



BUSINESS
ADMINISTRATION
DEPARTMENT

PROGRAM REVIEW:
FALL 2006



**Business Administration Department
Faculty – Spring 2007**

Full-time:

Michael Barendse

Evan Enowitz

Brian Keliher

Nate Scharff (full-time in BA, teaching partial load in Marketing)

Judith Zander

Adjunct:

Jed Ashley

Michael Aubry

Jennifer Bergovoy

Linda Camara

Joann Carcioppolo

Karen Hern

Susan Kuniyoshi

Charles Miller

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Clifton Quinn (full-time in CSIS, teaching partial load in BA)

Terrance Reilly


John Riley

Henry Schulman

Audrey Voyles


Rick Wells

The undersigned full-time members of the Business Administration Department concur with the Program Review Report as submitted in the Spring 2007 semester.



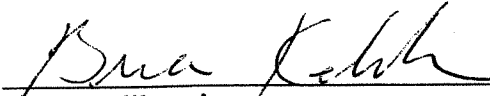
Michael Barendse, instructor

2/5/07
Date



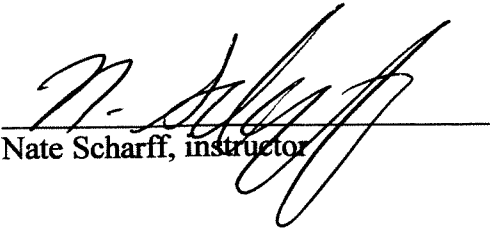
Evan Enowitz, instructor

2/5/07
Date



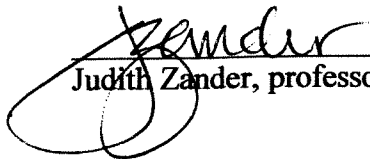
Brian Keliher, instructor

1-31-07
Date



Nate Scharff, instructor

2/1/07
Date



Judith Zander, professor and department chair

1/31/07
Date

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SECTION 1 – OVERVIEW

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 Administration program emphasizes the transfer to upper-division business programs at four-year universities. These universities – especially San Diego State University – establish the lower division requirements for these courses and we follow when appropriate.

While the Business Administration program has gone through some changes since its beginning in 1963, the heart of the program has essentially remained unchanged. Recent changes to the overall Business Administration program to reflect the articulation requirements with four-year programs include adding an English 110 prerequisite to Business Communication and the use of standard textbooks for all sections of Accounting, Business Law, and Business Communication. An online section of Introduction to Business will be introduced to the Spring 2007 schedule by new full-time instructor Nate Scharff.

The Accounting Program was deleted in Fall 2002 to boost enrollment at Cuyamaca College, but Accounting courses continue to play a significant role in the Business Administration department. Substantial changes, such as cooperative learning, were made to these courses to reflect changes in the accounting field. In addition, multiple online sections and short-term sections are now offered in Accounting. Full-time faculty member Jed Ashley retired in June 2006 and was replaced by Michael Barendse in Fall 2006.

The Business-General program is incorporated in the Business Administration analysis for Program Review. The Business-General certificate and degree were instituted to be awarded to students who had completed a series of introductory courses in a broad spectrum of business topics. The department does not promote the Business-General program for two reasons: First, it does not train students for any area in particular and many of the courses do not transfer. Second, we recommend that students interested in gaining an overview of the world of business enroll in the Business Administration program. This program provides more depth and also provides transfer in case a student decides to pursue a bachelor's degree.

Department/Program Goals

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

- *Which goals have been met?*
- *What actions have been taken in achieving these goals and objectives?*
- *What obstacles have been encountered?*

Five activities are currently identified in the Educational Master Plan for 2005/2006.

Activity #1: Hire new full-time Business Administration instructors.

We have almost met our goal of having six full-time instructors in the department. Here is a brief summary starting with the last program review Spring 2000:

- Spring 2000 - four full-time instructors: Jed Ashley, Don Fitzgerald, Millie McAuley, Judith Zander
- June 2000 - Millie McAuley retired
- Family & Consumer Studies department deleted and Evan Enowitz joined the department
- February 2003 - Don Fitzgerald died
- Spring 2005 - hired Brian Keliher
- Spring 2006 - hired Nate Scharff
- June 2006 - Jed Ashley retired
- Fall 2006 - hired Michael Barendse

Our status now is five full-time instructors – Michael Barendse, Evan Enowitz, Brian Keliher, Nate Scharff, and Judith Zander. We still have one full-time instructor needed in the department. Every year we have applied for a replacement for Millie McAuley since she retired in 2000. The replacement has never been granted.

Activity #2: Require a “C” or “CR” grade or higher in ENGL 120 or equivalent prerequisite for BUS 128-Business Communication.

The paperwork has been completed and submitted to the Curriculum Committee.

Activity #3: Coordinate required materials and assignments for all Business Administration multiple-section courses.

The department has instituted standards for both accounting classes – BUS 120 Financial Accounting and BUS 121 Managerial Accounting.

Discussion of standards for BUS 125 Business Law and BUS 128 Business Communication has begun. The texts used in these courses are now standard in all sections.

Activity #4: Replace the blinds in room 562, a “dedicated” Business Communication classroom.

The blinds have not been replaced. Since the department only has a small supplies budget, we must rely on the college to provide the blinds.

Activity #5: Continue to work with the articulation officer and SDSU to maintain articulation agreements.

This is an ongoing relationship maintained by the department and Janice Johnson (Articulation Officer).

Activity #6: Continue to train faculty in the use of technology, cooperative learning, and other effective teaching techniques.

Judy Zander continues to provide training in WebCT and cooperative learning for all new faculty teaching accounting. She has also provided college-wide training during Professional Development Week for developing online/hybrid classes for the last four semesters.

Activity #7: Acquire up-to-date computers and peripherals for full-time faculty offices.

All the equipment used in faculty offices has been provided by the college. Each full-time instructor has a computer. However the individual faculty members have had to purchase their own printers. The department has no funding for equipment.

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. Immediate hire of a full time faculty member to replace Millie McAuley. As stated above, the department has applied every year for a replacement and it has not been awarded.
2. Continue funding for adequate classroom space, facilities, furniture and technology. The department has a yearly supplies budget of \$550. We have purchased a few software licenses over the years, but we rely on the college for funding for classrooms, facilities, furniture, and technology.
3. Increase outreach efforts to high schools through programs such as Tech Prep and School to Career and explore articulation or other cooperative agreements. Business Administration is a transfer program that is geared toward sophomores who have completed all or most of their GE requirements and are taking our core curriculum in order to transfer to the university (mostly SDSU) for a bachelor's degree. As such, we do not recommend our courses to high school students. In addition, high school curriculum in Business does not meet the standards or rigor

- of our courses. We explained to the Program Review committee and the Vice-President of Academic Affairs that this recommendation is not appropriate.
4. Expand the advisory process to include greater representation from the business community and baccalaureate institutions for business law, business administration and other areas of the program. Since Business Administration is a transfer program, an advisory committee is not necessary. The curriculum and course content for our department is determined by the needs of the university, mainly SDSU.
 5. Explore the reestablishment of the Business Club and other leadership opportunities for students on campus. A couple of “business clubs” had been formed since the last program review. These clubs have been formed by students and advised by faculty. When the founding students transferred to a university, so did the interest in the club. Each club withered due to lack of leadership and participation of students.
 6. Follow up on data regarding transfer student success through the office of institutional research. This recommendation is being met through the Program Review process.
 7. Explore the expansion and/or development of course offerings, both on campus and in the business community, that meet the needs of the growing diversity of students and business opportunities in the San Diego/Tijuana area. The curriculum in the department is determined by SDSU, which serves the needs of the local business community.
 8. Continue alignment efforts with Cuyamaca. Communication with Cuyamaca is part of the process for all courses that are added, changed, or deleted.
 9. Expand the department to include responsibility for the Family Income Management course and merging with the International Business and Marketing department. Reorganize and integrate courses to create an inclusive, cohesive and comprehensive department that meets both transfer and career goals for students and the business community. The Business Administration department and the Marketing, Management, and International Business department have remained separate. The responsibilities for chairing/coordinating both departments, if merged, would be enormous, yet the contractual LED for this proposed “department” would be less than 1/3 of the work required.

Advisory Committee Recommendation

Some disciplines such as ESL and vocational programs are required to have advisory committees. Answer this question if this is applicable to your department/program.

- 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 the last meeting and frequency of meetings. List organizations represented.*

Not applicable.

SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

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.

All of the course outlines have been reviewed for currency and accuracy as part of this Program Review process. These course outlines are crucial to the solid relationships we have with local and regional universities, so updating these documents will remain a priority.

Two course outlines have been updated in just the past few months. Business 128 (Business Communication) was modified in November of 2006. Added to this outline was an English 110 prerequisite, a move supported by all instructors because of the extensive writing component of the course. This change also puts this course in line with the Cuyamaca offering. The textbook was also changed after consultation with all faculty who teach this course.

Business 120 (Financial Accounting) was modified in September of 2006 to reflect the current textbook in use.

A few course outlines are in need of attention because the department lacked the full-time faculty necessary for such review. One course outline in need of attention is Business 123 (Accounting Internship). This course was last offered in Spring of 2003 so the need to update this course outline was not a priority. Another outline that needs immediate review is Business 195 (Family Income Management). This course outline, too, has not been reviewed since May of 1999 and the review of this class will be made a priority by the department.

2.2 Describe how your department makes decisions related to the following:

- *Identification of student learning outcomes*
- *Methods to demonstrate achievement of these learning outcomes.*

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

The department has identified the student learning outcomes (SLOs) for Financial and Managerial Accounting (BUS 120 and BUS 121). As a starting point, the department chair distributed the official course outline for SDSU's equivalent courses. Since the Business Administration department provides the core curriculum for transfer students and must articulate the courses with SDSU, this was the logical place to start. A draft of the outcomes was distributed among all the faculty teaching accounting courses.

Consensus was reached quickly and the objectives necessary to achieve these outcomes were incorporated in the syllabi for the two courses.

Determining SLOs for the remaining courses in the department has been listed in the recommendations in Section 8 of this report.

2.3 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, transfer). Explain how the department/program ensures that all instructors teach to the official course outline.

SDSU regularly reviews our syllabi for the core business transfer classes which include the following:

- BUS 120 – Financial Accounting
- BUS 121 – Managerial Accounting
- BUS 125 – Business Law
- BUS 128 – Business Communication.

For both accounting courses, all faculty use a standard syllabus that adheres to the official course outline.

Until recently, there has been no full-time faculty teaching Business Law or Business Communication. There is currently no mechanism for ensuring that all faculty teach to the official course outline in these two courses. With the addition of new full-time faculty, the two courses now use a common textbook in each. All faculty teaching the core classes meet every semester to discuss the course requirements.

One of the recommendations that we have made in this document is to implement a formal process whereby full-time faculty teaching the core courses check syllabi.

2.4 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.

Retention patterns have remained consistent in the past few years. A higher percentage of students drop the core classes (BUS 120-Financial Accounting, BUS 121-Managerial Accounting, BUS 125-Business Law, and BUS 128-Business Communication) in the Fall semesters than in the Spring. This is most likely because more students start in the Fall than the Spring and many do not realize the rigor and time required to succeed in these courses. Many students who drop in the Fall, retake the classes in the Spring.

Grading is, overall, consistent as well. The Grade Distribution Summary has identified certain instructors as grading out of the norm and they are being addressed individually.

The department is currently in the planning stages for using holistic grading for instructors of BUS 128-Business Communication.

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

In both accounting courses, the department uses standard tests and computerized homework submission and grading. Testing and homework results in the accounting classes comprise about 80% of the course grades. Given the nature of accounting, grading is mostly quantitative.

Now that the department has full-time faculty teaching Business Law and Business Communication, a recommendation being made in this document is to formalize a process for ensuring consistency in grading in those two courses.

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

Accounting:

- Students in hybrid courses are required to use WebCT outside of the formal classroom.
- The use of cooperative learning, where students are divided into small groups, to work on classroom assignments naturally leads to these groups getting together outside of the classroom to work on homework assignments and projects, and to study for tests.
- Students are required to use the Internet in the Annual Report Project.
- Students are provided a reading list that is oriented to life and business careers.

Business Communication:

- Students are required to deliver brief oral reports on current business topics, from reputable business periodicals.
- Students are encouraged to join career networking groups.
- Students are encouraged to join a Toastmasters group to (1) improve their speaking ability and (2) to network.
- Students are encouraged to seek opportunities to speak in front of groups (for example, in a staff meeting, at volunteer events such as their child's school, at church).
- Students are encouraged to read, at the minimum, the front page of the business section of a newspaper every day.

Business Law:

- Student must brief landmark cases using the Internet and other legal publications.
- Students are provided multiple links to government sites of the agencies handling intellectual property.
- Students are encouraged to interview businesspersons directly as part of their term paper assignment.

- Students are required to visit the small-claims court and write a brief paper detailing legal issues that were argued.

Introduction to Business:

- In Introduction to Business courses students are required to visit prescribed websites, read various articles, and submit opinions.

Family Income Management:

- Students use the Internet and other financial resources to examine stocks, bonds, rental values, real estate comps, bank rates, etc.

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

No new courses have been developed. Current issues, such as those mentioned in the question, have been addressed by the publishers of the textbooks used in our courses. Any substantive changes are made to the official course outline.

2.8 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.

Of the eight main courses offered by the Business Administration department, five are currently in alignment with the equivalent course at Cuyamaca. One of the five -- Business 128 -- was just brought into line in December of 2006 with the addition of the ENG 110 prerequisite. The other courses currently in alignment are BUS 110, BUS 120, BUS 121, and BUS 125.

Both BUS 123 (Accounting Internship) and BUS 152 (Business Math) currently are not aligned with Cuyamaca because neither course is offered at our sister campus. BUS 195 (Family Income Management) is the course that needs attention. It is offered on both campuses yet no alignment background information exists in the Instructional Operations office.

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

Accounting:

- All accounting courses use WebCT.
- All faculty teaching hybrid sections of accounting use cooperative learning in the classroom.
- All accounting students use the Internet to help them complete the Annual Report Project.
- All accounting students are required to use Excel and Word for certain assignments.

Business Communication:

- Use of a chat board so that students can respond to questions as a way to draw out the students who have a difficult time speaking up in class.

Business Law:

- Students brief landmark cases using the Internet.
- Students discuss legal issues encountered in their daily lives from the newspaper, radio, TV, or the Internet. This is called their “Legal Smorgasbord”.

Introduction to Business:

- An online section of Introduction to Business was developed and approved in 2006. The course is being offered online for the first time in Spring 2007.

Family Income Management:

- Students use the Internet to research different resources related to the material.
- An online version is being developed in Spring 2007.

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

Since the department is designed specifically to provide the core curriculum for transfer students and high demand already exists for these courses, no outreach activities are needed.

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

Accounting:

- Financial and Managerial Accounting are taught in a cooperative learning environment, which means the students are divided into small groups and assigned exercises to be completed in class. This fosters an environment where the students learn from each other and therefore are more actively engaged in the learning process. The engagement is further enhanced by having the students explain the solutions to the rest of the class.
- Students are encouraged to challenge answers to quizzes and test questions that occasionally are incorrect or where two answers may apply.

Business Communication:

- Students are encouraged to make the analytical report topics personal and useful. For example, students have analyzed personal retirement plans, developed career paths, and solved life and work problems.
- Students are given a reflection question or a challenge at the end of class. An example of a reflection question might be, “What have you learned about business communication so far in this class, and what can you do this week at work to

practice your improved skills?" An example of a challenge might be, "This week at work, write one goodwill message."

- Students are encouraged to bring in good and bad examples of business communication.

Business Law:

- Use of the Socratic Method of questions and answers to encourage and motivate students to think about important decisions they make everyday.
- Use of group discussions and projects.
- Students are given various options in term paper assignments that engage them in research and writing, including the option to interview businesspersons.

2.12 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).

The department is currently requesting an English prerequisite for Business Communication. The only other prerequisite in the department is within the department; Financial Accounting is a prerequisite for Managerial Accounting.

Campus Resources

2.13 Indicate what the department/program has done to formalize links with the following college support services:

- *Learning centers (writing and reading labs, math study center, tutorial center)*
- *Instructional media*
- *SETL*
- *Others*

Accounting:

- SETL and the Tutoring Center are referenced in the syllabi and students are encouraged repeatedly during class sessions to use both.

Business Communication:

- Faculty meets with the English department and to obtain additional resource materials that will help students with basic writing skills.
- Students may resubmit any writing assignment for a re-grade once they have received 30 minutes of tutoring at the writing lab.
- Several class sessions are held in SETL where faculty can assist students while students write and revise their work on the computers.

Business Law:

- The library is used by students to brief legal cases.
- SETL provides computers for students preparing spreadsheets, using word processing, and accessing the Internet.
- Use of the Tutoring Center is encouraged and highlighted in the syllabi.

2.14 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.

Accounting:

- Copies of accounting texts and study guides are in place in Limited Loan.

Business Communication:

- Students are required to give a professional presentation on the topic of communicating with someone from another culture. The college's research librarian, Pat Morrison, has created an excellent web page for this task (<http://www.grossmont.edu/pat.morrison/business128.asp>)

Business Law:

- Due to the exorbitant costs of current publications of legal resources and due to the accessibility of resources on the Internet, the library carries a minimum amount of legal resources and publications.

2.15 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.

In Fall 2006, counselor Jorge DeSaracho became the Business Administration department specialist. In the case of any substantive changes made to the curriculum, the department would work with Jorge to ensure that the Counseling Department is updated.

Several years ago, the department provided the Counseling Department with a timeline for Business students to use to determine the best sequence of classes.

Judy Zander attended a Counseling department meeting to explain the changes made in format when the accounting classes were changed to a hybrid format.

2.16 Comment on the results of the student survey, Appendix 6, regarding campus resources.

The overall number of Business Administration students using campus resources last semester was quite low. This might be attributed partly to the response to Question 4a of the student survey showing that almost 40% of the respondents are taking courses here to "transfer." Many of these students also attend San Diego State University where competing services are available.

Here's an analysis of the responses:

Assessment and Testing Center:

Close to 93% of respondents reported that they “rarely” or “never” use this resource. The center is used only by students who need to make up a missed exam. Having a low score here shows that most students take exams when they are scheduled.

Career Center

Low numbers here (71% “never” use) might be explained by the tremendous number of transfer students enrolled in our courses. The numbers do show, though, that instructors in certain courses, such as Business Communication and Family Income Management, should put more effort into introducing students to this resource. We will also encourage all instructors in these courses to take advantage of in-class visits offered by the career center.

Counseling Office

Here the percentage of our students using this resource increases significantly, with close to 80% of respondents making use of this resource at least once during a semester. The need for transfer information is most likely the reason this resource is used so heavily.

English Writing Center

The percentage of respondents who report using this resource is again quite low (69.6% never use), which is a disappointment considering the importance of writing in the business environment. The lack of use is also a concern because the policy of the department is to encourage writing in every section offered. We will make more of an effort department wide to introduce students to this resource.

We expect an increase in the percentage of students using this resource following the Fall 2007 semester because we have added an English 110 prerequisite to the Business Communication course. We will also encourage instructors who teach courses with strong writing components to refer students to this resource.

English Reading Center

This is one of the least-used resources with only 3.4% of the respondents reporting that they use this service once or more per week. And with close to 10% of respondents choosing to answer “No Response” or “N/A,” it’s clear that our students fail to see how this resource is relevant.

Health Services

Less than 11% of respondents had used this resource. This number is unacceptably low, since services offered by Health Services include flu shots and lower cost health care. Our department will make more of an effort to introduce students to these services.

Learning Resource Center

While the video carrels are rarely used –most likely because few, if any, instructors direct students to these -- we were encouraged by the high number of students using the Computer Labs (57%) and the Main Library (71%). Partly responsible for this impressive showing is that our department encourages computer research in a majority of

sections offered. In particular, all sections of Business Communications – more than 220 students --require a research paper, and library research is an essential tool for the completion of this project.

Tutoring Center

Business Administration students appear to be less than interested in this resource with only 25% of respondents reported having used these services last semester. All accounting students are encouraged to use the center on a regular basis if they are having difficulty with the subject. The textbook publisher (McGraw-Hill) offers a free online tutoring center for students to use, which contributes to the low usage of our campus tutoring services.

Articulation

2.17 List courses that have been formally articulated with high schools. Describe any collaboration efforts with K-12 schools.

There are none. Business Administration is a transfer program that is geared toward sophomores who have completed all or most of their GE requirements and are taking our core curriculum in order to transfer to a university (mostly SDSU) for a bachelor's degree. As such, we do not recommend our courses to high school students. In addition, high school curriculum in Business does not meet the standards or rigor of our courses.

2.18 After reviewing ASSIST.org and the Grossmont College articulation website, please identify if there are any areas of concern or additional needs your department has about articulation with four year institutions. Please describe how the department/program ensures that articulations with key four-year universities are current.

Four courses make up the core group of classes in our department and each currently transfers to SDSU. These courses are BUS 120 (Financial Accounting), BUS 121 (Managerial Accounting), BUS 125 (Business Law), and BUS 128 (Business Communication).

The department relies heavily on the good work of Janice Johnson, Grossmont's Articulation Officer, to keep apprised of any changes in the articulation agreements with the CSUs.

To keep Business Communication in good standing with SDSU, full-time faculty members Brian Keliher and Nate Scharff are building a relationship with Marie Flatley, full-time faculty at SDSU. In fact, it was Marie Flatley who "strongly suggested" that we add an English prerequisite to this course. That prerequisite is set to be enforced in the fall semester of 2007. We also switched to a textbook written by Ms. Flatley because this textbook is used in all sections at SDSU.

Business Communication does transfer to SDSU but other four-year schools have not been so accommodating. CSU Fullerton, for example, refused to accept this class because we had no English prerequisite. As noted above, our English prerequisite is set for next Fall so we expect more schools to accept our course.

Business Law, too, transfers to SDSU. Brian Keliher has been in contact with SDSU faculty to discuss textbooks and course content.

Several full-time faculty members met with the chair of the Accounting Department at SDSU, Sharon Lightner, to discuss common issues in accounting education and to open the lines of communication.

SECTION 3 – STUDENT ACCESS AND SUCCESS

3.1 In addition to the innovations listed in 2.11, 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).

- The department now offers accounting classes in both hybrid and online formats.
- The department is offering an online version of Introduction to Business for the first time in Spring 2007.
- The department is developing an online version of BUS 195-Family Income Management.

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 curriculum content for most classes offered by the Business Administration department is partly dictated by four-year universities due to articulation agreements, so flexibility in content is limited. We do, though, have some room to work with presentation and student interaction.

One strength we have that does impact the relationships we have with students with different needs is the smaller class size. SDSU, for example, will often have more than twice the number of students per class, making it more of a challenge to detect strengths and weaknesses of their students.

Age

Enrollment by age shows that a significant share of our student population is made up of students from 20 – 24. In the Fall semester of 2005, this group made

up 46% of our total. A trend is emerging that is a bit of a concern: the percentage of students 30 – 49 has fallen from 19% to 14.5% and the percentage of students over 50 has dropped by more than half, from 67% to 31%.

Department numbers tied to age and success are relatively consistent across the board throughout the past five years, though there is a slight downward trend. We do see that older students – those 50+ -- are consistently strong in our department, usually with the lowest dropout rate and the highest success rate. Students under 20 tend to drop out more often and are less likely to succeed than the others, and this can be attributed partly to the fact that most students in our classes are older and have more life experiences that allow them to progress in the study of business.

The withdrawal rate has been going up the past five years, especially from the 20 – 24 group. The Fall 2005 semester saw a 30% withdrawal rate, up from 20% in 2001. A large part of this increase is because the department now offers online classes, and these courses experience a higher-than-average drop rate. This is the nature of online learning, especially with students who are typically young and aren't prepared for the rigor and haven't developed strong time management skills.

Gender

Numbers show that gender does not play much of a role when it comes to the success rate of our students. While females tend to succeed in our classes at a higher rate than men (all years but 2004) we see that the difference is rarely more than two percentage points.

Ethnicity

The ethnicity of students in our department is relatively stable yet we do see some interesting trends. From 2001 to 2004 the percentage of Hispanic students has increased from 12.8 % to 15.4%. At the same time, the white, non Hispanic population has dropped from 59% to 53%.

The success rate for each ethnicity has shown some downward trends. White, non –Hispanic success has dropped from 71% in 2001 to 63% in 2005. The Hispanic success rate has shown a similar drop – 64% success rate in 2001 to 55% in 2005.

Bottom line

Our success rate has been relatively stable for the past five years with just a few exceptions. We do see room for improvement, and a key to finding our way to stronger numbers is reflected in the response to 2.17 that addresses student use of campus resources such as the Writing Center and LRC. All faculty must be more aggressive in encouraging our students to take advantage of these learning resources.

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

Not applicable.

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 has 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.*

A significant majority (76%) of students who responded to the Student Survey said they learned about the class they were taking through the Class Schedule/College Catalog. Demand for our courses has been consistently high, largely because the core group of courses we offer transfer to SDSU. The Counseling Office has been a strong resource for our department with 26% of respondents noting that they heard about the business courses from this office.

Only two respondents said they heard about our program from a special event such as career day or a campus activity. While we currently have no organized outreach program for our department, individual instructors are prepared to step up to the plate when necessary to disseminate course information to current or prospective students.

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.*

All the data provided by the district includes all courses with BUS as their designations. Unfortunately this data commingles courses from both the Business Administration department and the Marketing, Management, and International Business department. As a result of inaccurate data for the Business Administration department courses, the comments could be unreliable and possibly not accurate.

- Success

Fall 2001	71.2%
Fall 2002	67.2%
Fall 2003	65.7%
Fall 2004	63.4%
Fall 2005	61.3%

Success has steadily dropped from 71.2% in Fall 2001 to 61.3% in Fall 2005. The hiring of new full-time faculty during this period has led to tighter adherence to academic standards resulting in fewer students succeeding. In addition online accounting courses,

which are more difficult for most students, were introduced during this period and have contributed to lower success rates.

- Retention

Fall 2001	80.5%
Fall 2002	77.8%
Fall 2003	78.5%
Fall 2004	73.2%
Fall 2005	70.9%

Retention has dropped from 78.5% in Fall 2003 to 70.9% in Fall 2005. Again, the hiring of new full-time faculty during this period has led to tighter adherence to academic standards which results in more students dropping courses. In addition online accounting courses, which have high drop rates, introduced during this period have contributed to more students dropping courses.

- Enrollments

	Unduplicated	Duplicated
Fall 2001	1,527	2,217
Fall 2002	1,592	2,346
Fall 2003	1,547	2,154
Fall 2004	1,416	1,812
Fall 2005	1,299	1,655

Enrollments stayed relatively steady at 1,500+ between Fall 2001 and Fall 2003. In Fall 2004, enrollments dropped from 1,547 to 1,416 and dropped again in Fall 2005 to 1,299. The department enrollment has mirrored that of the college overall.

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

	Degrees	Certificates
1999-2000	94	95
2000-2001	113	108
2001-2002	110	122
2002-2003	114	131
2003-2004	93	105

Despite the upsurge in degrees and certificates during the 2000-2003 academic years, the numbers have receded in 2003-2004. The decline in enrollment would be the major contributing factor here as the requirements for degrees and certificates has not changed.

SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES

4.1 Describe how participation in activities listed in Appendix 10 has resulted in improvement in curriculum and instruction.

Most of the full-time faculty have had the opportunity to attend recent subject-specific conferences and they have shared this information with adjunct faculty at department meetings to keep everyone current with innovations and other developments in the subject.

All accounting faculty, and most other faculty, attend ongoing department-provided WebCT training.

Mike Barendse and Nate Scharff attended a three-day “Introduction to Blackboard” workshop given by the @One Institute in January 2007. They will be able to assist in training others in Blackboard when the department migrates from WebCT to Blackboard.

Department meetings include sessions dedicated to improvement in teaching and learning. Most faculty regularly attend department meetings.

4.2 Forecast your staff development needs both within and outside of the institution.

Most faculty in the department are trained in WebCT and will need to migrate to Blackboard. The college has withdrawn support for WebCT as a way of encouraging faculty to use Blackboard. As a result all accounting faculty and others using online resources in their classes will need both basic and ongoing training in Blackboard.

Attendance at subject-specific conferences and workshops off campus will continue to be a need for faculty.

Judy Zander would like to take a much needed sabbatical having taught full-time for over 20 years without one.

4.3 Describe how the members of the department/program are helping to shape the direction of the college (e.g., writing grants, serving on college/district committees, task forces, Academic Senate representation, etc.).

Three faculty members are currently in the tenure process. Their Tenure Review Committees have advised that their primary focus be on teaching for the first couple of years.

Current representation:

Academic Senate – Evan Enowitz, Nate Scharff, Judy Zander

Council of Chairs and Coordinators – Judy Zander

United Faculty Steering Committee – Evan Enowitz

College-wide Professional Development Committee – Judy Zander

4.4 Describe how members of the department/program contribute to the community beyond the college, locally, statewide, nationally.

Individual faculty members have served in the following capacities:

- Candidate for Congress
- Members of professional organizations
- Officers and mentors for volunteer centers
- Advisory board members to
 - College business departments
 - High schools
 - Elementary school site councils
 - Volunteer centers
- Members of accreditation teams
- Cub & Girl Scouts leadership
- School volunteers
- Little League coaching
- PTA leadership
- Church and synagogue volunteers
- Consulting work for educational institutions nationwide

4.5 Describe how decisions are made in your department/program.

Most situations needing decision-making are brought to the attention of the department chair, who then consults with the appropriate faculty member(s).

Textbook decisions are made with all faculty who teach the course. Generally full-time instructors develop a short list and then meet with adjuncts to make a determination.

Hiring adjuncts has been the responsibility of the chair. Now that the department has new full-time faculty, they will be part of that process.

4.6 Describe how computer resources, such as the Internet, department and faculty web pages, and email are used by the faculty in the department/program.

- The Internet is vital to all the accounting courses as students are required to logon to WebCT in order to participate in the class. The Internet is also used in other courses as part of additional learning, projects, and assignments.
- There is a department web page and a few faculty web pages.
- E-mail is used extensively to communicate with members of the department as well as other members of the college community.

4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca.

The department has no hiring equivalencies.

4.8 List and describe the duties of classified staff, work study and student workers who are directly responsible to the department/program.

The department has no classified staff, work study, or student workers. Individual faculty who have 45 or more students in a section are awarded Teaching Assistant hours. These TAs are responsible to the individual faculty member.

4.9 Discuss staffing factors that influence the effectiveness of the program. Does your department/program need to decrease, maintain, or increase the number of full-time faculty? Support your response with enrollment trends, future outlook for your department/program and any information related to changes in the economy, business or human services needs. Include discussion of part-time vs. full-time ratios and dependence on overloads.

Although a decrease in enrollment college-wide and within the department is shown in the data being used for this report, enrollment has increased for the Spring 2007 semester. The transfer program offered by the Business Administration department has always, and will continue to be in high demand. This country and its economy are driven by business. The courses in the department offer students the core curriculum they need to transfer to the university to pursue a bachelor's degree and they also offer students a general working knowledge of the world of business.

Data for the department for FT/PT/EP for Fall 2006 is as follows: The department offered 137 units, out of which full-time faculty teach 60 units (44%), part-time faculty teach 69 units (50%) with the remaining as extra-pay (6%). Teaching extra-pay is a choice made by full-time faculty to enhance salaries and to lighten the hiring, training, and evaluating of additional adjunct faculty duties of the department chair.

The need for a new full-time faculty member to replace Millie McAuley is manifested through the considerable number of adjunct faculty teaching Managerial Accounting (four sections), Financial Accounting (six sections), and Elementary Accounting (two sections) for a total of 46 units.

SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

1.3 Using Appendices 7 and 8, comment on student success figures since the last program review. How does this compare to the campus-wide figures?

In the last program review, retention was discussed as averaging 78% from 1994-1999. Retention has averaged 76% in the Fall semesters from 2001-2005.

There was no mention of success in the last review. Student success for this review is discussed in question 3.5.

The figures provided in Appendix 8 show figures that are not correct for the Business Administration department. All the courses with BUS are combined and include courses from the BOT department, the Marketing, Management, & International Business department, and ROP. In question 5.1 below, we have prepared the correct WSCH figures and analysis for the department.

5.1 Analyze and comment on any trends in enrollment, numbers of sections offered, average class size and efficiency.

Total enrollment (derived from Appendix 5-Grade Distribution Summary):

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
BUS 110	123	133	140	130	147	134	145	148	126	115
BUS 120	348	389	412	438	421	413	464	436	469	439
BUS 121	214	238	249	269	238	253	216	259	212	223
BUS 123	6	10	15	102	0	0	0	0	0	0
BUS 125	241	296	282	329	290	317	296	297	276	297
BUS 128	231	226	213	214	187	223	198	209	198	217
BUS 152	16	0	18	0	14	0	23	0	12	0
BUS 195	123	145	173	164	171	148	142	106	98	297
Totals	1302	1437	1502	1646	1468	1488	1484	1455	1391	1588

Total enrollment shows an increase from Fall 2001 to the present. It remained relatively constant throughout the years given the fluctuating college wide enrollment coupled with the increase in the number of accounting classes due to online offerings.

Number of sections offered (derived from Appendix 5-Grade Distribution Summary):

	Fall 01	Spring 02	Fall 02	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
110	3	3	3	3	3	3	3	4	3	3
120	8	8	8	9	8	9	10	10	10	11
121	6	6	6	6	6	6	6	8	7	6
123	2	3	4	4	0	0	0	0	0	0
125	7	7	7	7	6	7	7	8	8	7
128	7	7	7	7	6	7	7	8	8	8
152	1	0	1	0	1	0	1	0	1	0
195	4	4	4	4	4	4	4	4	3	3

The number of sections offered has remained relatively constant. Decreases in the number of sections are due to decreases in enrollment. Increases are attributed to offering online sections of accounting.

Average class size (derived from Appendix 5-Grade Distribution Summary):

	Fall 01	Spring 02	Fall 02	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
110	41	44	46	43	49	44	48	37	42	38
120	43	48	51	48	52	45	46	43	46	39
121	35	39	41	44	39	42	36	32	30	37
123	3	3	3	25	0	0	0	0	0	0
125	34	42	40	47	48	45	42	37	34	37
128	33	32	30	30	31	31	28	26	24	27
152	16	0	18	0	14	0	23	0	12	0
195	30	36	43	41	42	37	35	26	32	33

Average class size has stayed relatively constant with slight changes due to enrollment and number of sections offered.

WSCH (derived from Appendix 5-Grade Distribution Summary):

	Fall 01	Spring 02	Fall 02	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
110	360.0	399.0	417.0	390.0	441.0	399.0	435.0	444.0	375.0	339.0
120	1284.8	1518.9	1513.5	1710.3	1631.2	1552.3	1787.9	1573.4	1753.6	1548.1
121	730.7	925.9	869.1	1042.6	918.5	939.3	731.8	944.2	724.4	780.9
125	723.0	885.0	843.0	981.0	864.0	948.0	888.0	885.0	825.0	885.0
128	693.0	675.0	609.3	636.0	558.0	669.0	591.0	627.0	585.0	645.0
152	32.0	0	34.0	0	28.0	0	46.0	0	24.0	0
195	369.0	429.0	513.0	495.0	510.0	444.0	423.0	318.0	294.0	297.0
Totals	4552.5	4832.8	4798.9	5254.9	4950.7	4951.6	4902.7	4791.6	4581.0	4495.0

Again the figures show relatively consistent results for the ten semesters. The average WSCH for this period is 4811.17 with a high of 5254.9 and a low of 4495.0

Earned WSCH/FTEF (derived from Appendix 12-Subect WSCH Analysis):

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
BUS 110	600.00	665.00	695.00	650.00	735.00	665.00	725.00	555.00	625.00	565.00
BUS 120	646.33	450.00	772.60	732.20	776.88	668.53	672.49	623.59	689.13	582.00
BUS 121	322.09	779.02	337.07	689.13	808.98	794.00	853.93	554.30	711.61	464.00
BUS 125	473.40	714.82	596.25	674.15	548.31	602.24	482.39	404.49	386.51	580.00
BUS 195	419.47	659.17	337.07	629.21	794.00	719.10	404.49	666.66	591.76	486.00

BUS 125	516.42	581.27	602.14	700.71	720.00	677.14	555.00	553.12	515.62	632.1
BUS 128	396.00	370.00	366.00	363.42	372.00	382.28	337.71	313.50	292.50	322.5
BUS 152	240.60	0	255.63	0	210.52	0	345.86	0	180.45	0
BUS 195	461.25	536.25	641.25	618.75	637.50	555.00	528.75	397.50	490.00	495.0
Totals	4075.56	4755.53	4603.01	5057.57	5603.19	5063.29	4905.62	4068.16	4482.58	4129

WSCH/FTEF has remained relatively constant starting with 4075 in Fall 2001 to 4129 in Spring 2006. On average it has been 4674 per semester. The fluctuations were due to changes in enrollment in the college and department along with increased class offerings.

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

The only under-enrolled class that we offer is BUS 152 – Business Math. We have been offering it once a year in the Fall semester and it has filled. The demand for the class is low as it is not part of the Business Administration degree or certificate and is not part of the core curriculum for transfer.

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

The facilities are adequate for the department’s offerings.

- **Accounting:** Room 522 is a “dedicated” accounting classroom, which is available to the department for the 13 sections of hybrid classes that we offer each semester. The room is configured to accommodate cooperative learning with four tables and chairs for each student group. The room also has the equipment needed for electronic media and a document projector.
- **Business Communication:** Room 562 is a dedicated business communication classroom, which is available to the department for scheduling four day sections and four evening sections per semester. It has the equipment needed for electronic media and a document projector.
- **Business Law, Business Math, Family Income Management, and Introduction to Business:** Since these classes are primarily lecture type, the department uses a variety of classrooms, mostly in the 500 buildings, to accommodate our needs.

The department has a good working relationship with Instructional Operations and the Master Class Scheduler. Most sections “roll over” from semester to semester. When there are conflicts, they have been resolved easily and equitably.

The rooms that are used for most of the courses are 45-50 maximums. The exception is Business Communication which has a maximum of 35 as it is equivalent to an English composition course due to the volume of grading written work.

5.4 How does room availability affect your enrollment?

Enrollment in the department courses is not affected by a lack of room availability. Part of the reason for this is the number of online sections (six) offered in accounting. The online accounting classes only require a classroom on the Saturday of finals week. In addition, all of the other accounting courses are offered in a hybrid format where the students meet in a traditional classroom for 2 ½ hours per week and online for 1 ½ hours per week. This has freed 19.5 hours per week in Room 522, making scheduling more convenient and accessible to students.

In Spring 2007 the department is offering an online section of Introduction to Business for the first time. It is the intention of the department to continue to expand online offerings, beginning with the development of an online version of Family Income Management in Spring 2007.

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

The alternatives that the department has offered are hybrid and online versions of select courses. Off-site offerings are not necessary and have not been considered.

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

Results from the student survey show that a significant majority of students are satisfied with the condition of the classrooms. More than 85% believe that the rooms are clean and in good repair with a similar percentage of respondents supporting the statement that the classroom equipment is well maintained and up to date.

Our students also appear to be quite satisfied with times and days that classes are offered. More than 80% were satisfied with the availability of classes with another 15% at the "neutral" level. Morning/afternoon time slots were preferred by 56% and 30% preferred weekday evenings, which is approximately the split we have today. Questions concerning Saturday and Sunday classes went over like lead balloons.

One classroom issue that does need to be addressed is the use of a dedicated classroom for the teaching of Business Law. Currently this class is taught at many locations with little consistency concerning resources, tools and classroom environment.

SECTION 6 – FISCAL PROFILE

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

Earned WSCH/FTEF (derived from Appendix 12-Subect WSCH Analysis):

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Sprir 2006
BUS 110	600.00	665.00	695.00	650.00	735.00	665.00	725.00	555.00	625.00	565.00
BUS 120	646.33 322.09	450.00 779.02	772.60 337.07	732.20 689.13	776.88 808.98	668.53 794.00	672.49 853.93	623.59 554.30	689.13 711.61	582.60 464.40
BUS 121	473.40 419.47	714.82 659.17	596.25 337.07	674.15 629.21	548.31 794.00	602.24 719.10	482.39 404.49	404.49 666.66	386.51 591.76	580.50 486.80
BUS 125	516.42	581.27	602.14	700.71	720.00	677.14	555.00	553.12	515.62	632.10
BUS 128	396.00	370.00	366.00	363.42	372.00	382.28	337.71	313.50	292.50	322.50
BUS 152	240.60	0	255.63	0	210.52	0	345.86	0	180.45	0
BUS 195	461.25	536.25	641.25	618.75	637.50	555.00	528.75	397.50	490.00	495.00
Totals	4075.56	4755.53	4603.01	5057.57	5603.19	5063.29	4905.62	4068.16	4482.58	4129

WSCH/FTEF has remained relatively constant, overall and by course, starting with 4075 in Fall 2001 to 4129 in Spring 2006. On average it has been 4674 per semester. The fluctuations were due to changes in enrollment in the college and department along with increased class offerings.

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

Cost per FTES has averaged \$1,489.89 per year with little fluctuation among the five years of data provided. Earned WSCH/FTEF has averaged 4674 per semester for the same five years.

The average Total Revenue generated by the department is \$1,327,522 with an average Total Cost of \$564,443, leaving an average of \$763,079 funds available for other campus uses. As a side note, the department has only \$550 a year available for supplies. We would be considered a “cash cow” department in the division...low expenses compared to revenue.

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 department receives no outside financial support or subsidies.

SECTION 7 – SUMMARY

7.1 Summarize department/program strengths and weaknesses in terms of:

- *Teaching and learning*

- + Department consists of first-rate faculty, both adjunct and full-time.
- + Faculty has a strong reputation in academic community.
- + Collegiality among faculty encourages excellence.

-Challenges keeping the attention of the “Me” generation.

- *Student access and success*

- + Full-time faculty available to students beyond office hours through the use of e-mail.
- + Class availability is acceptable to a majority of students.
- + Significant number of hybrid and online courses are available.
- + Small class size is an advantage over SDSU and other four-year universities.
- + The department enrollment has mirrored that of the college overall.

-Percentage of older students – over 30 – is falling.

-The withdrawal rate has been going up the past five years, especially for the 20 – 24 age group.

-Hispanic dropout rate is growing.

-Success rate across the board has dropped 10 percentage points to 61%.

-Retention rate down 10 points from 80%.

- *Development of human resources*

+Most of the full-time faculty have had the opportunity to attend recent subject-specific conferences.

+ All accounting faculty, and most other faculty, attend ongoing department-provided Web CT training.

+Most faculty attend department meetings regularly.

+Faculty is active on campus and in the community.

-Department is in need of one additional full-time faculty member, primarily to cover several of the 12 accounting courses currently covered by adjunct faculty.

- *Fiscal stability*

+The average Total Revenue generated by the department is \$1,327,522 with an average Total Cost of \$564,443, leaving an average of \$763,079 funds available for other campus uses.

+ The department receives no outside financial support or subsidies.

-The department has only \$550 a year available for supplies.

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.

- Review prerequisites for all courses to be sure students are sufficiently prepared for success in our classrooms.
- Develop standards and procedures to strengthen academic integrity and grading consistency in courses including BUS 110 (Introduction to Business) and BUS 195 (Family Income Management).
- Develop a process for ensuring consistent grading in multiple section courses.
- Develop a process for checking adherence to course outlines.
- Develop a process for checking adherence to uniform syllabi/testing, where appropriate, in multiple section courses.
- Update department website.
- Develop/update web pages for all full-time faculty.
- Explore the request for in-depth periodicals in Business Law (2.13).
- Identify SLOs for Business Communication, Business Law, Business Math, Family Income Management, and Introduction to Business.
- Expand course offerings by investigating the possibility of, and developing where appropriate, hybrid/online versions of Business Communication, Business Law, Business Math, and Family Income Management.
- Consider offering BUS 123-Accounting Internship again. *what's that gonna do?*
- Update course outlines for Business 123 (Accounting Internship) and Business 195 (Family Income Management).
- Align Business 195 (Family Income Management) with Cuyamaca.
- Develop strategies to reverse the slight increase in the withdrawal rate in the department, especially in the 20 -24 age group.
- Increase student exposure to the many valuable resources across the campus including the Career Center, English Writing Center, English Reading Center, Health Services, and the Tutoring Center.
- Establish a dedicated classroom for the teaching of Business Law.

**APPENDIX 1:
THE EDUCATIONAL MASTER PLAN**

Division: Business and Professional Studies

Department: Business Administration

Director or Chair: Judith Zander

Program Description: The Business Administration program provides courses that will apply toward associate degrees and/or certificates in two areas: Business Administration and Business-General. The majority of students taking courses in this program are transfer-oriented, with the majority of these transfer students planning to attend San Diego State University for their upper division coursework, leading to a bachelor's degree in Business Administration. The department will continue to provide the core curriculum for Business Administration transfer students, along with non-transfer students, into the year 2010 and beyond.

Activities

Activity #1:

Hire new full-time Business Administration instructors.

Benefits:

Currently there are four full-time faculty in the department with one instructor who teaches 1/2 load in the Marketing, Management, & International Business department and 1/2 load in Business Administration. The department still needs at least one additional full-time instructor to provide quality instruction along with meeting the responsibilities of running the department, student activities (club advisors, for instance), curriculum development, and so forth.

Requirements:

Curriculum Development? N

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? Y

Staff Development? N

Goals and Objectives: 4, 4.3

Activity #2:

Require a "C" or "CR" grade or higher in ENGL 120 or equivalent prerequisite for BUS 128-Business Communication.

Benefits:

Requiring the successful completion of ENGL 120 or equivalent will allow all students to benefit fully from BUS 128 instruction since the class format provides considerable emphasis on style and technique of successful business writing with little grammar instruction. This prerequisite will also help maintain BUS 128 articulation to SDSU where English is already a prerequisite for the equivalent class there.

It will also align with BUS 128 taught at Cuyamaca College.

Requirements:

Curriculum Development? Y

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 1, 1.9

Activity #3:

Coordinate required materials and assignments for all Business Administration multiple-section courses.

Benefits:

Consistency in assigned work will guarantee all students a solid foundation in the fundamentals for each subject, while assuring transfer institutions that all students are prepared for continuation and advanced courses. Using one textbook will assure consistency in the fundamentals covered for each subject, without interfering with the teaching style of individual instructors.

"Instructor shopping" will be reduced. In addition, students will be able to change schedules mid-semester if necessary. Also, this will facilitate the process of finding appropriate substitutes when needed.

Requirements:

Curriculum Development? N

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? Y

Staff Development? N

Goals and Objectives: 1, 1.4

Activity #4:

Replace blinds in room 562, a "dedicated" Business Communication classroom.

Benefits:

Two of the four walls in room 562 are floor-to-ceiling windows. The blinds must be closed on the occasions that a projector is used for the Internet or other resources. The existing blinds stick and are missing slats, which make them inefficient to use. The learning environment is tarnished as well as the aesthetic beauty of the campus.

Requirements:

Curriculum Development? N

Equipment? N

Facilities? Y

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 5, 5.6

Activity #5:

Continue to work with the articulation officer and SDSU to maintain articulation agreements.

Benefits:

The department needs to maintain articulation agreements as a majority of the Business Administration students transfer to SDSU and other 4-year institutions.

Requirements:

Curriculum Development? Y

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 1, 1.7

Additional Planning Activities

Activity #6: Continue to train faculty in the use of technology, cooperative learning, and other effective teaching techniques.

Benefit: Student learning is enhanced with the proper use of both technology and classroom teaching/learning techniques. It also helps prepare them for the university-level coursework.

Activity #7: Acquire up-to-date computers and peripherals, including printer/copiers for full-time faculty offices.

Benefit: Enhanced ability of faculty to conduct the necessary work of teaching and running the department.

Accomplishments

Accomplishment #1:

Hired a new full-time Business instructor who teaches 1/2 load in Business Administration and 1/2 load in Marketing, Management, & International Business.

Goals and Objectives: 4, 4.1

Accomplishment #2:

Judith Zander trained two adjuncts to use WebCT in their hybrid accounting courses.

Goals and Objectives: 4, 4.2

Accomplishment #3:

Brian Keliher met with Marie Flatley, Business Communication professor at SDSU, to discuss articulation. Efforts are now underway to add an English prerequisite to the BUS 128-Business Communication course offered by the department.

Goals and Objectives: 1, 1.7

Accomplishment #4:

The full-time faculty met with Sharon Lightner, professor and department chair of Accounting at SDSU, to discuss a yearly Business Administration meeting with all the local community colleges and SDSU.

Goals and Objectives: 1, 1.7

**APPENDIX 2:
PREVIOUS PROGRAM REVIEW SUMMARY**

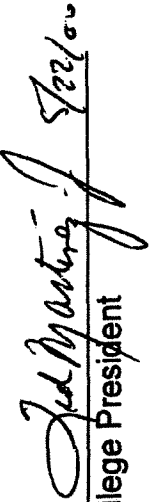
**BUSINESS
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The Program Review Committee commends the department for:

1. Active integration of technology throughout the program including the web page and on-line instruction.
2. Implementation of cooperative learning in the classroom and the leadership role of the faculty in staff development related to classroom instruction.
3. Developing the accounting internship program to provide work based experience for students.
4. Commitment to maintaining articulation of the core curriculum, Bus 120, 121, 125 and 128 with San Diego State University.
5. Working to identify the TOP codes for the department so that relevant data will be obtained in the future.

The Committee offers the following recommendations:

1. Immediate hire of a full time faculty member to replace Millie McAuley.
2. Continue funding for adequate classroom space, facilities, furniture and technology.
3. Increase outreach efforts to high schools through programs such as Tech Prep and School to Career and explore articulation or other cooperative agreements.
4. Expand the advisory process to include greater representation from the business community and baccalaureate institutions for business law, business administration and other areas of the program.
5. Explore the reestablishment of the Business Club and other leadership opportunities for students on campus.
6. Follow up on data regarding transfer student success through the office of institutional research.
7. Explore the expansion and/or development of course offerings, both on campus and in the business community, that meet the needs of the growing diversity of students and business opportunities in the San Diego/Tijuana area.
8. Continue alignment efforts with Cuyamaca
9. Expand the department to include responsibility for the Family Income Management course and merging with the International Business and Marketing department. Reorganize and integrate courses to create an inclusive, cohesive and comprehensive department that meets both transfer and career goals for students and the business community.


College President


Academic Program Review Chair

BUSINESS

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1994-95	452.83	69.50	532.26	80.65		Expand to Include International Business and Marketing
1995-96	487.85	75.13	513.29	84.95		
1996-97	527.33	84.51	549.75	87.62		
1997-98	567.43	89.66	539.31	84.64		
1998-99	537.94	83.48	572.41	92.63		

In the past the TOP codes for Business were mixed with Business Office Technology and International Business and Marketing. Because of the commingling of TOP codes, we are unable to extract accurate cost/FTES for this report. These codes were realigned this semester and should provide accurate data beginning Fall 2000. The Business Department extracted the data for WSCH/FTEF and % of MAX.

**APPENDIX 3:
CATALOG DESCRIPTIONS**



BUSINESS 110 † **Introduction To Business**

3 units, 3 hours lecture

This course provides a comprehensive view of today's dynamic American business and the global economy. Specific topics include starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing financial resources, and exploring ethical and social responsibilities of American business.

Transfers to: CSU, UC

BUSINESS 115 † **Human Relations in Business**

3 units, 3 hours lecture

The human aspects of the organization and the role of the individual within the organization. The course will look at learning styles, motivation theories, personality theories, communication, group dynamics, leadership, ethics and diversity.

Transfers to CSU

BUSINESS 118 † **Retail Management**

3 units, 3 hours lecture

A survey course in the management of retail businesses, including store operating practices, layout, inventory, buying, retail mathematics and supervision of personnel.

Transfers to CSU

BUSINESS 120 † **Financial Accounting**

4 units, 4 hours lecture

This course introduces the student to the accounting function and how it is used within our economic society. It views accounting as an information-generating system that communicates financial data to support end users in their economic decision-making. This course includes the theory and concepts of accounting, as well as their application to the recording of financial information for the three types of business organization: sole proprietorship, partnership, and corporation. Emphasis is on the corporate form of organization. This course is designed for students with an understanding of computer applications in word processing and spreadsheets, basic math

skills and the ability to write in a businesslike manner.

Transfers to: CSU, UC

(CAN BUS 2)

(BUS 120 + 121: CAN BUS SEQ A)

BUSINESS 121 † **Managerial Accounting**

4 units, 4 hours lecture

Prerequisite: A "C" or "CR" grade or higher in Business 120 or equivalent.

This course introduces the student to the concepts, methods, and procedures for the development and use of accounting information to support and assist management in their internal cost accounting processes and financial decision-making. This course includes the theory and concepts of cost accounting, the use of financial and accounting information for planning, budgeting and control of operations, and methods and analyses to assist managerial accountants in decision-making activities.

Transfers to: CSU, UC

(CAN BUS 4)

(BUS 120 + 121: CAN BUS SEQ A)

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

BUSINESS 123 A-B-C-D †
Accounting Internship

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

A work experience course to enable accounting students to gain practical experience in a finance or accounting organization and to apply knowledge gained in other business courses. For work experience requirements, see page 26.

Transfers to CSU

BUSINESS 125 †
Business Law: Legal Environment of Business

3 units, 3 hours lecture

Legal environment of business, sources of law, constitutional bases of regulation, critical legal thinking, social and ethical influences, corporate responsibility, judicial and administrative systems, contracts, torts, agency, business organizations, bankruptcy, securities regulation, regulation of property and protection of intellectual property interests, consumer protection, antitrust law, Internet and e-commerce. *Transfers to: CSU, UC (credit limited: see page 32)*

(CAN BUS 12)

BUSINESS 128 †
Business Communication

3 units, 3 hours lecture

Recommended Preparation: A "C" or "CR" grade in English 120 or equivalent.

This course applies the principles of effective communication to the creation of effective letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. Since this course is designed for students who already have college-level writing skills, very little time will be devoted to the basics of writing or grammar.

Transfers to CSU

BUSINESS 131 †
Introduction to Transportation

3 units, 3 hours lecture

A course on the selection of freight carriers and the monitoring of their performance. Use of tariffs, rates, shipping documents, and contracts for carriage. All modes of transportation are studied including: air, truck, rail, and ocean. Warehousing and materials handling are examined.

Transfers to CSU

BUSINESS 133 †
Direct Mail Marketing

3 units, 3 hours lecture

A course for those interested in mail order, direct mail catalogs, direct response advertising, and the use of direct marketing to supplement conventional marketing. The course will include study of mailing lists, customer data bases, customer profiling, media, creating and testing direct mail advertisements and packages, sales tracking and forecasting, and profitability analysis. The role of creative agencies, list brokers, letter shops, fulfillment houses, and telephone marketers will be examined.

Transfers to CSU

BUSINESS 137 A-B-C-D †
Marketing Internship

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

Corequisite: Concurrent enrollment in Business 147 A-B-C-D.

A work experience course to enable the marketing student to gain practical experience in a marketing-oriented organization and to apply knowledge gained in other marketing courses. For work experience requirements, see page 26.

Transfers to CSU

BUSINESS 140 †
**Entrepreneurship:
Developing a Business Plan**

3 units, 3 hours lecture

This course is designed to help the student prepare a business plan suitable for submission to a bank or to investors. The student will prepare profit and loss statements, cash flow statements, and balance sheets; will determine financing, facilities, equipment and personnel requirements; and will develop a marketing and distribution strategy.

Transfers to CSU

BUSINESS 141 †
**Entrepreneurship:
Managing a New Business**

3 units, 3 hours lecture

This course is designed to help the student apply theories of marketing, management, personnel, finance and production to problems encountered daily in managing a business. The focus of the course will be on practical solutions to common business management problems.

Transfers to CSU

BUSINESS 142 †
**Personal Selling
and Persuasion**

3 units, 3 hours lecture

This course emphasizes understanding and using persuasive communication skills in selling situations and in any business where one person wants to influence another person.

Transfers to CSU

BUSINESS 144 †
Advertising

3 units, 3 hours lecture

A basic course in the study of advertising, and its role as a marketing tool. Media scripts, newspapers, magazines, radio, television, outdoor, point-of-purchase, and direct mail and e-commerce will be covered. Copywriting, art and layout, mechanical production, and planning will be discussed.

Transfers to CSU

BUSINESS 146 †
Marketing

3 units, 3 hours lecture

This course focuses on the function of marketing in an organization. It examines the essential elements of a marketing strategy; product, promotion, distribution and price; the effect of the business environment on marketing decisions; consumer behavior; identification of markets; and current issues in marketing.

Transfers to CSU

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

BUSINESS 147 A-B-C-D † **Seminar in Marketing and Management**

1 unit, 1 hour lecture

Corequisite: Concurrent enrollment in Business 137 A-B-C or D or Business 159 A-B-C or D.

A weekly one-hour seminar for marketing and management students concurrently enrolled in work experience or an internship. Class work centers around discussions of work sites, case studies, human relations (communication, leadership, motivation), problem solving, ethics and job search skills.

Transfers to CSU

BUSINESS 148 † **Customer Relations Management**

1.5 units, 1.5 hours lecture

This course is designed to provide the student with certain key skills and attitudes necessary to meet effectively the needs of customers. The student will be introduced to the concept of internal and external customers, customer satisfaction and customer retention. Topics will also include communicating with customers, developing a positive attitude, handling complaints and sales skills.

Transfers to CSU

BUSINESS 152 † **Business Mathematics**

2 units, 2 hours lecture

This course is an introduction to arithmetic applications used in business transactions including: fractions, percentages, interest, discounts, depreciation, payrolls, merchandising markups, and taxes.

Transfers to CSU

BUSINESS 155 † **Human Resources Management**

3 units, 3 hours lecture

Introduction to the management of human resources and an understanding of the impact and accountability to the organization of human resource activities. Global human resource strategies, social and organizational realities, legal implications affecting people at work, union/non-union practices, employee compensation and benefits, employee rights, and safety issues.

Transfers to CSU

BUSINESS 156 † **Principles of Management**

3 units, 3 hours lecture

Planning, organizing, directing, and controlling for management. Interaction of the functions includes setting objectives, MBO, decision-making tools, alternative organization structures, leadership, motivation, communication, group dynamics, managements of stress and change, time management, ethics and diversity. A survey of the quantitative tools available to the manager is also made.

Transfers to CSU

BUSINESS 158 † **Introduction to Hospitality and Tourism Management**

3 units, 3 hours lecture

Overview of the hospitality and tourism industry with a focus on basic management theories and principles as they apply to hospitality and tourism; basic structure, organization, and management of industry components and the services/products they deliver.

Transfers to CSU

BUSINESS 159 A-B-C-D † **Management Internship**

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

Corequisite: Concurrent enrollment in Business 147 A-B-C-D.

A work experience course to enable management students to gain practical experience in an organization and to apply knowledge gained in other business courses. For work experience requirements, see page 26.

Transfers to CSU

BUSINESS 160 † **Hospitality Managerial Accounting and Controls**

3 units, 3 hours lecture

Prerequisite: A "C" or "CR" grade or higher in Business 121 or equivalent.

Integrates the areas of managerial accounting and controls to applications in the hospitality industry. Topics include internal control and cost management, operations budgeting, occupancy projections and pricing decisions, credit policy and cash flow, and investment decision-making.

Transfers to CSU

BUSINESS 176 †

(Business Office Technology 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 Business/Business Office Technology 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 195 † **Family Income Management**

3 units, 3 hours lecture

The management of personal income and expenditure for the individual and the family throughout the life cycle through awareness of values, goals, and the decision-making process.

Advertising, consumer protection, purchasing skills and consumer laws will be covered as they apply to use of credit, housing, risk protection, health care, food, clothing and transportation. Money management and financial planning will include budgeting, institutional savings and checking services, investments, taxes and estate planning. The impact of inflation, business cycle and other current issues will be discussed.

Satisfies General Education for CSU E

Transfers to CSU

BUSINESS 199 **Special Studies or Projects in Business**

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.

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

BUSINESS ADMINISTRATION

The Business Administration curriculum is designed to give students who choose to work toward a bachelor's degree a well-balanced introduction to a professional career in business.

The program outlined below fulfills the lower division requirements for most majors in the School of Business Administration at San Diego State University and is typical of requirements at other four-year schools. For specific requirements, transfer students should consult the four-year college or university catalog.

Career Opportunities

Accountant*
Administrative Assistant
Advertising/Marketing*
Banking
Budget Analyst*
Business Publications
Claim Agent
Computer Operations
Controller*
Financial Manager*
Insurance Agent+
Lawyer*

*Bachelor's Degree or higher required.

+Bachelor Degree normally recommended.

Associate Degree Major Requirements

(Major Code: 50041)

Subject & Number	Title	Units
Business 120	Financial Accounting	4
Business 121	Managerial Accounting	4
Business 125	Business Law: Legal Environment of Business	3
Business 128	Business Communication	3
Computer Science Info. Systems 110	Principles of Information Systems	4
Economics 120	Principles of Macroeconomics	3
Economics 121	Principles of Microeconomics	3
Mathematics 160	Elementary Statistics	3
Mathematics 178	Calculus for Business, Social and Behavioral Sciences	4
Total Required		31
Plus General Education and Elective Requirements		

Certificate of Achievement

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

BUSINESS—GENERAL

The Business-General curriculum is designed to develop and foster those skills and understandings which can be utilized for employment in an increasingly challenging business environment. This major will provide the student with a broad preparation for a career in business. Business courses are included which will provide a solid background for future promotion in a chosen occupational area. This program is designed for students who do not plan to transfer to a four-year college or university.

Career Opportunities

Administrative Assistant
Bookkeeper
Budget Consultant*
Buyer
Conciliator+
Credit Analyst*
Employment Interviewer
Hospital Administrator*
Sales Agent+
Trust Officer*

*Bachelor's Degree or higher required.

+Bachelor Degree normally recommended.

Associate Degree Major Requirements

(Major Code: 50010)

Subject & Number	Title	Units
Business 109	Elementary Accounting	3
or		
Business 120	Financial Accounting	(4)
Business 110	Introduction to Business	3
Business 115	Human Relations in Business	3
Business 125	Business Law: Legal Environment of Business	3
Business 128	Business Communication	(3)
or		
Business Office Technology 110	Business English and Communications	3
Business 146	Marketing	3
Business 152	Business Mathematics	2
Business 195	Family Income Management	3
Business Office Technology 172	Microcomputer Software Packages	2
Economics 120	Principles of Macroeconomics	3
Total Required		28-29
Plus General Education and Elective Requirements		

Certificate of Achievement

Any student who chooses to complete only the courses required for the above major qualifies for a Certificate of Achievement in Business-General. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

**APPENDIX 4:
COURSE STATUS**

APPENDIX 4

4. Course Status

COURSE AND NUMBER	When was course last updated?	Status of Alignment with Cuyamaca Completed (C) In Progress (IP) Not Applicable (N/A)	TIME OFFERED Morning (M) Afternoon (A) Evening (E) Weekend (W) Online (O)	SEMESTER LAST OFFERED
BUS 110	4/02	C	M, A, E, O	Spring 07
BUS 120	9/06	C	M, A, E, O	Spring 07
BUS 121	4/02	C	M, A, E, O	Spring 07
BUS 123	5/99	N/A		Spring 03
BUS 125	4/02	C	M, A, E	Spring 07
BUS 128	10/06	C	M, A, E	Spring 07
BUS 152	4/02	N/A	E	Fall 06
BUS 195	5/99	Will review	M, E	Spring 07

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 110 – INTRODUCTION TO BUSINESS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
BUS 110	Introduction to Business	3	3 hours lecture

2. Course Prerequisites

None.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course provides a comprehensive view of today's dynamic American business and the global economy. Specific topics include starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American business.

4. Course Objectives

The student will:

- a. Examine the dynamic role of business in American society and the global economy.
- b. Analyze the role of the manager in production, marketing, finance, and accounting.
- c. Analyze the role of the manager in planning, organizing, and leading and motivating employees.
- d. Compare forms of business ownership and how to start a business.
- e. Evaluate the roles, ethics, and social responsibility of American business.

5. Instructional Facilities

- a. Dry erase boards and related accessories.
- b. Podium.
- c. Transparency, projector, and computerized projector.
- d. TV and VCR for playback of videotapes.

6. Special Materials Required of Student

- a. Access to a computer, the Internet, and business software.
- b. Access to business publications for readings outside of class.

7. Course Content

- a. Today's dynamic business environment.
- b. Competing in global markets.
- c. Ethical behavior and social responsibility.
- d. Forms of business ownership.
- e. Starting and running a small business.
- f. The role of management.
- g. Production techniques and management.
- h. Human resources management.
- i. Dealing with management-employee issues.
- j. Marketing management.
- k. Managing information and technology.
- l. Managing finance and accounting.
- m. Money and financial institutions.
- n. Securities markets and investing.

8. Method of Instruction

- a. Lecture, discussion, examples, and question and answer.
- b. Oral reports on topics of interest, presented by student teams.

9. Methods of Evaluating Student Performance

- a. Weekly quizzes covering all textbook readings.
- b. Written midterm and final exams.
- c. Written or oral evaluation of homework assignments.

10. Outside Class Assignments

- a. Homework assignments will be related to textbook readings and/or current events in business.
- b. Research material for in-class presentations.

11. Texts

- a. Required Text(s):
 - (1) Nickels, William G., James M. McHugh, and Susan M. McHugh. Understanding Business. Burr Ridge, IL: McGraw-Hill Higher Education, latest edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 120 – FINANCIAL ACCOUNTING

<u>1.</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	BUS 120	Financial Accounting	4	4 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

None.

3. Catalog Description

This course introduces the student to the accounting function and how it is used within our economic society. It views accounting as an information-generating system that communicates financial data to support end users in their economic decision-making. This course includes the theory and concepts of accounting, as well as their application to the recording of financial information for the three types of business organizations: sole proprietorship, partnership, and corporation. Emphasis is on the corporate form of organization. This course is designed for students with an understanding of computer applications in word processing and spreadsheets, basic math skills and the ability to write in a businesslike manner.

4. Course Objectives

The student will:

- a. Develop an overview of the accounting profession, its history, opportunities for employment, ethics of the profession, the generation and communication of financial information, the need for guidelines and standards in the application of accounting, and public responsibilities of the auditor, including the role of the attest function.
- b. Analyze business transactions and learn to perform basic accounting functions of recording and posting business transactions.
- c. Demonstrate proficiency in performing the tasks associated with the completion of the accounting cycle, including the preparation of the Income Statement, the Statement of Owner's Equity or Retained Earnings, the Balance Sheet, and the Statement of Cash Flows.
- d. Compare and contrast his/her understanding of the fundamental accounting principles, concepts, and assumptions that support the generation of financial information.
- e. Analyze, calculate, and prepare the journal entries for specific asset, liability, and owner's equity accounts.

5. Instructional Facilities

- a. Dry erase boards and related accessories.
- b. Transparency, projector, and computerized projector.
- c. TV and VCR for playback of videotapes.

6. Special Materials Required of Student

Calculator.

7. Course Content

- a. Accounting and its environment.
- b. The double-entry accounting system and recording business transactions.
- c. The time period assumption and corresponding use of adjusting entries.
- d. Preparation of financial statements and the completion of the accounting cycle.
- e. Recording transactions in a merchandising concern.
- f. Accounting for asset categories: Cash, A/R, N/R, Inventory, Plant Assets.
- g. Accounting for liability categories: A/P, N/P, Accrued and Estimated Liabilities and Long-Term Debt, including Bonds Payable.
- h. Ownership equity in the three forms of business organization: sole proprietorship, partnership, and corporation.
- i. Investment in corporate securities.
- j. Accounting concepts, principles, and assumptions.
- k. Application of professional judgment and ethical conduct.
- l. Analysis of financial statements.

8. Method of Instruction

- a. Lecture, discussion, question and answer, and illustration.
- b. Preview of assignments and review of completed assignments.
- c. Assignment of case problems for group discussion and response.

9. Methods of Evaluating Student Performance

- a. Examinations including a written final, and quiz results.
- b. Successful completion of homework assignments and case problems.
- c. Progress and comprehension of course materials demonstrated through classroom participation.

10. Outside Class Assignments

This class will rely primarily on text and related homework assignments; some of which will be assigned for completion on computer. These assignments include accumulation of accounting data using journals and ledgers, preparation of formal financial statements, and analysis of published corporate annual reports.

11. Texts

- a. Required Text(s):
 - (1) Jones, Kumen H., Michael L. Werner, and Katherine P. Terrell. Introduction to Financial Accounting and E Biz 2000. Upper Saddle River, NJ: Prentice-Hall, latest edition.
- b. Supplementary texts and workbooks:

Study Guide to accompany above-referenced text.

Date approved by the Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 121 – MANAGERIAL ACCOUNTING

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	BUS 121	Managerial Accounting	4	4 hours lecture

2. Course Prerequisites

A "C" or "CR" grade or higher in Business 120 or equivalent.

Recommended Preparation

None.

3. Catalog Description

This course introduces the student to the concepts, methods, and procedures for the development and use of accounting information to support and assist management in their internal cost accounting processes and financial decision-making. This course includes the theory and concepts of cost accounting, the use of financial and accounting information for planning, budgeting and control of operations, and methods and analyses to assist managerial accountants in decision-making activities.

4. Course Objectives

The student will:

- a. Explain the cost accounting process, including terminology and cost behavior patterns and apply them to job order and process costing systems.
- b. Demonstrate effective communications with the controller and other management accountants and apply the methods by which cost information is collected and aggregated.
- c. Evaluate the way cost information is estimated and analyzed in corporate planning and decision-making.
- d. Demonstrate the use and development of accounting information in segment reporting and the control and performance evaluation process.
- e. Evaluate information as to its usefulness in the decision-making process and apply pertinent information to measure varied outcomes in problem-solving situations.

5. Instructional Facilities

- a. Dry erase boards and related accessories.
- b. Transparency, projector, and computerized projector.
- c. TV and VCR for playback of videotapes.

6. Special Materials Required of Student

Calculator.

7. Course Content

- b. Introduction to managerial accounting.
- c. Cost terminology and concepts.
- d. Job order costing systems.
- e. Process costing systems.
- f. Cost behaviors.

8. **Course Content** continued

- g. Cost-volume-profit relationships.
- h. Segment reporting and the contribution approach to costing.
- i. Budgeting and responsibility accounting.
- j. Standard costs and variances; and performance measures.
- k. Flexible budgets and overhead analysis.
- l. Decentralized operations and transfer pricing.
- m. Pricing of products and services.
- n. Relevant costs for decision making.
- o. Capital budgeting decisions.

9. **Method of Instruction**

- a. Lecture, discussion, question and answer, and illustration.
- b. Preview of assignments and review of completed assignments.
- c. Assignment of case problems for group discussion and response.

10. **Methods of Evaluating Student Performance**

- a. Examination, including a written final, and quiz results.
- b. Successful completion of homework assignments and case problems.
- c. Progress and comprehension of course materials demonstrated through classroom participation.

11. **Outside Class Assignments**

This class will rely primarily on text and related homework assignments; some of which will be assigned for completion on computer. These assignments include accumulation of cost data for job order and process costing systems, analyzing cost-volume-profit projections using the contribution approach, compiling budget information, and making decisions using relevant costs.

12. **Texts**

- a. Required Text(s):
 - (1) Edmonds, Thomas P., Cindy D. Edmonds, and Bor-Yi Tsay. **Fundamental Managerial Accounting Concepts**. New York, NY: McGraw-Hill, latest edition.
- b. Supplementary texts and workbooks:
 - None.

Date approved by the Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 123 A-B-C-D - ACCOUNTING INTERNSHIP

1. Course Number Course Title Semester Units Hours
BUS 123 A-B-C-D Accounting Internship 2 120 hours work experience (unpaid)
or 150 hours work experience (paid)

2. Course Prerequisites
None.

Recommended Preparation
None.

3. Catalog Description
A work experience course to enable accounting students to gain practical experience in a finance or accounting organization and to apply knowledge gained in other business courses.

4. Course Objectives
The student will:
 - a. Evaluate the organization's financial control system.
 - b. Revise the organization's current accounting system and propose revisions to management.
 - c. Relate classroom material to situations encountered at the internship site.
 - d. Exhibit desirable work habits and personal traits.
 - e. Acquire the ability to conduct a successful job search in the field of accounting.

5. Instructional Facilities
Sufficient work sites to accommodate students.

6. Special Materials Required of Student
None.

7. Course Content
The instructor and student will work together to analyze and upgrade the student's performance on the job.

8. Method of Instruction
 - a. The main instruction will occur while the student is employed in the accounting position.
 - b. When remedial or enrichment activities are indicated, these will be prescribed.

9. Methods of Evaluating Student Performance
 - a. Forms completed by student's work site supervisor.
 - b. Student self evaluation.
 - c. Instructor evaluation.

10. **Outside Class Assignments**

None.

11. **Texts**

- a. **Required Text(s):**
Prescribed on a basis of individual need.
- b. **Supplementary texts and workbooks:**
None.

Date approved by the Governing Board: 5/99

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 125 – BUSINESS LAW: LEGAL ENVIRONMENT OF BUSINESS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
BUS 125	Business Law: Legal Environment of Business	3	3 hours lecture

2. Course Prerequisites

None.

3. Catalog Description

Legal environment of business, sources of law, constitutional bases of regulation, critical legal thinking, social and ethical influences, corporate responsibility, judicial and administrative systems, contracts, torts, agency, business organizations, bankruptcy, securities regulations, regulation of property and protection of intellectual property interests, consumer protection, antitrust law, Internet and e-commerce.

4. Course Objectives

The student will:

- a. Comprehend and assess the legal and regulatory background of the current legal environment.
- b. Analyze and compare the judicial and administrative systems and their relationship to business.
- c. Learn, differentiate and apply the rules of contract, tort, agency and bankruptcy law to business situations.
- d. Comprehend and contrast the characteristics of sole proprietorships, partnerships, limited partnerships, corporations, and limited liability companies, and their application to business decisions.
- e. Evaluate and compare ways in which business is regulated to protect consumer and other public interests and through antitrust law to prevent market failures.
- f. Comprehend and assess the unfolding Internet and e-commerce environment, and its major laws.
- g. Understand and apply techniques of critical legal thinking.

5. Instructional Facilities

- a. Dry erase boards and related accessories.
- b. Transparency, projector, and computerized projector.
- c. TV and VCR for playback of videotapes.

6. Special Materials Required of Student

None.

7. Course Content

- a. Topic 1: Law and the Judicial Process.
 - (1) Introduction to domestic and international legal environment of business.
 - (2) Background of the domestic legal environment; common law.
 - (3) Business and the court system.
- b. Topic 2: Business and Major Traditional Areas of Law.
 - (1) Torts and the protection of intellectual property.
 - (2) Business and product liability.
 - (3) Business crimes and criminal law.
 - (4) Business transactions: the law of contracts.
 - (5) Business and the law of agency.

7. Course Content continued

- (6) Business organizations: sole proprietorships, partnerships, limited partnerships, corporations and other forms of business organizations.
- (7) Internet and e-commerce developments on the foregoing.
- c. Topic 3: Regulations of Business and Public Law.
 - (1) Antitrust law.
 - (2) Labor relations law.
 - (3) Employment discrimination.
 - (4) Consumer protection.
 - (5) Environmental law.
 - (6) Securities regulation.
 - (7) Regulation of financial markets.
 - (8) Consumer credit protection.
 - (9) Internet and e-commerce developments on the foregoing.
- d. Topic 4: Expanding World of Business Law.
 - (1) The international legal environment of business.

8. Method of Instruction

- a. Modified Socratic method: Topics introduced with questions based on the central themes of each unit, with lectures to present basic material, interspersed with questions to help students clarify, contrast and compare the rules of law and apply them to actual and hypothetical business situations.
- b. In addition to examples and cases from the textbook, use of current or other familiar business law related events to illustrate that what they are learning has practical application to everyday business life, locally and worldwide.
- c. Exercises in teamwork and cooperative learning.

9. Methods of Evaluating Student Performance

- a. Essay, short answer, multiple choice and true-false quizzes and tests.
- b. Oral questions on rules of law and on the facts and analyses of cases.
- c. Term paper, including compilation of examples of current legal environment cases and events as presented in newspapers and periodicals, or other legal sources.
- d. Comprehensive final examination.

10. Outside Class Assignments

- a. Read a chapter in textbook and be prepared for frequent quizzes.
- b. Read newspapers and business magazines to present current examples of business law issues.
- c. Compile examples of current legal environment cases and events as presented in newspapers and periodicals.
- d. Research and preparation of term paper.

11. Texts

- a. Required Text(s):
 - (1) Cheeseman, Henry R. The Legal and Regulatory Environment of Business. Upper Saddle River, N.J.: Prentice Hall, latest edition.
- b. Supplementary texts and workbooks:
 - (1) Cheeseman, Henry R. Study Guide to Accompany The Legal and Regulatory Environment of Business. Upper Saddle River, N.J.: Prentice Hall, latest edition.

Date approved by the Governing Board: 4/02

02-0697-002W/lw

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 128 – BUSINESS COMMUNICATION

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	BUS 128	Business Communication	3	3 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

A "C" or "CR" grade or higher in English 120 or equivalent.

3. Catalog Description

This course applies the principles of effective communication to the creation of effective letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. Since this course is designed for students who already have college-level writing skills, very little time will be devoted to the basics of writing or grammar.

4. Course Objectives

The student will:

- a. Explain the elements of the communication process.
- b. Analyze how word selection and usage affects communication.
- c. Solve business communication problems through planning, problem solving, organizing, writing, listening and presenting techniques.
- d. Illustrate a sensitivity to audience needs and desires.
- e. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations.
- f. Plan and deliver individual or team oral-presentations for business meetings.

5. Instructional Facilities

Standard classroom which will accommodate an overhead transparency projector or computerized projection system to project sample letters, memos, emails, and reports for critical analysis.

6. Special Materials Required of Student

Access to a computer with word processing and presentation-graphics software, an English dictionary, thesaurus, and writer's handbook (or software).

7. Course Content

The course begins with the theory of written and oral communication. Messages are broken into their component parts for a critical analysis of organization and content, style, tone, grammar, format, and appearance. Students analyze business situations and plan, organize, write, and revise letters, memos, emails, and reports.

7. Course Content continued

Students will prepare and submit for grades at least one of each of the following types of business messages. The short messages in items a through c should be properly formatted as letters, memos, or e-mails.

- a. Direct request.
- b. Direct reply.
- c. Persuasive.
- d. Negative (bad-news).
- e. Analytical report which analyzes a problem or question, compares and contrasts alternative solutions, includes properly inserted visuals, includes documented sources, and provides conclusions and recommendations. The report will be prepared using word processing software, properly formatted, and printed by a computer printer.
- f. Oral presentation, using presentation-graphics software, on a topic suitable for a business situation.

8. Method of Instruction

- a. Lecture.
- b. Group discussion, problem solving and preparation and revision of messages.

9. Methods of Evaluating Student Performance

- a. Exams are given periodically to monitor students' communication knowledge, understanding and skills.
- b. Students will write business letters and memos, in and outside of class, but at least two letters/memos will be written in class and be weighted significantly relative to the overall grade in the course.
- c. Instructor will provide detailed written feedback on all business letters, memos, emails, and reports, and on oral presentations.
- d. Final exam will be comprehensive and written.

10. Outside Class Assignments

- a. Students will read textbook material.
- b. Prepare letters, memos, emails, reports and oral presentations.

11. Texts

- a. Required text(s):
 - (1) Bovée, Courtland L. and John V. Thill. Business Communication Today. Upper Saddle River, NJ: Prentice Hall PTR, latest edition.
 - or (2) Guffey, Mary Ellen. Business Communication: Process and Product With Jobsearch Express. Mason, OH: South-Western Thompson Learning, latest edition.
- b. Supplementary texts and workbooks:
None.

Date approved by Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 152 – BUSINESS MATHEMATICS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
BUS 152	Business Mathematics	2	2 hours lecture

2. Course Prerequisites

None.

3. Catalog Description

This course is an introduction to arithmetic applications used in business transactions including: fractions, percentages, interest, discounts, depreciation, payrolls, merchandising markups, and taxes.

4. Course Objectives

The student will:

- a. Calculate mathematical solutions to basic math fundamentals and business math problems.
- b. Demonstrate their ability to solve word problems.
- c. Analyze and calculate solutions to business related transactions.
- d. Employ appropriate business terminology.
- e. Appraise their competency as a consumer of business goods and services.

5. Instructional Facilities

Classroom with overhead projector or computer projection system and screen.

6. Special Materials Required of Student

Calculator.

7. Course Content

- a. Review of basic mathematics to develop speed and accuracy in applying basic math skills to business problem solving.
 - (1) Addition.
 - (2) Subtraction.
 - (3) Multiplication.
 - (4) Division.
 - (5) Fractions.
 - (6) Decimals.
 - (7) Percents.
- b. Solving word problem basics.
- c. Solving for the "unknown" in business related word problems.
- d. Cash and trade discounts.
 - (1) Invoices.
- e. Payroll.
 - (1) Gross vs. net pay.
 - (2) Wages vs. salaries.
 - (3) Commissions.
 - (4) Payroll taxes.
- f. Markups and markdowns.

7. Course Content continued

- g. Depreciation.
 - (1) Straight-line method.
 - (2) Declining balance method.
 - (3) Sum-of-the-years digits method.
 - (4) MACRS.
- h. Simple interest.
 - (1) Ordinary interest.
 - (2) Exact interest.
- i. Promissory notes.
- j. Bank discounts.
 - (1) Rates.
 - (2) Interest.
 - (3) Proceeds.
- k. Installment loans.
 - (1) Actual vs. implied interest.
 - (2) Use of amortization tables.
- l. Taxes.
 - (1) Property taxes.
 - (2) Sales taxes.
 - (3) Federal income tax.
- m. Statistics.
 - (1) Measures of central tendency.
 - (2) Measures of dispersion.
 - (3) Graphs and other descriptive methods.

8. Method of Instruction

- a. Lecture.
- b. In-class problem solving.
- c. Practice problem solving (students solve problems on their own with assistance of instructor and each other).
- d. Oral presentation of solutions by students.

9. Methods of Evaluating Student Performance

- a. Homework may be collected and corrected by the instructor and will serve as the basis for building skills.
- b. Periodic quizzes on individual course content topics.
- c. Periodic and final exams that test student's ability to solve problems using an accumulation of skills developed throughout the course.
- d. Outside assignments that relate business math topics and skills to "real-world" problems. Assignments may come from the assigned text or from the instructor. Assignment solutions may be presented orally and/or in writing.

10. Outside Class Assignments

- a. Reading assignments from the text.
- b. Calculating and solving business math problems.

11. Texts

- a. Required Text(s):
 - (1) Slater, Jeffrey. Practical Business Math Procedures. Burr Ridge, IL: McGraw-Hill Higher Education, latest edition.
- b. Supplementary texts and workbooks:
None.

GROSSMONT COLLEGE

Official Course Outline

BUSINESS 195 - FAMILY INCOME MANAGEMENT

1. <u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
BUS 195	Family Income Management	3	3 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

None.

3. Catalog Description

The management of personal income and expenditures for the individual and the family throughout the life cycle through awareness of values, goals, and the decision making process. Advertising, consumer protection, purchasing skills and consumer laws will be covered as they apply to use of credit, housing, risk protection, health care, food, clothing, and transportation. Money management and financial planning will include budgeting, institutional savings and checking services, investments, taxes and estate planning. The impact of inflation, business cycle and other current issues will be included.

4. Course Objectives

The student will:

- a. Identify life management skills; values and goals of family members at different stages of the life cycle.
- b. Interpret the impact of economic situations on the consumer issues of housing, credit, transportation, insurance, taxes, money management, and financial planning.
- c. Compare and analyze the different costs of forms of housing, credit, transportation, insurance, food clothing, investments, and financial services.
- d. Prepare an individualized budget, financial statement and financial plan.
- e. Appraise the taxes due in different financial situations.
- f. Review the essentials of an estate plan.
- g. Contrast the purpose, cost, selection, potential risks and return on specific forms of investments.
- h. Review sources of specialized information and assistance on purchasing, consumer protection, money management, banking services, investments, financial planning, taxes, and estate planning.
- i. Evaluate internet and computer usage in financial planning.

5. Instructional Facilities

- a. Lecture-type classroom.
- b. Audio visual equipment available.

6. Special Materials Required of Student

Calculator.

7. Course Content

- a. Life management—values clarification, decision making, defining goals, family life cycle.
- b. Advertising and consumer protection.
- c. Credit—credit reporting, development of credit history, uses and costs of credit.
- d. Consumer purchasing—clothing, housing, food transportation—comparison buying.
- e. Risk management—health care, health, auto, home owners, and life insurance—selection, costs, and types, determination of needed insurance.
- f. Financial institution services—checking, savings, loans, and investments services—comparisons and costs, reconciling a checking account.
- g. Money management—steps in preparing a budget and financial statement.
- h. Investments—types of investments, tax shelters, charting stocks, and mutual funds, understanding the financial pages.
- i. Financial planning—comfort zones, purpose, preparing and evaluating a financial plan.
- h. Income taxes—income tax forms, types of taxes, reducing taxes.
- k. Estate planning—retirement issues, social security, pension plans, IRAs and KEOGHs,

8. Method of Instruction

- a. Lecture.
- b. Group discussion.
- c. Video tapes.

9. Methods of Evaluating Student Performance

- a. Term paper to include topics on:
 - (1) Written analysis of an individual budget, financial statement.
 - (2) Retirement plan.
 - (3) Major purchase.
 - (4) Housing.
 - (5) Insurance planning.
 - (6) Family financial goals.
- b. Three tests and a final exam to include essay questions.,

10. Outside Class Assignments

- a. Reading assignments in text.
- b. Research and write a term paper.

11. Texts

- a. Required Text(s):
 - (1) Garman, Thomas and Raymond Forgue. Personal Finance. New York, NY: Houghton Mifflin, 1997.
- b. Supplementary texts and workbooks:
To be assigned.

Date approved by the Governing Board: 5/99

**APPENDIX 5:
GRADE DISTRIBUTION SUMMARY**

BUSINESS AND PROFESSIONAL STUDIES		BUSINESS AND PROFESSIONAL STUDIES										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	
BUS 086															
3539	2	4.0					1		15	5	1	21	9.1	LESLIE	XP
COURSE TOTAL									15	5	1	21	9.1		
BUS 109															
3542	3	3.0		3			1					8	24.0	LESLIE	
3544N	3	3.0	2	1			5		1		13	23	63.0	LESLIE	
3545	3	3.0	3	1		1	6				6	18	54.0	LOACH	
3546	2	3.0	2	1			9				8	20	60.0	LOACH	
COURSE TOTAL			5	7	6	1	21		1		28	69	201.0		
BUS 110															
3547	5	3.0		8	9	5	5				8	40	117.0	SCHARFF	
3548	9	3.0	5	6	7	3	7	1			11	44	132.0	AUBRY	PT
3550N	3	3.0	3	7	9		3		1		8	31	90.0	REILLY	PT
COURSE TOTAL			17	21	25	8	15	1	1		27	115	339.0		
BUS 115															
3557N	9	3.0		4	4	1	5	1			5	29	87.0	CARROLL	PT
COURSE TOTAL			9	4	4	1	5	1			5	29	87.0		
BUS 118															
3559N	4	3.0		3	3		6				2	18	54.0	CARROLL	PT
COURSE TOTAL			4	3	3		6				2	18	54.0		
BUS 120															
3560	2	4.0			5	1					12	20	80.0	MOLOKWU	PT
3561	4	4.0		2	5	2					10	19	76.0	MOLOKWU	PT
3562	1	4.0		3	5	5	5				20	39	156.0	ASHLEY	XP
3564	1	4.0		8	9	4	3				13	38	45.7	ZANDER	XP
3565	6	8.0		8	12		2				17	45	102.4	ASHLEY	PT
3566	3	4.0		7	8	1	9				17	45	180.0	ASHLEY	PT
3567	2	4.0		9	6	4	2				28	51	204.0	MILLER	PT
3568N	4	4.0		6	7	1	6				28	52	204.0	WELLS	PT
3569N	6	4.0		5	7	2	5				19	44	176.0	HERN	PT
3570	3	4.0		1	1	4	4				31	44	164.0	ZANDER	XP
3571	1	4.0		3	1	5	2				30	42	160.0	ZANDER	XP
COURSE TOTAL			29	52	66	29	38				225	439	1548.1		
BUS 121															
3573	8	4.0		8	11	4	3				12	46	180.0	VOYLES	PT
3574	4	4.0		5	15		4				15	19	76.0	ASHLEY	XP
3575	4	8.0		4	7		4				10	29	69.5	ASHLEY	XP
3576	3	8.0		13	5	2	2				13	38	91.4	ASHLEY	XP
3578N	9	4.0		9	17	1	4				17	55	220.0	VOYLES	PT
3581	7	4.0		4	4	6	4				11	36	144.0	ZANDER	PT
COURSE TOTAL			35	45	49	13	13				68	223	780.9		
BUS 125															
3586	18	3.0		17	10		1				6	52	156.0	ORR	PT
3588	7	3.0		15	11	1	6				4	44	132.0	HILDEBRAND	PT

BUSINESS AND PROFESSIONAL STUDIES										BUSINESS AND PROFESSIONAL STUDIES									
S.T.					S.T.					TOTAL					TOTAL				
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	PT	XP	PT	XP	PT	XP
BUS 125 LAW: LEGAL ENVIRONMENT/BUS (CONT'D)																			
BUS 3589	3.0	12	25	13	5	1				1	51	150.0	ORR	PT					
BUS 3590	3.0	12	22	7	2					3	50	150.0	HILDEBRAND	PT					
BUS 3592	3.0	12	2	6	1					8	30	87.0	MILLER	PT					
BUS 3594N	3.0	10	14	7	1		1			7	40	120.0	KELIHER	XP					
BUS 3598N	3.0	11	11	2	2	1				3	30	90.0	KELIHER	XP					
COURSE TOTAL		82	106	56	11	9	1			32	297	885.0							
BUS 128 BUSINESS COMMUNICATION																			
BUS 3605	3.0	7	20	1	1					4	32	93.0	KELIHER	PT					
BUS 3606	3.0	6	15	3	2	1				4	30	90.0	KELIHER	PT					
BUS 3608	3.0	10	15	3	1					3	33	99.0	KELIHER	PT					
BUS 3609	3.0	8	2	1	1					7	17	51.0	RILEY	PT					
BUS 3610N	3.0	22	2	1	1					3	29	87.0	CARCIOPPOLO	PT					
BUS 3611N	3.0	5	6	1	1					4	17	51.0	SCHARFF	PT					
BUS 3612N	3.0	22	7	4	4	1				3	32	96.0	CAMARA	PT					
BUS 3613N	3.0	5	13	4	4	3				4	27	78.0	SCHARFF	PT					
COURSE TOTAL		85	80	13	4	3				32	217	645.0							
BUS 144 ADVERTISING																			
BUS 3620N	3.0	12	6	1	1	1				6	26	78.0	LUND	PT					
COURSE TOTAL		12	6	1	1	1				6	26	78.0							
BUS 146 MARKETING																			
BUS 3621	3.0	5	9	7	3	1		1		4	30	87.0	SCHARFF	XP					
BUS 3622N	3.0	5	3	3	1	1				1	14	42.0	SCHARFF	XP					
COURSE TOTAL		10	12	10	4	2		1		5	44	129.0							
BUS 156 PRINCIPLES OF MANAGEMENT																			
BUS 3632N	3.0	9	9	6	1	1				9	35	102.0	RANGUS	PT					
COURSE TOTAL		9	9	6	1	1				9	35	102.0							
BUS 158 INTRO HOSPITALITY/TOURISM MGMT																			
BUS 3634	3.0	9	5	1	1					3	18	54.0	LUND	PT					
COURSE TOTAL		9	5	1	1					3	18	54.0							
BUS 160 HOSP MANAGER ACCTING/CONTROLS																			
BUS 3643N	3.0	2	4	3	1					4	13	36.0	REILLY	PT					
COURSE TOTAL		2	4	3	1					4	13	36.0							
BUS 176 COMPUTERIZED ACCT APPLICATION																			
BUS 3651	2.0	1	1							2	4	8.0	AUBRY	PT					
COURSE TOTAL		1	1							2	4	8.0							
BUS 195 FAMILY INCOME MANAGEMENT																			
BUS 3656	3.0	4	8	17	1	2				8	40	120.0	ENOWITZ	PT					
BUS 3657	3.0	4	10	5	1	1				10	31	93.0	ENOWITZ	PT					
BUS 3659N	3.0	11	8	3	2	2				4	28	84.0	KUNIYOSHI	PT					
COURSE TOTAL		19	26	25	2	5				22	99	297.0							

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	
BUS 109 ELEMENTARY ACCOUNTING																
	3545	3.0	4	3	4	1	1					10	19	57.0	LESLIE	PT
	3547N	3.0	4	4	2	4	1	5				21	37	111.0	LESLIE	PT
	3548	3.0	6	6	5	1	7	7				7	26	78.0	LOACH	PT
	3549	3.0	4	4	3	1	1	8				6	24	72.0	LOACH	PT
	COURSE TOTAL		17	17	14	8	3	20				44	106	318.0		
BUS 110 INTRODUCTION TO BUSINESS																
	3551	3.0	4	4	9	3	3	3				14	42	126.0	REILLY	PT
	3553	3.0	1	1	4	8	2	2				13	38	114.0	MILLER	PT
	3554N	3.0	12	11	16	4	4	5				13	46	135.0	KELIHER	PT
	COURSE TOTAL		17	17	24	15	15	5				40	126	375.0		
BUS 115 HUMAN RELATIONS IN BUSINESS																
	3556N	3.0	5	4	3							7	19	57.0	RANGUS	PT
	COURSE TOTAL		5	4	3							7	19	57.0		
BUS 120 FINANCIAL ACCOUNTING																
	3560	4.0	2	2	3	8	3	6				27	49	196.0	HAMILTON	PT
	3561	4.0	7	7	10	12	1	3				15	48	192.0	VOYLES	PT
	3563	8.0	3	3	8	10	4	4				16	45	106.1	ASHLEY	PT
	3565	8.0	12	12	16	14	4	1	1			6	54	175.5	SCHULMAN	PT
	3566	4.0	2	2	8	6	9	5				15	45	180.0	ASHLEY	PT
	3567	4.0	5	5	11	5	4	4	1			18	44	176.0	ASHLEY	PT
	3568N	4.0	6	6	4	6	1	15			1	15	48	192.0	WELLS	PT
	3569N	4.0	2	2	9	9		8				16	44	176.0	HERN	PT
	3570	4.0	3	3	8	1		9	1	1		31	54	212.0	ZANDER	PT
	3571	4.0	4	4	3			3				28	38	148.0	ZANDER	XP
	COURSE TOTAL		46	46	80	71	22	58	2	2	1	187	469	1753.6		
BUS 121 MANAGERIAL ACCOUNTING																
	3573	4.0	2	2	1	5	1	1				8	17	64.0	ZANDER	XP
	3574	8.0	1	1	7	7	1	1				17	28	40.2	ASHLEY	XP
	3575	8.0	17	17	23	6		1				5	51	168.2	SCHULMAN	PT
	3577	4.0	1	1	5	4		1				3	16	64.0	ZANDER	XP
	3579N	4.0	5	5	4	3		1				10	15	60.0	ASHLEY	XP
	3580N	4.0	6	6	8	3		2				24	45	172.0	VOYLES	PT
	3581	4.0	2	2	4	3	1	5	1			24	40	156.0	ZANDER	XP
	COURSE TOTAL		34	34	57	36	3	9	1	1		72	212	724.4		
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS																
	3588	3.0	10	10	17	6		4	1			8	46	138.0	ORR	PT
	3590	3.0	14	14	11	10	3	5	1			5	49	147.0	HILDEBRAND	PT
	3591	3.0	20	20	12	7		2				8	49	147.0	ORR	PT
	3592	3.0	17	17	14	11						6	48	144.0	HILDEBRAND	PT
	3594	3.0	5	5	8	4		1				5	22	63.0	KELIHER	PT
	3595N	3.0	8	8	4	4		1				5	22	66.0	MILLER	PT
	3596N	3.0	1	1	3	1		1				13	19	57.0	BERGOVOY	PT
	3598N	3.0	3	3	8	4	2	1				3	21	63.0	MILLS	PT
	COURSE TOTAL		78	78	77	47	5	14	2			53	276	825.0		

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	
BUS 128 BUSINESS COMMUNICATION															
3602	3.0	27	6				2				1	36	108.0	WINSTON	PT
3604	3.0	5	12	4	1						6	28	84.0	KELIHER	
3605	3.0	8	14	4	1		1				5	32	93.0	KELIHER	
3606	3.0	4	12	2	1						7	26	78.0	LESLIE	
3607	3.0	4	10	1	1						5	23	66.0	KELIHER	XP
3608N	3.0	3	3	1				1			3	10	30.0	CARCIOPPOLO	PT
3609N	3.0	8	6	1			3	1			10	18	54.0	RILEY	PT
3610N	3.0	11	6	1			3	2			10	25	72.0	PETERS	
COURSE TOTAL		70	62	13	3		8				40	198	585.0		
BUS 141 ENTREPRENEURSHIP:MANAG NEW BUS															
3620N	3.0	4	6	3					1		12	26	72.0	RANGUS	PT
COURSE TOTAL		4	6	3					1		12	26	72.0		
BUS 142 PERSONAL SELLING & PERSUASION															
3621N	3.0	6	2								4	12	30.0	OSBOURNE	PT
COURSE TOTAL		6	2								4	12	30.0		
BUS 146 MARKETING															
3625N	3.0	16	5								11	32	96.0	LUND	PT
COURSE TOTAL		16	5								11	32	96.0		
BUS 152 BUSINESS MATHEMATICS															
3639N	2.0	2	6	1	1		1				1	12	24.0	MILLER	PT
COURSE TOTAL		2	6	1	1		1				1	12	24.0		
BUS 155 HUMAN RESOURCES MANAGEMENT															
3641N	3.0	4	7	3			1		1			16	48.0	CARROLL	PT
COURSE TOTAL		4	7	3			1		1			16	48.0		
BUS 156 PRINCIPLES OF MANAGEMENT															
3643N	3.0	2	3	3	1						4	13	39.0	ROGERS	PT
COURSE TOTAL		2	3	3	1						4	13	39.0		
BUS 158 INTRO HOSPITALITY/TOURISM MGMT															
3644	3.0	19	2								8	29	84.0	LUND	PT
COURSE TOTAL		19	2								8	29	84.0		
BUS 176 COMPUTERIZED ACCT APPLICATION															
3662	2.0	3										3	6.0	JENSEN	
3664N	2.0	3	3	1			1				3	11	22.0	JENSEN	
COURSE TOTAL		6	3	1			1				3	14	28.0		
BUS 195 FAMILY INCOME MANAGEMENT															
3669	3.0	6	17	4	1			1			12	41	123.0	ENOWITZ	
3670	3.0	5	14	8	1		1				9	38	114.0	ENOWITZ	
3672N	3.0	4	10	1	1		1				3	19	57.0	KUNIYOSHI	PT
COURSE TOTAL		15	41	13	2		2	1			24	98	294.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

BUS	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
BUS 109	ELEMENTARY ACCOUNTING														
3542	3.0	4	4	7	1	1	1			1	3	15	45.0	LESLIE	
3544N	3.0	4	7	4	7	2	1				15	36	108.0	LESLIE	
3545	3.0	7	3	4	4	3	3				4	21	60.0	LOACH	
3546	3.0	8	2	2	3	8	1				5	23	69.0	LOACH	
	COURSE TOTAL		23	14	14	3	13			1	27	95	282.0		
BUS 110	INTRODUCTION TO BUSINESS														
3547	3.0	7	10	15	6	3					8	49	147.0	WEGGE	
3548	3.0	3	8	6	1	8					12	30	90.0	REILLY	PT
3549	3.0	11	4	2	1	1	8				3	29	87.0	WINSTON	PT
3550N	3.0	5	7	11	8	1	1				16	40	120.0	REILLY	PT
	COURSE TOTAL		26	34	8	12					39	148	444.0		
BUS 115	HUMAN RELATIONS IN BUSINESS														
3557N	3.0	19	7	1	2						10	37	111.0	KANSAS	PT
	COURSE TOTAL		19	7	1						10	37	111.0		
BUS 118	RETAIL MANAGEMENT														
3559N	3.0	4	5	3	2						14	14	42.0	CARROLL	PT
	COURSE TOTAL		4	5	3	2					14	14	42.0		
BUS 120	FINANCIAL ACCOUNTING														
3560	4.0	3	5	6	1	5					24	44	172.0	HAMILTON	PT
3561	4.0	6	7	13	2	3					11	42	168.0	VOYLES	PT
3562	8.0	11	21	10	2	5			1		15	51	182.9	SCHULMAN	PT
3564	4.0	12	9	7	3	1					23	47	58.5	ASHLEY	
3565	4.0	3	3	9	2	3					15	43	164.0	ASHLEY	XP
35667	4.0	3	4	10	3	3					23	46	184.0	ZANDER	PT
3568N	4.0	5	8	5	2	5					12	37	144.0	HERN	PT
3569N	4.0	9	10	6	4	2					14	45	180.0	WELLS	PT
3570	4.0	1	4	2	4	7				1	29	48	192.0	ZANDER	XP
3571	4.0	1	2	2	3	5					20	33	128.0	ZANDER	
	COURSE TOTAL		54	73	26	39			1	1	172	436	1573.4		
BUS 121	MANAGERIAL ACCOUNTING														
3573	4.0	9	12	7	1	1					9	38	152.0	ASHLEY	PT
3574	8.0	13	22	12	3	2					2	53	186.5	SCHULMAN	XP
3575	8.0	3	12	12	2	2					8	38	109.7	ASHLEY	PT
3576	4.0	7	8	6	1	2					8	31	100.0	VOYLES	XP
3577	4.0	3	8	2	1	1					2	15	60.0	ZANDER	XP
3578N	4.0	2	7	6	1	1					9	26	104.0	ASHLEY	XP
3579N	4.0	3	5	6	2	8				1	4	21	84.0	LAROCCA	PT
3581	4.0	1	4	5	1	1					17	37	148.0	ZANDER	
	COURSE TOTAL		41	78	10	14			1	1	59	259	944.2		
BUS 125	BUS LAW: LEGAL ENVIRONMENT/BUS														
3586	3.0	8	5	5	5	2					6	31	93.0	MILLER	PT
3588	3.0	12	14	7	3	2					9	47	138.0	HILDEBRAND	PT
3589	3.0	10	27	6	3	2					3	48	144.0	ORR	PT
3590	3.0	12	15	10	3	1					13	54	159.0	HILDEBRAND	PT

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	PT
BUS 125	BUS LAW: LEGAL ENVIRONMENT/BUS (CONT"D)													
3592	3.0	22	18	3						6	49	147.0	ORR	PT
3594N	3.0	3	15	7		1				4	30	90.0	MILLER	PT
3596N	3.0	1	5	3		1				8	18	54.0	BERGOVOY	PT
3598N	3.0	3	3	6						8	20	60.0	MILLS	PT
	COURSE TOTAL	71	102	47	11	9				57	297	885.0		
BUS 128	BUSINESS COMMUNICATION													
3605	3.0	7	13	7		2				4	33	99.0	KELIHER	PT
3606	3.0	6	18	2		1				1	28	84.0	KELIHER	PT
3608	3.0	6	21	1						1	28	84.0	KELIHER	PT
3609	3.0	8	17	3						1	29	87.0	KELIHER	PT
3610N	3.0	5	2	1		2				5	15	45.0	ENTEZAM	PT
3611N	3.0	21	2		1	1		1		2	28	84.0	KANSAS	PT
3612N	3.0	16	4			3				5	28	84.0	PETERS	PT
3613N	3.0	1	8	7		1				3	20	60.0	BERGOVOY	PT
	COURSE TOTAL	70	85	21	1	10		1		21	209	627.0		
BUS 144	ADVERTISING													
3620N	3.0	15		2						5	22	66.0	LJUND	PT
	COURSE TOTAL	15		2						5	22	66.0		
BUS 146	MARKETING													
3621	3.0	3	8	10		5				7	35	105.0	WEGGE	PT
3622N	3.0	7	7	5		2				6	28	84.0	WEGGE	PT
	COURSE TOTAL	10	15	15	3	7				13	63	189.0		
BUS 156	PRINCIPLES OF MANAGEMENT													
3636N	3.0	4	6	5						7	26	78.0	ROGERS	PT
	COURSE TOTAL	4	6	5	4					7	26	78.0		
BUS 158	INTRO HOSPITALITY/TOURISM MGMT													
3637	3.0	15								5	20	60.0	LJUND	PT
	COURSE TOTAL	15								5	20	60.0		
BUS 176	COMPUTERIZED ACCT APPLICATION													
3651	2.0	3	1							4	8	16.0	JENSEN	PT
	COURSE TOTAL	3	1							4	8	16.0		
BUS 195	FAMILY INCOME MANAGEMENT													
3655	3.0	1	5	6						4	16	48.0	ENOWITZ	PT
3656	3.0	3	6	9		3				3	25	75.0	ENOWITZ	PT
3657	3.0	5	9	8						12	36	108.0	ENOWITZ	PT
3659N	3.0	5	4	13		1				5	29	87.0	ENOWITZ	PT
	COURSE TOTAL	14	24	36	2	4		2		24	106	318.0		
BUS 233	PERSONAL INSURANCE													
3664N**	13 0.0	1			2	1				1	6	0.0	LISOWSKY	PT

** 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	
BUS 109 ELEMENTARY ACCOUNTING															
3545	3.0	5	1	4	3	5	5				7	26	78.0	LESLIE	PT
3547N	3.0	8	2	2	2	3	3				20	38	114.0	LESLIE	PT
3548	3.0	6	1	1	1	4	4				6	21	60.0	LOACH	PT
3549	3.0	9	1	1	1	5	5				7	22	66.0	LOACH	PT
COURSE TOTAL		28	8	8	6	17	17				40	107	318.0		
BUS 110 INTRODUCTION TO BUSINESS															
3551	3.0	5	21	12	2	1	1				10	51	153.0	WEGGE	PT
3553	3.0	6	11	18	4	2	2				8	47	141.0	REILLY	PT
3554N	3.0	6	17	13	1	1	1				17	47	141.0	REILLY	PT
COURSE TOTAL		17	39	43	7	3	3				35	145	435.0		
BUS 115 HUMAN RELATIONS IN BUSINESS															
3556N	3.0	15	1	3	2	5	5				6	31	93.0	KANSAS	PT
COURSE TOTAL		15	1	3	2	5	5				6	31	93.0		
BUS 118 RETAIL MANAGEMENT															
3558N	3.0	3	4	5	3	3	3				1	16	48.0	CARROLL	PT
COURSE TOTAL		3	4	5	3	3	3				1	16	48.0		
BUS 120 FINANCIAL ACCOUNTING															
3560	4.0	3	10	13	3	3	3				14	47	188.0	HAMILTON	PT
3561	4.0	2	8	11	8	7	2				25	56	224.0	ZANDER	PT
3563	8.0	9	16	12	7	4	2		1		11	58	171.9	SCHULMAN	PT
3565	4.0	3	15	6	4	2	2		1		23	52	204.0	ASHLEY	PT
3566	4.0	4	4	7	2	2	2				20	36	140.0	ASHLEY	PT
3567N	4.0	5	4	7	3	2	2				28	46	184.0	HERN	XP
3568N	4.0	5	10	15	3	4	4				18	44	176.0	ASHLEY	XP
3569N	4.0	2	6	15	2	2	2				13	42	168.0	AUSTIN	XP
3570	4.0	4	4	4	4	4	4				30	48	192.0	ZANDER	XP
3571	4.0	4	2	4	4	10	8				19	35	140.0	ZANDER	XP
COURSE TOTAL		33	77	84	29	37	37		2		201	464	1787.9		
BUS 121 MANAGERIAL ACCOUNTING															
3573	4.0	7	4	3	3	3	3				12	29	116.0	ASHLEY	PT
3575	4.0	12	20	14	1	2	4				6	54	87.8	SCHULMAN	PT
3577	4.0	2	7	5	1	4	4				8	22	88.0	VOYLES	XP
3579N	4.0	10	13	3	2	1	3				20	49	196.0	ASHLEY	XP
3580N	4.0	12	15	4	2	1	1				4	27	104.0	LARocca	PT
3581	4.0	3	5	4	6	1	1				20	35	140.0	ZANDER	XP
COURSE TOTAL		46	54	29	6	11	11		2		70	216	731.8		
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS															
3588	3.0	9	18	11	1	6	5				3	48	144.0	ORR	PT
3590	3.0	8	17	14	1	5	5				12	57	171.0	HILDEBRAND	PT
3591	3.0	1	1	8	2	2	1				10	19	57.0	BERGOVOY	PT
3592	3.0	10	18	7	2	1	1				9	48	144.0	HILDEBRAND	PT
3594	3.0	27	14	7	1	1	1				1	50	150.0	ORR	PT
3595N	3.0	5	10	2	2	1	1				7	27	81.0	MILLER	PT
3596N	3.0	4	12	1	2	1	1				5	25	75.0	MILLER	PT

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	PT	
BUS 125																
BUS 125																
3598N	3.0	3	4	11	2						2	22	66.0	MILLS	PT	
COURSE TOTAL		66	94	61	9	16	1				49	296	888.0			
BUS 128																
BUS 128																
3602	3.0	29	2								5	31	93.0	WINSTON	PT	
3604	3.0	20	4	2	1						5	32	96.0	KANSAS	PT	
3606	3.0	6	8	5	1						5	25	75.0	RILEY	PT	
3607	3.0	7	11	5	1						2	26	78.0	KELIHER	PT	
3608N	3.0	7	10	3	1						5	27	81.0	SCHARFF	PT	
3609N	3.0	2	7	3	1						13	27	78.0	BERGOVOY	PT	
3610N	3.0	18	4								6	30	90.0	PETERS	PT	
COURSE TOTAL		89	46	18	3	4	2	2			36	198	591.0			
BUS 142																
BUS 142																
3621N	3.0	11	2	3							3	21	63.0	OSBOURNE	PT	
COURSE TOTAL		11	2	3							3	21	63.0			
BUS 146																
BUS 146																
3623	3.0	6	8	15	5						13	49	147.0	WEGGE	PT	
3625N	3.0	5	6	6	2						5	24	69.0	WEGGE	PT	
COURSE TOTAL		11	14	21	5						18	73	216.0			
BUS 152																
BUS 152																
3639N	2.0	7	5	6							3	23	46.0	CAMPBELL	PT	
COURSE TOTAL		7	5	6							3	23	46.0			
BUS 155																
BUS 155																
3641N	3.0	4	6	4							2	18	54.0	CARROLL	PT	
COURSE TOTAL		4	6	4							2	18	54.0			
BUS 156																
BUS 156																
3643N	3.0	5	4	3							4	21	60.0	ROGERS	PT	
COURSE TOTAL		5	4	3							4	21	60.0			
BUS 158																
BUS 158																
3644	3.0	22	1								5	28	84.0	LUND	PT	
COURSE TOTAL		22	1								5	28	84.0			
BUS 176																
BUS 176																
3662	2.0	2	2	2							3	10	20.0	JENSEN	PT	
3664N	2.0	1	5								5	13	26.0	JENSEN	PT	
COURSE TOTAL		3	7	2							8	23	46.0			
BUS 195																
BUS 195																
3668	3.0	3	10	6							7	26	75.0	ENOWITZ	PT	
3669	3.0	6	18	12	1						5	44	132.0	ENOWITZ	PT	
3670	3.0	5	12	15	2						5	45	135.0	ENOWITZ	PT	
3672N	3.0	6	9	5							7	27	81.0	ENOWITZ	PT	
COURSE TOTAL		20	49	38	3						24	142	423.0			

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	
BUS 086 ESSENTIAL SKILL/WRKPLCE SUCCES															
3540	2	32.0							10	3		13	47.5	LESLIE	XP
COURSE TOTAL								10				13	47.5		
BUS 109 ELEMENTARY ACCOUNTING															
3542	3.0		5	4	5	2	1		1		11	31	90.0	LESLIE	PT
3544N	3.0		14	2	2	4	4				17	42	126.0	MILLER	PT
3545	3.0		19	7	6						16	48	141.0	LOACH	PT
COURSE TOTAL			38	13	13	7	5		1		44	121	357.0		
BUS 110 INTRODUCTION TO BUSINESS															
3547	3.0		9	18	12	8	5		1		5	58	174.0	WEGGE	PT
3548	3.0		8	11	12	1	1				10	43	129.0	REILLY	PT
3550N	3.0		5	7	9	2	6		1		10	33	96.0	REILLY	PT
COURSE TOTAL			22	36	33	11	6		1		25	134	399.0		
BUS 114 EFFECTIVE JOB SEARCH															
3552	1.0		17	10	2	1			1		9	40	40.0	SNIDER	PT
COURSE TOTAL			17	10	2	1			1		9	40	40.0		
BUS 115 HUMAN RELATIONS IN BUSINESS															
3557N	3.0		12	5	3	1	4				7	32	96.0	KANSAS	PT
COURSE TOTAL			12	5	3	1	4				7	32	96.0		
BUS 118 RETAIL MANAGEMENT															
3559N	3.0		4	3	2		2		1		7	19	57.0	CARROLL	PT
COURSE TOTAL			4	3	2		2		1		7	19	57.0		
BUS 120 FINANCIAL ACCOUNTING															
3561	4.0		6	8	4	1	1				19	39	156.0	ASHLEY	PT
3562	8		7	14	11	2	3				19	53	124.3	ZANDER	PT
3564	4.0		9	7	18	4	1				9	52	208.0	SCHULMAN	PT
3565	4.0		5	7	7	3	3				24	47	184.0	ASHLEY	PT
3567	4.0		9	5	6	4	7				16	47	184.0	RICHARDS	PT
3568N	4.0		2	11	9	2	3		1		16	45	180.0	ASHLEY	XP
3569N	4.0		2	10	7	1	1				21	42	164.0	ASHLEY	XP
3570	4.0		1	4	10	4	8				22	49	196.0	ZANDER	XP
3571	4.0		2	2	4	3	8				19	39	156.0	ZANDER	XP
COURSE TOTAL			43	70	76	24	32		1		165	413	1552.3		
BUS 121 MANAGERIAL ACCOUNTING															
3573	4.0		5	10	6	1	2				15	38	152.0	ASHLEY	XP
3574	8		8	19	7	1	2				14	51	135.3	ZANDER	XP
3576	4.0		8	22	8						7	46	184.0	SCHULMAN	PT
3578N	4.0		15	15	5					1	17	53	212.0	ASHLEY	PT
3579N	4.0		7	7	4						8	26	100.0	LARROCCA	PT
3581	4.0		3	4	7	6	4				15	39	156.0	ZANDER	XP
COURSE TOTAL			46	77	37	8	8				76	253	939.3		

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	PT
BUS 174B COMPUTER DATABASE PKGS															
3649N	8	4.0	2								1	3	3.7	QUINN	
COURSE TOTAL			2								1	3	3.7		
BUS 176 COMPUTERIZED ACCT APPLICATION															
3651	2	2.0	13	4	1		2				6	26	52.0	RICHARDS	PT
COURSE TOTAL			13	4	1		2				6	26	52.0		
BUS 179 COMPUTERIZED ACCOUNTING LAB															
3653	3	3.0	12	3	1		2				5	23	69.0	RICHARDS	PT
COURSE TOTAL			12	3	1		2				5	23	69.0		
BUS 195 FAMILY INCOME MANAGEMENT															
3655	3	3.0	3	7	7		3				17	37	111.0	ENOWITZ	
3656	3	3.0	5	8	9	2	4				13	41	123.0	ENOWITZ	
3657	3	3.0	7	13	9	1	5				10	45	135.0	ENOWITZ	
3659N	3	3.0	7	5	4						9	25	75.0	ENOWITZ	
COURSE TOTAL			22	33	29	3	12				49	148	444.0		
BUS 233 PERSONAL INSURANCE															
3664N**	13	0.0	1									2	0.0	LISOWSKY	PT
COURSE TOTAL			1									2	0.0		
BUS 235 DELIVERING INSURANCE SERVICES															
3665N**	13	0.0										2	0.0	LISOWSKY	PT
COURSE TOTAL												2	0.0		
BUS 250 INTRO/INTERNATIONAL BUSINESS															
3667N	3	3.0	5	4	2		1				4	16	48.0	WEISBLAT	PT
COURSE TOTAL			5	4	2		1				4	16	48.0		
BUS 252 GLOBAL SOURC BUY & MANUFACTUR															
3669N	8	3.0	5	6	6	1	3				3	24	28.8	ROGERS	PT
COURSE TOTAL			5	6	6	1	3				3	24	28.8		
BUS 256 INTRNTL FINANCIAL TRANSACTIONS															
3671N	11	2.9	8	6	2			1			8	25	31.0	ARTEAGA	PT
COURSE TOTAL			8	6	2			1			8	25	31.0		
BUS 257 INTERNATIONAL TRANSPORTATION															
3673N	8	1.5	3	6	6	1	3				9	28	13.0	PELLUM	PT
COURSE TOTAL			3	6	6	1	3				9	28	13.0		
BUS 265A INTERNSHIP/INTERNATIONAL BUS															
3675**	0	0.0	6	2	1						3	12	0.0	WEISBLAT	
COURSE TOTAL			6	2	1						3	12	0.0		

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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		
BUS 109 ELEMENTARY ACCOUNTING																	
3640		3.0	7	13	7	4	2	1				7	34	102.0	LESLIE		PT
3641N		3.0	10	11	10	3	4	8				14	50	147.0	MILLER		PT
3642		3.0	1	2	1	1	6	20				14	38	114.0	MAJCHER		PT
	COURSE TOTAL		18	26	8	8	6	29				35	122	363.0			
BUS 110 INTRODUCTION TO BUSINESS																	
3644		3.0	9	9	9	10	3	2				14	47	141.0	WEGGE		PT
3645		3.0	7	12	24	4	1	3			1	5	53	159.0	REILLY		PT
3646N		3.0	14	16	5	2	2	2		1		7	47	141.0	WINSTON		PT
	COURSE TOTAL		37	37	39	6	6	7		1		26	147	441.0			
BUS 114 EFFECTIVE JOB SEARCH																	
3648		1.0	58	58	1	5	5	2				7	73	72.0	BROOKS		PT
	COURSE TOTAL		58	58	1	5	5	2				7	73	72.0			
BUS 115 HUMAN RELATIONS IN BUSINESS																	
3650N		3.0	5	13	2	2	6	6				3	29	84.0	KANSAS		PT
	COURSE TOTAL		5	13	2	2	6	6				3	29	84.0			
BUS 118 RETAIL MANAGEMENT																	
3656N		3.0	10	8	1	1	5	5				4	28	84.0	CARROLL		PT
	COURSE TOTAL		10	8	1	1	5	5				4	28	84.0			
BUS 120 FINANCIAL ACCOUNTING																	
3658		4.0	5	10	6	4	6	2				25	52	208.0	ASHLEY		PT
3659		4.0	2	5	12	6	2	2				27	54	216.0	ASHLEY		XP
3660		8.0	10	25	10	2	2	4				5	54	179.2	SCHULMAN		XP
3661		4.0	8	15	4	3	3	4				20	54	216.0	ASHLEY		XP
3665N		4.0	9	6	9	1	1	1				22	48	192.0	ASHLEY		XP
3667N		4.0	16	6	8	4	4	3				18	55	216.0	ASHLEY		XP
3669		4.0	2	10	5	1	1	8				28	54	216.0	ZANDER		XP
3670		4.0	4	5	2	4	4	9				26	50	188.0	ZANDER		XP
	COURSE TOTAL		82	82	56	25	25	31				171	421	1631.2			
BUS 121 MANAGERIAL ACCOUNTING																	
3671		4.0	3	2	2	3	3	2				18	30	120.0	ZANDER		XP
3672		8.0	8	26	15	2	2	4				13	53	186.5	SCHULMAN		XP
3673		4.0	6	5	7	3	3	6				18	38	152.0	ZANDER		XP
3674N		4.0	9	4	3	1	1	6				6	32	124.0	RICHARDS		XP
3675N		4.0	4	4	12	1	1	6				12	41	160.0	LAROCCA		XP
3676		4.0	3	4	10	7	7	6				12	44	176.0	ZANDER		XP
	COURSE TOTAL		51	51	49	17	17	24				59	238	918.5			
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS																	
3682		3.0	11	21	10	2	2	6				4	51	153.0	ORR		PT
3683		3.0	11	10	16	6	6	5				5	54	162.0	HILDEBRAND		PT
3684		3.0	10	19	7	4	4	5				7	54	159.0	HILDEBRAND		PT
3686		3.0	21	21	7	4	4	2				2	51	153.0	ORR		PT
3687N		3.0	9	7	5	4	4	2				8	35	105.0	MILLER		PT
3690N		3.0	3	13	13	6	6	2				8	45	132.0	MILLS		PT

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
BUS 125	BUS LAW: LEGAL ENVIRONMENT/BUS	75	81	60	22	15	3			34	290	864.0	
COURSE TOTAL													
BUS 127	BUS ENGLISH AND COMMUNICATION	11	5	6	1	3				1	27	81.0	LESLIE
3695		23	8	10	2	5				6	54	162.0	LESLIE
3697		34	13	16	3	8				7	81	243.0	
COURSE TOTAL													
BUS 128	BUSINESS COMMUNICATION	15	7	1	1	1				5	29	87.0	WINSTON
3704		11	12	4	1	1				2	31	93.0	CAMARA
3706		16	18	4	2	1				8	29	87.0	RILEY
3707		1	7	8	2	3				6	29	84.0	LESLIE
3708N		30	2	4	3	2				21	187	102.0	PETERS
3709N		6	16	4	3	3				6	35	105.0	KANSAS
3710N		69	62	21	3	11				21	187	558.0	
COURSE TOTAL													
BUS 137A	MARKETING INTERNSHIP	3			1						4	0.0	MILLER
3720 **		0.0										0.0	
COURSE TOTAL													
BUS 137B	MARKETING INTERNSHIP	1								1	1	0.0	MILLER
3721 **		0.0										0.0	
COURSE TOTAL													
BUS 137C	MARKETING INTERNSHIP	1								1	1	0.0	MILLER
3722 **		0.0										0.0	
COURSE TOTAL													
BUS 137D	MARKETING INTERNSHIP	1								1	1	0.0	MILLER
3723 **		0.0										0.0	
COURSE TOTAL													
BUS 141	ENTREPRENEURSHIP:MANAG NEW BUS	8	4							9	21	63.0	SORKIN
3726N		8	4							9	21	63.0	
COURSE TOTAL													
BUS 142	PERSONAL SELLING & PERSUASION	12				4				2	18	54.0	OSBOURNE
3728N		12				4				2	18	54.0	
COURSE TOTAL													
BUS 146	MARKETING	7	14	8	5	3				12	49	147.0	WEGGE
3731		7	7	4	1	3				9	31	93.0	WEGGE
3733N		14	21	12	6	6				21	80	240.0	
COURSE TOTAL													
BUS 147A	SEMINAR/MARKETING & MANAGEMENT	1									15	15.0	ALBERT
3736N		1.0											

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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	PT
BUS 147A SEMINAR/MARKETING & MANAGEMENT			14			1						15	15.0		
COURSE TOTAL															
BUS 147B SEMINAR/MARKETING & MANAGEMENT			1								1	2	2.0	ALBERT	
3738N		1.0	1								1	2	2.0	ALBERT	
COURSE TOTAL															
BUS 147C SEMINAR/MARKETING & MANAGEMENT			1								1	1	1.0	ALBERT	
3740N		1.0	1								1	1	1.0	ALBERT	
COURSE TOTAL															
BUS 147D SEMINAR/MARKETING & MANAGEMENT			1								1	1	0.0	ALBERT	
3742N**		0.0	1								1	1	0.0	ALBERT	
COURSE TOTAL															
BUS 152 BUSINESS MATHEMATICS					4		2				1	14	28.0	REILLY	PT
3744N		2.0	2	5	4		2				1	14	28.0	REILLY	PT
COURSE TOTAL															
BUS 155 HUMAN RESOURCES MANAGEMENT						2	4	1			3	33	99.0	CARROLL	PT
3745N		3.0	4	16	3	2	4	1			3	33	99.0	CARROLL	PT
COURSE TOTAL															
BUS 156 PRINCIPLES OF MANAGEMENT							2				10	35	105.0	ROGERS	PT
3747N		3.0	11	6	6	2	2				10	35	105.0	ROGERS	PT
COURSE TOTAL															
BUS 159A MANAGEMENT INTERNSHIP											1	10	0.0	MILLER	
3749**		0.0	9								1	10	0.0	MILLER	
COURSE TOTAL															
BUS 159B MANAGEMENT INTERNSHIP											1	1	0.0	MILLER	
3750**		0.0	1								1	1	0.0	MILLER	
COURSE TOTAL															
BUS 159C MANAGEMENT INTERNSHIP											1	1	0.0	MILLER	
3751**		0.0	1								1	1	0.0	MILLER	
COURSE TOTAL															
BUS 163 INTRO TO BASIC INSURANCE PRINC						2	4				2	26	75.0	CAPTAIN	PT
3755		3.0	7	7	4	2	4				2	26	75.0	CAPTAIN	PT
COURSE TOTAL															
BUS 164 COMP SOFTWARE FOR INS INDUSTRY											5	24	46.0	FORSTOT	PT
3757		2.0	18	1							5	24	46.0	FORSTOT	PT
COURSE TOTAL															

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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	PT	
BUS 176 COMPUTERIZED ACCT APPLICATION																
3788	2.0		13	2	3	1	5				1	25	46.0	RICHARDS	PT	
3789N	2.0		4	5	2		5				12	28	60.0	MAJCHER	PT	
COURSE TOTAL			17	7	5	1	10				13	53	106.0			
BUS 179 COMPUTERIZED ACCOUNTING LAB																
3792	3.0		13	2	3	1	5				1	25	75.0	RICHARDS	PT	
COURSE TOTAL			13	2	3	1	5				1	25	75.0			
BUS 195 FAMILY INCOME MANAGEMENT																
3812	3.0		5	8	10		3	1			13	39	117.0	ENOWITZ		
3813	3.0		1	12	10	9	3		1		8	45	135.0	ENOWITZ		
3815	3.0		4	10	13	2	6				12	47	138.0	ENOWITZ		
3816N	3.0		6	9	10	1	1		2		11	40	120.0	ENOWITZ		
COURSE TOTAL			16	39	43	12	13	1	3		44	171	510.0			
BUS 229 PROPERTY/LIABILITY INSURANCE																
3844N**	13	0.0	3	2	2							7	0.0	HAMPTON	PT	
COURSE TOTAL			3	2	2							7	0.0			
BUS 234 COMMERCIAL INSURANCE																
3855N**	13	0.0									1	1	0.0	LISOWSKY	PT	
COURSE TOTAL											1	1	0.0			
BUS 250 INTRO/INTERNATIONAL BUSINESS																
3859N	3.0		4	6	3		1	1			3	18	54.0	WEISBLAT	PT	
COURSE TOTAL			4	6	3		1	1			3	18	54.0			
BUS 251 IMPORT/EXPORT PROCEDURES																
3860N	10	3.2	9	5	5	1	4				5	29	43.9	PEMBROKE	PT	
COURSE TOTAL			9	5	5	1	4				5	29	43.9			
BUS 253 INTERNATIONAL MARKETING																
3862N	3.0		12	9	1		1	1			1	25	75.0	ARTEAGA	PT	
COURSE TOTAL			12	9	1		1	1			1	25	75.0			
BUS 258 CULTURAL DIMENSION/INTRNTL BUS																
3863N	3.0		5	7	5						1	18	54.0	ROGERS	PT	
COURSE TOTAL			5	7	5						1	18	54.0			
BUS 265A INTERNSHIP/INTERNATIONAL BUS																
3864**	0.0		7								1	8	0.0	MILLER		
COURSE TOTAL			7								1	8	0.0			
BUS 265B INTERNSHIP/INTERNATIONAL BUS																
3865**	0.0		3									3	0.0	MILLER		
COURSE TOTAL			3									3	0.0			

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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	
BUS 086 ESSENTIAL SKILL/WRKPLCE SUCCES															
3540	2	32.0							17	1	2	20	65.8	LESLIE	XP
3541	2	4.0							11	3	1	15	6.4	LESLIE	XP
COURSE TOTAL									28	4	3	35	72.2		
BUS 109 ELEMENTARY ACCOUNTING															
3542	3	3.0	4			6	2				16	41	120.0	LESLIE	PT
3544N	3	3.0	4		1	1	6	1			19	40	120.0	HAMILTON	PT
3545	3	3.0	4		5	5	2		1		19	37	105.0	MAJCHER	PT
COURSE TOTAL			17	12	11	12	10	1	1		54	118	345.0		
BUS 110 INTRODUCTION TO BUSINESS															
3547	3	3.0	8			5	2		1		6	47	141.0	WEGGE	
3548	3	3.0	9		6	4	1		1		10	41	123.0	WEGGE	
3550N	3	3.0	11	5	14	9	3	1	1		11	42	126.0	WEGGE	
COURSE TOTAL			28	32	29	9	3	1	1		27	130	390.0		
BUS 114 EFFECTIVE JOB SEARCH															
3552	1	1.0	44	3	1	2					12	62	62.0	BROOKS	
COURSE TOTAL			44	3	1	2					12	62	62.0		
BUS 115 HUMAN RELATIONS IN BUSINESS															
3555	3	3.0	11	6	3		2				7	29	87.0	BRITT	
3557N	3	3.0	10	5	1	1	2				8	25	75.0	BRITT	
COURSE TOTAL			21	11	4	1	2				15	54	162.0		
BUS 118 RETAIL MANAGEMENT															
3559N	3	3.0	5	8	1	2	3	1			6	24	72.0	CARROLL	PT
COURSE TOTAL			5	8	1	2	3	1			6	24	72.0		
BUS 120 FINANCIAL ACCOUNTING															
3561	4	4.0	7	9	12	2	5				12	47	188.0	SCHULMAN	PT
3562	8	8.0	9	13	17	3	8				6	46	146.3	ASHLEY	XP
3564	4	4.0	4	13	11	2	6				15	51	204.0	ASHLEY	PT
3565	4	4.0	14	8	13	6	8				18	57	228.0	LAROCCA	PT
3567N	4	4.0	6	16	13	3	2	1			4	45	180.0	HAMILTON	XP
3568N	4	4.0	9	2	6	4	1				14	46	180.0	ASHLEY	XP
3569N	4	4.0	2	4	9	4	5	1			16	40	160.0	MAJCHER	PT
3570	4	4.0	6	6	5	4	9				27	58	232.0	ZANDER	XP
3571	4	4.0	3	4	9	4	9				19	48	192.0	ZANDER	XP
COURSE TOTAL			60	75	85	32	63	2			121	438	1710.3		
BUS 121 MANAGERIAL ACCOUNTING															
3573	4	4.0	15	10	14	1	2				7	49	196.0	LAROCCA	PT
3574	8	8.0	16	16	6	1	1				4	43	142.6	ASHLEY	XP
3576	4	4.0	10	10	10	2	2				9	39	152.0	ASHLEY	XP
3578N	4	4.0	15	13	9	3	6				19	51	204.0	RICHARDS	XP
3579N	4	4.0	2	9	8	2	6				11	46	184.0	ZANDER	XP
3581	4	4.0	7	7	9	2	1	1			11	41	164.0	ZANDER	XP
COURSE TOTAL			54	65	56	10	24	1			59	269	1042.6		

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
BUS 123A ACCOUNTING INTERNSHIP														
3583 **		0.0	25				1	1			7	34	0.0	ZANDER
COURSE TOTAL		0.0											0.0	
BUS 123B ACCOUNTING INTERNSHIP														
3584 **		0.0	22				1	1			2	26	0.0	ZANDER
COURSE TOTAL		0.0											0.0	
BUS 123C ACCOUNTING INTERNSHIP														
3585 **		0.0	19				1	1			2	23	0.0	ZANDER
COURSE TOTAL		0.0											0.0	
BUS 123D ACCOUNTING INTERNSHIP														
3586 **		0.0	16				1				2	19	0.0	ZANDER
COURSE TOTAL		0.0											0.0	
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS														
3588		3.0	10	11	7	4	6	1			7	45	135.0	HILDEBRAND
3589		3.0	21	23	7		1				3	56	168.0	ORR
3590		3.0	10	19	9	2	5				14	59	177.0	HILDEBRAND
3592		3.0	20	25	8		2				1	56	168.0	ORR
3594N		3.0	10	15	9	2			1		3	40	120.0	MILLER
3596N		3.0	5	15	15	1					13	39	111.0	MILLS
3598N		3.0	6	11	6	1	5				5	34	102.0	NELSON
COURSE TOTAL			82	109	61	10	19	1	1		46	329	981.0	
BUS 127 BUS ENGLISH AND COMMUNICATION														
3600		3.0	12	5	3	1	2				8	31	93.0	LESLIE
3601		3.0	15	15	8	5	2				7	52	156.0	LESLIE
COURSE TOTAL			27	20	11	6	4				15	83	249.0	
BUS 128 BUSINESS COMMUNICATION														
3605		3.0	7	10	4		2				2	25	75.0	CAMARA
3606		3.0	1	11	13	3					7	35	102.0	RILEY
3608		3.0	5	14	5	1					6	31	93.0	RILEY
3609		3.0	27	17	1						2	37	108.0	WINSTON
3611N		3.0	17	8	2		2	1			2	31	93.0	PETERS
3612N		3.0	8	8	2	1	1				4	24	72.0	SCHARFF
3613N		3.0	14	6	5	2	5				4	31	93.0	LESLIE
COURSE TOTAL			79	64	32	7	15	1			26	214	636.0	
BUS 137A MARKETING INTERNSHIP														
3615 **		0.0	25	2			6				1	34	0.0	BRITT
COURSE TOTAL		0.0											0.0	
BUS 137B MARKETING INTERNSHIP														
3616 **		0.0	3									3	0.0	BRITT
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	PT
BUS 137C MARKETING INTERNSHIP															
3617 **	0.0	4										4	0.0	BRITT	
COURSE TOTAL													0.0		
BUS 144 ADVERTISING															
3619N	3.0	15	6	1		5					6	33	99.0	PHELPS	
COURSE TOTAL													99.0		
BUS 146 MARKETING															
3620	3.0	10	12	9	3	5					6	45	135.0	WEGGE	
3622N	3.0	10	4	1		3		1			5	24	72.0	WEGGE	
COURSE TOTAL											11	69	207.0		
BUS 147A SEMINAR/MARKETING & MANAGEMENT															
3624	1.0	29	5	4		3					2	41	41.0	BRITT	
3625N	1.0	19	7	3		3					2	34	33.0	BRITT	
COURSE TOTAL												75	74.0		
BUS 147B SEMINAR/MARKETING & MANAGEMENT															
3627	1.0	4			2							6	6.0	BRITT	
3628N	1.0	2			2							2	2.0	BRITT	
COURSE TOTAL												8	8.0		
BUS 147C SEMINAR/MARKETING & MANAGEMENT															
3630	1.0	3			1							4	4.0	BRITT	
3631N	1.0	2										2	2.0	BRITT	
COURSE TOTAL												6	6.0		
BUS 147D SEMINAR/MARKETING & MANAGEMENT															
3633	1.0	1										1	1.0	BRITT	
3634N	1.0	1										1	1.0	BRITT	
COURSE TOTAL												2	2.0		
BUS 156 PRINCIPLES OF MANAGEMENT															
3636	3.0	4	3	5	1	1					4	18	54.0	ROGERS	
COURSE TOTAL												18	54.0		
BUS 158 INTRO HOSPITALITY/TOURISM MGMT															
3637	3.0	2	7	7	1						3	20	60.0	DEAN	
COURSE TOTAL												20	60.0		
BUS 159A MANAGEMENT INTERNSHIP															
3638 **	0.0	40									5	49	0.0	BRITT	
COURSE TOTAL													0.0		
BUS 159B MANAGEMENT INTERNSHIP															
3639 **	0.0	3	2	1								6	0.0	BRITT	
COURSE TOTAL													0.0		

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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
BUS 159C	MANAGEMENT INTERNSHIP	3									3	0.0	BRITT
3640**	COURSE TOTAL	3									3	0.0	BRITT
BUS 159D	MANAGEMENT INTERNSHIP	1									1	0.0	BRITT
3641**	COURSE TOTAL	1									1	0.0	BRITT
BUS 163	INTRO TO BASIC INSURANCE PRINC	4	1								21	63.0	CAPTAIN
3644	COURSE TOTAL	6	2	4	1					7	21	63.0	CAPTAIN
BUS 164	COMP SOFTWARE FOR INS INDUSTRY	1									21	42.0	FORSTOT
3645	COURSE TOTAL	13	1					1		6	21	42.0	FORSTOT
BUS 174B	COMPUTER DATABASE PKGS									1	1	0.0	QUINN
3649**	COURSE TOTAL	8	0.0							1	1	0.0	QUINN
BUS 176	COMPUTERIZED ACCT APPLICATION	3									32	60.0	RICHARDS
3651	COURSE TOTAL	13	5	3	1	2				8	32	60.0	RICHARDS
BUS 179	COMPUTERIZED ACCOUNTING LAB	3									32	90.0	RICHARDS
3653	COURSE TOTAL	13	5	3	1	3				7	32	90.0	RICHARDS
BUS 195	FAMILY INCOME MANAGEMENT	4									39	117.0	ENOWITZ
3655	COURSE TOTAL	6	10	4	5	4				10	39	117.0	ENOWITZ
3656	COURSE TOTAL	7	14	8	5	5				6	40	120.0	ENOWITZ
3657	COURSE TOTAL	4	7	13	5	5	1			8	43	126.0	ENOWITZ
3659N	COURSE TOTAL	9	9	9	4	4				11	42	132.0	ENOWITZ
BUS 219	TRANSCRIBING MACHINES	26	40	34	10	18				35	164	495.0	
3662	COURSE TOTAL	16	3.0							1	1	2.7	HARLEY
BUS 233	PERSONAL INSURANCE	2									3	0.0	HAMPTON
3664N**	COURSE TOTAL	13	0.0	1						3	3	0.0	HAMPTON
BUS 235	DELIVERING INSURANCE SERVICES	1									2	0.0	LISOWSKY
3665N**	COURSE TOTAL	13	0.0	1						2	2	0.0	LISOWSKY

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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		
BUS 109	ELEMENTARY ACCOUNTING																
3640		3.0	8	10	8	3	4	3		1		15	48	144.0	LESLIE	PT	
3641N		3.0	7	18	4		3					15	48	141.0	JUDKINS	PT	
3642		3.0	10	10	4		9			1		15	48	144.0	JUDKINS	PT	
	COURSE TOTAL		38	25	16	3	16					45	144	429.0			
BUS 110	INTRODUCTION TO BUSINESS																
3644		3.0	7	10	10	3	4	3		1		12	47	141.0	WEGGE		
3645		3.0	8	10	8	6	2			1		10	45	135.0	WEGGE		
3646N		3.0	5	9	8	2	2			1		24	48	141.0	FITZGERALD		
	COURSE TOTAL		20	29	26	11	6			2		46	140	417.0			
BUS 114	EFFECTIVE JOB SEARCH																
3648		1.0	43	3	1	3						15	65	65.0	BROOKS		
	COURSE TOTAL		43	3	1	3						15	65	65.0			
BUS 115	HUMAN RELATIONS IN BUSINESS																
3649		3.0	9	3	1							8	21	63.0	BRITT		
3650N		3.0	15	8	8	1						10	43	129.0	BRITT		
	COURSE TOTAL		25	11	9	1						18	64	192.0			
BUS 118	RETAIL MANAGEMENT																
3656N		3.0	6	6	3	3	3	3	1	1		3	19	57.0	CARROLL	PT	
	COURSE TOTAL		6	6	3	3	3	3	1	1		3	19	57.0			
BUS 120	FINANCIAL ACCOUNTING																
3658		4.0	13	15	10	1	4					8	51	204.0	SCHULMAN	PT	
3660		4.0	11	19	6	2						9	47	69.5	ASHLEY		
3661		4.0	8	7	20	3						13	51	200.0	ASHLEY		
3663		4.0	15	13	16	4	4					7	59	236.0	RICHARDS	PT	
3665N		4.0	12	15	11	5	3					7	53	212.0	LAROCCA	PT	
3667N		4.0	10	10	7	3	3					20	50	196.0	ASHLEY	XP	
3669		4.0	5	8	10	6	17	1	1			14	55	216.0	ZANDER		
3670		4.0	1	2	4	21	15			1		17	46	180.0	ZANDER		
	COURSE TOTAL		75	89	84	21	46			1		95	412	1513.5			
BUS 121	MANAGERIAL ACCOUNTING																
3671		4.0	9	19	9	1						7	45	180.0	SCHULMAN	PT	
3672		4.0	8	20	12	2						6	46	73.1	ASHLEY	XP	
3673		4.0	11	16	15	2	3		1			10	48	188.0	ZANDER	XP	
3674N		4.0	6	11	9	2	1					9	38	152.0	ASHLEY	XP	
3675N		4.0	7	9	3	3						3	22	88.0	LAROCCA	PT	
3676		4.0	2	4	6	3	12					23	50	188.0	ZANDER	XP	
	COURSE TOTAL		43	79	44	8	16		1			58	249	869.1			
BUS 123A	ACCOUNTING INTERNSHIP																
3678**		0.0	6									2	8	0.0	ZANDER		
	COURSE TOTAL		6									2	8	0.0			

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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
BUS 123B ACCOUNTING INTERNSHIP			3								1	4	0.0	ZANDER
COURSE TOTAL													0.0	
BUS 123C ACCOUNTING INTERNSHIP			2								2	2	0.0	ZANDER
COURSE TOTAL													0.0	
BUS 123D ACCOUNTING INTERNSHIP			1								1	1	0.0	ZANDER
COURSE TOTAL													0.0	
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS			11	10	3								90.0	ORR
3682		3.0	11	10	3							30	90.0	ORR
3683		3.0	9	11	14	7		1			5	53	159.0	HILDEBRAND
3684		3.0	10	12	6	7		4			6	52	156.0	HILDEBRAND
3686		3.0	21	20	6	2					10	56	168.0	ORR
3687N		3.0	8	6	4	1					11	35	102.0	MILLER
3690N		3.0	3	8	8	5					17	31	93.0	MILLS
3694N		3.0	4	4	6	3					4	25	75.0	NELSON
COURSE TOTAL			66	71	47	25	18	5			50	282	843.0	
BUS 127 BUS ENGLISH AND COMMUNICATION			9	9	8								120.0	LESLIE
3697		3.0	9	9	8	1					11	40	120.0	LESLIE
3698		3.0	7	11	5	1					7	33	99.0	LESLIE
COURSE TOTAL			16	20	13	2	4				18	73	219.0	
BUS 128 BUSINESS COMMUNICATION			5	8	3								84.0	RILEY
3704		3.0	5	8	3	1					9	30	84.0	RILEY
3706		3.0	6	13	5	1					5	30	90.0	CAMARA
3707		3.0	4	13	11						6	36	108.0	FITZGERALD
3708N		3.0	5	8	4	1					12	33	99.0	LESLIE
3709N		3.0	6	7	5						6	27	78.0	RILEY
3710N		3.0	15	1	7			1			6	31	90.0	PETERS
3712		6.0	17	9	1						4	26	60.3	SCHARFF
COURSE TOTAL			48	59	36	2	18	1	1		48	213	609.3	
BUS 137A MARKETING INTERNSHIP			14		1								0.0	BRITT
3720**		0.0	14		1						1	18	0.0	BRITT
COURSE TOTAL													0.0	
BUS 137B MARKETING INTERNSHIP			8										0.0	BRITT
3721**		0.0	8								1	9	0.0	BRITT
COURSE TOTAL													0.0	
BUS 137C MARKETING INTERNSHIP			1										0.0	BRITT
3722**		0.0	1								1	1	0.0	BRITT
COURSE TOTAL													0.0	

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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
BUS 137D MARKETING INTERNSHIP			1									1	0.0	BRITT
3723 **		0.0											0.0	
COURSE TOTAL														
BUS 140 ENTREPRENEURSHIP:DEV BUS PLAN			9	4			2	7			14	36	108.0	HUSBANDS
3725N		3.0					2	7			14	36	108.0	
COURSE TOTAL														
BUS 142 PERSONAL SELLING & PERSUASION			6	12	5						6	29	84.0	FITZGERALD
3728		3.0									6	29	84.0	
COURSE TOTAL														
BUS 146 MARKETING			10	10	5	5	5				6	41	123.0	WEGGE
3731		3.0					4				11	35	105.0	WEGGE
3733N		3.0			3	1	9				17	76	228.0	
COURSE TOTAL														
BUS 147A SEMINAR/MARKETING & MANAGEMENT			16	1			2	2			1	18	18.0	BRITT
3735		1.0									4	31	31.0	BRITT
3736N		1.0			8	6					5	49	49.0	
COURSE TOTAL														
BUS 147B SEMINAR/MARKETING & MANAGEMENT			8								2	10	10.0	BRITT
3737		1.0									2	7	7.0	BRITT
3738N		1.0									2	17	17.0	
COURSE TOTAL														
BUS 147C SEMINAR/MARKETING & MANAGEMENT			1								3	3	0.0	BRITT
3739 **		0.0									1	1	1.0	BRITT
3740N		1.0									1	1	1.0	
COURSE TOTAL														
BUS 147D SEMINAR/MARKETING & MANAGEMENT			1								1	1	1.0	BRITT
3742N		1.0									1	1	1.0	
COURSE TOTAL														
BUS 152 BUSINESS MATHEMATICS			4	2	2						10	18	34.0	FITZGERALD
3744N		2.0									10	18	34.0	
COURSE TOTAL														
BUS 155 HUMAN RESOURCES MANAGEMENT			12	6	1	1					5	25	75.0	WEGGE
3745N		3.0									5	25	75.0	
COURSE TOTAL														
BUS 156 PRINCIPLES OF MANAGEMENT			4	8	2		2				10	26	75.0	FITZGERALD
3746		3.0									2	23	69.0	BRITT
3747N		3.0			4		2				12	49	144.0	
COURSE TOTAL														

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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	PT
BUS 3749	**	34								4	38	0.0	BRITT	
		COURSE TOTAL										0.0		
BUS 3750	**	6									6	0.0	BRITT	
		COURSE TOTAL										0.0		
BUS 3751	**	1								1	1	0.0	BRITT	
		COURSE TOTAL										0.0		
BUS 3752	**	5								1	30	90.0	CAPTAIN	PT
		COURSE TOTAL								6	30	90.0		
BUS 3755		9	7	5	1	2				6	28	20.1	FORSTOT	PT
		COURSE TOTAL								6	28	20.1		
BUS 3757		17	3							8	30	60.0	RICHARDS	PT
		COURSE TOTAL								16	47	94.0	MAJCHER	PT
BUS 3788		10	4	2	1	3	2			11	30	90.0	RICHARDS	PT
		COURSE TOTAL								11	30	90.0		
BUS 3789N		3	2	1		3				6	42	123.0	ENOWITZ	
		COURSE TOTAL								6	47	135.0	ENOWITZ	
BUS 3792		8	4	2		3	2			11	30	90.0	RICHARDS	PT
		COURSE TOTAL								11	30	90.0		
BUS 3812		12	19		1	4				6	42	123.0	ENOWITZ	
		COURSE TOTAL								2	42	126.0	ENOWITZ	
BUS 3813		6	19	13		2				4	45	135.0	ENOWITZ	
		COURSE TOTAL								17	44	129.0	ENOWITZ	
BUS 3815		3	19	12	1	6				29	173	513.0		
		COURSE TOTAL								5	5	13.7	HARLEY	
BUS 3816N		7	10	6	1	3				2	2	13.7		
		COURSE TOTAL								2	2	0.0	LISOWSKY	PT
BUS 3816N		16	60	50	3	15								
		COURSE TOTAL												
BUS 3839		16	2	1		2								
		COURSE TOTAL												
BUS 3855N**		13	2											
		COURSE TOTAL												

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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	
BUS 086	2													
3522	4.0							14	7	3	24	9.6	LESLIE	XP
COURSE TOTAL								14	7	3	24	9.6		
BUS 109														
3524	3.0	4	10	5	2	4				18	43	129.0	LESLIE	
3525N	3.0	18	6	3	1	8				8	44	132.0	JUDKINS	PT
3526	3.0	6	3	8	1	7				36	53	156.0	JUDKINS	PT
COURSE TOTAL		28	19	8	4	19				62	140	417.0		
BUS 110														
3528	3.0	6	15	9	2	3				3	38	114.0	WEGGE	
3529	3.0	10	12	11	3	2		1		11	50	150.0	WEGGE	
3530N	3.0	4	12	10	2	1				16	45	135.0	WEGGE	
COURSE TOTAL		20	39	30	7	6		1		30	133	399.0		
BUS 114														
3531	1.0	7	5		2	1				12	27	27.0	BROOKS	
3532	1.0	11	5		2	1				3	16	16.0	BROOKS	
COURSE TOTAL		18	5		4	1				15	43	43.0		
BUS 115														
3533	3.0	2	6	12	1	1				8	30	90.0	FITZGERALD	
3534N	3.0	5	10	6	1	2				18	41	120.0	FITZGERALD	
COURSE TOTAL		7	16	18	1	3				26	71	210.0		
BUS 116														
3535**	0.0	10	2		2	1		1		3	17	0.0	MCFADDEN	PT
3536N	3.0	13	7	1	2	1				23	46	135.0	KHALIL	PT
COURSE TOTAL		13	7	1	2	2				23	46	135.0		
BUS 118														
3537N	3.0	5	10	4	1	5				5	30	90.0	CARROLL	PT
COURSE TOTAL		5	10	4	1	5				5	30	90.0		
BUS 120														
3538	4.0	14	16	7	2	1				4	44	176.0	SCHULMAN	PT
3540	8	19	16	12	3	3				4	54	182.9	WALERY	XP
3541	4.0	17	18	7	3	3				4	52	208.0	LAROCCA	PT
3542	4.0	17	18	15	2	2		1		4	56	224.0	ASHLEY	PT
3544N	4.0	15	22	7	3	3				3	52	208.0	ASHLEY	PT
3545N	4.0	8	18	3	1	2				12	43	172.0	MOLOKWU	PT
3547	4.0	2	5	2	1	11				21	41	160.0	ASHLEY	XP
3548	4.0	3	6	8	1	13				16	47	188.0	WALERY	XP
COURSE TOTAL		95	119	61	15	30		1		67	389	1518.9		
BUS 121														
3550	4.0	8	8	6	6	1				13	42	168.0	LAROCCA	PT
3552	8	17	11	10	1	2				3	44	149.9	WALERY	PT

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BUS 121	MANAGERIAL ACCOUNTING					10	2					2	51	204.0	ASHLEY	XP
3553		4.0	24	13		9	2					7	34	136.0	ASHLEY	XP
3555N		4.0	10	6		3			1			5	25	100.0	MOLOKWU	PT
3556N		4.0	12	4		8	7	4				9	42	168.0	WALERY	
3557		4.0	13	1		3							238	925.9		
	COURSE TOTAL		78	49		46	18	7	1			39				
BUS 123A	ACCOUNTING INTERNSHIP											1	7	0.0	WALERY	
3559 **		0.0	6	6										0.0		
	COURSE TOTAL															
BUS 123B	ACCOUNTING INTERNSHIP											2	2	0.0	WALERY	
3560 **		0.0	2	2										0.0		
	COURSE TOTAL															
BUS 123C	ACCOUNTING INTERNSHIP											1	1	0.0	WALERY	
3561 **		0.0	1	1										0.0		
	COURSE TOTAL															
BUS 125	BUS LAW: LEGAL ENVIRONMENT/BUS											9	47	141.0	HILDEBRAND	PT
3564		3.0	16	13		6	1		1			2	49	147.0	ORR	PT
3565		3.0	20	12		12	2					6	51	153.0	HILDEBRAND	PT
3566		3.0	19	11		11	4					1	46	138.0	ORR	PT
3567		3.0	15	27		2						8	32	96.0	MILLER	PT
3570N		3.0	10	10		3	1					7	30	90.0	MILLS	PT
3573N		3.0	7	6		7	3					8	41	120.0	NELSON	PT
3574N		3.0	11	8		8	1					7	296	885.0		
	COURSE TOTAL		98	87		49	11	9	1			41				
BUS 127	ENGLISH AND COMMUNICATION											5	24	72.0	LESLIE	XP
3581		3.0	7	4		4	1	3				7	36	108.0	LESLIE	
3582		3.0	7	10		4	4	4				6	14	42.0	LESLIE	
3583N		3.0	1	2		3	5	1		1		18	74	222.0		
	COURSE TOTAL		15	16		11	5	8		1						
BUS 128	BUSINESS COMMUNICATION											2	31	90.0	SCHARFF	PT
3587		3.0	19	6		4			1			4	34	102.0	FITZGERALD	PT
3588		3.0	10	7		11						4	34	102.0	RILEY	PT
3590		3.0	8	17		5						7	29	87.0	SCHARFF	XP
3591		3.0	7	11		3	1	4				5	36	108.0	LESLIE	PT
3592N		3.0	10	12		4	1	3	1			6	32	96.0	PETERS	PT
3593N		3.0	1	21		1	3	1				11	30	90.0	CAMARA	PT
3594N		3.0	10	5		3	1	8	2			39	226	675.0		
	COURSE TOTAL		65	79		30	3	8	2			4	14	0.0	FITZGERALD	
BUS 137A	MARKETING INTERNSHIP											4	14	0.0		
3596 **		0.0														
	COURSE TOTAL															

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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	PT
BUS 163	INTRO TO BASIC INSURANCE PRINC													
3629	3.0	4	2	3	1	1				8	19	54.0	CAPTAIN	PT
	COURSE TOTAL	4	2	3	1	1				8	19	54.0		
BUS 164	COMP SOFTWARE FOR INS INDUSTRY													
3630	8 4.0	6	3		1					6	16	18.3	FORSTOT	PT
	COURSE TOTAL	6	3		1					6	16	18.3		
BUS 165	MEDICAL INSURANCE BILLING													
3633 **	0.0	12	3	3						2	20	0.0	HOLLYFIELD	PT
	COURSE TOTAL	12	3	3						2	20	0.0		
BUS 170	MEDICAL OFFICE MANAGEMENT				3									
3635 **	0.0	12								3	18	0.0	MCFADDEN	PT
	COURSE TOTAL	12								3	18	0.0		
BUS 172	INTRO MICROCOMPUTER APPLICATIONS													
3646	2.0	6	2	1						1	10	20.0	SMITH	
	COURSE TOTAL	6	2	1						1	10	20.0		
BUS 174B	MICROCOMPUTER DATABASE PKGS													
3660N	8 4.0												QUINN	
	COURSE TOTAL												1.8	
BUS 176	COMPUTERIZED ACCT APPLICATION													
3665	2.0	3	7			2				8	20	38.0	RICHARDS	PT
	COURSE TOTAL	3	7			2				8	20	38.0		
BUS 177	DESKTOP PUBLISHING, LEVEL I													
3668N**	0.0	2				1				1	6	0.0	HATCH	PT
	COURSE TOTAL	2				1				1	6	0.0		
BUS 179	MICROCOMPUTER ACCOUNTING LAB													
3675	3.0	2	7			2				7	18	54.0	RICHARDS	PT
	COURSE TOTAL	2	7			2				7	18	54.0		
BUS 195	FAMILY INCOME MANAGEMENT													
3690	3.0	1	3		1	2				9	21	63.0	ENOWITZ	
3691	3.0	4	12	11	4	4				7	42	123.0	ENOWITZ	
3692	3.0	5	8	14	1	2				13	43	126.0	ENOWITZ	
3693N	3.0	10	12	3	2	1				11	39	117.0	ENOWITZ	
	COURSE TOTAL	20	35	33	8	9				40	145	429.0		
BUS 216	MEDICAL OFFICE TRANSCRIPTION													
3705	5.0	4	2		1	1				1	8	40.0	DIEHL	PT
3706N	5.0	4	3	2	1	1				5	12	60.0	DUNDOVICH	PT
	COURSE TOTAL	4	5	2	1	1				6	20	100.0		

** 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	
BUS 109	ELEMENTARY ACCOUNTING														
3640	3.0	3	10	3	5	1	5				13	37	111.0	LESLIE	PT
3641N	3.0	6	19	6	4	3	2				15	49	147.0	LESLIE	
3642	3.0	4	9	4	3	3	7				34	50	147.0	JUDKINS	
COURSE TOTAL		13	38	13	9	7	7				62	136	405.0		
BUS 110	INTRODUCTION TO BUSINESS														
3644	3.0	4	5	4	20	4	7				7	47	141.0	WEGGE	
3645	3.0	7	12	7	4	3	1				7	31	90.0	WEGGE	
3646N	3.0	7	4	7	8	3	8				15	45	129.0	FITZGERALD	
COURSE TOTAL		18	21	18	32	7	16				29	123	360.0		
BUS 114	EFFECTIVE JOB SEARCH														
3648	1.0	3	16	3	4	2					15	40	40.0	BROOKS	
COURSE TOTAL		3	16	3	4	2					15	40	40.0		
BUS 115	HUMAN RELATIONS IN BUSINESS														
3649	3.0	7	2	7	11	2	5				10	37	111.0	FITZGERALD	
3650N	3.0	7	11	7	3	2					4	25	75.0	BRITT	
COURSE TOTAL		14	13	14	14	2	5				14	62	186.0		
BUS 116	MEDICAL TERMINOLOGY														
3652**	0.0	5	5		3	1					3	8	0.0	MCFADDEN	PT
3653N	3.0	8	6	8	3	1					3	21	63.0	DUNDOVICH	PT
COURSE TOTAL		8	6	8	3	1					3	21	63.0		
BUS 118	RETAIL MANAGEMENT														
3656N	3.0	7	2	7	2		5	1			1	18	54.0	CARROLL	PT
COURSE TOTAL		7	2	7	2		5	1			1	18	54.0		
BUS 120	FINANCIAL ACCOUNTING														
3658	4.0	7	19	7	7	3	2				8	46	180.0	SCHULMAN	PT
3660	4.0	20	11	6	5	5					1	43	76.8	WALERY	XP
3661	4.0	15	13	13	3	3	1				7	52	200.0	RICHARDS	PT
3663	4.0	14	12	13	3	3	1				4	47	188.0	ASHLEY	XP
3665N	4.0	15	9	3	4	4	2				8	41	164.0	ASHLEY	XP
3667N	4.0	16	5	7	1	1	6	2			5	35	140.0	MOLOKWU	PT
3669	4.0	8	3	1	1	1	5	1			20	39	156.0	ASHLEY	XP
3670	4.0	6	3	6	1	1	5	1	1		27	45	180.0	WALERY	PT
COURSE TOTAL		101	75	51	20	20	17	3	1		80	348	1284.8		
BUS 121	MANAGERIAL ACCOUNTING														
3671	4.0	4	4	4	2	1					3	14	56.0	SCHULMAN	PT
3672	4.0	19	22	9	2	2	2				2	56	98.7	WALERY	
3673	4.0	15	6	6	1	1					12	39	156.0	ASHLEY	
3674N	4.0	13	5	6	1	1	1				12	37	148.0	ASHLEY	
3675N	4.0	6	4	5	1	1	1				5	22	88.0	LAROCCA	PT
3676	4.0	4	6	4	2	2	3				27	46	184.0	HUMMELL	PT

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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	
BUS 121 MANAGERIAL ACCOUNTING			47	61	32	7	(CONT'D)				61	214	730.7		PT
COURSE TOTAL							6								
BUS 122 INTERMEDIATE ACCOUNTING			4	3	1						8	8	32.0	TACCONE	PT
3677N	4.0		4	3	1						8	8	32.0		
COURSE TOTAL															
BUS 123A ACCOUNTING INTERNSHIP			4								1	5	0.0	WALERY	
3678**	0.0		4								1	5	0.0		
COURSE TOTAL															
BUS 123B ACCOUNTING INTERNSHIP			1								1	1	0.0	WALERY	
3679**	0.0		1								1	1	0.0		
COURSE TOTAL															
BUS 125 BUS LAW: LEGAL ENVIRONMENT/BUS			6	8	8						1	28	84.0	ORR	PT
3682	3.0		10	13	8		3				10	54	162.0	HILDEBRAND	PT
3683	3.0		13	22	8		1				5	54	162.0	HILDEBRAND	PT
3684	3.0		12	29	4		4				5	50	150.0	ORR	PT
3686	3.0		25	13	6		1				1	15	45.0	NELSON	PT
3687N	3.0		4	2	5	1			2		5	15	45.0	MILLS	PT
3690N	3.0		2	4	4						2	25	75.0	NELSON	PT
3694N	3.0		6	5	11	1			2		2	241	723.0		PT
COURSE TOTAL							9				29	241			
BUS 127 BUS ENGLISH AND COMMUNICATION			7	3	3						3	26	78.0	LESLIE	
3697	3.0		6	7	3	1	6				10	28	84.0	LESLIE	
3698	3.0		5	8	1	2	2				13	54	162.0		
COURSE TOTAL							8								
BUS 128 BUSINESS COMMUNICATION			6	6	6						7	30	90.0	SCHARFF	PT
3704	3.0		10	10	6	2	2	1			6	27	81.0	RILEY	PT
3705	3.0		5	6	6						5	34	102.0	FITZGERALD	XP
3706	3.0		6	11	11	1	3				5	36	108.0	FITZGERALD	PT
3707	3.0		4	15	8		1				5	40	120.0	PETERS	PT
3708N	3.0		31	3	7	2	1				4	32	96.0	LESLIE	PT
3709N	3.0		8	11	7						12	32	96.0	CAMARA	PT
3710N	3.0		14	3	3	5	6	1			45	231	693.0		
COURSE TOTAL															
BUS 137A MARKETING INTERNSHIP			7	1							8	8	0.0	BRITT	
3720**	0.0		7	1							8	8	0.0		
COURSE TOTAL															
BUS 137C MARKETING INTERNSHIP			2								2	2	0.0	BRITT	
3722**	0.0		2								2	2	0.0		
COURSE TOTAL															

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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	PT
BUS 140 ENTREPRENEURSHIP:DEV BUS PLAN															
3725N		3.0	5	9	1		1		1			17	51.0	HUSBANDS	PT
COURSE TOTAL			5	9	1		1		1			17	51.0		
BUS 144 ADVERTISING															
3729N		3.0	3	4	1						2	10	30.0	PHELIPS	PT
COURSE TOTAL			3	4	1						2	10	30.0		
BUS 146 MARKETING															
3731		3.0	11	12	4	3	11				10	51	153.0	WEGGE	
3733N		3.0	9	9	3	2	1				12	36	108.0	WEGGE	
COURSE TOTAL			20	21	7	5	12				22	87	261.0		
BUS 147A SEMINAR/MARKETING & MANAGEMENT															
3735		1.0	13				2				1	13	13.0	BRITT	
3736N		1.0	13				2				1	16	16.0	BRITT	
COURSE TOTAL			26				4				2	29	29.0		
BUS 147B SEMINAR/MARKETING & MANAGEMENT															
3737		1.0	5	3			1				9	9	9.0	BRITT	
COURSE TOTAL			5	3			1				9	9	9.0		
BUS 147C SEMINAR/MARKETING & MANAGEMENT															
3740N		1.0	2								2	2	2.0	BRITT	
COURSE TOTAL			2								2	2	2.0		
BUS 152 BUSINESS MATHEMATICS															
3744N		2.0	4	1	5		1		1		4	16	32.0	FITZGERALD	
COURSE TOTAL			4	1	5		1		1		4	16	32.0		
BUS 155 HUMAN RESOURCES MANAGEMENT															
3745N		3.0	7	4	3		1				15	15	45.0	WEGGE	
COURSE TOTAL			7	4	3		1				15	15	45.0		
BUS 156 PRINCIPLES OF MANAGEMENT															
3747		3.0	8	5	3		1				6	23	69.0	BRITT	
3748N		3.0	6	7	2	1	1				6	16	48.0	BRITT	
COURSE TOTAL			14	12	5	1	1				6	39	117.0		
BUS 159A MANAGEMENT INTERNSHIP															
3749 **		0.0	24				1				25	25	0.0	BRITT	
COURSE TOTAL			24				1				25	25	0.0		
BUS 159B MANAGEMENT INTERNSHIP															
3750 **		0.0	7				1				8	8	0.0	BRITT	
COURSE TOTAL			7				1				8	8	0.0		

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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
BUS 179 MICROCOMPUTER ACCOUNTING LAB														
3792	3.0		4	3	3	2	1				7	20	60.0	RICHARDS
COURSE TOTAL			4	3	3	2	1				7	20	60.0	
BUS 185A PERSONAL COMPUTER FUNDAMENTALS														
3806	2	4.0							4	1		4	1.8	PATCHETT
3807	2	4.0							5			6	2.7	SMERK
COURSE TOTAL									9	1		10	4.5	
BUS 186A P C OPERATING SYSTEMS														
3808	2	4.0							3			3	1.4	SMERK
COURSE TOTAL									3			3	1.4	
BUS 195 FAMILY INCOME MANAGEMENT														
3812	3.0		2	6	2		2				5	17	51.0	ENOWITZ
3813	3.0		8	9	13	4	3				3	40	120.0	ENOWITZ
3815	3.0		4	8	14	2	5				11	44	132.0	ENOWITZ
3816N	3.0		4	3	5	1	4			1	4	22	66.0	ENOWITZ
COURSE TOTAL			18	26	34	7	14			1	23	123	369.0	
BUS 199 SPECIAL STUDIES IN BUSINESS														
3899	9.0		2									2	18.0	WALERY
COURSE TOTAL			2									2	18.0	
BUS 216 MEDICAL OFFICE TRANSCRIPTION														
3822	5.0		2	1							1	4	20.0	DIEHL
3824N	5.0		1	3	2						3	9	45.0	DUNDOVICH
COURSE TOTAL			3	4	2						4	13	65.0	
BUS 217A MEDICAL TRANSCRIBING ENHANCMT														
3826	3.0		1	1	1						2	3	9.0	DIEHL
3827N	3.0		1	1	1	1					2	4	12.0	DUNDOVICH
COURSE TOTAL			1	1	2	1					2	7	21.0	
BUS 217B MEDICAL TRANSCRIBING ENHANCMT														
3828**	0.0										1	1	0.0	DIEHL
COURSE TOTAL											1	1	0.0	
BUS 217C MEDICAL TRANSCRIBING ENHANCMT														
3830	3.0		1									2	6.0	DIEHL
COURSE TOTAL			1									2	6.0	
BUS 218 ADVANCED MEDICAL TRANSCRIPTION														
3834	5.0		3	2							1	5	25.0	DIEHL
3836N	5.0		1	1							1	3	15.0	DUNDOVICH
COURSE TOTAL			4	3							1	8	40.0	

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**APPENDIX 6:
RESULTS OF STUDENT SURVEY**

GC Business Student Survey
Fall 2006
N=567

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

	Frequency	Percent
One	227	40.2
Two	129	22.8
Three	69	12.2
More than three	140	24.8
Total	565	100.0
No Response	2	
Total	567	

2. Is your major in this department?

	Frequency	Percent
Yes	415	73.5
No	95	16.8
Undecided	55	9.7
Total	565	100.0
No Response	2	
Total	567	

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

	Frequency	Percent
Class schedule/ College catalog	423	75.5
Grossmont College Counselor	144	25.7
Grossmont webpage (online)	93	16.6
Friend or family member	46	8.2
Grossmont College Instructor	10	1.8
Work referral	8	1.4
Grossmont College presentation or special event. (teacher came to class, career day, campus activity)	2	.4

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 560).

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

	Frequency	Percent
Required for major	397	70.6
Transfer	216	38.4
General education requirement	116	20.6
General interest	112	19.9
Improve job skills	98	17.4
Would like to major in a related field	91	16.2
Fits my schedule	74	13.2
Prerequisite	71	12.6
Other	22	3.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 562).

4b. What are the reason(s) for taking this class? (other)

	Frequency
It applies to the company I own	4
Associates Degree	1
Career changes	1
Company encourages it	1
For fun with co-workers	1
Grad school prerequisite	1
I could not get the class at SDSU	1
I liked the teachers reviews	1
I want to minor in the subject	1
To improve finances	1
Opens more possibilities	1
Personal interest	1
Was going to be my major	1

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

	Frequency	Percent
Lecture	439	78.0
Video/DVDs	249	44.2
Instructor/Class notes	202	35.9
Homework	156	27.7
Handouts	148	26.3
Quizzes	140	24.9
Class discussion	136	24.2
Slides, transparencies	83	14.7
Group work in class	80	14.2
Computer presentations	66	11.7
Textbook	71	12.6
Instructor website	63	11.2
Study groups	47	8.3
Meeting(s) with instructor	17	3.0
Tutoring	16	2.8
Online discussion boards	14	2.5
Computer lab	11	2.0
Other	7	1.2

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 563).

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

	Frequency
PowerPoint	3
The teachers attitude	2
Narrated slides on WebCT	1
Presentations	1
Study partner	1
Textbook website	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	213	37.8
Agree	273	48.5
Neutral	58	10.3
Disagree	13	2.3
Strongly disagree	6	1.1
Total	563	100.0
No Response	4	
Total	567	

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

	Frequency	Percent
Strongly Agree	200	36.1
Agree	264	47.7
Neutral	69	12.5
Disagree	20	3.6
Strongly disagree	1	.2
Total	554	100.0
No Response	7	
Don't know	6	
Total	567	

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	185	35.6
Agree	235	45.3
Neutral	82	15.8
Disagree	16	3.1
Strongly disagree	1	.2
Total	519	100.0
No Response	9	
Don't know	39	
Total	567	

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	233	43.7
Agree	240	45.0
Neutral	40	7.5
Disagree	14	2.6
Strongly disagree	6	1.1
Total	533	100.0
No Response	7	
Don't know	27	
Total	567	

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

	Frequency	Percent
Very satisfied	142	25.1
Satisfied	313	55.4
Neutral	83	14.7
Dissatisfied	20	3.5
Very dissatisfied	7	1.2
Total	565	100.0
No Response	2	
Total	567	

8a. What would be your preferred start time(s) for courses to be offered? (mark all that apply) Weekdays

	Frequency	Percent
Morning/Afternoon (9am-3pm)	317	56.1
Evening: Mon.-Thurs. (4pm-9pm)	174	30.8
Early Morning (7am-8am)	111	19.6
Evening: Friday (4pm-9pm)	44	7.8
No Preference	42	7.4

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 565).

8b. What would be your preferred start time(s) for courses to be offered? (mark all that apply) Saturdays

	Frequency	Percent
Would not attend on Saturdays	308	54.5
Morning/Afternoon (9am-3pm)	105	18.9
Early Morning (7am-8am)	61	10.8
No Preference	59	10.4
Evening: (4pm-9pm)	17	3.0

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 565).

8c. What would be your preferred start time(s) for courses to be offered? (mark all that apply) Sundays

	Frequency	Percent
Would not attend on Sundays	368	65.1
Morning/Afternoon (9am-3pm)	60	10.6
Early Morning (7am-8am)	38	6.7
No Preference	48	8.5
Evening: (4pm-9pm)	12	2.1

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 565).

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

	Frequency	Percent
Often: 2-4 times per week.	10	1.9
Sometimes: once per week	26	5.0
Rarely: 1-2 times per sem.	125	24.1
Never	357	68.9
Total	518	100.0
No Response	22	
N/A	27	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	3	.6
Sometimes: once per week	29	5.5
Rarely: 1-2 times per sem.	118	22.6
Never	373	71.3
Total	523	100.0
No Response	20	
N/A	24	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	10	1.9
Sometimes: once per week	84	15.8
Rarely: 1-2 times per sem.	323	60.7
Never	115	21.6
Total	532	100.0
No Response	18	
N/A	17	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	14	2.7
Sometimes: once per week	51	9.9
Rarely: 1-2 times per sem.	92	17.8
Never	360	69.6
Total	517	100.0
No Response	16	
N/A	34	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	2	.4
Sometimes: once per week	15	3.0
Rarely: 1-2 times per sem.	53	10.6
Never	432	86.1
Total	502	100.0
No Response	22	
N/A	43	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	5	1.0
Sometimes: once per week	8	1.6
Rarely: 1-2 times per sem.	50	9.9
Never	444	87.6
Total	507	100.0
No Response	20	
N/A	40	
Total	567	

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.	99	18.9
Sometimes: once per week	96	18.4
Rarely: 1-2 times per sem.	101	19.3
Never	227	43.4
Total	523	100.0
No Response	21	
N/A	23	
Total	567	

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.	10	2.0
Sometimes: once per week	29	5.8
Rarely: 1-2 times per sem.	38	7.6
Never	426	84.7
Total	503	100.0
No Response	27	
N/A	37	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	112	20.8
Sometimes: once per week	149	27.7
Rarely: 1-2 times per sem.	129	24.0
Never	148	27.5
Total	538	100.0
No Response	14	
N/A	15	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	27	5.4
Sometimes: once per week	39	7.7
Rarely: 1-2 times per sem.	80	15.9
Never	358	71.0
Total	504	100.0
No Response	20	
N/A	43	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	5	1.0
Sometimes: once per week	10	2.0
Rarely: 1-2 times per sem.	61	12.1
Never	429	85.0
Total	505	100.0
No Response	21	
N/A	41	
Total	567	

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

	Frequency	Percent
Often: 2-4 times per week.	18	3.5
Sometimes: once per week	43	8.4
Rarely: 1-2 times per sem.	72	14.1
Never	377	73.9
Total	510	100.0
No Response	23	
N/A	34	
Total	567	

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

	Frequency
Parking lot - Often: 2-4 times per week	1
Student Center - Often: 2-4 times per week	1
Food court - Sometimes: Once per week	1

10. Gender:

	Frequency	Percent
Male	253	45.3
Female	305	54.7
Total	558	100.0
No Response	9	
Total	567	

11. Age:

	Frequency	Percent
Under 20	115	20.6
30-49	289	51.8
20-24	73	13.1
50 or older	70	12.5
25-29	11	2.0
Total	558	100.0
No Response	9	
Total	567	

12a. Ethnicity (mark one):

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern decent	315	58.1
Hispanic	86	15.9
Asian	71	12.5
Black	20	3.7
Filipino	19	3.5
Pacific Islander	14	2.6
Middle Eastern	12	2.2
Native American	3	.6
Other	8	1.4
Total	542	100.0
No Response	25	
Total	567	

13a. Primary language (mark one):

	Frequency	Percent
English	450	81.8
Japanese	24	4.4
Spanish	19	3.5
Chinese	8	1.5
Russian	8	1.5
Korean	5	.9
Arabic/Chaldean	3	.5
Kurdish	2	.4
Other	31	5.6
Total	550	100.0
No Response	17	
Total	567	

13b. Primary language (other)

	Frequency
Portuguese	7
German	4
French	3
Turkish	2
Vietnamese	2
Cambodian	1
Dinka	1
Indonesian	1
Italian	1
Swedish	1
Ukrainian	1

**APPENDIX 7:
STATISTICAL DATA: OUTCOMES PROFILE**

Ethnicity	Success and Retention by Ethnicity Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	260	81.5%	30	9.4%	29	9.1%	290	90.9%	319	100.0%
Black non-Hispanic	73	60.8%	16	13.3%	31	25.8%	89	74.2%	120	100.0%
Filipino	28	59.6%	6	12.8%	13	27.7%	34	72.3%	47	100.0%
Hispanic	172	64.7%	33	12.4%	61	22.9%	205	77.1%	266	100.0%
American Indian/Alaskan Native	16	66.7%	3	12.5%	5	20.8%	19	79.2%	24	100.0%
Other	46	61.3%	6	8.0%	23	30.7%	52	69.3%	75	100.0%
Pacific Islander	21	75.0%	4	14.3%	3	10.7%	25	89.3%	28	100.0%
White non-Hispanic	895	71.9%	101	8.1%	249	20.0%	996	80.0%	1245	100.0%
Unknown	45	73.8%	4	6.6%	12	19.7%	49	80.3%	61	100.0%
Total	1,556	71.2%	203	9.3%	426	19.5%	1,759	80.5%	2,185	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	221	74.7%	34	11.5%	41	13.9%	255	86.1%	296	100.0%
Black non-Hispanic	76	51.7%	32	21.8%	39	26.5%	108	73.5%	147	100.0%
Filipino	26	56.5%	10	21.7%	10	21.7%	36	78.3%	46	99.9%
Hispanic	215	63.4%	35	10.3%	89	26.3%	250	73.7%	339	100.0%
American Indian/Alaskan Native	8	44.4%	1	5.6%	9	50.0%	9	50.0%	18	100.0%
Other	54	61.4%	10	11.4%	24	27.3%	64	72.7%	88	100.1%
Pacific Islander	18	52.9%	4	11.8%	12	35.3%	22	64.7%	34	100.0%
White non-Hispanic	913	69.5%	120	9.1%	281	21.4%	1033	78.6%	1314	100.0%
Unknown	45	70.3%	4	6.3%	15	23.4%	49	76.6%	64	100.0%
Total	1,576	67.2%	250	10.7%	520	22.2%	1,826	77.8%	2,346	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	272	82.2%	24	7.3%	35	10.6%	296	89.4%	331	100.0%
Black non-Hispanic	64	45.1%	32	22.5%	46	32.4%	96	67.6%	142	100.0%
Filipino	25	56.8%	9	20.5%	10	22.7%	34	77.3%	44	100.0%
Hispanic	187	61.1%	57	18.6%	62	20.3%	244	79.7%	306	100.0%
American Indian/Alaskan Native	9	69.2%	1	7.7%	3	23.1%	10	76.9%	13	100.0%
Other	38	66.7%	5	8.8%	14	24.6%	43	75.4%	57	100.1%
Pacific Islander	5	31.3%	2	12.5%	9	56.3%	7	43.8%	16	100.1%
White non-Hispanic	757	65.5%	137	11.9%	261	22.6%	894	77.4%	1155	100.0%
Unknown	58	64.4%	8	8.9%	24	26.7%	66	73.3%	90	100.0%
Total	1,415	65.7%	275	12.8%	464	21.5%	1,690	78.5%	2,154	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%

Asian	172	77.8%	16	7.2%	33	14.9%	188	85.1%	221	100.0%
Black non-Hispanic	52	51.0%	16	15.7%	34	33.3%	68	66.7%	102	100.0%
Filipino	31	63.3%	2	4.1%	16	32.7%	33	67.3%	49	100.1%
Hispanic	136	55.1%	36	14.6%	75	30.4%	172	69.6%	247	100.1%
American Indian/Alaskan Native	5	50.0%	1	10.0%	4	40.0%	6	60.0%	10	100.0%
Other	22	44.0%	6	12.0%	22	44.0%	28	56.0%	50	100.0%
Pacific Islander	15	57.7%	2	7.7%	9	34.6%	17	65.4%	26	100.0%
White non-Hispanic	658	65.1%	90	8.9%	262	25.9%	748	74.1%	1010	99.9%
Unknown	57	58.8%	10	10.3%	30	30.9%	67	69.1%	97	100.0%
Total	1,148	63.4%	179	9.9%	485	26.8%	1,327	73.2%	1,812	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	171	76.7%	17	7.6%	35	15.7%	188	84.3%	223	100.0%
Black non-Hispanic	32	34.8%	14	15.2%	46	50.0%	46	50.0%	92	100.0%
Filipino	29	61.7%	3	6.4%	15	31.9%	32	68.1%	47	100.0%
Hispanic	140	55.3%	26	10.3%	87	34.4%	166	65.6%	253	100.0%
American Indian/Alaskan Native	8	72.7%	1	9.1%	2	18.2%	9	81.8%	11	100.0%
Other	17	40.5%	3	7.1%	22	52.4%	20	47.6%	42	100.0%
Pacific Islander	8	42.1%	5	26.3%	6	31.6%	13	68.4%	19	100.0%
White non-Hispanic	543	63.3%	79	9.2%	236	27.5%	622	72.5%	858	100.0%
Unknown	62	60.8%	9	8.8%	31	30.4%	71	69.6%	102	100.0%
Total	1,010	61.3%	157	9.5%	480	29.1%	1,167	70.9%	1,647	100.0%

Age	Success and Retention by Age Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	236	63.8%	54	14.6%	80	21.6%	290	78.4%	370	100.0%
20 - 24	626	69.2%	91	10.1%	187	20.7%	717	79.3%	904	100.0%
25 - 29	258	76.8%	28	8.3%	50	14.9%	286	85.1%	336	100.0%
30 - 49	353	77.1%	25	5.5%	80	17.5%	378	82.5%	458	100.0%
50+	83	70.9%	5	4.3%	29	24.8%	88	0.0%	117	100.0%
Total	1,556	71.2%	203	9.3%	426	19.5%	1,759	80.5%	2,185	100.0%

Age	Success and Retention by Age Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	277	64.0%	53	12.2%	103	23.8%	330	76.2%	433	100.0%
20 - 24	620	63.1%	126	12.8%	237	24.1%	746	75.9%	983	100.0%
25 - 29	265	71.0%	43	11.5%	65	17.4%	308	82.6%	373	99.9%
30 - 49	358	74.4%	23	4.8%	100	20.8%	381	79.2%	481	100.0%
50+	56	73.7%	5	6.6%	15	19.7%	61	0.0%	76	100.0%
Total	1,576	67.2%	250	10.7%	520	22.2%	1,826	77.8%	2,346	100.0%

Age	Success and Retention by Age Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	241	57.9%	69	16.6%	106	25.5%	310	74.5%	416	100.0%
20 - 24	589	64.6%	113	12.4%	210	23.0%	702	77.0%	912	100.0%
25 - 29	208	65.2%	46	14.4%	65	20.4%	254	79.6%	319	100.0%
30 - 49	310	72.6%	42	9.8%	75	17.6%	352	82.4%	427	100.0%
50+	67	83.8%	5	6.3%	8	10.0%	72	0.0%	80	100.1%
Total	1,415	65.7%	275	12.8%	464	21.5%	1,690	78.5%	2,154	100.0%

Age	Success and Retention by Age Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	278	61.0%	62	13.6%	116	25.4%	340	74.6%	456	100.0%
20 - 24	533	62.0%	83	9.7%	243	28.3%	616	71.7%	859	100.0%
25 - 29	152	67.6%	22	9.8%	51	22.7%	174	77.3%	225	100.0%
30 - 49	163	68.5%	11	4.6%	64	26.9%	174	73.1%	238	100.0%
50+	22	64.7%	1	2.9%	11	32.4%	23	0.0%	34	100.0%
Total	1,148	63.4%	179	9.9%	485	26.8%	1,327	73.2%	1,812	100.0%

Age	Success and Retention by Age Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	222	58.7%	45	11.9%	111	29.4%	267	70.6%	378	100.0%
20 - 24	474	60.8%	68	8.7%	238	30.5%	542	69.5%	780	100.0%
25 - 29	140	62.8%	29	13.0%	54	24.2%	169	75.8%	223	100.0%

30 - 49	152	66.1%	12	5.2%	66	28.7%	164	71.3%	230	100.0%
50+	22	61.1%	3	8.3%	11	30.6%	25	0.0%	36	100.0%
Total	1,010	61.3%	157	9.5%	480	29.1%	1,167	70.9%	1,647	100.0%

Gender	Success and Retention by Gender Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	658	68.5%	113	11.8%	190	19.8%	771	80.2%	961	100.0%
Female	898	73.4%	90	7.4%	236	19.3%	988	80.7%	1224	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	1,556	71.2%	203	9.3%	426	19.5%	1,759	80.5%	2,185	100.0%

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	695	65.2%	125	11.7%	246	23.1%	820	76.9%	1066	100.0%
Female	878	68.8%	124	9.7%	274	21.5%	1002	78.5%	1276	100.0%
Not Reported	3	75.0%	1	25.0%	0	0.0%	4	0.0%	4	100.0%
Total	1,576	67.2%	250	10.7%	520	22.2%	1,826	77.8%	2,346	100.0%

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	629	64.4%	143	14.7%	204	20.9%	772	79.1%	976	100.0%
Female	781	66.8%	131	11.2%	258	22.1%	912	77.9%	1170	100.0%
Not Reported	5	62.5%	1	12.5%	2	25.0%	6	0.0%	8	100.0%
Total	1,415	65.7%	275	12.8%	464	21.5%	1,690	78.5%	2,154	100.0%

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	591	64.6%	90	9.8%	234	25.6%	681	74.4%	915	100.0%
Female	552	62.0%	88	9.9%	251	28.2%	640	71.8%	891	100.0%
Not Reported	5	83.3%	1	16.7%	0	0.0%	6	100.0%	6	100.0%
Total	1,148	63.4%	179	9.9%	485	26.8%	1,327	73.2%	1,812	100.0%

Gender	Success and Retention by Gender Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	90	10.7%	497	59.1%	254	30.2%	587	69.8%	841	100.0%
Female	65	8.2%	506	63.8%	222	28.0%	571	72.0%	793	100.0%
Not Reported	2	15.4%	7	53.8%	4	30.8%	9	69.2%	13	100.0%
Total	157	9.5%	1,010	61.3%	480	29.1%	1,167	70.9%	1,647	100.0%

Ethnicity	Enrollment by Ethnicity (Unduplicated)								
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall :
	N	%	N	%	N	%	N	%	N
Asian	183	12.0%	193	12.1%	189	12.2%	154	10.9%	146
Black non-Hispanic	88	5.8%	94	5.9%	100	6.5%	79	5.6%	81
Filipino	34	2.2%	31	1.9%	37	2.4%	38	2.7%	34
Hispanic	195	12.8%	221	13.9%	224	14.5%	199	14.1%	200
American Indian/Alaskan Native	11	0.7%	14	0.9%	10	0.6%	10	0.7%	10
Other	52	3.4%	61	3.8%	42	2.7%	41	2.9%	37
Pacific Islander	17	1.1%	23	1.4%	13	0.8%	20	1.4%	15
White non-Hispanic	897	58.7%	909	57.1%	858	55.5%	797	56.3%	692
Unknown	50	3.3%	46	2.9%	74	4.8%	78	5.5%	84
Total	1,527	100.0%	1,592	100.0%	1,547	100.0%	1,416	100.0%	1,299

Ethnicity	Enrollment by Ethnicity (Duplicated)								
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall :
	N	%	N	%	N	%	N	%	N
Asian	320	14.4%	296	12.6%	331	15.4%	221	12.2%	223
Black non-Hispanic	123	5.5%	147	6.3%	142	6.6%	102	5.6%	93
Filipino	47	2.1%	46	2.0%	44	2.0%	49	2.7%	47
Hispanic	273	12.3%	339	14.5%	306	14.2%	247	13.6%	253
American Indian/Alaskan Native	24	1.1%	18	0.8%	13	0.6%	10	0.6%	11
Other	75	3.4%	88	3.8%	57	2.6%	50	2.8%	42
Pacific Islander	29	1.3%	34	1.4%	16	0.7%	26	1.4%	20
White non-Hispanic	1,264	57.0%	1,314	56.0%	1,155	53.6%	1,010	55.7%	863
Unknown	62	2.8%	64	2.7%	90	4.2%	97	5.4%	103
Total	2,217	100.0%	2,346	100.0%	2,154	100.0%	1,812	100.0%	1,655

2005
%
11.2%
6.2%
2.6%
15.4%
0.8%
2.8%
1.2%
53.3%
6.5%
100.0%

2005
%
13.5%
5.6%
2.8%
15.3%
0.7%
2.5%
1.2%
52.1%
6.2%
100.0%

Age	Enrollment by Age (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	306	20.0%	337	21.2%	343	22.2%	374	26.4%	314	24.2%
20 - 24	648	42.4%	698	43.8%	683	44.1%	662	46.8%	600	46.2%
25 - 29	210	13.8%	227	14.3%	215	13.9%	169	11.9%	165	12.7%
30 - 49	296	19.4%	291	18.3%	269	17.4%	181	12.8%	189	14.5%
50+	67	4.4%	39	2.4%	37	2.4%	30	2.1%	31	2.4%
Total	1,527	100.0%	1,592	100.0%	1,547	100.0%	1,416	100.0%	1,299	100.0%

Age	Enrollment by Age (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	371	16.7%	433	18.5%	416	19.3%	456	25.2%	380	23.0%
20 - 24	908	41.0%	983	41.9%	912	42.3%	859	47.4%	784	47.4%
25 - 29	343	15.5%	373	15.9%	319	14.8%	225	12.4%	224	13.5%
30 - 49	469	21.2%	481	20.5%	427	19.8%	238	13.1%	231	14.0%
50+	126	5.7%	76	3.2%	80	3.7%	34	1.9%	36	2.2%
Total	2,217	100.0%	2,346	100.0%	2,154	100.0%	1,812	100.0%	1,655	100.0%

Gender	Enrollment by Gender (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	718	47.0%	759	47.7%	732	47.3%	718	50.7%	657	50.6%
Female	809	53.0%	830	52.1%	809	52.3%	694	49.0%	632	48.7%
Not Reported	0	0.0%	3	0.2%	6	0.4%	4	0.3%	10	0.8%
Total	1,527	100.0%	1,592	100.0%	1,547	100.0%	1,416	100.0%	1,299	100.0%

Gender	Enrollment by Gender (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	972	43.8%	1,066	45.4%	976	45.3%	915	50.5%	843	50.9%
Female	1,245	56.2%	1,276	54.4%	1,170	54.3%	891	49.2%	799	48.3%
Not Reported	0	0.0%	4	0.2%	8	0.4%	6	0.3%	13	0.8%
Total	2,217	100.0%	2,346	100.0%	2,154	100.0%	1,812	100.0%	1,655	100.0%

**APPENDIX 8:
EFFICIENCY REPORT**

Grossmont College WSCH Report

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ANTH	3195	3423	3423	3342	2838	3036
AOJ	6869	7895	9237	10421	12206	11000
ARBC	530	580	594	714	992	1066
ART	15470	16824	17294	17075	16571	16350
ASL	1898	1949	2132	2191	2323	3430
ASTR	2127	2514	2544	2445	2517	2382
BIO	18105	19905	20928	21990	22088	22167
BOT	N/A	4304	5249	4534	4981	4471
BUS	17201	13612	14351	13582	11386	10887
CA	N/A	229	250	277	289	220
CCS	3228	3602	3470	3356	2688	2769
CD	6824	7708	7985	7603	7647	6683
CHEM	7500	8475	8828	9760	9278	9137
CHIN	N/A	N/A	295	230	275	285
COMM	12580	12495	12398	12764	13066	12533
CSIS	15580	15188	13646	11808	9595	8846
CVTE	4219	3221	4025	4385	4420	4374
DANC	3512	3797	4071	3773	3979	3618
ECON	6273	6564	6333	6561	5667	7578
ED	201	299	216	126	147	188
ENGL	27861	29775	31762	31953	32279	33840
ES	19017	21100	21604	20583	20785	19109
ESL	7684	8933	9305	8633	7703	7386
FACS	2265	N/A	N/A	N/A	N/A	N/A
FREN	2135	2111	2045	2187	1957	1786
FS	N/A	953	1032	1011	885	948
GEOG	4944	5106	4971	4575	4527	3564
GEOL	1421	1534	1490	1636	1474	1678
GERM	1787	1891	2030	2147	1882	1840
HED	3222	5216	5843	6003	5904	5223
HESC	711	1111	1086	556	566	871
HIST	11121	14172	15073	14832	14781	14050
HUM	3243	3543	3330	3228	2928	2420
ITAL	670	640	610	640	590	470
JAPN	1165	1338	1470	1444	1462	1646
LIR	N/A	N/A	N/A	N/A	36	55
MATH	38315	42000	43778	42825	43479	41258
MCOM	5834	5861	5988	5772	6195	5400
MM	N/A	105	102	N/A	48	N/A
MUS	9694	10247	10899	11232	11313	10385
NURS	8756	8413	8163	9132	7117	7048
OCEA	1113	1227	1236	1316	1338	1422
OTA	615	390	429	494	495	685
PDC	1672	1593	1187	1082	1170	1325
PDSS	497	459	382	368	353	357
PHIL	5976	6347	6177	5826	5448	4797
PHYC	2316	2250	2748	2508	2484	2298
POSC	3965	4638	4908	4731	4765	4006
PSC	990	1005	948	1029	1110	879
PSY	11202	11590	12379	12167	11504	10099
RELG	1065	1239	1245	1155	1209	990

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
RESP	1548	1476	1556	1651	2475	3020
RUSS	521	606	900	731	758	768
SCI	1512	1389	1521	1401	1158	1155
SLPA	N/A	158	296	192	387	339
SOC	6105	6632	7473	6669	6966	6519
SPAN	12863	13697	12878	12613	12045	11191
SPDV	149	161	165	147	120	116
THTR	3826	3960	3427	3521	3799	3548
Total	331089	355446	367702	362921	356443	343512

**APPENDIX 9:
DEGREES AND CERTIFICATES AWARDED**

Business Administration

Degrees

1999	Fall	31
2000	Spring	45
	Summer	18
	Fall	37
2001	Spring	56
	Summer	20
	Fall	41
2002	Spring	47
	Summer	22
	Fall	46
2003	Spring	50
	Summer	18
	Fall	28
2004	Spring	50
	Summer	15
	Fall	22
2005	Spring	<u>37</u>

Total **583**

Certificates

33
48
14
32
59
17
44
50
28
47
68
16
33
54
18
24
<u>39</u>

624

Gender

Female	311
Male	<u>272</u>
Total	583

324
<u>300</u>
624

Ethnicity

Asian	125
Black	20
Filipino	12
Hispanic	53
Amer Indian/Alaskan Native	5
Other	23
Pacific Islander	6
White, non-Hispanic	330
Not reported	<u>9</u>
Total	583

145
20
12
58
5
24
5
344
<u>11</u>
624

Business General**Degrees****Certificates**

1999 Fall	0	0
2000 Spring	1	1
Summer	0	0
Fall	3	3
2001 Spring	5	4
Summer	0	0
Fall	2	2
2002 Spring	0	0
Summer	2	2
Fall	0	0
2003 Spring	2	4
Summer	0	0
Fall	1	0
2004 Spring	2	2
Summer	0	1
Fall	1	1
2005 Spring	<u>0</u>	<u>3</u>
Total	19	23

Gender

Female	14	19
Male	<u>5</u>	<u>4</u>
Total	19	23

Ethnicity

Asian	5	9
Black	0	0
Filipino	0	0
Hispanic	3	3
Amer Indian/Alaskan Native	0	0
Other	1	1
Pacific Islander	0	0
White, non-Hispanic	9	9
Not reported	<u>1</u>	<u>1</u>
Total	19	23

	Degrees and Certificates Awarded by Semester									
	Academic Year 2001-2002			Academic Year 2002-2003			Academic Year 2003-2004			Acaden
	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004
Award Type	N	N	N	N	N	N	N	N	N	N
Degrees	43	47	24	46	52	18	29	52	15	23
Certificates	46	50	30	47	72	16	33	56	19	25
Total	89	97	54	93	124	34	62	108	34	48

Academic Year 2004-2005		Academic Year 2005-2006	
Spring 2005	Summer 2005	Fall 2005	Spring 2006
N	N	N	N
36	8	19	54
42	9	19	57
78	17	38	111

**APPENDIX 10:
SABBATICALS, CONFERENCE, WORKSHOP AND STAFF DEVELOPMENT
ACTIVITIES**

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Mike Barendse	Homework Manager Training	Students in Bus 120 and 121 are required to use this software to prepare and submit their homework.
Mike Barendse	Distance Education Track 1 – Introduction to Pedagogy & Methodology	Introduction to teaching an online class and both Bus 120 and 121 are hybrid classes.
Mike Barendse	New full-time faculty orientation	Understanding the administrative aspects of the College to be more effective in the classroom.
Mike Barendse	22 nd Annual Conference on Accounting Education	Network with peers and explore solutions to some of the problems facing accounting educators, such as, boosting student retention in online classes, making the classroom more interactive, and using technology effectively in the classroom.

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Brian Keliher	McGraw-Hill Business Communications Symposium	Improvement in teaching
	Learning About How Students Learn – Handlery Hotel	“ “
	Grossmont College Student Learning Retreat	“ “
	San Diego East Visitors Bureau	Community Outreach
	Advertising and Solicitation – Commonplace in Cyberspace, Legal Training Seminar	Improvement in Teaching
	SLAPP and Spiderman – Legal Training	“ “

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Nate Scharff		
Conferences/Staff Development	Podcasting Seminar	Learned about podcasting as a teaching tool.
	Held by @One Summer Institute	
	June 13 – 15, 2006	
	Freelance Consumer Research Project	Coordinated and finalized consumer focus group and field research studies for new product launches.
	for Jack in the Box	Relevant experience for my marketing Courses (specifically, market research and new product development)
	Weeks of 5/29 – 7/31	
Professional Development: Spring 07		
Tuesday, 8/15/06	<ul style="list-style-type: none"> • Meet 05/06 Faculty • Distance Education Track 1: <i>Judy Zander</i> • Attention Deficit Hyperactivity Disorder: <i>Scott Barr</i> • B.P.S. Division Meeting • Business Dept. Meeting 	
Wednesday, 8/16/06	<ul style="list-style-type: none"> • Distance Ed Track 2. Beginning Blackboard – <i>Andrea Garzanelli</i> • Senate Track. 	
Thursday, 8/17/06	<ul style="list-style-type: none"> • Cottonwood Golf Course. Joint Summit Lunch • Joint Summit United Faculty Meeting • New FT Faculty Orientation 	
Friday, 8/18/06	<ul style="list-style-type: none"> • Distance Ed Track 2. Intermediate Blackboard – <i>Andrea Garzanelli</i> 	

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Judith Zander	Financial Accounting Symposium March 06	Keeping up-to-date on current trends in accounting education
	Managerial Accounting Workshop March 05	"
	Workshop on Accounting Education February 2004	"
	Accounting Symposium March 2004	"
	Accounting Education Workshop February 2003	"
	Colloquium on Change in Accounting Education October 2002	"
	Accounting Workshop 2002 March 2002	"
	Accounting Day 2001 May 2001	"
	Accounting Forum February 2001	"
	Provides ongoing WebCT training for Business Administration faculty	
	Provides training during Professional Development Week for developing online and hybrid classes	
	Serves on the Collegewide Professional Development Committee	

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Linda Camara	Department Meetings	Teaching methods, reaching students
Linda Camara	Mathematics Conference	

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Joann Carcioppolo	Developing Online & Hybrid Courses	To help with the plans of turning Bus 128 into a Hybrid Course and to learn how to prepare to teach online
Joann Carcioppolo	Business Department Meeting	Networking, sharing ideas, textbook decision

**APPENDIX 10
Susan Kuniyoshi**

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
General Faculty	Meeting	Discuss current issues and recent changes in software and best practices toward facilitating adult learners
Copyright Issues	Workshop	Identifying and discussing legal use of printed materials and copyright laws. Directing adult learners in adhering to copyright issues in online classroom posts and when preparing written assignments.
BSB Entry Point	Workshop	Discuss ways in which to assist adult learners entering the online education environment. Discuss the use of proper "tone" in the online classroom environment while assisting adults in learning computer applications.
UBAM CAM	Content Area Meeting	Discuss the use of Newsgroups in the online classroom, such as proper threading and ways to keep students on topic. Use of additional newsgroups in dividing topics such as Course Materials, Main Classroom discussions, participation, Learning Teams, and Assignments.
General Faculty Development	Meeting	Discuss the introduction of new computer software (OLS3) for use in the online classroom environment, changes to current Course Materials, and addressing potential problems.

	<p>APPENDIX 10 page 2 Susan Kuniyoshi Sabbaticals, Conference, Workshop and Staff Development Activities</p>	
<p>APA Guidelines</p>	<p>Workshop</p>	<p>Assist adult learners in preparing written assignments that adhere to APA Guidelines.</p>
<p>Plagiarism</p>	<p>Workshop</p>	<p>Preventing, detecting, and reporting plagiarism.</p>

Dr. Charles B. Miller
12/07/2006

APPENDIX 10- Staff Development Activities

<u>Name</u>	<u>Activity</u>	<u>Relevance</u>
Law Office Management- Legal Writing	Legal Writing Course	Legal Writing Techniques & Case Briefings
Avoid Hostility in an Adversarial World; Motions & Settlement Conferences	Legal Procedures Course	Legal Procedures; Alternative Dispute Resolution (ADR)
Red-light Camera Enforcement Program	Studied the Red-light Camera Law	Constitutional Law Issues- Due Process
Got Ethics?	Studied Legal Ethics	Legal Ethics
Serving the Needs of Gay & Lesbian Clients	Studied Constitutional Issues	Equal Protection & Discrimination
Women & The Law	Women's Rights Studied	Sexual Discrimination
Debt Collections	Studied Debtor & Creditor Issues	Collection Laws & Procedures
Representing a DUI Client, What You Need To Know	Studied DUI Issues	Criminal Law and Procedures
Better Living Through Chemistry (Exodus)	Problems associated with attorney substance abuse	Ethical & Legal Considerations- Breach of Fiduciary Duties/Malpractice
Landlord/Tenant: Don't Let the Judge Throw Your Case Out	Review of Landlord/Tenant Law	Real Property Law; Contracts & Eviction Procedures
Collections: Simple Investigations to Evaluate Clients, Debtors & Case Strategy	Studied Debt Collections	Contracts; Debt Collection & Procedures
Responsible Success in the Profession of Law	Studies Law Office Management & Legal Ethics	Ethical Concerns in attorney/client relationships
Problems Any Lawyer Can Face (State Bar)	Studied Fiduciary Duties owed to client	Legal Ethics; Court Procedures
Elimination of Bias In the Legal Profession	Studied issues of discrimination	Constitutional Law- Equal Protection

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Orr, Philip, Adjunct, Bus. Admin.	a. RECENT Seminars, etc.:	
	1. Fall 2006 at Grossmont College:	
	A. Designing Curriculum for All Students	Disabilities/accessibility, diversity
	B. Punch & Kick Your Stress Away	Personal health, stress control
	2. Other: records unavailable*	
	b. LESS RECENT Seminars, etc. Records unavailable*	
	c. SELF-STUDY	Business, law, current affairs
	Readings: see 2 attached sheets showing a sampling of typical readings	publications of depth and high quality voluntarily purchased and studied
	* NOTE RE: records unavailable:	
	Multiple records were lost in a hard-drive failure in my computer.	

Phil Orr's continuing self-education list, recent readings:

- **Some books I read in 2006** (more political ones are pertinent to business law ethics):

Colley, et al., *What is Corporate Governance?* (McGraw-Hill 2005)

Copetas, *Metal Men How Marc Rich Defrauded the Country, Evaded the Law and Became the World's Most Sought-After Corporate Criminal* (HarperCollins 2001)

Phillips, K., *American Dynasty Aristocracy, Fortune and the Politics of Deceit in the House of Bush* (Viking 2004)

Smith and Emschiller, *24 Days [Enron story]* (HarperBusiness 2003)

Wasserstein, *Big Deal Mergers and Acquisitions in the Digital Age* (Warner Books 2000)

Henry, *The Dinner Club How the Masters of the Internet Universe Rode the Rise and Fall of the Greatest Boom in History* (Free Press 2002)

Wells, *American Capitalism, 1945-2000* (Ivan R. Dee 2003)

Wiener, *What Goes Up The Uncensored History of Modern Wall Street* (Little, Brown & Co. 2005)

- **Journals and other periodicals I read in 2006:**

The New Atlantis A Journal of Technology and Society (Ethics and Public Policy Center) quarterly; numerous issues

Foreign Affairs (Council on Foreign Relations) bi-monthly journal; numerous issues

Journal of the American Medical Association (JAMA) weekly; numerous issues

Policy Review (Hoover Institution, Stanford University) bi-monthly journal; numerous issues

World Policy Journal (New School University) quarterly journal; numerous issues

-- together with countless *newspapers* (San Diego Business Journal, San Diego Union-Tribune, Los Angeles Times, Wall Street Journal) and *magazines* (Business Week, misc. others)

- **Coming Attractions:** purchased and on my reading list for the upcoming Winter '06-'07 break:

Farah, Blood From Stones The Secret Financial Network of Terror (Broadway Books 2004)

Harrison and Gilbert, Great Decisions of the U.S. Supreme Court (Excellent books 2003)

Levitt, A. (Former SEC Chairman) Take on the Street What Wall Street and Corporate America Don't Want You to Know (Pantheon Books 2002)

Phillips, K., American Theocracy The Peril and Politics of Radical Religion, Oil, and Borrowed Money in the 21st Century (Viking 2006) (my reading this is already in progress)

Educational computer business simulation game: Big Oil (Tri Synergy, Inc. 2006)

PHIL ORR

More self-study: WEBSITES: a sampling of sites I frequently visit and read:

Business/Finance:

Bloomberg <http://www.bloomberg.com/>
Forbes <http://www.msnbc.msn.com/id/3663445/>

Current events:

yahoo! News <http://news.yahoo.com/>
Washington Post <http://www.msnbc.msn.com/id/3032586/>
International Security Research and intelligence - ISRIA
<http://www.isria.info/index2.php>

/ International English language news (/propaganda) sites:

Israel <http://www.haaretz.com/>
Arab news generally <http://english.aljazeera.net/News>
Iraq/Baghdad <http://baghdadblog.msnbc.com/>
Egypt <http://weekly.ahram.org.eg/2006/806/index.htm>
Pakistan <http://paktribune.com/index.shtml>
Saudi Arabia <http://www.arabnews.com/>
Iran <http://www.tehrantimes.com/>
Asia generally - Asia Times http://www.atimes.com/atimes/Front_Page.html
South Korea <http://www.koreaherald.co.kr/index.asp>
Russia <http://english.pravda.ru/>
France - AFP http://news.yahoo.com/i/1504;_ylt=Av.G2dPFBfududeLSEy1kl1WsONUE;_ylu=X3oDMTA3b2NibD1tBHN1YwM3MTY-

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Terrance Reilly	"Generation Me" by Dr. Twenge	Understanding our students
	"Learn How Your Students Learn by Dr. Badway	Focusing teaching skills

Handwritten notes at the bottom of the page, including the word "Relevance" and other illegible text.

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Jack Riley	OPT Retreat (each semester)	Allowed me to learn about concerns regarding communication in the workplace.
	Division Meeting (each semester)	Learn about developments in business education – emphasis on communication.

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Henry Schulman	Business Department Meeting	Update on dept matters and current syllabus requirements
	WebCT Training	Keep current on WebCT matters related to hybrid courses
	Quick Books Training	Keeping current on accounting software

APPENDIX 10
Audrey Voyles

10. Sabbaticals, Workshop and Staff Development Activities

Name	Activity	Relevance
How to create a good test	Provided the latest research on how students learn and what to expect based on the different testing formats.	Helped instructor create better assessment tools to determine student comprehension
	Instructor read many articles and was given examples of good and bad tests	
How students learn.	The latest information on student learning and the demographics of the community college was reviewed	Instrumental in the development of the instructor's in-class lectures.
	Also various theories of how people learn was	
	Provided to assist help the instructor with classroom instruction based on how people learn.	
How to teach an on-line class	Six week on-line course where the instructor was treated as a student so they would better understand how to develop a successful on-line course.	Provided insight on what the student experiences using the web and helped instructor with how to create and maintain the web site to insure student success.
How to use Webct	On-site class that taught instructors how to design and work with Webct as an instruction tool	Helped better understand the features of Webct and improve the on-line course.

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Rick Wells	Web CT Training	Tools used in managing class
Rick Wells	Homework Manager Training	Tools used in teaching
Rick Wells	Various Department Meetings	Exchanging ideas to improve teaching process
Rick Wells	Leadership Workshop	Continuing Education – Leadership Techniques useful in leading classes

**APPENDIX 11:
DEPARTMENT EQUIVALENCIES**

The Business Administration Department has no Equivalencies.

**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
A0J 110	210500	2.200	1650.00	750.00	1257.00	571.36	76.18
A0J 122	210500	.200	111.00	555.00	39.00	195.00	35.13
A0J 125	210500	.200	105.00	525.00	57.00	285.00	54.28
A0J 148	210500	.849	390.00	459.36	385.00	453.47	98.71
A0J 150	210500	.700	360.00	514.28	360.00	514.28	100.00
A0J 200	210500	.400	300.00	750.00	285.00	712.50	95.00
A0J 202	210500	.400	300.00	750.00	297.00	742.50	99.00
A0J 204	210500	.400	255.00	637.50	174.00	435.00	68.23
A0J 206	210500	.400	300.00	750.00	285.00	712.50	95.00
A0J 207	210500	.200	111.00	555.00	48.00	240.00	43.24
A0J 208	210500	.200	150.00	750.00	45.00	225.00	30.00
A0J 210	210500	.200	150.00	750.00	78.00	390.00	52.00
A0J 218	210500	.350	168.00	480.00	216.00	617.14	128.57
A0J 220	210500	.350	168.00	480.00	180.00	514.28	107.14
A0J 230	210500	.400	210.00	525.00	183.00	457.50	87.14
A0J 240	210500	.200	150.00	750.00	66.00	330.00	44.00
A0J 252	210500	.700	360.00	514.28	342.00	488.57	95.00
A0J 254	210500	.566	260.00	459.36	315.00	556.53	121.15
A0J 260	210500	.200	150.00	750.00	30.00	150.00	20.00
***** A0J		9.115	5648.00	619.63	4642.00	509.27	82.18
B0T 101	051400	.325	50.00	373.13	30.00	92.30	300.00
B0T 106	051400	.134	60.00	225.56	36.00	268.65	72.00
B0T 107	051400	.266	555.00	693.75	78.00	293.23	130.00
B0T 109	051400	.800	180.00	450.00	333.00	416.25	60.00
B0T 110	051400	.400	150.00	750.00	126.00	315.00	70.00
B0T 161	051420	.200	45.00	225.00	69.00	345.00	46.00
B0T 176	050200	.133	30.00	225.56	54.00	270.00	120.00
B0T 179	050200	.150	30.00	230.00	44.00	330.82	146.66
B0T 216	051400	.283	150.00	530.03	45.00	300.00	150.00
***** 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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
						MAX		FTEF		
AOJ 100	210500	.233	138.38	138.38	593.90	67.65	290.34	48.88		
AOJ 101	210500	.083	44.44	44.44	535.42	11.85	142.77	26.66		
AOJ 104	210500	.873	717.19	717.19	821.24	191.25	218.99	26.66		
AOJ 107	210500	.979	595.31	595.31	607.89	595.31	607.89	100.00		
AOJ 110	210500	.400	261.00	261.00	652.50	147.00	367.50	56.32		
AOJ 142	210500	.200	135.00	135.00	675.00	48.00	240.00	35.55		
AOJ 250B	210500	.100	55.50	55.50	555.00	24.00	240.00	43.24		
AOJ		2.868	1946.82	1946.82	678.66	1085.06	378.25	55.73		
BUS 086	051400	.268	300.00	300.00	561.79	10.50	39.17	1050.00		
BUS 120	050200	.534	400.00	400.00	749.06	248.00	464.41	82.66		
BUS 121	050200	.534	400.00	400.00	749.06	260.00	486.89	65.00		
BUS 252	050900	.100	72.00	72.00	720.00	40.50	405.00	56.25		
BUS 256	050800	.133	99.69	99.69	749.54	55.83	419.77	56.00		
BUS 257	050800	.100	72.00	72.00	720.00	37.50	375.00	52.08		
BUS		1.669	943.69	943.69	565.42	652.33	390.85	69.12		
CD 125	130500	.400	330.00	330.00	825.00	171.00	427.50	51.81		
CD 138	130500	.200	67.50	67.50	337.50	45.00	225.00	66.66		
CD 199	130500	.201	149.07	149.07	741.64	50.50	50.50	100.00		
CD 299	130500	.801	547.07	547.07	682.98	102.69	510.89	68.88		
CD						319.19	398.48	58.34		
CSIS110	070100	.700	540.00	540.00	771.42	294.00	420.00	54.44		
CSIS142	070100	.133	100.00	100.00	751.87	56.00	421.05	56.00		
CSIS143	070100	.133	100.00	100.00	751.87	46.00	345.86	46.00		
CSIS144	070100	.133	100.00	100.00	751.87	38.00	285.71	38.00		
CSIS145	070100	.133	100.00	100.00	751.87	46.00	345.86	46.00		
CSIS172	070100	.133	100.00	100.00	751.87	58.00	436.09	58.00		
CSIS173B	070100	.133	100.00	100.00	751.87	104.00	781.95	104.00		
CSIS		1.498	1140.00	1140.00	761.01	642.00	428.57	56.31		
CVTE225	121300	.150	75.00	75.00	500.00	57.00	380.00	76.00		
CVTE		.150	75.00	75.00	500.00	57.00	380.00	76.00		
HESC205	219900	.200	150.00	150.00	750.00	30.00	150.00	20.00		
HESC206	219900	.200	150.00	150.00	750.00	48.00	240.00	32.00		
HESC299	219900	.533	280.00	280.00	525.03	184.00	345.02	65.71		
HESC		.933	580.00	580.00	621.45	262.00	280.72	45.17		
NURS110	123010	.528	220.50	220.50	417.61	270.68	512.65	122.75		
NURS118	123010	.067	40.00	40.00	597.01	46.00	686.56	115.00		
NURS119	123010	.067	40.00	40.00	597.01	38.00	567.16	95.00		
NURS130	123010	1.525	360.00	360.00	236.06	369.00	241.96	102.50		
NURS132	123010	1.600	360.00	360.00	225.00	351.00	219.37	97.50		
NURS211	123010	2.093	350.33	350.33	167.34	363.30	173.53	103.70		
NURS220	123010	1.262	360.00	360.00	285.14	324.00	256.63	90.00		
NURS222	123010	1.825	360.00	360.00	197.26	288.00	157.80	80.00		
NURS230	123010	1.391	389.25	389.25	279.71	376.28	270.39	96.66		

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	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	150.00	450.45	42.00	378.37	84.00	
AOJ 130	210500	.222	100.00	459.36	72.00	324.32	72.00	
AOJ 148	210500	.849	390.00	514.28	420.00	494.69	107.69	
AOJ 150	210500	.700	360.00	750.00	408.00	582.85	113.33	
AOJ 200	210500	.600	450.00	750.00	387.00	645.00	86.00	
AOJ 202	210500	.400	300.00	750.00	228.00	570.00	76.00	
AOJ 204	210500	.200	150.00	750.00	69.00	345.00	46.00	
AOJ 206	210500	.400	255.00	637.50	252.00	630.00	98.82	
AOJ 218	210500	.700	336.00	480.00	360.00	514.28	107.14	
AOJ 220	210500	.350	168.00	480.00	174.00	497.14	103.57	
AOJ 230	210500	.400	210.00	525.00	177.00	442.50	84.28	
AOJ 240	210500	.200	105.00	525.00	57.00	285.00	54.28	
AOJ 252	210500	.700	360.00	514.28	294.00	420.00	81.66	
AOJ 254	210500	.283	130.00	459.36	155.00	547.70	119.23	
AOJ 258	210500	8.715	5275.00	605.27	4598.00	527.59	87.16	
AOJ 261	051400	.325	35.00	174.12	30.00	92.30	300.00	
AOJ 266	051400	.201	22.00	82.70	58.00	288.55	165.71	
AOJ 280	051400	.800	600.00	750.00	114.00	428.57	518.18	
AOJ 283	051400	.400	90.00	225.00	432.00	540.00	72.00	
AOJ 288	051420	.200	150.00	750.00	192.00	480.00	213.33	
AOJ 292	051420	.200	90.00	450.00	69.00	345.00	46.00	
AOJ 296	050200	.266	66.00	248.12	70.00	263.15	63.33	
AOJ 300	050200	.150	15.00	100.00	72.00	480.00	106.06	
AOJ 303	051400	.283	125.00	441.69	59.00	208.48	480.00	
AOJ 306	051400	3.091	1193.00	385.95	1153.00	373.01	47.20	
AOJ 309	050100	.600	450.00	750.00	375.00	625.00	83.33	
AOJ 312	050600	.200	147.00	735.00	57.00	285.00	38.77	
AOJ 315	050200	.136	1600.00	749.06	1472.00	689.13	92.00	
AOJ 318	050200	1.335	1000.00	749.06	516.00	386.51	51.60	
AOJ 321	050100	1.600	1200.00	750.00	825.00	515.62	68.75	
AOJ 324	050100	2.000	768.00	384.00	585.00	292.50	76.17	
AOJ 327	050600	.200	150.00	750.00	72.00	360.00	48.00	
AOJ 330	050900	.200	150.00	750.00	30.00	150.00	20.00	
AOJ 333	050900	.200	150.00	750.00	96.00	480.00	64.00	
AOJ 336	050100	.133	60.00	451.12	24.00	180.45	40.00	
AOJ 339	050600	.200	150.00	750.00	48.00	240.00	32.00	
AOJ 342	050600	.200	132.00	660.00	39.00	195.00	26.00	
AOJ 345	050600	.600	405.00	675.00	84.00	420.00	63.63	
AOJ 348	130100	.200	108.00	540.00	294.00	495.00	72.59	
AOJ 351	050990	.200	144.00	720.00	51.00	255.00	47.22	
AOJ 354	050990	.200	150.00	750.00	66.00	330.00	45.83	
AOJ 357	050990	.200	150.00	750.00	39.00	195.00	26.00	
AOJ 360	050990	10.404	6914.00	664.55	4673.00	449.15	67.58	

SKD571-INS
 RUN ON: 01-05-2006 08:19:56
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT 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	.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	112.00	421.05	78.00	293.23	69.64
CSIS143	070100	.263	112.00	425.85	70.00	266.15	62.50
CSIS172	070100	.133	100.00	751.87	28.00	210.52	28.00
CSIS174B	070100	.133	100.00	751.87	86.00	646.61	86.00
CSIS175B	070100	.133	100.00	751.87	90.00	676.69	90.00
CSIS299	070100	.133	56.00	421.05	22.00	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 02-14-2006 11:33:31 GROSSMONT COLLEGE
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES *** 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	2.400	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	105.00
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	460.00	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	14.00	208.95	30.00	92.30	3000.00
BOT 106	051400	.067	40.00	150.37	38.00	567.16	271.42
BOT 107	051400	.266	585.00	731.25	74.00	278.19	185.00
BOT 109	051400	.800	90.00	225.00	387.00	483.75	66.15
BOT 110	051400	.400	150.00	750.00	138.00	345.00	153.33
BOT 161	051420	.200	45.00	225.00	87.00	435.00	58.00
BOT 163	051400	.133	30.00	225.56	66.00	330.00	146.66
BOT 164	051400	.133	30.00	225.56	32.00	240.60	106.66
BOT 176	050200	.150	75.00	500.00	62.00	466.16	206.66
BOT 179	050200	.150	150.00	530.03	75.00	500.00	100.00
BOT 216	051400	.283	1209.00	408.86	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

GROSSMONT COLLEGE

SUBJECT WSCH ANALYSIS

02-14-2006 11:33:31
 *** 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 100	210500	.208	138.38	665.28	95.33	458.31	68.89
AOJ 101	210500	.083	44.44	535.42	25.18	303.37	56.66
AOJ 104	210500	.950	717.19	754.93	270.94	285.20	37.77
AOJ 107	210500	.979	605.31	618.29	665.84	680.12	109.99
AOJ 110	210500	.400	261.00	652.50	174.00	435.00	66.66
AOJ 142	210500	.200	135.00	675.00	75.00	375.00	55.55
*****	AOJ	2.820	1901.32	674.22	1306.29	463.22	68.70
BUS 120	050200	.534	300.00	561.79	296.00	554.30	98.66
BUS 121	050200	.534	400.00	749.06	356.00	666.66	89.00
BUS 252	050900	.100	72.00	720.00	27.00	270.00	37.50
BUS 256	050800	.133	99.69	749.54	31.90	239.84	31.99
BUS 257	050800	.100	36.00	360.00	13.50	135.00	37.50
*****	BUS	1.401	907.69	647.88	724.40	517.05	79.80
CA 163	130630	.067	35.00	522.38	35.00	522.38	100.00
CA 166	130630	.067	35.00	522.38	26.00	388.05	74.28
*****	CA	.134	70.00	522.38	61.00	455.22	87.14
CD 125	130500	.200	180.00	900.00	174.00	870.00	96.66
CD 129	130500	.200	135.00	675.00	81.00	605.00	60.00
CD 137	130500	.200	135.00	675.00	105.00	525.00	77.77
CD 299	130500	.133	90.00	676.69	50.00	375.93	55.55
*****	CD	.733	540.00	736.69	410.00	559.34	75.92
CSIS110	070100	.700	540.00	771.42	438.00	625.71	81.11
CSIS142	070100	.266	104.00	390.97	74.00	278.19	71.15
CSIS143	070100	.266	104.00	390.97	50.00	187.96	48.07
CSIS172	070100	.133	100.00	751.87	48.00	360.90	48.00
CSIS173B	070100	.133	100.00	751.87	96.00	721.80	96.00
CSIS174B	070100	.133	48.00	360.90	22.00	165.41	45.83
CSIS274B	070100	.133	48.00	360.90	20.00	150.37	41.66
CSIS299	070100	.266	112.00	421.05	64.00	240.60	57.14
*****	CSIS	2.030	1156.00	569.45	812.00	400.00	70.24
CVTE225	121300	.150	75.00	500.00	39.00	260.00	52.00
CVTE299	121300	.200	225.00	1125.00	75.00	375.00	33.33
*****	CVTE	.350	300.00	857.14	114.00	325.71	38.00
HESC205	219900	.200	150.00	750.00	39.00	195.00	26.00
HESC206	219900	.200	150.00	750.00	51.00	255.00	34.00
*****	HESC	.400	300.00	750.00	90.00	225.00	30.00
NURS110	123010	.542	212.50	391.84	243.75	449.47	114.70
NURS117	123010	.066	30.00	454.54	29.50	446.96	98.33
NURS118	123010	.067	18.00	268.65	23.00	123.28	127.77
NURS119	123010	.067	35.00	522.38	38.00	567.16	108.57
NURS130	123010	1.600	360.00	225.00	324.00	202.50	90.00
NURS132	123010	1.600	360.00	225.00	333.00	208.12	92.50

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 110	2.000	1500.00	750.00	1431.00	715.50	95.40
AOJ 111	.200	150.00	750.00	84.00	420.00	56.00
AOJ 120	.200	111.00	555.00	99.00	495.00	89.18
AOJ 128	.111	50.00	450.45	46.00	414.41	92.00
AOJ 130	.222	100.00	450.45	114.00	513.51	114.00
AOJ 140	.200	105.00	525.00	66.00	330.00	62.85
AOJ 148	.566	260.00	459.36	260.00	459.36	100.00
AOJ 150	.350	180.00	514.28	216.00	617.14	120.00
AOJ 200	.800	600.00	750.00	474.00	592.50	79.00
AOJ 202	.400	300.00	750.00	402.00	1005.00	134.00
AOJ 204	.200	150.00	750.00	105.00	525.00	70.00
AOJ 206	.400	285.00	712.50	279.00	697.50	97.89
AOJ 208	.200	150.00	750.00	87.00	435.00	58.00
AOJ 218	.700	336.00	480.00	336.00	480.00	100.00
AOJ 220	.350	168.00	480.00	162.00	462.85	96.42
AOJ 230	.400	210.00	525.00	183.00	457.50	87.14
AOJ 240	.200	105.00	525.00	45.00	225.00	42.85
AOJ 252	.350	180.00	514.28	216.00	617.14	120.00
AOJ 254	.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	.325	150.00	461.53	78.00	240.00	52.00
BOT 106	.134	95.00	708.95	34.00	253.73	35.78
BOT 107	.266	120.00	451.12	78.00	293.23	65.00
BOT 109	.800	585.00	731.25	402.00	502.50	68.71
BOT 110	.400	90.00	225.00	123.00	307.50	136.66
BOT 161	.200	150.00	750.00	93.00	465.00	62.00
BOT 163	.200	90.00	450.00	42.00	210.00	46.66
BOT 164	.133	60.00	451.12	24.00	180.45	40.00
BOT 176	.266	80.00	300.75	74.00	278.19	92.50
BOT 179	.150	75.00	500.00	45.00	300.00	60.00
BOT 216	.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	.600	450.00	750.00	435.00	725.00	96.66
BUS 115	.200	150.00	750.00	93.00	465.00	62.00
BUS 118	.200	150.00	750.00	48.00	240.00	32.00
BUS 120	.403	180.00	749.06	1616.00	672.49	89.77
BUS 125	1.335	1000.00	749.06	644.00	482.39	64.40
BUS 128	1.600	1200.00	750.00	888.00	555.00	74.00
BUS 142	1.750	663.00	378.85	591.00	337.71	89.14
BUS 146	.200	150.00	750.00	63.00	315.00	42.00
BUS 152	.400	300.00	750.00	216.00	540.00	72.00
BUS 155	.133	60.00	451.12	46.00	345.86	76.66
BUS 156	.200	150.00	750.00	54.00	270.00	36.00
BUS 158	.200	150.00	750.00	60.00	300.00	40.00
BUS 195	.800	132.00	660.00	84.00	420.00	63.63
BUS 250	.200	540.00	675.00	423.00	528.75	78.33
BUS 253	.200	108.00	540.00	45.00	225.00	41.66
BUS 259	.200	144.00	720.00	63.00	315.00	43.75

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102 210500	.308	144.00	467.53	117.00	379.87	81.25
AOJ 103 210500	.446	227.50	509.06	195.00	436.33	85.71
AOJ 107 210500	.945	726.00	767.60	703.31	743.61	96.87
AOJ 110 210500	.400	261.00	652.50	171.00	427.50	65.51
AOJ 250D 210500	.100	58.50	585.00	19.00	190.10	32.49
AOJ 262A 210500	.067	50.00	746.26	18.00	268.65	36.00
***** A0J	2.267	1467.00	646.91	1223.32	539.45	83.38
BUS 120 050200	.267	200.00	749.06	228.00	853.93	114.00
BUS 121 050200	.267	100.00	374.53	108.00	404.49	108.00
BUS 251 050990	.134	69.38	517.76	57.81	431.41	83.32
***** BUS	.668	369.38	552.96	393.81	589.53	106.61
CA 163 130630	.067	25.00	373.13	22.00	328.35	88.00
CA 166 CA	.067	40.00	597.01	25.00	373.13	62.50
***** CA	.134	65.00	485.07	47.00	350.74	72.30
CD 125 130510	.400	330.00	825.00	255.00	637.50	77.27
CD 128 CD	.200	135.00	675.00	117.00	585.00	86.66
***** CD	.600	465.00	775.00	372.00	620.00	80.00
CSIS142 070300	.266	112.00	421.05	90.00	338.34	80.35
CSIS143 070300	.266	112.00	421.05	76.00	285.71	67.85
CSIS144 070300	.133	56.00	421.05	18.00	135.33	32.14
CSIS145 070300	.133	56.00	421.05	18.00	135.33	32.14
CSIS172 070300	.133	100.00	751.87	66.00	496.24	66.00
CSIS173B 070300	.133	100.00	751.87	44.00	330.82	44.00
CSIS175B 070300	.133	50.00	375.93	31.00	233.08	62.00
CSIS299 070300	.133	56.00	421.05	40.00	300.75	71.42
***** CSIS	1.330	642.00	482.70	383.00	287.96	59.65
HESC110 219900	.200	150.00	750.00	129.00	645.00	86.00
HESC150 219900	.200	168.75	843.75	155.25	776.25	92.00
HESC299 219900	.200	105.00	525.00	36.00	180.00	34.28
***** HESC	.600	423.75	706.25	320.25	533.75	75.57
NURS118 120300	.067	35.00	522.38	28.00	417.91	80.00
NURS119 120300	.067	35.00	522.38	35.00	522.38	100.00
NURS140 120300	.266	140.00	526.31	80.00	300.75	57.14
NURS205 120300	.993	180.00	181.26	156.00	157.09	86.66
NURS299 120300	5.476	1645.00	300.36	1146.00	209.25	69.66
***** NURS	6.869	2035.00	296.23	1445.00	210.34	71.00
RESP112 121000	1.200	135.00	112.50	129.00	107.50	95.55
***** RESP	1.200	135.00	112.50	129.00	107.50	95.55

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

SKUS/1-1N
RUN ON: 0, 21-2004 11:11:02
REPORT INCLUDES: GROSSMONT COLLEGE ONLY

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	130.00		
AOJ 200	210500	.600	405.00	675.00	432.00	720.00	106.66		
AOJ 202	210500	.200	150.00	750.00	204.00	1020.00	136.00		
AOJ 204	210500	.400	255.00	637.50	213.00	532.50	83.52		
AOJ 206	210500	.200	150.00	750.00	186.00	930.00	124.00		
AOJ 207	210500	.200	111.00	555.00	66.00	330.00	59.45		
AOJ 208	210500	.200	105.00	525.00	84.00	420.00	80.00		
AOJ 218	210500	.350	150.00	428.57	180.00	514.28	120.00		
AOJ 220	210500	.350	120.00	342.85	180.00	514.28	150.00		
AOJ 230	210500	.400	210.00	525.00	168.00	420.00	80.00		
AOJ 240	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	104.00	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	050100	.600	450.00	750.00	399.00	665.00	88.66		
BUS 114	051400	.067	20.00	298.50	40.00	597.01	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	050100	1.400	1017.00	726.42	948.00	677.14	93.21		
BUS 127	051400	.400	75.00	187.50	108.00	270.00	144.00		
BUS 128	050100	1.750	672.00	384.00	669.00	382.28	99.55		
BUS 141	050600	.200	150.00	750.00	81.00	405.00	54.00		
BUS 144	050900	.400	300.00	750.00	66.00	330.00	44.00		
BUS 146	050900	.200	144.00	720.00	195.00	487.50	65.00		
BUS 156	050600	.200	145.00	725.00	111.00	555.00	77.08		
BUS 163	051400	.133	30.00	225.56	42.00	210.00	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	050200	.800	45.00	300.00	69.00	460.00	153.33		
BUS 195	130400	.150	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		

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 100	.233	138.38	593.90	126.08	541.11	91.11
AOJ 101	.083	59.25	713.85	33.58	404.57	56.67
AOJ 110	.200	150.00	750.00	81.00	405.00	54.00
AOJ 142	.200	150.00	750.00	102.00	510.00	68.00
AOJ 251A	.167	100.00	598.80	87.50	523.95	87.50
AOJ 251B	.167	80.00	479.04	75.00	449.10	93.75
AOJ 299	.949	721.97	760.12	385.05	405.40	53.33
***** AOJ	1.999	1399.60	699.86	890.21	445.14	63.60
BUS 086	.267	20.00	74.85	52.00	194.61	260.00
BUS 120	.267	200.00	749.06	212.00	794.00	106.00
BUS 121	.267	200.00	749.06	192.00	719.10	96.00
BUS 252	.100	72.00	720.00	34.50	345.00	47.91
BUS 256	.133	99.69	749.54	47.85	359.77	47.99
BUS 257	.100	36.00	360.00	19.50	195.00	54.16
***** BUS	1.134	627.69	553.42	557.85	491.84	88.87
CA 163	.067	35.00	522.38	33.00	492.53	94.28
CA 166	.134	70.00	522.38	28.00	417.91	80.00
***** CA				61.00	455.22	87.14
CD 125	.400	315.00	787.50	213.00	532.50	67.61
CD 128	.200	135.00	675.00	117.00	585.00	86.66
CD 299	.067	45.00	671.64	31.00	462.68	68.88
***** CD	.667	495.00	742.12	361.00	541.22	72.92
CSIS142	.266	104.00	390.97	92.00	345.86	88.46
CSIS143	.266	104.00	390.97	82.00	308.27	78.84
CSIS144	.133	48.00	360.90	28.00	210.52	58.33
CSIS145	.133	48.00	360.90	34.00	255.63	70.83
CSIS172	.133	100.00	751.87	34.00	255.63	34.00
CSIS173B	.133	100.00	751.87	88.00	661.65	88.00
CSIS174B	.133	48.00	360.90	38.00	285.71	79.16
CSIS274B	.133	48.00	360.90	40.00	300.75	83.33
***** CSIS	1.330	600.00	451.12	436.00	327.81	72.66
CVTE225	.150	75.00	500.00	78.00	520.00	104.00
***** CVTE	.150	75.00	500.00	78.00	520.00	104.00
HESC205	.200	150.00	750.00	75.00	375.00	50.00
HESC206	.400	150.00	750.00	72.00	360.00	48.00
***** HESC	.400	300.00	750.00	147.00	367.50	49.00
NURS110	.383	174.57	455.79	139.65	364.62	79.99
NURS117	.066	35.00	530.30	21.00	318.18	60.00
NURS119	.067	36.00	537.31	13.00	194.02	36.11
NURS133	1.684	384.00	228.00	358.80	213.03	93.43
NURS135	1.685	359.25	213.12	335.25	198.89	93.31
NURS137	1.638	359.25	219.20	323.33	197.28	90.00

REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** 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
A0J 110	210500	2.200	1650.00	750.00	1617.00	735.00	98.00
A0J 111	210500	.200	150.00	750.00	81.00	405.00	54.00
A0J 120	210500	.200	105.00	525.00	66.00	330.00	62.85
A0J 126	210500	.200	150.00	750.00	51.00	255.00	34.00
A0J 128	210500	.111	44.00	396.39	48.00	432.43	109.09
A0J 130	210500	.222	88.00	396.39	102.00	459.45	115.90
A0J 148	210500	.566	220.00	388.69	260.00	459.36	118.18
A0J 150	210500	.350	120.00	342.85	204.00	582.85	170.00
A0J 200	210500	.600	450.00	750.00	465.00	775.00	103.33
A0J 202	210500	.200	150.00	750.00	159.00	795.00	106.00
A0J 204	210500	.400	300.00	750.00	228.00	912.00	142.00
A0J 206	210500	.200	150.00	750.00	213.00	1065.00	142.00
A0J 208	210500	.200	135.00	675.00	93.00	465.00	68.88
A0J 218	210500	.700	240.00	342.85	270.00	385.71	112.50
A0J 220	210500	.350	120.00	342.85	138.00	394.28	115.00
A0J 230	210500	.400	120.00	525.00	180.00	450.00	85.71
A0J 240	210500	.200	105.00	525.00	96.00	480.00	91.42
A0J 252	210500	.350	120.00	342.85	192.00	548.57	160.00
A0J 254	210500	.283	100.00	353.35	163.00	636.04	180.00
***** A0J		7.932	4607.00	580.81	4643.00	585.35	100.78
B0T 101	051400	.325	20.00	75.00	156.00	480.00	15600.00
B0T 107	051400	.266	150.00	750.00	150.00	563.90	750.00
B0T 161	051420	.200	125.00	441.69	123.00	615.00	82.00
B0T 216	051400	.283	295.00	274.67	130.00	459.36	104.00
***** BOT		1.074			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	.200	150.00	750.00	84.00	420.00	56.00
BUS 120	050200	1.869	1400.00	749.06	1452.00	776.88	103.71
BUS 121	050200	1.335	1000.00	749.06	732.00	548.31	73.20
BUS 125	050100	1.200	900.00	750.00	864.00	720.00	96.00
BUS 127	051400	.400	45.00	112.50	243.00	607.50	540.00
BUS 128	050100	1.500	576.00	384.00	558.00	372.00	96.87
BUS 141	050600	.200	150.00	750.00	63.00	315.00	42.00
BUS 142	050950	.200	150.00	750.00	54.00	270.00	36.00
BUS 146	050900	.400	300.00	750.00	240.00	600.00	80.00
BUS 147A	050950	.067	50.00	746.26	19.00	283.58	38.00
BUS 152	050100	.133	60.00	451.12	28.00	210.52	46.66
BUS 155	050600	.200	150.00	750.00	99.00	495.00	66.00
BUS 156	050600	.200	150.00	750.00	99.00	495.00	66.00
BUS 163	051400	.200	90.00	450.00	105.00	525.00	70.00
BUS 164	051400	.133	60.00	451.12	75.00	375.00	83.33
BUS 176	050200	.266	70.00	263.15	46.00	345.86	76.66
BUS 179	050200	.150	15.00	100.00	108.00	406.01	154.28
BUS 195	130400	.800	540.00	675.00	510.00	500.00	500.00
BUS 250	050990	.200	150.00	750.00	54.00	270.00	36.00

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	.308	144.00	467.53	117.00	379.87	81.25
AOJ 103	210500	.447	227.50	508.94	221.00	494.40	97.14
AOJ 110	210500	.200	150.00	750.00	114.00	570.00	76.00
AOJ 262B	210500	.067	62.50	932.83	12.50	186.56	20.00
*****	AOJ	1.022	584.00	571.42	464.50	454.50	79.53
BUS 120	050200	.267	200.00	749.06	216.00	808.98	108.00
BUS 121	050200	.267	200.00	749.06	212.00	794.00	106.00
BUS 251	050990	.133	60.00	451.12	58.00	436.09	96.66
*****	BUS	.667	460.00	689.65	486.00	728.63	105.65
CA 163	130630	.067	25.00	373.13	29.00	432.83	116.00
CA 166	130630	.067	40.00	597.01	28.00	417.91	70.00
*****	CA	.134	65.00	485.07	57.00	425.37	87.69
CD 125	130510	.400	330.00	825.00	213.00	532.50	64.54
CD 138	130510	.200	160.00	800.00	56.00	280.00	35.00
CD 160	130510	.200	270.00	1350.00	102.00	510.00	37.77
*****	CD	.800	760.00	950.00	371.00	463.75	48.81
CSIS105	070300	.283	109.73	270.67	109.73	387.73	10973.00
CSIS132	070300	.142	55.00	270.67	55.00	387.32	5500.00
CSIS142	070300	.399	108.00	406.01	110.00	275.68	101.85
CSIS143	070300	.266	108.00	406.01	46.00	172.93	42.59
CSIS145	070300	.133	48.00	360.90	38.00	285.71	79.16
CSIS173B	070300	.133	100.00	751.87	98.00	736.84	98.00
CSIS174B	070300	.266	100.00	375.93	95.65	359.58	95.65
CSIS175B	070300	.133	50.00	375.93	12.00	90.22	24.00
CSIS186A	070300	.033	11.00	11.00	11.00	333.33	1100.00
CSIS186B	070300	.266	100.00	375.93	84.00	333.33	1100.00
CSIS274B	070300	.133	100.00	751.87	30.00	315.78	84.00
CSIS275B	070300	.133	100.00	751.87	30.00	225.56	30.00
CSIS280	070300	.342	714.00	264.93	117.86	329.77	4386.00
CSIS299	070300	2.695	714.00	264.93	862.10	344.61	11786.00
*****	CSIS	2.695	714.00	264.93	862.10	319.88	120.74
HESC110	219900	.200	150.00	750.00	153.00	765.00	102.00
HESC150	219900	.400	300.00	750.00	273.00	600.00	80.00
*****	HESC	.400	300.00	750.00	273.00	682.50	91.00
NURS118	120300	.201	189.25	941.54	135.55	674.37	71.62
NURS119	120300	.201	250.00	1243.78	149.00	741.29	59.60
NURS135	120300	.838	180.00	214.69	174.00	207.53	96.66
NURS140	120300	.266	140.00	526.31	104.00	390.97	74.28
NURS205	120300	.993	181.26	181.26	186.00	187.31	103.33
NURS223	120300	4.781	1049.13	219.41	999.25	208.98	95.24
NURS225	120300	3.687	805.00	218.31	828.00	224.54	102.85
*****	NURS	10.968	2793.38	254.67	2575.80	234.84	92.21

SKD571-INS
 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 *** 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	1383.00	691.50	92.20
AOJ 120	210500	.200	150.00	750.00	93.00	465.00	62.00
AOJ 125	210500	.200	150.00	750.00	111.00	555.00	74.00
AOJ 148	210500	.566	200.00	353.35	240.00	424.02	120.00
AOJ 150	210500	.350	120.00	342.85	222.00	634.28	185.00
AOJ 200	210500	.600	405.00	675.00	462.00	770.00	114.07
AOJ 201	210530	.200	111.00	555.00	45.00	225.00	40.54
AOJ 202	210500	.200	150.00	750.00	189.00	945.00	126.00
AOJ 204	210500	.200	105.00	525.00	63.00	315.00	60.00
AOJ 206	210500	.200	150.00	750.00	195.00	975.00	130.00
AOJ 208	210500	.200	105.00	525.00	78.00	390.00	74.28
AOJ 210	210530	.200	150.00	750.00	144.00	720.00	96.00
AOJ 218	210500	.350	120.00	342.85	150.00	428.57	125.00
AOJ 220	210500	.350	120.00	342.85	168.00	480.00	140.00
AOJ 230	210500	.400	210.00	525.00	249.00	622.50	118.57
AOJ 240	210500	.200	150.00	750.00	72.00	360.00	48.00
AOJ 252	210500	.350	120.00	342.85	186.00	531.42	155.00
AOJ 254	210500	.283	100.00	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	20.00	75.18	126.00	473.68	630.00
BOT 161	051400	.200	150.00	750.00	114.00	570.00	76.00
BOT 216	051400	.283	150.00	530.03	131.00	462.89	87.33
BOT 222	051420	.067	30.00	447.76	14.00	208.95	46.66
***** BOT		.816	350.00	428.92	385.00	471.81	110.00
BUS 109	051400	.600	375.00	625.00	345.00	575.00	92.00
BUS 110	050100	.600	450.00	750.00	390.00	650.00	86.66
BUS 114	051400	.067	15.00	223.88	62.00	925.37	413.33
BUS 115	050600	.400	246.00	615.00	162.00	405.00	65.85
BUS 118	050950	.200	132.00	660.00	172.00	360.00	54.54
BUS 120	050200	2.136	1600.00	749.06	1564.00	732.20	97.75
BUS 121	050200	1.335	1000.00	749.06	900.00	674.15	90.00
BUS 125	050100	1.400	1035.00	739.28	981.00	700.71	94.78
BUS 127	051400	.400	60.00	150.00	249.00	622.50	415.00
BUS 128	050100	1.750	672.00	384.00	636.00	363.42	94.64
BUS 144	050900	.200	150.00	750.00	99.00	495.00	66.00
BUS 146	050900	.400	300.00	750.00	207.00	517.50	69.00
BUS 147A	050950	.134	87.00	649.25	90.00	671.64	103.44
BUS 156	050600	.200	132.00	660.00	54.00	270.00	40.90
BUS 158	050600	.200	150.00	750.00	60.00	300.00	40.00
BUS 163	051400	.200	15.00	75.00	63.00	315.00	420.00
BUS 164	051400	.133	10.00	75.18	42.00	315.78	420.00
BUS 176	050200	.133	20.00	150.37	64.00	481.20	320.00
BUS 179	050200	.150	30.00	200.00	90.00	600.00	300.00
BUS 195	130400	.800	540.00	675.00	495.00	618.75	91.66
BUS 250	050990	.200	144.00	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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	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	.100	1.50	1.50	1.50	1.50	100.00	
AOJ 250B	210500	.100	60.00	600.00	39.00	390.00	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	.163			3.00	3.00	300.00	
*****	BOT				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	050900	.100	72.00	720.00	51.00	510.00	70.83	
BUS 256	050990	.133	68.75	516.91	37.13	279.17	54.00	
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	68.00	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			136.00	340.85	106.25	
CSIS143	070300	.266	128.00	320.80	66.00	248.12	63.46	
CSIS144	070300	.133	104.00	390.97	30.00	225.56	62.50	
CSIS145	070300	.133	48.00	360.90	30.00	225.56	62.50	
CSIS172	070300	.133	48.00	360.90	56.00	421.05	56.00	
CSIS173B	070300	.133	100.00	751.87	78.00	586.46	78.00	
CSIS174B	070300	.266	100.00	751.87	60.00	225.56	125.00	
CSIS186A	070300	.033	48.00	180.45	10.00	303.03	1000.00	
CSIS186B	070300	.033	48.00	180.45	10.00	303.03	1000.00	
CSIS274B	070300	.266			32.00	293.23	129.16	
CSIS280	070300	.133			69.00	293.23	390.00	
CSIS299	070300	.342	624.00	231.53	104.38	305.20	10438.00	
*****	CSIS	2.695			831.38	308.48	133.23	
CVTE225	121300	.150	75.00	500.00	66.00	440.00	88.00	

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	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	750.00	100.00
AOJ 208	210500	.200	150.00	750.00	135.00	930.00	124.00
AOJ 218	210500	.700	240.00	342.85	270.00	675.00	90.00
AOJ 220	210500	.350	120.00	342.85	102.00	385.71	112.50
AOJ 230	210500	.200	105.00	525.00	96.00	291.42	85.00
AOJ 240	210500	.200	105.00	525.00	72.00	480.00	91.42
AOJ 252	210500	.350	120.00	342.85	198.00	360.00	68.57
AOJ 254	210500	.283	100.00	353.35	140.00	565.71	165.00
***** AOJ		7.132	3942.00	552.72	4194.00	494.69	140.00
						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	246.00	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	050100	1.500	576.00	384.00	549.00	366.00	95.31
BUS 140	050600	.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	050950	.400	300.00	750.00	228.00	570.00	76.00
BUS 147A	050950	.134	100.00	746.26	71.00	529.85	71.00
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	050600	.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

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	.287	144.00	500.86	85.50	297.39	59.37
AOJ 103	.440	226.41	513.86	109.97	249.59	48.57
AOJ 110	.200	150.00	750.00	81.00	405.00	54.00
AOJ 240	.200	118.13	590.65	44.63	223.15	37.78
AOJ 262B	.067	50.00	746.26	17.00	253.73	34.00
AOJ 262C	.067	50.00	746.26	21.00	313.43	42.00
AOJ 262D	.067	50.00	746.26	18.00	268.65	36.00
AOJ	1.329	788.54	593.28	377.10	283.72	47.82
***** AOJ						
BOT 101A	.326			243.00	745.39	24300.00
***** BOT	.326			243.00	745.39	24300.00
BUS 120	.267	100.00	374.53	90.00	337.07	90.00
BUS 121	.267	100.00	374.53	90.00	337.07	90.00
BUS 128	.250	96.00	384.00	69.00	276.00	71.87
BUS 164	.133	30.00	225.56	28.00	210.52	93.33
BUS 251	.133	60.00	451.12	58.00	436.09	96.66
***** BUS	1.050	386.00	357.61	335.00	319.04	86.78
CA 163	.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	.200	105.00	525.00	78.00	390.00	74.28
CD 129	.200	135.00	675.00	111.00	555.00	82.22
CD 148	.200	135.00	675.00	114.00	570.00	84.44
CD 168	.067	40.00	597.01	35.00	522.38	87.50
CD 169	.067	45.00	671.64	35.00	522.38	77.77
CD 299	.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	.283			120.00	424.02	12000.00
CSIS132	.142			55.00	387.32	5500.00
CSIS142	.399	96.00	240.60	106.00	265.66	110.41
CSIS143	.266	96.00	360.90	48.00	180.45	50.00
CSIS144	.133	48.00	360.90	32.00	240.60	66.66
CSIS145	.133	48.00	360.90	32.00	240.60	66.66
CSIS174B	.266	100.00	375.93	87.71	329.73	87.71
CSIS186A	.033			11.50	348.48	1150.00
CSIS186B	.033			11.50	348.48	1150.00
CSIS274B	.266	100.00	375.93	97.73	367.40	97.73
CSIS275B	.133	100.00	751.87	54.00	406.01	54.00
CSIS299	.342			120.86	353.39	12086.00
***** CSIS	2.429	588.00	242.07	776.30	319.59	132.02
HESC110	.200	75.00	375.00	84.00	420.00	112.00
HESC150	.200	75.00	375.00	51.00	255.00	68.00
HESC299	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

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RUN ON: 06/28/2002 09:39:51
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	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	360.00	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	120.00	451.12	108.00	332.30	10800.00
BOT 107	051400	.266			86.00	323.30	71.66
BOT 299	051400	.067			34.00	507.46	3400.00
*****	BOT	.658	120.00	182.37	228.00	346.50	190.00
BUS 109	051400	.600	450.00	750.00	417.00	695.00	92.66
BUS 110	050100	.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	.134	55.00	410.44	33.00	246.26	60.00
BUS 150	050200	.200	150.00	750.00	72.00	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	050200	.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	38.35
BUS 250	050990	.400	219.00	547.50	84.00	210.00	40.00
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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES									
SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX	
AOJ 101	.312	157.50	504.64	125.00	504.64	125.00	400.51	79.36	
AOJ 104	.993	759.38	764.19	236.25	764.19	236.25	237.74	31.11	
AOJ 199		1.13	1.13	1.13	1.13	1.13	1.13	100.00	
AOJ 250C	.100	37.50	375.00	28.50	375.00	28.50	285.00	76.00	
AOJ *****	1.405	955.51	679.69	390.88	679.69	390.88	278.04	40.90	
BOT 124							14.00	1400.00	
BOT *****							14.00	1400.00	
BUS 086	.268	15.00	55.97	12.00	55.97	12.00	44.77	80.00	
BUS 120	.267	200.00	749.06	208.00	749.06	208.00	779.02	104.00	
BUS 121	.267	200.00	749.06	176.00	749.06	176.00	659.17	88.00	
BUS 164	.133	60.00	451.12	32.00	451.12	32.00	240.60	53.33	
BUS 252	.100	72.00	720.00	52.50	720.00	52.50	525.00	72.91	
BUS 256	.133	100.00	751.87	66.00	751.87	66.00	496.24	66.00	
BUS 257	.100	72.00	720.00	51.00	720.00	51.00	510.00	70.83	
BUS *****	1.268	719.00	567.03	597.50	567.03	597.50	471.21	83.10	
CA 163	.067	35.00	522.38	36.00	522.38	36.00	537.31	102.85	
CA 166	.067	35.00	522.38	34.00	522.38	34.00	507.46	97.14	
CA *****	.134	70.00	522.38	70.00	522.38	70.00	522.38	100.00	
CD 103	.067	22.00	328.35	18.00	328.35	18.00	268.65	81.81	
CD 125	.400	315.00	787.50	249.00	787.50	249.00	622.50	79.04	
CD 127	.200	135.00	675.00	114.00	675.00	114.00	570.00	84.44	
CD 128	.200	135.00	675.00	129.00	675.00	129.00	645.00	95.55	
CD 299	.316	237.38	749.77	97.50	749.77	97.50	307.95	41.07	
CD *****	1.183	844.38	713.39	607.50	713.39	607.50	513.26	71.94	
CSIS142	.399	108.00	270.67	108.00	270.67	108.00	270.67	100.00	
CSIS143	.399	108.00	270.67	88.00	270.67	88.00	220.55	81.48	
CSIS144	.133	36.00	270.67	20.00	270.67	20.00	150.37	55.55	
CSIS145	.133	36.00	270.67	30.00	270.67	30.00	225.56	83.33	
CSIS174B	.266	148.00	556.39	54.00	556.39	54.00	203.00	36.48	
CSIS175B	.133	100.00	751.87	44.00	751.87	44.00	330.82	44.00	
CSIS274B	.266	98.00	368.42	43.00	368.42	43.00	161.65	43.87	
CSIS275B	.133	100.00	751.87	40.00	751.87	40.00	300.75	40.00	
CSIS299	.200	734.00	355.96	30.00	355.96	30.00	150.00	3000.00	
CSIS *****	2.062	734.00	355.96	457.00	355.96	457.00	221.62	62.26	
CVTE225	.150	69.00	460.00	51.00	460.00	51.00	340.00	73.91	
CVTE *****	.150	69.00	460.00	51.00	460.00	51.00	340.00	73.91	
HESC150	.200	60.00	300.00	28.50	300.00	28.50	142.50	47.50	
HESC *****	.200	60.00	300.00	28.50	300.00	28.50	142.50	47.50	
NURS133	1.592	384.00	241.06	351.60	241.06	351.60	220.72	91.56	
NURS135	1.686	384.00	227.75	345.60	227.75	345.60	204.98	90.00	
NURS137	1.684	384.00	227.97	351.60	227.97	351.60	208.73	91.56	

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	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	.600	420.00	700.00	393.00	655.00	100.00
AOJ 200	210530	.200	135.00	675.00	36.00	180.00	93.57
AOJ 201	210500	.200	135.00	675.00	138.00	690.00	26.66
AOJ 202	210500	.200	135.00	675.00	175.00	375.00	102.22
AOJ 204	210500	.200	150.00	750.00	171.00	855.00	55.55
AOJ 218	210500	.700	240.00	342.85	234.00	334.28	114.00
AOJ 220	210500	.350	120.00	342.85	78.00	222.85	97.50
AOJ 230	210500	.200	105.00	525.00	93.00	465.00	65.00
AOJ 240	210500	.200	105.00	525.00	111.00	555.00	88.57
AOJ 252	210500	.350	120.00	342.85	192.00	548.57	105.71
AOJ 254	210500	.283	100.00	353.35	140.00	494.69	160.00
***** AOJ		6.849	3786.00	552.78	3580.00	522.70	140.00
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	.400	36.00	36.00	40.00	40.00	111.11
BUS 115	050600	.200	300.00	750.00	186.00	465.00	62.00
BUS 116	051420	.200	150.00	750.00	63.00	315.00	42.00
BUS 118	050950	.200	75.00	375.00	54.00	270.00	72.00
BUS 120	050200	1.869	1400.00	749.06	1208.00	646.33	86.28
BUS 121	050200	1.335	1000.00	749.06	632.00	473.40	63.20
BUS 122	050200	.267	100.00	374.53	32.00	119.85	32.00
BUS 125	050100	1.400	1050.00	750.00	723.00	516.42	68.85
BUS 127	051400	.400	60.00	150.00	162.00	405.00	270.00
BUS 128	050100	1.750	699.00	399.42	693.00	396.00	99.14
BUS 140	050600	.200	150.00	750.00	51.00	255.00	34.00
BUS 144	050900	.400	144.00	720.00	30.00	150.00	20.83
BUS 146	050900	.134	300.00	750.00	261.00	652.50	87.00
BUS 152	050950	.133	60.00	451.12	40.00	298.50	53.33
BUS 155	050100	.200	150.00	750.00	32.00	240.60	53.33
BUS 156	050600	.400	300.00	750.00	45.00	225.00	30.00
BUS 163	051400	.200	90.00	450.00	117.00	292.50	39.00
BUS 176	050200	.266	90.00	338.34	84.00	315.78	70.00
BUS 179	050200	.150	45.00	300.00	60.00	400.00	93.33
BUS 195	130400	.800	540.00	675.00	369.00	461.25	68.33
BUS 199	050600	.800	18.00	18.00	18.00	18.00	100.00

CLCJSE

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	60.00	451.12	34.00	255.63	56.66
BUS 251	050990	.133	60.00	451.12	64.00	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	202.50	1012.50	112.50	562.50	55.55
CD 148	130510	.200	135.00	675.00	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	62.00	233.08	64.58
CSIS145	070300	.133	48.00	360.90	26.00	195.48	54.16
CSIS174B	070300	.133	48.00	360.90	46.00	345.86	95.83
CSIS274B	070300	.266	148.00	556.39	56.00	210.52	37.83
CSIS275B	070300	.133	100.00	751.87	28.00	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	736.00	236.14	101.58
NURS299	120300	.268	80.00	298.50	55.00	205.22	68.75
*****	NURS	6.401	1484.50	231.90	1451.00	226.67	97.74
RESPI12	121000	.450	120.00	266.66	48.00	106.66	40.00
*****	RESP	.450	120.00	266.66	48.00	106.66	40.00

**APPENDIX 13:
FISCAL YEAR FTES ANALYSIS BY PROGRAM REPORT**

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

	01/02	02/03	03/04	04/05	05/06
<u>Business, General (0501.00)</u>					
Course #					
Bus 110					
Bus 125					
Bus 128					
Bus 152					
FTES					
Summer	411	441	483	456	441
Fall	1,808	1,912	1,891	1,960	1,809
Spring	1,959	2,007	2,016	1,956	1,869
Total WSCH	4,178	4,360	4,390	4,372	4,119
Total FTES	139.27	145.33	146.33	145.73	137.30
Top 050100 Business, General - Unrestricted	\$247,739	\$262,053	\$209,570	\$180,664	\$207,738
Costs per FTES	\$1,778.84	\$1,803.16	\$1,432.17	\$1,239.72	\$1,513.02
050100 Business, General - Restricted	\$0	\$0	\$0	\$0	\$0

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

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

Accounting (0502.00)

Course #

- Bus 120
- Bus 121
- Bus 122
- Bus 150
- Bus 176
- Bus 179
- Bus 195
- BOT 176
- BOT 179

FTES

Summer	733	956	1,064	820	861
Fall	2,590	3,129	3,305	3,138	3,126
Spring	3,093	3,465	3,201	3,087	2,914
Total WSCH	6,416	7,550	7,570	7,045	6,899
Total FTES	213.87	251.67	252.33	234.83	229.81

Top 050200 Accounting - Unrestricted	\$295,131	\$342,875	\$355,113	\$348,603	\$372,727
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Costs per FTES	\$1,379.96	\$1,362.40	\$1,407.34	\$1,484.49	\$1,621.96
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050200 Accounting - Restricted	\$0	\$0	\$0	\$0	\$0
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**APPENDIX 14:
FISCAL DATA: OUTCOMES PROFILE**

APPENDIX 14

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*	1302	1437	1502	1646	1468	1488	1484	1455	1391	1588
3. Earned WSCH/FTEF**	4075.56	4755.53	4603.01	5057.57	5603.19	5063.29	4905.62	4068.16	4482.58	4129.06
4. Total FTES	353.14		397.00		398.66		380.56		367.10	
5. Cost/FTES	\$1,537.26		\$1,523.75		\$1,416.45		\$1,390.76		\$1,581.22	
6. Total Cost/Fiscal Year	\$542,870		\$604,928		\$564,683		\$529,267		\$580,465	
7. Total Revenue	\$1,235,990		\$1,389,500		\$1,395,310		\$1,331,960		\$1,284,850	
8. Other Revenue	-0-		-0-		-0-		-0-		-0-	

* Enrollment (derived from Appendix 5-Grade Distribution Summary):												
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006		
BUS 110	123	133	140	130	147	134	145	148	126	115		
BUS 120	348	389	412	438	421	413	464	436	469	439		
BUS 121	214	238	249	269	238	253	216	259	212	223		
BUS 123	6	10	15	102	0	0	0	0	0	0		
BUS 125	241	296	282	329	290	317	296	297	276	297		
BUS 128	231	226	213	214	187	223	198	209	198	217		
BUS 152	16	0	18	0	14	0	23	0	12	0		
BUS 195	123	145	173	164	171	148	142	106	98	297		
Totals	1302	1437	1502	1646	1468	1488	1484	1455	1391	1588		

****Earned WSCH/FTEF (derived from Appendix 12-Subject WSCH Analysis Report):**

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
BUS 110	600.00	665.00	695.00	650.00	735.00	665.00	725.00	555.00	625.00	565.00
BUS 120	646.33	450.00	772.60	732.20	776.88	668.53	672.49	623.59	689.13	582.60
BUS 121	473.40	714.82	596.25	674.15	548.31	602.24	482.39	404.49	386.51	580.52
BUS 125	516.42	581.27	602.14	700.71	720.00	677.14	555.00	553.12	515.62	632.14
BUS 128	396.00	370.00	366.00	363.42	372.00	382.28	337.71	313.50	292.50	322.50
BUS 152	240.60	0	255.63	0	210.52	0	345.86	0	180.45	0
BUS 195	461.25	536.25	641.25	618.75	637.50	555.00	528.75	397.50	490.00	495.00
Totals	4075.56	4755.53	4603.01	5057.57	5603.19	5063.29	4905.62	4068.16	4482.58	4129.06

Business Administration Department Program Review

Questions and Responses

Dear Business Administration Department:

The Program Review Committee has read your self-study and has generated a list of questions and comments. Please share these with your department and prepare a written response. Please include the question with each response. We will need an electronic written response for distribution to committee members one week prior to meeting with the Committee on **March 28th at 2:00 pm**. The meeting will be held in the **College Conference Room**. Any members of your faculty and staff are welcome and encouraged to attend and answer questions.

Pg	Q		
1	1.1		Eng 110 or 120? Catalog shows 120, but you say 110 here. <i>The English 110 prerequisite was approved by the Curriculum Committee and will be in place for the Fall 2007 semester. English 120 is currently just "Recommended Preparation."</i>
2	1.2		It appears that you've lost three full-time positions over the years that were vacated by Ashley, McAuley and Fitzgerald. You have since hired three with Keliher, Scharff, and Barendse. Please explain the "lost position?" <i>When Jim Wegge retired, he was officially a full-time member of the Marketing, Management, and International Business Department, but he taught partial load in Business Administration. Nate Scharff is a replacement for Jim, but is officially a full-time member of Business Administration. We are still short one full-time faculty member. We notice that the replacement of McAuley was not in your 8.1 recommendations. This was an oversight. Please see our response to your last question in this document.</i>
			Since English 110 is required for the associates and less than 40% of students surveyed indicate plans to transfer, please explain your reasoning for requiring English 120. <i>An English 110 prerequisite for Business 128 will be in place for the Fall 2007 semester. Currently we list English 120 as "Recommended."</i>
3	1.3		Many of the last program review recommendations were not completed. What is the reason for this? <i>As a part of the previous Program Review process, all the recommendations were addressed with the committee and also with the VP of Academic Affairs (Dean Colli). The reasons are stated again in this year's Program Review document.</i>
4	1.3, #6		We still don't see the data on Transfer student success. Please obtain this data for the committee. How many of your students transfer to SDSU and other four year institutions? <i>This data is not attainable from the Transfer Center or District Research. How well do they do? Keren Brooks in the district research office is working on this request. We should have the information for you when we meet on March 28th.</i>
	1.3,#		Is SDSU your only input for course and program improvement and

	7	<p>development? Again, according to the student survey, less than 40% indicate plans to transfer and many of these are likely to transfer to another institution. <i>The survey results come from all the courses in BA, including non-transfer (BUS 110, 152, and 195), so naturally the transfer rate is low. Most students taking these courses don't plan to transfer.</i></p> <p><i>The department took a sample of students in the transfer program (BUS 120, 121, 125, and 128) during the 8th week of classes in the Spring 2007 semester and the percentage of students who plan to transfer is 84.4% (336 out of 398).</i></p> <p><i>In addition, many of our students are already attending SDSU. They are taking their core classes here because it's cheaper and more accessible, among other reasons. All of the colleges in the CSU system are in the process of accepting our BUS 120 and BUS 121 classes through a program called LDTP. Our other core classes are accepted by most colleges in the system along with the two UC colleges (Berkeley and Riverside) that offer Business Administration degrees.</i></p>
4	1.4	<p>With the number of certificates completed annually, it appears that not all students transfer. <i>It's true that not all students transfer. However some students want an AS degree or certificate in Business Administration even if they plan to transfer. Further, with a natural link to the business community, do you see any benefit in having an advisory committee? In the past, the department had an advisory committee to review the curriculum for the Accounting Program. This was beneficial because they were able to inform and advise us of the types of software that was currently being used by local businesses and required of their employees. The course curriculum in the Business Administration Program is governed by the needs of the four-year universities. These introductory courses are based more in theory than applications, such as accounting software packages.</i></p>
5	2.1, 2.8	<p>What is the status of alignment for Bus 195? What is your timeline for updating this class, since it hasn't been done since 1999? <i>This course has not been updated because the full-time faculty member who teaches the course has not responded to the requests to do so. One part-time instructor taught the class in Spring 2006 and Fall 2006. Another part-time instructor is teaching the class this Spring 2007 semester. This summer we plan to ask these two faculty members to update the course outline. Once this is completed, the alignment process will take place as part of Curriculum Committee approval.</i></p>
5	2.1 Do	<p>What shared assessments have your faculty identified, especially for core courses, in order to measure how well students are</p>

	you mean 2.2?		achieving? <i>SLOs have been identified for BUS 120-Financial Accounting and BUS 121-Managerial Accounting. All faculty members teaching these courses use a common syllabus. The homework is all standardized and required to be done online using Homework Manager. The assessments for these SLOs are stated on the syllabi. The tests are standardized as are the Annual Report Project in BUS 120 and the Excel Project in BUS 121.</i>
6	2.3		Can you give us more details on how you collaborate? Do you share homework sets? Exams? <i>Please see the answer above.</i>
6	2.4		<i>There is a dramatic increase in the number of W's and F's in 120 and 121 accounting since it has been hybridized. Are you concerned about this? We are always concerned with students who withdraw or earn Fs in any classes. In the hybrid format, students must take responsibility for meeting quiz deadlines outside of the classroom (online). It is evident that many students lack the time management skills they need to be successful in doing the work and meeting those deadlines. They also must submit their homework in a program that keeps individual records and also grades it. In the past, this information was not available to faculty. In this new environment, students cannot slack and when they do it is very apparent in their grades as the semester progresses. Another reason for an increase in the number of Ws and Fs is that the department has tightened the standards for all accounting classes and faculty. We see you have plans for Business Law and Business Communication.? Do you mean plans to offer hybrid classes? There seem to be grade variance in other areas as well. Is this a separate issue? How are grade variances and hybridization connected? Please analyze and comment. What do you do to solve problems of variance in grading in multiple sections? Now that the information was made available to the department through this Program Review process, we became aware of grading variances and have addressed some of the problems with individual instructors. We will continue to monitor grading variances semester by semester. Are you concerned with changes over time? We don't understand this question.</i>
7	2.6		<i>Have you considered requiring the use of authoritative databases such as Business Source Premiere and Regional Business News? We require the use of secondary sources for Analytical Reports assigned in Bus 128. Your suggestion to use the two sources above is appreciated and their use will be recommended to all faculty. Have you considered a project success link with Communication 122 Public Speaking with Business Communication? This is a good suggestion and it deserves consideration. One concern is that public speaking IS part of the Business Communication curriculum. Linking the two courses might create</i>

		<p><i>some redundancy of course content.</i></p> <p><i>In addition, students who plan to transfer generally do not take elective courses.</i></p> <p>For Business Law have you considered using the San Diego County Public Law Library (SDCPLL.org) for free resources? <i>Thanks you for this recommendation. The use of internet resources is definitely encouraged and this particular source is currently used in the classroom by at least one instructor. All faculty teaching sections of Bus 125 are licensed attorneys and all have significant experience with internet resources, many that they share with their students.</i></p>
8	2.9	<p>How are you affected by the transition from Web CT to Blackboard? What support will you need? <i>Judy Zander attended the Blackboard/WebCT meeting held on Friday, March 9, 2007. This meeting was hosted by the GCCCD's Henry Eimstad for both colleges and the district. Two gentlemen from Blackboard discussed the two to three year migration of Blackboard and WebCT. The colleges are now in the process of deciding what is most needed by faculty. The department is ready to make whatever changes are necessary and is looking forward to having training and support available from Blackboard, the district, and the college.</i></p>
9	2.10	<p>We think you may have misunderstood the question. This is not about marketing to get students. Rather, understanding the role community colleges play with respect to connecting with and serving the broader community. There is a strong local business community. Would students benefit from connecting with it? <i>The Business Administration department is primarily a transfer program. The students who take our classes are mostly interested in obtaining a bachelor's degree or higher in business. This being the case, students begin to connect with businesses in their junior and senior years at the university. The local business community is typically interested in their own employees developing their skills or in hiring students without a bachelor's degree. These students will take the specific classes they need in order to meet those requirements. The main areas of interest are accounting, marketing, and management. We deleted our accounting program several years ago in order to boost enrollment at Cuyamaca College as we were competing with them for a very small number of students. Students interested in marketing and management have a wide variety of programs from which to choose in the Marketing, Management, and International Business department.</i></p>
9	2.11	<p>Other than cooperative learning, can you give more concrete examples of projects or assignments?</p>

		<ul style="list-style-type: none"> • <i>BUS 120-Financial Accounting students complete an Annual Report Project. They are given a list of companies from which to choose and complete assignments where they apply principles and methods learned in the textbook to a real company. The final assignment in the project consists of comprehensive conclusion questions.</i> • <i>BUS 121-Managerial Accounting students are required to complete an Excel Project where they create a spreadsheet program for budgeting. In addition, students are required to complete comprehensive problems as take-home portions of three exams.</i> • <i>All BUS 120 and BUS 121 students use a program called Homework Manager where they submit their end-of-chapter exercise and problem assignments. The program grades their submissions and gives them a chance to correct them before the deadline. This feature gives the student relatively instant feedback and prompts them to ask questions on the discussion board in WebCT. The posted questions are a springboard for other students to help and for the instructor to guide or further explain a concept.</i> • <i>Bus 125: Students in some sections are required to visit the Superior Court of California to witness a small claims court case. Student participation is encouraged/required through the process of case briefing.</i> • <i>BUS 128: All students are required to complete an analytical report and a minimum of three written assignments. All students participate in class presentations – either as a group or individually.</i>
11	2.14	<p>Have you considered recommending Communication 124 Intercultural Communication in the future? Can you describe an effective professional presentation when the audience is from another culture?</p> <p><i>We certainly encourage our students to expand their learning horizons, and Comm 124 would clearly add depth to our students' understanding of the communication process. We do cover a chapter titled "Techniques of Cross Cultural Communications." Concerning "an effective professional presentation when the audience is from another culture," we place considerable emphasis on the process of "adaptation" in the communication process. In the context of Bus 128 this means "fitting every facet of a communication solution to your intended recipients."</i></p>
12	2.16	<p>Have you considered <u>requiring</u> that students use the English Writing Center for Bus 128 and Bus 125?</p> <p><i>We have great respect for our English faculty so we are confident that a significant majority of our Bus 128 students will have the</i></p>

		<p><i>necessary English skills to successfully complete this course once the Eng 110 prerequisite is in place. While there is a writing component to Bus 125, the need for the Writing Center is not so much an issue with this course.</i></p> <p><i>Writing skill levels vary widely in Bus 128. Typically, ESL students benefit most from the English Writing Center, but others do not. To ensure individual work, written assignments are completed at tech mall computers as a timed class assignment and the English Writing Center cannot be used for these assignments. Students can utilize the English Writing Center for assistance with completing writing exercises that prepare them for the Tech Mall in-class assignments.</i></p>
13	2.18	<p>How many of your students have transferred to SDSU? <i>Please see the answer above from page 4, 1.3, 6.</i></p>
13	2.17	<p>Have you met with the high school instructors and examined their curriculum to determine if their rigor is appropriate? Some schools have business emphasis for career tracks. Have you met with them through Tech Prep? <i>Judy Zander has met with high schools in the East County through Tech Prep. The high schools offer a course in bookkeeping that is similar to a course offered through BOT.</i></p>
14	3.1, 3.2	<p>Your success rates are dropping for all online/hybrid courses. Can you give us a history and rational of why you went to complete online? <i>The decision to offer an online version of BUS 120 and BUS 121 was made when Jed Ashley was department chair. The most important reason was student accessibility. As the publishers of accounting textbooks began to offer more technology with the adoption of their textbooks, it became more feasible to offer an online version.</i></p> <p><i>Tell us about the staffing during this time. Do you mean since we've offered the courses online? The online versions have always been taught by a full-time instructor. Jed Ashley taught them for the first year or so and Judy Zander has been teaching all the online sections for the past several years. In Spring 2007, Susan Kuniyoshi who is a part-time instructor with a lot of online experience, taught one section of BUS 120 online.</i></p> <p><i>Considering the above, are there changes you have considered making to your planned online Business 195 class that might remedy the college-wide persistence and retention rates problem in distance education classes? Retention is always a concern in all our classes, including online sections. This will be considered in our planning for the online version of BUS 195. Mike Barendse is currently taking a Personal Finance course online and will be able to incorporate strategies learned from the student perspective in his experience.</i></p>
15	3.2	<p>Any ideas why the older students are dropping? <i>As stated in the original question, the older students have the lowest drop rate and</i></p>

			<i>highest success rates of all the age groups analyzed.</i>
16	3.4		Now that you finally have additional faculty, can you give us a general timeline and plan for outreach? <i>Does this question pertain to business outreach? We need more specifics as to what the outreach goals are. What does a successful outreach program look like?</i>
16	3.5		With retention rates dropping from 79% to 71%, have you considered: 1) working with counselors or other student services personnel to develop specific strategies or 2) making curriculum or course methodology changes to address this? <i>Working with counselors and other student services personnel is a good suggestion and we will discuss this within the department. The second suggestion faces more obstacles since the curriculum in our core courses is heavily dependent on directives from SDSU. A large percentage of the attrition in the business courses is due to lack of attendance/commitment rather than academic difficulty. Well-intentioned students sign up for courses, but end up not attending and eventually dropping. We would need to look at a more detailed breakdown of the timing of course drops. The percent of drops that occur <u>after</u> the first two weeks should be of concern.</i>
17	3.6		Is the count for degrees and certificates duplicated or unduplicated. <i>It is duplicated.</i>
18	4.1		Tell us more about your department sessions on teaching and learning. What goes on here? <ul style="list-style-type: none"> • <i>Concepts, such as extra credit and policies regarding revisions of homework, are discussed.</i> • <i>Faculty presentations covering topics such as the effective use of PowerPoint are part of the agenda.</i> • <i>Different teaching methods learned at conferences are shared the attendees. Literature received is also distributed and discussed.</i> • <i>Holistic grading sessions for Bus 128 assignments.</i> • <i>Updates on new teaching technology (online courses; podcasting).</i>
18	4.1		What procedures do you have in place to apply what is learned in workshops and conferences into your program and instruction? <i>All attendees of workshops and conferences discuss with the department chair how best to deliver what was learned to the appropriate group.</i>
18	4.2		How will the department cover Judy's duties when she goes on sabbatical? <i>There will be a new department chair in place before she takes a sabbatical. Some of the department chair duties are already being shared with new full-time faculty.</i>
18	4.3		You've only listed the current representation, can you give us a listing of involvement from the past five years.

			<ul style="list-style-type: none"> • <i>Judy Zander has served on the Academic Senate and Council of Chairs and Coordinators for the last five years. She has also served in Professional Development (Faculty Professional Development Committee and College-wide Professional Development) for the last five years. She also chairs four Tenure Review Committees (Keliher, Scharff, Barendse, & Rogers) and serves on two others for BOT (Snider & Pressnall).</i> • <i>Evan Enowitz has served on the Academic Senate and UF Steering Committee for the last five years.</i> • <i>Brian Keliher served on the Academic Senate in the Fall of 2006. He is currently serving on the Faculty Rights task force for the Academic Senate.</i> • <i>Nate Scharff has served on the Academic Senate since he was hired in Spring 2006.</i>
19	4.5		<p><i>How will you involve new full-time faculty in the hiring and evaluations? No new full-time faculty in the department has completed the tenure review process. However, in the area of evaluations, they are already administering student evaluations since the UF and District agreed to allow them this privilege in Fall 2006. In the area of hiring, Brian Keliher served as the chair of the selection committee for Priscilla Rogers's position as instructor/coordinator of Marketing, Management, and International Business. He also served on the selection committees for Mike Barendse and Nate Scharff.</i></p>
20	4.8		<p><i>Do you have a need for work study or student workers? Since many of the department's sections exceed 45 students, TA time is awarded. The faculty members who do not use their allotted time donate it to the department. As a result, the department does not have a need for work study.</i></p>
23	5.2		<p><i>Tell us more about Business 152. Is this a viable course? This is a great course, because it starts out with a refresher on fractions, decimals, and percentages. Then it goes into other business-related matters, such as inventory valuation, stocks and bonds, insurance of all types, payroll, income taxes, along with amortization schedules and other matters affecting home ownership/purchasing. This course goes hand in hand with BUS 195-Family Income Management. In addition, BUS 152 is a great course to take prior to BUS 120 and 121 because it is a global overview of business-related topics such as financial reporting, costing, inventory, and break-even analysis. BUS 152 also touches on Micro- and Macro-Economics.</i></p> <p><i>This course is very beneficial to students who have heard about the subject matter, yet know nothing about it. We take students who are</i></p>

		<p><i>afraid of fractions, and by the end of the class, they know how to shop for the best mortgage, all of the facets of payroll, inventory systems, etc. BUS 152 gives practical examples...real world issues in applying what they are learning to their lives, careers, and even starting their own business.</i></p> <p><i>Why would students take this rather than math? Most of the students taking the class were there to satisfy the requirement for their degree. The Ralph's people were there for their certification to become managers. Some were there for a refresher or because they never "got it" in high school.</i></p> <p><i>Some colleges have business math satisfying GE requirements for Associates Degree. Have you considered this? This has not been considered, but will be pursued in participation with the Math Department.</i></p>
23	5.2	<p><i>What are your plans for Bus 123? Do you have any intention of reinstating the internships? Now that an instructor (Pat Miller) has been identified and has agreed to administer these internships, the class is being offered in the Fall 2007 semester.</i></p>
24	5.4	<p><i>What goal is met by offering more on-line courses? The goal is to increase offerings in formats that meet the needs of a variety of students. For some students, online courses are the only way they can attend college. Additionally, it allows Grossmont to remain competitive with the other community colleges in San Diego.</i></p>
24	5.5	<p><i>"Off-site offerings are not necessary and have not been considered." Please explain. The facilities on campus are sufficient to fill the needs of the department.</i></p>
24	5.6	
	5.6	<p><i>Based on responses to the student survey, what classroom tools and resources are needed for Business Law classes? The response dealing with a dedicated classroom for Bus 125 should be moved to page 23, Question 5.3.</i></p>
26	7.1	<p><i>You provide several significant areas of weakness. What new program or course methods or strategies do plan on developing/implementing to address these? The "success rate" issue, we believe, is a reflection of higher standards in the department and we expect these standards to remain. Concerning the high number of adjunct instructors teaching accounting courses, we expect our next full-time hire to address this need.</i></p>
26	7.1	<p><i>Do you want to include "need for one additional full-time faculty" in your recommendations? Yes. Please see the recommendations listed in the last answer below.</i></p>
27	7.1	<p><i>Do you have plans for seeking external or internal funding? We plan to ask for an increase in our supplies budget.</i></p>

27	8.1	<p>Please consolidate and prioritize your recommendations into a maximum of eight.</p> <ol style="list-style-type: none"> 1. <i>Hire one new full-time instructor.</i> 2. <i>Identify SLOs for Business Communication, Business Law, Business Math, Family Income Management, and Introduction to Business.</i> 3. <i>Develop standards and processes for strengthening academic integrity to include</i> <ul style="list-style-type: none"> • <i>Consistent grading in multiple section courses</i> • <i>Checking adherence to course outlines in all courses</i> • <i>Checking adherence to standard syllabi/testing in multiple section courses</i> 4. <i>Update all necessary course outlines, including a review of prerequisites, and align with Cuyamaca as needed.</i> 5. <i>Update the department website, including full-time faculty web pages.</i> 6. <i>Investigate the possibility of expanding course offerings in hybrid/online formats for Business Communication, Business Law, Business Math, and Family Income Management.</i> 7. <i>Establish a dedicated classroom for Business Law.</i>
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Program Review Committee
Summary Evaluation

Business Administration

Program Review Committee
Summary Evaluation
Spring 2007

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
01/02	4076	74%	4756	83%	\$1,537	MAINTAIN
02/03	4603	89%	5058	93%	\$1,524	
03/04	5603	90%	5063	86%	\$1,416	
04/05	4906	76%	4068	71%	\$1,391	
05/06	4483	70%	4129	73%	\$1,581	

The Program Review Committee commends the department for the following:

1. Number of degrees and certificates awarded.
2. Judy Zander for department and campus leadership. As department chair for General Business and Business Administration, leading hiring and tenure review committees, evaluating adjunct faculty and including them in decision making. Supporting the International Business, Marketing and Management departments as tenured faculty conducting peer evaluations. Campus leadership includes co-chairing Professional Development Committee, playing lead role in developing cooperative learning.
3. An energetic faculty, both new and tenured, who work together effectively in advancing the program
4. Identification of student-learning outcomes in two gateway courses, including shared assessments, use of a common syllabus, and standardized on-line homework.
5. Development of accounting and introduction to business online and hybrid courses.

The Program Review Committee offers the following recommendations:

1. Immediately fill the full-time replacement position.
2. Replace full-time faculty as they separate.
3. Examine the success rates of the online and hybrid accounting courses through Data-on-Demand. Consider offering some sections of traditional courses.
4. Update the department website, including full-time faculty web pages.
5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi for Business Communication, Business Law, Business Math, Family Income Management, and Introduction to Business.
6. Use student-learning outcome data for continued course and program improvement.
7. 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