.33	7.47
ES	028		1.002	840.00	838.32	280	28.00	786.00	784.43	262	93.57	26.20
ES	030		0.111	50.00	450.45	25	1.67	52.00	468.47	26	104.00	1.73
ES	037		0.111	60.00	540.54	30	2.00	58.00	522.52	29	96.67	1.93
ES	039		0.111	40.00	360.36	20	1.33	48.00	432.43	24	120.00	1.60
ES	040		0.222	120.00	540.54	60	4.00	122.00	549.55	61	101.67	4.07
ES	041		0.167	75.00	449.10	25	2.50	69.00	413.17	23	92.00	2.30
ES	043A		0.222	160.00	720.72	80	5.33	150.00	675.68	75	93.75	5.00
ES	043B		0.111	80.00	720.72	40	2.67	70.00	630.63	35	87.50	2.33
ES	044		0.111	80.00	720.72	40	2.67	78.00	702.70	39	97.50	2.60
ES	060A		0.222	160.00	720.72	80	5.33	152.00	684.68	76	95.00	5.07
ES	076A		0.444	288.00	648.65	144	9.60	298.00	671.17	149	103.47	9.93
ES	125A		0.111	80.00	720.72	40	2.67	96.00	864.86	48	120.00	3.20
ES	130B		0.167	120.00	718.56	40	4.00	102.00	610.78	43	85.00	3.40
ES	155A		0.333	240.00	720.72	120	8.00	224.00	672.67	112	93.33	7.47
ES	155B		0.222	160.00	720.72	80	5.33	128.00	576.58	64	80.00	4.27
ES	170A		0.222	160.00	720.72	80	5.33	174.00	783.78	87	108.75	5.80
ES	171A		0.111	80.00	720.72	40	2.67	58.00	522.52	29	72.50	1.93
ES	172A		0.111	70.00	630.63	35	2.33	98.00	882.88	49	140.00	3.27
ES	175A		0.222	160.00	720.72	80	5.33	152.00	684.68	76	95.00	5.07
ES	180		0.111	90.00	810.81	45	3.00	80.00	720.72	40	88.89	2.67
ES	185A		0.167	150.00	898.20	50	5.00	150.00	898.20	50	100.00	5.00
ES	204		0.222	160.00	720.72	80	5.33	194.00	873.87	97	121.25	6.47

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# Grossmont WSCH Analysis using Census Enrollment for 2011FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
ES	206		1.110	600.00	540.54	60	20.00	340.00	306.31	34	56.67	11.33
ES	209		0.555	500.00	900.90	50	16.67	180.00	324.32	18	36.00	6.00
ES	211		0.111	40.00	360.36	20	1.33	28.00	252.25	14	70.00	0.93
ES	212		2.220	3,400.00	1,531.53	340	113.33	1,240.00	558.56	124	36.47	41.33
ES	216		0.111	50.00	450.45	25	1.67	42.00	378.38	21	84.00	1.40
ES	218		0.555	300.00	540.54	30	10.00	220.00	396.40	22	73.33	7.33
ES	222		0.222	160.00	720.72	80	5.33	104.00	468.47	52	65.00	3.47
ES	225		0.222	100.00	450.45	50	3.33	74.00	333.33	37	74.00	2.47
ES	230		0.555	200.00	360.36	20	6.67	190.00	342.34	19	95.00	6.33
ES	231		0.111	50.00	450.45	25	1.67	64.00	576.58	32	128.00	2.13
ES	233		1.110	500.00	450.45	50	16.67	450.00	405.41	45	90.00	15.00
ES	240		0.000	0.00	0	0	0	0.00	0	0	0	0
ES	250		0.133	140.00	1,052.63	70	4.67	144.00	1,082.71	72	102.86	4.80
ES	253		0.242	200.00	826.45	50	6.67	192.00	793.39	48	96.00	6.40
ES	255		0.300	200.00	666.67	50	6.67	204.00	680.00	51	102.00	6.80
ES	262		0.111	150.00	1,351.35	75	5.00	114.00	1,027.03	57	76.00	3.80
ES	263		0.111	150.00	1,351.35	75	5.00	78.00	702.70	39	52.00	2.60
ES	290		0.167	108.00	646.71	36	3.60	96.00	574.85	32	88.89	3.20
ES	291		0.200	150.00	750.00	50	5.00	111.00	555.00	37	74.00	3.70
ES	292		0.200	150.00	750.00	50	5.00	111.00	555.00	37	74.00	3.70
<b>GEOG</b>												
ES Total			<b>18.085</b>	<b>14,341.00</b>	<b>792.98</b>	<b>4445</b>	<b>478.03</b>	<b>10,884.00</b>	<b>601.82</b>	<b>3917</b>	<b>75.89</b>	<b>362.80</b>
GEOG	106		0.600	390.00	650.00	130	13.00	399.00	665.00	133	102.31	13.30
GEOG	120		1.800	1,350.00	750.00	450	45.00	1,383.00	768.33	461	102.44	46.10

- \* 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 and estimates may be higher than actual.
- \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2010FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
	BIO	180	0.200	150.00	750.00	50	5.00	81.00	405.00	27	54.00	2.70
	BIO	230	0.367	180.00	490.46	30	6.00	120.00	326.98	20	66.67	4.00
	BIO	240	0.417	224.00	537.17	32	7.47	266.00	637.89	38	118.75	8.87
		<b>BIO Total</b>	<b>14.784</b>	<b>10,223.00</b>	<b>691.49</b>	<b>1799</b>	<b>340.77</b>	<b>10,694.00</b>	<b>723.35</b>	<b>1855</b>	<b>104.61</b>	<b>356.47</b>
		<b>CHEM</b>										
	CHEM	102	0.567	336.00	592.59	48	11.20	308.00	543.21	44	91.67	10.27
	CHEM	110	0.200	150.00	750.00	50	5.00	153.00	765.00	51	102.00	5.10
	CHEM	113	0.500	288.00	576.00	48	9.60	300.00	600.00	50	104.17	10.00
	CHEM	115	1.350	888.00	657.78	148	29.60	924.00	684.44	154	104.05	30.80
	CHEM	115T	0.150	300.00	2,000.00	100	10.00	66.00	440.00	22	22.00	2.20
	CHEM	116	0.500	384.00	768.00	64	12.80	330.00	660.00	55	85.94	11.00
	CHEM	120	2.350	1,278.00	543.83	213	42.60	1,560.00	663.83	260	122.07	52.00
	CHEM	141	2.000	792.00	396.00	96	26.40	939.00	469.50	113	118.56	31.30
	CHEM	142	1.000	432.00	432.00	48	14.40	432.00	432.00	48	100.00	14.40
	CHEM	231	0.500	216.00	432.00	24	7.20	270.00	540.00	30	125.00	9.00
		<b>CHEM Total</b>	<b>9.117</b>	<b>5,064.00</b>	<b>555.45</b>	<b>839</b>	<b>168.80</b>	<b>5,282.00</b>	<b>579.36</b>	<b>827</b>	<b>104.30</b>	<b>176.07</b>
		<b>ES</b>										
	ES	001	0.222	50.00	225.23	25	1.67	46.00	207.21	23	92.00	1.53
	ES	003	0.111	40.00	360.36	20	1.33	38.00	342.34	19	95.00	1.27
	ES	008	0.167	50.00	299.40	25	1.67	71.00	425.15	32	142.00	2.37
	ES	005	1.002	810.00	808.38	270	27.00	726.00	724.55	242	89.63	24.20
	ES	006	0.777	630.00	810.81	315	21.00	600.00	772.20	300	95.24	20.00
	ES	007	0.167	105.00	628.74	35	3.50	102.00	610.78	34	97.14	3.40
	ES	009	0.666	600.00	900.90	300	20.00	550.00	825.83	275	91.67	18.33

- \* Includes non-resident students as well as resident students.
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- \* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.
- \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2010FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEF *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEF *
ES	023		2.220	1,950.00	878.38	975	65.00	1,782.00	802.70	891	91.38	59.40
ES	024		0.234	160.00	683.76	80	5.33	168.00	717.95	84	105.00	5.60
ES	028		1.002	840.00	838.32	280	28.00	885.00	883.23	295	105.36	29.50
ES	030		0.111	50.00	450.45	25	1.67	70.00	630.63	35	140.00	2.33
ES	037		0.111	60.00	540.54	30	2.00	60.00	540.54	30	100.00	2.00
ES	039		0.111	40.00	360.36	20	1.33	40.00	360.36	20	100.00	1.33
ES	040		0.222	120.00	540.54	60	4.00	116.00	522.52	58	96.67	3.87
ES	041		0.167	75.00	449.10	25	2.50	75.00	449.10	25	100.00	2.50
ES	043A		0.222	160.00	720.72	80	5.33	172.00	774.77	86	107.50	5.73
ES	043B		0.111	80.00	720.72	40	2.67	90.00	810.81	45	112.50	3.00
ES	044		0.111	80.00	720.72	40	2.67	82.00	738.74	41	102.50	2.73
ES	060A		0.222	160.00	720.72	80	5.33	154.00	693.69	77	96.25	5.13
ES	076A		0.888	584.00	657.66	292	19.47	548.00	617.12	274	93.84	18.27
ES	125A		0.111	80.00	720.72	40	2.67	80.00	720.72	40	100.00	2.67
ES	125B		0.167	120.00	718.56	40	4.00	42.00	251.50	14	35.00	1.40
ES	130B		0.167	120.00	718.56	40	4.00	90.00	538.92	38	75.00	3.00
ES	155A		0.222	160.00	720.72	80	5.33	138.00	621.62	69	86.25	4.60
ES	155B		0.222	160.00	720.72	80	5.33	132.00	594.59	66	82.50	4.40
ES	170A		0.333	240.00	720.72	120	8.00	324.00	972.97	162	135.00	10.80
ES	171A		0.111	80.00	720.72	40	2.67	60.00	540.54	30	75.00	2.00
ES	172A		0.111	70.00	630.63	35	2.33	92.00	828.83	46	131.43	3.07
ES	175A		0.333	240.00	720.72	120	8.00	228.00	684.68	114	95.00	7.60
ES	180		0.111	90.00	810.81	45	3.00	90.00	810.81	45	100.00	3.00
ES	185A		0.167	150.00	898.20	50	5.00	153.00	916.17	51	102.00	5.10

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2010FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
ES	200		0.501	255.00	508.98	85	8.50	225.00	449.10	75	88.24	7.50
ES	204		0.222	160.00	720.72	80	5.33	166.00	747.75	83	103.75	5.53
ES	206		1.110	600.00	540.54	60	20.00	350.00	315.32	35	58.33	11.67
ES	209		0.555	500.00	900.90	50	16.67	180.00	324.32	18	36.00	6.00
ES	211		0.111	40.00	360.36	20	1.33	40.00	360.36	20	100.00	1.33
ES	212		2.220	3,400.00	1,531.53	340	113.33	1,220.00	549.55	122	35.88	40.67
ES	216		0.111	50.00	450.45	25	1.67	36.00	324.32	18	72.00	1.20
ES	218		0.555	300.00	540.54	30	10.00	180.00	324.32	18	60.00	6.00
ES	222		0.222	160.00	720.72	80	5.33	112.00	504.50	56	70.00	3.73
ES	225		0.222	100.00	450.45	50	3.33	52.00	234.23	26	52.00	1.73
ES	230		0.555	200.00	360.36	20	6.67	150.00	270.27	15	75.00	5.00
ES	231		0.111	50.00	450.45	25	1.67	60.00	540.54	30	120.00	2.00
ES	233		1.110	500.00	450.45	50	16.67	420.00	378.38	42	84.00	14.00
ES	240		0.000	0.00	0	0	0	0.00	0	0	0	0
ES	250		0.133	140.00	1,052.63	70	4.67	136.00	1,022.56	68	97.14	4.53
ES	253		0.242	200.00	826.45	50	6.67	160.00	661.16	40	80.00	5.33
ES	255		0.300	200.00	666.67	50	6.67	208.00	693.33	52	104.00	6.93
ES	262		0.111	150.00	1,351.35	75	5.00	68.00	612.61	34	45.33	2.27
ES	263		0.111	150.00	1,351.35	75	5.00	138.00	1,243.24	69	92.00	4.60
ES	290		0.167	108.00	646.71	36	3.60	57.00	341.32	19	52.78	1.90
ES	291		0.200	150.00	750.00	50	5.00	99.00	495.00	33	66.00	3.30
ES	292		0.200	150.00	750.00	50	5.00	108.00	540.00	36	72.00	3.60
<b>ES Total</b>			<b>19.968</b>	<b>15,717.00</b>	<b>787.11</b>	<b>5078</b>	<b>523.90</b>	<b>11,969.00</b>	<b>599.41</b>	<b>4470</b>	<b>76.15</b>	<b>398.97</b>

\* 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 and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2012FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		BIO 240	0.417	252.00	604.32	36	8.40	231.00	553.96	33	91.67	7.70
		<b>BIO Total</b>	<b>12.234</b>	<b>8,928.00</b>	<b>729.77</b>	<b>1530</b>	<b>297.60</b>	<b>9,063.00</b>	<b>740.80</b>	<b>1551</b>	<b>101.51</b>	<b>302.10</b>
		<b>CHEM</b>										
		CHEM 102	0.417	168.00	402.88	24	5.60	182.00	436.45	26	108.33	6.07
		CHEM 110	0.200	150.00	750.00	50	5.00	159.00	795.00	53	106.00	5.30
		CHEM 113	0.500	288.00	576.00	48	9.60	300.00	600.00	50	104.17	10.00
		CHEM 115	1.000	768.00	768.00	128	25.60	750.00	750.00	125	97.66	25.00
		CHEM 115T	0.150	300.00	2,000.00	100	10.00	63.00	420.00	21	21.00	2.10
		CHEM 116	0.500	384.00	768.00	64	12.80	282.00	564.00	47	73.44	9.40
		CHEM 120	1.650	1,008.00	610.91	168	33.60	1,104.00	669.09	184	109.52	36.80
		CHEM 141	2.000	864.00	432.00	96	28.80	873.00	436.50	97	101.04	29.10
		CHEM 142	0.500	216.00	432.00	24	7.20	270.00	540.00	30	125.00	9.00
		CHEM 231	0.500	216.00	432.00	24	7.20	189.00	378.00	21	87.50	6.30
		CHEM 232	0.500	216.00	432.00	24	7.20	90.00	180.00	10	41.67	3.00
		<b>CHEM Total</b>	<b>7.917</b>	<b>4,578.00</b>	<b>578.25</b>	<b>750</b>	<b>152.60</b>	<b>4,262.00</b>	<b>538.34</b>	<b>664</b>	<b>93.10</b>	<b>142.07</b>
		<b>ES</b>										
		ES 001	0.222	50.00	225.23	25	1.67	48.00	216.22	24	96.00	1.60
		ES 003	0.111	40.00	360.36	20	1.33	40.00	360.36	20	100.00	1.33
		ES 021	0.167	30.00	179.64	10	1.00	77.00	461.08	34	256.67	2.57
		ES 005	1.002	810.00	808.38	270	27.00	783.00	781.44	261	96.67	26.10
		ES 006	0.666	540.00	810.81	270	18.00	526.00	789.79	263	97.41	17.53
		ES 007	0.167	105.00	628.74	35	3.50	93.00	556.89	31	88.57	3.10
		ES 009	0.222	200.00	900.90	100	6.67	168.00	756.76	84	84.00	5.60
		ES 023	1.332	1,150.00	863.36	575	38.33	1,128.00	846.85	564	98.09	37.60

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 \* 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 and estimates may be higher than actual.  
 \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2012FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTES *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
ES	024		0.351	240.00	683.76	120	8.00	210.00	598.29	105	87.50	7.00
ES	028		0.501	450.00	898.20	150	15.00	471.00	940.12	157	104.67	15.70
ES	030		0.111	50.00	450.45	25	1.67	56.00	504.50	28	112.00	1.87
ES	037		0.111	60.00	540.54	30	2.00	50.00	450.45	25	83.33	1.67
ES	039		0.111	40.00	360.36	20	1.33	46.00	414.41	23	115.00	1.53
ES	040		0.111	60.00	540.54	30	2.00	62.00	558.56	31	103.33	2.07
ES	041		0.167	75.00	449.10	25	2.50	78.00	467.07	26	104.00	2.60
ES	043A		0.222	160.00	720.72	80	5.33	160.00	720.72	80	100.00	5.33
ES	043B		0.111	80.00	720.72	40	2.67	76.00	684.68	38	95.00	2.53
ES	044		0.111	80.00	720.72	40	2.67	94.00	846.85	47	117.50	3.13
ES	060A		0.111	80.00	720.72	40	2.67	88.00	792.79	44	110.00	2.93
ES	076A		0.222	80.00	360.36	40	2.67	148.00	666.67	74	185.00	4.93
ES	125A		0.111	80.00	720.72	40	2.67	88.00	792.79	44	110.00	2.93
ES	130B		0.167	120.00	718.56	40	4.00	101.00	604.79	44	84.17	3.37
ES	155A		0.222	160.00	720.72	80	5.33	144.00	648.65	72	90.00	4.80
ES	155B		0.222	160.00	720.72	80	5.33	154.00	693.69	77	96.25	5.13
ES	170A		0.222	160.00	720.72	80	5.33	166.00	747.75	83	103.75	5.53
ES	172A		0.111	70.00	630.63	35	2.33	84.00	756.76	42	120.00	2.80
ES	175A		0.222	160.00	720.72	80	5.33	160.00	720.72	80	100.00	5.33
ES	185A		0.167	72.00	431.14	24	2.40	150.00	898.20	50	208.33	5.00
ES	204		0.222	160.00	720.72	80	5.33	132.00	594.59	66	82.50	4.40
ES	206		1.110	600.00	540.54	60	20.00	400.00	360.36	40	66.67	13.33
ES	209		0.555	500.00	900.90	50	16.67	290.00	522.52	29	58.00	9.67
ES	211		0.111	40.00	360.36	20	1.33	46.00	414.41	23	115.00	1.53

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- \* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

## Grossmont WSCH Analysis using Census Enrollment for 2012FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Max FTEs *	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
		ES 212	1.665	1,500.00	900.90	150	50.00	1,140.00	684.68	114	76.00	38.00
		ES 216	0.111	50.00	450.45	25	1.67	40.00	360.36	20	80.00	1.33
		ES 218	0.555	300.00	540.54	30	10.00	270.00	486.49	27	90.00	9.00
		ES 222	0.222	160.00	720.72	80	5.33	78.00	351.35	39	48.75	2.60
		ES 225	0.222	100.00	450.45	50	3.33	80.00	360.36	40	80.00	2.67
		ES 230	0.555	200.00	360.36	20	6.67	180.00	324.32	18	90.00	6.00
		ES 231	0.111	50.00	450.45	25	1.67	40.00	360.36	20	80.00	1.33
		ES 233	1.110	500.00	450.45	50	16.67	280.00	252.25	28	56.00	9.33
		ES 240	0.000	0.00	0	0	0	10.00	0	1	0	0.33
		ES 250	0.200	210.00	1,050.00	70	7.00	210.00	1,050.00	70	100.00	7.00
		ES 253	0.242	128.00	528.93	32	4.27	136.00	561.98	34	106.25	4.53
		ES 255	0.300	200.00	666.67	50	6.67	212.00	706.67	53	106.00	7.07
		ES 262	0.111	150.00	1,351.35	75	5.00	78.00	702.70	39	52.00	2.60
		ES 263	0.111	150.00	1,351.35	75	5.00	68.00	612.61	34	45.33	2.27
		ES 290A	0.167	60.00	359.28	20	2.00	63.00	377.25	21	105.00	2.10
		ES 291	0.200	150.00	750.00	50	5.00	126.00	630.00	42	84.00	4.20
		ES 292	0.200	150.00	750.00	50	5.00	135.00	675.00	45	90.00	4.50
		ES Total	<b>15.653</b>	<b>10,720.00</b>	<b>684.85</b>	<b>3466</b>	<b>357.33</b>	<b>9,463.00</b>	<b>604.55</b>	<b>3254</b>	<b>88.27</b>	<b>315.43</b>
		<b>GEOG</b>										
		GEOG 106	0.600	420.00	700.00	140	14.00	426.00	710.00	142	101.43	14.20
		GEOG 120	1.800	1,350.00	750.00	450	45.00	1,425.00	791.67	475	105.56	47.50
		GEOG 121	0.450	288.00	640.00	96	9.60	207.00	460.00	69	71.88	6.90
		GEOG 130	0.400	240.00	600.00	80	8.00	246.00	615.00	82	102.50	8.20
		GEOG 140	0.200	150.00	750.00	50	5.00	159.00	795.00	53	106.00	5.30

\* 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 and estimates may be higher than actual.

\* Excludes sections where Funding Accounting Method is 'X' (not eligible for state funding)

# ESW – FALL

## Trending

(charts imbedded in document)



**Grossmont College Enrollment**  
**G06: ES%**

Department Totals	Total FTEF Max WSCH	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
		23.51 17,481	22.07 17,214	19.97 15,717	18.09 14,341	15.65 10,720
	Max WSCH/FTEF	743.49	779.97	787.11	792.98	684.85
	Max Enrollment	6,080	5,808	5,078	4,445	3,466
	Earned WSCH	11,295	12,804	12,089	10,950	9,529
	Earned WSCH/FTEF	480.39	580.15	605.42	605.47	608.77
	% of Max	64.61	74.38	76.92	76.35	88.89
	Approximate FTEs	376.50	426.80	402.97	365.00	317.63
<b>ES 068A</b>	<b>Total FTEF</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
	Max WSCH	0.00	0.00			
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	6	16			
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTEs	0.20	0.53	0	0	0
		<b>Fall 2008</b>	<b>Fall 2009</b>			

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 068B	Total FTEF	0.00	0.00			
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	2	2			
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.07	0.07	0	0	0
ES 071A	Total FTEF	0.00				
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH					
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0	0	0	0	0
		<b>Fall 2008</b>	<b>Fall 2009</b>			

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 071B</b>	Total FTEF	0.00				
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	2				
	Earned WSCH/FTEF	0	0	0	0	0
% of Max	0	0	0	0	0	
Approximate FTES		0.07	0	0	0	0
<b>Fall 2008</b>						
<b>ES 071C</b>	Total FTEF	0.00				
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH					
	Earned WSCH/FTEF	0	0	0	0	0
% of Max	0	0	0	0	0	
Approximate FTES		0	0	0	0	0
<b>Fall 2008</b>						

- \* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 071D</b>	Total FTEF	0.00					
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH						
	Earned WSCH/FTEF	0	0	0	0	0	
<b>ES 074A</b>	% of Max	0	0	0	0	0	
	Approximate FTES	0	0	0	0	0	
	<b>Fall 2008</b>						
	Total FTEF	0.00					
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
<b>Fall 2008</b>	Max Enrollment						
	Earned WSCH						
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	0	0	0	0	0	

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 074B	Total FTEF	0.00					
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH						
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	0	0	0	0	0	
	<b>Fall 2008</b>						
	ES 074C	Total FTEF	0.00				
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH						
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	0	0	0	0	0	
<b>Fall 2008</b>							

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 074D</b>	Total FTEF	0.00					
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH						
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	0	0	0	0	0	
	<b>Fall 2008</b>						
	Total FTEF	0.00	0.00				
Max WSCH							
Max WSCH/FTEF	0	0	0	0	0		
Max Enrollment							
Earned WSCH	2						
Earned WSCH/FTEF	0	0	0	0	0		
% of Max	0	0	0	0	0		
Approximate FTES	0.07	0	0	0	0		
		<b>Fall 2008</b>	<b>Fall 2009</b>				

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 078B	Total FTEF	0.00	0.00			
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	2				
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.07	0	0	0	0
ES 078C	Total FTEF	0.00	0.00			
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH					
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0	0	0	0	0

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 117A</b>	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	30	48	36	27	60
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	1.00	1.60	1.20	0.90	2.00
<b>ES 117B</b>	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	6	24	18	3	0
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.20	0.80	0.60	0.10	0
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012

\* Includes non-resident students as well as resident students.

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\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 117C</b>	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	9	3	15	9	
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.30	0.10	0.50	0.30	0
<b>ES 117D</b>	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	3		3		6
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.10	0	0.10	0	0.20
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 001	Total FTEF	0.44	0.44	0.22	0.22	0.11	
	Max WSCH	100	100	50	50	50	
	Max WSCH/FTEF	225.23	225.23	225.23	225.23	450.45	
	Max Enrollment	50	50	25	25	25	
	Earned WSCH	58	72	32	30	34	
	Earned WSCH/FTEF	130.63	162.16	144.14	135.14	306.31	
	% of Max	58.00	72.00	64.00	60.00	68.00	
	Approximate FTES	1.93	2.40	1.07	1.00	1.13	
	<b>ES 002</b>						
	Total FTEF	0.00	0.00	0.00	0.00	0.11	
Max WSCH							
Max WSCH/FTEF	0	0	0	0	0.00		
Max Enrollment							
Earned WSCH	34	30	14	20	14		
Earned WSCH/FTEF	0	0	0	0	126.13		
% of Max	0	0	0	0	0		
Approximate FTES	1.13	1.00	0.47	0.67	0.47		
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		

\* Includes non-resident students as well as resident students.

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**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 003	Total FTEF	0.11	0.11	0.11	0.11	0.11	
	Max WSCH	40	40	40	40	40	
	Max WSCH/FTEF	360.36	360.36	360.36	360.36	360.36	
	Max Enrollment	20	20	20	20	20	
	Earned WSCH	26	36	38	40	40	
	Earned WSCH/FTEF	234.23	324.32	342.34	360.36	360.36	
	% of Max	65.00	90.00	95.00	100.00	100.00	
	Approximate FTES	0.87	1.20	1.27	1.33	1.33	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
ES 004	Total FTEF	0.11	0.11	0.00	0.00	0.00	
	Max WSCH	50	50				
	Max WSCH/FTEF	450.45	450.45	0	0	0	
	Max Enrollment	25	25				
	Earned WSCH	42	36	36	42	50	
	Earned WSCH/FTEF	378.38	324.32	0	0	0	
	% of Max	84.00	72.00	0	0	0	
	Approximate FTES	1.40	1.20	1.20	1.40	1.67	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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.  
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# Grossmont College Enrollment

## G06: ES%

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 005</b>					
Total FTEF	1.17	1.17	1.00	1.00	1.00
Max WSCH	945	945	810	810	810
Max WSCH/FTEF	808.38	808.38	808.38	808.38	808.38
Max Enrollment	315	315	270	270	270
Earned WSCH	627	912	726	756	783
Earned WSCH/FTEF	536.36	780.15	724.55	754.49	781.44
% of Max	66.35	96.51	89.63	93.33	96.67
Approximate FTES	20.90	30.40	24.20	25.20	26.10
<b>ES 006</b>					
Total FTEF	0.67	0.67	0.78	0.78	0.67
Max WSCH	540	540	630	630	540
Max WSCH/FTEF	810.81	810.81	810.81	810.81	810.81
Max Enrollment	270	270	315	315	270
Earned WSCH	402	538	600	540	526
Earned WSCH/FTEF	603.60	807.81	772.20	694.98	789.79
% of Max	74.44	99.63	95.24	85.71	97.41
Approximate FTES	13.40	17.93	20.00	18.00	17.53
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* 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.

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**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 007</b>	<b>Total FTEF</b>	0.33	0.17	0.17	0.17	0.17	
	<b>Max WSCH</b>	175	105	105	105	105	
	<b>Max WSCH/FTEF</b>	523.95	628.74	628.74	628.74	628.74	
	<b>Max Enrollment</b>	70	35	35	35	35	
	<b>Earned WSCH</b>	46	75	102	108	93	
	<b>Earned WSCH/FTEF</b>	137.72	449.10	610.78	646.71	556.89	
	<b>% of Max</b>	26.29	71.43	97.14	102.86	88.57	
	<b>Approximate FTES</b>	1.53	2.50	3.40	3.60	3.10	
	<b>ES 008</b>						
	<b>Total FTEF</b>	0.17	0.17	0.17			
<b>Max WSCH</b>	50	50	50				
<b>Max WSCH/FTEF</b>	299.40	299.40	299.40				
<b>Max Enrollment</b>	25	25	25				
<b>Earned WSCH</b>	32	34	14				
<b>Earned WSCH/FTEF</b>	191.62	203.59	83.83				
<b>% of Max</b>	64.00	68.00	28.00				
<b>Approximate FTES</b>	1.07	1.13	0.47				
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 021</b>	Total FTEF	0.00	0.00	0.00	0.17	0.17	
	Max WSCH				45	30	
	Max WSCH/FTEF	0	0	0	269.46	179.64	
	Max Enrollment				15	10	
	Earned WSCH	6	9	21	33	27	
	Earned WSCH/FTEF	0	0	0	197.60	161.68	
	% of Max	0	0	0	73.33	90.00	
	Approximate FTES	0.20	0.30	0.70	1.10	0.90	
	<b>ES 009</b>						
	Total FTEF	0.78	0.67	0.67	0.44	0.22	
Max WSCH	700	600	600	400	200		
Max WSCH/FTEF	900.90	900.90	900.90	900.90	900.90		
Max Enrollment	350	300	300	200	100		
Earned WSCH	402	498	550	356	168		
Earned WSCH/FTEF	517.37	747.75	825.83	801.80	756.76		
% of Max	57.43	83.00	91.67	89.00	84.00		
Approximate FTES	13.40	16.60	18.33	11.87	5.60		
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

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# Grossmont College Enrollment

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 023	Total FTEF	2.33	2.22	2.22	1.67	1.33	
	Max WSCH	2,080	1,980	1,950	1,450	1,150	
	Max WSCH/FTEF	892.32	891.89	878.38	870.87	863.36	
	Max Enrollment	1,040	990	975	725	575	
	Earned WSCH	1,228	1,562	1,782	1,414	1,128	
	Earned WSCH/FTEF	526.81	703.60	802.70	849.25	846.85	
	% of Max	59.04	78.89	91.38	97.52	98.09	
	Approximate FTES	40.93	52.07	59.40	47.13	37.60	
	<b>ES 027</b>						
	Total FTEF	0.11	0.11				
Max WSCH	80	80					
Max WSCH/FTEF	720.72	720.72	0	0	0		
Max Enrollment	40	40					
Earned WSCH	56	74					
Earned WSCH/FTEF	504.50	666.67	0	0	0		
% of Max	70.00	92.50	0	0	0		
Approximate FTES	1.87	2.47	0	0	0		

Fall 2008      Fall 2009

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 \* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 028</b>	Total FTEF	1.00	1.00	1.00	1.00	0.50	
	Max WSCH	900	840	840	840	450	
	Max WSCH/FTEF	898.20	838.32	838.32	838.32	898.20	
	Max Enrollment	300	280	280	280	150	
	Earned WSCH	909	957	885	786	471	
	Earned WSCH/FTEF	907.19	955.09	883.23	784.43	940.12	
	% of Max	101.00	113.93	105.36	93.57	104.67	
	Approximate FTES	30.30	31.90	29.50	26.20	15.70	
	<b>ES 029</b>						
	Total FTEF	0.11	0.11				
Max WSCH	40	40					
Max WSCH/FTEF	360.36	360.36	0	0	0		
Max Enrollment	20	20					
Earned WSCH	34	50					
Earned WSCH/FTEF	306.31	450.45	0	0	0		
% of Max	85.00	125.00	0	0	0		
Approximate FTES	1.13	1.67	0	0	0		
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 030</b>	<b>Total FTEF</b>	0.11	0.11	0.11	0.11	0.11	
	<b>Max WSCH</b>	50	50	50	50	50	
	<b>Max WSCH/FTEF</b>	450.45	450.45	450.45	450.45	450.45	
	<b>Max Enrollment</b>	25	25	25	25	25	
	<b>Earned WSCH</b>	26	26	36	26	30	
	<b>Earned WSCH/FTEF</b>	234.23	234.23	324.32	234.23	270.27	
	<b>% of Max</b>	52.00	52.00	72.00	52.00	60.00	
	<b>Approximate FTES</b>	0.87	0.87	1.20	0.87	1.00	
	<b>Fall 2008</b>						
	<b>Total FTEF</b>	0.00	0.00	0.00	0.00	0.00	
<b>Max WSCH</b>							
<b>Max WSCH/FTEF</b>	0	0	0	0	0		
<b>Max Enrollment</b>							
<b>Earned WSCH</b>	22	20	34	26	26		
<b>Earned WSCH/FTEF</b>	0	0	0	0	0		
<b>% of Max</b>	0	0	0	0	0		
<b>Approximate FTES</b>	0.73	0.67	1.13	0.87	0.87		
<b>Fall 2009</b>							
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 037</b>	<b>Total FTEF</b>	0.11	0.11	0.11	0.11	0.11	
	<b>Max WSCH</b>	60	60	60	60	60	
	<b>Max WSCH/FTEF</b>	540.54	540.54	540.54	540.54	540.54	
	<b>Max Enrollment</b>	30	30	30	30	30	
	<b>Earned WSCH</b>	46	56	60	58	50	
	<b>Earned WSCH/FTEF</b>	414.41	504.50	540.54	522.52	450.45	
	<b>% of Max</b>	76.67	93.33	100.00	96.67	83.33	
	<b>Approximate FTES</b>	1.53	1.87	2.00	1.93	1.67	
	<b>ES 039</b>						
	<b>Total FTEF</b>	0.11	0.11	0.11	0.11	0.11	
<b>Max WSCH</b>	40	40	40	40	40		
<b>Max WSCH/FTEF</b>	360.36	360.36	360.36	360.36	360.36		
<b>Max Enrollment</b>	20	20	20	20	20		
<b>Earned WSCH</b>	38	44	40	48	46		
<b>Earned WSCH/FTEF</b>	342.34	396.40	360.36	432.43	414.41		
<b>% of Max</b>	95.00	110.00	100.00	120.00	115.00		
<b>Approximate FTES</b>	1.27	1.47	1.33	1.60	1.53		
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

\* 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.  
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**Grossmont College Enrollment  
G06: ES%**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 040</b>					
<b>Total FTEF</b>	0.33	0.22	0.22	0.22	0.11
<b>Max WSCH</b>	180	120	120	120	60
<b>Max WSCH/FTEF</b>	540.54	540.54	540.54	540.54	540.54
<b>Max Enrollment</b>	90	60	60	60	30
<b>Earned WSCH</b>	138	124	116	122	62
<b>Earned WSCH/FTEF</b>	414.41	558.56	522.52	549.55	558.56
<b>% of Max</b>	76.67	103.33	96.67	101.67	103.33
<b>Approximate FTES</b>	4.60	4.13	3.87	4.07	2.07
<b>ES 041</b>					
<b>Total FTEF</b>	0.17	0.17	0.17	0.17	0.17
<b>Max WSCH</b>	75	75	75	75	75
<b>Max WSCH/FTEF</b>	449.10	449.10	449.10	449.10	449.10
<b>Max Enrollment</b>	25	25	25	25	25
<b>Earned WSCH</b>	72	111	75	69	78
<b>Earned WSCH/FTEF</b>	431.14	664.67	449.10	413.17	467.07
<b>% of Max</b>	96.00	148.00	100.00	92.00	104.00
<b>Approximate FTES</b>	2.40	3.70	2.50	2.30	2.60
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* 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.  
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**Grossmont College Enrollment  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 043A</b>	Total FTEF	0.22	0.22	0.22	0.22	0.22
	Max WSCH	160	160	160	160	160
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72
	Max Enrollment	80	80	80	80	80
	Earned WSCH	82	98	106	114	100
	Earned WSCH/FTEF	369.37	441.44	477.48	513.51	450.45
% of Max	51.25	61.25	66.25	71.25	62.50	
Approximate FTES	2.73	3.27	3.53	3.80	3.33	
<b>ES 043B</b>	Total FTEF	0.11	0.11	0.11	0.11	0.11
	Max WSCH	80	80	80	80	80
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72
	Max Enrollment	40	40	40	40	40
	Earned WSCH	64	102	114	90	110
	Earned WSCH/FTEF	576.58	918.92	1,027.03	810.81	990.99
% of Max	80.00	127.50	142.50	112.50	137.50	
Approximate FTES	2.13	3.40	3.80	3.00	3.67	
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

- \* 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.
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**Grossmont College Enrollment  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 043C</b>	<b>Total FTEF</b>	0.00	0.00	0.00	0.00	0.00
	<b>Max WSCH</b>					
	<b>Max WSCH/FTEF</b>	0	0	0	0	0
	<b>Max Enrollment</b>					
	<b>Earned WSCH</b>	22	32	42	16	26
	<b>Earned WSCH/FTEF</b>	0	0	0	0	0
	<b>% of Max</b>	0	0	0	0	0
	<b>Approximate FTES</b>	0.73	1.07	1.40	0.53	0.87
<b>ES 044</b>	<b>Total FTEF</b>	0.33	0.11	0.11	0.11	0.11
	<b>Max WSCH</b>	240	80	80	80	80
	<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72	720.72
	<b>Max Enrollment</b>	120	40	40	40	40
	<b>Earned WSCH</b>	160	58	82	78	94
	<b>Earned WSCH/FTEF</b>	480.48	522.52	738.74	702.70	846.85
	<b>% of Max</b>	66.67	72.50	102.50	97.50	117.50
	<b>Approximate FTES</b>	5.33	1.93	2.73	2.60	3.13
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* 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.

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**Grossmont College Enrollment**

**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 047</b>	Total FTEF	0.18					
	Max WSCH	120					
	Max WSCH/FTEF	655.74	0	0	0	0	
	Max Enrollment	40					
	Earned WSCH	30					
	Earned WSCH/FTEF	163.93	0	0	0	0	
	% of Max	25.00	0	0	0	0	
	Approximate FTES	1.00	0	0	0	0	
	<b>Fall 2008</b>						
	<b>ES 060A</b>	Total FTEF	0.33	0.33	0.22	0.22	0.11
	Max WSCH	240	240	160	160	80	
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72	
	Max Enrollment	120	120	80	80	40	
	Earned WSCH	142	130	124	108	78	
	Earned WSCH/FTEF	426.43	390.39	558.56	486.49	702.70	
	% of Max	59.17	54.17	77.50	67.50	97.50	
	Approximate FTES	4.73	4.33	4.13	3.60	2.60	
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

\* 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.

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**Grossmont College Enrollment  
G06: ES%**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 060B</b>					
Total FTEF	0.00	0.00	0.00	0.00	0.00
Max WSCH					
Max WSCH/FTEF	0	0	0	0	0
Max Enrollment					
Earned WSCH	28	44	20	30	6
Earned WSCH/FTEF	0	0	0	0	0
% of Max	0	0	0	0	0
Approximate FTES	0.93	1.47	0.67	1.00	0.20
<b>ES 060C</b>					
Total FTEF	0.00	0.00	0.00	0.00	0.00
Max WSCH					
Max WSCH/FTEF	0	0	0	0	0
Max Enrollment					
Earned WSCH	6	12	10	14	4
Earned WSCH/FTEF	0	0	0	0	0
% of Max	0	0	0	0	0
Approximate FTES	0.20	0.40	0.33	0.47	0.13
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* Includes non-resident students as well as resident students.

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**Grossmont College Enrollment  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 076A</b>	<b>Total FTEF</b>	1.11	0.89	0.89	0.44	0.22
	<b>Max WSCH</b>	720	576	584	288	80
	<b>Max WSCH/FTEF</b>	648.65	648.65	657.66	648.65	360.36
	<b>Max Enrollment</b>	360	288	292	144	40
	<b>Earned WSCH</b>	318	382	392	206	92
	<b>Earned WSCH/FTEF</b>	286.49	430.18	441.44	463.96	414.41
	<b>% of Max</b>	44.17	66.32	67.12	71.53	115.00
	<b>Approximate FTES</b>	10.60	12.73	13.07	6.87	3.07
<b>ES 076B</b>	<b>Total FTEF</b>	0.00	0.00	0.00	0.00	0.00
	<b>Max WSCH</b>					
	<b>Max WSCH/FTEF</b>	0	0	0	0	0
	<b>Max Enrollment</b>					
	<b>Earned WSCH</b>	96	120	122	84	48
	<b>Earned WSCH/FTEF</b>	0	0	0	0	0
	<b>% of Max</b>	0	0	0	0	0
	<b>Approximate FTES</b>	3.20	4.00	4.07	2.80	1.60

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# Grossmont College Enrollment

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 076C	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	16	22	34	8	8
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.53	0.73	1.13	0.27	0.27
ES 120A		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	Total FTEF	0.56	0.44			
	Max WSCH	388	316			
	Max WSCH/FTEF	699.10	711.71	0	0	0
	Max Enrollment	194	158			
	Earned WSCH	148	188			
	Earned WSCH/FTEF	266.67	423.42	0	0	0
	% of Max	38.14	59.49	0	0	0
	Approximate FTES	4.93	6.27	0	0	0

\* Includes non-resident students as well as resident students.

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\* For Cross-listed sections, numbers are reflected in the primary course.





# Grossmont College Enrollment

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 125B	Total FTEF	0.17	0.17	0.17			
	Max WSCH	120	120	120			
	Max WSCH/FTEF	718.56	718.56	718.56	0	0	
	Max Enrollment	40	40	40			
	Earned WSCH	54	54	24			
	Earned WSCH/FTEF	323.35	323.35	143.71	0	0	
	% of Max	45.00	45.00	20.00	0	0	
	Approximate FTES	1.80	1.80	0.80	0	0	
	<b>Fall 2008      Fall 2009      Fall 2010</b>						
	ES 125C	Total FTEF	0.00	0.00	0.00		
Max WSCH							
Max WSCH/FTEF		0	0	0	0	0	
Max Enrollment							
Earned WSCH		3	24	18			
Earned WSCH/FTEF		0	0	0	0	0	
% of Max	0	0	0	0	0		
Approximate FTES	0.10	0.80	0.60	0	0		
<b>Fall 2008      Fall 2009      Fall 2010</b>							

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 \* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 130A</b>	Total FTEF	0.00	0.00	0.00	0.00	0.00	
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH	48	64	48	54	62	
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	1.60	2.13	1.60	1.80	2.07	
	<b>Fall 2008</b>						
	Total FTEF	0.17	0.17	0.17	0.17	0.17	
Max WSCH	120	120	120	120	120		
Max WSCH/FTEF	718.56	718.56	718.56	718.56	718.56		
Max Enrollment	40	40	40	40	40		
Earned WSCH	48	27	33	42	39		
Earned WSCH/FTEF	287.43	161.68	197.60	251.50	233.53		
% of Max	40.00	22.50	27.50	35.00	32.50		
Approximate FTES	1.60	0.90	1.10	1.40	1.30		
<b>Fall 2008</b>							
<b>Fall 2009</b>							
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 130C	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	15	9	9	6	
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.50	0.30	0.30	0.20	0
ES 135	Total FTEF	0.11				
	Max WSCH	80				
	Max WSCH/FTEF	720.72	0	0	0	0
	Max Enrollment	40				
	Earned WSCH	30				
	Earned WSCH/FTEF	270.27	0	0	0	0
	% of Max	37.50	0	0	0	0
	Approximate FTES	1.00	0	0	0	0

Fall 2008

\* Includes non-resident students as well as resident students.

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\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 155A</b>	<b>Total FTEF</b>	0.22	0.22	0.22	0.33	0.22	
	<b>Max WSCH</b>	160	160	160	240	160	
	<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72	720.72	
	<b>Max Enrollment</b>	80	80	80	120	80	
	<b>Earned WSCH</b>	52	92	106	176	108	
	<b>Earned WSCH/FTEF</b>	234.23	414.41	477.48	528.53	486.49	
	<b>% of Max</b>	32.50	57.50	66.25	73.33	67.50	
	<b>Approximate FTES</b>	1.73	3.07	3.53	5.87	3.60	
	<b>ES 155B</b>	<b>Total FTEF</b>	0.22	0.22	0.22	0.22	0.22
		<b>Max WSCH</b>	160	160	160	160	160
<b>Max WSCH/FTEF</b>		720.72	720.72	720.72	720.72	720.72	
<b>Max Enrollment</b>		80	80	80	80	80	
<b>Earned WSCH</b>		90	116	124	138	148	
<b>Earned WSCH/FTEF</b>		405.41	522.52	558.56	621.62	666.67	
<b>% of Max</b>		56.25	72.50	77.50	86.25	92.50	
<b>Approximate FTES</b>		3.00	3.87	4.13	4.60	4.93	
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

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 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
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**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 155C	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	22	40	40	38	42
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.73	1.33	1.33	1.27	1.40
ES 170A		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	Total FTEF	0.33	0.33	0.33	0.22	0.22
	Max WSCH	240	240	240	160	160
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72
	Max Enrollment	120	120	120	80	80
	Earned WSCH	140	118	160	94	82
	Earned WSCH/FTEF	420.42	354.35	480.48	423.42	369.37
	% of Max	58.33	49.17	66.67	58.75	51.25
	Approximate FTES	4.67	3.93	5.33	3.13	2.73
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 170B	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	60	96	100	42	42
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	2.00	3.20	3.33	1.40	1.40
ES 170C	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	50	56	64	38	42
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	1.67	1.87	2.13	1.27	1.40

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 171A</b>	<b>Total FTEF</b>	0.11	0.11	0.11	0.11		
	<b>Max WSCH</b>	80	80	80	80		
	<b>Max WSCH/FTEF</b>	720.72	720.72	720.72	720.72	0	
	<b>Max Enrollment</b>	40	40	40	40		
	<b>Earned WSCH</b>	16	20	32	46		
	<b>Earned WSCH/FTEF</b>	144.14	180.18	288.29	414.41	0	
	<b>% of Max</b>	20.00	25.00	40.00	57.50	0	
	<b>Approximate FTES</b>	0.53	0.67	1.07	1.53	0	
	<b>ES 171B</b>						
	<b>Total FTEF</b>	0.00	0.00	0.00	0.00		
<b>Max WSCH</b>							
<b>Max WSCH/FTEF</b>	0	0	0	0	0		
<b>Max Enrollment</b>							
<b>Earned WSCH</b>	10	10	14	10			
<b>Earned WSCH/FTEF</b>	0	0	0	0	0		
<b>% of Max</b>	0	0	0	0	0		
<b>Approximate FTES</b>	0.33	0.33	0.47	0.33	0		
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>			

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 \* 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

G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 171C	Total FTEF	0.00	0.00	0.00	0.00	0.00	
	Max WSCH						
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment						
	Earned WSCH	18	14	14	2	0	
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	0	0	0	0	
	Approximate FTES	0.60	0.47	0.47	0.07	0	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
ES 172A	Total FTEF	0.11	0.11	0.11	0.11	0.11	
	Max WSCH	70	70	70	70	70	
	Max WSCH/FTEF	630.63	630.63	630.63	630.63	630.63	
	Max Enrollment	35	35	35	35	35	
	Earned WSCH	34	50	32	54	42	
	Earned WSCH/FTEF	306.31	450.45	288.29	486.49	378.38	
	% of Max	48.57	71.43	45.71	77.14	60.00	
	Approximate FTES	1.13	1.67	1.07	1.80	1.40	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 172B	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	30	24	30	24	20
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	1.00	0.80	1.00	0.80	0.67
ES 172C	Total FTEF	0.00	0.00	0.00	0.00	0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	16	6	30	20	22
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.53	0.20	1.00	0.67	0.73

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 175A</b>	Total FTEF	0.44	0.44	0.33	0.22	0.22	
	Max WSCH	320	320	240	160	160	
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72	
	Max Enrollment	160	160	120	80	80	
	Earned WSCH	100	128	158	94	122	
	Earned WSCH/FTEF	225.23	288.29	474.47	423.42	549.55	
	% of Max	31.25	40.00	65.83	58.75	76.25	
	Approximate FTES	3.33	4.27	5.27	3.13	4.07	
	<b>ES 175B</b>						
	Total FTEF	0.00	0.00	0.00	0.00	0.00	
Max WSCH							
Max WSCH/FTEF	0	0	0	0	0		
Max Enrollment							
Earned WSCH	52	80	62	58	38		
Earned WSCH/FTEF	0	0	0	0	0		
% of Max	0	0	0	0	0		
Approximate FTES	1.73	2.67	2.07	1.93	1.27		
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 175C</b>	Total FTEF	0.00	0.00	0.00		
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH	4	10	8		
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0.13	0.33	0.27	0	0
<b>ES 180</b>	Total FTEF	0.22	0.22	0.11	0.11	
	Max WSCH	180	180	90	90	
	Max WSCH/FTEF	810.81	810.81	810.81	810.81	0
	Max Enrollment	90	90	45	45	
	Earned WSCH	94	170	90	80	
	Earned WSCH/FTEF	423.42	765.77	810.81	720.72	0
	% of Max	52.22	94.44	100.00	88.89	0
	Approximate FTES	3.13	5.67	3.00	2.67	0

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\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 185A</b>	<b>Total FTEF</b>	0.17	0.17	0.17	0.17	0.17	
	<b>Max WSCH</b>	150	150	150	150	72	
	<b>Max WSCH/FTEF</b>	898.20	898.20	898.20	898.20	431.14	
	<b>Max Enrollment</b>	50	50	50	50	24	
	<b>Earned WSCH</b>	99	159	105	96	102	
	<b>Earned WSCH/FTEF</b>	592.81	952.10	628.74	574.85	610.78	
	<b>% of Max</b>	66.00	106.00	70.00	64.00	141.67	
	<b>Approximate FTES</b>	3.30	5.30	3.50	3.20	3.40	
	<b>Fall 2008</b>						
	<b>Total FTEF</b>	0.00	0.17	0.00	0.00	0.00	
<b>Max WSCH</b>		120					
<b>Max WSCH/FTEF</b>	0	718.56	0	0	0		
<b>Max Enrollment</b>		40					
<b>Earned WSCH</b>	39	21	33	27	33		
<b>Earned WSCH/FTEF</b>	0	125.75	0	0	0		
<b>% of Max</b>	0	17.50	0	0	0		
<b>Approximate FTES</b>	1.30	0.70	1.10	0.90	1.10		
<b>Fall 2009</b>							
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 200	Total FTEF	0.67	0.50	0.50			
	Max WSCH	360	300	255			
	Max WSCH/FTEF	538.92	598.80	508.98	0	0	
	Max Enrollment	120	100	85			
	Earned WSCH	324	264	225			
	Earned WSCH/FTEF	485.03	526.95	449.10	0	0	
	% of Max	90.00	88.00	88.24	0	0	
	Approximate FTES	10.80	8.80	7.50	0	0	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
<b>Fall 2010</b>							
ES 204	Total FTEF	0.22	0.22	0.22	0.22	0.22	
	Max WSCH	160	160	160	160	160	
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72	
	Max Enrollment	80	80	80	80	80	
	Earned WSCH	146	188	166	194	132	
	Earned WSCH/FTEF	657.66	846.85	747.75	873.87	594.59	
	% of Max	91.25	117.50	103.75	121.25	82.50	
	Approximate FTES	4.87	6.27	5.53	6.47	4.40	
	<b>Fall 2008</b>						
	<b>Fall 2009</b>						
<b>Fall 2010</b>							
<b>Fall 2011</b>							
<b>Fall 2012</b>							

\* 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

## G06: ES%

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>ES 206</b>	<b>Total FTEF</b> 1.11	1.11	1.11	1.11	1.11
	<b>Max WSCH</b> 600	600	600	600	600
	<b>Max WSCH/FTEF</b> 540.54	540.54	540.54	540.54	540.54
	<b>Max Enrollment</b> 60	60	60	60	60
	<b>Earned WSCH</b> 410	360	350	340	400
	<b>Earned WSCH/FTEF</b> 369.37	324.32	315.32	306.31	360.36
	<b>% of Max</b> 68.33	60.00	58.33	56.67	66.67
	<b>Approximate FTES</b> 13.67	12.00	11.67	11.33	13.33
<b>ES 209</b>	<b>Total FTEF</b> 0.56	0.56	0.56	0.56	0.56
	<b>Max WSCH</b> 250	500	500	500	500
	<b>Max WSCH/FTEF</b> 450.45	900.90	900.90	900.90	900.90
	<b>Max Enrollment</b> 25	50	50	50	50
	<b>Earned WSCH</b> 220	160	180	180	290
	<b>Earned WSCH/FTEF</b> 396.40	288.29	324.32	324.32	522.52
	<b>% of Max</b> 88.00	32.00	36.00	36.00	58.00
	<b>Approximate FTES</b> 7.33	5.33	6.00	6.00	9.67
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 211</b>	<b>Total FTEF</b>	0.11	0.11	0.11	0.11	0.11	
	<b>Max WSCH</b>	40	40	40	40	40	
	<b>Max WSCH/FTEF</b>	360.36	360.36	360.36	360.36	360.36	
	<b>Max Enrollment</b>	20	20	20	20	20	
	<b>Earned WSCH</b>	30	32	40	28	46	
	<b>Earned WSCH/FTEF</b>	270.27	288.29	360.36	252.25	414.41	
	<b>% of Max</b>	75.00	80.00	100.00	70.00	115.00	
	<b>Approximate FTES</b>	1.00	1.07	1.33	0.93	1.53	
	<b>ES 212</b>						
	<b>Total FTEF</b>	2.22	2.22	2.22	2.22	1.67	
<b>Max WSCH</b>	3,400	3,400	3,400	3,400	1,500		
<b>Max WSCH/FTEF</b>	1,531.53	1,531.53	1,531.53	1,531.53	900.90		
<b>Max Enrollment</b>	340	340	340	340	150		
<b>Earned WSCH</b>	1,400	1,250	1,220	1,240	1,140		
<b>Earned WSCH/FTEF</b>	630.63	563.06	549.55	558.56	684.68		
<b>% of Max</b>	41.18	36.76	35.88	36.47	76.00		
<b>Approximate FTES</b>	46.67	41.67	40.67	41.33	38.00		
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

\* 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.  
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**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 216</b>	Total FTEF	0.11	0.11	0.11	0.11	0.11	
	Max WSCH	50	50	50	50	50	
	Max WSCH/FTEF	450.45	450.45	450.45	450.45	450.45	
	Max Enrollment	25	25	25	25	25	
	Earned WSCH	58	48	36	42	40	
	Earned WSCH/FTEF	522.52	432.43	324.32	378.38	360.36	
	% of Max	116.00	96.00	72.00	84.00	80.00	
	Approximate FTES	1.93	1.60	1.20	1.40	1.33	
	<b>ES 218</b>						
	Total FTEF	0.56	0.56	0.56	0.56	0.56	
Max WSCH	300	300	300	300	300		
Max WSCH/FTEF	540.54	540.54	540.54	540.54	540.54		
Max Enrollment	30	30	30	30	30		
Earned WSCH	230	190	180	220	270		
Earned WSCH/FTEF	414.41	342.34	324.32	396.40	486.49		
% of Max	76.67	63.33	60.00	73.33	90.00		
Approximate FTES	7.67	6.33	6.00	7.33	9.00		
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 222	Total FTEF	0.11	0.22	0.22	0.22	0.22	
	Max WSCH	80	160	160	160	160	
	Max WSCH/FTEF	720.72	720.72	720.72	720.72	720.72	
	Max Enrollment	40	80	80	80	80	
	Earned WSCH	48	86	112	104	78	
	Earned WSCH/FTEF	432.43	387.39	504.50	468.47	351.35	
	% of Max	60.00	53.75	70.00	65.00	48.75	
	Approximate FTES	1.60	2.87	3.73	3.47	2.60	
	<b>ES 225</b>						
	Total FTEF	0.22	0.22	0.22	0.22	0.22	
Max WSCH	100	100	100	100	100		
Max WSCH/FTEF	450.45	450.45	450.45	450.45	450.45		
Max Enrollment	50	50	50	50	50		
Earned WSCH	48	56	52	74	80		
Earned WSCH/FTEF	216.22	252.25	234.23	333.33	360.36		
% of Max	48.00	56.00	52.00	74.00	80.00		
Approximate FTES	1.60	1.87	1.73	2.47	2.67		
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 230</b>	Total FTEF	0.56	0.56	0.56	0.56	0.56	
	Max WSCH	200	200	200	200	200	
	Max WSCH/FTEF	360.36	360.36	360.36	360.36	360.36	
	Max Enrollment	20	20	20	20	20	
	Earned WSCH	150	180	150	190	180	
	Earned WSCH/FTEF	270.27	324.32	270.27	342.34	324.32	
	% of Max	75.00	90.00	75.00	95.00	90.00	
	Approximate FTES	5.00	6.00	5.00	6.33	6.00	
	<b>ES 231</b>						
	Total FTEF	0.11	0.11	0.11	0.11	0.11	
Max WSCH	50	50	50	50	50		
Max WSCH/FTEF	450.45	450.45	450.45	450.45	450.45		
Max Enrollment	25	25	25	25	25		
Earned WSCH	32	34	60	64	40		
Earned WSCH/FTEF	288.29	306.31	540.54	576.58	360.36		
% of Max	64.00	68.00	120.00	128.00	80.00		
Approximate FTES	1.07	1.13	2.00	2.13	1.33		
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 233</b>	Total FTEF	1.11	1.11	1.11	1.11	1.11	
	Max WSCH	500	500	500	500	500	
	Max WSCH/FTEF	450.45	450.45	450.45	450.45	450.45	
	Max Enrollment	50	50	50	50	50	
	Earned WSCH	460	410	420	450	280	
	Earned WSCH/FTEF	414.41	369.37	378.38	405.41	252.25	
	% of Max	92.00	82.00	84.00	90.00	56.00	
	Approximate FTES	15.33	13.67	14.00	15.00	9.33	
	<b>ES 240</b>						
	Total FTEF	0.56	0.00	0.00	0.00	0.00	
Max WSCH							
Max WSCH/FTEF	0.00	0	0	0	0		
Max Enrollment							
Earned WSCH	10	20			10		
Earned WSCH/FTEF	18.02	0	0	0	0		
% of Max	0	0	0	0	0		
Approximate FTES	0.33	0.67	0	0	0.33		
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 250	Total FTEF	0.13	0.13	0.13	0.13	0.20	
	Max WSCH	140	140	140	140	210	
	Max WSCH/FTEF	1,052.63	1,052.63	1,052.63	1,052.63	1,050.00	
	Max Enrollment	70	70	70	70	70	
	Earned WSCH	118	144	136	144	210	
	Earned WSCH/FTEF	887.22	1,082.71	1,022.56	1,082.71	1,050.00	
	% of Max	84.29	102.86	97.14	102.86	100.00	
	Approximate FTES	3.93	4.80	4.53	4.80	7.00	
	<b>ES 253</b>						
	Total FTEF	0.48	0.48	0.24	0.24	0.24	
Max WSCH	400	400	200	200	128		
Max WSCH/FTEF	826.45	826.45	826.45	826.45	528.93		
Max Enrollment	100	100	50	50	32		
Earned WSCH	172	248	160	192	136		
Earned WSCH/FTEF	355.37	512.40	661.16	793.39	561.98		
% of Max	43.00	62.00	80.00	96.00	106.25		
Approximate FTES	5.73	8.27	5.33	6.40	4.53		

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\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 255	Total FTEF	0.30	0.30	0.30	0.30	0.30	
	Max WSCH	200	200	200	200	200	
	Max WSCH/FTEF	666.67	666.67	666.67	666.67	666.67	
	Max Enrollment	50	50	50	50	50	
	Earned WSCH	200	200	208	204	212	
	Earned WSCH/FTEF	666.67	666.67	693.33	680.00	706.67	
	% of Max	100.00	100.00	104.00	102.00	106.00	
	Approximate FTES	6.67	6.67	6.93	6.80	7.07	
	ES 262	Total FTEF	0.11	0.11	0.11	0.11	0.11
		Max WSCH	150	150	150	150	150
Max WSCH/FTEF		1,351.35	1,351.35	1,351.35	1,351.35	1,351.35	
Max Enrollment		75	75	75	75	75	
Earned WSCH		90	118	68	114	78	
Earned WSCH/FTEF		810.81	1,063.06	612.61	1,027.03	702.70	
% of Max		60.00	78.67	45.33	76.00	52.00	
Approximate FTES		3.00	3.93	2.27	3.80	2.60	
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	

\* Includes non-resident students as well as resident students.

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\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 263	Total FTEF	0.11	0.11	0.11	0.11	0.11	
	Max WSCH	150	150	150	150	150	
	Max WSCH/FTEF	1,351.35	1,351.35	1,351.35	1,351.35	1,351.35	
	Max Enrollment	75	75	75	75	75	
	Earned WSCH	104	100	138	78	68	
	Earned WSCH/FTEF	936.94	900.90	1,243.24	702.70	612.61	
	% of Max	69.33	66.67	92.00	52.00	45.33	
	Approximate FTES	3.47	3.33	4.60	2.60	2.27	
	<b>ES 290</b>						
	Total FTEF	0.17	0.17	0.17	0.17	0.17	
Max WSCH	108	108	108	108	108		
Max WSCH/FTEF	646.71	646.71	646.71	646.71	0		
Max Enrollment	36	36	36	36	36		
Earned WSCH	33	60	57	96			
Earned WSCH/FTEF	197.60	359.28	341.32	574.85	0		
% of Max	30.56	55.56	52.78	88.89	0		
Approximate FTES	1.10	2.00	1.90	3.20	0		
		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

\* 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

## G06: ES%

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
ES 299	Total FTEF	0.37				
	Max WSCH	300				
	Max WSCH/FTEF	819.67	0	0	0	0
	Max Enrollment	240				
	Earned WSCH	173				
	Earned WSCH/FTEF	472.68	0	0	0	0
ES 017	% of Max	57.67	0	0	0	0
	Approximate FTES	5.77	0	0	0	0
<b>Fall 2008</b>						
	Total FTEF		0.12			
	Max WSCH		80			
	Max WSCH/FTEF	0	683.18	0	0	0
	Max Enrollment		40			
	Earned WSCH		68			
	Earned WSCH/FTEF	0	580.70	0	0	0
	% of Max	0	85.00	0	0	0
	Approximate FTES	0	2.27	0	0	0
<b>Fall 2009</b>						

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\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 024</b>	Total FTEF		0.23	0.23	0.35	0.35	
	Max WSCH		160	160	240	240	
	Max WSCH/FTEF	0	683.76	683.76	683.76	683.76	
	Max Enrollment		80	80	120	120	
	Earned WSCH		142	168	224	210	
	Earned WSCH/FTEF	0	606.84	717.95	638.18	598.29	
	% of Max	0	88.75	105.00	93.33	87.50	
	Approximate FTES	0	4.73	5.60	7.47	7.00	
	<b>ES 185C</b>						
	Total FTEF		0.00	0.00	0.00	0.00	
Max WSCH							
Max WSCH/FTEF	0	0	0	0	0		
Max Enrollment							
Earned WSCH		39	15	27	15		
Earned WSCH/FTEF	0	0	0	0	0		
% of Max	0	0	0	0	0		
Approximate FTES	0	1.30	0.50	0.90	0.50		
		<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>		

\* 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  
G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
ES 199	Total FTEF		0.00				
	Max WSCH		9				
	Max WSCH/FTEF	0	0	0	0	0	
	Max Enrollment		1				
	Earned WSCH		9				
	Earned WSCH/FTEF	0	0	0	0	0	
	% of Max	0	100.00	0	0	0	
	Approximate FTES	0	0.30	0	0	0	
	<b>Fall 2009</b>						
	ES 291	Total FTEF		0.13	0.20	0.20	0.20
Max WSCH			100	150	150	150	
Max WSCH/FTEF		0	751.88	750.00	750.00	750.00	
Max Enrollment			50	50	50	50	
Earned WSCH			68	99	111	126	
Earned WSCH/FTEF		0	511.28	495.00	555.00	630.00	
% of Max		0	68.00	66.00	74.00	84.00	
Approximate FTES		0	2.27	3.30	3.70	4.20	
<b>Fall 2009</b>							
			<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	

\* 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**  
**G06: ES%**

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
<b>ES 292</b>	Total FTEF		0.20	0.20	0.20	0.20	
	Max WSCH		150	150	150	150	
	Max WSCH/FTEF	0	750.00	750.00	750.00	750.00	
	Max Enrollment		50	50	50	50	
	Earned WSCH		105	108	111	135	
	Earned WSCH/FTEF	0	525.00	540.00	555.00	675.00	
	% of Max	0	70.00	72.00	74.00	90.00	
	Approximate FTES	0	3.50	3.60	3.70	4.50	
	<b>ES 299A</b>						
	Total FTEF		0.03				
Max WSCH		120					
Max WSCH/FTEF	0	3,636.36	0	0	0	0	
Max Enrollment		120					
Earned WSCH		25					
Earned WSCH/FTEF	0	757.58	0	0	0	0	
% of Max	0	20.83	0	0	0	0	
Approximate FTES	0	0.83	0	0	0	0	
<b>Fall 2009</b>							

\* 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

G06: ES%

ES 290A	Total FTEF Max WSCH	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
		0	0	0	0	0
	Max WSCH/FTEF	0	0	0	0	359.28
	Max Enrollment					20
	Earned WSCH					57
	Earned WSCH/FTEF	0	0	0	0	341.32
	% of Max	0	0	0	0	95.00
	Approximate FTES	0	0	0	0	1.90
<b>Fall 2012</b>						
ES 290B	Total FTEF					0.00
	Max WSCH					
	Max WSCH/FTEF	0	0	0	0	0
	Max Enrollment					
	Earned WSCH					6
	Earned WSCH/FTEF	0	0	0	0	0
	% of Max	0	0	0	0	0
	Approximate FTES	0	0	0	0	0.20
<b>Fall 2012</b>						

\* 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**  
**G06: ES%**

ES 290C	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total FTEF					0.00
Max WSCH					
Max WSCH/FTEF	0	0	0	0	0
Max Enrollment					
Earned WSCH					
Earned WSCH/FTEF	0	0	0	0	0
% of Max	0	0	0	0	0
Approximate FTES	0	0	0	0	0
					<b>Fall 2012</b>

\* 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.

# ***Appendix 9***

## ***Grossmont WSCH Analysis Report***

### ***Health Education***



**HED - FALL**

**WSCH**



DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
GEOL104	191400	.200	150.00	750.00	138.00	690.00	92.00
GEOL110	191400	1.200	666.00	555.00	435.00	362.50	65.31
GEOL111	191400	.300	192.00	640.00	132.00	440.00	68.75
GEOL210	191400	.200	111.00	555.00	54.00	270.00	48.64
*****	GEOL	1.900	1119.00	588.94	759.00	399.47	67.82
HED 120	083700	2.000	2070.00	1035.00	1674.00	837.00	80.86
HED 122	083700	.200	105.00	525.00	33.00	165.00	31.42
HED 155	083700	1.400	1005.00	717.85	774.00	552.85	77.01
HED 158	083700	.200	222.00	1110.00	216.00	1080.00	97.29
*****	HED	3.800	3402.00	895.26	2697.00	709.73	79.27
MATH088	170100	1.869	1120.00	599.25	780.00	417.33	69.64
MATH089	170100	.333	175.00	525.52	90.00	270.27	51.42
MATH090	170100	6.993	4896.00	700.12	4478.00	640.35	91.46
MATH097	170100	.400	270.00	675.00	138.00	345.00	51.11
MATH103	170100	4.200	2910.00	692.85	2487.00	592.14	85.46
MATH110	170100	5.994	4320.00	720.72	3691.00	615.78	85.43
MATH120	170100	2.000	1326.00	663.00	933.00	466.50	70.36
MATH125	170100	.750	540.00	720.00	216.00	288.00	40.00
MATH126	170100	.500	360.00	720.00	100.00	200.00	27.77
MATH150	170100	.200	96.00	480.00	33.00	165.00	34.37
MATH160	170100	4.200	2808.00	668.57	2358.00	561.42	83.97
MATH170	170100	.800	540.00	675.00	351.00	438.75	65.00
MATH175	170100	2.136	1420.00	664.79	1144.00	535.58	80.56
MATH176	170100	1.600	1080.00	675.00	960.00	600.00	88.88
MATH178	170100	2.136	1440.00	674.15	1008.00	471.91	70.00
MATH180	170100	2.331	1575.00	675.67	1310.00	561.99	83.17
MATH245	170100	.200	90.00	450.00	39.00	195.00	43.33
MATH280	170100	1.335	900.00	674.15	532.00	398.50	59.11
MATH281	170100	.534	360.00	674.15	240.00	449.43	66.66
MATH284	170100	.200	135.00	675.00	111.00	555.00	82.22
MATH285	170100	.200	135.00	675.00	111.00	555.00	82.22
*****	MATH	38.911	26496.00	680.93	21110.00	542.52	79.67
OCEA112	191900	1.200	666.00	555.00	555.00	462.50	83.33
OCEA113	191900	.150	96.00	640.00	84.00	560.00	87.50
*****	OCEA	1.350	762.00	564.44	639.00	473.33	83.85
PHYC110	190200	1.050	576.00	548.57	402.00	382.85	69.79
PHYC130	190200	.350	192.00	548.57	204.00	582.85	106.25
PHYC140	190200	1.050	576.00	548.57	354.00	337.14	61.45
PHYC199	190200		3.00	3.00			
PHYC240	190200	.350	192.00	548.57	168.00	480.00	87.50
*****	PHYC	2.800	1539.00	549.64	1128.00	402.85	73.29
PSC 110	190100	.800	540.00	675.00	363.00	453.75	67.22
PSC 111	190100	.150	96.00	640.00	81.00	540.00	84.37
*****	PSC	.950	636.00	669.47	444.00	467.36	69.81

## DIVISION -- MATHEMATICS, NATURAL SCIENCES &amp; PE

## \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
GEOG170	220600	.200	111.00	555.00	84.00	420.00	75.67
*****	GEOG	3.650	2415.00	661.64	1728.00	473.42	71.55
GEOL104	191400	.200	150.00	750.00	123.00	615.00	82.00
GEOL110	191400	1.200	699.00	582.50	558.00	465.00	79.82
GEOL111	191400	.300	192.00	640.00	123.00	410.00	64.06
GEOL164	191400	.067	20.00	298.50	14.00	208.95	70.00
GEOL230	191400	.200	111.00	555.00	21.00	105.00	18.91
*****	GEOL	1.967	1172.00	595.83	839.00	426.53	71.58
HED 105	083700	.067	50.00	746.26	11.00	164.17	22.00
HED 120	083700	2.000	2055.00	1027.50	1494.00	747.00	72.70
HED 155	083700	2.000	1410.00	705.00	1089.00	544.50	77.23
HED 158	083700	.200	222.00	1110.00	195.00	975.00	87.83
*****	HED	4.267	3737.00	875.79	2789.00	653.62	74.63
MATH088	170100	1.869	1120.00	599.25	792.00	423.75	70.71
MATH089	170100	.333	175.00	525.52	90.00	270.27	51.42
MATH090	170100	6.993	4896.00	700.12	4241.00	606.46	86.62
MATH097	170100	.400	270.00	675.00	111.00	277.50	41.11
MATH103	170100	4.400	3045.00	692.04	2730.00	620.45	89.65
MATH110	170100	6.327	4545.00	718.34	4072.00	643.59	89.59
MATH120	170100	2.000	1326.00	663.00	846.00	423.00	63.80
MATH125	170100	.750	540.00	720.00	288.00	384.00	53.33
MATH126	170100	.500	360.00	720.00	88.00	176.00	24.44
MATH150	170100	.200	96.00	480.00	57.00	285.00	59.37
MATH160	170100	4.200	2835.00	675.00	2442.00	581.42	86.13
MATH170	170100	.800	513.00	641.25	345.00	431.25	67.25
MATH175	170100	2.136	1420.00	664.79	948.00	443.82	66.76
MATH176	170100	1.600	1080.00	675.00	1038.00	648.75	96.11
MATH178	170100	2.136	1440.00	674.15	1116.00	522.47	77.50
MATH180	170100	2.331	1575.00	675.67	1310.00	561.99	83.17
MATH245	170100	.200	90.00	450.00	51.00	255.00	56.66
MATH280	170100	1.335	900.00	674.15	568.00	425.46	63.11
MATH281	170100	.534	360.00	674.15	264.00	494.38	73.33
MATH284	170100	.200	135.00	675.00	90.00	450.00	66.66
MATH285	170100	.200	135.00	675.00	123.00	615.00	91.11
*****	MATH	39.444	26856.00	680.86	21610.00	547.86	80.46
OCEA112	191900	1.200	666.00	555.00	579.00	482.50	86.93
OCEA113	191900	.150	96.00	640.00	84.00	560.00	87.50
*****	OCEA	1.350	762.00	564.44	663.00	491.11	87.00
PHYC110	190200	.900	576.00	640.00	396.00	440.00	68.75
PHYC130	190200	.350	192.00	548.57	240.00	685.71	125.00
PHYC140	190200	1.050	576.00	548.57	516.00	491.42	89.58
PHYC240	190200	.350	192.00	548.57	150.00	428.57	78.12
*****	PHYC	2.650	1536.00	579.62	1302.00	491.32	84.76
PSC 110	190100	.800	540.00	675.00	417.00	521.25	77.22

DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* DAILY CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ES 040	083500	.111	60.00	540.54	30.00	270.27	50.00
ES 044	083500	.111	80.00	720.72	54.00	486.48	67.50
ES 076A	083500	.333	216.00	648.64	156.00	468.46	72.22
ES 199	083500		3.00	3.00	3.00	3.00	100.00
ES 200	083500	.167	120.00	718.56	39.00	233.53	32.50
ES 299	083500	.033	60.00	1818.18	29.50	893.93	49.16
*****	ES	.755	539.00	713.90	311.50	412.58	57.79
HED 101	083700	.200	105.00	525.00	66.00	330.00	62.85
HED 120	083700	.200	150.00	750.00	174.00	870.00	116.00
*****	HED	.400	255.00	637.50	240.00	600.00	94.11
MATH080	170100	.266	148.00	556.39	86.00	323.30	58.10
MATH087	170100	.067	40.00	597.01	16.00	238.80	40.00
MATH088L	170100	.150	119.00	793.33	23.80	158.66	20.00
MATH090L	170100	.150	119.00	793.33	65.45	436.33	55.00
MATH103	170100	.400	270.00	675.00	156.00	390.00	57.77
MATH110L	170100	.150	119.00	793.33	29.75	198.33	25.00
MATH120	170100	.400	270.00	675.00	156.00	390.00	57.77
MATH128	170100	.200	135.00	675.00	51.00	255.00	37.77
MATH160	170100	.400	270.00	675.00	300.00	750.00	111.11
*****	MATH	2.183	1490.00	682.54	884.00	404.94	59.32

\*\*\*\*\* MATHEMATICS, NATURAL SCIENCES & PE \*\*\*\*\*

3.338 2284.00 684.24 1435.50 430.04 62.85

\*\* DAILY CENSUS \*\* 41.252 19312.93 468.16 15402.84 373.37 79.75

## Grossmont WSCH Analysis using Census Enrollment for 2008FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
<b>GEOG</b>											
	GEOG	106	0.400	294.00	735.00	98	270.00	675.00	90	91.84	9.00
	GEOG	120	1.800	1,323.00	735.00	441	1,026.00	570.00	342	77.55	34.20
	GEOG	121	0.600	360.00	600.00	120	207.00	345.00	69	57.50	6.90
	GEOG	130	0.600	396.00	660.00	132	222.00	370.00	74	56.06	7.40
	GEOG	140	0.200	72.00	360.00	24	27.00	135.00	9	37.50	0.90
	GEOG	170	0.200	132.00	660.00	44	81.00	405.00	27	61.36	2.70
	<b>GEOG Total</b>		<b>3.800</b>	<b>2,577.00</b>	<b>678.16</b>	<b>859</b>	<b>1,833.00</b>	<b>482.37</b>	<b>611</b>	<b>71.13</b>	<b>61.10</b>
<b>GEOL</b>											
	GEOL	104	0.400	279.00	697.50	93	195.00	487.50	65	69.89	6.50
	GEOL	110	1.200	810.00	675.00	270	447.00	372.50	149	55.19	14.90
	GEOL	111	0.300	192.00	640.00	64	84.00	280.00	28	43.75	2.80
	GEOL	162	0.067	20.00	298.51	20	14.00	208.96	14	70.00	0.47
	<b>GEOL Total</b>		<b>1.967</b>	<b>1,301.00</b>	<b>661.41</b>	<b>447</b>	<b>740.00</b>	<b>376.21</b>	<b>256</b>	<b>56.88</b>	<b>24.67</b>
<b>HED</b>											
	HED	101	0.200	127.50	637.50	85	66.00	330.00	44	51.76	2.20
	HED	105	0.134	100.00	746.27	100	89.00	664.18	89	89.00	2.97
	HED	120	2.200	2,175.00	988.64	725	1,785.00	811.36	595	82.07	59.50
	HED	155	1.600	1,110.00	693.75	370	528.00	330.00	176	47.57	17.60
	HED	158	0.200	222.00	1,110.00	74	159.00	795.00	53	71.62	5.30
	HED	201	0.200	150.00	750.00	50	117.00	585.00	39	78.00	3.90
	HED	255	0.200	150.00	750.00	50	42.00	210.00	14	28.00	1.40
	<b>HED Total</b>		<b>4.734</b>	<b>4,034.50</b>	<b>852.24</b>	<b>1454</b>	<b>2,786.00</b>	<b>588.51</b>	<b>1010</b>	<b>69.05</b>	<b>92.87</b>
<b>MATH</b>											
	MATH	080	0.266	176.00	661.65	88	94.00	353.38	47	53.41	3.13
	MATH	088	1.602	956.00	596.75	239	792.00	494.38	198	82.85	26.40
	MATH	088L	0.150	120.00	800.00	40	21.00	140.00	7	17.50	0.70

\* 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 WSCH Analysis using Census Enrollment for 2009FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
ES Total			22.070	17,214.00	779.97	5808	12,678.00	574.44	4737	73.65	422.60
<b>GEOG</b>											
	GEOG	106	0.600	444.00	740.00	148	393.00	655.00	131	88.51	13.10
	GEOG	120	1.800	1,323.00	735.00	441	1,272.00	706.67	424	96.15	42.40
	GEOG	121	0.450	270.00	600.00	90	177.00	393.33	59	65.56	5.90
	GEOG	130	0.600	372.00	620.00	124	342.00	570.00	114	91.94	11.40
	GEOG	140	0.200	147.00	735.00	49	39.00	195.00	13	26.53	1.30
	GEOG	170	0.200	132.00	660.00	44	135.00	675.00	45	102.27	4.50
	GEOG Total		<b>3.850</b>	<b>2,688.00</b>	<b>698.18</b>	<b>896</b>	<b>2,358.00</b>	<b>612.47</b>	<b>786</b>	<b>87.72</b>	<b>78.60</b>
<b>GEOLOG</b>											
	GEOLOG	104	0.400	279.00	697.50	93	267.00	667.50	89	95.70	8.90
	GEOLOG	110	1.000	678.00	678.00	226	645.00	645.00	215	95.13	21.50
	GEOLOG	111	0.300	192.00	640.00	64	102.00	340.00	34	53.13	3.40
	GEOLOG	164	0.067	20.00	298.51	20	15.00	223.88	15	75.00	0.50
	GEOLOG Total		<b>1.767</b>	<b>1,169.00</b>	<b>661.57</b>	<b>403</b>	<b>1,029.00</b>	<b>582.34</b>	<b>353</b>	<b>88.02</b>	<b>34.30</b>
<b>HED</b>											
	HED	101	0.200	150.00	750.00	100	123.00	615.00	82	82.00	4.10
	HED	105	0.067	50.00	746.27	50	46.00	686.57	46	92.00	1.53
	HED	120	2.000	1,950.00	975.00	650	1,902.00	951.00	634	97.54	63.40
	HED	155	1.400	1,005.00	717.86	335	888.00	634.29	296	88.36	29.60
	HED	158	0.400	447.00	1,117.50	149	348.00	870.00	116	77.85	11.60
	HED	201	0.400	300.00	750.00	100	270.00	675.00	90	90.00	9.00
	HED	255	0.200	150.00	750.00	50	135.00	675.00	45	90.00	4.50
	HED Total		<b>4.667</b>	<b>4,052.00</b>	<b>868.22</b>	<b>1434</b>	<b>3,712.00</b>	<b>795.37</b>	<b>1309</b>	<b>91.61</b>	<b>123.73</b>
<b>MATH</b>											
	MATH	080	0.266	176.00	661.65	88	172.00	646.62	86	97.73	5.73
	MATH	088	1.602	956.00	596.75	239	992.00	619.23	248	103.77	33.07

\* 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 WSCH Analysis using Census Enrollment for 2010FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
<b>HED</b>											
	HED	101	0.200	150.00	750.00	100	90.00	450.00	60	60.00	3.00
	HED	105	0.067	50.00	746.27	50	49.00	731.34	49	98.00	1.63
	HED	120	2.000	1,950.00	975.00	650	1,887.00	943.50	629	96.77	62.90
	HED	155	1.200	855.00	712.50	285	813.00	677.50	271	95.09	27.10
	HED	158	0.400	447.00	1,117.50	149	429.00	1,072.50	143	95.97	14.30
	HED	201	0.400	300.00	750.00	100	252.00	630.00	84	84.00	8.40
	HED	255	0.200	150.00	750.00	50	105.00	525.00	35	70.00	3.50
	<b>HED Total</b>		<b>4.467</b>	<b>3,902.00</b>	<b>873.52</b>	<b>1384</b>	<b>3,625.00</b>	<b>811.51</b>	<b>1271</b>	<b>92.90</b>	<b>120.83</b>
<b>MATH</b>											
	MATH	080	0.266	180.00	676.69	90	170.00	639.10	85	94.44	5.67
	MATH	088	1.869	1,200.00	642.05	300	1,164.00	622.79	291	97.00	38.80
	MATH	088L	0.150	120.00	800.00	40	57.00	380.00	19	47.50	1.90
	MATH	090	6.993	4,596.00	657.23	896	4,615.00	659.95	899	100.41	153.83
	MATH	090L	0.150	120.00	800.00	40	30.00	200.00	10	25.00	1.00
	MATH	097	0.200	135.00	675.00	45	129.00	645.00	43	95.56	4.30
	MATH	103	3.800	2,625.00	690.79	875	2,949.00	776.05	983	112.34	98.30
	MATH	110	5.994	4,296.00	716.72	836	4,502.00	751.08	875	104.80	150.07
	MATH	120	1.800	1,200.00	666.67	400	1,245.00	691.67	415	103.75	41.50
	MATH	125	0.500	360.00	720.00	90	184.00	368.00	46	51.11	6.13
	MATH	126	0.250	180.00	720.00	45	84.00	336.00	21	46.67	2.80
	MATH	128	0.100	67.50	675.00	45	30.00	300.00	20	44.44	1.00
	MATH	160	3.600	2,430.00	675.00	810	2,583.00	717.50	861	106.30	86.10
	MATH	170	0.600	405.00	675.00	135	399.00	665.00	133	98.52	13.30
	MATH	175	1.602	1,060.00	661.67	265	1,160.00	724.09	290	109.43	38.67
	MATH	176	1.600	1,080.00	675.00	180	1,182.00	738.75	197	109.44	39.40
	MATH	177	0.283	225.00	795.05	45	45.00	159.01	9	20.00	1.50

\* 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 WSCH Analysis using Census Enrollment for 2011FA by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
<b>HED</b>											
	HED	105	0.067	50.00	746.27	50	47.00	701.49	47	94.00	1.57
	HED	120	2.000	2,052.00	1,026.00	684	2,076.00	1,038.00	692	101.17	69.20
	HED	155	1.000	825.00	825.00	275	732.00	732.00	244	88.73	24.40
	HED	158	0.400	447.00	1,117.50	149	429.00	1,072.50	143	95.97	14.30
	HED	201	0.400	300.00	750.00	100	294.00	735.00	98	98.00	9.80
	HED	255	0.200	150.00	750.00	50	132.00	660.00	44	88.00	4.40
	<b>HED Total</b>		<b>4.067</b>	<b>3,824.00</b>	<b>940.25</b>	<b>1308</b>	<b>3,710.00</b>	<b>912.22</b>	<b>1268</b>	<b>97.02</b>	<b>123.67</b>
<b>MATH</b>											
	MATH	088	2.403	1,252.00	521.02	313	1,584.00	659.18	396	126.52	52.80
	MATH	090	7.659	4,886.00	637.94	954	5,620.00	733.78	1099	115.02	187.33
	MATH	097	0.200	135.00	675.00	45	123.00	615.00	41	91.11	4.10
	MATH	103	3.600	2,490.00	691.67	830	2,589.00	719.17	863	103.98	86.30
	MATH	110	5.661	4,071.00	719.13	791	4,333.00	765.41	842	106.44	144.43
	MATH	120	1.800	1,200.00	666.67	400	1,077.00	598.33	359	89.75	35.90
	MATH	125	0.250	180.00	720.00	45	128.00	512.00	32	71.11	4.27
	MATH	160	3.800	2,565.00	675.00	855	2,658.00	699.47	886	103.63	88.60
	MATH	170	0.600	405.00	675.00	135	450.00	750.00	150	111.11	15.00
	MATH	175	1.602	1,080.00	674.16	270	1,084.00	676.65	271	100.37	36.13
	MATH	176	1.600	1,080.00	675.00	180	1,230.00	768.75	205	113.89	41.00
	MATH	178	1.335	900.00	674.16	225	900.00	674.16	225	100.00	30.00
	MATH	180	2.331	1,575.00	675.68	315	1,440.00	617.76	288	91.43	48.00
	MATH	245	0.200	90.00	450.00	30	87.00	435.00	29	96.67	2.90
	MATH	280	1.068	720.00	674.16	180	772.00	722.85	193	107.22	25.73
	MATH	281	0.534	360.00	674.16	90	400.00	749.06	100	111.11	13.33
	MATH	284	0.200	90.00	450.00	30	87.00	435.00	29	96.67	2.90
	MATH	285	0.200	156.00	780.00	52	168.00	840.00	56	107.69	5.60

\* 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.



# HED - FALL

## Trending

(charts imbedded in document)



**Grossmont College Enrollment  
G06: HED**

Department Totals	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total FTEF	4.73	4.67	4.47	4.07
Max WSCH	4,034.5	4,052.	3,902.	3,824.
Max WSCH/FTEF	852.24	868.22	873.52	940.25
Max Enrollment	1,454.	1,434.	1,384.	1,308.
Earned WSCH	2,786.	3,712.	3,625.	3,710.
Earned WSCH/FTEF	588.51	795.37	811.51	912.22
% of Max	69.05	91.61	92.90	97.02
Approximate FTES	92.87	123.73	120.83	123.67

HED 101	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total FTEF	0.20	0.20	0.20	
Max WSCH	127.5	150.	150.	
Max WSCH/FTEF	637.50	750.00	750.00	0
Max Enrollment	85.	100.	100.	
Earned WSCH	66.	123.	90.	
Earned WSCH/FTEF	330.00	615.00	450.00	0
% of Max	51.76	82.00	60.00	0
Approximate FTES	2.20	4.10	3.00	0

HED 105	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total FTEF	0.13	0.07	0.07	0.07
Max WSCH	100.	50.	50.	50.
Max WSCH/FTEF	746.27	746.27	746.27	746.27
Max Enrollment	100.	50.	50.	50.
Earned WSCH	89.	46.	49.	47.
Earned WSCH/FTEF	664.18	686.57	731.34	701.49

\* 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 reflecte

**Grossmont College Enrollment  
G06: HED**

**% of Max** 89.00 92.00 98.00 94.00  
**Approximate FTES** 2.97 1.53 1.63 1.57

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>HED 120</b>				
<b>Total FTEF</b>	2.20	2.00	2.00	2.00
<b>Max WSCH</b>	2,175.	1,950.	1,950.	2,052.
<b>Max WSCH/FTEF</b>	988.64	975.00	975.00	1,026.00
<b>Max Enrollment</b>	725.	650.	650.	684.
<b>Earned WSCH</b>	1,785.	1,902.	1,887.	2,076.
<b>Earned WSCH/FTEF</b>	811.36	951.00	943.50	1,038.00
<b>% of Max</b>	82.07	97.54	96.77	101.17
<b>Approximate FTES</b>	59.50	63.40	62.90	69.20

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>HED 155</b>				
<b>Total FTEF</b>	1.60	1.40	1.20	1.00
<b>Max WSCH</b>	1,110.	1,005.	855.	825.
<b>Max WSCH/FTEF</b>	693.75	717.86	712.50	825.00
<b>Max Enrollment</b>	370.	335.	285.	275.
<b>Earned WSCH</b>	528.	888.	813.	732.
<b>Earned WSCH/FTEF</b>	330.00	634.29	677.50	732.00
<b>% of Max</b>	47.57	88.36	95.09	88.73
<b>Approximate FTES</b>	17.60	29.60	27.10	24.40

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>HED 158</b>				
<b>Total FTEF</b>	0.20	0.40	0.40	0.40

\* 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 reflecte

**Grossmont College Enrollment  
G06: HED**

<b>Max WSCH</b>	222.	447.	447.	447.
<b>Max WSCH/FTEF</b>	1,110.00	1,117.50	1,117.50	1,117.50
<b>Max Enrollment</b>	74.	149.	149.	149.
<b>Earned WSCH</b>	159.	348.	429.	429.
<b>Earned WSCH/FTEF</b>	795.00	870.00	1,072.50	1,072.50
<b>% of Max</b>	71.62	77.85	95.97	95.97
<b>Approximate FTES</b>	5.30	11.60	14.30	14.30

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>HED 201</b>				
<b>Total FTEF</b>	0.20	0.40	0.40	0.40
<b>Max WSCH</b>	150.	300.	300.	300.
<b>Max WSCH/FTEF</b>	750.00	750.00	750.00	750.00
<b>Max Enrollment</b>	50.	100.	100.	100.
<b>Earned WSCH</b>	117.	270.	252.	294.
<b>Earned WSCH/FTEF</b>	585.00	675.00	630.00	735.00
<b>% of Max</b>	78.00	90.00	84.00	98.00
<b>Approximate FTES</b>	3.90	9.00	8.40	9.80

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>HED 255</b>				
<b>Total FTEF</b>	0.20	0.20	0.20	0.20
<b>Max WSCH</b>	150.	150.	150.	150.
<b>Max WSCH/FTEF</b>	750.00	750.00	750.00	750.00
<b>Max Enrollment</b>	50.	50.	50.	50.
<b>Earned WSCH</b>	42.	135.	105.	132.
<b>Earned WSCH/FTEF</b>	210.00	675.00	525.00	660.00

\* 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 reflecte

**Grossmont College Enrollment  
G06: HED**

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>% of Max</b>	28.00	90.00	70.00	88.00
<b>Approximate FTES</b>	1.40	4.50	3.50	4.40

\* 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 reflecte

**HED - SPRING**

**WSCH**



DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	GEOL	1.500	858.00	572.00	612.00	408.00	71.32
HED 120	083700	2.000	2130.00	1065.00	1518.00	759.00	71.26
HED 122	083700	.200	105.00	525.00	36.00	180.00	34.28
HED 155	083700	1.600	1245.00	778.12	804.00	502.50	64.57
HED 158	083700	.200	222.00	1110.00	213.00	1065.00	95.94
*****	HED	4.000	3702.00	925.50	2571.00	642.75	69.44
MATH088	170100	1.602	960.00	599.25	748.00	466.91	77.91
MATH089	170100	.333	175.00	525.52	80.00	240.24	45.71
MATH090	170100	6.660	4670.00	701.20	3500.00	525.52	74.94
MATH097	170100	.400	270.00	675.00	81.00	202.50	30.00
MATH103	170100	4.400	2970.00	675.00	2082.00	473.18	70.10
MATH110	170100	5.994	4560.00	760.76	3149.00	525.35	69.05
MATH120	170100	2.000	1350.00	675.00	834.00	417.00	61.77
MATH125	170100	.500	320.00	640.00	192.00	384.00	60.00
MATH126	170100	.500	360.00	720.00	124.00	248.00	34.44
MATH150	170100	.200	96.00	480.00	42.00	210.00	43.75
MATH160	170100	4.200	2835.00	675.00	2265.00	539.28	79.89
MATH170	170100	.600	405.00	675.00	354.00	590.00	87.40
MATH175	170100	2.136	1400.00	655.43	916.00	428.83	65.42
MATH176	170100	1.600	1080.00	675.00	744.00	465.00	68.88
MATH178	170100	1.869	1260.00	674.15	992.00	530.76	78.73
MATH180	170100	2.331	1575.00	675.67	1115.00	478.33	70.79
MATH245	170100	.200	90.00	450.00	75.00	375.00	83.33
MATH280	170100	1.335	900.00	674.15	616.00	461.42	68.44
MATH281	170100	.534	360.00	674.15	308.00	576.77	85.55
MATH284	170100	.200	90.00	450.00	99.00	495.00	110.00
MATH285	170100	.200	105.00	525.00	93.00	465.00	88.57
*****	MATH	37.794	25831.00	683.46	18409.00	487.08	71.26
OCEA112	191900	1.200	666.00	555.00	522.00	435.00	78.37
OCEA113	191900	.300	192.00	640.00	183.00	610.00	95.31
OCEA199	191900		3.00	3.00	3.00	3.00	100.00
*****	OCEA	1.500	861.00	574.00	708.00	472.00	82.22
PHYC110	190200	1.050	576.00	548.57	456.00	434.28	79.16
PHYC130	190200	.350	192.00	548.57	246.00	702.85	128.12
PHYC131	190200	.350	192.00	548.57	114.00	325.71	59.37
PHYC140	190200	.700	384.00	548.57	324.00	462.85	84.37
PHYC240	190200	.350	192.00	548.57	144.00	411.42	75.00
PHYC241	190200	.350	192.00	548.57	66.00	188.57	34.37
*****	PHYC	3.150	1728.00	548.57	1350.00	428.57	78.12
PSC 110	190100	.800	540.00	675.00	321.00	401.25	59.44
PSC 111	190100	.150	96.00	640.00	78.00	520.00	81.25
*****	PSC	.950	636.00	669.47	399.00	420.00	62.73
SCI 110	490100	1.200	744.00	620.00	534.00	445.00	71.77
*****	SCI	1.200	744.00	620.00	534.00	445.00	71.77

DIVISION -- LEARNING RESOURCES

\*\*\* DAILY CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
LIR 110	160100	.134	70.00	522.38	50.00	373.13	71.42
*****	LIR	.134	70.00	522.38	50.00	373.13	71.42

\*\*\*\*\* LEARNING RESOURCES

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.134	70.00	522.38	50.00	373.13	71.42
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DIVISION -- MATHEMATICS, NATURAL SCIENCES & PE

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
GEOL110	191400	1.200	705.00	587.50	558.00	465.00	79.14
GEOL111	191400	.300	192.00	640.00	129.00	430.00	67.18
GEOL121	191400	.350	192.00	548.57	36.00	102.85	18.75
*****	GEOL	2.050	1239.00	604.39	861.00	420.00	69.49
HED 120	083700	2.000	2115.00	1057.50	1263.00	631.50	59.71
HED 155	083700	2.000	1500.00	750.00	984.00	492.00	65.60
HED 158	083700	.200	222.00	1110.00	201.00	1005.00	90.54
HED 201	083700	.200	150.00	750.00	96.00	480.00	64.00
*****	HED	4.400	3987.00	906.13	2544.00	578.18	63.80
MATH088	170100	1.335	800.00	599.25	676.00	506.36	84.50
MATH089	170100	.333	175.00	525.52	95.00	285.28	54.28
MATH090	170100	6.660	4670.00	701.20	3682.00	552.85	78.84
MATH097	170100	.400	270.00	675.00	108.00	270.00	40.00
MATH103	170100	4.600	3105.00	675.00	2277.00	495.00	73.33
MATH110	170100	5.994	4515.00	753.25	3546.00	591.59	78.53
MATH120	170100	2.200	1485.00	675.00	933.00	424.09	62.82
MATH125	170100	.500	320.00	640.00	236.00	472.00	73.75
MATH126	170100	.750	540.00	720.00	140.00	186.66	25.92
MATH150	170100	.200	96.00	480.00	30.00	150.00	31.25
MATH160	170100	4.600	3105.00	675.00	2649.00	575.86	85.31
MATH170	170100	.600	405.00	675.00	348.00	580.00	85.92
MATH175	170100	2.136	1400.00	655.43	824.00	385.76	58.85
MATH176	170100	1.600	1080.00	675.00	852.00	532.50	78.88
MATH178	170100	2.403	1620.00	674.15	976.00	406.15	60.24
MATH180	170100	2.331	1575.00	675.67	1240.00	531.96	78.73
MATH245	170100	.200	90.00	450.00	36.00	180.00	40.00
MATH280	170100	1.335	900.00	674.15	656.00	491.38	72.88
MATH281	170100	.534	360.00	674.15	232.00	434.45	64.44
MATH284	170100	.200	90.00	450.00	93.00	465.00	103.33
MATH285	170100	.200	105.00	525.00	87.00	435.00	82.85
*****	MATH	39.111	26706.00	682.82	19716.00	504.10	73.82
OCEA112	191900	1.200	666.00	555.00	447.00	372.50	67.11
OCEA113	191900	.150	96.00	640.00	81.00	540.00	84.37
*****	OCEA	1.350	762.00	564.44	528.00	391.11	69.29
PHYC110	190200	1.050	576.00	548.57	444.00	422.85	77.08
PHYC130	190200	.350	192.00	548.57	174.00	497.14	90.62
PHYC131	190200	.350	192.00	548.57	138.00	394.28	71.87
PHYC140	190200	.700	384.00	548.57	372.00	531.42	96.87
PHYC240	190200	.350	192.00	548.57	156.00	445.71	81.25
PHYC241	190200	.350	192.00	548.57	84.00	240.00	43.75
*****	PHYC	3.150	1728.00	548.57	1368.00	434.28	79.16
PSC 110	190100	.600	405.00	675.00	348.00	580.00	85.92
PSC 111	190100	.300	192.00	640.00	162.00	540.00	84.37
*****	PSC	.900	597.00	663.33	510.00	566.66	85.42

## Grossmont WSCH Analysis using Census Enrollment for 2009SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *		
GEOG	ES	ES 299B	0.468	320.00	683.76	160	240.00	512.82	120	75.00	8.00		
		ES Total	<b>24.487</b>	<b>15,728.00</b>	<b>642.31</b>	<b>5935</b>	<b>11,412.00</b>	<b>466.05</b>	<b>4301</b>	<b>72.56</b>	<b>380.40</b>		
		GEOG	GEOG 104	0.283	315.00	1,113.07	45	91.00	321.55	13	28.89	3.03	
			GEOG 106	0.600	396.00	660.00	132	351.00	585.00	117	88.64	11.70	
			GEOG 120	1.800	1,320.00	733.33	440	1,041.00	578.33	347	78.86	34.70	
			GEOG 121	0.600	360.00	600.00	120	228.00	380.00	76	63.33	7.60	
			GEOG 130	0.600	399.00	665.00	133	267.00	445.00	89	66.92	8.90	
			GEOG 140	0.200	150.00	750.00	50	39.00	195.00	13	26.00	1.30	
			GEOG 170	0.200	132.00	660.00	44	90.00	450.00	30	68.18	3.00	
			GEOG Total	<b>4.283</b>	<b>3,072.00</b>	<b>717.25</b>	<b>964</b>	<b>2,107.00</b>	<b>491.94</b>	<b>685</b>	<b>68.59</b>	<b>70.23</b>	
GEOG	GEOG		GEOG 150	0.283	130.00	459.04	26	125.00	441.38	25	96.15	4.17	
		GEOG 104	0.200	144.00	720.00	48	114.00	570.00	38	79.17	3.80		
		GEOG 110	1.200	810.00	675.00	270	495.00	412.50	165	61.11	16.50		
		GEOG 111	0.300	192.00	640.00	64	84.00	280.00	28	43.75	2.80		
		GEOG 220	0.200	96.00	480.00	32	69.00	345.00	23	71.88	2.30		
		GEOG Total	<b>2.183</b>	<b>1,372.00</b>	<b>628.44</b>	<b>440</b>	<b>887.00</b>	<b>406.28</b>	<b>279</b>	<b>64.65</b>	<b>29.57</b>		
		HED	HED	HED 101	0.200	150.00	750.00	100	138.00	690.00	92	92.00	4.60
				HED 105	0.134	100.00	746.27	100	82.00	611.94	82	82.00	2.73
				HED 120	2.200	2,190.00	995.45	730	1,602.00	728.18	534	73.15	53.40
				HED 155	1.600	1,125.00	703.13	375	480.00	300.00	160	42.67	16.00
HED 158	0.200			222.00	1,110.00	74	198.00	990.00	66	89.19	6.60		
HED 201	0.200			150.00	750.00	50	147.00	735.00	49	98.00	4.90		
HED 255	0.200			150.00	750.00	50	111.00	555.00	37	74.00	3.70		
HED Total	<b>4.734</b>			<b>4,087.00</b>	<b>863.33</b>	<b>1479</b>	<b>2,758.00</b>	<b>582.59</b>	<b>1020</b>	<b>67.48</b>	<b>91.93</b>		

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

## Grossmont WSCH Analysis using Census Enrollment for 2010SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
<b>GEOG</b>											
	GEOG	104	0.283	165.00	583.04	33	155.00	547.70	31	93.94	5.17
	GEOG	106	0.600	426.00	710.00	142	444.00	740.00	148	104.23	14.80
	GEOG	120	1.800	1,323.00	735.00	441	1,287.00	715.00	429	97.28	42.90
	GEOG	121	0.450	270.00	600.00	90	249.00	553.33	83	92.22	8.30
	GEOG	130	0.600	396.00	660.00	132	366.00	610.00	122	92.42	12.20
	GEOG	170	0.200	132.00	660.00	44	108.00	540.00	36	81.82	3.60
		<b>GEOG Total</b>	<b>3.933</b>	<b>2,712.00</b>	<b>689.55</b>	<b>882</b>	<b>2,609.00</b>	<b>663.36</b>	<b>849</b>	<b>96.20</b>	<b>86.97</b>
<b>GEOL</b>											
	GEOL	104	0.200	147.00	735.00	49	144.00	720.00	48	97.96	4.80
	GEOL	110	1.000	678.00	678.00	226	648.00	648.00	216	95.58	21.60
	GEOL	111	0.150	96.00	640.00	32	99.00	660.00	33	103.13	3.30
	GEOL	121	0.350	192.00	548.57	32	78.00	222.86	13	40.63	2.60
		<b>GEOL Total</b>	<b>1.700</b>	<b>1,113.00</b>	<b>654.71</b>	<b>339</b>	<b>969.00</b>	<b>570.00</b>	<b>310</b>	<b>87.06</b>	<b>32.30</b>
<b>HED</b>											
	HED	101	0.200	150.00	750.00	100	118.50	592.50	79	79.00	3.95
	HED	105	0.134	100.00	746.27	100	90.00	671.64	90	90.00	3.00
	HED	120	2.000	1,995.00	997.50	665	2,010.00	1,005.00	670	100.75	67.00
	HED	155	1.400	990.00	707.14	330	852.00	608.57	284	86.06	28.40
	HED	158	0.200	222.00	1,110.00	74	222.00	1,110.00	74	100.00	7.40
	HED	201	0.200	150.00	750.00	50	165.00	825.00	55	110.00	5.50
	HED	255	0.200	150.00	750.00	50	135.00	675.00	45	90.00	4.50
		<b>HED Total</b>	<b>4.334</b>	<b>3,757.00</b>	<b>866.87</b>	<b>1369</b>	<b>3,592.50</b>	<b>828.91</b>	<b>1297</b>	<b>95.62</b>	<b>119.75</b>
<b>MATH</b>											
	MATH	080	0.266	180.00	676.69	90	158.00	593.98	79	87.78	5.27
	MATH	088	1.602	912.00	569.29	228	972.00	606.74	243	106.58	32.40
	MATH	090	6.660	4,296.00	645.05	836	4,303.00	646.10	841	100.16	143.43

\* 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 WSCH Analysis using Census Enrollment for 2011ISP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
HED			1.550	1,092.00	704.52	364	957.00	617.42	319	87.64	31.90
GEOL Total											
HED		HED 105	0.134	100.00	746.27	100	82.00	611.94	82	82.00	2.73
HED		HED 120	2.000	1,995.00	997.50	665	1,962.00	981.00	654	98.35	65.40
HED		HED 155	1.400	960.00	685.71	320	780.00	557.14	260	81.25	26.00
HED		HED 158	0.400	450.00	1,125.00	150	384.00	960.00	128	85.33	12.80
HED		HED 201	0.200	150.00	750.00	50	159.00	795.00	53	106.00	5.30
HED		HED 255	0.200	150.00	750.00	50	120.00	600.00	40	80.00	4.00
HED Total			<b>4.334</b>	<b>3,805.00</b>	<b>877.94</b>	<b>1335</b>	<b>3,487.00</b>	<b>804.57</b>	<b>1217</b>	<b>91.64</b>	<b>116.23</b>
MATH											
MATH		MATH 080	0.266	180.00	676.69	90	180.00	676.69	90	100.00	6.00
MATH		MATH 088	1.602	912.00	569.29	228	968.00	604.24	242	106.14	32.27
MATH		MATH 090	6.660	4,406.00	661.56	858	4,438.00	666.37	865	100.73	147.93
MATH		MATH 097	0.200	135.00	675.00	45	117.00	585.00	39	86.67	3.90
MATH		MATH 103	3.600	2,430.00	675.00	810	2,466.00	685.00	822	101.48	82.20
MATH		MATH 110	5.328	3,846.00	721.85	746	3,819.00	716.78	740	99.30	127.30
MATH		MATH 120	2.000	1,320.00	660.00	440	1,245.00	622.50	415	94.32	41.50
MATH		MATH 125	0.250	180.00	720.00	45	160.00	640.00	40	88.89	5.33
MATH		MATH 126	0.250	180.00	720.00	45	72.00	288.00	18	40.00	2.40
MATH		MATH 160	4.200	2,835.00	675.00	945	2,886.00	687.14	962	101.80	96.20
MATH		MATH 170	0.600	405.00	675.00	135	402.00	670.00	134	99.26	13.40
MATH		MATH 175	1.602	1,080.00	674.16	270	1,036.00	646.69	259	95.93	34.53
MATH		MATH 176	1.600	1,080.00	675.00	180	1,158.00	723.75	193	107.22	38.60
MATH		MATH 177	0.283	225.00	795.05	45	35.00	123.67	7	15.56	1.17
MATH		MATH 178	2.136	1,440.00	674.16	360	1,048.00	490.64	262	72.78	34.93
MATH		MATH 180	2.331	1,575.00	675.68	315	1,185.00	508.37	237	75.24	39.50
MATH		MATH 245	0.200	90.00	450.00	30	66.00	330.00	22	73.33	2.20

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
		ES 230	0.555	250.00	450.45	25	150.00	270.27	15	60.00	5.00
		ES 231	0.111	50.00	450.45	25	58.00	522.52	29	116.00	1.93
		ES 240	0.000	0.00	0	0	10.00	0	1	0	0.33
		ES 250	0.133	120.00	902.26	60	98.00	736.84	49	81.67	3.27
		ES 255	0.250	100.00	400.00	25	112.00	448.00	28	112.00	3.73
		ES 290	0.167	75.00	449.10	25	48.00	287.43	16	64.00	1.60
		ES 293	0.183	150.00	819.67	50	60.00	327.87	20	40.00	2.00
		ES 294	0.200	150.00	750.00	50	60.00	300.00	20	40.00	2.00
		<b>ES Total</b>	<b>17.550</b>	<b>10,961.00</b>	<b>624.56</b>	<b>3948</b>	<b>9,594.00</b>	<b>546.67</b>	<b>3575</b>	<b>87.53</b>	<b>319.80</b>
		<b>GEOG</b>									
		GEOG 104	0.283	165.00	583.04	33	125.00	441.70	25	75.76	4.17
		GEOG 106	0.600	450.00	750.00	150	435.00	725.00	145	96.67	14.50
		GEOG 120	1.600	1,200.00	750.00	400	1,155.00	721.88	385	96.25	38.50
		GEOG 121	0.300	180.00	600.00	60	135.00	450.00	45	75.00	4.50
		GEOG 130	0.600	360.00	600.00	120	342.00	570.00	114	95.00	11.40
		GEOG 170	0.200	120.00	600.00	40	120.00	600.00	40	100.00	4.00
		<b>GEOG Total</b>	<b>3.583</b>	<b>2,475.00</b>	<b>690.76</b>	<b>803</b>	<b>2,312.00</b>	<b>645.27</b>	<b>754</b>	<b>93.41</b>	<b>77.07</b>
		<b>GEOLOGY</b>									
		GEOLOGY 150	0.283	130.00	459.04	26	115.00	406.07	23	88.46	3.83
		GEOLOGY 104	0.200	150.00	750.00	50	111.00	555.00	37	74.00	3.70
		GEOLOGY 110	0.800	600.00	750.00	200	570.00	712.50	190	95.00	19.00
		GEOLOGY 111	0.150	96.00	640.00	32	66.00	440.00	22	68.75	2.20
		GEOLOGY 121	0.350	192.00	548.57	32	108.00	308.57	18	56.25	3.60
		<b>GEOLOGY Total</b>	<b>1.783</b>	<b>1,168.00</b>	<b>655.00</b>	<b>340</b>	<b>970.00</b>	<b>543.97</b>	<b>290</b>	<b>83.05</b>	<b>32.33</b>
		<b>HED</b>									
		HED 105	0.134	100.00	746.27	100	88.00	656.72	88	88.00	2.93
		HED 120	2.000	1,860.00	930.00	620	1,806.00	903.00	602	97.10	60.20

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEF for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont WSCH Analysis using Census Enrollment for 2012SP by Course/Section

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTEs *
		HED 155	1.200	915.00	762.50	305	816.00	680.00	272	89.18	27.20
		HED 158	0.400	390.00	975.00	130	357.00	892.50	119	91.54	11.90
		HED 201	0.200	150.00	750.00	50	150.00	750.00	50	100.00	5.00
		HED 255	0.200	150.00	750.00	50	147.00	735.00	49	98.00	4.90
		<b>HED Total</b>	<b>4.134</b>	<b>3,565.00</b>	<b>862.36</b>	<b>1255</b>	<b>3,364.00</b>	<b>813.74</b>	<b>1180</b>	<b>94.36</b>	<b>112.13</b>
		<b>MATH</b>									
		MATH 088	2.136	1,300.00	608.61	325	1,376.00	644.19	344	105.85	45.87
		MATH 090	6.660	4,111.00	617.27	799	4,554.00	683.78	886	110.78	151.80
		MATH 097	0.200	135.00	675.00	45	105.00	525.00	35	77.78	3.50
		MATH 103	3.200	2,310.00	721.88	770	2,130.00	665.63	710	92.21	71.00
		MATH 110	4.662	3,546.00	760.62	686	3,647.00	782.28	705	102.85	121.57
		MATH 120	2.000	1,350.00	675.00	450	1,212.00	606.00	404	89.78	40.40
		MATH 125	0.250	180.00	720.00	45	160.00	640.00	40	88.89	5.33
		MATH 126	0.250	180.00	720.00	45	128.00	512.00	32	71.11	4.27
		MATH 128	0.100	67.50	675.00	45	48.00	480.00	32	71.11	1.60
		MATH 160	3.800	2,670.00	702.63	890	2,586.00	680.53	862	96.85	86.20
		MATH 170	0.600	420.00	700.00	140	387.00	645.00	129	92.14	12.90
		MATH 175	1.602	1,080.00	674.16	270	1,028.00	641.70	257	95.19	34.27
		MATH 176	1.600	1,110.00	693.75	185	1,062.00	663.75	177	95.68	35.40
		MATH 178	1.602	1,100.00	686.64	275	1,056.00	659.18	264	96.00	35.20
		MATH 180	1.665	1,225.00	735.74	245	1,155.00	693.69	231	94.29	38.50
		MATH 245	0.200	90.00	450.00	30	81.00	405.00	27	90.00	2.70
		MATH 280	1.335	880.00	659.18	220	748.00	560.30	187	85.00	24.93
		MATH 281	0.534	380.00	711.61	95	376.00	704.12	94	98.95	12.53
		MATH 284	0.200	90.00	450.00	30	123.00	615.00	41	136.67	4.10
		MATH 285	0.200	135.00	675.00	45	126.00	630.00	42	93.33	4.20
		<b>MATH Total</b>	<b>32.796</b>	<b>22,359.50</b>	<b>681.78</b>	<b>5635</b>	<b>22,088.00</b>	<b>673.50</b>	<b>5499</b>	<b>98.79</b>	<b>736.27</b>

\* 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.

# HED - SPRING

## Trending

(charts imbedded in document)



**Grossmont College Enrollment**  
**G06: HED**

		Spring 2009	Spring 2010	Spring 2011
<b>Department</b>	<b>Total FTEF</b>	4.73	4.33	4.33
<b>Totals</b>	<b>Max WSCH</b>	4,087	3,757	3,805
	<b>Max WSCH/FTEF</b>	863.33	866.87	877.94
	<b>Max Enrollment</b>	1,479	1,369	1,335
	<b>Earned WSCH</b>	2,758	3,592.5	3,487
	<b>Earned WSCH/FTEF</b>	582.59	828.91	804.57
	<b>% of Max</b>	67.48	95.62	91.64
	<b>Approximate FTEES</b>	91.93	119.75	116.23
<b>Spring 2009 Spring 2010 Spring 2011</b>				
<b>HED 101</b>	<b>Total FTEF</b>	0.20	0.20	
	<b>Max WSCH</b>	150	150	
	<b>Max WSCH/FTEF</b>	750.00	750.00	0
	<b>Max Enrollment</b>	100	100	
	<b>Earned WSCH</b>	138	118.5	
	<b>Earned WSCH/FTEF</b>	690.00	592.50	0
	<b>% of Max</b>	92.00	79.00	0
	<b>Approximate FTEES</b>	4.60	3.95	0
<b>Spring 2009 Spring 2010</b>				

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTEES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
G06: HED**

		Spring 2009	Spring 2010	Spring 2011	
<b>HED 105</b>	<b>Total FTEF</b>	0.13	0.13	0.13	
	<b>Max WSCH</b>	100	100	100	
	<b>Max WSCH/FTEF</b>	746.27	746.27	746.27	
	<b>Max Enrollment</b>	100	100	100	
	<b>Earned WSCH</b>	82	90	82	
	<b>Earned WSCH/FTEF</b>	611.94	671.64	611.94	
	<b>% of Max</b>	82.00	90.00	82.00	
	<b>Approximate FTES</b>	2.73	3.00	2.73	
	<b>Spring 2009    Spring 2010    Spring 2011</b>				
	<b>HED 120</b>	<b>Total FTEF</b>	2.20	2.00	2.00
<b>Max WSCH</b>		2,190	1,995	1,995	
<b>Max WSCH/FTEF</b>		995.45	997.50	997.50	
<b>Max Enrollment</b>		730	665	665	
<b>Earned WSCH</b>		1,602	2,010	1,962	
<b>Earned WSCH/FTEF</b>		728.18	1,005.00	981.00	
<b>% of Max</b>		73.15	100.75	98.35	
<b>Approximate FTES</b>		53.40	67.00	65.40	
<b>Spring 2009    Spring 2010    Spring 2011</b>					

\* 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  
G06: HED**

		<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>
<b>HED 155</b>	<b>Total FTEF</b>	1.60	1.40	1.40
	<b>Max WSCH</b>	1,125	990	960
	<b>Max WSCH/FTEF</b>	703.13	707.14	685.71
	<b>Max Enrollment</b>	375	330	320
	<b>Earned WSCH</b>	480	852	780
	<b>Earned WSCH/FTEF</b>	300.00	608.57	557.14
	<b>% of Max</b>	42.67	86.06	81.25
	<b>Approximate FTES</b>	16.00	28.40	26.00
		<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>
<b>HED 158</b>	<b>Total FTEF</b>	0.20	0.20	0.40
	<b>Max WSCH</b>	222	222	450
	<b>Max WSCH/FTEF</b>	1,110.00	1,110.00	1,125.00
	<b>Max Enrollment</b>	74	74	150
	<b>Earned WSCH</b>	198	222	384
	<b>Earned WSCH/FTEF</b>	990.00	1,110.00	960.00
	<b>% of Max</b>	89.19	100.00	85.33
	<b>Approximate FTES</b>	6.60	7.40	12.80
		<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>

\* 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**  
**G06: HED**

		<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>
<b>HED 201</b>	<b>Total FTEF</b>	0.20	0.20	0.20
	<b>Max WSCH</b>	150	150	150
	<b>Max WSCH/FTEF</b>	750.00	750.00	750.00
	<b>Max Enrollment</b>	50	50	50
	<b>Earned WSCH</b>	147	165	159
	<b>Earned WSCH/FTEF</b>	735.00	825.00	795.00
	<b>% of Max</b>	98.00	110.00	106.00
	<b>Approximate FTES</b>	4.90	5.50	5.30
<b>HED 255</b>	<b>Total FTEF</b>	0.20	0.20	0.20
	<b>Max WSCH</b>	150	150	150
	<b>Max WSCH/FTEF</b>	750.00	750.00	750.00
	<b>Max Enrollment</b>	50	50	50
	<b>Earned WSCH</b>	111	135	120
	<b>Earned WSCH/FTEF</b>	555.00	675.00	600.00
	<b>% of Max</b>	74.00	90.00	80.00
	<b>Approximate FTES</b>	3.70	4.50	4.00
		<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>

\* 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.

# ***Appendix 11***

## ***Enrollment, Success and Retention by Age, Ethnicity and Gender***

***Exercise Science and Wellness***



# ESW – FALL

## Grossmont College Enrollment ES

### Enrollment by Gender (Duplicated Student Count)

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	1,831	49.3 %	1,908	51.4 %	1,776	47.0 %	2,002	48.6 %	2,316	47.4 %	2,178	47.6 %	1,946	48.6 %
<b>Male</b>	1,873	50.4 %	1,780	47.9 %	1,984	52.5 %	2,078	50.5 %	2,532	51.9 %	2,370	51.7 %	2,024	50.6 %
<b>Not Reported</b>	10	0.3 %	26	0.7 %	21	0.6 %	36	0.9 %	34	0.7 %	32	0.7 %	32	0.8 %
<b>Total</b>	3,714	100.0 %	3,714	100.0 %	3,781	100.0 %	4,116	100.0 %	4,882	100.0 %	4,580	100.0 %	4,002	100.0 %

### Enrollment by Gender (Unduplicated Student Count)

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	1,520	52.7 %	1,580	54.2 %	1,480	51.4 %	1,630	53.4 %	1,882	52.0 %	1,748	50.8 %	1,553	51.0 %
<b>Male</b>	1,355	47.0 %	1,314	45.1 %	1,380	48.0 %	1,393	45.7 %	1,714	47.3 %	1,668	48.5 %	1,469	48.2 %
<b>Not Reported</b>	8	0.3 %	21	0.7 %	17	0.6 %	28	0.9 %	24	0.7 %	25	0.7 %	24	0.8 %
<b>Total</b>	2,883	100.0 %	2,915	100.0 %	2,877	100.0 %	3,051	100.0 %	3,620	100.0 %	3,441	100.0 %	3,046	100.0 %

## Grossmont College Enrollment ES

### Enrollment by Age (Duplicated Student Counts)

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	1,454	39.1 %	1,468	39.5 %	1,569	41.5 %	1,722	41.8 %	1,925	39.4 %	1,620	35.4 %	1,516	37.9 %
<b>20-24</b>	1,285	34.6 %	1,289	34.7 %	1,298	34.3 %	1,384	33.6 %	1,710	35.0 %	1,777	38.8 %	1,430	35.7 %
<b>25-29</b>	362	9.7 %	345	9.3 %	347	9.2 %	390	9.5 %	461	9.4 %	450	9.8 %	423	10.6 %
<b>30-49</b>	458	12.3 %	432	11.6 %	399	10.6 %	444	10.8 %	583	11.9 %	555	12.1 %	485	12.1 %
<b>50+</b>	155	4.2 %	180	4.8 %	168	4.4 %	176	4.3 %	203	4.2 %	178	3.9 %	148	3.7 %
<b>Total</b>	3,714	100.0 %	3,714	100.0 %	3,781	100.0 %	4,116	100.0 %	4,882	100.0 %	4,580	100.0 %	4,002	100.0 %

### Enrollment by Age (Unduplicated Student Count)

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	1,101	38.2 %	1,110	38.1 %	1,126	39.1 %	1,190	39.0 %	1,333	36.8 %	1,161	33.7 %	1,062	34.9 %
<b>20-24</b>	1,006	34.9 %	1,025	35.2 %	1,019	35.4 %	1,050	34.4 %	1,300	35.9 %	1,334	38.8 %	1,113	36.5 %
<b>25-29</b>	295	10.2 %	287	9.8 %	275	9.6 %	306	10.0 %	361	10.0 %	355	10.3 %	353	11.6 %
<b>30-49</b>	369	12.8 %	351	12.0 %	324	11.3 %	355	11.6 %	455	12.6 %	442	12.8 %	389	12.8 %
<b>50+</b>	112	3.9 %	142	4.9 %	133	4.6 %	150	4.9 %	171	4.7 %	149	4.3 %	129	4.2 %
<b>Total</b>	2,883	100.0 %	2,915	100.0 %	2,877	100.0 %	3,051	100.0 %	3,620	100.0 %	3,441	100.0 %	3,046	100.0 %

## Grossmont College Enrollment ES

### Enrollment by Ethnicity (Duplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	38	1.0 %	37	1.0 %	46	1.2 %	54	1.3 %	47	1.0 %	41	0.9 %
<b>Asian</b>	259	7.0 %	268	7.2 %	252	6.7 %	255	6.2 %	256	5.2 %	263	5.7 %
<b>Black non-Hispanic</b>	400	10.8 %	347	9.3 %	432	11.4 %	407	9.9 %	510	10.4 %	441	9.6 %
<b>Filipino</b>	118	3.2 %	112	3.0 %	119	3.1 %	140	3.4 %	181	3.7 %	170	3.7 %
<b>Hispanic</b>	583	15.7 %	646	17.4 %	634	16.8 %	729	17.7 %	1,011	20.7 %	1,094	23.9 %
<b>Not Reported</b>	248	6.7 %	258	6.9 %	268	7.1 %	302	7.3 %	320	6.6 %	166	3.6 %
<b>Pacific Islander</b>	78	2.1 %	100	2.7 %	100	2.6 %	139	3.4 %	119	2.4 %	71	1.6 %
<b>Two or More</b>	81	2.2 %	106	2.9 %	100	2.6 %	95	2.3 %	230	4.7 %	340	7.4 %
<b>White non-Hispanic</b>	1,909	51.4 %	1,840	49.5 %	1,830	48.4 %	1,995	48.5 %	2,208	45.2 %	1,994	43.5 %
<b>Total</b>	3,714	100.0 %	3,714	100.0 %	3,781	100.0 %	4,116	100.0 %	4,882	100.0 %	4,580	100.0 %

### Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	25	0.9 %	29	1.0 %	35	1.2 %	39	1.3 %	30	0.8 %	28	0.8 %
<b>Asian</b>	224	7.8 %	240	8.2 %	205	7.1 %	215	7.0 %	222	6.1 %	211	6.1 %
<b>Black non-Hispanic</b>	275	9.5 %	252	8.6 %	281	9.8 %	246	8.1 %	334	9.2 %	310	9.0 %
<b>Filipino</b>	99	3.4 %	95	3.3 %	92	3.2 %	115	3.8 %	148	4.1 %	127	3.7 %
<b>Hispanic</b>	468	16.2 %	515	17.7 %	525	18.2 %	572	18.7 %	781	21.6 %	822	23.9 %
<b>Not Reported</b>	194	6.7 %	199	6.8 %	200	7.0 %	239	7.8 %	240	6.6 %	133	3.9 %
<b>Pacific Islander</b>	45	1.6 %	63	2.2 %	53	1.8 %	77	2.5 %	70	1.9 %	47	1.4 %
<b>Two or More</b>	66	2.3 %	76	2.6 %	72	2.5 %	68	2.2 %	160	4.4 %	232	6.7 %
<b>White non-Hispanic</b>	1,487	51.6 %	1,446	49.6 %	1,414	49.1 %	1,480	48.5 %	1,635	45.2 %	1,531	44.5 %
<b>Total</b>	2,883	100.0 %	2,915	100.0 %	2,877	100.0 %	3,051	100.0 %	3,620	100.0 %	3,441	100.0 %

## Grossmont College Enrollment ES

Ethnicity	Fall 2011	
	n	%
<b>American Indian/Alaskan Native</b>	29	0.7 %
<b>Asian</b>	191	4.8 %
<b>Black non-Hispanic</b>	431	10.8 %
<b>Filipino</b>	159	4.0 %
<b>Hispanic</b>	976	24.4 %
<b>Not Reported</b>	114	2.8 %
<b>Pacific Islander</b>	61	1.5 %
<b>Two or More</b>	299	7.5 %
<b>White non-Hispanic</b>	1,742	43.5 %
<b>Total</b>	4,002	100.0 %

Ethnicity	Fall 2011	
	n	%
<b>American Indian/Alaskan Native</b>	17	0.6 %
<b>Asian</b>	167	5.5 %
<b>Black non-Hispanic</b>	296	9.7 %
<b>Filipino</b>	126	4.1 %
<b>Hispanic</b>	751	24.7 %
<b>Not Reported</b>	95	3.1 %
<b>Pacific Islander</b>	38	1.2 %
<b>Two or More</b>	215	7.1 %
<b>White non-Hispanic</b>	1,341	44.0 %
<b>Total</b>	3,046	100.0 %

## Grossmont College Enrollment ES%

### Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	1,659	77.5%	1,819	76.8%	1,946	76.4%	2,491	79.6%	2,343	81%	2,119	77.9%	1,878	79.1%
<b>Female</b>	1,732	73.1%	1,783	74.3%	1,991	76.1%	2,394	78.4%	2,270	79.2%	2,225	79.2%	1,935	83.2%
<b>Not Reported</b>	16	64%	14	66.7%	40	88.9%	39	83%	35	74.5%	39	78%	27	81.8%
<b>Total</b>	3,407	75.1%	3,616	75.5%	3,977	76.4%	4,924	79%	4,648	80.1%	4,383	78.6%	3,840	81.1%

### No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	133	6.2%	129	5.4%	203	8%	277	8.9%	213	7.4%	251	9.2%	221	9.3%
<b>Female</b>	149	6.3%	121	5%	176	6.7%	193	6.3%	194	6.8%	196	7%	144	6.2%
<b>Not Reported</b>	1	4%	3	14.3%	1	2.2%	3	6.4%	6	12.8%	4	8%	4	12.1%
<b>Total</b>	283	6.2%	253	5.3%	380	7.3%	473	7.6%	413	7.1%	451	8.1%	369	7.8%

## Grossmont College Enrollment ES%

### Withdrawal by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	348	16.3%	420	17.7%	397	15.6%	361	11.5%	336	11.6%	350	12.9%	275	11.6%
<b>Female</b>	489	20.6%	496	20.7%	448	17.1%	466	15.3%	401	14%	388	13.8%	248	10.7%
<b>Not Reported</b>	8	32%	4	19%	4	8.9%	5	10.6%	6	12.8%	7	14%	2	6.1%
<b>Total</b>	845	18.6%	920	19.2%	849	16.3%	832	13.4%	743	12.8%	745	13.4%	525	11.1%

### Retention by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	1,792	83.7%	1,948	82.3%	2,149	84.4%	2,768	88.5%	2,556	88.4%	2,370	87.1%	2,099	88.4%
<b>Female</b>	1,881	79.4%	1,904	79.3%	2,167	82.9%	2,587	84.7%	2,464	86%	2,421	86.2%	2,079	89.3%
<b>Not Reported</b>	17	68%	17	81%	41	91.1%	42	89.4%	41	87.2%	43	86%	31	93.9%
<b>Total</b>	3,690	81.4%	3,869	80.8%	4,357	83.7%	5,397	86.6%	5,061	87.2%	4,834	86.6%	4,209	88.9%

## Grossmont College Enrollment ES%

### Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	1,223	78%	1,355	78.5%	1,443	77.2%	1,710	81.7%	1,407	81.3%	1,342	81.9%	1,190	84.2%
<b>20-24</b>	1,160	74.5%	1,221	75.8%	1,366	77.4%	1,622	79%	1,713	80.9%	1,428	77.5%	1,405	80.4%
<b>25-29</b>	362	72.7%	364	69.9%	433	74.4%	517	78.1%	481	77%	468	74.3%	380	76.8%
<b>30-49</b>	504	73.6%	499	73.1%	547	75.1%	855	75.6%	802	77.7%	884	78.2%	652	79.8%
<b>50+</b>	158	69.6%	177	71.1%	188	71.2%	220	76.4%	245	82.2%	261	77.4%	213	81.9%
<b>Total</b>	3,407	75.1%	3,616	75.5%	3,977	76.4%	4,924	79%	4,648	80.1%	4,383	78.6%	3,840	81.1%

### No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	81	5.2%	93	5.4%	137	7.3%	150	7.2%	125	7.2%	112	6.8%	92	6.5%
<b>20-24</b>	103	6.6%	68	4.2%	126	7.1%	151	7.4%	142	6.7%	171	9.3%	147	8.4%
<b>25-29</b>	36	7.2%	33	6.3%	45	7.7%	53	8%	46	7.4%	57	9%	41	8.3%
<b>30-49</b>	45	6.6%	39	5.7%	44	6%	96	8.5%	82	7.9%	88	7.8%	68	8.3%
<b>50+</b>	18	7.9%	20	8%	28	10.6%	23	8%	18	6%	23	6.8%	21	8.1%
<b>Total</b>	283	6.2%	253	5.3%	380	7.3%	473	7.6%	413	7.1%	451	8.1%	369	7.8%

## Grossmont College Enrollment ES%

### Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	264	16.8%	278	16.1%	288	15.4%	234	11.2%	199	11.5%	185	11.3%	132	9.3%
<b>20-24</b>	294	18.9%	321	19.9%	272	15.4%	281	13.7%	263	12.4%	243	13.2%	196	11.2%
<b>25-29</b>	100	20.1%	124	23.8%	104	17.9%	92	13.9%	98	15.7%	105	16.7%	74	14.9%
<b>30-49</b>	136	19.9%	145	21.2%	137	18.8%	180	15.9%	148	14.3%	159	14.1%	97	11.9%
<b>50+</b>	51	22.5%	52	20.9%	48	18.2%	45	15.6%	35	11.7%	53	15.7%	26	10%
<b>Total</b>	845	18.6%	920	19.2%	849	16.3%	832	13.4%	743	12.8%	745	13.4%	525	11.1%

### Retention by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	1,304	83.2%	1,448	83.9%	1,580	84.6%	1,860	88.8%	1,532	88.5%	1,454	88.7%	1,282	90.7%
<b>20-24</b>	1,263	81.1%	1,289	80.1%	1,492	84.6%	1,773	86.3%	1,855	87.6%	1,599	86.8%	1,552	88.8%
<b>25-29</b>	398	79.9%	397	76.2%	478	82.1%	570	86.1%	527	84.3%	525	83.3%	421	85.1%
<b>30-49</b>	549	80.1%	538	78.8%	591	81.2%	951	84.1%	884	85.7%	972	85.9%	720	88.1%
<b>50+</b>	176	77.5%	197	79.1%	216	81.8%	243	84.4%	263	88.3%	284	84.3%	234	90%
<b>Total</b>	3,690	81.4%	3,869	80.8%	4,357	83.7%	5,397	86.6%	5,061	87.2%	4,834	86.6%	4,209	88.9%

# Grossmont College Enrollment ES%

## Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	29	78.4%	42	91.3%	35	64.8%	34	72.3%	33	80.5%	24	82.8%
<b>Asian</b>	520	82.9%	527	84.5%	627	85.1%	557	84.3%	497	84.4%	435	77.1%
<b>Black non-Hispanic</b>	247	65.7%	330	70.2%	341	73.2%	435	73.7%	363	75.3%	343	74.9%
<b>Filipino</b>	94	81%	96	76.2%	108	72.5%	154	84.2%	158	87.8%	140	85.4%
<b>Hispanic</b>	573	71.5%	631	73.2%	651	73.1%	906	74.1%	921	75.3%	816	75.8%
<b>Not Reported</b>	240	73.6%	266	74.3%	321	77.2%	300	77.3%	125	79.6%	60	78.9%
<b>Pacific Islander</b>	85	85%	79	78.2%	117	84.2%	103	86.6%	60	84.5%	48	77.4%
<b>Two or More</b>	117	77.5%	106	71.6%	75	59.1%	200	68%	320	74.9%	330	78.2%
<b>White non-Hispanic</b>	1,502	75.1%	1,539	74.9%	1,694	76.4%	2,162	81.8%	2,081	82.1%	2,104	80.6%
<b>Total</b>	3,407	75.1%	3,616	75.5%	3,977	76.4%	4,924	79%	4,648	80.1%	4,383	78.6%

## Grossmont College Enrollment ES%

	Fall 2012	
Ethnicity	n	%
American Indian/Alaskan Native	14	77.8%
Asian	464	82.4%
Black non-Hispanic	257	74.7%
Filipino	125	90.6%
Hispanic	817	80.6%
Not Reported	23	82.1%
Pacific Islander	43	76.8%
Two or More	267	81.9%
White non-Hispanic	1,779	81.8%
	51	71.8%
<b>Total</b>	<b>3,840</b>	<b>81.1%</b>

## Grossmont College Enrollment ES%

### No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	5.4%		%	4	7.4%	4	8.5%	4	9.8%	1	3.4%
Asian	57	9.1%	31	5%	47	6.4%	56	8.5%	49	8.3%	69	12.2%
Black non-Hispanic	26	6.9%	41	8.7%	39	8.4%	66	11.2%	51	10.6%	45	9.8%
Filipino	3	2.6%	1	.8%	13	8.7%	9	4.9%	7	3.9%	6	3.7%
Hispanic	62	7.7%	52	6%	79	8.9%	112	9.2%	98	8%	94	8.7%
Not Reported	25	7.7%	25	7%	34	8.2%	43	11.1%	11	7%	2	2.6%
Pacific Islander	1	1%	4	4%	11	7.9%	6	5%	5	7%	2	3.2%
Two or More	5	3.3%	15	10.1%	18	14.2%	36	12.2%	40	9.4%	39	9.2%
White non-Hispanic	102	5.1%	84	4.1%	134	6%	133	5%	142	5.6%	173	6.6%
<b>Total</b>	283	6.2%	253	5.3%	380	7.3%	473	7.6%	413	7.1%	451	8.1%

## Grossmont College Enrollment ES%

Ethnicity	Fall 2012	
	n	%
American Indian/Alaskan Native	1	5.6%
Asian	54	9.6%
Black non-Hispanic	41	11.9%
Filipino	2	1.4%
Hispanic	68	6.7%
Not Reported	1	3.6%
Pacific Islander	4	7.1%
Two or More	31	9.5%
White non-Hispanic	157	7.2%
Total	10	14.1%
	369	7.8%

## Grossmont College Enrollment ES%

### Withdrawal by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	6	16.2%	4	8.7%	15	27.8%	9	19.1%	4	9.8%	4	13.8%
<b>Asian</b>	50	8%	66	10.6%	63	8.5%	48	7.3%	43	7.3%	60	10.6%
<b>Black non-Hispanic</b>	103	27.4%	99	21.1%	86	18.5%	89	15.1%	68	14.1%	70	15.3%
<b>Filipino</b>	19	16.4%	29	23%	28	18.8%	20	10.9%	15	8.3%	18	11%
<b>Hispanic</b>	166	20.7%	179	20.8%	161	18.1%	204	16.7%	204	16.7%	166	15.4%
<b>Not Reported</b>	61	18.7%	67	18.7%	61	14.7%	45	11.6%	21	13.4%	14	18.4%
<b>Pacific Islander</b>	14	14%	18	17.8%	11	7.9%	10	8.4%	6	8.5%	12	19.4%
<b>Two or More</b>	29	19.2%	27	18.2%	34	26.8%	58	19.7%	67	15.7%	53	12.6%
<b>White non-Hispanic</b>	397	19.8%	431	21%	390	17.6%	347	13.1%	311	12.3%	333	12.8%
<b>Total</b>	845	18.6%	920	19.2%	849	16.3%	832	13.4%	743	12.8%	745	13.4%

## Grossmont College Enrollment ES%

	Fall 2012	
Ethnicity	n	%
American Indian/Alaskan Native	3	16.7%
Asian	45	8%
Black non-Hispanic	46	13.4%
Filipino	11	8%
Hispanic	129	12.7%
Not Reported	4	14.3%
Pacific Islander	9	16.1%
Two or More	28	8.6%
White non-Hispanic	240	11%
Total	10	14.1%
	525	11.1%

## Grossmont College Enrollment ES%

### Retention by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	31	83.8%	42	91.3%	39	72.2%	38	80.9%	37	90.2%	25	86.2%
<b>Asian</b>	577	92%	558	89.4%	674	91.5%	613	92.7%	546	92.7%	504	89.4%
<b>Black non-Hispanic</b>	273	72.6%	371	78.9%	380	81.5%	501	84.9%	414	85.9%	388	84.7%
<b>Filipino</b>	97	83.6%	97	77%	121	81.2%	163	89.1%	165	91.7%	146	89%
<b>Hispanic</b>	635	79.3%	683	79.2%	730	81.9%	1,018	83.3%	1,019	83.3%	910	84.6%
<b>Not Reported</b>	265	81.3%	291	81.3%	355	85.3%	343	88.4%	136	86.6%	62	81.6%
<b>Pacific Islander</b>	86	86%	83	82.2%	128	92.1%	109	91.6%	65	91.5%	50	80.6%
<b>Two or More</b>	122	80.8%	121	81.8%	93	73.2%	236	80.3%	360	84.3%	369	87.4%
<b>White non-Hispanic</b>	1,604	80.2%	1,623	79%	1,828	82.4%	2,295	86.9%	2,223	87.7%	2,277	87.2%
<b>Total</b>	3,690	81.4%	3,869	80.8%	4,357	83.7%	5,397	86.6%	5,061	87.2%	4,834	86.6%

## Grossmont College Enrollment ES%

Ethnicity	Fall 2012	
	n	%
American Indian/Alaskan Native	15	83.3%
Asian	518	92%
Black non-Hispanic	298	86.6%
Filipino	127	92%
Hispanic	885	87.3%
Not Reported	24	85.7%
Pacific Islander	47	83.9%
Two or More	298	91.4%
White non-Hispanic	1,936	89%
	61	85.9%
<b>Total</b>	<b>4,209</b>	<b>88.9%</b>



# ESW - SPRING

## Grossmont College Enrollment ES

### Enrollment by Gender (Duplicated Student Count)

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	2,106	53.5 %	1,875	51.0 %	1,902	50.7 %	1,927	48.5 %	2,228	50.3 %	2,437	49.7 %	2,103	47.8 %
<b>Male</b>	1,817	46.2 %	1,784	48.6 %	1,826	48.7 %	2,026	51.0 %	2,162	48.8 %	2,431	49.6 %	2,268	51.5 %
<b>Not Reported</b>	14	0.4 %	15	0.4 %	23	0.6 %	20	0.5 %	41	0.9 %	35	0.7 %	31	0.7 %
<b>Total</b>	3,937	100.0 %	3,674	100.0 %	3,751	100.0 %	3,973	100.0 %	4,431	100.0 %	4,903	100.0 %	4,402	100.0 %

### Enrollment by Gender (Unduplicated Student Count)

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	1,690	55.5 %	1,508	53.2 %	1,545	53.1 %	1,588	51.1 %	1,807	53.5 %	1,940	52.1 %	1,667	50.1 %
<b>Male</b>	1,348	44.2 %	1,312	46.3 %	1,350	46.4 %	1,505	48.4 %	1,542	45.6 %	1,753	47.1 %	1,640	49.3 %
<b>Not Reported</b>	9	0.3 %	13	0.5 %	16	0.5 %	15	0.5 %	31	0.9 %	28	0.8 %	21	0.6 %
<b>Total</b>	3,047	100.0 %	2,833	100.0 %	2,911	100.0 %	3,108	100.0 %	3,380	100.0 %	3,721	100.0 %	3,328	100.0 %

## Grossmont College Enrollment ES

### Success by Gender

Gender	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	1,345	75.4%	1,432	78.4%	1,555	76.8%	1,704	78.8%	1,940	79.9%	1,822	80.3%	1,456	80.5%
<b>Female</b>	1,367	72.9%	1,389	73%	1,434	74.4%	1,659	74.5%	1,826	74.8%	1,636	77.8%	1,459	80.9%
<b>Not Reported</b>	12	80%	19	82.6%	18	90%	26	65%	25	83.3%	25	80.6%	22	75.9%
<b>Total</b>	2,724	74.2%	2,840	75.7%	3,007	75.7%	3,389	76.5%	3,791	77.4%	3,483	79.1%	2,937	80.7%

### No Success by Gender

Gender	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	157	8.8%	86	4.7%	125	6.2%	168	7.8%	204	8.4%	172	7.6%	163	9%
<b>Female</b>	131	7%	94	4.9%	77	4%	172	7.7%	167	6.8%	155	7.4%	98	5.4%
<b>Not Reported</b>		%	1	4.3%		%	4	10%	1	3.3%	2	6.5%	2	6.9%
<b>Total</b>	288	7.8%	181	4.8%	202	5.1%	344	7.8%	372	7.6%	329	7.5%	263	7.2%

# Grossmont College Enrollment ES

## Withdrawal by Gender

Gender	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	282	15.8%	308	16.9%	346	17.1%	291	13.5%	285	11.7%	274	12.1%	189	10.5%
<b>Female</b>	376	20.1%	419	22%	416	21.6%	396	17.8%	448	18.4%	312	14.8%	246	13.6%
<b>Not Reported</b>	3	20%	3	13%	2	10%	10	25%	4	13.3%	4	12.9%	5	17.2%
<b>Total</b>	661	18%	730	19.5%	764	19.2%	697	15.7%	737	15%	590	13.4%	440	12.1%

## Retention by Gender

Gender	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	1,502	84.2%	1,518	83.1%	1,680	82.9%	1,872	86.5%	2,144	88.3%	1,994	87.9%	1,619	89.5%
<b>Female</b>	1,498	79.9%	1,483	78%	1,511	78.4%	1,831	82.2%	1,993	81.6%	1,791	85.2%	1,557	86.4%
<b>Not Reported</b>	12	80%	20	87%	18	90%	30	75%	26	86.7%	27	87.1%	24	82.8%
<b>Total</b>	3,012	82%	3,021	80.5%	3,209	80.8%	3,733	84.3%	4,163	85%	3,812	86.6%	3,200	87.9%

## Grossmont College Enrollment ES

### Success by Age

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	972	74.8%	1,040	76.5%	1,143	78.1%	1,344	79.6%	1,328	81%	1,212	81.9%	1,016	84.4%
<b>20-24</b>	944	73.2%	1,050	75.4%	1,104	73.5%	1,251	75%	1,481	76.3%	1,362	79%	1,149	78.5%
<b>25-29</b>	277	70.1%	288	74%	307	74.9%	285	70%	340	69.2%	337	73.1%	279	76.2%
<b>30-49</b>	397	77.2%	352	75.9%	324	75.2%	382	75.3%	473	76%	435	77.3%	378	79.7%
<b>50+</b>	134	76.6%	110	75.3%	129	77.7%	127	79.9%	169	81.6%	137	77.8%	115	87.1%
<b>Total</b>	2,724	74.2%	2,840	75.7%	3,007	75.7%	3,389	76.5%	3,791	77.4%	3,483	79.1%	2,937	80.7%

### No Success by Age

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	118	9.1%	71	5.2%	68	4.6%	127	7.5%	132	8%	111	7.5%	88	7.3%
<b>20-24</b>	99	7.7%	73	5.2%	85	5.7%	141	8.4%	163	8.4%	118	6.8%	119	8.1%
<b>25-29</b>	29	7.3%	19	4.9%	21	5.1%	31	7.6%	40	8.1%	48	10.4%	23	6.3%
<b>30-49</b>	28	5.4%	13	2.8%	16	3.7%	38	7.5%	32	5.1%	43	7.6%	29	6.1%
<b>50+</b>	14	8%	5	3.4%	12	7.2%	7	4.4%	5	2.4%	9	5.1%	4	3%
<b>Total</b>	288	7.8%	181	4.8%	202	5.1%	344	7.8%	372	7.6%	329	7.5%	263	7.2%

# Grossmont College Enrollment ES

## Withdrawal by Age

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	210	16.2%	248	18.2%	253	17.3%	217	12.9%	180	11%	156	10.5%	100	8.3%
<b>20-24</b>	246	19.1%	270	19.4%	313	20.8%	277	16.6%	296	15.3%	243	14.1%	196	13.4%
<b>25-29</b>	89	22.5%	82	21.1%	82	20%	91	22.4%	111	22.6%	76	16.5%	64	17.5%
<b>30-49</b>	89	17.3%	99	21.3%	91	21.1%	87	17.2%	117	18.8%	85	15.1%	67	14.1%
<b>50+</b>	27	15.4%	31	21.2%	25	15.1%	25	15.7%	33	15.9%	30	17%	13	9.8%
<b>Total</b>	661	18%	730	19.5%	764	19.2%	697	15.7%	737	15%	590	13.4%	440	12.1%

## Retention by Age

Age	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>19 or less</b>	1,090	83.8%	1,111	81.8%	1,211	82.7%	1,471	87.1%	1,460	89%	1,323	89.5%	1,104	91.7%
<b>20-24</b>	1,043	80.9%	1,123	80.6%	1,189	79.2%	1,392	83.4%	1,644	84.7%	1,480	85.9%	1,268	86.6%
<b>25-29</b>	306	77.5%	307	78.9%	328	80%	316	77.6%	380	77.4%	385	83.5%	302	82.5%
<b>30-49</b>	425	82.7%	365	78.7%	340	78.9%	420	82.8%	505	81.2%	478	84.9%	407	85.9%
<b>50+</b>	148	84.6%	115	78.8%	141	84.9%	134	84.3%	174	84.1%	146	83%	119	90.2%
<b>Total</b>	3,012	82%	3,021	80.5%	3,209	80.8%	3,733	84.3%	4,163	85%	3,812	86.6%	3,200	87.9%

# Grossmont College Enrollment ES

## Success by Ethnicity

Ethnicity	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	31	77.5%	25	73.5%	40	76.9%	31	75.6%	42	89.4%	20	80%
<b>Asian</b>	237	81.7%	206	82.7%	223	84.8%	185	83.7%	206	87.7%	214	86.3%
<b>Black non-Hispanic</b>	229	66.6%	255	75.2%	314	72.5%	296	70.6%	333	71.5%	361	75.5%
<b>Filipino</b>	94	69.6%	106	75.2%	101	72.1%	143	82.2%	127	78.4%	147	85%
<b>Hispanic</b>	451	70.2%	503	72.6%	507	72%	636	73.7%	877	75.3%	854	77.2%
<b>Not Reported</b>	191	75.8%	183	70.4%	208	74.3%	263	76%	188	82.5%	88	84.6%
<b>Pacific Islander</b>	44	73.3%	76	69.1%	57	85.1%	80	84.2%	61	79.2%	38	77.6%
<b>Two or More</b>	66	59.5%	81	70.4%	89	71.2%	116	71.2%	162	69.5%	250	80.1%
<b>White non-Hispanic</b>	1,381	76.8%	1,405	77.6%	1,468	76.9%	1,630	77.8%	1,765	78.4%	1,465	79.4%
<b>Total</b>	2,724	74.2%	2,840	75.7%	3,007	75.7%	3,389	76.5%	3,791	77.4%	3,483	79.1%

# Grossmont College Enrollment ES

## Spring 2012

Ethnicity	n	%
American Indian/Alaskan Native	16	84.2%
Asian	169	86.7%
Black non-Hispanic	266	72.9%
Filipino	142	84.5%
Hispanic	768	80.8%
Not Reported	55	83.3%
Pacific Islander	34	85%
Two or More	225	83%
White non-Hispanic	1,218	80.6%
<b>Total</b>	<b>2,937</b>	<b>80.7%</b>

## Grossmont College Enrollment ES

### No Success by Ethnicity

Ethnicity	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native		%	3	8.8%	3	5.8%	3	7.3%	1	2.1%	3	12%
Asian	14	4.8%	9	3.6%	12	4.6%	11	5%	8	3.4%	13	5.2%
Black non-Hispanic	54	15.7%	19	5.6%	22	5.1%	52	12.4%	50	10.7%	45	9.4%
Filipino	10	7.4%	6	4.3%	7	5%	6	3.4%	8	4.9%	8	4.6%
Hispanic	63	9.8%	37	5.3%	51	7.2%	82	9.5%	116	10%	104	9.4%
Not Reported	10	4%	18	6.9%	11	3.9%	28	8.1%	11	4.8%	8	7.7%
Pacific Islander	7	11.7%	9	8.2%	5	7.5%	7	7.4%	7	9.1%	2	4.1%
Two or More	17	15.3%	7	6.1%	6	4.8%	16	9.8%	21	9%	22	7.1%
White non-Hispanic	113	6.3%	73	4%	85	4.5%	137	6.5%	146	6.5%	120	6.5%
Total	288	7.8%	181	4.8%	202	5.1%	344	7.8%	372	7.6%	329	7.5%

# Grossmont College Enrollment ES

## Spring 2012

Ethnicity	n	%
American Indian/Alaskan Native	2	10.5%
Asian	13	6.7%
Black non-Hispanic	56	15.3%
Filipino	8	4.8%
Hispanic	66	6.9%
Not Reported	4	6.1%
Pacific Islander		%
Two or More	16	5.9%
White non-Hispanic	95	6.3%
	3	5.6%
<b>Total</b>	<b>263</b>	<b>7.2%</b>

## Grossmont College Enrollment ES

### Withdrawal by Ethnicity

Ethnicity	Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	22.5%	6	17.6%	9	17.3%	7	17.1%	4	8.5%	2	8%
Asian	39	13.4%	34	13.7%	28	10.6%	25	11.3%	21	8.9%	21	8.5%
Black non-Hispanic	61	17.7%	65	19.2%	97	22.4%	71	16.9%	83	17.8%	72	15.1%
Filipino	31	23%	29	20.6%	32	22.9%	25	14.4%	27	16.7%	18	10.4%
Hispanic	128	19.9%	153	22.1%	146	20.7%	145	16.8%	171	14.7%	148	13.4%
Not Reported	51	20.2%	59	22.7%	61	21.8%	55	15.9%	29	12.7%	8	7.7%
Pacific Islander	9	15%	25	22.7%	5	7.5%	8	8.4%	9	11.7%	9	18.4%
Two or More	28	25.2%	27	23.5%	30	24%	31	19%	50	21.5%	40	12.8%
White non-Hispanic	305	17%	332	18.3%	356	18.6%	328	15.7%	341	15.1%	261	14.1%
<b>Total</b>	661	18%	730	19.5%	764	19.2%	697	15.7%	737	15%	590	13.4%

# Grossmont College Enrollment ES

**Spring 2012**

Ethnicity	n	%
American Indian/Alaskan Native	1	5.3%
Asian	13	6.7%
Black non-Hispanic	43	11.8%
Filipino	18	10.7%
Hispanic	116	12.2%
Not Reported	7	10.6%
Pacific Islander	6	15%
Two or More	30	11.1%
White non-Hispanic	199	13.2%
<b>Total</b>	<b>440</b>	<b>12.1%</b>

# ***Appendix 11***

## ***Enrollment, Success and Retention by Age, Ethnicity and Gender***

***Health Education***



**HED - FALL**



## Grossmont College Enrollment HED

### Enrollment by Ethnicity (Duplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	0.8 %	14	1.8 %	8	0.9 %	11	1.1 %	12	0.9 %	5	0.4 %
Asian	45	5.3 %	36	4.6 %	35	3.9 %	58	5.6 %	49	3.7 %	52	4.1 %
Black non-Hispanic	89	10.6 %	79	10.1 %	89	10.0 %	112	10.9 %	149	11.3 %	153	12.0 %
Filipino	40	4.8 %	51	6.5 %	30	3.4 %	40	3.9 %	59	4.5 %	70	5.5 %
Hispanic	168	20.0 %	145	18.6 %	169	19.1 %	186	18.1 %	305	23.1 %	316	24.7 %
Not Reported	55	6.5 %	50	6.4 %	71	8.0 %	80	7.8 %	76	5.7 %	51	4.0 %
Pacific Islander	27	3.2 %	18	2.3 %	19	2.1 %	30	2.9 %	30	2.3 %	19	1.5 %
Two or More	19	2.3 %	31	4.0 %	23	2.6 %	25	2.4 %	70	5.3 %	83	6.5 %
White non-Hispanic	392	46.6 %	356	45.6 %	443	49.9 %	488	47.4 %	573	43.3 %	531	41.5 %
<b>Total</b>	<b>842</b>	<b>100.0 %</b>	<b>780</b>	<b>100.0 %</b>	<b>887</b>	<b>100.0 %</b>	<b>1,030</b>	<b>100.0 %</b>	<b>1,323</b>	<b>100.0 %</b>	<b>1,280</b>	<b>100.0 %</b>

### Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	6	0.7 %	14	1.8 %	8	0.9 %	11	1.1 %	11	0.9 %	5	0.4 %
Asian	45	5.4 %	36	4.7 %	35	4.1 %	57	5.6 %	44	3.5 %	51	4.2 %
Black non-Hispanic	89	10.6 %	77	10.0 %	87	10.1 %	112	11.1 %	145	11.4 %	141	11.5 %
Filipino	40	4.8 %	49	6.4 %	29	3.4 %	38	3.8 %	59	4.6 %	70	5.7 %
Hispanic	168	20.1 %	143	18.6 %	161	18.7 %	183	18.1 %	292	23.0 %	307	25.0 %
Not Reported	55	6.6 %	49	6.4 %	69	8.0 %	79	7.8 %	76	6.0 %	49	4.0 %
Pacific Islander	27	3.2 %	18	2.3 %	19	2.2 %	30	3.0 %	29	2.3 %	19	1.5 %
Two or More	18	2.2 %	31	4.0 %	23	2.7 %	25	2.5 %	66	5.2 %	79	6.4 %
White non-Hispanic	388	46.4 %	353	45.8 %	432	50.1 %	476	47.1 %	548	43.1 %	506	41.2 %
<b>Total</b>	<b>836</b>	<b>100.0 %</b>	<b>770</b>	<b>100.0 %</b>	<b>863</b>	<b>100.0 %</b>	<b>1,011</b>	<b>100.0 %</b>	<b>1,270</b>	<b>100.0 %</b>	<b>1,227</b>	<b>100.0 %</b>

## Grossmont College Enrollment HED

### Enrollment by Age (Duplicated Student Counts)

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	410	48.7 %	399	51.2 %	424	47.8 %	412	40.0 %	516	39.0 %	537	42.0 %	510	39.8 %
20-24	311	36.9 %	286	36.7 %	325	36.6 %	416	40.4 %	536	40.5 %	477	37.3 %	493	38.5 %
25-29	55	6.5 %	41	5.3 %	66	7.4 %	96	9.3 %	111	8.4 %	120	9.4 %	127	9.9 %
30-49	57	6.8 %	51	6.5 %	61	6.9 %	88	8.5 %	140	10.6 %	124	9.7 %	127	9.9 %
50+	9	1.1 %	3	0.4 %	11	1.2 %	18	1.7 %	20	1.5 %	22	1.7 %	25	2.0 %
<b>Total</b>	<b>842</b>	<b>100.0 %</b>	<b>780</b>	<b>100.0 %</b>	<b>887</b>	<b>100.0 %</b>	<b>1,030</b>	<b>100.0 %</b>	<b>1,323</b>	<b>100.0 %</b>	<b>1,280</b>	<b>100.0 %</b>	<b>1,282</b>	<b>100.0 %</b>

### Enrollment by Age (Unduplicated Student Count)

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	409	48.9 %	394	51.2 %	415	48.1 %	412	40.8 %	504	39.7 %	521	42.5 %	503	40.7 %
20-24	307	36.7 %	282	36.6 %	318	36.8 %	400	39.6 %	506	39.8 %	462	37.7 %	468	37.8 %
25-29	55	6.6 %	40	5.2 %	61	7.1 %	96	9.5 %	109	8.6 %	110	9.0 %	121	9.8 %
30-49	56	6.7 %	51	6.6 %	58	6.7 %	85	8.4 %	132	10.4 %	114	9.3 %	122	9.9 %
50+	9	1.1 %	3	0.4 %	11	1.3 %	18	1.8 %	19	1.5 %	20	1.6 %	23	1.9 %
<b>Total</b>	<b>836</b>	<b>100.0 %</b>	<b>770</b>	<b>100.0 %</b>	<b>863</b>	<b>100.0 %</b>	<b>1,011</b>	<b>100.0 %</b>	<b>1,270</b>	<b>100.0 %</b>	<b>1,227</b>	<b>100.0 %</b>	<b>1,237</b>	<b>100.0 %</b>

| 2011  
%  
36.2 %  
40.6 %  
10.7 %  
11.7 %  
0.9 %  
100.0 %

| 2011  
%  
36.4 %  
40.5 %  
10.6 %  
11.6 %  
0.9 %  
100.0 %

## Grossmont College Enrollment HED

### Enrollment by Gender (Duplicated Student Count)

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	459	54.5 %	412	52.8 %	499	56.3 %	624	60.6 %	743	56.2 %	712	55.6 %	700	54.6 %
<b>Male</b>	381	45.2 %	363	46.5 %	380	42.8 %	398	38.6 %	564	42.6 %	557	43.5 %	569	44.4 %
<b>Not Reported</b>	2	0.2 %	5	0.6 %	8	0.9 %	8	0.8 %	16	1.2 %	11	0.9 %	13	1.0 %
<b>Total</b>	842	100.0 %	780	100.0 %	887	100.0 %	1,030	100.0 %	1,323	100.0 %	1,280	100.0 %	1,282	100.0 %

### Enrollment by Gender (Unduplicated Student Count)

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Female</b>	455	54.4 %	409	53.1 %	483	56.0 %	608	60.1 %	708	55.7 %	680	55.4 %	677	54.7 %
<b>Male</b>	379	45.3 %	356	46.2 %	372	43.1 %	395	39.1 %	547	43.1 %	537	43.8 %	547	44.2 %
<b>Not Reported</b>	2	0.2 %	5	0.6 %	8	0.9 %	8	0.8 %	15	1.2 %	10	0.8 %	13	1.1 %
<b>Total</b>	836	100.0 %	770	100.0 %	863	100.0 %	1,011	100.0 %	1,270	100.0 %	1,227	100.0 %	1,237	100.0 %

## Grossmont College Enrollment HED

### Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	210	57.7%	215	56.6%	235	59%	334	59.1%	359	64.6%
<b>Female</b>	289	70%	321	64.3%	414	66.3%	490	65.9%	531	74.7%
<b>Not Reported</b>	3	60%	5	62.5%	6	75%	11	68.8%	9	69.2%
<b>Total</b>	502	64.2%	541	61%	655	63.6%	835	63%	899	70.2%

### No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	79	21.7%	79	20.8%	76	19.1%	104	18.4%	102	18.3%
<b>Female</b>	66	16%	88	17.6%	109	17.5%	112	15.1%	82	11.5%
<b>Not Reported</b>	1	20%	1	12.5%	2	25%	1	6.3%	4	30.8%
<b>Total</b>	146	18.7%	168	18.9%	187	18.2%	217	16.4%	188	14.7%

**Grossmont College Enrollment  
HED**

**Success by Gender**

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
<b>Male</b>	235	59%	334	59.2%	360	64.6%	374	65.7%
<b>Female</b>	414	66.3%	490	65.9%	532	74.7%	519	74.1%
<b>Not Reported</b>	6	75%	11	68.8%	7	63.6%	7	53.8%
<b>Total</b>	655	63.6%	835	63.1%	899	70.2%	900	70.2%

**No Success by Gender**

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
<b>Male</b>	76	19.1%	104	18.4%	102	18.3%	96	16.9%
<b>Female</b>	109	17.5%	112	15.1%	82	11.5%	82	11.7%
<b>Not Reported</b>	2	25%	1	6.3%	4	36.4%	1	7.7%
<b>Total</b>	187	18.2%	217	16.4%	188	14.7%	179	14%

**Grossmont College Enrollment  
HED**

**Withdrawal by Gender**

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	75	20.6%	86	22.6%	87	21.9%	127	22.5%	95	17.1%
<b>Female</b>	58	14%	90	18%	101	16.2%	142	19.1%	98	13.8%
<b>Not Reported</b>	1	20%	2	25%		%	4	25%		%
<b>Total</b>	134	17.1%	178	20.1%	188	18.3%	273	20.6%	193	15.1%

**Retention by Gender**

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>Male</b>	289	79.4%	294	77.4%	311	78.1%	438	77.5%	461	82.9%
<b>Female</b>	355	86%	409	82%	523	83.8%	602	80.9%	613	86.2%
<b>Not Reported</b>	4	80%	6	75%	8	100%	12	75%	13	100%
<b>Total</b>	648	82.9%	709	79.9%	842	81.7%	1,052	79.4%	1,087	84.9%

## Grossmont College Enrollment HED

### Withdrawal by Gender

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
<b>Male</b>	87	21.9%	126	22.3%	95	17.1%	99	17.4%
<b>Female</b>	101	16.2%	141	19%	98	13.8%	99	14.1%
<b>Not Reported</b>		%	4	25%		%	5	38.5%
<b>Total</b>	188	18.3%	271	20.5%	193	15.1%	203	15.8%

### Retention by Gender

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
<b>Male</b>	311	78.1%	438	77.7%	462	82.9%	470	82.6%
<b>Female</b>	523	83.8%	602	81%	614	86.2%	601	85.9%
<b>Not Reported</b>	8	100%	12	75%	11	100%	8	61.5%
<b>Total</b>	842	81.7%	1,052	79.5%	1,087	84.9%	1,079	84.2%

## Grossmont College Enrollment HED

### Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	234	58.5%	252	59.4%	237	57.5%	308	59.7%	379	70.6%
20-24	194	67.6%	188	57.8%	277	66.6%	349	64.9%	336	70.4%
25-29	33	80.5%	45	68.2%	66	68.8%	67	60.4%	86	71.7%
30-49	38	74.5%	46	75.4%	62	70.5%	99	70.7%	84	67.7%
50+	3	100%	10	90.9%	13	72.2%	12	60%	14	63.6%
<b>Total</b>	<b>502</b>	<b>64.2%</b>	<b>541</b>	<b>61%</b>	<b>655</b>	<b>63.6%</b>	<b>835</b>	<b>63%</b>	<b>899</b>	<b>70.2%</b>

### No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	102	25.5%	95	22.4%	93	22.6%	104	20.2%	86	16%
20-24	36	12.5%	58	17.8%	69	16.6%	77	14.3%	66	13.8%
25-29	2	4.9%	10	15.2%	13	13.5%	21	18.9%	16	13.3%
30-49	6	11.8%	5	8.2%	11	12.5%	15	10.7%	16	12.9%
50+		%		%	1	5.6%		%	4	18.2%
<b>Total</b>	<b>146</b>	<b>18.7%</b>	<b>168</b>	<b>18.9%</b>	<b>187</b>	<b>18.2%</b>	<b>217</b>	<b>16.4%</b>	<b>188</b>	<b>14.7%</b>

# Grossmont College Enrollment HED

## Success by Age

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	237	57.5%	308	59.7%	379	70.6%	353	69.2%
20-24	277	66.6%	349	65.1%	336	70.4%	344	69.8%
25-29	66	68.8%	67	60.4%	86	71.7%	86	67.7%
30-49	62	70.5%	99	70.7%	84	67.7%	97	76.4%
50+	13	72.2%	12	60%	14	63.6%	20	80%
<b>Total</b>	<b>655</b>	<b>63.6%</b>	<b>835</b>	<b>63.1%</b>	<b>899</b>	<b>70.2%</b>	<b>900</b>	<b>70.2%</b>

## No Success by Age

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	93	22.6%	104	20.2%	86	16%	87	17.1%
20-24	69	16.6%	77	14.4%	66	13.8%	59	12%
25-29	13	13.5%	21	18.9%	16	13.3%	18	14.2%
30-49	11	12.5%	15	10.7%	16	12.9%	13	10.2%
50+	1	5.6%		%	4	18.2%	2	8%
<b>Total</b>	<b>187</b>	<b>18.2%</b>	<b>217</b>	<b>16.4%</b>	<b>188</b>	<b>14.7%</b>	<b>179</b>	<b>14%</b>

## Grossmont College Enrollment HED

### Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	64	16%	77	18.2%	82	19.9%	104	20.2%	72	13.4%
20-24	57	19.9%	79	24.3%	70	16.8%	112	20.8%	75	15.7%
25-29	6	14.6%	11	16.7%	17	17.7%	23	20.7%	18	15%
30-49	7	13.7%	10	16.4%	15	17%	26	18.6%	24	19.4%
50+		%	1	9.1%	4	22.2%	8	40%	4	18.2%
<b>Total</b>	134	17.1%	178	20.1%	188	18.3%	273	20.6%	193	15.1%

### Retention by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	336	84%	347	81.8%	330	80.1%	412	79.8%	465	86.6%
20-24	230	80.1%	246	75.7%	346	83.2%	426	79.2%	402	84.3%
25-29	35	85.4%	55	83.3%	79	82.3%	88	79.3%	102	85%
30-49	44	86.3%	51	83.6%	73	83%	114	81.4%	100	80.6%
50+	3	100%	10	90.9%	14	77.8%	12	60%	18	81.8%
<b>Total</b>	648	82.9%	709	79.9%	842	81.7%	1,052	79.4%	1,087	84.9%

**Grossmont College Enrollment  
HED**

**Withdrawal by Age**

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	82	19.9%	104	20.2%	72	13.4%	70	13.7%
20-24	70	16.8%	110	20.5%	75	15.7%	90	18.3%
25-29	17	17.7%	23	20.7%	18	15%	23	18.1%
30-49	15	17%	26	18.6%	24	19.4%	17	13.4%
50+	4	22.2%	8	40%	4	18.2%	3	12%
<b>Total</b>	188	18.3%	271	20.5%	193	15.1%	203	15.8%

**Retention by Age**

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
19 or less	330	80.1%	412	79.8%	465	86.6%	440	86.3%
20-24	346	83.2%	426	79.5%	402	84.3%	403	81.7%
25-29	79	82.3%	88	79.3%	102	85%	104	81.9%
30-49	73	83%	114	81.4%	100	80.6%	110	86.6%
50+	14	77.8%	12	60%	18	81.8%	22	88%
<b>Total</b>	842	81.7%	1,052	79.5%	1,087	84.9%	1,079	84.2%

**Grossmont College Enrollment  
HED**

**Success by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	5	35.7%	5	55.6%	8	66.7%	9	69.2%	3	60%
<b>Asian</b>	28	75.7%	29	80.6%	49	83.1%	30	62.5%	36	67.9%
<b>Black non-Hispanic</b>	38	48.1%	31	34.8%	46	40%	64	42.1%	77	50.3%
<b>Filipino</b>	36	70.6%	20	64.5%	28	70%	38	61.3%	55	77.5%
<b>Hispanic</b>	74	55.2%	89	53.3%	114	63%	161	53.8%	214	68.4%
<b>Not Reported</b>	41	70.7%	39	50.6%	54	57.4%	55	65.5%	38	69.1%
<b>Pacific Islander</b>	6	28.6%	7	35%	12	38.7%	14	46.7%	9	47.4%
<b>Two or More</b>	13	48.1%	7	50%		%	44	72.1%	66	81.5%
<b>White non-Hispanic</b>	261	72.3%	314	70.7%	344	69.8%	420	72.9%	401	75.7%
<b>Total</b>	502	64.2%	541	61%	655	63.6%	835	63%	899	70.2%

**Grossmont College Enrollment  
HED**

**Success by Ethnicity**

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	8	72.7%	13	92.9%	12	70.6%	11	73.3%
Asian	48	82.8%	31	63.3%	35	67.3%	53	73.6%
Black non-Hispanic	45	40.2%	64	43%	77	50.3%	69	52.7%
Filipino	28	70%	38	64.4%	55	78.6%	48	80%
Hispanic	119	64%	162	53.1%	217	68.7%	232	65%
Not Reported	44	55.7%	38	61.3%	22	64.7%	7	53.8%
Pacific Islander	12	40%	14	46.7%	9	47.4%	7	70%
Two or More	12	48%	48	68.6%	67	80.7%	55	66.3%
White non-Hispanic	339	69.5%	419	73.1%	402	75.7%	413	77.5%
<b>Total</b>	<b>655</b>	<b>63.6%</b>	<b>835</b>	<b>63.1%</b>	<b>899</b>	<b>70.2%</b>	<b>900</b>	<b>70.2%</b>

**Grossmont College Enrollment  
HED**

**No Success by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	6	42.9%	3	33.3%	1	8.3%	1	7.7%	2	40%
<b>Asian</b>	2	5.4%	3	8.3%	5	8.5%	7	14.6%	9	17%
<b>Black non-Hispanic</b>	25	31.6%	36	40.4%	35	30.4%	48	31.6%	36	23.5%
<b>Filipino</b>	8	15.7%	7	22.6%	6	15%	11	17.7%	9	12.7%
<b>Hispanic</b>	35	26.1%	37	22.2%	36	19.9%	58	19.4%	51	16.3%
<b>Not Reported</b>	7	12.1%	15	19.5%	18	19.1%	9	10.7%	9	16.4%
<b>Pacific Islander</b>	11	52.4%	4	20%	9	29%	4	13.3%	4	21.1%
<b>Two or More</b>	6	22.2%	4	28.6%	3	60%	7	11.5%	7	8.6%
<b>White non-Hispanic</b>	46	12.7%	59	13.3%	74	15%	72	12.5%	61	11.5%
<b>Total</b>	146	18.7%	168	18.9%	187	18.2%	217	16.4%	188	14.7%

## Grossmont College Enrollment HED

### No Success by Ethnicity

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	100%	1	7.1%	3	17.6%	2	13.3%
Asian	5	8.6%	7	14.3%	9	17.3%	8	11.1%
Black non-Hispanic	34	30.4%	48	32.2%	36	23.5%	32	24.4%
Filipino	6	15%	9	15.3%	8	11.4%	8	13.3%
Hispanic	36	19.4%	59	19.3%	51	16.1%	67	18.8%
Not Reported	13	16.5%	6	9.7%	6	17.6%	2	15.4%
Pacific Islander	9	30%	4	13.3%	4	21.1%	1	10%
Two or More	8	32%	11	15.7%	8	9.6%	9	10.8%
White non-Hispanic	74	15.2%	71	12.4%	61	11.5%	48	9%
<b>Total</b>	<b>187</b>	<b>18.2%</b>	<b>217</b>	<b>16.4%</b>	<b>188</b>	<b>14.7%</b>	<b>179</b>	<b>14%</b>

# Grossmont College Enrollment HED

## Withdrawal by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	21.4%	1	11.1%	3	25%	3	23.1%		%
Asian	7	18.9%	4	11.1%	5	8.5%	11	22.9%	8	15.1%
Black non-Hispanic	16	20.3%	22	24.7%	34	29.6%	40	26.3%	40	26.1%
Filipino	7	13.7%	4	12.9%	6	15%	13	21%	7	9.9%
Hispanic	25	18.7%	41	24.6%	31	17.1%	80	26.8%	48	15.3%
Not Reported	10	17.2%	23	29.9%	22	23.4%	20	23.8%	8	14.5%
Pacific Islander	4	19%	9	45%	10	32.3%	12	40%	6	31.6%
Two or More	8	29.6%	3	21.4%	2	40%	10	16.4%	8	9.9%
White non-Hispanic	54	15%	71	16%	75	15.2%	84	14.6%	68	12.8%
<b>Total</b>	<b>134</b>	<b>17.1%</b>	<b>178</b>	<b>20.1%</b>	<b>188</b>	<b>18.3%</b>	<b>273</b>	<b>20.6%</b>	<b>193</b>	<b>15.1%</b>

**Grossmont College Enrollment  
HED**

**Withdrawal by Ethnicity**

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	18.2%	3	25%	2	11.8%	2	13.3%
Asian	5	8.6%	11	22.4%	8	15.4%	11	15.3%
Black non-Hispanic	33	29.5%	37	24.8%	40	26.1%	30	22.9%
Filipino	6	15%	12	20.3%	7	10%	4	6.7%
Hispanic	31	16.7%	84	27.5%	48	15.2%	58	16.2%
Not Reported	22	27.8%	18	29%	6	17.6%	4	30.8%
Pacific Islander	9	30%	12	40%	6	31.6%	2	20%
Two or More	5	20%	11	15.7%	8	9.6%	19	22.9%
White non-Hispanic	75	15.4%	83	14.5%	68	12.8%	72	13.5%
<b>Total</b>	<b>188</b>	<b>18.3%</b>	<b>271</b>	<b>20.5%</b>	<b>193</b>	<b>15.1%</b>	<b>203</b>	<b>15.8%</b>

# Grossmont College Enrollment HED

## Retention by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	11	78.6%	8	88.9%	9	75%	10	76.9%	5	100%
Asian	30	81.1%	32	88.9%	54	91.5%	37	77.1%	45	84.9%
Black non-Hispanic	63	79.7%	67	75.3%	81	70.4%	112	73.7%	113	73.9%
Filipino	44	86.3%	27	87.1%	34	85%	49	79%	64	90.1%
Hispanic	109	81.3%	126	75.4%	150	82.9%	219	73.2%	265	84.7%
Not Reported	48	82.8%	54	70.1%	72	76.6%	64	76.2%	47	85.5%
Pacific Islander	17	81%	11	55%	21	67.7%	18	60%	13	68.4%
Two or More	19	70.4%	11	78.6%	3	60%	51	83.6%	73	90.1%
White non-Hispanic	307	85%	373	84%	418	84.8%	492	85.4%	462	87.2%
<b>Total</b>	<b>648</b>	<b>82.9%</b>	<b>709</b>	<b>79.9%</b>	<b>842</b>	<b>81.7%</b>	<b>1,052</b>	<b>79.4%</b>	<b>1,087</b>	<b>84.9%</b>

# Grossmont College Enrollment HED

## Retention by Ethnicity

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	81.8%	9	75%	5	100%	7	87.5%
Asian	53	91.4%	38	77.6%	44	84.6%	61	84.7%
Black non-Hispanic	79	70.5%	112	75.2%	113	73.9%	101	77.1%
Filipino	34	85%	47	79.7%	63	90%	56	93.3%
Hispanic	155	83.3%	221	72.5%	268	84.8%	299	83.8%
Not Reported	57	72.2%	44	71%	28	82.4%	9	69.2%
Pacific Islander	21	70%	18	60%	13	68.4%	8	80%
Two or More	20	80%	59	84.3%	75	90.4%	64	77.1%
White non-Hispanic	413	84.6%	490	85.5%	463	87.2%	461	86.5%
<b>Total</b>	<b>842</b>	<b>81.7%</b>	<b>1,052</b>	<b>79.5%</b>	<b>1,087</b>	<b>84.9%</b>	<b>1,079</b>	<b>84.2%</b>

**HED - SPRING**



## Grossmont College Enrollment

### HED

#### Enrollment by Age (Duplicated Student Counts)

Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	323	41.1 %	322	45.0 %	320	42.0 %	319	39.2 %	376	36.3 %	429	32.7 %	444	32.7 %
20-24	325	41.4 %	288	40.2 %	330	43.4 %	342	42.1 %	415	40.0 %	579	44.1 %	498	44.1 %
25-29	76	9.7 %	48	6.7 %	53	7.0 %	71	8.7 %	93	9.0 %	144	11.0 %	131	11.0 %
30-49	50	6.4 %	51	7.1 %	50	6.6 %	69	8.5 %	126	12.2 %	140	10.7 %	144	10.7 %
50+	11	1.4 %	7	1.0 %	8	1.1 %	12	1.5 %	27	2.6 %	20	1.5 %	11	1.5 %
<b>Total</b>	<b>785</b>	<b>100.0 %</b>	<b>716</b>	<b>100.0 %</b>	<b>761</b>	<b>100.0 %</b>	<b>813</b>	<b>100.0 %</b>	<b>1,037</b>	<b>100.0 %</b>	<b>1,312</b>	<b>100.0 %</b>	<b>1,228</b>	<b>100.0 %</b>

#### Enrollment by Age (Unduplicated Student Count)

Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	315	41.1 %	316	45.0 %	311	41.7 %	314	39.9 %	369	36.9 %	414	33.1 %	431	33.1 %
20-24	317	41.3 %	283	40.3 %	327	43.9 %	325	41.3 %	399	39.9 %	547	43.8 %	479	43.8 %
25-29	74	9.6 %	47	6.7 %	51	6.8 %	70	8.9 %	86	8.6 %	135	10.8 %	126	10.8 %
30-49	50	6.5 %	50	7.1 %	49	6.6 %	65	8.3 %	119	11.9 %	134	10.7 %	137	10.7 %
50+	11	1.4 %	6	0.9 %	7	0.9 %	12	1.5 %	26	2.6 %	19	1.5 %	11	1.5 %
<b>Total</b>	<b>767</b>	<b>100.0 %</b>	<b>702</b>	<b>100.0 %</b>	<b>745</b>	<b>100.0 %</b>	<b>786</b>	<b>100.0 %</b>	<b>999</b>	<b>100.0 %</b>	<b>1,249</b>	<b>100.0 %</b>	<b>1,184</b>	<b>100.0 %</b>

# Grossmont College Enrollment

## HED

### Enrollment by Ethnicity (Duplicated Student Counts)

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	0.9 %	2	0.3 %	13	1.7 %	5	0.6 %	9	0.9 %
Asian	44	5.6 %	67	9.4 %	35	4.6 %	34	4.2 %	47	4.5 %
Black non-Hispanic	68	8.7 %	44	6.1 %	70	9.2 %	88	10.8 %	116	11.2 %
Filipino	35	4.5 %	27	3.8 %	22	2.9 %	35	4.3 %	53	5.1 %
Hispanic	160	20.4 %	126	17.6 %	162	21.3 %	154	18.9 %	186	17.9 %
Not Reported	53	6.8 %	61	8.5 %	41	5.4 %	60	7.4 %	70	6.8 %
Pacific Islander	12	1.5 %	7	1.0 %	36	4.7 %	9	1.1 %	25	2.4 %
Two or More	22	2.8 %	20	2.8 %	25	3.3 %	32	3.9 %	34	3.3 %
White non-Hispanic	384	48.9 %	362	50.6 %	357	46.9 %	396	48.7 %	497	47.9 %
Total	785	100.0 %	716	100.0 %	761	100.0 %	813	100.0 %	1,037	100.0 %

### Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	0.9 %	2	0.3 %	13	1.7 %	5	0.6 %	9	0.9 %
Asian	43	5.6 %	67	9.5 %	35	4.7 %	34	4.3 %	45	4.5 %
Black non-Hispanic	67	8.7 %	43	6.1 %	70	9.4 %	84	10.7 %	110	11.0 %
Filipino	34	4.4 %	27	3.8 %	22	3.0 %	35	4.5 %	50	5.0 %
Hispanic	159	20.7 %	121	17.2 %	158	21.2 %	150	19.1 %	182	18.2 %
Not Reported	52	6.8 %	60	8.5 %	39	5.2 %	58	7.4 %	66	6.6 %
Pacific Islander	12	1.6 %	7	1.0 %	34	4.6 %	9	1.1 %	25	2.5 %
Two or More	21	2.7 %	19	2.7 %	25	3.4 %	31	3.9 %	33	3.3 %
White non-Hispanic	372	48.5 %	356	50.7 %	349	46.8 %	380	48.3 %	479	47.9 %
Total	767	100.0 %	702	100.0 %	745	100.0 %	786	100.0 %	999	100.0 %

<b>J 2010</b>	<b>Spring 2011</b>
<b>%</b>	<b>n %</b>
0.5 %	2 0.2 %
4.6 %	60 4.9 %
10.9 %	150 12.2 %
4.7 %	57 4.6 %
22.4 %	324 26.4 %
5.8 %	39 3.2 %
1.8 %	10 0.8 %
5.6 %	94 7.7 %
43.7 %	492 40.1 %
100.0 %	1,228 100.0 %

<b>J 2010</b>	<b>Spring 2011</b>
<b>%</b>	<b>n %</b>
0.5 %	2 0.2 %
4.6 %	60 5.1 %
10.6 %	137 11.6 %
4.7 %	56 4.7 %
22.7 %	315 26.6 %
5.8 %	37 3.1 %
1.7 %	9 0.8 %
5.4 %	91 7.7 %
44.0 %	477 40.3 %
100.0 %	1,184 100.0 %

# Grossmont College Enrollment

HED

## Enrollment by Gender (Duplicated Student Count)

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring
	n	%	n	%	n	%	n	%	n	%	n	%	n
<b>Female</b>	433	55.2 %	377	52.7 %	419	55.1 %	466	57.3 %	645	62.2 %	754	57.5 %	662
<b>Male</b>	351	44.7 %	337	47.1 %	339	44.5 %	344	42.3 %	385	37.1 %	543	41.4 %	554
<b>Not Reported</b>	1	0.1 %	2	0.3 %	3	0.4 %	3	0.4 %	7	0.7 %	15	1.1 %	12
<b>Total</b>	785	100.0 %	716	100.0 %	761	100.0 %	813	100.0 %	1,037	100.0 %	1,312	100.0 %	1,228

## Enrollment by Gender (Unduplicated Student Count)

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring
	n	%	n	%	n	%	n	%	n	%	n	%	n
<b>Female</b>	425	55.4 %	372	53.0 %	410	55.0 %	450	57.3 %	617	61.8 %	716	57.3 %	643
<b>Male</b>	341	44.5 %	328	46.7 %	332	44.6 %	333	42.4 %	375	37.5 %	520	41.6 %	529
<b>Not Reported</b>	1	0.1 %	2	0.3 %	3	0.4 %	3	0.4 %	7	0.7 %	13	1.0 %	12
<b>Total</b>	767	100.0 %	702	100.0 %	745	100.0 %	786	100.0 %	999	100.0 %	1,249	100.0 %	1,184

| 2011  
%  
53.9 %  
45.1 %  
1.0 %  
100.0 %

| 2011  
%  
54.3 %  
44.7 %  
1.0 %  
100.0 %

# Grossmont College Enrollment

HED

## Success by Gender

Gender	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
Male	210	61.1%	239	62.1%	306	56.4%	353	63.7%
Female	318	68.2%	407	63.1%	486	64.5%	441	66.6%
Not Reported	2	66.7%	7	100.0%	6	40.0%	8	66.7%
<b>Total</b>	<b>530</b>	<b>65.2%</b>	<b>653</b>	<b>63.0%</b>	<b>798</b>	<b>60.8%</b>	<b>802</b>	<b>65.3%</b>

## No Success by Gender

Gender	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
Male	55	16.0%	81	21.1%	103	19.0%	100	18.1%
Female	67	14.4%	110	17.1%	126	16.7%	106	16.0%
Not Reported	1	33.3%	.	.%	4	26.7%	2	16.7%
<b>Total</b>	<b>123</b>	<b>15.1%</b>	<b>191</b>	<b>18.4%</b>	<b>233</b>	<b>17.8%</b>	<b>208</b>	<b>16.9%</b>

## Grossmont College Enrollment HED

### Withdrawal by Gender

Gender	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
Male	79	23.3%	65	16.9%	134	24.7%	101	18.2%
Female	81	17.4%	128	19.8%	142	18.8%	115	17.4%
Not Reported		.%		.%	5	33.3%	2	16.7%
<b>Total</b>	160	19.7%	193	18.6%	281	21.4%	218	17.8%

### Retention by Gender

Gender	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
Male	265	77.3%	320	83.1%	409	75.3%	453	81.8%
Female	385	82.6%	517	80.2%	612	81.2%	547	82.6%
Not Reported	3	100.0%	7	100.0%	10	66.7%	10	83.3%
<b>Total</b>	653	80.3%	844	81.4%	1,031	78.6%	1,010	82.2%

# Grossmont College Enrollment

## HED

### Success by Age

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	214	67.1%	218	58.8%	235	54.8%	293	66.6%
20-24	210	61.4%	252	60.7%	366	63.2%	310	62.2%
25-29	47	66.2%	64	68.8%	83	57.6%	94	71.8%
30-49	49	71.1%	99	78.6%	100	71.4%	96	66.7%
50+	10	83.3%	20	74.1%	14	70.0%	9	81.8%
<b>Total</b>	<b>530</b>	<b>65.2%</b>	<b>653</b>	<b>63.3%</b>	<b>798</b>	<b>60.8%</b>	<b>802</b>	<b>65.3%</b>

### No Success by Age

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	52	16.3%	93	24.7%	94	21.9%	78	17.6%
20-24	54	15.8%	73	17.6%	89	15.4%	88	17.7%
25-29	12	16.9%	10	10.8%	28	19.4%	20	15.3%
30-49	4	5.8%	13	10.3%	18	12.9%	21	14.6%
50+	1	8.3%	2	7.4%	4	20.0%	1	9.1%
<b>Total</b>	<b>123</b>	<b>15.1%</b>	<b>191</b>	<b>18.4%</b>	<b>233</b>	<b>17.8%</b>	<b>208</b>	<b>16.9%</b>

# Grossmont College Enrollment

## HED

### Withdrawal by Age

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	53	16.6%	65	17.3%	100	23.3%	73	16.4%
20-24	78	22.8%	90	21.7%	124	21.4%	100	20.1%
25-29	12	16.9%	19	20.4%	33	22.9%	17	13.3%
30-49	16	23.2%	14	11.1%	22	15.7%	27	18.8%
50+	1	8.3%	5	18.5%	2	10.0%	1	9.1%
Total	160	19.7%	193	18.6%	281	21.4%	218	17.8%

### Retention by Age

Age	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
19 or less	266	83.4%	311	82.7%	329	76.7%	371	83.6%
20-24	264	77.2%	325	78.3%	455	78.6%	398	79.9%
25-29	59	83.1%	74	79.6%	111	77.1%	114	87.0%
30-49	53	76.8%	112	88.9%	118	84.3%	117	81.3%
50+	11	91.7%	22	81.5%	18	90.0%	10	90.9%
Total	653	80.3%	844	81.4%	1,031	78.6%	1,010	82.2%

# Grossmont College Enrollment

## HED

### Success by Ethnicity

Ethnicity	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	60.0%	5	55.6%	1	16.7%	1	50.0%
Asian	25	73.5%	35	74.5%	42	70.0%	41	68.3%
Black non-Hispanic	37	42.0%	47	40.5%	49	34.3%	73	48.7%
Filipino	27	77.1%	38	71.7%	36	58.1%	38	66.7%
Hispanic	88	57.1%	110	59.1%	170	57.8%	208	64.2%
Not Reported	40	66.7%	43	63.2%	47	75.8%	19	67.9%
Pacific Islander	7	77.8%	18	72.0%	8	33.3%	7	70.0%
Two or More	20	62.5%	17	50.0%	43	58.1%	56	59.6%
White non-Hispanic	283	71.5%	338	68.0%	391	68.2%	352	71.5%
<b>Total</b>	530	#NUM!	2	100.0%	11	78.6%	7	63.6%
		65.2%	653	63.0%	798	60.8%	802	65.3%

# Grossmont College Enrollment HED

## No Success by Ethnicity

Ethnicity	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	20.0%	3	33.3%	3	50.0%	1	50.0%
Asian	5	14.7%	7	14.9%	8	13.3%	8	13.3%
Black non-Hispanic	23	26.1%	36	31.1%	40	28.8%	43	28.7%
Filipino	4	11.4%	7	13.2%	13	21.1%	8	14.1%
Hispanic	35	22.7%	35	18.8%	60	20.4%	57	17.6%
Not Reported	6	10.0%	14	20.6%	3	4.8%	3	10.7%
Pacific Islander	1	11.1%	3	12.2%	6	25.0%	2	20.0%
Two or More	7	21.9%	9	26.5%	17	23.3%	20	21.3%
White non-Hispanic	41	10.4%	77	15.5%	82	14.3%	65	13.2%
<b>Total</b>	123	15.1%	191	18.4%	233	17.8%	208	16.9%

# Grossmont College Enrollment

## HED

### Withdrawal by Ethnicity

Ethnicity	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	20.0%	1	11.1%	2	33.3%		
Asian	4	11.8%	5	10.6%	10	16.7%	11	18.3%
Black non-Hispanic	28	31.8%	33	28.4%	54	37.8%	34	22.7%
Filipino	4	11.4%	8	15.1%	13	21.1%	11	19.3%
Hispanic	31	20.1%	41	22.2%	64	21.8%	59	18.2%
Not Reported	14	23.3%	11	16.2%	12	19.4%	6	21.4%
Pacific Islander	1	11.1%	4	16.0%	10	41.7%	1	10.0%
Two or More	5	15.6%	8	23.5%	14	18.9%	18	19.1%
White non-Hispanic	72	18.2%	82	16.5%	100	17.5%	75	15.2%
		#NUM!		%	2	14.3%	3	27.3%
<b>Total</b>	160	19.7%	193	18.6%	281	21.4%	218	17.8%

# Grossmont College Enrollment

## HED

### Retention by Ethnicity

Ethnicity	Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	4	80.0%	8	88.9%	4	66.7%	2	100.0%
Asian	30	88.2%	42	89.4%	50	83.3%	49	81.7%
Black non-Hispanic	60	68.2%	83	71.6%	89	62.2%	116	77.3%
Filipino	31	88.6%	45	84.9%	49	79.0%	46	80.7%
Hispanic	123	79.9%	145	78.0%	230	78.2%	265	81.8%
Not Reported	46	76.7%	57	83.8%	50	80.6%	22	78.6%
Pacific Islander	8	88.9%	21	84.0%	14	58.3%	9	90.0%
Two or More	27	84.4%	26	76.5%	60	81.1%	76	80.9%
White non-Hispanic	324	81.8%	415	83.5%	473	82.5%	417	84.8%
<b>Total</b>	653	#NUM!	2	100.0%	12	85.7%	8	72.7%
		80.3%	844	81.4%	1,031	78.6%	1,010	82.2%



# HED

## Online vs. Face-to-Face Retention and Success

### HED: Online vs. Face-to-Face Retention and Success

	Retention - HED online sections										Success - HED online sections									
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011				
HED 101 - Keys to Successful Weight Control			51.72%	75.00%	67.07%	62.03%	93.33%			51.72%	54.35%	51.22%	41.77%	76.67%						
HED 105 - Health Education for Teachers	90.91%	86.11%	83.15%	79.27%	91.30%	86.67%	93.89%	87.80%	72.73%	59.72%	60.67%	60.98%	78.26%	62.22%	73.47%	56.10%				
HED 120 - Personal Health and Lifestyles	85.98%	94.23%	87.50%	84.75%	76.00%	86.81%	85.54%	88.98%	49.53%	61.54%	60.00%	66.95%	57.00%	68.75%	71.08%	66.95%				
HED 155 - Realities of Nutrition	69.23%	80.65%	96.67%	92.31%	75.79%	81.19%	80.22%	69.00%	65.38%	74.19%	76.67%	76.92%	63.16%	64.36%	60.44%	55.00%				
HED 201 - Introduction to Public Health		59.38%	84.62%	79.59%	74.73%	80.00%	80.95%	75.47%		53.13%	76.92%	71.43%	62.64%	74.55%	61.90%	64.15%				
HED 255 - Science of Nutrition			71.43%	86.84%	97.78%	97.78%	85.71%	90.00%			57.14%	86.84%	93.33%	93.33%	82.86%	87.50%				

	HED retention - face-to-face sections										HED success - face-to-face sections									
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Summer 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011			
HED 120 - Personal Health and Lifestyles	79.42%	81.40%	79.79%	85.13%	81.84%	76.81%	87.59%	82.71%	80.70%	58.85%	68.12%	61.05%	60.91%	64.04%	57.79%	74.82%	65.24%			
HED 155 - Realities of Nutrition	82.74%	80.17%	89.73%	83.58%	83.33%	83.06%	85.16%	88.82%	82.35%	72.02%	62.81%	76.03%	67.16%	59.31%	60.66%	65.38%	70.81%			

# ***Appendix 12***

## ***Grossmont College Program Review Data Elements***

***Exercise Science and Wellness***



**GCCCD**  
**Grossmont College Program Review**  
**Program Data Elements**

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<b><u>Exercise Science (083500)</u></b>								
Course #								
ES 001	ES 041	ES 155A	ES 207	ES 250				
ES 003	ES 043A	ES 155B	ES 208	ES 253				
ES 004	ES 043B	ES 170A	ES 209	ES 255				
ES 005	ES 044	ES 171A	ES 210	ES 262				
ES 006	ES 047	ES 172A	ES 211	ES 263				
ES 007	ES 051	ES 172C	ES 212	ES 290				
ES 008	ES 060A	ES 175A	ES 214	ES 291				
ES 009	ES 076A	ES 175B	ES 215	ES 292				
ES 017	ES 076B	ES 180	ES 216	ES 293				
ES 023	ES 120A	ES 185A	ES 219	ES 294				
ES 024	ES 121	ES 185B	ES 221	ES 296				
ES 027	ES 125A	ES 195	ES 222	ES 299				
ES 028	ES 125B	ES 196	ES 224	ES 299A				
ES 029	ES 130A	ES 199	ES 225	ES 299B				
ES 030	ES 130B	ES 200	ES 230					
ES 035	ES 130C	ES 201	ES 231					
ES 037	ES 135	ES 203	ES 233					
ES 039	ES 136	ES 204	ES 234					
ES 040	ES 150	ES 206	ES 240					
WSCH/FTES								
Summer- WSCH	2,684.30	2,721.35	2,525.53	2,491.84	2,859.47	2,577.00	3,090.00	75.00
Fall- WSCH	8,635.00	8,439.50	7,470.00	7,735.50	7,702.50	9,730.00	11,365.50	10,557.00
Spring- WSCH	8,567.75	8,134.08	7,559.10	8,105.60	8,589.36	8,914.00	10,013.00	8,646.00
Total WSCH	<u>19,887.05</u>	<u>19,294.93</u>	<u>17,554.63</u>	<u>18,332.94</u>	<u>19,151.33</u>	<u>21,221.00</u>	<u>24,468.50</u>	<u>19,278.00</u>
Total FTES	<u>662.90</u>	<u>643.16</u>	<u>585.15</u>	<u>611.10</u>	<u>638.38</u>	<u>707.37</u>	<u>815.62</u>	<u>642.60</u>
Unrestricted General Fund Cost	<u>1,316,743</u>	<u>1,358,020</u>	<u>1,516,840</u>	<u>1,562,416</u>	<u>1,592,664</u>	<u>1,781,386</u>	<u>1,776,639</u>	<u>1,537,022</u>
Costs per FTES	<u>1,986.34</u>	<u>2,111.48</u>	<u>2,592.22</u>	<u>2,556.73</u>	<u>2,494.85</u>	<u>2,518.32</u>	<u>2,178.27</u>	<u>2,391.88</u>
Restricted General Fund Cost (Grants, Categorical funds)	3,560.00	10,384.00	9,553.00	11,073.00	13,946.00	11,515.00	1,662.00	0.00

**GCCCD**  
**Grossmont College Program Review**  
**Program Data Elements**

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<b><u>Intercollegiate Athletics (083550)</u></b>								
Course #								
ES 203								
ES 206								
ES 207								
ES 208								
ES 209								
ES 210								
ES 212								
ES 214								
ES 215								
ES 218								
ES 219								
ES 221								
ES 224								
ES 225								
ES 230								
ES 231								
ES 233								
ES 234								
ES 240								
WSCH/FTES								
Summer- WSCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fall- WSCH	2,050.00	2,540.00	2,510.00	2,330.00	2,490.00	1,470.00	1,300.00	1,280.00
Spring- WSCH	1,330.00	1,675.00	1,570.00	1,575.00	1,625.00	2,498.00	1,876.00	2,444.00
Total WSCH	<u>3,380.00</u>	<u>4,215.00</u>	<u>4,080.00</u>	<u>3,905.00</u>	<u>4,115.00</u>	<u>3,968.00</u>	<u>3,176.00</u>	<u>3,724.00</u>
Total FTES	<u>112.67</u>	<u>140.50</u>	<u>136.00</u>	<u>130.17</u>	<u>137.17</u>	<u>132.27</u>	<u>105.87</u>	<u>124.13</u>
Unrestricted General Fund Cost	<u>410,388</u>	<u>431,966</u>	<u>467,858</u>	<u>492,070</u>	<u>506,749</u>	<u>354,156</u>	<u>338,275</u>	<u>363,536</u>
Costs per FTES	<u>3,642.39</u>	<u>3,074.49</u>	<u>3,440.13</u>	<u>3,780.21</u>	<u>3,694.31</u>	<u>2,677.52</u>	<u>3,195.19</u>	<u>2,928.67</u>
Restricted General Fund Cost (Grants, Categorical funds)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

# ***Appendix 12***

## ***Grossmont College Program Review Data Elements***

### ***Health Education***



**GCCCD**  
**Grossmont College Program Review**  
**Program Data Elements**

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<b><u>Health Education (083700)</u></b>								
Course #								
HED 101								
HED 105								
HED 120								
HED 122								
HED 155								
HED 155								
HED 158								
HED 201								
HED 255								
WSCH/FTES								
Summer- WSCH	270.00	279.00	264.00	153.00	285.00	398.50	813.50	154.00
Fall- WSCH	2,967.00	3,114.00	2,775.00	2,697.00	3,029.00	3,296.00	3,712.00	3,625.00
Spring- WSCH	3,036.00	2,793.00	2,448.00	2,682.00	2,771.50	3,232.00	3,592.50	3,487.00
Total WSCH	<u>6,273.00</u>	<u>6,186.00</u>	<u>5,487.00</u>	<u>5,532.00</u>	<u>6,085.50</u>	<u>6,926.50</u>	<u>8,118.00</u>	<u>7,266.00</u>
Total FTES	<u>209.10</u>	<u>206.20</u>	<u>182.90</u>	<u>184.40</u>	<u>202.85</u>	<u>230.88</u>	<u>270.60</u>	<u>242.20</u>
Unrestricted General Fund Cost	<u>221,921</u>	<u>189,111</u>	<u>194,045</u>	<u>257,779</u>	<u>344,274</u>	<u>361,463</u>	<u>300,186</u>	<u>342,034</u>
Costs per FTES	<u>1,061.32</u>	<u>917.12</u>	<u>1,060.93</u>	<u>1,397.93</u>	<u>1,697.19</u>	<u>1,565.59</u>	<u>1,109.33</u>	<u>1,412.20</u>
Restricted General Fund Cost (Grants, Categorical funds)	0.00	0.00	0.00	0.00	2,903.00	0.00	0.00	0.00



# ***Appendix 13***

## ***Fiscal Data: Outcomes Profile***

### ***Exercise Science and Wellness***



**APPENDIX 13**

**Outcomes Profile – EXERCISE SCIENCE AND WELLNESS**

1. Semester/Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
2. Enrollment	3713	3751	3779	3973	4116	4429	4881	4900
3. Earned WSCH/FTEF	486.89	455.58	481.55	468.89	476.35	466.05	574.44	546.44
4. Total FTES (with summer)	611.10		638.38		707.37		815.62	
5. Cost/FTES (with summer)	\$2,556.73		\$2,494.85		\$2,518.32		\$2,178.27	
6. Total Cost/Fiscal Year (with summer)	\$1,562,416		\$1,592,664		\$1,781,386		\$1,776,639	
7. Total Revenue (with summer)	\$2,519,565.30		\$2,914,096.10		\$3,229,023.70		\$3,723,166.60	
8. Other Revenue	Ø		Ø		Ø		Ø	
\$ Profit generated	\$957,149.30		\$1,321,432.10		\$1,447,637.70		\$1,946,527.60	

1. Semester/Year	Fall 2010	Spring 2011
2. Enrollment	4580	4402
3. Earned WSCH/FTEF	599.51	562.83
4. Total FTES (with summer)	642.60	
5. Cost/FTES (with summer)	\$2,391.88	
6. Total Cost/Fiscal Year (with summer)	\$1,537,022	
7. Total Revenue (with summer)	\$2,933,359.70	
8. Other Revenue	Ø	
\$ Profit generated	\$1,396,337.70	

Program Review Cost/FTES Data

03/04 - \$3620 per FTES

04/05 - \$3946

05/06 - \$4494

06/07 - \$4123

07/08 - \$4564.83

08/09 - \$4564.83

09/10 - \$4564.83

# ***Appendix 13***

## ***Fiscal Data: Outcomes Profile***

### ***Health Education***



**APPENDIX 13**

**Outcomes Profile – HEALTH EDUCATION**

1. Semester/Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
2. Enrollment	780	761	887	813	1029	1020	1323	1297
3. Earned WSCH/FTEF	709.73	642.72	653.62	578.18	588.51	582.59	795.37	828.91
4. Total FTES (with summer)	184.4		202.85		230.88		270.60	
5. Cost/FTES (with summer)	\$1,397.93		\$1,697.19		\$1,565.59		\$1,109.33	
6. Total Cost/Fiscal Year (with summer)	\$257,778.29		\$344,0274.99		\$361,463.41		\$300,184.69	
7. Total Revenue (with summer)	\$760,281.20		\$925,975.76		\$1,053,927.90		\$1,235,242.9	
8. Other Revenue	Ø		Ø		Ø		Ø	
\$ Profit generated	\$502,502.91		\$581,700.77		\$692,464.50		\$935,058.30	

1. Semester/Year	Fall 2010	Spring 2011
2. Enrollment	1271	1217
3. Earned WSCH/FTEF	811.51	804.57
4. Total FTES (with summer)	242.20	
5. Cost/FTES (with summer)	\$1,412.20	
6. Total Cost/Fiscal Year (with summer)	\$342,034.84	
7. Total Revenue (with summer)	\$1,105,601.80	
8. Other Revenue	Ø	
\$ Profit generated	\$763,567.00	

Program Review Cost/FTES Data

03/04 - \$3620 per FTES

04/05 - \$3946

05/06 - \$4494

06/07 - \$4123

07/08 - \$4564.83

08/09 - \$4564.83

09/10 - \$4564.83