**Evergreen Valley College**

**Program Review Self-Study Document**

**Criteria**

**10-11**

In preparing this Program Review, keep the college mission, strategic plan CTAs in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

**Evergreen Valley College’s Mission**: With student learning as our primary focus, Evergreen Valley College’s mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

**DEPARTMENT/PROGRAM NAME: History**

**PREPARED BY: David Hendricks, Elizabeth Nava, Eric Narveson**

**LAST REVIEW: Unknown**

**CURRENT YEAR: 2010-2011**

**AREA DEAN: Mark Gonzales, SSHAPE Division**

**SUMMARY OF THE DEPARTMENT/PROGRAM**

**Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)**

## PART A: Overview of Program

## 1. Identify EVC’s CTA for this year.

### A. Student Centered:

Provide access to quality and efficient programs and services to ensure student success.

### B. Organizational Transformation

We create a trusting environment where everyone is valued and empowered.

### C. Community Engagement:

Transform college image and enhance partnerships with community, business, and educational institutions.

1. **Identify your program/department’s CTA for this year.**

### **A. Student Centered**:

* Evaluate need for the creation of a General Studies Degree with an emphasis in History
* Increase number of courses that are available online
* Expand course offerings and explore the development of new courses
* Emphasize use of technology in the classroom
* Reevaluate materials and curriculum to keep current in the field
* Update curriculum to reflect academic trends

### B. Organizational Transformation:

* Maintain consistent departmental communication by establishing regular departmental meetings
* Attend relevant educational development programs
* Develop partnerships with community organizations, such as the JEWL Oral History Institute

### C. Community Engagement:

* Participate in Constitution Day
* Participate in planning for Women’s Herstory Month
* Participate in the St. Andrew’s Day Celebration
* Conduct annual Veterans Day Celebration
* Participate in on-campus programs including Service Learning and Honors
* Promote other on-campus resources, including the TLC and Tutoring Center

1. **How did your program/department meet the overall CTA of the College?**

**Describe how your program/department met the overall CTA of the College.**

**Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.**

### A. Student Centered CTAs met:

* Update Curriculum

**B. Organizational Transformation CTAs met:**

* Members of the History faculty participated in shared governance by serving on:
  + Curriculum Committee
  + Archives Committee
  + Campus Technology Committee
  + Diversity Action Council
  + Academic Senate
  + Accreditation Steering Committee
  + District Council
  + tenure review committees
  + screening committees

### C. Community Engagement met:

* Participated in Service Learning Program
* Participated in Honors
* Participated in Women’s Herstory Month
* Partnered with JEWL Institute to bring speakers to campus
* Supported Disabled Student Program
* Supported Student Athletics Program

Each of our department’s CTAs was created to help reach a goal set forth by the CTA of the college. Student Centeredness, Organizational Transformation and Community Engagement have been at the core of all our CTAs and each one relates to a desired area of focus for the College. As outlined above, there is no area that has not been addressed by our department.

1. **Identify**

### A. Analysis of unmet goals:

* History Degree
* Social Science Degree
* Establish Writing Standards for History Courses
* Establish Prerequisite Writing Standard for History Courses

### B. Accomplishments of the History Department:

Developed course in American Women’s History

Developed course in African American History

Developed course in American Military History

Developed course in Post-1945 US History

Developed course in South Asian History

Developed course in East Asian History

Developed courses in World History

### C. 3 new initiatives:

Revive and Update course in California History as an alternative to History 001

Establish History 045 as an alternative to History 017B

Create a prerequisite of English 104 eligibility for History 001, 017A and 017B

1. **State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The History Department fulfills EVC’s mission by providing a multicultural approach to developing curriculum. Most of our courses fulfill general education requirements that are necessary for transferring students. The Department’s courses fulfill transfer requirements to CSU, UC, and California’s private colleges and universities. Our courses provide the basis for understanding the interactions of various peoples of all backgrounds and ethnicities in the context of global development. We also provide courses that explore the development of the United States’ rich cultural diversity over time.

**6. Identify current student demographics. If there are changes in student demo-**

**graphics, state how the program is addressing these changes.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program:** | **EVC History** | | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Current Term:** | **2006FA** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Sections:** | **25** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Courses:** | **7** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Labs:** | **0** | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STUDENT CHARACTERISTICS BY TERM - SEATCOUNT TRENDS** | | | | | | | | | | | |  |  |  |
|  |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Total Seatcount** |  |  |  | 1,188 |  | 1,128 |  | 1,213 |  |  |  |  |  |  |
| **Total Headcount** |  |  |  | 1,150 |  | 1,094 |  | 1,169 |  |  |  |  |  |  |
| **Gender** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Female** |  |  |  | 613 | 53% | 595 | 54% | 653 | 56% |  | 2.60% |  |  |  |
| **Male** |  |  |  | 520 | 45% | 487 | 45% | 508 | 43% |  | -1.80% |  |  |  |
| **Unreported** |  |  |  | 17 | 1% | 12 | 1% | 8 | 1% |  | -0.80% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Age** |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **<18** |  |  |  | 36 |  | 17 | 2% | 16 | 1% |  | -1.80% |  |  |  |
| **18-19** |  |  |  | 398 | 35% | 384 | 35% | 429 | 37% |  | 2.10% |  |  |  |
| **20-22** |  |  |  | 390 | 34% | 407 | 37% | 459 | 39% |  | 5.40% |  |  |  |
| **23-24** |  |  |  | 111 | 10% | 106 | 10% | 77 | 7% |  | -3.10% |  |  |  |
| **25-29** |  |  |  | 102 | 9% | 86 | 8% | 87 | 7% |  | -1.40% |  |  |  |
| **30-39** |  |  |  | 73 | 6% | 60 | 5% | 59 | 5% |  | -1.30% |  |  |  |
| **40-49** |  |  |  | 29 | 3% | 30 | 3% | 32 | 3% |  | 0.20% |  |  |  |
| **50>** |  |  |  | 11 | 1% | 4 | 0% | 10 | 1% |  | -0.10% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Capacity Percentage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **@ Census (CAP)** |  |  |  |  | 109% |  | 93% |  | 98% |  | -10.60% |  |  |  |
| **Completion Rate** |  |  |  |  | 82% |  | 78% |  | 81% |  | -0.90% |  |  |  |
| **Awards** |  |  |  | 0 |  | 0 |  | 0 |  |  | 0 |  |  |  |
| **WSCH** |  |  |  | 4,469 |  | 4,122 |  | 4,496 |  |  | 27.2 |  |  |  |
| **FTES** |  |  |  | 136.1 |  | 125 |  | 137.1 |  |  | 1 |  |  |  |
| **FTEF** |  |  |  | 4.4 |  | 4.8 |  | 5 |  |  | 0.6 |  |  |  |
| **Productivity** |  |  |  | 1,015.60 |  | 858.8 |  | 899.2 |  |  | -116.4 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Enrollment Status** |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Day** |  |  |  | 631 | 55% | 596 | 54% | 648 | 55% |  | 0.60% |  |  |  |
| **Day & Eve** |  |  |  | 416 | 36% | 385 | 35% | 430 | 37% |  | 0.60% |  |  |  |
| **Evening** |  |  |  | 103 | 9% | 113 | 10% | 91 | 8% |  | -1.20% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Full-time** |  |  |  | 563 | 49% | 502 | 46% | 583 | 50% |  | 0.90% |  |  |  |
| **Part-time** |  |  |  | 587 | 51% | 592 | 54% | 586 | 50% |  | -0.90% |  |  |  |
| **Units Attempted** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **.5-5.5** |  |  |  | 104 | 9% | 125 | 11% | 102 | 9% |  | -0.30% |  |  |  |
| **6-8.5** |  |  |  | 207 | 18% | 210 | 19% | 191 | 16% |  | -1.70% |  |  |  |
| **9-11.5** |  |  |  | 276 | 24% | 257 | 23% | 293 | 25% |  | 1.10% |  |  |  |
| **12-14.5** |  |  |  | 416 | 36% | 375 | 34% | 441 | 38% |  | 1.60% |  |  |  |
| **15-17.5** |  |  |  | 117 | 10% | 113 | 10% | 122 | 10% |  | 0.30% |  |  |  |
| **18+** |  |  |  | 30 | 3% | 14 | 1% | 20 | 2% |  | -0.90% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Student Seatcount, Retention, and Success ( and Spring 2006)** | | | | | | | | | | | | | | | | |  |
|  |  |  | | | | | | **Spring 2006** | | | | | | **SP to SP** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  |  |  |  |  |  |  | 49 | 4% | 34 | 69% | 27 | 55% |  |  |  |
| Asian (All other) |  |  |  |  |  |  |  | 55 | 5% | 43 | 78% | 33 | 60% |  |  |  |
| Asian/Cambodian |  |  |  |  |  |  |  | 14 | 1% | 13 | 93% | 12 | 86% |  |  |  |
| Asian/Chinese |  |  |  |  |  |  |  | 31 | 3% | 26 | 84% | 21 | 68% |  |  |  |
| Asian/Indian |  |  |  |  |  |  |  | 34 | 3% | 32 | 94% | 26 | 76% |  |  |  |
| Asian/Vietnamese |  |  |  |  |  |  |  | 165 | 15% | 130 | 79% | 101 | 61% |  |  |  |
| Filipino |  |  |  |  |  |  |  | 159 | 14% | 121 | 76% | 95 | 60% |  |  |  |
| Latina/o |  |  |  |  |  |  |  | 393 | 35% | 291 | 74% | 202 | 51% |  |  |  |
| Native American |  |  |  |  |  |  |  | 9 | 1% | 6 | 67% | 5 | 56% |  |  |  |
| Pacific Islander |  |  |  |  |  |  |  | 8 | 1% | 6 | 75% | 6 | 75% |  |  |  |
| White |  |  |  |  |  |  |  | 139 | 12% | 115 | 83% | 92 | 66% |  |  |  |
| Other/Unknown |  |  |  |  |  |  |  | 72 | 6% | 53 | 74% | 42 | 58% |  |  |  |
| **Total:** |  |  | 100% |  |  |  |  | 1,128 | 100% | 870 | 77% | 662 | 59% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Seatcount, Retention, and Success (Fall 2005 and Fall 2006)** | | | | | | | | | | | | | | | | |
|  |  | **Fall 2005** | | | | | | **Fall 2006** | | | | | | **FA to FA** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  | 59 | 5% | 43 | 73% | 29 | 49% | 56 | 5% | 42 | 75% | 33 | 59% | -0.30% | 2.10% | 9.80% |
| Asian (All other) |  | 68 | 6% | 53 | 78% | 46 | 68% | 50 | 4% | 41 | 82% | 35 | 70% | -1.60% | 4.10% | 2.40% |
| Asian/Cambodian |  | 19 | 2% | 15 | 79% | 9 | 47% | 35 | 3% | 26 | 74% | 21 | 60% | 1.30% | -4.70% | 12.60% |
| Asian/Chinese |  | 28 | 2% | 27 | 96% | 22 | 79% | 28 | 2% | 23 | 82% | 20 | 71% | 0.00% | -14.30% | -7.10% |
| Asian/Indian |  | 35 | 3% | 32 | 91% | 29 | 83% | 28 | 2% | 24 | 86% | 19 | 68% | -0.60% | -5.70% | -15.00% |
| Asian/Vietnamese |  | 175 | 15% | 145 | 83% | 120 | 69% | 193 | 16% | 160 | 83% | 130 | 67% | 1.20% | 0.00% | -1.20% |
| Filipino |  | 180 | 15% | 148 | 82% | 120 | 67% | 172 | 14% | 144 | 84% | 107 | 62% | -1.00% | 1.50% | -4.50% |
| Latina/o |  | 376 | 32% | 293 | 78% | 218 | 58% | 421 | 35% | 336 | 80% | 233 | 55% | 3.10% | 1.90% | -2.60% |
| Native American |  | 13 | 1% | 10 | 77% | 9 | 69% | 12 | 1% | 11 | 92% | 7 | 58% | -0.10% | 14.70% | -10.90% |
| Pacific Islander |  | 11 | 1% | 9 | 82% | 6 | 55% | 11 | 1% | 8 | 73% | 7 | 64% | 0.00% | -9.10% | 9.10% |
| White |  | 142 | 12% | 125 | 88% | 100 | 70% | 136 | 11% | 113 | 83% | 87 | 64% | -0.70% | -4.90% | -6.50% |
| Other/Unknown |  | 82 | 7% | 67 | 82% | 57 | 70% | 71 | 6% | 61 | 86% | 50 | 70% | -1.00% | 4.20% | 0.90% |
| **Total:** |  | 1,188 | 100% | 967 | 81% | 765 | 64% | 1,213 | 100% | 989 | 82% | 749 | 62% |  | 0.10% | -2.60% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **College Persistance Rates** | | | | | | | | | | | | | | | |  |  |
|  |  | **to Fall 2005** | | | **Fall 2005 to Spring 2006** | | | **Spring 2006 to Fall 2006** | | | **Fall 2006 to Spring 2007** | | | **% Point Change** | |
|  |  |  | **Persistence** | | **Fall 2005** | **Persistence** | | **Spring 2006** | **Persistence** | | **Fall 2006** | **Persistence** | | **SP to SP** | **FA to FA** |
| **Ethnicity of Students** |  | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** |
| African American |  |  |  |  | 58 | 46 | 79% | 47 | 31 | 66% | 56 | 42 | 75% |  | -4.30% |
| Asian (All other) |  |  |  |  | 66 | 49 | 74% | 54 | 34 | 63% | 49 | 44 | 90% |  | 15.60% |
| Asian/Cambodian |  |  |  |  | 18 | 12 | 67% | 14 | 8 | 57% | 34 | 24 | 71% |  | 3.90% |
| Asian/Chinese |  |  |  |  | 26 | 20 | 77% | 29 | 20 | 69% | 25 | 19 | 76% |  | -0.90% |
| Asian/Indian |  |  |  |  | 34 | 25 | 74% | 32 | 23 | 72% | 27 | 21 | 78% |  | 4.20% |
| Asian/Vietnamese |  |  |  |  | 173 | 148 | 86% | 160 | 107 | 67% | 185 | 151 | 82% |  | -3.90% |
| Filipino |  |  |  |  | 173 | 131 | 76% | 158 | 115 | 73% | 166 | 133 | 80% |  | 4.40% |
| Latina/o |  |  |  |  | 364 | 278 | 76% | 378 | 244 | 65% | 401 | 314 | 78% |  | 1.90% |
| Native American |  |  |  |  | 12 | 10 | 83% | 9 | 6 | 67% | 11 | 6 | 55% |  | -28.80% |
| Pacific Islander |  |  |  |  | 9 | 7 | 78% | 7 | 2 | 29% | 10 | 6 | 60% |  | -17.80% |
| White |  |  |  |  | 139 | 113 | 81% | 136 | 87 | 64% | 135 | 95 | 70% |  | -10.90% |
| Other/Unknown |  |  |  |  | 78 | 60 | 77% | 70 | 48 | 69% | 70 | 57 | 81% |  | 4.50% |
| **Total:** |  |  |  |  | 1,150 | 899 | 78% | 1,094 | 725 | 66% | 1,169 | 912 | 78% |  | -0.20% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Grade Distribution of All (EVC History) Students** | | | | | | | | | | | |  |  |  |  |  |  |
|  |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **Change** | |  |  |  |
|  |  |  |  |  |
| **Grade** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| A |  | 0 |  | 235 | 24% | 223 | 26% | 230 | 23% |  | -0.80% |  |  |  |
| B |  | 0 |  | 302 | 31% | 229 | 26% | 309 | 31% |  | 0.30% |  |  |  |
| C |  | 0 |  | 230 | 24% | 213 | 24% | 210 | 21% |  | -2.30% |  |  |  |
| D |  | 0 |  | 64 | 7% | 65 | 7% | 59 | 6% |  | -0.60% |  |  |  |
| F |  | 0 |  | 139 | 14% | 142 | 16% | 175 | 18% |  | 3.50% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students ( and Spring 2006)** | | | | | | | | | | | | | | | |  |  |
|  |  |  | | | | | | **Avg** | **Spring 2006** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 3 | 5 | 8 | 2 | 1 | 19 | 2.37 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 2 | 4 | 5 | 1 | 3 | 15 | 2.07 |
| Asian (All other) | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 9 | 2 | 3 | 2 | 5 | 21 | 2.38 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 5 | 9 | 5 | 1 | 2 | 22 | 2.64 |
| Asian/Cambodian | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 2 | 2 | 3 | 0 | 1 | 8 | 2.5 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 1 | 1 | 3 | 0 | 0 | 5 | 2.6 |
| Asian/Chinese | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 4 | 5 | 4 | 2 | 1 | 16 | 2.56 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 2 | 3 | 3 | 0 | 2 | 10 | 2.3 |
| Asian/Indian | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 12 | 5 | 1 | 1 | 1 | 20 | 3.3 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 3 | 2 | 3 | 0 | 4 | 12 | 2 |
| Asian/Vietnamese | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 25 | 20 | 13 | 2 | 8 | 68 | 2.76 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 14 | 15 | 13 | 4 | 15 | 61 | 2.15 |
| Filipino | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 18 | 17 | 18 | 4 | 7 | 64 | 2.55 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 7 | 21 | 11 | 4 | 11 | 54 | 2.17 |
| Latina/o | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 34 | 50 | 44 | 21 | 31 | 180 | 2.19 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 18 | 25 | 28 | 11 | 23 | 105 | 2.04 |
| Native American | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 2 | 1 | 1 | 0 | 1 | 5 | 2.6 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 1 | 0 | 0 | 0 | 0 | 1 | 4 |
| Pacific Islander | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 3 | 0 | 0 | 0 | 0 | 3 | 4 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 2 | 1 | 0 | 0 | 3 | 2.67 |
| White | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 26 | 21 | 8 | 3 | 6 | 64 | 2.91 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 16 | 5 | 16 | 6 | 7 | 50 | 2.34 |
| Other/Unknown | F | 0 | 0 | 0 | 0 | 0 | 0 |  | 3 | 6 | 7 | 1 | 6 | 23 | 1.96 |
|  | M | 0 | 0 | 0 | 0 | 0 | 0 |  | 10 | 5 | 11 | 0 | 4 | 30 | 2.57 |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Fall 2005 and Fall 2006)** | | | | | | | | | | | | | | | |  |  |
|  |  |  | | | | | | **Avg** | **Spring 2006** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 6 | 2 | 6 | 2 | 6 | 22 | 2 | 5 | 8 | 9 | 0 | 4 | 26 | 2.38 |
|  | M | 3 | 4 | 7 | 4 | 2 | 20 | 2.1 | 4 | 4 | 3 | 2 | 3 | 16 | 2.25 |
| Asian (All other) | F | 6 | 13 | 5 | 0 | 1 | 25 | 2.92 | 12 | 6 | 4 | 3 | 1 | 26 | 2.96 |
|  | M | 5 | 11 | 5 | 4 | 2 | 27 | 2.48 | 6 | 3 | 4 | 1 | 1 | 15 | 2.8 |
| Asian/Cambodian | F | 2 | 4 | 1 | 1 | 2 | 10 | 2.3 | 6 | 3 | 1 | 0 | 3 | 13 | 2.69 |
|  | M | 0 | 1 | 1 | 0 | 3 | 5 | 1 | 1 | 5 | 5 | 1 | 1 | 13 | 2.31 |
| Asian/Chinese | F | 4 | 4 | 2 | 1 | 1 | 12 | 2.75 | 4 | 7 | 1 | 0 | 0 | 12 | 3.25 |
|  | M | 4 | 5 | 3 | 1 | 2 | 15 | 2.53 | 1 | 5 | 2 | 0 | 3 | 11 | 2.09 |
| Asian/Indian | F | 8 | 5 | 4 | 0 | 2 | 19 | 2.89 | 6 | 3 | 3 | 0 | 1 | 13 | 3 |
|  | M | 0 | 8 | 4 | 0 | 1 | 13 | 2.46 | 3 | 2 | 2 | 0 | 4 | 11 | 2 |
| Asian/Vietnamese | F | 20 | 22 | 22 | 2 | 7 | 73 | 2.63 | 25 | 25 | 21 | 5 | 8 | 84 | 2.64 |
|  | M | 17 | 22 | 17 | 5 | 11 | 72 | 2.4 | 14 | 27 | 18 | 1 | 16 | 76 | 2.29 |
| Filipino | F | 11 | 31 | 22 | 8 | 11 | 83 | 2.28 | 18 | 27 | 14 | 8 | 9 | 76 | 2.49 |
|  | M | 15 | 18 | 21 | 4 | 5 | 63 | 2.54 | 14 | 19 | 14 | 2 | 18 | 67 | 2.13 |
| Latina/o | F | 47 | 53 | 36 | 10 | 28 | 174 | 2.47 | 23 | 75 | 44 | 17 | 36 | 195 | 2.16 |
|  | M | 19 | 35 | 25 | 8 | 26 | 113 | 2.12 | 27 | 34 | 29 | 8 | 35 | 133 | 2.08 |
| Native American | F | 3 | 3 | 2 | 0 | 0 | 8 | 3.13 | 0 | 2 | 1 | 0 | 3 | 6 | 1.33 |
|  | M | 1 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 0 | 2 | 1 | 0 | 5 | 2.6 |
| Pacific Islander | F | 1 | 2 | 3 | 1 | 1 | 8 | 2.13 | 3 | 2 | 2 | 0 | 1 | 8 | 2.75 |
|  | M | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| White | F | 22 | 19 | 8 | 6 | 5 | 60 | 2.78 | 30 | 11 | 7 | 4 | 8 | 60 | 2.85 |
|  | M | 18 | 12 | 19 | 3 | 10 | 62 | 2.4 | 7 | 18 | 13 | 1 | 12 | 51 | 2.14 |
| Other/Unknown | F | 12 | 10 | 3 | 2 | 3 | 30 | 2.87 | 7 | 14 | 6 | 3 | 3 | 33 | 2.58 |
|  | M | 7 | 12 | 10 | 0 | 5 | 34 | 2.47 | 10 | 9 | 4 | 2 | 3 | 28 | 2.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Credit/No Credit Received by Students** | | | | | | | | | | | | | | | | | |
|  |  |  | | | | **Fall 2005** | | | | **Spring 2006** | | | | **Fall 2006** | | | |
| **Ethnicity** | **Gender** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** |
| African American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian (All other) | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Cambodian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Chinese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Indian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Vietnamese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Filipino | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Latina/o | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 3 | 3 | 0% |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 1 | 1 | 0% |
| Native American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Pacific Islander | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| White | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Other/Unknown | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Demographics** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity** |  |  | **Fall 2005** | **Spring 2006** | **Fall 2006** |  |  |  |  |  |  |  |  |
| African American |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Filipino |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Latina/o |  | 0 | 3 | 3 | 4 |  |  |  |  |  |  |  |  |
| Native American |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| White |  | 0 | 8 | 7 | 8 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Part-time/Full-Time** |  |  | **Fall 2005** | **Spring 2006** | **Fall 2006** |  |  |  |  |  |  |  |  |  |  |  |  |
| Female - Full-time |  | 0 | 1 | 2 | 1 |  |  |  |  |  |  |  |  |
| Female - Part-time |  | 0 | 2 | 1 | 2 |  |  |  |  |  |  |  |  |
| Male - Full-time |  | 0 | 3 | 2 | 2 |  |  |  |  |  |  |  |  |
| Male - Part-time |  | 0 | 5 | 5 | 7 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Days of Week Classes Offered** |  |  | | **Fall 2005** | | **Spring 2006** | | **Fall 2006** | | **% Point Change** | |  |  |  |  |  |  |
|  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| TTh |  |  |  | 8 | 36% | 8 | 33% | 9 | 36% | 33.30% | -0.40% |  |  |  |
| MW |  |  |  | 7 | 32% | 9 | 38% | 9 | 36% | 37.50% | 4.20% |  |  |  |
| T |  |  |  | 2 | 9% | 1 | 4% | 3 | 12% | 4.20% | 2.90% |  |  |  |
| W |  |  |  | 1 | 5% | 2 | 8% | 1 | 4% | 8.30% | -0.50% |  |  |  |
| TBA |  |  |  | 1 | 5% | 1 | 4% | 1 | 4% | 4.20% | -0.50% |  |  |  |
| Th |  |  |  | 1 | 5% | 1 | 4% | 1 | 4% | 4.20% | -0.50% |  |  |  |
| F |  |  |  | 2 | 9% |  |  | 1 | 4% | 0.00% | -5.10% |  |  |  |
| M |  |  |  |  |  | 2 | 8% |  |  | 8.30% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program:** | **EVC History** | | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Current Term:** | **2008FA** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Sections:** | **26** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Courses:** | **7** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Labs:** | **0** | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STUDENT CHARACTERISTICS BY TERM - SEATCOUNT TRENDS** | | | | | | | | | | | |  |  |  |
|  |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Total Seatcount** |  | 1,190 |  | 1,237 |  | 1,167 |  | 1,342 |  |  |  |  |  |  |
| **Total Headcount** |  | 1,152 |  | 1,200 |  | 1,131 |  | 1,308 |  |  |  |  |  |  |
| **Gender** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Female** |  | 588 | 51% | 624 | 52% | 572 | 51% | 674 | 52% | -0.50% | -0.50% |  |  |  |
| **Male** |  | 555 | 48% | 570 | 48% | 551 | 49% | 634 | 48% | 0.50% | 1.00% |  |  |  |
| **Unreported** |  | 9 | 1% | 6 | 1% | 8 | 1% | 0 | 0% | -0.10% | -0.50% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Age** |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **<18** |  | 61 | 5% | 68 | 5% | 67 | 6% | 85 | 6% | 0.60% | 0.80% |  |  |  |
| **18-19** |  | 432 | 38% | 480 | 40% | 419 | 37% | 535 | 41% | -0.50% | 0.90% |  |  |  |
| **20-22** |  | 385 | 33% | 385 | 32% | 383 | 34% | 411 | 31% | 0.40% | -0.70% |  |  |  |
| **23-24** |  | 94 | 8% | 109 | 9% | 89 | 8% | 90 | 7% | -0.30% | -2.20% |  |  |  |
| **25-29** |  | 79 | 7% | 71 | 6% | 95 | 8% | 103 | 8% | 1.50% | 2.00% |  |  |  |
| **30-39** |  | 55 | 5% | 54 | 5% | 49 | 4% | 53 | 4% | -0.40% | -0.40% |  |  |  |
| **40-49** |  | 31 | 3% | 24 | 2% | 22 | 2% | 21 | 2% | -0.70% | -0.40% |  |  |  |
| **50>** |  | 14 | 1% | 9 | 1% | 7 | 1% | 10 | 1% | -0.60% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Capacity Percentage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **@ Census (CAP)** |  |  | 101% |  | 96% |  | 85% |  | 104% | -16.00% | 7.20% |  |  |  |
| **Completion Rate** |  |  | 81% |  | 84% |  | 81% |  | 78% | 0.40% | -5.50% |  |  |  |
| **Awards** |  | 0 |  | 0 |  | 0 |  | 1 |  | 0 | 1 |  |  |  |
| **WSCH** |  | 4,475 |  | 4,557 |  | 4,239 |  | 4,906 |  | -235.6 | 348.9 |  |  |  |
| **FTES** |  | 136.3 |  | 139.9 |  | 129.6 |  | 150.4 |  | -6.8 | 10.6 |  |  |  |
| **FTEF** |  | 5 |  | 5.2 |  | 5.4 |  | 5.2 |  | 0.4 | 0 |  |  |  |
| **Productivity** |  | 895 |  | 876.4 |  | 785 |  | 943.5 |  | -109.9 | 67.1 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Enrollment Status** |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| **Day** |  | 699 | 61% | 760 | 63% | 684 | 60% | 792 | 61% | -0.20% | -2.80% |  |  |  |
| **Day & Eve** |  | 341 | 30% | 374 | 31% | 343 | 30% | 416 | 32% | 0.70% | 0.60% |  |  |  |
| **Evening** |  | 112 | 10% | 66 | 6% | 104 | 9% | 100 | 8% | -0.50% | 2.10% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Full-time** |  | 538 | 47% | 620 | 52% | 545 | 48% | 687 | 53% | 1.50% | 0.90% |  |  |  |
| **Part-time** |  | 614 | 53% | 580 | 48% | 586 | 52% | 621 | 47% | -1.50% | -0.90% |  |  |  |
| **Units Attempted** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **.5-5.5** |  | 135 | 12% | 92 | 8% | 95 | 8% | 109 | 8% | -3.30% | 0.70% |  |  |  |
| **6-8.5** |  | 202 | 18% | 235 | 20% | 225 | 20% | 247 | 19% | 2.40% | -0.70% |  |  |  |
| **9-11.5** |  | 277 | 24% | 253 | 21% | 266 | 24% | 265 | 20% | -0.50% | -0.80% |  |  |  |
| **12-14.5** |  | 405 | 35% | 494 | 41% | 416 | 37% | 539 | 41% | 1.60% | 0.00% |  |  |  |
| **15-17.5** |  | 108 | 9% | 106 | 9% | 106 | 9% | 124 | 9% | 0.00% | 0.60% |  |  |  |
| **18+** |  | 25 | 2% | 20 | 2% | 23 | 2% | 24 | 2% | -0.10% | 0.20% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Student Seatcount, Retention, and Success (Spring 2007 and Spring 2008)** | | | | | | | | | | | | | | | | |  |
|  |  | **Spring 2007** | | | | | | **Spring 2008** | | | | | | **SP to SP** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  | 52 | 4% | 43 | 83% | 31 | 60% | 50 | 4% | 41 | 82% | 32 | 64% | -0.10% | -0.70% | 4.40% |
| Asian (All other) |  | 59 | 5% | 44 | 75% | 36 | 61% | 64 | 5% | 55 | 86% | 50 | 78% | 0.50% | 11.40% | 17.10% |
| Asian/Cambodian |  | 30 | 3% | 25 | 83% | 15 | 50% | 29 | 2% | 20 | 69% | 16 | 55% | 0.00% | -14.40% | 5.20% |
| Asian/Chinese |  | 29 | 2% | 28 | 97% | 22 | 76% | 23 | 2% | 22 | 96% | 18 | 78% | -0.50% | -0.90% | 2.40% |
| Asian/Indian |  | 37 | 3% | 34 | 92% | 26 | 70% | 18 | 2% | 14 | 78% | 12 | 67% | -1.60% | -14.10% | -3.60% |
| Asian/Vietnamese |  | 183 | 15% | 153 | 84% | 117 | 64% | 175 | 15% | 139 | 79% | 114 | 65% | -0.40% | -4.20% | 1.20% |
| Filipino |  | 135 | 11% | 103 | 76% | 80 | 59% | 136 | 12% | 108 | 79% | 86 | 63% | 0.30% | 3.10% | 4.00% |
| Latina/o |  | 441 | 37% | 343 | 78% | 258 | 59% | 442 | 38% | 353 | 80% | 275 | 62% | 0.80% | 2.10% | 3.70% |
| Native American |  | 7 | 1% | 6 | 86% | 5 | 71% | 12 | 1% | 11 | 92% | 6 | 50% | 0.40% | 6.00% | -21.40% |
| Pacific Islander |  | 12 | 1% | 10 | 83% | 4 | 33% | 9 | 1% | 8 | 89% | 7 | 78% | -0.20% | 5.60% | 44.40% |
| White |  | 134 | 11% | 109 | 81% | 92 | 69% | 135 | 12% | 111 | 82% | 87 | 64% | 0.30% | 0.90% | -4.20% |
| Other/Unknown |  | 71 | 6% | 61 | 86% | 45 | 63% | 74 | 6% | 63 | 85% | 45 | 61% | 0.40% | -0.80% | -2.60% |
| **Total:** |  | 1,190 | 100% | 959 | 81% | 731 | 61% | 1,167 | 100% | 945 | 81% | 748 | 64% |  | 0.40% | 2.70% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Seatcount, Retention, and Success (Fall 2007 and Fall 2008)** | | | | | | | | | | | | | | | | |
|  |  | **Fall 2007** | | | | | | **Fall 2008** | | | | | | **FA to FA** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  | 68 | 5% | 57 | 84% | 35 | 51% | 48 | 4% | 37 | 77% | 25 | 52% | -1.90% | -6.70% | 0.60% |
| Asian (All other) |  | 62 | 5% | 54 | 87% | 42 | 68% | 83 | 6% | 69 | 83% | 61 | 73% | 1.20% | -4.00% | 5.80% |
| Asian/Cambodian |  | 31 | 3% | 22 | 71% | 17 | 55% | 24 | 2% | 20 | 83% | 17 | 71% | -0.70% | 12.40% | 16.00% |
| Asian/Chinese |  | 27 | 2% | 24 | 89% | 19 | 70% | 24 | 2% | 21 | 88% | 18 | 75% | -0.40% | -1.40% | 4.60% |
| Asian/Indian |  | 34 | 3% | 29 | 85% | 27 | 79% | 33 | 2% | 27 | 82% | 21 | 64% | -0.30% | -3.50% | -15.80% |
| Asian/Vietnamese |  | 181 | 15% | 156 | 86% | 122 | 67% | 217 | 16% | 171 | 79% | 141 | 65% | 1.50% | -7.40% | -2.40% |
| Filipino |  | 134 | 11% | 111 | 83% | 81 | 60% | 139 | 10% | 113 | 81% | 93 | 67% | -0.50% | -1.50% | 6.50% |
| Latina/o |  | 460 | 37% | 372 | 81% | 256 | 56% | 502 | 37% | 364 | 73% | 289 | 58% | 0.20% | -8.40% | 1.90% |
| Native American |  | 9 | 1% | 9 | 100% | 7 | 78% | 10 | 1% | 7 | 70% | 6 | 60% | 0.00% | -30.00% | -17.80% |
| Pacific Islander |  | 13 | 1% | 10 | 77% | 9 | 69% | 17 | 1% | 15 | 88% | 10 | 59% | 0.20% | 11.30% | -10.40% |
| White |  | 141 | 11% | 123 | 87% | 102 | 72% | 145 | 11% | 118 | 81% | 100 | 69% | -0.60% | -5.90% | -3.40% |
| Other/Unknown |  | 77 | 6% | 68 | 88% | 52 | 68% | 100 | 7% | 81 | 81% | 63 | 63% | 1.20% | -7.30% | -4.50% |
| **Total:** |  | 1,237 | 100% | 1,035 | 84% | 769 | 62% | 1,342 | 100% | 1,043 | 78% | 844 | 63% |  | -6.00% | 0.70% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **College Persistance Rates** | | | | | | | | | | | | | | | |  |  |
|  |  | **Spring 2007 to Fall 2007** | | | **Fall 2007 to Spring 2008** | | | **Spring 2008 to Fall 2008** | | | **Fall 2008 to Spring 2009** | | | **% Point Change** | |
|  |  | **Spring 2007** | **Persistence** | | **Fall 2007** | **Persistence** | | **Spring 2008** | **Persistence** | | **Fall 2008** | **Persistence** | | **SP to SP** | **FA to FA** |
| **Ethnicity of Students** |  | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** |
| African American |  | 50 | 32 | 64% | 67 | 45 | 67% | 49 | 36 | 73% | 48 | 28 | 58% | 9.50% | -8.80% |
| Asian (All other) |  | 58 | 41 | 71% | 61 | 47 | 77% | 63 | 53 | 84% | 78 | 66 | 85% | 13.40% | 7.60% |
| Asian/Cambodian |  | 30 | 21 | 70% | 30 | 26 | 87% | 29 | 18 | 62% | 24 | 20 | 83% | -7.90% | -3.30% |
| Asian/Chinese |  | 29 | 21 | 72% | 27 | 23 | 85% | 22 | 16 | 73% | 24 | 20 | 83% | 0.30% | -1.90% |
| Asian/Indian |  | 36 | 24 | 67% | 31 | 28 | 90% | 18 | 16 | 89% | 32 | 24 | 75% | 22.20% | -15.30% |
| Asian/Vietnamese |  | 171 | 130 | 76% | 173 | 140 | 81% | 168 | 128 | 76% | 205 | 175 | 85% | 0.20% | 4.40% |
| Filipino |  | 131 | 97 | 74% | 132 | 113 | 86% | 130 | 99 | 76% | 137 | 114 | 83% | 2.10% | -2.40% |
| Latina/o |  | 428 | 286 | 67% | 446 | 311 | 70% | 427 | 280 | 66% | 492 | 344 | 70% | -1.20% | 0.20% |
| Native American |  | 7 | 4 | 57% | 8 | 7 | 88% | 12 | 7 | 58% | 10 | 6 | 60% | 1.20% | -27.50% |
| Pacific Islander |  | 12 | 10 | 83% | 13 | 9 | 69% | 9 | 5 | 56% | 17 | 12 | 71% | -27.80% | 1.40% |
| White |  | 131 | 90 | 69% | 135 | 108 | 80% | 132 | 91 | 69% | 144 | 115 | 80% | 0.20% | -0.10% |
| Other/Unknown |  | 69 | 43 | 62% | 77 | 62 | 81% | 72 | 49 | 68% | 97 | 73 | 75% | 5.70% | -5.30% |
| **Total:** |  | 1,152 | 799 | 69% | 1,200 | 919 | 77% | 1,131 | 798 | 71% | 1,308 | 997 | 76% | 1.20% | -0.40% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Grade Distribution of All (EVC History) Students** | | | | | | | | | | | |  |  |  |  |  |  |
|  |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **Change** | |  |  |  |
|  |  |  |  |  |
| **Grade** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| A |  | 253 | 26% | 276 | 27% | 255 | 27% | 269 | 26% | 0.60% | -0.90% |  |  |  |
| B |  | 270 | 28% | 282 | 27% | 297 | 31% | 344 | 33% | 3.20% | 5.70% |  |  |  |
| C |  | 209 | 22% | 211 | 20% | 197 | 21% | 231 | 22% | -1.00% | 1.80% |  |  |  |
| D |  | 80 | 8% | 68 | 7% | 63 | 7% | 86 | 8% | -1.70% | 1.70% |  |  |  |
| F |  | 147 | 15% | 198 | 19% | 134 | 14% | 113 | 11% | -1.20% | -8.30% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Spring 2007 and Spring 2008)** | | | | | | | | | | | | | | | |  |  |
|  |  | **Spring 2007** | | | | | | **Avg** | **Spring 2008** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 1 | 5 | 7 | 2 | 2 | 17 | 2.06 | 5 | 9 | 4 | 0 | 2 | 20 | 2.75 |
|  | M | 3 | 14 | 1 | 4 | 4 | 26 | 2.31 | 6 | 6 | 2 | 1 | 6 | 21 | 2.24 |
| Asian (All other) | F | 7 | 4 | 7 | 0 | 3 | 21 | 2.57 | 7 | 5 | 8 | 0 | 3 | 23 | 2.57 |
|  | M | 7 | 8 | 3 | 1 | 4 | 23 | 2.57 | 9 | 7 | 14 | 1 | 1 | 32 | 2.69 |
| Asian/Cambodian | F | 1 | 1 | 4 | 2 | 2 | 10 | 1.7 | 2 | 3 | 0 | 0 | 0 | 5 | 3.4 |
|  | M | 1 | 5 | 3 | 1 | 5 | 15 | 1.73 | 0 | 8 | 3 | 0 | 4 | 15 | 2 |
| Asian/Chinese | F | 6 | 2 | 4 | 2 | 1 | 15 | 2.67 | 3 | 3 | 0 | 1 | 1 | 8 | 2.75 |
|  | M | 5 | 1 | 4 | 1 | 2 | 13 | 2.46 | 3 | 6 | 3 | 1 | 1 | 14 | 2.64 |
| Asian/Indian | F | 6 | 6 | 0 | 2 | 2 | 16 | 2.75 | 3 | 2 | 2 | 1 | 0 | 8 | 2.88 |
|  | M | 2 | 7 | 4 | 1 | 3 | 17 | 2.24 | 0 | 4 | 1 | 1 | 0 | 6 | 2.5 |
| Asian/Vietnamese | F | 39 | 13 | 17 | 3 | 6 | 78 | 2.97 | 30 | 10 | 13 | 6 | 1 | 60 | 3.03 |
|  | M | 16 | 17 | 14 | 10 | 17 | 74 | 2.07 | 19 | 26 | 16 | 6 | 11 | 78 | 2.46 |
| Filipino | F | 15 | 19 | 18 | 2 | 8 | 62 | 2.5 | 14 | 19 | 8 | 4 | 7 | 52 | 2.56 |
|  | M | 7 | 11 | 10 | 4 | 9 | 41 | 2.07 | 10 | 20 | 15 | 6 | 5 | 56 | 2.43 |
| Latina/o | F | 52 | 54 | 36 | 19 | 31 | 192 | 2.4 | 61 | 67 | 43 | 7 | 33 | 211 | 2.55 |
|  | M | 21 | 55 | 37 | 15 | 20 | 148 | 2.28 | 28 | 48 | 27 | 10 | 27 | 140 | 2.29 |
| Native American | F | 1 | 1 | 1 | 0 | 1 | 4 | 2.25 | 2 | 0 | 1 | 2 | 1 | 6 | 2 |
|  | M | 1 | 1 | 0 | 0 | 0 | 2 | 3.5 | 0 | 1 | 2 | 1 | 1 | 5 | 1.6 |
| Pacific Islander | F | 2 | 0 | 1 | 1 | 2 | 6 | 1.83 | 0 | 1 | 0 | 1 | 0 | 2 | 2 |
|  | M | 0 | 0 | 1 | 2 | 1 | 4 | 1 | 4 | 1 | 1 | 0 | 0 | 6 | 3.5 |
| White | F | 29 | 13 | 10 | 1 | 6 | 59 | 2.98 | 17 | 16 | 11 | 4 | 8 | 56 | 2.54 |
|  | M | 16 | 12 | 11 | 2 | 7 | 48 | 2.58 | 11 | 18 | 14 | 4 | 8 | 55 | 2.36 |
| Other/Unknown | F | 8 | 10 | 7 | 1 | 5 | 31 | 2.48 | 11 | 12 | 6 | 3 | 6 | 38 | 2.5 |
|  | M | 7 | 7 | 6 | 4 | 4 | 28 | 2.32 | 9 | 4 | 2 | 3 | 6 | 24 | 2.29 |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Fall 2007 and Fall 2008)** | | | | | | | | | | | | | | | |  |  |
|  |  | **Spring 2007** | | | | | | **Avg** | **Spring 2008** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 6 | 8 | 9 | 3 | 8 | 34 | 2.03 | 4 | 4 | 3 | 1 | 6 | 18 | 1.94 |
|  | M | 3 | 4 | 5 | 3 | 8 | 23 | 1.61 | 2 | 8 | 4 | 2 | 3 | 19 | 2.21 |
| Asian (All other) | F | 8 | 4 | 5 | 1 | 5 | 23 | 2.39 | 17 | 17 | 3 | 0 | 3 | 40 | 3.13 |
|  | M | 10 | 7 | 8 | 1 | 5 | 31 | 2.52 | 7 | 11 | 6 | 5 | 0 | 29 | 2.69 |
| Asian/Cambodian | F | 2 | 5 | 5 | 0 | 1 | 13 | 2.54 | 2 | 4 | 4 | 1 | 0 | 11 | 2.64 |
|  | M | 1 | 2 | 2 | 0 | 4 | 9 | 1.56 | 3 | 2 | 2 | 0 | 2 | 9 | 2.44 |
| Asian/Chinese | F | 3 | 3 | 2 | 0 | 2 | 10 | 2.5 | 3 | 1 | 1 | 1 | 0 | 6 | 3 |
|  | M | 3 | 6 | 2 | 3 | 0 | 14 | 2.64 | 6 | 4 | 3 | 1 | 1 | 15 | 2.87 |
| Asian/Indian | F | 7 | 4 | 2 | 0 | 0 | 13 | 3.38 | 5 | 3 | 2 | 1 | 3 | 14 | 2.43 |
|  | M | 5 | 5 | 4 | 0 | 2 | 16 | 2.69 | 4 | 3 | 4 | 2 | 0 | 13 | 2.69 |
| Asian/Vietnamese | F | 24 | 26 | 8 | 5 | 10 | 73 | 2.67 | 23 | 33 | 13 | 4 | 8 | 81 | 2.73 |
|  | M | 21 | 25 | 17 | 6 | 13 | 82 | 2.43 | 32 | 27 | 13 | 12 | 6 | 90 | 2.74 |
| Filipino | F | 19 | 14 | 11 | 4 | 11 | 59 | 2.44 | 14 | 20 | 10 | 1 | 8 | 53 | 2.58 |
|  | M | 9 | 17 | 11 | 5 | 10 | 52 | 2.19 | 13 | 19 | 17 | 4 | 7 | 60 | 2.45 |
| Latina/o | F | 60 | 53 | 35 | 11 | 49 | 208 | 2.31 | 47 | 60 | 60 | 19 | 19 | 205 | 2.47 |
|  | M | 28 | 42 | 37 | 13 | 42 | 162 | 2.01 | 32 | 56 | 34 | 16 | 21 | 159 | 2.39 |
| Native American | F | 5 | 0 | 1 | 0 | 1 | 7 | 3.14 | 2 | 0 | 1 | 0 | 1 | 4 | 2.5 |
|  | M | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 3 | 3.33 |
| Pacific Islander | F | 3 | 0 | 3 | 0 | 0 | 6 | 3 | 2 | 1 | 1 | 1 | 2 | 7 | 2 |
|  | M | 0 | 2 | 1 | 1 | 0 | 4 | 2.25 | 0 | 3 | 3 | 1 | 1 | 8 | 2 |
| White | F | 25 | 17 | 11 | 3 | 3 | 59 | 2.98 | 22 | 24 | 10 | 4 | 3 | 63 | 2.92 |
|  | M | 17 | 19 | 13 | 4 | 10 | 63 | 2.46 | 8 | 19 | 17 | 7 | 4 | 55 | 2.36 |
| Other/Unknown | F | 10 | 9 | 11 | 3 | 6 | 39 | 2.36 | 14 | 11 | 12 | 1 | 6 | 44 | 2.59 |
|  | M | 7 | 8 | 7 | 1 | 5 | 28 | 2.39 | 6 | 12 | 8 | 2 | 9 | 37 | 2.11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Credit/No Credit Received by Students** | | | | | | | | | | | | | | | | | |
|  |  | **Spring 2007** | | | | **Fall 2007** | | | | **Spring 2008** | | | | **Fall 2008** | | | |
| **Ethnicity** | **Gender** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** |
| African American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian (All other) | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Cambodian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Chinese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Indian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Vietnamese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Filipino | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Latina/o | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Native American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Pacific Islander | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| White | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Other/Unknown | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Demographics** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity** |  | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** |  |  |  |  |  |  |  |  |
| African American |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Filipino |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Latina/o |  | 5 | 5 | 5 | 5 |  |  |  |  |  |  |  |  |
| Native American |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| White |  | 8 | 8 | 8 | 9 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Part-time/Full-Time** |  | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** |  |  |  |  |  |  |  |  |  |  |  |  |
| Female - Full-time |  | 1 | 2 | 1 | 1 |  |  |  |  |  |  |  |  |
| Female - Part-time |  | 3 | 2 | 2 | 4 |  |  |  |  |  |  |  |  |
| Male - Full-time |  | 3 | 2 | 2 | 3 |  |  |  |  |  |  |  |  |
| Male - Part-time |  | 6 | 7 | 8 | 6 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Days of Week Classes Offered** |  | **Spring 2007** | | **Fall 2007** | | **Spring 2008** | | **Fall 2008** | | **% Point Change** | |  |  |  |  |  |  |
|  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **SP to SP** | **FA to FA** |  |  |  |
| MW |  | 11 | 44% | 8 | 31% | 11 | 41% | 8 | 31% | -3.30% | 0.00% |  |  |  |
| TTh |  | 8 | 32% | 11 | 42% | 8 | 30% | 11 | 42% | -2.40% | 0.00% |  |  |  |
| T |  | 1 | 4% | 2 | 8% | 3 | 11% | 2 | 8% | 7.10% | 0.00% |  |  |  |
| W |  | 2 | 8% | 1 | 4% | 2 | 7% | 1 | 4% | -0.60% | 0.00% |  |  |  |
| M |  | 2 | 8% | 1 | 4% | 2 | 7% | 1 | 4% | -0.60% | 0.00% |  |  |  |
| TBA |  | 1 | 4% | 1 | 4% | 1 | 4% | 1 | 4% | -0.30% | 0.00% |  |  |  |
| Th |  |  |  | 1 | 4% |  |  | 1 | 4% | 0.00% | 0.00% |  |  |  |
| F |  |  |  | 1 | 4% |  |  | 1 | 4% | 0.00% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program:** | **EVC History** | | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Current Term:** | **2010SP** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Sections:** | **31** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Courses:** | **9** | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Labs:** | **0** | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STUDENT CHARACTERISTICS BY TERM - SEATCOUNT TRENDS** | | | | | | | | | | | |  |  |  |
|  |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| **Total Seatcount** |  | 1,342 |  | 1,349 |  | 1,249 |  | 1,662 |  |  |  |  |  |  |
| **Total Headcount** |  | 1,308 |  | 1,307 |  | 1,209 |  | 1,585 |  |  |  |  |  |  |
| **Gender** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Female** |  | 674 | 52% | 646 | 49% | 647 | 54% | 811 | 51% | 2.00% | 1.70% |  |  |  |
| **Male** |  | 634 | 48% | 661 | 51% | 562 | 46% | 774 | 49% | -2.00% | -1.70% |  |  |  |
| **Unreported** |  | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0.00% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Age** |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| **<18** |  | 85 | 6% | 38 | 6% | 36 | 3% | 63 | 4% | -3.50% | 1.10% |  |  |  |
| **18-19** |  | 535 | 41% | 506 | 39% | 441 | 36% | 479 | 30% | -4.40% | -8.50% |  |  |  |
| **20-22** |  | 411 | 31% | 471 | 36% | 422 | 35% | 596 | 38% | 3.50% | 1.60% |  |  |  |
| **23-24** |  | 90 | 7% | 98 | 7% | 98 | 8% | 131 | 8% | 1.20% | 0.80% |  |  |  |
| **25-29** |  | 103 | 8% | 100 | 8% | 120 | 10% | 150 | 9% | 2.10% | 1.80% |  |  |  |
| **30-39** |  | 53 | 4% | 68 | 5% | 60 | 5% | 94 | 6% | 0.90% | 0.70% |  |  |  |
| **40-49** |  | 21 | 2% | 17 | 1% | 19 | 2% | 52 | 3% | 0.00% | 2.00% |  |  |  |
| **50>** |  | 10 | 1% | 9 | 1% | 12 | 1% | 20 | 1% | 0.20% | 0.60% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| **Capacity Percentage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **@ Census (CAP)** |  |  | 104% |  | 100% |  | 111% |  | 110% | 7.70% | 10.70% |  |  |  |
| **Completion Rate** |  |  | 78% |  | 81% |  | 83% |  | 82% | 4.50% | 0.90% |  |  |  |
| **Awards** |  | 1 |  | 0 |  | 0 |  | 0 |  | -1 | 0 |  |  |  |
| **WSCH** |  | 4,906 |  | 4,790 |  | 4,460 |  | 5,913 |  | -446.9 | 1,123.10 |  |  |  |
| **FTES** |  | 150.4 |  | 147.8 |  | 136.3 |  | 180.4 |  | -14.2 | 32.6 |  |  |  |
| **FTEF** |  | 5.2 |  | 5.4 |  | 4.6 |  | 6.2 |  | -0.6 | 0.8 |  |  |  |
| **Productivity** |  | 943.5 |  | 887 |  | 969.5 |  | 953.7 |  | 25.9 | 66.7 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Enrollment Status** |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **% Point Change** | |  |  |  |
|  |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| **Day** |  | 792 | 61% | 698 | 53% | 633 | 52% | 681 | 43% | -8.20% | -10.40% |  |  |  |
| **Day & Eve** |  | 416 | 32% | 466 | 36% | 468 | 39% | 676 | 43% | 6.90% | 7.00% |  |  |  |
| **Evening** |  | 100 | 8% | 143 | 11% | 108 | 9% | 228 | 14% | 1.30% | 3.40% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Full-time** |  | 687 | 53% | 667 | 51% | 686 | 57% | 803 | 51% | 4.20% | -0.40% |  |  |  |
| **Part-time** |  | 621 | 47% | 640 | 49% | 523 | 43% | 782 | 49% | -4.20% | 0.40% |  |  |  |
| **Units Attempted** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **.5-5.5** |  | 109 | 8% | 127 | 10% | 90 | 7% | 155 | 10% | -0.90% | 0.10% |  |  |  |
| **6-8.5** |  | 247 | 19% | 205 | 16% | 174 | 14% | 281 | 18% | -4.50% | 2.00% |  |  |  |
| **9-11.5** |  | 265 | 20% | 308 | 24% | 259 | 21% | 346 | 22% | 1.20% | -1.70% |  |  |  |
| **12-14.5** |  | 539 | 41% | 500 | 38% | 517 | 43% | 587 | 37% | 1.60% | -1.20% |  |  |  |
| **15-17.5** |  | 124 | 9% | 136 | 10% | 133 | 11% | 178 | 11% | 1.50% | 0.80% |  |  |  |
| **18+** |  | 24 | 2% | 31 | 2% | 36 | 3% | 38 | 2% | 1.10% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Student Seatcount, Retention, and Success (Fall 2008 and Fall 2009)** | | | | | | | | | | | | | | | | |  |
|  |  | **Fall 2008** | | | | | | **Fall 2009** | | | | | | **FA to FA** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  | 48 | 4% | 37 | 77% | 25 | 52% | 33 | 3% | 25 | 76% | 16 | 48% | -0.90% | -1.30% | -3.60% |
| Asian (All other) |  | 83 | 6% | 69 | 83% | 61 | 73% | 66 | 5% | 49 | 74% | 39 | 59% | -0.90% | -8.90% | -14.40% |
| Asian/Cambodian |  | 24 | 2% | 20 | 83% | 17 | 71% | 19 | 2% | 17 | 89% | 13 | 68% | -0.30% | 6.10% | -2.40% |
| Asian/Chinese |  | 24 | 2% | 21 | 88% | 18 | 75% | 24 | 2% | 21 | 88% | 16 | 67% | 0.10% | 0.00% | -8.30% |
| Asian/Indian |  | 33 | 2% | 27 | 82% | 21 | 64% | 22 | 2% | 18 | 82% | 12 | 55% | -0.70% | 0.00% | -9.10% |
| Asian/Vietnamese |  | 217 | 16% | 171 | 79% | 141 | 65% | 167 | 13% | 138 | 83% | 122 | 73% | -2.80% | 3.80% | 8.10% |
| Filipino |  | 139 | 10% | 113 | 81% | 93 | 67% | 104 | 8% | 87 | 84% | 71 | 68% | -2.00% | 2.40% | 1.40% |
| Latina/o |  | 502 | 37% | 364 | 73% | 289 | 58% | 460 | 37% | 375 | 82% | 301 | 65% | -0.60% | 9.00% | 7.90% |
| Native American |  | 10 | 1% | 7 | 70% | 6 | 60% | 10 | 1% | 7 | 70% | 6 | 60% | 0.10% | 0.00% | 0.00% |
| Pacific Islander |  | 17 | 1% | 15 | 88% | 10 | 59% | 8 | 1% | 6 | 75% | 6 | 75% | -0.60% | -13.20% | 16.20% |
| White |  | 145 | 11% | 118 | 81% | 100 | 69% | 122 | 10% | 104 | 85% | 85 | 70% | -1.00% | 3.90% | 0.70% |
| Other/Unknown |  | 100 | 7% | 81 | 81% | 63 | 63% | 214 | 17% | 182 | 85% | 149 | 70% | 9.70% | 4.00% | 6.60% |
| **Total:** |  | 1,342 | 100% | 1,043 | 78% | 844 | 63% | 1,249 | 100% | 1,029 | 82% | 836 | 67% |  | 4.70% | 4.00% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Seatcount, Retention, and Success (Spring 2009 and Spring 2010)** | | | | | | | | | | | | | | | | |
|  |  | **Spring 2009** | | | | | | **Spring 2010** | | | | | | **SP to SP** | | |
|  |  | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | | **Retention** | | **Success** | | **Seatcount** | **Retention** | **Success** |
| **Ethnicity of Students** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| African American |  | 44 | 3% | 34 | 77% | 24 | 55% | 56 | 3% | 47 | 84% | 33 | 59% | 0.10% | 6.70% | 4.40% |
| Asian (All other) |  | 76 | 6% | 60 | 79% | 49 | 64% | 96 | 6% | 78 | 81% | 62 | 65% | 0.10% | 2.30% | 0.10% |
| Asian/Cambodian |  | 27 | 2% | 23 | 85% | 14 | 52% | 22 | 1% | 14 | 64% | 11 | 50% | -0.70% | -21.50% | -1.90% |
| Asian/Chinese |  | 20 | 1% | 17 | 85% | 15 | 75% | 23 | 1% | 19 | 83% | 16 | 70% | -0.10% | -2.40% | -5.40% |
| Asian/Indian |  | 30 | 2% | 25 | 83% | 16 | 53% | 37 | 2% | 30 | 81% | 23 | 62% | 0.00% | -2.30% | 8.80% |
| Asian/Vietnamese |  | 213 | 16% | 163 | 77% | 130 | 61% | 242 | 15% | 207 | 86% | 184 | 76% | -1.20% | 9.00% | 15.00% |
| Filipino |  | 152 | 11% | 123 | 81% | 101 | 66% | 127 | 8% | 97 | 76% | 74 | 58% | -3.60% | -4.50% | -8.20% |
| Latina/o |  | 524 | 39% | 421 | 80% | 308 | 59% | 510 | 31% | 417 | 82% | 311 | 61% | -8.20% | 1.40% | 2.20% |
| Native American |  | 9 | 1% | 7 | 78% | 6 | 67% | 8 | 0% | 8 | 100% | 3 | 38% | -0.20% | 22.20% | -29.20% |
| Pacific Islander |  | 12 | 1% | 9 | 75% | 7 | 58% | 16 | 1% | 16 | 100% | 11 | 69% | 0.10% | 25.00% | 10.40% |
| White |  | 142 | 11% | 117 | 82% | 94 | 66% | 144 | 9% | 118 | 82% | 97 | 67% | -1.90% | -0.40% | 1.20% |
| Other/Unknown |  | 100 | 7% | 86 | 86% | 66 | 66% | 381 | 23% | 303 | 80% | 213 | 56% | 15.50% | -6.50% | -10.10% |
| **Total:** |  | 1,349 | 100% | 1,085 | 80% | 830 | 62% | 1,662 | 100% | 1,354 | 81% | 1,038 | 62% |  | 1.00% | 0.90% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **College Persistance Rates** | | | | | | | | | | | | | | | |  |  |
|  |  | **Fall 2008 to Spring 2009** | | | **Spring 2009 to Fall 2009** | | | **Fall 2009 to Spring 2010** | | | **Spring 2010 to Fall 2010** | | | **% Point Change** | |
|  |  | **Fall 2008** | **Persistence** | | **Spring 2009** | **Persistence** | | **Fall 2009** | **Persistence** | | **Spring 2010** | **Persistence** | | **FA to FA** | **SP to SP** |
| **Ethnicity of Students** |  | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** | **Headcount** | **#** | **%** |
| African American |  | 48 | 28 | 58% | 44 | 22 | 50% | 32 | 25 | 78% | 53 | 30 | 57% | 19.80% | 6.60% |
| Asian (All other) |  | 78 | 66 | 85% | 74 | 61 | 82% | 63 | 54 | 86% | 89 | 65 | 73% | 1.10% | -9.40% |
| Asian/Cambodian |  | 24 | 20 | 83% | 24 | 15 | 63% | 19 | 18 | 95% | 22 | 16 | 73% | 11.40% | 10.20% |
| Asian/Chinese |  | 24 | 20 | 83% | 19 | 16 | 84% | 23 | 18 | 78% | 23 | 19 | 83% | -5.10% | -1.60% |
| Asian/Indian |  | 32 | 24 | 75% | 27 | 19 | 70% | 21 | 19 | 90% | 35 | 23 | 66% | 15.50% | -4.70% |
| Asian/Vietnamese |  | 205 | 175 | 85% | 205 | 156 | 76% | 164 | 141 | 86% | 232 | 173 | 75% | 0.60% | -1.50% |
| Filipino |  | 137 | 114 | 83% | 149 | 101 | 68% | 100 | 83 | 83% | 120 | 91 | 76% | -0.20% | 8.00% |
| Latina/o |  | 492 | 344 | 70% | 511 | 355 | 69% | 446 | 337 | 76% | 488 | 331 | 68% | 5.60% | -1.60% |
| Native American |  | 10 | 6 | 60% | 9 | 8 | 89% | 10 | 4 | 40% | 8 | 2 | 25% | -20.00% | -63.90% |
| Pacific Islander |  | 17 | 12 | 71% | 12 | 11 | 92% | 8 | 8 | 100% | 16 | 9 | 56% | 29.40% | -35.40% |
| White |  | 144 | 115 | 80% | 136 | 90 | 66% | 117 | 99 | 85% | 133 | 83 | 62% | 4.80% | -3.80% |
| Other/Unknown |  | 97 | 73 | 75% | 97 | 70 | 72% | 206 | 167 | 81% | 366 | 226 | 62% | 5.80% | -10.40% |
| **Total:** |  | 1,308 | 997 | 76% | 1,307 | 924 | 71% | 1,209 | 973 | 80% | 1,585 | 1,068 | 67% | 4.30% | -3.30% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Grade Distribution of All (EVC History) Students** | | | | | | | | | | | |  |  |  |  |  |  |
|  |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **Change** | |  |  |  |
|  |  |  |  |  |
| **Grade** |  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| A |  | 269 | 26% | 269 | 25% | 269 | 26% | 374 | 28% | 0.60% | 3.00% |  |  |  |
| B |  | 344 | 33% | 332 | 31% | 328 | 32% | 378 | 28% | -0.90% | -2.50% |  |  |  |
| C |  | 231 | 22% | 229 | 21% | 239 | 23% | 286 | 21% | 1.30% | 0.10% |  |  |  |
| D |  | 86 | 8% | 85 | 8% | 59 | 6% | 96 | 7% | -2.50% | -0.70% |  |  |  |
| F |  | 113 | 11% | 170 | 16% | 126 | 12% | 212 | 16% | 1.50% | 0.10% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Fall 2008 and Fall 2009)** | | | | | | | | | | | | | | | |  |  |
|  |  | **Fall 2008** | | | | | | **Avg** | **Fall 2009** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 4 | 4 | 3 | 1 | 6 | 18 | 1.94 | 3 | 3 | 3 | 3 | 1 | 13 | 2.31 |
|  | M | 2 | 8 | 4 | 2 | 3 | 19 | 2.21 | 1 | 3 | 3 | 2 | 2 | 11 | 1.91 |
| Asian (All other) | F | 17 | 17 | 3 | 0 | 3 | 40 | 3.13 | 13 | 2 | 5 | 2 | 3 | 25 | 2.8 |
|  | M | 7 | 11 | 6 | 5 | 0 | 29 | 2.69 | 8 | 6 | 5 | 1 | 4 | 24 | 2.54 |
| Asian/Cambodian | F | 2 | 4 | 4 | 1 | 0 | 11 | 2.64 | 3 | 4 | 0 | 1 | 2 | 10 | 2.5 |
|  | M | 3 | 2 | 2 | 0 | 2 | 9 | 2.44 | 0 | 2 | 4 | 0 | 1 | 7 | 2 |
| Asian/Chinese | F | 3 | 1 | 1 | 1 | 0 | 6 | 3 | 3 | 4 | 2 | 1 | 1 | 11 | 2.64 |
|  | M | 6 | 4 | 3 | 1 | 1 | 15 | 2.87 | 2 | 4 | 1 | 1 | 1 | 9 | 2.56 |
| Asian/Indian | F | 5 | 3 | 2 | 1 | 3 | 14 | 2.43 | 0 | 1 | 2 | 0 | 1 | 4 | 1.75 |
|  | M | 4 | 3 | 4 | 2 | 0 | 13 | 2.69 | 3 | 4 | 2 | 1 | 4 | 14 | 2.07 |
| Asian/Vietnamese | F | 23 | 33 | 13 | 4 | 8 | 81 | 2.73 | 25 | 29 | 13 | 3 | 3 | 73 | 2.96 |
|  | M | 32 | 27 | 13 | 12 | 6 | 90 | 2.74 | 12 | 24 | 19 | 2 | 8 | 65 | 2.46 |
| Filipino | F | 14 | 20 | 10 | 1 | 8 | 53 | 2.58 | 15 | 14 | 13 | 2 | 5 | 49 | 2.65 |
|  | M | 13 | 19 | 17 | 4 | 7 | 60 | 2.45 | 6 | 11 | 12 | 4 | 3 | 36 | 2.36 |
| Latina/o | F | 47 | 60 | 60 | 19 | 19 | 205 | 2.47 | 56 | 80 | 56 | 13 | 17 | 222 | 2.65 |
|  | M | 32 | 56 | 34 | 16 | 21 | 159 | 2.39 | 28 | 48 | 33 | 11 | 30 | 150 | 2.22 |
| Native American | F | 2 | 0 | 1 | 0 | 1 | 4 | 2.5 | 1 | 2 | 1 | 0 | 0 | 4 | 3 |
|  | M | 1 | 2 | 0 | 0 | 0 | 3 | 3.33 | 0 | 1 | 1 | 0 | 1 | 3 | 1.67 |
| Pacific Islander | F | 2 | 1 | 1 | 1 | 2 | 7 | 2 | 3 | 2 | 0 | 0 | 0 | 5 | 3.6 |
|  | M | 0 | 3 | 3 | 1 | 1 | 8 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| White | F | 22 | 24 | 10 | 4 | 3 | 63 | 2.92 | 18 | 18 | 6 | 0 | 6 | 48 | 2.88 |
|  | M | 8 | 19 | 17 | 7 | 4 | 55 | 2.36 | 15 | 14 | 14 | 1 | 12 | 56 | 2.34 |
| Other/Unknown | F | 14 | 11 | 12 | 1 | 6 | 44 | 2.59 | 26 | 26 | 24 | 6 | 9 | 91 | 2.59 |
|  | M | 6 | 12 | 8 | 2 | 9 | 37 | 2.11 | 28 | 26 | 19 | 5 | 12 | 90 | 2.59 |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Spring 2009 and Spring 2010)** | | | | | | | | | | | | | | | |  |  |
|  |  | **Fall 2008** | | | | | | **Avg** | **Fall 2009** | | | | | | **Avg** |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** | **4.0/A** | **3.0/B** | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |
| African American | F | 3 | 5 | 5 | 1 | 7 | 21 | 1.81 | 5 | 8 | 14 | 5 | 4 | 36 | 2.14 |
|  | M | 3 | 3 | 5 | 1 | 1 | 13 | 2.46 | 0 | 3 | 3 | 1 | 4 | 11 | 1.45 |
| Asian (All other) | F | 9 | 9 | 4 | 4 | 5 | 31 | 2.42 | 5 | 11 | 9 | 2 | 5 | 32 | 2.28 |
|  | M | 5 | 15 | 7 | 0 | 2 | 29 | 2.72 | 19 | 9 | 9 | 3 | 6 | 46 | 2.7 |
| Asian/Cambodian | F | 2 | 5 | 2 | 3 | 3 | 15 | 2 | 0 | 3 | 1 | 0 | 1 | 5 | 2.2 |
|  | M | 0 | 3 | 2 | 1 | 2 | 8 | 1.75 | 1 | 2 | 4 | 1 | 1 | 9 | 2.11 |
| Asian/Chinese | F | 4 | 1 | 0 | 0 | 1 | 6 | 3.17 | 6 | 2 | 0 | 0 | 0 | 8 | 3.75 |
|  | M | 3 | 4 | 3 | 0 | 1 | 11 | 2.73 | 1 | 6 | 1 | 1 | 1 | 10 | 2.5 |
| Asian/Indian | F | 2 | 4 | 1 | 2 | 0 | 9 | 2.67 | 4 | 3 | 3 | 1 | 3 | 14 | 2.29 |
|  | M | 4 | 2 | 3 | 1 | 6 | 16 | 1.81 | 4 | 2 | 7 | 1 | 2 | 16 | 2.31 |
| Asian/Vietnamese | F | 26 | 20 | 12 | 6 | 8 | 72 | 2.69 | 61 | 35 | 13 | 2 | 4 | 115 | 3.28 |
|  | M | 23 | 24 | 25 | 10 | 9 | 91 | 2.46 | 30 | 25 | 20 | 6 | 11 | 92 | 2.62 |
| Filipino | F | 21 | 20 | 8 | 3 | 4 | 56 | 2.91 | 7 | 19 | 7 | 4 | 6 | 43 | 2.4 |
|  | M | 11 | 23 | 18 | 7 | 8 | 67 | 2.33 | 9 | 18 | 14 | 4 | 9 | 54 | 2.26 |
| Latina/o | F | 49 | 72 | 45 | 17 | 41 | 224 | 2.32 | 59 | 73 | 61 | 15 | 30 | 238 | 2.49 |
|  | M | 36 | 57 | 49 | 16 | 39 | 197 | 2.18 | 40 | 47 | 31 | 19 | 40 | 177 | 2.16 |
| Native American | F | 2 | 1 | 0 | 0 | 0 | 3 | 3.67 | 1 | 1 | 0 | 0 | 3 | 5 | 1.4 |
|  | M | 1 | 1 | 1 | 0 | 1 | 4 | 2.25 | 0 | 1 | 0 | 0 | 2 | 3 | 1 |
| Pacific Islander | F | 2 | 0 | 1 | 1 | 1 | 5 | 2.2 | 1 | 4 | 1 | 1 | 2 | 9 | 2.11 |
|  | M | 2 | 2 | 0 | 0 | 0 | 4 | 3.5 | 0 | 0 | 5 | 2 | 0 | 7 | 1.71 |
| White | F | 20 | 17 | 8 | 2 | 5 | 52 | 2.87 | 25 | 22 | 8 | 3 | 4 | 62 | 2.98 |
|  | M | 13 | 23 | 13 | 6 | 10 | 65 | 2.35 | 15 | 15 | 12 | 2 | 11 | 55 | 2.38 |
| Other/Unknown | F | 16 | 13 | 10 | 3 | 6 | 48 | 2.63 | 43 | 38 | 31 | 10 | 33 | 155 | 2.31 |
|  | M | 12 | 8 | 7 | 1 | 10 | 38 | 2.29 | 38 | 31 | 32 | 13 | 30 | 144 | 2.24 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Credit/No Credit Received by Students** | | | | | | | | | | | | | | | | | |
|  |  | **Fall 2008** | | | | **Spring 2009** | | | | **Fall 2009** | | | | **Spring 2010** | | | |
| **Ethnicity** | **Gender** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** | **CR** | **NC** | **Total** | **%** |
| African American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian (All other) | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Cambodian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Chinese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 1 | 1 | 0% |
| Asian/Indian | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Asian/Vietnamese | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Filipino | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 1 | 1 | 0% | 0 | 0 | 0 |  |
| Latina/o | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 1 | 1 | 0% | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 1 | 1 | 0% |
| Native American | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Pacific Islander | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| White | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
| Other/Unknown | F | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 2 | 2 | 0% |
|  | M | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Demographics** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity** |  | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |  |  |  |  |  |  |  |  |
| African American |  | 0 | 1 | 1 | 1 |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Filipino |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Latina/o |  | 5 | 4 | 4 | 4 |  |  |  |  |  |  |  |  |
| Native American |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 0 | 0 | 0 | 1 |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
| White |  | 9 | 9 | 6 | 8 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Part-time/Full-Time** |  | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |  |  |  |  |  |  |  |  |  |  |  |  |
| Female - Full-time |  | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |  |
| Female - Part-time |  | 4 | 4 | 3 | 4 |  |  |  |  |  |  |  |  |
| Male - Full-time |  | 3 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
| Male - Part-time |  | 6 | 7 | 5 | 7 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |  |  |  |  |
| **Days of Week Classes Offered** |  | **Fall 2008** | | **Spring 2009** | | **Fall 2009** | | **Spring 2010** | | **% Point Change** | |  |  |  |  |  |  |
|  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **FA to FA** | **SP to SP** |  |  |  |
| TTh |  | 11 | 42% | 10 | 37% | 9 | 39% | 12 | 39% | -3.20% | 1.70% |  |  |  |
| MW |  | 8 | 31% | 10 | 37% | 6 | 26% | 11 | 35% | -4.70% | -1.60% |  |  |  |
| T |  | 2 | 8% | 3 | 11% | 3 | 13% | 3 | 10% | 5.40% | -1.40% |  |  |  |
| W |  | 1 | 4% | 2 | 7% | 1 | 4% | 2 | 6% | 0.50% | -1.00% |  |  |  |
| M |  | 1 | 4% | 2 | 7% | 1 | 4% | 2 | 6% | 0.50% | -1.00% |  |  |  |
| TBA |  | 1 | 4% |  |  | 1 | 4% | 1 | 3% | 0.50% | 3.20% |  |  |  |
| Th |  | 1 | 4% |  |  | 1 | 4% |  |  | 0.50% | 0.00% |  |  |  |
| F |  | 1 | 4% |  |  | 1 | 4% |  |  | 0.50% | 0.00% |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**7. Identify enrollment patterns of the department/program in the last 6 years and**

**analyze the pattern.**

History 001 has been successfully offering 6 sections each semester since Fall 2005. In the 2009-2010 academic year, the section count was reduced to 5 per semester. The cause for this may be the lack of a full-time faculty member teaching Political Science 001, which is the counter-part to this course for the GE package. Political Science may have had a reduction in sections as well during this time.

History 017A has fluctuated anywhere between 7 and 10 sections per semester. The most common offering is 8 sections per semester.

History 017B has generally offered 7 sections per semester. The fluctuation has been between 6 and 9 sections per semester.

All other History courses are offered at a rate of 1 section per semester (History 009 and 022), or alternating semesters, at a rate of 1 section per year (History 003A, 003B, 010A, 010B, 040, 045).

Retention rates are identified in the chart below.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F05 | S06 | F06 | S07 | F07 | S08 | F08 | S09 | F09 | S10 |
| 001 | 87% | 80% | 85% | 84% | 90% | 82% | 89% | 75% | 87% | 78% |
| 003A | 67% | --- | 78% | --- | --- | --- | 84% | --- | 68% | --- |
| 003B | --- | 90% | --- | 75% | --- | 89% | --- | 80% | --- | 71% |
| 009 | --- | 73% | 52% | 83% | 83% | 54% | 70% | 55% | 76% | 59% |
| 010A | 84% | --- | 86% | --- | 93% | --- | 98% | --- | 84% | --- |
| 010B | --- | 75% | --- | 89% | --- | 91% | --- | 89% | --- | 90% |
| 017A | 79% | 74% | 77% | 55% | 79% | 78% | 64% | 78% | 75% | 80% |
| 017B | 81% | 78% | 84% | 86% | 82% | 84% | 82% | 85% | 87% | 86% |
| 021 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 81% |
| 022 | 95% | 100% | 93% | 98% | 92% | 92% | 98% | 96% | 98% | 98% |
| 040 | --- | --- | --- | --- | --- | --- | --- | --- | 86% | --- |
| 045 | --- | --- | --- | --- | --- | --- | --- | 83% | --- | 81% |

**8. Identify department/program productivity.**

Statistics for the productivity of History courses are derived from the Fall 2005 semester through the Spring 2010 semester, not including Summer or Intersession.

The core General Education courses in History that satisfy the US History and Ideals requirement are History 001 (US History Survey) and History 17A & 17B (US History).

The following chart provides the WSCH/FTEF averages for each semester for these three courses.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F05 | S06 | F06 | S07 | F07 | S08 | F08 | S09 | F09 | S10 |
| 001 | 964.7 | 825.6 | 889.3 | 833.4 | 902.0 | 758.0 | 913.7 | 918.5 | 913.2 | 992.7 |
| 017A | 1223.4 | 994.7 | 1062.4 | 1016.1 | 1142.8 | 962.2 | 1019.8 | 933.0 | 1043.2 | 996.4 |
| 017B | 971.7 | 918.0 | 917.0 | 958.8 | 801.7 | 776.6 | 966.1 | 969.9 | 1050.2 | 892.7 |

The average WSCH/FTEF for all semesters for History 001 is 891.1.

The average WSCH/FTEF for all semesters for History 017A is 1039.4.

The average WSCH/FTEF for all semesters for History 017B is 922.3.

History 009 (Women in American History) satisfies Area D3, D4 and D6 in CSU GE.

The average WSCH/FTEF for all semesters for History 009 is 549.7.

The balance of the History course offerings satisfy Area D6 in CSU GE.

The average WSCH/FTEF for all semesters for History 003A is 586.4.

The average WSCH/FTEF for all semesters for History 003B is 499.5.

The average WSCH/FTEF for all semesters for History 010A is 724.2.

The average WSCH/FTEF for all semesters for History 010B is 768.4.

The average WSCH/FTEF for all semesters for History 021 is 476.

The average WSCH/FTEF for all semesters for History 022 is 784.5.

The average WSCH/FTEF for all semesters for History 040 is 867.

The average WSCH/FTEF for all semesters for History 045 is 493.

This department produces extraordinary WSCH/FTEF for the college. Only a few single-section classes have fallen below the target 525 mark. Overall, the college benefits from the productive, highly-enrolled History courses offered.

**9. Identify student success rate and patterns within the department/program paying**

**particular attention to our college’s target groups.**

The following chart shows success rates for each course by semester.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F05 | S06 | F06 | S07 | F07 | S08 | F08 | S09 | F09 | S10 |
| 001 | 71% | 62% | 63% | 57% | 63% | 60% | 64% | 50% | 72% | 59% |
| 003A | 50% | --- | 58% | --- | --- | --- | 72% | --- | 62% | --- |
| 003B | --- | 85% | --- | 55% | --- | 63% | --- | 60% | --- | 60% |
| 009 | --- | 64% | 52% | 83% | 80% | 54% | 67% | 55% | 63% | 51% |
| 010A | 70% | --- | 69% | --- | 62% | --- | 94% | --- | 61% | --- |
| 010B | --- | 64% | --- | 55% | --- | 78% | --- | 78% | --- | 66% |
| 017A | 58% | 52% | 58% | 53% | 56% | 61% | 46% | 58% | 57% | 62% |
| 017B | 71% | 63% | 67% | 71% | 68% | 68% | 75% | 69% | 70% | 65% |
| 021 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 26% |
| 022 | 55% | 45% | 36% | 61% | 67% | 70% | 98% | 91% | 95% | 84% |
| 040 | --- | --- | --- | --- | --- | --- | --- | --- | 69% | --- |
| 045 | --- | --- | --- | --- | --- | --- | --- | 83% | --- | 59% |

Generally, the retention rates for all History courses are in the 80% range. Success rates for most History courses are in the 60% range. This indicates many students who remain in the class, but do not pass the class. It is the experience of the faculty members that these students generally do not possess enough English skills (writing and listening) to be able to pass the examinations, and therefore constitute the bulk of the disparity between the retention rate and the success rate.

**10. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

Although the department actively engages with other groups, colleagues, and community members, we do not currently utilize advisory boards.

## PART B: Curriculum

1. **Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

These are the History courses offered at EVC:

History 001 Survey of American History (In combination with Political Science 001, meets Option 2 of the U.S. History Constitution and American Ideals CSU Graduation Requirement as well as a lower division History major and lower division Liberal Studies major requirements at SJSU; Meets CSU Area D6 and IGETC Area 4F)

History 003A World History to 1500 (In combination with History 003B, meets a lower division requirement for the History major at SJSU and UC Merced; Meets CSU GE Area D6 and IGETC Area 4F)

History 003B World History from 1500 (In combination with History 003A, meets a lower division requirement for the History major at SJSU and UC Merced; Meets CSU GE Area D6 and IGETC Area 4F)

History 009 Women in American History (Meets CSU GE Area D3, D4 & D6 and IGETC Area 4D & 4F) Course to be deleted after Spring 2011 and replaced by History 014.

History 010A Development of Western Culture (In combination with History 010B, meets a lower division requirement for the History major and Social Science major at SJSU; Meets CSU GE Area D6 and IGETC Area 3B)

History 010B Development of Western Culture (In combination with History 010A, meets a lower division requirement for the History major at SJSU and UC Santa Cruz, and Social Science major at SJSU; Meets CSU GE Area D6 and IGETC Area 3B)

History 012 East Asian History (Meets CSU GE Area D6)

History 014 Women in American History (Application pending for CSU GE Area D3, D4 & D6 and IGETC Area 4D & 4F) Intended to replace History 009 in Fall 2011 as an EVC only course.

History 015 South Asian History Since 1947 (Meets CSU GE Area D6 and IGETC Area 4F)

History 017A History of the United States (In combination with History 017B, meets Option 1 of the U.S. History Constitution and American Ideals CSU Graduation Requirement as well as a lower division History major requirement at SJSU, UC Merced and UC Santa Cruz; Meets CSU GE Area D6 and IGETC Area 4F)

History 017B History of the United States (In combination with History 017A, meets Option 1 of the U.S. History Constitution and American Ideals CSU Graduation Requirement as well as a lower division History major requirement at SJSU, UC Merced and UC Santa Cruz; Meets CSU GE Area D6 and IGETC Area 4F)

History 021 African American History (Meets CSU GE Area D3 & D6 and IGETC Area 4F)

History 022 Mexican American History (Meets CSU GE Area D3 & D6 and IGETC Area 4F)

History 040 United States Military History (Meets CSU GE Area D6 and IGETC Area 4F)

History 045 Post-1945 America (Meets CSU GE Area D6 and IGETC Area 4F)

History 098A Service-Learning Directed Study

1. **State how the program has remained current in the discipline(s).**

With the cycle of course updates, each course continues to reflect the latest historiography in the appropriate fields of study pertinent to that course. The recent creation of many new courses reflects the current variety of lower division survey courses available both statewide and nationwide.

1. **All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)**

History 3A and 3B will be updated this year, as well as History 12. History 22 will be updated next academic year.

1. **Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The members of the History Department faculty have agreed several years ago that all History courses contain essay examinations as the primary method of assessment. As a result of this requirement, the faculty are considering requiring eligibility to English 104 as the prerequisite for History 001, 017A and 017B. Based upon the student success rate of these courses, then the prerequisite may be applied to other courses as well.

The members of the History Department encourage the use of technology and group work in all History courses when appropriate to the course content and/or classroom facility.

1. **Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum Mapping form to lay out your plan.**

Develop a General Studies AA Degree with emphasis in History, or an AA Degree in History.

Develop a General Studies AA Degree with emphasis in Social Science, with the History Department contributing several courses as foundational work as well as electives.

Revive the California History course and apply to CSU and IGETC for acceptance as an alternative to History 001 for the US History and American Ideals Option 2 for CSU GE, and the IGETC equivalent.

Application of History 045 as an alternative to History 017B for the US History and American Ideals Option 1 for CSU GE, and the IGETC equivalent.

1. **Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

All History courses are transfer-level baccalaureate courses that have been articulated for CSU GE. Several courses are also required or elective options for the BA in History at most local universities.

1. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

There is no external accreditation for the program, although the American Historical Association periodically presents guidelines for lower division content and suggestions for integrating new historiography into such courses.

## PART C: Student Outcomes

## On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

See Part B., Item 1. All History courses possess student learning outcomes.

1. **On the program level, list all programs (and degrees) that have current student**

**learning outcomes and provide the culture of evidence.**

There is no History degree or certificate at this time.

1. **List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of analysis.**

Assessment mechanisms are being identified at the course and section level through examinations, both midterm and final. No analysis is yet available.

## PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

FULL TIME INSTRUCTORS:

**Elizabeth M. Nava** received her B.A. in Political Science and M.A. in Comparative Social History at the University of California, Santa Cruz.

**Area of Expertise**: Ms. Nava teaches history from a social perspective that incorporates the political, social and economic issues of the many diverse ethnic groups that have contributed to the history and development of the United States. Other areas of interest include: Woman’s History, Mexican American and California History.

**How My Position Contributes to Program Success**: Professor Nava has taught courses in U.S. History with an emphasis on the working class for the past 21 years. She was raised in a migrant family where she learned the value of education early in life. Professor Nava encourages her students to take their education seriously. She has incorporated a cooperative learning model in her classes in order to allow the students to learn to collaborate with their peers. She makes use of historical documentaries, puts all her lectures notes on her class web site and has a writing component in all her classes. Students do research projects on various American History topics and present them in class. She began her teaching career at Cabrillo College in 1989. She has taught at San Jose State University, DeAnza College, Skyline College, Canada College and has been at Evergreen Valley College for 16 years. She has taught classes in California History, Mexican American Studies, Chicano/a History and Women’s History. Before becoming a teacher she worked for American Airlines and traveled extensively throughout Europe, Africa and Latin America. She is also fluent in Spanish.

**Professional Development in the Past Six Years**: Professor Nava recently attended the National World Women’s History conference in Wisconsin. She attended workshops on American Indian Women and Women in the Depression. Her passion is revisiting and researching the ancestral homes of the great civilization of the Chacoans in the Southwest. She has incorporated their contributions to her curriculum. She also participated in the three part seminar series on Critical Race Theory presented through the Teaching and Learning center. Professor Nava is a member of the California Latina Leadership Organization where she assisted in the planning of the Annual conference held in San Jose, California in 2007. She helped in scheduling the various workshops offered by Community College professors throughout Northern California. In the summer of 2009 Professor Nava attended an extensive Summer Intensive Course at the Cabrillo College Digital Bridge Academy. Her goal in attending these various conferences, ancestral sites, and academies is to become a better instructor, improve her curriculum and to reach the needs of the 21-century student.

**Eric J. Narveson –** A.A. in Social Science, West Valley College, B.A. in History (minors in Political Science and Anthropology), San Jose State University, M.A. in History, San Jose State University, Ryan Single Subject Secondary Teaching Credential, San Jose State University.

**Area of Expertise:** European History, United States History, Military History, Critical Thinking, Archival Technology and Practice

**How My Position Contributes to Program Success:** Professor Narveson comes to the History Department with extensive teaching experience since 1987. He has taught at Chabot College for 14 years as an adjunct, and has been a lecturer at San Jose State University since 1988. Professor Narveson has been a full-time faculty member since 2001. He is a member of the American Historical Association, the Organization of American Historians, the Society of California Archivists, and a founding member of the National World War II Museum. He attends national and regional meetings of the above organizations on a regular basis.

**Professional Development in the Past Six Years:** Professor Narveson has attended the annual Curriculum Institute presented by the Academic Senate of the California Community Colleges since 2004. He completed a manuscript review for The Global West in August 2010. He gives presentations and speeches to local community organizations on a regular basis.

**David G. Hendricks** – B.A. in History, UC Santa Barbara; M.A. in U.S. History, UC Davis; Ph.D. in U.S. History, UC Davis.

**Areas of Expertise:** U.S History; U.S. Environmental History; Recent American History; California History; African American History; American Women’s History.

**How My Position Contributes to Program Success:** Dr. Hendricks has spent time as both a public and an academic historian. He worked as a researcher at the Smithsonian Institution’s Museum of American History working on an exhibit on the construction of the Trans-Alaska Pipeline. He also spent several years as a historian at the US Census Bureau. He also has extensive teaching experience, and has taught at Sacramento City College, Napa Valley College, Sacramento State University, Sonoma State University, and UC Davis. Dr. Hendricks also participates in on-campus events and presentations, such as the annual Constitution Day celebration. He assists in interviewing and evaluating part-time instructors and has helped to mentor new adjunct instructors.

**Professional Development in the Past Six Years:** While Dr. Hendricks has not been able to attend professional conferences he has instead emphasized his contributions to the campus. He has helped to expand the offerings of the EVC history department and has written the curriculum for a Post-1945 US course (History 45) and for an African-American History course (History 21). He was appointed as the Coordinator for the EVC Honors Institute and serves on the Campus Technology Committee.

ADJUNCT INSTRUCTORS

**Nannette Regua**--M.A. Sarah Lawrence College, Women's History, B.A. San José State University, English, minor in Women's Studies, A. A. San José City College, General Education. I have been an instructor at EVC for nearly 9 years. I am an adjunct at Evergreen Valley College, De Anza College, San José City College, and the National Hispanic University.

**Areas of expertise include**: American, Women's, Chican@, Labor, Immigration, Oral History, and Public History. In 2004, I was selected as the Adjunct Faculty of the Year at Evergreen Valley College.

I belong to several professional organizations including, Mujeres Activas en Letras y Cambio Social, National Association of Chicana Chicano Studies, American Historical Association, and Organization of American Historians.

**How My Position Contributes To Program Success:** As an instructor of EVC and a member of the History Department for nearly nine years, I am enriched everyday by the diversity of the students. We are fortunate to have a significant student population of Vietnamese, Filipino, Latino, African, Middle Eastern and European American ancestries, to name a few. Teaching American history, I make great efforts to include historical research and writings on diverse groups, using current scholarship that opens up new interests for students. As an instructor, it is my responsibility to recognize that if students cannot find themselves in American history or if they cannot see how their journeys and stories are connected to the history of the United States, then they have little interest. In my course curriculum, I work to engage diverse students’ interests, and to supplement traditional American history with the diversity that is reflective of our student population.

Modifying my teaching methods to insure student success, I implement a variety of teaching strategies. Using traditional and non-traditional strategies, I address diverse learning styles and multiple intelligences. Complementing classroom teaching, I use computers, media, overhead projection, document camera, maps, rubrics charts and tables, music and information technology. Using the Internet, I include streamline oral interviews, audio clips, video clips and websites. I implement DVDs, CDs, VHS videos, photographs, posters, political cartoons, newspaper articles, illustrations, artifacts, Power Point, and historical maps. Addressing students’ technology capabilities, I assign an online study guide for their textbooks, and they share a Hotmail e-mail account to download items for the course. Students and I also correspond via e-mail on a daily basis.

Using media and technology resources on the EVC campus, I utilize WebCT and established a faculty web page, http://faculty.evc.edu/nannette.regua. This web page includes course syllabi, handouts and resources. It also has two pages dedicated to labor and women in American history. I work with EVC’s instructional technology faculty to maintain technology components of my courses. Teaching distance education history courses, I use media as an accompaniment in which telelessons on local cable channels are viewed by students. I combine the telecourses with a lecture, uniting the viewed telelessons and course reading assignments. In addition, I created a website and two blogs. My website is titled www.mexicansinsanjose.com which is based on my recently published book. In 2008, EVC had the honor of recognizing the "Mendez v. Westminster School District" court case. Sylva Mendez, daughter of the plaintiffs, Chris Arriola, Deputy Attorney of Santa Clara County, and documentarian, Sandra Robbie visited the college, presented the documentary, and provided a panel presentation. My contribution to the visit was creating a weblog for the Mendez case, including step-by-step instructions for teachers to instruct the case in their classroom. The web log is located at www. mendezwestminstercase.blogspot.com. Teaching Ethnic American history, my web log entitled www.after1421.blogspot.com illustrates the history of Asian Americans and Mexican Americans in American history.

Developing methods of instruction and assessment that support student success, I adapt my history courses to the diverse learning styles. I utilize alternative forms of instruction, such as, traditional lecture, question and answers, and class discussion formats. Increasing opportunities for students to excel in the course, I offer several ways for students to earn points: multiple choice and essay examinations, research essays, oral presentations, extra credit assignments, pop quizzes, and class participation.

Introducing learning communities, I help students form peer learning groups. The groups are comprised of five to seven members. Each group selects its own historic name and meets several times during the semester. During course sessions, students meet to discuss assigned readings, to practice role-playing dialogues or to discuss controversial topics. After the group meetings, students share their comments with the entire class for further discussion. Consequently, peer-learning groups help students learn how to work collaboratively as a team, discuss a variety of historical topics, promote effective discussions, and learn alternative perspectives from one another.

Oral presentations, research projects, and oral history are included in my history courses to help students develop their research and communication skills. Students select their research topics. To demonstrate knowledge of their research topic, students write an essay using the MLA format. I provide handouts that describe clear and explicit details for completing the research essays. Included in this handout are suggested resources for writing, such as, the MLA Handbook for Writers of Research Papers, and A Short Guide to Writing about History. For oral history projects, students are instructed to interview an individual over 30 years of age who immigrated to America. This project teaches students how to communicate with individuals about their lives and to learn that American history is not only about dates and events, but also about people's stories.

In addition to the research essays, students give 3-5 minute oral research presentations they develop using a Rubrics chart. The chart provides clear criteria of the grading procedures that I follow for each presentation. The presentations are designed to teach students how to organize their thoughts and describe their research topics verbally. Students present their historical topic, their completed research, and display their use of media and/or technology to the entire class.

To engage student interest and learning, each semester I invite guest speakers of diverse backgrounds to my courses. The guest speakers range in experiences from World War II, Japanese American Internment, Civil Rights Movement, Viet Nam War, Gulf War, and Iraq War. Prior to the visit and working in groups, students prepare a list of questions for the speakers. Necessary components to the speakers’ visit are student volunteers. Students take turns volunteering to help with the speakers’ visits. Students volunteer to be speaker escorts, they create class projects that serve as gifts of thanks for the speaker or they assist as photographers to record the visit.

Inviting guest speakers to the classroom achieves many learning outcomes. First, guest speakers are living history! As most students feel far removed from tragedies or bittersweet events in American history, guest speakers bring historical periods to life. Second, guest speakers are typically active members of the community that students get an opportunity to meet and socialize with. Third, guest speakers profoundly affect students. Students gain a new appreciation and sensitivity for the elderly, war veterans, victims of war, and for members of the community-at-large. My teaching strategies in the classroom are successful because they meet diverse learning styles. Utilizing various teaching methods is successful as illustrated by students’ high-test scores, classroom retention, and academic improvement displayed in their writing, speaking and critical thinking skills.

**Professional Development in the Past Six Years:** I co-authored a cultural photo history book with a teaching colleague at EVC, Arturo Villarreal. The book is entitled "Mexicans in San Jose." The book was released in 2009. Professor Villarreal and I gathered photographs from the community, local archives and institutions, museums, and personal collections. We also invited and included photographs in the book from EVC and SJECCD students, faculty, and staff, and the college's Archives located in the Library.

I presented papers at the following national and pacific coast conferences, "Chicana Oral History Project" Advanced Oral History Institute, Regional Oral History Office at University of California, Berkeley in 2010, "Women Confronting Fronteras: Chicanas Stand Up to Injustice, San José, California, 1960s-1970s" at American Historical Association, Pacific Coast Branch Conference in 2010, "Women Breaking Barriers: Mexican Women in Twentieth Century America" in 2009 at the National Association of Chicana Chicano Studies Annual Conference, and "Women Breaking Barriers: Mexican Women in Twentieth Century America" in 2009 Mujeres Activas en Letras y Cambio Social Summer Institute. In 2007, I was a Textbook Reviewer for Longman Publishers for the textbook entitled "Created Equal: A Social and Political History in the United States, Vol. II."

Other Professional Presentations:

April 24, 2010 "Mexican and Mexican-American Women’ s Oral Narratives and the Bracero Program," Mexican Labor, Yesterday, Today and Tomorrow panel presentation, Mexican Heritage Plaza, San José, CA

January 25, 2010 "Mexicans in San José" book presentation, De Anza College, Cupertino, CA

December 2, 2009 "Mexicans in San José" book presentation, San José Conservation Corps

Charter School, San José, CA

November 27, 2009 "Mexicans in San José" book presentation with co-author Arturo Villarreal,

Arcadia Publishing Authors' panel presentation, Barnes & Noble, Campbell, CA

November 3, 2009 "Mexicans in San José" book presentation, James Lick High School, San

José, CA

October 14, 2009 "Chicana Activism during the Mexican Revolution and Chicano Movement,"

Evergreen Valley College, San José, CA

October 10, 2009 "Mexicans in San José" book presentation, Arte Americas, Fresno, CA

September 23, 2009 "Chicana Activism during the Mexican Revolution and Chicano

Movement," Dr. Martin Luther King, Jr., Main Public Library, San José, CA

September 16, 2009 "Chicana Activism during the Mexican Revolution and Chicano

Movement," Barnes & Noble, San José, CA

September 5, 2006 "Dolores Huerta and the United Farm Workers Movement," San José City

College, San José, CA.

**Robert M. Noonan, Jr. --** AA, Foothill College 1965; BA Chemistry, San Jose State College, 1967; DDS, University of the Pacific Dental School, 1971; MA History, San Jose State University, 1990; MA Political Science, San Jose State University, 1993.

Robert was raised in a family of a career Air Force officer.  The family lived and moved through 40 of the continental states and spent two years in Japan in the mid 1950s.  Robert has taught history and political science as an adjunct professor at Evergreen College since the fall of 1993.  He has also taught political science at Cabrillo and Skyline colleges.

1. **List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.**

**Professional Development:**

Faculty members attended conferences and seminars such as the National Women’s History conference, Curriculum Institute, Advanced Oral History Institute, and American Historical Association.

Faculty members have benefited from attending these conferences and have implemented new teaching techniques into their curriculum, developed better methods in dealing with a diverse population and have developed new history courses. The conferences have enabled the faculty to network with other historians and remain current with the latest scholarship.

1. **Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.**

**Evaluation of Non –tenured Faculty:** The History department hired a full time

faculty member in 2005. The department followed the guidelines described in Article 20 of the Faculty Association Collective Bargaining Agreement (FACBA).

The non –tenured faculty member is evaluated for four years in order to give the faculty member an opportunity to demonstrate that they meet the performance criteria established by a Tenure Review committee which is composed of the

Discipline administrator and faculty. The tenure evaluation process consists of:

* Tenure Review committee in which faculty play a central role
* A pre-evaluation plan
* A Growth and Development Plan
* Observations of performance
* Student evaluations
* Progress review conferences
* Improvement plan, when applicable
* Summary Evaluation Report and recommendation prepared by the TRC
* Post evaluation conference
* Self- Evaluation

After the four-year process the TRC will make it’s recommendation to the Board of Trustees to grant tenure to the faculty member.

At the beginning of the non –tenured faculty member’s first semester of employment with the District a Tenure Review Committee is formed according to the selection procedure stated in section 20 .2 of the FACBA. The non – tenured faculty committee is composed of a faculty member selected from the appropriate subject area by the division administrator; the non- tenured member shall select the second faculty member. This must be done by the eighth week of the first semester of the first year. The Academic Senate must approve the tenured faculty members serving on TRC committees.

During this process the division administrator appoints the non- tenured faculty a mentor in the discipline. The mentor shall be available for assistance, discussions, and support related to the successful performance of new non-tenured faculty.

In the first three years of service the non-tenured faculty must be informed by the administrator of the rights and responsibilities concerning the evaluation process.

A Pre-evaluation Conference is convened by the end of the ninth week in the first semester and by the end of the fifth week in the third and fifth semesters. The non-tenured faculty member’s classes are then visited and the TRC members conduct student’s evaluations.

The non- tenured faculty member is responsible for designing a Growth and Development Plan according to FACBA 20.8.2. The Progress Review Conference is convened by the end of the fourteenth week of the first, third and fifth semesters to review the information from the TRC members and student evaluations as well as the Growth and Development Plan. A Post –Evaluation Conference is then convened by the fourth week of the non-tenured faculty member’s second, fourth, and sixth semesters to review and finalize the faculty member’s Growth and Development Plan.

In the fourth year, the Pre-Evaluation, Progress review Evaluation and the Post –Evaluation conferences are all completed by the end of the non-tenured faculty member’s seventh semester. The TRC chairperson drafts a Summary Evaluation Report based on classroom observations, administrator and student evaluations, job description and the non-tenured faculty member’s Growth and Development Plan. The TRC will proceed with tenure recommendation and submitted to the College President for approval. The Board of Trustees makes the final decision.

**Evaluation of Tenured Faculty:**

Tenured faculty are informed each term, by their respective deans, to have one of their classes visited by a faculty member who will conduct the student evaluation process. The student evaluations are summarized and kept in file in the dean’s office. If the dean perceives a problem, a conference will be convened by the dean with the faculty member, otherwise, a regular conference with the faculty member and the dean takes place once every three years to review student evaluations, issues and concerns related to the faculty members curriculum and teaching methods.

**Evaluation of Adjunct faculty:**

Adjunct faculty is evaluated according to article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed and shall consist of the division dean and a peer full- time faculty member. At least one of the members of the Committee shall observe the performance of the adjunct faculty member.

The evaluation process is as follows:

* The adjunct faculty shall be informed in advance of the evaluation process
* Observations should be scheduled in advanced and the adjunct faculty must consent.
* Student evaluations will be conducted at the end of the observation and collected by the committee member
* The adjunct faculty is provided with a written summary of the evaluations by the division dean in charge.
* A post evaluation conference shall be held with the adjunct faculty member and the dean at the conclusion of the evaluation process.

**Classified Staff Evaluation:**

Classified staff is evaluated in accordance with the schedule set forth in Article 16.2 of the CSEA contract.

**Probationary New-Hire Classified Employees**

Probationary new-hire classified employees are evaluated three times during the first year (twelve months) of employment. The first two evaluations take place after the third and sixth months of employment, and a final evaluation after eleven months, using the full progress report form.

**Probationary Promotional Classified Employees**

Classified employees promoted to a higher classification (pursuant to Article 15.4 of the CSEA contract) serve a probationary period of at least six months. Probationary promotional classified employees are evaluated at the end of the third and fifth months of employment in the new classification.

**Permanent Classified Employees**

After the probationary period, all classified employees are evaluated annually, on the employee’s anniversary date of hire.

1. **Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

**Orientation process for new faculty:**

In addition to the orientation process given by the District, the department has a mentoring program for the new full –time faculty. During the first semester of service the new faculty member is appointed a mentor in the same discipline. The mentor serves as a guide and supporting person, assisting the new faculty in school procedures and deadlines. The mentor also advises the new faculty concerning curriculum development, college committees and tenure review.

The Teaching and Learning Center provides an orientation for all new faculty on the history of the college and shared governance. The center offers new faculty the opportunity to attend Friday Academies. The academy provides opportunities and discussions on teaching pedagogies and campus services. It offers a variety of workshops on education, service learning and has an extensive Faculty Resource center.

**Orientation process for new adjunct:**

The adjunct faculty is introduced to the campus by the division dean. The division dean assigns a faculty mentor to the adjunct faculty. The mentor familiarizes the adjunct with school procedures; teaching assignments, class syllabus and college deadlines.

The History department has an open door policy in which adjunct are encouraged to review the course syllabi, attend department meetings and ask for advice.

The adjunct faculty is encouraged to attend the Teaching and Learning orientation in order to become familiar with the history of the campus, shared governance and the opportunity to network with other faculty.

## PART E: Facilities, Equipment, Materials and Maintenance

1. **Identify facilities allocated to the program (including the facilities often used by the department/program)**

**Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.**

**(faculty and staff can use the Instructional Equipment request form and process here as part of the information)**

**Identify facility needs and its rationale.**

The History department teaches most of its classes in RE311 and AD123. Both classrooms are designated Smart classrooms. The quality of the equipment in both classrooms is out dated. Computers are out dated, the overhead projector seldom works and AD123 does not have a permanent white board. Instructors have to deal with a portable white board. The portable white board is heavy to move and blocks the use of many of our maps. New maps were installed, however one section was not installed incorrectly, which makes it very difficult to operate the maps. A section of the new maps is now in need of repair. The air quality in AD123 is poor and students complain often.

Both classrooms are equipped with four different kinds of desks. Many of the desks are broken and in need of repairs.

Both classrooms should be equipped with the same type of desks so that it is conducive to group learning and a twenty-first century style of teaching with the students able to hook up their laptops and are able to collaborate. We have asked for a permanent white board for many years without success and have put in orders to repair the maps. None of these requests has been acted upon.

The History classrooms are in dire need of upgrading to meet the needs of the digital student.

1. **Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

The computers and overhead projectors used in AD123 and RE311, both designated History classrooms, are outdated and need to be replaced. In order for the instructor to develop a curriculum that meets the needs of the twenty-first century digital student we must upgrade all of our technology in both classrooms.

1. **If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

There is no industry support. The History Department is not a CTE program.

## PART F: Future Needs

1. **What faculty positions will be needed in the next six years in order to maintain or build the department?**

The department needs a full-time historian in American History with emphasis in African-American, and Asian-American History. This reflects the needs of the community and student population.

Due to the linkage between History 001 and Political Science 001, the History Department is concerned about the need for a Political Science full-time hire.

1. **What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.**

There is no need for a staff position.

1. **Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale.**

**Identify any external (fund 17) funding the department/program receives and**

**describe its primary use.**

Considering the Department’s productivity (WSCH/FTES), the History faculty believe more sections of history should be offered to meet student demand.

Additional money should be allocated for attendance of professional conferences to maintain staff development and currency in the field.

Additional money should be allocated for visiting speakers and student field-trips.

1. **What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Classrooms with two-person tables/desks to promote cooperative learning and a different pedagogy than the traditional single-seat desk classrooms

More smart classrooms, much like the Cedro and PE classrooms.

1. **What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Bigger classrooms to maintain the high WSCH/FTEF productivity of the department

**PART G: Additional Information**

1. **Describe any other pertinent information about the program that these questions did not address?**

**PART H: Annual Assessment (Program Faculty and PR Committee)**

10-5-09