BUSINESS OFFICE TECHNOLOGY (BOT)
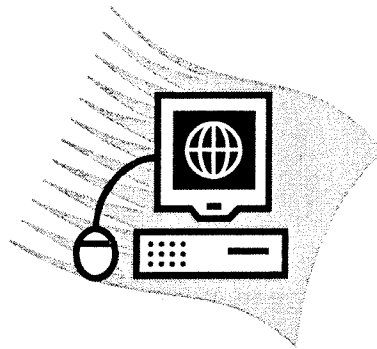
Program Review 2001-2006

Presented in spring 2007

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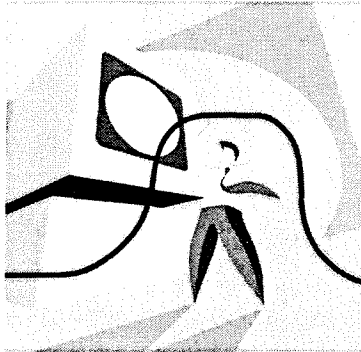
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DEPARTMENT/PROGRAM REVIEW

SECTION 1 – OVERVIEW Department/program history, recent trends, response to last program review. Recommendations.

Concise History

1.1 **Introduce the self-study with a brief department/program history. Describe any unique characteristics, concerns or trends affecting the program and any significant changes or needs anticipated in the next three years. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the department/program. Remember that this is a broad general assessment versus the more detailed responses and recommendations covered in the following emphasis areas (1 page maximum).**

The Business Office Technology (BOT) program was last reviewed in March, 2001. Since that time, the BOT program has expanded the number of Flex Lab (OE/OE format) courses to over forty. The Flex Lab offers students training in all levels of keyboarding and Microsoft Office Programs in a self-paced format which allows students to select their hours of attendance from among the 60 hours per week that the lab is open. The lab is staffed with at least one faculty member and one aide. All courses generate full FTES and are in compliance with Title V regulations. Courses offered cover basic employability to comprehensive levels. The Flex Lab, which moved into the new Tech Mall, summer 2004, now enrolls approximately 1,000 students per semester. Enrollees include students from all walks of life and a wide range of ages. Many are business people who appreciate the convenience of this flexible format for upgrading their skills, thereby creating new career opportunities.

Beyond the Flex Lab, BOT offers one-on-one, instructor-led (face to face), online, and hybrid course formats. The offering of online and hybrid courses mark a significant development, with opportunity for increased enrollment in alignment with Grossmont's Master Plan. Overall the BOT department offers a multitude of degrees (administrative and executive assistant) and certificates including office professional, account clerk, medical transcription, and virtual assistant.

A cornerstone of the BOT department is the Office Professional Training Program (OPT). This intensive semester long program is in its 21st year and has graduated over 1900 students. These students take an average of 16 units of BOT courses each semester to prepare for immediate employment in an office environment. OPT has provided skills training for accounting, insurance, and office/administrative support personnel since its inception in 1985. As its mission, the OPT program provides unemployed students with the educational training and support services that will empower them to compete in a high technology environment.

With the introduction of Microsoft Office 2007 and Vista, the BOT department expects to see a marked increase in demand for both Flex Lab and online courses. Subsequently, the department anticipates needing to offer more sections and therefore will need to increase the number of staff.

Department/program Goals

1.2 **Appendix 1 contains the most recent Educational Master Plan for the department/program. Make comments on the following:**

• Which goals have been met?

All four goals have been met. We have submitted the 06-07 Educational Master Plan which includes: addressing the need for additional staff, offering additional hybrid and online courses, and updating courses for Microsoft Vista and Office 2007.

<u>Goal 1</u> We have hired one additional faculty to replace a faculty member who retired in June 2005.

<u>Goal 2</u> We have developed and trained ourselves, focusing not only on general information, but also on co-coordinatorship duties such as scheduling, curriculum development, reports, day-to-day Flex Lab activities, budgets, and Program Review.

<u>Goal 3</u> We have updated the Medical Transcribing certificate and submitted, earned approval, and implemented online and hybrid courses for BOT 107, BOT 106, BOT 100, BOT 101, and BOT 102. Additionally, our essential level courses, BOT 114, 115, 116, and 117, are also approved for implementation.

<u>Goal 4</u> We have submitted, earned approval, and are implementing a new virtual assistant certificate in spring 2007, BOT 111.

• What actions have been taken in achieving these goals and objectives?

All near-term activities listed in the Educational Master Plan to achieve department goals have been undertaken. Please refer to the preceding paragraphs.

• What obstacles have been encountered?

The foremost obstacle has been the relative lack of experience within the department. Three of the four full-time staff, including the co-coordinators, were hired in the past two years. The full-time staff continue to carry overload LED, while working to meet the Educational Master Plan's goals.

• How have these goals changed and why?

Our goals reflect our primary mission, so they have not really changed. They will be updated to reflect what has been accomplished and focus more on future technological changes and needs of our business/industry community.

Implementation of Past Program Review Recommendations

1.3   Appendix 2 contains the most recent Program Review Committee recommendations for the department/program. Describe changes that have been made in the department/program in response to recommendations from the last review.

1. A new coordinator was hired during spring 2002 to start in fall 2002, replacing the one who left.
2. Stabilizing funding for BOT tutors by working towards full funding from the general fund.
3. Increasing retention and success of all students in open entry/open exit courses with a special emphasis on students from diverse backgrounds has resulted in the highest percent of completers for certain Flex Lab courses and derive from various ethnicities by using more visual methods of instruction.
4. Since the last program review, African-American, Middle Eastern, Hispanic, Native American, and Asian students have been hired to work as Flex Lab aides.
5. All BOT course outlines have been updated and most BOT courses formerly showing as BUS courses have been updated. BUS 127 to BOT 110, BUS 114 to BOT 106, BUS 107 to BOT 107, and BUS 176/BUS 179 to BOT 176/BOT 179 as head. Still need to adjust BUS 086 (pre-module class)

Advisory Committee Recommendation

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

The principal recommendations of the program advisory committee, Business Advisory Council (BAC), have been to expand our training in filing, Outlook, QuickBooks, and the following soft skills: dependability, punctuality, attitude and being a team player. Our annual meetings dating back to 2004, (See Appendix 1B), reflect an industry need for customer service proficiency, a keyboarding speed of 25-30 WAM, and basic skills. Our last annual meeting took place on November 2, 2006. The following organizations were represented:
- State Farm Insurance
- PayChex
- City of San Diego
- Massimo
- San Diego Insurance Staffing (SDIS)
- San Diego County Sheriff's Department
- Foothills Adult School
- GCCCD Career Centers
- State Insurance Compensation Fund (SCIF)

SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

In Appendix 3, Catalog Descriptions, insert copies of your catalog descriptions from the most recent college catalog (see "Course of Instruction" section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section).

To complete Appendix 4 Course Status, review your course outlines and complete the form in the appendix to reflect currency of the courses, offerings, and alignment status. All course outlines are included in Appendix 4.

2.1 Review all course outlines and comment on where your department/program is in the process of maintaining currency. Verify that the course outlines reflect the writing, reading, and problem-solving skills, quantitative reasoning, and critical thinking across the department/program's curriculum.

The above mentioned skills are reinforced across the department/program's curriculum. All course outlines are current, but with the introduction of Microsoft Vista and Office 2007, the department will need to again adjust/update any course outlines that include Office technology as part of the curriculum.

2.2 Explain how the department/program maintains academic standards, integrity and consistency to assure that current curriculum adequately meets students' needs (e.g., general education, prerequisites, job-specific training, and transfer). Explain how the department/program ensures that all instructors teach to the official course outline.

The BOT department includes both Flex Courses, traditional census lecture or lecture/lab, online, and hybrid courses.

In the Flex Courses, academic standards, integrity, and consistency are maintained in the following ways:
- Courses, syllabi, examinations, policies, and procedures are developed using a team approach.
- All Flex Course instructors use the same textbook and syllabus for multiple sections of the same course.
- All instructors are familiar with course syllabi and textbooks for all Flex Courses.
- All objective grading is currently done with the use of a common key.
- The subjective grading process used by various instructors is an open process, as with any course. However, all subjective grading areas are discussed at staff development meetings to encourage consistency. If a student has a concern, he/she is to contact the instructor of record.

A survey of 203 randomly selected students enrolled in the Flex Lab during the fall 2006 semester confirmed students' satisfaction with the Flex Lab instructional format. Information generated by this survey includes the following:

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- The Flex Lab course delivery method was preferred by 71.3% of respondents. Instructor led (traditional campus courses) were preferred by 26.2%, and Online was only preferred by 1% of respondents.

- Percentage of respondents who have returned to the Flex Lab in repeat semesters to take MORE THAN THREE courses is 36%. Respondents who have taken two courses is 13.2%, and three courses is 12.7%. The total percentage of students who returned in Fall, 2006, to take additional courses in the Flex Lab is 61.9%.

- BOT Department majors represent 35.4% of fall 2006 Flex Lab students, undecideds represent 21.2% and non-majors represent 43.4% of enrollees. This shows the broad spectrum of students taking courses in the lab.

- Students also indicate a variety of reasons for taking a Flex Lab course. The largest percentage is 55.7% to improve job skills, followed by general interest at 28%, and 58.4% who are pursuing a certificate or degree in BOT.

In traditional lecture and lecture/lab census classes, instructional integrity and consistency are maintained in the following ways:
- Hiring qualified adjunct faculty and reviewing course outline and expectations carefully with them
- Faculty evaluations done by peers, manager and students
- Encouraging faculty teaching multiple sections to work together and putting them in contact with one another
- Where possible, having multiple sections taught by the same faculty member.
- Discussions are department meetings

Online courses maintain instructional integrity and consistency in the following ways:
- Hiring qualified adjunct faculty and reviewing course outline and expectations carefully with them
- Using web containers that conform to accessibility per district standards
- Use of the same course outlines and syllabi across online sections
- Use of same text and software across online sections
- Where possible, having multiple sections taught by the same faculty member.
- On-going personal discussions with faculty when concerns are brought to the attention of the co-coordinators.

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2.2.1 Student Learning Outcomes (SLOs)
Describe how your department makes decisions related to the following:

- Identification of student learning outcomes.

The Business Office Technology Department met with Dr. Bonnie Price and Chuck Passentino in April of 2006. During the course of this workshop, we discussed and identified appropriate student learning outcomes for our "gateway courses". We did this in an open and collaborative manner. Our student learning outcomes were identified as skills students should possess upon completion of the respective course.

- Methods to demonstrate achievement of these learning outcomes.

The methods to demonstrate achievement of these learning outcomes includes:

- hands-on exercises and assessments
- case studies
- on-line assessments
- Keyboarding fundamental drills (summary reports)
- Timed Writings
- Technique Evaluations
- Creating, saving, and printing a file
- Editing exercises using proofreaders' marks
- Numeric keypad timed writings

Explain how your department uses this information for course and program improvement.

The Business Office Technology department analyzes the results of our methods of achievement to determine if students are being successful. If we find deficits we re-examine the course instruction and make appropriate adjustments. Through the continual evaluation process, we are better able to align our courses for articulation in degree or certificate programs, and on-the-job readiness.

2.3 **Using Appendix 5, Grade Distribution Summary Report, comment on retention and grading variability figures. Discuss any specific courses that have unusual retention patterns or grading variances.**

To figure retention percentages: $(TOTAL\ ENROLLMENT - W)/T.E.$

As shown in the chart, the BOT department Total Enrollment fluctuates through the years, based on several factors, one being the size of the OPT program each semester. In addition, the economy determines registration for our courses: when people are employed, they're not usually in college. Likewise, many students only take one class to improve job skills. In addition, the introduction of MS Office 2003 during fall 2004 may have caused an increase of enrollment.

In terms of grades, earned "A" percentages range from 35 maximum value to 22% lowest value since the last program review. Failing grades account for 14.67% at the highest and 7.65% for the lowest value. There doesn't seem to be any trend or pattern indicating variation for certain courses. The major determinant for failing is mostly due to not completing a class, especially in the Flex Lab.

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

As described in Section 2.1, most multiple section courses are taught in the Flex Lab format., and grading consistency is ensured by using a team approach to instruction: using a common textbook, course syllabus, examinations and grading key for all sections of the same course (for ex., BOT 100 – Basic Keyboarding).

Other BOT courses which offer multiple sections are:
- BOT 109—sections currently taught by one full-time professor and an adjunct who share course syllabi and textbook.
- BOT 107—sections taught by the same instructor for the past three semesters.

2.5 Describe how your department/program encourages students to extend learning outside of the formal classroom.

We offer students a choice of three internship/work experience courses—they may select a one, two, or three unit course: BOT 223, 224, and 225. Having a newly hired full-time faculty member working to expand the internship program, it will now be offered year-round during fall, winter intersession, spring, and spring bonus semesters, allowing student flexibility in completing this requirement. All BOT majors are required to participate unless they provide written documentation indicating that they have recent office experience.

Also, students are involved with the following class activities:
- Career center workshops offered throughout the semester
  - Writing cover letters, resumes, etc.,
  - Language of employment interviews
  - Non-verbal communication
- Mock interviews – BOT 106 Effective Job Search Strategies: business professionals (OPT graduates, BAC members, and other community leaders) volunteer their time to interview students for a class project
- Web research required in most courses
- Hands-on learning: scanner, fax machine, copier-BOT 107

Employer Panel--OPT

The OPT program recently held its first "Employer Panel." Human Resources representatives attended from the Grossmont-Cuyamaca Community College District, Paychex, San Diego Insurance Staffing, and State Farm Insurance. These industry professionals gave students an idea of what employers are looking for in résumés and cover letters, interviewing strategies, and on-the-job behaviors and attitudes. The students presented their questions, participated actively in the discussion, and received valuable information.

Mentor Night—OPT

"Mentor Night" is held once each semester, usually in March and October. The current students provide a buffet dinner for approximately 100 students, faculty, graduates, and special guests. The students are responsible for decorating the Student Center, preparing the food, greeting the guests, and cleaning up. Successful graduates of the OPT program and representatives of business network with the students, providing information about careers in accounting, insurance, and office/administrative support. Many of the graduates share their success stories; their message to the students is: "I did it; so can you." The students (as well as staff members) are inspired by what individuals can accomplish when they take advantage of the educational opportunities provided by Grossmont College and the OPT program.

Mentor Nights have been held every semester since the fall semester, 1991, except the fall semester, 2005, when Mentor Night was replaced by a dinner celebrating the 20th anniversary of the OPT program.

2.6 **Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum?**

Due to constant evolution in technology and employment requirements, we view curriculum changes as on-going process. Changes are based primarily on our Business Advisory Council (see Section 1.4) input, informal research, and student need.

Since the last program review, new certificates have been created, including Office Software Specialist I and II. The Medical Transcription certificate has changed dramatically, from 12 units and 3 classes to 13 units and 8 classes. Our newest certificate, Virtual Assistant, focuses on allowing one to establish his/her own on-line business, work at home, network with clients electronically, prepare requested documents using word processing, desktop publishing (such as brochures, business cards, invoices, and fax cover sheets), spreadsheets, and database applications. It is primarily a technology driven certificate.

Most recently, seven keyboarding courses were submitted to curriculum and approved for conversion to on-line; additionally per our educational master plan, several others were approved for hybrid creation.

In the near future, we hope to add a third BOT degree, to be more in alignment with Cuyamaca College.

2.7 **In Appendix 4, Course Status, list the courses in the department/program that are duplicated at Cuyamaca College and identify their alignment status. Comment on courses which have not been aligned and describe the plans for alignment.**

Our collaboration with our sister college BOT department is very collegial. We work very closely, sharing curriculum, ideas and syllabi. We do offer a few different courses, based on the fact that we provide different programs. We have the medical transcription certificate program (Cuyamaca doesn't) and they provide the legal office certificate (Grossmont doesn't). Alignment with our keyboarding/document processing courses is in progress as of fall 2006.

Innovation/Special Projects/Community Involvement

2.8 **Describe instructional innovations and/or special projects undertaken by the department/program or individual faculty members, including the use of technology.**

The following projects are results of our hard working faculty, both full-time and adjuncts:

- Recent creations of faculty-designed brochures and flyers have been instrumental in marketing new on-line courses and programs in the BOT department.
- The BOT department display case was refurbished to reflect trends in industry and to promote new classes and programs.
- Curriculum development to re-vamp the medical transcription certificate program.
- EDIC grant between ESL and BOT departments: OPT model program to help ESL students succeed in college
- SLO workshop for BOT department – spring 06 (SLOs developed for three Flex Lab courses)
- Flex Lab aide training workshops: spring and fall 06
- Development of faculty web containers for BOT 107, 100/101A & B/101, 106, and 111, using Blackboard.
- TEGRITY lectures created and integrated into website for additional lecture and concept reinforcement.
- BOT website created, including links to course syllabi and job opportunities

2.9 With the interest and needs of the community in mind describe any outreach or community activities initiated by the department/program.

- Faculty and student participation in local career fairs, on and off-campus, promoting department degrees, certificates, courses, and programs.
- Faculty involvement at middle school career day.
- Multiple departmental ads placed in college schedule booklets outlining programs, certificate offerings, and new courses.
- BAC meetings annually
- High school outreach for Grossmont and El Capitan High Schools:
    o Faculty presentations using PowerPoint and DVD clips
    o College relations provided promotional items to students
    o Hand-outs pertaining to articulation (tech prep), department courses and programs.

The OPT program conducts many outreach activities to recruit potential students. An ad is placed in the *Pennysaver* for 12 weeks prior to the beginning of each semester. The majority of OPT students learn of the program through that advertisement. In addition, ads have been placed in the Grossmont College schedule and the *Preview,* as well as in several other publications: the *Job Giant,* the *Navy Dispatch,* the *Military Press, Employees Wanted,* and the *Reader.* (See attachments)

OPT program flyers are printed and distributed to many community agencies and organizations, including the Social Security Administration, Veterans' Affairs offices, doctors' and dentists' offices, credit unions, YMCAs, recreation centers, laundromats, adult schools, and churches.

The OPT Program Specialist has made presentations about the program to several organizations, including STRIVE, TANF/CalWORKs case workers (ACS and Maximus), Trinity House, and County Mental Health Services. She has attended a number of job fairs, including those sponsored by Grossmont College, the Urban League, and the University of San Diego.

OPT Clothing Closet

The OPT program collaborated with the Bancroft Hope Center and All Congregations Together (ACT) in 2002 to set up a "Clothing Closet," located at the Bancroft Hope Center at 3310 Bancroft Drive in Spring Valley. OPT receives donated professional clothing from campus and community individuals and organizations. The clothes are housed at the Bancroft Hope Center and distributed to OPT students at a "Clothing Boutique" once each semester. OPT students are able to significantly enhance their professional wardrobes in preparation for their upcoming job interviews and new careers.

2.10 Provide specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process.

- Immediate feedback regarding hands-on learning assessments (on-line tutorials: SimNet, SAM, keyboarding software)
- Interactive lectures using PowerPoint software applications-Filing, Office Procedures, and Effective Job Search Strategies
- Group/team projects:

Based on input from Business Advisory Council members that working in teams is an important skill for the workplace, instructors in many classes have assigned the students to complete group projects in their classes.

In Elementary Accounting (BOT 109), students are required to create a business and take that business through its entire first month, completing the accounting cycle. Not only does this project build teamwork skills, but it enables the students to see firsthand how the separate aspects of the accounting process fit together.

A Business English and Communication (BOT 110) group project requires the students to compose persuasive letters in groups of three, four, or five individuals. The students learn the benefits and pitfalls of preparing a group document, and some of the finished products are actually mailed to their intended audiences.

- On-line class discussions between students and instructors
- Self-evaluations in both instructor-led and web-based courses
- Submission of homework via e-mail – BOT 107

The instructional format of the Flex Lab requires students to be actively engaged in the learning process at all times. Students read concepts and follow instructions in text books to complete tutorial assignments. They then apply that tutorial learning to case problems which they complete on their own. Individual assistance is always available from a Flex Lab instructor or aide. This format results in students being actively engaged in the learning process 100% of the time during which they are in attendance.

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2.11 Explain the department/program's relationship to others on campus (e.g., fulfill prerequisites for other general education programs, cross-listing, interdisciplinary course offerings, learning communities.)

- Strong ties with CSIS and Business departments: cross-listing courses, etc.,
- Co-written EDIC grant for ESL and BOT students
- Tech Prep/articulation
- ROP-courses offered under BOT prefix
- Plans to bridge courses with ESL and BOT 100-Basic Keyboarding
- Linkage with the English department in a four-way learning community.

Campus Resources

2.12 Indicate what the department/program has done to formalize links with the following college support services:
• Learning Assistance Centers (Biology Learning Center, English Writing and Reading Centers, Math Study Center, Tutoring Center)
• Technology Mall
• Instructional Media (upstairs in the Library Technology Resource Center)

The OPT Counselor and Program Specialist facilitate student access to on-campus services, including Financial Aid, Disabled Students Programs and Services (DSPS), tutoring, Extended Opportunities Programs and Services (EOPS), and academic counseling services. Guest speakers from each of the above departments present information to the Pre-training Module (BUS 086) students. During the Pre-training Module and throughout the semester-long training program, students are encouraged to take advantage of these services.

The Associated Students of Grossmont College (ASGC) has supported the OPT program for many years, consistently providing funds for the graduation ceremony refreshments. The OPT graduation is an opportunity to celebrate the accomplishments of this very worthwhile program, not only for the students and their families, but also for representatives of business and the community.

- **TECH MALL:** The BOT Flex Lab and all of our computer classrooms are housed here.
- **ENGLISH WRITING CENTER:** Many students utilize this support service to further their competency in written expression.
- **TUTORING CENTER:** Those students requiring extra help have obtained services from this site. Some of our outstanding students work as tutors.
- **CAREER CENTER:** See Section 2.5
- **EVALUATIONS:** Because many Program Modifications of Major forms are used for OPT students; we maintain a viable link with this department.
- **COUNSELING:** In 2006, the OPT Counselor conducted workshops on the following topics for the academic counselors at Grossmont College: suicide prevention, cutting and self-mutilation, post-traumatic stress disorder, domestic violence and bi-polar disorder

- **DSPS and Assistive Technology Center:** close ties with DSPS regarding students' needs, ergonomically suitable equipment, etc. Special needs flex-lab students can work on their flex lab coursework in the ass. Tech computer lab, indicating our close ties.
- **FINANCIAL AID/$CHOLARSHIPS:** This department serves a vital role for BOT students applying for aid and scholarships.
- **EOPS:** Many of our OPT students are also EOPS enrolled.

2.13 Evaluate and provide a summary of the current status of library resources related to the department/program. Use the subject-specialist librarian assigned to your department/program to assist in the evaluation. Consider books, periodicals and online resources.

BOT PROGRAM REVIEW – LIBRARY PORTION

BOT uses the library reserve capability for ten of its courses, ranging from BOT 100 to BOT 217A, thereby making many texts and reading materials available to BOT students through the library.

BOT has its own library liaison, Patricia Morrison, who requests books and other resources on BOT topics on an ongoing basis. Small selections (less than 10%) of these books are e-books, or online books. This type of book can be used 24/7.

Hundreds of print books, which include reference materials, comprise most of the collection, and appear in the "QA 76" call number range. The reference area for BOT is a small collection of computer science encyclopedias and dictionaries. The library also has 25 titles in medical transcription, mostly medical terminology print and electronic books, as well as reference books.

Most of the business/technology periodicals (complete with the full article) are contained within the library's over thirty databases. A few of these databases are devoted exclusively to business and technology topics, such as "Business Source Premier" and "Regional Business News." A number of the databases, such as "Academic Search Premier," are multi-disciplinary, and therefore cover business, office, and technology topics fairly comprehensively.

Finally, the library offers in-person and online instruction/tutorials, flyers and handouts on the use of the library, online request forms, and online reference tools and help.

2.14   Describe the working relationship between the department/program and the Counseling Department in terms of exchanging specific and current information about your department/program that counselors can use to help students develop education plans and make career decisions.

- We continue a mutually beneficial relationship with counseling, making informational presentations every few semesters as well as releasing the hold on blocked classes so students can register.
- Collegial relationship with the counseling department
    - Presentations made on a regular basis, updating counselors on new courses, clarifying confusing procedures regarding flex lab, etc.,
    - Flyers duplicated and sent to counseling informing them of existing course offerings along with promotional pencils

2.15   Comment on the results of the student survey, Appendix 6, regarding campus resources.
- Assessment & Testing Center: 3.8% use this resource often (2-4 times/week)
- Career Center: 48.5% have utilized this campus resource at least once a semester
- Counseling Office: 77.5% of students have visited throughout the semester
- English Writing Center: 22.8% use this resource 1-4 times/week
- English Reading Center: 26.2% use this resource at least once/semester
- Health Services: 26% have visited this resource in a semester.
- LRC Computer Lab (SETL): 64% have used this resource.
- LRC Instructional Media (video carrels): 23.2% have used this resource.
- LRC Main Library: 68% have used this resource.
- Math Study Center: 27.5% have used this resource.
- Student Affairs Office: 29% have used this resource.
- Tutoring Center: 37.7% have used this resource.

Articulation

2.16   List the courses that have been formally articulated with the high schools and/or four-year universities. A good resource for this would be Tech-Prep for the high school list and the ASSIST web site for the four year institutions.

Please refer to APPENDIX 4B for tables.

2.17 **Describe the status of articulation with the CSU and UC systems as well as with regional private universities and other entities. Describe how the program ensures that transferable courses are current and articulate with four-year institutions.**

This does not apply to the BOT department. We have no articulated courses with four-year schools. Our courses only transfer to CSU as electives. We ensure that our courses meet Title 5 requirements and remain transferable. None of our courses transfer to UC even as electives. Some private local four year universities also accept our courses as electives. One example is Point Loma Nazarene College.

SECTION 3 – STUDENT ACCESS AND SUCCESS

3.1 **In addition to the innovations listed in 2.8, describe specific ways the department/program has adjusted or developed curriculum to foster student success (e.g., addition of pre-collegiate introduction courses, bridge courses, variable unit courses, on-line courses, honors courses, web enhanced learning).**

- Adjunct faculties have created unique on-line presentations using Robo-Demo and Tegrity as instructional tools for regular and flex lab students.
- On-line keyboarding courses: BOT 100, 101A & B, 101, 102 A & B
- New hybrid courses – spring 2007: BOT 106 and 107.
- New Virtual Assistant web course to be offered spring 2007

<u>299 COURSES FOR OPT PROGRAM</u>

As result of our BAC contributions, we "converted" two flex lab courses, BOT 104 & BOT 151, Filing and Records Management, and Using Outlook E-mail, to instructor-led courses for our OPT Insurance and General Office track students. We felt that, to ensure students' academic success and employability, providing face-to-face instruction in these areas, rather than self-paced instruction in the Flex Lab, was vital.

<u>OPT AWARDS/HONORS</u>

OPT students include laid-off and dislocated workers, displaced homemakers, single parents, TANF/CalWORKs recipients, recovering drug addicts and alcoholics, homeless individuals, and the long-term unemployed. They enroll in this free one-semester program to enhance their skills in preparation for entry-level employment in accounting, insurance, and office/administrative support. In addition to a full complement of degree-applicable Business Office Technology courses, the students are provided with personal/crisis counseling and job placement services, all at no cost to the college or the students.

Since 2001, 255 students have graduated from the OPT program. Placement statistics over this time period indicate that 83 percent of the OPT graduates have obtained training-related positions—positions that enable them to climb career ladders to achieve economic self-sufficiency for themselves and their families. Entry-level wages average close to $11 per hour, well above minimum wage.

The OPT team provides tuition, fees, textbooks, transportation, and support services for the students. Access to campus resources, such as financial aid, disabled student services, tutoring, Extended Opportunity Programs and Services (EOPS), and counseling is a program feature, as is support from community resources and organizations. An active OPT Alumni Association provides mentors for the students and coordinates a "Clothing Boutique" each semester, distributing donated professional attire to the students as they prepare to interview for and acquire office professional positions.

The OPT program has always maintained strong ties with business and industry, particularly the insurance industry. From 2001 through 2006, 13 OPT graduates have received scholarships from the national InVEST (Insurance Vocational Education Student Training) program. In 2001, Bob Captain, OPT Insurance Instructor, was named the outstanding InVEST Instructor in the nation.

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In addition, the OPT program received a Technology Hero Golden Mouse award in 2005 from the Technology Training Foundation of America.

Past OPT program awards include the California Community College Administrators of Occupational Education (CCCAOE) Award as the best grant-funded program in the state (1996) and the Chancellor's Office and Board of Governors of the California Community Colleges Student Success Award (1999).

Scholarships

Student of Note Award: Amada Viele, spring 2006 OPT Graduate

Each semester the following scholarships are awarded to OPT program graduates:

OPT Scholarship (3 @ $100)
International Order of the Blue Goose (Insurance) Scholarship (1 @ $100)
Hugh Leslie Textbook Award (an Accounting or continuing student: 1 @ $200)
Cathy Hansen Scholarship (Outstanding Office Support Student: 1@ $100)

In addition, the Career Connection (a clothing scholarship foundation) awards from one to five $250 scholarships per semester to OPT graduates. The Career Connection provides "personal shoppers" to the scholarship winners.

The OPT staff serves as the selection committee for the above scholarships, evaluating student applications in cooperation with the Grossmont College Scholarship Specialist and the Career Connection.

Scholarships have also been awarded to OPT graduates by the following community and professional organizations:

California Business Education Association (CBEA)
Insurance Women of North San Diego
International Association of Administrative Professionals (IAAP)
OPT Alumni Association
Professional Women in Insurance (PWI)

3.2   **Analyze Appendix 7, Statistical Data: Outcomes Profile, and comment on strategies utilized to address the needs of the various cohort groups. Provide specific strategies that have been used to meet the different needs of your students (e.g. re-entry, academically under prepared, working, disabled, limited English.)**

The largest age category of BOT enrolled students is 30-49; therefore, we're welcoming many re-entry students, a good majority in our OPT program. Because of the high percentages that are academically under prepared, we continue offering the pre-module course (BUS 086) during the winter intersession and summer semesters to better prepare these incoming students.

Since fall 2001, we have noticed an increase from 12-16% in the 50+ age category. To meet their needs, we're fortunate to have retained two retirees, who can relate to these graying generation students. This age category has also shown the highest percent of success in our courses.

The Hispanic ethnicity category of enrolled students has increased from a low of 14% to 20% during this time period. To sufficiently help this second language learner, hiring bilingual adjunct instructors has aided them to be successful with our courses. Similarly related, the retention rate for this group has averaged 70% over the 2001-2005 time periods.

To appeal to our working students, offering a Flex Lab in which they attend evenings and Saturdays is very appealing. Also, scheduling night classes in the hybrid variety and web courses is accommodating for them as well.

For our disabled students, we work cooperatively with the Assistive Technology Center, loading software and purchasing devices and equipment to help learners.

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

N/A

3.4   **Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department/program. Include activities your faculty have implemented to provide closer connections to primary, secondary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.**

- Paid advertising in the Pennysaver for OPT and The Reader and Job Giant for BOT department courses, certificates, degrees and programs.
- Paid on-line web ads via The Reader for department courses and programs
- Circulations of department flyers, schedule booklets and OPT flyers to community locations: credit union, East County Career Center, medical offices,

- Duplication of flyers and distribution via the college relations at Parkway Plaza Shopping mall and Adult Re-Entry workshops
- Faculty and staff authored articles in the Job Giant
- Campus wide e-mail blitzes regarding new courses and soliciting on-campus internship sites.
- Articles in the campus newsletter, The Loop, regarding OPT activities such as fundraising efforts, clothing boutique donations, and piggy bank contributions.
- Promotional pencils advertising our new on-line courses.
- College schedule ads for medical transcription, Microsoft certification, OPT, and new courses: both on-line and hybrids.
- BOT Department homepage
- Local high school outreaches: in-class presentations to junior and senior students regarding articulation and department programs, degrees and certificate offerings.
- Booths/tables at various career fair activities throughout East County

Student Survey Results:

3. How did you find out about this class? (mark all that apply)

Class schedule/College catalog	53.8
Friend or family member	22.6
Grossmont College Counselor	19.1
Grossmont webpage (online)	10.1
Grossmont College Instructor	6.0
Public media (radio, TV, newspaper, ad)	5.5
Work referral	4.0
Grossmont College presentation or special event. (teacher came to class, career day, campus activity)	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 199).

The highest percent is the college catalog/class schedule, which indicates any community publicity should be generating increased enrollment for BOT. Word of mouth is always a good selling tool to promote our courses.

3.5 **Referring to Appendix 7, Statistical Data, Outcomes Profiles, Appendix 8, Efficiency Report, and Appendix 5, Grade Distribution Summary Report, comment on emerging trends of course completion, success, retention, and enrollments.**

The age bracket, 30-49 is our largest percentage of enrolled students in BOT, indicating a large majority of working or those returning to college to refresh their skills. Hispanic ethnicity has increased from 14-20%. The highest retention rate belongs to the age category, 25-29. The highest success rate is the age 50+ group. Our Asian student population boasts the highest success rate along with the highest retention rate overall. The highest withdrawal percentage is from Black-non White ethnicity.

3.6 **Referring to Appendix 9 if the department/program offers a major or certificate in the college catalog, comment on the trends regarding number of students who earn these degrees and/or certificates.**

The greatest number of certificates and degrees earned was spring 2003, having 85 students achieve this goal. Consistently speaking, fall 2005 and spring 2006, 51 and 49, respectively earned a degree or certificate, almost a 50% increase compared to fall 2004. Totals also determined by the number of OPT students successfully completing their semester.

5.3 Comment on any sections that are historically under-enrolled and discuss strategies that might increase enrollment.

Comprehensive level hands-on MS Office Word, Excel, Access and PowerPoint are usually our lowest enrolled courses. It seems that these higher level courses have tapered off in recent semesters, probably due to Office 2003 having run its course. The launch of Office 2007 should provide an appeal.

5.4 Comment on the adequacy of facilities (e.g., does the room size and configuration fit the teaching strategies?) and equipment for meeting instructional needs.

Our current classrooms consist of the 70-station Flex Lab, along with adjacent computer labs containing 24 and 30 stations. Each computer lab contains an instructor station and projection device for student learning. All computers have web access for research, and class assignments (review and assessment in the Flex Lab). Our current equipment is adequate; however we are slated for our three-year lab roll-over through Instructional Computing Services, in May, 2007, to upgrade in order to run VISTA operating system, accompanying Office 2007. This is projected to remain sufficient as long as funding is stable.

Our regular instructor-led classes meet in typical classrooms set up in theater style. Oftentimes, scheduling poses challenges trying to find rooms at certain times of the day, depending on the day. Occasionally, an instructor requires a room using tables for group discussion or a gaming activity. This is an obstacle to overcome in finding a room on a need basis once a semester.

5.5 How does room availability affect your enrollment?

Since moving into the new Tech Mall, we've been able to offer our computer labs for various staff development workshops throughout the semester and to other departments for their class usage. Certain rooms are scheduled every day, including Saturdays, which has increased our overall enrollment as of spring 2006.

5.6 Discuss alternatives your department/program have explored including off-site offerings.

Other than web-based on-lines and hybrids, we haven't explored any other off-site course offerings. We would be interested in being involved as other departments in our division have been teaching courses at El Capitan High School in the Grossmont Union High School District. (GUHSD).

30

5.7 Comment on the results of the Student Survey, Appendix 6, focusing on class times and facilities.

<u>Class times</u>

The Student Survey results indicate the majority of preferred start times for weekdays include the following:

Morning/afternoon (9-3 pm)	44.1%	(Also preferable for Saturdays: 41.6%)
Evening: Mon-Thurs. (4-9 pm)	27.7%	
Early morning (7-8 am)	23.8%	
No preference	19.8%	
Evening: Friday (4-9 pm)	18.8%	

Because the Flex Lab is governed by the opening and closing times of the Tech Mall, we're rather restricted starting classes earlier than 8 am and ending after 9 pm. During the summer, the Tech Mall closes at 8 pm, limiting working students. We're not open on Saturdays either, so that makes a difference in our summer enrollment as well.

<u>Facilities</u>

Survey statement: The classroom equipment is maintained and up-to-date.

58.5% Strongly Agree whereas 36.5% agree.

Survey statement: The computer technology used in the classroom is up-to-date.

60.8% Strongly Agree while 28.6% Agree; only .5 disagree.

Overall, it appears that the majority of students are satisfied with the facilities and equipment offered for their learning.

SECTION 6 – FISCAL PROFILE

6.1 Using Appendix 12, Subject WSCH Analysis Report: comment on trends reflected in the column "Earned WSCH/FTEF)" for your overall department/program, and for specific courses over a five year period.

Earned WSCH/FTEF

FALL 01	SPR 02	FALL 02	SPR 03	FALL 03	SPR 04	FALL 04	SPR 05	FALL 05	SPR 06
462	446	491	500	552	386	364	341	350	257

Like enrollment, this figure appears to fluctuate. For the factors mentioned in Section 5.2, these could account for the tapering off in Earned WSCH/FTEF. Reduced Flex Lab hours that the inability to use 100% additional hours as allowed by the state and used in the past has been reduced to 50% above additional hours

TYPE OF CLASS	FALL 01	SPR 02	FALL 02	SPR 03	FALL 03	SPR 04	FALL 04	SPR 05	FALL 05	SPR 06
OE	48.96	49.53	48.77	55.46	53.05	43.51	35.74	33.64		24.21
DAILY CENSUS	13.33	1400	24300	11400					63.33	
CENSUS	166.66	190	92.97	110	189.49	90.24	67.77	86.26	96.34	68.72

For census classes, such as lecture-type (BOT 101, 106, 107, 110, 176 & 179), our department's % of MAX is 68.72 for spring 2006, whereas the OE/OE classes from the Flex Lab account for 24.21%.

These figures seem to be misleading in that in some cases a Flex Lab course is listed below Daily Census vs. OE. Inconsistencies exist because different courses are shown each semester even though they've been offered throughout the past five years.

6.2 Using Appendix 14, Fiscal Data: Outcomes Profile: analyze and comment on Earned WSCH/FTEF and Cost/FTES of the department/program.

Appendix 14
Fiscal Data: Outcomes Profile
Analysis

In the spring of 2004 BOT Enrollment, WSCH/FTEF, and FTES experienced approximately a 20 % decrease from the previous year's peak levels. Since that time levels have remained relatively constant. Despite a record low in the spring of 2006, the BOT department continues to operate in the black with Total Revenue and Other Revenue resulting in a net of $39,307.90.

BOT's new leadership is marketing aggressively and is expanding course offerings, including online classes. With the launch of Office 2007 and VISTA operating system, it is certain that enrollment levels will revive as business and student demand for training increases. In addition, secondary school's training in Microsoft Office has waned. Elective vocational programs have been reduced in the wake of schools focusing on core curriculum to meet No Child Left Behind requirements. This trend of cutting the Office and computer basics training in public schools will most likely result in higher demand at the Community College level.

6.3 **If the department/program receives any outside financial support or subsidy, list those sources and the amount. Describe how the additional resources are used and how they relate to the regular college budget.**

The Office Professional Training program was originally completely funded (five full-time faculty and staff positions, plus tuition, fees, textbooks, and transportation for students) through government sources (the Job Training Partnership Act [JTPA]). In the mid 1990s, fluctuations in the economy and a proliferation of training programs decreased the availability of government funding.

The Grossmont-Cuyamaca Community College District assisted the OPT program by funding one full-time and several adjunct instructors, but the ancillary costs (counseling, job placement, tuition, fees, textbooks, and transportation) must be funded in other ways in order to keep the program free to its participants. With a $180,000 per year budget, the OPT program has been funded since 2004 through fundraising activities and donations from foundations, corporations, professional organizations, and individuals. The pursuit of government funding continues.

On an annual basis, the OPT program requires approximately $104,000 for payroll costs for its counselor, program specialist (placement) and clerical assistant. The total non-personnel amount used for student services such as tuition, textbooks, transportation (bus passes and gas cards), supplies, advertising, and scholarships is $43,100.00

Vocational Training and Education Funds (VTEA) is approximately $32,000 annually. These funds are used to pay instructors for special projects, purchase equipment, supplies, and departmental advertising.

SECTION 7 – SUMMARY

7.1   Summarize department/program strengths and weaknesses in terms of:
Teaching and learning
Strengths
- Broad spectrum of vocationally-related courses
- Consistent, high grading standards applied to all courses
- Adherence to course outlines and detailed course syllabi
- In general, quality of instruction is very good to excellent
- Department instructors very cohesive, demonstrate stability of work history
- Ongoing input from industry, colleagues, and students
- Flexible instructional formats serve students with varying needs. Students with special needs and/or limited English proficiency can learn at their own pace and receive extensive tutoring in the Flex Lab as they work through their course. Additionally, students who choose to can proceed rapidly through the same course.

Student access and success
- Develop better success rates in the Flex Lab

• Development of human resources
- Continue finding excellent aides, which we have done well in the past!
• Fiscal stability
- Reliance on VTEA funds

SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS

8.1   Make a rank-ordered list of department/program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 7. Do not limit recommendations to only those dealing with resources.

- College funding to institutionalize the Office Professional Training program.
- Additional hiring of instructors as enrollment requires.
- Medical Transcription apprenticeship program implementation.
- New BOT degree for alignment with Cuyamaca.
- New technological based courses to meet industry needs.

APPENDIX 1

EDUCATIONAL

MASTER

PLAN

2005-2006

Division: Business and Professional Studies

Department: Business Office Technology

Director or Chair: TBD

Program Description: Business Office Technology students train for administrative support positions in the fields of accounting, general business, law, medical transcribing, medical office, insurance, and information processing. Subject areas include keyboarding, computer applications, accounting, office management, business communication, specialized office equipment, and specialized office procedures. The BOT program at Grossmont College has moved to flexible programs using computer-aided instruction to teach keyboard skills, computer applications, and a variety of subject areas in an open-entry, open-exit environment (the \"FlexLab\"). Student enrollment should be relatively consistent, since the FlexLab environment allows efficient, self-paced study at times convenient to the students, but does not offer the \"at home\" study options available with on-line courses. In addition, the Office Professional Training (OPT) program offers short-term, intensive training for specific populations (based upon current Grant funding), as well as welfare and general assistance recipients. It historically draws strong enrollment. In the next 10 years the department will rely more on internet interaction, continued \"self-paced\" learning (including on-line course options), and focus on new office software (i.e.: voice recognition) and the skills needed to function in the ever changing technolgy-driven office.

Activities

Activity #1:
Hire one additional faculty member to replace a faculty member who is retiring June 2005.

Benefits:
More campus and community involvement from the BOT department.

Requirements:

Curriculum Development?	N
Equipment?	N
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	Y
Staff Development?	N

Goals and Objectives: 4, 4.2

Activity #2:
Develop and train two new faculty members, focusing not only on general information but also on co-ordinatorship duties such as scheduling, curriculum development, reports, day-to-day Flex Lab activities, budgets, and personnel issues.

Benefits:
Develop a well-rounded College faculty member who understands the activities required of a co-ordinator and is able to participate as an active member of the College community.

Requirements:

Curriculum Development?	N
Equipment?	N
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	Y
Staff Development?	Y

Goals and Objectives: 4, 4.2

Activity #3:
Curriculum development: update the Medical Transcribing certificate and submit proposals for on-line and hybrid courses for BOT 107, BOT 106, and BOT 101.

Benefits:
This activity gives BOT the opportunity to market an on-line option, the opportunity to offer courses to non-traditional students, and opportunity to give students more computer skill development.

Requirements:

Curriculum Development?	Y
Equipment?	N
Facilities?	N
Marketing?	Y
Staffing – Classified?	N
Staffing – Faculty?	N
Staff Development?	N

Goals and Objectives: 1, 1.3

Activity #4:
Create a new \"virtual assistant\" certificate, begin research into developing a \"VA\" degree.

Benefits:
Increased enrollment and more responsiveness to community needs. As more and more individuals want flexibility in their work schedules and as companies are recognizing teh benefits of using \"virtual assistants\", this field will continue to grow and Grossmont College can become one of only a handful of Colleges offering this new and unique curriculum.

Requirements:
      Curriculum Development? Y
      Equipment?   N
      Facilities?   N
      Marketing?   Y
      Staffing – Classified? N
      Staffing – Faculty?   N
      Staff Development?   N

Goals and Objectives: 2, 2.4

Activity #5:
none

Benefits:
none

Requirements:
Curriculum Development? N

      Equipment?   N
      Facilities?   N
      Marketing?   N
      Staffing – Classified? N
      Staffing – Faculty?   N
      Staff Development?   N

Goals and Objectives: 0, 0

Additional Planning Activities

Accomplishments

Accomplishment #1:

Moved the BOT department computer labs and offices to the LTRC in summer 2004. Upgraded computer software to Office 2003 (starting Fall 2004), and updated over 25 courses requiring the new software.

Goals and Objectives: 5, 5.3

Accomplishment #2:
After losing three F/T faculty in 3 years, including coordinators, we hired two new BOT faculty members to start Fall 2005.

Goals and Objectives: 4, 4.1

Accomplishment #3:
Received over $50,000 in grants/donations from local businesses and individuals to help support our OPT program after our grant ended in March 2004. Submitted over 5 Grant Applications to secure an OPT source of funding, but weren't successful so have begun to look for other funding sources, such as VTEA funds, private funds, and other fundraising options.

Goals and Objectives: 3, 3.1

Accomplishment #4:
In the Medical Transcribing field, upgraded software to incorporate the SUM program, the only program approved by AAMT, and the first step towards becoming an AAMT approved program.

Goals and Objectives: 1, 1.1

Accomplishment #5:
Began the process of creating a hybrid class for one of our courses by implementing a web containter. This gives students access to class materials, assignments, and grades, and creates a strong \"home\" page for any new instructor to use and build upon. It also creates the structure needed to develop a hybrid course.

Goals and Objectives: 1, 1.5

Accomplishment #6:
Hired 5 new Flex Lab aides representing our Asian, Middle Eastern, and American student populations.

Goals and Objectives: 4, 4.1

Accomplishment #7:

Goals and Objectives: 0, 0

Accomplishment #8:
none

Goals and Objectives: 0, 0

Accomplishment #9:
none

Goals and Objectives: 0, 0

Accomplishment 10:
none

Goals and Objectives: 0, 0

Additional Accomplishments:

APPENDIX 1B

Business

Advisory

Council

(BAC)

Meeting

Minutes

2004-2006

Business Advisory Committee (BAC)
Meeting Minutes
November 2, 2006

Cuyamaca College Business Office Technology (BOT)	Grossmont College Business Office Technology (BOT) & Office Professional Training (OPT)

Present:
Pamela Abuka, Job Placement, Grossmont College
Kathy Baffin, SCIF
Janell Branson, OPT, Grossmont College
Julie Brown, San Diego Insurance Staffing (SDIS)
Laurie Brown, Supervisor, Career & Job Placement Center, Cuyamaca College
Dr. Mary Leslie, Instructor, Grossmont College
Vu Muth, State Farm
Pat Newman, Instructor, Cuyamaca College
Mark Pressnall, Instructor, Grossmont College
Tracy Pressnall, Masimo
Denise Schulmeyer, BOT, Grossmont College
Linda Snider, Coordinator/Instructor, Grossmont College
Marian Yamauchi, PayChex

Minutes:
At 3:00 the meeting was called to order by Linda Snider and Pat Newman, and the guests and advisory board members were welcomed. The guests and committee members introduced themselves. The agenda was presented.

Linda Snider introduced the topics of discussion with an emphasis on "Preparing our Students for the Workforce". Linda Snider and Pat Newman began the discussion by describing online courses at both Grossmont and Cuyamaca Colleges. Brochures listing online and blended course offerings were distributed. Grossmont is offering a new class, Voice Recognition, using Dragon Dictate software. They also have a new Virtual Assistant certificate which prepares students to act as an entrepreneur specializing in administrative services provided to clients in a virtual environment.

Next, the employers were asked to provide feedback about desired skill sets for:

Accounting software: QuickBooks vs. PeachTree
- ☑ QuickBooks is used by all of the businesses in attendance.
- ☑ State Farm loads QuickBooks on computers for their agents. At State Farm, 70% of the agents use QuickBooks, and 30% use a bookkeeper.
- ☑ PayChex stated they value a background in QuickBooks for employees.

☑ State Farm asks job applicants if they know QuickBooks, and it is a disadvantage if the applicant does not know the software.

Insurance software:
☑ The only program mentioned was FSC Rating, which is often available at no cost for educational institutions.

Filing skills:
☑ Filing skills are still a high priority. Even with the use of computers and electronic records, most businesses do not expect to go totally paperless.
☑ State Farm indicated they have gone paperless.
☑ Hyphenated names are a problem. Employees are not consistent filing hyphenated names.
☑ Companies use electronic tests on filing in the interview process.
☑ State Farm requires a written state exam to be employed. The exam ranks scores into levels, and applicant must be in top 3 levels to be hired.

Outlook skills:
☑ Outlook is used by Cox and PayChex, as well as the insurance companies.
☑ Companies use more than just the email feature. (i.e., advanced calendar, scheduling, task lists, and contacts).
☑ One employer stressed the importance of writing a proper email message. Proper grammar is a huge problem. Avoid slang and text message abbreviations. Proper email formatting is taught in Business English and the Office Systems and Procedures classes.

The discussion on Outlook directed the conversation to a copy of an email sent by Brenda Davis, Alliant Insurance Services. Brenda was unable to attend, but sent some thoughts regarding challenges with new hires. Many businesses have a formal dress code, and some individuals have difficulty determining what is appropriate. The employers recommended we tell students to overdress for interviews. It is better to wear a suit and be overdressed, than to be too casual in the interview. Also, they encourage applicants to ask in the interview "what is your dress code?" Both colleges cover dress code in classes. The Job Centers at both colleges have workshops on dressing for interviews. Some companies have written policies about piercing and tattoos. They should not show, or be covered with clothing or band aids. Tardiness and skipping work are other problem areas. Stress to students they are building rapport for future success, and often they will need a letter of recommendation from an employer when looking for new jobs.

Next, Dr. Mary Leslie gave an overview of the Office Professional Training (OPT) program at Grossmont College. A packet of handouts was distributed. OPT is a semester-long program that prepares adults for high-demand clerical positions including office assistant, account clerk and insurance clerk. OPT is grant-funded, which pays for all tuition and books, allowing students to receive free training. Funding is a challenge as many grants are looking for new programs, not successful ongoing programs. OPT is doing a cookbook fundraiser and asked for recipe submissions. Linda Snider set up an

internet search site www.goodsearch.com for a $.02 donation per search. Enter Grossmont College as your favorite charity to raise money for OPT students. The annual Clothing Closet for OPT students will be on November 18th. Denise Schulmeyer is having an employer panel in her Job Search class on November 17th and asked for panel members.

Linda Snider and Pat Newman spoke next on the internship and work experience opportunities at both colleges. We are always looking for new opportunities for student placement as an office assistant, clerk, or similar job. Grossmont will have internships during winter intersession, January 3-19, 2007.

Lastly, Linda Snider distributed fliers for free business membership in California Business Education Association (CBEA). The annual conference offers informative seminars and valuable networking opportunities.

Business Advisory Committee Meeting
Grossmont-Cuyamaca Community College District
Business Office Technology / Office Professional Training
Minutes – November 1, 2005

Attendees:
Nancy Davis, Mary Leslie, Marian Yamauci (Paychex), Mark Presnell, Vicki Gagliardi, Laurie Brown, Irena Weisblat, Sosha Thomas (County of San Diego, Sheriff's Department), Janell Branson, Linda Snider, Nancy Watson, Theresa Radiez (City of San Diego), Pat Newman

Minutes:

Welcome and Introductions: Introductions were made, and a welcome and thank you were extended to all for attending and participating.

Internship Update: Linda Snider, Grossmont BOT Coordinator, explained the basics of the Internship/Work Experience classes at each college. We always welcome employers who would like to participate in this program. Linda announced that Irena Weisblat is taking over the Internship program at Grossmont. Pat Newman handles Work Experience at Cuyamaca.

Online classes now offered at Cuyamaca College: Pat Newman, Cuyamaca BOT Instructor, announced that Cuyamaca will offer eleven BOT classes online beginning in Spring 2006. Students like the online format, and have requested more classes. Students majoring in BOT can earn 75% of the major online, if they so choose. The online classes are also offered in the flex lab to provide more options for students.

Employer "skill set" wanted (entry level and up): Pat Newman lead the discussion about what skill set employers are seeking in prospective employees. Marian Yamauci, Paychex, states that soft skills were high on the list of desired skills, as well as knowledge of Outlook (email program).

Several employers mentioned that interview skills were extremely important. The trend in interviews is toward behavior-based questions (how do you handle stress, etc.). Ideal answers include real-life situations, not hypothetical. They no longer interview applicants on their qualifications—that information is on the resume and in the job application. San Diego Insurance Staffing tests every job applicant using an online testing program called "Prove It". Applicants should always bring a resume and dress professionally. The City of San Diego and the County of San Diego have testing for job classifications, as well as application packages. They are encouraged to fill out the application materials online because of the applicant tracking system used for the process.

<u>Keyboarding (one space vs. two spaces)</u>: Linda Snider asked if any of the employers had standards for the use of one-space or two-spaces after punctuation in keyboarding. We are teaching students to space once at both colleges, as that is current practice on computers and in our textbooks. Two spaces is from the day of typewriters, where it was more difficult to discern a single space with the mono-spaced font Courier. Employers said that they did not have a preference either way.

<u>Update on the OPT (Office Professional Training) Program</u>: Mary Leslie, Grossmont OPT Lead Instructor, announced that the OPT Program just celebrated its 20th Anniversary. Since 1985, the OPT program has trained over 1,800 individuals, including laid-off workers, single parents, and many others. The anniversary celebration included a week of events, highlighted by a banquet, in late October. Dr. Leslie showed a video presentation from the anniversary. She also provided each advisory committee attendee with a piggy bank favor which was used as a fundraiser at the banquet.

<u>Cuyamaca Job Link</u>: Laurie Brown, Career Services Coordinator at Cuyamaca, announced the new service provided in the Career Center—Cuyamaca Job Link. Employers were encouraged to use Cuyamaca Job Link, a free online job board used to post job openings and to review student and alumni resumes.
http://www.collegecentral.com/cuyamaca/

November 1, 2004 — BAC Meeting Minutes
Grossmont College Griffin Gate

Present: Pat Newman, Illyana McManus, Linda Snider to 3:30 p.m., Mary Leslie, Julie Brown, Marion Yamauchi, Theresa Radiez, Sosha Thomas

Attendees introduced themselves, agenda was presented.

Work Experience was discussed, generally seen as positive addition to a student transcript. Some companies unable to use work experience students due to confidentiality issues.

College MS Specialist Certificates presented to industry. All stated that students having this on their resume would be a plus, but testing would still occur during interview process at some sites. All employers stated that MS Word and Excel skills are a must.

Pat Newman presented that Cuyamaca on-line classes are being given. Discussion about possibly having County personnel take these was brought up by Sosha Thomas. Other issues, such as trusting students to do their own work, were also discussed.

Skill sets were discussed:

Insurance – Want **Customer Service Experience (even if retail)**, phone experience, 25-30 wpm typing speed required, testing done on basic math and English skills, matching. Testing also done to ensure proficiency in Word, Windows, and Excel. **Soft skills (determined via an interview and resume) include dependability, punctuality, and being a team player.**

City – Oral test given to determine listening skills. Clerical test for typing given. Written test to check logic/reading comprehension/forms completion. Interpersonal and communication skills also tested via a written test. **Interview also includes hypothetical and situational questions** (how would you react or respond if....)

PayChex – Written behavioral and math tests (to determine personality, office environment skills, and hard skills), **customer service skills** as ascertained by an interview. Basic computer skills to include Word and Excel.

SD Sheriff – Basic Math and English skills, **typing 25-30 wpm.** Also want an **Admin. certificate or degree from a Community College**, class in **computer literacy**, OR several years experience in such.

APPENDIX 2

Previous

Program

Review

Recommendations

**APPENDIX 2: Program Review Committee recommendations for the
department/program**

The committee recommends that the department: Fall, 2001

1. Immediately upon retirement, replace the current full-time coordinator position.
2. Stabilize funding for BOT tutors by working towards full funding from the general fund.
3. Work on developing and implementing strategies to increase retention and success of all students in open entry/open exit courses with a special emphasis on students from diverse backgrounds.
4. Increase efforts to hire more tutors that reflect the diversity of the students enrolled in the program.
5. Update course outlines BUS 173 A-D, 176, 180 A-D, 181 A-D, and 182 A-D.

APPENDIX 3

Catalog

Descriptions

BUSINESS OFFICE TECHNOLOGY

The Business Office Technology curriculum prepares students for employment and advancement in today's technology intensive office. The curriculum has been planned to accommodate a variety of needs and career paths. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program will be prepared to work with management in all types of business environments.

Students wishing to earn a certificate or degree in Business Office Technology select an area of emphasis in either Administrative Assistant or Executive Assistant. The Administrative Assistant curriculum is designed for students who wish to acquire the skills necessary for entry to mid-level administrative support position. The Executive Assistant curriculum is designed for students who wish to prepare themselves for a mid to upper level administrative support position. The Executive Assistant curriculum also prepares students to take the Microsoft Office User Specialist (MOUS) certification examination. With additional training at a baccalaureate level college or university, students may prepare for a position in business education or business management.

Note: If certain required proficiencies can be demonstrated, alternate courses may be substituted subject to department approval.

Note: Certificates of achievement or degrees in Business Office Technology with the following areas of emphasis are no longer offered: Account Clerk Specialist, Administrative Support Specialist, Executive Assistant/ Secretarial Specialist, Legal Office Specialist, Medical Office Administration Specialist, Medical Transcription Specialist, and Word/Information Processing Specialist. Continuing students in these areas of emphasis may choose to graduate under a previous catalog or see the Business Office Technology program coordinator to develop a graduation plan.

Students wishing to earn a certificate of achievement should complete all courses listed in their chosen area of emphasis. Students wishing to earn a degree should complete all courses listed in their chosen area of emphasis plus 30 units of general education courses and electives to total a minimum of sixty units.

Career Opportunities

Office Coordinator
Budget Manager
Event Coordinator
Quality Controller
Account Assistant
Human Resources Analyst
Legal Assistant
Word Processor
Desktop Publishing Specialist
Secretary:
  Executive, Medical, Educational, Financial, Government, Technical, Insurance, Small Business

Associate Degree Major Requirements
Area of Emphasis
Administrative Assistant

(Major Code: 50149)

Subject & Number	Title	Units
Business Office Technology 102	Intermediate Keyboarding/ Document Processing	3
or		
Business Office Technology 102A	Intermediate Keyboarding/ Document Processing I	(1.5)
and		
Business Office Technology 102B	Intermediate Keyboarding/ Document Processing II	(1.5)
Business Office Technology 104	Filing and Records Management	1
Business Office Technology 106	Effective Job Search	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 108	Using Calculators to Solve Business Problems	1
Business Office Technology 110	Business English and Communication	3
Business Office Technology 120 and 121 and 122	Comprehensive Word, Levels I and II and III	3
Business Office Technology 115	Essential Excel	1
or		
Business Office Technology 123 and 124 and 125	Comprehensive Excel, Levels I and II and III	(3)
Business Office Technology 116	Essential Access	1
or		
Business Office Technology 126 and 127 and 128	Comprehensive Access, Levels I and II and III	(3)
Business Office Technology 117	Essential PowerPoint	1
or		
Business Office Technology 129 and 130 and 131	Comprehensive PowerPoint, Levels I and II and III	(3)
Business Office Technology 118	Integrated Office Projects	1
	Total	18-24

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Business Office Technology 223	Office Work Experience	1
or		
Business Office Technology 224	Office Work Experience	(2)
or		
Business Office Technology 225	Office Work Experience	(3)
	Total	19-27

Select a minimum of THREE (3) units from the following courses:

Subject & Number	Title	Units
Business Office Technology 103 A or B or C	Building Keyboarding Skills I or II or III	.5 - 1.5
Business Office Technology 105	Data Entry Skills	1
Business Office Technology 109	Elementary Accounting	3
Business Office Technology 150	Using Microsoft Publisher	1
Business Office Technology 151	Using Microsoft Outlook	1
	Total	3
	Total Required	22-30
	Plus General Education and Elective Requirements	

Area of Emphasis
Executive Assistant

(Major Code: 50150)

Subject & Number	Title	Units
Business Office Technology 110	Business English and Communication	3
or		
Business 128	Business Communication	(3)
Business Office Technology 120 and	Comprehensive Word, Level I	1
Business Office Technology 121 and	Comprehensive Word, Level II	1
Business Office Technology 122 or	Comprehensive Word, Level III	1
Computer Science Info. Systems 173A-B-C-D	Computer Word Processing	(2)
Business Office Technology 123 and	Comprehensive Excel, Level I	1
Business Office Technology 124 and	Comprehensive Excel, Level II	1
Business Office Technology 125 or	Comprehensive Excel, Level III	1
Computer Science Info. Systems 175A-B-C-D	Computer Electronic Spreadsheet Packages	(2)
Business Office Technology 126 and	Comprehensive Access, Level I	1
Business Office Technology 127 and	Comprehensive Access, Level II	1
Business Office Technology 128 or	Comprehensive Access, Level III	1
Computer Science Info. Systems 174A-B-C-D	Computer Database Packages	(2)
Business Office Technology 129 and	Comprehensive PowerPoint, Level I	1

Subject & Number	Title	Units
Business Office Technology 130 and	Comprehensive PowerPoint, Level II	1
Business Office Technology 131 or	Comprehensive PowerPoint, Level III	1
Computer Science Info. Systems 177A-B-C-D	Presentation Graphics	(3)
Business Office Technology 151	Using Microsoft Outlook	1
Business Office Technology 201	Advanced Keyboarding/ Document Processing	3
Business Office Technology 203	Office Project Coordination	1
	Total	17-20

Select a minimum of THREE (3) units from the following courses:

Subject & Number	Title	Units
Business Office Technology 109	Elementary Accounting	3
Business 110	Introduction to Business	3
Business 115	Human Relations in Business	3
Business 120	Financial Accounting	4
Business 125	Business Law	3
Business 250	Introduction to International Business	3
	Total	3

Select a minimum of ONE (1) unit from the following courses:

Subject & Number	Title	Units
Business Office Technology 103B	Building Keyboarding Skills II	.5
Business Office Technology 103C	Building Keyboarding Skills III	.5
Business Office Technology 150	Using Microsoft Publisher	1
Business Office Technology 280 A-B-C	Preparing for Performance Examinations in Microsoft Word	.5
Business Office Technology 281 A-B-C	Preparing for Performance Examinations in Microsoft Excel	.5
Business Office Technology 282 A-B-C	Preparing for Performance Examinations in Microsoft Access	.5
Business Office Technology 283 A-B-C	Preparing for Performance Examinations in Microsoft PowerPoint	.5
Computer Science Info. Systems 274 A-B-C-D	Advanced Database Packages	2
Computer Science Info. Systems 275 A-B-C-D	Advanced Electronic Spreadsheet Packages	2
	Total	1
	Total Required	21-25
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who completes the preceding major requirements for Administrative Assistant or Executive Assistant qualifies for a Certificate of Achievement in Business Office Technology. An official request must be filed with the Admissions and Record Office prior to the deadline as stated in the Academic Calendar.

Certificates of Proficiency

Certificates of Proficiency are designed for the student who needs to be prepared to enter an entry-level job. A Certificate of Proficiency may be awarded upon successful completion of a prescribed course of study.

Account Clerk

This Certificate of Proficiency prepares a beginning student to work in a job that requires bookkeeping skills as well as an ability to provide account clerk support using accounting software. Many jobs at the entry level are available for someone who has training in these two areas. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 101	Keyboarding/ Document Processing	3
or		
Business Office Technology 101A	Keyboarding/ Document Processing	(1.5)
and		
Business Office Technology 101B	Keyboarding/ Document Processing	(1.5)
Business Office Technology 109	Elementary Accounting	3
Business Office Technology 176	Computerized Accounting Applications	2
Business Office Technology 179	Microcomputer Accounting Lab	1
	Total	9

Medical Office Assistant

The Medical Office Assistant Certificate of Proficiency provides students with the skills necessary to gain employment in a variety of medical office environments. Students may choose to begin a new career or update existing job skills. Students successfully completing the certificate will be qualified to seek employment as: medical office receptionists, assistants, medical clerical workers, hospital admitting clerks, medical insurance billers, medical insurance coders, and insurance claims processors. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 161	Medical Terminology	3
Business Office Technology 165	Medical Insurance Billing	4.5
Business Office Technology 167	Medical Coding I	4
Business Office Technology 170	Medical Office Procedures	6
	Total	17.5

Medical Transcriptionist

This Certificate of Proficiency prepares a beginning student to work in a job that requires strong keyboarding skills along with enough medical office training to succeed in a high demand area. In a short period of time, usually one semester, a student is prepared to enter the workforce. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 103A	Building Keyboarding Skill I	0.5
Business Office Technology 103B	Building Keyboarding Skill II	0.5
Business Office Technology 114	Essential Word	1.0
Business Office Technology 161	Medical Terminology	3.0
Business Office Technology 216	Medical Office Transcription	3.0
Business Office Technology 217A	Medical Transcribing Enhancements	1.0
Business Office Technology 218	Advanced Medical Transcription	3.0
Business Office Technology 222	Medical Transcription Skill Building	1.0
	Total	13

Office Professional

This Certificate of Proficiency is designed for the first level position in a broad spectrum of office environments. The program provides the basic skills necessary to be a productive employee. It provides the foundation for further study and advancement in the clerical field, which is one of the largest employment areas in our information processing society. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
or		
Business Office Technology 101	Keyboarding/ Document Processing	(3)
or		
Business Office Technology 101A	Keyboarding/ Document Processing	(1.5)
and		
Business Office Technology 101B	Keyboarding/ Document Processing	(1.5)
or		
Business Office Technology 102	Intermediate Keyboarding/ Document Processing	(3)
Business Office Technology 106	Effective Job Search	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 110	Business English and Communication	3
Business Office Technology 114	Essential Word	1
Business Office Technology 115	Essential Excel	1
	Total	9-11

Office Assistant, Level I

This Certificate of Proficiency prepares a beginning student to work in a job that requires keyboarding skills, a basic knowledge of filing, and basic computer skills. It is designed for a student who has not had any computer training and lacks general office background and experience. Students who complete this program would qualify for positions as data entry clerks or entry level office clerical positions. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 101 or	Keyboarding/ Document Processing	3
Business Office Technology 101A and	Keyboarding/ Document Processing	(1.5)
Business Office Technology 101B	Keyboarding/ Document Processing	(1.5)
Business Office Technology 104	Filing and Records Management	1
Business Office Technology 105	Data Entry Skills	1
Business Office Technology 106	Effective Job Search	1
	Total	7

Office Assistant, Level II

This Certificate of Proficiency is designed for the student who has completed the Office Assistant, Level I Certificate of Proficiency or has the equivalent in keyboarding and computer skills. It prepares students to advance in an office career ladder in which knowledge of Microsoft Office applications is necessary. It is a certificate that leads to the full college certificate for the Administrative Assistant certificate and degree. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 102 or	Intermediate Keyboarding/ Document Processing	3
Business Office Technology 102A and	Intermediate Keyboarding/ Document Processing I	(1.5)
Business Office Technology 102B	Intermediate Keyboarding/ Document Processing II	(1.5)
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 114	Essential Word	1
Business Office Technology 115	Essential Excel	1
Business Office Technology 116	Essential Access	1
Business Office Technology 117	Essential PowerPoint	1
	Total	9

Office Software Specialist, Level I

This Certificate of Proficiency is designed for the student who is interested in working in an administrative support capacity and needs working knowledge of word processing, electronic spreadsheet, database, and presentation software. These courses may also be applied to the Office Assistant Level II Certificate of Proficiency. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 114 or	Essential Word	1
Business Office Technology 120 and	Comprehensive Word, Level I	(1)
Business Office Technology 121	Comprehensive Word, Level II	(1)
Business Office Technology 115 or	Essential Excel	1
Business Office Technology 123 and	Comprehensive Excel, Level I	(1)
Business Office Technology 124	Comprehensive Excel, Level II	(1)
Business Office Technology 116 or	Essential Access	1
Business Office Technology 126 and	Comprehensive Access, Level I	(1)
Business Office Technology 127	Comprehensive Access, Level II	(1)
Business Office Technology 117 or	Essential PowerPoint	1
Business Office Technology 129 and	Comprehensive PowerPoint, Level I	(1)
Business Office Technology 130	Comprehensive PowerPoint, Level II	(1)
	Total	5 - 9

Office Software Specialist, Level II

This Certificate of Proficiency is designed for the student who is interested in working in an administrative support capacity and needs thorough knowledge of word processing, electronic spreadsheet, database, and presentation software as well as software integration techniques. Students who complete this proficiency certificate may continue taking courses and earn the Executive Assistant Certificate of Achievement. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 118	Integrated Office Projects	1
Business Office Technology 120	Comprehensive Word, Level I	1
or		
Business Office Technology 114	Essential Word	(1)
Business Office Technology 121	Comprehensive Word, Level II	1
Business Office Technology 122	Comprehensive Word, Level III	1
Business Office Technology 123	Comprehensive Excel, Level I	1
or		
Business Office Technology 115	Essential Excel	(1)
Business Office Technology 124	Comprehensive Excel, Level II	1
Business Office Technology 125	Comprehensive Excel, Level III	1
Business Office Technology 126	Comprehensive Access, Level I	1
or		
Business Office Technology 116	Essential Access	(1)
Business Office Technology 127	Comprehensive Access, Level II	1
Business Office Technology 129	Comprehensive PowerPoint, Level I	1
or		
Business Office Technology 117	Essential PowerPoint	(1)
Business Office Technology 130	Comprehensive PowerPoint, Level II	1
	Total	12

Virtual Office Assistant

This Certificate of Proficiency prepares students to create and run a virtual office business. More specifically, the certificate prepares a student to act as an entrepreneur specializing in administrative services provided to clients in a virtual environment. All classes must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1.0
Business Office Technology 103A	Building Keyboarding Skill I	0.5
Business Office Technology 103B	Building Keyboarding Skill II	0.5
Business Office Technology 111	Virtual Assistant	2.0
Business Office Technology 115	Essential Excel	1.0
Business Office Technology 120	Comprehensive Word, Level I	1.0
Business Office Technology 121	Comprehensive Word, Level II	1.0
Business Office Technology 150	Using Microsoft Publisher	1.0
Business 141	Entrepreneurship: Managing a New Business	3.0
Business 146	Marketing	3.0
	Total	14

CARDIOVASCULAR TECHNOLOGY

See page 11 for special admission procedures and criteria.

The Cardiovascular Technology program at Grossmont College is a two-year course of study leading to an Associate in Science Degree or Certificate of Achievement. Graduates of the program enter the health care profession as Cardiovascular Technologists.

Cardiovascular Technology students are educated in the theory and clinical application of diagnostic tests used in the diagnosis and treatment of cardiovascular disease. The first year of the program is composed of a core curriculum of courses which encompass physics, mathematics, cardiovascular anatomy, physiology and pathophysiology, medical electronics and instrumentation, and the application of clinical cardiovascular techniques.

In the second year of the program students select one of three subspecialties for concentrated study which includes lecture, laboratory and clinical experience courses. The subspecialties are:

1. **Invasive Cardiovascular Technology**

   Invasive Cardiovascular Technologists work in cardiac catherization laboratories where they assist the cardiologist in performing diagnostic and treatment procedures such as cardiac catheterization, balloon angioplasty, electrocardiographic monitoring and angiography. The technologist assists in the catheterization procedure, operates various electronic instruments and calculates clinical information for interpretation by the physician.

2. **Noninvasive Cardiovascular Technology (Cardiac Ultrasound)**

   Noninvasive Cardiovascular Technologists perform cardiac ultrasound studies and specialized electrocardiographic procedures. The information obtained from these clinical studies is used by the physician to evaluate patients for cardiovascular disease and designing comprehensive treatment plans. The technologist performs the studies, operates various electronic instruments and calculates clinical information for interpretation by the physician.

3. **Vascular Technology (Vascular Ultrasound)**

   Vascular Technologists perform ultrasound and other diagnostic studies to evaluate arterial and venous obstructions, which put patients at risk for loss of circulation in their extremities or a major stroke. The information obtained from these clinical studies is used by vascular surgeons and neurologists to establish the diagnosis, access the severity of existing disease, and to design comprehensive treatment plans. The

BUSINESS 253 †
International Marketing: Expanding Exports
3 units, 3 hours lecture

A course which examines the economic, legal, political, competitive and cultural environments of foreign markets in order to design appropriate products, establish price and develop promotion strategies to effectively reach those markets. Special focus is on preparing small to medium enterprises to compete abroad. Starting your own export management company is covered.
Transfers to CSU

BUSINESS 256 †
International Financial Transactions
2 units, 2 hours lecture

This course surveys the international monetary system as it affects import and export. Students will learn about letters of credit, drafts and other banking documents used in foreign commerce. They will also examine foreign exchange rates, financing of international trade, methods of reducing financial risk and services provided by an international banker.
Transfers to CSU

BUSINESS 257 †
International Transportation
1.5 units, 1.5 hours lecture

This course deals with all aspects of international freight forwarding as utilized by an importer or an exporter. Domestic transportation is described as it relates to export and import shipments. All modes of transportation are explored; ocean, air, rail and truck. Quoting air and ocean shipments is covered, as well as auditing freight invoices and negotiating rates with freight forwarders.
Transfers to CSU

BUSINESS 258 †
The Cultural Dimensions in International Business
3 units, 3 hours lecture

A course examining the cultural barriers encountered when engaging in international trade. Coping effectively with the challenges of a foreign assignment and specific information on working and negotiating with foreign nationals will be presented.
Transfers to CSU

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

BUSINESS 265 A-B-C-D †
Internship in International Business
1 unit, 5 hours work experience plus concurrent enrollment in 6 units at Grossmont College

Work experience in a business organization engaged in international business. Intern spends 75 hours per semester in on-the-job training. For work experience requirements, see page 26.
Transfers to CSU

BUSINESS 266 †
Internship in International Business
2 units, 10 hours work experience plus concurrent enrollment in 5 units at Grossmont College

Prerequisite: *Limited to International Business majors who have completed at least 12 units in the major.*

Work experience in a business organization engaged in international business. The intern spends between 120 and 150 hours per semester in on-the-job training. For work experience requirements, see page 26.
Transfers to CSU

BUSINESS 267 †
Internship in International Business
3 units, 15 hours work experience plus concurrent enrollment in 4 units at Grossmont College

Prerequisite: *Limited to International Business majors who have completed at least 12 units in the major.*

Work experience in a business organization engaged in international business. The intern spends between 180 and 225 hours per semester in on-the-job training. For work experience requirements, see page 26.
Transfers to CSU

BUSINESS 273 †
Advanced Microcomputer Word Processing Techniques
1 unit, 3 hours laboratory

This course is designed for the student who has completed a course of instruction in the use and function of a major word processing software package and desires to further develop his or her skills. The student will complete a series of projects using the IBM PS-2 microcomputer which will involve use of all software functions.
Transfers to CSU

BUSINESS 299
Selected Topics in Business
1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in business not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Business and Professional Studies in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

BUSINESS OFFICE TECHNOLOGY (BOT)

BUSINESS OFFICE TECHNOLOGY 095 ††
Keyboarding Skill Reinforcement
1 unit, 3 hours laboratory

This course is designed for students who have completed a basic keyboarding course and desire to reinforce their skills before advancing to the next level of keyboarding. The course begins with a keyboard review, then progresses to practice and timings designed to improve keyboarding speed and accuracy. This course is offered on a Credit/No Credit basis only. (Nondegree credit course)

BUSINESS OFFICE TECHNOLOGY 096 ††
(Computer Science Information Systems 096)
Computer Basics for the Office
1 unit, .5 hour lecture, 1.5 hours laboratory

Recommended Preparation: *BOT/CSIS 100 or equivalent and English 105 or equivalent reading level.*

This course is designed to give students with little or no computer experience the basic information and skills needed to operate a computer efficiently in an office environment. Content includes an overview of components of a computer system hardware and software, proficiency in using a mouse, storing information, using the Internet and purchasing and maintaining a computer. It is recommended that students complete a basic keyboarding course prior to enrolling in this course. This course is offered on a Credit/No Credit basis only. (Nondegree credit course)

**BUSINESS OFFICE TECHNOLOGY
097 ††**
(Computer Science Information Systems 097)
Windows Basics for the Office
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 100 or equivalent. BOT/CSIS 096 or concurrent enrollment or equivalent, and English 105 or equivalent reading level.
This course is designed for students with little or no computer experience. Students will learn to use the Windows operating system efficiently to create and manage files and folders. This course is offered on a Credit/No Credit basis only. (Nondegree credit course)

**BUSINESS OFFICE TECHNOLOGY
100 †**
(Computer Science Information Systems 100)
Basic Keyboarding
1 unit, 3 hours laboratory
A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers. The course is taught on computers using appropriate software. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, understanding of basic vocabulary and concepts used in keyboarding operations for inputting and retrieving information, and composition at the keyboard. For students with physical disabilities that may impair proficiency, emphasis will be on quality of output instead of speed, and on the use of alternative input devices.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
101 †**
Keyboarding/Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Recommended Preparation: A "C" or "CR" grade or higher in BOT/CSIS 100 or equivalent. English 105 or equivalent reading level.
This is a course for students wishing to integrate touch keyboarding techniques with basic text processing operations. Students will use Microsoft Word software to produce correctly formatted and accurate business documents, including letters, reports, and tables. In addition to the alphabetic keyboard, students will learn to use the 10-key pad for numeric data entry. Students will

also use keyboarding software to build speed and accuracy.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
101A †**
Keyboarding/Document Processing
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: A "C" or "CR" grade or higher in BOT/CSIS 100 or equivalent. English 105 or equivalent reading level.
Business Office Technology 101A is equivalent to the first half of Business Office Technology 101. The focus will be on learning or reviewing the alphabetic and numeric keyboard, including the 10-key pad for numeric data entry. Students will learn to use basic features of Microsoft Word software to produce simple memos, letters, and reports. Keyboarding software will be used to build speed and accuracy. Students wishing to progress to Business Office Technology 102 should also complete Business Office Technology 101B. Not open to students with credit in Business Office Technology 101.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
101B †**
Keyboarding/Document Processing
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: BOT 101A or equivalent and English 105 or equivalent reading level.
This course is equivalent to the second half of Business Office Technology 101. Students will use Microsoft Word software to produce correctly formatted and accurate business documents, including letters, reports, and tables. Students will also use keyboarding software to build speed and accuracy. Not open to students with credit in Business Office Technology 101.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
102 †**
Intermediate Keyboarding/ Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Recommended Preparation: BOT 101 or BOT 101A and BOT 101B or equivalent.
A continuation course in keyboarding for those students who wish to increase their keyboarding skill. Students will continue to learn to use Microsoft Word to produce correctly formatted documents. This course begins with intermediate Microsoft Word functions,

so entering students should be proficient in using basic Word features and should key a minimum of 30 wpm on a five-minute timed writing.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
102A †**
Intermediate Keyboarding/ Document Processing I
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: A "C" or "CR" grade or higher in BOT 101, or 101A and 101B, or equivalent.
Business Office Technology 102A is equivalent to the first half of Business Office Technology 102. Students review and create business documents to apply formatting skills taught in BOT 101 (or BOT 101A and 101B), and then students are introduced to new formatting and report styles options, including agendas, formal reports, and multipage tables. This course begins with intermediate Microsoft Word functions so entering students should be proficient in using basic Word features and should key a minimum of 30 net words per minute on a five-minute timing. Not open to students with credit in Business Office Technology 102.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
102B †**
Intermediate Keyboarding/ Document Processing II
1.5 units, .8 hours lecture, 2.2 hours laboratory
Recommended Preparation: A "C" or "CR" grade or higher in BOT 102A.
Business Office Technology 102B is equivalent to the second half of Business Office Technology 102. Students continue to create business documents, applying new formatting skills including using templates, designing letterheads and office forms, and learning specialized applications such as medical and legal forms. This course begins with intermediate Microsoft Word functions so entering students should be proficient in using basic Word features and should key a minimum of 35 net words per minute on a five-minute timed writing. Not open to students with credit in Business Office Technology 102.
Transfers to CSU

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

BUSINESS OFFICE TECHNOLOGY 103A †
Building Keyboarding Skill I
.5 unit, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 100 or equivalent.
This course is for students who have completed a keyboarding course but wish to work further on developing speed and accuracy. Entering students should know the alphabetic keyboard by touch and key and a minimum rate of 20 net words per minute on a five-minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 095.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 103B †
Building Keyboarding Skill II
.5 unit, 1.5 hours laboratory
Recommended Preparation: *BOT 103A or equivalent.*
This is a continuation course in building keyboarding speed and accuracy. Entering students should be keying by touch at a minimum rate of 30 net words per minute on a five-minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 103A.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 103C †
Building Keyboarding Skill III
.5 unit, 1.5 hours laboratory
Recommended Preparation: *BOT 103B or equivalent.*
This is a continuation course in building keyboarding speed and accuracy. Entering students should be keying by touch at a minimum rate of 40 net words per minute on a five-minute timed writing. Students keying at a lower rate should enroll in Business Office Technology 103B.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 104 †
Filing and Records Management
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation: *English 105 or equivalent reading level.*
This course offers instruction in the Association of Records Managers and Administrators (ARMA) filing rules and techniques which are widely used in business to create and maintain files. Alphabetic, numeric, geographic, and subject filing rules are included. The course also includes instruction in records management, including the rules for retention, transfer and disposition of records. Students use a microcomputer software package to learn basic filing rules.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 105 †
Data Entry Skills
1 unit, .5 hour lecture, 1.5 hours laboratory
Prerequisite: *A "C" or "CR" grade or higher in BOT /CSIS 100 or equivalent.*
Recommended Preparation:
BOT/CSIS 096.
This course is designed for students who wish to prepare for employment in the data entry field. Emphasis is on development of speed and accuracy in the use of the microcomputer alphabetic keyboard and the microcomputer numeric keypad to reach employable levels of skill. Students will complete assignments, drills, and timed speed and accuracy tests.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 106 †
Effective Job Search
1 unit, 1 hour lecture
This course will provide comprehensive and valuable skills that are needed to successfully secure employment, specializing in the office technology industry. It is designed to examine the continuous process of career/life planning through effective, well-planned and efficiently organized job search procedures.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 107 †
Office Systems and Procedures
2 units, 2 hours lecture
Recommended Preparation:
BOT/CSIS 096 and 097, BOT 101 or 101A and 101B, or equivalent or concurrent enrollment. English 105 or equivalent reading level.
Content includes office ethics and professionalism; prioritizing and productivity; human relations; working in teams; customer service skills; telephone skills; scheduling appointments; using e-mail, copiers, fax machines, and scanners; handling office mail; and using the Internet for common office functions such as travel reservations and ordering supplies.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 108 †
Using Calculators to Solve Business Problems
1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation: *English 105 or equivalent reading level.*
Introduces the ten-key, digital display, electronic calculator. The student will build skill in performing fundamental arithmetic operations using a calculator. Topics include use of decimals, fractions, constants, discounts, percentages, and memory keys.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 109 †
(Business 109)
Elementary Accounting
3 units, 3 hours lecture
A one-semester introduction to elementary accounting principles. Presentation includes journals, ledgers, work sheets and financial statement for the single proprietorship. The course is designed for the clerical employee. (May not be substituted for Business 120 where required. Not open to students with credit in Business 120.)
Transfers to CSU

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

BUSINESS OFFICE TECHNOLOGY 110 †

Business English and Communication

3 units, 3 hours lecture

A class designed to provide English and communication skills for use in office occupations. Areas covered include spelling, vocabulary, language structure, mechanics of style, and writing business memos, e-mails, and letters. All memo, e-mail and letter assignments must be typed or prepared on a computer. This course is designed primarily for Business Office Technology students.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 111 †

Virtual Assistant

2 units, 2 hours lecture
Recommended Preparation: *Business Office Technology 100 or 103A and 103B and 107.*

An overview course providing information to those interested in careers as Virtual Assistants (those whose work consists mainly of internet communications and email correspondence) with a focus on virtual administrative services. Topics include defining a virtual career, creating, organizing and managing your virtual office, office and business ethics, financial planning, time management, buying and using technology, and promoting a virtual business.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 112 †

Business Office Correspondence and Office Professionalism

3 units, 3 hours lecture
Corequisite: *BOT 114 and 115.*

This 8-week course provides comprehensive and valuable guidelines for creating general business correspondence used in office occupations, including spelling, vocabulary, letter writing, and developing a marketable resume and cover letter. It touches upon the continuous process of career planning and networking when resume and cover letter writing is discussed. In addition, the course examines office professionalism and productivity, introducing students to various office equipment and its appropriate use. This course is intended for Business Office Technology majors.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 114 †

Essential Word

1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 096 and 097, BOT 101 or 101A and 101B or equivalent, and English 105 or equivalent reading level.

This course is designed for the student who wants to learn the most commonly used features of a current popular word processing software package. Students who complete this course will be proficient in using text editing and formatting commands to produce typical business documents. They will also be proficient at using the mail merge feature to produce form letters, labels, and envelopes. Students who wish to study word processing software in more depth should consider enrolling in Business/Computer Science Information Systems 173 or Business Office Technology/Computer Science Information Systems 120, 121 and 122. See the current class schedule for version of Microsoft Word currently being used. Not open to students with credit in Business Office Technology/Computer Science Information Systems 121 or 122.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 115 †

Essential Excel

1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 096, 097 and 100 or equivalent, and English 105 or equivalent reading level.

This course is for the student who wants to become proficient in the most commonly used features of Microsoft Excel. Basic spreadsheet concepts and terms will be introduced. Students will learn how to create, format, and revise spreadsheets and charts. They will also learn how to create basic formulas and templates. The use of simple macros will be introduced. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Computer Science Information Systems 175 or Business Office Technology/Computer Science Information Systems 123, 124 and 125. Not open to students with credit in Business Office Technology/Computer Science Information Systems 124 or 125.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 116 †

Essential Access

1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 096, 097 and 100 or equivalent, and English 105 or equivalent reading level.

This course is for the student who wants to become proficient in the most commonly used features of Microsoft Access. Basic database concepts and terms will be introduced. Students will learn how to create, format, edit, and revise simple databases. They will learn to sort and filter records, to use queries, and to create forms, reports, and labels. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 174 or Business Office Technology/Computer Science Information Systems 126, 127 and 128. Not open to students with credit in Business Office Technology/Computer Science Information Systems 127 or 128.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 117 †

Essential PowerPoint

1 unit, .5 hour lecture, 1.5 hours laboratory
Recommended Preparation:
BOT/CSIS 096 and 097 or equivalent, BOT 114 or equivalent, and English 105 or equivalent reading level.

This course is for the student who wants to become proficient in the most commonly used features of Microsoft PowerPoint. Basic concepts and terms will be introduced. Students will learn how to create, format, and revise PowerPoint presentations, including animation effects. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 177 or Business Office Technology/Computer Science Information Systems 129, 130 and 131. Not open to students with credit in Business Office Technology/Computer Science Information Systems 130 or 131.
Transfers to CSU

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

**BUSINESS OFFICE TECHNOLOGY
118 †**

Integrated Office Projects

1 unit, 3 hours laboratory

Prerequisite: A "C"or"CR"grade or higher in BOT 102, 107, 115, 116, and 117 or equivalent.

Recommended Preparation: English 105 or equivalent reading level.

This capstone course is designed for Business Office Technology majors who have completed prerequisite courses in all applications of the Microsoft Office suite (Word, Excel, Access, and PowerPoint) and have keyboarding skills of minimum 40 net words per minute. Students will apply their skills to complete projects which integrate these applications. Students will also use the Internet to complete projects.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
120 †**

(Computer Science Information Systems 120)

Comprehensive Word, Level I

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 096 and 097 or equivalent, BOT 101 or 101A and 101B or equivalent, and English 105 or equivalent reading level.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Word should consider enrolling in Business Office Technology 114.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
121 †**

(Computer Science Information Systems 121)

Comprehensive Word, Level II

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 120 or equivalent.*

This course is the second level in a three-level course sequence designed to give students thorough coverage of all features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

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

**BUSINESS OFFICE TECHNOLOGY
122 †**

(Computer Science Information Systems 122)

Comprehensive Word, Level III

1 unit, .5 hour lecture, 1.5 hours laboratory

Prerequisite: A "C"or"CR"grade or higher in BOT/CSIS 121 or equivalent.

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 280 prior to taking the examination.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
123 †**

(Computer Science Information Systems 123)

Comprehensive Excel, Level I

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 096, 097 and 100 or equivalent.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students who complete all three levels will be prepared to take the Microsoft Office user Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Excel should consider enrolling in Business Office Technology 115.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
124 †**

(Computer Science Information Systems 124)

Comprehensive Excel, Level II

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 123 or equivalent.*

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Excel. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
125 †**

(Computer Science Information Systems 125)

Comprehensive Excel, Level III

1 unit, .5 hour lecture, 1.5 hours laboratory

Prerequisite: A "C"or "CR"grade or higher in BOT/CSIS 124 or equivalent.

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 281 prior to taking the examination.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
126 †**

(Computer Science Information Systems 126)

Comprehensive Access, Level I

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 096, 097, 100 and BOT 116 or equivalent, and English 105 or equivalent reading level.*

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Access should consider enrolling in Business Office Technology 116.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
127 †**

(Computer Science Information Systems 127)

Comprehensive Access, Level II

1 unit, .5 hour lecture, 1.5 hours laboratory

*Recommended Preparation:
BOT/CSIS 126 or equivalent.*

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
128 †**

(Computer Science Information Systems 128)

Comprehensive Access, Level III

1 unit, .5 hour lecture, 1.5 hours laboratory

Prerequisite: A "C" or "CR" grade or higher in BOT/CSIS 127 or equivalent.

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 282 prior to taking the examination.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
129 †**

(Computer Science Information Systems 129)

Comprehensive PowerPoint, Level I

1 unit, .5 hour lecture, 1.5 hours laboratory

Recommended Preparation: BOT 101, 114 and BOT/CSIS 120 or equivalent, and English 105 or equivalent reading level.

This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft PowerPoint should consider enrolling in Business Office Technology 117.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
130 †**

(Computer Science Information Systems 130)

Comprehensive PowerPoint, Level II

1 unit, .5 hour lecture, 1.5 hours laboratory

Recommended Preparation: BOT/CSIS 129 or equivalent. ·

This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations in PowerPoint.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
131 †**

(Computer Science Information Systems 131)

Comprehensive PowerPoint, Level III

1 unit, .5 hour lecture, 1.5 hours laboratory

Prerequisite: A "C" or "CR" grade or higher in BOT/CSIS 130 or equivalent.

This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft PowerPoint. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 283 prior to taking the examination.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
150 †**

Using Microsoft Publisher

1 unit, .5 hour lecture, 1.5 hours laboratory

Recommended Preparation: BOT 101 and 121 or equivalent.

An introductory course in Microsoft Publisher for those students who wish to acquire a basic understanding of concepts and terminology for the production of professional quality publications. The emphasis is on graphics, word processing, and page layout.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
151 †**

Using Microsoft Outlook

1 unit, .5 hour lecture, 1.5 hours laboratory

Recommended Preparation: BOT/CSIS 096 and 097, BOT 101, BOT 114 or BOT/CSIS 120 or equivalent.

This course is designed to offer students proficiency in the use of Microsoft Outlook to create e-mail messages, maintain personal calendars and schedules, plan work, maintain contact lists, and organize information.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
161 †**

Medical Terminology

3 units, 3 hours lecture

A basic course designed to familiarize students with fundamental medical terms and to help them recognize common prefixes, roots, and suffixes that will give clues to meaning. Stresses correct spelling, pronunciation, usage, and syllabication. Uses anatomy and physiology as a basis of study.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
163 †**

Introduction to Basic Insurance Principles

3 units, 3 hours lecture

This course will provide a working knowledge of the insurance basics necessary to begin a career in an insurance agency or an insurance company. Course content includes the principles of property and casualty insurance and the coverage they provide.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
164 †**

Computer Software for the Insurance Industry

2 units, 2 hours lecture

Recommended Preparation: A "C" or "CR" grade or higher in or concurrent enrollment in BOT 163 or equivalent insurance industry experience.

This course will provide knowledge of common rating software utilized in the rating of auto insurance, homeowners, and dwelling fire policies. In addition, the student will learn how to complete common industry forms such as applications. Students will be expected to recognize and understand common insurance industry terms.
Transfers to CSU

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

BUSINESS OFFICE TECHNOLOGY 165 †
Medical Insurance Billing

4.5 units, 4 hours lecture, 2 hours laboratory

Recommended Preparation: A "C" or "CR" grade or higher in BOT 102 and 161 or equivalent. May be concurrently enrolled in BOT 161.

The course provides entry-level training in medical insurance billing. The course will cover government, military, private and group insurance claim forms and process, including the use of standardized forms. Students will develop an understanding of Current Procedural Terminology (CPT), International Classification of Diseases (ICD) and Health Care Procedural Coding System (HCPCS) as they are used in medical records, insurance billing, and related correspondence. Emphasis is placed on: ICD-9, CPT and HCPCS coding; processing and monitoring health care claims, manually and using specialized software; interpretation and processing of Explanation of Benefits (EOB) information; and claims review and appeal. Students will use word processing and patient accounting software to produce billing correspondence and documents.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 167 †
Medical Coding

4 units, 4 hours lecture, 1 hour laboratory

Recommended Preparation: A "C" or "CR" grade or higher in BOT 161 and 165 or equivalent.

This course provides entry-level training in medical coding. Students will develop an understanding of Current Procedure Terminology (CPT) and International Classifications of Diseases (ICD-9-CM), Volumes I and II as they are used in records.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 170 †
Medical Office Procedures

6 units, 6 hours lecture

Prerequisite: A "C" or "CR" grade or higher or concurrent enrollment in BOT 161 or equivalent.

A course designed for those who wish to pursue a career as a medical business office worker or for those currently working in a medical office who wish to improve their skills. Students will develop skills in oral and written communications, records management, office supervision, legal and ethical obligations, credit and collections, banking procedures, bookkeeping for a medical office, employer and payroll taxes, special administrative procedures and preparation of a procedure manual for the medical office.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 171 †
Microcomputer Business Applications Lab

1 unit, 3 hours laboratory

Corequisite: Concurrent enrollment in BOT/CSIS 172.

This lab is highly recommended for all students enrolled in Business Office Technology/Computer Science Information Systems 172, and is especially beneficial for students who do not have access to a microcomputer outside of class hours. Hands-on assignments will facilitate skill development in all areas of microcomputer applications covered in Business Office Technology/Computer Science Information Systems 172.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 172 †
(Computer Science Information Systems 172)
Introduction to Microcomputer Applications

2 units, 2 hours lecture

Recommended Preparation: CSIS 105 or 110 or BOT 096 and 097 and the ability to type 25 words per minute verified by a typing certificate or BOT 100 or 101 or CSIS 100.

This class introduces a student to microcomputer application software. It is taught using a Windows operating system and IBM-compatible microcomputer, using business software in a hands-on lecture approach. Topics include the use of microcomputers for word processing, spreadsheet, database, electronic publishing and presentation functions.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 176 †
(Business 176, Computer Science Information Systems 176)
Computerized Accounting Applications

2 units, 2 hours lecture

Recommended Preparation: A "C" or "CR" grade or higher or concurrent enrollment in BUS/BOT 109 or Business 120.

An introductory course of computerized accounting functions utilizing an integrated general ledger software package. This course is especially beneficial for students, teachers and professionals who are using, or who plan to use, computerized accounting packages in a business environment.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 179 †
Computerized Accounting Lab

1 unit, 3 hours laboratory

Corequisite: Concurrent enrollment in BOT/BUS/CSIS 176.

Supervised laboratory practice to enhance computer skills in subject areas included in Business/Business Office Technology/Computer Science Information Systems 176. Use of integrated general accounting software for completion of projects assigned in Computerized Accounting Applications class.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY 198
Supervised Tutoring

0 units, 50 hours

Corequisite: Official enrollment in Grossmont College.

This course uses a variety of educational tools to assist students with various learning needs. It could be used to strengthen prerequisite skills prior to enrolling in a specific course or to receive supplemental assistance while enrolled in another course. The course may be repeated with different content. This is a no fee/no credit course.

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

BUSINESS OFFICE TECHNOLOGY 199
Special Studies or
Projects in Business Office
Technology
1-3 units, 3-9 hours
Prerequisite: Consent of instructor.
Individual study, research or projects in
the field of business under instructor
guidance. Written reports and periodic
conferences required. Content and unit
credit to be determined by student/
instructor conferences and/or division.
May be repeated for a maximum of nine
units.

BUSINESS OFFICE TECHNOLOGY
201 †
Advanced Keyboarding/
Document Processing
3 units, 1.5 hours lecture, 4.5 hours laboratory
Prerequisite: A "C" or "CR" grade or higher
in BOT 102 or equivalent.
Advanced Keyboarding/Document
Processing is a course for the further
development of keyboarding skill to
meet professional placement require-
ments. Students will use intermediate
and advanced features of Microsoft
Word software to create complex
business documents with minimum
instruction. Students will use computer
software for building speed and

accuracy on five-minute timed writings
to attain the speed and accuracy
required for professional office
positions.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
203 †
Office Project Coordination
1 unit, 3 hours laboratory
Prerequisite: A "C" or "CR" grade or higher
in BOT/CSIS 122, 125, 128, 131 and BOT 151
or equivalent.
This capstone course gives students
who have comprehensive knowledge of
Word, Excel, Access, PowerPoint, and
Microsoft Outlook the opportunity to
integrate those skills by assuming
responsibility for completing a given
project from inception to completion.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
216 †
Medical Office Transcription
3 units, 2 hours lecture, 3 hours laboratory
Recommended Preparation: BOT 102 and
161 or equivalent.
A course designed for those who wish
to pursue a career as a medical
transcription specialist for work in a
hospital, clinic, transcription service or a
home office setting. The course is also

appropriate for those currently working
in a medical setting who wish to upgrade
their skills. The course includes the use
of transcription machines to prepare
medical correspondence, consultation
reports, discharge summaries, hospital
reports, history and physical reports,
and workers compensation reports for
most medical specialties.
Transfers to CSU

BUSINESS OFFICE TECHNOLOGY
217 A-B-C †
Medical Transcribing
Enhancements
1 unit, 3 hours laboratory
Prerequisite: A "C" or "CR" grade or higher
in BOT 218 or equivalent.
This course will consist of specialized
drills to enhance students' skills or to
provide practice for a certification
examination. The student will be able to
choose from drills on medical
terminology, grammar, and medical
reports to include autopsy reports, x-ray
reports, laboratory reports, operative
reports, history and physical reports,
consultation reports, medical-legal
reports, discharge summaries or foreign
language dictator documents.
Transfers to CSU

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

**BUSINESS OFFICE TECHNOLOGY
218 †**

Advanced Medical Transcription

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: *A "C" or "CR" grade or higher in BOT 161 and 216 or equivalent.*

A course for those students pursuing a career as a medical transcription specialist. This course includes assignments in actual doctor-dictated materials.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
222 †**

Medical Transcription Skill Building

1 unit, 1 hour lecture

Recommended Preparation: *A "C" or "CR" grade or higher or concurrent enrollment in BOT 218 or equivalent.*

This is a capstone course that will provide specific job search skills and prepare the medical transcription student to succeed in passing the written portion of the medical transcription certification exam. It also completes the medical transcription preparation by providing instruction in legal and ethical concerns in medical record keeping, disease processes, pharmacology, and diagnostic testing. Working medical transcriptionists may also enroll.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
223 †**

Office Work Experience

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

Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*

Work experience in an office. Trainee spends 60-75 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 26.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
224 †**

Office Work Experience

2 units, 10 hours work experience plus concurrent enrollment in 5 units at Grossmont College

Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*

Work experience in an office. Trainee spends 120-150 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 26.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
225 †**

Office Work Experience

3 units, 15 hours work experience plus concurrent enrollment in 4 units at Grossmont College

Prerequisite: *Limited to majors in Business Office Technology who have completed at least 12 units in the major.*

Work experience in an office. Trainee spends 180-225 hours per semester in on-the-job training in an office. Keyboarding and computer skills as well as training in a variety of office procedures are required by most worksites. For work experience or field experience requirements, see page 26.
Transfers to CSU

**BUSINESS OFFICE TECHNOLOGY
280 A-B-C †**

Preparing for Performance Examinations in Microsoft Word

.5 unit, 1.5 hours laboratory

Recommended Preparation:
BOT/CSIS 122 or equivalent.

Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Word with detailed competencies. This course is offered on a Credit/No Credit basis only.

**BUSINESS OFFICE TECHNOLOGY
281 A-B-C †**

Preparing for Performance Examinations in Microsoft Excel

.5 unit, 1.5 hours laboratory

Recommended Preparation:
BOT/CSIS 125 or equivalent.

Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Excel with detailed competencies. This course is offered on a Credit/No Credit basis only.

**BUSINESS OFFICE TECHNOLOGY
282 A-B-C †**

Preparing for Performance Examinations in Microsoft Access

.5 unit, 1.5 hours laboratory

Recommended Preparation:
BOT/CSIS 128 or equivalent.

Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft Access with detailed competencies. This course is offered on a Credit/No Credit basis only.

**BUSINESS OFFICE TECHNOLOGY
283 A-B-C †**

Preparing for Performance Examinations in Microsoft PowerPoint

.5 unit, 1.5 hours laboratory

Recommended Preparation:
BOT/CSIS 131 or equivalent.

Students will use testing software to prepare for the Microsoft Office User Certification (MOUS) examination, to prepare for employment examinations, or to receive a Business Office Technology certificate of proficiency in Microsoft PowerPoint with detailed competencies. This course is offered on a Credit/No Credit basis only.

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

APPENDIX 4

Course

Status

APPENDIX

4. Course Status

COURSE AND NUMBER	LAST UPDATED?	ALIGNMENT STATUS WITH CUYAMACA	TIME OFFERED (M) MORNING, (A) AFTERNOON, (E)EVENING, (W) WEEKEND, (F) FLEX, (O) ONLINE	SEMESTER LAST OFFERED
BUS 086	04/01/93	N/A	M, A	SUMMER 06
BOT 095	04/17/01	C	F	FALL 06
BOT 096*	04/17/01	C	F	FALL 06
BOT 097*	04/03	C	F	FALL 06
BOT 100*	04/01	C	F, O	FALL 06
BOT 101	04/01	C	F, O	FALL 06
BOT 101A	04/02	IP	M, F, O	FALL 06
BOT 101 B	04/02	IP	M, F, O	FALL 06
BOT 102	04/03	C	F, O	FALL 06
BOT 102 A	04/05	IP	F, O	FALL 06
BOT 102 B	04/05	IP	F, O	FALL 06
BOT 103 A, B, C	04/03	C	F	FALL 06
BOT 104	04/01	C	F	FALL 06
BOT 105	04/01	C	F	FALL 06
BOT 106#	04/04	C	A	FALL 06
BOT 107#	04/03	C	A	FALL 06
BOT 108	04/01	C	F	FALL 06
BOT 109	04/04	C	M, E, O	FALL 06
BOT 110$	04/04	C	M, E	FALL 06
BOT 111	04/06	N/A	O	SPRING 07
BOT 112	04/05	N/A		??
BOT 114	04/03	C	F	FALL 06
BOT 115	04/03	C	F	FALL 06
BOT 116	04/03	C	F	FALL 06
BOT 117	04/03	C	F	FALL 06
BOT 118	04/01	C	F	FALL 06
BOT 120*	04/03	C	F	FALL 06
BOT 121*	04/03	C	F	FALL 06
BOT 122*	04/03	C	F	FALL 06
BOT 123*	04/03	C	F	FALL 06
BOT 124*	04/03	C	F	FALL 06
BOT 125*	04/03	C	F	FALL 06
BOT 126*	04/03	C	F	FALL 06

BOT 127*	04/03	C	F	FALL 06
BOT 128*	04/03	C	F	FALL 06
BOT 129*	04/03	C	F	FALL 06
BOT 130*	04/03	C	F	FALL 06
BOT 131*	04/03	C	F	FALL 06
BOT 150	04/03	C	F	FALL 06
BOT 151	04/03	C	F	FALL 06
BOT 161	04/02	N/A	M, E	FALL 06
BOT 163	04/04	N/A	A	FALL 06
BOT 164	04/04	N/A	M, A	SPRING 05
BOT 165	04/02	N/A	M, A	FALL 06
BOT 167	04/02	N/A	M	SPRING 06
BOT 170	04/02	N/A	M	????
BOT 171	04/04	N/A		????
BOT 172*	04/02	N/A	O	FALL 06
BOT 176	04/04	C	M, E	FALL 06
BOT 179	04/04	C	M	FALL 06
BOT 198	04/03	C	M, A	FALL 06
BOT 199	04/02	C	M, A, E	FALL 06
BOT 201	04/01	C	F	FALL 06
BOT 203	04/01	C	F	FALL 06
BOT 216	04/03	N/A	E	FALL 06
BOT 217	04/03	N/A	E	FALL 06
BOT 218	04/03	N/A	E	FALL 06
BOT 222	04/03	N/A	E	FALL 06
BOT 223	04/01	C	M, A, E	FALL 06
BOT 224	04/01	C	M, A, E	FALL 06
BOT 225	04/01	C	M, A, E	FALL 06
BOT 280	04/03	C	F	FALL 06
BOT 281	04/03	C	F	FALL 06
BOT 282	04/03	C	F	FALL 06
BOT 283	04/03	C	F	FALL 06

***CROSSLISTED WITH CSIS $ CROSSLISTED WITH BUS
#SLATED TO BE OFFERED AS HYBRIDS EVENING – SPRING 2007**

APPENDIX 4B

ARTICULATION

TECH PREP

ASSIST.ORG

APPENDIX 4B:

COURSES THAT HAVE BEEN FORMALLY ARTICULATED WITH THE HIGH SCHOOLS AND/OR FOUR-YEAR UNIVERSITIES

Grossmont-Cuyamaca Community College District
Grossmont Union High School District

Tech Prep Articulation Master Grid
2005-2006

Business—Grossmont & Cuyamaca

Accounting 1 & 2	C010 & C020	BOT/BUS 109 Elementary Accounting	3.0	GC/CC	ECVHS, GHHS, HHS, MMHS
ROP Computerized Accounting T160 & T161		BOT/BUS 109 Elementary Accounting	3.0	GC/CC	ECHS, GHS, MVHS, SHS
ROP Computerized Accounting T160 & T161		BOT/BUS 109 Elementary Accounting	3.0	GC/CC	ROP Adult
		BOT/BUS 176 Computerized Accounting	2.0		
ROP Virtual Enterprise	T641 & T642	BUS 141 Entrepreneurship: Managing a New Business	3.0	CC/GC	MMHS
English for Business	C065 & C066	BOT 110 Business English & Communication	3.0	GC	GHS, HHS, MMHS, MVHS
Marketing	C275 & C280	BUS 146 Marketing	3.0	GC/CC	VHS

Business Office Technology—Grossmont & Cuyamaca

		BOT 120 Comprehensive Word I	1.0	GC/CC	
ROP Business/Computers	T123	BOT 121 Comprehensive Word II	1.0	GC/CC	ECVHS, MVHS, SHS
ROP Business/Computers	T440	BOT 123 Comprehensive Excel I	1.0	GC/CC	
		BOT 129 Comp PowerPoint I	1.0	GC/CC	
		BOT 130 Comp PowerPoint II	1.0	GC/CC	GHHS, HHS, MMHS,
ROP Computer Applications	T121/T122	[Students may earn credit in any of the above courses, based on demonstration of competency]			VHS, WHHS
ROP Exploring Technology	T121/T123				

Course	Title	Semester Units

==== Business Office Technology ====

Course	Title	Semester Units
BOT 100	Basic Keyboarding	1
Same as: CSIS 100		
BOT 101	Keyboarding/Document Processing	3
BOT 101A	Keyboarding/Document Processing	1.5
BOT 101B	Keyboarding/Document Processing	1.5
BOT 102	Intermediate Keyboarding/Document Processing	3
BCT 102A	Intermediate Keyboarding/Document Processing I	1.5
BOT 102B	Intermediate Keyboarding/Document Processing II	1.5
BOT 103A	Building Keyboarding Skill I	.5
BOT 103B	Building Keyboarding Skill II	.5
BOT 103C	Building Keyboarding Skill III	.5
BOT 104	Filing and Records Management	1
BOT 105	Data Entry Skills	1
BOT 106	Effective Job Search	1
BOT 107	Office Systems and Procedures	2
BOT 108	Data Entry Skills	1
BOT 109	Business Office Technology	3
Same as: BUS 109		
BOT 110	Business English and Communication	3
BOT 111	Virtual Assistant	2
BOT 112	Business Office Correspondence and Office Professionalism	3
BOT 114	Essential Word	1
BOT 115	Essential Excel	1
BOT 116	Essential Access	1
BOT 117	Essential PowerPoint	1
BOT 118	Intergrated Office Projects	1
BOT 120	Comprehensive Word, Level I	1
Same as: CSIS 120		
BOT 121	Comprehensive Word, Level II	1
Same as: CSIS 121		
BOT 122	Comprehensive Word, Level III	1
Same as: CSIS 122		
BOT 123	Comprehensive Excel, Level I	1
Same as: CSIS 123		
BOT 124	Comprehensive Excel, Level II	1
Same as: CSIS 124		
BOT 125	Comprehensive Excel, Level III	1
Same as: CSIS 125		
BOT 126	Comprehensive Access, Level I	1
Same as: CSIS 126		
BOT 127	Comprehensive Access, Level II	1
Same as: CSIS 127		
BOT 128	Comprehensive Access, Level III	1
Same as: CSIS 128		

| | | Semester |
Course	Title	Units
Business Office Technology (continued)		
BOT 129	Comprehensive PowerPoint, Level I	1
Same as: CSIS 129		
BOT 130	Comprehensive PowerPoint, Level II	1
Same as: CSIS 130		
BOT 131	Comprehensive PowerPoint, Level III	1
Same as: CSIS 131		
BOT 150	Using Microsoft Publisher	1
BOT 151	Using Microsoft Outlook	1
BOT 161	Medical Terminology	3
BOT 163	Introduction to Basic Insurance Principles	3
BOT 164	Computer Software for the Insurance Industry	2
BOT 165	Medical Insurance Billing	4.5
BOT 167	Medical Coding	4
BOT 170	Medical Office Procedures	6
BOT 171	Microcomputer Business Applications Lab	1
BOT 172	Introduction to Microcomputer Applications	2
Same as: CSIS 172		
BOT 176	Business Office Technology	2
Same as: BUS 176, CSIS 176		
BOT 179	Computerized Accounting Lab	1
BOT 201	Advanced Keyboarding/Document Processing	3
BOT 203	Office Project Coordination	1
BOT 216	Medical Office Transcription	3
BOT 217A	Medical Transcribing Enhancements	1
BOT 217B	Medical Transcribing Enhancements	1
BOT 217C	Medical Transcribing Enhancements	1
BOT 218	Advanced Medical Transcription	3
BOT 222	Medical Transcription Skill Building	1
BOT 223	Office Work Experience	1
BOT 224	Office Work Experience	2
BOT 225	Office Work Experience	3

END OF REPORT

APPENDIX 5

Grade

Distribution

Summary

2.3 APPENDIX 5-GRADE DISTRIBUTION SUMMARY REPORT

SPRING 06	FALL 05	SPR 05	FALL 04	SPR 04	FALL 03	SPR 03	FALL 02	SPR 02	FALL 01
70.88%	66.39%	67.23%	70.48%	62.9%	67.35%	68.44%	67.59%	63.34%	64.66%

(TE-W)/TE
Total Enrollment-W/TE
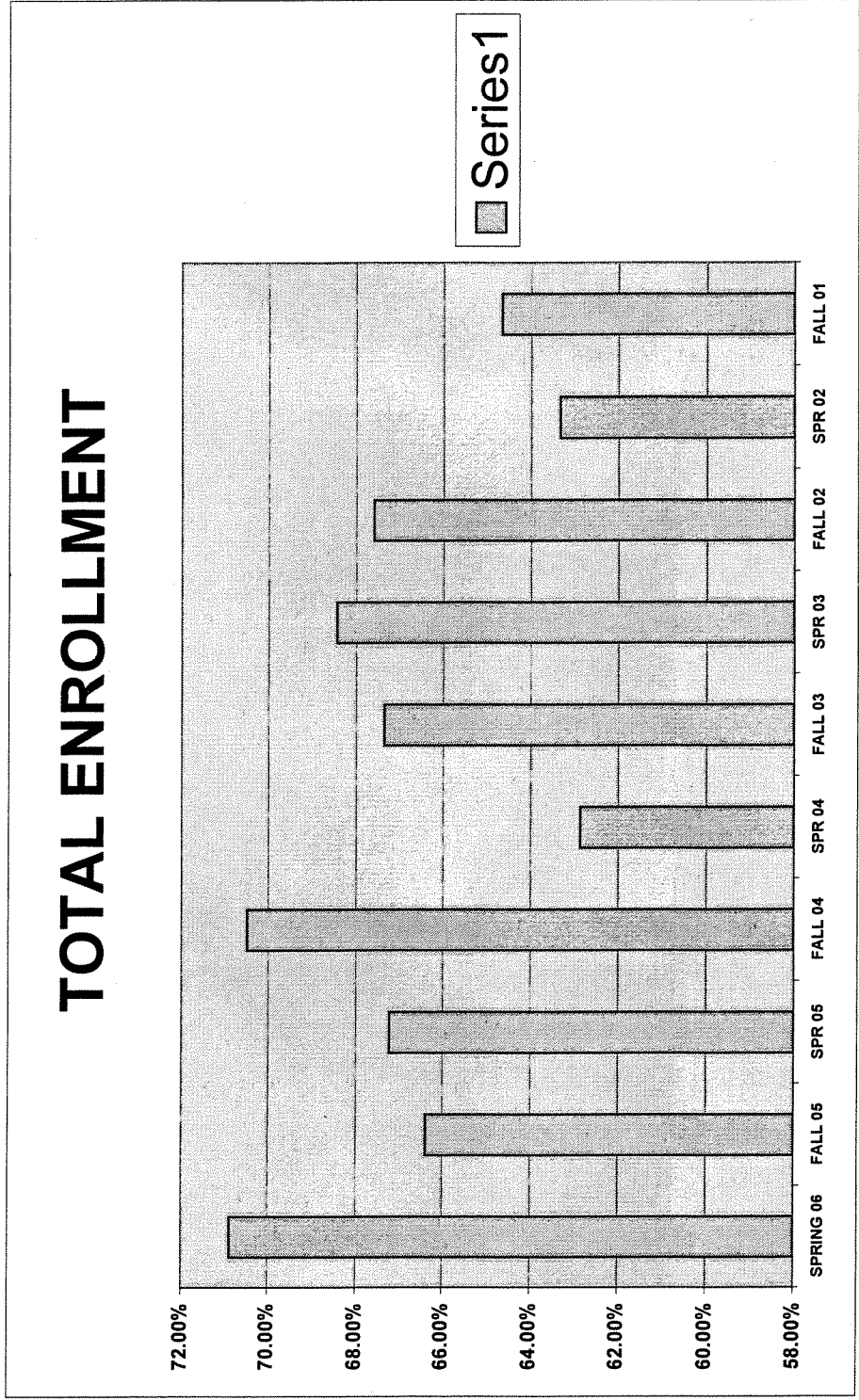
TOTAL ENROLLMENT

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

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095		**KEYBOARDING SKILL REINFORCEMT**													
3350	16	3.0							7	5	7	19	32.9	SIKES	
COURSE TOTAL									7	5	7	19	32.9		
BOT 096		**COMPUTER BASICS FOR THE OFFICE**													
3551	16	2.0							10	10	12	32	36.6	PRIGMORE	PT
COURSE TOTAL									10	10	12	32	36.6		
BOT 097		**WINDOWS BASICS FOR THE OFFICE**													
3553	16	2.0							8	7	11	26	27.4	PRIGMORE	
COURSE TOTAL									8	7	11	26	27.4		
BOT 100		**BASIC KEYBOARDING**													
3555	16	3.00	10	1	3	1	12				9	38	79.5	HARLEY	
3557	16	3.00	11	5	3		8	1			10	37	74.1	ANSPACH	PT
3556	16	3.00	10	2	1	1	8				14	36	60.3	HARLEY	
3558	16	3.00	12	5	1		2				9	29	54.9	ANSPACH	PT
3559	16	3.00	8	1			5				5	19	38.4	ANSPACH	
3560	16	3.00	21	1	2		6				10	40	82.3	PRIGMORE	PT
COURSE TOTAL			72	15	10	2	41	1			57	199	389.5		
BOT 101		**KEYBOARDING/DOC PROCESSING**													
3563	16	6.00	3	4	1	1	6				10	24	144.0	OVERTON	PT
3565	16	6.00	12	4		1	7				14	38	131.7	SIKES	XP
3566	16	6.00	2	1	2	1	5				4	15	60.3	HARLEY	
3567	16	6.00	1	2		1	5				5	14	49.4	MAROVIC	PT
3568	16	6.0	3	1	2		5			1	6	19	71.3	MAROVIC	
COURSE TOTAL			21	12	5	4	28			1	39	110	456.7		
BOT 102		**INTMD KEYBOARDING/DOC PROCESS**													
3570	16	6.0	3		8	3	3				11	28	93.3	SIKES	XP
3572	16	6.0		1	1			1		1	2	6	21.9	HARLEY	
COURSE TOTAL			3	1	9	3	3	1		1	13	34	115.2		
BOT 103A		**BUILDING KEYBOARDING SKILL I**													
3574	16	1.5	7								15	22	9.6	MCMANUS	
COURSE TOTAL			7								15	22	9.6		
BOT 103B		**BUILDING KEYBOARDING SKILL II**													
3575	16	1.5	7								9	16	9.6	MCMANUS	
COURSE TOTAL			7								9	16	9.6		
BOT 103C		**BUILDING KEYBOARDING SKILL III**													
3576	16	1.5	2								5	7	2.7	MCMANUS	
COURSE TOTAL			2								5	7	2.7		
BOT 104		**FILING AND RECORDS MANAGEMENT**													
3578	16	2.0	4	8	2	1	5				8	28	36.6	HARLEY	XP
COURSE TOTAL			4	8	2	1	5				8	28	36.6		

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GRADE DISTRIBUTION SUMMARY

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 107		OFFICE SYSTEMS AND PROCEDURES													
3581	2.0		7	5	1		1				6	20	40.0	FORSTOT	PT
3582	2.0		10	3	1		1				8	23	46.0	FORSTOT	PT
COURSE TOTAL			17	8	2		2				14	43	86.0		
BOT 114		ESSENTIAL WORD													
3584	16 2.0		14	20	8	1	17				26	86	109.7	PRIGMORE	PT
COURSE TOTAL			14	20	8	1	17				26	86	109.7		
BOT 115		ESSENTIAL EXCEL													
3585	16 2.0		17	20	9		10		1		40	97	104.2	SMITH	PT
COURSE TOTAL			17	20	9		10		1		40	97	104.2		
BOT 116		ESSENTIAL ACCESS													
3586	16 2.0		13	3	2	2	4			1	20	45	45.7	SMITH	PT
COURSE TOTAL			13	3	2	2	4			1	20	45	45.7		
BOT 117		ESSENTIAL POWERPOINT													
3587	16 2.0		6	3	3		3				7	22	27.4	SMITH	PT
COURSE TOTAL			6	3	3		3				7	22	27.4		
BOT 120		COMPREHNSIVE WORD LEVEL I													
3590	16 2.0		11	3	2		2				5	23	32.9	MCMANUS	
COURSE TOTAL			11	3	2		2				5	23	32.9		
BOT 121		COMPREHNSIVE WORD LEVEL II													
3592	16 2.0		9	1	1						3	14	20.1	MCMANUS	
COURSE TOTAL			9	1	1						3	14	20.1		
BOT 122		COMPREHNSIVE WORD LEVEL III													
3594	16 2.0		3	2		1					4	10	11.0	MCMANUS	
COURSE TOTAL			3	2		1					4	10	11.0		
BOT 123		COMPREHNSIVE EXCEL LEVEL I													
3596	16 2.0		3	2	1		3				8	17	16.5	MCMANUS	
COURSE TOTAL			3	2	1		3				8	17	16.5		
BOT 124		COMPREHNSIVE EXCEL LEVEL II													
3598	16 2.0		9			1					4	14	18.3	MCMANUS	
COURSE TOTAL			9			1					4	14	18.3		
BOT 125		COMPREHNSIVE EXCEL LEVEL III													
3600	16 2.0		3				1					4	7.3	MCMANUS	
COURSE TOTAL			3				1					4	7.3		
BOT 126		COMPREHNSIVE ACCESS LEVEL I													
3602	16 2.0		4				1				4	9	9.1	MCMANUS	
COURSE TOTAL			4				1				4	9	9.1		

BUSINESS AND PROFESSIONAL STUDIES

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GRADE DISTRIBUTION SUMMARY

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 127 COMPREHNSIVE ACCESS LEVEL II														
3604	16	2.0	2	2			1				5	10	9.1	MCMANUS
COURSE TOTAL			2	2			1				5	10	9.1	
BOT 128 COMPREHNSIVE ACCESS LEVEL III														
3606	16	2.0	2	1							3	6	5.5	MCMANUS
COURSE TOTAL			2	1							3	6	5.5	
BOT 129 COMPREHNSVE POWERPOINT LEVEL I														
3608	16	2.0	4	2			2	1		1	4	14	18.3	MCMANUS
COURSE TOTAL			4	2			2	1		1	4	14	18.3	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II														
3610	16	2.0	3	1							1	5	7.3	MCMANUS
COURSE TOTAL			3	1							1	5	7.3	
BOT 131 COMPRHNSV POWERPOINT LEVEL III														
3612	16	2.0	1	1								1	1.8	MCMANUS
COURSE TOTAL			1	1								1	1.8	
BOT 150 USING MICROSOFT PUBLISHER														
3614	16	2.0	1	3							3	7	7.3	HARLEY
COURSE TOTAL			1	3							3	7	7.3	
BOT 201 ADV KEYBOARDING/DOC PROCESSING														
3616	16	6.0	4			1					2	7	27.4	HARLEY
COURSE TOTAL			4			1					2	7	27.4	
BOT 223 OFFICE WORK EXPERIENCE														
3619N**	16	0.0	4									4	0.0	BROOKS
COURSE TOTAL			4									4	0.0	
BOT 224 OFFICE WORK EXPERIENCE														
3621**	16	0.0	1									1	0.0	DIEHL
COURSE TOTAL			1									1	0.0	
BOT 225 OFFICE WORK EXPERIENCE														
3624**	16	0.0									1	1	0.0	DIEHL
COURSE TOTAL											1	1	0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD														
3627**	16	0.0									1	1	0.0	MCMANUS
COURSE TOTAL											1	1	0.0	
BOT 280C PREP PERFORMANCE EXAM MS WORD														
3629**	16	0.0									1	1	0.0	MCMANUS
COURSE TOTAL											1	1	0.0	

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

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BUSINESS AND PROFESSIONAL STUDIES
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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 282A PREP PERFORMNCE EXAM MS ACCESS													
3633 ** 16	0.0									1	1	0.0	MCMANUS
COURSE TOTAL												0.0	
BOT 299 OFFICE PROCESS & TECHNOLOGIES													
3639 8	2.0	4									4	3.7	FORSTOT PT
COURSE TOTAL		4									4	3.7	
SUBJECT TOTAL	241	112	54	16	123	3	27	26	329	931	1685.4	

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. / WKS HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT													
3455 16 3.0							6	3	8	17	24.7	ANSPACH	
COURSE TOTAL							6	3	8	17	24.7		
BOT 096 COMPUTER BASICS FOR THE OFFICE													
3456 16 2.0							16	9	19	44	45.7	SIKES	
COURSE TOTAL							16	9	19	44	45.7		
BOT 097 WINDOWS BASICS FOR THE OFFICE													
3457 16 2.0							7	7	16	30	25.6	SIKES	
COURSE TOTAL							7	7	16	30	25.6		
BOT 100 BASIC KEYBOARDING													
3458 16 3.0	12	4	1		5		2		16	40	65.8	ANSPACH	PT
3459 16 3.0	17	1	1		5		1		10	35	68.6	ANSPACH	PT
3460 16 3.0	13		1	2	12			1	16	45	79.5	ANSPACH	PT
3461 16 3.0	13	1	1		4	1			14	34	54.9	HARLEY	
3462 16 3.0	4	3		1	3				7	18	30.2	HARLEY	
3463 16 3.0	6	4			11		1	1	11	34	63.1	MAROVIC	PT
COURSE TOTAL	65	13	4	3	40	1	4	2	74	206	362.1		
BOT 101 KEYBOARDING/DOC PROCESSING													
3464 16 6.0	4	3	1		3				7	18	108.0	OVERTON	PT
3465 16 6.0	9	3	1	1	11				10	35	137.1	HARLEY	
3466 16 6.0	18	9	1	4	11		1		32	76	241.4	SIKES	XP
COURSE TOTAL	31	15	3	5	25		1		49	129	486.5		
BOT 102 INTMD KEYBOARDING/DOC PROCESS													
3467 16 6.0	1	4	1		4				12	22	54.9	SIKES	XP
3468 16 6.0	2					1			1	4	16.5	HARLEY	
COURSE TOTAL	3	4	1		4	1			13	26	71.4		
BOT 103A BUILDING KEYBOARDING SKILL I													
3469 16 1.5	13	2	1		7	1			5	29	32.9	MCMANUS	XP
COURSE TOTAL	13	2	1		7	1			5	29	32.9		
BOT 103B BUILDING KEYBOARDING SKILL II													
3470 16 1.5	2	1	1		4				4	11	9.6	MCMANUS	
COURSE TOTAL	2	1	1		4				4	11	9.6		
BOT 103C BUILDING KEYBOARDING SKILL III													
3471 16 1.5	3	1							2	6	5.5	MCMANUS	
COURSE TOTAL	3	1							2	6	5.5		
BOT 104 FILING AND RECORDS MANAGEMENT													
3472 16 2.0	4	4	2		7				8	25	31.1	HARLEY	XP
COURSE TOTAL	4	4	2		7				8	25	31.1		
BOT 105 DATA ENTRY SKILLS													
3473 16 2.0	3				2				13	18	9.1	SIKES	

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 105 DATA ENTRY SKILLS (CONT"D)													
COURSE TOTAL	3					2				13	18	9.1	
BOT 107 OFFICE SYSTEMS AND PROCEDURES													
3474	2.0	12	2							5	19	38.0	FORSTOT PT
3475	2.0	10	4			3				7	24	48.0	FORSTOT PT
COURSE TOTAL		22	6			3				12	43	86.0	
BOT 108 USE CALCULATORS/SOLVE BUS PROB													
3476	2.0	3								6	9	5.5	SIKES
COURSE TOTAL		3								6	9	5.5	
BOT 114 ESSENTIAL WORD													
3477	16 2.0	8	7	4	2	7				14	42	51.2	MAROVIC PT
3478	16 2.0	2	17	8	3	6				18	54	65.8	MAROVIC PT
COURSE TOTAL		10	24	12	5	13				32	96	117.0	
BOT 115 ESSENTIAL EXCEL													
3479	16 2.0	6	10	7	2	12	1	1		28	67	71.3	MAROVIC PT
3480	16 2.0	1	4	1		2	1	1	1	12	22	18.3	SMITH PT
COURSE TOTAL		7	14	8	2	14		2	1	40	89	89.6	
BOT 116 ESSENTIAL ACCESS													
3481	16 2.0	7	4			5		1		9	28	34.7	SMITH PT
COURSE TOTAL		7	4			5		1		9	28	34.7	
BOT 117 ESSENTIAL POWERPOINT													
3482	16 2.0	6	8	3	1	4			1	11	34	42.1	SMITH PT
COURSE TOTAL		6	8	3	1	4			1	11	34	42.1	
BOT 120 COMPREHNSIVE WORD LEVEL I													
3485	16 2.0	11	3		2					9	28	34.7	MCMANUS
COURSE TOTAL		11	3		2					9	28	34.7	
BOT 121 COMPREHNSIVE WORD LEVEL II													
3486	16 2.0	3	3			4				3	13	18.3	MCMANUS
COURSE TOTAL		3	3			4				3	13	18.3	
BOT 122 COMPREHNSIVE WORD LEVEL III													
3487	16 2.0	4	2			1				5	12	12.8	MCMANUS
COURSE TOTAL		4	2			1				5	12	12.8	
BOT 123 COMPREHNSIVE EXCEL LEVEL I													
3488	16 2.0	16	2	1		2		1		12	34	40.2	MCMANUS
COURSE TOTAL		16	2	1		2		1		12	34	40.2	
BOT 124 COMPREHNSIVE EXCEL LEVEL II													
3489	16 2.0	9	1			2				6	18	21.9	MCMANUS
COURSE TOTAL		9	1			2				6	18	21.9	

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GRADE DISTRIBUTION SUMMARY

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 125 COMPREHNSIVE EXCEL LEVEL III													
3490 16	2.0	2	1			3				2	8	11.0	MCMANUS
COURSE TOTAL		2	1			3				2	8	11.0	
BOT 126 COMPREHNSIVE ACCESS LEVEL I													
3491 16	2.0	5			1	6				3	15	21.9	MCMANUS
COURSE TOTAL		5			1	6				3	15	21.9	
BOT 127 COMPREHNSIVE ACCESS LEVEL II													
3492 16	2.0	3				2				3	8	9.1	MCMANUS
COURSE TOTAL		3				2				3	8	9.1	
BOT 128 COMPREHNSIVE ACCESS LEVEL III													
3493 16	2.0		1				1			1	3	3.7	MCMANUS
COURSE TOTAL			1				1			1	3	3.7	
BOT 129 COMPREHNSIVE POWERPOINT LEVEL I													
3494 16	2.0	4				1	1			5	11	11.0	MCMANUS
COURSE TOTAL		4				1	1			5	11	11.0	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II													
3495 16	2.0	4	1			1				2	8	11.0	MCMANUS
COURSE TOTAL		4	1			1				2	8	11.0	
BOT 131 COMPRHNSV POWERPOINT LEVEL III													
3496 16	2.0	3			1	1	1			2	6	7.3	MCMANUS
COURSE TOTAL		3			1	1	1			2	6	7.3	
BOT 150 USING MICROSOFT PUBLISHER													
3497 16	2.0	6	2	1		2				3	14	20.1	HARLEY
COURSE TOTAL		6	2	1		2				3	14	20.1	
BOT 151 USING MICROSOFT OUTLOOK													
3498 16	2.0	6			1	7	1			9	24	27.4	MCMANUS
COURSE TOTAL		6			1	7	1			9	24	27.4	
BOT 201 ADV KEYBOARDING/DOC PROCESSING													
3499 16	6.0	1		1						1	3	11.0	HARLEY
COURSE TOTAL		1		1						1	3	11.0	
BOT 223 OFFICE WORK EXPERIENCE													
3501** 4	0.0	4				1				1	8	0.0	BROOKS
3502**	0.0	6								1	3	0.0	DIEHL
3503N**	0.0	3								1	4	0.0	BROOKS
COURSE TOTAL												0.0	
BOT 224 OFFICE WORK EXPERIENCE													
3504**	0.0	1								1	1	0.0	DIEHL
3505N**	0.0	1									1	0.0	BROOKS

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 224 OFFICE WORK EXPERIENCE (CONT"D)														
COURSE TOTAL													0.0	
BOT 225 OFFICE WORK EXPERIENCE														
3507N**		0.0	4									4	0.0	BROOKS
COURSE TOTAL													0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD														
3508	16	1.5							2		1	3	2.7	MCMANUS
COURSE TOTAL									2		1	3	2.7	
BOT 280B PREP PERFORMANCE EXAM MS WORD														
3509	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 280C PREP PERFORMANCE EXAM MS WORD														
3510	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL														
3511	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 281B PREP PERFORMANCE EXAM MS EXCEL														
3512	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 281C PREP PERFORMANCE EXAM MS EXCEL														
3513	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 282A PREP PERFORMNCE EXAM MS ACCESS														
3514	16	1.5							1		1	2	1.4	MCMANUS
COURSE TOTAL									1		1	2	1.4	
BOT 282C PREP PERFORMNCE EXAM MS ACCESS														
3516	16	1.5						1	1			1	1.4	MCMANUS
COURSE TOTAL								1	1			1	1.4	
BOT 283C PREP PERFRM EXAM MS POWERPOINT														
3519	16	1.5							1			1	1.4	MCMANUS
COURSE TOTAL									1			1	1.4	
BOT 299 SUPERVISED TUTORING - BOT														
3520 **	16	0.0									9	9	0.0	SIKES
3521 **	16	1.0							19	4	11	34	34.0	LESLIE
3527 **	8	0.0									2	2	0.0	FORSTOT

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 299 SUPERVISED TUTORING - BOT					(CONT"D)								
COURSE TOTAL								19	4	11	34	34.0	
SUBJECT TOTAL	256	111	43	20	160	8	66	27	400	1091	1788.4	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT														
3550 16	3.0							4	4	7	15	21.9	HARLEY	
COURSE TOTAL								4	4	7	15	21.9		
BOT 096 COMPUTER BASICS FOR THE OFFICE														
3551 16	2.0							16	13	19	48	53.0	ANSPACH	PT
COURSE TOTAL								16	13	19	48	53.0		
BOT 097 WINDOWS BASICS FOR THE OFFICE														
3553 16	2.0							10	4	12	26	25.6	MCMANUS	XP
COURSE TOTAL								10	4	12	26	25.6		
BOT 100 BASIC KEYBOARDING														
3555 16	3.0	15	4	2		10				20	51	85.0	HARLEY	PT
3556 16	3.0	15	2			10				13	42	79.5	SNIDER	
3557 16	3.0	18	8	1	1	12		1		7	46	107.0	HARLEY	
3558 16	3.0	10	3	1		9				3	25	60.3	SNIDER	PT
3559 16	3.0	8	3			5				10	27	46.6	SMERK	PT
3560 16	3.0	11				8				11	30	52.1	CAMARA	PT
3561 8	3.0	14	3			3	3	1		5	29	65.8	FORSTOT	
COURSE TOTAL		91	23	4	1	57	3	2		69	250	496.3		
BOT 101 KEYBOARDING/DOC PROCESSING														
3566 16	6.0	10	2	1		15				27	55	153.6	HARLEY	PT
3567 16	6.0	8	4	3		12	1			17	45	153.6	SIKES	PT
COURSE TOTAL		18	6	4		27	1			44	100	307.2		
BOT 101A KEYBOARD/DOCUMENT PROCESSING														
3562 8	6.0	9			1	1	1			2	14	32.9	FORSTOT	PT
3568 16	3.0	7	3	1		4		1		14	30	43.9	SIKES	
3570 8	6.0	11	4	2		3		1		7	27	54.9	FORSTOT	PT
COURSE TOTAL		27	7	3	1	8	1	1		23	71	131.7		
BOT 101B KEYBOARD/DOCUMENT PROCESSING														
3569 16	3.0	1	2			5				9	17	21.9	SIKES	
3571 8	6.0	6	2			1		1		1	11	27.4	FORSTOT	
COURSE TOTAL		7	4			6		1		10	28	49.3		
BOT 102 INTMD KEYBOARDING/DOC PROCESS														
3572 16	6.0	5	2	3	1	5			1	8	25	93.3	HARLEY	
COURSE TOTAL		5	2	3	1	5			1	8	25	93.3		
BOT 103A BUILDING KEYBOARDING SKILL I														
3574 16	1.5	11	3	2		2				12	30	24.7	SIKES	
COURSE TOTAL		11	3	2		2				12	30	24.7		
BOT 103B BUILDING KEYBOARDING SKILL II														
3575 16	1.5	4	3			1				6	14	11.0	SIKES	
COURSE TOTAL		4	3			1				6	14	11.0		

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 103C BUILDING KEYBOARDING SKILL III														
3576 16	1.5	3		1		1				2	7	6.9	SIKES	
COURSE TOTAL		3		1		1				2	7	6.9		
BOT 104 FILING AND RECORDS MANAGEMENT														
3578 16	2.0	8	6	7		3	1			12	37	45.7	HARLEY	XP
COURSE TOTAL		8	6	7		3	1			12	37	45.7		
BOT 105 DATA ENTRY SKILLS														
3579 16	2.0	5	10	8	3	3	1			15	45	54.9	SIKES	XP
COURSE TOTAL		5	10	8	3	3	1			15	45	54.9		
BOT 107 OFFICE SYSTEMS AND PROCEDURES														
3577	2.0	21	1	1	2	1				9	34	68.0	BROOKS	XP
3580	2.0	25	3		1					4	33	66.0	BROOKS	XP
COURSE TOTAL		46	4	1	3	1				13	67	134.0		
BOT 108 USE CALCULATORS/SOLVE BUS PROB														
3581 16	2.0	5	3	1		5	1			9	24	27.4	SIKES	
COURSE TOTAL		5	3	1		5	1			9	24	27.4		
BOT 114 ESSENTIAL WORD														
3582 16	2.0	8	2	3	1	4	1			17	36	34.7	ANSPACH	PT
3583 16	2.0	28	15	3	1	6	1			13	66	96.9	ANSPACH	PT
COURSE TOTAL		36	17	6	2	10				30	102	131.6		
BOT 115 ESSENTIAL EXCEL														
3584 16	2.0	5	6	2	1	5		1		15	35	36.6	ANSPACH	PT
3585 16	2.0	26	13	9	1	5				19	73	98.7	SIKES	
COURSE TOTAL		31	19	11	2	10		1		34	108	135.3		
BOT 116 ESSENTIAL ACCESS														
3586 16	2.0	8	5			2				6	21	27.4	SIKES	
COURSE TOTAL		8	5			2				6	21	27.4		
BOT 117 ESSENTIAL POWERPOINT														
3587 16	2.0	11	3			2				10	26	29.3	ANSPACH	PT
COURSE TOTAL		11	3			2				10	26	29.3		
BOT 118 INTEGRATED OFFICE PROJECTS														
3588 16	3.0	2	1	1		1				1	5	11.0	SIKES	
COURSE TOTAL		2	1	1		1				1	5	11.0		
BOT 120 COMPREHNSIVE WORD LEVEL I														
3590 16	2.0	10		1						9	21	21.9	SNIDER	PT
COURSE TOTAL		10		1						9	21	21.9		
BOT 121 COMPREHNSIVE WORD LEVEL II														
3592 16	2.0	4	3		1	1				3	12	16.5	SMERK	PT
COURSE TOTAL		4	3		1	1				3	12	16.5		

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BOT 122				**COMPREHNSIVE WORD LEVEL III**										
3594 16	2.0	2	1	2		3	1			3	12	16.5	SMERK	
COURSE TOTAL		2	1	2		3	1			3	12	16.5		
BOT 123				**COMPREHNSIVE EXCEL LEVEL I**										
3596 16	2.0	9	1	1		1				6	18	21.9	SMITH	PT
COURSE TOTAL		9	1	1		1				6	18	21.9		
BOT 124				**COMPREHNSIVE EXCEL LEVEL II**										
3598 16	2.0	3	6	1		4				4	18	25.6	MCMANUS	XP
COURSE TOTAL		3	6	1		4				4	18	25.6		
BOT 125				**COMPREHNSIVE EXCEL LEVEL III**										
3600 16	2.0	2				3				6	11	9.1	MCMANUS	
COURSE TOTAL		2				3				6	11	9.1		
BOT 126				**COMPREHNSIVE ACCESS LEVEL I**										
3602 16	2.0	4	1			2				5	12	12.8	MCMANUS	
COURSE TOTAL		4	1			2				5	12	12.8		
BOT 127				**COMPREHNSIVE ACCESS LEVEL II**										
3604 16	2.0	1				4				3	8	9.1	MCMANUS	XP
COURSE TOTAL		1				4				3	8	9.1		
BOT 128				**COMPREHNSIVE ACCESS LEVEL III**										
3606 16	2.0	1				1				1	3	3.7	MCMANUS	
COURSE TOTAL		1				1				1	3	3.7		
BOT 129				**COMPREHNSVE POWERPOINT LEVEL I**										
3608 16	2.0	6				2				5	13	14.6	SMITH	PT
COURSE TOTAL		6				2				5	13	14.6		
BOT 130				**COMPRHNSVE POWERPOINT LEVEL II**										
3610 16	2.0	6		1		1		1		2	12	18.3	SMITH	PT
COURSE TOTAL		6		1		1		1		2	12	18.3		
BOT 131				**COMPRHNSV POWERPOINT LEVEL III**										
3611 16	2.0	5				2				2	9	12.8	SMITH	
COURSE TOTAL		5				2				2	9	12.8		
BOT 150				**USING MICROSOFT PUBLISHER**										
3612 16	2.0	3	4			2			1	1	11	18.3	HARLEY	
COURSE TOTAL		3	4			2			1	1	11	18.3		
BOT 151				**USING MICROSOFT OUTLOOK**										
3597 16	2.0	1	1			5	1			5	12	12.8	MCMANUS	
COURSE TOTAL		1	1			5	1			5	12	12.8		
BOT 161				**MEDICAL TERMINOLOGY**										
3599N	3.0	7	5			1		1		13	25	75.0	KHALIL	PT
3613 **	0.0	15	1							5	23	0.0	MCFADDEN	PT

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Course / Section	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 161 •MEDICAL TERMINOLOGY (CONT"D)														
COURSE TOTAL			7	5							13	25	75.0	
BOT 165 MEDICAL INSURANCE BILLING														
3614 **		0.0	11	1	2						3	17	0.0	HOLLYFIELD PT
COURSE TOTAL													0.0	
BOT 167 MEDICAL CODING														
3615 **		0.0	7	3							3	13	0.0	HOLLYFIELD PT
COURSE TOTAL													0.0	
BOT 170 MEDICAL OFFICE PROCEDURES														
3616 **		0.0	12								2	14	0.0	MCFADDEN PT
COURSE TOTAL													0.0	
BOT 201 ADV KEYBOARDING/DOC PROCESSING														
3617	16	6.0	1	1	2		1					5	27.4	HARLEY
COURSE TOTAL			1	1	2		1					5	27.4	
BOT 216 MEDICAL OFFICE TRANSCRIPTION														
3623		5.0	10					1			8	19	95.0	DIEHL PT
COURSE TOTAL			10					1			8	19	95.0	
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT														
3601		3.0	1	1							2	4	12.0	DIEHL
COURSE TOTAL			1	1							2	4	12.0	
BOT 217B MEDICAL TRANSCRIBING ENHANCMNT														
3605		3.0	1									1	3.0	DIEHL
COURSE TOTAL			1									1	3.0	
BOT 218 ADVANCED MEDICAL TRANSCRIPTION														
3591	5	5.0	2			1		1			1	5	25.0	DIEHL
COURSE TOTAL			2			1		1			1	5	25.0	
BOT 223 OFFICE WORK EXPERIENCE														
3618 **		0.0	3								2	5	0.0	DIEHL
3619 **		0.0	2								2	4	0.0	BROOKS
COURSE TOTAL													0.0	
BOT 224 OFFICE WORK EXPERIENCE														
3622 **		0.0	1								1	2	0.0	BROOKS
COURSE TOTAL													0.0	
BOT 225 OFFICE WORK EXPERIENCE														
3625 **		0.0	2									2	0.0	BROOKS
COURSE TOTAL													0.0	

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BOT 280A PREP PERFORMANCE EXAM MS WORD													
3627 16 1.5								1	1		2	2.7	SNIDER
COURSE TOTAL								1	1		2	2.7	
BOT 280B PREP PERFORMANCE EXAM MS WORD													
3628 16 1.5								1			1	1.4	SNIDER
COURSE TOTAL								1			1	1.4	
BOT 280C PREP PERFORMANCE EXAM MS WORD													
3629 16 1.5								1			1	1.4	SNIDER
COURSE TOTAL								1			1	1.4	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL													
3630 16 1.5								1			1	1.4	MCMANUS
COURSE TOTAL								1			1	1.4	
BOT 282A PREP PERFORMNCE EXAM MS ACCESS													
3633 16 1.5								2			2	2.7	MCMANUS
COURSE TOTAL								2			2	2.7	
BOT 282B PREP PERFORMNCE EXAM MS ACCESS													
3634 16 1.5								1			1	1.4	MCMANUS
COURSE TOTAL								1			1	1.4	
BOT 282C PREP PERFORMNCE EXAM MS ACCESS													
3635 16 1.5								1			1	1.4	MCMANUS
COURSE TOTAL								1			1	1.4	
BOT 283A PREP PERFRM EXAM MS POWERPOINT													
3636 16 1.5								2			2	2.7	SMITH
COURSE TOTAL								2			2	2.7	
BOT 283B PREP PERFRM EXAM MS POWERPOINT													
3637 16 1.5								1			1	1.4	SMITH
COURSE TOTAL								1			1	1.4	
BOT 283C PREP PERFRM EXAM MS POWERPOINT													
3638 16 1.5								1			1	1.4	SMITH
COURSE TOTAL								1			1	1.4	
BOT 299 OFFICE PROCESSES/TECHNOLOGIES													
3548 .8 2.0	3										3	2.7	BROOKS
3549 ** 16 0.0	3									2	2	0.0	SIKES
COURSE TOTAL												2.7	
SUBJECT TOTAL	396	140	63	15	177	13	48	24	420	1296		2289.4	

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT															
3700	16	3.0							4	3	6	13	19.2	ANSPACH	PT
COURSE TOTAL									4	3	6	13	19.2		
BOT 096 COMPUTER BASICS FOR THE OFFICE															
3701	16	2.0							21		12	37	45.7	ANSPACH	
COURSE TOTAL									21		12	37	45.7		
BOT 097 WINDOWS BASICS FOR THE OFFICE															
3702	16	2.0							11	11	10	32	40.2	MCMANUS	XP
COURSE TOTAL									11	11	10	32	40.2		
BOT 100 BASIC KEYBOARDING															
3704	8	6.0	11	2	1		4					19	52.1	FORSTOT	
3705	16	3.0	7	4			3	1			19	36	46.6	HARLEY	
3707	16	3.0	8	3		2	2				18	31	35.7	HARLEY	
3708	16	3.0	11	2	1		3				18	35	46.6	SIKES	XP
3710	16	3.0	10	3	2	1	3				14	33	52.1	SNIDER	PT
3711	16	3.0	11	2			6	1			10	26	43.9	ANSPACH	PT
3713	16	3.0	29	5	1		3		1		10	52	115.2	ANSPACH	PT
COURSE TOTAL			87	21	5	3	24	2	1		89	232	392.2		
BOT 101 KEYBOARDING/DOC PROCESSING															
3715	16	6.0	11	4	2	1	13				21	52	170.1	HARLEY	
COURSE TOTAL			11	4	2	1	13				21	52	170.1		
BOT 101A KEYBOARD/DOCUMENT PROCESSING															
3716	8	6.0	10	1	1		3				3	18	41.1	FORSTOT	PT
3717	8	6.0	5	5	2		2				4	18	38.4	FORSTOT	PT
3718	16	3.0	15	4	1		9				17	46	79.5	SIKES	
COURSE TOTAL			30	10	4		14				24	82	159.0		
BOT 101B KEYBOARD/DOCUMENT PROCESSING															
3719	8	6.0	9	1		2	3					15	41.1	FORSTOT	PT
3720	16	3.0	4	3	1		2				19	29	27.4	SIKES	
COURSE TOTAL			13	4	1	2	5				19	44	68.5		
BOT 102 INTMD KEYBOARDING/DOC PROCESS															
3721	16	6.0	7	3	4		2				9	25	87.8	HARLEY	
COURSE TOTAL			7	3	4		2				9	25	87.8		
BOT 103A BUILDING KEYBOARDING SKILL I															
3723	16	1.5	8	6	2		3				6	25	26.1	HARLEY	
COURSE TOTAL			8	6	2		3				6	25	26.1		
BOT 103B BUILDING KEYBOARDING SKILL I															
3724	16	1.5	1		3		2				2	8	8.2	HARLEY	
COURSE TOTAL			1		3		2				2	8	8.2		

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 103C BUILDING KEYBOARDING SKILL I													
3725 16	1.5					1					1	1.4	HARLEY
COURSE TOTAL						1					1	1.4	
BOT 104 FILING AND RECORDS MANAGEMENT													
3727 16	2.0	9	11	5	3	10			1	13	52	71.3	ANSPACH PT
COURSE TOTAL		9	11	5	3	10			1	13	52	71.3	
BOT 105 DATA ENTRY SKILLS													
3729 16	2.0	1	4	2	3	3			1	6	20	25.6	SMERK PT
COURSE TOTAL		1	4	2	3	3			1	6	20	25.6	
BOT 107 OFFICE SYSTEMS AND PROCEDURES													
3731 16	2.0	21		1	1					7	30	60.0	BROOKS XP
3732 16	2.0	25		1	1					6	33	66.0	BROOKS XP
COURSE TOTAL		46		2	2					13	63	126.0	
BOT 108 USE CALCULATORS/SOLVE BUS PROB													
3734 16	2.0		3	1	3	3				7	17	18.3	ANSPACH
COURSE TOTAL			3	1	3	3				7	17	18.3	
BOT 114 ESSENTIAL WORD													
3736 16	2.0	12	6	1	1	3	1	1		11	36	45.7	SIKES
3737 16	2.0	26	20	4	3	3				15	71	102.4	SIKES
COURSE TOTAL		38	26	5	4	6	1	1		26	107	148.1	
BOT 115 ESSENTIAL EXCEL													
3739 16	2.0	14	3		1	4	1	1		16	40	43.9	SNIDER PT
3740 16	2.0	22	23	1	3	6				15	70	100.6	SNIDER PT
COURSE TOTAL		36	26	1	4	10	1	1		31	110	144.5	
BOT 116 ESSENTIAL ACCESS													
3742 16	2.0	18	1			2				12	33	38.4	SIKES
COURSE TOTAL		18	1			2				12	33	38.4	
BOT 117 ESSENTIAL POWERPOINT													
3744 16	2.0	21	3			1		1	1	12	39	49.4	MCMANUS XP
COURSE TOTAL		21	3			1		1	1	12	39	49.4	
BOT 118 INTEGRATED OFFICE PROJECTS													
3745 16	3.0	3				2				1	6	13.7	MCMANUS
COURSE TOTAL		3				2				1	6	13.7	
BOT 120 COMPREHNSIVE WORD LEVEL I													
3746 16	2.0	6	2	1		2		1		6	18	21.9	SIKES
COURSE TOTAL		6	2	1		2		1		6	18	21.9	
BOT 121 COMPREHNSIVE WORD LEVEL II													
3747 16	2.0	5	4		1					3	13	18.3	SIKES
COURSE TOTAL		5	4		1					3	13	18.3	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 122 COMPREHNSIVE WORD LEVEL III														
3748 16	2.0	2		2	1	2				2	9	12.8	SIKES	
COURSE TOTAL		2		2	1	2				2	9	12.8		
BOT 123 COMPREHNSIVE EXCEL LEVEL I														
3750 16	2.0	9	3		1	2		1		8	24	29.3	SMITH	PT
COURSE TOTAL		9	3		1	2		1		8	24	29.3		
BOT 124 COMPREHNSIVE EXCEL LEVEL II														
3751 16	2.0	6	5	2		2				7	20	23.8	MCMANUS	
COURSE TOTAL		6	5	2		2				7	20	23.8		
BOT 125 COMPREHNSIVE EXCEL LEVEL III														
3752 16	2.0	6	1	2		1				7	17	18.3	MCMANUS	
COURSE TOTAL		6	1	2		1				7	17	18.3		
BOT 126 COMPREHNSIVE ACCESS LEVEL I														
3754 16	2.0	6	1	1		3	1			5	16	20.1	SNIDER	PT
COURSE TOTAL		6	1	1		3	1			5	16	20.1		
BOT 127 COMPREHNSIVE ACCESS LEVEL II														
3755 16	2.0	2				2				3	7	7.3	MCMANUS	
COURSE TOTAL		2				2				3	7	7.3		
BOT 128 COMPREHNSIVE ACCESS LEVEL III														
3756 16	2.0	3								3	6	5.5	MCMANUS	
COURSE TOTAL		3								3	6	5.5		
BOT 129 COMPREHNSIVE POWERPOINT LEVEL I														
3758 16	2.0	6	1	2		2			1	4	14	18.3	SMITH	PT
COURSE TOTAL		6	1	2		2			1	4	14	18.3		
BOT 130 COMPRHNSVE POWERPOINT LEVEL II														
3759 16	2.0	5				1				1	7	11.0	SMITH	PT
COURSE TOTAL		5				1				1	7	11.0		
BOT 131 COMPRHNSV POWERPOINT LEVEL III														
3760 16	2.0	4	1			1	1			1	7	11.0	SMITH	
COURSE TOTAL		4	1			1	1			1	7	11.0		
BOT 150 USING MICROSOFT PUBLISHER														
3762 16	2.0	2	2							1	5	7.3	ANSPACH	
COURSE TOTAL		2	2							1	5	7.3		
BOT 151 USING MICROSOFT OUTLOOK														
3763 16	2.0	6	4	4	1	2	1			4	18	25.6	MCMANUS	PT
COURSE TOTAL		6	4	4	1	2	1			4	18	25.6		
BOT 161 ** MEDICAL TERMINOLOGY														
3765	0.0	14		2						3	19	0.0	MCFADDEN	PT

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BOT 161 MEDICAL TERMINOLOGY (CONT"D)														
3766N	3.0	12	8	3		2				14	39	114.0	KHALIL	PT
COURSE TOTAL		12	8	3		2				14	39	114.0		
BOT 165 MEDICAL INSURANCE BILLING														
3768 **	0.0	12	3							3	18	0.0	HOLLYFIELD	PT
COURSE TOTAL												0.0		
BOT 167 MEDICAL CODING														
3769 **	0.0	6	3							1	10	0.0	HOLLYFIELD	PT
COURSE TOTAL												0.0		
BOT 170 MEDICAL OFFICE PROCEDURES														
3770 **	0.0	13								2	15	0.0	MCFADDEN	PT
COURSE TOTAL												0.0		
BOT 201 ADV KEYBOARDING/DOC PROCESSING														
3772 16	6.0	2		1		1				1	7	32.9	HARLEY	
COURSE TOTAL		2		1		1				1	7	32.9		
BOT 216 MEDICAL OFFICE TRANSCRIPTION														
3774	5.0	6		3			1			7	17	85.0	DIEHL	PT
COURSE TOTAL		6		3			1			7	17	85.0		
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT														
3776	3.0	1	1	1							2	6.0	DIEHL	
COURSE TOTAL												6.0		
BOT 218 ADVANCED MEDICAL TRANSCRIPTION														
3782	5.0	3	2	1						2	8	40.0	DIEHL	
COURSE TOTAL												40.0		
BOT 222 MEDICL TRANSCRIP SKIL BUILDING														
3785N	1.0	7	5							2	14	14.0	DIEHL	PT
COURSE TOTAL												14.0		
BOT 223 OFFICE WORK EXPERIENCE														
3787 ** 4	0.0	16								4	20	0.0	BROOKS	
3788 **	0.0	2									2	0.0	DIEHL	
3789 **	0.0	4								1	5	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 224 OFFICE WORK EXPERIENCE														
3792 **	0.0	1									1	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 225 OFFICE WORK EXPERIENCE														
3795 **	0.0	1									1	0.0	SNIDER	

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BOT 225 OFFICE WORK EXPERIENCE (CONT"D)												
COURSE TOTAL											0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD												
3797 16 1.5							3			3	4.1	SIKES
COURSE TOTAL							3			3	4.1	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL												
3801 16 1.5							2		2	4	2.7	MCMANUS
COURSE TOTAL							2		2	4	2.7	
BOT 282A PREP PERFORMNCE EXAM MS ACCESS												
3805 ** 16 0.0									1	1	0.0	MCMANUS
COURSE TOTAL									1		0.0	
BOT 299 OFFICE PROCESSES/TECHNOLOGIES												
3814 8 2.0							5		2	7	4.6	BROOKS
COURSE TOTAL							5		2	7	4.6	
BOT 299Z SUPERVISED TUTORING - BOT												
3817 ** 16 0.0									4	4	0.0	MCMANUS
COURSE TOTAL									4		0.0	
SUBJECT TOTAL	436	165	48	27	124	7	47	22	404	1280	2187.5	

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BOT 095 KEYBOARDING SKILL REINFORCEMT														
3540 17	3.0							1	1	4	6	5.8	HARLEY	
COURSE TOTAL								1	1	4	6	5.8		
BOT 096 COMPUTER BASICS FOR THE OFFICE														
3541 17	2.0							6	10	19	35	31.1	ANSPACH	PT
COURSE TOTAL								6	10	19	35	31.1		
BOT 097 WINDOWS BASICS FOR THE OFFICE														
3542 17	2.0						1	7	6	7	21	27.2	ANSPACH	
COURSE TOTAL							1	7	6	7	21	27.2		
BOT 100 BASIC KEYBOARDING														
3544 17	3.0	13	4			4				17	38	61.2	HARLEY	
3545 17	3.0	22	5			7	1			12	48	104.9	MCMANUS	
3546 17	3.0	8	2	1		5				5	20	43.7	HARLEY	PT
3547 17	3.0	12	5			10				10	40	87.4	SNIDER	PT
3548 17	3.0	7	1	3		2				21	31	29.1	SMERK	
3549 17	3.0	13	1			9	1			21	45	69.9	SIKES	
COURSE TOTAL		75	18	4		37				86	222	396.2		
BOT 101 KEYBOARDING/DOC PROCESSING														
3552 17	6.0	11		1		6	1			28	49	122.4	HARLEY	
3553 17	6.0	12		6	1	1	2			3	26	156.0	FORSTOT	
COURSE TOTAL		23		7	1	7	3			31	75	278.4		
BOT 101A KEYBOARD/DOCUMENT PROCESSING														
3554 17	3.0	15		4		8	1			16	45	84.5	SNIDER	PT
COURSE TOTAL		15		4		8	1			16	45	84.5		
BOT 101B KEYBOARD/DOCUMENT PROCESSING														
3558 17	3.0	7		2		4				20	34	40.8	SIKES	
COURSE TOTAL		7		2		4				20	34	40.8		
BOT 102 INTMD KEYBOARDING/DOC PROCESS														
3561 17	6.0	8	3	2	1	5	1	1		20	40	116.6	HARLEY	
COURSE TOTAL		8	3	2	1	5	1	1		20	40	116.6		
BOT 103A BUILDING KEYBOARDING SKILL I														
3562 17	1.5	5	2	2		2		1		9	18	13.1	MCMANUS	
COURSE TOTAL		5	2	2		2		1		9	18	13.1		
BOT 103B BUILDING KEYBOARDING SKILL II														
3563 17	1.5	1	1		2	2				6	12	8.7	MCMANUS	
COURSE TOTAL		1	1		2	2				6	12	8.7		
BOT 103C BUILDING KEYBOARDING SKILL III														
3564 17	1.5	1			2	1				1	5	5.8	MCMANUS	
COURSE TOTAL		1			2	1				1	5	5.8		

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BOT 104 FILING AND RECORDS MANAGEMENT														
3565 17	2.0	12	16	6	3	6				16	59	83.5	HARLEY	XP
COURSE TOTAL		12	16	6	3	6				16	59	83.5		
BOT 105 DATA ENTRY SKILLS														
3566 17	2.0	2	7	5	2		1			5	22	33.0	SIKES	
COURSE TOTAL		2	7	5	2		1			5	22	33.0		
BOT 107 OFFICE SYSTEMS AND PROCEDURES														
3567 17	2.0	27	2							4	33	66.0	BROOKS	XP
3568		35	1		2	1				3	42	84.0	BROOKS	XP
COURSE TOTAL		62	3		2	1				7	75	150.0		
BOT 108 USE CALCULATORS/SOLVE BUS PROB														
3569 17	2.0	4	2			3	1			7	17	19.4	SIKES	
COURSE TOTAL		4	2			3	1			7	17	19.4		
BOT 114 ESSENTIAL WORD														
3571 17	2.0	29	13	7	1	4				17	71	104.9	ANSPACH	PT
3572 17	2.0	3	4	2		6		1		10	26	31.1	ANSPACH	PT
COURSE TOTAL		32	17	9	1	10		1		27	97	136.0		
BOT 115 ESSENTIAL EXCEL														
3573 17	2.0	33	9	6	2	7				16	73	110.7	ANSPACH	PT
3574 17	2.0	16	3	3	2	4				16	44	54.4	SNIDER	PT
COURSE TOTAL		49	12	9	4	11				32	117	165.1		
BOT 116 ESSENTIAL ACCESS														
3575 17	2.0	23	8	2	2	3				15	53	73.8	SMERK	PT
COURSE TOTAL		23	8	2	2	3				15	53	73.8		
BOT 117 ESSENTIAL POWERPOINT														
3576 17	2.0	19	9	4		4		1		16	53	71.9	ANSPACH	PT
COURSE TOTAL		19	9	4		4		1		16	53	71.9		
BOT 118 INTEGRATED OFFICE PROJECTS														
3577 17	3.0	6	1							3	10	20.4	SMITH	
COURSE TOTAL		6	1							3	10	20.4		
BOT 120 COMPREHNSIVE WORD LEVEL I														
3578 17	2.0	8	2	2		1				4	17	25.3	SNIDER	PT
COURSE TOTAL		8	2	2		1				4	17	25.3		
BOT 121 COMPREHNSIVE WORD LEVEL II														
3579 17	2.0	11	1	1		1				5	18	25.3	SMERK	PT
COURSE TOTAL		11	1	1		1				5	18	25.3		
BOT 122 COMPREHNSIVE WORD LEVEL III														
3581 17	2.0	6	2			2				3	13	19.4	SMERK	PT
COURSE TOTAL		6	2			2				3	13	19.4		

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BOT 123 COMPREHNSIVE EXCEL LEVEL I														
3582	17	2.0	10	3	1		2	1			6	23	33.0	SMITH PT
COURSE TOTAL			10	3	1		2	1			6	23	33.0	
BOT 124 COMPREHENSIVE EXCEL LEVEL II														
3583	17	2.0	8	3			4	1			6	22	31.1	MCMANUS
COURSE TOTAL			8	3			4	1			6	22	31.1	
BOT 125 COMPREHENSIVE EXCEL LEVEL III														
3584	17	2.0	2				1					3	5.8	MCMANUS
COURSE TOTAL			2				1					3	5.8	
BOT 126 COMPREHENSIVE ACCESS LEVEL I														
3585	17	2.0	5		1		1				1	8	13.6	SMERK PT
COURSE TOTAL			5		1		1				1	8	13.6	
BOT 127 COMPREHENSIVE ACCESS LEVEL II														
3586	17	2.0	8	1	1		1					11	21.4	MCMANUS
COURSE TOTAL			8	1	1		1					11	21.4	
BOT 128 COMPREHENSIVE ACCESS LEVEL III														
3587	17	2.0	3				1		1		2	7	9.7	MCMANUS
COURSE TOTAL			3				1		1		2	7	9.7	
BOT 129 COMPREHNSIVE POWERPOINT LEVEL I														
3588	17	2.0	4	4			2	1			5	12	13.6	SMITH PT
COURSE TOTAL			4	4			2	1			5	12	13.6	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II														
3589	17	2.0	9					1			3	13	19.4	SMITH PT
COURSE TOTAL			9					1			3	13	19.4	
BOT 131 COMPRHNSV POWERPOINT LEVEL III														
3591	17	2.0	3				1	1			2	6	7.8	SMITH
COURSE TOTAL			3				1	1			2	6	7.8	
BOT 150 USING MICROSOFT PUBLISHER														
3592	17	2.0	1	4			2				3	10	13.6	HARLEY
COURSE TOTAL			1	4			2				3	10	13.6	
BOT 151 USING MICROSOFT OUTLOOK														
3597	17	2.0	5	1		1	1				1	9	15.5	MCMANUS
COURSE TOTAL			5	1		1	1				1	9	15.5	
BOT 161 MEDICAL TERMINOLOGY														
3598 **	17	0.0	10	3	4		3				5	25	0.0	MCFADDEN PT
3599N	17	3.0	7	11	3		4				17	42	123.0	KHALIL PT
COURSE TOTAL			7	11	3		4				17	42	123.0	

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BOT 165 MEDICAL INSURANCE BILLING														
3600 **		0.0	12	1							4	17	0.0	HOLLYFIELD PT
COURSE TOTAL													0.0	
BOT 170 MEDICAL OFFICE PROCEDURES														
3601 **		0.0	12				2				4	18	0.0	MCFADDEN PT
COURSE TOTAL													0.0	
BOT 216 MEDICAL OFFICE TRANSCRIPTION														
3604		5.0	5	4							5	14	70.0	DIEHL PT
COURSE TOTAL			5	4							5	14	70.0	
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT														
3605		3.0	2	2		1						5	15.0	DIEHL
COURSE TOTAL			2	2		1						5	15.0	
BOT 218 ADVANCED MEDICAL TRANSCRIPTION														
3616		5.0	3	1				3			2	9	45.0	DIEHL
COURSE TOTAL			3	1				3			2	9	45.0	
BOT 224 OFFICE WORK EXPERIENCE														
3623 **		0.0									1	1	0.0	DIEHL
COURSE TOTAL													0.0	
BOT 225 OFFICE WORK EXPERIENCE														
3625 **		0.0	2									2	0.0	SNIDER
3626 **		0.0	1									1	0.0	DIEHL
COURSE TOTAL													0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD														
3627		1.5							2			2	2.9	SMERK
COURSE TOTAL									2			2	2.9	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL														
3630		1.5							2		1	3	2.9	MCMANUS
COURSE TOTAL									2		1	3	2.9	
BOT 282A PREP PERFORMNCE EXAM MS ACCESS														
3633		1.5							1		1	1	1.5	MCMANUS
COURSE TOTAL									1		1	1	1.5	
BOT 283A PREP PERFRM EXAM MS POWERPOINT														
3636		1.5							1		1	1	1.5	SMITH
COURSE TOTAL									1		1	1	1.5	
BOT 299 OFFICE PROCESSES/TECHNOLOGIES														
3639	8	2.0	2								1	3	1.8	BROOKS

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BOT 299 OFFICE PROCESSES/TECHNOLOGIES (CONT"D)
COURSE TOTAL   2   1   3   1.8

SUBJECT TOTAL   446   141   62   20   125   17   25   18   414 1268   2279.4

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BOT 095 KEYBOARDING SKILL REINFORCEMT															
3700	16	3.0							4	3	4	11	19.2	ANSPACH	PT
COURSE TOTAL									4	3	4	11	19.2		
BOT 096 COMPUTER BASICS FOR THE OFFICE															
3701	16	2.0						1	11	10	11	33	40.2	ANSPACH	PT
COURSE TOTAL								1	11	10	11	33	40.2		
BOT 097 WINDOWS BASICS FOR THE OFFICE															
3702	16	2.0						1	14	6	20	41	38.4	SMERK	PT
COURSE TOTAL								1	14	6	20	41	38.4		
BOT 100 BASIC KEYBOARDING															
3705	16	3.0	6	4			6				7	23	46.6	HARLEY	XP
3707	16	3.0	11	4			1		1		11	28	43.9	HARLEY	PT
3708	16	3.0	6	4	2		9				12	33	57.6	MCMANUS	PT
3710	16	3.0	9	3	1		3				13	29	49.4	SNIDER	PT
3711	16	3.0	11	2			3		2		9	27	43.9	SNIDER	PT
3713	16	3.0	6	2			5	1		1	10	25	41.1	ANSPACH	PT
COURSE TOTAL			49	19	3		27	1	3	1	62	165	282.5		
BOT 101 KEYBOARDING/DOC PROCESSING															
3714	16	6.0	4	7	2						3	16	96.0	FORSTOT	PT
3715	16	6.0	9	3	1		5				18	36	98.7	HARLEY	
COURSE TOTAL			13	10	3		5				21	52	194.7		
BOT 101A KEYBOARD/DOCUMENT PROCESSING															
3718	16	3.0	16	5	4		2			2	8	37	79.5	THOMAS	PT
COURSE TOTAL			16	5	4		2			2	8	37	79.5		
BOT 101B KEYBOARD/DOCUMENT PROCESSING															
3720	16	3.0	4	3	1	2	4				13	27	38.4	THOMAS	PT
COURSE TOTAL			4	3	1	2	4				13	27	38.4		
BOT 102 INTMD KEYBOARDING/DOC PROCESS															
3721	16	6.0	7	3	3	1	3	1			13	31	98.7	HARLEY	PT
COURSE TOTAL			7	3	3	1	3	1			13	31	98.7		
BOT 103A BUILDING KEYBOARDING SKILL I															
3723	16	1.5	10	3		1	2				11	27	21.9	ANSPACH	PT
COURSE TOTAL			10	3		1	2				11	27	21.9		
BOT 103B BUILDING KEYBOARDING SKILL II															
3724	16	1.5	10	2	1					1	5	19	19.2	ANSPACH	
COURSE TOTAL			10	2	1					1	5	19	19.2		
BOT 103C BUILDING KEYBOARDING SKILL III															
3725	16	1.5	3				2					5	6.9	ANSPACH	
COURSE TOTAL			3				2					5	6.9		

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 104 FILING AND RECORDS MANAGEMENT															
3727	16	2.0	6	5	2	1	1				13	28	27.4	SIKES	PT
COURSE TOTAL			6	5	2	1	1				13	28	27.4		
BOT 105 DATA ENTRY SKILLS															
3729	16	2.0	5	5	3		3				8	24	29.3	SMERK	
COURSE TOTAL			5	5	3		3				8	24	29.3		
BOT 107 OFFICE SYSTEMS AND PROCEDURES															
3731	16	2.0	10	2	1		1				2	16	32.0	SNIDER	PT
3732	16	2.0	9	2	1						5	17	34.0	SNIDER	PT
COURSE TOTAL			19	4	2		1				7	33	66.0		
BOT 108 USE CALCULATORS/SOLVE BUS PROB															
3734	16	2.0	1		1	1	1				5	9	7.3	SIKES	
COURSE TOTAL			1		1	1	1				5	9	7.3		
BOT 114 ESSENTIAL WORD															
3736	16	2.0	15	7	2		3		4		11	42	56.7	ANSPACH	PT
3737	16	2.0	7	6			2				11	26	27.4	ANSPACH	PT
COURSE TOTAL			22	13	2		5		4		22	68	84.1		
BOT 115 ESSENTIAL EXCEL															
3739	16	2.0	13	2			4			1	19	39	36.6	SMERK	PT
3740	16	2.0	16	9	2		1				13	41	51.2	SMERK	PT
COURSE TOTAL			29	11	2		5			1	32	80	87.8		
BOT 116 ESSENTIAL ACCESS															
3742	16	2.0	5	2	2		4				11	24	23.8	MCMANUS	
COURSE TOTAL			5	2	2		4				11	24	23.8		
BOT 117 ESSENTIAL POWERPOINT															
3744	16	2.0	21	1	2	1	2		3		20	50	54.9	HARLEY	XP
COURSE TOTAL			21	1	2	1	2		3		20	50	54.9		
BOT 118 INTEGRATED OFFICE PROJECTS															
3745	16	3.0	1	1		1					7	10	8.2	MCMANUS	
COURSE TOTAL			1	1		1					7	10	8.2		
BOT 120 COMPREHNSIVE WORD LEVEL I															
3746	16	2.0	18	2			2				12	34	40.2	SIKES	PT
COURSE TOTAL			18	2			2				12	34	40.2		
BOT 121 COMPREHNSIVE WORD LEVEL II															
3747	16	2.0	9	1	1		3	1	1	1	14	31	31.1	SIKES	PT
COURSE TOTAL			9	1	1		3	1	1	1	14	31	31.1		
BOT 122 COMPREHNSIVE WORD LEVEL III															
3748	16	2.0	6	2	2		5				2	17	27.4	SIKES	
COURSE TOTAL			6	2	2		5				2	17	27.4		

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WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
BOT 123 COMPREHNSIVE EXCEL LEVEL I														
3750 16	2.0	9	1		1					9	20	20.1	SMITH	PT
COURSE TOTAL		9	1		1					9	20	20.1		
BOT 124 COMPREHENSIVE EXCEL LEVEL II														
3751 16	2.0	4	4		1	2				11	22	20.1	MCMANUS	
COURSE TOTAL		4	4		1	2				11	22	20.1		
BOT 125 COMPREHENSIVE EXCEL LEVEL III														
3752 16	2.0	3	1								4	7.3	MCMANUS	
COURSE TOTAL		3	1								4	7.3		
BOT 126 COMPREHNSIVE ACCESS LEVEL I														
3754 16	2.0	6	2			3				6	17	20.1	SMERK	PT
COURSE TOTAL		6	2			3				6	17	20.1		
BOT 127 COMPREHENSIVE ACCESS LEVEL II														
3755 16	2.0	2	2							2	6	7.3	MCMANUS	
COURSE TOTAL		2	2							2	6	7.3		
BOT 128 COMPREHNSIVE ACCESS LEVEL III														
3756 16	2.0	1								2	3	1.8	MCMANUS	
COURSE TOTAL		1								2	3	1.8		
BOT 129 COMPREHNSVE POWERPOINT LEVEL I														
3758 16	2.0	4								7	11	7.3	SMITH	PT
COURSE TOTAL		4								7	11	7.3		
BOT 130 COMPRHNSVE POWERPOINT LEVEL II														
3759 16	2.0	6								2	8	11.0	SMITH	PT
COURSE TOTAL		6								2	8	11.0		
BOT 131 COMPRHNSV POWERPOINT LEVEL III														
3760 16	2.0	6									6	11.0	SMITH	
COURSE TOTAL		6									6	11.0		
BOT 150 USING MICROSOFT PUBLISHER														
3762 16	2.0	5	1			1				4	11	12.8	ANSPACH	
COURSE TOTAL		5	1			1				4	11	12.8		
BOT 161 MEDICAL TERMINOLOGY														
3765**	0.0	17	2			1				4	24	0.0	MCFADDEN	PT
3766N	3.0	6		2		3				12	29	87.0	KHALIL	PT
COURSE TOTAL	3.0	6		2		3				12	29	87.0		
BOT 165 MEDICAL INSURANCE BILLING														
3768**	0.0	4								2	12	0.0	HOLLYFIELD	PT
COURSE TOTAL	0.0											0.0		

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 167 MEDICAL CODING													
3769 **	0.0	5	2	2		2					11	0.0	HOLLYFIELD PT
COURSE TOTAL		5	2	2		2					11	0.0	
BOT 170 MEDICAL OFFICE PROCEDURES													
3770 **	0.0	11								2	13	0.0	MCFADDEN PT
COURSE TOTAL		11								2	13	0.0	
BOT 198 SUPERVISED TUTORING - BOT													
3771 ** 16	0.0									8	8	0.0	MCMANUS
COURSE TOTAL										8	8	0.0	
BOT 201 ADV KEYBOARDING/DOC PROCESSING													
3772 16	6.0	2				1					3	16.5	HARLEY
COURSE TOTAL		2				1					3	16.5	
BOT 216 MEDICAL OFFICE TRANSCRIPTION													
3775N	5.0	4		3						3	10	50.0	DIEHL PT
COURSE TOTAL		4		3						3	10	50.0	
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT													
3777N	3.0			1							1	3.0	DIEHL
COURSE TOTAL				1							1	3.0	
BOT 217B MEDICAL TRANSCRIBING ENHANCMNT													
3779N	3.0	1		1							2	6.0	DIEHL
COURSE TOTAL		1		1							2	6.0	
BOT 218 ADVANCED MEDICAL TRANSCRIPTION													
3783N	5.0	2		3	1					1	9	45.0	DIEHL
COURSE TOTAL		2		3	1					1	9	45.0	
BOT 222 MEDICL TRANSCRIP SKIL BUILDING													
3785N	1.0	7		5	1					4	17	17.0	DIEHL PT
COURSE TOTAL		7		5	1					4	17	17.0	
BOT 223 OFFICE WORK EXPERIENCE													
3788 ** 3	0.0	8					1				9	0.0	SNIDER
COURSE TOTAL		8					1				9	0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD													
3797 ** 16	0.0									2	2	0.0	SIKES
COURSE TOTAL										2	2	0.0	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL													
3801 ** 16	0.0									1	1	0.0	MCMANUS
COURSE TOTAL										1	1	0.0	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 282A PREP PERFORMNCE EXAM MS ACCESS													
3805 ** 16	0.0									1	1	0.0	MCMANUS
COURSE TOTAL												0.0	
BOT 299 OFFICE PROCESSES/TECHNOLOGIES													
3814 8	2.0					1				1	2	0.9	SNIDER
COURSE TOTAL						1				1	2	0.9	
SUBJECT TOTAL		318	124	41	11	88	5	40	25	385	1037	1671.3	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT														
3700 17	3.0							6	6	2	14	35.0	HARLEY	
COURSE TOTAL								6	6	2	14	35.0		
BOT 096 COMPUTER BASICS FOR THE OFFICE														
3702 17	2.0							8	7	8	23	29.1	ANSPACH	PT
COURSE TOTAL								8	7	8	23	29.1		
BOT 097 WINDOWS BASICS FOR THE OFFICE														
3704 17	2.0							8	10	6	24	35.0	ANSPACH	
COURSE TOTAL								8	10	6	24	35.0		
BOT 100 BASIC KEYBOARDING														
3706 17	3.0	6	3		1	3				8	21	37.9	HARLEY	XP
3707 17	3.0	8	3	1	3	6		2		9	32	67.0	MCMANUS	
3708 17	3.0	8	2			3				5	22	37.9	HARLEY	
3709 17	3.0	12	6	3	1	6				6	34	84.5	THOMAS	PT
3710 17	3.0	9	1	1	1	7			1	8	28	64.1	SMERK	PT
3711 17	3.0	11	1	1	2	11	1	1	1	2	35	78.7	THOMAS	PT
3712 8	6.0	5		1					1		9	19.2	FORSTOT	
COURSE TOTAL		59	16	7	8	37	1	3	3	47	181	389.3		
BOT 101 KEYBOARDING/DOC PROCESSING														
3713 17	6.0	2	3		1	5			1	3	15	69.9	HARLEY	PT
3715 17	6.0	5		1		1				7	13	78.0	FORSTOT	
COURSE TOTAL		7	3	1	1	6			1	10	28	147.9		
BOT 101A KEYBOARD/DOCUMENT PROCESSING														
3717 17	3.0	15	2	2	1	4				11	35	69.9	SIKES	PT
3718 9	5.3	4	1	1		1					7	19.1	FORSTOT	
COURSE TOTAL		19	3	3	1	5				11	42	89.0		
BOT 101B KEYBOARD/DOCUMENT PROCESSING														
3719 17	3.0	8	3	2		4				12	29	49.5	SIKES	PT
COURSE TOTAL		8	3	2		4				12	29	49.5		
BOT 102 INTMD KEYBOARDING/DOC PROCESS														
3721 17	6.0	4	3		1	2	1	1		9	21	69.9	HARLEY	
COURSE TOTAL		4	3		1	2	1	1		9	21	69.9		
BOT 103A BUILDING KEYBOARDING SKILL I														
3723 17	1.5	8	6	2	1	4	1			6	28	32.1	MCMANUS	
COURSE TOTAL		8	6	2	1	4	1			6	28	32.1		
BOT 103B BUILDING KEYBOARDING SKILL II														
3724 17	1.5	7	2	3		3				5	20	21.9	MCMANUS	
COURSE TOTAL		7	2	3		3				5	20	21.9		
BOT 103C BUILDING KEYBOARDING SKILL III														
3725 17	1.5	2	2							1	3	2.9	MCMANUS	

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BOT 103C BUILDING KEYBOARDING SKILL III (CONT"D)

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
COURSE TOTAL		2								1	3	2.9		

BOT 104 FILING AND RECORDS MANAGEMENT

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3726 17	2.0	2	1	1	1	8				11	24	25.3	HARLEY	
COURSE TOTAL		2	1	1	1	8				11	24	25.3		

BOT 105 DATA ENTRY SKILLS

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3728 17	2.0	1	2	2		4				4	13	17.5	SNIDER	PT
COURSE TOTAL		1	2	2		4				4	13	17.5		

BOT 106 EFFECTIVE JOB SEARCH

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3730 17	1.0	9	4	1		1				2	17	17.0	RILEY	PT
3731 17	1.0	5	3	2		1				7	18	17.0	RILEY	PT
COURSE TOTAL		14	7	3		2				9	35	34.0		

BOT 107 OFFICE SYSTEMS AND PROCEDURES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3732 17	2.0	6	6	2		1				1	16	32.0	SNIDER	PT
3733 17	2.0	10	5	2		1				5	23	46.0	SNIDER	PT
COURSE TOTAL		16	11	4		2				6	39	78.0		

BOT 108 USE CALCULATORS/SOLVE BUS PROB

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3734 17	2.0	2	2	2		4				3	11	15.5	SNIDER	
COURSE TOTAL		2	2	2		4				3	11	15.5		

BOT 109 ELEMENTARY ACCOUNTING

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3736	3.0	1	1	2	1					5	10	30.0	LESLIE	XP
3737N	3.0	2		1						4	7	18.0	LESLIE	
3738	3.0	6				1				2	9	27.0	LOACH	PT
3739	3.0	1				1				1	3	9.0	LOACH	PT
COURSE TOTAL		10	1	3	1	2				12	29	84.0		

BOT 110 BUS ENGLISH AND COMMUNICATION

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3741 17	3.0	1	2	4	2	1				8	18	54.0	LESLIE	PT
3742 17	3.0	8	5	5		1				4	23	69.0	LESLIE	PT
COURSE TOTAL		9	7	9	2	2				12	41	123.0		

BOT 114 ESSENTIAL WORD

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3743 17	2.0	11	1	1	2	3				13	32	36.9	ANSPACH	PT
3744 17	2.0	16	8	1	2	6			1	7	30	44.7	ANSPACH	PT
COURSE TOTAL		17	9	2	4	9			1	20	62	81.6		

BOT 115 ESSENTIAL EXCEL

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3746 17	2.0	8	7	1		6				13	35	42.7	ANSPACH	PT
3747 17	2.0	6	6	2		4				2	20	35.7	SMERK	PT
3748 17	2.0	3				2				2	7	9.7	MCMANUS	
COURSE TOTAL		17	13	3		12				17	62	87.4		

BOT 116 ESSENTIAL ACCESS

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
3749 17	2.0	6	2	1	1	3		1		6	19	25.3	SMERK	PT

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BOT 116 ESSENTIAL ACCESS					(CONT"D)								
COURSE TOTAL		6	2		1	3		1		6	19	25.3	
BOT 117 ESSENTIAL POWERPOINT													
3751 17	2.0	9	4	1		8		1		10	33	44.7	ANSPACH PT
COURSE TOTAL		9	4	1		8		1		10	33	44.7	
BOT 118 INTEGRATED OFFICE PROJECTS													
3752 17	3.0	5								3	8	14.6	MCMANUS
COURSE TOTAL		5								3	8	14.6	
BOT 120 COMPREHNSIVE WORD LEVEL I													
3754 17	2.0	4	3			3				10	20	19.4	SNIDER PT
COURSE TOTAL		4	3			3				10	20	19.4	
BOT 121 COMPREHNSIVE WORD LEVEL II													
3755 17	2.0	4	2		1	3				8	19	21.4	SMERK PT
COURSE TOTAL		4	2		1	3				8	19	21.4	
BOT 122 COMPREHNSIVE WORD LEVEL III													
3756 17	2.0	2	1		1	1				2	4	3.9	SMERK
COURSE TOTAL		2	1		1	1				2	4	3.9	
BOT 123 COMPREHNSIVE EXCEL LEVEL I													
3758 17	2.0	6	3		1	4		1		5	20	29.1	CORRELL PT
COURSE TOTAL		6	3		1	4		1		5	20	29.1	
BOT 124 COMPREHNSIVE EXCEL LEVEL II													
3759 17	2.0	4	2			3				4	15	21.4	MCMANUS XP
COURSE TOTAL		4	2			3				4	15	21.4	
BOT 125 COMPREHNSIVE EXCEL LEVEL III													
3761 17	2.0	2	1			2				3	8	9.7	MCMANUS
COURSE TOTAL		2	1			2				3	8	9.7	
BOT 126 COMPREHNSIVE ACCESS LEVEL I													
3763 17	2.0	2				1		1		3	7	7.8	SNIDER PT
COURSE TOTAL		2				1		1		3	7	7.8	
BOT 127 COMPREHNSIVE ACCESS LEVEL II													
3764 17	2.0	5	1			1					7	13.6	MCMANUS
COURSE TOTAL		5	1			1					7	13.6	
BOT 128 COMPREHNSIVE ACCESS LEVEL III													
3765 17	2.0	4	1							2	7	9.7	MCMANUS
COURSE TOTAL		4	1							2	7	9.7	
BOT 129 COMPREHNSVE POWERPOINT LEVEL I													
3766 17	2.0	6	1			1				3	11	15.5	DOHERTY PT
COURSE TOTAL		6	1			1				3	11	15.5	

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Section	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II															
3767	17	2.0	1	2	1	1	1				1	7	11.7	DOHERTY	PT
COURSE TOTAL			1	2	1	1	1				1	7	11.7		
BOT 131 COMPRHNSV POWERPOINT LEVEL III															
3768	17	2.0	1	1	1		1				1	4	5.8	DOHERTY	
COURSE TOTAL			1	1	1		1				1	4	5.8		
BOT 151 USING MICROSOFT OUTLOOK															
3771	17	2.0	11	1	1		1				3	16	25.3	MCMANUS	
COURSE TOTAL			11	1	1		1				3	16	25.3		
BOT 161 MEDICAL TERMINOLOGY															
3773 **		0.0	11	1	1		1					14	0.0	MCFADDEN	PT
3774N		3.0	8	3	3		2				16	32	93.0	KHALIL	PT
COURSE TOTAL			8	3	3		2				16	32	93.0		
BOT 163 INTRO TO BASIC INSURANCE PRINC															
3776		3.0	6		4		1				5	16	42.0	CAPTAIN	PT
COURSE TOTAL			6		4		1				5	16	42.0		
BOT 164 COMP SOFTWARE FOR INS INDUSTRY															
3778		2.0	8	1			1				4	14	24.0	FORSTOT	PT
COURSE TOTAL			8	1			1				4	14	24.0		
BOT 165 MEDICAL INSURANCE BILLING															
3781 **		0.0	7	3			1				2	13	0.0	HOLLYFIELD	PT
COURSE TOTAL													0.0		
BOT 170 MEDICAL OFFICE PROCEDURES															
3783 **		0.0	8				2				1	11	0.0	MCFADDEN	PT
COURSE TOTAL													0.0		
BOT 172 INTRO MICROCOMPUTER APPLICATNS															
3786	8	2.0	5			3	7	1			6	22	14.6	KELLENBERGER	
COURSE TOTAL			5			3	7	1			6	22	14.6		
BOT 176 COMPUTERIZED ACCT APPLICATION															
3788		2.0	2		4		2				2	10	20.0	JENSEN	PT
3789N **		0.0									1	1	0.0	JENSEN	PT
COURSE TOTAL			2		4		2				2	10	20.0		
BOT 179 COMPUTERIZED ACCOUNTING LAB															
3792		3.0	1	5	4		2				3	15	45.0	JENSEN	PT
COURSE TOTAL			1	5	4		2				3	15	45.0		
BOT 198 SUPERVISED TUTORING - BOT															
3813 **	16	0.0									1	1	0.0	MCMANUS	

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BOT 198 SUPERVISED TUTORING - BOT (CONT"D)													
COURSE TOTAL												0.0	
BOT 201 ADV KEYBOARDING/DOC PROCESSING													
3815 17	6.0		3							3	3	17.5	HARLEY
COURSE TOTAL			3							3	3	17.5	
BOT 203 OFFICE PROJECT COORDINATION													
3816 17	3.0	1	1								2	5.8	MCMANUS
COURSE TOTAL		1	1								2	5.8	
BOT 216 MEDICAL OFFICE TRANSCRIPTION													
3818N	5.0	2	3							4	12	60.0	SHOUCAIR PT
COURSE TOTAL		2	3							4	12	60.0	
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT													
3820N**	0.0									1	1	0.0	SHOUCAIR
COURSE TOTAL										1		0.0	
BOT 217B MEDICAL TRANSCRIBING ENHANCMNT													
3822N	3.0	1								1	2	6.0	SHOUCAIR
COURSE TOTAL		1								1	2	6.0	
BOT 217C MEDICAL TRANSCRIPTION													
3824N	3.0			2						2	2	6.0	SHOUCAIR
COURSE TOTAL				2						2	2	6.0	
BOT 218 ADVANCED MEDICAL TRANSCRIPTION													
3826N	5.0			5						6	6	30.0	SHOUCAIR
COURSE TOTAL				5						6	6	30.0	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL													
3840 17	1.5							1		1	1	1.5	MCMANUS
COURSE TOTAL								1		1	1	1.5	
BOT 283A PREP PERFRM EXAM MS POWERPOINT													
3848 17	1.5							1		1	1	1.5	DOHERTY
COURSE TOTAL								1		1	1	1.5	
BOT 299 OFFICE PROCESSES/TECHNOLOGIES													
3855 ** 8	0.0									1	1	0.0	SNIDER
3857 8	3.0					1				1	2	0.4	LESLIE
3858 ** 8	0.0					1				1	1	0.0	RILEY
COURSE TOTAL						1				1	2	1.4	
SUBJECT TOTAL	301	140	71	26	155	4		32	28	317	1074	2095.1	

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S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT															
3700	17	3.0							6	3	8	17	26.2	HARLEY	PT
COURSE TOTAL									6	3	8	17	26.2		
BOT 096 COMPUTER BASICS FOR THE OFFICE															
3701	17	2.0							8	8	14	30	31.1	ANSPACH	PT
COURSE TOTAL									8	8	14	30	31.1		
BOT 097 WINDOWS BASICS FOR THE OFFICE															
3702	17	2.0							5	4	14	23	17.5	ANSPACH	
COURSE TOTAL									5	4	14	23	17.5		
BOT 100 BASIC KEYBOARDING															
3703	17	3.0	9	4		1	2				11	27	46.6	HARLEY	XP
3704	17	3.0	6	3		1	4			1	19	34	43.7	MCMANUS	XP
3705	17	3.0	12	1	1		5				13	32	55.4	HARLEY	PT
3706	17	3.0	7	4	2	1					7	21	40.8	THOMAS	XP
3707	17	3.0	1	1	3		4				10	19	26.2	MCMANUS	PT
3708	17	3.0	4		3		2				5	14	26.2	THOMAS	PT
3709	8	6.0	12					3			1	16	41.1	FORSTOT	
COURSE TOTAL			51	13	9	3	17	3		1	66	163	280.0		
BOT 101 KEYBOARDING/DOC PROCESSING															
3711	17	6.0	4	3	1	1	3				10	22	69.9	HARLEY	
3712	17	6.0	3	1							2	6	30.0	FORSTOT	PT
COURSE TOTAL			7	4	1	1	3				12	28	99.9		
BOT 101A KEYBOARD/DOCUMENT PROCESSING															
3714	17	3.0	6	5	3		4		2		10	30	58.3	SIKES	PT
3715	8	6.0	8	2	1		3					14	38.4	FORSTOT	
COURSE TOTAL			14	7	4		7		2		10	44	96.7		
BOT 101B KEYBOARD/DOCUMENT PROCESSING															
3717	17	3.0	8	3	3	1	2	1			19	37	52.5	SIKES	PT
COURSE TOTAL			8	3	3	1	2	1			19	37	52.5		
BOT 102 INTMD KEYBOARDING/DOC PROCESS															
3718	17	6.0	1	4	5		5				5	20	87.4	HARLEY	
COURSE TOTAL			1	4	5		5				5	20	87.4		
BOT 103A BUILDING KEYBOARDING SKILL I															
3719	17	1.5	7	5	4	2	3		1		9	31	32.1	SNIDER	PT
COURSE TOTAL			7	5	4	2	3		1		9	31	32.1		
BOT 103B BUILDING KEYBOARDING SKILL II															
3720	17	1.5	6	4	3	1	3			1	6	24	26.2	SNIDER	
COURSE TOTAL			6	4	3	1	3			1	6	24	26.2		
BOT 103C BUILDING KEYBOARDING SKILL III															
3721	17	1.5	2								5	7	2.9	SNIDER	

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BOT 103C BUILDING KEYBOARDING SKILL III (CONT"D)														
COURSE TOTAL		2								5	7	2.9		
BOT 104 FILING AND RECORDS MANAGEMENT														
3722 17	2.0	1	9	2	1	4				7	24	33.0	SNIDER	PT
COURSE TOTAL		1	9	2	1	4				7	24	33.0		
BOT 106 EFFECTIVE JOB SEARCH														
3724 17	1.0	26	2	2						8	38	38.0	KANSAS	PT
COURSE TOTAL		26	2	2						8	38	38.0		
BOT 107 OFFICE SYSTEMS AND PROCEDURES														
3723	2.0	10	1	2		1				3	17	34.0	KANSAS	PT
3727		8	7	1						4	20	40.0	SNIDER	PT
COURSE TOTAL	2.0	18	8	3		1				7	37	74.0		
BOT 108 USE CALCULATORS/SOLVE BUS PROB														
3728 17	2.0	1		1						5	6	1.9	HARLEY	
COURSE TOTAL		1		1						5	6	1.9		
BOT 109 ELEMENTARY ACCOUNTING														
3729	3.0	2	1	1	3	3				4	14	42.0	LESLIE	XP
3730N	3.0	1	1	1		1				1	4	12.0	LESLIE	
3731	3.0	1	1	1		1				1	5	15.0	LOACH	PT
3732	3.0	4	2	2		3				1	12	36.0	LOACH	PT
COURSE TOTAL	3.0	8	5	4	3	8				7	35	105.0		
BOT 110 BUS ENGLISH AND COMMUNICATION														
3733	3.0	5	7	4	2	2				4	24	72.0	LESLIE	PT
3734	3.0	5	8	3		1				5	22	66.0	LESLIE	PT
COURSE TOTAL	3.0	10	15	7	2	3				9	46	138.0		
BOT 114 ESSENTIAL WORD														
3736 17	2.0	8	2	1		3				6	12	23.3	ANSPACH	PT
3737 17	2.0	9	4	7	1	3		1		6	30	46.6	ANSPACH	PT
3738 17	2.0	1	4	2					1		17	21.4	SMERK	PT
COURSE TOTAL		18	10	10	1	6		1	1	12	59	91.3		
BOT 115 ESSENTIAL EXCEL														
3739 17	2.0	11	1	2	2	3				7	24	33.0	ANSPACH	PT
3740 17	2.0	9	5	2		3		1		10	31	40.8	SMERK	PT
3741 17	2.0	1	2	2		3			1	8	17	17.5	SNIDER	PT
COURSE TOTAL		21	8	6	2	9		1	1	25	72	91.3		
BOT 116 ESSENTIAL ACCESS														
3742 17	2.0	12		1						3	16	25.3	SMERK	PT
COURSE TOTAL		12		1						3	16	25.3		
BOT 117 ESSENTIAL POWERPOINT														
3744 17	2.0	10	3	1	1	1				9	25	31.1	ANSPACH	PT

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 117 ESSENTIAL POWERPOINT (CONT"D)													
COURSE TOTAL		10	3	1	1	1				9	25	31.1	
BOT 118 INTEGRATED OFFICE PROJECTS													
3745 17	3.0	2	2	1						5	5	14.6	MCMANUS
COURSE TOTAL		2	2	1						5	5	14.6	
BOT 120 COMPREHNSIVE WORD LEVEL I													
3746 17	2.0	7	1	1	1	1				11	21	19.4	SNIDER PT
COURSE TOTAL		7	1	1	1	1				11	21	19.4	
BOT 121 COMPREHNSIVE WORD LEVEL II													
3747 17	2.0	4	1	2		2	1		1	8	19	21.4	SMERK PT
COURSE TOTAL		4	1	2		2	1		1	8	19	21.4	
BOT 122 COMPREHNSIVE WORD LEVEL III													
3748 17	2.0	2	4			1				2	9	13.6	SMERK
COURSE TOTAL		2	4			1				2	9	13.6	
BOT 123 COMPREHNSIVE EXCEL LEVEL I													
3750 17	2.0	9	3		1	3				10	26	31.1	CORRELL PT
COURSE TOTAL		9	3		1	3				10	26	31.1	
BOT 124 COMPREHNSIVE EXCEL LEVEL II													
3751 17	2.0	1	1	1		5				6	14	15.5	MCMANUS
COURSE TOTAL		1	1	1		5				6	14	15.5	
BOT 125 COMPREHNSIVE EXCEL LEVEL III													
3752 17	2.0	3		1						1	5	7.8	MCMANUS PT
COURSE TOTAL		3		1						1	5	7.8	
BOT 126 COMPREHNSIVE ACCESS LEVEL I													
3753 17	2.0	5	1		1	1				5	12	13.6	SMERK PT
COURSE TOTAL		5	1		1	1				5	12	13.6	
BOT 127 COMPREHNSIVE ACCESS LEVEL II													
3754 17	2.0	3	2							1	7	11.7	MCMANUS
COURSE TOTAL		3	2							1	7	11.7	
BOT 128 COMPREHNSIVE ACCESS LEVEL III													
3755 17	2.0	1								1	2	1.9	MCMANUS
COURSE TOTAL		1								1	2	1.9	
BOT 129 COMPREHNSVE POWERPOINT LEVEL I													
3756 17	2.0	3	1			2				3	9	11.7	DOHERTY PT
COURSE TOTAL		3	1			2				3	9	11.7	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II													
3757 17	2.0	4	1	1		1				1	8	13.6	DOHERTY PT
COURSE TOTAL		4	1	1		1				1	8	13.6	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 131 COMPRHNSV POWERPOINT LEVEL III													
3758 17	2.0	4				2				1	7	11.7	DOHERTY
COURSE TOTAL		4				2				1	7	11.7	
BOT 150 USING MICROSOFT PUBLISHER													
3759 17	2.0					1				8	9	1.9	HARLEY
COURSE TOTAL						1				8	9	1.9	
BOT 151 USING MICROSOFT OUTLOOK													
3760 17	2.0	5	3			2		1		9	20	21.4	MCMANUS
COURSE TOTAL		5	3			2		1		9	20	21.4	
BOT 161 MEDICAL TERMINOLOGY													
3761**	0.0	11	1	2						2	16	0.0	MCFADDEN PT
3762N	3.0	9	3	6	1					10	29	87.0	KHALIL PT
COURSE TOTAL		9	3	6	1					10	29	87.0	
BOT 163 INTRO TO BASIC INSURANCE PRINC													
3763 3.0		7	4	3		1				7	22	66.0	CAPTAIN PT
COURSE TOTAL		7	4	3		1				7	22	66.0	
BOT 164 COMP SOFTWARE FOR INS INDUSTRY													
3764 2.0		12	1			1				2	16	32.0	FORSTOT PT
COURSE TOTAL		12	1			1				2	16	32.0	
BOT 165 MEDICAL INSURANCE BILLING													
3765**	0.0	13	1			1				4	19	0.0	HOLLYFIELD PT
COURSE TOTAL												0.0	
BOT 167 MEDICAL CODING													
3766**	0.0	8	1							4	13	0.0	HOLLYFIELD PT
COURSE TOTAL												0.0	
BOT 170 MEDICAL OFFICE PROCEDURES													
3767**	0.0	11								2	13	0.0	MCFADDEN PT
COURSE TOTAL												0.0	
BOT 172 INTRO MICROCOMPUTER APPLICATNS													
3768 8	4.0	7	4			2				3	16	23.8	KELLENBERGER
COURSE TOTAL		7	4			2				3	16	23.8	
BOT 176 COMPUTERIZED ACCT APPLICATION													
3769 2.0		3	6	5	1	1				3	19	38.0	JENSEN PT
COURSE TOTAL		3	6	5	1	1				3	19	38.0	
BOT 179 COMPUTERIZED ACCOUNTING LAB													
3770 3.0		5	7	5	1	2				5	25	75.0	JENSEN PT
COURSE TOTAL		5	7	5	1	2				5	25	75.0	

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BOT 198 SUPERVISED TUTORING - BOT												
3771** 17 0.0									4	4	0.0	MCMANUS
COURSE TOTAL											0.0	
BOT 201 ADV KEYBOARDING/DOC PROCESSING												
3772 17 6.0		1			2				3	6	17.5	HARLEY
COURSE TOTAL		1			2				3	6	17.5	
BOT 203 OFFICE PROJECT COORDINATION												
3773 17 3.0	2									2	5.8	MCMANUS
COURSE TOTAL	2									2	5.8	
BOT 216 MEDICAL OFFICE TRANSCRIPTION												
3774N 5.0			2						2	4	20.0	SHOUCAIR PT
COURSE TOTAL			2						2	4	20.0	
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT												
3776N 3.0	1	2								3	9.0	SHOUCAIR
COURSE TOTAL	1	2								3	9.0	
BOT 218 ADVANCED MEDICAL TRANSCRIPTION												
3782N 5.0	1		1			1			2	5	25.0	SHOUCAIR
COURSE TOTAL	1		1			1			2	5	25.0	
BOT 223 OFFICE WORK EXPERIENCE												
3787** 3 0.0			3						1	4	0.0	SNIDER
COURSE TOTAL											0.0	
BOT 280A PREP PERFORMANCE EXAM MS WORD												
3797 17 1.5							4		4	4	5.8	SMERK
COURSE TOTAL							4		4	4	5.8	
BOT 281A PREP PERFORMANCE EXAM MS EXCEL												
3801 17 1.5							4		4	4	5.8	MCMANUS
COURSE TOTAL							4		4	4	5.8	
BOT 281C PREP PERFORMANCE EXAM MS EXCEL												
3803 17 1.5							1		1	1	1.5	MCMANUS
COURSE TOTAL							1		1	1	1.5	
BOT 282C PREP PERFORMNCE EXAM MS ACCESS												
3807 17 1.5								1		1	1.5	MCMANUS
COURSE TOTAL								1		1	1.5	
BOT 299 PRACTICAL INTERNET BASICS												
3817 17 1.5			3						2	5	4.4	MCMANUS

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BOT 299 PRACTICAL INTERNET BASICS (CONT"D)													
COURSE TOTAL		320	151	91	23	102	6	3	22	2	5	4.4	
SUBJECT TOTAL		320	151	91	23	102	6	36	22	366	1117	2010.4	

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BOT 095 KEYBOARDING SKILL REINFORCEMT															
3700	17	3.0							7	1	7	15	23.3	DOHERTY	
COURSE TOTAL									7	1	7	15	23.3		
BOT 096 COMPUTER BASICS FOR THE OFFICE															
3702	17	2.0							12	2	10	24	27.2	SNIDER	
COURSE TOTAL									12	2	10	24	27.2		
BOT 097 WINDOWS BASICS FOR THE OFFICE															
3704	17	2.0							7	6	8	21	25.3	SNIDER	
COURSE TOTAL									7	6	8	21	25.3		
BOT 100 BASIC KEYBOARDING															
3706	17	3.0	15	7			2				8	33	72.9	PRESSNALL	
3707	17	3.0	7	2			1				4	15	32.1	MCMANUS	PT
3708	17	3.0	7	3	2	1	4				8	25	49.5	SNIDER	
3709	17	3.0	12	4	1		3				8	29	61.2	THOMAS	PT
3710	17	3.0	4	2	1		3				15	26	32.1	SMERK	PT
3711	17	3.0	6	5	3						9	27	52.5	SIKES	PT
3712	8	6.0	9	2		1			1		5	16	30.2	SNIDER	
COURSE TOTAL			60	25	7	3	16		1	2	57	171	330.5		
BOT 101 KEYBOARDING/DOC PROCESSING															
3713	17	6.0	2	1		1	1				11	19	46.6	DOHERTY	PT
3715	17	6.0	4		3		1					5	30.0	SNIDER	XP
COURSE TOTAL			6	1	3	1	2				11	24	76.6		
BOT 101A KEYBOARD/DOCUMENT PROCESSING															
3717	17	3.0	8	6	2		5		1		17	39	64.1	PRESSNALL	
3718	8	6.0	8	1	2						1	12	30.2	SNIDER	
COURSE TOTAL			16	7	4		5		1		18	51	94.3		
BOT 101B KEYBOARD/DOCUMENT PROCESSING															
3719	17	3.0	2	3			1			1	17	24	20.4	THOMAS	PT
COURSE TOTAL			2	3			1			1	17	24	20.4		
BOT 102A KEYBOARDING/DOCUMENT PROCESS I															
3721	17	3.0	4	4	1		2				5	16	32.1	PRESSNALL	
COURSE TOTAL			4	4	1		2				5	16	32.1		
BOT 102B KEYBOARD/DOCUMENT PROCESS II															
3722	17	3.0	4	1			1				1	7	17.5	PRESSNALL	
COURSE TOTAL			4	1			1				1	7	17.5		
BOT 103A BUILDING KEYBOARDING SKILL I															
3723	17	1.5	10	3	3	1	5				20	42	32.1	SIKES	PT
COURSE TOTAL			10	3	3	1	5				20	42	32.1		
BOT 103B BUILDING KEYBOARDING SKILL II															
3724	17	1.5	7	2	3	1	4				8	25	24.8	SIKES	

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 103B BUILDING KEYBOARDING SKILL II (CONT"D)														
COURSE TOTAL		7	2	3	1	4				8	25	24.8		
BOT 103C BUILDING KEYBOARDING SKILL III														
3725	17	1.5	1								3	4	1.5	SIKES	
COURSE TOTAL			1								3	4	1.5		
BOT 104 FILING AND RECORDS MANAGEMENT														
3726	17	2.0	3	10	4	1	2				13	33	38.9	ANSPACH	
COURSE TOTAL			3	10	4	1	2				13	33	38.9		
BOT 105 DATA ENTRY SKILLS														
3728	17	2.0		2	2	1	1				7	12	9.7	SIKES	
COURSE TOTAL				2	2	1	1				7	12	9.7		
BOT 106 EFFECTIVE JOB SEARCH														
3729		1.0	14		1	1	1				4	21	21.0	WATSON	PT
3730		1.0	12	5							6	23	23.0	WATSON	PT
3731		1.0	7	1	1						5	14	14.0	WATSON	PT
COURSE TOTAL			33	6	2	1	1				15	58	58.0		
BOT 107 OFFICE SYSTEMS AND PROCEDURES														
3732		2.0	19	3	1	1	1				7	32	64.0	PRESSNALL	PT
3733		2.0	13	2	1	1	1	1			6	25	50.0	PRESSNALL	PT
COURSE TOTAL			32	5	2	2	2	1			13	57	114.0		
BOT 108 USE CALCULATORS/SOLVE BUS PROB														
3734	17	2.0	1	1	1	1	1	1			1	7	9.7	SIKES	PT
COURSE TOTAL			1	1	1	1	1	1			1	7	9.7		
BOT 109 ELEMENTARY ACCOUNTING														
3736		3.0	5	7	1	1	1	1			5	21	63.0	LESLIE	
3737N		3.0					1		1		2	4	12.0	LESLIE	
3738		3.0	3				1					4	12.0	LOACH	PT
3739		3.0	4	1	1						3	9	27.0	LOACH	PT
COURSE TOTAL			12	8	2	1	3	1	1		10	38	114.0		
BOT 110 BUS ENGLISH AND COMMUNICATION														
3741		3.0	6	15	4	2	2				8	37	111.0	LESLIE	
3742		3.0	11	6	2	2	1				5	27	81.0	LESLIE	
COURSE TOTAL			17	21	6	4	3				13	64	192.0		
BOT 114 ESSENTIAL WORD														
3743	17	2.0	5		2		2				12	21	17.5	THOMAS	
3744	17	2.0	20	14			2	1	1		14	52	73.8	ANSPACH	PT
3745	17	2.0	1	1			1		1		3	7	7.7	SIKES	PT
COURSE TOTAL			26	15	2		5	1	2		29	80	99.1		
BOT 115 ESSENTIAL EXCEL														
3746	17	2.0	3	2	1		3	1			10	20	19.4	ANSPACH	PT
3747	17	2.0	23	8	2	1	5				11	50	73.8	PRESSNALL	

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S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 115		ESSENTIAL EXCEL					(CONT"D)								
3748	17	2.0	4	5		1	4				8	22	27.2		
COURSE TOTAL			30	15	3	1	12	1			30	92	120.4	PRESSNALL	PT
BOT 116		ESSENTIAL ACCESS													
3749	17	2.0	12	1			3				4	20	31.1	MCMANUS	PT
COURSE TOTAL			12	1			3				4	20	31.1		
BOT 117		ESSENTIAL POWERPOINT													
3751	17	2.0	13	5	1		4				9	32	44.7	ANSPACH	PT
COURSE TOTAL			13	5	1		4				9	32	44.7		
BOT 118		INTEGRATED OFFICE PROJECTS													
3752	17	3.0	3	1			1				2	7	14.6	MCMANUS	PT
COURSE TOTAL			3	1			1				2	7	14.6		
BOT 120		COMPREHNSIVE WORD LEVEL I													
3754	17	2.0	9	3							10	22	23.3	ANSPACH	PT
COURSE TOTAL			9	3							10	22	23.3		
BOT 121		COMPREHNSIVE WORD LEVEL II													
3755	17	2.0	5	4			1				3	13	19.4	SMERK	PT
COURSE TOTAL			5	4			1				3	13	19.4		
BOT 122		COMPREHNSIVE WORD LEVEL III													
3756	17	2.0	1	2		2				1	1	7	11.7	SMERK	PT
COURSE TOTAL			1	2		2				1	1	7	11.7		
BOT 123		COMPREHNSIVE EXCEL LEVEL I													
3758	17	2.0	4	1			2				14	22	15.5	MCMANUS	PT
COURSE TOTAL			4	1			2				14	22	15.5		
BOT 124		COMPREHNSIVE EXCEL LEVEL II													
3759	17	2.0	3	1			1				1	6	9.7	MCMANUS	PT
COURSE TOTAL			3	1			1				1	6	9.7		
BOT 125		COMPREHNSIVE EXCEL LEVEL III													
3761	17	2.0	1	1			1				1	4	5.8	MCMANUS	
COURSE TOTAL			1	1			1				1	4	5.8		
BOT 126		COMPREHNSIVE ACCESS LEVEL I													
3763	17	2.0	1								3	4	1.9	SMERK	PT
COURSE TOTAL			1								3	4	1.9		
BOT 127		COMPREHNSIVE ACCESS LEVEL II													
3764	17	2.0	2					1		1		4	7.8	MCMANUS	PT
COURSE TOTAL			2					1		1		4	7.8		
BOT 128		COMPREHNSIVE ACCESS LEVEL III													
3765	17	2.0	2							1		3	5.8	MCMANUS	

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BOT 128 COMPREHNSIVE ACCESS LEVEL III (CONT"D)

| COURSE TOTAL | | 2 | | | | | | | 1 | | 3 | 5.8 | | |

BOT 129 COMPREHNSVE POWERPOINT LEVEL I

| 3766 17 2.0 | | 2 | | | | | | | | 3 | 5 | 3.9 | SIKES | PT |
| COURSE TOTAL | | 2 | | | | | | | | 3 | 5 | 3.9 | | |

BOT 130 COMPRHNSVE POWERPOINT LEVEL II

| 3767 17 2.0 | | 1 | | | | | | | 1 | 4 | 6 | 3.9 | SMERK | PT |
| COURSE TOTAL | | 1 | | | | | | | 1 | 4 | 6 | 3.9 | | |

BOT 131 COMPRHNSV POWERPOINT LEVEL III

| 3768 17 2.0 | | 1 | 1 | | | | | | 1 | | 3 | 5.8 | SMERK | |
| COURSE TOTAL | | 1 | 1 | | | | | | 1 | | 3 | 5.8 | | |

BOT 150 USING MICROSOFT PUBLISHER

| 3770 17 2.0 | | | | 1 | | 1 | | | | 4 | 6 | 3.9 | SIKES | |
| COURSE TOTAL | | | | 1 | | 1 | | | | 4 | 6 | 3.9 | | |

BOT 151 USING MICROSOFT OUTLOOK

| 3771 17 2.0 | | 7 | | | | | | | | 3 | 10 | 13.6 | SMERK | |
| COURSE TOTAL | | 7 | | | | | | | | 3 | 10 | 13.6 | | |

BOT 161 MEDICAL TERMINOLOGY

3773 ** 0.0		11	2		1	2				3	19	0.0	MCFADDEN	PT
3774N 3.0		6	4	2	1	2				8	23	69.0	KHALIL	PT
COURSE TOTAL		6	4	2	1	2				8	23	69.0		

BOT 163 INTRO TO BASIC INSURANCE PRINC

| 3776 3.0 | | 7 | 4 | 1 | | 2 | | | | 5 | 19 | 57.0 | CAPTAIN | PT |
| COURSE TOTAL | | 7 | 4 | 1 | | 2 | | | | 5 | 19 | 57.0 | | |

BOT 164 COMP SOFTWARE FOR INS INDUSTRY

| 3778 8 4.0 | | 15 | | | | 3 | | | | 2 | 20 | 32.9 | FORSTOT | PT |
| COURSE TOTAL | | 15 | | | | 3 | | | | 2 | 20 | 32.9 | | |

BOT 165 MEDICAL INSURANCE BILLING

| 3781 ** 0.0 | | 12 | | 3 | | | | | | 4 | 19 | 0.0 | HOLLYFIELD | PT |
| COURSE TOTAL | | | | | | | | | | | | 0.0 | | |

BOT 170 MEDICAL OFFICE PROCEDURES

| 3783 ** 0.0 | | 14 | | | | 2 | | | | 1 | 17 | 0.0 | MCFADDEN | PT |
| COURSE TOTAL | | | | | | | | | | | | 0.0 | | |

BOT 172 INTRO MICROCOMPUTER APPLICATNS

| 3786 8 2.0 | | 5 | 1 | 1 | | 3 | | | | 5 | 15 | 9.1 | KELLENBERGER | |
| COURSE TOTAL | | 5 | 1 | 1 | | 3 | | | | 5 | 15 | 9.1 | | |

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

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BOT 176		COMPUTERIZED ACCT APPLICATION												
3788N	2.0	5	8	2		1				2	18	36.0	JENSEN	PT
3789N	2.0					1	1			2	3	6.0	JENSEN	PT
COURSE TOTAL		5	8	2		1	1			4	21	42.0		
BOT 179		COMPUTERIZED ACCOUNTING LAB												
3792	3.0	7	9	2		1				5	24	72.0	JENSEN	PT
COURSE TOTAL		7	9	2		1				5	24	72.0		
BOT 198		SUPERVISED TUTORING - BOT												
3813 **	16 0.0									3	3	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 201		ADV KEYBOARDING/DOC PROCESSING												
3815	17 6.0			1			1			1	3	11.7	PRESSNALL	
COURSE TOTAL				1			1			1	3	11.7		
BOT 216		MEDICAL OFFICE TRANSCRIPTION												
3818N	5.0	1	2	1						5	9	45.0	SHOUCAIR	PT
COURSE TOTAL		1	2	1						5	9	45.0		
BOT 217B		MEDICAL TRANSCRIBING ENHANCMNT												
3822N	3.0		2								2	6.0	SHOUCAIR	
COURSE TOTAL			2								2	6.0		
BOT 217C		MEDICAL TRANSCRIBING ENHANCMNT												
3824N	3.0		1							1	1	3.0	SHOUCAIR	
COURSE TOTAL			1							1	1	3.0		
BOT 218		ADVANCED MEDICAL TRANSCRIPTION												
3826N	5.0		1							1	1	5.0	SHOUCAIR	
COURSE TOTAL			1							1	1	5.0		
BOT 224		OFFICE WORK EXPERIENCE												
3830 **	0.0	1									1	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 225		OFFICE WORK EXPERIENCE												
3832 **	0.0	1									1	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 280A		PREP PERFORMANCE EXAM MS WORD							1	1	1	3	2.9	SMERK	
3836	17 1.5							1	1	1	3	2.9		
COURSE TOTAL								1	1	1	3	2.9		
BOT 281A		PREP PERFORMANCE EXAM MS EXCEL							1	1	1	2	2.9	MCMANUS	
3840	17 1.5							1	1	1	2	2.9		
COURSE TOTAL								1	1	1	2	2.9		

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 282A PREP PERFORMNCE EXAM MS ACCESS													
3844 17	1.5								1	1	1	1.5	MCMANUS
COURSE TOTAL									1	1	1	1.5	
BOT 283A PREP PERFRM EXAM MS POWERPOINT													
3848 17	1.5							1	1	2	2	2.9	SMERK
COURSE TOTAL								1	1	2	2	2.9	
BOT 299 PRACTICAL INTERNET BASICS													
3852 17	1.5								2	3	5	2.9	MCMANUS
COURSE TOTAL									2	3	5	2.9	
SUBJECT TOTAL	377	182	58	19	91	8	32	23	400	1190	2049.6	

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Course / Sect	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 095 KEYBOARDING SKILL REINFORCEMT															
3700	17	3.0							4	3	5	12	20.4	PRESSNALL	
COURSE TOTAL									4	3	5	12	20.4		
BOT 096 COMPUTER BASICS FOR THE OFFICE															
3701	17	2.0							6	4	17	27	19.4	ANSPACH	PT
COURSE TOTAL									6	4	17	27	19.4		
BOT 097 WINDOWS BASICS FOR THE OFFICE															
3702	17	2.0							4	4	11	19	15.5	ANSPACH	PT
COURSE TOTAL									4	4	11	19	15.5		
BOT 100 BASIC KEYBOARDING															
3703	17	3.0	5	2	2		3				8	20	35.0	PRESSNALL	
3704	17	3.0	7	3						1	10	21	32.1	MCMANUS	PT
3705	17	3.0	6	1	1	1	4				5	18	37.9	DOHERTY	PT
3706	17	3.0	6	3	1	1	1				9	21	35.0	SIKES	PT
3707	17	3.0	3	3	1		1				13	21	23.3	SMERK	PT
3708	17	3.0	4	1	1		3		1		11	21	29.1	ANDERSEN	PT
3709	8	6.0	7	2		2	1			1		13	35.7	SNIDER	PT
COURSE TOTAL			38	15	6	4	13		1	2	56	135	228.1		
BOT 101 KEYBOARDING/DOC PROCESSING															
3711	17	6.0	1	2	1	1	1				8	13	29.1	WEISBLAT	PT
3712	17	6.0	3	1							1	5	30.0	SNIDER	XP
COURSE TOTAL			4	3	1	1	1				9	18	59.1		
BOT 101A KEYBOARD/DOCUMENT PROCESSING															
3713	17	3.0	6	2	3		1				7	18	32.1	SIKES	PT
3714	8	6.0	7			1	1				3	12	24.7	SNIDER	
COURSE TOTAL			13	2	3	1	1				10	30	56.8		
BOT 101B KEYBOARD/DOCUMENT PROCESSING															
3715	17	3.0	2	3	1						5	11	17.5	SIKES	PT
COURSE TOTAL			2	3	1						5	11	17.5		
BOT 102A KEYBOARDING/DOCUMENT PROCESS I															
3717	17	3.0	4	4		1	2				5	16	32.1	PRESSNALL	PT
COURSE TOTAL			4	4		1	2				5	16	32.1		
BOT 102B KEYBOARD/DOCUMENT PROCESS II															
3718	17	3.0	4	1	1						3	9	17.5	PRESSNALL	
COURSE TOTAL			4	1	1						3	9	17.5		
BOT 103A BUILDING KEYBOARDING SKILL I															
3719	17	1.5	5	5			3	1			7	21	20.4	SIKES	PT
COURSE TOTAL			5	5			3	1			7	21	20.4		
BOT 103B BUILDING KEYBOARDING SKILL II															
3720	17	1.5	1		2		2				3	8	7.3	SIKES	

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S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 103B BUILDING KEYBOARDING SKILL II (CONT"D)														
COURSE TOTAL			1		2		2				3	8	7.3	
BOT 103C BUILDING KEYBOARDING SKILL III														
3721	17	1.5	1			1						2	2.9	SIKES
COURSE TOTAL			1			1						2	2.9	
BOT 104 FILING AND RECORDS MANAGEMENT														
3722	17	2.0		2	2		3				7	14	13.6	MCMANUS
COURSE TOTAL				2	2		3				7	14	13.6	
BOT 105 DATA ENTRY SKILLS														
3723	17	2.0	2	1		1	3				6	13	13.6	SNIDER
COURSE TOTAL			2	1		1	3				6	13	13.6	
BOT 106 EFFECTIVE JOB SEARCH														
3724	17	1.0	10	4		1	2				1	18	18.0	LESLIE
3725	17	1.0	9	2	3	1	1				2	18	18.0	LESLIE
COURSE TOTAL			19	6	3	2	3				3	36	36.0	
BOT 107 OFFICE SYSTEMS AND PROCEDURES														
3726	17	2.0	8	10	1	1	2				2	24	46.0	PRESSNALL
3727	17	2.0	6	8	1						1	16	32.0	PRESSNALL
COURSE TOTAL			14	18	2	1	2				3	40	78.0	
BOT 108 USE CALCULATORS/SOLVE BUS PROB														
3728	17	2.0	1	1			2				3	7	7.8	SNIDER
COURSE TOTAL			1	1			2				3	7	7.8	
BOT 109 ELEMENTARY ACCOUNTING														
3729	17	3.0	2	2	6	3	3				2	14	42.0	LESLIE
3730N	17	3.0	1	1	2		1				4	7	21.0	LESLIE
3731	17	3.0	3		1				1			9	27.0	LOACH
3732	17	3.0	1	1		1	4			1	7	15	42.0	LOACH
COURSE TOTAL			7		9	4	8		1	1	13	45	132.0	
BOT 110 BUS ENGLISH AND COMMUNICATION														
3733	17	3.0	5	7	5	6					5	28	84.0	LESLIE
3734	17	3.0	4	3	5	2						14	42.0	LESLIE
COURSE TOTAL			9	10	10	8					5	42	126.0	
BOT 114 ESSENTIAL WORD														
3736	17	2.0	1	2	3		3				4	13	17.5	ANSPACH
3737	17	2.0	2	1			2		1		2	8	11.7	THOMAS
3738	17	2.0	9	14	5		2				4	34	58.3	SMERK
COURSE TOTAL			12	17	8		7		1		10	55	87.5	
BOT 115 ESSENTIAL EXCEL														
3739	17	2.0	9	3			3				6	21	29.1	SMERK
3740	17	2.0	10	6	5	3	4				4	32	54.4	PRESSNALL
3741	17	2.0	3	2	1	1	4				7	18	21.4	AUBRY

PT markers: MCMANUS (PT), LOACH (PT, PT), ANSPACH/THOMAS/SMERK (PT), SMERK/PRESSNALL/AUBRY (PT).

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BOT 115 ESSENTIAL EXCEL						(CONT"D)								
COURSE TOTAL		22	11	6	4	11				17	71	104.9		
BOT 116 ESSENTIAL ACCESS														
3742 17 2.0		9	3	2		2				5	21	31.1	SMERK	PT
COURSE TOTAL		9	3	2		2				5	21	31.1		
BOT 117 ESSENTIAL POWERPOINT														
3744 17 2.0		7	2	1		4				9	23	27.2	ANSPACH	PT
COURSE TOTAL		7	2	1		4				9	23	27.2		
BOT 118 INTEGRATED OFFICE PROJECTS														
3745 17 3.0		2	2	1		1				2	6	11.7	MCMANUS	
COURSE TOTAL		2	2	1		1				2	6	11.7		
BOT 120 COMPREHNSIVE WORD LEVEL I														
3746 17 2.0		1	2	2		1				4	9	9.7	SNIDER	
COURSE TOTAL		1	2	2		1				4	9	9.7		
BOT 121 COMPREHNSIVE WORD LEVEL II														
3747 17 2.0		3	2	1		1				4	10	11.7	SMERK	PT
COURSE TOTAL		3	2	1		1				4	10	11.7		
BOT 122 COMPREHNSIVE WORD LEVEL III														
3748 17 2.0		3	3			1				2	9	13.6	SMERK	
COURSE TOTAL		3	3			1				2	9	13.6		
BOT 123 COMPREHNSIVE EXCEL LEVEL I														
3750 17 2.0		5	4	3		1				7	20	25.3	ANSPACH	PT
COURSE TOTAL		5	4	3		1				7	20	25.3		
BOT 124 COMPREHNSIVE EXCEL LEVEL II														
3751 17 2.0		3	1	1		3				5	13	15.5	MCMANUS	PT
COURSE TOTAL		3	1	1		3				5	13	15.5		
BOT 125 COMPREHNSIVE EXCEL LEVEL III														
3752 17 2.0		1		1		2				3	6	5.8	MCMANUS	
COURSE TOTAL		1		1		2				3	6	5.8		
BOT 126 COMPREHNSIVE ACCESS LEVEL I														
3753 17 2.0		3		3		2		1		4	10	11.7	MCMANUS	PT
COURSE TOTAL		3		3		2		1		4	10	11.7		
BOT 127 COMPREHNSIVE ACCESS LEVEL II														
3754 17 2.0		1	1	1		1				1	3	5.8	MCMANUS	PT
COURSE TOTAL		1	1	1		1				1	3	5.8		
BOT 128 COMPREHNSIVE ACCESS LEVEL III														
3755 17 2.0		2	1	2						1	4	5.8	MCMANUS	
COURSE TOTAL		2	1	2						1	4	5.8		

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 129 COMPREHNSVE POWERPOINT LEVEL I													
3756 ** 17	0.0									3	3	0.0	THOMAS PT
COURSE TOTAL	0.0									3	3	0.0	
BOT 130 COMPRHNSVE POWERPOINT LEVEL II													
3757 17	2.0	1								1	2	1.9	SNIDER
COURSE TOTAL	2.0	1								1	2	1.9	
BOT 131 COMPRHNSV POWERPOINT LEVEL III													
3758 17	2.0			1							1	1.9	SNIDER
COURSE TOTAL	2.0			1							1	1.9	
BOT 150 USING MICROSOFT PUBLISHER													
3759 17	2.0	2								2	5	5.8	PRESSNALL
COURSE TOTAL	2.0	2								2	5	5.8	
BOT 151 USING MICROSOFT OUTLOOK													
3760 17	2.0	3			1	1				3	11	15.5	PRESSNALL
COURSE TOTAL	2.0	3			1	1				3	11	15.5	
BOT 161 MEDICAL TERMINOLOGY													
3761 **	0.0	14		2		1	1			4	22	0.0	MCFADDEN PT
3762N	3.0	9		5	4	1	1			3	23	69.0	KHALIL PT
COURSE TOTAL	3.0	9		5	4	1	1			3	23	69.0	
BOT 163 INTRO TO BASIC INSURANCE PRINC													
3763	3.0	3		8	2					2	18	54.0	CAPTAIN PT
COURSE TOTAL	3.0	3		8	2					2	18	54.0	
BOT 165 MEDICAL INSURANCE BILLING													
3765 **	0.0	7		1	2	2				2	14	0.0	HOLLYFIELD PT
COURSE TOTAL	0.0											0.0	
BOT 167 MEDICAL CODING													
3766 **	0.0	6		6	1					2	15	0.0	RALL PT
COURSE TOTAL	0.0											0.0	
BOT 170 MEDICAL OFFICE PROCEDURES													
3767 **	0.0	8				1	1				11	0.0	MCFADDEN PT
COURSE TOTAL	0.0											0.0	
BOT 172 INTRO MICROCOMPUTER APPLICATNS													
3768 8	4.0	5	2	4		9				4	24	36.6	KELLENBERGER
COURSE TOTAL	4.0	5	2	4		9				4	24	36.6	
BOT 176 COMPUTERIZED ACCT APPLICATION													
3769	2.0	1	3	5	3					4	16	30.0	AUBRY PT
COURSE TOTAL	2.0	1	3	5	3					4	16	30.0	

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

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S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BOT 179 COMPUTERIZED ACCOUNTING LAB														
3770	3.0	1	4	5	3					3	16	45.0	AUBRY	PT
COURSE TOTAL		1	4	5	3					3	16	45.0		
BOT 198 SUPERVISED TUTORING - BOT														
3771 **	17 0.0									2	2	0.0	MCMANUS	
COURSE TOTAL												0.0		
BOT 201 ADV KEYBOARDING/DOC PROCESSING														
3772	17 6.0			2							4	23.3	PRESSNALL	XP
COURSE TOTAL				2							4	23.3		
BOT 203 OFFICE PROJECT COORDINATION														
3773	17 3.0	1		2							3	8.7	MCMANUS	
COURSE TOTAL		1		2							3	8.7		
BOT 216 MEDICAL OFFICE TRANSCRIPTION														
3774N	5.0	1		1						2	4	20.0	SHOUCAIR	PT
COURSE TOTAL		1		1						2	4	20.0		
BOT 217A MEDICAL TRANSCRIBING ENHANCMNT														
3776N	3.0	1		1							1	3.0	SHOUCAIR	
COURSE TOTAL		1		1							1	3.0		
BOT 217C MEDICAL TRANSCRIBING ENHANCMNT														
3780N	3.0	1		1							2	6.0	SHOUCAIR	
COURSE TOTAL		1		1							2	6.0		
BOT 218 ADVANCED MEDICAL TRANSCRIPTION														
3782N	5.0	1		2							3	15.0	SHOUCAIR	
COURSE TOTAL		1		2							3	15.0		
BOT 223 OFFICE WORK EXPERIENCE														
3787 **	3 0.0	5								3	6	0.0	WEISBLAT	
7709 **	4 0.0	5				1					8	0.0	ANDERSEN	
COURSE TOTAL												0.0		
BOT 224 OFFICE WORK EXPERIENCE														
3790 **	0.0	1									1	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 225 OFFICE WORK EXPERIENCE														
3792 **	0.0	1									2	0.0	SNIDER	
COURSE TOTAL												0.0		
BOT 280A PREP PERFORMANCE EXAM MS WORD														
3797	17 1.5							1			1	1.5	SMERK	
COURSE TOTAL								1			1	1.5		

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

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BOT 281A PREP PERFORMANCE EXAM MS EXCEL														
3801	17	1.5							1			1	1.5	MCMANUS
COURSE TOTAL									1			1	1.5	
BOT 282A PREP PERFORMNCE EXAM MS ACCESS														
3805	17	1.5							1			1	1.5	MCMANUS
COURSE TOTAL									1			1	1.5	
BOT 299 PRACTICAL INTERNET BASICS														
3813	17	1.5							2		1	3	2.9	THOMAS
3815	8	2.0				6	1				1	19	16.5	SNIDER XP
3817	8	2.0				1					4	18	12.8	PRESSNALL XP
COURSE TOTAL						7	1		2		6	40	32.2	
SUBJECT TOTAL			237	150	107	43	91	2	23	14	274	941	1643.7	

(E-W) 12/69/41
70.88%

APPENDIX 6

Student

Survey

Results

Grossmont College Business Office Technology Student Survey
Fall 2006
N=203

1. How many courses have you taken in this department at Cuyamaca College? (including this current course and any repeated courses)

	Frequency	Percent
One	75	38.1
Two	26	13.2
Three	25	12.7
More than three	71	36.0
Total	**197**	**100.0**
No Response	6	
Total	203	

2. Is your major in this department?

	Frequency	Percent
Yes	70	35.4
No	86	43.4
Undecided	42	21.2
Total	**198**	**100.0**
No Response	5	
Total	203	

3. How did you find out about this class? (mark all that apply)

	Frequency	Percent
Class schedule/ College catalog	107	53.8
Friend or family member	45	22.6
Grossmont College Counselor	38	19.1
Grossmont webpage (online)	20	10.1
Grossmont College Instructor	12	6.0
Public media (radio, TV, newspaper, ad)	11	5.5
Work referral	8	4.0
Grossmont College presentation or special event. (teacher came to class, career day, campus activity)	3	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 199).

4. What is your reason(s) for taking this class? (mark all that apply)

	Frequency	Percent
Improve job skills	112	55.7
General interest	58	28.9
Certificate of achievement	43	21.4
Fits my schedule	43	21.4
Certificate of Proficiency	41	20.4
Business Office Technology degree	37	18.4
Would like to major in a related field	37	18.4
General education requirement	24	11.9
Transfer	14	7.0
Prerequisite	11	5.5
Other	6	3.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 201).

4t. What is your reason(s) for taking this class? (other)

	Frequency
Improve my typing skills	4
Create database for project	1
General education requirement	1
I need an extra class	1
It seemed interesting	1
Make my consulting practice more profitable	1
My counselor told me	1
Prepare for CIS class	1
Prerequisite	1
Want to be able to go to college	1

5. Which of the following helped you learn the course material best? (mark all that apply)

	Frequency	Percent
Videos/DVDs	132	65.7
Computer lab	90	44.8
Lecture	72	35.8
Homework	56	27.9
Handouts	49	24.4
Instructor/Class notes	49	24.4
Quizzes	45	22.4
Tutoring	35	17.4
Class discussions	34	16.9
Group work in class	30	14.9
Meeting(s) with instructor	19	9.4
Computer presentations	17	8.4
Textbooks	17	8.4
Study groups	15	7.5
Slides, transpacencies	8	4.0
Instructor website	2	1.0
Online discussion boards	1	.5
Other	3	1.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 201).

5t. Which of the following helped you learn the course material best? (other)

	Frequency
Family	1
Flexible schedule	1
Having help available when needed	1
TA when necessary	1

6a. Please indicate your level of agreement with the following statements:
The classrooms for this program are clean and in good repair.

	Frequency	Percent
Strongly Agree	139	68.8
Agree	60	29.7
Neutral	3	1.5
Total	**202**	**100.0**
No Response	1	
Total	203	

6b. Please indicate your level of agreement with the following statements: The classroom equipment is maintained and up-to-date.

	Frequency	Percent
Strongly Agree	117	58.5
Agree	73	36.5
Neutral	10	5.0
Total	**200**	**100.0**
No Response	1	
Don't Know	2	
Total	203	

**6c. Please indicate your level of agreement with the following statements:
The computer technology used in the classroom is up-to-date.**

	Frequency	Percent
Strongly Agree	115	60.8
Agree	54	28.6
Neutral	19	10.1
Disagree	1	.5
Total	**189**	**100.0**
No Response	2	
Don't Know	12	
Total	203	

**6d. Please indicate your level of agreement with the following statements:
Textbooks for this class were available in the bookstore when needed.**

	Frequency	Percent
Strongly Agree	116	60.7
Agree	59	30.9
Neutral	10	5.2
Disagree	4	2.1
Strongly Disagree	2	1.0
Total	**191**	**100.0**
No Response	3	
Don't Know	9	
Total	203	

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

	Frequency	Percent
Very satisfied	121	59.9
Satisfied	67	33.2
Neutral	13	6.4
Dissatisfied	1	.5
Total	**202**	**100.0**
No Response	1	
Total	203	

8a. What would be your preferred start time(s) for courses to be offered? : Weekdays

	Frequency	Percent
Morning/Afternoon (9am-3pm)	89	44.1
Evening: Monday-Thursday (4pm-9pm)	56	27.7
Early Morning (7am-8am)	48	23.8
No preference	40	19.8
Evening: Friday (4pm- 9pm)	38	18.8

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,202)

8b. What would be your preferred start time(s) for courses to be offered?: Saturdays

	Frequency	Percent
Morning/Afternoon (9am-3pm)	84	41.6
Early Morning (7am-8am)	35	17.3
Evening (4pm-9pm)	24	11.9
No preference	22	10.9

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,202)

8c. What would be your preferred start time(s) for courses to be offered? : Sundays

	Frequency	Percent
Would not attend on Sundays	100	49.5
Morning/Afternoon (9am-3pm)	52	25.7
No preference	21	10.4
Evening (4pm-9pm)	17	8.4
Early Morning (7am-8am)	14	6.9

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,202)

9a. Please indicate how often you use each of the following campus resources: Assessment & Testing Center

	Frequency	Percent
Often: 2-4 times per week	6	3.8
Sometimes: once per week	15	9.5
Rarely: 1-2 times per semester	34	21.5
Never	103	65.2
Total	**158**	**100.0**
No Response	16	
N/A	29	
Total	203	

9b. Please indicate how often you use each of the following campus resources: Career Center

	Frequency	Percent
Often: 2-4 times per week	5	3.0
Sometimes: once per week	14	8.5
Rarely: 1-2 times per semester	61	37.0
Never	85	51.5
Total	**165**	**100.0**
No Response	13	
N/A	25	
Total	203	

9g. Please indicate how often you use each of the following campus resources: LRC* Computer Lab (SETL)

	Frequency	Percent
Often: 2-4 times per week	44	26.7
Sometimes: once per week	29	17.6
Rarely: 1-2 times per semester	32	19.4
Never¯	60	36.4
Total	**165**	**100.0**
No Response	18	
N/A	20	
Total	203	

9h. Please indicate how often you use each of the following campus resources: LRC: Instructional Media (video carrels)

	Frequency	Percent
Often: 2-4 times per week	4	2.8
Sometimes: once per week	10	7.0
Rarely: 1-2 times per semester	19	13.4
Never	109	76.8
Total	**142**	**100.0**
No Response	22	
N/A	39	
Total	203	

9i. Please indicate how often you use each of the following campus resources: LRC: Main Library

	Frequency	Percent
Often: 2-4 times per week	23	13.5
Sometimes: once per week	49	28.8
Rarely: 1-2 times per semester	44	25.9
Never	54	31.8
Total	**170**	**100.0**
No Response	15	
N/A	18	
Total	203	

9j. Please indicate how often you use each of the following campus resources: Math Study Center

	Frequency	Percent
Often: 2-4 times per week	5	3.5
Sometimes: once per week	12	8.5
Rarely: 1-2 times per semester	22	15.5
Never	103	72.5
Total	**142**	**100.0**
No Response	18	
N/A	43	
Total	203	

9c. Please indicate how often you use each of the following campus resources: Counseling Office

	Frequency	Percent
Often: 2-4 times per week	8	4.7
Sometimes: once per week	24	14.2
Rarely: 1-2 times per semester	99	58.6
Never	38	22.5
Total	**169**	**100.0**
No Response	17	
N/A	17	
Total	203	

9d. Please indicate how often you use each of the following campus resources: English Writing Center

	Frequency	Percent
Often: 2-4 times per week	12	7.6
Sometimes: once per week	24	15.2
Rarely: 1-2 times per semester	26	16.5
Never	96	60.8
Total	**158**	**100.0**
No Response	13	
N/A	32	
Total	203	

9e. Please indicate how often you use each of the following campus resources: English Reading Center

	Frequency	Percent
Often: 2-4 times per week	4	2.7
Sometimes: once per week	10	6.7
Rarely: 1-2 times per semester	25	16.8
Never	110	73.8
Total	**149**	**100.0**
No Response	15	
N/A	39	
Total	203	

9f. Please indicate how often you use each of the following campus resources: Health Services

	Frequency	Percent
Often: 2-4 times per week	6	3.9
Sometimes: once per week	6	3.9
Rarely: 1-2 times per semester	28	18.1
Never	115	74.2
Total	**155**	**100.0**
No Response	21	
N/A	27	
Total	203	

9k. Please indicate how often you use each of the following campus resources: Student Affairs Office

	Frequency	Percent
Often: 2-4 times per week	3	2.1
Sometimes: once per week	10	6.9
Rarely: 1-2 times per semester	28	19.4
Never	103	71.5
Total	**144**	**100.0**
No Response	20	
N/A	39	
Total	203	

9l. Please indicate how often you use each of the following campus resources: Tutoring Center

	Frequency	Percent
Often: 2-4 times per week	10	6.6
Sometimes: once per week	16	10.6
Rarely: 1-2 times per semester	31	20.5
Never	94	62.3
Total	**151**	**100.0**
No Response	15	
N/A	37	
Total	203	

9m. Please indicate how often you use each of the following campus resources: Other

	Frequency
Often: 2-4 times per week (BOT Lab)	2
Often: 2-4 times per week (Flex Lab)	2
Often: 2-4 times per week (Tech Mall)	1
Sometimes: once per week (Tech Mall)	2
Sometimes: once per week (Flex Lab)	1
Sometimes: once per week (Cafeteria)	1
Sometimes: once per week (Student Disability)	1
Rarely: 1-2 times per semester (Transfer Center)	1

10. What is your preferred course delivery method?

	Frequency	Percent
FLEX LAB	144	71.3
Instructor led (traditional campus)	53	26.2
Online (Web-Based)	2	1.0
Hybrid (50% on campus - 50% online)	3	1.5
Total	**202**	**100.0**
No Response	1	
Total	203	

11. Gender

	Frequency	Percent
Male	45	23.2
Female	149	76.8
Total	**194**	**100.0**
No Response	9	
Total	203	

12. Age

	Frequency	Percent
Under 20	19	9.7
20-24	44	22.4
25-29	26	13.3
30-49	75	38.3
50 or older	32	16.3
Total	**196**	**100.0**
No Response	7	
Total	203	

13. Ethnicity (mark one)

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern descent	97	50.3
Hispanic	43	22.3
Asian	16	8.3
Black	16	8.3
Middle Eastern	6	3.1
Native American	5	2.6
Filipino	5	2.6
Pacific Islander	2	1.0
Other	3	1.6
Total	**193**	**100.0**
No Response	10	
Total	203	

13. Ethnicity (other)

	Frequency
Kurdish	1

14. Primary Language (mark one)

	Frequency	Percent
English	140	72.9
Spanish	17	8.9
Arabic/Chaldean	8	4.2
Japanese	6	3.1
Russian	5	2.6
Chinese	4	2.1
Korean	2	1.0
Kurdish	1	.5
Other	9	4.7
Total	**192**	**100.0**
No Response	11	
Total	203	

14. Primary Language (other)

	Frequency
Farsi	2
Tagalog	1

Grossmont College Business Office Technology Student Survey

Instructions: The Business Office Technology Department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.**

If you have recently completed and submitted this survey in another class <u>within this department</u>, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

When answering each question, please be sure to <u>completely fill in the bubble</u> as shown below.

● correct	⊘ incorrect	⊗ incorrect	⊘ incorrect

1. How many courses have you taken in this subject area at Grossmont College? (including this current course and any repeated courses)
   - O One
   - O Two
   - O Three
   - O More than three

2. Is your major in this department?
   - O Yes
   - O No
   - O Undecided

3. How did you find out about this class? (mark all that apply)
   - O Class schedule / College catalog
   - O Grossmont College Counselor
   - O Grossmont College Instructor
   - O Work referral
   - O Grossmont College presentation or special event. (teacher came to class, career day, campus activity)
   - O Friend or family member
   - O Public media (radio, TV, newspaper, ad)
   - O Grossmont webpage (online)

4. What is your reason(s) for taking this class? (mark all that apply)
   - O General education requirement
   - O Business Office Technology degree
   - O Certificate of Proficiency
   - O Certificate of Achievement
   - O Transfer
   - O Improve job skills
   - O Prerequisite
   - O General interest
   - O Would like to major in a related field
   - O Fits my schedule
   - O Other: _____

5. Which of the following helped you learn the course material best? (mark all that apply)
   - O Lecture
   - O Handouts
   - O Textbook
   - O Videos/DVDs
   - O Quizzes
   - O Homework
   - O Tutoring
   - O Computer lab
   - O Study groups
   - O Online discussion boards
   - O Computer presentations
   - O Instructor website
   - O Slides, transparencies
   - O Group work in class
   - O Meeting(s) with instructor
   - O Instructor/Class notes
   - O Class discussion
   - O Other: _____

6. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
a. The classrooms for this program are clean and in good repair.	O	O	O	O	O	O
b. The classroom equipment is maintained and up-to-date.	O	O	O	O	O	O
c. The computer technology used in the classroom is up-to-date.	O	O	O	O	O	O
d. Textbooks for this class were available in the bookstore when needed.	O	O	O	O	O	O

7. How satisfied are you with the availability of courses in this department?
   - O Very satisfied
   - O Satisfied
   - O Neutral
   - O Dissatisfied
   - O Very dissatisfied

8. What would be your preferred start time(s) for courses to be offered? (mark all that apply from each of the three categories below)

   a. <u>Weekdays</u>

   ○ Early Morning (7am-8am)
   ○ Morning/Afternoon (9am-3pm)
   ○ Evening: <u>Mon.-Thurs.</u> (4pm-9pm)
   ○ Evening: <u>Friday</u> (4pm-9pm)
   ○ No Preference

   b. <u>Saturdays</u>

   ○ Early Morning (7am-8am)
   ○ Morning/Afternoon (9am-3pm)
   ○ Evening (4pm-9pm)
   ○ No Preference
   ○ Would not attend on Saturdays

   c. <u>Sundays (if offered)</u>

   ○ Early Morning (7am-8am)
   ○ Morning/Afternoon (9am-3pm)
   ○ Evening (4pm-9pm)
   ○ No Preference
   ○ Would not attend on Sundays

9. Please indicate how often you use each of the following campus resources:

	Often: 2-4 times per wk.	Sometimes: once per wk.	Rarely: 1-2 times per sem.	Never	N/A
a. Assessment & Testing Center...	○	○	○	○	○
b. Career Center............	○	○	○	○	○
c. Counseling Office........	○	○	○	○	○
d. English Writing Center.....	○	○	○	○	○
e. English Reading Center.....	○	○	○	○	○
f. Health Services	○	○	○	○	○
g. LRC* Computer Lab (SETL)......	○	○	○	○	○
h. LRC: Instructional Media (video carrels)...........	○	○	○	○	○
i. LRC: Main Library	○	○	○	○	○
j. Math Study Center	○	○	○	○	○
k. Student Affairs Office	○	○	○	○	○
l. Tutoring Center	○	○	○	○	○
m. Other (specify)_____	○	○	○	○	○

*Learning Resource Center

10. What is your preferred course delivery method?
    ○ FLEX LAB
    ○ Instructor led (traditional on campus)
    ○ Online (Web-Based)
    ○ Hybrid (50% on campus – 50% online)

Student Information:

11. Gender:
    ○ Male
    ○ Female

12. Age:
    ○ Under 20
    ○ 20-24
    ○ 25-29
    ○ 30-49
    ○ 50 or older

13. Ethnicity (mark one):
    ○ Asian
    ○ Black
    ○ Filipino
    ○ Hispanic
    ○ Native American
    ○ Pacific Islander
    ○ Middle Eastern
    ○ White, Non-Hispanic and not of Middle Eastern descent
    ○ Other: _____

14. Primary Language (mark one):
    ○ Arabic/Chaldean   ○ Korean
    ○ Chinese   ○ Kurdish
    ○ English   ○ Russian
    ○ Japanese   ○ Spanish
    ○ Other: _____

Thank you for your participation!

APPENDIX 7

Statistical

Data

Outcomes

Profile

Success and Retention by Age Fall 2001

Age	Success N	Success %	No Success N	No Success %	Withdrawal N	Withdrawal %	Retention N	Retention %	Total N	Total %
<20	56	38.6%	36	24.8%	53	36.6%	92	63.4%	145	100.0%
20 - 24	96	43.6%	35	15.9%	89	40.5%	131	59.5%	220	100.0%
25 - 29	58	54.2%	21	19.6%	28	26.2%	79	73.8%	107	100.0%
30 - 49	168	47.2%	59	16.6%	129	36.2%	227	63.8%	356	100.0%
50+	63	56.8%	15	13.5%	33	29.7%	78	0.0%	111	100.0%
Total	441	47.0%	166	17.7%	332	35.4%	607	64.6%	939	100.0%

Success and Retention by Age Fall 2002

Age	Success N	Success %	No Success N	No Success %	Withdrawal N	Withdrawal %	Retention N	Retention %	Total N	Total %
<20	79	42.7%	44	23.8%	62	33.5%	123	66.5%	185	100.0%
20 - 24	126	41.9%	53	17.6%	122	40.5%	179	59.5%	301	100.0%
25 - 29	59	43.4%	24	17.6%	53	39.0%	83	61.0%	136	100.0%
30 - 49	340	58.0%	73	12.5%	173	29.5%	413	70.5%	586	100.0%
50+	110	64.7%	27	15.9%	33	19.4%	137	0.0%	170	100.0%
Total	714	51.8%	221	16.0%	443	32.1%	935	67.9%	1,378	100.0%

Success and Retention by Age Fall 2003

Age	Success N	Success %	No Success N	No Success %	Withdrawal N	Withdrawal %	Retention N	Retention %	Total N	Total %
<20	47	31.8%	30	20.3%	71	48.0%	77	52.0%	148	100.0%
20 - 24	128	47.9%	44	16.5%	95	35.6%	172	64.4%	267	100.0%
25 - 29	101	54.3%	21	11.3%	64	34.4%	122	65.6%	186	100.0%
30 - 49	328	59.6%	63	11.5%	159	28.9%	391	71.1%	550	100.0%
50+	122	67.4%	19	10.5%	40	22.1%	141	0.0%	181	100.0%
Total	726	54.5%	177	13.3%	429	32.2%	903	67.8%	1,332	100.0%

Success and Retention by Age Fall 2004

Age	Success N	Success %	No Success N	No Success %	Withdrawal N	Withdrawal %	Retention N	Retention %	Total N	Total %
<20	53	40.8%	35	26.9%	42	32.3%	88	67.7%	130	100.0%
20 - 24	129	47.8%	49	18.1%	92	34.1%	178	65.9%	270	100.0%
25 - 29	66	53.7%	25	20.3%	32	26.0%	91	74.0%	123	100.0%
30 - 49	269	55.0%	88	18.0%	132	27.0%	357	73.0%	489	100.0%
50+	61	58.1%	17	16.2%	27	25.7%	78	0.0%	105	100.0%
Total	578	51.7%	214	19.2%	325	29.1%	792	70.9%	1,117	100.0%

Success and Retention by Age Fall 2005

Age	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
20	65	52.0%	18	14.4%	42	33.6%	83	66.4%	125	100.0%
20 - 24	119	44.9%	44	16.6%	102	38.5%	163	61.5%	265	100.0%
25 - 29	105	64.8%	20	12.3%	37	22.8%	125	77.2%	162	99.9%
30 - 49	277	56.5%	39	8.0%	174	35.5%	316	64.5%	490	100.0%
50+	128	64.0%	16	8.0%	56	28.0%	144	0.0%	200	100.0%
Total	694	55.9%	137	11.0%	411	33.1%	831	66.9%	1,242	100.0%

Success and Retention by Ethnicity Fall 2001

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	89	73.6%	12	9.9%	20	16.5%	101	83.5%	121	100.0%
Hispanic	26	23.9%	29	26.6%	54	49.5%	55	50.5%	109	100.0%
Filipino	12	52.2%	2	8.7%	9	39.1%	14	60.9%	23	100.0%
Hispanic	62	38.8%	44	27.5%	54	33.8%	106	66.3%	160	100.1%
Indian/Alask	2	18.2%	1	9.1%	8	72.7%	3	27.3%	11	100.0%
Other	14	29.8%	7	14.9%	26	55.3%	21	44.7%	47	100.0%
Islander	3	33.3%	2	22.2%	4	44.4%	5	55.6%	9	99.9%
Hispanic	223	51.5%	65	15.0%	145	33.5%	288	66.5%	433	100.0%
Unknown	10	38.5%	4	15.4%	12	46.2%	14	53.8%	26	100.1%
Total	**441**	**47.0%**	**166**	**17.7%**	**332**	**35.4%**	**607**	**64.6%**	**939**	**100.0%**

Success and Retention by Ethnicity Fall 2002

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	92	63.9%	25	17.4%	27	18.8%	117	81.3%	144	100.0%
Hispanic	55	34.2%	50	31.1%	56	34.8%	105	65.2%	161	100.1%
Filipino	16	43.2%	7	18.9%	14	37.8%	23	62.2%	37	99.9%
Hispanic	145	50.0%	48	16.6%	97	33.4%	193	66.6%	290	100.0%
Indian/Alask	2	25.0%	0	0.0%	6	75.0%	2	25.0%	8	100.0%
Other	15	32.6%	5	10.9%	26	56.5%	20	43.5%	46	100.0%
Islander	17	81.0%	1	4.8%	3	14.3%	18	85.7%	21	100.1%
Hispanic	365	56.0%	80	12.3%	207	31.7%	445	68.3%	652	100.0%
Unknown	7	36.8%	5	26.3%	7	36.8%	12	63.2%	19	99.9%
Total	**714**	**51.8%**	**221**	**16.0%**	**443**	**32.1%**	**935**	**67.9%**	**1,378**	**100.0%**

Success and Retention by Ethnicity Fall 2003

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	76	64.4%	22	18.6%	20	16.9%	98	83.1%	118	100.0%
Hispanic	45	31.5%	24	16.8%	74	51.7%	69	48.3%	143	100.0%
Filipino	5	62.5%	2	25.0%	1	12.5%	7	87.5%	8	100.0%
Hispanic	137	56.8%	29	12.0%	75	31.1%	166	68.9%	241	99.9%
Indian/Alask	6	60.0%	3	30.0%	1	10.0%	9	90.0%	10	100.0%
Other	10	31.3%	7	21.9%	15	46.9%	17	53.1%	32	100.1%
Islander	6	28.6%	3	14.3%	12	57.1%	9	42.9%	21	100.0%
Hispanic	418	58.1%	81	11.3%	220	30.6%	499	69.4%	719	100.0%
Unknown	23	57.5%	6	15.0%	11	27.5%	29	72.5%	40	100.0%
Total	**726**	**54.5%**	**177**	**13.3%**	**429**	**32.2%**	**903**	**67.8%**	**1,332**	**100.0%**

Success and Retention by Ethnicity Fall 2004

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	116	74.8%	18	11.6%	21	13.5%	134	86.5%	155	100.0%
Hispanic	34	32.4%	27	25.7%	44	41.9%	61	58.1%	105	100.0%
Filipino	14	70.0%	4	20.0%	2	10.0%	18	90.0%	20	100.0%
Hispanic	73	46.2%	45	28.5%	40	25.3%	118	74.7%	158	100.0%
Indian/Alask	14	73.7%	2	10.5%	3	15.8%	16	84.2%	19	100.0%
Other	14	45.2%	7	22.6%	10	32.3%	21	67.7%	31	100.1%
Islander	1	12.5%	0	0.0%	7	87.5%	1	12.5%	8	100.0%
Hispanic	282	48.9%	104	18.0%	191	33.1%	386	66.9%	577	100.0%
Unknown	30	68.2%	7	15.9%	7	15.9%	37	84.1%	44	100.0%
Total	578	51.7%	214	19.2%	325	29.1%	792	70.9%	1,117	100.0%

Success and Retention by Ethnicity Fall 2005

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	99	66.0%	24	16.0%	27	18.0%	123	82.0%	150	100.0%
Hispanic	64	41.3%	17	11.0%	74	47.7%	81	52.3%	155	100.0%
Filipino	24	57.1%	6	14.3%	12	28.6%	30	71.4%	42	100.0%
Hispanic	148	60.2%	20	8.1%	78	31.7%	168	68.3%	246	100.0%
Indian/Alask	10	76.9%	3	23.1%	0	0.0%	13	100.0%	13	100.0%
Other	22	59.5%	5	13.5%	10	27.0%	27	73.0%	37	100.0%
Islander	8	38.1%	3	14.3%	10	47.6%	11	52.4%	21	100.0%
Hispanic	314	56.6%	58	10.5%	183	33.0%	372	67.0%	555	100.1%
Unknown	5	21.7%	1	4.3%	17	73.9%	6	26.1%	23	99.9%
Total	694	55.9%	137	11.0%	411	33.1%	831	66.9%	1,242	100.0%

Success and Retention by Gender Fall 2001

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	107	45.1%	43	18.1%	87	36.7%	150	63.3%	237	100.0%
Female	334	47.6%	123	17.5%	245	34.9%	457	65.1%	702	100.0%
Not	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	441	47.0%	166	17.7%	332	35.4%	607	64.6%	939	100.0%

Success and Retention by Gender Fall 2002

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	103	37.5%	65	23.6%	107	38.9%	168	61.1%	275	100.0%
Female	611	55.4%	156	14.1%	336	30.5%	767	69.5%	1103	100.0%
Not	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	714	51.8%	221	16.0%	443	32.1%	935	67.9%	1,378	100.0%

Success and Retention by Gender Fall 2003

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	125	42.7%	58	19.8%	110	37.5%	183	62.5%	293	100.0%
Female	598	57.9%	119	11.5%	316	30.6%	717	69.4%	1033	100.0%
Not	3	50.0%	0	0.0%	3	50.0%	0	0.0%	6	100.0%
Total	726	54.5%	177	13.3%	429	32.2%	903	67.8%	1,332	100.0%

Success and Retention by Gender Fall 2004

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	101	42.6%	62	26.2%	74	31.2%	163	68.8%	237	100.0%
Female	468	53.9%	151	17.4%	250	28.8%	619	71.2%	869	100.0%
Not	9	81.8%	1	9.1%	1	9.1%	10	90.9%	11	100.0%
Total	578	51.7%	214	19.2%	325	29.1%	792	70.9%	1,117	100.0%

Success and Retention by Gender Fall 2005

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	141	48.1%	43	14.7%	109	37.2%	184	62.8%	293	100.0%
Female	553	58.4%	94	9.9%	300	31.7%	647	68.3%	947	100.0%
Not	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
Total	694	55.9%	137	11.0%	411	33.1%	831	66.9%	1,242	100.0%

Enrollment by Gender

Gender	Fall 2001 N	Fall 2001 %	Fall 2002 N	Fall 2002 %	Fall 2003 N	Fall 2003 %	Fall 2004 N	Fall 2004 %	Fall 2005 N	Fall 2005 %
Male	237	25.2%	281	19.5%	308	22.0%	241	21.1%	304	23.4%
Female	702	74.8%	1,160	80.5%	1,086	77.6%	889	77.8%	994	76.5%
Not Reported	0	0.0%	0	0.0%	6	0.4%	12	1.1%	2	0.1%
Total	939	100.0%	1,441	100.0%	1,400	100.0%	1,142	100.0%	1,300	100.0%

Enrollment by Age

Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than	145	15.4%	193	13.4%	152	10.9%	131	11.5%	130	10.0%
20 - 24	220	23.4%	308	21.4%	271	19.4%	276	24.2%	273	21.0%
25 - 29	107	11.4%	141	9.8%	194	13.9%	124	10.9%	166	12.8%
30 - 49	356	37.9%	617	42.8%	588	42.0%	504	44.1%	518	39.8%
50+	111	11.8%	182	12.6%	195	13.9%	107	9.4%	213	16.4%
Total	939	100.0%	1,441	100.0%	1,400	100.0%	1,142	100.0%	1,300	100.0%

Enrollment by Ethnicity

Ethnicit	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Asian	121	12.9%	146	10.1%	118	8.4%	157	13.7%	154	11.8%
Black	109	11.6%	168	11.7%	151	10.8%	106	9.3%	161	12.4%
Filipino	23	2.4%	37	2.6%	8	0.6%	22	1.9%	45	3.5%
Hispanic	160	17.0%	308	21.4%	254	18.1%	162	14.2%	262	20.2%
America	11	1.2%	8	0.6%	10	0.7%	20	1.8%	14	1.1%
Other	47	5.0%	49	3.4%	32	2.3%	31	2.7%	38	2.9%
Pacific	9	1.0%	22	1.5%	21	1.5%	8	0.7%	21	1.6%
White	433	46.1%	684	47.5%	765	54.6%	591	51.8%	582	44.8%
Unknown	26	2.8%	19	1.3%	41	2.9%	45	3.9%	23	1.8%
Total	939	100.0%	1,441	100.0%	1,400	100.0%	1,142	100.0%	1,300	100.0%

APPENDIX 8

Efficiency

Report

Grossmont College
Efficiency
(Earned WSCH/FTEF)

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	670	610	555	719	668	700	685	706	698	601	647	581
AOJ	444	412	487	487	540	538	570	569	560	524	483	478
ARBC	405	390	383	325	345	295	351	410	350	298	365	331
ART	524	514	514	491	506	516	505	500	485	459	447	430
ASL	464	455	430	473	417	449	466	433	363	363	354	386
ASTR	626	440	631	612	592	565	547	565	545	504	514	451
BIO	638	634	673	696	763	720	760	758	729	765	723	692
BOT	N/A	N/A	462	446	491	500	552	386	364	341	350	257
BUS	483	459	453	512	543	555	573	530	505	468	469	472
CA	N/A	N/A	433	426	296	377	350	399	401	387	362	371
CCS	423	498	491	483	488	476	539	483	425	415	482	473
CD	501	451	500	509	547	522	511	523	530	502	525	430
CHEM	451	463	454	489	530	533	559	562	518	530	556	526
CHIN	N/A	N/A	N/A	N/A	450	435	255	435	465	360	405	450
COMM	461	437	445	446	460	431	464	437	435	425	417	386
CSIS	469	455	428	410	392	381	419	392	414	384	377	395
CVTE	386	368	285	265	360	329	366	339	385	357	357	346
DANC	404	419	423	454	411	480	395	444	443	419	429	376
ECON	795	667	747	745	736	736	778	747	649	639	614	765
ED	300	353	150	269	379	161	210	210	195	270	203	268
ENGL	375	346	361	344	381	369	366	354	354	335	345	311
ES	531	463	564	509	573	484	535	495	536	460	481	435
ESL	368	366	378	381	401	375	375	351	350	331	326	322
FACS	515	478	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	371	375	367	370	347	367	380	384	347	337	318	305
FS	N/A	N/A	581	457	623	534	608	656	540	566	477	471
GEOG	558	535	567	568	585	543	583	532	530	498	482	447
GEOL	533	480	456	495	480	485	490	422	376	371	411	343
GERM	337	369	315	345	379	424	456	392	367	377	315	359
HED	614	625	737	725	871	776	848	799	819	734	694	765
HESC	293	282	294	327	381	516	510	254	473	159	609	256
HIST	532	537	552	591	570	618	614	601	605	561	545	499
HUM	553	528	535	610	576	534	526	515	466	448	392	371
ITAL	526	480	435	350	300	465	503	458	465	420	420	285
JAPN	417	366	408	353	437	341	433	468	471	444	473	443
LIR	N/A	N/A	N/A	N/A	N/A	N/A	373	N/A	164	373	239	294
MATH	593	526	592	572	629	584	613	565	593	499	545	462
MCOM	416	422	386	396	402	421	391	405	395	399	363	375
MM	N/A	N/A	255	270	N/A	291	N/A	206	N/A	137	N/A	N/A
MUS	459	485	473	464	462	491	465	499	472	487	430	414
NURS	278	334	271	248	247	228	253	235	250	254	207	241
OCEA	485	443	528	424	495	453	509	547	473	518	518	536
OTA	335	305	220	122	187	212	245	238	241	218	303	390
PDC	470	398	470	470	452	386	416	391	438	342	431	331
PDSS	613	629	739	640	1739	849	842	1631	802	1577	1730	1486
PHIL	555	552	541	594	560	588	595	594	539	490	468	422
PHYC	422	405	405	378	482	444	444	402	452	387	403	371
POSC	613	575	596	627	665	622	641	638	637	602	526	508
PSC	578	464	572	486	609	492	572	648	600	568	512	414
PSY	686	624	651	673	704	709	684	638	627	622	579	545

Office of Institutional Research and Planning

Grossmont College
Efficiency
(Earned WSCH/FTEF)

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
RELG	671	660	564	675	520	621	483	576	515	591	413	413
RESP	201	159	173	158	166	150	182	144	209	184	230	188
RUSS	324	360	234	271	349	344	335	330	335	297	271	230
SCI	538	474	422	499	508	579	598	489	505	394	515	384
SLPA	N/A	N/A	225	255	262	195	220	195	268	215	208	184
SOC	644	534	673	630	716	668	680	681	662	568	603	487
SPAN	397	363	384	401	402	384	397	388	362	352	333	330
SPDV	85	96	109	100	103	112	83	108	68	88	58	92
THTR	329	319	324	338	308	312	309	303	313	295	299	287
Total	479	453	470	468	493	478	492	472	474	442	440	411

Grossmont College WSCH Report

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	1608	1587	1554	1869	1602	1821	1506	1836	1395	1443	1293	1743
AOJ	3324	3545	3884	4011	4571	4666	5108	5313	6084	6121	5273	5727
ARBC	270	260	255	325	299	295	304	410	536	456	559	507
ART	7421	8049	8408	8417	8649	8645	8550	8525	8312	8259	8448	7902
ASL	989	909	1004	945	1055	1077	1087	1104	1090	1233	1678	1752
ASTR	1158	969	1167	1347	1302	1242	1203	1242	1308	1209	1233	1149
BIO	9004	9101	9714	10191	11063	9865	11171	10819	10717	11371	11113	11054
BOT	N/A	N/A	2156	2148	2682	2567	2611	1924	2585	2396	2551	1920
BUS	9140	8061	6486	7126	7111	7240	6984	6598	5802	5584	5437	5450
CA	N/A	N/A	58	171	99	151	117	160	134	155	121	99
CCS	1437	1791	1572	2030	1661	1809	1616	1740	1359	1329	1446	1323
CD	3609	3215	3732	3976	4175	3811	3903	3700	3979	3668	3578	3104
CHEM	3585	3915	4062	4413	4513	4315	4927	4833	4463	4815	4557	4580
CHIN	N/A	N/A	N/A	N/A	150	145	85	145	155	120	135	150
COMM	6102	6478	5798	6697	6086	6312	6322	6442	6192	6873	6066	6467
CSIS	7569	8011	7536	7653	7175	6471	6545	5263	4984	4611	4354	4492
CVTE	2077	2142	1618	1603	1977	2048	2202	2183	2189	2231	2154	2220
DANC	1567	1945	1662	2136	1893	2178	1818	1956	1814	2165	1757	1861
ECON	3339	2934	3285	3279	3240	3093	3423	3138	2985	2682	3255	4323
ED	60	141	30	269	152	65	42	84	39	108	81	107
ENGL	14949	12912	15496	14279	17204	14558	16896	15057	17129	15149	18170	15670
ES	9888	9129	10743	10358	11719	9886	10685	9898	10980	9805	9980	9129
ESL	3738	3946	4386	4547	4905	4400	4545	4088	3934	3769	3676	3710
FACS	927	1338	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	1062	1073	1051	1060	993	1052	1087	1100	993	964	912	874
FS	N/A	N/A	465	488	498	534	486	525	432	453	477	471
GEOG	2481	2463	2607	2499	2691	2280	2448	2127	2334	2193	1686	1878
GEOL	693	728	684	850	624	866	735	901	664	810	808	870
GERM	854	933	902	989	958	1072	1155	992	929	953	860	980
HED	1596	1626	2556	2660	3050	2793	2967	3036	3114	2790	2775	2448
HESC	293	419	778	333	734	353	408	148	473	93	609	263
HIST	5319	5802	6849	7323	7405	7669	7617	7215	7263	7518	6867	7183
HUM	1659	1584	1713	1830	1728	1602	1683	1545	1584	1344	1332	1088
ITAL	350	320	290	350	300	310	335	305	310	280	280	190
JAPN	555	610	680	658	902	568	664	780	722	740	819	827
LIR	N/A	N/A	N/A	N/A	N/A	N/A	25	N/A	11	25	16	39
MATH	19992	18324	21166	20834	22712	21067	22447	20377	23207	20272	21890	19368
MCOM	3019	2815	2869	2992	2893	3095	2812	2960	2853	3342	2563	2837
MM	N/A	N/A	51	54	N/A	102	N/A	72	N/A	48	N/A	N/A
MUS	4459	5235	5035	5212	5338	5561	5389	5843	5613	5700	5282	5103
NURS	3587	5168	4032	4382	4169	3994	4542	4590	2950	4167	2915	4133
OCEA	582	531	633	594	693	543	687	629	639	699	699	723
OTA	381	234	280	110	238	191	312	182	306	189	386	299
PDC	840	832	819	775	698	490	547	535	645	526	763	562
PDSS	246	251	246	213	193	189	187	181	178	175	192	165
PHIL	3327	2649	3138	3209	3357	2820	3093	2733	2802	2646	2436	2361
PHYC	1182	1134	1134	1116	1350	1398	1242	1266	1266	1218	1128	1170

POSC	2085	1880	2382	2256	2793	2115	2691	2040	2676	2089	2211	1795
PSC	549	441	543	462	579	369	543	486	570	540	486	393
PSY	5784	5418	5747	5843	6080	6299	6146	6021	5887	5617	5319	4780
RELG	537	528	564	675	624	621	579	576	618	591	495	495
RESP	773	775	754	722	763	793	879	772	1196	1279	1519	1501
RUSS	281	240	281	325	488	412	335	396	402	356	415	353
SCI	753	759	591	798	711	810	717	684	606	552	618	537
SLPA	N/A	N/A	90	68	140	156	88	104	215	172	167	172
SOC	3219	2886	3231	3401	3864	3609	3399	3270	3444	3522	3498	3021
SPAN	6399	6464	6619	7078	6625	6254	6550	6063	6141	5904	5599	5592
SPDV	75	74	84	77	79	86	64	83	52	68	45	71
THTR	1993	1833	1867	2093	1691	1736	1744	1777	1986	1813	1901	1647

Total	166684	164405	175333	180114	189239	178463	186251	176768	181245	175198	174882	168630

APPENDIX 9

Degrees

And

Certificates

Earned

Degrees and Certificates Awarded by Semester

Gender	Academic Year 2001-2002			Academic Year 2002-2003			Academic Year 2003-2004			Academic Year 2004-2005			Academic Year 2005-2006	
	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Degrees	4	4	0	1	10	0	4	7	1	3	3	1	2	5
Certificates	12	31	8	8	75	5	53	31	3	21	42	4	49	44
Total	16	35	8	9	85	5	57	38	4	24	45	5	51	49

Degree and Certificates Awarded

Degrees and Certificates	2001 - Fall	2002 - Spring	2002 - Summer	2002 - Fall	2003 - Spring	2003 - Summer	2003 - Fall	2004 - Spring	2004 - Summer	2004 - Fall	2005 - Spring	Total
Account Clerk (57101)^#							1		2	0	1	7
Administrative Assistant (50149)*			1					4	1	1	1	10
Administrative Support Specialist and Executive Assitant (50147)#		1										2
Executive Assistant (50150)*				1		3		1		1	3	9
Medical Office and Transcription Specialist (50148)#												0
Medical Office Assistant (57102)^		5	1	3	1	5			1	1	1	17
Medical Transcriptionist (57103)^				1	1	1					3	5
Office Assistant, Level 1 (57105)^				1	1		3	4			1	12
Office Assistant, Level 2 (57106)^		2	1	2		1	2	3			2	15
Office Professional (57104)^		15	6	1	2	56	42	11	15	1	20	169
Office Software Specialist (57118)^									3		2	5
Office Software Specialist II (57119)^										1	1	1
Business Office Tech-Account Clerk Specialist (50140)#	2		2			1		2				7
Business Office Tech-Administrative Support Specialist (50141)#	5		1			6	2	2				16
Business Office Tech-Executive Assistant Specialist (50142)#	5		5			3	2	2				17
Business Office Tech-Medical Office Administration Specialist (50144)#				2			4					6
Business Office Tech-Medical Office Transcriptionist Specialist (50145)#	1		1				1		1		1	5
Business Office Word-Info Process Specialist (50146)#	3		2			4	2		1			12
											Total	308

*=Degree

^= Certificate of Proficiency

#= Certificate of Achievement or degree in BOT no longer offered

APPENDIX 10

Professional

Development

Activities

PROFESSIONAL DEVELOPMENT SUMMARY

BUSINESS OFFICE TECHNOLOGY

Prepared for

Linda Snider
Coordinator

February 11, 2007

By

Kathleen Anspach

Table of Contents

PROFESSIONAL DEVELOPMENT SUMMARY
BUSINESS OFFICE TECHNOLOGY

ANDRE ANDERSEN		
ACTIVITY (M) = *Graduate Level Course*	**YEARS**	**RELEVANCE**
(M) EDT 603 Advanced Instructional Design	2006	Dist. Ed.
(M) EDT 607 Multimedia in Instruction	2006	Dist. Ed.
(M) EDT 609 Distance Learning	2006	Dist. Ed.
ED 214 - Developing an Online Course	2006	Department-Dist. Ed.
Hist12001 – (www. 4faculty.org)	2006	College
BOT Flex Lab meetings	2006	Department
BOT Department meeting	2006	Department
BOT Division meeting	2006	Division
Online Teaching Conference	2006	Department-Dist. Ed.
Internship Program Presentation	2006	Department

KATHY ANSPACH

ACTIVITY	DATE	RELEVANCY
Write Quicken 2007 Textbook	2007	Department-Distance Education
Quick-Cam Orbit Training	2007	Distance Education
FrontPage 1	2006	Department
FrontPage 2	2006	Department
Engaging the Online Learner	2006	Department
Everyday Creativity	2006	Department
Humor in the Classroom	2006	Department
Freeway Flier No More!	2006	Department-College
Update/revise learning resources	2006	Department
Revise existing instructional materials	2006	Department-College
Search for New Quicken Textbook for 2006-2007 version of software	2006	Department-College
Get Your Spring Online Class Off to a Successful Start	2006	Department-College
Introduction to FrontPage	2005	Distance Education
Develop New Syllabus-Outlines	2005	Department-College
Online Showcase	2005	Distance Education
Blackboard 1	2005	Distance Education
Blackboard 2	2005	Distance Education
Preview WEBCT content for SouthWestern Publishers	2004	Distance Education
Using MS Producer to Create Rich Media	2004	Distance Education
How to Use Adobe Acrobat	2004	Department-Distance Education
Magic of Conflict	2004	Department-College
Revise Online RoboDemo Movies	2004	Department-College
Teaching Strategies for Student Retention	2004	Department-College

Who's Dancin' Now	2004	Department-College
Revision of Syllabus Using Revised/New Text	2004	Department-College
Review new textbook/software	2004	Department-College
Entrepreneurial Project	2004	Department-College
Pearl Harbor Survivor Tribute	2003	Leadership
WebCT 4.0 Upgrade Training	2003	Department-College
Create Custom Textbook	2003	Department-College
Publisher Presentation	2003	Department-College
FrontPage 1	2003	Department-College
FrontPage 2	2003	Department-College
FrontPage 3	2003	Department-College
Photoshop 2	2003	Department-College
4Faculty.org-Technology and Distance Education	2003	Department-College
4Faculty.org-Increasing Effective Communication and Student Resiliency	2003	Department-College
4Faculty.org-Surviving the Journey	2003	Department-College
CBTE, WebCT Workshop	2002	Distance Education
Best Practices Online Showcase	2002	Distance Education

MICHAEL AUBREY

ACTIVITY	YEARS	RELEVANCE
B&PS Division Meeting	2006	College
BOT Department Meeting	2006	Department
Flex Lab Meeting	2006	Department
WEBCT Training	2005	College

ROBERT G. CAPTAIN		
ACTIVITY	**YEARS**	**RELEVANCE**
IBA of San Diego—"I-Day"	2005	Department-College
OPT Retreat	2004	Department-College
OPT Retreat	2005	Department-College
OPT Retreat	2006	Department-College
OPT Retreat	2003	Department-College

MARIAN DOHERTY		
ACTIVITY	**YEARS**	**RELEVANCE**
Mini-Publisher's Fair	2006	Curriculum
BOT Flex Lab meetings	04-05	Department
BOT Flex Lab meetings	05-06	Department
@ONE Course: Online Learning	05	Department-Dist. Ed.
@ONE Course: Teaching with WebCT	05	Department-Dist. Ed.
BOT Flex Lab meetings	06	Department
Online Teaching Conference	06	Department-Dist. Ed.
Intro to Flash - seminar	06	Department
Online Survey Tools - seminar	06	Department-Dist. Ed.
Blackboard Training I & II	06	Department-Dist. Ed.
ED214: Developing an Online Course	06	Department-Dist. Ed.

KAREN FOX

ACTIVITY	YEARS	RELEVANCE
Division Meetings	2006- 2007	Division updates
BOT Department Meetings	2006-2007	Department updates
Adjunct Orientation/General Meetings	2006- 2007	Introduction to college instructor services
BOT Flex Lab meeting	2007	Department interface
AAMT (American Association for Medical Transcription) Legislative Issues Group Chairperson	2005-2007	Addressing legislative issues pertinent to medical transcription profession
San Diego Chapter-AAMT President and IPP	2005-2006	Connects local business/professional perspective with students
CBEA October AAMT 1-Day Track Presentation	2006	Interface with and educate colleagues teaching MT programs in California
CMT (Certified Medical Transcription) continuing education	1998- Present	Maintains high awareness of trends in profession to keep students, faculty and curriculum up to date.
California Apprenticeship Program Development	2007	Provides supreme career path for healthcare documentation students
AAMT Name Change Task Force Co-Chair	2005-2006	Interface with medical transcription/healthcare documentation future trends
Medical transcription program curriculum re-write	2006 to 2007	Student work force development, upgrade department program
Grossmont Career Fair booth participation	2006	Student outreach
Division Meetings	2006, 2007	Division updates
BOT Department Meetings	2006, 2007	Department updates
Adjunct Orientation/General Meetings	2006-2007	Introduction to college instructor services
BOT Flex Lab meeting	2007	Department interface

AAMT (American Association for Medical Transcription) Legislative Issues Group Chairperson	2005-2007	Addressing legislative issues pertinent to medical transcription profession
San Diego Chapter-AAMT President and IPP	2005-2006	Connects local business/professional perspective with students
CBEA October AAMT 1-Day Track Presentation	2006	Interface with and educate colleagues teaching MT programs in California

BARBARA GILLESPIE		
ACTIVITY	YEARS	RELEVANCE
BOT Department Meeting	2001-2006	Department—Cuyamaca
Bus & Professional Studies Meeting	2001-2006	Division—Cuyamaca
Organizer & Chair of Joint BOT/CBTE Retreat—Mission Trails	2002	Leadership
BOT Retreat	2003	Enrichment/Cuyamaca College
CBTE Lab Faculty Meeting	2002-2006	Department/City College
SAM Training	2003	Department/City College
The Chaldean Culture	2004	Enrichment
Blackboard Training	2004-2005	Department
FrontPage 2003: The Faculty Web Sites & Section 508	2004-2005	Department
WebCT Training	2005	Department/Online Flex Course
Joint Faculty Meeting—Grossmont & Cuyamaca Colleges	2005	College
History and Mission of Community Colleges	2006	Department/Distance Education
Building Your Syllabus	2006	Department/Distance Education
Characteristics of Community Colleges and their Students	2006	Department/Distance Education
FrontPage 2003: The Faculty Web Sites & Section 508	2006	Department
Board Member & Supporter—Santee American Little League	1988-2005	Community Support
American Youth Soccer Organization—Supporter	1986-2003	Community Support

WILLENE HARLEY		
ACTIVITY	**YEARS**	**RELEVANCE**
The Forum-Sandmark. Edu	2005	College
Department meeting	2001-2005	Department
Flex Lab meeting	2001-2005	Curriculum + training
Convocation	2001-2005	Motivation

WINIFRED KHALIL		
ACTIVITY	**YEARS**	**RELEVANCE**
(D) Gradekeeper	2007	Accurate record keeping
(D) First Steps Online -	2007	Curriculum/Department
(D) First Steps Online -	2007	Curriculum/Department
(S) Dr. Norena Badway - T	2007	Curriculum/Department
(S) Instructional SLOs an	2007	Curriculum/Department
(S) Student Services SLOs	2007	Curriculum/Department
(S) Luncheon Discussion:	2007	Curriculum/Department
(S) Luncheon Discussion:	2007	Curriculum/Department
(S) A Retrospective on SL	2007	Curriculum/Department
(S) SLOs and Learning Com	2006	Curriculum/Department
(S) SLOs: You Want Us to	2006	Curriculum/Department
(S) SLOs: A Luncheon Disc	2006	Curriculum/Department
(S) SLOs and Your Syllabus	2006	Curriculum/Department
(S) Developing Effective	2006	Curriculum/Department
(S) SLOs: Assessing Learn	2006	Curriculum/Department
(S) SLOs: A Luncheon Disc	2006	Curriculum/Department
(S) SLOs: A Follow-Up Discussion	2006	Curriculum/Department
(B) School Meeting: Health	2006	Department
(B) President's Contract	2006	College
(S) SLOs- Assessment Mode	2006	Curriculum/Department
(B)(F)School Meeting- Health	2006	Department
(B) School Meeting: Health	2006	Department
Updating Nursing related skill	2006	Personal

(B) President's Fall Cont	2006	College
(B) School Meeting: Health	2006	Department
(B)(F) Medical Assisting	2006	Program
(B)(F) Allied Health	2006	Department
(G)(F) Creation of a Syllabus	2006	Program
(D) Untangling the Web: U	2005	Department
(D) Frustrated with Graph	2005	Department
(B) School Meeting: Health	2005	Department
(B) President's Contract	2005	College
(B) School Meeting: Health	2005	Department
(S) SLOs and Mesa College	2005	Curriculum/Department
(S) SLOs: What are They?	2005	Curriculum/Department
(S) SLOs: A Luncheon Disc	2005	Curriculum/Department
(S) SLOs in the Arts, Let	2005	Curriculum/Department
(B) President's Fall Cont	2005	College
(B) School Meeting: Health	2005	Division
(D) Faculty Website Service	2005	Curriculum/Department
(D) Library Research Data	2005	Curriculum/Department
(F) Help! I have an ESOL	2005	Instructor
(B) Chancellor's Forum	2005	District
(E) Recital Hour - Classical	2005	Personal
(E) Recital Hour - Japanese	2005	Personal
Scripps Green Hospital Meeting	2005	Curriculum/Department
MEDA 115 PowerPoint update	2005	Curriculum/Department
Workshop 24138	2004	Curriculum/Department

(D) Faculty Website Service	2004	Curriculum/Department
(F) The Bookstore-Textbook	2004	Curriculum/Department
(F) The Faculty Evaluation	2004	Curriculum/Department
(H) Biofeedback and Stress	2004	Curriculum/Department
(B) President's Contract	2004	School
(B) Allied Health Department	2004	Department
(F) SDCCD Online Workshop	2004	Curriculum/Department
Revision of Three Syllabi	2004	Curriculum/Department
MEDA105 Presentation Revision	2004	Curriculum/Department
(D) Using the Community C	2004	Curriculum/Department
(D) Outlook: Calendar – S	2004	Curriculum/Department
(E) Discovering San Diego	2004	Personal
(S) SLOs and Your Department	2004	Curriculum/Department
(S) Do Your Assessments o	2004	Curriculum/Department
(S) Assessing Learning Us	2004	Curriculum/Department
(S) Student Learning Outcomes	2004	Curriculum/Department
(B) President's Fall Cont	2004	College
(B) School Meeting: Health	2004	Department
(B) Allied Health - Department	2004	Department
(B) Allied Health - Department	2004	Department
(B)(E) Recital Hour - San	2004	Personal
(B)(E) Recital Hour - Cha	2004	Personal
(B) Allied Health - Department	2004	Department
(B)(E) Music Recital Hour	2004	Personal
(B)(E) Recital Hour - The	2004	Personal

(B)(E) Film - Human Weapon	2004	Personal
(B) Allied Health - Department	2004	Department
(B)(E) Recital Hour - Mar	2004	Personal
(B)(E) Recital Hour - App	2004	Personal
(B)(E) Recital Hour - App	2004	Personal
(B)(E) Recital Hour - Guidance	2004	Personal
(B)(E) Recital Hour - Jin	2004	Personal
(B)(E) Recital Hour - Cho	2004	Personal
Pathophysiology PowerPoint	2004	Program
Curriculum update	2004	Program
Develop New Course Outlines	2004	Curriculum/Department
Your College Bookstore: E	2003	College
Introduction to Audiovisual	2003	College
Writing a Syllabus: Good,	2003	Curriculum/Department
ME291: Intro to Front Page	2003	Curriculum/Department
ME291: Allied Health Dept	2003	Curriculum/Department
ME292: 4faculty.org Online	2003	Curriculum/Department
Anger Management Workshop	2003	Personal
School of Business, Computer	2003	Curriculum/Department
ME291: Allied Health Dept	2003	Department
A Tool of the Trade: The	2003	Department
PRESIDENT'S FACULTY	2003	College
ME291: Excel Lab	2003	Department
ME292: Copyright Issues o	2003	Curriculum/Department
ME291: MS Outlook - Topic	2003	Curriculum/Department

ME291: Allied Health MS O	**2003**	**Department**
ME291: School of Health	**2003**	**Department**
ME292: Scanning Graphics	**2003**	**Curriculum/Department**
ME292: From Barbie to Bot	**2003**	**Personal**
ME292: The Image of Women	**2003**	**Personal**
ME291: Monthly Department	**2003**	**Department**
ME291: Monthly Department	**2003**	**Department**
ME291: Course Website-Fro	**2003**	**Curriculum/Department**
ME292: Cheating and Plagiarism	**2003**	**Curriculum/Department**
ME292: Scanning Text	**2003**	**Curriculum/Department**
ME291: Creating a Course	**2003**	**Curriculum/Department**
(B) Allied Health Core Cu	**2003**	**Curriculum/Department**
ME291: Creating a Course	**2003**	**Curriculum/Department**
ME292: Apache & Native Am	**2003**	**Personal**
ME291: Creating a Course	**2003**	**Curriculum/Department**
ME292: Creating a Course	**2003**	**Curriculum/Department**
ME292: Conflicting Culture	**2003**	**Curriculum/Department**
ME292: Creating a Course	**2003**	**Curriculum/Department**
4faculty.org:101, History	**2003**	**Curriculum/Department**
4faculty.org:102, Introduction	**2003**	**Curriculum/Department**
2003, Character Ed.	**2003**	**Curriculum/Department**
4faculty.org:104, Preparing	**2003**	**Curriculum/Department**
4faculty.org:105, Syllabus	**2003**	**Curriculum/Department**
4faculty.org:106, Assessment	**2003**	**Curriculum/Department**
4faculty.org:107, Grading	**2003**	**Curriculum/Department**

ME291: Allied Health Department	2002	Curriculum/Department
PRESIDENT'S FALL ORIENTAT	2002	College
School of Health Sciences	2002	Department
Outlook - Web Access	2002	Department
A New Look at the CA Comm.	2002	Curriculum/Department
Placing Supplementary Mat	2002	Curriculum/Department
Non-Violent Communication	2002	Curriculum/Department
Outlook Email – Advanced	2002	Curriculum/Department
Walking and Weight Loss	2002	Personal
ME292: Scanning Text and	2002	Curriculum/Department
ME292: Intro to MS Excel	2002	Curriculum/Department
ME292: Grade Keeping for	2002	Curriculum/Department
ME292: Intro to PowerPoint	2002	Curriculum/Department
ME291: Allied Health Dept	2002	Department
ME292: Medical Research o	2002	Curriculum/Department
ME291: Allied Health Department	2002	Department
ME292: Intermediate Outlook	2002	Curriculum/Department
ME292: Blackboard and Out	2002	Curriculum/Department

DR. MARY LESLIE

OPT-DEPARTMENTAL

ACTIVITY	YEARS	RELEVANCE
OPT Graduations (January and June)	2001	OPT Leadership
OPT Mentor Nights (Spring and Fall)	2001	OPT Leadership
College Convocations (Spring and Fall)	2001	Grossmont College
Bus. & Prof. Studies Division Meetings (Spring and Fall)	2001	Grossmont College
BOT Department Meetings (Spring and Fall)	2001	Grossmont College
OPT Staff Retreats (Spring and Fall)	2001	OPT Leadership
OPT Graduations (January and June)	2002	OPT Leadership
OPT Mentor Nights (Spring and Fall)	2002	OPT Leadership
College Convocations (Spring and Fall)	2002	Grossmont College
Bus. & Prof. Studies Division Meetings	2002	Grossmont College
BOT Department Meetings (Spring and Fall)	2002	Grossmont College
OPT Staff Retreats (Spring and Fall)	2002	OPT Leadership
OPT Graduations (January and June)	2003	OPT Leadership
OPT Mentor Nights (Spring and Fall)	2003	OPT Leadership
College Convocations (Spring and Fall)	2003	Grossmont College
Bus. & Prof. Studies Division Meetings (Spring and Fall)	2003	Grossmont College
BOT Department Meetings (Spring and Fall)	2003	Grossmont College
OPT Staff Retreats (Spring and Fall)	2003	OPT Leadership
OPT Graduations (January and June)	2004	OPT Leadership
OPT Mentor Nights (Spring and Fall)	2004	OPT Leadership
College Convocations (Spring and Fall)	2004	Grossmont College
Bus. & Prof. Studies Division Meetings (Spring and Fall)	2004	Grossmont College

BOT Department Meetings (Spring and Fall)	2004	Grossmont College
OPT Staff Retreats (Spring and Fall)	2004	OPT Leadership
OPT Graduations (January and June)	2005	OPT Leadership
OPT Mentor Night (Spring)	2005	OPT Leadership
OPT 20th Anniversary Dinner (Fall)	2005	OPT Leadership
College Convocations (Spring and Fall)	2005	Grossmont College
Bus. & Prof. Studies Division Meetings (Spring and Fall)	2005	Grossmont College
BOT Department Meetings (Spring and Fall)	2005	Grossmont College
OPT Staff Retreats (Spring and Fall)	2005	OPT Leadership
Tenure Review Committee Instruction	2005	Grossmont College
OPT Graduations (January and June)	2006	OPT Leadership
OPT Mentor Nights (Spring and Fall)	2006	OPT Leadership
College Convocation (Fall)	2006	Grossmont College
Bus. & Prof. Studies Division Meeting (Fall)	2006	Grossmont College
BOT Department Meeting (Fall)	2006	Grossmont
OPT Staff Retreats (Spring and Fall)	2006	OPT Leadership

DR. MARY LESLIE

GRANT APPLICATIONS
*Application was funded

ACTIVITY	YEARS	RELEVANCE
California Community Colleges Chancellor's Office (IDRC)*	2000	OPT Program
California EDD (WIA)*	2002	OPT Program
California EDD (WIA)	2003	OPT Program
San Diego County	2003	OPT Program
San Diego County Office of Education (School-to-Career Mini-Grant)	2003	OPT Program
San Diego Foundation (Social Venture Partners)	2003	OPT Program
Barney and Barney LLC ($500)*1	2004	OPT Program
Barona Tribal Government ($1,000)*1	2004	OPT Program
California Community Colleges Chancellor's Office (JDIF)	2004	OPT Program
California Community Colleges Chancellor's Office (Out-of-School Youth Grant)*2	2004	Pathway to Success
California EDD (WIA)	2004	OPT Program
San Diego County (Indian Gaming)	2004	OPT Program
San Diego Foundation (Community Partnerships)	2004	OPT Program
Union Bank of California Foundation ($2,500)*1	2004	OPT Program
Viejas Tribal Government ($5,000)*1	2004	OPT Program
California EDD (WIA)	2005	OPT Program
Otto Family Foundation ($100,000)*1	2005	OPT Program
Sempra Energy ($2,500)*1	2005	OPT Program
Stern Family Foundation ($2,500)*1	2005	OPT Program
Wells Fargo Home Mortgage ($300)*1	2005	OPT Program
U.S. Bank ($3,764 for 2004-05)*1	2005	OPT Program

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Union Bank of California Foundation ($3,000)*1	2005	OPT Program
Cush Family Foundation ($1,500)*1	2006	OPT Program
Golden Eagle/Liberty Mutual Ins. Corp. ($2,400)*1	2006	OPT Program
Sempra Energy ($2,500)*1	2006	OPT Program
Stern Family Foundation ($2,500)*1	2006	OPT Program
U.S. Bank ($5,000 for 2005-06)*1	2006	OPT Program
U.S. Bank ($2,500 for 2006-07)*1	2006	OPT Program
Union Bank of California Foundation ($7,500)*1	2006	OPT Program

DR. MARY LESLIE

SUMMARY OF SUCCESSFUL GRANT APPLICATIONS

2004-2006

[1]Private Grants to Support the Office Professional Training (OPT) Program:

All of the above-funded grants, as well as individual and organization donations, have contributed to the costs of training unemployed individuals (laid-off workers, displaced homemakers, welfare recipients) for office professional positions in accounting, insurance, and office/administrative support. The costs of instruction are paid by the District, but the ancillary costs (counseling, job placement, tuition, books, and transportation) are paid through donations to keep the program free to students. The latest government (California EDD—Workforce Investment Act) grant to support the OPT program ended in March 2004.

[2]California Community Colleges Chancellor's Office Grant:

"Out-of-School Youth Ages 18-24—Basic and Vocational Skills Demonstration Project Grant"
Funded by the Carl D. Perkins Vocational and Technical Education Act, Title I-B State Leadership Funds, 2004-05, $200,000

This "Pathway to Success" grant enabled Grossmont College to offer free tuition, textbooks, and counseling services to 18- to 24-year-old at-risk youth during the spring semester, 2005. The goal was to enroll students in the college who might not have otherwise attended. They were able to begin their college careers and ideally enroll in academic and/or vocational training in subsequent semesters. Thirty-eight students enrolled in this Pathway to Success project in Spring 2005.

Grossmont College (EDIC) Mini-Grant:

Spring 2006, $2,997

The purpose of this mini-grant was to enhance the success of ESL students in vocational and professional programs, using the OPT program as a model. Research was conducted to identify appropriate means of assessment, placement, career planning, and academic support.

SUZANNE LOACH		
ACTIVITY	**YEARS**	**RELEVANCE**
Mini-Publisher's Fair	2006	Curriculum
Treasurer & Bookkeeper for Friends of Cats, Inc.	2005-06	Community
Characteristics of Community College Students	2005	College
How People Learn	2005	College
Technology and Distance Education	2005	College
Blood Donor	2002-06	Community
Supporter of the San Diego Zoo	2002-06	Community

ILLYANA MCMANUS		
ACTIVITY	YEARS	RELEVANCE
SDICCA Internship Program Mentor	2004-05	Leadership
BOT Flex Lab Meeting (Spring)	2005	Department
BOT Flex Lab Meeting (Fall)	2005	Department
BOT Department Meeting (Spring)	2005	Department
BOT Department Meeting (Fall)	2005	Department
B&PS Division Meeting	2005	College
OPT Meeting--Special program (Spring)	2005	Department
OPT Meeting- Special program (Fall)	2005	Department
OPT Graduation—Special Program	2005	Department
CATL-Taught Excel Level I & II	2005	College
BOT Cuyamaca/Grossmont Joint Meeting	2005	College
BOT Flex Lab Meeting (Spring)	2006	Department
BOT Flex Lab Meeting (Fall)	2006	Department
BOT Department Meeting (Spring)	2006	Department
BOT Department Meeting (Fall)	2006	Department
CATL Classes--Taught:	2006	College
Distance Learning-Pedagogy Online	2006	College – Department
Office Hours	2005	Student-Department
Mini Publishers' Fair	2006	Curriculum

MARK PRESSNALL		
ACTIVITY	YEARS	RELEVANCE
BOT Flex Lab meetings	2005-2006	Department
Student Learning Outcomes Conference	2005	College
BOT Student Learning Outcomes workshop	2006	College-Department
Academic Senate meetings	2005-2006	College
Community Outreaches to Middle and High Schools	2006	College
Workforce Leaders Conference	2006	College
Online Teaching Conference	2006	Department
Blackboard training workshop	2006	Department
New Faculty Orientation	2005-2006	College
Division Meetings	2005-2006	Division
Flex Lab Tutor Training	2006	Department
Convocations	2005-2006	College
Excel Spreadsheet Training	2005	Department
Curriculum Development Workshop	2006	College
EDIC Grant Proposal	2006	Department
ASGC Grant Proposal	2006	Department
Mini Publishers' Fair	2006	Curriculum
Business & Professional Studies meetings	2005-06	Leadership

EDNA PRIGMORE		
ACTIVITY	**YEARS**	**RELEVANCE**
Advisory Committees	**2002-06**	**Department**
Training sessions for teachers	**2002-06**	**College**
Professional Development workshops	**2002-06**	**Department**
Led and administered MOS certification exams • CBEA • WBITE conferences • High schools	**2002-06**	**College**
Lead and administered MOS certificate exams • Fundraisers • San Diego/Imperial Section CBEA • Palomar College	**2002-06**	**College**
WBITE	**2002-06**	**College**
CBEA • executive board at the local level • executive board at the state level	**2002-06**	**College**
ISBE	**2002-06**	**College**
IAAP	**2002-06**	**College**
IAAP	**2002-06**	**College**

SANDRA SIKES		
ACTIVITY	YEARS	RELEVANCE
Curriculum Development	2000-2003	College-Department
Front Page Workshop	2005	Department
Blackboard Training Workshop	2005	Department
BOT Flex Lab Meeting (Spring)	2005	Department
BOT Flex Lab Meeting (Fall)	2005	Department
BOT Department Meeting (Spring)	2005	Department
BOT Department Meeting (Fall)	2005	Department
B&PS Division Meeting	2005	College
Consultant to New Coordinator	2005-2006	College
Self-Study—Comprehensive Level	2004-2006	Department

TOM SMERK		
ACTIVITY	**YEARS**	**RELEVANCE**
Curriculum development	2001-2006	College
Skills Transition: Microsoft Office 2000 to XP	2002	Department
Skills Transition: Microsoft Office XP to 2003	2003	Department
Develop online course	2006	Curriculum
Academic Integrity Workshop	2003	College
Expected Learning Results workshop	2001	Department
VTEA Information Technology and Computer Science Scanning and Planning committee	2006	College
Online class: Digital Photography	2005	College
OPT 20th Anniversary Dinner	2005	Department
Shared Governance Meetings	2006	College
Web Site Development	2001-2006	Department
BOT Flex Lab meetings	2001-2006	Department
BOT Department meeting	2001-2006	Department
B&PS Division Meeting	2001-2006	Division
Convocations	2001-2006	College
Flex-Week workshops	2001-2006	College
Professional Development Project (SAM)	2006	Department
Online Class – ED214	2006	Department-Distance Ed.
Blackboard Training Workshops	2006	Department-Distance Ed.
Digital Video Training	2000	Department
Distance Education / Web-CT	2000	Department
Perl Programming / CGI Online Class	2000	Department
Attended COMDEX convention	2000	Department

LINDA SNIDER

ACTIVITY	YEARS	RELEVANCE
Toastmasters	2001-2002	Leadership
CLAD training: cross-cultural language	2002	Instruction
BOT Flex Lab meetings	2002-2006	Department
BOT Department meetings	2002-06	Department
Voice Recognition Training	2003	Curriculum
Convocations	2004-2006	College
Student Learning Outcomes Conference	2005	College
Classroom Safety	2005	Department
Joint Faculty Meeting with Cuyamaca	2005	College
OPT Retreat	2005	Department
Preparation for Department Meetings	2005-2006	Department
Academic Senate meetings	2005-2006	College
Division Meetings	2002-2006	Division
New Faculty Orientation	2005-2006	College
BOT Student Learning Outcomes workshop	2006	College-Department
Community Outreaches to Middle and High Schools	2006	College
Academic Voc Ed Conference	2006	Leadership
Online Teaching Conference	2006	Curriculum
Blackboard training workshop	2006	Curriculum
Flex lab Tutor Training	2006	Department
Curriculum Development Workshop	2006	College
EDIC Grant Proposal	2006	Department
College Foundation Grant Proposal	2006	Department

ASILOMAR-BESAC	**2006**	**Curriculum**
ICC/Distance Ed. Committee	**2005-06**	**Curriculum**
Tri-Regional Co-op meetings	**2003-2006**	**Department**
CALIFORNIA BUSINESS EDUCATION ASSOCIATION (CBEA) • San Diego/Imperial Section $cholarship/Recognition Chair, Secretary, President-Elect, State Conference Chair (2004), State Service Chair (2003-06)	**2002-2006**	**Leadership, curriculum, instruction**
SDICCA Internship program	**2004-2005**	**Leadership/college**
WBITE (Western Business Information Technology Educators) ANNUAL CONFERENCE	**2005-2006**	**Curriculum & instruction**
BESAC: Business Education Statewide Advisory Committee	**2005-2006**	**Curriculum**
SDICCA Regional Consortia Rep.	**2005-2006**	**Leadership**
Web Accessibility Workshop	**2006**	**Curriculum**
Mini-Publisher's Fair	**2006**	**Curriculum**
Chairs Working Lunch	**2006**	**College**
OPT Retreats	**2003-06**	**Department**
OPT Graduations	**2004-06**	**Department**
New Faculty workshops	**2006**	**Department**
Curriculum Proposal Development Workshop	**2006**	**Department**
Academic Senate	**2005-06**	**College**
ROP Meeting Presentation	**2006**	**College**

SOSHA THOMAS		
ACTIVITY	**YEARS**	**RELEVANCE**
BOT Dept. meeting	2004	Department
BOT Flex lab meeting	2004	Department
Job out reach	2004	College
BOT Dept. meeting	2004-05	Department
BOT Flex lab meeting	2004-05	Department
Job out reach	2004-05	College
Interviewing	2004-05	College
BOT Dept. meeting	2005-2006	Department
BOT Flex lab meeting	2005-2006	Department
Job out reach	2005-2006	College
Introduction to online	2005-2006	College
Teaching and learning (@one)	2006	Department/Distance Ed.
Introduction/Blackboard(@one)	2006	Department/Distance Ed.
Introduction/WEBCT (@one)	2006	Department/Distance Ed.
Blackboard training workshop	2006	Department/Distance Ed
Front Page training workshop	2006	Department/Distance Ed
Business writing class-(SDSU)	2006	Department/Distance Ed
Mini publishers Fair	2006	Department

APPENDIX 10B

CLASSIFIED JOB DUTIES

FLEX LAB AIDE JOB DESCRIPTION

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

CLASS TITLE: INSTRUCTIONAL COMPUTER LAB TECHNICIAN **RANGE 27**

SUMMARY:

Under the direction of an assigned supervisor, perform advanced instructional support functions to individual students or group of students in a classroom or instructional computer lab environment to facilitate effective learning.

ESSENTIAL FUNCTIONS:

Assist instructors or other college support staff in preparation of instructional materials or equipment for classrooms and labs.

Assist students in the classroom, laboratory, or other instructional environment to ensure proper use and care of instructional materials and equipment.

Maintain all Cisco equipment.

Maintain and set-up labs, configure switches, routers and DSL link for connectivity.

Troubleshoot computer hardware and software problems; repair all Cisco Academy equipment.

Monitor compliance with software licenses; create user accounts.

Monitor network server status; install, configure and operate common office application software in a network environment; perform adjustments in software configurations.

Model and monitor adherence to appropriate safety rules and precautions.

Operate computer, terminal, printer, and specialized equipment for area of assignment.

Operate a variety of equipment routinely used in area of assignment.

SECONDARY FUNCTIONS:

Troubleshoot network equipment for off-site Cisco Academy classes.

Assist in coordinating use of lab and other educational facilities assuring the availability of appropriate supplies and equipment.

Ensure security of the lab and monitor condition of tables, chairs, mice, monitors, keyboards, and other equipment used in the lab so that they are in operable and safe condition.

Familiarize students with area of assignment, assisting them to facilitate the learning process.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modern principles, practices, procedures and equipment used in assigned area.

Application of instructional/tutorial procedures and practices for assigned area.

Technical aspects in field of specialty.

Recordkeeping techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

Telephone techniques and etiquette.

Oral and written communication skills.

ABILITY TO:

Learn policies, procedures, activities, programs, along with other state and federal laws, as required in assigned area.

Operate personal computer and other lab equipment used in assigned area.

Obtain licensing required in assigned area.

Maintain currency of qualifications for area of assignment.

Maintain and repair network and other educational equipment to ensure proper working order.

Work independently with little direction.

Perform a variety of lab tests and demonstrations to ensure appropriate use of equipment used in assigned area.

Understand and follow oral and written instructions.

Maintain records and files.

Meet schedules and time lines.

Follow departmental policies and procedures.

Communicate effectively both orally and in writing.

Respond to the students, staff, instructors, and public with courtesy and tact.

Establish and maintain cooperative and effective working relationships with others.

Train and provide work direction to others.

EDUCATION AND EXPERIENCE:

Graduation from high school and any combination of education and experience equivalent to college level course work in area of assignment or closely related field plus three years work experience in area of assignment including public contact. Cisco Networking Academy Certification and Network Administration and Software Application Certificates preferred. Some experience in the use of instructional equipment or tools and materials used in assigned area.

WORKING CONDITIONS:

Instructional lab or classroom environment, subject to lifting, moving and installing computer equipment. May be subject to frequent standing and occasional lifting, bending and stooping. May be required to lift up to 50 pounds.
Est. 10/01

Flex Lab Aide duties

Prepared by Amada Viele, BOT Intern - 2006

1. Checking out: time writings, textbooks, headsets, wrist pad, and practice technique evaluation sheets for keyboarding.
2. Helping students work through problems on the program they are working on
3. Taking count of how many students are in the Flex Lab every hour.
4. Helping students with any questions.
5. Making sure the instructor on duty or Trudy knows if anyone needs a test.
6. Letting the students know that we are there to help so the students feel comfortable.
7. Be up building and friendly to the students.
8. Let the student know that the teacher will be over to help them if you are not able to.
9. Make sure that every yellow card that goes up gets answered.
10. Letting Trudy know if there are any program problems or if the computer is not working properly
11. Making sure that the student is following their syllabus
12. Making sure that the flex lab is clean (book stands put away, wrist pads put away, chairs pushed in, etc.)

APPENDIX 11

Department

Equivalencies

Discipline	Areas also included in the discipline

Music Merchandising:

Musical Instrument Repair:

**Nursing Science/
Clinical Practice:**

**Occupational Therapy
Assisting:**

Office Technologies: Secretarial skills, office systems, word processing, computer applications, automated office training

Ornamental Horticulture: Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design

Pharmacy Technology:

**Photographic Technology/
Commercial Photography:**

Physical Therapy Assisting:

Piano Tuning and Repair:

Plastics:

Plumbing:

Printing Technology: Typography, composition, printing

Private Security: Security management, safety/accident control, hazardous substance management crime prevention

Prosthetics and Orthotics:

Psychiatric Technician:
Public Relations:

APPENDIX 12

Subject

WSCH

Analysis

Report

SKDSQW-INS
RUN ON: 10-17-2006 08:12:58
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.200	1650.00	750.00	1257.00	571.36	76.18
AOJ 122	210500	.200	111.00	555.00	39.00	195.00	35.13
AOJ 125	210500	.200	105.00	525.00	57.00	285.00	54.28
AOJ 148	210500	.849	390.00	459.36	385.00	453.47	98.71
AOJ 150	210500	.700	360.00	514.28	360.00	514.28	100.00
AOJ 202	210500	.400	300.00	750.00	285.00	712.50	95.00
AOJ 204	210500	.400	300.00	750.00	297.00	742.50	99.00
AOJ 206	210500	.400	255.00	637.50	174.00	435.00	68.23
AOJ 207	210500	.400	300.00	750.00	285.00	712.50	95.00
AOJ 208	210500	.200	111.00	555.00	48.00	240.00	43.24
AOJ 210	210500	.200	150.00	750.00	45.00	225.00	30.00
AOJ 216	210500	.200	150.00	750.00	78.00	390.00	52.00
AOJ 218	210500	.350	168.00	480.00	216.00	617.14	128.57
AOJ 220	210500	.350	168.00	480.00	180.00	514.28	107.14
AOJ 230	210500	.400	210.00	525.00	183.00	457.50	87.14
AOJ 240	210500	.200	150.00	750.00	66.00	330.00	44.00
AOJ 252	210500	.700	360.00	514.28	342.00	488.57	95.00
AOJ 254	210500	.566	260.00	459.36	315.00	556.53	121.15
AOJ 260	210500	.200	150.00	750.00	30.00	150.00	20.00
******** AOJ		9.115	5648.00	619.63	4642.00	509.27	82.18
BOT 101	051400	.325	1.00	3.08	30.00	92.30	3000.00
BOT 106	051400	.134	50.00	373.13	36.00	268.65	72.00
BOT 107	051400	.266	60.00	225.56	78.00	293.23	130.00
BOT 109	051400	.800	555.00	693.75	333.00	416.25	60.00
BOT 110	051400	.400	180.00	450.00	126.00	315.00	70.00
BOT 161	051420	.200	150.00	750.00	69.00	345.00	46.00
BOT 163	051400	.200	45.00	225.00	54.00	270.00	120.00
BOT 176	050200	.133	30.00	225.56	44.00	330.82	146.66
BOT 179	050200	.150	30.00	200.00	45.00	300.00	150.00
BOT 216	051400	.283	150.00	530.03	44.00	155.47	29.33
******** BOT		2.891	1250.00	432.37	859.00	297.12	68.72
BUS 110	050100	.600	450.00	750.00	339.00	565.00	75.33
BUS 115	050600	.200	150.00	750.00	87.00	435.00	58.00
BUS 118	050900	.200	144.00	720.00	54.00	270.00	37.50
BUS 120	050200	2.403	1800.00	749.06	1400.00	582.60	77.77
BUS 121	050200	1.068	800.00	749.06	620.00	580.52	77.50
BUS 125	050100	1.400	963.00	687.85	885.00	632.14	91.90
BUS 128	050100	2.000	768.00	384.00	645.00	322.50	83.98
BUS 144	050900	.200	150.00	750.00	78.00	390.00	52.00
BUS 146	050900	.400	300.00	750.00	129.00	322.50	43.00
BUS 156	050600	.200	144.00	720.00	102.00	510.00	70.83
BUS 158	050600	.200	150.00	750.00	54.00	270.00	36.00
BUS 160	050600	.200	150.00	750.00	36.00	180.00	24.00
BUS 195	050200	.600	420.00	700.00	297.00	495.00	70.71
BUS 250	050800	.200	150.00	750.00	72.00	360.00	48.00
******** BUS		9.871	6539.00	662.44	4798.00	486.07	73.37
CA 167	130630	.200	90.00	450.00	81.00	405.00	90.00

SKDSQW-INS
RUN ON: 10-17-2006 08:12:58
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	106.25	957.20	21.25	191.44	20.00
BOT 097	051400	.111	106.25	957.20	19.13	172.34	18.00
BOT 100	051400	.900	956.28	1062.53	258.20	286.88	27.00
BOT 101	051400	.325	318.75	980.76	31.88	98.09	10.00
BOT 101A	051400	.163	159.38	977.79	35.06	215.09	21.99
BOT 101B	051400	.163	159.38	977.79	19.13	117.36	12.00
BOT 102B	051400	.163	159.38	977.79	28.69	176.01	18.00
BOT 103A	051400	.075	79.69	1062.53	33.47	446.26	42.00
BOT 104	051400	.111	106.25	957.20	14.88	134.05	14.00
BOT 108	051400	.111	106.25	957.20	23.38	210.63	22.00
BOT 114	051400	.333	318.75	957.20	95.63	287.17	30.00
BOT 115	051400	.333	318.75	957.20	114.76	344.62	36.00
BOT 116	051400	.111	106.25	957.20	34.00	306.30	32.00
BOT 117	051400	.111	106.25	957.20	29.75	268.01	28.00
BOT 120	051400	.111	106.25	957.20	12.75	114.86	12.00
BOT 121	051400	.111	106.25	957.20	29.75	268.01	28.00
BOT 123	051400	.111	106.25	957.20	31.88	287.20	30.00
BOT 124	051400	.111	106.25	957.20	27.63	248.91	26.00
BOT 126	051400	.111	106.25	957.20	14.88	134.05	14.00
BOT 127	051400	.111	106.25	957.20	31.88	287.20	30.00
BOT 129	051400	.111	106.25	957.20	2.13	19.18	2.00
BOT 130	051400	.111	106.25	957.20	6.38	57.47	6.00
BOT 151	051400	.111	106.25	957.20	17.00	153.15	16.00
BOT 201	051400	.325	318.75	980.76	95.63	294.24	30.00
BOT 299	051400	.134	1.00	7.46	32.00	238.80	3200.00
******* BOT		4.579	4382.86	957.16	1061.12	231.73	24.21

********** BUSINESS AND PROFESSIONAL STUDIES   **********

		4.579	4382.86	957.16	1061.12	231.73	24.21

SKDS7I-INS
RUN ON: 01-05-2006 08:19:56
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

*** DAILY CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.307	225.00	730.75	54.00	175.38	24.00
AOJ 103	210500	.446	325.00	728.04	91.00	203.85	28.00
AOJ 107	210500	.979	828.00	845.32	310.50	316.99	37.50
AOJ 110	210500	.400	300.00	750.00	207.00	517.50	69.00
AOJ 262B	210500	.067	50.00	746.26	12.00	179.10	24.00
****** AOJ		2.200	1728.00	785.16	674.50	306.47	39.03
BOT 164	051400	.133	60.00	451.12	38.00	285.71	63.33
****** BOT		.133	60.00	451.12	38.00	285.71	63.33
BUS 120	050200	.534	400.00	749.06	380.00	711.61	95.00
BUS 121	050200	.534	400.00	749.06	316.00	591.76	79.00
BUS 251	050990	.133	60.00	448.76	68.00	508.60	113.33
****** BUS		1.201	860.00	715.65	764.00	635.76	88.83
CA 163	130630	.067	25.00	373.13	20.00	298.50	80.00
CA 166	130630	.067	40.00	597.01	29.00	432.83	72.50
****** CA		.134	65.00	485.07	49.00	365.67	75.38
CD 125	130500	.200	180.00	900.00	135.00	675.00	75.00
CD 136	130500	.200	135.00	675.00	84.00	420.00	62.22
CD 137	130500	.200	153.00	765.00	78.20	391.00	51.11
CD 174	130500	.200	82.50	412.50	116.25	581.25	140.90
CD 299	130500	.200	135.00	675.00	141.00	705.00	104.44
****** CD		1.000	685.50	685.50	554.45	554.45	80.88
CSIS110	070100	.700	270.00	385.71	201.00	287.14	74.44
CSIS142	070100	.266	112.000	421.05	78.000	293.23	69.64
CSIS143	070100	.263	112.000	425.85	70.000	266.15	62.50
CSIS172	070100	.133	100.000	751.87	28.000	210.52	28.00
CSIS174B	070100	.133	100.000	751.87	86.000	646.61	86.00
CSIS175B	070100	.133	100.000	751.87	90.000	676.69	90.00
CSIS299	070100	.133	56.000	421.05	22.000	165.41	39.28
****** CSIS		1.761	850.00	482.68	575.00	326.51	67.64
HESC099	219900	.200	150.00	750.00	168.00	840.00	112.00
HESC110	219900	.200	149.06	745.30	166.95	834.75	112.00
HESC150	219900	.200	168.75	843.75	114.75	573.75	68.00
****** HESC		.600	467.81	779.68	449.70	749.50	96.12
NURS118	120300	.067	35.00	522.38	17.00	253.73	48.57
NURS119	120300	.067	35.00	522.38	26.00	388.05	74.28
NURS130	120300	.800	180.00	225.00	180.00	225.00	100.00
NURS132	120300	1.900	459.00	241.57	342.00	180.00	74.50
NURS201	120300	.089	52.50	589.88	60.00	674.15	114.28
NURS205	120300	1.111	150.00	134.95	175.00	157.44	116.66
NURS220	120300	1.600	324.00	202.50	288.00	180.00	88.88
NURS222	120300	1.600	324.00	202.50	324.00	202.50	100.00

SKDS71-INS
RUN ON: 01-05-2006 08:19:56
REPORT INCLUDES: GROSSMONT COLLEGE ONLY

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.200	1650.00	750.00	1368.00	621.81	82.90
AOJ 111	210500	.200	150.00	750.00	54.00	270.00	36.00
AOJ 120	210500	.200	111.00	555.00	81.00	405.00	72.97
AOJ 128	210500	.111	50.00	450.45	42.00	378.37	84.00
AOJ 130	210500	.222	100.00	450.45	72.00	324.32	72.00
AOJ 148	210500	.849	390.000	459.36	420.00	494.69	107.69
AOJ 150	210500	.700	360.000	514.28	408.00	582.85	113.33
AOJ 200	210500	.600	450.000	750.000	387.00	645.000	86.00
AOJ 202	210500	.400	300.000	750.000	228.00	570.000	76.00
AOJ 204	210500	.200	150.000	750.000	69.00	345.000	46.00
AOJ 206	210500	.400	255.000	637.50	252.00	630.000	98.82
AOJ 218	210500	.700	336.000	480.000	360.00	514.28	107.14
AOJ 230	210500	.350	168.000	480.000	174.00	497.14	103.57
AOJ 240	210500	.400	210.000	525.000	177.00	442.50	84.28
AOJ 250	210500	.200	105.000	525.000	57.00	285.000	54.28
AOJ 252	210500	.700	360.000	514.28	294.00	420.000	81.66
AOJ 254	210500	.283	130.00	459.36	155.00	547.70	119.23
******* AOJ		8.715	5275.00	605.27	4598.00	527.59	87.16
BOT 101	0514400	.325	1.000	3.08	30.00	92.30	3000.00
BOT 106	0514400	.201	35.000	174.12	58.00	288.55	165.71
BOT 107	0514400	.266	22.000	82.70	114.00	428.57	518.18
BOT 109	0514400	.800	600.000	750.000	432.000	540.000	72.00
BOT 110	0514400	.400	90.000	225.000	192.000	480.000	213.30
BOT 161	0514420	.200	123.000	615.00	57.000	285.000	46.33
BOT 163	0514400	.200	109.000	545.00	69.000	345.000	63.33
BOT 176	0502000	.266	66.000	248.12	70.00	263.15	106.06
BOT 179	0502000	.150	15.000	100.000	72.00	480.000	480.00
BOT 216	0514400	.283	125.000	441.69	59.00	208.48	47.20
******* BOT		3.091	1193.00	385.95	1153.00	373.01	96.64
BUS 110	0500100	.600	450.000	750.000	375.00	625.000	83.33
BUS 115	0500600	.200	147.000	735.000	57.00	285.000	38.77
BUS 120	0500200	2.136	1600.000	749.06	1472.00	689.13	92.00
BUS 121	0500200	1.335	1000.000	749.06	516.00	386.51	51.62
BUS 125	0500100	.400	300.000	750.000	206.00	515.62	68.75
BUS 128	0500100	2.000	768.000	384.000	585.00	292.50	76.17
BUS 141	0500600	.200	150.000	750.000	72.00	360.000	48.00
BUS 142	0500900	.200	150.000	750.000	30.00	150.000	20.00
BUS 146	0500100	1.333	1000.000	750.000	640.00	480.45	64.00
BUS 152	0500900	.200	90.000	451.12	36.00	180.000	40.00
BUS 155	0500100	.200	150.000	750.000	48.00	240.000	32.00
BUS 156	0500600	.200	150.000	750.000	39.00	195.000	26.00
BUS 158	0500600	.600	396.000	660.000	252.00	420.000	63.63
BUS 195	1301000	.200	135.000	675.000	98.00	490.000	72.59
BUS 250	0509990	.200	108.000	540.000	51.00	255.000	47.22
BUS 253	0509990	.200	144.000	720.000	66.00	330.000	45.83
BUS 258	0509990	.200	150.000	750.000	39.00	195.000	26.00
******* BUS		10.404	6914.00	664.55	4673.00	449.15	67.58

SKDS7I-INS
RUN ON: 02-14-2006 11:33:31
REPORT INCLUDES: GROSSMONT COLLEGE ONLY

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

PAGE: 1
SPRING 2005

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.400	1800.00	750.00	1365.00	568.75	75.83
AOJ 111	210500	.200	150.00	750.00	138.00	690.00	92.00
AOJ 122	210500	.200	111.00	555.00	75.00	375.00	67.56
AOJ 125	210500	.200	150.00	750.00	57.00	285.00	38.00
AOJ 148	210500	.849	390.00	459.36	405.00	477.03	103.84
AOJ 150	210500	.350	180.00	514.28	264.00	754.28	146.66
AOJ 200	210500	.400	300.00	750.00	303.00	757.50	101.00
AOJ 201	210500	.200	111.00	555.00	54.00	270.00	48.64
AOJ 202	210500	.400	300.00	750.00	318.00	795.00	106.00
AOJ 204	210500	.200	105.00	525.00	114.00	570.00	108.57
AOJ 206	210500	.400	300.00	750.00	315.00	787.50	105.71
AOJ 208	210500	.200	105.00	525.00	90.00	450.00	85.71
AOJ 210	210530	.200	150.00	750.00	135.00	675.00	90.00
AOJ 218	210500	.350	168.00	480.00	174.00	497.14	103.57
AOJ 220	210500	.350	168.00	480.00	216.00	617.14	128.57
AOJ 230	210500	.400	210.00	525.00	168.00	420.00	80.00
AOJ 240	210500	.200	150.00	750.00	90.00	450.00	60.00
AOJ 252	210500	.350	180.00	514.28	222.00	634.28	123.33
AOJ 254	210500	.566	260.00	459.36	270.00	477.03	103.84
******* AOJ		8.415	5288.00	628.40	4773.00	567.20	90.26
BOT 101	051400	.325	1.00	3.07	30.00	92.30	3000.00
BOT 106	051400	.067	14.00	208.95	38.00	567.16	271.42
BOT 107	051400	.266	40.00	150.37	74.00	278.19	185.00
BOT 109	051400	.800	585.00	731.25	387.00	483.75	66.15
BOT 110	051400	.400	90.00	225.00	138.00	345.00	153.33
BOT 161	051420	.200	150.00	750.00	87.00	435.00	58.00
BOT 163	051400	.200	45.00	225.00	66.00	330.00	146.66
BOT 164	051400	.133	30.00	225.56	32.00	240.60	106.66
BOT 176	050200	.133	30.00	225.56	62.00	466.16	206.66
BOT 179	050200	.150	75.00	500.00	75.00	500.00	100.00
BOT 216	051400	.283	150.00	530.03	54.00	190.81	36.00
******* BOT		2.957	1209.00	408.86	1043.00	352.72	86.26
BUS 110	050100	.800	600.00	750.00	444.00	555.00	74.00
BUS 115	050600	.200	150.00	750.00	111.00	555.00	74.00
BUS 118	050950	.200	108.00	540.00	42.00	210.00	38.88
BUS 120	050200	2.136	1600.00	749.06	1332.00	623.59	83.25
BUS 121	050200	1.602	1200.00	749.06	648.00	404.49	54.00
BUS 125	050100	1.600	1113.00	695.62	885.00	553.12	79.51
BUS 128	050100	2.000	768.00	384.00	627.00	313.50	81.64
BUS 144	050900	.200	150.00	750.00	66.00	330.00	44.00
BUS 146	050900	.400	300.00	750.00	189.00	472.50	63.00
BUS 156	050600	.200	144.00	720.00	78.00	390.00	54.16
BUS 158	050600	.200	150.00	750.00	60.00	300.00	40.00
BUS 195	130100	.800	540.00	675.00	318.00	397.50	58.88
BUS 250	050800	.200	150.00	750.00	57.00	285.00	38.00
******* BUS		10.538	6973.00	661.70	4857.00	460.90	69.65
CA 167	130630	.200	90.00	450.00	75.00	375.00	83.33

REPORT: 02-14-2006 11:33:31
GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	106.25	957.20	59.50	536.03	56.00
BOT 100	051400	.900	956.28	1062.53	321.95	357.72	33.66
BOT 101	051400	.325	318.75	980.76	76.50	235.38	24.00
BOT 101A	051400	.163	159.38	977.79	63.75	391.10	39.99
BOT 101B	051400	.163	159.38	977.76	57.38	352.02	36.00
BOT 102	051400	.325	318.75	980.76	121.13	372.70	38.00
BOT 103A	051400	.075	79.69	1062.53	66.94	892.53	84.00
BOT 104	051400	.111	106.25	957.20	36.13	325.49	34.00
BOT 108	051400	.111	106.25	957.20	2.13	19.18	2.00
BOT 114	051400	.333	318.75	957.20	99.88	299.93	31.33
BOT 115	051400	.333	318.75	957.20	99.89	299.96	31.33
BOT 116	051400	.111	106.25	957.20	27.63	248.91	26.00
BOT 117	051400	.111	106.25	957.20	34.00	306.30	32.00
BOT 120	051400	.111	106.25	957.20	27.63	248.91	26.00
BOT 121	051400	.111	106.25	957.20	46.75	421.17	44.00
BOT 123	051400	.111	106.25	957.20	36.13	325.49	34.00
BOT 124	051400	.111	106.25	957.20	68.00	612.61	64.00
BOT 126	051400	.111	106.25	957.20	19.13	172.34	18.00
BOT 127	051400	.111	106.25	957.20	42.50	382.88	40.00
BOT 129	051400	.111	106.25	957.20	14.88	134.05	14.00
BOT 130	051400	.112	106.25	948.66	27.63	246.69	26.00
****** BOT		4.061	4010.98	987.68	1349.46	332.29	33.64

********** BUSINESS AND PROFESSIONAL STUDIES **********

| | | 4.061 | 4010.98 | 987.68 | 1349.46 | 332.29 | 33.64 |

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.000	1500.00	750.00	1431.00	715.50	95.40
AOJ 111	210500	.200	150.00	750.00	84.00	420.00	56.00
AOJ 120	210500	.200	111.00	555.00	99.00	495.00	89.18
AOJ 128	210500	.111	50.00	450.45	46.00	414.41	92.00
AOJ 130	210500	.222	100.00	450.45	114.00	513.51	114.05
AOJ 140	210500	.200	105.00	525.00	66.00	330.00	62.85
AOJ 148	210500	.566	260.00	459.36	260.00	459.36	100.00
AOJ 150	210500	.350	180.00	514.28	216.00	617.14	120.00
AOJ 200	210500	.800	600.00	750.00	474.00	592.50	79.00
AOJ 202	210500	.400	300.00	750.00	402.00	1005.00	134.00
AOJ 204	210500	.400	150.00	750.00	105.00	525.00	70.89
AOJ 206	210500	.400	285.00	712.50	279.00	697.50	97.89
AOJ 208	210500	.200	150.00	750.00	87.00	435.00	58.00
AOJ 218	210500	.700	336.00	480.00	336.00	480.00	100.00
AOJ 220	210500	.350	168.00	480.00	162.00	462.85	96.42
AOJ 230	210500	.400	210.00	525.00	183.00	457.50	87.14
AOJ 240	210500	.200	105.00	525.00	45.00	225.00	42.85
AOJ 252	210500	.350	180.00	514.28	216.00	617.14	120.00
AOJ 254	210500	.283	130.00	459.36	140.00	494.69	107.69
******* AOJ		8.132	5070.00	623.46	4745.00	583.49	93.58
BOT 101	0514400	.325	150.00	461.53	78.00	240.00	52.00
BOT 106	0514400	.134	95.00	708.95	34.00	253.73	35.78
BOT 107	0514400	.266	120.00	451.12	78.00	293.23	65.01
BOT 109	0514400	.800	585.00	731.25	402.00	502.50	68.71
BOT 110	0514400	.400	90.00	225.00	123.00	307.50	136.66
BOT 161	0514420	.200	150.00	750.00	93.00	465.00	62.00
BOT 163	0514400	.200	90.00	450.00	42.00	210.00	46.66
BOT 164	0514400	.133	60.00	451.12	24.00	180.45	40.00
BOT 176	0502400	.266	80.00	300.75	74.00	278.19	92.50
BOT 179	0502200	.150	75.00	500.00	45.00	300.00	60.00
BOT 216	051400	.283	125.00	441.69	105.00	371.02	84.00
******* BOT		3.157	1620.00	513.14	1098.00	347.79	67.77
BUS 110	050100	.600	450.00	750.00	435.00	725.00	96.66
BUS 115	050600	.200	150.00	750.00	93.00	465.00	62.00
BUS 118	050950	.200	150.00	750.00	48.00	240.00	32.00
BUS 120	050200	2.403	1800.00	749.06	1616.00	672.49	89.77
BUS 121	050200	1.335	1000.00	749.06	644.00	482.39	64.40
BUS 125	050100	1.600	1200.00	750.00	888.00	555.00	74.00
BUS 128	050100	1.750	663.00	378.85	591.00	337.71	89.14
BUS 142	050950	.200	150.00	750.00	63.00	315.00	42.00
BUS 146	050900	.400	300.00	750.00	216.00	540.00	72.06
BUS 152	050100	.133	100.00	751.12	46.00	345.86	76.66
BUS 155	050600	.200	150.00	750.00	54.00	270.00	36.00
BUS 156	050100	.200	150.00	750.00	60.00	300.00	40.00
BUS 158	050600	.200	132.00	660.00	84.00	420.00	63.63
BUS 195	130400	.800	540.00	675.00	423.00	528.75	78.33
BUS 250	050990	.200	108.00	540.00	45.00	225.00	41.66
BUS 253	050990	.200	144.00	720.00	63.00	315.00	43.75

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	106.25	957.20	70.13	631.80	66.00
BOT 100	051400	.900	956.28	1062.53	471.77	524.18	49.33
BOT 101	051400	.325	318.75	980.76	76.50	235.38	24.00
BOT 101A	051400	.163	159.38	977.79	76.50	469.32	47.99
BOT 101B	051400	.163	159.38	977.79	54.19	332.45	34.00
BOT 102	051400	.325	318.75	980.76	95.63	294.24	30.00
BOT 103A	051400	.075	79.69	1062.53	62.16	828.80	78.00
BOT 104	051400	.111	106.25	957.20	27.63	248.91	26.00
BOT 105	051400	.111	106.25	957.20	36.13	325.49	34.00
BOT 114	051400	.222	361.25	1627.25	89.26	402.07	24.70
BOT 115	051400	.333	425.00	1276.27	95.63	287.17	22.50
BOT 116	051400	.111	106.25	957.20	27.63	248.91	46.00
BOT 117	051400	.111	106.25	957.20	48.88	440.36	24.00
BOT 120	051400	.111	106.25	957.20	25.50	229.72	26.00
BOT 121	051400	.111	106.25	957.20	27.63	248.91	34.00
BOT 123	051400	.111	106.25	957.20	36.13	325.49	34.00
BOT 124	051400	.111	106.25	957.20	72.25	650.90	68.00
BOT 126	051400	.111	106.25	957.20	10.63	95.76	10.00
BOT 127	051400	.111	106.25	957.20	44.63	402.07	42.00
BOT 129	051400	.111	106.25	957.20	17.00	153.15	16.00
BOT 130	051400	.112	106.25	948.66	21.25	189.73	20.00
******** BOT		3.950	4159.73	1053.09	1487.06	376.47	35.74

********** BUSINESS AND PROFESSIONAL STUDIES   ***********

| | | 3.950 | 4159.73 | 1053.09 | 1487.06 | 376.47 | 35.74 |

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.000	1500.00	750.00	1527.00	763.50	101.80
AOJ 125	210500	.200	150.00	750.00	87.00	435.00	58.00
AOJ 148	210500	.566	200.00	353.35	265.00	468.19	132.50
AOJ 150	210500	.350	180.00	514.28	234.00	668.57	106.00
AOJ 202	210500	.600	405.00	675.00	432.00	720.00	106.66
AOJ 204	210500	.200	150.00	750.00	204.00	1020.00	136.00
AOJ 206	210500	.400	255.00	637.50	213.00	532.50	83.52
AOJ 207	210500	.200	150.00	750.00	186.00	930.00	124.00
AOJ 208	210500	.200	111.00	555.00	66.00	330.00	59.45
AOJ 218	210500	.200	105.00	525.00	84.00	420.00	80.00
AOJ 220	210500	.350	150.00	428.57	180.00	514.28	120.00
AOJ 230	210500	.350	120.00	342.85	180.00	514.28	150.00
AOJ 240	210500	.400	210.00	525.00	168.00	420.00	80.00
AOJ 250	210500	.200	150.00	750.00	120.00	600.00	80.00
AOJ 252	210500	.350	120.00	342.85	144.00	411.42	120.00
AOJ 254	210500	.566	200.00	353.35	270.00	477.03	135.00
AOJ 260	210500	.200	111.00	555.00	63.00	315.00	56.75
****** AOJ		7.332	4267.00	581.96	4423.00	603.24	103.65
BOT 101	051400	.325	60.00	184.61	96.00	295.38	160.00
BOT 107	051400	.266	70.00	263.15	66.00	248.12	94.28
BOT 161	051420	.200	150.00	750.00	87.00	435.00	58.00
BOT 216	051400	.283	100.00	353.35	104.00	367.49	104.00
BOT 222	051400	.067	30.00	447.76	17.00	253.73	56.66
****** BOT		1.141	410.00	359.33	370.00	324.27	90.24
BUS 109	051400	.600	375.00	625.00	357.00	595.00	95.20
BUS 110	051400	.600	450.00	750.00	399.00	665.00	88.66
BUS 114	051400	.067	20.00	298.50	40.00	597.00	200.00
BUS 115	050600	.200	150.00	750.00	96.00	480.00	64.00
BUS 118	050950	.200	132.00	660.00	57.00	285.00	43.18
BUS 120	050200	2.136	1600.00	749.06	1428.00	668.53	89.25
BUS 121	050200	1.335	1000.00	749.06	804.00	602.24	80.40
BUS 125	051400	1.400	1017.00	726.42	948.00	677.14	93.21
BUS 126	051400	.400	75.00	187.50	108.00	270.00	144.00
BUS 127	051400	1.750	672.00	384.00	669.00	382.28	99.55
BUS 128	050100	.200	150.00	750.00	81.00	405.00	54.00
BUS 141	050600	.200	150.00	750.00	66.00	330.00	44.00
BUS 146	050900	.400	300.00	750.00	195.00	487.50	65.00
BUS 156	050600	.200	144.00	720.00	111.00	555.00	77.08
BUS 163	051400	.200	45.00	225.00	42.00	210.08	93.33
BUS 164	051400	.133	30.00	225.56	26.00	195.48	86.66
BUS 176	050200	.133	30.00	225.56	52.00	390.97	173.33
BUS 179	051400	.150	45.00	300.00	69.00	460.00	153.33
BUS 195	130400	.800	540.00	675.00	444.00	555.00	82.22
BUS 250	050990	.200	90.00	450.00	48.00	240.00	53.33
****** BUS		11.304	7015.00	620.57	6040.00	534.32	86.10
CA 167	130630	.200	90.00	450.00	69.00	345.00	76.66
CA 280	130630	.067	20.00	298.50	30.00	447.76	150.00

GROSSMON... COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	0514000	.111	100.00	900.90	88.00	792.79	88.00
BOT 097	0514000	.111	100.00	900.90	52.00	468.46	52.00
BOT 100	0514000	.900	900.00	1000.07	378.000	420.00	42.000
BOT 101	0514000	.325	300.00	923.07	108.000	332.30	36.000
BOT 101A	0514000	.163	150.000	920.24	87.000	533.74	58.000
BOT 101B	0514000	.163	150.000	920.24	42.000	257.66	28.000
BOT 102	0514000	.325	300.000	923.07	126.000	387.69	42.000
BOT 103A	0514000	.075	75.000	1000.00	52.50	700.00	70.000
BOT 104	0514000	.111	100.000	900.90	38.000	342.34	38.000
BOT 114	0514000	.222	200.000	900.90	92.000	414.41	46.000
BOT 115	0514000	.222	200.000	900.90	128.000	576.57	64.000
BOT 116	0514000	.111	100.000	900.90	32.000	288.28	32.000
BOT 117	0514000	.111	100.000	900.90	60.000	540.54	60.000
BOT 120	0514000	.111	100.000	900.90	46.000	414.41	46.000
BOT 121	0514000	.111	100.000	900.90	68.000	612.61	68.000
BOT 123	0514000	.111	100.000	900.90	28.000	252.25	28.000
BOT 124	0514000	.111	100.000	900.90	40.000	360.36	40.000
BOT 126	0514000	.111	100.000	900.90	30.000	270.27	30.000
BOT 127	0514000	.111	100.000	900.90	20.000	180.18	20.000
BOT 129	0514000	.111	100.000	900.90	14.000	126.12	14.000
BOT 130	0514000	.111	100.00	900.90	26.000	234.23	26.00
******** BOT		3.838	3575.00	931.47	1555.50	405.28	43.51

********** BUSINESS AND PROFESSIONAL STUDIES   **********

| | | 3.838 | 3575.00 | 931.47 | 1555.50 | 405.28 | 43.51 |

SKDS7I-IN
RUN ON: 0? 14-2004 14:11:59
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.200	1650.00	750.00	1617.00	735.00	98.00
AOJ 111	210500	.200	150.00	750.00	81.00	405.00	54.00
AOJ 120	210500	.200	105.00	525.00	66.00	330.00	62.85
AOJ 126	210500	.200	150.00	750.00	51.00	255.00	34.00
AOJ 128	210500	.111	44.00	396.39	48.00	432.43	109.09
AOJ 130	210500	.222	88.00	396.39	102.00	459.45	115.90
AOJ 148	210500	.566	220.00	388.69	260.00	459.36	118.18
AOJ 150	210500	.350	120.00	342.85	204.00	582.85	170.00
AOJ 202	210500	.600	450.00	750.00	465.00	775.00	103.30
AOJ 204	210500	.400	300.00	750.00	228.00	570.00	76.00
AOJ 206	210500	.400	300.00	750.00	426.00	1065.00	142.00
AOJ 208	210500	.200	135.00	675.00	93.00	465.00	68.88
AOJ 218	210500	.350	120.00	342.85	135.00	385.71	112.50
AOJ 220	210500	.700	240.00	342.85	270.00	394.28	115.71
AOJ 230	210500	.400	210.00	525.00	180.00	450.00	85.71
AOJ 240	210500	.200	105.00	525.00	96.00	480.00	91.42
AOJ 252	210500	.350	120.00	342.85	192.00	548.57	160.00
AOJ 254	210500	.283	100.00	353.35	180.00	636.04	180.00
**** AOJ		7.932	4607.00	580.81	4643.00	585.35	100.78
BOT 101	051400	.325	20.00	75.18	156.00	480.00	15600.00
BOT 107	051400	.266	150.00	750.00	150.00	563.90	750.00
BOT 161	051420	.283	125.00	441.69	123.00	615.00	82.00
BOT 216	051400	1.074	295.00	274.67	1130.00	459.36	104.00
**** BOT		1.074	295.00	274.67	559.00	520.48	189.49
BUS 109	051400	.600	360.00	600.00	363.00	605.00	100.83
BUS 110	050100	.600	450.00	750.00	441.00	735.00	98.00
BUS 114	051400	.067	75.00	1119.40	72.00	1074.62	96.00
BUS 115	050600	.200	150.00	750.00	84.00	420.00	56.00
BUS 118	050950	1.869	1400.00	749.06	1452.00	776.88	103.71
BUS 120	050200	1.335	1000.00	749.06	732.00	548.31	73.20
BUS 121	050200	1.200	900.00	750.00	864.00	720.00	96.00
BUS 125	050100	.400	45.00	112.50	243.00	607.50	540.00
BUS 127	051400	1.500	576.00	384.00	558.00	372.00	96.87
BUS 128	050100	1.200	1150.00	750.00	63.00	315.00	42.00
BUS 141	050600	.200	150.00	750.00	54.00	270.00	36.00
BUS 142	050950	.400	3000.00	750.00	240.00	600.00	80.00
BUS 146	050600	.067	50.00	746.26	19.00	283.58	38.00
BUS 147A	050950	.133	60.00	451.12	28.00	210.52	46.66
BUS 152	050100	.200	150.00	750.00	99.00	495.00	70.00
BUS 155	050600	.200	150.00	750.00	105.00	525.00	83.33
BUS 156	050600	.200	90.00	450.00	75.00	375.00	76.66
BUS 163	051400	.133	60.00	451.12	46.00	345.86	154.28
BUS 164	050200	.266	70.00	263.15	108.00	406.01	500.00
BUS 176	050200	.150	15.00	100.00	75.00	500.00	94.44
BUS 179	050200	.800	540.00	675.00	510.00	637.50	36.00
BUS 195	130400	.200	150.00	750.00	54.00	270.00	36.00
BUS 250	050990						

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	106.25	957.20	78.63	708.37	74.00
BOT 100	051400	.900	956.28	1062.53	573.75	637.50	59.99
BOT 101	051400	.325	318.75	980.76	133.88	411.93	42.00
BOT 101A	051400	.163	159.38	977.79	92.44	567.11	57.99
BOT 101B	051400	.163	159.38	977.79	76.50	469.32	47.99
BOT 102	051400	.325	318.75	980.76	127.50	392.30	40.00
BOT 104	051400	.111	106.25	957.20	106.25	957.20	100.00
BOT 114	051400	.222	361.25	1627.25	148.75	670.04	41.17
BOT 115	051400	.222	318.75	1435.81	180.63	813.64	56.66
BOT 116	051400	.111	106.25	957.20	80.75	727.47	76.00
BOT 117	051400	.111	106.25	957.20	78.63	708.37	74.00
BOT 120	051400	.111	106.25	957.20	38.25	344.59	36.00
BOT 121	051400	.111	106.25	957.20	59.50	536.03	56.00
BOT 123	051400	.111	106.25	957.20	53.13	478.64	50.00
BOT 124	051400	.111	106.25	957.20	46.75	421.17	44.00
BOT 126	051400	.111	106.25	957.20	23.38	210.63	22.00
BOT 127	051400	.111	106.25	957.20	85.00	765.76	80.00
BOT 129	051400	.111	106.25	957.20	36.13	325.49	34.00
BOT 130	051400	.111	106.25	957.20	31.88	287.20	30.05
******* BOT		3.652	3867.54	1059.01	2051.73	561.80	53.05

********** BUSINESS AND PROFESSIONAL STUDIES **********

		3.652	3867.54	1059.01	2051.73	561.80	53.05

SKDS71-INS
RUN ON: 06-16-2003 08:27:12
REPORT INCLUDES: GROSSMONT COLLEGE ONLY

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.000	1500.000	750.00	1383.00	691.50	92.20
AOJ 120	210500	.200	150.000	750.00	93.00	465.00	62.00
AOJ 125	210500	.200	150.000	750.00	111.00	555.00	74.00
AOJ 148	210500	.566	200.000	353.35	240.00	424.02	120.00
AOJ 150	210500	.350	120.000	342.85	222.00	634.28	185.00
AOJ 200	210530	.600	405.000	675.00	462.00	770.00	114.07
AOJ 201	210500	.200	111.000	555.00	45.00	225.00	40.54
AOJ 202	210500	.200	150.000	750.00	189.00	945.00	126.00
AOJ 204	210500	.200	105.000	525.00	63.00	315.00	60.00
AOJ 206	210500	.200	150.000	750.00	195.00	975.00	130.00
AOJ 208	210530	.200	105.000	525.00	78.00	390.00	74.28
AOJ 210	210500	.200	150.000	750.00	144.00	720.00	96.00
AOJ 218	210500	.350	120.000	342.85	150.00	428.57	125.00
AOJ 220	210500	.350	120.000	342.85	168.00	480.00	140.00
AOJ 230	210500	.400	210.000	525.00	249.00	622.50	118.57
AOJ 240	210500	.200	150.000	750.00	72.00	360.00	48.00
AOJ 252	210500	.350	120.000	342.85	186.00	531.42	155.00
AOJ 254	210500	.283	100.000	353.35	155.00	547.70	155.00
******* AOJ		7.049	4116.00	583.91	4205.00	596.53	102.16
BOT 107	051400	.266	20.000	75.18	126.00	473.68	630.00
BOT 161	051400	.200	150.000	750.00	114.00	570.00	76.00
BOT 216	051400	.283	150.000	530.03	131.00	462.89	87.33
BOT 222	051420	.067	30.000	447.76	14.00	208.95	46.66
******* BOT		.816	350.00	428.92	385.00	471.81	110.00
BUS 109	051400	.600	375.000	625.00	345.00	575.00	92.00
BUS 110	050100	.600	450.000	750.00	390.00	650.00	86.66
BUS 114	051400	.067	15.000	223.88	62.00	925.37	413.33
BUS 115	050600	.400	246.000	615.00	162.00	405.00	65.85
BUS 118	050950	.200	132.000	660.00	72.00	360.00	54.54
BUS 120	050200	2.136	1600.000	749.06	1564.00	732.20	97.75
BUS 121	050200	1.335	1000.000	749.06	900.00	674.15	90.00
BUS 125	050100	1.400	1035.000	739.28	981.00	700.71	94.78
BUS 127	051400	.400	60.000	150.000	249.00	622.50	415.00
BUS 128	050100	1.750	672.000	384.000	636.00	363.42	94.64
BUS 144	050900	.200	150.000	750.000	99.00	495.00	66.00
BUS 146	050950	.400	300.000	750.000	207.00	517.50	69.00
BUS 147A	050600	.134	87.000	649.25	90.00	671.64	103.44
BUS 156	050600	.200	132.000	660.000	54.00	270.00	40.90
BUS 158	051400	.200	150.000	750.000	60.00	300.00	40.00
BUS 163	051400	.200	15.000	75.18	63.00	315.00	420.00
BUS 164	051400	.133	10.000	75.18	42.00	315.78	420.00
BUS 176	050200	.133	20.000	150.37	64.00	481.20	320.00
BUS 179	050200	.150	30.000	200.000	90.00	600.00	300.00
BUS 195	130400	.800	540.000	675.00	495.00	618.75	91.66
BUS 250	050990	.200	144.000	720.00	69.00	345.00	47.91
******* BUS		11.638	7163.00	615.48	6694.00	575.18	93.45
CA 280	130630	.067	20.00	298.50	28.00	417.91	140.00

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

*** DAILY CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 100	210500	.208	116.44	559.80	116.44	559.80	100.00
AOJ 101	210500	.083	37.03	446.14	31.11	374.81	84.01
AOJ 104	210500	.966	718.88	743.64	175.73	181.78	24.44
AOJ 110	210500	.200	150.00	750.00	84.00	420.00	56.00
AOJ 199	210500				1.50	1.50	100.00
AOJ 250B	210500	.100	60.00	600.00	39.00	390.02	65.00
AOJ 262A	210500	.067	45.00	671.64	13.00	194.02	28.88
****** AOJ		1.624	1128.85	694.80	460.78	283.60	40.81
BOT 101A	051400	.163			111.00	680.98	11100.00
BOT 102	051400				3.00	3.00	11300.00
****** BOT		.163			114.00	699.38	11400.00
BUS 086	051400	.536	22.50	41.97	79.50	148.32	353.33
BUS 120	050200	.267	200.00	749.06	184.00	689.13	92.00
BUS 121	050200	.267	200.00	749.06	168.00	629.21	84.00
BUS 252	050990	.100	72.00	720.00	51.00	510.00	70.83
BUS 256	050990	.133	68.75	516.91	37.13	279.17	54.80
BUS 257	050990	.100	36.00	360.00	26.25	262.50	72.91
****** BUS		1.403	599.25	427.12	545.88	389.08	91.09
CA 163	130630	.067	35.00	522.38	26.00	388.05	74.28
CA 166	130630	.067	35.00	522.38	25.00	373.13	71.42
****** CA		.134	70.00	522.38	51.00	380.59	72.85
CD 125	130510	.400	330.00	825.00	204.00	510.00	61.81
CD 128	130510	.200	135.00	675.00	132.00	660.00	97.77
CD 138	130510	.200	189.00	945.00	157.50	787.50	83.33
CD 299	130510	.134	90.00	671.64	68.50	507.46	75.55
****** CD		.934	744.00	796.57	561.50	601.17	75.47
CSIS105	070300	.283			99.75	352.47	9975.00
CSIS132	070300	.142			50.25	353.87	5025.00
CSIS142	070300	.399	128.00	320.80	136.00	340.85	106.25
CSIS143	070300	.266	104.00	390.97	66.00	248.12	163.46
CSIS144	070300	.133	48.00	360.90	30.00	225.56	62.50
CSIS145	070300	.133	48.00	360.90	30.00	225.56	62.50
CSIS172	070300	.133	100.00	751.87	56.00	421.05	56.00
CSIS173B	070300	.133	100.00	751.87	78.00	586.46	78.00
CSIS174B	070300	.266	48.00	180.45	60.00	225.56	125.00
CSIS186A	070300	.033			10.00	303.03	1000.00
CSIS186B	070300	.033			10.00	303.03	1000.00
CSIS274B	070300	.266			62.00	233.08	129.16
CSIS280	070300	.133			39.00	293.23	3900.00
CSIS299	070300	.342			104.38	305.20	10438.00
****** CSIS		2.695	624.00	231.53	831.38	308.48	133.23
CVTE225	121300	.150	75.00	500.00	66.00	440.00	88.00

SKDS7I-I
RUN ON: 06-16-2003 08:27:12
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 095	051400	.150	150.00	1000.00	120.00	800.00	80.00
BOT 097	051400	.111	100.00	900.90	80.00	720.72	80.00
BOT 100	051400	.900	900.00	1000.00	429.00	476.66	47.66
BOT 101	051400	.325	300.00	923.07	186.00	572.30	62.00
BOT 101A	051400	.326	150.00	460.12	174.00	533.74	116.00
BOT 101B	051400	.163	150.00	920.24	30.00	184.04	20.00
BOT 102	051400	.325	300.00	923.07	138.00	424.61	46.00
BOT 103A	051400	.075	75.00	1000.00	39.00	520.00	52.00
BOT 104	051400	.111	100.00	900.90	98.00	882.88	98.00
BOT 105	051400	.111	100.00	900.90	28.00	252.25	28.00
BOT 114	051400	.222	200.00	900.90	162.00	729.72	81.00
BOT 115	051400	.222	200.00	900.90	158.00	711.71	79.00
BOT 116	051400	.111	100.00	900.90	42.00	378.37	42.00
BOT 117	051400	.111	100.00	900.90	52.00	468.46	52.00
BOT 120	051400	.111	100.00	900.90	34.00	306.30	34.00
BOT 121	051400	.111	100.00	900.90	48.00	432.43	48.00
BOT 123	051400	.111	100.00	900.90	50.00	450.45	50.00
BOT 124	051400	.111	100.00	900.90	66.00	594.59	66.00
BOT 126	051400	.111	100.00	900.90	24.00	216.21	24.00
BOT 127	051400	.111	100.00	900.90	30.00	270.27	30.00
BOT 129	051400	.111	100.00	900.90	30.00	270.27	30.00
BOT 130	051400	.111	100.00	900.90	48.00	432.43	48.00
******** BOT		4.151	3725.00	897.37	2066.00	497.71	55.46

| ********** BUSINESS AND PROFESSIONAL STUDIES | 4.151 | 3725.00 | ********** | 897.37 | 2066.00 | 497.71 | 55.46 |

SKDS/I-IN
RUN ON: 0..27-2003 12:00:20
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMON COLLEGE
SUBJECT WSCH A..LYSIS

F ..1
.ALL 2002

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	2.000	1485.00	742.50	1479.00	739.50	99.59
AOJ 111	210530	.200	150.00	750.00	90.00	450.00	60.00
AOJ 128	210500	.111	44.00	396.39	44.00	396.39	100.00
AOJ 130	210500	.222	88.00	396.39	96.00	432.43	109.09
AOJ 140	210500	.200	105.00	525.00	69.00	345.00	65.71
AOJ 148	210500	.566	110.00	194.34	245.00	432.86	222.72
AOJ 150	210500	.350	120.00	342.85	192.00	548.57	160.00
AOJ 200	210500	.600	450.00	750.00	471.00	785.00	104.66
AOJ 202	210500	.200	150.00	750.00	159.00	795.00	106.00
AOJ 204	210500	.200	150.00	750.00	150.00	750.00	100.00
AOJ 206	210500	.200	150.00	750.00	186.00	930.00	124.00
AOJ 208	210500	.200	150.00	750.00	135.00	675.00	90.00
AOJ 218	210500	.700	240.00	342.85	270.00	385.71	112.50
AOJ 220	210500	.350	120.00	342.85	102.00	291.42	85.00
AOJ 230	210500	.200	105.00	525.00	96.00	480.00	91.42
AOJ 240	210500	.200	105.00	525.00	72.00	360.00	68.57
AOJ 252	210500	.350	120.00	342.85	198.00	565.71	165.00
AOJ 254	210500	.283	100.00	353.35	140.00	494.69	140.00
****** AOJ		7.132	3942.00	552.72	4194.00	588.05	106.39
BOT 107	051400	.266	120.00	451.12	134.00	503.75	111.66
BOT 161	051400	.200	150.00	750.00	75.00	375.00	50.00
BOT 216	051400	.283	100.00	353.35	135.00	477.03	135.00
****** BOT		.749	370.00	493.99	344.00	459.27	92.97
BUS 109	051400	.600	420.00	700.00	429.00	715.00	102.14
BUS 110	050100	.600	450.00	750.00	417.00	695.00	92.66
BUS 114	051400	.067	36.00	537.31	65.00	970.14	180.55
BUS 115	050600	.400	246.00	615.00	192.00	480.00	78.04
BUS 118	050950	.200	75.00	375.00	57.00	285.00	76.00
BUS 120	050200	1.869	1400.00	749.06	1444.00	772.60	103.14
BUS 121	050200	1.335	1000.00	749.06	796.00	596.25	79.60
BUS 125	050100	1.400	1050.00	750.00	843.00	602.14	80.28
BUS 127	051400	.400	60.00	150.00	219.00	547.50	365.00
BUS 128	050600	1.500	576.00	384.00	549.00	366.00	95.31
BUS 140	050100	.200	150.00	750.00	108.00	540.00	72.00
BUS 142	050950	.200	96.00	480.00	84.00	420.00	87.50
BUS 146	050900	.400	300.00	750.00	228.00	570.00	76.00
BUS 147A	050950	.134	100.00	746.26	71.00	529.85	71.66
BUS 152	050100	.133	60.00	451.12	34.00	255.63	56.66
BUS 155	050600	.200	150.00	750.00	75.00	375.00	50.00
BUS 156	051400	.400	300.00	750.00	144.00	360.00	48.00
BUS 163	051400	.200	90.00	450.00	90.00	450.00	100.00
BUS 176	050200	.266	90.00	338.34	106.00	398.49	117.77
BUS 179	050200	.150	45.00	300.00	90.00	600.00	200.00
BUS 195	130400	.800	540.00	675.00	513.00	641.25	95.00
BUS 250	050990	.200	108.00	540.00	57.00	285.00	52.77
BUS 253	050990	.200	150.00	750.00	93.00	465.00	62.00
BUS 258	050990	.200	144.00	720.00	72.00	360.00	50.00

SKDS7I-IN
RUN ON: 01-27-2003 12:00:20
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

PAGE 19
FALL 2002

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.287	144.00	500.86	85.50	297.39	59.37
AOJ 103	210500	.440	226.41	513.86	109.97	249.59	48.57
AOJ 110	210500	.200	150.00	750.65	81.00	405.00	54.00
AOJ 240	210500	.200	118.13	590.65	44.63	223.15	37.78
AOJ 262B	210500	.067	50.00	746.26	17.00	253.73	34.00
AOJ 262C	210500	.067	50.00	746.26	21.00	313.43	42.00
AOJ 262D	210500	.067	50.00	746.26	18.00	268.65	36.00
****** AOJ		1.329	788.54	593.28	377.10	283.72	47.82
BOT 101A	051400	.326		745.39	243.00	745.39	24300.00
****** BOT		.326		745.39	243.00	745.39	24300.00
BUS 120	050200	.267	100.00	374.53	90.000	337.07	90.00
BUS 121	050200	.267	100.000	374.53	90.000	337.07	90.00
BUS 128	050100	.250	96.000	384.00	69.000	276.00	71.87
BUS 164	051400	.133	30.000	225.56	28.000	210.52	93.33
BUS 251	050990	.133	60.000	451.12	58.000	436.09	96.66
****** BUS		1.050	386.00	367.61	335.00	319.04	86.78
CA 163	130630	.067	25.00	373.13	19.00	283.58	76.00
****** CA		.067	25.00	373.13	19.00	283.58	76.00
CD 125	130510	.200	105.00	525.00	78.00	390.00	74.28
CD 129	130510	.200	135.000	675.000	111.000	555.000	82.22
CD 148	130510	.200	135.000	675.000	114.000	570.000	84.44
CD 168	130510	.067	45.000	597.01	35.000	522.38	87.50
CD 169	130510	.067	45.000	671.64	35.000	522.38	77.77
CD 299	130510	.300	204.72	682.40	192.24	640.80	93.90
****** CD		1.034	664.72	642.86	565.24	546.65	85.03
CSIS105	070300	.283			120.00	424.02	12000.00
CSIS132	070300	.142			55.000	387.32	5500.00
CSIS142	070300	.399	96.000	240.60	106.000	265.66	1110.41
CSIS143	070300	.266	96.000	360.90	48.000	180.45	150.00
CSIS144	070300	.133	48.000	360.90	32.000	240.60	66.66
CSIS145	070300	.133	48.000	360.90	32.000	240.60	66.66
CSIS174B	070300	.266	100.00	375.93	87.71	329.73	87.71
CSIS186A	070300	.033			11.50	348.48	1150.00
CSIS186B	070300	.033			11.50	348.48	1150.00
CSIS274B	070300	.266	100.00	375.93	97.73	367.40	97.73
CSIS275B	070300	.133	100.00	751.87	54.00	406.01	54.00
CSIS299	070300	.342			120.86	353.39	12086.02
****** CSIS		2.429	588.00	242.07	776.30	319.59	132.02
HESC110	219900	.200	75.00	375.00	84.00	420.00	112.00
HESC150	219900	.200	75.00	375.00	51.00	255.00	68.00
HESC299	219900	1.025	412.50	402.43	346.50	338.04	84.00
****** HESC		1.425	562.50	394.73	481.50	337.89	85.60

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	100.00	900.90	66.00	594.59	66.00
BOT 097	051400	.111	100.00	900.90	28.00	252.25	28.00
BOT 100	051400	.900	900.00	1000.00	588.00	653.33	65.33
BOT 101	051400	.650	600.00	923.07	336.00	516.92	56.00
BOT 101A	051400	.162	150.00	923.07	48.00	295.38	32.00
BOT 101B	051400	.162	150.00	923.07	24.00	147.69	16.00
BOT 102	051400	.325	300.00	923.07	132.00	406.15	44.00
BOT 103A	051400	.075	75.00	1000.00	46.50	620.00	62.00
BOT 104	051400	.111	100.00	900.90	70.00	630.63	70.00
BOT 105	051400	.111	100.00	900.90	98.00	882.88	98.00
BOT 114	051400	.222	340.00	1531.53	144.00	648.64	42.35
BOT 115	051400	.222	300.00	1351.35	148.00	666.66	49.33
BOT 116	051400	.111	100.00	900.90	30.00	270.27	30.00
BOT 117	051400	.111	100.00	900.90	32.00	288.28	32.00
BOT 120	051400	.111	100.00	900.90	46.00	414.41	46.00
BOT 121	051400	.111	100.00	900.90	50.00	450.45	50.00
BOT 123	051400	.111	100.00	900.90	40.00	360.36	40.00
BOT 124	051400	.111	100.00	900.90	44.00	396.39	44.00
BOT 126	051400	.111	100.00	900.90	28.00	252.25	28.00
BOT 127	051400	.111	100.00	900.90	18.00	162.16	18.00
BOT 129	051400	.111	100.00	900.90	30.00	270.27	30.00
BOT 130	051400	.111	100.00	900.90	44.00	396.39	44.00
BOT 151	051400	.111	100.00	900.90	14.00	126.12	14.00
********** BOT		4.384	4315.00	984.26	2104.50	480.04	48.77

********** BUSINESS AND PROFESSIONAL STUDIES **********

| | | 4.384 | 4315.00 | 984.26 | 2104.50 | 480.04 | 48.77 |

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RUN ON: 06-28-2002 09:39:51
REPORT INCLUDES: GROSSMONT COLLEGE ONLY

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

PAGE 1
S...ING 2002

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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	1.800	1350.00	750.00	1320.00	733.33	97.77
AOJ 120	210500	.200	135.00	675.00	66.00	330.00	48.88
AOJ 125	210500	.200	135.00	675.00	150.00	750.00	111.11
AOJ 148	210500	.283	100.00	353.35	120.00	424.02	120.00
AOJ 150	210500	.350	120.00	342.85	198.00	565.71	165.00
AOJ 200	210500	.600	405.00	675.00	381.00	635.00	94.07
AOJ 202	210500	.200	150.00	750.00	153.00	765.00	102.00
AOJ 204	210500	.400	240.00	600.00	141.00	352.50	58.75
AOJ 206	210500	.200	150.00	750.00	162.00	810.00	108.00
AOJ 207	210500	.200	135.00	675.00	36.00	180.00	26.66
AOJ 208	210500	.200	135.00	675.00	105.00	525.00	77.77
AOJ 218	210500	.350	120.00	342.85	126.00	360.14	105.00
AOJ 220	210500	.350	120.00	342.85	132.00	377.14	110.00
AOJ 230	210500	.200	105.00	525.00	138.00	690.00	131.42
AOJ 240	210500	.200	135.00	675.00	87.00	435.00	64.44
AOJ 252	210500	.350	120.00	342.85	102.00	291.42	85.00
AOJ 254	210500	.283	100.00	353.35	100.00	353.35	100.00
AOJ 260	210500	.200	111.00	555.00	36.00	180.00	32.43
******* AOJ		6.566	3866.00	588.79	3553.00	541.12	91.90
BOT 101	051400	.325			108.00	332.30	10800.00
BOT 107	051400	.266	120.00	451.12	86.00	323.30	3400.00
BOT 299	051400	.067			34.00	507.46	190.00
******* BOT		.658	120.00	182.37	228.00	346.50	
BUS 109	051400	.600	450.00	750.00	417.00	695.00	92.66
BUS 110	050500	.600	450.00	750.00	399.00	665.00	88.66
BUS 114	051400	.134	60.00	447.76	43.00	320.89	71.66
BUS 115	050600	.400	246.00	615.00	210.00	525.00	85.36
BUS 116	051420	.200	222.00	1110.00	135.00	675.00	60.81
BUS 118	050950	.200	150.00	750.00	90.00	450.00	60.00
BUS 120	050200	1.869	1400.00	749.06	1336.00	714.82	95.42
BUS 121	050200	1.335	1000.00	749.06	776.00	581.27	77.60
BUS 125	050100	1.400	1035.00	739.28	885.00	632.14	85.50
BUS 127	051400	.600	195.00	325.00	222.00	370.00	113.84
BUS 128	050100	1.750	681.00	389.14	675.00	385.71	99.11
BUS 146	050900	.400	300.00	750.00	267.00	667.50	89.00
BUS 147A	050950	.292	120.00	410.44	72.00	246.26	60.00
BUS 150	050200	.092	55.00	750.00	33.00	360.00	48.00
BUS 156	050600	.200	132.00	660.00	81.00	405.00	61.36
BUS 163	051400	.200	90.00	450.00	54.00	270.00	60.00
BUS 176	050200	.133	40.00	300.75	42.00	315.78	105.00
BUS 179	051400	.150	60.00	400.00	54.00	360.00	90.00
BUS 195	130400	.800	540.00	675.00	429.00	536.25	79.44
BUS 216	051400	.566	300.00	530.03	166.00	293.28	55.33
BUS 222	051400	.067	30.00	447.76	16.00	238.80	53.33
BUS 250	050990	.400	219.00	547.50	84.00	210.00	38.35
BUS 299	051400	.300	105.00	350.00	42.00	140.00	40.00
******* BUS		12.638	7910.00	625.89	6528.00	516.53	82.52

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 101	210500	.312	157.50	504.64	125.00	400.51	79.36
AOJ 104	210500	.993	759.38	764.19	236.25	237.74	31.11
AOJ 199	210500		1.13	1.13	1.13	1.13	100.00
AOJ 250C	210500	.100	37.50	375.00	28.50	285.00	76.00
****** AOJ		1.405	955.51	679.69	390.88	278.04	40.90
BOT 124	051400				14.00	14.00	1400.00
****** BOT					14.00	14.00	1400.00
BUS 086	051400	.268	15.00	55.97	12.00	44.77	80.00
BUS 120	050200	.267	200.000	749.06	208.000	779.02	104.00
BUS 121	050200	.267	200.000	749.06	176.000	659.17	88.00
BUS 164	051400	.133	60.000	451.12	132.000	240.60	53.33
BUS 252	050900	.100	72.000	720.00	52.500	525.00	72.91
BUS 256	050990	.133	100.000	751.87	66.000	496.24	66.00
BUS 257	050990	.100	72.000	720.00	51.50	510.00	70.83
****** BUS		1.268	719.00	567.03	597.50	471.21	83.10
CA 163	130630	.067	35.00	522.38	36.00	537.31	102.85
CA 166	130630	.067	35.00	522.38	34.00	507.46	97.14
****** CA		.134	70.00	522.38	70.00	522.38	100.00
CD 103	130510	.067	22.00	328.35	18.00	268.65	81.81
CD 125	130510	.400	315.00	787.50	249.000	622.50	79.04
CD 127	130510	.200	135.00	675.000	114.000	570.000	84.44
CD 128	130510	.200	135.00	675.00	129.000	645.000	95.55
CD 299	130510	.316	237.38	749.77	97.50	307.95	41.07
****** CD		1.183	844.38	713.39	607.50	513.26	71.94
CSIS142	070300	.399	108.00	270.67	108.00	270.67	100.00
CSIS143	070300	.399	108.00	270.67	88.00	220.55	81.48
CSIS144	070300	.133	36.000	270.67	20.000	150.37	55.55
CSIS145	070300	.133	36.000	270.67	30.000	205.56	83.33
CSIS174B	070300	.266	148.00	556.39	54.000	202.56	36.48
CSIS175B	070300	.133	100.000	751.87	44.000	330.82	44.00
CSIS274B	070300	.266	98.00	368.42	43.000	161.65	43.87
CSIS275B	070300	.133	100.00	751.87	40.000	300.75	40.00
CSIS299	070300	.200			30.00	150.00	3000.00
****** CSIS		2.062	734.00	355.96	457.00	221.62	62.26
CVTE225	121300	.150	69.00	460.00	51.00	340.00	73.91
****** CVTE		.150	69.00	460.00	51.00	340.00	73.91
HESC150	219900	.200	60.00	300.00	28.50	142.50	47.50
****** HESC		.200	60.00	300.00	28.50	142.50	47.50
NURS133	120300	1.592	384.00	241.06	351.60	220.72	91.56
NURS135	120300	1.686	384.00	227.75	345.60	204.98	90.00
NURS137	120300	1.684	384.00	227.97	351.60	208.73	91.56

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 100	051400	.900	900.00	1000.00	585.00	650.00	65.00
BOT 101	051400	.650	600.00	923.07	414.00	636.92	69.00
BOT 102	051400	.650	600.00	923.07	102.00	156.92	17.00
BOT 103A	051400	.075	75.000	1000.00	52.50	700.00	70.00
BOT 104	051400	.111	100.000	900.90	56.000	504.50	56.00
BOT 105	051400	.111	100.000	900.90	36.000	324.32	36.00
BOT 114	051400	.222	200.000	900.90	128.000	576.57	64.00
BOT 115	051400	.222	200.000	900.90	98.000	441.44	49.00
BOT 116	051400	.111	100.000	900.90	38.000	342.34	38.00
BOT 117	051400	.111	100.000	900.90	46.000	414.41	46.00
BOT 120	051400	.111	100.000	900.90	46.000	414.41	46.00
BOT 121	051400	.111	100.000	900.90	56.000	504.50	56.00
BOT 123	051400	.111	100.000	900.90	66.000	594.59	66.00
BOT 124	051400	.111	100.000	900.90	54.000	486.48	54.00
BOT 126	051400	.111	100.000	900.90	42.000	378.37	42.00
BOT 127	051400	.111	100.000	900.90	28.000	252.25	28.00
BOT 129	051400	.111	100.000	900.90	14.000	126.12	14.00
BOT 130	051400	.111	100.000	900.90	28.000	252.25	28.00
BOT 151	051400	.111	100.00	900.90	30.00	270.27	30.00
******* BOT		4.162	3875.00	931.04	1919.50	461.19	49.53

********** BUSINESS AND PROFESSIONAL STUDIES **********

| | | 4.162 | 3875.00 | 931.04 | 1919.50 | 461.19 | 49.53 |

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RUN ON: C 16-2002 10:04:55
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMON COLLEGE
SUBJECT WSCH A..LYSIS

FALL 2001

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	210500	1.800	1260.00	700.00	1287.00	715.00	102.14
AOJ 111	210530	.200	135.00	675.00	48.00	240.00	35.55
AOJ 120	210500	.200	105.00	525.00	54.00	270.00	51.42
AOJ 125	210500	.200	150.00	750.00	93.00	465.00	62.00
AOJ 128	210500	.111	44.00	396.39	48.00	432.43	109.09
AOJ 130	210500	.222	88.00	396.39	90.00	405.40	102.27
AOJ 148	210500	.283	110.00	388.69	110.00	388.69	100.00
AOJ 150	210500	.350	120.00	342.85	180.00	514.28	150.00
AOJ 199	210500		9.00	9.00	9.00	9.00	100.00
AOJ 200	210500	.600	420.00	700.00	393.00	655.00	93.57
AOJ 201	210530	.200	135.00	675.00	36.00	180.00	26.66
AOJ 204	210500	.200	135.00	675.00	138.00	690.00	102.25
AOJ 205	210500	.200	135.00	675.00	75.00	375.00	155.55
AOJ 206	210500	.200	150.00	750.00	171.00	855.00	114.00
AOJ 218	210500	.700	240.00	342.85	234.00	334.28	97.50
AOJ 220	210500	.350	120.00	342.85	78.00	222.85	65.00
AOJ 230	210500	.200	105.00	525.00	93.00	465.00	88.57
AOJ 240	210500	.200	105.00	525.00	111.00	555.00	105.71
AOJ 252	210500	.350	120.00	342.85	192.00	548.57	160.00
AOJ 254	210500	.283	100.00	353.35	140.00	494.69	140.00
****** AOJ		6.849	3786.00	552.78	3580.00	522.70	94.55
BOT 101	051400	.325	18.00	55.38	144.00	443.07	800.00
BOT 107	051400	.266	120.00	451.12	86.00	323.30	71.66
****** BOT		.591	138.00	233.50	230.00	389.17	166.66
BUS 109	051400	.600	420.00	700.00	405.00	675.00	96.42
BUS 110	050100	.600	396.00	660.00	360.00	600.00	90.90
BUS 114	051400		36.00	36.00	40.00	40.00	111.11
BUS 116	051400	.400	300.00	750.00	186.00	465.00	62.00
BUS 118	051420	.200	150.00	750.00	63.00	315.00	42.00
BUS 120	050950	.200	75.00	375.00	54.00	270.00	72.00
BUS 121	050200	1.869	1400.00	749.06	1208.00	646.33	86.28
BUS 122	050200	1.335	1000.00	749.06	632.00	473.40	32.20
BUS 125	050100	.267	1050.00	374.53	332.00	119.85	32.00
BUS 127	051400	1.400	60.00	750.00	723.00	516.42	68.85
BUS 128	050100	1.750	699.00	399.42	162.00	405.00	270.04
BUS 140	050600	1.200	150.00	750.00	693.00	396.00	99.14
BUS 144	050900	.400	144.00	720.00	51.00	255.00	34.00
BUS 146	050950	1.134	300.00	750.00	261.00	652.50	20.83
BUS 147A	050100	1.133	75.00	559.70	40.00	298.50	87.00
BUS 152	050100	.200	60.00	451.12	32.00	240.60	53.33
BUS 155	050600	.400	150.00	750.00	45.00	225.00	53.33
BUS 156	050600	.266	300.00	450.00	117.00	292.50	30.00
BUS 163	051400	.150	90.00	338.34	63.00	315.78	39.00
BUS 176	051400	.800	90.00	300.00	84.00	315.00	70.00
BUS 179	050200		45.00	450.00	60.00	400.00	93.33
BUS 195	130400		540.00	675.00	369.00	461.25	133.33
BUS 199	050600		18.00	18.00	18.00	18.00	168.30

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RUN ON: 04-16-2002 10:04:55
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMON COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.364	112.00	307.10	91.00	249.52	81.25
AOJ 103	210500	.470	190.97	406.31	109.13	232.19	57.14
AOJ 200	210500	.200	135.00	675.00	60.00	300.00	44.44
****** AOJ		1.034	437.97	423.28	260.13	251.40	59.39
BOT 299	051400	.067	30.00	447.76	4.00	59.70	13.33
****** BOT		.067	30.00	447.76	4.00	59.70	13.33
BUS 120	050200	.267	100.00	374.53	86.00	322.09	86.00
BUS 121	050200	.267	100.00	374.53	112.00	419.47	112.00
BUS 164	051400	.133	60.000	451.12	34.000	255.63	56.66
BUS 251	050990	.133	60.075	451.12	64.000	481.20	106.66
BUS 299	051400	.233	186.75	801.50	29.00	124.46	15.52
****** BUS		1.033	506.75	490.56	325.00	314.61	64.13
CA 163	130630	.067	25.00	373.13	30.00	447.76	120.00
****** CA		.067	25.00	373.13	30.00	447.76	120.00
CD 101	130510	.067	30.00	447.76	16.25	242.53	54.16
CD 125	130510	.200	105.00	525.00	99.00	495.00	94.28
CD 131	130510	.200	202.500	1012.50	112.50	562.50	55.55
CD 148	130510	.200	135.00	675.02	90.00	450.00	66.66
CD 299	130510	.166	112.22	676.02	87.27	525.72	77.76
****** CD		.833	584.72	701.94	405.02	486.21	69.26
CSIS142	070300	.266	96.00	360.90	84.00	315.78	87.50
CSIS143	070300	.266	96.00	360.90	62.000	233.08	64.58
CSIS145	070300	.133	48.00	360.90	26.000	195.48	54.16
CSIS174B	070300	.133	48.000	360.90	46.000	345.86	95.83
CSIS274B	070300	.266	148.000	556.39	56.000	210.52	37.83
CSIS275B	070300	.133	100.00	751.87	28.000	210.52	28.00
****** CSIS		1.197	536.00	447.78	302.00	252.29	56.34
HESC110	219900	.200	75.00	375.00	46.50	232.50	62.00
HESC299	219900	2.050	791.25	385.97	593.44	289.48	75.00
****** HESC		2.250	866.25	385.00	639.94	284.41	73.87
NURS223	120300	3.016	680.00	225.41	660.00	218.78	97.05
NURS225	120300	3.116	724.50	232.45	736.000	236.14	101.58
NURS299	120300	.268	80.00	298.50	55.00	205.22	168.75
****** NURS		6.401	1484.50	231.90	1451.00	226.67	97.74
RESP112	121000	.450	120.00	266.66	48.00	106.66	40.00
****** RESP		.450	120.00	266.66	48.00	106.66	40.00

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES   *** OE/OE CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BOT 096	051400	.111	100.00	900.90	80.00	720.72	80.00
BOT 100	051400	.750	750.00	1000.00	624.00	832.00	83.20
BOT 101	051400	.975	900.00	923.07	414.00	424.61	46.00
BOT 102	051400	.650	600.00	923.07	156.00	240.00	26.00
BOT 103A	051400	.075	75.00	1000.00	24.00	320.00	32.00
BOT 104	051400	.111	100.00	900.90	48.00	432.43	48.00
BOT 114	051400	.111	200.00	1801.80	120.00	1081.08	60.00
BOT 115	051400	.111	200.00	1801.80	114.00	1027.02	57.00
BOT 116	051400	.111	100.00	900.90	50.00	450.45	50.00
BOT 117	051400	.111	100.00	900.90	30.00	270.27	30.00
BOT 120	051400	.111	100.00	900.90	44.00	396.39	44.00
BOT 121	051400	.111	100.00	900.90	42.00	378.37	42.00
BOT 123	051400	.111	100.00	900.90	32.00	288.28	32.00
BOT 124	051400	.111	100.00	900.90	36.00	324.32	36.00
BOT 126	051400	.111	100.00	900.90	34.00	306.30	34.00
BOT 127	051400	.111	100.00	900.90	38.00	342.34	38.00
BOT 129	051400	.111	100.00	900.90	24.00	216.21	24.00
BOT 130	051400	.111	100.00	900.90	12.00	108.10	12.00
******** BOT		4.004	3925.00	980.26	1922.00	480.01	48.96

********** BUSINESS AND PROFESSIONAL STUDIES   **********

| | | 4.004 | 3925.00 | 980.26 | 1922.00 | 480.01 | 48.96 |

APPENDIX 13

Fiscal Year

FTES Analysis

By

Program Report

	01/02	02/03	03/04	04/05	05/06

Business Office Technology (0514.00)

Course #

BOT 095	BOT 115	Bus 086
BOT 096	BOT 116	Bus 100
BOT 097	BOT 117	Bus 101
BOT 100	BOT 120	Bus 109
BOT 101	BOT 121	Bus 114
BOT 101A	BOT 123	Bus 127
BOT 101B	BOT 124	Bus 163
BOT 102	BOT 126	Bus 164
BOT 102B	BOT 127	Bus 216
BOT 103A	BOT 129	Bus 222
BOT 104	BOT 130	Bus 299
BOT 105	BOT 151	
BOT 106	BOT 163	
BOT 107	BOT 164	
BOT 108	BOT 201	
BOT 109	BOT 216	
BOT 110	BOT 222	
BOT 114	BOT 299	

FTES		01/02	02/03	03/04	04/05	05/06
Summer		749	643	724	459	616
Fall		3,024	3,438	3,287	2,373	2,340
Spring		3,152	3,294	1,837	2,168	1,773
Total WSCH		6,925	7,374	5,847	5,000	4,729
Total FTES		230.82	245.80	194.91	166.67	157.62
Top	051400 BOT - Unrestricted	$542,966	$579,895	$499,522	$508,234	$552,917
Costs per FTES		$2,352.34	$2,359.21	$2,562.83	$3,049.34	$3,507.91
	051400 BOT - Restricted	$48,774	$17,258	$12,025	$11,824	$15,966

APPENDIX 14

Fiscal Data:

Outcomes

Profile

APPENDIX 14
Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
2. Enrollment	931	1091	1296	1280	1268	1037	1074	1117	1190	1117
3. Earned WSCH/FTEF	462	446	491	500	552	386	364	341	350	257
4. Total FTES	230.82		245.8		194.91		166.67		157.62	
5. Cost/FTES	$2,352.34		$2,359.21		$2,562.83		$3,049.34		$3,507.91	
6. Total Cost/Fiscal Year	$542,967.12		$579,893.82		$499,521.20		$508,233.50		$552,916.77	
7. Total Revenue	$807,870.00		$860,300.00		$682,185.00		$577,511.55		$576,258.72	
8. Other Revenue	$48,774.00		$17,258.00		$12,025.00		$11,824.00		$15,966.00	

Analysis

**Fiscal Data reveals that overall the BOT Department continues to operate in the black.
Current spring 07 enrollment is up, and future increased demand is anticipated with the release of Microsoft Office 2007

Fall 2004	Spring 2005

funding per FTES $3,465.00

Fall 2005	Spring 2006

funding per FTES $3,656.00

37

PROMOTIONAL

EXAMPLES:

COURSE FLYERS

BUSINESS OFFICE TECHNOLOGY

New

ONLINE CLASSES
for Spring 2007

Earn college credit from the comfort of your home, library, coffee shop or office!

- BOT 100—Basic Keyboarding: 1st & 2nd 8 wks.
- BOT 101—Keyboarding/Document Processing
- *BOT 101A—Keyboarding/Document Processing
  *First 8 weeks
- #BOT 101B—Keyboarding/Document Processing
- *BOT 102A—Keyboarding/Document Processing
- #BOT 102B—Keyboarding/Document Processing
  #Second 8 weeks
- BOT 106—Effective Job Search
  8 week class—Hybrid - meets on campus bi-weekly
  (Mon. eves) 1st or 2nd 8-week session

BOT 107—Office Systems & Procedures Hybrid—
requires both on campus and online meetings (Weds.
eves) 16 weeks: Jan–May)

- BOT 109—Elementary Accounting
- BOT 111—Virtual Assistant
- BOT 150—Microsoft Publisher *
  * VA Certificate requirement
- BOT 172—Intro To Microcomputer Applications
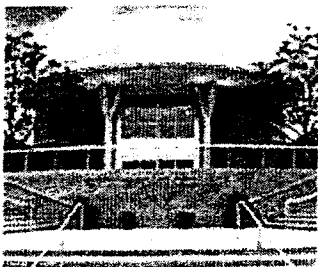
GROSSMONT COLLEGE

Grossmont-Cuyamaca Community College District
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7010
www.gcccd.edu

For more information, contact:
Linda Snider
Phone: 619-644-7816
E-mail: Linda.snider@gcccd.edu

BOT 106 Hybrid JOB SEARCH

Grossmont College
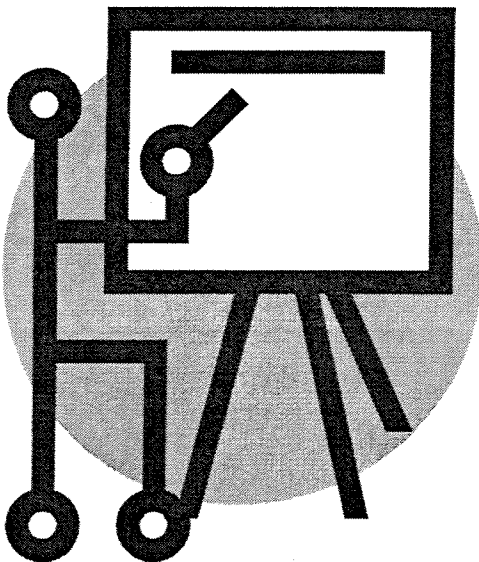
Spring 2007

Two-8 week sessions
Jan 22—March 12-Section 3708
March 19—May 4-Section 3716

Room 70-134

This is a hybrid class. Most of the work in this class will be completed on line. There will be approximately four class meetings during the 8-week session for introductions, practical exercises and final exams.

Contact person: *Sosha.Thomas@gcccd.edu
(619) 644-7000 x3981

Works in human resources for the San Diego County Sheriff's Department.

Voice Recognition Class-New for Spring

Learn how to prepare essays, reports, and other documents using the latest technology!!

- Hands-on applications using Dragon Naturally Speaking 9.0 (voice recognition software)
  - Training includes training the user's voice
  - Speaking accurately to improve the user's voice
    - Open and close programs by voice
- Apply voice techniques to adding words, training names, spelling, and editing text
- Apply voice techniques to capitalizing, moving text, inserting titles, and printing
  - Apply voice techniques to text formatting
- Apply voice for applications, documents, the keyboard, and mouse control

BOT 299: VOICE RECOGNITION APPLICATIONS-Sec. #3820

Class meets: Thursday nights 7-8:50 p.m.-2 units

For more information,

please contact the instructor:

Karen.Fox@foxtx.net or call: 619-644-7816

OFFICE PROFESSIONAL TRAINING (OPT)

ARTICLES

My Turn

Popular training program at Grossmont Community College in jeopardy

By Marllyn Forstot

Welfare to Work programs don't work. Recent studies have shown that pushing mothers out of welfare and into low-paying. dead-end jobs does not pull them out of poverty.

Training programs do work. When welfare mothers. long-term unemployed. workers on rehab and displaced homemakers or otherwise economically disadvantaged people get retrained, they not only obtain marketable skills. but they gain the self-confidence to get the jobs that lead to careers. advancement and financial security.

The Office Professional Training (OPT) program at Grossmont College has been changing lives since 1985.Twice cited by the state for excellence, OPT has been recognized as a model program.

This June, the program will graduate its 1700ᵗʰ student! Obviously, the need for training programs like OPT exists during boom times and recessions.

In one semester. OPT students learn office skills, accounting and insurance principles. This program nurtures the whole person. At no cost to the students, they receive instructor. mentor and peer support. counseling. books and job placement assistance. Job placement among OPT graduates remains at about 85 percent. These jobs start at $10 an hour or more, far higher than the approximately $7 earned by most of the Welfare to Work employees.

Even better. OPT graduates keep their jobs. get promotions and raises and return to mentor the current students. Companies that hire one OPT graduate eventually hire others because the best advertisement for OPT is an OPT graduate.

OPT is supported partially by Grossmont College. The rest of the moneys are obtained from state. federal and private grants. and donations from the public and business sectors.

But this worthy program is in danger of being terminated. State grants that seemed assured last December have failed to materialize. Governor Davis is holding back much-needed funds.

Whether his motives are political or truly the result of the energy crisis and September 11 as he claims is immaterial. The bottom line is the bottom line. OPT cannot be allowed to cease to exist because of insufficient funds. Especially not now when our economy is taking a downturn and more people than ever will need job training (although it is only the middle of April, 10 people have already enrolled for the fall semester).

The OPT staff is exploring new funding sources. We are looking to business and private foundations for grants and donations and fund-raising ideas.

The semi-annual Business Advisory Council meeting will take place on May 16. Interested parties are welcome to attend and share their suggestions for potential funding sources as well as input on the courses and services offered to our students.

If you would like to attend this meeting. want to make a donation to the OPT program. have fund-raising ideas or are interested in becoming an OPT student, please call Dr. Mary Leslie, the lead instructor of the program at 644-7533 or e-mail mary.leslie@gcccd.net..

Forstot is a frequent contributor to The East County Californian. My Turn is an opportunity for commentaries by and for East County residents. To submit material. please E-mail to editor@eastcountycalifornian.com

Students meet their mentors in the OPT program at Grossmont

by Marilyn Forstot

The Office Professional Training (OPT) pro gram at Grossmont College changes lives. This theme was exemplified again and again during Mentor Night last Thursday.

According to Dr. Mary Leslie, lead instructor, students enroll in one of three different majors. In one semester they receive computer training and learn accounting or insurance principles. Students receive instructor, mentor and peer support, counseling, books and job placement assistance, usually at no cost. "This program nurtures the whole person," said Leslie. She explained that, although anyone may apply for the program, most of the students are welfare-to-work mothers, long-term unemployed, or rehab people. OPT has been in existence since 1985 and boasts almost 2000 graduates.

Typical of the support the program offers, Mentor Night gives current students the opportunity to meet with graduates who will then mentor them through the rest of the semester. Students practiced their networking skills by circulating among the mentors and getting acquainted.

Speaking to the students and alumni assembled for a potluck dinner in the college's student center, Camille Redmann, Fall 2000 graduate, told that after 25 years as a waitress, she needed a change. With no other marketable skills, she enrolled in OPT. After one semester of intense training, she was ready to rejoin the workforce. "The team kept offering emotional support and encouragement," Redmann said. She now works at a local bank.

Current student Don Ellingwood said, "I think the program is wonderful. When you haven't been to school for many years, you really appreciate coming back."

Mentor Phyllis Chen with student Christine Bales. Photo by Marilyn Forstot

Debra Hill Hendricks graduated in 1995. "OPT made the difference so that I could get the skills I needed to reenter the workplace. It made me understand the value of a higher education," said Hill Hendricks who started as a part-time recruiter for an employment agency and worked her way up to a management position. In January, she will become a full-time student working toward her degree.

Leslie said that Hill Hendricks has been a mentor every semester since her graduation, is an officer of the board of the OPT Alumni Association, and served on the Business Advisory Council, which tells the OPT team what skills they require of their employees.

The OPT program is funded through grants, donations to Adopt-an-Opt, and fund-raisers including the upcoming "Fun-raiser Night" at Souplantion on November 7 from 5 - 8 p.m. Grossmont College, according to Leslie, is very supportive. She said that several scholarships are awarded at graduation, and a Clothing Boutique, which provides gently used business attire is available to all OPT students.

Speaking from the podium, Spring 2002 graduate, Diashon Widell kept the theme of Mentor Night in mind when she gave the students lots of tips on how to succeed in the program. Then she gently warned them, "You'll never get the same support in your lives as you get from OPT."

Anyone who would like more information about the OPT program at Grossmont College is invited to call the OPT office at (619) 644-7247.

Office Professional Training hosts luncheon

by Marilyn Forstot

On Thursday, March 4, the Alumni Association of the Office Professional Training (OPT) program at Grossmont College hosted a fund-raising luncheon. Lead instructor and driving force behind the program, Dr. Mary Leslie said, "The luncheon was a huge success. I am very pleased that so many industry leaders saw the value of our program and came to the luncheon to show their support." Leslie cited state's budget cuts as one of the reasons for the program's financial crisis. The current Workforce Investment Act grant will expire at the end of this month, leaving the program without any grant funding for the first time in its 18-year history.

Some of the companies represented at the luncheon were San Diego Insurance Staffing, Golden Eagle, Barney & Barney, G. D. Financial, and Henry Arnold Insurance Services. Also attending was Yelena Grossman from Senator Dede Alpert's office. County Supervisor Dianne Jacob, who was unable to attend, has been a strong supporter of the program. Jacob said, "This collaborative effort between

Grossmont College and business . . . has successfully provided dislocated workers and displaced homemakers with the education they need for job placement in San Diego's workforce."

TV personality Dave Scott, of KUSI, a Grossmont College graduate himself, served as the event's emcee, getting the festivities off to a great start. After welcoming remarks by Dr. Ted Martinez, Jr., president of Grossmont College, OPT graduates Barbara Harris (2003), Dinius (1996) and Craig Klareich (1997) shared some of their experiences as students in the program. Harris, Dinius and Klareich work in the insurance industry, a field they were trained for while attending OPT classes.

Lucy Dion (1990) and Kim Murphy (1993) talked about how OPT changed their lives. Proof that OPT sets people on the road to productivity and success, Dion proudly announced that the new business she founded, On-Time Solutions, has been well received. Murphy recently completed her master's degree.

When asked why she believes so many OPT alumni are still involved with the program several years after graduating, Murphy said, "The overall message from the alumni is that OPT did so much for me that I want to give back to the program. We have to keep this program going so that others can have the same opportunity I had."

At little or no cost, OPT students receive instructor, mentor and peer support, counseling, books and job placement assistance. They study a core curriculum which includes business English, keyboarding, office procedures and Microsoft Word and Excel, and additional course work specific to their specialization: Office Support, Insurance, and/or Accounting. All classes earn college credit.

Leslie said, "The entire OPT team is working hard to ensure the success of our current students. We will soon be enrolling for the Fall, 2004 semester because we believe in the quality of the OPT program and the students we graduate. We know we can change the lives of many more people. We are hoping that industry will sustain us while we continue to search for grant funding."

Anyone who wants more information about the program either as a potential student or financial supporter can reach Dr. Mary Leslie at 644-7533 or mary.leslie@gcccd.net.

Barbara Harris, graduate of the Office Professional Training Program. Photo by John Dixon

FROM TRAINING TO EMPLOYMENT

BY MARILYN FORSTOT

Just a few years ago, businesses were offering sign-up bonuses. Now the help-wanted pages are thin. But jobs are out there, and in order to beat out the competition, you must have the skills employers are looking for. Graduates of the Office Professional Training (OPT) program at Grossmont College have these skills. Human resource specialists, seeking qualified employees, call upon OPT's job developer for recommendations.

You may be one of those job hunters who are entering the workforce for the first time. Or you might be a former stay-at-home mom. Or perhaps you were laid off from another job. Whatever the reason for your job hunting, you've probably realized that you need to update your skills.

In one 20-week semester, OPT students not only obtain marketable skills, they also gain the self-confidence to get jobs that lead to a career, advancement, and financial security.

OPT has been changing lives since 1985. Twice cited by the state of California for excellence, OPT has been recognized as a model program. Last June, the program graduated its 1700th student!

At little or no cost, students receive instructor, mentor, and peer support, counseling, books, and job placement assistance. Job placement among OPT graduates is about 85 percent. These jobs start at $10 an hour or more. OPT graduates keep their jobs, get promotions and raises, and return to mentor new students. Companies that hire one OPT graduate eventually hire others because the best advertisement for OPT is an OPT graduate.

The OPT program offers three specializations: General Office, Insurance, and Accounting. All OPT students study a core curriculum which includes business English, keyboarding, office procedures, and Microsoft Word and Excel. Insurance majors receive instruction in basic insurance principles and computer software for the insurance industry. Accounting majors learn accounting principles and computer software for accounting. All classes earn college credit.

OPT is a team made up of instructors, counselors, the college, and the students themselves. Graduates mentor current students and prove that their hard work has a big payoff. A clothing boutique provides gently used business attire to all OPT students. Fundraisers bring in money that goes toward scholarship opportunities and students' emergency needs.

This is what some of the current students and graduates have said about OPT:

Don Ellingwood (2002): "When you haven't been to school for many years, you really appreciate coming back."

Diashon Widell (2002): "You'll never get the same support in your lives as you get from OPT."

Kim Murphy (1993): "Through this program I was given the opportunity to have more. I wanted to show my children that there is another way."

At a recent graduation, student speaker Stephen Weber (2000) summed up the program by saying, "Although the acronym OPT stands for Office Professional Training, to me 'OPT' means Opportunity, Persistence, and Triumph."

The Office Professional Training program at Grossmont College is currently accepting applications for the Spring 2003 semester. For information about enrollment, call Lisa Spence at (619) 644-7247. For information about hiring an OPT graduate, call Kim Brooks at (619) 644-7779.

WHERE TO START

BY MARILYN FORSTOT

Supervisors, managers, and administrators don't just walk into a job. Most start at the bottom of the ladder and climb their way up through hard work and education.

Several years ago, Kerrie-Ann Stidum, now a manager at SBC, was taking an assortment of courses at local colleges and working in the business office of a car company when she was notified of her layoff. Not sure what she wanted to study, never having set an ultimate goal, Stidum realized that being laid off was a wake-up call.

In the Spring of 1993 she enrolled in the Office Professional Training (OPT) program at Grossmont College as an insurance major. "I found OPT to be the best place for me to start in order to focus on what I wanted to do." It was there that she established her educational and career goals.

As Stidum's experience proves, job training provides the instruction which sets workers on their paths from entry-level jobs to promotions and eventually to administrative positions, if that is what is desired. Job training also gives students the learning tools needed to further their education.

The OPT program teaches computer skills with an emphasis in accounting or insurance principles. It also provides the learner with basic English skills, communication proficiency, problem-solving techniques, team work, and other skills required to succeed in today's competitive workplace.

THE OFFICE PROFESSIONAL TRAINING PROGRAM TEACHES COMPUTER SKILLS WITH AN EMPHASIS IN ACCOUNTING OR INSURANCE PRINCIPLES.

During the years after graduating from OPT, Stidum found jobs in the insurance industry, specializing in retirement planning and life insurance. She felt confident to tackle new computer programs because she had mastered the basics while enrolled in the OPT program. "OPT made it comfortable for me to sit with a computer and learn other programs," she says. With her enthusiasm for education, and her learning skills polished, she eventually received her bachelor's degree.

Employers take notice when their employees challenge themselves by continuing their education. Many companies pay for all or part of their employees' education, and some reward success with bonuses and promotions.

Since January, 1999, Stidum has been a sales support manager at SBC. She credits OPT with giving her the opportunity to gain the confidence she needed to keep moving along the highway to success.

Debra Hill Hendricks is another OPT graduate (1995) who believes job training is a good start toward eventual success. "OPT made the difference in getting me the skills I needed to reenter the workplace," says Hill Hendricks. "It made me understand the value of a higher education." Hill Hendricks, who started as a part-time recruiter for an employment agency, worked her way up to a management position and is now studying toward her bachelor's degree.

At little or no cost, OPT students receive instructor, mentor, and peer support; counseling; books; and job placement assistance. Classes are for credit, and students may carry as many as 18 credits. The program is open to anyone who is willing to invest one semester's worth of hard work and dedication towards his or her future. A shortened, eight-week session of the program begins March 24.

For information about enrollment in Office Professional Training, call Lisa Spence at (619) 644-7247. Marilyn Forstot is a freelance journalist and writer whose articles and stories have appeared in local and national publications.

Beverlee Mays (left) counseled Ondrea Austin, 23, and her mother, Jennifer, 47, about enrolling for the fall semester at Grossmont College in El Cajon. *Nancee E. Lewis / Union-Tribune*

students, they get locked out when their industries change and their needs change," Michalowski said.

Not all of the 109 community colleges where in the state have formal adult re-entry programs, but all are familiar with the needs of older students.

At Grossmont and Cuyamaca colleges, more than 40 percent of the students enrolled last fall were 25 or older. More than 20 percent were 40 years and older.

The number of first-time students in those age categories dropped last year, possibly because of the budget cutbacks.

At Grossmont last week, the adult re-entry program staff reached out to that group during the orientation program.

About 35 prospective students were briefed about tutoring, financial aid, job placement, educational and vocational programs and registration for the fall semester, which begins Aug. 23. Most met individually with counselors. Some took math and English assessment tests to better identify the classes they needed.

After the workshop, Traci Alves, 35, inquired about Grossmont's respiratory therapy program.

As her disabled son's caregiver, she was afraid his benefits would be cut when Gov. Arnold Schwarzenegger proposed reductions for in-home services earlier this year.

"It's important to be able to

know what's out there for us," Alves said.

While she's nervous about returning to school, Jennifer Austin says she can't afford to stay put.

In October, the financial firm where she has worked for years will close and she will be out of a job.

Her daughter, Ondrea Austin, persuaded her to attend the orientation program for older adults. The 23-year-old UCSD graduate, who is looking for a job after returning to San Diego County from the Peace Corps, plans to enroll at Grossmont this fall also.

"I'll be exploring careers, but I'll be here also to support my mother," she said.

College program facilitates re-entry of adult students

By Leonel Sanchez
STAFF WRITER

EL CAJON — Like any older student entering college, 49-year-old Jennifer Austin of Jamul is nervous about being in the classroom with 18- and 19-year-olds.

Austin, who works for a financial firm that is closing in October, attended an orientation workshop at Grossmont College last week aimed to ease such worries.

Grossmont's adult re-entry program pays close attention to students who are older than the average first-time student. Many are working adults who want to upgrade their skills "so they don't become obsolete," said Nancy Davis, student development services supervisor at Grossmont College.

Still, many are at risk of dropping out initially because of the difficult adjustments they have to make to fit school into their lives.

"They have all these fears," Davis said. "They don't all feel they're going to make it."

Statewide, more than half of the 1.6 million students enrolled in community colleges last fall were 25 or older. One-fifth were 40 or older, according to the Chancellor's Office with the California Community College system.

Community colleges tend to see a rise in working adults during slowdowns in the economy. But older adults enroll for many different reasons, including changing careers, Davis said.

Roger Oliver, 42, a Grossmont student who spoke at the workshop, said he plans to transfer from Grossmont to the University of California San Diego this fall to study anthropology. Two years ago he quit his job of 22 years as a ceramic-tile contractor because of its physical demands.

Shannon Boyce, 33, who also was at the workshop to calm fears of first-timers, told them she quit her job this year after her employer cut her pay from $12 to $8 an hour. She recently graduated from a semester-long office professional training program at Grossmont. The El Cajon resident now works for an insurance company, but continues to take night classes to stay sharp.

Many of these older students are high school or college dropouts who want to resume their educations. Many are also college graduates. Some were recently widowed or divorced and needed to supplement their earnings.

Among the concerns of these older adult students is competing with younger students for shrinking space in the classroom.

Last year, 90,000 students were turned away from community colleges because of budget reductions. It's unclear how many were older students, but vocational classes, the ones they are most likely to take, were cut more than academic classes.

State officials say the picture is brighter for community colleges this year because of a $349 million increase in funding. The $5.3 billion budget is 7 percent higher than last year.

Grossmont and Cuyamaca colleges have added more than 40 classes at each campus and are filling teaching positions again as a result of an additional $2 million they expect to receive in so-called equalization funds for the lowest-funded schools in the state.

Space remains a concern, however.

Community colleges remain challenged by the increase in the number of younger students going to community colleges.

"More students are coming to community colleges after high school because it's more affordable and the (University of California) and (California State University) have not been able to accommodate their growth," said Linda Michalowski, interim vice chancellor for student service for the California Community College system.

Older students need not be afraid that their needs are being ignored, however. Community colleges are responsible for helping them keep up with the changing economy.

"Unless community colleges are able to accommodate adult

Grossmont retraining program is at risk

Grossmont College has an excellent re-entry program ("A focus on adult students," News, Aug. 12).

Shannon Boyce stated she is a recent graduate of an office professional training program. In truth, the Office Professional Training (OPT) program is an exceptional job training program that has been on the Grossmont College campus for 19 years and has graduated more than 1,800 people.

Men and women enroll in this one-semester training program to upgrade their skills, obtain entry-level jobs leading to long-term careers, and attain economic self-sufficiency for themselves and their families. They study computers, insurance and/or accounting, business English, and other office skills necessary to succeed in today's very competitive job market. The support services the students receive help them stay in school. The follow-up support they receive after they've started working helps them stay on the job.

Until this March, the OPT program was funded by state and/or federal grants. Unfortunately, grant money has dried up over the last few years; and each year OPT receives less and less of the money needed to keep offering this award-winning program. If after so many years and so many success stories the program were to fold, it would be a heavy loss to the community and the people the program serves — the students and the satisfied employers who hire them.

OPT is partially funded by Grossmont College, but the remaining costs ($150,000 per year) must come from grants, foundations and donations. To date, staff and alumni fund-raising efforts have accumulated one-fourth of the amount needed. Just a small percentage of the millions donated to our universities would allow the OPT program to continue changing lives.

MARY LESLIE
Lead OPT instructor
Chula Vista

MARILYN FORSTOT
OPT instructor
Alpine

TRAITS OF A GOOD HIRE

BY MARILYN FORSTOT

When Camille Redmann, Home Mortgage Associate at Wells Fargo Home Mortgage, receives a résumé, she inspects it for grammatical or spelling errors. If she finds any errors, she goes no further. Redmann says, "I feel the quality of a job seeker's résumé is a reflection of his or her work ethic."

The Office Professional Training (OPT) program at Grossmont College teaches grammar, spelling, and letter writing in its Business English class. In Job Search, OPT students learn how to write an outstanding résumé and are offered tips that give applicants an edge. Redmann listed the traits she looks for in applicants: someone who is punctual, an active listener, a good note taker, eager, an accurate typist with diligent proofreading skills, pleasant, has good phone skills, speaks clearly, is patient with clients and coworkers, is loyal, has strong leadership skills, and has competency in Microsoft Word and Excel.

Reliability (punctuality, regular attendance, and timely completion of assignments) is a requirement of all OPT students. Proofreading and error correction are a must for the keyboarding class, and a speed of 30 net words per minute is a requirement for graduation.

Jean Strouf, President of Teague Financial Services, says, "I am demanding in what I look for." Strouf stresses the need for clear communication skills with correct grammar and diction, along with knowledge of Microsoft Word and Excel. She adds, "People need to understand what 'ethics' means. Ethics courses should be mandatory for anyone entering the business world."

An ethics unit is part of OPT's Office Procedures class. Students are trained to evaluate situations and understand the consequences of poor ethical decision making. Phone, customer service, Internet, and e-mail skills are among the components taught in Office Procedures.

Julie Brown is President of San Diego Insurance Staffing, a company that is looking for applicants with customer service experience, proficiency in computers, and strong skills in Internet, e-mail, filing, spelling, and grammar. Brown cites reliability and attention to detail as required traits. "Today's insurance industry is looking for administrative people. It's a great career path," says Brown. Anyone seeking a position in the insurance

> WHEN CAMILLE REDMANN, HOME MORTGAGE ASSOCIATE AT WELLS FARGO HOME MORTGAGE, RECEIVES A RÉSUMÉ, SHE INSPECTS IT FOR GRAMMATICAL OR SPELLING ERRORS.

industry can contact Brown at (619) 528-8434.

All OPT students learn Microsoft Word and Excel, and additional components of the Microsoft Suite are options, as time permits. Students learn filing techniques and other office skills. Insurance majors take insurance classes while accounting majors study accounting and computerized accounting.

The people Marian Yamauchi, Branch Recruiter for Paychex, hires are skilled in data entry, math, and customer service. When considering a résumé, she too checks for basics such as spelling.

Yamauchi says Paychex requires keyboarding, Microsoft Word, and familiarity with the entire Microsoft Office Suite.

"Applicants should beef up math skills and acquire such soft skills as being dependable and following through. They should research the company they are interested in before showing up for the interview."

Most administrators want reliability and a strong ethical character above and beyond computer, keyboarding, office, and soft skills. During an intensive one-semester program, Office Professional Training students gain these skills. They learn how to get a job and how to keep it.

For information about enrollment in Office Professional Training, call (619) 644-7247. Marilyn Forstot, an instructor in the OPT program, is a free-lance journalist and writer whose articles and stories have appeared in local and national publications.

2 colleges expand offerings for spring

By Leonel Sanchez
STAFF WRITER

EL CAJON — East County's two community colleges have expanded their course offerings for the spring semester, which begins next week.

The Grossmont-Cuyamaca Community College District received increased state funding this year, allowing Grossmont College to offer 90 more classes and Cuyamaca College to have an additional 64.

Grossmont College is back to the same number of classes it had two years ago, before state funding reductions forced cuts.

Among the new or expanded programs:

● Cuyamaca College will offer two new certificates of proficiency in recreational leadership, introductory organic and biochemistry and personal development classes aimed at re-entry college students, such as test preparation, study skills, time management and communication.

● Grossmont College will offer "Pathway to Success," a six-month program for adults 18 to 24 years old who don't have high school diplomas. These students will focus on improving their reading and writing skills and explore potential careers. The program, one of five in the state, will provide assistance with tuition, books, counseling, tutoring, financial aid and vocational program placement. The college is still accepting applications for 35 positions. Special assistance is also provided for students who enroll in the Office Professional Training program, a 17-week program that provides training in office support, accounting and insurance.

For more information on both the Pathway and Office Training programs, call (619) 644-7247.

The college application deadline is Jan. 21. The walk-in application deadline is Jan. 28. For more information call (619) 668-4040 or visit the following Web sites: www.grossmont.edu or www.cuyamaca.net. cq

Leonel Sanchez: (619) 542-4568; leonel.sanchez@uniontrib.com

LEARNING AND UPGRADING TECH SKILLS

BY MARILYN FORSTOT

A youngster recently asked me, "What is a typewriter?" This made me realize how far we have come technologically. In order to get a job and keep it, people must continually learn new technologies and upgrade the skills they already have.

At Grossmont College, the one-semester Office Professional Training (OPT) program offers three fields of study: Insurance, Accounting, and Office Support. At little or no cost, OPT students receive instructor, mentor, and peer support; counseling, books, and job placement assistance. Classes are for credit, and students may earn up to 20 credits.

Technology instruction begins with an overview of computers in a pre-training session. Other components of the pre-training–English, math, and life skills–ease the transition into the classroom.

Students of the Computers for the Insurance Industry course that I teach learn Quote-Works, a data entry program for quickly calculating rate quotes. I also teach keyboarding, an invaluable skill for anyone who plans to work in an office.

Illyana McManus, an instructor in Grossmont's Flex Lab, helps OPT students learn the Microsoft Office Suite programs. In the lab, students of all levels work at their own pace, and instructional assistance is always available. McManus says, "Students *must* have basic technology skills to become employed: minimally, Word and Excel basics as well as typing skills to 25 wpm." The Flex Lab (which is open Monday through Thursday 8 a.m. to 9 p.m. and Friday and Saturday until 3 p.m.) is available to all Grossmont College students.

Linda Snider, who teaches about Internet search engines, e-mail, PDAs, scanners, and other office machines in her Office Systems and Procedures class, says, "With the technology boom, everyone is asking for skills regarding computers or computer-related technologies. By knowing how to surf the Web, students will have an edge over others who may not have these skills." She adds that knowing how to use software technology makes the OPT graduate more marketable in the job hunt.

Linda Jensen teaches QuickBooks to OPT students in the Accounting class. The majority of her students have had no previous experience on computers, but, according to Jensen, "Students who are motivated and interested in learning how to use a computer, and who want to learn computerized accounting, do well." Jensen's students receive one-on-one help.

> "STUDENTS MUST HAVE BASIC TECHNOLOGY SKILLS TO BECOME EMPLOYED: MINIMALLY, WORD AND EXCEL BASICS AS WELL AS TYPING SKILLS TO 25 WPM."

Jensen adds, "I have never had a student, after completing a computerized accounting class, tell me it wasn't worth the effort. The increase in skill level seems to be accompanied by an increase in self-confidence and self-esteem."

Nancy Watson aids OPT students in their job searches. Watson says, "Technology is very important to the students' employability. Everything now is based on technology, and employers prefer employees who continue to upgrade their skills."

Annalisa Nunez is a program graduate (Spring 2004) who was hired by OPT as a student services assistant. Nunez says, "I am very happy with the skills I learned in the program. This is the type of job I wanted, and OPT allowed me to achieve that goal. Office Professional Training is the doorway to opportunity."

For information about enrollment in Office Professional Training, call Annalisa Nunez at (619) 644-7247. Marilyn Forstot, an instructor in the OPT program, is a freelance journalist and writer whose articles and stories have appeared in local and national publications.

FOR MOST OF HER ADULT LIFE, CECILIA MUND, 31, worked as a bartender. In the summer of 2004, she was diagnosed with cervical cancer and had to stop working because of her chemotherapy treatments. During her recovery, doctors urged Mund to quit bartending, but she had no clue what to do with her life. One day she was flipping through the PennySaver and found an ad for OPT. "When I think about my future, I feel that the possibilities are endless," she wrote in an essay. "This program has truly changed my life." *Peggy Peattie / Union-Tribune photos*

➤ OPT

Program is free for participants

The one-semester program trains a class of about 30 students on how to work in an accounting, insurance or other professional office. They learn how to compose themselves in an interview, how to dress professionally and how to use business vocabulary.

And it doesn't cost the participants a cent.

OPT was funded by state grants. In 1996, it received an award for the most outstanding grant-funded program. The government took away OPT's grants in 2004, but it continues to be funded by private donations.

"We're going to continue," Leslie said. "We're very stubborn."

This weekend, another group of students armed with PowerPoint and typing skills graduated from this program that is unique to Grossmont College.

Four OPT graduates are featured on the Passages cover and this page.

> "I will become successful, no matter what obstacles and barriers are put in front of me."

LAMONT ROUTE,
OPT graduate.

MICHELLE KELLOGG'S LIFE WAS IN A NEGATIVE CYCLE.
She needed full-time work to support her son, Jadon, who needs special medical attention. It was difficult to find affordable child care and a job that gave her time off to take her baby to the doctor. Then she enrolled in OPT, a program that also offers child care. After Friday's graduation, Kellogg can use the skills she learned as an administrative assistant.

The Office Professional Training Program graduates a new group of adults now armed with the skills to thrive in the workplace
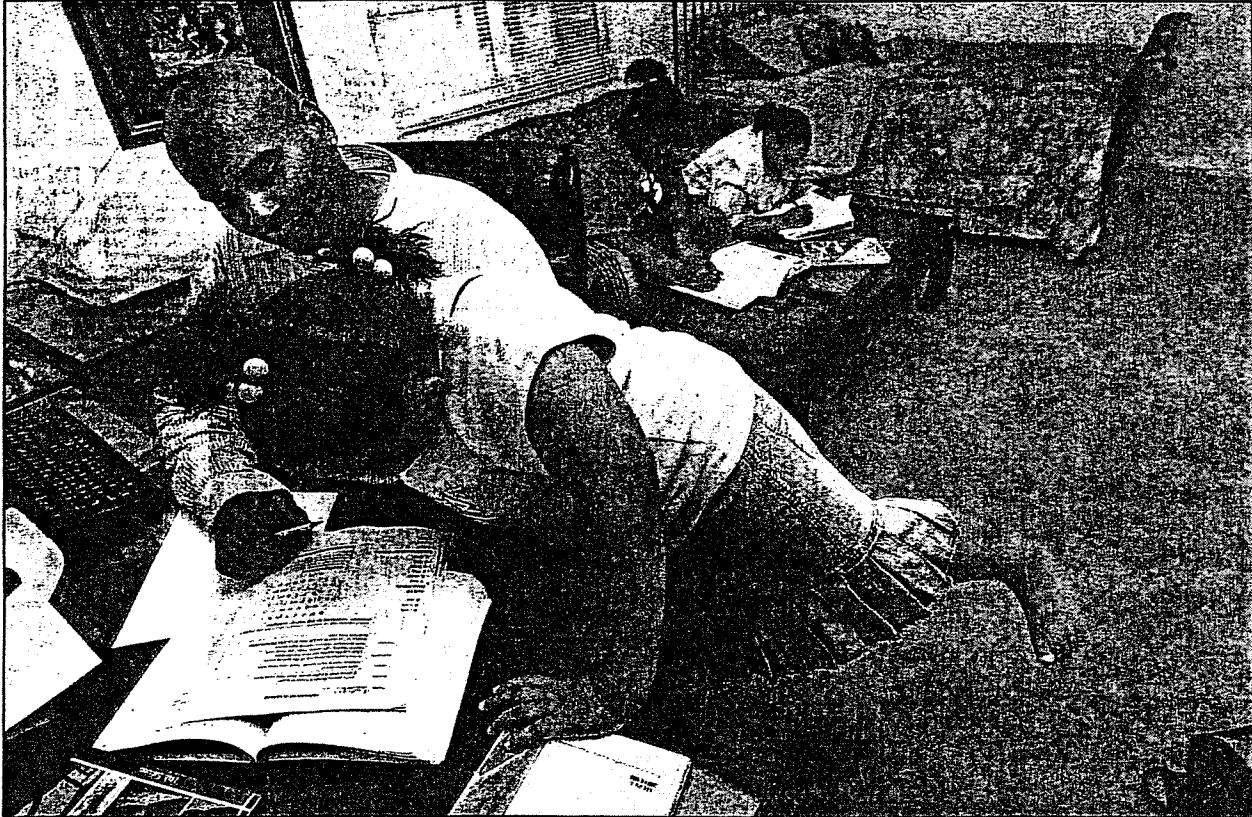
WHEN HE WAS YOUNGER, LAMONT ROUTE, 32, was in a gang in his Skyline Hills neighborhood. He dropped out of high school. Before enrolling in the OPT program, Route supported his three girls, Megan (front to back), Danielle and Latiana working labor-intensive jobs. Now, the family does homework together. "This opportunity will change my life forever," he wrote in an essay. "I will become successful, no matter what obstacles and barriers are put in front of me." His goal is to become a successful business owner.

LEMON GROVE'S RACHEL GOOD, 27, has battled addiction but is cleaning up for the sake of her 6-year-old son, Asheton. Good went directly from a sober living program into OPT, where she picked up computer skills and the confidence to succeed in the workplace. "This program is a big confidence builder," she said. "I'm recovering from a lot, and my son understands that I'm getting better." *Peggy Peattie / Union-Tribune photos*

READY TO SUCCEED

By Nina Garin, STAFF WRITER

The Office Professional Training Program (OPT) at Grossmont College provides a different type of learning experience for its students.

Rather than read complicated literary works or memorize important historical dates, OPT participants learn the kind of knowledge that really matters in the workplace: how to use Microsoft Word and Excel.

"Our students come to us because they're out of work for one reason or another," said the program's lead instructor, Mary Leslie. "They could have been laid off or they're trying to get off welfare. We provide them with skills they'll need in a professional environment."

OPT Receives $100,000 Grant from OTT Family Foundation

The word is spreading about Grossmont's Office Professional Training program, otherwise known as OPT, and just in time to help the program maintain critical services adult students need to re-enter the work world, or enter for the first time. Since 1984, more than 1,800 students have graduated from the program, armed with skills they need to make a new life. The importance of such assistance has recently been recognized by the Otto Family Foundation, a San Diego-based philanthropy, which was established in 2001 with the intent of supporting charitable organizations, especially those involved in improving the lives of families.

According to Grossmont's Dr. Mary Leslie, Neil and Peggy Otto visited with our students and heard their stories. Here is a quote from their letter following the visit:

Future participants in Grossmont's well-known OPT program are the beneficiaries of the infusion of a $100,000 grant to provide essential services to these re-entry students. In June, the most recent OPT class graduates joined 1,800 previous OPT alums in the business world.

"We were very impressed with the OPT program, Dr. Leslie, her staff, and most of all the students. They were articulate, poised, and obviously proud of their accomplishments as well as grateful for the opportunity the program had given them. It is a wonderful achievement to change the life of even one person to the better. The OPT program changes the lives of dozens of people every year."

The Otto Family Foundation donated $100,000 to support the OPT program for the 2005-2006 year, saying "The Foundation is grateful for the opportunity to help preserve a great program in a time of great need. Nothing is more important to a child than the care and security that a proud,

accomplished parent can provide. Dr. Leslie's program creates dozens of these parents every year. It is our sincerest wish that our contribution will help create dozens more." The gift from the Otto Family Foundation was announced at the OPT graduation June 3.

Governing Board President Wendall Cutting congratulates a recent OPT graduate.

OPT invites mentors

BY SUSAN MOORE
Staff Writer

Grossmont College's Office of Professional Training program encouraged students to "OPT For Success" by inviting past graduates to return Tuesday at its Spring 2006 Mentor Night.

"OPT is a one-semester job training program that has been changing the lives of students at Grossmont College for 20 years," said Mary Leslie, lead OPT instructor at Grossmont College.

Since its founding in 1985, the program boasts more than 1,900 graduates, and has helped them obtain office professional positions in accounting, insurance, and office/administrative support. It claims a job placement rate of 80-90 percent for program graduates.

"Our students come from a variety of socioeconomic and cultural backgrounds. They include dislocated workers, displaced home-makers, TANF/CalWORKs recipients, single parents, and homeless individuals," Leslie said. "They take a core of classes and then specialize in one or more areas (accounting, insurance, office/administrative support). They all take from 12-20 units in one semester," she said, noting the program's vital role in helping members of the community get jobs and get out of poverty.

The OPT program, according to Leslie, provides instruction in degree-applicable Business Office Technology courses, a personal/crisis counselor, and a job placement specialist to help the graduates obtain employment at the conclusion of the semester.

The program has also won many awards for its achievements, including continuous grant funding from 1985 to 2004, most outstanding grant-funded program in the state in 1996, the Student Success Award in 1999, and the Technology Hero Golden Mouse Award in 2005.

If you wish to learn more about opportunities in Grossmont College's OPT program, contact Mary Leslie at Mary.Leslie@gcccd.edu.

received a "Student Success Award" from the Board of Governors and the Chancellor's Office of the California Community Colleges.

Through three College Presidents, nine Deans, four Business Office Technology Coordinators, and at least 50 instructors, counselors, and support staff, *the OPT program has empowered more than 1,887 people to improve their lives and enhance the quality of the workforce.* The OPT program does more than any other to prepare the whole person for the world of work. All of the staff-faculty, administrators, office personnel, and teachers' assistants see the students as *people who have dealt with major challenges in their lifetimes and, therefore, need social and emotional support as well as job skills that will change their lives.*

Once again, this year, the San Diego Chapter's Scholarship Committee will present a Scholarship Award to a 2006 OPT graduating student. The scholarship is funded by a portion of the proceeds of the Chapter's **April 27, *2006 Administrative Professionals Day (APD) Luncheon.** Your participation and attendance at the Luncheon will benefit a student of the Grossmont OPT program. Thank you for helping to make this happen.

*Invitations/reservation forms were recently mailed!
If you have not received one, please call any of the APD Committee or Board members.

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Through the Bay Window

Message from the Board

SCHOLARSHIP
by EvE' Bond CPS,
Recording Secretary/Scholarship Committee Chair
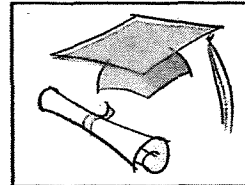
For the past several years, the San Diego Chapter's Board of Directors has voted to award its an Annual Scholarship to a graduate of the Office Professional Training (OPT) program at Grossmont College. You may ask, "Why, Grossmont?" For those who know little about the OPT program, the following should answer some of your questions:

Last year, the OPT program celebrated its 20th Anniversary. It all began in 1985 when Grossmont College was awarded a Job Training Partnership Act (JTPA) contract to provide intensive, one-semester training for secretary-word processors and skilled account clerks, with job placement.

In the Spring of 1985, 105 students arrived, having never before set foot on a college campus. They were very anxious, but eager to learn, willing to study late into the night, and dedicated to becoming successful employees. The program received exemplary performance ratings and renewed funding every grant cycle.

The success of the program was due entirely to the lead teaching faculty who used a "tough love" approach to change lives. Respect for students, combined with high academic standards, equipped them with the skills needed for success in the world of work. The students were provided with solid, marketable skills and preparation to qualify for good entry-level jobs with career potential.

In 1986, **Dr. Mary Leslie** arrived at Grossmont College to teach Business English to the Accounting students. From Dr. Leslie, students soon learned the true meaning of, "Revise-Revise-Revise." In 1990, the "Project InVEST" insurance program was added to the JTPA program, providing training for insurance clerks, as had been requested by the Insurance Industry.

The name was changed to **Office Professional Training (OPT)** in 1993, to identify the program by what it is, rather than by the funding it received. In 1996, OPT was named, "Most outstanding grant-funded program in the state," by California Community College Administrators of Occupational Education (CCCAOE). In 1999, it

COMPUTER SKILLS FOR OFFICE CAREERS

BY MARY E. LESLIE, PH.D.

Employers agree that job seekers entering today's workforce must have knowledge of the computer. Says Traci Fansler, Accounting Manager for Voice and Video Rentals, "I couldn't do my job without it." Most office professional positions require skill in Microsoft Word and Excel, as well as Outlook, PowerPoint, and Access.

Traci is a 2003 graduate of the Office Professional Training (OPT) program at Grossmont College, which has provided comprehensive job training to unemployed individuals since 1985. OPT prepares job seekers for positions in accounting, insurance, and office/administrative support.

OPT is a one-semester, full-time job training program. Students take the following core classes in the Business Office Technology Department: Keyboarding, Business English and Communication, Office Procedures, Microsoft Word, Microsoft Excel, and Effective Job Search.

Software programs are learned in the state-of-the-art Flex Lab, an open-entry/open-exit computer lab where students can progress at their own pace with the help of instructors and aides. Camille Redmann, a 2000 OPT graduate and now a very successful Home Mortgage Associate for Wells Fargo Home Mortgage, says, "When I entered the classrooms of OPT, I had never even touched a computer. My first day on the job, they assigned a MailMerge project and I remembered (from the OPT program) how to use it."

Jennifer Velton completed the OPT program in 2004. As an administrative assistant for the Bayside Community Center, Velton says, "I use Outlook, Word, and Excel. Knowledge of these computer programs is an everyday necessity."

In addition to the core classes, students elect coursework in accounting, insurance, and/or office/administrative support. After completing the required classes, students may enroll in Outlook, Access, PowerPoint, or other Flex Lab classes, to further enhance their technical skills. At the end of the semester, internships are available to help students gain experience in their new career fields.

OPT students are able to access on-campus services, such as financial aid, tutoring, and health services. A counselor helps the students recognize and overcome barriers to their success, and a job placement specialist assists the graduates as they seek, obtain, and retain employment.

Members of the OPT Alumni Association mentor the students and maintain a clothing closet of donated professional attire. Students can access this professional clothing once each semester at a "clothing boutique" or on an as-need basis in order to present a professional image at interviews and jobs.

After completing 12-20 units of degree-applicable courses, participants acquire the computer skills they need to obtain employment. When they enter the workforce, they find that their coworkers frequently turn to them for help with their computers and office practices. In addition to computer skills, OPT students acquire the "soft skills" (interpersonal skills, time and stress management, teamwork, punctuality, and attendance) that will help them keep their jobs. As program graduates succeed in the workplace, they climb the career ladder to achieve economic self-sufficiency for themselves and their families.

To obtain further information about the OPT program, please call (619) 644-7247 or contact Dr. Mary Leslie, Lead Instructor, at Mary.Leslie@gcccd.net or (619) 644-7533.

OFFICE PROFESSIONAL TRAINING

BY MARILYN FORSTOT

Grossmont College offers an award-winning certificate program that has been changing lives for 20 years. In one semester, Office Professional Training (OPT) students are taught the skills they need to get jobs that lead to careers and financial security. At little or no cost, students receive instructor, mentor, and peer support, counseling, books, and job placement assistance.

The OPT program offers certificates in three areas of study: General Office, Insurance,

MEMBERS CAN TRAIN TO RECEIVE CERTIFIED PROFESSIONAL SECRETARY (CPS) AND THE CERTIFIED ADMINISTRATIVE PROFESSIONAL (CAP) CERTIFICATION THROUGH IAAP.

and Accounting. All students are assigned a core curriculum that includes business English, keyboarding, office procedures, and Microsoft Word and Excel, and they have the option of adding other Microsoft Office programs as time permits. In addition, Insurance majors receive instruction in basic insurance principles and computer software for the insurance industry. Accounting majors learn accounting principles and computer software for accounting. All classes earn college credit.

For several years, the International Association of Administrative Professionals (IAAP) has been mentoring OPT students. IAAP is the world's largest organization for administrative support staff. The organization provides the latest research on office trends, cutting-edge publications, seminars and conferences, and top-rated resources to help administrative professionals become effective contributors to their employers. OPT students have benefited from the generosity of IAAP through scholarships and invitations to the organization's monthly dinner meetings, where they are encouraged to network and learn.

Members of IAAP network with professionals from many companies, giving them the opportunity to expand their skills and receive peer support. They have access to information on the latest trends, leadership opportunities, and annual events that offer educational workshops, hands-on training, and professional education. Members can train to receive Certified Professional Secretary (CPS) and the Certified Administrative Professional (CAP) certification through IAAP. Certification topics include economics, accounting, business law, office technology/administration, communications, and organizational planning. Many employers recognize and encourage the certification program.

Sandi Prescott, current president of the San Diego chapter of IAAP, suggests that in order for employees to work well together, they should do the following: have a positive attitude, be reliable and punctual, work well with others, be a team player, and be willing to help. When asked what makes a good boss, Prescott indicated good communication: the ability to explain the needs of the department/company, provide good directions, provide positive criticism for a negative behavior, suggest an easier way to do a task, professionalism, and respect for employees.

OPT classes address these requirements. Students are expected to maintain good attendance records and be on time; they are assigned team projects and they are encouraged to help each other. They study communication skills and are always treated professionally by instructors and staff. Graduates mentor current students. A clothing boutique provides gently used business attire to all OPT students. Fundraisers bring in money for scholarships and emergency needs. Partnerships such as these are what has enabled OPT to provide students the best in curriculum, instruction, and services for the past 20 years.

For information about enrollment in Office Professional Training, call (619) 644-7247. Marilyn Forstot is an instructor in the OPT program and a freelance journalist and writer whose articles and stories have appeared in local and national publications.

OFFICE PROFESSIONAL TRAINING

BY MARY E. LESLIE, PH.D.

The following people have something important in common. Unemployed or underemployed, they all needed career training to enter or re-enter the workforce. They wanted meaningful employment, jobs from which they could climb career ladders to higher paying positions and achieve economic self-sufficiency for themselves and their families.

"I was a 28-year-old single mother on welfare bouncing around from one dead-end job to another. I am now officially off welfare and have a wonderful and exciting new career in the insurance industry. I have been employed since February 2006 as a customer care representative, and have recently become underwriting certified."

—Diana Dávila

"During the last ten years I was working as a nail technician. I was in need of a career move and decided to bring my skills in line with today's computer needs. I am now working as a recruiter/customer service representative for a personnel agency. I really enjoy working for the company."

—Chris Hudson

"I was unemployed and tired of applying [for jobs] without getting any good results. I'm currently working as a client services representative."

—Valerie Baltierra

"I was a full-time mom and housewife for eight years. I gained self-confidence, independence, time management skills, multitasking abilities related to family and school, and the ability to work under pressure. I wanted to update my skills to find a job that I deserve."

—Naj Taylor

All of them decided to "OPT for Success" by enrolling in the Office Professional Training (OPT) program at Grossmont College. OPT offers one community college semester of career training at no cost to California residents. Students attend classes from 8 a.m. to 4:30 p.m. Monday through Friday for 20 weeks. They learn computer software such as Microsoft Word and Excel, as well as business English, office procedures, keyboarding, and effective job search strategies. They also learn the "soft skills" that employers say are essential: punctuality, regular attendance, timely completion of assignments, attention to detail, customer service, and teamwork. Specializations are available in Insurance, Ac-

SPECIALIZATIONS ARE AVAILABLE IN INSURANCE, ACCOUNTING, AND OFFICE/ADMINISTRATIVE SUPPORT. JOB PLACEMENT ASSISTANCE IS PROVIDED AT THE CONCLUSION OF THE 20 WEEKS.

counting, and Office/Administrative Support. Job placement assistance is provided at the conclusion of the 20 weeks.

Following the classroom training, Naj Taylor completed a 60-hour internship with an insurance agent who then hired Naj for a paid position at the conclusion of her internship. The internship experience is particularly valuable for individuals who are changing careers.

Besides the OPT program, Grossmont College offers career training through the Business Office Technology Flex Lab, where students can upgrade or learn computer skills at their own pace. The Flex Lab is open evenings as well as Saturdays to accommodate student schedules.

The many other career training programs at Grossmont College include cardiovascular technology, child development, culinary arts, disability services management, hospitality/tourism management, law enforcement, local area network support, occupational therapy, orthopedic technology, respiratory therapy, retail management, software development, speech-language pathology, theatre arts technical training, and video production. Check the Grossmont College website for additional information at www.grossmont.edu.

Mary Leslie is the lead instructor of the Office Professional Training program at Grossmont College. To enroll in the OPT program or obtain further information, please call (619) 644-7247 or visit www.grossmont.edu.

ADMINISTRATIVE ASSISTANTS

BY LINDA SNIDER & JANELL BRANSON

Administrative assistants are vital to the functioning of any organization. These individuals help keep companies running smoothly by performing a variety of office duties. In a survey of more than 250 managers and 300 administrative professionals, OfficeTeam and the International Association of Administrative Professionals were told that administrative duties have become more and more complex, with increasing emphasis on the ability to prioritize multiple projects, communication skills, computer and Internet skills, and teamwork skills (www.officeteam.com).

The Grossmont College Business Office Technology (BOT) curriculum prepares students for employment and advancement in today's technology-intensive office. The curriculum accommodates a variety of needs and career paths. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program will be prepared to work with management in all types of business environments.

An outstanding program offered by the BOT Department is the Office Professional Training (OPT) program, which offers an opportunity for laid-off and displaced workers, as well as single parents and re-entry students, to refresh their hands-on computer knowledge and learn new skills in accounting, insurance, or office/administrative support, without fees.

OPT is a one-semester intensive training program for office professional positions, offering specializations in accounting, insurance, and office/administrative support. Students receive support from a personal/crisis counselor, an internship coordinator, and a job placement specialist, as well as a dedicated team of instructors. Internship and employment opportunities are available upon successful completion of the program.

The program begins with an initial assessment and a two-week Pretraining Module (4 units of college credit). The training program itself lasts 20 weeks. Students are enrolled in 12 to 20 or more degree-applicable units of college credit, depending on their areas of specialization. All students take the following core courses: Keyboarding, Office Procedures, Effective Job Search, Business English and Communication, Microsoft Word, and Microsoft Excel. Elective courses are available in accounting, insurance, and office/administrative support.

Eighty to ninety percent of the graduating students obtain full-time employment, at an average entry-level hourly wage of $11.20.

OPT was named the most outstanding special grant-funded program in the state by the California Community College Association of Occupational Educators in 1996. The program received a Student Success Award from the Board of Governors and Chancellor's Office of the California Community Colleges in 1999. In 2005 it was awarded the Technology Hero Golden Mouse Award from the Technology Training Foundation of America.

According to Dr. Dean Colli, interim Grossmont College President, "We are pleased to offer this unique opportunity for adults to develop new skills and re-enter the workforce in less than six months. The Office Professional Training program has helped nearly 2,000 people transform their lives during the past 20 years."

For information about the Office Professional Training program, call (619) 644-7247. Linda Snider has been a faculty member at Grossmont College for more than five years and is the new Coordinator of the BOT Department. She has been teaching software and business classes for over 20 years. Janell Branson graduated from the OPT program in January 2005. She is currently the OPT Program Specialist.

Grossmont College Office Professional Training provides *free* fast-track path for developing marketable skills

If you're looking for a fast-track program to help you develop marketable skills in accounting, insurance or office and administrative support, check out the Grossmont College Office Professional Training (OPT) program.

The program offers an opportunity for laid-off and displaced workers, as well as single parents and re-entry students, to refresh their hands-on computer knowledge and learn new skills and get started in a new career. For many graduates, the OPT program is the transition to a life of self-sufficiency and lifelong learning – it is free to eligible California residents!

"We are pleased to offer this unique opportunity for adults to develop new skills and re-enter the workforce in less than six months, said Dr. Dean Colli, interim Grossmont College President. "The Office Professional Training program has helped nearly 2,000 people transform their lives during the past 20 years. I invite you to join them."

The program is a one–semester intensive training program for office professional positions, such as administrative assistants. Students receive support from a personal/crisis counselor, an internship coordinator and a job placement specialist, as well as a dedicated team of instructors. Internship and employment opportunities are available upon successful completion of the program. New classes begin in August and in January of each year.

> **The program offers an opportunity for laid-off and displaced workers, as well as single parents and re-entry students, to refresh their hands-on computer knowledge and learn new skills and get started in a new career.**

The training program lasts 20 weeks. Students are enrolled in 12 to 20 or more degree-applicable units of college credit, depending on their areas of specialization. All students take the following core courses: Keyboarding, Office Procedures, Effective Job Search, Business English and Communication, Microsoft Word and Microsoft Excel . Elective courses are available in accounting, insurance and office/administrative support.

Eighty to ninety percent of the graduating students obtain full-time employment, at an average entry-level hourly wage of $11.20. The Office Profession-al Training Program was named the most outstanding special grant-funded program in the state by the California Community College Association of Occupational Educators in 1996. The program received a Student Success Award from the Board of Governors and Chancellor's Office of the California Community Colleges in 1999. In 2005 it was awarded the Technology Hero Golden Mouse Award from the Technology Training Foundation of America. For information about the Office Professional Training program, call (619) 644-7247.

The Grossmont College Business-Office Technology curriculum also prepares students for employment and advancement in today's technology-intensive office, accommodating a variety of needs, career paths, and individual schedules. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program will be prepared to work with management in all types of business environments.

Fall semester begins August 21. To learn more, and to apply online, visit www.grossmont.edu, or contact Linda Snider, Business Office Technology at (619) 644-7816, or via e-mail at linda.snider@gcccd.edu.

Business Office Technology Department

Program Review

Questions and Responses

BUSINESS OFFICE TECHNOLOGY (BOT) DEPARTMENT:

5	1.1		You've expanded to over 40 courses. How many were there in 2001? How many of those courses were overhauled in the last five years?
7	1.4		You identified recommendations of the Business Advisory Council (BAC). What have you done to address these recommendations? Have they been implemented?
8	2.2		Does a common key mean a common test?
10	2.2.1		Do you have any future plans on adding depth or breadth to your student learning outcomes?
13	2.6		Love the forward thinking for Virtual Assistant. Do you have any data on the labor market trends for this? What's this "third degree" you mention at the end of 2.6?
15	2.9		Tell us more about OPT bucks.
16	2.10		Please be more specific about describing how group work is used.
16	2.11		Tell us more about the plans for the bridge courses with ESL and BOT 100? What is the four-way linkage with English?
17	2.11		What is your plan for the continuation of ROP funded courses considering the Hancock bill?
19	2.15		Can you give us an analysis of the survey results? Please comment on the implications of this information.
21	3.1		We know it's too early for complete data; but has the change back to face-to-face for BOT 104 and 151 increased the success?
26	4.2		What do you need? Do you need time, money, space, trainers?
27	4.4		Could you be more specific on your involvement in professional organizations and advisory groups?
27	4.5		Could you expand on this? You mention a lot more in appendix 10.
27	4.6		What are your hiring qualifications for your field? You show there is no master's required, but what do you look for?
28	4.9		Do you have a prediction of how many students Office 2007 and Vista will bring? This seems like you are basing growth on one set of upgrades. Do you foresee other packages or trends to sustain the growth to support current and additional faculty?
28	4.9		Please tell us what 100% means. Who and what do you want funded?
29	5.1		You can access campus-wide figures from Data on Demand. Please compare your figures to the campus wide figures. Because of your special population of students, you can expect that students will not be prepared. Based on your extensive and collective experience working with this student population, what strategies are you using to ensure student success?
29	5.2		Your efficiency has plummeted from a high of 552 to 257. Why? Your WSCH has declined from a high of 2396 in Spring 2005 to 1920 Spring 2006. Is this because Open End (OE) courses are not being counted?
32	6.1		
30	5.4		What times/days do you need other rooms?
31	5.7		Does the tech mall need to expand hours in order to better serve your students?
32	6.1		Have you made changes in the way you collect or report OE classes during this period? It's such a dramatic decrease. Would you please fill in the missing boxes in the graph? Please explain the numbers for daily census. Why only 24 for % of MAX?
34	6.3		Your restricted funds aren't matching up, i.e., $180,000 budget against $147,000 in expenses. Please explain.
35	7.1		Do you have any ideas/plans for how to improve upon success rates in the flex lab?
35	7.1		Is relying on VTEA funds a strength or a weakness? Explain.
36	8.1		Please specify what level of funding you need for the OPT program and be specific about projected expenditures.
36	8.1		What do you need to implement the Medical transcription program?
36	8.1		What do you have in mind for the new BOT degree?
36	8.1		All of your courses are technology based. What do you have in mind for new courses?

Created by Armando, Kanitha, Esther and Alexis – BOT 107 Office Procedures

You've expanded to over 40 courses. How many were there in 2001? How many of those courses were overhauled in the last five years? (IM/LS)

Since 2001 we've developed and added the following classes to the class schedule:

1. *BOT 101A and 101B, 102A and 102B (keyboarding and document processing)
2. BOT 108, 118, and 203 (calculators, integrated projects and advanced keyboarding)
3. *BOT 111: Virtual Assistant (VA)
4. Medical Transcription has been re-vamped twice with the latest certificate slated to start in fall. 2007, under the new name of Healthcare Documentation.

Again, the second set of classes was already approved as course outlines but we weren't offering them so we developed a syllabus, found text, etc. The VA class was brand new—and had to go through curriculum for approval.

We also changed some classes from BUS to BOT, which was minor, but still had curriculum for them. #BOT 106 and BOT 110 used to be BUS classes, but now are listed under our department for Effective Job Search Strategies and Business Communications.

*also offered on-line   #offered both as a hybrid and instructor-led course

With the launch of Microsoft Office 2003 and the XP operating system, all of the essential courses, BOT 114, 115, 116, and 117 (Word, Excel, Access, PowerPoint), Windows Basics (097), MS Publisher and Outlook, and /the Comprehensive level courses, BOT 120-131, (12 courses), have been entirely re-written to match new textbooks, assessment and training CDs, project-based learning tutorials, etc. When we changed software programs for the flex lab keyboarding (beyond BOT 100), all the syllabi were re-written for BOT 101, 101 A & B, 102 A & B, and 201. (Fall 2006)

You identified recommendations of the Business Advisory Council (BAC). What have you done to address these recommendations? Have they been implemented?

See Section 3.1, pg. 21; also refer to Section 2.10, p. 16

Regarding the Business Advisory Council (BAC) recommendations, in our OPT (Office Professional Training) program, we strive to implement the soft skills in BOT 107: Office Procedures and Systems and BOT 106: Effective Job Search Strategies along with every class an OPT is in enrolled, taking roll, making sure they're meeting the 87.5% attendance competency. In addition, our newly hired full-time faculty member, Barbara Gillespie, is teaching the BOT 176 & 179: Computerized Accounting (QuickBooks) lecture and lab. As instructors, we lead by example by starting our classes on time, arriving punctually for flex lab shifts, demonstrating professional behavior in dress and word.

Does a common key mean a common test?

Yes. In multiple sections being taught by different instructors, the same test is used but may be varied such as an form "A" and form "B" used during the testing time.

Created by Armando, Kanitha, Esther and Alexis – BOT 107 Office Procedures

Do you have any future plans on adding depth or breadth to your student learning outcomes? (LS)

Having written SLOs for BOT 100, 114 and 115 (spring 2006), it's just making time available to write the remainder of the courses. Having established new classes for the medical transcription (now referred to as Healthcare Documentation, starting fall 2007), new objectives exist, and therefore new student learning outcomes will result. Likewise, with the launch of MS Office 2007 software and the new VISTA operating system (timeline unknown due to IT considerations, textbook issues, etc.), there will be varied outcomes based on modified features and functions offered by upgraded software packages.

Love the forward thinking for Virtual Assistant. Do you have any data on the labor market trends for this? What's this "third degree" you mention at the end of 2.6?

There are 43 million small businesses in the US today; 14 million of these are home-based. It stands to reason that even if only a small percentage of these businesses decide that a VA is their best growth solution, the VA industry is going to need many qualified individuals to meet the demand. Though there are no "firm" numbers in place, Durst estimates that there are approximately 75-100 VAs globally - basing this figure on Web presence.   *Christine Durst, CEO of Staffcentrix*

Alliance for
Virtual Businesses

Supporting the future of Business through innovative ideas

The virtual assistant industry has grown from a United States-based phenomenon into a global community encompassing thousands of home-based entrepreneurs all over the world. This first-ever, detailed, industry-wide study offers a comprehensive look at the size, strategy, tactics and pricing decisions of practicing VAs. *Sharon Williams, Chairperson, Alliance for Virtual Businesses, President, The 24 Hour Secretary*

Tell us more about OPT bucks. (ML)

Section 2.9: **OPT Bucks** – A program innovation developed by the OPT Counselor, "OPT Bucks" serve as positive motivation for OPT students to attend classes and complete their work on schedule. Since many of the skills that employers require (as stated in every Business Advisory Council (BAC) meeting) are "soft skills" (e.g., attendance, punctuality, meeting deadlines), we try to encourage our students to develop these skills in the OPT program as they prepare to enter the workforce.

Every OPT student is given $10 in "OPT Bucks" (play money) for each hour of class attended and $10 in "OPT Bucks" for each chapter completed in the Flex Lab. They may accumulate their OPT Bucks throughout the semester and spend them on three occasions: the Mentor Night Auction, the Clothing Boutique, and the Awards Ceremony Auction. At the auctions, the "prizes" range from gift cards to computers and Disneyland tickets; at the Clothing Boutique, the students are able to purchase professional clothing.

Please be more specific about describing how group work is used.

Section 2.1: Team Projects – In both BOT 109 and 110, taught by Dr. Mary Leslie, students are assigned to groups or are allowed to select their own groups of 3-5 students. Each group decides how to allocate the work load, generally by assigning each individual to complete a specific responsibility or set of responsibilities. Both the Accounting group project and the Business English persuasive letter require that tasks be performed in sequential order; each task builds on the one previously completed. The students learn "on the job" that the project cannot be completed without full cooperation and performance of all team members. At the end of the project, the students are asked to complete an evaluation about the functioning of the group project in general and about each person's specific level of participation.

Additionally, in the BOT 176 & 179, Computerized Accounting-QuickBooks, instructed by Barbara Gillespie, Capital Books, a fictional company, is used by the students to set-up the initial books from start to finish, including all the journals, trial balance, income statements, P/L statements, etc. Students may work together in collaborative learning style; however no help from the instructor or classroom tutor is permitted.

In BOT 107: Office Procedures and Systems, Mark Pressnall, Instructor, provides ample opportunities for teamwork, as requested by our Business Advisory Council (BAC):

Students participate in weekly discussions that focus on Office related issues such as conflict resolution and professional behavior.

Group projects include: developing advertising flyers in Microsoft word, developing an office job position and then participating in group interviews for that position.

BOT 299: In Outlook, students share information to develop contacts and distribution groups, create calendar events, and assign tasks.

On the next page, is an example of a group project, created by BOT 107 students.

Created by Armando, Kanitha, Esther and Alexis – BOT 107 Office Procedures

Program Review Committee
Summary Evaluation

Grossmont College

Business Office Technology
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION
Spring 2007

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER			COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH	COST/FTES	
01/02	462	53%	446	54%	$2,352	MAINTAIN
02/03	491	52%	500	60%	$2,359	
03/04	552	63%	386	48%	$2,563	
04/05	364	45%	341	46%	$3,049	
05/06	350	46%	257	34%	$3,508	

The Program Review Committee commends the department for the following:

1. Meeting all Educational Master Plan goals.
2. Increasing diversity of Flex Lab aides.
3. Maintaining rigor, academic standards, and course consistency in online, flex, hybrid, and traditional lecture and lab.
4. Identification of student learning outcomes and shared assessments for gateway courses.
5. Extending learning outside of the classroom by conducting an employer panel and offering Mentor Night each semester for students to meet and interact with program graduates.
6. Innovations and outreach that include faculty-designed brochures, flyers, and program display case; articulation agreements with local high schools; EDIC grant for creating vocational courses in collaboration with ESL; BOT website with links to course syllabi, job opportunities, and course lecture material.
7. Outstanding support services and job placement rates for Office and Professional Training (OPT) students.
8. Fundraising, especially recent $200,000 Pathways to Success Grant for OPT.

The Program Review Committee offers the following recommendations:

1. Seek and obtain stable funding for the OPT program. Explore consolidation of services with other areas to reduce personnel costs and increase efficiency.

2. Build enrollment and support for Medical Transcription Program.

3. Evaluate the need for new BOT degree.

4. Continue development and revision of courses to meet student and industry needs.

5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.

6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

_____   _____
College President   Department Chair

_____
Academic Program Review Chair