



G R O S S M O N T
C O L L E G E

Academic Program Review


History Department
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History Department




SIGN-OFF SHEET FOR HISTORY PROGRAM REVIEW

All the full-time faculty members of the History Department have reviewed the following program review documents and responses. This report represents our views and interpretations of the data and questions posed.



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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.

Since its modern development as an academic subject in the 19th century, history serves as a core subject for liberal arts, humanities, and social science divisions throughout the world's colleges and universities. Because of history's importance and contribution in developing educated, culturally literate citizens, it's difficult to imagine any college without a history department. From history courses, students learn to:

- 1) assess historical evidence by reading and interpreting primary and secondary sources.
- 2) debate significant and sometimes controversial historical issues.
- 3) address current problems through the prism of lessons found in the past.
- 4) explain historical causality and its effects.
- 5) apply research methods and critical thinking to develop theses for probing historical questions.
- 6) compose essays or research papers requiring keen insight and reflection of major historical topics.

When history students study the past, they draw a greater understanding about the present. They become astutely aware that the present must always be understood as something shaped and conditioned by tens, hundreds, if not thousands of years of past events. Then they realize that literally everything in the present – nations, peoples, institutions, the arts, cultures, ideas, and even material objects – had a beginning that can be traced to our current time.

Since Grossmont College's founding in 1961, the History Department has strove to teach these important lessons. During the first academic year 1961-62, history was taught in conjunction with political science by three full-time faculty – Thomas Ruth, Gene Schultz (also from the Counseling Department) and Walter Yuhl. History had ten original courses consisting of the two-part sequences of Western Civilization, the Americas, American Civilization and World Events (looking at contemporary world affairs). Completing the original list were the History of California and the History of the United States. Seven years later during the 1968-69 academic year, the collaboration with Political Science continued under the Social Sciences Division, but the full-time faculty grew to nine, including long-time Department mainstay Mel Amov and two female faculty Jacquelyn Hall and Clair Runyan. Four part-time instructors also taught in the Department. The course offerings expanded to include History of England and the Commonwealth, History of Latin America, History of the Far East, Great Men

in History, and Selected Topics in History or Government. As stated in the course catalog, History's mission was to "study and analyze various aspects of the conscious record of the human past, tracing and critically evaluating the development of both Western and Eastern civilizations."

By 1974-75, the History Department had already separated from Political Science and with nine full-time faculty, including long-time Department member and future online instruction innovator Gerald ("Jerry") Baydo, the course list continued to grow reflecting the interests of a more diverse student body and new scholarly venues. These courses included Minorities and the American Labor Movement, Ancient Civilizations, History of European Political Thought, Development of Modern Mexico, History of the American Indian, History of Urban America, History of San Diego County and Modern Military History and Theory. By 1983-84, the History Department had dropped to eight full-time faculty, but also added new courses like History of the American West, Middle East History, Women in History, and Sexual Attitudes in History - Ancient and Contemporary. Jumping to 1992-93 with twenty-two total classes, full-time faculty dipped again to seven – Amov, Baydo, Stanley Claussen, Forbes Dickinson, Lee Raymond, Don Sherman and James P. Hinkley. The introduction of survey Early and Modern World History and Modern History of Women in World Civilizations moved the focus of teaching history away from the previous "Western and Eastern civilizations" framework to a more global perspective.

The 1997-98 academic year proved to be crucial for the History Department. With several retirements, full-time faculty dropped to five – Amov, Baydo, Dickinson, Raymond and Thomas Bell (the first African-American full-timer). New full-time hires were desperately needed. By the end of 1999, Latin American specialist Carlos Contreras and women's historian Sue Gonda (the first female Department full-timer not part of political science) were hired into the History Department, now under Humanities, Social and Behavioral Sciences Division. After hiring Marty Ennis who replaced Dickinson in 2001, History now returned to seven full-time faculty with twenty-nine courses, eleven of them cross-listed with other departments including U.S. History: Black Perspectives.

Within the next decade, the History Department would continue to grow in course curriculum, create the first online classes, and hire more part-time instructors. However, the number of seven full-time faculty would remain constant; the only new hires were replacement ones. Robert Henry arrived in 2004 to replace Lee Raymond. When Baydo and Amov retired in 2005 and 2006, but remained teaching in the Department as part-timers, they were replaced by Devon Atchison and Angela Feres. 2007-08 marked the first academic year of the Department's current full-time faculty – Bell, Contreras, Gonda, Ennis, Henry, Atchison and Feres – all hired within the last eighteen years.

Within these five decades, the mission and purpose of teaching quality and intellectually stimulating history courses has not changed. However, as shown

throughout the years, when new interests, scholarly pursuits, social norms and even technology emerge, the History Department has responded and adapted by hiring more diverse faculty, creating and expanding new courses, and implementing new instructional methods (i.e. online classes). Currently within the English and Social/Behavioral Sciences Division, the History Department with its seven full-time faculty and approximately twenty part-time instructors teach a total of thirty-eight different courses. These eclectic courses range from lower-division flagship survey classes of American History, World History and Western Civilization to specialized ones like Survey of Medieval History, Women in Early American History, History of Mexico, Emergence of the Modern Middle East, and American Military History. With regard to facilities, the History Department has seen little dramatic shift in classrooms and office space. Classes are taught perennially in Buildings 51, 53 and 36. Faculty offices are located within the vicinity of these buildings or on the second floor of the Learning and Technology Resource Center. Department meetings are regularly held in Room 51-585 with informal meetings usually in the lounge at the aforementioned LTRC building.

Since its inception, the History Department's primary purpose is to offer lower-division history courses for General Education and/or university transfer. This validates the results from the first question in the Grossmont College History Department Student Survey given in Spring 2011 to 505 students: "What is your primary reason for taking this class?" 57.4% of those surveyed cited a General Education requirement and an additional 15.8% cited Transfer.

For Grossmont College's General Education Requirement, history courses fulfill the requirements for Area C1 Humanities and Areas D1 and D3 Social Sciences. Students often use the World, Western and American survey courses to satisfy these requirements. But the department's wide-ranging elective courses also fulfill this General Education Requirement. For CSU transfer, students can use history courses for Area C2 Humanities and Areas D3, D4, D6 Social Sciences. In addition, students can choose from twelve different history courses to fulfill CSU's U.S. History, Constitution and Government (American Institutions) requirement for both Track 1 and 2 (Part A and B). For the 2011-2012 Intersegmental General Education Transfer Curriculum (IGETC), history courses can be used to fulfill Area 3B Arts and Humanities and Areas 4C, 4D and 4F Social and Behavioral Sciences.

In addition, the History Department further serves students by offering a Grossmont College History major, comprising of 18 units divided between 12 units of survey courses and 6 units of specialty courses. The Department also allows courses to be cross-listed with the Cross-Cultural studies Department, collaborates with Project Success by teaching linked courses, and participates in the Honors Program. The History Department, likewise, provides speakers, lectures and volunteerism for campus-wide cultural, social and community events.

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 goal:

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

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

The Department's 6-year plan submitted in the Fall 2009 focuses on:

- 1) Expand the History Film & Lecture Series from a campus event to a community event.
- 2) Explore the possibility of a prerequisite in English 110 for history classes.
- 3) Improve a Department-wide process for referring students to the English Writing Center.
- 4) SLO Assessment
- 5) Explore an annual event for History majors, such as a workshop and field trip.
- 6) Obtain travel money for historical conferences and symposiums.
- 7) Continue to create innovative courses and explore the use of hybrid classes in History.
- 8) Need to hire one additional full-time faculty member over and above replacement faculty, preferably someone with experience in American History or U.S.-Middle East relations.

Most successful goal: Expand the History Film & Lecture Series from a campus event to a community event.

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

The History Department strives to show one-two films per semester with its popular and well-received Film and Lecture Series under the guidance of Marty Ennis. He selects features films based on popular interest, current social trends, or honoring a certain historical anniversary. These films are shown in Room 220 with refreshments and a Q&A post-film discussion. In the beginning, students arrived motivated by extra credit, a good film and free food. Now with these films presented during the evening, the East County community can arrive and participate. Advertisement and promotion is done through flyers, class

announcements, and notices on the department website. Because of its low cost, popularity and historical tie-in, this Film and Lecture series will continue to be a Department student/community fixture.

b) Report and explain the data you have to verify progress toward your goal.

No data is kept to verify this goal. Its success is measured by full capacity attendance at each of these film screenings and the enthusiastic Q&A sessions that ensue after the film.

c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority in its strategic plan?

The success of History's Film and Lecture series would fall under Goal 7: Develop and maintain an exceptional learning environment. As stated previously, the films function more than just leisure escapist entertainment. They also provide a forum to appreciate cinematic art, open historical dialogues and perspectives, and discuss the relevance of current social issues. Thus, within this non-academic venue and with community involvement, the Film and Lecture series provides an exceptional learning environment to reinforce the long-standing belief that students can and do learn about history through film.

Least successful goal: Obtain travel money for historical conferences and symposiums.

a) What challenges or obstacles have you encountered?

Although a close second to the Department's least successful was the inability to acquire a new full-time non-replacement hire, that situation will be expounded upon in further questions. Unlike other goals that require minimal or no money, obtaining travel funds for historical conferences and symposiums has hindered the Department's ability to keep current on the latest ideas and teaching methods in history. This hampers meeting Goal 3: Provide an Exceptional Learning Environment to Promote Student Success. It should be stressed that travel money differs from a conference/symposium's registration fees. Since the last program review, Grossmont has provided funds for faculty to register at places such as the World History Conference in Long Beach, CA (2006) and for Department Chair Robert Henry to attend the University of San Diego's Leadership Institute workshop. Actual travel money pays or offsets transportation and lodging costs. However, these pivotal funds have been stymied by frequent travel freezes due to budget constraints. While the Department has proved understanding and sensitive to this, the lack of travel money often discourages instructors, especially adjuncts, from venturing to out of state conferences since air fare or hotel costs would be incurred out of pocket. As a result, some valuable professional development conferences are missed - World History Conference, American Historical Association, etc. This cannot be

stressed enough. History faculty must remain current in the profession. If not, this in turn limits the Department's ability to stay current with new pedagogical and scholarly ideas from the historical profession.

b) Has this goal changed, and why?

Because of its importance to Department instruction and knowledge, this goal has not changed. In fact, it remains a constant, if not frustrating, subject at Department meetings and informal gatherings. Although journals, webinars or the website TED could serve as possible alternatives for attending conferences, nothing compares when an instructor enters the intellectual exchange and atmospheric dynamism of an actual conference. The ability to meet and learn from other historians, participate in activities, and pick up new historical literature/books cannot be accomplished by watching a conference from a computer screen. Because of the value of these conferences and what the instructor brings to his or her classroom, the goal of obtaining travel money will continue.

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.

The most recent Program Review Recommendations (2006) were as follows:

1. Replace full-time faculty as they separate.
2. Add one new full-time faculty position.
3. Collaborate more closely with Cross-Cultural Studies to enhance the United States History Black Perspective course.
4. Continue to support student success through the addition of reading courses as a recommended preparation for history classes. Develop strategies to increase support by the Reading Center such as inviting Reading Center representatives to visit classes.
5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning data for continued course and program improvement.
6. 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.

Here are the numbered corresponding responses to the following recommendations:

1. This recommendation has been successfully filled. Since the last program review, long-time full-time faculty Jerry Baydo and Mel Amov have retired. To replace them, Devon Atchison was hired to teach U.S. and Women's History courses while Angela Feres was hired to teach World and Western Civilization courses.
2. The addition of a new full-time (non-replacement) hire has been elusive for the History Department. Since the last program review, the Department has continually requested a new full-time faculty who could teach either World History or U.S. History and especially Middle Eastern courses. Both the History Department and the Coordinator of Arabic Language, Dr. Sonia Ghattas-Soliman, believe that a Middle Eastern History course is critical to countering stereotypes and provides students with a better understanding and analytical skills for current world events. But either through lack of funding or different hiring priorities for other departments, this has yet to be realized. Despite advocating for a new-full time hire in Annual Progress Reports and the 6-Year Plan, no new position has been created. Despite growing student enrollment and a great need to offer important GE and transfer courses, the History Department still serves the college with seven-full time faculty and over twenty adjuncts.
3. Hist 180 and 181, U.S. History: Black Perspectives I & II are continually offered each alternating semester. These courses are still cross-listed with Cross-Cultural Studies and are taught by Librarian Professor and part-time history instructor Curtis Stevens. As far as "enhancing" the course, in the Fall 2011 Professor Stevens modified the course outlines after a lapse of full articulation with UCSD. Based on a Grade Distribution sample of both Hist 180 and 181, recognizing overall student improvement has been inconclusive. For example in the Fall 2009, Hist 180 had 33 enrolled students whose final grades broke down to 10 A's, 13, B's, 1 C, 4 D's and 5 F's. For the same class in following year Fall 2010, 35 enrolled students' final grades broke down as 8 A's, 18 B's, 9 C's and *no D's or F's*. On the surface, this looks like a dramatic improvement. However, for Hist 181, 31 students in the Spring 2009 had earned 8 A's, 11 B's, 12 C's and *no D's or F's*. However, for the same class in the Spring 2011, 32 students earned 6 A's, 12 B's, 6 C's, no D's, but 8 F's. In sum, the apparent vicissitudes of non-passing grades makes it difficult, if not perplexing, to discern if the U.S. History: Black Perspectives courses have been "enhanced" as a Program Review Recommendation.
4. The Reading Center remains an important resource for the History Department. In both formal and informal meetings, the Department has sought

ways of increasing reading levels among underprepared students for the rigors of history courses. But within these discussions, no serious suggestions were made to add an English Reading course as a Recommended prep. Instead, English 110 College Composition still remains as the Department's only Recommended prep. When students earn a "C" or better, the course provides sufficient grounding for reading, writing, and critical thinking skills necessary to succeed in history courses. In addition, the Department has advised all instructors to mention the Reading Center on all class syllabi as a key student resource. With an increased number of non-native and ESL students enrolling in history classes, the Department has recently begun talks of including ESL 119 to serve as a supplemental Recommended prep alongside ENGL 110. The Department has also discussed the State's new Title 5 changes to allow cross-discipline prerequisites with content review. Once the process for developing English/ESL as a prerequisite has been established, it is the consensus of the Department to further explore that option.

5. Since the last program review, the Department with cooperation of both full-time and part-time staff have diligently crafted course SLOs. The Department has enormously benefitted from the enthusiastic assistance of Devon Atchison, the indefatigable SLO coordinator for the entire Grossmont campus. She has singlehandedly not only helped History create its SLOs, but also records data, write the Annual Progress Reports and GE Mapping. Through Department meetings and workshops, and some trial and error, three SLOs for History have been crafted. Every semester data is recorded for specific courses among various instructors using a numeric and Pass/Fail rubric. Then the data is discussed and analyzed by the entire Department to look at SLO success and where modifications in curriculum should be made.

6. This recommendation also has been largely met. The History Department does take the initiative to update course outlines within at least a 4-5 year period. In 2005, eleven courses were updated including Hist 108 and 109 (American history survey sequence) and Hist 180 and 181 (U.S. History: Black Perspectives). In 2007, the Department updated or created nine courses such as the World and Western Civilization surveys, Hist 103 Twentieth Century World History and Hist 136 Survey of Medieval History. Seven more updates followed in 2008, mostly those cross-listed with Cross-Cultural Studies. Most recently, Carlos Contreras updated Hist 114 and 115 to satisfy CSU's American Institutions requirement. Three courses have not been updated since 2000: Hist 154 and 155 (Women in Early and Modern World History) and Hist 194 Community Service Learning Experience. Budget cuts, not finding proper instructors, and priority on survey classes have rendered these courses dormant. But the Department understands this does not serve as an excuse and will within the next academic year update these courses.

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.

As stated above, during the 2007-08 academic year, the Department revised a vast majority of its course outlines. Many revisions entailed adding newer editions of current textbooks or the course’s content description needed more descriptive details. Even old course titles were changed to help students grasp more about the nature of the course, e.g. East Asian Civilization (the original Hist 158 History of the Far East) became simply Hist 137 History of East Asia. This effort also served as the impetus to supplement, separate or expand upon existing courses. For example, for nearly a decade, the only Middle Eastern history course the Department offered was Hist 147 Middle East History and Culture, cross-listed with Cross-Cultural studies and taught by adjunct Bachir Idoui from Sociology. Preferring that a relevant and timely topic like the history of the Middle East be taught by an actual history instructor, the Department created Hist 148 Emergence of the Modern Middle East to supplement and not to replace Hist 147.

With an increase number of Grossmont students coming from all different parts of the world – East Asia, Central Asia, South Asia, Russia, the Middle East, Latin America, etc. – the History Department remains cognizant and sensitive to making sure course offerings reflect topics covering the wide gamut of global perspectives. Among the course that reflects this global, gender and ethnic diversity include Hist 103 Twentieth Century World History, Hist 114 and 115 Comparative History of the Early and Modern History Americas, Hist 137 History East Asia, Hist 156 and Hist 157 Women in Early and Modern Western Civilizations, Hist 130 and 131 U.S. History and Cultures: Native American Perspectives I & II and the aforementioned Hist 148 Emergence of the Modern Middle East.

As stated in Question 1.1, the Department’s main purpose remains offering courses that enable students to earn General Education or transfer credit for Humanities and Social Science requirements. Therefore, the bedrock of the Department’s courses will be the lower-division surveys of U.S. History, World and Western Civilization classes. The Department continuously ensures that all

these courses' content, articulation and transferability are maintained so they match any 4-year university's own lower-division survey courses.

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? **You are encouraged to use feedback from your Faculty Survey discussion.**

When searching and interviewing prospective adjuncts, the Department first determines if they are well-versed and knowledgeable in the subject matter whether American, World, or Western history. The Department also asks about pedagogical approaches, evaluation methods, and even thematic approaches to the subjects. These sessions and interactions generally go well. Of 21 faculty surveyed in the Faculty Survey, 38.1% strongly agreed and 28.6% agreed to having received a college and Department orientation especially with a thorough grounding from the course outline. But from here, this is where academic freedom surfaces. Although it's imperative to provide correct facts, teaching history is quite subjective and interpretive. Two instructors teaching the same course will focus on different events, themes and omit material they deem unnecessary. This also is evident within evaluation methods. One instructor may assign a term paper; another will not. One will require a fair amount of primary document readings; another may do this lightly. In short, instructors bring their own views, experience and ideas to their own classes which in a positive manner accounts for the enormous intellectual diversity of the classes.

But the History Department has achieved some consistency of standards among instructors. Among these are its SLOs. The Department's three SLOs must appear on all instructor syllabi: (1) how to create a thesis from primary and secondary sources, (2) explain cause and effect and (3) describe the importance of historical actors. So even though the subject matter differs, these SLO goals are similar. Also within each course outline, the content area canvasses enough items and key terms that will keep the instructor focused on what material should be covered only for that course. To maintain constant dialogue over any consistency over what is taught, formal and informal meeting are held to discuss this.

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

By its own nature, history experiences constant revision and interpretation. For instance, a major reassessment could be done with a historical figure or event. A previous long-standing historical thesis could be supplanted by a fresh intriguing one. Methodologies and new scholarly approaches to traditional historical subjects also frequently occur. As a result of this dynamism and reevaluation

within the historical field, it is incumbent for instructors to be on the cusp of new information and ideas to incorporate into the classroom. This directly affects Grossmont's history majors needing to be familiar with history's new scholarly pursuits as they pursue advanced degrees at four year colleges. By Department recommendations or individual initiatives, faculty may read the latest history books and journal articles or watch historical documentaries. They attend lectures or seminars, enroll in history courses at various colleges, or work toward advanced degrees. Since the last program review, three full-time history faculty have earned their PhDs.

But most importantly, currency in the field is best achieved with attendance and participation at various historical conferences, like the World History Association (WHA). In 2006, full-time faculty members Carlos Contreras and Devon Atchison presented a paper at the World History Association Conference on the Zapatista Movement; their presentation was later published in the World History Association Journal. Here faculty can meet and interact with other historians to discuss the latest views, trends and ideas of history. In turn, as first stressed in Question 1.2, this currency and relevancy within the historical field arrives to the Grossmont history classroom. In 2007, Contreras and Atchison attended the Organization of American Historians inaugural Community College Workshop, a three-day workshop that focused on community college instructors and the ever-changing face of teaching history. In 2007, Sue Gonda and Atchison presented at the Western Association of Women's History (WAWH) conference, where they gave a paper on archival history. And in 2011, Contreras and Atchison attended the National Endowment of the Humanities Summer Workshop on Labor, Race and Urban Landscape. At conferences and workshops such as these, faculty meet and interact with other historians to discuss the latest views, trends and ideas of history. In turn, this currency and relevancy within the historical field arrives to the Grossmont history classroom.

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.)

With seven full-time faculty and over twenty adjuncts teaching yearly over two dozen different courses, grading patterns and variances must be scrutinized carefully to learn any insights into the Department's curriculum and quality of instruction. Teaching history is a subjective endeavor. With a vast amount of information to cover, sufficient choices must be made from a course outline's content without overwhelming students. Therefore, even within the same course no two instructors use the same textbook or primary source readings, cover the exact same historical figures and events, or even employ similar evaluation methods and testing. As an analogy, no two people will pick the exact same oranges in an identical grove. Thus, these divergences will undoubtedly yield

noticeable discrepancies in pass and retention rates.

But considering these imperfections, the History Department has noticed two significant patterns from the course Grade Distributions between the Fall 2003 to Spring 2010:

1) The U.S. History survey courses, Hist 108 and 109, maintain higher pass rates (defined as C or better or CR) and generally lower withdrawal rates than World and Western civilization survey courses. In Fall 2003, 14 sections of Hist 108 recorded 85% pass rates and 21% withdrawals while Hist 109 with 15 sections recorded an equal 85% pass rate with a 19% withdrawal. By contrast, Hist 100 Early World History witnessed a 75% pass and 22% withdrawal rates. Hist 101 Modern World History registered a bit better with an 82% pass rate and 18% withdrawals. During this same semester, Hist 105 and 106 Early and Modern Western Civilization recorded 69% and 80% success rates respectively and 25% and 22% withdrawal rates. Consistency in pass rates and retention appear to be within the U.S. History Survey sequence and not the World or Western courses.

This pattern continued in the Spring of 2007. Hist 108 registered 85% pass and 16% withdrawal rates; Hist 109 at a whopping 90% pass and 18% withdrawal rates. Whereas, Hist 100 witnessed only a 74% pass rate and a less than desirable 29% withdrawal rate; Hist 101 fared worse at 71% pass and 33% withdrawal rates. Hist 105 and 106 scored a bit higher with 87% and 83% pass rates and 32% and 26% withdrawal rates.

For Spring 2010, one noticeable improvement emerged. Hist 100 recorded an 86% pass rate out of 254 enrolled students; the withdrawal rate was 24%, dropping 5% from the Spring 2007 rate. Statistically, this was on par with Hist 108 and 109 of that same Spring 2010 semester: Hist 108 at 81% pass and 20% withdrawal and Hist 109 at 82% pass and a low 16% withdrawal. Hist 105 and 106 recorded 83% and 77% pass rates respectively with over 20% withdrawal rates.

Some explanations for the higher and more consistent Hist 108 and 109 pass and retention rates include the more ease and familiarity students have with U.S. History than the more obscure and unfamiliar places and events from World and Western History. The nearly three times as many U.S. survey sections than World and Western Civilization courses may have also skewed the results. Or finally, it may be that U.S. history's content includes far less time and space (one continent, 500-600 years vs. several continents, thousands of years), making it more manageable for students to learn and digest.

2) There is one final observation. Two randomly selected online courses were viewed to compare pass and retention rates. In the Spring 2010, one Hist 105 online class of 38 enrolled students had a 73% pass rate and a 17% withdrawal

rate. But on the other hand, in the same semester, a Hist 137 History of East Asia online class of 35 enrolled had a 65% pass rate and a large 27% withdraw rate. One conclusion can be drawn. Lower pass rates and higher withdrawal rates are likely for a specialized online history class with content that is more remote from a California student's experience. Such a class lacks direct and immediate instructor involvement to answer questions or make lucid the more unfamiliar material. An online instructor is also denied the immediate visual feedback when students clearly do not comprehend the material. Thus, online students may gradually distance themselves from the class and drop. More on retention and success rates of online classes in Question 2.8.

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).

Unlike math, English and other discipline, history is not conducive to calibrated grading. As mentioned previously, each instructor selects texts, sources, and pedagogical styles that both play to the instructor's strengths and students' diverse learning styles. While the Course Outline guides the main content, in multiple sections of the same course, there will be variances in how topics are emphasized. This latitude and flexibility helps student learning when instructors, each with specialty areas of knowledge, are allowed to design their course.

At the same time among faculty, some "understood rubrics" strive for consistency in grading. Most syllabi adhere to grading components of class participating, writing assignments (whether essay or term papers), quizzes individual projects and tests. Because tests and essays reflect content mastery, they constitute the vast majority of class grading. Historians' opinions vary as to how strictly students should be graded on their grammar, punctuation, syntax and word choice in freshman-level history courses. If this Department taught in a state that allowed mandatory testing and placement of students in English BEFORE enrolling in our history classes, there might be a consensus on consistency in grading within multiple sections. At this moment however, students enroll in history classes with an extreme range of English usage skills, but instructors still expect them to master historical content and analyze primary sources. Also, instructors are required to implement Department SLOs into their courses including primary and secondary sources to support a historical thesis, explain cause and effect, and identification of the importance of historical actors.

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

In Appendix 3 of the History Department's last program review, there were twenty-nine courses the department offered to Grossmont students. Broken

down, they were eight broad surveys, eleven ethnic perspective courses cross-listed with Cross-Cultural studies, two women's U.S. history courses and five specialty regional courses and three community service learning and special topics courses. By and large, these courses reflected the standard amount of survey, ethnic and specialty courses available in a community college history department.

Now, attesting to the major growth of courses in our department, Appendix 2 in this current program review contains thirty-eight courses reflecting both brand new and revamped existing courses. The major survey courses – World, Western and U.S. – now have more detailed catalog descriptions including key topics and time periods. Furthermore, the History of Mexico, California, East Asia, Ancient Civilizations and the women's history courses also have more detailed updated catalog descriptions. Since the last program review, the History Department has created seven new courses, each with a goal of responding and supplementing to changing demographics or subject needs among Grossmont students.

- 1) Hist 156 and 157 covers women's history in Early and Modern Western Civilization to supplement the existing Hist 154 and 155 courses on women in Early and Modern World History.
- 2) An exciting and popular new course that debuted in 2007 taught primarily by Robert Henry is Hist 103 Twentieth Century World History. This is a specialty course focusing on worldwide events, wars, conflict and ideologies of the 20th century. This course builds upon Hist 101 Modern World History because most instructors run out of time by semester's end to cover the pivotal events of the 20th century.
- 3) Hist 136 Survey of Medieval History was created with the same goals of Hist 103: enlarge a topic era not sufficiently covered in a survey course. Topics in medieval history are covered only for at best several weeks in an Early Western Civilization course. Now the full medieval period completely expands in scope and depth. Taught exclusively by Angela Feres, this course has attracted a huge following among medieval aficionados and has even spun off a medieval club on campus.
- 4) Reflecting the dynamic geopolitical times, new student demographics and a need for greater awareness, Hist 148 Emergence of the Modern Middle East is the Department's most recent new course offering. This course remains strikingly different from Hist 147 Middle East History and Culture that really belongs and is taught by someone from the Cross-Cultural Studies department. Hist 148, as the title indicates, covers more focused and specialized events in the Middle East particularly within the last two centuries. This course is taught by Robert Bond from Cuyamaca, a specialist in this area. The course started off with modest numbers but hopefully like the other new specialty courses will gain a following and increased numbers.

- 5) To service the interests of military veterans and aficionados, Hist 113 American Military History was launched providing survey coverage of American history through a military perspective. Part-time instructor Joe Radzikowski, a career Marine officer and Vietnam War veteran, teaches this highly popular course.
- 6) The History Department has even designated a specific time frame from our U.S. survey courses, Hist 112 American History: 1945-Present, for specialized study. As a way to crystallize the American present today, this study of the last six-seven decades of American history, is taught by Devon Atchison.

In sum, the History Department has made great strides to enhance and expand our courses to cover more subjects, geographic areas and time periods. There are many different reasons for these additions: changing student interests, new classes to showcase instructor specialties, response to expanding global perspectives, etc. But overall, these new courses reflect the Department's initiative and willingness to grow with and meet changing times and needs.

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

As described in Question 1.1, history is the study of the past to gain a better understanding and interpretation of the present. Therefore, history by its own nature considers many current issues – environmental, societal, ethical, political, technological - worthy of discussion and analysis. For example, events in the Middle East and Africa could elicit a discussion on the backdrop of European colonialism or the legacy of WWII. National, state and local elections could serve as a current perspective on the democratic processes and changes seen in U.S. political history. Current events are inescapable for discussion in a history class so it becomes necessary for instructors to guide and illuminate students about these events from a historical framework. Outside of the classroom, instructors engage in campus-wide events to address current events from a historical perspective. For example, during the 2011 Henrietta Lacks Week, the History Department assembled a panel discussion giving historical context to the current debate of medical ethics. Marty Ennis' Film and Lecture series often focuses on historical movies that touch on current events and each film is introduced with connections to the present. In sum, current issues undoubtedly become woven into the fabric of the History Department's curriculum.

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? (Please see instructions for help on finding the applicable data.)

Since the last Program Review, the History Department has made online courses a staple in yearly class scheduling. The delivery of course content, facility of

testing, and video capability makes history courses ideal for the online medium. All of the department survey courses – World, Western and U.S. – have been developed as online classes. Because of its technical nature, online instructor “specialists” first taught these courses. Jerry Baydo, an online course innovator, helmed the first U.S. History classes. Later the department brought in adjuncts Melinda Klein and Richard Sennet solely to teach more U.S. and Western Civilization online courses. Long-time adjuncts Oscar Canedo and Kristin Hargrove have both taught Modern American History and California history online. But later recognizing its expanding need, full-time faculty eventually added online classes alongside their “face to face” classes. Angela Feres regularly teaches World History and Survey of Medieval History online; Robert Henry, taught three years of East Asian History online and Devon Atchison at present exclusively teaches U.S. History online.

With several years of online courses, the Department can extrapolate some meaningful data to compare their retention and success rates with similar “face to face” classes. In sum, online classes tend to have slightly higher withdrawal rates but, when averaged among several different instructors, the success rates are comparable with traditional classes. For example, referring back to Question 2.4, U.S. History courses enjoy at least a high 80% success and 20% withdrawal rates. In the Spring 2010, the class schedule included five Hist 108 online classes. They had a withdrawal rate of 35%, 35%, 29% and 0% (yes, that’s 0% or a 100 % retention rate). The success rates for these five classes corresponded to 64%, 84%, 95%, 86%, and 78%, an average of 81%. In addition, four Hist 109 online courses in the semester revealed at 4%, 17%, 17% and 29% withdrawal rates and an incredibly high 99%, 85%, 100% and 94% success rates, or an average of 94.5%. So are these classes easier? Students have claimed enjoying the time and flexibility in learning their material. So for the student who prefers self-study and possesses the discipline, online classes might yield a higher success rates. But if students are disengaged and forgetful about the class, falling behind becomes inevitable leading to withdrawals. Finally, the Department also observed that the highest success and lowest withdrawal rates are tied with specific individual instructors. So the effectiveness and appeal of certain instructors remain a factor. The Department concludes that the time and diligence instructors invest in an online class – the lecture notes, videos, PowerPoints, etc. – accounts for the high success rates.

By comparison, specialized online classes like Survey of Medieval History (Hist 136) and History of East Asia (Hist 137) have higher withdrawal rates and lower success rates in contrast to their online survey counterparts. For the Spring 2010 Hist 136 online registered a withdrawal rate at 29% and a success rate of 82%. In the same semester, as stated previously in Question 2.4, online Hist 137 had a withdrawal rate of 27% and a success rate of 65%. As concluded earlier, specialty online courses require more interaction and accessible material for student success.

The above results reflect a sampling of online courses within a specific semester. Cal Pass Smart Tool has recorded data on success rates of Grossmont's online history classes from 2002 to 2010. Their aggregate percentages are recorded by academic year. Some online courses saw their early success rates low and then build (Hist 114 and 115 are good examples); while others started high, dipped and then stabilized. There were even some online classes that recorded greater success rates than its in-class counterparts. A comparison of traditional classes and online classes is provided in Appendix 13: Statistical Data: Outcomes Profile. A more in-depth look at these results will be provided in Question 5.2 within the context of instructor innovation.

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. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Not applicable. The History Department has no formally articulated courses or collaboration efforts with K-12 schools.

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.

Janice Johnson, Grossmont's articulation officer, has been extremely helpful to ensure all History Department's courses meet articulation with CSU and UC transfer. Janice takes the initiative by emailing or phoning the Department when an articulation issue arises, allowing plenty of time to rectify the problem before articulation lapses. For example, recently UCSD threatened to remove articulation of the Department's U.S. survey and U.S. History: Black Perspectives courses if certain language and writing assignment criteria within the course outlines did not change. With Janice's advanced warning, several U.S. history instructors heeded UCSD's request and amended the outlines to include sample writing and research project proposals. This process was repeated for Hist 137 East Asia and Hist 114 and 115 Comparative Early and Modern History of the Americas which needed to contain language appropriate for the U.S. Constitution and American Ideals Requirement for CSU. Currently, all Grossmont history courses articulate with CSU and UC as UC-B (Behavioral Sciences) or H (Humanities).

For students transferring outside of the CSU and UC system, the History Department courses transfer quite well. The lower-division surveys of U.S., World and Western are similar in scope and structure to any other standard historical surveys throughout the nation's colleges and universities. However, the Department and Counseling exhort students to exercise caution when

transferring any specialty history class. Although likely accepted for elective credit, such a class might not transfer for lower-division credit if the course title and content matches a course found at the college's upper division level. For example, the Department's Hist 136 Survey of Medieval History is not typical as a lower-division offering, but instead will usually be taught as an upper division class. This could negate possible articulation for a Grossmont student. Because of these possible articulation issues at other non CSU and UC schools, students are always encouraged to meet with counselors or see Janice Johnson.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4** - Annual Progress Reports, as well as **Appendix 5** – SLO Assessment Analyses and **Appendix 6** – Course-to-Program SLO Mapping document, answer the following questions:

The following responses were written by History faculty and SLO Coordinator Devon Atchison:

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

The History Department has been fully engaged in the SLO assessment process since the 2008-2009 school year and continuously uses SLO assessment data to make quality improvements in our History courses. When the History Department designed its SLOs in 2006, the Department agreed that each course should focus on the same three SLOs, which currently read (after multiple revisions):

Upon completion of a History course, our students will be able to:

- Analyze primary and secondary sources and explain how they support a thesis statement.
- Explain relationships between the causes of historical events and their effects.
- Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Every Fall semester, when we meet as a department to discuss the SLO assessments that were conducted during the previous year, we make recommendations for any changes to our SLOs, our assessment tool, and, most importantly, our pedagogy.

After the 2008-2009 academic year, when we assessed History 108 and History 123, the Department concluded that our assessment tool was working, we had high levels of success on SLOs 2 and 3, but low levels of success on SLO 1. Accordingly, the Department discussed “why” and concluded that we were assessing something that we didn’t feel, as a department, was our teaching focus, and so we changed our SLO 1 to better address what we felt our students should be able to do when exiting a History course (we changed the SLO from “prove a thesis statement” to “analyze primary and secondary sources to explain the relevance of a thesis statement”). We also discussed pedagogical strategies such as holding a thesis statement workshop in our classes and doing exercises regarding thesis statements.

After the 2009-2010 academic year, when we assessed History 100, History 109, History 112, and History 136, the Department concluded that our assessment tool was working, we still had high levels of success overall on SLO 2, but while our students were doing better on SLO 1, they were still not as high as we desired on SLO 1, as well as some comprehension issues on SLO 3. Accordingly, the Department decided to change SLO 3 (changing the phrase “historical actor” to “relevant individual”) and tweak the wording of SLO 1 just a bit (from “explain the relevance” to “explain how they support”). We also spent a significant amount of time discussing pedagogy and came out of the meeting with numerous pedagogical strategies to increase success, such as using primary sources regularly in our classes through the semester, giving instruction to the students on the analysis of primary sources, using the language of our SLOs throughout the semester, giving quizzes on primary sources and using an essay template for research papers.

After the 2010-2011 academic year, when we assessed History 101 and 114, the Department concluded that our assessment tool was working, we had high levels of success overall on SLOs 2 and 3, and while our students were doing continuously better on SLO 1, we could still do more. The Department decided to create an SLO Pilot Program to be launched by volunteer instructors in Spring 2012. The Pilot Program has instructors focusing, each week, in a concerted and obvious way, on primary and secondary sources, their differences, how to use them, how to analyze them, etc., because instructors believed that one of the major hurdles in student achievement of SLO 1 was that students weren’t grasping primary and secondary sources and analysis fully.

The History Department engages in annual discussion about our SLO assessment process, constantly makes changes and improvements to the assessment process, discusses and implements pedagogical strategies to increase student success, and department members regularly engage in the

assessment process. The only improvement we could make would be to implement the Pilot Program across all of our courses, if it is deemed to increase student success.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 5)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 6)**, discuss your students' success at meeting your Program SLOs.

Each of our courses is mapped to GE/ISLO Understanding of Arts and Humanities (AH) and GE/ISLO Effective Communication (EC). SLO 1 for all courses asked students to analyze primary and secondary sources to support a thesis statement. Since we began SLO assessments in 2008-2009, students have gone from a 60% passing rate to a 75% passing rate on SLO 1 (Analyze primary and secondary sources and explain how they support a thesis statement). This demonstrates success in GE/ISLO Understanding of Arts and Humanities because students achieved AH Suboutcome 2 (Demonstrate basic knowledge of the arts, literature, history, and philosophy.) Students also achieved GE/ISLO Effective Communication because they achieved EC Suboutcome 3 (Read critically and analytically, identifying central arguments and lines of reasoning in a number of different kinds of texts). Since we began SLO assessments in 2008, 2009, students have received between 75% and 89% on SLO #2 (identifying cause and effect in historical events) and between 75% and 91% on SLO #3 (identify the significance of a historical actor and his/her effect on history), demonstrating AH Suboutcome 2 and EC Suboutcome 3.

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 6**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

There are no changes that we would make to the Mapping Document or to the History program, itself.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

Facility availability does not affect the History Department greatly. A spacious classroom equipped with a whiteboard, media equipment and a sturdy lectern generally suffices for an effective instructor. Here, the core pedagogical

elements of lecture, group-instructor led discussion, PowerPoint slides, overhead transparencies, video and film presentations and any conceivable use of the internet can all be utilized in such a classroom. For years, the classrooms of buildings 51, 53 and 36 have been adequate for the needs and resources of our instructors.

In addition, no facilities are required for online history courses. Online instructors, as well as students, just require their desktop or laptop computers. This does not impede student access for online classes. Most students possess personal computers or diverse and ubiquitous electronic devices (i.e. I-Pads, SmartPhones) to access the department's online classes. But if not, these students can easily use the computers in Grossmont's LT&R (Tech Mall).

On occasion, instructors need the use of large auditorium rooms like 220 or Griffin Gate for special events requiring a larger student audience. Marty Ennis regularly shows historical films in that room for his Film and Lecture series. Or history instructors will set up a panel lecture or guest speaker presentation in Room 220 as the Department did during Henrietta Lacks week (October 2011). With advanced notice and preparation, the use and availability of these larger room facilities has never been a hindrance for our instructors.

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

For standard survey courses (i.e. American and World History), our Department makes sure that these courses are offered continuously throughout the day. The Department realizes that the availability of these classes remains crucial as key general education and transfer requirements. Thus, at least one (often more) section of a typical survey class is scheduled every class hour throughout the morning, mid-morning, early afternoon, late afternoon and evening during a Monday-Thursday week. This scheduling responds to the Spring 2011 Student Survey finding where 56% of the students preferred taking history classes from 9AM-12PM. Although less frequent now because of section cuts, survey courses were also scheduled on Fridays and Saturdays to accommodate even more students.

During the Department's last program review, online courses remained in their inception with the goal of increasing availability for students unwillingly or unable to come to campus. Since then, online courses have proliferated with more offerings covering not only all standard survey courses but also specialty courses like History of East Asia, California History and Survey of Medieval History. Currently on average, a typical semester history schedule comprises a 6 to 1 ratio of on campus to online classes. From instructors' own direct knowledge, this availability has helped tremendously with a variety of students unable to take

classes on campus such as disabled students, military students stationed overseas, full-time parents, working professionals and even students living out of state or abroad.

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

In the Student Survey, three questions addressed the issues of student access within the History Department:

- 1) "How satisfied are you with the availability of courses in this department?"
- 2) "What modes of communication are made available to you by your instructor?"
- 3) "When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor."

For the first question, 34.4% of students were "Very Satisfied" and 38.6% reported "Satisfied." This reflects 70% of students finding the courses they need that fit with their schedule. This also reflects the Department's concerted efforts to schedule GE and transfer survey classes at a variety of times Monday-Thursday. Only a combined 8% of students claimed they were "Dissatisfied" or "Very Dissatisfied" with the Department's course availability. The reasons for this dissatisfaction could stem from a student's personal inability to add within an already overcrowded class or the Department was unable to offer a specific history course necessary for the student to complete the major.

For the second question, the primary method of student-instructor communication outside the classroom is email at 39.3% followed by face to face contact at 37.9%. These results show fairly good instructor accessibility outside of the classroom and the diligence in responding to student emails. Lastly, when students require additional help outside of the classroom, 48.5% claimed such help was rendered before and after class and a revealing 42.5% cited via email. These findings seem to indicate that students are pressed for time. They secured instructor help before and after class (most likely the case with adjuncts) or by sending an email, reflective of the modern digital/online age of ubiquitous electronic tools. Also students in online classes account for this high percentage of email instructor contact. In light of this, it may not be surprising that only 8.3% surveyed ever visited an instructor during office hours or claimed to be the only three out of 505 students who phoned the instructor.

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

Based on these results, no apparent student access issues warrant serious attention by the History Department. Despite the section cuts and diminishing specialty courses offered per semester, Department scheduling seems to coincide with student course needs. Of course, more available courses would

better serve students, but as of now the History Department appears to be doing fine under the circumstances of college wide section cuts. As long as major survey courses are continually available throughout the day, students will invariably find ways to access them. The findings also reveal that instructors must be prompt, diligent and helpful when responding to student academic issues through email. This method of instructor-student communication has and will become more commonplace than a regular office visit. With all the modern communication methods of the digital online age and commuter students on tight schedules, instructors will expect less office visits or phone calls from students.

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

Question #3 asked the 505 students surveyed “How many courses have you taken in this department at Grossmont?” 50.7% claimed just one while 26.9% claimed two. It’s incumbent upon the Department to look at these results from several perspectives. Firstly, students usually take two history courses fulfill GE and/or transfer requirements, usually for Humanities, Social Sciences and the American Institutions requirement. But by the same token the question does state these courses could be current and repeated ones. So, a more concrete question should ask if the students “successfully finished the course with a letter grade or CR/No CR.” Moreover, when noticing that 9.7% of students had taken three classes and 12.7% had taken three or more, it could either reveal students enjoy their classes and instructors or the Department needs to understand why students keep repeating courses.

Questions 4 through 7 were largely explored in Question 4.3. The Department concluded that students prefer access and out of class communication with instructors through meetings before and after class or by email. Questions 8 and 9 focused on how students learn in the class. When asked “Who else or what else do you primarily turn to for extra help?”, 36.4% cited the class textbook and 30% pointed to current classmates. These results clearly illustrate that instructors should take into account the accessibility and resourcefulness when deciding upon the course’s textbook. According to the Student Survey, students will rely on that book as an instrumental part of class success. Also, whether online or in the “brick and mortar” classes, instructors should make opportunities for students to work collaboratively, thus strengthening their ability to discuss, analyze and peer tutor. BlackBoard has useful Group tools, and group analysis of primary documents in the classrooms is a staple in many instructors’ pedagogy.

The remaining questions focused on student use of campus resources designed to help with specific study skills. The use of the Assessment and Testing Center, Tutoring, English Writing Lab, Tech Mall, and Library are asked here. Collectively, “Voluntary” or “Never Used” constituted the majority of responses

when asked if students used these resources and under what circumstances. This remains troubling because the English Writing Lab, for example, could be indispensable for improving student writing. However, 56.2% of students said that this resource was “Never Used” and 34.2% said “Voluntary.” The History Department should galvanize to encourage more students to avail themselves of the English Writing Lab. This discussion is all the more pressing since only a combined 2.5% of students claimed their visit to the English Writing Lab was either “Somewhat Unhelpful” or “Very Unhelpful.”

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

Because of the recent budget cuts, Department has not witnessed low course enrollment for the vast majority of our sections. In fact, survey courses reach maximum capacity weeks before the start of a semester, thus, there is no need for promotion or publicity. According to the Student Survey, 77.0% of students found history classes through the schedule and course catalog. However with a new or specialty course like Twentieth Century World History or Emergence of the Middle East, the History Department utilizes several methods to publicize for prospective student. One is simply word of mouth as an instructor will go from class to class and describe the upcoming course – its content and transferability. In addition, an instructor will also produce creative flyers advertising the course to be posted throughout campus or distributed directly to students. Also, the History Department notifies counselors of available courses to aid in the placement of interested students. Finally, printed advertisements in class schedules and course information presented during “WOW” welcome week also increases awareness.

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

The History Department does not continually offer courses that are historically under-enrolled. Prior to the budget cuts a few years ago, the Department remained satisfied if a class only reached twenty or twenty-five students out of a class maximum of fifty. The Department wanted to increase course availability by offering many different time slots to accommodate students’ needs. Sometimes a new specialty course was kept, even with enrollment as low as twelve. It takes time to build a course “following.” Also, specialty courses are unique to help students gain elective credit that match the interests of their major or gain cross-cultural knowledge. For history majors, specialty courses allow students to gain an intellectual foundation for upper-division courses when transferring. For example, in the past “Women in World History” was often

under-enrolled but useful in helping students who wished to become Women's Studies or cross-cultural (interdisciplinary) majors at the universities.

But in this time of budget and section cuts, the Department routinely sees all of its sections maxed out, even the specialty courses, which are now offered less frequently. There are often long waiting lists and frequent crashers, and many unfortunately cannot gain entry. Since this is a time when students are pressed to seize any available classes, under-enrollment is virtually a moot issue.

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).

The History Department did create one goal in the 6-year Unit Plan that could address access issues for special populations: continue to create innovative courses and explore the use of hybrid classes in History. As stated previously, since the Department's inception, History has always strove to create new course offerings to meet the needs and interests of special populations. The old "Great Men of History" class in the 1960s has yielded to courses in women's history, Native American studies, Asian history, Latin American studies and Middle East history. The History Department has always been sensitive and responsive to demographic changes and the need for students to relate their education to the changing world around them. Therefore, any innovative and newly created course will reflect both access issues of special populations and current events. With regard to age, the Department believes that students of all ages, whether those just out of high school or retired seniors will find all the Department's classes intellectually rewarding.

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).

The cornerstone of History's specific success strategy for special student populations is to emphasize the accessibility and accommodation of our instructors. The Department lets all students know that one on one meetings, emails or any correspondence is highly encouraged to better academic success. This means office hours for full-time instructors or any convenient and reasonable times students can meet with adjunct instructors. Students from special populations then can allay some of their anxiety about their coursework once they become aware of the History Department's access to faculty. Away from the instructors, students can also utilize the English Reading, Writing and Tutoring centers if help is required beyond the classroom. History also has a great relationship with DSPS and Yvonne Mather. Through DSPS, history

students have access to note taking help, audio and visual aids and testing accommodations.

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.

To have students become actively engaged in the classroom learning process is a continuous challenge for not only history but any discipline. For history in particular, a pitfall lies in teaching history as a passive exercise – the teacher lectures, students take notes and a test is given where students regurgitate the material. The key to active learning rests with making history active, relevant and useful for students. These active and engaging methods include dynamic PowerPoint presentations, class discussions that incorporate exploring the past to illuminate the present, group work and individual projects designed for students to explore personally interesting topics. For instance, PowerPoint videos can now imbed video clips to perk student interest away from lecture. Carlos Contreras, among other history instructors, has often played music within his classroom to help students connect its sound, lyrics and beat with historical origins. Outside of the classroom, instructors have sent students to visit art museums, national landmarks, exhibitions or speaker symposiums. Instructors are always encouraging students to see the latest historical feature film (like the Living Film and Lecture Series), attend a historical lecture presentation, or read important historical books.

History has always been a field where educators and historians alike strive to find any worthwhile innovations to engage student learning. But it's also a two-way street. A passive, indifferent student will leave the class learning nothing of value. But even the most earnest student will forget much of what he or she learned as the years move forward. Those students who are captivated with history and see its importance for understanding the world will continue learning after the formal class concludes. Optimistic or pessimistic? Well, it's encouraging to see a resounding 80.7% of respondents in the Student Survey answering YES to "What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals."

Finally, and most importantly, History has been in the forefront of innovative online learning, and has continuously improved online pedagogy and success rates. Compared to the rest of the college, History stands out as a leader in online success. Former full-time faculty member, Jerry Baydo, was in the forefront of online learning in the 1990s. Today, Angela Feres is co-chair of TTLC. In addition, history particularly lends itself to the online format, since there are so many websites and outstanding primary source materials on the internet. From historic sites to photos of historical material culture to original film footage, the internet is a history-friendly place for students to learn.

Online learning in history is also an active learning environment, where students interact with each other and the instructor, using a variety of texts and sources.

Data for Course success in History is attached. A glance at FY 2009-10 alone is suggestive of online success:

Success Rate:	On Campus	On Line
History 100	59.95%	73.35%
History 101	58.08	69.53
History 105	70.75	59.09
History 106	63.19	67.39
History 108	70.89	60.27
History 109	74.02	72.85

In 2007-08, Angela Feres developed a Blackboard container for the History Department. At first, it was used for a variety of information sharing, but that effort has waned in recent years, but still considered worthwhile, that effort will be rejuvenated.

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.

Because of history's interdisciplinary nature within the humanities, collaboration with other programs expands the Department's role and contributions on campus. Since the last program review, History has partnered with:

1) **Cross-Cultural Studies Department.** At this time, History has eleven cross-listed courses with Cross-Cultural Studies. There are Hist 118 and 119 U.S. History: Chicano/Chicana Perspectives I & II, Hist 130 and 131 U.S. History and Cultures: Native American Perspective I & II, Hist 147 Middle East History and Culture, Hist 150 & 151 U.S. History: Asian-American Perspectives I & II, Hist 154 & 155 Early History of Women in World Civilizations I & II and Hist 180 & 181 U.S. History: Black Perspectives I & II. Danny Martinez teaches the Hist 118 and 119 courses, Badir Idoui teaches Hist 147 and Curtis Stevens teaches Hist 180 & 181. Both the History and Cross-Cultural Studies have yet to find an instructor to teach Hist 130 and 131 since Tom Gamboa's retirement and Hist 154 and 155 have remained dormant in the period of section cuts.

2) **Project Success Course Links.** History has worked with Sue Jensen of the English Department to allow history courses to be linked with English or other Humanities courses. Devon Atchison and Sue Gonda have linked their U.S. History courses with English 110 or a humanities course. This way, history's emphasis on reading primary and secondary sources and writing papers become reinforced in an English class. Also through project success, an Honors triple

link was established with Marty Ennis' Early Western Civilization and Gwenyth Mapes' Humanities 110 and Joan Aherns' English 120.

3) **Henrietta Lacks Week (October 2011)**. History had collaborated with the English department and other disciplines to present exhibitions, contests, events and lectures based on the best-selling book The Immortal Life of Henrietta Lacks by Rebecca Skloot. The History Department created a lecture panel made up of Grossmont history faculty and Women's Historian Susan Cayleff from SDSU to provide historical background information on the life of Henrietta Lacks and African-American medicine. This panel presentation was well-received and contributed to student and community learning.

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

According to the data obtained through "Reports," course retention in history courses through the fall semesters of 2006-10 average 80.78%. Success rates during this same semester time period averaged 66.26%. During the same period in spring semesters, retention averaged 78.9% and success 65.98%. District-wide retention rates from the same period of fall semesters recorded 82.72% retention and 65.68% success rates. Spring retention rates for this same period recorded 80.4% retention and 65.58% success rates. Therefore, although history fell a tad short with retention rates compared to the district, the Department scored quite evenly with success rates. Success rates such as these attest to students' willingness to work hard and complete necessary GE or transfer courses.

Again for these fall 2006-10 period, success rates for gender, both male and female, scored in the mid to high 60% range. For age, 19-29 year olds usually registered in high 60% scale, but ages 30 on up consistently scored in the 70% and 80% success rates. History may be appreciated or understood better with older students.

However, the Department notes great discrepancies in success rates among various ethnic groups. From the same Fall 2006-10 semesters, white/non-Hispanic averaged 70.22 and Asians 75.04% success rates. In contrast, 516 Black/non-Hispanic enrolled in history courses from this same time period and averaged only a 49.48% success rate with a 25.12% withdrawal rate. Troubled by these numbers, the Department will continually seek ways to assist and provide resources to African-American students to increase success rates. It can be done. From Fall 2009 to 2010, the success rate among American Indian/Alaskan Native jumped from 11 students at 52.4% to 21 students at 80.8%.

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

There are no state or federal licensing/registration examinations that govern our program.

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

The History Department offers an Associate Degree Major in history for interested students. To achieve this degree a student must successfully complete 12 units of survey courses, either U.S., World, Western, or Comparative Latin America, and 6 units of elective/specialty courses (like East Asia, Twentieth Century World) for a total of 18 units. According to the Grossmont College catalog, "The history major prepares students to transfer to four year institutions for continued study in the field of history."

In Appendix 8, the table shows that the most degrees are offered in the spring when more students graduate. For instance, in Spring 2005 three degrees were earned whereas only one in the Fall 2005. Similarly, three degrees were earned in Spring 2007 and none in Fall 2007. With more course offerings and student interest, history degrees have gradually increased from five in the Spring 2009 to 9 in Spring 2010 and 12 in Spring 2011.

It should be noted that an A.A. in history does not qualify a student to teach at K-12 and of course college. However, students usually use the A.A. as a foundation to earn their B.A. in history and possibly advanced degrees. At this time the Department does not possess data tracking how many students who earned an A.A. in history went on to earn a B.A. in history.

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

In truth, the History Department does not foster or maintain ties to any specific primary, secondary or post-secondary school. Occasionally, middle school students would arrive to campus in September and participate in a mock political debate during U.S. Constitution week. Some adjunct instructors are high school teachers by day and teach for Grossmont at night. But no outside activities are created from this connection. Whereas K-12 students might be receptive to listen to faculty from Grossmont's nursing, forensics or dance programs for possible career interest, the History Department at this time doesn't feel the need to "advertise" and promote its program to primary and secondary schools.

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).

The History Department readily uses campus resources that are instrumental in helping students succeed. To succeed in history, students must demonstrate proficient reading, writing, critical thinking skills. Therefore, if students need help in these areas, instructors will direct toward the English Reading and Writing centers. Over the past several years, many instructors have greatly encouraged students to seek assistance at these resources. Here, reading development is emphasized and the quality and scope of their writing is examined. These noteworthy resources allow students guidance with the sometimes difficult reading of historical texts or assistance and guidance with crafting readable prose in history papers. But it remains an uphill battle. In the Spring 2011 Student Survey, only 9.6% of students polled claimed they were required to visit the English Writing Lab and 56.2% stated they never used it.

When history instructors observe that students might need extra help learning the material, they may be directed to the Tutoring Center. Over the past several years, there have been a few tutors who specialized in assisting history students. According to the tutors themselves, help is often rendered in the form of writing assignment clarification, historical research, or textbook reading.

The History Department also uses the Learning and Technology Resources Center. Since, most instructors incorporate BlackBoard or some other course management system in their classrooms, the LTRC allows students access and use of computers for BlackBoard as well as research or relevant website use for classroom purposes. Instructional Media Services also helps the Department through its collection of video material that students may check out if necessary for history classes. The Distance Education Subcommittee of the Technology for Teaching and Learning Committee on campus also offers orientations for BlackBoard and technology to students, which enhances student success.

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

In Department meeting discussions and as stated on instructor syllabi, History emphasizes students should avail themselves to three campus resources in order to magnify their success in history classes: Reading Center, English

Writing Lab and Tutoring Center. To succeed in history courses, students must demonstrate a high level of reading, writing, and critical thinking proficiency. If students lack this, chances for class difficult increases. These campus resources allow guidance and instruction in these critical skill areas. As stated earlier in Question 4.5, the Student Survey revealed that over 50% of those students surveyed claimed they have never used these resources. This reflects either their unawareness, lack of preparation time to utilize them, or belief that they are unimportant. The EWC reports that students often come in just hours before an assignment is due, making it difficult to give them the assistance they need.

Department discussions about an English prerequisite will help guide efforts to improve student success. One sound theory is that if students must have the requisite reading and writing skills before enrolling in history, their chances of success will be much higher.

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

The History Department does not regularly use the Institutional Research Office or other data sources with the only exception for gathering data for Program Review. But in the future, student data and grade distributions could be examined for SLO or student success purposes. This would help elucidate the Department's goals in increasing the progress of underprepared or special population students.

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.

The Grossmont Library remains an important resource and key relationship for the History Department. Librarian professors Julie Middlemas and Patty Morrison and Multi Media Tech Karen McCoy serve as the main liaisons for the History Department. Firstly, non-fiction history books provide research and reading material for students and faculty alike. The library also maintains a vast collection of videos and DVDs available for students to enhance and supplement historical material learned in the class. Especially for historical research, the Grossmont Library also offers various online periodical search databases like Academic Search Premier.

Due to budget constraints, the library holdings for history are not usually updated. Since historical material is in constant need of revision, newer books and periodicals work best for students writing research papers. But in truth, the History Department has not pushed for this increased updating of material. Most of the non-fiction books are relatively old, published prior to the 21st century. There is a smattering of newer books like Ron Chernow's best-selling Washington: A Life (2010), but such books are clearly engulfed by older books

from the 1970s and 1980s. The steady arrival of new books and video material is always appreciated. But in consideration of lean budgetary times, instructors often direct students to library holdings in public libraries, SDSU and UC San Diego interlibrary loans, E Books, and Google Books.

Video documentaries in history are generally about fifteen years old. For instance, many exceptional PBS documentaries are held in the Media Center. Such as:

- 1) New York: A Documentary Film by Ric Burns (1999)
- 2) Hoover Dam by Stephen Stept (1999)
- 3) America: 1900 by David Grubin (1999)
- 4) Hawaii's Last Queen by Vivian Ducat (1997)
- 5) Islam: Empire of Faith by Robert Gardner (2000)

These exceptional documentaries are still viable, but with each passing year, the material becomes dated for current students. But to broaden historical viewing beyond the library's holdings, instructors often direct students to view current documentaries and feature films on YouTube, Google Video, Netflix or Hulu.

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

In truth, the History Department does not have, but would like to foster a much better relationship with the Counseling Center. When History does interact with Counseling, it is usually when referring students to counselors to see if certain history classes are transferable to a prospective school. Also, the History Department does not actively work with Counseling to find more potential History majors or even promote how the study of history can lead to various careers. The Department hopes to change this relationship with Counseling in the near future to help students become aware of the Department's goals and services.

The History Department has a better relationship with DSPS. All instructors carefully work with Yvonne Mather to help students with extra time for tests, note taking, specially designed tests. All instructor syllabi expressly state the availability of DSPS services for students needing this resource. As well, all faculty websites, BlackBoard containers, and the Department webpages are in full compliance with accessibility requirements.

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

Through the past several years, BlackBoard has become the principal technological tool to communicate and enhance student learning, although other course management systems are sometimes used by faculty. BlackBoard has provided a wellspring of new tools for instructors to communicate and supply educational resources to students. Among these include posting class announcements, filing PowerPoint slides, administering online quizzes and tests, uploading video clips (making the previous use of bringing VHS and DVDs to class obsolete), producing mp3 lectures, videoing lecture material, and emailing one or all students with timely announcements. All of these features have tremendously benefited students. According to the Student Survey, when asked "Which of the following do you check most frequently for course information and/or messages?," 38.9% of students cited BlackBoard, a close second behind the actual instructor at 39.9%.

For the student, BlackBoard can be accessed directly from a desktop or laptop computer, I-phones, I-Pads or any device with internet access. Never before has such technology given the student the capability to access and communicate with the course and instructor – literally anytime and anywhere. However, BlackBoard is just the tip of the iceberg. Some of history faculty have used Twitter, personal websites, social media sites and even face to face conversations on Skype or via CCC Confer to communicate with students.

From this technology, increased learning also takes place. Instructors can post YouTube clips or create podcasts of their lectures, thus allowing students to view or listen to the lecture material again. Virtually all history instructors incorporate PowerPoint slides into their classroom and often these slides are uploaded on BlackBoard for student review and study. Video clips and documentaries normally seen exclusively in class could now be viewed at the student's own convenience and schedule. Any image, map, documentary, website, library Intellicom video can be posted on BlackBoard readily available for student use. Never before has the teaching of history been so revolutionized with current technology.

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

The History Department has grown in content and features since the last program review. Although normally used to search and locate faculty, the Department website has also been used as a technological tool to further enhance student learning. Through the ability to provide website links, students can now surf the Department website for primary sources, journal articles, History.com, National Geographic, history outlines, reading and writing improvement sites, research paper tutorials and a vast archive of historical images. The Department website conveniently brings all this together for

students. Even potentially adding presentations from the Khan Academy website represent a potential learning resource.

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

As mentioned in Question 1.1, the History Department regularly uses standard classrooms mainly found in buildings 51, 53 and 36. The size of these rooms range from a spacious lecture room (51-575) to small and congested ones (i.e. 51-582). Also the maximum number of students an instructor can teach also varies from a usual maximum of 50 in most rooms to only about 32 in classrooms such as Room 51-576. Although these rooms generally are decades old and sometimes contain items like antiquated pull-down maps and obsolete TV/VCR units, the rooms are functional and possess the requisite equipment to serve the instructor adequately for any teaching method. This includes lecture, discussion, video viewing, internet/DVD/CD use, Smart Card computer and overhead projection.

The inclusion of new computers and projectors in all these classrooms has tremendously benefitted the History Department since prior to our last program review some rooms were only equipped to show PowerPoint presentations and videos on a boxy television resting on a high shelf tucked in the corner room.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

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

Both full and part-time faculty have interacted and developed local ties with the larger community. As mentioned previously, Marty Ennis' long-standing Film and Lecture Series allows students and the general public to view and discuss historical films. These films allow the community to learn some history from both instructors and students. Devon Atchison regularly gives talks at Marty's Film and Lectures series such as on the Navajo Code Talkers. Survey of Medieval History instructor Angela Feres advises a medieval club that meets off campus and attracts members with medieval events and activities. Thomas Bell continually works with veterans in the community as he gives lectures to the broader community from time to time. Carlos Contreras always offers his invaluable time to the community by organizing music, lecture and activities in conjunction with historic Latin American celebrations – Cinco de Mayo, e.g. Sue Gonda continues her work with the San Diego Women's History Museum and Educational Center. She also remains as the Faculty of Record and creator of the Hist 194: Community Service Learning. In addition, Sue has served on the Community Service Learning Task Force since 1997. Department Chair Robert Henry maintains his ties with SDSU's History Department and occasionally is

asked by SDSU Professor and Graduate Adviser Lawrence Baron to give talks on how history graduate students can enter the college teaching profession.

Advisory Committee Recommendation

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

- 7.2** 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.

Not applicable to the History Department.

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.

See Appendix 10.

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

The History Department's main contributions to Grossmont include campus governance, committee work, community service and dedicated classroom instruction. However, professional development activities have been somewhat sparse, but the Department will make a conscious effort in the future to increase its role in professional development.

Among the History Department's contributions to professional development include:

- 1) Devon Atchison and Angela Feres continuous and appreciated Course SLO workshops for other departments to analyze the effectiveness of their SLOs.
- 2) Robert Henry has presented two workshops during Flex Week: "The Lost Art of the Lecture" and "Tap into the Power of PowerPoint."

3) Carlos Contreras has held a workshop on Tae Kwon Do martial arts techniques.

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.).

Members of the History Department play a visible and influential role in shaping the direction of the college through committee work, administrative and leadership positions.

For years, **Sue Gonda** remains prominently known for her wide-ranging involvement in campus governance, administration and key committee work. Among these include:

- 1) Chair of the History Department from 2006-2009.
- 2) Acting Dean of the English, Social/Behavioral Sciences Division during Janet Castanos' medical leave from January-June and September-October 2010.
- 3) President, Academic Senate (January 2011-present)
- 4) Vice-President, Academic Senate (2007-10).
- Co-Chair College Committee through June 2011.
- 5) Chair of the Diversity Subcommittee of Curriculum through December 2010.
- 6) College Accreditation Steering Committee.
- 7) Member and Grant liaison, Student Success Committee.
- 8) Community Service Learning Task Force, 1997-to present.
- 9) 2008-09 Grossmont College President's Leadership Award.

Carlos Contreras has contributed to numerous committees and community/student outreach. Among these include:

- 1) Diversity, Equity and Inclusion District Council, 2011 to present.
- 2) Accreditation Team, Standard I 2011 to present.
- 3) Department Chair History, 2003-2006.
- 4) World Arts and Cultures Committee, 1999 to present.
- 5) Distance Learning Committee, 2002-2004.
- 6) Educational Development and Innovation Committee, 1999 to present.
- 7) Numerous hiring committees for History, Spanish, ESL.
- 8) Academic Senate, 2004-06.
- 9) Sabbatical Leave in 2010 to explore and film historical sites throughout Mexico.
- 10) Attendance at numerous historical conferences – World History Association and American Historical Association.
- 11) Master of Ceremonies and Speaker for Grossmont's Cinco de Mayo and Mexican Independence Day celebration.

Devon Atchison has been energetic and involved in various governance, committee and leadership roles. Among these include:

- 1) Student Learning Outcomes Coordinator.
- 2) Academic Senate Officer.
- 3) College Recognition Awards Ceremony Committee.
- 4) Walk of Fame Committee.
- 5) Assisting Program Review Committee during Self-Evaluation process.
- 6) Distinguished Faculty Selection Committee.
- 7) Accreditation Steering Committee Team Leader.
- 8) Academic Senate Officer.
- 9) Attendance and participation at numerous historical conferences.

Since arriving in 2007, **Angela Feres** has embraced college service with involvement in many key committees and governance roles. These include:

- 1) Teaching, Technology & Learning Committee (Co-Chair), 2010 to present.
- 2) Student Learning Outcomes Assistant, 2011-present.
- 3) Instructional Review Committee, 2011-present.
- 4) Academic Senate Officer, Fall 2011.
- 5) Academic Senate, Committee Member, 2009-11.
- 6) Academic Integrity Task Force, Co-Chair, 2009-10.
- 7) Faculty Advisor for student club: *Society for Creative Anachronism*.

Since arriving in 2004, **Robert Henry** initially served the Department through updating course outlines, creating new Department courses, designing and updating the History Department website, serving on hiring committees, leading Flex Week workshops and becoming a SDICCA mentor. Since becoming Department Chair in Spring 2010, Robert has served in the Academic Senate and participated as moderator for the History Panel during Henrietta Lacks week.

As mentioned previously, **Marty Ennis** focuses on his Lecture and Film Series and has served on several hiring committees and **Thomas Bell** serves the college as faculty advisor to several clubs and his work with the College Veterans Office.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

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

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2011
# of FT faculty	9	10	8	10	10	10	9	9	9
# of PT faculty	20	18	23	20	18	22	21	19	23
Total Full Time FTEF	5.799	5.799	5.799	7.799	7.199	7.000	6.800	7.200	5.400
Total Reassigned Time	.4925	.4925	.4925	.4925	.8925	.9925	1.3925	1.5425	2.2425
Total Part Time FTEF	6.600	6.200	6.800	5.200	7.200	7.000	6.600	5.600	8.200
Total FTEF	12.399	11.999	12.599	12.999	14.399	14.00	13.40	12.80	13.60
Total WSCH	8295	8211	8712	8448	9357	8184	9330	9243	9192

Staff Data from Reports and Program Review Warehouse

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).

Since the Department’s last program review, full-time history faculty has remained at seven. Although the Department hired two new faculty, Devon Atchison and Angela Feres, they were replacement hires. A new full-time faculty member has not been hired since the late 1990s. This long-term stabilization at seven limits the Department’s effectiveness in several ways. Ideally, a full-timer teaches survey(s) courses and preferably a specialty, thus creating a greater chance that students will take a course taught by a full-timer. Among History’s full-time faculty, Thomas Bell, Angela Feres and Robert Henry teach Early and Modern World History. Bell, Henry, Marty Ennis, Devon Atchison, Sue Gonda and Carlos Contreras teach U.S. History. Finally, Ennis, Feres and Henry also teach Early and Modern Western Civilization. As for specialty classes, Contreras teaches all sections of Latin American history – Comparative History of the Early and Modern Americas and the History of Mexico. When he went on a sabbatical in 2010, adjunct Brandon Luna stepped in to teach these classes. Feres’ specialty is Hist 136 Survey of Medieval History and Henry specializes in Hist 103 Twentieth Century World History and Hist 137 East Asian History. Lastly, both Gonda and Atchison teach the women’s history courses in the Department.

But there are additional specialty courses that no full-time history faculty teaches. U.S. History: Black Perspectives is taught by Librarian Professor and part-time history instructor Curtis Stevens. From the Cross-Cultural Studies department, Alexander “Danny” Martinez teaches U.S. History: Chicano Perspectives while Badir Idoui perennially instructs Hist 147 Middle East History and Culture. Mika Miller, no longer active in the Department, taught U.S. History: Asian Perspectives. In addition, adjunct Joe Radzikowski exclusively teaches the American Military History course. But what significantly hindered the Department was Tom Gamboa’s retirement from Cross-Cultural Studies leaving no one to teach U.S. History and Cultures: Native American Perspectives and Hist 127 Early American Indian History. In all, these critical classes and subjects – staples of any community college history department – are taught by adjuncts, full-time non-history faculty or by no one at all.

These voids are compounded when full-time faculty reassignment time has increased from .4925 in Fall 2004 to 2.2425 in Spring 2011. Atchison routinely receives .4 release time as SLO Coordinator. Feres has also recently received this same amount for her SLO work. Department chairs since the last program review – Contreras, Gonda and Henry – has received the normal .4925 or .5425 release time. Gonda has received even full release time for her work as acting Dean of Humanities and Social/Behavioral Sciences, the Accreditation Steering Committee and as Academic Senate president. Thus, with more full-time faculty on sustained release time, less of their specialty courses, like women’s history, will either not be taught or must be picked up by adjuncts. So with this situation, the amount of part-timers per semester averages around twenty, depending upon the semester reassignment time of full-time faculty, class availability, or the need for a specialty class to be taught. This becomes all the more pressing when student enrollment in the Department steadily increases per academic year. In Spring 2008, enrollment hit 3,177; Fall 2009, 3269 and Spring 2010, 3443. With these rising numbers, the Department will continually see more students taking a history course taught by a part-time faculty (with no office hours) and facing dwindling opportunities to sample the curriculum breadth of specialty courses.

This current situation with staff and enrollment creates the urgency for a new full-time faculty member to fill these course gaps. The Department prefers to hire someone who can teach World and Western survey courses but also specializes in Middle East History and Ancient Civilizations (another specialty course). Or even a potential full-timer who can teach U.S. History and African-American history. In addition, the presence of another full-timer would contribute with more campus service, governance and rotation of the Chair position – all freeing up more full-timers to each more courses. In the last Program Review, the committee recommended hiring a new full-time history faculty. To service over 3,000 students a semester with more efficiency and effectiveness, the Department is again asking for this important and much needed request.

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

The History Department does experience great turnover with its part-time faculty. In fact, twelve part-time instructors listed on History's previous program review are no longer teaching at Grossmont. The reasons vary from instructors finding full-time positions or new careers, relocation, resignation, lack of available classes and even death. But History also has seen consistency with regular, stalwart part-timers like Dave Hewson, Veronica Bale and Edward Dibella, each of which has been with the Department for over a decade. Make no mistake, adjunct faculty are vital for this Department's livelihood. As described in Question 1.1, History has a pivotal role in offering courses to fulfill various Humanities and Social Science requirements for students. So the more classes the Department can offer a semester, the better Grossmont students are served. Therefore, with seven full-time faculty, adjunct faculty helps fill a typical semester load between 60-70 history sections or 12-14 LED.

Since the last program review, the History Department roughly maintains per semester a 3:1 adjunct per full-time faculty. On the surface, this apparently lopsided ratio should be addressed and rectified. But there are other ways of looking at this. Often times the number is understandably high if different adjuncts are needed to teach certain elective courses outside the expertise of full-time faculty. For instance, none of our full-time faculty can teach a Hist 148 Emergence of the Modern Middle East. So Robert Bond, adjunct from Cuyamaca, teaches this course usually every other semester. Hist 180 and 181 courses, U.S. History Black Perspectives I & II, are always taught by Librarian Professor Curtis Stevens. Joe Radzikowski has put his own personal stamp on Hist 113 American Military History. Also, as addressed in the previous question, several full-time faculty within past years have taken sabbaticals or were granted continuous release time for campus service, committee work and governance. Therefore, this creates a large amount of available classes that adjuncts can readily fill. Also with more adjunct faculty, a greater pool of volunteers is drawn to help with History's participation within campus events. Ann Bryan, Brandon Luna, and Alan Renga contributed their time and knowledge to Henrietta Lacks week in October 2011. George Gastil has served as a Senate officer. Marty Tuller has worked both with Devon Atchison as an SLO Coordinator and with Grossmont Veterans. History is very fortunate to have part-time faculty willing to lend their expertise and time to serve the department and Grossmont College. But by the same token, if so many adjunct faculty serve the Department, it may also signal another reason for a new full-time faculty.

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 History Department does not use classified staff. Its duties, functions and administration are accomplished by its full-time and part-time faculty and Administrative Assistant MaryAnn Landry from English and Social/Behavioral Sciences. Student workers may assist faculty as Teaching Assistants or as unpaid History Graduate students on a program internship. Some faculty also receive assistance from paid SDICCCA interns for a year.

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?

Every semester, the entire History Department of seven full-time faculty and over twenty adjuncts meet right after the English Social/Behavioral Division meeting during staff development week. The Department meeting lasts two hours where administrative information, projects, student issues and SLOs are discussed. Input, ideas and suggestions are welcome from full-time and part-time faculty alike. Any key decisions are made through a general consensus and not by anyone's unilateral decision. But then again, this process will be looked at more closely. In the Faculty Survey of 21 instructors, 19% felt Neutral, 19% Disagreed, and 4.8% Strongly Disagreed when asked, "I feel I have voice in the departmental decision making."

After this meeting, rarely does another Department meeting take place in the semester. Full-time faculty may meet to discuss program review, Annual Planning and Progress Reports, Activity Proposals, or Six-Year Unit Plans. Meetings also occur when interested faculty want to participate in campus events like Henrietta Lacks week or Grossmont College's 50th anniversary celebration. But if it's necessary to discuss important Department information affecting both full and part-timers, emails remain the best source of communication.

Adjunct faculty are highly encouraged to participate in the decision making and activities of the Department. Some embrace this; others do not. For most adjunct faculty, they cannot, even though they desire it, participate with regularity in Department matters. Many are "freeway flyers" who teach at other schools to make ends meet. Some have day jobs and only teach at night. Many have no inclination or need to arrive on campus since they teach only an online class. These reasons may also illuminate explanations about the low scores found in the Faculty Survey regarding having a voice in Department matters. It's imperative in future Department meetings, to show and discuss the data from the Faculty Survey. But there are adjunct faculty who participate and contribute significantly to the Department and Grossmont College. They regularly volunteer for campus events, serve in the Academic Senate and assist with SLOs development. Because of their efforts beyond the classroom, their input and ideas are welcome for any Department decision-making.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 15 – 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.

In the previous History Program Review, the last enrollment entry for Spring 2003 was 2,379 students. Reflecting upon that number, this Program Review cites 3,443 students enrolled for the Spring 2010. Thus, the History Department has witnessed an enrollment increase of approximately 45% within seven years. In fact, from Fall 2007 to Spring 2010, 3,143 remained the average enrollment for six semesters. Although there was a little dipping and rising during this six semester period, everything forecasts to steadily increasing enrollment in the Department's future. Reasons for this vary. With increased people returning to community college because of unemployment or career change, this means more students are taking General Education classes like history courses to fulfill Humanities and Social Science requirements. Also, Grossmont experiences the "trickling" effect with impacted classes at the CSU and UC system as many students come here to take their required history courses with better availability, class size and tuition prices. Lastly, although the numbers have gradually risen, it's not enough to cite increased history majors as a factor in enrollment increases.

The History Department faces some challenges with these increasing numbers. Our full-time faculty does remain at seven. Reliance on adjuncts continues to meet this growing student need. Also more full-time faculty reassignment time allows more classes for adjuncts. However, sections for the past several semesters have dropped sometimes as much as 15% from the previous year. Prior to Fall 2008, it was not unusual to have classes canceled because of low enrollment or record a census number half the maximum enrollment. For instance, 79% efficiency was recorded in Spring 2009. In Spring 2010, it became 101%. In Fall 2008, 85% efficiency was recorded. It became 99.7% in Fall 2010.

Currently, virtually all history courses by the semester's first week reach maximum enrollment (generally 50) often accompanied by long waiting lists and numerous crashers. In the major survey courses like U.S. and World, instructors sadly must turn away these unfortunate students. This engenders enormous student frustration and anger as they now must attempt to hopefully enroll in the same class next semester or find other options at other colleges. Although increasing history faculty might mitigate this student impact, it becomes a moot point if the corresponding number of sections doesn't increase as well. Summer classes have been slashed by 60%, providing only a few faculty to receive summer teaching pay. Intersession and Saturday classes quickly disappeared

since the last Program Review. Only adding more sections will help the Department service more students and fulfill their need for GE or Transfer requirements.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 11-** Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

From Fall 2004 to Spring 2010 Earned WSCH/FTEF had periods of dips, rises and fluctuations. In Fall 2004, Earned WSCH/FTEF was 604.28 but dropped to 482.25 in Spring 2006 but rose again to 721.57 and 751.09 in the Fall 2009 and Spring 2010, respectively. These numbers coincided with the increasing demand and maximum enrollment period for nearly all history courses. In sum, from this twelve semester period, the average Earned WSCH/FTEF was 581.84.

With the exception of Hist 194 and other Special Topic classes, all of the Department's history courses are 3 units. Currently with maximum enrollment achieved in nearly all history courses, a typical instructor would see a 450 WSCH throughout much of the semester's duration. As a result, the Department focuses upon providing a steady amount of survey courses every semester. Representing nearly half of the history schedule, U.S. History survey sections hover around 35-40. Because of their GE and Transfer value, these courses will be added over others if the Division increases history sections. As for other courses, the Department strives to place 13-16 sections of World History each semester while Western Civilization courses amount to about 3-6. Carlos Contreras' Latin American courses routinely number five. Aside from Danny Martinez's Cross-Cultural Studies courses Hist 118 and Hist 119 U.S. History: Chicano Perspectives I & II, the rest of the schedule comprises single specialty courses, often offered on a semester by semester rotation basis. At this time, the Department has no inclination to expand its curriculum especially within the midst of strict budget cuts. Instead, focus remains on providing survey courses and occasionally "resurrecting" long dormant specialty courses found in the course catalog but have not been offered in several years. This greatly contrasts five years ago when more sections meant more opportunities for specialty courses.

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

In Fall 2009/Spring 2010, the Cost/FTES was \$1444.50, a remarkable consistency from Fall 2004/Spring 2005 Cost/FTES of \$1410.84. However, between these academic years, Cost/FTES rose and fell from \$1562.89 to \$1766.23 to \$1748.29 and back down to \$1648.42. Concurrently, the stability of Cost/FTES has paralleled rises in FTES, 753.33 in Fall 2009/Spring 2010, and Earned WSCH/FTEF, 751.09 for Spring 2010. Therefore, more students are serviced without a commensurate dramatic increase in Cost/FTES. This nearly

repeats the fiscal analysis from History's last Program Review as Cost/FTES from 1998-2003 averaged slightly under \$1500 an academic year without dramatic spikes in enrollment, Earned WSCH/FTEF and Total FTES. Therefore, despite servicing an increased number of students and seeing a Total Cost/Fiscal Year of \$1088185.10 and Total Revenue \$3438823.30 for Spring 2010, History proves to be one of the most cost efficient and high revenue generating departments.

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.

The History Department does not receive any outside funding or subsidies.

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
- fiscal stability

Teaching and Learning

Without question, the History Department's greatest strength lies in its diverse and talented faculty. With an abundance of different courses to teach, all reflecting different eras, geographic regions and people, the Department showcases a faculty of specialists who know how to engage and reach students. Nothing demonstrates this more than the numerous teaching awards Department faculty have received since the last Program Review.

- 1) Sue Gonda - Outstanding Faculty Award, Division of Humanities and Social Science (2004).
- 2) Carlos Contreras - Grossmont College Excellence in Teaching Award (2005).
- 3) Devon Atchison - Grossmont College Excellence in Teaching Award (Spring 2009).
- 4) Angela Feres - California Senate Award for Teaching in 2012.

In light of this strength, the greatest weakness remains the need for more full-time faculty. A history department naturally expands with new courses to meet and satisfy new topics, demographic changes and new directions in history. As traced in Question 1.1, the expansion of Grossmont College's History Department is no exception. So with this expansion of curriculum comes the proportional need for new faculty. As stated previously several times in this

Program Review, the Department hopes at least one new full-time faculty will be hired, someone with preferably a professional background in World, U.S. and Middle Eastern history and someone who would continue the Department's great reputation of high level teaching and prolific service to the college.

Student Access and Success

Despite continued section cuts, the Department still is capable of adequately serving students seeking history courses to satisfy GE and Transfer. Of the 60 or more section offered each semester, the Department always attempts to find the suitable ratio of survey, specialty and online classes. Understanding the importance for students to enroll and complete its courses, the Department tries its best to help wait-listed students find available spots. Success and retention rates nearly equal with District rates and the Department will always explore ways to increase success and retention rates for special populations, gender, age and ethnicity.

Implementation/execution of the department's vision and mission statement

In one respect, the History Department has a practical mission – provide lower-division history courses to enable students to earn GE and Transfer credit. But the Department is also quite conscious of teaching history's value and societal relevance to students. It's these deeper lessons that the Department hopes will continue to resonate among students long after the class ends. In the current Grossmont College catalog, the mission and goal of the History Department is expressed clearly. "Studying history also provides the appropriate context for students to grasp the major issues, challenges and conflicts of our present time. This enables more informed debate and discourse in today's world." The History Department acknowledges a pivotal role to help students use history as a means to become more cultural literate, cognizant of world affairs, and aware of the constant interrelationship between the past and present. In the end, the History Department wants to play as much as role as possible in helping students become educated and historically minded citizens with a global outlook. The History Department uses everything at its disposal to fulfill this mission. Whether by hiring highly qualified and engaging faculty, creating new courses and staying abreast of the trends in the historical profession, the History Department will continue this mission for many years to come.

Fiscal Stability

Overall, the History Department does not depend on huge funding to run effectively. No major facilities with necessary maintenance and upkeep are required. Supply budgets usually pay for toner cartridges. Hiring classified staff, although preferred, is not a department priority. Compared to other departments like theater, nursing, dance that relies heavily on equipment and specially designed facilities, History is a cost-effective program and during difficult budget

times can weather such crises. If the Department does see an increase in its funds, a priority would go toward much needed travel funds since as this Program Review has demonstrated several times, department faculty highly benefit from attending and participating in major historical conferences.

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.

Like with most campus wide departments, the section cuts over the past several years certainly come to mind and their effect on the Department's mission and service to Grossmont students. In the last two years, History has experienced cuts ranging from 10-15% LED based class loads from previous semesters. As a response, History has increased its survey courses while reducing its specialty classes. The Department has prioritized students seeking GE or Transfer and, unfortunately, less on its history majors. During these lean budgetary times, it's a practical choice over what students need the most from the Department.

At this point, reduced classes have not grievously affected the Department's adjunct faculty; however, there are some incipient grumblings. With twenty part-timers per semester to schedule, adjuncts who regularly taught two classes in the past now find themselves with only one. Some have cited certain financial hardships if they don't secure another class. Adjuncts might experience psychological despair as they begin to feel unworthy or unimportant to the Department. As Chair, Robert Henry has for the past several semesters continually stressed to adjuncts their value to the Department and has tried to balance their class needs with the dwindling number of sections.

Progressive section cuts can be injurious in other ways. Full-timers who teach a contractual requisite full load, normally five 3-unit classes, now see each class maxed out to 50 students. More students, more grading, more preparation for full-timers persists. Undoubtedly, student enrollment in history courses will increase for a multitude of reasons. For instance, students from 4-year colleges arrive to take classes at Grossmont because their schools are impacted. In the past, summer classes helped students complete a necessary class for graduation or enabled high school students to jump start their GE college work. Given its lecture and discussion format, history is tailor made for summer classes. However, within the past two summer sessions, history classes have been reduced to a paltry 1.2 LED. Thus, not surprisingly, summer classes reach maximum within the first week of registration.

However, the History Department anticipates fostering and maintaining a solid program in the next several years. All of its seven full-time faculty are tenured. Thomas Bell is the senior faculty with 18 years' service while the most recent, Angela Feres, has been full-time for five years. No retirements or resignations

appear on the immediate horizon. With four PhDs, two Professors, one Associate Professor and two Assistant Professors, full-time faculty remain a steady, highly educated, scholarly, published and talented group. As mentioned previously, they collectively possess one Faculty Leadership Award, two Grossmont Teaching Awards and one California Senate Teaching Award. Furthermore, the History Department full-timers will also continue its prodigious and important service to Grossmont and the District with governance, committees and leadership roles.

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.

1. Hire one additional full-time faculty to meet department growth and increasing student needs.
2. Maintain and expand section offerings to simultaneously service students seeking GE and Transfer courses and history majors wishing to emphasize specialty courses.
3. Obtain increased travel funds for historical conferences in order to have faculty remain current with trends, scholarly views and new teaching techniques to bring into the classroom.
4. Explore ways to improve success rates of special populations and underprepared students by incorporating use of the English Writing Center, Reading Center and Tutoring Center.

Appendix 1:

Six-Year Unit Plans/Tables

APPENDICES

APPENDIX 1

6-Year Unit Plan/Tables

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

Curriculum Development

Goals: Continue to update curriculum as needed. Add English Reading as a recommended prep or English 110 as a prerequisite. Continue to create innovative courses. Explore the use of hybrid classes in History.	
Status of goals	
What activities did you undertake to achieve these goals?	Maintain dialogue with the Student Success Committee; initiate data about history students with and without English classes before enrollment in history; elicit faculty who have expertise to create relevant courses; initiate curriculum updates with the Curriculum Committee.
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	Track the dates of curriculum outlines; maintain records of new courses; analyze data about student success with English classes and initiate pilot projects with new prerequisite or recommended prep, if appropriate; track student success in pilot hybrid courses
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Each goal is designed to enhance student success (College Goals 3-5) by better preparing and engaging students.
Additional Comments?	

Student Success and Support

<p>Goals: Explore the possibility of a pre-requisite of English 110 for history classes. Expand and evaluate tutoring for history students in the Tutoring Center. Improve a Department-wide process for referring students to the English Writing Center. SLO assessment. Explore an annual event for History majors, such as a workshop and field trip</p>	
<p>Status of goal</p>	
<p>What activities did you undertake to achieve these goals?</p>	<p>A department member belongs to the Student Success Committee which is investigating cross-discipline prerequisites. This will help connect the History Department with that effort while we also initiate data about students with and without English classes before enrolling in history. We will enlist volunteer faculty at department meetings to take responsibility for getting contact information for history majors and organizing an annual event and workshop.</p>
<p>What challenges/obstacles have you encountered?</p>	
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>SLO assessment data; maintain data about history students who utilize the Tutoring Center and the English Writing Center; maintain records about events for, and attendance by, history majors.</p>
<p>Has this goal changed and why</p>	
<p>How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?</p>	<p>Each goal supports the College plan for student success, since they are standard best-practices.</p>
<p>Additional Comments?</p>	

Program Resources and Development

Goals: Laptop for each faculty member.	Clerical support for the department and increased clerical support at the Deanery
Status of goal	
What activities did you undertake to achieve these goals?	Maintain representation and requests at divisional meetings, take advantage of financial and grant opportunities. Persist in requests in this and the one-year plans
What challenges/obstacles have you encountered?	The current budget crisis prohibits the purchase of laptops for each faculty member, clerical support for the department, and increased clerical support for the Deanery.
Report and explain the data that you have to verify progress toward your goal?	We will have succeeded when laptops are received and clerical support is in place.
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Both goals promote institutional effectiveness (College Goal 6) and employee success (College Goal 11) by maximizing faculty's time and use of technology
Additional Comments?	

Community Outreach/Response

<p>Goal: Expand the History Film & Lecture Series from a campus event to a community event. Two to three films or lectures per semester are offered on a week night, and students receive extra credit for attending. Film are accompanied by a faculty introduction to place the film in historical context, and the film is followed by Q & A. When a lecturer comes to campus, students also receive extra credit in history classes for attending; the event is announced to the campus; there is Q & A after the presentation.</p>	<p>Currently, the History Film & Lecture Series is operational and serves to provide the internal and external community with films and lectures as stated in the goal.</p>
<p>Status of goal</p>	
<p>What activities did you undertake to achieve these goals?</p>	
<p>What challenges/obstacles have you encountered?</p>	
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Maintaining a list of films or lectures shown each semester; maintain attendance numbers; track which days of the week are more successful; maintain methods of advertising to the public that garner the most successful community attendance</p>
<p>Has this goal changed and why</p>	
<p>How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?</p>	<p>Our films and speakers span a wide array of topics that provide students with a better understanding of the content in their history classes. While promoting student learning and success (College Goals 3-5), we could also help make Grossmont more visible in the community with outreach and advertising to invite the public to these events</p>
<p>Additional Comments?</p>	

Faculty/Staff Professional Development

Goals: Obtain travel money! Find opportunities to stay current in the field	
Status of goal	The goal to obtain travel money in unfulfilled due to State funding challenges. Faculty maintain currency in the field by reading scholarly articles and books, attending local lectures, and pursuing opportunities to travel at their own cost to events/lecture in the field.
What activities did you undertake to achieve these goals?	Faculty presented lectures, attended lectures, read scholarly articles and books to remain current. Despite the lack of available funding, faculty continued to apply for any funds in the hopes of receiving monies with which to travel.
What challenges/obstacles have you encountered?	The current fiscal state of the government of California has severely limited community college funding for travel.
Report and explain the data that you have to verify progress toward your goal?	Track funding for travel by department members.
Has this goal changed and why	In light of the current budget situation, the goals remain, but realism demands the realization that currency in the field will demand attendance and presentation at local events and the pursuit of access to up-to-date research will require library use and/or personal expenditures.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal enhances workforce preparedness (College Goal 9) by staying current in the field, enhances student success when faculty are energized by the latest data and pedagogy in history (Goals 3-5) and promotes employee (faculty) success (Goal 11)
Additional Comments?	

History
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION
 Spring 2006

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
98/99	611	87%	626	78%	\$1,403.11	MAINTAIN
99/00	532	85%	537	87%	\$1,416.11	
00/01	552	73%	592	76%	\$1,631.47	
01/02	570	79%	618	81%	\$1,532.13	
02/03	614	81%	601	83%	\$1,496.31	

Customize the table structure by using the following table as an assessment method. Change with your own table.

The Program Review Committee commends the department for:

1. Keeping coursework current and developing new courses such as Women's History, History of Mexico, and Early Western Civilization (the Project Success honors course).
2. Working collegially and productively with other departments: developing cross-listed courses with Cross-Cultural Studies, participating in Project Success and the Honors Interdisciplinary Cluster, collaborating with Political Science in offering Political Economy Week, and using the Reading Center to help ensure student success.
3. Ensuring all courses are fully aligned with Cuyamaca.
4. Continuing leadership and innovation in the area of on-line education, including offering all major survey courses on-line.
5. Continuing advocacy in ensuring adequate resources and support for on-line learning throughout the college.
6. Extending learning by providing extensive activities outside the classroom, including visiting museums, exhibits, film screenings, and historical sites as well as sponsoring the Living History Lecture Series.
7. Providing outreach and community activities, including offering History 194, Community Service Learning Experience, and sponsoring mock congressional debates by middle school students.

History

The committee offers the following recommendations:

1. Replace full-time faculty as they separate.
2. Add one new full-time faculty position.
3. Collaborate more closely with Cross Cultural Studies to enhance the United States History Black Perspective course.
4. Continue to support student success through the addition of reading courses as a recommended preparation for history classes. Develop strategies to increase support by the Reading Center such as inviting Reading Center representatives to visit classes.
5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.
6. 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.

College President

Department Chair

Academic Program Review Chair

Appendix 2:

Catalog Descriptions

HISTORY (HIST)

HISTORY 100 †

Early World History

3 units, 3 hours lecture

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

A historical survey of civilizations from ancient times to 1500 with particular focus on Asia, Africa, Europe, the Americas, the Indian Subcontinent, Mediterranean Basin, the Middle East and Oceania. Emphasis placed on the origins, development and interconnections of diverse cultures, political systems, social/cultural forces, major religions, noted empires, artistic/intellectual achievements and technological breakthroughs.

Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC

HISTORY 101 †

Modern World History

3 units, 3 hours lecture

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

A survey of world history from 1500 to the present with particular focus on modern Asia, Europe, Africa, the Americas, the Indian subcontinent and the Middle East. Emphasis will be placed on the origins of maritime exploration, artistic/intellectual movements, revolutions, nationalism, empires, technological breakthroughs, industrialization, imperialism, world wars, totalitarianism, decolonization and economic globalization.

Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC

HISTORY 103 †

Twentieth Century World History

3 units, 3 hours lecture

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

A global historical survey of the political, social, economic, and cultural events that defined and shaped the 20th century. Particular emphasis includes height of European imperialism, First World War, rise of totalitarian regimes, Second World War, Cold War, decolonization and the rise of nation-states, genocides and civil wars, revolutions in Asia, Africa and Latin America, Middle East conflict, fall of the Soviet bloc, social and intellectual movements, scientific and technological breakthroughs, and economic globalization.

Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC

HISTORY 105 †

Early Western Civilization

3 units, 3 hours lecture

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

Survey tracing the political, social, economic, cultural, and intellectual events that have shaped and defined Western Civilization from ancient times to 1650. Includes the ancient Near East, ancient Egypt, classical Greece, Roman civilization and empire, rise of Christianity and Islam, Byzantine Empire, medieval Europe, Renaissance and Reformation.

Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC

HISTORY 106 †

Modern Western Civilization

3 units, 3 hours lecture

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

Survey of European events, cultures, thought, and institutions from 1650 to the present. Includes Absolutism, Scientific Revolution, Enlightenment, age of the French Revolution, nineteenth century ideologies, imperialism, the world wars, the Cold War, and contemporary Europe.

Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC

HISTORY 108 †

Early American History

3 units, 3 hours lecture

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

A survey of the early political, social, and cultural development of the entire geographic area that is now the United States, with emphasis upon the origins of basic American institutions and ideals.

This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU

Satisfies General Education for: Grossmont College D3; CSU D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 109 †

Modern American History

3 units, 3 hours lecture

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

A survey of the political, social, and cultural development of the modern United States, with emphasis upon the economic, social, and technological changes, and the rise of the United States as a world power.

This course meets Track 1 Part B or Track 2

Part B of the American Institutions requirement for CSU

Satisfies General Education for: Grossmont College D3; CSU D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 112 †

American History: 1945-Present

3 units, 3 hours lecture

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

This course covers the social, political, cultural, economic and intellectual history of the United States from the close of World War II until the present. Special emphasis will be given to the Cold War, American social developments, the Civil Rights movements, and politics.

Satisfies General Education for: Grossmont College C1; CSU D6; IGETC 4F
Transfers to: CSU, UC

HISTORY 113 †

American Military History

3 units, 3 hours lecture

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

This course introduces the student to military history of the United States from the colonial period to the present with emphasis on institutional, technological, social, political, cultural, and diplomatic contexts in times of peace and conflict. Major themes will focus on three periods: colonial, continental expansion, and overseas expansion.

Satisfies General Education for: Grossmont College C1; CSU D6; IGETC 4F
Transfers to: CSU, UC

HISTORY 114 †

Comparative History of the Early Americas

3 units, 3 hours lecture

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

The Americas from ancient times to independence. Emphasis on ancient American civilizations, conquest, and interactions among Native, European, and African cultures. Colonial institutions and the development of new nations and their political systems.

This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU
Satisfies General Education for: Grossmont College D1; CSU D6; IGETC 4F
Transfers to: CSU, UC

HISTORY 115 †

Comparative History of the Modern Americas

3 units, 3 hours lecture

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

A survey of the political, social, economic, and cultural development of the modern Americas. Emphasis on interactions among Native, European, and African cultures and the social, political, and economic transformations of the modern United States, Latin America, and Canada.

This course meets Track 2 Part B of the American Institutions requirement for CSU

Satisfies General Education for: Grossmont College D1; CSU D6; IGETC 4F

Transfers to: CSU, UC

HISTORY 118 †

(Cross-Cultural Studies 118)

U.S. History: Chicano/Chicana Perspectives I

3 units, 3 hours lecture

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

This course is designed to explore the role and development of the Mexican/Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Mexican/Chicano/Chicana people in the United States. Beginning with pre-Colombian Mexico to the end of the 19th century selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group.

The Federal Constitution is studied with special emphasis on the impact and effects on the Mexican/Chicano/Chicana ethnic group. Particular attention is given to political philosophies and impact of legislation on the Mexican/Chicano/Chicana community.

Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C, 4F

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

HISTORY 119 †

(Cross-Cultural Studies 119)

U.S. History: Chicano/Chicana Perspectives II

3 units, 3 hours lecture

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

This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural

implications to Chicano/Chicana people in the United States. Beginning with the 19th century to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on Chicanos/Chicanas. Particular attention is given to political philosophies and impact of legislation on the Chicano/Chicana community.

Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4C, 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 122 †

Women in Early American History

3 units, 3 hours lecture

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

This course covers the social, political, cultural, economic and intellectual development of women in America from pre-European contact to 1877 in the entire geographic area that is now the United States. Women's experiences are placed in the context of the origins of American institutions and ideals.

This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU

Satisfies General Education for: Grossmont College D3; CSU D4, D6; IGETC 4D, 4F

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

HISTORY 123 †

Women in Modern American History

3 units, 3 hours lecture

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

This course covers the social, political, cultural, economic and intellectual development of women in America from 1877 to the present in the entire geographic area that is now the United States. Women's experiences are placed in the context of evolving American institutions.

This course meets Track 1 Part B or Track 2 Part B of the American Institutions requirement for CSU

Satisfies General Education for: Grossmont College D3; CSU D4, D6;

IGETC 4D, 4F

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

HISTORY 124 †

History of California

3 units, 3 hours lecture

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

Survey of political, social, and economic development of the State of California, from pre-contact Native Americans, Spanish explorations and Mexican California to the present. Unit of study in California to the present. Unit of study in California State and local government included.

Satisfies General Education for: Grossmont College D1; CSU D6; IGETC 4CF

Transfers to: CSU, UC

HISTORY 126 †

History of Mexico

3 units, 3 hours lecture

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

A general survey of the history of Mexico from its pre-conquest origins to the twenty-first century. Emphasis on the Toltec, the Maya, the Aztec and other native societies; the conquest; the interactions among Native, Spanish and African cultures; colonial society; independence; the Mexican Revolution and the development of modern Mexico. Particular attention will be given to the social, political, economic and cultural transformation of Mexico across five centuries.

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

Transfers to: CSU, UC

HISTORY 127 †

Early American Indian History

3 units, 3 hours lecture

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

History of the American Indian in United States history from the origins in North America through the pre-Colombian period, the European period, and the United States period to 1890.

Satisfies General Education for: Grossmont College D1; CSU D6; IGETC 4F

Transfers to: CSU, UC

HISTORY 130 †

(Cross-Cultural Studies 130)

U.S. History and Cultures: Native American Perspectives I

3 units, 3 hours lecture

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

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

This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU

*Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4C, 4F
Transfers to: CSU, UC (credit limited: see page 37)*

HISTORY 131 †

(Cross-Cultural Studies 131)

U.S. History and Cultures: Native American Perspectives II

3 units, 3 hours lecture

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

An historical survey of the indigenous peoples of the North American Continent from the period of 1850 to the present. Attention will be given to contemporary, historical, political, and socio-economic issues affecting the American Indian nationwide, statewide and locally. Indian perspectives of native and nonnative cultures will be included. The Federal and California State Constitutions are studied with special emphasis on the effects on and influence of the Indian culture and society. Particular attention is given to political philosophies and the impact of legislation on Indian culture and society.

This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU

*Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4C, 4F
Transfers to: CSU, UC (credit limited: see page 37)*

HISTORY 135 †

Ancient History of Western Civilization

3 units, 3 hours lecture

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

A study of the ancient civilizations of the Near East and Mediterranean and the contributions they have made to the evolution of Western civilization. Included are Mesopotamia, Egypt, Israel, Crete, Greece, and Rome. Particular emphasis will be placed upon ideas (both religious and secular), literature, and art as sources for an historical interpretation.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B
Transfers to: CSU, UC*

HISTORY 136 †

Survey of Medieval History

3 units, 3 hours lecture

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

Introduction to the social, political and cultural dimensions of the Middle Ages, focusing on western civilizations. The course begins in Antiquity, examines the decline of the Western Roman Empire and ends with the early voyages of discovery. Topics include: Western Catholic Church's rise to power, consolidation and fragmentation of empires/kingdoms; Germanic and Roman roots of medieval cultures; Viking, Magyar, and Muslim invasions; Crusades; philosophy, science, and superstition; gender and sexuality; early motives for exploration.

*Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC*

HISTORY 137 †

History of East Asia

3 units, 3 hours lecture

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

A historical survey of China and Japan from prehistory to modern times.

Emphasis on their comparative and intertwining histories with particular attention to historical origins, political institutions, social/economic structures, religious/philosophical beliefs, literary/cultural achievements, technological/scientific contributions, interactions with Korea and the West, participation in major wars, and current geopolitical status and power.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B
Transfers to: CSU, UC*

HISTORY 147 †

(Cross-Cultural Studies 147)

Middle East History and Culture

3 units, 3 hours lecture

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

*Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC (credit limited: see page 37)*

HISTORY 148 †

Emergence of the Modern Middle East

3 units, 3 hours lecture

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

A historical survey exploring the events leading to the creation and emergence of the modern Middle East. Ranging from the 7th century to the present, the course includes the origin and spread of Islam, Islamic dynasties and civilization, Crusades, Ottoman Empire, Persia/Iran, interactions with and colonization by Western powers, rise of 20th century independent nation-states, creation of Israel and the Arab-Israeli conflict, 20th century wars and conflicts, famous political/religious leaders, intellectual/scientific accomplishments, and artistic/literary works.

*Satisfies General Education for: Grossmont College C1; CSU C2, D6; IGETC 3B, 4F
Transfers to: CSU, UC*

HISTORY 150 †

(Cross-Cultural Studies 150)

U.S. History: Asian American Perspectives I

3 units, 3 hours lecture

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

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

*Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 37)*

HISTORY 151 †

(Cross-Cultural Studies 151)

U.S. History: Asian American Perspectives II

3 units, 3 hours lecture

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

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

Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 154 †

(Cross-Cultural Studies 154)

Early History of Women in World Civilization

3 units, 3 hours lecture

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

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

Satisfies General Education for: Grossmont College D1; CSU D4; IGETC 4C, 4D, 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 155 †

(Cross-Cultural Studies 155)

Modern History of Women in World Civilization

3 units, 3 hours lecture

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

This course covers the concepts and images of womanhood and gender, social, economic, political, cultural and intellectual aspects of women in world society from 1500 A.D. to the modern era. Western and non-Western indigenous women of color will be discussed, including those from Asia, Africa, the Americas and Europe. The objective is to gain an understanding

and global view of women's past accomplishments, as well as limitations, which may illuminate their present and future.

Satisfies General Education for: Grossmont College D1; CSU D4; IGETC 4C, 4D, 4F
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 156 †

Women in Early Western Civilizations

3 units, 3 hours lecture

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

This course covers the social, cultural, economic, political, and ideological aspects of Western Civilization through a study of women's lives from the ancient civilizations of the Near East through the end of the Early Modern period in the West, ca 1650. Students analyze the contributions of women to the evolution of Mediterranean and Western civilizations. Issues of gender, sex, sexuality, race, and class will be included.

Satisfies General Education for: Grossmont College C1; CSU D4, D6; IGETC 4D, 4F
Transfers to: CSU, UC

HISTORY 157 †

Women in Modern Western Civilizations

3 units, 3 hours lecture

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

This course covers the social, cultural, economic, political, and ideological aspects of Western Civilization through a study of women's lives ca 1650 to the present. Students analyze the contributions of women to the evolution of modern Western civilizations. Issues of gender, sex, sexuality, race, and class will be included.

Satisfies General Education for: Grossmont College C1; CSU D4, D6; IGETC 4D, 4F
Transfers to: CSU, UC

HISTORY 180 †

(Cross-Cultural Studies 180)

U.S. History: Black Perspectives I

3 units, 3 hours lecture

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

An examination of significant aspects of United States history with emphasis on the social, economic, political, and cultural implications to Black people in the United States. Attention is given to Black history and culture beginning in ancient Africa and its ramifications on significant events in the history of America. This course traces the development of the Afro-American through the period of slavery in

America to the Civil War. Parallels and differences are drawn between the national character of the early American colonists and the African slaves. The Federal Constitution is studied as well as the political philosophies of early Americans. Implications of the impact of Blacks on the Constitutional Convention, i.e., the 4/5 Clause and subsequent amendments to the United States Constitution are examined. Particular attention is given to local and state legislation, i.e., regulations of slavery, movement of Blacks and social implications.

Satisfies General Education for: Grossmont College D3; CSU D3, D6; IGETC 4C
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 181 †

(Cross-Cultural Studies 181)

U.S. History: Black Perspectives II

3 units, 3 hours lecture

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

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

This course meets Track 2 Part B of the American Institutions requirement for CSU
Satisfies General Education for: Grossmont College D3; CSU D3 or D6; IGETC 4C
Transfers to: CSU, UC (credit limited: see page 37)

HISTORY 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 expand their citizenship consciousness while exploring options and careers in a selected area of study. This course include placement in a community based historical site, archives, museum, or with K-12 history/social studies students. For work experience requirements, see page 28.

Transfers to CSU

HISTORY 199

Special Studies or Projects in History

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of history 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.

HISTORY 298 ††

Selected Topics in History

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in history 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. Pass/No Pass only.

Non-associate degree applicable

HISTORY 299A †

Selected Topics in History

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in history 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.

Associate degree applicable

HISTORY 299B †

Selected Topics in History

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in history 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

Appendix 3:

Grade Distribution Summary Report

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS. HRS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100 EARLY WORLD HISTORY														
5620	3.0	2	3	6	8	8				19	46	135.0	JAY	PT
5623	3.0	3	10	18	1	6				19	47	138.0	BELL	PT
5625	3.0	1	8	20	1	8				12	50	150.0	BELL	PT
5631	3.0	8	15	10	15	4				2	44	132.0	BALE	PT
5632N	3.0	2	17	6	11	2				8	36	108.0	JAY	PT
5633N	3.0	14	11	8	4	2				9	48	144.0	DIBELLA	PT
5634	3.0	25	5							13	43	126.0	HANLEY	PT
COURSE TOTAL		55	59	68	30	30				72	314	933.0		
HIST 101 MODERN WORLD HISTORY														
5635	3.0	38	12	1	1	2				1	55	165.0	KINNERSLEY	PT
5636	3.0	1	10	17	2	9				8	47	141.0	BELL	PT
5637	3.0	3	6	19	8	6				12	54	162.0	BELL	PT
5638	3.0		4	18	6	5				13	46	138.0	BELL	PT
5639	3.0	20	8	3		2				4	37	111.0	RYAN	PT
5640N	3.0	11	15	7		2				2	37	111.0	HANLEY	PT
5641	3.0	17	4			1				19	42	126.0	HANLEY	PT
COURSE TOTAL		90	59	65	17	27		1		59	318	954.0		
HIST 105 EARLY WESTERN CIVILIZATION														
5642	3.0	4	12	3	2	2				2	23	69.0	HEWSON	PT
5645	3.0	13	6	5	1	3				3	30	90.0	ENNIS	XP
5646	3.0	2	6	8	3	2				9	48	144.0	AMOV	XP
5647N	3.0	4	3	4	1	2				5	19	57.0	DIBELLA	PT
5648	3.0	5	6	6	1	6				24	48	141.0	ENNIS	PT
COURSE TOTAL		28	33	26	8	30		1		43	168	501.0		
HIST 106 MODERN WESTERN CIVILIZATION														
5649	3.0	9	7	4	2	3				8	28	84.0	KINEAVY	PT
5650	6.0	8	17	2	1	1		1		4	34	82.3	GUSTAFSON	PT
5651N	3.0	9	5	2	2	5				5	28	81.0	RYAN	PT
5652	3.0	12	5	9	2	1		2		14	45	135.0	ENNIS	PT
COURSE TOTAL		38	29	17	7	10		3		31	135	382.3		
HIST 108 EARLY AMERICAN HISTORY														
5653	3.0	7	12	11		5				4	39	120.0	GOMEZ	PT
5654	3.0	15	9	3	3	8				7	45	135.0	STEWART	PT
5655	3.0	5	12	10	3	9			1	21	61	183.0	GONDA	PT
5656	3.0	10	22	7	2	2				4	47	138.0	BALE	PT
5657 **	3.0	17	18	7	1	2				21	64	192.0	BAYDO	XP
5658	0.0									1	1	0.0	COMFORD	PT
5659	3.0	3	10	15	3	2				6	39	114.0	CANEDO	PT
5660	3.0	26	10	8	3	3			1	3	54	162.0	ENNIS	PT
5661	3.0	17	12	11	1	4				4	49	147.0	CAMPBELL	PT
5662	6.0	4	14	11	4	5		2		4	44	109.7	HOBSON	PT
5663N	3.0	8	10	5	2	4				11	36	108.0	CAMPBELL	PT
5664N	3.0	3	11	6		2				19	46	138.0	COMFORD	PT
5665	3.0	15	14	4		3			1	19	56	165.0	BAYDO	PT

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 108 EARLY AMERICAN HISTORY							(CONT'D)							
5666	3.0	9	12	12	1	2	2				11	37	99.0	BAYDO
COURSE TOTAL		144	166	98	23	45				3	134	617	1810.7	
HIST 109 MODERN AMERICAN HISTORY														
5667	6	3.0	10	13	3	9					21	54	33.9	CANEDO
5668		3.0	3	9	5						3	41	123.0	IGOU
5669		3.0	29	11	12	1					5	53	159.0	ENNIS
5670		3.0	9	23	11				1		4	52	156.0	CANEDO
5671		3.0	10	17	14	1					17	64	192.0	BAYDO
5672		3.0	33	2	1	3			1		15	45	135.0	STEWART
5673		3.0	7	5	4	2					4	24	72.0	GONDA
5674		3.0	21	16	7	1			1		4	51	150.0	ENNIS
5675		3.0	19	17	4	5					2	34	102.0	ENNIS
5676		3.0	4	14	4	4			2		17	55	104.2	HOBSON
5677	8	6.0	13	6	2	5					2	28	84.0	STEWART
5678N		3.0	6	10	1	4					6	28	84.0	KAUP
5679N		3.0	10	17	1	5					11	38	114.0	STEVENS
5680N		3.0	17	15	6	4					18	60	171.0	BAYDO
5681		3.0	8	14	2	3					17	45	132.0	BAYDO
5682		3.0	199	169	89	49			1	1	133	672	1812.1	
COURSE TOTAL														
HIST 114 HISTORY OF THE EARLY AMERICAS														
5683	3.0	9	9	4	1	5					6	33	99.0	CONTRERAS
5684	3.0	9	2	1	1	20			1		10	39	117.0	CONTRERAS
COURSE TOTAL		18	11	5	1						16	72	216.0	
HIST 115 HISTORY OF THE MODERN AMERICAS														
5685	3.0	6	6	3	1	7					4	27	78.0	CONTRERAS
5686	3.0	2	2	2	16	23					13	35	105.0	CONTRERAS
COURSE TOTAL		8	8	5	1						17	62	183.0	
HIST 118 U.S. HIST:CHICANO EXPERIENCE I														
5687	8	6.0	3	6	3	1					15	15	41.1	MARTINEZ
COURSE TOTAL			3	6	2	1					15	15	41.1	
HIST 119 U.S. HIST:CHICANO EXPERIENCE II														
5688	8	3.0	3	4	2	4					5	24	26.1	MARTINEZ
COURSE TOTAL			3	4	6	4					5	24	26.1	
HIST 122 WOMEN - EARLY AMERICAN HISTORY														
5689	3.0	9	16	5	1	2					6	40	117.0	GONDA
COURSE TOTAL			9	16	5	2				1	6	40	117.0	
HIST 124 HISTORY OF CALIFORNIA														
5690	3.0	45	3	3	1	1					2	55	165.0	KINNERSLEY
5691N	3.0	6	4	2	1	1					4	18	51.0	GASTIL
COURSE TOTAL			51	7	5	2					6	73	216.0	

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

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 127 EARLY AMERICAN INDIAN HISTORY														
5693		3.0	6	6	3		11			1	18	45	132.0	BAYDO
COURSE TOTAL			6	6	3		11			1	18	45	132.0	
HIST 130 U.S.HIST/CULTURE I:NATIVE AMER														
5694		3.0	2	8	1				1		1	13	39.0	GAMBOA
5695N		3.0	4	1							1	5	15.0	GAMBOA
COURSE TOTAL			6	9	1				1		1	18	54.0	
HIST 135 ANCIENT CIVILIZATIONS														
5698		3.0	7	16	5	5	9				4	46	135.0	AMOV
COURSE TOTAL			7	16	5	5	9				4	46	135.0	
HIST 137 EAST ASIAN CIVILIZATION														
5699		3.0	3	8			1				4	16	48.0	HEWSON
COURSE TOTAL			3	8			1				4	16	48.0	
HIST 147 MIDDLE EAST HISTORY & CULTURE														
5700N		3.0	8	5	3		2				6	24	72.0	IDOUJ
COURSE TOTAL			8	5	3		2				6	24	72.0	
HIST 150 U.S. HIST:ASIAN PERSPECTIVES I														
5701		3.0	3	7	3	2	2				1	18	51.0	PABLO
COURSE TOTAL			3	7	3	2	2				1	18	51.0	
HIST 154 EARLY HIST WOMEN / WORLD CIVIL														
5703N		3.0	4	4							1	9	27.0	KINEAVY
COURSE TOTAL			4	4							1	9	27.0	
HIST 180 U.S. HIST:BLACK PERSPECTIVES I														
5705		3.0	5	7	7	2				1	7	29	87.0	SHABAZZ
COURSE TOTAL			5	7	7	2				1	7	29	87.0	
HIST 194 COMMUNITY SERVICE LEARNING EXP														
5708**		0.0	2								1	3	0.0	GONDA
COURSE TOTAL			2								1	3	0.0	
SUBJECT TOTAL			688	629	413	130	268		16	7	564	2715	7798.3	

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100 EARLY WORLD HISTORY															
5770	3.0	13	13	3	8	3	1			1	12	49	147.0	HEWSON	PT
5771	3.0	6	3	5	9	9	6				9	34	102.0	JAY	PT
5773	3.0	5	14	20			9				11	36	108.0	BELL	PT
5775	3.0	8	1	3			9				17	55	165.0	BELL	PT
5778N	3.0	10	12	5		2	2		1	1	9	43	111.0	GUSTAFSON	PT
5779N	3.0	16	7	3		1	2		2	2	8	38	129.0	DIBELLA	PT
COURSE TOTAL		46	48	55		15	20		3	2	66	255	762.0		
HIST 101 MODERN WORLD HISTORY															
5782	3.0	26	9	6		2	4		1		3	46	138.0	RYAN	PT
5784	3.0	1	6	11		2	7				16	39	114.0	BELL	PT
5785	3.0	8	12	7							6	41	123.0	BALE	PT
5786	3.0	5	8	8			2				14	26	78.0	BELL	XP
5787	3.0	7	5	4		1	3		1	1	6	30	87.0	BELL	PT
5788	3.0	7	8	9		4	2		1	1	7	39	90.0	BALE	PT
5790N	3.0	12	3	1		1	4		1	1	7	34	114.0	JAY	PT
5792	3.0	61	57	52		8	24		4		12	284	105.0	GUSTAFSON	PT
COURSE TOTAL						24	24		4		78	284	849.0		
HIST 105 EARLY WESTERN CIVILIZATION															
5794	3.0	7	16	7		2	2		1	1	13	47	141.0	ENNIS	PT
5796	3.0	10	6	1							2	21	63.0	GUSTAFSON	PT
5797	3.0	6	1	1					1		5	15	45.0	SCHWARTZ	PT
5798N	3.0	3	3	9		1	2		2	1	7	20	60.0	DIBELLA	PT
COURSE TOTAL		29	26	9		3	6		2	1	27	103	309.0		
HIST 106 MODERN WESTERN CIVILIZATION															
5803	3.0	7	7	7		3	14		1		5	43	129.0	AMOV	XP
5805	3.0	12	4	3							5	28	84.0	ENNIS	XP
5807N	3.0	17	4	2		1	1		1		11	16	48.0	GASTIL	PT
COURSE TOTAL		26	18	12		4	15		1		11	87	261.0		
HIST 108 EARLY AMERICAN HISTORY															
5810	3.0	8	11	13		5	6		1		12	56	168.0	ENNIS	PT
5811	3.0	6	10	10		2	5				4	37	108.0	BALE	PT
5812	6.0	13	8	6							9	36	74.1	STEWART	XP
5813	3.0	9	23	7		1	2		2	1	9	54	123.4	GONDA	PT
5815	3.0	6	26	14		5	4		1		11	48	144.0	WHITE	XP
5818	3.0	9	4	13		3	8		1		3	63	189.0	ENNIS	XP
5820	3.0	6	26	4		3	3		1		9	29	87.0	WHITE	PT
5821	6.0	6	10	13		1	2		1		6	38	87.8	HOBSON	PT
5823N	3.0	24	17	1							6	51	153.0	RENGA	PT
5824N	3.0	74	8	3							2	85	255.0	KINNERSLEY	PT
5825N	3.0	20	14	4					4		8	49	144.0	HANLEY	PT
5827	3.0	4	8	7		1	2		2		16	38	60.3	BAYDO	XP
5828	3.0	12	15	4		1	2		12	1	16	53	156.0	BAYDO	XP
COURSE TOTAL		197	161	95		22	38		12	1	111	637	1749.6		

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

COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HIST 109															
5830	3.0	5	6	8	3	5					7	34	102.0	IGOU	PT
5831	3.0	13	11	11	1						17	46	138.0	ENNIS	PT
5832	8.0	13	14	3	1	8					15	49	87.8	ROCKWOOD	XP
5833	3.0	21	14	3	1	1					8	44	107.0	ENNIS	PT
5834	3.0	19	14	7	2	1					9	49	147.0	GONDA	PT
5835	3.0	13	12	20	1	4			1		11	60	180.0	ENNIS	PT
5836	3.0	11	11	8	4	3					16	34	102.0	BELL	PT
5837	3.0	16	16	14	4	5					3	52	156.0	IGOU	PT
5838	3.0	17	17	5	5	3					3	46	138.0	CAMPBELL	PT
5840	3.0	16	19	8	1	3					8	46	138.0	CAMPBELL	PT
5842	3.0	14	13	3	3	3					2	39	117.0	STEWART	PT
5843	3.0	9	9	6	2	3			3		1	28	84.0	CANEDO	PT
5844	6.0	12	10	10	6	3					16	44	104.2	HOBSON	PT
5845N	3.0	2	12	12	2	6					11	41	120.0	COMFORD	PT
5847N	3.0	7	11	2	2	3					16	29	84.0	KAUP	PT
5848N	3.0	3	5	4	1	3					3	12	36.0	STEVENS	PT
5850	3.0	12	9	4	2	3					8	35	74.1	BAYDO	PT
5851	3.0	10	16	8	2	3					18	59	171.0	BAYDO	XP
COURSE TOTAL		169	207	133	32	61			11		134	747	2086.1		
HIST 114															
5855	3.0	7	8	3	6						13	37	108.0	GOMEZ	PT
COURSE TOTAL		7	8	3	6						13	37	108.0		
HIST 115															
5857	3.0	17	2	9	4	4					11	47	141.0	RYAN	PT
5858	3.0	8	5	3	1	7			1		23	48	141.0	CANEDO	PT
COURSE TOTAL		25	7	12	5	11			1		34	95	282.0		
HIST 118															
5860	6.0	2	5	7	2	3					1	20	52.1	MARTINEZ	PT
COURSE TOTAL		2	5	7	2	3					1	20	52.1		
HIST 119															
5862	6.0	1	5	10	5	6					4	26	60.3	MARTINEZ	PT
COURSE TOTAL		1	5	10	5	6			1		4	26	60.3		
HIST 123															
5864	3.0	7	19	9	3	5					5	49	147.0	GONDA	XP
COURSE TOTAL		7	19	9	3	5			1		5	49	147.0		
HIST 124															
5865N	3.0	40	8	4	2	2					2	56	168.0	KINNERSLEY	PT
COURSE TOTAL		40	8	4	2	2					2	56	168.0		
HIST 131															
5870	3.0	2	4	3	1						1	10	30.0	GAMBOA	PT
5871N	3.0	2	4	1	1						1	7	21.0	GAMBOA	PT
COURSE TOTAL		4	8	4	2						1	17	51.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 135 ANCIENT CIVILIZATIONS			9	8	7	2	12		1		8	47	141.0	AMOV	XP
COURSE TOTAL	3.0		9	8	7	2	12		1		8	47	141.0		
HIST 137 EAST ASIAN CIVILIZATION			7	7	6						4	24	72.0	HEWSON	PT
COURSE TOTAL	3.0		7	7	6						4	24	72.0		
HIST 147 MIDDLE EAST HISTORY & CULTURE			5	1	4	1	1				2	14	42.0	IDOU	
COURSE TOTAL	3.0		5	1	4	1	1				2	14	42.0		
HIST 151 U.S.HIST:ASIAN PERSPECTIVES II			1	4	4	2					2	13	39.0	PABLO	
COURSE TOTAL	3.0		1	4	4	2					2	13	39.0		
HIST 155 MODERN HIST WOMEN/ WORLD CIVIL			4	6	1	1					5	17	48.0	KINEAVY	PT
COURSE TOTAL	3.0		4	6	1	1					5	17	48.0		
HIST 181 U.S.HIST:BLACK PERSPECTIVES II			2	10	8	4					11	35	105.0	SHABAZZ	
COURSE TOTAL	3.0		2	10	8	4					11	35	105.0		
HIST 194 COMMUNITY SERVICE LEARNING EXP					1						2	3	0.0	GONDA	
COURSE TOTAL	0.0				1						2	3	0.0		
SUBJECT TOTAL			642	613	435	109	204		37	4	519	2563	7332.1		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS		HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100		EARLY WORLD HISTORY													
5620	3.0	1	3	11	5	32	9					32	96.0	JAY	PT
5623	3.0	1	31	12	3	45	7		1			45	135.0	BELL	
5625	3.0	1	20	1	1	44	16					44	132.0	BELL	
5631	3.0	10	7	11	5	48	10					48	144.0	HENRY	PT
5632N	3.0	3	11	2	1	39	8					39	117.0	JAY	PT
5633N	3.0	15	5	1	1	41	6					41	120.0	JAY	PT
COURSE TOTAL		29	77	26	27	249	56		2			249	744.0	DIBELLA	
HIST 101		MODERN WORLD HISTORY													
5635	3.0	3	1	2	4	16	6					16	48.0	HENRY	
5636	3.0	4	20	1	9	47	13					47	138.0	BELL	
5637	3.0	5	16	3	7	43	11		1			43	123.0	BELL	
5638	3.0	2	15	3	9	37	8					37	111.0	BELL	XP
5639	3.0	2	6	5	4	25	6					25	75.0	HENRY	
5640	3.0	1	5	2	3	27	11					27	84.0	HENRY	PT
5641N	3.0	26	3	1	3	43	3		2			43	126.0	HANLEY	
COURSE TOTAL		29	66	16	37	238	58		2			238	705.0	HANLEY	
HIST 105		EARLY WEST CIVILIZATION HONORS													
5645	3.0	9	1	1	8	24	2			1		24	72.0	ENNIS	PT
5646	3.0	2	15	1	2	17	3			3		17	51.0	HEWSON	XP
5647	3.0	12	6	2	4	36	3			3		36	111.0	AMOV	PT
5648N	3.0	6	4	2	2	18	2			4		18	54.0	DIBELLA	
COURSE TOTAL		29	16	4	10	95	10					95	288.0	DIBELLA	
HIST 106		MODERN WESTERN CIVILIZATION													
5649	3.0	17	9	3	5	49	8					49	147.0	RYAN	PT
5650	3.0	17	11	2	2	48	5					48	144.0	ENNIS	
5651	6.0	3	17	2	6	26	6					26	156.0	HENRY	PT
5652	8	8	10	1	3	32	10					32	60.3	GUSTAFSON	
COURSE TOTAL		45	29	8	155	155	29					155	507.3	GUSTAFSON	
HIST 108		EARLY AMERICAN HISTORY													
5653	3.0	6	16	1	7	42	6					42	126.0	GOMEZ	PT
5654	3.0	9	21	1	3	57	8					57	171.0	CANEDO	PT
5655	3.0	7	13	1	8	29	6					29	87.0	WHITE	PT
5656	3.0	13	10	1	4	51	10		1			51	153.0	GONDA	
5657	3.0	14	11	1	3	51	4					51	153.0	ENNIS	
5658	3.0	8	11	1	2	30	1					30	90.0	BALLE	PT
5659	3.0	9	16	1	4	47	17					47	138.0	WHITE	PT
5660	3.0	20	13	2	1	46	2					46	138.0	ENNIS	PT
5661	3.0	16	17	3	5	45	6					45	135.0	CAMPBELL	PT
5662	8	19	25	3	4	47	3					47	120.7	HOBSON	PT
5663N	3.0	84	11	1	2	95	11		2			95	144.0	HANLEY	PT
5664N	3.0	10	7	1	1	49	1		1			49	285.0	KINNELSLEY	PT
5665	3.0	11	17	4	7	49	18					49	135.0	BAYDO	PT
5666	3.0	9	9	3	3	36	13					36	108.0	BAYDO	PT
COURSE TOTAL		231	163	21	53	674	105		6			674	1983.7	BAYDO	

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	HUMANITIES, SOCIAL & BEHAV SCIENCES										TOTAL ENR	TOTAL WSCH	INSTRUCTOR						
		A	B	C	D	F	I	CR	NC	W										
HIST 109 MODERN AMERICAN HISTORY																				
5667	3.0	5	8	7	4	8									7	39	117.0	IGOU	PT	
5668	3.0	8	20	8	4	2	4								4	46	138.0	BALE	PT	
5669	6	6	13	2	4	7	4								18	47	79.5	STEVENS	XP	
5670	3.0	12	17	14	5	1	5								2	56	168.0	ENNIS	PT	
5671	3.0	6	8	2	1	1	1								2	24	72.0	GONDA	PT	
5672	3.0	20	10	7	2	5	2								6	52	153.0	CAMPBELL	PT	
5673	3.0	12	17	18	1	5	1								12	44	132.0	BELL	XP	
5674	3.0	12	12	10	2	1	2								4	44	132.0	ENNIS	XP	
5675	3.0	12	12	10		1									4	42	126.0	ENNIS	XP	
5676	3.0	31	10												2	43	129.0	RENGA	PT	
5677	8	6	10	10	3	5	3								8	44	98.7	HOBSON	PT	
5678N	3.0	18	16	3		3									2	44	132.0	RENGA	PT	
5679N	3.0	13	9	7		3									10	45	135.0	KAUP	PT	
5680N	3.0	15	6	4		7									8	30	90.0	STEVENS	XP	
5682	3.0	13	8	5	2	3									23	56	165.0	BAYDO	PT	
COURSE TOTAL		169	168	105	24	55	17	2	1	2	116	656	1867.2							

HIST 114 HISTORY OF THE EARLY AMERICAS																				
5683	3.0	6	13		1	2									8	32	96.0	CONTRERAS	XP	
5684	3.0	10	4	5		11									10	40	120.0	CONTRERAS		
COURSE TOTAL		16	17	5	1	13	1	1			18	72	216.0							
HIST 115 HISTORY OF THE MODERN AMERICAS																				
5685	3.0	5	7	1		5									4	22	66.0	CONTRERAS	XP	
5686	3.0	5	4	1		11									12	33	99.0	CONTRERAS		
COURSE TOTAL		10	11	2		16					16	55	165.0							
HIST 118 U.S. HIST:CHICANO EXPERIENCE I																				
5687	8	2	6	5	2										5	20	41.1	MARTINEZ		
COURSE TOTAL		2	6	5	2	2					5	20	41.1							
HIST 119 U.S. HIST:CHICANO EXPERIENCE II																				
5688	3.0	2	2			1									3	8	21.0	MARTINEZ		
5690	8	2	5	5	1	2									2	18	43.9	MARTINEZ		
COURSE TOTAL		4	7	5	1	3	1	1			5	26	64.9							
HIST 122 WOMEN - EARLY AMERICAN HISTORY																				
5691	3.0	12	12	6	1	4									11	46	138.0	GONDA		
COURSE TOTAL		12	12	6	1	4					11	46	138.0							
HIST 124 HISTORY OF CALIFORNIA																				
5692	3.0	3	5	3		4									3	20	60.0	CANEDO	PT	
5693N	3.0	42	11	2		1									1	57	171.0	KINNERSLEY	PT	
COURSE TOTAL		45	16	5		5	2	2			4	77	231.0							
HIST 130 U.S.HIST/CULTURE I: NATIVE AMER																				
5695	3.0	3	6		1										1	11	33.0	GAMBOA		
5696N	3.0	3	5												1	7	21.0	GAMBOA		
COURSE TOTAL		5	11			1					1	18	54.0							

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 135 ANCIENT CIVILIZATIONS			5	10	10	1	11				10	47	141.0	AMOV	XP
COURSE TOTAL		3.0	5	10	10	1	11				10	47	141.0		
HIST 137 EAST ASIAN CIVILIZATION			3	3	2						3	11	33.0	HEWSON	PT
COURSE TOTAL		3.0	3	3	2						3	11	33.0		
HIST 147 MIDDLE EAST HISTORY & CULTURE			5	4	5						2	16	48.0	IDOU	
COURSE TOTAL		3.0	5	4	5						2	16	48.0		
HIST 150 U.S. HIST:ASIAN PERSPECTIVES I						1	2		1		1	9	27.0	PABLO	
COURSE TOTAL		3.0				1	2		1		1	9	27.0		
HIST 154 EARLY HIST WOMEN / WORLD CIVIL						5	3				2	27	81.0	RYAN	
COURSE TOTAL		3.0				5	3				2	27	81.0		PT
HIST 180 U.S. HIST:BLACK PERSPECTIVES I						7					8	28	84.0	SHABAZZ	
COURSE TOTAL		3.0				7					8	28	84.0		
HIST 194 COMMUNITY SERVICE LEARNING EXP											1	1	0.0	GONDA	
COURSE TOTAL		0.0									1	1	0.0		
SUBJECT TOTAL			655	554	445	119	247		32	7	460	2519	7419.2		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HIST 108 EARLY AMERICAN HISTORY	4	12.0	13	12	5	1	(CONT"D)				11	46	96.0	CANEDO	PT
COURSE TOTAL	6	8.0	265	214	124	26	49		4		123	805	2256.9		
HIST 109 MODERN AMERICAN HISTORY	3	3.0	2	3	2	1					7	18	54.0	IGOU	PT
5829	3	3.0	14	15	12	3			1		6	55	165.0	ENNIS	PT
5830	6	8.0	17	12	4	1					12	46	93.3	ROCKWOOD	PT
5831	3	3.0	2	3	2	2					3	12	33.0	IGOU	PT
5832	3	16.0	18	18	2						4	45	112.5	ENNIS	XP
5833	3	3.0	18	14	2					1	7	48	144.0	GONDA	PT
5834	3	3.0	19	16	13	1					8	60	180.0	ENNIS	PT
5835	3	3.0	7	17	14	2					9	36	108.0	BELL	PT
5836	3	3.0	10	18	12	2					2	43	129.0	CARRILLO	PT
5837	3	3.0	17	18	15	4					3	51	153.0	BALE	PT
5838	3	3.0	10	21	7	4					5	33	99.0	CARRILLO	PT
5840	3	3.0	17	18	6	1					4	37	111.0	CANEDO	PT
5842	3	3.0	10	17	7	4					2	36	108.0	CANEDO	PT
5843	8	6.0	5	13	7	1			3		9	42	90.5	HOBSON	PT
5844	3	3.0	5	10	8	3					13	35	105.0	COMFORD	PT
5845N	3	3.0	11	11	8	1					6	39	117.0	KAUP	PT
5847N	3	3.0	10	11	8	1					2	12	36.0	STEVENS	XP
5848N	3	16.0	19	15	2						6	44	104.2	GOMEZ	PT
5850	4	12.0	14	11	2				2	3	18	48	138.0	BAYDO	PT
5851	4	12.0	10	9	2	1					1	26	68.6	CARRILLO	PT
7732N	4	12.0	9	10	2	1				1	9	41	87.8	GOMEZ	PT
7733	4	12.0	196	233	126	27	65		19	5	136	807	2236.9		
COURSE TOTAL															
HIST 114 HISTORY OF THE EARLY AMERICAS	7	3.0	7	4	1	1					15	33	96.0	CONTREIRAS	XP
5855	7	3.0	4	4	1	1					15	33	96.0	CONTREIRAS	XP
COURSE TOTAL															
HIST 115 HISTORY OF THE MODERN AMERICAS	10	3.0	10	5	2	4					11	33	99.0	CONTREIRAS	
5858	10	3.0	5	5	2	4					11	33	99.0	CONTREIRAS	
COURSE TOTAL															
HIST 118 U.S. HIST:CHICANO EXPERIENCE I	2	6.0	2	6	11	2						23	63.1	MARTINEZ	
5860	2	6.0	6	6	11	2						23	63.1	MARTINEZ	
COURSE TOTAL															
HIST 119 U.S. HIST:CHICANO EXPERIENCE II	1	6.0	1	1	9	3					4	20	43.9	MARTINEZ	
5862	1	6.0	1	1	9	3					4	20	43.9	MARTINEZ	
COURSE TOTAL															
HIST 123 WOMEN-MODERN AMERICAN HISTORY	5	3.0	5	17	10	3					6	46	135.0	GONDA	
5864	5	3.0	5	17	10	3					6	46	135.0	GONDA	
COURSE TOTAL															
HIST 124 HISTORY OF CALIFORNIA	49	3.0	49	7	4						3	63	189.0	KINNERSLEY	PT
5865N	49	3.0	49	7	4						3	63	189.0	KINNERSLEY	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
HIST 124	HISTORY OF CALIFORNIA	49	7	4										
COURSE TOTAL										3	63	189.0		
HIST 126	HISTORY OF MEXICO	3	8	1	2	2				8	24	72.0	CONTRERAS	XP
COURSE TOTAL		3	8	1	2	2				8	24	72.0		
HIST 131	US HIST/CULTURE II:NATIVE AMER	2	3					1		4	10	30.0	GAMBOA	
5870		2	3					1		4	10	30.0	GAMBOA	
5871N		3	1							4	11	33.0	GAMBOA	
COURSE TOTAL		2	4					1		4	11	33.0		
HIST 135	ANCIENT CIVILIZATIONS	8	7	7	3	10			1	11	48	141.0	AMOV	XP
5873		8	7	7	3	10			1	11	48	141.0		
COURSE TOTAL		8	7	7	3	10			1	11	48	141.0		
HIST 137	EAST ASIAN CIVILIZATION	4	4	2	1	3		2		4	20	60.0	HENRY	
5875		4	4	2	1	3		2		4	20	60.0		
COURSE TOTAL		4	4	2	1	3		2		4	20	60.0		
HIST 147	MIDDLE EAST HISTORY & CULTURE	6	6		2	2				3	17	51.0	IDOU	
5876N		6	6		2	2				3	17	51.0		
COURSE TOTAL		6	6		2	2				3	17	51.0		
HIST 151	U.S.HIST:ASIAN PERSPECTIVES II	3	3	1	2	2				2	8	24.0	PABLO	
5878		3	3	1	2	2				2	8	24.0		
COURSE TOTAL		3	3	1	2	2				2	8	24.0		
HIST 181	U.S.HIST:BLACK PERSPECTIVES II	1	5	10	2					11	29	87.0	SHABAZZ	
5882		1	5	10	2					11	29	87.0		
COURSE TOTAL		1	5	10	2					11	29	87.0		
SUBJECT TOTAL		714	646	441	104	213		37	6	478	2639	7534.8		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
WKS	HRS													
HIST 100 EARLY WORLD HISTORY														
5620	3.0	10	10			3				10	33	96.0	FERES	PT
5621	3.0	14	14							12	35	105.0	SCHWARTZ	PT
5623	3.0	2	6	12					1	17	35	105.0	BELL	XP
5624	3.0	6	10	12	1	7				8	40	120.0	HENRY	
5625	3.0	2	6	18		3				12	41	123.0	BELL	
5631	3.0	2	7	17	6	7				23	52	156.0	HENRY	PT
5632N	3.0	3	7	4	5	2				6	20	60.0	JAY	PT
5633N	3.0	8	6	56	12	14		1	1	6	41	123.0	DIBELLA	PT
COURSE TOTAL		42	59	56	12	42		1	1	84	297	888.0		
HIST 101 MODERN WORLD HISTORY														
5635	3.0	3	2	6	4	4			1	7	27	81.0	HENRY	
5636	3.0	1	1	21	1	10		1		12	46	138.0	BELL	
5637	3.0	1	2	4	1	1				6	18	45.0	BELL	
5638	3.0	2	3	12	1	2				9	25	84.0	BELL	
5639	3.0	11	7	4	1	1				9	33	99.0	RYAN	PT
5640	3.0	14	4	4	4	3		1		3	33	96.0	RYAN	PT
5641N	3.0	10	4	3	11	2				5	24	72.0	RYAN	PT
COURSE TOTAL		41	23	54	11	23		2	1	51	206	615.0		
HIST 105 EARLY WEST CIVILIZATION/HONORS														
5645	3.0	5	9	2	1	1				2	20	60.0	ENNIS	PT
5646	3.0	6	1	3	2	8			1	3	15	45.0	HEWSON	
5647	3.0	7	6	5	6	2				5	38	114.0	HENRY	PT
5648N	3.0	9	3	1	9	2				1	16	48.0	DIBELLA	PT
COURSE TOTAL		27	19	11	9	11		1		11	89	267.0		
HIST 106 MODERN WESTERN CIVILIZATION														
5650	3.0	13	17	4	2	1				5	42	126.0	ENNIS	PT
5651	6.0	3	5	4	2	2				2	18	108.0	HENRY	
5652	6.0	6	9	4	1	5				9	34	68.6	GUSTAFSON	
COURSE TOTAL		22	31	12	5	8				16	94	302.6		
HIST 108 EARLY AMERICAN HISTORY														
5653	3.0	5	15	4	3	4				8	39	117.0	CUTLIP	PT
5654	3.0	10	15	14	3	5				9	56	168.0	CANEDO	PT
5655	3.0	11	8	15	3	1			1	5	34	102.0	URIBE-PEREZ	PT
5656	3.0	19	18	18	4	1		1		7	58	174.0	CANEDO	PT
5657	3.0	14	1	14	3	2				6	25	177.0	ENNIS	PT
5658	3.0	11	6	3	1	2				3	75.0	GASTIL	PT	
5659	3.0	11	7	4	1	6			2	12	41	123.0	ROCKWOOD	PT
5660	3.0	15	22	6	1	4				15	58	174.0	ENNIS	
5661	3.0	5	13	3	1	1				19	41	117.0	HANSEN	
5662	3.0	8	8	4	1	1				1	19	49.4	HANSEN	
5663N	3.0	27	8	3	3	4				4	43	129.0	HANLEY	PT
5664N	3.0	6	11	4	3	4				9	37	102.0	ROCKWOOD	PT
5665	3.0	14	4	3	1	5				16	34	105.0	BAYDO	PT
5666	3.0	1	4	3	1	4		1		20	47	135.0	BAYDO	PT
5706	3.0	2	4	6	1	9		1		17	45	135.0	HARGROVE	PT
5707N	3.0	5	7	3	3	5		2		16	41	123.0	COMFORD	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS		HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 108		EARLY AMERICAN HISTORY	158	169	97	32	(CONT"D)		9	4	157	677	2005.4	
COURSE TOTAL							51							
HIST 109		MODERN AMERICAN HISTORY												
5667	3.0	4	8	2			3				6	23	69.0	HANSEN
5668	3.0	12	10	11	2		13				4	52	156.0	BALE
5669	6	16	9	17			6				11	28	46.6	STEVENS
5670	3.0	16	27	15	2		2		1		3	56	168.0	ENNIS
5671	3.0	3	11	14	1		4		2		3	54	162.0	BALE
5672	3.0	11	13	14	1		1		2		10	40	114.0	BELL
5673	3.0	16	27	17	1		3				4	39	117.0	HANSEN
5674	3.0	16	21	17	1		1		3		2	47	141.0	ENNIS
5675	3.0	33	17	7			1				3	52	156.0	ENNIS
5676	3.0	29	14	7	1		3		2		1	54	162.0	RENGA
5677	3.0	18	14	7			1		2		4	46	115.2	HANSEN
5678N	6.0	29	14	7	2		4		1		2	52	153.0	RENGA
5679N	3.0	4	12	4	1		1		1		2	24	69.0	KAUP
5680N	3.0	3	5	1			3		1		9	22	66.0	STEVENS
5681	3.0	7	11	3	1		4		1		11	36	102.0	GOMEZ
5682	3.0	4	17	3	1		7		1		16	48	144.0	BAYDO
5708N	3.0	12	15	4			2		1		2	36	108.0	CARRILLO
COURSE TOTAL		196	251	88	14		58		11		91	709	2048.8	
HIST 114		HISTORY OF THE EARLY AMERICAS												
5683	3.0	15	2				5				5	27	81.0	CONTRERAS
5684	3.0	5	3	3	1		12				14	38	108.0	CONTRERAS
COURSE TOTAL		20	5	3	1		17				19	65	189.0	
HIST 115		HISTORY OF THE MODERN AMERICAS												
5685	3.0	9	5	1			4			1	4	24	69.0	CONTRERAS
5686	3.0	1	8	1	1		16				17	44	117.0	CONTRERAS
COURSE TOTAL		10	13	2	1		20			1	21	68	186.0	
HIST 118		US HIST:CHICANO/A PERSPECTIV I												
5687	8	1	5	7	1						2	16	38.4	MARTINEZ
COURSE TOTAL		1	5	7	1						2	16	38.4	
HIST 119		US HIST:CHICANO/A PERSPECTIV II												
5688	3.0	4	8	6	3		3				3	27	81.0	MARTINEZ
5690	8	5	4	5			8				2	24	60.3	MARTINEZ
COURSE TOTAL		9	12	11	3		11				5	51	141.3	
HIST 124		HISTORY OF CALIFORNIA												
5693N	3.0	9	5	1			3				1	19	57.0	CARRILLO
COURSE TOTAL		9	5	1			3				1	19	57.0	
HIST 130		US HIST/CULTURES:NATIVE AMER I												
5695	3.0	4	8	4	1		1				3	19	57.0	GAMBOA
5696N	3.0	1	3	1	1		1				3	7	21.0	GAMBOA
COURSE TOTAL		5	11	5	1		1				3	26	78.0	

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G R O S S M O N I T O R I N G
GRADE DISTRIBUTION SUMMARY

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HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HIST 135 ANCIENT CIVILIZATIONS			21	5	4	2	4				7	43	129.0	FERES	PT
COURSE TOTAL	3.0		21	5	4	2	4				7	43	129.0		
HIST 137 EAST ASIAN CIVILIZATION			4	8								12	36.0	HEWSON	PT
COURSE TOTAL	3.0		4	8								12	36.0		
HIST 147 MIDDLE EAST HISTORY & CULTURE			5	2	2		2				2	13	39.0	IDOU	
COURSE TOTAL	3.0		5	2	2		2				2	13	39.0		
HIST 154 EARLY HIST WOMEN / WORLD CIVIL			3	4	5		1				5	18	54.0	KINEAVY	PT
COURSE TOTAL	3.0		3	4	5		1				5	18	54.0		
HIST 180 U.S. HIST:BLACK PERSPECTIVES I			4	2	3	5	3				15	32	96.0	SHABAZZ	
COURSE TOTAL	3.0		4	2	3	5	3				15	32	96.0		
SUBJECT TOTAL			577	624	361	97	255		23	8	490	2435	7170.5		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100	EARLY WORLD HISTORY														
5770	3.0	3	9	4	1	4	3				6	23	66.0	HEWSON	PT
5771	3.0	11	5	1		3	3		1		6	27	78.0	FERES	PT
5773	3.0	2	8	9	6	10	5				15	34	102.0	BELL	XP
5774	3.0	6	8			3	7				10	48	144.0	HENRY	
5775	3.0	3	11	12	2	5	7				11	43	129.0	BELL	PT
5778N	3.0	5	12	4	3	7	1				17	41	120.0	GUSTAFSON	PT
5779N	3.0	9	15	2	2	1	1				11	37	108.0	DIBELLA	PT
	COURSE TOTAL		39	55	40	14	30		1		74	253	747.0		
HIST 101	MODERN WORLD HISTORY														
5782	3.0	3	4	4	5	3	3				5	24	72.0	HENRY	PT
5784	3.0	1	4	9	1	3	3		1		7	24	72.0	BELL	PT
5785	3.0	9	11	14	1	6	2				6	42	126.0	HEWSON	PT
5786	3.0	2	2	7	1	5	1				11	22	69.0	BELL	PT
5787	3.0	1	10	3	1	2	1				7	22	63.0	BELL	PT
5788	3.0	16	3	2	1	1	2				2	33	99.0	RYAN	PT
5790N	3.0	24	3	3	7	1	1				2	33	99.0	FERES	PT
7729	4 12.0	13	3	3	7	1	1				1	21	54.9	RYAN	PT
	COURSE TOTAL		69	39	48	7	17		1		41	222	654.9		
HIST 105	EARLY WESTERN CIVILIZATION														
5794	3.0	16	2	2	2	2	1				8	43	126.0	ENNIS	PT
5796	3.0	5	4	4					1		10	23	69.0	GUSTAFSON	PT
5797	3.0	4	4	4							2	15	45.0	SCHWARTZ	PT
5798N	3.0	6	4	10	2	3	3				3	13	39.0	DIBELLA	PT
	COURSE TOTAL		31	24	10	7	7		1		23	94	279.0		
HIST 106	MODERN WESTERN CIVILIZATION														
5803	3.0	9	7	4	5	2	2				10	37	111.0	AMOV	PT
5805	3.0	9	7	3	2	1	3				5	18	54.0	ENNIS	PT
5807	3.0	8	4	7	7	3	3		1		17	24	72.0	HENRY	PT
	COURSE TOTAL		26	18	7	7	7		1		17	79	237.0		
HIST 108	EARLY AMERICAN HISTORY														
5810	3.0	12	16	7	2	1	4				4	42	126.0	ENNIS	PT
5811	3.0	19	5	8	5	8	4		1		6	38	114.0	BALE	PT
5813	3.0	1	2	4	8	8	2				2	17	51.0	JAY	XP
5814	3 16.0	8	22	9	1	2	3				2	43	112.5	GONDA	XP
5815	3.0	5	22	9	1	1	2				5	55	165.0	GONDA	XP
5818	3.0	21	18	8	2	4	4		1		6	59	177.0	ENNIS	XP
5819	3.0	14	13	6	5	5	4				7	52	156.0	ENNIS	XP
5820	3.0	11	15	5	4	4	5		1		6	38	114.0	HANSEN	XP
5821	8 6.0	10	10	6	4	1	8				5	32	74.1	HENRY	XP
5822	3.0	7	2	5	4	1	1				6	32	96.0	HENRY	XP
5823N	3.0	26	14	2	4	1	8		1		2	46	138.0	RENGA	PT
5824N	3.0	4	6	1	2	2	2				7	24	72.0	STEVENS	PT
5825N	3.0	6	2	1	4	2	2		1		13	32	96.0	COMFORD	PT
5826	3 16.0	26	24	5	1	9	9				7	67	159.0	CANEDO	PT
5827	3.0	9	6	6	1	7	7				9	38	111.0	BAYDO	PT
5828	3.0	5	6	3	7	1	7			2	9	32	93.0	IGOU	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 108 EARLY AMERICAN HISTORY							(CONT'D)								
7730N	4	12.0	11	6	1				1		15	18	49.4	RENGA	PT
7731	4	12.0	8	13	2	3			8	3	111	42	74.1	CANEDO	PT
COURSE TOTAL			193	192	96	41	63					707	1978.2		
HIST 109 MODERN AMERICAN HISTORY															
5829	3	9.0	3	5	1	1					7	17	51.0	GASTIL	PT
5830		3.0	15	16	4	2	1				5	44	129.0	ENNIS	PT
5831	6	18.0	15	6			4		2		19	36	46.6	MCMEEKEN	PT
5832		3.0	5	5	2						4	16	48.0	BALE	PT
5833	3	9.0	23	24	6		4		2		1	50	134.4	RENGA	PT
5834		3.0	2	8	8	1			1	1	4	24	72.0	GONDA	XP
5835		3.0	29	20	8	1	2				2	62	186.0	ENNIS	PT
5836		3.0	12	12	3	2	1		1		8	32	96.0	BELL	PT
5837		3.0	16	19	5	3	7				5	37	111.0	MCMEEKEN	PT
5838		3.0	16	10	3	3	1				6	47	141.0	SCOTT	PT
5839	3	9.0	12	2	1	15	47		2	2	18	2	1.0	RENGA	PT
5840		3.0	17	5	7		2				7	33	99.0	HANSEN	PT
5842		3.0	12	4	1	2	2				3	17	48.0	URIBE-PEREZ	PT
5843		3.0	3	4	1						7	15	45.0	HANSEN	PT
5844	8	24.0	15	9	11		4		1	1	11	52	112.5	HANSEN	PT
5845N		3.0	11	12	6	2	3		2		6	40	126.0	CARRILLO	PT
5846N		3.0	15	16	6		3				3	40	120.0	HANLEY	PT
5847N		3.0	17	6	1		3				1	18	54.0	KAUP	PT
5850	3	9.0	17	8	12	4	1		3		15	46	85.0	GOMEZ	PT
5851		3.0	14	18	7		9		1		11	53	168.0	CANEDO	PT
5852		3.0	8	2	3		1		1		11	43	129.0	BAYDO	PT
7732N	4	12.0	8	2	1		2		2		18	13	35.7	CARRILLO	PT
7733	4	12.0	12	5	90	15	47		16	2	154	40	60.3	GOMEZ	PT
COURSE TOTAL			243	215	90	15	47					782	2098.5		
HIST 114 HISTORY OF THE EARLY AMERICAS															
5853		3.0	6	10	1		4				4	25	75.0	CONTRERAS	XP
5855		3.0	10	6	4		5				13	38	111.0	CONTRERAS	
COURSE TOTAL			16	16	5		9				17	63	186.0		
HIST 115 HISTORY OF THE MODERN AMERICAS															
5857		3.0	7	7	5	2	2				8	31	90.0	CONTRERAS	
5858		3.0	7	5	2		5		2		12	33	96.0	CONTRERAS	
COURSE TOTAL			14	12	7	2	7				20	64	186.0		
HIST 118 US HIST:CHICANO/A PERSPECTIV I															
5860	8	24.0	5	4	12		3				4	28	65.8	MARTINEZ	
COURSE TOTAL			5	4	12		3				4	28	65.8		
HIST 119 US HIST:CHICANO/A PERSPECTIV II															
5862	8	24.0	4	7	12	2	3				8	36	76.8	MARTINEZ	
5863		3.0	7	7	6		3				3	26	78.0	MARTINEZ	
COURSE TOTAL			11	14	18	2	6				11	62	154.8		

HUMANITIES, SOCIAL & BEHAV SCIENCES

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 123	WOMEN-MODERN AMERICAN HISTORY												
5864	3.0	6	8	5	1	4				3	27	81.0	GONDA
	COURSE TOTAL	6	8	5	1	4				3	27	81.0	
HIST 124	HISTORY OF CALIFORNIA												
5865N	3.0	1		1		1				7	10	30.0	HARGROVE
	COURSE TOTAL	1		1		1				7	10	30.0	
HIST 126	HISTORY OF MEXICO												
5867	3.0	8	3	3	2	3				3	22	66.0	CONTRERAS
	COURSE TOTAL	8	3	3	2	3				3	22	66.0	
HIST 131	US HIST/CULTURE:NATIVE AMER II												
5870	3.0	5	3	2						1	11	33.0	GAMBOA
5871N	3.0	2	2	2	1	1				2	7	21.0	GAMBOA
	COURSE TOTAL	5	5	4	1	1				3	18	54.0	
HIST 135	ANCIENT CIVILIZATIONS												
5873	3.0	10	3	5		8				13	39	117.0	AMOV
5874N	3.0	10	3		2	1				10	26	78.0	DIBELLA
	COURSE TOTAL	20	6	5	2	9				23	65	195.0	
HIST 137	EAST ASIAN CIVILIZATION												
5875	3.0	5	1	3	3	2				2	16	48.0	HENRY
	COURSE TOTAL	5	1	3	3	2				2	16	48.0	
HIST 147	MIDDLE EAST HISTORY & CULTURE												
5876N	3.0	6	5	3		1				2	17	51.0	IDOUJ
	COURSE TOTAL	6	5	3		1				2	17	51.0	
HIST 181	U.S.HIST:BLACK PERSPECTIVES II												
5882	3.0	5	5	10	6			1		16	43	129.0	SHABAZZ
	COURSE TOTAL	5	5	10	6			1		16	43	129.0	
HIST 194	COMMUNITY SERVICE LEARNING EXP												
5884 **	0.0	1									1	0.0	GONDA
	COURSE TOTAL	1									1	0.0	
	SUBJECT TOTAL	703	622	367	105	208		31	5	531	2572	7241.2	

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

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		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100		EARLY WORLD HISTORY														
5770		3.0	2	6	13	3	1	8		1		13	23	69.0	HEWSON	PT
5773		3.0	2	2	13	3	3					15	42	126.0	BELL	
5774		3.0	3	12	13	4	4	11		1		16	54	162.0	HENRY	
5775		3.0	2	25	1	4	4	2				17	47	138.0	BELL	
5778N		3.0	8	3	3	3	4	3				4	38	114.0	FERES	
5779N		3.0	19	6	2	3	3	4		1		12	32	96.0	DIBELLA	PT
5780		3.0	12	3	1	2	2	4				7	39	117.0	FERES	
5781		3.0	69	41	42	20	2	34		3		4	22	63.0	FERES	
COURSE TOTAL												88	297	885.0		
HIST 101		MODERN WORLD HISTORY														
5782		3.0	4	4	2	3	3	3				5	21	63.0	HENRY	XP
5783		3.0	6	3	3	4	4	8				16	40	120.0	HENRY	
5784		3.0	5	5	11	1	1	2				10	29	87.0	BELL	
5787		3.0	2	2	14	5	5	1		1		11	33	99.0	BELL	
5788		3.0	3	6	1	2	1	1				7	19	57.0	HEWSON	PT
5790		3.0	14	4	1	3	3	5				11	31	90.0	RADZIKOWSKI	PT
7729		4.12.0	2	4	6	16	3	19				4	19	41.1	BELL	PT
COURSE TOTAL			29	24	39	16	19	19		1		64	192	557.1		XP
HIST 105		EARLY WESTERN CIVILIZATION														
5792		3.0	7	1	4	1	1	1				3	16	48.0	FERES	PT
5793		3.0	4	12	4	4	4	3				10	45	135.0	ENNIS	
5795		6.0	11	6	4	3	3	3				20	45	68.6	FERES	
5796		3.0	1	6	1	1	1	1				4	12	36.0	HEWSON	PT
5797		3.0	7	6	2	1	1	1		1		6	22	66.0	SCHWARTZ	PT
5798N		3.0	5	2	3	1	1	5				10	23	69.0	DIBELLA	PT
COURSE TOTAL			43	31	20	9	9	15		2		53	163	422.6		
HIST 106		MODERN WESTERN CIVILIZATION														
5803		3.0	6	7	6	5	5	1				6	31	93.0	AMOV	PT
5805		3.0	5	7	6	3	3	3		2	1	9	33	99.0	ENNIS	XP
5807		3.0	5	6	2	5	5	4				7	20	57.0	HENRY	
COURSE TOTAL			16	20	14	5	5	4		2	1	22	84	249.0		
HIST 108		EARLY AMERICAN HISTORY														
5810		3.0	15	14	8	1	1	1				7	46	138.0	ENNIS	
5811		3.0	8	9	9	2	2	1				4	37	111.0	BALE	PT
5813		3.0	2	3	5	1	1	1				6	22	66.0	BALE	PT
5814		3.0	2	19	10	1	1	3		3	1	5	45	109.7	BALE	PT
5815		3.0	11	14	5	1	1	4		1		8	48	144.0	BALE	PT
5816		3.0	21	2	18	1	1	4				9	36	108.0	MCMEEKEN	XP
5817		3.0	23	14	10	4	4	2		3		7	65	195.0	ENNIS	
5818		3.0	14	17	6	1	1	1		1		5	54	159.0	ENNIS	
5819		3.0	16	7	4	1	1	1		1		9	40	120.0	ATCHISON	
5820		3.0	2	10	3	1	1	5				10	34	102.0	GONDA	PT
5822		3.0	6	8	4	1	1	5				10	33	99.0	MCMEEKEN	PT
5822N		3.0	17	13	2	1	1	1				8	41	90.5	ATCHISON	PT
5823N		3.0	24	22	3	1	1	5				10	50	150.0	RENGA	XP
5824N		3.0	3	7	3	1	1	5				1	18	54.0	STEVENS	XP

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 108 EARLY AMERICAN HISTORY													
5825N	3.0	5	4	6	1	4		1		9	29	87.0	COMFORD
5826	3.0	19	18	9	8	5		3		7	67	164.6	CANEDO
5827	3.0	19	15	4	1	12				17	61	174.0	BAYDO
7730N	4.0	13	9	1						1	24	63.1	RENGA
7731	4.0	28	15	12	2	20				4	61	156.3	CANEDO
COURSE TOTAL		228	220	118	24	76		14	1	130	811	2291.2	
HIST 109 MODERN AMERICAN HISTORY													
5829	3.0	10	8	2	4	3				8	28	81.0	GASTIL
5830	3.0	14	15	18		2				7	61	183.0	ENNIS
5831	8.0	12	8	7		2				22	51	179.5	CARRILLO
5832	3.0	4		2		2				7	15	45.0	MCMECKEN
5833	3.0	27	27	6				1		5	66	167.3	RENGA
5834	3.0	3	13	11	3	3		1		4	35	105.0	ZELT
5835	3.0	24	17	11	1	5				3	61	183.0	ENNIS
5836	3.0	24	4	11	1	2				12	53	96.0	BELL
5837	3.0	24	10	4		2		2		11	53	159.0	GASTIL
5838	3.0	6	6	6	3	2				9	21	63.0	BELL
5839	3.0	7	20	9		10				2	50	150.0	GONDA
5840	3.0	14	3	6		4				12	28	84.0	ATCHISON
5843	6.0	19	4	7						11	40	120.0	ATCHISON
5844	3.0	10	10	4						9	42	90.5	ATCHISON
5845N	3.0	13	8	11		1		1		9	40	117.0	CARRILLO
5846N	3.0	7	7	2		1				1	25	75.0	HANLEY
5847N	3.0	33	8	1		1		1		4	20	60.0	KAUP
5849	3.0	7	15	3	1	1				4	58	174.0	RENGA
5850	3.0	29	18	9		2				7	43	98.7	GOMEZ
5851	3.0	11	17	5		1				10	62	186.0	CANEDO
5852	3.0	11	7	2	2	1				8	40	120.0	BAYDO
7732N	4.0	7	7	3	1	9				6	24	49.4	CARRILLO
7733	4.0	7	9	5	1	11				4	36	87.8	GOMEZ
COURSE TOTAL		288	243	145	15	60		6		175	932	2574.2	
HIST 114 HISTORY OF THE EARLY AMERICAS													
5853	3.0	12	7	2	1	3				8	33	99.0	CONTRERAS
5855	3.0	15	3	1		2		1		4	26	78.0	CONTRERAS
COURSE TOTAL		27	10	3	1	5		1		12	59	177.0	
HIST 115 HISTORY OF THE MODERN AMERICAS													
5856	3.0	7	2	6		4				2	21	63.0	CONTRERAS
5857	3.0	5	7	1		5				6	25	75.0	CONTRERAS
COURSE TOTAL		12	9	7		9			1	8	46	138.0	
HIST 118 US HIST:CHICANO/A PERSPECTIV I													
5860	8.0	6	7	5	3	3				3	24	57.6	MARTINEZ
COURSE TOTAL		6	7	5	3	3				3	24	57.6	
HIST 119 US HIST:CHICANO/A PERSPECTIV II													
5862	8.0	5	5	3	1	2				7	21	38.4	MARTINEZ
5863	3.0	1	7	4	1					2	17	51.0	MARTINEZ

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 119	US HIST:CHICANO/A PERSPECTV II	6	12	7	2	2							
COURSE TOTAL		6	12	7	2	2				9	38	89.4	
HIST 123	WOMEN-MODERN AMERICAN HISTORY	2	7	7		3		1	1	4	25	75.0	GONDA
COURSE TOTAL		2	7	7		3		1	1	4	25	75.0	XP
HIST 124	HISTORY OF CALIFORNIA	7	4	2		2		1		23	39	114.0	HARGROVE
COURSE TOTAL		7	4	2		2		1		23	39	114.0	PT
HIST 126	HISTORY OF MEXICO	6	4	1		2				4	17	51.0	CONTRERAS
COURSE TOTAL		6	4	1		2				4	17	51.0	
HIST 131	US HIST/CULTURE:NATIVE AMER II	3	1							3	8	24.0	GAMBOA
COURSE TOTAL		3	1							3	8	24.0	GAMBOA
HIST 135	ANCIENT CIVILIZATIONS	6	4	3		2				9	30	90.0	AMOV
COURSE TOTAL		6	4	3		2				9	30	90.0	PT
HIST 137	EAST ASIAN CIVILLIZATION	6	4	2		2				2	18	54.0	HENRY
COURSE TOTAL		6	4	2		2				2	18	54.0	
HIST 147	MIDDLE EAST HISTORY & CULTURE	6	5	5		1				4	21	63.0	IDOUTI
COURSE TOTAL		6	5	5		1				4	21	63.0	
HIST 181	U.S.HIST:BLACK PERSPECTIVES II	3	10	2		3				11	29	84.0	STEVENS
COURSE TOTAL		3	10	2		3				11	29	84.0	
HIST 194	COMMUNITY SERVICE LEARNING EXP	3								1	4	0.0	GONDA
COURSE TOTAL		3								1	4	0.0	
SUBJECT TOTAL		774	659	430	97	238		31	4	628	2861	8080.1	

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

HUMANITIES, SOCIAL & BEHAV SCIENCES -----

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100														
5620	3.0	12	11	10	2	3		1		3	40	120.0	FERES	PT
5623	3.0	11	2	26	1	4				8	42	126.0	BELL	PT
5624	3.0	5	7	10	1	14				12	49	147.0	HENRY	PT
5625	3.0	4	4	22	3	4				12	42	117.0	BELL	PT
5627	3.0	5	11	4	3	1				1	25	75.0	RANASINGHE	PT
5630	3.0	4	1	6	2	6		1		5	18	54.0	RANASINGHE	PT
5631N	3.0	13	8	4	1	6				9	42	126.0	DIBELLA	PT
5632	3.0	31	6	6	9	4		2		17	64	186.0	FERES	PT
COURSE TOTAL		70	50	88	9	36				67	322	951.0		
HIST 101														
5634	3.0	3	4	10	2	11				12	42	126.0	HENRY	PT
5635	3.0	4	3	2	1	7				7	17	51.0	HEWSON	XP
5636	3.0	4	5	15		7				10	37	108.0	BELL	PT
5637	3.0	3	3	10		1				10	24	72.0	BELL	PT
5638	3.0	7	7	2		2				5	23	69.0	SCHWARTZ	PT
5639	6.0	7	8	6	3	6		1		28	49	57.6	HEWSON	PT
5640	3.0	2	5	4	1	6				6	26	78.0	HENRY	PT
5641N	3.0	14	4	2	1	3				6	28	84.0	FERES	PT
5642	3.0	18	39	51	7	30		1		9	30	90.0	RADZIKOWSKI	PT
COURSE TOTAL		55	39	51	7	30				93	276	735.6		
HIST 103														
5643	3.0	3	2	2		4				4	15	45.0	HENRY	PT
COURSE TOTAL		3	2	2		4				4	15	45.0		
HIST 105														
5644	3.0	9	6	5	2	4				4	19	57.0	ENNIS	PT
5646	3.0	4	8	1	3	2				6	29	87.0	HENRY	PT
5647	3.0	24	5	1	3	2				6	41	117.0	FERES	PT
5649N	3.0	4	3	6	5	2				5	14	39.0	DIBELLA	PT
COURSE TOTAL		41	22	6	5	8				21	103	300.0		
HIST 106														
5650	3.0	7	2	3		2				17	31	90.0	SENNET	PT
5651	3.0	16	19	7		3				5	50	150.0	ENNIS	PT
5652	6.0	9	1	1		14				20	45	68.6	SENNET	PT
5653	6.0	7	9	12		1				18	47	79.5	CARRILLO	PT
COURSE TOTAL		39	31	23		20				60	173	388.1		
HIST 108														
5654	3.0	21	8	3		2				14	48	144.0	GASTIL	PT
5655	3.0	23	6	1		1				4	35	105.0	GASTIL	PT
5656	6.0	6	5	2	2	2				24	41	46.6	MCMECKEN	PT
5657	3.0	27	17	15		2				4	68	204.0	ENNIS	XP
5658	3.0	28	15	3		2				11	63	183.0	ENNIS	PT
5659	3.0	10	6	9		3				7	28	81.0	BALE	PT
5660	3.0	22	9	5	1	3		1		1	36	108.0	GASTIL	PT
5661	3.0	16	15	8		4				8	50	147.0	ATCHISON	PT
5662	3.0	12	13	5	1	5				6	45	135.0	BALE	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 108							(CONT"D)								
EARLY AMERICAN HISTORY	8	6.0	23	11	3	1	1				6	45	107.0	ATCHISON	PT
56663			23	11	3	1	1				12	46	138.0	COMFORD	PT
5664N			10	5	9	1	12				9	35	105.0	MCMECKEN	XP
5665N			8	3	2		3				8	18	54.0	STEVENS	PT
5666N			2	9	9	4	5	2	1		16	55	165.0	CANEDO	PT
5667			9	14	4	1	6				7	42	126.0	BAYDO	PT
5668			10	8	2	1	11				6	35	105.0	BAYDO	PT
5669			7	151	75	17	65	4	1		143	690	1953.6		
COURSE TOTAL			234	151	75	17	65	4	1		143	690	1953.6		
HIST 109															
MODERN AMERICAN HISTORY															
5670			15	2	3	1	11				6	38	111.0	MOORE	PT
5671			17	18	6	1	17				5	47	141.0	ENNIS	XP
5672	6	8.0	1	11	7	2	7				10	25	52.1	STEVENS	XP
5674			14	19	7	2	16	3			6	56	168.0	ENNIS	PT
5675			1	4	26		4				6	43	129.0	BELL	PT
5676			26	4	1		4				6	41	123.0	RADZIKOWSKI	PT
5677			2	6	20		8				2	36	105.0	BELL	PT
5678			9	10	27	5	4				4	39	117.0	BALE	PT
5679			22	15	6	2	3				2	50	150.0	ENNIS	XP
5680			18	5	5		4				7	35	102.0	ATCHISON	PT
5681			23	21	2		2	1			3	51	153.0	RENGA	PT
5682			10	8	3		2				5	22	66.0	ATCHISON	PT
5683	8	6.0	23	8	4		4	2			6	45	107.0	ATCHISON	PT
5684N			16	14	1		2	1			2	37	111.0	RENGA	PT
5685N			6	3	1		4				2	12	36.0	HANLEY	PT
5687N			8	14	6		1	1			4	34	102.0	CARRILLO	PT
5689			10	29	7		2	2			5	55	162.0	CANEDO	PT
5690			11	12	1		7				10	41	120.0	GOMEZ	PT
5691			8	8	5	1	3				5	40	120.0	BAYDO	PT
5692			33	10	3		3	1			3	53	159.0	RENGA	PT
COURSE TOTAL			271	215	113	11	80	11			99	800	2334.1		
HIST 114															
HISTORY OF THE EARLY AMERICAS															
5694			14	6	6		1				12	39	114.0	CONTRERAS	PT
5695			17	11	2		2				7	40	120.0	CONTRERAS	PT
COURSE TOTAL			31	17	8		3				19	79	234.0		
HIST 115															
HISTORY OF THE MODERN AMERICAS															
5697			5	9	3	4	3				10	34	102.0	CONTRERAS	PT
5698			5	7	6	1	6				6	31	93.0	CONTRERAS	PT
COURSE TOTAL			10	16	9	5	9				16	65	195.0		
HIST 118															
US HIST:CHICANO/A PERSPECTIV I															
5701			3	12	4		2				3	24	57.6	MARTINEZ	PT
COURSE TOTAL			3	12	4		2				3	24	57.6		
HIST 119															
US HIST:CHICANO/A PERSPECTV II															
5702			2	4	6	2	4				11	29	87.0	MARTINEZ	PT
5704			4	8	2		2				7	23	43.9	MARTINEZ	PT

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

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 119	US HIST:CHICANO/A PERSPECTV II (CONT'D)	6	12	8	2	6				18	52	130.9	
	COURSE TOTAL												
HIST 122	WOMEN - EARLY AMERICAN HISTORY	1	8	4		7		1		3	24	72.0	GONDA
	COURSE TOTAL	1	8	4		7		1		3	24	72.0	XP
HIST 124	HISTORY OF CALIFORNIA	5	8	3	1	4				16	37	108.0	HARGROVE
	COURSE TOTAL	5	8	3	1	4				16	37	108.0	PT
HIST 126	HISTORY OF MEXICO	5	5	2		1		1		2	17	51.0	CONTRERAS
	COURSE TOTAL	5	5	2		1		1		2	17	51.0	
HIST 130	US HIST/CULTURES:NATIVE AMER I	2	7	8		1		1		4	23	63.0	GAMBOA
	COURSE TOTAL	1	1	1		1		1		4	26	72.0	GAMBOA
HIST 135	ANCIENT CIVILIZATIONS	8	4	3	2	6				4	27	81.0	MCMEEKEN
	COURSE TOTAL	8	4	3	2	6				4	27	81.0	
HIST 136	SURVEY OF MEDIEVAL HISTORY	10	4	4		4				4	26	78.0	FERES
	COURSE TOTAL	10	4	4		4				4	26	78.0	
HIST 147	MIDDLE EAST HISTORY & CULTURE	7	4	2	1	2				3	19	57.0	IDOUJ
	COURSE TOTAL	7	4	2	1	2				3	19	57.0	
HIST 150	US HIST: ASIAN AMER PERSPECT I	3	1	2		1				7	7	21.0	MILLER
	COURSE TOTAL	3	1	2		1				7	7	21.0	
HIST 154	EARLY HIST WOMEN / WORLD CIVIL	2	4	2		1				3	12	36.0	KINEAVY
	COURSE TOTAL	2	4	2		1				3	12	36.0	
HIST 180	U.S. HIST:BLACK PERSPECTIVES I	5	13	8		8				4	38	111.0	STEVENS
	COURSE TOTAL	5	13	8		8				4	38	111.0	
HIST 199	SPECIAL STUDIES IN HISTORY	1								1	1	3.0	GONDA
	COURSE TOTAL	1								1	1	3.0	
	SUBJECT TOTAL	812	627	426	60	298		22	2	586	2833	8014.9	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT					
HIST 100 EARLY WORLD HISTORY																			
5770	3.0	5	5	3	1	3	1		1	10	28	78.0	HARRIS	PT					
5773	3.0	1	3	14		2				21	42	126.0	BELL						
5775	3.0	6	6	21		4				15	46	138.0	BELL						
5776	6.0	28	4	2	1	8		1		10	54	120.7	RANASINGHE	PT					
5777N	3.0	6	1	3		2				14	25	75.0	NEAL	PT					
5778N	3.0	22	4	4	1	1		1		3	37	111.0	FERES	PT					
5779N	3.0	16	4	1	1	2				21	45	135.0	DIBELLA						
5780	3.0	21	10	4	1	2				14	51	153.0	FERES						
5781	3.0	18	4	3	1	4				17	47	138.0	FERES						
COURSE TOTAL												117	44	25	1	125	375	1074.7	
HIST 101 MODERN WORLD HISTORY																			
5782	3.0	4	3	3	1	6				2	19	57.0	HENRY						
5783	3.0	9	8	10	5	5				11	48	144.0	HENRY						
5784	3.0	7	7	12	3	3				19	41	123.0	BELL						
5786	3.0	18	1	7	3	1	1			22	43	57.6	RADZIKOWSKI	PT					
5787	3.0	4	6	3	1	4				17	31	96.0	BELL	XP					
5788	3.0	8	3	4	1	5		1		7	22	66.0	HEWSON	PT					
5789	6.0	24	8	3	1	5				7	29	60.3	HENRY	PT					
5790	3.0	16	24	4	1	5				19	43	65.8	RADZIKOWSKI	PT					
5791	3.0	16	16	39	11	24	2	2	1	10	29	84.0	RADZIKOWSKI	PT					
COURSE TOTAL												83	28	24	3	114	305	753.7	
HIST 103 TWENTIETH CENTURY WORLD HIST																			
5792	3.0	2	2	4	2	4				5	19	57.0	HENRY						
COURSE TOTAL												2	2	4	4	5	19	57.0	
HIST 105 EARLY WESTERN CIVILIZATION																			
5793	3.0	10	1	1	1	1				2	15	45.0	FERES	PT					
5794	3.0	13	20	10		1				6	50	150.0	ENNIS	PT					
5796	3.0	8	2	1	1	1				3	15	45.0	NEAL	PT					
5797	3.0	6	6	1	1	2				2	15	45.0	SCHWARTZ	PT					
COURSE TOTAL												37	29	13	2	13	95	285.0	
HIST 106 MODERN WESTERN CIVILIZATION																			
5803	3.0	5	5	6	2	5				1	24	72.0	AMOV	PT					
5805	3.0	16	11	5	1	1				2	36	108.0	ENNIS	PT					
5808N	3.0	12	7	3	1	3		1		4	30	90.0	DIBELLA	PT					
5809	3.0	14	5	2	1	4				8	34	93.0	SENNET	PT					
COURSE TOTAL												47	28	16	1	15	124	363.0	
HIST 108 EARLY AMERICAN HISTORY																			
5810	3.0	19	16	9	2	2				8	58	174.0	ENNIS	XP					
5811	3.0	8	15	8	3	3		2		5	41	123.0	GONDA	PT					
5812	3.0	7	17	4	1	3		2		9	41	120.0	BALE	PT					
5813	3.0	16	19	4	1	7				3	43	109.7	BALE	PT					
5814	3.0	15	10	6	2	4		1		13	43	126.0	HARGROVE	PT					
5815	3.0	24	14	13	2	4				7	65	195.0	ENNIS	XP					
5816	3.0	16	13	11	1	2				8	59	177.0	ENNIS	XP					
5817	3.0	18	9	11	2	1				8	50	150.0	ATCHISON	XP					

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS		HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 108 EARLY AMERICAN HISTORY														
5818	3.0	26	1	3	6	3	3	1	2		9	40	120.0	RADZIKOWSKI
5819	3.0	16	3	3			5				7	42	123.0	MCMEEKEN
5820	3.0	15	3	3							10	21	63.0	TULLER
5821	8	16	3	3	9		1				8	31	63.1	ATCHISON
5822N	3.0	11	17	1							14	51	153.0	CARRILLO
5823N	3.0	29	14	1				2			3	50	150.0	RENGA
5824N	3.0	2	4	5			1				2	10	30.0	STEVENS
5825N	3.0	4	4	7			1				15	30	87.0	TULLER
5826	3.0	30	7	15	7		2				13	68	150.9	CANEDO
5827	3.0	3	8	2	8		3				14	48	141.0	BAYDO
5828	3.0	3	8	2	3		10		1		12	37	108.0	GOMEZ
5829	3.0	8	3	3	3		1		1		24	53	156.0	CANEDO
5885	3.0	3	7	3	3	4	4				14	33	99.0	COURTNEY
5886	3.0	7	3	2	2	2	12	2			12	38	114.0	COURTNEY
COURSE TOTAL		280	225	126	25	65	11	2	11		218	952	2732.7	

HIST 109 MODERN AMERICAN HISTORY														
5830	3.0	13	9	3	1	1	3		1		8	34	102.0	GASTIL
5831	3.0	10	14	7			3				8	44	132.0	ENNIS
5832	6	9	6	12			3		1		28	48	54.9	HANLEY
5833	3.0	13	8	15					1		6	30	90.0	RENGA
5834	3	36	18	3			2		1		12	59	159.1	RENGA
5835	3.0	13	7	12	8		1				11	34	102.0	GASTIL
5836	3.0	15	12	6			1		2		11	54	162.0	ENNIS
5837	3.0	12	12	15			1				5	32	96.0	GONDA
5838	3.0	12	12	15			4				6	37	111.0	BELL
5839	3.0	25	13	4			1				8	51	153.0	GASTIL
5840	3.0	2	3	9			4				14	32	90.0	BELL
5841	3.0	11	10	12			1		1		15	45	135.0	BALE
5842	3.0	5	7	3			3				6	20	96.0	ATCHISON
5843	3.0	10	2	8			5				3	32	60.0	MCMEEKEN
5844	8	26	2	1			2				12	42	82.3	RADZIKOWSKI
5845N	3.0	1	3	1			1				3	9	27.0	BELL
5846N	3.0	16	7	4			1				4	29	87.0	HANLEY
5847N	3.0	6	4	4			1				4	19	57.0	KAUP
5849	3	9	19	4			3		1		4	44	98.7	GOMEZ
5850	3.0	32	9	1			3		1		7	53	159.0	RENGA
5851	3.0	15	12	5			3		1		14	51	153.0	CANEDO
5852	3.0	9	9	5			4				13	40	111.0	BAYDO
COURSE TOTAL		275	189	105	25	49	10	2	10		186	839	2318.0	

HIST 114 HISTORY OF THE EARLY AMERICAS														
5853	3.0	10	6	4	1	1	3				7	29	87.0	CONTRERAS
5855	3.0	9	5	5			1				2	21	60.0	CONTRERAS
COURSE TOTAL		19	11	9	1	1	4				9	50	147.0	

HIST 115 HISTORY OF THE MODERN AMERICAS														
5856	3.0	7	6	4	1	2		1			6	24	69.0	CONTRERAS
5857	3.0	9	11	11							4	38	114.0	CONTRERAS

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 115 HISTORY OF THE MODERN AMERICAS (CONT'D) COURSE TOTAL	16	17	15	1		2	1				10	62	183.0	
HIST 118 US HIST:CHICANO/A PERSPECTIV I 5860 8 6.0 3 7 3 1 1 1 1 1 3 18 41.1 MARTINEZ COURSE TOTAL	3	7	3								3	18	41.1	MARTINEZ
HIST 119 US HIST:CHICANO/A PERSPECTV II 5862 8 6.0 3 6 6 2 2 2 2 2 8 28 54.9 MARTINEZ 5863 3.0 1 8 5 1 7 2 24 72.0 MARTINEZ COURSE TOTAL	4	14	11	4		9					10	52	126.9	
HIST 123 WOMEN-MODERN AMERICAN HISTORY 5864 3.0 21 9 3 2 4 4 9 9 48 144.0 ATCHISON COURSE TOTAL	21	9	3	2		4					9	48	144.0	ATCHISON
HIST 124 HISTORY OF CALIFORNIA 5865 3.0 2 6 5 4 2 2 4 2 18 105.0 HARGROVE COURSE TOTAL	2	6	5	4		2					18	37	105.0	HARGROVE
HIST 126 HISTORY OF MEXICO 5867 3.0 12 4 2 1 2 2 6 6 28 84.0 CONTRERAS COURSE TOTAL	12	4	2	1		2				1	6	28	84.0	CONTRERAS
HIST 131 US HIST/CULTURE:NATIVE AMER II 5870 3.0 1 4 1 1 1 1 5 5 15.0 GAMBOA 5871N 3.0 3 2 1 1 4 7 21.0 GAMBOA COURSE TOTAL	4	6	1	1		1						12	36.0	
HIST 135 ANCIENT CIVILIZATIONS 5872 3.0 6 7 9 5 11 14 42.0 FERES 5873N 3.0 5 4 4 1 4 14 42.0 FERES COURSE TOTAL	11	11	13	6		15					5	14	42.0	FERES
HIST 136 SURVEY OF MEDIEVAL HISTORY 5874N 3.0 7 2 2 1 2 2 8 8 27.0 HENRY COURSE TOTAL	7	2	2								3	9	27.0	HENRY
HIST 137 HISTORY OF EAST ASIA 5875 3.0 3 1 2 2 1 1 3 3 66.0 IDOUI COURSE TOTAL	3	1	2								3	22	66.0	IDOUI
HIST 147 MIDDLE EAST HISTORY & CULTURE 5876N 3.0 8 8 2 2 1 1 39.0 KINEAVY COURSE TOTAL	8	8	2	2							4	13	39.0	KINEAVY
HIST 155 MODERN HIST WOMEN/ WORLD CIVIL 5879N 3.0 2 4 3 4 3 13 39.0 KINEAVY COURSE TOTAL	2	4	3	3							4	13	39.0	KINEAVY

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 181 U.S.HIST:BLACK PERSPECTIVES II						4	4		1		5	33	99.0	STEVENS
5882		3.0	2	9	8	4			1		5	33	99.0	STEVENS
COURSE TOTAL			2	9	8	4	4		1		5	33	99.0	
HIST 194 COMMUNITY SERVICE LEARNING EXP												2	0.0	GONDA
5884**		0.0	2									2	0.0	GONDA
COURSE TOTAL			2									2	0.0	
SUBJECT TOTAL			955	654	435	97	223	7	28	3	779	3181	8946.1	

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

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: HIST -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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G04 -- Humanities Social & Behav Sciences

HIST-100 Early World History

3229	3.0		44	0	22	0	0	9	0	0	6	0	6	1	0	0	3	Feres, Angela
3230	3.0		28	0	0	0	0	3	0	0	17	0	8	0	0	0	14	Bell, Thomas
3231	3.0		44	0	12	0	0	7	0	0	13	1	11	0	0	0	8	Henry, Robert
3232	3.0		26	0	3	0	0	9	0	0	12	1	1	0	0	0	21	Bell, Thomas
3233	3.0		25	0	5	0	0	6	0	0	1	2	11	0	0	0	7	Harris, Bonnie
3235N	3.0		32	0	10	0	0	4	0	0	3	1	14	0	0	0	6	Dibella, Edward
3236	3.0		49	0	29	0	0	10	0	0	4	1	5	0	0	0	7	Feres, Angela
4849	3.0		51	0	27	0	0	11	0	0	4	0	8	1	0	0	7	Feres, Angela
Course Total			299	0	108	0	0	59	0	0	60	6	64	2	0	0	73	

HIST-101 Modern World History

3237	3.0		15	0	3	0	0	3	0	0	4	2	2	0	1	0	9	Henry, Robert
3239	3.0		28	0	1	0	0	3	0	0	19	0	5	0	0	0	16	Bell, Thomas
3240	3.0		22	0	2	0	0	8	0	0	8	2	2	0	0	0	15	Bell, Thomas
3242	8	3.0	22	0	5	0	0	9	0	0	5	3	0	0	0	0	3	Hewson, David
3243	3.0		14	0	2	0	0	3	0	0	4	1	4	0	0	0	10	Henry, Robert
3244N	3.0		37	0	23	0	0	6	0	0	1	0	5	2	0	0	4	Feres, Angela
3245	3.0		27	0	20	0	0	1	0	0	1	0	5	0	0	0	4	Radzikowski, Joe
Course Total			165	0	56	0	0	33	0	0	42	8	23	2	1	0	61	

HIST-103 Twentieth Century World Hist

3246N	3.0		11	0	4	0	0	4	0	0	1	0	2	0	0	0	3	Henry, Robert
Course Total			11	0	4	0	0	4	0	0	1	0	2	0	0	0	3	

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Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: HIST -- Course: All Courses

HIST-105 Honors-Early West Civilization

3247	3.0	17	0	4	0	0	0	8	0	0	0	5	0	0	0	0	0	0	3	Ennis, Leon	
3248	3.0	22	0	8	0	0	0	7	0	0	0	2	1	3	0	1	0	0	3	Henry, Robert	
3249	3.0	18	0	5	0	0	0	4	0	0	0	2	1	6	0	0	0	0	5	Neal, Teresa	PT
Course Total		57	0	17	0	0	0	19	0	0	0	9	2	9	0	1	0	0	11		

HIST-106 Modern Western Civilization

3252	3.0	48	0	13	0	0	0	16	0	0	10	2	6	1	0	0	0	0	8	Ennis, Leon	
3253	8 3.0	31	0	16	0	0	0	1	0	0	1	2	9	1	0	0	0	0	10	Sennet, Richard	PT
3254	8 3.0	29	0	11	0	0	0	8	0	0	6	4	0	0	0	0	0	0	4	Carrillo, Dominic	PT
Course Total		108	0	40	0	0	0	25	0	0	17	8	15	2	0	0	0	0	22		

HIST-108 Early American History

3255	3.0	37	0	16	0	0	0	17	0	0	2	0	2	0	0	0	0	0	14	Gastil, George	PT
3256	3.0	19	0	4	0	0	0	6	0	0	3	4	2	0	0	0	0	0	13	Tuller, Martin	PT
3257	8 3.0	34	0	8	0	0	0	5	0	0	3	2	15	0	1	0	0	6	McMeeken, Frances	PT	
3258	3.0	50	0	13	0	0	0	16	0	0	11	5	3	2	0	0	0	11	Ennis, Leon	XP	
3259	3.0	57	0	12	0	0	0	18	0	0	17	5	3	2	0	0	0	8	Ennis, Leon	PT	
3260	3.0	24	0	7	0	0	0	6	0	0	6	1	4	0	0	0	0	6	Bale, Veronica	PT	
3261	3.0	32	0	21	0	0	0	8	0	0	1	0	2	0	0	0	0	6	Moore, Christine	PT	
3263	3.0	41	0	10	0	0	0	9	0	0	16	1	4	0	0	0	0	4	Bale, Veronica	PT	
3264	8 3.0	22	0	5	0	0	0	8	0	0	3	2	4	0	0	0	0	1	Hargrove, Kristin	PT	
3265N	3.0	24	0	7	0	0	0	3	0	0	6	0	8	0	0	0	0	16	Comford, Jon	PT	
3266N	3.0	36	0	24	0	0	0	4	0	0	0	0	8	0	0	0	0	1	Moore, Christine	PT	
3268	3.0	41	0	14	0	0	0	18	0	0	3	1	0	5	0	0	0	16	Canedo, Oscar	PT	
3269	3.0	43	0	9	0	0	0	12	0	0	7	3	12	0	0	0	0	15	Baydo, Gerald	PT	
3270	3.0	27	0	7	0	0	0	6	0	0	3	1	9	0	0	0	0	14	Baydo, Gerald	PT	

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: HIST -- Course: All Courses

4854	3.0	26	0	1	0	0	10	0	0	3	6	6	0	0	0	19	Klein, Melinda	PT	
4855	3.0	25	0	5	0	0	8	0	0	4	1	6	1	0	0	11	Klein, Melinda	PT	
8757N	8 3.0	23	0	11	0	0	7	0	0	4	0	1	0	0	0	6	Hanley, Shawn	PT	
Course Total		561	0	174	0	0	161	0	0	92	32	89	10	1	0	167			
HIST-109 Modern American History																			
3271	3.0	40	0	8	0	0	7	0	0	9	0	16	0	0	0	8	McMeeken, Frances	PT	
3272	3.0	48	0	12	0	0	18	0	0	11	3	2	2	0	0	5	Ennis, Leon	XP	
3273	6 3.0	22	0	4	0	0	5	0	0	12	0	0	1	0	0	5	Stevens, Curtis	XP	
3274	3.0	51	0	21	0	0	12	0	0	12	2	0	4	0	0	6	Ennis, Leon	XP	
3275	3.0	35	0	1	0	0	12	0	0	19	1	2	0	0	0	14	Bell, Thomas	XP	
3276	3.0	40	0	8	0	0	19	0	0	4	0	8	0	0	0	6	Stevens, Curtis	XP	
3277	3.0	20	0	1	0	0	6	0	0	10	1	1	1	0	0	10	Bell, Thomas	XP	
3278	3.0	44	0	10	0	0	17	0	0	12	1	4	0	0	0	5	Bale, Veronica	PT	
3279	3.0	49	0	19	0	0	19	0	0	9	1	1	0	0	0	5	Ennis, Leon	XP	
3280	3.0	26	0	12	0	0	3	0	0	3	1	5	0	2	0	4	Atchison, Devon	PT	
3281	3.0	52	0	26	0	0	21	0	0	1	1	2	1	0	0	3	Renga, Alan	PT	
3283	8 3.0	39	0	21	0	0	6	0	0	3	3	6	0	0	0	6	Atchison, Devon	PT	
3284N	3.0	32	0	20	0	0	9	0	0	3	0	0	0	0	0	2	Renga, Alan	PT	
3286N	3.0	32	0	12	0	0	14	0	0	6	0	0	0	0	0	7	Carrillo, Dominic	PT	
3287	3.0	36	0	12	0	0	7	0	0	9	3	4	1	0	0	15	Canedo, Oscar	PT	
3288	3.0	30	0	5	0	0	9	0	0	5	0	10	1	0	0	10	Gomez, Alexander	PT	
3289	3.0	33	0	8	0	0	11	0	0	4	3	7	0	0	0	15	Baydo, Gerald	PT	
3290	3.0	47	0	28	0	0	16	0	0	1	0	1	1	0	0	10	Renga, Alan	PT	
Course Total		676	0	228	0	0	211	0	0	133	20	69	12	2	0	136			
HIST-112 American History:1945-Present																			
4851	3.0	23	0	10	0	0	4	0	0	2	1	6	0	0	0	5	Atchison, Devon		

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Grade Distribution by Division
 School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: HIST -- Course: All Courses

Course Total	23	0	10	0	0	4	0	0	0	2	1	6	0	0	0	5	PT
HIST-113 American Military History	23	0	10	0	0	4	0	0	0	2	1	6	0	0	0	5	
4860 3.0	15	0	9	0	2	0	0	0	0	0	0	4	0	0	0	4	Radzikowski, Joe
Course Total	15	0	9	0	2	0	0	0	0	0	0	4	0	0	0	4	
HIST-114 History of the Early Americas																	
3291 3.0	36	0	11	0	15	0	0	0	4	1	5	0	0	0	0	10	Contreras, Carlos
3292 3.0	29	0	13	0	8	0	0	5	2	1	0	0	0	0	0	12	Contreras, Carlos
4859 3.0	13	0	5	0	2	0	0	4	0	2	0	0	0	0	0	3	Contreras, Carlos
Course Total	78	0	29	0	25	0	0	13	3	8	0	0	0	0	0	25	
HIST-115 History of the Modern Americas																	
3293 3.0	24	0	5	0	8	0	0	5	0	6	0	0	0	0	0	5	Contreras, Carlos
3294 3.0	18	0	5	0	3	0	0	5	4	1	0	0	0	0	0	5	Contreras, Carlos
Course Total	42	0	10	0	11	0	0	10	4	7	0	0	0	0	0	10	
HIST-118 Us Hist.chicano/A Perspectiv I																	
3295 8 3.0	16	0	5	0	9	0	0	1	0	0	0	0	0	1	0	3	Martinez, Alexander
Course Total	16	0	5	0	9	0	0	1	0	0	0	0	0	1	0	3	
HIST-119 Us Hist.chicano/A Perspectiv II																	
3296 3.0	29	0	4	0	8	0	0	12	2	3	0	0	0	0	0	4	Martinez, Alexander
3297 8 3.0	23	0	7	0	9	0	0	4	0	3	0	0	0	0	0	7	Martinez, Alexander
Course Total	52	0	11	0	17	0	0	16	2	6	0	0	0	0	0	11	
HIST-122 Women - Early American History																	
3298 3.0	18	0	1	0	10	0	0	6	0	1	0	0	0	0	0	8	Gonda, Susan
Course Total	18	0	1	0	10	0	0	6	0	1	0	0	0	0	0	8	
HIST-124 History of California																	
3299 3.0	19	0	7	0	4	0	0	3	2	3	0	0	0	0	0	15	Hargrove, Kristin

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School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: HIST -- Course: All Courses

Grade Distribution by Division

4861	3.0	30	0	10	0	0	11	0	0	4	1	4	0	0	0	13	Canedo, Oscar	PT	
Course Total		49	0	17	0	0	15	0	0	7	3	7	0	0	0	28			
HIST-130 Us Hist/Cultures:native Amer I																			
3301	3.0	14	0	5	0	0	6	0	0	3	0	0	0	0	0	4	Gamboa, Tom		
3302N	3.0	6	0	3	0	0	2	0	0	1	0	0	0	0	0	0	Gamboa, Tom		
Course Total		20	0	8	0	0	8	0	0	4	0	0	0	0	0	4			
HIST-135 Ancient Hist West Civilization																			
3303	3.0	18	0	3	0	0	3	0	0	3	2	7	0	0	0	1	Harris, Bonnie	PT	
Course Total		18	0	3	0	0	3	0	0	3	2	7	0	0	0	1			
HIST-136 Survey of Medieval History																			
3304	3.0	30	0	14	0	0	4	0	0	3	1	8	0	0	0	4	Feres, Angela		
Course Total		30	0	14	0	0	4	0	0	3	1	8	0	0	0	4			
HIST-147 Middle East History & Culture																			
3305N	3.0	21	0	8	0	0	2	0	0	3	5	2	1	0	0	4	Idoui, Bachir	PT	
Course Total		21	0	8	0	0	2	0	0	3	5	2	1	0	0	4			
HIST-150 Us Hist: Asian Amer Perspectives I																			
3306	3.0	4	0	1	0	0	1	0	0	1	1	0	0	0	0	2	Miller, Mika	PT	
Course Total		4	0	1	0	0	1	0	0	1	1	0	0	0	0	2			
HIST-180 U.S. Hist:black Perspectives I																			
3308	3.0	22	0	7	0	0	9	0	0	6	0	0	0	0	0	7	Stevens, Curtis	XP	
Course Total		22	0	7	0	0	9	0	0	6	0	0	0	0	0	7			
Subject Total		2285	0	760	0	0	632	0	0	429	98	327	29	6	0	589			
Division Total		2285	0	760	0	0	632	0	0	429	98	327	29	6	0	589			

Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: HIST -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
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G04 -- Humanities Social & Behav Sciences

HIST-100 Early World History																			
7725	3.0		13	0	4	0	0	8	0	0	1	0	0	0	0	0	0	8 Hewson, David	PT
7726	3.0		31	0	1	0	0	6	0	0	17	1	5	1	0	0	0	18 Bell, Thomas	
7727	3.0		18	0	0	0	0	5	0	0	10	0	3	0	0	0	0	29 Bell, Thomas	
7729N	3.0		16	0	6	0	0	0	0	0	0	1	8	1	0	0	0	11 Harris, Bonnie	PT
7731N	3.0		25	0	6	0	0	5	0	0	6	1	7	0	0	0	0	7 Dibella, Edward	PT
7732	3.0		35	0	24	0	0	4	0	0	3	0	3	1	0	0	0	9 Feres, Angela	
7733	3.0		39	0	23	0	0	9	0	0	5	0	1	1	0	0	0	12 Feres, Angela	
8780	3.0		45	0	26	0	0	10	0	0	4	0	3	2	0	0	0	7 Feres, Angela	
Course Total			222	0	90	0	0	47	0	0	46	3	30	6	0	0	0	101	

HIST-101 Modern World History																			
7734	3.0		11	0	2	0	0	4	0	0	3	1	1	0	0	0	0	4 Henry, Robert	
7735	3.0		34	0	9	0	0	8	0	0	5	3	9	0	0	0	0	7 Henry, Robert	
7736	3.0		17	0	0	0	0	6	0	0	9	0	2	0	0	0	0	25 Bell, Thomas	
7737	3.0	3	21	0	19	0	0	0	0	0	1	0	0	1	0	0	0	7 Radzikowski, Joe	PT
7738	3.0		20	0	0	0	0	3	0	0	12	2	3	0	0	0	0	13 Bell, Thomas	
7739	3.0		13	0	1	0	0	3	0	0	1	2	6	0	0	0	0	2 Reeves, David	PT
7741	3.0	3	27	0	20	0	0	2	0	0	0	0	4	1	0	0	0	21 Radzikowski, Joe	PT
7742	3.0		30	0	27	0	0	0	0	0	0	0	1	2	0	0	0	10 Radzikowski, Joe	PT
8779	8.0	3.0	23	0	4	0	0	11	0	0	5	1	1	0	0	0	0	27 Hewson, David	PT
8781N	3.0		35	0	20	0	0	10	0	0	4	0	1	0	0	0	0	5 Feres, Angela	
Course Total			231	0	102	0	0	47	0	0	40	9	28	4	0	0	0	121	

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: HIST -- Course: All Courses

Course	7743	3.0	42	0	5	0	0	12	0	0	8	1	16	0	0	0	0	0	5	Henry, Robert
HIST-103 Twentieth Century World Hist																				
Course Total	42	0	5	0 <td>0 <td>0 <td>0 <td>12</td> <td>0 <td>0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td> </td></td></td></td></td>	0 <td>0 <td>0 <td>12</td> <td>0 <td>0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td> </td></td></td></td>	0 <td>0 <td>12</td> <td>0 <td>0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td> </td></td></td>	0 <td>12</td> <td>0 <td>0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td> </td></td>	12	0 <td>0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td> </td>	0 <td>8</td> <td>1</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>Henry, Robert</td>	8	1	16	0	0	0	0	0	5	Henry, Robert
HIST-105 Early Western Civilization																				
7745	43	0	23	0	0	0	13	0	0	0	2	2	3	0	0	0	0	0	5	Ennis, Leon
7746	15	0	3	0	0	0	2	0	0	3	2	2	5	0	0	0	0	0	7	Henry, Robert
7747	26	0	12	0	0	0	4	0	0	4	1	4	4	1	0	0	0	0	12	Neal, Teresa
9084N	14	0	7	0	0	0	4	0	0	1	0	0	2	0	0	0	0	0	6	Dibella, Edward
Course Total	98	0	45	0	0	0	23	0	0	10	5	14	1	0	0	0	0	0	30	
HIST-106 Modern Western Civilization																				
7748	24	0	10	0	0	0	6	0	0	5	0	0	3	0	0	0	0	0	8	Amov, Melvin
7749	31	0	20	0	0	0	6	0	0	4	0	0	1	0	0	0	0	0	8	Ennis, Leon
Course Total	55	0	30	0	0	0	12	0	0	9	0	4	4	0	0	0	0	0	16	
HIST-108 Early American History																				
7752	47	0	18	0	0	0	9	0	0	10	6	4	4	0	0	0	0	0	4	Ennis, Leon
7753	42	0	11	0	0	0	10	0	0	9	7	5	0	0	0	0	0	0	4	Bale, Veronica
7754	21	0	3	0	0	0	7	0	0	7	2	2	0	0	0	0	0	0	9	Bale, Veronica
7755 3	44	0	20	0	0	0	12	0	0	7	3	1	1	0	0	0	0	0	9	Bale, Veronica
7756	27	0	7	0	0	0	9	0	0	7	1	2	1	0	0	0	0	0	3	Tuller, Martin
7757	52	0	23	0	0	0	18	0	0	4	4	3	0	0	0	0	0	0	7	Ennis, Leon
7758	40	0	20	0	0	0	9	0	0	4	1	2	4	0	0	0	0	0	10	Ennis, Leon
7759	34	0	4	0	0	0	9	0	0	9	2	10	0	0	0	0	0	0	12	Gonda, Susan
7760	52	0	15	0	0	0	19	0	0	11	1	6	0	0	0	0	0	0	3	Carrillo, Dominic
7761	33	0	13	0	0	0	7	0	0	1	1	11	0	0	0	0	0	0	3	McMeeken, Frances
7762	16	0	0	0	0	0	5	0	0	3	3	5	0	0	0	0	0	0	3	Tuller, Martin

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: HIST -- Course: All Courses

Grade Distribution by Division

7763	8	3.0	26	0	15	0	0	4	0	0	0	4	0	3	0	0	0	0	6	Atchison, Devon	PT
7764N		3.0	18	0	4	0	0	5	0	0	8	1	0	0	0	0	0	0	5	Tuller, Martin	PT
7765N		3.0	55	0	30	0	0	21	0	0	2	0	0	0	2	0	0	0	1	Renga, Alan	PT
7767N		3.0	14	0	2	0	0	2	0	0	2	2	6	0	0	0	0	0	7	Comford, Jon	PT
7768	3	3.0	52	0	26	0	0	16	0	0	4	0	4	2	0	0	0	13	Canedo, Oscar	PT	
7769		3.0	31	0	4	0	0	11	0	0	6	0	9	0	1	0	0	14	Baydo, Gerald	PT	
7770		3.0	33	0	6	0	0	9	0	0	1	0	13	2	2	0	0	11	Gomez, Alexander	PT	
7771		3.0	39	0	12	0	0	17	0	0	6	1	2	1	0	0	0	13	Canedo, Oscar	PT	
7814		3.0	24	0	3	0	0	12	0	0	3	1	3	2	0	0	0	9	Klein, Melinda	PT	
7815		3.0	17	0	1	0	0	7	0	0	4	1	3	1	0	0	0	13	Klein, Melinda	PT	
Course Total			717	0	237	0	0	218	0	0	112	37	94	16	3	0	0	159			
HIST-109 Modern American History																					
7772		3.0	25	0	12	0	0	6	0	0	5	0	2	0	0	0	0	11	Gastil, George	PT	
7773		3.0	44	0	19	0	0	15	0	0	4	4	2	0	0	0	0	1	Ennis, Leon	PT	
7774	6	3.0	20	0	11	0	0	0	0	0	1	0	7	1	0	0	0	9	Moore, Christine	PT	
7775		3.0	44	0	29	0	0	5	0	0	3	1	5	1	0	0	0	1	Renga, Alan	PT	
7776	3	3.0	59	0	39	0	0	18	0	0	1	0	0	1	0	0	0	3	Renga, Alan	PT	
7777		3.0	43	0	15	0	0	9	0	0	7	0	10	1	0	0	0	11	Gastil, George	PT	
7778		3.0	54	0	21	0	0	26	0	0	6	0	1	0	0	0	0	3	Ennis, Leon	PT	
7779		3.0	26	0	9	0	0	1	0	0	3	2	10	0	0	0	0	4	McMeeken, Frances	PT	
7780		3.0	11	0	1	0	0	5	0	0	3	0	1	1	0	0	0	7	Bell, Thomas	XP	
7781		3.0	41	0	33	0	0	2	0	0	1	0	5	0	0	0	0	8	Radzikowski, Joe	PT	
7782		3.0	14	0	1	0	0	4	0	0	7	1	1	0	0	0	0	8	Bell, Thomas	PT	
7783		3.0	45	0	9	0	0	16	0	0	10	4	6	0	0	0	0	7	Bale, Veronica	PT	
7784		3.0	24	0	5	0	0	7	0	0	5	1	6	0	0	0	0	4	Atchison, Devon	PT	

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: HIST -- Course: All Courses

Grade Distribution by Division

7785	3.0	45	0	14	0	0	16	0	0	9	1	5	0	0	0	0	3	Carrillo, Dominic	PT
7786	8	23	0	2	0	0	4	0	0	3	5	9	0	0	0	0	6	Hargrove, Kristin	PT
7787	3.0	7	0	3	0	0	2	0	0	2	0	0	0	0	0	0	4	Bell, Thomas	XP
7788N	3.0	31	0	16	0	0	9	0	0	2	0	4	0	0	0	0	2	Hanley, Shawn	PT
7789N	3.0	23	0	16	0	0	4	0	0	1	0	2	0	0	0	0	6	Carrillo, Dominic	PT
7790	3	30	0	3	0	0	18	0	0	5	0	3	1	0	0	0	10	Gomez, Alexander	PT
7791	3.0	53	0	38	0	0	10	0	0	0	0	2	3	0	0	0	6	Renga, Alan	PT
7792	3.0	38	0	12	0	0	6	0	0	10	4	2	4	0	0	0	12	Canedo, Oscar	PT
7793	3.0	36	0	9	0	0	8	0	0	6	1	11	0	1	0	0	7	Baydo, Gerald	PT
Course Total		736	0	317	0	0	191	0	0	94	24	94	13	1	0	133			
HIST-113 American Military History																			
9149	3.0	29	1	14	0	0	1	0	0	1	0	12	0	0	0	0	8	Radzikowski, Joe	PT
Course Total		29	1	14	0	0	1	0	0	1	0	12	0	0	0	8			
HIST-114 History of the Early Americas																			
7794	3.0	23	0	9	0	0	8	0	0	3	0	3	0	0	0	0	4	Contreras, Carlos	
7795	3.0	27	0	10	0	0	7	0	0	6	0	4	0	0	0	0	6	Contreras, Carlos	
Course Total		50	0	19	0	0	15	0	0	9	0	7	0	0	0	10			
HIST-115 History of the Modern Americas																			
7796	3.0	25	0	9	0	0	7	0	0	4	0	4	1	0	0	0	3	Contreras, Carlos	
7797	3.0	19	0	5	0	0	4	0	0	5	2	3	0	0	0	0	8	Contreras, Carlos	
9148	3	44	0	18	0	0	16	0	0	6	1	3	0	0	0	0	8	Contreras, Carlos	XP
Course Total		88	0	32	0	0	27	0	0	15	3	10	1	0	0	19			
HIST-118 US Hist:Chicano/a Perspectv I																			
7798	8	24	0	9	0	0	6	0	0	8	0	1	0	0	0	0	3	Martinez, Alexander	
Course Total		24	0	9	0	0	6	0	0	8	0	1	0	0	0	3			

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Grade Distribution by Division
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HIST-119 US Hist:Chicano/a Prospectv II		7799	8	3.0	23	0	4	0	0	4	0	0	0	0	7	2	6	0	0	0	0	0	0	4	Martinez, Alexander	XP
7800		4	0	3.0	4	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Martinez, Alexander	
Course Total		27	0		27	0	6	0	0	6	0	0	0	0	7	2	6	0	0	0	0	0	4			
HIST-123 Women-Modern American History		7801	25	3.0	25	0	14	0	0	5	0	0	0	0	3	1	2	0	0	0	0	0	0	0	0	Atchison, Devon
Course Total		25	0		25	0	14	0	0	5	0	0	0	0	3	1	2	0	0	0	0	0	0	0		
HIST-124 History of California		7802	27	3.0	27	0	5	0	0	5	0	0	0	4	4	8	0	0	1	0	0	0	16	Hargrove, Kristin	PT	
7882		26	0	3.0	26	0	6	0	0	6	0	0	2	2	9	1	0	0	0	0	0	0	15	Canedo, Oscar	PT	
Course Total		53	0		53	0	11	0	0	11	0	0	6	6	17	1	0	0	1	0	0	31				
HIST-126 History of Mexico		7803	25	3.0	25	0	12	0	0	5	0	0	0	3	1	4	0	0	0	0	0	0	4	Contreras, Carlos		
Course Total		25	0		25	0	12	0	0	5	0	0	3	1	4	0	0	0	0	0	0	4				
HIST-131 US Hist/Cultur:Native Amer II		7804	13	3.0	13	0	5	0	0	4	0	0	0	4	0	0	0	0	0	0	0	0	1	Gamboa, Tom		
7805N		9	0	3.0	9	0	1	0	0	5	0	0	3	0	0	0	0	0	0	0	0	0	2	Gamboa, Tom		
Course Total		22	0		22	0	6	0	0	9	0	0	7	0	0	0	0	0	0	0	0	3				
HIST-135 Ancient Hist West Civilization		7806	17	3.0	17	0	7	0	0	2	0	0	2	0	6	0	0	0	0	0	0	0	9	Amov, Melvin	PT	
Course Total		17	0		17	0	7	0	0	2	0	0	2	0	6	0	0	0	0	0	0	9				
HIST-136 Survey of Medieval History		7808N	19	3.0	19	0	11	0	0	5	0	0	0	0	2	1	0	0	0	0	0	0	7	Feres, Angela		
Course Total		19	0		19	0	11	0	0	5	0	0	0	0	2	1	0	0	0	0	0	7				
HIST-137 History of East Asia		7809	42	3.0	42	0	20	0	0	4	0	0	6	0	10	2	0	0	0	0	0	0	6	Henry, Robert		

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Grade Distribution by Division
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Course Total	42	0	20	0	0	0	4	0	0	6	0	2	0	0	6
HIST-147 Middle East History & Culture															
7810N	29	0	6	0	0	17	0	0	0	1	5	0	0	0	3
Course Total	29	0	6	0	0	17	0	0	0	1	5	0	0	0	3
HIST-155 Modern Hist Women/ World Civil															
7811N	7	0	4	0	0	2	0	0	0	1	0	0	0	0	1
Course Total	7	0	4	0	0	2	0	0	0	1	0	0	0	0	1
HIST-181 U.S.Hist:Black Perspective II															
7812	31	0	8	0	0	11	0	0	0	12	0	0	0	0	2
Course Total	31	0	8	0	0	11	0	0	0	12	0	0	0	0	2
HIST-194 Community Service Learning Exp															
7813	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Subject Total	2589	1	1005	0	0	676	0	0	400	97	357	45	5	0	676
Division Total	2589	1	1005	0	0	676	0	0	400	97	357	45	5	0	676

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School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: HIST -- Course: All Courses

Section N = Night Wks	S.T.	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	
G04 -- Humanities Social & Behav Sciences																		
HIST-100 Early World History																		
3230		3.0	33	0	4	0	0	11	0	0	11	3	4	0	0	0	17	Bell, Thomas
3231		3.0	50	0	8	0	0	18	0	0	11	5	8	0	0	0	7	Henry, Robert
3232		3.0	39	0	2	0	0	9	0	0	20	3	4	1	0	0	13	Bell, Thomas
3233		3.0	27	6	1	1	4	2	3	3	1	0	6	0	0	0	20	Harris, Bonnie
3235N		3.0	31	0	8	0	0	5	0	0	8	1	9	0	0	0	15	Dibella, Edward
3236		3.0	46	0	29	0	0	6	0	0	8	0	2	1	0	0	7	Feres, Angela
4849		3.0	39	0	24	0	0	8	0	0	5	0	2	0	0	0	18	Feres, Angela
9580		3.0	36	0	17	0	0	11	0	0	2	0	4	1	1	0	15	Feres, Angela
Course Total			301	6	93	1	4	70	3	3	66	12	39	3	1	0	112	
HIST-101 Modern World History																		
3237		3.0	34	0	5	0	0	6	0	0	7	7	8	0	1	0	13	Henry, Robert
3239		3.0	34	0	0	0	0	11	0	0	14	2	7	0	0	0	19	Bell, Thomas
3240		3.0	20	0	0	0	0	3	0	0	15	1	1	0	0	0	27	Bell, Thomas
3244N		3.0	55	0	39	0	0	7	0	0	7	0	2	0	0	0	2	Feres, Angela
3245		3.0	35	0	16	0	0	13	0	0	1	0	3	2	0	0	9	Radzikowski, Joe
9581		3.0	41	0	4	0	0	12	0	0	9	2	13	1	0	0	8	Henry, Robert
Course Total			219	0	64	0	0	52	0	0	53	12	34	3	1	0	78	
HIST-103 Twentieth Century World Hist																		
3246		3.0	40	0	15	0	0	9	0	0	6	5	5	0	0	0	10	Henry, Robert
Course Total			40	0	15	0	0	9	0	0	6	5	5	0	0	0	10	

Grade Distribution by Division
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HIST-105 Early Western Civilization																
3248	3.0	24	0	9	3	3	4	2	1	0	0	2	0	0	2 Neal, Teresa	PT
3249	3.0	30	0	3	1	6	8	2	1	2	1	6	0	0	12 Neal, Teresa	PT
Course Total		54	0	12	4	9	12	4	2	2	1	8	0	0	14	
HIST-106 Modern Western Civilization																
3253	3.0	34	2	4	3	1	6	1	1	5	3	8	0	0	4 Amov, Melvin	PT
3254N	3.0	26	0	10	0	0	6	0	0	2	1	7	0	0	5 Dibella, Edward	PT
Course Total		60	2	14	3	1	12	1	1	7	4	15	0	0	9	
HIST-108 Early American History																
3255	3.0	50	0	19	0	0	13	0	0	11	4	3	0	0	9 Ennis, Leon	
3256	3.0	22	0	6	0	0	4	0	0	5	3	4	0	0	15 Tuller, Martin	PT
3258	3.0	58	0	27	0	0	11	0	0	9	7	3	1	0	8 Ennis, Leon	
3259	3.0	54	0	25	0	0	10	0	0	16	1	2	0	0	6 Ennis, Leon	XP
3260	3.0	29	0	8	0	0	10	0	0	5	2	4	0	0	4 Bale, Veronica	PT
3261	3.0	42	0	24	0	0	2	0	0	4	2	10	0	0	4 Moore, Christine	PT
3263	3.0	38	0	11	0	0	15	0	0	4	6	2	0	0	8 Bale, Veronica	PT
3264	8	21	0	7	0	0	5	0	0	7	1	1	0	0	9 Hargrove, Kristin	PT
3265N	3.0	38	0	11	0	0	11	0	0	8	1	7	0	0	4 Comford, Jon	PT
3266	3.0	38	0	19	2	0	5	2	0	2	0	7	1	0	9 Gastil, George	PT
3268	3.0	48	0	4	4	6	11	5	3	5	4	3	2	1	11 Canedo, Oscar	PT
3269	3.0	35	0	9	0	0	8	0	0	12	0	6	0	0	16 Baydo, Gerald	PT
3270	3.0	30	0	15	0	0	11	0	0	2	1	1	0	0	5 Baydo, Gerald	PT
4854	3.0	23	0	3	0	0	8	0	0	2	1	8	1	0	5 Klein, Melinda	PT
4855	3.0	20	0	3	0	0	5	0	0	5	2	5	0	0	5 Klein, Melinda	PT
8757N	8	44	1	13	0	9	8	0	7	4	0	1	1	0	2 Hanley, Shawn	PT
Course Total		590	1	204	6	15	137	7	10	101	35	67	6	1	0	120

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Grade Distribution by Division
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Grade Distribution by Division
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HIST-109 Modern American History

3271	3.0	39	0	11	0	0	7	0	0	6	3	12	0	0	0	0	7 McMeeken, Frances	PT
3272	3.0	49	0	13	0	0	22	0	0	8	4	2	0	0	0	0	2 Ennis, Leon	
3274	3.0	51	0	23	0	0	18	0	0	7	2	1	0	0	0	0	6 Ennis, Leon	
3275	3.0	27	0	1	0	0	10	0	0	12	3	1	0	0	0	0	22 Bell, Thomas	
3276	3.0	44	0	5	7	3	11	9	0	8	0	1	0	0	0	0	12 Stevens, Curtis	XP
3277	3.0	28	0	0	0	0	9	0	0	15	1	3	0	0	0	0	19 Bell, Thomas	XP
3278	3.0	48	0	8	3	1	10	1	5	2	4	14	0	0	0	0	5 Gonda, Susan	
3279	3.0	40	0	16	0	0	12	0	0	10	2	0	0	0	0	0	11 Ennis, Leon	XP
3280	3.0	20	2	2	1	0	4	3	0	6	0	2	0	0	0	0	5 Atchison, Devon	
3281	3.0	58	1	22	10	8	9	1	3	0	0	2	2	0	0	0	1 Renga, Alan	PT
3283	8 3.0	46	12	14	4	3	3	2	0	3	2	3	0	0	0	0	5 Atchison, Devon	
3284N	3.0	44	2	22	7	4	4	0	0	2	0	3	0	0	0	0	2 Renga, Alan	PT
3286N	3.0	36	0	4	12	0	1	5	2	3	1	8	0	0	0	0	5 Carrillo, Dominic	PT
3287	3.0	45	0	5	4	3	7	6	2	4	8	5	1	0	0	0	11 Canedo, Oscar	PT
3288	3.0	36	0	4	0	0	17	0	0	7	0	7	1	0	0	0	8 Gomez, Alexander	PT
3289	3.0	34	0	7	0	0	9	0	0	8	2	8	0	0	0	0	14 Baydo, Gerald	PT
3290	3.0	51	0	26	6	3	13	0	0	1	0	0	2	0	0	0	3 Renga, Alan	PT
9611	3.0	56	0	17	0	0	20	0	0	14	0	4	1	0	0	0	10 Ennis, Leon	
9709	3.0	20	2	4	1	4	3	0	0	3	3	0	0	0	0	0	4 Atchison, Devon	
Course Total		772	19	204	55	29	189	27	12	119	35	76	7	0	0	0	152	

HIST-112 American History:1945-Present

4851	3.0	38	8	5	3	2	4	1	1	7	2	4	1	0	0	0	6 Atchison, Devon	
Course Total		38	8	5	3	2	4	1	1	7	2	4	1	0	0	0	6	

HIST-113 American Military History

4860	3.0	38	0	15	0	0	12	0	0	6	0	4	1	0	0	0	3 Radzikowski, Joe	PT
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Grade Distribution by Division

Course Total	38	0	15	0	0	12	0	0	6	0	4	1	0	0	3
HIST-114 History of the Early Americas															
3291	48	1	11	7	4	5	2	3	5	2	8	0	0	0	4
3292	28	7	5	3	2	4	3	1	0	2	1	0	0	0	2
4859	36	5	3	0	1	4	3	4	8	0	7	1	0	0	13
Course Total	112	13	19	10	7	13	8	8	13	4	16	1	0	0	19
HIST-115 History of the Modern Americas															
3293	34	0	4	5	2	4	0	4	6	5	4	0	0	0	15
3294	40	1	6	2	1	4	6	5	4	1	9	0	1	0	7
Course Total	74	1	10	7	3	8	6	9	10	6	13	0	1	0	22
HIST-118 US Hist:chicano/a Perspectiv I															
3295	30	0	9	0	0	10	0	0	8	0	2	1	0	0	2
Course Total	30	0	9	0	0	10	0	0	8	0	2	1	0	0	2
HIST-119 US Hist:Chicano/a Perspect II															
3296	27	0	4	0	0	10	0	0	8	0	5	0	0	0	3
3297	26	0	6	0	0	8	0	0	6	1	4	1	0	0	2
9706	8	0	2	0	0	4	0	0	0	0	2	0	0	0	0
Course Total	61	0	12	0	0	22	0	0	14	1	11	1	0	0	5
HIST-122 Women - Early American History															
3298	28	0	6	0	0	10	0	0	7	1	3	1	0	0	5
Course Total	28	0	6	0	0	10	0	0	7	1	3	1	0	0	5
HIST-124 History of California															
3299	22	0	6	0	0	5	0	0	5	4	2	0	0	0	20
4861	31	0	5	2	2	8	1	2	2	4	4	1	0	0	15
Course Total	53	0	11	2	2	13	1	2	7	8	6	1	0	0	35

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Grade Distribution by Division

Course	3303	3304	9585	3305N	3308	2637	2637	3303	3304	9585	3305N	3308	2637	2637	3303	3304	9585	3305N	3308	2637	2637	PT
HIST-135 Ancient Hist West Civilization	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	PT
Course Total	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
HIST-136 Survey of Medieval History	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
Course Total	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
HIST-137 History of East Asia	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
Course Total	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
HIST-147 Middle East History & Culture	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
Course Total	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
HIST-180 U.S. Hist:Black Perspectives I	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
Course Total	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	36	30	37	31	33	2637	2637	
Subject Total	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	
Division Total	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	

Grade Distribution by Division
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Section N = Night Wks	S.T.	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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 G04 -- Humanities Social & Behav Sciences

HIST-100 Early World History

7726	3.0	31	0	3	0	0	4	0	0	0	20	1	3	0	0	0	0	20	Bell, Thomas
7727	3.0	30	0	1	0	0	2	0	0	0	20	3	4	0	0	0	0	19	Bell, Thomas
7729N	3.0	48	0	25	0	0	12	0	0	0	8	0	3	0	0	0	0	8	Feres, Angela
7731N	3.0	32	0	9	0	0	10	0	0	0	5	2	6	0	0	0	0	14	Dibella, Edward
7732	3.0	60	0	42	0	0	11	0	0	0	2	0	5	0	0	0	0	7	Feres, Angela
7733	3.0	53	0	38	0	0	4	0	0	0	4	0	7	0	0	0	0	15	Feres, Angela
Course Total		254	0	118	0	0	43	0	0	0	59	6	28	0	0	0	0	83	

HIST-101 Modern World History

7735	3.0	39	0	9	0	0	7	0	0	0	10	5	8	0	0	0	0	9	Henry, Robert
7736	3.0	31	0	0	0	0	9	0	0	0	16	0	4	2	0	0	0	18	Bell, Thomas
7738	3.0	34	0	0	0	0	7	0	0	0	19	0	8	0	0	0	0	11	Bell, Thomas
7739	3.0	41	0	7	0	0	9	0	0	0	7	10	8	0	0	0	0	8	Henry, Robert
7742	3.0	35	2	21	0	0	5	0	0	0	2	0	5	0	0	0	0	9	Radzikowski, Joe
8779	3.0	39	5	5	3	3	0	5	3	3	5	1	7	2	0	0	0	13	Harris, Bonnie
8781N	3.0	44	0	29	0	0	10	0	0	0	1	0	4	0	0	0	0	4	Feres, Angela
Course Total		263	7	71	3	3	47	5	3	3	60	16	44	4	0	0	0	72	

HIST-103 Twentieth Century World Hist

7743	3.0	45	3	21	0	0	8	0	0	0	5	1	7	0	0	0	0	8	Radzikowski, Joe
Course Total		45	3	21	0	0	8	0	0	0	5	1	7	0	0	0	0	8	

HIST-105 Early Western Civilization

7746	3.0	35	0	12	0	0	12	0	0	0	7	1	3	0	0	0	0	13	Henry, Robert
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Grade Distribution by Division
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7747	3.0	38	0	18	3	7	0	0	0	0	0	0	7	1	0	0	8 Neal, Teresa	PT	
9084N	3.0	25	0	9	0	0	6	0	7	1	2	0	2	0	0	0	7 Dibella, Edward	PT	
Course Total		98	0	39	3	7	18	0	14	4	12	1	0	0	0	0	28		
HIST-106 Modern Western Civilization																			
7748	3.0	41	4	7	4	0	4	5	2	2	0	11	2	0	0	0	11 Amov, Melvin	PT	
9742N	3.0	14	1	1	3	1	2	0	4	1	1	0	1	0	0	0	5 Kineavy, Catherine	PT	
9743	3.0	34	0	13	4	8	1	0	1	2	1	2	2	0	0	0	12 Neal, Teresa	PT	
Course Total		89	5	21	11	9	7	5	3	8	2	14	4	0	0	0	28		
HIST-108 Early American History																			
7752	3.0	51	0	19	5	2	7	2	2	6	1	7	0	0	0	0	7 Gastil, George	PT	
7753	3.0	37	0	10	0	0	14	0	0	8	0	5	0	0	0	0	7 Bale, Veronica	PT	
7754	3.0	31	0	13	2	1	3	3	0	1	0	8	0	0	0	0	14 Gastil, George	PT	
7756	3.0	35	0	7	0	0	8	0	10	3	7	0	0	0	0	0	12 Tuller, Martin	PT	
7757	3.0	49	2	18	2	3	7	0	4	7	3	3	0	0	0	0	7 Ennis, Leon	XP	
7758	3.0	42	3	10	1	4	12	2	0	3	3	1	3	0	0	0	9 Ennis, Leon	XP	
7759	3.0	46	0	10	0	0	22	0	0	11	2	1	0	0	0	0	4 Bale, Veronica	PT	
7760	3.0	50	1	8	5	6	8	3	4	7	4	2	2	0	0	0	7 Ennis, Leon	PT	
7761	3.0	32	0	11	0	0	7	0	0	3	1	9	0	1	0	0	16 McMeeken, Frances	PT	
7762	3.0	21	0	5	0	0	3	0	0	6	1	6	0	0	0	0	18 Tuller, Martin	PT	
7763	3.0	44	9	8	4	0	7	3	3	3	1	3	2	1	0	0	4 Atchison, Devon	PT	
7764N	3.0	34	0	3	0	0	10	0	11	1	9	0	0	0	0	0	13 Tuller, Martin	PT	
7765N	3.0	49	7	8	4	1	5	3	7	2	9	0	0	0	0	0	0 Atchison, Devon	PT	
7767N	3.0	36	0	16	0	0	5	0	7	2	6	0	0	0	0	0	15 Comford, Jon	PT	
7769	3.0	35	0	5	0	0	12	0	13	1	4	0	0	0	0	0	18 Baydo, Gerald	PT	
7771	3.0	39	0	5	7	6	8	1	8	1	1	2	1	2	0	0	16 Canedo, Oscar	PT	

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Course	7814	3.0	24	0	5	0	0	9	0	0	6	1	3	0	0	0	0	13	Klein, Melinda	PT
7815	26	3.0	0	4	0	0	6	0	0	7	3	6	0	0	0	0	0	14	Klein, Melinda	PT
9744	52	3.0	5	10	8	3	11	2	2	8	2	1	0	0	0	0	0	4	Ennis, Leon	PT
9745	45	3.0	0	11	0	0	15	0	0	9	2	8	0	0	0	0	0	4	Bale, Veronica	PT
Course Total	778		27	186	38	26	179	19	18	141	34	99	9	2	0	202				
HIST-109 Modern American History																				
0219	21	3.0	0	6	6	3	4	1	1	0	0	0	0	0	0	0	0	3	Renga, Alan	PT
7772	49	3.0	3	15	2	2	11	2	5	4	1	3	1	0	0	0	0	3	Ennis, Leon	PT
7773	46	3.0	1	7	4	6	9	3	4	6	3	2	1	0	0	0	0	4	Ennis, Leon	PT
7775	59	3.0	2	26	15	2	10	0	0	2	0	0	2	0	0	0	0	1	Renga, Alan	PT
7777	46	3.0	0	16	2	3	4	1	0	9	2	9	0	0	0	0	0	6	Gastil, George	PT
7778	44	3.0	2	18	4	2	10	2	0	5	0	1	0	0	0	0	0	6	Ennis, Leon	PT
7779	41	3.0	0	13	0	0	6	0	0	9	4	9	0	0	0	0	0	7	McMeeken, Frances	PT
7780	28	3.0	0	1	0	0	7	0	0	12	3	5	0	0	0	0	0	20	Bell, Thomas	XP
7781	37	3.0	1	3	3	0	6	4	0	10	2	8	0	0	0	0	0	17	Stevens, Curtis	PT
7782	33	3.0	0	1	0	0	10	0	0	18	0	3	1	0	0	0	0	18	Bell, Thomas	PT
7783	31	3.0	6	6	4	5	5	0	0	1	1	0	3	0	0	0	0	1	Renga, Alan	PT
7784	40	3.0	3	9	7	3	7	1	3	5	0	1	1	0	0	0	0	2	Atchison, Devon	PT
7785	18	3.0	0	1	0	0	6	0	0	5	1	4	1	0	0	0	0	13	Bell, Thomas	PT
7786	32	3.0	0	4	0	0	7	0	0	7	4	9	1	0	0	0	0	16	Hargrove, Kristin	PT
7787	33	3.0	0	7	0	0	14	0	0	3	0	5	3	1	0	0	0	7	Gomez, Alexander	PT
7788N	50	3.0	0	19	0	10	6	0	4	5	2	4	0	0	0	0	0	2	Hanley, Shawn	PT
7789N	43	3.0	2	20	0	0	11	0	0	4	2	4	0	0	0	0	0	6	Carrillo, Dominic	PT
7791	54	3.0	1	31	7	1	8	0	3	0	0	2	1	0	0	0	0	3	Renga, Alan	PT
7792	44	3.0	0	7	7	5	11	7	1	5	0	0	1	0	0	0	0	9	Canedo, Oscar	PT

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7793	3.0	33	0	10	0	0	15	0	0	6	1	1	0	0	0	14	Baydo, Gerald	PT
Course Total		782	21	220	61	42	167	21	21	116	26	70	16	1	0	158		
HIST-113 American Military History																		
9149	3.0	36	1	11	0	0	13	0	0	4	2	4	1	0	0	8	Radzikowski, Joe	PT
Course Total		36	1	11	0	0	13	0	0	4	2	4	1	0	0	8		
HIST-114 Compar Hist of Early Americas																		
7795	3.0	26	0	7	0	0	4	0	0	7	3	5	0	0	0	4	Luna, Brandon	PT
Course Total		26	0	7	0	0	4	0	0	7	3	5	0	0	0	4		
HIST-115 Compar Hist of Modern Americas																		
7796	3.0	28	0	7	0	0	11	0	0	4	0	6	0	0	0	14	Luna, Brandon	PT
7797	3.0	23	0	4	2	2	5	2	0	4	1	1	1	1	0	13	Canedo, Oscar	PT
Course Total		51	0	11	2	2	16	2	0	8	1	7	1	1	0	27		
HIST-118 US Hist:Chicano/a Perspectv I																		
7798	8 3.0	18	0	4	0	0	8	0	0	3	2	1	0	0	0	1	Martinez, Alexander	
Course Total		18	0	4	0	0	8	0	0	3	2	1	0	0	0	1		
HIST-119 Chicano/Chicana Perspective II																		
0221	3.0	7	0	2	0	0	0	0	0	4	1	0	0	0	0	2	Martinez, Alexander	
7799	8 3.0	19	0	2	0	0	5	0	0	7	2	2	0	1	0	2	Martinez, Alexander	
7800	3.0	32	0	1	0	0	5	0	0	5	3	18	0	0	0	2	Martinez, Alexander	
Course Total		58	0	5	0	0	10	0	0	16	6	20	0	1	0	6		
HIST-123 Women-Modern American History																		
7801	3.0	47	11	6	8	3	1	4	0	8	1	5	0	0	0	3	Atchison, Devon	
Course Total		47	11	6	8	3	1	4	0	8	1	5	0	0	0	3		
HIST-124 History of California																		
7802	3.0	29	0	5	0	0	5	0	0	4	6	9	0	0	0	20	Hargrove, Kristin	PT
Course Total		29	0	5	0	0	5	0	0	4	6	9	0	0	0	20		

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

Page: 4

School: Grossmont College -- Term: 2010SP -- Division: G04 -- Subject: HIST -- Course: All Courses

HIST-135 Ancient Hist West Civilization

Grade Distribution by Division

7806	3.0	41	1	4	2	4	2	1	2	2	8	15	0	0	0	8	Amov, Melvin	PT
Course Total		41	1	4	2	4	2	1	2	2	8	15	0	0	0	8		

HIST-136 Survey of Medieval History

7808	3.0	39	0	27	0	0	3	0	0	2	1	6	0	0	0	12	Feres, Angela	
Course Total		39	0	27	0	0	3	0	0	2	1	6	0	0	0	12		

HIST-137 History of East Asia

7809	3.0	35	0	10	0	0	9	0	0	4	2	10	0	0	0	13	Henry, Robert	XP
Course Total		35	0	10	0	0	9	0	0	4	2	10	0	0	0	13		

HIST-147 Middle East History & Culture

7810N	3.0	32	0	16	0	0	9	0	0	3	0	4	0	0	0	4	Idoui, Bachir	PT
Course Total		32	0	16	0	0	9	0	0	3	0	4	0	0	0	4		

HIST-181 US Hist: Black Perspective II

7812	3.0	31	0	6	3	0	5	0	0	7	0	9	1	0	0	6	Stevens, Curtis	XP
Course Total		31	0	6	3	0	5	0	0	7	0	9	1	0	0	6		
Subject Total		2752	76	788	131	96	554	57	47	471	121	369	37	5	0	691		
Division Total		2752	76	788	131	96	554	57	47	471	121	369	37	5	0	691		

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: HIST -- Course: HIST-181

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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G04 -- Humanities Social & Behav Sciences

HIST-181 U.S.Hist:Black Perspective II

7812		3.0	31	0	8	0	0	11	0	0	12	0	0	0	0	0	0	2	Stevens, Curtis	XP
Course Total			31	0	8	0	0	11	0	0	12	0	0	0	0	0	0	0	2	
Subject Total			31	0	8	0	0	11	0	0	12	0	0	0	0	0	0	0	2	
Division Total			31	0	8	0	0	11	0	0	12	0	0	0	0	0	0	0	2	

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: HIST -- Course: HIST-180

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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G04 -- Humanities Social & Behav Sciences

HIST-180 U.S. Hist:Black Perspectives I

3308	3.0		33	0	8	2	0	10	3	0	1	4	5	0	0	0	5	Stevens, Curtis	XP
Course Total			33	0	8	2	0	10	3	0	1	4	5	0	0	0	5		
Subject Total			33	0	8	2	0	10	3	0	1	4	5	0	0	0	5		
Division Total			33	0	8	2	0	10	3	0	1	4	5	0	0	0	5		

Grade Distribution by Division
School: Grossmont College -- Term: 2010FA -- Division: G04 -- Subject: HIST -- Course: HIST-180

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
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G04 -- Humanities Social & Behav Sciences

HIST-180 U.S. Hist:Black Perspectives I

3308	3.0	35	0	6	2	0	18	0	0	9	0	0	0	0	0	0	0	5	Stevens, Curtis	XP
Course Total		35	0	6	2	0	18	0	0	9	0	0	0	0	0	0	0	5		
Subject Total		35	0	6	2	0	18	0	0	9	0	0	0	0	0	0	0	5		
Division Total		35	0	6	2	0	18	0	0	9	0	0	0	0	0	0	0	5		

School: Grossmont College -- Term: 2011SP -- Division: G04 -- Subject: HIST -- Course: HIST-181

Grade Distribution by Division

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	
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G04 -- Humanities Social & Behav Sciences

HIST-181 US Hist: Black Perspective II	7812	3.0	32	0	3	3	0	12	0	0	0	6	0	8	0	0	0	6	Stevens, Curtis	XP
Course Total			32	0	3	3	0	12	0	0	0	6	0	8	0	0	0	6		
Subject Total			32	0	3	3	0	12	0	0	0	6	0	8	0	0	0	6		
Division Total			32	0	3	3	0	12	0	0	0	6	0	8	0	0	0	6		

Appendix 4:

Annual Progress Reports

ANNUAL PLANNING 2009-10 PROGRESS REPORT

Please fill out the form below on ALL activities that appeared in your 2009-10 Annual Action Plan (please see the DPM archive link <http://web1.gcccd.edu/emp/emp2009>). Include all activities that you planned for that year whether you requested funding or not and whether you finished them or not. Please add additional rows if needed.

**Save a copy of this report using your department name as part of the file name.

DUE DATE: This report is due to the division deans/council VPs by October 15, 2010.

Department/Program: History

Activity (cut and paste a brief description of your activity from the DPM)	Check all that apply					If completed, what were the outcomes of the activity?	Provide a summary of qualitative and/or quantitative data to show that the outcomes you listed to the left were achieved.
	In Process	Completed	Funded	Requested funding, but did not receive it	Did not require funding		
Hire an additional faculty member with expertise in American History and a subspecialty in foreign affairs, comparative international history, or another global perspective.							
Continue updating History Department website and History Blackboard site for instructors.							
Expand and evaluate tutoring for history students in the Tutoring Center. No funds are requested for this activity.							

<p>Maintain partnerships in the community through enrollment of History 194 Community Service Learning and collaboration with local non-profits and educational institutions. No funding requested</p>							
<p>SLO Assessment - Continued</p>							
<p>Continue to promote the History Department's "Living History" Film and Lecture Series that offers film screenings and discussions of historical films as well as lectures on contemporary topics of interest to students, staff, faculty and the community at large. There is no funding requested for this activity.</p>	<p>X</p>					<p>Ongoing; series takes place every semester.</p>	
<p>Curriculum and Faculty Development: Add new courses to History curriculum reflecting the expertise of full- and part-time faculty; continue updating old outlines as necessary; provide information to faculty on the latest advancements of historical interpretation, resources, and pedagogy; and utilize creative class scheduling to maximize current curriculum. There is no funding requested for this proposal.</p>							

Appendix 5:

SLO Assessment Analyses

ANNUAL SLO REPORT⁵—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	HIST 100	HIST 109	HIST 112
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	<p>1. Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question.</p> <p>2. Our students will be able to explain relationships between the causes of historical events and their effects.</p> <p>3. Our students will be able to describe historical actors and events and explain their significance in historical and historiographical context.</p>	<p>1. Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question.</p> <p>2. Our students will be able to explain relationships between the causes of historical events and their effects.</p> <p>3. Our students will be able to describe historical actors and events and explain their significance in historical and historiographical context.</p>	<p>1. Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question.</p> <p>2. Our students will be able to explain relationships between the causes of historical events and their effects.</p> <p>3. Our students will be able to describe historical actors and events and explain their significance in historical and historiographical context.</p>
Assessment Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive)	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p>xx <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances,</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p>xx <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p>xx <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances,</p>

⁵ This document was adapted from templates provided by Skyline College.

<p>or Blackboard site</p>	<p>structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><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</p>	<p>At our Flex Department SLO Meeting in Fall 2010, we agreed to tinker the wording of SLO #1 and #3. #1 still doesn't convey what we wanted students to do since many have difficulty grasping the basics of a thesis statement. The meaning and wording of SLO #3 also confused students. After discussion, this</p>	<p>At our Flex Department SLO Meeting in Fall 2010, we agreed to tinker the wording of SLO #1 and #3. #1 still doesn't convey what we wanted students to do since many have difficulty grasping the basics of a thesis statement. The meaning and wording of SLO #3 also confused students. After</p>	<p>At our Flex Department SLO Meeting in Fall 2010, we agreed to tinker the wording of SLO #1 and #3. #1 still doesn't convey what we wanted students to do since many have difficulty grasping the basics of a thesis statement. The meaning and wording of SLO #3 also confused students. After discussion, this</p>

<p>needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>new wording was created: Students will be able to:</p> <ol style="list-style-type: none"> Analyze primary and secondary sources and explain how they support a thesis statement. Same Describe a relevant individual involved in an historical event and explain his/her significance in this event. <p>Also, on a pedagogical level,</p> <ul style="list-style-type: none"> Have students use primary sources regularly during the semester. This familiarizes these sources to students where they can reach a comfortable level with them. These sources should be discussed by the instructor, in groups and as individual assignments. The instructor should also take the process of how to analyze the documents and extract probing questions about them including “hashing out” the important points together and teach them how to then organize those thoughts to answer a question. Use the language of SLOs throughout the semester. Every instructor should include the department SLOs on his or her syllabi and stress them early in the semester. Frequent reference or even assignments designed to elucidate the SLOs should also take place in the 	<p>discussion, this new wording was created: Students will be able to:</p> <ol style="list-style-type: none"> Analyze primary and secondary sources and explain how they support a thesis statement. Same Describe a relevant individual involved in an historical event and explain his/her significance in this event. <p>Also, on a pedagogical level,</p> <ul style="list-style-type: none"> Have students use primary sources regularly during the semester. This familiarizes these sources to students where they can reach a comfortable interpretive level with them. These sources should be discussed by the instructor, in groups and as individual assignments. The instructor should also take the students through the process of how to analyze the documents and extract probing questions about them including “hashing out” the important points together and teach them how to then organize those thoughts to answer a question. Use the language of SLOs throughout the semester. Every instructor should include the department SLOs on his or her syllabi and stress them early in the semester. Frequent reference or even assignments designed to elucidate the SLOs should also take place in the 	<p>new wording was created: Students will be able to:</p> <ol style="list-style-type: none"> Analyze primary and secondary sources and explain how they support a thesis statement. Same Describe a relevant individual involved in an historical event and explain his/her significance in this event. <p>Also, on a pedagogical level,</p> <ul style="list-style-type: none"> Have students use primary sources regularly during the semester. This familiarizes these sources to students where they can reach a comfortable interpretive level with them. These sources should be discussed by the instructor, in groups and as individual assignments. The instructor should also take the students through the process of how to analyze the documents and extract probing questions about them including “hashing out” the important points together and teach them how to then organize those thoughts to answer a question. Use the language of SLOs throughout the semester. Every instructor should include the department SLOs on his or her syllabi and stress them early in the semester. Frequent reference or even
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	<p>department SLOs on his or her syllabi and stress them early in the semester. Frequent reference or even assignments designed to elucidate the SLOs should also take place in the classroom. Repetition and modeling the critical thinking and other skills throughout the semester prepares the students to do it themselves by the end of the course.</p> <ul style="list-style-type: none"> • Give quizzes during the semester in the format of the SLO assessment you'll use at the end of the semester, so students practice these skills. These quizzes should emphasize primary and secondary sources and historical thesis understanding. • Use an "essay template" for students to follow – this has been used by instructors Frances McMeeken and Teresa Neal. Frances has distributed hers as a model for other faculty use. • Why do students do well with SLO #2? Probably because we model analysis of cause and effect all semester. In all our lectures, discussions, video presentations, assignments, etc. we discuss the causes of historical events and their significance and effects. We should emphasize that every time we do it, so students can understand that process of analysis. 	<p>classroom. Repetition and modeling the critical thinking and other skills throughout the semester prepares the students to do it themselves by the end of the course.</p> <ul style="list-style-type: none"> • Give quizzes during the semester in the format of the SLO assessment you'll use at the end of the semester, so students practice these skills. These quizzes should emphasize primary and secondary sources and historical thesis understanding. • Use an "essay template" for students to follow – this has been used successfully by instructors Frances McMeeken and Teresa Neal. Frances has distributed hers as a model for other faculty use. • Why do students do well with SLO #2? Probably because we model analysis of cause and effect all semester. In all our lectures, discussions, video presentations, assignments, etc. we discuss the causes of historical events and their significance and effects. We should emphasize that every time we do it, so students can understand that process of analysis. 	<p>assignments designed to elucidate the SLOs should also take place in the classroom. Repetition and modeling the critical thinking and other skills throughout the semester prepares the students to do it themselves by the end of the course.</p> <ul style="list-style-type: none"> • Give quizzes during the semester in the format of the SLO assessment you'll use at the end of the semester, so students practice these skills. These quizzes should emphasize primary and secondary sources and historical thesis understanding. • Use an "essay template" for students to follow – this has been used successfully by instructors Frances McMeeken and Teresa Neal. Frances has distributed hers as a model for other faculty use. • Why do students do well with SLO #2? Probably because we model analysis of cause and effect all semester. In all our lectures, discussions, video presentations, assignments, etc. we discuss the causes of historical events and their significance and effects. We should emphasize that every time we do it, so students can understand that process of analysis.
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<p>Action Plan</p>	<p>time we do it, so students can understand that process of analysis.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or</p>
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	prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input checked="" 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 course syllabus or outline change in course topics) <input checked="" type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input checked="" 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: 2015	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015

Course #	HIST 136		
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	<ol style="list-style-type: none"> 1. Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question. 2. Our students will be able to explain relationships between the causes of historical events and their effects. 3. Our students will be able to describe historical actors and events and explain 		

<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>	<p>their significance in historical and historiographical context.</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p>
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<p><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>At our Flex Department SLO Meeting in Fall 2010, we agreed to tinker the wording of SLO #1 and #3. #1 still doesn't convey what we wanted students to do since many have difficulty grasping the basics of a thesis statement. The meaning and wording of SLO #3 also confused students. After discussion, this new wording was created:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 4. Analyze primary and secondary sources and explain how they support a thesis statement. 5. Same 6. Describe a relevant individual involved in an historical event and explain his/her significance in this event. <p>Also, on a pedagogical level,</p> <ol style="list-style-type: none"> a. Have students use primary sources regularly during the semester. This familiarizes these sources to students where they can reach a comfortable interpretive level with them. These sources should be 	<p>f.</p>	
<p><input type="checkbox"/> Other (please describe):</p>			

discussed by the instructor, in groups and as individual assignments. The instructor should also take the students through the process of how to analyze the documents and extract probing questions about them including “hashing out” the important points together and teach them how to then organize those thoughts to answer a question.

b. Use the language of SLOs throughout the semester. Every instructor should include the department SLOs on his or her syllabi and stress them early in the semester. Frequent reference or even assignments designed to elucidate the SLOs should also take place in the classroom. Repetition and modeling the critical thinking and other skills throughout the semester prepares the students to do it themselves by the end of the course.

c. Give quizzes during the semester in the format of the SLO assessment you’ll use at the end of the semester, so students practice these skills. These quizzes should emphasize primary and secondary sources and historical thesis understanding.

d. Use an “essay template” for students to follow – this has

<p>been used successfully by instructors Frances McMeeken and Teresa Neal. Frances has distributed hers as a model for other faculty use.</p> <p>e. Why do students do well with SLO #2? Probably because we model analysis of cause and effect all semester. In all our lectures, discussions, video presentations, assignments, etc. we discuss the causes of historical events and their significance and effects. We should emphasize that every time we do it, so students can understand that process of analysis.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or</p>

	<p>supplies needed for modified student activities, such as:</p> <hr/> <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) <input checked="" type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<p>activities, such as:</p> <hr/> <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) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<p>supplies needed for modified student activities, such as:</p> <hr/> <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) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p>x <input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015</p>

ANNUAL SLO UPDATE

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

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course</u> improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for <u>continuous program</u> improvement)
<p>HIST 101 (SLOs 1-3)</p> <ul style="list-style-type: none"> • Analyze primary and secondary sources and explain how they support a thesis statement. • Explain relationships between the causes of historical events and 	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker"</p>	<p>Our passing rates for SLOs 2 and 3 remain pretty high (around 88% for SLO 2 and above 90% for SLO 3), but we still noticed a lower level than we would have liked for SLO 1. The department discussed potential problems and pedagogical solutions; our data analysis shows that students are getting hung up at the primary and secondary source stage, so we are launching a pedagogical pilot study (see attached) in an effort to better students' understanding of and ability to use primary and secondary sources. Our pilot program will also constantly reinforce the three History SLOs—because these are what the department has deemed the most</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: See Pilot Program attachment</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p>	<p><input type="checkbox"/> Fall OR</p> <p><input checked="" type="checkbox"/> Spring</p> <p>Year: 2016</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input checked="" type="checkbox"/> Other (please describe):</p>

<p>their effects.</p> <ul style="list-style-type: none"> Describe a relevant individual involved in an historical event and explain his/her significance in this event. 	<p>mediated responses, etc.)</p> <ul style="list-style-type: none"> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) Student Satisfaction Survey Other (please describe): 	<p>important skills for our students to walk out of a History course with—and help students better achieve these outcomes.</p>	<p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>See Pilot Program attachment</p>	
<p>HIST 114 (SLOs 1-3)</p> <ul style="list-style-type: none"> Analyze primary and secondary sources and explain how they support a thesis statement. Explain relationships between the causes of historical events and their effects. Describe a relevant individual involved in an 	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <ul style="list-style-type: none"> 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 	<p>Our passing rates for SLOs 2 and 3 remain pretty high (around 88% for SLO 2 and above 90% for SLO 3), but we still noticed a lower level than we would have liked for SLO 1. The department discussed potential problems and pedagogical solutions; our data analysis shows that students are getting hung up at the primary and secondary source stage, so we are launching a pedagogical pilot study (see attached) in an effort to better students' understanding of and ability to use primary and secondary sources. Our pilot program will also constantly reinforce the three History SLOs—because these are what the department has deemed the most important skills for our students to</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: See Pilot Program attachment</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or</p>	<p><input type="checkbox"/> Fall OR</p> <p><input checked="" type="checkbox"/> Spring</p> <p>Year: 2016</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input checked="" type="checkbox"/> Other (please describe): See Pilot Program</p>

historical event and explain his/her significance in this event.	summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	walk out of a History course with—and help students better achieve these outcomes.	outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	attachment

History Student Learning Outcome Pilot Program Proposal

Primary Goal: To get students more comfortable with and better at identifying the difference between primary and secondary sources.

Secondary Goal: To increase student success on all of our Student Learning Outcomes.

Our SLOs:

- Analyze primary and secondary sources and explain how they support a thesis statement.
- Explain relationships between the causes of historical events and their effects.
- Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Outcomes Connection: Our data analysis shows that students are getting hung up at the primary and secondary source stage, so we are launching a pedagogical pilot study in an effort to better students' understanding of and ability to use primary and secondary sources. Our pilot program will also constantly reinforce the three History SLOs—because these are what the department has deemed the most important skills for our students to walk out of a History course with—and help students better achieve these outcomes.

Pilot Teachers (volunteered during Fall 2011 Flex Week Department SLO Meeting): Devon Atchison, George Gastil, Veronica Bale, Jon Comford, Sue Gonda, Ed DiBella, Oscar Canedo.

Pilot Semester: Spring 2012

WEEK 1	Have students read Primary v. Secondary Sources <u>handout</u> from the library and have a brief classroom discussion about handout
WEEK 2	Comparative source activity: have a short primary source clip and a secondary source on the same topic; students/groups have to figure out which is a primary and which is a secondary and then class can discuss. Or, have students do on their own (at home) and do short explanation to class. (if you're worried about time, this could easily be embedded into lecture!)
WEEK 3	Lecture-based primary source analysis lesson: insert a photograph, poem, song, etc., into lecture and spend 5-10 minutes analyzing the source, as a class. Instructors should explain the analysis process, why we do it, etc., so that students get more familiar with looking at sources and actually getting something deeper out of the sources.
WEEK 4	Primary source analysis homework assignment: students view 1 Primary source and provide a 1-2 page written analysis of the primary source.
WEEK 5	SLO #1 Speed-Review of day's session: Take last 5 minutes of class to review that day's session/lecture, asking students to name some of the primary sources we looked at in class, and in 10 words or less tell the class what it told us about history.
WEEK 6	SLO #2 Speed-Review of day's session: Take last 5 minutes of class to review that day's session/lecture, asking students to name some of the events we looked at in class, and in 10 words or less tell the class what it told us about cause and effect.
WEEK 7	SLO #3 Speed-Review of day's session: Take last 5 minutes of class to review that day's session/lecture, asking students to name some of the historical figures we looked at in class, and in 10 words or less tell the class about the critical significance that person played to the history we discussed in class.
WEEK 8	Midterm exam: require students to bring in 3 primary sources to use/analyze in an essay (?)

WEEK 9	Primary source analysis homework assignment: students view multiple Primary sources surrounding an event and provide a 1-2 page written analysis of the primary sources.
WEEK 10	SLO #1 Self-Assessment homework assignment: students view 1 Primary source and provide a 1-2 page written analysis of the primary source. Then, have students reflect and respond on questions re: SLO #1: why are primary sources important to the study of history? How do they educate students about history differently than secondary sources?
WEEK 11	SLO #2 Self-Assessment homework assignment: students view 2 Primary sources (that deal with/show/illustrate cause and effect) and provide a 1-2 page written analysis of the primary source. Then, have students reflect and respond on questions re: SLO #2: why is knowing both the cause and effect of an event important to fully understanding history?
WEEK 12	SLO #3 Self-Assessment homework assignment: students view 1-2 Primary sources (that highlight a historical figure or event) and provide a 1-2 page written analysis of the primary source. Then, have students reflect and respond on questions re: SLO #3: why is knowing the critical significance of a person/event in/to history important, more so than just knowing the basic facts of that person/event? How do primary sources give us a deeper understanding of a person/event's significance in history?
WEEK 13	Research Paper Ramp-Up, I (instructor may not have students actually write RP, but this gives students an opportunity to build skills that go into writing a RP): have students find 10 primary source quotes from a person, on an event, etc.
WEEK 14	Research Paper Ramp-Up, II: have students analyze each of the 10 quotes they selected
WEEK 15	Research Paper Ramp-Up, III: have students write paper with these quotes in hand or have classroom activity to peer review quotes and analysis.
WEEK 16	Finding a non-written primary source homework assignment: Instructor selects an event (i.e. the Civil War or the Crusades, etc) and asks students to submit one non-written primary source (drawing, poem, etc.). Instructor will take those sources and select 4-5 that will show up on the SLO Assessment during Finals Week.

FINALS WEEK	SLO Assessment: give our normal SLO assessment. When collecting data, instructors should reflect on whether the skills we worked on during the semester had any effect on the assessment results.
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*Many of the ideas here were sent by Kristin Hargrove. Other ideas came from Devon Atchison, George Gastil and Jon Comford. Thanks!

Date: May 2009
Department: History
Name of Reporter: Martin Tuller

Assessment Write-Up for: HIST 108
(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—if you have one at this stage— you set for the expected % of Student Success*) :

1. Our students will be able to analyze and synthesize American historical sources to formulate a historical thesis.
2. Our students will be able to explain relationships between the causes of historical events in America and their effects.
3. Our students will be able to describe historical actors and events in America and explain their significance in historical and historiographical context.

List of Instructors Involved:

Atchison, Section 7763	Canedo, Section 7768	Ennis, Section 7758	Renga, Section 7756
Atchison, Section 7766	Canedo, Section 7771	Feres, Section 136	Renga, Section 7765
Atchison, Section 123	Carrillo, Section 7760	Gomez, Section 7770	Tuller, Section 7762
Baydo, Section 7769	Comfort, Section 7767	Gonda, Section 7759	Tuller, Section 7756
Bale, Section 7753	Ennis, Section 7752	Klein, Section 7814	Tuller, Section 7764
Bale, Section 7754	Ennis, Section 7757	Klein, Section 7815	
Bale, Section 7755		McMeeken, Section 7761	

Description of the Assessment Method: An assessment exercise is distributed to students during the course of the semester (see attached example). The assessment is distributed as part of a semester long writing process/discussion process on the drafting and writing thesis statements in order to interpret subject matter or that effectively explains to the reader what they can expect from a specific paper. As part of the process students are instructed on methods of gathering evidence from primary and secondary source documents in order to develop a valid claim or argument.

We have created a shared assignment asking students to do the following (see attached sample, ATTACHMENT #1):

1. Read/view a set of primary sources (both text and art)
2. Draft a thesis based on the full set of primary sources (SLO #1)
3. Articulate a cause or consequence of the event represented by the sources (SLO #2)
4. Describe one historical actor involved in this event and explain his or her significance in this event. (SLO #3)

Each HIST 108 instructor decided which historical event and 4 primary sources to use for their assessment study and had students complete the exercise between Week 10 and Week 16 of the semester. It was up to the individual instructor whether to give the assignment as an in-class or take-home exercise and it was up to the individual instructor whether or not to use the assignment toward the students' grades. Each HIST 108 instructor graded the exercise using the attached Rubric and filled in the attached data spreadsheet. Once the data was compiled, the instructor sent the data to the department SLO Coordinator (Martin Tuller) who compiled the data in an anonymous manner so that the department could see a snapshot of how our HIST 108 students are doing at achieving all 3 of our SLOs (ATTACHMENT #2).

Once the data was collected and compiled by the department SLO Coordinator, the department met during Fall 2009 Flex Week for 1 hour and discussed/analyzed the results and discussed next steps for continuous and sustained improvement.

Date of Department meeting on Analysis/Recommendations:¹ August 18, 2009, Department Meeting 5-6 pm

Analysis of the Results

1. The Pass rate of students on SLO #2 (students will be able to explain relationships between the causes of historical events in America and their effects), and #3: Our students will be able to describe historical actors and events in America and explain their significance in historical and historiographical context, were above average, 78.2% and 84.9 % respectively.
2. Based on the assessments given by the department less than 70% of students, even with the recommendation of English 110 and after extra in class instruction, were able to write a "solid" thesis statement for the assessment exercise.
3. The Department unanimously agreed that SLO #1: Our students will be able to analyze and synthesize American historical sources to formulate a historical thesis, did not reflect what the history department wanted in a student learning outcome

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

- Instructors methods of using this assessment tool varied widely in a) whether they did the assessment at all (hence the spotty data and b) how they gave it to students (as take-home, as in-class, as timed, with or without notes, etc.

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):*

- Since SLO #1 did not reflect what the history department wanted as a Student Learning Outcome (SLO), it was unanimously decided SLO #1 would be changed. Change to SLO #1 Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question..
- Think about more uniformity in how this assessment is conducted from instructor to instructor or at least have individual instructors discuss what they thought worked/didn't work for them.
- Instructors will focuses specifically on how to write a historical thesis statement; perhaps hold a department-wide workshop helping instructors with pedagogy on this.

What is the date that this assessment will be conducted next?: Fall 2009

Bell, Section 3230	Bell, Section 3232	Canado, Section 4861	Dibella, Section 3235	Feres, Section 3236
Feres, Section 4849	Feres, Section 4580	Hargrove, Section 3299	Harris, 3233	Henry, Section 3231

HISTORY DEPARTMENT SLO ASSESSMENT TOOL DATA SPREADSHEET

You should assign a number between 1-4 for each of the six sections (TS1 and 2, CC1 and 2, HA1 and 2) below based on the below rubric. For each duo (i.e. TS1 and 2), add up the students score and put that in the PASS/FAIL column).

If students receive 6, 7 or 8 total for each SLO they are considered as having PASSED.

RUBRIC for each component of SLO:

- 1=did not meet expectations**
- 2=began to meet expectations**
- 3=met expectations**
- 4=exceeded expectations**

ANONYMOUS STUDENT REFERENCE NUMBER	THESIS STATEMENT		CAUSE OR CONSEQUENCE				HISTORICAL ACTOR		PASS/FAIL on SLO #3
	TS1: Is T.S. appropriate for sources	TS2: Is T.S. argumentative and "proveable"	PASS/FAIL on SLO #1	CC1: Did student name an appropriate cause or consequence?	CC2: Did student appropriately describe the cause or consequence they named?	PASS/FAIL on SLO #2	HA1: Did student name an appropriate historical actor for this event?	HA2: Did student appropriately discuss the significance of the historical actor they named?	
1	3	3	Pass	3	3	Pass	3	3	Pass
2	3	3	Pass	4	4	Pass	4	4	Pass
3	2	2	Fail	3	3	Pass	3	3	Pass
4	3	3	Pass	3	3	Pass	3	3	Pass
5	3	3	Pass	3	3	Pass	3	3	Pass
6	3	3	Pass	3	3	Pass	3	3	Pass
7	3	3	Pass	3	3	Pass	3	3	Pass
8	3	4	Pass	3	3	Pass	3	3	Pass
9	3	2	Fail	2	2	Fail	3	3	Pass
10	3	2	Fail	3	3	Pass	3	3	Pass
11	3	3	Pass	3	3	Pass	3	3	Pass
12	4	4	Pass	4	4	Pass	4	4	Pass

13	2	2	Fail	3	3	Pass	3	3	Pass
14	3	3	Pass	3	3	Pass	3	3	Pass
15	2	2	Fail	3	3	Pass	3	3	Pass
16	4	4	Pass	3	3	Pass	3	3	Pass
17	3	3	Pass	3	3	Pass	3	3	Pass
18	4	4	Pass	4	4	Pass	4	3	Pass
19	4	4	Pass	3	3	Pass	3	3	Pass
20	3	3	Pass	4	4	Pass	4	3	Pass
21	3	3	Pass	3	3	Pass	3	3	Pass
22	3	3	Pass	3	3	Pass	3	3	Pass
23	3	3	Pass	3	3	Pass	3	3	Pass
24	3	3	Pass	3	3	Pass	3	3	Pass
25	4	4	Pass	4	4	Pass	4	3	Pass
26	2	2	Fail	2	2	Fail	2	3	Pass
27	4	4	Pass	3	3	Pass	3	3	Pass
28	3	3	Pass	3	3	Pass	3	3	Pass
29	4	4	Pass	3	3	Pass	3	3	Pass
30	4	4	Pass	4	4	Pass	4	3	Pass
31	3	3	Pass	3	3	Pass	3	3	Pass
32	2	2	Fail	3	3	Pass	3	3	Pass
33	4	3	Pass	3	3	Pass	3	3	Pass
34	4	4	Pass	4	4	Pass	4	3	Pass
35	3	3	Pass	3	3	Pass	3	3	Pass
36	4	4	Pass	3	3	Pass	3	3	Pass
37	3	3	Pass	3	3	Pass	3	3	Pass
38	2	2	Fail	3	3	Pass	3	3	Pass
39	3	3	Pass	3	3	Pass	3	3	Pass
40	3	3	Pass	3	3	Pass	3	3	Pass
41	2	2	Fail	3	3	Pass	3	4	Pass
42	2	2	Fail	3	3	Pass	3	3	Pass
43	3	3	Pass	3	3	Pass	3	2	Fail
44	1	1	Fail	1	1	Fail	1	3	Pass
45	3	4	Pass	2	2	Fail	2	3	Pass
46	3	2	Fail	3	3	Pass	3	1	Fail
47	2	1	Fail	1	3	Fail	3	3	Pass

48	4	2	Pass	3	3	Pass	4	4	Pass
49	4	4	Pass	4	4	Pass	3	3	Pass
50	2	2	Fail	3	3	Pass	3	3	Pass
51	2	2	Fail	3	3	Pass	4	3	Pass
52	2	2	Fail	2	2	Pass	2	2	Fail
53	4	4	Pass	2	2	Fail	3	3	Pass
54	2	1	Fail	1	1	Fail	3	3	Pass
55	3	2	Fail	1	1	Fail	3	3	Pass
56	3	4	Pass	3	3	Pass	1	1	Fail
57	3	2	Fail	2	2	Pass	2	2	Fail
58	4	4	Pass	3	3	Pass	3	3	Pass
59	3	2	Fail	2	2	Fail	2	2	Fail
60	3	2	Fail	2	2	Fail	2	2	Fail
61	3	2	Fail	2	2	Fail	4	4	Pass
62	4	4	Pass	3	3	Pass	4	4	Pass
63	4	4	Pass	4	4	Pass	4	4	Pass
64	2	2	Fail	3	3	Pass	1	1	Fail
65	2	2	Fail	1	1	Fail	2	2	Fail
66	4	4	Pass	4	4	Pass	4	4	Pass
67	4	4	Pass	4	4	Pass	4	4	Pass
68	4	3	Pass	2	2	Fail	2	2	Fail
69	3	2	Fail	2	2	Fail	2	2	Fail
70	4	3	Pass	3	3	Pass	3	3	Pass
71	4	3	Pass	3	3	Pass	4	4	Pass
72	3	2	Fail	2	2	Fail	2	2	Fail
73	2	2	Fail	2	2	Fail	3	3	Pass
74	4	3	Pass	3	3	Pass	0	0	Fail
75	4	4	Pass	3	3	Pass	3	3	Pass
76	4	3	Pass	4	4	Pass	4	4	Pass
77	2	2	Fail	2	2	Fail	4	4	Pass
78	3	2	Fail	2	2	Fail	4	4	Pass
79	4	4	Pass	2	2	Fail	3	3	Pass
80	3	3	Pass	4	4	Pass	3	3	Pass
81	4	4	Pass	4	4	Pass	4	4	Pass

82	2	2	Fail	4	3	Pass	3	3	Pass
83	2	2	Fail	3	3	Pass	3	3	Pass
84	4	4	Pass	4	4	Pass	4	4	Pass
85	4	4	Pass	3	4	Pass	4	4	Fail
86	1	1	Fail	1	1	Fail	1	1	Fail
87	3	3	Pass	4	4	Pass	4	4	Pass
88	3	3	Pass	4	4	Pass	4	4	Pass
89	3	3	Pass	3	3	Pass	3	3	Pass
90	2	2	Fail	2	2	Fail	2	2	Pass
91	3	2	Fail	3	3	Pass	3	4	Pass
92	3	3	Pass	3	3	Pass	3	4	Pass
93	4	4	Fail	4	4	Pass	4	4	Pass
94	3	3	Pass	3	3	Pass	3	4	Pass
95	4	4	Pass	3	4	Pass	4	4	Pass
96	2	1	FAIL	4	3	PASS	4	4	PASS
97	4	4	PASS	4	4	PASS	4	4	PASS
98	2	1	FAIL	1	2	FAIL	1	1	FAIL
99	3	3	PASS	4	4	PASS	4	4	PASS
100	4	4	PASS	3	3	PASS	4	4	PASS
101	2	1	FAIL	2	1	FAIL	4	2	PASS
102	2	2	FAIL	4	4	PASS	4	4	PASS
103	4	3	PASS	4	4	PASS	4	4	PASS
104	3	2	FAIL	4	4	PASS	4	4	PASS
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107	3	2	FAIL	3	2	FAIL	3	3	PASS
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109	3	2	FAIL	2	2	FAIL	3	3	PASS
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111	3	3	PASS	3	2	FAIL	4	4	PASS
112	3	2	FAIL	2	2	FAIL	4	2	PASS
113	3	3	PASS	3	3	PASS	4	4	PASS
114	3	3	PASS	3	3	PASS	4	3	PASS
115	3	3	PASS	4	4	PASS	4	4	PASS
116	3	2	FAIL	4	4	PASS	4	4	PASS

151	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
152	3	3	Pass	3	2	2	2	2	Pass	2	3	3	Pass
153	4	4	Pass	4	4	4	4	4	Pass	4	4	4	Pass
154	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
155	2	2	Fail	2	3	3	3	3	Pass	3	3	3	Pass
156	4	4	Pass	4	4	4	4	4	Pass	4	4	4	Pass
157	3	3	Pass	3	1	1	1	1	Fail	1	3	3	Pass
158	4	4	Pass	4	4	4	4	4	Pass	4	3	3	Pass
159	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
160	2	2	Fail	2	3	3	3	3	Pass	3	3	3	Pass
161	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
162	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
163	4	4	Pass	4	3	3	3	3	Pass	3	3	3	Pass
164	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
165	1	1	Fail	1	1	1	1	1	Fail	1	3	3	Pass
166	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
167	3	3	Pass	3	2	2	2	2	Fail	2	3	3	Pass
168	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
169	3	3	Pass	3	3	3	3	3	Pass	3	1	1	Fail
170	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Fail
171	2	2	Fail	2	3	3	3	3	Pass	3	3	3	Pass
172	3	3	Pass	3	1	1	1	1	Fail	1	3	3	Pass
173	4	4	Pass	4	4	4	4	4	Pass	4	3	3	Pass
174	2	2	Fail	2	3	3	3	3	Pass	3	3	3	Pass
175	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
176	3	3	Pass	3	4	4	4	4	Pass	4	3	3	Pass
177	3	3	Pass	3	3	3	3	3	Pass	3	2	3	Fail
178	3	3	Pass	3	2	2	2	2	Fail	2	3	3	Pass
179	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
180	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
181	4	4	Pass	4	4	4	4	4	Pass	4	4	4	Pass
182	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
183	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass
184	4	4	Pass	4	4	4	4	4	Pass	4	3	2	Fail
185	3	3	Pass	3	3	3	3	3	Pass	3	3	3	Pass

Date: August 20, 2009
 Department: History
 Name of Reporter: Angela Feres

Assessment Write-Up for: Hist 136
 (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—if you have one at this stage—you set for the expected % of Student Success*) :

4. Our students will be able to analyze and synthesize Medieval historical sources to formulate a historical thesis.
5. Our students will be able to explain relationships between the causes of historical events in the Medieval period and their effects.
6. Our students will be able to describe historical actors and events in the Medieval period and explain their significance in historical and historiographical context.

List of Instructors Involved:

Angela Feres		

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*):

Primary source analysis attached. See Appendix A

Prior to assessing the students via the tool I spent class time defining what a thesis statement is, why they are important, and asking students to provide me with examples of thesis statements. We discussed the differences between primary and

secondary sources and evaluated the worth and potential problems (bias, presentism). We had one practice SLO assignment before the attached SLO was used as part of a quiz.

Date of Department meeting on Analysis/Recommendations:² _____ August 18, 2009

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

1. It was determined that SLO 1 did not reflect what the History department wanted as a student learning outcome.
2. Students, based on the data for 136, in general, have a very difficult time crafting an historical thesis because they lack English 110 skills.

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):*

Based on the results it was recommended that SLO 1 would be altered. SLO 1 now reads: Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question. This change reflects the department consensus that at this level of instruction the emphasis should be on the analysis and synthesis of data rather than thesis construction.

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

Fall 2009.

² The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

Appendix A

History 136 Assessment: The Medieval Period

This assessment will ask you to do several things:

- 1. Read/view a set of primary sources, including art works, related to one historical period**
- 2. Draft a thesis based on the full set of primary sources**
- 3. Articulate a cause or consequence of the event represented by the sources**
- 4. Describe one historical actor involved in this event and explain his or her significance in this event.**

****NOTE: You should bring in any information that you've learned about the historical period/topic from lecture, textbook, primary source documents, films and other sources.****

- 1. Read/view the attached set of primary sources, including the art works**
- 2. Draft a thesis based on the full set of primary sources**

A thesis is a statement that you would prove in a paper. It should have a point of view, stating a viewpoint that would be supported by the sources you have read and viewed. It should only be a sentence or two.

Draft your thesis here:

3. Articulate a cause or consequence of the event represented by the sources

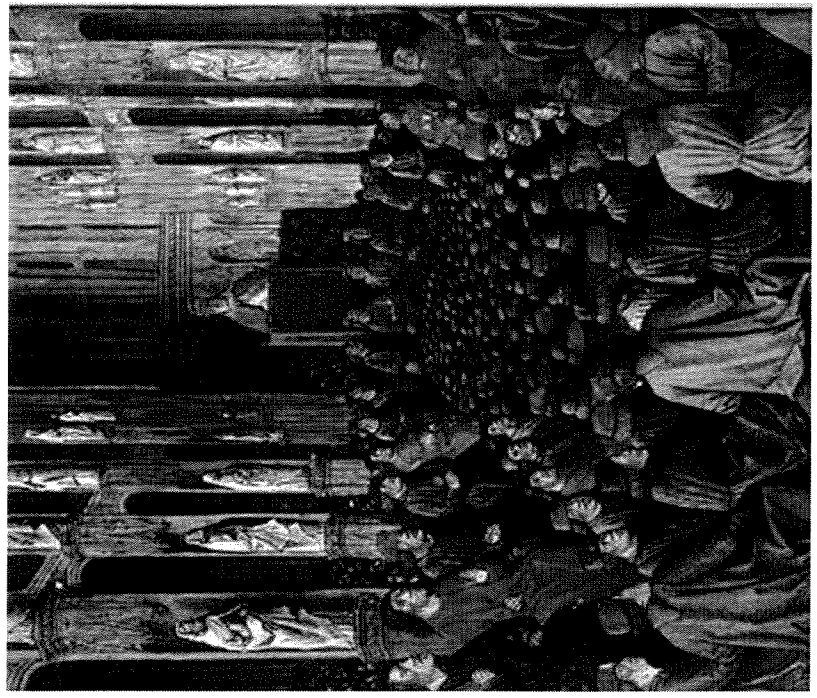
Name and describe one cause or consequence of an event discussed in these sources:

4. Describe one historical actor involved in this event and explain his or her significance in this event.

Name one person involved in this event. Why was that person significant?

History 136 Assessment: Set of Primary Source Documents

Source #1



Source #2

Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. Freshly quickened by the divine correction, you must apply the strength of your righteousness to another matter which concerns you as well as God. For your brethren who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania [the Greek empire] as far west as the shore of the Mediterranean and the Hellespont, which is called the Arm of St. George. They have occupied more and more of the lands of those Christians, and have overcome them in seven battles. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue thus for awhile with impurity, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends. I say this to those who are present, it meant also for those who are absent. Moreover, Christ commands it.

"All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission of sins. This I grant them through the power of God with which I am invested. O what a disgrace if such a despised and base race, which worships demons, should conquer a people which has the faith of omnipotent God and is made glorious with the name of Christ! With what reproaches will the Lord overwhelm us if you do not aid those who, with us, profess the Christian religion! Let those who have been accustomed unjustly to wage private warfare against the faithful now go against the infidels and end with victory this war which should have been begun long ago. Let those who for a long time, have been robbers, now become knights. Let those who have been fighting against their brothers and relatives now fight in a proper way against the barbarians. Let those who have been serving as mercenaries for small pay now obtain the eternal reward. Let those who have been wearing themselves out in both body and soul now work for a double honor. Behold! on this side will be the sorrowful and poor, on that, the rich; on this side, the enemies of the Lord, on that, his friends. Let those who go not put off the journey, but rent their lands and collect money for their expenses; and as soon as winter is over and spring comes, let them eagerly set out on the way with God as their guide."

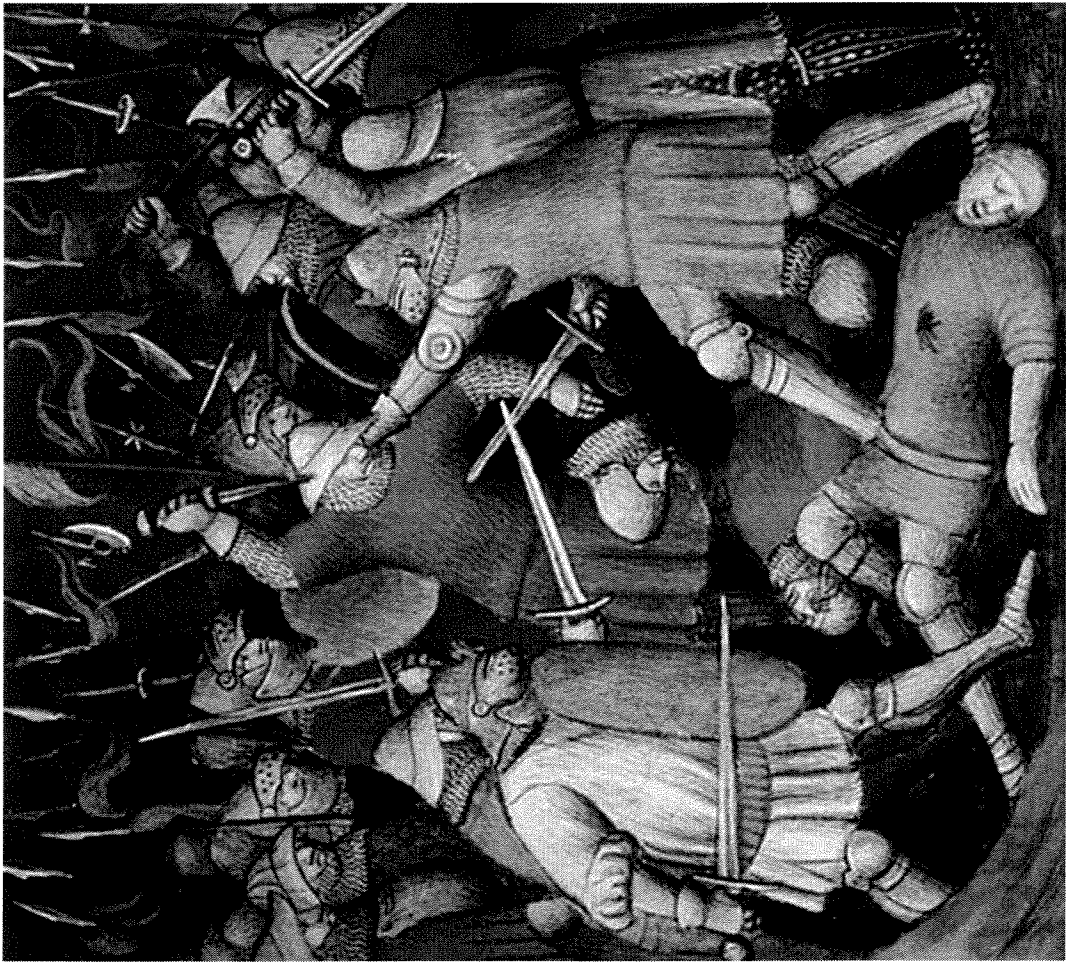
Source #3

... On the following day the work again began at the sound of the trumpet, and to such purpose that the rams, by continual pounding, made a hole through one part of the wall. The Saracens suspended two beams before the opening, supporting them by ropes, so that by piling stones behind them they would make an obstacle to the rams. However, what they did for their own protection became, through the providence of God, the cause of their own destruction. For, when the tower was moved nearer to the wall, the ropes that supported

the beams were cut; from these same beams the Franks constructed a bridge, which they cleverly extended from the tower to the wall. About this time one of the towers in the stone wall began to burn, for the men who worked our machines had been hurling firebrands upon it until the wooden beams within it caught fire. The flames and smoke soon became so bad that none of the defenders of this part of the wall were able to remain near this place. At the noon hour on Friday, with trumpets sounding, amid great commotion and shouting "God help us," the Franks entered the city. When the pagans saw one standard planted on the wall, they were completely demoralized, and all their former boldness vanished, and they turned to flee through the narrow streets of the city. Those who were already in rapid flight began to flee more rapidly.

Count Raymond and his men, who were attacking the wall on the other side, did not yet know of all this, until they saw the Saracens leap from the wall in front of them. Forthwith, they joyfully rushed into the city to pursue and kill the nefarious enemies, as their comrades were already doing. Some Saracens, Arabs, and Ethiopians took refuge in the tower of David, others fled to the temples of the Lord and of Solomon. A great fight took place in the court and porch of the temples, where they were unable to escape from our gladiators. Many fled to the roof of the temple of Solomon, and were shot with arrows, so that they fell to the ground dead. In this temple almost ten thousand were killed. Indeed, if you had been there you would have seen our feet colored to our ankles with the blood of the slain. But what more shall I relate? None of them were left alive; neither women nor children were spared.

Source #4



Date: August 20, 2009

Department: History

Name of Reporter: Devon Atchison

Assessment Write-Up for: Hist 123
(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—if you have one at this stage— you set for the expected % of Student Success*) :

7. Our students will be able to analyze and synthesize historical sources regarding Modern American women to formulate a historical thesis.
8. Our students will be able to explain relationships between the causes of historical events in Modern American women's history and their effects.
9. Our students will be able to describe historical actors and events in Modern American women's history and explain their significance in historical and historiographical context.

List of Instructors Involved:

Devon Atchison			

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*):

Primary source analysis attached. See Appendix A (students had 2 different assessments to choose from)

The Assessment exercise was given out during the last week of formal instruction. About five weeks prior to this, as a part of their paper writing process, we spent an entire day talking about how to draft a useful thesis statement and actually working on drafting thesis statements for their papers. For SLOs #2 and #3, however, we did not have any special exercises to “practice” for the assessment.

Date of Department meeting on Analysis/Recommendations:³ _____ **August 18, 2009**

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

Data spreadsheet is attached as Appendix B.

3. It was determined that SLO 1 did not reflect what the History department wanted as a student learning outcome.
4. Students, based on the data for 123, in general, have a very difficult time crafting an historical thesis because they lack English 110 skills. Despite the extra instruction, less than 60% of my students crafted a “useful” historical thesis statement on the assessment exercise.
5. My pass rate for SLO #2 (cause and effect) was also very, surprisingly, low. We had talked about cause and effect in a vague way, but never in a concerted way.

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*):

Based on the results it was recommended that SLO 1 would be altered. SLO 1 now reads: Our students will be able to analyze and synthesize primary and secondary source documents in response to an historical thesis or question. This change reflects the department consensus that at this level of instruction the emphasis should be on the analysis and synthesis of data rather than thesis construction.

Additionally, for SLOs #2 and #3, I am going to discuss cause and effect in a more direct manner and explain what we mean by “historical actor” (maybe even change the language if others have problems??)

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

Spring 2010.

³ The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

Appendix A

Name: _____

History 123 SLO Assessment: Women and Work

This assessment will ask you to do several things:

1. Read/view a set of primary sources, including art works, related to one historical period or event.
2. Draft a thesis based on the full set of primary sources.
3. Articulate a cause or consequence of the event represented by the sources.
4. Describe one historical actor involved in this event and explain his or her significance in this event.

****NOTE:** You should bring in any information that you've learned about the historical period/topic from lecture, textbook, primary source documents, films and other sources.**

1. Read/view the attached set of primary sources, including the art work (see pages 3-5 of this handout for the primary source attachment).

On a scratch piece of paper, you should do the following:

- **Review the lecture notes, secondary source information (essays, textbooks, etc., as applicable), film notes and any other pertinent information** you have collected on the Assessment Topic.
- **Look at the Primary Source documents** selected for the Assessment. What do you think the overarching theme of the sources, when taken together, is? For example, is there a similar perspective being offered

in each of the 4 sources? Or does there seem to be a change in perspective over time? Lot some ideas down.

2. Draft a thesis based on the full set of primary sources

A thesis statement is: “a substantial generalization that can stand by itself as the basis of an essay's development. It is an assertion of what the writer believes is right or wrong and why, and it is a statement that can be either true or false.”¹ **Your Thesis Statement should make a claim about the Assessment Topic that can be proven based on the four primary sources you’ve been provided with.**

Draft your thesis here:

3. Articulate a cause or consequence of the event represented by the sources

If you choose to talk about a “cause” of the event, you should refer back to your lecture/secondary source notes and the primary sources, and think about something that caused the Assessment Topic to happen or to take shape in the way it did. If you choose to talk about a “consequence,” talk about something that happened as a result of the Assessment Topic:

A series of horizontal lines for writing, organized into 12 rows. Each row consists of a solid top line and a dashed bottom line, with a small gap between them. The lines are evenly spaced and extend across the width of the page.

History 123 Assessment: Women and Work

Set of Primary Source Documents

Source #1: “You Can’t Have a Career and Be a Good Housewife,” *Ladies Home Journal*, January 1944.

It is not startling to hear that Jennifer Jones Walker and Bob Walker have come to a parting of the ways. Always in double-career marriages there is terrific strain. With two strong personalities thrusting forward to success, not all the pull can be smoothly cooperative. There is crowding, and sometimes conflict. It could not be otherwise.

A marriage that survives twin careers in the exception... ‘Successful career couples,’ so-called, try to keep up a glossy surface, hoping it will not crack and expose the disappointing makeshifts underneath.

What is the matter with this dream of a man and a woman, both workers out in the world, making a solid home together? Why shouldn’t two people, each with an outside job to do, unite all the more firmly to build a rich setting for their private lives? Why couldn’t such a partnership be unusually full of understanding, and mutual respect, and lively ideas—twice as many as the last, in fact, as when only one partner goes afield to garner them? Why shouldn’t the children of such progressive parents, with doubly wide horizons, be especially privileged and happy?

Unfortunately, it rarely works out that way. The picture of this ideal partnership has a deceptive and meretricious brightness. It is only after years of observation and experience that one realizes how superficial that brightness is...

In spite of competent nurses, housekeepers and kindly relatives, there will be crises, arising from illness, minor accidents or the collapse of household personnel. In no time at all the career mother finds herself trying to be at least two people: an efficient, smartly turned out professional woman, and a devoted and conscientious mother. There is obviously little time left for being a wife.

There are inevitable penalties for this. Husbands become discontented as they feel themselves neglected; for no matter how much a business wife may be contributing to a mutual household in the way of an alter mind, an enriched personality and a wider circle of interests—quite apart from mere money—the husband who can't find his clean laundry considers himself abused and puts it all down to his unnatural home setup...

[In] spite of the serious handicaps involved, some couples will make a good job of double-career marriages by being willing to work extra hard and to learn the great law of compromise. But it takes an exceptional woman—and an even more exceptional husband.

Source #2: “Governor Adlai Stevenson Tells College Women About Their Place in Life, 1955”

I think there is much you can do about our crisis in the humble role of housewife.

The peoples of the West are still struggling with the problems of a free society and just now are in dire trouble. For to create a free society is at all times a precarious and audacious experiment. Its bedrock is the concept of man as an end in himself. But violent pressures are constantly battering away at this concept, reducing man once again to subordinate status, limiting his range of choice, abrogating his responsibility and returning him to his primitive status of anonymity in the social group. I think you can be more helpful in identifying, isolating and combating these pressures, this virus, than you perhaps realize.

Let me put it this way: individualism has promoted technological advance, technology promoted increased specialization, and specialization promoted an ever closer economic interdependence between specialties...

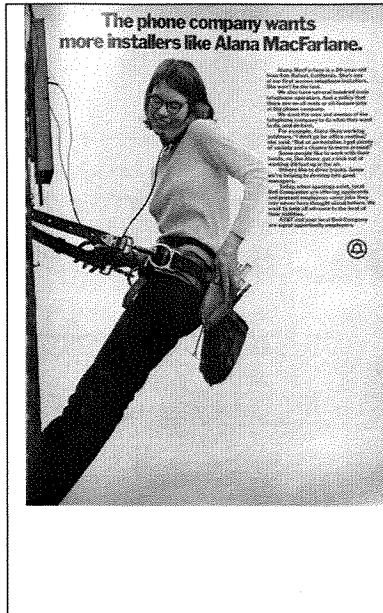
Thus this typical Western man, or typical Western husband, operates well in the realm of means, as the Romans did before him. But outside his specialty, in the realm of ends, he is apt to operate poorly or not at all. And this neglect of the cultivation of more mature values can only mean that his life, and the life of the society he determines, will lack valid purpose, however busy and even profitable it may be.

And here's where you come in: to restore valid, meaningful purpose to life in your home; to beware of instinctive group reaction to the forces which play upon you and yours, to watch for and arrest the constant gravitational pulls to which we are all exposed—your workaday husband especially—in our specialized, fragmented society, that tend to widen the breach between reason and emotion, between means and ends...

Women, especially educated women such as you, have a unique opportunity to influence us, man and boy, and to play a direct part in the unfolding drama of our free society. But I am told that nowadays the young wife or mother is short of time for the subtle arts, that things are not what they used to be; that once immersed in the very pressing and particular problems of domesticity, many women feel frustrated and far apart from the great issues and stirring debates for which their education has given them understanding and relish. Once they read Baudelaire. Now it is the Consumers' Guide. Once they wrote poetry. Now it's the laundry list. Once they discussed art and philosophy until late in the night. Now they are so tired they fall asleep as soon as the dishes are finished. There is, often, a sense of contraction, of closing horizons and lost opportunities. They had hoped to play their part in the crisis of the age...

The point is that whether we talk of Africa, Islam or Asia, women "never had it so good" as you do. And in spite of the difficulties of domesticity, you have a way to participate actively in the crisis in addition to keeping yourself and those about you straight on the difference between means and ends, mind and spirit, reason and emotion—not to mention keeping your man straight on the differences between Botticelli and Chianti. . . .

Source #3:



Text: “The phone company wants more installers like Alana MacFarlane. Alana MacFarlane is a 20-year-old from San Rafael, California. She’s one of our first women telephone installers. She won’t be the last. We also have several hundred male telephone operators. And a policy that there are no all-male or all-female jobs at the phone company. We want the men and women of the telephone company to do what they want to do, and do best. For example, Alana likes working outdoors. ‘I don’t go for office routine,’ she said. ‘But as an installer, I get plenty of variety and a chance to move around.’ Some people like to work with their hands, or, like Alana, get a kick out of working 20 feet up in the air. Others like to drive trucks. Some we’re helping to develop into good managers. Today, when openings exist, local Bell Companies are offering applicants and present employees some jobs they may never have thought about before. We want to help all advance to the best of their abilities. AT&T and your local Bell Company are equal opportunity employers.”

Source #4: Letters to *Ms. Magazine*, 1973 and 1974

“Rather than hire a housekeeper and babysitter for our three preschool children, my husband and I decided to ‘hire’ me—to pay me a salary and contribute social security. The Internal Revenue Service said nay; this can only be done for someone not a family member. We tried to contract for disability insurance for me—in the event of my not being able to perform my housekeeping and child-care duties—but we have not yet found a carrier. I am not adding to the family income—and he cannot be compensated for a loss that does not exist. The implication is clear—the establishment is making it more attractive to leave the home and let others raise their families. So I went job hunting. Results: very few jobs open in my field; higher salaries for men of the same background; hesitation to hire a woman with three ‘little ones’ because I might not be dependable (miss work). Let’s find out why men with families are considered good, stable desirable employees and women are not. —Mary Fortuna, Philadelphia, Pennsylvania, February 1973 issue.”

“Two years ago my husband had a very lucrative job, and I brought in a little extra money working part time. Our combined income was great, but there was a problem—my husband was burning himself out. Beset with deadlines and frustration, he was nervous and ill-tempered. All our income wasn’t worth a damn, because we couldn’t enjoy it. So after much talk and some ego deflating, we switched. Now he is working part-time in a low-pressure job, and I have taken a high-pressure job, which I really like. We have been at this for about two years, and we are both very pleased with the arrangement. —Rachel Whitefield Evans, Corpus Christi, Texas, August 1974 issue.”

Source #5: Judge Ruth Bader Ginsburg's statement on being nominated to the Supreme Court, 1993

The announcement...President [Clinton] just made is significant, I believe, because it contributes to the end of the days when women, at least half the talent pool in our society, appear in high places only as one-at-a-time performers. Recall that when President Carter took office in 1976, no woman ever served on the Supreme Court, and only one woman, Shirley Hufstедler of California, then served at the next Federal court level, the United States Court of Appeals.

Today Justice Sandra Day O'Connor graces the Supreme Court bench, and close to 25 women serve at the Federal Court of Appeals level, two as chief judges. I am confident that more will soon join them. That seems to me inevitable, given the change in law school enrollment...

My law school class in the late 1950's numbered over 500. That class included less than 10 women. As the President said, not a law firm in the entire city of New York bid for my employment as a lawyer when I earned my degree. Today few law schools have female enrollment under 40 percent, and several have reached or passed the 50 percent mark. And thanks to Title VII, no entry doors are barred.

My daughter, Jane, reminded me a few hours ago in a good-luck call from Australia of a sign of the change we have had the good fortune to experience. In her high school yearbook on her graduation in 1973, the listing for Jane Ginsburg under "ambition" was "to see her mother appointed to the Supreme Court." The next line read, "If necessary, Jane will appoint her." Jane is so pleased, Mr. President, that you did it instead, and her brother, James, is, too.

I expect to be asked in some detail about my views of the work of a good judge on a High Court bench. This afternoon is not the moment for extended remarks on that subject, but I might state a few prime guides.

Chief Justice Rehnquist offered one I keep in the front of my mind: a judge is bound to decide each case fairly in a court with the relevant facts and the applicable law even when the decision is not, as he put it, what the home crowd wants.

Next, I know no better summary than the one Justice O'Connor recently provided drawn from a paper by New York University Law School Prof. Bert Neuborne. The remarks concern the enduring influence of Justice Oliver Wendell Holmes. They read: "When a modern constitutional judge is confronted with a hard case, Holmes is at her side with three gentle reminders: first, intellectual honesty about the available policy choices; second, disciplined self-restraint in respecting the majority's policy choice; and third, principled commitment to defense of individual autonomy even in the face of majority action." To that I can only say, "Amen."

I am indebted to so many for this extraordinary chance and challenge: to a revived women's movement in the 1970's that opened doors for people like me, to the civil rights movement of the 1960's from which the women's movement drew inspiration, to my teaching colleagues at Rutgers and Columbia and for 13 years my D.C. Circuit colleagues who shaped and heightened my appreciation of the value of collegiality....

I have a last thank-you. It is to my mother, Celia Amster Bader, the bravest and strongest person I have known, who was taken from me much too soon. I pray that I may be all that she would have been had she lived in an age when women could aspire and achieve and daughters are cherished as much as sons. I look forward to stimulating weeks this summer and, if I am confirmed, to working at a neighboring court to the best of my ability for the advancement of the law in the service of society. Thank you.

Name: _____

History 123 SLO Assessment: Women and Images of Beauty in the Media

This assessment will ask you to do several things:

1. Read/view a set of primary sources, including advertisements and song lyrics, related to one historical event.
2. Draft a thesis based on the full set of primary sources.
3. Articulate a cause or consequence of the imagery represented by the sources.
4. Describe one historical actor involved in this event and explain his or her significance in this event.
5. Discuss what these documents might infer about minority groups of women.

****NOTE:** You should bring in any information that you've learned about the historical period/topic from lecture, textbook, primary source documents, films and other sources. ******

1. Read/view the attached set of primary sources, including the art work (see pages 3-5 of this handout for the primary source attachment).

On a scratch piece of paper, you should do the following:

- **Review the lecture notes, secondary source information (essays, textbooks, etc., as applicable), film notes and any other pertinent information** you have collected on the Assessment Topic.

- **Look at the Primary Source documents** selected for the Assessment. What do you think the overarching theme of the sources, when taken together, is? For example, is there a similar perspective being offered in each of the sources? Or does there seem to be a change in perspective over time? Does race factor into the subject material? Jot some ideas down.

2. Draft a thesis based on the full set of primary sources

A thesis statement is: “a substantial generalization that can stand by itself as the basis of an essay's development. It is an assertion of what the writer believes is right or wrong and why, and it is a statement that can be either true or false.”⁴ **Your Thesis Statement should make a claim about the Assessment Topic that can be proven based on the four primary sources you’ve been provided with.**

Draft your thesis here:

3. Articulate a cause or consequence of the event represented by the sources

If you choose to talk about a “cause” of the event, you should refer back to your lecture/secondary source notes and the primary sources, and think about something that caused the Assessment Topic to happen or to take shape in the way it did. If you choose to talk about a “consequence,” talk about something that happened as a result of the Assessment Topic:

⁴ <http://rwc.hunter.cuny.edu/reading-writing/on-line/thesis.html>

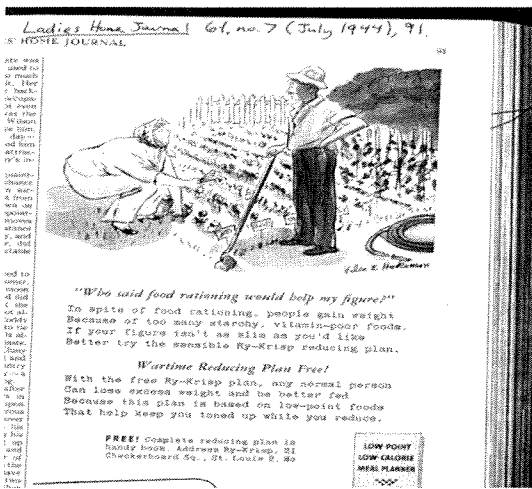
History 123 Assessment: Women and Images of Beauty in the Media

Source #1: “Beauty on Duty” 1942



“Keep your skin looking its loveliest even when you’re busiest.”

Source #2: “Food Rationing,” *Ladies Home Journal*, 1944



“Who said food rationing would help my figure? In spite of food rationing, people gain weight. Because of too many starchy, vitamin-poor foods. If your figure isn’t as slim as you’d like better try the sensible Ry-Krisp reducing plan... With the free Ry-Krisp plan, any normal person can lose weight and be better fed because this plan is based on low-point foods that help keep you toned up while you reduce.”

Source #3: “I Enjoy Being a Girl” from musical *Flower Drum Song*, 1959

This is a show tune from the 1959 Rodgers and Hammerstein musical *Flower Drum Song*. It was originally performed in 1958, as the showpiece for the Linda Low showgirl character. The musical was a comedy love story about growing up Chinese in America and the clash between the traditional values of the old country, and the modern ways of America. Though *Flower Drum Song* was amongst the least successful of the Rodgers and Hammerstein musical, partly because of the ethnic stereotyping issues, the song, “I Enjoy Being a Girl” has been widely used in other productions.

<p>I'm a girl, and by me that's only great! I am proud that my silhouette is curvy, That I walk with a sweet and girlish gait With my hips kind of swivelly and swervy.</p> <p>I adore being dressed in something frilly When my date comes to get me at my place. Out I go with my Joe or John or Billy, Like a filly who is ready for the race!</p> <p>When I have a brand new hairdo With my eyelashes all in curl, I float as the clouds on air do, I enjoy being a girl!</p> <p>When men say I'm cute and funny And my teeth aren't teeth, but pearl, I just lap it up like honey I enjoy being a girl!</p>	<p>I flip when a fellow sends me flowers, I drool over dresses made of lace, I talk on the telephone for hours With a pound and a half of cream upon my face!</p> <p>I'm strictly a female female And my future I hope will be In the home of a brave and free male Who'll enjoy being a guy having a girl... like... me.</p> <p>When men say I'm sweet as candy As around in a dance we whirl, It goes to my head like brandy, I enjoy being a girl!</p>	<p>When someone with eyes that smoulder Says he loves ev'ry silken curl That falls on my iv'ry shoulder, I enjoy being a girl!</p> <p>When I hear the compliment'ry whistle That greets my bikini by the sea, I turn and I glower and I bristle, But I happy to know the whistle's meant for me!</p> <p>I'm strictly a female female And my future I hope will be In the home of a brave and free male Who'll enjoy being a guy having a girl... like... me</p>
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Source #4: "Chubbette" in *Look Magazine*, 1960



“If she’s on the plump side, send her back-to-school in slimming, thinning Chubbette fashions. Designed to minimize extra pounds... to replace self consciousness with self-assurance and styled with slenderizing chic to please her fashion fancy.

***FREE! “POUNDS AND PERSONALITY” a booklet of**

Source #5: “Straighten Your Hair” *Ebony*, 1963

Men... Women... Let PERMA-STRAITE

STRAIGHTEN YOUR HAIR

THE GENTLE, NON-IRRITATING WAY!

With modern scientific hair straightening, you can have the straight hair you desire without the harsh, irritating effects of other hair straighteners. Perma-Strait is a gentle, non-irritating hair straightener that works by relaxing the hair's natural curl. It is safe for all hair types and is suitable for use on the face, neck, and scalp. Perma-Strait is the only hair straightener that is safe for use on the face, neck, and scalp. It is the only hair straightener that is safe for use on the face, neck, and scalp. It is the only hair straightener that is safe for use on the face, neck, and scalp.



Perma-Strait
GENTLE, NON-IRRITATING

HOW TO PUBLISH YOUR BOOK

BIG MEN ONLY!

19. no. 3 (Nov. 1963), 178

“Men, women, why settle for anything but a perfect treatment?”

Appendix B

ANONYMOUS STUDENT REFERENCE NUMBER	THESIS STATEMENT		CAUSE OR CONSEQUENCE				HISTORICAL ACTOR		PASS/FAIL on SLO #3
	TS1: Is T.S. appropriate for sources	TS2: Is T.S. argumentative and "proveable"	PASS/FAIL on SLO #1	CC1: Did student name an appropriate cause or consequence?	CC2: Did student appropriately describe the cause or consequence they named?	PASS/FAIL on SLO #2	HA1: Did student name an appropriate historical actor for this event?	HA2: Did student appropriately discuss the significance of the historical actor they named?	
1	2	1	FAIL	4	3	PASS	4	4	PASS
2	4	4	PASS	4	4	PASS	4	4	PASS
3	2	1	FAIL	1	2	FAIL	1	1	FAIL
4	3	3	PASS	4	4	PASS	4	4	PASS
5	4	4	PASS	3	3	PASS	4	4	PASS
6	2	1	FAIL	2	1	FAIL	4	2	PASS
7	2	2	FAIL	4	4	PASS	4	4	PASS
8	4	3	PASS	4	4	PASS	4	4	PASS
9	3	2	FAIL	4	4	PASS	4	4	PASS
10	3	3	PASS	4	4	PASS	4	4	PASS
11	3	3	PASS	2	2	FAIL	2	3	FAIL
12	3	2	FAIL	3	2	FAIL	3	3	PASS
13	3	3	PASS	2	3	FAIL	4	4	PASS
14	3	2	FAIL	2	2	FAIL	3	3	PASS
15	2	2	FAIL	2	2	FAIL	3	2	FAIL
16	3	3	PASS	3	2	FAIL	4	4	PASS
17	3	2	FAIL	2	2	FAIL	4	2	PASS
18	3	3	PASS	3	3	PASS	4	4	PASS
19	3	3	PASS	3	3	PASS	4	3	PASS
20	3	3	PASS	4	4	PASS	4	4	PASS
21	3	2	FAIL	4	4	PASS	4	4	PASS

22	3	PASS	4	4	4	4	PASS	4	4	PASS
23	4	PASS	4	4	4	4	PASS	4	4	PASS
		PASSING RATE SLO #1		PASSING RATE SLO #2		PASSING RATE SLO #3				
		13/23		14/23		20/23		87%		
		57%		61%						

Date: January 24, 2009, 2009

Department: History

Name of Reporter: Angela Feres

Course being Studied: HIST 136

SLO(s) being Studied:

- 10. Our students will be able to analyze and synthesize Medieval historical sources to formulate a historical thesis.
- 11. Our students will be able to explain relationships between the causes of historical events in the Medieval period and their effects.
- 12. Our students will be able to describe historical actors and events in the Medieval period and explain their significance in historical and historiographical context.

What percentage of Student Success (what BENCHMARK do you expect?): This is the first semester we have conducted this study, so we do not yet have a Benchmark in place; we will use this study's data to set a benchmark for the next time we conduct this study.

Semester Assessment will be conducted: Spring 2009.

Date Assessment will be analyzed (expected/estimated): Spring 2009, one two-to-four hour session

List of Instructors Involved:

Feres		

Description of the Assessment Method (i.e. multiple choice questions on Final Exam or Thesis Statement on Research Paper):

We have created a shared assignment asking students to do the following (see attached sample):

5. Read/view a set of primary sources (both text and art)
6. Draft a thesis based on the full set of primary sources (SLO #1)
7. Articulate a cause or consequence of the event represented by the sources (SLO #2)
8. Describe one historical actor involved in this event and explain his or her significance in this event. (SLO #3)

Brief Description of the Study: Each HIST 136 instructor will decide which historical event and 4 primary sources to use for their assessment study and have students complete the exercise between Week 10 and Week 16 of the semester. It is up to the individual instructor whether to give the assignment as an in-class or take-home exercise and it is up to the individual instructor whether or not to use the assignment toward the students' grades.

Method of Data Collection: Each 136 instructor will grade the exercise using the attached Rubric and fill in the attached data spreadsheet. Once the data has been compiled, the instructor will send the data to the department SLO Coordinator who will compile the data in an anonymous manner so that the department can see a snapshot of how our HIST 136 students are doing at achieving all 3 of our SLOs.

Method of Data Analysis (include calibration method, if needed): The shared rubric will allow for uniformity in assessing students' performance on the SLO assessment exercise. Once the data has been collected and compiled by the department SLO Coordinator, the department will meet during the Spring 2009 semester for 2-4 hours and discuss/analyze the results and discuss next steps for continuous and sustained improvement.

History 136 Assessment: The Medieval Period

This assessment will ask you to do several things:

- 1. Read/view a set of primary sources, including art works, related to one historical period**
- 2. Draft a thesis based on the full set of primary sources**
- 3. Articulate a cause or consequence of the event represented by the sources**
- 4. Describe one historical actor involved in this event and explain his or her significance in this event.**

****NOTE: You should bring in any information that you've learned about the historical period/topic from lecture, textbook, primary source documents, films and other sources.****

- 1. Read/view the attached set of primary sources, including the art works**
- 2. Draft a thesis based on the full set of primary sources**

A thesis is a statement that you would prove in a paper. It should have a point of view, stating a viewpoint that would be supported by the sources you have read and viewed. It should only be a sentence or two.

Draft your thesis here:

3. Articulate a cause or consequence of the event represented by the sources

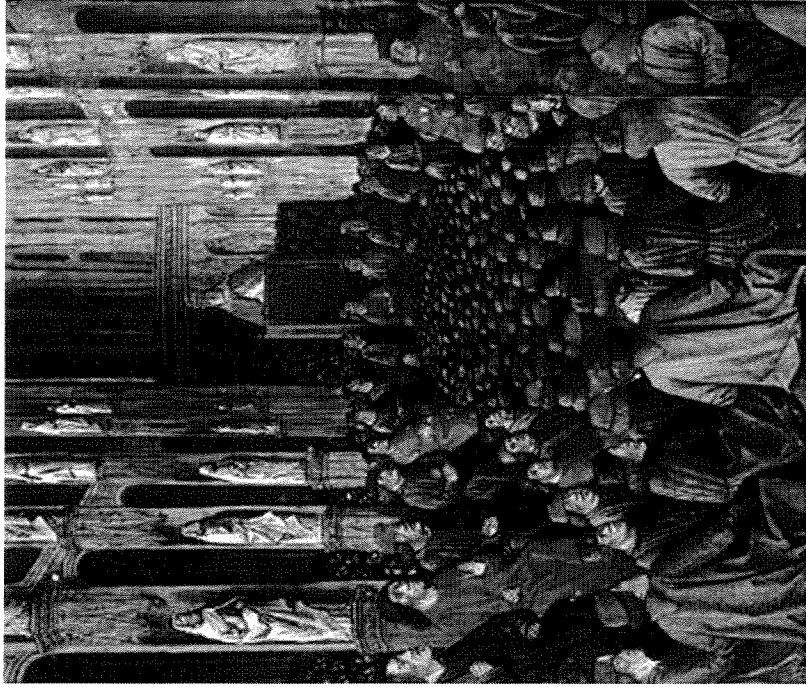
Name and describe one cause or consequence of an event discussed in these sources:

4. Describe one historical actor involved in this event and explain his or her significance in this event.

Name one person involved in this event. Why was that person significant?

History 136 Assessment: Set of Primary Source Documents

Source #1



Source #2

Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. Freshly quickened by the divine correction, you must apply the strength of your righteousness to another matter which concerns you as well as God. For your brethren who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania [the Greek empire] as far west as the shore of the Mediterranean and the Hellespont, which is called the Arm of St. George. They have occupied more and more of the lands of those Christians, and have overcome them in seven battles. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue thus for awhile with impurity, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends. I say this to those who are present, it meant also for those who are absent. Moreover, Christ commands it.

"All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission of sins. This I grant them through the power of God with which I am invested. O what a disgrace if such a despised and base race, which worships demons, should conquer a people which has the faith of omnipotent God and is made glorious with the name of Christ! With what reproaches will the Lord overwhelm us if you do not aid those who, with us, profess the Christian religion! Let those who have been accustomed unjustly to wage private warfare against the faithful now go against the infidels and end with victory this war which should have been begun long ago. Let those who for a long time, have been robbers, now become knights. Let those who have been fighting against their brothers and relatives now fight in a proper way against the barbarians. Let those who have been serving as mercenaries for small pay now obtain the eternal reward. Let those who have been wearing themselves out in both body and soul now work for a double honor. Behold! on this side will be the sorrowful and poor, on that, the rich; on this side, the enemies of the Lord, on that, his friends. Let those who go not put off the journey, but rent their lands and collect money for their expenses; and as soon as winter is over and spring comes, let them eagerly set out on the way with God as their guide."

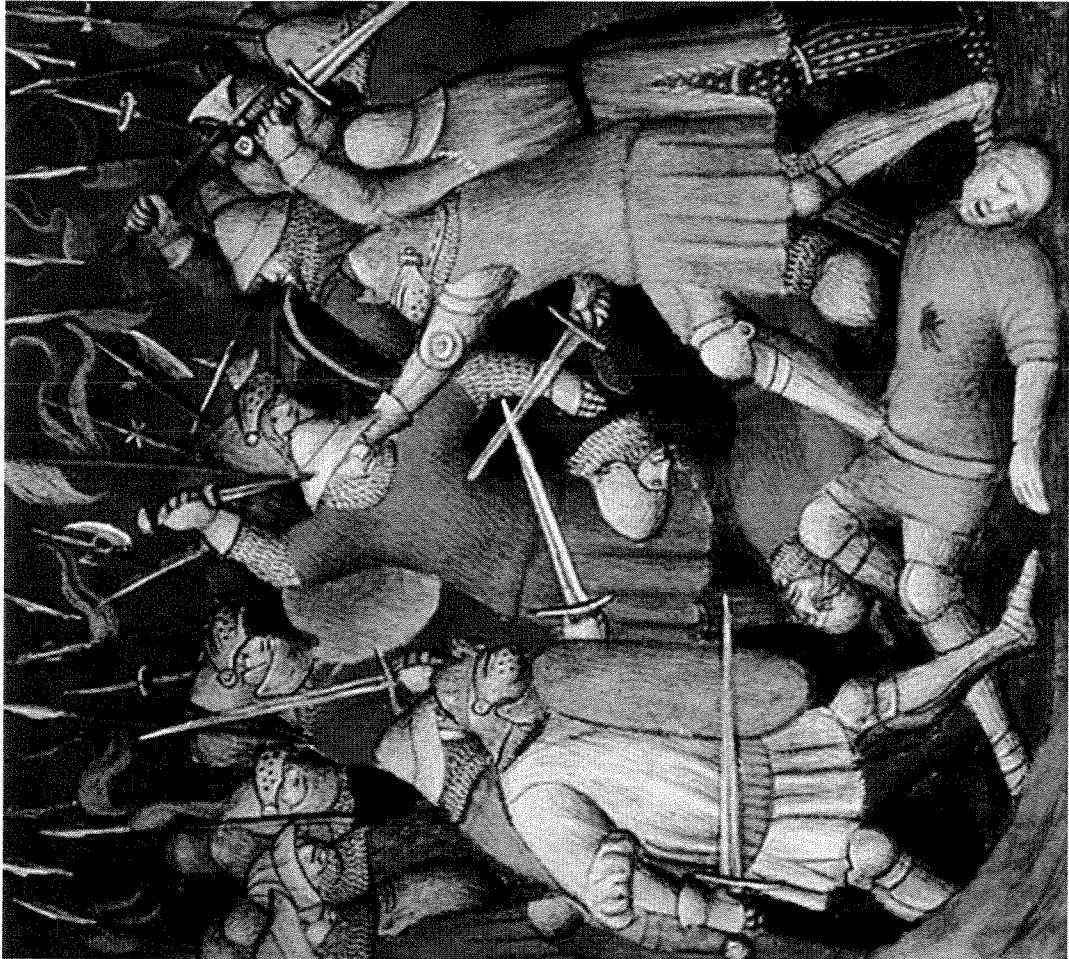
Source #3

... On the following day the work again began at the sound of the trumpet, and to such purpose that the rams, by continual pounding, made a hole through one part of the wall. The Saracens suspended two beams before the opening, supporting them by ropes, so that by piling stones behind them they would make an obstacle to the rams. However, what they did for their own protection became, through the providence of God, the cause of their own destruction. For, when the tower was moved nearer to the wall, the ropes that supported

the beams were cut; from these same beams the Franks constructed a bridge, which they cleverly extended from the tower to the wall. About this time one of the towers in the stone wall began to burn, for the men who worked our machines had been hurling firebrands upon it until the wooden beams within it caught fire. The flames and smoke soon became so bad that none of the defenders of this part of the wall were able to remain near this place. At the noon hour on Friday, with trumpets sounding, amid great commotion and shouting "God help us," the Franks entered the city. When the pagans saw one standard planted on the wall, they were completely demoralized, and all their former boldness vanished, and they turned to flee through the narrow streets of the city. Those who were already in rapid flight began to flee more rapidly.

Count Raymond and his men, who were attacking the wall on the other side, did not yet know of all this, until they saw the Saracens leap from the wall in front of them. Forthwith, they joyfully rushed into the city to pursue and kill the nefarious enemies, as their comrades were already doing. Some Saracens, Arabs, and Ethiopians took refuge in the tower of David, others fled to the temples of the Lord and of Solomon. A great fight took place in the court and porch of the temples, where they were unable to escape from our gladiators. Many fled to the roof of the temple of Solomon, and were shot with arrows, so that they fell to the ground dead. In this temple almost ten thousand were killed. Indeed, if you had been there you would have seen our feet colored to our ankles with the blood of the slain. But what more shall I relate? None of them were left alive; neither women nor children were spared.

Source #4



HISTORY DEPARTMENT SLO ASSESSMENT TOOL DATA SPREADSHEET

You should assign a number between 1-4 for each of the six sections (TS1 and 2, CC1 and 2, HA1 and 2) below based on the below rubric. For each duo (i.e. TS1 and 2), add up the students score and put that in the PASS/FAIL column).

If students receive 6, 7 or 8 total for each SLO they are considered as having PASSED.

RUBRIC for each component of SLO:

1=did not meet expectations

2=began to meet expectations

3=met expectations

4=exceeded expectations

ANONYMOUS STUDENT REFERENCE NUMBER	THESIS STATEMENT		CAUSE OR CONSEQUENCE			HISTORICAL ACTOR		PASS/FAIL on SLO #3
	TS1: Is T.S. appropriate for sources	TS2: Is T.S. argumentative and "proveable"	CC1: Did student name an appropriate cause or consequence?	CC2: Did student appropriately describe the cause or consequence they named?	HA1: Did student name an appropriate historical actor for this event?	HA2: Did student appropriately discuss the significance of the historical actor they named?		
1	4	4	4	4	8	4	4	8
2	2	2	4	4	4	3	3	6
3	2	2	4	3	4	3	3	7
4	4	4	4	4	8	4	4	8
5	4	4	4	3	8	4	4	4
6	1	1	1	1	2	1	1	2
7	3	3	4	4	6	4	4	8
8	3	3	4	4	6	4	4	8
9	3	3	3	3	6	3	4	8
10	2	2	2	2	4	2	3	6
11	3	2	3	3	5	3	4	8
12	3	3	3	3	6	3	4	8

13	4	4	8	4	4	4	8	4	4
14	3	3	6	3	3	3	6	4	4
15	4	4	8	3	4	4	7	4	4
16									

8
8
8

Appendix 6:

Course-to-Program SLO Mapping Document

GE/ISLO Mapping Document: Area C and D (the two areas where HIST has GE courses)

AREA C Humanities	Productive Citizenry	Information al and Technologic al Literacy	Mathematic al Literacy	Scientific Inquiry	Effective Communicatio n	Cultural Competenc e	Understandin g of Arts and Humanities
ARBC 120		F			S	F	S
ARBC 121		F			S	F	S
ARBC 148		F			S	F	S
ARBC 220		F			S	F	S
ARBC 221		F			S	F	S
ARBC 250		F			S	F	S
ARBC 251		F			S	F	S
ART 100	F				S	S	S
ART 120	F				S	S	S
ART 124	F				S	S	S
ART 126	F				S	S	S
ART 129	F				S	S	S
ART 140	F	F			S	S	S
ART 141	F	F			S	S	S
ART 142	F	F			S	S	S
ART 143	F	F			S	S	S
ART 145	F	F			S	S	S
ART 146	F	F			S	S	S
ART 147	F	F			S	S	S
ART 154	F	F			S	S	S
ART 171	F	F			S	S	S
ART 189	F	F			S	S	S
ASL 120					F (#2)	S (#3)	
ASL 121						S (#3 AND 4)	F (#4)
ASL 140						S (#2 AND 3)	S (#1)
ASL 220						F (#4)	
ASL 250					F (#1, 2 AND 3)		
CCS 122	F	S			S	S	S
CCS 123	F	S			S	S	S

CCS 126	F	S	S	S	S
CCS 134	F	S	S	S	
CCS 144	F	S	S	S	S
CCS 147	F	S	S	S	S
CCS 149	F	S	S	S	S
CCS 152	F	S	S	S	S
CCS 236	F	S	S	S	S
CCS 237	F	S	S	S	S
CCS 238	F	S	S	S	S
CHIN 120		F	S	F	S
CHIN 121		F	S	F	S
COMM 135			F		S
COMM 137	S	S	S		
COMM 144			F	S	
COMM 145	S				
DANC 110					S, SLO 1-4
	Focus	SLO #1 & 3	SLO #1 & 3	Focus	SLO #1,2,3
ENG 112		3			
ENG 118			Focus		
ENG 122	Focus	SLO #1,2,3	SLO#1,2,3	Focus	SLO #1,2,3
ENG 126		SLO #2	SLO #1,2,3	Focus	SLO #2
ENG 134		SLO #2	SLO #1,2,3	Focus	SLO #2
ENG 135		SLO #2	SLO #1,2,3	Focus	SLO #2
ENG 136		SLO #2	SLO #1,2,3	Focus	SLO #2
ENG 137		SLO #2	SLO 1,2,3	Focus	SLO #2
ENG 201	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 203	Focus	SLO #1, 3	SLO #1,2,3	Focus	SLO #1,2,3
ENG 215	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 217	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 218	Focus	SLO #1,2,3	SLO #1,2,3	Focus	SLO #1,2,3
ENG 219	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 221	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 222	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 231	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 232	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 234	These Courses Are Not Offered				
ENG 235	These Courses Are Not Offered				
ENG 236	Focus	SLO #1,2,3	SLO #1,2,3	SLO #1,3	SLO #1,2,3

ENG 237	Focus	SLO #1,2,3		SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 238	Focus	SLO #1,2,3		SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 241	Focus	SLO #1,2,3		SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 242	Focus	SLO #1,2,3		SLO #1,2,3	SLO #1,3	SLO #1,2,3
ENG 275	Focus	SLO #1,2		SLO #1,2	SLO #1,3	SLO #1,2,3
ENG 276	Focus	SLO #1,2		SLO #1,2	SLO #1,3	SLO #1,2,3
ENG 277	Focus	SLO #1,2		SLO #1,2	SLO #1,3	SLO #1,2,3
FREN 120		F		S	F	S
FREN 121		F		S	F	S
FREN 152		F		S	F	S
FREN 220		F		S	F	S
FREN 221		F		S	F	S
FREN 250		F		S	F	S
FREN 251		F		S	F	S
GERM						
120		F		S	F	S
GERM						
121		F		S	F	S
GERM						
220		F		S	F	S
GERM						
221		F		S	F	S
GERM						
250		F		S	F	S
GERM						
251		F		S	F	S
HIST 100	F			S	F	S
HIST 101	F			S	F	S
HIST 103	F			S	F	S
HIST 105	F			S	F	S
HIST 106	F			S	F	S
HIST 112	F			S	F	S
HIST 113	F			S	F	S
HIST 126	F			S	F	S
HIST 135	F			S	F	S
HIST 136	F			S	F	S
HIST 137	F			S	F	S
HIST 147	F			S	F	S
HIST 148	F			S	F	S
HIST 156	F			S	F	S
HIST 157	F			S	F	S
HUM 110	F			S	S	S
HUM 120	F			S	S	S
HUM 125	F			S	S	S

HUM 130	F		S	S	s
HUM 135	F		S	S	S
HUM 160	F		S	S	S
HUM 170	F		S	S	S
ITAL 120		F	S	F	S
ITAL 121		F	S	F	S
ITAL 220		F	S	F	S
ITAL 221		F	S	F	S
ITAL 250		F	S	F	S
ITAL 251		F	S	F	S
JAPN 120		F	S	F	S
JAPN 121		F	S	F	S
JAPN 149		F	S	F	S
JAPN 220		F	S	F	S
JAPN 221		F	S	F	S
JAPN 250		F	S	F	S
JAPN 251		F	S	F	S
MCOM					
111		s	s	f	f
MCOM					
189		s	s		s
MUS 110	f		f	s	s
MUS 111	f		f	s	s
MUS 114	f		f	s	s
MUS 115	f		f	s	s
MUS 116	f		f	s	s
MUS 117	f		f	s	s
MUS 189		s	s	s	s
PHIL 110	F			F	F
PHIL 112	F			F	F
PHIL 114	F			F	F
PHIL 116	F		F	F	F
PHIL 118	F		F	F	F
PHIL 140	F			F	F
PHIL 141	F	F	F	F	F
PHIL 145	F			F	F
PHOT					
154	F	F	S	S	S
RELG 120	F			F	F
RELG 130	F			F	F
RELG 140	F			F	F
RELG 150	F			F	F

RUSS 120	F	S	F	S
RUSS 121	F	S	F	S
RUSS 220	F	S	F	S
RUSS 221	F	S	F	S
RUSS 250	F	S	F	S
RUSS 251	F	S	F	S
SPAN				
120	F	S	F	S
SPAN				
121	F	S	F	S
SPAN				
122	F	S	F	S
SPAN				
123	F	S	F	S
SPAN				
141	F	S	F	S
SPAN				
145	F	S	F	S
SPAN				
220	F	S	F	S
SPAN				
221	F	S	F	S
SPAN				
250	F	S	F	S
SPAN				
251	F	S	F	S
THTR 110 f		s	s	s
THTR 120			s	s
THTR 121			s	s
THTR 143		s	s	s
THTR 144		s	s	s
THTR 189	s	s		s

AREA D Social Sciences	Productive Citizenry	Informational and Technological Literacy	Mathematical Literacy	Scientific Inquiry	Effective Communication	Cultural Competence	Understanding of Arts and Humanities
ANTH 120	F	F		S		S	F
ANTH 140	S	S		S		F	F
AOJ 110	S	F	F	S	S	S	S
CCS 114	F	S			S	S	S
CCS 115	F	S			S	S	S
CCS 118	F	S			S	S	S
CCS 119	F	S			S	S	S
CCS 124	F	S			S	S	S
CCS 125	F	S			S	S	S
CCS 128	F	S			S	S	S
CCS 130	F	S			S	S	S
CCS 131	F	S			S	S	S
CCS 132	F	S			S	S	S
CCS 133	F	S			S	S	S
CCS 135	F	S			S	S	S
CCS 145	F	S			S	S	S
CCS 150	F	S			S	S	S
CCS 151	F	S			S	S	S
CCS 154	F	S			S	S	S
CCS 155	F	S			S	S	S
CCS 180	F	S			S	S	S
CCS 181	F	S			S	S	S
CD 115	f				f	s	
CD 125	f			s	f	s	
CD 131	s			s	s	s	
CD 134					s		
CD 153	s					s	
COMM 124					S	S	
COMM 128		F			S	S	
ECON 110	S		F	S		S	
ECON 120	S		F	S		S	
ECON 121	S		F	S		S	
FS 115	f				f	s	
FS 120	f			s	f	s	

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PSY 120	F	F	S	F
PSY 125		F	S	F
PSY 130			S	
PSY 132	F	F	S	F
PSY 138	F	F	S	F
PSY 170		F	S	
SOC 114			S	
SOC 120	S	F	S	F
SOC 125	S	F	S	S
SOC 130	S	F	S	S
SOC 138	F	F	S	F
SOC 140	S	F	S	S
PSY 134	F	F	S	F

Appendix 7:

Student and Faculty Survey

**Grossmont College History Department Student Survey
Spring 2011
N=505**

What is your primary reason for taking this class?

	Frequency	Percent
General education requirement	290	57.4
Transfer	80	15.8
Required for major	61	12.1
General interest	57	11.3
Improve basic skills/college success (reading,writing, English, math, computer skills)	8	1.6
Prerequisite	6	1.2
Improve job skills	3	.6
Total	505	100.0

How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	389	77.0
Grossmont College counselor	57	11.3
Other student recommendation	37	7.3
Friend or family member	11	2.2
Instructor	11	2.2
Total	505	100.0

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

	Frequency	Percent
One	256	50.7
Two	136	26.9
Three	49	9.7
More than three	64	12.7
Total	505	100.0

This class was delivered?

	Frequency	Percent
In a traditional classroom setting	383	75.8
Online (100%)	104	20.6
As a hybrid (part in classroom/part online)	18	3.6
Total	505	100.0

What modes of communication are made available to you by your instructor? (Face to Face)

	Frequency	Percent
Email	444	39.3
Face to Face	429	37.9
Telephone/Voice Mail	258	22.8

*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., 504).

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

	Frequency	Percent
Instructor	201	39.9
Blackboard announcements	196	38.9
Email	107	21.2
Total	504	100.0
No Response	1	
Total	505	

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	244	48.5
Via email	214	42.5
During office hours/ appointment	42	8.3
Via telephone	3	.6
Total	503	100.0
No Response	2	
Total	505	

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

	Frequency	Percent
Text book	183	36.4
Current classmates	151	30.0
Website(s)	106	21.1
Friends who have taken the class	26	5.2
Tutor	19	3.8
Family member	18	3.6
Total	503	100.0
No Response	2	
Total	505	

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

	Frequency	Percent
Lecture	401	80.2
Textbook	398	79.6
Homework/Assignments	268	53.6
PowerPoint slides	266	53.2
Quizzes	227	45.4
Videos/dvds	197	39.4
Course Blackboard site	193	38.6
Handouts	169	33.8
Group work in class	101	20.2
Computer Presentations	76	15.2
Instructor website	65	13.0
Study groups	53	10.6
None of the above	11	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., 500).

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

Assessment and Testing Center	Frequency	Percent
Required	49	17.4
Voluntary	161	57.3
Never Used	71	25.3
Total	281	100.0
No Response	224	
Total	505	

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

English Writing Lab	Frequency	Percent
Required	27	9.6
Voluntary	96	34.2
Never Used	158	56.2
Total	281	100.0
No Response	224	
Total	505	

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

Tech Mall	Frequency	Percent
Required	18	6.4
Voluntary	213	75.8
Never Used	50	17.8
Total	281	100.0
No Response	224	
Total	505	

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

DSPS	Frequency	Percent
Required	13	4.6
Voluntary	29	10.3
Never Used	239	85.1
Total	281	100.0
No Response	224	
Total	505	

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

EOPS	Frequency	Percent
Required	13	4.6
Voluntary	36	12.8
Never Used	232	82.6
Total	281	100.0
No Response	224	
Total	505	

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

Department Computer Labs	Frequency	Percent
Required	14	5.0
Voluntary	88	31.3
Never Used	179	63.7
Total	281	100.0
No Response	224	
Total	505	

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

Blackboard Help Line	Frequency	Percent
Required	32	11.4
Voluntary	93	33.1
Never Used	156	55.5
Total	281	100.0
No Response	224	
Total	505	

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

	Frequency	Percent
Very Helpful	49	17.5
Helpful	52	18.6
Neither Helpful nor Unhelpful	23	8.2
Somewhat Unhelpful	3	1.1
Very Unhelpful	4	1.4
Never Used	149	53.2
Total	280	100.0
No Response	225	
Total	505	

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

	Frequency	Percent
Very Helpful	59	21.1
Helpful	54	19.3
Neither Helpful nor Unhelpful	13	4.6
Somewhat Unhelpful	4	1.4
Very Unhelpful	3	1.1
Never Used	147	52.5
Total	280	100.0
No Response	225	
Total	505	

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

	Frequency	Percent
Very Helpful	137	48.9
Helpful	65	23.2
Neither Helpful nor Unhelpful	17	6.1
Somewhat Unhelpful	2	.7
Very Unhelpful	11	3.9
Never Used	48	17.1
Total	280	100.0
No Response	225	
Total	505	

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

	Frequency	Percent
Very Helpful	105	37.5
Helpful	91	32.5
Neither Helpful nor Unhelpful	17	6.1
Somewhat Unhelpful	3	1.1
Very Unhelpful	10	3.6
Never Used	54	19.3
Total	280	100.0
No Response	225	
Total	505	

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

	Frequency	Percent
Very Helpful	131	48.2
Helpful	79	29.0
Somewhat Unhelpful	4	1.5
Very Unhelpful	8	2.9
Never Used	50	18.4
Total	272	100.0
No Response	233	
Total	505	

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

	Frequency	Percent
Very Helpful	57	21.3
Helpful	40	14.9
Somewhat Unhelpful	4	1.5
Very Unhelpful	2	.7
Never Used	165	61.6
Total	268	100.0
No Response	237	
Total	505	

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

	Frequency	Percent
Very Helpful	59	21.9
Helpful	40	14.9
Somewhat Unhelpful	2	.7
Very Unhelpful	5	1.9
Never Used	163	60.6
Total	269	100.0
No Response	236	
Total	505	

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

	Frequency	Percent
Very Helpful	21	7.9
Helpful	10	3.8
Somewhat Unhelpful	4	1.5
Very Unhelpful	1	.4
Never Used	229	86.4
Total	265	100.0
No Response	240	
Total	505	

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

	Frequency	Percent
Very Helpful	32	12.0
Helpful	17	6.4
Somewhat Unhelpful	2	.8
Never Used	215	80.8
Total	266	100.0
No Response	239	
Total	505	

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

	Frequency	Percent
Very Helpful	46	16.4
Helpful	40	14.3
Neither Helpful nor Unhelpful	17	6.1
Somewhat Unhelpful	1	.4
Very Unhelpful	1	.4
Never Used	175	62.5
Total	280	100.0
No Response	225	
Total	505	

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

	Frequency	Percent
Very Helpful	72	25.7
Helpful	38	13.6
Neither Helpful nor Unhelpful	15	5.4
Somewhat Unhelpful	4	1.4
Very Unhelpful	2	.7
Never Used	149	53.2
Total	280	100.0
No Response	225	
Total	505	

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	401	80.7
No	96	19.3
Total	497	100.0
No Response	8	
Total	505	

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

	Frequency	Percent
Very Satisfied	171	34.4
Satisfied	192	38.6
Neutral	94	18.9
Dissatisfied	28	5.6
Very Dissatisfied	12	2.4
Total	497	100.0
No Response	8	
Total	505	

Is your major in this department?

	Frequency	Percent
Yes	65	13.1
No	431	86.9
Total	496	100.0
No Response	9	
Total	505	

What would be your preferred start time(s) for courses to be offered? (Weekdays)

	Frequency	Percent
9am-noon	277	56.0
12-3pm	155	31.3
4pm-10pm	122	24.6
7am-8am	89	18.0
No preference	87	17.6

*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., 495).

What would be your preferred start time(s) for courses to be offered? (Saturdays)

	Frequency	Percent
No preference	248	50.1
9am-noon	168	33.9
12-3pm	80	16.2
7am-8am	53	10.7
4pm-10pm	45	9.1

*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., 495).

What would be your preferred start time(s) for courses to be offered? (Sundays)

	Frequency	Percent
No preference	284	57.4
9am-noon	121	24.4
12-3pm	88	17.8
7am-8am	42	8.5
4pm-10pm	42	8.5

*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., 495).

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

	Frequency	Percent
Online	320	63.4
No Response	185	36.6
Total	505	100.0

Gender

	Frequency	Percent
Female	282	57.1
Male	212	42.9
Total	494	100.0
No Response	11	
Total	505	

Age

	Frequency	Percent
Under 20	117	23.7
20-24	206	41.7
25-29	78	15.8
30-49	77	15.6
50 or older	16	3.2
Total	494	100.0
No Response	11	
Total	505	

Ethnicity

	Frequency	Percent
White (Not of Middle Eastern Descent)	229	46.4
Hispanic	111	22.5
Asian	57	11.5
African American	25	5.1
Middle Eastern	22	4.5
Filipino	19	3.8
Two or more	18	3.6
Pacific Islander	8	1.6
Native American	4	.8
Other	1	.2
Total	494	100.0
Unknown/Not reported	11	
Total	505	

Primary Language:

	Frequency	Percent
English	394	79.8
Spanish	26	5.3
Chinese	16	3.2
Vietnamese	14	2.8
Arabic	12	2.4
Korean	9	1.8
Japanese	6	1.2
Russian	6	1.2
French	5	1.0
Tagalog	4	.8
Farsi	1	.2
Kurdish	1	.2
Total	494	100.0
No Response	11	
Total	505	

History Department Faculty Survey Spring 2011

N=21

I received an orientation to the college, department and the classes including... (a. Current course outlines were made readily available to me)

	Frequency	Percent
Strongly Agree	8	38.1
Agree	6	28.6
Neutral	5	23.8
Disagree	2	9.5
Total	21	100.0

I received an orientation to the college, department and the classes including.. (b. I had the opportunity to discuss the implementation of the course outline)

	Frequency	Percent
Strongly Agree	6	28.6
Agree	5	23.8
Neutral	8	38.1
Disagree	2	9.5
Total	21	100.0

I have the opportunities for ongoing staff development including: (a. Access to information from regular department meetings)

	Frequency	Percent
Strongly Agree	13	61.9
Agree	6	28.6
Neutral	1	4.8
Strongly Disagree	1	4.8
Total	21	100.0

I have the opportunities for ongoing staff development including: (b. Opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the courses I teach)

	Frequency	Percent
Strongly Agree	11	52.4
Agree	6	28.6
Neutral	3	14.3
Disagree	1	4.8
Total	21	100.0

I have the opportunities for ongoing staff development including: (c. Opportunity for professional growth)

	Frequency	Percent
Strongly Agree	9	42.9
Agree	11	52.4
Neutral	1	4.8
Total	21	100.0

The department resources are available and sufficient for my teaching needs.

	Frequency	Percent
Strongly Agree	8	38.1
Agree	8	38.1
Neutral	2	9.5
Disagree	3	14.3
Total	21	100.0

I have access to the training I need to use the available department equipment/technology.

	Frequency	Percent
Strongly Agree	9	42.9
Agree	8	38.1
Neutral	4	19.0
Total	21	100.0

The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols.

	Frequency	Percent
Strongly Agree	6	28.6
Agree	11	52.4
Neutral	3	14.3
Disagree	1	4.8
Total	21	100.0

The procedures for deciding teaching schedules are fair and reasonable.

	Frequency	Percent
Strongly Agree	6	28.6
Agree	6	28.6
Neutral	6	28.6
Disagree	2	9.5
Strongly Disagree	1	4.8
Total	21	100.0

I feel I have a voice in the departmental decision making process.

	Frequency	Percent
Strongly Agree	8	38.1
Agree	4	19.0
Neutral	4	19.0
Disagree	4	19.0
Strongly Disagree	1	4.8
Total	21	100.0

I have the opportunity to be actively involved in department SLO assessment processes and discussions.

	Frequency	Percent
Strongly Agree	10	47.6
Agree	9	42.9
Neutral	1	4.8
Disagree	1	4.8
Total	21	100.0

Appendix 8:

Degrees and Certificates



AA History Degrees Awarded

Semester	Number Awarded
Spring 2005	3
Fall 2005	1
Spring 2006	2
Fall 2006	0
Spring 2007	3
Fall 2007	0
Spring 2008	1
Fall 2008	2
Spring 2009	5
Fall 2009	2
Spring 2010	9
Fall 2010	2
Spring 2011	12
Fall 2011	5

Appendix 9:

Organizations Represented On Advisory Committee

N/A

Appendix 10:

Faculty/Staff

Professional Development

APPENDIX 10 – Faculty/Staff Professional Development

NAME	ACTIVITY	CURRICULUM/CURRENCY
<p>Devon Atchison Associate Professor of History</p>	<ul style="list-style-type: none"> • Department SLO Coordinator (2008-2009). • History Department Film & Lecture Series: Gave Intro and ran film/Q&A session for film on Navajo Code Talkers. • Co-Chair of the weeklong Women’s History Month celebration, 2009. • Academic Senate Representative for History Department. • Served as a mentor to 2 SDSU History MA Candidates, 2009. • World History Association Annual Conference Committee member, 2008-2010. • Presented to the CAL-PASS group on the History Department. • Student Learning Outcomes Coordinator. • Academic Senate Officer. • Served on College Recognition Awards Ceremony Committee. • Served on Walk of Fame Committee. • Helped the Program Review Committee during their Self-Evaluation process. 	<p>College service.</p> <p>Outreach to students and community.</p> <p>College service. Outreach to students and community.</p> <p>College service and governance.</p> <p>Outreach and mentorship for graduate students.</p> <p>Service to historical association. Currency in field. Committee work.</p> <p>College service.</p> <p>College service.</p> <p>College service.</p> <p>College committee service.</p> <p>College committee service.</p> <p>College committee service.</p>

	<ul style="list-style-type: none"> • Served on the Faculty Professional Development Committee. • Served as the Faculty Co-Advisor of the Gay, Lesbian, Bisexual, Transgender, Straight Student Union. • Served on the Distinguished Faculty Selection Committee. • Accreditation Steering Committee Team Leader. • Lehrman American Studies Center Fellow, Princeton University, Summer 2009. • Excellence in Teaching Award, Grossmont College, Spring 2009. • Participant, Organization of American Historians Community College Workshop, El Camino College, Los Angeles, Summer 2007. • Participant, National Endowment for the Humanities Community College Workshops Series on Labor and Race at the Pullman Factory, Chicago, Summer 2011. • Spring 2008, Organization of American Historians Annual Conference, New York, NY. <ul style="list-style-type: none"> ◦ Presentation: "The Community College Workshop Series: Reconnecting a Profession, Panelist" • Spring 2007, Western Association of Women 	<p>College committee service.</p> <p>Community outreach.</p> <p>College committee service.</p> <p>College committee service.</p> <p>Currency in historical field.</p> <p>Grossmont College recognition award.</p> <p>Service to historical organization and community colleges.</p> <p>Service to historical organization.</p> <p>Currency in historical field. Professional development and scholarly output.</p> <p>Currency in historical field. Professional development and scholarly output.</p>
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	<p>Historians Conference, San Diego, CA.</p> <ul style="list-style-type: none"> ○ Paper: "Cool Stuff in Cardboard Boxes: A Virtual Tour of the Archives of the Women's History Museum and Educational Center of San Diego" <ul style="list-style-type: none"> • Spring 2006, World History Association Conference, Long Beach, CA. <ul style="list-style-type: none"> ○ Paper: "Teaching Women in the Zapatista Movement" 	<p>Currency in historical field. Professional development and scholarly output.</p>
<p>Thomas Bell Instructor</p>	<ul style="list-style-type: none"> • Kurdish Club faculty advisor – 2008, 2009. • Veterans Club – 2008, 2009, 2010, 2011, 2012. • Phi Theta Kappa Honor Society, 20011, 2012 	<p>College service.</p> <p>College service and community outreach.</p> <p>College service.</p>
<p>Carlos Contreras Professor of History Past Department Chair</p>	<ul style="list-style-type: none"> • ""Civilization," "Democracy," and "the White Man's Burden": Ideology and U.S. Policy toward Latin America at the turn of the Twentieth Century" a presentation delivered at the Grossmont College Literary Arts Festival, April 21, 2008. • "Bankruptcy to NAFTA: Mexico and the World in the 20th Century" a presentation delivered to UCLA students participating in the 2007 Migrant Scholars Leadership Institute, July 25, 2007. • "Gold, Glory and God: Latin America from the Conquest 	<p>Currency in historical field. Professional development and scholarly output. Conference participation.</p> <p>Currency in historical field. Professional development and scholarly output. Conference participation.</p> <p>Currency in historical field. Professional development and scholarly output.</p>

	<p>to the 21st Century," keynote address delivered at the Phi Theta Kappa, Grossmont College Honor Society induction ceremony, February 2, 2007.</p> <ul style="list-style-type: none"> • "Knowledge, Politics and Feminist Nuns: the Life of Sister Juana Inés de la Cruz, 1648-1695" a campus-wide multimedia lecture delivered at Southwestern College, March 23, 2007. • "Exploring Gender, Class and Ethnicity in Nineteenth Century Latin America: Clorinda Matto de Turner's <i>Torn from the Nest</i>" presented at the World History Association Conference in Long Beach on June 23, 2006. • Summer Scholar, National Endowment for the Humanities Summer Seminar for College Teachers: Chicago, Illinois 2011. • Grossmont College Excellence in Teaching Award, 2005. • Research Fellow at the Library of Congress' <i>Explorations in Empire</i> Research Seminar for College Teachers, 2001. • Diversity, Equity and Inclusion District Council, 2011- present. • Accreditation Team, Standard I, Grossmont College, 2011- present. • Chairman of the 	<p>Conference participation.</p> <p>Currency in historical field. Professional development and scholarly output. Campus outreach to students.</p> <p>Currency in historical field. Professional development and scholarly output. Conference participation.</p> <p>Service to scholarly endowment.</p> <p>Grossmont recognition.</p> <p>Service to scholarly endowment.</p> <p>College service. Committee work.</p> <p>College service. Committee work.</p> <p>Department service.</p>
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	<p>Department of History, 2003- 2006.</p> <ul style="list-style-type: none"> • World Arts and Cultures Committee, 1999 – present. • Distance Learning Committee, 2002- 2004. • Academic Senate, 2004- 2006. • Educational Development and Innovation Committee, 1999 – present. • PUENTE mentor, 1998 – present. • SDICCCA Mentor, 2001, 2007, 2008. • 2011. "Pullman: Labor, Race, and Urban Landscapes in a Company Town." An NEH Landmarks in American History and Culture Workshop held at the Newberry Library, Chicago, Ill. • 2010. American Historical Association, San Diego, CA. • 2010. World History Association, San Diego, CA. • 2010. Sabbatical leave. Travel to various historical sites throughout Mexico; photographing and filming historical sites to prepare short films for my current classes. • Lead discussion and film screenings every year for Grossmont College's "Living History Film and Lecture Series." Examples of films and discussions 	<p>College service. Committee work.</p> <p>College service. Committee work.</p> <p>College service. Governance.</p> <p>College service. Governance.</p> <p>College service. Outreach to students.</p> <p>Mentorship to prospective college history teachers.</p> <p>Scholarly output. Conference participation.</p> <p>Historical organization membership. Currency in field.</p> <p>Historical organization membership. Currency in field.</p> <p>Currency in field. Professional development. Expand course curriculum.</p> <p>College service. Community outreach.</p>
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	<p>led: <i>The Sixth Sun: Mayan Uprising in Chiapas; I, the Worst of All: the Life of Sister Juana Inés de la Cruz, A Fight in the Fields: Cesar Chavez and the Farm-workers Struggle</i>".</p> <ul style="list-style-type: none"> • Master of ceremonies and speaker for Grossmont College's Cinco de Mayo and Mexican Independence Day celebrations, every year since 2000. • Wrote and received EDIC grant to bring renowned artist Ruben Martinez to perform "Border Ballad" at Grossmont College on April 20, 2000. • Led, with Oscar Cañedo, a staff development presentation entitled "Latin America on the World Wide Web," January, 2000. • Master of ceremonies at a number of campus-wide events including the Latino Graduation, and whole host of World Arts and Cultures events ranging from our Women's History Celebration to our World Cultures celebrations. 	<p>College service. Professional development. Community and cultural outreach.</p> <p>Community and cultural outreach.</p> <p>Community and cultural outreach.</p> <p>College service. Community and college outreach.</p>
<p>Marty Ennis Instructor</p>	<ul style="list-style-type: none"> • Hosts Film and Lecture series. • Served on faculty hiring committees for replacement hires in History. 	<p>Professional Development. Community and student outreach.</p> <p>College service.</p>
<p>Angela Feres Assistant Professor of History</p>	<ul style="list-style-type: none"> • California Senate Award for Teaching, 2012. • "Herrad of Hohenbourg: Strategic Articulation and the Use of Images, Art, 	<p>Recognition for quality teaching.</p> <p>Scholarly output. Conference participation.</p>

	<p>and Rhetoric by Women in the Twelfth Century," February 7, 2004, <i>Mid-America Medieval Association</i>.</p> <ul style="list-style-type: none"> • "The Life of Christina Mirabilis: The Construction of Female Sanctity and Identity in Twelfth Century Europe," April 16-17, 2004, <i>Medieval and Renaissance Graduate Conference</i>. • "Crafting Wicked Identities: Early Modern Trans-Atlantic Witchcraft Images and Objects," Hawaii International Conference on Arts and Humanities, January 14, 2005. Chair of Session: Art History". • "Mithridatum Drug Jar: The Borders of Status, Medicine, and Humanism in the Sixteenth Century," Renaissance Society of America Conference, March 24, 2007. • Hawaii International Conference on Arts and Humanities, January 14, 2005. Chair of Session: Art History. • Western Association of Women Historians Thirty-Fifth Annual Conference, May 3-6, 2007. Chair of Session: Subtle Power for Early Modern Women. • Western Association of Women Historians Thirty-Fifth Annual Conference, May 3-6, 2007. Commentator: Subtle Power for Early Modern Women. • Teaching, Technology, & 	<p>Scholarly output. Conference participation.</p> <p>Scholarly output. Conference participation.</p> <p>Scholarly output. Conference participation.</p> <p>Scholarly output. Conference participation.</p> <p>Conference participation.</p> <p>Conference participation.</p> <p>College service. Committee work.</p>
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	<p>Learning Committee. Co-Chair. Grossmont College. 2010-2014.</p> <ul style="list-style-type: none"> • Student Learning Outcomes Assistant. Grossmont College. 2011-2013. • Instructional Review Committee, Grossmont College. 2011-2013. • Grossmont College Academic Senate. Officer. Grossmont College. Fall 2011. • Grossmont College Academic Senate. Committee Member. Grossmont College. 2009-2011. • SIDDICA Mentor. Grossmont College. Spring 2010-2012. • Blackboard 9 Workshops: CATL. Grossmont College. 2010. • Academic Integrity Task Force. Co-Chair. Grossmont College. 2009-2010. • Friends of Classics, Board Member, 2007-2011. • Women's History Museum, San Diego. 2006 – Present. Guest Lecturer. • Western Association of Women Historians Thirty-Fifth Annual Conference, May 3-6, 2007. Program Committee Member. • Fall 2006-Spring 2008. Faculty Advisor for student club: <i>Society for Creative Anachronism</i>. 	<p>College service.</p> <p>College service. Committee work.</p> <p>College service. Governance.</p> <p>College service. Governance.</p> <p>Mentorship for prospective college history teachers.</p> <p>Faculty service.</p> <p>College service. Committee work.</p> <p>Service to organization.</p> <p>Community outreach.</p> <p>Conference participation.</p> <p>College service. Student outreach.</p>
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	<ul style="list-style-type: none"> • Fall 2010-Spring 2012. Faculty Advisor for student club: <i>Society for Creative Anachronism</i>. • Spring 2006. History Department Living History Film Series presentation of <i>The Message</i>. • Spring 2007. History Department Living History Film Series presentation of <i>The Return of Martin Guerre</i>. • History Department Living History Film Series presentation of <i>The Crucible</i>. 	<p>College service. Student outreach.</p> <p>College service. Student and community outreach.</p> <p>College service. Student and community outreach.</p> <p>College service. Student and community outreach.</p>
<p>Sue Gonda Professor of History</p> <p>Past Department Chair</p>	<p>Chair of History Department (through December, 2009).</p> <ul style="list-style-type: none"> ◦ Facilitated curriculum updates and additions. ◦ All other department chair administrative duties. <ul style="list-style-type: none"> • Participate in department discussions of SLOs. • Acting Dean, Division of English, Social & Behavioral Sciences, Jan-June, and Sept-Oct 2010. • Co-Chair, College Curriculum Committee (through June, 2011). • Chair, Diversity Subcommittee of Curriculum (through December, 2010). • Vice President, Academic Senate (2007-10). • President, Academic Senate (Jan 2011 – 	<p>College and department service.</p> <p>College and department service.</p> <p>Administration, leadership and college service.</p> <p>College service. Committee work.</p> <p>College service. Committee work.</p> <p>College service. Leadership and governance.</p> <p>College service. Leadership and governance.</p>

	<p>present).</p> <ul style="list-style-type: none"> • College Accreditation Steering Committee. • Accreditation team member for ACCJC Recommendation #7 ("The College, the Chancellor, and the District must improve relations among their various constituency groups in order to assure effective discussion, planning, and implementation. The entire College community must work together for the good of the institution."). • Member and Grant liaison, Student Success Committee (focusing on improving students' basic skills). • Liaison to the Women's History Museum & Educational Center: Create partnerships; give community presentations about women's history. • 2008-09. Grossmont College President's Leadership Award. • 2004. Outstanding Faculty Award, Division of Humanities & Social Science, Grossmont College. 	<p>College service. Committee work.</p> <p>College service. Task force.</p> <p>College service. Committee work.</p> <p>Community and student outreach.</p> <p>Grossmont College recognition.</p> <p>Grossmont College recognition.</p>
<p>Robert Henry Assistant Professor of History Current Department Chair</p>	<ul style="list-style-type: none"> • Department Chair History – Spring 2010 to present. • Member of the Academic Senate from Spring 2010 to present. • Moderated history panel during Henrietta Lacks 	<p>Department service.</p> <p>College service. Governance.</p> <p>College service. Community and student outreach.</p>

	<p>week, Fall 2011.</p> <ul style="list-style-type: none"> • Flex Workshop Presentation – “The Lost Art of Lecture” (Fall 2008). • Flex Workshop Presentation – “Tap into the Power of PowerPoint” (Spring 2009). • Created two new history courses: Hist 103: Twentieth Century World History and Hist 148: Emergence of the Modern Middle East. • Design and monitor Grossmont History Department Website since 2007. • Served on faculty hiring committees for replacement hires in History. • Delivered presentation to SDSU’s Graduate Student Phi Alpha Theta Honor Society on March 11, 2011. “Career Goals for History Graduate Students”. • Textbook reviewer for <u>East Asia: A Cultural, Political and Social History</u> 2nd edition. Cengage Publishing. 2011. • SDICCCA Mentor, 2011 	<p>Professional development.</p> <p>Professional development.</p> <p>Department service. Curriculum expansion.</p> <p>Department service.</p> <p>Department service.</p> <p>Outreach to prospective college history teachers.</p> <p>Scholarly output.</p> <p>Mentorship to prospective college history teachers.</p>
<p>Alan Renga Adjunct Instructor</p>	<ul style="list-style-type: none"> • <u>Published Pacific Southwest Airlines</u> (2010) by Arcadia Press • Participation on Henrietta Lacks History Panel 	<p>Scholarly output.</p> <p>College service. Community and student outreach.</p>

Kristin Hargrove Adjunct Instructor	<ul style="list-style-type: none"> • Participation in Grossmont College 50th Anniversary celebration 	College service. Community and student outreach.
Brandon Luna Adjunct Instructor	<ul style="list-style-type: none"> • Participation on Henrietta Lacks History Panel 	College service. Community and student outreach.
Ann Bryan Adjunct Instructor	<ul style="list-style-type: none"> • Participation on Henrietta Lacks History Panel • Participation on Grossmont College's 50th anniversary celebration events. 	College service. Community and student outreach. College service. Community and student outreach.
Martin Tuller Adjunct Instructor	<ul style="list-style-type: none"> • SLO Coordination Assistance • Work with Grossmont College Veterans 	College service. College service. Community and student outreach.
George Gastil Adjunct Instructor	<ul style="list-style-type: none"> • SLO Assistance • Part-Time Faculty Senate Officer 	Department service. College service. Governance.

Appendix 11:

Grossmont WSCH Analysis

SKDSQW-INS
 RUN ON: 10-18-2010 08:56:26
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ENGL1124	150100	3.250	1311.00	403.38	1167.00	359.07	89.01		
ENGL1126	150100	.500	210.00	420.00	183.00	366.00	87.14		
ENGL1130	150100	.250	105.00	420.00	69.00	276.00	65.71		
ENGL1134	150100	.250	105.00	420.00	72.00	288.00	68.57		
ENGL1140	150100	.200	105.00	525.00	87.00	435.00	82.85		
ENGL1145	150100	.200	75.00	375.00	45.00	225.00	60.00		
ENGL1160	150100	.250	105.00	420.00	48.00	192.00	45.71		
ENGL1215	150100	.400	210.00	525.00	132.00	330.00	62.85		
ENGL218	150100	.200	105.00	525.00	48.00	240.00	45.71		
ENGL219	150100	.200	105.00	525.00	99.00	495.00	94.28		
ENGL221	150100	.200	105.00	525.00	90.00	450.00	85.71		
ENGL222	150100	.200	105.00	525.00	30.00	150.00	28.57		
ENGL226	150100	.200	105.00	525.00	57.00	285.00	54.28		
ENGL231	150100	.200	105.00	525.00	75.00	375.00	71.42		
ENGL236	150100	.200	105.00	525.00	62.00	360.00	68.57		
ENGL299	150100	.250	105.00	420.00	70.00	340.00	67.14		
***** ENGL		40.641	16486.00	405.64	15458.00	380.35	93.76		
ESL 080	493100	.400	150.00	375.00	156.00	390.00	104.00		
ESL 081	493100	.400	150.00	375.00	132.00	330.00	88.00		
ESL 095	493100	.366	150.00	409.83	123.00	330.06	82.00		
ESL 096	493100	.750	300.00	400.00	276.00	368.00	92.00		
ESL 097	493100	.200	75.00	375.00	72.00	360.00	96.00		
ESL 098	493100	.400	150.00	375.00	153.00	382.50	102.00		
ESL 100	493100	1.125	450.00	400.00	468.00	416.00	104.00		
ESL 101	493100	.600	225.00	375.00	171.00	285.00	76.00		
ESL 102	493100	.600	225.00	375.00	171.00	285.00	76.00		
ESL 103	493100	.625	250.00	400.00	1062.00	404.57	93.33		
ESL 104	493100	.400	150.00	375.00	195.00	325.00	86.66		
ESL 105	493100	.400	150.00	375.00	138.00	345.00	92.00		
ESL 106	493100	3.000	1200.00	400.00	1158.00	386.00	96.50		
ESL 299	493100	.469	175.00	373.13	1171.00	364.60	97.71		
***** ESL		11.935	4675.00	391.70	4485.00	375.78	95.93		
FREN120	110200	1.665	750.00	450.45	615.00	369.36	82.00		
FREN121	110200	.666	300.00	450.45	295.00	442.94	98.33		
FREN220	110200	.333	150.00	450.45	120.00	360.36	80.00		
FREN250	110200	.200	60.00	300.00	57.00	285.00	95.00		
***** FREN		2.864	1260.00	439.94	1087.00	379.53	86.26		
GERM120	110300	1.332	600.00	450.45	550.00	412.91	91.66		
GERM121	110300	.666	300.00	450.45	340.00	510.51	113.33		
GERM220	110300	.333	150.00	450.45	175.00	525.52	116.66		
GERM250	110300	.200	60.00	300.00	90.00	450.00	150.00		
***** GERM		2.531	1110.00	438.56	1155.00	456.34	104.05		
HIST100	220500	1.400	1032.00	737.14	933.00	666.42	90.40		
HIST101	220500	1.400	1038.00	741.42	954.00	681.42	91.90		
HIST105	220500	1.000	627.00	627.00	501.00	501.00	79.90		
HIST106	220500	.600	444.00	740.00	300.00	500.00	67.56		

SKDSOW-INS
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REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
HIST108	220500	2.400	1743.00	726.25	1704.00	1704.00	710.00	97.76		
HIST109	220500	2.600	1857.00	714.23	1674.00	1674.00	643.84	90.14		
HIST114	220500	.400	294.00	735.00	216.00	216.00	540.00	73.46		
HIST115	220500	.400	300.00	750.00	183.00	183.00	457.50	61.00		
HIST122	220500	.200	144.00	720.00	117.00	117.00	585.00	81.25		
HIST124	220500	.400	240.00	600.00	216.00	216.00	540.00	90.00		
HIST127	220500	.200	150.00	750.00	132.00	132.00	660.00	88.00		
HIST135	220500	.200	150.00	750.00	135.00	135.00	675.00	90.00		
HIST137	220500	.200	90.00	450.00	48.00	48.00	240.00	53.33		
HIST154	220500	.200	150.00	750.00	54.00	54.00	270.00	36.00		
***** HIST		11.600	8259.00	711.98	7167.00	7167.00	617.84	86.77		
HUM 110	490300	2.000	1326.00	663.00	1143.00	1143.00	571.50	86.19		
HUM 120	490300	.600	390.00	650.00	303.00	303.00	505.00	77.69		
HUM 130	490300	.200	150.00	750.00	51.00	51.00	255.00	34.00		
HUM 135	490300	.200	150.00	750.00	126.00	126.00	630.00	84.00		
HUM 170	490300	.200	150.00	750.00	60.00	60.00	300.00	40.00		
***** HUM		3.200	2166.00	676.87	1683.00	1683.00	525.93	77.70		
ITAL120	110400	.666	275.00	412.91	335.00	335.00	503.00	121.81		
***** ITAL		.666	275.00	412.91	335.00	335.00	503.00	121.81		
JAPN120	110800	.999	450.00	450.45	465.00	465.00	465.46	103.33		
JAPN121	110800	.333	150.00	450.45	130.00	130.00	390.39	86.66		
JAPN250	110800	.200	60.00	300.00	69.00	69.00	345.00	115.00		
***** JAPN		1.532	660.00	430.80	664.00	664.00	433.42	100.60		
PHIL110	150900	2.000	1500.00	750.00	1407.00	1407.00	703.50	93.80		
PHIL114	150900	.200	150.00	750.00	111.00	111.00	555.00	74.00		
PHIL116	150900	.400	150.00	750.00	138.00	138.00	690.00	92.00		
PHIL125	150900	.200	300.00	750.00	255.00	255.00	637.50	85.00		
PHIL130	150900	1.400	1050.00	750.00	768.00	768.00	548.57	73.14		
PHIL140	150900	.400	300.00	750.00	156.00	156.00	390.00	52.00		
PHIL150	150900	.200	105.00	525.00	48.00	48.00	240.00	45.71		
PHIL199	150900	4.800	9.00	9.00	9.00	9.00	9.00	100.00		
***** PHIL		4.800	3564.00	742.50	2892.00	2892.00	602.50	81.14		
POSC120	220700	1.000	750.00	750.00	675.00	675.00	675.00	90.00		
POSC121	220700	2.000	1650.00	750.00	1461.00	1461.00	664.09	88.54		
POSC124	220700	.200	150.00	750.00	78.00	78.00	390.00	52.00		
POSC130	220700	.200	150.00	750.00	111.00	111.00	555.00	74.00		
POSC140	220700	.200	150.00	750.00	123.00	123.00	615.00	82.00		
POSC160	220700	.200	150.00	750.00	102.00	102.00	510.00	68.00		
***** POSC		4.000	3000.00	750.00	2550.00	2550.00	637.50	85.00		
PSY 120	200100	4.200	3129.00	745.00	3165.00	3165.00	753.57	101.15		
PSY 125	200100	.200	150.00	750.00	141.00	141.00	705.00	94.00		
PSY 130	200100	.200	150.00	750.00	114.00	114.00	570.00	76.00		
PSY 134	200100	1.000	735.00	735.00	732.00	732.00	732.00	99.59		
PSY 138	200100	.800	594.00	742.50	546.00	546.00	682.50	91.91		

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CCS 118 220300	.200	150.00	150.00	750.00	138.00	690.00	92.00
CCS 119 220300	.200	150.00	150.00	750.00	151.50	757.50	101.00
***** CCS	.400	300.00	300.00	750.00	289.50	723.75	96.50
ENGL101 150100	1.665	692.74	692.74	416.06	583.96	350.72	84.29
ENGL108 150100	.133	70.00	70.00	526.31	54.00	406.01	77.14
ENGL110 150100	.500	210.00	210.00	420.00	168.00	336.00	80.00
ENGL120 150100	.500	210.00	210.00	420.00	204.00	408.00	97.14
ENGL124 150100	.250	105.00	105.00	420.00	54.00	216.00	51.42
***** ENGL	3.048	1287.74	1287.74	422.48	1063.96	349.06	82.62
ESL 105 493100	.200	75.00	75.00	375.00	60.00	300.00	80.00
***** ESL	.200	75.00	75.00	375.00	60.00	300.00	80.00
HIST106 220500	.200	144.00	144.00	720.00	102.00	510.00	70.83
HIST108 220500	.400	150.00	150.00	750.00	129.00	645.00	86.00
HIST109 220500	.400	204.00	204.00	510.00	218.63	546.57	107.17
***** HIST	.800	498.00	498.00	622.50	449.63	562.03	90.28
PHIL125 150900	.200	150.00	150.00	750.00	90.00	450.00	60.00
PHIL130 150900	.200	150.00	150.00	750.00	111.00	555.00	74.00
***** PHIL	.400	300.00	300.00	750.00	201.00	502.50	67.00
POSC121 220700	.200	150.00	150.00	750.00	141.00	705.00	94.00
***** POSC	.200	150.00	150.00	750.00	141.00	705.00	94.00
RELG120 151000	.200	150.00	150.00	750.00	126.00	630.00	84.00
***** RELG	.200	150.00	150.00	750.00	126.00	630.00	84.00

***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****

5.248	2760.74	526.05	2331.09	444.18	84.43
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This reports excludes sections with method of instruction 40 work experience and non-credit.

Current enrollment is used for OE/OE and positive attendance sections.
Census enrollment is used for all other sections.

Sections coded not valid for FTEs are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	502	1506.00	1506.00	2.2000	684.5454
AQJ	210500	1488	5107.50	5107.50	8.9540	570.4154
ARBC	111200	774	304.00	304.00	0.8660	351.0392
ART	100200	774	2781.00	2781.00	4.0650	684.1328
ART	100210	249	1452.00	1452.00	2.8390	511.4476
ART	100230	201	1050.00	1050.00	2.2980	456.9190
ART	100220	103	618.00	618.00	1.6650	371.1711
ART	101100	679	2649.00	2649.00	6.0720	436.2648
ASL	085000	370	1087.00	1087.00	2.3330	465.9237
ASTR	191100	401	1203.00	1203.00	2.2000	546.8181
BIO	040100	2036	11171.00	11171.00	14.7010	759.8802
BIO	051400	896	2487.73	2487.73	4.5260	549.6531
BOT	051420	41	123.00	123.00	0.2000	615.0000
BUS	050200	853	3158.00	3158.00	4.7540	664.2827
BUS	050100	635	1891.00	1891.00	3.4330	550.8301
BUS	051400	201	436.00	436.00	0.8000	545.0000
BUS	050600	117	351.00	351.00	0.8000	438.7500
BUS	050900	145	397.00	397.00	0.8000	457.9008
BUS	130100	170	510.00	510.00	0.8000	637.5000
BUS	050800	90	241.00	241.00	0.7330	328.7858
CA	130630	77	117.00	117.00	0.3340	350.2994
CCS	220300	550	1615.50	1615.50	3.0000	538.5000
CD	130500	1304	3903.00	3903.00	7.6340	511.2653
CHEM	190500	803	4927.00	4927.00	8.8170	558.8068
CHIN	110700	17	85.00	85.00	0.3330	255.2552
COMM	150600	2087	6322.13	6322.13	13.5320	463.8393
CSIS	070100	1557	6523.10	6523.10	15.5223	419.4299
CSIS	070300	44	22.00	22.00	0.0660	333.3333
CVTE	121300	374	2202.00	2202.00	6.0160	366.0239
DANC	100800	601	1817.50	1817.50	4.6058	394.6111
ECON	220400	1141	3423.00	3423.00	4.4000	777.9545
ED	080200	14	42.00	42.00	0.2000	210.0000
ENGL	150100	5315	16895.96	16895.96	46.1890	365.8005
ES	083500	3848	8635.00	8635.00	16.0790	537.0358
ES	083550	205	2050.00	2050.00	3.8850	527.6705
ESL	493100	1087	4545.00	4545.00	12.1350	374.5364
FREN	110200	225	1087.00	1087.00	2.8640	379.5391
FS	130100	162	486.00	486.00	0.8000	607.5000
GEOG	220600	816	2448.00	2448.00	4.2000	582.8571
GEOG	191400	245	735.00	735.00	1.5000	490.0000
GERM	110300	243	1155.00	1155.00	2.5310	456.3413
HED	083700	1002	2967.00	2967.00	3.5000	847.7142
HESC	219900	136	408.00	408.00	0.8000	510.0000
HIST	220500	2572	7616.63	7616.63	12.4000	614.2443
HUM	490300	561	1683.00	1683.00	3.2000	525.9375
ITAL	110400	67	335.00	335.00	0.6660	503.0030

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HIST100	220500	1.200	894.00	745.00	762.00	635.00	85.23	
HIST101	220500	1.600	1167.00	729.37	849.00	530.62	72.75	
HIST105	220500	.800	588.00	735.00	309.00	386.25	52.55	
HIST106	220500	.600	450.00	750.00	261.00	435.00	58.00	
HIST108	220500	1.800	1353.00	751.66	1404.00	780.00	103.76	
HIST109	220500	2.800	2088.00	745.71	1713.00	611.78	82.04	
HIST114	220500	.200	150.00	750.00	108.00	540.00	72.00	
HIST115	220500	.400	294.00	735.00	282.00	705.00	95.91	
HIST123	220500	.200	150.00	750.00	147.00	735.00	98.00	
HIST124	220500	.200	150.00	750.00	168.00	840.00	112.00	
HIST135	220500	.200	150.00	750.00	141.00	705.00	94.00	
HIST137	220500	.200	144.00	720.00	72.00	360.00	50.00	
HIST155	220500	.200	150.00	750.00	66.00	330.00	44.00	
***** HIST		10.400	7728.00	743.07	6282.00	604.03	81.28	
HUM 110	490300	1.800	1260.00	700.00	945.00	525.00	75.00	
HUM 120	490300	.600	432.00	720.00	312.00	520.00	72.22	
HUM 125	490300	.200	150.00	750.00	111.00	555.00	74.00	
HUM 160	490300	.200	150.00	750.00	48.00	240.00	32.00	
***** HUM		2.800	1992.00	711.42	1416.00	505.71	71.08	
ITAL120	110400	.333	150.00	450.45	185.00	555.55	123.33	
ITAL121	110400	.333	150.00	450.45	120.00	360.36	80.00	
***** ITAL		.666	300.00	450.45	305.00	457.95	101.66	
JAPN120	110800	.999	450.00	450.45	515.00	515.51	114.44	
JAPN121	110800	.333	150.00	450.45	140.00	420.42	93.33	
JAPN220	110800	.333	150.00	450.45	125.00	375.37	83.33	
***** JAPN		1.665	750.00	450.45	780.00	468.46	104.00	
PHIL110	150900	2.000	1461.00	730.50	1101.00	550.50	75.35	
PHIL112	150900	.200	150.00	750.00	162.00	810.00	108.00	
PHIL118	150900	.200	150.00	750.00	96.00	480.00	64.00	
PHIL125	150900	.400	300.00	750.00	288.00	720.00	96.00	
PHIL130	150900	1.200	900.00	750.00	669.00	557.50	74.33	
PHIL140	150900	.200	150.00	750.00	144.00	720.00	96.00	
***** PHIL		4.200	3111.00	740.71	2460.00	585.71	79.07	
POSC120	220700	.800	540.00	675.00	468.00	585.00	86.66	
POSC121	220700	1.600	1200.00	750.00	1074.00	671.25	89.50	
POSC130	220700	.200	150.00	750.00	69.00	345.00	46.00	
POSC140	220700	.200	150.00	750.00	147.00	735.00	98.00	
POSC150	220700	.200	150.00	750.00	117.00	585.00	78.00	
***** POSC		3.000	2190.00	730.00	1875.00	625.00	85.61	
PSY 120	200100	4.800	3555.00	740.62	3042.00	633.75	85.56	
PSY 125	200100	.200	144.00	720.00	117.00	585.00	81.25	
PSY 130	200100	.200	150.00	750.00	108.00	540.00	72.00	
PSY 134	200100	.800	600.00	750.00	564.00	705.00	94.00	
PSY 138	200100	.800	594.00	742.50	504.00	630.00	84.84	

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH130 220200 ***** ANTH	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	243.00 243.00	1215.00 1215.00	162.00 162.00
CCS 115 220300 CCS 118 220300 CCS 119 220300 ***** CCS	.200 .200 .200 .600	150.00 150.00 150.00 450.00	150.00 150.00 150.00 450.00	750.00 750.00 750.00 750.00	750.00 750.00 750.00 750.00	111.00 168.00 159.00 438.00	555.00 840.00 795.00 730.00	74.00 112.00 106.00 97.33
ENGL101 150100 ENGL108 150100 ENGL110 150100 ENGL120 150100 ENGL124 150100 ***** ENGL	.333 .133 .500 1.000 .750 2.716	140.88 62.00 210.00 420.00 315.00 1147.88	140.88 62.00 210.00 420.00 315.00 1147.88	423.06 466.16 420.00 420.00 420.00 422.63	423.06 466.16 420.00 420.00 420.00 422.63	148.93 52.00 219.00 363.00 225.00 1007.93	447.23 390.97 438.00 363.00 300.00 371.10	105.71 83.87 104.28 86.42 71.42 87.80
ESL 105 493100 ESL 299 493100 ***** ESL	.200 .266 .466	75.00 125.00 200.00	75.00 125.00 200.00	375.00 469.92 429.18	375.00 469.92 429.18	81.00 119.00 200.00	405.00 447.36 429.18	108.00 95.20 100.00
HIST108 220500 HIST109 220500 ***** HIST	.800 .800 1.600	579.00 585.00 1164.00	579.00 585.00 1164.00	723.75 731.25 727.50	723.75 731.25 727.50	474.00 459.00 933.00	592.50 573.75 583.12	81.86 78.46 80.15
HUM 110 490300 ***** HUM	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	129.00 129.00	645.00 645.00	86.00 86.00
PHIL110 150900 PHIL130 150900 ***** PHIL	.200 .200 .400	156.00 150.00 306.00	156.00 150.00 306.00	780.00 750.00 765.00	780.00 750.00 765.00	174.00 99.00 273.00	870.00 495.00 682.50	111.53 66.00 89.21
POSC121 220700 ***** POSC	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	165.00 165.00	825.00 825.00	110.00 110.00
PSY 120 200100 ***** PSY	.400 .400	300.00 300.00	300.00 300.00	750.00 750.00	750.00 750.00	267.00 267.00	667.50 667.50	89.00 89.00
RELG120 151000 ***** RELG	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	120.00 120.00	600.00 600.00	80.00 80.00
SOC 120 220800 ***** SOC	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	168.00 168.00	840.00 840.00	112.00 112.00

***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****

7.182 4317.88 601.20 3943.93 549.14 91.33

SKDSQW-INS
 RUN ON: 10-18-2010 09:02:26
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.

Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	612	1836.00	2.6000	706.1538	
AQJ	210500	1488	5313.21	9.3318	569.3660	
ARBC	111200	82	410.00	0.9990	410.4104	
ART	100200	698	2358.00	3.5990	655.1819	
ART	100210	266	1554.00	2.8390	547.3758	
ART	100230	213	1113.00	2.2980	484.3342	
ART	100220	110	660.00	1.6650	396.3963	
ART	101100	727	2839.50	6.6550	432.9411	
ASL	085000	368	1104.00	2.5500	432.9411	
ASTR	191100	414	1242.00	2.2000	564.5454	
BIO	040100	1955	10819.00	14.2670	758.3234	
BOT	051400	711	1836.50	4.7790	384.2854	
BOT	051420	29	87.00	0.2000	435.0000	
BUS	050200	827	3114.00	4.8880	637.0703	
BUS	050100	672	2016.00	3.7500	537.6000	
BUS	051400	116	268.00	1.0672	251.1244	
BUS	050600	129	288.00	0.6000	480.0000	
BUS	050900	148	352.50	0.8000	391.6666	
BUS	130100	66	444.00	0.4330	555.0000	
BUS	050800	114	115.35	0.4010	266.3972	
CA	130630	580	1740.00	3.6000	399.0024	
CCS	130500	1300	3699.50	7.0670	483.3333	
CD	190500	1788	4833.00	8.6000	523.4894	
CHEM	110700	29	145.00	0.3330	561.9757	
CHIN	150600	2138	6441.50	14.7550	435.4354	
COMM	070100	1227	5262.50	13.4300	436.5638	
CSIS	121300	415	2183.00	6.4330	391.8466	
CVTE	100800	638	1955.50	4.4010	339.3440	
DANC	220400	1046	3138.00	4.2000	444.3308	
ECON	080200	28	84.00	0.4000	747.1428	
ED	150100	4819	15056.93	42.5527	210.0000	
ENGL	083500	3727	8567.75	15.5630	353.8419	
ES	083550	146	1330.00	4.4410	550.5204	
ESL	493100	1002	4088.00	11.6430	299.4820	
FREN	110200	226	1100.00	2.8640	351.1122	
FS	130100	175	525.00	0.8000	384.0782	
GEOG	220600	709	2127.00	4.0000	656.2500	
GEOG	191400	267	901.00	2.1330	531.7500	
GERM	110300	208	992.00	2.5310	422.4097	
HED	083700	1012	3036.00	3.91.9399	391.9399	
HESC	219900	76	148.35	0.5840	798.9473	
HIST	220500	2405	7215.00	12.0000	254.0239	
HUM	490300	515	1545.00	3.0000	601.2500	
ITAL	110400	61	305.00	0.6660	515.9579	
JAPN	110800	156	780.00	1.6650	468.4684	

SKDSQW-INS
RUN ON: 10-18-2010 09:09:53
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HIST100	220500	1.200	876.00	730.00	744.00	620.00	84.93	
HIST101	220500	1.400	1032.00	737.14	705.00	503.57	68.31	
HIST105	220500	.800	495.00	618.75	288.00	360.00	58.18	
HIST106	220500	.600	486.00	810.00	447.00	745.00	91.97	
HIST108	220500	2.600	1929.00	741.92	1863.00	716.53	96.50	
HIST109	220500	2.600	1887.00	725.76	1689.00	649.61	89.50	
HIST114	220500	.400	300.00	750.00	216.00	540.00	72.00	
HIST115	220500	.400	300.00	750.00	165.00	412.50	55.00	
HIST122	220500	.200	144.00	720.00	138.00	690.00	95.83	
HIST124	220500	.400	372.00	930.00	231.00	577.50	62.09	
HIST135	220500	.200	150.00	750.00	141.00	705.00	94.00	
HIST137	220500	.200	90.00	450.00	33.00	165.00	36.66	
HIST154	220500	.200	150.00	750.00	108.00	540.00	72.00	
***** HIST		11.200	8211.00	733.12	6768.00	604.28	82.42	
HUM 110	490300	2.200	1473.00	669.54	1116.00	507.27	75.76	
HUM 120	490300	.600	435.00	725.00	258.00	430.00	59.31	
HUM 130	490300	.200	150.00	750.00	60.00	300.00	40.00	
HUM 135	490300	.200	150.00	750.00	66.00	330.00	44.00	
HUM 170	490300	.200	150.00	750.00	84.00	420.00	56.00	
***** HUM		3.400	2358.00	693.52	1584.00	465.88	67.17	
ITAL120	110400	.666	275.00	412.91	310.00	465.46	112.72	
***** ITAL		.666	275.00	412.91	310.00	465.46	112.72	
JAPN120	110800	.999	450.00	450.45	495.00	495.49	110.00	
JAPN121	110800	.333	150.00	450.45	155.00	465.46	103.33	
JAPN250	110800	.200	60.00	300.00	72.00	360.00	120.00	
***** JAPN		1.532	660.00	430.80	722.00	471.27	109.39	
PHIL110	150900	2.000	1500.00	750.00	1203.00	601.50	80.20	
PHIL112	150900	.200	150.00	750.00	111.00	555.00	74.00	
PHIL114	150900	.200	150.00	750.00	78.00	390.00	52.00	
PHIL116	150900	.200	150.00	750.00	141.00	705.00	94.00	
PHIL125	150900	.200	150.00	750.00	159.00	795.00	106.00	
PHIL130	150900	1.200	900.00	750.00	645.00	537.50	71.66	
PHIL140	150900	.400	300.00	750.00	153.00	382.50	51.00	
PHIL141	150900	.200	150.00	750.00	39.00	195.00	26.00	
PHIL150	150900	.200	105.00	525.00	60.00	300.00	57.14	
***** PHIL		4.800	3555.00	740.62	2589.00	539.37	72.82	
POSC120	220700	1.000	750.00	750.00	684.00	684.00	91.20	
POSC121	220700	2.200	1650.00	750.00	1452.00	660.00	88.00	
POSC124	220700	.200	150.00	750.00	153.00	765.00	102.00	
POSC130	220700	.200	150.00	750.00	105.00	525.00	70.00	
POSC140	220700	.200	150.00	750.00	69.00	345.00	46.00	
POSC160	220700	.200	150.00	750.00	69.00	345.00	46.00	
***** POSC		4.000	3000.00	750.00	2532.00	633.00	84.40	
PSY 120	200100	4.600	3429.00	745.43	3177.00	690.65	92.65	

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CCS 118	.200	150.00	150.00	750.00	750.00	126.00	630.00	84.00
CCS 119	.200	150.00	150.00	750.00	750.00	141.00	705.00	94.00
***** CCS	.400	300.00	300.00	750.00	750.00	267.00	667.50	89.00
ENGL101	1.332	562.64	562.64	422.40	422.40	462.39	347.13	82.18
ENGL110	.750	315.00	315.00	420.00	420.00	213.00	308.00	73.33
ENGL120	.500	210.00	210.00	420.00	420.00	99.00	426.00	101.42
ENGL124	.250	105.00	105.00	420.00	420.00	63.00	396.00	94.28
ENGL225	.200	105.00	105.00	525.00	525.00	63.00	315.00	60.00
***** ENGL	3.032	1297.64	1297.64	427.98	427.98	1068.39	352.37	82.33
ESL 105	.200	75.00	75.00	375.00	375.00	69.00	345.00	92.00
***** ESL	.200	75.00	75.00	375.00	375.00	69.00	345.00	92.00
HIST106	.200	144.00	144.00	720.00	720.00	96.00	480.00	66.66
HIST108	.200	150.00	150.00	750.00	750.00	138.00	690.00	92.00
HIST109	.400	300.00	300.00	750.00	750.00	261.00	652.50	87.00
***** HIST	.800	594.00	594.00	742.50	742.50	495.00	618.75	83.33
PHIL125	.200	150.00	150.00	750.00	750.00	105.00	525.00	70.00
PHIL130	.200	150.00	150.00	750.00	750.00	108.00	540.00	72.00
***** PHIL	.400	300.00	300.00	750.00	750.00	213.00	532.50	71.00
POSC121	.200	150.00	150.00	750.00	750.00	144.00	720.00	96.00
***** POSC	.200	150.00	150.00	750.00	750.00	144.00	720.00	96.00
RELG120	.200	150.00	150.00	750.00	750.00	99.00	495.00	66.00
***** RELG	.200	150.00	150.00	750.00	750.00	99.00	495.00	66.00

***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****

5.232 2866.64 547.90 2355.39 450.18 82.16

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	465	1395.00	1395.00	2.0000	697.5000
AOJ	210500	1673	6086.32	6086.32	10.8677	560.0375
ARBC	111200	112	536.00	536.00	1.5320	349.8694
ART	100200	732	2619.00	2619.00	4.2650	614.0679
ART	100210	255	1500.00	1500.00	2.8390	528.3550
ART	100230	191	1023.00	1023.00	2.2980	445.1697
ART	100220	91	546.00	546.00	1.3320	409.9099
ART	101100	667	2624.10	2624.10	6.4050	409.6955
ASL	085000	364	1090.00	1090.00	3.0000	363.3333
ASTR	191100	436	1308.00	1308.00	2.4000	545.0000
BIO	040100	1940	10717.00	10717.00	14.7010	728.9980
BOT	051400	871	2373.06	2373.06	6.4910	365.5923
BOT	051420	31	93.00	93.00	0.2000	465.0000
BOT	050200	52	119.00	119.00	0.4160	286.0576
BUS	050100	661	1960.00	1960.00	4.0830	480.0391
BUS	050600	97	291.00	291.00	0.8000	363.7500
BUS	050900	109	327.00	327.00	0.8000	408.7500
BUS	050200	676	2596.00	2596.00	4.2720	607.6779
BUS	130100	141	423.00	423.00	0.8000	528.7500
BUS	050800	74	204.81	204.81	0.7340	279.0326
CA	130630	76	134.00	134.00	0.3340	401.1976
CCS	220300	453	1359.00	1359.00	3.2000	424.6875
CD	130500	1398	3978.77	3978.77	7.5020	530.3612
CHEM	190500	718	4463.00	4463.00	8.6170	517.9296
CHIN	110700	31	155.00	155.00	0.3330	465.4654
COMM	150600	2044	6192.45	6192.45	14.2300	435.1686
CSIS	070100	1180	4984.00	4984.00	12.0390	413.9878
CVTE	121300	377	1814.00	1814.00	5.6910	384.6424
DANC	100800	604	2189.00	2189.00	4.0980	442.6549
ECON	220400	995	2985.00	2985.00	4.6000	648.9130
ED	080200	13	39.00	39.00	0.2000	195.0000
ENGL	150100	5351	17129.39	17129.39	48.3768	354.0827
ES	083500	3770	8439.50	8439.50	16.0610	525.4654
ES	083550	254	2540.00	2540.00	4.4400	572.0720
ESL	493100	908	3934.00	3934.00	11.2430	349.9066
FREN	110200	205	993.00	993.00	2.8640	346.7178
FS	130100	144	432.00	432.00	0.8000	540.0000
GEOG	220600	777	2334.00	2334.00	4.4000	530.4545
GEOG	191400	239	663.63	663.63	1.7670	375.5687
GERM	110300	197	929.00	929.00	2.5310	367.0485
HED	083700	1038	3114.00	3114.00	3.8000	819.4736
HESC	219900	152	473.25	473.25	1.0000	473.2500
HIST	220500	2395	7263.00	7263.00	13.4000	605.2500
HUM	490300	528	1584.00	1584.00	3.4000	465.8823
ITAL	110400	62	310.00	310.00	0.6660	465.4654
JAPN	110800	154	722.00	722.00	1.5320	471.2793

SKDSOW-INS
 RUN ON: 10-18-2010 09:13:33
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE

SUBJECT WSCH ANALYSIS

*** CENSUS CLASSES ***

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ENGL122	150100	.800	420.00	525.00	360.00	450.00	85.71	
ENGL124	150100	3.500	1470.00	420.00	1293.00	369.42	87.95	
ENGL126	150100	.750	315.00	420.00	234.00	312.00	74.28	
ENGL130	150100	.500	210.00	420.00	108.00	216.00	51.42	
ENGL134	150100	.250	105.00	420.00	75.00	300.00	71.42	
ENGL140	150100	.200	105.00	525.00	51.00	255.00	48.57	
ENGL145	150100	.200	105.00	525.00	45.00	225.00	42.85	
ENGL201	150100	.200	90.00	450.00	90.00	450.00	100.00	
ENGL203	150100	.200	105.00	525.00	81.00	405.00	77.14	
ENGL215	150100	.400	210.00	525.00	162.00	405.00	77.14	
ENGL217	150100	.200	90.00	450.00	81.00	405.00	90.00	
ENGL219	150100	.200	105.00	525.00	60.00	300.00	57.14	
ENGL221	150100	.200	105.00	525.00	63.00	315.00	60.00	
ENGL222	150100	.200	105.00	525.00	90.00	450.00	85.71	
ENGL226	150100	.200	102.00	510.00	48.00	240.00	47.05	
ENGL227	150100	.200	105.00	525.00	39.00	195.00	37.14	
ENGL232	150100	.200	105.00	525.00	78.00	390.00	74.28	
***** ENGL		40.509	16573.00	409.11	14204.00	350.63	85.70	
ESL 080	493100	.400	150.00	375.00	132.00	330.00	88.00	
ESL 081	493100	.400	150.00	375.00	138.00	345.00	92.00	
ESL 096	493100	.375	150.00	400.00	156.00	416.00	104.00	
ESL 097	493100	.200	75.00	375.00	69.00	345.00	92.00	
ESL 098	493100	.200	75.00	375.00	72.00	360.00	96.00	
ESL 100	493100	1.125	450.00	400.00	330.00	293.33	73.33	
ESL 101	493100	.400	150.00	375.00	123.00	307.50	82.00	
ESL 102	493100	.600	225.00	375.00	156.00	260.00	69.33	
ESL 103	493100	2.625	1050.00	400.00	798.00	304.00	76.66	
ESL 104	493100	.600	225.00	375.00	177.00	295.00	78.66	
ESL 105	493100	.600	300.00	500.00	243.00	405.00	81.00	
ESL 106	493100	3.000	1200.00	400.00	1062.00	354.00	88.50	
ESL 299	493100	.402	150.00	373.13	131.00	325.87	87.33	
***** ESL		10.927	4350.00	398.09	3587.00	328.26	82.45	
FREN120	110200	1.332	600.00	450.45	510.00	382.88	85.00	
FREN121	110200	.666	300.00	450.45	275.00	412.91	91.66	
FREN220	110200	.333	150.00	450.45	65.00	195.19	43.33	
FREN221	110200	.333	125.00	375.37	75.00	225.22	60.00	
FREN250	110200	.200	60.00	300.00	42.00	210.00	70.00	
***** FREN		2.864	1235.00	431.21	967.00	337.63	78.29	
GERM120	110300	.999	450.00	450.45	385.00	385.38	85.55	
GERM121	110300	.666	300.00	450.45	235.00	352.85	78.33	
GERM199	110300	.333	150.00	450.45	3.00	3.00	300.00	
GERM220	110300	.333	150.00	450.45	110.00	330.33	73.33	
GERM221	110300	.333	125.00	375.37	145.00	435.43	116.00	
GERM250	110300	.200	60.00	300.00	75.00	375.00	125.00	
***** GERM		2.531	1085.00	428.68	953.00	376.53	87.83	
HIST100	220500	1.400	1023.00	730.71	750.00	535.71	73.31	

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HIST101	220500	1.400	1026.00	732.85	609.00	435.00	59.35	
HIST105	220500	.800	588.00	735.00	309.00	386.25	52.55	
HIST106	220500	.600	450.00	750.00	279.00	465.00	62.00	
HIST108	220500	2.400	1803.00	751.25	1689.00	703.75	93.67	
HIST109	220500	3.000	2244.00	748.00	1680.00	560.00	74.86	
HIST114	220500	.200	150.00	750.00	96.00	480.00	64.00	
HIST115	220500	.200	150.00	750.00	99.00	495.00	66.00	
HIST123	220500	.200	150.00	750.00	135.00	675.00	90.00	
HIST124	220500	.200	150.00	750.00	189.00	945.00	126.00	
HIST126	220500	.200	150.00	750.00	72.00	360.00	48.00	
HIST135	220500	.200	150.00	750.00	141.00	705.00	94.00	
HIST137	220500	.200	144.00	720.00	60.00	300.00	41.66	
***** HIST		11.000	8178.00	743.45	6108.00	555.27	74.68	
HUM 110	490300	2.000	1410.00	705.00	918.00	459.00	65.10	
HUM 120	490300	.400	300.00	750.00	159.00	397.50	53.00	
HUM 125	490300	.200	150.00	750.00	81.00	405.00	54.00	
HUM 160	490300	.200	150.00	750.00	63.00	315.00	42.00	
***** HUM		2.800	2010.00	717.85	1221.00	436.07	60.74	
ITAL120	110400	.333	150.00	450.45	160.00	480.48	106.66	
ITAL121	110400	.333	150.00	450.45	120.00	360.36	80.00	
***** ITAL		.666	300.00	450.45	280.00	420.42	93.33	
JAPN120	110800	.999	450.00	450.45	410.00	410.41	91.11	
JAPN121	110800	.333	150.00	450.45	160.00	480.48	106.66	
JAPN220	110800	.333	150.00	450.45	175.00	525.52	116.66	
***** JAPN		1.665	750.00	450.45	745.00	447.44	99.33	
PHIL110	150900	1.800	1311.00	728.33	906.00	503.33	69.10	
PHIL112	150900	.200	150.00	750.00	96.00	480.00	64.00	
PHIL116	150900	.200	150.00	750.00	75.00	375.00	50.00	
PHIL118	150900	.200	150.00	750.00	132.00	660.00	88.00	
PHIL125	150900	.600	450.00	750.00	318.00	530.00	70.66	
PHIL130	150900	1.200	900.00	750.00	561.00	467.50	62.33	
PHIL140	150900	.200	150.00	750.00	114.00	570.00	76.00	
***** PHIL		4.400	3261.00	741.13	2202.00	500.45	67.52	
POSC120	220700	.800	546.00	682.50	510.00	637.50	93.40	
POSC121	220700	1.600	1200.00	750.00	1056.00	660.00	88.00	
POSC124	220700	.200	150.00	750.00	90.00	450.00	60.00	
POSC130	220700	.200	150.00	750.00	147.00	735.00	98.00	
POSC140	220700	.200	150.00	750.00	75.00	375.00	50.00	
POSC150	220700	.200	150.00	750.00	75.00	375.00	50.00	
***** POSC		3.200	2346.00	733.12	1953.00	610.31	83.24	
PSY 120	200100	4.600	3438.00	747.39	3063.00	665.86	89.09	
PSY 125	200100	.200	135.00	675.00	96.00	480.00	71.11	
PSY 134	200100	1.000	750.00	750.00	747.00	747.00	99.60	
PSY 138	200100	.800	600.00	750.00	387.00	483.75	64.50	

SKDSOW-INS
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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH130 220200 ***** ANTH	.200 .200	150.00 150.00	150.00 150.00	150.00 150.00	750.00 750.00	174.00 174.00	870.00 870.00	116.00 116.00
ASL 120 085000 ***** ASL	.200 .200	90.00 90.00	90.00 90.00	90.00 90.00	450.00 450.00	42.00 42.00	210.00 210.00	46.66 46.66
CCS 115 220300 CCS 118 220300 CCS 119 220300 ***** CCS	.200 .200 .200 .600	150.00 150.00 150.00 450.00	150.00 150.00 150.00 450.00	150.00 150.00 150.00 450.00	750.00 750.00 750.00 750.00	60.00 147.00 114.00 321.00	300.00 735.00 570.00 535.00	40.00 98.00 76.00 71.33
ENGL090 150100 ENGL101 150100 ENGL108 150100 ENGL110 150100 ENGL120 150100 ***** ENGL	.250 .333 .133 .500 1.966	112.88 140.88 50.00 210.00 315.00 828.76	112.88 140.88 50.00 210.00 315.00 828.76	112.88 140.88 50.00 210.00 315.00 828.76	451.52 423.06 375.93 420.00 420.00 421.54	48.38 124.78 48.00 180.00 243.00 644.16	193.52 374.71 360.90 360.00 324.00 327.65	42.85 88.57 96.00 85.71 77.14 77.72
ESL 105 493100 ESL 107 493100 ESL 108 493100 ***** ESL	.200 .133 .133 .466	75.00 50.00 50.00 175.00	75.00 50.00 50.00 175.00	75.00 50.00 50.00 175.00	375.00 375.93 375.93 375.53	60.00 62.00 60.00 182.00	300.00 466.16 451.12 390.55	80.00 124.00 120.00 104.00
HIST108 220500 HIST109 220500 ***** HIST	1.200 1.200 2.400	894.00 855.00 1749.00	894.00 855.00 1749.00	894.00 855.00 1749.00	745.00 712.50 728.75	699.00 723.00 1422.00	582.50 602.50 592.50	78.18 84.56 81.30
HUM 110 490300 ***** HUM	.200 .200	150.00 150.00	150.00 150.00	150.00 150.00	750.00 750.00	126.00 126.00	630.00 630.00	84.00 84.00
PHIL110 150900 PHIL125 150900 PHIL130 150900 PHIL140 150900 ***** PHIL	.400 .200 .200 .200 1.000	303.00 150.00 150.00 147.00 750.00	303.00 150.00 150.00 147.00 750.00	303.00 150.00 150.00 147.00 750.00	757.50 750.00 750.00 735.00 750.00	198.00 90.00 135.00 30.00 453.00	495.00 450.00 675.00 150.00 453.00	65.34 60.00 90.00 20.40 60.40
POSC121 220700 POSC135 220700 ***** POSC	.200 .067 .267	150.00 14.63 164.63	150.00 14.63 164.63	150.00 14.63 164.63	750.00 218.35 616.59	117.00 18.53 135.53	585.00 276.56 507.60	78.00 126.65 82.32
PSY 120 200100 ***** PSY	.200 .200	28.13 28.13	28.13 28.13	28.13 28.13	140.65 140.65	32.06 32.06	160.30 160.30	113.97 113.97
RELG120 151000 ***** RELG	.200 .200	150.00 150.00	150.00 150.00	150.00 150.00	750.00 750.00	123.00 123.00	615.00 615.00	82.00 82.00
SOC 120 220800 ***** SOC	.200 .200	150.00 150.00	150.00 150.00	150.00 150.00	750.00 750.00	126.00 126.00	630.00 630.00	84.00 84.00

This reports excludes sections with method of instruction 40 work experience and non-credit.

Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.

Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	481	1443.00	1443.00	2.4000	601.2500
AOJ	210500	1558	6079.29	6079.29	11.5320	541.1028
ARBC	111200	98	456.00	456.00	1.5320	297.6501
ART	100200	765	2580.00	2580.00	4.7320	545.2240
ART	100210	265	1590.00	1590.00	2.9970	530.5305
ART	100230	185	999.00	999.00	2.2980	434.7258
ART	100220	107	642.00	642.00	1.6650	385.5855
ART	101100	635	2448.00	2448.00	6.3050	388.2632
ASL	085000	411	1233.00	1233.00	3.4000	362.6470
ASTR	191100	403	1209.00	1209.00	2.4000	503.7500
BIO	040100	2048	11377.00	11377.00	14.8680	765.2004
BOT	051400	819	2168.46	2168.46	6.5350	331.8224
BOT	051420	29	87.00	87.00	0.2000	435.0000
BOT	050200	56	137.00	137.00	0.2830	484.0989
BUS	050100	652	1956.00	1956.00	4.4000	444.5454
BUS	050600	83	249.00	249.00	0.6000	415.0000
BUS	050900	117	324.00	324.00	0.9000	360.0000
BUS	050200	681	2632.00	2632.00	4.8060	547.6487
BUS	130100	106	318.00	318.00	0.8000	397.5000
BUS	050800	53	102.40	102.40	0.4330	236.4896
CA	130630	105	155.00	155.00	0.4010	386.5336
CCS	220300	444	1332.00	1332.00	3.2000	416.2500
CD	130500	1290	3661.00	3661.00	7.3010	501.4381
CHEM	190500	770	4821.20	4821.20	9.0870	530.5601
CHIN	110700	24	120.00	120.00	0.3330	360.3603
COMM	150600	2273	6870.13	6870.13	16.1550	425.2633
CSIS	070100	1060	4611.00	4611.00	12.1190	380.4769
CVTE	121300	429	2231.00	2231.00	6.2410	357.4747
DANC	100800	707	2146.50	2146.50	5.1620	415.8271
ECON	220400	894	2682.00	2682.00	4.2000	638.5714
ED	080200	36	108.00	108.00	0.4000	270.0000
ENGL	150100	4819	15122.16	15122.16	45.1969	334.5840
ES	083500	3599	18134.08	18134.08	16.8880	481.6485
ES	083550	181	1675.00	1675.00	4.4410	377.1673
ESL	493100	907	3769.00	3769.00	11.3930	330.8171
FREN	110200	199	967.00	967.00	2.8640	337.6396
FS	130100	151	453.00	453.00	0.8000	566.2500
GEOG	220600	731	2193.00	2193.00	4.4000	498.4090
GEOG	191400	248	810.00	810.00	2.1830	371.0490
GERM	110300	201	953.00	953.00	2.5310	376.5310
GERM	083700	931	2793.00	2793.00	3.8000	735.0000
HED	219900	56	92.60	92.60	0.3000	158.5616
HESC	220500	2510	7530.00	7530.00	13.4000	561.9402
HIST	490300	449	1347.00	1347.00	3.0000	449.0000
HUM	110400	56	280.00	280.00	0.6660	420.4204
ITAL	110800	149	745.00	745.00	1.6650	447.4474
JAPN						

SKDSOW-INS
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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** GERM	2.731	1170.00	428.41	860.00	314.90	73.50	
HIST100	1.600	1182.00	738.75	888.00	555.00	75.12	
HIST101	1.400	1020.00	728.57	615.00	439.28	60.29	
HIST105	.800	495.00	618.75	267.00	333.75	53.93	
HIST106	.400	342.00	855.00	234.00	585.00	68.42	
HIST108	3.000	2229.00	743.00	1956.00	652.00	87.75	
HIST109	3.000	2226.00	742.00	1887.00	629.00	84.77	
HIST114	.400	300.00	750.00	189.00	472.50	63.00	
HIST115	.400	300.00	750.00	186.00	465.00	62.00	
HIST124	.200	222.00	1110.00	157.00	285.00	25.67	
HIST135	.200	150.00	750.00	129.00	645.00	86.00	
HIST137	.200	96.00	480.00	36.00	180.00	37.50	
HIST154	.200	150.00	750.00	66.00	330.00	44.00	
***** HIST	11.800	8712.00	738.30	6510.00	551.69	74.72	
HUM 110	2.200	1473.00	669.54	993.00	451.36	67.41	
HUM 120	.600	450.00	750.00	174.00	290.00	38.66	
HUM 135	.200	150.00	750.00	51.00	255.00	34.00	
HUM 170	.200	135.00	675.00	60.00	300.00	44.44	
***** HUM	3.200	2208.00	690.00	1278.00	399.37	57.88	
ITAL120	.666	275.00	412.91	280.00	420.42	101.81	
***** ITAL	.666	275.00	412.91	280.00	420.42	101.81	
JAPN120	.999	450.00	450.45	510.00	510.51	113.33	
JAPN121	.333	150.00	450.45	135.00	405.40	90.00	
JAPN149	.200	111.00	555.00	111.00	555.00	100.00	
JAPN250	.200	60.00	300.00	63.00	315.00	105.00	
***** JAPN	1.732	771.00	445.15	819.00	472.86	106.22	
PHIL110	1.800	1350.00	750.00	891.00	495.00	66.00	
PHIL114	.200	150.00	750.00	66.00	330.00	44.00	
PHIL116	.200	150.00	750.00	126.00	630.00	84.00	
PHIL118	.200	150.00	750.00	66.00	330.00	44.00	
PHIL125	.400	300.00	750.00	270.00	675.00	90.00	
PHIL130	1.400	1050.00	750.00	618.00	441.42	58.85	
PHIL140	.400	300.00	750.00	183.00	457.50	61.00	
PHIL150	.200	105.00	525.00	42.00	210.00	40.00	
***** PHIL	4.800	3555.00	740.62	2262.00	471.25	63.62	
POSC120	1.000	750.00	750.00	609.00	609.00	81.20	
POSC121	2.200	1650.00	750.00	1134.00	515.45	68.72	
POSC124	.200	150.00	750.00	138.00	690.00	92.00	
POSC130	.200	150.00	750.00	78.00	390.00	52.00	
POSC140	.200	150.00	750.00	42.00	210.00	28.00	
POSC160	.200	150.00	750.00	72.00	360.00	48.00	
***** POSC	4.000	3000.00	750.00	2073.00	518.25	69.10	
PSY 120	4.600	3444.00	748.69	3168.00	688.69	91.98	
PSY 125	.200	150.00	750.00	114.00	570.00	76.00	

SKDSOW-INS
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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CCS 118	.200	150.00	150.00	750.00	750.00	81.00	405.00	54.00
CCS 119	.200	150.00	150.00	750.00	750.00	108.00	540.00	72.00
***** CCS	.400	300.00	300.00	750.00	750.00	189.00	472.50	63.00
ENGL090	.250	110.25	110.25	441.00	441.00	86.63	346.52	78.57
ENGL098	1.332	557.38	557.38	418.45	418.45	553.36	415.43	99.27
ENGL110	1.000	420.00	420.00	420.00	420.00	264.00	264.00	62.85
ENGL120	.750	315.00	315.00	420.00	420.00	276.00	368.00	87.61
ENGL124	.250	105.00	105.00	420.00	420.00	117.00	468.00	111.42
***** ENGL	3.582	1507.63	1507.63	420.89	420.89	1296.99	362.08	86.02
ESL 105	.200	54.00	54.00	270.00	270.00	57.00	285.00	105.55
ESL 106	.383	131.25	131.25	342.68	342.68	73.50	191.90	56.00
***** ESL	.583	185.25	185.25	317.75	317.75	130.50	223.84	70.44
HIST106	.200	144.00	144.00	720.00	720.00	102.00	510.00	70.83
HIST108	.200	150.00	150.00	750.00	750.00	57.00	285.00	38.00
HIST109	.400	300.00	300.00	750.00	750.00	198.00	495.00	66.00
***** HIST	.800	594.00	594.00	742.50	742.50	357.00	446.25	60.10
HUM 130	.200	150.00	150.00	750.00	750.00	54.00	270.00	36.00
***** HUM	.200	150.00	150.00	750.00	750.00	54.00	270.00	36.00
PHIL125	.200	150.00	150.00	750.00	750.00	66.00	330.00	44.00
PHIL130	.200	150.00	150.00	750.00	750.00	108.00	540.00	72.00
***** PHIL	.400	300.00	300.00	750.00	750.00	174.00	435.00	58.00
POSC121	.200	150.00	150.00	750.00	750.00	138.00	690.00	92.00
***** POSC	.200	150.00	150.00	750.00	750.00	138.00	690.00	92.00
RELG120	.200	150.00	150.00	750.00	750.00	117.00	585.00	78.00
RELG130	.200	150.00	150.00	750.00	750.00	45.00	225.00	30.00
RELG150	.200	150.00	150.00	750.00	750.00	42.00	210.00	28.00
***** RELG	.600	450.00	450.00	750.00	750.00	204.00	340.00	45.33
SOC 120	.200	147.00	147.00	735.00	735.00	126.00	630.00	85.71
***** SOC	.200	147.00	147.00	735.00	735.00	126.00	630.00	85.71

***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****

6.965 3783.88 2669.49 383.27 70.54

SKDSQW-INS
 RUN ON: 10-18-2010 09:18:49
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	431	1293.00	2.0000	646.5000	646.5000
AOU	210500	1400	5272.50	10.5320	483.0154	483.0154
ARBC	111200	119	559.00	1.5320	364.8825	364.8825
ART	100200	763	2622.00	4.5320	578.5525	578.5525
ART	100210	259	1506.00	3.1720	474.7793	474.7793
ART	100230	231	1155.00	2.9310	394.0634	394.0634
ART	100220	124	720.00	1.8900	380.9523	380.9523
ART	101100	525	2445.00	6.3870	382.8088	382.8088
ASL	085000	424	1678.00	4.7390	354.0831	354.0831
ASTR	191100	411	1233.00	2.4000	513.7500	513.7500
BIO	040100	2024	11113.00	15.3680	723.1259	723.1259
BOT	051400	891	2340.03	6.6680	350.9343	350.9343
BOT	051420	23	69.00	0.2000	345.0000	345.0000
BOT	050200	59	142.00	0.4160	341.4936	341.4936
BUS	050100	607	1809.00	4.3330	417.4936	417.4936
BUS	050600	100	300.00	1.0000	300.0000	300.0000
BUS	050200	671	2684.00	4.5390	591.3196	591.3196
BUS	050900	42	126.00	0.4000	490.0000	490.0000
BUS	130100	98	294.00	0.6000	305.3018	305.3018
BUS	050800	86	224.00	0.7337	362.2754	362.2754
CA	130630	73	121.00	0.3340	482.0000	482.0000
CCS	220300	482	1446.00	3.0000	524.9303	524.9303
CD	130500	1196	3578.45	6.8170	555.7317	555.7317
CHEM	190500	726	4557.00	8.2000	405.4054	405.4054
CHIN	110700	27	135.00	0.3330	416.7639	416.7639
COMM	150600	1994	6066.00	14.5550	377.1983	377.1983
COMM	070100	1060	4354.00	11.5430	356.5634	356.5634
CVTE	121300	378	2154.00	6.0410	428.7457	428.7457
DANC	100800	586	1757.00	4.0980	614.1509	614.1509
ECON	220400	1085	3255.00	5.4000	202.5000	202.5000
ED	080200	27	81.00	0.4000	329.6613	329.6613
ENGL	150100	4145	12748.63	38.6719	375.8454	375.8454
ENGL	493021	1027	4105.36	10.9230	438.6666	438.6666
ENGL	493070	329	1316.00	3.0000	457.6364	457.6364
ES	083500	3328	7470.00	16.3230	565.3153	565.3153
ES	083550	251	2510.00	4.4400	325.8710	325.8710
ESL	493100	853	3675.50	11.2790	477.0000	477.0000
FREN	110200	190	912.00	1.0000	481.7142	481.7142
FS	130100	159	477.00	3.5000	410.9029	410.9029
GEOG	220600	562	1686.00	1.9670	314.7066	314.7066
GEOG	191400	284	807.86	2.7310	693.7500	693.7500
GEOG	110300	186	860.00	4.0000	608.7000	608.7000
HED	083700	925	2775.00	1.0000	545.0000	545.0000
HESC	219900	199	608.70	13.4000	391.7647	391.7647
HIST	220500	2271	6867.00	12.6000	391.7647	391.7647
HUM	490300	444	1332.00	13.4000	391.7647	391.7647

SKDSQW-INS
 RUN ON: 10-18-2010 10:12:48
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ENGL130	150100	.250	105.00	420.00	75.00	300.00	71.42	
ENGL134	150100	.250	105.00	420.00	72.00	288.00	68.57	
ENGL140	150100	.200	105.00	525.00	81.00	405.00	77.14	
ENGL145	150100	.200	105.00	525.00	48.00	240.00	45.71	
ENGL201	150100	.200	105.00	525.00	69.00	345.00	65.71	
ENGL215	150100	.400	210.00	525.00	156.00	390.00	74.28	
ENGL217	150100	.200	105.00	525.00	87.00	435.00	82.85	
ENGL219	150100	.200	105.00	525.00	54.00	270.00	51.42	
ENGL221	150100	.200	105.00	525.00	81.00	405.00	77.14	
ENGL222	150100	.200	105.00	525.00	105.00	525.00	100.00	
ENGL232	150100	.200	105.00	525.00	90.00	450.00	85.71	
ENGL236	150100	.200	105.00	525.00	45.00	225.00	42.85	
ENGL276	150100	.200	90.00	450.00	39.00	195.00	43.33	
***** ENGL		44.092	18523.00	420.09	14306.00	324.45	77.23	
ESL 080	493100	.400	150.00	375.00	114.00	285.00	76.00	
ESL 081	493100	.400	150.00	375.00	120.00	300.00	80.00	
ESL 096	493100	.750	300.00	400.00	192.00	256.00	64.00	
ESL 097	493100	.200	75.00	375.00	42.00	210.00	56.00	
ESL 098	493100	.200	75.00	375.00	51.00	255.00	68.00	
ESL 100	493100	1.149	450.00	391.64	300.00	261.09	66.66	
ESL 101	493100	.400	150.00	375.00	87.00	217.50	58.00	
ESL 102	493100	.600	225.00	375.00	165.00	275.00	73.33	
ESL 103	493100	2.298	900.00	391.64	756.00	328.98	84.00	
ESL 104	493100	.600	225.00	375.00	183.00	305.00	81.33	
ESL 105	493100	.600	300.00	500.00	252.00	420.00	94.50	
ESL 106	493100	3.064	1200.00	391.64	1134.00	370.10	86.00	
ESL 299	493100	.402	150.00	373.13	129.00	320.89	81.03	
***** ESL		11.063	4350.00	393.20	3525.00	318.62	81.03	
FREN120	110200	1.332	600.00	450.45	440.00	330.33	73.33	
FREN121	110200	.666	300.00	450.45	230.00	345.34	76.66	
FREN220	110200	.333	150.00	450.45	100.00	300.30	66.66	
FREN221	110200	.333	125.00	375.37	50.00	150.15	40.00	
FREN250	110200	.200	60.00	300.00	54.00	270.00	90.00	
***** FREN		2.864	1235.00	431.21	874.00	305.16	70.76	
GERM120	110300	.999	450.00	450.45	385.00	385.38	85.55	
GERM121	110300	.666	300.00	450.45	235.00	352.85	78.33	
GERM199	110300	.333	3.00	3.00	3.00	3.00	100.00	
GERM220	110300	.333	150.00	450.45	110.00	330.33	73.33	
GERM221	110300	.400	125.00	375.37	130.00	390.39	104.00	
GERM250	110300	.400	120.00	300.00	117.00	292.50	97.50	
***** GERM		2.731	1148.00	420.35	980.00	358.84	85.36	
HIST100	220500	1.400	1038.00	741.42	747.00	533.57	71.96	
HIST101	220500	1.400	972.00	694.28	600.00	428.57	61.72	
HIST105	220500	.800	594.00	742.50	279.00	348.75	46.96	
HIST106	220500	.600	450.00	750.00	237.00	395.00	52.66	
HIST108	220500	2.600	1953.00	751.15	1509.00	580.38	77.26	

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
HIST109	220500	3.200	2304.00	720.00	1623.00	507.18	70.44		
HIST114	220500	.400	300.00	750.00	186.00	465.00	62.00		
HIST115	220500	.400	300.00	750.00	186.00	465.00	62.00		
HIST123	220500	.200	150.00	750.00	81.00	405.00	54.00		
HIST124	220500	.200	150.00	750.00	30.00	150.00	20.00		
HIST126	220500	.200	150.00	750.00	66.00	330.00	44.00		
HIST135	220500	.400	300.00	750.00	195.00	487.50	65.00		
HIST137	220500	.200	144.00	720.00	48.00	240.00	33.33		
***** HIST		12.000	8805.00	733.75	5787.00	482.25	65.72		
HUM 110	490300	2.000	1410.00	705.00	798.00	399.00	56.59		
HUM 120	490300	.400	300.00	750.00	99.00	247.50	33.00		
HUM 125	490300	.200	150.00	750.00	81.00	405.00	54.00		
***** HUM		2.600	1860.00	715.38	978.00	376.15	52.58		
ITAL120	110400	.333	150.00	450.45	130.00	390.39	86.66		
ITAL121	110400	.333	150.00	450.45	60.00	180.18	40.00		
***** ITAL		.666	300.00	450.45	190.00	285.28	63.33		
JAPN120	110800	.999	450.00	450.45	425.00	425.42	94.44		
JAPN121	110800	.333	150.00	450.45	190.00	570.57	126.66		
JAPN220	110800	.333	150.00	450.45	155.00	465.46	103.33		
JAPN250	110800	.200	60.00	300.00	57.00	285.00	95.00		
***** JAPN		1.865	810.00	434.31	827.00	443.43	102.09		
PHIL110	150900	2.000	1422.00	711.00	816.00	408.00	57.38		
PHIL114	150900	.200	147.00	735.00	60.00	300.00	40.81		
PHIL116	150900	.200	150.00	750.00	81.00	405.00	54.00		
PHIL118	150900	.200	150.00	750.00	51.00	255.00	34.00		
PHIL125	150900	.600	450.00	750.00	381.00	635.00	84.66		
PHIL130	150900	1.000	750.00	750.00	390.00	390.00	52.00		
PHIL140	150900	.200	150.00	750.00	96.00	480.00	64.00		
PHIL155	150900	.200	150.00	750.00	36.00	180.00	24.00		
***** PHIL		4.600	3369.00	732.39	1911.00	415.43	56.72		
POSC120	220700	.800	546.00	682.50	378.00	472.50	69.23		
POSC121	220700	1.600	1200.00	750.00	933.00	583.12	77.75		
POSC124	220700	.200	150.00	750.00	126.00	630.00	84.00		
POSC130	220700	.067	25.00	373.13	84.00	420.00	56.00		
POSC135	220700	.200	144.00	720.00	54.00	164.17	44.00		
POSC140	220700	.200	150.00	750.00	57.00	270.00	37.50		
POSC150	220700	3.267	2365.00	723.90	1643.00	502.90	38.00		
***** POSC		4.600	3444.00	748.69	2733.00	594.13	79.35		
PSY 120	200100	.800	600.00	750.00	492.00	615.00	82.00		
PSY 134	200100	.800	585.00	731.25	294.00	367.50	50.25		
PSY 138	200100	.400	300.00	750.00	219.00	547.50	73.00		
PSY 150	200100	.400	270.00	675.00	225.00	562.50	83.33		
PSY 170	200100	.600	444.00	740.00	210.00	350.00	47.29		

SKDSOW-INS
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 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES
 *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH130 220200 ***** ANTH	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	177.00 177.00	885.00 885.00	118.00 118.00
CCS 115 220300 CCS 118 220300 CCS 119 220300 ***** CCS	.200 .200 .200 .600	150.00 150.00 150.00 450.00	150.00 150.00 150.00 450.00	750.00 750.00 750.00 750.00	750.00 750.00 750.00 750.00	60.00 132.00 168.00 360.00	300.00 660.00 840.00 600.00	40.00 88.00 112.00 80.00
ED 200 080200 ***** ED	.400 .400	208.26 208.26	208.26 208.26	520.65 520.65	520.65 520.65	107.10 107.10	267.75 267.75	51.42 51.42
ENGL098 493021 ENGL108 150100 ENGL110 150100 ENGL120 150100 ENGL124 150100 ***** ENGL	.333 .133 1.000 2.000 2.250 3.716	141.09 50.00 420.00 825.35 105.00 1541.44	141.09 50.00 420.00 825.35 105.00 1541.44	423.69 375.93 420.00 412.67 420.00 414.81	423.69 375.93 420.00 412.67 420.00 414.81	112.88 46.00 252.00 580.09 75.00 1065.97	338.97 345.86 252.00 290.04 300.00 286.85	80.00 92.00 60.00 70.28 71.42 69.15
ESL 105 493100 ESL 107 493100 ESL 108 493100 ***** ESL	.200 .133 .133 .466	75.00 50.00 50.00 175.00	75.00 50.00 50.00 175.00	375.00 375.93 375.93 375.53	375.00 375.93 375.93 375.53	87.00 50.00 48.00 185.00	435.00 375.93 360.90 396.99	116.00 100.00 96.00 105.71
HIST101 220500 HIST108 220500 HIST109 220500 ***** HIST	.200 1.000 1.200 2.400	150.00 750.00 855.00 1755.00	150.00 750.00 855.00 1755.00	750.00 750.00 712.50 731.25	750.00 750.00 712.50 731.25	78.00 618.00 700.13 1396.13	390.00 618.00 583.44 581.72	52.00 82.40 81.88 79.55
HUM 110 490300 HUM 299 490300 ***** HUM	.200 .134 .334	150.00 72.18 222.18	150.00 72.18 222.18	750.00 538.65 665.20	750.00 538.65 665.20	78.00 31.97 109.97	390.00 238.58 329.25	52.00 44.29 49.49
PHIL110 150900 PHIL112 150900 PHIL125 150900 PHIL130 150900 ***** PHIL	.400 .200 .200 .200 1.000	306.00 150.00 150.00 150.00 756.00	306.00 150.00 150.00 150.00 756.00	765.00 750.00 750.00 750.00 756.00	765.00 750.00 750.00 750.00 756.00	168.00 99.00 78.00 105.00 450.00	420.00 495.00 390.00 525.00 450.00	54.90 66.00 52.00 70.00 59.52
POSC121 220700 POSC135 220700 ***** POSC	.200 .067 .267	150.00 12.00 162.00	150.00 12.00 162.00	750.00 179.10 606.74	750.00 179.10 606.74	141.00 11.40 152.40	705.00 170.14 570.78	94.00 95.00 94.07
PSY 120 200100 ***** PSY	.400 .400	300.00 300.00	300.00 300.00	750.00 750.00	750.00 750.00	252.00 252.00	630.00 630.00	84.00 84.00
RELG120 151000 ***** RELG	.200 .200	150.00 150.00	150.00 150.00	750.00 750.00	750.00 750.00	111.00 111.00	555.00 555.00	74.00 74.00
SOC 120 220800	.200	150.00	150.00	750.00	750.00	135.00	675.00	90.00

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	581	1743.00	1743.00	3.0000	581.0000
AOJ	210500	1444	5727.06	5727.06	11.9836	477.9081
ARBC	111200	107	507.00	507.00	1.5320	330.9399
ART	100200	671	2283.00	2283.00	4.5990	496.4122
ART	100210	220	1320.00	1320.00	2.6640	495.4954
ART	100230	231	1110.00	1110.00	2.5980	427.2517
ART	100220	130	756.00	756.00	1.8900	400.0000
ART	101100	545	2433.00	2433.00	6.6364	366.6144
ASL	085000	438	1752.00	1752.00	4.5390	385.9881
ASTR	191100	383	1149.00	1149.00	2.5500	450.5882
BIO	040100	2021	11054.00	11054.00	15.9680	692.2595
BOT	051400	689	1762.12	1762.12	6.9870	252.1998
BOT	051420	23	69.00	69.00	0.2000	345.0000
BOT	050200	37	89.00	89.00	0.2830	314.4876
BUS	050100	623	1869.00	1869.00	4.0000	467.7500
BUS	050600	93	279.00	279.00	0.8000	335.0000
BUS	050900	114	301.50	301.50	0.9000	335.9508
BUS	050200	650	2528.00	2528.00	4.5390	556.0000
BUS	130100	99	297.00	297.00	0.6000	495.0000
BUS	050800	77	165.33	165.33	0.4330	381.8244
BUS	051400	21	10.50	10.50	0.2680	39.1791
CA	130630	45	99.00	99.00	0.2670	370.7865
CCS	220300	441	1323.00	1323.00	2.8000	472.5000
CD	130500	1117	3104.19	3104.19	7.2180	430.0623
CHEM	190500	702	4580.40	4580.40	8.7000	526.4827
CHIN	110700	30	150.00	150.00	0.3330	450.4504
COMM	150600	2147	6466.88	6466.88	16.7550	385.9671
CSIS	070100	1023	4491.50	4491.50	11.3820	394.6143
CVTE	121300	428	2220.00	2220.00	6.4160	346.0099
DANC	100800	618	1861.00	1861.00	4.9562	375.4892
ECON	220400	1441	4323.00	4323.00	5.6500	765.1327
ED	080200	36	107.10	107.10	0.4000	267.7500
ENGL	150100	3870	11785.09	11785.09	38.5647	305.5926
ENGL	493021	628	2512.88	2512.88	3.3250	301.8474
ENGL	493070	343	1372.00	1372.00	3.5000	392.0000
ES	083500	3369	7559.10	7559.10	16.5670	456.2745
ES	083550	172	1570.00	1570.00	4.4410	353.5239
ESL	493100	875	3710.00	3710.00	11.5290	321.7972
FREN	110200	182	874.00	874.00	2.8640	305.1675
FS	130100	157	471.00	471.00	1.0000	471.0000
GEOG	220600	624	1878.00	1878.00	4.2000	447.1428
GEOG	191400	266	870.00	870.00	2.5330	343.4662
GERM	110300	212	980.00	980.00	2.7310	358.8429
GED	083700	816	2448.00	2448.00	3.2000	765.0000
HESC	219900	55	262.60	262.60	1.0253	256.1201
HIST	220500	2396	7183.13	7183.13	14.4000	498.8284

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 100 EARLY WORLD HISTORY		3.0	13	9	13	25	1	8				9	41	123.0	FERES	PT
5620		3.0	7	7	5	5						9	27	81.0	HEWSON	XP
5621		3.0	5	3	3	4		2				10	43	129.0	BELL	
5623		3.0	12	4	8	1		4				12	43	129.0	HENRY	
5624		3.0	13	4	3	1		2				10	37	108.0	BELL	
5625		3.0	11	3	3	1		5				8	41	123.0	FERES	
5626		3.0	6	2	4	1		4		1		7	19	57.0	HENRY	XP
5627		3.0	9	4	6	1		4		1		5	19	57.0	GASTIL	PT
5630		3.0	63	48	72	11	29	4		2		13	38	114.0	DIBELLA	PT
COURSE TOTAL												83	308	921.0		
HIST 101 MODERN WORLD HISTORY		3.0	7	2	4	3	4	8		1		12	32	96.0	HENRY	
5634		3.0	1	7	13		8	1				9	39	117.0	BELL	
5635		3.0	2	6	16		5	1				10	18	54.0	BELL	
5637		3.0	10	4	3	1	3	6				11	38	108.0	BELL	
5638		3.0	3	3	5	1	6	1		1		12	33	96.0	SCHWARTZ	PT
5639		3.0	13	34	48	5	28	6		2		6	24	72.0	HENRY	
5640		3.0	30	34	48	5	28	6		2		68	215	93.0	FERES	
COURSE TOTAL												68	215	636.0		
HIST 105 EARLY WEST CIVILIZATION/HONORS		3.0	7	4	4	1	7					4	24	72.0	ENNIS	
5644		3.0	3	8	4	2						5	26	78.0	AMOV	PT
5645		3.0	7	3	2	1	11					6	49	147.0	HENRY	
5646		3.0	10	12	9	1	6					1	15	38.4	FERES	
5647		6.0	13	1	2	1	6					4	39	96.0	FERES	PT
5648		6.0	17	9	1	1	6			1		9	18	51.0	DIBELLA	
5649N		3.0	60	33	18	6	24			1		29	171	482.4		
COURSE TOTAL												29	171			
HIST 106 MODERN WESTERN CIVILIZATION		3.0	13	15	9	3	4	4				3	47	141.0	ENNIS	
5651		3.0	4	4	1	2	1	8				2	15	45.0	HENRY	PT
5652		6.0	18	14	15	5	13					1	46	123.4	CARRILLO	
5654		3.0	36	33	15	5	13					6	108	309.4		
COURSE TOTAL												6	108			
HIST 108 EARLY AMERICAN HISTORY		3.0	3	7	3	6	1	10				4	24	72.0	HARGROVE	PT
5655		3.0	13	4	2	1	3					17	47	81.8	MCMECKEN	PT
5656		3.0	17	16	10	3	4					9	55	165.0	ENNIS	XP
5657		3.0	17	18	10	3	4			2		6	37	171.0	ENNIS	PT
5658		3.0	17	16	13	4	4					3	30	90.0	BALE	
5659		3.0	10	15	13	5	4				2	6	55	165.0	GONDA	
5660		3.0	17	13	7	4	4					5	48	141.0	HANSEN	PT
5662		3.0	15	17	17	4	4					6	49	147.0	BALE	
5663		6.0	14	15	17	2	4			1		4	43	107.0	HANSEN	PT
5664N		3.0	4	8	5	5	4					5	31	93.0	COMFORD	PT
5666		3.0	6	7	4	2	1	1				16	48	138.0	MCMECKEN	PT
5667		3.0	7	8	14	4	4					13	61	180.0	CANEDO	PT
COURSE TOTAL												17	47	138.0	BAYDO	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HIST 108 EARLY AMERICAN HISTORY			10	5	6	1	2				10	34	102.0	BAYDO	PT
COURSE TOTAL	3.0		147	155	104	36	57	7		2	121	629	1790.8		
HIST 109 MODERN AMERICAN HISTORY			9	12	6	1	3		1		6	37	111.0	RENGA	PT
5670	3.0		16	18	7	3	4				8	57	171.0	ENNIS	PT
5671	3.0		4	5	1	4		1			6	20	38.4	STEVENS	XP
5672	6		22	17	15	3	2				11	61	183.0	ENNIS	XP
5674	3.0		4	8	29	1	1				12	53	159.0	BELL	XP
5675	3.0		3	6	7	1	6		2		7	25	75.0	GONDA	XP
5677	3.0		15	17	4	2	2				3	47	141.0	ENNIS	XP
5679	3.0		6	22	3	1		1			7	37	111.0	HANSEN	PT
5680	3.0		25	14	1		6		1		27	43	126.0	RENGA	PT
5681	3.0		8	14	5		2			1	7	34	102.0	HANSEN	PT
5682	3.0		23	14	5	1	2		3	1	5	54	134.4	HANSEN	PT
5683	8		10	23	6	1	1				5	40	120.0	RENGA	PT
5684N	3.0		2	6	7	2	2				5	22	66.0	BALIE	PT
5685N	3.0		14	14	7	3	1				2	42	126.0	CARRILLO	PT
5687N	3.0		1	5	1	2	3		6		5	12	36.0	STEVENS	XP
5688N	3.0		16	21	4	2	3				8	60	180.0	CANEDO	PT
5689	3.0		9	8	6	1	9				12	38	114.0	GOMEZ	PT
5690	3.0		7	17	6	1	5				15	51	150.0	BAYDO	PT
COURSE TOTAL	3.0		194	235	107	25	47	14		1	110	733	2143.8		
HIST 114 HISTORY OF THE EARLY AMERICAS			13	3	6	1	3				7	33	99.0	CONTRERAS	PT
5694	3.0		7	11	4	2	2			1	3	28	84.0	CONTRERAS	PT
5695	3.0		20	14	10	1	5				10	61	183.0	CONTRERAS	XP
COURSE TOTAL	3.0		20	14	10	1	5	6			19	61	180.0		
HIST 115 HISTORY OF THE MODERN AMERICAS			9	7	9	1					16	42	123.0	CONTRERAS	PT
5697	3.0		7	7	2	1					3	19	57.0	CONTRERAS	PT
5698	3.0		16	14	11	1					19	61	180.0	CONTRERAS	PT
COURSE TOTAL	3.0		16	14	11	1					3	21	49.4	MARTINEZ	PT
HIST 118 US HIST:CHICANO/A PERSPECTIV I			2	5	6	3	2				3	21	49.4	MARTINEZ	PT
5701	8		2	5	6	3	2				3	21	49.4	MARTINEZ	PT
COURSE TOTAL	6.0		2	5	6	3	2				3	21	49.4	MARTINEZ	PT
HIST 119 US HIST:CHICANO/A PERSPECTIV II			2	4	8	4	3				4	25	75.0	MARTINEZ	XP
5702	3.0		5	7	11	2	5				1	31	82.3	MARTINEZ	XP
5704	8		7	11	19	6	8				5	56	157.3	MARTINEZ	XP
COURSE TOTAL	6.0		7	11	19	6	8				7	32	96.0	GONDA	XP
HIST 122 WOMEN - EARLY AMERICAN HISTORY			9	14		2					7	32	96.0	GONDA	XP
5705	3.0		9	14		2					7	32	96.0	GONDA	XP
COURSE TOTAL	3.0		9	14		2					7	32	96.0	GONDA	XP
HIST 126 HISTORY OF MEXICO			9	1		1					7	18	51.0	CONTRERAS	PT
5708N	3.0		9	1		1					7	18	51.0	CONTRERAS	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HIST 126 HISTORY OF MEXICO			9	1							7	18	51.0	
COURSE TOTAL							(CONT'D)							
HIST 130 US HIST/CULTURES:NATIVE AMER I			4	11		2					3	20	60.0	GAMBOA
5709	3.0										3	9	27.0	GAMBOA
5710N	3.0		2	1	3						6	29	87.0	
COURSE TOTAL			6	12	3	2								
HIST 135 ANCIENT CIVILIZATIONS			5	7	9	4	3		2		7	37	111.0	AMOV
5713	3.0										7	37	111.0	
COURSE TOTAL			5	7	9	4	3		2					
HIST 147 MIDDLE EAST HISTORY & CULTURE			6	2	1		1				1	11	33.0	IDOUJ
5716N	3.0										1	11	33.0	
COURSE TOTAL			6	2	1		1							
HIST 150 US HIST: ASIAN AMER PERSPECT I			1	3	2	1						7	21.0	MILLER
5718	3.0											7	21.0	
COURSE TOTAL			1	3	2	1								
HIST 154 EARLY HIST WOMEN / WORLD CIVIL			2	3							1	6	18.0	KINEAVY
5720N	3.0										1	6	18.0	
COURSE TOTAL			2	3										
HIST 180 U.S. HIST:BLACK PERSPECTIVES I			5	5	4	5	7				7	33	99.0	SMITH
5726	3.0										7	33	99.0	
COURSE TOTAL			5	5	4	5	7							
SUBJECT TOTAL			618	629	429	113	225		28	4	490	2536	7369.1	

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ENGL112	150100	.400	210.00	525.00	120.00	300.00	57.14
ENGL118	150100	.200	105.00	525.00	66.00	330.00	62.85
ENGL120	150100	7.750	3225.00	416.12	2955.00	381.29	91.62
ENGL122	150100	.600	315.00	525.00	207.00	345.00	65.71
ENGL124	150100	3.750	1551.00	413.60	1149.00	306.40	74.08
ENGL126	150100	.750	306.00	408.00	264.00	352.00	86.27
ENGL130	150100	.250	105.00	420.00	51.00	204.00	48.57
ENGL134	150100	.250	105.00	420.00	42.00	168.00	40.00
ENGL140	150100	.200	105.00	525.00	75.00	375.00	71.42
ENGL145	150100	.200	75.00	375.00	57.00	285.00	76.00
ENGL175	150100	.250	105.00	420.00	60.00	240.00	57.14
ENGL199	150100	.200	6.00	6.00	6.00	6.00	100.00
ENGL201	150100	.200	105.00	525.00	87.00	435.00	82.85
ENGL215	150100	.400	210.00	525.00	132.00	330.00	62.85
ENGL218	150100	.200	105.00	525.00	33.00	165.00	31.42
ENGL221	150100	.200	105.00	525.00	99.00	495.00	94.28
ENGL222	150100	.200	105.00	525.00	60.00	300.00	57.14
ENGL231	150100	.200	105.00	525.00	54.00	270.00	51.42
ENGL236	150100	.200	105.00	525.00	39.00	195.00	37.14
ENGL276	150100	.200	105.00	525.00	48.00	240.00	45.71
***** ENGL		47.373	19643.00	414.64	17000.00	358.85	86.54
ESL 080	493100	.400	150.00	375.00	138.00	345.00	92.00
ESL 081	493100	.400	150.00	375.00	144.00	360.00	96.00
ESL 096	493100	.766	300.00	391.64	198.00	258.48	66.00
ESL 097	493100	.200	75.00	375.00	54.00	270.00	72.00
ESL 098	493100	.200	75.00	375.00	54.00	270.00	72.00
ESL 100	493100	1.149	450.00	391.64	306.00	266.31	68.00
ESL 101	493100	.400	150.00	375.00	105.00	262.50	70.00
ESL 102	493100	.600	225.00	375.00	147.00	245.50	65.33
ESL 103	493100	2.298	900.00	391.64	804.00	349.86	89.33
ESL 104	493100	.600	225.00	375.00	168.00	280.00	74.66
ESL 105	493100	.600	225.00	375.00	180.00	300.00	80.00
ESL 106	493100	2.681	1050.00	391.64	936.00	349.12	89.14
ESL 111	493100	.402	150.00	373.13	123.00	305.97	82.00
***** ESL		10.696	4125.00	385.15	3357.00	313.85	81.38
FREN120	110200	1.665	750.00	450.45	575.00	345.34	76.66
FREN121	110200	.666	300.00	450.45	260.00	390.39	86.66
FREN220	110200	.333	150.00	450.45	90.00	270.27	60.00
FREN250	110200	.200	60.00	300.00	69.00	345.00	115.00
***** FREN		2.864	1260.00	439.94	994.00	347.06	78.88
GERM120	110300	1.332	600.00	450.45	545.00	409.15	90.83
GERM121	110300	.666	300.00	450.45	195.00	292.79	65.00
GERM220	110300	.333	150.00	450.45	125.00	375.37	83.33
GERM250	110300	.400	120.00	300.00	99.00	247.50	82.50
***** GERM		2.731	1170.00	428.41	964.00	352.98	82.39
HIST100	220500	1.800	1314.00	730.00	921.00	511.66	70.09

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HIST101	220500	1.400	1020.00	728.57	636.00	454.28	62.35	
HIST105	220500	.800	549.00	686.25	348.00	435.00	63.38	
HIST106	220500	.400	294.00	735.00	186.00	465.00	63.26	
HIST108	220500	2.400	1785.00	743.75	1607.00	667.50	89.74	
HIST109	220500	3.200	2286.00	714.37	1971.00	615.93	86.22	
HIST114	220500	.400	300.00	750.00	183.00	457.50	61.00	
HIST115	220500	.400	300.00	750.00	180.00	450.00	60.00	
HIST122	220500	.200	150.00	750.00	96.00	480.00	64.00	
HIST126	220500	.200	150.00	750.00	51.00	255.00	34.00	
HIST135	220500	.200	150.00	750.00	111.00	555.00	74.00	
HIST154	220500	.200	150.00	750.00	36.00	180.00	24.00	
***** HIST		11.600	8448.00	728.27	6321.00	544.91	74.82	
HUM 110	490300	2.400	1623.00	676.25	984.00	410.00	60.62	
HUM 120	490300	.600	450.00	750.00	144.00	240.00	32.00	
HUM 130	490300	.200	150.00	750.00	30.00	150.00	20.00	
HUM 135	490300	.200	150.00	750.00	42.00	210.00	28.00	
HUM 170	490300	.200	135.00	675.00	48.00	240.00	35.55	
***** HUM		3.600	2508.00	696.66	1248.00	346.66	49.76	
ITAL120	110400	.666	300.00	450.45	275.00	412.91	91.66	
***** ITAL		.666	300.00	450.45	275.00	412.91	91.66	
JAPN120	110800	.999	450.00	450.45	500.00	500.50	111.11	
JAPN121	110800	.333	150.00	450.45	105.00	315.31	70.00	
JAPN149	110800	.200	108.00	540.00	99.00	495.00	91.66	
JAPN220	110800	.333	150.00	450.45	130.00	390.39	86.66	
JAPN250	110800	.200	60.00	300.00	21.00	105.00	35.00	
***** JAPN		2.065	918.00	444.55	855.00	414.04	93.13	
PHIL110	150900	1.800	1350.00	750.00	1044.00	580.00	77.33	
PHIL112	150900	.200	150.00	750.00	132.00	660.00	88.00	
PHIL116	150900	.200	150.00	750.00	54.00	270.00	36.00	
PHIL118	150900	.200	150.00	750.00	93.00	465.00	62.00	
PHIL125	150900	.600	450.00	750.00	363.00	605.00	80.66	
PHIL130	150900	1.400	1050.00	750.00	480.00	342.85	45.71	
PHIL140	150900	.400	300.00	750.00	99.00	247.50	33.00	
PHIL150	150900	.200	105.00	525.00	33.00	165.00	31.42	
***** PHIL		5.000	3705.00	741.00	2298.00	459.60	62.02	
POSC120	220700	1.200	900.00	750.00	660.00	550.00	73.33	
POSC121	220700	2.000	1500.00	750.00	1128.00	564.00	75.20	
POSC124	220700	.200	150.00	750.00	102.00	510.00	68.00	
POSC130	220700	.200	150.00	750.00	75.00	375.00	50.00	
POSC140	220700	.200	150.00	750.00	30.00	150.00	20.00	
POSC160	220700	.200	150.00	750.00	57.00	285.00	38.00	
***** POSC		4.000	3000.00	750.00	2052.00	513.00	68.40	
PSY 120	200100	4.400	3249.00	738.40	2880.00	654.54	88.64	
PSY 125	200100	.200	150.00	750.00	93.00	465.00	62.00	

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 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASL 120 085000	.267	120.00	449.43	64.00	239.70	53.33
ASL 221 085000	.267	60.00	224.71	14.00	52.43	23.33
***** ASL	.534	180.00	337.07	78.00	146.06	43.33
CCS 118 220300	.200	150.00	750.00	99.00	495.00	66.00
CCS 119 220300	.200	150.00	750.00	141.00	705.00	94.00
***** CCS	.400	300.00	750.00	240.00	600.00	80.00
ENGL090 150100	.250	110.25	441.00	70.88	283.52	64.29
ENGL098 493021	1.599	675.85	422.67	619.24	387.26	91.62
ENGL108 150100	.133	70.00	526.31	52.00	390.97	74.28
ENGL110 150100	.500	210.00	420.00	186.00	372.00	88.57
ENGL120 150100	1.000	419.13	419.13	332.23	332.23	79.26
ENGL124 150100	.250	105.00	420.00	123.00	492.00	117.14
***** ENGL	3.732	1590.23	426.10	1383.35	370.67	86.99
ESL 104 493100	.200	75.00	375.00	48.00	240.00	64.00
ESL 105 493100	.200	75.00	375.00	72.00	360.00	96.00
***** ESL	.400	150.00	375.00	120.00	300.00	80.00
HIST105 220500	.400	300.00	750.00	156.00	390.00	52.00
HIST106 220500	.200	144.00	720.00	138.00	690.00	95.83
HIST108 220500	.400	293.10	732.75	260.16	650.40	88.76
HIST109 220500	.400	300.00	750.00	216.00	540.00	72.00
***** HIST	1.400	1037.10	740.78	770.16	550.11	74.26
HUM 130 490300	.200	150.00	750.00	132.00	660.00	88.00
***** HUM	.200	150.00	750.00	132.00	660.00	88.00
PHIL110 150900	.200	150.00	750.00	60.00	300.00	40.00
PHIL130 150900	.200	150.00	750.00	108.00	540.00	72.00
***** PHIL	.400	300.00	750.00	168.00	420.00	56.00
POSC121 220700	.200	150.00	750.00	165.00	825.00	110.00
***** POSC	.200	150.00	750.00	165.00	825.00	110.00
PSY 134 200100	.200	147.00	735.00	150.00	750.00	102.04
***** PSY	.200	147.00	735.00	150.00	750.00	102.04
RELG120 151000	.200	150.00	750.00	111.00	555.00	74.00
RELG130 151000	.200	150.00	750.00	69.00	345.00	46.00
RELG150 151000	.200	150.00	750.00	81.00	405.00	54.00
RELG199 151000	.600	1.50	1.50	1.50	1.50	100.00
***** RELG	.600	451.50	752.50	262.50	437.50	58.13

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	511	1533.00	1533.00	2.6000	589.6153
AOJ	210500	1366	5507.63	5507.63	11.1995	491.7746
ARBC	111200	121	561.00	561.00	1.5320	366.1879
ART	100200	779	2655.00	2655.00	5.1320	517.3421
ART	100210	204	1179.00	1179.00	2.5060	470.4708
ART	100230	225	1113.00	1113.00	2.5980	428.4064
ART	100220	116	676.00	676.00	1.8900	357.6719
ART	101100	568	2607.00	2607.00	6.7200	387.9464
ASL	085000	443	1743.00	1743.00	4.7390	367.7991
ASTR	191100	416	1248.00	1248.00	2.4000	520.0000
BIO	040100	1951	10800.00	10800.00	15.9170	678.5198
BOT	051400	759	2076.33	2076.33	7.2440	286.6275
BOT	051420	23	69.00	69.00	0.2000	345.0000
BOT	050200	40	93.00	93.00	0.4160	223.5576
BUS	050100	630	1858.00	1858.00	4.1330	449.5523
BUS	050600	109	313.50	313.50	1.1000	285.0000
BUS	050200	694	2776.00	2776.00	4.8060	577.6113
BUS	050900	76	228.00	228.00	0.6000	380.0000
BUS	130100	96	288.00	288.00	0.6000	480.0000
BUS	050800	74	205.00	205.00	0.7330	279.6725
CA	130630	25	75.00	75.00	0.2000	375.0000
CCS	220300	471	1413.00	1413.00	2.8000	504.6428
CD	130500	1130	3354.51	3354.51	6.6840	501.8716
CHEM	190500	777	4932.00	4932.00	8.5000	580.2352
CHIN	110700	21	105.00	105.00	0.3330	315.3153
COMM	150600	1917	5813.00	5813.00	14.3550	404.9460
CSIS	070100	992	4391.05	4391.05	12.2120	359.5684
CVIE	121300	403	2363.00	2363.00	5.5420	426.3803
DANC	100800	580	1706.50	1706.50	4.2090	405.4407
ECON	220400	1511	4533.00	4533.00	6.1500	737.0731
ED	080200	66	198.00	198.00	0.6000	330.0000
ENGL	150100	4139	12774.11	12774.11	38.9310	328.1218
ENGL	493021	1121	4467.24	4467.24	11.9220	374.7055
ENGL	493070	345	1380.00	1380.00	3.0000	460.0000
ES	083500	3396	7735.50	7735.50	16.3000	474.5705
ESL	083550	233	2330.00	2330.00	4.4400	524.7747
ESL	493100	820	3477.00	3477.00	11.0960	313.3561
FREN	110200	208	994.00	994.00	2.8640	347.0670
FS	130100	140	420.00	420.00	1.0000	420.0000
GEOG	220600	571	1713.00	1713.00	3.8500	444.9350
GEOG	191400	253	759.00	759.00	1.9000	399.4736
GERM	110300	206	964.00	964.00	2.7310	352.9842
HED	083700	899	2697.00	2697.00	3.8000	709.7368
HESC	219900	141	416.18	416.18	1.0000	416.1800
HIST	220500	141	7091.16	7091.16	13.0000	545.4738
HUM	490300	264	1380.00	1380.00	3.8000	363.1578

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 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
					WSCH/FTEF	WSCH	WSCH	WSCH/FTEF	
GERM221	.333	125.00	125.00	375.37	375.37	130.00	130.00	390.39	104.00
GERM250	.400	120.00	120.00	300.00	300.00	93.00	93.00	232.50	77.50
***** GERM	2.731	1145.00	1145.00	419.26	419.26	1028.00	1028.00	376.41	89.78
HIST100	1.600	1188.00	1188.00	742.50	742.50	885.00	885.00	553.12	74.49
HIST101	1.200	876.00	876.00	730.00	730.00	516.00	516.00	430.00	58.90
HIST105	1.000	744.00	744.00	744.00	744.00	354.00	354.00	354.00	47.58
HIST106	.600	450.00	450.00	750.00	750.00	249.00	249.00	415.00	55.33
HIST108	2.800	1983.00	1983.00	708.21	708.21	1707.00	1707.00	609.64	86.08
HIST109	3.400	2403.00	2403.00	706.76	706.76	2001.00	2001.00	588.52	83.27
HIST114	.400	300.00	300.00	750.00	750.00	177.00	177.00	442.50	59.00
HIST115	.200	150.00	150.00	750.00	750.00	75.00	75.00	345.00	46.00
HIST123	.200	150.00	150.00	750.00	750.00	114.00	114.00	375.00	50.00
HIST124	.200	150.00	150.00	750.00	750.00	151.00	151.00	570.00	76.00
HIST126	.400	300.00	300.00	750.00	750.00	150.00	150.00	255.00	34.00
HIST135	.200	144.00	144.00	720.00	720.00	54.00	54.00	270.00	50.00
HIST137	12.600	9138.00	9138.00	725.23	725.23	6471.00	6471.00	513.57	37.50
***** HIST									70.81
HUM 110	2.200	1560.00	1560.00	709.09	709.09	990.00	990.00	450.00	63.46
HUM 120	.600	450.00	450.00	750.00	750.00	207.00	207.00	345.00	46.00
HUM 125	.200	150.00	150.00	750.00	750.00	36.00	36.00	180.00	24.00
HUM 160	.200	135.00	135.00	675.00	675.00	42.00	42.00	210.00	31.11
***** HUM	3.200	2295.00	2295.00	717.18	717.18	1275.00	1275.00	398.43	55.55
ITAL120	.666	300.00	300.00	450.45	450.45	240.00	240.00	360.36	80.00
ITAL121	.333	150.00	150.00	450.45	450.45	90.00	90.00	270.27	60.00
***** ITAL	.999	450.00	450.00	450.45	450.45	330.00	330.00	330.33	73.33
JAPN120	1.332	600.00	600.00	450.45	450.45	540.00	540.00	405.40	90.00
JAPN121	.666	275.00	275.00	412.91	412.91	255.00	255.00	382.88	92.72
JAPN220	.333	150.00	150.00	450.45	450.45	70.00	70.00	210.21	46.66
JAPN221	.333	125.00	125.00	375.37	375.37	100.00	100.00	300.30	80.00
JAPN250	.200	60.00	60.00	300.00	300.00	63.00	63.00	315.00	105.00
***** JAPN	2.864	1210.00	1210.00	422.48	422.48	1028.00	1028.00	358.93	84.95
PHIL110	1.600	1161.00	1161.00	725.62	725.62	813.00	813.00	508.12	70.02
PHIL112	.200	150.00	150.00	750.00	750.00	33.00	33.00	165.00	22.00
PHIL114	.200	150.00	150.00	750.00	750.00	63.00	63.00	315.00	42.00
PHIL116	.200	150.00	150.00	750.00	750.00	120.00	120.00	600.00	80.00
PHIL118	.200	150.00	150.00	750.00	750.00	60.00	60.00	300.00	40.00
PHIL125	.400	300.00	300.00	750.00	750.00	204.00	204.00	510.00	68.00
PHIL130	1.400	1050.00	1050.00	750.00	750.00	474.00	474.00	338.57	45.14
PHIL140	.200	150.00	150.00	750.00	750.00	75.00	75.00	375.00	50.00
PHIL155	.200	150.00	150.00	750.00	750.00	51.00	51.00	255.00	34.00
***** PHIL	4.600	3411.00	3411.00	741.52	741.52	1893.00	1893.00	411.52	55.49
POSC120	.800	546.00	546.00	682.50	682.50	393.00	393.00	491.25	71.97
POSC121	1.400	1050.00	1050.00	750.00	750.00	855.00	855.00	610.71	81.42
POSC124	.200	150.00	150.00	750.00	750.00	147.00	147.00	735.00	98.00

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
ANTH130	.200	150.00	750.00	156.00	780.00	104.00
***** ANTH	.200	150.00	750.00	156.00	780.00	104.00
CCS 115	.200	150.00	750.00	69.00	345.00	46.00
CCS 118	.200	150.00	750.00	126.00	630.00	84.00
CCS 119	.200	150.00	750.00	126.00	630.00	84.00
***** CCS	.600	450.00	750.00	321.00	535.00	71.33
ENGL098	.666	281.97	423.37	213.48	320.54	75.71
ENGL108	.133	50.00	375.93	42.00	315.78	84.00
ENGL110	1.250	525.00	420.00	399.00	319.20	76.00
ENGL120	1.750	721.01	412.00	511.43	292.24	70.93
ENGL124	.250	105.00	420.00	105.00	420.00	100.00
***** ENGL	4.049	1682.98	415.65	1270.91	313.88	75.51
ESL 105	.200	75.00	375.00	57.00	285.00	76.00
ESL 107	.133	50.00	375.93	46.00	345.86	92.00
ESL 108	.133	25.00	187.96	19.00	142.85	76.00
***** ESL	.466	150.00	321.88	122.00	261.80	81.33
HIST101	.200	144.00	720.00	57.00	285.00	39.58
HIST105	.200	150.00	750.00	132.00	660.00	88.00
HIST108	1.000	768.00	768.00	699.00	699.00	91.01
HIST109	1.200	921.00	767.50	765.00	637.50	83.06
***** HIST	2.600	1983.00	762.69	1653.00	635.76	83.35
HUM 110	.200	150.00	750.00	120.00	600.00	80.00
***** HUM	.200	150.00	750.00	120.00	600.00	80.00
PHIL110	.400	306.00	765.00	249.00	622.50	81.37
PHIL125	.400	231.00	577.50	174.00	435.00	75.32
PHIL130	.400	300.00	750.00	159.00	397.50	53.00
***** PHIL	1.200	837.00	697.50	582.00	485.00	69.53
POSC121	.200	150.00	750.00	147.00	735.00	98.00
POSC135	.067	19.50	291.04	21.45	320.14	110.00
***** POSC	.267	169.50	634.83	168.45	630.89	99.38
PSY 120	.400	174.00	435.00	127.50	318.75	73.27
***** PSY	.400	174.00	435.00	127.50	318.75	73.27
RELG120	.200	150.00	750.00	99.00	495.00	66.00
***** RELG	.200	150.00	750.00	99.00	495.00	66.00
SOC 120	.400	300.00	750.00	216.00	540.00	72.00
***** SOC	.400	300.00	750.00	216.00	540.00	72.00
SPAN120	.333	75.00	225.22	22.50	67.56	30.00

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	658	1977.00	1977.00	3.2000	617.8125
AOJ	210500	1368	5394.28	5394.28	12.2137	441.6581
ARBC	111200	122	570.00	570.00	1.5320	372.0626
ART	100200	786	2654.00	2654.00	6.3070	420.8022
ART	100210	234	1404.00	1404.00	2.9970	468.4684
ART	100230	259	1320.00	1320.00	2.9310	450.3582
ART	100220	98	566.00	566.00	1.8900	299.4708
ART	101100	620	2839.00	2839.00	8.7190	325.6107
ASL	085000	456	1824.00	1824.00	4.8060	379.5255
ASTR	191100	421	1263.00	1263.00	4.9529	495.2941
BIO	040100	2080	11553.00	11553.00	17.4680	661.3808
BOT	051400	806	2113.32	2113.32	7.7810	271.6000
BOT	051420	20	60.00	60.00	0.2000	300.0000
BOT	050200	40	98.00	98.00	0.2830	346.2897
BUS	050100	629	1887.00	1887.00	4.2000	449.2857
BUS	050600	118	354.00	354.00	1.2000	295.0000
BUS	050900	108	291.00	291.00	0.9000	323.3333
BUS	050200	766	3064.00	3064.00	5.0730	603.9818
BUS	130100	58	174.00	174.00	0.6000	290.0000
BUS	050800	51	105.38	105.38	0.4330	243.3718
BUS	051400	40	125.00	125.00	0.3680	339.6739
BUS	130630	41	93.00	93.00	0.2670	348.3146
CCS	220300	437	1311.50	1311.50	3.4000	385.5882
CD	130500	1152	3353.50	3353.50	7.2670	461.7555
CHEM	190500	711	4578.80	4578.80	9.0000	508.8378
CHIN	110700	45	225.00	225.00	0.6660	337.6913
COMM	150600	2200	6668.00	6668.00	17.1550	378.7878
CSIS	070100	999	4525.00	4525.00	11.9460	339.7997
CVTE	121300	404	2172.00	2172.00	6.3920	400.8428
DANC	100800	696	2106.75	2106.75	5.5700	400.3157
ECON	220400	1437	4311.00	4311.00	5.7000	756.8428
ED	080200	80	240.00	240.00	0.8000	300.0000
ENGL	150100	4165	12557.43	12557.43	41.0644	305.7984
ENGL	493021	709	2837.48	2837.48	9.9070	286.4116
ENGL	493070	339	1356.00	1356.00	3.5000	387.4285
ES	083500	3467	8105.60	8105.60	16.9890	477.1087
ES	083550	171	1575.00	1575.00	4.4410	354.6498
ESL	493100	897	3739.00	3739.00	11.7790	317.4293
FREN	110200	204	974.00	974.00	2.8640	340.0837
FS	130100	153	459.00	459.00	1.0000	459.0000
GEOG	220600	628	1884.00	1884.00	4.0000	471.0000
GEOG	191400	228	668.63	668.63	1.8500	361.4216
GERM	110300	218	1028.00	1028.00	2.7310	376.4188
HEC	083700	894	2682.00	2682.00	4.2000	638.5714
HIST	219900	22	66.00	66.00	0.4000	165.0000
HIST	220500	2708	8124.00	8124.00	15.2000	534.4736

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	WSCH/FTEF	% OF MAX
					MAX			EARNED	
					WSCH/FTEF			WSCH/FTEF	
*****	FREN	2.864	1260.00	439.94	927.00	323.67	73.57		
GERM120	110300	1.332	600.00	450.45	465.00	349.09	77.50		
GERM121	110300	.666	300.00	450.45	235.00	352.85	78.33		
GERM220	110300	.333	150.00	450.45	140.00	420.42	93.33		
GERM250	110300	.400	120.00	300.00	102.00	255.00	85.00		
*****	GERM	2.731	1170.00	428.41	942.00	344.92	80.51		
HIST100	220500	1.600	1182.00	738.75	951.00	594.37	80.45		
HIST101	220500	1.600	1170.00	731.25	678.00	423.75	57.94		
HIST103	220500	.200	150.00	750.00	45.00	225.00	30.00		
HIST105	220500	.800	495.00	618.75	300.00	375.00	60.60		
HIST106	220500	.400	300.00	750.00	240.00	600.00	80.00		
HIST108	220500	2.800	2016.00	720.00	1800.00	642.85	89.28		
HIST109	220500	3.600	2619.00	727.50	2175.00	604.16	83.04		
HIST114	220500	.400	300.00	750.00	234.00	585.00	78.00		
HIST115	220500	.400	261.00	652.50	195.00	487.50	74.71		
HIST122	220500	.200	150.00	750.00	172.00	360.00	48.00		
HIST124	220500	.200	150.00	750.00	108.00	540.00	72.00		
HIST126	220500	.200	150.00	750.00	51.00	255.00	34.00		
HIST135	220500	.200	150.00	750.00	81.00	405.00	54.00		
HIST136	220500	.200	111.00	555.00	78.00	390.00	70.27		
HIST154	220500	.200	150.00	750.00	48.00	240.00	32.00		
HIST199	220500	.200	3.00	3.00	3.00	3.00	100.00		
*****	HIST	13.000	9357.00	719.76	7059.00	543.00	75.44		
HUM 110	490300	2.400	1614.00	672.50	1134.00	472.50	70.26		
HUM 120	490300	.600	450.00	750.00	213.00	355.00	47.33		
HUM 135	490300	.200	150.00	750.00	36.00	180.00	24.00		
HUM 170	490300	.200	135.00	675.00	6.00	300.00	44.44		
*****	HUM	3.400	2349.00	690.88	1443.00	424.41	61.43		
ITAL120	110400	.666	300.00	450.45	275.00	412.91	91.66		
ITAL121	110400	.333	150.00	450.45	85.00	255.25	56.66		
*****	ITAL	.999	450.00	450.45	360.00	360.36	80.00		
JAPN120	110800	1.332	600.00	450.45	660.00	495.49	110.00		
JAPN121	110800	.666	300.00	450.45	210.00	315.31	70.00		
JAPN149	110800	.200	108.00	540.00	99.00	495.00	91.66		
JAPN220	110800	.333	150.00	450.45	100.00	300.30	66.66		
JAPN250	110800	.200	60.00	300.00	54.00	270.00	90.00		
*****	JAPN	2.731	1218.00	445.99	1123.00	411.20	92.20		
PHIL110	150900	1.400	1050.00	750.00	774.00	552.85	73.71		
PHIL112	150900	.200	150.00	750.00	54.00	270.00	36.00		
PHIL114	150900	.200	150.00	750.00	51.00	255.00	34.00		
PHIL116	150900	.200	111.00	555.00	69.00	345.00	62.16		
PHIL118	150900	.200	150.00	750.00	51.00	255.00	34.00		
PHIL125	150900	.800	600.00	750.00	393.00	491.25	65.50		
PHIL130	150900	1.200	900.00	750.00	435.00	362.50	48.33		
PHIL140	150900	.400	300.00	750.00	123.00	307.50	41.00		

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GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

*** DAILY CENSUS CLASSES ***

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CCS 118	220300	.200	150.00	150.00	150.00	750.00	96.00	480.00	64.00	
CCS 119	220300	.200	150.00	150.00	150.00	750.00	111.00	555.00	74.00	
*****	CCS	.400	300.00	300.00	300.00	750.00	207.00	517.50	69.00	
ENGL090	150100	.250	110.25	110.25	110.25	441.00	90.56	362.24	82.14	
ENGL098	493021	1.665	678.92	678.92	678.92	407.75	643.66	386.58	94.80	
ENGL108	150100	.133	35.00	35.00	35.00	263.15	29.00	218.04	82.85	
ENGL110	150100	.750	258.00	258.00	258.00	344.00	231.00	308.00	89.53	
ENGL120	150100	.750	314.13	314.13	314.13	418.84	329.08	438.77	104.75	
ENGL124	150100	.250	105.00	105.00	105.00	420.00	114.00	456.00	108.57	
*****	ENGL	3.798	1501.30	1501.30	1501.30	395.28	1437.30	378.43	95.73	
ESL 104	493100	.200	30.00	30.00	30.00	150.00	63.00	315.00	210.00	
ESL 105	493100	.200	30.00	30.00	30.00	150.00	66.00	330.00	220.00	
ESL 111	493100	.067	13.65	13.65	13.65	203.73	14.63	218.35	107.17	
*****	ESL	.467	73.65	73.65	73.65	157.70	143.63	307.55	195.01	
HIST101	220500	.200	150.00	150.00	150.00	750.00	144.00	720.00	96.00	
HIST106	220500	.400	294.00	294.00	294.00	735.00	267.00	667.50	90.81	
HIST108	220500	.400	294.00	294.00	294.00	735.00	240.00	600.00	81.63	
HIST109	220500	.400	300.00	300.00	300.00	750.00	204.00	510.00	68.00	
*****	HIST	1.400	1038.00	1038.00	1038.00	741.42	855.00	610.71	82.36	
HUM 110	490300	.200	150.00	150.00	150.00	750.00	90.00	450.00	60.00	
HUM 130	490300	.200	150.00	150.00	150.00	750.00	123.00	615.00	82.00	
*****	HUM	.400	300.00	300.00	300.00	750.00	213.00	532.50	71.00	
PHIL110	150900	.400	300.00	300.00	300.00	750.00	168.00	420.00	56.00	
PHIL130	150900	.200	150.00	150.00	150.00	750.00	138.00	690.00	92.00	
*****	PHIL	.600	450.00	450.00	450.00	750.00	306.00	510.00	68.00	
POSC121	220700	.200	150.00	150.00	150.00	750.00	138.00	690.00	92.00	
*****	POSC	.200	150.00	150.00	150.00	750.00	138.00	690.00	92.00	
PSY 134	200100	.200	147.00	147.00	147.00	735.00	138.00	690.00	93.87	
*****	PSY	.200	147.00	147.00	147.00	735.00	138.00	690.00	93.87	
RELG120	151000	.200	150.00	150.00	150.00	750.00	111.00	555.00	74.00	
RELG130	151000	.200	150.00	150.00	150.00	750.00	87.00	435.00	58.00	
RELG150	151000	.200	150.00	150.00	150.00	750.00	135.00	675.00	90.00	
*****	RELG	.600	450.00	450.00	450.00	750.00	333.00	555.00	74.00	
SPAN120	110500	.333	150.00	150.00	150.00	450.45	80.00	240.24	53.33	
*****	SPAN	.333	150.00	150.00	150.00	450.45	80.00	240.24	53.33	

SKDSQW-INS
 RUN ON: 10-18-2010 10:34:50
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
HESC	219900	179	532.68		1.0000	532.6800
HIST	220500	2638	7914.00		14.4000	549.5833
HUM	490300	552	1656.00		3.8000	435.7894
ITAL	110400	72	360.00		0.9990	360.3603
JAPN	110800	245	1123.00		2.7310	411.2046
LIR	160100	40	40.00		0.1340	298.5074
MATH	170100	5673	22494.00		41.6270	540.3704
MCOM	060100	609	2623.25		6.6640	393.6449
MCOM	060200	123	413.00		1.1670	353.8988
MM	069900	1	3.00		0.0000	3.0000
MUS	100400	1664	5264.00		14.7070	357.9247
NURS	123010	578	4802.57		21.3526	224.9173
OCEA	191900	221	663.00		1.3500	491.1111
OTA	121800	117	409.00		1.4720	277.8532
PDC	493010	401	679.00		1.6360	415.0366
PDC	493012	141	141.00		0.3350	420.8955
PDSS	493032	159	218.00		0.2220	981.9819
PHIL	150900	774	2322.00		5.6000	414.6428
PHOT	101100	498	2313.00		6.4950	356.1200
PHYC	190200	217	1302.00		2.6500	491.3207
POSC	220700	742	2226.00		4.2000	530.0000
PSC	190100	178	534.00		1.8330	485.4545
PSY	200100	1720	5232.00		8.8330	592.3242
RELG	151000	212	636.00		1.2000	530.0000
RESP	121000	311	1775.50		7.5170	236.1979
RUSS	110600	83	383.00		1.5320	250.0000
SCI	490100	215	645.00		1.6000	403.1250
SLPA	122000	109	296.00		0.9340	316.9164
SOC	220800	1050	3150.00		6.0000	525.0000
SPAN	110500	1280	6081.00		18.3510	331.3715
SPDV	150600	32	44.00		0.3850	114.2857
THTR	100700	408	1672.00		5.8470	285.9586
TOTAL		51844	187855.36		439.4047	

SKDSOW-INS
 RUN ON: 10-19-2010 09:47:28
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
FREN250	110200	.200	60.00	60.00	300.00	300.00	60.00	300.00	100.00
*****	FREN	2.676	1235.00	461.37	980.00	366.10	980.00	366.10	79.35
GERM120	110300	.999	450.00	450.45	450.45	400.00	400.00	400.40	88.88
GERM121	110300	.666	300.00	450.45	450.45	235.00	235.00	352.85	78.33
GERM220	110300	.333	150.00	450.45	450.45	115.00	115.00	375.37	76.66
GERM221	110300	.333	125.00	375.37	375.37	125.00	125.00	225.00	100.00
GERM250	110300	.400	120.00	300.00	300.00	90.00	90.00	225.00	75.00
*****	GERM	2.731	1145.00	419.26	965.00	353.35	965.00	353.35	84.27
HIST100	220500	1.600	1182.00	738.75	954.00	596.25	954.00	596.25	80.71
HIST101	220500	1.200	876.00	730.00	570.00	475.00	570.00	475.00	65.06
HIST103	220500	.200	150.00	750.00	750.00	57.00	57.00	285.00	38.00
HIST105	220500	.800	594.00	742.50	742.50	285.00	285.00	356.25	47.97
HIST106	220500	.800	594.00	742.50	742.50	285.00	285.00	356.25	47.97
HIST108	220500	3.800	2823.00	742.89	2409.00	633.94	633.94	85.33	85.33
HIST109	220500	3.600	2508.00	696.66	1923.00	534.16	534.16	76.67	76.67
HIST114	220500	.400	300.00	750.00	750.00	147.00	147.00	367.50	49.00
HIST115	220500	.400	300.00	750.00	750.00	183.00	183.00	457.50	61.00
HIST123	220500	.200	150.00	750.00	750.00	144.00	144.00	361.00	48.00
HIST124	220500	.200	150.00	750.00	750.00	105.00	105.00	262.50	35.00
HIST126	220500	.200	150.00	750.00	750.00	84.00	84.00	210.00	28.00
HIST135	220500	.400	300.00	750.00	750.00	222.00	222.00	555.00	74.00
HIST136	220500	.200	135.00	675.00	675.00	42.00	42.00	105.00	14.00
HIST137	220500	.200	144.00	720.00	720.00	27.00	27.00	67.50	9.00
HIST155	220500	.200	150.00	750.00	750.00	63.00	63.00	157.50	21.00
*****	HIST	14.400	10506.00	729.58	7578.00	526.25	7578.00	526.25	72.13
HUM 110	490300	2.400	1680.00	700.00	1221.00	508.75	1221.00	508.75	72.67
HUM 120	490300	.400	300.00	750.00	750.00	201.00	201.00	502.50	67.00
HUM 125	490300	.200	150.00	750.00	750.00	69.00	69.00	172.50	23.00
HUM 130	490300	.200	150.00	750.00	750.00	18.00	18.00	45.00	6.00
HUM 160	490300	.200	150.00	750.00	750.00	45.00	45.00	112.50	15.00
*****	HUM	3.400	2430.00	714.70	1554.00	457.05	1554.00	457.05	63.95
ITAL120	110400	.999	450.00	450.45	325.00	325.32	325.00	325.32	72.22
ITAL121	110400	.333	150.00	450.45	60.00	180.18	60.00	180.18	40.00
*****	ITAL	1.332	600.00	450.45	385.00	289.03	385.00	289.03	64.16
JAPN120	110800	1.332	600.00	450.45	595.00	446.69	595.00	446.69	99.16
JAPN121	110800	.666	275.00	412.91	305.00	457.95	305.00	457.95	110.90
JAPN220	110800	.333	150.00	450.45	70.00	210.21	70.00	210.21	46.66
JAPN221	110800	.333	150.00	450.45	55.00	165.16	55.00	165.16	36.66
JAPN250	110800	.200	60.00	300.00	36.00	180.00	36.00	180.00	60.00
*****	JAPN	2.864	1235.00	431.21	1061.00	370.46	1061.00	370.46	85.91
PHIL110	150900	1.400	1011.00	722.14	759.00	542.14	759.00	542.14	75.07
PHIL114	150900	.200	150.00	750.00	66.00	330.00	66.00	330.00	44.00
PHIL116	150900	.200	144.00	720.00	87.00	435.00	87.00	435.00	60.41
PHIL118	150900	.200	150.00	750.00	72.00	360.00	72.00	360.00	48.00

SKDSOW-INS
 RUN ON: 10-19-2010 09:47:28
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH130	.200	150.00	750.00	147.00	735.00	98.00
***** ANTH	.200	150.00	750.00	147.00	735.00	98.00
CCS 115	.200	150.00	750.00	87.00	435.00	58.00
CCS 118	.200	135.00	675.00	93.00	465.00	68.88
CCS 119	.200	135.00	675.00	156.00	780.00	115.55
***** CCS	.600	420.00	700.00	336.00	560.00	80.00
ED 200	.200	150.00	750.00	78.00	390.00	52.00
***** ED	.200	150.00	750.00	78.00	390.00	52.00
ENGL098	.333	141.09	423.69	112.88	338.97	80.00
ENGL110	1.500	599.13	399.42	488.25	325.50	81.49
ENGL120	2.000	826.01	413.00	614.91	307.45	74.44
ENGL124	.250	105.00	420.00	120.00	480.00	114.28
***** ENGL	4.083	1671.23	409.31	1336.04	327.22	79.94
ESL 104	.200	54.00	270.00	51.00	255.00	94.44
ESL 105	.400	108.00	540.00	114.00	285.00	105.55
ESL 107	.133	20.00	150.37	42.00	315.78	210.00
ESL 108	.133	20.00	150.37	60.00	451.12	300.00
ESL 111	.067	24.38	363.88	24.38	363.88	100.00
ESL 299	.133	36.00	270.67	40.00	300.75	111.11
***** ESL	1.066	262.38	246.13	331.38	310.86	126.29
HIST100	.200	150.00	750.00	156.00	780.00	104.00
HIST101	.600	450.00	750.00	321.00	535.00	71.33
HIST108	.800	600.00	750.00	411.00	685.00	91.33
HIST109	.800	600.00	750.00	555.00	693.75	92.50
***** HIST	2.200	1650.00	750.00	1443.00	655.90	87.45
HUM 110	.400	300.00	750.00	243.00	607.50	81.00
***** HUM	.400	300.00	750.00	243.00	607.50	81.00
PHIL110	.800	546.00	682.50	399.00	498.75	73.07
PHIL112	.200	150.00	750.00	42.00	210.00	28.00
PHIL130	.200	150.00	750.00	138.00	690.00	92.00
***** PHIL	1.200	846.00	705.00	579.00	482.50	68.43
POSC121	.400	342.00	855.00	321.00	802.50	93.85
POSC135	.067	19.50	291.04	20.48	305.67	105.02
***** POSC	.467	361.50	774.08	341.48	731.22	94.46
PSY 120	.600	450.00	750.00	447.00	745.00	99.33
***** PSY	.600	450.00	750.00	447.00	745.00	99.33
RELG120	.200	150.00	750.00	150.00	750.00	100.00
***** RELG	.200	150.00	750.00	150.00	750.00	100.00

SKDSQW-INS
 RUN ON: 10-19-2010 09:47:28
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
HED	083700	980	2771.50	4.9340	561.7146	
HESC	219900	23	60.00	0.4000	150.0000	
HIST	220500	3007	9021.00	16.6000	543.4337	
HUM	490300	599	1797.00	3.8000	472.8947	
ITAL	110400	77	385.00	1.3320	289.0390	
JAPN	110800	217	1061.00	2.8640	370.4608	
LIR	160100	46	46.00	0.1340	343.2835	
MATH	170100	5438	21259.75	42.9780	494.6658	
MCOM	060100	609	2461.00	6.1320	401.3372	
MCOM	060200	114	378.00	1.1670	323.9074	
MM	069900	13	78.00	0.3500	222.8571	
MUS	100400	1694	5363.00	14.6400	366.3251	
NURS	123010	676	5207.61	22.4833	231.6212	
OCEA	191900	176	528.00	1.3500	391.1111	
OTA	121800	53	211.00	0.7938	265.8100	
PDC	493010	343	686.43	1.9020	360.8990	
PDC	493012	126	125.90	0.4020	313.1840	
PDSS	493032	134	184.00	0.2220	828.8288	
PHIL	150900	852	2556.00	5.8000	440.6896	
PHOT	101100	538	2460.00	5.7960	424.4306	
PHYC	190200	228	1368.00	3.1500	434.2857	
POSC	220700	761	2234.48	4.1340	540.5128	
PSY	190100	203	609.00	1.3000	468.4615	
PSY	200100	1998	6078.00	10.2330	593.9607	
RELG	151000	236	708.00	1.4000	505.7142	
RESP	121000	297	1703.00	9.7590	174.5055	
RUSS	110600	79	375.00	1.5320	244.7780	
SOCI	490100	256	768.00	1.8000	426.6666	
SLPA	122000	69	264.00	0.9350	282.3529	
SOC	220800	1076	3228.00	5.6000	576.4285	
SPAN	110500	1261	5946.50	17.8193	333.7112	
SPDV	150600	39	50.00	0.7700	64.9350	
THTR	100700	375	1569.00	6.1470	255.2464	
TOTAL		52788	189168.16	457.2934		

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ENGL108	.100				.033	
ENGL110	3.886	5.500	1.114			
ENGL112		.200				
ENGL118		.200				
ENGL120	1.750	5.750	.250			
ENGL122	4.000	.200	.200			
ENGL124	2.250	2.000				
ENGL126	.500					
ENGL130	.250					
ENGL134	.250					
ENGL140	.200					
ENGL145	.200					
ENGL160	.400	.250				
ENGL215		.200				
ENGL219		.200				
ENGL221						
ENGL222	.200					
ENGL232	.200					
ENGL299						
***** ENGL	17.001	19.458	3.045			
ESL 080	.400	.400				
ESL 081	.400					
ESL 095	.050	.183	.133			
ESL 096	.375	.375				
ESL 097		.200				
ESL 098		.200				
ESL 100	.750	.375				
ESL 101		.600				
ESL 102		.600				
ESL 103	.625	1.875	.125			
ESL 104		.600				
ESL 106	.442	2.250	.308			
ESL 299	.619	.200	.046			
***** ESL	3.261	7.858	.612			
FREN120		1.332				
FREN121	.333	.333				
FREN220	.333					
FREN221		.333				
FREN250		.200				
***** FREN	.666	2.198				
GERM120	.333	.666				
GERM121	.333	.333				
GERM220						
GERM221	.234		.333			
GERM250	.900	.200	.099			
***** GERM	.900	1.199	.432			
HIST100	.400	1.000				

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

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
HIST101	.236	1.000	.163			
HIST105	.400	.400				
HIST106	.200		.400			
HIST108	.800	1.200	.600			
HIST109	.700	1.800	.900			
HIST114	.400					
HIST115	.240		.160			
HIST123	.200					
HIST124		.200				
HIST126	.200					
HIST127			.200			
HIST135		.200				
HIST137		.200				
HIST155						
HIST199						
***** HIST	3.976	6.000	2.423			
HUM 110	1.200	.800				
HUM 120	.600					
HUM 125	.200					
HUM 160		.800	.200			
***** HUM	2.000	.800	.200			
ITAL120		.666				
***** ITAL	.666	.666				
JAPN120		.999				
JAPN121		.333				
JAPN199						
JAPN220		.333				
***** JAPN	1.665	1.665				
PHIL110	.200	1.600	.200			
PHIL112			.200			
PHIL118		.200				
PHIL125		.400				
PHIL130	.274	.800	.526			
PHIL140	.400					
***** PHIL	.874	3.000	.926			
POSC120	.400	.400				
POSC121	.200	1.600				
POSC124		.200				
POSC130		.200				
POSC140	.200					
POSC150	.200					
***** POSC	1.000	2.400				
PSY 120	3.000	1.800				
PSY 125		.200				
PSY 130			.200			

GROSSMONT COLLEGE
FULL TIME, PART TIME, EXTRA PAY FTE ANALYSIS

0-INS
ON: 10-26-2010

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

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
ENGL118	2.100	.200				
ENGL120	.200	5.000	.400			
ENGL122	1.750	.200	.200			
ENGL124	.500	1.750				
ENGL126	.250					
ENGL130	.250		.100			
ENGL134	.200					
ENGL140	.100	.250				
ENGL145	.001		.399			
ENGL160	.200	.200				
ENGL215	.200	.200				
ENGL218	.200	.200				
ENGL219	.200					
ENGL221	.200					
ENGL222	.200					
ENGL226	.200					
ENGL231	.200					
ENGL236	.200					
ENGL299	16.060	26.327	3.802			
***** ENGL						
ESL 080	.400	.400				
ESL 081		.366				
ESL 095		.750				
ESL 096		.200				
ESL 097		.400				
ESL 098		.750				
ESL 100	.375	.600				
ESL 101		.600				
ESL 102		1.875				
ESL 103	.750	.400				
ESL 104	.200	.600				
ESL 105		.625				
ESL 106	.375	.368	.037			
ESL 299	.063	.934	.037			
***** ESL	2.163					
FREN120	.333	1.665				
FREN121	.333	.333				
FREN220	.333					
FREN250	.666	.200				
***** FREN		2.198				
GERM120	.567	.666	.099			
GERM121	.333	.333				
GERM220	.900	.200	.333			
GERM250	.400	1.199	.432			
***** GERM						
HIST100	.400	1.800				
HIST101	.600					

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

EARNED
 WSCH/FTE % OF MAX

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
HIST105	.200	.400			.400	
HIST106	.200	.600				
HIST108	.800	1.600			.200	
HIST109	1.000	1.400			.600	
HIST114	.157				.242	
HIST115	.200				.200	
HIST122	.200					
HIST124		.400				
HIST127	.200				.200	
HIST135		.200				
HIST137		.200				
HIST154		6.600	1.842			
***** HIST	3.957					
HUM 110	1.400	.600				
HUM 120	.400	.200				
HUM 130	.200				.200	
HUM 135						
HUM 170	.200	.800			.200	
***** HUM	2.200					
ITAL120		.666				
***** ITAL	.666					
JAPN120		.999				
JAPN121		.333				
JAPN250		.200				
***** JAPN	1.532					
PHIL110	.600	1.400				
PHIL114	.200					
PHIL116	.200					
PHIL125		.400			.200	
PHIL130	.200	1.400			.200	
PHIL140		.200				
PHIL150		.200				
PHIL199		3.600			.400	
***** PHIL	1.200					
POSC120		1.000				
POSC121	1.000	1.400				
POSC124		.200				
POSC130		.200				
POSC140		.200				
POSC160	.200					
***** POSC	1.200	3.000				
PSY 120	2.800	1.200			.200	
PSY 125		.200				
PSY 130	.200	1.000				
PSY 134		1.000				

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

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.199	.432			
HIST100	.400	.800				
HIST101	.400	1.000	.200			
HIST105	.200	.600				
HIST106		.200	.400			
HIST108	.400	1.600	.600			
HIST109	1.000	2.200	.400			
HIST114		.200				
HIST115	.107	.400	.092			
HIST123		.200				
HIST124		.200	.200			
HIST135		.200				
HIST137		.200				
HIST155	2.507	7.600	1.892			
***** HIST						
HUM 110	.600	1.400				
HUM 120	.400	.200				
HUM 125	.200					
HUM 160	.200					
***** HUM	1.400	1.600				
ITAL120		.333				
ITAL121		.333				
***** ITAL		.666				
JAPN120		.999				
JAPN121		.333				
JAPN220		.333				
***** JAPN		1.665				
PHIL110	.400	1.800				
PHIL112	.200					
PHIL118	.200					
PHIL125	.313	.400	.287			
PHIL130	.200	.800				
PHIL140	1.313	3.000	.287			
***** PHIL						
POSC120	.400	.400				
POSC121	.200	1.600				
POSC130	.200	.200				
POSC140	.200					
POSC150	1.000	2.200				
***** POSC						
PSY 120	2.600	2.200	.400			
PSY 125	.200	.200				
PSY 130						
PSY 134		.800				
PSY 138		.800				

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS71 for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.199	.432			
HIST100	.600	.600				
HIST101	1.000	.200	.200			
HIST105	.200	.400	.200			
HIST106	.400	.400				
HIST108	.600	2.200				
HIST109	.600	1.600	.800			
HIST114	.200		.200			
HIST115	.307		.092			
HIST122	.200					
HIST124		.400	.200			
HIST135		.200				
HIST137		.200				
HIST154	4.107	6.200	1.692			
***** HIST						
HUM 110	.800	1.400				
HUM 120	.200	.400				
HUM 130	.200					
HUM 135			.200			
HUM 170	.200	1.800	.200			
***** HUM	1.400	1.800	.200			
***** ITAL						
ITAL120		.666				
***** ITAL		.666				
JAPN120		.999				
JAPN121		.333				
JAPN250		.200				
***** JAPN		1.532				
PHIL110	.256	1.600	.143			
PHIL112	.200					
PHIL114	.200					
PHIL116	.200					
PHIL125		.400				
PHIL130	.200	1.200	.200			
PHIL140	.200	.200				
PHIL141		.200				
PHIL150	1.256	3.600	.343			
***** PHIL						
POSC120	.200	.800				
POSC121	.800	1.600				
POSC124		.200				
POSC130		.200				
POSC140		.200				
POSC160	.050	3.000	.150			
***** POSC	1.050	3.000	.150			
PSY 120	2.600	1.800	.200			

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
GERM250	.900	1.199	.432			
***** GERM						
HIST100	.800	.600	.200			
HIST101	.800	.600	.200			
HIST105	.200	.200	.400			
HIST106	.800	.200	.400			
HIST108	.800	2.400	.400			
HIST109	.800	3.000	.400			
HIST114	.157		.042			
HIST115	.200					
HIST123	.200					
HIST124		.200				
HIST126			.200			
HIST135			.200			
HIST137			1.842			
***** HIST	4.157	7.400				
HUM 110	.800	1.400				
HUM 120	.200	.200				
HUM 125	.200					
HUM 160	.200					
***** HUM	1.400	1.600				
ITAL120		.333				
ITAL121		.333				
***** ITAL		.666				
JAPN120		.999				
JAPN121		.333				
JAPN220		.333				
***** JAPN		1.665				
PHIL110	1.000	1.200				
PHIL112	.200					
PHIL116	.200					
PHIL118	.200					
PHIL125	.200	.600				
PHIL130	.256	.800	.343			
PHIL140	.200	.200				
***** PHIL	2.256	2.800				
POSC120	.400	.400				
POSC121	.400	1.400				
POSC124		.200				
POSC130		.200				
POSC135		.067				
POSC140		.200				
POSC150	1.000	2.467				
***** POSC						

Use SKDS7I for WSCH FTE DATA

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.399	.432			
HIST100	.600	.800	.200			
HIST101	.800	.600				
HIST105	.400	.400				
HIST106	.400	.200				
HIST108	.800	2.400				
HIST109	1.000	1.600	.800			
HIST114	.200		.200			
HIST115	.307		.092			
HIST124		.200				
HIST135		.200				
HIST137		.200				
HIST154		.200				
***** HIST	4.507	6.800	1.292			
HUM 110	.800	1.400				
HUM 120	.200	.400				
HUM 130		.200				
HUM 135			.200			
HUM 170			.200			
***** HUM	1.000	2.000	.400			
ITAL120		.666				
***** ITAL		.666				
JAPN120		.999				
JAPN121		.333				
JAPN149		.200				
JAPN250		.200				
***** JAPN		1.732				
PHIL110	.656	1.000	.143			
PHIL114	.200	.200				
PHIL116	.200					
PHIL118		.600				
PHIL125	.600	.800	.200			
PHIL130	.200	.200				
PHIL140		.200				
PHIL150	1.856	3.000	.343			
***** PHIL						
POSC120	.600	.400				
POSC121	1.400	.800	.200			
POSC124	.200					
POSC130	.200					
POSC140	.200					
POSC160	.200	1.200	.200			
***** POSC	2.800					
PSY 120	3.000	1.600				
PSY 125		.200				

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.399	.432			
HIST100	.400	.800	.200			
HIST101	.800	.800				
HIST105	.200	.600				
HIST106	.400	.200				
HIST108	1.000	1.800	.800			
HIST109	1.307	3.000	.092			
HIST114	.250		.150			
HIST115	.400					
HIST123	.200	.200				
HIST124	.200	.400				
HIST126	.200					
HIST135	.200					
HIST137	5.357	7.800	1.242			
***** HIST						
HUM 110	.800	1.200	.200			
HUM 120	.400	.200				
HUM 125			.200			
HUM 299	1.200	1.34	.400			
***** HUM						
ITAL120		.333				
ITAL121		.333				
***** ITAL		.666				
JAPN120		.999				
JAPN121		.333				
JAPN220		.333				
JAPN250		.200				
***** JAPN		1.865				
PHIL110	.600	1.800				
PHIL112		.200				
PHIL114		.200				
PHIL116	.200					
PHIL118	.200					
PHIL125	.456	1.000	.143			
PHIL130	.200		.200			
PHIL140	.200					
PHIL155	1.856	3.400	.343			
***** PHIL						
POSCI120	.800	.800	.200			
POSCI121	.200					
POSCI124	.200					
POSCI130	.200					
POSCI135	.050	.067	.017			
POSCI140	.200					
POSCI150	.200					

Use SKDS7I for WSCH FTE DATA

EARNED
 WSCH/FTE % OF MAX

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.399	.432			
HIST100	.800	.600	.400			
HIST101	1.200	.200				
HIST105	.800	.400				
HIST106	.400	.200				
HIST108	.800	1.800	.200			
HIST109	1.400	1.600	.600			
HIST114	.400					
HIST115	.400					
HIST122	.107		.092			
HIST126	.200					
HIST135		.200				
HIST154		.200				
***** HIST	6.507	5.200	1.292			
HUM 110	2.200	.200				
HUM 120	.600					
HUM 130	.200					
HUM 135		.200	.200			
HUM 170			.200			
HUM 299	3.000	.134	.400			
***** HUM		.534				
ITAL120		.999				
ITAL121		.999				
***** ITAL						
JAPN120		.999				
JAPN121		.333				
JAPN149		.200				
JAPN220		.333				
JAPN250		.200				
***** JAPN		2.065				
PHIL110	.400	1.600				
PHIL112	.200	.200				
PHIL116	.200					
PHIL118	.456					
PHIL125	.400	1.000	.143			
PHIL130	.200	.200	.200			
PHIL140		.200				
PHIL150	1.856	3.200	.343			
***** PHIL						
POSC120	.400	.600	.200			
POSC121	1.100	.800	.300			
POSC124	.200					
POSC130	.200					
POSC140	.200					
POSC160	.200					

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
***** GERM	.900	1.399	.432			
HIST100	.800	.600	.400			
HIST101	1.200	.200				
HIST105	.800	.400				
HIST106	.400	.200				
HIST108	.800	1.800	.200			
HIST109	1.400	1.600	.600			
HIST114	.400					
HIST115	.400					
HIST122	.107		.092			
HIST126	.200					
HIST135		.200				
HIST154		.200				
***** HIST	6.507	5.200	1.292			
HUM 110	2.200	.200				
HUM 120	.600					
HUM 130	.200	.200				
HUM 135						
HUM 170			.200			
HUM 299			.200			
***** HUM	3.000	.134	.400			
		.534				
ITAL120		.999				
ITAL121		.999				
***** ITAL						
JAPN120		.999				
JAPN121		.333				
JAPN149		.200				
JAPN220		.333				
JAPN250		.200				
***** JAPN		2.065				
PHIL110	.400	1.600				
PHIL112		.200				
PHIL116	.200					
PHIL118	.200					
PHIL125	.456					
PHIL130	.400	1.000	.143			
PHIL140	.200	.200	.200			
PHIL150		.200				
***** PHIL	1.856	3.200	.343			
POSC120	.400	.600	.200			
POSC121	1.100	.800	.300			
POSC124	.200					
POSC130	.200					
POSC140	.200					
POSC160	.200					

GROSSMONT COLLEGE
 FULL TIME, PART TIME, EXTRA PAY FTE ANALYSIS

Use SKDS7I for WSCH FTE DATA

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
GERM121	.333	.333				
GERM220			.333			
GERM221	.234		.099			
GERM250	.900	1.399	.432			
***** GERM						
HIST100	1.200	.400	.400			
HIST101	.600	.400	.400			
HIST105	.600	.600				
HIST106	.200	.200	.200			
HIST108	1.000	2.400	.400			
HIST109	1.600	3.000				
HIST114	.400					
HIST115	.400					
HIST123	.107	.200	.092			
HIST124	.200	.400				
HIST126						
HIST135	.200	.400				
HIST137	6.507	7.600	1.092			
***** HIST						
HUM 110	2.000	.400				
HUM 120	.600					
HUM 125	.200					
HUM 160	.200					
***** HUM						
ITAL120		.666				
ITAL121		.333				
***** ITAL						
JAPN120		1.332				
JAPN121		.666				
JAPN220		.333				
JAPN221		.333				
JAPN250		.200				
***** JAPN						
PHIL110	.600	1.400				
PHIL112		.200				
PHIL114		.200				
PHIL116	.200					
PHIL118	.200					
PHIL125	.200					
PHIL130	.456	1.000	.343			
PHIL140		.200				
PHIL155	1.856	3.600	.343			
***** PHIL						
POSC120	.200	.600				
POSC121	.600	1.000				

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

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
FREN250	.200	2.331				
***** FREN	.533					
GERM120	.666	.666	.099			
GERM121	.234	.333	.333			
GERM220		.400				
GERM250	.900	1.399	.432			
***** GERM						
HIST100	1.000	.600	.200			
HIST101	.800	.800				
HIST103	.200					
HIST105	.600	.200				
HIST106	.200	.600				
HIST108	.600	2.200	.400			
HIST109	1.400	2.200	.400			
HIST114	.400					
HIST115	.400					
HIST122	.057	.200	.142			
HIST124	.200	.200				
HIST126	.200	.200				
HIST135	.200	.200				
HIST136	.200	.200				
HIST154						
HIST199	6.057	7.200	1.142			
***** HIST						
HUM 110	2.000	.600				
HUM 120	.600					
HUM 130	.200					
HUM 135			.200			
HUM 170	.200	.600				
***** HUM	3.000		.200			
ITAL120		.656				
ITAL121	.333	.333				
ITAL121	.999	.999				
***** ITAL						
JAPN120	1.332	1.332				
JAPN121	.666	.666				
JAPN149	.200	.200				
JAPN220	.333	.333				
JAPN250	.200	.200				
***** JAPN	2.731	2.731				
PHIL110	.400	1.400				
PHIL112	.200	.200				
PHIL114	.200	.200				
PHIL116	.200	.200				
PHIL118	.200	.200				
PHIL125	.800	.800				

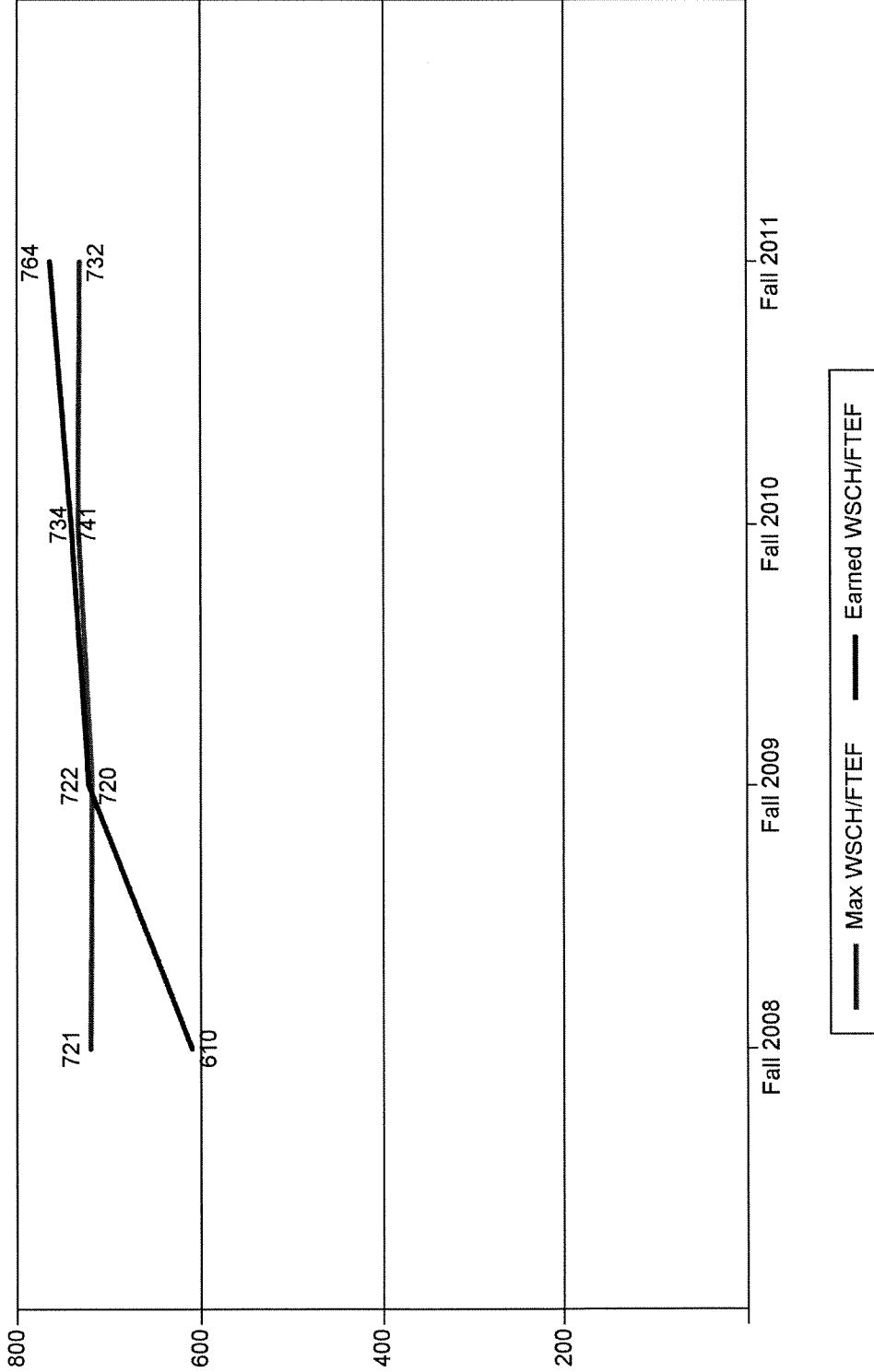
DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

Use SKDS7I for WSCH FTE DATA

SUBJECT	F/T FTE	P/T FTE	XP FTE	EARNED WSCH	EARNED WSCH/FTE	% OF MAX
FREN220		.333				
FREN221		.333				
FREN250		2.143				
***** FREN	.200					
	.533					
GERM120		.666				
GERM121		.333				
GERM220		.267	.066			
GERM221			.333			
GERM250		1.400	.399			
***** GERM	.933					
HIST100	1.000					
HIST101	.800		.200			
HIST103	.200					
HIST105	.400					
HIST106	.200					
HIST108	.857		.542			
HIST109	.800		.600			
HIST114	.400					
HIST115	.400					
HIST123	.200					
HIST124		.200				
HIST126	.200					
HIST135	.200					
HIST136	.200					
HIST137	.200					
HIST155	5.857	9.400	1.342			
***** HIST						
HUM 110	2.000		.200			
HUM 120	.400					
HUM 125	.200					
HUM 130		.200				
HUM 160	.200					
***** HUM	2.800		.800			
ITAL120		.999				
ITAL121		.333				
***** ITAL	1.332					
JAPN120	1.332					
JAPN121	.666					
JAPN220	.333					
JAPN221	.333					
JAPN250	.200					
***** JAPN	2.864					
PHIL110	.400					
PHIL112		1.800				
PHIL114		.200				

**Grossmont College Enrollment
G04: HIST**

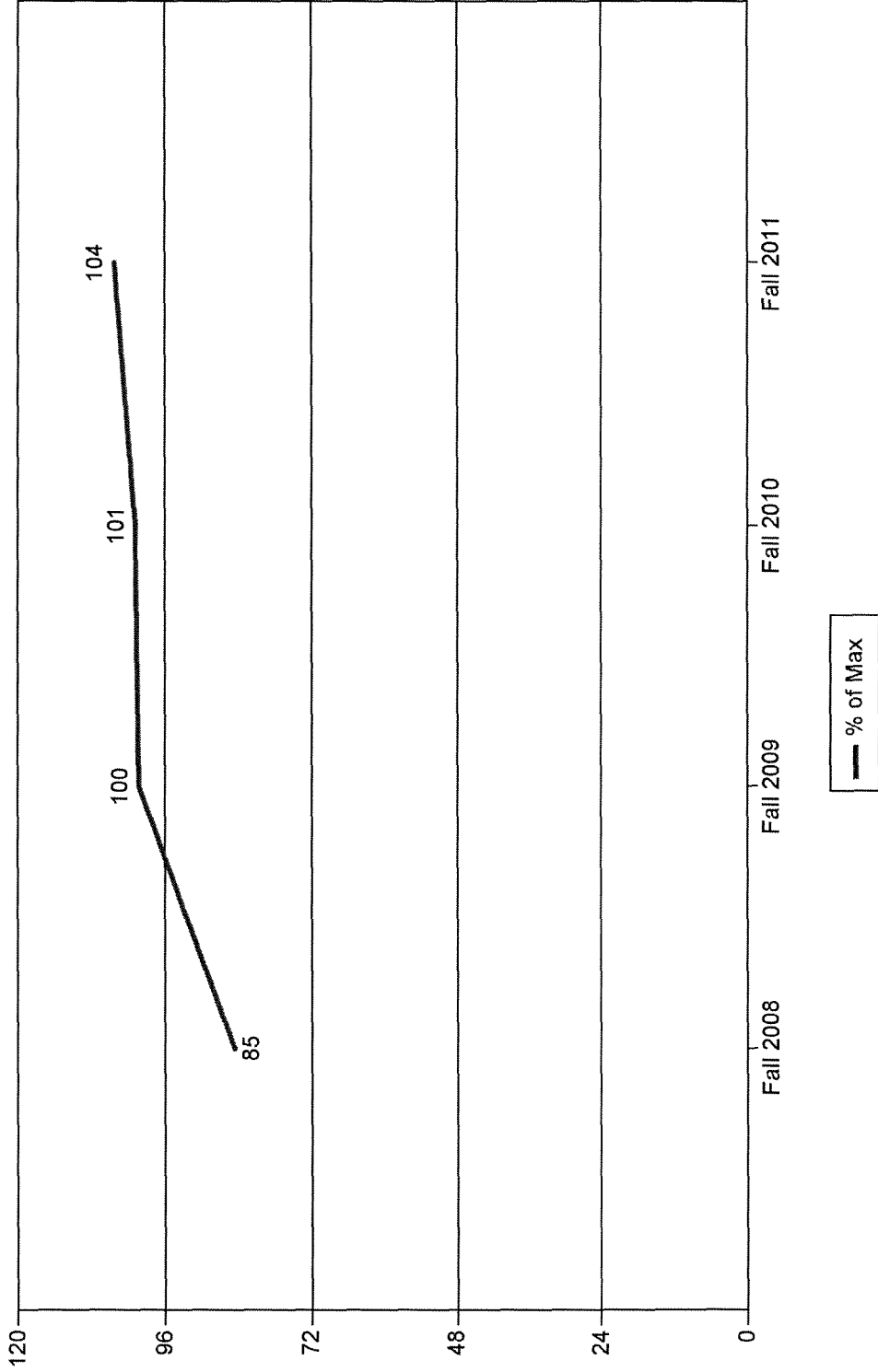
WSCH Trend Report



* 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
G04: HIST**

% of Max Trend Report



* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Department Totals				
Total FTEF	14.00	13.40	12.80	11.60
Max WSCH	10,089	9,642	9,399	8,493
Max WSCH/FTEF	720.64	719.55	734.30	732.16
Max Enrollment	3,363	3,214	3,133	2,831
Earned WSCH	8,541	9,669	9,489	8,868
Earned WSCH/FTEF	610.07	721.57	741.33	764.48
% of Max	84.66	100.28	100.96	104.42
Approximate FTES	284.70	322.30	316.30	295.60

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 118				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	57	90	87	93
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	1.90	3.00	2.90	3.10

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 119				
Total FTEF	0.00	0.00	0.00	0.00
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	186	195	222	189
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	6.20	6.50	7.40	6.30

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 130				
Total FTEF	0.00			
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	72			
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	2.40	0	0	0

Fall 2008

* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 147				
Total FTEF	0.00	0.00		
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	72	105		
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	2.40	3.50	0	0

	Fall 2008	Fall 2009		
HIST 150				
Total FTEF	0.00			
Max WSCH				
Max WSCH/FTEF	0	0	0	0
Max Enrollment				
Earned WSCH	18			
Earned WSCH/FTEF	0	0	0	0
% of Max	0	0	0	0
Approximate FTES	0.60	0	0	0

Fall 2008

* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 100				
Total FTEF	1.60	1.60	1.60	1.60
Max WSCH	1,182	1,182	1,182	1,182
Max WSCH/FTEF	738.75	738.75	738.75	738.75
Max Enrollment	394	394	394	394
Earned WSCH	1,113	1,221	1,293	1,269
Earned WSCH/FTEF	695.63	763.13	808.13	793.13
% of Max	94.16	103.30	109.39	107.36
Approximate FTES	37.10	40.70	43.10	42.30

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 101				
Total FTEF	1.40	1.20	1.20	1.20
Max WSCH	1,026	876	882	882
Max WSCH/FTEF	732.86	730.00	735.00	735.00
Max Enrollment	342	292	294	294
Earned WSCH	672	882	894	891
Earned WSCH/FTEF	480.00	735.00	745.00	742.50
% of Max	65.50	100.68	101.36	101.02
Approximate FTES	22.40	29.40	29.80	29.70

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 103				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	150	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00	750.00
Max Enrollment	50	50	50	50
Earned WSCH	42	150	168	162
Earned WSCH/FTEF	210.00	750.00	840.00	810.00
% of Max	28.00	100.00	112.00	108.00
Approximate FTES	1.40	5.00	5.60	5.40

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 105				
Total FTEF	0.60	0.40	0.40	0.40
Max WSCH	333	228	300	294
Max WSCH/FTEF	555.00	570.00	750.00	735.00
Max Enrollment	111	76	100	98
Earned WSCH	204	204	261	288
Earned WSCH/FTEF	340.00	510.00	652.50	720.00
% of Max	61.26	89.47	87.00	97.96
Approximate FTES	6.80	6.80	8.70	9.60

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 106				
Total FTEF	0.60	0.40	0.40	0.20
Max WSCH	444	270	300	150
Max WSCH/FTEF	740.00	675.00	750.00	750.00
Max Enrollment	148	90	100	50
Earned WSCH	381	204	273	153
Earned WSCH/FTEF	635.00	510.00	682.50	765.00
% of Max	85.81	75.56	91.00	102.00
Approximate FTES	12.70	6.80	9.10	5.10

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 108				
Total FTEF	3.40	3.20	3.20	3.40
Max WSCH	2,445	2,304	2,334	2,478
Max WSCH/FTEF	719.12	720.00	729.38	728.82
Max Enrollment	815	768	778	826
Earned WSCH	2,148	2,106	2,265	2,472
Earned WSCH/FTEF	631.76	658.13	707.81	727.06
% of Max	87.85	91.41	97.04	99.76
Approximate FTES	71.60	70.20	75.50	82.40

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 109				
Total FTEF	3.60	3.60	3.60	3.00
Max WSCH	2,625	2,625	2,664	2,220
Max WSCH/FTEF	729.17	729.17	740.00	740.00
Max Enrollment	875	875	888	740
Earned WSCH	2,415	2,745	2,562	2,253
Earned WSCH/FTEF	670.83	762.50	711.67	751.00
% of Max	92.00	104.57	96.17	101.49
Approximate FTES	80.50	91.50	85.40	75.10

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 112				
Total FTEF	0.20	0.20	0.20	
Max WSCH	150	150	150	
Max WSCH/FTEF	750.00	750.00	750.00	0
Max Enrollment	50	50	50	
Earned WSCH	84	132	126	
Earned WSCH/FTEF	420.00	660.00	630.00	0
% of Max	56.00	88.00	84.00	0
Approximate FTES	2.80	4.40	4.20	0

Fall 2008	Fall 2009	Fall 2010
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 113				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	150	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00	0
Max Enrollment	50	50	50	50
Earned WSCH	57	120	141	
Earned WSCH/FTEF	285.00	600.00	705.00	0
% of Max	38.00	80.00	94.00	0
Approximate FTES	1.90	4.00	4.70	0

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 114				
Total FTEF	0.60	0.60	0.40	0.40
Max WSCH	450	420	300	300
Max WSCH/FTEF	750.00	700.00	750.00	750.00
Max Enrollment	150	140	100	100
Earned WSCH	309	387	288	300
Earned WSCH/FTEF	515.00	645.00	720.00	750.00
% of Max	68.67	92.14	96.00	100.00
Approximate FTES	10.30	12.90	9.60	10.00

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 115				
Total FTEF	0.40	0.40	0.40	0.40
Max WSCH	267	270	300	300
Max WSCH/FTEF	667.50	675.00	750.00	750.00
Max Enrollment	89	90	100	100
Earned WSCH	156	258	291	285
Earned WSCH/FTEF	390.00	645.00	727.50	712.50
% of Max	58.43	95.56	97.00	95.00
Approximate FTES	5.20	8.60	9.70	9.50

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 122				
Total FTEF	0.20	0.20		
Max WSCH	150	150		
Max WSCH/FTEF	750.00	750.00	0	0
Max Enrollment	50	50		
Earned WSCH	78	99		
Earned WSCH/FTEF	390.00	495.00	0	0
% of Max	52.00	66.00	0	0
Approximate FTES	2.60	3.30	0	0

Fall 2008 Fall 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 124				
Total FTEF	0.40	0.40	0.20	0.20
Max WSCH	300	300	150	150
Max WSCH/FTEF	750.00	750.00	750.00	750.00
Max Enrollment	100	100	50	50
Earned WSCH	231	261	114	141
Earned WSCH/FTEF	577.50	652.50	570.00	705.00
% of Max	77.00	87.00	76.00	94.00
Approximate FTES	7.70	8.70	3.80	4.70

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 135				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	150	150	120	120
Max WSCH/FTEF	750.00	750.00	600.00	0
Max Enrollment	50	50	40	40
Earned WSCH	57	144	117	117
Earned WSCH/FTEF	285.00	720.00	585.00	0
% of Max	38.00	96.00	97.50	0
Approximate FTES	1.90	4.80	3.90	0

Fall 2008	Fall 2009	Fall 2010
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* 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
G04: HIST**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 136				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	117	117	117	117
Max WSCH/FTEF	585.00	585.00	585.00	585.00
Max Enrollment	39	39	39	39
Earned WSCH	102	111	126	174
Earned WSCH/FTEF	510.00	555.00	630.00	870.00
% of Max	87.18	94.87	107.69	148.72
Approximate FTES	3.40	3.70	4.20	5.80

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 180				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	150	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00	750.00
Max Enrollment	50	50	50	50
Earned WSCH	87	111	120	93
Earned WSCH/FTEF	435.00	555.00	600.00	465.00
% of Max	58.00	74.00	80.00	62.00
Approximate FTES	2.90	3.70	4.00	3.10

Fall 2008	Fall 2009	Fall 2010	Fall 2011
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* 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
G04: HIST**

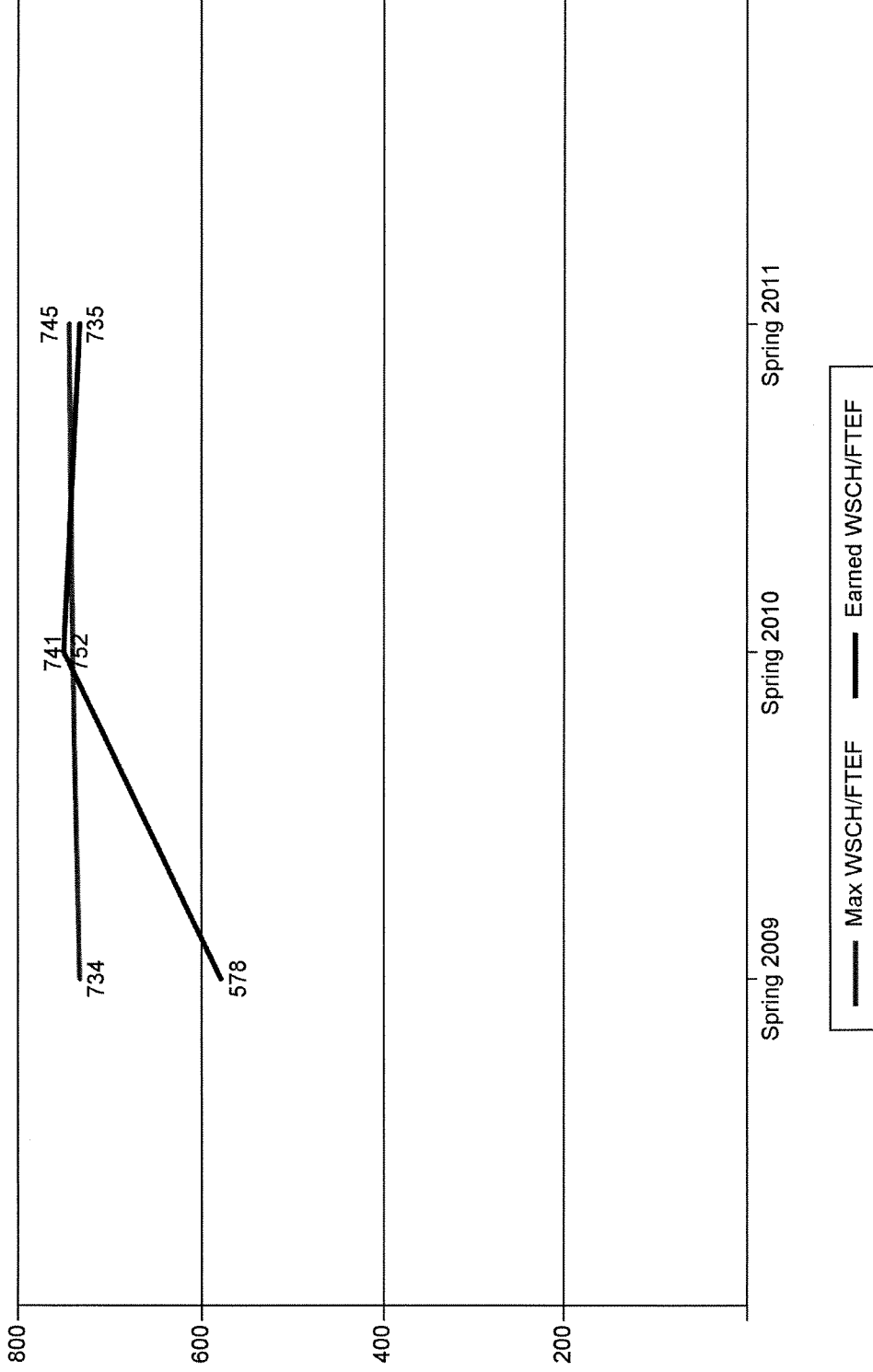
	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST 137				
Total FTEF	0.20	0.20	0.20	0.20
Max WSCH	150	150	150	150
Max WSCH/FTEF	0	750.00	750.00	0
Max Enrollment	50	50	50	50
Earned WSCH	144	144	141	141
Earned WSCH/FTEF	0	720.00	705.00	0
% of Max	0	96.00	94.00	0
Approximate FTES	0	4.80	4.70	0

	Fall 2009	Fall 2010	Fall 2011
HIST 148			
Total FTEF	0.20	0.20	0.20
Max WSCH	120	120	120
Max WSCH/FTEF	0	0	600.00
Max Enrollment	40	40	40
Earned WSCH	105	105	105
Earned WSCH/FTEF	0	0	525.00
% of Max	0	0	87.50
Approximate FTES	0	0	3.50

* 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
G04: HIST**

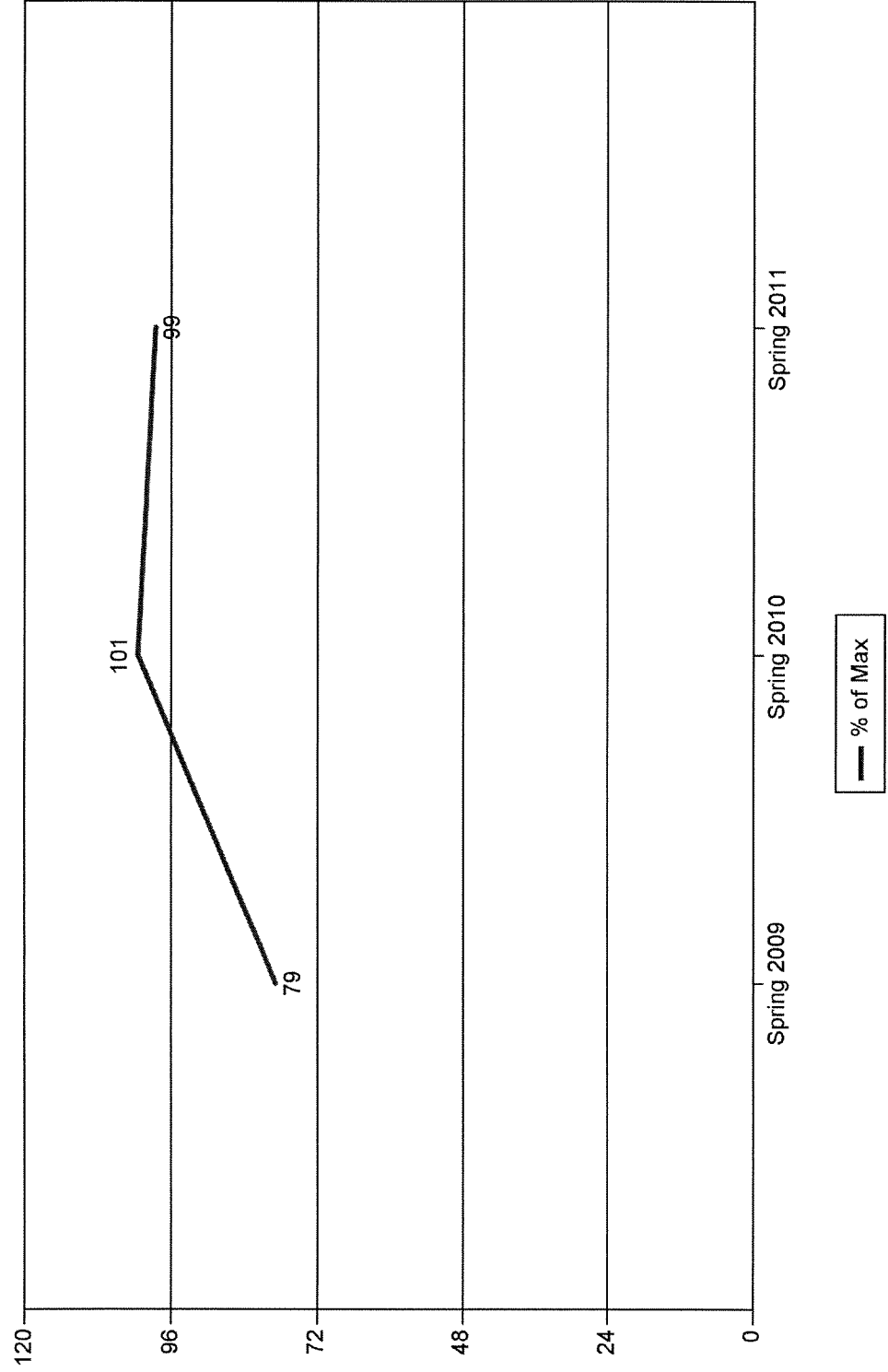
WSCH Trend Report



* 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
G04: HIST**

% of Max Trend Report



* 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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
Department Totals			
Total FTEF	16.62	13.60	13.20
Max WSCH	12,202	10,083	9,834
Max WSCH/FTEF	734.26	741.40	745.00
Max Enrollment	4,064	3,361	3,278
Earned WSCH	9,608	10,227	9,699
Earned WSCH/FTEF	578.17	751.99	734.77
% of Max	78.74	101.43	98.63
Approximate FTES	320.27	340.90	323.30

	Spring 2009	Spring 2010	Spring 2011
HIST 118			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	81	51	66
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	2.70	1.70	2.20

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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 119			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	93	189	195
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	3.10	6.30	6.50

	Spring 2009	Spring 2010	Spring 2011
HIST 131			
Total FTEF	0.00		
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	75		
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	2.50	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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 147			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	96	102	132
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	3.20	3.40	4.40

	Spring 2009	Spring 2010	Spring 2011
HIST 181			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	99	108	114
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	3.30	3.60	3.80

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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 100			
Total FTEF	1.60	1.20	1.40
Max WSCH	1,182	888	1,038
Max WSCH/FTEF	738.75	740.00	741.43
Max Enrollment	394	296	346
Earned WSCH	954	1,005	1,041
Earned WSCH/FTEF	596.25	837.50	743.57
% of Max	80.71	113.18	100.29
Approximate FTES	31.80	33.50	34.70

	Spring 2009	Spring 2010	Spring 2011
HIST 101			
Total FTEF	2.00	1.40	1.20
Max WSCH	1,476	1,020	870
Max WSCH/FTEF	738.00	728.57	725.00
Max Enrollment	492	340	290
Earned WSCH	1,020	996	831
Earned WSCH/FTEF	510.00	711.43	692.50
% of Max	69.11	97.65	95.52
Approximate FTES	34.00	33.20	27.70

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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 103			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	141	156	147
Earned WSCH/FTEF	705.00	780.00	735.00
% of Max	94.00	104.00	98.00
Approximate FTES	4.70	5.20	4.90

	Spring 2009	Spring 2010	Spring 2011
HIST 105			
Total FTEF	0.80	0.60	0.60
Max WSCH	594	444	444
Max WSCH/FTEF	742.50	740.00	740.00
Max Enrollment	198	148	148
Earned WSCH	384	378	384
Earned WSCH/FTEF	480.00	630.00	640.00
% of Max	64.65	85.14	86.49
Approximate FTES	12.80	12.60	12.80

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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 106			
Total FTEF	0.40	0.60	0.40
Max WSCH	300	444	294
Max WSCH/FTEF	750.00	740.00	735.00
Max Enrollment	100	148	98
Earned WSCH	213	351	231
Earned WSCH/FTEF	532.50	585.00	577.50
% of Max	71.00	79.05	78.57
Approximate FTES	7.10	11.70	7.70

	Spring 2009	Spring 2010	Spring 2011
HIST 108			
Total FTEF	4.20	4.00	3.60
Max WSCH	3,138	2,988	2,694
Max WSCH/FTEF	747.14	747.00	748.33
Max Enrollment	1,046	996	898
Earned WSCH	2,532	2,904	2,514
Earned WSCH/FTEF	602.86	726.00	698.33
% of Max	80.69	97.19	93.32
Approximate FTES	84.40	96.80	83.80

Spring 2009 Spring 2010 Spring 2011

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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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 109			
Total FTEF	4.40	3.80	4.00
Max WSCH	3,243	2,799	2,994
Max WSCH/FTEF	737.05	736.58	748.50
Max Enrollment	1,081	933	998
Earned WSCH	2,574	2,799	2,808
Earned WSCH/FTEF	585.00	736.58	702.00
% of Max	79.37	100.00	93.79
Approximate FTES	85.80	93.30	93.60

	Spring 2009	Spring 2010	Spring 2011
HIST 113			
Total FTEF	0.20	0.20	
Max WSCH	150	150	
Max WSCH/FTEF	750.00	750.00	0
Max Enrollment	50	50	
Earned WSCH	111	132	
Earned WSCH/FTEF	555.00	660.00	0
% of Max	74.00	88.00	0
Approximate FTES	3.70	4.40	0

Spring 2009 Spring 2010

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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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 114			
Total FTEF	0.40	0.20	0.40
Max WSCH	300	150	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	100	50	100
Earned WSCH	180	90	255
Earned WSCH/FTEF	450.00	450.00	637.50
% of Max	60.00	60.00	85.00
Approximate FTES	6.00	3.00	8.50

	Spring 2009	Spring 2010	Spring 2011
HIST 115			
Total FTEF	0.60	0.40	0.40
Max WSCH	444	300	300
Max WSCH/FTEF	740.00	750.00	750.00
Max Enrollment	148	100	100
Earned WSCH	312	234	297
Earned WSCH/FTEF	520.00	585.00	742.50
% of Max	70.27	78.00	99.00
Approximate FTES	10.40	7.80	9.90

Spring 2009 Spring 2010 Spring 2011

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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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 123			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	75	150	111
Earned WSCH/FTEF	375.00	750.00	555.00
% of Max	50.00	100.00	74.00
Approximate FTES	2.50	5.00	3.70

	Spring 2009	Spring 2010	Spring 2011
HIST 124			
Total FTEF	0.40	0.20	0.20
Max WSCH	300	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	100	50	50
Earned WSCH	252	144	120
Earned WSCH/FTEF	630.00	720.00	600.00
% of Max	84.00	96.00	80.00
Approximate FTES	8.40	4.80	4.00

Spring 2009 Spring 2010 Spring 2011

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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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 126			
Total FTEF	0.20		0.20
Max WSCH	150		150
Max WSCH/FTEF	750.00	0	750.00
Max Enrollment	50		50
Earned WSCH	87		141
Earned WSCH/FTEF	435.00	0	705.00
% of Max	58.00	0	94.00
Approximate FTES	2.90	0	4.70

	Spring 2009	Spring 2010	Spring 2011
HIST 135			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	78	147	147
Earned WSCH/FTEF	390.00	735.00	735.00
% of Max	52.00	98.00	98.00
Approximate FTES	2.60	4.90	4.90

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
G04: HIST**

	Spring 2009	Spring 2010	Spring 2011
HIST 136			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	78	153	165
Earned WSCH/FTEF	390.00	765.00	825.00
% of Max	52.00	102.00	110.00
Approximate FTES	2.60	5.10	5.50

	Spring 2009	Spring 2010	Spring 2011
HIST 137			
Total FTEF	0.20	0.20	0
Max WSCH	150	150	0
Max WSCH/FTEF	750.00	750.00	0
Max Enrollment	50	50	0
Earned WSCH	144	138	0
Earned WSCH/FTEF	720.00	690.00	0
% of Max	96.00	92.00	0
Approximate FTES	4.80	4.60	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 WSCH Analysis using Census Enrollment for 2011SP 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 *
	ESL 119	3.031	1,050.00	346.42	175	948.00	312.77	158	90.29	31.60
	ESL Total	18.191	6,488.00	356.66	1323	6,203.00	340.99	1257	95.61	206.77
HIST										
	HIST 100	1.400	1,038.00	741.43	346	1,041.00	743.57	347	100.29	34.70
	HIST 101	1.200	870.00	725.00	290	831.00	692.50	277	95.52	27.70
	HIST 103	0.200	150.00	750.00	50	147.00	735.00	49	98.00	4.90
	HIST 105	0.600	444.00	740.00	148	384.00	640.00	128	86.49	12.80
	HIST 106	0.400	294.00	735.00	98	231.00	577.50	77	78.57	7.70
	HIST 108	3.600	2,694.00	748.33	898	2,514.00	698.33	838	93.32	83.80
	HIST 109	4.000	2,994.00	748.50	998	2,808.00	702.00	936	93.79	93.60
	HIST 114	0.400	300.00	750.00	100	255.00	637.50	85	85.00	8.50
	HIST 115	0.400	300.00	750.00	100	297.00	742.50	99	99.00	9.90
	HIST 123	0.200	150.00	750.00	50	111.00	555.00	37	74.00	3.70
	HIST 124	0.200	150.00	750.00	50	120.00	600.00	40	80.00	4.00
	HIST 126	0.200	150.00	750.00	50	141.00	705.00	47	94.00	4.70
	HIST 135	0.200	150.00	750.00	50	147.00	735.00	49	98.00	4.90
	HIST 136	0.200	150.00	750.00	50	165.00	825.00	55	110.00	5.50
	HIST Total	13.200	9,834.00	745.00	3278	9,192.00	696.36	3064	93.47	306.40
PHIL										
	PHIL 110	2.000	1,353.00	676.50	451	1,314.00	657.00	438	97.12	43.80
	PHIL 112	0.200	96.00	480.00	32	63.00	315.00	21	65.63	2.10
	PHIL 118	0.200	150.00	750.00	50	159.00	795.00	53	106.00	5.30
	PHIL 125	0.600	450.00	750.00	150	372.00	620.00	124	82.67	12.40
	PHIL 130	1.000	750.00	750.00	250	708.00	708.00	236	94.40	23.60
	PHIL 140	0.200	150.00	750.00	50	138.00	690.00	46	92.00	4.60
	PHIL 150	0.200	150.00	750.00	50	69.00	345.00	23	46.00	2.30
	PHIL Total	4.400	3,099.00	704.32	1033	2,823.00	641.59	941	91.09	94.10

* 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.

Grossmont WSCH Analysis using Census Enrollment for 2011SP excluding Cont. Ed.

(Totals include Census, Pos Att, Daily Census, Non-Credit and OE/OE)

	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max	Approx FTES *
Arts, Languages & Communication	102.314	46,720.50	456.64	11646	44,353.50	433.50	11336	94.93	1,478.45
Career & Technical Ed/Workforce Dev	53.259	34,628.50	650.19	10202	27,714.80	520.38	7989	80.03	923.83
Career Tech Education	25.022	10,743.00	429.34	1967	8,864.25	354.26	1606	82.51	295.48
Counseling & Student Development	1.915	1,219.00	636.55	781	1,058.50	552.74	623	86.83	35.28
Humanities Social & Behav Sciences	112.395	59,581.00	530.11	18512	56,879.50	506.07	17694	95.47	1,895.98
Learning Resources	0.067	35.00	522.39	35	34.00	507.46	660	97.14	1.13
Mathematics Natural Sciences Ex Sci	98.265	65,270.00	664.22	17592	61,907.00	630.00	16595	94.85	2,063.57
Nursing	17.156	2,540.00	148.05	591	2,116.00	123.34	462	83.31	70.53
Grand Totals	410.392	220,737.00	537.87	61326	202,927.55	494.47	56965	91.93	6,764.25

* 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.

Appendix 12:

Department Equivalencies

GCCCCD Equivalency Criteria

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

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

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

References: Education Code §§ 87359 and 87360

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

CC

GC Discipline Name: History Contact Name: Sue Gonda Ext. 7875

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

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

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

Option 1:

Bachelor's Degree in History AND a related interdisciplinary social science or humanities Master's Degree

Option 2:

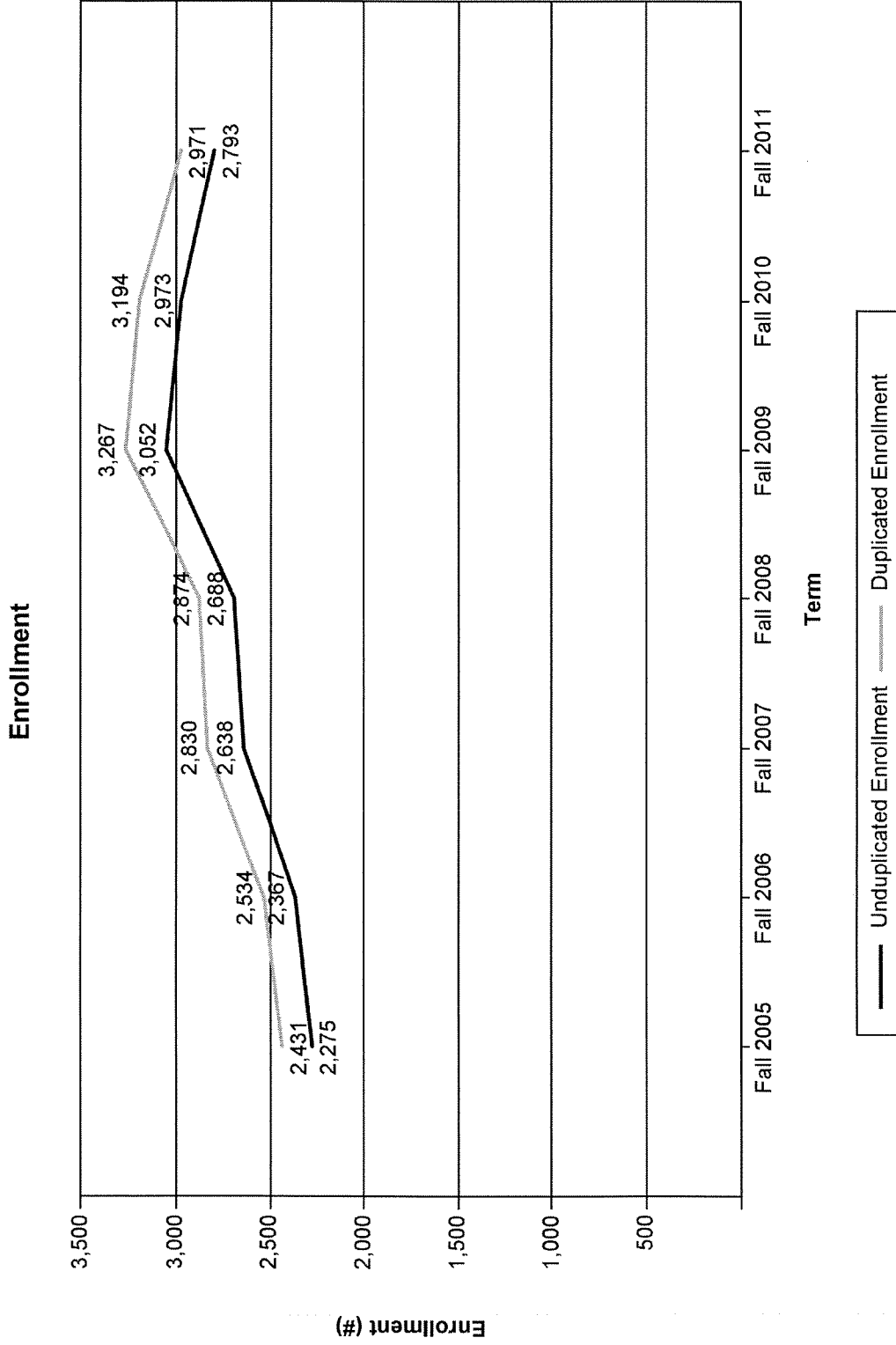
A related interdisciplinary social science Bachelor's Degree AND a related interdisciplinary social science or humanities Master's Degree AND 18 upper division and/or graduate-level units in History

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

Appendix 13:

Statistical Data: Outcomes Profile

Grossmont College Enrollment HIST



Grossmont College Enrollment HIST

Enrollment by Gender (Duplicated Student Count)

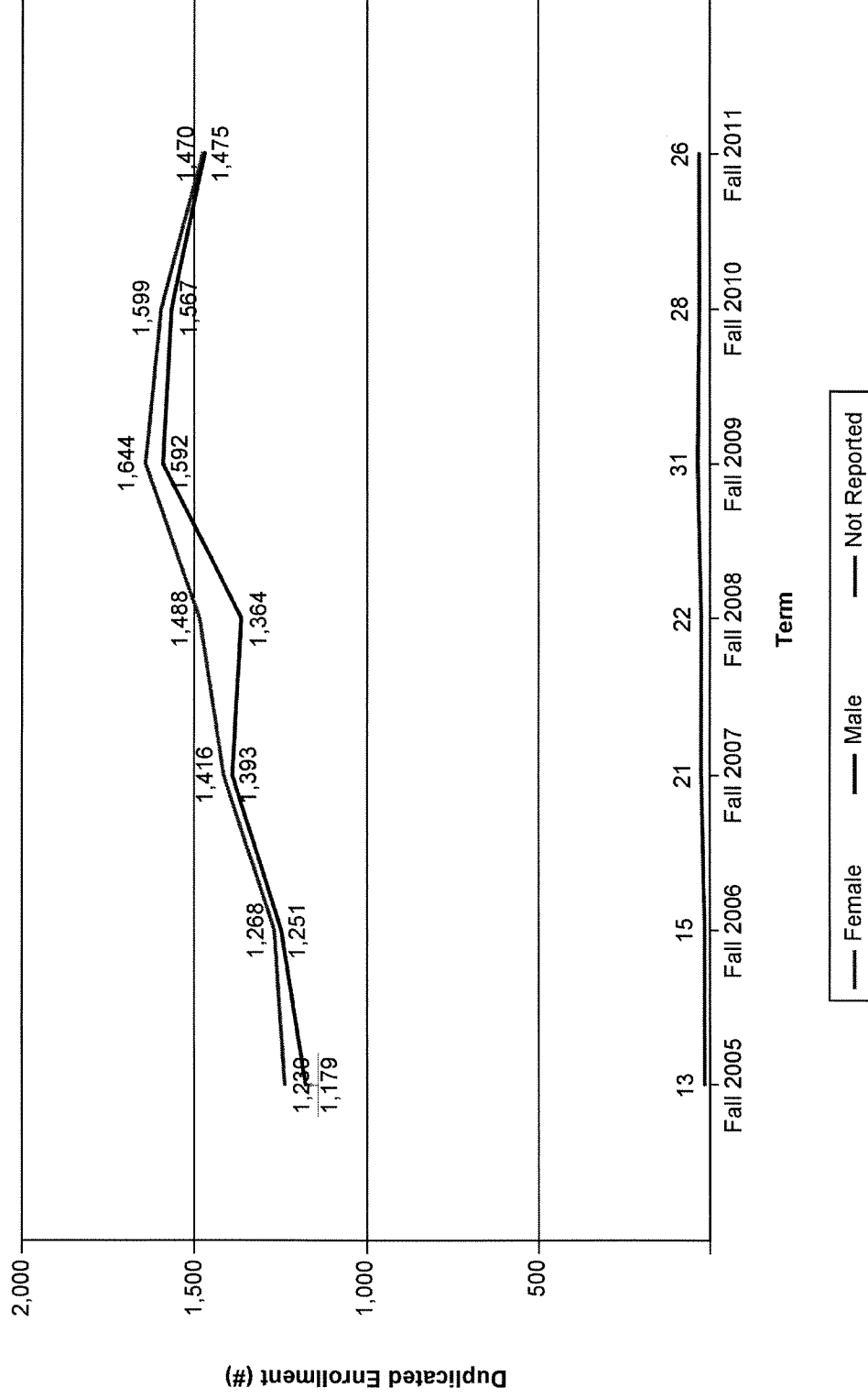
Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,239	51.0 %	1,268	50.0 %	1,416	50.0 %	1,488	51.8 %	1,644	50.3 %	1,599	50.1 %	1,475	49.6 %
Male	1,179	48.5 %	1,251	49.4 %	1,393	49.2 %	1,364	47.5 %	1,592	48.7 %	1,567	49.1 %	1,470	49.5 %
Not Reported	13	0.5 %	15	0.6 %	21	0.7 %	22	0.8 %	31	0.9 %	28	0.9 %	26	0.9 %
Total	2,431	100.0 %	2,534	100.0 %	2,830	100.0 %	2,874	100.0 %	3,267	100.0 %	3,194	100.0 %	2,971	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	%
Female	1,162	51.1 %	1,193	50.4 %	1,318	50.0 %	1,394	51.9 %	1,551	50.8 %	1,497	50.4 %	1,390	49.8 %
Male	1,101	48.4 %	1,161	49.0 %	1,301	49.3 %	1,276	47.5 %	1,471	48.2 %	1,450	48.8 %	1,378	49.3 %
Not Reported	12	0.5 %	13	0.5 %	19	0.7 %	18	0.7 %	30	1.0 %	26	0.9 %	25	0.9 %
Total	2,275	100.0 %	2,367	100.0 %	2,638	100.0 %	2,688	100.0 %	3,052	100.0 %	2,973	100.0 %	2,793	100.0 %

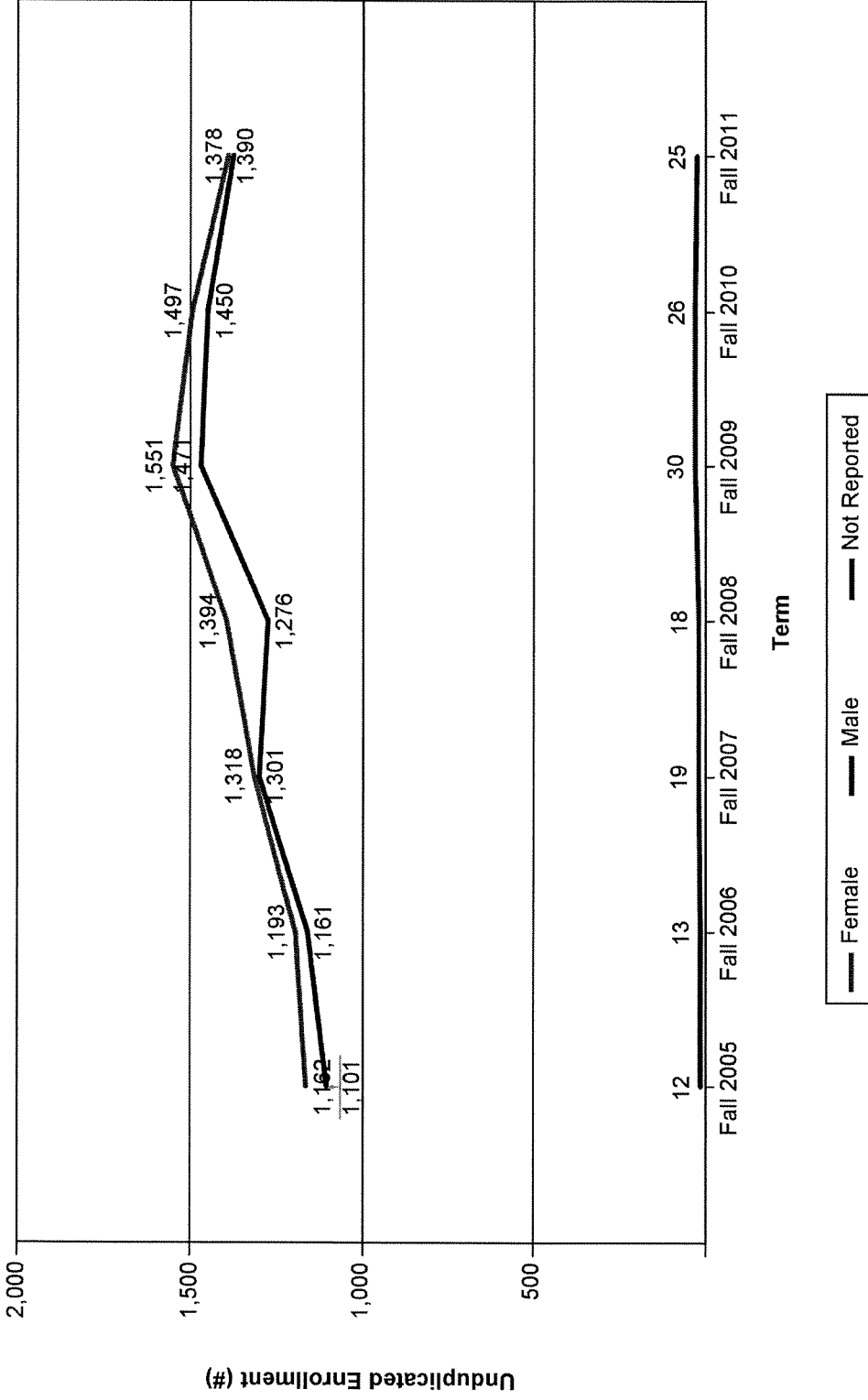
Grossmont College Enrollment HIST

Enrollment by Gender (Duplicated Student Count)



**Grossmont College Enrollment
HIST**

Enrollment by Gender (Unduplicated Student Count)



Grossmont College Enrollment HIST

Enrollment by Age (Duplicated Student Counts)

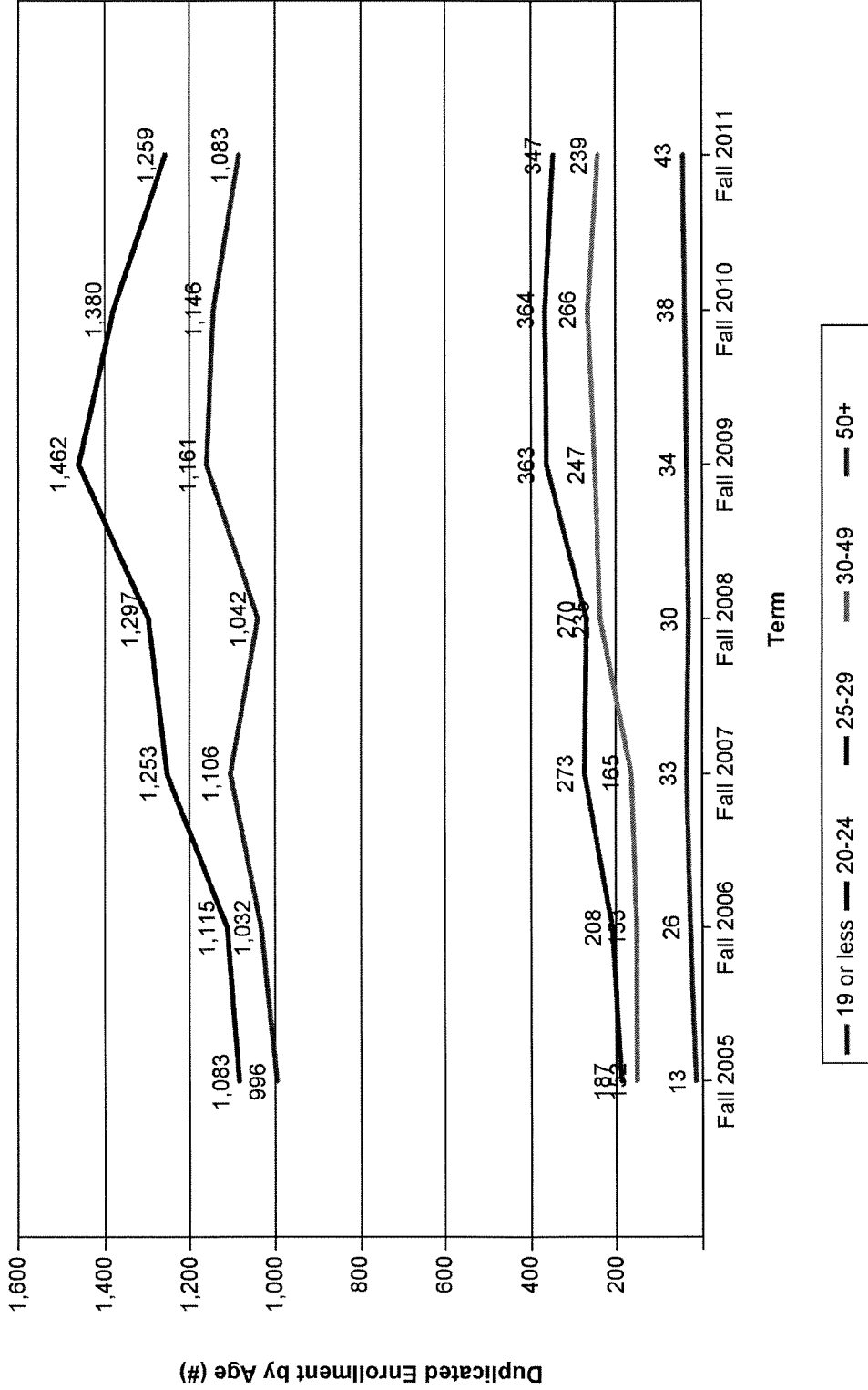
Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	996	41.0 %	1,032	40.7 %	1,106	39.1 %	1,042	36.3 %	1,161	35.5 %	1,146	35.9 %	1,083	36.5 %
20-24	1,083	44.5 %	1,115	44.0 %	1,253	44.3 %	1,297	45.1 %	1,462	44.8 %	1,380	43.2 %	1,259	42.4 %
25-29	187	7.7 %	208	8.2 %	273	9.6 %	270	9.4 %	363	11.1 %	364	11.4 %	347	11.7 %
30-49	152	6.3 %	153	6.0 %	165	5.8 %	235	8.2 %	247	7.6 %	266	8.3 %	239	8.0 %
50+	13	0.5 %	26	1.0 %	33	1.2 %	30	1.0 %	34	1.0 %	38	1.2 %	43	1.4 %
Total	2,431	100.0 %	2,534	100.0 %	2,830	100.0 %	2,874	100.0 %	3,267	100.0 %	3,194	100.0 %	2,971	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	%
19 or less	963	42.3 %	980	41.4 %	1,054	40.0 %	998	37.1 %	1,113	36.5 %	1,094	36.8 %	1,037	37.1 %
20-24	993	43.6 %	1,025	43.3 %	1,143	43.3 %	1,194	44.4 %	1,356	44.4 %	1,264	42.5 %	1,174	42.0 %
25-29	164	7.2 %	192	8.1 %	254	9.6 %	249	9.3 %	323	10.6 %	341	11.5 %	320	11.5 %
30-49	143	6.3 %	148	6.3 %	158	6.0 %	217	8.1 %	229	7.5 %	238	8.0 %	220	7.9 %
50+	12	0.5 %	22	0.9 %	29	1.1 %	30	1.1 %	31	1.0 %	36	1.2 %	42	1.5 %
Total	2,275	100.0 %	2,367	100.0 %	2,638	100.0 %	2,688	100.0 %	3,052	100.0 %	2,973	100.0 %	2,793	100.0 %

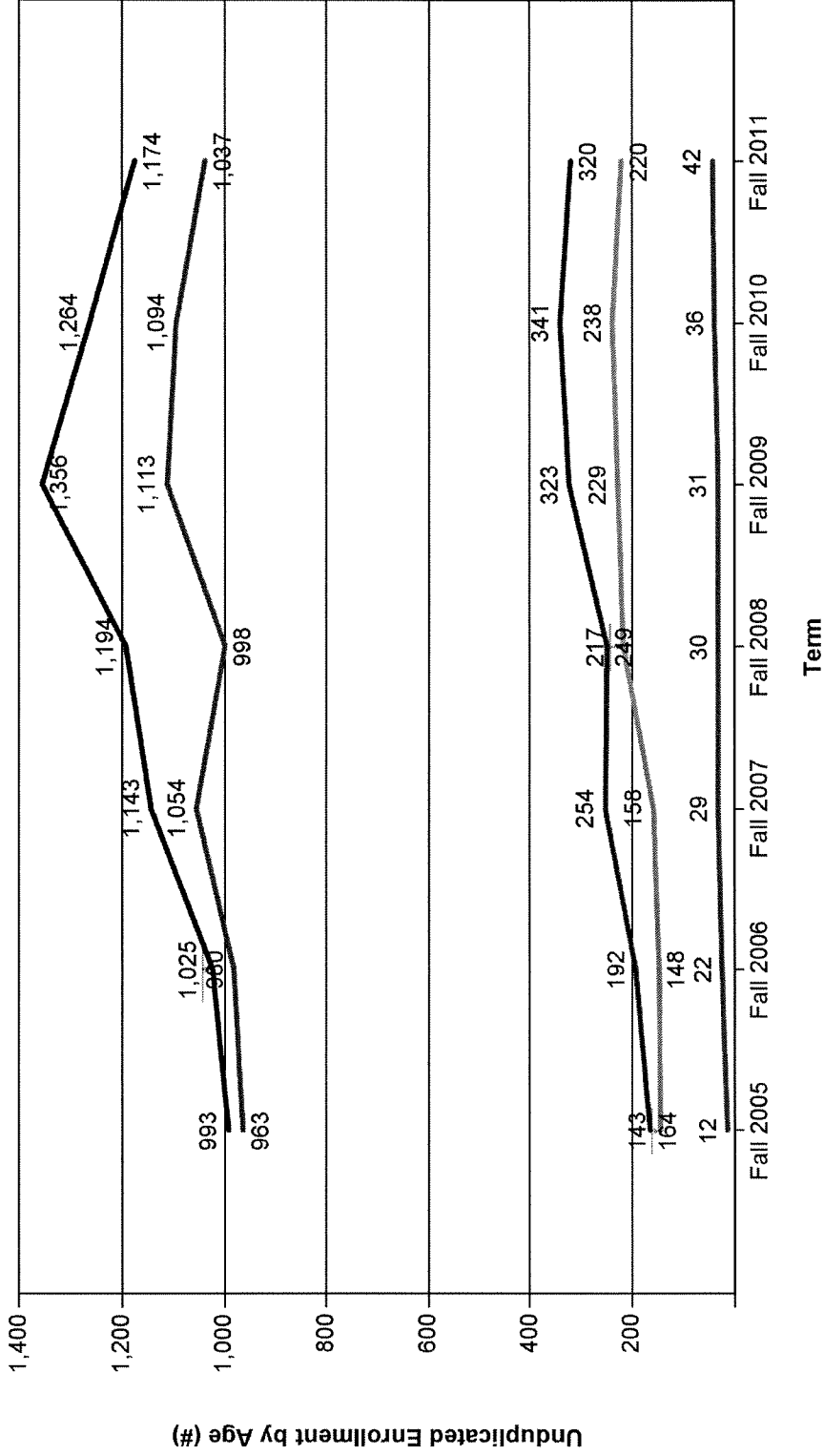
Grossmont College Enrollment HIST

Enrollment by Age (Duplicated Student Count)



**Grossmont College Enrollment
HIST**

Enrollment by Age (Unduplicated Student Count)



19 or less
 20-24
 25-29
 30-49
 50+

Grossmont College Enrollment HIST

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	28	1.2 %	23	0.9 %	28	1.0 %	29	1.0 %	20	0.6 %	26	0.8 %
Asian	161	6.6 %	197	7.8 %	198	7.0 %	207	7.2 %	253	7.7 %	226	7.1 %
Black non-Hispanic	149	6.1 %	161	6.4 %	189	6.7 %	193	6.7 %	222	6.8 %	270	8.5 %
Filipino	62	2.6 %	92	3.6 %	88	3.1 %	119	4.1 %	117	3.6 %	133	4.2 %
Hispanic	446	18.3 %	475	18.7 %	540	19.1 %	531	18.5 %	664	20.3 %	716	22.4 %
Not Reported	188	7.7 %	202	8.0 %	236	8.3 %	273	9.5 %	252	7.7 %	174	5.4 %
Pacific Islander	36	1.5 %	32	1.3 %	47	1.7 %	59	2.1 %	57	1.7 %	30	0.9 %
Two or More	69	2.8 %	61	2.4 %	73	2.6 %	61	2.1 %	114	3.5 %	173	5.4 %
White non-Hispanic	1,292	53.1 %	1,291	50.9 %	1,431	50.6 %	1,402	48.8 %	1,568	48.0 %	1,446	45.3 %
Total	2,431	100.0 %	2,534	100.0 %	2,830	100.0 %	2,874	100.0 %	3,267	100.0 %	3,194	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	%
American Indian/Alaskan Native	26	1.1 %	22	0.9 %	26	1.0 %	28	1.0 %	18	0.6 %	20	0.7 %
Asian	150	6.6 %	183	7.7 %	184	7.0 %	189	7.0 %	234	7.7 %	213	7.2 %
Black non-Hispanic	143	6.3 %	154	6.5 %	175	6.6 %	188	7.0 %	207	6.8 %	251	8.4 %
Filipino	60	2.6 %	84	3.5 %	82	3.1 %	111	4.1 %	110	3.6 %	118	4.0 %
Hispanic	416	18.3 %	439	18.5 %	496	18.8 %	497	18.5 %	614	20.1 %	673	22.6 %
Not Reported	167	7.3 %	188	7.9 %	217	8.2 %	252	9.4 %	232	7.6 %	155	5.2 %
Pacific Islander	34	1.5 %	28	1.2 %	45	1.7 %	56	2.1 %	57	1.9 %	29	1.0 %
Two or More	63	2.8 %	60	2.5 %	68	2.6 %	58	2.2 %	106	3.5 %	165	5.5 %
White non-Hispanic	1,216	53.5 %	1,209	51.1 %	1,345	51.0 %	1,309	48.7 %	1,474	48.3 %	1,349	45.4 %
Total	2,275	100.0 %	2,367	100.0 %	2,638	100.0 %	2,688	100.0 %	3,052	100.0 %	2,973	100.0 %

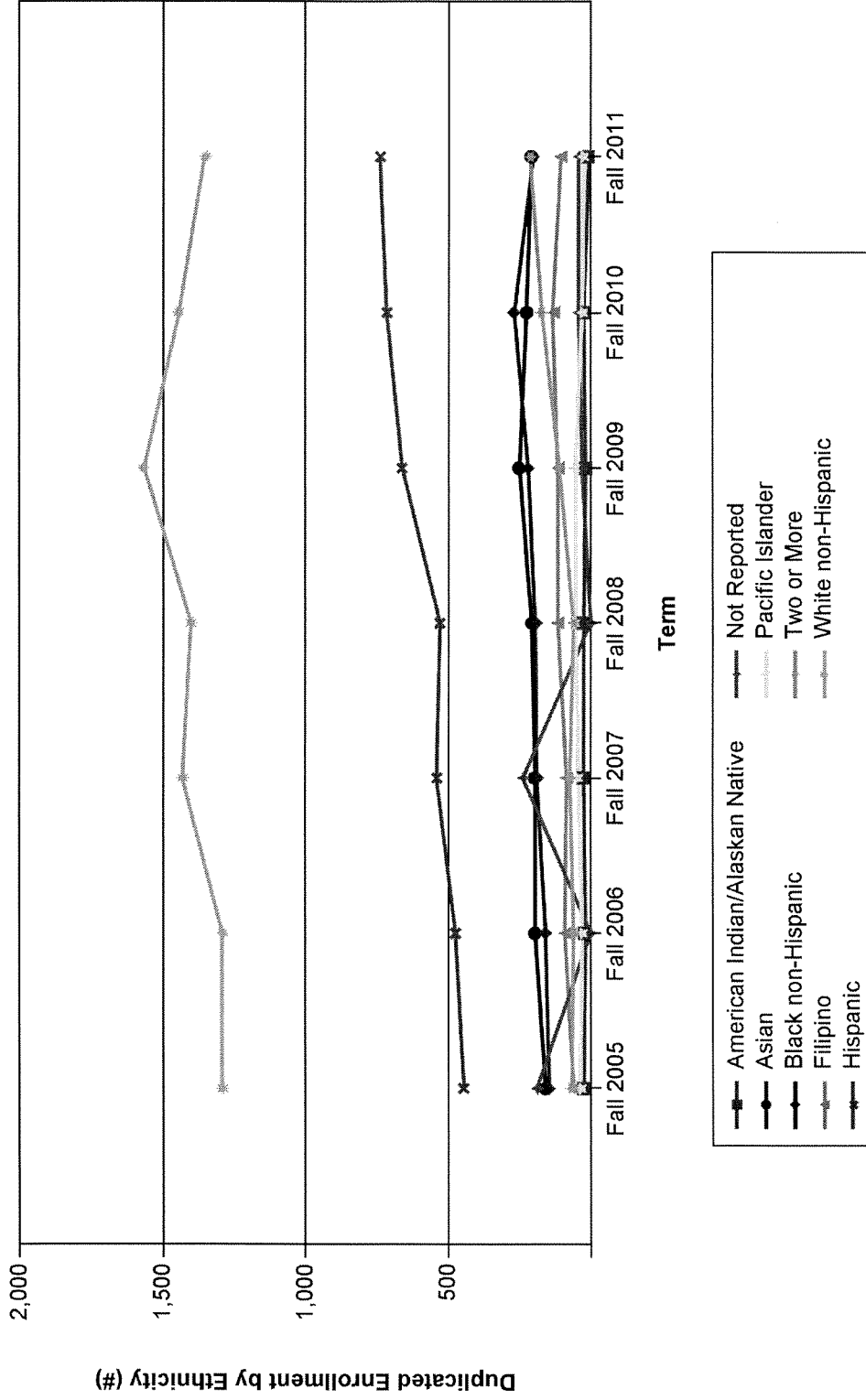
Grossmont College Enrollment HIST

Ethnicity	Fall 2011	
	n	%
American Indian/Alaskan Native	11	0.4 %
Asian	210	7.1 %
Black non-Hispanic	204	6.9 %
Filipino	107	3.6 %
Hispanic	740	24.9 %
Not Reported	109	3.7 %
Pacific Islander	27	0.9 %
Two or More	212	7.1 %
White non-Hispanic	1,351	45.5 %
Total	2,971	100.0 %

Ethnicity	Fall 2011	
	n	%
American Indian/Alaskan Native	11	0.4 %
Asian	190	6.8 %
Black non-Hispanic	195	7.0 %
Filipino	103	3.7 %
Hispanic	704	25.2 %
Not Reported	99	3.5 %
Pacific Islander	26	0.9 %
Two or More	198	7.1 %
White non-Hispanic	1,267	45.4 %
Total	2,793	100.0 %

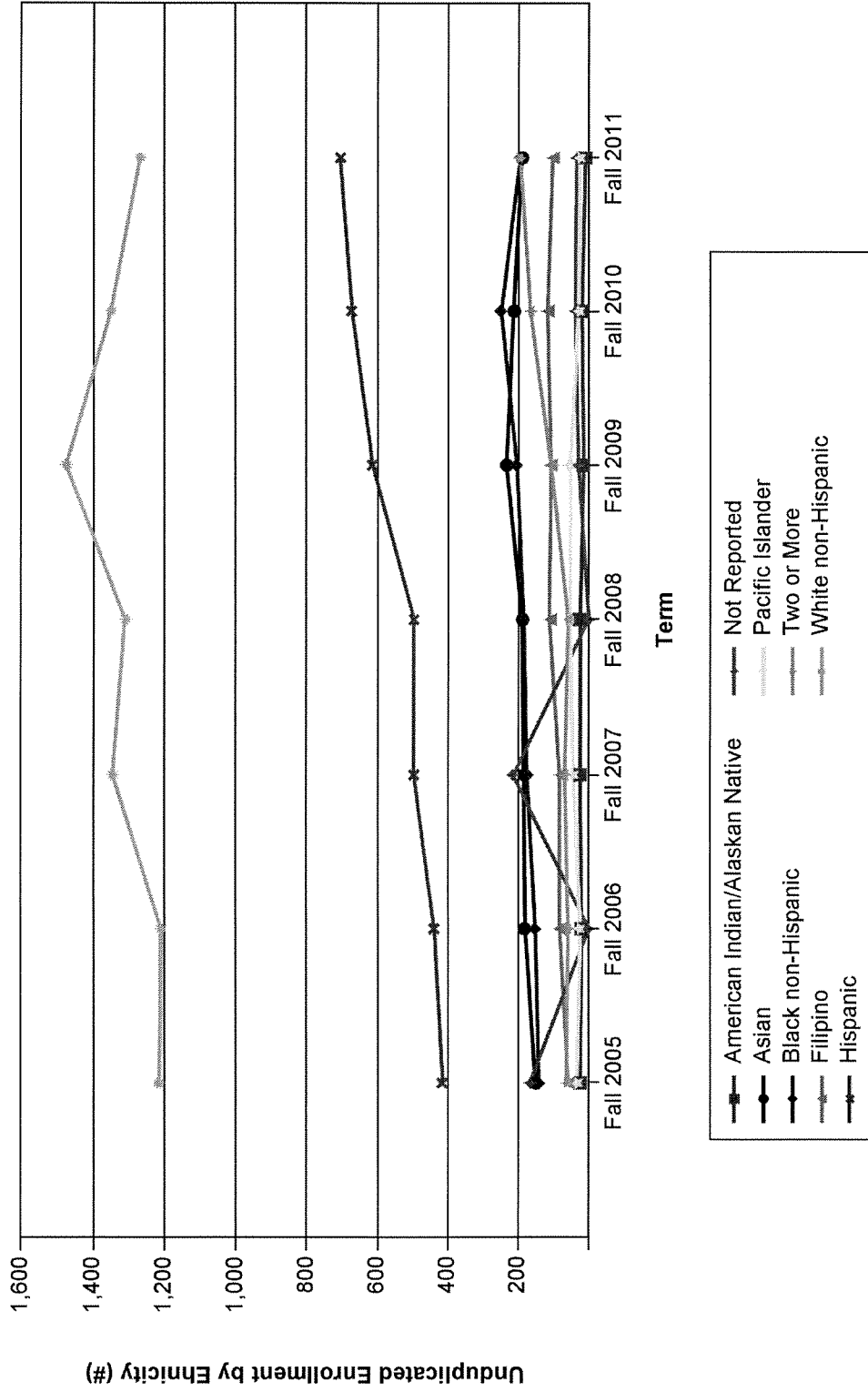
Grossmont College Enrollment HIST

Enrollment by Ethnicity (Duplicated Student Count)

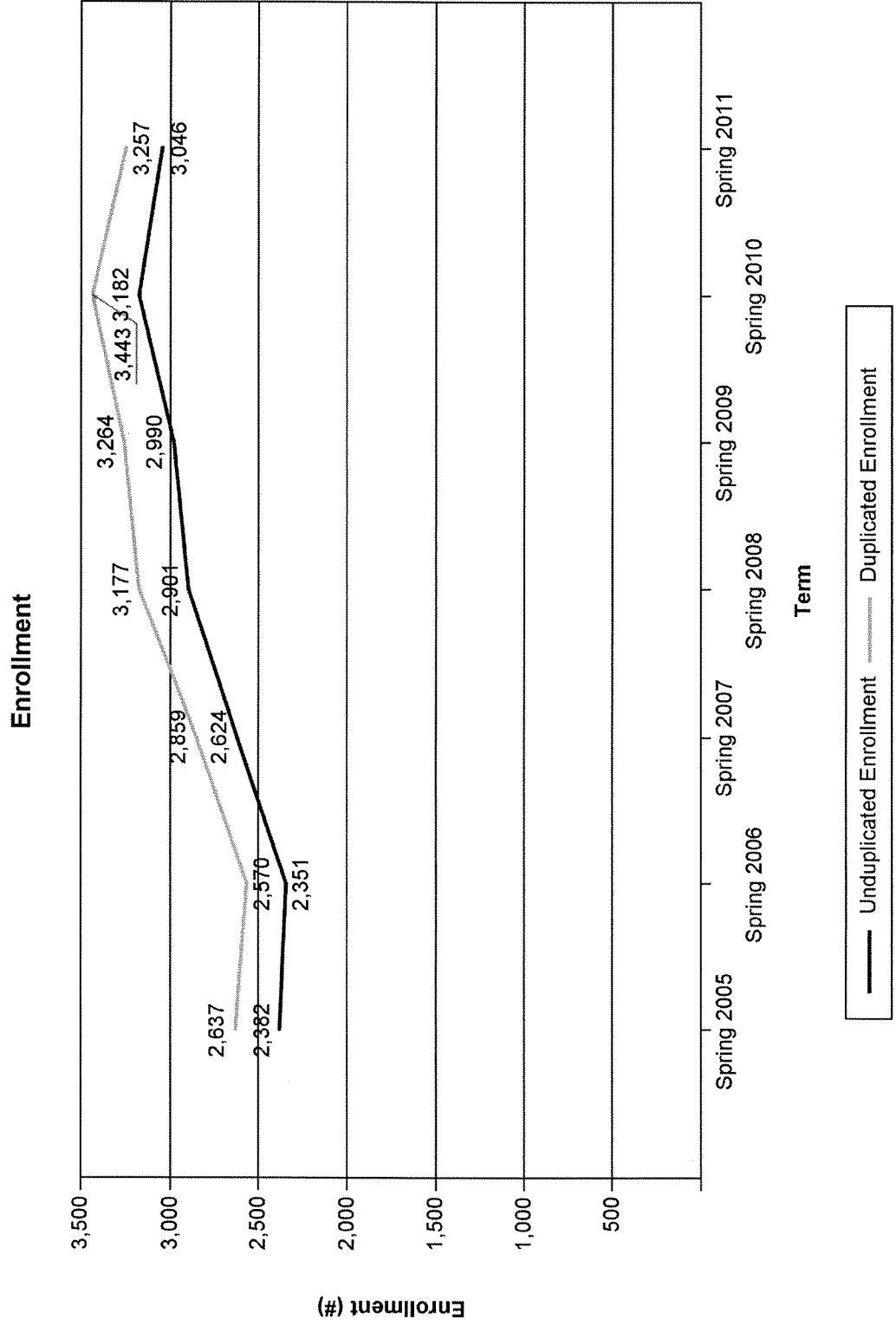


Grossmont College Enrollment HIST

Enrollment by Ethnicity (Unduplicated Student Count)



Grossmont College Enrollment HIST



Grossmont College Enrollment HIST

Enrollment by Gender (Duplicated Student Count)

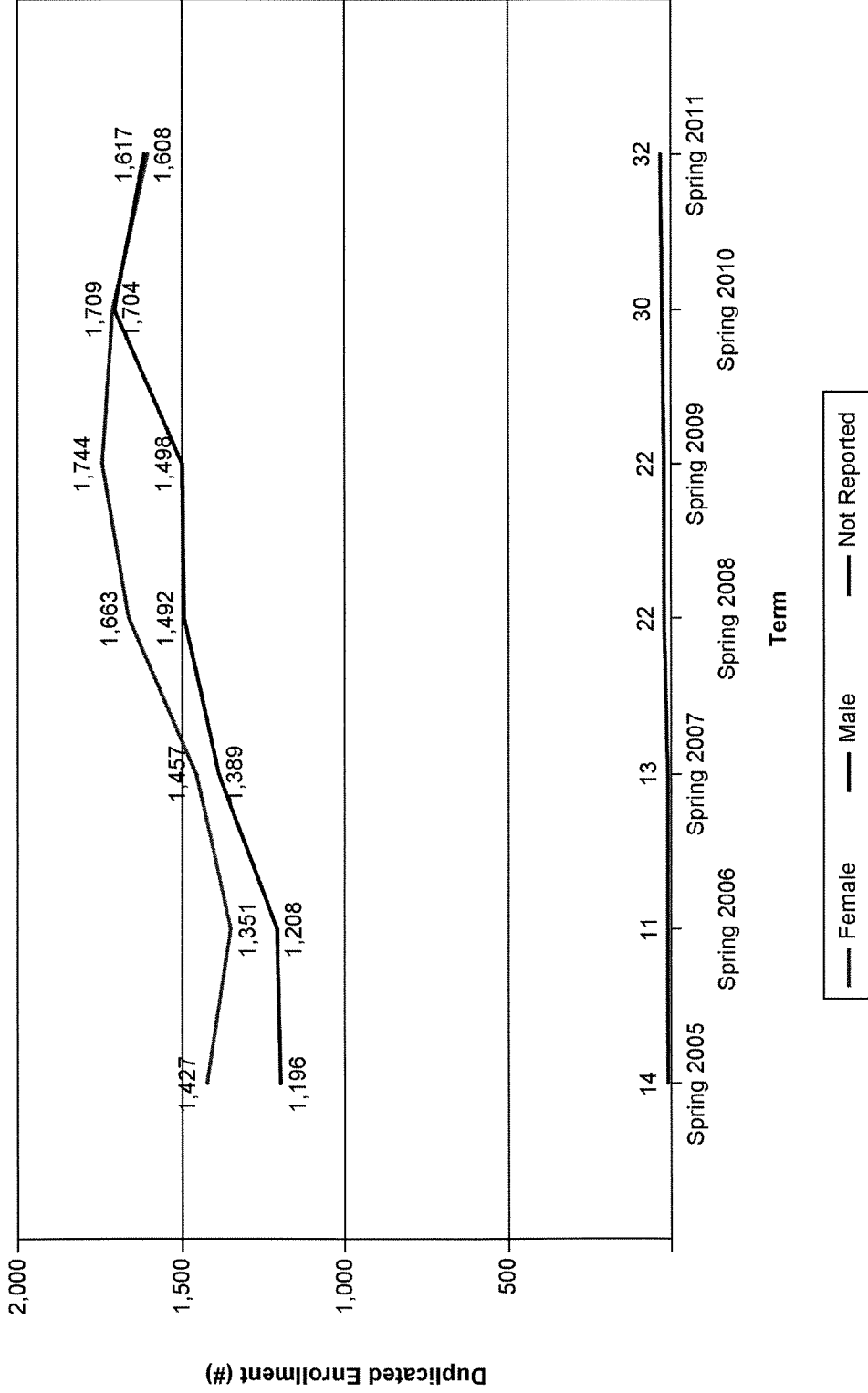
Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,427	54.1 %	1,351	52.6 %	1,457	51.0 %	1,663	52.3 %	1,744	53.4 %	1,709	49.6 %	1,608	49.4 %
Male	1,196	45.4 %	1,208	47.0 %	1,389	48.6 %	1,492	47.0 %	1,498	45.9 %	1,704	49.5 %	1,617	49.6 %
Not Reported	14	0.5 %	11	0.4 %	13	0.5 %	22	0.7 %	22	0.7 %	30	0.9 %	32	1.0 %
Total	2,637	100.0 %	2,570	100.0 %	2,859	100.0 %	3,177	100.0 %	3,264	100.0 %	3,443	100.0 %	3,257	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	%
Female	1,280	53.7 %	1,236	52.6 %	1,339	51.0 %	1,524	52.5 %	1,599	53.5 %	1,586	49.8 %	1,511	49.6 %
Male	1,089	45.7 %	1,104	47.0 %	1,274	48.6 %	1,360	46.9 %	1,373	45.9 %	1,572	49.4 %	1,505	49.4 %
Not Reported	13	0.5 %	11	0.5 %	11	0.4 %	17	0.6 %	18	0.6 %	24	0.8 %	30	1.0 %
Total	2,382	100.0 %	2,351	100.0 %	2,624	100.0 %	2,901	100.0 %	2,990	100.0 %	3,182	100.0 %	3,046	100.0 %

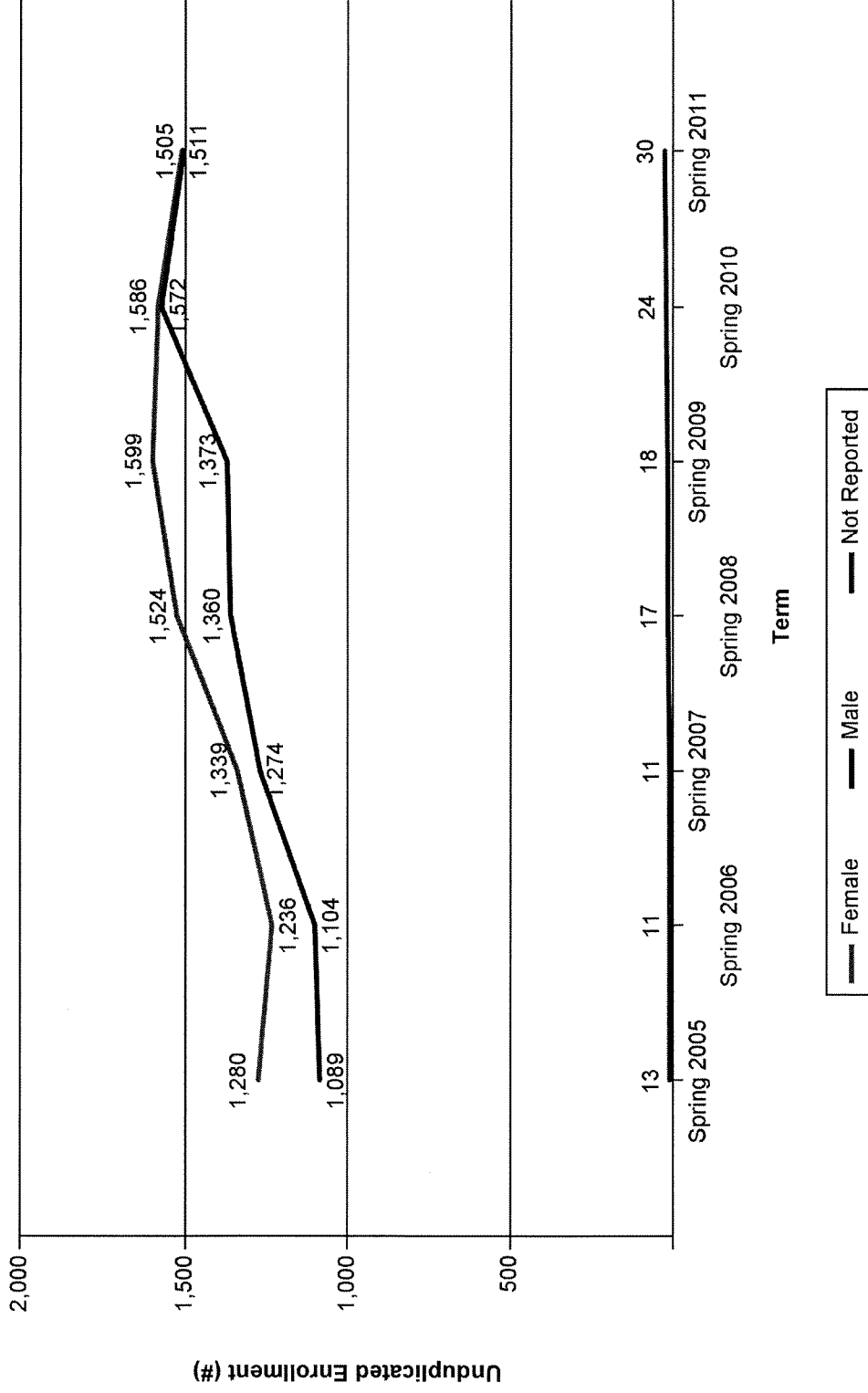
Grossmont College Enrollment HIST

Enrollment by Gender (Duplicated Student Count)



Grossmont College Enrollment HIST

Enrollment by Gender (Unduplicated Student Count)



Grossmont College Enrollment HIST

Enrollment by Age (Duplicated Student Counts)

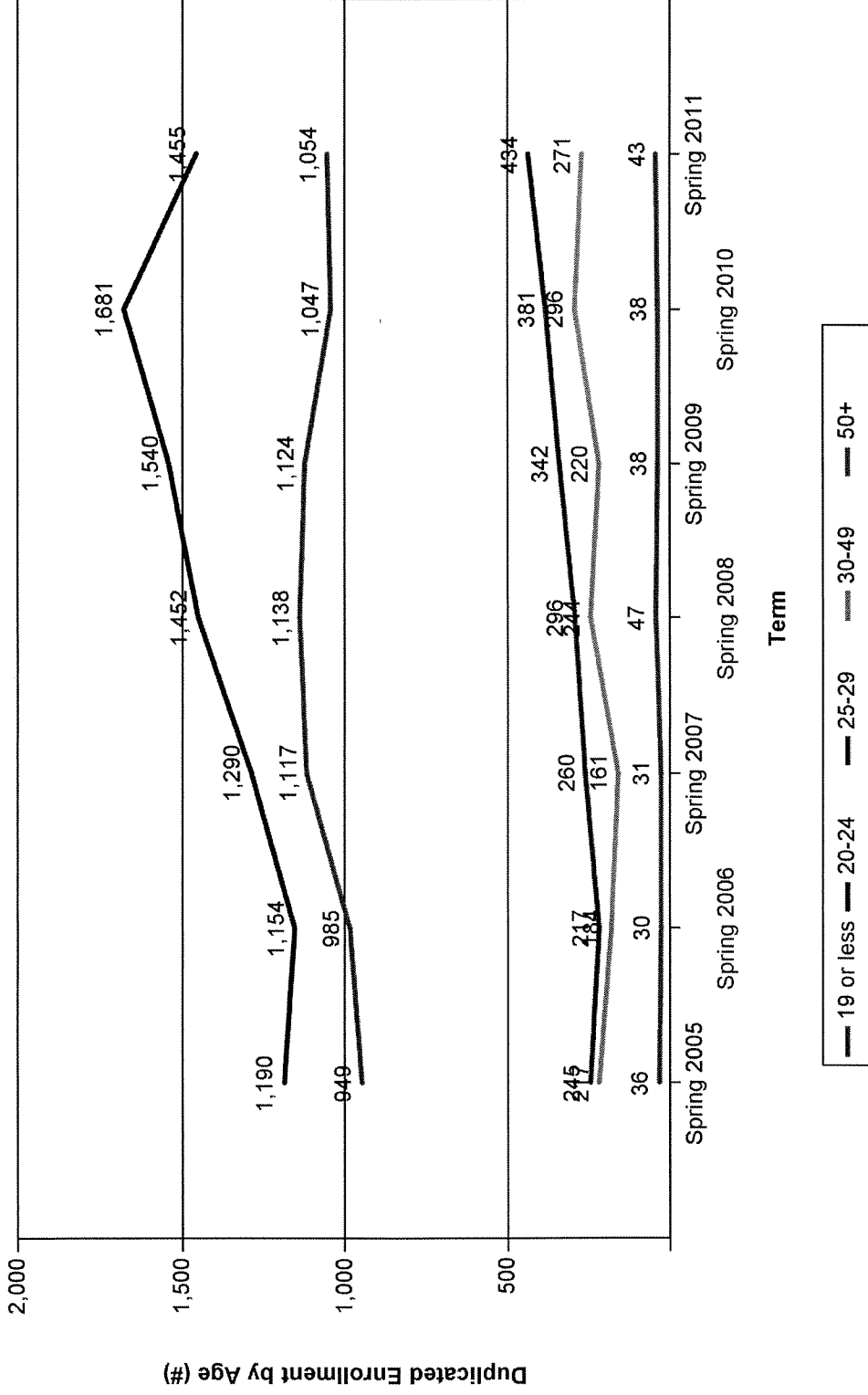
Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	949	36.0 %	985	38.3 %	1,117	39.1 %	1,138	35.8 %	1,124	34.4 %	1,047	30.4 %	1,054	32.4 %
20-24	1,190	45.1 %	1,154	44.9 %	1,290	45.1 %	1,452	45.7 %	1,540	47.2 %	1,681	48.8 %	1,455	44.7 %
25-29	245	9.3 %	217	8.4 %	260	9.1 %	296	9.3 %	342	10.5 %	381	11.1 %	434	13.3 %
30-49	217	8.2 %	184	7.2 %	161	5.6 %	244	7.7 %	220	6.7 %	296	8.6 %	271	8.3 %
50+	36	1.4 %	30	1.2 %	31	1.1 %	47	1.5 %	38	1.2 %	38	1.1 %	43	1.3 %
Total	2,637	100.0 %	2,570	100.0 %	2,859	100.0 %	3,177	100.0 %	3,264	100.0 %	3,443	100.0 %	3,257	100.0 %

Enrollment by Age (Unduplicated Student Count)

Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	888	37.3 %	929	39.5 %	1,038	39.6 %	1,067	36.8 %	1,056	35.3 %	999	31.4 %	1,010	33.2 %
20-24	1,053	44.2 %	1,032	43.9 %	1,175	44.8 %	1,287	44.4 %	1,394	46.6 %	1,533	48.2 %	1,348	44.3 %
25-29	210	8.8 %	196	8.3 %	231	8.8 %	284	9.8 %	305	10.2 %	341	10.7 %	398	13.1 %
30-49	199	8.4 %	168	7.1 %	153	5.8 %	226	7.8 %	200	6.7 %	274	8.6 %	249	8.2 %
50+	32	1.3 %	26	1.1 %	27	1.0 %	37	1.3 %	35	1.2 %	35	1.1 %	41	1.3 %
Total	2,382	100.0 %	2,351	100.0 %	2,624	100.0 %	2,901	100.0 %	2,990	100.0 %	3,182	100.0 %	3,046	100.0 %

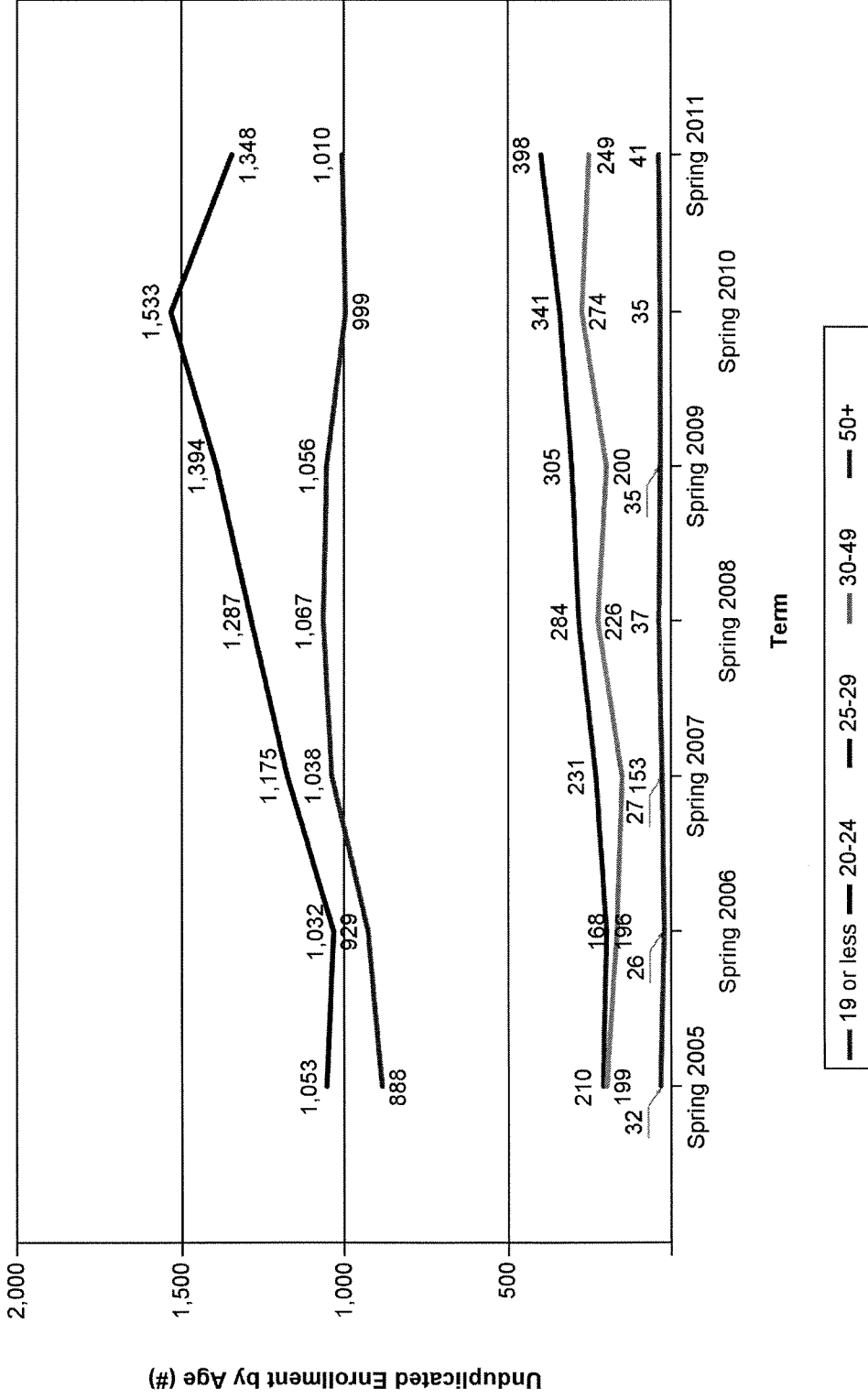
Grossmont College Enrollment HIST

Enrollment by Age (Duplicated Student Count)



**Grossmont College Enrollment
HIST**

Enrollment by Age (Unduplicated Student Count)



Grossmont College Enrollment HIST

Enrollment by Ethnicity (Duplicated Student Counts)

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	20	0.8 %	26	1.0 %	27	0.9 %	29	0.9 %	32	1.0 %	29	0.8 %
Asian	232	8.8 %	177	6.9 %	235	8.2 %	225	7.1 %	241	7.4 %	279	8.1 %
Black non-Hispanic	150	5.7 %	169	6.6 %	154	5.4 %	195	6.1 %	248	7.6 %	228	6.6 %
Filipino	88	3.3 %	70	2.7 %	75	2.6 %	107	3.4 %	97	3.0 %	141	4.1 %
Hispanic	433	16.4 %	485	18.9 %	513	17.9 %	570	17.9 %	590	18.1 %	688	20.0 %
Not Reported	234	8.9 %	233	9.1 %	260	9.1 %	301	9.5 %	313	9.6 %	250	7.3 %
Pacific Islander	37	1.4 %	32	1.2 %	46	1.6 %	41	1.3 %	57	1.7 %	41	1.2 %
Two or More	56	2.1 %	62	2.4 %	73	2.6 %	86	2.7 %	83	2.5 %	144	4.2 %
White non-Hispanic	1,387	52.6 %	1,316	51.2 %	1,476	51.6 %	1,623	51.1 %	1,603	49.1 %	1,643	47.7 %
Total	2,637	100.0 %	2,570	100.0 %	2,859	100.0 %	3,177	100.0 %	3,264	100.0 %	3,443	100.0 %

Enrollment by Ethnicity (Unduplicated Student Counts)

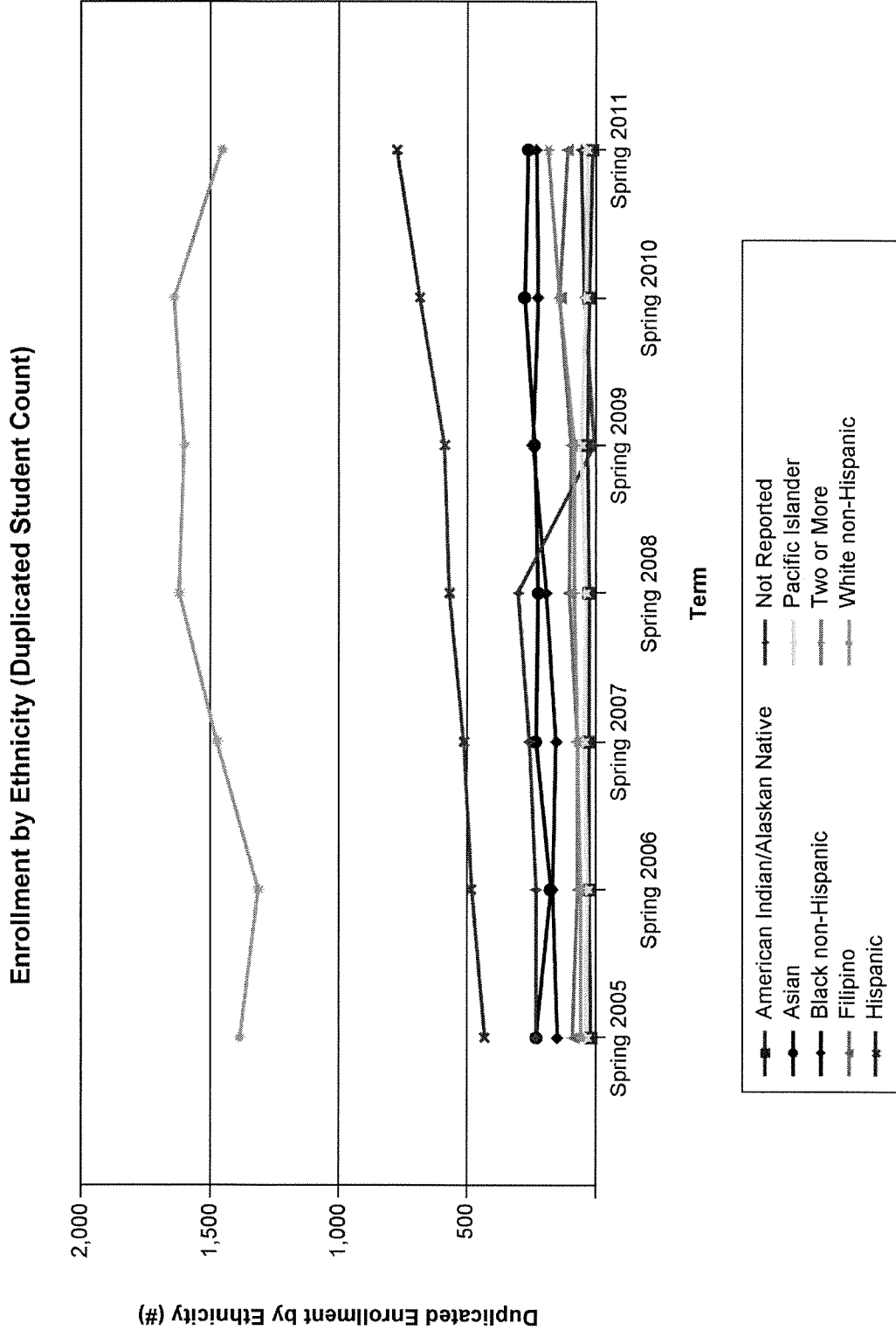
Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	17	0.7 %	24	1.0 %	26	1.0 %	26	0.9 %	27	0.9 %	25	0.8 %
Asian	204	8.6 %	164	7.0 %	213	8.1 %	204	7.0 %	222	7.4 %	247	7.8 %
Black non-Hispanic	140	5.9 %	153	6.5 %	148	5.6 %	183	6.3 %	230	7.7 %	222	7.0 %
Filipino	78	3.3 %	66	2.8 %	70	2.7 %	93	3.2 %	88	2.9 %	130	4.1 %
Hispanic	386	16.2 %	437	18.6 %	470	17.9 %	526	18.1 %	532	17.8 %	644	20.2 %
Not Reported	210	8.8 %	214	9.1 %	227	8.7 %	266	9.2 %	286	9.6 %	224	7.0 %
Pacific Islander	33	1.4 %	29	1.2 %	42	1.6 %	41	1.4 %	53	1.8 %	39	1.2 %
Two or More	51	2.1 %	56	2.4 %	66	2.5 %	74	2.6 %	78	2.6 %	137	4.3 %
White non-Hispanic	1,263	53.0 %	1,208	51.4 %	1,362	51.9 %	1,488	51.3 %	1,474	49.3 %	1,514	47.6 %
Total	2,382	100.0 %	2,351	100.0 %	2,624	100.0 %	2,901	100.0 %	2,990	100.0 %	3,182	100.0 %

Grossmont College Enrollment HIST

Ethnicity	Spring 2011	
	n	%
American Indian /Alaskan Native	14	0.4 %
Asian	264	8.1 %
Black non-Hispanic	234	7.2 %
Filipino	113	3.5 %
Hispanic	776	23.8 %
Not Reported	179	5.5 %
Pacific Islander	35	1.1 %
Two or More	186	5.7 %
White non-Hispanic	1,456	44.7 %
Total	3,257	100.0 %

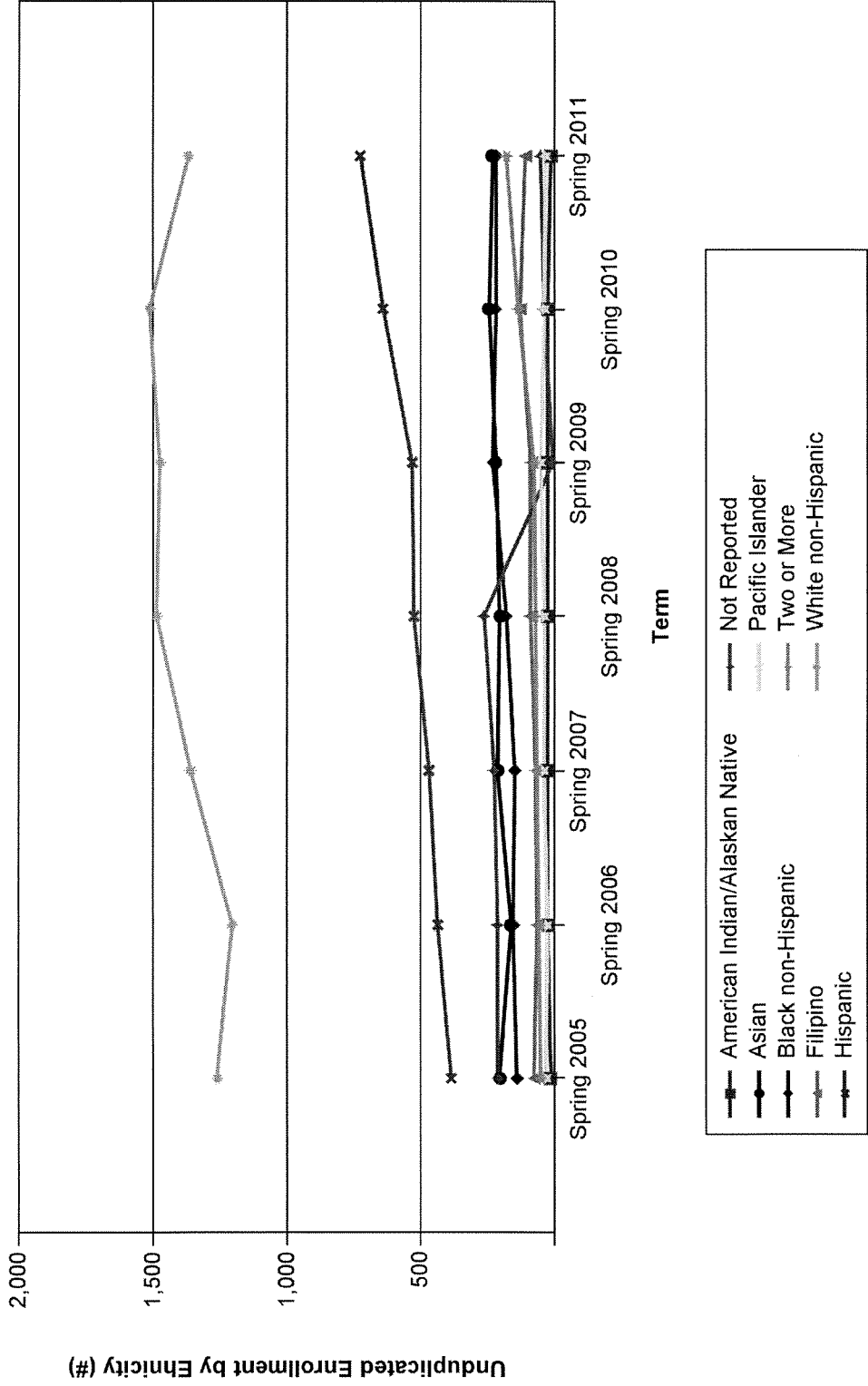
Ethnicity	Spring 2011	
	n	%
American Indian /Alaskan Native	14	0.5 %
Asian	235	7.7 %
Black non-Hispanic	218	7.2 %
Filipino	110	3.6 %
Hispanic	728	23.9 %
Not Reported	159	5.2 %
Pacific Islander	34	1.1 %
Two or More	179	5.9 %
White non-Hispanic	1,369	44.9 %
Total	3,046	100.0 %

**Grossmont College Enrollment
HIST**



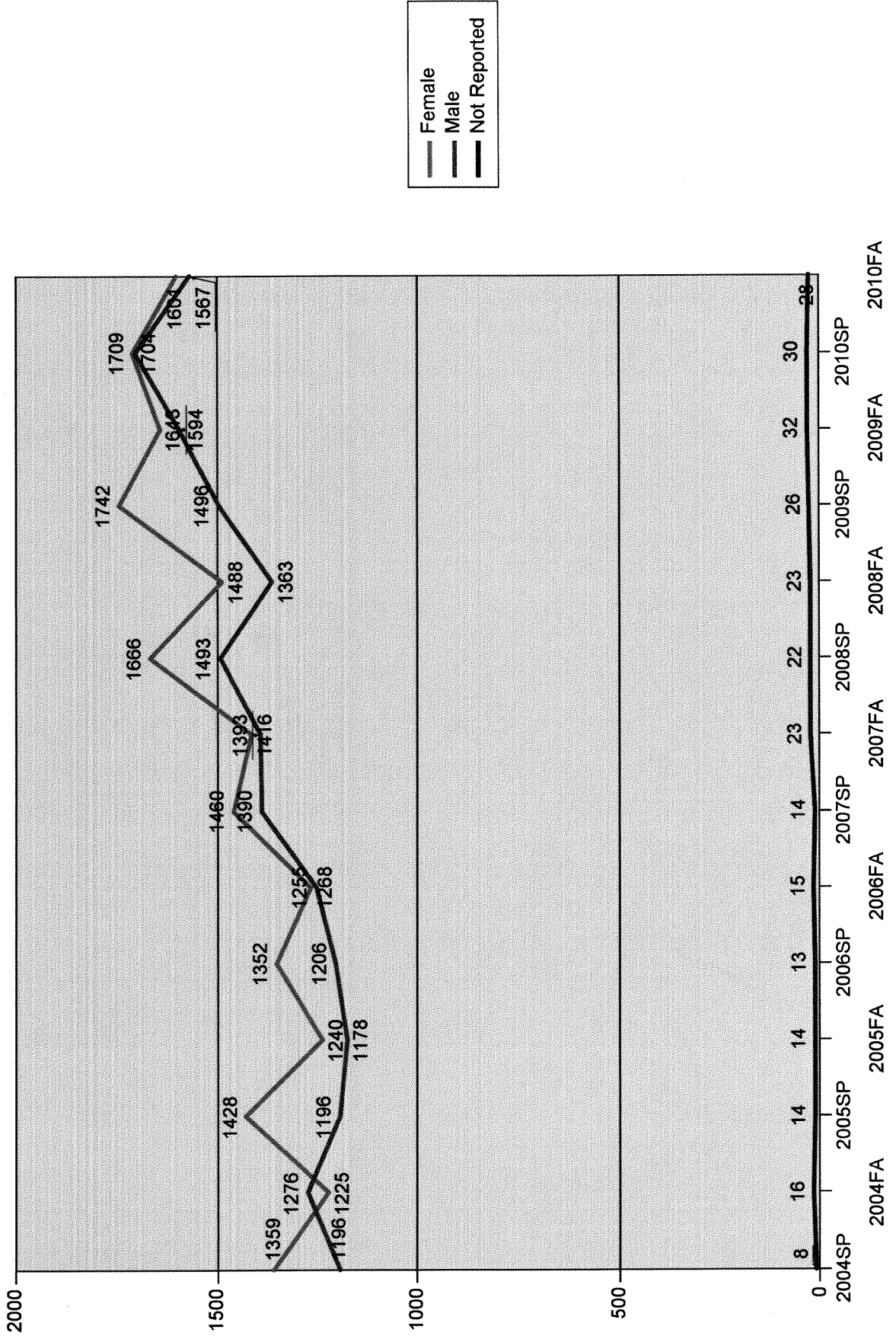
Grossmont College Enrollment HIST

Enrollment by Ethnicity (Unduplicated Student Count)



Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Gender (Duplicated)



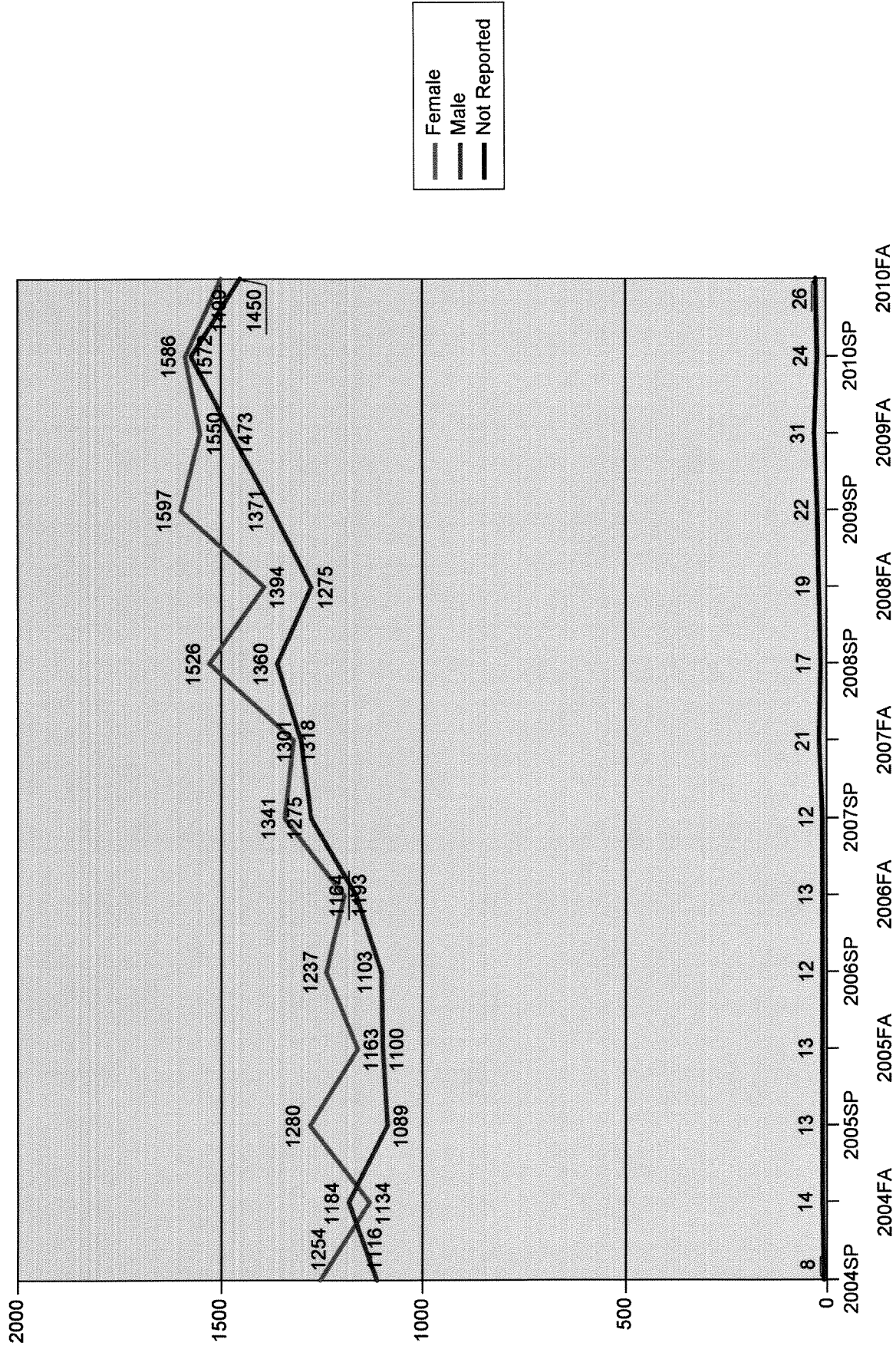
**Grossmont College Enrollment by Categories
Restricted to: HIST**

Gender Count	2010SP	2010FA
Female	1586	1499
Male	1572	1450
Not Reported	24	26
Total	3182	2975

Gender %	2010SP	2010FA
Female	49.8 %	50.4 %
Male	49.4 %	48.7 %
Not Reported	0.8 %	0.9 %
Total	100.0 %	100.0 %

Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Gender (non-Duplicated)



**Grossmont College Enrollment by Categories
Restricted to: HIST**

Enrollment by Ethnicity (Duplicated)

Ethnicity Count	2004SP	2004FA	2005SP	2005FA	2006SP	2006FA	2007SP	2007FA	2008SP	2008FA	2009SP	2009FA
American Indian/Alaskan Native	25	14	20	28	27	23	28	29	29	33	32	21
Asian	222	215	232	162	178	204	241	200	229	210	248	253
Black non-Hispanic	159	151	150	150	170	163	154	192	201	198	254	224
Filipino	52	82	88	63	73	92	76	91	113	122	100	118
Hispanic	388	379	426	444	477	472	508	522	551	519	570	656
Not Reported	234	232	245	198	242	211	280	258	322	288	345	260
Pacific Islander	23	30	37	37	34	34	48	48	41	61	60	58
Two or More	32	36	46	52	49	42	45	49	53	35	43	103
White non-Hispanic	1428	1378	1394	1298	1321	1297	1484	1443	1642	1408	1612	1576
Total	2563	2517	2638	2432	2571	2538	2864	2832	3181	2874	3264	3269

**Grossmont College Enrollment by Categories
Restricted to: HIST**

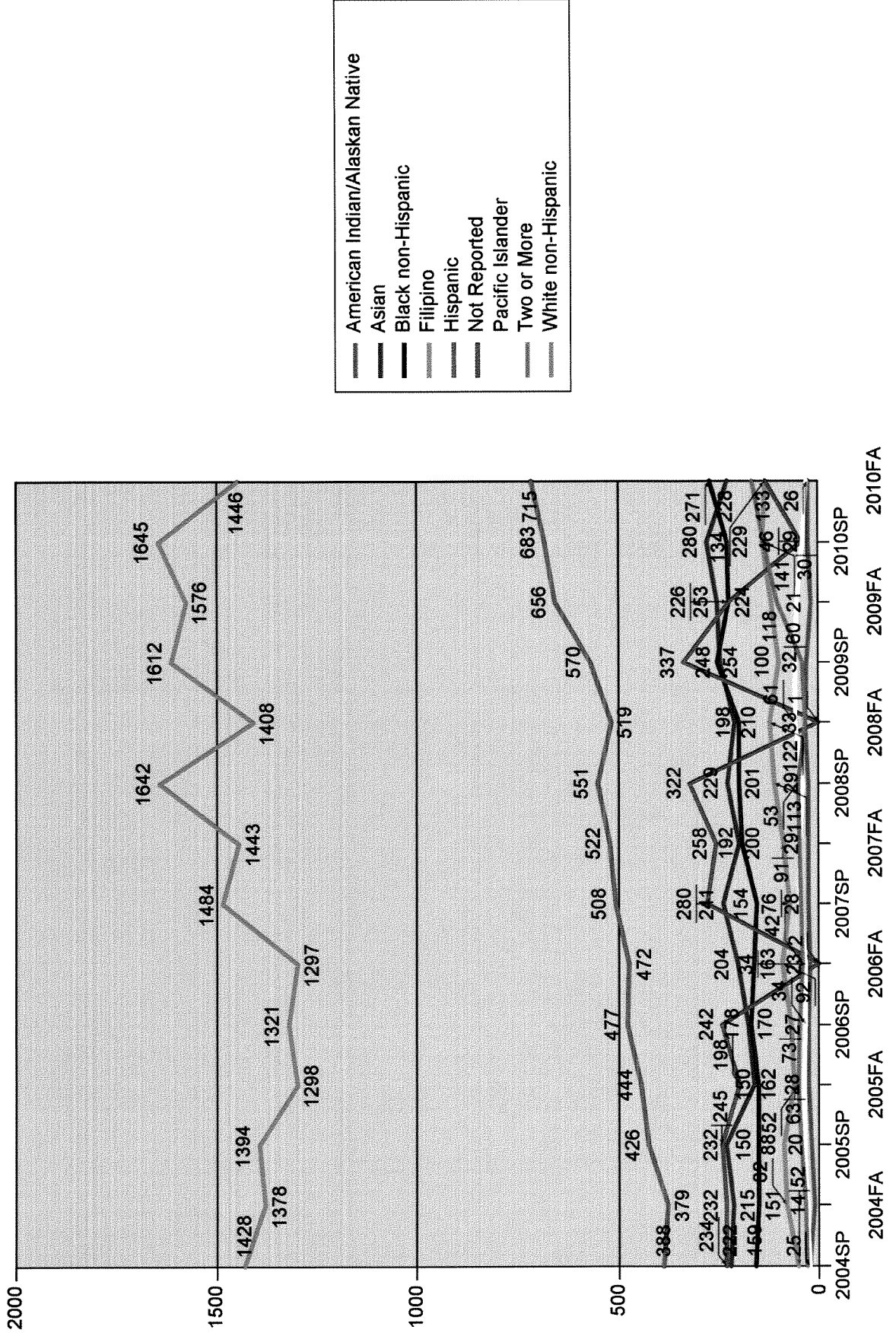
Ethnicity Count	2010SP	2010FA
American Indian/Alaskan Native	29	26
Asian	280	228
Black non-Hispanic	229	271
Filipino	141	133
Hispanic	683	715
Not Reported	257	179
Pacific Islander	42	30
Two or More	137	168
White non-Hispanic	1645	1446
Total	3443	3196

**Grossmont College Enrollment by Categories
Restricted to: HIST**

Ethnicity %	2010SP	2010FA
American Indian/Alaskan Native	0.8 %	0.8 %
Asian	8.1 %	7.1 %
Black non-Hispanic	6.7 %	8.5 %
Filipino	4.1 %	4.2 %
Hispanic	19.8 %	22.4 %
Not Reported	7.5 %	5.6 %
Pacific Islander	1.2 %	0.9 %
Two or More	4.0 %	5.3 %
White non-Hispanic	47.8 %	45.2 %
Total	100.0 %	100.0 %

Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Ethnicity (Duplicated)



**Grossmont College Enrollment by Categories
Restricted to: HIST**

Enrollment by Ethnicity (Non-Duplicated)

Ethnicity Count	2004SP	2004FA	2005SP	2005FA	2006SP	2006FA	2007SP	2007FA	2008SP	2008FA	2009SP	2009FA
American Indian/Alaskan Native	21	14	17	26	25	22	27	27	26	32	27	19
Asian	211	199	204	151	165	190	218	186	208	192	229	234
Black non-Hispanic	148	143	140	144	154	156	148	178	188	193	235	209
Filipino	47	72	78	61	68	84	71	85	97	114	91	111
Hispanic	351	348	379	414	429	436	464	479	513	486	513	606
Not Reported	216	209	221	175	223	197	246	238	283	265	316	239
Pacific Islander	23	30	33	35	31	30	44	46	41	58	56	58
Two or More	31	33	41	48	44	41	41	45	47	33	40	97
White non-Hispanic	1330	1284	1269	1222	1213	1214	1369	1356	1500	1315	1483	1481
Total	2378	2332	2382	2276	2352	2370	2628	2640	2903	2688	2990	3054

**Grossmont College Enrollment by Categories
Restricted to: HIST**

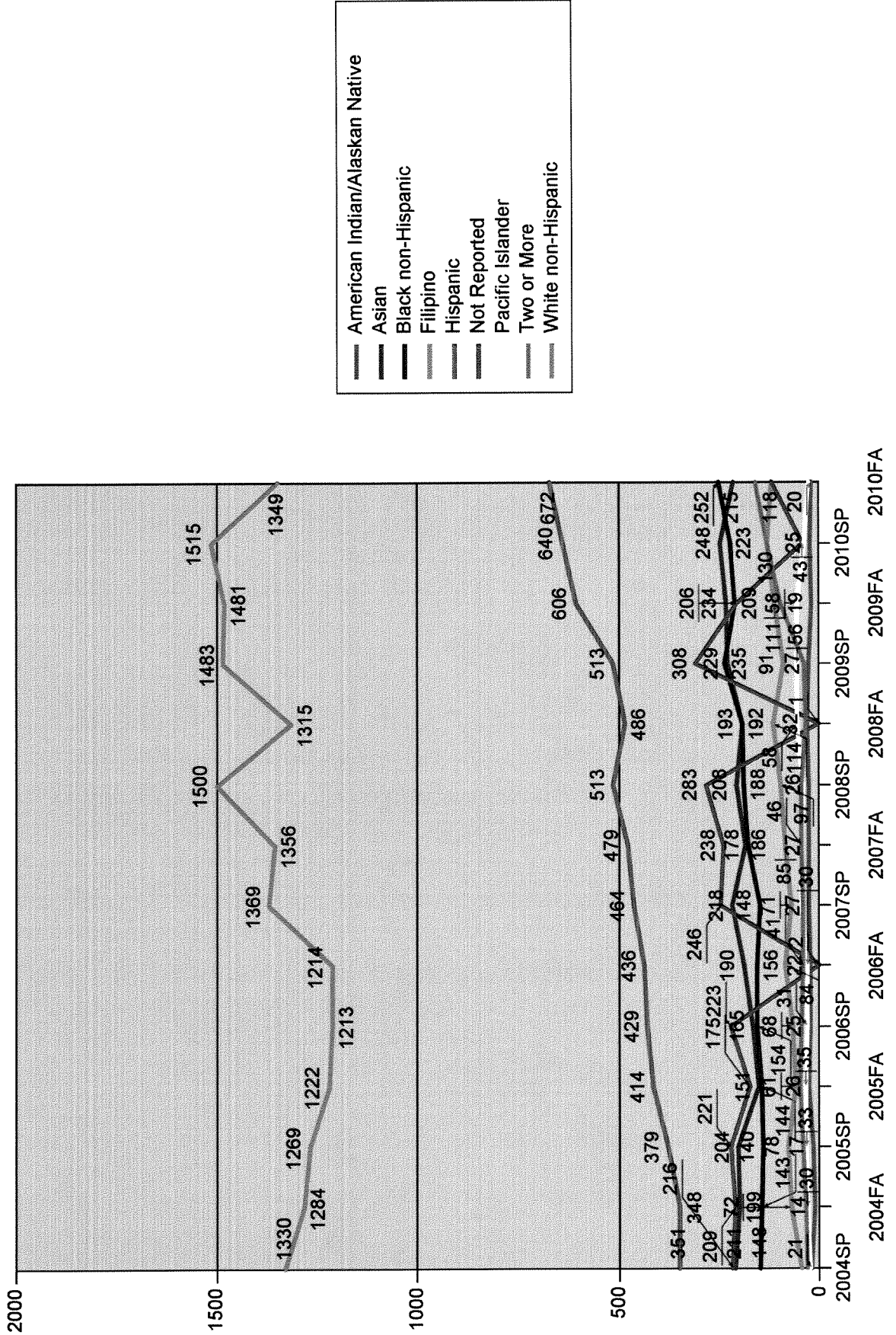
Ethnicity Count	2010SP	2010FA
American Indian/Alaskan Native	25	20
Asian	248	215
Black non-Hispanic	223	252
Filipino	130	118
Hispanic	640	672
Not Reported	231	160
Pacific Islander	40	29
Two or More	130	160
White non-Hispanic	1515	1349
Total	3182	2975

**Grossmont College Enrollment by Categories
Restricted to: HIST**

Ethnicity %	2010SP	2010FA
American Indian/Alaskan Native	0.8 %	0.7 %
Asian	7.8 %	7.2 %
Black non-Hispanic	7.0 %	8.5 %
Filipino	4.1 %	4.0 %
Hispanic	20.1 %	22.6 %
Not Reported	7.3 %	5.4 %
Pacific Islander	1.3 %	1.0 %
Two or More	4.1 %	5.4 %
White non-Hispanic	47.6 %	45.3 %
Total	100.0 %	100.0 %

Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Ethnicity (Non-Duplicated)



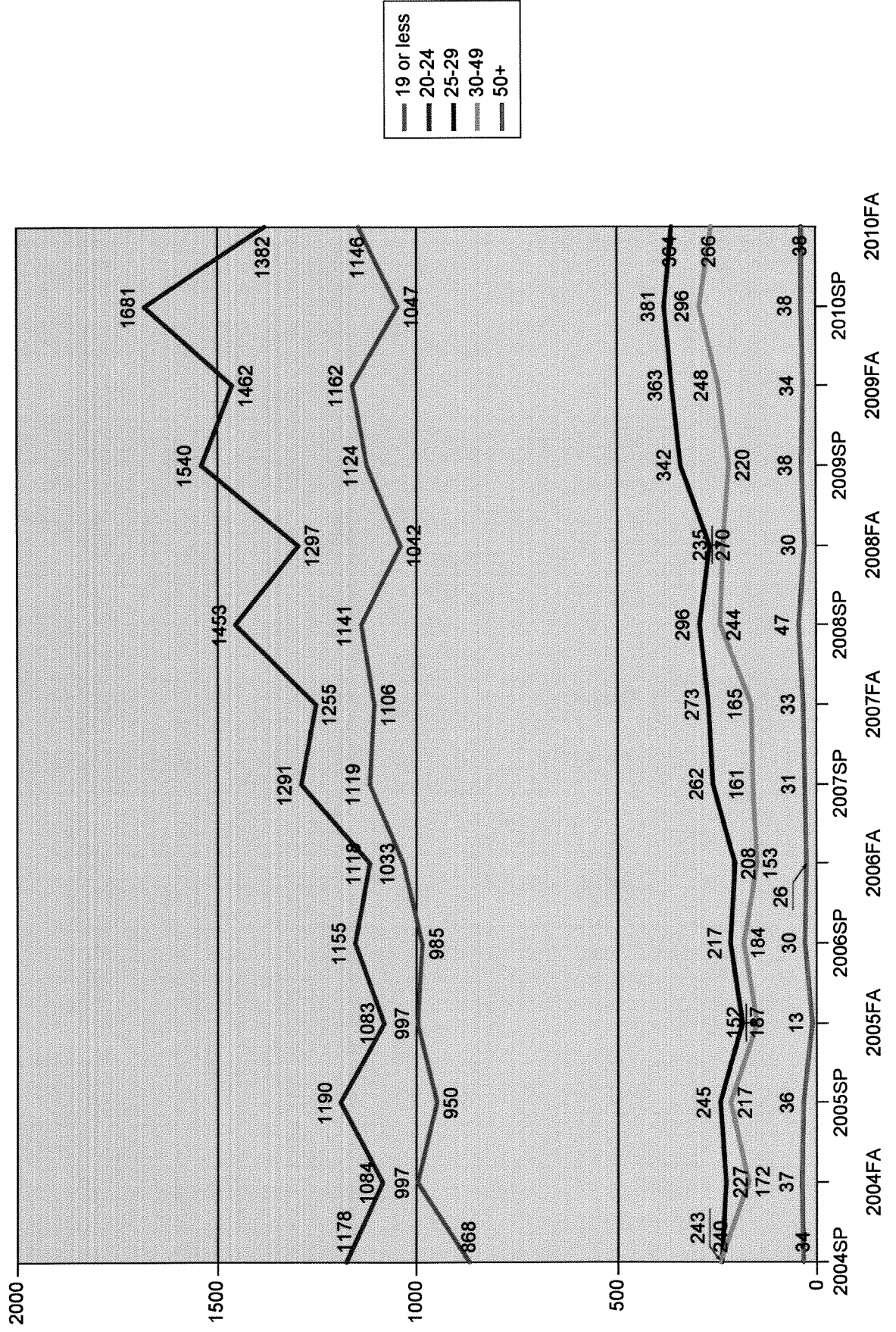
**Grossmont College Enrollment by Categories
Restricted to: HIST**

Age Count	2010SP	2010FA
19 or less	1047	1146
20-24	1681	1382
25-29	381	364
30-49	296	266
50+	38	38
Total	3443	3196

Age %	2010SP	2010FA
19 or less	31.4 %	36.8 %
20-24	48.2 %	42.6 %
25-29	10.7 %	11.5 %
30-49	8.6 %	8.0 %
50+	1.1 %	1.2 %
Total	100.0 %	100.0 %

Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Age (Duplicated)



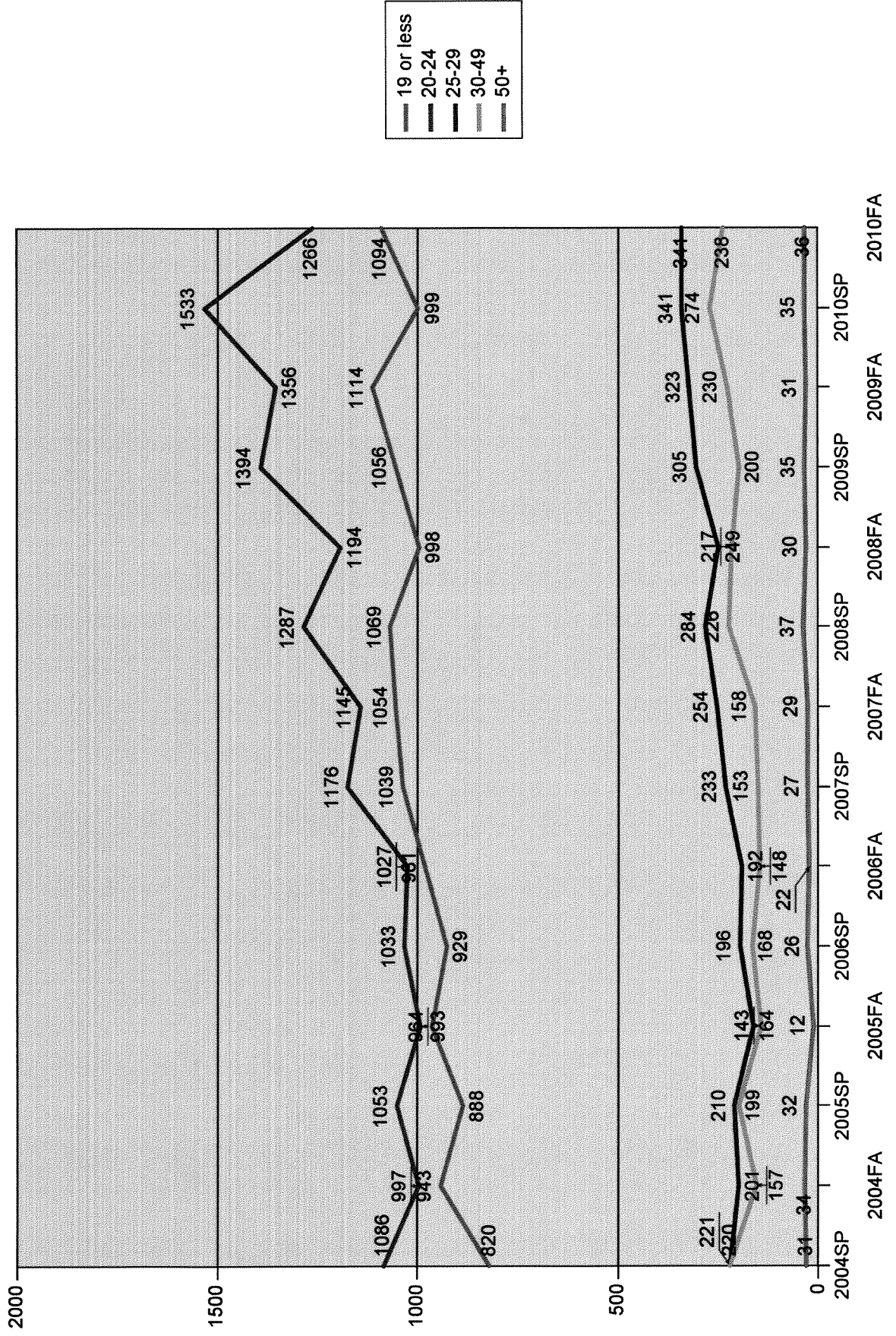
**Grossmont College Enrollment by Categories
Restricted to: HIST**

Age Count	2010SP	2010FA
19 or less	999	1094
20-24	1533	1266
25-29	341	341
30-49	274	238
50+	35	36
Total	3182	2975

Age %	2010SP	2010FA
19 or less	31.4 %	36.8 %
20-24	48.2 %	42.6 %
25-29	10.7 %	11.5 %
30-49	8.6 %	8.0 %
50+	1.1 %	1.2 %
Total	100.0 %	100.0 %

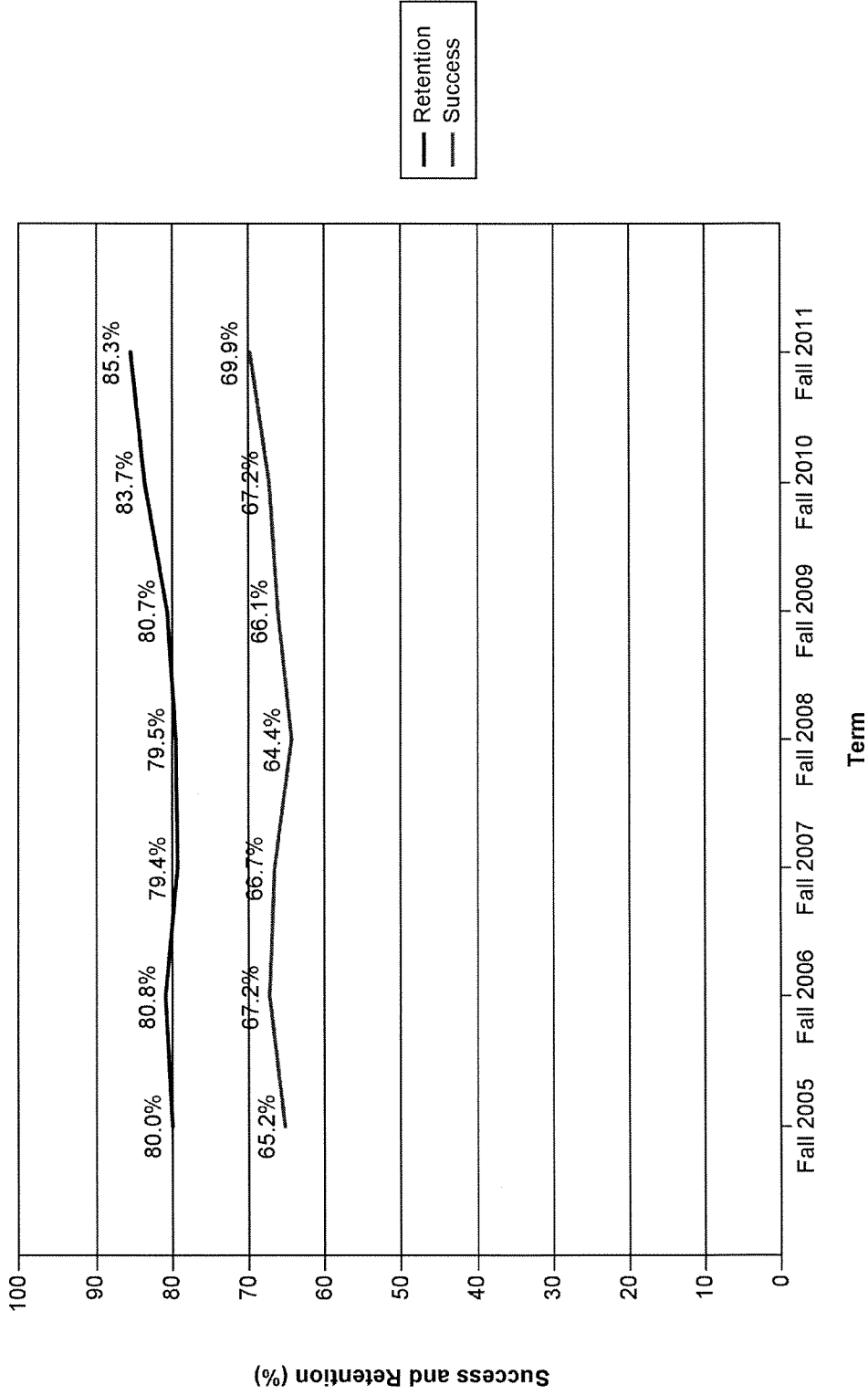
Grossmont College Enrollment by Categories
 Restricted to: HIST

Enrollment by Age (Non-Duplicated)



Grossmont College Enrollment HIST

Course Success and Retention



Grossmont College Enrollment HIST

Success by Gender

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	751	63.7%	827	66.1%	928	66.6%	843	61.8%	1,009	63.4%	1,037	66.2%	1,017	69.2%
Female	825	66.6%	867	68.4%	943	66.6%	996	66.9%	1,127	68.6%	1,091	68.2%	1,038	70.4%
Not Reported	9	69.2%	10	66.7%	16	76.2%	12	54.5%	22	71%	19	67.9%	19	73.1%
Total	1,585	65.2%	1,704	67.2%	1,887	66.7%	1,851	64.4%	2,158	66.1%	2,147	67.2%	2,074	69.9%

No Success by Gender

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	194	16.5%	190	15.2%	181	13%	237	17.4%	273	17.1%	279	17.8%	244	16.6%
Female	166	13.4%	151	11.9%	175	12.4%	191	12.8%	203	12.3%	242	15.1%	213	14.5%
Not Reported		%	2	13.3%	3	14.3%	6	27.3%	3	9.7%	4	14.3%	3	11.5%
Total	360	14.8%	343	13.5%	359	12.7%	434	15.1%	479	14.7%	525	16.4%	460	15.5%

Grossmont College Enrollment HIST

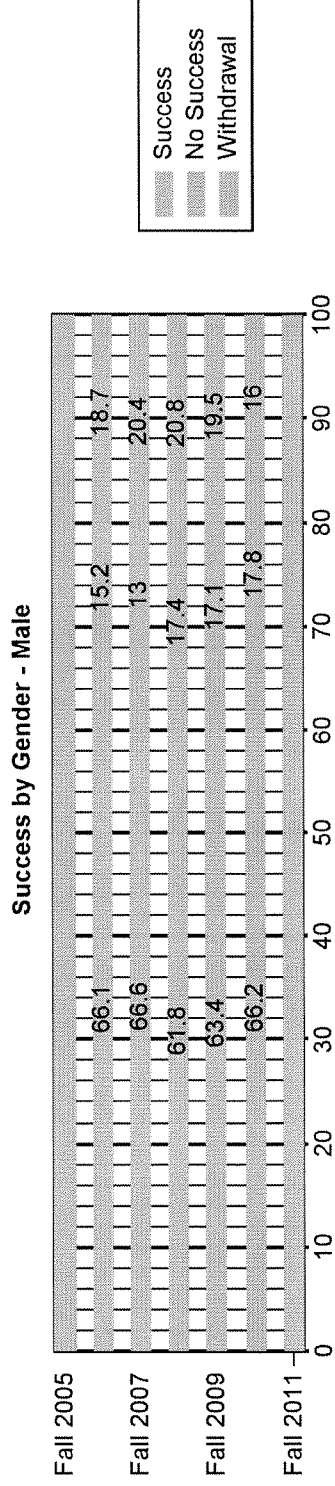
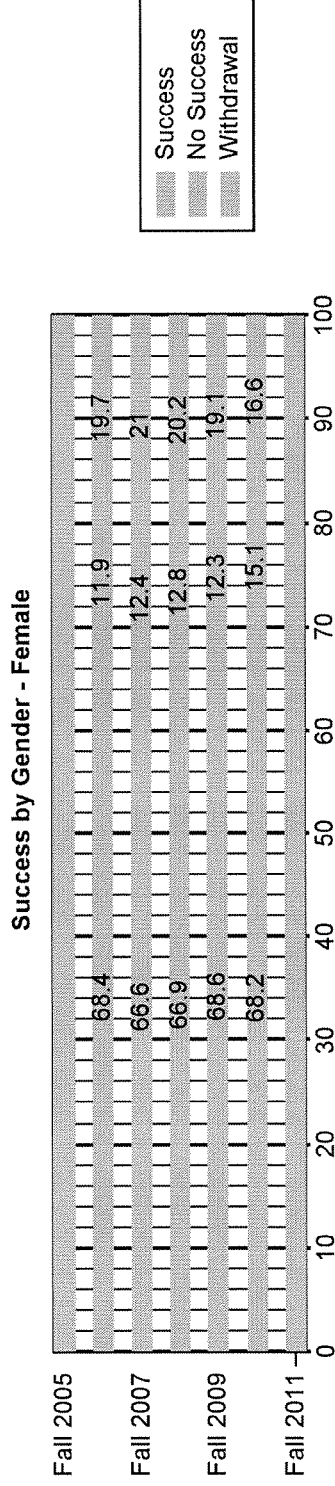
Withdrawal by Gender

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender														
Male	234	19.8%	234	18.7%	284	20.4%	284	20.8%	310	19.5%	251	16%	208	14.2%
Female	248	20%	250	19.7%	298	21%	301	20.2%	314	19.1%	266	16.6%	223	15.1%
Not Reported	4	30.8%	3	20%	2	9.5%	4	18.2%	6	19.4%	5	17.9%	4	15.4%
Total	486	20%	487	19.2%	584	20.6%	589	20.5%	630	19.3%	522	16.3%	435	14.7%

Retention by Gender

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender														
Male	945	80.2%	1,017	81.3%	1,109	79.6%	1,080	79.2%	1,282	80.5%	1,316	84%	1,261	85.8%
Female	991	80%	1,018	80.3%	1,118	79%	1,187	79.8%	1,330	80.9%	1,333	83.4%	1,251	84.9%
Not Reported	9	69.2%	12	80%	19	90.5%	18	81.8%	25	80.6%	23	82.1%	22	84.6%
Total	1,945	80%	2,047	80.8%	2,246	79.4%	2,285	79.5%	2,637	80.7%	2,672	83.7%	2,534	85.3%

Grossmont College Enrollment HIST



Grossmont College Enrollment HIST

Success by Age

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	623	62.6%	679	65.8%	704	63.7%	661	63.4%	729	62.8%	743	64.8%	756	69.8%
20-24	723	66.8%	749	67.2%	849	67.8%	827	63.8%	968	66.2%	923	66.9%	855	67.9%
25-29	126	67.4%	137	65.9%	188	68.9%	177	65.6%	236	65%	266	73.1%	247	71.4%
30-49	104	68.4%	116	75.8%	117	70.9%	161	68.5%	195	78.9%	190	71.4%	177	74.4%
50+	9	69.2%	23	88.5%	29	87.9%	25	83.3%	30	88.2%	25	65.8%	39	90.7%
Total	1,585	65.2%	1,704	67.2%	1,887	66.7%	1,851	64.4%	2,158	66.1%	2,147	67.2%	2,074	69.9%

No Success by Age

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	172	17.3%	163	15.8%	176	15.9%	171	16.4%	215	18.5%	237	20.7%	190	17.5%
20-24	154	14.2%	148	13.3%	142	11.3%	203	15.7%	199	13.6%	218	15.8%	192	15.3%
25-29	22	11.8%	23	11.1%	25	9.2%	38	14.1%	49	13.5%	38	10.4%	48	13.9%
30-49	12	7.9%	8	5.2%	16	9.7%	21	8.9%	14	5.7%	30	11.3%	28	11.8%
50+		%	1	3.8%		%	1	3.3%	2	5.9%	2	5.3%	2	4.7%
Total	360	14.8%	343	13.5%	359	12.7%	434	15.1%	479	14.7%	525	16.4%	460	15.5%

Grossmont College Enrollment HIST

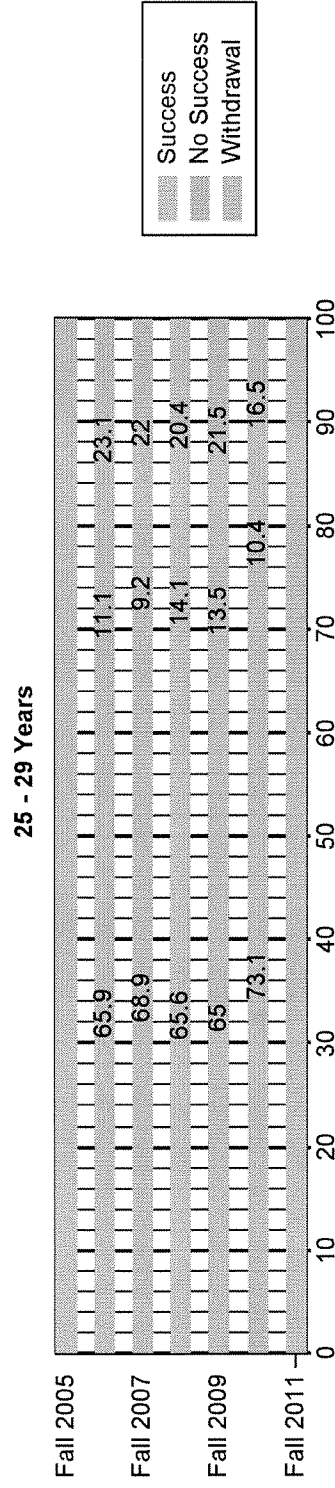
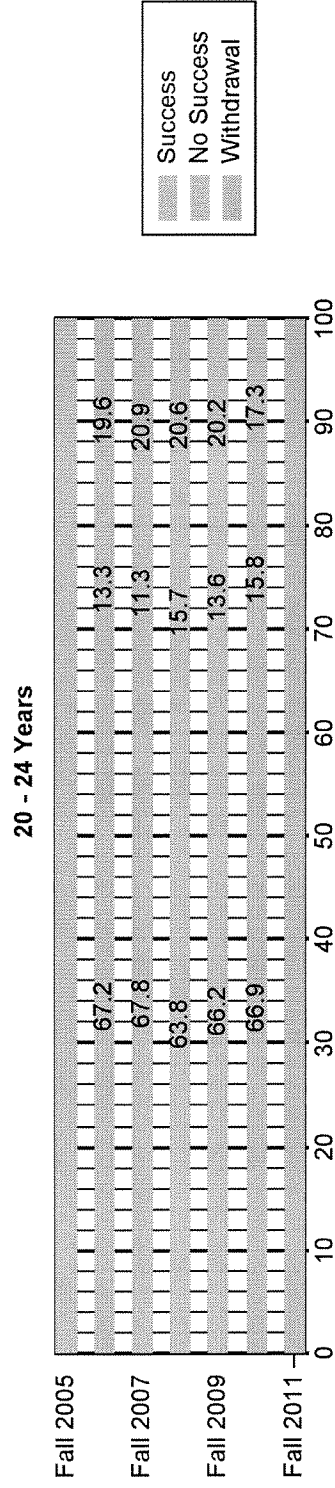
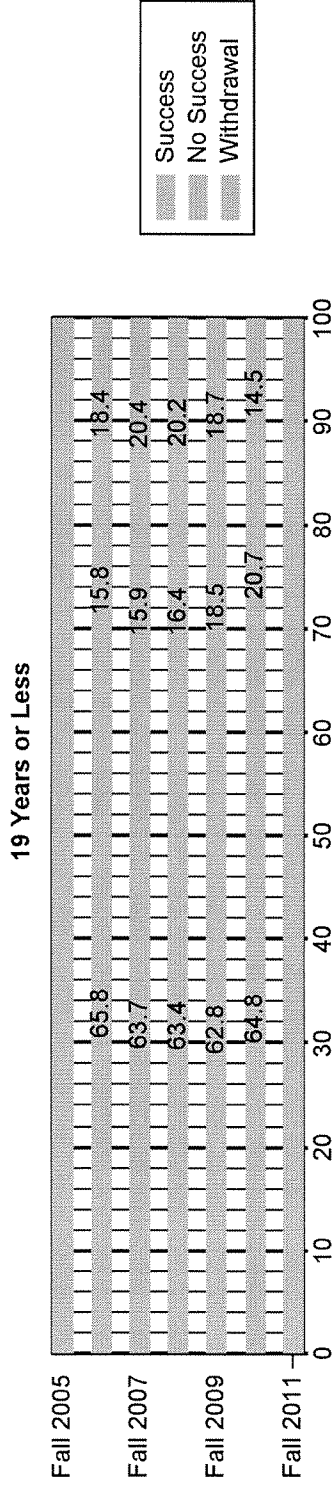
Withdrawal by Age

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	201	20.2%	190	18.4%	226	20.4%	210	20.2%	217	18.7%	166	14.5%	137	12.7%
20-24	206	19%	218	19.6%	262	20.9%	267	20.6%	295	20.2%	239	17.3%	212	16.8%
25-29	39	20.9%	48	23.1%	60	22%	55	20.4%	78	21.5%	60	16.5%	51	14.7%
30-49	36	23.7%	29	19%	32	19.4%	53	22.6%	38	15.4%	46	17.3%	33	13.9%
50+	4	30.8%	2	7.7%	4	12.1%	4	13.3%	2	5.9%	11	28.9%	2	4.7%
Total	486	20%	487	19.2%	584	20.6%	589	20.5%	630	19.3%	522	16.3%	435	14.7%

Retention by Age

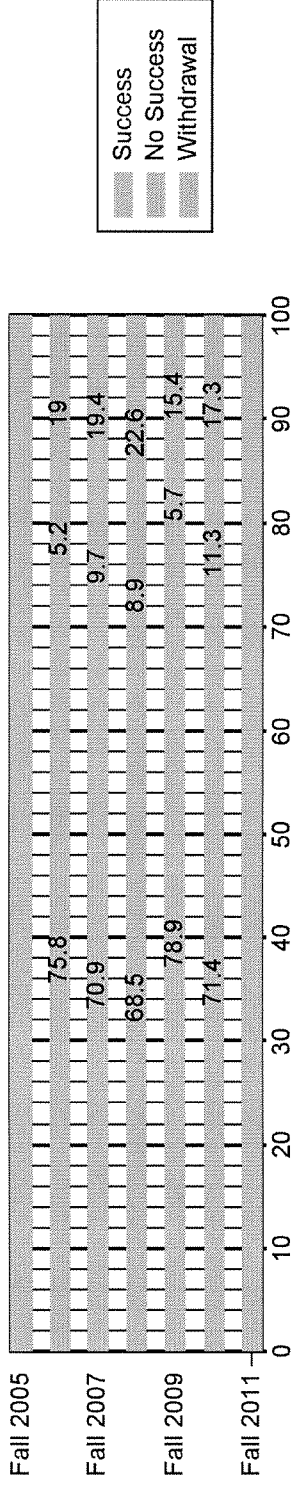
Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	795	79.8%	842	81.6%	880	79.6%	832	79.8%	944	81.3%	980	85.5%	946	87.3%
20-24	877	81%	897	80.4%	991	79.1%	1,030	79.4%	1,167	79.8%	1,141	82.7%	1,047	83.2%
25-29	148	79.1%	160	76.9%	213	78%	215	79.6%	285	78.5%	304	83.5%	295	85.3%
30-49	116	76.3%	124	81%	133	80.6%	182	77.4%	209	84.6%	220	82.7%	205	86.1%
50+	9	69.2%	24	92.3%	29	87.9%	26	86.7%	32	94.1%	27	71.1%	41	95.3%
Total	1,945	80%	2,047	80.8%	2,246	79.4%	2,285	79.5%	2,637	80.7%	2,672	83.7%	2,534	85.3%

Grossmont College Enrollment HIST

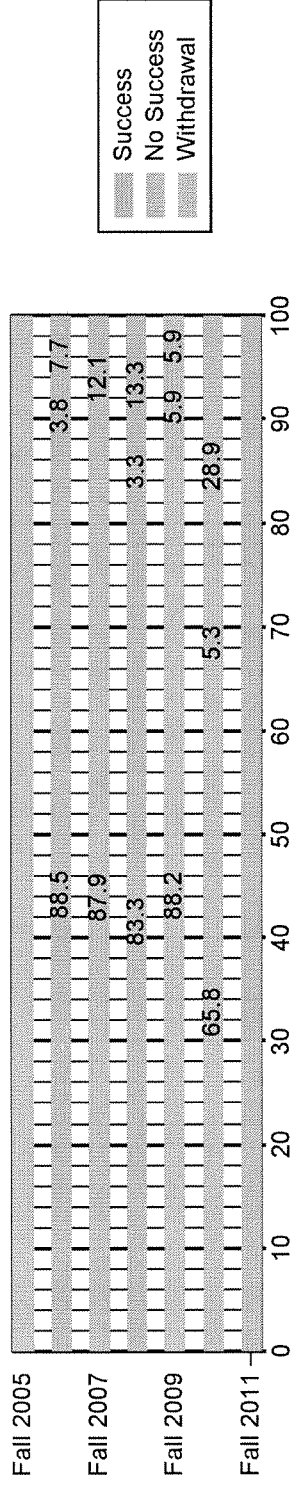


Grossmont College Enrollment HIST

30 - 49 Years



50+ Years



Grossmont College Enrollment HIST

Success by Ethnicity

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	19	67.9%	11	47.8%	14	50%	20	69%	10	50%	21	80.8%
Asian	118	73.3%	145	73.6%	146	73.7%	150	72.5%	200	79.1%	174	77%
Black non-Hispanic	67	45%	81	50.3%	99	52.4%	97	50.3%	105	47.3%	129	47.8%
Filipino	43	69.4%	60	65.2%	54	61.4%	68	57.1%	61	52.1%	85	63.9%
Hispanic	265	59.4%	312	65.7%	333	61.7%	317	59.7%	432	65.1%	431	60.2%
Not Reported	133	70.7%	121	60.5%	162	68.6%	170	62.5%	179	71%	129	74.1%
Pacific Islander	19	52.8%	18	56.3%	32	68.1%	37	62.7%	27	47.4%	18	60%
Two or More	37	53.6%	32	52.5%	45	61.6%	34	55.7%	70	61.4%	108	62.4%
White non-Hispanic	884	68.4%	924	71.6%	1,002	70%	958	68.3%	1,074	68.5%	1,052	72.8%
Total	1,585	65.2%	1,704	67.3%	1,887	66.7%	1,851	64.4%	2,158	66.1%	2,147	67.2%

**Grossmont College Enrollment
HIST**

Ethnicity	Fall 2011	
	n	%
American Indian/Alaskan Native	8	72.7%
Asian	164	78.1%
Black non-Hispanic	111	54.4%
Filipino	75	70.1%
Hispanic	487	65.8%
Not Reported	81	74.3%
Pacific Islander	13	48.1%
Two or More	131	61.8%
White non-Hispanic	1,004	74.4%
Total	2,074	69.9%

Grossmont College Enrollment HIST

No Success by Ethnicity

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	10.7%	3	13%	5	17.9%	4	13.8%	5	25%	5	19.2%
Asian	20	12.4%	23	11.7%	16	8.1%	21	10.1%	20	7.9%	23	10.2%
Black non-Hispanic	27	18.1%	38	23.6%	45	23.8%	43	22.3%	66	29.7%	79	29.3%
Filipino	7	11.3%	11	12%	13	14.8%	21	17.6%	22	18.8%	23	17.3%
Hispanic	88	19.7%	73	15.4%	88	16.3%	100	18.8%	103	15.5%	169	23.6%
Not Reported	20	10.6%	33	16.5%	25	10.6%	39	14.3%	37	14.7%	18	10.3%
Pacific Islander	10	27.8%	8	25%	2	4.3%	7	11.9%	14	24.6%	6	20%
Two or More	9	13%	11	18%	8	11%	8	13.1%	20	17.5%	33	19.1%
White non-Hispanic	176	13.6%	142	11%	157	11%	190	13.6%	192	12.2%	169	11.7%
Total	360	14.8%	342	13.5%	359	12.7%	433	15.1%	479	14.7%	525	16.4%

**Grossmont College Enrollment
HIST**

Ethnicity	Fall 2011	
	n	%
American Indian/Alaskan Native	1	9.1%
Asian	21	10%
Black non-Hispanic	58	28.4%
Filipino	12	11.2%
Hispanic	141	19.1%
Not Reported	9	8.3%
Pacific Islander	9	33.3%
Two or More	47	22.2%
White non-Hispanic	162	12%
Total	460	15.5%

Grossmont College Enrollment HIST

Withdrawal by Ethnicity

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	6	21.4%	9	39.1%	9	32.1%	5	17.2%	5	25%		%
Asian	23	14.3%	29	14.7%	36	18.2%	36	17.4%	33	13%	29	12.8%
Black non-Hispanic	55	36.9%	42	26.1%	45	23.8%	53	27.5%	51	23%	62	23%
Filipino	12	19.4%	21	22.8%	21	23.9%	30	25.2%	34	29.1%	25	18.8%
Hispanic	93	20.9%	90	18.9%	119	22%	114	21.5%	129	19.4%	116	16.2%
Not Reported	35	18.6%	46	23%	49	20.8%	63	23.2%	36	14.3%	27	15.5%
Pacific Islander	7	19.4%	6	18.8%	13	27.7%	15	25.4%	16	28.1%	6	20%
Two or More	23	33.3%	18	29.5%	20	27.4%	19	31.1%	24	21.1%	32	18.5%
White non-Hispanic	232	18%	225	17.4%	272	19%	254	18.1%	302	19.3%	225	15.6%
Total	486	20%	486	19.2%	584	20.6%	589	20.5%	630	19.3%	522	16.3%

**Grossmont College Enrollment
HIST**

Ethnicity	Fall 2011	
	n	%
American Indian /Alaskan Native	2	18.2%
Asian	25	11.9%
Black non-Hispanic	35	17.2%
Filipino	20	18.7%
Hispanic	112	15.1%
Not Reported	19	17.4%
Pacific Islander	5	18.5%
Two or More	34	16%
White non-Hispanic	183	13.6%
Total	435	14.7%

Grossmont College Enrollment HIST

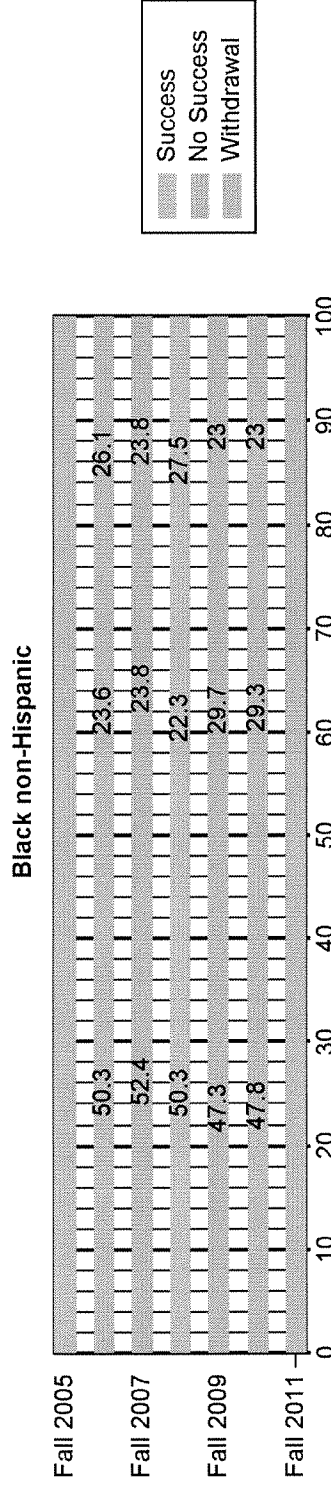
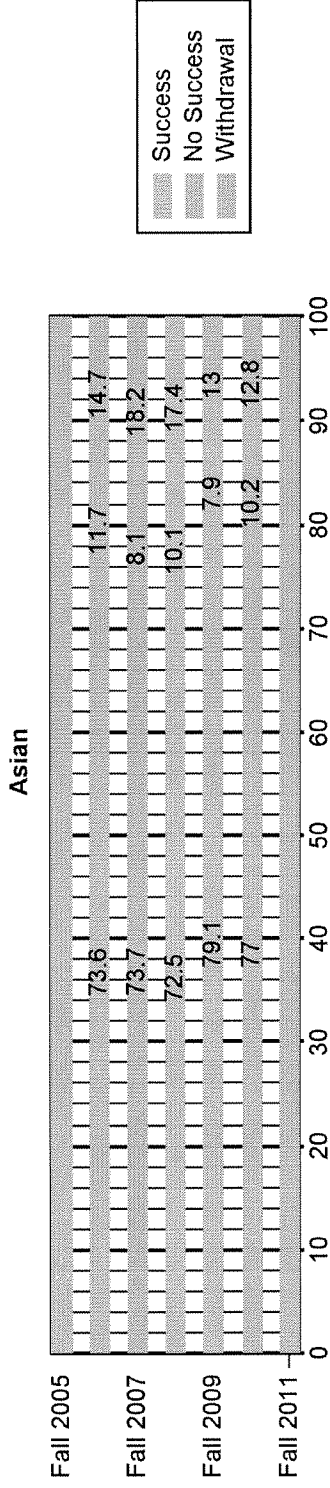
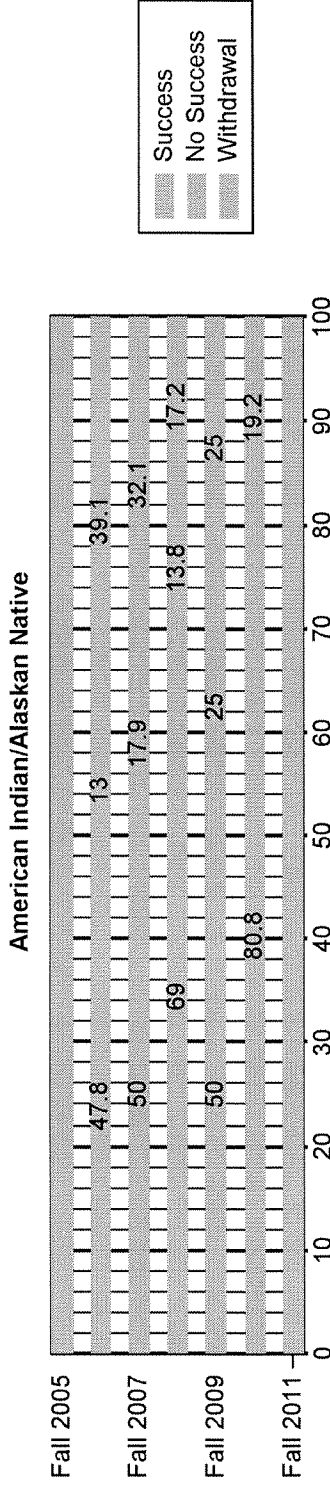
Retention by Ethnicity

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	22	78.6%	14	60.9%	19	67.9%	24	82.8%	15	75%	26	100%
Asian	138	85.7%	168	85.3%	162	81.8%	171	82.6%	220	87%	197	87.2%
Black non-Hispanic	94	63.1%	119	73.9%	144	76.2%	140	72.5%	171	77%	208	77%
Filipino	50	80.6%	71	77.2%	67	76.1%	89	74.8%	83	70.9%	108	81.2%
Hispanic	353	79.1%	385	81.1%	421	78%	417	78.5%	535	80.6%	600	83.8%
Not Reported	153	81.4%	154	77%	187	79.2%	209	76.8%	216	85.7%	147	84.5%
Pacific Islander	29	80.6%	26	81.3%	34	72.3%	44	74.6%	41	71.9%	24	80%
Two or More	46	66.7%	43	70.5%	53	72.6%	42	68.9%	90	78.9%	141	81.5%
White non-Hispanic	1,060	82%	1,066	82.6%	1,159	81%	1,148	81.9%	1,266	80.7%	1,221	84.4%
Total	1,945	80%	2,046	80.8%	2,246	79.4%	2,284	79.5%	2,637	80.7%	2,672	83.7%

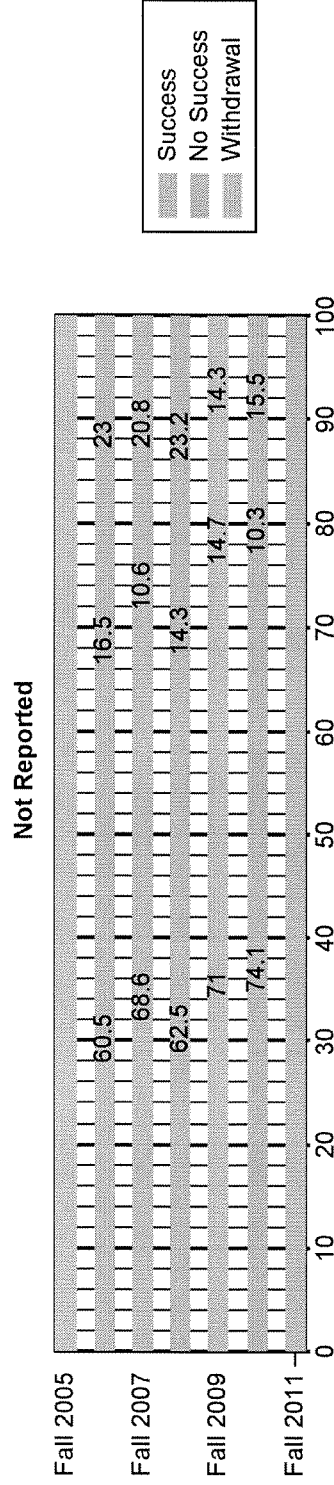
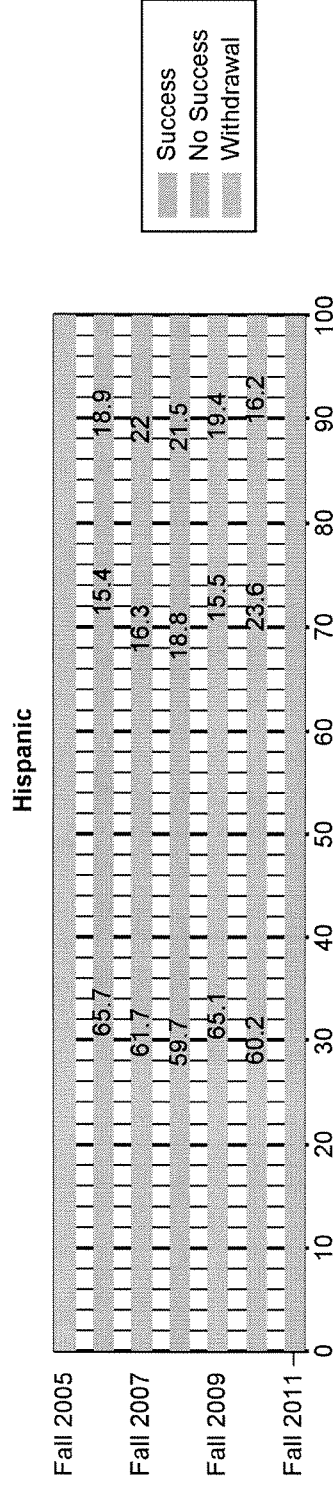
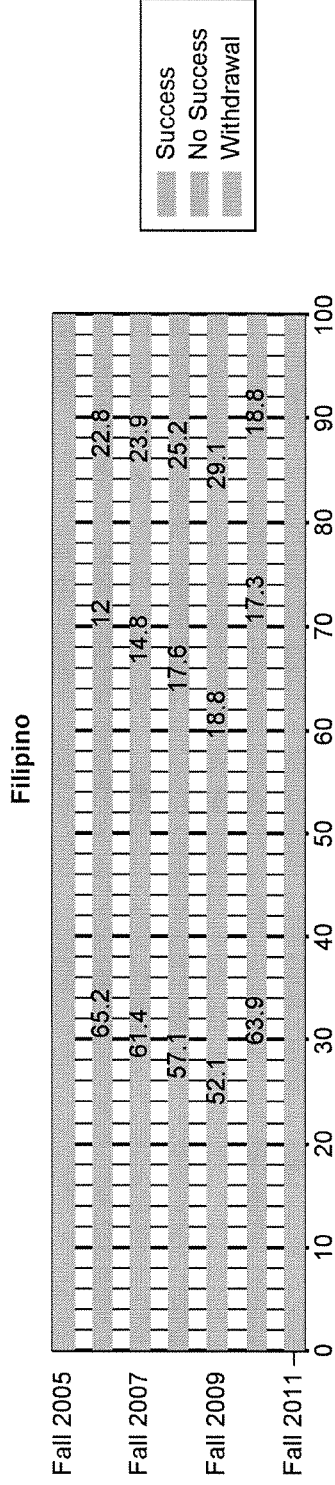
**Grossmont College Enrollment
HIST**

Ethnicity	Fall 2011	
	n	%
American Indian/Alaskan Native	9	81.8%
Asian	185	88.1%
Black non-Hispanic	169	82.8%
Filipino	87	81.3%
Hispanic	628	84.9%
Not Reported	90	82.6%
Pacific Islander	22	81.5%
Two or More	178	84%
White non-Hispanic	1,166	86.4%
Total	2,534	85.3%

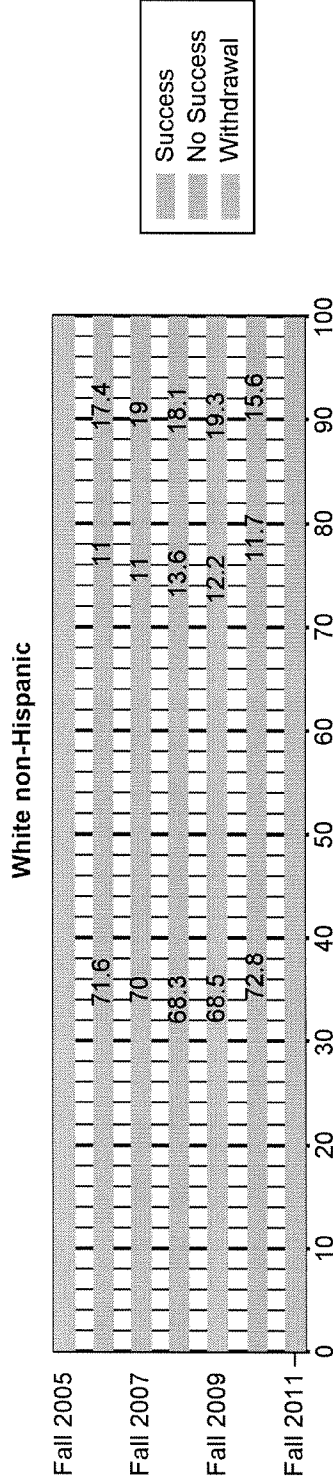
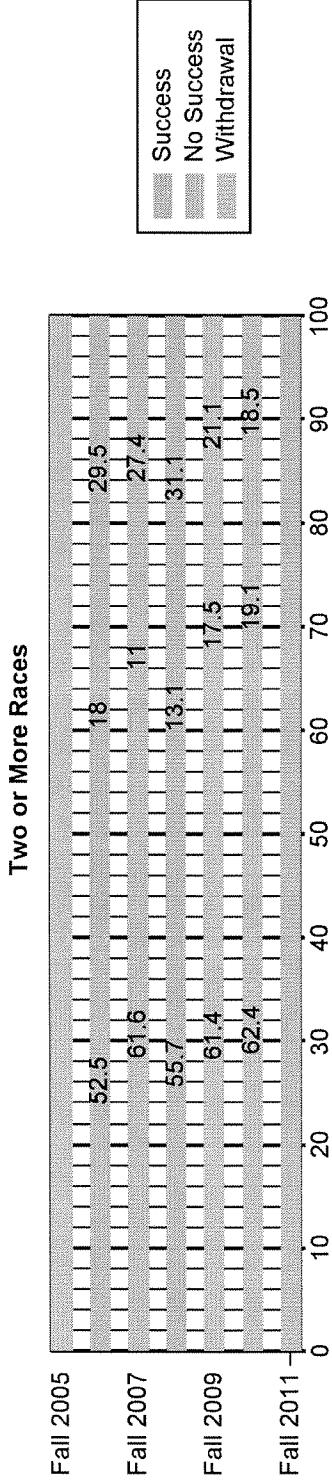
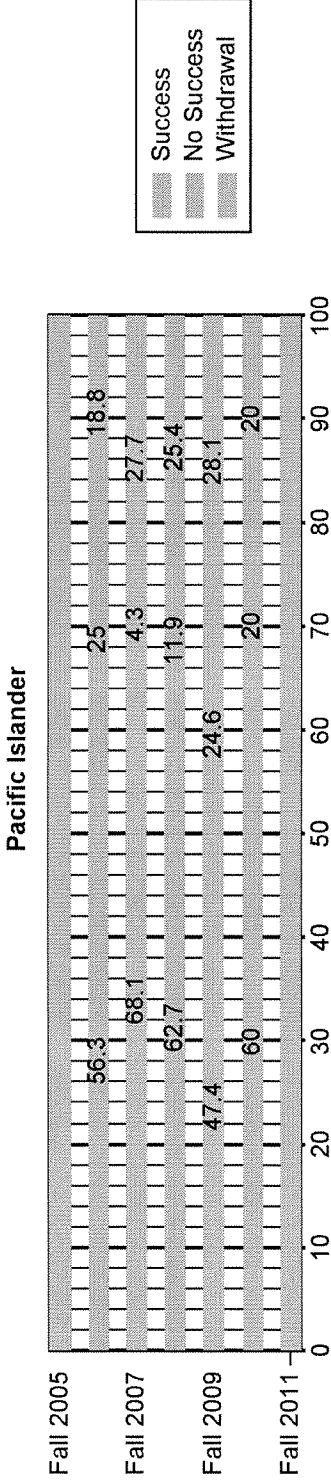
Grossmont College Enrollment HIST



Grossmont College Enrollment HIST

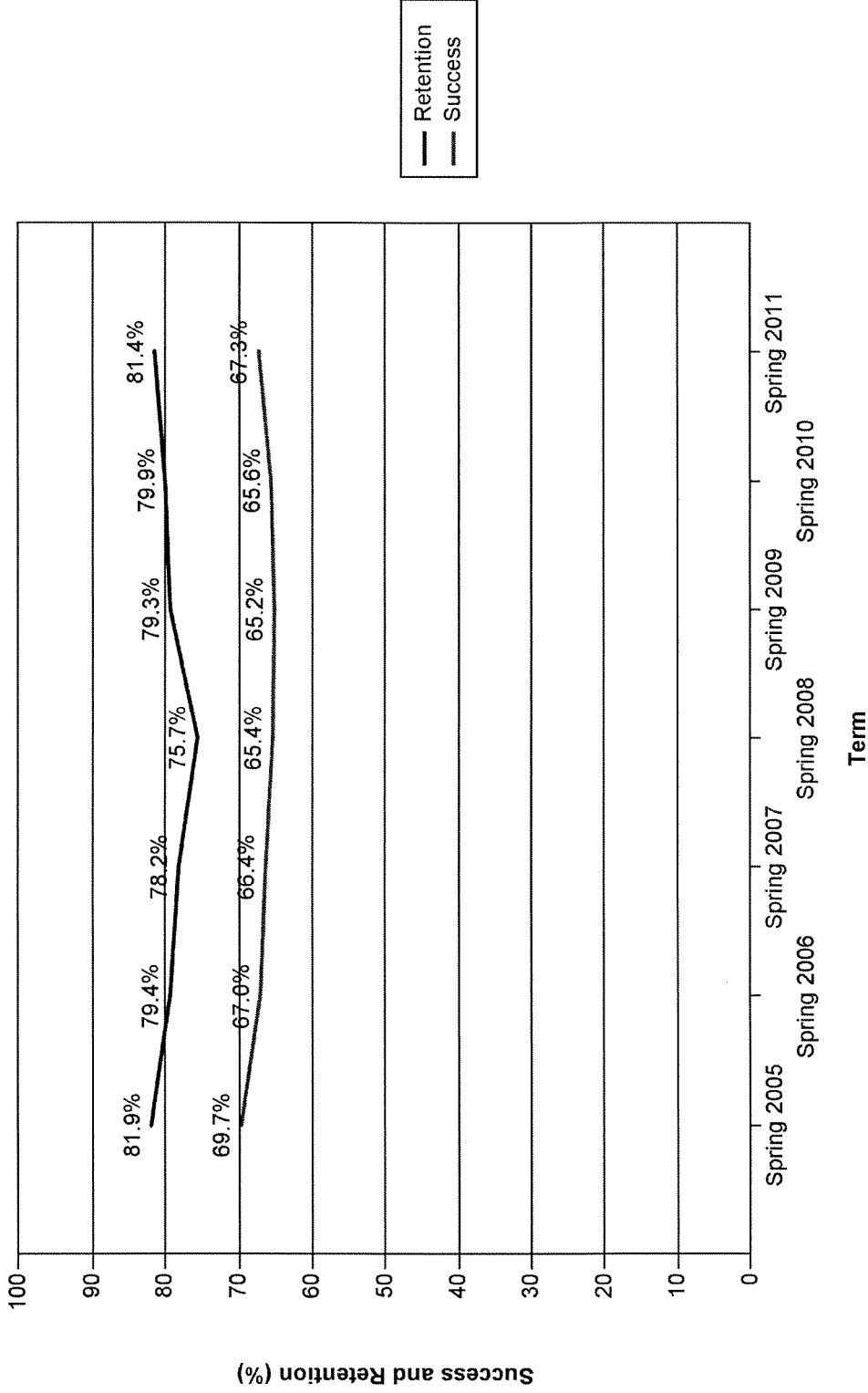


Grossmont College Enrollment HIST



**Grossmont College Enrollment
HIST**

Course Success and Retention



Grossmont College Enrollment HIST

Success by Gender

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	814	68.1%	812	67.2%	890	64.1%	954	63.9%	929	62%	1,084	63.6%	1,065	65.9%
Female	1,017	71.3%	905	67%	998	68.5%	1,108	66.6%	1,185	67.9%	1,152	67.4%	1,106	68.8%
Not Reported	7	50%	6	54.5%	9	69.2%	16	72.7%	13	59.1%	21	70%	21	65.6%
Total	1,838	69.7%	1,723	67%	1,897	66.4%	2,078	65.4%	2,127	65.2%	2,257	65.6%	2,192	67.3%

No Success by Gender

Gender	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	148	12.4%	139	11.5%	183	13.2%	171	11.5%	242	16.2%	266	15.6%	263	16.3%
Female	173	12.1%	176	13%	154	10.6%	155	9.3%	216	12.4%	226	13.2%	192	11.9%
Not Reported	2	14.3%	2	18.2%	2	15.4%		%	3	13.6%	3	10%	5	15.6%
Total	323	12.2%	317	12.3%	339	11.9%	326	10.3%	461	14.1%	495	14.4%	460	14.1%

Grossmont College Enrollment HIST

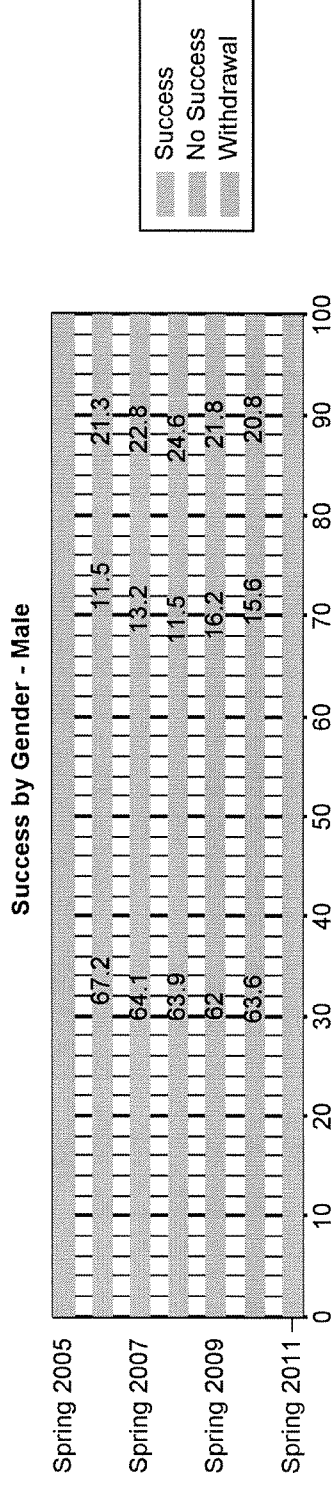
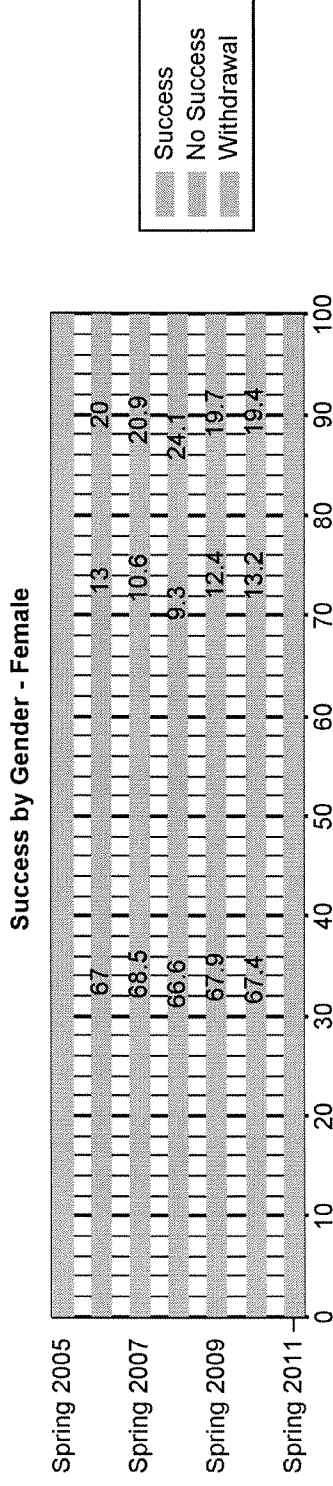
Withdrawal by Gender

	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender														
Male	234	19.6%	257	21.3%	316	22.8%	367	24.6%	327	21.8%	354	20.8%	289	17.9%
Female	237	16.6%	270	20%	305	20.9%	400	24.1%	343	19.7%	331	19.4%	310	19.3%
Not Reported	5	35.7%	3	27.3%	2	15.4%	6	27.3%	6	27.3%	6	20%	6	18.8%
Total	476	18.1%	530	20.6%	623	21.8%	773	24.3%	676	20.7%	691	20.1%	605	18.6%

Retention by Gender

	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender														
Male	962	80.4%	951	78.7%	1,073	77.2%	1,125	75.4%	1,171	78.2%	1,350	79.2%	1,328	82.1%
Female	1,190	83.4%	1,081	80%	1,152	79.1%	1,263	75.9%	1,401	80.3%	1,378	80.6%	1,298	80.7%
Not Reported	9	64.3%	8	72.7%	11	84.6%	16	72.7%	16	72.7%	24	80%	26	81.3%
Total	2,161	81.9%	2,040	79.4%	2,236	78.2%	2,404	75.7%	2,588	79.3%	2,752	79.9%	2,652	81.4%

Grossmont College Enrollment HIST



Grossmont College Enrollment HIST

Success by Age

Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	607	64%	645	65.5%	707	63.3%	752	66.1%	723	64.3%	676	64.6%	694	65.8%
20-24	847	71.2%	786	68.1%	864	67%	926	63.8%	982	63.8%	1,094	65.1%	975	67%
25-29	183	74.7%	141	65%	186	71.5%	193	65.2%	235	68.7%	262	68.8%	293	67.5%
30-49	171	78.8%	134	72.8%	120	74.5%	170	69.7%	157	71.4%	192	64.9%	200	73.8%
50+	30	83.3%	17	56.7%	20	64.5%	37	78.7%	30	78.9%	33	86.8%	30	69.8%
Total	1,838	69.7%	1,723	67%	1,897	66.4%	2,078	65.4%	2,127	65.2%	2,257	65.6%	2,192	67.3%

No Success by Age

Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	138	14.5%	147	14.9%	170	15.2%	138	12.1%	190	16.9%	176	16.8%	177	16.8%
20-24	147	12.4%	136	11.8%	136	10.5%	135	9.3%	213	13.8%	238	14.2%	202	13.9%
25-29	21	8.6%	20	9.2%	22	8.5%	31	10.5%	36	10.5%	41	10.8%	55	12.7%
30-49	13	6%	12	6.5%	7	4.3%	22	9%	20	9.1%	39	13.2%	22	8.1%
50+	4	11.1%	2	6.7%	4	12.9%		%	2	5.3%	1	2.6%	4	9.3%
Total	323	12.2%	317	12.3%	339	11.9%	326	10.3%	461	14.1%	495	14.4%	460	14.1%

Grossmont College Enrollment HIST

Withdrawal by Age

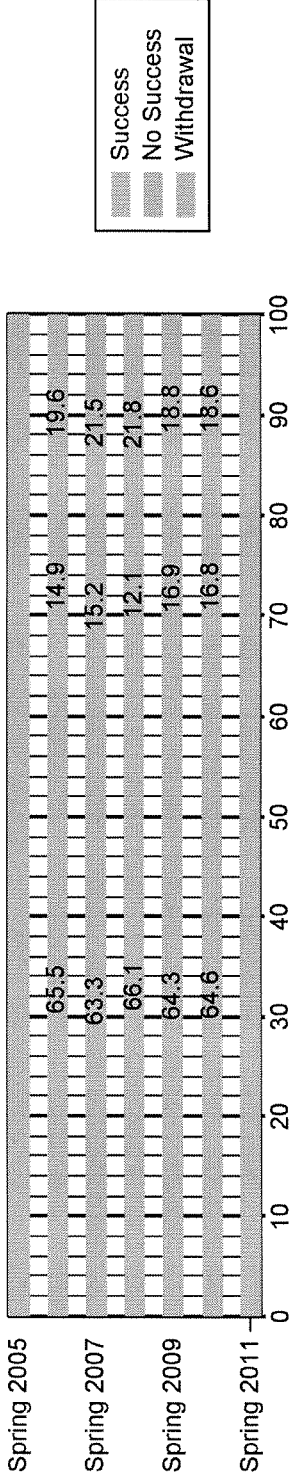
Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	204	21.5%	193	19.6%	240	21.5%	248	21.8%	211	18.8%	195	18.6%	183	17.4%
20-24	196	16.5%	232	20.1%	290	22.5%	391	26.9%	345	22.4%	349	20.8%	278	19.1%
25-29	41	16.7%	56	25.8%	52	20%	72	24.3%	71	20.8%	78	20.5%	86	19.8%
30-49	33	15.2%	38	20.7%	34	21.1%	52	21.3%	43	19.5%	65	22%	49	18.1%
50+	2	5.6%	11	36.7%	7	22.6%	10	21.3%	6	15.8%	4	10.5%	9	20.9%
Total	476	18.1%	530	20.6%	623	21.8%	773	24.3%	676	20.7%	691	20.1%	605	18.6%

Retention by Age

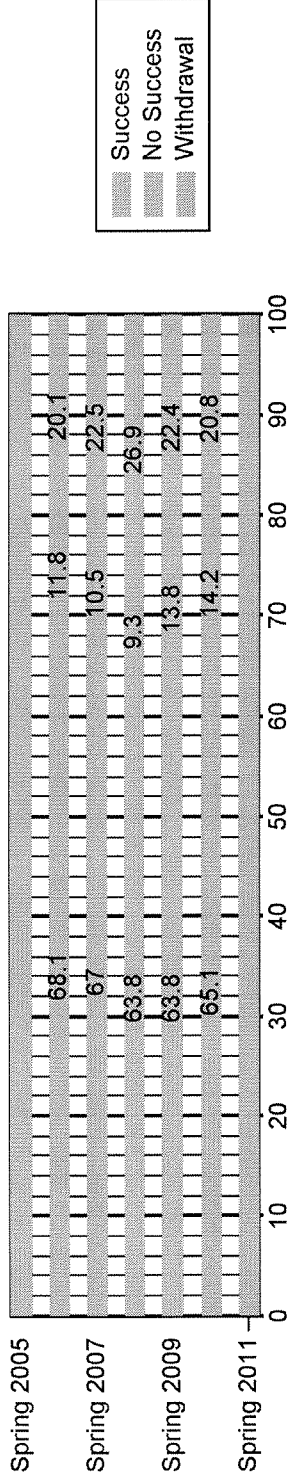
Age	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	745	78.5%	792	80.4%	877	78.5%	890	78.2%	913	81.2%	852	81.4%	871	82.6%
20-24	994	83.5%	922	79.9%	1,000	77.5%	1,061	73.1%	1,195	77.6%	1,332	79.2%	1,177	80.9%
25-29	204	83.3%	161	74.2%	208	80%	224	75.7%	271	79.2%	303	79.5%	348	80.2%
30-49	184	84.8%	146	79.3%	127	78.9%	192	78.7%	177	80.5%	231	78%	222	81.9%
50+	34	94.4%	19	63.3%	24	77.4%	37	78.7%	32	84.2%	34	89.5%	34	79.1%
Total	2,161	81.9%	2,040	79.4%	2,236	78.2%	2,404	75.7%	2,588	79.3%	2,752	79.9%	2,652	81.4%

Grossmont College Enrollment HIST

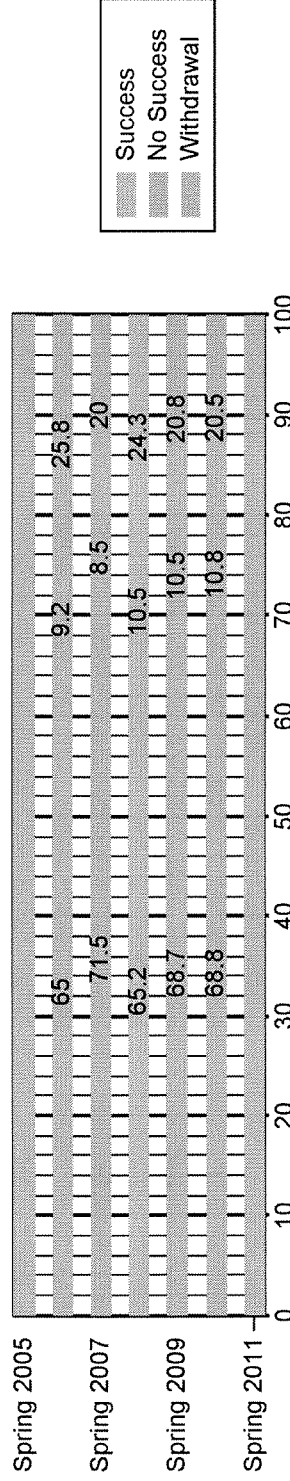
19 Years or Less



20 - 24 Years

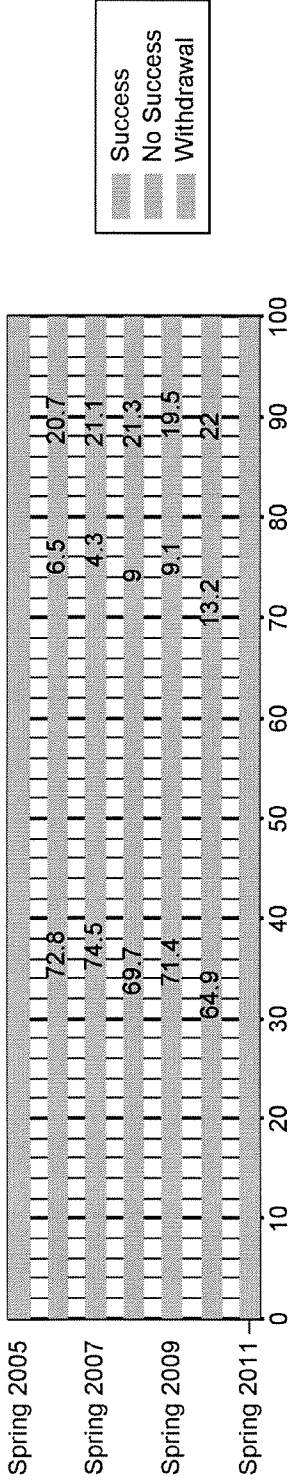


25 - 29 Years

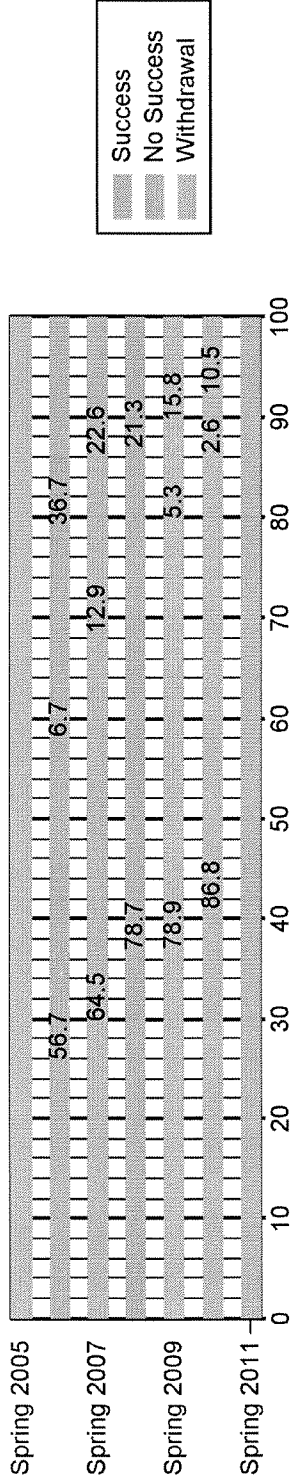


Grossmont College Enrollment HIST

30 - 49 Years



50+ Years



Grossmont College Enrollment HIST

Success by Ethnicity

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	9	45%	15	57.7%	15	55.6%	19	65.5%	24	75%	18	62.1%
Asian	186	80.2%	128	72.3%	175	74.5%	167	74.2%	180	74.7%	234	83.9%
Black non-Hispanic	75	50%	94	55.6%	66	42.9%	95	48.7%	139	56%	113	49.6%
Filipino	53	60.2%	44	62.9%	43	57.3%	69	64.5%	67	69.1%	82	58.2%
Hispanic	270	62.4%	290	59.8%	322	62.8%	348	61.1%	358	60.7%	394	57.3%
Not Reported	171	73.1%	170	73%	183	70.4%	198	65.8%	218	69.6%	186	74.4%
Pacific Islander	21	56.8%	21	65.6%	21	45.7%	23	56.1%	30	52.6%	15	36.6%
Two or More	38	67.9%	39	62.9%	48	65.8%	48	55.8%	41	49.4%	82	56.9%
White non-Hispanic	1,015	73.2%	922	70.1%	1,024	69.4%	1,111	68.5%	1,070	66.7%	1,133	69%
Total	1,838	69.7%	1,723	67%	1,897	66.4%	2,078	65.4%	2,127	65.2%	2,257	65.6%

Grossmont College Enrollment HIST

Ethnicity	Spring 2011	
	n	%
American Indian/Alaskan Native	7	50%
Asian	214	81.1%
Black non-Hispanic	121	51.7%
Filipino	80	70.8%
Hispanic	499	64.3%
Not Reported	130	72.6%
Pacific Islander	16	45.7%
Two or More	109	58.6%
White non-Hispanic	1,016	69.8%
Total	2,192	67.3%

**Grossmont College Enrollment
HIST**

No Success by Ethnicity

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	5	25%	2	7.7%	6	22.2%	3	10.3%	2	6.3%		%
Asian	18	7.8%	19	10.7%	16	6.8%	13	5.8%	23	9.5%	16	5.7%
Black non-Hispanic	30	20%	28	16.6%	35	22.7%	36	18.5%	40	16.1%	58	25.4%
Filipino	12	13.6%	9	12.9%	9	12%	8	7.5%	16	16.5%	22	15.6%
Hispanic	67	15.5%	81	16.7%	77	15%	57	10%	97	16.4%	135	19.6%
Not Reported	30	12.8%	30	12.9%	29	11.2%	34	11.3%	38	12.1%	28	11.2%
Pacific Islander	8	21.6%	2	6.3%	9	19.6%	8	19.5%	7	12.3%	11	26.8%
Two or More	4	7.1%	9	14.5%	9	12.3%	12	14%	16	19.3%	31	21.5%
White non-Hispanic	149	10.7%	137	10.4%	149	10.1%	155	9.6%	222	13.8%	194	11.8%
Total	323	12.2%	317	12.3%	339	11.9%	326	10.3%	461	14.1%	495	14.4%

**Grossmont College Enrollment
HIST**

Ethnicity	Spring 2011	
	n	%
American Indian/Alaskan Native	1	7.1%
Asian	22	8.3%
Black non-Hispanic	46	19.7%
Filipino	11	9.7%
Hispanic	138	17.8%
Not Reported	18	10.1%
Pacific Islander	11	31.4%
Two or More	28	15.1%
White non-Hispanic	185	12.7%
Total	460	14.1%

**Grossmont College Enrollment
HIST**

Withdrawal by Ethnicity

Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	6	30%	9	34.6%	6	22.2%	7	24.1%	6	18.8%	11	37.9%
Asian	28	12.1%	30	16.9%	44	18.7%	45	20%	38	15.8%	29	10.4%
Black non-Hispanic	45	30%	47	27.8%	53	34.4%	64	32.8%	69	27.8%	57	25%
Filipino	23	26.1%	17	24.3%	23	30.7%	30	28%	14	14.4%	37	26.2%
Hispanic	96	22.2%	114	23.5%	114	22.2%	165	28.9%	135	22.9%	159	23.1%
Not Reported	33	14.1%	33	14.2%	48	18.5%	69	22.9%	57	18.2%	36	14.4%
Pacific Islander	8	21.6%	9	28.1%	16	34.8%	10	24.4%	20	35.1%	15	36.6%
Two or More	14	25%	14	22.6%	16	21.9%	26	30.2%	26	31.3%	31	21.5%
White non-Hispanic	223	16.1%	257	19.5%	303	20.5%	357	22%	311	19.4%	316	19.2%
Total	476	18.1%	530	20.6%	623	21.8%	773	24.3%	676	20.7%	691	20.1%

**Grossmont College Enrollment
HIST**

Ethnicity	Spring 2011	
	n	%
American Indian/Alaskan Native	6	42.9%
Asian	28	10.6%
Black non-Hispanic	67	28.6%
Filipino	22	19.5%
Hispanic	139	17.9%
Not Reported	31	17.3%
Pacific Islander	8	22.9%
Two or More	49	26.3%
White non-Hispanic	255	17.5%
Total	605	18.6%

**Grossmont College Enrollment
HIST**

Retention by Ethnicity

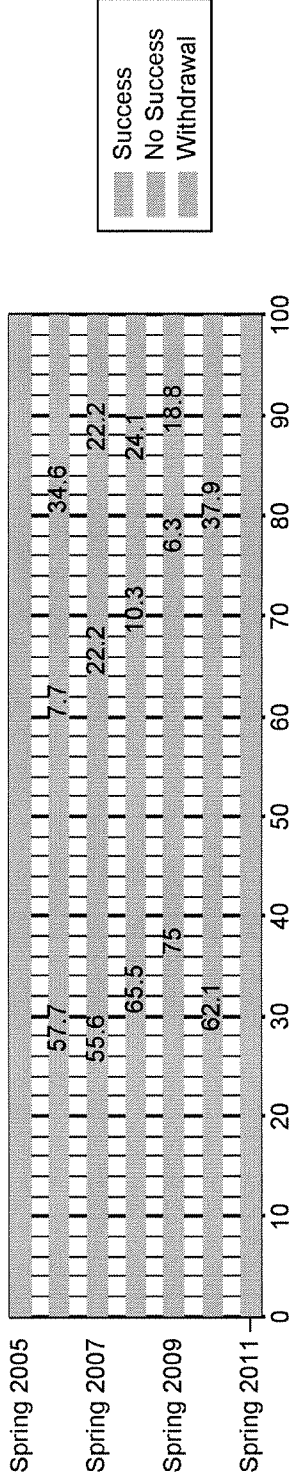
Ethnicity	Spring 2005		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	14	70%	17	65.4%	21	77.8%	22	75.9%	26	81.3%	18	62.1%
Asian	204	87.9%	147	83.1%	191	81.3%	180	80%	203	84.2%	250	89.6%
Black non-Hispanic	105	70%	122	72.2%	101	65.6%	131	67.2%	179	72.2%	171	75%
Filipino	65	73.9%	53	75.7%	52	69.3%	77	72%	83	85.6%	104	73.8%
Hispanic	337	77.8%	371	76.5%	399	77.8%	405	71.1%	455	77.1%	529	76.9%
Not Reported	201	85.9%	200	85.8%	212	81.5%	232	77.1%	256	81.8%	214	85.6%
Pacific Islander	29	78.4%	23	71.9%	30	65.2%	31	75.6%	37	64.9%	26	63.4%
Two or More	42	75%	48	77.4%	57	78.1%	60	69.8%	57	68.7%	113	78.5%
White non-Hispanic	1,164	83.9%	1,059	80.5%	1,173	79.5%	1,266	78%	1,292	80.6%	1,327	80.8%
Total	2,161	81.9%	2,040	79.4%	2,236	78.2%	2,404	75.7%	2,588	79.3%	2,752	79.9%

**Grossmont College Enrollment
HIST**

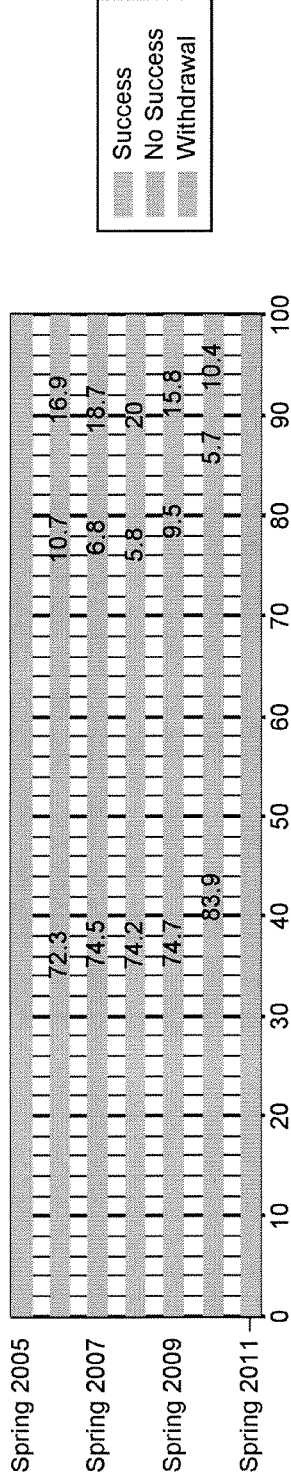
Ethnicity	Spring 2011	
	n	%
American Indian/Alaskan Native	8	57.1%
Asian	236	89.4%
Black non-Hispanic	167	71.4%
Filipino	91	80.5%
Hispanic	637	82.1%
Not Reported	148	82.7%
Pacific Islander	27	77.1%
Two or More	137	73.7%
White non-Hispanic	1,201	82.5%
Total	2,652	81.4%

Grossmont College Enrollment HIST

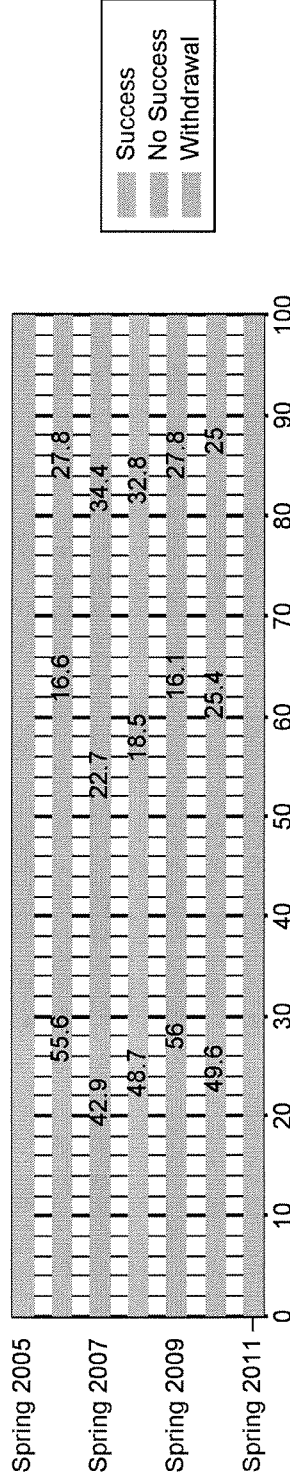
American Indian/Alaskan Native



Asian

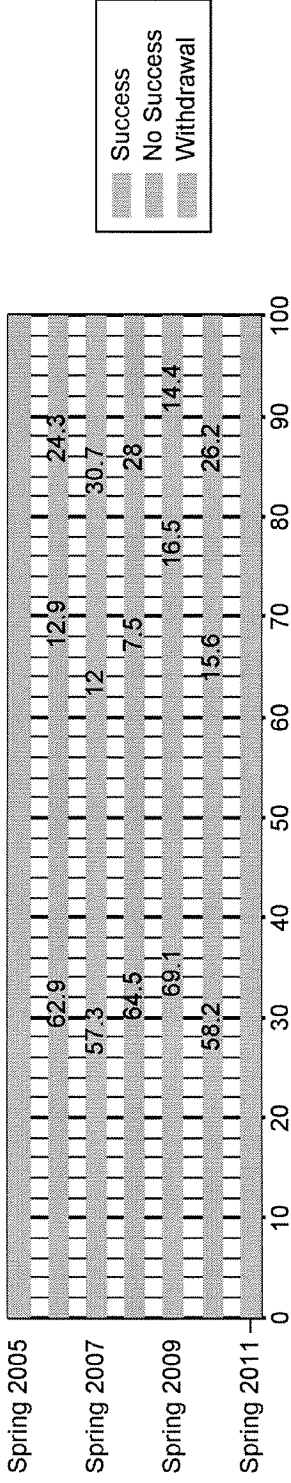


Black non-Hispanic

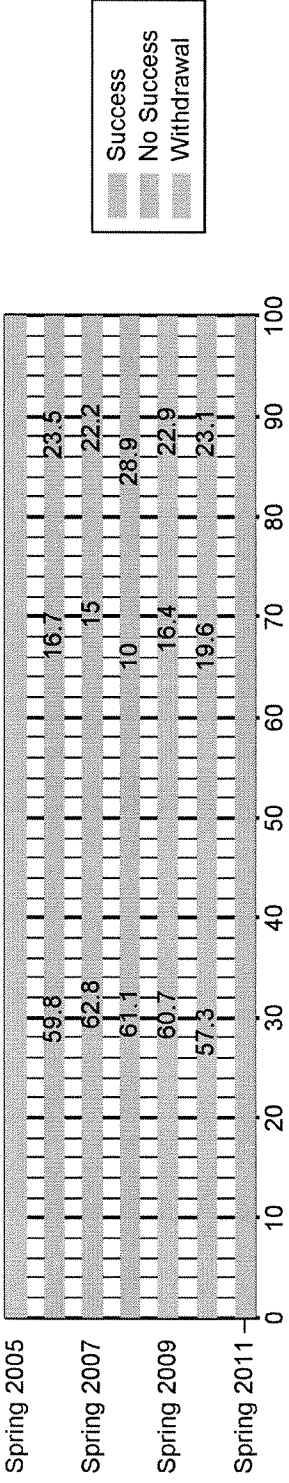


Grossmont College Enrollment HIST

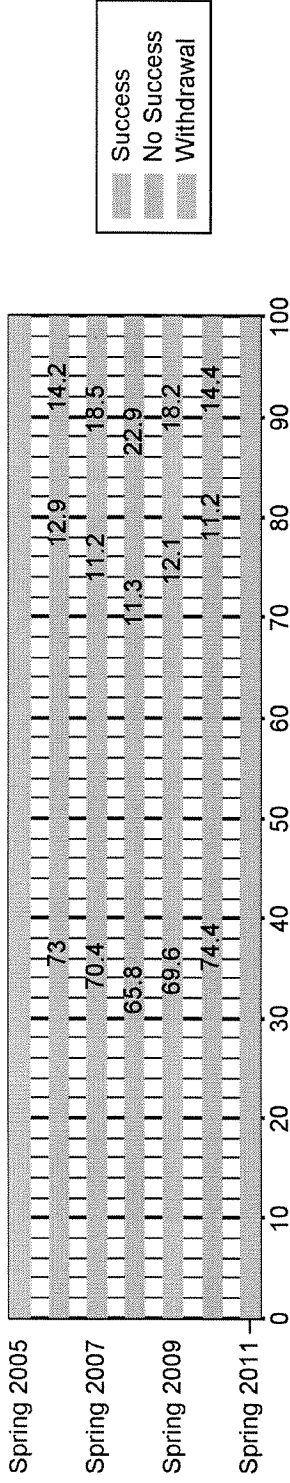
Filipino



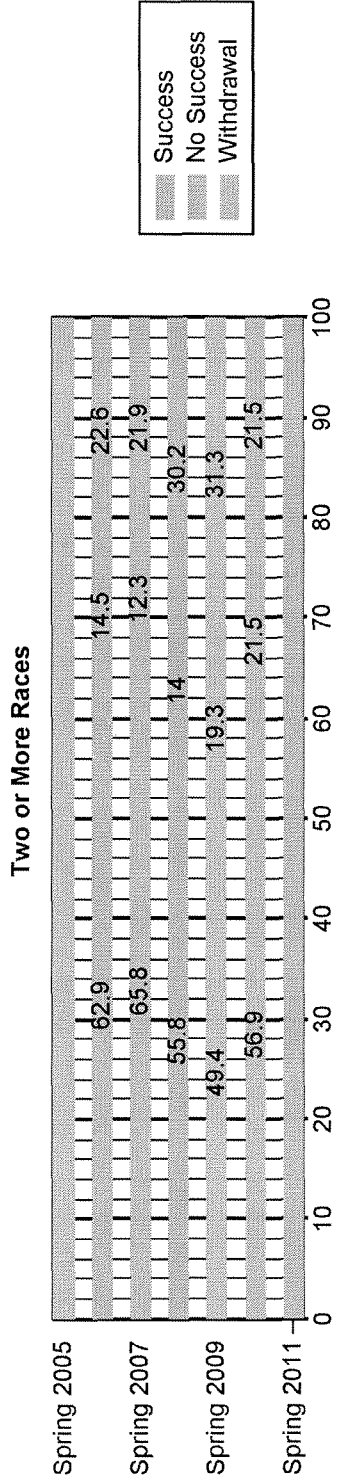
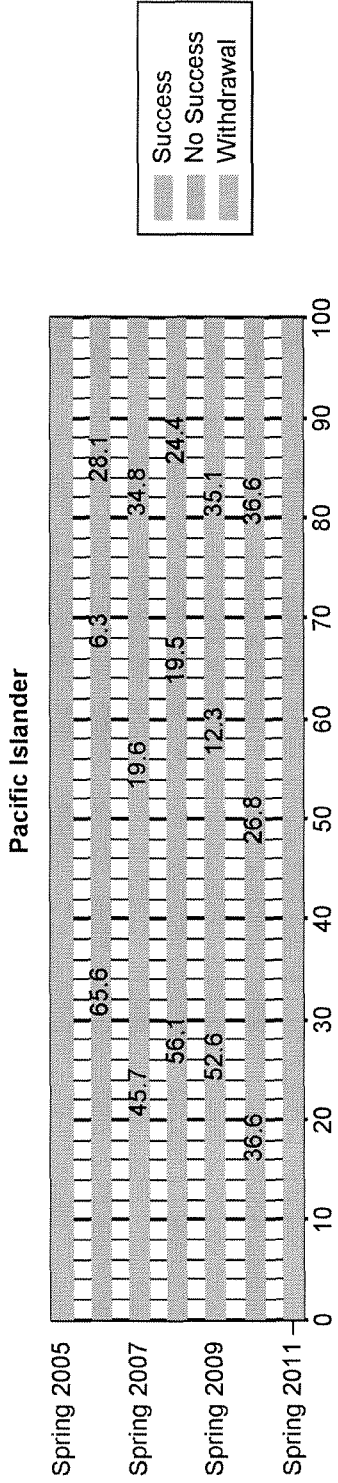
Hispanic



Not Reported

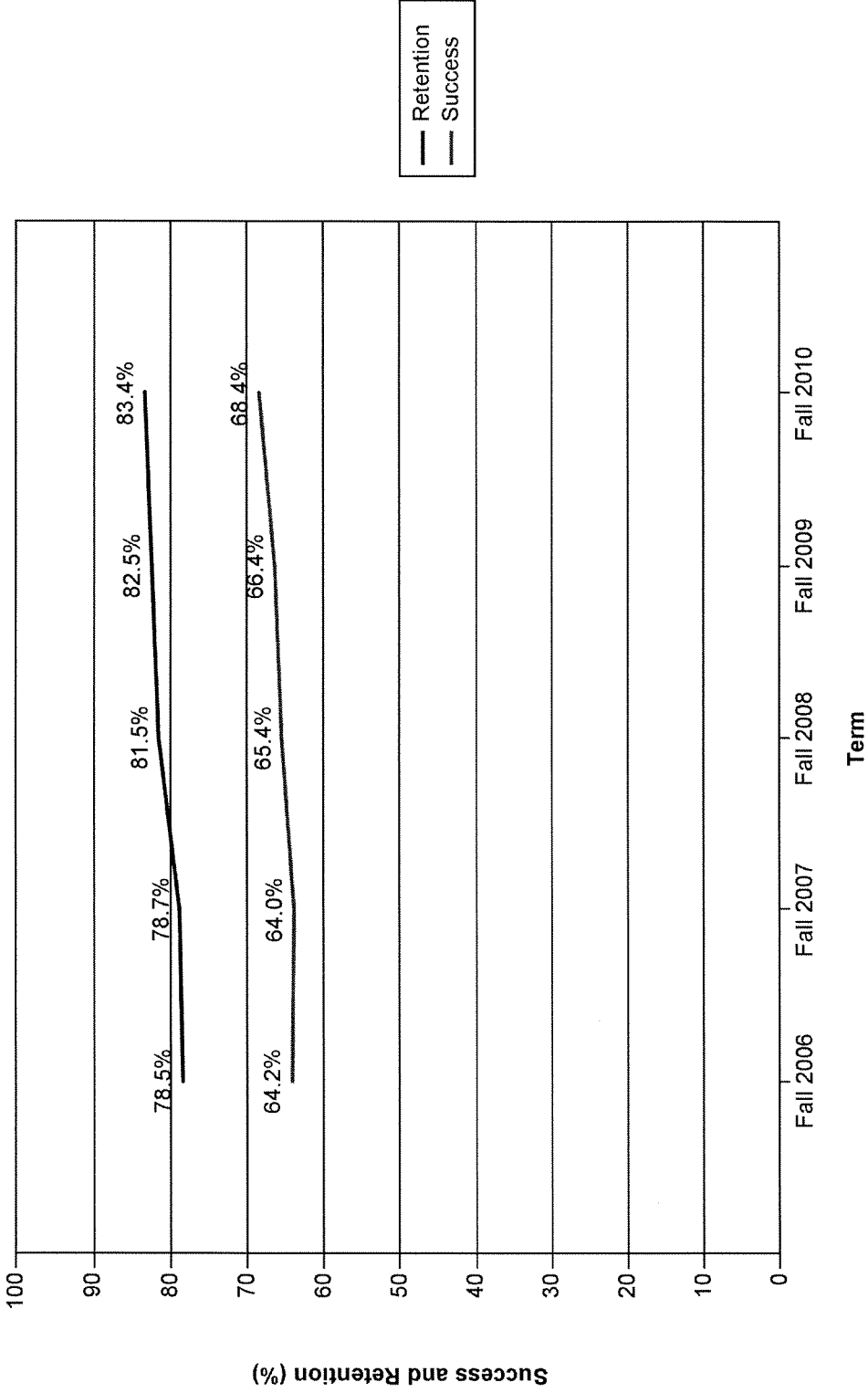


Grossmont College Enrollment HIST



Grossmont-Cuyamaca District Enrollment

Course Success and Retention



Grossmont-Cuyamaca District Enrollment

Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	18,855	62.6%	19,847	61.7%	20,940	62.4%	24,042	64.5%	24,434	66.8%
Female	25,309	65.4%	26,889	65.7%	29,375	67.7%	31,190	68%	31,224	69.7%
Not Reported	299	70.2%	319	68.2%	433	67.7%	511	68.6%	487	64.3%
Total	44,463	64.2%	47,055	64%	50,748	65.4%	55,743	66.4%	56,145	68.4%

No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	4,660	15.5%	5,266	16.4%	6,129	18.3%	6,616	17.7%	6,076	16.6%
Female	5,165	13.3%	5,546	13.5%	6,269	14.4%	6,756	14.7%	6,124	13.7%
Not Reported	54	12.7%	60	12.8%	85	13.3%	93	12.5%	124	16.4%
Total	9,879	14.3%	10,872	14.8%	12,483	16.1%	13,465	16%	12,324	15%

Grossmont-Cuyamaca District Enrollment

Withdrawal by Gender

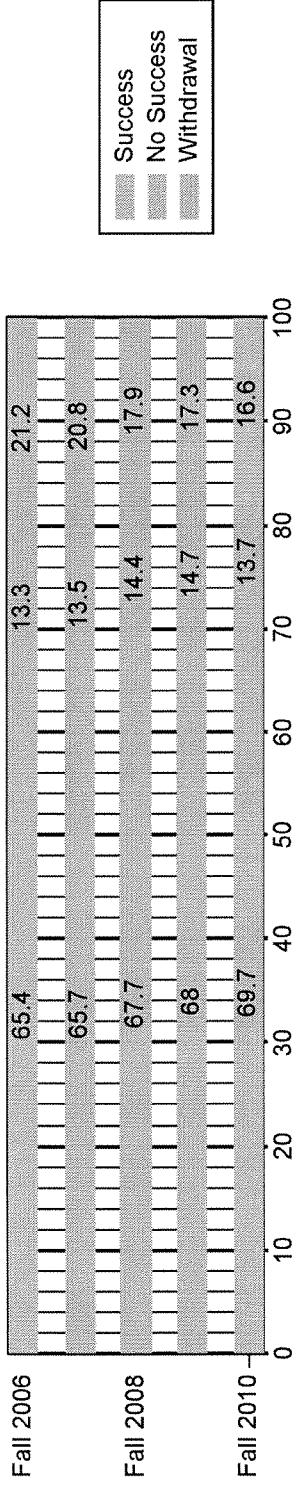
Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	6,612	21.9%	7,033	21.9%	6,474	19.3%	6,638	17.8%	6,054	16.6%
Female	8,222	21.2%	8,510	20.8%	7,764	17.9%	7,946	17.3%	7,450	16.6%
Not Reported	73	17.1%	89	19%	122	19.1%	141	18.9%	146	19.3%
Total	14,907	21.5%	15,632	21.3%	14,360	18.5%	14,725	17.5%	13,650	16.6%

Retention by Gender

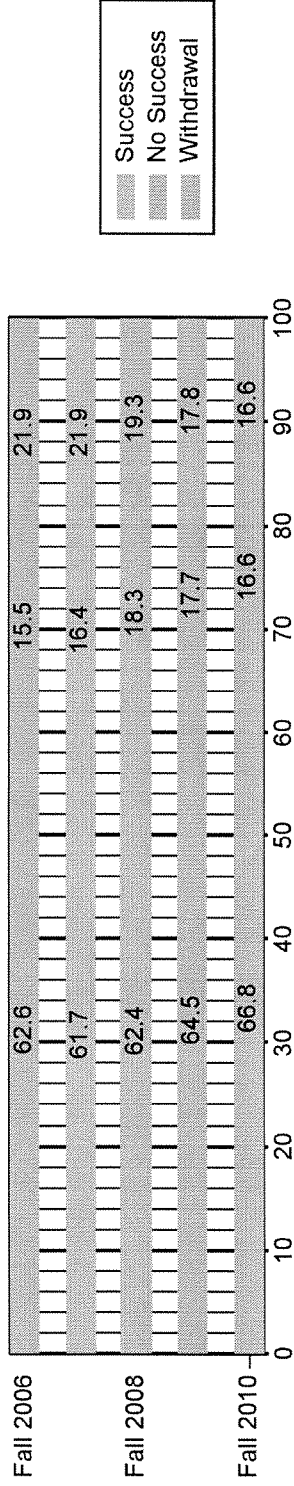
Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	23,515	78.1%	25,113	78.1%	27,069	80.7%	30,658	82.2%	30,510	83.4%
Female	30,474	78.8%	32,435	79.2%	35,644	82.1%	37,946	82.7%	37,348	83.4%
Not Reported	353	82.9%	379	81%	518	80.9%	604	81.1%	611	80.7%
Total	54,342	78.5%	57,927	78.7%	63,231	81.5%	69,208	82.5%	68,469	83.4%

Grossmont-Cuyamaca District Enrollment

Success by Gender - Female



Success by Gender - Male



Grossmont-Cuyamaca District Enrollment

Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	15,732	61.9%	16,750	61.8%	17,972	62.9%	18,889	65.2%	18,540	66.9%
20-24	15,375	63.2%	16,276	62.9%	17,822	64.5%	19,465	64.5%	19,501	66.9%
25-29	4,652	66.6%	5,083	66.5%	5,546	68.5%	6,544	67.4%	6,689	69.3%
30-49	6,773	69.9%	6,927	69.6%	7,321	71.2%	8,568	71.5%	9,044	72.5%
50+	1,931	67.6%	2,019	67.7%	2,087	69%	2,277	73.8%	2,371	74.8%
Total	44,463	64.2%	47,055	64%	50,748	65.4%	55,743	66.4%	56,145	68.4%

No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	4,395	17.3%	5,017	18.5%	5,555	19.4%	5,657	19.5%	5,190	18.7%
20-24	3,382	13.9%	3,609	13.9%	4,260	15.4%	4,848	16.1%	4,363	15%
25-29	775	11.1%	856	11.2%	1,036	12.8%	1,289	13.3%	1,222	12.7%
30-49	901	9.3%	963	9.7%	1,163	11.3%	1,338	11.2%	1,276	10.2%
50+	426	14.9%	427	14.3%	469	15.5%	333	10.8%	273	8.6%
Total	9,879	14.3%	10,872	14.8%	12,483	16.1%	13,465	16%	12,324	15%

Grossmont-Cuyamaca District Enrollment

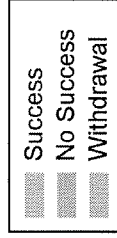
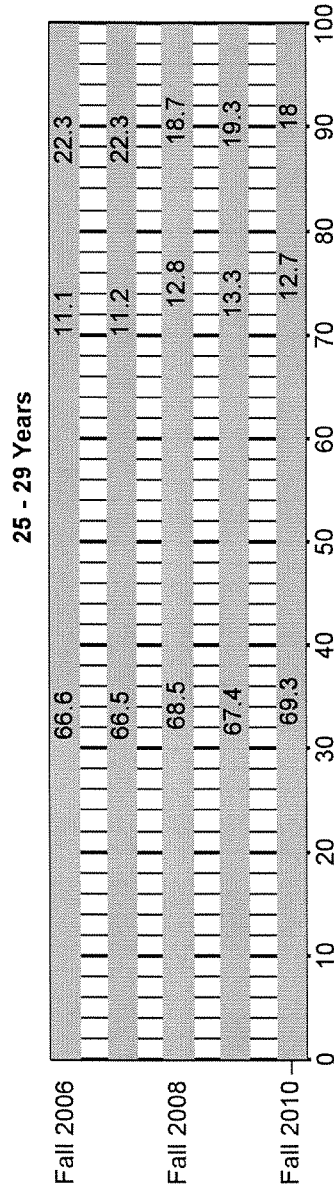
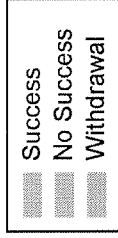
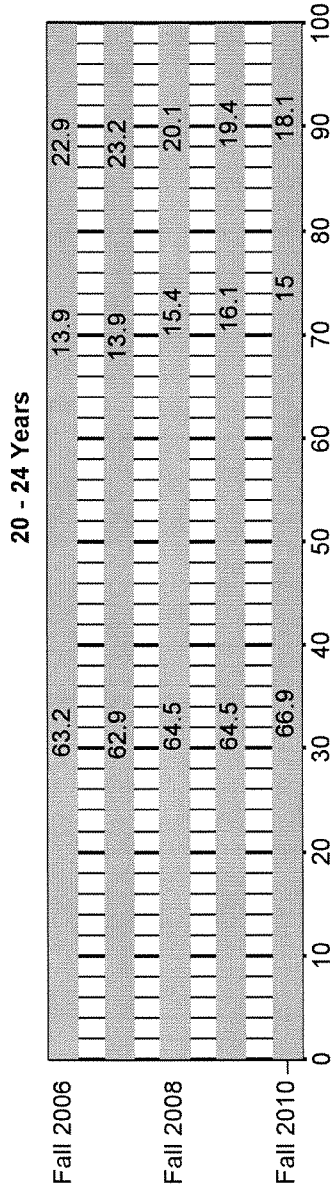
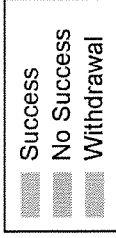
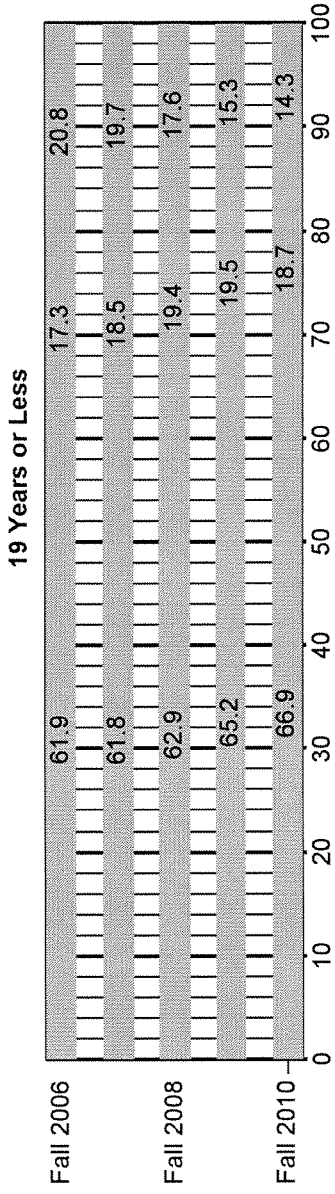
Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	5,272	20.8%	5,331	19.7%	5,039	17.6%	4,438	15.3%	3,967	14.3%
20-24	5,556	22.9%	6,002	23.2%	5,551	20.1%	5,862	19.4%	5,270	18.1%
25-29	1,562	22.3%	1,701	22.3%	1,509	18.7%	1,879	19.3%	1,739	18%
30-49	2,018	20.8%	2,063	20.7%	1,793	17.4%	2,070	17.3%	2,147	17.2%
50+	499	17.5%	535	17.9%	468	15.5%	476	15.4%	527	16.6%
Total	14,907	21.5%	15,632	21.3%	14,360	18.5%	14,725	17.5%	13,650	16.6%

Retention by Age

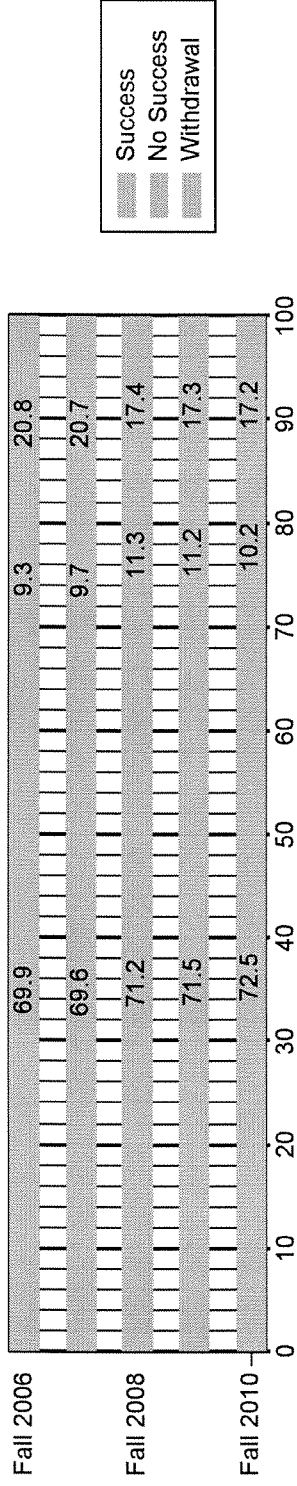
Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	20,127	79.2%	21,767	80.3%	23,527	82.4%	24,546	84.7%	23,730	85.7%
20-24	18,757	77.1%	19,885	76.8%	22,082	79.9%	24,313	80.6%	23,864	81.9%
25-29	5,427	77.7%	5,939	77.7%	6,582	81.3%	7,833	80.7%	7,911	82%
30-49	7,674	79.2%	7,890	79.3%	8,484	82.6%	9,906	82.7%	10,320	82.8%
50+	2,357	82.5%	2,446	82.1%	2,556	84.5%	2,610	84.6%	2,644	83.4%
Total	54,342	78.5%	57,927	78.7%	63,231	81.5%	69,208	82.5%	68,469	83.4%

Grossmont-Cuyamaca District Enrollment

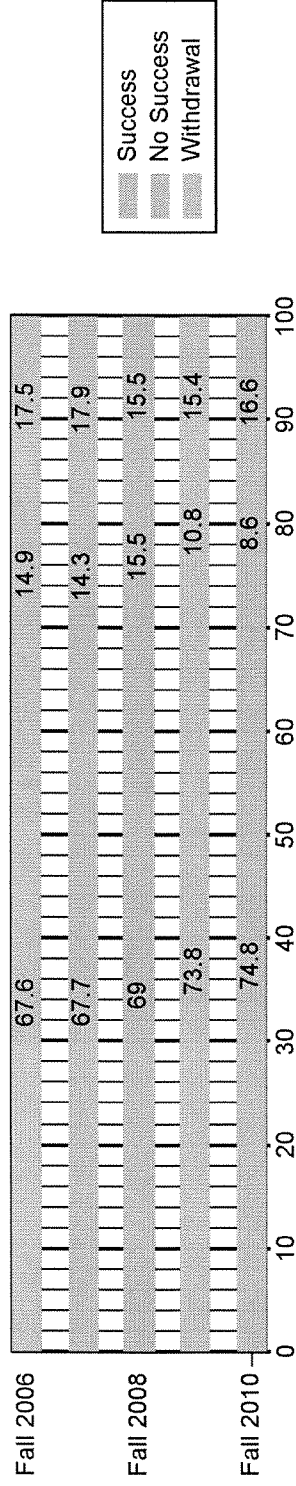


Grossmont-Cuyamaca District Enrollment

30 - 49 Years



50+ Years



Grossmont-Cuyamaca District Enrollment

Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	368	54.8%	449	57.6%	449	59.9%	378	56.9%	298	63.7%
Asian	3,340	72.3%	3,651	73.5%	3,973	76.3%	4,176	76.8%	3,812	75.4%
Black non-Hispanic	2,471	50.3%	2,897	48.9%	3,132	51.3%	3,546	52.8%	3,446	55.3%
Filipino	1,686	64.5%	1,821	64.1%	2,187	67%	2,119	66.4%	2,251	70.9%
Hispanic	8,166	59.6%	8,504	59.5%	9,350	60.2%	11,185	61.1%	12,778	63.3%
Not Reported	4,064	64.9%	4,471	65.2%	5,385	66.6%	4,947	69.3%	3,258	69.5%
Pacific Islander	532	59.7%	652	59.9%	751	60.2%	626	57.9%	507	62.9%
Two or More	719	56.6%	694	57.3%	404	49%	1,796	60.7%	3,084	66%
White non-Hispanic	23,114	67.4%	23,907	67.2%	25,112	68.7%	26,970	70.2%	26,591	72.6%
Total	44,460	64.2%	47,046	64%	50,743	65.4%	55,743	66.4%	56,025	68.4%

Grossmont-Cuyamaca District Enrollment

No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	113	16.8%	135	17.3%	125	16.7%	137	20.6%	91	19.4%
Asian	557	12.1%	532	10.7%	587	11.3%	576	10.6%	537	10.6%
Black non-Hispanic	945	19.3%	1,310	22.1%	1,417	23.2%	1,582	23.5%	1,433	23%
Filipino	369	14.1%	395	13.9%	486	14.9%	505	15.8%	444	14%
Hispanic	2,371	17.3%	2,454	17.2%	2,954	19%	3,532	19.3%	3,763	18.6%
Not Reported	840	13.4%	968	14.1%	1,263	15.6%	1,047	14.7%	623	13.3%
Pacific Islander	164	18.4%	196	18%	257	20.6%	230	21.3%	143	17.7%
Two or More	210	16.5%	178	14.7%	165	20%	593	20%	801	17.1%
White non-Hispanic	4,309	12.6%	4,701	13.2%	5,226	14.3%	5,263	13.7%	4,448	12.1%
Total	9,878	14.3%	10,869	14.8%	12,480	16.1%	13,465	16%	12,283	15%

Grossmont-Cuyamaca District Enrollment

Withdrawal by Ethnicity

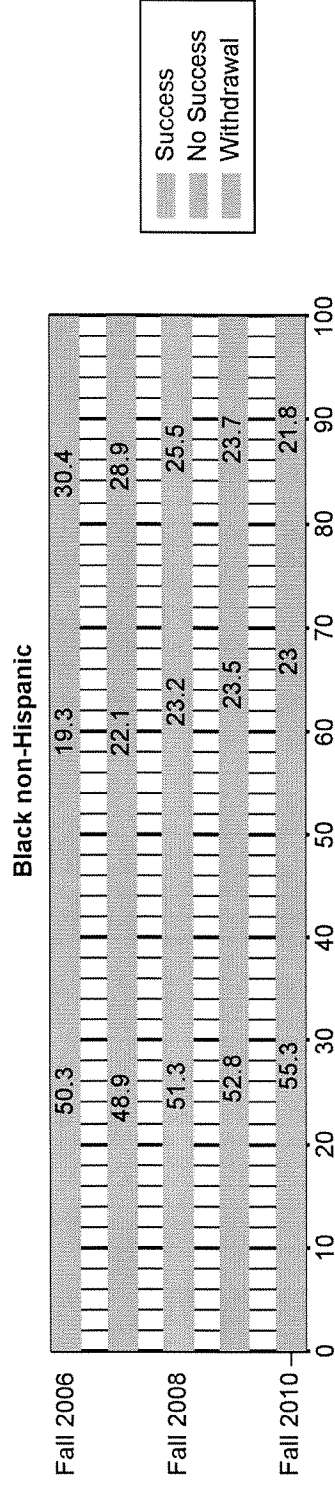
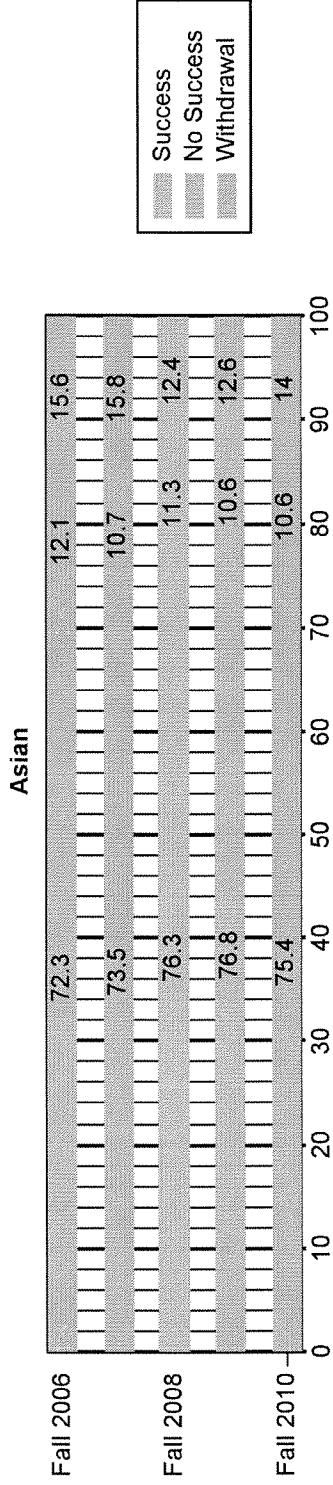
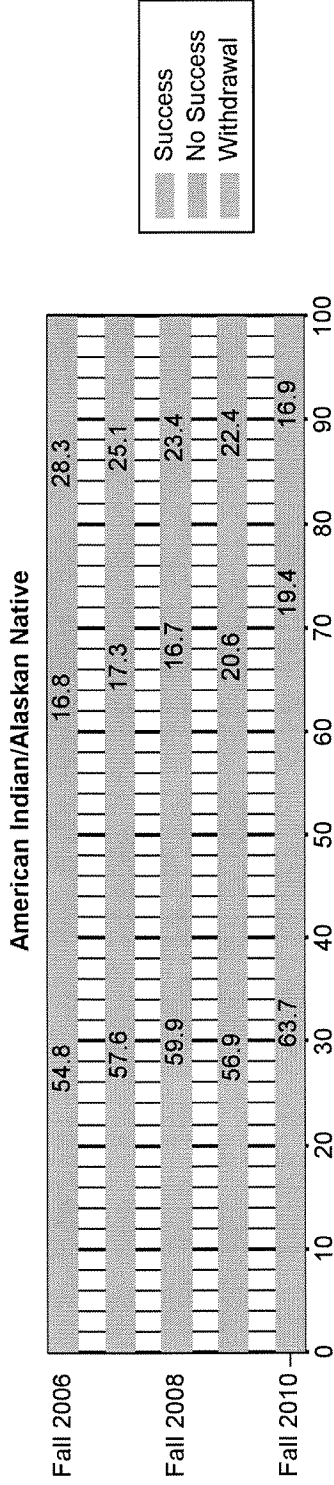
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	190	28.3%	196	25.1%	175	23.4%	149	22.4%	79	16.9%
Asian	720	15.6%	782	15.8%	646	12.4%	683	12.6%	710	14%
Black non-Hispanic	1,492	30.4%	1,714	28.9%	1,557	25.5%	1,593	23.7%	1,357	21.8%
Filipino	557	21.3%	623	21.9%	591	18.1%	566	17.7%	482	15.2%
Hispanic	3,170	23.1%	3,344	23.4%	3,219	20.7%	3,589	19.6%	3,640	18%
Not Reported	1,354	21.6%	1,421	20.7%	1,441	17.8%	1,142	16%	810	17.3%
Pacific Islander	195	21.9%	241	22.1%	239	19.2%	226	20.9%	156	19.4%
Two or More	341	26.9%	340	28.1%	255	30.9%	572	19.3%	790	16.9%
White non-Hispanic	6,884	20.1%	6,969	19.6%	6,237	17.1%	6,205	16.1%	5,590	15.3%
Total	14,903	21.5%	15,630	21.3%	14,360	18.5%	14,725	17.5%	13,614	16.6%

Grossmont-Cuyamaca District Enrollment

Retention by Ethnicity

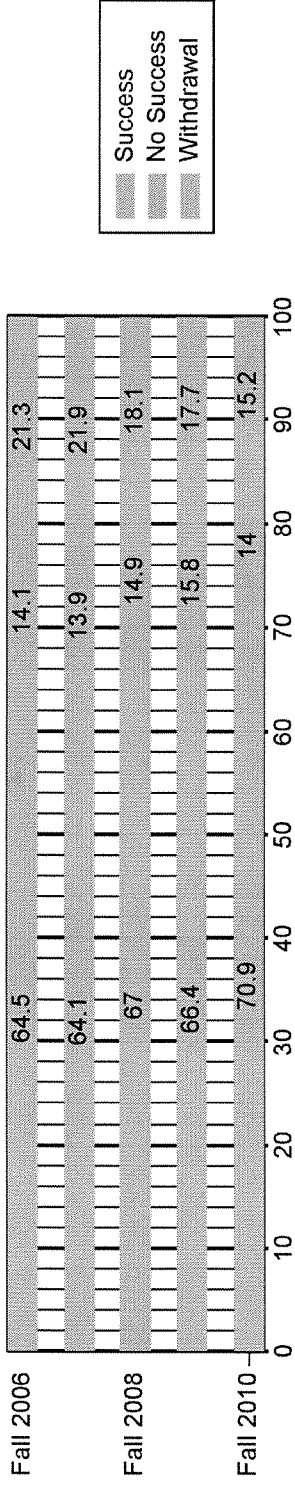
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	481	71.7%	584	74.9%	574	76.6%	515	77.6%	389	83.1%
Asian	3,897	84.4%	4,183	84.2%	4,560	87.6%	4,752	87.4%	4,349	86%
Black non-Hispanic	3,416	69.6%	4,207	71.1%	4,549	74.5%	5,128	76.3%	4,879	78.2%
Filipino	2,055	78.7%	2,216	78.1%	2,673	81.9%	2,624	82.3%	2,695	84.8%
Hispanic	10,537	76.9%	10,958	76.6%	12,304	79.3%	14,717	80.4%	16,541	82%
Not Reported	4,904	78.4%	5,439	79.3%	6,648	82.2%	5,994	84%	3,881	82.7%
Pacific Islander	696	78.1%	848	77.9%	1,008	80.8%	856	79.1%	650	80.6%
Two or More	929	73.1%	872	71.9%	569	69.1%	2,389	80.7%	3,885	83.1%
White non-Hispanic	27,423	79.9%	28,608	80.4%	30,338	82.9%	32,233	83.9%	31,039	84.7%
Total	54,338	78.5%	57,915	78.7%	63,223	81.5%	69,208	82.5%	68,308	83.4%

Grossmont-Cuyamaca District Enrollment

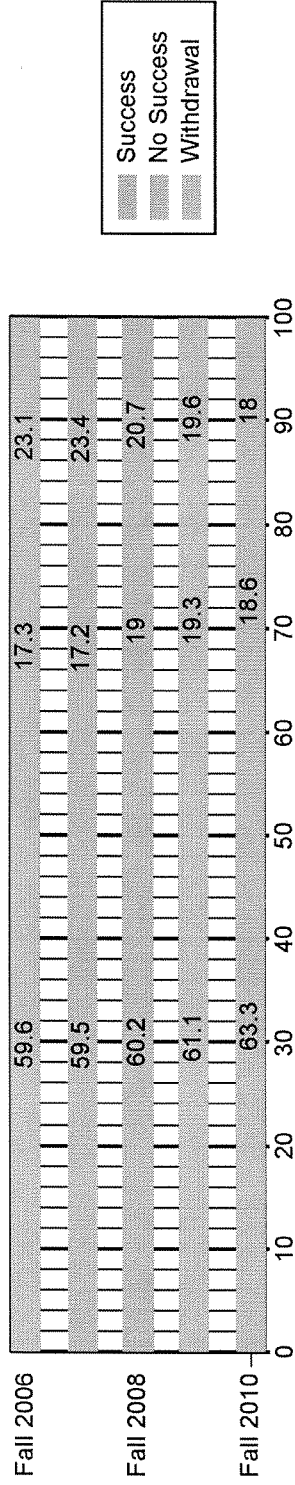


Grossmont-Cuyamaca District Enrollment

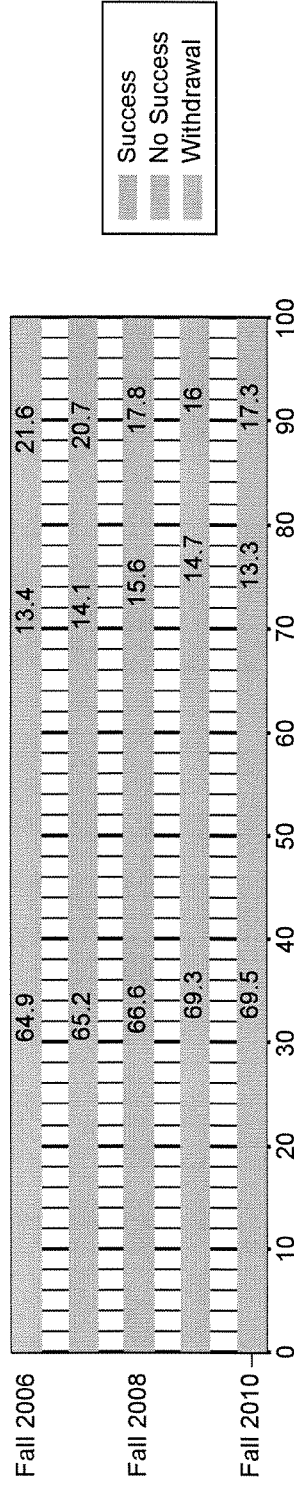
Filipino



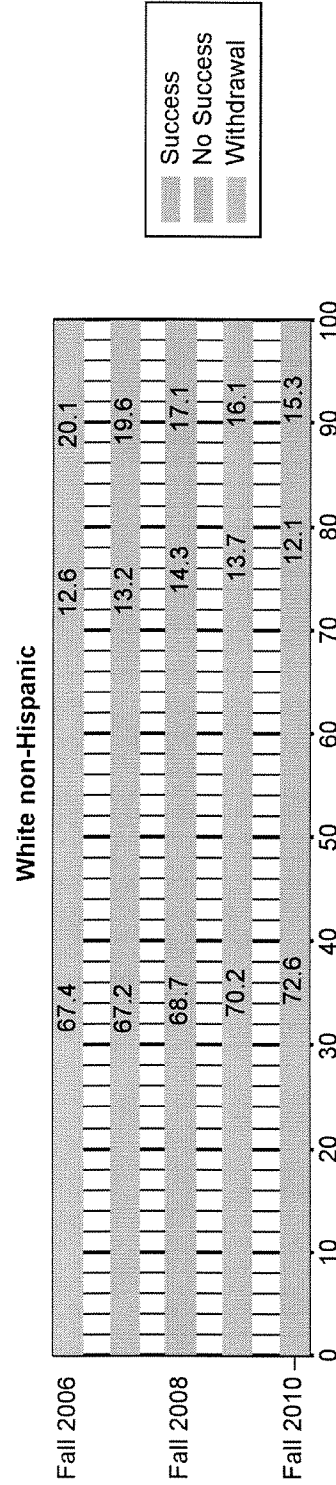
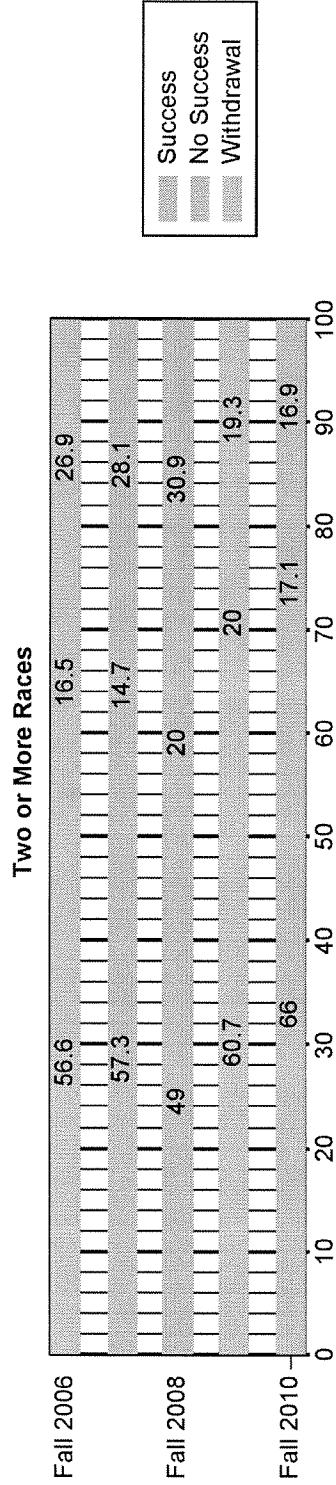
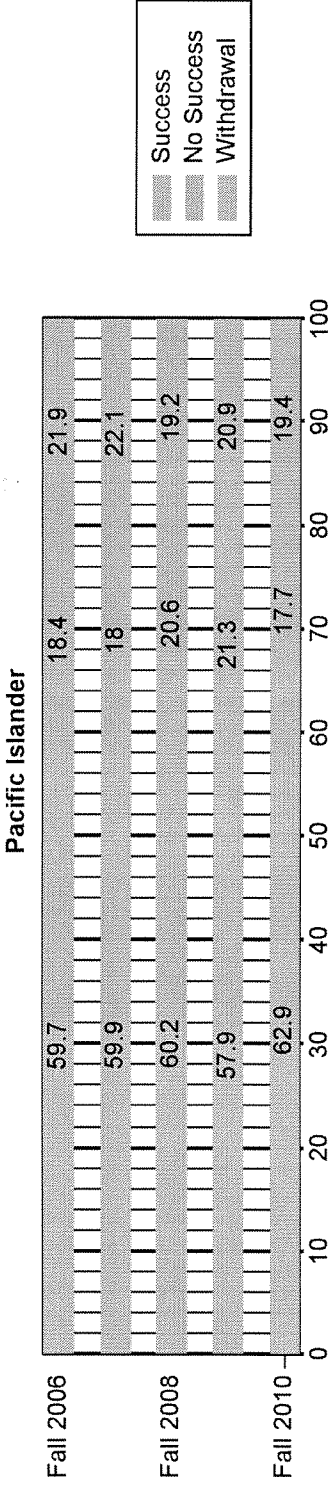
Hispanic



Not Reported

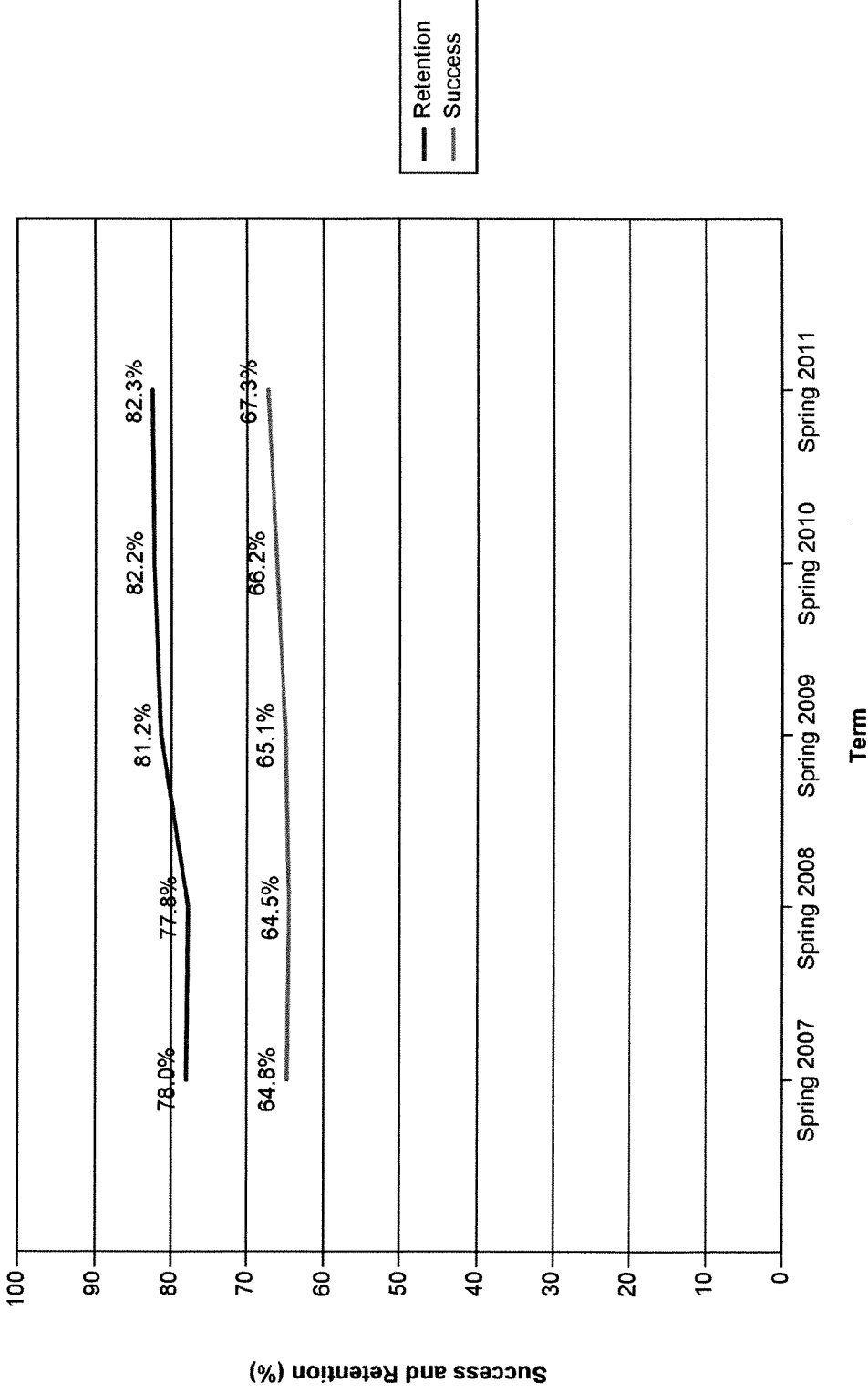


Grossmont-Cuyamaca District Enrollment



Grossmont-Cuyamaca District Enrollment

Course Success and Retention



Grossmont-Cuyamaca District Enrollment

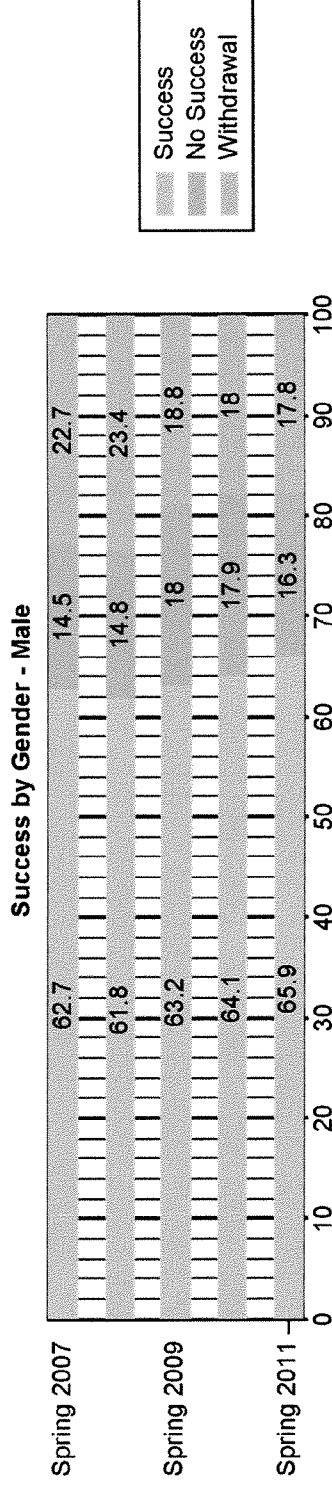
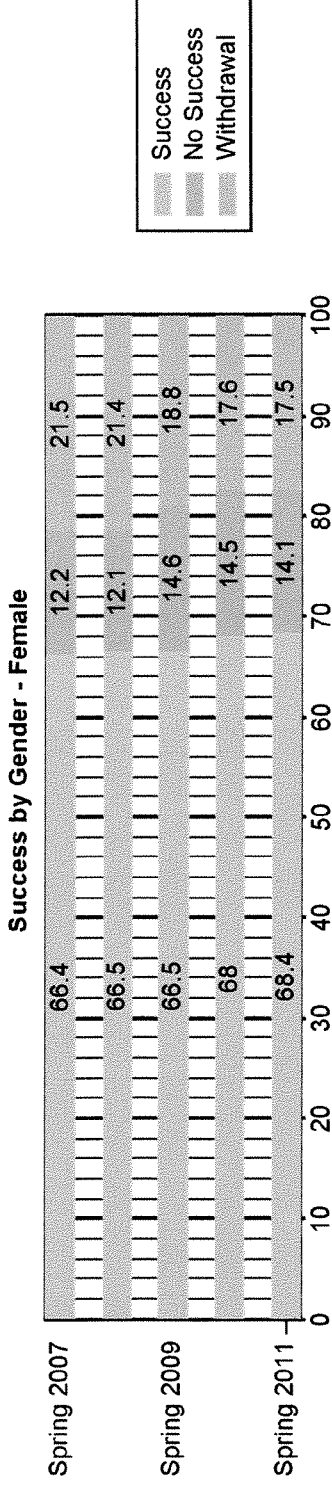
Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	19,166	62.7%	20,582	61.8%	22,446	63.2%	24,241	64.1%	23,916	65.9%
Female	25,843	66.4%	28,196	66.5%	31,075	66.5%	31,591	68%	30,335	68.4%
Not Reported	305	68.4%	329	69.1%	449	66.2%	493	65.6%	500	68.2%
Total	45,314	64.8%	49,107	64.5%	53,970	65.1%	56,325	66.2%	54,751	67.3%

No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	4,445	14.5%	4,927	14.8%	6,393	18%	6,755	17.9%	5,915	16.3%
Female	4,738	12.2%	5,148	12.1%	6,839	14.6%	6,715	14.5%	6,238	14.1%
Not Reported	52	11.7%	50	10.5%	115	17%	122	16.2%	104	14.2%
Total	9,235	13.2%	10,125	13.3%	13,347	16.1%	13,592	16%	12,257	15.1%

Grossmont-Cuyamaca District Enrollment



Grossmont-Cuyamaca District Enrollment

Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	14,473	62.6%	15,461	62%	16,930	62.7%	16,404	63.5%	16,355	65.6%
20-24	16,514	63.5%	18,055	63.4%	19,906	63.3%	20,963	64.7%	19,127	64.7%
25-29	5,082	66.7%	5,822	67%	6,463	68.2%	6,944	68%	6,917	68.3%
30-49	7,218	70.3%	7,679	70.3%	8,303	71.1%	9,531	71.7%	9,768	72.9%
50+	2,027	68.8%	2,090	67.1%	2,368	71.7%	2,483	76.2%	2,584	77%
Total	45,314	64.8%	49,107	64.5%	53,970	65.1%	56,325	66.2%	54,751	67.3%

No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	3,623	15.7%	4,009	16.1%	5,303	19.6%	5,068	19.6%	4,562	18.3%
20-24	3,407	13.1%	3,693	13%	5,082	16.2%	5,309	16.4%	4,652	15.7%
25-29	840	11%	921	10.6%	1,237	13.1%	1,399	13.7%	1,338	13.2%
30-49	935	9.1%	1,054	9.6%	1,285	11%	1,524	11.5%	1,407	10.5%
50+	430	14.6%	448	14.4%	440	13.3%	292	9%	298	8.9%
Total	9,235	13.2%	10,125	13.3%	13,347	16.1%	13,592	16%	12,257	15.1%

Grossmont-Cuyamaca District Enrollment

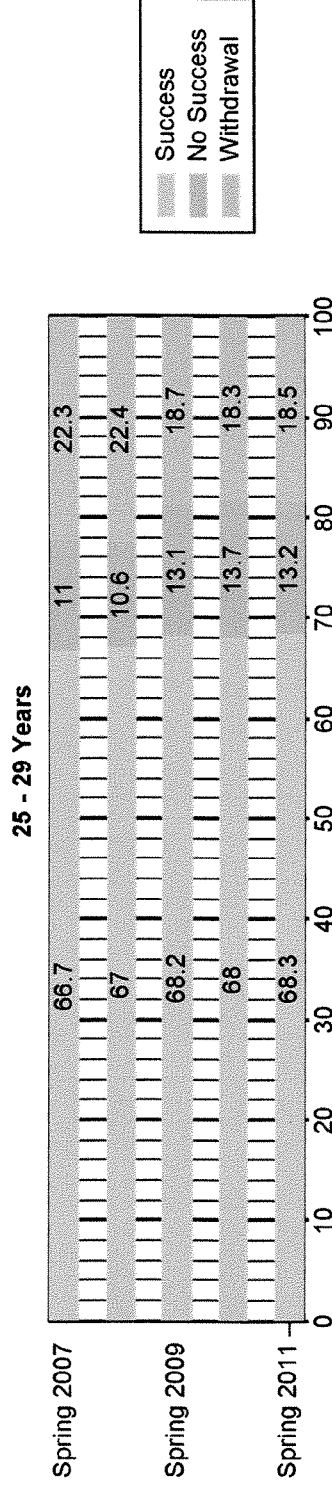
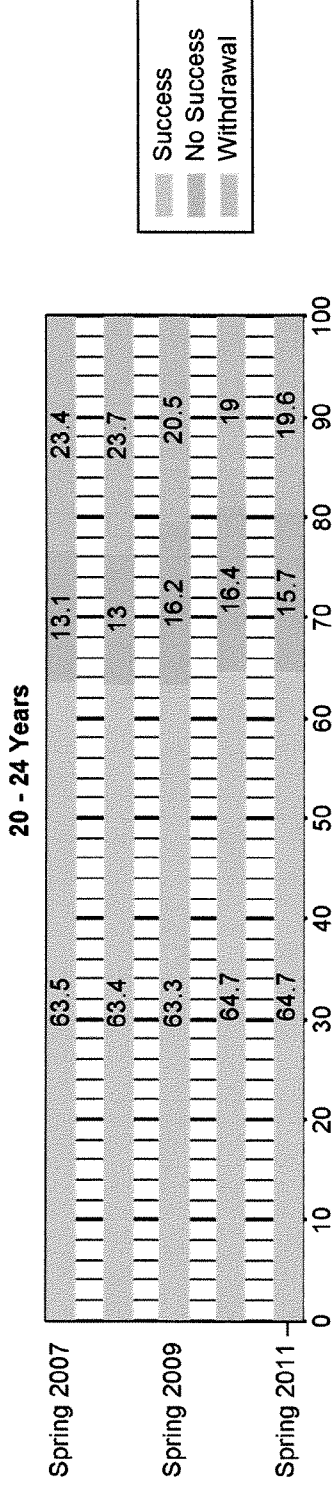
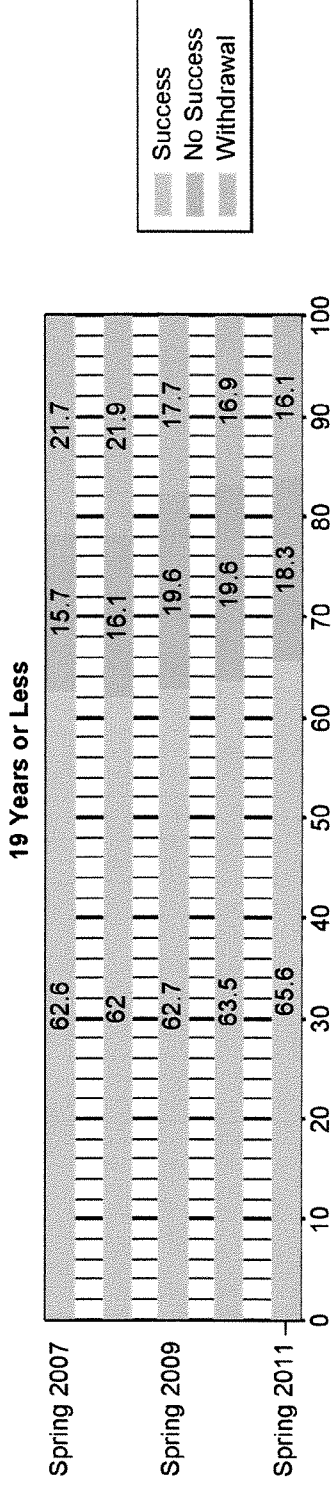
Withdrawal by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	5,014	21.7%	5,470	21.9%	4,780	17.7%	4,372	16.9%	4,006	16.1%
20-24	6,083	23.4%	6,749	23.7%	6,440	20.5%	6,153	19%	5,791	19.6%
25-29	1,695	22.3%	1,945	22.4%	1,772	18.7%	1,865	18.3%	1,876	18.5%
30-49	2,115	20.6%	2,197	20.1%	2,093	17.9%	2,230	16.8%	2,231	16.6%
50+	488	16.6%	575	18.5%	495	15%	483	14.8%	473	14.1%
Total	15,395	22%	16,936	22.2%	15,580	18.8%	15,103	17.8%	14,377	17.7%

Retention by Age

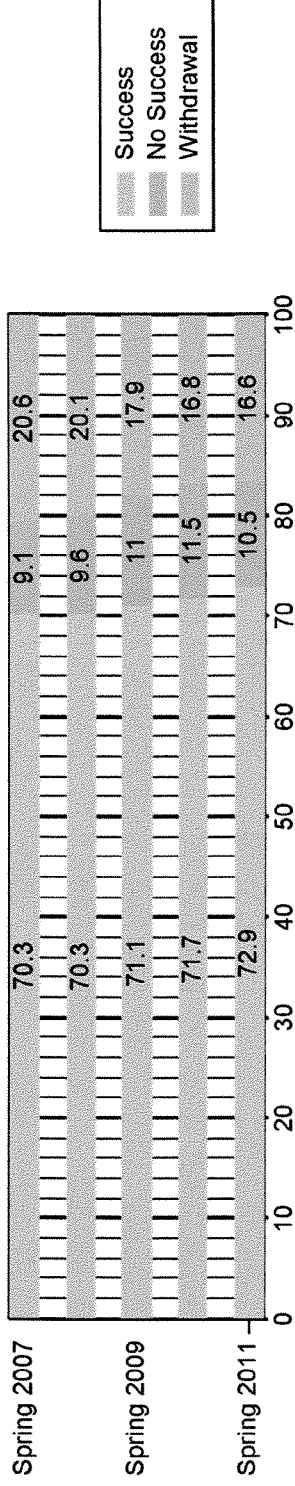
Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	18,096	78.3%	19,470	78.1%	22,233	82.3%	21,472	83.1%	20,917	83.9%
20-24	19,921	76.6%	21,748	76.3%	24,988	79.5%	26,272	81%	23,779	80.4%
25-29	5,922	77.7%	6,743	77.6%	7,700	81.3%	8,343	81.7%	8,255	81.5%
30-49	8,153	79.4%	8,733	79.9%	9,588	82.1%	11,055	83.2%	11,175	83.4%
50+	2,457	83.4%	2,538	81.5%	2,808	85%	2,775	85.2%	2,882	85.9%
Total	54,549	78%	59,232	77.8%	67,317	81.2%	69,917	82.2%	67,008	82.3%

Grossmont-Cuyamaca District Enrollment

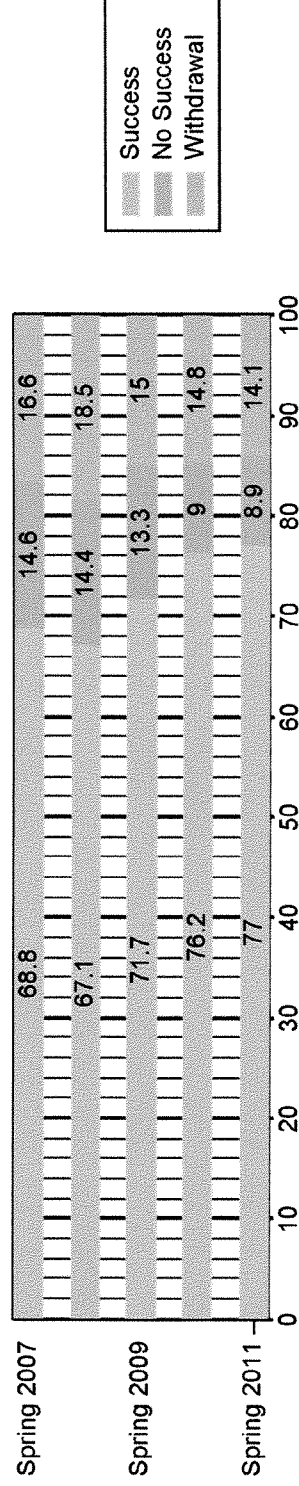


Grossmont-Cuyamaca District Enrollment

30 - 49 Years



50+ Years



Grossmont-Cuyamaca District Enrollment

Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	329	53.2%	455	61.6%	458	59.2%	379	63.8%	262	61.9%
Asian	3,508	73.4%	3,879	72.9%	4,293	75%	4,243	75.4%	3,893	76.6%
Black non-Hispanic	2,730	52.9%	3,121	50%	3,443	51.6%	3,587	52.3%	3,253	51.8%
Filipino	1,647	65.4%	1,940	65.4%	2,132	67.5%	2,115	66.2%	1,976	66.7%
Hispanic	8,475	60.7%	9,225	60.1%	10,210	60.1%	11,824	61%	12,827	62.3%
Not Reported	3,998	65.1%	4,490	65.5%	5,660	66.1%	4,355	70.1%	2,832	69.8%
Pacific Islander	515	56.9%	598	60.5%	729	62.1%	542	55.6%	460	63.4%
Two or More	1,081	59.5%	1,107	57.6%	963	55.1%	2,310	58.9%	3,255	64.4%
White non-Hispanic	23,026	67.6%	24,283	67.9%	26,078	68.5%	26,970	70.5%	25,993	71.8%
Total	45,309	64.8%	49,098	64.5%	53,966	65.1%	56,325	66.2%	54,751	67.3%

Grossmont-Cuyamaca District Enrollment

No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	127	20.5%	103	13.9%	166	21.5%	97	16.3%	77	18.2%
Asian	483	10.1%	545	10.2%	665	11.6%	688	12.2%	502	9.9%
Black non-Hispanic	921	17.9%	1,119	17.9%	1,514	22.7%	1,692	24.6%	1,408	22.4%
Filipino	314	12.5%	383	12.9%	443	14%	480	15%	445	15%
Hispanic	2,161	15.5%	2,284	14.9%	3,298	19.4%	3,863	19.9%	3,890	18.9%
Not Reported	765	12.5%	907	13.2%	1,303	15.2%	828	13.3%	500	12.3%
Pacific Islander	138	15.2%	166	16.8%	203	17.3%	205	21%	134	18.5%
Two or More	262	14.4%	296	15.4%	355	20.3%	758	19.3%	827	16.4%
White non-Hispanic	4,062	11.9%	4,321	12.1%	5,398	14.2%	4,981	13%	4,474	12.4%
Total	9,233	13.2%	10,124	13.3%	13,345	16.1%	13,592	16%	12,257	15.1%

Grossmont-Cuyamaca District Enrollment

Withdrawal by Ethnicity

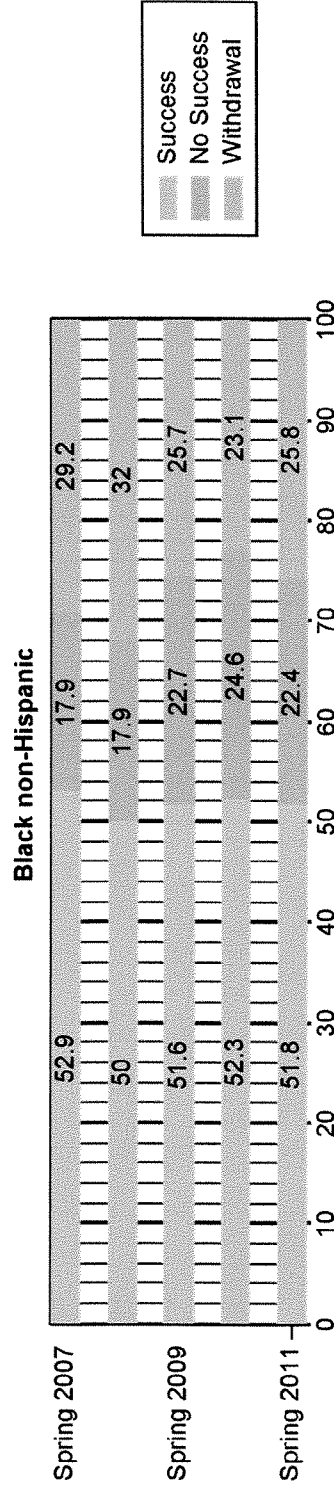
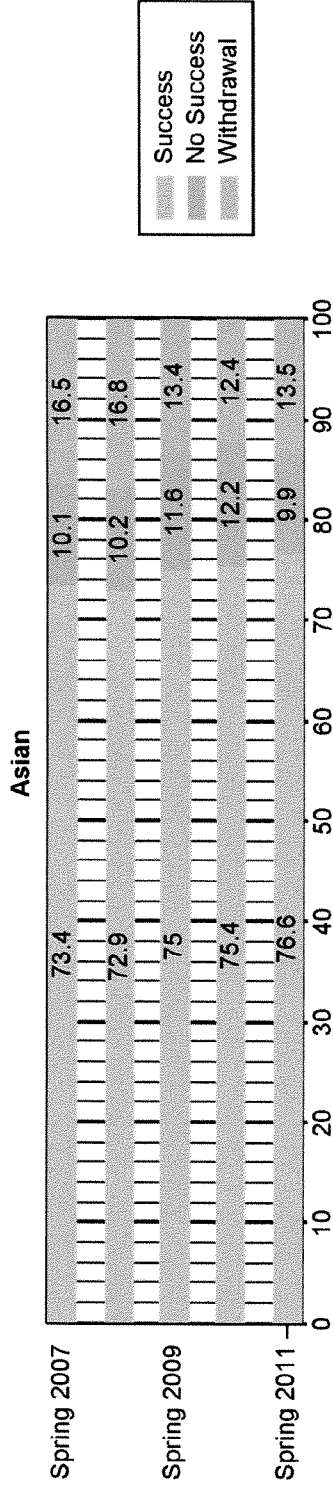
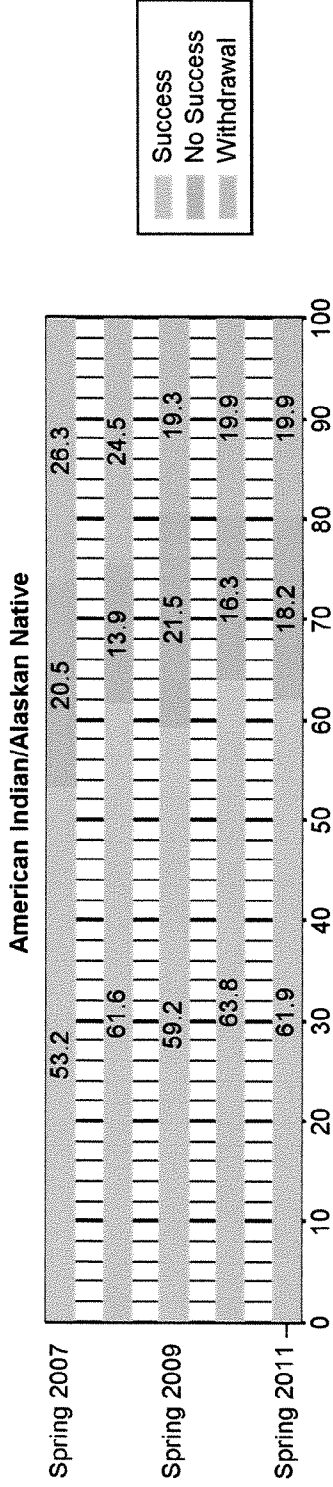
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	163	26.3%	181	24.5%	149	19.3%	118	19.9%	84	19.9%
Asian	789	16.5%	895	16.8%	766	13.4%	697	12.4%	685	13.5%
Black non-Hispanic	1,506	29.2%	1,999	32%	1,713	25.7%	1,586	23.1%	1,624	25.8%
Filipino	557	22.1%	644	21.7%	583	18.5%	599	18.8%	543	18.3%
Hispanic	3,330	23.8%	3,839	25%	3,484	20.5%	3,695	19.1%	3,876	18.8%
Not Reported	1,375	22.4%	1,455	21.2%	1,601	18.7%	1,027	16.5%	727	17.9%
Pacific Islander	252	27.8%	224	22.7%	241	20.5%	228	23.4%	132	18.2%
Two or More	473	26%	518	27%	430	24.6%	854	21.8%	973	19.2%
White non-Hispanic	6,950	20.4%	7,180	20.1%	6,613	17.4%	6,299	16.5%	5,733	15.8%
Total	15,395	22%	16,935	22.2%	15,580	18.8%	15,103	17.8%	14,377	17.7%

Grossmont-Cuyamaca District Enrollment

Retention by Ethnicity

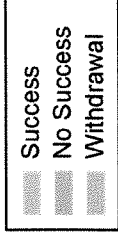
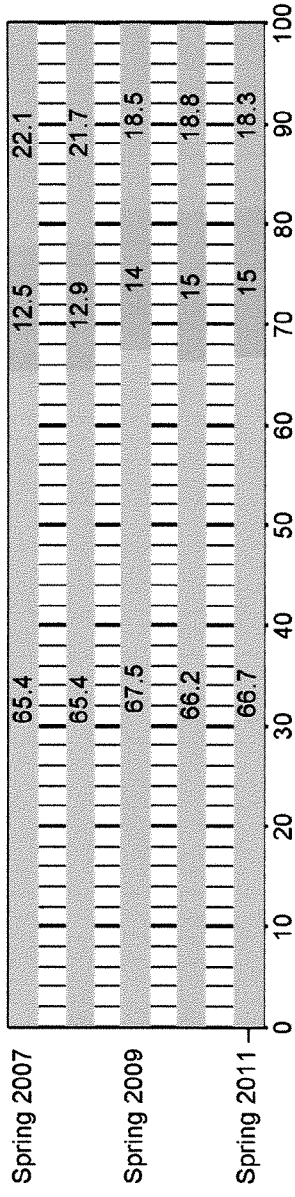
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	456	73.7%	558	75.5%	624	80.7%	476	80.1%	339	80.1%
Asian	3,991	83.5%	4,424	83.2%	4,958	86.6%	4,931	87.6%	4,395	86.5%
Black non-Hispanic	3,651	70.8%	4,240	68%	4,957	74.3%	5,279	76.9%	4,661	74.2%
Filipino	1,961	77.9%	2,323	78.3%	2,575	81.5%	2,595	81.2%	2,421	81.7%
Hispanic	10,636	76.2%	11,509	75%	13,508	79.5%	15,687	80.9%	16,717	81.2%
Not Reported	4,763	77.6%	5,397	78.8%	6,963	81.3%	5,183	83.5%	3,332	82.1%
Pacific Islander	653	72.2%	764	77.3%	932	79.5%	747	76.6%	594	81.8%
Two or More	1,343	74%	1,403	73%	1,318	75.4%	3,068	78.2%	4,082	80.8%
White non-Hispanic	27,088	79.6%	28,604	79.9%	31,476	82.6%	31,951	83.5%	30,467	84.2%
Total	54,542	78%	59,222	77.8%	67,311	81.2%	69,917	82.2%	67,008	82.3%

Grossmont-Cuyamaca District Enrollment

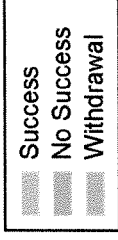
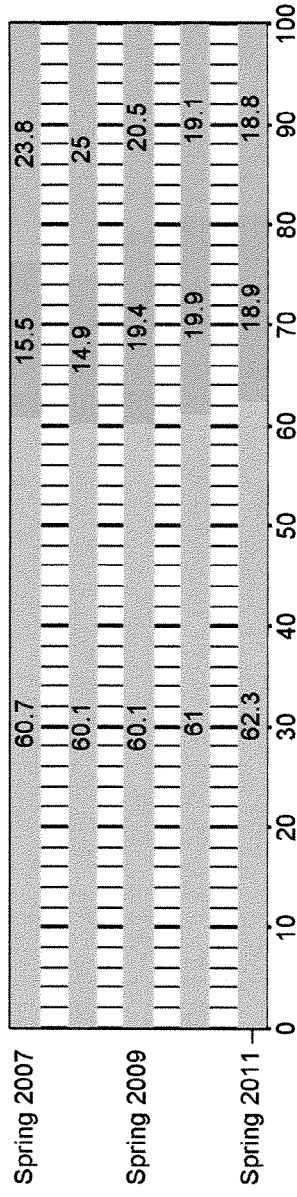


Grossmont-Cuyamaca District Enrollment

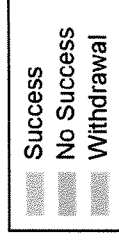
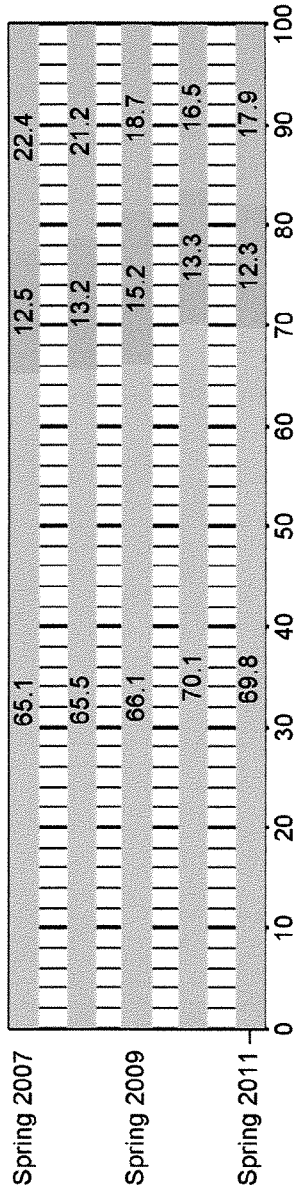
Filipino



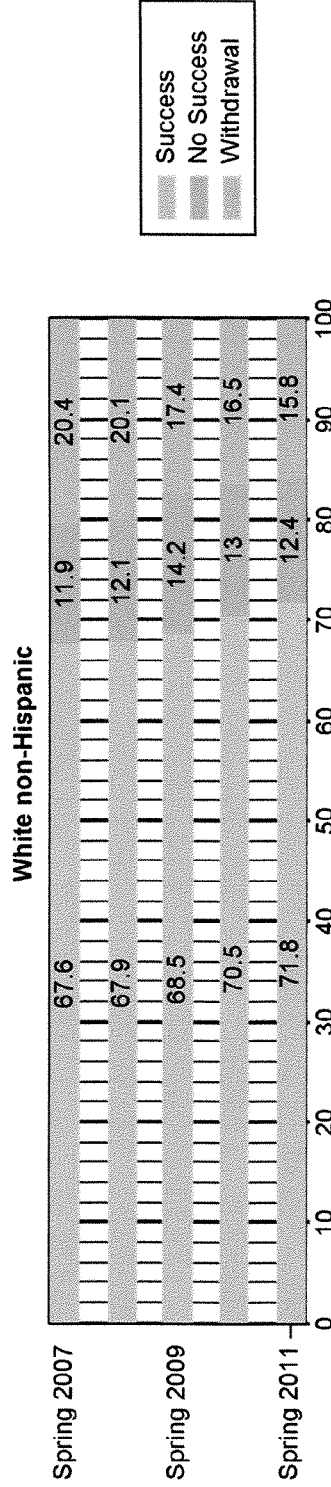
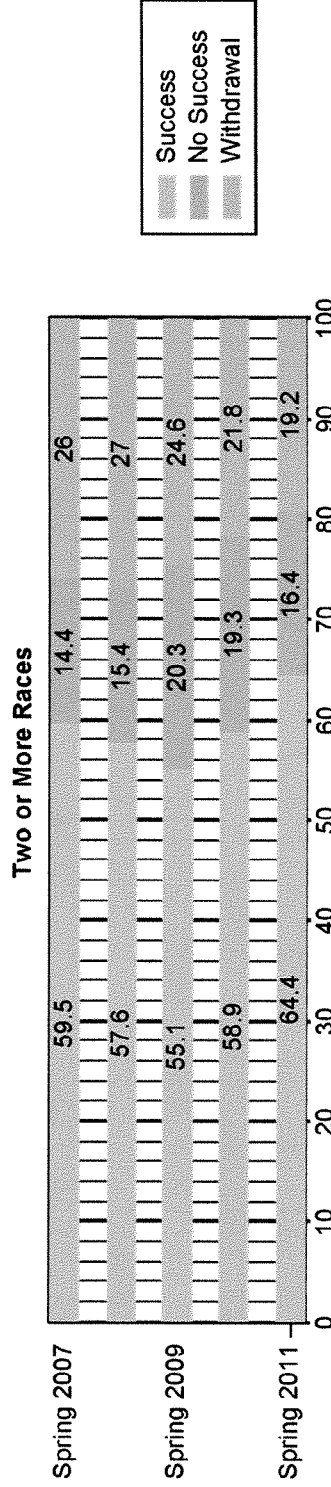
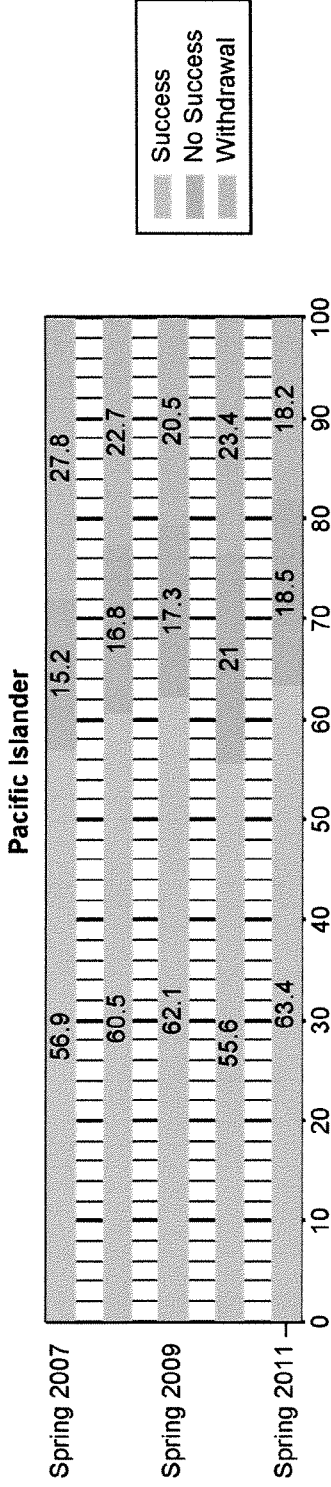
Hispanic



Not Reported



Grossmont-Cuyamaca District Enrollment



Success Rate by Time Period by Course Hierarchy Online

Data from Cal Pass Smart Tool (Cannot distinguish between Online and Hybrid)

	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010
HIST100 - Early World History	81.29%	69.77%			73.33%	64.78%	76.03%	73.35%
HIST101 - Modern World History	70.94%	51.32%			41.94%	57.80%	68.07%	69.53%
HIST105 - Early Western Civilization	67.90%	35.42%					55.26%	59.09%
HIST106 - Modern Western Civilization	70.11%	62.79%				41.51%	61.84%	67.39%
HIST108 - Early American History	53.88%	60.32%	61.26%	59.54%	64.24%	58.06%	58.75%	60.27%
HIST109 - Modern American History	70.53%	64.06%	60.17%	59.01%	71.63%	72.39%	66.48%	72.85%
HIST112 - American History: 1945 - Present								72.73%
HIST113 - American Military History							40.54%	59.09%
HIST114 - Comparative History of Early Americas	35.29%	40.79%	42.47%	45.61%				69.07%
HIST115 - Comparative History of Modern Americas	38.95%	43.08%	45.22%	39.66%			81.63%	66.67%

HIST124 - History of California					36.84%	39.73%	42.24%	38.52%
HIST127 - EARLY AMERICAN INDIAN HISTORY	43.53%	34.09%						
HIST136 - Survey of Medieval History								64.77%
HIST137 - History of East Asia							66.67%	56.38%
HIST194 - Community Service Learning Exp	57.14%	50.00%	0.00%	100.00%	75.00%	100.00%	0.00%	
HIST199 - SPECIAL STUDIES IN HIST	100.00%						100.00%	

- *Day Class* — Sections with a start time beginning on or after 6:00 a.m. and before 4:30 p.m., and have days scheduled as “Monday through Friday,” “Irregularly Scheduled,” or “To Be Arranged.”

- *Evening Class* — Sections that meet on Saturday and/or Sunday, regardless of the session start time, or sections with a start time beginning on or after 4:30 p.m. and before 6:00 a.m., regardless of the days scheduled.

Success Rate by Time Period by Course Hierarchy (Day and Evening Classes on campus)

Data from Cal Pass Smart Tool

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
HIST100 - Early World History	63.61%	61.37%	61.77%	55.43%	58.78%	64.52%	55.83%	59.96%
HIST101 - Modern World History	63.29%	69.49%	64.30%	70.22%	58.09%	51.87%	55.31%	58.08%
HIST103 - Twentieth Century World History						44.12%	55.74%	61.17%
HIST105 - Early Western Civilization	61.89%	62.04%	71.21%	66.35%	62.61%	74.75%	65.19%	70.75%
HIST106 - Modern Western Civilization	65.92%	68.04%	70.55%	67.02%	72.46%	76.92%	72.47%	63.19%
HIST108 - Early American History	71.45%	72.67%	77.09%	70.58%	72.06%	73.74%	71.74%	70.89%
HIST109 - Modern American History	68.31%	71.87%	73.33%	78.70%	76.59%	74.55%	75.82%	74.02%
HIST112 - American History: 1945 - Present							57.14%	
HIST113 - American Military History							52.63%	73.17%

HIST114 - Comparative History of Early Americas	55.68%	66.67%	62.50%	65.38%	70.83%	74.82%	67.48%	72.97%
HIST115 - Comparative History of Modern Americas	48.94%	56.76%	59.09%	61.82%	64.49%	66.67%	65.55%	58.91%
HIST118 - U.S. History: Chicano/Chicana Perspectives I	76.36%	77.05%	79.66%	80.85%	71.70%	82.61%	85.96%	85.25%
HIST119 - U.S. History: Chicano/Chicana Perspectives II	60.00%	58.00%	62.22%	66.07%	65.96%	52.88%	66.32%	60.77%
HIST122 - Women in Early American History	66.04%	75.00%	65.22%		71.88%	58.33%	65.38%	72.73%
HIST123 - Women in Modern American History	74.47%	73.47%	69.57%	70.37%	80.43%	68.75%	88.00%	82.00%
HIST124 - History of California	88.10%	90.51%	91.43%	58.62%				
HIST126 - History of Mexico	72.73%		58.33%	63.64%	61.76%	68.89%	68.97%	
HIST130 - US HIST: Native American Perspectives I	70.83%	94.44%	88.89%	80.77%	72.41%	84.00%	83.33%	
HIST131 - U.S. History: Native American Perspectives II	94.44%	94.12%	63.64%	77.78%	75.00%	91.67%	88.00%	
HIST135 - Ancient History of Western Civilization	45.54%	55.91%	50.53%	56.48%	56.32%	49.50%	44.44%	36.08%

HIST136 - Survey of Medieval History						67.50%	61.67%		
HIST137 - History of East Asia	89.13%	77.50%	64.52%	75.00%	66.67%	66.67%			
HIST147 - Middle East History and Culture	65.63%	68.42%	78.79%	76.67%	78.13%	75.61%	66.67%	74.29%	
HIST150 - US HIST: Asian American Perspectives I	70.00%	76.47%	55.56%		85.71%	85.71%	50.00%		
HIST151 - U.S.HIST:ASIAN PERSPECTIVES II	41.67%	69.23%	50.00%						
HIST154 - EARLY HIST WOMEN / WORLD CIVIL	50.00%	88.89%	62.96%	66.67%	83.33%	66.67%			
HIST155 - Modern History Women World Civilization	55.56%	64.71%				69.23%	87.50%		
HIST180 - U.S. History: Black Perspectives I	75.00%	65.52%	46.43%	28.13%	42.42%	68.42%	75.86%	63.16%	
HIST181 - U.S. History: Black Perspectives II	56.00%	57.14%	55.17%	48.84%	51.72%	60.61%	93.94%	59.46%	

Student Characteristics: HIST

Unique Headcount by Enrollment Status (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
New HS Grad	367	15%	358	14%	265	10%	363	12%	467	16%	1820	13%
New GCCCD Student	321	14%	409	15%	424	16%	454	15%	412	14%	2020	15%
Current HS Student	18	1%	6	0%	11	0%	14	0%	17	1%	66	0%
Continuing/Returning Student	1662	70%	1867	71%	1987	74%	2223	73%	2079	70%	9818	72%
Column Total	2368	100%	2640	100%	2687	100%	3054	100%	2975	100%	13724	100%

Unique Headcount by Course-Taking Pattern (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
Day	1421	60%	1723	65%	1744	65%	1979	65%	1963	66%	8830	64%
Day and Evening	832	35%	817	31%	838	31%	970	32%	915	31%	4372	32%
Evening	112	5%	98	4%	105	4%	105	3%	97	3%	517	4%
Column Total	2365	100%	2638	100%	2687	100%	3054	100%	2975	100%	13719	100%

Unique Headcount by Educational Goal (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
Transfer	1568	66%	1820	69%	1898	71%	2173	71%	2198	74%	9657	70%
Assoc w/o Transfer	123	5%	134	5%	138	5%	186	6%	180	6%	761	6%
Voc Ed Degree/Cert w/o Transfer	20	1%	14	1%	14	1%	25	1%	22	1%	95	1%
Acquire/Update Job Skills	97	4%	95	4%	83	3%	98	3%	72	2%	445	3%
Complete HS Credits	33	1%	27	1%	31	1%	24	1%	25	1%	140	1%
Improve Basic Skills	22	1%	15	1%	13	0%	13	0%	6	0%	69	1%
Maintain Certificate/License	13	1%	12	0%	17	1%	8	0%	7	0%	57	0%
Educational Development	53	2%	41	2%	39	1%	28	1%	24	1%	185	1%
Move from Non-Cr to Cr	1	0%	0	0%	2	0%	1	0%	1	0%	5	0%
4-year College Student	72	3%	102	4%	119	4%	154	5%	155	5%	602	4%
Undecided	366	15%	376	14%	329	12%	342	11%	281	9%	1694	12%
Uncollected/Not Reported	0	0%	4	0%	4	0%	2	0%	4	0%	14	0%
Column Total	2368	100%	2640	100%	2687	100%	3054	100%	2975	100%	13724	100%

Course Success Rate by Course Method (Fall 2006 to Fall 2010)

		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
100% Online	Success	179	61.5%	315	59.5%	400	57.6%	582	63.7%	615	66.2%	2091	62.3%
	No Success	37	12.7%	83	15.7%	114	16.4%	120	13.1%	136	14.6%	490	14.6%
	Withdrew	75	25.8%	131	24.8%	181	26.0%	212	23.2%	178	19.2%	777	23.1%
	Column Total	291	100.0%	529	100.0%	695	100.0%	914	100.0%	929	100.0%	3358	100.0%
Lecture/Lab	Success	1525	67.9%	1572	68.2%	1451	66.6%	1576	66.9%	1529	67.4%	7653	67.4%
	No Success	305	13.6%	277	12.0%	319	14.6%	359	15.2%	394	17.4%	1654	14.6%
	Withdrew	415	18.5%	455	19.7%	408	18.7%	420	17.8%	344	15.2%	2042	18.0%
	Column Total	2245	100.0%	2304	100.0%	2178	100.0%	2355	100.0%	2267	100.0%	11349	100.0%

Appendix 14:

Fiscal Year FTES

Analysis by Program Report

GCCCC
10/11 Grossmont College Program Review
Program Data Elements

		03/04	04/05	05/06	06/07	07/08	08/09	09/10
<u>History (220500)</u>								
Course #								
HIST 100	HIST 123							
HIST 101	HIST 124							
HIST 103	HIST 126							
HIST 105	HIST 127							
HIST 106	HIST 135							
HIST 108	HIST 136							
HIST 109	HIST 137							
HIST 112	HIST 154							
HIST 113	HIST 155							
HIST 114	HIST 194							
HIST 115	HIST 199							
HIST 122								
FTES								
Summer		2,268	1,950	2,025	2,049	2,001	2,634	2,704
Fall		7,617	7,263	6,867	7,091	7,914	8,541	9,669
Spring		7,215	7,530	7,183	8,124	9,021	9,608	10,227
Total WSCH		<u>17,100</u>	<u>16,743</u>	<u>16,075</u>	<u>17,264</u>	<u>18,936</u>	<u>20,783</u>	<u>22,600</u>
Total FTES		<u>569.99</u>	<u>558.10</u>	<u>535.84</u>	<u>575.47</u>	<u>631.20</u>	<u>692.77</u>	<u>753.33</u>
Top	220500 HIST - Unrestricted	<u>\$794,417</u>	<u>\$787,392</u>	<u>\$837,461</u>	<u>\$1,016,410</u>	<u>\$1,103,522</u>	<u>\$1,141,976</u>	<u>\$1,088,185</u>
Costs per FTES		<u>\$1,393.74</u>	<u>\$1,410.84</u>	<u>\$1,562.89</u>	<u>\$1,766.23</u>	<u>\$1,748.29</u>	<u>\$1,648.42</u>	<u>\$1,444.50</u>
	220500 HIST - Restricted	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:
 SKDS2W Report does not include non-credit classes and internships
 Total costs for 03/04 to 09/10 per TOP Code listing (IFAS), benefits included
 FTES for 03/04 thru 07/08 years per SKDS2W SRS Report
 FTES for 08/09 and 09/10 year per Program Review Datatel Report

Appendix 15:

Fiscal Data: Outcomes Profile

APPENDIX 15

Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
2. Enrollment (Duplicated)	2501	2637	2431	2570	2534	2859	2830	3177	2874	3264	3267	3443
3. Earned WSCH/FTEF	604.28	555.27	551.69	482.25	544.91	513.57	543	526.25	610.07	578.17	721.57	751.09
4. Total FTES	558.10	535.84	575.47	631.20	692.77	753.33						
5. Cost/FTES	\$1410.84	\$1562.89	\$1748.29	\$1648.42								
6. Total Cost/Fiscal Year	\$787389.80	\$837458.97	\$1103520.60	\$1141975.90								
7. Total Revenue	\$2547631.60	\$2446018.50	\$2881320.60	\$3162377.20								
8. Other Revenue	\$0	\$0	\$0	\$0								

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

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

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

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4564.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition.

History Department
Program Review

Questions and Responses

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.

Since its modern development as an academic subject in the 19th century, history serves as a core subject for liberal arts, humanities, and social science divisions throughout the world's colleges and universities. Because of history's importance and contribution in developing educated, culturally literate citizens, it's difficult to imagine any college without a history department. From history courses, students learn to:

- 1) assess historical evidence by reading and interpreting primary and secondary sources.
- 2) debate significant and sometimes controversial historical issues.
- 3) address current problems through the prism of lessons found in the past.
- 4) explain historical causality and its effects.
- 5) apply research methods and critical thinking to develop theses for probing historical questions.
- 6) compose essays or research papers requiring keen insight and reflection of major historical topics.

When history students study the past, they draw a greater understanding about the present. They become astutely aware that the present must always be understood as something shaped and conditioned by tens, hundreds, if not thousands of years of past events. Then they realize that literally everything in the present – nations, peoples, institutions, the arts, cultures, ideas, and even material objects – had a beginning that can be traced to our current time.

Since Grossmont College's founding in 1961, the History Department has strove to teach these important lessons. During the first academic year 1961-62, history was taught in conjunction with political science by three full-time faculty – Thomas Ruth, Gene Schultz (also from the Counseling Department) and Walter Yuhl. History had ten original courses consisting of the two-part sequences of Western Civilization, the Americas, American Civilization and World Events (looking at contemporary world affairs). Completing the original list were the History of California and the History of the United States. Seven years later during the 1968-69 academic year, the collaboration with Political Science continued under the Social Sciences Division, but the full-time faculty grew to nine, including long-time Department mainstay Mel Amov and two female faculty Jacquelyn Hall and Clair Runyan. Four part-time instructors also taught in the Department. The course offerings expanded to include History of England and the Commonwealth, History of Latin America, History of the Far East, Great Men

in History, and Selected Topics in History or Government. As stated in the course catalog, History's mission was to "study and analyze various aspects of the conscious record of the human past, tracing and critically evaluating the development of both Western and Eastern civilizations."

By 1974-75, the History Department had already separated from Political Science and with nine full-time faculty, including long-time Department member and future online instruction innovator Gerald ("Jerry") Baydo, the course list continued to grow reflecting the interests of a more diverse student body and new scholarly venues. These courses included Minorities and the American Labor Movement, Ancient Civilizations, History of European Political Thought, Development of Modern Mexico, History of the American Indian, History of Urban America, History of San Diego County and Modern Military History and Theory. By 1983-84, the History Department had dropped to eight full-time faculty, but also added new courses like History of the American West, Middle East History, Women in History, and Sexual Attitudes in History - Ancient and Contemporary. Jumping to 1992-93 with twenty-two total classes, full-time faculty dipped again to seven – Amov, Baydo, Stanley Claussen, Forbes Dickinson, Lee Raymond, Don Sherman and James P. Hinkley. The introduction of survey Early and Modern World History and Modern History of Women in World Civilizations moved the focus of teaching history away from the previous "Western and Eastern civilizations" framework to a more global perspective.

The 1997-98 academic year proved to be crucial for the History Department. With several retirements, full-time faculty dropped to five – Amov, Baydo, Dickinson, Raymond and Thomas Bell (the first African-American full-timer). New full-time hires were desperately needed. By the end of 1999, Latin American specialist Carlos Contreras and women's historian Sue Gonda (the first female Department full-timer not part of political science) were hired into the History Department, now under Humanities, Social and Behavioral Sciences Division. After hiring Marty Ennis who replaced Dickinson in 2001, History now returned to seven full-time faculty with twenty-nine courses, eleven of them cross-listed with other departments including U.S. History: Black Perspectives.

Within the next decade, the History Department would continue to grow in course curriculum, create the first online classes, and hire more part-time instructors. However, the number of seven full-time faculty would remain constant; the only new hires were replacement ones. Robert Henry arrived in 2004 to replace Lee Raymond. When Baydo and Amov retired in 2005 and 2006, but remained teaching in the Department as part-timers, they were replaced by Devon Atchison and Angela Feres. 2007-08 marked the first academic year of the Department's current full-time faculty – Bell, Contreras, Gonda, Ennis, Henry, Atchison and Feres – all hired within the last eighteen years.

Within these five decades, the mission and purpose of teaching quality and intellectually stimulating history courses has not changed. However, as shown

throughout the years, when new interests, scholarly pursuits, social norms and even technology emerge, the History Department has responded and adapted by hiring more diverse faculty, creating and expanding new courses, and implementing new instructional methods (i.e. online classes). Currently within the English and Social/Behavioral Sciences Division, the History Department with its seven full-time faculty and approximately twenty part-time instructors teach a total of thirty-eight different courses. These eclectic courses range from lower-division flagship survey classes of American History, World History and Western Civilization to specialized ones like Survey of Medieval History, Women in Early American History, History of Mexico, Emergence of the Modern Middle East, and American Military History. With regard to facilities, the History Department has seen little dramatic shift in classrooms and office space. Classes are taught perennially in Buildings 51, 53 and 36. Faculty offices are located within the vicinity of these buildings or on the second floor of the Learning and Technology Resource Center. Department meetings are regularly held in Room 51-585 with informal meetings usually in the lounge at the aforementioned LTRC building.

Since its inception, the History Department's primary purpose is to offer lower-division history courses for General Education and/or university transfer. This validates the results from the first question in the Grossmont College History Department Student Survey given in Spring 2011 to 505 students: "What is your primary reason for taking this class?" 57.4% of those surveyed cited a General Education requirement and an additional 15.8% cited Transfer.

For Grossmont College's General Education Requirement, history courses fulfill the requirements for Area C1 Humanities and Areas D1 and D3 Social Sciences. Students often use the World, Western and American survey courses to satisfy these requirements. But the department's wide-ranging elective courses also fulfill this General Education Requirement. For CSU transfer, students can use history courses for Area C2 Humanities and Areas D3, D4, D6 Social Sciences. In addition, students can choose from twelve different history courses to fulfill CSU's U.S. History, Constitution and Government (American Institutions) requirement for both Track 1 and 2 (Part A and B). For the 2011-2012 Intersegmental General Education Transfer Curriculum (IGETC), history courses can be used to fulfill Area 3B Arts and Humanities and Areas 4C, 4D and 4F Social and Behavioral Sciences.

In addition, the History Department further serves students by offering a Grossmont College History major, comprising of 18 units divided between 12 units of survey courses and 6 units of specialty courses. The Department also allows courses to be cross-listed with the Cross-Cultural studies Department, collaborates with Project Success by teaching linked courses, and participates in the Honors Program. The History Department, likewise, provides speakers, lectures and volunteerism for campus-wide cultural, social and community events.

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 goal:

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

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

The Department's 6-year plan submitted in the Fall 2009 focuses on:

- 1) Expand the History Film & Lecture Series from a campus event to a community event.
- 2) Explore the possibility of a prerequisite in English 110 for history classes.
- 3) Improve a Department-wide process for referring students to the English Writing Center.
- 4) SLO Assessment
- 5) Explore an annual event for History majors, such as a workshop and field trip.
- 6) Obtain travel money for historical conferences and symposiums.
- 7) Continue to create innovative courses and explore the use of hybrid classes in History.
- 8) Need to hire one additional full-time faculty member over and above replacement faculty, preferably someone with experience in American History or U.S.-Middle East relations.

Most successful goal: Expand the History Film & Lecture Series from a campus event to a community event.

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

The History Department strives to show one-two films per semester with its popular and well-received Film and Lecture Series under the guidance of Marty Ennis. He selects feature films based on popular interest, current social trends, or honoring a certain historical anniversary. These films are shown in Room 220 with refreshments and a Q&A post-film discussion. In the beginning, students arrived motivated by extra credit, a good film and free food. Now with these films presented during the evening, the East County community can arrive and participate. Advertisement and promotion is done through flyers, class

announcements, and notices on the department website. Because of its low cost, popularity and historical tie-in, this Film and Lecture series will continue to be a Department student/community fixture.

b) Report and explain the data you have to verify progress toward your goal.

No data is kept to verify this goal. Its success is measured by full capacity attendance at each of these film screenings and the enthusiastic Q&A sessions that ensue after the film.

c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority in its strategic plan?

The success of History's Film and Lecture series would fall under Goal 7: Develop and maintain an exceptional learning environment. As stated previously, the films function more than just leisure escapist entertainment. They also provide a forum to appreciate cinematic art, open historical dialogues and perspectives, and discuss the relevance of current social issues. Thus, within this non-academic venue and with community involvement, the Film and Lecture series provides an exceptional learning environment to reinforce the long-standing belief that students can and do learn about history through film.

Least successful goal: Obtain travel money for historical conferences and symposiums.

a) What challenges or obstacles have you encountered?

Although a close second to the Department's least successful was the inability to acquire a new full-time non-replacement hire, that situation will be expounded upon in further questions. Unlike other goals that require minimal or no money, obtaining travel funds for historical conferences and symposiums has hindered the Department's ability to keep current on the latest ideas and teaching methods in history. This hampers meeting Goal 3: Provide an Exceptional Learning Environment to Promote Student Success. It should be stressed that travel money differs from a conference/symposium's registration fees. Since the last program review, Grossmont has provided funds for faculty to register at places such as the World History Conference in Long Beach, CA (2006) and for Department Chair Robert Henry to attend the University of San Diego's Leadership Institute workshop. Actual travel money pays or offsets transportation and lodging costs. However, these pivotal funds have been stymied by frequent travel freezes due to budget constraints. While the Department has proved understanding and sensitive to this, the lack of travel money often discourages instructors, especially adjuncts, from venturing to out of state conferences since air fare or hotel costs would be incurred out of pocket. As a result, some valuable professional development conferences are missed - World History Conference, American Historical Association, etc. This cannot be

stressed enough. History faculty must remain current in the profession. If not, this in turn limits the Department's ability to stay current with new pedagogical and scholarly ideas from the historical profession.

b) Has this goal changed, and why?

Because of its importance to Department instruction and knowledge, this goal has not changed. In fact, it remains a constant, if not frustrating, subject at Department meetings and informal gatherings. Although journals, webinars or the website TED could serve as possible alternatives for attending conferences, nothing compares when an instructor enters the intellectual exchange and atmospheric dynamism of an actual conference. The ability to meet and learn from other historians, participate in activities, and pick up new historical literature/books cannot be accomplished by watching a conference from a computer screen. Because of the value of these conferences and what the instructor brings to his or her classroom, the goal of obtaining travel money will continue.

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.

The most recent Program Review Recommendations (2006) were as follows:

1. Replace full-time faculty as they separate.
2. Add one new full-time faculty position.
3. Collaborate more closely with Cross-Cultural Studies to enhance the United States History Black Perspective course.
4. Continue to support student success through the addition of reading courses as a recommended preparation for history classes. Develop strategies to increase support by the Reading Center such as inviting Reading Center representatives to visit classes.
5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning data for continued course and program improvement.
6. 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.

Here are the numbered corresponding responses to the following recommendations:

1. This recommendation has been successfully filled. Since the last program review, long-time full-time faculty Jerry Baydo and Mel Amov have retired. To replace them, Devon Atchison was hired to teach U.S. and Women's History courses while Angela Feres was hired to teach World and Western Civilization courses.
2. The addition of a new full-time (non-replacement) hire has been elusive for the History Department. Since the last program review, the Department has continually requested a new full-time faculty who could teach either World History or U.S. History and especially Middle Eastern courses. Both the History Department and the Coordinator of Arabic Language, Dr. Sonia Ghattas-Soliman, believe that a Middle Eastern History course is critical to countering stereotypes and provides students with a better understanding and analytical skills for current world events. But either through lack of funding or different hiring priorities for other departments, this has yet to be realized. Despite advocating for a new-full time hire in Annual Progress Reports and the 6-Year Plan, no new position has been created. Despite growing student enrollment and a great need to offer important GE and transfer courses, the History Department still serves the college with seven-full time faculty and over twenty adjuncts.
3. Hist 180 and 181, U.S. History: Black Perspectives I & II are continually offered each alternating semester. These courses are still cross-listed with Cross-Cultural Studies and are taught by Librarian Professor and part-time history instructor Curtis Stevens. As far as "enhancing" the course, in the Fall 2011 Professor Stevens modified the course outlines after a lapse of full articulation with UCSD. Based on a Grade Distribution sample of both Hist 180 and 181, recognizing overall student improvement has been inconclusive. For example in the Fall 2009, Hist 180 had 33 enrolled students whose final grades broke down to 10 A's, 13 B's, 1 C, 4 D's and 5 F's. For the same class in following year Fall 2010, 35 enrolled students' final grades broke down as 8 A's, 18 B's, 9 C's and *no D's or F's*. On the surface, this looks like a dramatic improvement. However, for Hist 181, 31 students in the Spring 2009 had earned 8 A's, 11 B's, 12 C's and *no D's or F's*. However, for the same class in the Spring 2011, 32 students earned 6 A's, 12 B's, 6 C's, no D's, but 8 F's. In sum, the apparent vicissitudes of non-passing grades makes it difficult, if not perplexing, to discern if the U.S. History: Black Perspectives courses have been "enhanced" as a Program Review Recommendation.
4. The Reading Center remains an important resource for the History Department. In both formal and informal meetings, the Department has sought

ways of increasing reading levels among underprepared students for the rigors of history courses. But within these discussions, no serious suggestions were made to add an English Reading course as a Recommended prep. Instead, English 110 College Composition still remains as the Department's only Recommended prep. When students earn a "C" or better, the course provides sufficient grounding for reading, writing, and critical thinking skills necessary to succeed in history courses. In addition, the Department has advised all instructors to mention the Reading Center on all class syllabi as a key student resource. With an increased number of non-native and ESL students enrolling in history classes, the Department has recently began talks of including ESL 119 to serve as a supplemental Recommended prep alongside ENGL 110. The Department has also discussed the State's new Title 5 changes to allow cross-discipline prerequisites with content review. Once the process for developing English/ESL as a prerequisite has been established, it is the consensus of the Department to further explore that option.

5. Since the last program review, the Department with cooperation of both full-time and part-time staff have diligently crafted course SLOs. The Department has enormously benefitted from the enthusiastic assistance of Devon Atchison, the indefatigable SLO coordinator for the entire Grossmont campus. She has singlehandedly not only helped History create its SLOs, but also records data, write the Annual Progress Reports and GE Mapping. Through Department meetings and workshops, and some trial and error, three SLOs for History have been crafted. Every semester data is recorded for specific courses among various instructors using a numeric and Pass/Fail rubric. Then the data is discussed and analyzed by the entire Department to look at SLO success and where modifications in curriculum should be made.

6. This recommendation also has been largely met. The History Department does take the initiative to update course outlines within at least a 4-5 year period. In 2005, eleven courses were updated including Hist 108 and 109 (American history survey sequence) and Hist 180 and 181 (U.S. History: Black Perspectives). In 2007, the Department updated or created nine courses such as the World and Western Civilization surveys, Hist 103 Twentieth Century World History and Hist 136 Survey of Medieval History. Seven more updates followed in 2008, mostly those cross-listed with Cross-Cultural Studies. Most recently, Carlos Contreras updated Hist 114 and 115 to satisfy CSU's American Institutions requirement. Three courses have not been updated since 2000: Hist 154 and 155 (Women in Early and Modern World History) and Hist 194 Community Service Learning Experience. Budget cuts, not finding proper instructors, and priority on survey classes have rendered these courses dormant. But the Department understands this does not serve as an excuse and will within the next academic year update these courses.

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.

As stated above, during the 2007-08 academic year, the Department revised a vast majority of its course outlines. Many revisions entailed adding newer editions of current textbooks or the course's content description needed more descriptive details. Even old course titles were changed to help students grasp more about the nature of the course, e.g. East Asian Civilization (the original Hist 158 History of the Far East) became simply Hist 137 History of East Asia. This effort also served as the impetus to supplement, separate or expand upon existing courses. For example, for nearly a decade, the only Middle Eastern history course the Department offered was Hist 147 Middle East History and Culture, cross-listed with Cross-Cultural studies and taught by adjunct Bachir Idoui from Sociology. Preferring that a relevant and timely topic like the history of the Middle East be taught by an actual history instructor, the Department created Hist 148 Emergence of the Modern Middle East to supplement and not to replace Hist 147.

With an increase number of Grossmont students coming from all different parts of the world – East Asia, Central Asia, South Asia, Russia, the Middle East, Latin America, etc. – the History Department remains cognizant and sensitive to making sure course offerings reflect topics covering the wide gamut of global perspectives. Among the course that reflects this global, gender and ethnic diversity include Hist 103 Twentieth Century World History, Hist 114 and 115 Comparative History of the Early and Modern History Americas, Hist 137 History East Asia, Hist 156 and Hist 157 Women in Early and Modern Western Civilizations, Hist 130 and 131 U.S. History and Cultures: Native American Perspectives I & II and the aforementioned Hist 148 Emergence of the Modern Middle East.

As stated in Question 1.1, the Department's main purpose remains offering courses that enable students to earn General Education or transfer credit for Humanities and Social Science requirements. Therefore, the bedrock of the Department's courses will be the lower-division surveys of U.S. History, World and Western Civilization classes. The Department continuously ensures that all

these courses' content, articulation and transferability are maintained so they match any 4-year university's own lower-division survey courses.

- 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? **You are encouraged to use feedback from your Faculty Survey discussion.**

When searching and interviewing prospective adjuncts, the Department first determines if they are well-versed and knowledgeable in the subject matter whether American, World, or Western history. The Department also asks about pedagogical approaches, evaluation methods, and even thematic approaches to the subjects. These sessions and interactions generally go well. Of 21 faculty surveyed in the Faculty Survey, 38.1% strongly agreed and 28.6% agreed to having received a college and Department orientation especially with a thorough grounding from the course outline. But from here, this is where academic freedom surfaces. Although it's imperative to provide correct facts, teaching history is quite subjective and interpretive. Two instructors teaching the same course will focus on different events, themes and omit material they deem unnecessary. This also is evident within evaluation methods. One instructor may assign a term paper; another will not. One will require a fair amount of primary document readings; another may do this lightly. In short, instructors bring their own views, experience and ideas to their own classes which in a positive manner accounts for the enormous intellectual diversity of the classes.

But the History Department has achieved some consistency of standards among instructors. Among these are its SLOs. The Department's three SLOs must appear on all instructor syllabi: (1) how to create a thesis from primary and secondary sources, (2) explain cause and effect and (3) describe the importance of historical actors. So even though the subject matter differs, these SLO goals are similar. Also within each course outline, the content area canvasses enough items and key terms that will keep the instructor focused on what material should be covered only for that course. To maintain constant dialogue over any consistency over what is taught, formal and informal meeting are held to discuss this.

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

By its own nature, history experiences constant revision and interpretation. For instance, a major reassessment could be done with a historical figure or event. A previous long-standing historical thesis could be supplanted by a fresh intriguing one. Methodologies and new scholarly approaches to traditional historical subjects also frequently occur. As a result of this dynamism and reevaluation

within the historical field, it is incumbent for instructors to be on the cusp of new information and ideas to incorporate into the classroom. This directly affects Grossmont's history majors needing to be familiar with history's new scholarly pursuits as they pursue advanced degrees at four year colleges. By Department recommendations or individual initiatives, faculty may read the latest history books and journal articles or watch historical documentaries. They attend lectures or seminars, enroll in history courses at various colleges, or work toward advanced degrees. Since the last program review, three full-time history faculty have earned their PhDs.

But most importantly, currency in the field is best achieved with attendance and participation at various historical conferences, like the World History Association (WHA). In 2006, full-time faculty members Carlos Contreras and Devon Atchison presented a paper at the World History Association Conference on the Zapatista Movement; their presentation was later published in the World History Association Journal. Here faculty can meet and interact with other historians to discuss the latest views, trends and ideas of history. In turn, as first stressed in Question 1.2, this currency and relevancy within the historical field arrives to the Grossmont history classroom. In 2007, Contreras and Atchison attended the Organization of American Historians inaugural Community College Workshop, a three-day workshop that focused on community college instructors and the ever-changing face of teaching history. In 2007, Sue Gonda and Atchison presented at the Western Association of Women's History (WAWH) conference, where they gave a paper on archival history. And in 2011, Contreras and Atchison attended the National Endowment of the Humanities Summer Workshop on Labor, Race and Urban Landscape. At conferences and workshops such as these, faculty meet and interact with other historians to discuss the latest views, trends and ideas of history. In turn, this currency and relevancy within the historical field arrives to the Grossmont history classroom.

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.)

With seven full-time faculty and over twenty adjuncts teaching yearly over two dozen different courses, grading patterns and variances must be scrutinized carefully to learn any insights into the Department's curriculum and quality of instruction. Teaching history is a subjective endeavor. With a vast amount of information to cover, sufficient choices must be made from a course outline's content without overwhelming students. Therefore, even within the same course no two instructors use the same textbook or primary source readings, cover the exact same historical figures and events, or even employ similar evaluation methods and testing. As an analogy, no two people will pick the exact same oranges in an identical grove. Thus, these divergences will undoubtedly yield

noticeable discrepancies in pass and retention rates.

But considering these imperfections, the History Department has noticed two significant patterns from the course Grade Distributions between the Fall 2003 to Spring 2010:

1) The U.S. History survey courses, Hist 108 and 109, maintain higher pass rates (defined as C or better or CR) and generally lower withdrawal rates than World and Western civilization survey courses. In Fall 2003, 14 sections of Hist 108 recorded 85% pass rates and 21% withdrawals while Hist 109 with 15 sections recorded an equal 85% pass rate with a 19% withdrawal. By contrast, Hist 100 Early World History witnessed a 75% pass and 22% withdrawal rates. Hist 101 Modern World History registered a bit better with an 82% pass rate and 18% withdrawals. During this same semester, Hist 105 and 106 Early and Modern Western Civilization recorded 69% and 80% success rates respectively and 25% and 22% withdrawal rates. Consistency in pass rates and retention appear to be within the U.S. History Survey sequence and not the World or Western courses.

This pattern continued in the Spring of 2007. Hist 108 registered 85% pass and 16% withdrawal rates; Hist 109 at a whopping 90% pass and 18% withdrawal rates. Whereas, Hist 100 witnessed only a 74% pass rate and a less than desirable 29% withdrawal rate; Hist 101 fared worse at 71% pass and 33% withdrawal rates. Hist 105 and 106 scored a bit higher with 87% and 83% pass rates and 32% and 26% withdrawal rates.

For Spring 2010, one noticeable improvement emerged. Hist 100 recorded an 86% pass rate out of 254 enrolled students; the withdrawal rate was 24%, dropping 5% from the Spring 2007 rate. Statistically, this was on par with Hist 108 and 109 of that same Spring 2010 semester: Hist 108 at 81% pass and 20% withdrawal and Hist 109 at 82% pass and a low 16% withdrawal. Hist 105 and 106 recorded 83% and 77% pass rates respectively with over 20% withdrawal rates.

Some explanations for the higher and more consistent Hist 108 and 109 pass and retention rates include the more ease and familiarity students have with U.S. History than the more obscure and unfamiliar places and events from World and Western History. The nearly three times as many U.S. survey sections than World and Western Civilization courses may have also skewed the results. Or finally, it may be that U.S. history's content includes far less time and space (one continent, 500-600 years vs. several continents, thousands of years), making it more manageable for students to learn and digest.

2) There is one final observation. Two randomly selected online courses were viewed to compare pass and retention rates. In the Spring 2010, one Hist 105 online class of 38 enrolled students had a 73% pass rate and a 17% withdrawal

rate. But on the other hand, in the same semester, a Hist 137 History of East Asia online class of 35 enrolled had a 65% pass rate and a large 27% withdraw rate. One conclusion can be drawn. Lower pass rates and higher withdrawal rates are likely for a specialized online history class with content that is more remote from a California student's experience. Such a class lacks direct and immediate instructor involvement to answer questions or make lucid the more unfamiliar material. An online instructor is also denied the immediate visual feedback when students clearly do not comprehend the material. Thus, online students may gradually distance themselves from the class and drop. More on retention and success rates of online classes in Question 2.8.

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).

Unlike math, English and other discipline, history is not conducive to calibrated grading. As mentioned previously, each instructor selects texts, sources, and pedagogical styles that both play to the instructor's strengths and students' diverse learning styles. While the Course Outline guides the main content, in multiple sections of the same course, there will be variances in how topics are emphasized. This latitude and flexibility helps student learning when instructors, each with specialty areas of knowledge, are allowed to design their course.

At the same time among faculty, some "understood rubrics" strive for consistency in grading. Most syllabi adhere to grading components of class participating, writing assignments (whether essay or term papers), quizzes individual projects and tests. Because tests and essays reflect content mastery, they constitute the vast majority of class grading. Historians' opinions vary as to how strictly students should be graded on their grammar, punctuation, syntax and word choice in freshman-level history courses. If this Department taught in a state that allowed mandatory testing and placement of students in English BEFORE enrolling in our history classes, there might be a consensus on consistency in grading within multiple sections. At this moment however, students enroll in history classes with an extreme range of English usage skills, but instructors still expect them to master historical content and analyze primary sources. Also, instructors are required to implement Department SLOs into their courses including primary and secondary sources to support a historical thesis, explain cause and effect, and identification of the importance of historical actors.

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

In Appendix 3 of the History Department's last program review, there were twenty-nine courses the department offered to Grossmont students. Broken

down, they were eight broad surveys, eleven ethnic perspective courses cross-listed with Cross-Cultural studies, two women's U.S. history courses and five specialty regional courses and three community service learning and special topics courses. By and large, these courses reflected the standard amount of survey, ethnic and specialty courses available in a community college history department.

Now, attesting to the major growth of courses in our department, Appendix 2 in this current program review contains thirty-eight courses reflecting both brand new and revamped existing courses. The major survey courses – World, Western and U.S. – now have more detailed catalog descriptions including key topics and time periods. Furthermore, the History of Mexico, California, East Asia, Ancient Civilizations and the women's history courses also have more detailed updated catalog descriptions. Since the last program review, the History Department has created seven new courses, each with a goal of responding and supplementing to changing demographics or subject needs among Grossmont students.

- 1) Hist 156 and 157 covers women's history in Early and Modern Western Civilization to supplement the existing Hist 154 and 155 courses on women in Early and Modern World History.
- 2) An exciting and popular new course that debuted in 2007 taught primarily by Robert Henry is Hist 103 Twentieth Century World History. This is a specialty course focusing on worldwide events, wars, conflict and ideologies of the 20th century. This course builds upon Hist 101 Modern World History because most instructors run out of time by semester's end to cover the pivotal events of the 20th century.
- 3) Hist 136 Survey of Medieval History was created with the same goals of Hist 103: enlarge a topic era not sufficiently covered in a survey course. Topics in medieval history are covered only for at best several weeks in an Early Western Civilization course. Now the full medieval period completely expands in scope and depth. Taught exclusively by Angela Feres, this course has attracted a huge following among medieval aficionados and has even spun off a medieval club on campus.
- 4) Reflecting the dynamic geopolitical times, new student demographics and a need for greater awareness, Hist 148 Emergence of the Modern Middle East is the Department's most recent new course offering. This course remains strikingly different from Hist 147 Middle East History and Culture that really belongs and is taught by someone from the Cross-Cultural Studies department. Hist 148, as the title indicates, covers more focused and specialized events in the Middle East particularly within the last two centuries. This course is taught by Robert Bond from Cuyamaca, a specialist in this area. The course started off with modest numbers but hopefully like the other new specialty courses will gain a following and increased numbers.

- 5) To service the interests of military veterans and aficionados, Hist 113 American Military History was launched providing survey coverage of American history through a military perspective. Part-time instructor Joe Radzikowski, a career Marine officer and Vietnam War veteran, teaches this highly popular course.
- 6) The History Department has even designated a specific time frame from our U.S. survey courses, Hist 112 American History: 1945-Present, for specialized study. As a way to crystallize the American present today, this study of the last six-seven decades of American history, is taught by Devon Atchison.

In sum, the History Department has made great strides to enhance and expand our courses to cover more subjects, geographic areas and time periods. There are many different reasons for these additions: changing student interests, new classes to showcase instructor specialties, response to expanding global perspectives, etc. But overall, these new courses reflect the Department's initiative and willingness to grow with and meet changing times and needs.

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

As described in Question 1.1, history is the study of the past to gain a better understanding and interpretation of the present. Therefore, history by its own nature considers many current issues – environmental, societal, ethical, political, technological - worthy of discussion and analysis. For example, events in the Middle East and Africa could elicit a discussion on the backdrop of European colonialism or the legacy of WWII. National, state and local elections could serve as a current perspective on the democratic processes and changes seen in U.S. political history. Current events are inescapable for discussion in a history class so it becomes necessary for instructors to guide and illuminate students about these events from a historical framework. Outside of the classroom, instructors engage in campus-wide events to address current events from a historical perspective. For example, during the 2011 Henrietta Lacks Week, the History Department assembled a panel discussion giving historical context to the current debate of medical ethics. Marty Ennis' Film and Lecture series often focuses on historical movies that touch on current events and each film is introduced with connections to the present. In sum, current issues undoubtedly become woven into the fabric of the History Department's curriculum.

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? (Please see instructions for help on finding the applicable data.)

Since the last Program Review, the History Department has made online courses a staple in yearly class scheduling. The delivery of course content, facility of

testing, and video capability makes history courses ideal for the online medium. All of the department survey courses – World, Western and U.S. – have been developed as online classes. Because of its technical nature, online instructor “specialists” first taught these courses. Jerry Baydo, an online course innovator, helmed the first U.S. History classes. Later the department brought in adjuncts Melinda Klein and Richard Sennet solely to teach more U.S. and Western Civilization online courses. Long-time adjuncts Oscar Canedo and Kristin Hargrove have both taught Modern American History and California history online. But later recognizing its expanding need, full-time faculty eventually added online classes alongside their “face to face” classes. Angela Feres regularly teaches World History and Survey of Medieval History online; Robert Henry, taught three years of East Asian History online and Devon Atchison at present exclusively teaches U.S. History online.

With several years of online courses, the Department can extrapolate some meaningful data to compare their retention and success rates with similar “face to face” classes. In sum, online classes tend to have slightly higher withdrawal rates but, when averaged among several different instructors, the success rates are comparable with traditional classes. For example, referring back to Question 2.4, U.S. History courses enjoy at least a high 80% success and 20% withdrawal rates. In the Spring 2010, the class schedule included five Hist 108 online classes. They had a withdrawal rate of 35%, 35%, 29% and 0% (yes, that’s 0% or a 100 % retention rate). The success rates for these five classes corresponded to 64%, 84%, 95%, 86%, and 78%, an average of 81%. In addition, four Hist 109 online courses in the semester revealed at 4%, 17%, 17% and 29% withdrawal rates and an incredibly high 99%, 85%, 100% and 94% success rates, or an average of 94.5%. So are these classes easier? Students have claimed enjoying the time and flexibility in learning their material. So for the student who prefers self-study and possesses the discipline, online classes might yield a higher success rates. But if students are disengaged and forgetful about the class, falling behind becomes inevitable leading to withdrawals. Finally, the Department also observed that the highest success and lowest withdrawal rates are tied with specific individual instructors. So the effectiveness and appeal of certain instructors remain a factor. The Department concludes that the time and diligence instructors invest in an online class – the lecture notes, videos, PowerPoints, etc. – accounts for the high success rates.

By comparison, specialized online classes like Survey of Medieval History (Hist 136) and History of East Asia (Hist 137) have higher withdrawal rates and lower success rates in contrast to their online survey counterparts. For the Spring 2010 Hist 136 online registered a withdrawal rate at 29% and a success rate of 82%. In the same semester, as stated previously in Question 2.4, online Hist 137 had a withdrawal rate of 27% and a success rate of 65%. As concluded earlier, specialty online courses require more interaction and accessible material for student success.

The above results reflect a sampling of online courses within a specific semester. Cal Pass Smart Tool has recorded data on success rates of Grossmont's online history classes from 2002 to 2010. Their aggregate percentages are recorded by academic year. Some online courses saw their early success rates low and then build (Hist 114 and 115 are good examples); while others started high, dipped and then stabilized. There were even some online classes that recorded greater success rates than its in-class counterparts. A comparison of traditional classes and online classes is provided in Appendix 13: Statistical Data: Outcomes Profile. A more in-depth look at these results will be provided in Question 5.2 within the context of instructor innovation.

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. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Not applicable. The History Department has no formally articulated courses or collaboration efforts with K-12 schools.

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.

Janice Johnson, Grossmont's articulation officer, has been extremely helpful to ensure all History Department's courses meet articulation with CSU and UC transfer. Janice takes the initiative by emailing or phoning the Department when an articulation issue arises, allowing plenty of time to rectify the problem before articulation lapses. For example, recently UCSD threatened to remove articulation of the Department's U.S. survey and U.S. History: Black Perspectives courses if certain language and writing assignment criteria within the course outlines did not change. With Janice's advanced warning, several U.S. history instructors heeded UCSD's request and amended the outlines to include sample writing and research project proposals. This process was repeated for Hist 137 East Asia and Hist 114 and 115 Comparative Early and Modern History of the Americas which needed to contain language appropriate for the U.S. Constitution and American Ideals Requirement for CSU. Currently, all Grossmont history courses articulate with CSU and UC as UC-B (Behavioral Sciences) or H (Humanities).

For students transferring outside of the CSU and UC system, the History Department courses transfer quite well. The lower-division surveys of U.S., World and Western are similar in scope and structure to any other standard historical surveys throughout the nation's colleges and universities. However, the Department and Counseling exhort students to exercise caution when

transferring any specialty history class. Although likely accepted for elective credit, such a class might not transfer for lower-division credit if the course title and content matches a course found at the college's upper division level. For example, the Department's Hist 136 Survey of Medieval History is not typical as a lower-division offering, but instead will usually be taught as an upper division class. This could negate possible articulation for a Grossmont student. Because of these possible articulation issues at other non CSU and UC schools, students are always encouraged to meet with counselors or see Janice Johnson.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4 - Annual Progress Reports**, as well as **Appendix 5 – SLO Assessment Analyses** and **Appendix 6 – Course-to-Program SLO Mapping** document, answer the following questions:

The following responses were written by History faculty and SLO Coordinator Devon Atchison:

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

The History Department has been fully engaged in the SLO assessment process since the 2008-2009 school year and continuously uses SLO assessment data to make quality improvements in our History courses. When the History Department designed its SLOs in 2006, the Department agreed that each course should focus on the same three SLOs, which currently read (after multiple revisions):

Upon completion of a History course, our students will be able to:

- Analyze primary and secondary sources and explain how they support a thesis statement.
- Explain relationships between the causes of historical events and their effects.
- Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Every Fall semester, when we meet as a department to discuss the SLO assessments that were conducted during the previous year, we make recommendations for any changes to our SLOs, our assessment tool, and, most importantly, our pedagogy.

After the 2008-2009 academic year, when we assessed History 108 and History 123, the Department concluded that our assessment tool was working, we had high levels of success on SLOs 2 and 3, but low levels of success on SLO 1. Accordingly, the Department discussed “why” and concluded that we were assessing something that we didn’t feel, as a department, was our teaching focus, and so we changed our SLO 1 to better address what we felt our students should be able to do when exiting a History course (we changed the SLO from “prove a thesis statement” to “analyze primary and secondary sources to explain the relevance of a thesis statement”). We also discussed pedagogical strategies such as holding a thesis statement workshop in our classes and doing exercises regarding thesis statements.

After the 2009-2010 academic year, when we assessed History 100, History 109, History 112, and History 136, the Department concluded that our assessment tool was working, we still had high levels of success overall on SLO 2, but while our students were doing better on SLO 1, they were still not as high as we desired on SLO 1, as well as some comprehension issues on SLO 3. Accordingly, the Department decided to change SLO 3 (changing the phrase “historical actor” to “relevant individual”) and tweak the wording of SLO 1 just a bit (from “explain the relevance” to “explain how they support”). We also spent a significant amount of time discussing pedagogy and came out of the meeting with numerous pedagogical strategies to increase success, such as using primary sources regularly in our classes through the semester, giving instruction to the students on the analysis of primary sources, using the language of our SLOs throughout the semester, giving quizzes on primary sources and using an essay template for research papers.

After the 2010-2011 academic year, when we assessed History 101 and 114, the Department concluded that our assessment tool was working, we had high levels of success overall on SLOs 2 and 3, and while our students were doing continuously better on SLO 1, we could still do more. The Department decided to create an SLO Pilot Program to be launched by volunteer instructors in Spring 2012. The Pilot Program has instructors focusing, each week, in a concerted and obvious way, on primary and secondary sources, their differences, how to use them, how to analyze them, etc., because instructors believed that one of the major hurdles in student achievement of SLO 1 was that students weren’t grasping primary and secondary sources and analysis fully.

The History Department engages in annual discussion about our SLO assessment process, constantly makes changes and improvements to the assessment process, discusses and implements pedagogical strategies to increase student success, and department members regularly engage in the

assessment process. The only improvement we could make would be to implement the Pilot Program across all of our courses, if it is deemed to increase student success.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 5)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 6)**, discuss your students' success at meeting your Program SLOs.

Each of our courses is mapped to GE/ISLO Understanding of Arts and Humanities (AH) and GE/ISLO Effective Communication (EC). SLO 1 for all courses asked students to analyze primary and secondary sources to support a thesis statement. Since we began SLO assessments in 2008-2009, students have gone from a 60% passing rate to a 75% passing rate on SLO 1 (Analyze primary and secondary sources and explain how they support a thesis statement). This demonstrates success in GE/ISLO Understanding of Arts and Humanities because students achieved AH Suboutcome 2 (Demonstrate basic knowledge of the arts, literature, history, and philosophy.) Students also achieved GE/ISLO Effective Communication because they achieved EC Suboutcome 3 (Read critically and analytically, identifying central arguments and lines of reasoning in a number of different kinds of texts). Since we began SLO assessments in 2008, 2009, students have received between 75% and 89% on SLO #2 (identifying cause and effect in historical events) and between 75% and 91% on SLO #3 (identify the significance of a historical actor and his/her effect on history), demonstrating AH Suboutcome 2 and EC Suboutcome 3.

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 6**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

There are no changes that we would make to the Mapping Document or to the History program, itself.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

Facility availability does not affect the History Department greatly. A spacious classroom equipped with a whiteboard, media equipment and a sturdy lectern generally suffices for an effective instructor. Here, the core pedagogical

elements of lecture, group-instructor led discussion, PowerPoint slides, overhead transparencies, video and film presentations and any conceivable use of the internet can all be utilized in such a classroom. For years, the classrooms of buildings 51, 53 and 36 have been adequate for the needs and resources of our instructors.

In addition, no facilities are required for online history courses. Online instructors, as well as students, just require their desktop or laptop computers. This does not impede student access for online classes. Most students possess personal computers or diverse and ubiquitous electronic devices (i.e. I-Pads, SmartPhones) to access the department's online classes. But if not, these students can easily use the computers in Grossmont's LT&R (Tech Mall).

On occasion, instructors need the use of large auditorium rooms like 220 or Griffin Gate for special events requiring a larger student audience. Marty Ennis regularly shows historical films in that room for his Film and Lecture series. Or history instructors will set up a panel lecture or guest speaker presentation in Room 220 as the Department did during Henrietta Lacks week (October 2011). With advanced notice and preparation, the use and availability of these larger room facilities has never been a hindrance for our instructors.

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

For standard survey courses (i.e. American and World History), our Department makes sure that these courses are offered continuously throughout the day. The Department realizes that the availability of these classes remains crucial as key general education and transfer requirements. Thus, at least one (often more) section of a typical survey class is scheduled every class hour throughout the morning, mid-morning, early afternoon, late afternoon and evening during a Monday-Thursday week. This scheduling responds to the Spring 2011 Student Survey finding where 56% of the students preferred taking history classes from 9AM-12PM. Although less frequent now because of section cuts, survey courses were also scheduled on Fridays and Saturdays to accommodate even more students.

During the Department's last program review, online courses remained in their inception with the goal of increasing availability for students unwillingly or unable to come to campus. Since then, online courses have proliferated with more offerings covering not only all standard survey courses but also specialty courses like History of East Asia, California History and Survey of Medieval History. Currently on average, a typical semester history schedule comprises a 6 to 1 ratio of on campus to online classes. From instructors' own direct knowledge, this availability has helped tremendously with a variety of students unable to take

classes on campus such as disabled students, military students stationed overseas, full-time parents, working professionals and even students living out of state or abroad.

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

In the Student Survey, three questions addressed the issues of student access within the History Department:

- 1) "How satisfied are you with the availability of courses in this department?"
- 2) "What modes of communication are made available to you by your instructor?"
- 3) "When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:"

For the first question, 34.4% of students were "Very Satisfied" and 38.6% reported "Satisfied." This reflects 70% of students finding the courses they need that fit with their schedule. This also reflects the Department's concerted efforts to schedule GE and transfer survey classes at a variety of times Monday-Thursday. Only a combined 8% of students claimed they were "Dissatisfied" or "Very Dissatisfied" with the Department's course availability. The reasons for this dissatisfaction could stem from a student's personal inability to add within an already overcrowded class or the Department was unable to offer a specific history course necessary for the student to complete the major.

For the second question, the primary method of student-instructor communication outside the classroom is email at 39.3% followed by face to face contact at 37.9%. These results show fairly good instructor accessibility outside of the classroom and the diligence in responding to student emails. Lastly, when students require additional help outside of the classroom, 48.5% claimed such help was rendered before and after class and a revealing 42.5% cited via email. These findings seem to indicate that students are pressed for time. They secured instructor help before and after class (most likely the case with adjuncts) or by sending an email, reflective of the modern digital/online age of ubiquitous electronic tools. Also students in online classes account for this high percentage of email instructor contact. In light of this, it may not be surprising that only 8.3% surveyed ever visited an instructor during office hours or claimed to be the only three out of 505 students who phoned the instructor.

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

Based on these results, no apparent student access issues warrant serious attention by the History Department. Despite the section cuts and diminishing specialty courses offered per semester, Department scheduling seems to coincide with student course needs. Of course, more available courses would

better serve students, but as of now the History Department appears to be doing fine under the circumstances of college wide section cuts. As long as major survey courses are continually available throughout the day, students will invariably find ways to access them. The findings also reveal that instructors must be prompt, diligent and helpful when responding to student academic issues through email. This method of instructor-student communication has and will become more commonplace than a regular office visit. With all the modern communication methods of the digital online age and commuter students on tight schedules, instructors will expect less office visits or phone calls from students.

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

Question #3 asked the 505 students surveyed “How many courses have you taken in this department at Grossmont?” 50.7% claimed just one while 26.9% claimed two. It’s incumbent upon the Department to look at these results from several perspectives. Firstly, students usually take two history courses fulfill GE and/or transfer requirements, usually for Humanities, Social Sciences and the American Institutions requirement. But by the same token the question does state these courses could be current and repeated ones. So, a more concrete question should ask if the students “successfully finished the course with a letter grade or CR/No CR.” Moreover, when noticing that 9.7% of students had taken three classes and 12.7% had taken three or more, it could either reveal students enjoy their classes and instructors or the Department needs to understand why students keep repeating courses.

Questions 4 through 7 were largely explored in Question 4.3. The Department concluded that students prefer access and out of class communication with instructors through meetings before and after class or by email. Questions 8 and 9 focused on how students learn in the class. When asked “Who else or what else do you primarily turn to for extra help?”, 36.4% cited the class textbook and 30% pointed to current classmates. These results clearly illustrate that instructors should take into account the accessibility and resourcefulness when deciding upon the course’s textbook. According to the Student Survey, students will rely on that book as an instrumental part of class success. Also, whether online or in the “brick and mortar” classes, instructors should make opportunities for students to work collaboratively, thus strengthening their ability to discuss, analyze and peer tutor. BlackBoard has useful Group tools, and group analysis of primary documents in the classrooms is a staple in many instructors’ pedagogy.

The remaining questions focused on student use of campus resources designed to help with specific study skills. The use of the Assessment and Testing Center, Tutoring, English Writing Lab, Tech Mall, and Library are asked here. Collectively, “Voluntary” or “Never Used” constituted the majority of responses

when asked if students used these resources and under what circumstances. This remains troubling because the English Writing Lab, for example, could be indispensable for improving student writing. However, 56.2% of students said that this resource was “Never Used” and 34.2% said “Voluntary.” The History Department should galvanize to encourage more students to avail themselves of the English Writing Lab. This discussion is all the more pressing since only a combined 2.5% of students claimed their visit to the English Writing Lab was either “Somewhat Unhelpful” or “Very Unhelpful.”

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

Because of the recent budget cuts, Department has not witnessed low course enrollment for the vast majority of our sections. In fact, survey courses reach maximum capacity weeks before the start of a semester, thus, there is no need for promotion or publicity. According to the Student Survey, 77.0% of students found history classes through the schedule and course catalog. However with a new or specialty course like Twentieth Century World History or Emergence of the Middle East, the History Department utilizes several methods to publicize for prospective student. One is simply word of mouth as an instructor will go from class to class and describe the upcoming course – its content and transferability. In addition, an instructor will also produce creative flyers advertising the course to be posted throughout campus or distributed directly to students. Also, the History Department notifies counselors of available courses to aid in the placement of interested students. Finally, printed advertisements in class schedules and course information presented during “WOW” welcome week also increases awareness.

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

The History Department does not continually offer courses that are historically under-enrolled. Prior to the budget cuts a few years ago, the Department remained satisfied if a class only reached twenty or twenty-five students out of a class maximum of fifty. The Department wanted to increase course availability by offering many different time slots to accommodate students’ needs. Sometimes a new specialty course was kept, even with enrollment as low as twelve. It takes time to build a course “following.” Also, specialty courses are unique to help students gain elective credit that match the interests of their major or gain cross-cultural knowledge. For history majors, specialty courses allow students to gain an intellectual foundation for upper-division courses when transferring. For example, in the past “Women in World History” was often

under-enrolled but useful in helping students who wished to become Women's Studies or cross-cultural (interdisciplinary) majors at the universities.

But in this time of budget and section cuts, the Department routinely sees all of its sections maxed out, even the specialty courses, which are now offered less frequently. There are often long waiting lists and frequent crashers, and many unfortunately cannot gain entry. Since this is a time when students are pressed to seize any available classes, under-enrollment is virtually a moot issue.

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).

The History Department did create one goal in the 6-year Unit Plan that could address access issues for special populations: continue to create innovative courses and explore the use of hybrid classes in History. As stated previously, since the Department's inception, History has always strove to create new course offerings to meet the needs and interests of special populations. The old "Great Men of History" class in the 1960s has yielded to courses in women's history, Native American studies, Asian history, Latin American studies and Middle East history. The History Department has always been sensitive and responsive to demographic changes and the need for students to relate their education to the changing world around them. Therefore, any innovative and newly created course will reflect both access issues of special populations and current events. With regard to age, the Department believes that students of all ages, whether those just out of high school or retired seniors will find all the Department's classes intellectually rewarding.

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).

The cornerstone of History's specific success strategy for special student populations is to emphasize the accessibility and accommodation of our instructors. The Department lets all students know that one on one meetings, emails or any correspondence is highly encouraged to better academic success. This means office hours for full-time instructors or any convenient and reasonable times students can meet with adjunct instructors. Students from special populations then can allay some of their anxiety about their coursework once they become aware of the History Department's access to faculty. Away from the instructors, students can also utilize the English Reading, Writing and Tutoring centers if help is required beyond the classroom. History also has a great relationship with DSPS and Yvonne Mather. Through DSPS, history

students have access to note taking help, audio and visual aids and testing accommodations.

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.

To have students become actively engaged in the classroom learning process is a continuous challenge for not only history but any discipline. For history in particular, a pitfall lies in teaching history as a passive exercise – the teacher lectures, students take notes and a test is given where students regurgitate the material. The key to active learning rests with making history active, relevant and useful for students. These active and engaging methods include dynamic PowerPoint presentations, class discussions that incorporate exploring the past to illuminate the present, group work and individual projects designed for students to explore personally interesting topics. For instance, PowerPoint videos can now imbed video clips to perk student interest away from lecture. Carlos Contreras, among other history instructors, has often played music within his classroom to help students connect its sound, lyrics and beat with historical origins. Outside of the classroom, instructors have sent students to visit art museums, national landmarks, exhibitions or speaker symposiums. Instructors are always encouraging students to see the latest historical feature film (like the Living Film and Lecture Series), attend a historical lecture presentation, or read important historical books.

History has always been a field where educators and historians alike strive to find any worthwhile innovations to engage student learning. But it's also a two-way street. A passive, indifferent student will leave the class learning nothing of value. But even the most earnest student will forget much of what he or she learned as the years move forward. Those students who are captivated with history and see its importance for understanding the world will continue learning after the formal class concludes. Optimistic or pessimistic? Well, it's encouraging to see a resounding 80.7% of respondents in the Student Survey answering YES to "What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals."

Finally, and most importantly, History has been in the forefront of innovative online learning, and has continuously improved online pedagogy and success rates. Compared to the rest of the college, History stands out as a leader in online success. Former full-time faculty member, Jerry Baydo, was in the forefront of online learning in the 1990s. Today, Angela Feres is co-chair of TTLIC. In addition, history particularly lends itself to the online format, since there are so many websites and outstanding primary source materials on the internet. From historic sites to photos of historical material culture to original film footage, the internet is a history-friendly place for students to learn.

Online learning in history is also an active learning environment, where students interact with each other and the instructor, using a variety of texts and sources.

Data for Course success in History is attached. A glance at FY 2009-10 alone is suggestive of online success:

Success Rate:	On Campus	On Line
History 100	59.95%	73.35%
History 101	58.08	69.53
History 105	70.75	59.09
History 106	63.19	67.39
History 108	70.89	60.27
History 109	74.02	72.85

In 2007-08, Angela Feres developed a Blackboard container for the History Department. At first, it was used for a variety of information sharing, but that effort has waned in recent years, but still considered worthwhile, that effort will be rejuvenated.

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.

Because of history's interdisciplinary nature within the humanities, collaboration with other programs expands the Department's role and contributions on campus. Since the last program review, History has partnered with:

1) Cross-Cultural Studies Department. At this time, History has eleven cross-listed courses with Cross-Cultural Studies. There are Hist 118 and 119 U.S. History: Chicano/Chicana Perspectives I & II, Hist 130 and 131 U.S. History and Cultures: Native American Perspective I & II, Hist 147 Middle East History and Culture, Hist 150 & 151 U.S. History: Asian-American Perspectives I & II, Hist 154 & 155 Early History of Women in World Civilizations I & II and Hist 180 & 181 U.S. History: Black Perspectives I & II. Danny Martinez teaches the Hist 118 and 119 courses, Badir Idoui teaches Hist 147 and Curtis Stevens teaches Hist 180 & 181. Both the History and Cross-Cultural Studies have yet to find an instructor to teach Hist 130 and 131 since Tom Gamboa's retirement and Hist 154 and 155 have remained dormant in the period of section cuts.

2) Project Success Course Links. History has worked with Sue Jensen of the English Department to allow history courses to be linked with English or other Humanities courses. Devon Atchison and Sue Gonda have linked their U.S. History courses with English 110 or a humanities course. This way, history's emphasis on reading primary and secondary sources and writing papers become reinforced in an English class. Also through project success, an Honors triple

link was established with Marty Ennis' Early Western Civilization and Gwenth Mapes' Humanities 110 and Joan Aherns' English 120.

3) **Henrietta Lacks Week (October 2011)**. History had collaborated with the English department and other disciplines to present exhibitions, contests, events and lectures based on the best-selling book The Immortal Life of Henrietta Lacks by Rebecca Skloot. The History Department created a lecture panel made up of Grossmont history faculty and Women's Historian Susan Cayleff from SDSU to provide historical background information on the life of Henrietta Lacks and African-American medicine. This panel presentation was well-received and contributed to student and community learning.

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

According to the data obtained through "Reports," course retention in history courses through the fall semesters of 2006-10 average 80.78%. Success rates during this same semester time period averaged 66.26%. During the same period in spring semesters, retention averaged 78.9% and success 65.98%. District-wide retention rates from the same period of fall semesters recorded 82.72% retention and 65.68% success rates. Spring retention rates for this same period recorded 80.4% retention and 65.58% success rates. Therefore, although history fell a tad short with retention rates compared to the district, the Department scored quite evenly with success rates. Success rates such as these attest to students' willingness to work hard and complete necessary GE or transfer courses.

Again for these fall 2006-10 period, success rates for gender, both male and female, scored in the mid to high 60% range. For age, 19-29 year olds usually registered in high 60% scale, but ages 30 on up consistently scored in the 70% and 80% success rates. History may be appreciated or understood better with older students.

However, the Department notes great discrepancies in success rates among various ethnic groups. From the same Fall 2006-10 semesters, white/non-Hispanic averaged 70.22 and Asians 75.04% success rates. In contrast, 516 Black/non-Hispanic enrolled in history courses from this same time period and averaged only a 49.48% success rate with a 25.12% withdrawal rate. Troubled by these numbers, the Department will continually seek ways to assist and provide resources to African-American students to increase success rates. It can be done. From Fall 2009 to 2010, the success rate among American Indian/Alaskan Native jumped from 11 students at 52.4% to 21 students at 80.8%.

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

There are no state or federal licensing/registration examinations that govern our program.

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

The History Department offers an Associate Degree Major in history for interested students. To achieve this degree a student must successfully complete 12 units of survey courses, either U.S., World, Western, or Comparative Latin America, and 6 units of elective/specialty courses (like East Asia, Twentieth Century World) for a total of 18 units. According to the Grossmont College catalog, "The history major prepares students to transfer to four year institutions for continued study in the field of history."

In Appendix 8, the table shows that the most degrees are offered in the spring when more students graduate. For instance, in Spring 2005 three degrees were earned whereas only one in the Fall 2005. Similarly, three degrees were earned in Spring 2007 and none in Fall 2007. With more course offerings and student interest, history degrees have gradually increased from five in the Spring 2009 to 9 in Spring 2010 and 12 in Spring 2011.

It should be noted that an A.A. in history does not qualify a student to teach at K-12 and of course college. However, students usually use the A.A. as a foundation to earn their B.A. in history and possibly advanced degrees. At this time the Department does not possess data tracking how many students who earned an A.A. in history went on to earn a B.A. in history.

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

In truth, the History Department does not foster or maintain ties to any specific primary, secondary or post-secondary school. Occasionally, middle school students would arrive to campus in September and participate in a mock political debate during U.S. Constitution week. Some adjunct instructors are high school teachers by day and teach for Grossmont at night. But no outside activities are created from this connection. Whereas K-12 students might be receptive to listen to faculty from Grossmont's nursing, forensics or dance programs for possible career interest, the History Department at this time doesn't feel the need to "advertise" and promote its program to primary and secondary schools.

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).

The History Department readily uses campus resources that are instrumental in helping students succeed. To succeed in history, students must demonstrate proficient reading, writing, critical thinking skills. Therefore, if students need help in these areas, instructors will direct toward the English Reading and Writing centers. Over the past several years, many instructors have greatly encouraged students to seek assistance at these resources. Here, reading development is emphasized and the quality and scope of their writing is examined. These noteworthy resources allow students guidance with the sometimes difficult reading of historical texts or assistance and guidance with crafting readable prose in history papers. But it remains an uphill battle. In the Spring 2011 Student Survey, only 9.6% of students polled claimed they were required to visit the English Writing Lab and 56.2% stated they never used it.

When history instructors observe that students might need extra help learning the material, they may be directed to the Tutoring Center. Over the past several years, there have been a few tutors who specialized in assisting history students. According to the tutors themselves, help is often rendered in the form of writing assignment clarification, historical research, or textbook reading.

The History Department also uses the Learning and Technology Resources Center. Since, most instructors incorporate BlackBoard or some other course management system in their classrooms, the LTRC allows students access and use of computers for BlackBoard as well as research or relevant website use for classroom purposes. Instructional Media Services also helps the Department through its collection of video material that students may check out if necessary for history classes. The Distance Education Subcommittee of the Technology for Teaching and Learning Committee on campus also offers orientations for BlackBoard and technology to students, which enhances student success.

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

In Department meeting discussions and as stated on instructor syllabi, History emphasizes students should avail themselves to three campus resources in order to magnify their success in history classes: Reading Center, English

Writing Lab and Tutoring Center. To succeed in history courses, students must demonstrate a high level of reading, writing, and critical thinking proficiency. If students lack this, chances for class difficult increases. These campus resources allow guidance and instruction in these critical skill areas. As stated earlier in Question 4.5, the Student Survey revealed that over 50% of those students surveyed claimed they have never used these resources. This reflects either their unawareness, lack of preparation time to utilize them, or belief that they are unimportant. The EWC reports that students often come in just hours before an assignment is due, making it difficult to give them the assistance they need.

Department discussions about an English prerequisite will help guide efforts to improve student success. One sound theory is that if students must have the requisite reading and writing skills before enrolling in history, their chances of success will be much higher.

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

The History Department does not regularly use the Institutional Research Office or other data sources with the only exception for gathering data for Program Review. But in the future, student data and grade distributions could be examined for SLO or student success purposes. This would help elucidate the Department's goals in increasing the progress of underprepared or special population students.

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.

The Grossmont Library remains an important resource and key relationship for the History Department. Librarian professors Julie Middlemas and Patty Morrison and Multi Media Tech Karen McCoy serve as the main liaisons for the History Department. Firstly, non-fiction history books provide research and reading material for students and faculty alike. The library also maintains a vast collection of videos and DVDs available for students to enhance and supplement historical material learned in the class. Especially for historical research, the Grossmont Library also offers various online periodical search databases like Academic Search Premier.

Due to budget constraints, the library holdings for history are not usually updated. Since historical material is in constant need of revision, newer books and periodicals work best for students writing research papers. But in truth, the History Department has not pushed for this increased updating of material. Most of the non-fiction books are relatively old, published prior to the 21st century. There is a smattering of newer books like Ron Chernow's best-selling Washington: A Life (2010), but such books are clearly engulfed by older books

from the 1970s and 1980s. The steady arrival of new books and video material is always appreciated. But in consideration of lean budgetary times, instructors often direct students to library holdings in public libraries, SDSU and UC San Diego interlibrary loans, E Books, and Google Books.

Video documentaries in history are generally about fifteen years old. For instance, many exceptional PBS documentaries are held in the Media Center. Such as:

- 1) New York: A Documentary Film by Ric Burns (1999)
- 2) Hoover Dam by Stephen Stept (1999)
- 3) America: 1900 by David Grubin (1999)
- 4) Hawaii's Last Queen by Vivian Ducat (1997)
- 5) Islam: Empire of Faith by Robert Gardner (2000)

These exceptional documentaries are still viable, but with each passing year, the material becomes dated for current students. But to broaden historical viewing beyond the library's holdings, instructors often direct students to view current documentaries and feature films on YouTube, Google Video, Netflix or Hulu.

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

In truth, the History Department does not have, but would like to foster a much better relationship with the Counseling Center. When History does interact with Counseling, it is usually when referring students to counselors to see if certain history classes are transferable to a prospective school. Also, the History Department does not actively work with Counseling to find more potential History majors or even promote how the study of history can lead to various careers. The Department hopes to change this relationship with Counseling in the near future to help students become aware of the Department's goals and services.

The History Department has a better relationship with DSPS. All instructors carefully work with Yvonne Mather to help students with extra time for tests, note taking, specially designed tests. All instructor syllabi expressly state the availability of DSPS services for students needing this resource. As well, all faculty websites, BlackBoard containers, and the Department webpages are in full compliance with accessibility requirements.

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

Through the past several years, BlackBoard has become the principal technological tool to communicate and enhance student learning, although other course management systems are sometimes used by faculty. BlackBoard has provided a wellspring of new tools for instructors to communicate and supply educational resources to students. Among these include posting class announcements, filing PowerPoint slides, administering online quizzes and tests, uploading video clips (making the previous use of bringing VHS and DVDs to class obsolete), producing mp3 lectures, videoing lecture material, and emailing one or all students with timely announcements. All of these features have tremendously benefited students. According to the Student Survey, when asked "Which of the following do you check most frequently for course information and/or messages?," 38.9% of students cited BlackBoard, a close second behind the actual instructor at 39.9%.

For the student, BlackBoard can be accessed directly from a desktop or laptop computer, I-phones, I-Pads or any device with internet access. Never before has such technology given the student the capability to access and communicate with the course and instructor – literally anytime and anywhere. However, BlackBoard is just the tip of the iceberg. Some of history faculty have used Twitter, personal websites, social media sites and even face to face conversations on Skype or via CCC Confer to communicate with students.

From this technology, increased learning also takes place. Instructors can post YouTube clips or create podcasts of their lectures, thus allowing students to view or listen to the lecture material again. Virtually all history instructors incorporate PowerPoint slides into their classroom and often these slides are uploaded on BlackBoard for student review and study. Video clips and documentaries normally seen exclusively in class could now be viewed at the student's own convenience and schedule. Any image, map, documentary, website, library Intellicom video can be posted on BlackBoard readily available for student use. Never before has the teaching of history been so revolutionized with current technology.

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

The History Department has grown in content and features since the last program review. Although normally used to search and locate faculty, the Department website has also been used as a technological tool to further enhance student learning. Through the ability to provide website links, students can now surf the Department website for primary sources, journal articles, History.com, National Geographic, history outlines, reading and writing improvement sites, research paper tutorials and a vast archive of historical images. The Department website conveniently brings all this together for

students. Even potentially adding presentations from the Khan Academy website represent a potential learning resource.

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

As mentioned in Question 1.1, the History Department regularly uses standard classrooms mainly found in buildings 51, 53 and 36. The size of these rooms range from a spacious lecture room (51-575) to small and congested ones (i.e. 51-582). Also the maximum number of students an instructor can teach also varies from a usual maximum of 50 in most rooms to only about 32 in classrooms such as Room 51-576. Although these rooms generally are decades old and sometimes contain items like antiquated pull-down maps and obsolete TV/VCR units, the rooms are functional and possess the requisite equipment to serve the instructor adequately for any teaching method. This includes lecture, discussion, video viewing, internet/DVD/CD use, Smart Card computer and overhead projection.

The inclusion of new computers and projectors in all these classrooms has tremendously benefitted the History Department since prior to our last program review some rooms were only equipped to show PowerPoint presentations and videos on a boxy television resting on a high shelf tucked in the corner room.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

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

Both full and part-time faculty have interacted and developed local ties with the larger community. As mentioned previously, Marty Ennis' long-standing Film and Lecture Series allows students and the general public to view and discuss historical films. These films allow the community to learn some history from both instructors and students. Devon Atchison regularly gives talks at Marty's Film and Lectures series such as on the Navajo Code Talkers. Survey of Medieval History instructor Angela Feres advises a medieval club that meets off campus and attracts members with medieval events and activities. Thomas Bell continually works with veterans in the community as he gives lectures to the broader community from time to time. Carlos Contreras always offers his invaluable time to the community by organizing music, lecture and activities in conjunction with historic Latin American celebrations – Cinco de Mayo, e.g. Sue Gonda continues her work with the San Diego Women's History Museum and Educational Center. She also remains as the Faculty of Record and creator of the Hist 194: Community Service Learning. In addition, Sue has served on the Community Service Learning Task Force since 1997. Department Chair Robert Henry maintains his ties with SDSU's History Department and occasionally is

asked by SDSU Professor and Graduate Adviser Lawrence Baron to give talks on how history graduate students can enter the college teaching profession.

Advisory Committee Recommendation

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

- 7.2** 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.

Not applicable to the History Department.

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.

See Appendix 10.

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

The History Department's main contributions to Grossmont include campus governance, committee work, community service and dedicated classroom instruction. However, professional development activities have been somewhat sparse, but the Department will make a conscious effort in the future to increase its role in professional development.

Among the History Department's contributions to professional development include:

- 1) Devon Atchison and Angela Feres continuous and appreciated Course SLO workshops for other departments to analyze the effectiveness of their SLOs.
- 2) Robert Henry has presented two workshops during Flex Week: "The Lost Art of the Lecture" and "Tap into the Power of PowerPoint."

3) Carlos Contreras has held a workshop on Tae Kwon Do martial arts techniques.

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.).

Members of the History Department play a visible and influential role in shaping the direction of the college through committee work, administrative and leadership positions.

For years, **Sue Gonda** remains prominently known for her wide-ranging involvement in campus governance, administration and key committee work. Among these include:

- 1) Chair of the History Department from 2006-2009.
- 2) Acting Dean of the English, Social/Behavioral Sciences Division during Janet Castanos' medical leave from January-June and September-October 2010.
- 3) President, Academic Senate (January 2011-present)
- 4) Vice-President, Academic Senate (2007-10).
Co-Chair College Committee through June 2011.
- 5) Chair of the Diversity Subcommittee of Curriculum through December 2010.
- 6) College Accreditation Steering Committee.
- 7) Member and Grant liaison, Student Success Committee.
- 8) Community Service Learning Task Force, 1997-to present.
- 9) 2008-09 Grossmont College President's Leadership Award.

Carlos Contreras has contributed to numerous committees and community/student outreach. Among these include:

- 1) Diversity, Equity and Inclusion District Council, 2011 to present.
- 2) Accreditation Team, Standard I 2011 to present.
- 3) Department Chair History, 2003-2006.
- 4) World Arts and Cultures Committee, 1999 to present.
- 5) Distance Learning Committee, 2002-2004.
- 6) Educational Development and Innovation Committee, 1999 to present.
- 7) Numerous hiring committees for History, Spanish, ESL.
- 8) Academic Senate, 2004-06.
- 9) Sabbatical Leave in 2010 to explore and film historical sites throughout Mexico.
- 10) Attendance at numerous historical conferences – World History Association and American Historical Association.
- 11) Master of Ceremonies and Speaker for Grossmont's Cinco de Mayo and Mexican Independence Day celebration.

Devon Atchison has been energetic and involved in various governance, committee and leadership roles. Among these include:

- 1) Student Learning Outcomes Coordinator.
- 2) Academic Senate Officer.
- 3) College Recognition Awards Ceremony Committee.
- 4) Walk of Fame Committee.
- 5) Assisting Program Review Committee during Self-Evaluation process.
- 6) Distinguished Faculty Selection Committee.
- 7) Accreditation Steering Committee Team Leader.
- 8) Academic Senate Officer.
- 9) Attendance and participation at numerous historical conferences.

Since arriving in 2007, **Angela Feres** has embraced college service with involvement in many key committees and governance roles. These include:

- 1) Teaching, Technology & Learning Committee (Co-Chair), 2010 to present.
- 2) Student Learning Outcomes Assistant, 2011-present.
- 3) Instructional Review Committee, 2011-present.
- 4) Academic Senate Officer, Fall 2011.
- 5) Academic Senate, Committee Member, 2009-11.
- 6) Academic Integrity Task Force, Co-Chair, 2009-10.
- 7) Faculty Advisor for student club: *Society for Creative Anachronism*.

Since arriving in 2004, **Robert Henry** initially served the Department through updating course outlines, creating new Department courses, designing and updating the History Department website, serving on hiring committees, leading Flex Week workshops and becoming a SDICCA mentor. Since becoming Department Chair in Spring 2010, Robert has served in the Academic Senate and participated as moderator for the History Panel during Henrietta Lacks week.

As mentioned previously, **Marty Ennis** focuses on his Lecture and Film Series and has served on several hiring committees and **Thomas Bell** serves the college as faculty advisor to several clubs and his work with the College Veterans Office.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

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

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2011
# of FT faculty	9	10	8	10	10	10	9	9	9
# of PT faculty	20	18	23	20	18	22	21	19	23
Total Full Time FTEF	5.799	5.799	5.799	7.799	7.199	7.000	6.800	7.200	5.400
Total Reassigned Time	.4925	.4925	.4925	.4925	.8925	.9925	1.3925	1.5425	2.2425
Total Part Time FTEF	6.600	6.200	6.800	5.200	7.200	7.000	6.600	5.600	8.200
Total FTEF	12.399	11.999	12.599	12.999	14.399	14.00	13.40	12.80	13.60
Total WSCH	8295	8211	8712	8448	9357	8184	9330	9243	9192

Staff Data from Reports and Program Review Warehouse

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).

Since the Department's last program review, full-time history faculty has remained at seven. Although the Department hired two new faculty, Devon Atchison and Angela Feres, they were replacement hires. A new full-time faculty member has not been hired since the late 1990s. This long-term stabilization at seven limits the Department's effectiveness in several ways. Ideally, a full-timer teaches survey(s) courses and preferably a specialty, thus creating a greater chance that students will take a course taught by a full-timer. Among History's full-time faculty, Thomas Bell, Angela Feres and Robert Henry teach Early and Modern World History. Bell, Henry, Marty Ennis, Devon Atchison, Sue Gonda and Carlos Contreras teach U.S. History. Finally, Ennis, Feres and Henry also teach Early and Modern Western Civilization. As for specialty classes, Contreras teaches all sections of Latin American history – Comparative History of the Early and Modern Americas and the History of Mexico. When he went on a sabbatical in 2010, adjunct Brandon Luna stepped in to teach these classes. Feres' specialty is Hist 136 Survey of Medieval History and Henry specializes in Hist 103 Twentieth Century World History and Hist 137 East Asian History. Lastly, both Gonda and Atchison teach the women's history courses in the Department.

But there are additional specialty courses that no full-time history faculty teaches. U.S. History: Black Perspectives is taught by Librarian Professor and part-time history instructor Curtis Stevens. From the Cross-Cultural Studies department, Alexander “Danny” Martinez teaches U.S. History: Chicano Perspectives while Badir Idoui perennially instructs Hist 147 Middle East History and Culture. Mika Miller, no longer active in the Department, taught U.S. History: Asian Perspectives. In addition, adjunct Joe Radzikowski exclusively teaches the American Military History course. But what significantly hindered the Department was Tom Gamboa’s retirement from Cross-Cultural Studies leaving no one to teach U.S. History and Cultures: Native American Perspectives and Hist 127 Early American Indian History. In all, these critical classes and subjects – staples of any community college history department – are taught by adjuncts, full-time non-history faculty or by no one at all.

These voids are compounded when full-time faculty reassignment time has increased from .4925 in Fall 2004 to 2.2425 in Spring 2011. Atchison routinely receives .4 release time as SLO Coordinator. Feres has also recently received this same amount for her SLO work. Department chairs since the last program review – Contreras, Gonda and Henry – has received the normal .4925 or .5425 release time. Gonda has received even full release time for her work as acting Dean of Humanities and Social/Behavioral Sciences, the Accreditation Steering Committee and as Academic Senate president. Thus, with more full-time faculty on sustained release time, less of their specialty courses, like women’s history, will either not be taught or must be picked up by adjuncts. So with this situation, the amount of part-timers per semester averages around twenty, depending upon the semester reassignment time of full-time faculty, class availability, or the need for a specialty class to be taught. This becomes all the more pressing when student enrollment in the Department steadily increases per academic year. In Spring 2008, enrollment hit 3,177; Fall 2009, 3269 and Spring 2010, 3443. With these rising numbers, the Department will continually see more students taking a history course taught by a part-time faculty (with no office hours) and facing dwindling opportunities to sample the curriculum breadth of specialty courses.

This current situation with staff and enrollment creates the urgency for a new full-time faculty member to fill these course gaps. The Department prefers to hire someone who can teach World and Western survey courses but also specializes in Middle East History and Ancient Civilizations (another specialty course). Or even a potential full-timer who can teach U.S. History and African-American history. In addition, the presence of another full-timer would contribute with more campus service, governance and rotation of the Chair position – all freeing up more full-timers to teach more courses. In the last Program Review, the committee recommended hiring a new full-time history faculty. To service over 3,000 students a semester with more efficiency and effectiveness, the Department is again asking for this important and much needed request.

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

The History Department does experience great turnover with its part-time faculty. In fact, twelve part-time instructors listed on History's previous program review are no longer teaching at Grossmont. The reasons vary from instructors finding full-time positions or new careers, relocation, resignation, lack of available classes and even death. But History also has seen consistency with regular, stalwart part-timers like Dave Hewson, Veronica Bale and Edward Dibella, each of which has been with the Department for over a decade. Make no mistake, adjunct faculty are vital for this Department's livelihood. As described in Question 1.1, History has a pivotal role in offering courses to fulfill various Humanities and Social Science requirements for students. So the more classes the Department can offer a semester, the better Grossmont students are served. Therefore, with seven full-time faculty, adjunct faculty helps fill a typical semester load between 60-70 history sections or 12-14 LED.

Since the last program review, the History Department roughly maintains per semester a 3:1 adjunct per full-time faculty. On the surface, this apparently lopsided ratio should be addressed and rectified. But there are other ways of looking at this. Often times the number is understandably high if different adjuncts are needed to teach certain elective courses outside the expertise of full-time faculty. For instance, none of our full-time faculty can teach a Hist 148 Emergence of the Modern Middle East. So Robert Bond, adjunct from Cuyamaca, teaches this course usually every other semester. Hist 180 and 181 courses, U.S. History Black Perspectives I & II, are always taught by Librarian Professor Curtis Stevens. Joe Radzikowski has put his own personal stamp on Hist 113 American Military History. Also, as addressed in the previous question, several full-time faculty within past years have taken sabbaticals or were granted continuous release time for campus service, committee work and governance. Therefore, this creates a large amount of available classes that adjuncts can readily fill. Also with more adjunct faculty, a greater pool of volunteers is drawn to help with History's participation within campus events. Ann Bryan, Brandon Luna, and Alan Renga contributed their time and knowledge to Henrietta Lacks week in October 2011. George Gastil has served as a Senate officer. Marty Tuller has worked both with Devon Atchison as an SLO Coordinator and with Grossmont Veterans. History is very fortunate to have part-time faculty willing to lend their expertise and time to serve the department and Grossmont College. But by the same token, if so many adjunct faculty serve the Department, it may also signal another reason for a new full-time faculty.

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 History Department does not use classified staff. Its duties, functions and administration are accomplished by its full-time and part-time faculty and Administrative Assistant MaryAnn Landry from English and Social/Behavioral Sciences. Student workers may assist faculty as Teaching Assistants or as unpaid History Graduate students on a program internship. Some faculty also receive assistance from paid SDICCCA interns for a year.

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?

Every semester, the entire History Department of seven full-time faculty and over twenty adjuncts meet right after the English Social/Behavioral Division meeting during staff development week. The Department meeting lasts two hours where administrative information, projects, student issues and SLOs are discussed. Input, ideas and suggestions are welcome from full-time and part-time faculty alike. Any key decisions are made through a general consensus and not by anyone's unilateral decision. But then again, this process will be looked at more closely. In the Faculty Survey of 21 instructors, 19% felt Neutral, 19% Disagreed, and 4.8% Strongly Disagreed when asked, "I feel I have voice in the departmental decision making."

After this meeting, rarely does another Department meeting take place in the semester. Full-time faculty may meet to discuss program review, Annual Planning and Progress Reports, Activity Proposals, or Six-Year Unit Plans. Meetings also occur when interested faculty want to participate in campus events like Henrietta Lacks week or Grossmont College's 50th anniversary celebration. But if it's necessary to discuss important Department information affecting both full and part-timers, emails remain the best source of communication.

Adjunct faculty are highly encouraged to participate in the decision making and activities of the Department. Some embrace this; others do not. For most adjunct faculty, they cannot, even though they desire it, participate with regularity in Department matters. Many are "freeway flyers" who teach at other schools to make ends meet. Some have day jobs and only teach at night. Many have no inclination or need to arrive on campus since they teach only an online class. These reasons may also illuminate explanations about the low scores found in the Faculty Survey regarding having a voice in Department matters. It's imperative in future Department meetings, to show and discuss the data from the Faculty Survey. But there are adjunct faculty who participate and contribute significantly to the Department and Grossmont College. They regularly volunteer for campus events, serve in the Academic Senate and assist with SLOs development. Because of their efforts beyond the classroom, their input and ideas are welcome for any Department decision-making.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 15 – 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.

In the previous History Program Review, the last enrollment entry for Spring 2003 was 2,379 students. Reflecting upon that number, this Program Review cites 3,443 students enrolled for the Spring 2010. Thus, the History Department has witnessed an enrollment increase of approximately 45% within seven years. In fact, from Fall 2007 to Spring 2010, 3,143 remained the average enrollment for six semesters. Although there was a little dipping and rising during this six semester period, everything forecasts to steadily increasing enrollment in the Department's future. Reasons for this vary. With increased people returning to community college because of unemployment or career change, this means more students are taking General Education classes like history courses to fulfill Humanities and Social Science requirements. Also, Grossmont experiences the "trickling" effect with impacted classes at the CSU and UC system as many students come here to take their required history courses with better availability, class size and tuition prices. Lastly, although the numbers have gradually risen, it's not enough to cite increased history majors as a factor in enrollment increases.

The History Department faces some challenges with these increasing numbers. Our full-time faculty does remain at seven. Reliance on adjuncts continues to meet this growing student need. Also more full-time faculty reassignment time allows more classes for adjuncts. However, sections for the past several semesters have dropped sometimes as much as 15% from the previous year. Prior to Fall 2008, it was not unusual to have classes canceled because of low enrollment or record a census number half the maximum enrollment. For instance, 79% efficiency was recorded in Spring 2009. In Spring 2010, it became 101%. In Fall 2008, 85% efficiency was recorded. It became 99.7% in Fall 2010.

Currently, virtually all history courses by the semester's first week reach maximum enrollment (generally 50) often accompanied by long waiting lists and numerous crashers. In the major survey courses like U.S. and World, instructors sadly must turn away these unfortunate students. This engenders enormous student frustration and anger as they now must attempt to hopefully enroll in the same class next semester or find other options at other colleges. Although increasing history faculty might mitigate this student impact, it becomes a moot point if the corresponding number of sections doesn't increase as well. Summer classes have been slashed by 60%, providing only a few faculty to receive summer teaching pay. Intersession and Saturday classes quickly disappeared

since the last Program Review. Only adding more sections will help the Department service more students and fulfill their need for GE or Transfer requirements.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 11- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

From Fall 2004 to Spring 2010 Earned WSCH/FTEF had periods of dips, rises and fluctuations. In Fall 2004, Earned WSCH/FTEF was 604.28 but dropped to 482.25 in Spring 2006 but rose again to 721.57 and 751.09 in the Fall 2009 and Spring 2010, respectively. These numbers coincided with the increasing demand and maximum enrollment period for nearly all history courses. In sum, from this twelve semester period, the average Earned WSCH/FTEF was 581.84.

With the exception of Hist 194 and other Special Topic classes, all of the Department's history courses are 3 units. Currently with maximum enrollment achieved in nearly all history courses, a typical instructor would see a 450 WSCH throughout much of the semester's duration. As a result, the Department focuses upon providing a steady amount of survey courses every semester. Representing nearly half of the history schedule, U.S. History survey sections hover around 35-40. Because of their GE and Transfer value, these courses will be added over others if the Division increases history sections. As for other courses, the Department strives to place 13-16 sections of World History each semester while Western Civilization courses amount to about 3-6. Carlos Contreras' Latin American courses routinely number five. Aside from Danny Martinez's Cross-Cultural Studies courses Hist 118 and Hist 119 U.S. History: Chicano Perspectives I & II, the rest of the schedule comprises single specialty courses, often offered on a semester by semester rotation basis. At this time, the Department has no inclination to expand its curriculum especially within the midst of strict budget cuts. Instead, focus remains on providing survey courses and occasionally "resurrecting" long dormant specialty courses found in the course catalog but have not been offered in several years. This greatly contrasts five years ago when more sections meant more opportunities for specialty courses.

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

In Fall 2009/Spring 2010, the Cost/FTES was \$1444.50, a remarkable consistency from Fall 2004/Spring 2005 Cost/FTES of \$1410.84. However, between these academic years, Cost/FTES rose and fell from \$1562.89 to \$1766.23 to \$1748.29 and back down to \$1648.42. Concurrently, the stability of Cost/FTES has paralleled rises in FTES, 753.33 in Fall 2009/Spring 2010, and Earned WSCH/FTEF, 751.09 for Spring 2010. Therefore, more students are serviced without a commensurate dramatic increase in Cost/FTES. This nearly

repeats the fiscal analysis from History's last Program Review as Cost/FTES from 1998-2003 averaged slightly under \$1500 an academic year without dramatic spikes in enrollment, Earned WSCH/FTEF and Total FTES. Therefore, despite servicing an increased number of students and seeing a Total Cost/Fiscal Year of \$1088185.10 and Total Revenue \$3438823.30 for Spring 2010, History proves to be one of the most cost efficient and high revenue generating departments.

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.

The History Department does not receive any outside funding or subsidies.

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
- fiscal stability

Teaching and Learning

Without question, the History Department's greatest strength lies in its diverse and talented faculty. With an abundance of different courses to teach, all reflecting different eras, geographic regions and people, the Department showcases a faculty of specialists who know how to engage and reach students. Nothing demonstrates this more than the numerous teaching awards Department faculty have received since the last Program Review.

- 1) Sue Gonda - Outstanding Faculty Award, Division of Humanities and Social Science (2004).
- 2) Carlos Contreras - Grossmont College Excellence in Teaching Award (2005).
- 3) Devon Atchison - Grossmont College Excellence in Teaching Award (Spring 2009).
- 4) Angela Feres - California Senate Award for Teaching in 2012.

In light of this strength, the greatest weakness remains the need for more full-time faculty. A history department naturally expands with new courses to meet and satisfy new topics, demographic changes and new directions in history. As traced in Question 1.1, the expansion of Grossmont College's History Department is no exception. So with this expansion of curriculum comes the *proportional need for new faculty*. As stated previously several times in this

Program Review, the Department hopes at least one new full-time faculty will be hired, someone with preferably a professional background in World, U.S. and Middle Eastern history and someone who would continue the Department's great reputation of high level teaching and prolific service to the college.

Student Access and Success

Despite continued section cuts, the Department still is capable of adequately serving students seeking history courses to satisfy GE and Transfer. Of the 60 or more section offered each semester, the Department always attempts to find the suitable ratio of survey, specialty and online classes. Understanding the importance for students to enroll and complete its courses, the Department tries its best to help wait-listed students find available spots. Success and retention rates nearly equal with District rates and the Department will always explore ways to increase success and retention rates for special populations, gender, age and ethnicity.

Implementation/execution of the department's vision and mission statement

In one respect, the History Department has a practical mission – provide lower-division history courses to enable students to earn GE and Transfer credit. But the Department is also quite conscious of teaching history's value and societal relevance to students. It's these deeper lessons that the Department hopes will continue to resonate among students long after the class ends. In the current Grossmont College catalog, the mission and goal of the History Department is expressed clearly. "Studying history also provides the appropriate context for students to grasp the major issues, challenges and conflicts of our present time. This enables more informed debate and discourse in today's world." The History Department acknowledges a pivotal role to help students use history as a means to become more cultural literate, cognizant of world affairs, and aware of the constant interrelationship between the past and present. In the end, the History Department wants to play as much as role as possible in helping students become educated and historically minded citizens with a global outlook. The History Department uses everything at its disposal to fulfill this mission. Whether by hiring highly qualified and engaging faculty, creating new courses and staying abreast of the trends in the historical profession, the History Department will continue this mission for many years to come.

Fiscal Stability

Overall, the History Department does not depend on huge funding to run effectively. No major facilities with necessary maintenance and upkeep are required. Supply budgets usually pay for toner cartridges. Hiring classified staff, although preferred, is not a department priority. Compared to other departments like theater, nursing, dance that relies heavily on equipment and specially designed facilities, History is a cost-effective program and during difficult budget

times can weather such crises. If the Department does see an increase in its funds, a priority would go toward much needed travel funds since as this Program Review has demonstrated several times, department faculty highly benefit from attending and participating in major historical conferences.

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.

Like with most campus wide departments, the section cuts over the past several years certainly come to mind and their effect on the Department's mission and service to Grossmont students. In the last two years, History has experienced cuts ranging from 10-15% LED based class loads from previous semesters. As a response, History has increased its survey courses while reducing its specialty classes. The Department has prioritized students seeking GE or Transfer and, unfortunately, less on its history majors. During these lean budgetary times, it's a practical choice over what students need the most from the Department.

At this point, reduced classes have not grievously affected the Department's adjunct faculty; however, there are some incipient grumblings. With twenty part-timers per semester to schedule, adjuncts who regularly taught two classes in the past now find themselves with only one. Some have cited certain financial hardships if they don't secure another class. Adjuncts might experience psychological despair as they begin to feel unworthy or unimportant to the Department. As Chair, Robert Henry has for the past several semesters continually stressed to adjuncts their value to the Department and has tried to balance their class needs with the dwindling number of sections.

Progressive section cuts can be injurious in other ways. Full-timers who teach a contractual requisite full load, normally five 3-unit classes, now see each class maxed out to 50 students. More students, more grading, more preparation for full-timers persists. Undoubtedly, student enrollment in history courses will increase for a multitude of reasons. For instance, students from 4-year colleges arrive to take classes at Grossmont because their schools are impacted. In the past, summer classes helped students complete a necessary class for graduation or enabled high school students to jump start their GE college work. Given its lecture and discussion format, history is tailor made for summer classes. However, within the past two summer sessions, history classes have been reduced to a paltry 1.2 LED. Thus, not surprisingly, summer classes reach maximum within the first week of registration.

However, the History Department anticipates fostering and maintaining a solid program in the next several years. All of its seven full-time faculty are tenured. Thomas Bell is the senior faculty with 18 years' service while the most recent, Angela Feres, has been full-time for five years. No retirements or resignations

appear on the immediate horizon. With four PhDs, two Professors, one Associate Professor and two Assistant Professors, full-time faculty remain a steady, highly educated, scholarly, published and talented group. As mentioned previously, they collectively possess one Faculty Leadership Award, two Grossmont Teaching Awards and one California Senate Teaching Award. Furthermore, the History Department full-timers will also continue its prodigious and important service to Grossmont and the District with governance, committees and leadership roles.

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.

1. Hire one additional full-time faculty to meet department growth and increasing student needs.
2. Maintain and expand section offerings to simultaneously service students seeking GE and Transfer courses and history majors wishing to emphasize specialty courses.
3. Obtain increased travel funds for historical conferences in order to have faculty remain current with trends, scholarly views and new teaching techniques to bring into the classroom.
4. Explore ways to improve success rates of special populations and underprepared students by incorporating use of the English Writing Center, Reading Center and Tutoring Center.

Program Review Committee
Summary Evaluation

History Department
Spring 2012

GROSSMONT COLLEGE

**History Department
PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION**

The Program Review Committee commends the History Department for:

1. Developing a pilot study of weekly SLO assignments that assesses their students' understanding of primary and secondary source documents.
2. Keeping history relevant by enhancing and expanding courses to cover more subjects, geographic areas and time periods in response to changing demographics in the student population, which is reflected in the student survey (87% stated History courses are useful outside of the classroom).
3. Presenting at professional conferences and publishing in professional journals.
4. Contributing to campus, district-wide, and community projects and leadership activities (Senate President, SLO Coordinators, DEI Council, Henrietta Lacks Project, history film & lecture series, developing online Grossmont History archives).
5. Continuing to utilize current technology in instruction both in the classroom and online by including web enhanced classroom support, providing Department website links to the Grossmont library, and improving online pedagogy.
6. Collaborating with other departments inside and outside their division (Henrietta Lacks Project, ESL, English, Project Success, Cross Cultural Studies, Sociology, Media Communications).

The Program Review Committee recommends that the History Department:

1. Reexamine the fulltime / part time ratio in order to determine the need for a full-time faculty member when the budget improves.
2. Investigate and plan for program growth such as additional sections when the budget improves.
3. Continue to meet and discuss norming for evaluating student work so that there is consistency in grading and grade distributions.
4. Create opportunities so that more students use the English Writing Center and Tutoring Center.
5. Identify funding resources and utilize them for professional development opportunities.
6. 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.
7. Use student-learning outcome data for continued course and program improvement.

History

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2004-2005	604.28	82.42	555.27	74.68	\$1410.84	MAINTAIN
2005-2006	551.69	74.72	482.25	65.72	\$1562.89	
2006-2007	544.91	74.82	513.57	70.81	\$1766.23	
2007-2008	543.00	75.44	526.25	72.13	\$1748.29	
2008-2009	610.07	84.66	578.17	78.74	\$1648.42	
2009-2010	721.57	100.28	751.09	101.43	\$1444.50	

College President

Department Chair

Academic Program Review Chair