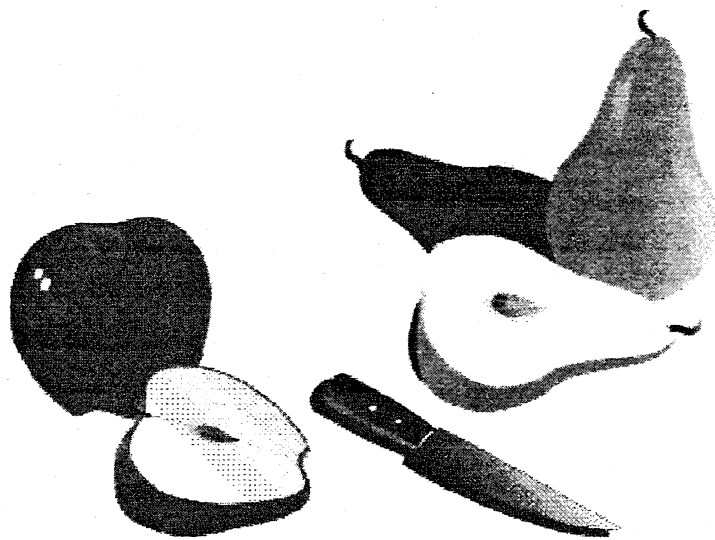


# Culinary Arts Program Review



Grossmont College  
Spring 2007



## TABLE OF CONTENTS

	Page
<b>DEPARTMENT/PROGRAM REVIEW – CULINARY ARTS</b>	
Sign-off Sheet .....	1
Section 1 – Overview .....	3
Section 2 – Curriculum, Academic Standards and Support Services .....	8
Section 3 – Student Access and Success .....	22
Section 4 – Development of Human Resources .....	24
Section 5 – Scheduling Effectiveness and Room Utilization .....	28
Section 6 – Fiscal Report .....	29
Section 7 – Summary .....	31
Section 8 – Conclusions and Recommendations .....	32
Final Checklist .....	33
<b>APPENDICES .....</b>	<b>34</b>

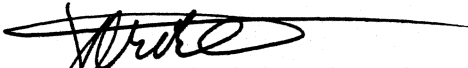


**CULINARY ARTS PROGRAM  
PROGRAM REVIEW**

**SIGN-OFF SHEET**

**2006 /2007 Full Time Culinary Faculty**

**January 10, 1007**



---

Joe Orate - Coordinator



---

James Foran

## **Culinary Arts Faculty**

### Full Time Faculty

Chef Joseph Orate, Culinary Arts Program Coordinator

Chef James Foran

\* Evan Enowitz

\*\*\* Cathie Robertson

### Part Time Faculty

Katie Shea

Kay Carreon

Chef Kim Martin

Chef Mark Atkins

Chef David McHugh

\*\*\* George Yackey

\*\* Chef Larry Banares

\*\* Chef Mial Parker

\*\* Chef Bob Weir

\*\* Chef Sara Polycynznski

\*\* Chef Scott Kidd

\*\* Chef Keith Schroeder

\* Full time faculty teaching one class in culinary arts

\*\* Have previously taught during the last five years

\*\*\* Retired culinary faculty that taught in the last five years

## CULINARY ARTS PROGRAM REVIEW

### 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 Culinary Arts Program began as a few cooking courses as a support to the Food Service Management Program beginning in 1990. In 1993, the Food Service Management Program was terminated. It was also decided that the ROP (Regional Occupational Programs) sponsored cooking classes would continue based on popular enrollment. The pioneers to oversee this growth were Cathie Robertson and George Yackey.

In 1996, Joe Orate, an Executive Chef, was hired. He recommended that culinary arts become a training program for the food service industry focusing on job related standards. Student learning outcomes were evaluated and standards were changed to meet the needs of the industry.

In 1997, ROP increased its class offerings. All Culinary Arts courses are a collaborative effort with ROP and Grossmont College and are available for college credit. The majority of the students do enroll for college credit and pay tuition. The program is funded by ROP. The Regional Occupational Programs is a state funded, career and technical education program open to anyone 16 yrs and older. GC/ ROP is one of 22 districts in San Diego County with ROP on campus. The program became so popular it created wait lists of 30-50 students per offering. During this time, three chef instructors, all Gold Medallists (Culinary Olympics) were added to the faculty. Fine Dining Class was added to serve lunch and dinners to faculty and staff and gave our students hands-on experience. The increase in ROP sponsored classes significantly increased the number of culinary students. Self-assurance of success was felt by students, faculty and administration. The program raised its expectations and set the direction for growth.

At this time, the Advisory Committee, San Diego Chefs and Administration did research and site visits of other accomplished culinary programs due to the increased enrollments. New directives proceeded with a complete revision of

ROP curriculum, a revised 31 unit Certificate of Achievement and an addition of a degree in Culinary Arts. Application for a full time chef instructor faculty also followed.

By 2000, FACS was dissolved and Culinary Arts program has grown to the point where they could stand alone. Curriculum for 17 new courses was written and approved and a certificate and a degree have been added.

Eight more adjunct chef instructors were also added since that time. Our advisory recommended further emphasis in advanced Baking and Pastry Training. A full time culinary instructor was added solidifying the direction of the program.

In 2001, curriculum for Advanced Baking and Pastry classes in Chocolate Making, Sugar and Centerpiece Work, Bread Baking, and Cake Decoration were written and approved. The advisory committee and student recommendation expressed emphasis in opening their own food service operations creating curriculum for Culinary Entrepreneurship and Mini Certificates of Proficiencies in four different areas of emphasis in culinary arts.

Culinary Entrepreneurship and Mini Certificates of Proficiencies curriculum was written and approved by 2002. By 2003, the culinary program now offered the following AA Degrees and Certificates of Achievement in all areas of emphasis:

- Culinary Arts, Baking and Pastry and Culinary Entrepreneurship
- Certificate of Proficiency in Banquet Cook, Line Cook, Prep Cook, Pastry Cook

Application for a full time Pastry Chef instructor was approved in 2004 and funded by GC/ROP. Funds were available through bond money for plans on remodeling the culinary and pastry lab kitchen facilities as a part of the Student Center remodel. Our advisory recommended an emphasis in the latest trend in Fruit, Vegetable and Ice Carving.

In 2006 a Fruit, Vegetable and Ice Carving was written and approved. Updates and changes to curriculum have been sent forward for approvals to the Curriculum Committee. Chef James Foran was hired as the full time Pastry Chef Instructor at this time. Our program now had two full time culinary instructors that follow up with continuity of curriculum and standards set by the department.

The Grossmont College Culinary Arts Program is designed to provide courses and hands-on training for development of skills, knowledge and practice for application in the hospitality/food service industry and lead toward an Associate Degrees and /or Certificates in Culinary Arts, Baking and Pastry and Culinary Entrepreneurship. It emphasizes curriculum related to industry standards.



Today, the program now consists of 2 full time instructors, six adjunct faculty, six part time lab chef assistants and five part time food purchasers. With a large turnover in adjunct faculty, student's needs and continued growth in the program, the department now focuses on application of three more full time instructors. Enrollments continue to be high with wait lists for each offering.

Current industry trends show that the current facilities are too small for the capacity of the program and meet student needs. A major renovation is critical. Administration approved the consolidation of both the culinary and pastry kitchens in the College renovation plans for the Student Center. It is projected for 2010.

### **Department/program Goals**

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

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

The Culinary Arts Educational Master Plan was revised in 2005. Our faculty has met most of the goals. The revision was based on input by our advisory and food service management in the industry with a collaborative effort from our faculty members.

- **Which goals have been met?**
  1. Recruit and hire a full time pastry instructor.
  2. Promote culinary competition opportunities for students and faculty.
  3. Developed community relationships in providing work experience sites for culinary students.
  4. Provided quality education for culinary students.
  5. Put together a 7 year strategic plan for the move to the remodeled culinary arts building which includes an immediate action plan for the move out of the existing building.
  6. Re-evaluate the Culinary Entrepreneurship program.
  7. Re-evaluate pre-requisites / co-requisites for culinary curriculum.
- **What actions have been taken in achieving these goal and objectives?**
  1. Recruited and hired a full time pastry instructor.
  2. Promoted culinary competition opportunities internationally in Germany (Culinary Olympics), nationally in Nevada, Colorado and Arizona and locally in San Jose, Los Angeles, and Orange County. Students and faculty came home numerous awards, accolades and prizes.

3. Developed community relationships with Hilton, Marriott and Sheraton Hotels, all local casinos, and many restaurants and food operations in providing work experience sites for culinary students.

4. Provided quality education adding many baking and pastry courses as well as cooking and carving classes.

5. Met with faculty discussing options for the 7 year strategic plan for the move to the remodeled culinary arts building and an immediate action plan for the move out of the existing building. Nothing was solidified. Awaiting approvals of datelines on the remodel.

6. A meeting with division dean and faculty re-evaluated the Culinary Entrepreneurship program. Culinary department have discussed taking over the business courses aligning them with industry standards. Will meet again in 2007 for further discussion and proposals.

7. All curriculum changes for pre-requisites / co-requisites have been updated with all going to curriculum committee for approvals in 2007.

- **What obstacles have been encountered?**

1. No obstacles have been encountered as of yet. This is due to the fiscal support of ROP.

- **How have these goals changed and why?**

1. NA

### **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.**

This is the first program review for Culinary Arts. Since FACS was dissolved in 2001, Culinary Arts has developed into a strong program with opportunities for growth. Recommendations will be proposed at this time.

### **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 last meeting and frequency of meetings. List organizations represented.**

Recommendations from the ROP advisory were the same as most of the goals in the Grossmont College Educational Master Plan. The Culinary Arts Program has been fully funded by ROP and has held a ROP Culinary Arts Advisory meeting once a year. The last meeting was held April 2006.

#### **Recommendation**

Recruit and hire a full time pastry instructor.

#### **Response**

Recruited and hired a full time pastry instructor in 2006.

#### **Recommendation**

Continue to promote culinary competition opportunities for students and faculty.

#### **Response**

Promoted culinary competition opportunities to Germany (Culinary Olympics), Nevada, Colorado, Arizona, San Jose, Los Angeles, and Orange County. Students and faculty came home numerous awards, accolades and prizes.

#### **Recommendation**

Developed community relationships in providing work experience sites for culinary students.

#### **Response**

Continue developing relationships with major hotels, casinos, restaurants and large food service operations providing work experience sites for our culinary students.

#### **Recommendation**

Provided more baking and pastry, culinary and carving courses for culinary students.

## Response

Curriculum was written and approved for advanced baking and pastry courses as well as cooking and carving classes.

## Recommendation

Re-evaluate the Culinary Entrepreneurship program.

## Response

A meeting with the division dean and faculty was held. Proposals were made everyone will meet again in 2007.

## Recommendation

Re-evaluate pre-requisites / co-requisites for culinary curriculum.

## Response

All curriculum changes for pre-requisites / co-requisites have been updated and completed for approvals.

## **SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES**

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

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

- 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 courses that were currently being offered were revised and updated in 1999. As of 2006 all areas are covered.

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

As culinary adjuncts faculty are hired, they are given a copy of the course outlines and mentored by the full-time faculty. The culinary arts syllabus is the model used by the college. During or before staff development week, all instructors give copies of the syllabus to the department coordinator, division dean and the dean of ROP. The textbooks used in the courses are all regularly updated and approved at the department meetings.

Currently, in Culinary Arts, the full time instructor teaches multiple sections. The full time pastry instructor teaches multiple sections in baking and pastry.

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

*To figure retention percentages, subtract the "W's" from the total enrollment and divide that number by the total enrollment.*

There appears to be no unusual patterns or variances.

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

As culinary adjuncts are hired, the full-time faculty mentors them. Currently, in Culinary Arts, the full time instructor teaches multiple sections. The full time pastry instructor teaches multiple sections in baking and pastry.

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

There are abundant opportunities for culinary students to learn outside the formal classroom. Field trips to food service establishments, research assignments to meet food service managers, catering events, fundraisers and state approved work experience in the industry are some of the methods used in the culinary program.

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

We added the following courses over the past five years which were recommended by our Advisory Committee: CA 299 – Fruit, Vegetable and

Ice Carving, CA 299 – Bread Baking, CA 183 – Cake Decorating, CA 184 – Chocolate Preparation and CA 185 – Sugar Centerpieces. The response by students was very positive as the enrollments were full with a wait lists during the first day of class. All new courses were recommended by our advisory based on industry standards, new trends in techniques and technology. Twice a year all courses are discussed and reflected upon during the department meetings.

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

There are no courses in the culinary program that are duplicated at Cuyamaca College.

### **Innovation/Special Projects/Community Involvement**

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

- Computer applications are included in all culinary arts courses, as per the advisory committee.
- Internet orientation sessions provided by the LRC staff have been utilized in many courses to acquaint students with research procedures.
- Outside readings, from Internet resources are required in most courses.
- Research projects include Internet components. Many Culinary Arts courses include this component.
- Weblinks have been prepared for students in our lecture classes.
- Culinary Instructors prepare power point presentations each week for their lesson plans.
- Email is used for advising, distributing, receiving assignments and for communicating with students.
- All culinary instructors perform hands-on demonstrations for application in the lab sessions. We are now looking into video camera systems to record and show demos on overhead screens and TV monitors.

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

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

Since our program is sponsored by ROP, and ROP is competency driven, student learning outcomes are a big part of the competencies required by the San Diego ROP County Office. The ROP competencies are infused into the GC course outlines and all culinary courses have been through the Curriculum Committee and approved. Competencies are based on the standards set by the Food Service and Hospitality Industry. As new techniques and technology advances, so do our competencies. Student Learning Outcomes (competencies) are reviewed every year by our instructors. Each course is discussed and updated if needed. Student learning outcomes (competencies) are demonstrated in all classes by practical and written exams, as well as research projects and work experience.

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

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

Culinary Arts offers 150 hours of work experience in the industry needed for the certificates and the degrees. Chef instructors meet with food, hospitality and industry management to arrange work sites and partnerships. Faculty and students participate in many community events including high school site visitations, **Grossmont College Foundation** fundraising events, **Share Our Strength** city fundraiser, **Gingerbread City/ Epilepsy Foundation** fundraiser, **Celebrate the Craft** fundraiser benefit, **James Beard Foundation** fundraisers, **NACE Chef's Panel San Diego**, **Macy's Cooking School San Diego**, **Mama's Kitchen San Diego**, **Aids Emergency Fund Dinner San Francisco** and **San Diego Chef Association** dinner events. A Grossmont College Culinary team is formed and full time instructors volunteer their time assisting students every semester to compete in local, state, regional, and international culinary (**Culinary Olympics**) competitions. Many outside classroom assignments include observation in community settings and research on the Internet.

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

Culinary Arts has utilized many different instructional techniques and strategies to help students engage in the active learning process.

Instructors participate in staff development activities that help them to create a better atmosphere for student learning. We monitor work experience sites and work closely with executive chefs and food industry managers to ensure that students achieve greater learning experiences.

Outside examples of our faculty participation include involving our students in learning experiences through fundraiser dinners, culinary team functions to food shows, seminars and expos, culinary competitions, chef association dinner seminars, cooking and public relations events and publications:

### **Promotional Fundraiser Events**

**James Foran – Celebrate the Craft San Diego - October 2006**

– Mentored student participation and learning experience

**Joseph Orate / James Foran – Epilepsy Foundation Fundraiser 2006**

– Mentored student participation and learning experience

**Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2005**

– Mentored student participation and learning experience

**Joseph Orate / James Foran / Bob Weir – Epilepsy Foundation Fundraiser 2005**

– Mentored student participation and learning experience

**James Foran – Celebrate the Craft San Diego - October 2005**

– Mentored student participation and learning experience

**James Foran – Macy's Cooking School San Diego – July 2005**

– Mentored student participation and learning experience

**Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2004**

– Mentored student participation and learning experience

**Joseph Orate / James Foran / Bob Weir – Epilepsy Foundation Fundraiser 2004**

– Mentored student participation and learning experience

**James Foran – James Beard Foundation Dinner N.Y.C. - October 2004**

– Mentored student participation and learning experience

**James Foran – NACE Chef's Panel San Diego – 2004**

– Mentored student participation and learning experience

**James Foran – Celebrate the Craft San Diego - October 2004**

– Mentored student participation and learning experience



Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2003  
– Mentored student participation and learning experience

Joseph Orate / James Foran / Bob Weir – Epilepsy Foundation Fundraiser 2003  
– Mentored student participation and learning experience

James Foran – James Beard Foundation Dinner N.Y.C. - November 2003  
– Mentored student participation and learning experience

James Foran – Bravo San Diego 2003  
– Mentored student participation and learning experience

James Foran – Macy's Cooking School San Diego – July 2003  
– Mentored student participation and learning experience

James Foran – Mama's Kitchen San Diego - August 2003  
– Mentored student participation and learning experience

Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2002  
– Mentored student participation and learning experience

Joseph Orate / Bob Weir – Epilepsy Foundation Fundraiser 2002  
– Mentored student participation and learning experience

James Foran – James Beard Foundation Dinner N.Y.C. - June 2002  
– Mentored student participation and learning experience

James Foran – Bravo San Diego 2002  
– Mentored student participation and learning experience

Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2001  
– Mentored student participation and learning experience

Joseph Orate/ Bob Weir – Epilepsy Foundation Fundraiser 2001  
– Mentored student participation and learning experience

Joseph Orate – Grossmont College Foundation Fundraiser Dinner – 2000  
– Mentored student participation and learning experience

James Foran – Aids Emergency Fund Dinner San Francisco - 2000  
– Mentored student participation and learning experience

**Food Show and Seminars, SD Chef Association Events**

Joseph Orate – SYSCO Food and Equipment Show 2006  
– Mentored student participation and learning experience

Bob Weir / Joseph Orate – National Restaurant Association Food and Equipment Show 2006

Joseph Orate – SD Chef Association Education Seminar and Dinner 2006  
– Mentored student participation and learning experience

Joseph Orate – SYSCO Food and Equipment Show 2005  
– Mentored student participation and learning experience

Bob Weir – National Restaurant Association Food and Equipment Show 2005

Joseph Orate – SD Chef Association Education Seminar and Dinner 2005  
– Mentored student participation and learning experience

Joseph Orate – San Diego Restaurant Association Awards Dinner 2005

Joseph Orate – SYSCO Food and Equipment Show 2004  
– Mentored student participation and learning experience

Bob Weir – National Restaurant Association Food and Equipment Show 2004

Joseph Orate – SD Chef Association Education Seminar and Dinner 2004  
– Mentored student participation and learning experience

Joseph Orate – SYSCO Food and Equipment Show 2003  
– Mentored student participation and learning experience

Bob Weir – National Restaurant Association Food and Equipment Show 2003

Joseph Orate – San Diego Restaurant Association Awards Dinner 2003

Joseph Orate – SD Chef Association Education Seminar and Dinner 2003  
– Mentored student participation and learning experience

Joseph Orate – SYSCO Food and Equipment Show 2002  
– Mentored student participation and learning experience

Joseph Orate – National Association of Catering Executives Association Awards Dinner 2002

Bob Weir – National Restaurant Association Food and Equipment Show 2002

Joseph Orate – SD Chef Association Education Seminar and Dinner 2002  
– Mentored student participation and learning experience

Joseph Orate – SYSCO Food and Equipment Show 2001  
– Mentored student participation and learning experience

Bob Weir / Joseph Orate – National Restaurant Association Food and Equipment Show 2001

Joseph Orate – SD Chef Association Education Seminar and Dinner 2001  
– Mentored student participation and learning experience

Joseph Orate – San Diego Restaurant Association Awards Dinner 2001

Joseph Orate – SYSCO Food and Equipment Show 2000

Joseph Orate – SD Chef Association Education Seminar and Dinner 2000

Joseph Orate – San Diego Restaurant Association Awards Dinner 2000

### **Competitions**

Joe Orate, 2006 – Orange County Culinary Competition (3 medals and Special Judges Award)  
– Coached and mentored students

Joe Orate, 2006 – SD Iron Apprentice Culinary Competition (2 Awards)  
– Coached and mentored students

Joe Orate, 2006 – Prescott Arizona Culinary Competition (3 Medals and Special Judges Award)  
– Coached and mentored students

Joe Orate, 2006 – Los Angeles Culinary Competition (2 Show Award)  
– Coached and mentored students

Joe Orate, 2006 – Las Vegas Culinary Competition (3 Medals)  
– Coached and mentored students

Joe Orate, 2006 – Colorado Springs Culinary Competition (Gold Medal and Best in Show Award)  
– Coached and mentored students

**Joe Orate, 2005 – California Student State Competition Culinary Competition (6 Team Medals)**  
– Coached and mentored students

**Joe Orate, 2005 – Orange Empire Chefs Culinary Competition (3 medals – Best in Show Award)**  
– Coached and mentored students

**Joe Orate, Fall 2004, Culinary Olympics in Germany. Week long food show event (current technologies in food service and equipment) & culinary competition (application in culinary skills development and learning newest trends in food)**  
– Coached and mentored students

**Joe Orate, 2004 – Los Angeles Chefs Culinary Competition (4 Show Awards)**  
– Coached and mentored students

**Joe Orate, 2004 – ACF Las Vegas Culinary Competition (3 Medals)**  
– Coached and mentored students

**Joe Orate, 2003 – Los Angeles Culinary Competition (2 Show Award)**  
– Coached and mentored students

**Joe Orate, 2003 – Los Angeles Western Expo Culinary Competition (2nd Place Award – Hot Food)**  
– Coached and mentored students

**Joe Orate, 2002 – ACF Las Vegas Culinary Competition (3 Medals)**  
– Coached and mentored students

**Joe Orate, 2001 – SD Gingerbread City Competition (Special Award)**  
– Coached and mentored students

**Joe Orate, 2001 – Los Angeles Pastry Competition (Gold Medal and Special Show Award)**  
– Coached and mentored students

**Joe Orate, 2001 – ACF Las Vegas Culinary Challenge (3 Medals)**  
– Coached and mentored students

**Joe Orate, 2001 – California Schools Culinary Competition (2 Gold Medals and Judges Award)**  
– Coached and mentored students

Joe Orate, 2001 – California State Culinary Competition (Silver Medal and Judges Award)

– Coached and mentored students

Joe Orate, 2000 – SD Gingerbread City Competition (People's Choice Award)

– Coached and mentored students

Joe Orate, 2000 – Culinary Olympics, Germany (4 Olympic Team Medals)

– Coached and mentored students

Joe Orate, 2000 – Phoenix Chefs Assoc. Culinary Competition (9 Medals)

– Coached and mentored students

James Foran 2000 – Quady Dessert Wine Competition, San Francisco- (1st place)

– Coached and mentored students

### **Publications / Books / TV and Radio**

James Foran – Food and Wine Magazine - November 2005

James Foran – Sante Magazine – November 2004

James Foran – Ranch and Coast Magazine – February 2005

James Foran – San Diego Magazine – August 2005

James Foran – Riviera Magazine – September 2004, November 2004

James Foran – San Diego Home and Garden Magazine – August 2005

James Foran – Pastry Art and Design Magazine - January 1999, January 1998

James Foran – Chocolatier Magazine - November 1997

James Foran – Food Arts Magazine - August 1999, August 2004

James Foran – Epicurean Magazine - December 1999

James Foran – San Francisco Magazine - January 1999, December 1997

James Foran – Frontiers Magazine - November 1998

Joseph Orate / James Foran – Union Tribune 2000 – 2006

James Foran – The Best of Food and Wine Magazine 2006

James Foran – KUSI T.V. San Diego – October 2005, February 2005

Joseph Orate – KUSI T.V. San Diego - Rod Luck Show, 2000, 2003, 2004

James Foran – CBS T.V. – January 2005

James Foran – NBC Easter Dessert Presentation San Diego April 2003

James Foran – A Neoclassic View of Plated Desserts - February 2000

James Foran – Bay Cafe T.V. - May 2000

Joseph Orate– K Wave – Chef Larry Show, 2000, 2003, 2005

### **Professional Development**

Joseph Orate – Level I and Level II Teaching Credential, UCSD, 2003,

2004 – application of teaching methods and strategies

Joseph Orate – Coursework at SDSU, 2000 – 2004 – applications of teaching methods and strategies in vocational education (BVE)

James Foran – Level I and Level II Teaching Credential, UCSD, 2004, 2005 – application of teaching methods and strategies

Joseph Orate, Summer 2000, *Beach Camp for Professors*. A weeklong seminar for instruction, including learning styles, etc.

Cathie Robertson took ED 299, taught by Jerry Baydo, Spring 2000 which is a course in teaching online classes. Included in this information is how the online learning styles may differ from the in class styles known previously. This course made students aware of the need to change teaching styles to match students' differing needs online.

**In class student participation includes:**

- Group/team efforts in all Culinary Arts lab courses. Collaborative team efforts in most other courses.
- Critical thinking opportunities in all courses, including several courses with online critical thinking deliveries.
- Role-plays and problem solving activities are included in all courses.
- Interview, resume skills and job shadowing in the work experience classes in Culinary Arts.
- Small group and large group presentations using innovative presentation methods such as power point presentations.
- Extensive use of Internet information and website surfing.

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

Culinary Arts and FACS were in one department since inception until 2001 when CA split off from FACS.

CA 155 Realities of Nutrition has been cross-listed with Exercise Science (HED 122) in Fall 2001 and offers general education opportunities for students.

Culinary Arts and Hospitality Tourism share some courses.

Culinary Arts Entrepreneurship Program is integrated with Business and Accounting classes.

Culinary Arts and Music Dept. (Steve Baker) join efforts in fundraising dinner events involving student learning experiences.

Culinary Arts and Theatre Arts (Judy Shenar) join efforts in fundraising events involving student learning experiences.

## **Campus Resources**

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

- **Learning Assistance Centers (Biology Learning Center, English Writing and Reading Centers, Math Study Center, Tutoring Center)**
- **Technology Mall**
- **Instructional Media (upstairs in the Library Technology Resource Center)**
- **Others**

We regularly use all support services, recommending to all our students what services are available to them. Each semester we have a research assignment for all our new incoming students to visit all these support services and write about their experiences at these sites. We maintain a good relationships with all college support services. There are, however, the following services that we maintain very close contact and association with. These include:

#### Instructional Media

Val Eskridge and his staff are invaluable to our every day classroom teaching and learning environment. They provide information on videos and other types of instructional media, schedule these and deliver them to the classroom. They have been especially helpful when problems occur with the "Smart Carts" since instructors apply power point presentations extensively. This will include classroom access to the Internet.

#### Word Processing

Both full and adjunct faculty use these services for test preparation and syllabi organization and preparation. Barb, Sirkka and Maria are always ready and willing to help and we appreciate their caring, professional manner.

#### Printing

The department is probably the most utilized by our faculty and yet often times we forget to appreciate all they do for us. Roz, Vu, and staff are always ready and willing to help get faculty work back as soon s as possible. It would be difficult to operate without them.

LRC

We regularly call on our library liaison, who provides support for books in the library, ordering books and other reference materials and provides Internet training for students. We also utilize Kats Gustafson and her staff with all tech equipment and support services which have been very helpful to our department.

Career Center

We apply campus research assignments that visit the center. Nancy Davies and her staff have been very helpful to our department in assisting our students with seeking job applications in interviewing and job seeking as well as career objectives.

Disabled Student Services Program

The department is appreciative of the support and counseling assistance given to our faculty and staff. We identify and refer students who appear in need of extra help and aid. Some of our successes have come through this partnership especially with the hearing impaired.

EOPS

Instructors work closely with E.O.P.S. in helping our students succeed.

OTHER

The Deans Administrative staff, ROP Administrative services, Instructional Services, Financial Aid, Health Services, ASGC, Business Services, the Mail Room Staff, Custodial and Operations services all support our department enabling us to better serve our students.

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

Culinary Arts has recently reviewed and reviews once a year all the culinary library holdings. Nadra Farina – Hepp has been our liaison and does a great job in keeping culinary arts up to date with all new books and references. She and the entire staff has been very helpful to our department by suggesting and adding to our reference section by ordering books based on our selection. We have an up-to-date growing section of reference information for our students. We donated a total of 1500 books, magazines and reference articles since 2002 from outside donors. We are very proud of the amount of material we now have on hand in the library. Outside of culinary material, the library offers many resources used by our culinary students.



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

The working relationship is a positive one as our counseling liaison James Kennedy and as well as other counselors provide scheduled visits to our culinary classes each semester providing academic counseling, promoting the counseling department and other college services. Student questions and concerns are brought up at this time creating a positive awareness of the benefits that department offers.

- 2.15 Comment on the results of the student survey, Appendix 6, regarding campus resources.**

According to the survey, the majority of our students are aware of the resources available to them but haven't had the opportunity to access them on a regular basis.

### **Articulation**

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

All culinary courses are transferable to CSU. Culinary Arts have an articulation agreement in place with CSU for CA 155 (Realities of Nutrition). CA169 (Basic Skills For Culinary Arts) and CA 174 (Basic Baking and Pastry) are in the process for articulation approvals for lower division patterns with CSU. We have an articulation agreement with in the Grossmont High School District and Mt. Miguel High School to accept high school credit units with a waiver for CA 169. The application of the waiver must have approval with the high school instructor upon completion of course work and competency with a grade of B or higher. Natalie Ray has been instrumental in assisting us with visits to the high schools creating bridges for students to visit Grossmont College and build relationships with the high school culinary teachers for articulation with the program.

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

Culinary Arts articulation agreements are current with transfers to CSU. We consult with Pat Fleming, Beverly White and Marcia Raybourn in planning, organizing and implementing these agreements. They continue to update us on all matters and are very helpful in expanding our breadth of articulation with other universities. We have regular department meetings to promote currency and consistency of curriculum as needed.

### **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).**

We are in the development and research stages in putting together working agreements with Barona Valley Resort approving off site curriculum and culinary apprenticeship. In addition, agreements with the San Diego Chefs Association and the California State Department of Apprenticeship Standards are also in the same process. We are discussing expanding the program into the new area of emphasis: Culinary Apprenticeship. This apprenticeship will give our students hands on experience apprenticing under executive chefs and accomplishing educational goals leading toward a college degree.

- 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.)**

In culinary arts, we do have diversity and societal issues in which we focus, address, and incorporate strategies to work with these groups in all culinary arts courses. These issues are discussed at department meetings and strategies are implemented. Example: We have orientation classes during the first two weeks of class to ease our re-entry students back into the academic society relieving some of their fears. We place students who are academically under prepared with ones who mentor them throughout the program in each class.

We offer day and night courses each semester for our working student and the program is self-paced so anyone one that wants to take one course at a time can do so based on their work schedules. We also work closely with Disabled Students Services to assist our disabled students. (The hearing impaired are allowed to have interpreters in class). Our program focuses on team and group work assisting our limited English students

**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 have implemented to provide closer connections to primary, secondary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.**

ROP handles publicity for Culinary Arts courses through various print media i.e., Job Giant, SD Union Tribune, Penny Saver and Reader etc., Classes are full and usually have wait lists of a minimum of 35 students per class. The department promotes daily site visits to high schools, attendance at job fairs, culinary competitions, invitations for industry personnel to visit the facility and comment on the program, participation in local chefs associations, and local newspaper (Union Tribune / El Cajon press) and news media. (Rod Luck Show / Chef Larry – Channel 10)

**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.**

Since culinary courses are funded by ROP, there is not accurate data to provide factual information and absolute numbers in course completion, success, retention and enrollments unless we combine ROP data. (25% of total culinary students are non-college credit students). The only validity is the enrollments on the first day of class. All classes are full with a minimum of 35 students and usually have wait lists.

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

The degrees and certificates programs that were approved in the 2000-2001 are starting to see fruition. Success and completion are growing in numbers as we approach 2007. As of 2006, the following have finished:

Total Degree and Certificates:

Culinary Arts: 93

Culinary Arts - Baking and Pastry: 5

Culinary Arts – Culinary Entrepreneurship: 2

Culinary Arts – Line Cook: 16

Culinary Arts – Pastry Cook: 14

Culinary Arts – Banquet Cook: 18

Culinary Arts – Prep Cook: 14

## **SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES**

**In Appendix 10, complete Conference, Workshops, Staff Development and Sabbaticals forms.**

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

Attending and participating in culinary competitions improved instruction in curriculum in keeping updated with latest trends in food, equipment food preparation and presentation. Examples:

- Basic Skills Class – knowledge of new equipment and tools
- Intermediate Culinary Skills Class – latest trends in food presentation and flavors
- Fine Dining Class – provided new service techniques
- Soup Stock and Sauce Class – provided latest sauce trends
- Buffet and Catering Class – provided new trends in hors d'oeuvres preparation
- Healthy Professional Cooking – provided latest trends in health food preparation
- Basic Baking Class – provided latest trends in cooking techniques
- Advanced Baking Class – provided latest trends French pastries
- Bread Class – provided latest trends in bread baking
- Chocolate Class – provided latest trends in chocolate

- Sugar Class – provided latest trends in sugar centerpieces
- Cake Decorating Class – provided latest trends in decoration of celebration and wedding cakes

Attending seminars assisted us with advanced teaching strategies, especially in technology, and helped us to focus on student learning.

Examples:

- Sanitation and Safety Class – application of blog and internet research
- Menu Management Class – application of blog and internet research
- Food Purchasing Class – application of blog and internet research
- Catering Management – application of blog and internet research

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

As food trends and technologies advance and evolve, attendance at food shows, competitions, seminars and conferences are evaluated each semester. Advanced training in culinary and pastry techniques is very important to our chef instructors in keeping current and feeling the pulse as the industry changes and standards advance.

#### **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.).**

The Culinary Arts new proposed facility will be in the heart of the campus and will offer opportunities for faculty and staff to gather. The fall and spring semester luncheons / dinners has acted as a gathering place for faculty and staff for the past eight years. The interaction of faculty and staff from all over the campus and district with students in the program is a positive way to impact both the campus and the education of the students. Our culinary faculty meets with our Advisory Committee once a year offering input for new campus ideas and suggestions. We also attend Academic Senate meetings (two seats), Division meetings, ROP meetings, Chair/Coordinator meetings, Food Advisory meetings and various planning and research meetings. Our staff is also involved with hiring committees.

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

All culinary faculty are involved locally and stateside with a large network of chefs in the food service and hospitality industry to provide students with contacts and job opportunities in hotels, restaurants, institutional food operations and catering facilities. All chef instructors are involved nationally with the American Culinary Federation of Chefs attending conferences, competitions and fundraising events. They are also part of the World Chef and Cooks Society helping to build relationships worldwide. Our culinary faculty has been involved winning medals in the International Culinary Olympics (1996, 2000, 2004) in which we have established worldwide networks, contacts and links for our students and the community.

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

Culinary Arts full-time and adjunct faculty work closely together as a team, meet daily and discuss all decisions which results in the best solution. We meet in our department meetings for staff development week, ROP Advisory Committee for input in curriculum and equipment update. (We are fortunate and benefited by ROP funding enabling us to stay current in purchasing up to date tools and equipment)

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

The college computer resources has been a great benefit to the department. Email, which is used most often, assisted us with advising, distributing, receiving assignments and communicating with students, faculty staff and internet network. Our web page has been a purposeful tool for our students for informational use. Internet use our best asset for obtaining and passing on information to our students. (Blog is one way our instructors use to communicate and pass on lecture notes and homework assignments)

**4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in Appendix 11.**

Our department hires a large number of adjunct instructors who have full time jobs as executive chefs in the industry. Since we are a vocational program, these professional chefs have many years of practical experience for specialized cooking and pastry courses. We apply hiring equivalencies because some of these chefs lack state educational requirements but have high school diplomas and some college work. Their experience is reviewed for relevance to the subject matter being taught. We are looking to apply for three more full time qualified

chef instructors to meet the needs for our program. Consistency and continuity of culinary curriculum is a necessity in meeting our student needs.

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

1. ROP office staff handles ROP admissions, publicity, attendance and administrative duties for the culinary department. All student workers, chef lab assistants and shoppers assisting in our department are funded by ROP.

2. Class lab assistants (chef assistant) assist the instructors with the grunt work of maintaining sanitation, cleanliness and organization of the kitchens. They also handle food preparation for demonstrations, answer students questions and help in kitchen orientation. Without their help, instructors' teaching time is limited and supervision of a large class of 35 students becomes a hardship especially with the new incoming students. Knife and equipment use are some examples of hazards that need to be supervised.

3. Lab assistant shoppers assist the department in purchasing all food products from local stores and organize storeroom food product and equipment.

In the very near future, with program growth, we need to hire full time staff to maintain with these duties and responsibilities.

**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.**

Culinary Arts involves curriculum needs specializing in technical skills, experience and cooking knowledge. We must expand our full-time faculty to meet these needs. We are looking to apply for three more full time qualified chef instructors. Enrollments continue to be full with a minimum of 35 students in each class and a waitlist. We continue to have 150 new incoming students each year awaiting to get into the program. We **do not** anticipate any decrease in enrollment. Growth and moving to a new facility in the next five years supports the need of full time faculty in keeping with consistency and continuity of culinary curriculum. Part time culinary faculty hinders the consistency of properly teaching the rigors of culinary and pastry arts. Only with full time faculty can we give our students continuity of the same culinary training and education to meet their needs.

## SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

**Refer to Appendix 7 for efficiency. Enrollment will come from Data on Demand; Appendix 5 has the sections and class sizes. Appendix 12 shows % of max.**

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

All culinary courses are sponsored by ROP. Accurate college data is difficult to provide. Numbers in our student success figures show increases each year since the inception of our degree and certificate programs in 2000-2001.

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

We have gone from 120 students in 1994-1995 to over 350 students in 1999-2000. We maintain over 350 students each semester during the last five years. We have gone from 4 course offerings to an average of 15-16 course offerings per semester. All classes have a maximum of 35 enrolled and a priority wait list per class.

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

Enrollments continue to be full in all sections with the exceptions for CA 182 – Culinary Arts for Competition and CA 164 – Cultural Foods. Both these classes are electives for the program. We are evaluating times and day changes for CA 182 which would be more accessible to students. We submitted CA 164 to the curriculum committee with changes in the name of the course to International Cooking which should create more interest in the class.

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

This continues to be an issue within Culinary Arts, as well as with our Advisory Committee. The room size is not sufficient. Both lecture and lab are done in the same room. With the amount of kitchen and technical equipment used, the area faces breaking certain fire code regulations. Our instructors do an excellent job with their teaching strategies to be able to teach 35 students in a space that should be larger. However, in long range planning, we have been told that we will be getting a 7000 + square foot facility that will meet our long-range needs.



**5.5 How does room availability affect your enrollment?**

Our enrollments are limited to the facilities we have. We have two kitchens which are already maximized so there is no more room available. If we had another facility, we could increase enrollments without any students sitting on waitlists, but it may also be dependant on budgets.

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

Our department have explored many options including off-site buildings. Our advisory, faculty and administration voted to keep the culinary program on campus because of many factors involved. In long range planning, we have been told that we will be getting a 7000 + square foot facility that will meet our long range needs. This is in conjunction with the student center remodeling.

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

Students' comments are almost the same as our predictions. According to the surveys, most of our students prefer evening classes and that the times we offer now are meeting the student's needs. Our facilities are mentioned as adequate, but needs to be updated as they feel it to be too small and run down.

**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.**

All culinary courses are sponsored by ROP. Accurate college data is difficult to provide. ROP registration for culinary arts has two priority registration dates (one in Fall, one in Spring, one in Summer) well in advance for each new semester. Enrollments continue to be full months before the first day of class. All classes are full with a minimum of 35 students and usually have priority wait lists on the first day of class session.

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

Since culinary courses are sponsored by ROP, there is not accurate college data to provide factual information and absolute numbers. The only validity is the enrollments on the first day of class. All classes are full with a minimum of 35 students and have priority wait lists.

**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.**

All GC ROP culinary courses are funded by ROP. This budget has been and continues to be very healthy. Without ROP funding, we would not have been able to expand the program, purchase expensive equipment and do facility remodels. Currently the Culinary Arts budget is \$330,000. All funds go to support the program. The ROP funds are restricted funds. They are not a part of the general fund. Grossmont College continues to benefit from this ROP funded program. It brings students into the college. They take ROP courses for college credit and stay to take many regular general fund college courses.

## **SECTION 7 – SUMMARY**

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

- **teaching and learning**
- **student access and success**
- **development of human resources**
- **fiscal stability**

Culinary Arts is a training and educational program maintaining high academic standards focusing on the success of our students. Our faculty is dedicated to maintaining currency and relevance. The majority of our adjunct faculty are professional chefs and food service managers working in the industry, and therefore brings us the latest in the industry field. Even though adjunct faculty work hard and serve our students, it is considered as a weakness in the area of continuity of curriculum and how it is taught especially for the first time teachers. Our students' learning is affected. Adding three more full time faculty is the only viable solution.

We have created our program to include the part-time, non-traditional student who is working in another profession or has another profession that he/she is retraining for change. All our courses have been offered evenings and weekends to accommodate this population. We did consider the younger, more traditional student and therefore offered day classes since Fall 2001. We try to aid in success by identifying at risk students and referring them to proper services for help. We offer an orientation and open to student questions, etc. via office hours, culinary arts club and emails with instructors.

We are proud of the reputation of excellence that our program has gained in just a few short years. We now have two full time faculty and more lab assistants and shoppers. We are very fortunate to have the administrative support that we receive from the ROP office staff and Associate Dean of ROP. We try to support our adjunct faculty and provide them with opportunities for staff development. As a team, the Culinary Arts faculty are strong advocates for our students both on and off campus in our community involvement.

Culinary Arts continues to be funded by ROP. San Diego ROP has been very stable for 35 years. Our current budget is higher than it has ever been and we can meet that budget because of the fiscal stability of ROP. In past years, as the college had to cutback and decrease funds available to programs, the Culinary Arts ROP budget has not experience that.

## **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.**

### **Department/Program Recommendations**

1. Explore possibilities of making all full time culinary faculty tenured enabling them to be involved in the evaluation process. (Advisory recommendation)
2. Addition of three full time instructors to meet the needs of students, the department, curriculum, and consistency with Student Learning Outcomes. (Advisory recommendation)
3. Remodel Room 373 Kitchen floors. (Student responses)
4. Add air conditioner / venting hood systems to Room 373 Kitchen. (Department recommendation based on Student responses)
5. Build a state of the art building with the latest modern equipment to combine all culinary and pastry programs in meeting the needs of industry standards and student needs. (Advisory and department recommendation)
6. Build a small restaurant on campus to meet student needs with on site work experience credit, on the job experience and program expansion.
7. Installation of high tech modern video cameras for teaching demos and lecture. (Department recommendation based on student responses)
8. Add full time support staff i.e. culinary lab assistants and food purchasers. (Department recommendation)

**FINAL CHECKLIST**

Please see that all items are completed BEFORE submitting your department/program's self-study document to the Academic Program Review Committee.

- Include a title page which indicates the semester and year your report was completed.
- Include a listing of all full-time and adjunct faculty.
- Number all pages of the self-study.
- Include a Table of Contents listing all the section headings and page references for these section headings.
- Be sure appendices include all requested information.
- Attach the sign-off sheet of all full-time members of the department/program.
- Submit fifteen (15) copies of the report to the Instructional Operations Office (room 109).

Remember your report is due Start of Spring 2007 Semester.

# APPENDICES

**APPENDIX 1**  
**The Educational Master Plan**





**Record Updated. Thank you. You may print this page for your records.**

**Division:** Business and Professional Studies

**Department:** Culinary Arts

**Director or Chair:** Joe Orate

**Program Description:** The Grossmont College ROP Culinary Arts program is a part of the Regional Occupation Program (ROP) which provides career and technical training for workforce preparation. It is a state-supported, tuition-free public education service that provides students with an opportunity to learn entry-level skills, update existing skills, prepare for advanced training or start a new career. The program's mission is to provide students with high quality, relevant occupational training and support services that will develop their job skills, knowledge, and attitudes. The program is 100% funded by state ROP dollars. This program and its courses have student learning outcomes. Every student who successfully completes a culinary class receives a Certificate of Competency attached to the list of competencies they mastered. All of the GC ROP Culinary classes are also Grossmont College classes available for college credit. Most students take advantage of the college credit option. The culinary courses are expected to expand to meet the needs of students seeking quality job preparation. Advisory committees that meet annually assure that courses meet industry standards and that students completing these programs are prepared for the current job market. The Culinary Arts program offers three A.S. degrees and three Certificates of Achievement in Culinary Arts, Baking and Pastry, and Culinary Entrepreneurship at Grossmont College. These focus on the development of flexible skills and knowledge essential to becoming a chef. The goal of these skills is to enable the student to understand the workings of food along with the interplay of science, art, and math—subjects connected to the field of Culinary Arts. The Culinary programs exhibits potential for growth and has a need to open a small restaurant on campus developing work experience opportunities for culinary students. This need is planned over the next eight years.

---

**Activity #1:** Recruit and hire a fulltime pastry instructor.

**Benefit:** Build and maintain the continuity of the instructional pastry program and develop a good relationship with the community for work experience opportunities

**Requirements:**

Staffing - Faculty

**Primary Strategic Goals:** 4

**Objective Goal:** 0

---

**Activity # 2:** Promote culinary competiton oportunites for the Grossmont Student Culinary Team and culinary faculty

**Benefit:** Provides and maintains professional contacts with other educational and jobsite institutions, enhances deveoplment of knowledge, skills and talents, great networking opportunities, professional staff development and provides great PR for the program and school.

**Requirements:**

- Equipment
- Facilities
- Staffing - Faculty
- Staff Development

**Primary Strategic Goal:** 1

**Objective Goal:** 0

---

**Activity #3:** Continue to develop community relationships with the food service industry in providing work experience sites for culinary students.

**Benefit:** Provides training opportunities for students and recruits support for advisory and equipment needs.

**Requirements:**

- Staffing - Faculty

**Primary Strategic Goal:** 2

**Objective Goal:** 0

---

**Activity #4:** Provide quality education to all culinary students in the program

**Benefit:** Students in the program will serve the community in filling entry level positions as needed by the industry

**Requirements:**

- Equipment
- Facilities
- Staffing - Faculty

**Primary Strategic Goal:** 2

**Objective Goal:** 0

---

**Activity #5:** Put together a 7 year strategic plan in preparing for the move to the remodeled culinary arts building (remodeled Student Center) which includes an immediate action plan for the move-out of the existing building

**Benefit:** Smooth transition for the students, faculty, and equipment

**Requirements:**

Equipment

Facilities

Staffing - Faculty

**Primary Strategic Goal:** 5

**Objective Goal:** 0

---

**Additional Planning:** Activity #6 Re-evaluate the Culinary Entrepreneurship program  
Activity #7 Re-evaluate pre-requisites/co-requisites for the culinary curriculum committee

---

**Accomplishment #1:** Participation in the 2004 Culinary Olympics placing in (4) categories with certificates of diplomas

**Primary Strategic Goal:** 1

**Objective:** 1.5

---

**Accomplishment #2:** Participation in the Professional Chefs Association student culinary competition in Los Angeles placing in (4) categories with 1st, 2nd, 3rd and 4th places sweeping all the awards.

**Primary Strategic Goal:** 1

**Objective:** 1.5

---

**Accomplishment #3:** Participation in the Orange Empire Chefs Association student culinary competition in Costa Mesa placing in (3) categories with a Best in Show Award, Silver Medal and two Bronze Medals sweeping all the awards.

**Primary Strategic Goal:** 1

**Objective:** 1.5

---

**Accomplishment #4:** Participation in the Professional Chefs Association student culinary competition in Las Vegas placing in (2) categories with 2nd, and 4th place awards.

**Primary Strategic Goal:** 1

**Objective:** 1.5

**Accomplishment #5:** Established Del Mar Marriott Hotel as a work experience site for culinary students

**Primary Strategic Goal:** 2

**Objective:** 2.4

**Accomplishment #6:** Established Hilton Torrey Pines Hotel as a work experience site for culinary students

**Primary Strategic Goal:** 2

**Objective:** 2.4

**Accomplishment #7:** Established the Westgate Hotel as a work experience site for culinary students

**Primary Strategic Goal:** 2

**Objective:** 2.4

**Accomplishment #8:** Televised the program with Rod Luck on KUSI Channel 9

**Primary Strategic Goal:** 1

**Objective:** 1.1

**Accomplishment #9:** none

**Primary Strategic Goal:** 0

**Objective:** 0

**Accomplishment #10:** none

**Primary Strategic Goal:** 0

**Objective:** 0

**Other Accomplishments:** none

- Display goal & objective descriptions
- [Return to EMP home page](#)
- Close window

# **APPENDIX 2**

## **Previous Program Review Summary**



Fall, 2000

**Family and Consumer Studies/Culinary Arts  
PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION**

**FACS**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/F/TE	COMMITTEE RECOMMENDATION
	WSCH/F/TEF*	% of MAX WSCH*	WSCH/F/TEF*	% of MAX WSCH*		
1995-96	578.36	82%	501.6	81%	\$2318.94	Reorganize FACS program and distribute classes as detailed in Recommendation # 1
1996-97	546	80%	563.8	84%	\$2090.63	
1997-98	557.14	91%	523.3	92%	\$2319.11	
1998-99	553.52	92%	468.45	79%	\$2887.40	
1999-2000					\$1726.26	

\*Numbers include food service management/culinary arts classes.

**Culinary Arts**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/T/ADA*	COMMITTEE RECOMMENDATION
	WSCH/F/TEF	% of MAX WSCH	WSCH/F/TEF	% of MAX WSCH		
1997-98					\$2189	Maintain and expand to add baking and pastry
1998-99					\$1209	
1999-2000					\$2346	

\* ROP program costs are tracked by the San Diego County Office of Education and are based on average daily attendance.

The program review committee commends the department for:

1. Continued responsiveness of the department to the changing societal needs in the areas of human services especially in the areas of families, aging, nutrition and income management.
2. The use of outstanding adjunct faculty chefs for the culinary arts program.
3. Award winning performance of Culinary Arts students in state, national and international competition.
4. Community involvement of the FACS department.
5. An outstanding advisory committee for the Culinary Arts Program.
6. Mary Hubbard's contributions to the college and community during her years of service and for her dedication to students needs in the building and later phasing out of the dietetic tech program.

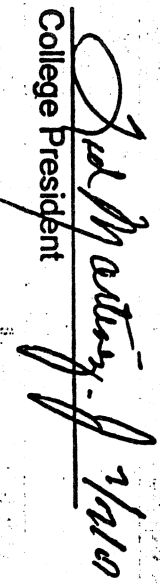




## FACS/Culinary Arts

The Committee offers the following recommendations:

1. Distribute courses in Family and Consumer Studies as follows: (1) move family and lifespan courses to the Child Development program under Family Studies, (2) remove FACS 195 cross listing for the Family Income Management course to be taught solely in the Business department, (3) move nutrition courses to Exercise Science and Wellness, (4) Support Culinary Arts as a stand-alone program. Work with the individual departments to ensure a smooth transition of classes and faculty, especially adjunct.
2. Remodel the snack bar and rooms 600A and 600B to create a state of the art facility for Culinary Arts.
3. Develop coursework and a certificate in Baking and Pastry.
4. Explore alternate ways to provide programs in the field of gerontology.
5. When growth in the culinary arts program warrants, support the addition of a full time faculty member.

  
College President

  
Academic Program Review Chair



Program Review Questions for FACS/Culinary Arts  
September, 2000

Dear FACS and Culinary Arts,

These are the questions raised by the committee regarding your program review. Please discuss these questions with your colleagues and prepare a written response to share with the committee. You are scheduled to return to the program review committee on Wednesday, September 20, 2-4 pm in the college conference room to discuss these responses. You may bring any of your department members.

	Sect.	Pg.	
1	1.1	2,3	Please elaborate on the relationship of the Regional Occupational Program to FACS and Culinary Arts. Explain the funding obligations.
2	1.1	3	Could you ask Mary Hubbard to write a brief description of the steps she took to close the Dietetic Tech program. We would like to have it as a historical record.
3	1.2	3	These descriptions are from the front of the catalog. There is a section in the back of the catalog as well. There is no description of Culinary Arts there. Alert Joe Orate to work with Marsha Raybourn to add this section.
4	1.3	4	Elaborate on the accreditation process for Culinary Arts and the anticipated timeline. Is there a timeline for completion of other goals? What activities do you plan to address in goal 4?
5	1.3	5	Please explain, in light of the low demand, the rationale for pursuing the gerontology certificate. Have you considered alternatives to the certificate and coursework?
6	1.4	5	How will the Culinary Arts program address the issue of record keeping and differing philosophies in grade distribution? Please comment about grade distribution in other courses such as Realities of Nutrition, Personal Finance, Human Development, Changing American Family...
7	1.6	7	Please provide information on the membership of the various advisory committees.
8	2.1	9	Correction: FACS 094 and 095 meet Title 5 requirements for non-degree credit courses.
10	2.7	10	Elaborate on other ways you evaluated all course content in the past.
11	2.8	11	Correction: ... nutrition courses will be placed in Exercise <u>Science</u> and Wellness...
12	2.10	11	Both campuses offer Developmental Psychology courses, Cuyamaca has Psychology 165 and Grossmont Psychology 150. Please clarify how these courses affect the FACS lifespan course.
13	2.11	12	Please describe Mary Hubbard's innovations and special projects.
14	2.12	14	Describe the computer applications included in culinary arts.

- 15 2.13 15 Give more specific examples of student participation.
- 16 2.17 17 Please describe more completely the resources available to the courses being transferred to other programs. Are adequate LRC resources available?
- 17 2.19 17 Why is high school recruitment irrelevant?
- 18 2.20 18 Doesn't Culinary Arts wish to pursue articulation with Cal Poly?
- 19 2.21, 22, 23, 3.1-3.6 18 Aren't your GE courses (FACS 110, 115, 120, 159) transferable? Please discuss the recruitment of underrepresented groups in the past to the course being transferred to other areas. Information on student access and success may also be relevant to these departments. This information is important as a historical record. In particular, please comment on items 3.2, 3.3, and 3.6 regarding the Dietetic Tech program.
- 20 3.8 15 Could you please see that the committee gets the information on student success from ROP.
- 21 3.9 19 Were there any graduates in the Dietetic Tech program?
- 21 4.4 21 How did the dropped majors collaborate in the past? Give specific examples of how the Culinary Arts faculty works closely together as a team.
- 22 5.3 24 What is being done to address the low enrollment of the work experience seminar?
- 23 71 24 For historical purposes, include the high points of your programs strengths or weaknesses for the dropped majors. For the courses that are being passed to other departments, are there any particular strengths or weaknesses that need to be addressed by the new programs?
- 24 8.3 25 Please give further justification for the addition of a full-time faculty member.

Cathie,

Overall there was a concern, that as a record of the past five years, little information was provided about the excellent work your department did in areas than Culinary Arts. We would like to see more history and direction for the courses that will be passed on to other departments. Please use your colleagues to flesh out this document so it provides an adequate record of your past practices. This work deserves adequate recognition as part of the Program Review process.

**Answers to Questions from Program Review Committee  
FACS/Culinary Arts**

- 1. ROP has been involved with the FACS Department for 14 years, first having funded the Nanny Program for eight years (1986-1994) and was involved with the Food Service Management Program offering 4 Culinary Arts courses to attract students. The Food Service Management Program was canceled in 1993 and FACS and ROP decided to hold off dropping the Culinary Classes to see if they would still be popular. In the meantime, the Nanny Program was no longer going to be funded and Cathie Robertson was a full-time employee who was partially funded by ROP. It was decided to continue and to try to expand the Culinary Courses with Cathie being paid half-time by ROP to teach two of the courses. ROP funded a lot of the expansion by offering more sections of classes, and FACS funded the rest. The program was greatly expanded and a full-time chef instructor was hired in Spring 1999. Just before that point, ROP decided that it wanted to fully fund Culinary Arts and drop their funding for the Occupational Therapy Program. Funding obligations entail dual reporting- to the college and to ROP and working closely with ROP for student registration and recruitment.**
- 2. Once the decision was made and the time frame agreed upon, all concerned parties were notified. This included the American Dietetic Association, students and counselors. The ADA granted a 10 months extension of our approved status to allow students to finish their coursework and get certificates and or a degrees. Students were notified immediately and announcements were made in all of the major classes in the program. Students were then individually counseled by Dr. Mary Hubbard, in order to develop a personalized plan to complete course work. Any students unable to complete required coursework in the time frame were counseled and referred to other community colleges that had ADA approved or accredited Dietetic Tech Programs. (Orange Coast College, Long Beach City College and Los Angeles City College). Please see attachments for examples of letters sent to students, etc. (Appendix A)**
- 3. Joe Orate and Marsha Raybourn are working on the description.**
- 4. The accreditation process for Culinary Arts has been held up due to a "turf" battle taking place in the American Culinary Federation. We had**

funding last year for application, but Joe Orate decided to hold off for a while due to this battle. Things seem to be settling down right now, so next year, he will seek funds to apply and release time to do the self-study. It was also prudent to wait, because next year, there will be a more professional facility for inspection which will help to assure accreditation. The course curriculum needed to be developed basically has been done. The 299 wine course will need to be added as a regular class. There may be one or two more classes that will have to be done, but we have not seen the latest curriculum requirements since the turf battle has occurred. That would have to be done by Fall 2001.

Goal #2 is in progress. There is a written agreement for high schools that was completed by Joe Orate and Todd Bull, Grossmont High School district's food management instructor. It is waiting for approval by both groups advisory committees. The Grossmont College Advisory committee will be meeting in early November. Joe will be asking for matriculation agreements for several of the culinary institutes in this next year(2000-2001).

Goal #3 is in progress. Joe has met with the architects to redesign the facility in and around the snack bar, 600A and part of 600B.

Goal #4 we are trying to attract instructors that meet the ethnically and culturally diverse needs of our students. For the students we are trying to work closely with them, and refer them to tutoring or other on campus departments that meet their needs. Our greatest challenges have come from Russian students, and we have been successful in meeting their needs. Students from other diverse cultures don't seem to have the degree of difficulties that the Russian students have presented. We have a very diverse group of students with large numbers of Hispanic-American and Asian American students as well as African American.

5. Even though there seems to be low demand presently, a minor change in law that requires training and therefore will allow HMO's to pay for at home care may be coming very soon. We want to be ready and have had the full support of our dean, Dr. Lois Knowlton, when it comes to the value of recognizing that this is vitally important.

6. The Culinary Arts Program will be discussing the issue of grading philosophy at their next meeting in October. As stated early, part of the differences in grading is dependent upon student population, which in Culinary Arts is mostly older, very determined students retraining for another career.

In response to the next portion of the question about grade distribution, here are the responses, course by course:

- a. Realities of Nutrition: There were differences between day students and evening students, but Dr. Hubbard is a much harder grader. (from Dr. Hubbard)
  - b. Personal Finance: Differences between an all very young daytime population vs. a mature, more financially experienced population in the evening. (from Evan Enowitz)
  - c. Human Development: Differences in instructors, and in student population. (from Cathie Robertson and Sonia Gaiane)
  - d. Changing American Family: Differences in instructors. The only instructor that presently teaches the course is Cathie Robertson.
7. The membership of the Dietetic Tech program consisted of community representatives from various organizations such as the American Cancer Society, Grossmont Hospital, Cajon Valley School District, San Diego State, California Department of Health, Scripps East County Hospital, March of Dimes, Kaiser, Mead Johnson Enteral Nutritionals, and the VA Medical Center.  
Other members included counselors and instructors from Grossmont College.

The Culinary Arts Advisory Committee consists of members of The culinary community, including executive chefs and catering directors from such organizations and businesses as: Festivities Catering, Aviara Resort, Mission Bay Hilton, Downtown Marriot, San Diego Convention Center, Carriage Trade Catering, The French Gourmet, other fine dining establishments and bakeries.

The membership will be increased this year to include food purveyors, such as representatives from Sysco Foods. It also includes all

instructors, ROP representatives and counselors from Grossmont College

The Family and Consumer Studies Advisory Committee included members from community organizations such as Grossmont Hospital, the San Diego Area Agency on Aging, Senior Home Care Connection, the American Society of Aging, etc. For the past several years this group operated, it focused on the problems of aging.

7. Correct. Non-degree credit courses.
10. They have no effect at all. Our course has been listed and taught for close to thirty years. Grossmont Psychology 150 was added a few years ago to satisfy requirements at SDSU for transfer. We did not even know Cuyamaca had added this course- it has no effect on us.
11. Correction.
12. FACS would look at course content during department meetings on an annual basis and determine if courses, content were still meeting the needs of students, the degree and the transferability. Dietetic Tech courses were updated, but not significantly changed due to the restrictions on them by the American Dietetic Association.
13. Please see attached document, Appendix B
14. Examples of computer applications include:
  - a. Specialized software for Realities of Nutrition, Menu Management and Food Purchasing
  - b. The use of the Internet for coursework in FACS 164,170, 174 and 175.
  - c. The Internet for research in all Culinary Arts courses.
  - d. Weblinks for<sup>ca</sup> 164, 170, 174, 175.
  - e. Power Point presentations for about 50% of the courses. Cathie Robertson and Bob Weir use them all the time, George Yackey is adding them to his classes and Joe Orate is going to be added this to his classes as early as next spring.
15. Student participation has included:
  - a. Working for 4 years at the Share Our Strength Barbecue by the Bay with chefs from all over San Diego County
  - b. Participating in the Sysco Food show for three years, both as demonstrators and attendees.
  - c. Group presentations on the cultural and culinary background of different countries.



- d. Cooperative learning is used by the teams in FACS 164,170,174 and 175.
  - e. Learning communities are created now in the FACS 169 multiple sections, FACS 160 and FACS 171.
  - f. Group and individualized work using the weblinks created for classes. Group work includes cooperation and innovation and the individualized work in a different form of referencing resources.
16. The resources that are available for FACS 110,115,120 going to Child Development are adequate, considering the number of videos, journals, etc. that are available. The resources for FACS 195 going to business utilizes the Wall Street Journal and other current periodicals that the library has. There are some current and classical materials available to students.
17. With one course exception, all of the FACS general classes have always filled. That one exception directly relates to the OTA program and erroneous information on when course should be offered.
18. The degree at Cal Poly Pomona is in Hospitality. We would like to have some articulation for our courses, but this is not the direction the great majority of our students are going to go in. We are planning on pursuing articulation for culinary academies, several of whom have four year programs.
19. Yes.

Recruitment of underrepresented students seemed unnecessary for general education courses, because those courses fill with a very diverse student population in our area of focus.

It is because of current societal issues that we find ourselves, dissolving ourselves. We have always met these needs and have reinvented ourselves many times to meet those needs. FACS courses that deal with all of these issues and more are currently offered and are constantly modified as needed. (3.2) Although relevant, the numbers of people hired who needed dietetic tech degrees or certificates were dwindling and we felt that we could not afford to keep the program with fewer and fewer students.

We feel that we have had good to excellent retention and success rates for underrepresented students in both Dietetic Tech and FACS. We plan to continue to meet their needs and to change with the changing needs of our student population with the courses that are left.(3.3)

The Dietetic Tech Program with its certificates and degree was set up to meet community needs at the time it was created. It was approved for a ten year cycle, which was the longest the ADA had every approved for a program. Toward the end of that cycle, we realized that the community no longer needed our students to the degree that we had when we began the program. We asked that it be closed, with the caveat that if the need ever arose again, we would be ready to meet the community and students needs once again.

The only program that will be left will be Culinary Arts. They have the benefit of ROP support for student advertisement and recruiting. It has not been an issue to this point, because for every course we offer we turn away between 35-60 students. As we begin to offer daytime courses, we will begin a campaign to attract those students, including a big effort to recruit high school students into this area. (3.6)

20. Yes, see attached.

21. There were a number of graduates of the Dietetic Tech Program. See Appendix C.

The Dietetic Tech staff consisted of Dr. Hubbard, and 4-6 adjuncts. They met twice a year during staff development, spoke regularly on the phone, organized the advisory committee together and met whenever it was needed. FACS met during staff development, held meetings on a monthly basis and spoke almost every day. Culinary Arts faculty meets during staff development week, then twice a semester after that. They speak often with each other and help wherever they can. Before any measure is instituted, it is always agreed upon by the team.

22. The low enrollment of the Work Experience course is a result of several things. The first is that it was just added as part of the certificate beginning in Fall 1998 and we are just now getting students that are finishing certificates and degrees (began in Fall 1999). The second is that there is a basic lack of understanding on the part of

the students that this course is required for certificates or degrees and must be taken by two semesters before graduation in tandem with work experience, then followed by the advanced course the next semester. We are posting information on several bulletin boards near our classes. The students only receive information on this from college staff- ROP does not engage in any counseling that involves college/degree requirements and this particular course is not sponsored by ROP. We will discuss this issue at the faculty meeting in October and hope to have announcements ready for students to counsel them before December registration. We are still trying to educate the administration about the importance of going with this required course even with low enrollments, so that it does not hamper our students graduation or certification efforts. So far, we have been unable to do so.

23. The courses in FACS have always had one major strength. In reviewing past program reviews, this strength was recognized and applauded. We have always gone with the times and the courses needed to help our students and the greater community with the issues that impacted them. We switched from a basic Home Economics program that began in the early 60' s to Family and Consumer Studies in the 1980's. We went from consumer homemaking, cooking and sewing to general education issue courses which addressed important issues such as the Personal Finance Course, Life Management and The Changing American Family course. We have vocational forays into Interior Design and Fashion Merchandising, until the marketplace no longer needed these students- no coursework was required and students were getting jobs with retail without this background. We tried and were very successful with the Nanny Program (had the largest graduating classes in the United States) but the program was dropped due to numbers that did not equate to the money spent, Efforts and monies were shifted to the Culinary Arts program in 1994 because the demand in this area was great. In agreeing to close the program, we are actually doing the same thing- placing students and the betterment of the community where it will do the most good. It was a very hard decision to do this, but since we shifted to maintain courses for students, in essence, we lost the major. There have not been any FACS majors for a number of years.

**Our FACS and Dietetic Tech Programs have always received high accolades in the state for our efforts, etc. We have been involved at the state level with representatives on the California Community College Home Economics (Changed to Family and Consumer Studies later) Task Force that helped determine the direction for community colleges throughout the state. Much of what we have done, has also been done in other places in the state.**

**At the beginning of the 1990's there were 13 Family and Consumer Studies departments in California state universities.**

**Today, there are two. Many of the excellent programs in the community colleges that were diverse, either shifted to Child Development, Interior Design, Fashion Merchandising, Culinary Arts and Dietetics or have been closed. We felt that by diversifying into those areas, we would help them solidify and carry on the tradition of helping students and the greater community where it needed it most.**

**We have always had excellent faculty that were involved with both the campus community and the community at large. We have received many commendations for our efforts in both arenas.**

**Both the excellent, relevant courses and the enthusiastic, well-versed faculty will continue to keep the fires of our department burning wherever they are placed. We did well, and feel we will continue to do so!**

- 24. Beginning next year, we will have classrooms available during the day and plan to increase the courses offered in the mornings and afternoons, almost doubling what we have now, in the very near future. We will need to add another full time chef instructor faculty to help the students that will be added during this time. Goal #5 was included to help this. If ROP cannot fund the expansion where we see necessary, we hope to get other forms of additional support that will allow us to continue our expansion and add other faculty as we need it.**

## **FACS Program Review**

### **Appendix A**

## **INTRODUCTION**

**After a great deal of thought and consideration and due to low enrollments, it has been decided by the faculty and administration of Grossmont College that the Dietetic Technician Associate of Science Degree Program will be gradually phased-out between now and June 2000. The following plan has been developed to facilitate an organized and student success-oriented procedure.**

**The first stage of the plan is the notification of all concerned parties. The American Dietetic Association (ADA) was notified in a letter to Jeanette L. White, MS, RD, FADA, Manager, Coordinated and Technician Program Accreditation (See Attachment I). ADA was assured that the phase-out will be done in an organized manner which will allow as many students as possible to meet their educational and career goals. In order to accomplish this, we asked the ADA to help in two ways: (1) Grant a ten-month extension of our approval status which is currently due to expire in August 1999 and (2) Return our Developmental Accreditation status (granted in April 1998) to approval as it was before that change was requested. This will enable us to use printed material (e.g., brochures) we have on hand which use the term "approved."**

**After notification of ADA, the second objective was to notify students as soon as possible in order to allow them the maximum amount of time to finish their course and clinical experience requirements. A letter was sent to all students who had declared themselves to be a Dietetic Technician Major anytime during the last three years. This time frame was selected to include students who may not be in attendance at this time but do intend to continue (See Attachment II). In this letter, students were assured that everything possible will be done to help them**

reach their goals and that the phase-out will be gradual rather than abrupt. Students were requested to make an appointment with Dr. Mary Hubbard, Program Director, in order to jointly develop a detailed individual plan based on course offerings for the next three semesters at both Grossmont College and, if necessary, nearby colleges and universities.

Dr. Hubbard has also contacted a large number of Dietetic Technician students by attending six of the classes in the program (several Nutrition courses, Modified Diets, Seminar in Dietary Service Clinical Experience and Human Resource Management in Dietary Service) in order to more personally explain the phase-out plan and again urge students to make appointments.

Students were also reached by a large display on the Dietetic Technician Program bulletin board outside of Dr. Hubbard's office and the main classroom used by the program. The display included a copy of the letter sent to declared majors, a tentative schedule for the next three semesters and further urging to make an appointment with Dr. Hubbard to develop a personalized plan.

Many students have already made appointments, and many meetings have been held to develop these personalized plans (see Attachment III for form used at these meetings).

Dr. Hubbard also attended the September staff meeting of the Grossmont College Counselors in order to fully inform them of the phase-out and gain their cooperation in reassuring the students and helping them plan the general education portion of their course schedules.

The Dietetic Technician Advisory Committee has also been informed of the phase-out and their support and cooperation requested (See Attachment IV). A meeting of this committee is being planned to solicit additional ideas for a smooth, student success centered phase-out.

The second stage of the phase-out plan involves continued notification of students. Letters will be sent out each semester reminding students of the time remaining to complete their requirements, any changes in course scheduling, and continuing to urge any of them who have not yet done so or may need to make changes, to see Dr. Hubbard for their personalized plan or to update their existing plan.

Any students who are unable to complete their course requirements at Grossmont College by June of the year 2000 will be referred to other community colleges who have ADA approved or accredited Dietetic Technician Programs (Orange Coast College, Long Beach City College and Los Angeles City College are the three closest geographically).

Dr. Hubbard will remain Program Director throughout the phase-out period and there is no intention, at this time, to change the typical schedule of classes over the remaining three semesters (See Attachment V). However, if during the development of the individual plans, a need for more or fewer offerings of a particular course(s) is shown, changes will be made accordingly. **Please note one exception to the past course requirements: Family and Consumer Studies 162, Food Purchasing and Cost Control (3 units) will no longer be offered. During the current semester we tried a new way of offering this course and its content: a one-unit lecture course titled: "Food Purchasing for Dietetics and Culinary Arts"**



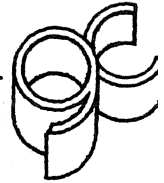
**and a two unit laboratory course titled, "Software Applications in Dietetics and Culinary Arts." The computer course, unfortunately, was cancelled due to low enrollment. Therefore, students will now be taking the one unit lecture course and a computer course to be decided upon jointly by the student and the Program Director based on the students' level of computer literacy and interests.**

**Based upon input from students, faculty, administrators, our community advisory committee and the American Dietetic Association, we will continue to update and add to our plan in any and all ways which will contribute to the overall success of helping as many students as possible reach the goal of graduation with an Associate of Science Degree in Dietetic Technician and National Registration Examination for Dietetic Technicians eligibility.**

**We hope you agree that we are doing everything possible to help students during the phase-out period. If there is anything you can suggest to assist the process, we would be happy to hear from you.**

**GROSSMONT COLLEGE**

GROSSMONT COLLEGE DRIVE, EL CAJON, CALIFORNIA 92020-1799 (619) 465-1700 FAX # (619) 461-3396

**MARY HUBBARD, COORDINATOR  
Dietetic Technician Program**

September 4, 1998

Jeanette L. White, MS, RD, FADA  
Manager, Coordinated and Technician Program Accreditation  
American Dietetic Association  
216 West Jackson Boulevard  
Chicago, IL 60606-6995

Dear Ms. White:

This letter is to notify you that, after much thought and consideration and due to low enrollments, the Grossmont College Dietetic Technician Program will be phased out between now and June 2000.

I assure you that this will be done in an organized way which will enable as many students as possible to meet their educational and career goals. In order to accomplish this, we ask your help in the following ways:

1. We request a ten-month extension of our approval status from ADA which is currently due to expire in August 1999.
2. We request that, due to financial restraints, our Developmental Accreditation which was granted in April 1998 be returned to approval as it was before that change was requested. This will enable us to use printed materials we have on hand which use the term "approved."

We will be submitting a detailed plan for the phasing-out process. Thank you for your help in making the process as organized, efficient and student success oriented as possible.

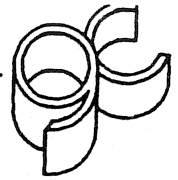
Sincerely,

Mary Hubbard, Ph.D., RD  
Director, Dietetic Technician Program

cc: Dr. Viara Giraffe, Interim Dean  
Business and Professional Studies

# GROSSMONT COLLEGE

GROSSMONT COLLEGE DRIVE, EL CAJON, CALIFORNIA 92020-1799 (619) 465-1700 FAX # (619) 461-3396



MARY HUBBARD, Ph.D., R.D.

COORDINATOR, DIETETIC TECHNICIAN PROGRAM

September 10, 1998

Dear Dietetic Technician Program Major:

This letter is to advise you that the Dietetic Technician Program at Grossmont College will be phased-out by June 2000, and there is no way of knowing whether or not the Program will be revived in the future.

I assure you that everything possible will be done to enable you to meet your educational and career goals. Program courses will continue to be offered during the Spring 1999, Fall 1999 and Spring 2000 semesters. This will provide you with three more semesters to complete your course work.

I will be coming to several classes in the next week or two to explain the detailed plan that has been developed to help you reach your graduation goal.

Further, I request that each of you make an appointment with me so that we can work out a detailed individual plan for you based on the course offerings for the next three semesters at both Grossmont College and, if necessary, nearby colleges and universities.

Sincerely,

A handwritten signature in cursive script that reads "Mary Hubbard".

Mary Hubbard, Ph.D., R.D.  
Coordinator, Dietetic Technician Program

MH/bg

**DIETETIC TECHNICIAN PROGRAM**  
**Student Information and Program Plan**

1. Name: \_\_\_\_\_

2. Address: \_\_\_\_\_  
\_\_\_\_\_

3. Phone #'s: Home: \_\_\_\_\_

Work: \_\_\_\_\_

4. When do you plan to graduate? \_\_\_\_\_

5. What CORE courses have you taken or are you currently taking:

COURSE	WHEN COMPLETED	GRADE

6. What core courses do you still need to take:

Course:	When to Take:		
	Spring 1999	Fall 1999	Spring 2000

**IMPORTANT NOTE:** You MUST see a Grossmont College counselor to plan the general education courses required for your Associate of Science degree. All courses (Dietetic Technician and General Education) must be completed by June 2000.

DIETETIC PROGRAM COURSE OF STUDY

FALL 1998	SPRING 1999 (Planned)	FALL 1999 (Planned)	SPRING 1999 (Planned)
Family and Consumer Studies 155 Realities of Nutrition 3 units	Family and Consumer Studies 155 Realities of Nutrition 3 units	Family and Consumer Studies 155 Realities of Nutrition 3 units	Family and Consumer Studies 155 Realities of Nutrition 3 units
Family and Consumer Studies 160 Quantity Food Preparation and Production 3 units	Family and Consumer Studies 156 Community Nutrition 3 units	Family and Consumer Studies 160 Quantity Food Preparation and Production 3 units	Family and Consumer Studies 156 Community Nutrition 3 units
Family and Consumer Studies 225 Human Resource Management/Diet Health 3 units	Family and Consumer Studies 160 Quantity Food Preparation and Production 3 units	Family and Consumer Studies 225 Human Resource Management/Diet Health 3 units	Family and Consumer Studies 160 Quantity Food Preparation and Production 3 units
Family and Consumer Studies 256 Modified Diets 3 units	Family and Consumer Studies 161 Sanitation and Safety Control 3 units	Family and Consumer Studies 256 Modified Diets 3 units	Family and Consumer Studies 162 Sanitation and Safety Control 3 units
Family and Consumer Studies 257 Diet Health Services Clinical Experience 2 units	Family and Consumer Studies 257 Diet Health Services Clinical Experience 2 units	Family and Consumer Studies 257 Diet Health Services Clinical Experience 2 units	Family and Consumer Studies 257 Diet Health Services Clinical Experience 2 units
Family and Consumer Studies 258 Seminar in Dietary Health Care 1 unit	Family and Consumer Studies 258 Seminar in Dietary Health Care 1 unit	Family and Consumer Studies 258 Seminar in Dietary Health Care 1 unit	Family and Consumer Studies 258 Seminar in Dietary Health Care 1 unit
Family and Consumer Studies 259 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 259 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 259 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 259 Dietary Health Service Clinical Experience 2 units
Family and Consumer Studies 260 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 260 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 260 Dietary Health Service Clinical Experience 2 units	Family and Consumer Studies 260 Dietary Health Service Clinical Experience 2 units
*Family and Consumer Studies 299 Food Purchasing and Cost Control 1 unit	Family and Consumer Studies 299 Food Purchasing and Cost Control 1 unit	*Family and Consumer Studies 299 Food Purchasing and Cost Control 1 unit	Family and Consumer Studies 299 Food Purchasing and Cost Control 1 unit
*Family and Consumer Studies 299 Software Applications/Dietetics/Culinary Art 2 units	*Family and Consumer Studies 299 Software Applications/Dietetics/Culinary Art 2 units	*Family and Consumer Studies 299 Software Applications/Dietetics/Culinary Art 2 units	
Biology 120 and Chemistry 115	Biology 120 and Chemistry 115	Biology 120 and Chemistry 115	Biology 120 and Chemistry 115

\*See Introduction for explanation.

## **FACS Program Review**

### **Appendix B**

**Mary Hubbard, Ph.D., R.D. - partial but representative list of activities:**

Regular attendance at both California Dietetic Association (CDA) and American Dietetic Association (ADA) Annual Meetings:

- Participation in a wide variety of workshops, and activities to remain current in the field of nutrition and dietetics.
- Important venue for networking with other nutrition instructors and Coordinators of Dietetic Technician Programs.
- Attendance at Student Receptions (many GC students attended, especially the CA meetings.) for mentoring, recognition and recruitment.
- Presenter at CDA meetings on topics including working with the media.
- Member of Marketing and Communications Committee for CDA.

Presenter of lectures, seminars, etc. which provide Continuing Education credit for physicians, nurses and dietitians at hospitals throughout southern California and for dietitians at San Diego, Los Angeles, Orange and Inland Empire Dietetic Association Meetings. Presenter of CE courses to other organizations such as American Society of Enteral and Parenteral Nutrition.

Media Representative (and committee chair) for the California Dietetic Association. Coordinated and participated in "media blitz" activities for dietitians throughout the state.

Columnist ("Nutrition Notes") for the Daily Californian newspaper for several years.

Published dozens of articles in newspapers and magazines (such as *Better Homes and Gardens* and *American Fitness*) on a wide variety of nutrition topics. Resource for many other writers - quoted in magazines (*Walking*, *American Fitness*, etc.) and newspapers including the San Diego Union and the Wall Street Journal.

Consultant to National Osteoporosis Foundation and National Milk Producers "Got Milk" Campaign. Consultant to the Proctor and Gamble Company.

American Cancer Society (ACS) local and regional board member. Diet and Nutrition Spokesperson for the ACS for San Diego and Imperial County (Border Region.) Lecturer on Diet and Cancer Prevention to numerous groups such as schools, civic organizations and private companies. Also conducted "Train the Trainer" workshops so others could then conduct classes.

Frequent guest on radio and television as a representative of the American Cancer Society, the California Dietetic Association and as a Professor at Grossmont College.



## **FACS Program Review**

### **Appendix C**

Major Name	Degree Code	1995		1996		1997		1998		1999		2000			
		Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	
Cul. Arts	AS							4	1			8	2	1	1
Cul. Arts	Cert														
Cul. Arts	Cert														
Diet. Asst.	Cert	1	4	6	4	5		4	3	2	2	11	2	2	5
Diet. Asst.	Cert					1	1								
Diet. Tech.	AS	1	6	11	3	6		4	5	2	4	4	4	1	7
FACS	AS		1												
<b>Total</b>		<b>2</b>	<b>11</b>	<b>17</b>	<b>3</b>	<b>12</b>	<b>1</b>	<b>12</b>	<b>9</b>	<b>4</b>	<b>23</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>14</b>

# **APPENDIX 3**

## **Catalog Descriptions**



Subject & Number	Title	Units
Cross-Cultural Studies 150	U.S. History: Asian American Perspectives I	(3)
and Cross-Cultural Studies 151	U.S. History: Asian American Perspectives II	(3)
or Cross-Cultural Studies 180	U.S. History: Black Perspectives I	(3)
and Cross-Cultural Studies 181	U.S. History: Black Perspectives II	(3)
Total		6

Select SIX (6) units from any other Cross-Cultural Studies courses.

Total	6
-------	---

#### Additional Requirements:

At least one semester of a college level foreign language (3 to 5 units). The department recommends exposure to a foreign language other than a student's native language. [Spanish 120A and 120B are equivalent to one semester of Spanish 120]

Total	3-5
Total Required	21-23
Plus General Education and Elective Requirements	

## CULINARY ARTS

The Culinary Arts Associate Degree program focuses on the development of flexible skills and knowledge essential for success in a cooking career. Modern food service is evolving rapidly thus providing a tremendous variety of workplaces from the exclusive dining room to the school cafeteria, from small intimate restaurants to the large hotel restaurants and catering facilities. Other opportunities include catering and personal chef. The associate degree will enable the student to understand the workings of food and the interplay among ingredients, cooking methods, cost factors, nutrition and a satisfying dining experience.

#### Career Opportunities

Baker  
Banquet Chef  
Boucher  
Breakfast Cook  
Cafeteria Manager  
Cake Decorator  
Catering Manager  
Cook  
Cook's Assistant  
Cookbook Author  
Dining Room Manager  
Executive Chef  
Food and Beverage Manager  
Food Researcher  
Food Server/Wait Person  
Food Stylist

Garde Manager Chef  
Kitchen Manager  
Master Chef  
Menu Consultant  
Menu Planner  
Pantry Cook  
Pastry Chef  
Personal Chef  
Private Chef  
Purchasing Steward  
Recipe Developer  
Recipe Tester  
Restaurant Critic  
Restaurant Manager  
Restaurant Owner  
Sous Chef

#### Associate Degree Major Requirements

(Major Code: 54038)

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

Subject & Number	Title	Units
Culinary Arts 155	Realities of Nutrition	3
Culinary Arts 163	Food Purchasing for Culinary Arts	1
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 166	Menu Management	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Culinary Arts 173	Principles of Buffet and Catering	3
Culinary Arts 174	Principles of Baking and Pastry Making	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
Culinary Arts 280	Seminar for Work Experience for Culinary Arts	1
Culinary Arts 281	Work Experience in Culinary Arts	2
Culinary Arts 282	Advanced Work Experience in Culinary Arts	2
Total		29

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Culinary Arts 160	Introduction to Quantity Food Preparation and Production	3
Culinary Arts 164	Cultural Foods	3
Culinary Arts 167	Wines of the World	3
Culinary Arts 170	Introduction to Catering Management	3
Culinary Arts 175	Healthy Professional Cooking	3
Culinary Arts 176	Advanced Baking and Pastry Arts	3
Culinary Arts 177	Commercial Baking	3
Culinary Arts 182	Culinary Arts for Competition	3
Total		3
Total Required		32
Plus General Education and Elective Requirements		

### Certificate of Achievement

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

### Baking and Pastry

#### Associate Degree Major Requirements

(Major Code: 54037)

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

Subject & Number	Title	Units
Culinary Arts 160	Introduction to Quantity Food Preparation and Production	3
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 174	Principles of Baking and Pastry	3
Culinary Arts 176	Advanced Baking and Pastry	3
Culinary Arts 177	Commercial Baking	3
Culinary Arts 183	Pastry Skills in Bread Baking	3
Culinary Arts 184	Pastry Skills in Chocolate Preparation	3
Culinary Arts 185	Sugar Work and Decorative Centerpieces	3
Culinary Arts 280	Seminar for Work Experience for Culinary Arts	1
Culinary Arts 281	Work Experience in Culinary Arts	2
Culinary Arts 282	Advanced Work Experience in Culinary Arts	2
	<b>Total</b>	<b>30</b>

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Culinary Arts 164	Cultural Foods	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 175	Healthy Professional Cooking	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
Culinary Arts 182	Culinary Arts for Competition	3
	<b>Total</b>	<b>3</b>
	<b>Total Required</b>	<b>33</b>
	Plus General Education and Elective Requirements	

### Certificate of Achievement

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

### Culinary Entrepreneurship

Students who plan to prepare for a career in the culinary field as a manager or owner of a business will find that success is contingent on both expertise in culinary arts and a basic business foundation. Careers are available in a wide spectrum of enterprises such as:

- Fine dining restaurants and hotels
- Food service in the regional casinos
- Bed and breakfast enterprises
- Catering businesses
- Personal chef

This hybrid program combines the basics of culinary arts with the fundamental business skills that prepare students to enter a career that has unlimited potential for the future.

#### Associate Degree Major Requirements

(Major Code: 54036)

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

Subject & Number	Title	Units
Business 109	Elementary Accounting	3
Business 146	Marketing	3
Business 148	Customer Relations Management	1.5
Business 156	Principles of Management	3
Business 158	Introduction to Hospitality and Tourism Management	3
Business Office Technology 172	Introduction to Microcomputer Applications	2
Culinary Arts 160	Introduction to Quantity Food Preparation	3
Culinary Arts 163	Food Purchasing for Culinary Arts	1
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 166	Menu Management	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
	<b>Total</b>	<b>27.5</b>

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Business 115	Human Relations in Business	3
Business 140	Entrepreneurship: Developing a Business Plan	3
Cross-Cultural Studies 115	Cross-Cultural Awareness	3
Cross-Cultural Studies 170	American Indian Tribal Governments and Indian Sovereignty	3
Culinary Arts 170	Introduction to Catering Management	3
Culinary Arts 173	Principles of Buffet and Catering	3
	<b>Total</b>	<b>3</b>
	<b>Total Required</b>	<b>30.5</b>
	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 Culinary Entrepreneurship. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

### Certificates of Proficiency

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

#### Banquet Cook

The Banquet Cook Certificate of Proficiency prepares the student who has no exposure to the field and those with limited experience to immediately enter any Food Service banquet operation in a banquet cook entry-level position with greater opportunity for advancement. The Food Service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts. **All courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Culinary Arts 160	Introduction to Quantity Food Preparation and Production	3
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Total		13

#### Line Cook

The Line Cook Certificate of Proficiency prepares the student who has no exposure to the field and those with limited experience to immediately enter any Food Service operation in a line cook entry-level position with greater opportunity for advancement. The Food Service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts. **All courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
Total		13

#### Pastry Cook

The Pastry Cook Certificate of Proficiency prepares the student who has no exposure to the field and those with limited experience to immediately enter any food service operation (bakery, pastry department) in a pastry cook entry-level position with greater opportunity for advancement. The food service industry offers unlimited career opportunities and valuable experience in bakery and pastry department settings. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts. **All courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 174	Principles of Baking and Pastry Making	3
Culinary Arts 176	Advanced Baking and Pastry Arts	3
Culinary Arts 177	Commercial Baking	3
Total		13

#### Prep Cook

The Prep Cook Certificate of Proficiency prepares the student who has no exposure to the field and those with limited experience to immediately enter any food service operation in a prep cook entry-level position with greater opportunity for advancement. The food service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts. **All courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Culinary Arts 160	Introduction to Quantity Food Preparation and Production	3
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Basic Skills for Culinary Arts	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
Total		13

**CROSS-CULTURAL STUDIES 238 †**  
(English 238)**Black Literature***3 units, 3 hours lecture,***Recommended Preparation:** A "C" or "CR" grade or higher in English 110 or equivalent.

A survey and literary analysis of folk, traditional and contemporary Black literature. The literature as a reflection of Black experience in the world, and the effects of the literature on American culture and politics.

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

*Transfers to: CSU, UC (credit limited: see page 32)*

**CROSS-CULTURAL STUDIES 299**  
**Selected Topics in Cross-Cultural Studies***1-3 units, 3-9 hours***Prerequisite:** *Varies with topic.*

Selected topics in Cross-Cultural Studies not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Humanities, Social and Behavioral Sciences and International Programs in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

# CULINARY ARTS (CA)

**CULINARY ARTS 094 ††**  
**Food Server Training Seminar***1 unit, 1 hour lecture***Corequisite:** *Culinary Arts 095.*

Entry level training as a waitperson or food server for a fine dining establishment. This course is offered on a Credit/No Credit basis only. (Non-degree credit course)

**CULINARY ARTS 095 ††**  
**Work Experience in Food Service**

*1 unit, 60 hours work experience total unpaid or 75 hours work experience total paid plus concurrent enrollment in 6 units at Grossmont College*

**Corequisite:** *Culinary Arts 094.*

On the job experience as a waitperson or food server in a fine dining establishment. This course is offered on a Credit/No Credit basis only. For work experience requirements see page 26. (Nondegree credit course)

**CULINARY ARTS 155 †**  
(Health Education 155)  
**Realities of Nutrition***3 units, 3 hours lecture*

An introduction to the basic principles of nutrition and their relationship to good health. Evaluation of current nutritional information (and misinformation) with emphasis on critical thinking to determine optimal dietary choices. Study of the major dietary goals and guidelines. Examination of weight maintenance techniques, eating disorders, food labeling, food safety and special needs at various stages in the lifecycle.

*Satisfies General Education for CSU E*  
*Transfers to: CSU, UC (credit limited: see page 32)*

**CULINARY ARTS 160 †**  
**Introduction to Quantity Food Preparation and Production***3 units, 2 hours lecture, 3 hours laboratory*

An introduction to the principles and application of quantity food preparation and production. Includes effective utilization of time, equipment, finances and personnel.

*Transfers to CSU***CULINARY ARTS 163 †**  
**Food Purchasing for Culinary Arts***1 unit, 1 hour lecture*

Purchasing policies, laws, and methods used in the health care and food service industries. Purchase of food and other cooking supplies to obtain the best quality and value.

*Transfers to CSU***CULINARY ARTS 164 †**  
**Cultural Foods***3 units, 2 hours lecture, 3 hour laboratory*

A course exploring various cultural and ethnic food patterns and food preparation techniques. Economic, agricultural, religious, historical, and nutritional aspects of foods from a variety of world cultures will be examined. Emphasis will be on preparation of popular dishes from different cultures that impact culinary arts today.

*Transfers to: CSU, UC***CULINARY ARTS 165 †**  
**Sanitation for Food Service***1 unit, 1 hour lecture*

A basic course in food service sanitation leading to a San Diego County Food Service Manager Certificate. Instruction covers microbiology of food borne illnesses, prevention techniques, personal sanitation practices, house-keeping and waste disposal. Food safety and storage information includes receiving and storage techniques, sanitary food production, sanitation of kitchen, dining rooms, legal regulations and safety considerations as well as training techniques.

*Transfers to CSU***CULINARY ARTS 166 †**  
**Menu Management***1 unit, 1 hour lecture*

Introduction and application of principles of basic menu management for the food service industry. Emphasis will be on cost control, recipe conversion, proportioning and menu creation. Basic math skills will be used to analyze cost, and prepare recipes, conversions and formulas that will provide necessary chef skills for other culinary arts courses.

*Transfers to CSU***CULINARY ARTS 167 †**  
**Wines of the World***3 units, 3 hours lecture*

An introduction to the various kinds and types of wines produced in the world. The course content includes the history of wine, classification of wine, production practices, and food and wine relationships. This class is open to all students 21 years or older who desire a background in enology, especially culinary arts students.

*Transfers to CSU***CULINARY ARTS 169 †**  
**Basic Skills for Culinary Arts***3 units, 2 hours lecture, 3 hours laboratory*

Introduction and application of principles of basic culinary arts skills. Emphasis will be basic knife skills, product identification, high production standards, attractive service, proper equipment use and good time management. Basic skills will be used to prepare recipes and formulas that will provide necessary chef skills for other culinary arts courses.

*Transfers to CSU*

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

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



### **CULINARY ARTS 170 †** **Introduction to** **Catering Management**

3 units, 3 hours lecture

This course is designed to prepare students to enter the professional field of catering through self-employment or working within the hotel/restaurant industry. Students will be introduced to aspects of catering management including menu development, kitchen organization, cost accounting, service, rentals, staffing, contracts, legal requirements, advertising, promotion and client retention.

*Transfers to CSU*

### **CULINARY ARTS 171 †** **Intermediate Culinary Skills**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 169 or equivalent.

Students study and experience the preparation and production of food items at grill and sauté stations. Emphasis will be placed on quality, cost, and speed of production of hot food items.

*Transfers to CSU*

### **CULINARY ARTS 172 †** **Principles of Soup, Stock** **and Sauce Preparation**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 169 or equivalent.

Students are instructed in the preparation of stocks, soups and sauces. This course will also deal with the use of sauces to complement and enhance food and will stress methods of binding and repairing sauces.

*Transfers to CSU*

### **CULINARY ARTS 173 †** **Principles of Buffet** **and Catering**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 169 or equivalent.

This course will include methods and procedures needed for catering and buffet service including table arrangements, decor, physical lay-out and decorative carving techniques. Students will also prepare pate, gelatins, marinated salads, smoked fish and charcuterie.

*Transfers to CSU*

### **CULINARY ARTS 174 †** **Principles of Baking** **and Pastry Making**

3 units, 2 hours lecture, 3 hours laboratory

This course will provide students the skills and procedures needed to prepare doughs, puff pastry, meringues, etc. Instruction will stress the uniformity of results and the development of proper baking and decorating techniques.

*Transfers to CSU*

### **CULINARY ARTS 175 †** **Healthy Professional** **Cooking**

3 units, 2 hours lecture, 3 hours laboratory

This course is a component of the Culinary Arts Certificate of Achievement and is designed to help the professional chef/cook or entry level student use methods of selecting and preparing healthier foods. The student will explore techniques of altering recipes by changing fat, protein, sodium and sugar content. The student will develop and practice strategies for healthier modes of cooking.

*Transfers to CSU*

### **CULINARY ARTS 176 †** **Advanced Baking** **and Pastry Arts**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cakes, French pastries and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. Students will focus on artistry and innovation in baked goods, merged with practical skills.

*Transfers to CSU*

### **CULINARY ARTS 177 †** **Commercial Baking**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for mass production. Students will explore and demonstrate the preparation of a broad spectrum of breads and pastries.

Students will study and demonstrate classical and modern advanced baking techniques and applications for commercial products including a variety of breads, rolls and pastries. Students will study and demonstrate the understanding and use of commercial baking tools and equipment.

*Transfers to CSU*

### **CULINARY ARTS 180 †** **Advanced Food Preparation** **for Fine Dining**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 171 or equivalent.

Training in advanced principles of food preparation and service. Special instruction and practice in the finer arts of food preparation as related to foods served in fine dining establishments including hotels and restaurants.

*Transfers to CSU*

### **CULINARY ARTS 182 †** **Culinary Arts for** **Competition**

3 units, 2 hours lecture, 3 hours laboratory

This course is designed to prepare the student for culinary competition through knowledge, practice and evaluation of hot and cold food as designated by The American Culinary Federation.

*Transfers to CSU*

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

**CULINARY ARTS 183 †****Pastry Skills in Bread Baking**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking techniques for production of advanced bread baking. Students will explore and demonstrate a broad spectrum of baking styles producing artisan, European and American breads. Students will sharpen their skills in mixing and shaping of these breads. Students will focus on various types of mixing methods and bread baking, merged with practical skills.

*Transfers to CSU*

**CULINARY ARTS 184 †****Pastry Skills in Chocolate Preparation**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in chocolate decoration and preparation. Students will explore and demonstrate a broad spectrum of chocolate decorations and preparations. Students will sharpen their skills in tasting, tempering, piping, modeling, decoration, garnishing, spraying, and painting with chocolate. Students will focus on artistry and innovation with chocolate decoration and preparation merged with practical skills.

*Transfers to CSU*

**CULINARY ARTS 185 †****Sugar Work and Decorative Centerpieces**

3 units, 2 hours lecture, 3 hours laboratory

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in sugar work and decorative centerpieces and its preparation. Students will explore and demonstrate a broad spectrum of sugar work, decorative centerpieces and their preparations. Students will sharpen their skills in tasting, tempering, piping, decoration, garnishing, and decorating with sugar and decorative work. Students will focus on artistry and innovation with sugar work including wedding cakes, holiday cakes, gingerbread, pastillage and its preparation merged with practical skills.

*Transfers to CSU*

**CULINARY ARTS 199****Special Studies or Projects in Culinary Arts**

1-3 units, 3-9 hours

**Prerequisite:** Consent of instructor.

Individual study, research or projects in the field of culinary arts 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.

**CULINARY ARTS 280 †****Seminar for Work Experience in Culinary Arts**

1 unit, 1 hour lecture

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 171 or equivalent.

Seminar to accompany on-the-job work experience in Culinary Arts. Included in this course will be interviewing skills, resume writing and interpersonal relationships for work as a chef in a fine dining establishment.

*Transfers to CSU*

**CULINARY ARTS 281 †****Work Experience in Culinary Arts**

2 units, 120 hours work experience total unpaid or 150 hours work experience total paid plus concurrent enrollment in 5 units at Grossmont College

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 171 or equivalent.

On-the-job work experience in Culinary Arts. Externship at a fine dining restaurant to demonstrate and increase knowledge of food preparation skills. For work experience requirements, see page 26.

*Transfers to CSU*

**CULINARY ARTS 282 †****Advanced Work Experience in Culinary Arts**

2 units, 120 hours work experience total unpaid or 150 hours work experience total paid plus concurrent enrollment in 5 units at Grossmont College

**Prerequisite:** A "C" or "CR" grade or higher in Culinary Arts 281 or equivalent.

On-the-job work experience in Culinary Arts. Externship at a fine dining restaurant to demonstrate advanced knowledge of food preparation skills. For work experience requirements, see page 26.

*Transfers to CSU*

**CULINARY ARTS 299****Selected Topics in Culinary Arts**

1-3 units, 3-9 hours

**Prerequisite:** Varies with topic.

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

## DANCE (DANC)

Courses which meet the activity requirements are indicated by an asterisk (\*). Dance classes crosslisted with Exercise Science (ES 068A-117D) may not be repeated.

**DANCE 068 A-B-C-D †**

(Exercise Science 068 A-B-C-D)

**Introduction to Dance**

1 unit, 2 hours lecture/laboratory

This course provides the student with a practical introduction to the technique, theory, and vocabulary of various dance genres. Students will learn and practice the fundamentals of ballet, jazz, modern, tap, and musical theater. Designed as an overview of dance, this course addresses dance genres from a historical perspective. Attention is also paid to theoretical and stylistic differences between as well as commonalities shared by various dance genres. Students will also learn the fundamental principles of physical fitness and their impact on life-long health and wellness. Requirements include attendance at one live dance concert produced by the dance department and participation in one department sponsored master class.

*Transfers to: CSU, UC (credit limited: see page 32)*

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

# **APPENDIX 4**

## **Course Status**



## APPENDIX 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)	SEMESTER LAST OFFERED
Example: GEOG 130	10/14/01	C	M, A, E	Fall 2002
CA 155	4/17/01	N/A	M // E	FALL 2006
CA 160	4/17/01	N/A	A	FALL 2006
CA 163	4/17/01	N/A	E	FALL 2006
CA 164	4/17/01	N/A	E	FALL 2006
CA 165	4/17/01	N/A	M / E	FALL 2006
CA 166	4/17/01	N/A	E	FALL 2006
CA 167	4/17/01	N/A	E	FALL 2006
CA 169	4/17/01	N/A	A / E	FALL 2006
CA 170	4/17/01	N/A	M / A	SPRING 2006
CA 171	4/17/01	N/A	A / E	FALL 2006
CA 172	4/17/01	N/A	M / E	FALL 2006
CA 173	4/17/02	N/A	M / E	FALL 2006
CA 174	4/17/01	N/A	M / E	FALL 2006
CA 175	4/17/01	N/A	M / E	SPRING 2006
CA 176	4/17/01	N/A	M / E	SPRING 2006
CA 177	4/17/01	N/A	M	SPRING 2006
CA 180	4/17/01	N/A	A / E	FALL 2006
CA 182	4/17/01	N/A	M / E	SPRING 2005
CA 183	4/16/02	N/A	M / E	FALL 2006
CA 184	4/16/02	N/A	M / E	FALL 2006
CA 185	4/16/02	N/A	M / E	SPRING 2006
CA 280	4/17/01	N/A	A	SPRING 2006
CA 281	4/17/01	N/A	M / A / E	FALL 2006
CA 282	4/17/01	N/A	M / A / E	FALL 2006
CA 094 CA 095	4/17/01	N/A	N/A	Not Offered

SKDD7H-INS  
RUN ON: 01/24/2007  
Course Listing

GROSSMONT COLLEGE  
Course History Information

PAGE: 1

Excludes offerings after 20032

Course	Approved	Save Nbr	Last Offered
CA 094	04/17/2001	01-0601-002	Not Offered
CA 095	04/17/2001	01-0605-002	Not Offered

Course	Approved	Save Nbr	Last Offered
CA 094	04/17/2001	01-0601-002	Not Offered
CA 095	04/17/2001	01-0605-002	Not Offered
CA 155	04/17/2001	01-0606-002	2006 Fall
CA 160	04/17/2001	01-0607-002	2006 Fall
CA 163	04/17/2001	01-0608-002	2006 Fall
CA 164	04/01/2001	01-0609-002	2006 Fall
CA 165	04/17/2001	01-0610-002	2006 Fall
CA 166	04/17/2001	01-0611-002	2006 Fall
CA 169	04/17/2001	01-0612-002	2006 Fall
CA 170	04/17/2001	01-0613-002	2006 Spring
CA 171	04/17/2001	01-0614-002	2006 Fall
CA 172	04/17/2001	01-0615-002	2006 Fall
CA 173	04/17/2002	01-0616-002	2006 Fall
CA 174	04/17/2001	01-0617-002	2006 Fall
CA 175	04/17/2001	01-0618-002	2006 Spring
CA 176	04/17/2001	01-0619-002	2006 Spring
CA 177	04/17/2001	01-0620-002	2006 Fall
CA 180	04/17/2001	01-0621-002	2006 Spring
CA 182	04/17/2001	01-0622-002	2003 Fall
CA 183	04/16/2002	02-0731-002	2006 Fall
CA 184	04/16/2002	02-0732-002	2006 Fall
CA 185	04/16/2002	02-0733-002	2006 Spring
CA 280	04/17/2001	01-0623-002	2006 Spring
CA 281	04/17/2001	01-0624-002	2006 Fall
CA 282	04/17/2001	01-0625-002	2006 Fall





# **APPENDIX 5**

## **Grade Distribution Summary**



BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
											ENR	WSCH		
CA 155	REALITIES OF NUTRITION													
4445	3.0	9	8	4	1	4				2	23	69.0	CHYZYK	
4446	3.0		3	7		2				7	22	66.0	SNYDER	
4447	3.0	1	5	5	2	2				6	14	42.0	CHYZYK	
4448	3.0	3	3	2		1				5	16	48.0	SNYDER	
4449N	3.0	4	6	1		1				1	13	39.0	QUINTANA	
4450N	3.0	8	3	1		1				6	19	54.0	ZOUWAS-MORSE	
COURSE TOTAL		25	28	15	3	9				27	107	318.0		
CA 163	FOOD PURCHASING/CULINARY ARTS													
4453N**	8 0.0	11	4								15	0.0	SCHROEDER	
COURSE TOTAL												0.0		
CA 165	SANITATION FOR FOOD SERVICE													
4455N**	8 0.0	13	8	3		1				2	27	0.0	SCHROEDER	
COURSE TOTAL												0.0		
CA 166	MENU MANAGEMENT													
4456N**	8 0.0	11	7			4				3	25	0.0	SCHROEDER	
COURSE TOTAL												0.0		
CA 167	WINES OF THE WORLD													
4457N	3.0	10	1		2	4		1	2	8	28	81.0	ENOWITZ	
COURSE TOTAL														
CA 169	BASIC SKILLS FOR CULINARY ARTS													
4458**	0.0	8	5	3		3				2	18	0.0	ORATE	
4459N**	0.0	12	3	7						3	28	0.0	ORATE	
COURSE TOTAL												0.0		
CA 170	INTRO TO CATERING MANAGEMENT													
4461N**	0.0	2	1	4	1					2	10	0.0	WOHLFEIL	
COURSE TOTAL												0.0		
CA 171	INTERMEDIATE CULINARY SKILLS													
4462N**	0.0	12	7	7						1	27	0.0	ORATE	
COURSE TOTAL												0.0		
CA 172	PRINC/SOUP, STOCK & SAUCE PREP													
4463**	0.0	7	8	1						3	20	0.0	MCHUGH	
COURSE TOTAL												0.0		
CA 173	PRINCIPLES/BUFFET AND CATERING													
4464N**	0.0	10	5							2	17	0.0	MCHUGH	
COURSE TOTAL												0.0		
CA 174	PRINCIP/BAKING & PASTRY MAKING													
4465**	0.0	12	1							2	15	0.0	FORAN	
4466N**	0.0	10	5			1				1	17	0.0	FORAN	

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.											TOTAL	TOTAL							
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	PT					
CA	174	PRINCIP/BAKING & PASTRY MAKING (CONT"D)															0.0				
	COURSE TOTAL																				
CA	175	HEALTHY PROFESSIONAL COOKING															2	8	0.0	WEIR	PT
	4468N**	0.0	1	4	1									0.0							
	COURSE TOTAL																				
CA	176	ADVANCE BAKING & PASTRY ARTS															1	16	0.0	FORAN	
	4469 **	0.0	12	2										0.0							
	COURSE TOTAL																				
CA	180	ADV FOOD PREP FOR FINE DINING															5	32	0.0	ORATE	
	4471 **	0.0	26	1										0.0							
	COURSE TOTAL																				
CA	185	SUGAR WORK/DECOR CENTERPIECES															5	29	0.0	FORAN	
	4476 **	0.0	19	3				2						0.0							
	COURSE TOTAL																				
CA	280	SEMINAR/WORK EXP CULINARY ARTS															1	18	18.0	ORATE	
	4477	1.0	12	5								1	18	18.0							
	COURSE TOTAL																				
CA	281	WORK EXPERIENCE/CULINARY ARTS															1	16	0.0	ORATE	
	4479 **	0.0	13					1	1					0.0							
	COURSE TOTAL																				
CA	282	ADV WORK EXP/CULINARY ARTS															1	11	0.0	ORATE	
	4480 **	0.0	11											0.0							
	COURSE TOTAL																				
CA	299	PASTRY SKILLS IN CAKE DECORATI															5	27	0.0	POLCZYNSKI	PT
	4482N**	0.0	13	9										0.0							
	COURSE TOTAL																				
	SUBJECT TOTAL	47	34	15	5	13				1	2	36	153	417.0							

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
												ENR	WSCH		
CA 155												3	27	81.0	CHYZYK
5215			7	10	4	2	1				4	4	13	39.0	JONES
5216			1		2	2	4				3	3	25	75.0	CHYZYK
5217			4	3	5	6	4				9	9	18	54.0	JONES
5218			1	2	3	2	1				2	2	13	39.0	QUINTANA
5219N			4	6		1	1				4	4	23	69.0	ZUMAS-MORSE
5220N			13	4	14	1	1				25	4	119	357.0	
COURSE TOTAL			30	25	14	13	12								
CA 160															
5222**			12	4	3									0.0	ORATE
COURSE TOTAL														0.0	
CA 163															
5224N			8	2.0	17	3								18.3	KIDD
COURSE TOTAL			17	3	3									18.3	
CA 164															
5225**			8	3										0.0	POLCZYNSKI
COURSE TOTAL														0.0	
CA 165															
5226N**			8	0.0	9	8	3							0.0	KIDD
COURSE TOTAL														0.0	
CA 166															
5227N			8	2.0	15	8	4							24.7	KIDD
COURSE TOTAL			15	8	8	4								24.7	
CA 167															
5228N			3.0	11	3	2	1	1	1	1	3	3	24	72.0	ENOWITZ
COURSE TOTAL			11	11	3	2	1	1	2	1	3	3	24	72.0	
CA 169															
5229**			5	3	6	6	1							0.0	ORATE
5230N**			0.0	4	6	6	1							0.0	ORATE
COURSE TOTAL														0.0	
CA 171															
5231**			14	8	6	2								0.0	ORATE
COURSE TOTAL														0.0	
CA 172															
5233N**			8	4	3	2								0.0	MCHUGH
COURSE TOTAL														0.0	
CA 173															
5234**			4	9	4	2								0.0	MCHUGH
COURSE TOTAL														0.0	

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



BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	PT
												ENR	WSCH		
CA 155	REALITIES OF NUTRITION											27	81.0	CHYZZYK	
4445		3.0	7	5	6	4	4				1	27	81.0	CHYZZYK	
4446		3.0		6	7	7	5	1			15	42	126.0	JONES	
4447		3.0	8	6	2	2	6				1	25	75.0	CHYZZYK	
4448		3.0		4	5	4	6				8	27	81.0	JONES	
4449N		3.0	1	4	3	2	2				2	9	27.0	SNYDER	
4450N		3.0	9	4	2	1	1				3	19	57.0	ZOUWAS-MORSE	
	COURSE TOTAL		25	26	25	20	21	1	1		30	149	447.0		
CA 163	FOOD PURCHASING/CULINARY ARTS											36	26.5	KIDD	
4453N		2.0	21	5	1	2	7				7	36	26.5	KIDD	
	COURSE TOTAL		21	5	1	2	7				7	36	26.5		
CA 165	SANITATION FOR FOOD SERVICE											28	0.0	KIDD	
4455N**		8.0	4	14	7	1	1				1	28	0.0	KIDD	
	COURSE TOTAL		4	14	7	1	1				1	28	0.0		
CA 166	MENU MANAGEMENT											27	21.9	KIDD	
4456N		2.0	13	9		2	3				3	27	21.9	KIDD	
	COURSE TOTAL		13	9		2	3				3	27	21.9		
CA 167	WINES OF THE WORLD											25	75.0	ENOWITZ	
4457N		3.0	4	3	3	2	3		2		8	25	75.0	ENOWITZ	
	COURSE TOTAL		4	3	3	2	3		2		8	25	75.0		
CA 169	BASIC SKILLS FOR CULINARY ARTS											29	0.0	ORATE	
4458**		0.0	13	9	4	1	2				3	29	0.0	ORATE	
4459N**		0.0	12	5	7							27	0.0	ORATE	
	COURSE TOTAL		12	5	7							27	0.0		
CA 170	INTRO TO CATERING MANAGEMENT											13	0.0	WOHLFEILL	
4461N**		0.0	5	4	2		2				2	13	0.0	WOHLFEILL	
	COURSE TOTAL		5	4	2		2				2	13	0.0		
CA 171	INTERMEDIATE CULINARY SKILLS											28	0.0	ORATE	
4462N**		0.0	12	6	6	2	2				2	28	0.0	ORATE	
	COURSE TOTAL		12	6	6	2	2				2	28	0.0		
CA 172	PRINC/SOUP, STOCK & SAUCE PREP											18	0.0	MCHUGH	
4463**		0.0	3	7	7	1						18	0.0	MCHUGH	
	COURSE TOTAL		3	7	7	1						18	0.0		
CA 173	PRINCIPLES/BUFFET AND CATERING											20	0.0	MCHUGH	
4464N**		0.0	7	4	7		2				2	20	0.0	MCHUGH	
	COURSE TOTAL		7	4	7		2				2	20	0.0		
CA 174	PRINCIP/BAKING & PASTRY MAKING											21	0.0	WEIR	
4465**		0.0	11	5	3	2						21	0.0	WEIR	
4466N**		0.0	7	2	1						2	12	0.0	WEIR	

\*\* 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	TOTAL	INSTRUCTOR	ORATE
												ENR	WSCH		
CA	174											0.0	0.0		
	COURSE TOTAL														
CA	175											1	26		0.0
	COURSE TOTAL														
CA	177											1	27		0.0
	COURSE TOTAL														
CA	180											2	27		0.0
	COURSE TOTAL														
CA	185											2	31		0.0
	COURSE TOTAL														
CA	280											1	19		19.0
	COURSE TOTAL														
CA	281											2	6		0.0
	COURSE TOTAL														
CA	282											1	14		0.0
	COURSE TOTAL														
												49	256		589.4
	SUBJECT TOTAL														

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



BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CA 155			REALITIES OF NUTRITION													
5215		3.0	8	13	3	2	2	2			3	31	93.0	CHYZYK		
5216		3.0	1		14	2	2	2			10	29	87.0	JONES		
5217		3.0	2	7	5	4	5	4			2	23	69.0	CHYZYK		
5218		3.0	2	2	10	4	4	4			11	33	99.0	JONES		
5219N		3.0	11	7	1	1	2	3			23	33	69.0	ZOWMAS-	MORSE	
		COURSE TOTAL	24	29	33	11	15	1			26	139	417.0			
CA 160			INTRO TO QUANTITY FOOD PREP													
5222 **		0.0	15	2							2	19	0.0	ORATE		
		COURSE TOTAL											0.0			
CA 163			FOOD PURCHASING/CULINARY ARTS													
5224N		8 2.0	7	6			1				9	23	12.8	KIDD		
		COURSE TOTAL	7	6			1				9	23	12.8			
CA 164			CULTURAL FOODS													
5225 **		0.0	7	6	2						2	17	0.0	HOLMES		
		COURSE TOTAL											0.0			
CA 165			SANITATION FOR FOOD SERVICE													
5226N**		8 0.0	10	9	4						1	24	0.0	KIDD		
		COURSE TOTAL											0.0			
CA 166			MENU MANAGEMENT													
5227N		8 2.0	10	6	1	1	3				5	26	19.2	KIDD		
		COURSE TOTAL	10	6	1	1	3				5	26	19.2			
CA 167			WINES OF THE WORLD													
5228N		3.0	7	1	4	1	1	1	3	1	11	29	87.0	ENOWITZ		
		COURSE TOTAL	7	1	4	1	1	1	3	1	11	29	87.0			
CA 169			BASIC SKILLS FOR CULINARY ARTS													
5229 **		0.0	9	5	11						1	27	0.0	ORATE		
5230N**		0.0	14	5	11						2	24	0.0	ORATE		
		COURSE TOTAL											0.0			
CA 171			INTERMEDIATE CULINARY SKILLS													
5231N**		0.0	22	1	3						2	28	0.0	ORATE		
		COURSE TOTAL											0.0			
CA 172			PRINC/SOUP, STOCK & SAUCE PREP													
5233 **		0.0	10	12	4						2	29	0.0	MCHUGH		
		COURSE TOTAL											0.0			
CA 173			PRINCIPLES/BUFFET AND CATERING													
5234N**		0.0	14	9	3						4	30	0.0	MCHUGH		
		COURSE TOTAL											0.0			

\*\* 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	TOTAL	INSTRUCTOR	PT
											ENR	WSCH		
CA 174														
5236**		9	7							1	17	0.0	WEIR	PT
5237N**		11	9	2	2					1	25	0.0	WEIR	PT
		0.0	0.0									0.0		
		COURSE TOTAL												
CA 176														
5238N**		13	15	1						3	32	0.0	FORAN	PT
		0.0										0.0		
		COURSE TOTAL												
CA 182														
5239**		7									7	0.0	PARKER	PT
		0.0										0.0		
		COURSE TOTAL												
CA 183														
5240N**		5	6	3	1	2				6	23	0.0	WOHLFEIL	PT
		0.0										0.0		
		COURSE TOTAL												
CA 184														
5241**		9	15	4	1	1				2	32	0.0	POLCZYNSKI	PT
		0.0										0.0		
		COURSE TOTAL												
CA 281														
5244**		8		1		2					11	0.0	ORATE	
		0.0										0.0		
		COURSE TOTAL												
CA 282														
5245**		6								4	10	0.0	ORATE	
		0.0										0.0		
		COURSE TOTAL												
		SUBJECT TOTAL	48	42	38	13	20	1	3	1	51	217	536.0	

\*\* 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	TOTAL	INSTRUCTOR
												ENR	WSCH	
YA	155													
		3.0	7	7	4	1	7				3	29	87.0	CHYZYK
	4445	3.0	1	5	13	2					9	30	90.0	JONES
	4446	3.0	3	11	6	1	3				1	24	72.0	CHYZYK
	4448	3.0		6	3	1	1				8	19	57.0	JONES
	4449	3.0	9	5	3	1	1				4	24	72.0	ZOUMAS-MORSE
	4450N	3.0	20	34	29	5	2				25	126	378.0	
YA	163													
		2.0	27	5							1	33	29.3	CARREON
	4453N	2.0	27	5							1	33	29.3	CARREON
YA	165													
		8.0	24	2								27	0.0	CARREON
	4455N**	8.0	24	2								27	0.0	CARREON
YA	166													
		2.0	18	4	1						4	29	22.9	CARREON
	4456N	2.0	18	4	1						4	29	22.9	CARREON
YA	167													
		3.0	4	1	1				1		14	23	69.0	ENOWITZ
	4457N	3.0	4	1	1				1		14	23	69.0	ENOWITZ
YA	169													
		0.0	11	5	5						2	26	0.0	ORATE
	4458**	0.0	11	5	5						2	26	0.0	ORATE
	4459N**	0.0	17	2	1							22	0.0	ORATE
YA	170													
		0.0	12								4	17	0.0	WEIR
	4461**	0.0	12								4	17	0.0	WEIR
YA	171													
		0.0	17	4	5						2	30	0.0	ORATE
	4462N**	0.0	17	4	5						2	30	0.0	ORATE
YA	172													
		0.0	10	7	4						5	27	0.0	MCHUGH
	4463**	0.0	10	7	4						5	27	0.0	MCHUGH
YA	173													
		0.0	5	6	2						4	17	0.0	MCHUGH
	4464N**	0.0	5	6	2						4	17	0.0	MCHUGH
YA	174													
		0.0	8	4	1						2	17	0.0	ROBERTSON
	4465**	0.0	8	4	1						2	17	0.0	ROBERTSON
	4466N**	0.0	8	4	1						2	15	0.0	WEIR

\* 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								
CA	174	PRINCIP/BAKING & PASTRY MAKING (CONT'D)																			
COURSE TOTAL												0.0									
CA	175	HEALTHY PROFESSIONAL COOKING																			
COURSE TOTAL												1	18	0.0	PARKER	PT					
CA	177	COMMERCIAL BAKING																			
COURSE TOTAL												4	23	0.0	YACKEY	PT					
CA	180	ADV FOOD PREP FOR FINE DINING																			
COURSE TOTAL												1	19	0.0	ORATE						
CA	185	SUGAR WORK/DECOR CENTERPIECES																			
COURSE TOTAL												1	16	0.0	POLCZYNSKI	PT					
CA	280	SEMINAR/WORK EXP CULINARY ARTS																			
COURSE TOTAL												3	31	30.0	ORATE						
CA	281	WORK EXPERIENCE/CULINARY ARTS																			
COURSE TOTAL												1	13	0.0	ORATE						
CA	282	ADV WORK EXP/CULINARY ARTS																			
COURSE TOTAL												6	6	0.0	ORATE						
SUBJECT TOTAL												93	46	33	5	17	1	47	242	529.2	

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CA 155															
5215		3.0	10	8	4	1	2	1			2	27	81.0	CHYZYK	
5216		3.0		6	5	1	2	1			7	21	63.0	JONES	
5217		3.0	4	5	4	1	2	1			2	20	60.0	CHYZYK	
5218		3.0		4	5	1	2	1			1	25	72.0	JONES	
5219N		3.0	6	5	3	1	3	2			2	20	60.0	ZOUMAS-MORSE	
			22	28	21	5	11	2			24	113	336.0		
CA 160															
5222 **		0.0	12		2	1	1				1	17	0.0	ORATE	
													0.0		
CA 163															
5224N		8.0	18	4	1		6				6	29	21.0	CARREON	
													21.0		
CA 164															
5225 **		0.0	6	1	2	1	1				1	11	0.0	ROBERTSON	
													0.0		
CA 165															
5226N**		8.0	12	12	1		5				5	31	0.0	CARREON	
													0.0		
CA 166															
5227N		8.0	9	14	1		4				4	28	21.9	CARREON	
													21.9		
CA 167															
5228N		3.0	5	2	2	1	5				3	20	60.0	ENOWITZ	
													60.0		
CA 169															
5229 **		0.0	14	10	3		2	1			2	30	0.0	ORATE	
5230N**		0.0	17	4								21	0.0	ORATE	
													0.0		
CA 171															
5231N**		0.0	17	4	1		3				3	26	0.0	ORATE	
													0.0		
CA 172															
5233N**		0.0	10	7			2				2	20	0.0	COLELLA	
													0.0		
CA 173															
5234 **		0.0	20	5	4		6				6	35	0.0	MCHUGH	
													0.0		

\*\* 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	TOTAL	INSTRUCTOR	PT	
												ENR	WSCH			
CA 174																
5236 **			8	12	1							2	23	0.0	WEIR	PT
5237N**			8	10	1							2	21	0.0	WEIR	PT
COURSE TOTAL			8	10	1							2	21	0.0		
CA 176																
5238N**			13	5	1							4	23	0.0	FORAN	PT
COURSE TOTAL			13	5	1							4	23	0.0		
CA 182																
5239 **			4										4	0.0	ORATE	
COURSE TOTAL			4										4	0.0		
CA 183																
5240N**			18	1	3			1				2	25	0.0	YACKEY	PT
COURSE TOTAL			18	1	3			1				2	25	0.0		
CA 184																
5241 **			10	4	2								16	0.0	POLCZYNSKI	PT
COURSE TOTAL			10	4	2								16	0.0		
CA 281																
5244 **			6									1	7	0.0	ORATE	
COURSE TOTAL			6									1	7	0.0		
CA 282																
5245 **			4									2	6	0.0	ORATE	
COURSE TOTAL			4									2	6	0.0		
SUBJECT TOTAL			54	48	25	6	16	2	2			37	190			
													438.9			

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	COURSE	S.T. WKS. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR
												ENR	WSCH	
CA 155	REALITIES OF NUTRITION	3.0	5	9	8	3	2	1	1		4	33	99.0	CHYZZYK
4445		3.0	2	3	4	5	2				15	31	93.0	JONES
4446		3.0	4	13	5	1	5				8	31	93.0	CHYZZYK
4448		3.0	3	4	3	3	5				6	26	78.0	JONES
4449		3.0	9	29	4	3	5				6	15	45.0	JONES
4450N		3.0	23	29	3	3	5				6	15	45.0	KUSSAT
	COURSE TOTAL		23	29	20	12	14	1	1		36	136	408.0	
CA 163	FOOD PURCHASING/CULINARY ARTS	2.0	20	2	1		1				2	26	21.9	ROBSON
4453		2.0	20	2	1		1				2	26	21.9	ROBSON
	COURSE TOTAL		20	2	1		1				2	26	21.9	
CA 165	SANITATION FOR FOOD SERVICE	0.0	2	15							1	18	0.0	CARREON
4455		0.0	2	15							1	18	0.0	CARREON
	COURSE TOTAL		2	15							1	18	0.0	
CA 166	MENU MANAGEMENT	2.0	23	1			1				2	25	22.9	ROBSON
4456		2.0	23	1			1				2	25	22.9	ROBSON
	COURSE TOTAL		23	1			1				2	25	22.9	
CA 169	BASIC SKILLS FOR CULINARY ARTS	0.0	14	6	2		1		1		2	25	0.0	ORATE
4458		0.0	14	6	2		1		1		2	25	0.0	ORATE
4459N		0.0	8	10	2		1				1	22	0.0	ORATE
	COURSE TOTAL		8	10	2		1				1	22	0.0	
CA 170	INTRO TO CATERING MANAGEMENT	0.0	8	2	1		2				2	15	0.0	WEIR
4461		0.0	8	2	1		2				2	15	0.0	WEIR
	COURSE TOTAL		8	2	1		2				2	15	0.0	
CA 171	INTERMEDIATE CULINARY SKILLS	0.0	15	2	5		3				1	26	0.0	ORATE
4462N		0.0	15	2	5		3				1	26	0.0	ORATE
	COURSE TOTAL		15	2	5		3				1	26	0.0	
CA 172	PRINC/SOUP, STOCK & SAUCE PREP	0.0	8	11	1		1				1	21	0.0	COLELLA
4464N		0.0	8	11	1		1				1	21	0.0	COLELLA
	COURSE TOTAL		8	11	1		1				1	21	0.0	
CA 174	PRINCIP/BAKING & PASTRY MAKING	0.0	11	10	1		1				1	24	0.0	ROBERTSON
4465		0.0	11	10	1		1				1	24	0.0	ROBERTSON
4466N		0.0	8	6			2				3	19	0.0	WEIR
	COURSE TOTAL		8	6			2				3	19	0.0	
CA 175	HEALTHY PROFESSIONAL COOKING	0.0	10	4	4		1				4	23	0.0	MCHUGH
4468		0.0	10	4	4		1				4	23	0.0	MCHUGH
	COURSE TOTAL		10	4	4		1				4	23	0.0	
CA 177	COMMERCIAL BAKING	0.0	16	6	1		1				2	27	0.0	YACKEY
4470N		0.0	16	6	1		1				2	27	0.0	YACKEY

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	ENR	WSCH	INSTRUCTOR	PT
													ENR	INSTRUCTOR				
CA	177													0.0				
		(CONT'D)																
CA	180													35				
4471	**													0.0				
		COURSE TOTAL																
CA	185													2				
4476N**	**													28				
		COURSE TOTAL																
CA	280													1				
4477														28				
		COURSE TOTAL																
CA	281													1				
4479	**													25				
		COURSE TOTAL																
CA	282													1				
4480	**													22				
		COURSE TOTAL																
CA	299													9				
4482N														24				
		COURSE TOTAL																
														9				
														24				
		SUBJECT TOTAL																
														48				
														239				
														552.8				

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

ENOWITZ



BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

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

CA 155 REALITIES OF NUTRITION  
5215 3.0 12 6 7 3 5 3 105.0 CHYZYK  
5216 3.0 2 4 4 6 4 8 63.0 JONES  
5217 3.0 5 4 1 1 2 7 57.0 CHYZYK  
5218 3.0 3 3 7 4 2 21 63.0 JONES  
5219N 3.0 5 6 6 1 4 2 96.0 LARSON  
COURSE TOTAL 22 21 25 8 12 28 129 \* 384.0

CA 160 INTRO TO QUANTITY FOOD PREP  
5222 \*\* 0.0 20 5 1 3 1 0.0 ORATE  
COURSE TOTAL 20 5 1 3 1 0.0 ORATE XP

CA 163 FOOD PURCHASING/CULINARY ARTS  
5224 8 2.0 8 9 2 6 6 23 15.5 CARREON  
COURSE TOTAL 8 9 2 6 6 23 15.5 CARREON PT

CA 164 CULTURAL FOODS  
5226 \*\* 0.0 4 4 7 2 1 1 19 0.0 ROBERTSON  
COURSE TOTAL 4 4 7 2 1 19 0.0 ROBERTSON

CA 165 SANITATION FOR FOOD SERVICE  
5227 \*\* 8 0.0 7 10 1 1 18 0.0 CARREON  
COURSE TOTAL 8 10 1 1 18 0.0 CARREON PT

CA 166 MENU MANAGEMENT  
5228 4 4.0 8 8 1 2 2 19 15.5 CARREON  
COURSE TOTAL 4 4.0 8 8 1 2 2 19 15.5 CARREON PT

CA 169 BASIC SKILLS FOR CULINARY ARTS  
5229N \*\* 0.0 5 6 3 1 2 17 0.0 ORATE  
5230 \*\* 0.0 12 6 7 2 2 29 0.0 ORATE  
COURSE TOTAL 12 6 7 2 2 29 0.0 ORATE XP

CA 171 INTERMEDIATE CULINARY SKILLS  
5231 \*\* 0.0 20 6 1 2 1 30 0.0 ORATE  
COURSE TOTAL 20 6 1 2 1 30 0.0 ORATE

CA 172 PRINC/SOUP, STOCK & SAUCE PREP  
5233N \*\* 0.0 12 10 3 1 26 0.0 COLELLA  
COURSE TOTAL 12 10 3 1 26 0.0 COLELLA PT

CA 173 PRINCIPLES/BUFFET AND CATERING  
5234 \*\* 0.0 14 11 4 1 33 0.0 MCHUGH  
COURSE TOTAL 14 11 4 1 33 0.0 MCHUGH PT

CA 174 PRINCIP/BAKING & PASTRY MAKING  
5236 \*\* 0.0 7 10 1 7 30 0.0 BANARES  
5237N \*\* 0.0 9 8 1 2 20 0.0 WEIR  
COURSE TOTAL 9 8 1 2 20 0.0 WEIR PT

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	PT
													ENR	WSCH		
CA 174	PRINCIP/BAKING & PASTRY MAKING (CONT'D)													0.0		
	COURSE TOTAL													0.0		
CA 176	ADVANCE BAKING & PASTRY ARTS													0.0	WEIR	PT
	COURSE TOTAL													0.0		
CA 183	PASTRY SKILLS IN BREAD MAKING													0.0	YACKEY	PT
	COURSE TOTAL													0.0		
CA 184	PASTRY SKILLS/CHOCOLATE PREP													0.0	BANARES	PT
	COURSE TOTAL													0.0		
CA 281	WORK EXPERIENCE/CULINARY ARTS													0.0	ORATE	
	COURSE TOTAL													0.0		
CA 282	ADV WORK EXP/CULINARY ARTS													0.0	ORATE	
	COURSE TOTAL													0.0		
CA 299	PLATED ENTREES													0.0	ROBSON	PT
	COURSE TOTAL													0.0	ENOWITZ	
	SUBJECT TOTAL													478.0		

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

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CA 155			REALITIES OF NUTRITION													
4980		3.0	2	7	4	2	2				4	21	63.0	WALLACE		
4982		3.0		4	7	1	5				14	31	93.0	JONES		
4983		3.0	6	4	4	4	2	1			2	19	57.0	WALLACE		
4984		3.0	1	3	7	2	1			1	7	22	66.0	JONES		
4985N		3.0	2	4	4	1	8				4	23	69.0	JONES		
		COURSE TOTAL	11	22	22	10	18	1		1	31	116	348.0	LARSON		
CA 163			FOOD PURCHASING/CULINARY ARTS													
4990N		8	2	32	1	1	1				36	36	32.9	ROBSON		
		COURSE TOTAL	32	32	2	2	1				36	36	32.9	ROBSON		
CA 165			SANITATION FOR FOOD SERVICE													
4991N**		8	0	12	14	7	1				1	35	0.0	WEIR		
		COURSE TOTAL	8	12	14	7	1				1	35	0.0	WEIR		
CA 166			MENU MANAGEMENT													
4992N		8	2	29	3	1	1				3	36	30.2	ROBSON		
		COURSE TOTAL	29	29	3	1	1				3	36	30.2	ROBSON		
CA 169			BASIC SKILLS FOR CULINARY ARTS													
4993**		0.0	9	9	1	1	3				1	24	0.0	ORATE		
4994N**		0.0	17	3	2	1	1				1	24	0.0	ORATE		
		COURSE TOTAL	17	3	2	1	3				1	24	0.0	ORATE		
CA 170			INTRO TO CATERING MANAGEMENT													
4995**		0.0	10	4		1	1				3	18	0.0	WEIR		
		COURSE TOTAL	10	4		1	1				3	18	0.0	WEIR		
CA 171			INTERMEDIATE CULINARY SKILLS													
4996N**		0.0	15	10	1	1	1				2	30	0.0	ORATE		
		COURSE TOTAL	15	10	1	1	1				2	30	0.0	ORATE		
CA 172			PRINC/SOUP, STOCK & SAUCE PREP													
4997N**		0.0	9	13	2	2	2				1	27	0.0	COLELLA		
		COURSE TOTAL	9	13	2	2	2				1	27	0.0	COLELLA		
CA 174			PRINCIP/BAKING & PASTRY MAKING													
4998**		0.0	6	8	3	2	2				1	22	0.0	ROBERTSON		
4999N**		0.0	15	8	1	1	4				2	30	0.0	WEIR		
		COURSE TOTAL	15	8	1	1	4				2	30	0.0	WEIR		
CA 175			HEALTHY PROFESSIONAL COOKING													
5000**		0.0	14	6	3	1	1				4	29	0.0	MCHUGH		
		COURSE TOTAL	14	6	3	1	1				4	29	0.0	MCHUGH		
CA 177			COMMERCIAL BAKING													
5001N**		0.0	6	5		1	1				3	16	0.0	YACKEY		
		COURSE TOTAL	6	5		1	1				3	16	0.0	YACKEY		

\*\* 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	TOTAL	INSTRUCTOR	PT
											ENR	WSCH		
CA	177										0.0			
	COURSE TOTAL (CONT"D)													
CA	180										33			
5002 **	0.0	20	8	3	1	1					0.0		ORATE	
	COURSE TOTAL													
CA	182										12			
5003 **	0.0	1	4	5	1						0.0		BANARES	
	COURSE TOTAL													
CA	280										20			
5006	1.0	13	5	1	1						20.0		ORATE	
	COURSE TOTAL													
CA	281										13			
5007 **	0.0	11	1								0.0		ORATE	
	COURSE TOTAL													
CA	282										18			
5008 **	0.0	12	2								0.0		ORATE	
	COURSE TOTAL													
CA	299										30			
5010N**	0.0	1	11	14	2	3					0.0		ROA	
5012N	3.0	5	6	2	2	3					81.0		ENOWITZ	
	COURSE TOTAL													
		90	37	28	12	23	1	1	2	41	235			
	SUBJECT TOTAL													

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CA	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CA 155			REALITIES OF NUTRITION											
5215		3.0	10	9	7	2	6				6	25	75.0	WILLIAMS
5216		3.0	1	5	7	3	2			1	7	29	87.0	JONES
5218		3.0		7	8	3	4				3	23	69.0	JONES
5219N		3.0	5	3	2	4	4				7	26	78.0	LARSON
		COURSE TOTAL	16	24	17	9	12		1	1	23	103	309.0	
CA 160			QUANTITY FOOD PREP/PRODUCTION											
5222**		0.0	20	3							3	26	0.0	ORATE
		COURSE TOTAL												
CA 163			FOOD PURCHASING/CULINARY ARTS											
5224N		8.0	19	8							1	30	26.5	WEIR
		COURSE TOTAL												
CA 164			CULTURAL FOODS											
5226N**		0.0	13	3							1	17	0.0	SCHMITZ
		COURSE TOTAL												
CA 165			SANITATION FOR FOOD SERVICE											
5227N**		8.0	11	10	3						1	26	0.0	WEIR
		COURSE TOTAL												
CA 166			MENU MANAGEMENT											
5228N		1.0	15	8	1						2	29	28.0	WEIR
		COURSE TOTAL												
CA 169			BASIC SKILLS FOR CULINARY ARTS											
5229**		0.0	11	5	1						1	19	0.0	ORATE
5230N**		0.0	12	5	2						1	21	0.0	ORATE
		COURSE TOTAL												
CA 171			INTERMEDIATE CULINARY SKILLS											
5231**		0.0	21	4	1						2	30	0.0	ORATE
		COURSE TOTAL												
CA 172			PRINC/SOUP, STOCK & SAUCE PREP											
5233N**		0.0	6	12	3						3	25	0.0	COLELLA
		COURSE TOTAL												
CA 173			PRINCIPLES/BUFFET AND CATERING											
5234**		0.0	20	7							4	31	0.0	ORATE
		COURSE TOTAL												
CA 174			PRINCIP/BAKING & PASTRY MAKING											
5236**		0.0	5	11							2	19	0.0	WEIR
5237N**		0.0	14	5	1						1	21	0.0	DONOVAN
		COURSE TOTAL												

\*\* 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	TOTAL	INSTRUCTOR	PT	
											ENR	WSCH			
CA	176														
	5238N**	0.0	12	4	2	1					19	0.0	POLCZYNSKI	PT	
	COURSE TOTAL											0.0			
CA	281														
	5239 **	0.0	6								10	0.0	ORATE	PT	
	COURSE TOTAL											0.0			
CA	282														
	5240 **	0.0	4								7	0.0	ORATE	PT	
	COURSE TOTAL											0.0			
CA	299														
	5242N**	0.0	7	3	1						8	0.0	DONOVAN	PT	
	5246N**	0.0	12	5	3	1					21	0.0	POLCZYNSKI	PT	
	COURSE TOTAL											0.0			
	SUBJECT TOTAL	50	40	18	9	17				1	1	26	162	363.5	

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

## **APPENDIX 6**

# **Results of Student Survey**





**Grossmont College Culinary Arts Student Survey**  
**Fall 2006**  
**N=241**

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

	Frequency	Percent
One	47	19.8
Two	32	13.5
Three	26	11.0
More than three	132	55.7
<b>Total</b>	<b>237</b>	<b>100.0</b>
No Response	4	
<b>Total</b>	<b>241</b>	

**2. Is your major in this department?**

	Frequency	Percent
Yes	191	81.6
No	21	9.0
Undecided	22	9.4
<b>Total</b>	<b>234</b>	<b>100.0</b>
No Response	7	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Class schedule/ College catalog	132	55.2
Friend or family member	77	32.2
Grossmont College Counselor	23	9.6
Grossmont College Instructor	17	7.1
Work referral	15	6.3
Public media (radio, TV, Newspaper, ad)	12	5.0
Grossmont College presentation or special event.	6	2.5
Grossmont webpage (online)	1	.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., 239).

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

	Frequency	Percent
Required for major	124	51.7
Improve job skills	108	45.0
General interest	94	39.2
Would like to major in a related field	56	23.3
Fits my schedule	35	14.6
Prerequisite	30	12.5
General education requirement	20	8.3
Transfer	7	2.9
Other	11	4.6

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., 240).

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

	Frequency
Career change	2
Because i was interested in the class	1
Encourage my children to go to college	1
Improve my career	1
Improve my cullinary art skills	1
Personal growth	1
Possible career	1
To get a job on the field	1
To open a restaurant	1

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

	Frequency	Percent
Lecture	173	72.7
Group work in class	153	64.3
Instructor/Class notes	108	45.4
Handouts	88	37.0
Textbook	87	36.6
Class discussion	72	30.3
Homework	51	21.4
Quizzes	28	11.8
Study groups	25	10.5
Video/DVDs	23	9.7
Meeting(s) with instructor	16	6.7
Slides, transparencies	9	3.8
Tutoring	9	3.8
Computer lab	5	2.1
Computer presentations	4	1.7
Instructor website	4	1.7
Online discussion boards	1	.4
Other	25	10.5

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., 238).

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

	Frequency
Lab	13
Hands on work	6
Office hours	1
Demos	1
Practice	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	73	31.5
Agree	90	38.8
Neutral	33	14.2
Disagree	30	12.9
Strongly disagree	6	2.6
<b>Total</b>	<b>232</b>	<b>100.0</b>
No Response	9	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Strongly Agree	66	28.4
Agree	92	39.7
Neutral	35	15.1
Disagree	31	13.4
Strongly disagree	8	3.4
<b>Total</b>	<b>232</b>	<b>100.0</b>
No Response	9	
Total	241	

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	59	29.8
Agree	62	31.3
Neutral	65	32.8
Disagree	7	3.5
Strongly disagree	5	2.5
<b>Total</b>	<b>198</b>	<b>100.0</b>
No Response	13	
Don't know	30	
Total	241	

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	92	45.8
Agree	66	32.8
Neutral	33	16.4
Disagree	3	1.5
Strongly disagree	7	3.5
<b>Total</b>	<b>201</b>	<b>100.0</b>
No Response	13	
Don't know	27	
Total	241	

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

	Frequency	Percent
Very satisfied	79	34.1
Satisfied	97	41.8
Neutral	20	8.6
Dissatisfied	30	12.9
Very dissatisfied	6	2.6
<b>Total</b>	<b>232</b>	<b>100.0</b>
No Response	9	
Total	241	

**8a. What would be your preferred start time(s) for courses to be offered in this subject area? Weekdays**

	Frequency	Percent
Evening: Mon.-Thurs. (4pm-9pm)	128	53.8
Morning/Afternoon (9am-3pm)	93	39.1
Evening: Friday (4pm-9pm)	40	16.8
No Preference	40	16.8
Early Morning (7am-8am)	22	9.2

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., 238).

**8b. What would be your preferred start time(s) for courses to be offered in this subject area? Saturdays**

	Frequency	Percent
Would not attend on Saturdays	87	36.6
Morning/Afternoon (9am-3pm)	53	22.3
No Preference	44	18.5
Early Morning (7am-8am)	35	14.7
Evening (4pm-9pm)	25	10.5

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., 238).

**8c. What would be your preferred start time(s) for courses to be offered in this subject area? Sundays**

	Frequency	Percent
Would not attend on Sundays	130	54.6
No Preference	40	16.8
Morning/Afternoon (9am-3pm)	26	10.9
Early Morning (7am-8am)	17	7.1
Evening (4pm-9pm)	9	3.8

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., 238).

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

	Frequency	Percent
Often: 2-4 times per week.	8	4.0
Sometimes: once per week	20	10.0
Rarely: 1-2 times per sem.	37	18.5
Never	135	67.5
<b>Total</b>	<b>200</b>	<b>100.0</b>
No Response	19	
N/A	22	
Total	241	

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

	Frequency	Percent
Often: 2-4 times per week.	3	1.5
Sometimes: once per week	24	11.8
Rarely: 1-2 times per sem.	59	28.9
Never	118	57.8
<b>Total</b>	<b>204</b>	<b>100.0</b>
No Response	16	
N/A	21	
Total	241	

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

	Frequency	Percent
Often: 2-4 times per week.	7	3.3
Sometimes: once per week	28	13.2
Rarely: 1-2 times per sem.	82	38.7
Never	95	44.8
<b>Total</b>	<b>212</b>	<b>100.0</b>
No Response	14	
N/A	15	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	6	3.0
Sometimes: once per week	13	6.6
Rarely: 1-2 times per sem.	24	12.1
Never	155	78.3
<b>Total</b>	<b>198</b>	<b>100.0</b>
No Response	18	
N/A	25	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	3	1.6
Sometimes: once per week	13	6.8
Rarely: 1-2 times per sem.	19	9.9
Never	156	81.7
<b>Total</b>	<b>191</b>	<b>100.0</b>
No Response	21	
N/A	29	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	3	1.5
Sometimes: once per week	15	7.7
Rarely: 1-2 times per sem.	30	15.5
Never	146	75.3
<b>Total</b>	<b>194</b>	<b>100.0</b>
No Response	25	
N/A	22	
<b>Total</b>	<b>241</b>	

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.	34	16.2
Sometimes: once per week	32	15.2
Rarely: 1-2 times per sem.	34	16.2
Never	110	52.4
<b>Total</b>	<b>210</b>	<b>100.0</b>
No Response	16	
N/A	15	
<b>Total</b>	<b>241</b>	

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	5.2
Sometimes: once per week	17	8.8
Rarely: 1-2 times per sem.	22	11.3
Never	145	74.7
<b>Total</b>	<b>194</b>	<b>100.0</b>
No Response	19	
N/A	28	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	31	14.6
Sometimes: once per week	52	24.4
Rarely: 1-2 times per sem.	59	27.7
Never	71	33.3
<b>Total</b>	<b>213</b>	<b>100.0</b>
No Response	15	
N/A	13	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	7	3.7
Sometimes: once per week	15	7.9
Rarely: 1-2 times per sem.	18	9.5
Never	150	78.9
<b>Total</b>	<b>190</b>	<b>100.0</b>
No Response	23	
N/A	28	
<b>Total</b>	<b>241</b>	

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

	Frequency	Percent
Often: 2-4 times per week.	7	3.6
Sometimes: once per week	9	4.7
Rarely: 1-2 times per sem.	42	21.9
Never	134	69.8
<b>Total</b>	<b>192</b>	<b>100.0</b>
No Response	23	
N/A	26	
Total	241	

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

	Frequency	Percent
Often: 2-4 times per week.	10	5.2
Sometimes: once per week	13	6.7
Rarely: 1-2 times per sem.	24	12.4
Never	146	75.6
<b>Total</b>	<b>193</b>	<b>100.0</b>
No Response	19	
N/A	29	
Total	241	

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

	Frequency
Student affairs "Sometimes: once per week."	1
Student center "Often: 2-4 times per week."	1
Instructor hours "Often: 2-4 times per week."	1

10. Gender:

	Frequency	Percent
Male	95	41.3
Female	135	58.7
<b>Total</b>	<b>230</b>	<b>100.0</b>
No Response	11	
Total	241	

11. Age:

	Frequency	Percent
Under 20	25	10.9
30-49	59	25.7
20-24	25	10.9
50 or older	94	40.9
25-29	27	11.7
<b>Total</b>	<b>230</b>	<b>100.0</b>
No Response	11	
Total	241	

**12a. Ethnicity (mark one):**

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern decent	101	44.3
Hispanic	52	22.8
Black	20	8.8
Asian	18	7.9
Filipino	12	5.3
Native American	6	2.6
Pacific Islander	4	1.8
Middle Eastern	2	.9
Other	13	5.7
<b>Total</b>	<b>228</b>	<b>100.0</b>
No Response	13	
<b>Total</b>	<b>241</b>	

**12b. Ethnicity (other):**

	Frequency
European	2

**13a. Primary language (mark one):**

	Frequency	Percent
English	181	77.7
Spanish	22	9.4
Korean	6	3.9
Russian	6	2.6
Arabic/Chaldean	3	2.6
Japanese	3	1.3
Chinese	2	1.3
Kurdish	1	.9
Other	9	.4
<b>Total</b>	<b>233</b>	<b>100.0</b>
No Response	8	
<b>Total</b>	<b>241</b>	

**13b. Primary language (other):**

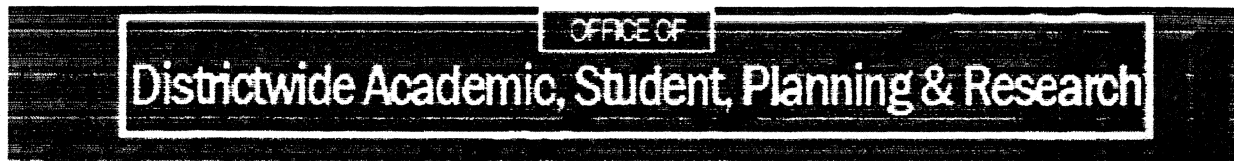
	Frequency
Portuguese	3
Tagalog	3
Thai	2
Czech	1



## **APPENDIX 7**

### **Statistical Data: Outcomes Profile**





HOME LOG OUT

Culinary Arts

Success/Withdrawal

Gender: Total  
 Age: Total  
 Ethnicity: Total  
 Course Number: Total  
 Success/Withdrawal: Success

		Year/Semester ↻										
		2001 - Fall	2002 - Spring	2002 - Summer	2002 - Fall	2003 - Spring	2003 - Summer	2003 - Fall	2004 - Spring	2004 - Summer	2004 - Fall	2005 - Spring
Students ↻	N ↻	383	463	88	408	447	68	408	425	65	442	441
	% of N in Success/Withdrawal	80.1%	77.7%	91.7%	75.0%	78.6%	81.9%	80.5%	79.0%	83.3%	77.3%	76.3%

Back to previous

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

HOME    LOG OUT

**Culinary Arts**

Success/Withdrawal

Gender:            Total

Age:                Total

Ethnicity:        Total

Course Number: Total

Success/Withdrawal: Total

	N ↻													
	Year/Semester ↻													
	2001 - Fall	2002 - Spring	2002 - Summer	2002 - Fall	2003 - Spring	2003 - Summer	2003 - Fall	2004 - Spring	2004 - Summer	2004 - Fall	2005 - Spring	Total	2001 - Fall	2002 - Spring
Students ↻	478	596	96	544	569	83	507	538	78	572	578	4639	100.0%	100.0%

**Back to previous**

Age	Enrollment by Age (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	59	23.0%	76	25.7%	71	24.7%	102	31.3%	81	27.6%
20 - 24	62	24.2%	84	28.4%	105	36.5%	101	31.0%	80	27.3%
25 - 29	30	11.7%	24	8.1%	19	6.6%	33	10.1%	33	11.3%
30 - 49	78	30.5%	89	30.1%	74	25.7%	65	19.9%	74	25.3%
50+	27	10.5%	23	7.8%	19	6.6%	25	7.7%	25	8.5%
<b>Total</b>	<b>256</b>	<b>100.0%</b>	<b>296</b>	<b>100.0%</b>	<b>288</b>	<b>100.0%</b>	<b>326</b>	<b>100.0%</b>	<b>293</b>	<b>100.0%</b>

Age	Enrollment by Age (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	81	16.9%	107	19.7%	110	21.7%	144	25.2%	109	22.2%
20 - 24	111	23.2%	145	26.7%	178	35.1%	169	29.5%	135	27.6%
25 - 29	75	15.7%	49	9.0%	38	7.5%	59	10.3%	68	13.9%
30 - 49	157	32.8%	195	35.8%	151	29.8%	148	25.9%	134	27.3%
50+	54	11.3%	48	8.8%	30	5.9%	52	9.1%	44	9.0%
<b>Total</b>	<b>478</b>	<b>100.0%</b>	<b>544</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>	<b>572</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>

	Enrollment by Gender (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Gender	N	%	N	%	N	%	N	%	N	%
Male	105	41.0%	101	34.1%	112	38.9%	129	39.6%	108	36.9%
Female	150	58.6%	195	65.9%	175	60.8%	196	60.1%	184	62.8%
Not Reported	1	0.4%	0	0.0%	1	0.3%	1	0.3%	1	0.3%
<b>Total</b>	<b>256</b>	<b>100.0%</b>	<b>296</b>	<b>100.0%</b>	<b>288</b>	<b>100.0%</b>	<b>326</b>	<b>100.0%</b>	<b>293</b>	<b>100.0%</b>

	Enrollment by Gender (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Gender	N	%	N	%	N	%	N	%	N	%
Male	203	42.5%	210	38.6%	189	37.3%	216	37.8%	182	37.1%
Female	273	57.1%	334	61.4%	317	62.5%	354	61.9%	307	62.7%
Not Reported	2	0.4%	0	0.0%	1	0.2%	2	0.3%	1	0.2%
<b>Total</b>	<b>478</b>	<b>100.0%</b>	<b>544</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>	<b>572</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>

Ethnicity	Enrollment by Ethnicity (Unduplicated)								
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall :
	N	%	N	%	N	%	N	%	N
Asian	13	5.1%	13	4.4%	20	6.9%	22	6.7%	22
Black non-Hispanic	11	4.3%	20	6.8%	18	6.3%	25	7.7%	23
Filipino	10	3.9%	7	2.4%	15	5.2%	16	4.9%	12
Hispanic	39	15.2%	50	16.9%	39	13.5%	48	14.7%	53
American Indian/Alaskan Native	5	2.0%	4	1.4%	1	0.3%	6	1.8%	5
Other	3	1.2%	6	2.0%	10	3.5%	11	3.4%	8
Pacific Islander	2	0.8%	7	2.4%	6	2.1%	5	1.5%	4
White non-Hispanic	162	63.3%	184	62.2%	169	58.7%	171	52.5%	147
Unknown	11	4.3%	5	1.7%	10	3.5%	22	6.7%	19
<b>Total</b>	<b>256</b>	<b>100.0%</b>	<b>296</b>	<b>100.0%</b>	<b>288</b>	<b>100.0%</b>	<b>326</b>	<b>100.0%</b>	<b>293</b>

Ethnicity	Enrollment by Ethnicity (Duplicated)								
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall :
	N	%	N	%	N	%	N	%	N
Asian	25	5.2%	29	5.3%	44	8.7%	43	7.5%	53
Black non-Hispanic	19	4.0%	42	7.7%	35	6.9%	61	10.7%	41
Filipino	18	3.8%	11	2.0%	28	5.5%	34	5.9%	22
Hispanic	93	19.5%	95	17.5%	71	14.0%	73	12.8%	89
American Indian/Alaskan Native	9	1.9%	6	1.1%	3	0.6%	10	1.7%	12
Other	5	1.0%	14	2.6%	21	4.1%	18	3.1%	11
Pacific Islander	4	0.8%	14	2.6%	10	2.0%	12	2.1%	4
White non-Hispanic	287	60.0%	327	60.1%	280	55.2%	279	48.8%	220
Unknown	18	3.8%	6	1.1%	15	3.0%	42	7.3%	38
<b>Total</b>	<b>478</b>	<b>100.0%</b>	<b>544</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>	<b>572</b>	<b>100.0%</b>	<b>490</b>

<b>2005</b>
%
7.5%
7.8%
4.1%
18.1%
1.7%
2.7%
1.4%
50.2%
6.5%
<b>100.0%</b>

<b>2005</b>
%
10.8%
8.4%
4.5%
18.2%
2.4%
2.2%
0.8%
44.9%
7.8%
<b>100.0%</b>



Gender	Success and Retention by Gender Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	164	80.8%	15	7.4%	24	11.8%	179	88.2%	203	100.0%
Female	217	79.5%	25	9.2%	31	11.4%	242	88.6%	273	100.0%
Not Reported	2	100.0%	0	0.0%	0	0.0%	2	0.0%	2	100.0%
<b>Total</b>	<b>383</b>	<b>80.1%</b>	<b>40</b>	<b>8.4%</b>	<b>55</b>	<b>11.5%</b>	<b>423</b>	<b>88.5%</b>	<b>478</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	149	71.0%	32	15.2%	29	13.8%	181	86.2%	210	100.0%
Female	259	77.5%	36	10.8%	39	11.7%	295	88.3%	334	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%
<b>Total</b>	<b>408</b>	<b>75.0%</b>	<b>68</b>	<b>12.5%</b>	<b>68</b>	<b>12.5%</b>	<b>476</b>	<b>87.5%</b>	<b>544</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	146	77.2%	17	9.0%	26	13.8%	163	86.2%	189	100.0%
Female	261	82.3%	14	4.4%	42	13.2%	275	86.8%	317	100.0%
Not Reported	1	100.0%	0	0.0%	0	0.0%	1	0.0%	1	100.0%
<b>Total</b>	<b>408</b>	<b>80.5%</b>	<b>31</b>	<b>6.1%</b>	<b>68</b>	<b>13.4%</b>	<b>439</b>	<b>86.6%</b>	<b>507</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	159	73.6%	16	7.4%	41	19.0%	175	81.0%	216	100.0%
Female	281	79.4%	30	8.5%	43	12.1%	311	87.9%	354	100.0%
Not Reported	2	100.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
<b>Total</b>	<b>442</b>	<b>77.3%</b>	<b>46</b>	<b>8.0%</b>	<b>84</b>	<b>14.7%</b>	<b>488</b>	<b>85.3%</b>	<b>572</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	140	77.3%	22	12.2%	19	10.5%	162	89.5%	181	100.0%
Female	253	83.0%	23	7.5%	29	9.5%	276	90.5%	305	100.0%
Not Reported	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
<b>Total</b>	<b>394</b>	<b>80.9%</b>	<b>45</b>	<b>9.2%</b>	<b>48</b>	<b>9.9%</b>	<b>439</b>	<b>90.1%</b>	<b>487</b>	<b>100.0%</b>

Age	Success and Retention by Age Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	61	75.3%	10	12.3%	10	12.3%	71	87.7%	81	100.0%
20 - 24	89	80.2%	13	11.7%	9	8.1%	102	91.9%	111	100.0%
25 - 29	61	81.3%	7	9.3%	7	9.3%	68	90.7%	75	100.0%
30 - 49	129	82.2%	9	5.7%	19	12.1%	138	87.9%	157	100.0%
50+	43	79.6%	1	1.9%	10	18.5%	44	0.0%	54	100.0%
<b>Total</b>	<b>383</b>	<b>80.1%</b>	<b>40</b>	<b>8.4%</b>	<b>55</b>	<b>11.5%</b>	<b>423</b>	<b>88.5%</b>	<b>478</b>	<b>100.0%</b>

Age	Success and Retention by Age Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	76	71.0%	18	16.8%	13	12.1%	94	87.9%	107	100.0%
20 - 24	104	71.7%	16	11.0%	25	17.2%	120	82.8%	145	100.0%
25 - 29	38	77.6%	6	12.2%	5	10.2%	44	89.8%	49	100.0%
30 - 49	149	76.4%	25	12.8%	21	10.8%	174	89.2%	195	100.0%
50+	41	85.4%	3	6.3%	4	8.3%	44	0.0%	48	100.0%
<b>Total</b>	<b>408</b>	<b>75.0%</b>	<b>68</b>	<b>12.5%</b>	<b>68</b>	<b>12.5%</b>	<b>476</b>	<b>87.5%</b>	<b>544</b>	<b>100.0%</b>

Age	Success and Retention by Age Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	82	74.5%	8	7.3%	20	18.2%	90	81.8%	110	100.0%
20 - 24	139	78.1%	16	9.0%	23	12.9%	155	87.1%	178	100.0%
25 - 29	29	76.3%	1	2.6%	8	21.1%	30	78.9%	38	100.0%
30 - 49	130	86.1%	6	4.0%	15	9.9%	136	90.1%	151	100.0%
50+	28	93.3%	0	0.0%	2	6.7%	28	0.0%	30	100.0%
<b>Total</b>	<b>408</b>	<b>80.5%</b>	<b>31</b>	<b>6.1%</b>	<b>68</b>	<b>13.4%</b>	<b>439</b>	<b>86.6%</b>	<b>507</b>	<b>100.0%</b>

Age	Success and Retention by Age Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	105	72.9%	16	11.1%	23	16.0%	121	84.0%	144	100.0%
20 - 24	125	74.0%	12	7.1%	32	18.9%	137	81.1%	169	100.0%
25 - 29	43	72.9%	8	13.6%	8	13.6%	51	86.4%	59	100.0%
30 - 49	125	84.5%	8	5.4%	15	10.1%	133	89.9%	148	100.0%
50+	44	84.6%	2	3.8%	6	11.5%	46	0.0%	52	100.0%
<b>Total</b>	<b>442</b>	<b>77.3%</b>	<b>48</b>	<b>8.0%</b>	<b>84</b>	<b>14.7%</b>	<b>488</b>	<b>85.3%</b>	<b>572</b>	<b>100.0%</b>

Age	Success and Retention by Age Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	72	66.1%	19	17.4%	18	16.5%	91	83.5%	109	100.0%
20 - 24	113	84.3%	14	10.4%	7	5.2%	127	94.8%	134	100.0%
25 - 29	54	79.4%	5	7.4%	9	13.2%	59	86.8%	68	100.0%

30 - 49	117	88.6%	4	3.0%	11	8.3%	121	91.7%	132	100.0%
50+	38	86.4%	3	6.8%	3	6.8%	41	0.0%	44	100.0%
<b>Total</b>	<b>394</b>	<b>80.9%</b>	<b>45</b>	<b>9.2%</b>	<b>48</b>	<b>9.9%</b>	<b>439</b>	<b>90.1%</b>	<b>487</b>	<b>100.0%</b>



# APPENDIX 8

## Efficiency Report



# Grossmont College

## Efficiency

(Earned WSCH/FTEF)

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

**Grossmont College**  
**Efficiency**  
**(Earned WSCH/FTEF)**

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



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

**Grossmont College WSCH Report**

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	1608	1587	1554	1869	1602	1821	1506	1836	1395	1443	1293	1743
AOJ	3324	3545	3884	4011	4571	4666	5108	5313	6084	6121	5273	5727
ARBC	270	260	255	325	299	295	304	410	536	456	559	507
ART	7421	8049	8408	8417	8649	8645	8550	8525	8312	8259	8448	7902
ASL	989	909	1004	945	1055	1077	1087	1104	1090	1233	1678	1752
ASTR	1158	969	1167	1347	1302	1242	1203	1242	1308	1209	1233	1149
BIO	9004	9101	9714	10191	11063	9865	11171	10819	10717	11371	11113	11054
BOT	N/A	N/A	2156	2148	2682	2567	2611	1924	2585	2396	2551	1920
BUS	9140	8061	6486	7126	7111	7240	6984	6598	5802	5584	5437	5450
CA	N/A	N/A	58	171	99	151	117	160	134	155	121	99
CCS	1437	1791	1572	2030	1661	1809	1616	1740	1359	1329	1446	1323
CD	3609	3215	3732	3976	4175	3811	3903	3700	3979	3668	3578	3104
CHEM	3585	3915	4062	4413	4513	4315	4927	4833	4463	4815	4557	4580
CHIN	N/A	N/A	N/A	N/A	150	145	85	145	155	120	135	150
COMM	6102	6478	5798	6697	6086	6312	6322	6442	6192	6873	6066	6467
CSIS	7569	8011	7536	7653	7175	6471	6545	5263	4984	4611	4354	4492
CVTE	2077	2142	1618	1603	1977	2048	2202	2183	2189	2231	2154	2220
DANC	1567	1945	1662	2136	1893	2178	1818	1956	1814	2165	1757	1861
ECON	3339	2934	3285	3279	3240	3093	3423	3138	2985	2682	3255	4323
ED	60	141	30	269	152	65	42	84	39	108	81	107
ENGL	14949	12912	15496	14279	17204	14558	16896	15057	17129	15149	18170	15670
ES	9888	9129	10743	10358	11719	9886	10685	9898	10980	9805	9980	9129
ESL	3738	3946	4386	4547	4905	4400	4545	4088	3934	3769	3676	3710
FACS	927	1338	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	1062	1073	1051	1060	993	1052	1087	1100	993	964	912	874
FS	N/A	N/A	465	488	498	534	486	525	432	453	477	471
GEOG	2481	2463	2607	2499	2691	2280	2448	2127	2334	2193	1686	1878
GEOL	693	728	684	850	624	866	735	901	664	810	808	870
GERM	854	933	902	989	958	1072	1155	992	929	953	860	980
HED	1596	1626	2556	2660	3050	2793	2967	3036	3114	2790	2775	2448
HESC	293	419	778	333	734	353	408	148	473	93	609	263
HIST	5319	5802	6849	7323	7405	7669	7617	7215	7263	7518	6867	7183
HUM	1659	1584	1713	1830	1728	1602	1683	1545	1584	1344	1332	1088
ITAL	350	320	290	350	300	310	335	305	310	280	280	190
JAPN	555	610	680	658	902	568	664	780	722	740	819	827
LIR	N/A	N/A	N/A	N/A	N/A	N/A	25	N/A	11	25	16	39
MATH	19992	18324	21166	20834	22712	21067	22447	20377	23207	20272	21890	19368
MCOM	3019	2815	2869	2992	2893	3095	2812	2960	2853	3342	2563	2837
MM	N/A	N/A	51	54	N/A	102	N/A	72	N/A	48	N/A	N/A
MUS	4459	5235	5035	5212	5338	5561	5389	5843	5613	5700	5282	5103
NURS	3587	5168	4032	4382	4169	3994	4542	4590	2950	4167	2915	4133
OCEA	582	531	633	594	693	543	687	629	639	699	699	723
OTA	381	234	280	110	238	191	312	182	306	189	386	299
PDC	840	832	819	775	698	490	547	535	645	526	763	562
PDSS	246	251	246	213	193	189	187	181	178	175	192	165
PHIL	3327	2649	3138	3209	3357	2820	3093	2733	2802	2646	2436	2361
PHYC	1182	1134	1134	1116	1350	1398	1242	1266	1266	1218	1128	1170
POSC	2085	1880	2382	2256	2793	2115	2691	2040	2676	2089	2211	1795
PSC	549	441	543	462	579	369	543	486	570	540	486	393
PSY	5784	5418	5747	5843	6080	6299	6146	6021	5887	5617	5319	4780

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
RELG	537	528	564	675	624	621	579	576	618	591	495	495
RESP	773	775	754	722	763	793	879	772	1196	1279	1519	1501
RUSS	281	240	281	325	488	412	335	396	402	356	415	353
SCI	753	759	591	798	711	810	717	684	606	552	618	537
SLPA	N/A	N/A	90	68	140	156	88	104	215	172	167	172
SOC	3219	2886	3231	3401	3864	3609	3399	3270	3444	3522	3498	3021
SPAN	6399	6464	6619	7078	6625	6254	6550	6063	6141	5904	5599	5592
SPDV	75	74	84	77	79	86	64	83	52	68	45	71
THTR	1993	1833	1867	2093	1691	1736	1744	1777	1986	1813	1901	1647

<b>Total</b>	166684	164405	175333	180114	189239	178463	186251	176768	181245	175198	174882	168630
--------------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------

## **APPENDIX 9**

# **Degrees and Certificates Awarded**



OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: [Total](#)

Year/Semester: [Total](#)

Type of Degree: [Total](#)

Degree/Certificate: [Culinary Arts \(54038\)](#)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	60	33	93

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

Degrees and Certificates

Ethnicity: Total

Year/Semester: Total

Type of Degree: Total

Degree/Certificate: Culinary Arts-Baking and Pastry (54037)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	1	4	5

[Back to previous](#)



OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Total

Degree/Certificate: Culinary Arts-Culinary Entrepreneur (54036)

	N ♻️	
	Gender ♻️	
	Male	Total
Students ♻️	2	2

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

HOME    LOG OUT

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Total

Degree/Certificate: Culinary Arts-Line Cook (57110)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	9	7	16

**[Back to previous](#)**

OFFICE OF

# Districtwide Academic, Student, Planning & Research

[HOME](#)   [LOG OUT](#)

### DEGREES & CERTIFICATES

?

#### Degrees and Certificates

Ethnicity:            Total

Year/Semester:    Total

Type of Degree:    Total

Degree/Certificate: Culinary Arts-Pastry Cook (57111)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	12	2	14

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: [Total](#)

Year/Semester: [Total](#)

Type of Degree: [Total](#)

Degree/Certificate: [Culinary Arts-Banquet Cook \(57109\)](#)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	10	8	18

[Back to previous](#)

OFFICE OF

# Districtwide Academic, Student, Planning & Research

[HOME](#)   [LOG OUT](#)

### DEGREES & CERTIFICATES

#### Degrees and Certificates

?

Ethnicity:            Total

Year/Semester:    Total

Type of Degree:    Total

Degree/Certificate: Culinary Arts-Prep Cook (57112)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	6	8	14

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

HOME    LOG OUT

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Degree

Degree/Certificate: Culinary Arts-Baking and Pastry (54037)

	N		
	Gender		
	Female	Male	Total
Students	1	2	3

**[Back to previous](#)**

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Degree

Degree/Certificate: Culinary Arts (54038)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	25	13	38

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

HOME LOG OUT

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Certificate

Degree/Certificate: Culinary Arts (54038)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	35	20	55

[Back to previous](#)



OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity:           Total          

Year/Semester:           Total          

Type of Degree:           Certificate          

Degree/Certificate:           Culinary Arts-Baking and Pastry (54037)          

	N ↻	
	Gender ↻	
	Male	Total
Students ↻	2	2

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

[HOME](#)   [LOG OUT](#)

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total

Year/Semester: Total

Type of Degree: Certificate

Degree/Certificate: Culinary Arts-Culinary Entrepreneur (54036)

	N ↻	
	Gender ↻	
	Male	Total
Students ↻	1	1

[Back to previous](#)

OFFICE OF

# Districtwide Academic, Student, Planning & Research

[HOME](#)   [LOG OUT](#)

### DEGREES & CERTIFICATES

?

#### Degrees and Certificates

Ethnicity: Total

Year/Semester: Total

Type of Degree: Certificate

Degree/Certificate: Culinary Arts-Banquet Cook (57109)

	N		
	Gender		
	Female	Male	Total
Students	10	8	18

[Back to previous](#)

OFFICE OF

# Districtwide Academic, Student, Planning & Research

[HOME](#)   [LOG OUT](#)

## DEGREES & CERTIFICATES

?

### Degrees and Certificates

Ethnicity: Total  
 Year/Semester: Total  
 Type of Degree: Certificate  
 Degree/Certificate: Culinary Arts-Pastry Cook (57111)

	N		
	Gender		
	Female	Male	Total
Students	12	2	14

[Back to previous](#)

OFFICE OF  
**Districtwide Academic, Student, Planning & Research**

HOME LOG OUT

**DEGREES & CERTIFICATES**

?

**Degrees and Certificates**

Ethnicity: Total  
 Year/Semester: Total  
 Type of Degree: Certificate  
 Degree/Certificate: Culinary Arts-Line Cook (57110)

	N		
	Gender		
	Female	Male	Total
Students	9	7	16

[Back to previous](#)

OFFICE OF

# Districtwide Academic, Student, Planning & Research

[HOME](#)   [LOG OUT](#)

## DEGREES & CERTIFICATES

?

### Degrees and Certificates

Ethnicity: Total

Year/Semester: Total

Type of Degree: Certificate

Degree/Certificate: Culinary Arts-Prep Cook (57112)

	N ↻		
	Gender ↻		
	Female	Male	Total
Students ↻	6	8	14

[Back to previous](#)

## APPENDIX 10

### **Sabbaticals, Conference, Workshop and Staff Development Activities**





## 10. Sabbaticals, Conference, Workshop and Staff Development

## Activities

Name	Activity	Relevance
Joseph Orate Department Coordinator	SYSCO Food and Equipment Show 2000 – 2006, San Diego, CA	Currency in Food and Equipment Trends. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Bob Weir	National Restaurant Association Food and Equipment Show, 2001 –2006, Los Angeles and San Francisco	Currency in Food and Equipment Trends. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	National Restaurant Association Food and Equipment Show, 2001, 2006, Los Angeles and San Francisco	Currency in Food and Equipment Trends. Cooking and training seminars updated skills in related culinary and pastry curriculum.
James Foran	SD Gingerbread City Competition 2001 – 2006	Currency in pastry arts, networking activities
James Foran	James Beard Foundation Dinner & Wine and Food Seminars, NY	Currency in pastry arts, networking activities
Joseph Orate Department Coordinator	SD Gingerbread City Competition 2001 – 2006	Currency in pastry arts, networking activities
James Foran	Celebrate the Craft San Diego 2004, 2005, 2006	Currency in pastry arts, networking activities
James Foran	Macy's Cooking School, San Diego 2003, 2005	Currency in pastry arts, networking activities

Name	Activity	Relevance
Joseph Orate Department Coordinator	National Catering Executives Dinner & Food Seminars 2002	Currency in culinary arts, networking activities
James Foran	Bravo San Diego 2002 – 2003	Currency in pastry arts, networking activities
Joseph Orate Department Coordinator	SD Chefs Association Meeting, Food Seminar and Dinner 2001 – 2006	Currency in culinary arts, networking activities
James Foran	Mama's Kitchen San Diego 2003	Currency in pastry arts, networking activities
Joseph Orate Department Coordinator	Orange County Culinary Salon and Restaurant Show 2000 – 2006	Currency in culinary arts, networking activities
James Foran	Aids Emergency Fund Dinner 2000	Currency in pastry arts, networking activities
Joseph Orate Department Coordinator	Los Angeles Culinary Competition, Trade and Restaurant Show 2000 – 2006	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	California State Competition and Symposium 2005	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	Colorado Springs Culinary Salon, Trade and Restaurant Show 2006	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.

Joseph Orate Department Coordinator	SD Iron Apprentice Culinary Competition and Chef Seminar 2006	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	Prescott Arizona Culinary Salon, Trade and Restaurant Show 2006	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	Culinary Olympics Culinary Salon and World Trade and Restaurant Show 2000, 2004	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	Las Vegas Culinary Salon, Trade and Restaurant Show 2001 - 2006	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	California Schools Culinary Salon, Trade and Restaurant Show 2001	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
Joseph Orate Department Coordinator	Phoenix Culinary Salon, Trade and Restaurant Show 2001	Currency in culinary arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.
James Foran	Quady Dessert Wine Competition and Food Seminars 2000	Currency in pastry arts, networking activities. Cooking and training seminars updated skills in related culinary and pastry curriculum.

Joseph Orate Department Coordinator	Level I and Level II Teaching Credential, UCSD 2003-2004	Professional Development in Classroom Learning Styles and Teaching Strategies
James Foran	Level I and Level II Teaching Credential, UCSD 2004-2005	Professional Development in Classroom Learning Styles and Teaching Strategies
Bob Weir	Level I and Level II Teaching Credential, UCSD 2003-2004	Professional Development in Classroom Learning Styles and Teaching Strategies
David McHugh	Level I and Level II Teaching Credential, UCSD 2004-2005	Professional Development in Classroom Learning Styles and Teaching Strategies
Joseph Orate Department Coordinator	Coursework at SDSU (BVE) 2000 – 2006	Professional Development in Classroom Learning Styles and Teaching Strategies
Joseph Orate Department Coordinator	Beach Camp For Professors Summer 2000	Professional Development in Classroom Learning Styles and Teaching Strategies
Cathie Robertson	EDD 299, Spring 2000	Professional Development in Online Learning Styles and Teaching Strategies

## **APPENDIX 11**

# **Department Equivalencies**



# **EQUIVALENCY FOR CULINARY ARTS PROGRAM**

January 5, 2007

To: Dr. Dean Colli, Vice-President, Academic Affairs

From: Joe Orate  
Culinary Arts Coordinator

The Culinary Arts Program equivalencies are the same as the minimum qualifications set forth by the Chancellor's Office in Minimum Qualifications for Faculty and Administrators in California Community Colleges plus a minimum of four years supervisory working experience as an executive chef or food and beverage manager in hotels, restaurants, food service institutions, hospitality, catering companies or related experiences.

Cc: Fred Allen, Senior Division Dean  
Carrie Clay, Dean of ROP





## **APPENDIX 12**

### **Subject WSCH Analysis Report**



**Grossmont-Cuyamaca Community College District**  
**Section Detail by Division**  
**BUSINESS AND PROFESSIONAL STUDIES**  
**2001 Summer**

Clusters appear under the division  
 and subject of the head class.

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room			Census			Enroll	Estimated	WSCH	Efficiency	
									Begin	Max	Enroll	Begin	Enroll	PWL				Enroll	% Sect
					Total														
					Sections														
AOJ				12					153	200	58			19.194	783.50	1.9265	406		
BUS				32					680	742	42			42.244	2103.63	5.7820	363		
CD				8					211	205	3			16.304	535.00	1.3340	401		
CSIS				26					522	488	31			34.158	1762.49	5.6960	309		
CVTE				7					100	102				10.537	408.76	1.8920	216		
FACS				4					78	78				.365	322.00	.9160	351		
HESC				1					15	15				11.25	.0420	.267	267		
OT				1					6	9				108.00	.6000	180			
OTA				1					16	17				2.590	85.00	.2830	300		
Division Totals:				99										125.395	6119.63	18.4715	331		

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	110	2.200	1650.00	750.00	1257.00	571.36	76.18
AOU	122	.200	111.00	555.00	39.00	195.00	35.13
AOU	125	.200	105.00	525.00	57.00	285.00	54.28
AOU	148	.849	390.00	459.36	385.00	453.47	98.71
AOU	150	.700	360.00	514.28	360.00	514.28	100.00
AOU	200	.400	300.00	750.00	285.00	712.50	95.00
AOU	202	.400	300.00	750.00	297.00	742.50	99.00
AOU	204	.400	300.00	637.50	174.00	435.00	68.23
AOU	206	.400	300.00	555.00	48.00	712.50	95.00
AOU	207	.200	111.00	750.00	45.00	240.00	30.00
AOU	208	.200	150.00	750.00	78.00	225.00	30.00
AOU	210	.200	150.00	480.00	116.00	617.14	128.57
AOU	218	.350	168.00	480.00	180.00	514.28	107.14
AOU	220	.400	210.00	525.00	183.00	457.50	87.14
AOU	230	.400	150.00	750.00	66.00	330.00	44.00
AOU	240	.200	150.00	514.28	342.00	488.57	95.00
AOU	252	.700	360.00	459.36	315.00	556.53	121.15
AOU	254	.566	260.00	750.00	30.00	150.00	20.00
AOU	260	.200	150.00	619.63	464.20	509.27	82.18
AOU	260	9.115	5648.00	619.63	4642.00	509.27	82.18
AOU	***						
BOU	101	.325	50.00	373.13	30.00	92.30	300.00
BOU	106	.134	60.00	225.56	78.00	268.65	72.00
BOU	107	.266	60.00	693.75	333.00	293.23	130.00
BOU	109	.800	555.00	450.00	126.00	416.25	60.00
BOU	110	.400	180.00	750.00	169.00	315.00	70.00
BOU	111	.200	45.00	225.00	54.00	270.00	46.00
BOU	113	.133	30.00	225.56	44.00	330.82	120.00
BOU	117	.150	30.00	200.00	45.00	300.00	146.66
BOU	179	.153	30.00	530.00	44.00	155.47	29.00
BOU	216	.283	150.00	432.37	859.00	297.12	150.00
BOU	***						
BOU	***	2.891	1250.00	432.37	859.00	297.12	68.72
BUS	110	.600	450.00	750.00	339.00	565.00	75.33
BUS	115	.200	150.00	750.00	87.00	435.00	58.00
BUS	118	.200	144.00	720.00	54.00	270.00	37.50
BUS	120	2.403	1800.00	749.06	1400.00	582.60	77.77
BUS	121	1.068	800.00	749.06	620.00	580.52	77.50
BUS	125	1.400	963.00	687.85	885.00	632.14	91.90
BUS	128	2.000	768.00	384.00	645.00	322.50	83.98
BUS	144	.200	150.00	750.00	78.00	390.00	52.00
BUS	146	.400	300.00	750.00	129.00	322.50	43.00
BUS	156	.200	144.00	720.00	102.00	510.00	70.83
BUS	158	.200	150.00	750.00	54.00	270.00	36.00
BUS	160	.200	150.00	750.00	36.00	180.00	24.00
BUS	195	.600	420.00	700.00	297.00	495.00	70.71
BUS	250	.200	150.00	750.00	72.00	360.00	48.00
BUS	***						
BUS	***	9.871	6539.00	662.44	4798.00	486.07	73.37
CA	167	.200	90.00	450.00	81.00	405.00	90.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 280	130630	.067	20.00	298.50	18.00	268.65	90.00
*****	CA	.267	110.00	411.98	99.00	370.78	90.00
CD 101	130500	.067	30.00	447.76	19.00	283.58	63.33
CD 106	130500	.150	60.00	400.00	96.00	640.00	160.00
CD 123	130500	.200	135.00	675.00	114.00	570.00	84.44
CD 125	130500	2.800	1950.00	696.42	1428.00	510.00	73.23
CD 127	130500	.400	270.00	675.00	120.00	315.00	46.66
CD 129	130500	.400	270.00	675.00	120.00	300.00	44.44
CD 130	130500	.200	135.00	675.00	156.00	780.00	115.55
CD 131	130500	.600	435.00	725.00	234.00	390.00	53.79
CD 132	130500	.200	60.00	300.00	51.00	255.00	85.00
CD 134	130500	.200	135.00	675.00	63.00	315.00	46.66
CD 141	130500	.200	135.00	675.00	114.00	570.00	84.44
CD 143	130500	.200	135.00	675.00	48.00	240.00	35.53
CD 145	130500	.200	111.00	555.00	36.00	180.00	32.43
CD 199	130500	.200	111.00	555.00	3.00	3.00	100.00
CD 299	130500	.600	345.00	575.00	177.00	295.00	51.30
*****	CD	6.417	4209.00	655.91	2785.00	434.00	66.16
CSIS1105	070100	.566	355.00	627.20	245.00	432.86	69.01
CSIS1110	070100	2.800	1950.00	696.42	1728.00	617.14	88.61
CSIS1112	070100	.400	144.00	360.00	120.00	300.00	83.33
CSIS1113	070100	.200	90.00	450.00	63.00	315.00	70.00
CSIS1114	070100	.283	140.00	494.69	50.00	176.67	35.71
CSIS1115C	070100	.350	220.00	771.42	72.00	205.71	26.66
CSIS1119	070100	.400	144.00	360.00	126.00	315.00	87.50
CSIS1132	070100	.142	60.00	422.53	37.50	264.08	62.50
CSIS1134	070100	.283	250.00	883.39	150.00	530.03	60.00
CSIS1135	070100	.283	120.00	424.02	155.00	194.34	45.83
CSIS1137	070100	.283	120.00	424.02	60.00	229.68	54.16
CSIS1138	070100	.283	120.00	424.02	411.42	212.01	50.00
CSIS1140	070100	.350	144.00	411.42	78.00	222.85	54.16
CSIS1151A	070100	.200	72.00	411.42	78.00	222.85	54.16
CSIS1151D	070100	.200	72.00	411.42	78.00	222.85	54.16
CSIS1160	070100	.600	294.00	390.00	216.00	360.00	108.33
CSIS1190	070100	.200	72.00	411.42	78.00	222.85	54.16
CSIS1195	070100	.350	144.00	411.42	78.00	222.85	54.16
CSIS1280	070100	.133	40.00	404.49	30.00	405.85	112.50
CSIS1293	070100	.700	288.00	300.75	16.00	168.53	41.66
CSIS2296	070100	.350	144.00	411.42	276.00	120.30	40.83
CSIS2297	070100	.350	144.00	411.42	132.00	377.14	91.66
CSIS2299	070100	.350	144.00	411.42	66.00	188.57	45.83
CSIS2299	070100	.200	84.00	420.00	27.00	135.00	32.14
*****	CSIS	9.884	5261.00	532.27	3849.50	389.46	73.17
CVTE107	121300	.067	16.00	238.80	16.00	238.80	100.00
CVTE110	121300	.133	120.00	902.25	102.00	766.91	85.00
CVTE111	121300	.267	240.00	898.87	200.00	749.06	83.33
CVTE112	121300	1.033	480.00	464.66	408.00	394.96	85.33
CVTE113	121300	.517	240.00	464.21	204.00	394.58	85.00

SJK IS  
 KUN ON: 01-05-2006 08:19:56  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 SUBJECT: WSCM ANALYSIS  
 MO: 3  
 VOL: 3

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCM/FTEF	EARNED WSCH	EARNED WSCM/FTEF	% OF MAX
AJ 102	210500	.307	225.00	730.75	54.00	175.38	24.00
AJ 103	210500	.446	325.00	728.04	91.00	203.85	28.00
AJ 107	210500	.979	828.00	845.32	310.50	316.99	37.50
AJ 110	210500	.400	300.00	750.00	207.00	517.50	69.00
AJ 262B	210500	.067	50.00	746.26	12.00	179.10	24.00
AJ *****	AJ	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 *****	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 *****	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 *****	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 *****	CD	1.000	685.50	685.50	554.45	554.45	80.88
CSIS1110	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
CSIS2299	070100	.133	56.00	421.05	22.00	165.41	39.28
CSIS *****	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 *****	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	.900	180.00	225.00	180.00	225.00	100.00
NURS132	120300	1.900	459.00	241.57	342.00	180.00	174.50
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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	110	2.200	1650.00	750.00	1368.00	621.81	82.90
AOJ	111	.200	150.00	750.00	54.00	270.00	36.00
AOJ	120	.200	111.00	555.00	81.00	405.00	72.97
AOJ	128	.111	50.00	450.45	42.00	378.37	84.00
AOJ	130	.222	100.00	450.45	72.00	324.32	72.00
AOJ	148	.849	390.00	459.36	420.00	494.69	107.69
AOJ	150	.700	360.00	514.28	408.00	582.85	113.33
AOJ	200	.600	450.00	750.00	387.00	645.00	86.00
AOJ	202	.400	300.00	750.00	228.00	570.00	76.00
AOJ	204	.200	150.00	750.00	69.00	345.00	46.00
AOJ	206	.400	255.00	637.50	252.00	630.00	98.82
AOJ	218	.700	336.00	480.00	360.00	514.28	107.14
AOJ	220	.350	168.00	480.00	174.00	497.14	103.57
AOJ	230	.400	210.00	525.00	177.00	442.50	84.28
AOJ	240	.400	105.00	525.00	57.00	285.00	54.28
AOJ	252	.700	360.00	514.28	294.00	420.00	81.66
AOJ	254	.283	130.00	459.36	155.00	547.70	119.23
AOJ	254	8.715	5275.00	605.27	4598.00	527.59	87.16
BOT	101	.325	35.00	174.12	30.00	92.30	300.00
BOT	106	.201	22.00	82.70	58.00	288.55	165.71
BOT	107	.266	60.00	750.00	114.00	428.57	518.18
BOT	109	.400	90.00	225.00	192.00	540.00	72.33
BOT	110	.400	90.00	225.00	69.00	345.00	46.00
BOT	161	.200	90.00	450.00	57.00	285.00	63.33
BOT	163	.266	66.00	248.12	70.00	263.15	106.06
BOT	176	.150	15.00	441.69	72.00	480.00	480.00
BOT	179	.283	125.00	441.69	59.00	208.48	47.20
BOT	216	3.091	1193.00	385.95	1153.00	373.01	96.64
BUS	110	.600	450.00	750.00	375.00	625.00	83.33
BUS	115	.200	147.00	735.00	57.00	285.00	38.77
BUS	120	2.136	1600.00	749.06	1472.00	689.13	92.00
BUS	121	1.335	1000.00	749.06	516.00	386.51	51.60
BUS	125	1.600	1200.00	750.00	825.00	515.62	68.75
BUS	128	2.000	1268.00	750.00	585.00	292.50	76.17
BUS	141	.200	150.00	750.00	72.00	360.00	48.00
BUS	142	.200	150.00	750.00	30.00	150.00	20.00
BUS	146	.200	150.00	750.00	96.00	480.00	64.00
BUS	152	.133	60.00	451.12	24.00	180.45	40.00
BUS	155	.200	150.00	750.00	48.00	240.00	32.00
BUS	156	.200	132.00	750.00	39.00	195.00	26.00
BUS	158	.200	108.00	660.00	84.00	420.00	63.63
BUS	195	.600	405.00	675.00	294.00	490.00	72.59
BUS	250	.200	108.00	540.00	51.00	255.00	47.22
BUS	253	.200	144.00	720.00	66.00	330.00	45.83
BUS	253	.200	150.00	750.00	39.00	195.00	26.00
BUS	258	10.404	6914.00	664.55	4673.00	449.15	67.58

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 167	CA	130630	135.00	675.00	72.00	360.00	53.33
CD 103		.067	50.00	746.26	21.00	313.43	42.00
CD 106		.150	66.00	440.00	111.00	740.00	168.18
CD 123		.200	135.00	675.00	111.00	555.00	82.22
CD 124		.200	135.00	675.00	99.00	495.00	73.33
CD 125		2.400	1713.00	713.75	1473.00	613.75	85.98
CD 127		.200	135.00	675.00	102.00	510.00	75.55
CD 129		.400	270.00	675.00	138.00	345.00	51.11
CD 130		.200	135.00	675.00	141.00	705.00	104.44
CD 131		.600	420.00	700.00	318.00	530.00	75.71
CD 132		.200	75.00	375.00	36.00	180.00	48.00
CD 134		.200	150.00	750.00	90.00	450.00	60.00
CD 136		.200	135.00	675.00	84.00	420.00	76.00
CD 141		.200	135.00	675.00	102.00	510.00	75.55
CD 143		.200	135.00	675.00	66.00	330.00	48.88
CD 145		.200	135.00	675.00	75.00	375.00	55.55
CD 299		.200	130500	670.27	3024.00	519.85	77.55
CD *****		5.817	3899.00	670.27	3024.00	519.85	77.55
CSIS1105		.566	385.00	680.21	205.00	362.19	53.24
CSIS1110		2.800	1920.00	685.71	1554.00	555.00	80.93
CSIS1112		.400	144.00	360.00	114.00	285.00	79.16
CSIS1113		.400	162.00	405.00	87.00	217.50	53.70
CSIS1114		.283	120.00	424.02	65.00	229.68	54.16
CSIS115A		.350	144.00	411.42	120.00	342.85	83.35
CSIS1119		.400	144.00	411.42	117.00	292.50	81.25
CSIS1134		.283	250.00	360.00	215.00	229.71	86.00
CSIS1135		.283	120.00	424.02	90.00	759.71	75.00
CSIS1137		.217	112.00	424.02	80.00	318.02	66.66
CSIS1141		.200	72.00	516.12	40.00	282.68	35.71
CSIS1151A		.200	172.00	360.00	57.00	184.33	79.16
CSIS1151D		.600	294.00	490.00	225.00	285.00	76.53
CSIS1160		.200	72.00	360.00	22.00	375.00	10.00
CSIS1165		.350	144.00	411.42	126.00	360.00	87.50
CSIS1190		.350	144.00	411.42	102.00	291.49	70.83
CSIS1195		.167	72.00	431.13	42.00	251.49	58.33
CSIS1251D		.200	72.00	360.00	48.00	240.00	66.66
CSIS1276		.200	72.00	360.00	42.00	210.00	58.33
CSIS1293		.700	288.00	411.42	204.00	291.42	70.83
CSIS1296		.350	144.00	411.42	114.00	325.71	79.16
CSIS1299		.200	84.00	420.00	60.00	300.00	71.42
CSIS *****		9.782	5079.00	519.21	3779.00	386.32	74.40
CVTE100		.133	120.00	902.25	102.00	766.91	85.00
CVTE101		.267	240.00	898.87	204.00	764.04	85.00
CVTE102		1.033	480.00	464.21	408.00	394.96	85.00
CVTE103		.517	240.00	464.21	204.00	394.58	85.00
CVTE200		.433	150.00	346.42	171.00	394.91	114.00



02-14-2006 11:33:31  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA	280	130630	20.00	298.50	19.00	283.58	95.00
*****	CA	.267	110.00	411.98	94.00	352.05	85.45
CD	102	130500	30.00	447.76	15.00	223.88	50.00
CD	109	130500	60.00	400.00	72.00	480.00	120.00
CD	111	130500	60.00	400.00	27.00	180.00	45.00
CD	123	130500	135.00	675.00	126.00	630.00	93.33
CD	125	130500	135.00	691.07	1503.00	536.78	77.67
CD	126	130500	135.00	675.00	114.00	570.00	84.44
CD	127	130500	270.00	675.00	168.00	420.00	62.22
CD	128	130500	135.00	675.00	96.00	480.00	71.11
CD	129	130500	105.00	525.00	63.00	315.00	60.00
CD	130	130500	150.00	750.00	174.00	870.00	116.00
CD	131	130500	420.00	700.00	330.00	550.00	78.57
CD	132	130500	60.00	300.00	45.00	225.00	75.00
CD	134	130500	135.00	675.00	129.00	645.00	95.55
CD	141	130500	135.00	675.00	72.00	360.00	53.33
CD	143	130500	135.00	675.00	135.00	675.00	100.00
CD	145	130500	75.00	555.00	57.00	285.00	51.35
CD	174	130500	3.00	375.00	45.00	225.00	60.00
CD	199	130500	3.00	642.21	3.00	3.00	100.00
*****	CD	6.367	4089.00	642.21	3174.00	498.50	77.62
CSIS	105	070100	355.00	627.20	185.00	326.85	52.11
CSIS	110	070100	1920.00	685.71	1536.00	548.57	80.00
CSIS	112	070100	144.00	360.00	99.00	247.50	68.75
CSIS	113	070100	90.00	450.00	54.00	270.00	60.00
CSIS	114	070100	140.00	494.69	85.00	300.35	60.71
CSIS	119	070100	144.00	360.00	114.00	285.00	79.16
CSIS	132	070100	60.00	422.53	140.00	281.69	66.66
CSIS	134	070100	370.00	653.71	305.00	538.86	82.43
CSIS	135	070100	120.00	424.02	100.00	353.35	83.33
CSIS	136	070100	120.00	424.02	75.00	335.68	62.50
CSIS	137	070100	120.00	424.02	95.00	335.68	62.50
CSIS	140	070100	144.00	411.42	90.00	247.34	58.33
CSIS	144	070100	72.00	360.00	48.00	240.00	66.66
CSIS	151A	070100	294.00	490.00	225.00	375.00	76.53
CSIS	151D	070100	72.00	360.00	72.00	360.00	100.00
CSIS	160	070100	144.00	431.13	78.00	287.42	66.66
CSIS	190	070100	120.00	600.00	42.00	210.00	35.00
CSIS	195	070100	40.00	300.75	30.00	225.56	75.00
CSIS	220	070100	40.00	411.42	204.00	291.42	70.83
CSIS	280	070100	144.00	411.42	144.00	411.42	100.00
CSIS	293	070100	144.00	411.42	60.00	171.42	41.66
CSIS	296	070100	144.00	411.42	60.00	171.42	41.66
CSIS	297	070100	5237.00	519.08	3799.00	376.54	72.54
*****	CSIS	10.089	5237.00	519.08	3799.00	376.54	72.54
CVTE	107	121300	25.00	373.13	22.00	328.35	88.00
CVTE	110	121300	120.00	902.25	98.00	736.84	81.66

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	754.29	270.94	285.20	37.50
AOJ 107	210500	.979	605.31	618.23	665.84	680.12	109.77
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 *****	210500	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 *****	050800	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 *****	130630	.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	405.00	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 *****	130500	.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 *****	070100	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 *****	121300	.350	300.00	857.14	114.00	325.71	38.00
HESCC205	219900	.200	150.00	750.00	39.00	195.00	26.00
HESCC206	219900	.200	150.00	750.00	51.00	255.00	34.00
HESCC *****	219900	.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	343.28	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

\*\*\* CENSUS CLASSES \*\*\*  
 \*\*\* EARNED CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 258	050990	.200	108.00	540.40	39.00	195.00	36.11
*****	BUS	10.821	7255.00	670.45	5408.00	499.76	74.54
CA 167	130630	.200	135.00	675.00	87.00	435.00	64.44
*****	CA	.200	135.00	675.00	87.00	435.00	64.44
CD 101	130510	.067	50.00	746.26	24.00	358.20	48.00
CD 108	130510	.150	66.00	440.00	93.00	620.00	140.90
CD 110	130510	.150	66.00	440.00	33.00	220.00	50.00
CD 123	130510	.200	135.00	675.00	105.00	525.00	77.77
CD 124	130510	.200	135.00	675.00	99.00	495.00	73.33
CD 125	130510	.200	135.00	675.00	153.00	640.00	89.66
CD 126	130510	.400	270.00	675.00	198.00	495.00	73.33
CD 127	130510	.200	135.00	675.00	102.00	510.00	75.55
CD 128	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 129	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 130	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 131	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 134	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 136	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 137	130510	.200	135.00	675.00	117.00	360.00	53.33
CD 141	130510	.200	135.00	675.00	111.00	420.00	62.22
CD 143	130510	.200	135.00	675.00	111.00	420.00	62.22
CD 145	130510	.200	135.00	675.00	66.00	555.00	82.22
CD 160	130510	.200	135.00	675.00	39.00	330.00	48.88
CD 175	130510	.200	135.00	675.00	102.00	195.00	28.88
CD 199	130510	.200	135.00	675.00	18.00	510.00	75.55
*****	CD	6.567	4469.00	680.52	3513.00	534.94	100.00
*****	CD	6.567	4469.00	680.52	3513.00	534.94	78.60
CSIS1105	070300	.566	385.00	680.21	290.00	512.36	75.32
CSIS1110	070300	.500	2460.00	702.85	2046.00	584.57	83.17
CSIS1112	070300	.600	219.00	365.00	177.00	295.57	80.82
CSIS1113	070300	.400	162.00	405.00	96.00	240.00	59.25
CSIS1114	070300	.283	120.00	424.02	100.00	353.35	83.33
CSIS1119	070300	.400	144.00	653.71	138.00	345.00	95.83
CSIS1134	070300	.566	370.00	424.02	270.00	485.86	74.33
CSIS1135	070300	.283	120.00	424.02	100.00	247.34	58.33
CSIS1136	070300	.283	120.00	424.02	110.00	353.35	83.33
CSIS1137	070300	.283	120.00	424.02	110.00	388.69	91.66
CSIS1141	070300	.217	112.00	516.12	56.00	258.06	50.00
CSIS151A	070300	.200	72.00	360.00	66.00	330.00	91.66
CSIS151D	070300	.600	294.00	490.00	219.00	365.00	74.48
CSIS160	070300	.200	72.00	360.00	72.00	360.00	100.00
CSIS165	070300	.350	144.00	411.42	66.00	188.57	45.83
CSIS190	070300	.350	144.00	411.42	66.00	188.57	45.83
CSIS195	070300	.178	72.00	404.49	54.00	411.42	100.00
CSIS251D	070300	.200	72.00	360.00	54.00	387.64	95.83
CSIS276	070300	.200	72.00	360.00	54.00	270.00	75.00
CSIS293	070300	.700	288.00	411.42	270.00	345.00	95.83
CSIS296	070300	.350	144.00	411.42	114.00	325.71	79.16

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J 102		210500	144.00	467.53	117.00	379.87	81.25
A0J 103		210500	227.50	509.06	195.00	436.33	85.71
A0J 107		210500	726.00	767.60	703.31	743.61	96.87
A0J 110		210500	261.00	652.50	171.00	427.50	65.51
A0J 250D		210500	58.50	585.00	19.01	190.10	32.49
A0J 262A		210500	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	200.00	749.06	228.00	853.93	114.00
BUS 121		050200	100.00	374.53	108.00	404.49	108.00
BUS 251		050990	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	25.00	373.13	22.00	328.35	88.00
CA 166		130630	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	330.00	825.00	255.00	637.50	77.27
CD 128		130510	135.00	675.00	117.00	585.00	86.66
CD *****		.600	465.00	775.00	372.00	620.00	80.00
CSIS142		070300	112.00	421.05	90.00	338.34	80.35
CSIS143		070300	112.00	421.05	76.00	285.71	67.85
CSIS144		070300	56.00	421.05	18.00	135.33	32.14
CSIS145		070300	56.00	421.05	18.00	135.33	32.14
CSIS172		070300	100.00	751.87	66.00	496.24	66.00
CSIS173B		070300	100.00	751.87	44.00	330.82	44.00
CSIS175B		070300	50.00	375.93	31.00	233.08	62.00
CSIS299		070300	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	150.00	750.00	129.00	645.00	86.00
HESC150		219900	168.75	843.75	155.25	776.25	92.00
HESC299		219900	105.00	525.00	36.00	180.00	34.28
HESC *****		.600	423.75	706.25	320.25	533.75	75.57
NURS118		120300	35.00	522.38	28.00	417.91	80.00
NURS119		120300	35.00	522.38	35.00	522.38	100.00
NURS140		120300	140.00	526.31	80.00	300.75	57.14
NURS205		120300	180.00	181.26	156.00	157.09	86.66
NURS299		120300	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	135.00	112.50	129.00	107.50	95.55
RESP *****		1.200	135.00	112.50	129.00	107.50	95.55

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	110	2105000	1500.00	750.00	1527.00	763.50	101.80
AOU	125	2105000	150.00	750.00	87.00	435.00	58.00
AOU	148	2105000	200.00	353.35	265.00	468.19	132.50
AOU	150	2105000	180.00	514.28	234.00	668.57	130.00
AOU	200	2105000	405.00	675.00	432.00	720.00	106.66
AOU	202	2105000	150.00	750.00	204.00	1020.00	136.00
AOU	204	2105000	255.00	750.00	213.00	532.50	83.52
AOU	206	2105000	150.00	750.00	186.00	930.00	124.45
AOU	207	2105000	111.00	555.00	84.00	330.00	80.00
AOU	208	2105000	1105.00	5228.57	180.00	420.00	80.00
AOU	218	2105000	150.00	342.85	180.00	514.28	120.00
AOU	220	2105000	120.00	5225.00	168.00	420.00	80.00
AOU	230	2105000	150.00	750.00	120.00	600.00	80.00
AOU	240	2105000	210.00	750.00	144.00	411.42	120.00
AOU	252	2105000	120.00	342.85	270.00	477.03	135.00
AOU	254	2105000	200.00	353.35	63.00	315.00	56.75
AOU	260	2105000	111.00	555.00	63.00	315.00	56.75
AOJ	260	2105000	4267.00	581.96	4423.00	603.24	103.65
AOJ	***	7.332					
BOT	101	0514000	60.00	184.61	96.00	295.38	160.00
BOT	107	0514000	70.00	263.15	66.00	248.12	94.28
BOT	161	0514200	150.00	750.00	87.00	435.00	58.00
BOT	216	0514000	100.00	353.35	104.00	367.49	104.00
BOT	222	0514000	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	0514000	375.00	625.00	357.00	595.00	95.20
BUS	110	0501000	450.00	750.00	399.00	665.00	88.66
BUS	114	0514000	20.00	298.50	40.00	587.01	200.00
BUS	115	0506000	150.00	750.00	96.00	480.00	64.00
BUS	118	0509500	132.00	660.00	57.00	285.00	43.18
BUS	120	0502000	1600.00	749.06	1428.00	668.53	89.25
BUS	121	0502000	1000.00	749.06	804.00	602.24	80.40
BUS	125	0501000	1017.00	726.42	948.00	677.14	93.21
BUS	127	0514000	75.00	187.50	108.00	270.00	144.00
BUS	128	0501000	672.00	384.00	669.00	382.28	99.55
BUS	141	0506000	150.00	750.00	81.00	405.00	54.00
BUS	144	0509000	300.00	750.00	195.00	330.00	44.00
BUS	146	0509000	300.00	750.00	111.00	487.50	65.00
BUS	156	0506000	144.00	720.00	42.00	555.00	77.08
BUS	163	0514000	45.00	225.00	26.00	195.48	93.33
BUS	164	0514000	30.00	225.56	52.00	390.97	86.66
BUS	176	0502000	30.00	300.00	69.00	460.00	173.33
BUS	179	0502000	45.00	300.00	44.00	555.00	82.22
BUS	195	1304000	540.00	675.00	48.00	240.00	53.33
BUS	250	0509900	90.00	450.00	60.00	534.32	86.10
BUS	***	11.304	7015.00	620.57	6040.00	534.32	
CA	167	1306300	90.00	450.00	69.00	345.00	76.66
CA	280	1306300	20.00	298.50	30.00	447.76	150.00

SUBJECT	TOP	TOTAL FTEF	MAX WSCHE	MAX WSCHE/FTEF	EARNED WSCHE	EARNED WSCHE/FTEF	% OF MAX
AOU	100	210500	138.38	593.90	126.08	541.11	91.11
AOU	101	210500	59.25	713.85	33.58	404.57	56.67
AOU	110	210500	150.00	750.00	81.00	405.00	54.00
AOU	142	210500	150.00	750.00	102.00	510.00	68.00
AOU	251A	210500	100.00	598.80	87.50	523.95	87.50
AOU	251B	210500	80.00	479.04	75.00	449.10	93.75
AOU	299	210500	721.97	760.12	385.05	405.40	53.33
*****	AOU	1.999	1399.60	699.86	890.21	445.14	63.60
BUS	086	051400	20.00	74.85	52.00	194.61	260.00
BUS	120	050200	200.00	749.06	212.00	794.00	106.00
BUS	121	050200	200.00	749.06	192.00	719.10	96.00
BUS	252	050900	72.00	720.00	34.50	345.00	47.91
BUS	256	050990	99.69	749.54	47.85	359.77	47.99
BUS	257	050990	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	130630	35.00	522.38	33.00	492.53	94.28
CA	166	130630	35.00	522.38	28.00	417.91	80.00
*****	CA	.134	70.00	522.38	61.00	455.22	87.14
CD	125	130510	400.00	787.50	213.00	532.50	67.61
CD	128	130510	200.00	675.00	117.00	585.00	86.66
CD	299	130510	45.00	671.64	31.00	462.68	68.88
*****	CD	.667	495.00	742.12	361.00	541.22	72.92
CSIS	142	070300	104.00	390.97	92.00	345.86	88.46
CSIS	143	070300	104.00	390.97	82.00	308.27	78.84
CSIS	144	070300	48.00	360.90	28.00	210.52	58.33
CSIS	145	070300	48.00	360.90	34.00	225.63	70.83
CSIS	172	070300	100.00	751.87	34.00	255.63	34.00
CSIS	173B	070300	100.00	751.87	88.00	661.65	88.00
CSIS	174B	070300	48.00	360.90	38.00	285.71	79.16
CSIS	274B	070300	48.00	360.90	40.00	300.75	83.33
*****	CSIS	1.330	600.00	451.12	436.00	327.81	72.66
CVTE	225	121300	75.00	500.00	78.00	520.00	104.00
*****	CVTE	.150	75.00	500.00	78.00	520.00	104.00
HESC	205	219900	150.00	750.00	75.00	375.00	50.00
HESC	206	219900	150.00	750.00	72.00	360.00	48.00
*****	HESC	.400	300.00	750.00	147.00	367.50	49.00
NURS	110	120300	174.57	455.79	139.65	364.62	79.99
NURS	117	120300	35.00	530.30	21.00	318.18	60.00
NURS	119	120300	36.00	537.31	13.00	194.02	36.11
NURS	133	120300	384.00	228.00	358.80	213.03	93.43
NURS	135	120300	359.25	213.12	335.25	198.89	93.31
NURS	137	120300	359.25	219.20	323.33	197.28	90.00

SKDS71-IN 14-2004 14:11:59  
 RUN ON: 0. 14-2004 14:11:59  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES  
 GROSSMONT COLLEGE  
 SUBJECT WSCH ANALYSIS  
 \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 253	050990	.200	144.00	720.00	75.00	375.00	52.08
BUS 258	050990	.200	144.00	720.00	54.00	270.00	37.50
*****	BUS	11.520	7329.00	636.19	6498.00	564.06	88.66
CA 167	130630	.200	135.00	675.00	60.00	300.00	44.44
*****	CA	.200	135.00	675.00	60.00	300.00	44.44
CD 102	130510	.067	50.00	746.26	19.00	283.58	38.00
CD 106	130510	.150	66.00	440.00	51.00	340.00	77.27
CD 113	130510	.150	66.00	440.00	48.00	320.00	72.72
CD 123	130510	.200	105.00	525.00	78.00	390.00	74.28
CD 124	130510	.200	135.00	675.00	108.00	540.00	80.00
CD 125	130510	.200	1689.00	767.72	1476.00	670.90	87.38
CD 126	130510	.400	270.00	675.00	177.00	442.50	65.55
CD 127	130510	.200	135.00	675.00	132.00	442.50	65.55
CD 128	130510	.400	270.00	675.00	132.00	442.50	65.55
CD 129	130510	.200	135.00	675.00	93.00	465.00	68.88
CD 130	130510	.200	135.00	675.00	108.00	540.00	80.00
CD 131	130510	.400	285.00	712.50	258.00	645.00	90.52
CD 134	130510	.200	66.00	330.00	24.00	120.00	36.36
CD 136	130510	.200	135.00	675.00	78.00	390.00	57.77
CD 137	130510	.200	135.00	675.00	81.00	360.00	53.33
CD 141	130510	.200	108.00	540.00	72.00	405.00	75.00
CD 143	130510	.200	135.00	675.00	114.00	570.00	84.44
CD 145	130510	.200	135.00	675.00	84.00	420.00	62.22
CD 153	130510	.200	135.00	675.00	57.00	420.00	62.22
CD 155	130510	.200	111.00	555.00	84.00	420.00	51.35
CD 162	130510	.400	210.00	525.00	144.00	285.00	68.57
*****	CD	6.767	4487.00	663.07	3514.00	519.28	78.31
CSIS105	070300	.849	440.00	518.25	310.00	365.13	70.45
CSIS110	070300	.550	3120.00	685.71	2592.00	569.67	83.07
CSIS112	070300	.600	228.00	380.00	207.00	345.00	90.78
CSIS113	070300	.600	234.00	390.00	189.00	315.00	80.76
CSIS114	070300	.283	120.00	424.02	95.00	335.68	79.16
CSIS119	070300	.600	282.00	470.00	198.00	330.00	70.21
CSIS132	070300	.142	60.00	422.53	50.00	352.11	83.33
CSIS134	070300	.566	370.00	653.71	345.00	609.54	93.24
CSIS135	070300	.283	120.00	423.57	125.00	441.22	104.16
CSIS136	070300	.283	150.00	530.03	170.00	247.34	46.66
CSIS137	070300	.283	120.00	424.02	110.00	388.69	91.66
CSIS140	070300	.350	144.00	411.42	138.00	394.28	95.83
CSIS141	070300	.217	96.00	442.39	48.00	221.19	50.00
CSIS151A	070300	.200	72.00	442.39	66.00	330.00	91.66
CSIS151D	070300	.800	366.00	457.50	321.00	401.25	87.70
CSIS160	070300	.200	72.00	360.00	72.00	360.00	100.00
CSIS165	070300	.350	144.00	411.42	174.00	497.14	120.83
CSIS195	070300	.350	144.00	411.42	108.00	497.14	75.00
CSIS195	070300	.167	72.00	431.13	63.00	377.24	87.50
CSIS293	070300	.700	288.00	411.42	222.00	317.14	77.08

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J 102	210500	.308	144.00	467.53	117.00	379.87	81.25
A0J 103	210500	.447	227.50	508.94	221.00	494.40	97.14
A0J 110	210500	.200	150.00	750.00	114.00	570.00	76.00
A0J 262B	210500	.067	62.50	932.83	12.50	186.56	20.00
***** A0J		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	108.00	270.67	109.73	387.73	10973.00
CSIS132	070300	.142	108.00	406.01	55.00	387.32	5500.85
CSIS142	070300	.369	108.00	360.90	110.00	275.68	101.00
CSIS143	070300	.266	48.00	360.90	46.00	172.93	42.59
CSIS145	070300	.133	100.00	751.87	38.00	285.71	79.16
CSIS173B	070300	.133	100.00	375.93	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	100.00	375.93	11.00	333.33	1100.00
CSIS186B	070300	.033	100.00	375.93	11.00	333.33	1100.00
CSIS274B	070300	.266	100.00	751.87	84.00	315.78	84.00
CSIS275B	070300	.133	100.00	751.87	30.00	225.56	30.00
CSIS280	070300	.133	100.00	751.87	43.86	329.77	4386.00
CSIS299	070300	.342	714.00	264.93	117.86	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	.200	150.00	750.00	120.00	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	1174.00	207.53	96.66
NURS140	120300	.266	140.00	526.31	104.00	390.97	74.28
NURS205	120300	.993	180.00	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



SKD5771-INS  
 RUN ON: 06-16-2003 08:27:12  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

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

PAGE: 1  
 SPRING 2003  
*ALOSE*

DIVISION	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	122.00	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	115.00	750.00	189.00	945.00	126.00
AOJ	204	210500	.200	1105.00	525.00	63.00	315.00	60.00
AOJ	206	210500	.200	1105.00	750.00	195.00	975.00	130.00
AOJ	208	210500	.200	1105.00	525.00	78.00	390.00	74.28
AOJ	210	210530	.200	1150.00	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	.400	210.00	525.00	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	186.00	360.00	48.00
AOJ	252	210500	.350	120.00	352.85	155.00	531.42	155.00
AOJ	254	210500	.283	100.00	343.35	186.00	547.70	155.00
AOJ	254	210500	.283	100.00	583.91	4205.00	596.53	102.16
AOJ	*****		7.049	4116.00				
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	225.88	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	72.00	360.00	54.54
BUS	120	050200	2.136	1600.00	749.06	1564.00	732.20	97.75
BUS	121	050200	1.136	1000.00	749.06	901.00	674.15	90.00
BUS	122	050100	1.400	1035.00	739.28	981.00	700.71	94.78
BUS	125	051400	1.400	60.00	150.00	249.00	622.50	415.00
BUS	127	050100	1.750	672.00	384.00	336.00	363.42	94.64
BUS	128	050100	2.000	150.00	750.00	99.00	495.00	66.00
BUS	144	050900	.400	300.00	750.00	207.00	517.50	69.00
BUS	146	050900	.134	87.00	649.25	90.00	671.64	103.44
BUS	147A	050950	.200	132.00	660.00	54.00	270.00	40.90
BUS	156	050600	.200	1150.00	750.00	63.00	300.00	40.00
BUS	158	050600	.200	150.00	750.00	63.00	300.00	40.00
BUS	163	051400	.200	110.00	75.00	42.00	315.00	420.00
BUS	164	051400	.133	20.00	75.18	64.00	315.78	420.00
BUS	176	050200	.133	30.00	150.37	90.00	481.20	332.00
BUS	179	050200	.150	30.00	200.00	495.00	600.00	300.00
BUS	195	130400	.800	540.00	675.00	69.00	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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 299	CA	130630	90.00	450.00	72.00	360.00	80.00
*****	CA	.267	110.00	411.98	100.00	374.53	90.90
CD 101		.067	30.00	447.76	21.00	313.43	70.00
CD 109		.150	15.00	100.00	15.00	100.00	100.00
CD 112		.150	60.00	400.00	36.00	240.00	60.00
CD 125		2.400	1725.00	718.75	1359.00	566.25	78.78
CD 126		.400	270.00	675.00	1255.00	637.50	94.44
CD 129		.200	135.00	675.00	129.00	645.00	95.55
CD 130		.400	270.00	675.00	225.00	562.50	83.33
CD 131		.200	150.00	750.00	132.00	660.00	88.00
CD 132		.600	405.00	675.00	324.00	660.00	85.00
CD 134		.200	60.00	750.00	51.00	255.00	64.00
CD 136		.200	150.00	750.00	96.00	480.00	64.00
CD 141		.200	135.00	675.00	54.00	270.00	40.00
CD 143		.200	150.00	750.00	99.00	495.00	73.33
CD 145		.200	108.00	540.00	129.00	645.00	85.00
CD 160		.400	240.00	600.00	60.00	300.00	55.55
CD 299		.200	111.00	555.00	78.00	390.00	70.27
*****	CD	6.367	4149.00	651.64	3249.00	510.28	78.30
CSIS1105		.849	600.00	706.71	345.00	406.36	57.50
CSIS1110		4.900	3210.00	655.10	2526.00	515.51	78.69
CSIS1112		.600	264.00	440.00	177.00	295.00	67.04
CSIS1113		.600	294.00	490.00	207.00	345.00	70.40
CSIS1114		.283	200.00	706.71	270.00	247.34	35.00
CSIS1119		.600	252.00	422.00	174.00	290.00	69.04
CSIS1132		.142	60.00	653.71	305.00	404.92	95.83
CSIS1134		.566	370.00	424.02	90.00	318.02	75.00
CSIS1135		.283	120.00	424.02	80.00	282.02	66.66
CSIS1136		.283	120.00	424.02	85.00	300.02	70.83
CSIS1137		.283	120.00	424.02	110.00	388.02	91.66
CSIS1138		.283	144.00	411.42	66.00	188.57	45.83
CSIS1140		.350	144.00	411.42	72.00	360.00	100.00
CSIS151A		.200	72.00	360.00	300.00	375.00	100.00
CSIS151D		.800	366.00	457.50	300.00	375.00	81.96
CSIS160		.200	72.00	360.00	300.00	375.00	100.00
CSIS190		.350	144.00	411.42	96.00	274.28	66.66
CSIS195		.178	72.00	404.49	78.00	438.20	108.33
CSIS220		.200	90.00	450.00	36.00	180.00	40.00
CSIS251A		.200	72.00	360.00	36.00	180.00	50.00
CSIS270		.200	72.00	360.00	36.00	180.00	50.00
CSIS280		.133	60.00	451.12	54.00	406.01	90.00
CSIS293		.700	288.00	411.42	282.00	402.85	97.91
CSIS296		.350	144.00	411.42	120.00	342.85	83.33
CSIS297		.350	144.00	411.42	60.00	171.42	41.66
CSIS299		.400	144.00	360.00	105.00	262.50	72.91
*****	CSIS	14.283	7614.00	533.08	5639.50	394.84	74.06

SKDS71-11  
 RUN ON: 06-16-2003 08:27:12  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

GROSSMONT COLLEGE  
 SUBJECT WSCH ANALYSIS

\*\*\* DAILY CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	100	210500	116.44	559.80	116.44	559.80	100.00
AOJ	101	210500	37.03	446.14	31.11	374.81	84.01
AOJ	104	210500	718.88	743.64	175.73	181.78	24.44
AOJ	110	210500	150.00	750.00	84.00	420.00	56.00
AOJ	119	210500	1.50	1.50	1.50	1.50	100.00
AOJ	250B	210500	60.00	600.00	39.00	390.00	65.00
AOJ	262A	210500	45.00	671.64	13.00	194.02	28.88
AOJ	262A	210500	1128.85	694.80	460.78	283.60	40.81
BOT	101A	051400			111.00	680.98	11100.00
BOT	102	051400			3.00	3.00	300.00
BOT	102	051400			114.00	699.38	11400.00
BUS	086	051400	22.50	41.97	79.50	148.32	353.33
BUS	120	050200	200.00	749.06	184.00	689.13	92.00
BUS	121	050200	200.00	749.06	168.00	629.21	84.00
BUS	252	050900	72.00	720.00	51.00	510.00	70.83
BUS	256	050990	68.75	516.91	37.13	279.17	54.00
BUS	257	050990	36.00	360.00	26.25	262.50	72.91
BUS	257	050990	599.25	427.12	545.88	389.08	91.09
CA	163	130630	35.00	522.38	26.00	388.05	74.28
CA	166	130630	35.00	522.38	25.00	373.13	71.42
CD	125	130510	135.00	675.00	137.50	787.50	93.77
CD	128	130510	189.00	945.00	157.50	787.50	83.33
CD	138	130510	90.00	671.64	68.00	507.46	75.55
CD	299	130510	744.00	796.57	561.50	601.17	75.47
CSIS	105	070300	128.00	320.80	99.75	352.47	9975.00
CSIS	132	070300	104.00	390.97	50.25	353.87	5025.00
CSIS	142	070300	104.00	390.97	136.00	340.85	106.25
CSIS	143	070300	48.00	360.90	30.00	248.12	63.46
CSIS	144	070300	48.00	360.90	30.00	225.56	62.50
CSIS	145	070300	100.00	751.87	56.00	421.05	56.00
CSIS	172	070300	100.00	751.87	78.00	586.46	78.00
CSIS	173B	070300	48.00	180.45	60.00	225.56	125.00
CSIS	174B	070300	48.00	180.45	10.00	303.03	1000.00
CSIS	186A	070300	48.00	180.45	10.00	303.03	1000.00
CSIS	186B	070300	48.00	180.45	62.00	233.08	129.16
CSIS	274B	070300	48.00	180.45	39.00	293.23	3900.00
CSIS	280	070300	624.00	231.53	104.38	305.20	3438.00
CSIS	299	070300	624.00	231.53	831.38	308.48	133.23
CVTE	225	121300	75.00	500.00	66.00	440.00	88.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	BUS	12.054	7636.00	633.48	6776.00	562.13	88.73
CA 299	CA	.200	90.00	450.00	63.00	315.00	70.00
*****	CA	.200	90.00	450.00	63.00	315.00	70.00
CD 104		.067	30.00	447.76	25.00	373.13	83.33
CD 109		.150	66.00	440.00	63.00	420.00	95.45
CD 111		.150	66.00	440.00	48.00	320.00	72.72
CD 123		.200	111.00	555.00	105.00	525.00	94.59
CD 124		.400	285.00	712.50	165.00	412.50	57.89
CD 125		.800	2169.00	774.64	1725.00	616.07	79.52
CD 126		.400	270.00	675.00	180.00	450.00	66.66
CD 127		.200	135.00	675.00	123.00	615.00	91.11
CD 128		.200	135.00	675.00	113.00	575.00	100.00
CD 129		.200	135.00	675.00	111.00	555.00	100.00
CD 130		.200	111.00	555.00	111.00	555.00	100.00
CD 131		.400	270.00	675.00	264.00	660.00	97.77
CD 132		.200	66.00	330.00	36.00	180.00	54.54
CD 134		.400	285.00	712.50	165.00	412.50	57.89
CD 137		.200	150.00	750.00	153.00	765.00	102.00
CD 141		.200	135.00	675.00	114.00	570.00	84.44
CD 145		.200	111.00	555.00	72.00	360.00	64.86
*****	CD	6.567	4530.00	689.81	3595.00	547.43	79.35
*****	CD	1.132	720.00	636.04	480.00	424.02	66.66
CSISS1105		.950	3798.00	638.31	2940.00	494.11	77.40
CSISS1110		.600	228.00	380.00	192.00	320.00	84.21
CSISS1112		.600	216.00	360.00	210.00	350.00	97.22
CSISS1113		.283	120.00	424.02	105.00	371.02	87.50
CSISS1114		.350	144.00	411.42	66.00	188.57	45.83
CSISS1115		.600	282.00	470.00	180.00	300.00	63.82
CSISS1132		.142	60.00	422.53	180.00	264.08	62.50
CSISS1134		.849	360.00	424.02	310.00	365.13	86.11
CSISS1135		.283	120.00	424.02	110.00	388.69	91.66
CSISS1136		.283	120.00	530.03	95.00	335.69	63.33
CSISS1137		.350	120.00	424.02	110.00	388.69	91.66
CSISS1140		.217	96.00	442.39	48.00	222.19	50.16
CSISS1141		.800	366.00	457.50	297.00	222.19	50.16
CSISS1151D		.200	72.00	360.00	39.00	195.00	54.14
CSISS1160		.350	144.00	411.42	174.00	497.14	120.83
CSISS1165		.133	100.00	751.87	48.00	270.90	36.00
CSISS1173B		.133	100.00	751.87	36.00	270.90	36.00
CSISS1175B		.350	144.00	411.42	162.00	462.85	112.50
CSISS1190		.167	72.00	411.13	69.00	413.17	95.83
CSISS1195D		.200	72.00	360.00	69.00	345.00	95.83
CSISS2251D		.700	288.00	411.42	276.00	394.28	95.83
CSISS2293		.350	144.00	411.42	138.00	240.00	58.33
CSISS2294		.350	144.00	411.42	138.00	240.00	58.33
CSISS2296		.200	72.00	360.00	45.00	225.00	62.50
CSISS2299		.200	72.00	360.00	45.00	225.00	62.50

SKDS71-IN  
 RUN ON: 01-27-2003 12:00:20  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 166	130630	.067	40.00	597.01	17.00	253.73	42.50
***** CA		.067	40.00	597.01	17.00	253.73	42.50
CD 299	130510	.033	22.50	681.81	14.50	439.39	64.44
***** CD		.033	22.50	681.81	14.50	439.39	64.44
***** BUSINESS AND PROFESSIONAL STUDIES *****							
		.100	62.50	625.00	31.50	315.00	50.40

\*\*\* POSITIVE ATTENDANCE \*\*\*

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J	102	210500	144.00	500.86	85.50	297.39	59.37
A0J	103	210500	226.41	513.86	109.97	249.59	48.57
A0J	110	210500	150.00	750.00	81.00	405.00	54.00
A0J	240	210500	118.13	590.65	44.63	223.15	37.78
A0J	262B	210500	50.00	746.26	17.00	253.73	34.00
A0J	262C	210500	50.00	746.26	21.00	313.43	42.00
A0J	262D	210500	50.00	746.26	18.00	268.65	36.00
****	A0J	1.329	788.54	593.28	377.10	283.72	47.82
BOT	101A	051400					
****	BOT	.326			243.00	745.39	24300.00
BUS	120	050200	100.00	374.53	90.00	337.07	90.00
BUS	121	050200	100.00	374.53	90.00	337.07	90.00
BUS	128	050100	36.00	384.00	69.00	276.00	71.87
BUS	164	051400	30.00	225.56	28.00	210.52	93.33
BUS	251	050990	60.00	451.12	58.00	436.09	96.66
****	BUS	1.050	386.00	367.61	335.00	319.04	86.78
CA	163	130630	25.00	373.13	19.00	283.58	76.00
****	CA	.067	25.00	373.13	19.00	283.58	76.00
CD	125	130510	105.00	525.00	78.00	390.00	74.28
CD	129	130510	135.00	675.00	111.00	555.00	82.22
CD	148	130510	40.00	597.01	35.00	522.38	87.50
CD	168	130510	45.00	671.64	35.00	522.38	77.77
CD	169	130510	204.72	682.40	192.24	640.80	93.90
****	CD	.300	664.72	642.86	565.24	546.65	85.03
****	CD	1.034	664.72	642.86	565.24	546.65	85.03
CSIS	105	070300	96.00	240.60	106.00	265.66	110.41
CSIS	132	070300	96.00	240.60	106.00	265.66	110.41
CSIS	142	070300	96.00	240.60	106.00	265.66	110.41
CSIS	143	070300	96.00	240.60	106.00	265.66	110.41
CSIS	144	070300	48.00	360.90	32.00	240.60	66.66
CSIS	145	070300	48.00	360.90	32.00	240.60	66.66
CSIS	174B	070300	100.00	375.93	87.71	329.73	87.71
CSIS	186A	070300	100.00	375.93	87.71	329.73	87.71
CSIS	186B	070300	100.00	375.93	87.71	329.73	87.71
CSIS	274B	070300	100.00	375.93	87.71	329.73	87.71
CSIS	275B	070300	100.00	375.93	87.71	329.73	87.71
****	CSIS	.342	588.00	242.07	776.30	319.59	12086.00
****	CSIS	2.429	588.00	242.07	776.30	319.59	12086.00
HESC	110	219900	75.00	375.00	84.00	420.00	112.00
HESC	150	219900	75.00	375.00	84.00	420.00	112.00
HESC	299	219900	412.50	402.43	346.50	338.04	84.00
****	HESC	1.425	562.50	394.73	481.50	337.89	85.60

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 280	130630	.067	20.00	298.50	20.00	298.50	100.00
CA 299	130630	.200	90.00	450.00	81.00	405.00	90.00
CA		.267	110.00	411.98	101.00	378.27	91.81
CD 106	130510	.150	66.00	440.00	51.00	340.00	77.27
CD 112	130510	.150	60.00	400.00	51.00	340.00	85.00
CD 123	130510	.200	135.00	675.00	81.00	405.00	60.00
CD 125	130510	.400	1944.00	810.00	1275.00	531.25	65.58
CD 126	130510	.400	270.00	675.00	228.00	570.00	84.44
CD 127	130510	.400	270.00	675.00	189.00	472.50	70.00
CD 128	130510	.400	135.00	675.00	123.00	615.00	91.11
CD 129	130510	.200	270.00	675.00	177.00	442.50	65.55
CD 130	130510	.200	150.00	750.00	108.00	540.00	72.00
CD 131	130510	.400	405.00	675.00	321.00	555.00	79.25
CD 134	130510	.600	405.00	675.00	222.00	615.00	85.05
CD 136	130510	.200	261.00	750.00	123.00	615.00	82.00
CD 138	130510	.200	150.00	540.00	111.00	555.00	82.00
CD 141	130510	.200	108.00	540.00	78.00	390.00	102.77
CD 143	130510	.200	135.00	675.00	48.00	390.00	57.77
CD 145	130510	.200	108.00	540.00	96.00	240.00	44.44
CD 199	130510	.200	21.00	540.00	30.00	480.00	88.88
CD		6.500	4596.00	707.07	3312.00	509.53	142.85
CSIS1105	070300	1.132	720.00	636.04	595.00	525.61	82.63
CSIS1110	070300	5.600	3684.00	657.85	3018.00	538.92	81.92
CSIS1112	070300	.800	336.00	420.00	273.00	341.25	81.25
CSIS1113	070300	.600	216.00	360.00	207.00	345.00	95.83
CSIS1114	070300	.283	200.00	706.71	115.00	406.36	57.50
CSIS1115	070300	.350	144.00	411.42	132.00	377.14	91.66
CSIS1119	070300	.600	276.00	460.00	240.00	400.00	86.95
CSIS1132	070300	.284	120.00	422.53	92.50	325.70	77.08
CSIS1134	070300	.566	240.00	424.02	270.00	477.03	112.50
CSIS1135	070300	.283	120.00	424.02	120.00	424.02	100.00
CSIS1136	070300	.283	120.00	424.02	120.00	424.02	100.00
CSIS1138	070300	.283	120.00	424.02	120.00	424.02	100.00
CSIS1140	070300	.350	144.00	411.42	126.00	360.00	87.50
CSIS1141	070300	.217	96.00	442.39	76.00	350.23	79.16
CSIS1151D	070300	.800	366.00	457.50	288.00	360.00	78.68
CSIS1155	070300	.350	144.00	411.42	54.00	154.28	37.50
CSIS1172	070300	.266	114.00	556.39	96.00	360.00	64.86
CSIS1173B	070300	.133	100.00	751.87	28.00	210.52	28.00
CSIS1177C	070300	.200	150.00	750.00	75.00	375.00	50.00
CSIS1195	069900	.350	144.00	411.42	138.00	394.28	95.83
CSIS1196	070300	.178	90.00	405.61	33.00	322.47	79.16
CSIS1199	070300	.178	12.00	505.61	33.00	185.39	36.66
CSIS220	070300	.200	90.00	450.00	90.00	450.00	100.00
CSIS251A	070300	.200	90.00	450.00	66.00	330.00	91.66
CSIS280	070300	.133	60.00	451.12	68.00	511.27	113.33
CSIS293	070300	.700	288.00	411.42	282.00	402.85	97.91

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	101	2105000	157.50	504.64	125.00	400.51	79.36
AOU	104	2105000	759.38	764.19	236.25	237.74	31.11
AOU	199	2105000	1.13	1.13	1.13	1.13	100.00
AOU	250C	2105000	37.50	375.00	28.50	285.00	76.00
AOU	****		955.51	679.69	390.88	278.04	40.90
BOT	124	0514000					
BOT	****				14.00	14.00	1400.00
BUS	086	0514000	15.00	55.97	12.00	44.77	80.00
BUS	120	0502000	200.00	749.06	208.00	779.02	104.00
BUS	121	0502000	200.00	749.06	176.00	659.17	88.00
BUS	164	0514000	60.00	451.12	32.00	240.60	53.33
BUS	252	0509000	72.00	720.00	52.50	525.00	72.91
BUS	256	0509900	100.00	751.87	66.00	496.24	66.00
BUS	257	0509900	72.00	720.00	51.00	510.00	70.83
BUS	****		719.00	567.03	597.50	471.21	83.10
CA	163	1306300	35.00	522.38	36.00	537.31	102.85
CA	166	1306300	35.00	522.38	34.00	507.46	97.14
CA	****		70.00	522.38	70.00	522.38	100.00
CD	103	1305100	22.00	328.35	18.00	268.65	81.81
CD	125	1305100	315.00	787.50	249.00	622.50	79.04
CD	127	1305100	135.00	675.00	114.00	570.00	84.44
CD	128	1305100	135.00	675.00	129.00	645.00	95.55
CD	299	1305100	237.38	749.77	97.50	307.95	41.07
CD	****		844.38	713.39	607.50	513.26	71.94
CSIS	142	0703000	108.00	270.67	108.00	270.67	100.00
CSIS	143	0703000	108.00	270.67	88.00	220.55	81.48
CSIS	144	0703000	36.00	270.67	20.00	150.37	55.55
CSIS	145	0703000	36.00	270.67	30.00	225.56	83.33
CSIS	174B	0703000	148.00	556.39	54.00	203.00	36.48
CSIS	175B	0703000	100.00	751.87	44.00	330.82	44.00
CSIS	274B	0703000	98.00	368.42	43.00	161.65	43.87
CSIS	275B	0703000	100.00	751.87	40.00	300.75	40.00
CSIS	299	0703000	100.00	751.87	30.00	150.00	3000.00
CSIS	****		734.00	355.96	457.00	221.62	62.26
CVTE	225	1213000	69.00	460.00	51.00	340.00	73.91
CVTE	****		69.00	460.00	51.00	340.00	73.91
HESC	150	2199000	60.00	300.00	28.50	142.50	47.50
HESC	****		60.00	300.00	28.50	142.50	47.50
NURS	133	1203000	384.00	241.06	351.60	220.72	91.56
NURS	135	1203000	384.00	227.75	345.60	204.98	90.00
NURS	137	1203000	384.00	227.97	351.60	208.73	91.56



SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 216	051400	.566	200.00	353.35	135.00	238.51	67.50
BUS 250	050990	.200	150.00	750.00	87.00	435.00	58.00
BUS 253	050990	.200	150.00	750.00	123.00	615.00	82.00
BUS 258	050990	.200	96.00	480.00	81.00	405.00	84.37
CA 166	130630	.067	25.00	373.13	28.00	417.91	112.00
CD 109	130510	.150	66.00	440.00	30.00	200.00	45.45
CD 111	130510	.150	66.00	440.00	54.00	360.00	81.81
CD 123	130510	.200	108.00	540.00	87.00	435.00	80.55
CD 124	130510	.200	135.00	675.00	81.00	405.00	60.00
CD 126	130510	.600	405.00	2025.00	1536.00	640.00	81.52
CD 127	130510	.200	135.00	675.00	135.00	390.00	57.77
CD 128	130510	.200	135.00	675.00	123.00	615.00	91.11
CD 130	130510	.200	111.00	555.00	93.00	427.50	63.33
CD 131	130510	.600	405.00	2025.00	234.00	390.00	57.77
CD 132	130510	.200	66.00	330.00	48.00	240.00	72.72
CD 134	130510	.200	135.00	675.00	66.00	330.00	48.88
CD 137	130510	.200	150.00	750.00	147.00	735.00	98.00
CD 141	130510	.200	135.00	675.00	81.00	405.00	60.00
CD 145	130510	.200	111.00	555.00	45.00	225.00	40.54
CD 299	130510	.200	135.00	675.00	117.00	585.00	86.66
CD 4452	4452.00	6.500	4452.00	684.92	3282.00	504.92	73.71
CSIS105	070300	.849	600.00	706.71	515.00	606.59	85.83
CSIS110	070300	.950	3864.00	649.41	3276.00	550.58	84.78
CSIS112	070300	.800	300.00	375.00	227.00	337.50	90.00
CSIS113	070300	.600	216.00	360.00	210.00	330.00	97.22
CSIS114	070300	.283	200.00	706.71	165.00	583.03	82.50
CSIS115	070300	.350	144.00	411.42	126.00	360.00	79.50
CSIS119	070300	.800	372.00	465.00	297.00	371.25	93.75
CSIS132	070300	.284	120.00	422.53	112.50	396.12	97.43
CSIS134	070300	.849	390.00	459.36	380.00	447.58	97.43
CSIS135	070300	.283	120.00	422.53	120.00	424.02	100.00
CSIS136	070300	.283	120.00	422.53	120.00	424.02	100.00
CSIS140	070300	.350	144.00	411.42	140.00	342.85	83.33
CSIS141	070300	.217	104.00	479.26	40.00	184.33	38.46
CSIS151D	070300	1.000	438.00	431.42	309.00	309.00	70.54
CSIS165	070300	.350	144.00	411.42	48.00	137.14	33.33
CSIS172	070300	.266	148.00	556.39	102.00	383.45	68.91
CSIS173B	070300	.133	100.00	751.87	38.00	285.71	33.33
CSIS174B	070300	.133	200.00	1503.87	68.00	511.27	34.00
CSIS175B	070300	.133	100.00	751.87	53.00	375.93	52.00
CSIS177A	070300	.200	150.00	750.00	63.00	315.00	42.00
CSIS190	069900	.350	144.00	411.42	138.00	394.28	95.83
CSIS195	070300	.167	72.00	431.13	87.00	520.95	120.83

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	102	210500	112.00	307.10	91.00	249.52	81.25
AOJ	103	210500	190.97	406.31	109.13	232.19	57.14
AOJ	200	210500	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	30.00	447.76	4.00	59.70	13.33
BOT	***	0.067	30.00	447.76	4.00	59.70	13.33
BUS	120	050200	100.00	374.53	86.00	322.09	86.00
BUS	121	050200	100.00	374.53	112.00	419.47	112.00
BUS	164	051400	60.00	451.12	34.00	255.63	56.66
BUS	251	050990	60.00	801.12	64.00	481.20	106.66
BUS	299	051400	186.75	490.56	29.00	124.46	15.52
BUS	***	1.033	506.75	490.56	325.00	314.61	64.13
CA	163	130630	25.00	373.13	30.00	447.76	120.00
CA	***	0.067	25.00	373.13	30.00	447.76	120.00
CD	101	130510	30.00	447.76	16.25	242.53	54.16
CD	125	130510	105.00	525.00	99.00	495.00	94.28
CD	131	130510	202.50	1012.50	112.50	562.50	55.55
CD	148	130510	135.00	675.00	90.00	450.00	66.66
CD	299	130510	112.22	676.02	87.27	525.72	77.76
CD	***	0.833	584.72	701.94	405.02	486.21	69.26
CSIS	142	070300	96.00	360.90	84.00	315.78	87.50
CSIS	143	070300	96.00	360.90	62.00	233.08	64.58
CSIS	145	070300	48.00	360.90	26.00	195.48	54.16
CSIS	174B	070300	48.00	360.90	46.00	345.86	95.83
CSIS	274B	070300	148.00	556.39	56.00	210.52	37.83
CSIS	275B	070300	100.00	751.87	28.00	210.52	28.00
CSIS	***	1.197	536.00	447.78	302.00	252.29	56.34
HESC	110	219900	75.00	375.00	46.50	232.50	62.00
HESC	299	219900	791.25	385.97	593.44	289.48	75.00
HESC	***	2.250	866.25	385.00	639.94	284.41	73.87
NURS	223	120300	680.00	225.41	660.00	218.78	97.05
NURS	225	120300	724.50	232.45	736.00	236.14	101.58
NURS	299	120300	80.00	298.50	55.00	205.22	68.75
NURS	***	6.401	1484.50	231.90	1451.00	226.67	97.74
RESPI	12	121000	120.00	266.66	48.00	106.66	40.00
RESPI	***	0.450	120.00	266.66	48.00	106.66	40.00

Grossmont

Grossmont-Cuyamaca Community College District  
 Section Detail by Division  
**BUSINESS AND PROFESSIONAL STUDIES**  
 2001 Spring

Clusters appear under the division  
 and subject of the head class.

	Total Sections	Begin Enroll	Census Enroll	PWL Enroll	FTES	WSCH	FTEF	Efficiency	
								WSCH / FTEF	WSCH / FTEF
AOJ	54	1039	1134	133	114.772	3885.38	9.5512	406	
BUS	109	2760	3172	146	226.763	9644.90	19.9522	483	
CD	48	1222	1266	77	103.164	3264.81	7.1360	457	
CSIS	105	2272	2377	368	257.116	9192.45	21.4717	428	
CVTE	21	337	526		71.177	2343.00	6.9580	336	
FACS	30	461	755	2	42.792	2622.13	5.8980	444	
HESC	10	106	151		13.666	498.75	1.4840	336	
NURS	37	785	903	6	164.335	5200.61	15.4526	336	
OT	3	34	51			357.00	1.1660	306	
OTA	5	88	92		12.866	1199.00	.7660	1565	
RESP	9	142	148		25.833	775.00	4.8630	159	
Division Totals:	431				1032.488	38983.03	94.6987	411	



## **APPENDIX 13**

# **Fiscal Year FTES Analysis By Program Report**



## ROP Report on Culinary Arts per ADA

<b>Year</b>	<b>Cost per ADA*</b>
1997/1998	\$2,189
1998/1999	\$1,209
1999/2000	\$2,346

\*This cost includes: teacher salary, equipment, supplies, indirect and lab aides.

## **ROP Culinary Arts Completers**

Summer 2000 - 31 students completed, 2 classes were offered

Spring 2000 - 180 completed, 10 classes were offered

Fall 1999 - 228 completed, 10 classes were offered

Spring 1999 - 165 completed, 10 classes were offered

Fall 1998 - 188 completed, 8 classes were offered

Summer 1998 - 11 completed, 1 class was offered

Spring 1998 - 81 completed, 4 classes were offered

Fall 1997 - 79 completed, 4 classes were offered

Spring 1997 - 107 completed, 4 classes were offered



**GCCCD**  
**06/07 Grossmont College Program Review**  
**Program Data Elements**

	01/02	02/03	03/04	04/05	05/06
<b><u>Culinary Arts (1306.30)</u></b>					
<b>Course #</b>					
CA 163					
CA 166					
CA 167					
CA 280					
CA 299					
<b>FTES</b>					
Summer	0	0	0	0	0
Fall	58	99	117	134	121
Spring	171	151	160	155	99
Total WSCH	<u>229</u>	<u>250</u>	<u>277</u>	<u>289</u>	<u>220</u>
Total FTES	<u>7.63</u>	<u>8.33</u>	<u>9.23</u>	<u>9.63</u>	<u>7.33</u>
Top 130630 Culinary Arts - Unrestricted	<u>\$27,177</u>	<u>\$26,642</u>	<u>\$34,280</u>	<u>\$32,463</u>	<u>\$21,027</u>
Costs per FTES	<u>\$3,561.86</u>	<u>\$3,198.32</u>	<u>\$3,713.98</u>	<u>\$3,371.03</u>	<u>\$2,868.62</u>
130630 Culinary Arts - Restricted	\$184,427	\$231,128	\$199,601	\$192,099	\$239,249



Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2001 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	Efficiency	
										Max	Max					% Sect	% Room			FTEF	WSCH / FTEF
5222		CA	160	W	1	900	150 p	600				1	26					.000 8	130.00	.2830	459
		CA 160 Sections:			1														130.00	.2830	459
5224		CA	163	T	1	500 p	650 p	535A		25	25	24	30	12		120 %	120 %	.914	30.00	.0670	447
		CA 163 Sections:			1														30.00	.0670	447
5226		CA	164	Th	1	500 p	950 p	373		40	1	1	17			42 %		.000 8	85.00	.2830	300
		CA 164 Sections:			1														85.00	.2830	300
5227		CA	165	T	1	500 p	650 p	535A		25	1	1	26	1		104 %		.000 8	26.00	.0670	388
		CA 165 Sections:			1														26.00	.0670	388
5228		CA	166	T	1	700 p	750 p	535A		25	25	26	28	7		112 %	112 %	.933	28.00	.0670	417
		CA 166 Sections:			1														28.00	.0670	417
5229		CA	169	M		800	1250 p	600			4	4	19	1				.000 8	95.00	.2830	335
5230		CA	169	Th	2	500 p	950 p	600			1	1	21	6				.000 8	105.00	.2830	371
		CA 169 Sections:			2														200.00	.5660	353
5231		CA	171	T	1	800	1250 p	600					30					.000 8	150.00	.2830	530
		CA 171 Sections:			1														150.00	.2830	530
5233		CA	172	T	1	500 p	950 p	373		40	1		25			62 %		.000 8	125.00	.2830	441
		CA 172 Sections:			1														125.00	.2830	441
5234		CA	173	F	1	930	220 p	373		40	1	1	32			80 %		.000 8	160.00	.2830	565
		CA 173 Sections:			1														160.00	.2830	565
5236		CA	174	S		900	150 p	373		40	3	3	20			50 %		.000 8	100.00	.2830	353
5237		CA	174	M	2	500 p	950 p	373		40	5	5	21	1		52 %		.000 8	105.00	.2830	371
		CA 174 Sections:			2														205.00	.5660	362
5238		CA	176	T	1	500 p	950 p	600			1	1	19					.000 8	95.00	.2830	335
		CA 176 Sections:			1														95.00	.2830	335
5239		CA	281	TBA		TBA	TBA	TBA		10	7	7	10	2		100 %		.666	100.00		
5240		CA	282	TBA		TBA	TBA	TBA		5	4	4	7			140 %		.466	70.00		
		CA 281 Sections:			1											170 %			170.00		
5242		CA	299	W		500 p	950 p	373		40			22			55 %		.000 8	110.00	.2830	388
5246		CA	299	M		500 p	950 p	600			1	1	21					.000 8	105.00	.2830	371

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**  
2001 Fall

Clusters appear under the division  
and subject of the head class.

Grossmont

Section	Cluster	Head Subj	Nbr	Days	Start	End	Room	Section Room			Census			PWL	Census Enroll			Estimated	FTEF	WSCH	FTEF	WSCH / FTEF	Efficiency	
								Max	Max	Enroll	Enroll	Enroll	% Sect		Max	% Room	Max							
CA 299			Sections:	2																				

Grossmont-Cuyamaca Community College District

Section Detail by Division

BUSINESS AND PROFESSIONAL STUDIES

2002 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room			Census			Census Enroll			Estimated FTES	WSCH	Efficiency	
									Max	Max	Enroll	Enroll	Enroll	PWL	% Sect	Max	% Room			Max	FTEF
4990	CA	163	W	1	500 p	650 p	373	35	40	32	36	15	102 %	90 %	1.097	36.00	.0670	537			
	CA 163 Sections: 1																				
4991	CA	165	W	1	500 p	650 p	373	40	3	35	35	1	87 %	1.000	35.00	.0670	522				
	CA 165 Sections: 1																				
4992	CA	166	W	1	700 p	850 p	600	35	34	34	34	3	97 %	1.036	34.00	.0670	507				
	CA 166 Sections: 1																				
4993	CA	169	M	1	1000	250 p	600	6	24	24	1	1	100 %	1.000	120.00	.2830	424				
	CA 169 Sections: 2																				
4994	CA	169	T	2	500 p	950 p	600	40	3	19	19	1	47 %	1.000	120.00	.2830	424				
	CA 169 Sections: 2																				
4995	CA	170	F	1	100 p	350 p	373	40	3	30	30	1	100 %	1.000	57.00	.2000	285				
	CA 170 Sections: 1																				
4996	CA	171	Th	1	500 p	950 p	600	40	1	27	27	1	100 %	1.000	57.00	.2000	285				
	CA 171 Sections: 1																				
4997	CA	172	M	1	500 p	1000 p	600	40	3	22	22	1	100 %	1.000	135.00	.2830	477				
	CA 172 Sections: 1																				
4998	CA	174	F	1	800	1250 p	373	40	1	30	30	1	100 %	1.000	150.00	.2830	530				
	CA 174 Sections: 2																				
4999	CA	174	M	2	500 p	1000 p	373	40	3	28	28	1	100 %	1.000	150.00	.2830	530				
	CA 174 Sections: 2																				
5000	CA	175	M	1	800	1250 p	373	40	6	16	16	1	100 %	1.000	140.00	.2830	494				
	CA 175 Sections: 1																				
5001	CA	177	Th	1	500 p	950 p	373	40	1	33	33	1	100 %	1.000	80.00	.2830	282				
	CA 177 Sections: 1																				
5002	CA	180	W	1	930	220 p	600	40	5	12	12	1	100 %	1.000	80.00	.2830	282				
	CA 180 Sections: 1																				
5003	CA	182	F	1	800	1250 p	600	40	2	20	20	1	100 %	1.000	165.00	.2830	583				
	CA 182 Sections: 1																				
5006	CA	280	T	1	200 p	250 p	600	20	15	20	20	1	100 %	1.000	60.00	.2830	212				
	CA 280 Sections: 1																				
5007	CA	281	TBA	1	TBA	TBA	TBA	10	9	13	13	1	130 %	1.000	20.00	.0670	298				
	CA 281 Sections: 1																				

Grossmont-Cuyamaca Community College District

Section Detail by Division

BUSINESS AND PROFESSIONAL STUDIES

2002 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room			Census			Enroll	PWL	Census Enroll		Estimated	WSCH	Efficiency	
										Max	Max	Enroll	Enroll	% Sect Max	% Room Max			FTEF	WSCH / FTEF				
5008		CA	282	TBA	1		TBA	TBA	TBA	10	11	18	180	180	180	180	180	180	180	1.200	180.00	.2830	530
		CA 282 Sections:																					
5010		CA	299	T			500 p	950 p	373	40	2	30	40	40	40	75	75	75	.000	8	150.00	.2000	405
5012		CA	299	W			700 p	950 p	371	30	45	30	27	14	90	90	90	90	2.700	81.00	.4830	478	
		CA 299 Sections:																					
					2															2.700	231.00	.4830	478

**Grossmont-Cuyamaca Community College District**  
**Section Detail by Division**  
**BUSINESS AND PROFESSIONAL STUDIES**  
**2002 Summer**

**Clusters appear under the division and subject of the head class.**

Section	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency	
								Max	Max				Enroll	Enroll					% Sect Max
5105	CA	164	NW		100 p	715 p	FRAN				CANC				.000 1	0.00			
	CA 164 Sections:																		
5108	CA	165	Th		630 p	835 p	325B			36		16			.000 8	16.00	.0670	238	
	CA 165 Sections: 1																		
5110	CA	169	TW		1100	350 p	600					25	1		.000 8	125.00	.2830	441	
	CA 169 Sections: 1																		
5113	CA	172	MT		500 p	940 p	373			40		15			.000 8	75.00	.2830	265	
	CA 172 Sections: 1																		
5117	CA	174	WTh		500 p	1000 p	373			40		18			.000 8	90.00	.2830	318	
	CA 174 Sections: 1																		
5118	CA	281	TBA		TBA	TBA	TBA		10		1	1			.066	5.00			
	CA 281 Sections: 1																		
5119	CA	282	TBA		TBA	TBA	TBA		10		1	1		10 %	.066	5.00			
	CA 282 Sections: 1																		
5120	CA	299	N		900	130 p	373			40		7	1		.000 8	13.13	.0750	175	
	CA 299 Sections: 2																		
5122	CA	299	T		900	140 p	373			40		13			.000 8	32.50	.1420	228	
	CA 299 Sections: 2																		





Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2002 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied Section	Cluster Head	Subj	Nbr	Days	Start	End	Room	Section Room			Census			Census Enroll			Estimated	WSCH	Efficiency	
									Max	Max	Enroll	Enroll	PWL	% Sect	Max	% Room	Max			FTEF	WSCH / FTEF
5222		CA	160	W	1	330 p	820 p	600			2	30	1			.000 8	150.00	.2830	530		
		CA 160 Sections:															150.00	.2830	530		
5224		CA	163	F	1	800	950	373		25	40	20	19		76 %	.579	19.00	.0670	283		
		CA 163 Sections:														.579	19.00	.0670	283		
5226		CA	164	W	1	900	150 p	373		40			19			.000 8	95.00	.2830	335		
		CA 164 Sections:														.000 8	95.00	.2830	335		
5227		CA	165	F	1	800	1005	373		40	1	17	1		42 %	.000 8	17.00	.0670	253		
		CA 165 Sections:														.000 8	17.00	.0670	253		
5228		CA	166	S	1	200 p	550 p	373		40	40	20	19		47 %	.000 2	17.00	.0670	253		
		CA 166 Sections:														.000 2	17.00	.0670	253		
5229		CA	169	M		500 p	950 p	600			4	17	1			.000 8	85.00	.2830	300		
		CA 169 Sections:														.000 8	85.00	.2830	300		
5230		CA	169	T	2	1100	350 p	600			1	29				.000 8	145.00	.2830	512		
		CA 169 Sections:														.000 8	145.00	.2830	512		
5231		CA	171	Th	1	1100	350 p	600			3	30				.000 8	150.00	.2830	530		
		CA 171 Sections:														.000 8	150.00	.2830	530		
5233		CA	172	M	1	500 p	950 p	373		40	10	26			65 %	.000 8	130.00	.2830	459		
		CA 172 Sections:														.000 8	130.00	.2830	459		
5234		CA	173	M	1	800	1250 p	600			8	33				.000 8	165.00	.2830	583		
		CA 173 Sections:														.000 8	165.00	.2830	583		
5236		CA	174	S		900	150 p	373		40	20	29			72 %	.000 8	145.00	.2830	512		
		CA 174 Sections:														.000 8	145.00	.2830	512		
5237		CA	174	Th	2	500 p	950 p	373		40	3	20	1		50 %	.000 8	100.00	.2830	353		
		CA 174 Sections:														.000 8	100.00	.2830	353		
5238		CA	176	T	1	500 p	950 p	373		40	2	28			70 %	.000 8	140.00	.2830	494		
		CA 176 Sections:														.000 8	140.00	.2830	494		
5240		CA	183	W	1	500 p	950 p	373		40		17			42 %	.000 8	85.00	.2830	300		
		CA 183 Sections:														.000 8	85.00	.2830	300		
5241		CA	184	M	1	800	1250 p	373		40	3	15			37 %	.000 8	75.00	.2830	265		
		CA 184 Sections:														.000 8	75.00	.2830	265		
5244		CA	281	TBA		TBA	TBA	TBA		10	8	9	2		90 %	.600	90.00		265		
		CA 281 Sections:														.600	90.00		265		
5245		CA	282	TBA		TBA	TBA	TBA		5	3	9	1		180 %	.600	90.00		265		
		CA 282 Sections:														.600	90.00		265		

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2002 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency	
								Max	Max					% Sect Max	% Room Max					FTEF
CA 281 Sections: 1																				
5250	CA	299	F		500 p	950 p	373		40		1	17				1,200	180.00	.2830	300	
5252	CA	299	Th		530 p	820 p	600		30		21	21		8	70 %	2,100	63.00	.2000	315	
CA 299 Sections: 2																				
Cluster total																				
											11	18		180 %						

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2003 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	Efficiency	
										Max	Max					% Sect Max	% Room Max			FTEF	WSCH / FTEF
4453		CA	163	T	1	800	950	600	35	26	26	26	74 %	.792	26.00	.0670	388				
		CA 163 Sections:												.792	26.00	.0670	388				
4455		CA	165	S	1	1000	1200 p	373	40	8	18	45 %	.000 8	18.00	.0670	268					
		CA 165 Sections:												.000 8	18.00	.0670	268				
4456		CA	166	T	1	1000	1150	600	35	26	25	71 %	.761	25.00	.0670	373					
		CA 166 Sections:												.761	25.00	.0670	373				
4458		CA	169	M	1	1100	350 p	600	11	25	21		.000 8	125.00	.2830	441					
		CA 169 Sections:												.000 8	125.00	.2830	441				
4459		CA	169	T	2	500 p	950 p	600	1	22	21		.000 8	110.00	.2830	388					
		CA 169 Sections:												.000 8	110.00	.2830	388				
4461		CA	170	Th	1	100 p	350 p	373	40	2	15	37 %	.000 8	45.00	.2000	225					
		CA 170 Sections:												.000 8	45.00	.2000	225				
4462		CA	171	Th	1	500 p	950 p	600	2	26	26		.000 8	130.00	.2830	459					
		CA 171 Sections:												.000 8	130.00	.2830	459				
4464		CA	172	M	1	500 p	1000 p	373	40	3	21	52 %	.000 8	105.00	.2830	371					
		CA 172 Sections:												.000 8	105.00	.2830	371				
4465		CA	174	W	1	800	1250 p	373	40	2	24	60 %	.000 8	120.00	.2830	424					
		CA 174 Sections:												.000 8	120.00	.2830	424				
4466		CA	174	W	2	500 p	950 p	373	40	2	19	47 %	.000 8	95.00	.2830	335					
		CA 174 Sections:												.000 8	95.00	.2830	335				
4468		CA	175	M	1	800	1250 p	373	40	6	23	57 %	.000 8	115.00	.2830	406					
		CA 175 Sections:												.000 8	115.00	.2830	406				
4470		CA	177	Th	1	500 p	950 p	373	40	2	27	67 %	.000 8	135.00	.2830	477					
		CA 177 Sections:												.000 8	135.00	.2830	477				
4471		CA	180	W	1	930	220 p	600	2	35	35		.000 8	175.00	.2830	618					
		CA 180 Sections:												.000 8	175.00	.2830	618				
4476		CA	185	T	1	500 p	950 p	373	40	5	28	70 %	.000 8	140.00	.2830	494					
		CA 185 Sections:												.000 8	140.00	.2830	494				
4477		CA	280	Th	1	300 p	350 p	600	20	20	28	140 %	.933	28.00	.0670	417					
		CA 280 Sections:												.933	28.00	.0670	417				
4479		CA	281	TBA	1	TBA	TBA	TBA	10	10	25	250 %	1.666	250.00	.0670	417					
		CA 281 Sections:												1.666	250.00	.0670	417				

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2003 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency
									Max	Max					% Sect Max	% Room Max				
4480	CA	282	TBA	1		TBA	TBA	TBA	10		10	22	1	220	%	220	1,466	220.00		
	CA 282 Sections: 1																			
4482	CA	299	W	1		700 p	950 p	371	30	45	26	24	3	80	%	53	2,400	72.00	.2000	360
	CA 299 Sections: 1																			
																	2,400	72.00	.2000	360

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2003 Summer

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency	
										Max	Max					% Sect Max	% Room Max					
5110		CA	169	TW	1	1100	340 p	600				4	20					.000	8	100.00	.2830	353
		CA 169 Sections:			1															100.00	.2830	353
5117		CA	174	WTh	1	500 p	940 p	373			40	8	26					.000	8	130.00	.2830	459
		CA 174 Sections:			1															130.00	.2830	459
5118		5118 CA	281	TBA		TBA	TBA	TBA	TBA	TBA	20	7	7					.466		35.00		
5119		5118 CA	282					TBA	TBA	TBA	20	8	8					.533		40.00		
		CA 281 Sections:			1						Cluster total	15	15					1.000		75.00		



**Grossmont-Cuyamaca Community College District**  
**Section Detail by Division**  
**BUSINESS AND PROFESSIONAL STUDIES**  
**2003 Fall**

Clusters appear under the division  
and subject of the head class.

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room			Enroll	Census	PWL	Census Enroll		Estimated	FTES	WSCH	Efficiency	
										Max	Max	Enroll				Enroll	% Sect Max				% Room Max	FTEF
5222		CA	160	W	1	330 p	820 p	600					16					.000 8	80.00	.2830	282	
		CA 160 Sections:			1														80.00	.2830	282	
5224		CA	163	T	1	600 p	750 p	600	25	25	25	29	10	116 %			.883	29.00	.0670	432		
		CA 163 Sections:			1												.883	29.00	.0670	432		
5225		CA	164	W	1	1100	350 p	373		40	11						.000 8	55.00	.2830	194		
		CA 164 Sections:			1													.000 8	55.00	.2830	194	
5226		CA	165	T	1	600 p	750 p	600			2	31					.000 8	31.00	.0670	462		
		CA 165 Sections:			1													.000 8	31.00	.0670	462	
5227		CA	166	T	1	800 p	950 p	600	40	32	28			70 %			.853	28.00	.0670	417		
		CA 166 Sections:			1												.853	28.00	.0670	417		
5228		CA	167	Th	1	600 p	850 p	371	45	45	24	20		44 %			2.000	60.00	.2000	300		
		CA 167 Sections:			1												2.000	60.00	.2000	300		
5229		CA	169	T	1	1200 p	450 p	600			1	30					.000 8	150.00	.2830	530		
		CA 169 Sections:			2												.000 8	150.00	.2830	530		
5230		CA	169	M	2	500 p	950 p	600			10	21					.000 8	105.00	.2830	371		
		CA 169 Sections:			2												.000 8	105.00	.2830	371		
5231		CA	171	Th	1	500 p	950 p	600			1	25					.000 8	125.00	.2830	441		
		CA 171 Sections:			1												.000 8	125.00	.2830	441		
5233		CA	172	M	1	500 p	950 p	373		40	4	20					.000 8	100.00	.2830	353		
		CA 172 Sections:			1												.000 8	100.00	.2830	353		
5234		CA	173	M	1	1100	350 p	373		40	13	34					.000 8	170.00	.2830	600		
		CA 173 Sections:			1												.000 8	170.00	.2830	600		
5236		CA	174	Th	1	900	150 p	373		40	1	23					.000 8	115.00	.2830	406		
		CA 174 Sections:			2												.000 8	115.00	.2830	406		
5237		CA	174	Th	1	500 p	950 p	373		40		21					.000 8	105.00	.2830	371		
		CA 174 Sections:			2												.000 8	105.00	.2830	371		
5238		CA	176	T	1	500 p	950 p	373		40	1	23					.000 8	115.00	.2830	406		
		CA 176 Sections:			1												.000 8	115.00	.2830	406		
5239		CA	182	F	1	1200 p	450 p	373		40		4					.000 8	20.00	.2830	70		
		CA 182 Sections:			1												.000 8	20.00	.2830	70		
5240		CA	183	W	1	500 p	950 p	373		40	1	25					.000 8	125.00	.2830	441		
		CA 183 Sections:			1												.000 8	125.00	.2830	441		

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**  
2003 Fall

Clusters appear under the division  
and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency		
										Max	Max				Enroll	% Sect Max					% Room Max	
5241		CA	CA 184	Sections:	184	T	1000	250 p	373		40	1	16				40 %		.000	80.00	.2830	282
																			.400	60.00	.1090	550
5244		CA	5244	CA	281	TBA	TBA	TBA	TBA		14	6	6						.333	50.00		1009
5245		CA	5244	CA	282	TBA	TBA	TBA	TBA		14	6	5									1009
			CA 281	Sections:							Cluster total	12	11						.733	110.00	.1090	1009



Grossmont-Cuyamaca Community College District

Section Detail by Division

BUSINESS AND PROFESSIONAL STUDIES

2004 Spring

Clusters appear under the division and subject of the head class.

Section	Section Head	Cluster	Subj	Nbr	Days	Start	End	Room	Section Room			Census			Census Enroll			Estimated	WSCH	Efficiency	
									Max	Max	Enroll	Enroll	Enroll	PWL	% Sect	Max	% Room			FTEF	WSCH / FTEF
4453	CA	163	T	1	600 p	750 p	600	35	37	33	4	94 %	1.005	33.00	.0670	492					
	CA 163 Sections:			1									1.005	33.00	.0670	492					
4455	CA	165	T	1	600 p	750 p	600		8	27			.0008	27.00	.0670	402					
	CA 165 Sections:			1									.0008	27.00	.0670	402					
4456	CA	166	T	1	800 p	950 p	600	35	34	28		80 %	.853	28.00	.0670	417					
	CA 166 Sections:			1									.853	28.00	.0670	417					
4457	CA	167	W	1	630 p	920 p	371	30	45	30	23	76 %	2.300	69.00	.2000	345					
	CA 167 Sections:			1									2.300	69.00	.2000	345					
4458	CA	169	T	1	1200 p	450 p	600		4	26			.0008	130.00	.2830	459					
	CA 169 Sections:			1									.0008	130.00	.2830	459					
4459	CA	169	W	2	500 p	950 p	600		1	22			.0008	110.00	.2830	388					
	CA 169 Sections:			2									.0008	110.00	.2830	388					
4461	CA	170	T	1	1200 p	250 p	373		2	17		42 %	.0008	51.00	.2000	255					
	CA 170 Sections:			1									.0008	51.00	.2000	255					
4462	CA	171	M	1	500 p	950 p	600		6	30			.0008	150.00	.2830	530					
	CA 171 Sections:			1									.0008	150.00	.2830	530					
4463	CA	172	M	1	1000	250 p	373		6	27		67 %	.0008	135.00	.2830	477					
	CA 172 Sections:			1									.0008	135.00	.2830	477					
4464	CA	173	M	1	500 p	950 p	373		2	16		40 %	.0008	80.00	.2830	282					
	CA 173 Sections:			1									.0008	80.00	.2830	282					
4465	CA	174	W	1	800	1250 p	373		40	17		42 %	.0008	85.00	.2830	300					
	CA 174 Sections:			1									.0008	85.00	.2830	300					
4466	CA	174	W	2	500 p	950 p	373		40	15		37 %	.0008	75.00	.2830	265					
	CA 174 Sections:			2									.0008	75.00	.2830	265					
4468	CA	175	T	1	500 p	950 p	373		40	18		45 %	.0008	90.00	.2830	318					
	CA 175 Sections:			1									.0008	90.00	.2830	318					
4470	CA	177	Th	1	500 p	950 p	373		40	23		57 %	.0008	115.00	.2830	406					
	CA 177 Sections:			1									.0008	115.00	.2830	406					
4471	CA	180	Th	1	330 p	820 p	600		3	19			.0008	95.00	.2830	335					
	CA 180 Sections:			1									.0008	95.00	.2830	335					
4476	CA	185	Th	1	900	150 p	373		40	16		40 %	.0008	80.00	.2830	282					
	CA 185 Sections:			1									.0008	80.00	.2830	282					

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2004 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Section Head Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Enroll	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
								Max	Max						% Sect Max	% Room Max					
4477	CA	280	W	1	300 p	350 p	600	20	24	30	1	150 %	1.000	30.00	.0670	447					
CA 280 Sections:																					
4479	CA	281	TBA	TBA	TBA	TBA	TBA	19	11	13	4	68 %	.866	130.00	.1308	993					
4480	CA	282	TBA	TBA	TBA	TBA	TBA	19	4	6	2	31 %	.400	60.00		993					
CA 281 Sections:																					
				1				Cluster total	15	19		100 %	1.266	190.00	.1308	1452					
																		190.00		1452	

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2004 Summer

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Enroll	Enroll	Enroll	% Sect	Census	Enroll	% Room	Max	Estimated	FTEF	WSCH	FTEF	WSCH	FTEF	WSCH	FTEF
										Max	Max																				
5110		CA	169	MT	1	200 p	640 p	600				7	21	1											.000	8	105.00	.2830	371		
		CA 169 Sections:			1																						105.00	.2830	371		
5117		CA	174	WTh	1	500 p	940 p	373				40	4	20	1										.000	8	100.00	.2830	353		
		CA 174 Sections:			1																						100.00	.2830	353		
5118		CA	281	TBA		TBA	TBA	TBA				40	6	6											.400		30.00	.2507	119		
5119		CA	282	TBA		TBA	TBA	TBA				20	6	6											.400		30.00		119		
		CA 281 Sections:			1																				.800		60.00	.2507	239		
		Cluster total										12	12														60.00		239		



Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2004 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Tied Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room			Begin	Census	PWL	Census Enroll			Estimated	WSCH	Efficiency	
										Max	Max	Enroll				Enroll	Enroll	% Sect			Max	% Room
5222		CA	160	Th	1	1000	250 p	600				3	19						.000 8	95.00	.2830	335
		CA 160 Sections: 1																				
5224		CA	163	T	1	600 p	750 p	600A		25	53	26	21	6		84 %	39 %		.640	21.00	.0670	313
		CA 163 Sections: 1																				
5225		CA	164	W	1	1000	250 p	373			40	2	17			42 %			.000 8	85.00	.2830	300
		CA 164 Sections: 1																				
5226		CA	165	T	1	600 p	750 p	600A			53	4	24			45 %			.000 8	24.00	.0670	358
		CA 165 Sections: 1																				
5227		CA	166	T	1	800 p	950 p	600A		40	53	28	25			62 %	47 %		.761	25.00	.0670	373
		CA 166 Sections: 1																				
5228		CA	167	Th	1	600 p	850 p	371		45	45	33	29			64 %	64 %		2.900	87.00	.2000	435
		CA 167 Sections: 1																				
5229		CA	169	W	1	1200 p	450 p	600				5	27	3					.000 8	135.00	.2830	477
		CA 169 Sections: 2																				
5230		CA	169	T	2	500 p	950 p	600				12	24	3					.000 8	120.00	.2830	424
		CA 169 Sections: 2																				
5231		CA	171	M	1	500 p	950 p	600				6	28						.000 8	140.00	.2830	494
		CA 171 Sections: 1																				
5233		CA	172	M	1	1100	350 p	373			40	11	29	1		72 %			.000 8	145.00	.2830	512
		CA 172 Sections: 1																				
5234		CA	173	M	1	500 p	950 p	373			40	6	30	1		75 %			.000 8	150.00	.2830	530
		CA 173 Sections: 1																				
5236		CA	174	Th	1	900	150 p	373			40	3	17			42 %			.000 8	85.00	.2830	300
		CA 174 Sections: 2																				
5237		CA	174	W	2	500 p	950 p	373			40	3	25	1		62 %			.000 8	125.00	.2830	441
		CA 174 Sections: 2																				
5238		CA	176	T	1	500 p	950 p	373			40	5	32			80 %			.000 8	160.00	.2830	565
		CA 176 Sections: 1																				
5239		CA	182	F	1	1200 p	450 p	373			40	1	7			17 %			.000 8	35.00	.2830	123
		CA 182 Sections: 1																				
5240		CA	183	Th	1	500 p	950 p	373			40	4	23			57 %			.000 8	115.00	.2830	406
		CA 183 Sections: 1																				

Grossmont-Cuyamaca Community College District

Section Detail by Division

BUSINESS AND PROFESSIONAL STUDIES

2004 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census		Enroll	Estimated	WSCH	FTEF	Efficiency								
								Max	Max				Enroll	Enroll					% Sect Max	% Room Max	WSCH	WSCH / FTEF					
5241	CA	184	T	1	1000	250 p	373	40	4	4	31				77 %	.000	8	155.00	.2830	547							
CA 184 Sections:																											
5244	CA	281	TBA		TBA	TBA	TBA	25	14	11	1				44 %	.733		110.00	.1853	593							
5245	CA	282	TBA		TBA	TBA	TBA	25	11	10					40 %	.666		100.00									
CA 281 Sections:																											
				1					25	21					84 %	1.400		210.00	.1853	1133							
																	Cluster total	25	21								

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2005 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Head Subj	Nbr	Days	Start	End	Room	Section Room			Census			Census Enroll			Estimated	WSCH	Efficiency	
								Max	Max	Enroll	Enroll	Enroll	Enroll	% Sect Max	% Room Max	FTEF			WSCH / FTEF	
4453	CA	163	T	1	600 p	750 p	600A	35	53	24	35	7	100 %	66 %	1.066	35.00	.0670	522		
	CA 163 Sections: 1																			
4455	CA	165	T	1	600 p	750 p	600A	53	8	28	28	1	52 %	.000 8	28.00	.0670	417			
	CA 165 Sections: 1																			
4456	CA	166	T	1	800 p	950 p	600A	35	53	26	26	1	74 %	.792	26.00	.0670	388			
	CA 166 Sections: 1																			
4457	CA	167	W	1	630 p	920 p	371	30	45	28	25	3	83 %	2.500	75.00	.2000	375			
	CA 167 Sections: 1																			
4458	CA	169	T	1	200 p	650 p	600	2	29	29	1	55 %	.000 8	145.00	.2830	512				
4459	CA	169	W	2	500 p	950 p	600	5	27	27	1	32 %	.000 8	135.00	.2830	477				
	CA 169 Sections: 2																			
4461	CA	170	T	1	600 p	850 p	373	40	13	13	1	45 %	.000 8	90.00	.2830	318				
	CA 170 Sections: 1																			
4462	CA	171	M	1	500 p	950 p	600	9	28	28	1	32 %	.000 8	140.00	.2830	494				
	CA 171 Sections: 1																			
4463	CA	172	M	1	1000	250 p	373	40	6	18	18	1	45 %	.000 8	90.00	.2830	318			
	CA 172 Sections: 1																			
4464	CA	173	M	1	500 p	950 p	373	40	4	20	20	1	50 %	.000 8	100.00	.2830	353			
	CA 173 Sections: 1																			
4465	CA	174	W	1	800	1250 p	373	40	2	21	21	1	52 %	.000 8	105.00	.2830	371			
4466	CA	174	W	2	500 p	950 p	373	40	3	12	12	1	30 %	.000 8	60.00	.2830	212			
	CA 174 Sections: 2																			
4468	CA	175	Th	1	1000	250 p	373	40	5	26	26	1	65 %	.000 8	130.00	.2830	459			
	CA 175 Sections: 1																			
4470	CA	177	Th	1	500 p	950 p	373	40	7	27	27	1	67 %	.000 8	135.00	.2830	477			
	CA 177 Sections: 1																			
4471	CA	180	Th	1	330 p	820 p	600	4	27	27	1	32 %	.000 8	135.00	.2830	477				
	CA 180 Sections: 1																			
4476	CA	185	T	1	900	150 p	373	40	5	31	31	1	77 %	.000 8	155.00	.2830	547			
	CA 185 Sections: 1																			

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**  
2005 Spring

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Enroll	Enroll	Enroll	Census Enroll		Estimated	WSCH	FTEF	WSCH	FTEF	Efficiency
									Max	Max								% Sect	Max						
4477	CA	CA 280	Sections:	280	W	300 p	350 p	600	20		15	19	19		95 %					.633	19.00	.0670	19.00	.0670	283
4479	CA	CA 281	Sections:	281	TBA	TBA	TBA	TBA	19		5	6			31 %					.400	60.00	.0436	60.00	.0436	1376
4480	CA	CA 282	Sections:	282	TBA	TBA	TBA	TBA	19		15	14			73 %					.933	140.00	.1090	140.00	.1090	1284
			CA 282 Sections:																	.933	140.00	.1090	140.00	.1090	1284



**Grossmont-Cuyamaca Community College District**  
**Section Detail by Division**

**BUSINESS AND PROFESSIONAL STUDIES**  
**2005 Summer**

Clusters appear under the division  
and subject of the head class.

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH/FTEF	Efficiency
										Max	Max					% Sect Max	% Room Max					
5110		CA	169	MT	200 p	700 p	600					2	20					.000	8	100.00	.2830	353
		CA 169 Sections: 1																				
5115		CA	172	MT	1000	300 p	373				40		CANC					.000	8	0.00	.2830	353
		CA 172 Sections:																				
5117		CA	174	WTh	900	140 p	373				40			9				.000	8	45.00	.2830	159
		CA 174 Sections: 1																				
5118		5118 CA	281	TBA	TBA	TBA	TBA				40		8	6				.400		30.00		
5119		5118 CA	282	TBA	TBA	TBA	TBA				20		2	2				.133		10.00		
		Cluster total																				
		CA 281 Sections:	1								10		8					.533		40.00		



Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2005 Fall

Clusters appear under the division and subject of the head class.

Grossmont

Section	Cluster	Head Subj	Nbr	Days	Start	End	Room	Section Room			Begin	Census	PWL	Census Enroll			Estimated	WSCH	Efficiency	
								Max	Max	Enroll				Enroll	% Sect	Max			% Room	FTEF
5222	CA	160	Th	1	1030	320 p	600			3	19				.000 8	95.00	.2830	335		
		CA 160 Sections:														95.00	.2830	335		
5224	CA	163	T	1	600 p	750 p	600A	25	53	26	23	5	92 %	43 %	.701	23.00	.0670	343		
		CA 163 Sections:													.701	23.00	.0670	343		
5225	CA	164	W	1	1000	250 p	373			40	12			30 %	.000 8	60.00	.2830	212		
		CA 164 Sections:													.000 8	60.00	.2830	212		
5226	CA	165	T	1	600 p	750 p	600A			53	26			49 %	.000 8	26.00	.0670	388		
		CA 165 Sections:													.000 8	26.00	.0670	388		
5227	CA	166	T	1	800 p	950 p	600A	40	53	38	28		70 %	52 %	.853	28.00	.0670	417		
		CA 166 Sections:													.853	28.00	.0670	417		
5228	CA	167	Th	1	600 p	850 p	371	45	45	24	24		53 %	53 %	2.400	72.00	.2000	360		
		CA 167 Sections:													2.400	72.00	.2000	360		
5229	CA	169	T	1	200 p	650 p	600			1	16				.000 8	80.00	.2830	282		
		CA 169 Sections:													.000 8	80.00	.2830	282		
5230	CA	169	W	2	500 p	950 p	600				17				.000 8	85.00	.2830	300		
		CA 169 Sections:													.000 8	85.00	.2830	300		
5231	CA	171	M	1	100 p	550 p	600			11	31				.000 8	155.00	.2830	547		
		CA 171 Sections:													.000 8	155.00	.2830	547		
5233	CA	172	M	1	500 p	950 p	373			40	18			45 %	.000 8	90.00	.2830	318		
		CA 172 Sections:													.000 8	90.00	.2830	318		
5234	CA	173	M	1	1000	250 p	373			40	19			47 %	.000 8	95.00	.2830	335		
		CA 173 Sections:													.000 8	95.00	.2830	335		
5236	CA	174	Th	1	900	150 p	373			40	18			45 %	.000 8	90.00	.2830	318		
		CA 174 Sections:													.000 8	90.00	.2830	318		
5237	CA	174	W	2	500 p	950 p	373			40	18			45 %	.000 8	90.00	.2830	318		
		CA 174 Sections:													.000 8	90.00	.2830	318		
5238	CA	176	T	1	500 p	950 p	373			40	33			82 %	.000 8	165.00	.2830	583		
		CA 176 Sections:													.000 8	165.00	.2830	583		
5240	CA	183	Th	1	500 p	950 p	373			40	24			60 %	.000 8	120.00	.2830	424		
		CA 183 Sections:													.000 8	120.00	.2830	424		
5241	CA	184	T	1	1000	250 p	373			40	23			57 %	.000 8	115.00	.2830	406		
		CA 184 Sections:													.000 8	115.00	.2830	406		

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2005 Fall

Clusters appear under the division  
and subject of the head class.

Grossmont

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency			
										Max	Max				Enroll	Enroll					% Sect Max	% Room Max	FTEF
5244		5244	CA	281	TBA	TBA	TBA	TBA	TBA	25	25	9	11			44 %		.733	110.00	.1417	776		
5245		5244	CA	282					TBA	25	25	8	9			36 %		.600	90.00		776		
CA 281 Sections:											17	20			80 %		1.333	200.00	.1417	1411			
											Cluster total											1411	
																							1411

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**  
2006 Spring

Clusters appear under the division  
and subject of the head class.

Grossmont

Section	Cluster	Head Subj	Nbr	Days	Start	End	Room	Section Room			Census			Census Enroll			Estimated	WSCH	Efficiency		
								Max	Max	Enroll	Enroll	PWL	% Sect	Max	% Room	Max			FTEF	WSCH / FTEF	
4453	CA	163	T	1	600 p	750 p	600A	53			0						.000 8	0.00	.0670	.0670	328
	CA 163 Sections: 1																				
4455	CA	165	T	1	600 p	750 p	600A	53	1	22							.000 8	22.00	.0670	.0670	328
	CA 165 Sections: 1																				
4456	CA	166	T	1	800 p	950 p	600A	53	2	22							.000 8	22.00	.0670	.0670	328
	CA 166 Sections: 1																				
4457	CA	167	W	1	630 p	920 p	371	30	45	28	26	6		86 %			2.600	78.00	.2000	.2000	390
	CA 167 Sections: 1																				
4458	CA	169	T		200 p	650 p	600			1	15						.000 8	75.00	.2830	.2830	265
	CA 169 Sections: 2																				
4459	CA	169	W		500 p	950 p	600			3	25						.000 8	125.00	.2830	.2830	441
	CA 169 Sections: 2																				
4461	CA	170	T		600 p	850 p	346			4	8						.000 8	24.00	.2000	.2000	120
	CA 170 Sections: 1																				
4462	CA	171	M		500 p	950 p	600			5	21						.000 8	105.00	.2830	.2830	371
	CA 171 Sections: 1																				
4463	CA	172	M		1000	250 p	373			5	19						.000 8	95.00	.2830	.2830	335
	CA 172 Sections: 1																				
4464	CA	173	M		500 p	950 p	373			4	15						.000 8	75.00	.2830	.2830	265
	CA 173 Sections: 1																				
4465	CA	174	W		800	1250 p	373			2	17						.000 8	85.00	.2830	.2830	300
	CA 174 Sections: 2																				
4466	CA	174	W		500 p	950 p	373			1	12						.000 8	60.00	.2830	.2830	212
	CA 174 Sections: 2																				
4468	CA	175	Th		500 p	950 p	373			1	8						.000 8	40.00	.2830	.2830	141
	CA 175 Sections: 1																				
4469	CA	176	Th		1000	250 p	373			3	14						.000 8	70.00	.2830	.2830	247
	CA 176 Sections: 1																				
4471	CA	180	Th		330 p	820 p	600			2	30						.000 8	150.00	.2830	.2830	530
	CA 180 Sections: 1																				
4476	CA	185	T		1100	350 p	373			3	24						.000 8	120.00	.2830	.2830	424
	CA 185 Sections: 1																				

Grossmont-Cuyamaca Community College District

Section Detail by Division

BUSINESS AND PROFESSIONAL STUDIES

2006 Spring

Clusters appear under the division and subject of the head class.

Section	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room			Census		PWL		Census Enroll		Estimated FTES	WSCH	Efficiency	
									Max	Max	Enroll	Enroll	Enroll	% Sect Max	% Room Max	FTEF	WSCH / FTEF				
4477	CA	280	W	1	300 p	350 p	600	20	16	17	85 %							.566	17.00	.0670	253
CA 280 Sections:																					
4479	CA	281	TBA	1	TBA	TBA	TBA	30	16	15	50 %							1.000	150.00	.3270	458
CA 281 Sections:																					
4480	CA	282	TBA	1	TBA	TBA	TBA	30	11	10	33 %							.666	100.00	.3270	305
CA 282 Sections:																					
4482	CA	299	T	1	500 p	950 p	373	40	40	24	60 %							.000 8	120.00	.2830	424
CA 299 Sections:																					
Total																					
																		424	120.00	.2830	424

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2006 Summer

Clusters appear under the division and subject of the head class.

Grossmont

Section	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency	
								Max	Max				% Sect	Room Max					
5110	CA	169	MT	1	1000	300 p	373	40	2	20	1	50 %	.000	8	100.00	.2830	353		
	CA 169 Sections: 1																		
5114	CA	171	MT	1	200 p	700 p	600				CANC			.000	8	0.00	.2830	353	
	CA 171 Sections:																		
5117	CA	174	WTh	1	1000	240 p	373	40	2	19		47 %	.000	8	95.00	.2830	335		
	CA 174 Sections: 1																		
5118	5118 CA	281	TBA		TBA	TBA	TBA	40	9	7		17 %	.466		35.00	.2834	123		
5119	5118 CA	282					TBA	20	5	5		25 %	.333		25.00		123		
	Cluster total 14 12 30 %																		
	CA 281 Sections:	1											.800		60.00	.2834	211		





**Grossmont-Cuyamaca Community College District**  
**Section Detail by Division**  
**BUSINESS AND PROFESSIONAL STUDIES**  
**2006 Fall**

Clusters appear under the division  
and subject of the head class.

Section	Cluster	Head Subj	Nbr	Days	Start	End	Room	Section Room			Enroll	Census	PWL	Census Enroll		Estimated	FTEF	WSCH	Efficiency	
								Max	Max	Max				% Sect Max	% Room Max				WSCH	FTEF
5222	CA	160	Th	1	330 p	820 p	600			1	17				.000 8	85.00	.2830	300		
		CA 160 Sections:														85.00	.2830	300		
5224	CA	163	W	1	600 p	750 p	600A			53	2				.000 8	2.00	.0670	29		
		CA 163 Sections:														2.00	.0670	29		
5225	CA	164	W	1	1000	250 p	373			40	8				.000 8	40.00	.2830	141		
		CA 164 Sections:														40.00	.2830	141		
5226	CA	165	W	1	600 p	750 p	600A			53	18				.000 8	18.00	.0670	268		
		CA 165 Sections:														18.00	.0670	268		
5227	CA	166	W	1	800 p	950 p	600A			53	19				.000 8	19.00	.0670	283		
		CA 166 Sections:														19.00	.0670	283		
5228	CA	167	Th	1	600 p	850 p	371	45	45	29	25			55 %	2.500	75.00	.2000	375		
		CA 167 Sections:														75.00	.2000	375		
5229	CA	169	W	1	200 p	650 p	600			1	24				.000 8	120.00	.2830	424		
5230	CA	169	T	2	500 p	950 p	600				19				.000 8	95.00	.2830	335		
		CA 169 Sections:														215.00	.5660	379		
5231	CA	171	M	1	200 p	650 p	600			3	18				.000 8	90.00	.2830	318		
		CA 171 Sections:														90.00	.2830	318		
5233	CA	172	T	1	1000	250 p	373			40	14				.000 8	70.00	.2830	247		
		CA 172 Sections:														70.00	.2830	247		
5234	CA	173	M	1	500 p	950 p	373			40	17				.000 8	85.00	.2830	300		
		CA 173 Sections:														85.00	.2830	300		
5236	CA	174	M	1	1000	250 p	373			40	21				.000 8	105.00	.2830	371		
5237	CA	174	T	2	500 p	950 p	373			40	19				.000 8	95.00	.2830	335		
		CA 174 Sections:														200.00	.5660	353		
5239	CA	177	Th	1	1000	250 p	373			40	29				.000 8	145.00	.2830	512		
		CA 177 Sections:														145.00	.2830	512		
5240	CA	183	Th	1	500 p	950 p	373			40	23				.000 8	115.00	.2830	406		
		CA 183 Sections:														115.00	.2830	406		
5241	CA	184	W	1	500 p	950 p	373			40	21				.000 8	105.00	.2830	371		
		CA 184 Sections:														105.00	.2830	371		

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**  
2006 Fall

Clusters appear under the division  
and subject of the head class.

Section	Tied	Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Enroll	Census	PWL	Enroll	Enroll	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
										Max	Max							% Sect Max	% Room Max					
5244		CA	5244	CA	281	TBA	TBA	TBA	TBA	TBA	20	1	7						35 %	.466	70.00	.2180	321	
5245		CA	5244	CA	282				TBA	TBA	20	3	6					30 %	.400	60.00				
											Cluster total		4	13					65 %		130.00			596
CA 281 Sections:											1									.866	130.00	.2180	596	
CA 299 Sections:											1									.000	80.00	.2830	282	
CA 299 Sections:											1									.866	130.00	.2180	596	
CA 299 Sections:											1									.000	80.00	.2830	282	
CA 299 Sections:											1									.000	80.00	.2830	282	

## APPENDIX 14

### Fiscal Data: Outcomes Profile



## APPENDIX 14

## Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2005	Spring 2006
2. Enrollment	NA	NA	478	596	544	569	507	538	572	578
3. Earned WSCH/FTEF	NA	NA	433	426	296	377	358	399	401	387
4. Total FTES	Not Available	Not Available	7.63		8.33		9.23		9.63	
5. Cost/FTEs	Not Available	Not Available	\$3,561.86		\$3,198.32		\$3,713.98		\$3,3371.03	
6. Total Cost/Fiscal Year	Not Available	Not Available	\$184,427		\$231,128		\$199,601		\$192,099	
7. Total Revenue	Not Available	Not Available	\$26,705		\$29,155		\$32,305		\$33,705	
8. Other Revenue	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING	ROP FUNDING

**COST** – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

**EARNED WSCH/FTEF** – These numbers are taken from the Earned WSCH/FTE column in Appendix 12. Subject WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

**COST/FTEs** – These figures were taken from Appendix 13. Fiscal Year FTES Analysis by Program/TOPS Report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

**TOTAL REVENUE** – General fund money that the department/program earns from the state for each Full Time Equivalent Student (FTES). For example, in FY01-02, that amount was \$3,500. Other revenue is non-general fund money such as fees, grants, donations, ROP, non-resident student tuition.

06-1021-026W



Culinary Arts Department  
Program Review

Questions and Responses





# Culinary Arts Program Review

## Review of questions with replies

### Page 4 / Question 1.1

**With the changes in ROP funding and the revised plans for the student center, are there still plans for expansion.**

The changes for the ROP funding and the student center plans are not definite and until they are more definitive, the culinary department will continue to proceed as planned for expansion.

**If there is no expansion, how would it affect your program?**

If the expansion does not occur, the program will continue to run status quo.

**If you do expand, how much space do you need?**

If we do expand, further discussion and planning need to be done (because of many people involved in the decision process) before we can make a final assessment on the space needed.

### Page 9 / Question 2.4

**What other strategies are you using for full and part time faculty? Tell us more about your mentoring.**

All culinary instructors are given department models of syllabus, lesson plans, course outlines, written tests, lab practicum, lab tests and all written examples of successful strategies used in the culinary classes. Every instructor is given sets of competencies that they enforce in the training and testing of students. At the department meetings, we discuss and upgrade our teaching strategies used in our classes. If needed, we provide in-house training with any new strategies.

### Page 8 / Question 2.2

**In addition to syllabi, what other assessment techniques are you using to evaluate students? How do you maintain the standards?**

The culinary classes involve extensive training and written exams as well as practical exams are enforced to ensure student learning and feedback. All instructors are given examples of types of tests used by the fulltime faculty. On the first day of class students are given time to discuss their expectation of the class, expectations of their instructor and themselves assisting instructors to know each student's needs. The testing is plentiful in each of the classes. Here are a few examples:

1. Sanitation tests
2. Safety testing on equipment, knives, proper use of tools etc.,
3. Product Identification – Fruits Vegetables, Meats, Game etc.,
4. Tool Identification – small, large tools, pastry equipment
5. Culinary Math, Culinary Terminology tests and Culinary History tests
6. Meat, Poultry, Fish and Vegetable Fabrication Practical Exams
7. Cooking Techniques testing



8. Research projects involving reading assignments, writing assignments with proper use of MLA, APA formats
9. Menu formatting & planning tests
10. Proper testing of flavors in all cookery
11. Baking and Pastry assessment tests
12. Many daily lab performance testing
13. Wine History, Identification and Taste tests

#### **Page 9 / Question 2.4**

##### **Comment on withdrawal rate for CA 167.**

CA 167 (Wines of the World) is taught by Evan Enowitz. He is a master lecturer and sommelier who is very knowledgeable in this subject matter. The rigor of his course, the amount of work for this 3.0 unit class, and the high standards of testing is probably the main causes for withdrawal. Also adding to the withdrawal rate could be the fact that this course is an elective but is a preferential recommendation for those in the culinary arts program.

**In CA 155 realities of nutrition, (Fall 05, Spring 06) one instructor (Jones) has a much higher rate of withdrawals than other. What are you doing to address this discrepancy? His grading seems much tougher too. 155 is cross listed with Health Ed. Does this have any effect?**

In the CA 155 nutrition class, I get feedback from my students that Jones has a higher rigor and much too tough on his grading. We have not met or seen him teach and cannot evaluate him (all our full time faculty are non-tenured) in order to address any discrepancy. Our students have a choice of other instructors and probably avoid Jones' class based on his reputation and standards. Health Ed oversees the hiring of the instructors for nutrition (they have the majority of students in the classes) and this really takes us out of the loop except for our agreement that culinary students have a priority. We are discussing for the future, a separate culinary nutrition class just for culinary arts.

#### **Page 10 / Question 2.8**

##### **Tell us more about your technology and how you introduce it to students.**

As mentioned in question 2.2:

1. Computer application: we show students how to search the internet for information related to coursework, their research projects etc.,
2. We send the students to the LRC (campus research assignment) to learn all the new technology so they can apply it to today's study standards.
3. We show student to apply Internet applications – email, blog, PowerPoint, word applications etc.,
4. Show students Weblinks to all cooking, food, cuisine, culinary equipment, education etc.,

##### **What applications did the advisory committee recommend?**

Advisory recommended the use of computers by students with coursework related to industry standards. (Menu planning, costing, recipe development, menu design, evaluation checklists etc.,) They also recommended use of digital cameras for food demonstrations.



**Tell us more about your fine dining here, since you've done some innovative things relative to this.**

All our Fine Dining applications are all based on industry standards. Instructors seek new innovative techniques through attending culinary conferences and participating in culinary competitions to keep in touch with this fast changing industry. (Food flavors, infusion, menu design, cooking techniques, napkin folding, pastry design, kitchen equipment, and all new trends) We would like to be considered as the trendsetters and the only way we can do this is to be the first to see what is fast coming. (That means we can't sit on our laurels) We have networking relationships with chefs locally, nationally and worldwide.

**Page 11 / Question 2.8**

**What methods do you use to demonstrate achievement of the outcomes? How do you assess the outcomes? Examples: Do you use a rubric for your practical exams? Do you use shared rubrics for multiple sections?**

All culinary classes involve extensive training and written exams as well as practical exams are used to ensure student learning and feedback. Before testing occurs, student are given all information in lecture format, followed by food demonstrations and followed up in a lab session with objectives. All instructors now assess all learning in the lab sessions to include student feedback and discussion. Clarity of teaching is also assessed. All sections have similar (rubric) class structure.

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

Based on the outcomes, we plan or change what is taught to advance our strategies for the next session the lesson is taught. (So far, this has helped advance our curriculum to the stage it is today)

**Page 22 / Question 3.2**

**In addition to orientation and evening classes, is there anything specific in you teaching practices to address a variety of needs?**

**Take a look at the data in Appendix 7 and try to address this again.**

The answer for 3.2 is on both pages 22 and 23. We included most areas of concern. Orientation, morning and evening classes, self-paced program, working with disabled students, and working in groups and teams to assist our limited English students were the main concerns. We also group our students to work within the diverse population and involve in our teaching strategies (in all class lesson plans) a lecture (auditory learners), food demonstration (vision learners) and hands on lab objectives (student feedback). We are not sure what else especially we were to address in this question.



**Page 23 Question 3.3**

**What about Safe Serve? Do students have to pass this for certification?**

We offer a class on Sanitation and Safety (degree requirement) in which we teach our students all information related to the Serve Safe certification. Certification is not a requirement for the program. Students should be able to pass this test upon completion of the course. . We are capable of administering the test, but chose not to do it within the class because of the amount of work and time involved in proctoring the test. We are discussing the possibilities of our instructors doing this service as extra pay.

**Page 23 Question 3.5**

**Will you please provide new copy of appendix 7. It did not copy correctly in the report submitted.**

The report continues to print the same on our printers. Don't know why. Perhaps the instructional office can print a copy.

**Page 23 Question 3.5**

**Can we get the ROP figures? Please ask Carrie for these figures.**

Yes. (See enclosed attachment)

**Page 25 Question 4.2**

**As a result of these trends, what are your projected staff development needs? For example: will you need travel money, more in-service, campus support? Will this change with the reduction of ROP funding?**

Our staff development needs continue to be the same. We focus on the best training, seminars etc. that is most beneficial to our teaching, students learning and promoting the college needs. Chefs are busy people and we are very selective. If we do pick a staff development, we do need to cover travel expenses. If there is a change with reduction in ROP funding, we still have to keep current in our field so we still plan on fulfilling these staff development requirements.

**Page 25 Question 4.8**

**If ROP can't come through with money for this full-time position, have you begun the process through the campus general fund?**

We are told that the monies are to come from ROP funding first, unless we are advised to do otherwise. We can start the process if the committee recommends it.

**Page 27 Question 4.9**

**With existing facilities, can you support the load for the new full time faculty?**

Yes. A new full time faculty will replace the many adjunct faculty staff we now have.





**Page 28 Question 5.1**

**If you were able to get the new facility, what is your projected enrollment?**

Our projected enrollment will continue to be the same. Full enrollments with waiting lists for each class prior to registration day.

**Page 28 Question 5.4**

**You referenced several times to a 7000 foot facility. Are you still getting this facility? Was that changed with the latest plan?**

We are still planning on it. There are differing views from many different sources, but there are no final assessments on what will occur.

**Page 29 Question 5.6**

**What about the Barona project?**

As of now the Barona project is still in discussions. It will be difficult to do off site classes because of the strict regulations of the Gaming Commission. Apprenticeship is being planned with Barona.

**Page 31 Question 7.1**

**Given the number of adjunct instructors, how big of an issue is the continuity of curriculum? In other words, tell us more about how you ensure continuity or consistency? What are other ways to improve continuity until you can hire more full time instructors? Can you give other reasons for replacing part time with full-time? Previously (2.2,2.4) this didn't seem to be a problem.**

The issue of continuity is very important to the success of the program. This vocational program needs consistency because it is a training program for the industry and requires high-maintained standards. Students get confused when receiving different information concerning techniques especially if the chef instructors are new to teaching in the academic world. It takes time to develop these chef instructors. Teaching skills such as piping techniques, knife skills, cooking techniques, etc., has to be taught by the same instructor guaranteeing consistency. We try to keep continuity by making sure instructor are aware of the competencies that need to be met in each course, give them course outlines, lesson plans and the tools needed to handle each class. But the full time chef instructors cannot monitor how it is taught academically. They are already over extended in their workload and college commitments. In reference to 2.2, 2.4 continuity occurs when the adjunct faculty remains consistent. When there is turnover, such as we had in the last year, all are part time adjunct instructors left because of better job situations or retirement, leaving us to train new first time teaching culinary instructors. Now it becomes a problem of inconsistency until they understand the educational systems, classroom learning environments and teaching strategies.



**Page 31 Question 8.1**

**Can 3-5 and/or 6 be consolidated? Is there a chance of moving marketing and the foundation and using that space to replace 373? Has there been discussion with the secondary effects committee?**

Yes. If the state of the art culinary building is built, it will house all the culinary, pastry and expansion programs. 373 will be open to marketing, the foundation or whichever department wants and needs that space. As for the secondary effects committee, we are not sure if there have been discussions.

**Page 32 Question 8.1**

**With ROP funding going, will this remedy the tenure issue?**

We are told that this is the possibility.

**Page 32 Question 8.1**

**In light of the Hancock Bill, will we need to make a recommendation to absorb this program into the regular Grossmont programs? Should this be on your list?**

After discussions with the dean, he mentions that it will be absorbed into the college programs. But a recommendation, and placing this on our list wouldn't hurt our situation especially with the Hancock Bill.



Program Review Committee  
Summary Evaluation



**Culinary Arts**  
**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	433	116%	426	95%	\$3,562	MAINTAIN
02/03	296	64%	377	90%	\$3,198	
03/04	358	59%	399	89%	\$3,714	
04/05	401	67%	401	86%	\$3,371	
05/06	362	61%	370	81%	\$2,869	

The Program Review Committee commends the department for the following:

1. Excellence of program demonstrated by multiple awards earned at local, state, regional and international culinary competitions.
2. Student learning opportunities outside of the classroom, including Fine Dining, field trips, catering events, fundraisers and participation in competitions
3. Conducting research and development for offering a new apprenticeship program with Barona Resort and Casino.
4. Responding to the Culinary Arts Advisory Committee and emerging industry trends by adding five new courses based on industry standards, new technologies and techniques.
5. Extensive participation by faculty in program fundraisers, community and public relations events, culinary competitions, seminars, expos and publications.
6. Effective linkages with campus support services including counseling and the library.
7. Maintaining articulations between California State Universities and local high schools and effective assimilation of ROP students into the college.





The Program Review Committee offers the following recommendations:

1. Hire one full-time Lab Assistant to provide program continuity.
2. Hire two additional full-time faculty based on current need and growth.
3. Add Culinary Arts full-time faculty to the tenure track for program continuity and to evaluate part-time instructors.
4. Upgrade and remodel Room 373 to meet industry standards including replacing kitchen floors and installing air conditioner.
5. Build new culinary facility and on-campus restaurant that serves as lab and work experience that meets industry standards
6. Install video cameras for teaching demos and lectures.
7. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.
8. 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

