

ACADEMIC PROGRAM REVIEW

BEHAVIORAL SCIENCES DEPARTMENT

2012

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



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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.

The Behavioral Sciences Department originated with the founding of Grossmont College in 1961. During the 1960s, two full-time faculty supervised a curriculum in anthropology, psychology and sociology serving transfer major preparation and general education functions. In the 1970s the department expanded, adding faculty and class offerings. In the 1980s and 1990s, course offerings, faculty, and resources were reduced due to Proposition 13. Since 2000, course offerings have expanded, without commensurate hiring of full-time faculty. During the years corresponding to this program review, the breadth and depth of the curriculum has increased substantially. New courses in all three disciplines, laboratories, distance education opportunities and two new Associate in Arts for Transfer degrees have been developed. Although the current financial crisis in the state of California has reduced funding and the department has reduced the number of sections offered, the depth, breath, delivery methods and quality of the curriculum continues to expand. Since the last program review, five full-time faculty have retired but only three have been replaced with new hires. The department employs 7 full-time faculty and 29 adjunct instructors. Currently, we fall very short of the recommended AB 1725 ratio of 75% full-time instructors to 25% part-time instructors in all three disciplines, making the hiring of full-time faculty the most pressing need of the department.

Anthropology:

During the 1970s, anthropology had three full-time instructors. At the time of the last program review (2005), there was not one full-time anthropology faculty at Grossmont College. Six adjunct instructors were teaching 15 sections of anthropology courses. Currently, the department offers 20 sections of anthropology classes taught by one full-time instructor and 9 adjunct faculty. During the years corresponding to this program review, new courses in archeology and physical anthropology have been added to the schedule. A physical anthropology laboratory, fully equipped to teach lower division courses, has been established. Anthropology shares lab space with the Earth Sciences Department, making difficult the scheduling of additional physical anthropology lab sections. The department is in the process of developing an AA in Anthropology for Transfer degree. New courses in cultural anthropology and archeology will be added to the curriculum. In order to accomplish this, a new full-time faculty will have to be hired. The Grossmont College Staffing Committee has recommended several times the hiring of a new full-time anthropology faculty. Unfortunately, the position has not been funded.

Psychology:

Since the last program review (2005) the psychology curriculum has expanded with new courses in research methods (PSY 205) and careers in psychology (PSY 201) in addition to the development of a new AA in Psychology for Transfer degree. Three full-time faculty members retired, but only two were replaced by new hires. Currently, the department employs five full-time psychology faculty and 11 adjunct instructors of psychology. The department schedules 43 sections of psychology courses per semester. Full-time faculty members teach less than 50% of the sections offered by the department. It is expected that one full-time faculty member will retire within the

next five years, making the hiring of full-time psychology faculty one of the priorities of the department.

Sociology:

During the expansion of the 1960s and 1970s, the department employed four full-time sociology instructors. By the time of the last program review (2005), there were 3 full-time faculty teaching sociology courses. Since then, one faculty member retired but the position has not been replaced. Since the last program review (2005), the sociology curriculum expanded with a new course on gender in addition to the development of a new AA in Sociology for Transfer degree. Currently, the department employs only 2 full-time sociology faculty and 9 adjunct instructors of sociology teaching 30 sections in the fall and 25 in the spring. Full-time faculty members teach less than 50% of the courses offered by the department, making the hiring of full-time sociology faculty one of the priorities of the department.

Program Goals

1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most 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?

Our most successful goal: Develop service learning partnerships with the local community.

- a) What activities did you undertake to achieve this goal?
Maria Pak's sabbatical project in the Fall 2010 semester involved further development of the peer tutoring model for Service Learning. She met with faculty from the Behavioral Sciences to brainstorm on possibilities for the community service learning for the department, and developed a Wiki, as well as a manual describing in detail how to get started with a community service learning option. Discussions have been initiated with the Honors Program about the possibility of offering service learning as a part of honors contracts.
- b) Report and explain the data you have to verify the progress toward your goal.
A list of community service agencies has been developed. Community Service Learning options have been added to the curricula in several courses in the department, including Developmental Psychology (PSY 150), Learning (PSY 220) and Cultural Anthropology (ANTH 120). Detailed instructions, including the necessary forms, templates for instructions and background information about community service learning has been made available to all faculty on a Wiki

developed for this purpose. The number of sections that offer service learning components has increased. The number of students who have engaged in service learning has increased. The number of faculty who has discussed service learning has increased and the availability of materials that support service learning has also increased.

- c) How did the achievement of this goal help move the college forward toward the fulfillment of the planning priority goals in its strategic plan.
With the development of community service learning the college is moving forward in its goal of “providing an exceptional learning environment to promote student success” (goal 3) and “develop innovative partnerships that meet long-term community needs” (goal 10).

Our least successful goal is to “increase the number of Project Success links with the behavioral sciences courses”. This goal is part of the “Student Success and Support” area of the department’s 6-year Unit Plan.

- a) What challenges or obstacles have you encountered?
During the last few years, the department has reduced, significantly, the number of class sections offered. However, the students’ demand for our courses has increased. The class maximum for all classes in our department is 50. Almost all of our sections fill at capacity and generate waiting lists of students wanting to enroll in the class. Linking a behavioral science class with an English course would limit the enrollment to 35 students. While students participating in Project Success benefit enormously, it limits the access of many other students. Our faculty face a serious ethical dilemma: do we prioritize student success or student access? Currently, we have limited the number of Project Success sections to two.
- b) Has this goal changed and why?
No, the goal has not changed. Our commitment to the expansion of linked classes with the English department continues, but we must wait for better economic conditions.

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.

Recommendation: Add one full-time faculty member to the department.

The department has been unsuccessful in achieving this goal. During the last 5 years the department has requested the hiring of a new anthropology faculty member. The Grossmont College Staffing Committee has recommended the hiring of a new full-time anthropologist but the position has never been funded.

Since the last program review, 5 full-time faculty members have retired: Marshall Beach (anthropology), Vic Burton (psychology), Lee Greene (psychology), Ben Newkirk (psychology) and Leilani Holmes (sociology). Of these 5 full-time faculty, 3 have been replaced with new hires. The new hires are Bonnie Yoshida (anthropology), Sky Chafin (psychology) and Amy Ramos (psychology). The department has 2 full-time faculty positions vacant. Consequently, instead of

adding a new full-time faculty to the department, the department has experienced a reduction in the number of full-time faculty.

Recommendation: Consider developing associate degrees in anthropology, psychology and sociology.

The department conducted an extensive dialogue and identified the pros and cons for developing these new degrees. On the one hand, the department recognized the role that an associate degree may play in helping students to develop their academic goals as well as advancement in the workplace for working students. On the other hand, an associate degree in anthropology, psychology or sociology would not constitute sufficient occupational training to practice disciplinary expertise. The purpose of an associate degree in anthropology, psychology or sociology is to prepare students to continue higher level studies in these disciplines. Recent changes in the California education code allowed the department to develop associate degrees for transfer. Associate in Arts in Psychology for Transfer and Associate in Arts for Sociology were developed and approved by the college and the state of California. The department is committed to developing an Associate in Arts in Anthropology for Transfer, but this would necessitate a full-time anthropology faculty in order to proceed.

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.

All of our course outlines are updated and current and awaiting approval by the curriculum committee. In anthropology, one course, Cultures of the World (ANTH 125), has been deleted. In sociology, one course, Sociology of Aging (SOC 160), has been deleted. In psychology, discussions are underway to delete both the Psychology of Individual Adjustment (PSY 130) and Psychology of Interpersonal Skills (PSY 180), as the courses tend to have lower enrollment and the faculty member responsible for teaching these courses has retired.

- 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.**

Syllabi are presented by and to potential full-time and adjunct hires. We continually evaluate our course content, review texts, speak with other professors in our fields, and meet informally with colleagues to compare course content and materials. Instructor evaluation processes involve observation by colleagues and review of syllabi. In addition, Teresa Jacob and Maria Pak began a brownbag lunch meeting with adjuncts in order to make the faculty feel connected and heard. For each session a discussion topic is chosen, such as grading procedures, faculty evaluations, discipline procedures in the classroom, etc. At

the end of the semester there is a social gathering.

- 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.

Faculty members attend conferences in their respective specialties within the discipline. Please see our description of conference attendance in section 8.3. Faculty regularly enroll in workshops on teaching and technology, such as training in Blackboard and other online teaching methods, throughout the semester. All members of psychology have been in attendance, and Teresa Jacob has been a presenter, at the Basic Skills Summer Institute each year it has been held. Faculty also informally share teaching and curriculum ideas with other faculty in the county and state.

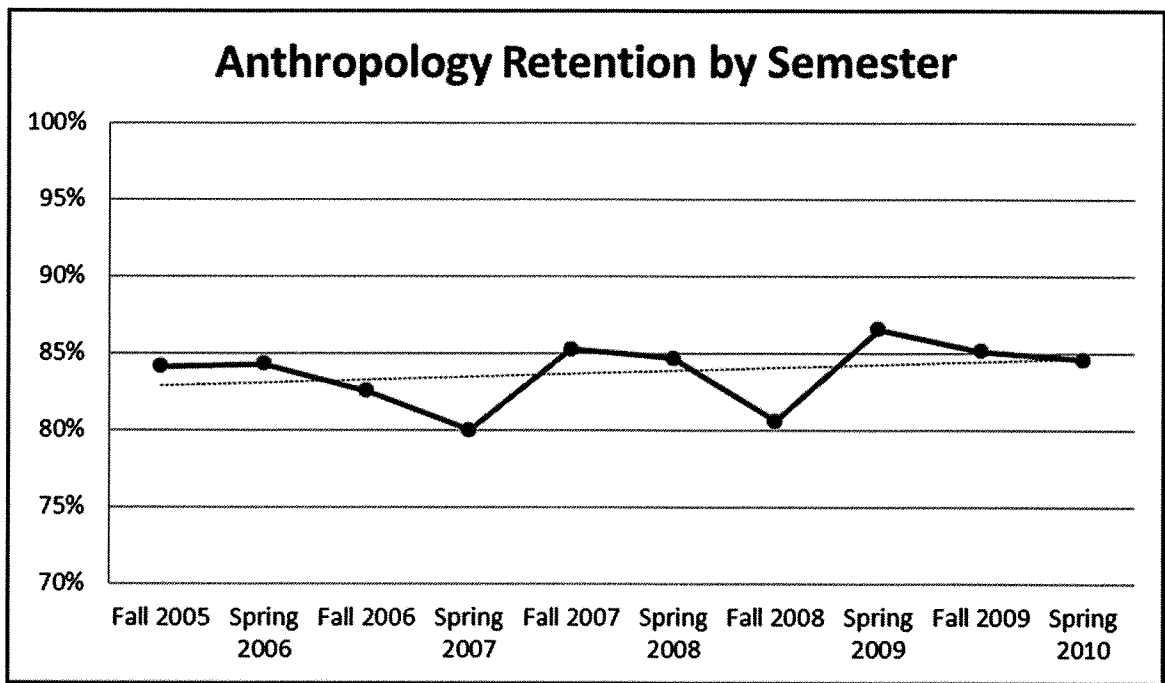
2.4 Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

Retention:

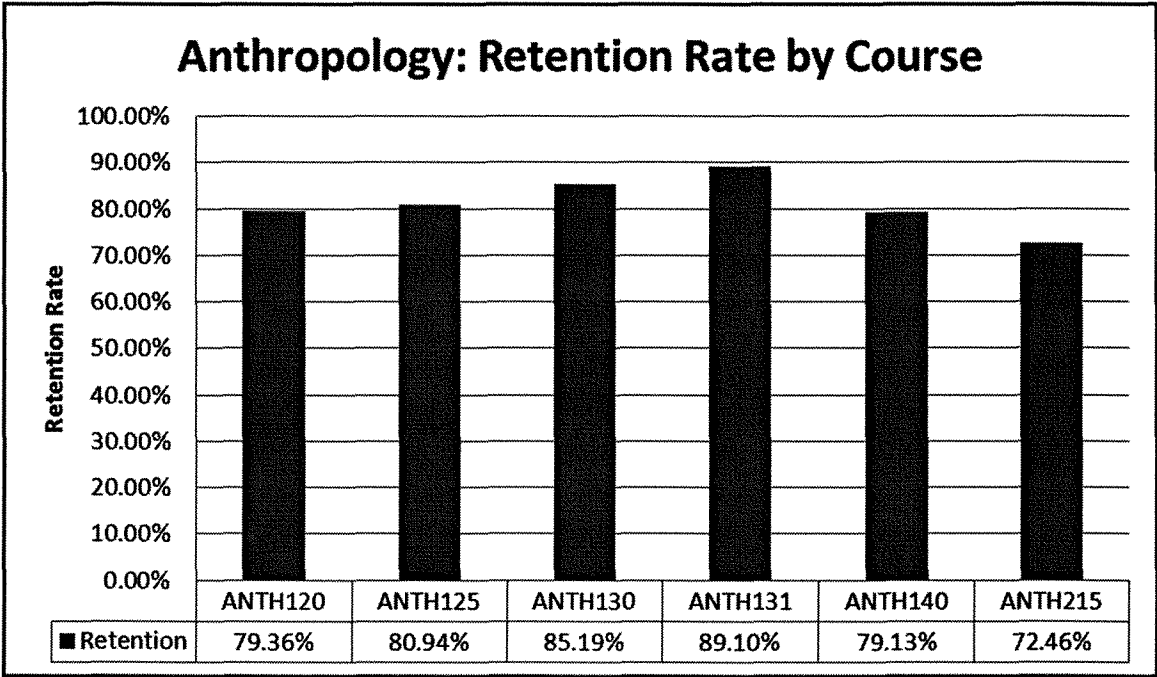
Across the department, mean retention rates for all three disciplines are higher than that of the last Program Review.

Anthropology:

Average retention figures for anthropology, from Fall 2005 to Spring 2010, have ranged from 80.03% in Spring 2007 to 86.58% in Spring 2009. As can be seen in the figure below, the mean retention during this period was 83.80%, with a general upward trend (indicated by the dotted line). Our mean retention is well above the figure of 76.4% for our last program review, showing improvement.

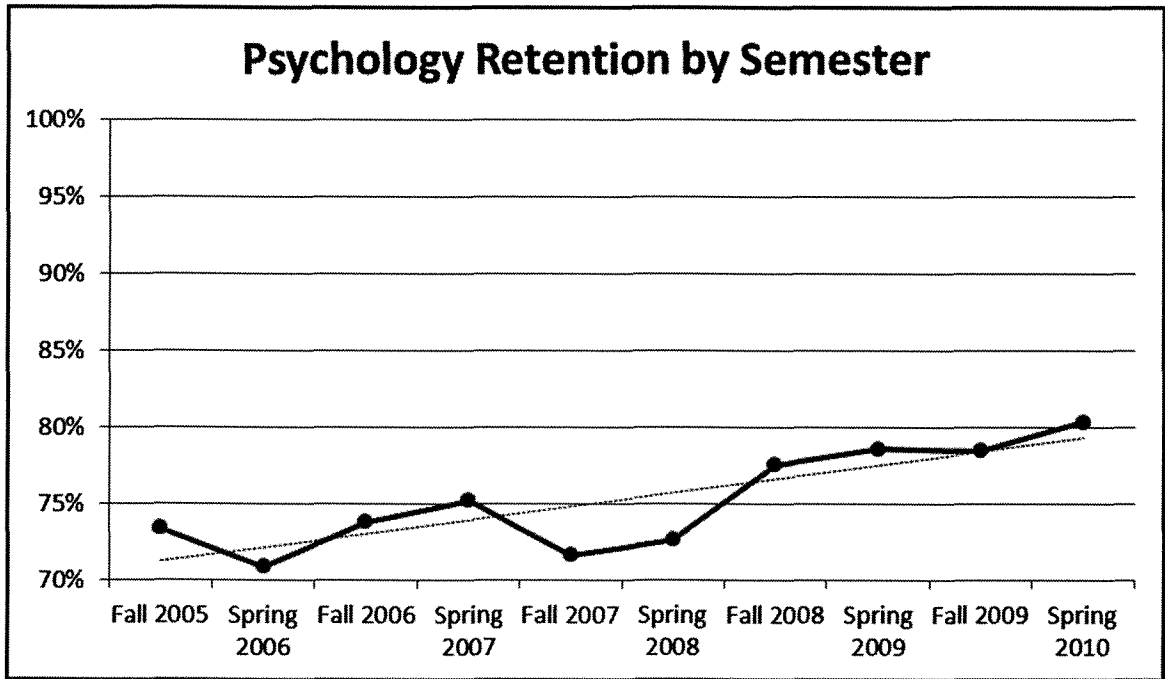


With the exception of Behavioral Science Statistics (ANTH/PSY/SOC 215), retention rates for anthropology courses were in the high 70s and low 80s. Behavioral Science Statistics (ANTH/PSY/SOC 215), stressing experimental design, APA style assignments, and mathematical analysis, generates much lower student expectations and interest, and is one of our most difficult courses. Our newest course, the Physical Anthropology Laboratory (ANTH 131), had the highest retention rate (89.10%). As in our last program review, Introduction to Physical Anthropology (ANTH 130), a demanding course for undergraduate students, also had a high rate of retention (85.19%). Many students are motivated to stay in this class because it is an attractive alternative to satisfy the Biological Sciences area of the G.E.

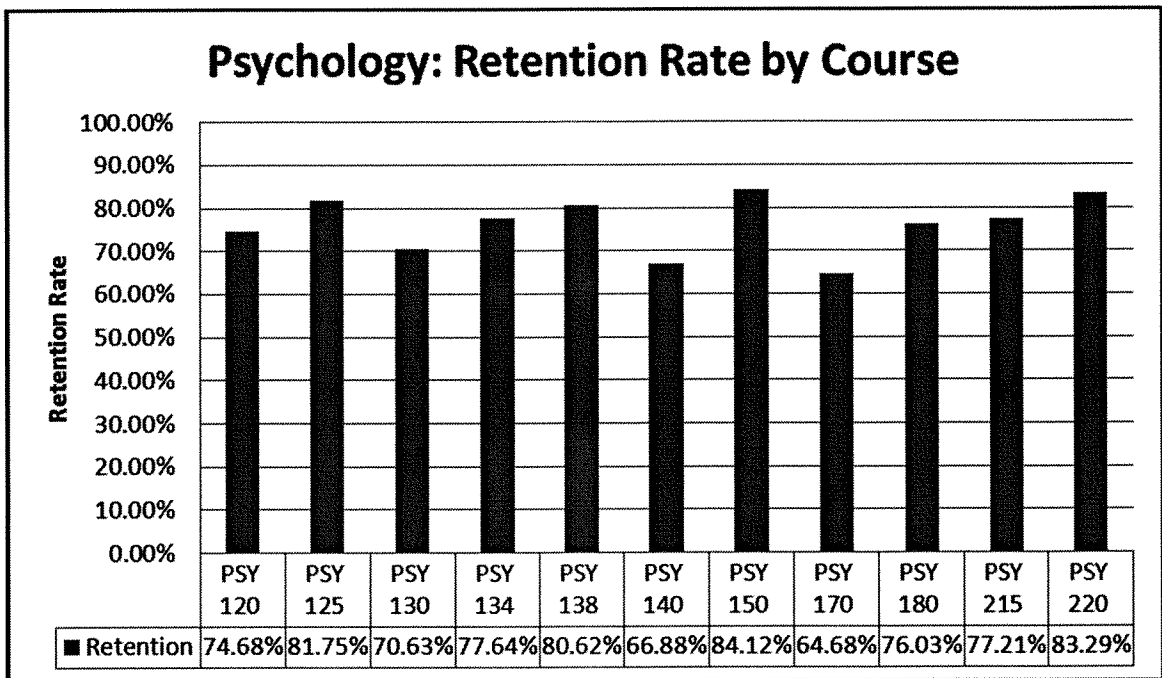


Psychology:

Since the Fall semester of 2005, retention rates have ranged from a low of 70.90% in the Spring of 2006 to a high of 80.37% in the Spring of 2010. As can be seen below, the mean retention during this period was 75.26%, with a strong upward trend (indicated by the dotted line). Our mean retention is well above the figure of 71.89% for our last program review, showing improvement. This trend may be explained by changes in staffing, as two full-time faculty members joined the department in Fall 2007.

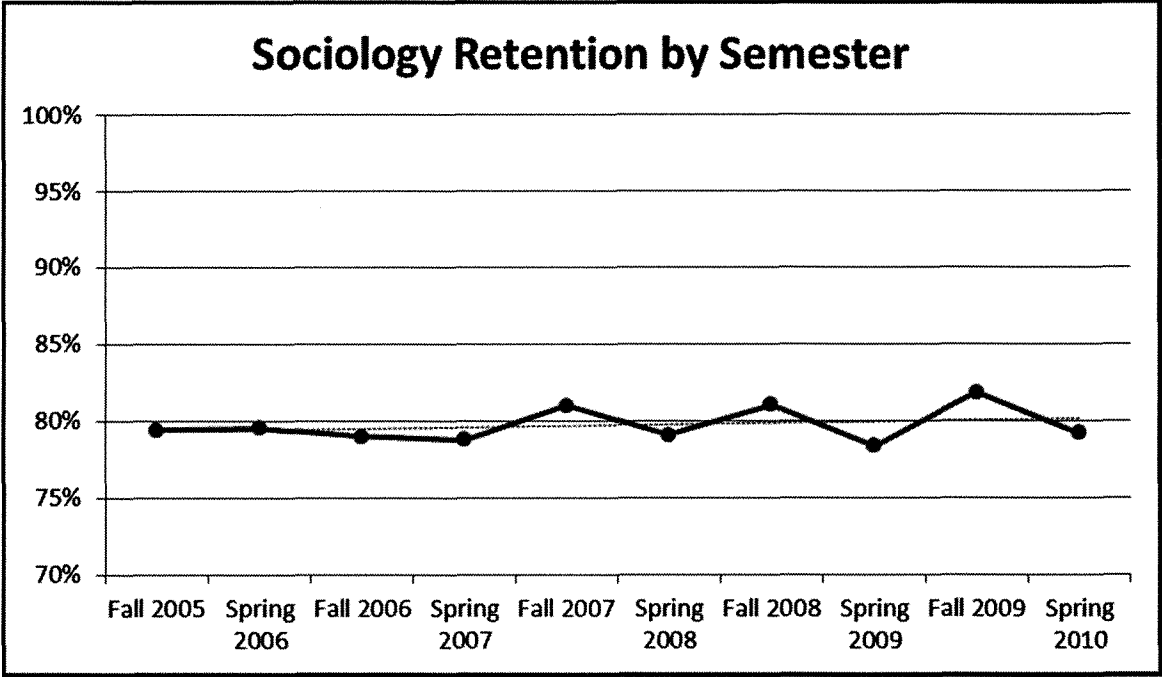


Retention rates across psychology courses (see below) show less variability than in our last program review (a range of 64.68% to 84.12% compared to a range of 47.2% to 86.2%). In our last program review, Behavioral Sciences Statistics (ANTH/PSY/SOC 215) had one of the lowest retention rates, but is now above average. The other low retention courses in our last program review, Physiological Psychology (PSY 140) and Abnormal Psychology (PSY 120), continue to be lower than average, but retention in both courses is higher than in the last program review. Physiological Psychology (PSY 140) assumes that students have a basic background in psychology, biology, and chemistry – all demanding subjects than not all students have adequate preparation in. Indeed, there is discussion in our department about adding a biology prerequisite to the course. Abnormal Psychology (PSY 170) generates inaccurate expectations of a study of “craziness”. However, the course, involving a demanding scientific study of the diagnosis, etiology, prognosis, and treatment of mental disorders, is not likely to meet expectations and therefore generate low motivation to remain in the course.

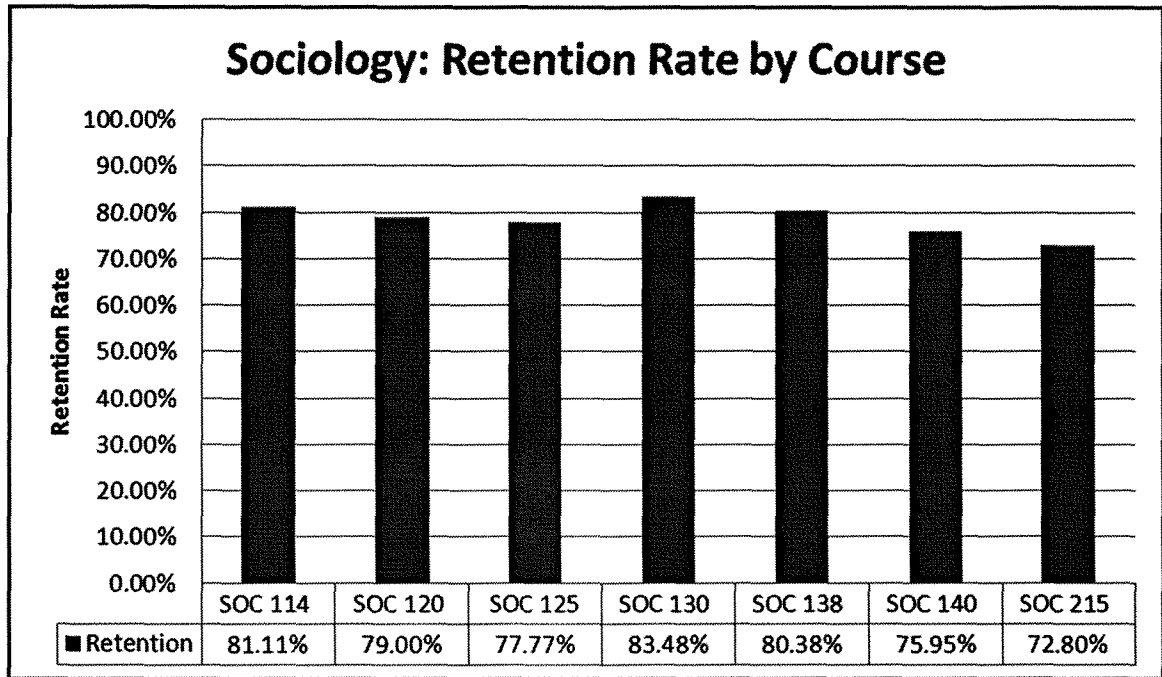


Sociology:

Since the Fall semester of 2005, retention rates in sociology have averaged 79.76%, with a low of 78.39% in the Spring of 2009 to a high of 81.85% in the Fall of 2009. The average retention rate is higher than the 79.4% rate in our last program review, indicating slight improvement.



With the exception of Behavioral Science Statistics (ANTH/PSY/SOC 215), discussed earlier, retention rates for sociology courses were in the high 70s and low 80s. Consistent with our last program review, the courses with the highest retention rates were Contemporary Social Problems (SOC 130), Introduction to the Sociology of Minority Group Relations (SOC 114), and Social Psychology (SOC 138).

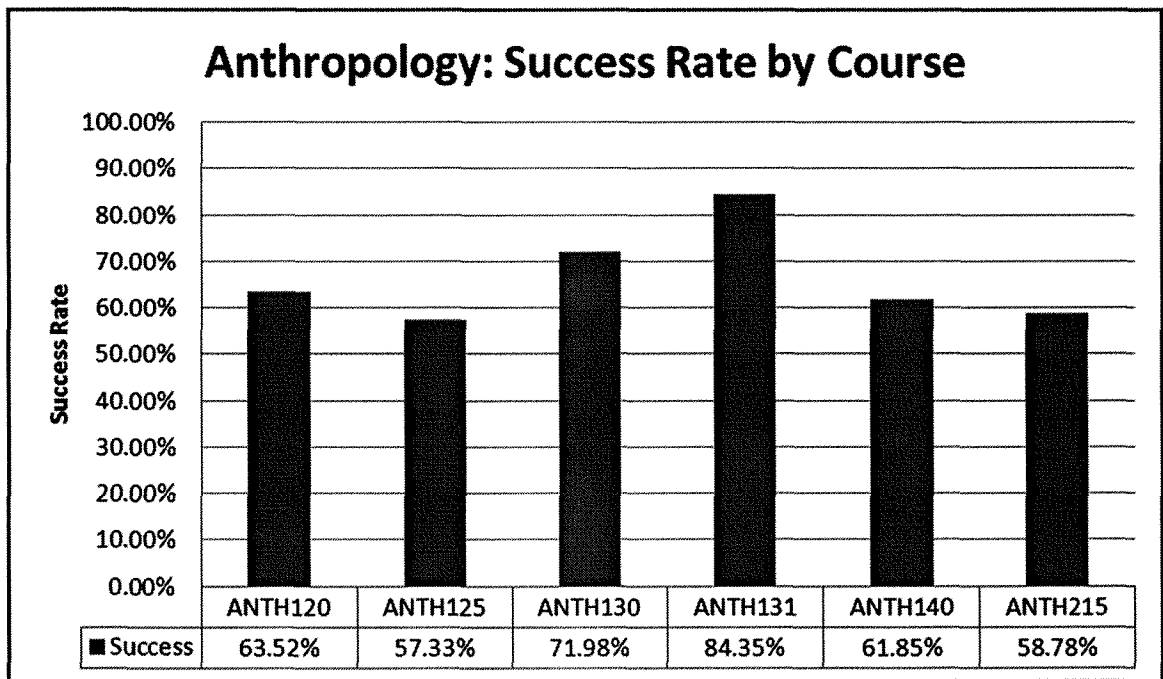


Success:

In general, across all three disciplines, the same pattern is found with course success as is found with course retention. Anthropology has the highest success rates across courses while psychology has the lowest.

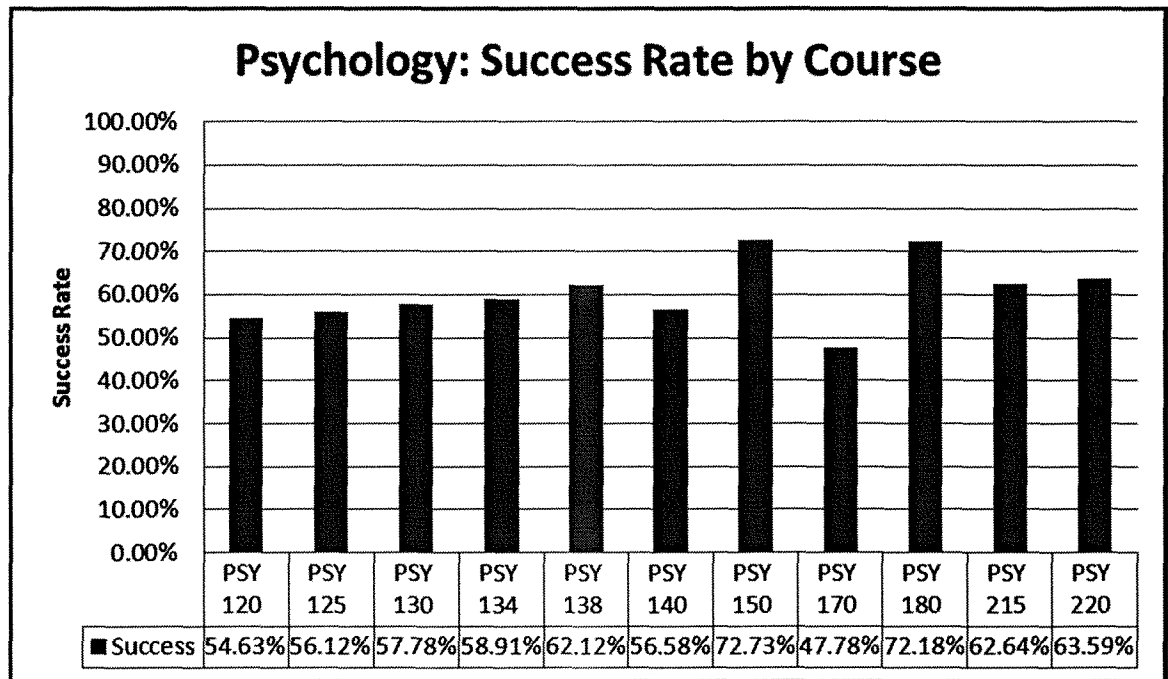
Anthropology:

The anthropology courses with the highest success rates are our newest course, the Physical Anthropology Laboratory (ANTH 131), and Introduction to Physical Anthropology (ANTH 130). Success rates range from a low of 57.33% in Behavioral Sciences Statistics (ANTH/PSY/SOC 215) to a high of 84.35% in the Physical Anthropology Laboratory (ANTH 131). The average success rate, across all courses in anthropology, is 66.30%.



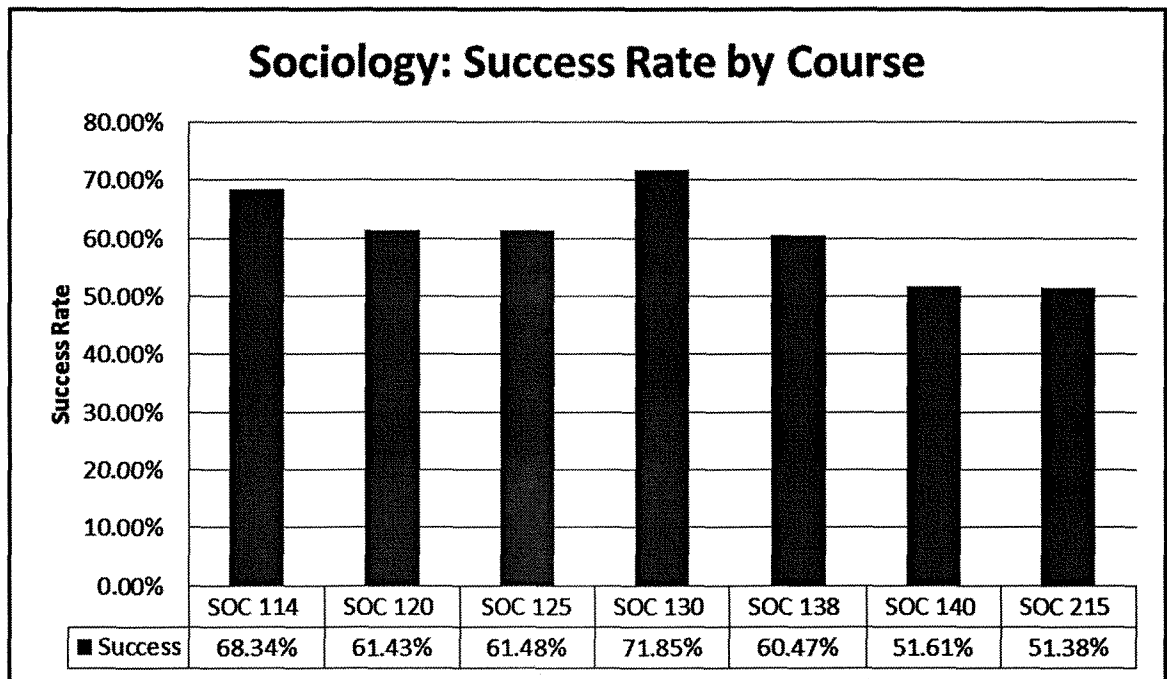
Psychology:

The psychology courses with the highest success rates are Developmental Psychology (PSY 150), Psychology of Interpersonal Skills (PSY 180) - a course which has not been offered since 2007 - and Learning (PSY 220). Success rates range from a low of 47.78% in Abnormal Psychology (PSY 140) to a high of 72.23% in Developmental Psychology (PSY 150). Interestingly, Behavioral Science Statistics (ANTH/PSY/SOC 215) is also among the top, perhaps because most students in this class intend to major in the discipline and are motivated to do well. The courses with the lowest success rates are Abnormal Psychology (PSY 170) and Physiological Psychology (PSY 140), likely for reasons discussed earlier. The average success rate, across all courses in psychology, is 60.46%.



Sociology:

The sociology courses with the highest success rates are Contemporary Social Problems (SOC 130) and Introduction to the Sociology of Minority Group Relations (SOC 114). Success rates range from a low of 51.38% in Behavioral Science Statistics (ANTH/PSY/SOC 215) to a high of 71.85% in Contemporary Social Problems (SOC 130). The average success rate, across all courses in sociology, is 60.94%.



Grading Variability:

To determine variations in grading, we sampled five semesters, from the Fall of 2005 to the Fall of 2009, of our introductory courses - Introduction to Physical Anthropology (ANTH 130), Introduction to Psychology (PSY 120), and Introduction to Sociology (SOC 130). These courses were chosen because they have the largest number of sections offered and have the largest ratio of full-time (FT) to part-time (PT) faculty.

The average grade calculation in the tables that follow was calculated by multiplying the total number of As, Bs, Cs, etc. by the appropriate grade points (for example, As by 4.0), and then averaging the result (credit/no credit and incompletes were excluded). Thus, this statistic is best thought of as the mean grade in a particular class. For example, the average grade for all sections of Introduction to Physical Anthropology (ANTH 130) in the Fall 2005 semester was 2.74 – a C.

The standard deviation is a measure of variability around the mean (average). It has the characteristic that, if the data are normally distributed, approximately two-thirds of all scores will fall within one standard deviation of the mean and approximately 95% will fall within two standard deviations. This means that this measure describes the dispersion or variability of grades; larger numbers imply more variability. For example, in the Fall 2005 semester, the standard deviation for all sections of ANTH 130 was .39 but it increased to .55 in the Fall 2006 semester. Thus, the average grade given by most (two-thirds) of the anthropology faculty varied from about one-third of a letter grade in 2005 to one-half of a letter grade in 2006. That is, there was more variation in grading in 2006 than in 2005.

The lowest and highest figures describe the lowest/highest average grade given across all sections in a particular semester. For example, in 2005 the lowest average grade in any of the ANTH 130 sections was 2.34 (a C) and the highest average grade was 3.40 (a B).

Anthropology:

Overall, there does not appear to be any grade inflation across the semesters sampled. This is an improvement over our last program review. The highest average grade of 2.74 was in the Fall of 2005, the lowest of 2.43 in the Fall of 2006. Nor does there appear to be any temporal trend in variability. However, there does appear to be a difference in the average grade given by full-time and part-time faculty, with the latter giving a higher average grade on all but one of the semesters sampled. Furthermore, variability in grading is larger for part-time instructors than full-time instructors, indicating less consistency in grading.

Anthropology: Average Grade						
		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
ANTH	AVERAGE	2.74	2.43	2.55	2.73	2.52
	STANDARD DEVIATION	0.39	0.55	0.47	0.48	0.65
	HIGHEST	3.40	3.64	3.55	3.73	3.86
	LOWEST	2.34	1.68	1.95	2.00	1.35
FT	AVERAGE	2.57	2.31	2.39	2.69	2.55
	STANDARD DEVIATION	0.16	0.12	0.32	0.02	0.11
	HIGHEST	2.70	2.48	2.83	2.71	2.69
	LOWEST	2.34	2.21	2.00	2.68	2.44
PT	AVERAGE	3.40*	2.55	2.71	2.75	2.49
	STANDARD DEVIATION	0	0.81	0.58	0.64	0.92
	HIGHEST	3.40	3.64	3.55	3.73	3.86
	LOWEST	3.40	1.68	1.95	2.00	1.35

*Only one section was available this semester.

Psychology:

Overall, there does not appear to be any grade inflation across the semesters sampled. This is an improvement over our last program review. The highest average grade of 2.42 was in the Fall of 2006, the lowest of 2.04 in the Fall of 2007. Nor does there appear to be any temporal trend in variability. However, there does appear to be a difference in the average grade given by full-time and part-time faculty, with the latter giving a higher average grade on all of the semesters sampled. Furthermore, variability in grading is larger for part-time instructors than full-time instructors, indicating less consistency in grading.

PSYCHOLOGY: Average Grade						
		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
PSY	AVERAGE	2.13	2.42	2.04	2.29	2.15
	STANDARD DEVIATION	0.57	0.48	0.62	0.32	0.42
	HIGHEST	3.33	3.21	3.17	3.03	2.89
	LOWEST	1.23	1.50	0.73	1.70	1.51
FT	AVERAGE	1.87	2.14	1.95	2.19	2.23
	STANDARD DEVIATION	0.37	0.37	0.56	0.33	0.37
	HIGHEST	2.39	2.74	2.97	2.87	2.69
	LOWEST	1.23	1.50	1.00	1.70	1.57
PT	AVERAGE	2.62	2.69	2.23	2.38	2.04
	STANDARD DEVIATION	0.58	0.42	0.72	0.30	0.48
	HIGHEST	3.33	3.21	3.17	3.03	2.89
	LOWEST	1.75	2.10	0.73	1.97	1.51

Sociology:

Overall, there does not appear to be any grade inflation across the semesters sampled. This is an improvement over our last program review. The highest average grade of 2.39 was in the Fall of 2007, the lowest of 2.29 in the Fall of 2009. Nor does there appear to be any temporal trend in variability. However, there does appear to be a difference in the average grade given by full-time and part-time faculty, with the latter giving a higher average grade in the majority of semesters sampled. Furthermore, variability in grading is larger for part-time instructors than full-time instructors, indicating less consistency in grading.

SOCIOLOGY: Average Grade						
		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SOC	AVERAGE	2.37	2.38	2.39	2.38	2.29
	STANDARD DEVIATION	0.35	0.38	0.37	0.40	0.34
	HIGHEST	2.93	2.92	3.17	3.21	2.75
	LOWEST	1.47	1.36	1.73	1.35	1.16
FT	AVERAGE	2.41	2.45	2.26	2.47	2.45
	STANDARD DEVIATION	0.30	0.25	0.35	0.16	0.20
	HIGHEST	2.93	2.86	2.95	2.71	2.75
	LOWEST	1.75	2.10	1.74	2.21	2.13
PT	AVERAGE	2.24	2.27	2.48	2.31	2.21
	STANDARD DEVIATION	0.49	0.51	0.38	0.52	0.38
	HIGHEST	2.81	2.92	3.17	3.21	2.65
	LOWEST	1.47	1.36	1.73	1.35	1.16

The difference in grading between full-time and part-time faculty may be partly due to the systemic institutional constraints on part-time versus full-time faculty. Some adjuncts, being up for rehire on a semester-to-semester basis, think that faculty evaluations and student approval are critical to rehire in an insecure job market. These adjuncts are fearful of being rated as “hard” and risking negative evaluations from students.

As the imbalance in the part-time to full-time ratio grows, the problem of grade variability and grade inflation will most likely intensify and further threaten the academic integrity of our department. Furthermore, the imbalance in the ratio results in accelerated turnover and overextended hiring, orientation, and supervision cycles for adjunct instructors. We are increasingly forced to hire less qualified instructors for these positions. As a department, we see no other solution than to increase the number of full-time faculty members in all of our disciplines.

- 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).

As a department, we do not agree on artificial guidelines as to grade distribution. We believe that ongoing communication between colleagues, and informal sharing of exams, assignments, and grading instruments, strongly addresses this issue. Unfortunately, as noted above, issues having to do with grade variability among adjunct instructors persists. We intend to address this issue in regards to hiring practices/policies and staff development.

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

Anthropology:

Bonnie Yoshida-Levine developed a Physical Anthropology Laboratory (ANTH 131) which has been offered since Fall 2008. ANTH 131 fulfills the General Education Area B Natural Sciences requirement for a laboratory course, and meets general education requirements for CSU and IGETC. Up to four sections of ANTH 131 are offered each semester.

In Fall 2006, the department began regularly offering Introduction to Archeology (ANTH 140) which had not been taught for the past 10 years. Since then, at least one section of ANTH 140 has been offered each semester.

Psychology:

Academic and Career Opportunities in Psychology (PSY 201) was added to the curriculum as it is a required class for transfer to SDSU and our students had to go elsewhere (e.g., Mesa College or SDSU) to complete it. The course is also a requirement of the AA in Psychology for Transfer. Research Methods for Psychology (PSY 205) was also added to the curriculum. It does articulate with SDSU as a lower division course and is UC transferable, but due to the lack of a lab component, it does not articulate with other colleges, such as CSU San Marcos.

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

Since anthropology sits at the intersection of human biology and culture, anthropology faculty continually modify their courses to reflect current social and environmental transformations. Topics such as the anthropology of globalization, bioethics and human reproductive technology, archaeology and cultural patrimony, and epigenetic effects on human health are a small sample of how our curriculum engages with these types of issues.

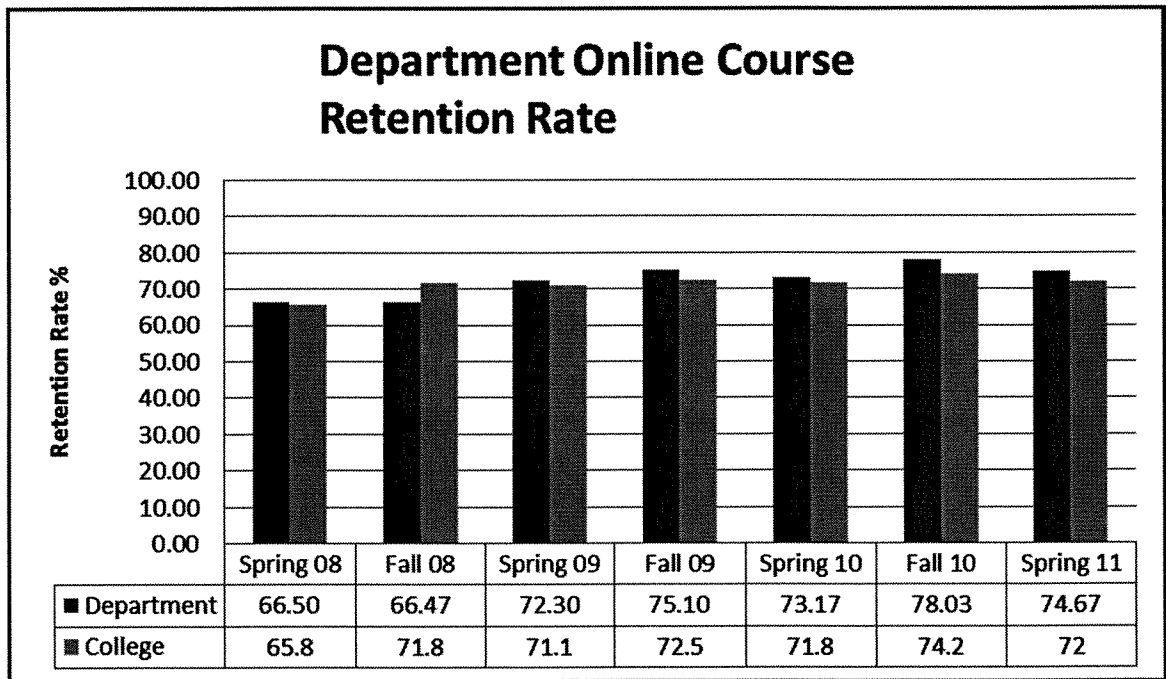
Because sociology involves society itself, sociology faculty tend to incorporate assignments requiring students to extend learning in to the larger community. Our instructors often task students to observe and write about everyday social behavior, locate and interview personnel in community organizations, or to observe or volunteer in community organizations. We also have our students interview community members in relation to various social issues. Please see section 7.1 for more detail.

In psychology, Teresa Jacob is working on a project to study our students' stressors. In the Fall 2011 semester, she conducted focus groups with approximately 50 students. In a series of interviews, she asked students about the stressors they had experienced in the last 6 months, how that affected their studying, how they coped with it, if the college was able to offer any help, and which help they'd like the college to have available for them (in an ideal world). Ultimately, she'd like to start a peer tutoring club and train peer tutors on campus.

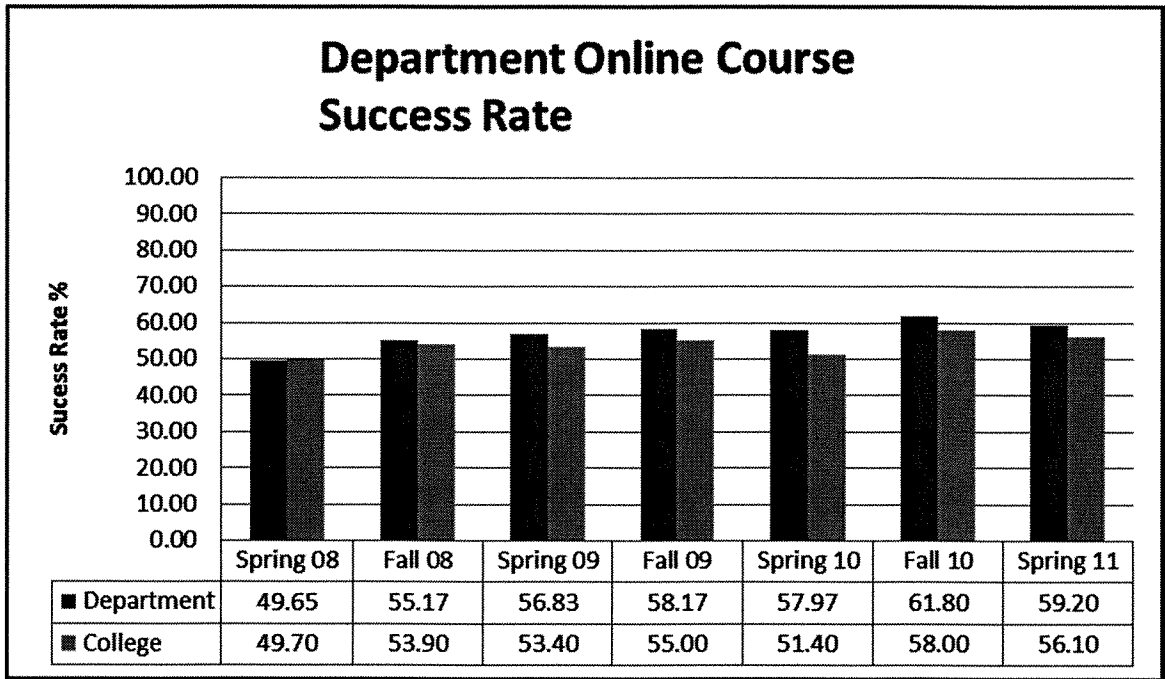
2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)

Our department began offering online courses in the Spring 2008 semester; we have 7 semesters of data to compare the retention and success rates of our distance learning sections to our face-to-face sections. In anthropology we offer online sections of Cultural Anthropology (ANTH 120), Introduction to Physical Anthropology (ANTH 130), and Introduction to Archaeology (ANTH 140). In psychology, we offer online sections of Introductory Psychology (PSY 120), Human Sexuality (PSY 134), and Physiological Psychology (PSY 134). In sociology we offer online sections of Introduction to Sociology (SOC 120) and Contemporary Social Problems (SOC 130).

Compared to the average of all subjects taught online at Grossmont College, our department's online course retention average is consistently above average (see below). The average retention rate, across the years of this program review, was 72.32%, compared to the college average of 71.31%. Retention rates also show an increase over time, indicating improvement.

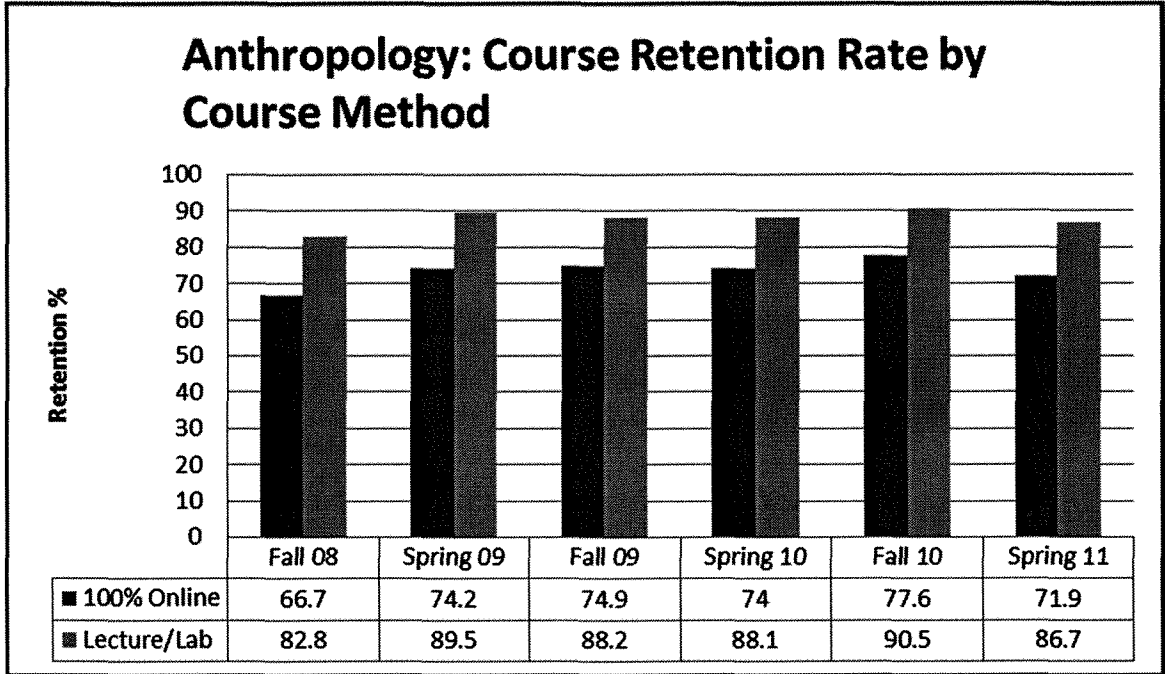


The same pattern holds for our success rates. The average for the department, across the years of this program review, was 56.97%, compare to the college average of 53.93%. Success rates also show an increase over time, indicating improvement.

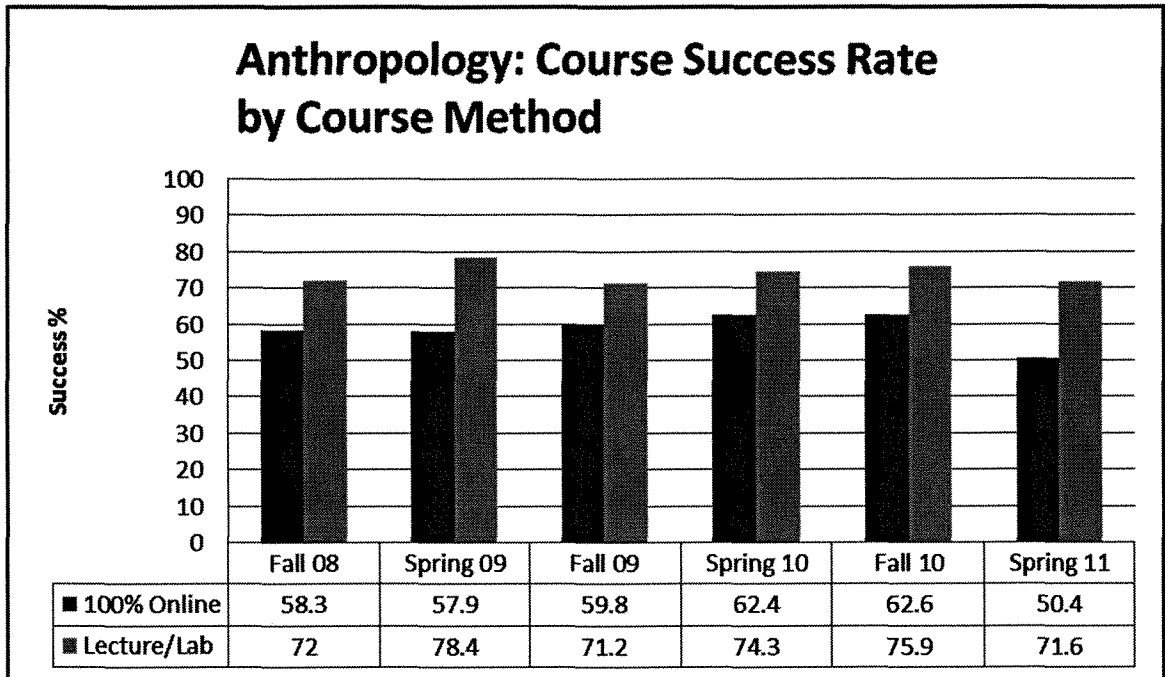


In general, our on campus courses are more successful, and have a higher retention rate, than our online courses. This pattern is consistent with the trend in the college.

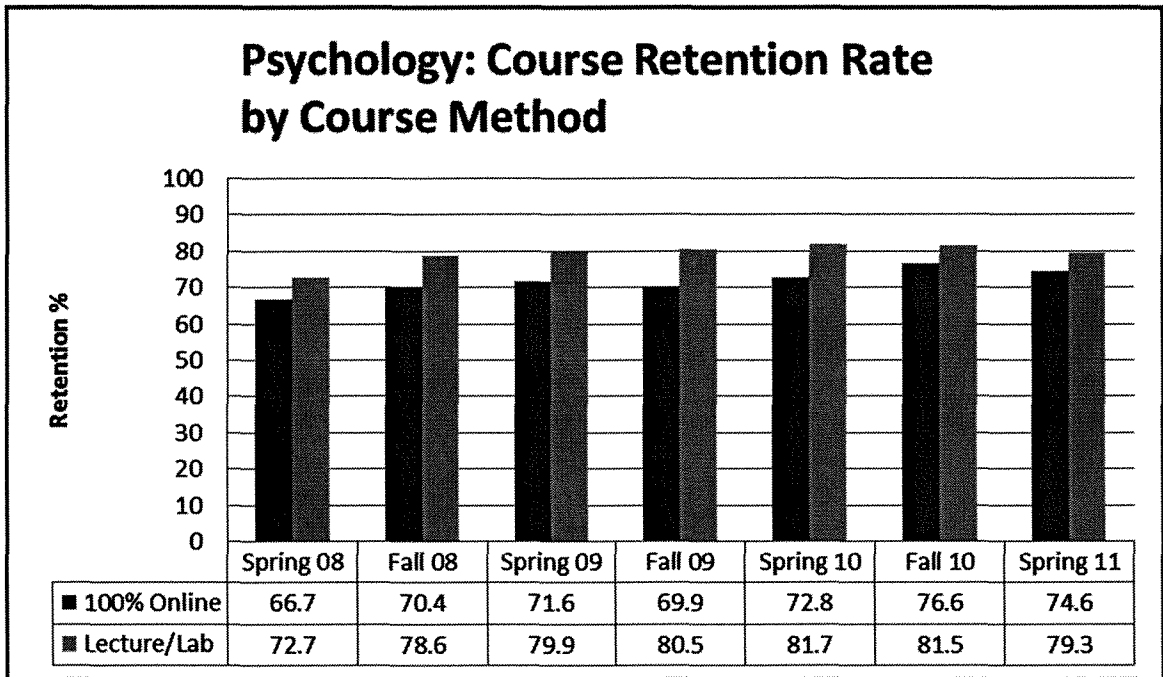
The average retention rate for online courses in anthropology is 73.22% while the average retention rate for on campus courses in anthropology is 87.63%.



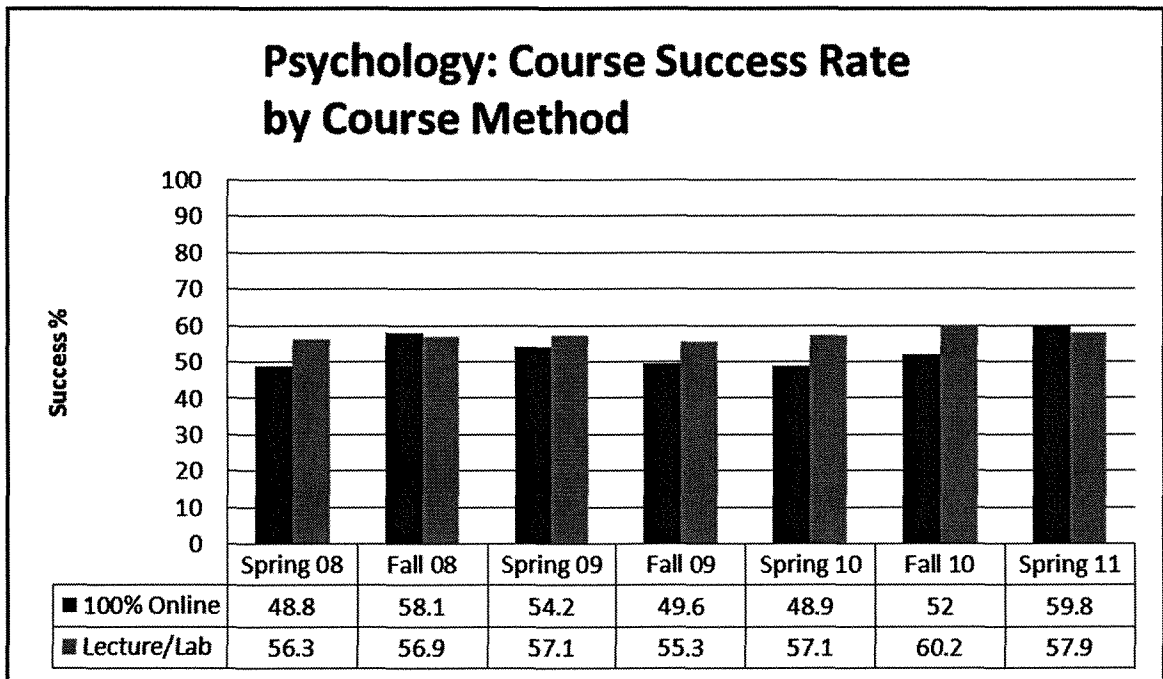
The average success rate for online courses in anthropology is 58.57%, while the average success rate for on campus courses in anthropology is 73.90%.



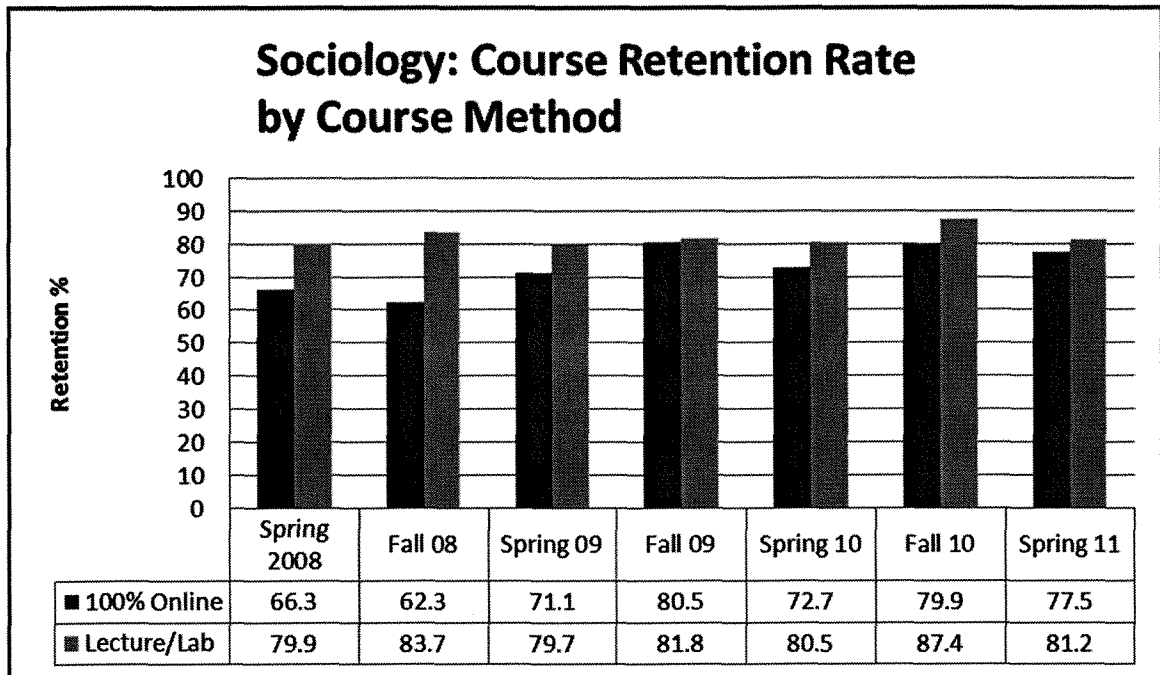
The average retention rate for online courses in psychology is 71.80% while the average retention rate for on campus courses in psychology is 79.17%.



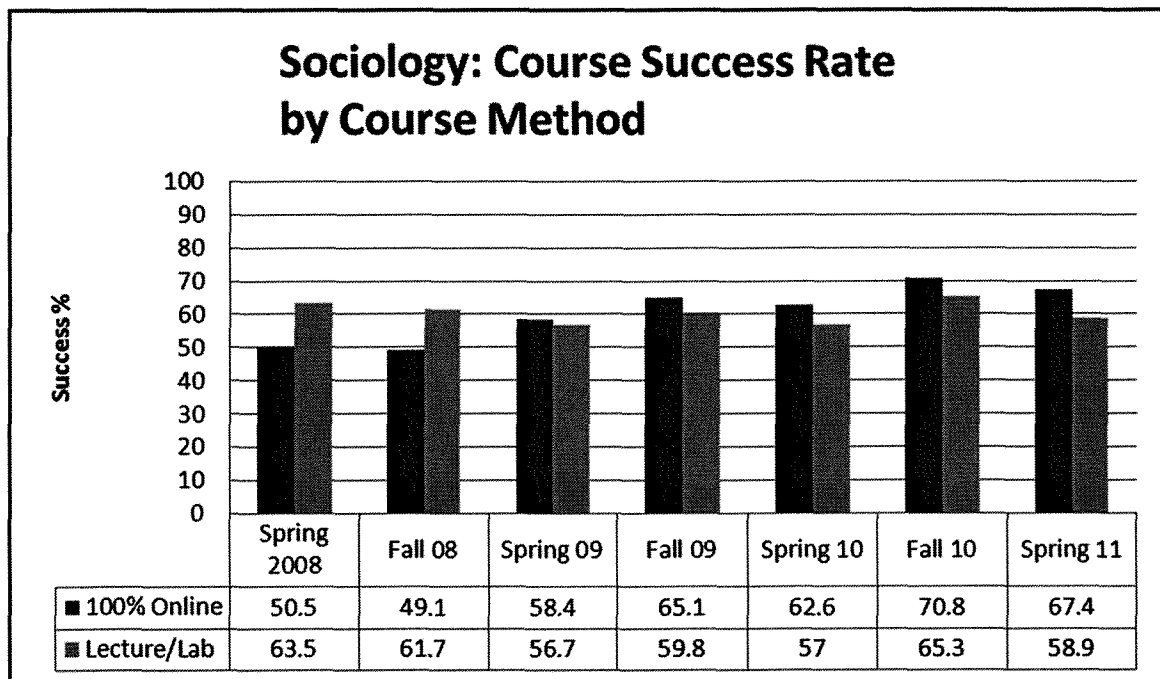
The average success rate for online courses in psychology is 53.06%, while the average success rate for on campus courses in psychology is 57.26%.



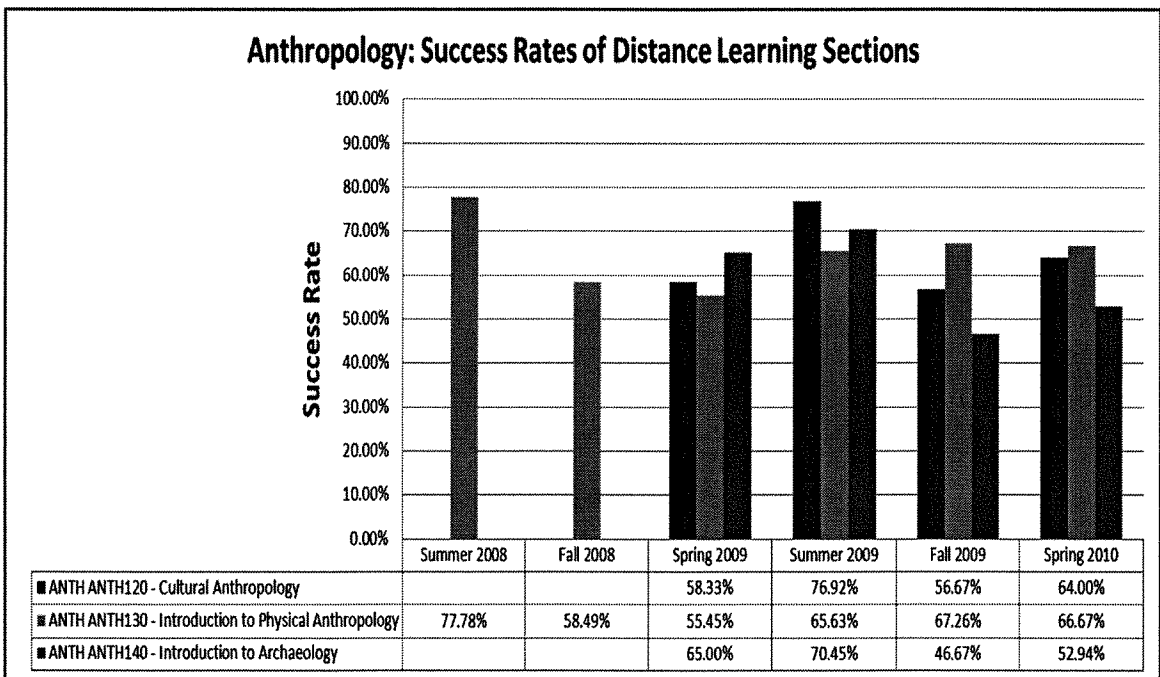
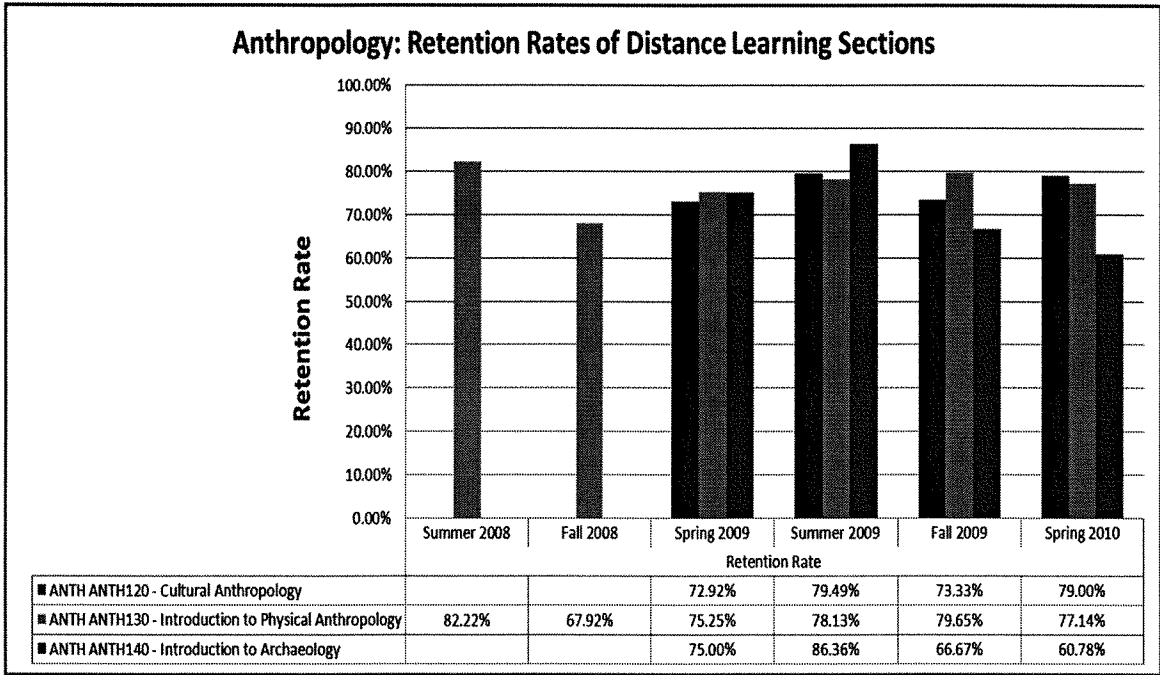
The average retention rate for online courses in sociology is 72.90% while the average retention rate for on campus courses in sociology is 82.03%.



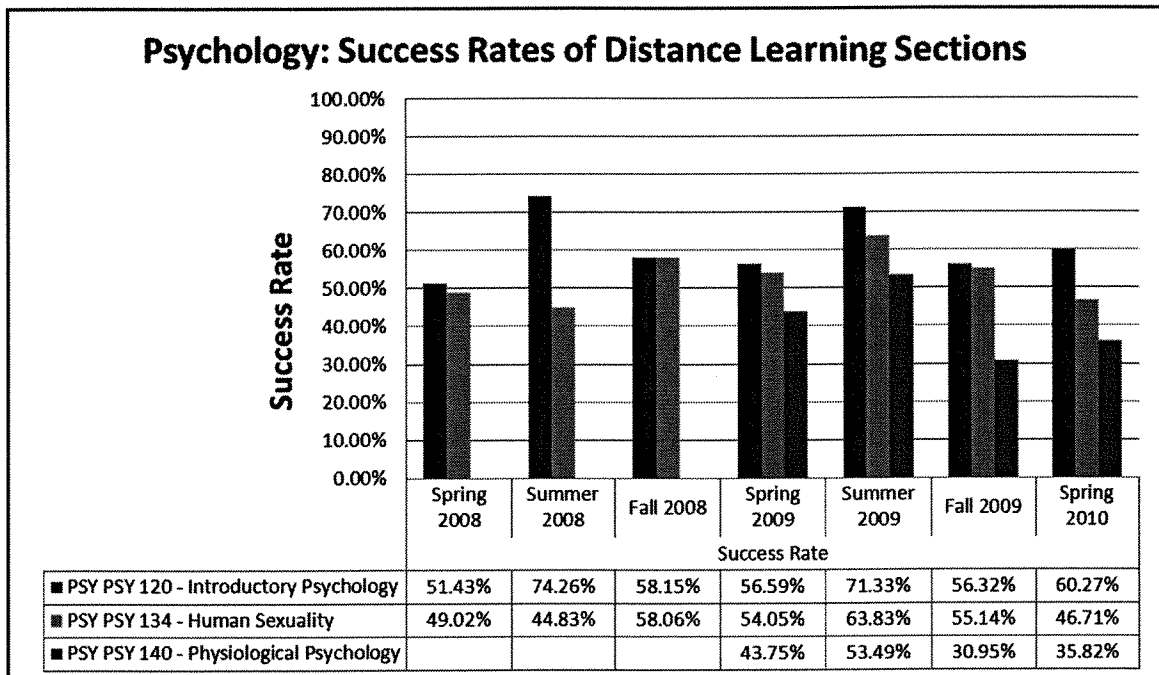
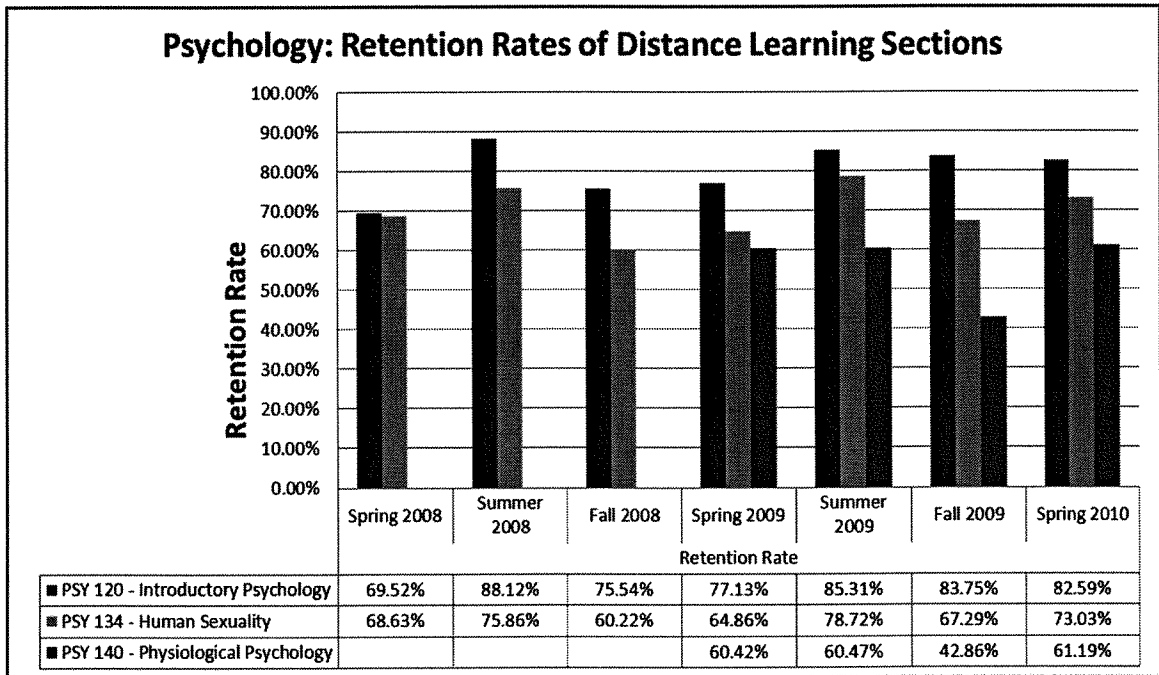
It is worth noting that, across the majority of semesters, the average success rate for online courses in sociology is *higher* than for on campus courses in sociology. The average success rate for online courses in sociology is 62.23%, while the average success rate for on campus courses is 59.90%.



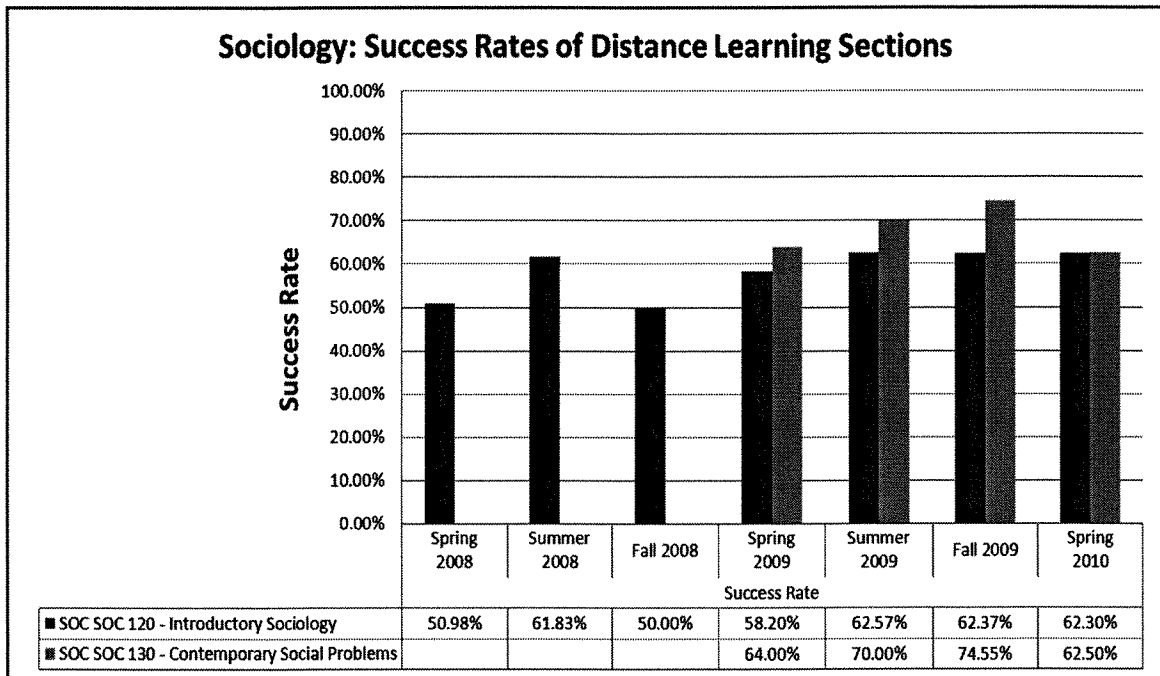
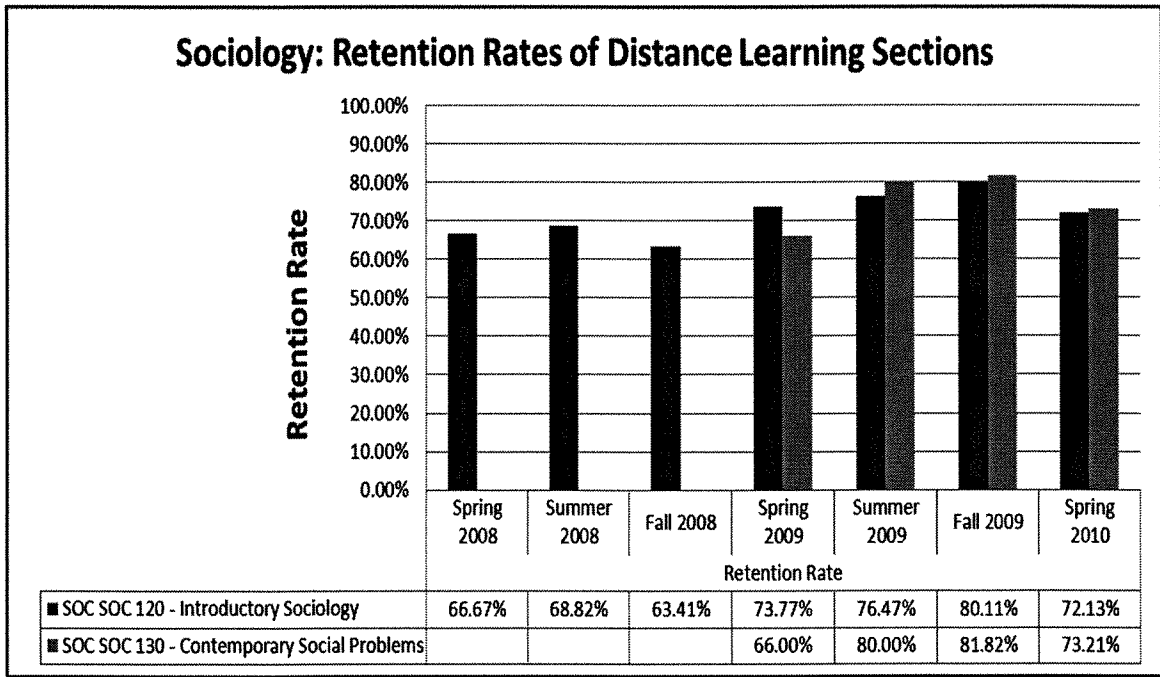
When comparing course by course retention and success in anthropology, there is no one course that consistently ranks higher or lower.



In psychology, Introductory Psychology (PSY 120) consistently had the highest success and retention rates. The lowest success and retention rates were in Physiological Psychology (PSY 140), but this is also true of on campus sections. As discussed earlier, PSY 140 is a demanding course. Oddly, some students who have been unsuccessful with the course on campus sign up for the online course, with the misperception that the online class will be easier. Also, two semesters (Fall 2009 and Spring 2010) had an 8-week session offering, which makes the course even more demanding.



When comparing course by course retention and success in sociology, Contemporary Social Problems (SOC 130) tends to have higher rates than Introductory Sociology (SOC 120).



To summarize, compared to the average of all subjects taught online at Grossmont College, our department's online course retention and success rates are consistently above average. While students in on campus courses tend to do better than students in online courses, retention and success rates of online courses have shown improvement over time. This may be due to

students becoming more familiar with how online courses work, but also faculty becoming better at communicating their subject in the electronic format. The data do not indicate that any significant changes need to be made, except perhaps, when appropriate and feasible, to expand our online course offerings.

- 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.)

Courses taught in the behavioral sciences would not be appropriate for this articulation. Courses in this category are more “skills” related for what is considered high school level. However, high school students can avail themselves to the AP (Advanced Placement) Exams and receive college credit for the classes listed on page 16 of the Grossmont College catalog.

- 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.

Articulation is two-fold. First, many community college courses are deemed as transferable which means that they would fulfill elective credit or transferable credit units. Second, there is course-to-course articulation. This is accomplished as colleges and universities agree that courses are identical or similar enough to fulfill specific courses in major preparation and general education.

Articulation is facilitated with concise yet thorough formal course outlines. It is imperative that the outlines and listed text books be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated Grossmont College courses.

The Grossmont College Behavioral Sciences Department is well-articulated with all UC, CSU and Private/Independent Colleges in our service area and several other institutions throughout the state. All formal CSU and UC articulation can be found at ASSIST.org which is the data base available to current or potential college students. Articulated courses and agreements, including independent and private universities, can quickly be accessed via the Grossmont College Articulation Web Site as well: www.grossmont.edu/articulation.

All anthropology courses are transferable to the entire CSU and UC System and several are included for CSU GE and IGETC. In addition, there are many instances whereby ANTH courses have been evaluated by transfer universities and found to be equivalent. These courses are granted formal articulation. Students, who are preparing for majors in anthropology, archeology and other related majors, are able to complete the required lower-division course work at Grossmont College.

All psychology courses are transferable to the entire CSU and UC System and many are included for CSU GE and IGETC. In addition, there are many instances whereby PSY courses have been evaluated by transfer universities and found to be equivalent. These courses are granted formal articulation. Students, who are preparing for majors in psychology and other related majors, are able to complete the required course work at Grossmont College. Two new courses (PSY 201 and 205) were developed for the 11/12 academic year. PSY 201, Academic and Career

Opportunities in psychology, was readily articulated with SDSU. This is a tremendous benefit in that Grossmont College students are now able to complete all of the lower-division preparation courses thus meeting SDSU impacted status. PSY 205 is upper division at SDSU thus not available for articulation, however, it has been presented to other transfer universities for course-to-course articulation and it also fulfills a requirement for the AA, Psychology for Transfer (AA-T).

All sociology courses are transferable to the entire CSU and UC System and many are included for CSU GE and IGETC. In addition, there are many instances whereby SOC courses have been evaluated by transfer universities and found to be equivalent. These courses are granted formal articulation. Students, who are preparing for majors in sociology and other related majors, are able to complete the required course work at Grossmont College.

The Behavioral Sciences Department maintains a close and collaborative working relationship with the GC Articulation Officer thus assuring that articulations with transfer universities are current.

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:

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

While there has been some concern in the department about if and how the SLOs will be used to evaluate faculty, most of the members of our department who have done the assessments have found them to be useful. Across all courses, some benchmarks have been met and others have not. Some instructors question if the assessment method, rather than student abilities, was the reason the benchmarks were not met. As a group, we are now discussing how to increase the reliability and validity of our measures (for example, to use essay questions rather than multiple choice questions). We also recommend that instructors teaching different sections of the same course consult with each other as to how best to address each of the SLOs in their course.

- 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.

As of this writing, our department is working on a draft of our program SLOs.

- 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.

As of this writing, our department is working on a draft of our program SLOs.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

The most pressing need for the department is the lack of lab space for anthropology and psychology. Behavioral Sciences differs from other departments in the English, Social and Behavioral Sciences division in that a proportion of its courses actually fall under the domains of life sciences and mathematics, and thus require commensurate teaching strategies and facilities.

Holding the Physical Anthropology Laboratory (ANTH 131) course in the Earth Sciences lab classroom (Building 30, Room 208) has worked out satisfactorily to date and the Earth Sciences department has been extremely gracious in accommodating the lab. However, since the facility is under control of a different department and division, anthropology is not entitled to storage space in the rooms for lab equipment and materials, has last priority in class scheduling, and risks loss of the space in the event of increased Earth Sciences course offerings. For example, an Earth Science field class held every other spring semester prevents the scheduling of any evening ANTH 131 sections during that semester. In short, while this has been an adequate temporary solution, an effective long-term plan will necessitate a dedicated anthropology laboratory classroom.

Furthermore, increasingly innovative and high-quality software is available to teach concepts such as genetics, human and primate osteology and the hominin fossil record. Access to such content would augment existing laboratory activities for these topics, particularly where it wasn't feasible or cost-effective to purchase additional lab equipment and supplies. Having a dedicated computer lab in order to access such resources during class would be highly useful to anthropology lab students. Also, as the department makes progress toward adding a new AA in Anthropology for Transfer degree, additional lab space for archeology courses may be needed. Both anthropology and archeology laboratory courses would logically share classroom space, and additional storage space would be required to accommodate equipment and artifact teaching collections.

Our department shares computer lab space with the Computer Science and Information Systems Department (CSIS) when scheduling sections of Statistics for the Behavioral Sciences (PSY/SOC/ANTH 215). The demand for this course is likely to increase with the new AA degrees because this course is required for both psychology and sociology transfer majors.

Currently, we have no laboratory space for Physiological Psychology (PSY 140) and Research Methods (PSY 205). A course in physiological psychology is required for psychology majors and it is one of the most difficult for the students. Adding a wet lab space will enhance the student learning experience. In order to articulate the new psychology course on research methods (PSY 205) with CSU-San Marcos, a lab component is required. Although the option of offering a research methods course without a lab is indicated by TMC at the state level, and a general statistics course is acceptable in lieu of a discipline-focused one, research methods with a lab is preferred, as is a discipline-based statistics course. We currently do not offer a lab due to the lack of laboratory space on campus. However, it is in our best interest to also include a lab with

our research methods course. In fact, the majority of community colleges in San Diego County offer research methods with a lab. Thus, we will lose students to neighboring institutions. With a research methods lab students will learn most of the general skills needed to succeed in academic psychology. For example, students will learn methods and statistics by applying their knowledge in their own research with a lab component. Laboratory topics include: bi-level experiment, multi-level experiment, factorial experiment, individual meeting for student experimental projects, pilot studies for student experiments, student experiments, and poster sessions tailored for students. Furthermore, students will learn how to write research reports in APA style, conduct a critical review of the literature relevant to a research question, and will present their own research in both oral and poster session formats. Laboratory space for research methods should include full access to computers that have statistical software (e.g., SPSS) and are located in smart rooms. The course should be offered as a 4 unit course that includes additional lab hours per week.

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

Our last program review highlighted the chronic shortage of available classrooms to meet students' needs. With the addition of online courses (please see section 6.6 for more detail) and the drastic cuts in sections by the College at large this problem seems to be resolved, at least temporarily. Room 544-A is most often filled by anthropology classes and new storage facilities for class materials have been installed.

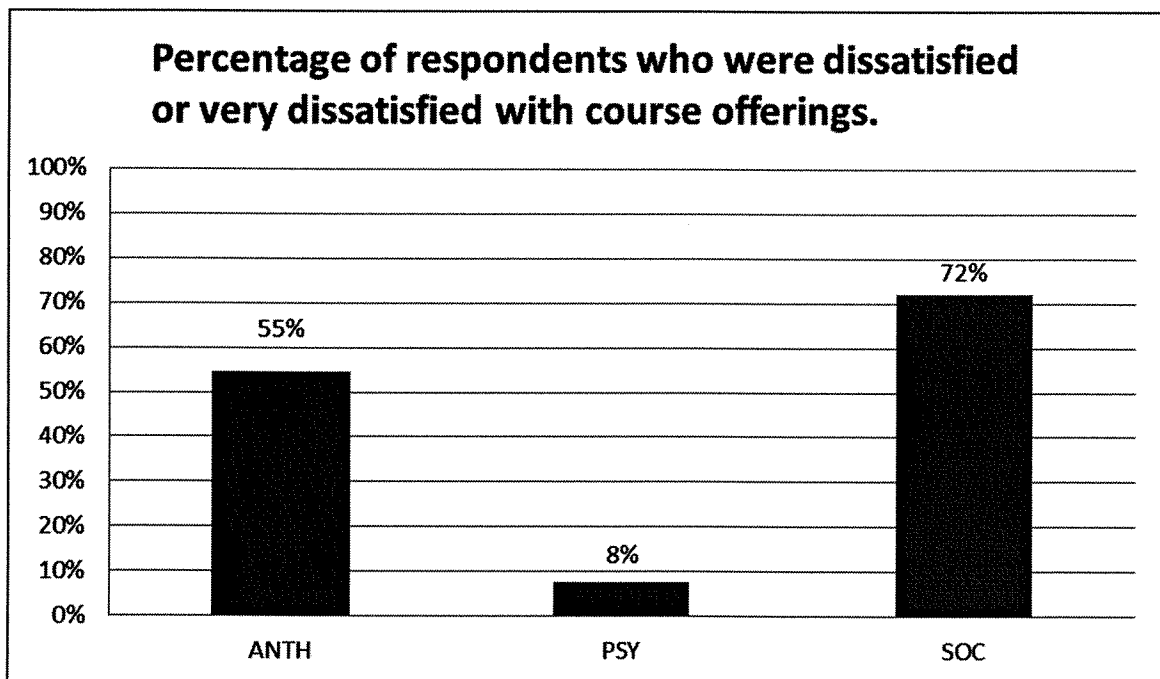
Our most pressing need is the lack of laboratory space. Offering our laboratory courses online, or using other alternative delivery methods such as off-site offerings, is neither feasible nor appropriate for these courses at this time.

The drastic cuts in sections by the College at large have been beneficial in one aspect; because CSIS and Earth Sciences departments have cut sections, we have been able to schedule an evening Physical Anthropology Laboratory (ANTH 131) class. The department has also expanded the lab offerings for Statistics for the Behavioral Sciences (ANTH/PSY/SOC 215), growing from two to four lab sections. Unfortunately, an evening section for ANTH/PSY/SOC 215 has never been scheduled.

- 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)?

Student Access

There exists some variation between the disciplines with regard to responses to Question 14 in the Student Survey. Students in anthropology and sociology indicated considerable dissatisfaction with the availability of course offerings. 72% of the sociology students and 55% of anthropology students who responded to Question 14 were dissatisfied or very dissatisfied with the availability of courses in the department, compared to only 8% of psychology students.



One explanation for this variability might be the greater breadth of psychology course offerings and number of sections as compared to sociology and anthropology. Students faced with a full psychology section could pursue the course at an alternative time or enroll in a different psychology course; sociology or anthropology students with a more limited number of sections to choose from lacked these options.

Course Times and Online Offerings

In response to Question 16 regarding weekday course offerings, most student respondents prefer weekday classes starting between 9 AM and 3 PM. Among the three disciplines approximately 20 to 25% of respondents prefer weekday evening classes between 4 and 10 PM. (see Appendix 7, Question 16).

The wording of survey questions 17 and 18 made it difficult to interpret student preferences for weekend courses. The most popular response for Questions 17 and 18 was “no preference.” It was unclear whether students who did indicate a start time preference would actually be interested in taking weekend classes, or if they were expressing a hypothetical preference. It

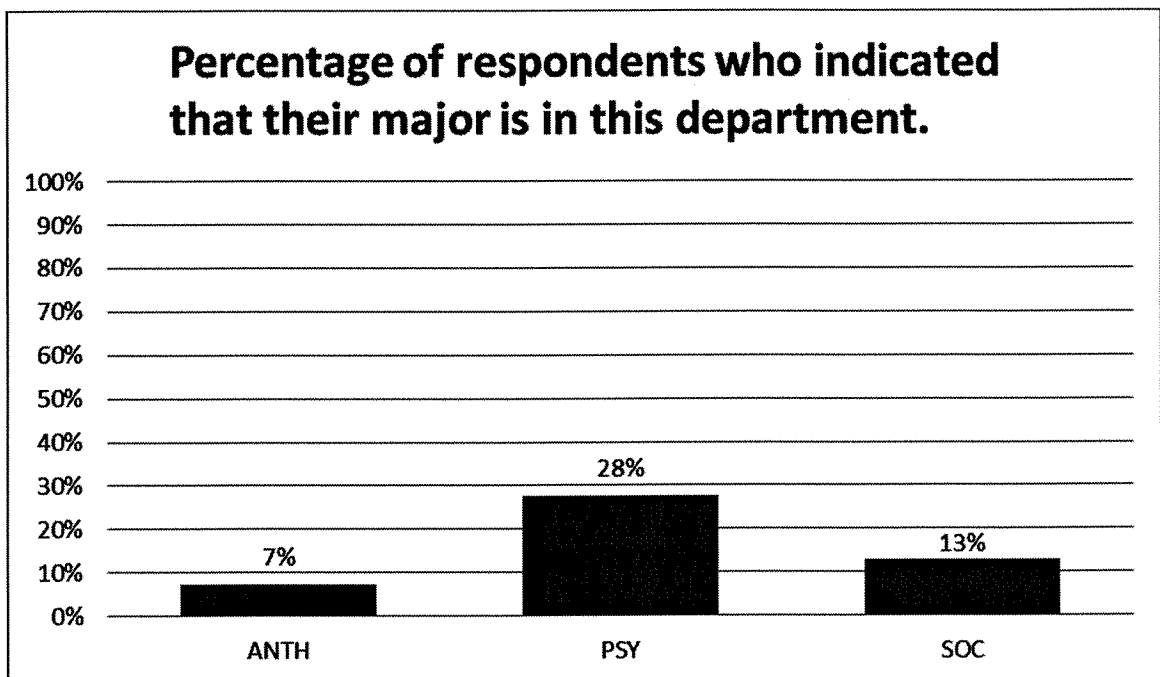
might be more useful to ask whether students would enroll in Saturday or Sunday sections if they were offered, and then specify specific start times as a follow-up. If “no preference” is indicative of a lack of interest in weekend courses, students in all three disciplines expressed no interest in Saturday courses (54 to 57% of survey respondents) or Sunday courses (62 to 71% of respondents).

Similarly, Question 19 regarding distance education would have been more revealing had students been queried on whether they desired more online course offerings, rather than the starting time of an online course. If the expression of a preference is interpreted as a favorable attitude towards online courses, the majority of Behavioral Sciences students are in favor of online course offerings.

Student Interest in Departmental Offerings and Potential for Majors

As indicated in Student Survey Questions 1 and 3, a substantial percentage of the survey respondents take multiple courses in the Behavioral Sciences.

Question 15 asked the students if their major is in this department. Since the Behavioral Sciences department did not offer associate degrees at the date of the survey, it is assumed that the responses to Question 15 indicate that those answering yes intend to pursue a major in psychology, sociology or anthropology upon transfer. Additionally, some students who plan to major in one of these disciplines might have answered “no”, given that these majors do not exist at Grossmont College. These reasonable inferences based on the survey results indicate strong student interest in Behavioral Sciences majors and support the department’s plans to create and offer these majors as part of the SB 1440 Transfer Model Curriculum being formulated at the state level.



To summarize, what is affecting students most is the cuts in sections. There is a growing demand for our courses, but we are not able to add sections with the current financial situation. Particularly, the Student Survey results show that there is student demand for more online sections in all Behavioral Science disciplines. The Student Survey results show a great dissatisfaction with the availability of classes in anthropology and sociology. Psychology students expressed a greater satisfaction with the availability of classes. A greater proportion of respondents to the surveys in anthropology and sociology were non-majors as compared to the number of respondents to the surveys in psychology classes who were psychology majors.

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

If and when the department is allowed to add sections to the schedule, we need to give priority to expanding anthropology and sociology classes as well as online sections in all three disciplines. In addition, particular emphasis will need to be placed in the major preparation for psychology. Of particular concern is that the new AA in Psychology for Transfer degree has not been accepted by SDSU. The student survey responses show that anthropology and sociology courses are mostly for non-majors while psychology classes have a greater number of students that are psychology majors.

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.

The overwhelming majority of respondents to the student survey in all three disciplines agreed that what they are learning/have learned in the class could be useful outside of the classroom for purposes other than achieving their academic goals. Consequently, no substantive changes are needed in the content of the curriculum other than the ones required to keep the courses current in disciplinary knowledge. In addition, other sections of this program review have demonstrated the high success rate of students in anthropology, psychology, and sociology classes.

The college-wide reduction in course and section offerings as a result of budget cuts from 2009 to 2011 is the most likely cause of the generally high level of dissatisfaction with course offerings in sociology and anthropology. Nonetheless, the variation in dissatisfaction in course availability as compared with psychology suggests that the department should re-evaluate the distribution and scheduling of course sections among the disciplines.

The Student Survey data regarding course start times and distance education indicate that student preferences largely align with the proportion of day and evening courses currently offered by the department. The department chair works closely with the division and Instructional Operations to monitor enrollments and class scheduling. The department does not currently offer weekend courses; any Saturday courses were discontinued several years ago owing to budget cuts.

The survey data on student interest and major goals support the department's plans to offer psychology, sociology and anthropology majors as part of the statewide SB 1440 Transfer Model Curriculum effort. The focus of curriculum and instructional development should be to facilitate the transfer process for students majoring in our disciplines as well as their success after transferring. Of great concern is that the new AA in Psychology for Transfer degree has not been

accepted by SDSU. Consequently, the department should undertake the following measures: (1) expand the anthropology curriculum in order to develop a new AA in Anthropology for Transfer degree, (2) work with psychology faculty at SDSU in order to get acceptance by SDSU of the new AA in Psychology for Transfer degree, (3) add a laboratory experience to the Research Methods for Psychology (PSY 205) course, (4) develop a new course in research methods tailored for the needs of sociology and anthropology students and (5) finalize the development of program SLOs for each of the new AA for transfer degrees.

More than half of all student respondents to the survey indicated that they have not used the campus resources. From those who have used them, most were very satisfied or satisfied with the services. Of particular concern is that very few students indicated that they were required to use the library in their courses. The department should initiate a dialogue about these matters.

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

According to the Student Survey, most students learn of course offerings in our department through the class schedule or college catalog (ranging from 74% to 84%). Additionally, the department promotes course offerings through advertisements in the schedule of classes, flyers, and instructor announcements and suggestions to students. These seem to have been most effective in publicizing new courses. All three areas have web pages providing introductory information about their respective disciplines; additionally, many instructors maintain individual web pages, providing useful information about courses they teach.

Most students take our courses to satisfy general education requirements or because the course is required for their major. Many more anthropology students express a “general interest in the subject” as a reason to take the course than psychology and sociology students.

Currently, most of our sections are full at max capacity, making more and different publicity unnecessary.

For the new AA for transfer degrees, the department plans to develop a brochure for each degree. The department webpage should also be redesigned to assist students majoring in the new degrees. A new required class for psychology majors, Academic and Career Opportunities in Psychology (PSY 201) will be an important instrument in assisting the student in their academic goals and the transferring process.

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

Any traditionally under-enrolled section has been removed from the schedule.

- 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 Student Survey as well as enrollment information indicates that our department has great access to special populations. The strategies we have used include: (1) participate in the SDICCA Internship program, (2) develop outreach activities for the department related to student organizations, (3) submit proposals for curriculum update to the curriculum committee and (4) include issues of student equity in the brownbag lunches. The priority for the department was to have a diverse faculty committed to issues of student equity. Currently, 71% of full-time and 50% of adjunct faculty are women. 71% of full-time faculty and 31% of part-time faculty are from ethnic minority groups.

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 strategies utilized by the department to maximize success issues of special populations include: (1) to have a diverse faculty committed to, and knowledgeable of, issues of student equity, (2) the inclusion of equity issues of race, ethnicity, social class, gender, disability, and age as part of the content of the curriculum, (3) to use a variety of instructional methodologies serving students with different learning styles, (4) develop partnerships with other campus programs such as Project Success, (5) collaborate with student organizations and (6) building connections with community organizations.

Our department has built a diverse faculty. A diverse faculty in terms of gender, race, ethnicity, and age, provide role models for our students while bringing experiential knowledge from the special populations. The content of the anthropology, sociology and psychology curriculum is fully updated with full inclusion of issues of gender, race, ethnicity, social class, age, and disability, reflecting the scholarship of researchers from special populations as well as the scientific knowledge about these matters. The department has a diverse faculty that use a diverse instructional strategies including: (1) formal lectures, (2) using humor in the classroom, (3) collaborative learning, (4) experiential learning, (5) guest speakers from diverse populations and working in organizations serving special populations, (6) the practice of classroom assessment techniques (CAT), (7) engaging students in research in, and about, special populations, (8) computer assisted learning, (9) using and making films and art projects from and about special populations and (10) peer tutoring, among others.

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.

Anthropology faculty develop course curriculum that brings students out into the community, making field visits to sites such as the San Diego Zoo, San Diego Museum of Man, Old Town Historical Park, and other local archaeological and historical sites, as well as attendance at community festivals and pow-wows.

Chuck Wallace makes use of an extensive private collection of artifacts to provide an opportunity for anthropology students to examine a wide variety of items which have been discussed in class, and encourage students to think critically about each artifact as it relates to

specific ideas in anthropology.

Bonnie Yoshida-Levine advises students on obtaining internship and volunteer positions with museums, research units and archaeological projects, and applying to archaeological field schools, baccalaureate and post-graduate programs.

Sky Chafin and Amy Ramos have developed a Psychology Club in which members of the club meet once a month for meetings that include speakers and activities designed to increase the professional awareness and knowledge of Psychology majors. Activities have included a careers panel, a transfer center presentation, a panel about graduate school, as well as a faculty meets and greet hour.

Amy Ramos wrote and was awarded a small grant from Grossmont's ASG to purchase sheep brains and dissections tools for her Physiological Psychology (PSY 140) course.

Richard Unis had students photograph something/someone that represents power to them and in their own hand writing describes why they photographed what they did. He plans to have a gallery exhibition on campus and possibly make a book. He also developed a campus-wide student work exhibition on child poverty that was broadcast on the local news.

Gregg Robinson used student interviews in his research project about how the foreclosure crisis has been experienced by the local community.

Maria Pak developed the peer tutoring component of a service learning model in conjunction with Nancy Pipkin and Virginia Berger. This project is funded by the basic skills initiative. In addition to peer tutoring, the program includes ESL/native speaker language exchange, and in-class teaching assistant models for service learning. Teresa Jacob is now also incorporating the peer tutoring into several courses.

Israel Cardona practices classroom assessment techniques (CAT) on a routine basis and is currently working on adapting some of these techniques for online instruction.

Debby Golden and Jim Weinrich collaborate with local service agencies such as a domestic violence shelter, Planned Parenthood, and the LGBT center in order to bring guest speakers to classes on Human Sexuality (PSY 134).

- 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.

The Behavioral Sciences Department has a long history of collaboration with other campus programs. The department continues offering cross listed classes with the Cross-cultural Studies Department (CCS/SOC 114 and CCS/PSY 125). The department also absorbed some of the section cuts from the Cross-Cultural Studies department in order to permit CCS to offer some of its classes. The department shares lab space with the Earth Sciences and the Computer Sciences and Information Systems departments. Each semester the department schedules one psychology and one sociology class linked with English as part of Project Success.

Sabrina Santiago, an adjunct in sociology, has developed a campus wide lecture series as part of the Women's History Month.

Gregg Robinson gave a presentation on *The Five Myths About Obamacare* during Political Economy Week Fall 2010.

Israel Cardona developed and was the first coordinator of the Honors Program and one of the founding advisor of Phi Theta Kappa, the student honors organization. Several faculty members regularly supervise honors students.

Christina Augsburger collaborated with the ESL department to incorporate Community Service Learning into her Cultural Anthropology course. This involved matching Anthropology and ESL students to meet regularly during the semester. The ESL students gained practice in English conversation, while the Anthropology students learned first-hand about a different culture.

Bonnie Yoshida-Levine collaborated with Joan Ahrens of English to develop a Project Success learning community in 2007 with Introduction to Anthropology (ANTH 130) and College Composition and Reading (ENGL 120). Linked assignments included a research paper, course readings, and a bioethics debate. Data collected by Project Success showed that students enrolled in the link experienced modestly higher success rates, as compared to students in unlinked courses. Unfortunately, the link was discontinued after Fall semester 2009 when budget cuts forced the college to raise all Anthropology 130 class maximums to 50, rendering the link no longer feasible.

Teresa Jacob has linked a section of Introductory Psychology (PSY 120) with College Composition (ENGL 110) for many years. Gregg Robinson has also had a Project Success link since 2008.

Christina Augsburger, Margaret Rance and Bonnie Yoshida-Levine participated in the campus-wide interdisciplinary event surrounding the book *The Immortal Life of Henrietta Lacks* by having their students discuss the book in small groups, write essays on bioethics and other topics related to the book, and attend events around campus.

Chuck Wallace serves as faculty advisor to the Grossmont chapter of Phi Theta Kappa. The activities of Phi Theta Kappa involve academic matters but also include community service and outreach programs.

Bachir idoui has served as the faculty advisor for the Muslim Student organization on campus for several years.

Debby Golden has served as a faculty advisor for the LGBT student organization.

- 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.

Anthropology Success and Retention

For anthropology, success and retention rates are fairly stable in the years surveyed (2006 to 2010). Success rates for both Fall and Spring semesters range from 67% to 74%, and there does not seem to be significant variation between Spring and Fall semesters. Retention rates for both Fall and Spring semesters range from 80% to 87%. With regard to retention, there is a slight decrease in retention in Fall 2008, and a subsequent increase during the following Spring 2009.

When success and retention rates are compared by gender, no consistent patterning is apparent for anthropology. During the 10 semesters surveyed (2006 to 2010), male success outnumbered female success 6 out of the 10 semesters; in none of the semesters was this difference statistically significant. A similar lack of patterning was observed for retention rates by gender.

When success rates are compared by age for anthropology, students older than 30 have a consistently higher rate of success than those younger than 30. The success rate for students 50 years or older is the highest, although the sample size of this population is the smallest of the categories.

An examination of success rates by ethnicity for anthropology revealed the highest success rates among students identifying as Asian followed by White (non-Hispanic). Asian success rates during the 10 semesters surveyed ranged from 66% to 84%. White success rates ranged from 67% to 78%. Additionally, the success rates for Asian students increased steadily over the 5 year period surveyed, while the White student success rate remained more stable. Black (non-Hispanic) success rates range from 49% to 65% over this period. While success rates for students identifying as Black do not show consistent temporal patterning, there was a decrease between Fall 2006 and Fall 2010 from 64% to 50%. However, it should be noted that the sample size for that group was only 9 in 2006, compared to populations ranging from 16 to 44 for the other 9 semesters. No notable trends were observed for the other ethnicity categories surveyed (Hispanic, Filipino, Pacific Islander, American Indian/Alaska native, and not-reported/two or more).

Psychology Success and Retention

For psychology, success rates are fairly stable in the years surveyed (2006 to 2010). Success rates for both Fall and Spring semesters range from 51% to 60% and there does not seem to be significant variation between Spring and Fall semesters. Retention rates for both Fall and Spring semesters range from 71% to 80%. Retention rates increased slightly over the five year period surveyed.

When success rates are compared by gender for psychology, females display consistently higher success rates than males. Female success outnumbered male success semesters during all 10 semesters surveyed. Retention rates by gender display a more equitable pattern; only in one of 10 semesters did male and female retention vary by more than 3 percent.

When success rates are compared by age for psychology, students older than 25 have a consistently higher rate of success than those younger than 25. Students in the two youngest age categories (20 to 25 and 19 and younger) have very similar success rates. The success rate for students 50 years or older is the highest of all groups, although this is the smallest of the age categories.

A comparison of success rates by ethnicity for psychology indicated that students identifying as White (range of 57% to 65%) and Asian (range of 52% to 71%) had the highest success rates consistently. As indicated by the above ranges, Asian success rates show greater variability than those of White students; however, there are no clear temporal trends for either Fall or Spring semesters. Success rates for Hispanic students ranged from 43% to 56%. While there didn't seem to be any obvious historical trends, success rates for that group were slightly higher in the Spring semesters as compared to the Fall for four years out of the five surveyed. Success rates for students identifying as Black (non-Hispanic) ranged from 25% to 42% with no obvious variation by year or semester. No notable trends were observed for the other ethnicity categories surveyed (Filipino, Pacific Islander, American Indian/Alaska native, and not-reported/two or more).

Sociology Success and Retention

In the five year period surveyed, success and retention rates for sociology remained fairly stable in the years surveyed from 2006 to 2009; slight increases occurred during 2010 and 2011. This increase is most apparent between Fall 2009 and Fall 2010. Success rates for both Fall and Spring semesters range from 57% to 66% and there does not seem to be significant variation between Spring and Fall semesters. Retention rates for both Fall and Spring semesters range from 78% to 86%.

When success rates are compared by gender, females in sociology courses succeed at a slightly higher rate than males. During the 10 semesters surveyed (2006 to 2010), female success outnumbered male success 7 out of the 10 semesters; however, there does not appear to be any consistent trend over the period surveyed.

When success rates are compared by age for sociology, students older than 25 have a consistently higher rate of success than those younger than 25. Students in the two youngest age categories (20 to 25 and 19 and younger) have quite similar success rates. The success rate for students 50 years or older is the highest of all groups, although this is the smallest of the age categories.

When success rates were analyzed by ethnicity over the above 5 year period, students identifying as White (range of 63% to 72%) and Asian (range of 58% to 77%) had the highest success rates. While Asians showed greater variability than Whites within this period, this could be attributed to the smaller size of that population. Success rates for students identifying as Black (non-Hispanic) were fairly stable. With one exceptionally low rate (34%) during Fall 2007, success rates ranged from 41% to 52%. Success rates for Hispanic students also clustered within a fairly tight range (51% to 61%). Students identifying as Filipino had some high success rates, but also considerable variability (range of 48% to 75%). While the success rates of the remaining ethnicity categories surveyed (Pacific Islander, American Indian/Alaska native, and not-reported/two or more) did fluctuate, no consistent trends were apparent, and the variation is

likely attributed to small sample size.

Summary for Behavioral Sciences

The three Behavioral Sciences disciplines display success and retention rates largely in line with the general Grossmont College population. Within the department, the pattern of increased success and retention mentioned above may relate to the reluctance of students to drop courses mid-semester, as the availability of course offerings decreased due to the budget cuts. With regard to the pattern of slightly increased retention in psychology, changes in staffing, namely the hiring of two full-time psychology instructors in 2007 could have contributed to increased retention.

The trend of higher female success rates as compared with males in psychology and sociology is an ongoing one that was documented in the previous program review and is consistent with the general Grossmont College student population.

The pattern of higher rates of success among older students in Behavioral Sciences is also reflected in the larger Grossmont College population, although the differences are less pronounced in the broader college population. Trends in success rates by ethnicity also largely mirror the college population as a whole. Within the department, fluctuations in these success rates mentioned for the specific disciplines do not show consistent directional trends, and are instead likely reflective of sampling error.

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

This is not applicable to our department.

- 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.

Our department now offers the Associate in Arts in Psychology for Transfer (AA-T) degree, as well as the Associate in Arts in Sociology for Transfer (AA-T) degree. Both degrees were approved by the State Chancellor's Office in December 2011; students may graduate with these degrees beginning May 2012. Anthropology is in the process of reviewing the transfer model curriculum.

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

Sky Chafin is a faculty advisor for the MORE program at SDSU. The program is being developed by an undergraduate, Anna-Michelle McSorley, in order to mentor transfer students into psychological research and introduce how to be prepared and competitive for graduate school. The goal of the program is not to recruit students to SDSU, but to prepare students beyond transferring, especially if they are considering graduate school. Some students are provided with a direct mentor, but the majority of students are reached through community outreach events at local community college campuses.

Maria Pak mentored SDICCCA interns, Erin Munson (2006-2007) and Sandra Sanchez (2009-2010). Sandra now teaches part-time at Grossmont, and has been instrumental in developing our new Careers in Psychology (PSY 201) course.

Please see also our description of our community outreach activities in section 7.1.

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 above college support services are used and highly valued by the Behavioral Sciences department. Throughout the semester instructors publicize the services offered by the English reading and writing center, tutoring center, and LTRC and stress how students can benefit from their use.

For example, Teresa Jacob has worked with the learning assistance center for English reading and writing for many semesters; students are required to meet for one hour with a tutor about how to use the textbook, etc. Several assessments conducted at the end of each semester show that the vast majority of students found the session to be very useful.

Students are also urged to take advantage of the free subject tutoring at the tutoring center. Instructors contribute to the effectiveness of the Behavioral Sciences subject tutoring by recruiting and selecting promising students from their courses to apply for positions as tutors. A priority for psychology in recent years has been to staff the tutoring center with students who have done well in each of our courses, in particular those courses that have a high repeatability rate (Behavioral Sciences Statistics (ANTH/PSY/SOC 215), Physiological Psychology (PSY 140), and Learning (PSY 220)). Both sociology and anthropology also have at least one tutor available.

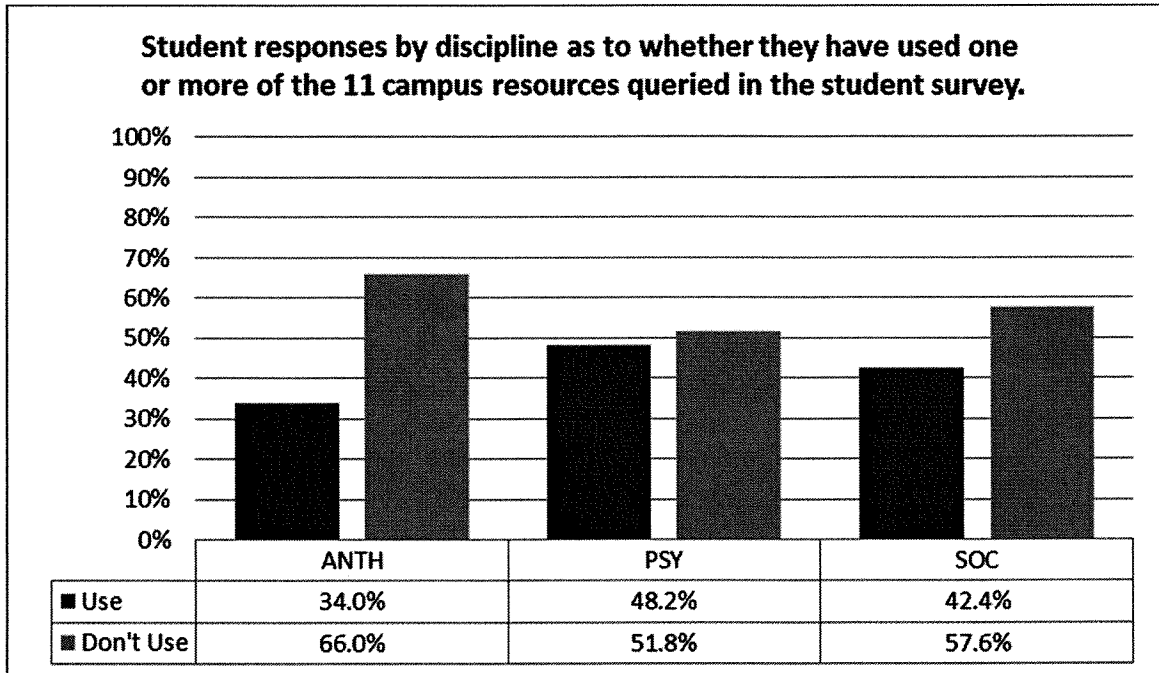
The tutoring center also serves to supplement the peer tutoring program used by some instructors in the department. Students who miss a peer tutoring session for a valid reason can make up the session at the campus tutoring center. Most peer tutoring sessions are held in study rooms in the LTRC, reserved by the tutors on a weekly basis.

Instructors rely on Instructional Media Services to provide support for the computers, video projectors and other media equipment in the classrooms. Some instructors (particularly faculty who lack office space or appropriate software for a task) use the CATL computer lab.

Students in Behavioral Science Statistics (ANTH/PSY/SOC 215) use computers in the LTRC to practice SPSS, the Statistical Package for the Social Sciences. Unfortunately, only a few computers in the LTRC have SPSS and students often have a long wait, which discourages them from valuable practice.

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).

According to Question 10 in the Student Survey, only a minority of student respondents used any of a number of campus resources to assist with a Behavioral Sciences course. The 11 campus resources queried in the student survey included: Assessment and Testing Center, English Writing Lab, LTRC, Library (online), On-campus Library, Math Study, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.



Use of the campus resources was lowest among anthropology students and highest among psychology students. The lower rate of campus resource use among anthropology students is not easily explained, as the campus services surveyed are so varied. One possibility is that the anthropology survey respondents included a greater percentage of online students, and these students use on-campus resources at a lower rate. Another possible explanation is that these differences reflect the small number of anthropology courses as compared to psychology and sociology, and the fact that the two largest courses, Cultural Anthropology (ANTH 120) and Introduction to Physical Anthropology (ANTH 130), are introductory courses. In contrast, psychology and sociology courses (particularly the more advanced courses) might typically require more extensive use campus resources such as the library and English reading and writing center.

Questions 11 and 12 on the Student Survey asked about use of specific campus resources. Data on student responses in anthropology, psychology and sociology for each of the 11 resources are presented below.

Anthropology

Note: Survey population includes only those students who indicated that they used at least one resource.

Campus Resource	Required	Voluntary	Never Used
Assessment and Testing	15.2%	15.2%	69.7%
English Writing Center	3.0%	21.2%	75.8%
Tech Mall	3.0%	75.8%	21.2%
Library (Online)	12.1%	48.5%	39.4%
Library (Campus)	9.1%	66.7 %	24.2%
Math Study	3.0%	30.3%	66.7%
Tutoring Center	3.0%	33.3%	63.6%
DSPS	3.0%	15.2%	81.8%
EOPS	0.0%	6.1%	93.9%
Dept Computer Labs	6.1%	27.3%	66.7%
Blackboard Help	24.2%	12.1%	63.6%

For anthropology, the most frequently used campus resources (either required or voluntary) were the Tech Mall, the On-campus Library, and Online Library Resources respectively. Satisfaction with the helpfulness of the 11 resources (Question 12) appeared good, with a high percentage of students indicating that they were very helpful or helpful.

Psychology

Note: Survey population includes only those students who indicated that they used at least one resource.

Campus Resource	Required	Voluntary	Never Used
Assessment and Testing	22.6%	17.9%	59.4%
English Writing Center	5.7%	20.8%	73.6%
Tech Mall	3.8%	69.8%	26.4%
Library (Online)	5.7%	66%	28.3%
Library (Campus)	1.9%	76.4%	21.7%
Math Study	2.8%	33%	64.2%
Tutoring Center	3.8%	32.1%	64.2%
DSPS	2.8%	10.4%	86.8%
EOPS	1.9%	10.4%	87.7%
Dept Computer Labs	4.7%	23.6%	71.7%
Blackboard Help	5.7%	31.1%	63.2%

For psychology, the most frequently used campus resources (either required or voluntary) were the On-campus Library, Tech Mall, and Online Library Resources respectively. Satisfaction with the helpfulness of the 11 resources (Question 12) was good, with a high percentage of students indicating that they were very helpful or helpful.

Sociology

Note: Survey population includes only those students who indicated that they used at least one resource.

Campus Resource	Required	Voluntary	Never Used
Assessment and Testing	24.70%	17.80%	57.50%
English Writing Center	6.80%	26%	67.10%
Tech Mall	1.40%	68.50%	30.10%
Library (Online)	9.60%	61.60%	28.80%
Library (Campus)	11%	72.60%	16.40%
Math Study	6.80%	32.90%	60.30%
Tutoring Center	2.70%	42.50%	54.80%
DSPS	4.10%	9.60%	86.30%
EOPS	4.10%	12.30%	83.60%
Dept Computer Labs	11%	24.70%	64.40%
Blackboard Help	17.80%	19.20%	63%

For sociology, the most frequently used campus resources (either required or voluntary) were the On-campus Library, Online Library Resources, and Tech Mall, respectively. Within the department sociology had the highest rate of on-campus library use (83%). Satisfaction with the helpfulness of the 11 resources (Question 12) was good, with a high percentage of students indicating that they were very helpful or helpful.

In summary, student use of the resources was largely similar among the three Behavioral Sciences disciplines. The library (both on-campus and online databases) and the Tech Mall were by far the most widely used resources. The high degree of usage of online library resources suggests that students are increasingly comfortable navigating online databases. This is supported by anecdotal evidence from students indicating that many prefer to access articles and other sources online, and perceive the task of physically retrieving and photocopying articles and book sections from the library as onerous.

One rather puzzling result from the survey was the relatively large number of respondents who said they used the Math Study and the Department Computer Labs (Questions 11f and 11j). These numbers seem high, given that only one course in the department, Statistics for the Behavioral Sciences (ANTH/PSY/SOC 215) has substantial mathematical content, and the Behavioral Sciences department has no dedicated computer labs. Similarly, 30 to 40% of students indicated that they had used Assessment and Testing, although no assessments specific to Behavioral Sciences courses are typically given, and the office no longer administers exams for students in department courses. These findings suggest that the student survey results for these questions indicate general use of the resources, rather than use specific to Behavioral Sciences courses.

For this reason, it is difficult to draw clear department-specific conclusions regarding availability, usage and relevance from this survey data.

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

This is not applicable to our department.

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.

Following are the number of books by subject in the library's collection, separated by printed books vs. electronic books:

- Social Science call numbers H:** 214 print books / 21 electronic books
- Social Science call numbers HM-HX:** 6,423 print books/ 2,360 electronic books
- Anthropology call numbers GN:** 566 print books / 134 electronic books
- Psychology call numbers BF:** 2,024 print books / 586 electronic books

Spending for print books is based on a complex formula that includes FTES and WSCH. Here is the allocation for the past 8 years (note that the numbers change due to formula and budget changes):

Year	ANTH	PSY	SOC
2003/04	\$ 100.00	\$ 366.00	\$ 208.00
2004/05	\$ 188.00	\$ 872.00	\$ 503.00
2005/06	\$ 110.00	\$ 477.00	\$ 315.00
2006/07	\$ 200.00	\$ 670.00	\$ 446.00
2007/08	\$ 193.00	\$ 553.00	\$ 382.00
2008/09	\$ -	\$ 24.00	\$ 24.00
2009/10	\$ 138.00	\$ 344.00	\$ 218.00
2010/11	\$ 150.00	\$ 350.00	\$ 223.00
8 yr total	\$ 1,079.00	\$ 3,656.00	\$ 2,319.00
Average	\$ 135.00	\$ 457.00	\$ 290.00

Most of the library periodicals are available through subscription databases. Some periodicals in these databases are available full text, while others may just have abstracts and bibliographic information. The databases which are most useful for each subject area are:

Social Science

Although there is not a social science database per se, the following databases include articles that cover this subject area:

- *Academic Search Premier* – An academic, multi-disciplinary databases with the full text of about 4,500 publications, including 3,500 that are peer-reviewed.
- *CQ Global Researcher* - Offers focused, in-depth, single-topic reports on vital and headline-making world issues and crises.
- *CQ Researcher* - Reporting on the most current and controversial issues of the day. Each issue features a look ahead; a pro-con section that presents opposing viewpoints; a

chronology; and annotated bibliographies to point the way to additional research. Covers 1991 to present.

- *Credo Reference* - Credo is a vast, online reference library, providing access to the full text of hundreds of highly regarded and popular titles. Credo includes images, sound files, animations, videos and much more. Find speedy, simple answers and authoritative, in-depth articles.
- *Funk & Wagnall's New Encyclopedia* - Offers over 25,000 encyclopedic entries covering a variety of subject areas.
- *Gale Academic OneFile* - Offers peer-reviewed, highly academic, scholarly full-text journal articles from the world's leading journals. Includes millions of articles.
- *Gale General OneFile* - A one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, law, literature and art, politics, science, social science, sports and many general interest topics. Millions of full-text articles, many with images.
- *Gale Virtual Reference Library* - A database of encyclopedias, almanacs, and specialized reference sources.
- *MasterFILE Premier* - Covers multidisciplinary subjects of general interest to the public. Full text for more than 2,050 general reference publications.
- *Newspaper Source* - Full text for 25 U.S. and international newspapers. Also full text television and radio news transcripts and selected full text for more than 200 regional U.S. newspapers.
- *Opposing Viewpoints Resource Center* - Good for researching current debate-type topics, or to help in picking a topic.
- *San Diego Union Tribune-America's Newspapers* - San Diego Union Tribune and America's Newspapers- this database includes the electronic editions of record for valuable local, regional, and national U.S. newspapers--all in one easy-to-search database. Each paper provides unique coverage of local and regional news, including companies, politics, sports, industries, cultural activities, and people in the community. The San Diego Union Tribune and current editions of the New York Times are included.

Anthropology

Same as above.

Psychology

Same as above, but also includes:

- *Psychology & Behavioral Sciences Collection* - Offers coverage of nearly 550 full text journals, including more than 500 peer-reviewed titles. Covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. Nearly every full text title included in this database is indexed in PsycINFO.

In addition to these databases, the library subscribes to print periodicals. They subscribe, or have access via the online databases, to over 61 full-text journals in anthropology, over 120 social science full-text journals, and over 253 full-text journals for psychology.

Several faculty do not use our library's multimedia collection because it is more convenient and reliable to use online resources. Likewise, few faculty require extensive library research because of the limited current resources (periodicals and databases) held by our library.

- 6.5** How does the program work with the various student support services (i.e. Counseling, EOPS, DSPP) 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?

We regularly refer Behavioral Sciences students to student support services for personal, educational, and career guidance, both in person and on our syllabi.

- 6.6** Describe how the department uses available technology to enhance teaching and learning and to communicate with students.

The Behavioral Sciences department uses available technology in a number of ways.

1. *Departmental and individual web pages.* Each of the three disciplines has a web page linked to the Grossmont College web site that contains information about the discipline, along with external links to web sites of leading professional organizations where students can learn more about the field. Many individual instructors maintain their own web pages which typically contain a wide range of useful information for students, such as course information, syllabi, and links to interesting and relevant topics specific to the discipline.

2. *Classroom technology.* Behavioral Sciences faculty members utilize the available "smart classroom" equipment including the computer, data projector, dvd player, and digital overhead projector to enhance teaching and learning. PowerPoint presentations, YouTube clips and streaming video are widely used by department faculty in classroom presentations. Instructors commonly encourage or require students to use these and other multimedia tools in class projects and presentations.

3. *Blackboard and other educational technology.* The Blackboard course management system is used by all Behavioral Sciences faculty who teach online. Blackboard constitutes a "virtual classroom" for carrying out all vital course activities including disseminating course material, taking assessments and submitting assignments, organizing formal and informal online discussions, facilitating small group collaborative activities, and communicating with individual students. Both the wide level of student awareness and exclusive college support of the platform have contributed to the effectiveness of Blackboard for online instructors in the department.

Online courses are now offered in every discipline. In psychology, we offer online sections of Introductory Psychology (PSY 120), Human Sexuality (PSY 134), and Physiological Psychology (PSY 134). In sociology we offer online sections of Introduction to Sociology (SOC 120) and Contemporary Social Problems (SOC 130). In anthropology we offer online sections of Cultural Anthropology (ANTH 120), Introduction to Physical Anthropology (ANTH 130), and Introduction to Archaeology (ANTH 140). In order to increase accessibility, we are exploring the possibility of offering Behavioral Science Statistics (ANTH/PSY/SOC 215) online.

In addition, many on campus classes are web-enhanced, using Blackboard for grade management, to post assignments or provide a link to virtual resources. Student familiarity with

Blackboard has increased dramatically in the past two years, and the integration of Blackboard with the Colleague system has made it much easier to use Blackboard in the classroom.

Apart from Blackboard, Behavioral Sciences instructors use a wide variety of computer-based tools including blogs and wikis, web-conferencing, podcasts, Skype, and numerous other programs to enhance teaching and learning and communicate more effectively with students. For example, after attending a workshop on technology in the classroom during the Basic Skills Summer Institute, Amy Ramos now incorporates texting into her on campus courses; she has students text their answers to sensitive questions or she takes polls in class to assess understanding of course material. Maria Pak has made a wiki for the CSL peer tutoring project to allow communication between tutors and tutees, post schedule changes, syllabi and course materials. The site also includes a library of resources for tutors, which can be accessed and edited by all participating tutors and instructors; and information to help instructors get started with CSL peer tutoring, including a handbook with step-by-step instructions, and examples of handouts and forms used by other instructors.

There are a variety of excellent teaching resources on the web, such as the Discovering Psychology series on learner.org, that we use on a regular basis in class to supplement lectures.

According to the **Student Survey in Appendix 7**, how do students respond to the use of technology?

According to the Student Survey results, Behavioral Sciences students commonly use technology to help them learn course material, receive extra help, and communicate with instructors. This is evident from responses to survey questions 5, 6 and 7. Students in all three disciplines most commonly cited email as the mode of communication made available by their instructor. Similarly, students use Blackboard announcements and email as the most frequently used sources for information as compared to the instructor. When needing to discuss course issues, anthropology students use email at higher rates than sociology or psychology students - more commonly (53.6%) than speaking to the instructor in class (42.3%) or during office hours (4.1%). This variance might be best explained by the anthropology survey population being comprised of a greater number of online students than the other two areas or owing to anthropology only having one full-time faculty member with designated office hours.

Apart from the survey results, anecdotal evidence suggests that all students (not just those in online classes) have come to rely heavily on Blackboard for course information. Students are now accustomed to using Blackboard regularly to check their grades, access handouts, readings and other course materials, receive course announcements, and communicate with the instructor and with other students. Many have the ability to access Blackboard and receive announcements via apps on their smartphones, and can thus receive information more quickly. For example, an instructor can post news of a class cancellation or a room change on Blackboard knowing that many students will receive the announcement in “real time” and can act to minimize inconvenience.

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

Interactive instructional tools. Clickers are becoming more widely used in college classrooms, and have the potential to promote active learning and increase instructor efficiency by enabling students to participate anonymously by means of quick surveys and quizzes.

Access to films via streaming video. As a growing number of behavioral sciences courses are now taught online, access to films via streaming video should be part of the media budget for the department and college. This is particularly applicable to cultural anthropology, where ethnographic film is an important component of the curriculum, and these films tend to be older and/or available only through small, specialized distributors.

Please also see section 4.1 for a discussion on necessary laboratory space, including access to computers, for our department.

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 a result of campus-wide section cuts and with the addition of online instruction, the Behavioral Sciences Department has enough large classrooms to schedule most of our courses. However, it is necessary to point out the overall decayed condition of classrooms in buildings 53, 54 and 55 where most of our classes are scheduled. The renovation of these buildings has been limited to roofing, bathrooms and large lecture room 575 but little has been done to improve regular classrooms. While Grossmont College has built new state-of-the-art facilities for the library, sciences, health professions, art, student services and administration, the English and Behavioral/Social Sciences is the forgotten division. The classrooms are notoriously dirty, overcrowded with chairs and equipment that constantly fails to work. Most classrooms still have the screen in the middle of the board making impossible to use the board and the screen simultaneously.

Please also see section 4.1 for a discussion on necessary laboratory space for our department.

The CSL peer tutoring program supplements the tutoring services provided by the college. It is both cost effective and provides documented benefits for students. As the program grows there may be a need for meeting rooms in which to hold tutoring sessions.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

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

Our department helped organize Grossmont's contribution to the *March 4th State-wide Day of Action to Protect Education in California* during the Spring 2010 semester. Several members presented a lecture at the *Behavioral Sciences Teach Out* that was held on that day, including a talk by Amy Ramos on the educational inequalities in higher education, a talk by Gregg Robinson on the social impact of budget cuts, and a talk by Maria Pak on the impact of education on brain development across the lifespan.

Kathleen Robles is co-director of the Chicano Park Historical Documentation Project, a multi-phased project focusing on the comprehensive documentation of the art, history, and culture of Chicano Park in Barrio Logan.

Chuck Wallace regularly teaches a seminar centered on American Indian culture and their arts and religion to adult students in the community, and gives occasional presentations on Native American culture and history to elementary school students.

Margaret Rance served as board member of the Persian Cultural Center, from May 2009 to May 2010.

Amy Ramos has presented on various topics such as “the career path of a neuroscientist” and “how to navigate higher education” at local high schools and community-based outreach programs. She also presented at Mira Costa College’s annual Encuentros Program for Latino High school students aimed at increasing interest in higher education. She presented at El Camino High in Oceanside at a conference for girls aimed at increasing their interest in science. Amy has given multiple presentations for the Chicano/Mexican American Student organization, LGBT, and women in science clubs at CSUSM. She also presented four times at a community afterschool program for “at risk” high school students which is funded by the Office of Minority health and located in Vista.

Maria Pak offered a community service learning opportunity in conjunction with the GEAR UP program at Cajon Valley Middle School. Developmental Psychology (PSY 150) students tutored and mentored new immigrant and at-risk middle school students.

Christina Augsburger volunteers at Albert Einstein Academy to help maintain their vegetable and fruit gardens. Maria Pak also volunteers on a regular basis at an elementary and middle school in the San Diego Unified School District.

Richard Unis has helped to organize food drives on campus to collect goods for the San Diego Food Bank, which has been depleted due to high demand.

Gregg Robinson gave a speech on “The Crisis in Education and Economic Inequality” to a rally of over 1,000 people organized by the San Diego Teachers Association in the Fall of 2011. He also presented “The Attack on Unionization: What it Means for Democratic Politics” to the East County Democratic Club in the Spring of 2010. In addition, he debated the proponent of condominium conversions on a local television station in the Fall of 2007. Please see Appendix 10 for additional activities.

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.

This is not applicable to our department.

- 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.

This is not applicable to our 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.

Faculty members participate in professional development activities during flex week, as well as throughout the semester that enhance instruction and promote the incorporation of effective technology in their courses. More than a quarter of our instructors teach online courses regularly, and have taken courses and workshops in online course design such as Developing an Online Course (ED 214), web design, Blackboard, and the use of other online teaching tools such as wikis, blogs, and social media to effectively teach online.

Faculty have benefitted from many professional development workshops presenting strategies for effective teaching such as incorporating class discussions and small groups, writing across the curriculum, and working with ESL student populations.

Maria Pak's sabbatical project in the Fall 2010 semester involved further development of the peer tutoring model for Service Learning. She created materials for faculty both in psychology and in other departments to use in starting a peer tutoring component in their own classes, and made these materials available online on a Wiki that is accessible to instructors, tutors, and tutees. To date, instructors in psychology, anthropology and history have used these materials to create a peer tutoring component in their own classes, and instructors in English and math have expressed interest in doing the same.

Gregg Robinson's sabbatical project in the Fall 2011 semester involved a survey of over 400 residents in El Cajon in regards to their attitudes toward foreclosure. In addition he conducted over 25 in-depth interviews of people who have gone through foreclosure, another 10 interviews of religious leaders; and, finally, another 25 interviews of leaders in the housing/progressive community all in regards to their attitudes toward the foreclosure crisis.

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

Please see the description of our involvement in the *March 4th State-wide Day of Action to Protect Education in California* in section 7.1.

- 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.).

Maria Pak co-chaired the Diversity Committee, a subcommittee of the Curriculum Committee. The committee created and presented a proposal for a college diversity requirement and for infusing awareness of diversity across the college curriculum.

Several of our department members are active participants in the Academic Senate.

Bonnie Yoshida-Levine was a member of the Curriculum Committee from 2006 to 2009, and also served on the Diversity Subcommittee of the Curriculum Committee. She is currently participating in the effort to develop a Transfer Model Curriculum (TMC) for an anthropology degree and helped draft the TMC and individual course descriptors at a recent Discipline Interest Group meeting in Los Angeles sponsored by the Academic Senate for California Community Colleges.

Bonnie Yoshida-Levine wrote an ASGC grant in 2006 to obtain funding for laboratory supplies for use in the Physical Anthropology Laboratory (ANTH 131) course. Since the lab course was initiated in 2008, she has created numerous supplementary laboratory activities and exercises with the aim of eventually incorporating these into a full-length laboratory manual for the course.

Anthropology faculty members regularly attend and present papers at conferences in their respective specializations within the discipline. These include the American Anthropological Association (Rance, Augsburg), American Association of Physical Anthropologists (Yoshida-Levine), Society for American Archaeology (Yoshida-Levine), Society for Psychological Anthropology (Rance), Institute of Andean Studies (Yoshida-Levine), Southwest Seminars (Wallace).

Several members of psychology attend professional conferences, both related to content and to the teaching of psychology. Teresa Jacob and Amy Ramos have attended the Western Psychological Association and Terman Teaching yearly conferences. Teresa Jacob has been a presenter at the latter. Amy Ramos attended the Psychonomic Society Conference. Sky Chafin attended the Southern California Teaching of Psychology Conference.

Teresa Jacob also attended the southern California meeting for SB 1440 to discuss the Psychology transfer major in Orange County during the Spring 2011 semester.

James Weinrich, an adjunct in psychology, is the editor of the *Journal of Bisexuality*.

Gregg Robinson currently serves as the AFT representative to the Academic Senate at Grossmont College, as a Political Vice President of AFT 1931 at Grossmont College, and as a member of the Benefits Committee at Grossmont College. He also served as the AFT representative on the Sabbatical Committee for the 2011-2012 academic year and on the committee to select a new head of Benefits and Risk Management in 2009.

Gregg Robinson has also been active in research and publication, including "The Foreclosure Crisis and the White Working Class" under review at *Social Problems*; "The Contradictions of Caring: Social Worker and Teacher Attitudes Toward Poverty and Welfare Reform" published in the October 2011 edition of the *Journal of Applied Social Psychology*; and "Presence and Persistence: Why Teachers Come to and Stay in Inner City Schools" published in the Fall 2008 edition of *Urban Review*.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

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

Anthropology					
	Fall 2003	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# of FT Faculty	1	1	1	1	1
# of PT Faculty	4	5	7	7	9
Total Full Time-FTEF		1.1	1.05	1.1	0.9
X-Pay FTE		0	0	0	0.2
Total Part Time FTEF		2.4	2.4	2.55	2.7
Total FTEF		3.5	3.45	3.65	3.8
Earned WSCH	1506	2199	2727	2739	2961
PT FTEF/ FTE Total		68.57	69.57	69.86	71.05

Psychology					
	Fall 2003	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# of FT Faculty	5	4	4	3	4
# of PT Faculty	9	14	11	13	11
Total Full Time- FTEF		4	4	3.433	4.033
X-Pay FTE		0.833	0.6	0.4	0.2
Total Part Time FTEF		5.2	4.233	4.6	4.017
Total FTEF		10.033	8.833	8.43	8.25
Earned WSCH	6146	6268	6843	6518	6336
PT FTEF/ FTE Total		51.83	47.92	54.55	48.69

Sociology					
	Fall 2003	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# of FT Faculty	3	2	2	2	1
# of PT Faculty	7	8	9	7	9
Total Full Time-FTEF		1.8	2	1.8	1
X-Pay FTE		0.6	0.2	0.4	0.2
Total Part Time FTEF		3.4	3	2.8	4.2
Total FTEF		5.8	5.2	5	5.4
Earned WSCH	3399	3450	4101	3924	4335
PT FTEF/ FTE Total		58.62	57.69	56	77.78

Note: The information about earned WSCH for 2003 come from the last program review in 2005.

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).

During the years corresponding to this program review, five full-time faculty have retired but only three have been replaced with new hires. The department employs 7 full-time faculty and 29 adjunct instructors. Currently, we fall very short of the recommended AB 1725 ratio of 75% full-time instructors to 25% part-time instructors in all three disciplines, making the hiring of full-time faculty the most pressing need of the department. The department has experienced an increased in Earned WSCH in all three disciplines for the period 2003-2011. The Fall 2011 PT FTEF/FTE Total for anthropology is 71.05, for sociology is 77.78 and for psychology is 48.69. The replacement of retired faculty and the hiring of a new anthropology faculty member is urgent.

Anthropology:

At the time of the last program review report (2005), we had no anthropology faculty at Grossmont College because of the retirement of Marshall Beach. During the Spring 2004 semester 6 adjunct instructors were teaching 10 sections of anthropology courses (not counting the cross-listed course of Statistics for the Behavioral Sciences (ANTH/PSY/SOC 215) taught by a psychology adjunct). The only anthropology courses in the schedule were Introduction to Physical Anthropology (ANTH 130) and Cultural Anthropology (ANTH 120). The retiring anthropology faculty position was replaced by hiring Dr. Bonnie Yoshida. By the Fall 2011 semester, the department offered 20 sections of anthropology classes taught by one full-time instructor and 8 adjunct faculty. During 2005-2011, new courses in archeology and physical anthropology lab have been added to the schedule. A physical anthropology laboratory, fully equipped to teach lower division courses, has been established. Online courses have also been added to the schedule. The Behavioral Sciences department made a conscious decision to grow the anthropology course offerings and it has protected the discipline from the painful section cuts that the department has implemented in the last 2 years. These have resulted not only in an increase in the number of adjunct faculty and an increase in the courses and sections offered, but also an increase in Earned WSCH. In the Fall 2003, anthropology had 1506 Earned WSCH; by Fall 2011 anthropology reported 2,961 Earned WSCH. Currently (Fall 2011), anthropology has a 71.05 PT FTEF/FTE Total. It is urgent that the department adds one full-time anthropology faculty. The Grossmont College Staffing Committee has recommended several times the hiring of a new full-time anthropology faculty. Unfortunately, the position has not been funded.

Psychology:

Since the last program review (2005) three full-time faculty members retired but only two were replaced. Vic Burton and Lee Greene retired in the Spring 2006. It was a full year before these two full-time faculty positions were replaced by Dr. Sky Chafin and Dr. Amy Ramos, hired in Fall 2007. Ben Newkirk retired in the Spring 2008. This full-time faculty position has not been replaced. In the Fall of 2005, five full-time and 13 adjunct psychology faculty taught 50 sections of psychology courses. Currently (Fall 2011), the department employs 4 full-time psychology faculty and 11 adjunct instructors teaching 43 sections of psychology courses. Between 2003 and 2011, psychology has experienced an increased in Earned WSCH. However, for the period 2008-2011 it has experienced a decline in Earned WSCH. In the Fall of 2003, the Earned WSCH for psychology was 6146, in the Fall 2009 the Earned WSCH for psychology was 6843, and in the Fall 2011 the Earned WSCH is 6336. The PT FTEF/FTE Total for psychology in the Fall 2011 is 48.69. However, full-time faculty members teach less than 50% of the sections offered by the department. It is expected that one full-time faculty retire within the next 5 years, making the hiring of full-time psychology faculty one of the priorities of the department.

Sociology:

By the time of the last program review (2005) there were three full-time faculty teaching sociology courses. One full-time sociology faculty, Dr. Leilani Holmes, retired. This faculty position has not been replaced. Since 2008 the department has employed only two full-time sociology faculty. In the Fall of 2005, three full-time and five adjunct sociology faculty taught 26 sections of sociology courses (not counting the cross-listed courses CCS/SOC 114, PSY/SOC 138 and ANTH/PSY/SOC 215). By the Fall 2008, two full-time and 6 adjunct sociology faculty taught 28 sections of sociology courses (not counting the cross-listed courses). Currently (Fall 2011), the department employs two full-time and 9 adjunct faculty teaching 25 sections of sociology courses (not counting the cross-listed courses). The PT FTEF/FTE Total for sociology in the Fall 2011 is 77.78. Reassigned time has impacted sociology significantly. A sociologist has been the department chair since 2001. Dr. Gregg Robinson receives reassigned time for his work at AFT. However, even if the two full-time faculty teach full-load, full-time faculty members would still teach less than 50 % of the courses offered by the department, making the hiring of full-time sociology faculty one of the priorities of the department. Sociology has experienced an increase in earned WSCH. In the Fall of 2003, the Earned WSCH for sociology was 3399, in the Fall 2011 the Earned WSCH is 4335.

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

The number of adjunct faculty has increased significantly while the number of full-time faculty has declined during the years corresponding to this program review. The Fall 2011 PT FTEF/FTE Total for anthropology is 71.05, for sociology is 77.78 and for psychology is 48.69. The department has a small core of adjuncts who have taught at Grossmont College for many years but the department also has a high turnover of adjuncts, making scheduling a challenge. The high turnover of adjuncts also presents challenges for maintaining a very high quality learning experience for the students. It is particularly difficult to hire and retain part time faculty in anthropology.

- 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).

There is no classified staff in our department. However, MaryAnn Landry in Dean Castanos' office offers very valuable support and guidance. Our teaching assistants also enhance our effectiveness by providing clerical services as well as tutoring and mentoring students; duties include but are not limited to: holding study groups, data entry, arithmetic computations, phone reception, typing and editing, compiling and filing class materials.

- 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?

Full-time faculty members meet regularly and vote on all matters of policy. The small size of our department permits us to engage in discussions and debate at informal meetings and then, if necessary, engage in voting. The small informal meetings are very effective and decisions are made mostly by reaching consensus.

Adjunct faculty are always welcome to participate in all departmental matters. Part-time faculty members Rob Fargo, Rebekah Wanic and Richard Unis have represented the department in the Academic Senate. Adjunct faculty members have been involved in the development and assessment of SLOs as well as in the development of the department's web page. Bachir Idoui and Debby Golden have been very active advising student organizations. However, it has been very difficult for most adjuncts to attend department meetings because many of them teach in multiple colleges and they are not compensated for work done outside of the class time. The department also has a high turnover of adjuncts, resulting in a loss of continuity and involvement.

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.

Anthropology Enrollment Trends

Anthropology enrollment increased steadily in 2008-2009 before leveling off in 2010. The plateau in enrollment in 2010 is likely due to the college-wide section cuts.

Trends in enrollment by gender for anthropology courses were fairly stable between 2006 and 2011 for both Fall and Spring semesters. In Spring semesters 2007 to 2009, males slightly outnumbered females, but this trend reversed in 2010-2011. In Fall semesters from 2006 to 2010, females slightly outnumbered males, with the largest differential occurring during Fall 2010. However, none of these differences is statistically significant.

Trends in enrollment by age for anthropology also were fairly stable. The percentage of students in the age category 19 and younger is slightly higher during the fall, which seems consistent with some students starting college the semester after graduating high school; by spring, some may have turned 20.

No dramatic changes in enrollment by ethnicity are apparent for anthropology courses, with one exception being an increase in Asian students during Fall 2009 (from 64 to 126 unduplicated) and Spring 2009 (from 63 to 128 unduplicated), and then a slight decrease the following year. A slight, but consistent increase in Hispanic enrollment occurred over the five year period during both fall and spring semesters. After 2007, there was a slight increase in White (non-Hispanic) student enrollment.

Psychology Enrollment Trends

Psychology enrollment increased steadily from Spring 2007 to Spring 2010 before declining slightly in 2010. The decline in enrollment in 2010 is likely due to the college-wide section cuts.

Trends in enrollment by gender for psychology courses were fairly stable between 2006 and 2011 for both fall and spring semesters. The trend of consistently higher female enrollment for psychology noted in the previous program review is continued here. A ratio of 64% female to

35% male (with a small number declining to state a gender) is typical for the five year period considered here.

In regard to enrollment by age for psychology, the increase in overall enrollment described above seemed to have the greatest effect on the 20-24 age category. While both the 19 and under and the 20-24 age categories experienced increases between 2007 and 2010, the latter increased sharply between 2009 and 2010. The two age groups comprising students 24-49 experienced slight increases in enrollment; the 50+ age category was largely unchanged.

No dramatic changes in enrollment by ethnicity are apparent for psychology courses. A slight, but consistent increase in Hispanic enrollment occurred over the five year period during both fall and spring semesters. White (non-Hispanic) student enrollment seems to mirror the overall enrollment trends for the discipline.

Sociology Enrollment Trends

Sociology enrollment increased steadily from Spring 2007 to Spring 2010 before declining slightly in 2010. The decline in enrollment in 2010 is likely due to the college-wide section cuts.

Trends in enrollment by gender for sociology courses were fairly stable between 2006 and 2011 for both fall and spring semesters. Sociology, like psychology, consistently has higher female enrollment. A ratio of 61% female to 38% male (with a small number declining to state a gender) is typical for the five year period considered here.

Sociology displays similar patterning to psychology with regard to enrollment by age. The increase in overall enrollment described above for sociology seemed to have the greatest effect on the 20-24 age category. There was a notable increase in enrollment for that age category between Spring 2008 and Fall 2009. The 25-29 age group experienced a steady increase in enrollment; the 50+ age category was largely unchanged.

No dramatic changes in enrollment by ethnicity are apparent for sociology courses. A slight, but consistent increase in Hispanic enrollment occurred over the five year period during both fall and spring semesters. White (non-Hispanic) student enrollment seems to mirror the overall enrollment trends for the discipline. There seems to be no strong patterning among other ethnicities for this period.

General Trends for Behavioral Sciences

Several factors may explain increases in enrollment and average class size. The enrollment increases in Behavioral Sciences courses certainly mirror those in the college as a whole, and could be attributed to deteriorating economic conditions, including high unemployment, brought on by the 2008 financial crisis and subsequent recession. The increases noted for the 20-24 age group may be closely tied to these broader forces: students in this age group who might have otherwise found well-paying jobs under better economic conditions chose instead to begin or return to college.

Another contributing factor to increased enrollment is the advent of online courses in the department starting in 2008. Online courses in Behavioral Sciences typically have larger enrollments than the corresponding on campus courses. Additionally, the moving of course sections online frees up classroom space for on campus sections and makes it possible to hold

those sections during more desirable “prime time” hours and attract larger enrollments. An interesting trend with regard to enrollment by ethnicity is the increase in students reporting two or more ethnicities, and a concurrent decrease in students not reporting. These trends, rather than documenting an actual change in the Behavioral Sciences student population, may have more to do with updated college or government data collection methods, or with changes in how students self-identify. Since many government agencies have changed their reporting to allow for the expression of specific multi-racial categories, individuals who might have previously declined to report, are now specifying two or more ethnicities.

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.

The previous program review conducted in 2005 submitted Earned WSCH/FTEF data through Fall 2003. In order to avoid a gap, WSCH data from a 7 year period (Spring 2004 – Fall 2010) are included in this analysis. Below, we present data for anthropology, psychology and sociology, for individual courses in each discipline, and for Behavioral Sciences as a whole. Tables and graphs containing WSCH/FTEF data provided by the Office of Research Data Warehouse only covered only 3 years (Fall 2008 – Spring 2011); therefore, it was necessary to manually input the data and generate charts containing the entire data series. All charts, graphs and raw data are contained in Appendix 11.

Earned WSCH/FTEF and Percent of Maximum WSCH, both measures of efficiency, indicate that all three Behavioral Sciences disciplines have been running at a high level of efficiency. Each faculty member already teaches a relatively large number of students, and mandated section cuts in the past three years have contributed to class sizes being even larger, consistently exceeding maximums. Student load per faculty is currently at historically high levels.

Anthropology:

For anthropology, Max WSCH/FTEF remained largely stable for both fall and spring semesters (range of 721 to 760). Earned WSCH/FTEF declined from 2004 to 2007 and then rose relatively steeply from Spring 2008 to Spring 2010 before leveling off. In the past two years Earned WSCH exceeded Max WSCH.

The two largest enrollment courses in anthropology are Introduction to Physical Anthropology (ANTH 130) and Cultural Anthropology (ANTH 120). ANTH 130 has a higher Earned WSCH/FTEF. Demand for ANTH 130 has been consistently high, as the course satisfies a life sciences general education requirement.

Psychology:

For psychology, Max WSCH/FTEF remained largely stable for both fall and spring semesters (range of 725 to 740). Earned WSCH/FTEF was relatively stable from 2004 to 2007 but then rose very steeply from Spring 2008 to Spring 2010 before leveling off. In the past two years Earned WSCH approached or exceeded Max WSCH.

Introduction to Psychology (PSY 120) has the largest enrollment and the second highest Earned WSCH/FTEF, after the very popular Human Sexuality (PSY 134). Almost all other psychology courses experienced steep increases in this measure, particularly from 2008 to 2009.

Sociology:

For sociology, Max WSCH/FTEF remained largely stable for both fall and spring semesters (range of 725 to 740). Earned WSCH/FTEF displays a similar pattern to anthropology with a decline from 2005, 2007 but then a sharp increase from Spring 2008 to Spring 2010. In the past two years Earned WSCH/FTEF exceeded Max WSCH/FTEF; during Spring 2010, these numbers were 859 and 746 respectively.

WSCH data for Introduction to Sociology (SOC 120) has the largest enrollment and the highest Earned WSCH/FTEF measure. The temporal trend for SOC 120 displays a similar pattern to the discipline as a whole, with the highest measures in Fall 2009 and Spring 2010. Both Marriage, Family and Alternative Lifestyles (SOC 125) and Contemporary Social Problems (SOC 130) experienced sharp increases in Earned WSCH/FTEF during this time; for example, Earned WSCH/FTEF for SOC 125 more than doubled between Fall 2008 and Fall 2009.

- 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.

All three disciplines produce a high amount of revenue relative to cost. For the years 2006 to 2010 the total cost (Item 6 in Appendix 15) as percentage of total revenue (Item 7) was averaged. These are as follows:

Anthropology: 31%

Psychology: 41%

Sociology: 42%

In all three disciplines total cost as percentage of total revenue declined between 2006 and 2010.

Behavioral Sciences consistently ranks as one of the most cost-effective departments in both the division and college. This is likely due to several factors:

- Large class sizes (class maximums are typically 50) and high student to instructor ratios.
- Popularity of the department course offerings.
- High ratio of adjunct faculty to full-time faculty.
- Limited need for expensive equipment and specialized facilities.

- 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.

This is not applicable to our department.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

- 11.1** Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

Teaching and learning.

Strengths: The Behavioral Sciences department offers high quality courses for transfer and general education in anthropology, psychology and sociology. The breadth and depth of the curriculum continue to increase substantially with new courses in all three disciplines, laboratories, distance education opportunities and two new Associate in Arts for Transfer degrees. The ethnic diversity of our faculty as well as the variety of instructional practices and innovations increase student engagement and success.

Weaknesses: The Behavioral Sciences department is seriously understaffed, lacking sufficient full-time faculty, particularly in the field of anthropology. The new AA in Psychology for Transfer degree is not accepted by our main transfer institution, San Diego State University. The department lack sufficient space for laboratories in its courses of statistics, physiological psychology, research methods, physical anthropology and archeology.

Student access and success.

Strengths: The department participates in a variety of initiatives to promote student access and success: Project Success, Community Service Learning, peer tutoring, study groups, students' organizations, and online courses.

Weaknesses: The most serious challenge to student access is the cuts in sections. There is a growing demand for courses in the behavioral sciences, but we are not able to add sections with the current financial situation. Particularly, there is growing student demand for more online sections in all behavioral sciences disciplines.

Implementing and executing the department's vision and mission statement.

Strengths: The department adheres itself to the vision and mission of Grossmont College by offering high quality courses for transfer and general education in anthropology, psychology and sociology.

Weaknesses: The department has not developed its own vision and mission statement.

Fiscal stability

Strengths: Anthropology, psychology and sociology are all extremely cost-effective. The department has secured additional funds for the purchasing of equipment for the physical anthropology laboratory as well as the purchasing of software licenses for the statistics lab.

Weaknesses: The department suffers from a serious shortage of full-time faculty.

- 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.

Retiring faculty members not replaced.

The department anticipates that one full-time faculty member may retire within the next five years, bringing the number of department-wide not-replaced faculty positions to three. If the already retired faculty positions are not replaced, the department will face a serious shortage of full-time faculty that threatens the quality of our programs.

Research Methods in Psychology (PSY 205) does not articulate.

The Research Methods in Psychology (PSY 205) course was developed as a requirement for the new AA in Psychology for Transfer degree. The course is currently articulated with several UC and CSU schools. Sociology students are encouraged to take this course because we do not offer a research methods course in sociology. SDSU requires sociology majors to take a lower division course on research methods. However, two of the campuses where most of our students may transfer, SDSU and CSU-San Marcos, do not accept the course as preparation for the psychology major. CSU-San Marcos requires that the research methods course include a laboratory experience, which our course does not have. SDSU does not offer, nor accepts, a lower division course in research methods for psychology majors. Reviewing this course in order to address these issues is urgent.

AA in Psychology for Transfer not accepted by SDSU.

The department has developed two new AA for Transfer degrees in accordance with recent changes in the CA Education code. Both transfer degrees in psychology and sociology have been approved at the state level and they have been accepted by various CSU and UC schools. However, the CSU where most of our students transfer, SDSU, does not accept the AA in Psychology for Transfer. Our psychology students that intend to transfer to SDSU are at a disadvantage. Resolving these matters is urgent.

Section cuts in time of higher student demand for classes and new state mandates.

As a result of the budgetary financial situation of the State of California, community colleges are experiencing a serious shortage of financial resources. The economic recession that has brought higher unemployment rates has also brought in higher number of students looking for community colleges courses. A serious strain is created when a significant reduction of number of sections offered is matched with an increasing demand for courses by students. Our department has experienced even greater strain because in the midst of this crisis, the state required us to develop new transfers degrees at a time when several full-time faculty members retired. With the new transfer degrees, new required courses have been scheduled but we are also required to cut sections from the schedule. The introductory and general education courses (PSY 120, SOC 120, ANTH 131) that students from other majors take in our department have been seriously impacted.

Faculty workload increase.

The Behavioral Sciences faculty experienced a significant workload increase while compensation and benefits have not increased at all in the last five years. The department has more work with less staff. Faculty members have to teach more students in each section. A lower number of faculty members have more and new tasks to perform: state mandate for the development of

new transfer degrees, new degrees requiring the development of new courses, development of SLOs for each course, assessment of SLOs for each course, preparation of reports on course specific SLOs, development of program SLOs for each new degree, developing the assessment for the program SLOs for each new degree, preparation of reports for Program SLOs, purchasing new equipment for new labs, assisting adjuncts in the assessment of SLOs. This increase in the workload of faculty may reduce the time faculty members have for students. Reducing faculty-student interaction in and outside the classroom may impact student learning negatively.

- 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.

Based on the analysis presented in this document we make the following rank-ordered recommendations:

1. Replace the retired full-time psychology faculty position.
2. Replace the retired full-time sociology faculty position.
3. Hire one new full-time anthropology faculty.
4. Hire one new full-time psychology faculty.
5. Secure a permanent space for a physical anthropology laboratory in order to increase the number of Physical Anthropology Laboratory (ANTH 131) sections.
6. Secure a permanent space for a Behavioral Sciences lab, including computer access to SPSS, in order to offer additional sections of Statistics for the Behavioral Sciences (ANTH/PSY/SOC 215).
7. Expand the anthropology curriculum in order to develop a new AA in Anthropology for Transfer degree.
8. Work with psychology faculty at SDSU in order to get acceptance by SDSU of the new AA in Psychology for Transfer degree.
9. Add a laboratory experience to the Research Methods for Psychology (PSY 205) class.
10. Develop a new course in research methods tailored for the needs of sociology and anthropology students.
11. Finalize the development of program SLOs for each of the new AA for transfer degrees.

We look forward to the committee's responses to this report. We hope that this program review process will help us to encourage our strengths, address our weaknesses, and achieve our goals.

APPENDICES

APPENDIX 1
Six-Year Unit Plan

Six-Year Department/Unit Plan

Department/Unit Name Behavioral Sciences

Month/Year Fall 2009

Instructions:

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

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

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

Student Access

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

Goal 2: Respond to changing community needs

Learning and Student Success

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

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

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

Robust Fiscal and Physical Resources

Goal 6: Promote Institutional Effectiveness

Goal 7: Develop and maintain an exceptional learning environment

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

Economic and Community Development

Goal 9: Enhance Workforce Preparedness

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

Value and Support of Employees

Goal 11: Promote Employee Success

BACKGROUND

A. Please provide a list of your most recent program review recommendations.

Add a full-time faculty member to the department.

Consider offering associate degrees in anthropology, psychology and sociology.

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

N/A

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

N/A

PLAN SECTIONS

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

D. Community Outreach/Response

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

Develop service learning partnerships within local community.

Briefly explain:

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

Service learning has a long history of being a viable way of enriching both our students and the service learning partners.

- b. how each goal supports the college strategic planning priority goals

Will establish innovative partnerships that meet long term community needs, while promoting institutional effectiveness and responding to changing community needs.

2. What strategies/activities would you undertake to accomplish each goal?

A department faculty member will apply for a sabbatical leave to establish a department-wide service learning program. Community partners will be identified. A system for placing students at service learning sites will be created. We will explore the possibility of a one unit service learning course.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Analyze data assessing the annual increase in the number of students who successfully participate in the behavioral sciences service learning program.

E. Student Success and Support

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

Expand tutoring options for students, including the Community Service Learning (CSL) Peer Tutoring, tutoring at the tutoring center, and English Writing Center. Increase the number of Project Success links with behavioral sciences courses.

Briefly explain:

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

To increase retention rates and overall academic success and to bridge the gap between the average reading level of students and the level of the text (65% of Grossmont College students read below college level).

- b. how each goal supports the college strategic planning priority goals

Maintain exceptional learning environment. Promote success for historically underprepared and underserved students.

2. What strategies/activities would you undertake to accomplish this goal?

Expand the CSL Peer Tutoring pilot program that is part of the Basic Skills Initiative grant to include the entire department. Place students in the tutoring center. Increase the number of behavioral sciences tutors that are recommended by the faculty. Increase the number of courses that offer the Project Success option.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Increase annually the percentage of students who utilize the tutoring resources, the English Writing Center, and Project Success.

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area (include pursuit of any outside resources)?

Increase the number of grant applications to funding sources. Secure more department space to accommodate curricular needs. Specifically create SPSS computer lab, wet lab for physiological psychology, large lecture rooms, central department space for faculty offices, and study rooms for CSL Peer Tutoring.

Briefly explain:

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

To help develop innovative teaching strategies and expose students to technological advances.

- b. how each goal supports the college strategic planning priority goals

Maximize revenue from traditional and nontraditional sources, while promoting institutional effectiveness and maintaining an exceptional learning environment. Preparing students for the work force to ideally promote employee success.

2. What strategies/activities would you undertake to accomplish this goal?

Increase the number of applications submitted to granting sources. Faculty will attend grant writing workshops. Research creative methods for sharing space on campus.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Number of submitted applications will increase. Department with space or access to space will increase.

G. Faculty/Staff Professional Development

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

Maintain current professional development activities specific to our discipline, including Brown Bag lunch meetings, national conference attendance, and peer mentoring. Increase attendance to the Project Success Summer Institutes.

Briefly explain:

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

Our department prides ourselves on our record of keeping current in the field, and of supporting the needs of new full-time and adjunct faculty.

- b. how each goal supports the college strategic planning priority goals

Promotes employee success (Goal 11).

2. What strategies/activities would you undertake to accomplish this goal?

Expand the department Brown bag lunch meetings, support faculty attending national conferences in their discipline, expand our existing mentoring program .

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Faculty will continue to attend aforementioned activities. Number of faculty members attending the summer institute will increase.

H. Curriculum Development

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

Develop a research methods class.
Develop a laboratory component for Physiological Psychology.
Develop an associate degree program for each of the behavioral sciences disciplines: psychology, anthropology and sociology.

Briefly explain:

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

Following the last program review recommendations, the department has identified the need for an associate degree in each behavioral sciences discipline.

- b. how each goal supports the college strategic planning priority goals

Provides an exceptional learning environment (Goal 3).

2. What strategies/activities would you undertake to accomplish this goal?

Submit proposals to curriculum committee.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Curriculum committee approves our proposals and new associate degrees are established.

I. Student Equity – same questions as above

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

Increase the number of adjunct faculty from under-served student populations.

Increase the number of students from under-served populations in co-curricular activities such as the psychology club.

Continue reviewing and updating existing curriculum to include the scholarship by researchers from under-served populations as well as scholarship about under-served populations.

Target under-served populations when developing community service learning opportunities.

Develop professional development opportunities for faculty on issues related to student equity.

Briefly explain:

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

Faculty from under-served student populations will provide role models for our students while bringing experiential knowledge from the identified populations.

Students success is achieved by participating in both curricular and co-curricular activities.

Service learning has a long history of being a viable way of enriching both our students and the service learning partners.

- b. how each goal supports the college strategic planning priority goals

These goals supports the strategic planning goals of better serve students in historically under-served populations, and to promote student success of historically under-served populations.

2. What strategies/activities would you undertake to accomplish this goal?

Continue our participation in the SDICCCA Internship program.

Develop outreach activities for the department-related student organizations.

Submit proposals for curriculum update to the curriculum committee.

Include agencies that serve the historically under-served populations in the community service learning initiative.

Include issues of student equity in the brownbag lunches.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

Analyzing employment data demonstrating an increase in the number of adjunct faculty members from under-served populations.

Analyze data assessing the annual increase in the number of students from under-served populations who successfully participate in the behavioral sciences service learning program.
Curriculum committee approves our proposals updating courses.

J. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?
Hire 3 full-time instructors, one in psychology, one in sociology and one in anthropology.

Two of the proposed 3 new hires will replace recently retired faculty in psychology and sociology.

The staffing committee approved the hiring of a new fulltime anthropology instructor but the position remain vacant due to the hiring freeze.

K. Student Outcomes

If you have not done so already, complete your six-year student outcome assessment plan by going to http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2nd.**

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

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

<p>Goal: Develop an associate degree program for each of the behavioral sciences disciplines: psychology, anthropology and sociology.</p>	
<p>Status of goal</p>	<p>Associate degrees for transfer in psychology and sociology have been developed and approved. An AA for Transfer in Anthropology is pending.</p>
<p>What activities did you undertake to achieve these goals?</p>	<p>Multiple departmental meetings, state-level meetings, and meetings with the curriculum committee. Writing the proposals.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>SDSU has not accepted the AA for Transfer in Psychology. Lack of sufficient anthropology faculty in order to have a curriculum broad enough for a degree.</p>
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Associate degrees for transfer in psychology and sociology have been developed and approved by the College and the state chancellor's office.</p>
<p>Has this goal changed and why</p>	<p>Instead of developing AA degrees, the department developed AA For Transfer degrees as a result in changes in the CA Education Code.</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>With the new approved degrees the college is moving forward in its goal of "providing an exceptional learning environment to promote student success" (goal 3). The new degrees intend is to ease the transfer experience for our students.</p>

Student Success and Support

Goal: Expand tutoring options for students.

<p>Status of goal</p>	<p>The department collaborated with the Tutoring Center when reviewing the process of selecting tutors. Each semester there has been a tutor for each of the behavioral sciences disciplines. A pilot project for peer tutoring as part of community service learning has been implemented.</p>
<p>What activities did you undertake to achieve these goals?</p>	<p>Teresa Jacob collaborated with the Tutoring Center when reviewing the process of selecting tutors. Each semester there is a tutor for each of the behavioral sciences disciplines. Teresa Jacob developed a project requiring one of her classes to use the English Writing Center. Maria Pak's sabbatical project in the Fall 2010 semester involved further development of the peer tutoring model for Service Learning.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>A serious shortage of full-time faculty in the department. A reduction in the hours of the tutoring center, and the number of hours available to psychology students.</p>
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Maria Pak created materials for faculty both in psychology and other disciplines to use when developing a peer tutoring component in their own classes, and made these materials available online on a Wiki that is accessible to instructors, tutors and tutees. Instructors in Psychology, Anthropology and History have used these materials. . A pilot project to develop assessment measurements for the impact of peer tutoring in the success of students has been undertaken.</p>
<p>Has this goal changed and why</p>	<p>This goal has not changed.</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>With the expansion of tutoring opportunities the college is moving forward in its goal of "providing an exceptional learning environment to promote student success."</p>

Program Resources and Development

Goal: Secure more department space to accommodate curricular needs.

Status of goal	The department has expanded the use of the space available for laboratories in statistics and physical anthropology. The lab component for physiological psychology and research methods has not been developed yet.
What activities did you undertake to achieve these goals?	Multiple meetings and conversations with other departments to develop creative methods for sharing space on campus.
What challenges/obstacles have you encountered?	A serious shortage of full-time faculty in order to expand the laboratory experience for students.
Report and explain the data that you have to verify progress toward your goal?	The department shares lab space with the Earth Sciences Department (for anthropology) and the Computer Science and Information Systems Department (CSIS) (for statistics). The department has increased the lab classes in both anthropology and statistics.
Has this goal changed and why	The new AA-T in Psychology posits some new challenges for the development of a lab component for physiological psychology and research methods as different transfer institutions have different requirements in this area.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	With the expansion of laboratory classes in physical anthropology and statistics the college is moving forward in its goal of "providing an exceptional learning environment to promote student success."

Community Outreach/Response

<p>Goal: Develop service learning partnerships with local community</p>	
<p>Status of goal</p>	<p>A list of community service agencies has been developed. Community Service Learning options have been added to the curricula in several courses in the department, including Developmental Psychology, Learning, and Cultural Anthropology. Other courses have been identified as a good fit with the CSL option. Detailed instructions, including the necessary forms, templates for instructions, and background information about CSL have been made available to all faculty on a Wiki developed for this purpose.</p>
<p>What activities did you undertake to achieve these goals?</p>	<p>Maria Pak's sabbatical project in the Fall 2010 semester involved further development of the peer tutoring model for Service Learning. She met with faculty from the Behavioral Sciences to brainstorm on possibilities for CSL for the department, and developed a Wiki, and a manual describing in detail how to get started with a CSL option.</p> <p>Discussion has been initiated with the Honors Program (Gwenyth Mapes) about the possibility of offering service learning as part of an honors contract.</p> <p>Gregg Robinson's sabbatical project research on how the housing market crisis has been experienced by the local community.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>A serious shortage of full-time faculty in the department that help develop the service learning component of our curriculum.</p> <p>A second obstacle is the lack of institutional support for service learning. In the past, CSL was supported by a central campus office that coordinated outreach to local agencies and placement of students. In the absence of this centralized structure, identifying reliable community partners for service learning becomes time consuming.</p>
<p>Report and explain the data that you have to verify</p>	<p>The number of sections that offer service learning has increased. The number of students who have engaged in service learning has increased. The number of faculty who have</p>

<p>progress toward your goal?</p>	<p>discussed service learning options has increased. The availability of materials that support service learning has increased.</p>
<p>Has this goal changed and why</p>	<p>The longer term goal has not changed. However, the cutbacks to tutoring services due to the budget crisis, coupled with increases in section size and data suggesting that Intro Psych classes draw a disproportionately high number of underprepared students have caused a shift in focus towards the peer tutoring model of service learning, in which the recipients of the services (tutees) are within the college community rather than in the local community.</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>With the development of community service learning the college is moving forward in its goal of “providing an exceptional learning environment to promote student success” (goal 3) and “develop innovative partnerships that meet long-term community needs” (goal 10).</p>

Faculty/Staff Professional Development

<p>Goal: Maintain current professional development activities specific to our disciplines, including Brown Bag lunch meetings, national conference attendance, and peer mentoring.</p>	
<p>Status of goal</p>	<p>The department has maintained our current professional development activities specific to our disciplines, including Brown Bag lunch meetings, national conference attendance, and peer mentoring.</p>
<p>What activities did you undertake to achieve these goals?</p>	<p>Faculty has attended annual disciplinary conferences. The department has organized the Brown bag lunches every semester.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>Lack of funds for traveling in order to attend national disciplinary conferences.</p>
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Appendix 10 provides a description of conferences attended by faculty.</p>
<p>Has this goal changed and why</p>	<p>This goal has not changed.</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>Maintaining our current professional development activities specific to our disciplines, including Brown Bag lunch meetings, national conference attendance, and peer mentoring college is moving forward in its goal of promoting employee success (goal 11) and providing an exceptional learning environment to promote student success" (goal 3).</p>

APPENDIX 2
Catalog Descriptions

AMERICAN SIGN LANGUAGE 220 †
American Sign Language III

4 units, 4 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in ASL 121 or equivalent.

This course continues the study of American Sign Language. Students will continue their development of sign language vocabulary, grammar structures, and conversational skills. This course will provide an opportunity for students to greatly improve their ability to communicate in American Sign Language by studying the nuances and intricacies of the language. Students will continue to enhance their studies and awareness by focusing on the Deaf community as a culture and issues that arise between the hearing and Deaf cultures.

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

AMERICAN SIGN LANGUAGE 221 †
American Sign Language IV

4 units, 4 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in ASL 220 or equivalent.

This course is taught using American Sign Language. This is an advanced course designed to increase vocabulary, examine the use of semantic and body classifiers, expand and develop conversational signing ability through the use of appropriate grammar structures and storytelling. Popular Deaf culture stories are learned through the development of storytelling techniques. The rich heritage of Deaf people is studied through biographies of those who are famous for their contribution.

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

AMERICAN SIGN LANGUAGE 222 †
Intermediate Sign Language Practicum

1 unit, 4 hours laboratory

Prerequisite: A "C" grade or higher or "Pass" grade in ASL 121 or equivalent.

The practicum course is designed for the intermediate ASL student to develop techniques in the various forms of creative storytelling. This course provides hands-on experiences by utilizing practice exercises, presentations and videotaping. Students will strengthen their mastery of ASL by practicing vocabulary, classifier use, facial expression, sequencing, spatial references, and character development learned in ASL 121 and that correlates with ASL 220 and 221.

Transfers to CSU

AMERICAN SIGN LANGUAGE 250 †
Introduction to the Language Structure of ASL

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in ASL 220 or equivalent.

Introduction and practice of the fundamental grammar structures of ASL. This course will examine the function and use of classifiers, syntax, semantics, phonology, morphology, discourse, sentence types, fingerspelling and lexicalized (loan) signs. Cultural aspects of language, bilingualism and society are presented. This course is designed for the student majoring in ASL.

Satisfies General Education for: Grossmont College C2
Transfers to CSU

AMERICAN SIGN LANGUAGE 298 ††
Selected Topics in American Sign Language

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication 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

AMERICAN SIGN LANGUAGE 299A †
Selected Topics in American Sign Language

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

AMERICAN SIGN LANGUAGE 299B †
Selected Topics in American Sign Language

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level-CSU transfer

ANTHROPOLOGY (ANTH)**ANTHROPOLOGY 120 †**
Cultural Anthropology

3 units, 3 hours lecture

The nature of culture; cultural growth and history; survey of the range of cultural phenomena including material culture, social organization, kinship systems, religion, language and other topics. Systematic study of similarities and differences among cultures through investigation of selected societies.

Satisfies General Education for: Grossmont College D2; CSU D1 or D3; IGETC 4A
Transfers to: CSU, UC

ANTHROPOLOGY 125 †
Cultures of the World

3 units, 3 hours lecture

Presentation and discussion of the cultural patterns of a wide range of non-western peoples. Ethnographic field methods and analysis. Ways of organizing ethnographic data. This course is offered only when there is sufficient demand.

Satisfies General Education for: CSU D1
Transfers to: CSU, UC

ANTHROPOLOGY 130 †
Introduction to Physical Anthropology

3 units, 3 hours lecture

An introduction to physical anthropology, the study of human biology and behavior from an evolutionary perspective. Topics covered include evolutionary theory, principles of genetics, biology and behavior of nonhuman primates, the fossil evidence for human and primate evolution, and modern human biological and cultural diversity.

Satisfies General Education for: Grossmont College B1; CSU B2; IGETC 5B
Transfers to: CSU, UC

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

†† This course meets all Title 5 standards for Nondegree Credit.



ANTHROPOLOGY 131 † Physical Anthropology Laboratory

1 unit, 3 hours laboratory
Corequisite: A "C" grade or higher or "Pass" or concurrent enrollment in Anthropology 130 or equivalent.

A laboratory experience designed to reinforce and expand ideas introduced in Anthropology 130. Students will use physical anthropological methods and tools to solve problems in the areas of genetics, human variation, human osteology, primate biology and behavior, and human evolution.

Satisfies General Education for: Grossmont College B1; CSU B3; IGETC 5B
Transfers to: CSU, UC

ANTHROPOLOGY 140 † Introduction to Archaeology

3 units, 3 hours lecture
 An introduction to the field of archaeology, the study of past human societies through their material remains. The course will provide an introduction to field methods, categories of data and theoretical approaches in archaeology. Major developments in world prehistory will be examined using archaeological evidence. The relevance of archaeological research to contemporary society will also be addressed.

Satisfies General Education for: Grossmont College D2; CSU D1; IGETC 4A
Transfers to: CSU, UC

ANTHROPOLOGY 199 Special Studies or Projects in Anthropology

1-3 units, 3-9 hours
Prerequisite: Consent of instructor.
 Individual study, research or projects in the field of anthropology 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.

ANTHROPOLOGY 215 † (Psychology 215, Sociology 215) Statistics for the Behavioral Sciences

3 units, 2 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher in Mathematics 103 or 110 or equivalent.

Methods and experience in defining and solving quantitative problems in the behavioral sciences. Emphasis is on the design of experiments and the application of a variety of parametric and nonparametric techniques to the analysis of data.

Satisfies General Education for: Grossmont College A3; CSU B4; IGETC 2A
Transfers to: CSU, UC (credit limited: see page 37)

ANTHROPOLOGY 298 †† Selected Topics in Anthropology

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in anthropology 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

ANTHROPOLOGY 299A † Selected Topics in Anthropology

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in anthropology 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

ANTHROPOLOGY 299B † Selected Topics in Anthropology

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in anthropology 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

ARABIC (ARBC)

ARABIC 120 † Arabic I

5 units, 5 hours lecture
 An introductory course to the Arabic language and the culture of its speakers. The purpose of Arabic 120 is to facilitate the practical application of the language in everyday oral and written communication at the beginning novice level. Since the focus will be on basic communication skills, the class will be conducted in modern standard Arabic as much as possible. While becoming familiar with the Arabic speaking world, students will learn structures that will enable them to function in Arabic in everyday contexts.
Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 6A
Transfers to: CSU, UC

ARABIC 121 † Arabic II

5 units, 5 hours lecture
Prerequisite: A "C" grade or higher or "Pass" in Arabic 120 or two years of high school Arabic or equivalent.
 Arabic 121 is the continuation of Arabic 120. The course will continue to develop oral and written skills based on practical everyday needs. Students with three years of high school Arabic should enroll in Arabic 220.
Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B
Transfers to: CSU, UC

ARABIC 122 † Arabic for the Native Speaker I

5 units, 5 hours lecture
 Fundamentals of spoken and written Arabic for the bilingual speaker. This course is designed to help Arabic-speaking students further improve their oral and written communication skills. Emphasis on writing, reading comprehension, and vocabulary building at the intermediate level in a cultural context. Exposure to the diversity within the cultures of the Arabic-speaking world. This course is designed to provide the bilingual speaker with the linguistic and learning skills required for successfully completing upper division courses in Arabic. The course will be taught in Arabic.
Satisfies General Education for: Grossmont College C2; CSU C2
Transfers to: CSU

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

POLITICAL SCIENCE 160 †
Politics in Film*3 units, 3 hours lecture*

This course uses film to explore major aspects of political life and to examine the cultural creation of meaning about social and political power, values, and activities. Films are studied as social and political products and to enhance understanding of political phenomena in the American and other cultures. These phenomena include social/political movements, civil liberties, electoral politics, war, law, political economy, and race, gender, and class differences and conflict. This course explains for students how they can view films in different political contexts and view politics from different theoretical lenses to gain insight about contemporary political life.

Satisfies General Education for: Grossmont College D1; CSU D8; IGETC 4H
Transfers to: CSU, UC

POLITICAL SCIENCE 195 A-B-C-D †
Internship in Political Science*1 unit, 5 hours work experience per week*

Community Services Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. This course places students with political office holders at the federal, state, and local levels; government and social agencies; non-profit and lobbying groups; law firms, and similar locations. For work experience requirements, see page 28.

Transfers to CSU

POLITICAL SCIENCE 197 †
Internship in Political Science*2 units, 10 hours work experience per week*

Community Services Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. This course places students with political office holders at the federal, state, and local levels; government and social agencies; non-profit and lobbying groups; law firms, and similar locations. For work experience requirements, see page 28.

Transfers to CSU

POLITICAL SCIENCE 199
Special Studies or Projects in Political Science*1-3 units, 3-9 hours**Prerequisite: Consent of instructor*

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

POLITICAL SCIENCE 298 ††
Selected Topics in Political Science*1-3 units, 3-9 hours**Prerequisite: Varies with topic*

Selected topics in political science 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**POLITICAL SCIENCE 299A †**
Selected Topics in Political Science*1-3 units, 3-9 hours**Prerequisite: Varies with topic*

Selected topics in political science 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

POLITICAL SCIENCE 299B †
Selected Topics in Political Science*1-3 units, 3-9 hours**Prerequisite: Varies with topic*

Selected topics in political science 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

PSYCHOLOGY (PSY)**PSYCHOLOGY 120 †**
Introductory Psychology*3 units, 3 hours lecture*

An introduction of the facts and theories that enhance understanding of human behavior as studied by psychologists. A general overview of the research methods and major research findings of psychology is examined. Topics covered include physiology, learning, perception and cognitive process, development, motivation and emotion, personality, abnormal behavior, therapy, and social psychology.

Satisfies General Education for: Grossmont College D2; CSU D9; IGETC 4I
Transfers to: CSU, UC

PSYCHOLOGY 125 †
(Cross-Cultural Studies 125)**Cross-Cultural Psychology***3 units, 3 hours lecture*

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

Satisfies General Education for: Grossmont College D2; CSU D3 or D8; IGETC 4C or 4I
Transfers to: CSU, UC (credit limited: see page 37)

PSYCHOLOGY 130 †
Psychology of Individual Adjustment*3 units, 3 hours lecture*

An examination of psychological adjustment, including varying viewpoints of its definition, the modern classification of mental disorder, theories of personality, and approaches to therapy.

Satisfies General Education for: Grossmont College D2; CSU D9 or E; IGETC 4I
Transfers to: CSU, UC

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

†† This course meets all Title 5 standards for Nondegree Credit.

PSYCHOLOGY 132 †
Psychology of Health

3 units, 3 hours lecture

Study of the contributions of psychology to the promotion and maintenance of health, prevention and treatment of illness, identification of events associated with health and illness and understanding of the health care system. Social, psychological and physiological factors affecting the individual's well-being are considered. Topics include: mental disorders, drugs, sexuality, death and dying, sleep, and behavioral aspects of good health and issues of biomedical ethics. Satisfies General Education for: Grossmont College D2; CSU E Transfers to CSU

PSYCHOLOGY 134 †
Human Sexuality

3 units, 3 hours lecture

An overview of the biological, psychological, social and cultural aspects of human sexuality. Topics include historical, social and cultural variations, the influence of gender in sexual behavior, the anatomy and physiology of human sexuality and reproduction, sexuality throughout the lifespan, sexual orientation, communication and relationships, sex therapy, rape and sexual assault, contraception and new reproductive technologies, sexual morality and STDs. Satisfies General Education for Grossmont College D2; CSU D9, E; IGETC 4I Transfers to: CSU, UC

PSYCHOLOGY 138 †
(Sociology 138)**Social Psychology**

3 units, 3 hours lecture

An examination of the individual's perception of, and reaction to, other people and social influences. Topics such as attitude formation, prejudice and discrimination, helping behavior, aggression, conformity, obedience, cooperation and conflict reduction, and group behavior are explored. Satisfies General Education for: Grossmont College D2; CSU D7 or D9 or D10 or E; IGETC 4I or 4J Transfers to: CSU, UC (credit limited: see page 37)

PSYCHOLOGY 140 †
Physiological Psychology

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in Psychology 120 or equivalent. An examination of the relationships between bodily processes and aspects of behavior. A review of the fundamental research methods and major research findings in physiological psychology. The application of experimental methods in psychology, physiology, and related disciplines to the understanding of perceptual processes, the control of movement, sleep and walking, reproductive behaviors, ingestive behaviors, emotion, learning, language, and mental disorders is explored. Satisfies General Education for: CSU D9 or E; IGETC 4I Transfers to: CSU, UC

PSYCHOLOGY 150 †
Developmental Psychology

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in Psychology 120 or equivalent. An introduction to psychological theories and research regarding human physical, cognitive, and socio-emotional development from infancy, through childhood, adolescence and maturity. Emphasis is placed on critical analysis of existing theories, research methodology, and research findings, taking into account the influence of factors such as culture, gender, ethnicity, historical cohort, and socio-economic status. The focus of the course is on understanding and applying empirical research and theories in developmental psychology. Satisfies General Education for: CSU D9 or E; IGETC 4I Transfers to: CSU, UC (credit limited: see page 37)

PSYCHOLOGY 170 †
Abnormal Psychology

3 units, 3 hours lecture

Overview of psychological research and theory involving the causes and treatment of abnormal behavior. The major disorders include anxiety disorders (such as phobias, panic attacks and obsessive-compulsive), mood disorders (such as depression and bipolar), schizophrenic disorders and personality disorders. Also included are the child/adolescence disorders (such as ADHD and eating disorders), substance abuse, mental retardation, sexual disorders, and the effects of stress on the body. Satisfies General Education for: Grossmont College D2; CSU D9; IGETC 4I Transfers to: CSU, UC

PSYCHOLOGY 180 †
Psychology of Interpersonal Skills

4 units, 3 hours lecture, 3 hours laboratory

A study of those skills important for helpful interpersonal relating, accompanied by structured experience and training in their practice. The skill of empathic responding is emphasized, with a focus on theory and research, application in helping relationships, and implementation in one-on-one and group interaction in class. Satisfies General Education for CSU E Transfers to CSU

PSYCHOLOGY 199
Special Studies or Projects in Psychology

1-3 units, 3-9 hours

Prerequisite: Consent of instructor. Individual study, research or projects in the field of psychology 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.

PSYCHOLOGY 201 †
Academic and Career Opportunities In Psychology

1 unit, 1 hour lecture

Prerequisite: A "C" grade or higher or "Pass" in PSY 120 or equivalent.

Psychology 201 is designed for students interested in majoring in psychology. The course provides an overview of academic and career options in the field of psychology. Emphasis will be placed on academic planning, post-baccalaureate options in psychology and related field, and identification of career-related strengths and interests. Recommended after completion of thirty (30) units of coursework. This course is offered on a Pass/No Pass basis only. Transfers to CSU

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



PSYCHOLOGY 205 † Research Methods for Psychology

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in PSY 120 and ANTH 215, PSY 215 or SOC 215 or equivalent.

An introduction to the scientific methodology used in psychology and the behavioral sciences. This course surveys various research methods with an emphasis on research design, experimental procedures, descriptive methods, mixed methods (qualitative and quantitative) instrumentation, and the collection, analysis, interpretation, and reporting of research data.

Research design and methodology will be examined through a review of research in a variety of the sub-disciplines of psychology.

Transfers to: CSU

PSYCHOLOGY 215 † (Anthropology 215, Sociology 215) Statistics for the Behavioral Sciences

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher in Math 103 or 110 or equivalent.

Methods and experience in defining and solving quantitative problems in the behavioral sciences. Emphasis is on the design of experiments and the application of a variety of parametric and nonparametric techniques to the analysis of data.

Satisfies General Education for: Grossmont College A3; CSU B4; IGETC 2A

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

PSYCHOLOGY 220 † Learning

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in PSY 120 or equivalent.

An examination of the basic principles and research in animal and human learning.

Satisfies General Education for: CSU D9 or E; IGETC 4I

Transfers to: CSU, UC

PSYCHOLOGY 298 †† Selected Topics in Psychology

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in psychology 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

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

†† This course meets all Title 5 standards for Nondegree Credit.



PSYCHOLOGY 299A † Selected Topics in Psychology

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in psychology 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

PSYCHOLOGY 299B † Selected Topics in Psychology

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in psychology 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

RELIGIOUS STUDIES (RELG)

RELIGIOUS STUDIES 120 † World Religions

3 units, 3 hours lecture

This course is an introduction to the major religions of the world and the primary figures associated with those religious systems. Students will study the content of religious beliefs and examine the rituals and practices through which those beliefs are expressed.

Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B

Transfers to: CSU, UC

RELIGIOUS STUDIES 130 † Scriptures of World Religions

3 units, 3 hours lecture

This course is a study of religion based on in-depth reading and careful analysis of the primary sacred texts associated with major religions of the East and the West.

Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B

Transfers to: CSU, UC

RELIGIOUS STUDIES 140 † Religion and Culture

3 units, 3 hours lecture

A study of the relationship between religious beliefs and practices and aspects of culture as represented through literary, performing and visual arts. Emphasis is on major world religions and dominant traditions of Eastern and Western culture.

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

Transfers to: CSU, UC

RELIGIOUS STUDIES 150 † Scriptures of India and China

3 units, 3 hours lecture

A focused study of the religious writings of India and China. The major modes of Eastern thought are explored through the examination of sacred texts.

Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B

Transfers to: CSU, UC

RUSSIAN 299A †
Selected Topics in Russian
 1-5 units, 3-15 hours

Prerequisite: Varies with topic.
 Selected topics in Russian not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

RUSSIAN 299B †
Selected Topics in Russian
 1-5 units, 3-15 hours

Prerequisite: Varies with topic.
 Selected topics in Russian not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

SCIENCE (SCI)

SCIENCE 110 †
Introduction to Scientific Thought
 3 units, 3 hours lecture

This is a course on the methodology, history and philosophy of science for those who have a background in neither science nor philosophy. It emphasizes what scientists do and how they think by drawing on the history of physical, biological, social and behavioral science. The concepts of scientific revolutions, scientific skepticism, experimental design, the ethical implications of scientific discovery, and the impact of the scientific enterprise on the world are covered. Certain pseudoscientific areas are explored, and students are exposed to the notion that there may be more excitement in stem cell research and nanotechnology than in horoscopes, magnet therapy, and the like.
Satisfies General Education for: Grossmont College B2; CSU A3 or B1; IGETC 5A
Transfers to: CSU, UC

SCIENCE 199
Special Studies or Projects in Science

1-3 units, 3-9 hours
Prerequisite: Consent of instructor.
 Individual study, research or projects in the field of science under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

SCIENCE 298 ††
Selected Topics in Science

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.
Non-associate degree applicable

SCIENCE 299A †
Selected Topics in Science

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

SCIENCE 299B †
Selected Topics in Science

1-3 units, 3-9 hours
Prerequisite: Varies with topic.
 Selected topics in science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

SOCIOLOGY (SOC)

Sociology 114 †
Introduction to the Sociology of Minority Group Relations

3 units, 3 hours lecture
 (Cross-Cultural Studies 114)
 An analysis of conflict and process between majority and minority groups and a socio-historical overview of minority group relations in the United States. Topics include a sociological analysis of theories of ethnic prejudice and racial discrimination.
Satisfies General Education for: Grossmont College D1; CSU D3 or D7 or D10; IGETC 4C, 4j
Transfers to: CSU, UC (credit limited: see page 37)

Sociology 120 †
Introductory Sociology

3 units, 3 hours lecture
 A study of basic theoretical perspectives, concepts, and methods of sociology, designed to acquaint the student with the range and scope of the field. Topics include the nature of social life, social structure, social control, deviance, social stratification, globalization, ethnic and racial relations, gender, sexuality, complex organizations, social institutions, the material and symbolic dimensions of human interactions, the social construction of the self and social change.
Satisfies General Education for: Grossmont College D2; CSU D10; IGETC 4j
Transfers to: CSU, UC

Sociology 125 †
Marriage, Family and Alternative Life Styles

3 units, 3 hours lecture
 A study of intimate relationships within marriage, family and alternative life styles with emphasis on factors that maximize chances for enduring growing relationships. Topics include historical background, cross-cultural comparisons, legal aspects of separation/divorce, human sexuality, contraception and conception. Options such as traditional parenthood, single parenting, adoption and abortion are discussed.
Satisfies General Education for: Grossmont College D2; CSU D7, D10, E; IGETC 4j
Transfers to: CSU, UC

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



Sociology 130 † **Contemporary Social Problems**

3 units, 3 hours lecture

A study of contemporary American and global social problems, with emphasis on the sociological theories and scientific research methods. Topics include violence, terrorism, racism, gender inequality, poverty and global economic inequality, crime, drug addiction, environmental degradation and the concentration of political and economic power. A critical evaluation of policies and programs for social betterment is also analyzed.

Satisfies General Education for: Crossmont College D2; CSU D7, D10; IGETC 4J
Transfers to: CSU, UC

Sociology 138 † (Psychology 138)

Social Psychology

3 units, 3 hours lecture

An examination of the individual's perception of, and reaction to, other people and social influences. Topics such as attitude formation, prejudice and discrimination, helping behavior, aggression, conformity, obedience, cooperation and conflict reduction, and group behavior are explored.

Satisfies General Education for: Crossmont College D2; CSU D7, D9, D10; IGETC 4I, 4J
Transfers to: CSU, UC (credit limited: see page 37)

Sociology 140 † **Sex and Gender Across Cultures**

3 units, 3 hours lecture

An introduction to the sociological analysis of sex, gender, and sexual orientation in a variety of socio-economic and cultural contexts. The course examines the impact sex, gender and sexual orientation have on the lives of men and women from different cultures in the areas of work, ethnicity, kinship, sexuality, politics, religion, health care, arts, sports and communication. Gender and sexual relations in the contemporary USA are examined from the perspective of different ethnic and racial groups.

Satisfies General Education for: Crossmont College D2; CSU D4; IGETC 4J
Transfers to: CSU, UC

Sociology 160 † **Sociology of Aging**

3 units, 3 hours lecture

A sociological analysis of aging from young adulthood through death. An examination of how older persons interact with their social and physical environments, including the immediate environment of family and friends as well as the larger structures of society such as government, health care systems, the economy and the workplace, educational institutions and systems of social inequality. Special attention is given to critical issues of aging as they relate to differences in socio-economic status, gender, race, ethnicity, sexual orientation and geographical location.

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

Sociology 199 **Special Studies or Projects in Sociology**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

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

Sociology 215 † (Anthropology 215, Psychology 215) **Statistics for the Behavioral Sciences**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher in Math 103 or 110 or equivalent.

Methods and experience in defining and solving quantitative problems in the behavioral sciences. Emphasis is on the design of experiments and the application of a variety of parametric and nonparametric techniques to the analysis of data.

Satisfies General Education for: Crossmont College A3; CSU B4; IGETC 2A
Transfers to: CSU, UC (credit limited: see page 37)

Sociology 298 †† **Selected Topics in Sociology**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in sociology 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

Sociology 299A † **Selected Topics in Sociology**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in sociology 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

Sociology 299B † **Selected Topics in Sociology**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in sociology 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

See Cross-Cultural Studies for U.S. History and Cultures: Native American Perspectives (CCS 130, 131), American Indian Life Styles and Spirituality (CCS 132), and The History and Cultures of California Indians (CCS 133) on page 156.

SPANISH (SPAN)

SPANISH 120 † **Spanish I**

5 units, 5 hours lecture

An introductory course to the Spanish language and the cultures of its speakers. This course is designed for students with very little or no knowledge of Spanish. It facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible. Students will learn structures that will enable them to function in Spanish in everyday contexts while becoming familiar with the Spanish speaking world.

Satisfies General Education for: Crossmont College C2; CSU C2; IGETC 6A
Transfers to: CSU, UC (credit limited: see page 37)

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

†† This course meets all Title 5 standards for Nondegree Credit.

Associate Degree Major Requirements

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

Subject & Number	Title	Units
Chemistry 141	General Chemistry I	5
Chemistry 142	General Chemistry II	5
Mathematics 180	Analytic Geometry and Calculus I	5
Mathematics 280	Analytic Geometry and Calculus II	4
Mathematics 281	Intermediate Calculus	4
Physics 140	Mechanics of Solids	4
Physics 240	Electricity, Magnetism and Heat	4
Physics 241	Light, Wave Motion and Modern Physics	4
	Total Required	35
	Plus General Education and Elective Requirements	

POLITICAL SCIENCE

Political Science is perhaps the oldest organized academic discipline in western civilization, and a major in this field prepares students for a variety of challenges. A major in political science can lead to a transfer to a university where one can continue work leading to a baccalaureate degree in political science, public administration or public policy. In addition, there are selected entry level positions in business and government open to the graduate with an Associate in Arts degree in Political Science. Some individuals follow the steps necessary to go beyond an undergraduate degree and enter graduate schools leading to careers in law, government service, or industry.

Outlined below is the program that fulfills the lower division requirements for most majors in political science in universities. For special requirements, the student should consult the baccalaureate granting institution he/she is considering for matriculation.

Career Opportunities

Book Critic
City Manager*
Congressional District Aide
Consular Officer*
Diplomatic Officer*
Election Supervisor
Fund Raising Director*
Intelligence Specialist*
Labor Relations Specialist*
Lawyer*
Paralegal Assistant
Research Assistant
Urban Planner*

*Bachelor's Degree or higher required.

Associate Degree Major Requirements

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

Subject & Number	Title	Units
Political Science 120	Introduction to Politics and Political Analysis	3
Political Science 121	Introduction to U.S. Government and Politics	3
	Total	6

Select THREE (3) of the following courses after consultation with a member of the political science faculty and a counselor because of differences in transfer requirements at various four year institutions.

Subject & Number	Title	Units
Political Science 124	Introduction to Comparative Government and Politics	3
Political Science 130	Introduction to International Relations	3
Political Science 140	Introduction to California Governments and Politics	3
Political Science 150	Introduction to Political Theory	3
	Total	9

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Economics 120	Principles of Macroeconomics	3
Geography 130	Human and Cultural Geography	3
	Total	3
	Total Required	18
	Plus General Education and Elective Requirements	

Recommended electives:

Students planning to complete a baccalaureate degree in political science are STRONGLY advised to consult with a faculty advisor in political science at Grossmont College and take the following courses:

Subject & Number	Title	Units
Anthropology 120	Cultural Anthropology	3
History 108	Early American History	3
History 109	Modern American History	3
Mathematics 160	Elementary Statistics	3
or		
Psychology 215	Statistics for Life and Behavioral Sciences	(3)
Political Science 135	Model United Nations	1
Sociology 120	Introductory Sociology	3

ASSOCIATE IN ARTS IN PSYCHOLOGY FOR TRANSFER (AA-T)

(Pending State Chancellor's Office approval.)

The Associate in Arts in Psychology for Transfer (AA-T) degree is designed to facilitate transfer to a California State University in keeping with SB 1440. A total of 19-20 units are required to fulfill the major portion of this degree. This degree reflects the Transfer Model Curriculum (TMC) supported by the statewide Academic Senate. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements (see the "General Education Requirements and Transfer Information" section of the catalog). Students planning to transfer to SDSU should consult with a counselor.

Psychology is a diverse discipline, grounded in science, but with nearly boundless applications in everyday life. Some psychologists do basic research, developing theories and testing them through carefully honed research methods involving observation, experimentation and analysis. Other psychologists apply the discipline's scientific knowledge to help people, organizations and communities function better (APA).

Associate in Arts Degree Requirements

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

Subject & Number	Title	Units
Psychology 120	Introductory Psychology	3
Psychology 205	Research Methods for Psychology	3
Psychology 215	Statistics for the Behavioral Sciences	3
	Total	9

Select one (1) of the following:

Subject & Number	Title	Units
Biology 120	Principles of Biology	4
Psychology 140	Physiological Psychology	3
	Total	3-4

Select three (3) of the following:

Subject & Number	Title	Units
Psychology 201	Academic and Career Opportunities in Psychology <i>(Required)</i>	1
Psychology 138	Social Psychology	3
Psychology 150	Developmental Psychology	3
Psychology 170	Abnormal Psychology	3
Psychology 220	Learning	3

or if not selected above:

Biology 120	Principles of Biology	(4)
or		
Psychology 140	Physiological Psychology	(3)
	Total	7-8
	Total Required	19-20
	Plus CSU GE Breadth or IGETC for CSU Requirements	

RESPIRATORY THERAPY

See page 10 for special admission procedures and criteria.

Respiratory Therapy is an allied health specialty employed in the treatment, management, control and care of patients with deficiencies and abnormalities associated with the cardio-respiratory system. It is defined as the therapeutic use of medical gases, air and oxygen administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy and breathing exercise, respiratory rehabilitation, assistance with cardio-pulmonary resuscitation, and maintenance of natural, artificial and mechanical airways.

Specific testing techniques are employed in respiratory therapy to assist in diagnoses, monitoring, treatment and research. This includes measurement of ventilatory volumes, pressures and flows and blood gas analyses.

Participation in a senior rehabilitation project is required of the second-year students. On several occasions, students will be required to meet at other-than-classroom time to participate in field trips.

Grossmont College prepares the student for an Associate in Science Degree in Respiratory Therapy as well as eligibility to take the registry and licensing examinations administered by the National Board for Respiratory Care (NBRC).

In addition to the college application, a special application for this major is required. An individual evaluation will be made for students wishing to transfer into the Respiratory Therapy Program or to receive credit for previous college education.

Upon completion of the major course requirements from the Respiratory Therapy Program, the graduating student will be required to successfully pass the comprehensive NBRC "Self Assessment Examination" (SAB) during the fourth semester or a similar exam which will serve as the Program Examination.

Students accepted to the Respiratory Therapy Program will be required to undergo a background check and drug screening test prior to starting the program or being placed at a clinical site, and prior to stating the second year.

Career Opportunities

Asthma Educator
Clinician
Critical Care Specialist
Department Supervisor+ /Manager*
Educator (Academic)*
Equipment Sales Representative
Health Educator
Home Care Respiratory Specialist
Industrial Consultant
Medical Researcher*
Neonatal/Pediatric Respiratory Specialist
Pulmonary Function Specialist
Pulmonary Rehabilitation Specialist
Physician Assistant*
Pulmonary Physician*

*Bachelor's degree or higher

+Bachelor's degree recommended

General Education Requirements for Respiratory Therapy Majors**Area A - Language and Rationality**

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher or "Pass" to satisfy the competency requirement.

English 120, 124

2. Oral Communication

Must be completed with a "C" grade or higher or "Pass" to satisfy the competency requirement.

Communication 120, 122

3. Quantitative Reasoning

Must be completed with a "C" grade or higher or "Pass" to satisfy the competency requirement.

Anthropology 215
Biology 215
Geography 104
Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285
Philosophy 125, 130
Psychology 215
Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only.

Courses not containing a laboratory component are underlined.

Anthropology 130, 131
Astronomy 110, 112*, 120
Biology 105, 110, 112, 114, 118, 120, 140, 141, 142*, 144, 145, 152, 180, 230, 240
Chemistry 102, 110, 113, 115, 116, 120, 141, 142, 231, 232

Certificate of Achievement

Any student who chooses to complete only the requirements listed above qualifies for a Certificate of Achievement in Russian. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

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

ASSOCIATE IN ARTS IN SOCIOLOGY FOR TRANSFER (AA-T)

(Pending State Chancellor's Office approval)

The Associate in Arts in Sociology for Transfer (AA-T) degree is designed to facilitate transfer to a California State University in keeping with SB 1440. A total of 18 units are required to fulfill the major portion of this degree. This degree reflects the Transfer Model Curriculum (TMC) supported by the statewide Academic Senate. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements (see the "General Education Requirements and Transfer Information" section of the catalog). Students planning to transfer to SDSU should consult with a counselor.

Sociology is the study of human social life. It is a broad discipline, grounded in science, with many applications for daily life. A major in sociology offers a rigorous preparation to students planning undergraduate and graduate work in sociology, political science, and other social and behavioral sciences. In addition, sociological education is an excellent background for professional training in law, business, education, and social work. Majoring in sociology provides a solid liberal education, and it is an excellent choice for undergraduates who are planning careers in the private sector, government, and non-profit organizations.

Associate in Arts Degree Requirements:

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

Subject & Number	Title	Units
Sociology 120	Introductory Sociology	3
Sociology 130	Contemporary Social Problems	3
Sociology 215	Statistics for Behavioral Sciences	3
Total		9

Select TWO (2) of the following:

Subject & Number	Title	Units
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
Sociology 125	Marriage, Family and Alternative Life Styles	3
Sociology 138	Social Psychology	3
Sociology 140	Sex and Gender Across Cultures	3
Total		6

Select ONE (1) of the following:

Subject & Number	Title	Units
Anthropology 120	Cultural Anthropology	3
Geography 130	Human and Cultural Geography	3
Psychology 134	Human Sexuality	3
Psychology 205	Research Methods for Psychology	3
Total		3
Total Required		18
Plus CSU GE Breadth or IGETC for CSU Requirements		

SPANISH

This program is designed to provide students with skills in understanding, speaking, reading, and writing Spanish. It also gives students a greater understanding of Spanish culture and civilization and prepares them for greater international and domestic career opportunities.

For the suggested sequence of courses to be taken and/or for assistance in transferring to a four-year institution, students should consult the Counseling Center or the Department of Foreign Languages.

Career Opportunities

Bilingual Aide
Border Patrol Officer
Buyer
Court Interpreter*
Counseling
Customs Agent/Inspector
Foreign Exchange Clerk
Foreign Student Advisor*
Interpreter*
Journalist*
Museum Curator*
Physician*
Scientific Linguist*
Tour Guide
Tutor

*Bachelor's Degree or higher required.

Associate Degree Major Requirements

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

Subject Number	Title	Units
Spanish 120	Spanish I	5
or		
Spanish 120A and	Spanish I	(2.5)
Spanish 120B	Spanish I	(2.5)
Spanish 121	Spanish II	5
Spanish 220	Spanish III	5
or		
Spanish 122	Spanish for the Native Speaker I	(5)
Spanish 221	Spanish IV	5
or		
Spanish 123	Spanish for the Native Speaker II	(5)
Spanish 250	Conversational Spanish I	3
Spanish 251	Conversational Spanish II	3
Total		26

APPENDIX 3

Grade Distribution Summary Report

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
AN TH 120 CULTURAL ANTHROPOLOGY														
3100	3.0		4	7	2	6				25	44	132.0	BEACH	
3103	3.0		5	9	2	11				16	43	129.0	BEACH	
3104	3.0	1	7	6	3	11				19	47	141.0	BEACH	
3107N	3.0	32	2			4				8	46	138.0	WALLACE	PT
3108	3.0	3	14	10	4	5				3	39	111.0	BLOOD	PT
COURSE TOTAL		36	32	32	11	37				71	219	651.0		
AN TH 125 CULTURES OF THE WORLD														
3109	3.0	9	6	6	3	9				14	47	141.0	HOLMES	
COURSE TOTAL		9	6	6	3	9				14	47	141.0		
AN TH 130 INTRO TO PHYSICAL ANTH														
3110	3.0	1	5	7		12			2	17	44	132.0	BEACH	
3111	3.0	30	2			3				5	40	120.0	WALLACE	PT
3113	3.0	6	6	16	4	8				12	48	144.0	BEACH	
3116	3.0	6	21	8	2	5		2	1	2	47	141.0	BLOOD	PT
3118N	3.0	55	3			1				3	59	177.0	WALLACE	PT
COURSE TOTAL		92	37	33	6	29		2	3	36	238	714.0		
AN TH 215 STATISTICS/BEHAVIORAL SCIENCES														
3125	5.0	2	1	1						1	5	20.0	FLOWE	
COURSE TOTAL		2	1	1						1	5	20.0		
SUBJECT TOTAL		139	76	72	20	75		2	3	122	509	1526.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ANTH 120 CULTURAL ANTHROPOLOGY													
3130	3.0	1	1	3	1	7				17	30	90.0	BEACH
3132	3.0	1	7	5	5	10			1	21	50	150.0	BEACH
3134	3.0	2	4	7	6	5		1		24	49	147.0	BEACH
3136	3.0	1	16	17	4	2				5	45	135.0	BLOOD
3138N	3.0	32	11	1		5				3	52	153.0	WALLACE
COURSE TOTAL		37	39	33	16	29		1	1	70	226	675.0	
ANTH 130 INTRO TO PHYSICAL ANTH													
3142	3.0	1	6	4	6	9				18	44	132.0	BEACH
3144	3.0	6	6	2	2	4			3	7	30	90.0	HILLIARD
3145	3.0		3	7	14	12				14	50	150.0	BEACH
3147	3.0	8	15	8	5	4				6	46	141.0	BLOOD
3149N	3.0	43	22			1		1		2	69	207.0	WALLACE
COURSE TOTAL		58	52	21	27	30		1	3	47	239	720.0	
ANTH 215 STATISTICS/BEHAVIORAL SCIENCES													
3152	5.0			1						1	2	5.0	FLOWE
3153	5.0			1						1	2	10.0	FLOWE
COURSE TOTAL				2						2	4	15.0	
SUBJECT TOTAL		95	91	56	43	59		2	4	119	469	1410.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.												TOTAL		TOTAL	
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR		
AN TH 120 CULTURAL ANTHROPOLOGY															
3134	3.0	8	9	11	3	4				9	44	132.0	TAVAKOLI PT		
3135	3.0	16	13	3	3	5				7	47	141.0	YOSHIDA		
3136	3.0		10	5		9			1	5	38	114.0	BLOOD PT		
3137N	3.0	2	7	7	2	8				7	33	99.0	BLOOD PT		
3138N	3.0	25	2	1	1	4				6	39	117.0	WALLACE PT		
COURSE TOTAL		51	41	27	18	29			1	34	201	603.0			
AN TH 130 INTRO TO PHYSICAL ANTH															
3141	3.0	8	8	2		5				9	32	93.0	YOSHIDA		
3142	3.0	6	15	15	1	1		1		12	51	153.0	YOSHIDA		
3145	3.0	10	13	6	6	7		3		8	53	159.0	YOSHIDA		
3147	3.0	11	8	6	1	4		2		3	35	105.0	YOSHIDA		
3149N	3.0	36	10	3		4		5		3	61	180.0	WALLACE PT		
COURSE TOTAL		71	54	32	8	21		11		35	232	690.0			
AN TH 215 STATISTICS/BEHAVIORAL SCIENCES															
3152	5.0		1							1	2	10.0	GOLDEN		
3153 **	0.0									1	1	0.0	GOLDEN		
COURSE TOTAL			1							1	2	10.0			
SUBJECT TOTAL		122	96	59	26	50		11	1	70	435	1303.0			

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
WKS	HRS											W	ENR	WSCH	INSTRUCTOR
AN TH 120 CULTURAL ANTHROPOLOGY															
3134	3.0	3	4	9	2	7		1		10	36	108.0	JELACA-BANK-TA	PT	
3135	3.0	10	12	10	1	7				9	49	147.0	SUAREZ	PT	
3137	3.0	3	13	11	2	5		1		10	45	132.0	BLOOD	PT	
3139N	3.0	29	5	4						2	40	120.0	WALLACE	PT	
COURSE TOTAL		45	34	34	5	19		2		31	170	507.0			
AN TH 130 INTRO TO PHYSICAL ANTH															
3142	3.0	8	9	7	6	4				16	50	147.0	YOSHIDA		
3143	3.0	1	5	5	1			1		4	17	51.0	RANCE	PT	
3144	3.0	12	13	12	8	3		1		9	58	174.0	YOSHIDA		
3145	3.0	8	10	11	2	8				8	47	138.0	YOSHIDA		
3147	3.0	3	7	6	2	3		1		4	26	78.0	YOSHIDA		
3148	3.0	1	5	9	5	5				2	27	81.0	BLOOD	PT	
3149N	3.0	37	18	2	2	1				4	61	183.0	WALLACE	PT	
3150N	3.0	2	6	4	2	1		1		3	19	57.0	RANCE	PT	
COURSE TOTAL		72	73	56	26	24		4		50	305	909.0			
AN TH 140 INTRODUCTION TO ARCHAEOLOGY															
3152	3.0	13	9	3	2	4				8	39	117.0	YOSHIDA		
COURSE TOTAL		13	9	3	2	4				8	39	117.0			
AN TH 215 STATISTICS/BEHAVIORAL SCIENCES															
3154 **	0.0									1	1	0.0	NEWKIRK		
3155	5.0	1									1	5.0	NEWKIRK		
COURSE TOTAL		1									1	5.0			
SUBJECT TOTAL		131	116	93	33	47		6		89	515	1538.0			

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T.		A	B	C	D	F	I	GR	NC	TOTAL		TOTAL	WSCH	INSTRUCTOR
	WKS	HRS									W	ENR			
ANTH 120	CULTURAL ANTHROPOLOGY														
3132	3.0		6	7	3	1	2				6	25	75.0	VIGIL	PT
3133	3.0		7	3	2	3	3				9	27	78.0	JELACA-BANK-TA	PT
3135	3.0		14	16	6		4		1		3	44	132.0	VIGIL	PT
3137	3.0		1	11	13	8	14			1	6	54	159.0	BLOOD	PT
3139N	3.0		26	3	3		6				2	41	123.0	WALLACE	PT
	COURSE TOTAL		54	40	27	12	29		2	1	26	191	567.0		
ANTH 130	INTRO TO PHYSICAL ANTH														
3141	3.0		2	10	7	2	4				7	32	96.0	YOSHIDA	
3142	3.0		1	2	2	1					4	10	30.0	RANCE	PT
3143	3.0		4	1	2		1				2	10	30.0	VIGIL	PT
3144	3.0		11	13	5	5	5				7	46	138.0	YOSHIDA	
3145	3.0		11	10	13	6	3				6	49	147.0	YOSHIDA	
3146	3.0		13	15	10	2	2				6	48	144.0	YOSHIDA	
3147	3.0		4	7	6	3	6				7	33	99.0	YOSHIDA	
3148	3.0			6	8	3	2				6	25	72.0	BLOOD	PT
3149N	3.0		34	14			2		1		6	57	168.0	WALLACE	PT
3150N	3.0		2	6	3		1				3	15	45.0	GEYER	PT
	COURSE TOTAL		82	84	56	22	26		1		54	325	969.0		
ANTH 140	INTRODUCTION TO ARCHAEOLOGY														
3152	3.0		9	5	10	2	2				2	30	90.0	YOSHIDA	XP
	COURSE TOTAL		9	5	10	2	2				2	30	90.0		
ANTH 215	STATISTICS/BEHAVIORAL SCIENCES														
3154	5.0			1								1	5.0	CHAFIN-ARENZ	
	COURSE TOTAL			1								1	5.0		
SUBJECT TOTAL			145	130	93	36	57		3	1	82	547	1631.0		

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ANTH -- 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	
** = Not Valid for ADA																		
G04 -- Humanities Social & Behav Sciences																		
ANTH-120 Cultural Anthropology																		
2042		3.0	40	0	6	0	0	13	0	0	14	0	7	0	0	0	0	12 Vigil, Alberto
2043		3.0	18	0	3	0	0	7	0	0	7	1	0	0	0	0	0	3 Rance, Margaret
2044		3.0	44	0	10	0	0	20	0	0	12	0	2	0	0	0	0	7 Vigil, Alberto
2045		3.0	28	0	3	0	0	6	0	0	8	4	7	0	0	0	0	8 Blood, Michael
2046N		3.0	47	0	36	0	0	5	0	0	3	0	0	3	0	0	0	3 Wallace, Charles
4892		3.0	27	0	2	0	0	11	0	0	11	2	1	0	0	0	0	10 Rance, Margaret
4893N		3.0	13	0	7	0	0	2	0	0	1	0	3	0	0	0	0	3 Naiven, Marlo
Course Total			217	0	67	0	0	64	0	0	56	7	20	3	0	0	0	46

ANTH-130 Intro to Physical Anth																		
2047		3.0	38	0	11	0	0	12	0	0	11	1	3	0	0	0	0	19 Yoshida-Levine, Bonnie
2050		3.0	49	0	14	0	0	14	0	0	13	2	4	2	0	0	0	9 Yoshida-Levine, Bonnie
2051		3.0	45	0	10	0	0	21	0	0	9	1	4	0	0	0	0	8 Vigil, Alberto
2052		3.0	38	0	12	0	0	10	0	0	7	1	8	0	0	0	0	9 Naiven, Marlo
2053		3.0	34	0	8	0	0	13	0	0	7	4	1	1	0	0	0	17 Yoshida-Levine, Bonnie
2054		3.0	34	0	12	0	0	7	0	0	12	2	0	1	0	0	0	9 Naiven, Marlo
2055N		3.0	56	0	41	0	0	15	0	0	0	0	0	0	0	0	0	3 Wallace, Charles
2056N		3.0	18	0	1	0	0	6	0	0	3	6	1	1	0	0	0	1 Rance, Margaret
Course Total			312	0	109	0	0	98	0	0	62	17	21	5	0	0	0	75

School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

Grade Distribution by Division

ANTH-131 Physical Anthropology Lab																
4896	1.0	5	0	1	0	0	2	0	0	0	0	2	0	0	4	Yoshida-Levine, Bonnie
4897	1.0	22	0	13	0	0	5	0	0	2	1	0	1	0	5	Yoshida-Levine, Bonnie
Course Total		27	0	14	0	0	7	0	0	2	1	2	1	0	9	
ANTH-140 Introduction to Archaeology																
2057	3.0	35	0	13	0	0	6	0	0	8	4	3	0	0	14	Yoshida-Levine, Bonnie
Course Total		35	0	13	0	0	6	0	0	8	4	3	0	0	14	
ANTH-215 Statistics/Behavioral Sciences																
2058	3.0	4	0	2	0	0	0	0	0	1	0	1	0	0	1	Chafin-Arenz, Sky
2059	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Chafin-Arenz, Sky
Course Total		4	0	2	0	0	0	0	0	1	0	1	0	0	1	
Subject Total		595	0	205	0	0	175	0	0	129	29	47	9	0	145	
Division Total		595	0	205	0	0	175	0	0	129	29	47	9	0	145	

Printed on: 7/25/2011

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

Page: 2

School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

Grade Distribution by Division

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ANTH -- 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

ANTH-120 Cultural Anthropology

2042	3.0		45	0	3	0	0	13	0	0	16	11	2	0	0	0	7	Rance, Margaret
2043	3.0		53	0	12	0	0	18	0	0	14	0	9	0	0	0	4	Vigli, Alberto
2044	3.0		37	0	2	0	0	3	0	0	14	8	10	0	0	0	7	Blood, Michael
2048N	3.0		46	0	37	0	0	2	0	0	0	0	2	5	0	0	3	Wallace, Charles
4892	3.0		44	0	16	0	0	7	0	0	11	2	8	0	0	0	16	Clauss, Lee
Course Total			225	0	70	0	0	43	0	0	55	21	31	5	0	0	37	

ANTH-130 Intro to Physical Anth

2047	3.0		49	0	12	0	0	17	0	0	13	4	2	1	0	0	11	Yoshida-Levine, Bonnie
2051	3.0		25	0	3	0	0	11	0	0	7	2	2	0	0	0	9	Yoshida-Levine, Bonnie
2052	3.0		53	0	13	0	0	16	0	0	15	0	8	1	0	0	6	Vigli, Alberto
2053	3.0		41	0	10	0	0	18	0	0	5	2	6	0	0	0	13	Yoshida-Levine, Bonnie
2054	3.0		43	0	2	0	0	4	0	0	13	8	13	1	2	0	3	Blood, Michael
2055N	3.0		85	0	65	0	0	8	0	0	1	0	3	8	0	0	2	Wallace, Charles
2056	3.0		41	0	8	0	0	10	0	0	9	4	8	1	0	0	11	Jelaca-Bank-Tavakoli, Maria
9532	3.0		49	0	10	0	0	20	0	0	15	0	4	0	0	0	5	Vigli, Alberto
9708	3.0		16	0	3	0	0	6	0	0	5	0	2	0	0	0	5	Yoshida-Levine, Bonnie
Course Total			402	0	126	0	0	110	0	0	83	20	48	12	2	0	65	

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

Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

ANTH-131 Physical Anthropology Lab																
4896	1.0	28	0	18	0	0	3	0	0	4	1	1	0	0	3	Yoshida-Levine, Bonnie
4897	1.0	25	0	12	0	0	6	0	0	4	1	0	2	0	5	Yoshida-Levine, Bonnie
9534	1.0	27	0	13	0	0	8	0	0	4	0	1	1	0	2	Yoshida-Levine, Bonnie
Course Total		80	0	43	0	0	17	0	0	12	2	2	4	0	0	10

ANTH-140 Introduction to Archaeology																
2057	3.0	41	0	2	0	0	14	0	0	13	4	8	0	0	10	Jelaca-Bank-Tavakoli, Maria
9535	3.0	30	0	11	0	0	7	0	0	3	3	6	0	0	15	Clauss, Lee
Course Total		71	0	13	0	0	21	0	0	16	7	14	0	0	25	

ANTH-215 Statistics/Behavioral Sciences																
2058	3.0	2	0	0	0	0	0	0	0	1	0	1	0	0	1	Ruiz Limon, Estevan
2059	3.0	5	0	0	0	0	1	0	0	0	3	1	0	0	0	Ruiz Limon, Estevan
Course Total		7	0	0	0	0	1	0	0	1	3	2	0	0	1	
Subject Total		785	0	252	0	0	192	0	0	167	53	97	21	2	0	138
Division Total		785	0	252	0	0	192	0	0	167	53	97	21	2	0	138

Printed on: 7/25/2011 Page: 2

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

Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

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

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

ANTH-120 Cultural Anthropology																			
2042	3.0		46	0	6	0	0	10	0	0	16	4	10	0	0	0	0	7	Augsburger, Christina
2043	3.0		46	0	10	0	0	11	0	0	11	7	7	0	0	0	0	6	Robles, Kathleen
2044	3.0		48	0	12	0	0	17	0	0	11	1	7	0	0	0	0	4	Robles, Kathleen
2046N	3.0		43	0	35	0	0	7	0	0	0	0	1	0	0	0	0	3	Wallace, Charles
4892	3.0		35	0	9	0	0	15	0	0	7	3	1	0	0	0	0	15	Rance, Margaret
Course Total			218	0	72	0	0	60	0	0	45	15	26	0	0	0	0	35	

ANTH-130 Intro to Physical Anth																			
2047	3.0		44	0	18	0	0	12	0	0	6	1	7	0	0	0	0	10	Yoshida-Levine, Bonnie
2051	3.0		42	0	10	0	0	17	0	0	5	2	8	0	0	0	0	13	Yoshida-Levine, Bonnie
2052	3.0		44	0	16	0	0	12	0	0	10	0	6	0	0	0	0	8	Vigil, Alberto
2053	3.0		48	0	13	0	0	20	0	0	5	1	8	1	0	0	0	5	Vigil, Alberto
2054	3.0		52	0	10	0	0	16	0	0	11	4	11	0	0	0	0	3	Yoshida-Levine, Bonnie
2055	3.0		49	0	19	0	0	23	0	0	3	0	4	0	0	0	0	5	Vigil, Alberto
2056	3.0		45	0	11	0	0	8	0	0	17	4	5	0	0	0	0	7	Yoshida-Levine, Bonnie
5332N	3.0		51	0	48	0	0	2	0	0	0	0	1	0	0	0	0	3	Wallace, Charles
9532	3.0		45	0	9	0	0	16	0	0	11	5	3	1	0	0	0	6	Blood, Michael
9708	3.0		34	0	3	0	0	12	0	0	9	6	3	1	0	0	0	3	Blood, Michael
Course Total			454	0	157	0	0	138	0	0	77	23	56	3	0	0	0	63	

Printed on: 7/25/2011 Page: 1

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

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.												TOTAL		TOTAL				
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR					
ANTH 120 CULTURAL ANTHROPOLOGY																		
3130	3.0	1	5	2	4	1					10	23	69.0	BEACH				
3132	3.0	10	3	3	2						8	26	78.0	HINTON			PT	
3134	3.0	1	9	6	5	3					22	46	138.0	BEACH				
3135	3.0		4	10	8	7		1			22	52	156.0	BEACH				
3137	3.0	4	11	4	2	7					13	41	120.0	HILLIARD			PT	
3138N	3.0	36	7			2					7	52	153.0	WALLACE			PT	
COURSE TOTAL		52	39	25	21	20		1			82	240	714.0					
ANTH 125 CULTURES OF THE WORLD																		
3140	3.0	17	9	4	3	6					5	44	132.0	HOLMES			XP	
COURSE TOTAL		17	9	4	3	6					5	44	132.0					
ANTH 130 INTRO TO PHYSICAL ANTH																		
3142	3.0	1	9	15	6	7					12	50	144.0	BEACH				
3144	3.0	1	4	7	5	9		1			19	46	138.0	BEACH				
3146	3 16.0	74	5					1			1	81	219.4	WALLACE			PT	
3147	3.0	9	16	20	4	3			1		7	54	162.0	BLOOD			PT	
3149	3.0	3	6	4	7	5		1			10	36	108.0	HILLIARD			PT	
3150N	3.0	58	3			2					2	65	195.0	WALLACE			PT	
COURSE TOTAL		140	43	46	22	26		3	1		51	332	966.4					
ANTH 215 STATISTICS/BEHAVIORAL SCIENCES																		
3152	5.0	1	2	1								4	20.0	FLOWE				
3153	5.0		1			1						2	10.0	FLOWE				
COURSE TOTAL		1	3	1		1						6	30.0					
SUBJECT TOTAL		210	94	76	46	53		4	1	138	622	1842.4						

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	GR	NC	TOTAL	TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ANTH 120 CULTURAL ANTHROPOLOGY															
3130		3.0		11	4	4	2					10	31	93.0	HINTON PT
3134		3.0		5	13	11	3	2				9	43	129.0	TAVAKOLI PT
3135		3.0		4	5	9						22	40	120.0	HILLIARD PT
3138N		3.0		22	6	2						6	42	126.0	WALLACE PT
COURSE TOTAL				42	28	26	5	8				47	156	468.0	
ANTH 125 CULTURES OF THE WORLD															
3140		3.0		14	1	2	3	4				5	29	84.0	HOLMES XP
COURSE TOTAL				14	1	2	3	4				5	29	84.0	
ANTH 130 INTRO TO PHYSICAL ANTH															
3142		3.0		2	11	4	1	2			1	16	37	111.0	TAVAKOLI PT
3144		3.0		9	10	11	3	4				3	40	120.0	HILLIARD PT
3145		3.0		9	21	6	1	3			1	4	46	138.0	SMOLICH PT
3146		3 16.0		15	20	14					3	6	58	142.6	WALLACE PT
3147		3.0		8	5	9	1					10	33	99.0	BLOOD PT
3149		3.0		3	6	10	1	1				2	23	69.0	BLOOD PT
3150N		3.0		20	21	10		3				1	60	180.0	WALLACE PT
COURSE TOTAL				66	94	64	7	13			5	2	46	297	859.6
ANTH 215 STATISTICS/BEHAVIORAL SCIENCES															
3152		5.0			1							1	2	10.0	NEWKIRK
3153		5.0			1								1	5.0	NEWKIRK
COURSE TOTAL					2							1	3	15.0	
SUBJECT TOTAL				122	125	92	15	25		5	2	99	485	1426.6	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	GR	NC	TOTAL		TOTAL				
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR			
ANTH 120 CULTURAL ANTHROPOLOGY																		
3130		3.0		9	7	3	1	2		1		4	27	81.0	SIMMONS		PT	
3132		3.0		3	2	2	2					6	15	39.0	BLOOD		PT	
3134		3.0		19	11	9	1	2				8	59	150.0	YOSHIDA			
3135		3.0		15	9	4	1	8				7	44	132.0	SIMMONS		PT	
3136		3.0		6	6	5	4	2				15	38	114.0	TAVAKOLI		PT	
3138N		3.0		21	13	2		4				4	44	132.0	WALLACE		PT	
COURSE TOTAL				73	48	25	9	18		1		44	218	648.0				
ANTH 130 INTRO TO PHYSICAL ANTH																		
3140		3.0		5	16	9	1	2				7	40	120.0	YOSHIDA			
3141		3.0		9	7	4		4				2	26	78.0	SIMMONS		PT	
3143		3.0		10	10	9	4	5				10	48	144.0	YOSHIDA			
3145		3.0		39	14	2		2		2		2	61	161.8	WALLACE		PT	
3147		3.0		15	11	7	3	3				1	8	144.0	YOSHIDA			
3148		3.0		7	7	5	4	2			2	1	8	105.0	TAVAKOLI		PT	
3149		3.0		7	7	5	2	3		1		4	29	84.0	YOSHIDA			
3150N		3.0		2	5	8	3	3				5	26	78.0	BLGOD		PT	
3151N		3.0		12	12	2		3				1	7	165.0	WALLACE		PT	
COURSE TOTAL				126	89	49	17	27		6	2	53	369	1079.8				
ANTH 215 STATISTICS/BEHAVIORAL SCIENCES																		
3152		5.0			1	2						1	4	20.0	GOLDEN			
3153		5.0		1									1	5.0	CHAPMAN			
COURSE TOTAL				1	1	2						1	5	25.0				
SUBJECT TOTAL				200	138	76	26	45		7	2	98	592	1752.8				

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
WKS	HRS									W	ENR	MSCH	INSTRUCTOR	
ANTH 120 CULTURAL ANTHROPOLOGY														
3129	3.0	1	3	9	2					5	20	60.0	RANCE	PT
3132	3.0	12	20	6		1				8	47	138.0	VIGIL	PT
3134	3.0	9	10	6	2	3				19	49	144.0	UELACA-BANK-TA	PT
3136	3.0	9	10	6	1	2				25	53	159.0	UELACA-BANK-TA	PT
3138N	3.0	27	7	3		5		1		6	49	147.0	WALLACE	PT
COURSE TOTAL		58	50	30	5	11		1		63	218	648.0		
ANTH 130 INTRO TO PHYSICAL ANTH														
3139	3.0	10	12	8	1	4				5	40	120.0	YOSHIDA	
3140	3.0		5	5						5	15	45.0	RANCE	PT
3141	3.0	9	15	7	8	5				10	54	162.0	YOSHIDA	
3145	3.16.0	43	3			3				4	53	134.4	WALLACE	PT
3147	3.0	13	7	9	3	6		2		10	50	147.0	YOSHIDA	
3148	3.0	3	10	12	4	5				8	42	123.0	BLOOD	PT
3149	3.0	12	17	6	2	6				8	51	153.0	YOSHIDA	
3150N	3.0	1	9	3	3	4				9	29	87.0	BLOOD	PT
3151N	3.0	37	12	4		4				2	59	177.0	WALLACE	PT
3152N	3.0	2	5	7	6	4		1		3	24	72.0	RANCE	PT
COURSE TOTAL		130	95	61	27	37		3		64	417	1220.4		
ANTH 140 INTRODUCTION TO ARCHAEOLOGY														
3153	3.0	9	4	2	4	3				5	27	81.0	YOSHIDA	
COURSE TOTAL		9	4	2	4	3				5	27	81.0		
ANTH 199 SPECIAL STUDY IN ANTHROPOLOGY														
3156	6.0					1					1	6.0	YOSHIDA	
COURSE TOTAL						1					1	6.0		
ANTH 215 STATISTICS/BEHAVIORAL SCIENCES														
3154	5.0			1						3	4	20.0	NEWKIRK	
3155	5.0				1					1	2	10.0	NEWKIRK	
COURSE TOTAL				1	1					4	6	30.0		
SUBJECT TOTAL		197	149	94	37	52		4		136	689	1985.4		

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													
ANTH 120	CULTURAL ANTHROPOLOGY															
3131		3.0	6	4	3			1				5	19	51.0	VIGIL	PT
3132		3.0	10	12			2	1				2	27	78.0	MORENO	PT
3134		3.0	14	19	8			3				3	47	141.0	VIGIL	PT
3135		3.0	15	7	6		3	3				11	45	132.0	MORENO	PT
3136		3.0	1	7	6		7	6		1		6	34	102.0	BLOOD	PT
3137N		3.0		6			2		1			1	10	30.0	RANCE	PT
3138N		3.0	25	6				2	1	2		5	41	123.0	WALLACE	PT
	COURSE TOTAL			71	61	23	14	16	2	3		33	223	657.0		
ANTH 130	INTRO TO PHYSICAL ANTH															
3139		3.0	4	13	10		5	5		1	1	7	46	138.0	YOSHIDA	
3140		3.0		2	2		5					6	15	45.0	RANCE	PT
3142		3.0	2	6				2				2	12	33.0	VIGIL	PT
3143		3.0	15	13	11		2	5				8	54	159.0	YOSHIDA	
3145		3 16.0	42	3	4							2	51	134.4	WALLACE	PT
3147		3.0	1	1	2		1			1		5	11	33.0	YOSHIDA	
3148		3.0	16	11	10		3	1		1		7	49	147.0	YOSHIDA	
3149N		3.0	1	4	7		4	5		2		7	30	90.0	BLOOD	PT
3150N		3.0	29	17	2				1	1		6	56	168.0	WALLACE	PT
3151N		3.0	9	5	1			2		1		1	19	54.0	GEYER	PT
	COURSE TOTAL		119	75	49	20	20	1	7	1	1	51	343	1001.4		
ANTH 140	INTRODUCTION TO ARCHAEOLOGY															
3153		3.0	8	6	2	3		2				7	28	84.0	YOSHIDA	
3154N		3.0	6		1			2				2	11	33.0	GEYER	PT
	COURSE TOTAL			14	6	3	3	4				9	39	117.0		
ANTH 215	STATISTICS/BEHAVIORAL SCIENCES															
3155		5.0			1			1				1	3	15.0	CHAFIN-ARENZ	
3156		5.0			1							1	1	5.0	CHAFIN-ARENZ	
	COURSE TOTAL				1	1		1				1	4	20.0		
	SUBJECT TOTAL			204	143	76	37	41	3	10	1	94	609	1795.4		

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

Section S.T. Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

** = Not Valid for ADA
G04 -- Humanities Social & Behav Sciences

ANTH-120 Cultural Anthropology

6161	3.0	43	0	5	0	0	8	0	0	15	2	13	0	0	0	0	0	6	Vigil, Alberto	PT
6162	3.0	17	0	5	0	0	7	0	0	1	2	1	0	0	0	0	0	2	Rance, Margaret	PT
6163	3.0	45	0	3	0	0	18	0	0	18	0	6	0	0	0	0	0	8	Vigil, Alberto	PT
6164	3.0	38	0	2	0	0	10	0	0	12	7	7	0	0	0	0	0	10	Jelaca-Bank-Tavakoli, Maria	PT
6165	3.0	21	0	3	0	0	8	0	0	5	4	1	0	0	0	0	0	2	Rance, Margaret	PT
6167N	3.0	62	0	41	0	0	11	0	0	3	0	5	2	0	0	0	0	4	Wallace, Charles	PT
8789	3.0	35	0	14	0	0	9	0	0	5	3	4	0	0	0	0	0	13	Clauss, Lee	PT
Course Total		261	0	73	0	0	71	0	0	59	18	37	2	0	0	0	0	45		

ANTH-130 Intro to Physical Anth

6168	3.0	47	0	22	0	0	16	0	0	7	0	2	0	0	0	0	0	7	Naiven, Marlo	PT
6170	3.0	41	0	8	0	0	10	0	0	14	3	6	0	0	0	0	0	15	Yoshida-Levine, Bonnie	PT
6171	3.0	15	0	3	0	0	2	0	0	5	1	4	0	0	0	0	0	5	Yoshida-Levine, Bonnie	PT
6172	3	60	0	43	0	0	13	0	0	2	0	0	2	0	0	0	0	3	Wallace, Charles	PT
6173	3.0	35	0	9	0	0	10	0	0	5	4	7	0	0	0	0	0	11	Yoshida-Levine, Bonnie	PT
6174	3.0	36	0	17	0	0	10	0	0	4	1	4	0	0	0	0	0	4	Naiven, Marlo	PT
6175N	3.0	12	0	2	0	0	4	0	0	1	2	3	0	0	0	0	0	4	Blood, Michael	PT
6176N	3.0	48	0	38	0	0	9	0	0	0	0	1	0	0	0	0	0	3	Wallace, Charles	PT
6177N	3.0	54	0	41	0	0	10	0	0	0	0	2	1	0	0	0	0	4	Wallace, Charles	PT
8784	3.0	53	0	20	0	0	19	0	0	6	1	5	2	0	0	0	0	4	Vigil, Alberto	PT

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

Course Total	401	0	203	0	0	103	0	0	44	12	34	5	0	0	60	
ANTH-131 Physical Anthropology Lab																
8786	23	0	11	0	0	10	0	0	1	0	0	1	0	0	1	Yoshida-Levine, Bonnie
8787	27	0	13	0	0	10	0	0	2	1	1	0	0	0	1	Yoshida-Levine, Bonnie
8788N	24	0	13	0	0	9	0	0	1	0	1	0	0	0	1	Yoshida-Levine, Bonnie
Course Total	74	0	37	0	0	29	0	0	4	1	2	1	0	0	3	
ANTH-140 Introduction to Archaeology																
6178	31	0	11	0	0	11	0	0	5	0	4	0	0	0	7	Jelaca-Bank-Tavakoli, Maria
6179	30	0	15	0	0	6	0	0	5	1	3	0	0	0	10	Clauss, Lee
Course Total	61	0	26	0	0	17	0	0	10	1	7	0	0	0	17	
ANTH-215 Statistics/Behavioral Sciences																
6180	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Chafin-Arenz, Sky
6181	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	Chafin-Arenz, Sky
Course Total	3	0	0	0	0	1	0	0	2	0	0	0	0	0	0	
Subject Total	800	0	339	0	0	221	0	0	119	32	80	8	0	0	125	
Division Total	800	0	339	0	0	221	0	0	119	32	80	8	0	0	125	

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

Page: 2

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

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ANTH -- 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	
C04 -- Humanities Social & Behav Sciences																			
ANTH-120 Cultural Anthropology																			
6161		3.0	44	0	7	0	0	17	0	0	12	0	8	0	0	0	0	12	Vigil, Alberto
6163		3.0	47	0	23	0	0	7	0	0	12	0	5	0	0	0	0	11	Vigil, Alberto
6164		3.0	45	0	25	0	0	10	0	0	4	1	4	1	0	0	0	6	Moreno, Christopher
6165		3.0	39	0	8	0	0	12	0	0	11	3	4	0	1	0	0	8	Rance, Margaret
6167N		3.0	36	1	1	1	0	5	2	1	15	4	6	0	0	0	0	9	Blood, Michael
8789		3.0	40	0	19	0	0	9	0	0	4	1	6	1	0	0	0	13	Clauss, Lee
Course Total			251	1	83	1	0	60	2	1	58	9	33	2	1	0	0	59	

ANTH-130 Intro to Physical Anth																			
6168		3.0	38	0	2	0	0	10	0	0	20	3	3	0	0	0	0	9	Rance, Margaret
6170		3.0	43	0	14	0	0	12	0	0	12	1	3	1	0	0	0	9	Yoshida-Levine, Bonnie
6171		3.0	44	0	13	0	0	16	0	0	4	2	9	0	0	0	0	6	Yoshida-Levine, Bonnie
6172		3.0	48	0	5	0	0	12	0	0	12	4	14	1	0	0	0	3	Jelaca-Bank-Tavakoli, Maria
6173		3.0	38	0	8	0	0	11	0	0	11	2	5	1	0	0	0	16	Yoshida-Levine, Bonnie
6174		3.0	49	0	9	0	0	17	0	0	9	5	6	3	0	0	0	3	Yoshida-Levine, Bonnie
6176N		3.0	60	0	42	0	0	14	0	0	2	0	1	1	0	0	0	5	Wallace, Charles
6177N		3.0	63	0	42	1	0	16	0	0	1	0	2	1	0	0	0	1	Wallace, Charles
8784		3.0	55	0	12	0	0	11	0	0	28	0	3	1	0	0	0	7	Vigil, Alberto
Course Total			438	0	147	1	0	119	0	0	99	17	46	9	0	0	0	59	

School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

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

G04 -- Humanities Social & Behav Sciences

Grade Distribution by Division																			
ANTH-120 Cultural Anthropology																			
6163	3.0		44	1	4	0	0	11	0	12	6	9	1	0	0	0	0	9 Augsburger, Christina	PT
6164	3.0		43	0	18	0	0	10	0	7	3	5	0	0	0	0	0	12 Robles, Kathleen	PT
6165	3.0		33	0	3	0	0	9	0	10	1	9	0	1	0	0	0	13 Rance, Margaret	PT
6167N	3.0		41	0	2	0	1	15	0	6	6	4	7	0	0	0	0	10 Blood, Michael	PT
6222	3.0		38	0	6	0	0	18	0	7	2	5	0	0	0	0	0	12 Robles, Kathleen	PT
8789	3.0		32	10	4	1	1	1	4	1	1	8	0	0	0	0	0	17 Guenther, Corinna	PT
Course Total			231	11	37	1	2	64	4	7	43	17	43	1	1	0	0	73	

Grade Distribution by Division																			
ANTH-130 Intro to Physical Anth																			
6168	3.0		39	0	3	0	0	7	0	15	9	5	0	0	0	0	0	11 Rance, Margaret	PT
6170	3.0		42	0	16	0	0	13	0	7	1	3	2	0	0	0	0	10 Yoshida-Levine, Bonnie	PT
6171	3.0		46	0	7	0	0	11	0	13	7	6	2	0	0	0	0	5 Yoshida-Levine, Bonnie	PT
6173	3.0		41	0	8	0	0	14	0	7	2	10	0	0	0	0	0	14 Yoshida-Levine, Bonnie	PT
6174	3.0		43	0	10	0	0	10	0	4	5	12	2	0	0	0	0	7 Yoshida-Levine, Bonnie	PT
6176N	3.0		66	0	47	0	0	16	0	3	0	0	0	0	0	0	0	2 Wallace, Charles	PT
6177N	3.0		59	0	47	0	0	10	0	1	0	0	0	0	1	0	0	1 Wallace, Charles	PT
6339	3.0		40	0	10	0	0	16	0	10	1	3	0	0	0	0	0	13 Vigil, Alberto	PT
6353	3.0		48	0	17	0	0	15	0	8	0	8	0	0	0	0	0	5 Vigil, Alberto	PT
8784	3.0		50	0	22	0	0	11	0	11	2	4	0	0	0	0	0	4 Vigil, Alberto	PT
Course Total			474	0	187	0	0	123	0	79	27	51	6	0	1	0	0	72	

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

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School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ANTH -- Course: All Courses

Grade Distribution by Division

ANTH-131 Physical Anthropology Lab																	
8786	1.0	25	0	11	0	0	3	0	0	5	0	0	6	0	0	2	Yoshida-Levine, Bonnie
8787	1.0	29	0	6	0	0	19	0	0	2	1	0	1	0	0	0	Rance, Margaret
Course Total		54	0	17	0	0	22	0	0	7	1	0	7	0	0	2	

ANTH-140 Introduction to Archaeology																	
6179	3.0	26	0	4	0	0	3	0	0	3	3	13	0	0	0	14	Dincken, Gulay
Course Total		26	0	4	0	0	3	0	0	3	3	13	0	0	0	14	

ANTH-215 Statistics/Behavioral Sciences																	
6180	3.0	7	0	4	0	0	1	0	0	2	0	0	0	0	0	1	Chafin-Arenz, Sky
6181	3.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	1	Chafin-Arenz, Sky
Course Total		9	0	5	0	0	1	0	0	2	0	1	0	0	0	2	
Subject Total		794	11	250	1	2	213	4	7	134	48	108	14	1	1	163	
Division Total		794	11	250	1	2	213	4	7	134	48	108	14	1	1	163	

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

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Grade Distribution by Division

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.	A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
		WKS	HRS								W	ENR	WSCH	INSTRUCTOR
PSY 120	INTRODUCTORY PSYCHOLOGY													
7345		3.0	6	20	15	3	5				8	57	171.0	BURTON
7346		3.0		2	7	6	3				26	44	132.0	GREENE
7347		3.0		2	12	7	1				34	56	168.0	GREENE
7348		3.0	5	11	12	6	9				8	51	156.0	BURTON
7351		3.0	24								15	39	117.0	CHEE PT
7352		3.0	1	6	5	6	7				24	49	147.0	NEWKIRK
7353		3.0	9	18	9	10	2				8	56	168.0	BURTON
7355		3.0	1	9	9	5	3			1	13	41	123.0	NEWKIRK
7356		3.0	18	12	15	4	7				4	60	180.0	JACOB
7357		3.0	3	6	6	16	4				20	55	165.0	NEWKIRK
7361		3.0	1	7	9	7	2				20	46	138.0	NEWKIRK
7362		3.0	4	2	17	8	6			2	9	48	144.0	NEWKIRK XP
7363		3.0	15	4	16	3	6				9	53	159.0	JACOB
7364		3.0	8	9	13	3	5				12	50	150.0	JACOB
7365		3.0	9	15	11	6	5		1		6	53	159.0	MOR PT
7366N		3.0	10	13	8	5	7		2		10	55	165.0	MCAIR PT
7367N		3.0	13	12	9	3	3		1		14	55	165.0	JACOB
7368N		3.0	1	7	11	3	11				10	43	129.0	MOYNIER PT
7369N		3.0	8	6	13	4	15				3	49	144.0	MANNING PT
7370N		3.0	7	7	7	6	8				12	47	138.0	JACOB
7371N		3.0	9	15	5	5	10				5	49	147.0	MANNING PT
	COURSE TOTAL		152	183	209	116	119		4	3	270	1056	3165.0	
PSY 125	CROSS-CULTURAL PSYCHOLOGY													
7373		3.0	10	5	4	2	5				5	31	93.0	HAYASHI PT
	COURSE TOTAL		10	5	4	2	5				5	31	93.0	
PSY 130	PSY OF INDIVIDUAL ADJUSTMENT													
7375		3.0	7	8	11	1	3				8	38	114.0	BURTON
	COURSE TOTAL		7	8	11	1	3				8	38	114.0	
PSY 134	HUMAN SEXUALITY													
7382		3.0	3	11	9	2	7				13	45	132.0	MERINO PT
7383		3.0	17	14	15		2		1		4	53	159.0	CLIFFORD PT
7385		3.0	12	8	7	2	5				11	46	138.0	KANEVSKY PT
7387N		3.0	9	12	7	4	11		1		7	50	153.0	ASHLYN PT
7388N		3.0	5	8	15	4	11				7	50	150.0	MCAIR PT
	COURSE TOTAL		46	53	53	12	36		2		42	244	732.0	
PSY 138	SOCIAL PSYCHOLOGY													
7391		3.0	2	5	2	1	10				2	22	66.0	CHARLTON PT
7392		3.0	12	3	5	2	4				6	32	96.0	CHARLTON PT
7393		3.0	11	4	4	4	3				5	31	93.0	HAYASHI PT
7395N		3.0	2	5	5	4	5				6	27	81.0	ASHLYN PT
	COURSE TOTAL		27	17	16	11	22				19	112	336.0	
PSY 140	PHYSIOLOGICAL PSYCHOLOGY													
7396		3.0	1	4	5	2	1				20	33	99.0	NEWKIRK
7397N		3.0	11	11	8	3	5				7	45	135.0	VUKOV PT

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														
PSY 140	PHYSIOLOGICAL PSYCHOLOGY																
	COURSE TOTAL			12	15	13	5	6				27	78	234.0			
PSY 150	DEVELOPMENTAL PSYCHOLOGY																
7399		3.0		5	17	5	1	3				2	33	99.0	PAK		
7400		3.0		7	20	10	6	2				7	52	156.0	PAK		
7401		3.0		15	11	2						7	35	105.0	PHILLIPS	PT	
	COURSE TOTAL			27	48	17	7	5				16	120	360.0			
PSY 170	ABNORMAL PSYCHOLOGY																
7404		3.0		3	1	6	7					25	42	126.0	GREENE		
7405		3.0		1	5	11	2	1				27	47	141.0	GREENE		
7406		3.0		2	4	11	1	3				22	43	126.0	GREENE		
	COURSE TOTAL			6	10	28	10	4				74	132	393.0			
PSY 180	PSY OF INTERPERSONAL SKILLS																
7408		6.0		4	8	1						2	6	21	126.0	BURTON	XP
	COURSE TOTAL			4	8	1						2	6	21	126.0		
PSY 199	SPECIAL STUDIES IN PSY																
7417		9.0			1								1	9.0	BURTON		
	COURSE TOTAL				1								1	9.0			
PSY 215	STATISTICS/BEHAVIORAL SCIENCES																
7410		5.0		3	1	3		3				4	14	65.0	FLOWE	PT	
7411		5.0		1	1								2	15.0	FLOWE	PT	
	COURSE TOTAL			4	2	3		3				4	16	80.0			
PSY 220	LEARNING																
7412		3.0		4	11	11	8	8				10	52	156.0	JACOB		
	COURSE TOTAL			4	11	11	8	8				10	52	156.0			
SUBJECT TOTAL				299	361	366	172	211		8	3	481	1901	5798.0			

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.										TOTAL		TOTAL		
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
PSY 120	INTRODUCTORY PSYCHOLOGY															
7345		3.0		3	17	10	3	5				15	53	159.0	BURTON	
7346		3.0			2	5	3					34	44	129.0	GREENE	
7347		3.0		1	2	6	3	3				25	40	120.0	GREENE	
7348		3.0		4	11	12	6	4				10	47	141.0	BURTON	
7349		3.0				5	8	5				21	39	117.0	NEWKIRK	
7351		3.0		22	4	1	2	3				12	44	126.0	CHEE	PT
7352		3.0		1	4	4	8	4				29	50	150.0	NEWKIRK	
7353		3.0		6	17	9	6	4		1	1	15	59	174.0	BURTON	
7355		3.0		2	5	6	9	5				27	54	162.0	NEWKIRK	
7356		3.0		13	17	16	6	4		1	1	5	63	189.0	JACOB	
7358		3.0		17	5	9	6	4				13	54	159.0	JACOB	
7359		3.0		2	7	3	3	4				32	51	153.0	NEWKIRK	XP
7360		3.0		1	5	6	5	1				13	31	93.0	NEWKIRK	
7361		3.0		13	9	11	5	7			1	7	53	159.0	JACOB	
7362		3.0		6	7	4	5	3				8	33	99.0	HAYASHI	PT
7364		3.0		9	9	7	4	7				9	45	135.0	KANEVSKY	PT
7365		3.0		15	8	6	4	7				3	43	129.0	MOR	PT
7366N		3.0		7	9	10	5	3				10	44	132.0	MCNAIR	PT
7367N		3.0		14	2	15	4	9				4	48	144.0	JACOB	
7368N		3.0		2	10	5	2	7				17	43	129.0	MOYNIER	PT
7369N		3.0		33	6	2	2	2				7	52	156.0	CHEE	PT
7370N		3.0		4	7	12	4	2				9	38	114.0	PHILLIPS	PT
7371N		3.0		8	6	3		15				4	36	108.0	MANNING	PT
	COURSE TOTAL			183	169	167	103	108		2	3	329	1064	3177.0		
PSY 125	GROSS-CULTURAL PSYCHOLOGY															
7373		3.0		8	2			5		1		6	22	63.0	LEAK	PT
	COURSE TOTAL			8	2			5		1		6	22	63.0		
PSY 130	PSY OF INDIVIDUAL ADJUSTMENT															
7375		3.0		4	9	9	2	3		1		14	42	117.0	BURTON	
	COURSE TOTAL			4	9	9	2	3		1		14	42	117.0		
PSY 134	HUMAN SEXUALITY															
7380		3.0		23	4	3	3	8				10	51	153.0	GOLDEN	PT
7382		3.0		13	6	4	2	13				12	50	150.0	GOLDEN	PT
7387N		3.0		5	7	14		2		1		15	44	132.0	TRIGEIRO	PT
7388N		3.0		7	11	9	6	3				10	46	138.0	MCNAIR	PT
	COURSE TOTAL			48	28	30	11	26		1		47	191	573.0		
PSY 138	SOCIAL PSYCHOLOGY															
7390		3.0		1	5	2		1		1		4	14	42.0	WILSON	PT
7392		3.0		2	3	7	4	8				8	32	96.0	ARCE	PT
7393		3.0		6	5	3	1	9				6	21	63.0	KANEVSKY	PT
7395N		3.0		4	5	4		9				5	21	63.0	KANDEL	PT
	COURSE TOTAL			13	18	16	5	12		1		23	88	264.0		
PSY 140	PHYSIOLOGICAL PSYCHOLOGY															
7396		3.0		2	4	2	1	1				19	29	84.0	NEWKIRK	
7397N		3.0		9	10	8		1				2	30	90.0	NINO	PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES											HUMANITIES, SOCIAL & BEHAV SCIENCES		
S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
WKS	HRS									W	ENR	WSCH INSTRUCTOR	
PSY 140	PHYSIOLOGICAL PSYCHOLOGY					(CONT'D)							
COURSE TOTAL		11	14	10	1	2				21	59	174.0	
PSY 150	DEVELOPMENTAL PSYCHOLOGY												
7399	3.0	9	8	5	1	1				4	28	84.0 PAK	
7400	3.0	1	15	5		1				1	23	69.0 PAK	
7401	3.0	9	12	7		1				7	36	108.0 KANEVSKY	
7402N	3.0	18	16	6	1	5				7	53	159.0 MANNING	
COURSE TOTAL		37	51	23	2	8				19	140	420.0	
PSY 170	ABNORMAL PSYCHOLOGY												
7404	3.0		6	9	1	4				23	43	129.0 GREENE	
7405	3.0	2	6	8	2	1				30	49	147.0 GREENE	
7406	3.0		2	6	4	1				25	38	114.0 GREENE	
COURSE TOTAL		2	14	23	7	6				78	130	390.0	
PSY 180	PSY OF INTERPERSONAL SKILLS												
7408	6.0	7	9	1		2				7	26	156.0 BURTON	
COURSE TOTAL		7	9	1		2				7	26	156.0	
PSY 199	SPECIAL STUDIES IN PSY												
7415	3.0			1							1	3.0 BURTON	
COURSE TOTAL				1							1	3.0	
PSY 215	STATISTICS/BEHAVIORAL SCIENCES												
7410	5.0	5	4	1		2				1	13	65.0 FLOWE	
7411	5.0	4		5		5				1	15	70.0 FLOWE	
COURSE TOTAL		9	4	6		7				2	28	135.0	
PSY 220	LEARNING												
7412	3.0	3	12	9	9	1				13	47	141.0 JACOB	
COURSE TOTAL		3	12	9	9	1				13	47	141.0	
SUBJECT TOTAL		325	330	295	140	180		6	3	559	1838	5613.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
PSY 120		INTRODUCTORY PSYCHOLOGY														
7345	3.0		5	10	13		6	6				8	48	144.0	BURTON	
7346	3.0		1	4	6		4	4				24	43	129.0	GREENE	
7347	3.0		2	4	7		7	5				21	46	135.0	GREENE	
7348	3.0		7	10	9		6	3				19	54	162.0	BURTON	
7350	3.0		10	16	5							14	45	132.0	CHEE	
7351	3.0		4	4	6		2	10				19	45	135.0	NEWKIRK	
7352	3.0			4	7		8	4				18	41	123.0	NEWKIRK	
7353	3.0		6	16	14		5	3				10	54	162.0	BURTON	
7355	3.0		1	6	6		11	7				13	44	132.0	NEWKIRK	
7356	3.0		10	6	11		6	14				13	60	180.0	JACOB	
7357	3.0		5	15	9		6	7				8	50	147.0	BURTON	
7358	3.0		2	5	3		3	8				16	37	111.0	NEWKIRK	
7359	3.0		19	19	5							4	47	141.0	HANBY	
7360	3.0		1	3	4		11	7				20	46	138.0	NEWKIRK	
7361	3.0		13	6	10		5	8		1		10	53	159.0	JACOB	
7362	3.0		5	5	15		5	5				11	46	138.0	JACOB	
7365	3.0		16	13	6		4	2				10	51	153.0	SNIDER	
7366N	3.0		7	7	6		4	4				2	13	43	126.0	JACOB
7367N	3.0		6	10	14		5	2				11	48	144.0	MCNAIR	
7368N	3.0		3	6	12		2	9				4	36	108.0	MOYNIER	
7369N	3.0		10	9	7		2	4				6	38	114.0	HOROWITZ	
7370N	3.0		7	10	6		1	4				16	44	129.0	CHEE	
7371N	3.0		4	10	9		2	10				7	42	126.0	MANNING	
COURSE TOTAL			144	198	190		105	126		1	2	295	1061	3168.0		
PSY 125		CROSS-CULTURAL PSYCHOLOGY														
7373	3.0		9	9			3	1				2	24	72.0	PALMER	
COURSE TOTAL			9	9			3	1				2	24	72.0		
PSY 134		HUMAN SEXUALITY														
7380	3.0		1	10	11		4	3				15	44	132.0	GOLDEN	
7382	3.0		21	9	2							12	44	132.0	HANBY	
7384	3.0		10	7	5		6	2				13	43	129.0	SNIDER	
7388N	3.0		4	4	6					2	1	10	27	81.0	MCNAIR	
COURSE TOTAL			36	30	24		10	5		2	1	50	158	474.0		
PSY 138		SOCIAL PSYCHOLOGY														
7390	3.0		3	3				2				1	9	27.0	CHREMAN	
7391	3.0		7	6	12		1	1				5	33	99.0	PAK	
7392	3.0		6	8	9			3			1	5	31	93.0	PAK	
7393	3.0		11	1	4			1				3	20	60.0	PALMER	
COURSE TOTAL			27	18	25		1	7			1	14	93	279.0		
PSY 140		PHYSIOLOGICAL PSYCHOLOGY														
7396	3.0		2		1			2				14	19	57.0	NEWKIRK	
7397N	3.0		25	13	4		1	2				4	49	150.0	NINO	
COURSE TOTAL			27	13	5		1	4				18	68	207.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
PSY 150 DEVELOPMENTAL PSYCHOLOGY															
7398		3.0		5	3	2		3				3	16	48.0	PAK
7399		3.0		7	5	8	3					5	28	84.0	PAK
7400		3.0		5	6	3		1				3	18	54.0	PAK
7402N		3.0		13	15	5		6		1		4	44	132.0	MANNING
COURSE TOTAL				30	29	18	3	10		1		15	106	318.0	
PSY 170 ABNORMAL PSYCHOLOGY															
7404		3.0			3	2	3	2				11	21	60.0	GREENE
7405		3.0			3	3	4	2		1		11	24	72.0	GREENE
7406		3.0			4	4	1					19	28	84.0	GREENE
COURSE TOTAL					10	9	8	4			1	41	73	216.0	
PSY 180 PSY OF INTERPERSONAL SKILLS															
7408		6.0		3	5	2	1					2	13	78.0	BURTON
COURSE TOTAL				3	5	2	1					2	13	78.0	
PSY 215 STATISTICS/BEHAVIORAL SCIENCES															
7410		5.0		8	6	1		2				3	20	100.0	GOLDEN
7411		5.0		1	2		1	1				1	6	30.0	GOLDEN
COURSE TOTAL				9	8	1	1	3				4	26	130.0	
PSY 220 LEARNING															
7412		3.0		5	14	14	8	4				5	50	150.0	JACOB
COURSE TOTAL				5	14	14	8	4				5	50	150.0	
SUBJECT TOTAL				290	334	288	141	164		4	5	446	1672	5092.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
PSY 120		INTRODUCTORY PSYCHOLOGY														
	7345	3.0	3	6	10	4	4					18	45	135.0	PAK	
	7347	3.0	16	13	7	2						6	44	132.0	MUNSON	PT
	7348	3.0	7	11	2			5				11	36	105.0	HERBST-DAMM	PT
	7349	3.0	6	6	2							12	26	78.0	PEARLBERG	PT
	7350	3.0	2		8	2	2					28	42	126.0	NEWKIRK	
	7351	3.0	5	10	15	3	6					13	52	156.0	PAK	
	7352	3.0	1	3	5	4	5					20	38	114.0	NEWKIRK	
	7353	3.0	16	7	14	8	6					6	57	171.0	JACOB	
	7355	3.0	1	4	5	6	1			1	24	42	126.0	NEWKIRK		
	7356	3.0	12	4	11	9	9					11	56	168.0	JACOB	
	7357	3.0	7	9	9	8	5					11	49	147.0	BURTON	PT
	7358	3.0	8	9	9	3	3					22	54	162.0	PAK	XP
	7359	3.0	13	9	6	6	3			1	9	47	138.0	JACOB		
	7360	3.0	5	9	4	8	4					16	46	138.0	BURTON	PT
	7361	3.0	17	7	4	7	3					12	50	150.0	JACOB	
	7362	3.0	4	8	7	5	6					5	35	105.0	JACOB	XP
	7365	3.0	15	7	5	1	3		1			10	42	123.0	DOOLEY	PT
	7366N	3.0	9	13	5	4	8					2	41	123.0	MUTTER	PT
	7367N	3.0	5	10	14	3	5					10	47	141.0	MCNAIR	PT
	7368N	3.0	9	13	4	1	2					16	45	132.0	PEARLBERG	PT
	7369N	3.0	12	9	4	1	1					10	37	111.0	NINO	PT
	7371N	3.0	11	7	3	2	3					8	34	99.0	HOROWITZ	PT
	COURSE TOTAL		184	174	153	87	84			1	2	280	965	2880.0		
PSY 125		CROSS-CULTURAL PSYCHOLOGY														
	7374	3.0	1	4	4	3	5			1		4	22	63.0	GOLDEN	PT
	COURSE TOTAL		1	4	4	3	5			1		4	22	63.0		
PSY 134		HUMAN SEXUALITY														
	7382	3.0	12	12	10	1	4					11	50	147.0	WEINRICH	PT
	7383	3.0	6	10	12	2	2					9	41	123.0	WEINRICH	PT
	7384	3.0		9	6	3	9		1			6	34	102.0	GOLDEN	PT
	7385	8	6.0	6	12	8	4	13				7	50	117.9	GOLDEN	PT
	7388N	3.0	5	5	6	4	6					18	44	132.0	MCNAIR	PT
	COURSE TOTAL		29	48	42	14	34			1		51	219	621.9		
PSY 138		SOCIAL PSYCHOLOGY														
	7390	3.0	2	3	4		1						10	30.0	CHAPMAN	PT
	7391	3.0	3	4	1							3	11	33.0	PEARLBERG	PT
	7392	3.0	2	3					1			2	8	24.0	CHAPMAN	PT
	7393	3.0	7	4	1	2	3					4	21	63.0	DOOLEY	PT
	7395N	3.0	2	8	2							6	18	51.0	CHAPMAN	PT
	COURSE TOTAL		16	22	8	2	4			1		15	68	201.0		
PSY 140		PHYSIOLOGICAL PSYCHOLOGY														
	7396	3.0	1	1	5		1					10	18	54.0	NEWKIRK	
	7397N	3.0	15	11	4	1	1					11	43	129.0	NINO	PT
	COURSE TOTAL		16	12	9	1	2					21	61	183.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
PSY 150 DEVELOPMENTAL PSYCHOLOGY																
	7398	3.0	6	15	4	2	5					8	40	120.0	PAK	
	7399	3.0	7	12	11		2					3	35	105.0	PAK	
	7402N	3.0	17	6		2	4					9	34	102.0	MUNSON	PT
	COURSE TOTAL		30	33	15	4	7					20	109	327.0		
PSY 170 ABNORMAL PSYCHOLOGY																
	7404	3.0	13	6	6	6	9					13	53	159.0	JACOB	
	7405N	3.0	20	4		1	1			1		2	29	87.0	ELSON	PT
	COURSE TOTAL		33	10	6	7	10			1		15	82	246.0		
PSY 215 STATISTICS/BEHAVIORAL SCIENCES																
	7410	5.0		2	6		2					9	19	95.0	NEWKIRK	XP
	7411	5.0		1	2	1		2				4	10	50.0	NEWKIRK	
	COURSE TOTAL			1	4	7		4				13	29	145.0		
PSY 220 LEARNING																
	7412	3.0		6	6	10	5	4				7	38	114.0	KENNELLY	PT
	7413	3.0		6	10	6		4				1	27	81.0	KENNELLY	PT
	COURSE TOTAL			12	16	16	5	8				8	65	195.0		
SUBJECT TOTAL				322	323	260	123	158		5	2	427	1620	4861.9		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
WKS	HRS									W	ENR	WSCH	INSTRUCTOR
PSY 120 INTRODUCTORY PSYCHOLOGY													
7345	3.0	5	5	3	4	15				15	47	138.0	PAK
7346	3.0	14	15	7	2	4				6	48	144.0	HERBST PT
7347	3.0	4	9	4	3	9				16	45	135.0	PAK
7348	3.0	5	9	11	7	7				9	48	144.0	BURTON PT
7349	3.0	5	5	2	2	7				24	45	135.0	RAMOS
7350	3.0	7	7	4						7	25	72.0	DOOLEY PT
7351	3.0	2	2	5	5	9				24	45	132.0	NEWKIRK
7352	3.0	2	2	2	5	7				21	39	114.0	NEWKIRK
7353	3.0	7	10	10	3	9				10	49	147.0	PAK
7355	3.0	2	2	3	6	6				22	41	123.0	NEWKIRK
7356	3.0	9	14	17	3	3			1	13	60	180.0	JACOB
7357	3.0	2	3	4	8	4				15	36	108.0	NEWKIRK
7358	3.0	11	11	6	1	2		1		11	42	123.0	RAMOS PT
7359	3.0	3	3	5	1	2				8	22	63.0	RAMOS
7360	3.0	1	2	6	2	3				23	37	105.0	NEWKIRK
7361	3.0	15	16	11	6	2				7	57	171.0	JACOB
7362	3.0	4	10	5	2	5				7	33	99.0	JACOB XP
7365	3.0	9	11	5	4	7				13	49	141.0	JACOB
7366N	3.0	11	11	6	3	6				5	42	126.0	MUTTER PT
7367N	3.0	5	6	6	2	6				16	41	120.0	MCAIR PT
7368N	3.0	2	1	1	1	11				16	31	93.0	GOLDEN PE
7369N	3.0	5	13	8		8				5	39	114.0	NING PT
7371N	3.0	9	14	15	2	5			1	7	53	156.0	MUTTER PT
COURSE TOTAL		137	180	146	71	137		2	1	300	974	2883.0	
PSY 125 CROSS-CULTURAL PSYCHOLOGY													
7374	3.0	9	6			1				6	22	63.0	HERBST PT
COURSE TOTAL		9	6			1				6	22	63.0	
PSY 134 HUMAN SEXUALITY													
7382	3.0	5	2	7	3	5				8	30	90.0	WEINRICH PT
7383	3.0	12	13	9		7		1		12	54	162.0	WEINRICH PT
7384	3.0	2	4	10	4	8				9	37	111.0	GOLDEN PT
7385	8 6.0	2	9	9	3	13				10	46	98.7	GOLDEN PT
7388N	3.0	4	7	5	5	3				12	36	108.0	MCAIR PT
COURSE TOTAL		25	35	40	15	36		1		51	203	569.7	
PSY 138 SOCIAL PSYCHOLOGY													
7391	3.0	4	5	7	3	6				7	32	96.0	CHAFIN-ARENZ
7392	3.0	4	6	3	1	8				4	26	78.0	CHAFIN-ARENZ
7393	3.0	6	5	3	2	2				5	23	69.0	CHAFIN-ARENZ
7395N	3.0	5	3	6	2	1				3	20	60.0	HARRELL PT
COURSE TOTAL		19	19	19	8	17				19	101	303.0	
PSY 140 PHYSIOLOGICAL PSYCHOLOGY													
7396	3.0	11	7	9		2				19	48	141.0	RAMOS
7397N	3.0	4	8	3		2				21	38	114.0	RAMOS
COURSE TOTAL		15	15	12		4				40	86	255.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.								TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR
PSY 150	DEVELOPMENTAL PSYCHOLOGY														
7399		3.0		5	5	2	3					4	19	57.0	PAK
7400		3.0	8	9	4	2	7					10	40	120.0	PAK
7402N		3.0	23	9	1	2	6					4	45	135.0	MUTTER PT
	COURSE TOTAL		31	23	10	6	16					18	104	312.0	
PSY 170	ABNORMAL PSYCHOLOGY														
7404		3.0	7	12	10	5	4		1			9	48	144.0	JACOB
7405		3.0	8	6	6		5					13	38	114.0	JACOB
7507N		3.0	9	3	1							2	15	45.0	ELSON PT
	COURSE TOTAL		24	21	17	5	9		1			24	101	303.0	
PSY 215	STATISTICS/BEHAVIORAL SCIENCES														
7410		5.0	5	3	5	1	1					1	16	80.0	CHAFIN-ARENZ
7411		5.0	1	4	3		1					3	12	60.0	CHAFIN-ARENZ XP
	COURSE TOTAL		6	7	8	1	2					4	28	140.0	
PSY 220	LEARNING														
7412		3.0	11	9	11	4	5					15	55	165.0	KENNELLY PT
	COURSE TOTAL		11	9	11	4	5					15	55	165.0	
	SUBJECT TOTAL		277	315	263	110	227		4	1		477	1674	4993.7	

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: PSY -- 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	
G04 -- Humanities Social & Behav Sciences																		
PSY-120 Introductory Psychology																		
4178		3.0	41	0	4	0	0	8	0	0	10	3	12	0	4	0	14 Pak, Maria	
4179		3.0	36	0	8	0	0	12	0	0	7	3	6	0	0	0	17 Wanic, Rebecca	
4180		3.0	35	0	6	0	0	8	0	0	7	6	8	0	0	0	19 Pak, Maria	
4181		3.0	41	0	7	0	0	6	0	0	12	1	15	0	0	0	11 Ramos, Amy	
4182		3.0	37	0	5	0	0	13	0	0	6	2	11	0	0	0	8 Nadler, Kristy	
4183		3.0	8	0	2	0	0	2	0	0	1	1	2	0	0	0	3 Dinovo, Salvatore	
4184		3.0	42	0	10	0	0	13	0	0	10	8	1	0	0	0	8 Pak, Maria	
4185		3.0	41	0	10	0	0	6	0	0	11	4	10	0	0	0	11 Chafin-Arenz, Sky	
4186		3.0	45	0	15	0	0	12	0	0	5	1	12	0	0	0	8 Ramos, Amy	
4187		3.0	45	0	17	0	0	6	0	0	10	4	8	0	0	0	12 Jacob, M	
4188		3.0	40	0	7	0	0	13	0	0	6	4	10	0	0	0	12 Ramos, Amy	
4189		3.0	53	0	12	0	0	14	0	0	6	9	12	0	0	0	12 Jacob, M	
4190		3.0	44	0	10	0	0	11	0	0	13	2	7	0	0	0	19 Burton, Victor	
4191		3.0	30	0	9	0	0	11	0	0	5	1	4	0	0	0	3 Thurston, Carly	
4192		3.0	34	0	8	0	0	9	0	0	9	6	2	0	0	0	5 Chafin-Arenz, Sky	
4193		3.0	53	0	13	0	0	16	0	0	10	3	10	1	0	0	3 Dooley, Kevin	
4194		3.0	25	0	5	0	0	5	0	0	9	2	4	0	0	0	10 Jacob, M	
4195		3.0	38	0	9	0	0	9	0	0	8	4	8	0	0	0	12 Burton, Victor	
4196N		3.0	31	0	10	0	0	13	0	0	7	1	0	0	0	0	6 Eggerman, Jason	
4197N		3.0	31	0	6	0	0	5	0	0	13	3	4	0	0	0	16 McNair, Eileen	
4198N		3.0	35	0	5	0	0	13	0	0	10	4	3	0	0	0	10 Dooley, Kevin	

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

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

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

4199N	3.0	38	0	15	0	0	9	0	10	1	3	0	0	0	0	0	0	0	3	Nino, Randall	PT
4200	3.0	39	0	14	0	0	15	0	5	1	4	0	0	0	0	0	0	0	8	Chafin-Arenz, Sky	
4900	3.0	38	0	10	0	0	8	0	6	3	11	0	0	0	0	0	0	0	11	Jacob, M	
4901	3.0	27	0	6	0	0	6	0	8	4	3	0	0	0	0	0	0	0	6	Eggerman, Jason	PT
4906	3.0	25	0	5	0	0	5	0	10	1	4	0	0	0	0	0	0	0	21	McNair, Eileen	PT
Course Total		952	0	228	0	0	248	0	214	82	174	1	4	0	0	0	0	0	268		

PSY-125 Cross-Cultural Psychology

4201	3.0	18	0	3	0	0	4	0	4	1	6	0	0	0	0	0	0	0	3	Golden, Debra	PT
Course Total		18	0	3	0	0	4	0	4	1	6	0	0	0	0	0	0	0	3		

PSY-134 Human Sexuality

4202	3.0	33	0	7	0	0	7	0	13	4	2	0	0	0	0	0	0	0	17	Weinrich, James	PT
4203	3.0	37	0	10	0	0	18	0	7	1	1	0	0	0	0	0	0	0	17	Weinrich, James	PT
4204	3.0	44	0	17	0	0	7	0	6	1	13	0	0	0	0	0	0	0	7	Golden, Debra	PT
4205	3.0	51	0	15	0	0	10	0	8	3	15	0	0	0	0	0	0	0	6	Golden, Debra	PT
4206N	3.0	27	0	6	0	0	7	0	6	4	4	0	0	0	0	0	0	0	9	McNair, Eileen	PT
4902	3.0	19	0	6	0	0	8	0	5	0	0	0	0	0	0	0	0	0	20	Weinrich, James	PT
Course Total		211	0	61	0	0	57	0	45	13	35	0	0	0	0	0	0	0	76		

PSY-138 Social Psychology

4207	3.0	20	0	1	0	0	7	0	4	1	6	1	0	0	0	0	0	0	3	Chafin-Arenz, Sky	
4208	3.0	29	0	6	0	0	10	0	4	4	5	0	0	0	0	0	0	0	5	Chafin-Arenz, Sky	
4210N	3.0	20	0	7	0	0	2	0	4	1	6	0	0	0	0	0	0	0	2	Elson, Kadimah	PT
Course Total		69	0	14	0	0	19	0	12	6	17	1	0	0	0	0	0	0	10		

PSY-140 Physiological Psychology

4211	3.0	16	0	3	0	0	5	0	4	0	3	1	0	0	0	0	0	0	14	Ramos, Amy	
4212	3.0	17	0	3	0	0	2	0	4	4	4	0	0	0	0	0	0	0	3	Ramos, Amy	

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

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

4904	3.0	11	0	4	0	0	4	0	0	2	0	1	0	0	0	10	Ramos, Amy	XP
4905N	3.0	18	0	11	0	0	4	0	0	3	0	0	0	0	0	3	Nino, Randall	PT
Course Total		62	0	21	0	0	15	0	0	13	4	8	1	0	0	30		

PSY-150 Developmental Psychology

4213	3.0	21	0	7	0	0	10	0	0	1	0	3	0	0	0	2	Pak, Maria	
4214	3.0	26	0	4	0	0	8	0	0	7	3	4	0	0	0	7	Pak, Maria	
4215N	3.0	11	0	4	0	0	3	0	0	4	0	0	0	0	0	7	Ciaver, Annette	PT
Course Total		58	0	15	0	0	21	0	0	12	3	7	0	0	0	16		

PSY-170 Abnormal Psychology

4216	3.0	31	0	6	0	0	7	0	0	5	4	9	0	0	0	10	Jacob, M	
4217	3.0	38	0	8	0	0	6	0	0	8	7	9	0	0	0	12	Jacob, M	
4261N	3.0	23	0	14	0	0	6	0	0	2	0	0	1	0	0	3	Elson, Kadimah	PT
Course Total		92	0	28	0	0	19	0	0	15	11	18	1	0	0	25		

PSY-215 Statistics/Behavioral Sciences

4218	3.0	11	0	4	0	0	4	0	0	1	1	1	0	0	0	6	Chafin-Arenz, Sky	XP
4219	3.0	11	0	5	0	0	1	0	0	1	2	2	0	0	0	5	Chafin-Arenz, Sky	
Course Total		22	0	9	0	0	5	0	0	2	3	3	0	0	0	11		

PSY-220 Learning

4220	3.0	19	0	5	0	0	7	0	0	4	2	1	0	0	0	2	Kennelly, Arthur	PT
4907	3.0	30	0	10	0	0	8	0	0	8	2	2	0	0	0	5	Dooley, Kevin	PT
Course Total		49	0	15	0	0	15	0	0	12	4	3	0	0	0	7		
Subject Total		1533	0	394	0	0	403	0	0	329	127	271	4	4	0	446		
Division Total		1533	0	394	0	0	403	0	0	329	127	271	4	4	0	446		

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 School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: PSY -- Course: All Courses
 Grade Distribution by Division
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School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: PSY -- Course: All Courses
Grade Distribution by Division

Section N = Night Wks 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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** = Not Valid for ADA
 G04 -- Humanities Social & Behav Sciences

PSY-120 Introductory Psychology																	
4178	3.0	44	0	11	0	0	13	0	0	0	9	4	7	0	0	0	7 Pak, Maria
4179	3.0	46	0	7	0	0	10	0	0	0	8	7	14	0	0	0	5 Wanic, Rebecca
4180	3.0	35	0	10	0	0	10	0	0	0	8	1	6	0	0	0	16 Pak, Maria
4181	3.0	35	0	7	0	0	5	0	0	0	5	0	18	0	0	0	12 Nadler, Kristy
4182	3.0	38	7	0	1	0	5	3	3	4	5	10	0	0	0	0	12 Dinovo, Salvatore
4183	3.0	45	0	9	0	0	20	0	0	0	9	3	3	1	0	0	8 Pak, Maria
4184	3.0	49	0	5	0	0	10	0	0	0	8	13	13	0	0	0	21 Burton, Victor
4185	3.0	57	0	1	0	0	16	0	0	0	19	5	15	0	1	0	5 Chafin-Arenz, Sky
4186	3.0	45	0	7	0	0	11	0	0	0	15	4	8	0	0	0	11 Jacob, M
4187	3.0	43	0	5	0	0	6	0	0	0	11	6	15	0	0	0	16 Jacob, M
4188	3.0	57	0	11	0	0	15	0	0	0	13	6	11	1	0	0	13 Burton, Victor
4189	3.0	49	0	8	0	0	10	0	0	0	12	7	11	1	0	0	10 Jacob, M
4190	3.0	52	9	3	4	2	9	4	3	7	3	8	0	0	0	0	9 Ramos, Amy
4192	3.0	50	0	8	0	0	10	0	0	0	14	8	10	0	0	0	11 Chafin-Arenz, Sky
4194	3.0	26	0	7	0	0	5	0	0	0	7	3	4	0	0	0	7 Jacob, M
4195	3.0	48	7	7	3	6	5	4	5	2	2	7	0	0	0	0	8 Ramos, Amy
4196N	3.0	34	0	8	0	0	8	0	0	0	7	2	9	0	0	0	12 Markowitz, Karen
4197N	3.0	45	0	3	2	1	5	1	2	9	6	15	0	0	0	0	7 McNair, Eileen
4198N	3.0	35	0	15	0	0	7	0	0	0	9	2	2	0	0	0	8 Nino, Randall
4199N	3.0	40	0	18	0	0	8	0	0	0	7	2	5	0	0	0	5 Nino, Randall
4200	3.0	43	0	6	0	0	18	0	0	0	5	5	8	0	1	0	15 Chafin-Arenz, Sky

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Grade Distribution by Division
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Grade Distribution by Division
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4900	8	3.0	45	0	19	0	0	9	0	0	6	3	8	0	0	0	7	Chafin-Arenz, Sky	
4901		3.0	40	6	3	5	2	3	5	4	4	6	0	0	0	0	14	Ramos, Amy	
4906		3.0	37	0	7	0	0	6	2	0	9	2	10	1	0	0	14	McNair, Eileen	
9711		3.0	16	0	3	0	0	3	0	0	2	2	6	0	0	0	6	Jacob, M	
Course Total			1054	29	188	15	11	226	17	18	209	105	229	4	2	0	259		
PSY-125 Cross-Cultural Psychology																			
4201		3.0	31	0	2	0	0	7	0	0	4	3	15	0	0	0	6	Golden, Debra	
Course Total			31	0	2	0	0	7	0	0	4	3	15	0	0	0	6		
PSY-134 Human Sexuality																			
4202		3.0	43	0	7	0	0	12	0	0	15	6	2	1	0	0	14	Weinrich, James	
4203		3.0	41	0	12	0	0	15	0	0	6	2	4	2	0	0	17	Weinrich, James	
4204		3.0	51	0	6	0	0	8	0	0	12	6	19	0	0	0	13	Golden, Debra	
4206N		3.0	48	0	10	3	2	5	3	3	9	4	9	0	0	0	4	McNair, Eileen	
4902		3.0	31	0	12	0	0	7	0	0	5	3	4	0	0	0	19	Weinrich, James	
Course Total			214	0	47	3	2	47	3	3	47	21	38	3	0	0	67		
PSY-138 Social Psychology																			
4210N		3.0	30	0	13	0	0	6	0	0	4	1	6	0	0	0	5	Markowitz, Karen	
9700N		3.0	27	0	6	0	0	6	0	0	4	2	9	0	0	0	1	Chafin-Arenz, Sky	
Course Total			57	0	19	0	0	12	0	0	8	3	15	0	0	0	6		
PSY-140 Physiological Psychology																			
4211	8	3.0	23	1	3	1	3	3	1	0	7	1	2	1	0	0	19	Ramos, Amy	
4212		3.0	31	0	2	0	3	7	0	4	8	0	6	1	0	0	20	Ramos, Amy	
4904		3.0	18	1	0	0	2	0	0	3	2	4	5	1	0	0	12	Ramos, Amy	
4905		3.0	13	2	1	0	5	0	0	1	0	1	2	1	0	0	35	Ramos, Amy	
Course Total			85	4	6	1	13	10	1	8	17	6	15	4	0	0	86		

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Grade Distribution by Division
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Grade Distribution by Division
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PSY-150 Developmental Psychology																	
4213	3.0	39	0	9	0	0	14	0	0	8	3	5	0	0	11	Pak, Maria	
4214	3.0	41	0	13	0	0	12	0	0	6	3	6	1	0	8	Pak, Maria	
Course Total		80	0	22	0	0	26	0	0	14	6	11	1	0	0	19	
PSY-170 Abnormal Psychology																	
4216	3.0	43	0	8	0	0	12	0	0	10	3	9	0	0	0	7	Jacob, M
4217	3.0	38	0	4	0	0	7	0	0	15	5	7	0	0	0	14	Jacob, M
4261N	3.0	45	3	7	5	4	4	3	1	2	2	14	0	0	0	6	Dinovo, Salvatore
Course Total		126	3	19	5	4	23	3	1	27	10	30	0	0	0	27	PT
PSY-215 Statistics/Behavioral Sciences																	
4218	3.0	15	0	0	1	0	5	4	0	3	0	2	0	0	0	4	Ruiz Limon, Estevan
4219	3.0	12	0	2	0	0	2	2	1	1	1	3	0	0	0	4	Ruiz Limon, Estevan
Course Total		27	0	2	1	0	7	6	1	4	1	5	0	0	0	8	PT
PSY-220 Learning																	
4220	3.0	42	7	6	0	3	5	0	2	7	3	9	0	0	0	6	Kennelly, Arthur
Course Total		42	7	6	0	3	5	0	2	7	3	9	0	0	0	6	PT
Subject Total		1716	43	311	25	33	363	30	33	337	158	367	12	2	0	484	
Division Total		1716	43	311	25	33	363	30	33	337	158	367	12	2	0	484	

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Grade Distribution by Division
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Grade Distribution by Division
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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		
G04 -- Humanities Social & Behav Sciences																				
PSY-120 Introductory Psychology																				
4178		3.0	45	5	4	0	3	8	0	2	4	11	8	0	0	0	0	9	Kennelly, Arthur	PT
4179		3.0	60	1	14	1	16	3	0	10	3	11	0	0	0	0	0	5	Wanic, Rebecca	PT
4180		3.0	48	3	6	4	9	5	3	2	3	6	7	0	0	0	0	9	Harrell, Jody	PT
4181		3.0	47	0	15	2	3	10	0	1	9	4	3	0	0	0	0	7	Sanchez, Sandra	PT
4183		3.0	39	4	5	0	6	6	0	0	8	4	6	0	0	0	0	14	Kennelly, Arthur	PT
4184		3.0	34	0	7	0	0	14	0	0	5	5	3	0	0	0	0	26	Burton, Victor	PT
4185		3.0	46	0	7	0	0	17	0	0	14	3	4	0	1	0	0	4	Chafin-Arenz, Sky	PT
4186		3.0	45	0	7	0	0	8	0	0	7	7	16	0	0	0	0	11	Jacob, M	
4187		3.0	42	0	11	0	0	11	0	0	7	5	8	0	0	0	0	10	Jacob, M	
4188		3.0	39	0	5	0	0	13	0	0	8	5	8	0	0	0	0	16	Burton, Victor	PT
4189		3.0	48	0	11	0	0	12	0	0	11	1	13	0	0	0	0	6	Jacob, M	
4190		3.0	44	0	24	0	0	8	0	0	4	3	5	0	0	0	0	19	Ramos, Amy	
4192		3.0	45	0	4	0	0	17	0	0	11	5	8	0	0	0	0	8	Chafin-Arenz, Sky	
4194		3.0	31	0	7	0	0	8	0	0	9	5	2	0	0	0	0	3	Jacob, M	
4195		3.0	48	0	24	0	0	12	0	0	5	2	5	0	0	0	0	7	Ramos, Amy	
4196N		3.0	47	0	10	0	0	15	0	0	9	5	8	0	0	0	0	6	Markowitz, Karen	PT
4197N		3.0	40	0	6	0	0	10	0	1	13	4	6	0	0	0	0	11	McNair, Eileen	PT
4198N		3.0	42	0	14	0	0	17	0	0	7	2	2	0	0	0	0	8	Nino, Randall	PT
4199N		3.0	47	0	13	0	0	20	0	0	11	1	2	0	0	0	0	5	Nino, Randall	PT
4200		3.0	44	0	7	0	0	11	0	0	12	4	10	0	0	0	0	4	Chafin-Arenz, Sky	
4901		3.0	42	0	17	0	0	6	0	0	10	0	9	0	0	0	0	10	Dooley, Kevin	PT

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6801	8	3.0	34	0	5	0	0	5	0	0	7	3	14	0	0	0	22	Chafin-Arenz, Sky	PT
9711		3.0	17	0	6	0	0	5	0	0	3	2	1	0	0	0	1	Jacob, M	
Course Total			974	13	229	7	22	254	6	187	90	159	0	1	0	221			

PSY-125 Cross-Cultural Psychology

4201		3.0	22	0	4	0	0	6	0	0	7	3	2	0	0	0	3	Golden, Debra	PT
Course Total			22	0	4	0	0	6	0	0	7	3	2	0	0	0	3		

PSY-134 Human Sexuality

4203		3.0	43	0	18	0	0	13	0	0	2	2	8	0	0	0	6	Weinrich, James	PT
4204		3.0	63	0	6	0	0	15	0	0	16	10	16	0	0	0	6	Golden, Debra	PT
4206N		3.0	37	0	17	0	2	2	0	1	4	5	6	0	0	0	13	McNair, Eileen	PT
4902		3.0	42	0	12	0	0	12	0	0	7	3	8	0	0	0	7	Weinrich, James	PT
Course Total			185	0	53	0	2	42	0	1	29	20	38	0	0	0	32		

PSY-138 Social Psychology

4210		3.0	43	0	12	0	0	10	0	0	9	3	8	0	1	0	5	Chafin-Arenz, Sky	PT
9700N		3.0	31	0	18	0	0	6	0	0	1	3	3	0	0	0	7	Markowitz, Karen	PT
Course Total			74	0	30	0	0	16	0	0	10	6	11	0	1	0	12		

PSY-140 Physiological Psychology

4211	8	3.0	29	1	0	4	2	6	2	1	2	1	10	0	0	0	18	Ramos, Amy	XP
4212		3.0	45	3	3	4	6	12	6	1	4	2	4	0	0	0	15	Ramos, Amy	XP
4904		3.0	27	2	3	6	1	4	2	2	2	0	5	0	0	0	13	Ramos, Amy	XP
4905		3.0	26	2	2	2	1	2	1	2	2	2	10	0	0	0	10	Ramos, Amy	XP
5560	8	3.0	31	3	1	0	2	1	4	0	3	2	15	0	0	0	20	Ramos, Amy	XP
Course Total			158	11	9	16	12	25	15	6	13	7	44	0	0	0	76		

PSY-150 Developmental Psychology

4213		3.0	47	0	13	0	0	10	0	0	7	2	15	0	0	0	8	Nadler, Kristy	PT
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Grade Distribution by Division
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Grade Distribution by Division
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4214	3.0	38	0	16	0	0	9	0	0	3	3	7	0	0	0	13	Nadler, Kristy	PT
Course Total		85	0	29	0	0	19	0	0	10	5	22	0	0	0	0		

PSY-170 Abnormal Psychology																		
4216	3.0	40	2	2	3	3	7	5	4	3	4	7	0	0	0	10	Dinovo, Salvatore	PT
4261N	3.0	37	1	4	2	3	7	1	3	4	3	9	0	0	0	12	Dinovo, Salvatore	PT
Course Total		77	3	6	5	6	14	6	7	7	7	16	0	0	0	22		

PSY-215 Statistics/Behavioral Sciences																		
4218	3.0	16	0	2	0	0	6	0	0	3	3	2	0	0	0	2	Chafin-Arenz, Sky	
4219	3.0	19	0	4	0	0	9	0	0	4	2	0	0	0	0	1	Chafin-Arenz, Sky	
Course Total		35	0	6	0	0	15	0	0	7	5	2	0	0	0	3		

PSY-220 Learning																		
4220	3.0	39	0	9	0	0	12	0	0	8	3	7	0	0	0	8	Jacob, M	PT
5333	3.0	37	5	4	0	5	5	0	1	6	6	5	0	0	0	12	Kennelly, Arthur	
Course Total		76	5	13	0	5	17	0	1	14	9	12	0	0	0	20		
Subject Total		1686	32	379	28	47	408	27	21	284	152	306	0	2	0	410		
Division Total		1686	32	379	28	47	408	27	21	284	152	306	0	2	0	410		

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Grade Distribution by Division
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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													
PSY 120	INTRODUCTORY PSYCHOLOGY															
7106		3.0	4	15	9	7	6					11	52	156.0	BURTON	
7107		3.0	1	2	3	2	1					34	43	129.0	GREENE	
7108		3.0	3	3	7							21	36	108.0	GREENE	
7109		3.0	6	14	13	1	6					8	48	144.0	BURTON	
7110		3.0	11	5	1							11	29	81.0	CHEE	PT
7113		3.0	7	14	10	8	10					11	60	180.0	BURTON	
7114		3 16.0	6	11	14	4	3					12	50	104.2	MOYNIER	PT
7117		3.0	1	5	7	5	1					28	47	141.0	NEWKIRK	
7118		3.0	11	18	15	6	2					8	60	180.0	BURTON	
7120		3.0	2	2	5	4	2				1	18	34	102.0	NEWKIRK	
7121		3.0	4	15	15	4	4					14	56	168.0	BURTON	XP
7122		3.0	10	8	16	6	2					10	52	156.0	JACOB	
7132		3.0	5	15	9	1	3			1		16	50	147.0	KANEVSKY	PT
7134		3.0	6	7	6	6	6					18	43	129.0	NEWKIRK	
7136		3.0	5	4	6	3	3					20	38	111.0	NEWKIRK	
7137		8 6.0	5	6	10	3	4			1		13	42	79.5	KANEVSKY	PT
7138		3.0	13	4	11	7	5				1	14	55	159.0	JACOB	
7140		3.0	3	5	5	3	3					5	24	72.0	CLIFFORD	PT
7141		3.0	1	8	4	4	3					8	24	72.0	NEWKIRK	XP
7142		3.0	5	5	5	3	2					7	27	81.0	MOR	PT
7143N		3.0	7	7	14	3	4			1	1	8	45	132.0	MCMNAIR	PT
7144N		3.0	10	8	10	2	4					15	49	144.0	JACOB	
7145N		3.0	2	11	7	2	6			1		16	45	132.0	MOYNIER	PT
7146N		3.0	3	5	9	4	2					17	40	117.0	MANNING	PT
7147N		3.0	15	2	2							14	33	99.0	CHEE	PT
7149N		3.0	6	7	4	1	4					12	34	102.0	MANNING	PT
	COURSE TOTAL		137	199	220	92	92			4	3	369	1116	3225.7		
PSY 125	CROSS-CULTURAL PSYCHOLOGY															
7155		3.0	3	4	5							1	13	39.0	HAYASHI	PT
	COURSE TOTAL		3	4	5							1	13	39.0		
PSY 130	PSY OF INDIVIDUAL ADJUSTMENT															
7161		3.0	5	10	4	3	2					12	36	108.0	BURTON	
	COURSE TOTAL		5	10	4	3	2					12	36	108.0		
PSY 134	HUMAN SEXUALITY															
7165		3.0	6	4	10	2	6				3	10	41	123.0	GONZALEZ	PT
7169		3.0	8	7	15		2					3	35	105.0	DAVIS	PT
7170N		3.0	8	8	5	9	13			1		9	53	159.0	ASHLYN	PT
7172N		3.0	8	12	20	6	2					11	59	177.0	MCMNAIR	PT
	COURSE TOTAL		30	31	50	17	23			1	3	33	188	564.0		
PSY 138	SOCIAL PSYCHOLOGY															
7173		3.0	4	2	7	2	5					11	31	93.0	CHARLTON	PT
7174		3.0	2	3	1	1	1					6	13	39.0	CHARLTON	PT
7175		3.0	11	6	3	2	1			1		3	27	81.0	HAYASHI	PT
7176N		3.0	4	8	2	2	7					4	27	81.0	ASHLYN	PT
	COURSE TOTAL		21	19	12	7	14			1		24	98	294.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
PSY 140		PHYSIOLOGICAL PSYCHOLOGY														
7177	3.0			4	4	2	2					15	27	81.0	NEWKIRK	
7178N	3.0	15	25	6	1	9						2	58	171.0	VUKOV	PT
COURSE TOTAL		15	29	10	3	11						17	85	252.0		
PSY 150		DEVELOPMENTAL PSYCHOLOGY														
7179	3.0	6	13	11	1	2						9	42	126.0	PAK	
7180	3.0	9	16	16	1	1						6	49	147.0	PAK	
7181	3.0	6	9	8		4				1		2	30	90.0	PAK	
COURSE TOTAL		21	38	35	2	7				1		17	121	363.0		
PSY 170		ABNORMAL PSYCHOLOGY														
7182	3.0	1	1	3	4	2						32	43	129.0	GREENE	
7183	3.0	1	6	9	3							25	44	132.0	GREENE	
7184	3.0	3	5	11	4	2					1	21	47	141.0	GREENE	
COURSE TOTAL		5	12	23	11	4					1	78	134	402.0		
PSY 215		STATISTICS/BEHAVIORAL SCIENCES														
7185	5.0	3	9	2								1	15	65.0	FLOWE	PT
7186	5.0	6	2	2						1		4	15	75.0	FLOWE	PT
COURSE TOTAL		9	11	4						1		5	30	140.0		
PSY 220		LEARNING														
7187	3.0	3	15	13	7	4						7	49	147.0	JACOB	
COURSE TOTAL		3	15	13	7	4						7	49	147.0		
SUBJECT TOTAL		249	368	376	142	157				8	7	563	1870	5534.7		

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													
PSY 120 INTRODUCTORY PSYCHOLOGY:																
7105	3.0		3	2	4	2				1	13	25	72.0	NEWKIRK		
7106	3.0		3	9	10	3	4				11	40	120.0	BURTON		
7107	3.0		3	2							11	16	48.0	GREENE		
7108	3.0		1	4	4	6	2				15	32	96.0	GREENE		
7109	3.0		5	7	9					1	17	46	135.0	BURTON		
7111	3.0		22	7							10	39	114.0	CHEE	PT	
7113	3.0		14	14	15	1	6			1	11	62	183.0	BURTON		
7114	3.0		7	12	8	3	9				18	57	171.0	BURTON		
7115	3.0		22	16	17	1				1	2	59	29.3	MCNAIR	PT	
7117	3.0		3	4	7	3	6			1	20	44	132.0	NEWKIRK		
7118	3.0		12	8	16	6	10		1		8	61	183.0	BURTON		
7121	3.0		7	14	9	3	8				5	46	135.0	BURTON	XP	
7122	3.0		11	13	14	5	5				8	56	168.0	JACOB		
7132	3.0		8	13	10	5	10				10	56	165.0	JACOB		
7133	3.0		2	4	6	5				1	22	40	120.0	NEWKIRK		
7134	3.0		3	6	8	4					23	44	129.0	NEWKIRK		
7136	3.0		9	10	9	2	4				5	39	117.0	KANEVSKY	PT	
7138	3.0		8	10	13	4	6				13	54	162.0	JACOB		
7142	3.0		5	8	4	1	1				16	35	105.0	KANEVSKY	PT	
7143N	3.0		10	10	6	5	3				11	45	135.0	MCNAIR	PT	
7144N	3.0		8	5	8	6	4				16	47	141.0	JACOB		
7145N	3.0		3	10	10	2	4				16	45	135.0	MOYNIER	PT	
7147N	3.0		26	12	2		2				4	46	135.0	CHEE	PT	
7149N	3.0		9	8	14	2	10				1	10	162.0	MANNING	PT	
COURSE TOTAL			193	205	199	76	112		1	7	295	1088	3092.3			
PSY 125 CROSS-CULTURAL PSYCHOLOGY:																
7155	3.0		3	1	3	1	3				5	16	48.0	GOLDEN	PT	
COURSE TOTAL			3	1	3	1	3				5	16	48.0			
PSY 134 HUMAN SEXUALITY:																
7165	3.0		20	19	3	1					9	52	156.0	HANEY	PT	
7167	3.0		5	8	1	2	4				14	34	102.0	TRIGEIRO	PT	
7168	3.0		6	7	16	11	10				15	65	195.0	GOLDEN	PT	
7170	3.0		5	9	12	3	6				11	46	138.0	GOLDEN	PT	
7172N	3.0		7	9	20	1	3				12	52	156.0	MCNAIR	PT	
COURSE TOTAL			43	52	52	18	23				61	249	747.0			
PSY 138 SOCIAL PSYCHOLOGY:																
7173	3.0		5	4			1				2	12	36.0	PALMER	PT	
7174	3.0		6	1	1	2						10	30.0	PAK		
7175	3.0		14	10	2	2	2				8	38	114.0	MOR	PT	
7176N	3.0		5	10	3		3		1		4	26	78.0	HAYASHI	PT	
COURSE TOTAL			30	25	6	4	6		1		14	86	258.0			
PSY 140 PHYSIOLOGICAL PSYCHOLOGY:																
7177	3.0		5	1	6		2				20	34	102.0	NEWKIRK		
7178N	3.0		32	13	3	1	1				5	55	165.0	NINO	PT	
COURSE TOTAL			37	14	9	1	3				25	89	267.0			

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													
PSY 150 DEVELOPMENTAL PSYCHOLOGY																
7179		3.0		4	7	3		1				5	20	60.0	PAK	
7180		3.0		7	16	12	1	2		1		6	45	135.0	PAK	
7183N		3.0		15	9	5	1	2				5	37	111.0	MANNING	PT
COURSE TOTAL				26	32	20	2	5		1		16	102	306.0		
PSY 170 ABNORMAL PSYCHOLOGY																
7185		3.0			1	4	5					15	25	75.0	GREENE	
7186		3.0		2	4	7	3	3				16	35	105.0	GREENE	
7188		3.0		3	5	6		1				22	37	105.0	GREENE	
COURSE TOTAL				5	10	17	8	4				53	97	285.0		
PSY 215 STATISTICS/BEHAVIORAL SCIENCES																
7192		5.0		2	4	4	2					5	17	85.0	NEWKIRK	XP
7193		5.0		1	4	2	2	3				6	18	90.0	NEWKIRK	XP
COURSE TOTAL				3	8	6	4	3				11	35	175.0		
PSY 220 LEARNING																
7195		3.0		8	20	13	6	6				11	64	192.0	JACOB	
COURSE TOTAL				8	20	13	6	6				11	64	192.0		
SUBJECT TOTAL				348	367	225	120	165		3	7	491	1826	5370.3		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.	A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS.	HRS									W	ENR	WSCH	INSTRUCTOR
PSY 120		INTRODUCTORY PSYCHOLOGY													
7106		3.0	5	8	6	3	9			1	8	40	120.0	BURTON	
7107		3.0		1	1	1					15	18	54.0	GREENE	
7108		3.0	1	1	2	3	3				18	28	81.0	GREENE	
7109		3.0	6	6	7	7	4				19	49	147.0	BURTON	
7111		3.0	5	3	1						5	14	39.0	HARRELL	PT
7112		3.0	6	10	12	10	10				13	61	180.0	BURTON	
7113		3.0			5						20	36	102.0	NEWKIRK	
7114		3.0	5	7	10	9	5		1	2	18	57	171.0	BURTON	
7115		3.0		1	3	4	3				18	29	87.0	NEWKIRK	
7116		3.0	8	7	11	5	3				11	45	135.0	JACOB	
7117	3	16.0	11	16	14	5	2				2	50	131.7	MCNAIR	PT
7118		3.0		3	7	3	3				21	37	111.0	NEWKIRK	
7119		3.0	7	19	11	5	8				10	60	177.0	BURTON	
7121		3.0	4	7	14	5	7			1	18	56	168.0	BURTON	XP
7122		3.0	9	4	9	4	6				12	44	132.0	JACOB	
7134		3.0		8	2	1	6				24	41	120.0	NEWKIRK	
7136		3.0	6	14	7	4	2		1		18	52	156.0	JACOB	
7138		3.0	10	2	10	3	11		1		9	46	138.0	JACOB	
7143N		3.0	6	7	12	3	4				11	43	129.0	MCNAIR	PT
7144N		3.0	6	5	3	6	10				9	39	117.0	JACOB	
7145N		3.0	5	1	4						12	22	63.0	MOYNIER	PT
7146N		3.0	10	6	3	1	1				5	26	78.0	NING	PT
7147N		3.0	5	6	11	3	2				11	38	111.0	MCNAIR	PT
7149N		3.0	12	7	4	2	5				10	40	117.0	HOROWITZ	PT
7780	4	12.0	19	10	1				1			31	85.0	NING	PT
COURSE TOTAL			146	159	170	87	115		4	4	317	1002	2949.7		
PSY 134		HUMAN SEXUALITY													
7167		3.0	6	5	3		1				9	24	72.0	WEINRICH	PT
7169		3.0	6	12	11	7	8		1		6	51	153.0	GOLDEN	PT
7170		3.0	7	14	11		2				9	43	126.0	WEINRICH	PT
7171N		3.0	6	11	17	3	3				7	47	141.0	MCNAIR	PT
COURSE TOTAL			25	42	42	10	14		1		31	165	492.0		
PSY 138		SOCIAL PSYCHOLOGY													
7172		3.0	3	4	1						4	12	36.0	PAK	
7174		3.0	1	2	3						1	7	21.0	PAK	
7175		3.0	6	7	3	1	5				6	28	84.0	PAK	
7176N		3.0	6	5	6	2	3				2	24	72.0	CHAEMAN	PT
COURSE TOTAL			16	18	13	3	8				13	71	213.0		
PSY 140		PHYSIOLOGICAL PSYCHOLOGY													
7177		3.0	2	1	3	2	2		1	1	16	28	84.0	NEWKIRK	
7178N		3.0	18	14	4	2	3				4	45	135.0	NING	PT
COURSE TOTAL			20	15	7	4	5		1	1	20	73	219.0		
PSY 150		DEVELOPMENTAL PSYCHOLOGY													
7179		3.0	6	14	10	2	5				3	40	120.0	PAK	
7180		3.0	8	13	5		1				8	35	105.0	PAK	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL			
		WKS	HRS										ENR	WSCH	INSTRUCTOR		
PSY 150	DEVELOPMENTAL PSYCHOLOGY																
	COURSE TOTAL			14	27	15	2	6				11	75	225.0			
PSY 170	ABNORMAL PSYCHOLOGY																
7185		3.0			5	5	2	4				11	27	81.0	GREENE		
7186		3.0		1	2	1		3				10	17	48.0	GREENE		
7188		3.0		1	3	4	2	2				16	28	81.0	GREENE		
	COURSE TOTAL			2	10	10	4	9				37	72	210.0			
PSY 215	STATISTICS/BEHAVIORAL SCIENCES																
7192		5.0		5	4	6	1					5	21	105.0	GOLDEN		PT
7193		5.0		1				1				7	9	40.0	CHAPMAN		PT
	COURSE TOTAL			6	4	6	1	1				12	30	145.0			
PSY 220	LEARNING																
7195		3.0		5	7	13	5	6				9	45	135.0	KENNELLY		PT
	COURSE TOTAL			5	7	13	5	6				9	45	135.0			
SUBJECT TOTAL				234	282	276	116	164		6	5	450	1533	4588.7			

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T.										TOTAL	TOTAL			
	WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
PSY 120 INTRODUCTORY PSYCHOLOGY															
7106	3.0		5	7	8	7			1		15	43	129.0	PAK	
7107	3.0		6	8	3	1		2			2	22	66.0	HERBST	
7108	3.0		14	11	3			8			8	44	129.0	MUNSON	
7109	3.0		4	8	4			1			2	19	57.0	PEARLBERG	
7111	3.0		5	3	1			1			4	14	39.0	PEARLBERG	
7112	3.0		5	13	9			5	1		9	48	144.0	PAK	
7113	3.0		1	1	3			2			28	38	114.0	NEWKIRK	
7115	3.0			13	6			5			20	36	108.0	NEWKIRK	
7116	3.0		15	13	17			5			12	66	195.0	JACOB	
7117	3 16.0		30	2					1		6	39	90.5	MUNSON	
7118	3.0		2	5	3			6			15	38	111.0	NEWKIRK	
7122	3.0		14	19	10			3	1		5	55	165.0	JACOB	
7136	3.0		6	17	12			3	1		10	51	150.0	PAK	
7137	3.0		14	14	4			1			14	50	150.0	HERBST	
7138	3.0		8	9	3			1		2	3	29	87.0	JACOB	
7140	3.0		3	3	7			5			11	37	111.0	GOLDEN	
7143N	3.0		7	8	9			4		1	12	44	129.0	MUNSON	
7144N	3.0		11	13	4			3			5	44	129.0	MUTTER	
7145N	3.0		3	10	6			3			2	24	72.0	DAVIS	
7146N	3.0		9	8	4			1			5	27	81.0	NINO	
7147N	3.0		7	6	11			4			11	43	129.0	MUNSON	
7149N	3.0		5	9	5			3			11	39	111.0	HOROWITZ	
7779	4 3.0		4	5	4			2			1	18	11.7	JACOB	
COURSE TOTAL			178	192	136	60	83		5	3	211	868	2508.2		
PSY 125 CROSS-CULTURAL PSYCHOLOGY															
7155	3.0		1	3	3			1			6	14	45.0	GOLDEN	
COURSE TOTAL			1	3	3	1					6	14	45.0		
PSY 134 HUMAN SEXUALITY															
7166	3.0		8	3	6			2	1		11	34	96.0	WEINRICH	
7167	3.0		4	8	3			2			9	27	81.0	WEINRICH	
7168	3.0		4	4	12			3			14	48	141.0	GOLDEN	
7169	3.0		10	17	9			3			11	54	159.0	WEINRICH	
7170N	3.0		5	8	17			3	1		8	47	141.0	MUNSON	
COURSE TOTAL			31	40	47	13	24		2		53	210	618.0		
PSY 138 SOCIAL PSYCHOLOGY															
7172	3.0		6	6	3			1			3	19	57.0	CHAPMAN	
7174	3.0		6	13	3			1			11	34	102.0	PEARLBERG	
7175	3.0		7	6	6			1			7	30	90.0	MUNSON	
7176N	3.0		3	5				1			6	15	45.0	CHAPMAN	
COURSE TOTAL			22	30	12	3	4				27	98	294.0		
PSY 140 PHYSIOLOGICAL PSYCHOLOGY															
7177	3.0				3			2			1	25	34	102.0	NEWKIRK
7178N	3.0		20	11	5						6	42	123.0	NINO	
COURSE TOTAL			20	11	8	2	3			1	31	76	225.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
PSY 150 DEVELOPMENTAL PSYCHOLOGY																
7179	3.0	10	4	7	2	2						9	34	102.0	PAK	
7180	3.0	8	9	7	1	1							26	78.0	PAK	
7182N	3.0	15	6			1						5	27	81.0	MUNSON	PT
COURSE TOTAL		33	19	14	3	4						14	87	261.0		
PSY 170 ABNORMAL PSYCHOLOGY																
7185	3.0	6	10	7	5	8						12	48	144.0	JACOB	
7188	3.0	15	7	6	1	3						12	44	129.0	JACOB	
7189N	3.0	14	8	3	3							8	36	108.0	MUTTER	PT
COURSE TOTAL		35	25	16	6	14						32	128	381.0		
PSY 180 PSY OF INTERPERSONAL SKILLS																
7190	6.0	5	2	1						1		3	12	66.0	BURTON	PT
COURSE TOTAL		5	2	1						1		3	12	66.0		
PSY 215 STATISTICS/BEHAVIORAL SCIENCES																
7192	5.0	2	5	4								2	13	65.0	NEWKIRK	XP
7193	5.0	3	3	1								4	11	55.0	NEWKIRK	
COURSE TOTAL		5	5	7	1							6	24	120.0		
PSY 220 LEARNING																
7195	3.0	9	10	5	2	3						7	36	108.0	KENNELLY	PT
7196	3.0	6	5	3	5	2						5	26	78.0	KENNELLY	PT
COURSE TOTAL		15	15	8	7	5						12	62	186.0		
SUBJECT TOTAL		345	342	252	96	137				8	4	395	1579	4704.2		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
PSY 120		INTRODUCTORY PSYCHOLOGY													
7106		3.0		4	4	5	5	6				15	39	117.0	PAK
7107		3.0		2	6		1					6	15	45.0	RAMOS
7108		3.0		5	7	4		10				12	38	114.0	RAMOS
7109		3.0		4	3	1	2	5				10	25	75.0	PAK
7110		3.0		8	10	8		9				11	46	135.0	HERBST
7111		3.0		5	6	1	1	3					16	48.0	HERBST
7112		3.0		5	9	8	5	12				11	50	150.0	PAK
7113		3.0			5	6	2	7				22	42	129.0	NEWKIRK
7114		3.0		2		7	6	1				18	34	102.0	NEWKIRK
7115		3.0		10	18	8	5	5	2			11	59	177.0	JACOB
7116		3.0		6	6	7	4	11				8	42	126.0	RAMOS
7117	3	16.0		22	12	10						2	46	120.7	HERBST
7118		3.0		1	6	3	3	3				25	41	123.0	NEWKIRK
7122		3.0		3	1	4	3	3				26	40	120.0	NEWKIRK
7130		3.0		18	10	7		8			1	14	58	174.0	BURTON
7134		3.0		8	10	11	4	1				9	43	129.0	DOOLEY
7135		3.0		2		1	4	3				16	26	78.0	NEWKIRK
7137		3.0		16	15	9	6	2				10	58	174.0	JACOB
7138		3.0		4	4	7	6	5				10	36	105.0	JACOB
7139		3.0		4	5							2	11	33.0	RAMOS
7140		3.0		4	12	5	1	4				6	32	96.0	GOLDEN
7143N		3.0		5	5	7	2	5				8	32	93.0	MCNAIR
7144N		3.0		3	5	9	5	3				7	32	96.0	JOHNSON
7145N		3.0		3	7	4	1	4				13	32	87.0	GOLDEN
7147N		3.0		7	8	4	1	2				6	28	84.0	EGGERMAN
7149N		3.0		8	10	1	1	6				18	44	135.0	GOLDEN
7150	8	6.0		10	11	9	2	6				18	56	104.2	CHAFIN-ARENZ
7151	8	6.0		9	8	6	2	9		1		19	54	96.0	CHAFIN-ARENZ
COURSE TOTAL				178	203	152	72	133	2	1	1	333	1075	3065.9	
PSY 125		CROSS-CULTURAL PSYCHOLOGY													
7155		3.0		6	4	1	2	3					16	48.0	HERBST
COURSE TOTAL				6	4	1	2	3					16	48.0	
PSY 134		HUMAN SEXUALITY													
7166		3.0		9	13	9	2	3				7	43	129.0	WANIC
7167		3.0		6	7	7	2	3				17	42	126.0	WEINRICH
7168		3.0		1	9	3	4	13				21	51	153.0	GOLDEN
7169		3.0		10	18	11	3	7				9	57	171.0	WEINRICH
7170N		3.0		6	8	11	3	4			2	9	43	126.0	MCNAIR
7171		3.0		8	13	4	3	7				17	52	153.0	WEINRICH
COURSE TOTAL				40	68	45	16	37			2	80	288	858.0	
PSY 138		SOCIAL PSYCHOLOGY													
7172		3.0		8	9	5	1	1		1		9	34	102.0	CHAFIN-ARENZ
7173		3.0		8	4	7	2	1				4	26	78.0	CHAFIN-ARENZ
7174		3.0		2	11	5	1	2				10	31	93.0	CHAFIN-ARENZ
7175N		3.0		11	3	2	1	2				1	20	60.0	ELSON
COURSE TOTAL				29	27	19	5	6		1		24	111	333.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
PSY 140		PHYSIOLOGICAL PSYCHOLOGY													
	7176	3.0	10	6	3			1				13	33	99.0	RAMOS
	7177	3.0	7	8	3	1		3		1		10	33	99.0	RAMOS
	7178N	3.0	14	10	3			3				2	32	96.0	NINO
	COURSE TOTAL		31	24	9	1		7		1		25	98	294.0	
PSY 150		DEVELOPMENTAL PSYCHOLOGY													
	7179	3.0	5	13	6	1		3				5	33	99.0	PAK
	7180	3.0	4	14	6	1		1				9	35	105.0	PAK
	7182N	3.0	24	6	4	2		3		1		10	50	150.0	WANIC
	COURSE TOTAL		33	33	16	4		7		1		24	118	354.0	
PSY 170		ABNORMAL PSYCHOLOGY													
	7185	3.0	18	9	11	2		4	2	1		6	55	162.0	JACOB
	7188	3.0	5	8	8			4		1		8	34	102.0	JACOB
	7189N	3.0	21	11	2	1		4				12	47	141.0	ELSON
	COURSE TOTAL		44	28	21	3		8	2	2		28	136	405.0	
PSY 215		STATISTICS/BEHAVIORAL SCIENCES													
	7192	5.0	2	5	2							6	15	75.0	CHAFIN-ARENZ
	7193	5.0	1	2	4			3					10	50.0	CHAFIN-ARENZ
	COURSE TOTAL		3	7	6			3				6	25	125.0	
PSY 220		LEARNING													
	7196	3.0	13	9	12	4		2		1		11	52	153.0	DOOLEY
	COURSE TOTAL		13	9	12	4		2		1		11	52	153.0	
SUBJECT TOTAL			377	403	281	107		206	4	7	3	531	1919	5635.9	

Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: PSY -- 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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** = Not Valid for ADA
 G04 -- Humanities Social & Behav Sciences

PSY-120 Introductory Psychology																		
8399		3.0	28	0	6	0	0	0	5	0	0	6	4	7	0	0	0	14 Pak, Maria
8400		3.0	15	0	2	0	0	2	0	0	4	0	6	0	0	0	0	5 Nadler, Kristy
8401		3.0	28	0	5	0	0	8	0	0	4	1	10	0	0	0	0	14 Nadler, Kristy
8402		3.0	15	0	5	0	0	4	0	0	2	1	3	0	0	0	0	4 Pak, Maria
8403		3.0	28	0	3	0	0	5	0	0	2	2	16	0	0	0	0	13 Dinovo, Salvatore
8404		3.0	29	0	12	0	0	6	0	0	3	1	7	0	0	0	0	15 McNair, Eileen
8405		3.0	40	0	5	0	0	12	0	0	6	5	12	0	0	0	0	11 Pak, Maria
8406		3.0	37	0	8	0	0	14	0	0	7	5	3	0	0	0	0	4 Ramos, Army
8407		3.0	54	0	9	0	0	16	0	0	13	4	12	0	0	0	0	4 Burton, Victor
8408		3.0	42	0	7	0	0	14	0	0	7	6	7	0	1	0	0	5 Jacob, M
8409		3.0	29	0	8	0	0	8	0	0	2	1	10	0	0	0	0	14 Nadler, Kristy
8410	3	3.0	47	0	22	0	0	17	0	0	6	1	1	0	0	0	0	1 Markowitz, Karen
8411		3.0	50	0	14	0	0	17	0	0	7	5	7	0	0	0	0	16 Chaffin-Arenz, Sky
8412		3.0	48	0	2	0	0	11	0	0	10	7	18	0	0	0	0	12 Golden, Debra
8413		3.0	54	0	11	0	0	24	0	0	8	6	5	0	0	0	0	8 Burton, Victor
8414		3.0	13	0	3	0	0	3	0	0	5	0	2	0	0	0	0	7 Dinovo, Salvatore
8415		3.0	38	0	2	0	0	18	0	0	7	4	7	0	0	0	0	9 Ruiz Limon, Estevan
8416		3.0	34	0	6	0	0	9	0	0	9	5	5	0	0	0	0	16 Jacob, M
8417		3.0	27	0	5	0	0	7	0	0	6	4	5	0	0	0	0	7 Jacob, M
8418		3.0	42	0	10	0	0	10	0	0	9	3	10	0	0	0	0	8 Contreras, Rudy
8419		3.0	14	0	3	0	0	4	0	0	2	2	3	0	0	0	0	10 Ramos, Army

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

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

Grade Distribution by Division

8420N	3.0	26	0	6	0	0	6	0	0	8	2	4	0	0	0	13	McNair, Eileen	PT
8421N	3.0	27	0	9	0	0	6	0	0	9	2	1	0	0	0	8	Markowitz, Karen	PT
8422N	3.0	26	0	7	0	0	7	0	0	2	2	8	0	0	0	5	Dooley, Kevin	PT
8423N	3.0	23	0	11	0	0	7	0	0	2	0	3	0	0	0	10	Nino, Randal	PT
8424N	3.0	26	0	9	0	0	2	0	0	3	2	10	0	0	0	11	Markowitz, Karen	PT
8425	3.0	46	0	6	0	0	15	0	0	11	6	7	1	0	0	7	Chafin-Arenz, Sky	PT
8426	3.0	38	0	8	0	0	9	0	0	8	7	6	0	0	0	13	Chafin-Arenz, Sky	PT
8791	3.0	36	0	10	0	0	11	0	0	8	1	6	0	0	0	10	Chafin-Arenz, Sky	PT
Course Total		960	0	214	0	0	277	0	0	176	89	201	1	1	0	274		

PSY-125 Cross-Cultural Psychology

8427	3.0	19	0	3	0	0	4	0	0	1	2	7	1	1	0	6	Golden, Debra	PT
Course Total		19	0	3	0	0	4	0	0	1	2	7	1	1	0	6		

PSY-134 Human Sexuality

8428	3.0	54	0	15	0	0	13	0	0	17	3	5	0	1	0	3	Wanic, Rebecca	PT
8429	3.0	41	0	9	0	0	8	0	0	13	8	1	1	0	0	9	Weinrich, James	PT
8430	3.0	53	0	23	0	0	10	0	0	12	5	3	0	0	0	6	Elson, Kadimah	PT
8431	3.0	52	0	6	0	0	13	0	0	5	9	19	0	0	0	8	Golden, Debra	PT
8432N	3.0	27	0	4	0	0	6	0	0	7	2	8	0	0	0	16	McNair, Eileen	PT
8433	3.0	41	0	12	0	0	18	0	0	8	1	2	0	0	0	21	Weinrich, James	PT
8792	3.0	31	0	8	0	0	8	0	0	6	6	3	0	0	0	18	Weinrich, James	PT
Course Total		299	0	77	0	0	76	0	0	68	34	41	1	1	0	81		

PSY-138 Social Psychology

8434	3.0	19	0	7	0	0	6	0	0	3	0	3	0	0	0	9	Harrell, Jody	PT
8435	3.0	27	0	5	0	0	10	0	0	7	2	3	0	0	0	7	Chafin-Arenz, Sky	PT
8436	3.0	25	0	12	0	0	2	0	0	5	4	2	0	0	0	9	Dooley, Kevin	PT

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

Grade Distribution by Division

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

8437N	3.0	26	0	14	0	0	4	0	0	0	0	8	0	0	0	1	Elson, Kadimah	PT
Course Total		97	0	38	0	0	22	0	0	15	6	16	0	0	0	0		

PSY-140 Physiological Psychology																			
8438	3.0	27	0	9	0	0	11	0	0	3	1	3	0	0	0	25	Ramos, Amy		
8439	3.0	12	0	4	0	0	4	0	0	2	1	1	0	0	0	2	Ramos, Amy		
8440N	3.0	10	0	5	0	0	3	0	0	1	0	1	0	0	0	2	Nino, Randall	PT	
8790	3.0	29	0	3	0	0	10	0	0	8	3	5	0	0	0	19	Ramos, Amy		
Course Total		78	0	21	0	0	28	0	0	14	5	10	0	0	0	48			

PSY-150 Developmental Psychology																			
8441	3.0	26	0	9	0	0	10	0	0	3	2	2	0	0	0	4	Pak, Maria		
8442	3.0	30	0	6	0	0	8	0	0	8	3	5	0	0	0	3	Pak, Maria		
8443N	3.0	19	0	3	0	0	8	0	0	4	1	2	1	0	0	6	Cluver, Annette	PT	
Course Total		75	0	18	0	0	26	0	0	15	6	9	1	0	0	13			

PSY-170 Abnormal Psychology																			
8444	3.0	31	0	5	0	0	12	0	0	6	1	7	0	0	0	7	Jacob, M		
8445	3.0	40	0	7	0	0	8	0	0	10	4	11	0	0	0	8	Jacob, M		
8446N	3.0	31	0	15	0	0	8	0	0	2	2	4	0	0	0	2	Elson, Kadimah	PT	
Course Total		102	0	27	0	0	28	0	0	18	7	22	0	0	0	17			

PSY-215 Statistics/Behavioral Sciences																			
8447	3.0	17	0	8	0	0	2	0	0	2	3	2	0	0	0	3	Chafin-Arenz, Sky	XP	
8448	3.0	18	0	2	0	0	5	0	0	6	2	3	0	0	0	1	Chafin-Arenz, Sky		
Course Total		35	0	10	0	0	7	0	0	8	5	5	0	0	0	4			

PSY-220 Learning																			
8449	3.0	24	0	4	0	0	10	0	0	4	2	4	0	0	0	5	Kennelly, Arthur	PT	
8793	3.0	41	0	12	0	0	9	0	0	12	2	5	1	0	0	5	Dooley, Kevin	PT	
Course Total		65	0	16	0	0	19	0	0	16	4	9	1	0	0	10			

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

Grade Distribution by Division															
Subject Total	0	424	0	0	487	0	0	331	158	320	5	3	0	479	
Division Total	1730	0	424	0	0	487	0	0	331	158	320	5	3	0	479

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

School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses																	
Grade Distribution by Division																	
Section	S.T.	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
** = Not Valid for ADA																	
C04 -- Humanities Social & Behav Sciences																	

PSY-120 Introductory Psychology																	
0220		3.0	26	0	3	0	0	4	0	0	4	5	10	0	0	0	5 Jacob, M
8399		3.0	41	0	6	0	0	6	0	0	11	6	12	0	0	0	12 Pak, Maria
8402		3.0	40	0	10	0	0	12	0	0	8	4	5	0	1	0	11 Pak, Maria
8403		3.0	40	4	2	0	1	6	1	1	6	7	12	0	0	0	3 Dinovo, Salvatore
8404		3.0	36	1	7	0	1	8	0	2	7	3	7	0	0	0	18 McNair, Eileen
8405		3.0	46	0	7	0	0	14	0	0	12	4	9	0	0	0	9 Pak, Maria
8406		3.0	43	2	3	0	2	2	7	2	12	5	8	0	0	0	8 Ruiz Limon, Estevan
8407		3.0	38	0	7	0	0	12	0	0	8	7	4	0	0	0	12 Burton, Victor
8408		3.0	40	0	11	0	0	8	0	0	6	7	8	0	0	0	15 Jacob, M
8409		3.0	44	9	2	5	5	3	1	0	5	4	10	0	0	0	5 Ramos, Amy
8412		3.0	45	0	4	0	0	19	0	0	10	5	7	0	0	0	14 Burton, Victor
8413		3.0	49	2	2	4	2	1	2	1	12	13	10	0	0	0	4 Ruiz Limon, Estevan
8415		3.0	44	0	10	0	0	5	0	0	4	10	15	0	0	0	15 Jacob, M
8416		3.0	39	0	12	0	0	8	0	0	8	6	5	0	0	0	17 Jacob, M
8417		3.0	13	0	5	0	0	1	0	0	4	2	1	0	0	0	12 Jacob, M
8418		3.0	42	3	5	3	5	4	4	1	3	1	13	0	0	0	5 Ramos, Amy
8419		3.0	44	1	3	0	4	7	3	3	7	3	12	1	0	0	10 Dinovo, Salvatore
8420N		3.0	38	1	7	0	0	10	1	2	6	3	7	1	0	0	7 McNair, Eileen
8421N		3.0	35	0	7	0	0	9	0	0	7	3	9	0	0	0	11 Markowitz, Karen
8422N		3.0	35	0	10	0	0	18	0	0	6	0	1	0	0	0	12 Nino, Randall
8423N		3.0	41	0	12	0	0	20	0	0	7	0	2	0	0	0	5 Nino, Randall

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School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

Grade Distribution by Division
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8424N	3.0	33	4	1	0	1	1	4	0	4	4	13	1	0	0	5	Dinovo, Salvatore	PT
8425	3.0	50	0	11	0	0	14	0	0	12	4	9	0	0	0	8	Chafin-Arenz, Sky	
8426	3.0	48	0	12	0	0	13	0	0	10	6	7	0	0	0	11	Chafin-Arenz, Sky	
8791	3.0	51	0	7	0	0	15	0	0	16	2	11	0	0	0	4	Chafin-Arenz, Sky	XP
Course Total		1001	27	166	12	21	220	23	12	195	114	207	3	1	0	238		

PSY-125 Cross-Cultural Psychology

8427	3.0	25	0	5	0	0	5	0	0	3	0	10	0	2	0	7	Golden, Debra	PT
Course Total		25	0	5	0	0	5	0	0	3	0	10	0	2	0	7		

PSY-134 Human Sexuality

8428	3.0	48	0	13	0	0	9	0	0	11	0	15	0	0	0	7	Wanic, Rebecca	PT
8429	3.0	39	0	9	0	0	17	0	0	5	3	5	0	0	0	8	Weinrich, James	PT
8430	3.0	23	0	3	0	0	5	0	0	5	1	8	1	0	0	17	Golden, Debra	PT
8431	3.0	52	0	18	0	0	8	0	0	6	0	18	1	1	0	11	Golden, Debra	PT
8432N	3.0	40	4	15	3	3	3	0	0	1	4	7	0	0	0	15	McNair, Eileen	PT
8433	3.0	46	0	16	0	0	12	0	0	2	1	13	1	1	0	12	Weinrich, James	PT
8792	3.0	41	0	11	0	0	6	0	0	8	3	12	1	0	0	13	Weinrich, James	PT
Course Total		289	4	85	3	3	60	0	0	38	12	78	4	2	0	83		

PSY-138 Social Psychology

8434	3.0	34	0	10	0	0	9	0	0	3	4	8	0	0	0	10	Dooley, Kevin	PT
8435	3.0	31	0	7	0	0	9	0	0	5	4	6	0	0	0	3	Chafin-Arenz, Sky	
8436	3.0	35	0	11	0	0	9	0	0	4	4	7	0	0	0	3	Dooley, Kevin	PT
8437N	3.0	21	0	6	0	0	7	0	0	2	3	3	0	0	0	6	Markowitz, Karen	PT
Course Total		121	0	34	0	0	34	0	0	14	15	24	0	0	0	22		

PSY-140 Physiological Psychology

8438	3.0	41	0	11	0	1	11	0	0	9	3	6	0	0	0	10	Ramos, Amy	
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Grade Distribution by Division
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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

8439	8	3.0	24	0	4	3	3	2	0	3	0	0	9	0	0	13	Ramos, Amy
8440		3.0	31	4	4	1	2	4	0	4	2	9	0	1	0	22	Ramos, Amy
8790		3.0	26	5	0	0	1	7	0	0	1	2	10	0	0	23	Ramos, Amy
Course Total			122	9	19	4	7	24	0	3	14	7	34	0	1	68	

PSY-150 Developmental Psychology

8441		3.0	43	0	7	0	0	19	0	0	12	3	2	0	0	8	Pak, Maria
8442		3.0	45	0	15	0	0	18	0	0	6	1	5	0	0	7	Pak, Maria
Course Total			88	0	22	0	0	37	0	0	18	4	7	0	0	15	

PSY-170 Abnormal Psychology

8444		3.0	46	0	9	0	0	14	0	0	8	1	14	0	0	13	Jacob, M
8445		3.0	34	0	6	0	0	8	0	0	9	6	5	0	0	16	Jacob, M
8446N		3.0	50	0	29	0	0	6	0	0	4	0	11	0	0	3	Elson, Kadimah
Course Total			130	0	44	0	0	28	0	0	21	7	30	0	0	32	

PSY-215 Statistics/Behavioral Sciences

8447		3.0	21	0	3	0	0	8	0	0	5	2	3	0	0	1	Chafin-Arenz, Sky
8448		3.0	13	0	6	0	0	3	0	0	1	1	2	0	0	4	Chafin-Arenz, Sky
Course Total			34	0	9	0	0	11	0	0	6	3	5	0	0	5	

PSY-220 Learning

8449		3.0	42	8	7	0	5	9	0	3	7	1	2	0	0	5	Kennelly, Arthur
8793		3.0	42	0	10	0	0	11	0	0	12	2	7	0	0	6	Dootley, Kevin
Course Total			84	8	17	0	5	20	0	3	19	3	9	0	0	11	
Subject Total			1894	48	401	19	36	439	23	18	328	165	404	7	6	0	481
Division Total			1894	48	401	19	36	439	23	18	328	165	404	7	6	0	481

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Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: PSY -- 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

PSY-120 Introductory Psychology

0220	3.0	13	0	3	0	0	0	5	0	0	3	2	0	0	0	0	0	5	Jacob, M
8399	3.0	39	0	4	0	0	0	8	0	0	12	8	7	0	0	0	0	11	Pak, Maria
8402	3.0	34	0	6	0	0	0	4	0	0	11	2	11	0	0	0	0	17	Pak, Maria
8404	3.0	38	0	8	0	6	12	0	1	5	3	3	0	0	0	0	0	12	McNair, Eileen
8405	3.0	38	0	5	0	0	13	0	0	9	4	7	0	0	0	0	0	12	Pak, Maria
8406	3.0	38	0	6	0	0	11	0	0	11	3	7	0	0	0	0	0	19	Burton, Victor
8407	3.0	43	0	12	0	0	13	0	0	7	2	9	0	0	0	0	0	11	Ramos, Amy
8408	3.0	41	0	7	0	0	10	0	0	12	7	5	0	0	0	0	0	14	Jacob, M
8409	3.0	51	0	13	0	0	21	0	0	12	1	4	0	0	0	0	0	4	Chaffin-Arenz, Sky
8412	3.0	43	0	8	0	0	7	0	0	10	7	10	0	1	0	0	0	20	Burton, Victor
8413	3.0	43	4	11	0	3	11	0	2	6	6	0	0	0	0	0	0	12	Kennelly, Arthur
8415	3.0	44	0	16	0	0	12	0	0	6	5	5	0	0	0	0	0	10	Jacob, M
8416	3.0	43	0	4	3	1	5	1	7	6	5	8	0	1	2	0	0	9	Sanchez, Sandra
8417	3.0	29	0	2	0	0	7	0	0	6	6	7	1	0	0	0	0	2	Jacob, M
8418	3.0	44	2	3	3	2	5	2	2	8	5	11	1	0	0	0	0	6	Dinovo, Salvatore
8419	3.0	37	0	10	0	0	9	0	0	8	4	6	0	0	0	0	0	13	Jacob, M
8420N	3.0	45	0	23	1	4	7	0	1	1	2	6	0	0	0	0	0	5	McNair, Eileen
8421N	3.0	47	0	12	0	0	9	0	0	8	5	13	0	0	0	0	0	10	Markowitz, Karen
8422N	3.0	45	0	19	0	0	13	0	0	9	2	2	0	0	0	0	0	7	Nino, Randall
8423N	3.0	42	0	13	0	0	10	0	0	10	0	8	0	0	0	0	0	3	Nino, Randall
8424N	3.0	41	0	10	0	0	11	0	0	8	5	7	0	0	0	0	0	11	Markowitz, Karen

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

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

8425	3.0	43	0	8	0	0	17	0	0	5	7	6	0	0	0	9	Chafin-Arenz, Sky	
8426	3.0	37	0	11	0	0	12	0	0	9	3	2	0	0	0	13	Chafin-Arenz, Sky	
8791	3.0	41	0	8	0	0	12	0	0	12	2	7	0	0	0	10	Chafin-Arenz, Sky	XP
Course Total		959	6	222	7	16	244	3	13	194	96	151	2	2	2	245		

PSY-125 Cross-Cultural Psychology																		
8427	3.0	18	0	3	0	0	5	0	0	4	1	5	0	0	0	10	Golden, Debra	PT
Course Total		18	0	3	0	0	5	0	0	4	1	5	0	0	0	10		

PSY-134 Human Sexuality																		
8428	3.0	49	0	11	0	0	21	0	0	8	3	6	0	0	0	6	Wanic, Rebecca	PT
8430	3.0	41	0	15	0	0	9	0	0	5	6	6	0	0	0	18	Golden, Debra	PT
8431	3.0	44	0	8	0	0	7	0	0	9	6	13	1	0	0	8	Golden, Debra	PT
8432N	3.0	37	0	8	0	0	12	0	0	10	6	1	0	0	0	12	Weinrich, James	PT
8433	3.0	41	0	15	0	0	13	0	0	7	0	6	0	0	0	11	Weinrich, James	PT
8792	3.0	31	0	10	0	0	10	0	0	5	0	6	0	0	0	17	Weinrich, James	PT
Course Total		243	0	67	0	0	72	0	0	44	21	38	1	0	0	72		

PSY-138 Social Psychology																		
8434	3.0	27	0	12	0	0	7	0	0	4	2	2	0	0	0	6	Dooley, Kevin	PT
8435	3.0	40	0	11	0	0	14	0	0	14	0	1	0	0	0	5	Dooley, Kevin	PT
8437N	3.0	19	0	8	0	0	3	0	0	0	0	8	0	0	0	10	Harrell, Jody	PT
Course Total		86	0	31	0	0	24	0	0	18	2	11	0	0	0	21		

PSY-140 Physiological Psychology																		
8438	3.0	39	7	3	8	1	8	2	1	7	0	2	0	0	0	10	Ramos, Amy	
8439	8	27	0	4	6	4	2	5	0	0	1	5	0	0	0	13	Ramos, Amy	
8440	8	22	2	4	1	1	2	0	1	2	2	7	0	0	0	25	Ramos, Amy	
8790	3.0	33	2	2	8	4	4	3	2	0	0	7	1	0	0	10	Ramos, Amy	XP
Course Total		121	11	13	23	10	16	10	4	9	3	21	1	0	0	58		

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

School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

Grade Distribution by Division														
Course	3.0	2.0	1.0	0	18	0	5	0	3	0	0	2	11	0
PSY-150 Developmental Psychology														
8441	35	0	7	0	0	18	0	0	5	0	3	0	0	2
8442	45	0	10	0	0	19	0	0	10	2	3	0	0	1
Course Total	80	0	17	0	0	37	0	0	15	2	6	0	0	3
PSY-170 Abnormal Psychology														
8444	34	1	2	3	2	4	3	2	2	1	14	0	0	0
8446N	41	2	1	0	2	6	2	4	4	3	16	0	1	0
Course Total	75	3	3	3	4	10	5	6	6	4	30	0	1	0
PSY-215 Statistics/Behavioral Sciences														
8447	14	0	3	0	0	5	0	0	4	0	2	0	0	0
8448	14	0	3	0	0	4	0	0	5	1	1	0	0	0
Course Total	28	0	6	0	0	9	0	0	9	1	3	0	0	0
PSY-220 Learning														
8449	36	4	6	0	3	10	0	3	2	4	4	0	0	0
8793	32	0	5	0	0	4	0	0	8	5	10	0	0	0
Course Total	68	4	11	0	3	14	0	3	10	9	14	0	0	0
Subject Total	1678	24	373	33	33	431	18	26	309	139	279	4	3	5
Division Total	1678	24	373	33	33	431	18	26	309	139	279	4	3	5

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

School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: PSY -- Course: All Courses

Grade Distribution by Division

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													
SOC 114 SOC OF MINORITY GROUP RELATION														
7520	3.0	2	5	7	2	3				4	23	69.0	MARTINEZ	
7521N	3.0	2	5	7	3	4				4	18	54.0	MARTINEZ	
COURSE TOTAL		4	10	7	5	7				8	41	123.0		
SOC 120 INTRODUCTORY SOCIOLOGY														
7523	3.0	6	5	18		1				17	47	141.0	IDOU	PT
7525	3.0	15	15	8	3	5				15	61	183.0	HOLMES	
7526	3.0	18	23	7	5	7				6	66	198.0	HOLMES	
7527	3.0	5	21	8	6	6				14	60	180.0	ROBINSON	
7528	3.0	14	16	10	3	5				5	53	159.0	HOLMES	
7530	3.0	17	12	7	4	1				14	55	162.0	HOLMES	
7531	3.0	1	20	15	2	3				9	50	150.0	CARDONA	
7532	3.0	16	11	3	3	6				12	51	150.0	HOLMES	
7533	3.0	6	8	14	10	2				12	52	156.0	ROBINSON	
7534	3.0	6	9	12		2				13	42	126.0	MILNER	PT
7535	3.0	5	6	14		5				12	42	126.0	CARDONA	
7536	3.0	8	10	14	6	4				13	55	165.0	ROBINSON	
7537N	3.0	5	4	16	3	3				13	44	132.0	CARDONA	XP
7538N	3.0	2	14	12		2				13	43	123.0	CARDONA	XP
7539N	3.0	6	9	15	6	7				11	54	162.0	ROBINSON	
7540N	3.0	3	16	7		4				9	39	114.0	SANTIAGO	PT
COURSE TOTAL		133	199	180	51	63				188	814	2427.0		
SOC 125 MARRIAGE & ALT LIFE STYLES														
7541	3.0		9	7	2					3	28	84.0	ZALLOUA	PT
7543	3.0	1	3	9	2	2				2	19	57.0	SCHLERETH	PT
7544N	3.0	7	2	2		3				6	20	60.0	GEORGE	PT
COURSE TOTAL		15	14	18	4	5				11	67	201.0		
SOC 130 CONTEMPORARY SOCIAL ISSUES														
7546	3.0	5	13	10	3					5	36	108.0	MILNER	PT
7547	3.0	10	17	15	5	5				5	57	174.0	ROBINSON	
7549N	3.0	9	12	6	2	2				20	51	153.0	ROBINSON	XP
COURSE TOTAL		24	42	31	10	7				30	144	435.0		
SOC 138 SOCIAL PSYCHOLOGY														
7551	3.0	7	1	2	3	3				7	23	69.0	CHARLTON	
7552	3.0	2	5	2	3	7					19	57.0	CHARLTON	
7553	3.0	3	6	2		1				2	14	42.0	HAYASHI	
7555N	3.0	2	3	3	2	2				2	14	42.0	ASHLYN	
COURSE TOTAL		14	15	9	8	13				11	70	210.0		
SOC 140 SEX & GENDER ACROSS CULTURES														
7558	3.0	9	3	4	2	4				11	33	99.0	SANTIAGO	PT
COURSE TOTAL		9	3	4	2	4				11	33	99.0		
SOC 215 STATISTICS/BEHAVIORAL SCIENCES														
7560	5.0	2	4		1					5	12	60.0	FLOWE	
7561 **	0.0									2	2	0.0	FLOWE	

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

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GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.								TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR
SOC	215	STATISTICS/BEHAVIORAL SCIENCES (CONT'D)													
COURSE TOTAL			2		4			1				5	12	60.0	
SUBJECT TOTAL			201	283	253	80	100					264	1181	3555.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC 114 SOC OF MINORITY GROUP RELATION														
7520	3.0	3	9	7		2		1		3	25	75.0	MARTINEZ	
7521N	3.0	2	3	1	1	1				3	11	33.0	MARTINEZ	
COURSE TOTAL		5	12	8	1	3		1		6	36	108.0		
SOC 120 INTRODUCTORY SOCIOLOGY														
7522	3.0	4	12	12	1	3				19	51	153.0	CHRISTENSEN	PT
7523	3.0	9	6	5	3	4				14	41	123.0	PALMER	PT
7525	3.0	8	13	8	1	4				16	50	150.0	CHAPMAN	PT
7526	3.0	10	26	10	2	3				4	55	165.0	SANTIAGO	PT
7527	3.0	13	17	14	7	9		1		1	62	186.0	ROBINSON	
7528	3.0	14	22	2	1					13	52	156.0	CHAPMAN	PT
7529	3.0	4	7	16	6	1				18	52	156.0	CARDONA-GERENA	XP
7531	3.0	11	9	4	2					19	45	135.0	CHAPMAN	PT
7532	3.0	8	16	7	5	7		1		9	53	159.0	CARDONA-GERENA	
7533	3.0	6	16	12	2	9				7	52	153.0	ROBINSON	
7534	3.0	2	9	19	4	5		1		13	53	159.0	MILNER	PT
7535	3.0	9	15	8	2	3				7	44	129.0	CULLITY	PT
7536	3.0	6	14	12		8				11	51	153.0	CARDONA-GERENA	
7537	3.0	6	11	11	2	15				13	47	141.0	SCHLERETH	PT
7538N	3.0	8	18	6	1	3				6	42	126.0	GAUSS	PT
7539N	3.0	5	8	10	4	4				16	47	138.0	CARDONA-GERENA	XP
7540N	3.0	16	13	3						8	40	120.0	GAUSS	PT
7542	3.0		1								1	3.0	GAUSS	
COURSE TOTAL		133	228	159	43	78		3		194	838	2505.0		
SOC 125 MARRIAGE & ALT LIFE STYLES														
7541	3.0	6	17	8	4	3				9	47	141.0	CHRISTENSEN	PT
7544N	3.0	2	6	2	3	2				5	20	57.0	CULLITY	PT
COURSE TOTAL		8	23	10	7	5				14	67	198.0		
SOC 130 CONTEMPORARY SOCIAL PROBLEMS														
7546	3.0	1	8	4	5	2				7	27	81.0	MILNER	PT
7547	3.0	13	16	16	6	1				6	58	174.0	ROBINSON	
7548N	3.0	3	5	8	1	2				7	26	75.0	CARDONA-GERENA	XP
7549N	3.0	1	1	7	2	1				2	14	42.0	SCHLERETH	PT
COURSE TOTAL		18	30	35	14	6				22	125	372.0		
SOC 138 SOCIAL PSYCHOLOGY														
7550	3.0	1		4		1				3	9	27.0	WILSON	
7552	3.0	1	2	4	1	2				3	13	39.0	ARCE	
7553	3.0	7	2	3				1		7	20	60.0	KANEVSKY	
7555N	3.0	3		2		1		1		3	10	30.0	KANDEL	
COURSE TOTAL		12	4	13	1	4		2		16	52	156.0		
SOC 140 SEX & GENDER ACROSS CULTURES														
7558	3.0	9	10	8		8				11	46	135.0	SANTIAGO	PT
COURSE TOTAL		9	10	8		8				11	46	135.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL	
		WKS	HRS									W	ENR	
													WSCH	INSTRUCTOR
SOC 215	STATISTICS/BEHAVIORAL SCIENCES													
7560	5.0	3	1	2				2				8	40.0	
7561	5.0	1	1					1				3	15.0	
	COURSE TOTAL	4	2	2				3				11	55.0	
SUBJECT TOTAL		189	309	235	66	107		6				263	1175	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
SOC 114 SOC OF MINORITY GROUP RELATION															
7520	3.0			3	5	6	3	1				2	20	60.0	MARTINEZ
7521N	3.0			2	5	2						2	11	33.0	MARTINEZ XP
COURSE TOTAL				5	10	8	3	1				4	31	93.0	
SOC 120 INTRODUCTORY SOCIOLOGY															
7522	3.0			7	8	16	7	2				7	47	138.0	HOLMES
7523	3.0			5	11	10	6	1				6	39	114.0	MILNER PT
7525	3.0			10	17	12	8	4				3	54	162.0	HOLMES
7527	3.0			9	18	14	10	7				12	70	207.0	ROBINSON
7528	3.0			15	12	13	6	3				5	54	162.0	HOLMES
7529	3.0			9	5	12	1	9				19	55	162.0	CARDONA-GERENA
7530	3.0			8	6	7	2	5				15	43	76.8	IDOUJ PT
7531	3.0			1	4	17	6	10				5	43	129.0	SCHLERETH PT
7532	3.0			9	12	12	1	5				13	52	153.0	CARDONA-GERENA
7533	3.0			6	5	9	13	7				20	60	180.0	ROBINSON
7534	3.0			6	3	2	4	4				13	32	96.0	MILNER PT
7535	3.0			10	13	14	6	3				9	55	162.0	HOLMES
7536	3.0			9	10	7	3					3	32	96.0	ROBINSON
7537	3.0			6	12	7	1	1				6	33	99.0	HOLMES
7538	3.0			6	11	6	1	7				10	41	123.0	CARDONA-GERENA XP
7539N	3.0			5	7	3		3				9	27	81.0	CARDONA-GERENA XP
7540N	3.0			5	10	10	2	4				6	37	111.0	CARDONA-GERENA XP
7541N	3.0			9	9	5		3				20	46	138.0	IDOUJ PT
7542N	3.0			8	15	15	2	2				13	56	165.0	ROBINSON
COURSE TOTAL				143	188	191	79	80		1		194	876	2554.8	
SOC 125 MARRIAGE & ALT LIFE STYLES															
7543	3.0				6	8	3	6		1		6	30	90.0	SCHLERETH PT
7544	3.0			3	5	3		1		1		1	14	42.0	CHRISTENSEN PT
7545N	3.0			7	2	1	1	1				1	12	36.0	CHAPMAN PT
COURSE TOTAL				10	13	12	4	8		2		7	56	168.0	
SOC 130 CONTEMPORARY SOCIAL PROBLEMS															
7546	3.0			1	1	2						3	7	21.0	SANTIAGO PT
7547	3.0			9	20	20	3	3				4	59	177.0	ROBINSON
7548	3.0			9	10	5						4	28	84.0	CHRISTENSEN PT
7549N	3.0			9	14	7	2	2				6	40	117.0	ROBINSON XP
COURSE TOTAL				28	45	34	5	5				17	134	399.0	
SOC 138 SOCIAL PSYCHOLOGY															
7550	3.0			1				1					2	6.0	CHAPMAN
7551	3.0			3	8	3		1				3	18	54.0	PAK
7552	3.0			4	1	2		2				1	13	39.0	PAK
7553	3.0			6	1		1					4	12	36.0	PALMER
COURSE TOTAL				14	10	5	1	4			1	10	45	135.0	
SOC 140 SEX & GENDER ACROSS CULTURES															
7558	3.0			9	16	6	1	4				14	50	150.0	SANTIAGO PT
COURSE TOTAL				9	16	6	1	4				14	50	150.0	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
SOC 215	STATISTICS/BEHAVIORAL SCIENCES														
7560	5.0				2			2				2	6	30.0	GOLDEN
7561	5.0			1									1	5.0	GOLDEN
COURSE TOTAL				1	2			2				2	7	35.0	
SUBJECT TOTAL		209	283	258	93	104			3	1	248	1199	3534.8		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	E	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR
WKS	HRS										ENR	WSCH	
SOC 114	SOC OF MINORITY GROUP RELATION												
7520		4	7	5	1	1		1		1	20	60.0	MARTINEZ
7521N		2	3	1		2				2	10	30.0	MARTINEZ
COURSE TOTAL		6	10	6	1	3		1		3	30	90.0	
SOC 120	INTRODUCTORY SOCIOLOGY												
7522		11	12	12	2					11	48	144.0	HOLMES
7523		1	7	10	3					16	40	120.0	MILNER PT
7524		6	5	2		4				1	18	54.0	SANTIAGO PT
7525		4	14	14	1	3	1			7	44	132.0	CARDONA-GERENA
7527		8	19	11	5	4				7	54	162.0	ROBINSON
7528		4	12	16	4	4				16	56	168.0	CARDONA-GERENA
7530		1	7	8	12	11				7	46	138.0	SCHLERETH PT
7531		7	10	8	2	7		1		10	45	135.0	CARDONA-GERENA XP
7532		8	12	11	5	8				7	51	153.0	ROBINSON
7533		5	3	2	2			1		7	20	60.0	MILNER PT
7534		9	21	12	3	1				5	51	153.0	HOLMES
7535		8	7	3	1	3				4	26	75.0	ROBINSON
7536		10	9	8	1	5				2	35	105.0	ROBINSON
7537		3	6	5	3	3				8	25	75.0	IDOU PT
7538		4	7	7	7	4				11	33	99.0	CARDONA-GERENA XP
7539N		10	7	6	2	5				6	36	108.0	UNIS PT
7540N		8	3	4	1	3				8	27	78.0	CARDONA-GERENA XP
7541N		3	1	1	1	4				6	16	48.0	UNIS PT
7542N		8	6	13	6	6				9	48	144.0	ROBINSON XP
7543N		5	5	6	1	1				6	24	72.0	IDOU PT
COURSE TOTAL		123	173	159	52	79		2	1	154	743	2223.0	
SOC 125	MARRIAGE & ALT LIFE STYLES												
7544		5	14	6	1	4				11	41	123.0	HOLMES
7545		7	10	4	2	3		1		8	35	105.0	HOLMES
COURSE TOTAL		12	24	10	3	7		1		19	76	228.0	
SOC 130	CONTEMPORARY SOCIAL PROBLEMS												
7546		7	4	1		9				11	32	96.0	SANTIAGO PT
7547		15	14	12		6				4	51	153.0	ROBINSON
7548		2	8	1	4					4	19	57.0	SCHLERETH PT
7549N		7	5	1	3					8	24	72.0	UNIS PT
COURSE TOTAL		29	25	21	2	22				27	126	378.0	
SOC 138	SOCIAL PSYCHOLOGY												
7550		3	1							1	5	15.0	CHAPMAN
7551		1								3	4	12.0	PEARLBERG
7552		2	2	1						2	7	21.0	CHAPMAN
7553		2	2	3			1			2	10	30.0	DOOLEY
7555N		5	1							1	7	21.0	CHAPMAN
COURSE TOTAL		5	12	6			1			9	33	99.0	
SOC 140	SEX & GENDER ACROSS CULTURES												
7558		5	4	4	2	8				4	27	81.0	SANTIAGO PT

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC 140	SEX & GENDER ACROSS CULTURES (CONT'D)															
COURSE TOTAL				5	4	4	2	8				4	27		81.0	
SOC 215	STATISTICS/BEHAVIORAL SCIENCES															
7560		5.0		1		2					1	2	6		30.0	NEWKIRK
7561		5.0				1	1					1	3		15.0	NEWKIRK
COURSE TOTAL				1		3	1				1	3	9		45.0	
SUBJECT TOTAL				181	248	209	61	119		5	2	219	1044		3144.0	

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								
SOC 114 SOC OF MINORITY GROUP RELATION																						
7520	3.0		2	6	2	2	3				1	16	48.0	MARTINEZ								
7521N	3.0		1	2	2						3	8	24.0	MARTINEZ	XP							
COURSE TOTAL												4	24	72.0								
SOC 120 INTRODUCTORY SOCIOLOGY																						
7522	3.0		5	6	10	6	10				8	45	135.0	FARGO	PT							
7523	3.0		3	12	10	5	2		1		9	42	123.0	MILNER	PT							
7524	3.0		3	5	5	3	1				5	22	66.0	FARGO	PT							
7525	3.0		17	15	9	3	4				5	53	159.0	CARR	PT							
7526	3.0		6	14	14	5	6				10	55	165.0	ROBINSON								
7527	3.0		16	12	3		11				5	47	141.0	CARR	PT							
7528	3.0		6	8	19		6				13	52	156.0	CARDONA-GERENA								
7530	3.0		16	9	5	7	14				5	56	168.0	HARDNACK	PT							
7531	3.0		1	13	6	13	6				15	54	159.0	CARDONA-GERENA								
7532	3.0		11	13	9	6	9				6	54	162.0	ROBINSON								
7533	3.0		3	5	5	1	2				10	26	78.0	MILNER	PT							
7534	3.0		8	9	3	1	8				16	45	135.0	IDOUT	PT							
7535	3.0		3	8	12	2	3				6	34	99.0	ROBINSON								
7536	3.0		3	12	7	4	6				1	33	99.0	ROBINSON								
7537	3.0		3	4	3		1				2	13	39.0	IDOUT	PT							
7538	3.0		8	10	17		1				10	46	138.0	CARDONA-GERENA	XP							
7539N	3.0		6	6	6		1				4	23	69.0	UNIS	PT							
7540N	3.0		10	4	2		3				5	24	72.0	CARDONA-GERENA	XP							
7541N	3.0		8	8		1	1				4	22	66.0	UNIS	PT							
7542N	3.0		6	7	8	4	5				13	43	126.0	ROBINSON	XP							
7543N	3.0		3	5	7		1				5	21	60.0	FARGO	PT							
COURSE TOTAL												145	185	160	61	101	1	157	810	2415.0		
SOC 125 MARRIAGE & ALT LIFE STYLES																						
7545	3.0		3	12	8	3	5				9	40	120.0	MILNER	PT							
7546	3.0		2	4	5	1	3				1	16	48.0	SCHLERETH	PT							
COURSE TOTAL												5	16	13	4	8		10	56	168.0		
SOC 130 CONTEMPORARY SOCIAL PROBLEMS																						
7547	3.0		8	1	3	1	2				7	22	66.0	SANTIAGO	PT							
7548	3.0		16	19	6	4					7	52	156.0	ROBINSON								
7549	3.0		1	7							2	10	30.0	SCHLERETH	PT							
7550N	3.0		11	1	2						3	17	51.0	UNIS	PT							
COURSE TOTAL												35	22	18	5	2		19	101	303.0		
SOC 138 SOCIAL PSYCHOLOGY																						
7551	3.0			2	2	1	5				1	13	39.0	CHAFIN-ARENZ								
7552	3.0			2		2					1	5	15.0	CHAFIN-ARENZ								
7553	3.0		1	2	3		1				3	10	30.0	CHAFIN-ARENZ								
7555N	3.0			1	1							2	6.0	HARRELL								
COURSE TOTAL												1	9	6	3	6		5	30	90.0		
SOC 140 SEX & GENDER ACROSS CULTURES																						
7558	3.0		9	2	5	1	5		1		5	28	84.0	SANTIAGO	PT							

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GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

PAGE 105
FALL 2007

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC 140	SEX & GENDER ACROSS CULTURES (CONT'D)															
COURSE TOTAL				9	2	5	1	5		1		5	28	84.0		
SOC 215	STATISTICS/BEHAVIORAL SCIENCES															
7560		5.0		2			1					1	4	20.0	CHAFIN-ARENZ	
7561		5.0		1	1	1						1	3	15.0	CHAFIN-ARENZ	
COURSE TOTAL				2	1	1	1					2	7	35.0		
SUBJECT TOTAL				200	243	207	77	125		2		202	1056	3167.0		

School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Grade Distribution by Division

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

SOC-114 Soc of Minority Group Relation

4262	3.0	21	0	4	0	0	6	0	0	6	1	3	0	0	0	0	8	Martinez, Alexander
4263N	3.0	12	0	3	0	0	3	0	0	4	1	1	0	0	0	0	2	Martinez, Alexander
Course Total		33	0	7	0	0	9	0	0	10	2	4	0	0	0	0	10	

SOC-120 Introductory Sociology

4264	3.0	30	0	2	0	0	6	0	0	12	4	6	0	0	0	0	14	Fargo, Robert
4265	3.0	39	0	16	0	0	4	0	0	8	0	11	0	0	0	0	2	Santiago, Sabrina
4266	3.0	9	0	1	0	0	5	0	0	2	1	0	0	0	0	0	5	Fargo, Robert
4267	3.0	44	0	2	0	0	20	0	0	12	5	5	0	0	0	0	5	Milner, Lynette
4268	3.0	60	0	14	0	0	17	0	0	16	7	5	1	0	0	0	9	Robinson, J
4269	3.0	53	0	4	0	0	17	0	0	17	9	6	0	0	0	0	4	Milner, Lynette
4270	3.0	48	0	13	0	0	15	0	0	7	6	7	0	0	0	0	15	Cardona-Gerena, Israel
4271	3.0	40	0	6	0	0	9	0	0	13	8	4	0	0	0	0	7	Milner, Lynette
4272	3.0	38	0	8	0	0	13	0	0	8	4	5	0	0	0	0	17	Cardona-Gerena, Israel
4273	3.0	49	0	9	0	0	20	0	0	11	5	4	0	0	0	0	8	Robinson, J
4274	3.0	17	0	2	0	0	5	0	0	0	0	9	0	0	0	0	3	Santiago, Sabrina
4275	3.0	28	0	6	0	0	6	0	0	7	1	8	0	0	0	0	8	Idoui, Bachir
4276	3.0	29	0	10	0	0	2	0	0	11	5	1	0	0	0	0	7	Robinson, J
4277	3.0	45	0	10	0	0	14	0	0	8	6	7	0	0	0	0	5	Robinson, J
4278	3.0	21	0	7	0	0	7	0	0	4	0	3	0	0	0	0	4	Idoui, Bachir
4279	3.0	34	0	10	0	0	13	0	0	5	3	3	0	0	0	0	23	Cardona-Gerena, Israel

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

Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Course	3.0	0	13	0	0	8	0	0	3	1	5	0	0	0	9	Unis, Richard	PT
4280N	3.0	0	13	0	0	8	0	0	3	1	5	0	0	0	9	Unis, Richard	PT
4281	3.0	32	0	12	0	9	0	0	4	3	4	0	0	0	23	Cardona-Genena, Israel	XP
4283N	3.0	34	0	9	0	0	7	0	7	4	6	0	0	0	10	Robinson, J	PT
4284N	3.0	24	0	12	0	9	0	0	1	0	2	0	0	0	6	Unis, Richard	PT
Course Total		704	0	166	0	206	0	0	156	72	101	1	0	0	184		

SOC-125 Marriage & Alt Life Styles

4285	3.0	25	0	0	0	5	0	0	12	3	5	0	0	0	1	Schlereith, Stephen	PT
4286	3.0	13	0	0	0	7	0	0	3	2	1	0	0	0	2	Schlereith, Stephen	PT
Course Total		38	0	0	0	12	0	0	15	5	6	0	0	0	3		

SOC-130 Contemporary Social Problems

4287	3.0	12	0	1	0	4	0	0	3	1	3	0	0	0	4	Fargo, Robert	PT
4288	3.0	52	0	10	0	24	0	0	10	1	7	0	0	0	5	Robinson, J	PT
4290N	3.0	18	0	8	0	6	0	0	1	0	2	1	0	0	3	Soto, Julio	PT
4908N	3.0	7	0	4	0	0	0	0	0	2	1	0	0	0	3	Unis, Richard	PT
Course Total		89	0	23	0	34	0	0	14	4	13	1	0	0	15		

SOC-138 Social Psychology

4291	3.0	19	0	2	0	4	0	0	4	3	5	0	0	0	5	Chafin-Arenz, Sky	PT
4292	3.0	15	0	2	0	1	0	0	4	2	5	1	0	0	1	Chafin-Arenz, Sky	PT
4294N	3.0	3	0	1	0	1	0	0	1	0	0	0	0	0	1	Eison, Kadimah	PT
Course Total		37	0	5	0	6	0	0	9	5	10	1	0	0	7		

SOC-140 Sex & Gender Across Cultures

4295	3.0	41	0	12	0	13	0	0	3	1	12	0	0	0	5	Santiago, Sabrina	PT
Course Total		41	0	12	0	13	0	0	3	1	12	0	0	0	5		

SOC-215 Statistics/Behavioral Sciences

4296	3.0	4	0	2	0	0	0	0	0	1	1	0	0	0	3	Chafin-Arenz, Sky	PT
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School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

	3.0	5	0	0	0	0	0	0	0	0	1	2	2	0	0	0	1	Chafin-Arenz, Sky
4297																		
Course Total		9	0	2	0	0	0	0	0	0	1	3	3	0	0	0	0	4
Subject Total		951	0	215	0	0	280	0	0	208	92	149	3	0	0	0	0	228
Division Total		951	0	215	0	0	280	0	0	208	92	149	3	0	0	0	0	228

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School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Section N = Night W = Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
** = Not Valid for ADA																		
C04 -- Humanities Social & Behav Sciences																		
SOC-114 Soc of Minority Group Relation																		
4262		3.0	29	0	10	0	0	10	0	0	3	2	4	0	0	0	5	Martinez, Alexander
4263N		3.0	13	0	3	0	0	4	0	0	2	0	4	0	0	0	9	Martinez, Alexander
Course Total			42	0	13	0	0	14	0	0	5	2	8	0	0	0	14	
SOC-120 Introductory Sociology																		
4264		3.0	37	0	0	1	0	4	0	1	10	5	16	0	0	0	10	Schiereth, Stephen
4265		3.0	39	1	3	5	4	1	6	4	9	3	3	0	0	0	6	Fargo, Robert
4267		3.0	51	0	4	0	0	19	0	0	15	7	6	0	0	0	5	Milner, Lynette
4268		3.0	54	0	14	0	0	17	0	0	12	8	3	0	0	0	5	Robinson, J
4269		3.0	52	0	7	0	0	17	0	0	10	10	7	0	0	0	5	Milner, Lynette
4270		3.0	51	0	11	9	2	2	9	5	4	3	6	0	0	0	10	Cardona-Gerena, Israel
4271		3.0	51	0	0	0	0	19	0	0	23	4	5	0	0	0	8	Milner, Lynette
4272		3.0	48	0	9	8	3	2	4	4	8	3	7	0	0	0	14	Cardona-Gerena, Israel
4273		3.0	54	0	9	0	0	13	0	0	20	7	5	0	0	0	11	Robinson, J
4274		3.0	26	0	9	0	0	6	0	0	6	3	2	0	0	0	24	Alvarez, Alexis
4275		3.0	42	0	9	0	0	13	0	0	7	4	9	0	0	0	10	Idoui, Bachir
4276		3.0	45	0	11	0	0	11	0	0	15	4	4	0	0	0	2	Robinson, J
4277		3.0	35	0	10	0	0	6	0	0	6	6	7	0	0	0	4	Unis, Richard
4278		3.0	27	0	6	0	0	8	0	0	8	2	3	0	0	0	20	Idoui, Bachir
4279		3.0	50	1	6	7	4	5	7	1	5	4	10	0	0	0	13	Cardona-Gerena, Israel
4280N		3.0	48	0	14	0	0	13	0	0	4	5	12	0	0	0	4	Unis, Richard

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Grade Distribution by Division

4281	8	3.0	51	4	6	7	9	2	6	0	2	3	12	0	0	0	0	8	Fargo, Robert	PT
4283N		3.0	42	0	10	0	0	7	0	0	10	4	9	0	1	0	0	11	Robinson, J	PT
4284N		3.0	44	0	4	0	0	16	0	0	9	3	12	0	0	0	0	8	Unis, Richard	PT
9712		3.0	11	0	4	0	0	4	0	0	0	0	3	0	0	0	0	2	Unis, Richard	PT
Course Total			858	6	146	37	22	185	32	15	183	88	141	0	1	0	0	180		
SOC-125 Marriage & Alt Life Styles																				
4285		3.0	45	0	15	0	0	14	0	0	7	3	6	0	0	0	0	8	Alvarez, Alexis	PT
Course Total			45	0	15	0	0	14	0	0	7	3	6	0	0	0	0	8		
SOC-130 Contemporary Social Problems																				
4287		3.0	45	4	8	4	3	6	4	3	9	2	2	0	0	0	0	10	Cardona-Gerena, Israel	XP
4288		3.0	54	0	17	0	0	19	0	0	12	2	4	0	0	0	0	6	Robinson, J	PT
4908N		3.0	19	0	5	0	0	2	0	0	5	5	2	0	0	0	0	5	Santiago, Sabrina	PT
Course Total			118	4	30	4	3	27	4	3	26	9	8	0	0	0	0	21		
SOC-138 Social Psychology																				
4294N		3.0	5	0	4	0	0	1	0	0	0	0	0	0	0	0	0	4	Markowitz, Karen	PT
9701N		3.0	10	0	1	0	0	1	0	0	4	1	3	0	0	0	0	2	Chafin-Arenz, Sky	PT
Course Total			15	0	5	0	0	2	0	0	4	1	3	0	0	0	0	6		
SOC-140 Sex & Gender Across Cultures																				
4295		3.0	38	0	6	0	0	12	0	0	7	4	9	0	0	0	0	22	Santiago, Sabrina	PT
Course Total			38	0	6	0	0	12	0	0	7	4	9	0	0	0	0	22		
SOC-215 Statistics/Behavioral Sciences																				
4296		3.0	4	0	0	2	0	0	1	1	0	0	0	0	0	0	0	1	Ruiz Limon, Estevan	PT
4297		3.0	3	0	0	0	0	1	0	0	0	1	1	0	0	0	0	2	Ruiz Limon, Estevan	PT
Course Total			7	0	0	2	0	1	1	1	0	1	1	0	0	0	0	3		
Subject Total			1123	10	215	43	25	255	37	19	232	108	176	0	1	0	0	254		

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Division Total	1123	10	215	43	25	255	37	19	232	108	176	0	1	0	254
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Grade Distribution by Division
 School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Grade Distribution by Division
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: SOC -- 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
G04 -- Humanities Social & Behav Sciences																	
SOC-114 Soc of Minority Group Relation																	
4262		3.0	25	0	2	0	0	8	0	0	11	2	2	0	0	0	2 Martinez, Alexander
4263N		3.0	19	0	3	0	0	4	0	0	6	0	6	0	0	0	2 Martinez, Alexander
Course Total			44	0	5	0	0	12	0	0	17	2	8	0	0	0	4
SOC-120 Introductory Sociology																	
4264		3.0	53	0	2	0	3	3	3	0	11	13	18	0	0	0	6 Schlereth, Stephen
4265		3.0	39	0	8	0	0	10	0	0	13	6	2	0	0	0	15 Robinson, J
4267		3.0	45	0	5	0	0	13	0	0	7	10	10	0	0	0	6 Milner, Lynette
4268		3.0	31	0	5	0	0	15	0	0	6	1	4	0	0	0	2 Robinson, J
4269		3.0	50	0	2	0	0	19	0	0	19	4	6	0	0	0	0 Milner, Lynette
4270		3.0	50	10	10	10	3	2	3	0	7	1	4	0	0	0	7 Cardona-Gerena, Israel
4271		3.0	45	0	1	0	0	22	0	0	9	5	8	0	0	0	5 Milner, Lynette
4272		3.0	41	7	3	7	6	4	2	0	6	4	2	0	0	0	13 Cardona-Gerena, Israel
4273		3.0	53	0	10	0	0	17	0	0	11	9	6	0	0	0	3 Robinson, J
4275		3.0	44	0	12	0	0	12	0	0	14	2	4	0	0	0	9 Idoui, Bachir
4276		3.0	45	0	12	0	0	16	0	0	12	4	1	0	0	0	7 Robinson, J
4277		3.0	44	2	4	0	7	13	0	2	8	4	4	0	0	0	6 Fargo, Robert
4278		3.0	42	0	11	0	0	11	0	0	15	1	4	0	0	0	10 Idoui, Bachir
4279		3.0	43	15	3	5	1	3	5	3	4	3	1	0	0	0	11 Cardona-Gerena, Israel
4280N		3.0	36	0	12	0	0	11	0	0	7	3	3	0	0	0	13 Idoui, Bachir
4281	8	3.0	46	0	6	0	0	13	0	0	8	2	17	0	0	0	6 Unis, Richard

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

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

4283N	3.0	41	0	21	0	0	10	0	0	3	1	6	0	0	0	9	Unis, Richard	PT	
4284N	3.0	51	0	13	0	0	25	0	0	3	3	7	0	0	0	5	Unis, Richard	PT	
5894	3.0	22	0	4	0	0	7	0	0	8	0	2	0	1	0	2	Robinson, J		
Course Total		821	34	144	22	20	226	13	5	171	76	109	0	1	0	135			
SOC-125 Marriage & Alt Life Styles																			
4285	3.0	49	0	13	0	0	13	0	0	10	4	9	0	0	0	3	Santiago, Sabrina	PT	
Course Total		49	0	13	0	0	13	0	0	10	4	9	0	0	0	3			
SOC-130 Contemporary Social Problems																			
4287	3.0	41	5	4	8	4	2	5	2	5	1	3	1	1	0	13	Cardona-Gerena, Israel	XP	
4288	3.0	54	0	14	0	0	19	0	0	16	0	5	0	0	0	3	Robinson, J		
4908N	3.0	42	0	7	0	0	15	0	0	4	5	11	0	0	0	8	Santiago, Sabrina	PT	
Course Total		137	5	25	8	4	36	5	2	25	6	19	1	1	0	24			
SOC-138 Social Psychology																			
4294	3.0	9	0	2	0	0	4	0	0	1	0	2	0	0	0	0	Chafin-Arenz, Sky		
9701N	3.0	13	0	4	0	0	6	0	0	1	0	2	0	0	0	4	Markowitz, Karen	PT	
Course Total		22	0	6	0	0	10	0	0	2	0	4	0	0	0	4			
SOC-140 Sex & Gender Across Cultures																			
4295	3.0	47	0	6	0	0	11	0	0	9	6	14	1	0	0	9	Santiago, Sabrina	PT	
Course Total		47	0	6	0	0	11	0	0	9	6	14	1	0	0	9			
SOC-215 Statistics/Behavioral Sciences																			
4296	3.0	5	0	3	0	0	2	0	0	0	0	0	0	0	0	0	Chafin-Arenz, Sky		
4297	3.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	1	Chafin-Arenz, Sky		
Course Total		7	0	4	0	0	2	0	0	1	0	0	0	0	0	1			
Subject Total		1127	39	203	30	24	310	18	7	235	94	163	2	2	0	180			
Division Total		1127	39	203	30	24	310	18	7	235	94	163	2	2	0	180			

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

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

School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: SOC -- Course: All Courses

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

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

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	E	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC 114 SOC OF MINORITY GROUP RELATION														
7440	3.0	1	5	5		1				5	18	54.0	MARTINEZ	
7444N	3.0	1	3	3		1				6	14	42.0	MARTINEZ	
COURSE TOTAL		2	8	8	2	1				11	32	96.0		
SOC 120 INTRODUCTORY SOCIOLOGY														
7448	3 16.0	11	17	12	1					15	56	112.5	CARDONA	XP
7449	3.0	8	14	8						11	44	132.0	IDOUJ	PT
7450	3.0	13	19	15	7	5				9	68	204.0	HOLMES	
7451	3.0	7	10	15	5	7				11	55	165.0	ROBINSON	
7452	3.0	6	20	16	2	1				9	54	162.0	HOLMES	
7453	3.0	13	15	15	3	3				11	60	180.0	HOLMES	
7455	3.0	10	7	6	4	11				8	46	138.0	HOLMES	
7456	3.0	6	17	9	9	3				7	51	153.0	CARDONA	
7457	3.0	8	10	16	6	3				10	53	159.0	ROBINSON	
7459	3.0	16	9	7	3	3				8	46	138.0	HOLMES	
7460	3.0	5	10	9	2					6	32	96.0	MILNER	PT
7462	3.0	7	2	11	10	2				14	46	138.0	ROBINSON	
7463	3.0	10	8	5	6	7				10	46	138.0	CARDONA	
7464N	3.0	12	13	10	3	4				6	48	144.0	CARDONA	XP
7466N	3.0	5	8	12		7				15	47	132.0	CARDONA	XP
7467N	3.0	9	10	4	5	6				15	49	147.0	ROBINSON	
COURSE TOTAL		146	189	170	66	65				165	801	2338.5		
SOC 125 MARRIAGE & ALT LIFE STYLES														
7468	3.0	5	2	5		1				4	17	51.0	CHRISTENSEN	PT
7471N	3.0	4	5	4		4				3	20	57.0	SANTIAGO	PT
COURSE TOTAL		9	7	9		5				7	37	108.0		
SOC 130 CONTEMPORARY SOCIAL ISSUES														
7477	3.0	6	11	7	5					4	33	99.0	MILNER	PT
7478	3.0	10	27	15	6	1				4	63	189.0	ROBINSON	
7481N	3.0	5	18	8	5	1				10	47	141.0	ROBINSON	XP
COURSE TOTAL		21	56	30	16	2				18	143	429.0		
SOC 138 SOCIAL PSYCHOLOGY														
7485	3.0	5	1	1	2					2	11	33.0	CHARLTON	
7486	3.0	5		2	2					1	10	30.0	CHARLTON	
7488	3.0	12	7	4	2					1	26	78.0	HAYASHI	
7490N	3.0	1	2	2	3	5				5	23	69.0	ASHLYN	
COURSE TOTAL		23	10	9	14	5				9	70	210.0		
SOC 140 SEX & GENDER ACROSS CULTURES														
7492	3.0	14	7	4	2	10				8	45	135.0	SANTIAGO	PT
COURSE TOTAL		14	7	4	2	10				8	45	135.0		
SOC 215 STATISTICS/BEHAVIORAL SCIENCES														
7494	5.0	1	3	5		1					10	50.0	FLOWE	
7495	5.0	2	3	1						1	7	35.0	FLOWE	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	GR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
SOC 215 STATISTICS/BEHAVIORAL SCIENCES (CONT'D)														
COURSE TOTAL			3	6	6		1				1	17	85.0	
SUBJECT TOTAL			218	283	236	100	89				219	1145	3401.5	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
SOC 114 SOC OF MINORITY GROUP RELATION															
7440		3.0		2	5	3	1	1				2	14	39.0	MARTINEZ
7444N		3.0		1	7	2	1					4	15	45.0	MARTINEZ
COURSE TOTAL				3	12	5	2	1				6	29	84.0	
SOC 120 INTRODUCTORY SOCIOLOGY															
7446		3.0		1	1	12	9	9				10	42	126.0	SCHLERETH PT
7447		3.0		3	10	12	1	7				11	44	132.0	CARDONA-GERENA
7448		3.0	16.0	9	16	7		1				11	44	90.5	CARDONA-GERENA XP
7449		3.0		4	11	3		1				8	31	93.0	MILNER PT
7450		3.0		9	14	10		6				14	55	165.0	HOLMES
7451		3.0		7	13	14		6				11	57	168.0	ROBINSON
7452		3.0		8	16	5		3				11	46	138.0	HOLMES
7453		3.0		13	16	9		3		1		12	59	177.0	HOLMES
7454		3.0		2	19	9		2			1	11	48	144.0	CARDONA-GERENA
7455		3.0		20	8	6		4				11	57	168.0	HOLMES
7457		3.0		7	5	10		6				11	46	138.0	ROBINSON
7458		3.0		12	8	14		3				11	52	156.0	HOLMES XP
7459		3.0		1	3	6		1				2	13	39.0	MILNER PT
7460		3.0		6	6	4		4				11	31	93.0	CHAPMAN PT
7461		3.0		8	7	11		5		1		11	47	141.0	ROBINSON
7462		3.0		5	4	3		1				8	21	63.0	CHRISTENSEN PT
7463		3.0		2	5	4		1				9	21	63.0	CARDONA-GERENA XP
7464N		3.0		6	4	5		1				9	30	90.0	IDOU PT
7465N		3.0		8	3	9						9	29	84.0	CARDONA-GERENA XP
7466N		3.0		10	11	5		1		1		13	42	126.0	CHRISTENSEN PT
7467N		3.0		6	12	9		8				9	49	144.0	ROBINSON
COURSE TOTAL				147	192	167	60	81		3	1	213	864	2538.5	
SOC 125 MARRIAGE & ALT LIFE STYLES															
7471		3.0		3	4	1		2				4	15	45.0	CHAPMAN PT
7472		3.0		3	10	2		3		1		12	35	105.0	CARDONA-GERENA XP
7474N		3.0		1	3	2		3				8	17	51.0	SANTIAGO PT
COURSE TOTAL				7	17	5	5	8		1		24	67	201.0	
SOC 130 CONTEMPORARY SOCIAL PROBLEMS															
7477		3.0			2	5		1				3	11	33.0	SCHLERETH PT
7478		3.0		9	29	8		2				5	55	165.0	ROBINSON
7479		3.0		7	19	8						10	44	132.0	CHRISTENSEN PT
7481N		3.0		10	21	4		2				4	44	132.0	ROBINSON
COURSE TOTAL				26	71	25	5	5				22	154	462.0	
SOC 138 SOCIAL PSYCHOLOGY															
7486		3.0		3	1							2	6	18.0	PALMER
7487		3.0		1	3								4	12.0	PAK
7488		3.0		9	2	1		1				2	15	45.0	MOR
7490N		3.0		3	5	2		2				5	18	54.0	HAYASHI
COURSE TOTAL				16	11	3	2	2				9	43	129.0	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC 140	SEX & GENDER ACROSS CULTURES															
7492		3.0		7	8	6	1	1				12	35	105.0	SANTIAGO	PT
COURSE TOTAL				7	8	6	1	1				12	35	105.0		
SOC 215	STATISTICS/BEHAVIORAL SCIENCES															
7494		5.0		1		1	2	1				1	6	30.0	NEWKIRK	
7495		5.0				1		1				4	6	25.0	NEWKIRK	
COURSE TOTAL				1		2	2	2				5	12	55.0		
SUBJECT TOTAL				207	311	213	77	100		4	1	291	1204	3574.5		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR

SOC 114		SOC OF MINORITY GROUP RELATION													
	7440	3.0		4	11	4						2	21	63.0	MARTINEZ
	7442	3.0		2	2	5				1		2	12	36.0	GAMBOA
	7444N	3.0		5	4	1		1				3	14	42.0	MARTINEZ
	COURSE TOTAL			11	17	10		1		1		7	47	141.0	

SOC 120		INTRODUCTORY SOCIOLOGY													
	7446	3.0		12	14	2	7	5				7	47	138.0	HOLMES
	7448	3.0	16.0	11	13	10	2	4				6	46	109.7	CARDONA-GERENA XP
	7449	3.0		1	10	8	2	3				2	26	78.0	MILNER PT
	7450	3.0		1	3	3	1	1				8	17	51.0	SCHLERETH PT
	7451	3.0		4	13	6	1	2				16	42	126.0	CARDONA-GERENA
	7452	3.0		15	15	11	5	5				7	58	174.0	ROBINSON
	7454	3.0		6	14	13	3	8				15	59	177.0	CARDONA-GERENA
	7455	3.0		1	13		10	7				8	39	117.0	SCHLERETH PT
	7457	3.0		2	13	8	7	12				12	54	159.0	ROBINSON
	7458	3.0		8	6	11	2	5				6	38	111.0	CARDONA-GERENA XP
	7459	3.0		6	3	4	3	1				4	21	63.0	MILNER PT
	7460	3.0		18	8	5	2	1				8	42	123.0	HOLMES
	7461	3.0		6	8	11		1				5	31	93.0	ROBINSON
	7463	3.0		4	9	2	2	3				5	25	72.0	HOLMES
	7464	3.0		4	6	3	1					11	25	75.0	CARDONA-GERENA XP
	7465N	3.0		3	5		1	2				3	14	42.0	UNIS PT
	7466N	3.0		4	4	3		2				5	18	54.0	CARDONA-GERENA XP
	7467N	3.0		4	2	1		2				6	15	45.0	IDOUJ PT
	7468N	3.0		10	11	5		13				9	48	141.0	ROBINSON
	7469N	3.0		4	3	2	1	2		1		8	21	60.0	UNIS PT
	COURSE TOTAL			123	161	121	50	79		1		151	686	2008.7	

SOC 125		MARRIAGE & ALT LIFE STYLES													
	7471	3.0		4	6	1	1	1				9	22	66.0	HOLMES
	7472	3.0		12	6	8	1	1				11	38	105.0	HOLMES
	7474N	3.0		5	7							2	14	42.0	CHRISTENSEN PT
	COURSE TOTAL			21	19	9	2	1				22	74	213.0	

SOC 130		CONTEMPORARY SOCIAL PROBLEMS													
	7477	3.0		3	6	1						3	13	39.0	CHRISTENSEN PT
	7478	3.0		5	16	4	1	6		1		7	40	120.0	SANTIAGO PT
	7479	3.0		12	20	11	2	3				4	52	156.0	ROBINSON
	7481N	3.0		5	11	8	2	3				5	34	99.0	ROBINSON XP
	COURSE TOTAL			25	53	24	5	12		1		19	139	414.0	

SOC 138		SOCIAL PSYCHOLOGY													
	7484	3.0		4				1				1	6	18.0	PAK
	7487	3.0		3	1	1		1					6	18.0	PAK
	7488	3.0		1	5		1					2	9	27.0	PAK
	7490N	3.0		3	1	1				1			6	18.0	CHAPMAN
	COURSE TOTAL			11	7	2	1	2		1		3	27	81.0	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
SOC	140	SEX & GENDER ACROSS CULTURES														
	7492	3.0		4	6	4	1	8				7	30	90.0	SANTIAGO	PT
		COURSE TOTAL		4	6	4	1	8				7	30	90.0		
SOC	199	SPECIAL STUDIES IN SOC														
	7493	9.0		1									1	9.0	HOLMES	
		COURSE TOTAL		1									1	9.0		
SOC	215	STATISTICS/BEHAVIORAL SCIENCES														
	7494	5.0			2			1			1	1	5	25.0	GOLDEN	
	7495	5.0			3			1			1	1	5	25.0	CHAPMAN	
		COURSE TOTAL			3	2		2			1	2	10	50.0		
SUBJECT TOTAL				196	266	172	59	105		4	1	211	1014	3006.7		

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.												TOTAL		TOTAL	
WKS	HRS	A	B	C	D	E	I	CR	NC	W	ENR	WSCH	INSTRUCTOR		
SOC 114		SOC OF MINORITY GROUP RELATION													
7440	3.0	4	4	2		1		2		5	18	54.0	MARTINEZ		
7442	3.0	3	1	1	2					4	11	30.0	MARTINEZ		
7444N	3.0	5	3	2						1	11	30.0	MARTINEZ		
COURSE TOTAL		12	8	5	2	1		2		10	40	114.0			
SOC 120		INTRODUCTORY SOCIOLOGY													
7446	3.0	5	11	18		4				9	47	141.0	HOLMES		
7449	3.0	1	8	6	10	8				4	37	111.0	MILNER		
7450	3.0	7	5	2	1	3		1		3	15	42.0	SCHLERETH		
7452	3.0	7	11	13	4	2				15	52	156.0	ROBINSON		
7453	3 16.0	18	13	7	4	1				2	45	117.9	MILNER		
7454	3.0	17	13	10	1	6				12	59	174.0	CARDONA-GERENA		
7455	3.0	5	5	21	7	11				8	52	156.0	SCHLERETH		
7457	3.0	8	13	10	3	6				10	50	150.0	CARDONA-GERENA		
7458	3.0	4	11	7	8	4				8	42	123.0	ROBINSON		
7459	3.0	5	3	5	1	1				8	23	63.0	MILNER		
7460	3.0	13	9	9		4				14	49	141.0	HOLMES		
7461	3.0	5	12	11	3	2				3	36	108.0	ROBINSON		
7462	3.0	3	4	8	6	2				6	29	87.0	ROBINSON		
7463	3.0	5	8	7						5	25	75.0	IDOU		
7464	3.0	14	8	4		4				13	43	129.0	CARDONA-GERENA		
7465N	3.0	2	2	3		5				12	24	72.0	UNIS		
7466N	3.0	7	2	3	1	5				6	24	72.0	CARDONA-GERENA		
7467N	3.0	6	5	2	2	3				7	23	69.0	UNIS		
7468N	3.0	8	3	9	5	4				10	39	117.0	ROBINSON		
7469N	3.0	4	2	4	1	1				6	18	54.0	IDOU		
7790	4 12.0	8	9	4	1	3		1		1	27	71.3	CARDONA-GERENA		
COURSE TOTAL		140	157	161	58	79		1	1	162	759	2229.2			
SOC 125		MARRIAGE & ALT LIFE STYLES													
7471	3.0	8	10	7		1		1		7	34	102.0	HOLMES		
7472	3.0	9	4	2	1					8	24	72.0	HOLMES		
COURSE TOTAL		17	14	9	1	1		1		15	58	174.0			
SOC 130		CONTEMPORARY SOCIAL PROBLEMS													
7476	3.0	4	3	5						7	19	54.0	FARGO		
7478	3.0	10	9	4	1	4				8	36	99.0	SANTIAGO		
7479	3.0	14	18	15	3	5				7	62	186.0	ROBINSON		
7481N	3.0	13	6	1	1	5				4	30	90.0	UNIS		
COURSE TOTAL		41	36	25	5	14				26	147	429.0			
SOC 138		SOCIAL PSYCHOLOGY													
7484	3.0			1	2					1	4	12.0	CHAPMAN		
7487	3.0	5	3	2						1	11	33.0	PEARLBERG		
7488	3.0	5	5	1				1		2	14	42.0	MUNSON		
7490N	3.0		2		2					3	6	18.0	CHAPMAN		
COURSE TOTAL		10	10	4	4			1		6	35	105.0			

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
WKS	HRS									W	ENR	WSCH	INSTRUCTOR
SOC 140	SEX & GENDER ACROSS CULTURES												
7492	3.0	11	4	2	1	8				9	35	105.0	SANTIAGO
	COURSE TOTAL	11	4	2	1	8				9	35	105.0	
SOC 215	STATISTICS/BEHAVIORAL SCIENCES												
7494	5.0		1	2						5	9	40.0	NEWKIRK
7495	5.0		1	1	1					1	4	20.0	NEWKIRK
	COURSE TOTAL		2	3	1					6	12	60.0	
SUBJECT TOTAL		231	231	209	72	103		5	1	234	1086	3216.2	

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	E	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
WKS	HRS													
SOC 114 SOC OF MINORITY GROUP RELATION														
7440	3.0	1	6		1	3						11	33.0	MARTINEZ
7442	3.0	2	5	2	1						2	13	39.0	GAMBOA
7444N	3.0	1	2	1	2						5	11	33.0	MARTINEZ
COURSE TOTAL		4	13	3	4	3				1	7	35	105.0	
SOC 120 INTRODUCTORY SOCIOLOGY														
7446	3.0	8	13	7	8	2					8	46	138.0	FARGO PT
7449	3.0	2	9	7	3	3					12	36	105.0	MILNER PT
7450	3.0			3		2					3	8	24.0	SCHLERETH PT
7451	3 16.0		1									1	2.7	CARDONA-GERENA
7452	3.0	11	19	14	4	1					9	58	174.0	ROBINSON XP
7453	3 16.0	25	13	7	4	2		1			5	57	142.6	CARDONA-GERENA XP
7454	3.0	8	12	21	3						12	56	168.0	CARDONA-GERENA
7455	3.0	8	16	6	11						9	50	147.0	SCHLERETH PT
7457	3.0	8	11	15	1	4					7	46	138.0	CARDONA-GERENA
7458	3.0	8	12	12	7	3					15	57	168.0	ROBINSON XP
7459	3.0	2	6	2							5	15	45.0	MILNER PT
7460	3.0	11	9	7	3	4					10	44	132.0	IDOUT PT
7461	3.0	10	8	10	1	3					3	35	105.0	ROBINSON
7462	3.0	4	4	10	6	3					9	36	108.0	ROBINSON
7463	3.0	5	11	2							6	24	72.0	IDOUT PT
7465N	3.0	5	4	1	2	6					12	30	90.0	UNIS PT
7467N	3.0	1	3	2		4		1			6	17	48.0	FARGO PT
7468N	3.0	8	18	17	7	4					8	62	186.0	ROBINSON
7469N	3.0	11	11	1	1	5					9	38	111.0	UNIS PT
7470	3.0	10	15	3	3	5					15	51	150.0	CARDONA-GERENA XP
7471	3.0	13	5	5	1	7					19	50	144.0	CARDONA-GERENA XP
COURSE TOTAL		150	192	162	57	72			2		182	817	2398.3	
SOC 125 MARRIAGE & ALT LIFE STYLES														
7473	3.0	12	9	8		4					4	37	111.0	SPAUD-ROSS PT
7474	3.0	2	13	10	2	1					10	38	114.0	MILNER PT
COURSE TOTAL		14	22	18	2	5					14	75	225.0	
SOC 130 CONTEMPORARY SOCIAL PROBLEMS														
7476	3.0	3	3	6	2	4					3	21	63.0	FARGO PT
7478	3.0	8	5	4	1	7		1			4	31	93.0	SANTIAGO PT
7479	3.0	9	20	15	4	2					6	56	168.0	ROBINSON
7480N	3.0	9	7	1		2					6	25	75.0	UNIS PT
7481N	3.0	7	6	7							5	25	75.0	ROBINSON
COURSE TOTAL		36	41	33	7	15		1		1	24	158	474.0	
SOC 138 SOCIAL PSYCHOLOGY														
7484	3.0	4	2	2	1	4					5	18	51.0	CHAFIN-ARENZ
7487	3.0	2	6	2		4					3	17	51.0	CHAFIN-ARENZ
7488	3.0	2	5	5	1	2					5	21	60.0	CHAFIN-ARENZ
7490N	3.0	1										1	3.0	ELSON
COURSE TOTAL		9	13	9	2	10				1	13	57	165.0	

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GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

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SPRING 2008

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
SOC 140	SEX & GENDER ACROSS CULTURES														
7492		3.0		8	3	3		11	4			6	35	105.0	SANTIAGO PT
COURSE TOTAL				8	3	3		11	4			6	35	105.0	
SOC 215	STATISTICS/BEHAVIORAL SCIENCES														
7494		5.0		1		2	1					3	7	35.0	CHAFIN-ARENZ
7495		5.0			1	1			2			2	6	30.0	CHAFIN-ARENZ
COURSE TOTAL				1	1	3	1	2				5	13	65.0	
SUBJECT TOTAL				222	285	231	73	118	5	2	3	251	1190	3537.3	

School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: SOC -- Course: All Courses																	
Section N = Night ** = Not Valid for ADA	S.T. VMs	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
G04 -- Humanities Social & Behav Sciences																	

SOC-114 Soc of Minority Group Relation																		
8486		3.0	9	0	1	0	0	1	0	0	5	0	2	0	0	0	5	Martinez, Alexander
8487		3.0	8	0	3	0	0	2	0	0	3	0	0	0	0	0	3	Martinez, Alexander
8488N		3.0	13	0	6	0	0	3	0	0	1	1	2	0	0	0	5	Martinez, Alexander
Course Total			30	0	10	0	0	6	0	0	9	1	4	0	0	0	13	

SOC-120 Introductory Sociology																		
8489		3.0	31	0	10	0	0	4	0	0	5	3	8	1	0	0	14	Alvarez, Alexis
8490		3.0	27	0	1	0	0	1	0	0	10	2	12	0	1	0	6	Schlereth, Stephen
8491		3.0	43	0	10	0	0	12	0	0	10	2	9	0	0	0	15	Cardona-Gerena, Israel
8492	3	3.0	62	0	38	0	0	11	0	0	9	1	3	0	0	0	18	Cardona-Gerena, Israel
8493		3.0	53	0	17	0	0	10	0	0	9	13	4	0	0	0	5	Robinson, J
8495		3.0	42	0	3	0	0	19	0	0	12	8	0	0	0	0	10	Milner, Lynette
8496		3.0	47	0	4	0	0	20	0	0	10	6	7	0	0	0	13	Milner, Lynette
8497		3.0	46	0	3	0	0	15	0	0	15	9	4	0	0	0	10	Milner, Lynette
8498		3.0	48	0	10	0	0	17	0	0	13	5	3	0	0	0	4	Robinson, J
8499		3.0	8	0	3	0	0	1	0	0	2	1	1	0	0	0	5	Fargo, Robert
8500		3.0	27	0	7	0	0	9	0	0	9	0	2	0	0	0	19	Idoui, Bachir
8501		3.0	46	0	10	0	0	11	0	0	8	9	8	0	0	0	8	Robinson, J
8502		3.0	42	0	10	0	0	15	0	0	9	3	4	1	0	0	7	Robinson, J
8503		3.0	18	0	6	0	0	3	0	0	7	1	1	0	0	0	5	Idoui, Bachir
8504N		3.0	41	0	8	0	0	9	0	0	5	2	17	0	0	0	5	Unis, Richard

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

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

Grade Distribution by Division

8505N	3.0	23	0	6	0	0	8	0	0	1	1	7	0	0	0	0	13	Unis, Richard	PT	
8506N	3.0	41	0	6	0	0	11	0	0	13	6	5	0	0	0	0	11	Robinson, J	XP	
8507N	3.0	11	0	2	0	0	4	0	0	1	3	1	0	0	0	0	7	Fargo, Robert	PT	
8508	3.0	47	0	8	0	0	17	0	0	8	4	10	0	0	0	0	10	Cardona-Gerena, Israel	PT	
8509	3.0	27	0	7	0	0	8	0	0	4	4	4	0	0	0	0	26	Cardona-Gerena, Israel	PT	
8794	3.0	41	0	0	0	0	4	0	0	5	11	21	0	0	0	0	5	Schlereth, Stephen	PT	
Course Total		771	0	169	0	0	209	0	0	165	94	131	2	1	0	0	216			
SOC-125 Marriage & Alt Life Styles																				
8510	3.0	33	0	4	0	0	10	0	0	6	2	11	0	0	0	0	5	Schlereth, Stephen	PT	
9080	3.0	39	0	14	0	0	16	0	0	1	1	7	0	0	0	0	13	Santiago, Sabrina	PT	
Course Total		72	0	18	0	0	26	0	0	7	3	18	0	0	0	0	18			
SOC-130 Contemporary Social Problems																				
8512	3.0	33	0	14	0	0	12	0	0	6	1	0	0	0	0	0	17	Cardona-Gerena, Israel	XP	
8514	3.0	54	0	16	0	0	21	0	0	11	2	4	0	0	0	0	8	Robinson, J	PT	
8515N	3.0	23	0	9	0	0	7	0	0	2	1	4	0	0	0	0	1	Soto, Julio	PT	
8516N	3.0	18	0	6	0	0	5	0	0	4	0	3	0	0	0	0	4	Unis, Richard	PT	
Course Total		128	0	45	0	0	45	0	0	23	4	11	0	0	0	0	30			
SOC-138 Social Psychology																				
8517	3.0	11	0	1	0	0	2	0	0	2	0	6	0	0	0	0	4	Harrell, Jody	PT	
8518	3.0	7	0	2	0	0	2	0	0	2	0	1	0	0	0	0	2	Chafin-Arenz, Sky	PT	
8519	3.0	8	0	0	0	0	2	0	0	1	0	5	0	0	0	0	2	Dooley, Kevin	PT	
8520N	3.0	4	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1	Elson, Kadimah	PT	
Course Total		30	0	4	0	0	7	0	0	6	0	13	0	0	0	0	9			

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

SOC-140 Sex & Gender Across Cultures

Course	8521	3.0	24	0	9	0	0	9	0	0	1	1	4	0	0	0	16	Santiago, Sabrina	PT
Course Total	24	0	9	0 <td>0 <td>9</td> <td>0 <td>0 <td>1</td> <td>1</td> <td>4</td> <td>0 <td>0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td></td></td></td></td></td>	0 <td>9</td> <td>0 <td>0 <td>1</td> <td>1</td> <td>4</td> <td>0 <td>0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td></td></td></td></td>	9	0 <td>0 <td>1</td> <td>1</td> <td>4</td> <td>0 <td>0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td></td></td></td>	0 <td>1</td> <td>1</td> <td>4</td> <td>0 <td>0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td></td></td>	1	1	4	0 <td>0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td></td>	0 <td>0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td></td>	0 <td>0 <td>0 <td>16</td> <td></td> <td>16</td> </td></td>	0 <td>0 <td>16</td> <td></td> <td>16</td> </td>	0 <td>16</td> <td></td> <td>16</td>	16		16

SOC-215 Statistics/Behavioral Sciences

8522	3.0	6	0	1	0	0	2	0	0	3	0	0	0	0	0	0	1	Chafin-Arenz, Sky	
8523	3.0	7	0	0	0	3	0	0	4	0	0	0	0	0	0	0	1	Chafin-Arenz, Sky	
Course Total	13	0	1	0	0	5	0	0	7	0	0	0	0	0	0	0	2		
Subject Total	1068	0	256	0	0	307	0	0	218	103	181	2	1	0	304				
Division Total	1068	0	256	0	0	307	0	0	218	103	181	2	1	0	304				

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

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: SOC -- 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	
G04 -- Humanities Social & Behav Sciences																	
SOC-114 Soc of Minority Group Relation																	
8486		3.0	13	0	2	0	0	3	0	0	2	0	6	0	0	0	Martinez, Alexander
8488N		3.0	21	0	7	0	0	4	0	0	6	0	4	0	0	0	Martinez, Alexander
Course Total			34	0	9	0	0	7	0	0	8	0	10	0	0	0	5
SOC-120 Introductory Sociology																	
8489		3.0	39	0	2	0	0	6	3	4	9	3	12	0	0	0	Schiereth, Stephen
8491		3.0	49	0	17	6	2	7	2	2	5	3	5	0	0	0	Cardona-Gerena, Israel
8493		3.0	56	0	13	0	0	11	0	0	14	9	9	0	0	0	Robinson, J
8495		3.0	40	0	3	0	0	9	0	0	11	11	6	0	0	0	Milner, Lynette
8496		3.0	48	0	3	0	0	14	0	0	15	5	11	0	0	0	Milner, Lynette
8497		3.0	44	0	2	0	0	18	0	0	12	5	7	0	0	0	Milner, Lynette
8498		3.0	51	0	14	0	0	22	0	0	8	2	4	1	0	0	Robinson, J
8500		3.0	41	0	5	0	0	11	0	0	9	2	14	0	0	0	Idoui, Bachir
8501		3.0	42	2	7	0	6	10	0	1	5	4	7	0	0	0	Fargo, Robert
8502		3.0	39	0	8	0	0	10	0	0	13	2	6	0	0	0	Robinson, J
8503		3.0	33	0	8	0	0	13	0	0	3	2	7	0	0	0	Idoui, Bachir
8504N		3.0	36	0	9	0	0	11	0	0	3	6	7	0	0	0	Unis, Richard
8505N		3.0	39	0	9	0	0	10	0	0	2	2	16	0	0	0	Unis, Richard
8506N		3.0	26	0	9	0	3	6	0	3	3	2	0	0	0	0	Fargo, Robert
8508		3.0	45	0	10	9	5	0	6	1	11	1	2	0	0	0	Cardona-Gerena, Israel
8509		3.0	38	0	6	8	0	8	6	1	2	2	5	0	0	0	Cardona-Gerena, Israel

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

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

8794	3.0	53	0	6	0	0	16	0	0	12	12	7	0	0	0	10	Robinson, J		
Course Total		719	2	131	23	16	182	17	12	137	73	125	1	0	0	194			
SOC-125 Marriage & Alt Life Styles																			
8510	3.0	21	0	4	0	0	5	0	0	2	2	8	0	0	0	24	Alvarez, Alexis	PT	
9080	3.0	34	0	14	0	0	10	0	0	2	0	8	0	0	0	10	Santiago, Sabrina	PT	
Course Total		55	0	18	0	0	15	0	0	4	2	16	0	0	0	34			
SOC-130 Contemporary Social Problems																			
8512	3.0	41	0	17	4	0	7	2	0	4	2	4	1	0	0	14	Cardona-Gerena, Israel	XP	
8514	3.0	57	0	18	0	0	26	0	0	7	4	1	1	0	0	0	Robinson, J		
8515N	3.0	31	2	13	0	3	8	0	0	2	0	3	0	0	0	10	Fargo, Robert	PT	
8516N	3.0	37	0	14	0	0	14	0	0	2	0	6	0	1	0	11	Unis, Richard	PT	
Course Total		166	2	62	4	3	55	2	0	15	6	14	2	1	0	35			
SOC-138 Social Psychology																			
8517	3.0	17	0	4	0	0	3	0	0	1	1	8	0	0	0	2	Dooley, Kevin	PT	
8518	3.0	18	0	2	0	0	12	0	0	2	1	1	0	0	0	1	Chafin-Arenz, Sky		
8519	3.0	12	0	1	0	0	5	0	0	3	2	1	0	0	0	1	Dooley, Kevin	PT	
8520N	3.0	12	0	5	0	0	3	0	0	2	1	1	0	0	0	5	Markowitz, Karen	PT	
Course Total		59	0	12	0	0	23	0	0	8	5	11	0	0	0	9			
SOC-140 Sex & Gender Across Cultures																			
8521	3.0	38	0	4	0	0	8	0	0	7	4	15	0	0	0	7	Santiago, Sabrina	PT	
Course Total		38	0	4	0	0	8	0	0	7	4	15	0	0	0	7			
SOC-215 Statistics/Behavioral Sciences																			
8522	3.0	8	0	1	0	0	3	0	0	2	1	1	0	0	0	1	Chafin-Arenz, Sky		
8523	3.0	5	0	0	0	0	1	0	0	1	2	1	0	0	0	1	Chafin-Arenz, Sky		
Course Total		13	0	1	0	0	4	0	0	3	3	2	0	0	0	2			

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

School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: SOC -- Course: All Courses

Grade Distribution by Division															
Subject Total	1084	4	237	27	19	294	19	12	182	93	193	3	1	0	286
Division Total	1084	4	237	27	19	294	19	12	182	93	193	3	1	0	286

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School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: SOC -- Course: All Courses

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

SOC-114: Soc of Minority Group Relation

8486	3.0	3.0	19	0	0	0	0	3	0	0	10	2	3	0	0	0	1	3	Martinez, Alexander
8488N	3.0	3.0	13	0	4	0	0	2	0	0	2	1	4	0	0	0	0	7	Martinez, Alexander
Course Total			32	0	4	0	0	5	0	0	12	3	7	0	0	0	1	10	

SOC-120: Introductory Sociology

6053N	3.0	3.0	36	0	12	0	0	9	0	0	6	2	7	0	0	0	0	6	Unis, Richard
6903	3.0	3.0	34	2	2	2	4	2	5	1	5	3	8	0	0	0	0	19	Cardona-Gerena, Israel
7425	3.0	3.0	21	0	9	0	0	4	0	0	3	4	1	0	0	0	0	3	Robinson, J
8489	3.0	3.0	44	0	0	2	0	1	0	5	8	13	15	0	0	0	0	10	Schlereth, Stephen
8491	3.0	3.0	45	0	10	0	0	9	0	0	15	6	5	0	0	0	0	11	Robinson, J
8493	3.0	3.0	27	0	4	0	0	13	0	0	7	0	3	0	0	0	0	4	Robinson, J
8495	3.0	3.0	39	0	6	0	6	10	0	0	4	6	7	0	0	0	0	7	Fargo, Robert
8496	3.0	3.0	49	0	0	0	0	16	0	0	22	10	1	0	0	0	0	2	Milner, Lynette
8497	3.0	3.0	44	0	1	0	0	15	0	0	17	10	1	0	0	0	0	8	Milner, Lynette
8498	3.0	3.0	47	0	20	0	0	17	0	0	7	3	0	0	0	0	0	7	Robinson, J
8500	3.0	3.0	33	0	10	0	0	10	0	0	4	5	4	0	0	0	0	16	Idoui, Bachir
8501	3.0	3.0	42	0	7	0	3	7	0	4	6	5	9	0	0	1	0	8	Fargo, Robert
8502	3.0	3.0	46	0	10	0	0	19	0	0	8	6	3	0	0	0	0	10	Robinson, J
8503	3.0	3.0	29	0	6	0	0	8	0	0	5	5	5	0	0	0	0	7	Idoui, Bachir
8504	3.0	3.0	47	0	2	0	0	15	0	0	14	10	6	0	0	0	0	5	Milner, Lynette
8505N	3.0	3.0	41	0	6	0	0	14	0	0	4	4	13	0	0	0	0	10	Unis, Richard
8506N	3.0	3.0	34	0	12	0	0	9	0	0	5	1	7	0	0	0	0	11	Unis, Richard

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Grade Distribution by Division
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8508	3.0	45	14	4	4	3	2	7	2	4	3	2	0	0	0	12	Cardona-Gerena, Israel	PT
8509	3.0	38	14	8	4	2	0	2	0	1	1	6	0	0	0	14	Cardona-Gerena, Israel	PT
8794	3.0	39	8	8	6	1	4	2	2	1	2	5	0	0	0	13	Cardona-Gerena, Israel	PT
Course Total		780	38	137	18	19	184	16	14	146	99	108	0	0	1	183		

SOC-125 Marriage & Alt Life Styles

8510	3.0	38	0	15	0	0	5	0	0	7	0	9	1	1	0	11	Santiago, Sabrina	PT
Course Total		38	0	15	0	0	5	0	0	7	0	9	1	1	0	11		

SOC-130 Contemporary Social Problems

8512	3.0	47	5	6	9	4	7	7	2	4	1	2	0	0	0	10	Cardona-Gerena, Israel	XP
8514	3.0	49	0	12	0	0	17	0	0	15	2	3	0	0	0	8	Robinson, J	PT
8515N	3.0	31	0	7	0	3	4	0	6	1	2	8	0	0	0	4	Fargo, Robert	PT
Course Total		127	5	25	9	7	28	7	8	20	5	13	0	0	0	22		

SOC-138 Social Psychology

8517	3.0	7	0	0	0	0	4	0	0	2	0	1	0	0	0	3	Dooley, Kevin	PT
8518	3.0	6	0	1	0	0	2	0	0	2	0	1	0	0	0	1	Dooley, Kevin	PT
8520N	3.0	8	0	4	0	0	2	0	0	0	0	2	0	0	0	3	Harrell, Jody	PT
Course Total		21	0	5	0	0	8	0	0	4	0	4	0	0	0	7		

SOC-140 Sex & Gender Across Cultures

8521	3.0	25	0	10	0	0	8	0	0	1	2	4	0	0	0	14	Santiago, Sabrina	PT
Course Total		25	0	10	0	0	8	0	0	1	2	4	0	0	0	14		

SOC-215 Statistics/Behavioral Sciences

8522	3.0	4	0	1	0	0	1	0	0	1	0	1	0	0	0	1	Chafin-Arenz, Sky	PT
8523	3.0	6	0	1	0	0	1	0	0	3	0	1	0	0	0	1	Chafin-Arenz, Sky	PT
Course Total		10	0	2	0	0	2	0	0	4	0	2	0	0	0	2		

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

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

Subject Total	1033	43	198	27	26	240	23	22	194	109	147	1	1	1	2	249
Division Total	1033	43	198	27	26	240	23	22	194	109	147	1	1	1	2	249

Printed on: 7/26/2011

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

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

APPENDIX 4
Annual Progress Reports

APPENDIX 5

SLO Assessment Analyses

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 this outcome? (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 course improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (Please indicate how you will use these SLO assessment results and analysis for continuous program improvement)
<p>ANTH 130</p> <p>1. Employ the synthetic theory of evolution to summarize the major trends and issues in primate and human evolutionary history.</p> <p>2. Explain modern human biological diversity from an evolutionary perspective, including the biological significance of the "race" concept.</p> <p>3. Apply anthropology's holistic perspective and</p>	<p><input checked="" 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>The assessment was limited in its breadth, but provided some useful information about general trends. Students were relatively successful in meeting the expectations of Outcomes 1 and 3, in the specific context of human evolution. They had more difficulty with general principles of evolution such as genetics and speciation. Faculty administering the assessment had the choice to incorporate the questions into their final or exam or to administer them separately. This proved problematic, as students who did not receive the questions under final exam conditions appeared to take the assessment less seriously. Thus,</p>	<p><input checked="" 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 checked="" type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input checked="" type="checkbox"/> Revise the SLO</p> <p><input checked="" type="checkbox"/> Other (please describe): Revise the assessment to make it.</p>	<p><input checked="" type="checkbox"/> Fall OR</p> <p><input 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 checked="" type="checkbox"/> No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>

<p>bio-cultural approach to diverse human, biological and social phenomena.</p>	<p><input type="checkbox"/> Other (please describe):</p> <p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>data between course sections are not readily comparable.</p>	<p>more useful and easily comparable across sections.</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program taken</p> <p><input type="checkbox"/> Other (please describe):</p>
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<p>outcomes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe): 	<p>the schedule with no changes made to the assessment or SLO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe): 	<p>student activities, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):
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Six-Year SIO Plan can be found at:
http://www.grossmont.edu/student_learning_outcomes/SIO%20Spreadsheet%20home.htm

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course # ANTH 131 SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>Physical Anthropology Lab <i>Employing a comparative perspective, analyze cranial and dental features of various species of living primates, fossil hominins and modern humans.</i></p>	<p><i>Make anthropological laboratory and field observations and measurements in accordance with established scientific protocol.</i></p>	
<p>Assessment Instruments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>

¹ This document was adapted from templates provided by Skyline College.

<p>Assessment Analysis (Please write a narrative on the following. What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)</p>	<p>Assessment questions were included as part of a laboratory exercise on hominin evolution. Students were relatively successful at identifying and distinguishing specific cranial and dental features of fossil hominins. Students were somewhat less successful at explaining the significance of these skeletal traits to hominin classification and broader issues of human evolution. I think this assessment worked well in that it directly measured the SLO in question. I felt the weakness of the assessment was the means of evaluating and scoring student responses. Since the nature of the laboratory exercise was descriptive rather than problem-oriented, it was difficult to generate an efficient, effective rubric for evaluating student performance. In the future, I would create a more detailed and effective rubric, or change the assessment to one based on exam questions.</p>	<p>Assessment questions were included as part of a laboratory exercise on hominin evolution. Students were relatively successful at identifying and distinguishing specific cranial and dental features of fossil hominins. Students were somewhat less successful at explaining the significance of these skeletal traits to hominin classification and broader issues of human evolution. The weakness of the evaluation process described for the previous SLO would also apply to this one. In the future, I would probably revise this assessment to more directly address the SLO at hand. This might involve modifying the lab exercise or changing the assessment to one based on exam questions. I would probably standardize the assessment so that it could be given by any ANTH 131 instructor (I was the only instructor teaching the course during the assessment semester).</p>	<p>Assessment questions were included as part of a laboratory exercise on hominin evolution. Students were relatively successful at identifying and distinguishing specific cranial and dental features of fossil hominins. Students were somewhat less successful at explaining the significance of these skeletal traits to hominin classification and broader issues of human evolution. The weakness of the evaluation process described for the previous SLO would also apply to this one. In the future, I would probably revise this assessment to more directly address the SLO at hand. This might involve modifying the lab exercise or changing the assessment to one based on exam questions. I would probably standardize the assessment so that it could be given by any ANTH 131 instructor (I was the only instructor teaching the course during the assessment semester).</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: revised laboratory exercises and demonstrations <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: revised laboratory exercises and demonstrations <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student</p>

	<p>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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015</p>	<p><input checked="" 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 REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # PSY/SOC:138 SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Explain the basic principles of social psychology.	Analyze how social psychologists apply scientific methodology to the study of social behavior.	Synthesize the research findings and major theories in social psychology and apply them to the understanding of contemporary problems.
<p>Assessment Instruments and/or Assignments: Which were used to assess the SLO? (Department Chair should save any instruments used for surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey Instructional/Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional/Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>

¹ This document was adapted from templates provided by Skyline College.

<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed? Did the assessment work, and if not, what needs to be revised?)</p>	<p>Across 3 sections and 2 instructors, 61% of students answered the question correctly. The benchmark of 70% was not met. One instructor had consistently better performance than the other; perhaps instructors teaching the same subject can consult with each other as to how to address each of the SLOs in their course.</p>	<p>Across 3 sections and 2 instructors, 63% of students answered the question correctly. The benchmark of 70% was not met.</p>	<p>Across 3 sections and 2 instructors, 75% of students answered the question correctly. The benchmark of 70% was met.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work; new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work; new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work; new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<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 type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2016	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2016	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2016

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # Psychology 140 Spring 2010 and Summer 2010	SLO 1. Describe and apply major concepts, theories, and principles of physiological psychology to explain human behavior.	SLO 2. Explain the relationship between neuroanatomy and behavior.	SLO 3. Use a critical analysis of the scientific method as a basis for evaluating physiological psychology.
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for surveys, etc.) onto shared department drive or Blackboard site.</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") mediated responses, etc.) <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker") <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>

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<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>Knowledge competency for the major theories covered in physiological psychology was mastered by the majority of students assessed. Students were able to name theories, briefly describe the key areas of research and apply the basic theoretical principles to solve questions posed in assessments. It is clear that in this psych 140 course students are able to explain human behavior with the use of the materials learned. Critical thinking was employed by the majority of students. The assessment demonstrated high internal validity and reliability across sections of the course.</p>	<p>Students were able to demonstrate a basic understanding of the correlation between neuroanatomy and behavior. Students can name anatomical structures in the brain and explain which behaviors are controlled by that area. The assessment demonstrated high internal validity and reliability across sections of the course. However, in the future more questions could be added to further test students' competency.</p>	<p>The assessment demonstrated high internal validity and reliability across sections of the course. Students were given the freedom to apply any theory and use the scientific method to explain the foundations of physiological psychology. Results showed that when students are given opened ended questions, they are more challenged. Overall students did well. However, there is still room for improvement. Students met expectations of knowing the scientific method, but critical thinking on this issue may need more assessments.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input checked="" type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: laboratory supplies, human brains, etc. <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</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: all more questions to assessments <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: all more questions to assessments <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p>

Semester when Next Assessment of this SLO Outcome will take place.	<input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2016	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course # PSY 150</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>1. Explain and evaluate various methodologies used in research in developmental psychology.</p>	<p>2. Explain and evaluate the contributions of major developmental theories to current understanding of developmental psychology.</p>	<p>3. Evaluate and interpret current research findings in the field of developmental psychology, taking into account the influence of factors such as culture, gender, ethnicity, historical cohort, and socio-economic status.</p>	<p>4. Apply developmental theories and research to relevant contexts such as parenting, teaching, mentoring, and care for the elderly.</p>
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> <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 checked="" 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 checked="" 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"/> 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>

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<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><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSCs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSCs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSCs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSCs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):</p>
	<p>Students came close, but did not meet the benchmark for this SLO. However, on essay questions evaluating the same outcome, students typically do well. Thus, it is likely that the method of assessment, rather than student abilities, was the reason that the benchmark was not reached.</p>	<p>Students met the benchmark for this SLO. I am satisfied that the assessment worked and that students are successfully reaching this outcome.</p>	<p>Students met the benchmark for this SLO. I am satisfied that the assessment worked and that students are successfully reaching this outcome.</p>	<p>Students met the benchmark for this SLO. I am satisfied that the assessment worked and that students are successfully reaching this outcome.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p>

<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: essay question</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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</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"/> 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"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR XX <input type="checkbox"/> Spring Year: 2016</p>	<p><input type="checkbox"/> Fall OR XX <input type="checkbox"/> Spring Year: 2016</p>	<p><input type="checkbox"/> Fall OR XX <input type="checkbox"/> Spring Year: 2016</p>	<p><input type="checkbox"/> Fall OR XX <input type="checkbox"/> Spring Year: 2016</p>	<p><input type="checkbox"/> Fall OR XX <input type="checkbox"/> Spring Year: 2016</p>
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ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	SOC 130	SOC 130	SOC 130
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	SOC 130 Students will apply sociological theoretical perspectives to national and international social problems.	SOC 130 Students will employ the tools of social scientific research when explaining social problems.	SOC 130 Students will: Evaluate possible solutions to selected social problems in American society and the world.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessments (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):
Assessment Analysis	Most students were able to	Most students were able to demonstrate	Most students were able to

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<p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. in which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>demonstrate their ability/knowledge assessed. 75% of the students answered the questions regarding this SLO correctly.</p>	<p>their ability/knowledge assessed. 85% of the students answered the questions regarding this SLO correctly.</p>	<p>demonstrate their ability/knowledge assessed. 70% of the students answered the questions regarding this SLO correctly.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <u>New</u> lecture material will be added <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>

<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done. <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done. <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done. <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done. <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>SOC 140</p> <p>Students will apply sociological concepts and theories when explaining sex, gender and sexual orientation as cultural and social reality.</p>	<p><input checked="" 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>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>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)</p>	<p>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>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>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>Assessment Analysis</p>	<p>Most students were able to</p>	<p>Most students were able to</p>	<p>Most students were able to</p>

¹ This document was adapted from templates provided by Skyline College.

<p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. in which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>demonstrate their ability/knowledge assessed. 75% of the students answered the questions regarding this SLO correctly.</p>		
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p>
<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2016	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:

ASSESSMENT ANALYSIS REPORT

Date: 10.01.09

Department: Behavioral Science

Name of Reporter: Sky Chafin

Assessment Write-Up for: PSY/SOC/ANTH 215
(ex: HIST 108)

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

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

1. Demonstrate understanding of why statistics is used and what the limitations of statistical inference are.
2. Analyze representative data from the behavioral sciences using a variety of statistical techniques.
3. Apply statistical considerations to experimental design.
4. Interpret the results of statistical analyses in writing using APA format.
5. Use SPSS for the analysis of quantitative data.

For SLOs 1-3, at least 70% of our students in PSY/SOC/ANTH 215 will be able to meet our SLOs. For SLOs 4 and 5, the average performance across students will be at least 70%.

List of Instructors Involved:

Sky Chafin			

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):

The final exam is attached with the SLOs indicated in red. The SPSS exam is also attached.

ASSESSMENT ANALYSIS REPORT

Date of Department meeting on Analysis/Recommendations:¹ 10.01.09

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

1. The benchmark was met. 82 % of students answered correctly.
2. The benchmark was met. 82 % of students answered correctly.
3. The benchmark was not met. 31 % of students answered correctly.
4. The benchmark was met. The average performance across students was 74 %.
5. The benchmark was met. The average performance across students was 74 %.

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*):

The assessment tools are adequate. However, the use of a variety of multiple choice questions, aimed at assessing the same SLO, is recommended to improve the validity of the test.

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

Spring 2015

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

APPENDIX 6

Course-to-Program SLO Mapping Document

As of this writing, our department has not completed the program SLOs.

APPENDIX 7
Student Survey

Grossmont College Anthropology Department Program Review Student Survey Fall 2011 N=97

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

	Frequency	Percent
General education requirement	52	53.6
General interest	20	20.6
Transfer	11	11.3
Required for major	8	8.2
Prerequisite	5	5.2
Improve basic skills/college success (reading, writing, English, math, computer skills)	1	1.0
Total	97	100.0

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	81	83.5
Grossmont College counselor	10	10.3
Other student recommendation	3	3.1
Friend or family member	2	2.1
Instructor	1	1.0
Total	97	100.0

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

	Frequency	Percent
One	67	69.1
Two	21	21.6
Three	4	4.1
More than three	5	5.2
Total	97	100.0

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	66	68.0
Online (100%)	31	32.0
Total	97	100.0

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

	Frequency	Percent
Email	84	86.6
Face to Face	76	78.4
Telephone/Voice Mail	34	35.1

*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., 96).

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

	Frequency	Percent
Instructor	36	37.1
Blackboard announcements	36	37.1
Email	25	25.8
Total	97	100.0

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

	Frequency	Percent
Via email	52	53.6
Before or after my class meets	41	42.3
During office hours/ appointment	4	4.1
Total	97	100.0

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

	Frequency	Percent
Text book	41	42.3
Current classmates	23	23.7
Website(s)	20	20.6
Tutor	7	7.2
Friends who have taken the class	5	5.2
Family member	1	1.0
Total	97	100.0

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

	Frequency	Percent
Lecture	64	15.8
Textbook	80	19.8
Course Blackboard site	36	8.9
Homework/Assignments	47	11.6
Group work in class	11	2.7
Study groups	9	2.2
Computer Presentations	10	2.5
Instructor website	10	2.5
PowerPoint slides	43	10.6
Videos/dvds	32	7.9
Handouts	27	6.7
Quizzes	32	7.9
None of the above	4	1.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 97).

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

	Frequency	Percent
Yes	33	34.0
No	64	66.0
Total	97	100.0

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

Q11_a. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center

	Frequency	Percent
Required	5	15.2
Voluntary	5	15.2
Never Used	23	69.7
Total	33	100.0
No Response	64	
Total	97	

Q12_a. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center

	Frequency	Percent
Very Helpful	3	9.1
Helpful	5	15.2
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	22	66.7
Total	33	100.0
No Response	64	
Total	97	

Q11_b. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab

	Frequency	Percent
Required	1	3.0
Voluntary	7	21.2
Never Used	25	75.8
Total	33	100.0
No Response	64	
Total	97	

Q12_b. Please indicate the helpfulness of each campus resource you have used: English Writing Lab

	Frequency	Percent
Very Helpful	5	15.2
Helpful	3	9.1
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	22	66.7
Total	33	100.0
No Response	64	
Total	97	

Q11_c. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall

	Frequency	Percent
Required	1	3.0
Voluntary	25	75.8
Never Used	7	21.2
Total	33	100.0
No Response	64	
Total	97	

Q12_c. Please indicate the helpfulness of each campus resource you have used: Tech Mall

	Frequency	Percent
Very Helpful	12	36.4
Helpful	9	27.3
Neither Helpful nor Unhelpful	4	12.1
Very Unhelpful	2	6.1
Never Used	6	18.2
Total	33	100.0
No Response	64	
Total	97	

Q11_d. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)

	Frequency	Percent
Required	4	12.1
Voluntary	16	48.5
Never Used	13	39.4
Total	33	100.0
No Response	64	
Total	97	

Q12_d. Please indicate the helpfulness of each campus resource you have used: Library (online resources)

	Frequency	Percent
Very Helpful	10	30.3
Helpful	10	30.3
Neither Helpful nor Unhelpful	1	3.0
Very Unhelpful	1	3.0
Never Used	11	33.3
Total	33	100.0
No Response	64	
Total	97	

Q11_e. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library

	Frequency	Percent
Required	3	9.1
Voluntary	22	66.7
Never Used	8	24.2
Total	33	100.0
No Response	64	
Total	97	

Q12_e. Please indicate the helpfulness of each campus resource you have used: On-Campus Library

	Frequency	Percent
Very Helpful	14	42.4
Helpful	7	21.2
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	9	27.3
Total	33	100.0
No Response	64	
Total	97	

Q11_f. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Math Study

	Frequency	Percent
Required	1	3.0
Voluntary	10	30.3
Never Used	22	66.7
Total	33	100.0
No Response	64	
Total	97	

Q12_f. Please indicate the helpfulness of each campus resource you have used: Math Study

	Frequency	Percent
Very Helpful	5	15.2
Helpful	3	9.1
Neither Helpful nor Unhelpful	1	3.0
Very Unhelpful	1	3.0
Never Used	23	69.7
Total	33	100.0
No Response	64	
Total	97	

Q11_g. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tutoring Center

	Frequency	Percent
Required	1	3.0
Voluntary	11	33.3
Never Used	21	63.6
Total	33	100.0
No Response	64	
Total	97	

Q12_g. Please indicate the helpfulness of each campus resource you have used: Tutoring Center

	Frequency	Percent
Very Helpful	8	24.2
Helpful	4	12.1
Neither Helpful nor Unhelpful	1	3.0
Very Unhelpful	1	3.0
Never Used	19	57.6
Total	33	100.0
No Response	64	
Total	97	

Q11_h. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS

	Frequency	Percent
Required	1	3.0
Voluntary	5	15.2
Never Used	27	81.8
Total	33	100.0
No Response	64	
Total	97	

Q12_h. Please indicate the helpfulness of each campus resource you have used: DSPS

	Frequency	Percent
Very Helpful	2	6.1
Helpful	2	6.1
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	26	78.8
Total	33	100.0
No Response	64	
Total	97	

Q11_i. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS

	Frequency	Percent
Voluntary	2	6.1
Never Used	31	93.9
Total	33	100.0
No Response	64	
Total	97	

Q12_i. Please indicate the helpfulness of each campus resource you have used: EOPS

	Frequency	Percent
Helpful	2	6.1
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	28	84.8
Total	33	100.0
No Response	64	
Total	97	

Q11_j. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs

	Frequency	Percent
Required	2	6.1
Voluntary	9	27.3
Never Used	22	66.7
Total	33	100.0
No Response	64	
Total	97	

Q12_j. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs

	Frequency	Percent
Very Helpful	5	15.2
Helpful	2	6.1
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	1	3.0
Never Used	23	69.7
Total	33	100.0
No Response	64	
Total	97	

Q11_k. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line

	Frequency	Percent
Required	8	24.2
Voluntary	4	12.1
Never Used	21	63.6
Total	33	100.0
No Response	64	
Total	97	

Q12_k. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line

	Frequency	Percent
Very Helpful	7	21.2
Helpful	5	15.2
Neither Helpful nor Unhelpful	2	6.1
Very Unhelpful	2	6.1
Never Used	17	51.5
Total	33	100.0
No Response	64	
Total	97	

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

	Frequency	Percent
Yes	71	73.2
No	26	26.8
Total	97	100.0

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

	Frequency	Percent
Very Satisfied	3	3.1
Satisfied	9	9.3
Neutral	32	33.0
Dissatisfied	27	27.8
Very Dissatisfied	26	26.8
Total	97	100.0

Q15. Is your major in this department?

	Frequency	Percent
Yes	7	7.3
No	89	92.7
Total	96	100.0
No Response	1	
Total	97	

Q16. What would be your preferred start time(s) for course offered on: WEEKDAYS

	Frequency	Percent
(9am-noon)	45	33.8
(4-10pm)	26	19.5
(No Preference)	25	18.8
(12-3pm)	24	18.0
(7am-8am)	13	9.8

*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., 97).

Q17. What would be your preferred start time(s) for course offered on: SATURDAYS

	Frequency	Percent
(No Preference)	62	54.9
(9am-noon)	21	18.6
(12-3pm)	16	14.2
(7am-8am)	8	7.1
(4-10pm)	6	5.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 97).

Q18. What would be your preferred start time(s) for course offered on: SUNDAYS

	Frequency	Percent
(No Preference)	73	71.6
(9am-noon)	12	11.8
(12-3pm)	11	10.8
(4-10pm)	6	5.9
(7am-8am)	5	4.9

*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., 97).

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

	Frequency	Percent
Online	60	61.9
No Response	37	38.1
Total	97	100.0

Q20. Gender

	Frequency	Percent
Male	36	37.1
Female	61	62.9
Total	97	100.0

Q21. Age

	Frequency	Percent
Under 20	26	26.8
20-24	29	29.9
25-29	12	12.4
30-49	24	24.7
50 or older	6	6.2
Total	97	100.0

Q22. Ethnicity

	Frequency	Percent
Asian	6	6.3
Black	6	6.3
Filipino	4	4.2
Hispanic	22	22.9
Middle Eastern	2	2.1
White, Non-Hispanic and not of Middle Eastern descent	50	52.1
Two or more	6	6.3
Total	96	100.0
Not Reported	1	
Total	97	

Q23. Primary Language:

	Frequency	Percent
Chaldean	1	1.0
Chinese	2	2.1
English	83	85.6
French	2	2.1
Spanish	4	4.1
Tagalog	1	1.0
Other	4	4.1
Total	97	100.0

Q23. Primary Language: Other

	Frequency
Hebrew	1
Laotian	1
Portuguese	1
Sinhala	1

Grossmont College Psychology Department Program Review Student Survey Fall 2011 N=220

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

	Frequency	Percent
General education requirement	84	38.2
Required for major	58	26.4
General interest	40	18.2
Transfer	18	8.2
Prerequisite	15	6.8
Improve job skills	4	1.8
Improve basic skills/college success (reading, writing, English, math, computer skills)	1	.5
Total	220	100.0

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	177	80.5
Grossmont College counselor	18	8.2
Other student recommendation	14	6.4
Friend or family member	9	4.1
Instructor	2	.9
Total	220	100.0

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

	Frequency	Percent
One	132	60.0
Two	54	24.5
Three	12	5.5
More than three	22	10.0
Total	220	100.0

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	172	78.2
Online (100%)	44	20.0
As a hybrid (part in classroom/part online)	4	1.8
Total	220	100.0

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

	Frequency	Percent
Email	205	93.2
Face to Face	186	84.5
Telephone/Voice Mail	86	39.1

*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., 220).

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

	Frequency	Percent
Instructor	91	41.4
Blackboard announcements	81	36.8
Email	48	21.8
Total	220	100.0

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

	Frequency	Percent
Before or after my class meets	109	49.5
Via email	91	41.4
During office hours/ appointment	20	9.1
Total	220	100.0

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

	Frequency	Percent
Text book	102	46.4
Current classmates	65	29.5
Website(s)	29	13.2
Tutor	13	5.9
Friends who have taken the class	6	2.7
Family member	5	2.3
Total	220	100.0

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

	Frequency	Percent
Textbook	194	88.2
Lecture	172	78.2
PowerPoint slides	140	63.6
Homework/assignments	105	47.7
Quizzes	81	36.8
Course Blackboard site	75	34.1
Videos/DVDs	67	30.5
Group work in class	54	24.5
Handouts	50	22.7
Instructor website	40	18.2
Study groups	37	16.8
Computer presentations	29	13.2
None of the Above	2	.9

*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., 220).

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

	Frequency	Percent
Yes	106	48.2
No	114	51.8
Total	220	100.0

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

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

	Frequency	Percent
Required	24	22.6
Voluntary	19	17.9
Never Used	63	59.4
Total	106	100.0
No Response	114	
Total	220	

Q12.A. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center

	Frequency	Percent
Very Helpful	21	19.8
Helpful	21	19.8
Neither Helpful nor Unhelpful	11	10.4
Somewhat Unhelpful	1	.9
Very Unhelpful	1	.9
Never Used	51	48.1
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	6	5.7
Voluntary	22	20.8
Never Used	78	73.6
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	19	17.9
Helpful	13	12.3
Neither Helpful nor Unhelpful	5	4.7
Somewhat Unhelpful	2	1.9
Never Used	67	63.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	4	3.8
Voluntary	74	69.8
Never Used	28	26.4
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	45	42.5
Helpful	24	22.6
Neither Helpful nor Unhelpful	4	3.8
Somewhat Unhelpful	4	3.8
Very Unhelpful	1	.9
Never Used	28	26.4
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	6	5.7
Voluntary	70	66.0
Never Used	30	28.3
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	44	41.5
Helpful	20	18.9
Neither Helpful nor Unhelpful	10	9.4
Somewhat Unhelpful	3	2.8
Very Unhelpful	1	.9
Never Used	28	26.4
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	2	1.9
Voluntary	81	76.4
Never Used	23	21.7
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	47	44.3
Helpful	30	28.3
Neither Helpful nor Unhelpful	11	10.4
Somewhat Unhelpful	2	1.9
Very Unhelpful	1	.9
Never Used	15	14.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	3	2.8
Voluntary	35	33.0
Never Used	68	64.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	25	23.6
Helpful	12	11.3
Neither Helpful nor Unhelpful	8	7.5
Somewhat Unhelpful	1	.9
Very Unhelpful	1	.9
Never Used	59	55.7
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	4	3.8
Voluntary	34	32.1
Never Used	68	64.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	24	22.6
Helpful	13	12.3
Neither Helpful nor Unhelpful	6	5.7
Somewhat Unhelpful	2	1.9
Never Used	61	57.5
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	3	2.8
Voluntary	11	10.4
Never Used	92	86.8
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	13	12.3
Helpful	3	2.8
Neither Helpful nor Unhelpful	7	6.6
Never Used	83	78.3
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	2	1.9
Voluntary	11	10.4
Never Used	93	87.7
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	9	8.5
Helpful	3	2.8
Neither Helpful nor Unhelpful	9	8.5
Never Used	85	80.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	5	4.7
Voluntary	25	23.6
Never Used	76	71.7
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	16	15.1
Helpful	10	9.4
Neither Helpful nor Unhelpful	8	7.5
Somewhat Unhelpful	1	.9
Very Unhelpful	1	.9
Never Used	70	66.0
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Required	6	5.7
Voluntary	33	31.1
Never Used	67	63.2
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Very Helpful	14	13.2
Helpful	15	14.2
Neither Helpful nor Unhelpful	13	12.3
Somewhat Unhelpful	1	.9
Never Used	63	59.4
Total	106	100.0
No Response	114	
Total	220	

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

	Frequency	Percent
Yes	207	94.1
No	13	5.9
Total	220	100.0

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

	Frequency	Percent
Very Satisfied	83	37.7
Satisfied	73	33.2
Neutral	47	21.4
Dissatisfied	13	5.9
Very Dissatisfied	4	1.8
Total	220	100.0

Q15. Is your major in this department?

	Frequency	Percent
Yes	61	27.7
No	159	72.3
Total	220	100.0

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

	Frequency	Percent
9am-noon	115	52.3
12-3pm	85	38.6
7am-8am	50	22.7
4-10pm	57	25.9
No Preference	29	13.2

*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., 220).

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

	Frequency	Percent
No Preference	124	56.4
9am-noon	60	27.3
12-3pm	36	16.4
7am-8am	30	13.6
4-10pm	18	8.2

*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., 220).

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

	Frequency	Percent
No Preference	138	62.7
9am-noon	48	21.8
7am-8am	28	12.7
12-3pm	24	10.9
4-10pm	15	6.8

*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., 220).

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

	Frequency	Percent
No Response	92	41.8
Online	128	58.2
Total	220	100.0

Q20. Gender

	Frequency	Percent
Male	59	26.8
Female	161	73.2
Total	220	100.0

Q21. Age

	Frequency	Percent
Under 20	66	30.0
20-24	84	38.2
25-29	26	11.8
30-49	41	18.6
50 or older	3	1.4
Total	220	100.0

Q22. Ethnicity:

	Frequency	Percent
Asian	15	6.8
Black	12	5.5
Filipino	11	5.0
Hispanic	78	35.5
Pacific Islander	3	1.4
Middle Eastern	5	2.3
White, Non-Hispanic, and not of middle Eastern decent	85	38.6
Two or more	11	5.0
Total	220	100.0

Q23. Primary Language:

	Frequency	Percent
Arabic	5	2.3
Aramaic	2	.9
Chinese	3	1.4
English	179	81.4
French	1	.5
Japanese	2	.9
Korean	2	.9
Kurdish	1	.5
Spanish	20	9.1
Tagalog	1	.5
Vietnamese	1	.5
Other	3	1.4
Total	220	100.0

Q23. Primary Language: Other

	Frequency
Cambodian	1
Portuguese	1
Romanian	1

Q22. Ethnicity

	Frequency	Percent
Asian	7	4.1
Black	16	9.4
Filipino	5	2.9
Hispanic	47	27.6
Native American	3	1.8
Middle Eastern	5	2.9
White, Non-Hispanic and not of Middle Eastern descent	68	40.0
Two or more	18	10.6
Other	1	.6
Total	170	100.0
Not Reported	2	
Total	172	

Q22. Ethnicity: Other

	Frequency
Asian Indian	1

Q23. Primary Language:

	Frequency	Percent
Arabic	4	2.3
Chaldean	2	1.2
Chinese	4	2.3
English	142	82.6
French	2	1.2
Kurdish	1	.6
Spanish	7	4.1
Tagalog	3	1.7
Vietnamese	1	.6
Other	6	3.5
Total	172	100.0

Q23. Primary Language: Other

	Frequency
Somali	2
English and Spanish	1
Laotian	1
Russian	1
Tigrigna	1
Total	6

Grossmont College Sociology Program Review

Student Survey

Fall 2011

N=172

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

	Frequency	Percent
General education requirement	80	46.5
Required for major	43	25.0
General interest	18	10.5
Prerequisite	17	9.9
Transfer	13	7.6
Improve basic skills/college success (reading, writing, English, math, computer skills)	1	.6
Total	172	100.0

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	127	73.8
Grossmont College counselor	26	15.1
Friend or family member	9	5.2
Other student recommendation	8	4.7
Instructor	1	.6
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	1	.6
Total	172	100.0

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

	Frequency	Percent
One	126	73.3
Two	25	14.5
Three	14	8.1
More than three	7	4.1
Total	172	100.0

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	139	80.8
Online (100%)	27	15.7
As a hybrid (part in classroom/part online)	6	3.5
Total	172	100.0

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

	Frequency	Percent
Email	149	86.6
Face to Face	139	80.8
Telephone/Voice Mail	54	31.4

*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., 172).

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

	Frequency	Percent
Instructor	77	44.8
Blackboard announcements	56	32.6
Email	39	22.7
Total	172	100.0

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

	Frequency	Percent
Before or after my class meets	99	57.6
Via email	60	34.9
During office hours/ appointment	13	7.6
Total	172	100.0

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

	Frequency	Percent
Text book	64	37.2
Current classmates	49	28.5
Website(s)	33	19.2
Friends who have taken the class	12	7.0
Tutor	8	4.7
Family member	6	3.5
Total	172	100.0

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

	Frequency	Percent
Lecture	135	78.5
Textbook	119	69.2
Course Blackboard site	78	45.3
Homework/Assignments	67	39.0
Group work in class	51	29.7
Study groups	49	28.5
Computer Presentations	48	27.9
Instructor website	41	23.8
PowerPoint slides	38	22.1
Videos/dvds	16	9.3
Handouts	9	5.2
Quizzes	9	5.2
None of the above	7	4.1

*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., 172).

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

	Frequency	Percent
Yes	73	42.4
No	99	57.6
Total	172	100.0

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

Q11_a. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center

	Frequency	Percent
Required	18	24.7
Voluntary	13	17.8
Never Used	42	57.5
Total	73	100.0
No Response	99	
Total	172	

Q12_a. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center

	Frequency	Percent
Very Helpful	17	23.3
Helpful	14	19.2
Neither Helpful nor Unhelpful	6	8.2
Somewhat Unhelpful	1	1.4
Very Unhelpful	1	1.4
Never Used	34	46.6
Total	73	100.0
No Response	99	
Total	172	

Q11_b. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab

	Frequency	Percent
Required	5	6.8
Voluntary	19	26.0
Never Used	49	67.1
Total	73	100.0
No Response	99	
Total	172	

Q12_b. Please indicate the helpfulness of each campus resource you have used: English Writing Lab

	Frequency	Percent
Very Helpful	16	21.9
Helpful	11	15.1
Neither Helpful nor Unhelpful	4	5.5
Very Unhelpful	1	1.4
Never Used	41	56.2
Total	73	100.0
No Response	99	
Total	172	

Q11_c. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall

	Frequency	Percent
Required	1	1.4
Voluntary	50	68.5
Never Used	22	30.1
Total	73	100.0
No Response	99	
Total	172	

Q12_c. Please indicate the helpfulness of each campus resource you have used: Tech Mall

	Frequency	Percent
Very Helpful	30	41.1
Helpful	18	24.7
Neither Helpful nor Unhelpful	6	8.2
Never Used	19	26.0
Total	73	100.0
No Response	99	
Total	172	

Q11_d. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)

	Frequency	Percent
Required	7	9.6
Voluntary	45	61.6
Never Used	21	28.8
Total	73	100.0
No Response	99	
Total	172	

Q12_d. Please indicate the helpfulness of each campus resource you have used: Library (online resources)

	Frequency	Percent
Very Helpful	32	43.8
Helpful	18	24.7
Neither Helpful nor Unhelpful	5	6.8
Very Unhelpful	1	1.4
Never Used	17	23.3
Total	73	100.0
No Response	99	
Total	172	

Q11_e. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library

	Frequency	Percent
Required	8	11.0
Voluntary	53	72.6
Never Used	12	16.4
Total	73	100.0
No Response	99	
Total	172	

Q12_e. Please indicate the helpfulness of each campus resource you have used: On-Campus Library

	Frequency	Percent
Very Helpful	34	46.6
Helpful	18	24.7
Neither Helpful nor Unhelpful	6	8.2
Very Unhelpful	2	2.7
Never Used	13	17.8
Total	73	100.0
No Response	99	
Total	172	

Q11_f. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Math Study

	Frequency	Percent
Required	5	6.8
Voluntary	24	32.9
Never Used	44	60.3
Total	73	100.0
No Response	99	
Total	172	

Q12_f. Please indicate the helpfulness of each campus resource you have used: Math Study

	Frequency	Percent
Very Helpful	17	23.3
Helpful	10	13.7
Neither Helpful nor Unhelpful	7	9.6
Never Used	39	53.4
Total	73	100.0
No Response	99	
Total	172	

Q11_g. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tutoring Center

	Frequency	Percent
Required	2	2.7
Voluntary	31	42.5
Never Used	40	54.8
Total	73	100.0
No Response	99	
Total	172	

Q12_g. Please indicate the helpfulness of each campus resource you have used: Tutoring Center

	Frequency	Percent
Very Helpful	23	31.5
Helpful	12	16.4
Neither Helpful nor Unhelpful	4	5.5
Never Used	34	46.6
Total	73	100.0
No Response	99	
Total	172	

Q11_h. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS

	Frequency	Percent
Required	3	4.1
Voluntary	7	9.6
Never Used	63	86.3
Total	73	100.0
No Response	99	
Total	172	

Q12_h. Please indicate the helpfulness of each campus resource you have used: DSPS

	Frequency	Percent
Very Helpful	9	12.3
Helpful	2	2.7
Neither Helpful nor Unhelpful	7	9.6
Very Unhelpful	1	1.4
Never Used	54	74.0
Total	73	100.0
No Response	99	
Total	172	

Q11_i. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS

	Frequency	Percent
Required	3	4.1
Voluntary	9	12.3
Never Used	61	83.6
Total	73	100.0
No Response	99	
Total	172	

Q12_i. Please indicate the helpfulness of each campus resource you have used: EOPS

	Frequency	Percent
Very Helpful	9	12.3
Helpful	3	4.1
Neither Helpful nor Unhelpful	6	8.2
Never Used	55	75.3
Total	73	100.0
No Response	99	
Total	172	

Q11_j. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs

	Frequency	Percent
Required	8	11.0
Voluntary	18	24.7
Never Used	47	64.4
Total	73	100.0
No Response	99	
Total	172	

Q12_j. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs

	Frequency	Percent
Very Helpful	15	20.5
Helpful	11	15.1
Neither Helpful nor Unhelpful	4	5.5
Never Used	43	58.9
Total	73	100.0
No Response	99	
Total	172	

Q11_k. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line

	Frequency	Percent
Required	13	17.8
Voluntary	14	19.2
Never Used	46	63.0
Total	73	100.0
No Response	99	
Total	172	

Q12_k. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line

	Frequency	Percent
Very Helpful	19	26.0
Helpful	7	9.6
Neither Helpful nor Unhelpful	4	5.5
Never Used	43	58.9
Total	73	100.0
No Response	99	
Total	172	

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

	Frequency	Percent
Yes	147	85.5
No	25	14.5
Total	172	100.0

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

	Frequency	Percent
Very Satisfied	4	2.3
Satisfied	13	7.6
Neutral	31	18.0
Dissatisfied	77	44.8
Very Dissatisfied	47	27.3
Total	172	100.0

Q15. Is your major in this department?

	Frequency	Percent
Yes	22	12.9
No	149	87.1
Total	171	100.0
No Response	1	
Total	172	

Q16. What would be your preferred start time(s) for course offered on: WEEKDAYS

	Frequency	Percent
(Weekdays - 9am-noon)	83	48.3
(Weekdays - 12-3pm)	63	36.6
(Weekdays 4-10pm)	36	20.9
(Weekdays - No Preference)	31	18.0
(Weekdays - 7am-8am)	27	15.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 172).

Q17. What would be your preferred start time(s) for course offered on: SATURDAYS

	Frequency	Percent
(Saturdays - No Preference)	99	57.6
(Saturdays - 9am-noon)	53	30.8
(Saturdays - 12-3pm)	27	15.7
(Saturdays - 7am-8am)	15	8.7
(Saturdays 4-10pm)	15	8.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 172).

Q18. What would be your preferred start time(s) for course offered on: SUNDAYS

	Frequency	Percent
(Sundays - No Preference)	116	67.4
(Sundays - 9am-noon)	33	19.2
(Sundays - 12-3pm)	23	13.4
(Sundays 4-10pm)	18	10.5
(Sundays - 7am-8am)	10	5.8

*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., 172).

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

	Frequency	Percent
Online	97	56.4
No Response	75	43.6
Total	172	100.0

Q20. Gender

	Frequency	Percent
Male	48	28.1
Female	123	71.9
Total	171	100.0
No Response	1	
Total	172	

Q21. Age

	Frequency	Percent
Under 20	51	29.7
20-24	46	26.7
25-29	22	12.8
30-49	43	25.0
50 or older	10	5.8
Total	172	100.0

APPENDIX 8
Degrees and Certificates

This item is not applicable to our department.

APPENDIX 9

Organizations Represented on Advisory Committees

This item is not applicable to our department.

APPENDIX 10

Sabbaticals, Conference, Workshop and Staff Development Activities

Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Bonnie Yoshida-Levine	<p>Academic Senate for California Community Colleges Curriculum Institute, San Jose, CA (6/2006)</p> <p>Institute of Andean Studies annual meeting, Berkeley, CA (1/2006)</p> <p>Society for American Archaeology annual meeting, Austin, TX (4/2007)</p> <p>Basic Skills Summer Institute (2009)</p> <p>Discipline Interest Group meeting (develop Transfer Model Curriculum for Anthropology), Los Angeles, CA (10/2011)</p>	<p>Increase knowledge and effectiveness as Curriculum Committee representative.</p> <p>Keep current in field.</p> <p>Presented; keep current in field.</p> <p>Presented; currency in teaching.</p> <p>Work toward developing major for transfer.</p>
Sky Chafin	<p>Psychology MORE Program Advisor, 2011-2012</p> <p>Southern California Teaching of Psychology Conference, 2011</p>	<p>The program is being developed by an undergraduate, Anna-Michelle McSorley, in order to mentor transfer students into psychological research and introduce how to be prepared and competitive for graduate school. The goal of the program is not to recruit students to SDSU, but to prepare students beyond transferring, especially if they are considering graduate school. Some students are provided with a direct mentor, but the majority of students are reached through community outreach events at local community college campuses.</p> <p>Learn of the emerging trends in psychological science, as well as innovative ways to implement these practices in the classroom.</p>

Academic Senator, 2011-2012	Currency in teaching and awareness of student characteristics.
Basic Skills Summer Institute, 2009 and 2010	
Psychology Club Advisor, 2009-2010	
Reviewer of textbooks for McGraw-Hill and Wiley publishers.	
Maintenance of department website.	
Chafin, S., Christenfeld, N., & Gerin, W. (2008). Improving cardiovascular recovery from stress with brief post-stress exercise. <i>Health Psychology, 27</i> (1, Suppl), S64-S72.	
WPA* - Portland, April 14-17, 2005	Update knowledge of discipline; enhance teaching skills.
*Western Psychological Association Annual Convention and Terman Teaching Conference	Update knowledge of discipline; enhance teaching skills.
WPA - Irvine, 4/10-13, 2008	Update knowledge of discipline; enhance teaching skills.
WPA - Portland, 4/22 - 4/27, 2009	Update knowledge of discipline; enhance teaching skills.
WPA - Los Angeles, 4/28-May 1, 2011	Update knowledge of discipline; enhance teaching skills.
Sabbatical leave (Fall 2010) developed CSL tutoring project	Helps basic skills students acquire study skills, enriches learning experience for advanced students (tutors), and exposes students to community service.
Chair of search committees to fill 2 full-time psychology positions (2006-2007)	Excellence in teaching, faculty diversity.

Teresa Jacob

Maria Pak

Chair of two tenure committees (Amy Ramos and Sky Chafin)	Excellence in teaching, faculty diversity.
Co-chair of diversity committee (2006-2009)	Address issues of diversity in curriculum.
Academic Senate Representative 2011- 2012	Increase diversity, community outreach, teaching, communication with colleagues at other community colleges.
Interim SDICCCA internship program coordinator (Fall 2009)	Same as above.
SDICCCA internship program mentor (2006-2007; 2009-2010)	Helps basic skills students acquire study skills, enriches learning experience for advanced students (tutors), and exposes students to community service.
Pilot Peer tutoring component of a Community Service Learning/ Basic Skills grant (Fall 2009)	Helps basic skills students acquire study skills, enriches learning experience for advanced students (tutors), and exposes students to community service.
Various presentations promoting the CSL peer tutoring model	Encourage collaboration with colleagues, improve quality of teaching, and create a supportive work environment.
Helped organized brownbag lunch colloquia for Behavioral Science faculty	This project aims to encourage and support boys of Latino descent to achieve optimal performance in education. I served as a motivational speaker and role model for high school boys who are part of the project.
Presented at Annual North County Encuentros Project at Mira Costa College (2 years)	This afterschool program encourages Latinas to pursue degrees in the Science, Technology, Engineering, and Mathematics fields. I served as a
Presented at El Camino High School (Oceanside, CA) Latina Empowerment Program	
Amy Ramos	

	<p>motivational speaker and role model for high school girls who are part of the program.</p> <p>This conference addresses themes related to social justice and equity at CSUSM and in the local community. Sessions were designed so participants could actively contribute to the discussion and find solutions to social justice and equity issues. Sessions included: Calling Racism Out, Building Support for Anti-racism; Opportunity Recognition: Re-visioning Social Justice and Equity; and, What's Your Facebook Status?</p>
<p>Attended Cal State San Marcos "Diversity, Social Justice and Equity" Symposium (2007 and 2009)</p>	
<p>Presented at Annual MeChA conference at CSUSM (2007, 2008, 2009, 2010)</p>	<p>This is an annual one day conference held at CSUSM. High school students from all San Diego County attend the conference. I presented on the "Science of Psychology".</p>
<p>Attended the Annual Psychonomic Society Conference (2008, 2009)</p>	<p>The Psychonomic Society promotes the communication of scientific research in psychology and allied sciences. Its members are qualified to conduct and supervise scientific research, must hold the PhD degree or equivalent, and must have published significant research other than the doctoral dissertation.</p>
<p>Attended the Annual Western Psychological Association Conference (2009, 2010)</p>	<p>The Western Psychological Association was founded in 1921 for the purpose of stimulating the exchange of scientific and professional ideas and, in so doing to enhance interest in the processes of research and scholarship in the behavioral sciences.</p>
<p>Presentations: National Association for Chicana and Chicano Studies. <i>Slow Death in the Green Desert: Community mobilization to clean air, earth, and water in Imperial County, California.</i> Seattle, WA,</p>	

<p>2010.</p>	<p>All of this research was aimed at creating <i>smart growth</i> in the community of San Diego. I helped to empower community members to have a voice in the issues faced by Social Injustices in our County.</p>
<p>Small Community Reports Written:</p>	<p>Núñez-Álvarez, A., Ramos, A.L., Martínez, K. M., & Ardón, A. M., (2008). Un-doing the privilege of healthy housing: an overview of the intersections of health, race/ethnicity, poverty, environment, politics & housing. Published by National Latino Research Center.</p> <p>Ramos, A.L. & Núñez-Álvarez, A. (2008). CalState University San Marcos Student Support Services Evaluation Report. Published by National Latino Research Center.</p> <p>Ramos, A.L., Gastelum, F., & Núñez-Álvarez, A. (2008). Imperial County Education Crisis. Published by National Latino Research Center.</p> <p>Núñez-Álvarez, A., Martínez, K. M., Ramos, A.L., & Gastelum, F. (2008). San Diego Firestorm 2007: Assessment of Impact on Farmworker and Migrant Communities Summary Report. Published by National Latino Research Center.</p> <p>Núñez-Álvarez, A., Ramos, A.L., Ardón, A. M., & Hernandez, P. (2008). Proyecto Casas Saludables Evaluation Report. Published by National Latino Research Center</p> <p>Núñez-Álvarez, A., Martínez, K. M., Hernandez, P., & Ramos, A.L. (2008). Imperial County Asthma Report Card 2008. Published by National Latino Research Center.</p> <p>Núñez-Álvarez, A., Ramos, A.L., & Hernandez, P.</p>

Israel Cardona	<p>(2007). San Marcos Elementary School Parent Survey Report. Published by National Latino Research Center.</p> <p>2011-2012 Department Chair Academic Senator California Sociological Association Annual meeting 2011, Berkeley</p> <p>2010-2011 Department Chair Academic Senator California Sociological Association Annual Meeting 2010, Riverside Pacific Sociological Association Annual Meeting 2011, Seattle, WA</p> <p>2009-2010 Department Chair Academic Senator California Sociological Association Annual Meeting 2009, Berkeley Pacific Sociological Association Annual Meeting 2010, Oakland American Sociological Association Annual Meeting 2009, San Francisco</p> <p>2008-2009 Department Chair Academic Senator California Sociological Association Annual Meeting 2008, Riverside Pacific Sociological Association Annual Meeting 2009, San Diego</p> <p>2007-2008 Department Chair Academic Senator</p>	
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	<p>California Sociological Association Annual Meeting 2007, Berkeley</p> <p>Pacific Sociological Association Annual Meeting 2008, Portland, OR</p> <p>2006-2007 Department Chair Academic Senator California Sociological Association Annual Meeting 2006, Riverside</p> <p>Pacific Sociological Association Annual Meeting 2007, Oakland</p> <p>2005-2006 Department Chair Academic Senator California Sociological Association Annual Meeting 2005, Sacramento</p> <p>Pacific Sociological Association Annual Meeting 2006, Hollywood</p>	
<p>Gregg Robinson</p>	<p>RESEARCH:</p> <ul style="list-style-type: none"> • I directed a survey of over 400 residents in El Cajon in regards to their attitudes toward the foreclosure. In addition I conducted over 25 in-depth interviews of people who have gone through foreclosure, another 10 interviews of religious leaders; and, finally, another 25 interviews of leaders in the housing/progressive community all in regards to their attitudes toward foreclosures crisis (as part of my sabbatical). Fall 2011. • I directed a survey of over 400 voters in East County San Diego in regards to their 	

	<p>attitudes toward possible Ballot initiatives to bring in money for state services (for AFT-1931).</p> <ul style="list-style-type: none"> • I directed a survey of members of over 400 members of AFT-1931 in regards to their attitudes toward the current educational crisis in California and what they want the union to be doing. Spring 2011 • I directed a survey of voters (a type of "exit-poll") in the 2010 GCCCD election for the AFT-1931. • I currently act as a research advisor for AFT-1931 • I acted as research advisor for a survey of faculty/student attitudes toward critical thinking for Ryan Griffith's sabbatical. • I conducted survey research on Grossmont college faculty attitudes toward healthcare Insurance for the Benefits Committee in 2007. • I was Research Advisor on a Survey of Attitudes Toward Condominium Conversion of Residents for the Affordable Housing Coalition of San Diego: 2005-2006. <p>PUBLICATIONS:</p> <ul style="list-style-type: none"> • "The Foreclosure Crisis and the White Working Class" under review at "Social Problems" (a sociological journal) 2012. • The Contradictions of Caring: Social Worker and Teacher Attitudes Toward Poverty and Welfare Reform." <u>Journal of Applied Social Psychology</u>, Oct 2011. • "Presence and Persistence: Why Teachers
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Come to and Stay in Inner City Schools”
Urban Review Fall 2008.

PAPERS:

- “The Foreclosure Crisis and the White Working Class” a paper submitted to the National Meetings of the Society for the Study of Social Problems August 2012.
- “Poverty, Ideology, and Serving the Poor: Attitudes Toward Poverty Among Social Workers and Teachers” accepted for the National Meetings of the American Sociological Association August 2011.
- “The Contradictions of Caring: Sources of Work Satisfaction for Social Workers and Teachers” accepted for the National Meetings of the American Sociological Association August 2010.
- “Between Caring and Dominating: Attitudes of Social Service Workers Toward Poor People” presented at the National Meetings of the American Sociological Association August 2007
- “Caring for Poor Children: Social Workers and Inner City Teacher Attitudes Toward Poverty” presented at the National Meetings of the American Sociological Association August 2006.
- “Presence and Persistence: Why Teachers Come to and Stay in Inner City Schools” presented at the National Meetings of the American Sociological Association August 2005.

OTHER PRESENTATIONS:

- The Foreclosure Crisis and Activism: The View from El Cajon. November 2011 to the

<p>Annual Dinner of the Peace Resource Center in San Diego, CA.</p> <ul style="list-style-type: none"> • “The Crisis in Education and Economic Inequality” a speech given to a rally of over 1000 people organized by the San Diego Teachers Association. Fall 2011. • “The Attack on Unionization: What it Means for Democratic Politics” presented to the East County Democratic Club: Spring, 2010. • Five Myths About Obamacare, a presentation during Political Economy Week, Fall 2010. • MC’ed Rally and Teach-in at Grossmont College March 2010 • Invited Speaker at the Grossmont Honor Society. Topic: A Sociologist Looks at Healthcare Reform. December 2009. • Debated Proponent of Condominium Conversions on KPBS television Fall 2007. • Discussed ban on Condominium Conversions on KPBS radio Fall 2007. <p>LEADERSHIP:</p> <ul style="list-style-type: none"> • Vice Chair Peninsula Community Planning Board (an elected office overseeing planning activities in the Point Loma community) 2001-2007. • Past Chair of the Affordable Housing Coalition of San Diego 2007-2008. • I received an award from Empower San Diego as activist of the year for my work 	

	<p>with Affordable Housing in 2008.</p> <ul style="list-style-type: none"> • I am currently the Vice-Chair of the Affordable Housing Coalition of San Diego. • I am currently a political action vice president of AFT 1931. 	
	<p>SERVICE TO THE COMMUNITY:</p> <ul style="list-style-type: none"> • I currently serve as an AFT-1931 representative on the San Diego and Imperial Counties Labor Council. • I currently act as an AFT member of the Faculty Evaluation Task Force at Grossmont College. • I currently serve as the AFT representative to the Academic Senate at Grossmont College • I currently serve as a Political Vice President of AFT 1931 at Grossmont College • I am currently a member of the Benefits Committee at Grossmont College • I have had a Project Success linked class with Ryan Griffith from 2008 to present. • I served as the AFT representative on the Sabbatical Committee for the Academic year 2011-2012. • I served on the Committee to Select a new head of Benefits and Risk Management 2009. 	

APPENDIX 11

Grossmont 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.
ANTH120	220200	1.000	750.00	750.00	651.00	651.00	86.80
ANTH125	220200	.200	150.00	750.00	141.00	705.00	94.00
ANTH130	220200	1.000	750.00	750.00	714.00	714.00	95.20
*****	ANTH	2.200	1650.00	750.00	1506.00	684.54	91.27
ARBC120	111200	.333	150.00	450.45	155.00	465.46	103.33
ARBC121	111200	.333	125.00	375.37	80.00	240.24	64.00
ARBC250	111200	.200	60.00	300.00	69.00	345.00	115.00
*****	ARBC	.866	335.00	386.83	304.00	351.03	90.74
ASL 120	085000	1.400	630.00	450.00	654.00	467.14	103.80
ASL 121	085000	.600	270.00	450.00	285.00	475.00	105.55
ASL 130	085000	.133	60.00	451.12	46.00	345.86	76.66
ASL 220	085000	.200	90.00	450.00	102.00	510.00	113.33
*****	ASL	2.333	1050.00	450.06	1087.00	465.92	103.52
CCS 115	220300	.400	300.00	750.00	237.00	592.50	79.00
CCS 126	220300	.200	150.00	750.00	138.00	690.00	92.00
CCS 128	220300	.200	150.00	750.00	63.00	315.00	42.00
CCS 130	220300	.400	360.00	900.00	189.00	472.50	52.50
CCS 132	220300	.200	150.00	750.00	78.00	390.00	52.00
CCS 134	220300	.200	150.00	750.00	60.00	300.00	40.00
CCS 145	220300	.200	144.00	720.00	159.00	795.00	110.41
CCS 147	220300	.200	144.00	720.00	108.00	540.00	75.00
CCS 150	220300	.200	150.00	750.00	84.00	420.00	56.00
CCS 176	220300	.200	150.00	750.00	42.00	210.00	28.00
CCS 180	220300	.200	150.00	750.00	168.00	840.00	112.00
*****	CCS	2.600	1998.00	768.46	1326.00	510.00	66.36
CHIN120	110700	.333	125.00	375.37	85.00	255.25	68.00
*****	CHIN	.333	125.00	375.37	85.00	255.25	68.00
ECON110	220400	.200	132.00	660.00	123.00	615.00	93.18
ECON120	220400	2.400	2320.00	925.00	2163.00	901.25	97.43
ECON121	220400	1.800	1383.00	768.33	1137.00	631.66	82.21
*****	ECON	4.400	3735.00	848.66	3423.00	777.95	91.64
ED 200	080200	.200	90.00	450.00	42.00	210.00	46.66
*****	ED	.200	90.00	450.00	42.00	210.00	46.66
ENGL090	150100	1.250	560.00	448.00	620.00	496.00	110.71
ENGL101	150100	8.991	3476.00	386.60	3444.00	383.04	99.07
ENGL105	150100	3.600	1503.00	417.50	1542.00	428.33	102.59
ENGL106	150100	1.600	660.00	412.50	657.00	410.62	99.54
ENGL110	150100	10.250	3834.00	374.04	3768.00	367.60	98.27
ENGL112	150100	.200	105.00	525.00	93.00	465.00	88.57
ENGL118	150100	.200	105.00	525.00	99.00	495.00	94.28
ENGL120	150100	7.000	2862.00	408.85	2607.00	372.42	91.09
ENGL122	150100	.600	315.00	525.00	294.00	490.00	93.33

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HIST108	220500	2.400	1743.00	726.25	1704.00	710.00	97.76
HIST109	220500	2.600	1857.00	714.23	1674.00	643.84	90.14
HIST114	220500	.400	294.00	735.00	216.00	540.00	73.46
HIST115	220500	.400	300.00	750.00	183.00	457.50	61.00
HIST122	220500	.200	144.00	720.00	117.00	585.00	81.25
HIST124	220500	.400	240.00	600.00	216.00	540.00	90.00
HIST127	220500	.200	150.00	750.00	132.00	660.00	88.00
HIST135	220500	.200	150.00	750.00	135.00	675.00	90.00
HIST137	220500	.200	90.00	450.00	48.00	240.00	53.33
HIST154	220500	.200	150.00	750.00	54.00	270.00	36.00
*****	HIST	11.600	8259.00	711.98	7167.00	617.84	86.77
HUM 110	490300	2.000	1326.00	663.00	1143.00	571.50	86.19
HUM 120	490300	.600	390.00	650.00	303.00	505.00	77.69
HUM 130	490300	.200	150.00	750.00	51.00	255.00	34.00
HUM 135	490300	.200	150.00	750.00	126.00	630.00	84.00
HUM 170	490300	.200	150.00	750.00	60.00	300.00	40.00
*****	HUM	3.200	2166.00	676.87	1683.00	525.93	77.70
ITAL120	110400	.666	275.00	412.91	335.00	503.00	121.81
*****	ITAL	.666	275.00	412.91	335.00	503.00	121.81
JAPN120	110800	.999	450.00	450.45	465.00	465.46	103.33
JAPN121	110800	.333	150.00	450.45	130.00	390.39	86.66
JAPN250	110800	.200	60.00	300.00	69.00	345.00	115.00
*****	JAPN	1.532	660.00	430.80	664.00	433.42	100.60
PHIL110	150900	2.000	1500.00	750.00	1407.00	703.50	93.80
PHIL114	150900	.200	150.00	750.00	111.00	555.00	74.00
PHIL116	150900	.200	150.00	750.00	138.00	690.00	92.00
PHIL125	150900	.400	300.00	750.00	255.00	637.50	85.00
PHIL130	150900	1.400	1050.00	750.00	768.00	548.57	73.14
PHIL140	150900	.400	300.00	750.00	156.00	390.00	52.00
PHIL150	150900	.200	105.00	525.00	48.00	240.00	45.71
PHIL199	150900	.200	9.00	9.00	9.00	9.00	100.00
*****	PHIL	4.800	3564.00	742.50	2892.00	602.50	81.14
POSC120	220700	1.000	750.00	750.00	675.00	675.00	90.00
POSC121	220700	2.200	1650.00	750.00	1461.00	664.09	88.54
POSC124	220700	.200	150.00	750.00	78.00	390.00	52.00
POSC130	220700	.200	150.00	750.00	111.00	555.00	74.00
POSC140	220700	.200	150.00	750.00	123.00	615.00	82.00
POSC160	220700	.200	150.00	750.00	102.00	510.00	68.00
*****	POSC	4.000	3000.00	750.00	2559.00	637.50	85.00
PSY 120	200100	4.200	3129.00	745.00	3165.00	753.57	101.15
PSY 125	200100	.200	150.00	750.00	141.00	705.00	94.00
PSY 130	200100	.200	150.00	750.00	114.00	570.00	76.00
PSY 134	200100	1.000	735.00	735.00	732.00	732.00	99.59
PSY 138	200100	.800	594.00	742.50	546.00	682.50	91.91

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 140	200100	.400	300.00	750.00	234.00	585.00	78.00
PSY 150	200100	.600	405.00	675.00	360.00	600.00	88.88
PSY 170	200100	.600	450.00	750.00	393.00	655.00	87.33
PSY 180	200100	.350	150.00	428.57	126.00	360.00	84.00
PSY 199	200100		9.00	9.00	9.00	9.00	100.00
PSY 215	200100	.433	300.00	692.84	170.00	392.60	56.66
PSY 220	200100	.200	135.00	675.00	156.00	780.00	115.55
***** PSY		8.983	6507.00	724.36	6146.00	684.18	94.45
RELG120	151000	.200	150.00	750.00	117.00	585.00	78.00
RELG130	151000	.400	282.00	705.00	204.00	510.00	72.34
RELG140	151000	.200	150.00	750.00	63.00	315.00	42.00
RELG150	151000	.200	105.00	525.00	69.00	345.00	65.71
***** RELG		1.000	687.00	687.00	453.00	453.00	65.93
RUSS120	110600	.333	150.00	450.45	145.00	435.43	96.66
RUSS121	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS220	110600	.333	125.00	375.37	105.00	315.31	84.00
***** RUSS		.999	425.00	425.42	335.00	335.33	78.82
SOC 114	220800	.400	390.00	975.00	237.00	592.50	60.76
SOC 120	220800	3.200	2400.00	750.00	2427.00	758.43	101.12
SOC 125	220800	.600	444.00	740.00	201.00	335.00	45.27
SOC 130	220800	.600	444.00	740.00	435.00	725.00	97.97
SOC 140	220800	.200	150.00	750.00	99.00	495.00	66.00
***** SOC		5.000	3828.00	765.60	3399.00	679.80	88.79
SPAN120	110500	7.326	3300.00	450.45	3075.00	419.73	93.18
SPAN120A	110500	.334	142.50	426.64	142.50	426.64	100.00
SPAN120B	110500	.167	75.00	449.10	22.50	134.73	30.00
SPAN121	110500	4.662	2100.00	450.45	1860.00	398.97	88.57
SPAN122	110500	.333	150.00	450.45	110.00	330.33	73.33
SPAN141	110500	.200	111.00	555.00	78.00	390.00	70.27
SPAN220	110500	1.998	900.00	450.45	830.00	415.41	92.22
SPAN221	110500	.666	250.00	375.37	225.00	337.83	90.00
SPAN250	110500	.800	240.00	300.00	207.00	258.75	86.25
***** SPAN		16.486	7268.50	440.88	6550.00	397.30	90.11

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

129.169 69153.50 535.37 62132.00 481.01 89.84

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.000	750.00	750.00	675.00	675.00	90.00
ANTH130	220200	1.000	750.00	750.00	720.00	720.00	96.00
*****	ANTH	2.000	1500.00	750.00	1395.00	697.50	93.00
ARBC120	111200	.666	300.00	450.45	315.00	472.97	105.00
ARBC121	111200	.333	125.00	375.37	95.00	285.28	76.00
ARBC220	111200	.333	150.00	450.45	90.00	270.27	60.00
ARBC250	111200	.200	60.00	300.00	36.00	180.00	60.00
*****	ARBC	1.532	635.00	414.49	536.00	349.86	84.40
ASL 120	085000	1.600	720.00	450.00	642.00	401.25	89.16
ASL 121	085000	.600	270.00	450.00	222.00	370.00	82.22
ASL 130	085000	.200	90.00	450.00	63.00	315.00	70.00
ASL 140	085000	.200	90.00	450.00	51.00	255.00	56.66
ASL 199	085000	.100	1.00	1.00	1.00	1.00	100.00
ASL 220	085000	.400	180.00	450.00	111.00	277.50	61.66
*****	ASL	3.000	1351.00	450.33	1090.00	363.33	80.68
CCS 115	220300	.400	300.00	750.00	207.00	517.50	69.00
CCS 119	220300	.200	45.00	225.00	48.00	240.00	106.66
CCS 126	220300	.200	150.00	750.00	63.00	315.00	42.00
CCS 130	220300	.400	360.00	900.00	144.00	360.00	40.00
CCS 132	220300	.200	150.00	750.00	69.00	345.00	46.00
CCS 134	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 145	220300	.200	144.00	720.00	153.00	765.00	106.25
CCS 147	220300	.200	144.00	720.00	75.00	375.00	52.08
CCS 150	220300	.200	150.00	750.00	57.00	285.00	38.00
CCS 170	220300	.200	150.00	750.00	33.00	165.00	22.00
CCS 176	220300	.200	150.00	750.00	33.00	165.00	22.00
CCS 180	220300	.200	150.00	750.00	159.00	795.00	106.00
*****	CCS	2.800	2043.00	729.64	1092.00	390.00	53.45
CHIN120	110700	.333	125.00	375.37	155.00	465.46	124.00
*****	CHIN	.333	125.00	375.37	155.00	465.46	124.00
ECON110	220400	.200	150.00	750.00	108.00	540.00	72.00
ECON120	220400	2.600	2280.00	876.92	1782.00	685.38	78.15
ECON121	220400	1.800	1464.00	813.33	1095.00	608.33	74.79
*****	ECON	4.600	3894.00	846.52	2985.00	648.91	76.65
ED 200	080200	.200	105.00	525.00	39.00	195.00	37.14
*****	ED	.200	105.00	525.00	39.00	195.00	37.14
ENGL090	150100	1.250	556.00	444.80	568.00	454.40	102.15
ENGL101	150100	10.323	3980.00	385.54	3836.00	371.59	96.38
ENGL105	150100	3.600	1491.00	414.16	1518.00	421.66	101.81
ENGL106	150100	1.600	672.00	420.00	657.00	410.62	97.76
ENGL110	150100	10.250	3903.00	380.78	3567.00	348.00	91.39
ENGL112	150100	.400	210.00	525.00	171.00	427.50	81.42

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

SUBJECT	TOP	TOTAL FTEF	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	96.57
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

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEP	MAX WSCH	MAX WSCH/FTEP	EARNED WSCH	EARNED WSCH/FTEP	% OF MAX
PSY 125	200100	.200	150.00	750.00	111.00	555.00	74.00
PSY 130	200100	.200	150.00	750.00	117.00	585.00	78.00
PSY 134	200100	.800	594.00	742.50	573.00	716.25	96.46
PSY 138	200100	.800	600.00	750.00	420.00	525.00	70.00
PSY 140	200100	.400	300.00	750.00	174.00	435.00	58.00
PSY 150	200100	.800	579.00	723.75	420.00	525.00	72.53
PSY 170	200100	.600	450.00	750.00	390.00	650.00	86.66
PSY 180	200100	.350	150.00	428.57	156.00	445.71	104.00
PSY 199	200100		3.00	3.00	3.00	3.00	100.00
PSY 215	200100	.433	245.00	565.81	205.00	473.44	83.67
PSY 220	200100	.200	150.00	750.00	141.00	705.00	94.00
***** PSY		9.383	6800.00	724.71	5887.00	627.41	86.57
RELG120	151000	.200	150.00	750.00	144.00	720.00	96.00
RELG130	151000	.400	282.00	705.00	273.00	682.50	96.80
RELG140	151000	.200	150.00	750.00	54.00	270.00	36.00
RELG150	151000	.200	150.00	750.00	48.00	240.00	32.00
***** RELG		1.000	732.00	732.00	519.00	519.00	70.90
RUSS120	110600	.333	150.00	450.45	150.00	450.45	100.00
RUSS121	110600	.333	150.00	450.45	80.00	240.24	53.33
RUSS220	110600	.333	125.00	375.37	115.00	345.34	92.00
RUSS250	110600	.200	60.00	300.00	57.00	285.00	95.00
***** RUSS		1.199	485.00	404.50	402.00	335.27	82.88
SOC 114	220800	.400	390.00	975.00	234.00	585.00	60.00
SOC 120	220800	3.400	2550.00	750.00	2505.00	736.76	98.23
SOC 125	220800	.400	300.00	750.00	198.00	495.00	66.00
SOC 130	220800	.800	600.00	750.00	372.00	465.00	62.00
SOC 140	220800	.200	150.00	750.00	135.00	675.00	90.00
***** SOC		5.200	3990.00	767.30	3444.00	662.30	86.31
SPAN120	110500	7.659	3450.00	450.45	3112.50	406.38	90.21
SPAN120A	110500	.668	292.50	437.87	222.50	333.08	76.06
SPAN121	110500	4.995	2250.00	450.45	1705.00	341.34	75.77
SPAN122	110500	.333	150.00	450.45	120.00	360.36	80.00
SPAN141	110500	.200	111.00	555.00	51.00	255.00	45.94
SPAN199	110500		12.00	12.00	12.00	12.00	100.00
SPAN220	110500	1.665	750.00	450.45	545.00	327.32	72.66
SPAN221	110500	.666	250.00	375.37	190.00	285.28	76.00
SPAN250	110500	.800	240.00	300.00	183.00	228.75	76.25
***** SPAN		16.986	7505.50	441.86	6141.00	361.53	81.81

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

132.892 71304.50 536.55 59754.00 449.64 83.80

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.000	750.00	750.00	603.00	603.00	80.40
ANTH130	220200	1.000	750.00	750.00	690.00	690.00	92.00
*****	ANTH	2.000	1500.00	750.00	1293.00	646.50	86.20
ARBC120	111200	.666	300.00	450.45	325.00	487.98	108.33
ARBC121	111200	.333	125.00	375.37	90.00	270.27	72.00
ARBC220	111200	.333	150.00	450.45	90.00	270.27	60.00
ARBC250	111200	.200	60.00	300.00	54.00	270.00	90.00
*****	ARBC	1.532	635.00	414.49	559.00	364.88	88.03
ASL 120	085000	2.670	1200.00	449.43	996.00	373.03	83.00
ASL 121	085000	1.068	480.00	449.43	416.00	389.51	86.66
ASL 130	085000	.200	90.00	450.00	54.00	270.00	60.00
ASL 220	085000	.534	240.00	449.43	176.00	329.58	73.33
ASL 221	085000	.267	120.00	449.43	36.00	134.83	30.00
*****	ASL	4.739	2130.00	449.46	1678.00	354.08	78.77
CCS 115	220300	.400	300.00	750.00	330.00	825.00	110.00
CCS 119	220300	.200	105.00	525.00	81.00	405.00	77.14
CCS 126	220300	.200	150.00	750.00	81.00	405.00	54.00
CCS 128	220300	.200	150.00	750.00	36.00	180.00	24.00
CCS 130	220300	.400	360.00	900.00	222.00	555.00	61.66
CCS 132	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 134	220300	.200	150.00	750.00	33.00	165.00	22.00
CCS 145	220300	.200	144.00	720.00	153.00	765.00	106.25
CCS 147	220300	.200	150.00	750.00	75.00	375.00	50.00
CCS 180	220300	.200	150.00	750.00	138.00	690.00	92.00
CCS 299	220300	.200	150.00	750.00	57.00	285.00	38.00
*****	CCS	2.600	1959.00	753.46	1257.00	483.46	64.16
CHIN120	110700	.333	125.00	375.37	135.00	405.40	108.00
*****	CHIN	.333	125.00	375.37	135.00	405.40	108.00
ECON110	220400	.200	150.00	750.00	132.00	660.00	88.00
ECON120	220400	2.400	2202.00	917.50	1329.00	553.75	60.35
ECON121	220400	1.800	1464.00	813.33	1047.00	581.66	71.51
ECON299	220400	.900	1452.00	1613.33	747.00	830.00	51.44
*****	ECON	5.300	5268.00	993.96	3255.00	614.15	61.78
ED 200	080200	.200	90.00	450.00	33.00	165.00	36.66
ED 214	080200	.200	150.00	750.00	48.00	240.00	32.00
*****	ED	.400	240.00	600.00	81.00	202.50	33.75
ENGL090	150100	1.750	780.00	445.71	684.00	390.85	87.69
ENGL090R	150100	1.500	668.00	445.33	544.00	362.66	81.43
ENGL098	493021	9.581	3732.00	389.11	3552.00	370.34	95.17
ENGL098R	493078	3.000	1332.00	444.00	1316.00	438.66	98.79
ENGL105	150100	1.400	588.00	420.00	414.00	295.71	70.40
ENGL110	150100	10.750	4104.00	381.76	3687.00	342.97	89.83

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	GERM	2.731	1170.00	428.41	860.00	314.90	73.50
HIST100	220500	1.600	1182.00	738.75	888.00	555.00	75.12
HIST101	220500	1.400	1020.00	728.57	615.00	439.28	60.29
HIST105	220500	.800	495.00	618.75	267.00	333.75	53.93
HIST106	220500	.400	342.00	855.00	234.00	585.00	68.42
HIST108	220500	3.000	2229.00	743.00	1956.00	652.00	87.75
HIST109	220500	3.000	2226.00	742.00	1887.00	629.00	84.77
HIST114	220500	.400	300.00	750.00	189.00	472.50	63.00
HIST115	220500	.400	300.00	750.00	186.00	465.00	62.00
HIST124	220500	.200	222.00	1110.00	57.00	285.00	25.67
HIST135	220500	.200	150.00	750.00	129.00	645.00	86.00
HIST137	220500	.200	96.00	480.00	36.00	180.00	37.50
HIST154	220500	.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	490300	2.200	1473.00	669.54	993.00	451.36	67.41
HUM 120	490300	.600	450.00	750.00	174.00	290.00	38.66
HUM 135	490300	.200	150.00	750.00	51.00	255.00	34.00
HUM 170	490300	.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	110400	.666	275.00	412.91	280.00	420.42	101.81
*****	ITAL	.666	275.00	412.91	280.00	420.42	101.81
JAPN120	110800	.999	450.00	450.45	510.00	510.51	113.33
JAPN121	110800	.333	150.00	450.45	135.00	405.40	90.00
JAPN149	110800	.200	111.00	555.00	111.00	555.00	100.00
JAPN250	110800	.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	150900	1.800	1350.00	750.00	891.00	495.00	66.00
PHIL114	150900	.200	150.00	750.00	66.00	330.00	44.00
PHIL116	150900	.200	150.00	750.00	126.00	630.00	84.00
PHIL118	150900	.200	150.00	750.00	66.00	330.00	44.00
PHIL125	150900	.400	300.00	750.00	270.00	675.00	90.00
PHIL130	150900	1.400	1050.00	750.00	618.00	441.42	58.85
PHIL140	150900	.400	300.00	750.00	183.00	457.50	61.00
PHIL150	150900	.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	220700	1.000	750.00	750.00	609.00	609.00	81.20
POSC121	220700	2.200	1650.00	750.00	1134.00	515.45	68.72
POSC124	220700	.200	150.00	750.00	138.00	690.00	92.00
POSC130	220700	.200	150.00	750.00	78.00	390.00	52.00
POSC140	220700	.200	150.00	750.00	42.00	210.00	28.00
POSC160	220700	.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	200100	4.600	3444.00	748.69	3168.00	688.69	91.98
PSY 125	200100	.200	150.00	750.00	114.00	570.00	76.00

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 134	200100	.800	600.00	750.00	474.00	592.50	79.00
PSY 138	200100	.800	600.00	750.00	414.00	517.50	69.00
PSY 140	200100	.400	300.00	750.00	207.00	517.50	69.00
PSY 150	200100	.800	600.00	750.00	318.00	397.50	53.00
PSY 170	200100	.600	450.00	750.00	216.00	360.00	48.00
PSY 180	200100	.350	150.00	428.57	78.00	222.85	52.00
PSY 215	200100	.433	245.00	565.81	180.00	415.70	73.46
PSY 220	200100	.200	150.00	750.00	150.00	750.00	100.00
***** PSY		9.183	6689.00	728.41	5319.00	579.22	79.51
RELG120	151000	.200	150.00	750.00	126.00	630.00	84.00
RELG130	151000	.200	132.00	660.00	120.00	600.00	90.90
RELG140	151000	.200	150.00	750.00	45.00	225.00	30.00
***** RELG		.600	432.00	720.00	291.00	485.00	67.36
RUSS120	110600	.666	300.00	450.45	195.00	292.79	65.00
RUSS121	110600	.333	150.00	450.45	60.00	180.18	40.00
RUSS220	110600	.333	125.00	375.37	115.00	345.34	92.00
RUSS250	110600	.200	60.00	300.00	45.00	225.00	75.00
***** RUSS		1.532	635.00	414.49	415.00	270.88	65.35
SOC 114	220800	.400	390.00	975.00	177.00	442.50	45.38
SOC 120	220800	3.600	2655.00	737.50	2478.00	688.33	93.33
SOC 125	220800	.600	447.00	745.00	168.00	280.00	37.58
SOC 130	220800	.800	600.00	750.00	399.00	498.75	66.50
SOC 140	220800	.200	150.00	750.00	150.00	750.00	100.00
***** SOC		5.600	4242.00	757.50	3372.00	602.14	79.49
SPAN120	110500	7.659	3450.00	450.45	2885.00	376.68	83.62
SPAN120A	110500	.668	292.50	437.87	167.50	250.74	57.26
SPAN120B	110500	.167	75.00	449.10	17.50	104.79	23.33
SPAN121	110500	4.662	2100.00	450.45	1455.00	312.09	69.28
SPAN122	110500	.333	150.00	450.45	90.00	270.27	60.00
SPAN141	110500	.200	120.00	600.00	36.00	180.00	30.00
SPAN220	110500	1.998	900.00	450.45	680.00	340.34	75.55
SPAN221	110500	.333	125.00	375.37	70.00	210.21	56.00
SPAN250	110500	.800	240.00	300.00	198.00	247.50	82.50
***** SPAN		16.820	7452.50	443.07	5599.00	332.87	75.12

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

139.419 75530.50 541.75 58334.00 418.40 77.23

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	.800	600.00	750.00	507.00	633.75	84.50
ANTH130	220200	1.600	1200.00	750.00	909.00	568.12	75.75
ANTH140	220200	.200	150.00	750.00	117.00	585.00	78.00
*****	ANTH	2.600	1950.00	750.00	1533.00	589.61	78.61
ARBC120	111200	.666	300.00	450.45	300.00	450.45	100.00
ARBC121	111200	.333	125.00	375.37	65.00	195.19	52.00
ARBC220	111200	.333	150.00	450.45	130.00	390.39	86.66
ARBC250	111200	.200	60.00	300.00	66.00	330.00	110.00
*****	ARBC	1.532	635.00	414.49	561.00	366.18	88.34
ASL 120	085000	2.403	1080.00	449.43	980.00	407.82	90.74
ASL 121	085000	1.068	480.00	449.43	416.00	389.51	86.66
ASL 130	085000	.200	90.00	450.00	45.00	225.00	50.00
ASL 220	085000	.534	240.00	449.43	224.00	419.47	93.33
*****	ASL	4.205	1890.00	449.46	1665.00	395.95	88.09
CCS 115	220300	.400	375.00	937.50	339.00	847.50	90.40
CCS 119	220300	.200	105.00	525.00	75.00	375.00	71.42
CCS 126	220300	.200	96.00	480.00	66.00	330.00	68.75
CCS 128	220300	.200	150.00	750.00	48.00	240.00	32.00
CCS 130	220300	.400	360.00	900.00	153.00	382.50	42.50
CCS 132	220300	.200	150.00	750.00	60.00	300.00	40.00
CCS 145	220300	.200	144.00	720.00	162.00	810.00	112.50
CCS 147	220300	.200	150.00	750.00	81.00	405.00	54.00
CCS 150	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 180	220300	.200	150.00	750.00	138.00	690.00	92.00
*****	CCS	2.400	1830.00	762.50	1173.00	488.75	64.09
CHIN120	110700	.333	125.00	375.37	105.00	315.31	84.00
*****	CHIN	.333	125.00	375.37	105.00	315.31	84.00
ECON110	220400	.400	330.00	825.00	273.00	682.50	82.72
ECON120	220400	2.000	1710.00	855.00	1287.00	643.50	75.26
ECON121	220400	1.800	1344.00	746.66	843.00	468.33	62.72
ECON299	220400	1.950	3354.00	1720.00	2130.00	1092.30	63.50
*****	ECON	6.150	6738.00	1095.60	4533.00	737.07	67.27
ED 200	080200	.400	180.00	450.00	138.00	345.00	76.66
ED 214	080200	.200	150.00	750.00	60.00	300.00	40.00
*****	ED	.600	330.00	550.00	198.00	330.00	60.00
ENGL090	150100	1.750	784.00	448.00	700.00	400.00	89.28
ENGL090R	150100	1.500	672.00	448.00	588.00	392.00	87.50
ENGL098	493021	10.323	3964.00	383.99	3848.00	372.75	97.07
ENGL098R	493070	3.000	1344.00	448.00	1380.00	460.00	102.67
ENGL105	150100	1.400	579.00	413.57	342.00	244.28	59.06
ENGL110	150100	11.500	4470.00	388.69	3894.00	338.60	87.11
ENGL110R	150100	1.500	672.00	448.00	644.00	429.33	95.83

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX 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	1602.00	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	964.00	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

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 134	200100	.600	600.00	750.00	504.00	630.00	84.00
PSY 138	200100	1.000	735.00	735.00	300.00	300.00	40.81
PSY 140	200100	.400	300.00	750.00	183.00	457.50	61.00
PSY 150	200100	.600	450.00	750.00	327.00	545.00	72.66
PSY 170	200100	.400	300.00	750.00	246.00	615.00	82.00
PSY 215	200100	.433	245.00	565.81	200.00	461.89	81.63
PSY 220	200100	.400	288.00	720.00	195.00	487.50	67.70
***** PSY		8.633	6317.00	731.72	4928.00	570.83	78.01
RELG120	151000	.200	150.00	750.00	153.00	765.00	102.00
RELG130	151000	.200	132.00	660.00	123.00	615.00	93.18
RELG140	151000	.200	150.00	750.00	75.00	375.00	50.00
***** RELG		.600	432.00	720.00	351.00	565.00	81.25
RUSS120	110600	.666	300.00	450.45	130.50	195.19	43.33
RUSS121	110600	.333	150.00	450.45	65.00	195.19	43.33
RUSS220	110600	.333	125.00	375.37	80.00	240.24	64.00
RUSS250	110600	.200	60.00	300.00	42.00	210.00	70.00
***** RUSS		1.532	635.00	414.49	317.00	206.91	49.92
SOC 114	220800	.400	390.00	975.00	192.00	480.00	49.23
SOC 120	220800	4.000	2955.00	738.75	2223.00	555.75	75.22
SOC 125	220800	.400	300.00	750.00	328.00	570.00	76.00
SOC 130	220800	.800	600.00	750.00	378.00	472.50	63.00
SOC 140	220800	.200	150.00	750.00	81.00	405.00	54.00
***** SOC		5.800	4395.00	757.75	3102.00	534.82	70.58
SPAN120	110500	7.659	3450.00	450.45	3000.00	391.69	86.95
SPAN120A	110500	.334	142.50	426.64	97.50	291.91	68.42
SPAN120B	110500	.167	67.50	404.19	22.50	134.73	33.33
SPAN121	110500	4.995	2250.00	450.45	1630.00	326.32	72.44
SPAN122	110500	.333	150.00	450.45	70.00	210.21	46.66
SPAN141	110500	.200	120.00	600.00	45.00	225.00	37.50
SPAN220	110500	2.331	900.00	386.10	765.00	328.18	85.00
SPAN221	110500	.666	250.00	375.37	180.00	270.27	72.00
SPAN250	110500	1.000	300.00	300.00	198.00	198.00	66.00
***** SPAN		17.685	7630.00	431.43	6008.00	339.72	78.74

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

142.665 77984.00 546.62 59838.00 419.43 76.73

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.000	750.00	750.00	567.00	567.00	75.60
ANTH130	220200	2.000	1455.00	727.50	969.00	484.50	66.59
ANTH140	220200	.200	150.00	750.00	90.00	450.00	60.00
*****	ANTH	3.200	2355.00	735.93	1626.00	508.12	69.04
ARBC120	111200	.999	450.00	450.45	480.00	480.48	106.66
ARBC121	111200	.333	125.00	375.37	120.00	360.36	96.00
ARBC220	111200	.333	150.00	450.45	120.00	360.36	80.00
ARBC250	111200	.200	60.00	300.00	60.00	300.00	100.00
*****	ARBC	1.865	785.00	420.91	780.00	418.23	99.36
ASL 120	085000	2.670	1200.00	449.43	1168.00	437.45	97.33
ASL 121	085000	1.335	600.00	449.43	480.00	359.55	80.00
ASL 130	085000	.200	90.00	450.00	78.00	390.00	86.66
ASL 140	085000	.200	90.00	450.00	33.00	165.00	36.66
ASL 220	085000	.534	240.00	449.43	204.00	382.02	85.00
ASL 221	085000	.267	120.00	449.43	40.00	149.81	33.33
*****	ASL	5.206	2340.00	449.48	2003.00	384.74	85.59
CCS 115	220300	.400	375.00	937.50	300.00	750.00	80.00
CCS 119	220300	.200	105.00	525.00	87.00	435.00	82.85
CCS 126	220300	.200	96.00	480.00	42.00	210.00	43.75
CCS 130	220300	.400	360.00	900.00	144.00	360.00	40.00
CCS 132	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 134	220300	.200	105.00	525.00	54.00	270.00	51.42
CCS 145	220300	.200	144.00	720.00	135.00	675.00	93.75
CCS 147	220300	.200	150.00	750.00	75.00	375.00	50.00
CCS 150	220300	.200	150.00	750.00	39.00	195.00	26.00
CCS 180	220300	.200	150.00	750.00	138.00	690.00	92.00
*****	CCS	2.400	1785.00	743.75	1065.00	443.75	59.66
CHIN120	110700	.333	150.00	450.45	140.00	420.42	93.33
CHIN121	110700	.333	150.00	450.45	50.00	150.15	33.33
*****	CHIN	.666	300.00	450.45	190.00	285.28	63.33
ECON110	220400	.400	318.00	795.00	270.00	675.00	84.90
ECON120	220400	2.600	2172.00	835.38	1824.00	701.53	83.97
ECON121	220400	1.800	1344.00	746.66	882.00	490.00	65.62
ECON122	220400	1.050	1545.00	1471.42	1083.00	1031.42	70.09
ECON123	220400	.750	765.00	1020.00	405.00	540.00	52.94
*****	ECON	6.600	6144.00	930.90	4464.00	676.36	72.65
ED 159	080200	.175	120.00	685.71	9.00	51.42	7.50
ED 200	080200	.600	396.00	660.00	201.00	335.00	50.75
ED 214	080200	.200	150.00	750.00	42.00	210.00	28.00
*****	ED	.975	666.00	683.07	252.00	258.46	37.83
ENGL090	150100	1.750	784.00	448.00	760.00	434.28	96.93
ENGL090R	150100	1.500	672.00	448.00	632.00	421.33	94.04

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PHIL150	150900	.200	105.00	525.00	27.00	135.00	25.71
PHIL155	150900	.200	150.00	750.00	39.00	195.00	26.00
*****	PHIL	5.000	3666.00	733.20	2016.00	403.20	54.99
POSC120	220700	1.200	900.00	750.00	660.00	550.00	73.33
POSC121	220700	2.200	1650.00	750.00	1152.00	523.63	69.81
POSC124	220700	.400	300.00	750.00	210.00	525.00	70.00
POSC130	220700	.200	135.00	675.00	66.00	330.00	48.88
*****	POSC	4.000	2985.00	746.25	2088.00	522.00	69.94
PSY 120	200100	4.600	3399.00	738.91	2883.00	626.73	84.81
PSY 125	200100	.200	150.00	750.00	132.00	660.00	88.00
PSY 134	200100	.800	597.00	746.25	471.00	588.75	78.89
PSY 138	200100	.800	585.00	731.25	393.00	491.25	67.17
PSY 140	200100	.400	300.00	750.00	255.00	637.50	85.00
PSY 150	200100	.600	444.00	740.00	312.00	520.00	70.27
PSY 170	200100	.600	450.00	750.00	303.00	505.00	67.33
PSY 215	200100	.433	245.00	565.81	180.00	415.70	73.46
PSY 220	200100	.200	144.00	720.00	165.00	825.00	114.58
*****	PSY	8.633	6314.00	731.37	5094.00	590.06	80.67
RELG120	151000	.200	150.00	750.00	147.00	735.00	98.00
RELG130	151000	.200	96.00	480.00	90.00	450.00	93.75
RELG140	151000	.200	150.00	750.00	66.00	330.00	44.00
*****	RELG	.600	396.00	660.00	303.00	505.00	76.51
RUSS120	110600	.666	300.00	450.45	185.00	277.77	61.66
RUSS121	110600	.333	150.00	450.45	40.00	120.12	26.66
RUSS220	110600	.333	125.00	375.37	110.00	330.33	88.00
RUSS250	110600	.200	60.00	300.00	48.00	240.00	80.00
*****	RUSS	1.532	635.00	414.49	383.00	250.00	60.31
SOC 114	220800	.400	303.00	757.50	180.00	450.00	59.40
SOC 120	220800	4.200	3090.00	735.71	2415.00	575.00	78.15
SOC 125	220800	.400	300.00	750.00	168.00	420.00	56.00
SOC 130	220800	.800	600.00	750.00	303.00	378.75	50.50
SOC 140	220800	.200	150.00	750.00	84.00	420.00	56.00
*****	SOC	6.000	4443.00	740.50	3150.00	525.00	70.89
SPAN120	110500	7.992	3600.00	450.45	2925.00	365.99	81.25
SPAN120A	110500	.334	142.50	426.64	92.50	276.94	64.91
SPAN120B	110500	.167	75.00	449.10	32.50	194.61	43.33
SPAN121	110500	4.995	2250.00	450.45	1570.00	314.31	69.77
SPAN122	110500	.333	150.00	450.45	115.00	345.34	76.66
SPAN141	110500	.200	120.00	600.00	42.00	210.00	35.00
SPAN220	110500	2.331	900.00	386.10	850.00	364.65	94.44
SPAN221	110500	.666	250.00	375.37	125.00	187.68	50.00
SPAN250	110500	1.000	300.00	300.00	249.00	249.00	83.00
*****	SPAN	18.018	7787.50	432.20	6001.00	333.05	77.05

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.200	900.00	750.00	714.00	595.00	79.33
ANTH125	220200	.200	150.00	750.00	132.00	660.00	88.00
ANTH130	220200	1.000	750.00	750.00	747.00	747.00	99.60
*****	ANTH	2.400	1800.00	750.00	1593.00	663.75	88.50
ARBC120	111200	.333	150.00	450.45	170.00	510.51	113.33
ARBC121	111200	.333	150.00	450.45	105.00	315.31	70.00
ARBC220	111200	.333	125.00	375.37	135.00	405.40	108.00
*****	ARBC	.999	425.00	425.42	410.00	410.41	96.47
ASL 120	085800	1.400	630.00	450.00	627.00	447.85	99.52
ASL 121	085400	.800	360.00	450.00	306.00	382.50	85.00
ASL 220	085000	.200	90.00	450.00	117.00	585.00	130.00
ASL 299	085800	.150	75.00	500.00	54.00	360.00	72.00
*****	ASL	2.550	1155.00	452.94	1104.00	432.94	95.58
CCS 115	220300	.400	300.00	750.00	273.00	682.50	91.00
CCS 126	220300	.200	150.00	750.00	126.00	630.00	84.00
CCS 128	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 131	220300	.400	300.00	750.00	162.00	405.00	54.00
CCS 132	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 133	220300	.200	150.00	750.00	39.00	195.00	26.00
CCS 145	220300	.200	150.00	750.00	126.00	630.00	84.00
CCS 147	220300	.200	102.00	510.00	78.00	390.00	76.47
CCS 151	220300	.200	150.00	750.00	81.00	405.00	54.00
CCS 174	220300	.200	150.00	750.00	39.00	195.00	26.00
CCS 178	220300	.200	150.00	750.00	33.00	165.00	22.00
CCS 181	220300	.200	150.00	750.00	198.00	990.00	132.00
CCS 238	220300	.200	105.00	525.00	45.00	225.00	42.85
*****	CCS	3.000	2157.00	719.00	1302.00	434.00	60.36
CHIN120	110700	.333	150.00	450.45	145.00	435.43	96.66
*****	CHIN	.333	150.00	450.45	145.00	435.43	96.66
ECON120	220400	2.200	2070.00	940.90	1818.00	826.36	87.82
ECON121	220400	2.000	1695.00	802.50	1320.00	660.00	82.24
*****	ECON	4.200	3675.00	875.00	3138.00	747.14	85.38
ED 200	080200	.200	75.00	375.00	36.00	180.00	48.00
ED 214	080200	.200	150.00	750.00	48.00	240.00	32.00
*****	ED	.400	225.00	562.50	84.00	210.00	37.33
ENGL090	150100	1.250	560.00	448.00	472.00	377.60	84.28
ENGL101	150100	6.993	2660.00	380.38	2536.00	362.64	95.33
ENGL105	150100	3.400	1413.00	415.58	1302.00	382.94	92.14
ENGL106	150100	1.600	660.00	412.50	591.00	369.37	89.54
ENGL110	150100	10.250	3879.00	378.43	3669.00	357.95	94.58
ENGL112	150100	.200	105.00	525.00	96.00	480.00	91.42
ENGL118	150100	.200	105.00	525.00	105.00	525.00	100.00

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

SUBJECT	TOP	TOTAL FTEP	MAX WSCH	MAX WSCH/FTEP	EARNED WSCH	EARNED WSCH/FTEP	% 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 135	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 *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 140	200100	.400	300.00	750.00	252.00	630.00	84.00
PSY 150	200100	.600	444.00	740.00	363.00	605.00	81.75
PSY 170	200100	.600	435.00	725.00	402.00	670.00	92.41
PSY 215	200100	.433	240.00	554.27	255.00	588.91	106.25
PSY 220	200100	.200	150.00	750.00	147.00	735.00	98.00
*****	PSY	9.033	6612.00	731.98	5754.00	636.99	87.02
RELG120	151000	.200	150.00	750.00	135.00	675.00	90.00
RELG130	151000	.400	300.00	750.00	270.00	675.00	90.00
RELG140	151000	.200	150.00	750.00	51.00	255.00	34.00
*****	RELG	.800	600.00	750.00	456.00	570.00	76.00
RUSS120	110600	.333	150.00	450.45	130.00	390.39	86.66
RUSS121	110600	.333	150.00	450.45	80.00	240.24	53.33
RUSS220	110600	.333	150.00	450.45	120.00	360.56	80.00
RUSS250	110600	.200	60.00	300.00	66.00	330.00	110.00
*****	RUSS	1.199	510.00	425.35	396.00	330.27	77.64
SOC 114	220800	.400	279.00	697.50	204.00	510.00	73.11
SOC 120	220800	3.000	2250.00	750.00	2226.00	742.00	98.93
SOC 125	220800	.400	255.00	637.50	108.00	270.00	42.35
SOC 130	220800	.600	450.00	750.00	429.00	715.00	95.33
SOC 140	220800	.200	135.00	675.00	135.00	675.00	100.00
*****	SOC	4.600	3369.00	732.39	3102.00	674.34	92.07
SPAN120	110500	6.993	3150.00	450.45	2065.00	409.69	90.95
SPAN120B	110500	.166	75.00	450.45	42.50	255.25	56.66
SPAN121	110500	4.662	2100.00	450.45	1765.00	378.59	84.04
SPAN123	110500	.333	125.00	375.37	135.00	405.40	108.00
SPAN220	110500	1.998	900.00	450.45	795.00	397.89	88.33
SPAN221	110500	.666	250.00	375.37	235.00	352.85	94.00
SPAN250	110500	.800	240.00	300.00	225.00	281.25	93.75
*****	SPAN	15.618	6840.00	437.94	6062.50	388.16	88.63
***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****							
		121.828	65627.00	538.68	56341.50	462.46	85.85

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	.800	600.00	750.00	468.00	585.00	78.00
ANTH125	220200	.200	150.00	750.00	84.00	420.00	56.00
ANTH130	220200	1.200	900.00	750.00	717.00	597.50	79.66
*****	ANTH	2.200	1650.00	750.00	1269.00	576.81	76.90
ARBC120	111200	.666	300.00	450.45	235.00	352.85	78.33
ARBC121	111200	.333	150.00	450.45	80.00	240.24	53.33
ARBC220	111200	.333	125.00	375.37	90.00	270.27	72.00
ARBC250	111200	.200	60.00	300.00	51.00	255.00	85.00
*****	ARBC	1.532	635.00	414.49	456.00	297.65	71.81
ASL 120	085000	1.800	810.00	450.00	744.00	413.33	91.85
ASL 121	085000	.800	360.00	450.00	294.00	367.50	81.66
ASL 220	085000	.400	180.00	450.00	120.00	300.00	66.66
ASL 299	085000	.200	90.00	450.00	33.00	165.00	36.66
*****	ASL	3.200	1440.00	450.00	1191.00	372.18	82.70
CCS 115	220300	.400	300.00	750.00	255.00	637.50	85.00
CCS 126	220300	.200	150.00	750.00	93.00	465.00	62.00
CCS 128	220300	.200	150.00	750.00	36.00	180.00	24.00
CCS 131	220300	.400	300.00	750.00	147.00	367.50	49.00
CCS 132	220300	.200	150.00	750.00	42.00	210.00	28.00
CCS 145	220300	.200	150.00	750.00	78.00	390.00	52.00
CCS 147	220300	.200	144.00	720.00	90.00	450.00	62.50
CCS 151	220300	.200	150.00	750.00	42.00	210.00	28.00
CCS 172	220300	.200	150.00	750.00	36.00	180.00	24.00
CCS 181	220300	.200	150.00	750.00	156.00	780.00	104.00
CCS 236	220300	.200	105.00	525.00	36.00	180.00	34.28
*****	CCS	2.600	1899.00	730.38	1011.00	388.84	53.23
CHIN120	110700	.333	150.00	450.45	120.00	360.36	80.00
*****	CHIN	.333	150.00	450.45	120.00	360.36	80.00
ECON120	220400	2.200	2070.00	940.90	1641.00	745.90	79.27
ECON121	220400	2.000	1575.00	787.50	1041.00	520.50	66.09
*****	ECON	4.200	3645.00	867.85	2682.00	638.57	73.58
ED 200	080200	.200	105.00	525.00	51.00	255.00	48.57
ED 214	080200	.200	150.00	750.00	57.00	285.00	38.00
*****	ED	.400	255.00	637.50	108.00	270.00	42.35
ENGL090	150100	1.250	548.00	438.40	452.00	361.60	82.48
ENGL101	150100	7.659	2852.00	372.37	2676.00	349.39	93.82
ENGL105	150100	4.000	1638.00	409.50	1410.00	352.50	86.08
ENGL106	150100	1.600	663.00	414.37	540.00	337.50	81.44
ENGL110	150100	10.000	3810.00	361.00	3354.00	335.40	88.03
ENGL112	150100	.400	210.00	525.00	195.00	487.50	92.85
ENGL118	150100	.200	105.00	525.00	48.00	240.00	45.71
ENGL120	150100	7.000	2895.00	413.57	2571.00	367.28	88.80

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX 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 150	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

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 140	200100	.400	300.00	750.00	267.00	667.50	89.00
PSY 150	200100	.600	420.00	700.00	306.00	510.00	72.85
PSY 170	200100	.600	444.00	740.00	285.00	475.00	64.18
PSY 215	200100	.433	240.00	554.27	245.00	565.81	102.08
PSY 220	200100	.200	150.00	750.00	192.00	960.00	128.00
***** PSY		8.833	6477.00	733.27	5588.00	632.62	86.27
RELG120	151000	.200	150.00	750.00	132.00	660.00	88.00
RELG130	151000	.400	300.00	750.00	285.00	712.50	95.00
RELG140	151000	.200	150.00	750.00	51.00	255.00	34.00
***** RELG		.800	600.00	750.00	468.00	585.00	78.00
RUSS120	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS121	110600	.333	150.00	450.45	110.00	330.33	73.33
RUSS220	110600	.333	150.00	450.45	110.00	330.33	73.33
RUSS250	110600	.200	60.00	300.00	51.00	255.00	85.00
***** RUSS		1.199	510.00	425.35	356.00	296.91	69.80
SOC 114	220800	.400	279.00	697.50	180.00	450.00	64.51
SOC 120	220800	4.000	3000.00	750.00	2448.00	612.00	81.60
SOC 125	220800	.600	450.00	750.00	201.00	335.00	44.66
SOC 130	220800	.800	600.00	750.00	462.00	577.50	77.00
SOC 140	220800	.200	135.00	675.00	105.00	525.00	77.77
***** SOC		6.000	4464.00	744.00	3396.00	566.00	76.07
SPAN120	110500	7.659	3450.00	450.45	2897.50	378.31	83.98
SPAN120A	110500	.167	75.00	449.10	55.00	329.34	73.33
SPAN120B	110500	.166	75.00	449.91	30.00	179.96	40.00
SPAN121	110500	4.995	2250.00	450.45	1705.00	341.34	75.77
SPAN123	110500	.333	125.00	375.37	80.00	240.24	64.00
SPAN220	110500	1.998	900.00	450.45	720.00	360.36	80.00
SPAN221	110500	.666	250.00	375.37	185.00	277.77	74.00
SPAN250	110500	.800	240.00	300.00	231.00	288.75	96.25
***** SPAN		16.784	7365.00	438.79	5903.50	351.71	80.15

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

128.643 69178.00 537.74 54768.50 425.73 79.17

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.200	894.00	745.00	648.00	540.00	72.48
ANTH130	220200	1.600	1200.00	750.00	918.00	573.75	76.50
*****	ANTH	2.800	2094.00	747.85	1566.00	559.28	74.78
ARBC120	111200	.666	300.00	450.45	260.00	330.39	86.66
ARBC121	111200	.333	150.00	450.45	115.00	345.34	76.66
ARBC220	111200	.333	125.00	375.37	90.00	270.27	72.00
ARBC250	111200	.200	60.00	300.00	42.00	210.00	70.00
*****	ARBC	1.532	635.00	414.49	507.00	330.93	79.84
ASL 120	085000	2.670	1200.00	449.43	1048.00	392.50	87.33
ASL 121	085000	1.068	480.00	449.43	476.00	445.69	99.16
ASL 220	085000	.534	240.00	449.43	176.00	329.58	73.33
ASL 221	085000	.267	120.00	449.43	52.00	194.75	43.33
*****	ASL	4.539	2040.00	449.43	1752.00	385.98	85.88
CCS 115	220300	.400	300.00	750.00	246.00	615.00	82.00
CCS 119	220300	.200	105.00	525.00	78.00	390.00	74.28
CCS 126	220300	.200	150.00	750.00	81.00	405.00	54.00
CCS 131	220300	.400	300.00	750.00	132.00	330.00	44.00
CCS 132	220300	.200	135.00	675.00	60.00	300.00	44.44
CCS 145	220300	.200	150.00	750.00	66.00	330.00	44.00
CCS 147	220300	.200	150.00	750.00	72.00	360.00	48.00
CCS 181	220300	.200	150.00	750.00	168.00	840.00	112.00
CCS 238	220300	.200	105.00	525.00	60.00	300.00	57.14
*****	CCS	2.200	1545.00	702.27	963.00	437.72	62.33
CHIN120	110700	.333	150.00	450.45	150.00	450.45	100.00
*****	CHIN	.333	150.00	450.45	150.00	450.45	100.00
ECON110	220400	.400	300.00	750.00	207.00	517.50	69.00
ECON120	220400	1.800	1770.00	983.33	1236.00	686.66	69.83
ECON121	220400	1.800	1380.00	766.66	843.00	468.33	61.08
ECON299	220400	1.650	2790.00	1690.90	2037.00	1234.54	73.01
*****	ECON	5.650	6240.00	1104.42	4323.00	765.13	69.27
ENGL090	150100	1.500	672.00	448.00	552.00	368.00	82.14
ENGL090R	150100	1.250	560.00	448.00	428.00	342.40	76.42
ENGL098	493021	7.992	3136.00	392.39	2400.00	300.30	76.53
ENGL098R	493070	3.500	1568.00	448.00	1372.00	332.00	87.50
ENGL105	150100	.800	336.00	420.00	201.00	251.25	59.82
ENGL110	150100	10.450	4125.00	394.73	3498.00	334.73	84.80
ENGL110R	150100	1.250	560.00	448.00	464.00	371.20	82.85
ENGL112	150100	.200	105.00	525.00	87.00	435.00	82.85
ENGL118	150100	.200	105.00	525.00	66.00	330.00	62.85
ENGL120	150100	8.250	3411.00	413.45	2643.00	320.36	77.48
ENGL122	150100	.800	420.00	525.00	264.00	330.00	62.85
ENGL124	150100	4.250	1755.00	412.94	1110.00	261.17	63.24
ENGL126	150100	.750	315.00	420.00	219.00	292.00	69.52

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% 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	.200	150.00	750.00	84.00	420.00	56.00
POSC135	220700	.067	25.00	373.13	11.00	164.17	44.00
POSC140	220700	.200	144.00	720.00	54.00	270.00	37.50
POSC150	220700	.200	150.00	750.00	57.00	285.00	38.00
*****	POSC	3.267	2365.00	723.90	1643.00	502.90	69.47
PSY 120	200100	4.600	3444.00	748.69	2733.00	594.13	79.35
PSY 134	200100	.800	600.00	750.00	492.00	615.00	82.00
PSY 138	200100	.800	585.00	731.25	294.00	367.50	50.25
PSY 140	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

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 215	200100	.566	245.00	432.86	220.00	388.69	89.79
PSY 220	200100	.200	150.00	750.00	135.00	675.00	90.00
*****	PSY	8.366	6038.00	721.73	4528.00	541.23	74.99
RELGI20	151000	.200	150.00	750.00	81.00	405.00	54.00
RELGI30	151000	.400	300.00	750.00	213.00	532.50	71.00
RELGI40	151000	.400	300.00	750.00	90.00	225.00	30.00
*****	RELG	1.000	750.00	750.00	384.00	384.00	51.20
RUSS120	110600	.666	300.00	450.45	145.00	217.71	48.33
RUSS121	110600	.333	150.00	450.45	80.00	240.24	53.33
RUSS220	110600	.333	150.00	450.45	80.00	240.24	53.33
RUSS250	110600	.200	60.00	300.00	48.00	240.00	80.00
*****	RUSS	1.532	660.00	430.80	353.00	230.41	53.48
SOC 114	220800	.600	423.00	705.00	261.00	435.00	61.70
SOC 120	220800	3.800	2805.00	738.15	1899.00	499.73	67.70
SOC 125	220800	.600	450.00	750.00	213.00	355.00	47.33
SOC 130	220800	.800	600.00	750.00	414.00	517.50	69.00
SOC 140	220800	.200	135.00	675.00	90.00	450.00	66.66
SOC 199	220800		9.00	9.00	9.00	9.00	100.00
*****	SOC	6.000	4422.00	737.00	2886.00	481.00	65.26
SPAN120	110500	7.326	3300.00	450.45	2605.00	355.58	78.93
SPAN120A	110500	.334	150.00	449.10	80.00	239.52	53.33
SPAN120B	110500	.166	75.00	449.91	40.00	239.95	53.33
SPAN121	110500	5.328	2400.00	450.45	1725.00	323.76	71.87
SPAN123	110500	.333	125.00	375.37	65.00	195.19	52.00
SPAN199	110500		3.00	3.00	3.00	3.00	100.00
SPAN220	110500	1.998	900.00	450.45	720.00	360.36	80.00
SPAN221	110500	.666	250.00	375.37	180.00	270.27	72.00
SPAN250	110500	.800	240.00	300.00	174.00	217.50	72.50
*****	SPAN	16.951	7443.00	439.07	5592.00	329.87	75.13

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

136.651 74782.00 547.24 54025.00 395.34 72.24

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEP	MAX WSCH	MAX WSCH/FTEP	EARNED WSCH	EARNED WSCH/FTEP	% OF MAX
ANTH120	220200	1.000	750.00	750.00	648.00	648.00	86.40
ANTH130	220200	1.800	1350.00	750.00	1086.00	603.33	80.44
ANTH140	220200	.200	150.00	750.00	81.00	405.00	54.00
ANTH199	220200	.200	6.00	6.00	6.00	6.00	100.00
*****	ANTH	3.000	2256.00	252.00	1821.00	607.00	80.71
ARBC120	111200	.666	300.00	450.45	335.00	503.00	111.66
ARBC121	111200	.333	150.00	450.45	65.00	195.19	43.33
ARBC220	111200	.333	125.00	375.37	110.00	330.33	88.00
ARBC250	111200	.200	60.00	300.00	60.00	300.00	100.00
*****	ARBC	1.532	635.00	414.49	570.00	372.06	89.76
ASL 120	085000	2.937	1320.00	449.43	1092.00	371.80	82.72
ASL 121	085000	1.068	480.00	449.43	496.00	464.41	103.33
ASL 220	085000	.534	240.00	449.43	192.00	359.55	80.00
ASL 221	085000	.267	120.00	449.43	44.00	164.79	36.66
*****	ASL	4.806	2160.00	449.43	1824.00	379.52	84.44
CCS 114	220300	.600	384.00	640.00	222.00	370.00	57.81
CCS 115	220300	.400	300.00	750.00	195.00	487.50	65.00
CCS 119	220300	.200	105.00	525.00	54.00	270.00	51.42
CCS 126	220300	.200	150.00	750.00	66.00	330.00	44.00
CCS 131	220300	.400	300.00	750.00	93.00	232.50	31.00
CCS 132	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 145	220300	.200	135.00	675.00	66.00	330.00	48.88
CCS 147	220300	.200	150.00	750.00	78.00	390.00	52.00
CCS 181	220300	.200	150.00	750.00	111.00	555.00	74.00
CCS 238	220300	.200	105.00	525.00	54.00	270.00	51.42
*****	CCS	2.800	1929.00	688.92	990.00	353.57	51.32
CHIN120	110700	.333	150.00	450.45	160.00	480.48	106.66
CHIN121	110700	.333	150.00	450.45	65.00	195.19	43.33
*****	CHIN	.666	300.00	450.45	225.00	337.83	75.00
ECON110	220400	.600	450.00	750.00	237.00	395.00	52.66
ECON120	220400	1.800	1350.00	883.33	1347.00	748.33	84.71
ECON121	220400	1.800	1350.00	750.00	888.00	493.33	65.77
ECON299	220400	1.500	2820.00	1880.00	1839.00	1226.00	65.21
*****	ECON	5.700	6210.00	1089.47	4311.00	756.31	69.42
ED 200	080200	.800	510.00	637.50	240.00	300.00	47.05
*****	ED	.800	510.00	637.50	240.00	300.00	47.05
ENGL090	150100	1.500	672.00	448.00	476.00	317.33	70.83
ENGL090R	150100	1.000	448.00	448.00	332.00	332.00	74.10
ENGL098	493021	9.241	3528.00	381.77	2624.00	283.95	74.37
ENGL098R	493070	3.500	1568.00	448.00	1356.00	387.42	86.47
ENGL105	150100	1.000	420.00	420.00	231.00	231.00	55.00
ENGL106	150100	.133	56.00	421.05	56.00	421.05	100.00

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
POSC130	220700	.200	150.00	750.00	111.00	555.00	74.00
POSC135	220700	.067	25.00	373.13	9.00	134.32	36.00
POSC140	220700	.200	144.00	720.00	42.00	210.00	29.16
POSC150	220700	.200	150.00	750.00	42.00	210.00	28.00
*****	POSC	3.067	2215.00	722.20	1599.00	521.35	72.18
PSY 120	200100	4.200	3084.00	734.28	2406.00	572.85	78.01
PSY 125	200100	.200	135.00	675.00	84.00	420.00	62.22
PSY 134	200100	1.000	750.00	750.00	618.00	618.00	82.40
PSY 138	200100	.800	594.00	742.50	399.00	498.75	67.17
PSY 140	200100	.400	300.00	750.00	225.00	562.50	75.00
PSY 150	200100	.600	435.00	725.00	261.00	435.00	60.00
PSY 170	200100	.600	450.00	750.00	381.00	635.00	84.66
PSY 180	200100	.350	150.00	428.57	66.00	188.57	44.00
PSY 215	200100	.433	240.00	554.27	210.00	484.98	87.50
PSY 220	200100	.400	294.00	735.00	186.00	465.00	63.26
*****	PSY	8.983	6432.00	716.01	4836.00	538.35	75.18
RELG120	151000	.200	150.00	750.00	132.00	660.00	88.00
RELG130	151000	.400	300.00	750.00	186.00	465.00	62.00
RELG140	151000	.400	300.00	750.00	126.00	315.00	42.00
*****	RELG	1.000	750.00	750.00	444.00	444.00	59.20
RUSS120	110600	.666	300.00	450.45	155.00	232.73	51.66
RUSS121	110600	.333	150.00	450.45	65.00	195.19	43.33
RUSS220	110600	.333	150.00	450.45	100.00	300.30	66.66
RUSS250	110600	.200	80.00	300.00	42.00	210.00	70.00
*****	RUSS	1.532	660.00	430.80	362.00	236.29	54.84
SOC 120	220800	3.800	2805.00	738.15	2040.00	536.84	72.72
SOC 125	220800	.400	300.00	750.00	174.00	435.00	58.00
SOC 130	220800	.800	600.00	750.00	429.00	536.25	71.50
SOC 140	220800	.200	135.00	675.00	105.00	525.00	77.77
*****	SOC	5.200	3840.00	738.46	2748.00	528.46	71.56
SPAN120	110500	6.993	3150.00	450.45	2580.00	368.94	81.90
SPAN120A	110500	.334	150.00	449.10	122.50	366.76	81.66
SPAN120B	110500	.334	150.00	449.10	45.00	134.73	30.00
SPAN121	110500	4.995	2250.00	450.45	1625.00	325.32	72.22
SPAN123	110500	.333	125.00	375.37	100.00	300.30	80.00
SPAN220	110500	2.331	1050.00	450.45	825.00	353.92	78.57
SPAN221	110500	.666	250.00	375.37	155.00	232.73	62.00
SPAN250	110500	.800	240.00	300.00	162.00	202.50	67.50
*****	SPAN	16.786	7365.00	438.75	5614.50	334.47	76.23
***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****							
		144.834	78489.00	541.92	57430.50	396.52	73.17

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

*** CENSUS CLASSES ***

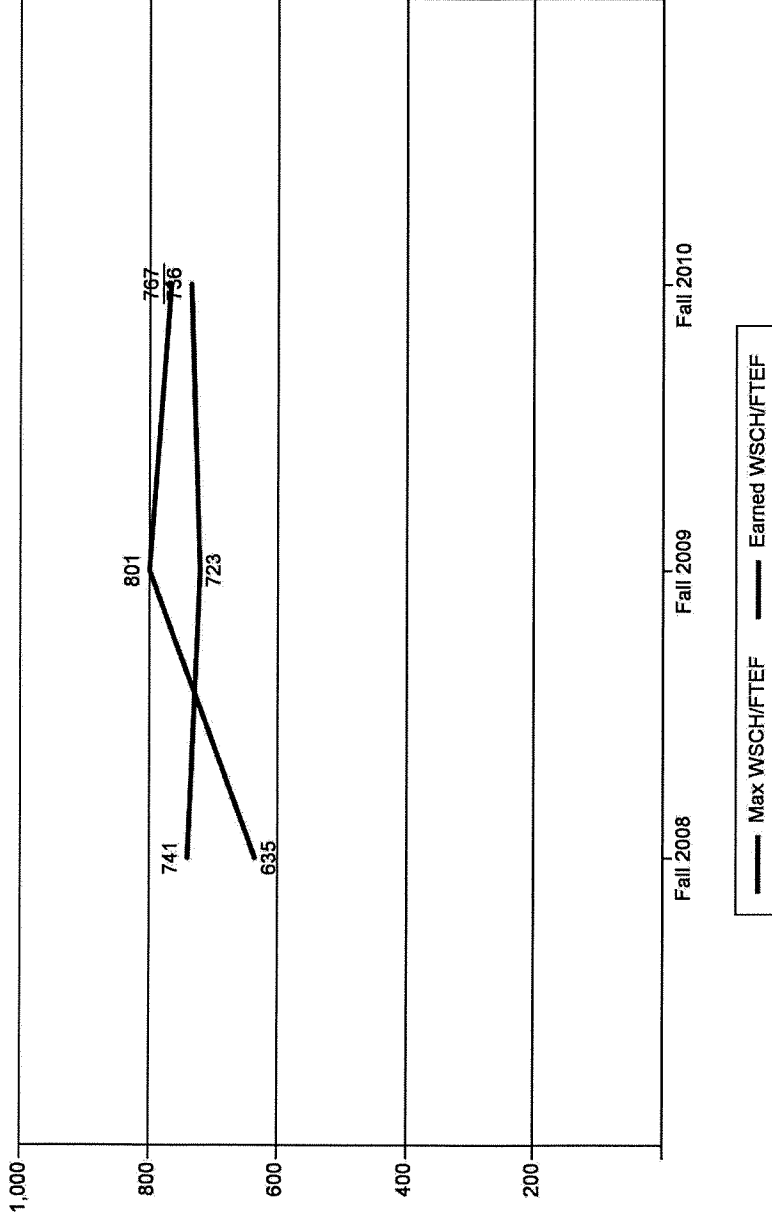
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.400	1050.00	750.00	657.00	469.28	62.57
ANTH130	220200	1.800	1350.00	750.00	867.00	481.66	64.22
ANTH140	220200	.400	300.00	750.00	117.00	292.50	39.00
*****	ANTH	3.600	2700.00	750.00	1641.00	455.83	60.77
ARBC120	111200	.666	300.00	450.45	285.00	427.92	95.00
ARBC121	111200	.666	280.00	420.42	210.00	315.31	75.00
ARBC220	111200	.333	125.00	375.37	65.00	195.19	52.00
ARBC221	111200	.333	125.00	375.37	80.00	240.24	64.00
ARBC250	111200	.200	60.00	300.00	57.00	285.00	95.00
*****	ARBC	2.198	890.00	404.91	697.00	317.10	78.31
ASL 120	085000	2.670	1200.00	449.43	1124.00	420.97	93.66
ASL 121	085000	1.335	600.00	449.43	552.00	413.48	92.00
ASL 160	085000	.200	90.00	450.00	39.00	195.00	43.33
ASL 220	085000	.534	240.00	449.43	248.00	464.41	103.33
ASL 221	085000	.267	120.00	449.43	68.00	254.68	56.66
ASL 250	085000	.200	90.00	450.00	33.00	165.00	36.66
*****	ASL	5.206	2340.00	449.48	2064.00	396.46	88.20
CCS 114	220300	.600	384.00	640.00	276.00	460.00	71.87
CCS 115	220300	.400	300.00	750.00	213.00	532.50	71.00
CCS 119	220300	.200	105.00	525.00	81.00	405.00	77.14
CCS 126	220300	.200	150.00	750.00	63.00	315.00	42.00
CCS 131	220300	.400	300.00	750.00	96.00	240.00	32.00
CCS 132	220300	.200	150.00	750.00	45.00	225.00	30.00
CCS 145	220300	.200	135.00	675.00	99.00	495.00	73.33
CCS 147	220300	.200	150.00	750.00	105.00	525.00	70.00
CCS 181	220300	.200	105.00	750.00	159.00	795.00	106.00
CCS 238	220300	.200	105.00	525.00	60.00	300.00	57.14
*****	CCS	2.800	1929.00	688.92	1197.00	427.50	62.05
CHIN120	110700	.333	150.00	450.45	140.00	420.42	93.33
CHIN121	110700	.333	150.00	450.45	55.00	165.16	36.66
*****	CHIN	.666	300.00	450.45	195.00	292.79	65.00
ECON110	220400	.400	300.00	750.00	210.00	525.00	70.00
ECON120	220400	1.800	1590.00	883.33	1530.00	850.00	96.22
ECON121	220400	1.800	1350.00	750.00	1062.00	590.00	78.66
ECON122	220400	.750	1440.00	1920.00	786.00	1048.00	54.58
ECON123	220400	.750	1200.00	1600.00	447.00	596.00	37.25
*****	ECON	5.500	5880.00	1069.09	4035.00	733.63	68.62
ED 159	086000	.175	120.00	685.71	24.00	137.14	20.00
ED 200	080200	.600	333.00	555.00	231.00	385.00	69.36
ED 289	080200	.100	150.00	1500.00	24.00	240.00	16.00
*****	ED	.875	603.00	689.14	279.00	318.85	46.26
ENGL090	150100	1.500	672.00	448.00	560.00	373.33	83.33

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PHIL125	150900	.600	450.00	750.00	324.00	540.00	72.00
PHIL130	150900	1.400	1050.00	750.00	528.00	377.14	50.28
PHIL140	150900	.400	300.00	750.00	99.00	247.50	33.00
PHIL155	150900	.200	150.00	750.00	42.00	210.00	28.00
*****	PHIL	4.600	3405.00	740.21	1977.00	429.78	58.06
POSC120	220700	1.000	750.00	750.00	573.00	573.00	76.40
POSC121	220700	1.800	1296.00	720.00	984.00	546.66	75.92
POSC124	220700	.200	150.00	750.00	162.00	810.00	108.00
POSC130	220700	.200	150.00	750.00	72.00	360.00	48.00
POSC135	220700	.067	25.00	373.13	6.00	89.55	24.00
POSC140	220700	.200	144.00	720.00	39.00	195.00	27.08
POSC150	220700	.200	150.00	750.00	48.00	240.00	32.00
POSC199	220700	.900	9.00	9.00	9.00	9.00	100.00
*****	POSC	3.667	2674.00	729.20	1893.00	516.22	70.79
PSY 120	200100	5.000	3690.00	738.00	2745.00	549.00	74.39
PSY 125	200100	.200	135.00	675.00	114.00	570.00	84.44
PSY 134	200100	1.200	900.00	750.00	858.00	715.00	95.33
PSY 136	200100	.800	585.00	731.25	498.00	622.50	85.12
PSY 140	200100	.600	450.00	750.00	294.00	490.00	65.33
PSY 150	200100	.600	450.00	750.00	354.00	590.00	78.66
PSY 170	200100	.600	450.00	750.00	405.00	675.00	90.00
PSY 215	200100	.433	240.00	554.27	210.00	484.98	87.50
PSY 220	200100	.200	144.00	720.00	153.00	765.00	106.25
*****	PSY	9.633	7044.00	731.23	5631.00	584.55	79.94
RELG120	151000	.400	255.00	637.50	204.00	510.00	80.00
RELG130	151000	.400	300.00	750.00	246.00	615.00	82.00
RELG140	151000	.200	150.00	750.00	45.00	225.00	30.00
RELG150	151000	.200	150.00	750.00	63.00	315.00	42.00
*****	RELG	1.200	855.00	712.50	558.00	465.00	65.26
RUSS120	110600	.666	300.00	450.45	175.00	262.76	58.33
RUSS121	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS220	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS250	110600	.200	60.00	300.00	30.00	150.00	50.00
*****	RUSS	1.532	660.00	430.80	375.00	244.77	56.81
SOC 120	220800	3.800	2805.00	738.15	2253.00	592.89	80.32
SOC 125	220800	.400	300.00	750.00	225.00	562.50	75.00
SOC 130	220800	1.000	744.00	744.00	474.00	474.00	63.70
SOC 140	220800	.200	135.00	675.00	105.00	525.00	77.77
*****	SOC	5.400	3984.00	737.77	3057.00	566.11	76.73
SPAN120	110500	0.325	3750.00	450.43	2890.00	347.13	77.06
SPAN120A	110500	.334	150.00	449.10	85.00	254.49	56.66
SPAN120B	110500	.167	75.00	449.10	27.50	164.67	36.66
SPAN121	110500	4.662	2100.00	450.45	1590.00	341.05	75.71
SPAN123	110500	.333	125.00	375.37	90.00	270.27	72.00

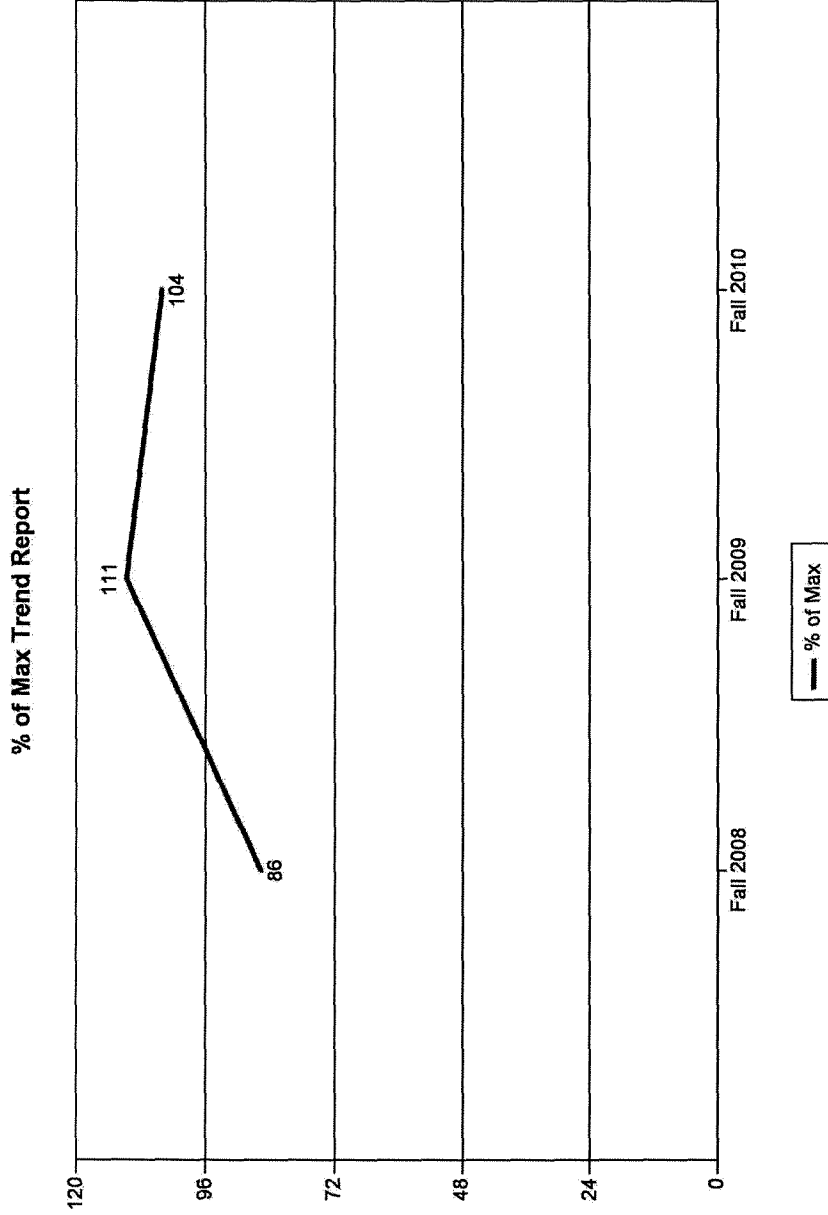
**Grossmont College Enrollment
ANTH**

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
ANTH**



* 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
ANTH**

	Fall 2008	Fall 2009	Fall 2010
Department Totals			
Total FTEF	3.50	3.45	3.65
Max WSCH	2,592	2,493	2,688
Max WSCH/FTEF	740.57	722.61	736.44
Max Enrollment	864	831	896
Earned WSCH	2,224	2,762	2,799
Earned WSCH/FTEF	635.43	800.58	766.85
% of Max	85.80	110.79	104.13
Approximate FTES	74.13	92.07	93.30

	Fall 2008	Fall 2009	Fall 2010
ANTH 120			
Total FTEF	1.40	1.00	1.00
Max WSCH	1,050	750	750
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	350	250	250
Earned WSCH	789	786	759
Earned WSCH/FTEF	563.57	786.00	759.00
% of Max	75.14	104.80	101.20
Approximate FTES	26.30	26.20	25.30

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
 ANTH

ANTH 130

	Fall 2008	Fall 2009	Fall 2010
Total FTEF	1.60	1.60	2.00
Max WSCH	1,200	1,155	1,500
Max WSCH/FTEF	750.00	721.88	750.00
Max Enrollment	400	385	500
Earned WSCH	1,155	1,386	1,533
Earned WSCH/FTEF	721.88	866.25	766.50
% of Max	96.25	120.00	102.20
Approximate FTES	38.50	46.20	51.10

ANTH 131

	Fall 2008	Fall 2009	Fall 2010
Total FTEF	0.30	0.45	0.45
Max WSCH	192	288	288
Max WSCH/FTEF	640.00	640.00	640.00
Max Enrollment	64	96	96
Earned WSCH	108	270	285
Earned WSCH/FTEF	360.00	600.00	633.33
% of Max	56.25	93.75	98.96
Approximate FTES	3.60	9.00	9.50

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
 ANTH

	Fall 2008	Fall 2009	Fall 2010
ANTH 140			
Total FTEF	0.20	0.40	0.20
Max WSCH	150	300	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	100	50
Earned WSCH	147	285	162
Earned WSCH/FTEF	735.00	712.50	810.00
% of Max	98.00	95.00	108.00
Approximate FTES	4.90	9.50	5.40

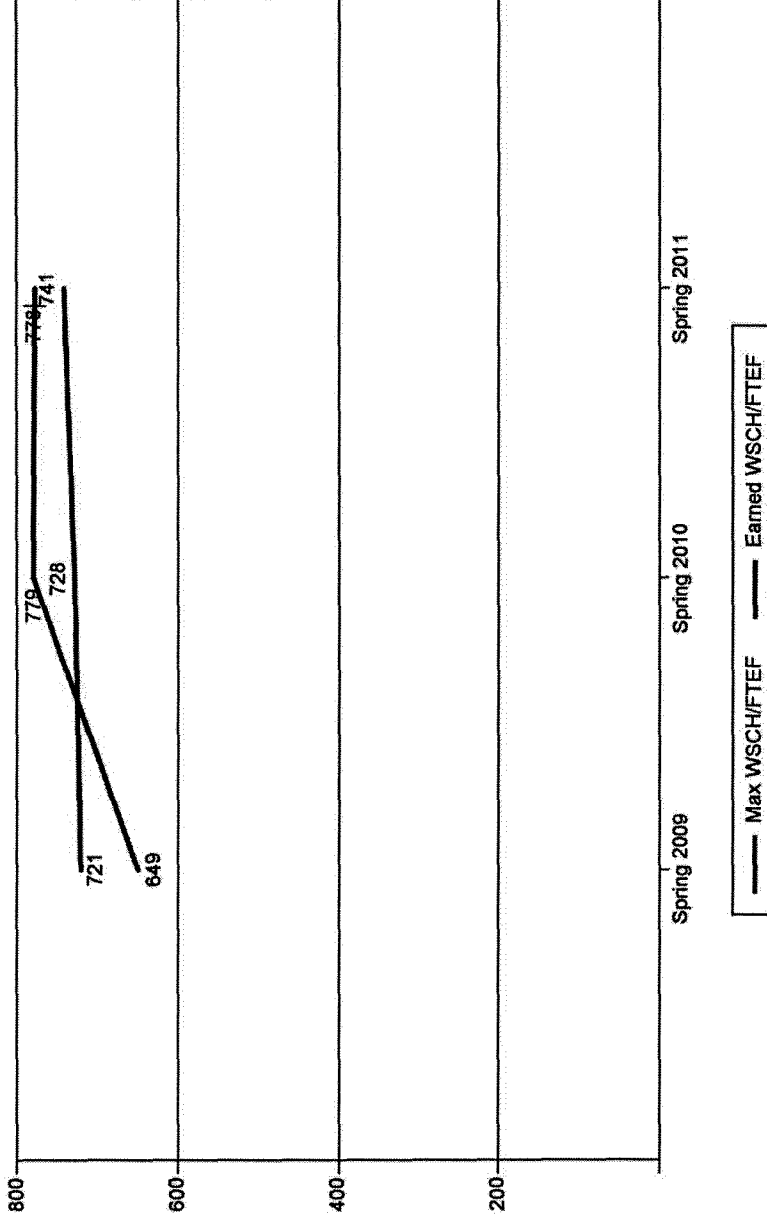
	Fall 2008	Fall 2009	Fall 2010
ANTH 215			
Total FTEF	0.00	0.00	0.00
Max WSCH	0	0	0
Max WSCH/FTEF	0	0	0
Max Enrollment	25	35	60
Earned WSCH	0	0	0
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	0.83	1.17	2.00

Fall 2008	Fall 2009	Fall 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.

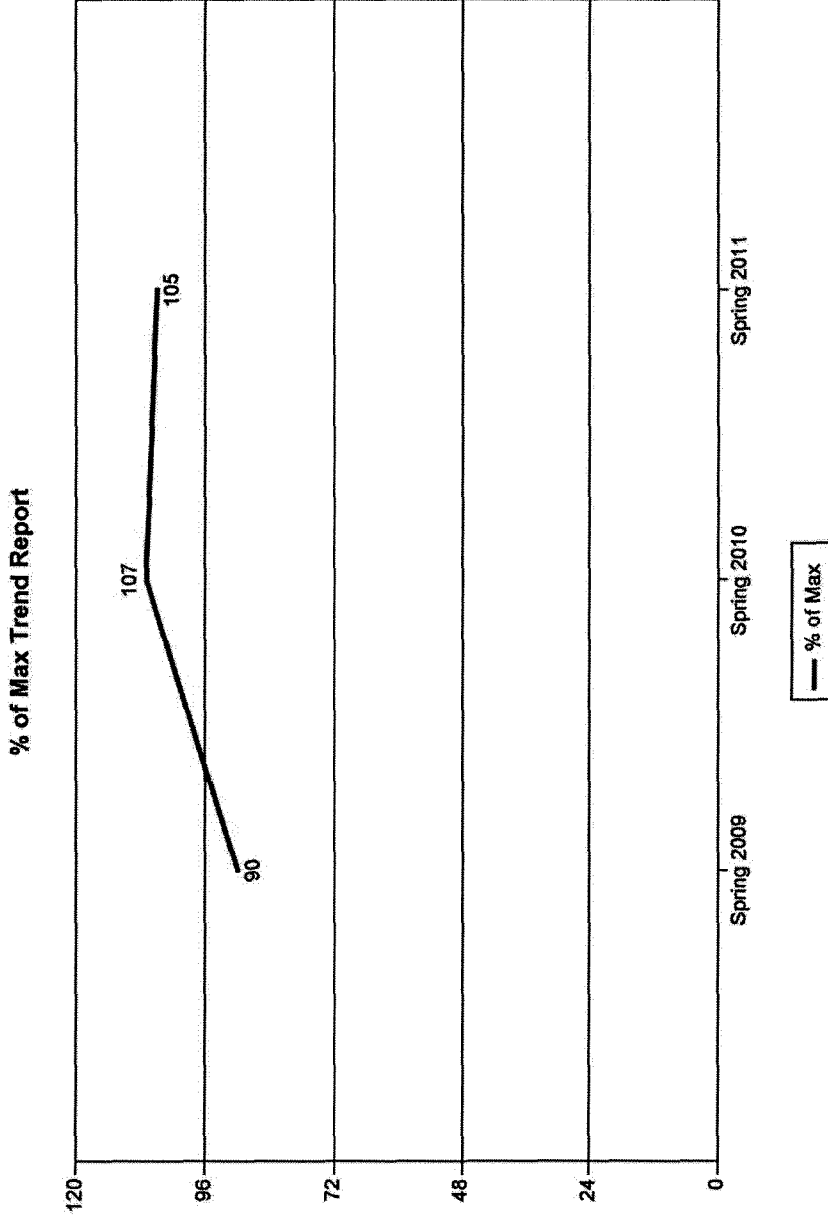
Grossmont College Enrollment
 ANTH

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.
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Grossmont College Enrollment
ANTH



* 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
ANTH**

	Spring 2009	Spring 2010	Spring 2011
Department Totals			
Total FTEF	4.25	3.70	3.70
Max WSCH	3,066	2,694	2,742
Max WSCH/FTEF	721.41	728.11	741.08
Max Enrollment	1,022	898	914
Earned WSCH	2,760	2,882	2,878
Earned WSCH/FTEF	649.41	778.92	777.84
% of Max	90.02	106.98	104.96
Approximate FTES	92.00	96.07	95.93

	Spring 2009	Spring 2010	Spring 2011
ANTH 120			
Total FTEF	1.40	1.20	1.20
Max WSCH	1,050	900	900
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	350	300	300
Earned WSCH	918	924	903
Earned WSCH/FTEF	655.71	770.00	752.50
% of Max	87.43	102.67	100.33
Approximate FTES	30.60	30.80	30.10

Spring 2009 Spring 2010 Spring 2011

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 * For Cross-listed sections, numbers are reflected in the primary course.

Grossmont College Enrollment
 ANTH

	Spring 2009	Spring 2010	Spring 2011
ANTH 130			
Total FTEF	2.00	1.80	2.00
Max WSCH	1,500	1,350	1,500
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	500	450	500
Earned WSCH	1,365	1,479	1,632
Earned WSCH/FTEF	682.50	821.67	816.00
% of Max	91.00	109.56	108.80
Approximate FTES	45.50	49.30	54.40

	Spring 2009	Spring 2010	Spring 2011
ANTH 131			
Total FTEF	0.45	0.30	0.30
Max WSCH	216	144	192
Max WSCH/FTEF	480.00	480.00	640.00
Max Enrollment	72	48	64
Earned WSCH	228	159	168
Earned WSCH/FTEF	506.67	530.00	560.00
% of Max	105.56	110.42	87.50
Approximate FTES	7.60	5.30	5.60

Spring 2009 Spring 2010 Spring 2011

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Grossmont College Enrollment
 ANTH

	Spring 2009	Spring 2010	Spring 2011
ANTH 140			
Total FTEF	0.40	0.40	0.20
Max WSCH	300	300	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	100	100	50
Earned WSCH	234	300	120
Earned WSCH/FTEF	585.00	750.00	600.00
% of Max	78.00	100.00	80.00
Approximate FTES	7.80	10.00	4.00

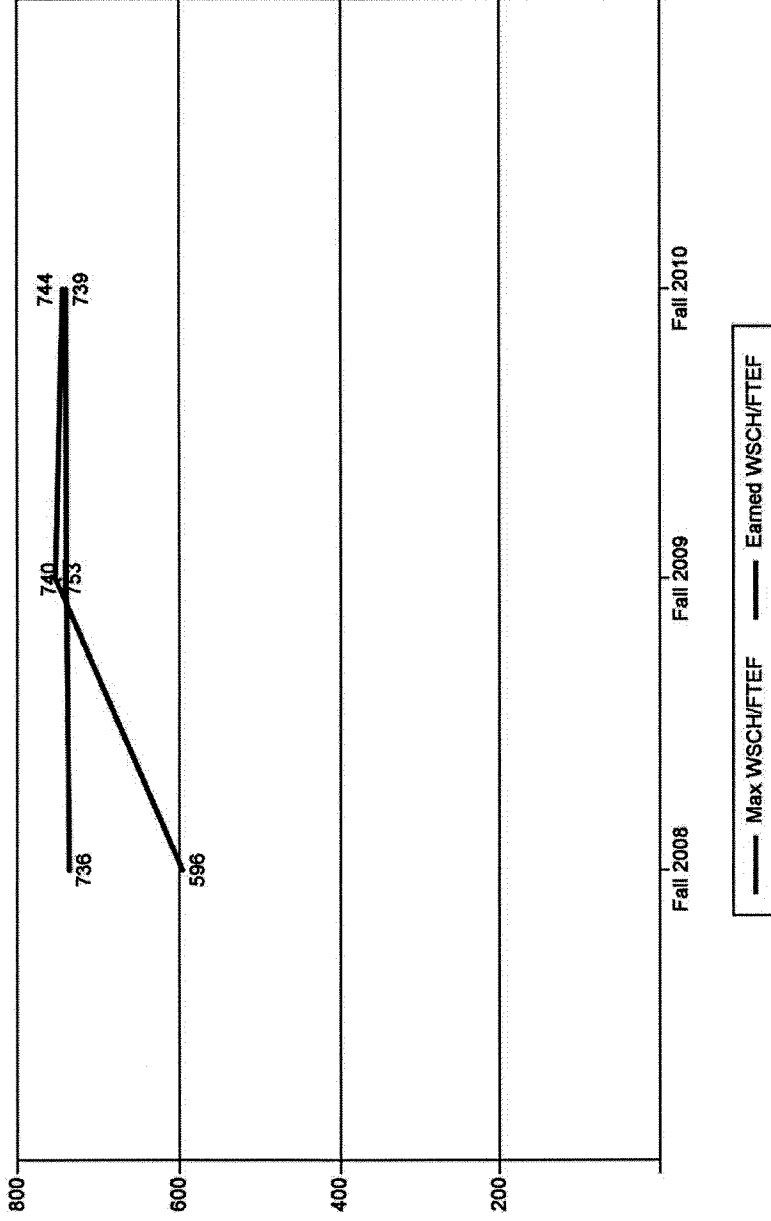
	Spring 2009	Spring 2010	Spring 2011
ANTH 215			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	15	20	55
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	0.50	0.67	1.83

Spring 2009 Spring 2010 Spring 2011

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**Grossmont College Enrollment
PSY**

WSCH Trend Report



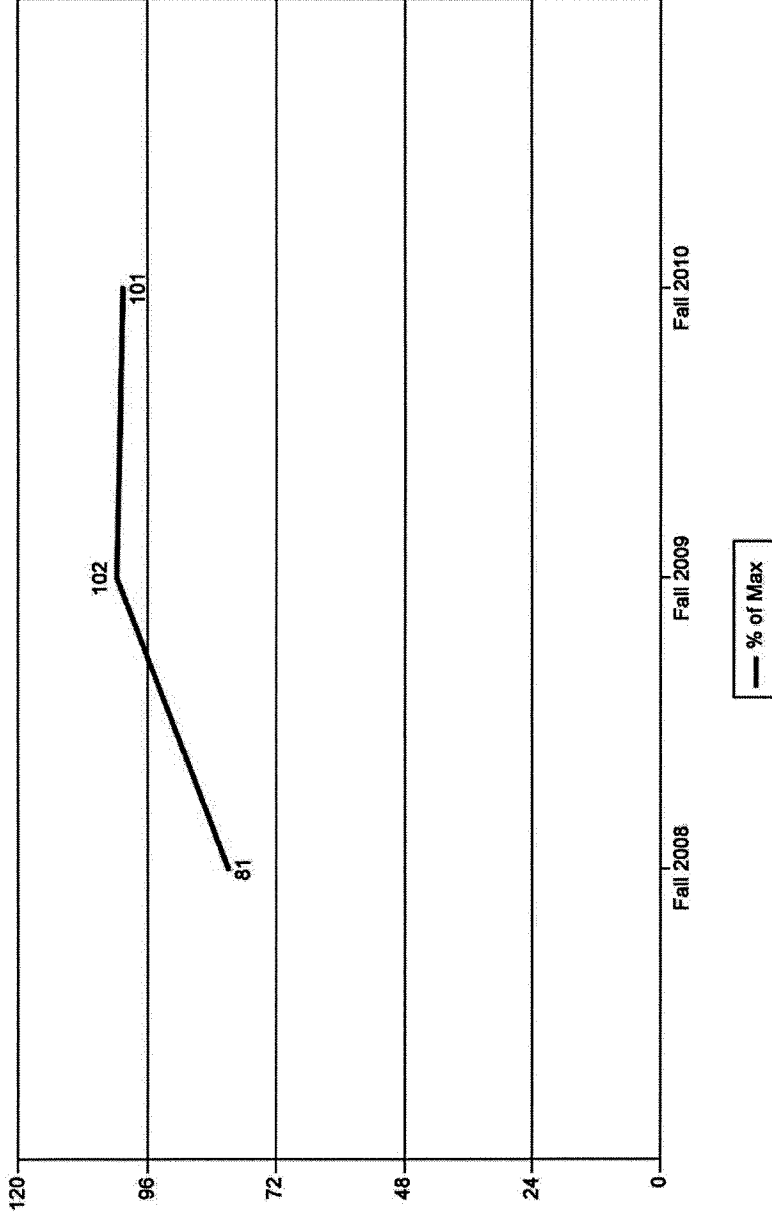
* Includes non-resident students as well as resident students.

* 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
PSY**

% 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
PSY**

	Fall 2008	Fall 2009	Fall 2010
Department Totals			
Total FTEF	10.03	8.83	8.43
Max WSCH	7,387	6,538	6,235
Max WSCH/FTEF	736.27	740.18	739.36
Max Enrollment	2,429	2,146	2,045
Earned WSCH	5,977	6,652	6,271
Earned WSCH/FTEF	596.73	753.09	743.63
% of Max	80.91	101.74	100.58
Approximate FTES	199.23	221.73	209.03

	Fall 2008	Fall 2009	Fall 2010
PSY 120			
Total FTEF	5.20	4.80	4.40
Max WSCH	3,849	3,549	3,249
Max WSCH/FTEF	740.19	739.38	738.41
Max Enrollment	1,283	1,183	1,083
Earned WSCH	3,654	3,903	3,543
Earned WSCH/FTEF	702.69	813.13	805.23
% of Max	94.93	109.97	109.05
Approximate FTES	121.80	130.10	118.10

Fall 2008	Fall 2009	Fall 2010
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* Includes non-resident students as well as resident students
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Grossmont College Enrollment
PSY

	Fall 2008	Fall 2009	Fall 2010
PSY 125			
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	63	108	75
Earned WSCH/FTEF	315.00	540.00	375.00
% of Max	42.00	72.00	50.00
Approximate FTES	2.10	3.60	2.50

	Fall 2008	Fall 2009	Fall 2010
PSY 134			
Total FTEF	1.20	1.00	0.80
Max WSCH	894	750	600
Max WSCH/FTEF	745.00	750.00	750.00
Max Enrollment	298	250	200
Earned WSCH	852	837	642
Earned WSCH/FTEF	710.00	837.00	802.50
% of Max	95.30	111.60	107.00
Approximate FTES	28.40	27.90	21.40

Fall 2008	Fall 2009	Fall 2010
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**Grossmont College Enrollment
PSY**

	Fall 2008	Fall 2009	Fall 2010
PSY 138			
Total FTEF	0.60	0.40	0.40
Max WSCH	450	300	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	100	100
Earned WSCH	237	189	252
Earned WSCH/FTEF	395.00	472.50	630.00
% of Max	52.67	63.00	84.00
Approximate FTES	7.90	6.30	8.40

	Fall 2008	Fall 2009	Fall 2010
PSY 140			
Total FTEF	0.80	0.80	1.00
Max WSCH	600	645	792
Max WSCH/FTEF	750.00	806.25	792.00
Max Enrollment	200	215	264
Earned WSCH	270	555	669
Earned WSCH/FTEF	337.50	693.75	669.00
% of Max	45.00	86.05	84.47
Approximate FTES	9.00	18.50	22.30

Fall 2008	Fall 2009	Fall 2010
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**Grossmont College Enrollment
PSY**

	Fall 2008	Fall 2009	Fall 2010
PSY 150			
Total FTEF	0.60	0.40	0.40
Max WSCH	450	300	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	100	100
Earned WSCH	222	297	318
Earned WSCH/FTEF	370.00	742.50	795.00
% of Max	49.33	99.00	106.00
Approximate FTES	7.40	9.90	10.60

	Fall 2008	Fall 2009	Fall 2010
PSY 170			
Total FTEF	0.60	0.60	0.40
Max WSCH	450	450	294
Max WSCH/FTEF	750.00	750.00	735.00
Max Enrollment	150	150	98
Earned WSCH	351	444	297
Earned WSCH/FTEF	585.00	740.00	742.50
% of Max	78.00	98.67	101.02
Approximate FTES	11.70	14.80	9.90

Fall 2008	Fall 2009	Fall 2010
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 * For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment
PSY**

	Fall 2008	Fall 2009	Fall 2010
PSY 215			
Total FTEF	0.43	0.43	0.43
Max WSCH	250	250	250
Max WSCH/FTEF	577.37	577.37	577.37
Max Enrollment	50	50	50
Earned WSCH	160	175	190
Earned WSCH/FTEF	369.52	404.16	438.80
% of Max	64.00	70.00	76.00
Approximate FTES	5.33	5.83	6.33

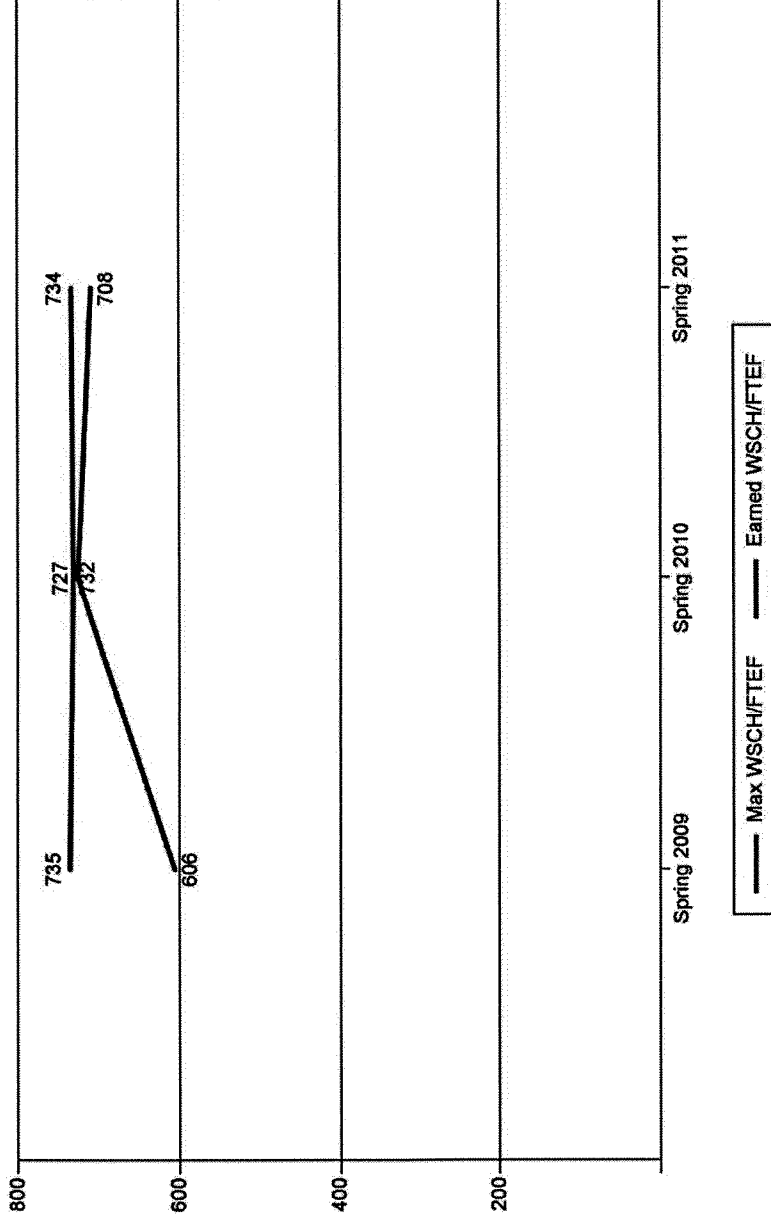
	Fall 2008	Fall 2009	Fall 2010
PSY 220			
Total FTEF	0.40	0.20	0.40
Max WSCH	294	144	300
Max WSCH/FTEF	735.00	720.00	750.00
Max Enrollment	98	48	100
Earned WSCH	168	144	285
Earned WSCH/FTEF	420.00	720.00	712.50
% of Max	57.14	100.00	95.00
Approximate FTES	5.60	4.80	9.50

Fall 2008	Fall 2009	Fall 2010
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**Grossmont College Enrollment
PSY**

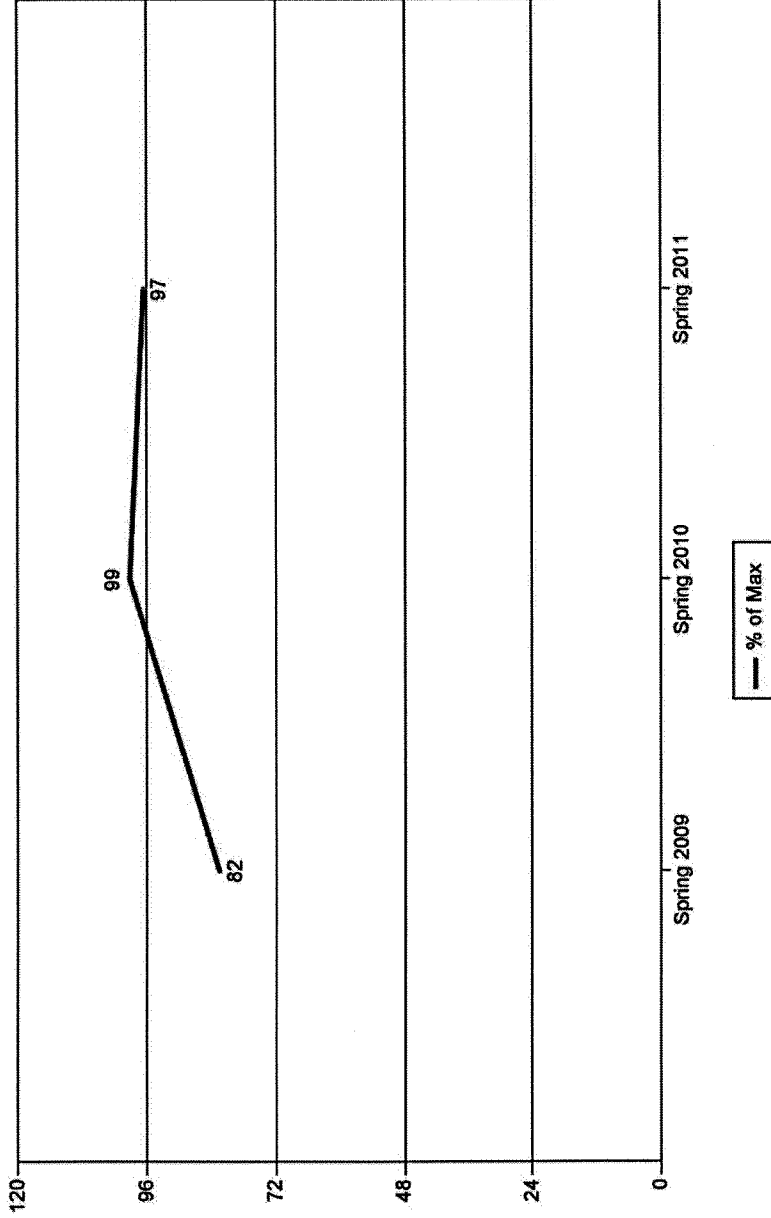
WSCH Trend Report



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**Grossmont College Enrollment
PSY**

% of Max Trend Report



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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
PSY**

	Spring 2009	Spring 2010	Spring 2011
Department Totals			
Total FTEF	11.03	9.83	9.03
Max WSCH	8,109	7,200	6,630
Max WSCH/FTEF	734.98	732.23	733.98
Max Enrollment	2,671	2,368	2,178
Earned WSCH	6,684	7,146	6,399
Earned WSCH/FTEF	605.82	726.74	708.40
% of Max	82.43	99.25	96.52
Approximate FTES	222.80	238.20	213.30

	Spring 2009	Spring 2010	Spring 2011
PSY 120			
Total FTEF	5.80	4.80	4.60
Max WSCH	4,299	3,540	3,396
Max WSCH/FTEF	741.21	737.50	738.26
Max Enrollment	1,433	1,180	1,132
Earned WSCH	3,684	3,684	3,603
Earned WSCH/FTEF	635.17	767.50	783.26
% of Max	85.69	104.07	106.10
Approximate FTES	122.80	122.80	120.10

Spring 2009	Spring 2010	Spring 2011
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**Grossmont College Enrollment
PSY**

	Spring 2009	Spring 2010	Spring 2011
PSY 125			
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	96	84
Earned WSCH/FTEF	390.00	480.00	420.00
% of Max	52.00	64.00	56.00
Approximate FTES	2.60	3.20	2.80

	Spring 2009	Spring 2010	Spring 2011
PSY 134			
Total FTEF	1.40	1.40	1.20
Max WSCH	1,050	1,050	900
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	350	350	300
Earned WSCH	1,137	1,116	939
Earned WSCH/FTEF	812.14	797.14	782.50
% of Max	108.29	106.29	104.33
Approximate FTES	37.90	37.20	31.30

Spring 2009	Spring 2010	Spring 2011
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 * For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment
PSY**

	Spring 2009	Spring 2010	Spring 2011
PSY 138			
Total FTEF	0.80	0.80	0.60
Max WSCH	585	585	450
Max WSCH/FTEF	731.25	731.25	750.00
Max Enrollment	195	195	150
Earned WSCH	369	429	321
Earned WSCH/FTEF	461.25	536.25	535.00
% of Max	63.08	73.33	71.33
Approximate FTES	12.30	14.30	10.70

	Spring 2009	Spring 2010	Spring 2011
PSY 140			
Total FTEF	0.80	0.80	0.80
Max WSCH	600	600	600
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	200	200	200
Earned WSCH	378	568	468
Earned WSCH/FTEF	472.50	697.50	585.00
% of Max	63.00	93.00	78.00
Approximate FTES	12.60	18.60	15.60

Spring 2009 Spring 2010 Spring 2011

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Grossmont College Enrollment
PSY

	Spring 2009	Spring 2010	Spring 2011
PSY 150			
Total FTEF	0.60	0.40	0.40
Max WSCH	450	300	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	100	100
Earned WSCH	264	309	288
Earned WSCH/FTEF	440.00	772.50	720.00
% of Max	58.67	103.00	96.00
Approximate FTES	8.80	10.30	9.60

	Spring 2009	Spring 2010	Spring 2011
PSY 170			
Total FTEF	0.60	0.60	0.40
Max WSCH	450	450	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	150	100
Earned WSCH	357	480	276
Earned WSCH/FTEF	595.00	800.00	690.00
% of Max	79.33	106.67	92.00
Approximate FTES	11.90	16.00	9.20

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
PSY**

	Spring 2009	Spring 2010	Spring 2011
PSY 215			
Total FTEF	0.43	0.43	0.43
Max WSCH	240	240	240
Max WSCH/FTEF	554.27	554.27	554.27
Max Enrollment	48	48	48
Earned WSCH	195	195	150
Earned WSCH/FTEF	450.35	450.35	346.42
% of Max	81.25	81.25	62.50
Approximate FTES	6.50	6.50	5.00

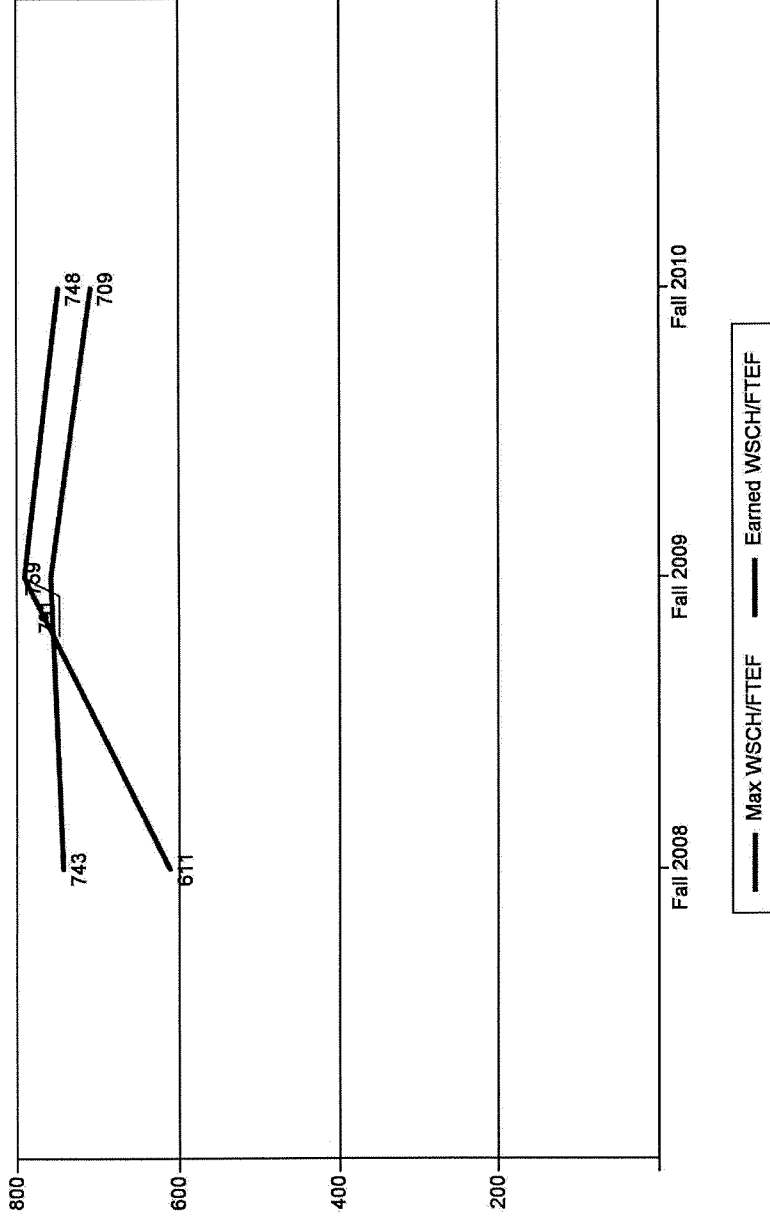
	Spring 2009	Spring 2010	Spring 2011
PSY 220			
Total FTEF	0.40	0.40	0.40
Max WSCH	285	285	294
Max WSCH/FTEF	712.50	712.50	735.00
Max Enrollment	95	95	98
Earned WSCH	222	279	270
Earned WSCH/FTEF	555.00	697.50	675.00
% of Max	77.89	97.89	91.84
Approximate FTES	7.40	9.30	9.00

Spring 2009 Spring 2010 Spring 2011

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**Grossmont College Enrollment
SOC**

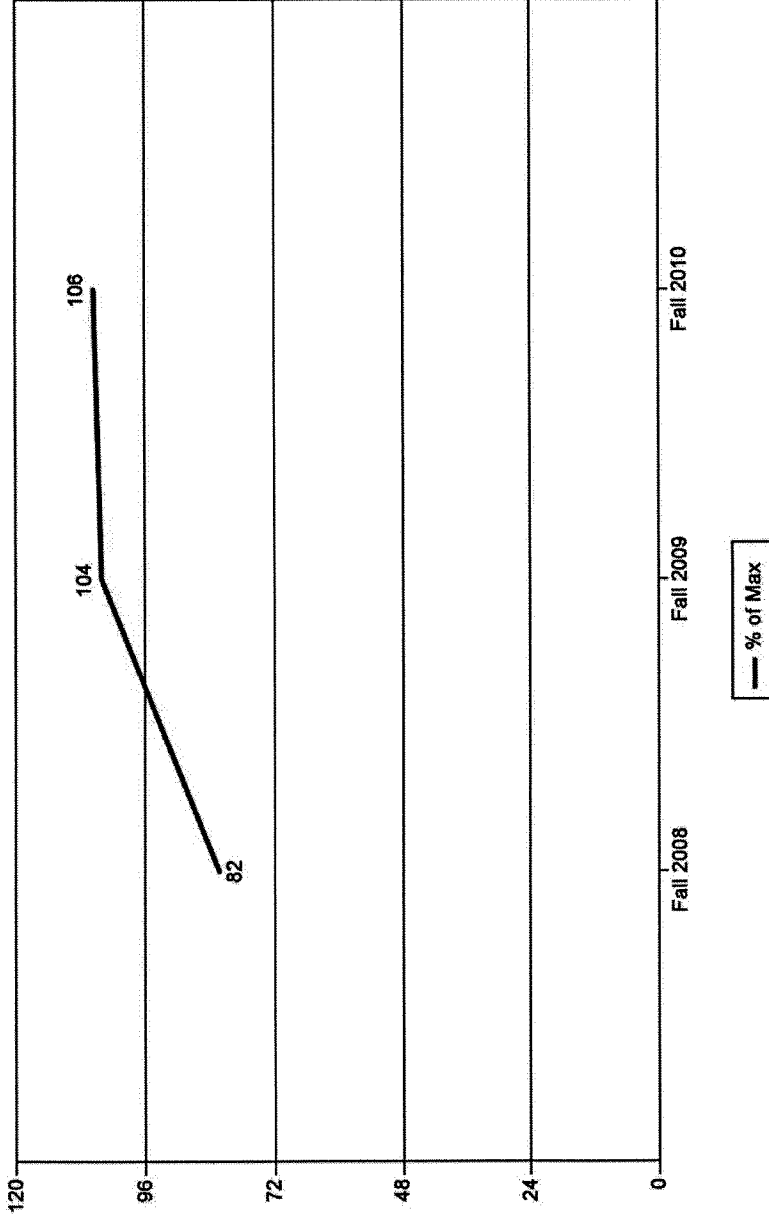
WSCH Trend Report



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**Grossmont College Enrollment
SOC**

% of Max Trend Report



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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
SOC**

	Fall 2008	Fall 2009	Fall 2010
Department Totals			
Total FTEF	5.80	5.20	5.00
Max WSCH	4,308	3,948	3,543
Max WSCH/FTEF	742.76	759.23	708.60
Max Enrollment	1,436	1,316	1,231
Earned WSCH	3,542	4,113	3,742
Earned WSCH/FTEF	610.69	790.96	748.40
% of Max	82.22	104.18	105.62
Approximate FTES	118.07	137.10	124.73

	Fall 2008	Fall 2009	Fall 2010
SOC 138			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	132	63	72
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	4.40	2.10	2.40

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
SOC**

	Fall 2008	Fall 2009	Fall 2010
SOC 215			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	65	45	40
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	2.17	1.50	1.33

	Fall 2008	Fall 2009	Fall 2010
SOC 114			
Total FTEF	0.40	0.40	0.40
Max WSCH	294	294	294
Max WSCH/FTEF	735.00	735.00	735.00
Max Enrollment	98	98	98
Earned WSCH	129	162	144
Earned WSCH/FTEF	322.50	405.00	360.00
% of Max	43.88	55.10	48.98
Approximate FTES	4.30	5.40	4.80

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
SOC**

	Fall 2008	Fall 2009	Fall 2010
SOC 120			
Total FTEF	4.00	3.80	3.60
Max WSCH	2,970	2,910	2,505
Max WSCH/FTEF	742.50	765.79	695.83
Max Enrollment	990	970	885
Earned WSCH	2,646	3,096	2,685
Earned WSCH/FTEF	661.50	814.74	745.83
% of Max	89.09	106.39	107.19
Approximate FTES	88.20	103.20	89.50

	Fall 2008	Fall 2009	Fall 2010
SOC 125			
Total FTEF	0.40	0.20	0.20
Max WSCH	294	144	144
Max WSCH/FTEF	735.00	720.00	720.00
Max Enrollment	98	48	48
Earned WSCH	123	159	156
Earned WSCH/FTEF	307.50	795.00	780.00
% of Max	41.84	110.42	108.33
Approximate FTES	4.10	5.30	5.20

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
SOC**

	Fall 2008	Fall 2009	Fall 2010
SOC 130			
Total FTEF	0.80	0.60	0.60
Max WSCH	600	450	450
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	200	150	150
Earned WSCH	309	408	483
Earned WSCH/FTEF	386.25	680.00	805.00
% of Max	51.50	90.67	107.33
Approximate FTES	10.30	13.60	16.10

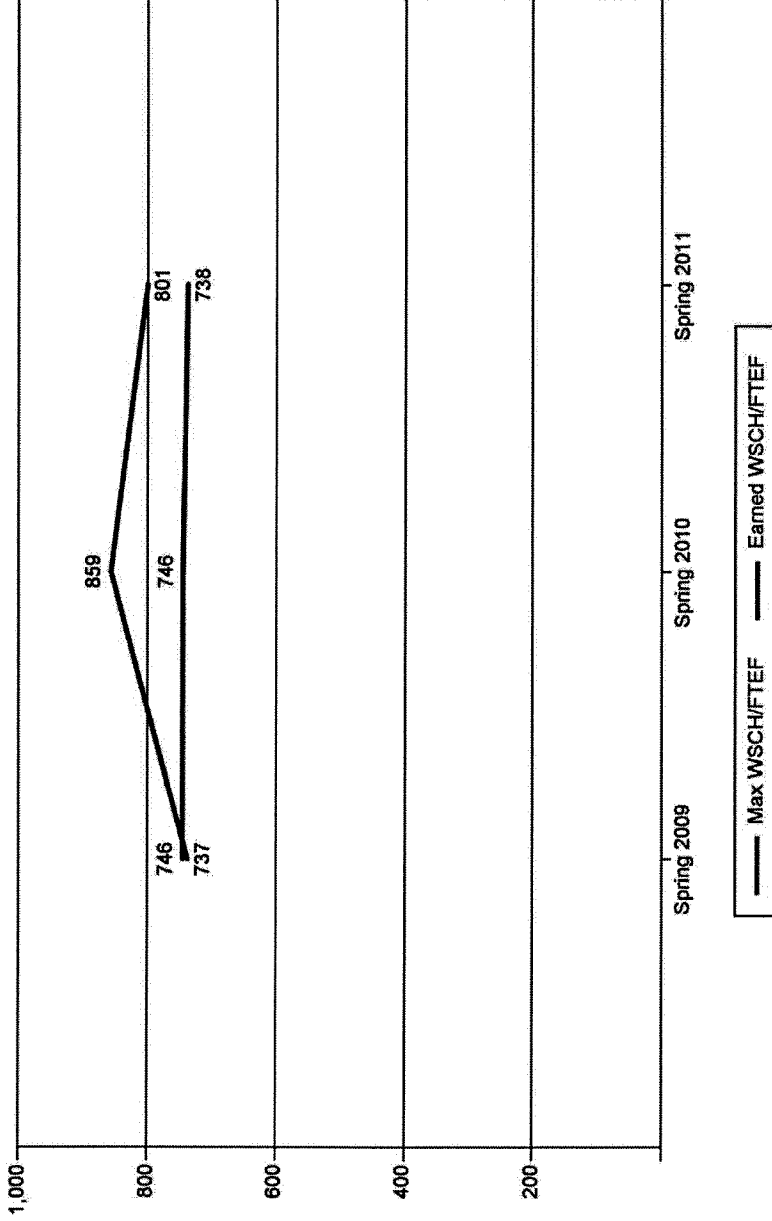
	Fall 2008	Fall 2009	Fall 2010
SOC 140			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	138	180	162
Earned WSCH/FTEF	690.00	900.00	810.00
% of Max	92.00	120.00	108.00
Approximate FTES	4.60	6.00	5.40

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
SOC**

WSCH Trend Report

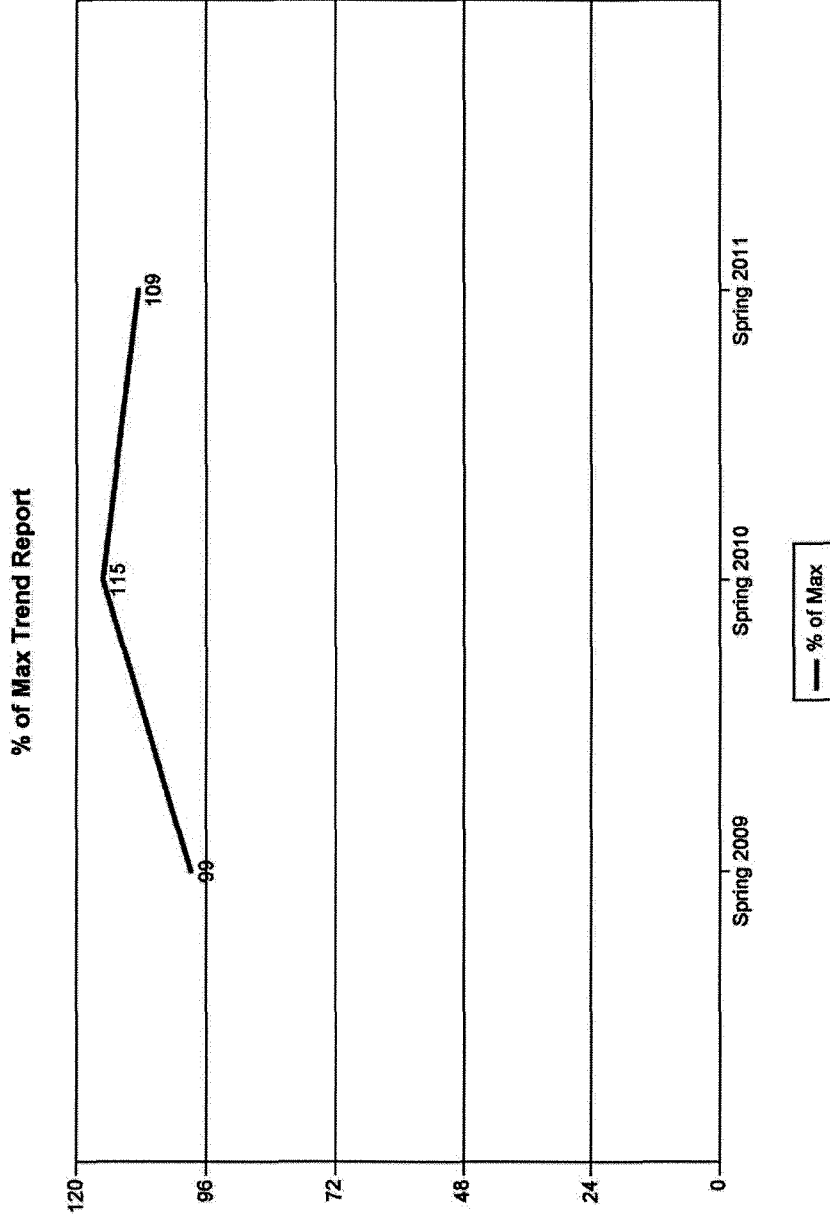


* Includes non-resident students as well as resident students.

* 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
SOC**



* 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
SOC**

	Spring 2009	Spring 2010	Spring 2011
Department Totals			
Total FTEF	5.60	4.80	4.80
Max WSCH	4,179	3,579	3,540
Max WSCH/FTEF	746.25	745.63	737.50
Max Enrollment	1,393	1,193	1,180
Earned WSCH	4,128	4,122	3,843
Earned WSCH/FTEF	737.14	858.75	800.63
% of Max	98.78	115.17	108.56
Approximate FTES	137.60	137.40	128.10

	Spring 2009	Spring 2010	Spring 2011
SOC 114			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	126	114	126
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	4.20	3.80	4.20

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
SOC**

	Spring 2009	Spring 2010	Spring 2011
SOC 138			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	117	201	84
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	3.90	6.70	2.80

	Spring 2009	Spring 2010	Spring 2011
SOC 215			
Total FTEF	0.00	0.00	0.00
Max WSCH			
Max WSCH/FTEF	0	0	0
Max Enrollment			
Earned WSCH	75	75	60
Earned WSCH/FTEF	0	0	0
% of Max	0	0	0
Approximate FTES	2.50	2.50	2.00

Spring 2009	Spring 2010	Spring 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
SOC

	Spring 2009	Spring 2010	Spring 2011
SOC 120			
Total FTEF	4.20	3.40	3.80
Max WSCH	3,144	2,544	2,805
Max WSCH/FTEF	748.57	748.24	738.16
Max Enrollment	1,048	848	935
Earned WSCH	2,946	2,730	2,865
Earned WSCH/FTEF	701.43	802.94	753.95
% of Max	93.70	107.31	102.14
Approximate FTES	98.20	91.00	95.50

	Spring 2009	Spring 2010	Spring 2011
SOC 125			
Total FTEF	0.40	0.40	0.20
Max WSCH	300	300	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	100	100	50
Earned WSCH	270	261	147
Earned WSCH/FTEF	675.00	652.50	735.00
% of Max	90.00	87.00	98.00
Approximate FTES	9.00	8.70	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.

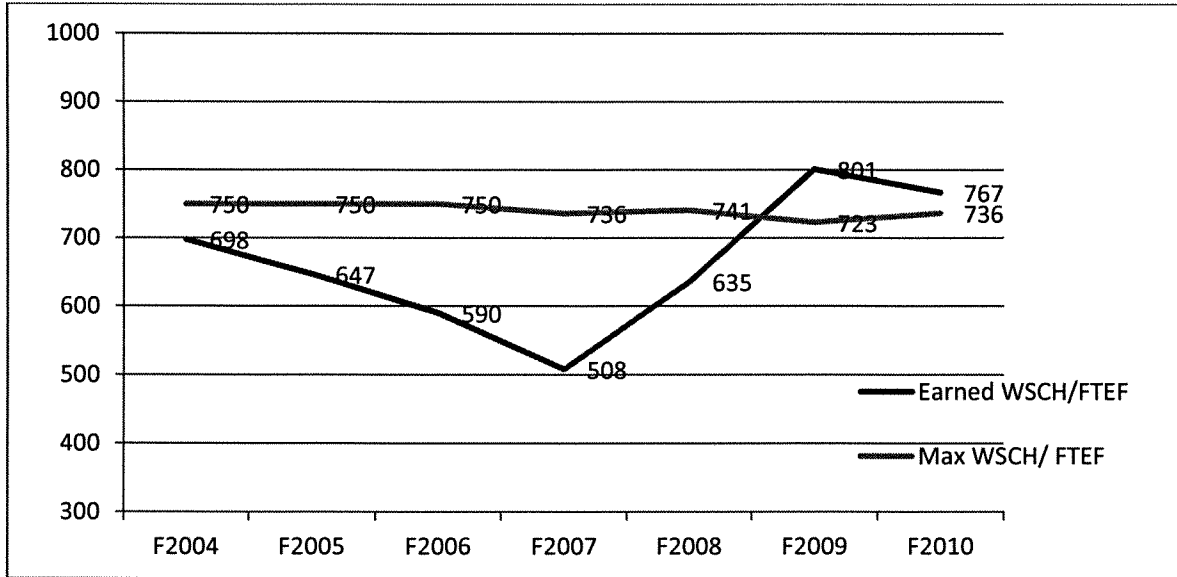
Grossmont College Enrollment
SOC

	Spring 2009	Spring 2010	Spring 2011
SOC 130			
Total FTEF	0.80	0.80	0.60
Max WSCH	600	600	450
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	200	200	150
Earned WSCH	474	606	444
Earned WSCH/FTEF	592.50	757.50	740.00
% of Max	79.00	101.00	98.67
Approximate FTES	15.80	20.20	14.80

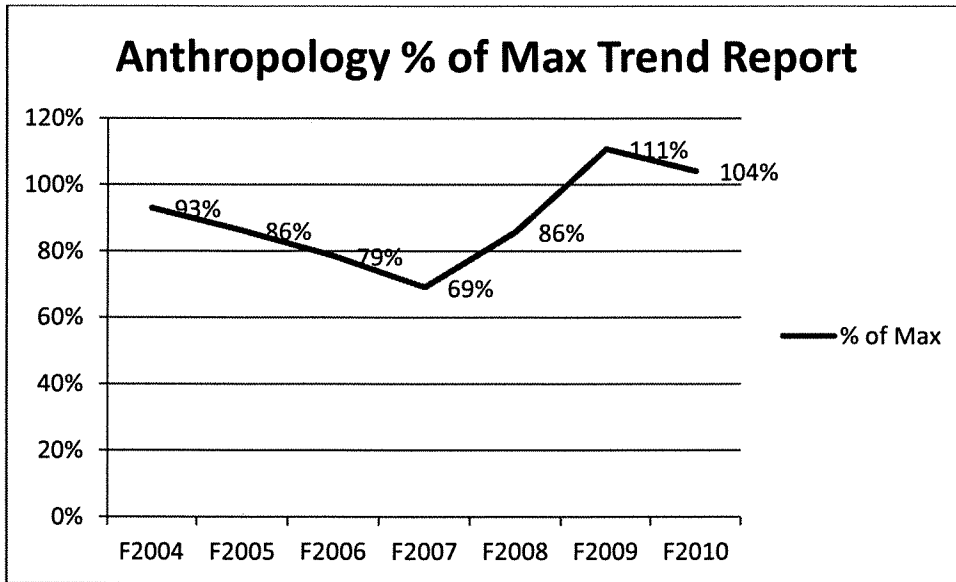
	Spring 2009	Spring 2010	Spring 2011
SOC 140			
Total FTEF	0.20	0.20	0.20
Max WSCH	135	135	135
Max WSCH/FTEF	675.00	675.00	675.00
Max Enrollment	45	45	45
Earned WSCH	120	135	117
Earned WSCH/FTEF	600.00	675.00	585.00
% of Max	88.89	100.00	86.67
Approximate FTES	4.00	4.50	3.90

Spring 2009	Spring 2010	Spring 2011
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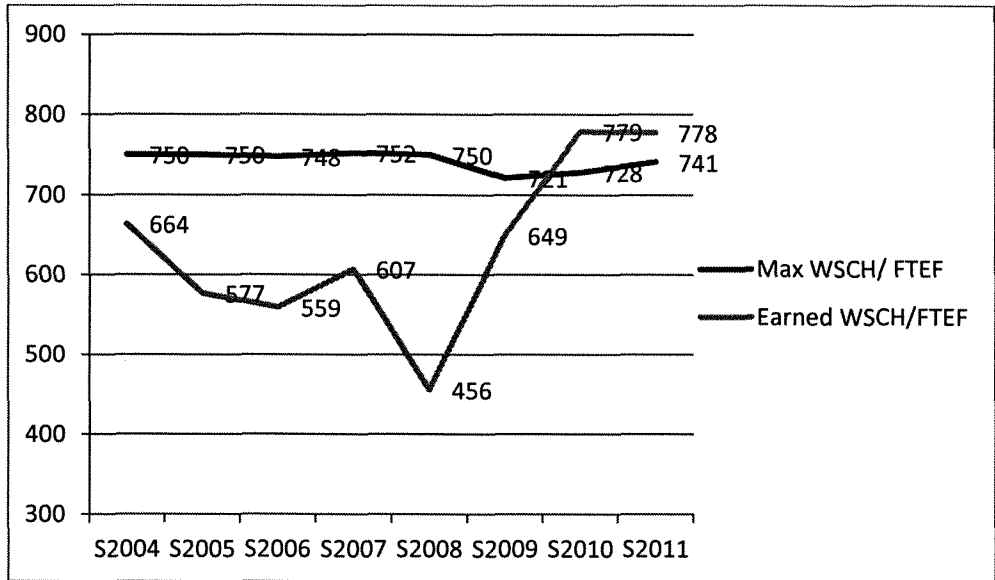
* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.



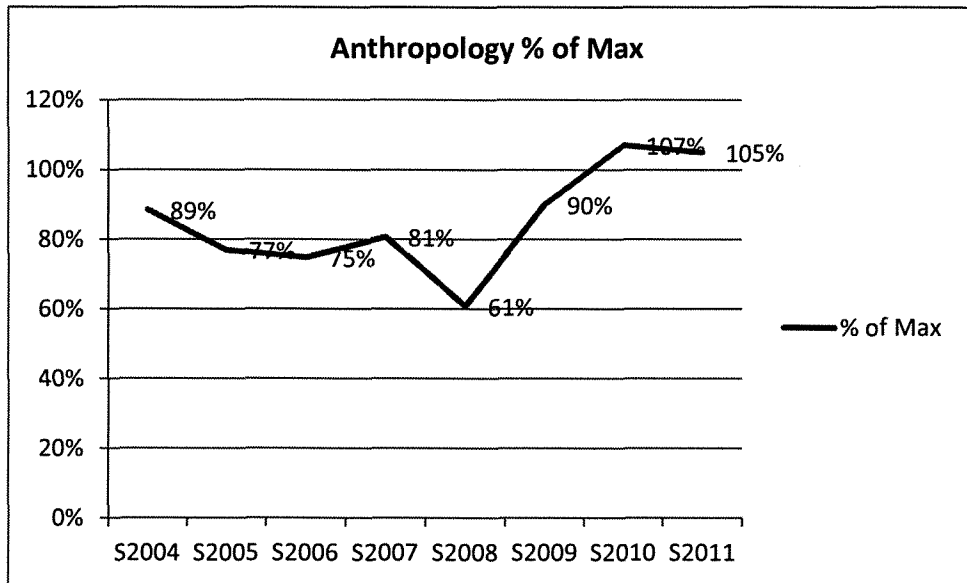
WSCH Trend Report for Anthropology (Fall 2004 to Fall 2010)



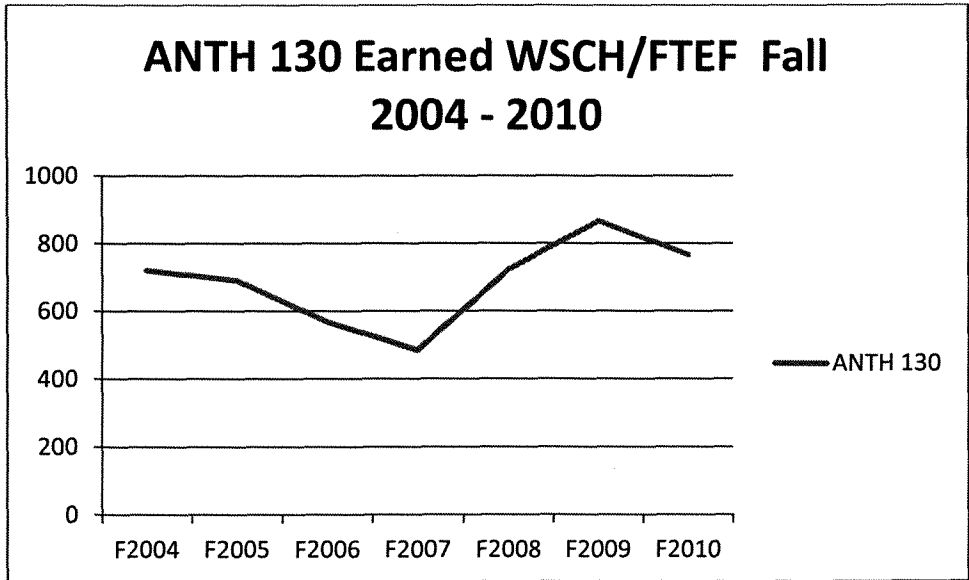
WSCH % of Max Trend Report for Anthropology (Fall 2004 to Fall 2010)



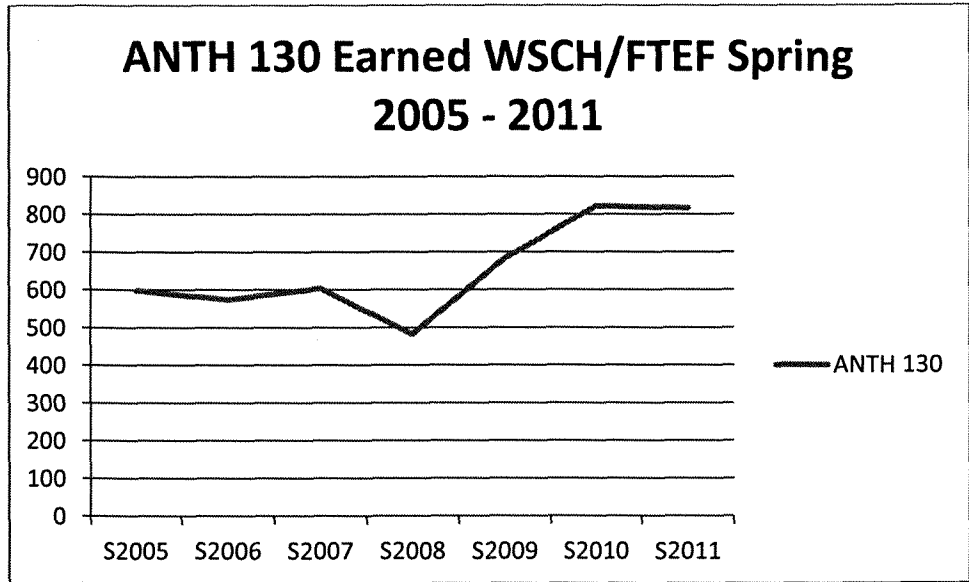
WSCH Trend Report for Anthropology (Spring 2004 – Spring 2011)



WSCH % of Max Trend Report for Anthropology (Spring 2004 – Spring 2011)



Earned WSCH/FTEF for Anthropology 130 (Fall)



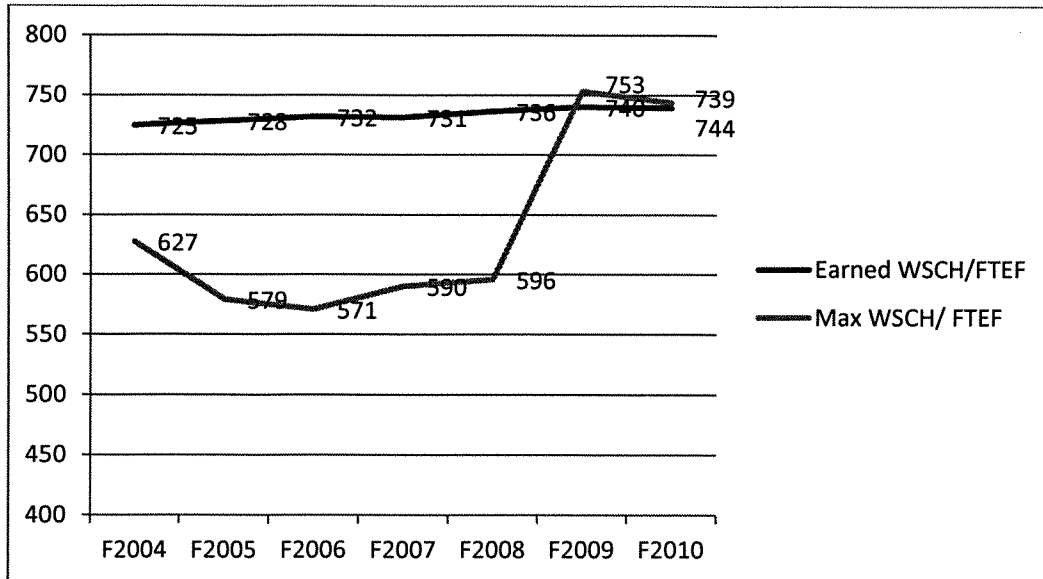
Earned WSCH/FTEF for Anthropology 130 (Spring)

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
F2004	2	1500	750	1395	697.5	93%
F2005	2	1500	750	1293	646.5	86%
F2006	2.6	1950	750	1533	589.61	79%
F2007	3.2	2355	735.93	1626	508.12	69%
F2008	3.5	2592	740.57	2224	635.43	86%
F2009	3.45	2493	722.61	2762	800.58	111%
F2010	3.65	2688	736.44	2799	766.85	104%

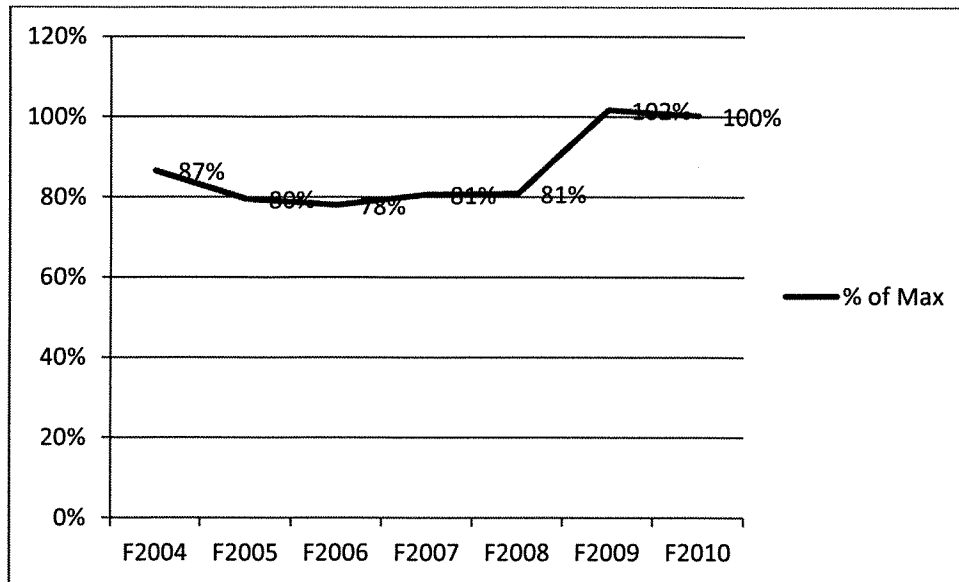
Anthropology WSCH data Fall 2004 – Fall 2010

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
S2004	2.4	1800	750	1593	663.75	89%
S2005	2.2	1650	750	1269	576.81	77%
S2006	2.8	2094	747.85	1566	559.28	75%
S2007	3	2256	752	1821	607	81%
S2008	3.6	2700	750	1641	455.83	61%
S2009	4.25	3066	721.41	2760	649.41	90%
S2010	3.7	2694	728.11	2882	778.92	107%
S2011	3.7	2742	741.08	2878	777.84	105%

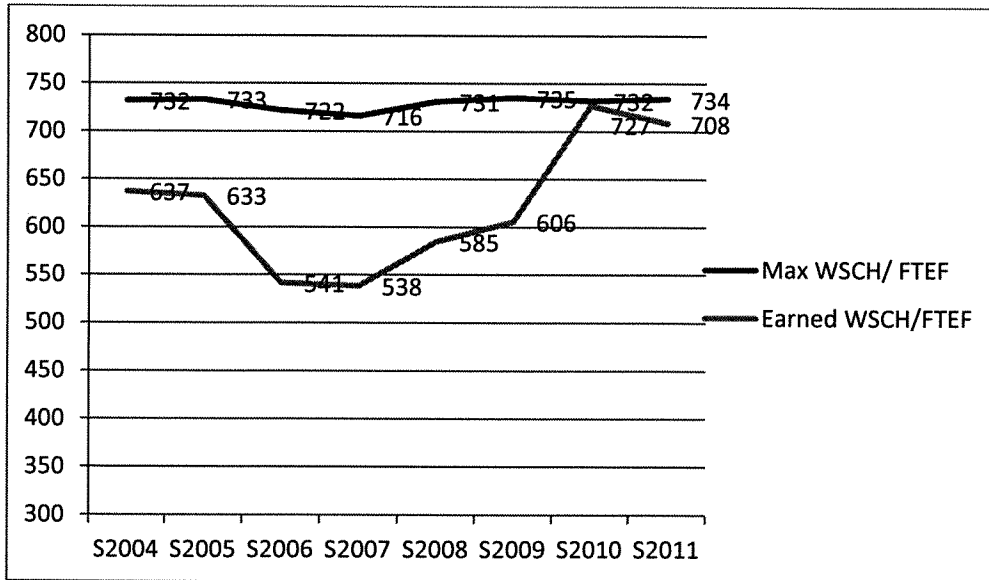
Anthropology WSCH data Spring 2004 – Spring 2011



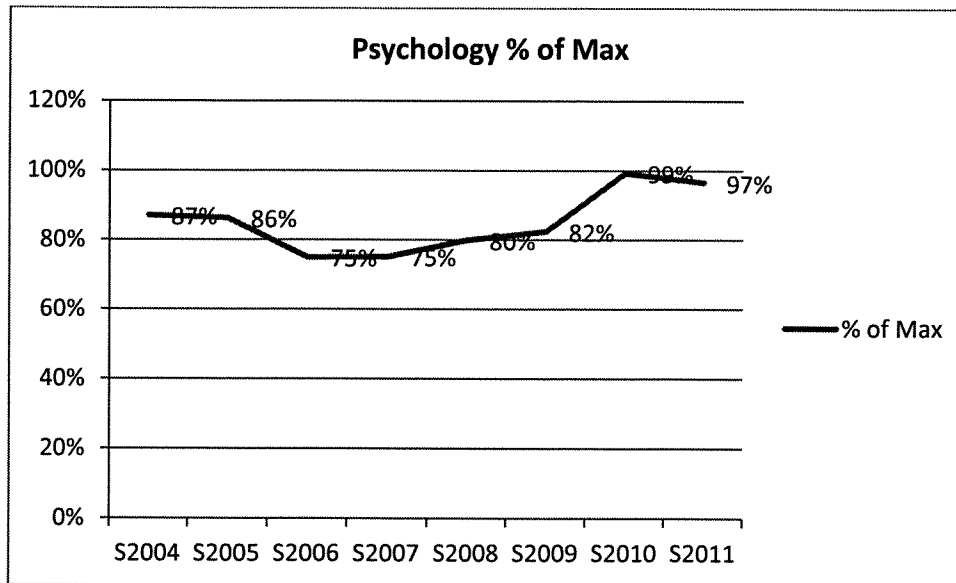
WSCH Trend Report for Psychology (Fall 2004 to Fall 2010)



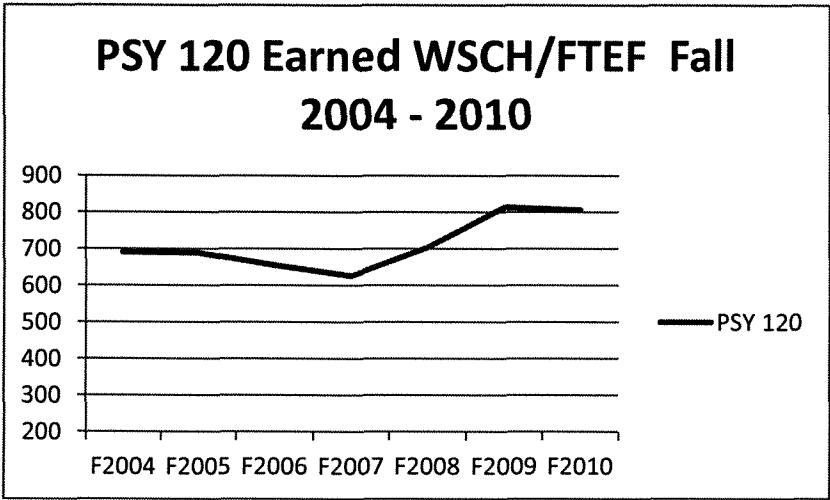
WSCH % of Max Trend Report for Psychology (Fall 2004 to Fall 2010)



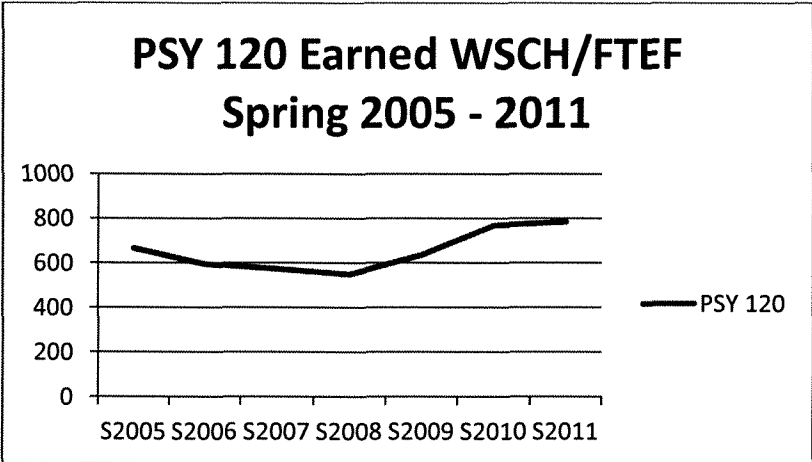
WSCH Trend Report for Psychology (Spring 2004 to Spring 2011)



WSCH % of Max Trend Report for Psychology (Spring 2004 to Spring 2011)



Earned WSCH/FTEF for Psychology 120 (Fall)



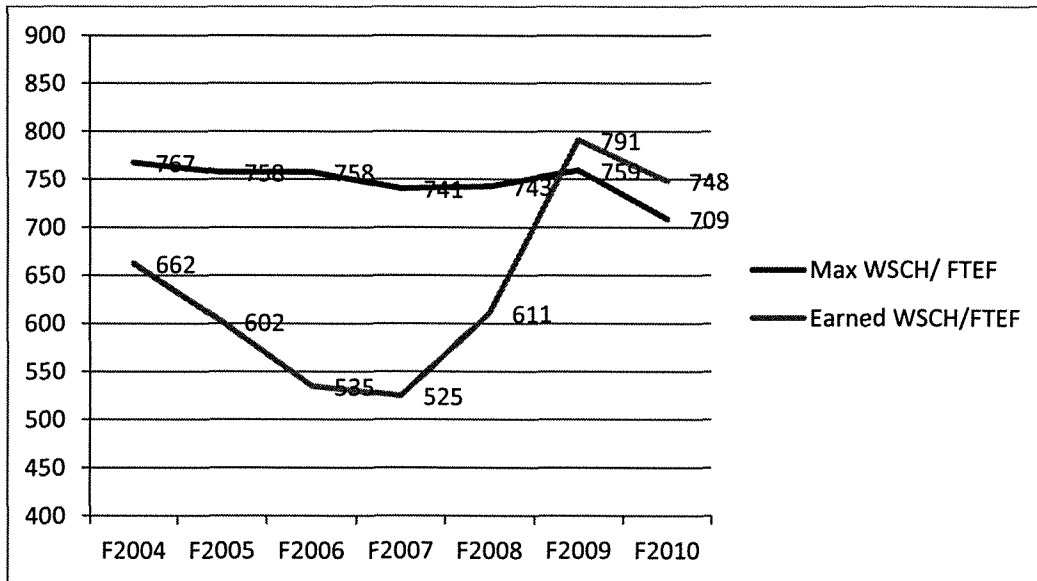
Earned WSCH/FTEF for Psychology 120 (Spring)

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
F2004	9.383	6800	627	5887	725	87%
F2005	9.183	6689	579	5319	728	80%
F2006	8.633	6317	571	4928	732	78%
F2007	8.633	6314	590	5094	731	81%
F2008	10.03	7387	596	5977	736	81%
F2009	8.83	6538	753	6652	740	102%
F2010	8.43	6235	744	6271	739	100%

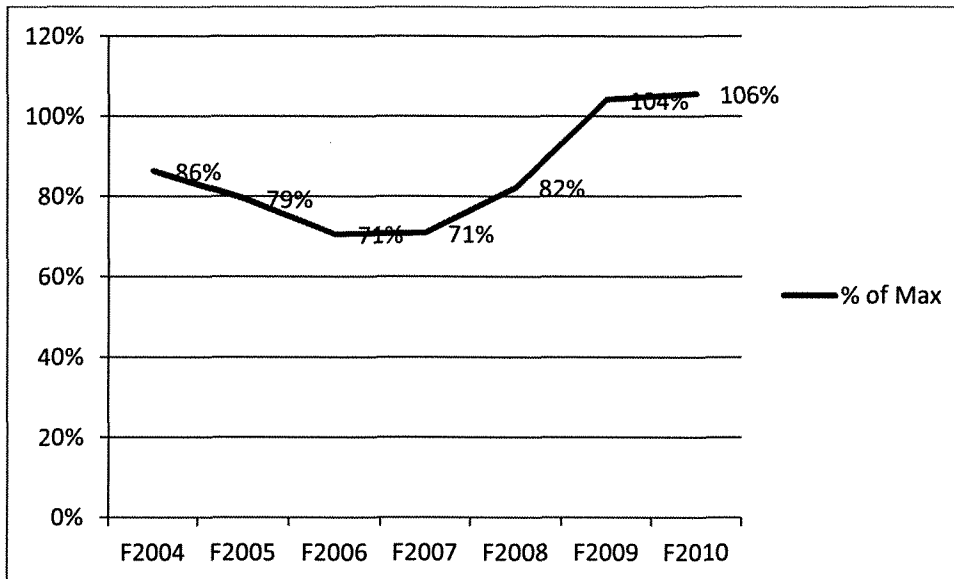
Psychology WSCH data Fall 2004 – Fall 2010

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
S2004	9.033	6612.0	732	5754.0	637	87%
S2005	8.83	6477.0	733	5588.0	633	86%
S2006	8.37	6038.0	722	4528.0	541	75%
S2007	8.98	6432.0	716	4836.0	538	75%
S2008	9.63	7044.0	731	5631.0	585	80%
S2009	11.03	8109.0	735	6684.0	606	82%
S2010	9.83	7200.0	732	7146.0	727	99%
S2011	9.03	6630.0	734	6399.0	708	97%

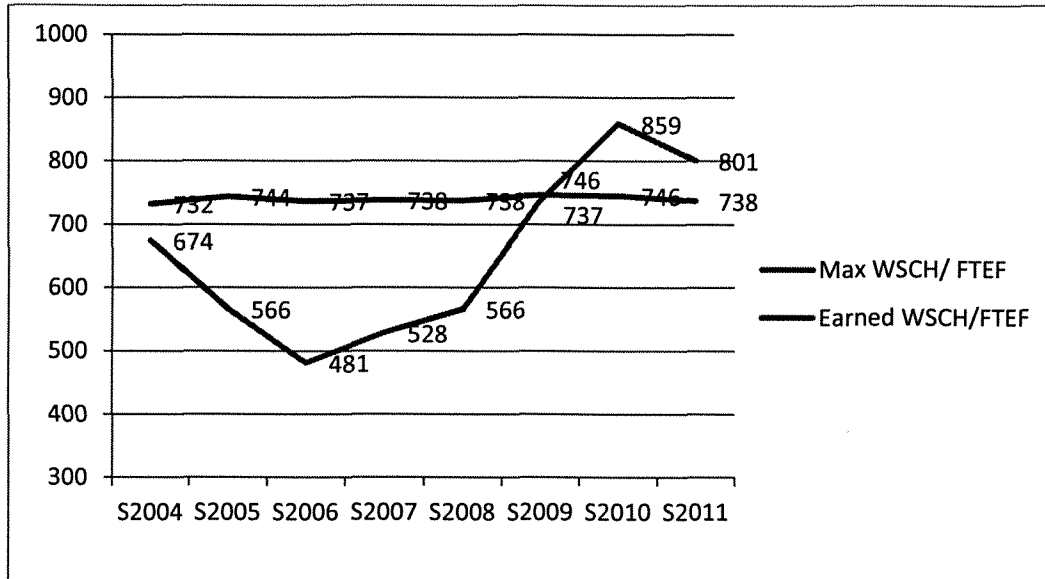
Psychology WSCH data Spring 2004 – Spring 2011



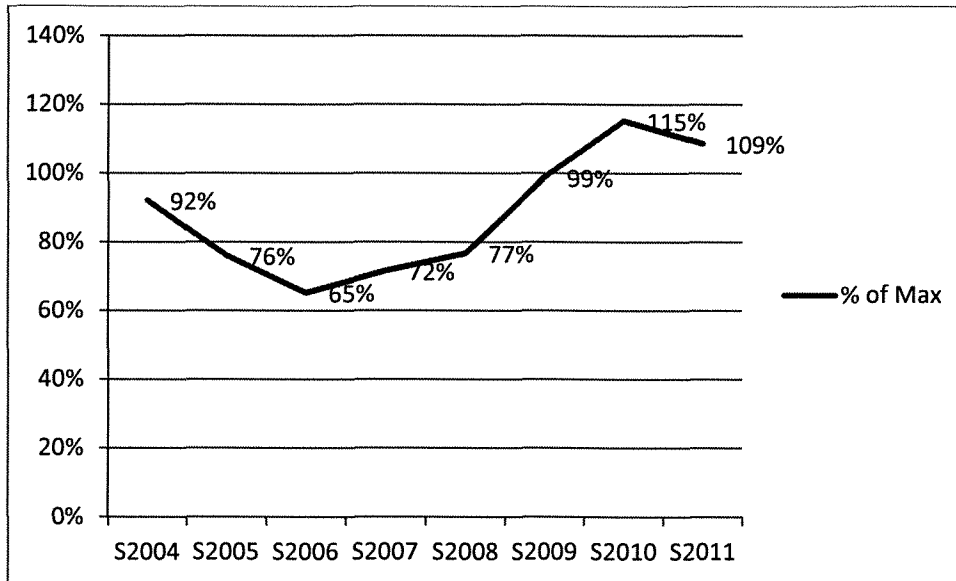
WSCH Trend Report for Sociology (Fall 2004 to Fall 2010)



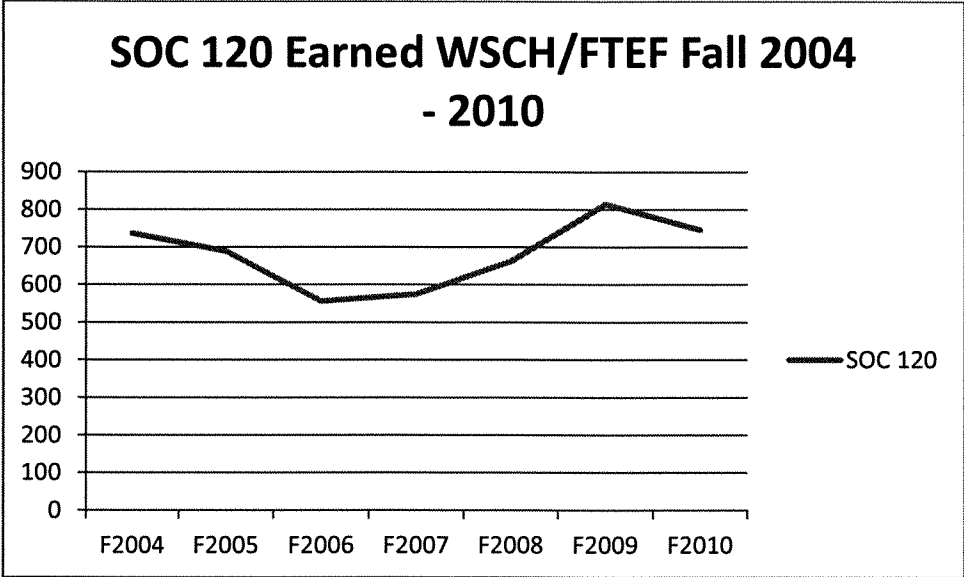
WSCH % of Max Trend Report for Sociology (Fall 2004 to Fall 2010)



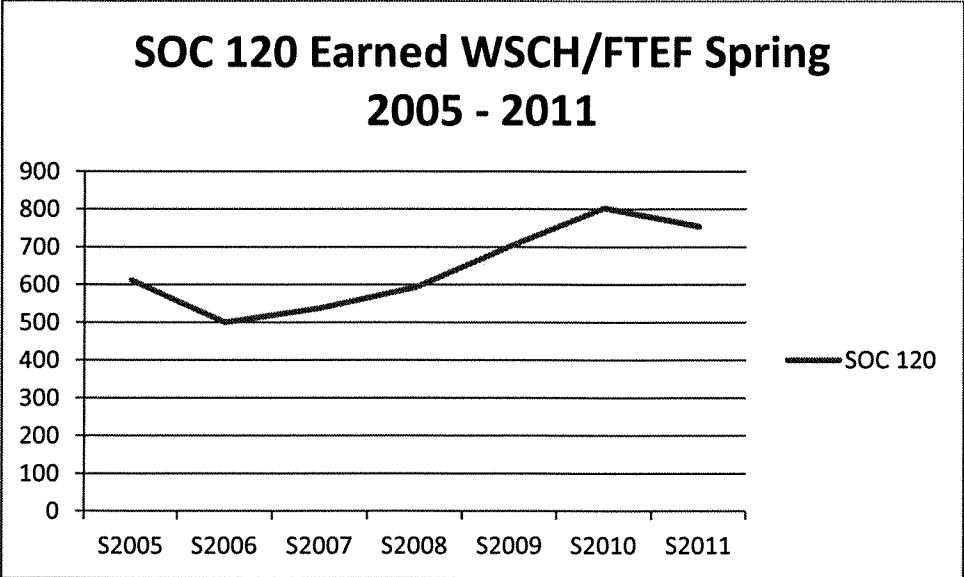
WSCH Trend Report for Sociology (Spring 2004 to Spring 2011)



WSCH % of Max Trend Report for Sociology (Spring 2004 to Spring 2011)



Earned WSCH/FTEF for Sociology 120 (Fall)



Earned WSCH/FTEF for Sociology 120 (Spring)

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
F2004	5.2	3990	767	3444	662	86%
F2005	5.6	4242	758	3372	602	79%
F2006	5.8	4395	758	3102	535	71%
F2007	6	4443	741	3150	525	71%
F2008	5.8	4308	743	3542	611	82%
F2009	5.2	3948	759	4113	791	104%
F2010	5	3543	709	3742	748	106%

Sociology WSCH data Fall 2004 – Fall 2010

YEAR	Total FTEF	Max WSCH	Max WSCH/ FTEF	Earned WSCH	Earned WSCH/ FTEF	% of Max
S2004	4.6	3369.0	732	3102.0	674	92%
S2005	6.00	4464.0	744	3396.0	566	76%
S2006	6.00	4422.0	737	2886.0	481	65%
S2007	5.20	3840.0	738	2748.0	528	72%
S2008	5.40	3984.0	738	3057.0	566	77%
S2009	5.60	4179.0	746	4128.0	737	99%
S2010	4.80	3579.0	746	4122.0	859	115%
S2011	4.8	3540.0	738	3843.0	801	109%

Sociology WSCH data Spring 2004 – Spring 2011

APPENDIX 12

Department Equivalencies

GCCCD Equivalency Criteria

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

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

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

References: Education Code §§ 87359 and 87360

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

CC

GC Discipline Name: Anthropology Contact Name: Susan Haber Ext. 4212

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):

A bachelor's degree in anthropology, archeology or a related discipline **AND** a minimum of 24 units of graduate course in anthropology or archeology from an accredited institution **AND** one of the following:

- A record of peer reviewed publications in Anthropology or
- A minimum of one year of research experience in Anthropology performing hypothesis formulation, data collection, data analysis and writing research reports or
- An accumulated body of scholarly work relevant to Anthropology

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

GCCCD Equivalency Criteria

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

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

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

References: Education Code §§ 87359 and 87360.

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

CC

GC Discipline Name: Psychology Contact Name: Susan Haber Ext. 4212

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):

A bachelor's degree in psychology and a minimum of 24 units of graduate course in Psychology from an APA accredited graduate program and one of the following:

- A record of peer reviewed publications in Psychology or
- A minimum of one year of research experience in Psychology performing hypothesis formulation, data collection, data analysis and writing research reports or
- An accumulated body of scholarly work in Psychology.

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GCCCD Equivalency Criteria

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

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

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

References: Education Code §§ 87359 and 87360.

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

CC

GC Discipline Name: Sociology Contact Name: Susan Haber Ext. 4212

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):

A bachelor's degree in sociology or a related discipline and a minimum of 24 units of graduate course in Sociology from an accredited institution and one of the following:

- A record of peer reviewed publications in Sociology or
- A minimum of one year of research experience in Sociology performing hypothesis formulation, data collection, data analysis and writing research reports or
- An accumulated body of scholarly work in Sociology.

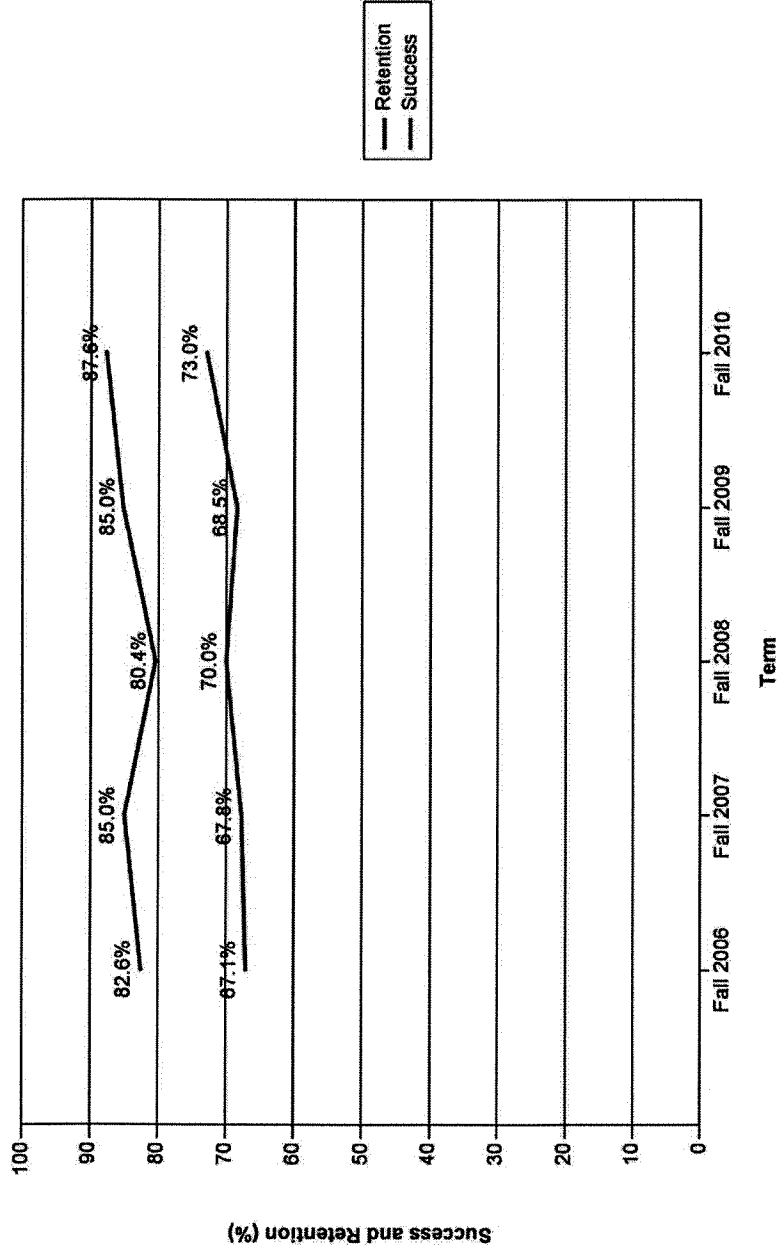
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APPENDIX 13

Statistical Data: Outcomes Profile

Grossmont College Enrollment
 ANTH

Course Success and Retention



**Grossmont College Enrollment
ANTH**

Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	160	64.3%	177	67.3%	249	68.6%	323	72.4%	321	74.1%
Female	182	69.5%	188	67.6%	265	71.2%	308	65.1%	354	72%
Not Reported	4	80%	5	100%	4	80%	1	25%	5	71.4%
Total	346	67.1%	370	67.8%	518	70%	632	68.5%	680	73%

No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	47	18.9%	48	18.3%	36	9.9%	71	15.9%	64	14.8%
Female	33	12.6%	46	16.5%	41	11%	81	17.1%	72	14.6%
Not Reported		%		%		%	1	25%		%
Total	80	15.5%	94	17.2%	77	10.4%	153	16.6%	136	14.6%

Grossmont College Enrollment
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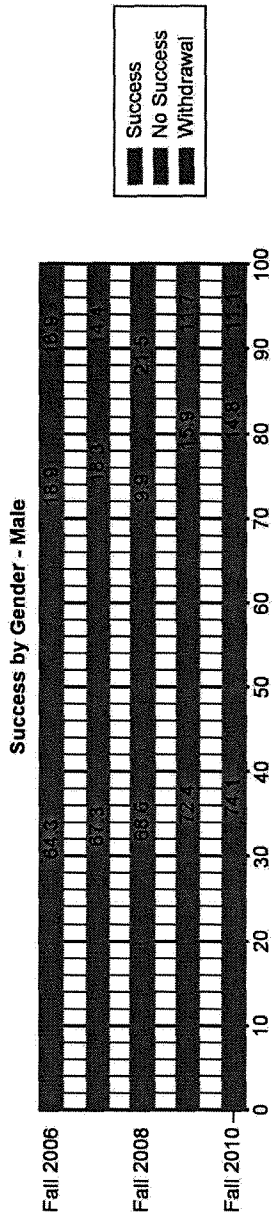
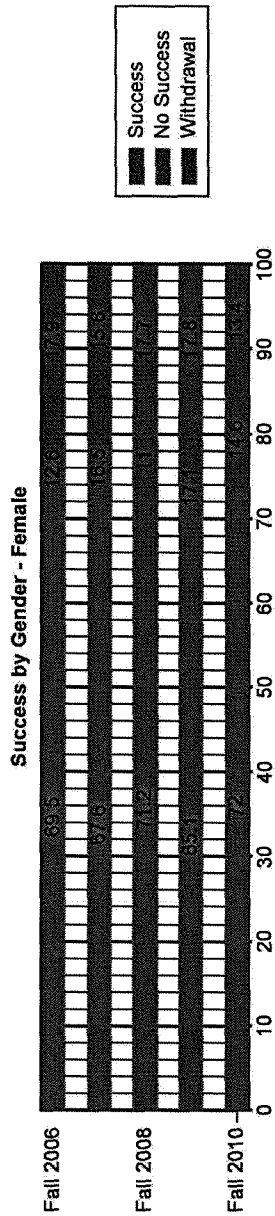
Withdrawal by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	42	16.9%	38	14.4%	78	21.5%	52	11.7%	48	11.1%
Female	47	17.9%	44	15.8%	66	17.7%	84	17.8%	66	13.4%
Not Reported	1	20%		%	1	20%	2	50%	2	28.6%
Total	90	17.4%	82	15%	145	19.6%	138	15%	116	12.4%

Retention by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	207	83.1%	225	85.6%	285	78.5%	394	88.3%	385	88.9%
Female	215	82.1%	234	84.2%	306	82.3%	389	82.2%	426	86.6%
Not Reported	4	80%	5	100%	4	80%	2	50%	5	71.4%
Total	426	82.6%	464	85%	595	80.4%	785	85%	816	87.6%

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Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	113	63.5%	134	68%	205	73.2%	204	67.3%	219	71.1%
20-24	172	67.2%	161	65.2%	231	66.2%	278	65.3%	305	70.6%
25-29	35	68.6%	40	76.9%	45	64.3%	85	78%	76	76%
30-49	22	81.5%	27	79.4%	32	88.9%	58	77.3%	70	90.9%
50+	4	100%	8	80%	5	100%	7	70%	10	66.7%
Total	346	67.1%	370	67.8%	518	70%	632	68.5%	680	73%

No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	32	18%	42	20.7%	34	12.1%	63	20.8%	53	17.2%
20-24	36	14.1%	44	17.8%	32	9.2%	75	17.6%	74	17.1%
25-29	11	21.6%	3	5.8%	10	14.3%	9	8.3%	7	7%
30-49	1	3.7%	4	11.8%	1	2.8%	4	5.3%	1	1.3%
50+		%	1	10%		%	2	20%	1	6.7%
Total	80	15.5%	94	17.2%	77	10.4%	153	16.6%	136	14.6%

Grossmont College Enrollment
ANTH

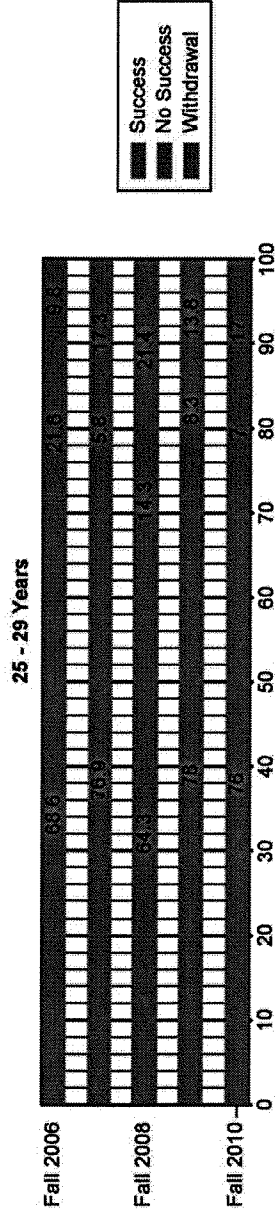
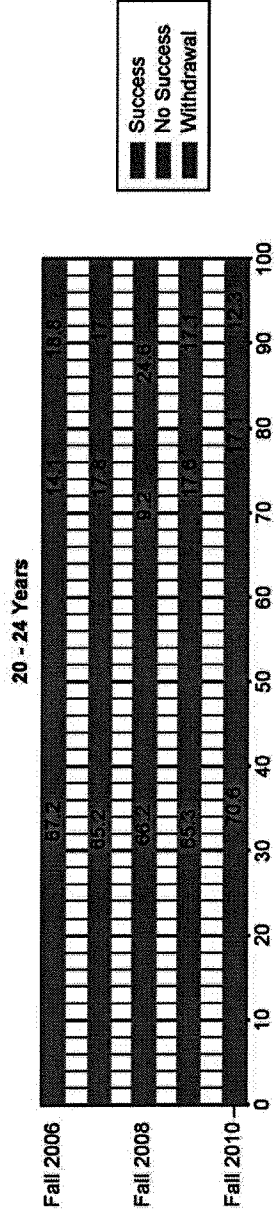
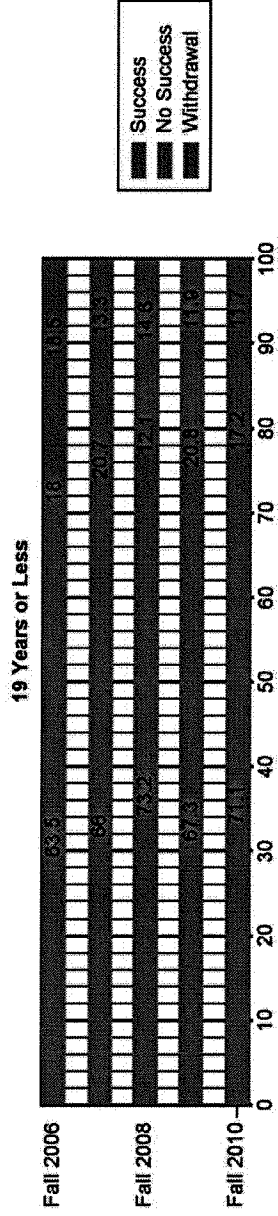
Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	33	18.5%	27	13.3%	41	14.6%	36	11.9%	36	11.7%
20-24	48	18.8%	42	17%	86	24.6%	73	17.1%	53	12.3%
25-29	5	9.8%	9	17.3%	15	21.4%	15	13.8%	17	17%
30-49	4	14.8%	3	6.8%	3	8.3%	13	17.3%	6	7.8%
50+		%	1	10%		%	1	10%	4	26.7%
Total	90	17.4%	82	15%	145	19.6%	138	15%	116	12.4%

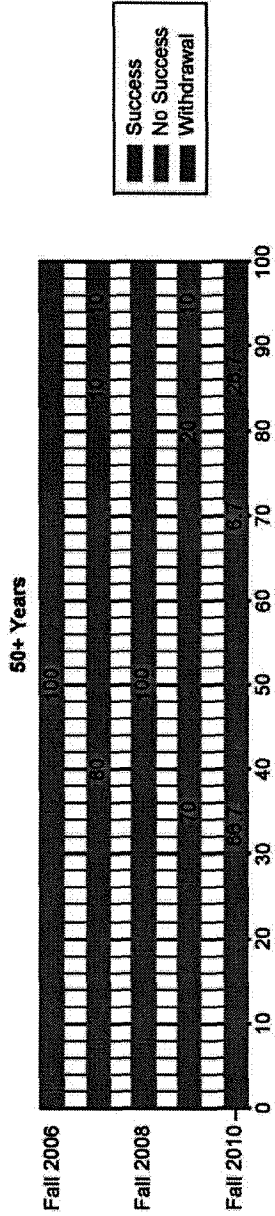
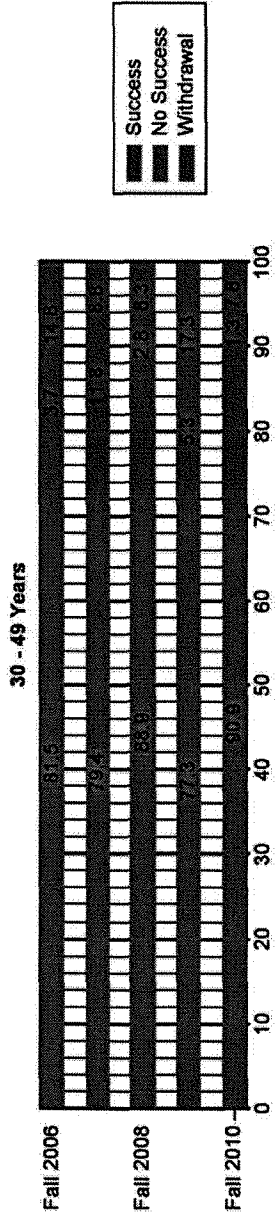
Retention by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	145	81.5%	176	86.7%	239	85.4%	267	88.1%	272	88.3%
20-24	208	81.3%	205	83%	263	75.4%	353	82.9%	379	87.7%
25-29	46	90.2%	43	82.7%	55	78.6%	94	86.2%	83	83%
30-49	23	85.2%	31	91.2%	33	91.7%	62	82.7%	71	92.2%
50+	4	100%	9	90%	5	100%	9	90%	11	73.3%
Total	426	82.6%	464	85%	595	80.4%	785	85%	816	87.6%

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Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	60%	8	88.9%	1	50%	5	55.6%	3	100%
Asian	46	65.7%	30	68.7%	53	82.8%	118	84.3%	63	85.1%
Black non-Hispanic	9	64.3%	23	62.2%	27	50.9%	42	60.9%	24	80%
Filipino	11	68.8%	15	69.2%	29	69%	18	50%	33	68.8%
Hispanic	33	48.5%	68	61.3%	89	63.1%	99	59.6%	154	65.3%
Not Reported	33	64.7%	53	80.3%	55	72.4%	46	74.2%	34	77.3%
Pacific Islander	4	80%	6	66.7%	4	33.3%	8	38.1%	3	42.9%
Two or More	8	61.5%	5	100%	7	63.6%	10	52.6%	30	71.4%
White non-Hispanic	199	72.6%	162	68.9%	253	74.6%	286	71.3%	336	78.1%
Total	346	67.1%	370	67.8%	518	70%	632	68.6%	680	73%

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No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native			1	11.1%			1	11.1%		
Asian	11	15.7%	8	17.8%	2	3.1%	12	8.6%	5	6.8%
Black non-Hispanic	1	7.1%	8	21.6%	9	17%	15	21.7%	11	22.9%
Filipino	2	12.5%	4	18.2%	7	16.7%	13	36.1%	12	25%
Hispanic	13	19.1%	16	14.4%	18	12.8%	40	24.1%	40	16.9%
Not Reported	12	23.5%	5	7.6%	7	9.2%	8	12.9%	4	9.1%
Pacific Islander	1	20%	1	11.1%	2	16.7%	5	23.8%	4	57.1%
Two or More	5	38.5%			1	9.1%	6	31.6%	6	14.3%
White non-Hispanic	35	12.8%	51	21.1%	31	9.1%	53	13.2%	54	12.6%
Total	80	15.5%	94	17.2%	77	10.4%	153	16.6%	136	14.6%

Grossmont College Enrollment
ANTH

Withdrawal by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	40%			1	50%	3	33.3%		
Asian	13	18.6%	7	15.6%	9	14.1%	10	7.1%	6	8.1%
Black non-Hispanic	4	28.6%	6	16.2%	17	32.1%	12	17.4%	13	27.1%
Filipino	3	18.8%	3	13.6%	6	14.3%	5	13.9%	3	6.3%
Hispanic	22	32.4%	27	24.3%	34	24.1%	27	16.3%	42	17.8%
Not Reported	6	11.8%	8	12.1%	14	18.4%	8	12.9%	6	13.6%
Pacific Islander		%	2	22.2%	6	50%	8	38.1%		%
Two or More		%		%	3	27.3%	3	15.8%	6	14.3%
White non-Hispanic	40	14.6%	29	12%	55	16.2%	62	15.5%	40	9.3%
Total	90	17.4%	82	15%	145	19.6%	138	15%	116	12.4%

**Grossmont College Enrollment
ANTH**

Retention by Ethnicity

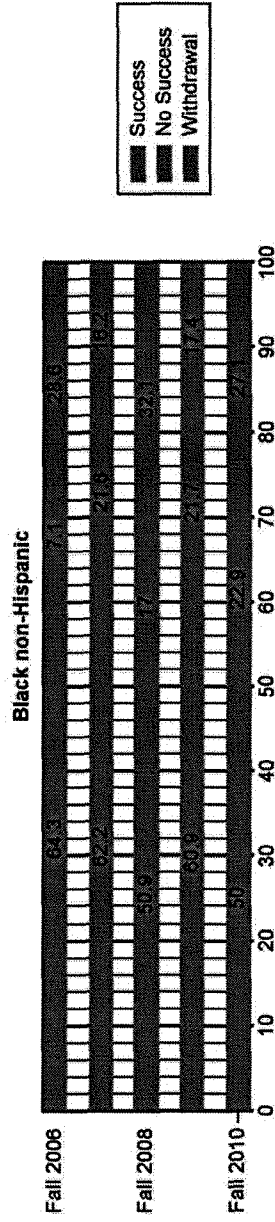
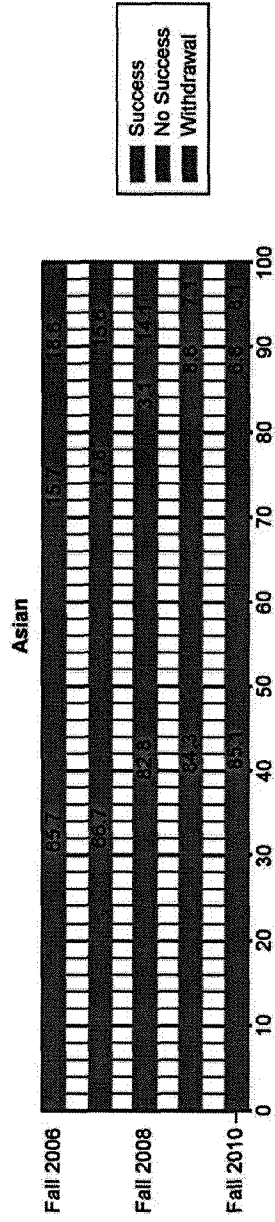
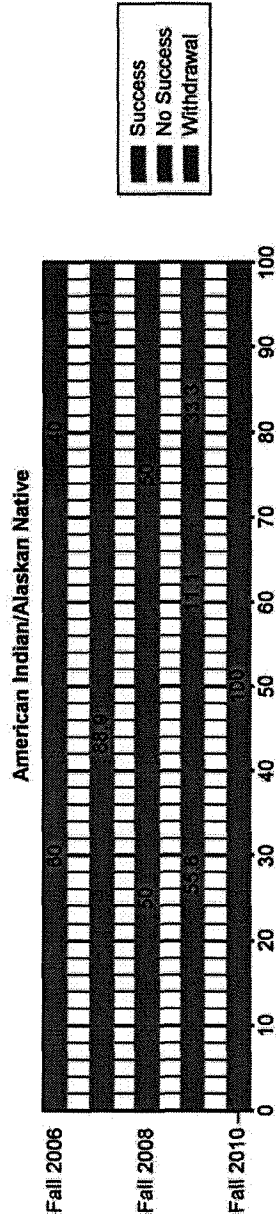
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	60%	9	100%	1	50%	6	66.7%	3	100%
Asian	57	81.4%	38	84.4%	55	85.9%	130	92.9%	68	91.9%
Black non-Hispanic	10	71.4%	31	83.8%	36	67.9%	57	82.6%	35	72.9%
Filipino	13	81.3%	19	86.4%	36	85.7%	31	86.1%	45	93.8%
Hispanic	46	67.6%	84	75.7%	107	75.9%	139	83.7%	194	82.2%
Not Reported	45	86.2%	58	87.9%	62	81.6%	54	87.1%	38	86.4%
Pacific Islander	5	100%	7	77.8%	6	50%	13	61.9%	7	100%
Two or More	13	100%	5	100%	8	72.7%	16	84.2%	36	85.7%
White non-Hispanic	234	85.4%	213	88%	284	83.8%	339	84.5%	390	90.7%
Total	426	82.6%	464	85%	595	80.4%	785	85%	816	87.6%

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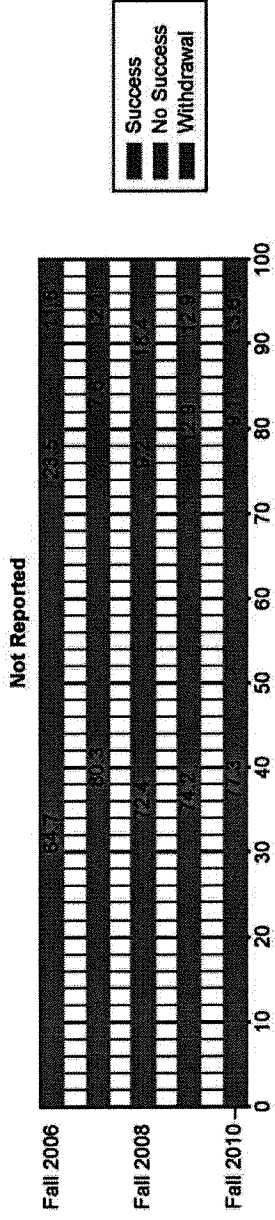
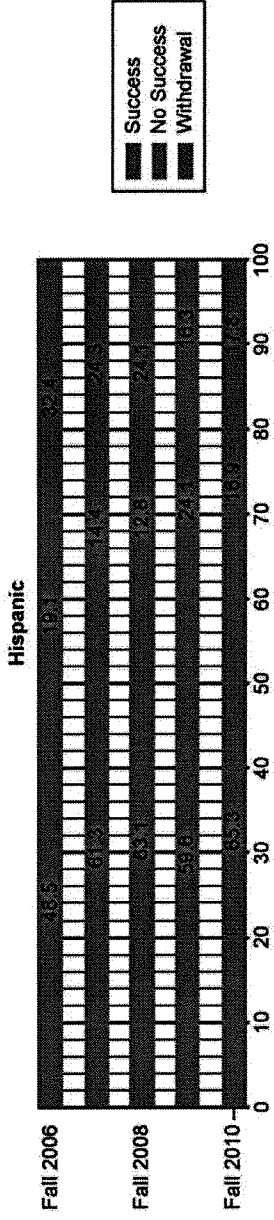
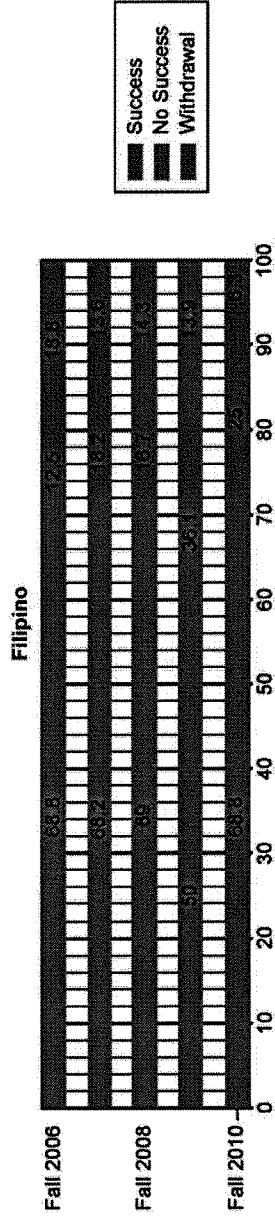
Note: Success and retention rates are based upon
duplicated student counts

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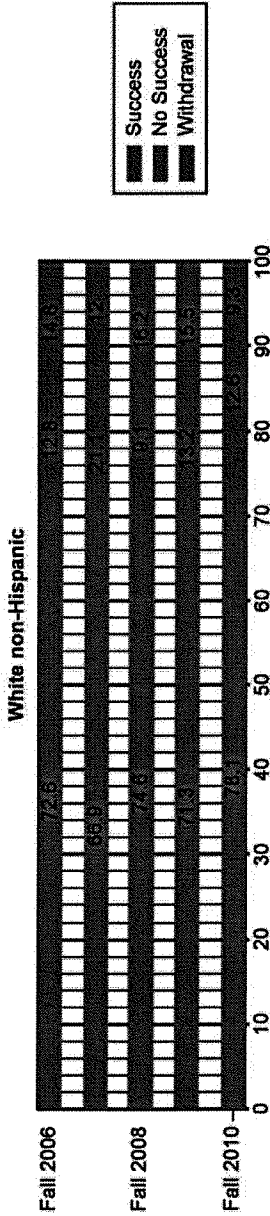
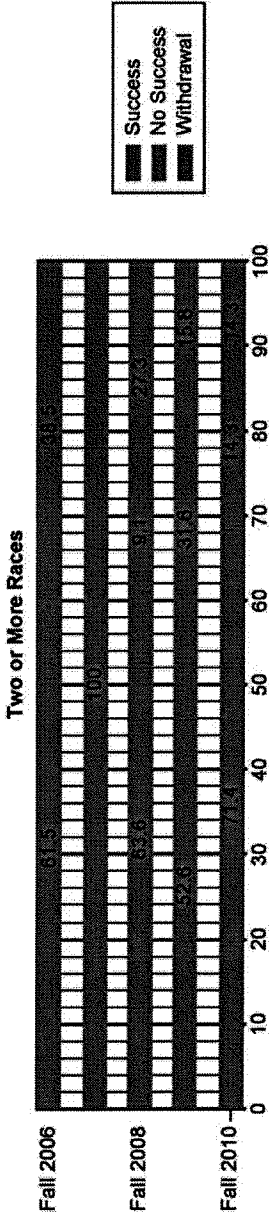
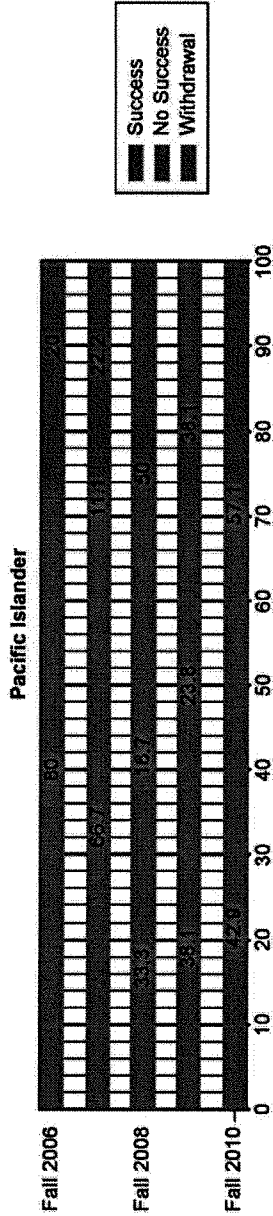
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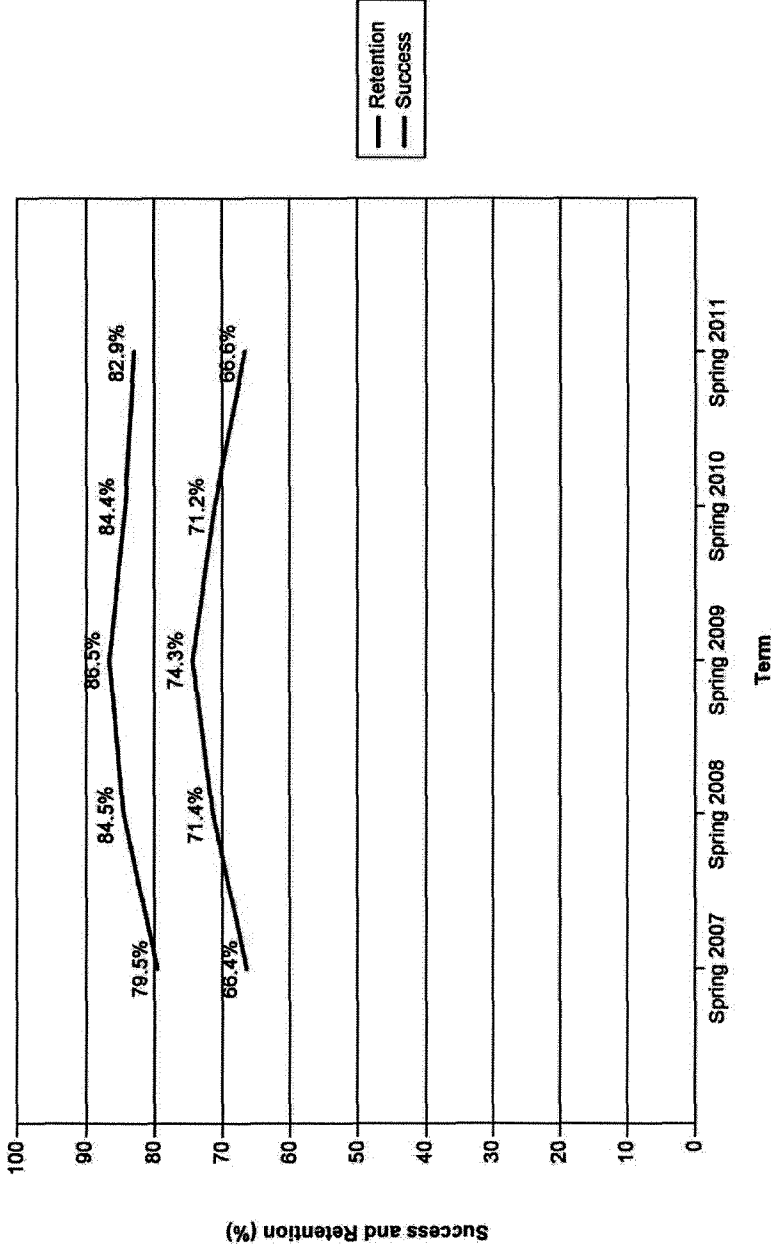


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Course Success and Retention



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Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	240	67.8%	209	66.8%	346	74.7%	320	74.2%	296	67.6%
Female	203	65.3%	220	75.9%	338	73.8%	364	68.9%	335	65.4%
Not Reported	1	25%	5	100%	3	75%	3	50%	5	100%
Total	444	66.4%	434	71.4%	687	74.3%	687	71.2%	636	65.6%

No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	41	11.6%	46	14.7%	50	10.8%	49	11.4%	73	16.7%
Female	46	14.8%	34	11.7%	62	13.5%	76	14.4%	83	16.2%
Not Reported	1	25%		%	1	25%	2	33.3%		%
Total	88	13.2%	80	13.2%	113	12.2%	127	13.2%	156	16.3%

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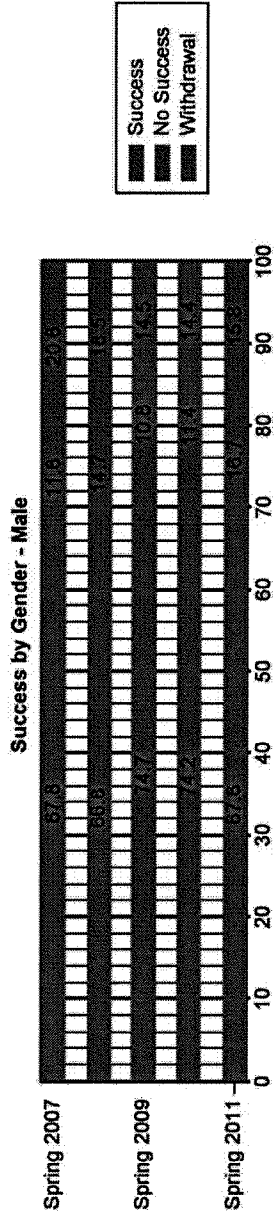
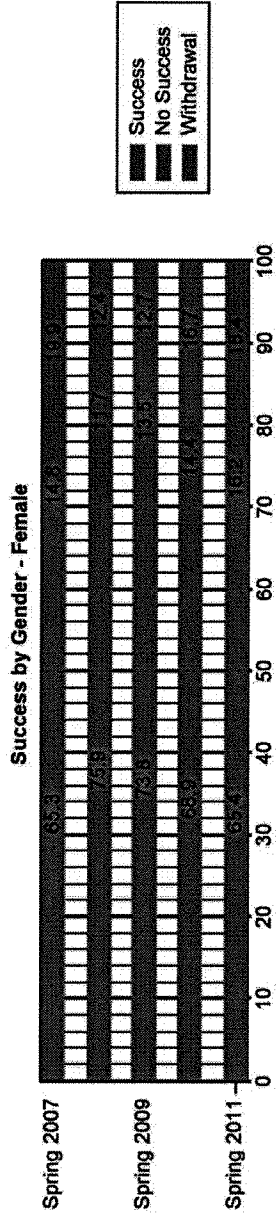
Withdrawal by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	73	20.6%	58	18.5%	67	14.5%	62	14.4%	69	15.8%
Female	62	19.9%	36	12.4%	58	12.7%	88	18.7%	94	18.4%
Not Reported	2	50%		%		%	1	16.7%		%
Total	137	20.5%	94	15.5%	125	13.5%	151	15.6%	163	17.1%

Retention by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	281	79.4%	255	81.5%	396	85.5%	369	85.6%	369	84.2%
Female	249	80.1%	254	87.6%	400	87.3%	440	83.3%	418	81.6%
Not Reported	2	50%	5	100%	4	100%	5	83.3%	5	100%
Total	532	79.5%	514	84.5%	800	86.5%	814	84.4%	792	82.9%

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Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	152	62.8%	136	68%	199	72.9%	221	73.4%	190	64.8%
20-24	188	66.2%	214	72.1%	350	75.6%	295	67.2%	284	66.5%
25-29	68	70.8%	59	77.6%	84	72.4%	99	75.6%	86	70.5%
30-49	27	71.1%	19	67.9%	47	75.8%	63	75%	53	63.9%
50+	9	100%	6	85.7%	7	63.6%	9	90%	13	86.7%
Total	444	66.4%	434	71.4%	687	74.3%	687	71.2%	636	66.6%

No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	32	13.2%	30	15%	41	15%	37	12.3%	58	19.8%
20-24	37	13%	35	11.8%	54	11.7%	69	15.7%	65	14.7%
25-29	14	14.6%	8	10.5%	12	10.3%	11	8.4%	17	13.9%
30-49	5	13.2%	7	25%	5	8.1%	10	11.9%	16	19.3%
50+		%		%	1	9.1%		%		%
Total	88	13.2%	80	13.2%	113	12.2%	127	13.2%	156	16.3%

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Withdrawal by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	58	24%	34	17%	33	12.1%	43	14.3%	45	15.4%
20-24	59	20.8%	48	16.2%	59	12.7%	75	17.1%	83	18.8%
25-29	14	14.6%	9	11.3%	20	17.2%	21	16%	19	15.6%
30-49	6	15.8%	2	7.1%	10	16.1%	11	13.1%	14	16.9%
50+		%	1	14.3%	3	27.3%	1	10%	2	13.3%
Total	137	20.5%	94	15.5%	125	13.5%	151	15.6%	163	17.1%

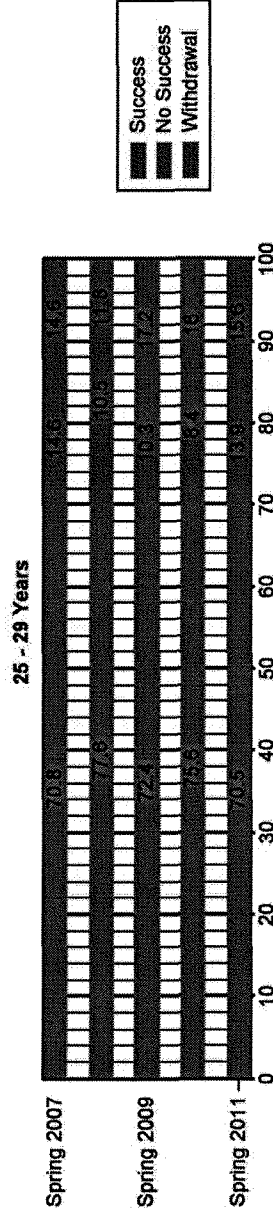
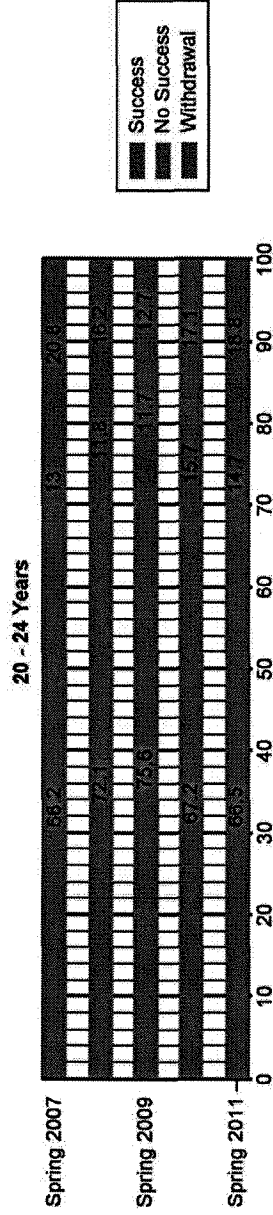
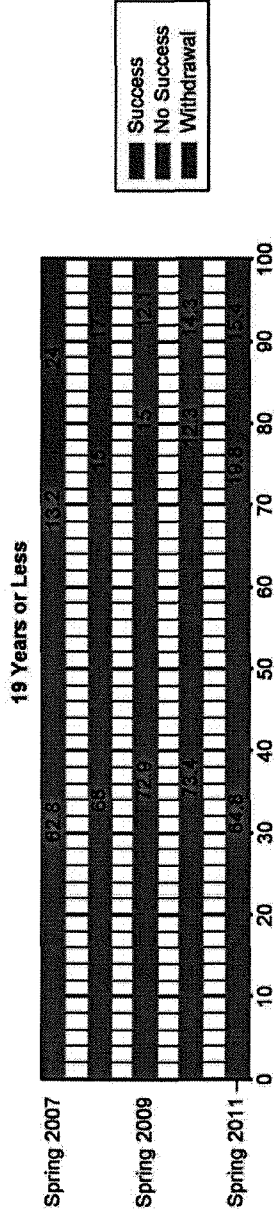
Retention by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	184	76%	166	83%	240	87.9%	258	85.7%	248	84.6%
20-24	225	79.2%	249	83.8%	404	87.3%	364	82.9%	359	81.2%
25-29	82	85.4%	67	88.2%	96	82.8%	110	84%	103	84.4%
30-49	32	84.2%	26	92.9%	52	83.9%	73	86.9%	69	83.1%
50+	9	100%	6	85.7%	8	72.7%	9	90%	13	86.7%
Total	532	79.5%	514	84.5%	800	86.5%	814	84.4%	792	82.9%

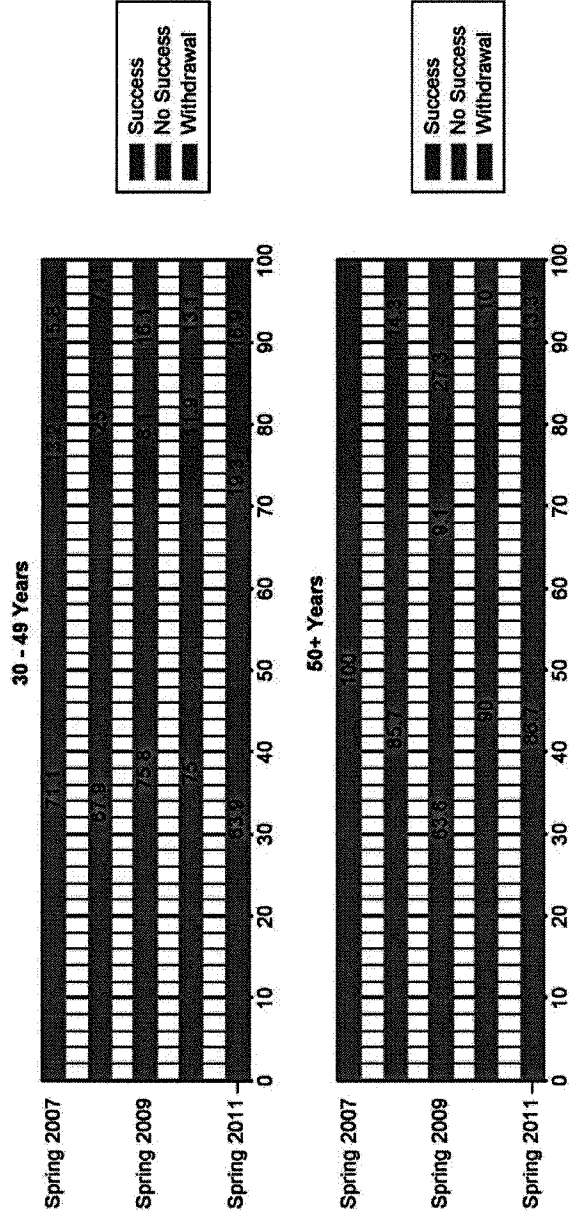
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Note: Success and retention rates are based upon
duplicated student counts

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Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	33.3%	2	100%	7	77.8%	5	71.4%	2	50%
Asian	60	76.9%	43	68.3%	118	87.4%	79	83.2%	86	81.1%
Black non-Hispanic	21	63.6%	16	48.5%	36	61%	44	64.7%	36	58.1%
Fillipino	20	71.4%	15	68.2%	25	80.6%	23	60.5%	25	62.5%
Hispanic	74	63.8%	71	66.4%	120	74.1%	104	58.4%	116	59.2%
Not Reported	35	62.5%	55	75.3%	64	86%	62	77.5%	34	79.1%
Pacific Islander	5	62.5%	1	25%	13	68.4%	8	72.7%	6	50%
Two or More	2	50%	11	78.6%	6	60%	24	61.5%	28	62.2%
White non-Hispanic	225	66.2%	220	75.9%	298	73.9%	338	75.3%	266	68.4%
Total	444	66.4%	434	71.4%	687	74.3%	687	71.2%	599	66.8%

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No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	16.7%		%	1	11.1%	1	14.3%	1	25%
Asian	8	10.3%	12	19%	6	4.4%	9	9.5%	6	5.7%
Black non-Hispanic	4	12.1%	7	21.2%	9	15.3%	13	19.1%	11	17.7%
Filipino	4	14.3%	1	4.5%	3	9.7%	9	23.7%	7	17.5%
Hispanic	19	16.4%	17	15.9%	21	13%	31	17.4%	42	21.4%
Not Reported	10	17.9%	9	12.3%	16	16.5%	9	11.3%	4	9.3%
Pacific Islander	1	12.5%	3	75%	2	10.5%	3	27.3%	2	16.7%
Two or More	2	50%		%	4	40%	6	15.4%	8	17.8%
White non-Hispanic	39	11.5%	31	10.7%	51	12.7%	46	10.2%	65	16.7%
Total	88	13.2%	80	13.2%	113	12.2%	127	13.2%	146	16.3%

Grossmont College Enrollment
 ANTH

Withdrawal by Ethnicity

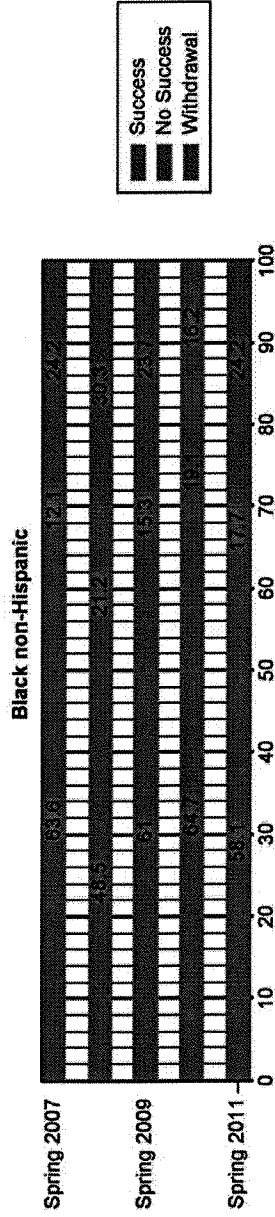
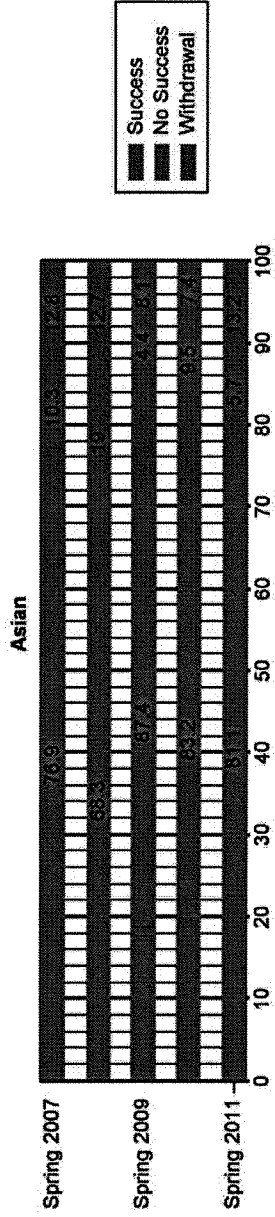
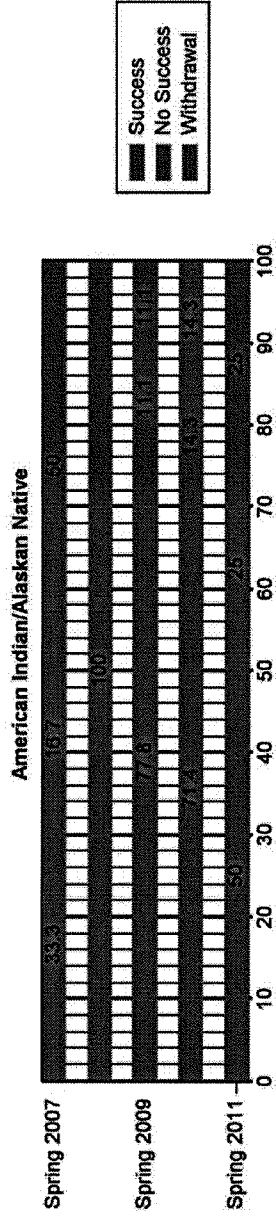
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	50%		%	1	11.1%	1	14.3%	1	25%
Asian	10	12.8%	8	12.7%	11	8.1%	7	7.4%	14	13.2%
Black non-Hispanic	8	24.2%	10	30.3%	14	23.7%	11	16.2%	15	24.2%
Filipino	4	14.3%	6	27.3%	3	9.7%	6	15.8%	8	20%
Hispanic	23	19.8%	19	17.8%	21	13%	43	24.2%	38	19.4%
Not Reported	11	19.6%	9	12.3%	17	17.5%	9	11.3%	5	11.6%
Pacific Islander	2	25%		%	4	21.1%		%	4	33.3%
Two or More		%	3	21.4%		%	9	23.1%	9	20%
White non-Hispanic	76	22.4%	39	13.4%	54	13.4%	65	14.5%	58	14.9%
Total	137	20.5%	94	15.5%	125	13.5%	151	15.6%	152	16.9%

Grossmont College Enrollment
ANTH

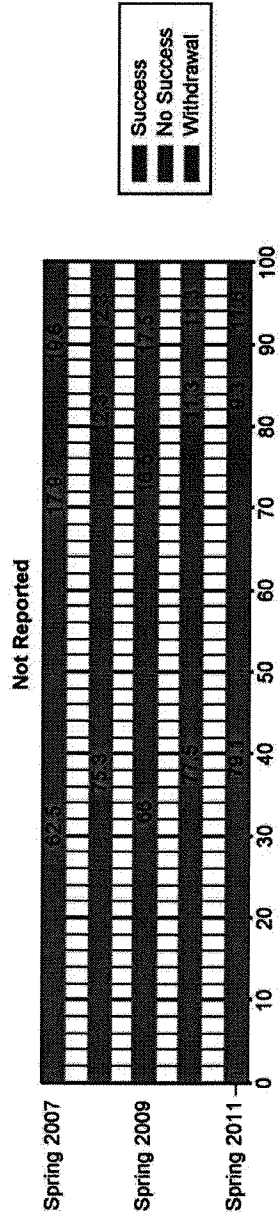
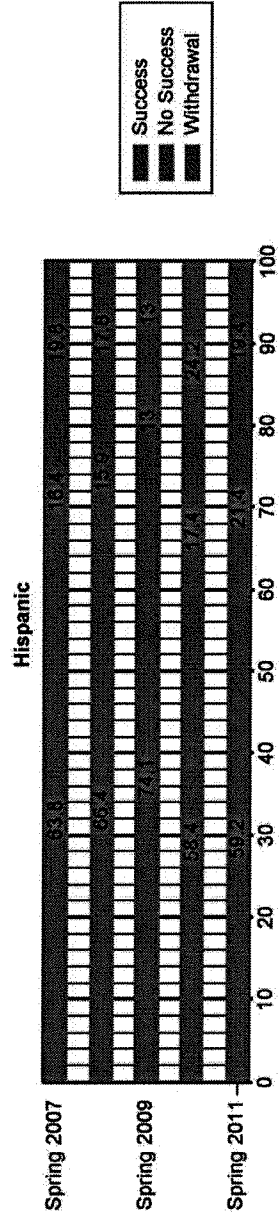
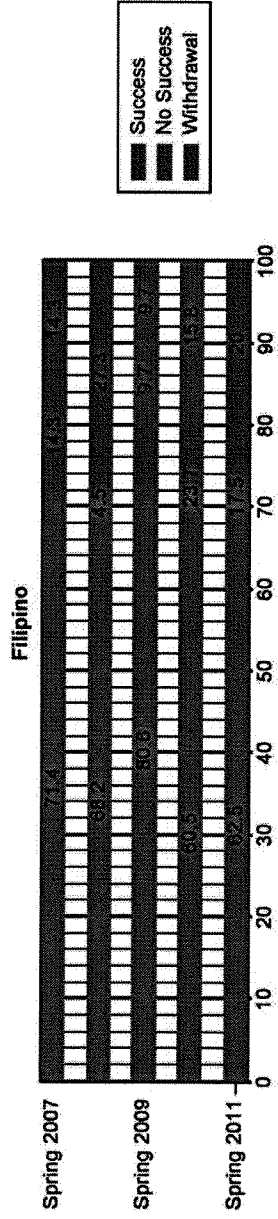
Retention by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	50%	2	100%	8	88.9%	6	86.7%	3	75%
Asian	68	87.2%	55	87.3%	124	91.9%	88	92.6%	92	86.8%
Black non-Hispanic	25	75.8%	23	69.7%	45	76.3%	57	83.8%	47	75.8%
Filipino	24	85.7%	16	72.7%	28	90.3%	32	84.2%	32	80%
Hispanic	93	80.2%	88	82.2%	141	87%	135	75.8%	158	80.6%
Not Reported	45	80.4%	64	87.7%	80	82.5%	71	88.8%	38	88.4%
Pacific Islander	6	75%	4	100%	15	78.9%	11	100%	8	66.7%
Two or More	4	100%	11	78.6%	10	100%	30	78.9%	36	80%
White non-Hispanic	264	77.6%	251	86.6%	349	86.6%	384	85.5%	331	85.1%
Total	532	79.5%	514	84.5%	800	86.5%	814	84.4%	745	83.1%

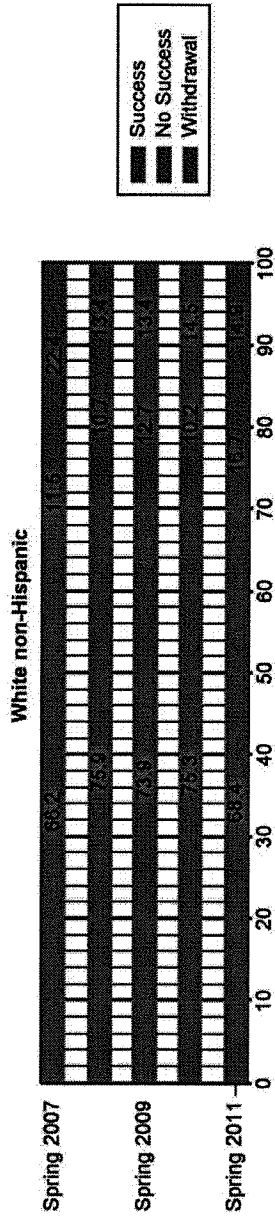
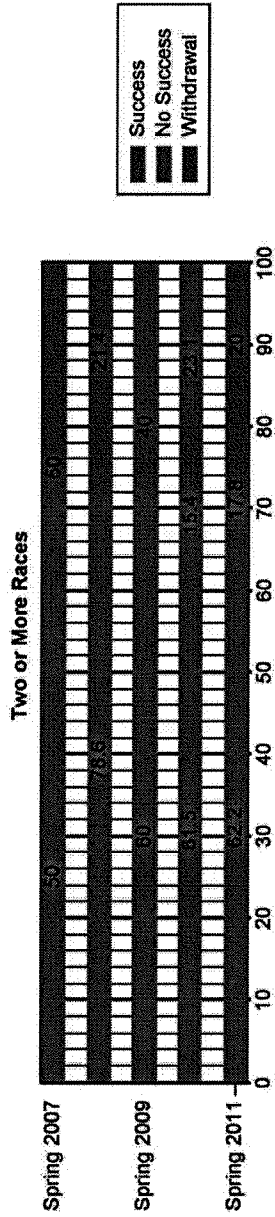
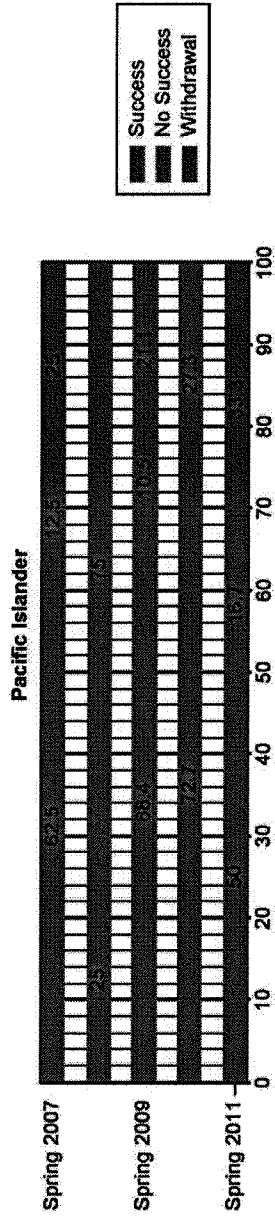
**Grossmont College Enrollment
ANTH**



**Grossmont College Enrollment
ANTH**

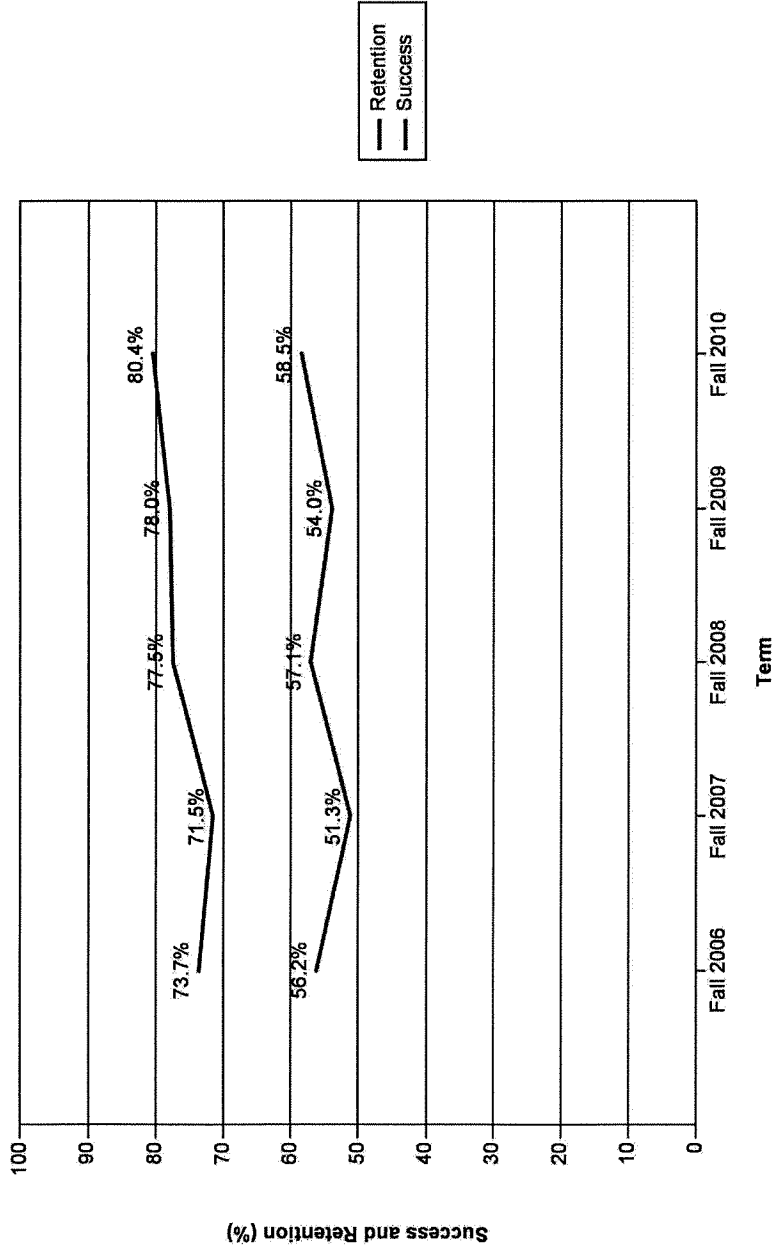


**Grossmont College Enrollment
ANTH**



**Grossmont College Enrollment
PSY**

Course Success and Retention



**Grossmont College Enrollment
PSY**

Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	297	52.8%	296	48.5%	380	53.1%	391	51.9%	396	55.3%
Female	606	58%	551	52.6%	746	59.4%	787	55%	820	59.9%
Not Reported	7	53.8%	11	64.7%	4	30%	10	66.7%	10	90.9%
Total	910	56.2%	858	51.3%	1,130	57.1%	1,188	54%	1,226	58.5%

No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	114	20.3%	139	22.8%	159	22.2%	205	27.2%	186	26%
Female	166	15.9%	199	19%	243	19.4%	322	22.5%	274	20%
Not Reported	3	23.1%	1	5.9%	1	12.5%	1	6.7%		%
Total	283	17.5%	339	20.3%	403	20.4%	528	24%	460	21.9%

Grossmont College Enrollment
PSY

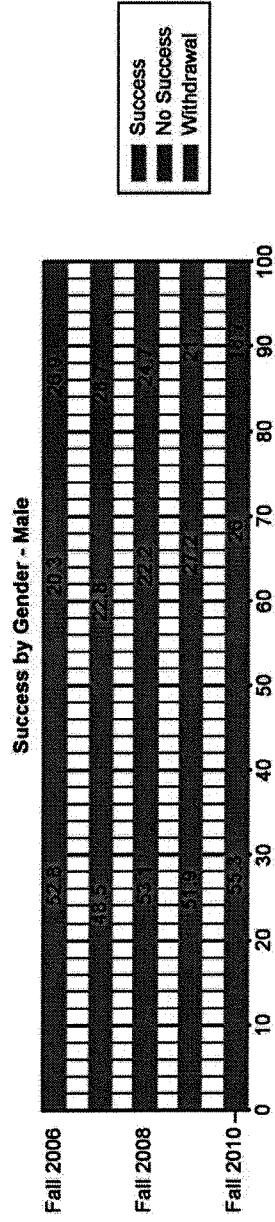
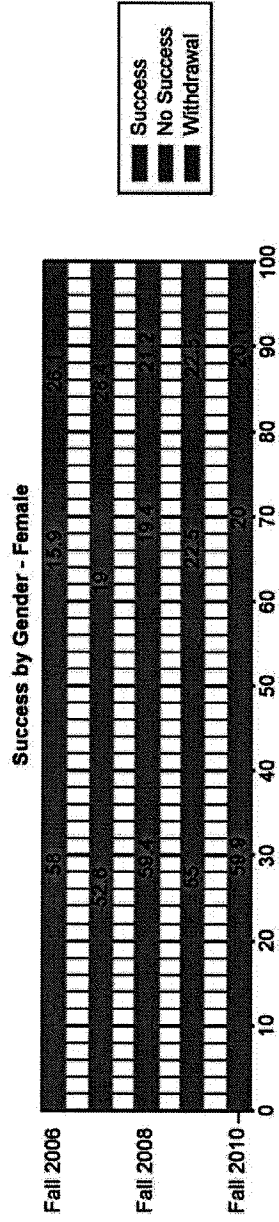
Withdrawal by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	151	26.9%	175	28.7%	177	24.7%	158	21%	134	18.7%
Female	272	26.1%	297	28.4%	266	21.2%	322	32.5%	275	20.1%
Not Reported	3	23.1%	5	29.4%	3	37.5%	4	26.7%	1	9.1%
Total	426	26.3%	477	28.5%	446	22.5%	484	22%	410	19.6%

Retention by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	411	73.1%	435	71.3%	539	75.3%	596	79%	582	81.3%
Female	772	79.9%	750	71.8%	989	78.8%	1,109	77.5%	1,094	79.9%
Not Reported	10	76.9%	12	70.6%	5	62.5%	11	73.3%	10	90.9%
Total	1,193	73.7%	1,197	71.5%	1,533	77.5%	1,716	78%	1,686	80.4%

**Grossmont College Enrollment
PSY**



**Grossmont College Enrollment
PSY**

Success by Age

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Age										
19 or less	409	54.3%	378	46.8%	480	55%	486	54.1%	496	60.9%
20-24	349	54.2%	350	53%	456	56.1%	458	51.9%	492	54.9%
25-29	82	68.9%	72	61.5%	100	64.1%	116	55.2%	111	56.3%
30-49	66	67.3%	52	65%	80	66.1%	112	59.3%	114	67.9%
50+	4	80%	6	66.7%	14	82.4%	16	80%	13	61.9%
Total	910	56.2%	858	51.3%	1,130	57.1%	1,188	54%	1,226	58.5%

No Success by Age

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Age										
19 or less	149	19.8%	211	26.1%	215	24.7%	242	26.9%	196	24.1%
20-24	118	18.3%	103	15.6%	151	18.6%	211	23.9%	205	22.9%
25-29	8	6.7%	16	13.7%	22	14.1%	42	20%	36	18.3%
30-49	8	8.2%	8	10%	13	10.7%	32	16.9%	22	13.1%
50+		%	1	11.1%	2	11.8%	1	5%	1	4.8%
Total	283	17.5%	339	20.3%	403	20.4%	528	24%	460	21.9%

Grossmont College Enrollment
PSY

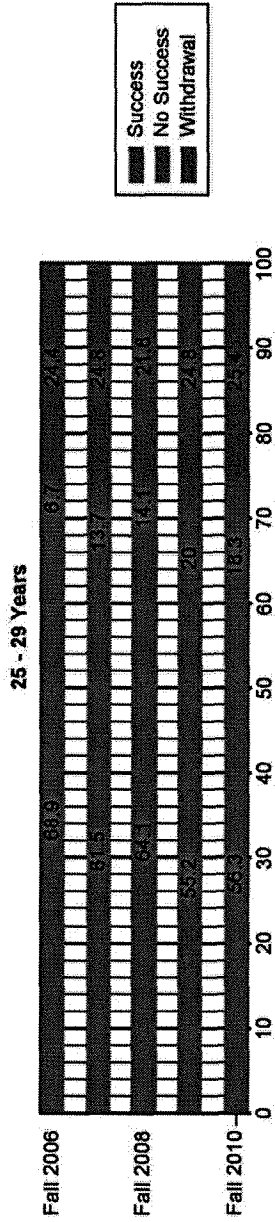
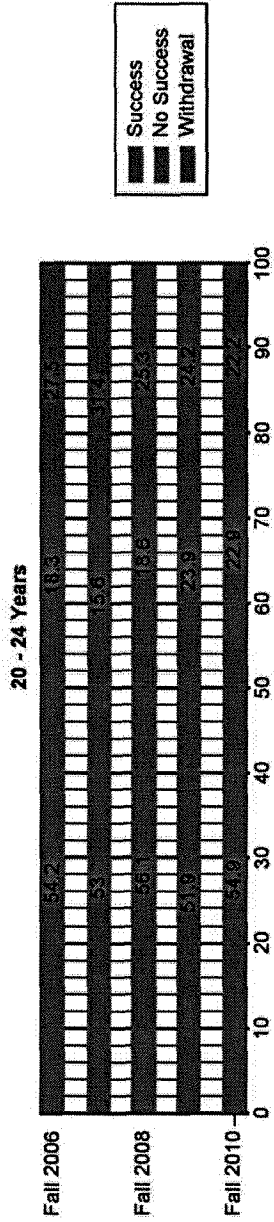
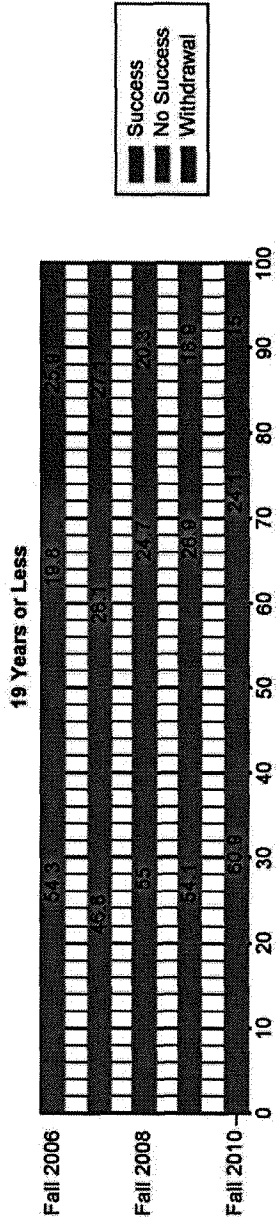
Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	195	25.9%	219	27.1%	177	20.3%	170	18.9%	122	15%
20-24	177	27.5%	207	31.4%	206	25.3%	214	24.2%	199	22.2%
25-29	29	24.4%	29	24.8%	34	21.8%	52	24.8%	50	25.4%
30-49	24	24.5%	20	25%	28	23.1%	45	23.8%	32	19%
50+	1	20%	2	22.2%	1	5.9%	3	15%	7	33.3%
Total	426	26.3%	477	28.5%	446	22.5%	484	22%	410	19.6%

Retention by Age

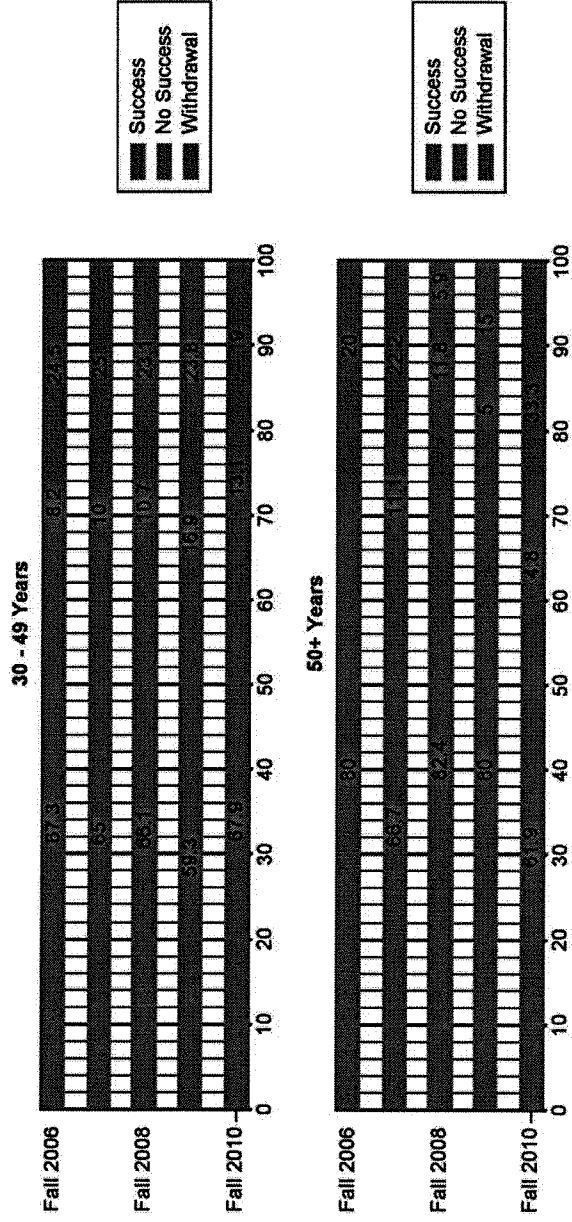
Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	558	74.1%	589	72.9%	695	79.7%	728	81.1%	692	85%
20-24	467	72.5%	453	68.6%	607	74.7%	669	75.8%	697	77.8%
25-29	90	75.6%	88	75.2%	122	78.2%	158	75.2%	147	74.6%
30-49	74	75.5%	60	75%	93	76.9%	144	76.2%	136	81%
50+	4	80%	7	77.8%	16	94.1%	17	85%	14	66.7%
Total	1,193	73.7%	1,197	71.5%	1,533	77.5%	1,716	78%	1,686	80.4%

**Grossmont College Enrollment
PSY**



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 Note: Success and retention rates are based upon duplicated student counts
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**Grossmont College Enrollment
PSY**



**Grossmont College Enrollment
PSY**

Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	11	57.9%	11	55%	13	65%	6	46.2%	6	60%
Asian	51	65.4%	58	63.7%	63	67%	56	52.8%	59	60.2%
Black non-Hispanic	33	36.3%	36	25.2%	82	39.2%	62	36.5%	81	42.6%
Filipino	30	34.9%	41	55.4%	57	58.8%	58	50.4%	90	62.1%
Hispanic	183	54.1%	137	42.5%	188	46.7%	210	42.5%	282	53.1%
Not Reported	85	56.7%	82	54.7%	118	57.6%	85	54.1%	59	60.8%
Pacific Islander	17	54.8%	12	50%	7	36.8%	14	50%	10	47.6%
Two or More	14	53.8%	23	51.1%	11	47.8%	38	50%	65	52.8%
White non-Hispanic	486	60.8%	458	56.9%	591	65%	659	63.3%	572	65.4%
Total	910	56.2%	858	51.3%	1,130	57.1%	1,188	54%	1,224	58.6%

**Grossmont College Enrollment
PSY**

No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	10.5%	4	20%	3	15%	4	30.8%	2	20%
Asian	17	21.8%	20	22%	19	20.2%	22	20.8%	16	16.3%
Black non-Hispanic	20	22%	54	37.8%	71	34%	61	35.9%	56	29.5%
Filipino	26	30.2%	12	16.2%	24	24.7%	30	26.1%	31	21.4%
Hispanic	66	19.5%	73	22.7%	99	24.6%	153	31%	137	25.8%
Not Reported	27	18%	25	16.7%	43	21%	37	23.6%	19	19.6%
Pacific Islander	5	16.1%	5	20.8%	4	21.1%	10	35.7%	5	23.8%
Two or More	6	23.1%	10	22.2%	4	17.4%	20	26.3%	31	25.2%
White non-Hispanic	114	14.3%	136	16.9%	136	15%	191	18.3%	161	18.4%
Total	283	17.5%	339	20.3%	403	20.4%	528	24%	458	21.9%

Grossmont College Enrollment
PSY

Withdrawal by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	6	31.6%	5	25%	4	20%	3	23.1%	2	20%
Asian	10	12.8%	13	14.3%	12	12.8%	28	26.4%	23	23.5%
Black non-Hispanic	38	41.8%	53	37.1%	56	26.8%	47	27.6%	53	27.9%
Filipino	30	34.9%	21	28.4%	16	16.5%	27	23.5%	24	16.6%
Hispanic	89	26.3%	112	34.8%	116	28.8%	131	26.5%	112	21.1%
Not Reported	38	25.3%	43	28.7%	44	21.5%	35	22.3%	19	19.6%
Pacific Islander	9	29%	7	29.2%	8	42.1%	4	14.3%	6	28.6%
Two or More	6	23.1%	12	26.7%	8	34.8%	18	23.7%	27	22%
White non-Hispanic	200	25%	211	26.2%	182	20%	191	18.3%	141	16.1%
Total	426	26.3%	477	28.5%	446	22.5%	484	22%	407	19.5%

**Grossmont College Enrollment
PSY**

Retention by Ethnicity

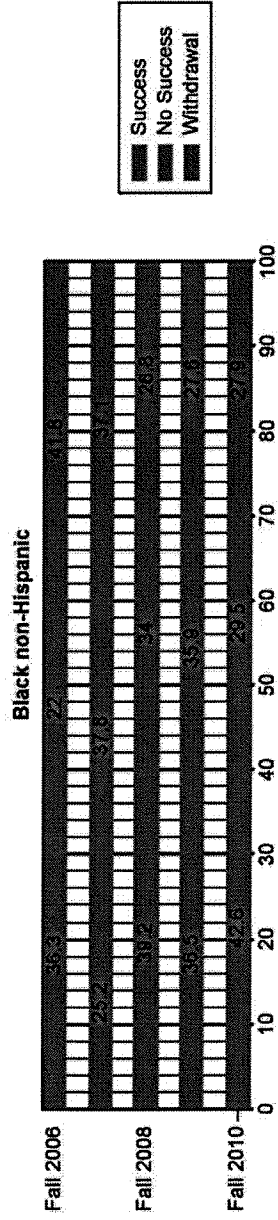
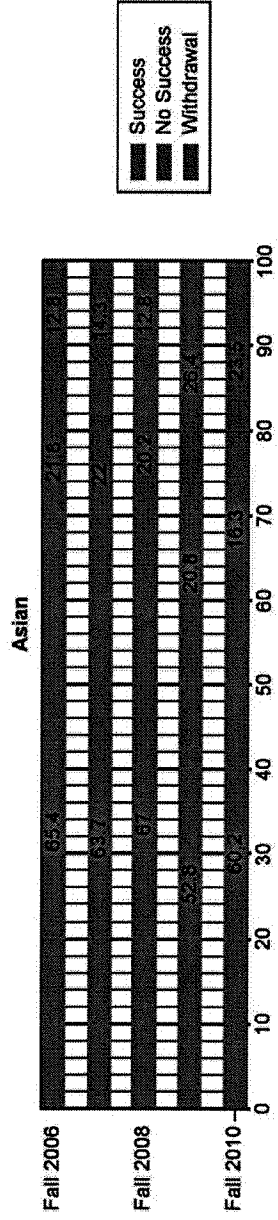
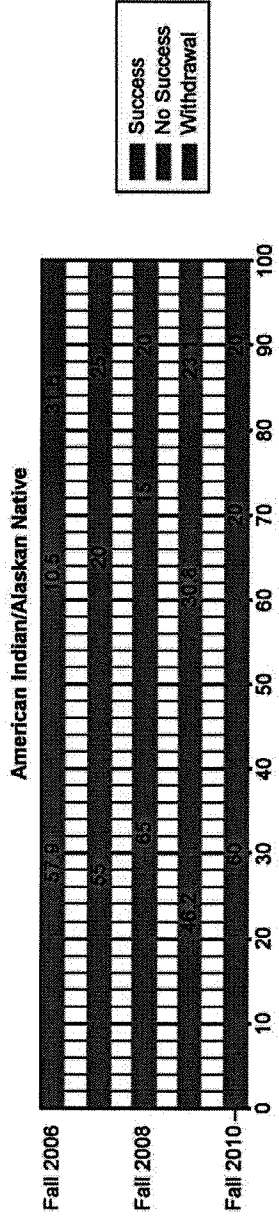
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	13	68.4%	15	75%	16	80%	10	76.9%	8	80%
Asian	68	87.2%	78	85.7%	82	87.2%	78	73.6%	75	76.5%
Black non-Hispanic	53	58.2%	90	62.9%	153	73.2%	123	72.4%	137	72.1%
Filipino	56	65.1%	53	71.6%	81	83.5%	88	76.5%	121	83.4%
Hispanic	249	73.7%	210	65.2%	287	71.2%	363	73.5%	419	78.9%
Not Reported	112	74.7%	107	71.3%	161	78.5%	122	77.7%	78	80.4%
Pacific Islander	22	71%	17	70.8%	11	57.9%	24	85.7%	15	71.4%
Two or More	20	76.9%	33	73.3%	15	65.2%	58	76.3%	96	78%
White non-Hispanic	600	75%	594	73.8%	727	80%	850	81.7%	733	83.9%
Total	1,193	73.7%	1,197	71.5%	1,533	77.5%	1,716	78%	1,682	80.5%

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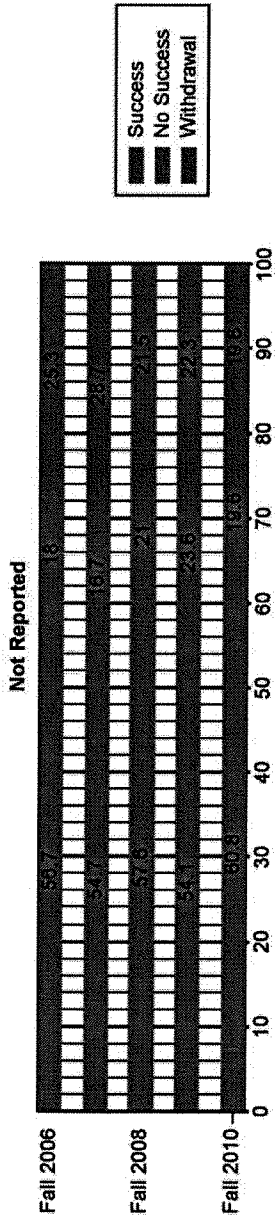
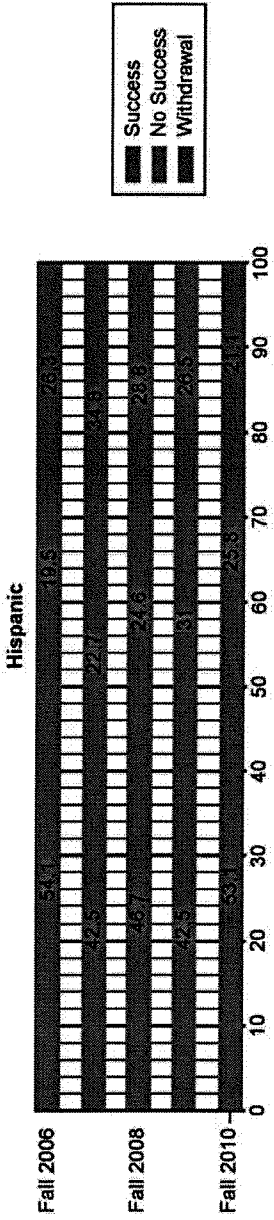
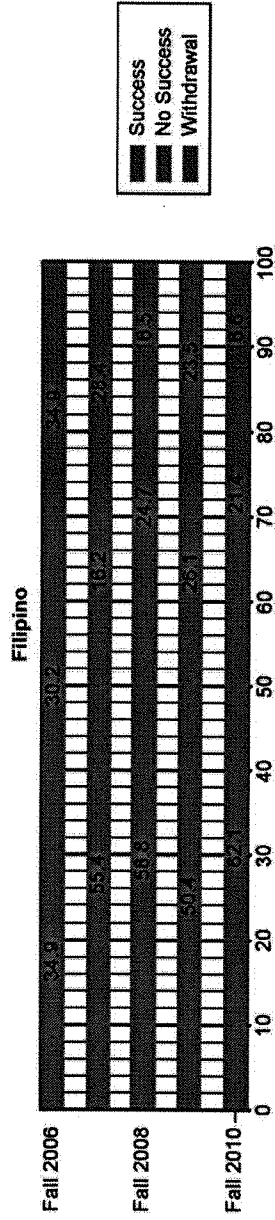
Note: Success and retention rates are based upon
duplicated student counts

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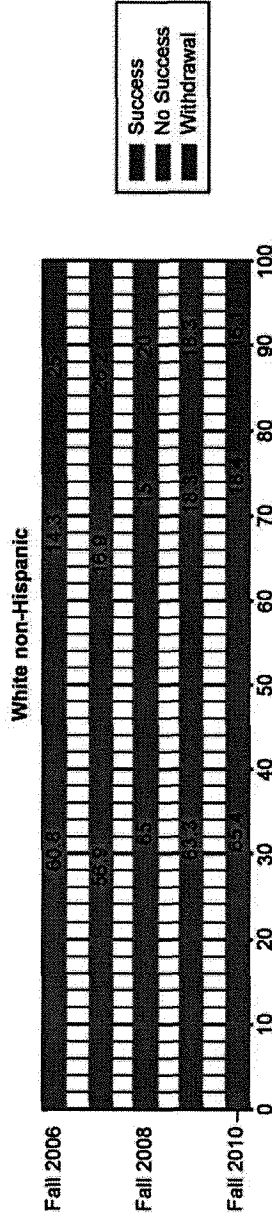
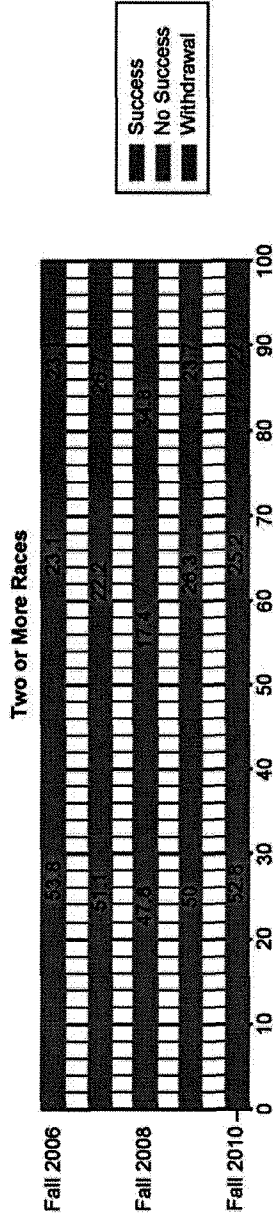
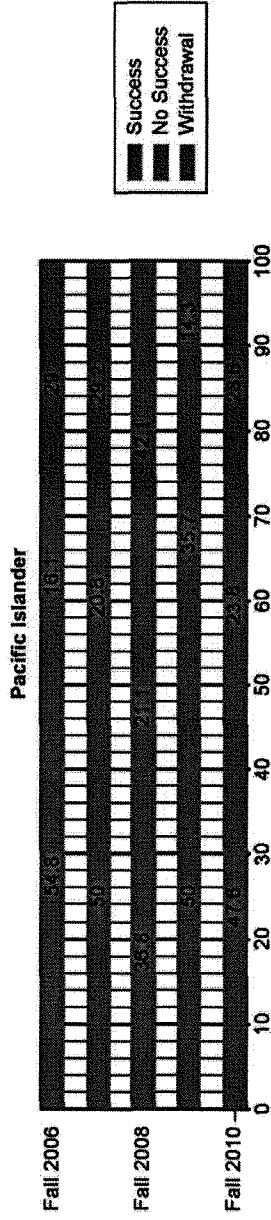
**Grossmont College Enrollment
PSY**



**Grossmont College Enrollment
PSY**

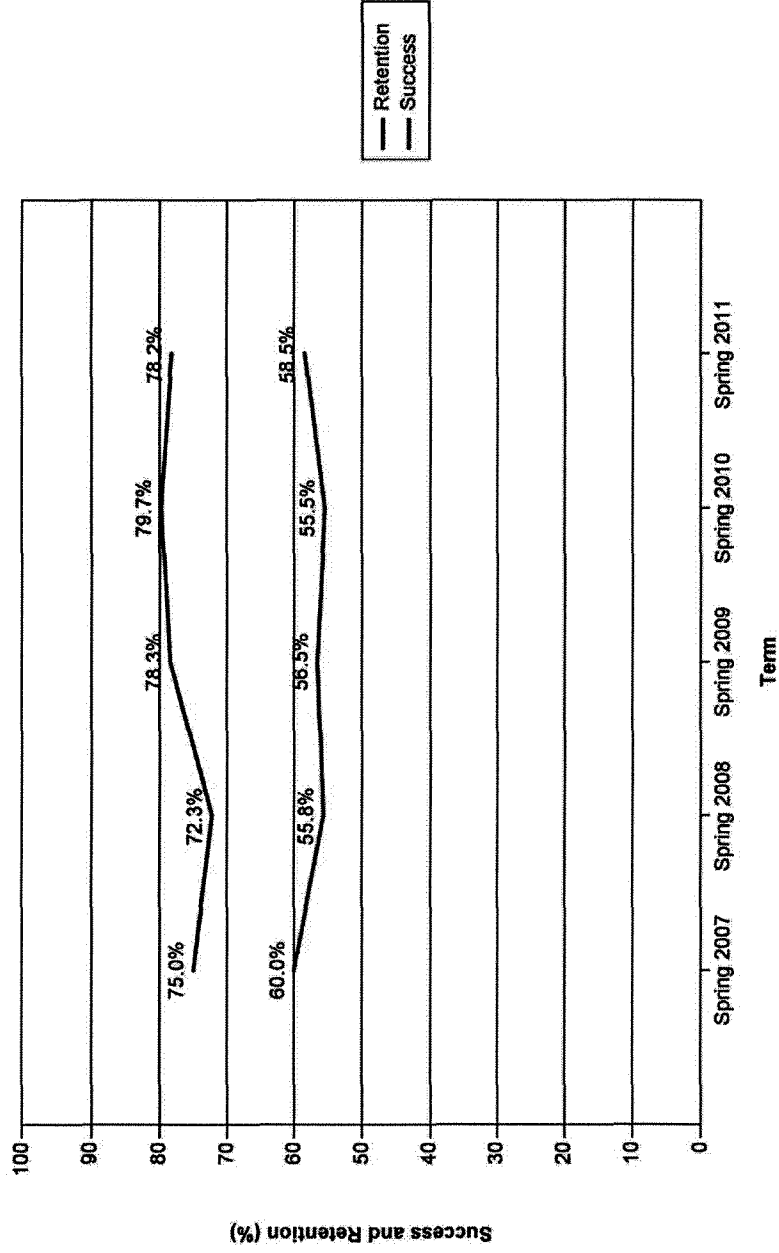


**Grossmont College Enrollment
PSY**



Grossmont College Enrollment
PSY

Course Success and Retention



**Grossmont College Enrollment
PSY**

Success by Gender

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Gender										
Male	324	54.1%	374	52.5%	431	55.4%	431	52.6%	420	57.1%
Female	616	63.5%	685	57.5%	808	57.1%	874	57%	822	59.4%
Not Reported	7	70%	11	68.8%	10	58.8%	14	63.6%	10	52.6%
Total	947	60%	1,070	55.8%	1,249	56.5%	1,319	55.5%	1,252	58.5%

No Success by Gender

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Gender										
Male	110	18.4%	134	18.8%	177	22.8%	220	26.8%	149	20.2%
Female	126	13%	180	15.1%	301	21.3%	350	22.8%	267	19.3%
Not Reported	1	10%	3	18.8%	3	17.6%	5	22.7%	5	26.3%
Total	237	15%	317	16.5%	481	21.8%	575	24.2%	421	19.7%

Grossmont College Enrollment
PSY

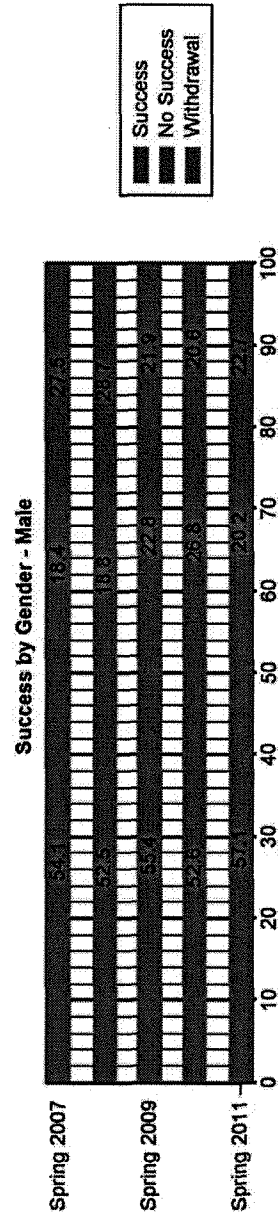
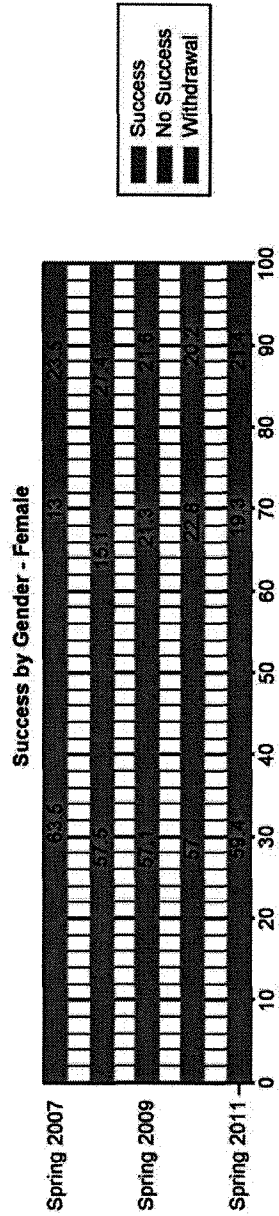
Withdrawal by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	165	27.5%	204	28.7%	170	21.9%	169	20.6%	167	22.7%
Female	228	23.5%	326	27.4%	305	21.6%	309	20.2%	296	21.4%
Not Reported	2	20%	2	12.5%	4	23.5%	3	13.6%	4	21.1%
Total	395	25%	532	27.7%	479	21.7%	481	20.3%	467	21.8%

Retention by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	434	72.5%	508	71.3%	608	78.1%	651	79.4%	569	77.3%
Female	742	76.5%	865	72.6%	1,109	78.4%	1,224	79.8%	1,089	78.6%
Not Reported	8	80%	14	87.5%	13	76.5%	19	86.4%	15	78.9%
Total	1,184	75%	1,387	72.3%	1,730	78.3%	1,894	79.7%	1,673	78.2%

**Grossmont College Enrollment
PSY**



Grossmont College Enrollment
PSY

Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	421	57.9%	395	49.7%	504	54.3%	462	52.6%	458	57.3%
20-24	371	59.6%	463	57.5%	514	55.6%	601	65.6%	532	57.6%
25-29	75	63%	99	62.7%	123	61.8%	138	60%	134	58.5%
30-49	70	70.7%	100	69.9%	99	67.8%	107	62.9%	110	66.7%
50+	10	90.9%	13	72.2%	9	81.8%	11	68.8%	18	75%
Total	947	60%	1,070	53.9%	1,249	56.6%	1,319	55.9%	1,252	58.5%

No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	130	17.9%	169	21.3%	242	26%	242	27.6%	183	22.9%
20-24	80	12.8%	121	15%	189	20.3%	259	24%	178	19.3%
25-29	17	14.3%	17	10.8%	32	16.1%	41	17.8%	36	15.7%
30-49	10	10.1%	10	7%	17	11.6%	31	18.2%	20	12.1%
50+		%		%	1	9.1%	2	12.5%	4	16.7%
Total	237	15%	317	16.5%	481	21.8%	575	24.2%	421	19.7%

Grossmont College Enrollment
PSY

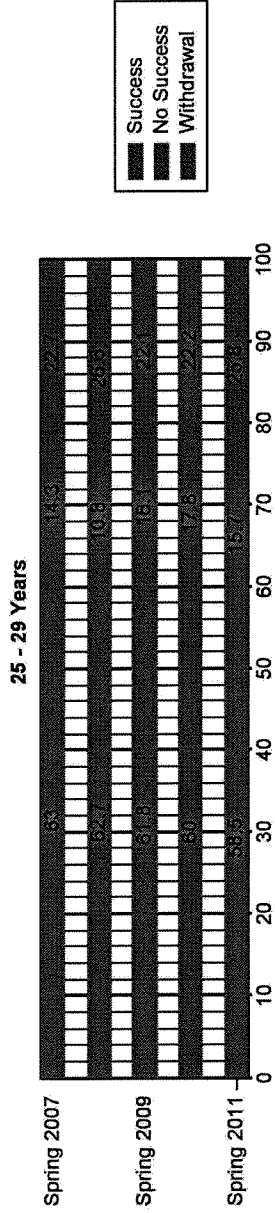
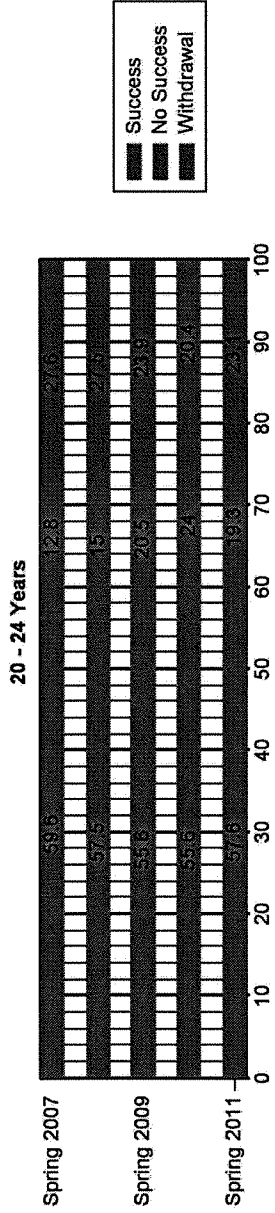
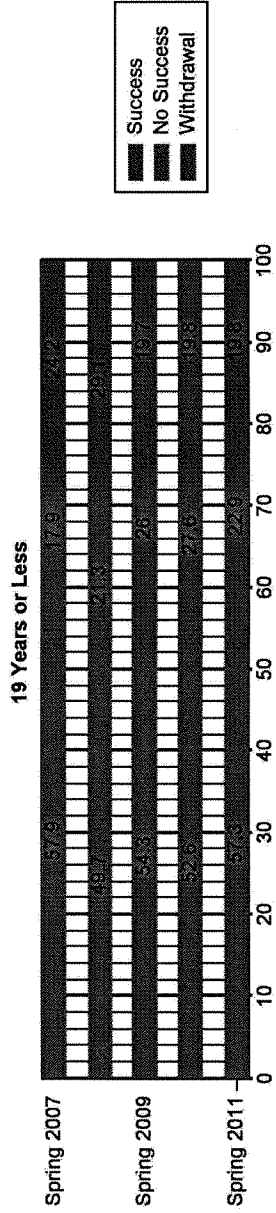
Withdrawal by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	176	24.2%	231	29.1%	183	19.7%	174	19.8%	158	19.8%
20-24	172	27.6%	221	27.5%	221	23.9%	221	20.4%	213	23.1%
25-29	27	22.7%	42	28.6%	44	22.1%	51	22.2%	59	25.8%
30-49	19	19.2%	33	23.1%	30	20.5%	32	18.8%	36	21.2%
50+	1	9.1%	5	27.8%	1	9.1%	3	18.8%	2	8.3%
Total	395	25%	532	27.7%	479	21.7%	481	20.3%	467	21.8%

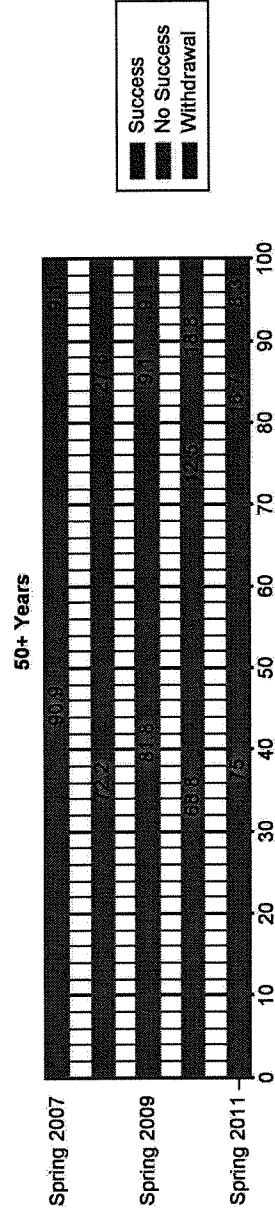
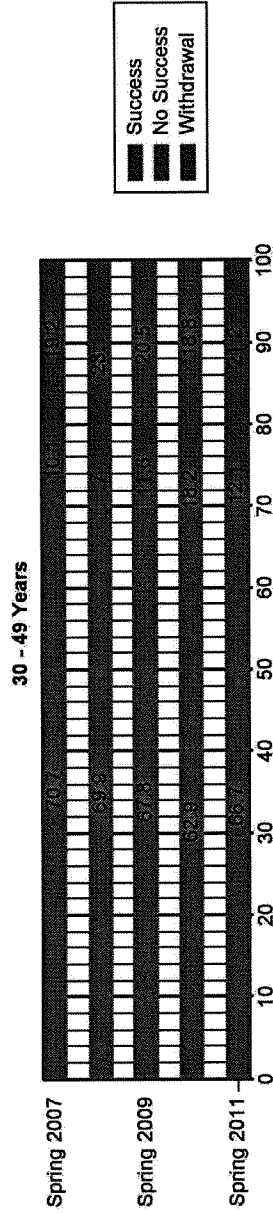
Retention by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	581	75.8%	564	70.9%	746	80.3%	704	80.2%	641	80.2%
20-24	451	72.4%	564	72.5%	703	76.1%	860	79.6%	710	76.9%
25-29	92	77.3%	116	73.4%	155	77.9%	179	77.6%	170	74.2%
30-49	80	80.8%	110	76.9%	116	79.5%	138	81.2%	130	78.8%
50+	10	90.9%	13	72.2%	10	90.9%	13	81.3%	22	91.7%
Total	1,184	75%	1,387	72.3%	1,730	78.3%	1,894	79.7%	1,673	78.2%

Grossmont College Enrollment PSY



Grossmont College Enrollment PSY



**Grossmont College Enrollment
PSY**

Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	50%	9	47.4%	14	73.7%	11	73.3%	3	75%
Asian	41	58.6%	70	59.8%	80	70.2%	79	58.5%	78	70.9%
Black non-Hispanic	39	37.1%	64	34.4%	80	40.6%	78	42.2%	58	39.5%
Filipino	60	63.2%	54	52.4%	63	60.6%	56	52.3%	61	54%
Hispanic	183	55.5%	194	50.9%	213	50.8%	278	48.6%	293	54.4%
Not Reported	74	58.3%	99	59.3%	113	52.6%	86	62.8%	67	68.8%
Pacific Islander	10	43.5%	13	56.5%	22	62.9%	12	29.3%	10	66.7%
Two or More	19	76%	15	46.9%	13	38.2%	55	47.4%	67	51.1%
White non-Hispanic	514	65.1%	552	62%	651	60.8%	664	62.2%	553	65.2%
Total	947	60%	1,070	55.8%	1,249	56.5%	1,319	55.5%	1,190	59.4%

**Grossmont College Enrollment
PSY**

No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	4	28.6%	5	26.3%	3	15.8%	3	20%		
Asian	6	8.6%	12	10.3%	16	14%	34	25.2%	13	11.8%
Black non-Hispanic	33	31.4%	44	23.7%	61	31%	67	36.2%	35	23.8%
Filipino	13	13.7%	19	18.4%	23	22.1%	29	27.1%	28	24.8%
Hispanic	57	17.3%	77	20.2%	107	25.4%	175	30.6%	130	24.1%
Not Reported	16	12.6%	27	16.2%	45	20.9%	27	19.7%	12	12.5%
Pacific Islander	4	17.4%	5	21.7%	7	20%	16	39%	2	13.3%
Two or More	3	12%	3	9.4%	11	32.4%	31	26.7%	31	23.7%
White non-Hispanic	101	12.8%	125	14%	208	19.4%	193	18.1%	132	15.6%
Total	237	15%	317	16.5%	481	21.8%	575	24.2%	383	19.1%

**Grossmont College Enrollment
PSY**

Withdrawl by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	21.4%	5	26.3%	2	10.5%	1	6.7%	1	26%
Asian	23	32.9%	35	29.9%	18	15.8%	22	16.3%	19	17.3%
Black non-Hispanic	33	31.4%	78	41.9%	56	28.4%	40	21.6%	54	36.7%
Filipino	22	23.2%	30	29.1%	18	17.3%	22	20.6%	24	21.2%
Hispanic	90	27.3%	110	28.8%	101	24%	119	20.8%	116	21.5%
Not Reported	37	29.1%	41	24.6%	57	26.5%	24	17.5%	17	17.7%
Pacific Islander	9	39.1%	5	21.7%	6	17.1%	13	31.7%	3	20%
Two or More	3	12%	14	43.8%	10	29.4%	30	25.9%	33	25.2%
White non-Hispanic	175	22.2%	214	24%	211	19.7%	210	19.7%	163	19.2%
Total	395	25%	532	27.7%	479	21.7%	481	20.3%	430	21.5%

Grossmont College Enrollment
PSY

Retention by Ethnicity

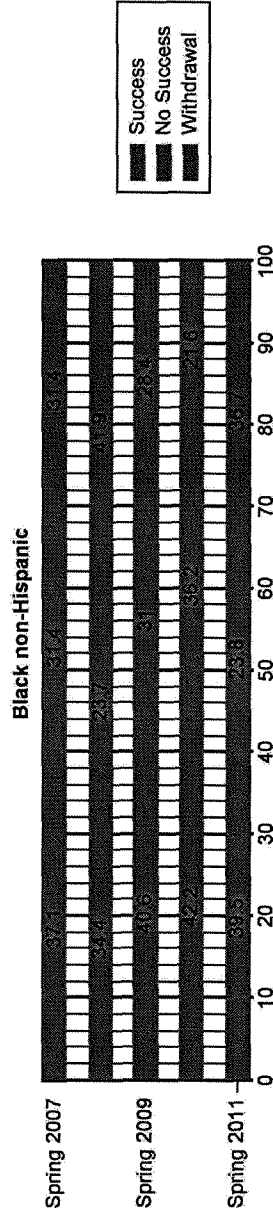
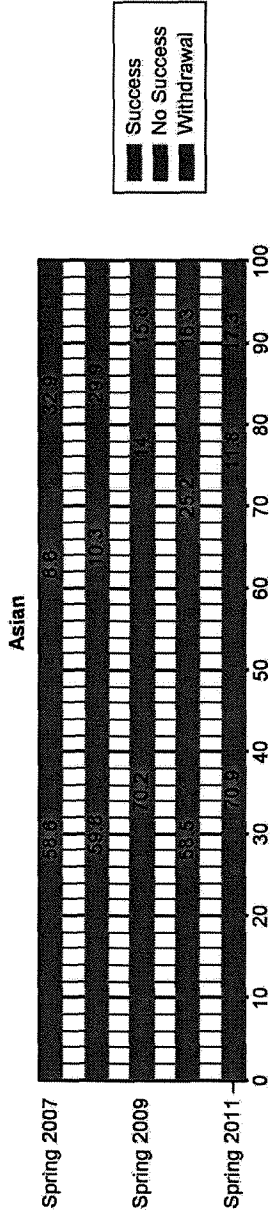
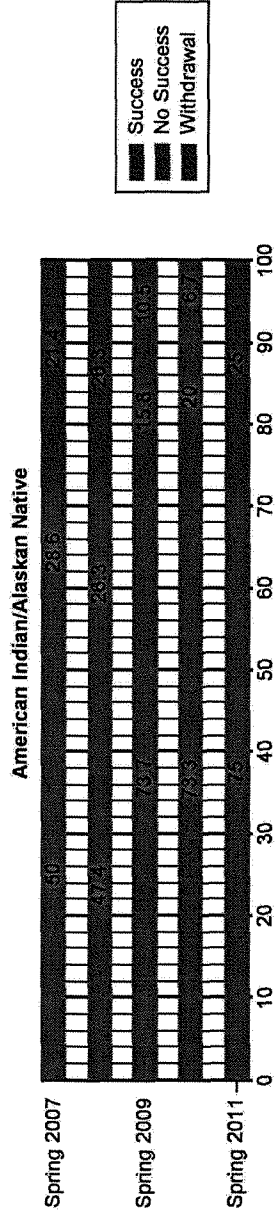
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian /Alaskan Native	11	78.6%	14	73.7%	17	89.5%	14	93.3%	3	75%
Asian	47	67.1%	82	70.1%	96	84.2%	113	88.7%	91	82.7%
Black non-Hispanic	72	63.6%	108	58.1%	141	71.6%	145	78.4%	93	63.3%
Filipino	73	76.8%	73	70.9%	86	82.7%	85	79.4%	89	78.8%
Hispanic	240	72.7%	271	71.1%	320	76%	453	79.2%	423	78.5%
Not Reported	90	70.9%	126	75.4%	158	73.6%	113	82.5%	79	82.3%
Pacific Islander	14	60.9%	18	78.3%	29	82.9%	28	68.3%	12	80%
Two or More	22	88%	18	56.3%	24	70.6%	86	74.1%	98	74.8%
White non-Hispanic	615	77.8%	677	76%	859	80.3%	857	80.3%	685	80.8%
Total	1,184	75%	1,387	72.3%	1,730	78.3%	1,894	79.7%	1,573	78.5%

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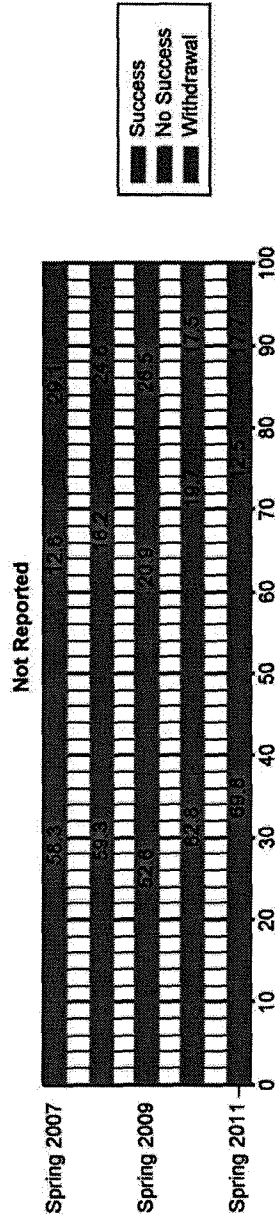
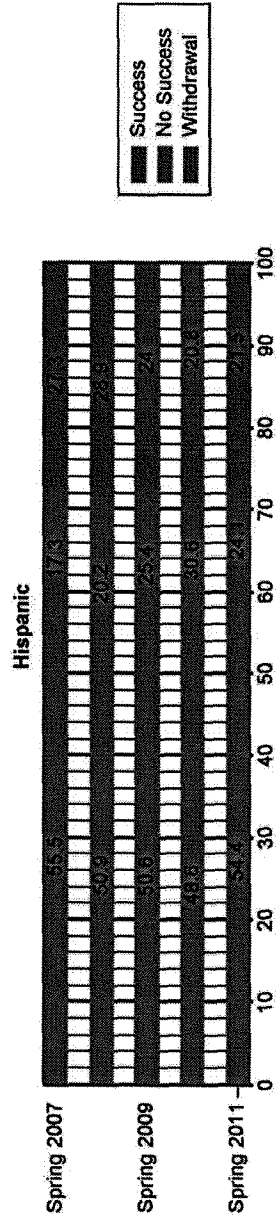
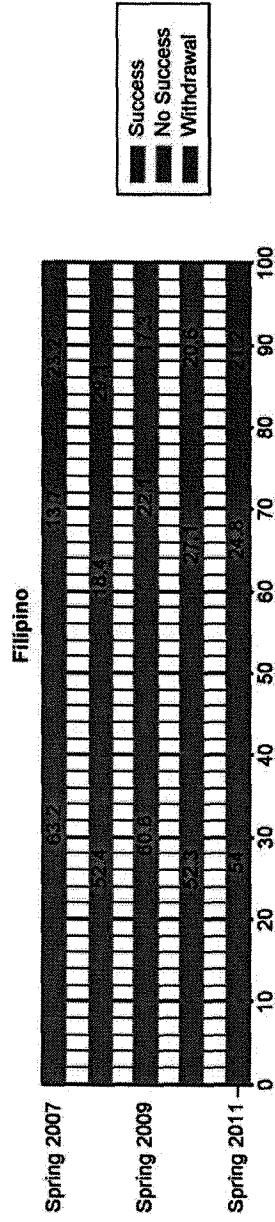
Note: Success and retention rates are based upon
duplicated student counts

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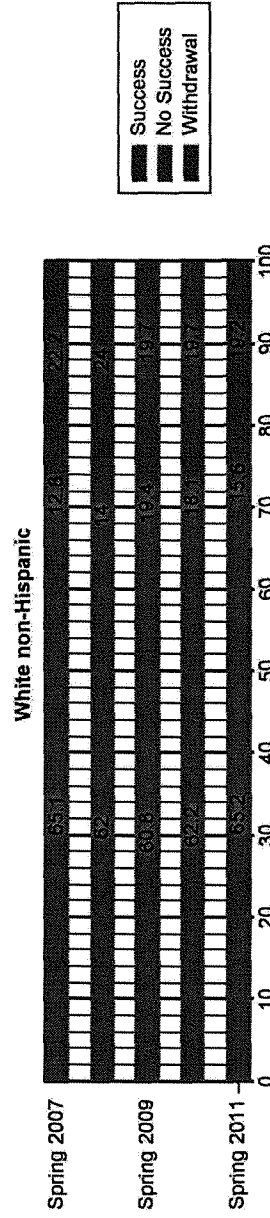
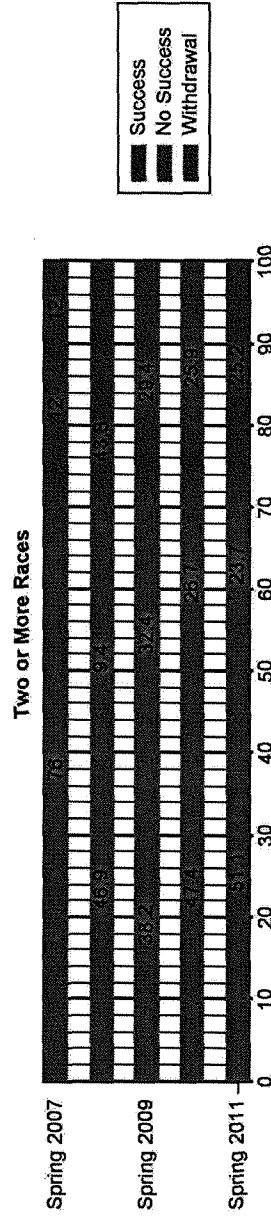
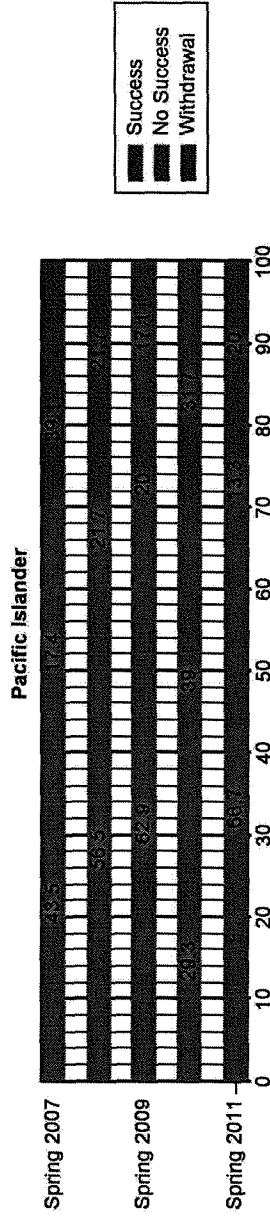
Grossmont College Enrollment PSY



**Grossmont College Enrollment
PSY**

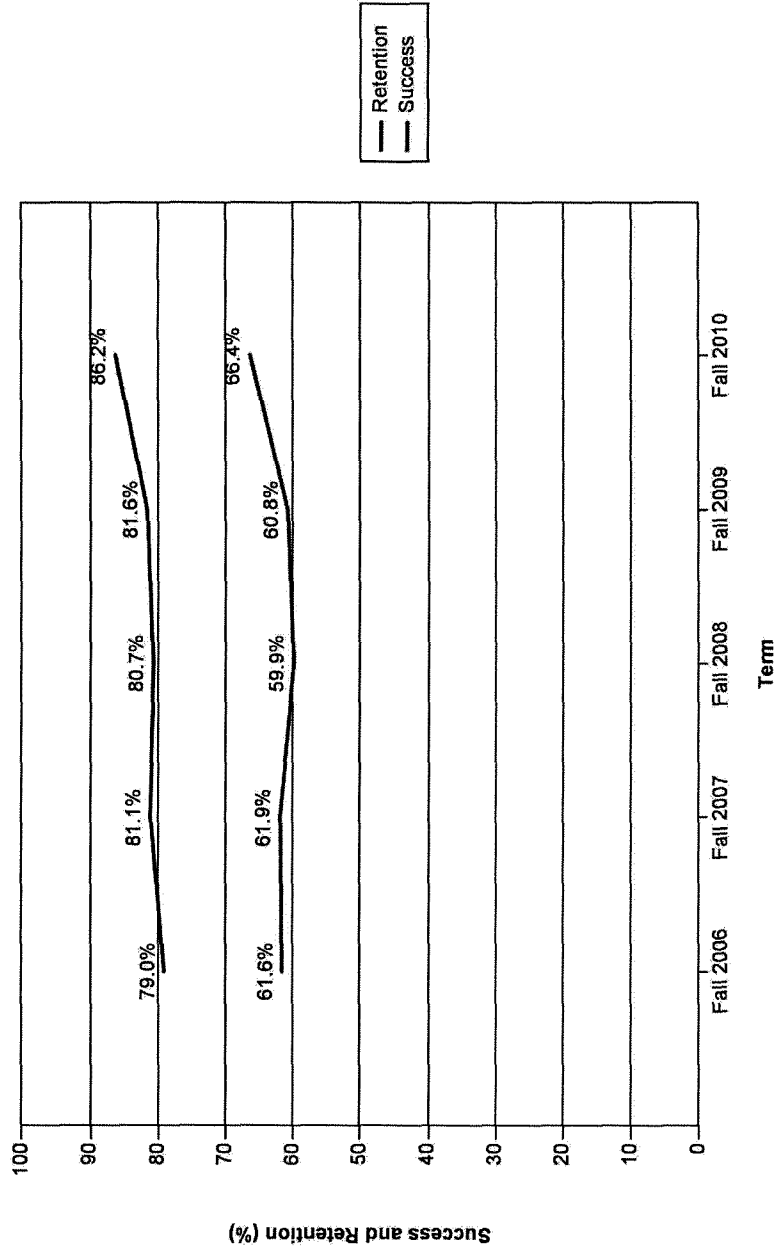


**Grossmont College Enrollment
PSY**



**Grossmont College Enrollment
SOC**

Course Success and Retention



**Grossmont College Enrollment
SOC**

Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	233	64.5%	231	55.8%	253	58.4%	325	61.4%	344	66.2%
Female	405	60.1%	412	65.5%	450	60.6%	506	60.5%	520	66.8%
Not Reported	5	55.6%	9	90%	3	100%	6	54.5%	4	44.4%
Total	643	61.6%	652	61.9%	706	59.9%	837	60.8%	868	66.4%

No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	63	17.5%	97	23.4%	107	24.7%	118	22.3%	109	21%
Female	116	17.2%	105	16.7%	138	18.6%	167	20%	150	19.3%
Not Reported	3	33.3%		%		%	1	9.1%		%
Total	182	17.4%	202	19.2%	245	20.8%	286	20.6%	259	19.8%

**Grossmont College Enrollment
SOC**

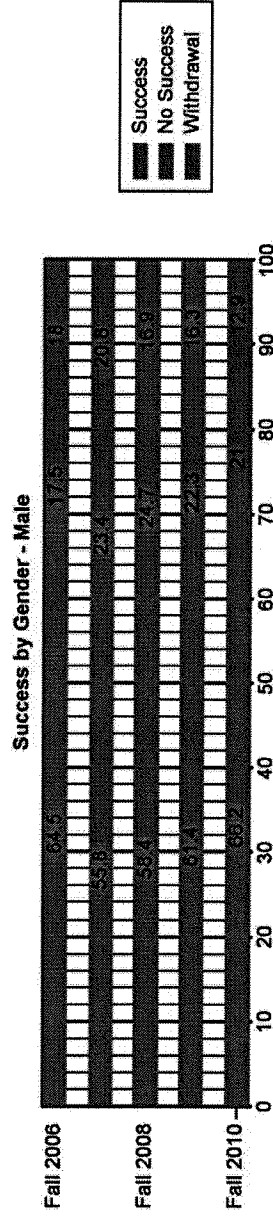
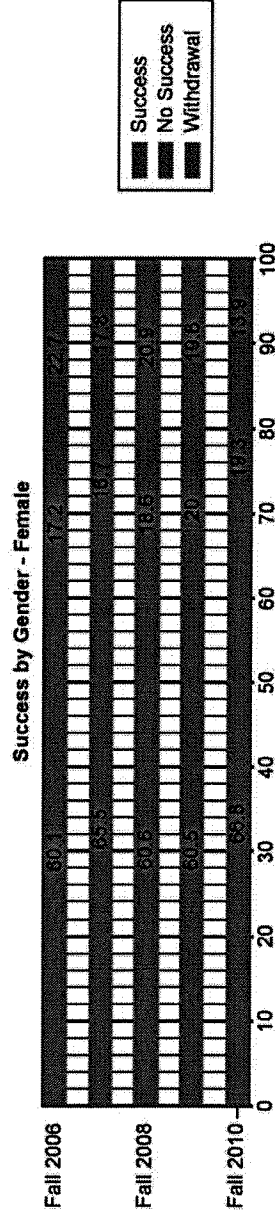
Withdrawal by Gender

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Gender										
Male	65	18%	86	20.8%	73	16.9%	86	16.3%	67	12.9%
Female	153	22.7%	112	17.8%	155	20.9%	164	19.6%	108	13.9%
Not Reported	1	11.1%	1	10%		%	4	36.4%	5	55.6%
Total	219	21%	199	18.9%	228	19.3%	254	18.4%	180	13.8%

Retention by Gender

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Gender										
Male	296	82%	328	79.2%	360	83.1%	443	83.7%	453	87.1%
Female	521	77.3%	517	82.2%	588	79.1%	673	80.4%	670	86.1%
Not Reported	8	88.9%	9	90%	3	100%	7	63.6%	4	44.4%
Total	825	79%	854	81.1%	951	80.7%	1,123	81.6%	1,127	86.2%

**Grossmont College Enrollment
SOC**



**Grossmont College Enrollment
SOC**

Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	286	61.5%	285	58.5%	314	59.5%	308	59.7%	320	64.8%
20-24	249	60.7%	262	63.9%	254	58.3%	345	60%	341	64.1%
25-29	60	61.9%	57	67.9%	71	63.4%	101	66%	116	59.5%
30-49	41	64.1%	43	65.2%	60	63.2%	77	63.6%	76	77.6%
50+	7	87.5%	5	83.3%	7	87.5%	6	50%	15	83.8%
Total	643	61.6%	652	61.9%	706	59.9%	837	60.8%	868	66.4%

No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	85	18.3%	119	24.4%	124	23.5%	132	25.6%	126	25.5%
20-24	76	18.5%	61	14.9%	87	20%	110	19.1%	99	18.6%
25-29	16	16.5%	14	16.7%	20	17.9%	30	19.6%	18	10.3%
30-49	4	6.3%	8	12.1%	14	14.7%	13	10.7%	16	16.3%
50+	1	12.5%		%		%	1	8.3%		%
Total	182	17.4%	202	19.2%	245	20.8%	286	20.8%	259	19.8%

Grossmont College Enrollment
SOC

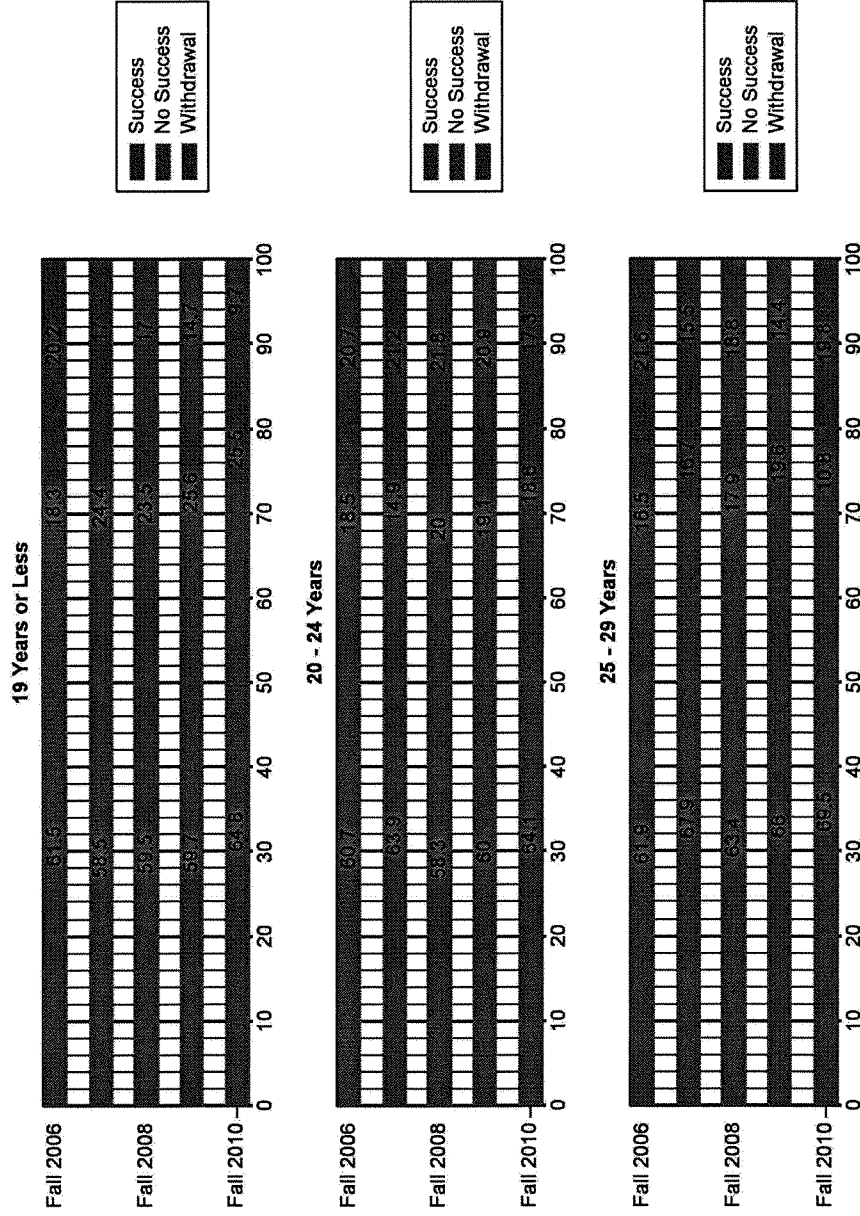
Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	94	20.2%	83	17%	90	17%	76	14.7%	48	9.7%
20-24	85	20.7%	87	21.2%	95	21.8%	120	20.9%	92	17.3%
25-29	21	21.6%	13	15.5%	21	16.8%	22	14.4%	33	19.8%
30-49	19	29.7%	15	22.7%	21	22.1%	31	25.6%	6	6.1%
50+		%	1	16.7%	1	12.5%	5	41.7%	1	6.3%
Total	219	21%	199	18.9%	228	19.3%	254	18.4%	180	13.8%

Retention by Age

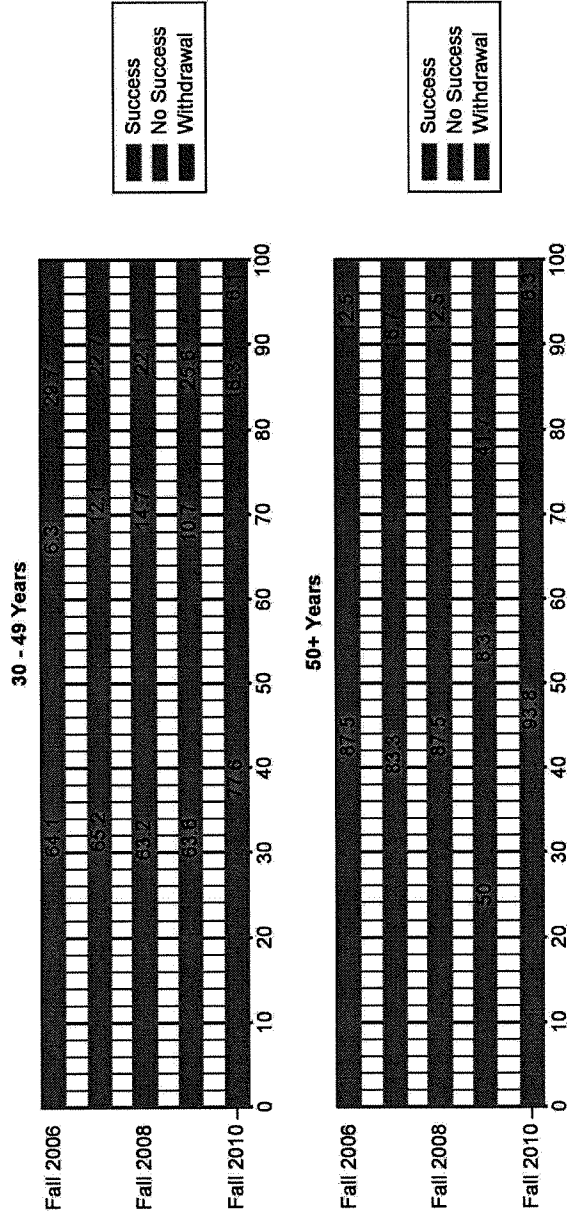
Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	371	79.8%	404	83%	438	83%	440	85.3%	446	90.3%
20-24	325	79.3%	323	78.8%	341	78.2%	455	79.1%	440	82.7%
25-29	76	78.4%	71	84.5%	91	81.3%	131	85.6%	134	80.2%
30-49	45	70.3%	51	77.3%	74	77.9%	90	74.4%	92	93.9%
50+	8	100%	5	83.3%	7	87.5%	7	58.3%	15	93.8%
Total	825	79%	854	81.1%	951	80.7%	1,123	81.6%	1,127	86.2%

Grossmont College Enrollment SOC



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Grossmont College Enrollment SOC



**Grossmont College Enrollment
SOC**

Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	5	50%	6	66.7%	7	58.3%	3	23.1%	4	50%
Asian	38	64.4%	41	73.2%	33	61.1%	31	58.5%	57	77%
Black non-Hispanic	31	41.9%	38	34.2%	66	48.5%	59	43.4%	51	47.7%
Filipino	41	74.5%	48	66.7%	30	47.6%	57	62%	51	63.8%
Hispanic	127	53.8%	112	57.4%	126	52.1%	166	54.6%	223	61.3%
Not Reported	51	60.7%	67	62%	74	64.3%	66	70.2%	47	78.3%
Pacific Islander	7	87.5%	7	50%	17	58.6%	9	47.4%	13	81.3%
Two or More	10	55.6%	13	72.2%	3	33.3%	30	48.4%	44	61.1%
White non-Hispanic	333	66.6%	320	68.1%	350	67.4%	416	68.9%	378	71.9%
Total	643	61.6%	652	61.9%	706	59.9%	837	50.8%	868	66.4%

**Grossmont College Enrollment
SOC**

No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	20%	1	11.1%	1	8.3%	5	38.5%	3	37.5%
Asian	13	22%	6	10.7%	12	22.2%	12	22.6%	10	13.5%
Black non-Hispanic	20	27%	47	42.3%	38	27.9%	51	37.5%	33	30.8%
Filipino	6	10.9%	13	18.1%	17	27%	19	20.7%	14	17.5%
Hispanic	45	19.1%	36	18.5%	60	24.8%	63	20.7%	85	23.4%
Not Reported	15	17.9%	23	21.3%	20	17.4%	16	17%	9	15%
Pacific Islander	1	12.5%	4	28.6%	9	31%	5	26.3%	2	12.5%
Two or More	5	27.8%	2	11.1%	3	33.3%	13	21%	15	20.8%
White non-Hispanic	75	15%	70	14.9%	85	16.4%	102	16.9%	88	16.7%
Total	182	17.4%	202	19.2%	245	20.8%	286	20.8%	259	19.8%

**Grossmont College Enrollment
SOC**

Withdrawal by Ethnicity

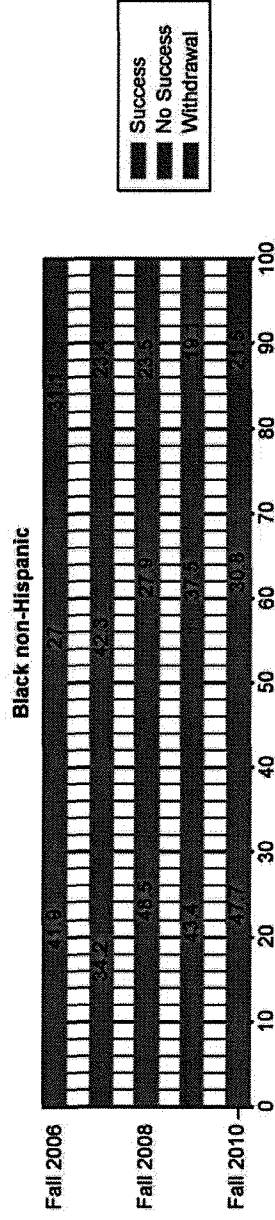
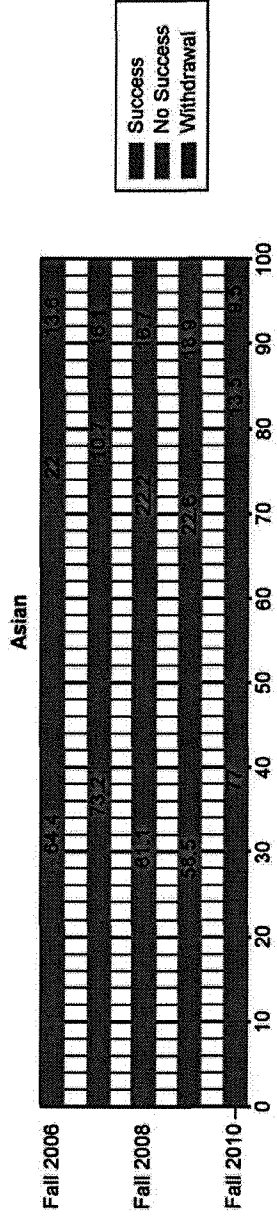
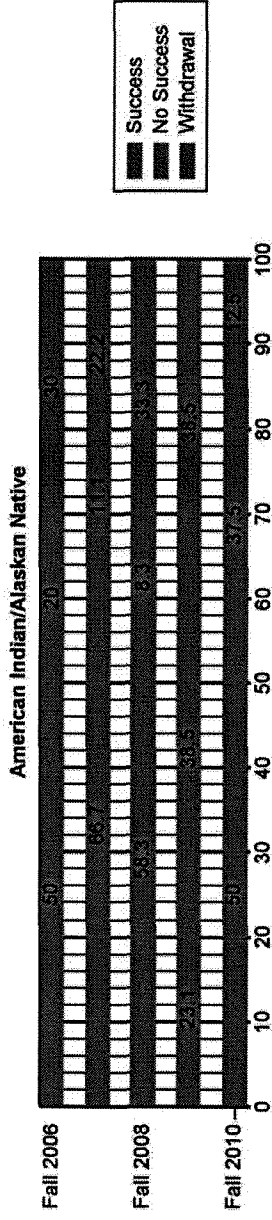
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	3	30%	2	22.2%	4	33.3%	5	38.5%	1	12.5%
Asian	8	13.6%	9	16.1%	9	16.7%	10	18.9%	7	9.5%
Black non-Hispanic	23	31.1%	26	23.4%	32	23.5%	26	19.1%	23	21.5%
Filipino	8	14.5%	11	15.3%	16	25.4%	16	17.4%	15	18.8%
Hispanic	64	27.1%	47	24.1%	56	23.1%	75	24.7%	56	15.4%
Not Reported	18	21.4%	18	16.7%	21	18.3%	12	12.8%	4	6.7%
Pacific Islander		%	3	21.4%	3	10.3%	5	26.3%	1	6.3%
Two or More	3	16.7%	3	16.7%	3	33.3%	19	30.6%	13	18.1%
White non-Hispanic	92	18.4%	80	17%	84	16.2%	86	14.2%	60	11.4%
Total	219	21%	199	18.9%	228	19.3%	254	18.4%	180	13.8%

Grossmont College Enrollment
SOC

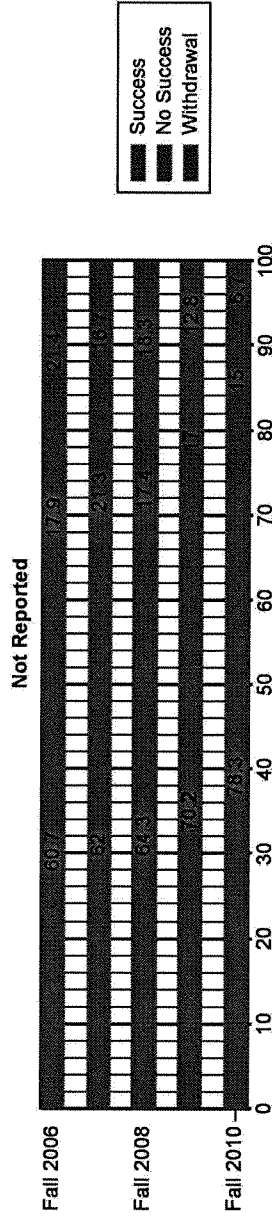
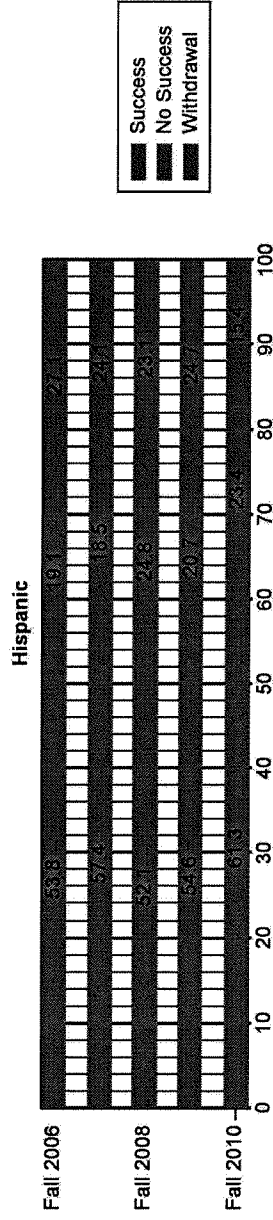
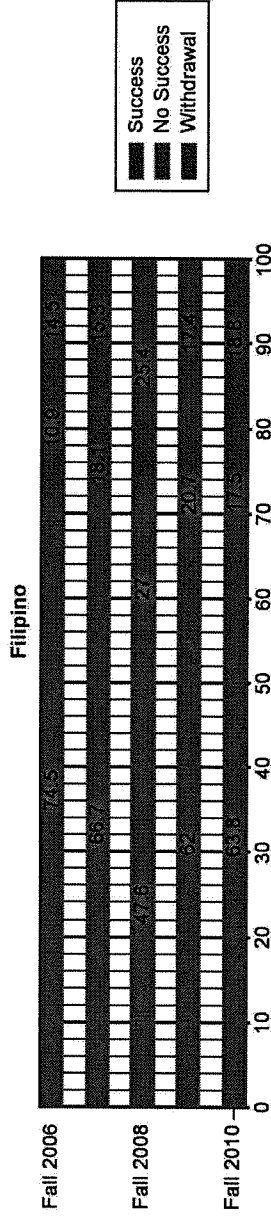
Retention by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	70%	7	77.8%	8	66.7%	8	61.6%	7	87.5%
Asian	51	86.4%	47	83.9%	45	83.3%	43	81.1%	67	90.5%
Black non-Hispanic	51	68.9%	85	76.6%	104	76.5%	110	80.9%	84	78.5%
Filipino	47	85.5%	61	84.7%	47	74.6%	76	82.6%	65	81.3%
Hispanic	172	72.9%	148	75.9%	186	76.9%	229	75.3%	308	84.6%
Not Reported	66	78.6%	90	83.3%	94	81.7%	82	87.2%	56	93.3%
Pacific Islander	8	100%	11	78.6%	26	89.7%	14	73.7%	15	93.8%
Two or More	15	83.3%	15	83.3%	6	66.7%	43	69.4%	59	81.9%
White non-Hispanic	408	81.6%	390	83%	435	83.8%	518	85.8%	466	88.6%
Total	825	79%	854	81.1%	951	80.7%	1,123	81.6%	1,127	86.2%

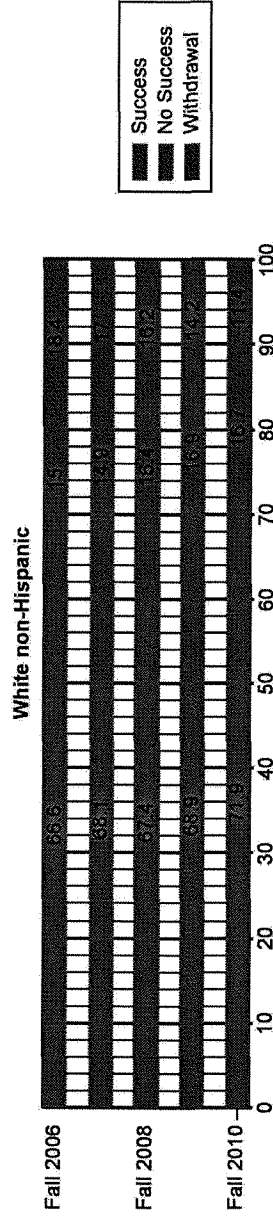
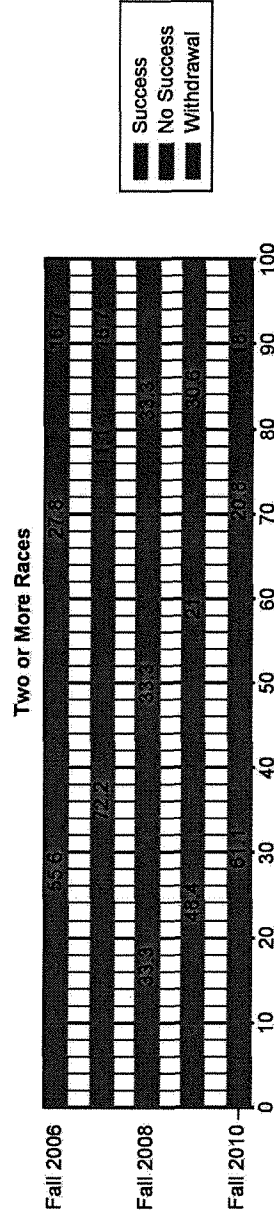
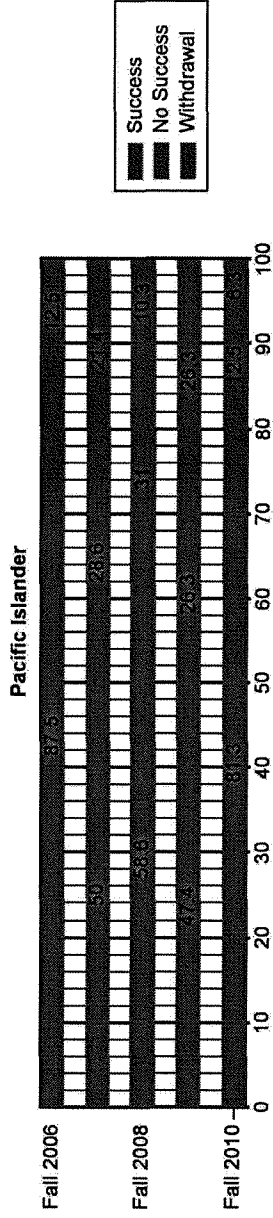
**Grossmont College Enrollment
SOC**



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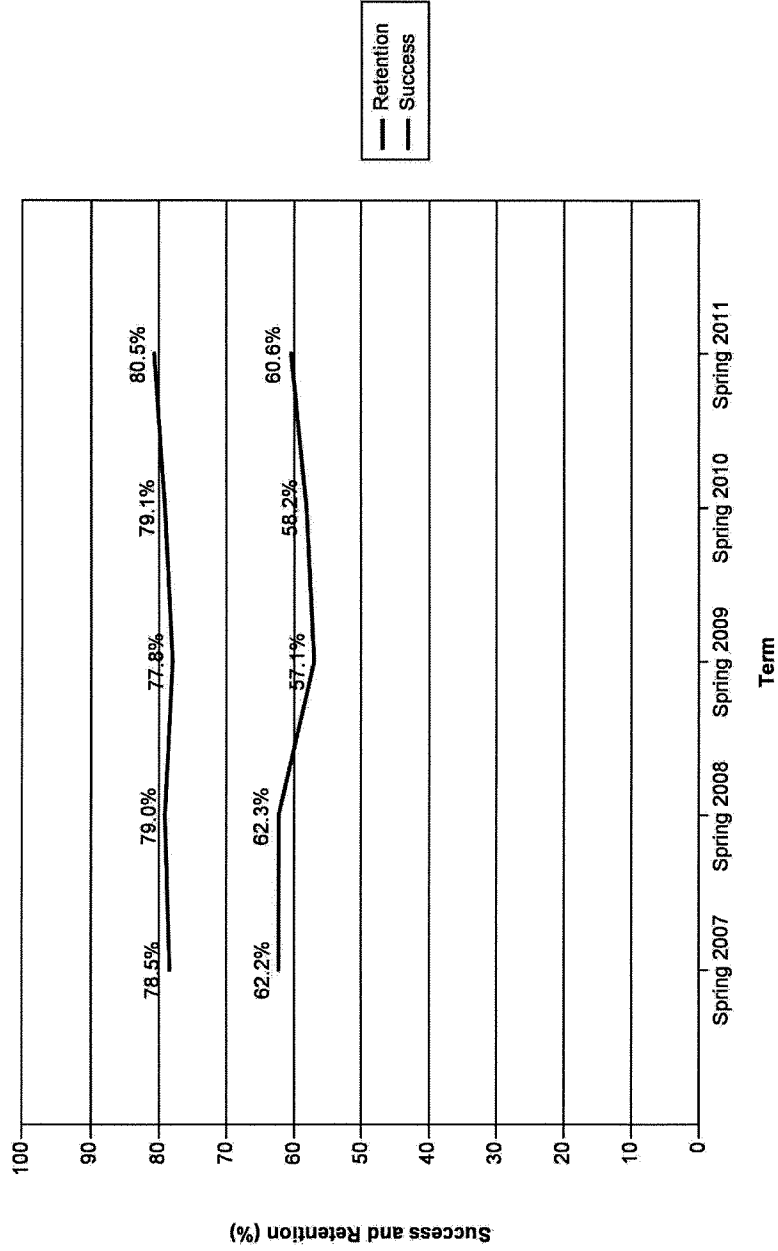


**Grossmont College Enrollment
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Course Success and Retention



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Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	247	63.8%	256	57.9%	291	56.1%	292	56.5%	292	59.8%
Female	421	60.9%	478	64.9%	489	57.9%	500	59.2%	479	61.2%
Not Reported	8	100%	7	70%	3	37.5%	5	62.5%	4	50%
Total	676	62.2%	741	62.3%	783	57.1%	797	58.2%	775	60.6%

No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	59	15.2%	96	21.7%	114	22%	126	24.4%	102	20.9%
Female	117	16.9%	101	13.7%	169	20%	159	18.8%	151	19.3%
Not Reported		%	1	10%	2	25%	2	25%	2	25%
Total	176	16.2%	198	16.7%	285	20.8%	287	20.9%	255	19.9%

Grossmont College Enrollment
SOC

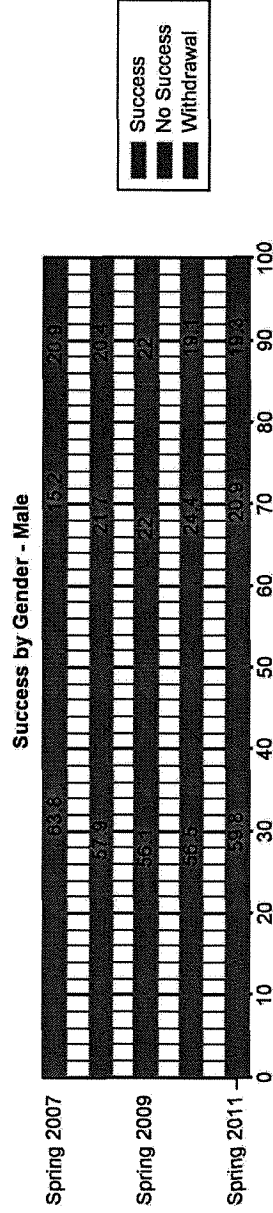
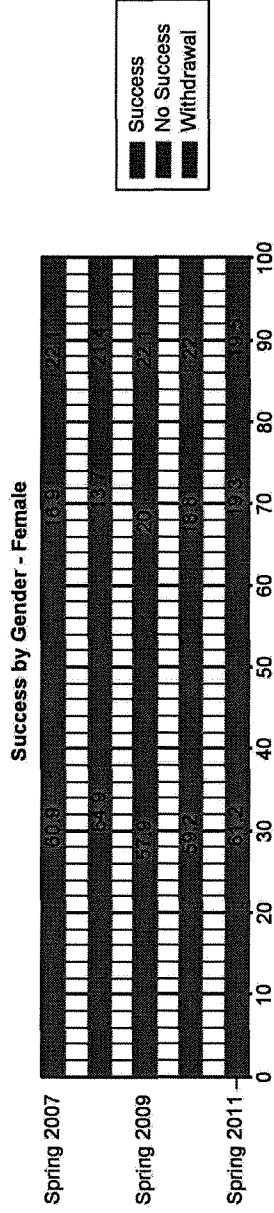
Withdrawal by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	81	20.9%	90	20.4%	114	22%	99	19.1%	94	19.3%
Female	153	22.1%	158	21.4%	187	22.1%	186	22%	153	19.5%
Not Reported		%	2	20%	3	37.5%	1	12.5%	2	25%
Total	234	21.5%	250	21%	304	22.2%	286	20.9%	249	19.5%

Retention by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	306	79.1%	352	79.6%	405	76%	418	80.9%	394	80.7%
Female	538	77.9%	579	78.8%	658	77.9%	659	78%	630	80.5%
Not Reported	8	100%	8	80%	5	62.5%	7	87.5%	6	75%
Total	852	78.5%	939	79%	1,068	77.8%	1,084	79.1%	1,030	80.5%

**Grossmont College Enrollment
SOC**



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Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	236	55.8%	296	60.9%	266	52.5%	283	57.5%	283	59%
20-24	302	66.2%	304	62.3%	347	57.5%	336	56.2%	298	58.9%
25-29	57	62%	68	64.2%	91	67.4%	87	58%	108	65.5%
30-49	74	71.2%	64	68.7%	70	61.4%	81	69.2%	78	68.7%
50+	7	63.6%	9	69.2%	9	75%	10	76.9%	8	72.7%
Total	676	62.2%	741	62.3%	783	57.1%	797	58.2%	775	60.6%

No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	90	21.3%	105	21.6%	137	27%	121	24.6%	112	26.3%
20-24	59	12.9%	81	16.6%	111	18.4%	127	21.2%	104	20.6%
25-29	16	17.4%	8	7.5%	14	10.4%	24	16%	23	13.9%
30-49	10	9.6%	3	3.1%	21	18.4%	15	12.8%	16	13.7%
50+	1	9.1%	1	7.7%	2	16.7%		%		%
Total	176	16.2%	198	16.7%	285	20.8%	287	20.9%	255	19.9%

Grossmont College Enrollment
SOC

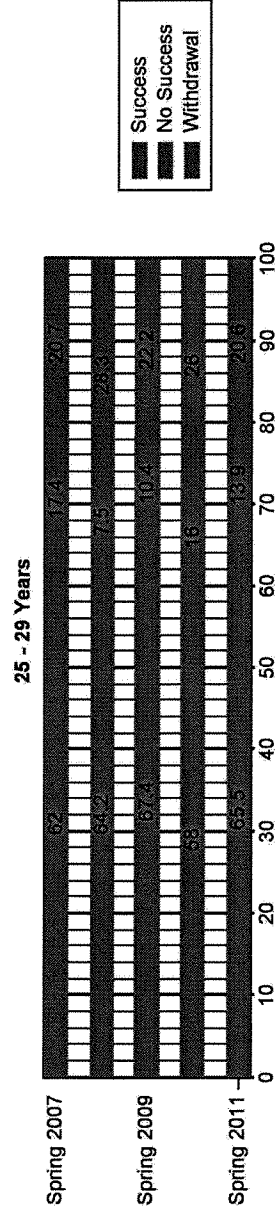
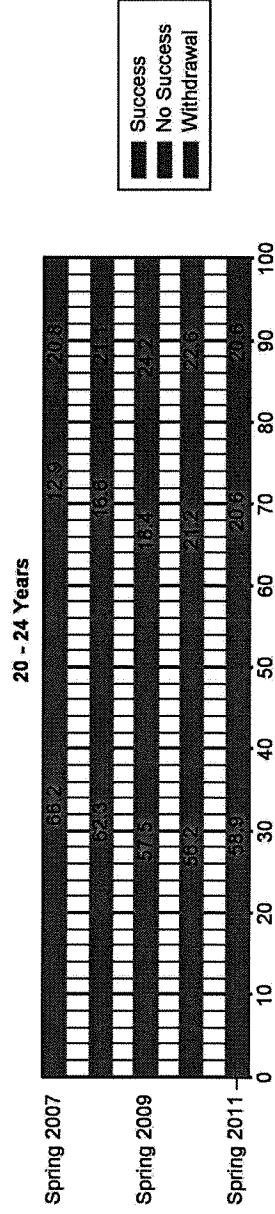
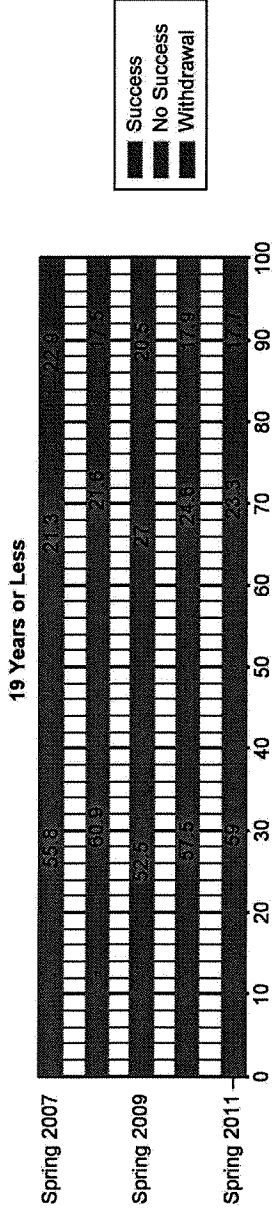
Withdrawal by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	97	22.9%	85	17.5%	104	20.5%	88	17.9%	86	17.7%
20-24	95	20.8%	103	21.1%	146	24.2%	135	22.6%	104	20.6%
25-29	19	20.7%	30	28.3%	30	22.2%	39	26%	34	20.6%
30-49	20	19.2%	29	30.2%	23	20.2%	21	17.9%	23	19.7%
50+	3	27.3%	3	23.1%	1	8.3%	3	23.1%	3	27.3%
Total	234	21.5%	250	21%	304	22.2%	286	20.9%	249	19.5%

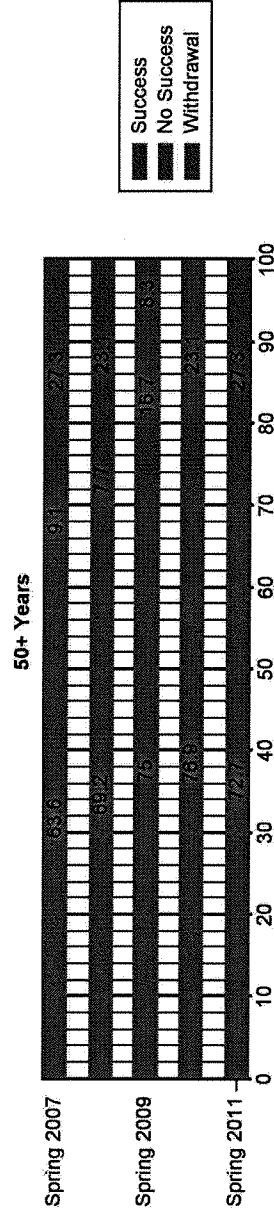
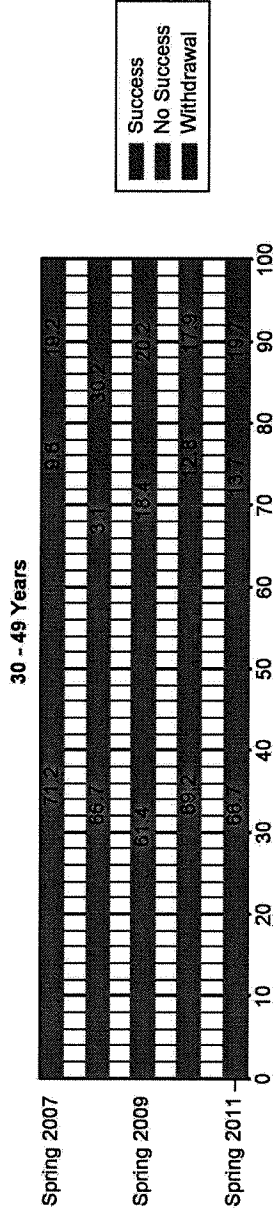
Retention by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	326	77.1%	401	82.5%	403	79.5%	404	82.1%	395	82.3%
20-24	361	79.2%	385	78.9%	458	75.8%	463	77.4%	402	79.4%
25-29	73	79.3%	76	71.7%	106	77.8%	111	74%	131	79.4%
30-49	84	80.8%	67	69.8%	91	79.8%	96	82.1%	94	80.3%
50+	8	72.7%	10	76.9%	11	91.7%	10	76.9%	8	72.7%
Total	852	78.5%	939	79%	1,068	77.8%	1,084	79.1%	1,030	80.5%

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Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	6	75%	4	33.3%	2	40%	5	45.5%	4	66.7%
Asian	51	71.8%	52	73.2%	66	64.1%	48	62.3%	56	73.7%
Black non-Hispanic	43	49.4%	57	48.3%	63	40.9%	71	51.8%	49	43.4%
Filipino	38	61.3%	50	62.5%	43	60.6%	45	60.8%	56	71.8%
Hispanic	136	55.7%	135	57.7%	144	51.8%	203	54.3%	162	51.6%
Not Reported	58	56.3%	71	66.4%	68	53.1%	54	73%	43	79.6%
Pacific Islander	7	53.8%	8	61.5%	10	41.7%	10	55.6%	2	40%
Two or More	6	40%	15	68.2%	13	52%	30	46.9%	47	60.3%
White non-Hispanic	331	68.6%	349	65.6%	374	64%	331	62.9%	305	67%
Total	676	62.2%	741	62.3%	783	57.1%	797	58.2%	724	61.4%

Grossmont College Enrollment
SOC

No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	12.5%	5	41.7%	2	40%	3	27.3%	1	16.7%
Asian	7	9.9%	6	8.5%	11	10.7%	12	15.6%	10	13.2%
Black non-Hispanic	21	24.1%	32	27.1%	49	31.8%	34	24.8%	25	22.1%
Filipino	11	17.7%	12	15%	15	21.1%	24	27%	12	15.4%
Hispanic	47	19.3%	42	17.9%	69	24.8%	92	24.6%	84	26.8%
Not Reported	16	15.5%	20	18.7%	25	19.5%	11	14.9%	6	11.1%
Pacific Islander	5	38.5%	3	23.1%	7	29.2%	7	38.9%	2	40%
Two or More	1	6.7%	2	9.1%	7	28%	19	29.7%	17	21.8%
White non-Hispanic	67	13.9%	76	14.3%	100	17.1%	85	16.2%	71	15.6%
Total	176	16.2%	198	16.7%	285	20.8%	287	20.9%	228	19.3%

Grossmont College Enrollment
SOC

Withdrawal by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	12.5%	3	25%	1	20%	3	27.3%	1	16.7%
Asian	13	18.3%	13	18.3%	26	25.2%	17	22.1%	10	13.2%
Black non-Hispanic	23	28.4%	29	24.8%	42	27.3%	32	23.4%	39	34.5%
Filipino	13	21%	18	22.5%	13	18.3%	20	22.5%	10	12.8%
Hispanic	61	25%	57	24.4%	65	23.4%	79	21.1%	68	21.7%
Not Reported	29	28.2%	16	15%	35	27.3%	9	12.2%	5	9.3%
Pacific Islander	1	7.7%	2	15.4%	7	29.2%	1	5.6%	1	20%
Two or More	8	53.3%	5	22.7%	5	20%	15	23.4%	14	17.9%
White non-Hispanic	85	17.6%	107	20.1%	110	18.8%	110	20.9%	79	17.4%
Total	234	21.5%	250	21%	304	22.2%	286	20.9%	227	19.3%

Grossmont College Enrollment
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Retention by Ethnicity

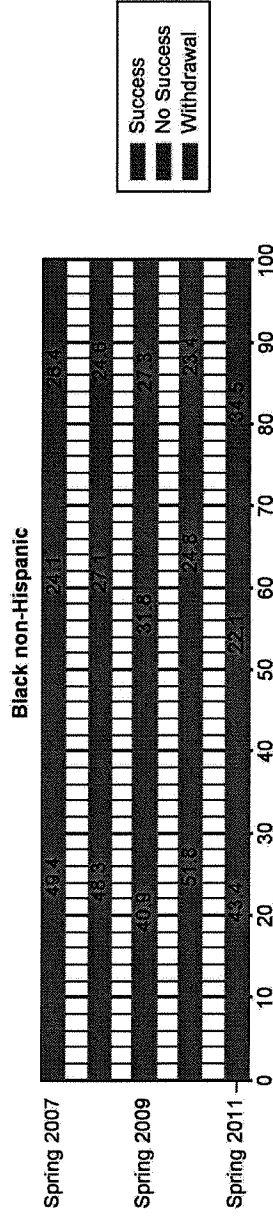
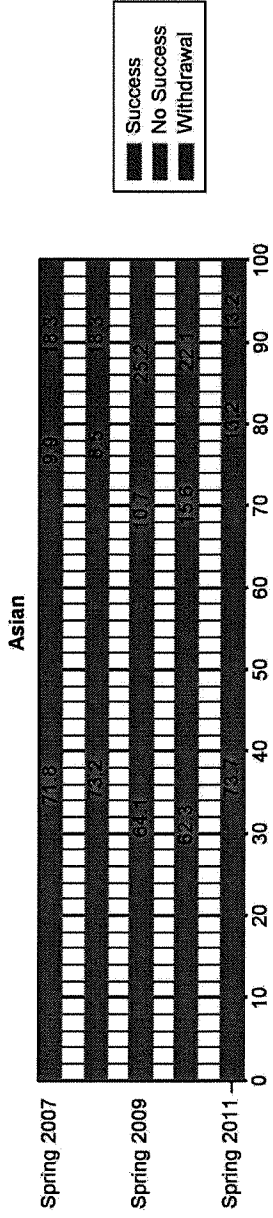
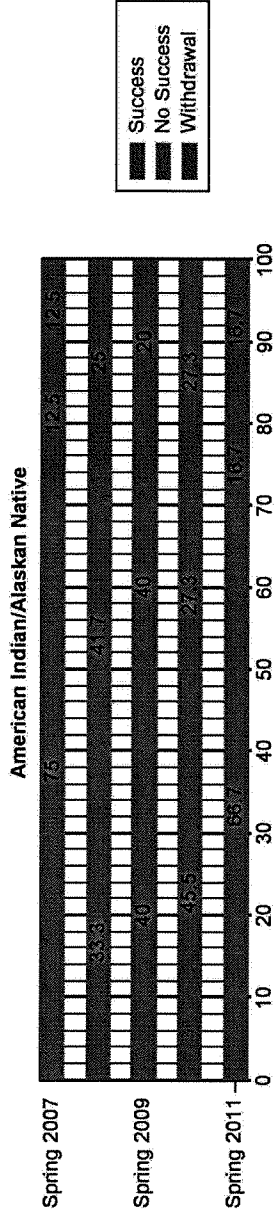
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	7	87.5%	9	75%	4	80%	8	72.7%	5	83.3%
Asian	58	81.7%	58	81.7%	77	74.8%	60	77.9%	66	86.6%
Black non-Hispanic	64	73.6%	89	75.4%	112	72.7%	105	76.6%	74	65.5%
Filipino	49	79%	62	77.5%	58	81.7%	69	77.5%	68	87.2%
Hispanic	183	75%	177	75.6%	213	76.6%	295	76.9%	246	78.3%
Not Reported	74	71.8%	91	85%	93	72.7%	65	87.8%	49	90.7%
Pacific Islander	12	92.3%	11	84.6%	17	70.8%	17	94.4%	4	80%
Two or More	7	45.7%	17	77.3%	20	80%	49	76.6%	64	82.1%
White non-Hispanic	398	82.4%	425	79.9%	474	81.2%	416	79.1%	376	82.6%
Total	852	78.5%	939	79%	1,068	77.8%	1,084	79.1%	952	80.7%

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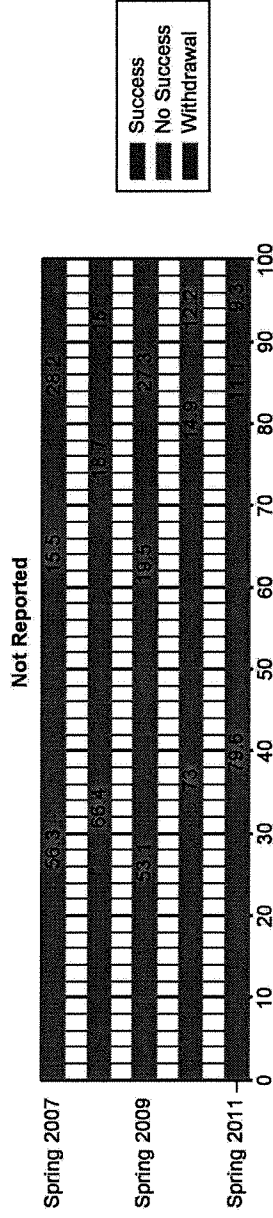
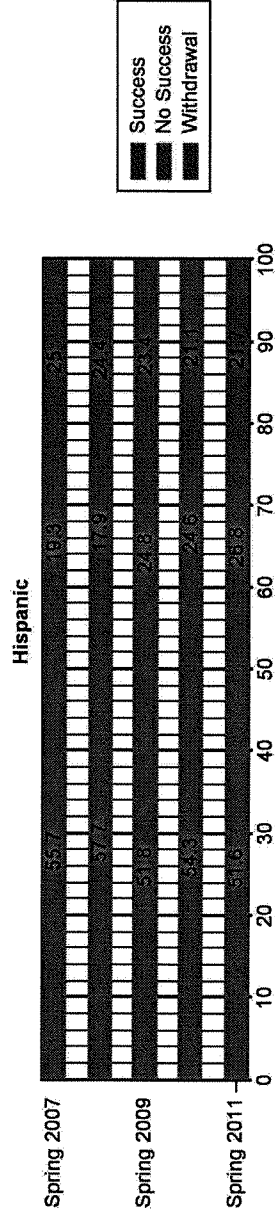
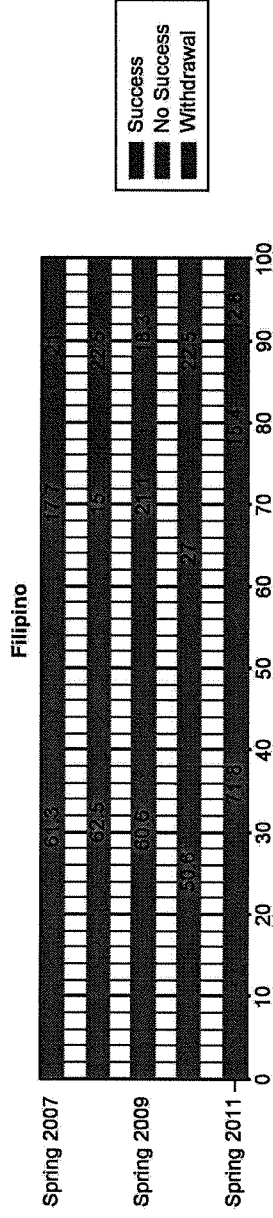
Note: Success and retention rates are based upon
duplicated student counts

12 of 15

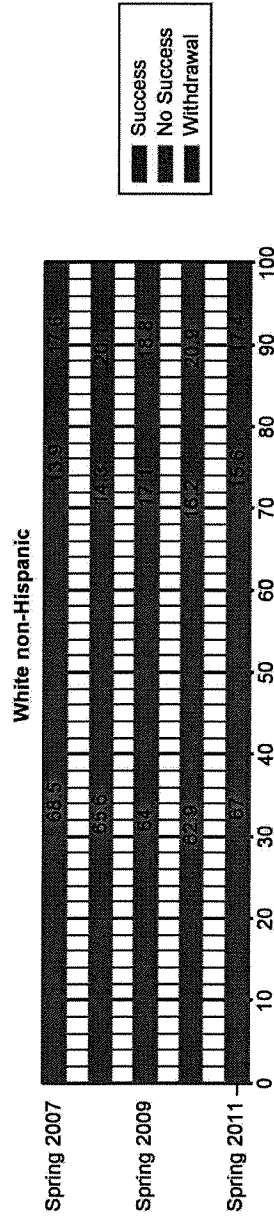
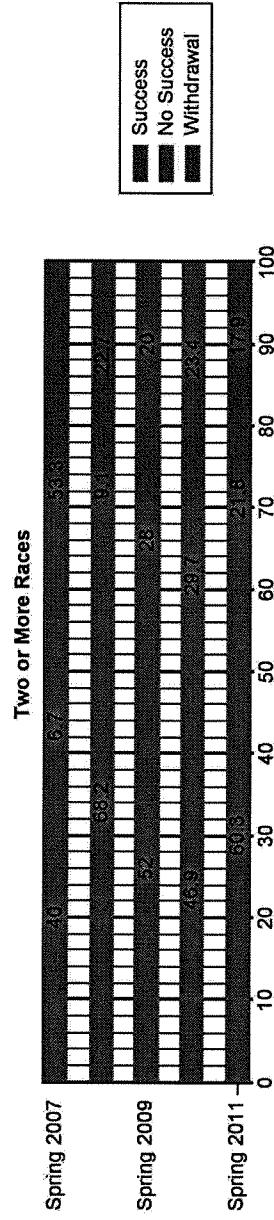
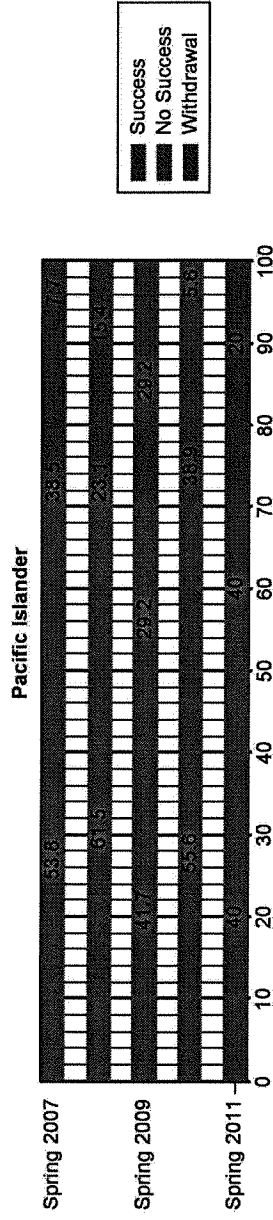
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Grossmont College Enrollment SOC



Grossmont College Enrollment SOC



APPENDIX 14

Fiscal Year FTES Analysis by Program

GCCCD
11/12 Grossmont College Program Review
Program Data Elements

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<u>Anthropology (220200)</u>								
Course#								
ANTH 120								
ANTH 125								
ANTH 130								
ANTH 131								
ANTH 140								
ANTH 199								
FTES								
Summer	261.00	255.00	186.00	258.00	275.00	483.00	1,038.00	132.00
Fall	1,506.00	1,386.00	1,283.00	1,533.00	1,626.00	2,199.00	2,727.00	2,739.00
Spring	1,836.00	1,443.00	1,743.00	1,977.00	1,788.00	2,745.00	2,862.00	2,823.00
Total W/SCH	<u>3,603.00</u>	<u>3,093.00</u>	<u>3,222.00</u>	<u>3,768.00</u>	<u>3,690.00</u>	<u>5,427.00</u>	<u>6,627.00</u>	<u>5,694.00</u>
Total FTES	<u>120.10</u>	<u>103.10</u>	<u>107.40</u>	<u>125.60</u>	<u>123.00</u>	<u>180.90</u>	<u>220.90</u>	<u>189.80</u>
Top 220200 ANTH- Unrestricted	<u>158,418.00</u>	<u>175,060.00</u>	<u>137,701.00</u>	<u>178,712.00</u>	<u>201,861.00</u>	<u>245,916.00</u>	<u>235,019.00</u>	<u>225,744.00</u>
Costs per FTES	<u>1,302.40</u>	<u>1,697.96</u>	<u>1,282.13</u>	<u>1,406.94</u>	<u>1,641.15</u>	<u>1,359.40</u>	<u>1,063.82</u>	<u>1,189.38</u>
220200 ANTH- Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

GCCCD
 11/12 Grossmont College Program Review
 Program Data Elements

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
Psychology (200100)								
Course #								
PSY 120								
* PSY 125								
PSY 130								
PSY 134								
* PSY 138								
PSY 140								
PSY 150								
PSY 170								
PSY 190								
PSY 199								
* PSY 215								
PSY 220								
FTES								
Summer	843.00	828.00	730.00	825.00	777.00	1,358.00	1,785.00	747.00
Fall	6,148.00	5,887.00	5,319.00	5,078.00	5,232.00	5,517.00	6,180.00	5,754.00
Spring	6,021.00	5,620.06	4,780.00	4,963.60	6,078.00	6,042.00	6,426.00	6,844.00
Total WSCH	13,010.00	12,335.06	10,829.00	10,866.60	12,087.00	12,915.00	14,391.00	12,345.00
Total FTES	433.67	411.17	360.97	362.22	402.90	430.50	479.70	411.50
Top: 200100 PSY--Unrestricted	679,370.00	668,317.00	734,920.00	853,719.00	791,038.00	785,781.00	780,853.00	736,792.00
Costs per FTES	1,566.56	1,625.40	2,035.96	1,904.76	1,963.36	1,825.28	1,585.68	1,780.50
200100 PSY--Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

GCCCD
11/12 Grossmont College Program Review
Program Data Elements

		03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<u>Sociology (220800)</u>									
Course #									
* SOC 114									
SOC 120									
SOC 125									
SOC 130									
SOC 140									
SOC 199									
SOC 220									
FTES									
Summer		492.00	444.00	438.00	354.00	471.00	723.00	1,119.00	485.00
Fall		3,386.00	3,444.00	3,498.00	3,102.00	3,160.00	3,216.00	3,843.00	3,486.00
Spring		3,270.00	3,522.00	3,021.00	2,964.00	3,228.00	3,810.00	3,732.00	3,573.00
Total WSCH		7,161.00	7,410.00	6,957.00	6,420.00	6,849.00	7,749.00	8,694.00	7,524.00
Total FTES		238.70	247.00	231.90	214.00	228.30	258.30	289.80	250.80
Top	220800 SOC - Unrestricted	368,278.00	382,590.00	428,664.00	457,202.00	452,078.00	390,881.00	401,854.00	399,070.00
Costs per FTES		1,534.47	1,548.95	1,848.49	2,136.46	1,980.19	1,512.55	1,387.00	1,591.19
	220800 SOC - Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

APPENDIX 15

Fiscal Data: Outcomes Profile

Fiscal Data: Outcomes Profile
ANTHROPOLOGY

Semester /Year	F 2006	S 2007	F 2007	S 2008	F 2008	S 2009	F 2009	S 2010	F 2010	S 2011
2. Enrollment*					864	1022	831	898	896	914
3. Earned WSCH/FTEF	590	607	508	456	635	649	801	779	767	778
4. Total FTES	125.60		123.00		180.90		220.90		189.80	
5. Cost/FTES	\$1,406.94		\$1,641.15		\$1,359.40		\$1,063.92		\$1,189.28	
6. Total Cost/ Fiscal Year	\$176,712		\$201,861		\$245,916		\$235,019		\$225,744	
7. Total Revenue	\$517,849		\$561,474		\$825,778		\$1,008,371			
8. Other Revenue										

*Enrollment numbers are not available prior to Fall 2008. Enrollment figures from Fall 2008 to Spring 2011 displayed here are Max Enrollment (taken from Appendix 11).

Fiscal Data: Outcomes Profile
PSYCHOLOGY

Semester /Year	F 2006	S 2007	F 2007	S 2008	F 2008	S 2009	F 2009	S 2010	F 2010	S 2011
2. Enrollment*					2429	2671	2146	2368	2045	2178
3. Earned WSCH/FTEF	732	538	731	585	736	606	740	727	739	708
4. Total FTES	362.22		402.90		430.50		479.70		411.50	
5. Cost/FTES	\$1804.76		\$1963.36		\$1825.28		\$1585.68		\$1790.50	
6. Total Cost/ Fiscal Year	\$653,719.00		\$791,038.00		\$785,781.00		\$760,653.00		\$736,792.00	
7. Total Revenue	\$1,493,433		\$1,839,170		\$1,965,159		\$2,189,749			
8. Other Revenue										

*Enrollment numbers are not available prior to Fall 2008. Enrollment figures from Fall 2008 to Spring 2011 displayed here are Max Enrollment (taken from Appendix 11).

Fiscal Data: Outcomes Profile
SOCIOLOGY

Semester /Year	F 2006	S 2007	F 2007	S 2008	F 2008	S 2009	F 2009	S 2010	F 2010	S 2011
2. Enrollment*					1436	1393	1316	1193	1231	1189
3. Earned WSCH/FTEF	535	528	525	566	611	737	791	859	748	801
4. Total FTES	214.00		228.30		258.30		289.80		250.80	
5. Cost/FTES	\$2136.46		\$1980.19		\$1512.55		\$1387.00		\$1591.19	
6. Total Cost/ Fiscal Year	\$457,202.00		\$452,078.00		\$390,691.00		\$401,954.00		\$399,070.00	
7. Total Revenue	\$882,322		\$1,042,151		\$1,179,096		\$1,322,888			
8. Other Revenue										

*Enrollment numbers are not available prior to Fall 2008. Enrollment figures from Fall 2008 to Spring 2011 displayed here are Max Enrollment (taken from Appendix 11).

PROGRAM REVIEW
QUESTIONS & ANSWERS

Behavioral Sciences

Program Review Follow Up Questions

	QUESTION	ANSWER
1.1		
1.2	If possible, please provide specific numbers regarding the increase in sections, students and discussions mentioned in 1.2b?	We do not have this data available, but will make an effort to compile it going forward.
1.3	We believe you have more than two recommendations. Please research and follow up.	We have no record of any other recommendation. The last program review and department chair, Dr. Leilani Holmes, provided us the two mentioned recommendations before she retired. Leilani Holmes retired under very difficult health circumstances and it was not possible for the new chair to receive any other documentation available. If the current Program Review Committee has any additional information the department will be very interested in receiving it.
2.1	Please provide data or information about your currency in the field/updated outlines with regards to student needs.	Faculty in the department regularly attend workshops, seminars, and conferences in their respective fields, as well as teaching in general, in order to keep up with the latest information and applications. Please see Appendix 10 for more detail. Faculty also continually modify their courses to reflect current social and environmental topics. For example, in anthropology, the anthropology of globalization, bioethics and human reproductive technology, archaeology and cultural patrimony, and epigenetic effects on human health are a small sample of how our curriculum engages with these types of issues. In Behavioral Science Statistics (ANTH/PSY/SOC 215), students use the most recent statistical software available to analyze data, SPSS version 19.
2.5	To what extent do you use rubrics or norming sessions to ensure consistency in grading?	We do not use rubrics or norming sessions, as each instructor has his/her own assignments and methods of assessment.

2.8		
2.9		
2.10		
3.1	Please provide some specific examples of your successes and failures? What was considered a success vs. failure? How did you determine success vs. failure?	Instructors have used a benchmark of 70% correct responses on a multiple choice question. A success is a student who answers the question correctly. Failure is a student who does not answer the question correctly.
3.2	Please provide a timeline.	Following the submission of our Program Review document, both Psychology and Sociology have developed Program-level Student Learning Outcomes. Anthropology will likely be done once the AA for Transfer in Anthropology is completed, in order to meet accreditation requirements.
3.3		
4.1	Please consider meeting with the math dept. about sharing lab space in the tech mall. This may help alleviate lab usage issues.	We will do it.
4.2		
4.6	When do you plan to update your webpage and develop your brochures?	Given that the AA for Transfer degrees were only given approval this semester (Spring 2012), our goal is to have this information updated on our webpage and published in a brochure by the end of the next semester (Fall 2012).
4.8	What specific strategies were utilized to address access issues? Please cite examples of outreach activities so we can shine a light on all the wonderful things you do	Gregg Robinson and Amy Ramos conducted a teach-in related to how budget cuts and increased in tuition is impacted different communities in CA. Julio Soto has conducted more than 20 workshops in local community centers, high schools, churches, and community organizations serving people of color.
5.1		
6.1		
6.4	How are you working with the library to improve the collections you need? What specific needs do you have in this area?	Due to budgetary constraints, the library is limited in its ability to improve our collections. Our department would like access to databases of current, peer-reviewed literature. In particular, our students

		<p>would benefit from:</p> <ol style="list-style-type: none"> 1. Science Direct - This database has access to all full text cutting edge scientific journals that can be used for research required in classes. Science Direct contains articles from a catalog of more than 2,500 journals and 11,000 books for students to search. 2. Psych Info- PsycINFO® is an expansive abstracting and indexing database with more than 3 million records devoted to peer-reviewed literature in the behavioral sciences and mental health, making it an ideal discovery and linking tool for scholarly research in a host of disciplines. 3. PubMed- PubMed comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites. <p>At a minimum, we would like interlibrary loan with other colleges and universities in the county.</p>
6.5	<p>In reference to the two degrees recently added, please describe how your department communicates with counseling, EOPS, DSPS with regards to these degrees impact on these populations.</p>	<p>Given that our degrees were only given approval this semester (Spring 2012), we have not established a protocol for communicating this information, but our goal is to do so next semester (Fall 2012).</p>
6.6	<p>The committee is interested in learning more about how Amy Ramos executes the use of texting and polling in the classroom.</p> <p>How do you accommodate students who don't have access to all of this technology?</p>	<p>Dr. Ramos has used Poll Everywhere (http://www.polleverywhere.com/), "the fastest way to create stylish real-time experiences for events using mobile devices". She had students take in class quizzes using mobile texting; she placed the question on the display and then allowed students to text in their responses. In addition, if she wanted to get honest feedback from students (without the social pressure of answering aloud) she had them text in their responses which would be automatically displayed by the projector for the entire class to see. Students liked this approach as they could share their thoughts with the entire class.</p>

		<p>In our experience, it is rare for a student to not have access to text messaging. However, to date, all of the assignments have been voluntary and not a direct part of the student's grade. An alternative submission method, such as a handwritten response, is also offered.</p>
7.1		
8.1	<p>Please elaborate on Greg Robinson's sabbatical.</p>	<p>Gregg Robinson conducted a survey of a random sample of 400 East County San Diego residents in regards to their attitudes toward the foreclosure crisis. This sample included over 50 respondents who had gone through a foreclosure as well as over three hundred general community members. In-depth follow-up interviews were conducted with members of both subsamples. The two subsamples were then compared in regards to their attitudes toward the foreclosure crisis as well as general political and economic beliefs.</p> <p>The central question this research attempted to answer was why there had been no major social movement develop around the foreclosure crisis. The biggest crisis in the housing market and in the economy more generally since the Great Depression had failed to produce any significant social movement around this issue. Initially, the answer to this question was thought to lie in the individualistic ideological beliefs held by those going through foreclosure. That is, it was hypothesized that self-blame and guilt would account for the lack of activism in the streets. Gregg's survey failed to support this initial hypothesis, and, instead, pointed to community ideology, political cynicism, and lack of membership in civic organizations as the determining factors suppressing movement formation.</p>
8.3		

9.4	Did you complete the faculty survey? If so, how did you use the results?	We did not complete the faculty survey.
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Program Review Committee
Summary Evaluation

Behavioral Sciences
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The Program Review Committee commends the department for:

1. Conducting the brown bag discussions for adjuncts in order to make them feel connected to the department's policies and procedures. For each session, a topic is chosen such as: grading procedures, faculty evaluations, discipline procedures in the classroom, etc. (2.2)
2. Being the first department to develop two AA-T degrees in Psychology and Sociology, setting the model for the college. (2.10)
3. Maintaining the required lower-division coursework for transfer.
4. Taking strategies and programs from conception to incorporation into course curriculum and instruction. These include: hiring diverse faculty; maximizing student success; including issues related to equity, race, ethnicity, social class, gender, disability, and age as part of the content of the curriculum; using a variety of instructional methodologies; developing with partnerships with other campus programs such as Project Success and the Henrietta Lacks Project; collaborating with student organizations and building connections with community organizations. (5.1)
5. Encouraging student engagement and success through individual faculty innovations, such as: field trips, visiting archeological sites, attending community festivals, advising students on internships and positions with local museums, and peer tutoring (5.2 / 5.3).
6. Being active in community and campus events such as: seminars, food drives, serving on boards and presenting and participating in professional development (Appendix 10).

The Committee recommends the following:

1. Continue with brown bag lunch and other professional development activities to improve communication among faculty.
 2. Develop a plan for fostering communication among the department members with regards to grading standards, consistency of grades, and grade distributions.
 3. Continue to participate in the development of an AA –T degree in Anthropology.
 4. Evaluate the full-time / part-time faculty ratios in each discipline in order to determine the proper number of full-time faculty that should be hired when the budget improves.
 5. Pursue shared facility options for computer lab access for SPSS software by working within your division, academic affairs and facilities processes.
 6. Continue to work with SDSU to pursue acceptance of the AA–T degree in Psychology
 7. Explore options to add a laboratory experience to the Research Methods for Psychology class (PSY 205).
 8. Develop a new course in research methods tailored for the needs of sociology and anthropology students.
 9. Finalize the development of program SLOs for each of the new AA–T degrees.
 10. 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.
 11. Use student-learning outcome data for continued course and program improvement.
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Anthropology

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTEs	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2006/2007	590	78.61	607	80.71	1406.94	MAINTAIN
2007/2008	508	69.04	456	60.77	1641.15	
2008/2009	635	85.80	649	90.02	1359.40	
2009/2010	801	110.79	779	106.98	1063.92	
2010/2011	767	104.13	778	104.96	1189.28	

Psychology

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTEs	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2006/2007	570.83	78.01	538.35	75.18	1804.76	MAINTAIN
2007/2008	590.06	80.67	584.55	79.94	1963.36	
2008/2009	595.73	80.91	605.82	82.43	1825.28	
2009/2010	753.09	101.74	726.74	99.25	1585.68	
2010/2011	743.63	100.58	708.40	96.52	1790.50	

Sociology

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTEs	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2006/2007	534.82	70.58	528.46	71.56	2136.46	MAINTAIN
2007/2008	525.00	70.89	566.11	76.73	1980.19	
2008/2009	610.69	82.22	737.14	98.78	1512.55	
2009/2010	790.96	104.18	858.75	115.17	1387.00	
2010/2011	748.40	105.62	800.63	108.56	1591.19	

College President

Department Chair

Academic Program Review Chair