

# **DISABILITY SERVICES MANAGEMENT**

**Academic Program Review**

**Spring 2009**

# DEPARTMENT/PROGRAM REVIEW

## SECTION 1 – OVERVIEW

Department/program history, recent trends, response to last program review recommendations.

### Concise History

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

In 1985 California State regulations impacting persons with developmental disabilities were developed and Grossmont College was asked to sponsor two courses – HESC 114 and 115. The first year (1985-86), HESC 114 - Introduction to Developmental Disabilities Specialist and 115- Techniques for Developmental Disabilities Specialist were offered under Instructional Associate (INSA). Starting in 1985, the Department of Industrial Relations set up a plan for work experience classes and offered a certificate to persons completing the two theory course and the work experience. Soon after, HEC 210- Seminar in Developmental Disability and 211- Developmental Disability Work Experience were added.

In 1987, with the support and assistance of the Advisory Committee, an Associate degree major was developed, which added two second-year courses and a variety of electives in addition to the two existing first-year courses and work experience. In 1991, all courses were rewritten and adopted in Fall, 1992 to bring the courses up to current standard and broaden the field to include working with persons with disabilities in a variety of settings ( i.e. Communication Skills for Persons with Developmental Disabilities) under the recommendation of the Federal Surveyors for Home of Guiding Hands.

In 2001 all courses were again reviewed and adopted in Fall, 2001 to include state of the art practices in the field of developmental disabilities.

In Fall 1998, HESC 110 was approved for distance learning delivery and was first offered online in Spring, 1999. In Fall 2000, the General

Education Committee approved HESC 110 as a course that meet the requirements for general education in the Social Sciences category (Area D). In Fall 2001, HESC 150 was approved for distance learning delivery and was offered online for the first time in Spring, 2002. Since then, HESC 205 and 206 have also been approved for online delivery, allowing for all core courses in the DSM program to be offered via distance.

In 2007 all courses were again reviewed and changes are expected to be adopted in Fall, 2009 to include state of the art practices in the field of developmental disabilities.

The courses currently offered under the Disability Services Management (DSM) Program include:

HESC 110 – Disability and Society (formerly HESC 114)

HESC 150 – Techniques for Developmental Disabilities Specialist (formerly HESC 115)

HESC 205 – Assessing Communication of Persons with Developmental Disabilities

HESC 206 – Behavior Management & Training Techniques

HESC 152 and 154 – Work Experience for Disability Services Management (formerly HESC 211).

Individuals seeking the Residential Services Specialist (RSS) Certificate were originally the primary student population for the DSM Program. However, the targeted student population for the DSM Program has expanded to include individuals living outside of San Diego County, individuals working in Community Rehabilitation Programs (CRP) and Special Education classrooms, parents of individuals with disabilities and students working towards certificates and/or degrees in the Social Sciences. CRP's across the state offer incentives to their staff to enroll in the DSM program, which has resulted in several cohorts of students progressing through the certificate program and beyond.

### **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?

## Goal #1:

Identify a variety of venues for outreach to identify and recruit students for the DSM Program. Part of the outreach will involve disseminating information about disability and rehabilitation.

This goal has been met and activities are continuing. With the cooperation of the SDSU Interwork Institute the DSM program has become a standard part of their recruitment and marketing presentations. Therefore, whenever SDSU Interwork recruiters present academic information Grossmont College DSM program is included, DSM Program brochures are disseminated and the DSM coordinator information is provided. The outreach has reached to Northern, Central and Southern California, Nevada, Hawaii, and Arizona. Significant outreach has been done throughout the following counties: San Diego, Imperial, Riverside, San Bernardino, Ventura and San Luis Obispo.

The obstacles for this goal continue to be adequate resources to continue the outreach to potential new students. This goal has not changed and reflects the last revision of the Educational Master Plan in 2005-06.

## Goal #2

Explore different formats for delivering courses online including hybrid versions that combine both in-class meetings and online delivery.

All core courses are currently offered online. Barriers to this format relate to the high enrollment of the courses. The web-based courses are highly interactive, requiring at least bi-weekly emails and weekly feedback, discussions include with both the class and individual students. A class with 50 or more students makes it very difficult to have an effective interactive online course. An additional barrier to adding in-class meetings to the online courses is that not all students live locally and have access to the campus. We have however, been able to add online access to our traditional classroom students via Blackboard. This has allowed our traditional students to access all the resources and information available historically to only the online students. As well as increase the efficiency toward electronic assignments rather than paper only.

This goal has not changed and reflects the last revision of the Educational Master Plan in 2005-06.

## 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.

Establish connections with the LRC to provide support for off-site and online courses. For a good portion of the review period the LRC provided technical support and computer access for all students in our program. We increased awareness of this resource by including information about the LRC in class lectures and the orientation. Until Fall, 2008 all the online courses offered by DSM program were housed and supported by the Interwork Institute Distance Learning Center at SDSU. Currently, all online courses are now housed and supported by Grossmont College's Blackboard system. This has allowed for direct contact with the LRC for all our online students and therefore has increased their awareness of the LRC's resources available for students.

Revision of the Career Ramp to accurately reflect the linkage of this program with higher level coursework and job opportunities has been completed. The revision of the Career Ramp occurs an average of one time per year where new programs and opportunities are added. Because the Career Ramp is our model in marketing presentations, the most updated information is used and necessary.

The development of a marketing strategy and establishing partnerships with other health programs has made little progress over the review period. The attempts were made and motivation was present to connect with other health programs however the part time adjunct status of all the instructors of this program has made these two recommendations extremely difficult to develop. There are no DSM instructors teaching on campus there-by increasing the barriers to working with the other health programs.

All the HESC course outlines were updated in 2001 except HESC 150.

#### **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.**

N/A

- 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.

## **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.

Review of the course outlines confirm currency except HESC 150 and HESC 207 need official course updates recorded. ( HESC 207 has been omitted from the curriculum.) Course outlines are current in terms of course descriptions, objectives, content, methods of instruction and evaluation, and assignments. Course outlines verify that writing, reading, and problem-solving skills, quantitative reasoning, and critical thinking are reinforced across the department/program's curriculum.

- 2.2 Describe how your department makes decisions related to the following:  
a) Identification of student learning outcomes.  
b) Methods to demonstrate achievement of these learning outcomes.  
How do you use this information for course and program improvement?

Faculty meetings are held once per year to discuss all curriculum-related issues. Learning outcomes for HESC 110 and 150 are reviewed to ensure students have the foundations needed for HESC 205 and 206. (Note: HESC 110 and 150 are pre-requisites for HESC 205 and 206). Similarly, learning outcomes for HESC 205 and 206 are reviewed to ensure application during Work Experience (HESC 151-154). Faculty agree that learning outcomes will be measured using a variety of methods including: examinations, small group activities, assigned projects, class discussions and student presentations. Students mastery of course competencies is determined through essay exams, special projects, oral presentations, and written assignments. Additionally, when students enroll in the HESC 151-154 Work Experience course they are expected to apply concepts and techniques acquired in the courses to actual work environments with people with a variety of disabilities. The objective is to assess the student's ability to provide quality services and application of best practices in work environments.

Routine contact with the DSM coordinator occurs during each faculty member's current semester to maintain consistency across courses and currency of information and course content.

Results from the variety of methods are assessed by the course instructor and improvements are implemented on a semester basis. Students complete a course evaluation at the end of the semester. The information acquired from students' evaluation of the course is used to enhance course curriculum and improve the overall program.

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

Faculty Meetings are held once per year to discuss all curriculum related issues. Copies of course syllabi for all core courses are reviewed by the faculty. A review process then ensues with focus on identification of overlapping information, strategies for advancing students.

Moreover, the DSM faculty members are all practitioners and leaders in their content areas (see Appendix 10). The backgrounds and expertise that each faculty brings to their courses ensure students are prepared for professions in the field of disability and rehabilitation. Students receive current and relevant information on best practices, innovations and trends impacting the field and profession. The expectations outlined for students relative to each course builds on learning outcomes from prior courses; thereby, further ensuring academic integrity and consistency. The faculty expertise combined with official course outlines contributes to both academic integrity and job preparation.

A course evaluation is complete by students for every course. The data is summarized, and results are provided to the instructor for their review.

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

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

According to the Grade Distribution Summary Report retention for all HESC courses are well above Grossmont College average of 66%.

HESC course retention is as follows:

HESC 110 = 85% with an average of 60 students per semester

HESC 150 = 89% with an average of 45 students per semester

HESC 151-154 = 87% with an average of 6 students per semester

HESC 205 = 72% with an average of 12 students per semester

HESC 206 = 77% with an average of 17 students per semester

Increased numbers of students taking HESC 110 reflect that most students goal is to obtain the Residential Services Certificate ( RSS) and this course is required for that certificate. Additionally, this course has been approved to meet the General Education requirement Title V. Some numbers account for the students taking the courses to meet this requirement only.

Student enrollment in HESC 110 and 150 have had steady increases over that past 6 years with the highest enrollment reaching 93 students and 56 students respectively. HESC 151-154 has maintained an average of 6 students per semester which reflects a consistent number of students completing the full certificate program.

Grade Distribution ( Appendix 5) suggests two thirds of students in all the HESC courses receive a grade of A or B. Students falling in the No Success category is slightly higher than the college average of 12.4% in three of our 5 core courses. (information gained from Data on Demand).

HESC 110 = 17%  
HESC 150 = 26%  
HESC 154 = 1.6%  
HESC 205 = 12.5%  
HESC 206 = 16.5%

This we believe is in part due to the target student population are adult learners who have not attended higher education in several years or at all. Some of these students find that the expectations of these courses while maintaining a full time job very difficult. Instructors work closely with students who are failing courses to develop options for student success. Students are expected to cooperate with the instructor throughout the semester to meet any accommodations that have been set up to support the student. The decrease in percentage of No Success reflects the students attempting to take the subsequent courses have developed successful academic skills which is reflected in the grades earned.

- 2.5 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).

During the past 6 years multiple section courses have been taught on nine occasions, all of these involved the course being delivered via distance learning. Faculty agreed at the annual and biannual meeting on course syllabi and course goals. Faculty members utilize similar grading rubrics for projects and written assignments. The Grade Distribution summary



indicates similar grade distribution between sections.

- 2.6 Describe what methods your department/program uses to incorporate student learning outside of the formal classroom.

Special projects in each course require students to make contact with individuals with disabilities or agencies providing services to people with disabilities. These experiences broaden the students understanding and learning beyond the traditional classroom setting. HESC 110 requires students to develop a friendship with a person with a disability and gain knowledge in that persons interests and activities. HESC 150 requires students to assess their personal service delivery if they are working in the field. Students not currently working are required to visit community rehabilitation programs and assess service delivery they are exposed to. HESC 205 requires students to visit the United Cerebral Palsy (UCP) Assistive Technology Center. HESC 206 requires students to complete a Functional Behavioral Assessment with someone with a diagnosed disability who can benefit from such an assessment. Finally HESC Work Experience requires students to either be employed by an agency providing services to people with disabilities or volunteer with one of these agencies to complete their work experience hours. The DSM program values hands on experience and contact with people with disabilities to gain a more complete understanding of how to provide quality services.

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

The use of instructional technology has had a positive and significant impact on the DSM program as seen in the Student Survey results. Eleven questions related to the use of instructional technology and in 9 of the 11 questions students reported that the use of instructional technology helped them learn 70% or more of the time. These numbers though small, give a consistent message, the DSM delivery of instructional technology has been effective in creating an environment for learning.

The number of courses delivered online has increased to include the four core courses; HESC 110, HESC 150, HESC 205 and HESC 206. The delivery of all courses online has significantly broadened our student base and has contributed to a significant increase in student enrollment as seen in Appendix 5 Grade Distribution Summary. Agencies continue to increase expectations of entry level personnel; while this has not significantly changed the curriculum it has contributed to the increase in enrollment. Online delivery has given the DSM opportunities to market outside the San Diego area to community rehabilitation programs who do

not have access to such a specifically designed program in their local area. Students in this program have enrolled from all over California, Nevada and Texas.

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

N/A

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

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

The Disability Management Services Program is very proud of our work in the area of offering courses online and including the principles of Universal Design for Learning (UDL) to all our courses. The principles of UDL include active updates on all of our course websites, audio powerpoint presentations with accompanying transcripts, discussion boards, email with weekly feedback, immediate feedback on online exams and up-to-date information via the internet. We choose technology that will continue to enhance the way we interact with students, enrich relationships, and bring the world into the course via the internet.

A bonus for our traditional classroom students and faculty is they have access to the web-based courses and can access all the information available to our online students. Access to the online information further supports consistency across courses and multiple sections.

The faculty has a heightened awareness about accommodations and accessibility related to disability. This awareness ensures all materials and curriculum content is accessible to all students including those with disabilities.

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

The DSM Program offers all core courses online which allows for anyone in or outside of our community to benefit from our courses.

Mari Guillermo serves as a coordinator for Project Higher Education, which develops and provides training to faculty and administrators from institutions of higher education. Training focuses on disability awareness and Universal Design for Learning (UDL) principles and teaching

strategies. Mari has actively included the DSM faculty in all the training's and resources provided by the Project Higher Education Grant.

Deborah Serban-Lawler serves as training coordinator for Interwork Institute and works directly with the community rehabilitation program (CRP) project providing fundamental training, management and leadership training to community rehabilitation programs in California and Nevada. She also works in cooperation with Mari Guillermo on the Universal Design Project training faculty at institutions of higher learning on the applications of universal design principles and techniques.

Rebecca Bond-Brooks is a Special Education Inclusion Teacher for Grossmont Union High School District. She also serves as Adjunct faculty in Education at Claremont Graduate University, Claremont, California. Rebecca is a Consultant for Vanderbilt University, in Nashville, Tennessee. She has reviewed educational modules for the IRIS (IDEA '04 and Research for Inclusive Settings) Center website and for Claremont Graduate University web resource. Finally she is a Lecturer in Special Education at San Diego State University, Department of Special Education.

Tom Carr works as Program Manager for Saint Madeline Sophie Center a large organization providing vocational and community services to people with Developmental Disabilities. Tom also is the Commissioner for Santee Manufactured Fair Homes Commission, Board Member for Santee Human Relations Advisory Board and Vice Chair of Santee Human Relations Advisory Board.

Shalomon Duke is the Dean of Counseling and Special Programs at Coastline Community College, in Fountain Valley, CA. Shalomon has been very successful in writing and securing multiple grants and grant projects. Details are included in his attached resume in Appendix 10.

Janice Goforth serves as the Project Coordinator for the Center for Emerging Leadership in San Diego and Project Coordinator for Project LEADERS also in San Diego. Janice supports peer mentors with developmental disabilities in carrying out presentations at state and local conferences and local community agencies.

Through the individual work faculty do in the community, the world is brought into the classroom. DSM faculty continue to teach and increase awareness in the community beyond their Grossmont courses. Moreover, they are making significant contributions to the field of disability and rehabilitation that impacts the quality of life and opportunities for people with disabilities.

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

As stated in 2.9.

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

The case study methodology is utilized extensively in the curriculum to actively involve students in the learning process. These case studies may involve interviewing a person with a disability or assessing the quality of a program providing services to people with disabilities. The student is then required to present the information plus personal insights in a journal, final paper, and /or oral presentation. In another course students are required to develop an assistive technology device, which can be used by an individual with a disability.

Small group activities are frequently done in class to explore a specific concept or relate a specific topic to personal experiences.

Students are also assigned specific topics ( i.e. disability assistive technology), which they must research and then present findings to the class.

Instructors also schedule guest speakers who are professionals in the field of disability as well as individuals with disabilities who are invited to speak to the students about their perspective on disability. Guest speakers from the community have positively impacted students' understanding and learning. Furthermore, speakers not only broaden students' awareness of disability-related resources in the communities, but also their knowledge of job opportunities and employment options.

Online courses utilize Discussion Boards where the instructor facilitates a group discussion topic and the students are required to participate in the online discussion via the internet. Online courses also require students to do a significant amount of research via the internet on a variety of topics including the most recent research on: behavior intervention strategies, Autism, Self Determination, Health and Wellness, assistive technologies and communication strategies. Students also have the opportunity to learn about the legislative process through direct involvement with legislative efforts ( i.e. writing campaign).

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

The DSM program certificate and Associates Degree require students to complete courses in the following areas: business, family studies and psychology. Elective options are available in the following areas: business, child development, family studies, psychology, sociology, and speech. Finally, HESC 110 can be used to meet the general education

requirements in the Social Science category, ( Area D).

## **Campus Resources**

2.13 Indicate how the department/program utilizes the following college support services:

- Learning and Technology Resources
- Learning Assistance Centers
- Instructional Media
- Other services

Students who require accommodations due to a disability are advised to contact Disabled Student Programs and Services (DSPS). Information regarding learning assistance, educational counseling, health services, library, word processing, and computer access on campus are given to students at the beginning of each semester.

Students requiring interpreting services have been provided their accommodation through DSPS. Scheduling of classes in off-campus locations has not precluded the provision of such services.

All students are encouraged to forward official transcripts from other institutions and/or schedule an appointment with counseling services to review the DSM certificate/degree requirements. The review assists students in planning their academic schedules.

The evaluator's office has worked with students in determining their eligibility for graduation. The office has contacted the program coordinator to discuss cases in which students were seeking to waive or substitute a program requirement.

Information regarding completion of an Associates Degree in DSM is presented to students in all classes at the end of each semester by the DSM Coordinator and individual academic counseling is offered at this time to all students.

Information regarding the DSM program has been routinely disseminated to community rehabilitation programs throughout San Diego County and the state via presentations and training's delivered by Mari Guillermo and Deborah Serban-Lawler. Regular presentations at workshops held on campus or to other related courses of study could further benefit the program.

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

All textbooks that the DSM program uses are available at the Library. Currently the books are located in regular circulation. Instructors will be

reminded to contact the Library each semester the book is used and have it placed on "reserve" for better access for all students.

Assignments that require research into specific disabilities are typically conducted via Internet searches or utilization of public libraries. A majority of the students do not access the campus library unless they are enrolled in other courses scheduled to meet on campus.

- 2.15 Describe the working relationship between the department/program and counselors through the Counseling Department and/or EOPS 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 DSM program brochures are available at the counseling office. Counselors have also directed students to contact the program directly to obtain more information about course requirements, career options, etc. EOPS counselors have been the most diligent in contacting us for support and information.

Students are encouraged to meet with a counselor to discuss progress towards certificate/degree completion and transfer of units from other institutions.

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

The student survey indicates that the campus resources used by DSM students most often are the Counseling Center ( 50%), the Library, Math Lab, and Tutoring Center ( 35%), and the LRC ( 30%). These numbers are impressive considering that none of the courses offered in this program occur on campus.

### **Articulation**

- 2.17 List courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools.

N/A

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

N/A

## 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).

As already mentioned DSM has developed and offers all core courses via distance learning. This allows for access to all students regardless of work schedules and location of residence. Web based courses have all been designed to be in compliance with section 508 of the Rehabilitation Act.

- 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.)

Numbers indicate enrollment higher in the 30-45 yr. age group. Traditional courses begin at 5:00 to accommodate students who are typically working adults re-entering college. Web based courses are asynchronous to accommodate the various responsibilities and schedules of our students. Asynchronous means they can come online any time during the week of the course to participate in lectures and activities. Our students tend to have generally more responsibilities than the typical college student including: families, children and full time jobs. Our courses have been designed to meet these needs.

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

N/A

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

Continue to publicize the program to community agencies via the San Diego Vendor Advisory Committee, as well as at local and statewide conferences.

Continue to publicize the program throughout California and Nevada through the ACRE Training Series sponsored by SDSU Interwork Institute Regional Continuing Education Program.

The DSM program will increase program presence on campus through greater collaboration with the counseling department, Speech and Language Department, Occupational Therapy Aide program, Respiratory Therapy, and presentations at Health Science workshops.

The student survey indicates that 57% learned of the program through a work referral, thus our current strategies in marketing to agencies and organizations in the field of disability continues to be successful. The college catalog and class schedule informs 33% of our students of this programs offerings as stated in the Student Survey results.

Offering courses in both the Fall and Spring semesters has been a continuous request of students throughout the past 5 years. Because courses are sequential, a student must wait until Fall to begin the program. The majority of our students are working adults who are taking these courses for career advancement and the limitation of courses prevents this advancement. The student survey comments also support this strategy to better serve students.

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

Trends that we are seeing in the DSM program reflect more students coming into the program with the intent to complete an Associate's Degree and or Bachelor's degree. This is reflected in the statistical data as well as individual counseling sessions with students.

We are also seeing an influx of students intending to increase they knowledge of the field of disability by taking our courses, these students have a degree or certificate in a related field but are missing the specific training education in the area of Developmental Disabilities.

We are also seeing many students interested in taking courses in the other related health programs on campus. This is evident in the student responses on evaluations as well as requests for related course work beyond the DSM program. Students tend to be interested in gaining as much knowledge as possible and are seeing Grossmont as providing many advanced educational opportunities for gainful employment in the health



professions.

Enhancing the course websites by further incorporating the principles of Universal Design for Learning (UDL) will contribute to student success and retention rates.

Advocating for legislative, professional and academic support for coursework in rehabilitation and disability (such as the DSM) would aide enrollment as the field is in dire need of staff, but continues to have the barrier of low pay.

According to the Grade Distribution Summary Report, HESC 110 has an average of maintaining 60 students per class over the past 5 years and HESC 150 has an average of 45 students. These numbers reflect the addition of online courses as well as HESC 110 meeting the General Education requirement. HESC 205 and 206 have averages of 12 and 17 respectively. The decrease in enrollment for these courses indicate many students are enrolling only in the courses required for the RSS Certificate.

Retention for all HESC courses average 87% or higher with the exception of HESC 206 which is at 77%.

- 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.

Trends in earning degrees and certificates is consistent with certificates and degrees being earned at a rate of 4-5 per year. Though these numbers appear to be low, it is worth noting that the majority of students taking courses in this program earn the RSS Certificate. This certificate is awarded by the San Diego Regional Center to students who successfully pass HESC 110 and HESC 150. The RSS Certificate is a requirement for any persons wanting to open and operate a residential home for children or adults with developmental disabilities in San Diego and Imperial Counties.

Counseling of students in completing their full degree occurs with every student who takes HESC 151-154 Work Experience. These discussions are held in depth with these students due to the frequent contact with the instructor and student. A potential solution to increasing our students to degree completion may be to recommend that instructors discuss with their students on a more frequent basis how completing the degree may enhance their employment opportunities and their career.

## **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.

All instructors in the DSM program are professionals holding advanced degrees and working in the field of disability. Two of our instructors Mari Guillermo and Shalamon Duke hold doctoral degrees and Rebecca Bond-Brookes is currently working on her doctorate. The remaining five instructors hold Masters Degrees in the field of disability.

Our instructors hold positions in their communities that include delivery of state of the art services. It is because of this that the DSM program benefits. These professionals bring into the classroom a vast knowledge in the field of disability because they are doing it everyday, because they are delivering training to staff regularly and participating in training's for personal improvement.

Instructors participate regularly in local and regional conferences to gain personal knowledge for purposes of enhancing their services to people with disabilities. Many of our instructors not only attend conferences and workshops, but acquire certifications in specific areas. Rebecca Bond-Brookes became certified in Professional Assault Crisis Training (Pro ACT). Janice Goforth has authored several professional publications and written two successful grant proposals with co-author Dr. Mari Guillermo. Dr. Shalamon Duke has participated in many committees in his role as Dean of Counseling and Special Programs at Coastline Community College in Fountain Valley, CA . He too has authored several professional publications and secured many grants in the last 5 years.

The DSM program has an abundance of knowledge and skills within the instructor team. Bringing work experience and reality into the classroom brings unique quality to this program.

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

A full-time coordinator would contribute to the effectiveness of this program through increased and focused concentration on:

Coordination of the DSM Program  
Student Management, Follow Up and Support  
Completion of College expectations including Program Review

Recommendations, Strategic Planning Process, Course and program updates, and departmental responsibilities and requirements

Program Marketing

Student Recruitment

Establishment of partnerships with other departments and programs on campus

Participation on college/district committees, and meetings

- 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.).

Without full time faculty, involvement in shaping the direction of the college is limited. However, converting and delivering all our courses via distance technology is contributing to the college's ability to reach a wider spectrum of students. Additionally, with the support of the Interwork Institute Grant marketing outside of San Diego County about the Grossmont College DSM program has increased the college's visibility significantly as seen by the increase of students from outside of San Diego county.

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

Refer to section 2.9 for description of faculty contributions beyond the college.

- 4.5 Describe how decisions are made in your department/program." Decisions are look at by the DSM Coordinator and it is determined who will be affected. When appropriate, instructors are included and in most cases someone from Instructional Operations or the Dean's Office and the department office is included in the decision making process. The instructional team meets a minimum of one time per year to discuss issues, update and align curriculum, provide feedback to the DSM Coordinator and make programmatic decisions.

- 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. Email communication is the primary mode of communication used among the instructors and DSM Coordinator. Instructors teaching in the classroom also rely heavily on email communication with their students. The course websites for HESC 110, 150, 205 and 206 are used exclusively for those courses for content and communication. The instructors teaching in the classroom also have access to the course websites to assist students in their courses with resources. Our

websites are currently hosted and maintained by the SDSU Center for Distance Learning staff.

SDSU Interwork Institute Center for Distance Learning has provided website development and technical support and course facilitators every semester for all DSM online courses. We have received external funding via a grant awarded to the Interwork Institute from Rehabilitation Services Administration to support the development and maintenance of online activities since 2002.

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

While this program does not have equivalencies it is recommended that all instructors possess a Master's Degree in the required subjects or meet the minimum requirements set by the State. Currently all DSM faculty possess a Masters Degree or higher.

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

- 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.

This program solely depends on adjunct faculty for all planning, development and implementation. One area that continues to come up throughout this report is the numbers of students in our courses, particularly in the Spring courses. The availability of our adjunct faculty to recruit new students is directly reflected in our enrollment. The addition of a full time faculty member would provide consistency to the program in the most important area, that being student recruitment and retention.

## SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

- 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?

The college success rate is 66% and the DSM program success rate is 95%. The biggest obstacle to success for the average DSM student is the competition among personal, professional and academic obligations. This program sees the highest enrollment in the age group 30-49 years of age. This group of students has more responsibilities than the student who enters college immediately after graduating from high school. Our students are typically working full time, managing a family and re-entering college for the purpose of career advancement. When conflicts arise in work or family life, this has a direct impact on completion of course work.

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

Enrollment numbers have gradually increased across all courses over the last 5 years. Enrollment of age class 30-49 is higher than the college average indicating we are serving a non-typical age group. Average class sizes are consistent with gradual 2% increases in enrollment every year. Males increased enrollment an average of approximately 2% per year, this is significant because the field of rehabilitation and disability has traditionally been female dominated.

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

Spring courses HESC 205 and 206 have traditionally had lower enrollments than our Fall courses. This is in part due to the majority of our students are employed in the field and are taking our courses for advancement. A key certificate is the Residential Support Services Certificate, which HESC 110 and HESC 150 are requirements for. This certificate allows the person receiving it, along with other requirements to open a group residential home. Therefore most students simply take our Fall courses. One strategy would be to spend more time counseling the students about the benefits of obtaining the DSM degree or certificate and encourage them to continue through the program.

Another strategy would be to work with the San Diego Regional Center (SDRC), the agency that grants the RSS Certificate, and in cooperation with them increase their requirements for those who open residential group homes. SDRC has in the past voiced interest in our other courses as beneficial to their students.

- 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.

Traditional courses are taught off campus at Santana High School and these facilities adequately meet the needs of our students. The downside of the off campus courses is that the DSM program does not have a presence on campus and this makes it more challenging to market to the general student population.

- 5.5 How does room availability affect your enrollment?

Due to the serious issues of parking on campus at this time, the off campus courses actually provide an incentive to our students to attend courses knowing they do not have to deal with parking limitations.

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

All of the HESC courses are offered in an alternative format. Our traditional courses are all offered off campus at Santana High School. All our courses except Work Experience are now offered online via distance delivery.

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

Based upon the Student Survey specific questions related to class times and facilities was not asked due to the fact that a significant number of our students take online courses and therefore there are no facilities to survey nor are times and issue as the student attends the course when it is convenient for them. The survey did ask how satisfied was the student with the availability of the courses in the program and 57% reported being very satisfied and 24% reported satisfied.

## **SECTION 6 – FISCAL PROFILE**

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

Earned WSHCH/FTEF reports are consistent with this programs enrollment. Due to the nature of this program and few classes offered enrollment is lower than average. However, Fall WSCH is consistently higher than Spring, again due to most students are interested in completing only HESC 110 and 150. Spring 05 shows a significant dip in the Earned WSCH/FTEF which reflects a lower enrollment that semester. There were no significant indicators as to why this semester had lower enrollment than others.

- 6.2 Using **Appendix 14**, Fiscal Data: Outcomes Profile: analyze and comment on

Earned WSCH/FTEF and Cost/FTES of the department/program.

In analyzing Earned WSCH/FTEF and Cost/FTEF the data suggests consistency over the 5 year span. There is a direct correlation between higher enrollment and lower Cost/FTEF, when custom cohorts were added the Cost/FTEF was lower.

- 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.

SDSU Interwork Institute Center for Distance Learning has provided website development and technical support and course facilitators every semester for all DSM online courses. We have received external funding via a grant awarded to the Interwork Institute from Rehabilitation Services Administration to support these activities since 2002. This grant award will come to an end in August 2008.

## **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

The Disability Management Services Program is unique in that it serves a specific group of community members. The program was designed to follow a career ramp for people working in the field of rehabilitation specifically working with individuals with Developmental Disabilities. The career ramp begins with the DSM program at the beginning of the ramp and follows a step by step path towards higher education ending with the potential of a Doctorate degree. This ramp was designed for students and people currently working in the field to see an educational career path in the field of Disability and Rehabilitation.

Faculty in this program are adjunct instructors. All hold other professional positions in the field and all are practitioners who bring real life knowledge to the classroom. This faculty team holds advance degrees and continues to educate themselves in state of the art techniques and service delivery models.

The DSM program is sensitive to the needs of all learners and understands accommodations and accessibility beyond the minimum requested requirements. This is exhibited by the application of principals of Universal Design for Learners in all our courses, traditional and online.

In addition, the DSM program has designed courses and course times to meet our student population needs. Traditional courses are taught off campus and after typical work hours. Online courses are asynchronous which allows the student to participate from their personal computer at a time that best suits their schedule and responsibilities.

The program has been very successful in providing excellent curriculum and delivery from the professional faculty team. The coordination of the program has been accomplished completely by volunteer hours. The addition of a full time coordinator would significantly help address enrollment, retention, success and fiscal responsibility.



## 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.

Full time coordinator to be responsible to maintain the entire program expectations, requirements, student follow up, student recruitment and faculty support.

Student Counseling during the Fall and Spring Semesters to encourage completion of the entire certificate and or degree.

The DSM program will increase program presence on campus through greater collaboration with the counseling department, Speech and Language Department, Occupational Therapy Aide Program, Respiratory Therapy Program and presentations at Health Science workshops.

Application of UDL principles to all HESC courses traditional and online.

Coordinate with SDRC to increase their requirement for RSS to include 205 and 206.

### 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 \_\_\_\_\_.**

# APPENDICES

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## APPENDIX 1

### 1. The Educational Master Plan

# Grossmont College Educational Master Plan 2005-2006

## Division:

Business and Professional Studies

**Saving your entries and coming back to them.** You may save your work at any time and come back to it later, by scrolling to the bottom of the form and hitting the "save" button.

## Department:

Disability Services Management

**Printing your section of the plan.** When you hit the "Save" button, you'll be given a print-ready version of your section of the plan.

## Director or Chair:

Type in the name of the chair, coordinator or director of your program or department.

Mari Guillermo

## Program Description:

In addition to describing your program or department for 2005-06, please include a longer-term view of where your program/department will be in 2010. Remember, you may copy-and-paste from your 2004-05 Educational Master Plan's program description. [Open 2004-05 Educational Master Plan in a separate browser window.](#)

The Disability Management Services Program is designed to assist students in providing support to individuals with disabilities in a variety of home, work, school, and community environments. Emphasis is placed on students applying their skills in increasingly complex systems of support which facilitate the inclusion of people with disabilities in the fabric of society.

As individuals with disabilities become increasingly visible in the community it is requisite that society examine how it can be more inclusive (i.e., opportunities, services, accommodations). Thus, the future of the program lies in expanding it's outreach beyond the disability and rehabilitation field to other areas that can

## Activities

You may identify up to five (5) principal activities your program/department plans to carry out in 2005-06. (You may also choose to identify fewer than five.) For each of these activities, please describe what the activity entails ("description") and the activity's expected benefit to the department/program or the division or the college and/or students' experience at Grossmont.

Then identify, in the check-boxes under "Requirements," where this activity will impact other collegewide planning processes; you may check all that apply. For activities with curricular implications, please contact Marsha Raybourn at [marsha.raybourn@gcccd.net](mailto:marsha.raybourn@gcccd.net).

Finally, for each activity please select the Strategic Plan goal and related objective that your activity most directly supports. The [See Goal and Objective descriptions](#) links will take you to full descriptions of each goal and all the objectives under each goal. Your activity may well contribute to more than one goal and more than one objective; but for this purpose please identify just one goal and related objective.

Please repeat the above steps for each of the principal activities you identify for 2005-06.

### Activity #1

**Description:**

Identify a variety of venues for outreach to identify and recruit students for the Disability Services Management Program. Part of the outreach will involve dissemination information about disability and rehabilitation.

**Expected Benefit:**

The benefits of this activity are two-fold: (1) increase student enrollment in DSM courses and (2) increase community awareness about disability and rehabilitation.

**Requirements:**  
(Select All that Apply)

- Curriculum Development
- Equipment
- Facilities
- Marketing
- Staffing - Classified
- Staffing - Faculty
- Staff Development

**Primary Strategic Goal:**

Goal 2 [See Goal and Objective descriptions](#)

**Objective Goal:**

Objective 2.4

### Activity #2

**Description**

Explore different formats for delivering courses online including hybrid versions that combine both in-class meetings and online delivery.

**Expected Benefit:**

Combining traditional and online course delivery formats will ensure students who are not adept at the computer can still engage in courses delivered online. An additional benefit to the student will be the new competency and skills gained in learning how to use the computer and navigate the Internet.

**Requirements:**  
(Select All that Apply)

- Curriculum Development
- Equipment
- Facilities
- Marketing
- Staffing - Classified
- Staffing - Faculty

Edu

Primary Strategic Goal:

Staff Development

Goal 1 [See Goal and Objective descriptions](#)

Objective Goal:

Objective 1.3

### Activity #3

Description:

Expected Benefit:

Requirements:  
(Select All that Apply)

- Curriculum Development
- Equipment
- Facilities
- Marketing
- Staffing - Classified
- Staffing - Faculty
- Staff Development

Primary Strategic Goal:

Select a Goal [See Goal and Objective descriptions](#)

Objective Goal:

Select Objective

### Activity #4

Description:

Expected Benefit:

Requirements:  
(Select All that Apply)

- Curriculum Development
- Equipment
- Facilities

### Accomplishments

Please list the program's or department's accomplishments so far in 2004-05, including those you can reasonably anticipate being completed by June 2005. There is space provided for ten accomplishments, but you're not required to identify ten. For each, please identify one Strategic Plan goal and related objective that the accomplishment most directly supports, using the drop-down boxes. You will be able to update this section of the plan in May 2005, to describe any further accomplishments in the spring semester.

#### Accomplishment 1

Primary Strategic Goal:  [See Goal and Objective descriptions](#)

Objective Goal:

Description: 

Core course for the Disability Services Management program (HESC 110, 150, 205, 206, 151-154), have been reviewed. As a result of the review, entrance and exit skills have been clarified providing faculty with an objective measurement for student success. Moreover, the linkages between courses have been further solidified providing students with learning experiences that build on each other with the completion of each course.

#### Accomplishment 2

Primary Strategic Goal:  [See Goal and Objective descriptions](#)

Objective Goal:

Description: 

New technologies have been explored and added to the online courses to enhance the learning experience of the students. These technologies include talking powerpoints and video streaming. Instructors continue to research creative ways to teach online while maintaining websites that are fully accessible to individuals with disabilities.

#### Accomplishment 3

Primary Strategic Goal:  [See Goal and Objective descriptions](#)

Objective Goal:

Description:

#### Accomplishment 4

Primary Strategic Goal:  [See Goal and Objective descriptions](#)

Moreover, the linkages between courses have been further solidified providing students with learning experiences that build on each other with the completion of each course.

**Accomplishment 2:**

**Description:**

New technologies have been explored and added to the online courses to enhance the learning experience of the students. These technologies include talking powerpoints and video streaming. Instructors continue to research creative ways to teach online while maintaining websites that are fully accessible to individuals with disabilities.

## APPENDIX 2

### **2. Previous Program Review Summary**



# PROGRAM REVIEW 2001

**DISABILITY SERVICES MANAGEMENT**

**DISABILITY SERVICES  
MANAGEMENT**

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## DEPARTMENT/PROGRAM REVIEW

### SECTION 1 - OVERVIEW

Department/program history, recent trends, response to last program review recommendations.

#### Concise History

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

In 1985, California State regulations impacting persons with developmental disabilities were developed and Grossmont College was asked to sponsor two courses – HESC 114 and 115. The first year (1985-1986), HESC 114 (Introduction to Developmental Disabilities Specialist) and 115 (Techniques for Developmental Disabilities Specialist) were offered under Instructional Associate (INSA). Starting in 1985, the Department of Industrial Relations set up a plan for work experience classes and offered a certificate to persons completing the two theory course and the work experience. Then HESC 210 (Seminar in Developmental Disability) and 211 (Developmental Disability Work Experience) were added.

In 1987, with the support and assistance of the Advisory Committee, an Associate degree major was developed, which added two second-year classes and a variety of electives in addition to the two existing first-year courses and work experience. In 1991, all courses were rewritten and adopted in Fall, 1992 to bring the courses up to current standard and broaden the field to include working with persons with disabilities in a variety of settings (i.e., employment, community, education). In fall, 1992 a new 2-unit course was offered – HESC 205 (Communication Skills for Persons with Developmental Disabilities) under the recommendation of the Federal Surveyors for Home of Guiding Hands.

The courses currently offered under the Disability Services Management (DSM) Program include:

- HESC 110 – Disability & Society (formerly HESC 210)
- HESC 150 – Techniques for Developmental Disabilities Specialist (formerly HESC 150)
- HESC 205 – Assessing Communication of Persons with Developmental Disabilities
- HESC 206 – Behavior Management & Training Techniques
- HESC 207 – Health Care for Persons with Developmental Disabilities

## HESC 151-154 – Work Experience for Disability Services Management (formerly HESC 211)

In fall, 1998 HESC 110 was approved for distance learning delivery and was first offered online in Spring, 1999. In Fall, 2000 the General Education Committee approved HESC 110 as course that meets the requirements for general education in the Social Sciences category (Area D). In fall, 2001 HESC 150 was approved for distance learning delivery and will be offered online for the first time in spring, 2002. Modification to HESC 205 is currently being proposed to increase the course units from 2 to 3.

The targeted student population for the Disability Services Management (DSM) Program have expanded beyond individuals interested in providing residential services and seeking the Residential Services Specialist (RSS) certificate. Students now include individuals working in Community Rehabilitation Programs (CRP) and Special Education classrooms. These individuals are in entry-level positions, but interested in pursuing a career in the field of disability. Local CRPs offer incentives to their staff to enroll in the DSM program, which has resulted in several cohorts of students progressing through the certificate program and beyond.

### **Description of the Department/Program**

- 1.2 Provide the current department/program description as stated in the back of the college catalog. Review the statement for accuracy and currency. If revised, insert the revision in italics below the current one.

The Developmental Disabilities Specialist curriculum is the major offering. Students are prepared to work in agencies providing services to persons with developmental disabilities.

The Health Sciences Program also offers a cardiopulmonary resuscitation class.

### **Department Goals**

- 1.3 **Appendix 1** contains the Education Master Plan for the department/program. Make comments on the following:

Why are these the department/program's goals?

The four program goals are:

1. Provide up-to-date Disability Services Management curriculum that prepares students for transfer to a senior institution and/or for demand occupations in the field.
2. Provide up-to-date computers, software, electronic equipment, and technical support needed to offer classes on-line.

3. Ensure that adequate facilities are available at off-campus sites or, as needed, at the Grossmont College campus.
4. Increase the Department's faculty and staff to provide adequate support for program coordination.

Program Goal 1. The field of disability has undergone significant changes since the passage of the Americans with Disabilities Act (ADA) in 1990. Increasingly, people with disabilities are requesting services that are more inclusive and based in community settings as opposed to segregated institutions and sheltered workshops. Thus, there is a growing need for disability service professionals who are equipped to provide support to individuals with disabilities in more complex settings within the community. It is imperative that the curriculum, offered through the DSM program, is current and reflective of the best practices in the field. In other words, the curriculum must effectively prepare students with the knowledge and strategies necessary for providing services to individuals with disabilities and ultimately enhancing the quality of life for these individuals.

Program Goal 2. The use of distance technology has proven to be an effective mode of delivery for courses. The increasing student enrollment in the HESC 110 online course reflects the growing interest in online courses. Additionally, the DSM program is unique in its course offerings and has been requested by CRPs in Orange County and the Bay area. By offering courses via distance we are able to meet the training needs of these constituents and consequently increase the program's student enrollment. Current technology and technical support is critical to the development, delivery, and maintenance of online courses.

Program Goal 3. All HESC courses are offered off campus at Santana High School or other community agencies. The location of the courses is important to ensuring student enrollment each semester. For example, if a CRP is able to guarantee the enrollment of 20 staff members, then the class is held at their agency location. With the interest and support of CRPs and other agencies throughout San Diego, there is a wide availability of classroom sites.

Program Goal 4. Part-time instructor, Mari Guillermo, does the scheduling of classes and course modifications. In addition she is responsible for her teaching assignment and conducts the coordination of the program. Cost per student is lowered when the program does not employ a coordinator. Moreover, exclusively adjunct faculty teaches the program's courses. At present, courses are not offered frequently enough to justify hiring a full-time faculty member. Yet coordination of the program is critical to ensure satisfactory student enrollment and scheduling of courses.

1. How are these goals tied to the mission statement?

Program goals are tied directly to the College's mission to "provide high quality education." Specifically, the College's initiative to "promote student success through educational excellence" is related directly to Goals 1 and 2 and is reflected in the breadth of courses and variety of delivery methods that collectively prepare students for a career in the disability field. Additionally, the initiative to "seek and sustain high quality staff" is directly related to Goal 4 and is demonstrated through the dedicated adjunct faculties who work in the field full-time and impart their experiences and knowledge to the DSM students enrolled in their respective courses. Finally, the initiative to "maintain and engage community relationships" is related to Goal 3 and sustained through the collaborative partnerships with CRPs and other agencies to effectively meet the training needs of their staff.

! Which goals have been met?

- Technical support for the conversion of HESC 110 and 150 for online delivery was made possible through a grant awarded to the Interwork Institute (of which Mari Guillermo is a project coordinator) from the Department of Education – Rehabilitation Services Administration. However, technical support directly from the college requires further development.
- Partnerships with CRPs, Santana High School, and other community agencies provide a variety of class locations to accommodate the targeted student population.
- Each adjunct instructor is responsible for one course that ensures students are exposed to a diversity of backgrounds, experiences, and perspectives related to providing services to people with disabilities. In the past, all the courses were taught by one or two instructors.

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

One of the major obstacles in achieving Goal 4 is the inability to provide reassigned time for a full-time faculty member to enhance program recognition and coordination. According to a 1996 Department Analysis for Academic Master Plan, "courses are not offered frequently enough to justify hiring a full-time faculty member." Yet availability of a full-time faculty member would facilitate the recruitment of students to ensure full enrollment in all the courses through program promotion in the community and on campus.

How have these goals changed and why?

The goals have not changed and reflect the last revision of the Educational Master Plan in 2001.

### **Enrollment Patterns by Course**

- 1.4 Using **Appendix 2**, *Efficiency and Success by Subject Report*, comment on student success figures since the last program review.

According to data presented in the *Efficiency and Success by Subject Report*, the fall semesters between 1995 – 1998, recorded slightly higher success rates in comparison to the spring semesters (average difference of .10). The average success rate between Fall 1995 – Fall 2000 was .78 compared to the college success rate of .63. Overall, these figures demonstrate the DSM program is successful.

Using **Appendix 3**, *Grade Distribution Summary Report*, comment on retention and grading variability figures. Discuss any specific courses which have unusual retention patterns or grading variances.

Analysis of the last five years of data reveals retention rates ranging from 95% to 85%. Retention rates for HESC 110 (85%) and HESC 150 (86%) were lower than rates for HESC 207 (94%) and work experience courses (95%). HESC 110 & 150 are the first courses students must take in the DSM program and are prerequisites to the subsequent HESC courses. The lower retention rates in HESC 110 & 150 may account for students who decide against pursuing a certificate/degree in DSM. Likewise, the students who proceed beyond HESC 110 & 150 are working towards completion of the certificate of achievement and/or associate degree. Thus, the higher retention rates as reflected in HESC 207 & work experience.

Analysis of the grading distribution, indicate over 50% of the students received "A's" and 21% received "B's". The grade distribution reflects student mastery of the course content. Moreover, successful application of course content in the field is reflected in the 87% of students who received "A's" in the work experience courses.

### **Implementation of Past Program Review Recommendations**

- 1.5 **Appendix 4** contains the most recent Program Review Committee recommendations for the department/program. Describe changes, which have been made in the department/program in response to recommendations from the last review.

In fall 1992, the Program Review Committee commended the DSM program for maintaining a cost-effective, quality program. The committee recommended "that the program staff be sensitive to the implications of how the recently passed Americans with Disabilities Act (ADA) might affect [the] program."

The faculty are cognizant of the ADA and impart this information to students in all the courses. For example, as the overview course, HESC 110 devotes one lecture specifically to legislative mandates including the ADA. The required text

for HESC 110, *No Pity* by Joseph Shapiro, also documents the history and subsequent passage of the ADA in 1990. In all the courses, emphasis is placed on community integration, accessibility of buildings and services, and overall civil rights for persons with disabilities. Such emphasis is reflective of both the letter and spirit of the ADA.

### **Advisory Committee Recommendation**

- 1.6 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.

Recommendations from the Advisory Committee include:

- Increasing the number of instructors available to teach the HESC courses.
- Adding a section on ethics for professionals providing services for people with disabilities.
- Presenting an overview of the DSM program to disability support professionals at regularly scheduled staff meetings of local agencies.

Response to the above recommendations include:

- The DSM program has grown from a staff of two adjunct faculty in 1995 to seven adjunct faculty in 2001. Each faculty is responsible for teaching or co-teaching one course in the DSM program. As a result students will not have the same instructor twice during his/her enrollment in the DSM program.
- HESC 110 has devoted one lecture to ethical & professional behavior in the workplace and community. The lecture covers issues related to interacting with supervisors, co-workers, consumers and family members of the consumers. Moreover, HESC 110 & 150 concentrates on issues related to consumer rights and advocacy.
- Presentations at local agency staff meetings are conducted during the summer and winter in preparation for the fall and spring semesters, respectively. Additionally, presentations to the Vendor Coalition Committee, which is comprised of representations from local residential, employment, and community programs, are conducted annually.

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

In Appendix 5, complete the prerequisite status form to show the status of establishing prerequisites, corequisites, and advisories on recommended preparations.



- 2.1 In courses that have them, determine if "prerequisite, corequisite, and strongly recommended skills (advisories on recommended preparation)" meet program requirements and current Title 5 regulations. If not, comment on progress toward compliance. (Refer to the Prerequisite Handbook available from Instructional Operations.) In addition, if other prerequisite issues will potentially impact any department/program courses, please comment. Documentation of individual content reviews and validations must be kept on file and provided upon request.

The program utilizes "co-requisite" preparation on most courses meaning that the skills can be learned in classroom and practiced in the clinical setting. Techniques in sequential coursework assist in completion of required work experience.

**Appendix 6, contains copies of all official course outlines.**

- 2.2 Review all course outlines for currency and verify that writing, reading, and problem-solving skills, quantitative reasoning, and critical thinking are reinforced across the department/program's curriculum. Please comment.

Review of the course outlines indicates all is current with the exception of two areas: (1) Listing of textbooks must be updated with new texts or most recent edition and (2) HESC 205 is currently undergoing revision as a 3-unit vs. 2-unit course. Writing, reading, problem-solving skills, quantitative reasoning, and critical thinking are reinforced across the curriculum through examinations, small group activities, assigned projects, class discussions, and student presentations.

- 2.3 Explain how the department/program maintains academic standards, integrity and consistency. Explain how the department/program ensures that all instructors teach to the official course outline.

Faculty meetings are held twice a year to discuss curriculum-related issues. Each faculty will have a copy of course syllabi from all core courses. Review of the syllabi and subsequent discussions focus on identification of overlapping information and strategies for advancing students' understanding and application of techniques and practices in the field. Such discussions ensure the knowledge obtained in one course serve as a foundation for understanding advanced concepts presented in subsequent courses.

Additionally, students complete course evaluation at the end of each semester. The data is summarized, and a copy is provided to the instructor for his/her review.

- 2.4 Describe how the department/program measures student mastery of course competencies. This is especially important in departments with sequential offerings.

Student mastery of course competencies is determined through essay exams, special projects, oral presentations, and written assignments. When students enroll in the work experience course, they are expected to apply the concepts and strategies learned in the courses to the actual support of persons with disabilities. The work experience instructor will schedule a minimum of two visits in which the student is supporting a person without disabilities. The objective of the visit is to assess the quality of services provided by the student based on levels of integration; utilization of assistive technology where applicable; interaction between student and consumer; and application of other best practices.

- 2.5 Describe strategies employed to prevent grading variance in multiple section courses (e.g., mastery level assessment, holistically graded writing samples, departmental determination of core areas which must be taught, etc.).

During the past five years, multiple section courses have occurred on eight occasions, three of which involved delivery of the course through distance technology. Identical course syllabi were utilized for both sections. The Grade Distribution summary indicates little grade variance between sections.

- 2.6 Describe opportunities that the department/program provides for students to extend learning outside of the formal classroom.

The special projects required in all the courses require contact with an individual with a disability or agency serving persons with disabilities. These contacts are made outside the final classroom. HESC 205 requires a site visit to the United Cerebral Palsy (UCP) Assistive Technology Center. Students enrolled in work experience are responsible for completing a required number of hours (based on # of units) with an agency providing services to persons with disabilities.

- 2.7 Detail methods for evaluating the course content. Describe methods used to assure that current curriculum adequately meets students' needs (e.g., general education, prerequisites, job-specific training, transfer, etc.).

In addition to the methods described in section 2.3 a needs assessment was conducted to identify the training needs of staff employed in community programs. The survey asked respondents to rate the top three training needs of staff. The assessment, conducted in 1999, was utilized to identify areas that required increasing emphasis in the curriculum (i.e. behavior management person-centered planning, inclusive strategies). Completion of this same instrument by the students at the end of the program may provide further data regarding the adequacy of the curriculum in meeting students' needs.

- 2.8 Describe anticipated changes in the curriculum based on changes in technology, discipline, research, employment requirements, or licensing

requirements.

The anticipated change in the curriculum involves increasing the number of courses delivered online. The course content, however, will not be altered. Changes in employment requirements are reflected in agencies beginning to require college education for mobility within the organization.

While this will not alter the curriculum it may contribute to increasing student enrollment.

**2.9 Describe any protected status courses and the rationale for that status.**

Courses that are required for the major are protected. These single section courses are offered only once a year or less. If a course has not been offered in two semesters, it is allowed to go at lower class minimums so students may complete the major. On occasion, a substitute course has been offered as an independent study.

**2.10 In Appendix 7, list the courses in the department/program that are duplicated at Cuyamaca College.**

Comment on the status of formal alignment of these courses listed in Appendix 7. Specify courses which have been aligned or articulated and comment on those which have not. Documentation of alignment efforts adhering to the Grossmont-Cuyamaca Community College District Alignment Policies and Procedures must be kept on file and provided upon request.

N/A

**Innovation/Special Projects**

**2.11 Describe instructional innovations and/or special projects undertaken by the department or individual faculty members.**

- HESC 110 was one of the first courses at Grossmont delivered online in spring 1999.
- John Filley and Liz Castagnera are currently exploring the possibility of forming collaboration with Santana High School to create a career path for students interested in the disability field.
- Mari Guillermo serves as a coordinator for Project Higher Education, which develops and provides training to faculty and administrators from institutions of higher education. Training focuses on disability awareness and universal teaching and learning.
- Caren Sax is the director of the Community Rehabilitating Program (CRP)

- Continuing Education Project, which focuses on increasing the capacity of personnel within CRPs to provide quality services, expanding the employment and independent living outcomes of individuals with disabilities.
  - Debbie Serban has developed a leadership-training program for staff at Community Options (a CRP). A component of the training involves the DSM program for staff that is interested in career advancement.
- 2.12 Describe and provide examples of ways the program utilizes technology in instruction.
- The online delivery of HESC 110, and HESC 150 in the spring demonstrates the innovative application of technology used (i.e. email, website, discussion boards) is reflective of the most current technology, yet not so advanced that the average student cannot access or utilize it.
  - Instructors also ask students to access web-based information on several occasions throughout the semester for reports, perspectives, upcoming events, and state of the art practices.
  - Additionally, all instructors have email addresses and make this information available to students to enhance communication outside the classroom.
  - In the classroom instructors incorporate “MS-Power Point” presentations projected from a laptop computer to a screen via LCD projector.
  - Other technology incorporated into the course includes the use of videos and overheads.
- 2.13 Provide specific examples of various instructional methodologies utilized by the department/program that actively involves students in the learning process (e.g., study groups, learning communities, guided discoveries, etc.).
- The case study methodology is utilized extensively in the curriculum to actively involve students in the learning process. These case studies may involve interviewing a person with a disability or assessing the quality of a program providing services to people with disabilities. The student is then required to present the information plus personal insights in a journal, final paper, and/or oral presentation. In another course students are required to develop an assistive technology or device, which can be used by an individual with a disability.
  - Small group activities are frequently done in class to explore a specific concept or relate a specific topic to personal experiences.

- Students are also assigned specific topics (i.e. disability, assistive technology), which they must research and then present findings to the class.
- Instructors also schedule guest speakers who are professionals from the field or individuals with disabilities. Guest speakers from the community have positively impacted students' understanding and learning.
- Students learn about the legislative process through direct involvement with legislative efforts (i.e., writing campaign).

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

The DSM program certificate and A.S. require students to complete courses in the following areas: business, family studies, and psychology. Elective options are available in the following areas: business, child development, family studies, psychology, sociology, and speech. Finally, HESC 110 can be used to meet the general education requirements in the Social Science category (Area D).

### **Campus Resources**

- 2.15 Indicate what the department/program has done to formalize links with college support services for students (e.g., regular presentations to Counseling, dialogue with Tutoring Center, contact with LRC's available services, etc.).

Information regarding the DSM program was disseminated Fall, 2000 to students attending the Health Science Workshop, which was coordinated through the counseling center. Regular presentations at such workshops could further benefit the program. In fall, 1999 a presentation was conducted at one of the HESC classes regarding completion of general education requirements. Students who require accommodations due to a disability are advised to contact Disabled Student Services. Information regarding library, word processing, and computer access on campus are given to students at the beginning of each semester.

- 2.16 Comment on the utilization of the following educational resources and support services used by students in the department/program:

- . library
- . counseling services
- . tutors
- . instructional media
- . CALM lab

other

Assignments that require research into specific disabilities are typically conducted via Internet searches or utilization of public libraries. A majority of the students do not access the campus library unless they are enrolled in other courses scheduled on campus.

All students are encouraged to schedule an appointment with counseling services to review the DSM certificate/degree requirements. The review assists students in planning their academic schedules.

The evaluator's office has worked with students in determining their eligibility for graduation. The office has contacted the program coordinator to discuss cases in which students were seeking to waive or substitute a program requirement.

Students requiring interpreting services have been provided this accommodation through Disabled Student Services. Scheduling of classes in off-campus locations has not precluded the provision of such services.

- 2.17 Evaluate and provide a summary of the current status of resources in the LRC related to the department/program. Use a staff librarian to assist in the evaluation.

Texts required by the HESC courses are currently not available at the Grossmont library. Contact must be established with the LRC and librarian to address this gap.

## **Counseling**

- 2.18 Describe the working relationship between the department/program and the Counseling Department in terms of promoting student entry into the program and tracking after transfer. Describe changes perceived as needed to enhance this relationship.

The DSM program brochures are available at the counseling office. The program coordinator has also informed the office of class locations each semester, as they are not delineated in the course schedule. As previously mentioned, students are encouraged to meet with a counselor to discuss progress towards certificate/degree completion and transfer of units from other institutions. There is no formal tracking of students upon completion of the program. Students who transfer to the Bachelors in Vocational Education and Masters in Rehabilitation Counseling are informally tracked given the direct connection of these programs to the Interwork Institute (full-time employer for the DSM program coordinator).

Regularly scheduled presentations to students at the Health Sciences workshops

can help to enhance the relationship between the program and the counseling department.

### **High School Articulation**

- 2.19 Describe strategies that might be employed to recruit better quality students from Grossmont Union High School District.

Refer to section 2.11 regarding the exploration of establishing a career track between Santana High School and the DSM program.

### **Four Year Articulation**

- 2.20 Describe the status of articulation with the CSU and UC systems as well as with regional private universities and other entities.

No courses in the major are directly articulated with the four-year institutions. Courses in the major may be accepted as electives, particularly students transferring to the following SDSU programs: Social Work, Vocational Education, Communicative Disorders, Psychology, and Special Education.

- 2.21 Describe how the program ensures that transferable courses are current and articulate with four-year institutions.

N/A

- 2.22 Describe efforts made by the department/program to recruit students to the program and provide liaison with the secondary and postsecondary schools.

Refer to section 1.6 for recruitment strategies from community-based programs and 2.11 for initiation of recruitment effort at Santana High School.

- 2.23 Address the recruitment of underrepresented groups.

Students enrolled in the DSM program represent a diversity of groups including ages, culture, and ethnicity. 43% of the students represent non-white groups. This percentage has been on the increase based on the data collected from 1995 to 2000. For example, in 1995, 37% of the students were from non-white groups compared to 45% in 2000.

## **SECTION 3 - STUDENT ACCESS AND SUCCESS**

### **In Appendix 9, insert the Course Status Report**

All the DSM courses are degree applicable and meet title 5 requirements.

- 3.1 Describe specific ways the department has adjusted or developed curriculum to increase student success (e.g., addition of precollegiate introduction courses, bridge courses, block scheduling, variable unit courses, etc.).

Instructors have referred students to listings of website resources pertinent to the subjects and topics covered in class. Such resources supplement the materials provided by the instructor and encourage students to expand their knowledge base beyond what is covered in class. Moreover, a comprehensive listing of resources in 25 categories is provided on the Disability and Society website.

All assignments are also designed so students can apply content covered in class to actual practice. For example, HESC 110 requires students to spend time with one individual with a disability. HESC 150 requires students to assess services offered by community agencies. HESC 205 requires students to develop an assistive device that could be used by an individual with a disability. Such assignments take abstract concepts and apply it to real life situations.

- 3.2 Describe how current societal issues (e.g., multi-ethnicity of the state, aging population, environmental crisis, AIDS, etc.) may have an impact on course offerings in the program. Does the department/program anticipate developing new courses or modifying existing courses in response to these issues?

It is critical that the DSM program curriculum stay current with trends in the disability field. Courses have been and will continue to be modified to ensure content is reflective of best practices, current legislation, and the disability movement. For example, the increasing value of assistive technology to the participation of people with disabilities in the community has motivated the program to expand the content covered in HESC 205; thus modifying the course from a 2-unit to a 3-unit course. Also, the impact of A.I.D.S. and its recognition as a disability in the Americans with Disabilities Act (ADA) motivated HESC 110 instructors to add this topic to the curriculum.

- 3.3 Referring to **Appendix 10, Statistical Data: Outcomes Profile**, describe the extent to which underrepresented students enroll in the department/program. If participation rates are low, suggest strategies that might encourage greater participation.

Between 1995 – 2000 non-White students account for 43% of the students enrolled in DSM courses.

- 3.4 Describe ways the department/program has implemented alternative scheduling approaches to increase student access.



Majority of the students enrolled in the DSM program work full-time, requiring all classes be scheduled in the evening. Also, described in section 1.3, classes are located at community agencies that are able to recruit 20 staff members to enroll in the courses. The availability of HESC 110 and HESC 150 online further increases student access to the courses and affords more scheduling flexibility for students unable to attend a course that meets once a week at a scheduled time and location. The online delivery may also attract more students with disabilities. For example, a student with a hearing impairment decided to enroll in the online section of HESC 110 because he would be fully included without having to rely on an interpreter.

- 3.5 If the program is governed by state or federal licensing/registration examinations, please comment on student success.

N/A

- 3.6 Discuss strategies and/or activities, which have been, can be, or will be used to promote/publicize the courses/department/program.

- Continue publicizing program to community agencies via the Vendor Coalition, agency staff meetings, and local conferences.
- Increase program presence on campus through greater collaboration with the counseling department and presentations at Health Sciences workshops.

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

- The work experience courses provide instructors with the opportunity to inform community agencies about the DSM program. Observations at work experience sites in turn inform instructors of current practices and concerns in the disability field.
- Parents and agencies have contacted the program coordinator regarding connecting individuals with disabilities to students enrolled in the HESC 110 courses.

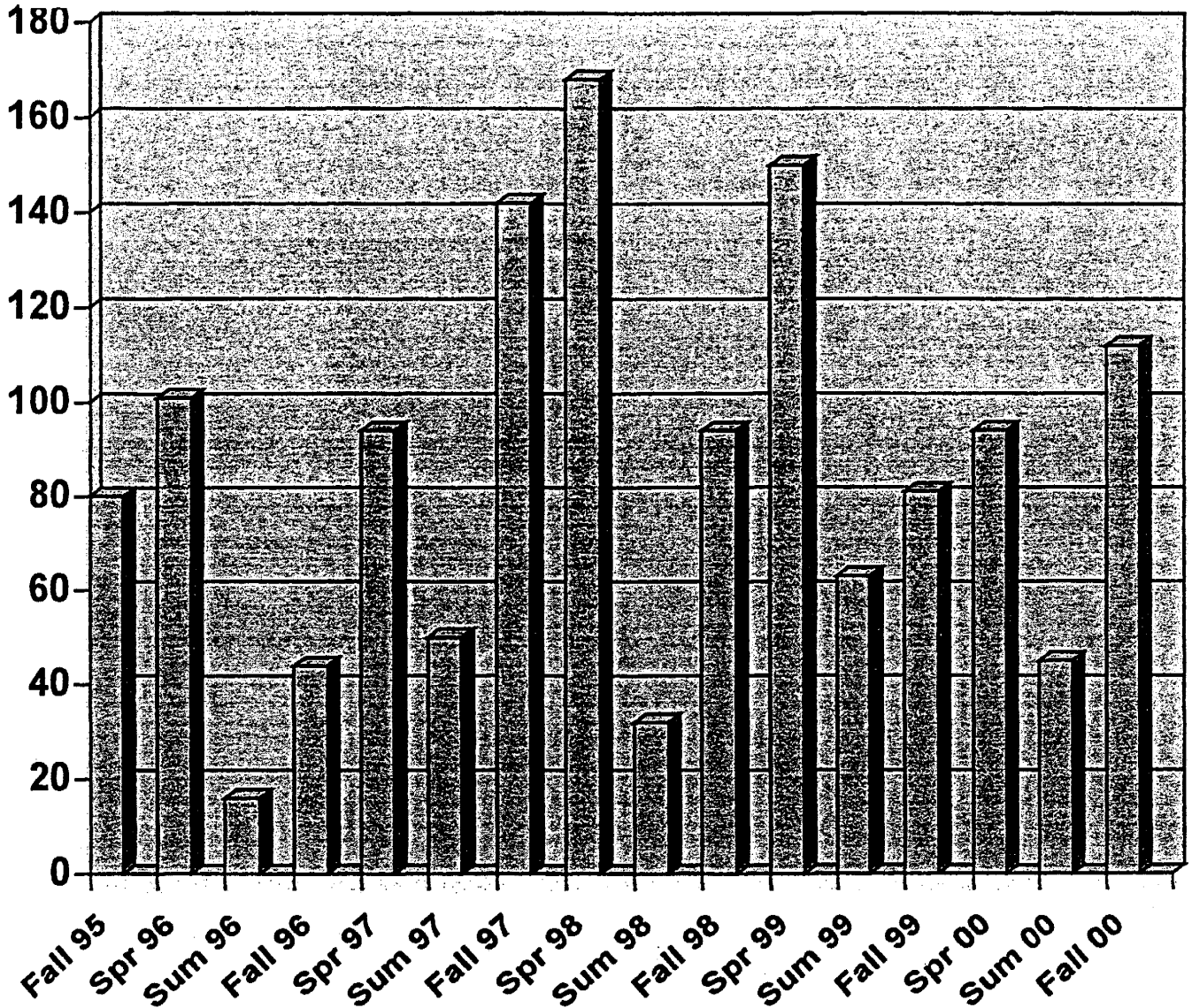
- 3.8 Referring to **Appendix 2**, Efficiency and Success by Subject Report, and **Appendix 3**, Grade Distribution Summary Report, comment on emerging trends of course completion, success, retention, and enrollments.

Data according to the *Efficiency and Success by Subject Report*, suggests an average success rate ranging from a high of .88 in Spring 2000 to a low of .65 in Spring 1999. Retention is relatively high ranging from .93 (in Fall 1996, Fall 1999, and Spring 2000) to .80 in Fall 2000.

# ENROLLMENT

HESC 110 & 150  
plus CPR certification  
enables student to obtain Residential Services Specialist (RRS) certification.

Relates to 3.8



According to the *Grade Distribution Summary Report*, HESC 110 and 150 have been able to maintain a minimum of 18 students per class over the past 5 years with a significant jump in enrollment during the 1998-1999 academic year. Additionally, a steady increase in HESC 110 enrollment between spring 1999 and Spring 2001 reflect the addition of the online section of this course. Decrease in enrollment for subsequent courses indicate many students are only enrolling in courses required for the RSS certificate.

- 3.9 If the department/program offers a major(s) or a certificate in the college catalog, report the number of students who earn these degrees and/or certificates.

In 2000-2001 three students earned degrees and one a certificate. While this number completing college degrees and certificates is small, most students do earn the Residential Services Specialist (RSS) certificate, which is requirement to be vendorized by the San Diego Regional Center to provide residential services to persons with developmental disabilities. The RSS is earned by completing HESC 110 and HESC 150.

- 3.10 Discuss the effects that prerequisites, corequisites, and advisories on recommended preparations have on student success in the department/program.

HESC 110 and HESC 150 provide students with an introduction and overview of disability and associated best practices as it relates to the provision of services. Mastery of the concepts presented in these two courses serve as a foundation for techniques, strategies, and support models covered in subsequent courses. Thus, the sequence of courses reinforces previously learned materials and provides new information for learning and application.

### **Special populations (financial aid, EOPS, etc.)**

- 3.11 Provide examples of the department/program's primary strategies to maximize student success (e.g., faculty advisement, job placement, tutoring, facility and equipment access, etc.).
- Instructors offer individual counseling to students as needed.
  - Some assignments are divided into several sections and due dates to ensure students receive ongoing feedback and ultimately meet the objectives for the assignment.
  - Instructors have also matched students to job opportunities in the disability field.

- 3.12 Provide examples of initiatives that have been taken to meet the special needs of part-time and non-traditional students (e.g., scheduling, student services, office hours, library services, etc.).
- Scheduling of courses in the evening to accommodate majority of students who work full-time.
  - Availability of instructors to meet with students before/after class or scheduling a meeting on a non-class day.
  - Inclusion in all course syllabi advising students to meet with instructors within the first two weeks if an accommodation is needed due to a disability.
  - Expansion of courses to online delivery.
- 3.13 Explain initiatives made to improve student retention, course/program completion, and transfers. Comment on strategies utilized to address the needs of underrepresented students. Include interventions to identify and assist at-risk students.
- Students are required to complete HESC 110 and 150 before enrolling in subsequent HESC courses. This prerequisite exposes students to the field of disability and allows them to assess their interest in pursuing a degree in this field.
  - Students encountering difficulty in completing assignments, passing mid-term exams, or demonstrating understanding of concepts are approached by the instructor to discuss concerns.
  - All students may repeat a failed course in which they have earned a "D"
  - HESC 150 students meet individually with Mari Guillermo in mid-semester to discuss academic and career goals. At this meeting she presents to each student the certificate and degree options available at GCC, plus the opportunities to transfer units to specific bachelor programs at SDSU.
  - Traditionally students who encounter problems in class have difficulty with writing assignments (i.e., grammar, composition). Instructors provide students with written feedback on the assignments and schedule individual meetings to discuss instructor's concerns. Students have also been referred to the writing center on campus as an additional resource.
  - Informing students of other resources would also be beneficial (i.e. EOPS, Tutoring).

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

**In Appendix 11A and 11B, complete Conference, Workshops, Staff Development and Sabbaticals forms.**

- 4.1 Provide examples of how faculty maintain currency in their respective disciplines and instructional methodologies. List any staff development opportunities that have significantly improved department/program instruction (e.g., workshops, conferences, course work, advanced degrees, field trips, etc.). Provide details in appendices 11A and 11B.

The adjunct faculty involved in the DSM program are current practitioners in the field of disability as service delivery providers, special education teachers, and/or trainers. Their full-time jobs in the field and participation in local, regional, and national conferences keep them current on trends, practices, strategies, and future directions.

To maintain currency on instructional methodologies faculty attend staff development workshops as their schedules permit.

John Filley is currently attending classes at San Diego State University as he works toward an M.S. in rehabilitation counseling. Mari Guillermo is also completing her dissertation in fulfillment of a doctoral degree in leadership from the University of San Diego.

- 4.2 Describe how the department/program is helping to shape the direction of the college (e.g., writing grants, implementing model projects which have college-wide impact, impacting policy, etc.).

Without full-time faculty, involvement in shaping the direction of the college is limited. However, converting and delivering courses via distance technology is contributing to the college's ability to reach a wider spectrum of students.

- 4.3 Address college community involvement by the department/program (e.g., college/district standing committees, task forces, Academic Senate representation, etc.).

Due to the program's composition of adjunct faculty, there is currently no representation on standing committees, task forces, Academic Senate, etc.

- 4.4 Describe the process utilized, which ensures participation by full-time and adjunct faculty in establishing policy, evaluating curriculum, and other departmental decisions.

DSM faculty participate in the annual program meeting, which focuses primarily on the curriculum. The Associate Dean of nursing also maintains consistent and ongoing communication with the program coordinator regarding issues, new

policies, and requirements affecting the program.

- 4.5 Describe how the department utilizes and/or incorporates new discipline-specific information or pedagogy learned by individuals through professional development activities.

Instructors incorporate new information or pedagogy learned at interviews, conferences, and training into course content. Furthermore, such information is shared amongst instructors via e-mail and faculty meetings.

- 4.6 Describe how computer resources, such as the Internet, are used by faculty in the department.

- All instructors have their own e-mail addresses, which students can use as a mode for accessing instructors outside of class hours.
- Faculty utilize the Internet and disability-related list server as one of the resources to maintain currency in the field.
- As previously mentioned, HESC 110 and 150 have been approved for online delivery which requires faculty to use e-mail and a website to communicate with students and deliver course content.

- 4.7 List any future staff development opportunities that will address department/program needs.

Attending conferences, annual program meetings, and other professional development activities are an ongoing requirement to stay abreast of current practices and respond effectively to program needs.

- 4.8 Discuss staffing factors that influence the effectiveness of the program. Include discussion of part-time vs. full-time ratios, dependence on overloads, etc.

There are eight adjunct faculty each responsible for teaching or co-teaching one course. Despite the absence of a full-time program coordinator the quality and comprehensiveness of the program curriculum has been superior. This can be attributed to the commitment, dedication, and motivation of the faculty to provide students with the most current, up-to-date information impacting the field of disability. Moreover, having faculty who are active professionals in the provision of services to individuals with disabilities greatly enhances the integrity of the curriculum.

- 4.9 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in **Appendix 8**.

For faculty who do not possess a Masters Degree in the required subjects Some faculty have the minimum qualifications set by the State, while other part-time faculty have been hired through the equivalency process.

- 4.10 List and describe the duties of classified staff who are directly responsible to the program.

There is no classified staff directly responsible to the program. However, the nursing secretary supports the program by answering or directing student inquiries about the program and assisting in preparing forms for course/program modifications.

- 4.11 Describe any department staffing needs or anticipated changes.

A full-time coordinator could contribute to the effectiveness of the new program through increased and focused concentration on:

- Program marketing
- Student recruitment
- Establishment of partnerships with other departments and programs on campus
- Participation on college/district committees, task forces, etc.

## **SECTION 5 - ROOM UTILIZATION**

**Refer to Appendix 2, Efficiency and Success by Subject Report.**

- 5.1 Comment on the status and/or trends of class size according to data listed.

Class size averaged 21 students over a 5-year period. A marked increase in student enrollment during the academic year 1998-1999 due to the successful recruitment of two cohorts from two large agencies providing services to persons with disabilities. Since then the program has managed to sustain classes averaging 19 students. However, a marked decline in enrollment occurred in Spring 2000 and Spring 2001. Part of the reason may be related to concerns in the field regarding filling entry-level positions that pay an average of \$9.00 an hour. Competition with higher paying jobs poses a challenge to recruitment of individuals to the field as well as the DSM program.

- 5.2 Analyze and comment on any trends in enrollment numbers and numbers of sections offered.

Enrollment in HESC 110 and 150 average 30 students over a five-year period. These classes are required for those students interested in obtaining a Residential Services Specialist (RSS) certificate from the San Diego Regional Center. Enrollment in subsequent courses (HESC 205, 206, & 207) however decline as students decide not to pursue a certificate/degree beyond the RSS certificate.

On the other hand, enrollment in the HESC 110 online has increased each semester since fall 1999 – 13; fall 2000 – 19; spring 2001 – 40.

The enrollment trend for the online section of HESC 110 may be an indicator of student preferences. In other words, increasing the number of courses available online may help to increase student enrollment.

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

As indicated above, enrollment in HESC 205-207 is lower than the average enrollment in HESC 110 & 150 (prerequisites for HESC 205-207). One strategy currently being employed is meeting individually with students midway through HESC 150 to discuss career and certificate/degree options available to them.

- 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.

As mentioned previously, all courses are held off campus at a local agency or Santana High School. Facilities have been satisfactory and equipment has been available for meeting instructional needs.

## SECTION 6 - FISCAL DATA

- 6.1 Using **Appendix 12**, Subject WSCH Analysis Report, please comment on trends reflected in the column "Earned WSCH/FTE(F)" for specific courses over a five year period.

The WSCH/FTEF for the two courses required for the RSS certificate HESC 110 and HESC 150 average 300. There are no patterns of increase or decrease however, spike did occur in HESC 110 in fall 1997 and in HESC 150 in fall 2000. The 200 level courses are offered infrequently because of lack of demand for the college certificate and degree.

- 6.2 Using **Appendix 12**, comment on any courses that have especially high or low figures as shown in the column "% of MAX."

The % of max for HESC is difficult to assess because it is offered off-site at different locations such as; the Home of Guiding Hands in Lakeside and Santana High School in Santee. In general the % of MAX is all the HESC classes is low with a peak in spring 1999.

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



- 6.4 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.

Department of Education – Rehabilitation Services Administration: 5 year training grant for community rehabilitation programs and continuing education awarded to Interwork Institute of which Mari Guillermo is a full-time project coordinator. \$10,000 is used towards recruitment of students through presentations and outreach to community programs' coordination of courses; and department maintenance of online courses.

## **SECTION 7 - SUMMARY**

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

- . academic/vocational quality
- . student access and success
- . development of human resources
- . fiscal stability

The DSM program has a dedicated and committed faculty contributing to the overall quality of the curriculum. Community interest and participation in the program reflects the program's effectiveness in meeting the training needs of professionals providing support services to individuals with disabilities. Yet, the low enrollment figures represent the low wages paid to entry-level professionals in this field.

Recruitment remains a major concern. Current efforts in the field to legislate increased wages may help address this ongoing challenge.

Student success is the primary concern and objective of faculty. It is imperative that students acquire the critical skills and knowledge needed to provide quality services to individuals with disabilities. Instructional strategies that require students to demonstrate application of concepts through course assignments ensures this objective is met. Moreover, scheduling of classes in the evening enable students to work full-time, predominantly in positions supporting individuals with disabilities.

The strength of the faculty is that they are practitioners and educators and are well published. This requires that they keep current on new strategies, practices, technology, and legislation related to individuals with disabilities. It is often difficult for faculty to attend campus activities since they are all employed in full-time positions. However, they do attend outside workshops and conferences.

## **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.

1. Develop a marketing strategy for student recruitment to increase the enrollment of students in the DSM program.
2. Target new student populations to increase enrollment.
3. Better utilize support services on campus to assist students who encounter academic problems
4. Convert remaining HESC core courses for online delivery to attract a greater student pool.
5. The college needs to be responsive by providing at least a part time faculty position to implement market strategies, sustain recruitment efforts, and establish a stronger presence on campus.
6. Establish partnerships with other departments on campus to further increase the presence and participation of the DSM program in college activities and efforts.

**APPENDIX 1**  
**THE EDUCATION MASTER PLAN**  
**1997-2015**

## DEVELOPMENTAL DISABILITIES SPECIALIST PROGRAM

Present (Fa 1996)	Short-Term (est. Fa 2005)	Long-Term (est. Fa 2015)
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Enrollment (FTEs)

WSCH  
WSCH/TEP

(See Nursing Program.)\*

\*For a graph of projected WSCH for Nursing, please see the Appendix.

### Present

#### Description of Program

This program is designed to assist students in providing support to individuals with developmental disabilities so they can attain their optimum level of function in society. Most of the students are currently working with persons with disabilities in a work setting, a group home, or a school, or they have a family member who needs support. The students have various educational goals: (1) the Residential Services Certificate; (2) the Developmental Disabilities Specialist Certificate; or (3) the Associate of Science Degree. Classes are usually offered off campus at Santana High School or at group home facilities. The Interwork Institute at SDSU provides the teachers for this program.

**Potential Obstacles:** Despite the increasing need for trained individuals to work with people with disabilities, enrollment is limited by low salaries and lack of commitment to this population.

#### Facilities Needs

Although the standard classrooms on and off campus are currently adequate, there is a need for flexible classroom

environments where chairs and tables can be rearranged to accommodate group activities.

**Potential Obstacles:** Because of the widespread need for flexible classrooms, this small program does not have priority for space. Off-campus sites are one solution, but time schedules are sometimes difficult to coordinate.

#### Staffing Needs

All of the faculty in this program are adjunct. To build the program a full-time faculty member is needed.

**Potential Obstacles:** With so many larger departments needing full-time faculty, this program is not in a position to compete for a full-time instructor.

#### Equipment Needs

Modern technologies, including computer simulations, will be needed to provide a variety of teaching modalities which address the needs of students with varied learning styles. Computer simulations require computers with sufficient memory to address this need.

**Potential Obstacles:** Since an up-to-date health professions computer lab is available, the only obstacle is the cost of purchasing the computer simulations.

#### Short-Term Projections

#### Description of Program

Currently the faculty and administration are developing methods for providing distance learning courses to the Marshall Islands and Guam via the Internet and compressed video. The need for inclusion of the foundation course, Disability and Society, in the general education package is being advocated by the Developmental Disabilities faculty. The continued implementation of the American with Disabilities Act will necessitate the training and employment of additional personnel, thus increasing the need for this program.

**Potential Obstacles:** The obstacles to implementing distance learning courses include the time to develop the courses in a new modality; the need to provide sufficient computer access to the Islands; and the need to develop enrollment and tracking mechanisms for monitoring student progress. The obstacle to the acceptance of the foundations course in the general education package is developing or modifying the current course to meet the new requirements for acceptance by the general education committee.

**Facilities Needs**

The need for flexible classrooms will continue in the short term as well as access to a computer lab where computer simulations can be accessed.

**Potential Obstacle:** Competition for available classrooms.

**Staffing Needs**

The increasing diversity of the student population necessitates the recruitment of ethnically diverse faculty. The need for a full-time instructor dedicated to this program continues.

**Potential Obstacles:** The pool of faculty who have the education and work experiences needed is limited. Funding a full-time instructor is unlikely given competing demands for faculty in larger programs.

**Equipment Needs**

The equipment needs can be met by the computers in the Health Professions lab.

**Potential Obstacles:** The only obstacle would be the availability of the health professions lab at times when the students can access it.

**Long-Term Projections**

**Description of Program**

The program is expected to grow over the long term if the various initiatives currently in place are realized, such as (1) the

inclusion of the foundations course in the general education package; (2) the further implementation of the Americans with Disabilities Act; (3) the articulation of three core courses with SDSU; (4) and the development of distance learning modalities.

**Potential Obstacles:** The acceptance of this program as a viable general education course; the obstacles described in the short term.

**Facilities Needs**

Arranging for off-campus sites and orientation and testing sites for distance learners is the primary long-term need.

**Potential Obstacles:** Facilitation of the partnership and logistics requires considerable time and commitment by the faculty and administration.

**Equipment Needs and Potential Obstacles**

The equipment needs and obstacles in the long term are similar to those in the short term. §

**APPENDIX 2**  
**EFFICIENCY AND SUCCESS BY SUBJECT**

GROSSMONT COLLEGE  
PROGRAM REVIEW REPORT #1  
EFFICIENCY & SUCCESS BY SUBJECT

SUBJ	SEM	YR	SUBJ	SECTIONS	ENROLLMENT	UNITS	EFFICIENCY	SIZE	SUCCESS
HESC	SP	1996	HESC	6	101	13.5	.64	14.56	.68
		1997	HESC	7	94	14.0	.42	13.75	.81
		1998	HESC	11	168	22.5	.77	18.11	.81
		1999	HESC	12	150	29.0	.60	13.05	.65
		2000	HESC	9	94	22.0	.65	10.82	.88
SU		1996	HESC	1	16	.5	.80	16.00	1.00
		1997	HESC	3	50	4.5	.66	23.44	.83
		1998	HESC	3	32	4.0	.39	16.50	.86
		1999	HESC	3	63	3.5	.85	21.57	.79
		2000	HESC	2	45	2.5	.75	18.00	.58
FA		1995	HESC	4	80	10.0	.53	21.80	.84
		1996	HESC	4	44	10.0	.41	13.00	.82
		1997	HESC	7	142	20.0	1.00	20.95	.82
		1998	HESC	8	94	22.0	1.00	12.91	.80
		1999	HESC	6	81	15.0	.68	15.20	.83
		2000	HESC	6	112	16.0	.76	20.38	.66

**APPENDIX 3**

**GRADE DISTRIBUTION SUMMARY**



BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HESC 110 DISABILITY AND SOCIETY															
5600N	3.0		7	2	2	1	3				7	22	66.0	SERBAN	PT
5601	3.0		13	1		1	1	1			3	19	21.9	GUILLERMO	PT
COURSE TOTAL	8	3.0	20	3	2	1	4	1			10	41	87.9		
HESC 150 TECHNO/DEVELOP/NTL DISABIL SPEC															
5603N	3.0		14	1	2	2	2				8	27	81.0	CASTAGNERA	PT
COURSE TOTAL	3	3.0	14	1	2	2	2				8	27	81.0		
HESC 151A WORK EXP/DISABIL SERVICES MGMT															
5604 **	0.0		1									1	0.0	GUILLERMO	
COURSE TOTAL	0.0		1									1	0.0	GUILLERMO	
HESC 153 WORK EXP/DISABIL SERVICES MGMT															
5606 **	0.0		1									1	0.0	GUILLERMO	
COURSE TOTAL	0.0		1									1	0.0	GUILLERMO	
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5607 **	0.0		3									3	0.0	GUILLERMO	
COURSE TOTAL	0.0		3									3	0.0	GUILLERMO	
HESC 207 HLTH CARE:DEVELOP DISAB PERSON															
5610N	3.0		9	3			3				1	16	48.0	GOINS	PT
COURSE TOTAL	8	3.0	9	3			3				1	16	48.0		
HESC 299 INTRO SPCH PATHOLOGY/AUDIOLOGY															
5612	3.0		9	6		1	1				7	23	69.0	PERRELET	PT
COURSE TOTAL	3	3.0	9	6		1	1				7	23	69.0		
SUBJECT TOTAL			52	13	4	1	10	1			26	107	285.9		

\*\* 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	PT PT
HESC 110 DISABILITY AND SOCIETY		1	3	4	5					4	17	51.0	SERBAN	PT
5190N	3.0	4	3	4						1	40	107.0	SERBAN	PT
5191	6.0	18	8	4	9					5	57	158.0	GUILLERMO	PT
COURSE TOTAL		22	11	5	14									
HESC 112 CARDIO RESUSCITATION/CERTIFICA														
5192	12.0							16		16	16	11.0	KNIGHT	PT
5193	12.0							17		17	17	11.7	KNIGHT	PT
COURSE TOTAL								33		33	33	22.7		
HESC 150 TECHNO/DEVELOPMNTL DISABIL SPEC														
5194N	3.0	2	1	1	3		2			7	16	48.0	CASTAGNERA	PT
COURSE TOTAL		2	1	1	3		2			7	16	48.0		
HESC 151A WORK EXP/DISABIL SERVICES MGMT														
5196 **	0.0	1								1	1	0.0	GUILLERMO	
COURSE TOTAL		1								1	1	0.0		
HESC 153 WORK EXP/DISABIL SERVICES MGMT														
5200 **	0.0	1								1	1	0.0	GUILLERMO	
COURSE TOTAL		1								1	1	0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT														
5202 **	0.0	2								3	3	0.0	GUILLERMO	
COURSE TOTAL		2								3	3	0.0		
HESC 205 ASSESSNG COMM-PERS W/DEV DISAB														
5203N	2.0	8	1		1					1	12	22.0	FILLEY	PT
COURSE TOTAL		8	1		1					1	12	22.0		
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES														
5205N	3.0	4	1	2						3	10	30.0	BOND	PT
COURSE TOTAL		4	1	2						3	10	30.0		
HESC 299 FUNDAMENTALS OF ARTICULATION														
5206	4.0	9	5							1	15	60.0	PERRELET	PT
5207N	3.0	6	9	4						3	22	63.0	PERRELET	PT
COURSE TOTAL		15	14	4						4	37	123.0		
SUBJECT TOTAL		51	28	12	1	18	2	33		20	165	403.7		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
HESC 110																
5600N		3.0	7	3	2	1	3				6	22	66.0	SERBAN		PT
5601	8	3.0	13	1			1	1			3	19	21.9	GUILLERMO		PT
COURSE TOTAL			20	4	2	1	4	1			9	41	87.9			
HESC 150																
5603N		3.0	14	1	2		2				8	27	81.0	CASTAGNERA		PT
COURSE TOTAL			14	1	2		2				8	27	81.0			
HESC 151A																
5604 **		0.0	1									1	0.0	GUILLERMO		
COURSE TOTAL			1									1	0.0			
HESC 153																
5606 **		0.0	1									1	0.0	GUILLERMO		
COURSE TOTAL			1									1	0.0			
HESC 154																
5607 **		0.0	3									3	0.0	GUILLERMO		
COURSE TOTAL			3									3	0.0			
HESC 207																
5610N		3.0	9	3			3				1	16	48.0	GOINS		PT
COURSE TOTAL			9	3			3				1	16	48.0			
HESC 299																
5612		3.0	9	6			1				7	23	69.0	PERRELET		PT
COURSE TOTAL			9	6			1				7	23	69.0			
SUBJECT TOTAL			52	14	4	1	10	1			25	107	285.9			

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT	
HESC 110 DISABILITY AND SOCIETY																
5190N		3.0	14				1				1	16	48.0	GUILLERMO	PT	
COURSE TOTAL		14	14				1				1	16	48.0	GUILLERMO	PT	
HESC 112 CARDIO RESUSCITATION/CERTIFICA																
5192		3	12.0						3	3		6	12.3	KNIGHT	PT	
5193		1	12.0					16	19	3		16	11.0	KNIGHT	PT	
COURSE TOTAL		4	24.0					17	19	3		22	23.3	KNIGHT	PT	
HESC 150 TECHNQ/DEVELPMNTL DISABIL SPEC																
5194N		3.0	10	3	2		2				2	19	57.0	SULLIVAN	PT	
COURSE TOTAL		3	13	3	2		2				2	19	57.0	SULLIVAN	PT	
HESC 152B WORK EXP/DISABIL SERVICES MGMT																
5198 **		0.0	3									3	0.0	GUILLERMO	PT	
COURSE TOTAL		0.0	3									3	0.0	GUILLERMO	PT	
HESC 153 WORK EXP/DISABIL SERVICES MGMT																
5200 **		0.0	2									2	0.0	GUILLERMO	PT	
COURSE TOTAL		0.0	2									2	0.0	GUILLERMO	PT	
HESC 154 WORK EXP/DISABIL SERVICES MGMT																
5202 **		0.0	13				1					14	0.0	GUILLERMO	PT	
COURSE TOTAL		0.0	13				1					14	0.0	GUILLERMO	PT	
HESC 199 SPECIAL STUDIES IN HESC																
5207		3.0	1									1	3.0	GUILLERMO	PT	
COURSE TOTAL		3.0	1									1	3.0	GUILLERMO	PT	
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES																
5205N		3.0	15								2	17	51.0	FREY	PT	
COURSE TOTAL		3.0	15								2	17	51.0	FREY	PT	
SUBJECT TOTAL			40	3	2		3	19	3	3	5	75	182.3			

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HESC 110 DISABILITY AND SOCIETY															
5600N		3.0	15	2			3				2	22	66.0	SERBAN	PT
5601	8	3.0	7	2	1						3	13	13.7	GUILLERMO	PT
COURSE TOTAL			22	4	1		3				5	35	79.7		
HESC 150 TECHNQ/DEVELPMNTL DISABIL SPEC															
5603N		3.0	6	9	3		3	1			1	23	69.0	CASTAGNERA	PT
COURSE TOTAL			6	9	3		3	1			1	23	69.0		
HESC 151A WORK EXP/DISABIL SERVICES MGMT															
5604 **		0.0	1									1	0.0	SULLIVAN	
COURSE TOTAL			1									1	0.0		
HESC 152A WORK EXP/DISABIL SERVICES MGMT															
5605 **		0.0	2									2	0.0	SULLIVAN	
COURSE TOTAL			2									2	0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5607 **		0.0	4									4	0.0	SULLIVAN	
COURSE TOTAL			4									4	0.0		
HESC 199 SPECIAL STUDIES IN HESC															
5612		3.0	1									1	3.0	SULLIVAN	
COURSE TOTAL			1									1	3.0		
HESC 207 HLTH CARE:DEVELOP DISAB PERSON															
5610N	13	3.7	14					1				15	41.2	GUILLERMO	PT
COURSE TOTAL			14					1				15	41.2		
SUBJECT TOTAL			43	13	4		6	2			6	74	192.9		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HESC 110 DISABILITY AND SOCIETY															
5190N		3.0	10	3			7				4	24	72.0	SERBAN	PT
5191		3.0	2				8	6			3	19	57.0	GUILLERMO	PT
COURSE TOTAL			12	3			15	6			7	43	129.0		
HESC 112 CARDIO RESUSCITATION/CERTIFICA															
5192		12.0	1					7				7	4.8	KNIGHT	PT
5193		12.0	2					28				28	38.4	KNIGHT	PT
COURSE TOTAL								35				35	43.2		
HESC 150 TECHNO/DEVELPMNTL DISABIL SPEC															
5194N		3.0	5	4			4				3	16	48.0	SULLIVAN	PT
COURSE TOTAL			5	4			4				3	16	48.0		
HESC 151B WORK EXP/DISABIL SERVICES MGMT															
5196 **		0.0	1								1	2	0.0	SULLIVAN	PT
COURSE TOTAL													0.0		
HESC 152B WORK EXP/DISABIL SERVICES MGMT															
5198 **		0.0	1									1	0.0	SULLIVAN	PT
COURSE TOTAL													0.0		
HESC 153 WORK EXP/DISABIL SERVICES MGMT															
5200 **		0.0	1									1	0.0	SULLIVAN	PT
COURSE TOTAL													0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5202 **		0.0	17				3	1				21	0.0	SULLIVAN	PT
COURSE TOTAL													0.0		
HESC 199 SPECIAL STUDIES IN HESC															
5208		9.0	1									1	9.0	SULLIVAN	PT
COURSE TOTAL			1									1	9.0		
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES															
5205N		3.0	4	2	3		4	1			1	11	33.0	MARSZALEK	PT
5206N		3.0	6	4	4		4	1			1	19	57.0	SULLIVAN	PT
COURSE TOTAL			10	6	7		4	2			1	30	90.0		
SUBJECT TOTAL			28	13	7		23	8	35		11	125	319.2		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HESC 110	3.0	5	6	2			1			7	21	63.0	GUILLERMO	PT
5600	3.0	11	4	1	1	2				1	20	60.0	GUILLERMO	PT
5601N	3.0	16	10	3	1	2	1			8	41	123.0		
COURSE TOTAL														
HESC 150	3.0	6	10	2	1		2			1	22	66.0	SULLIVAN	PT
5602	3.0	9	3	2	2		6			1	20	60.0	CASTAGNERA	PT
5603N	3.0	15	13	4	1		8			1	42	126.0		
COURSE TOTAL														
HESC 151A	0.0	2									2	0.0	SULLIVAN	
5604**	0.0											0.0		
COURSE TOTAL														
HESC 152A	0.0	1									1	0.0	SULLIVAN	
5605**	0.0											0.0		
COURSE TOTAL														
HESC 153	0.0	1									1	0.0	SULLIVAN	
5606**	0.0											0.0		
COURSE TOTAL														
HESC 154	0.0	6	1								7	0.0	SULLIVAN	
5607**	0.0											0.0		
COURSE TOTAL														
SUBJECT TOTAL		31	23	7	2	2	9			9	83	249.0		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HESC 110 DISABILITY AND SOCIETY			7	5	4		2	1			5	24	72.0	GUILLERMO	PT
5193N		3.0									5	24	72.0		
COURSE TOTAL			7	5	4		2	1			5	24			
HESC 112 CARDIO RESUSCITATION/CERTIFICA									7				4.8	KNIGHT	PT
5190		1	12.0						15				10.3	KNIGHT	PT
5192		1	12.0						9				6.2	KNIGHT	PT
5195		1	12.0						31				21.3		
COURSE TOTAL									31						
HESC 150 TECHNO/DEVELPMNTL DISABIL SPEC			9	4	3		2				5	23	69.0	SULLIVAN	PT
5194N		3.0									5	23	69.0		
COURSE TOTAL			9	4	3		2				5	23			
HESC 151B WORK EXP/DISABIL SERVICES MGMT											1	3	0.0	SULLIVAN	
5196**		0.0									1	3	0.0		
COURSE TOTAL											1	3	0.0		
HESC 152B WORK EXP/DISABIL SERVICES MGMT												2	0.0	SULLIVAN	
5198**		0.0										2	0.0		
COURSE TOTAL												2	0.0		
HESC 153 WORK EXP/DISABIL SERVICES MGMT											1	1	0.0	SULLIVAN	
5200**		0.0									1	1	0.0		
COURSE TOTAL											1	1	0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT											1	29	0.0	SULLIVAN	
5202**		0.0									1	29	0.0		
COURSE TOTAL											1	29	0.0		
HESC 205 ASSESSNG COMM-PERS W/DEV DISAB			12	15	1		1	7			4	40	80.0	FISHER	PT
5203N		2.0									4	40	80.0		
COURSE TOTAL			12	15	1		1	7			4	40			
HESC 207 HLTH CARE:DEVELOP DISAB PERSON			15									15	41.1	MARSZALEK	PT
5208		8	6.0									15	41.1		
COURSE TOTAL			15									15			
SUBJECT TOTAL			43	24	8		5	8	31		14	133	283.4		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
HESC 110 DISABILITY AND SOCIETY																
5600N	3.0	18	8	3			5	5			7	46	138.0	SULLIVAN	PT	
5601	3.0	17	5	2			2				2	28	84.0	GUILLERMO	PT	
COURSE TOTAL		35	13	5			7	5			9	74	222.0			
HESC 150 TECHNQ/DEVELOPMTL DISABIL SPEC																
5602N	3.0	8	4	6			2				1	20	60.0	SULLIVAN	PT	
5603N	3.0	14	4	1			1				1	21	63.0	FISHER	PT	
COURSE TOTAL		22	8	7			3				1	41	123.0			
HESC 152A WRK EXP/DISABILTY SERVICE MGMT																
5605 **	0.0	1										1	0.0	SULLIVAN		
COURSE TOTAL													0.0			
HESC 154 WRK EXP/DISABILTY SERVICE MGMT																
5607 **	0.0	9					1					10	0.0	SULLIVAN		
COURSE TOTAL													0.0			
HESC 205 ASSESSNG COMM-PERS W/DEV DISAB																
5608N	2.0	5	6	3							2	16	32.0	CASSON	PT	
COURSE TOTAL		5	6	3							2	16	32.0			
SUBJECT TOTAL		62	27	15			10	5			12	131	377.0			

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HESC 112															
5190	1	12.0							12	3		15	10.3	KNIGHT	PT
5192	1	12.0							20			20	13.7	KNIGHT	PT
COURSE TOTAL									32	3		35	24.0		
HESC 114															
5193N	6	3.0	4	4	2	3					4	19	54.0	GUILLERMO	PT
COURSE TOTAL	6		4	4	2	3					4	19	54.0		
HESC 115															
5194N	9	3.0	3	3	2	1					3	18	51.0	FISHER	PT
COURSE TOTAL	9		3	3	2	1					3	18	51.0		
HESC 207															
5196	9	3.0	1	1	1						1	12	36.0	FISHER	PT
COURSE TOTAL	9		1	1	1						1	12	36.0		
HESC 211															
5198 **	7	0.0	1									9	0.0	SULLIVAN	
COURSE TOTAL	7		1									9	0.0		
HESC 299															
5199 **	1	0.0										1	0.0	SULLIVAN	
COURSE TOTAL	1											1	0.0		
SUBJECT TOTAL	24		8	5	4				32	3	8	84	165.0		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S. I. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT	
HESC 114 DISABILITY & SOCIETY																
5601N		3.0	15	2			1				1	19	57.0	GUILLERMO	PT	
COURSE TOTAL			15	2			1				1	19	57.0			
HESC 115 TECHNIQUE/DEVELOP DISAB SPCLST																
5603N		3.0	13	1	2		2				1	19	57.0	FISHER	PT	
COURSE TOTAL			13	1	2		2				1	19	57.0			
HESC 211 WRK EXP DVELOP DISBLTY SPCLST																
5607 **		0.0	1	1			2				1	5	0.0	SULLIVAN		
COURSE TOTAL			1	1			2				1	5	0.0			
HESC 255 CARE/PREVENTION ATHLETIC INJRY																
5608		3.0														
COURSE TOTAL																
HESC 299 WRK EXP/DEVELP DISABIL SPECIAL																
5610 **		0.0	1									1	0.0	SULLIVAN		
COURSE TOTAL			1									1	0.0			
SUBJECT TOTAL			28	3	2	3				1	2	39	117.0			

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT	
HESC 112																
5190									35		2	37	24.0	KNIGHT	PT	
COURSE TOTAL									35		2	37	24.0			
HESC 114																
5193N											5	32	96.0	GUILLERMO	PT	
COURSE TOTAL											5	32	96.0			
HESC 115																
5194N											5	17	51.0	FISHER	PT	
COURSE TOTAL											5	17	51.0			
HESC 199																
5200												1	9.0	FISHER		
COURSE TOTAL												1	9.0			
HESC 211																
5198**												7	0.0	FISHER		
COURSE TOTAL												7	0.0			
HESC 299																
5199**												7	0.0	FISHER		
COURSE TOTAL												7	0.0			
SUBJECT TOTAL			26	5	1	3	5		35		12	87	180.0			

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT	
HESC 115																
5603N		3.0	22	7	6						7	42	126.0	FISHER		PT
COURSE TOTAL			22	7	6						7	42	126.0			
HESC 206																
5605N		3.0	5	8	2						3	18	54.0	FISHER		PT
COURSE TOTAL			5	8	2						3	18	54.0			
HESC 210																
5606N		1.0	6	2	1						2	11	11.0	SULLIVAN		PT
COURSE TOTAL			6	2	1						2	11	11.0			
HESC 211																
5607**		0.0	6								1	9	0.0	SULLIVAN		
COURSE TOTAL			6								1	9	0.0			
HESC 255																
5608		3.0	1	2	3						2	13	39.0	MARTHIS		
COURSE TOTAL			1	2	3						2	13	39.0			
SUBJECT TOTAL			34	19	12						14	84	230.0			

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
HESC 114	INTRO DEVELOPMENTAL DISAB	4	6	2		6				4	22	42.0	GUILLERMO	PT
5193N	3.0	4	6	2		6				4	22	42.0		
	COURSE TOTAL	4	6	2		6								
HESC 115	TECHNIQUE/DEVELOP DISAB	9	7			2				1	19	57.0	FISHER	PT
5194N	3.0	9	7			2				1	19	57.0		
	COURSE TOTAL	9	7			2								
HESC 207	HLTH CARE/PERS WITH DISABILIT	9	7			2				3	21	63.0	FISHER	PT
5195N	3.0	9	7			2				3	21	63.0		
	COURSE TOTAL	9	7			2								
HESC 210	SEMINAR/DEVELOPMENTAL DISABIL	7								2	9	9.0	SULLIVAN	PT
5197N	1.0	7								2	9	9.0		
	COURSE TOTAL	7												
HESC 211	WRK EXP DVELOP DISBLTY	7								2	9	0.0	FISHER	
5198**	0.0	7								2	9	0.0		
	COURSE TOTAL	7												
	SUBJECT TOTAL	29	20	2		10				10	71	171.0		

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

**APPENDIX 4**

**PREVIOUS PROGRAM REVIEW SUMMARY**

COMMITTEE SUMMARY EVALUATION

PROGRAM(TOP)	COST/FTES	YEAR	DATE	WSCH	FTE	WSCH/FTE	MISSION	RECOMMENDATION
HEALTH SCIENCE (120100)	\$615	91/92	S'92	421.00	.867	485.58	Voc. Tech.	Maintain
	514	90/91	F'91	439.00	.867	506.34	Prep	
	570	89/90	S'91	547.00	.86	631.15		
			F'90	588.00	.89	653.33		
			S'90	260.50	.49	521.00		
			F'89	187.00	.46	400.71		

The Program Review Committee wishes to commend the Health Science Program:

1. For cost effectiveness of the program.
2. For the recency of course offerings in a fine-tuned, streamlined program.
3. For outstanding interface between the college and the community it serves.
4. For maintaining a quality program without a full-time faculty member.
5. For establishing an active advisory committee that helps provide solid direction for the program.

The committee offers the following recommendation:

The committee recommends that the program staff be sensitive to the implications of how the recently passed Americans' with Disabilities Act (ADA) might affect your program.



**APPENDIX 5**

**PREREQUISITE, COREQUISITE AND  
ADVISORIES ON RECOMMENDED PREPARATION**

**APPENDIX 5**

**PREREQUISITE, COREQUISITE AND  
ADVISORIES ON RECOMMENDED PREPARATION**

**DEPARTMENT/PROGRAM DISABILITY SERVICES MANAGEMENT PROGRAM**

List the courses which have a prerequisite, corequisite, or advisory on recommended preparation	List the prerequisite, corequisite, or advisory on recommended preparation course	Type of Evidence Used: (Content Review, 3 CSU/UC catalogs, data collection, etc..)	Date content review was completed
Example: ENGL 122	ENGL 120	Content review and verification from 3 CSU/UC catalogs that the prerequisite is used in their equivalent courses	9/95
HESC 150	Successful completion of or concurrent enrollment in Health Sciences 110 or equivalent.	Content review	6/98
HESC 151	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97
HESC 152	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97
HESC 153	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97
HESC 154	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97
HESC 206	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97
HESC 207	Successful completion of or concurrent enrollment in Health Sciences 110 or 150 or equivalent.	Content review	5/97

**APPENDIX 6**

**OFFICIAL COURSE OUTLINES**

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 110 - DISABILITY AND SOCIETY

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 110	Disability and Society	3	3 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

None.

3. Catalog Description

This course will explore the range of human experience of individuals with disabilities; attitudes toward persons who have disabilities (including those who have been identified as gifted or who have learning, mental, physical or severe disabilities); interrelationships between societal institutions and needs of persons with disabilities; and historical responses to these needs. Current research and contemporary issues will be examined with particular emphasis on normalization, integration and community living.

4. Course Objectives

The student will:

- a. Assess the history of the treatment of persons with disabilities as it applies to current research, philosophies and trends.
2. Contrast the service delivery system available today to that which has existed over the past 50 years.
3. Explain the components of Federal legislation affecting persons with disabilities including Americans with Disabilities Act, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act.
4. Design a project that improves the quality of life of one or more persons with disabilities.
5. Examine his or her own lifespace in order to identify opportunities to include someone with a disability who has similar interests.

5. Instructional Facilities

- a. Standard classroom.
- b. Audiovisual equipment including TV and VCR.

6. Special Materials Required of Student

None.

7. Course Content

This course includes an overview of the history, trends and research in the field of disabilities, special education and rehabilitation, including emphasis on quality of life. Human rights, diversity and cultural considerations are discussed with particular emphasis on normalization and integration of persons with disabilities into society. It examines issues related to client rights and confidentiality as well as legislation relating to persons with disabilities.

8. Method of Instruction

- a. Lecture.
- b. Group discussion.
- c. Audiovisual.
- d. Observations.

9. Methods of Evaluating Student Performance

- a. Written essay examinations.
- b. Quality of life project.
- c. Objective final examination.

10. Outside Class Assignments

- a. Review of current research/literature and textbook reading.
- b. Observations in home, work, school and social environments of persons with disabilities.
- c. Quality of life program writing.

11. Texts

- a. Required Text(s):
  - (1) Pignatelli, F. & S. Phlaum, Eds. Experiencing Diversity; Toward Educational Equity. Thousand Oaks, CA: Corwin, 1994.
- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 112 - CARDIOPULMONARY RESUSCITATION (CPR)

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 112	Cardiopulmonary Resuscitation (CPR)	.5	.75 hours lecture/lab (6 hours lecture/6 hours lab in short course format)

2. Course Prerequisites

None.

Recommended Preparation

None.

3. Catalog Description

Presents basic life support and cardiopulmonary resuscitation techniques as recommended by the American Heart Association. This includes management of airway obstruction and cardiopulmonary arrest in the infant, child, and adult. A two year American Heart Association Certificate is issued for a \$2 fee upon successful completion of the course. American Red Cross and the American Heart Association cross-recognize course completion cards. This course is offered on a Credit/No Credit basis only.

4. Course Objectives

The student will:

- a. Relate the basic anatomy and physiology of the heart, lungs, and circulatory system in the infant, child, and adult to the procedures and techniques needed to render cardiopulmonary resuscitation.
- b. Identify the primary causes leading to a cardiac and/or respiratory arrest.
- c. Discuss the pathophysiology involved in a cardiac and/or respiratory arrest and correlate it with the signs and symptoms.
- d. Recognize the signs and symptoms of cardiopulmonary arrest.
- e. Demonstrate basic emergency management skills upon arriving at the scene.
- f. Evaluate the victim's condition to determine the type of resuscitative methods to employ.
- g. Demonstrate the techniques to recognize and manage airway obstruction.
- h. Demonstrate the skills for basic life support by using the proper ventilation and chest compression techniques for an infant, child, and adult.

5. Instructional Facilities

Standard classroom with carpet or mats, and large, open floor space.

6. Special Materials Required of Student

None.

7. Course Content

- a. Basic anatomy and physiology of the heart, lungs, and circulatory systems in the infant, child, and adult.
- b. The signs and symptoms of airway obstruction, causes of airway obstruction, and cardiopulmonary arrest.
- c. Methods of management of airway obstruction.
- d. The signs and symptoms of a heart attack.
- e. Artificial ventilation and chest compression for adults, children, and infants by using one or two rescuer systems.
- f. Evaluation of patient's response to the basic life supports.
- g. Basic considerations to evaluate and manage emergency situations and maintain personal safety from physical and biohazards that may be present.
- h. Accessing the emergency medical system.

8. Method of Instruction

- a. Lecture.
- b. Demonstrations.
- c. Audiovisual aids.
- d. Practice on mannequins and anatomical models.
- e. Discussion.

9. Methods of Evaluating Student Performance

- a. Written test.
- b. Demonstrate proficiency in performance of skills.

10. Outside Class Assignments

Assigned readings in course text.

11. Texts

- a. Required Text(s):  
American Heart Association. Basic Life Support: Heartsaver Guide. Dallas, TX: American Heart Association, latest edition.
- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 6/98

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 150 - TECHNIQUES FOR DEVELOPMENTAL DISABILITIES SPECIALIST

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 150	Techniques for Developmental Disabilities Specialist	3	3 hours lecture

2. Course Prerequisites

None.

Corequisite

Successful completion of or concurrent enrollment in Health Sciences 110 or equivalent.

3. Catalog Description

This course is designed for persons involved in support services for people with developmental disabilities including those who have learning, mental, physical, or severe disabilities. It provides technical knowledge for support personnel to promote social skills and integration, adaptation, self dependence, health, safety, nutrition, recreation, leisure and communication for persons with disabilities. Upon completion of HESC 110 and HESC 150, including CPR and First Aid Certification, the student will receive the *Residential Service Specialist (RSS)* certificate from the State Department of Developmental Services.

4. Course Objectives

The student will:

- a. Design a behavior management intervention plan for a specific maladaptive behavior.
- b. Design a training program to teach a specific functional skill.
- c. List the major psychotropic and anticonvulsant medications and describe the indications for use and major side effects of each.
- d. Describe the major components of communication, recreation/leisure and sensory-motor programs.
- e. Differentiate between the regulatory and programmatic requirements for public education and adult day programs.
- f. Describe the chain of infection and develop interventions for the prevention of infection and communicable diseases.
- g. Describe the requirements for maintenance of health and safety in the residential environment, including the storage and administration of medications.
- h. Describe dietary plans that meet nutritional requirements and state and federal regulations.
- i. Propose a program which would enhance social skills, promote independent living and improve quality of life for a person with a specific disability.

5. Instructional Facilities

- a. Standard classroom.
- b. Audiovisual equipment including TV and VCR.

6. Special Materials Required of Student

None.



7. Course Content

Topics covered include behavior management, health and safety, functional skills, infection control, program planning and implementation, social skills, communication, independent living, recreation and leisure and nutrition for persons with disabilities. Quality of life issues are discussed throughout the course. Students will be expected to produce a behavior management program as well as a skill development program.

8. Method of Instruction

- a. Lecture.
- b. Group discussion.
- c. Audiovisual.
- d. Observational experiences.

9. Methods of Evaluating Student Performance

- a. Written essay examinations.
- b. Behavior management project.
- c. Skill development project.
- d. Objective final examination.

10. Outside Class Assignments

- a. Textbook readings.
- b. Behavior program writing.
- c. Self-help skill program writing.
- d. Observations in the community.
- e. CPR and First Aid certification.

11. Texts

- a. Required Text(s):
  - (1) Bethel, Linda, Douglas Fisher and Tina Seever. Introduction to Residential Services Specialist. San Diego, CA: Authors, 1990.
  - (2) Nisbet, Jan, editor. Natural Supports: Creating Inclusive Communities. Baltimore, MD: Paul H. Brooks, 1993.
- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 151 A-B-C-D - WORK EXPERIENCE FOR DEVELOPMENTAL DISABILITIES SPECIALIST

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 151 A-B-C-D	Work Experience for Developmental Disabilities Specialist	1	5 hours work experience per week

2. Course Prerequisites

None.

Corequisite

Successful completion of or concurrent enrollment in Health Sciences 110 and 150 or equivalent.

3. Catalog Description

Work experience for individuals desiring directed practical experience in support services for persons with developmental disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110 and 150. Emphasis is on program planning and management.

4. Course Objectives

The student will:

- a. Demonstrate knowledge of issues related to disabilities as well as skills acquired in Health Sciences 150 during client interaction and execution of duties assigned by supervisor.
- b. Conform to all policies and procedures established by employer.
- c. Categorize a selected individual's training needs and develop a comprehensive training program plan.
- d. Measure and evaluate individual growth of the selected individual following training programs.

5. Instructional Facilities

Approved work site must be a support program providing services to persons with developmental disabilities.

6. Special Materials Required of Student

None.

7. Course Content

Students will apply skills and knowledge gained in theory courses, specifically: quality of life, behavior modification, client rights, independent living and self-help skills, health and safety procedures, licensing requirements, and program planning as they apply to the actual settings in which students are placed.

8. **Method of Instruction**

Supervised work experience.

9. **Methods of Evaluating Student Performance**

- a. Instructor evaluation.
- b. Supervisor evaluation.
- c. Final essay exam.

10. **Outside Class Assignments**

Attendance at work experience site.

11. **Texts**

a. **Required Text(s):**

- (1) Gardern, James, & Michael Chapman. **Developing Staff Competencies for Supporting People With Developmental Disabilities.** Baltimore: Paul H. Brooks, 1993.

b. **Supplementary texts and workbooks:**  
None

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 152 A-B - WORK EXPERIENCE FOR DEVELOPMENTAL DISABILITIES SPECIALIST

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 152 A-B	Work Experience for Developmental Disabilities Specialist	2	10 hours work experience per week

2. Course Prerequisites

None.

Recommended Preparation

None.

Corequisite

Successful completion of or concurrent enrollment in Health Sciences 110 and 150 or equivalent.

3. Catalog Description

Work experience for individuals desiring directed practical experience in support services for persons with developmental disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110 and 150. Emphasis is on program planning and management.

4. Course Objectives

The student will:

- a. Demonstrate knowledge of issues related to disabilities as well as skills acquired in Health Sciences 150 during client interaction and execution of duties assigned by supervisor.
- b. Conform to all policies and procedures established by employer.
- c. Categorize a selected individual's training needs and develop a comprehensive training program plan.
- d. Measure and evaluate individual growth of the selected individual following training programs.

5. Instructional Facilities

Approved work site must be a support program providing services to persons with developmental disabilities.

6. Special Materials Required of Student

None.

7. Course Content

Students will apply skills and knowledge gained in theory courses, specifically: quality of life, behavior modification, client rights, independent living and self-help skills, health and safety procedures, licensing requirements, and program planning as they apply to the actual settings in which students are placed.

**8. Method of Instruction**

- a. Supervised work experience.

**9. Methods of Evaluating Student Performance**

- a. Instructor evaluation.
- b. Supervisor evaluation.
- c. Final essay exam.

**10. Outside Class Assignments**

Attendance at work experience site.

**11. Texts**

a. Required Text(s):

- (1) Gardern, James, & Michael Chapman. Developing Staff Competencies for Supporting People With Developmental Disabilities. Baltimore: Paul H. Brooks, 1993.

- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 153 - WORK EXPERIENCE FOR DEVELOPMENTAL DISABILITIES SPECIALIST

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 153	Work Experience for Developmental Disabilities Specialist	3	15 hours work experience per week

2. Course Prerequisites

None.

Recommended Preparation

None.

Corequisite

Successful completion of or concurrent enrollment in Health Sciences 110 and 150 or equivalent.

3. Catalog Description

Work experience for individuals desiring directed practical experience in support services for persons with developmental disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110 and 150. Emphasis is on program planning and management.

4. Course Objectives

The student will:

- a. Demonstrate knowledge of issues related to disabilities as well as skills acquired in Health Sciences 150 during client interaction and execution of duties assigned by supervisor.
- b. Conform to all policies and procedures established by employer.
- c. Categorize a selected individual's training needs and develop a comprehensive training program plan.
- d. Measure and evaluate individual growth of the selected individual following training programs.

5. Instructional Facilities

Approved work site must be a support program providing services to persons with developmental disabilities.

6. Special Materials Required of Student

None.

7. Course Content

Students will apply skills and knowledge gained in theory courses, specifically: quality of life, behavior modification, client rights, independent living and self-help skills, health and safety procedures, licensing requirements, and program planning as they apply to the actual settings in which students are placed.

8. Method of Instruction

Supervised work experience.

9. Methods of Evaluating Student Performance

- a. Instructor evaluation.
- b. Supervisor evaluation.
- c. Final essay exam.

10. Outside Class Assignments

Attendance at work experience site.

11. Texts

a. Required Text(s):

- (1) Gardern, James, & Michael Chapman. Developing Staff Competencies for Supporting People With Developmental Disabilities. Baltimore: Paul H. Brooks, 1993.

b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 154 - WORK EXPERIENCE FOR DEVELOPMENTAL DISABILITIES SPECIALIST

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 154	Work Experience for Developmental Disabilities Specialist	4	20 hours work experience per week

2. Course Prerequisites

None.

Recommended Preparation

None.

Corequisite

Successful completion of or concurrent enrollment in Health Sciences 110 and 150 or equivalent.

3. Catalog Description

Work experience for individuals desiring directed practical experience in support services for persons with developmental disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110 and 150. Emphasis is on program planning and management.

4. Course Objectives

The student will:

- Demonstrate knowledge of issues related to disabilities as well as skills acquired in Health Sciences 150 during client interaction and execution of duties assigned by supervisor.
- Conform to all policies and procedures established by employer.
- Categorize a selected individual's training needs and develop a comprehensive training program plan.
- Measure and evaluate individual growth of the selected individual following training programs.

5. Instructional Facilities

Approved work site must be a support program providing services to persons with developmental disabilities.

6. Special Materials Required of Student

None.

7. Course Content

Students will apply skills and knowledge gained in theory courses, specifically: quality of life, behavior modification, client rights, independent living and self-help skills, health and safety procedures, licensing requirements, and program planning as they apply to the actual settings in which students are placed.



8. Method of Instruction

Supervised work experience.

9. Methods of Evaluating Student Performance

- a. Instructor evaluation.
- b. Supervisor evaluation.
- c. Final essay exam.

10. Outside Class Assignments

Attendance at work experience site.

11. Texts

- a. Required Text(s):
  - (1) Gardern, James, & Michael Chapman. Developing Staff Competencies for Supporting People With Developmental Disabilities. Baltimore: Paul H. Brooks, 1993.
- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 5/97

REVIEWED BY DEPARTMENT  
Year    Dean    Dept. Chair.

GROSSMONT COLLEGE

Official Course Outline

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HEALTH SCIENCES 205 - ASSESSING COMMUNICATION OF PERSONS WITH DEVELOPMENTAL DISABILITIES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 205	Assessing Communication of Persons With Developmental Disabilities	3	2 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

None.

3. Catalog Description

This course introduces principles and procedures in assessing communication disorders in persons with developmental disabilities. It begins with normal development of speech, language, and hearing with emphasis on current theories and research in language acquisition and language disorders. Presentations include case histories, testing, materials, interviewing, and practice with selected assessment tools. The course concludes with intervention techniques for individuals with language impairments.

4. Course Objectives

The student will:

- a. Obtain a language sample, transcribe that sample, and assess or estimate the language of an individual.
- b. Design and author programs to reduce the impact of an individual's language deficit.
- c. Rate the effectiveness of non-oral forms of communication for persons with developmental disabilities.
- d. Describe the normal development of speech, language, and hearing.

5. Instructional Facilities

Standard classroom with TV and VCR.

6. Special Materials Required of Student

None.

7. Course Content

The course begins with normal development of speech, language, and hearing. Theories and research of language acquisition and language disorders will then be presented. Students will be exposed to various environments and be able to assess environmental suitability for communication stimulation. The student will tape the speech of a person with a developmental disability and assess language age and develop a program to reduce the impact of the language deficit. The course concludes with intervention techniques for language impaired individuals. Students will be expected to understand the differences between various types of non-oral communication (i.e. voice replicating machines, sign language, picture boards, and communication books) and explain the best use of each.

8. Method of Instruction

- a. Lecture.
- b. Group discussion.
- c. Observation.

9. Methods of Evaluating Student Performance

- a. Written essay exams.
- b. Transcribed language sample with written program proposal.
- c. Objective final.

10. Outside Class Assignments

- a. Textbook reading.
- b. Language sample collection.
- c. Program writing.

11. Texts

a. Required Text(s):

- (1) Wang, W.S. The Emergence of Language. New York: W. H. Freeman and Company, 1991.
- (2) Wiig, S. H. and G. H. Shames. Human Communication Disorders. Columbus, Ohio: Merrill Publishing, 1982.

- b. Supplementary texts and workbooks:  
None.

Date approved by the Governing Board: 4/93

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 206 - BEHAVIOR MANAGEMENT AND TRAINING TECHNIQUES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HESC 206	Behavior Management and Training Techniques	3	3 hours lecture

2. Course Prerequisites

Successful completion of Health Sciences 110 and 150 or equivalent.

3. Catalog Description

This course presents more advanced theory and rationale for the use of management and training techniques with people with developmental disabilities in four major areas: (1) training, (2) behavior management, (3) management of assaultive behavior, and (4) general learning theory. Emphasis is on problem solving and application of theory in specific settings that involve individuals with multiple needs.

4. Course Objectives

The student will:

- a. Collect and interpret data.
- b. Identify and prioritize training needs and explain the process involved in prioritizing needs.
- c. Develop a self-help training program which includes a description of the training modality, rationale for its use and alternate approaches.
- d. Develop a behavior management program which includes rationale for the approach chosen and a description of alternate methods.
- e. Describe the assaultive cycle and intervention techniques.
- f. Compare and demonstrate assaultive behavior management techniques and evaluate the appropriate use of these techniques.
- g. Describe differences in treatment approaches for persons with dual diagnoses.

5. Instructional Facilities

Regular classroom with TV and VCR.

6. Special Materials Required of Student

None.

7. Course Content

The course is presented in four segments and covers more advanced theory of behavior management and behavior modification as applied to training. This course also includes assaultive behavior management techniques and general learning theory. Emphasis is on the reasoning behind specific procedural choice. The need for data collection, continual monitoring and evaluation is stressed with discussion of prioritizing, goal setting, and program revision. The goal of behavior management and client training is to improve quality of life.

8. Method of Instruction

- a. Lecture.
- b. Group discussion
- c. Observations.

9. Methods of Evaluating Student Performance

- a. Written essay exams.
- b. Projects.
- c. Case study.
- d. Objective written final examination.

10. Outside Class Assignments

- a. Textbook reading.
- b. Journal of behavior modification techniques.
- c. Skill program.

11. Texts

- a. Required Text(s):
  - (1) Carr, Edward, and Len Levin, Gene McConnachie, Jane Carlson, Duane Kemp, and Christopher Smith. Communication-Based Intervention for Problem Behavior. Baltimore, MD: Paul Brookes, 1994.
- b. Supplementary texts and workbooks:  
None.

Date Revised and Approved by the Governing Board: 4/90, 4/92, 5/97

GROSSMONT COLLEGE

Official Course Outline

HEALTH SCIENCES 207 - HEALTH CARE FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	-	<u>Hours</u>
HESC 207	Health Care for Persons with Developmental Disabilities	3		3 hours lecture

2. Course Prerequisites

Successful completion of Health Sciences 110 and 150 or equivalent.

3. Catalog Description

This course presents concepts needed for independent evaluation and decision making regarding the health care needs for persons with developmental disabilities. Includes discussion of life style and health consequences, criteria and resources for health status assessment and delivery of services, recognition of illness, and simple health care procedures. This course further explores the issue of family life.

4. Course Objectives

The student will:

- a. Explain the care providers role and responsibility in meeting the health care needs of the people served.
- b. Describe the symptoms commonly associated with the health problems discussed and identify appropriate responses or interventions.
- c. Examine the preventative health measures presented and evaluate their effectiveness as part of the total plan of care.
- d. Contrast issues surrounding human sexuality as it pertains to persons with developmental disabilities to those issues in the general population.
- e. Examine the relationship between lifestyle, the environment, and health status.

5. Instructional Facilities

Regular classroom with TV and VCR.

6. Special Materials Required of Student

None.

7. Course Content

This course will cover health concerns, lifestyle and its effect on health, detection of health problems, common illnesses and disorders in persons with developmental disabilities. Other topics include: simple health care procedures, dental health, body mechanics and range of motion, medical terminology and documentation, and health care delivery and resources for care. Human sexuality issues as they apply to persons with developmental disabilities will be discussed. Emphasis will be placed on the assessment of need and the provision of appropriate services.

8. Method of Instruction

- a. Lecture.
- b. Group discussion.
- c. Observations.

9. **Methods of Evaluating Student Performance**

- a. Written essay exams.
- b. Health care plan.
- c. Objective written final examination.

10. **Outside Class Assignments**

- a. Textbook reading.
- b. Health care plan.

11. **Texts**

- a. Required Text(s):
  - (1) Wallace, Hellen and Robert Biehl, John MacQueen, and James Blackman. **Mosby's Resource Guide to Children with Disabilities and Chronic Illness**. St. Louis, MO: Mosby, 1996.
- b. Supplementary texts and workbooks:  
None.

Date Revised and Approved by the Governing Board: 4/88, 4/92, 5/97

APPENDIX 7

COURSE ALIGNMENT STATUS REPORT

Courses Duplicated at Cuyamaca	Status of Alignment/Articulation	Date Completed
Example: Geography 120	Completed	9/95
	HESC 110 NOT Duplicated	
	HESC 150 NOT Duplicated	
	HESC 205 NOT Duplicated	
	HESC 206 NOT Duplicated	
	HESC 207 NOT Duplicated	



**APPENDIX 8**

**DEPARTMENT EQUIVALENCIES**

**As set forth by the Minimum Qualification for Faculty and Administrators in California  
Community Colleges**

November 1999

Human Resources Division  
Chancellor's Office  
California Community Colleges



**APPENDIX 10**

**STATISTICAL DATA: OUTCOMES PROFILE**

**Grossmont College**  
**Statistical Data: Outcomes Profiles**

Program: Health Science

Enrollment Demographics	Fall 1995			Fall 1996			Fall 1997		
	Number	Success	Retention	Number	Success	Retention	Number	Success	Retention
<b>Age:</b>									
Under 20	15	60.0	80.0	1	100.0	100.0	11	45.5	72.7
20 - 24	11	63.6	81.8	14	57.1	92.9	15	93.3	93.3
25 - 29	15	93.3	93.3	8	75.0	87.5	11	81.8	90.9
30 - 49	43	88.4	88.4	17	94.1	94.1	91	84.6	93.4
50+	9	55.6	55.6	5	100.0	100.0	14	85.7	92.9
<b>Ethnicity:</b>									
Asian	0	0.0	0.0	2	100.0	100.0	4	100.0	100.0
African American	10	90.0	90.0	5	80.0	80.0	16	93.8	93.8
Filipino	3	66.7	66.7	4	100.0	100.0	7	85.7	85.7
Hispanic	8	75.0	75.0	3	66.7	100.0	24	75.0	79.2
American Indian	4	50.0	100.0	2	100.0	100.0	1	0.0	0.0
Other non-White	1	0.0	100.0	0	0.0	0.0	3	100.0	100.0
Pacific Islander	3	100.0	100.0	0	0.0	0.0	5	100.0	100.0
White	59	79.7	83.1	29	75.9	93.1	80	82.5	96.3
Unknown	5	80.0	80.0	0	0.0	0.0	2	0.0	50.0
<b>Sex:</b>									
Female	67	82.1	83.6	35	88.6	91.4	128	82.0	91.4
Male	26	69.2	84.6	10	50.0	100.0	14	85.7	92.9
<b>Overall Total:</b>	<b>93</b>	<b>78.5</b>	<b>83.9</b>	<b>45</b>	<b>80.0</b>	<b>93.3</b>	<b>142</b>	<b>82.4</b>	<b>91.5</b>

APPENDIX 11A

CONFERENCE, WORKSHOP AND STAFF DEVELOPMENT ACTIVITIES

Name	Activity	Relevance

## VITA

Name: MARI S. GUILLERMO  
Home Address: 1844 Bancroft St.  
San Diego, CA 92102  
Office Address: Interwork Institute  
San Diego State University  
5850 Hardy Avenue, Suite 112  
San Diego, California 92182  
Office Phone: (619) 594-2462

## EDUCATION

SAN DIEGO STATE UNIVERSITY 8/88 - 5/91  
M.S. in Rehabilitation Counseling

University of Hawaii 8/84 - 5/88  
B.S. in Psychology

## CERTIFICATION

Post Employment Training - Rehabilitation Administration, in progress  
San Diego State University

Transition and Supported Employment Specialist Certificate, 1991  
San Diego State University

## AREAS OF PROFESSIONAL INTEREST

- Advocacy
- Community-Building
- Employment Issues and Planning
- Person-Centered Planning
- Vocational Curriculum Development

## PROFESSIONAL EXPERIENCE

### INTERWORK INSTITUTE

**Project Coordinator**, 9/92 - present

Coordinate a federal demonstration project to convert a sheltered workshop to a community based service organization. This project incorporates the practices of person-centered planning, natural supports, and other individualized approaches. Develop and implement a train-the-trainers curriculum on I.D.E.A. and transition.

### INTERWORK INSTITUTE

**Resource Specialist**, 10/90 - 8/92

Provide support and consultation services to teachers in secondary schools and service providers of adult agencies for persons with developmental disabilities; facilitator in classes for graduate program in special education.

### SUPPORTED EMPLOYMENT SERVICES

**Program Supervisor**, 3/90 - 9/90

Reviewing and accepting client referrals; design and implement Individual Program Plan (IPP) goals and objectives; responsible for hiring, training, supervising, and evaluating assigned staff; coordinate services with San Diego Regional Center, Department of Rehabilitation, and Department of Habilitation.

### SUPPORTED EMPLOYMENT SERVICES

**Employment Specialist**, 6/89 - 3/90

Providing training and support to individuals with developmental disabilities; maintaining correspondence with case managers at San Diego Regional Center, employers, and parents.

### J. FAIR ASSOCIATES

**Counselor (intern)**, 2/89 - 5/89

Conducting labor market surveys; preparing resumes; job development; monitoring clients in training; writing reports.

### COMMUNITY SERVICE SENTENCING PROGRAM

**Student Assistant**, 1/87 - 12/87

Interviewing defendants for community service placement; setting up job interviews for defendants with potential agencies; monitoring defendants' progress; clerical duties.

## RELATED VOLUNTEER EXPERIENCE

### REHABILITATION HOSPITAL OF THE PACIFIC, 1/88 - 5/88

Assisting R.N. in coordinating patients' schedules; assisting psychologist in group therapy, administering tests, and bio-feedback; interacting with patients using basic counseling skills.

### SUICIDE AND CRISIS HOTLINE, 1/87 - 3/88

Applying "counseling" skills over the phone to individuals who are suicidal and depressed; information and referral; material assistance.

## PRESENTATIONS

1994

Pumpian, I., Jacobs R., Campisi, C., Hegenauer, J., Guillermo, M., Grant, J., Hess, C. Ideas for Transition: Implications for Rehabilitation Planning. Leadership & Teamwork Academy, San Diego, California.

Pumpian, I., Jacobs, R., Campisi, C., Hegenauer, J., Guillermo, M. & Grant, J. Making I.D.E.A. Work for You: Transition and the Individuals with Disabilities Education Act. One-day symposium, Twelfth Annual Conference, Oakland, California.

1993

Grant, J. & Guillermo, M. Project Real Move: From Sheltered Workshop to Real Life. Twentieth Annual TASH Conference, Chicago, Illinois.

Guillermo, M. & Grant, J. Project Real Move: From Sheltered Workshop to Real Life. Fourth Annual APSE Conference, Baltimore, Maryland.

Guillermo, M. & Sax, C. Technology as a Marketing Tool. Sharp Rehabilitation Technology Fair, San Diego, California

1992

Guillermo, M. Applications of Technology. Inservice, ARC - Amador/Calaveras, Lone, CA.

Guillermo, M. & Grant, J. Beyond the Pizza Box Folder: Applications of Technology Revisited. Third Annual San Diego & Imperial Counties Self Advocacy Conference, San Diego, CA.

Guillermo, M. & Grant, J. Making Friends: The Insiders View. Second Annual Integration Institute, Costa Mesa, CA.

Sax, C., Grant, J., & Guillermo, M. Person-Centered Planning. Inservice, Community Options, San Diego, CA.

1991

Tweit, D., Sax, C., Grant, J., Guillermo, M. What's New, What's Cool for Work, Play and School: Stories from San Diego State University's Demonstrations Projects. Eighteenth Annual TASH Conference, Washington, D.C.

## AFFILIATIONS

- Phi Kappa Phi Honor Society
- The Association for Persons with Severe Handicaps (TASH)
- The Association for Persons with Severe Handicap, California Chapter
- Association for Persons in Supported Employment (APSE)



**Joan E. Warren**  
4640 Coconino Way  
San Diego, CA 92117  
(858) 273-9433 Home  
(858) 571-1003 Ext. 323 Work

**Objective:**

To obtain a teaching position, which will utilize my education and experience.

**Education:**

Master of Arts in Counseling Psychology 1988  
Bachelor of Science in Rehabilitation and Related Services 1982  
Bachelor of Arts/Language Arts in Psychology 1982

**Professional Experience:**

**Foundation For Educational Achievement**

**8/90 to 1/01**

**Community Options Division**

San Diego, California

Program Manager – This position requires the hiring, training, documentation and management of staff. As a Manager there is the development of a fiscal budget, travel to support other sites, and public speaking. For the site there is the administration of CARF, the State of California's Community Care License standards and coordination of site needs, leading orientation for new employees and the assurance that safety practices are followed. Preparation and implementation of service plans, job development, daily programming, and positive behavior intervention for adults with a wide range of developmental and physical challenges.

**Grossmont Community College**

**9/97 to 1/01**

El Cajon, California

Instructor – *“Disabilities in Society”* and *“Work Experience”*. These academic courses were developed and are coordinated through the San Diego State University Foundation. Introductory information is provided in Civil Rights, People First Language, legislation, history, technologies to support, employment and living opportunities for persons with all types of disabilities. The “work experience” component is a course, which allows students to apply their education on the job and gain credit through the college.

**Magic City Enterprises**

**7/87 to 8/90**

Cheyenne, Wyoming

Project Director – Position required grant writing, supervision of staff and volunteers, assessment, job placement, and public speaking. As well as, counseling, referral, intake, and job services for persons with Chronic Mental Illness and Dual Diagnosis. This included preparation and implementation of service-plans, chair meetings, and client rights advocate.

**State of Wyoming**

**1/87 to 7/87**

**Department of Public Assistance and Social Services**

Cheyenne, Wyoming

Social Worker and Child Protection Homemaker – provided instruction in parenting, nurturing, nutrition, hygiene, independent living, and emancipation of minors. Supervised visitation and made recommendation for services.

**Counseling and Consultation**

**1/87 to 7/87**

Cheyenne, Wyoming

Intern – 700 hours direct counseling. Issues ranged from chronic mental illness, abuse, teen pregnancy, parenting, emotional and developmental disabilities. The consultation project was to review and make recommendations of the “Federal Review System” used by the Wyoming Department of Social Services.

**Magic City Enterprises**

**4/85 to 12/86**

Cheyenne, Wyoming

Activity Specialist – Created programming in education, horticulture therapy, health and community service for persons with developmental disabilities. Provided direct support services, wrote habilitation plans, coordinated Special Olympics, and supervised the trainers and volunteers.

**Mountain Towers Healthcare**

**5/84 to 4/85**

Cheyenne, Wyoming

Activity Coordinator – Facilitated daily activities for adults with geriatric and developmental challenges in the areas of reality orientation, range of motion, and activities of daily living. Participated in care plan meetings and developed objectives for the residents.

***Affiliations:***

San Diego Regional Center Vendor Training Committee

Chair for the City of San Diego’s Sub-Committee on Accessible Transportation

***References available upon request***

## VITA

### PERSONAL INFORMATION

Name: CAREN L. SAX  
Home Address: 976 Archer Street  
San Diego, California 92109  
Office Address: Interwork Institute  
San Diego State University  
5850 Hardy Avenue, Suite #112  
San Diego, California 92182  
Office Phone: (619) 594-7183  
Fax: (619) 594-8810  
E-mail: csax@mail.sdsu.edu

### PROFESSIONAL PREPARATION

Ed.D. University of San Diego  
Major: Educational Leadership  
Currently enrolled  
M.S.Ed. University of Arizona, Tucson, Arizona  
Major: Special Education  
Emphasis: Students with Severe Handicaps  
Granted: December, 1982  
B.S. Northern Illinois University, DeKalb, Illinois  
Major: Special Education/Elementary Education  
Granted: May, 1975

### CERTIFICATES AND CREDENTIALS

Graduate Certificate in Rehabilitation Administration  
Graduate Certificate in Disability Management  
Teaching Credentials in Elementary/Special Education

### AREAS OF PROFESSIONAL INTEREST

Assistive technology  
Instructional technology and distance education  
Transdisciplinary collaboration  
Inclusive education  
School reform and restructuring  
Personnel preparation  
Transition from school to adult life  
Supported employment

## PROFESSIONAL EXPERIENCE

Project Coordinator, August 1990-Present: Interwork Institute, San Diego State University, San Diego, California. Responsibilities include coordinating demonstration and research activities for state and federally funded grant projects which target:

- the use of transdisciplinary teams in the development of customized assistive technology for persons with severe disabilities;
- the development of person-centered planning strategies to promote and support the inclusion of individuals across school, work and community environments;
- the collaboration with schools and community agencies to facilitate the transition of students from school after graduation;
- the inclusion of students with significant disabilities and effecting corresponding state and federal policy and systems changes

Faculty, August, 1990-Present: Departments of Administration, Rehabilitation, and Postsecondary Education; Teacher Education; and Special Education, San Diego State University, San Diego, California. Responsibilities include teaching graduate level courses, and supervising student and intern teachers in programs for students with and without disabilities. Courses taught include:

- Rehabilitation Technology Seminar (via distance communication)
- Rehabilitation Engineering: Applications for students with severe disabilities, co-listed through Departments of Special Education, Rehabilitation & Engineering
- Characteristics of Students with Severe Handicaps
- Issues in Transition and Supported Employment
- Issues in Curriculum and Instruction for Students with Severe Handicaps
- Characteristics of Students with Physical Handicaps
- Leadership Development Seminar
- Disability and Society
- Student Teaching Seminar
- Classroom Management
- Issues in Education
- Procedures of Investigation

Faculty, University of Guam, Spring 1998: Applications for Assistive Technology

Special Education Teacher, September, 1976-June, 1990: Tucson Unified School District, Tucson, Arizona. Responsibilities included: establishing community-based instruction and supported employment programs for adolescents with severe disabilities at four high schools; designing team teaching strategy for functional curriculum instruction of students with severe disabilities from ages 5-16; serving on numerous school and district committees and task forces to develop long-range systems change strategies.

Sabbatical Year, September, 1984-September, 1985: Traveled through 15 countries across Europe, Israel, Africa, Asia, and consulted with professionals from educational, vocational and technological fields.

## OTHER PROFESSIONAL EXPERIENCES

San Diego Unified School District, September 1990 - Present: Provision of technical assistance/training to teachers and support staff in the following areas:

- Implementation of inclusive schooling practices

## **Diane Carlson Evans**

Diane Carlson Evans, RN is the author of a case study that is an excellent resource for use in presentations and discussions analyzing the complexities necessary to move a vision forward and achieve desired results. The source for this case study (18 pages) is:

W.B. Saunders Company. Unit I Case Study: *Moving a Vision: The Vietnam Women's Memorial*, Diane Carlson Evans.

**Presentations include:**

*Celebrating Nursing: Our Past, Present and Future*

*Celebrating Nursing: A Legacy of Healing and Hope*

*Leadership for the 21<sup>st</sup> Century: Commitment to a Cause*

*Risk Taking: Making a Difference in your Profession*

**Specific objectives within these presentations include:**

Identify how nursing in the military during the Vietnam War helped redefine and strengthen the role of nurses.

- a. Identify a personal account of nursing experience and describe how nurses served in the military and in support of the Armed forces during the Vietnam War.
- b. Understand the service and sacrifice of the thousands of nurses who served during combat/wartime.
- c. Recognize the need for healing among the healers, health care professionals and how that may be achieved.
- d. Honor and celebrate courage, leadership and service to humanity.
- e. Demonstrate strategies for achieving commitment to an idea and developing a common vision.
- f. Discuss the importance of historical documentation of nurses in the arts, media and memorials.
- g. Historical overview of nurses who served during the Vietnam War and previous wars.

Using the Vietnam Women's Memorial Project as an example, delineate strategies for achieving commitment to an idea and developing a common vision.

Stimulate creative thinking and problem solving related to trends affecting nursing—particularly the image of nursing.

Empowering nurses to take a leadership role in determining health care policies.

## **Diane Carlson Evans—Testimonials**

*Rarely have I seen the group so riveted to a speaker.* Bradley G. Lancaster, Vice President, Sunrise Rotary club; Helena, Montana

*What a powerful presentation! We really appreciate you providing the first address in a series of programs on the Vietnam war. You have truly made a difference in so many people's lives.* Susan C. Slaninka, Professor of Nursing; West Chester University

*Your presentation was stunning, as is the work that you did to accomplish this awesome mission. I am proud to be an American, and.....tears come to my eyes as I reflect back at the powerful feelings I had during your talk.* Major Rebecca E. Elbert, Chairperson; 5<sup>th</sup> Annual Military Medical Conference

*You are a polished speaker and you clearly articulated the significance of nursing care as well as the profession's position in society.* Rita Cheek, Chairperson; Sigma Theta Tau International, Inc. following address at Carroll College

*Your presentation on Commitment to Cause made an excellent contribution to the overall conference--.* Mary Wakefield, Director, Center for Health Policy; George Mason University

*This year's NursesWeek celebration was one of the finest we have ever had, in large part due to your presence. Your presentation was outstanding.* Suzanne Durburg, Vice President; Evanston (IL) Hospital

*We certainly would not have had any measure of success without a tremendous contribution on your part...* David Shobe, Executive Director following keynote address at Maryland Nurses Association state convention

*The seminar was a great success and your presentation was excellent.* Karen S. Tucker, Deputy Executive Director; American Nurses Association

John R. Filley  
1991 Frankfort Street San Diego, CA 92110 (619) 276-1805

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Career Objective: To become a Rehabilitation Counselor with expertise in Assistive Technology

**EMPLOYMENT  
HISTORY**

Program Manager  
Community Options/Foundation for Educational Achievement  
8910 Clairemont Mesa Blvd San Diego, CA 92123  
February 1988 to Present

Hourly Instructor-Living Skills for the Disabled  
San Diego Community College District Continuing Education  
3375 Camino Del Rio South San Diego, CA 92108  
September 1988 to December 1992

Substitute Teacher  
San Diego Unified School District  
4100 Normal Street San Diego, CA 92113  
September 1981-June 1988

Theatre Manager  
Pacific Theatres  
8555 Fletcher Pkwy La Mesa, CA 92041  
January 1977-June 1988

Outside Wire and Antenna Maintenance Supervisor  
Radio Communications Analysis Specialist  
U.S. Air Force  
February 1972-January 1977

**CAREER  
HIGHLIGHTS**

For the past ten years, assessing adults who have a wide range of developmental disabilities and making assistive devices that lead to increased independence and opportunities for employment. Includes participating on a team which developed an assistive silverware roller, a switch-activated condiment dispenser, and a vacuum cleaner attachment to a motorized wheelchair. Acting as a consultant on a Grossmont College course on Assistive Technology and Augmentive/Assistive Communication. Developing new employment opportunities for persons with developmental disabilities.

Teaching basic living skills to adults with developmental disabilities. This included assessing their current skill levels, adapting available age-appropriate curriculums, creating new curriculum materials to meet the individual learning styles of each adult.

While managing several theatre locations around San Diego, provided employment opportunities to individuals with physical and developmental disabilities. Adapted job descriptions, created accommodations, and adapted certain food-service equipment to meet the specific needs of several individual employees.

## EDUCATION

B.A. in Art

San Diego State University 1980

Graduate Studies – Masters Degree in Education 1988-1991

Currently enrolled in Master Degree program for Rehabilitation Counseling



**Rebecca Jean Bond**  
5569 Forbes Avenue, San Diego, CA 92120  
(619) 501-3179 hm  
(619) 448-5500 ext.137 wk

**Career Objective:** *Instructor: Grossmont Community College*

**Education:**

***San Diego State University, San Diego, CA***

- MA in Education, emphasis Special Education – Expected May 2001
- Resource Specialist Certificate – Expected May 2001
- Professional Clear Multiple Subject & Severely Handicapped Special Education Specialist Credentials – May 1999
- CLAD Certificate – May 1999
- BA Degree in Communicative Disorders – May 1997

***Grossmont Community College, El Cajon, CA***

- AS Degree in Developmental Disabilities – May 1995
- Residential Services Specialist Certificate – May 1993

**Employment:**

***Inclusion Support Teacher***

8/00 - present  
Grossmont Union High School District, El Cajon, CA  
Santana High School, Santee, CA

Grades 9<sup>th</sup>-12<sup>th</sup> Severely Handicapped

- Special education teacher for students with disabilities included in general education classes; teacher for peer tutor program; modify & adapt curriculum; provide an inclusive education for all students.

***Integrated Life Skills Inclusion Teacher***

8/99 -6/00  
San Diego City Schools, San Diego, CA  
Dana Center, San Diego, CA

Grades K – 12<sup>th</sup> Moderately-Severely Handicapped

- Special education teacher for with disabilities included in general education classes at 4-6 different school sites; modified and adapted lessons, trained and supervised one-on-one aides, provided support to general education teachers & provided individualized instruction.

***Special Education Teacher***

6/99 - 8/99  
Grossmont Union High School District, El Cajon, CA  
Santana High School

Grades 9<sup>th</sup> – 12<sup>th</sup> Severely Handicapped

- Taught summer school; provided functional living skills instruction, community based instruction & physical education.

***Substitute Teacher***

2/99 - 6/99  
Grossmont Union High School District, El Cajon, CA  
Santana High School, Santee, CA

Grades 9<sup>th</sup> -12<sup>th</sup> Severely Handicapped

- Fulfilled all duty assignments of inclusion support teacher; implemented lesson plans, provided individual & group instruction.

***Independent Living Skills Instructor***

5/95 - 8/98  
P.R.I.D.E., Inc. San Diego, CA

- Case load of six adults with disabilities: assessed & created lesson plans, prepared Individualized Service Programs, assisted in community integration, provided living skills & served as Bowling Group Coordinator.

***Respite Care Provider***

1/94 - 1/95  
Doreen Lingo, San Diego, CA

- Cared for nine-year old child with Down syndrome: tutored with homework, taught cooking and self-help skills & provided activities that facilitated learning.

- 8/93 – 9/94      ***Unit Coordinator***  
Home of Guiding Hands, Lakeside, CA
- Supervised group home for adolescents with severe disabilities: care provider, implemented therapy programs, planned recreational activities & supervised staff.
- 3 Summers (92-94)      ***Camp-A-Lot Camp Counselor***  
Arc, San Diego, CA
- Cared for 2-4 campers with disabilities between ages 6 and 40: maintained a safe and healthy environment & provided camp activities.
- 10/91 – 8/92      ***Respite Care Provider***  
Keith Cox, El Cajon, CA
- Cared for infant with cerebral palsy: assisted with therapy programs, feeding & verbal and physical stimuli.

**Other Related Experiences:**

- Self-Advocacy Group Advisor: provided support in planning and conducting meetings for adults with disabilities. April 1996 – January 1998
- San Diego People's First Conference Volunteer. May 1997
- KIDS Team Volunteer: presented information about disabilities to elementary schools. August 1996 – May 1997
- Special Olympics Volunteer. September 1991 – 1992

References available upon request.

**DEBORAH M. SERBAN MS  
3120 COURSER AVENUE  
SAN DIEGO, CA. 92117  
(619) 270-2920**

## **OBJECTIVE**

To have the opportunity to teach at the Community College level, in the field of Social Services..

## **EDUCATION**

**Master of Science Degree** in Rehabilitation Counseling, San Diego State University, May 1990.

**Bachelor of Applied Arts and Sciences Degree** in Recreation Administration with an emphasis in Therapeutic Recreation, San Diego State University, May 1986.

## **WORK EXPERIENCE**

**Director of Program Services** - Coordination and operations management of ten vocational programs for adults with disabilities. Community Options, San Diego, Ca. Responsibilities include intake of individuals with disabilities, recruitment and hiring of program staff, development and implementation of a multi-level training program for the organization, grant writing, computer system training and management, and support and supervision to the management team to insure quality service delivery. 6/95 to present.

**Co-Instructor** – Assisted in instructing the community college course “Society and Disability” through a grant from Interwork Institute and Grossmont College. Spring, 1998.

**Program Manager** - Coordination of a community based program for individuals with developmental disabilities. Community Options, San Diego, Ca. Responsibilities include program development, staff development, client and staff supervision, budget management, writing and implementing Individual Support Plans, grant writing, computer system design, development of assistive technology devices, client advocacy, and the coordination of appropriate services. 9/90 to 6/95.

**Project Director** - Director and administrator of an aquatic camp for individuals with disabilities. Camp Able, Coronado, Ca. Responsibilities include program development, development of funding sources, grant writing, budget management, hiring, training, supervision and evaluation of staff. Seasonal 1984 – 1994.

**Assistant Program Coordinator** - Design and coordinate implementation of graduate program for SDSU Post Employment Training in the Administration of Deafness Masters Degree Certificate Program. Responsibilities included designing and coordinating curriculum, management of program participants, advise students on academic and personal issues, and general management of program grant. 1/90 - 7/90.

**Assistant Coordinator for Deaf Program** - Assist SDSU Deaf Program Coordinator with Disabled Student Services Program. Responsibilities included academic planning, interpreter scheduling, supervision of interpreters, advising students, and designing and providing workshops for students and community members. 9/89 - 7/90.

**Recreation Therapist** - Implement Recreation Therapy procedures in an adolescent psychiatric setting at Rancho Park Residential Treatment Center, San Diego, Ca. Responsibilities included orientation and training of staff, recreation therapy assessments, Master Treatment Plans, charting, coaching, leading groups in emancipation preparation, communication skills, leisure education, art therapy and recreation. 2/87 - 9/90.

**DEBORAH M. SERBAN MS, C.T.R.S.**  
**3120 COURSER AVENUE**  
**SAN DIEGO, CA 92117**  
**(619) 270-2920**

Page 2

### **INTERNSHIPS**

**Mesa College** - Implement recreation program for the Deaf student population. Responsibilities included assessments, program planning, leisure education, and leisure counseling. 9/88 - 9/89.

**Vocational Options Through Evaluations** - Observed and assisted evaluation. Responsibilities included intake interviews, administration of tests measuring aptitude, intelligence, worker skills, and worker tolerances, and scoring tests. 2/89-5/89.

**United Cerebral Palsy** - Implemented Recreation Therapy procedures for adults with physical challenges. Responsibilities included physical rehabilitation, leisure education, leisure counseling, Individual Program Plans, organizing community activities, coaching and charting. 1/86-5/86.

**Asetine School** - Implemented Adaptive Physical Education Program and Recreation Programs for children and adolescents with emotional, behavioral, and learning disabilities. Responsibilities included writing Individual Instructional Plans, leading groups in physical education, recreation, leisure education, leisure counseling, coaching, and participation in Interdisciplinary Team meetings. 1/86-5/86.

**Home of Guiding Hands** - Implemented recreation programs for adults with developmental disabilities. Responsibilities included self- help skills training, writing Individual Program Plans, behavior modification programs, charting, and designing recreation activities. 9/83-9/84.

### **ACHIEVEMENTS**

Certification from California Board of the Therapeutic Recreation Society - R.T.R., 1987- present.  
Certification from National Therapeutic Recreation Society - C.T.R.S., 1987- present.

#### **Conference Speaker**

Calif. Association of Physical Education, Recreation and Dance 1986.

American Deafness and Rehabilitation Association 1989.

Seminar by the Bay, 1993,94,97,98.

Supported Life, 1994.

RESNA, Rehabilitation Engineering Association, 1994.

Association for Persons in Supported Employment, 1995.

ARC of Mississippi State Conference, 1995.

### **PROFESSIONAL MEMBERSHIPS**

Computer Using Educators – CUE 1998.

The Association of Persons with Severe Handicaps - TASH, 1990-present.

Rehabilitation Engineers National Association - RESNA, 1993-present.

National Therapeutic Recreation Society - NTRS, 1984-present.

Calif. Therapeutic Recreation Society - CTRS, 1984-present.

Association for Persons in Supported Employment, APSE, 1993- present.

California Rehabilitation Association, CRA, 1994-present.

## VITA

### PERSONAL INFORMATION

Name: NANCY EILEEN FREY  
Home Address: 10826 Cypress Glen Drive  
Coral Springs, FL 33071  
Office Address: KC Wright Administration Center, 9<sup>th</sup> Floor  
600 SE 3<sup>rd</sup> Avenue  
Fort Lauderdale, FL 33301  
Office Phone: 954/767-8524  
Fax: 954/765-6017  
E-mail: FINFrey@aol.com

### PROFESSIONAL PREPARATION

M.A. San Diego State University  
Major: Education  
Granted: August, 1999  
B.A.E. Florida Atlantic University  
Major: Special Education  
Emphases: Mental Retardation and Developmental Disabilities  
Granted: August, 1993  
A.A. Broward Community College  
Emphasis: General Education

### AREAS OF PROFESSIONAL INTEREST

Language development, language arts, and literacy  
School restructuring and reform  
Curriculum and instruction for social justice  
Cultural and linguistic diversity  
Inclusive education  
Positive behavioral supports and interventions  
Brain-based learning  
Team building and collaboration  
Cooperative learning  
Problem-based learning

### PROFESSIONAL EXPERIENCE

Project Coordinator, June 1997 - present: Florida Department of Education, Fort Lauderdale, Florida. Coordinating demonstration activities for a state funded grant, focused on building inclusive schools and communities. Technical support delivered in K-12 classrooms and inservice staff development provided for schools and districts in South Florida.

Program Specialist, June 1997 - present: School Board of Broward County, Fort Lauderdale, Florida. Designing and delivering technical support to classroom teachers K-12 on literacy

Program Specialist, June 1997 – present: School Board of Broward County, Fort Lauderdale, Florida. Designing and delivering technical support to classroom teachers K-12 on literacy and reading instruction, differentiating curriculum and instruction for diverse learners, and allocating resources across schools.

Lecturer, June 1997 – present: Florida Atlantic University, Boca Raton, Florida and Florida Gulf Coast University, Fort Myers, Florida, Departments of Teacher Education and Exceptional Student Education. Teaching courses as well as supervising student teachers.

Teacher, August 1995 – June 1997: Eagle Ridge Intermediate School, Science and Technology Magnet, Coral Springs, Florida. Elementary classroom teacher responsible for teaching and instructional planning.

Teacher, August 1993 – August 1995: Country Hills Elementary School, Coral Springs, Florida. Elementary classroom teacher responsible for teaching and instructional planning.

## **PUBLICATIONS**

Fisher, D., Frey, N., & Sax, C. (1999). Inclusive elementary schools: Recipes for success. Colorado Springs: PEAK.

Frey, N., Fisher, D., Lapp, D., & Flood, J. (1999). Literature: Opening books to open doors. In B. Buswell, B. Schaffner, & A. Seyler (Eds.), Opening doors: Strategies for connecting students to their peers, the curriculum, and authentic learning opportunities (pp. 20-23). Colorado Springs, CO: PEAK Parent Center.

Frey, N. (1999). Triangle of supports (videotape). Florida Inclusion Network, Fort Lauderdale, FL.

## **FUNDED PROJECTS**

Florida Inclusion Network: Training and Technical Assistance in South Florida. September 1, 1999 – August 31, 2001. Total \$800,000. Florida Department of Education.

Florida Inclusion Network: Training and Technical Assistance in South Florida. September 1, 1998 – August 31, 1999. Total \$300,000. Florida Department of Education.

Florida Inclusion Network: Training and Technical Assistance in South Florida. September 1, 1997 – August 31, 1998. Total \$200,000. Florida Department of Education.

Teacher Directed Improvement Fund: Literacy Instruction. August 1996 – June 1997. Total \$800. School Board of Broward County.

Teacher Directed Improvement Fund: Curriculum Accommodations. August 1995 – June 1996. Total \$800. School Board of Broward County.

Teacher Directed Improvement Fund: Language Development. August 1994 – June 1995. Total \$800. School Board of Broward County.

## **OTHER PROFESSIONAL EXPERIENCES**

San Diego Literacy Coach Project, 1999  
Presenter, Adult Learning and Presentation Skills

## VITA

### PERSONAL INFORMATION

Name: DOUGLAS BRIAN FISHER

Home Address: 3290 Sixth Avenue, #1C  
San Diego, CA 92103

Office Address: Interwork Institute  
San Diego State University  
5850 Hardy Avenue #112  
San Diego, CA 92182

Office Phone: (619) 594-2507  
Fax: (619) 594-4208  
E-mail: DFISHER@mail.sdsu.edu

### PROFESSIONAL PREPARATION

Post-Doctoral Study Educational Policy and Standards-Based Reform, 1996-1997  
National Association of State Boards of Education (NASBE)

Ph.D. San Diego State University / Claremont Graduate School Joint Doctoral Program  
Emphasis: Multicultural Education / Research Methods  
Granted: December, 1995

E.M.B.A. Peter F. Drucker Management Center of the Claremont Graduate School  
Emphasis: Executive Certificate, Management Process  
Granted: March, 1995

M.P.H. San Diego State University  
Major: Public Health Epidemiology and Biostatistics  
Minor: Quantitative Research Methods  
Granted: August, 1992

B.A. San Diego State University  
Major: Communicative Disorders/Language Development  
Granted: May, 1990

A.S. Grossmont Community College  
Major: Health Sciences  
Granted: May, 1990

### AREAS OF PROFESSIONAL INTEREST

School restructuring and reform  
Language development, language arts, and literacy  
Curriculum and instruction for social justice  
Cultural and linguistic diversity  
Research and evaluation methods  
Inclusive education  
Social and health policy, including AIDS  
Team building and collaboration

## LANGUAGES

I am seeking tri-lingual status. I am fluent in two languages (English and American Sign Language) and am actively pursuing fluency in another (Spanish).

## PROFESSIONAL EXPERIENCE

Block Leader and Research Associate Professor, June 1997 - Present: San Diego State University, Department of Teacher Education, San Diego, California. Responsible for coordinating a faculty team, teaching credential and masters-level courses, and supervising student teachers.

Adjunct Doctoral Faculty, June 1997 - Present: University of San Diego, Department of Educational Leadership, San Diego, California. Responsible for teaching courses and supervising student projects in the doctoral program in educational leadership.

Policy Fellow, August 1996 - July 1997: National Association of State Boards of Education (NASBE), Washington, DC. Responsible for conducting state-level policy analyses and research, presenting findings to State Boards of Education, writing educational policy briefs, coordinating the policy-to-practice series, providing training and technical assistance to funded projects, and representing the Consortium on Inclusive Schooling Practices in Washington, DC.

Project Coordinator, January 1993 - Present: Interwork Institute, San Diego State University Foundation, San Diego, California. Coordinating research and demonstration activities for state and federally funded grants, each focused on building inclusive schools and communities. Grant funded projects include:

- Research, Development, and Demonstration (RD&D) Statewide Systems Change (California Department of Education funded)
- California Natural Supports Project (National Institutes of Health funded)
- Consortium on Inclusive Schooling Practices (US Department of Education funded)
- Real Moves: School-To-Work Transitions (US Department of Education funded)
- Combining Academic and Experiential Learning: The Intern Model (US Department of Education funded)
- Positive Behavior Supports Study (California Department of Education funded)

Lecturer, January 1993 - May 1997: San Diego State University, Departments of Teacher Education, Special Education, and Communicative Disorders, San Diego, California. Teaching credential and masters-level courses as well as supervising student and intern teachers.

Intern, 1992: Santana High School, El Cajon, California. Responsibilities included providing curriculum support to general education teachers and designing functional curriculum lessons within general education classes.

Faculty Member, January 1989 - Present: Grossmont College, El Cajon, California. Responsible for coordinating the Associate Degree program in Health Science as well as teaching courses in the program each semester.

Director of Quality Assurance, November 1991 - January 1993: Home of Guiding Hands, Lakeside, California. Responsible for client services, quality of life standards, staff competence testing, survey design, data collection and aggregation, policy review, monthly and quarterly status reports, payroll review, occupational injury control, staff scheduling, and compensation budget functions. HGH is a 250-bed health care facility accredited by



CAHF and CARF serving individuals with developmental disabilities, including those with dual sensory impairments and chronic health impairments.

Program Specialist & Coordinator of Staff Development, June 1989 - November 1991: Home of Guiding Hands, Lakeside, California. Responsible for Individual Program Plans for 157 individuals with developmental disabilities as well as the monthly inservice requirements for an agency with 300 employees. Courses included behavior management, CPR, basic sign language, AIDS, health issues, skill development, and residential services.

Intern, 1986: Lafayette School, San Diego, California. Field placement in a co-taught elementary school classroom.

## PUBLICATIONS

### Journal Articles

Lapp, D., Flood, J., Fisher, D., Bayles, D., Santa Cruz, R., Geiss, R., Goss, K., LeTourneau, M., & Gonia, B. (in press). First grade teachers' reflections of reduced class size. The California Reader.

Fisher, D., Pumpian, I., & Sax, C. (in press). High school students attitudes about and recommendations for their peers with significant disabilities. Journal of the Association for Persons with Severe Handicaps.

Fisher, D., Sax, C., & Pumpian, I. (in press). Parent and careproviders impressions of different educational models. Remedial and Special Education.

Halvorsen, A., Fisher, D., & Roach, V. (in press). Personnel development and professional training. CISP Issue Brief.

Fisher, D., Roach, V., & Kearns, J. (in press). Statewide assessment systems: Who's in and who's out? CISP Issue Brief.

Jorgensen, C., Fisher, D., & Roach, V. (1997). Curriculum as a critical factor related to the inclusion and achievement of students with disabilities. CISP Issue Brief, 2(2), 1-15.

Fisher, D., Sax, C., Pumpian, I., Rodifer, K., & Kreikemeirer, P. (1997). Including all students in the high school reform agenda. Education and Treatment of Children, 20, 59-67.

Sax, C., Pumpian, I., & Fisher, D. (1997, March). Assistive technology and inclusion. CISP Issue Brief, 2(1), 1-5.

Certo, N., Pumpian, I., Fisher, D., Storey, K., & Smalley, K. (1997). Focusing on the point of transition. Education and Treatment of Children, 20, 68-84.

Pumpian, I., Fisher, D., Certo, N., & Smalley, K. (1997). Changing jobs: An essential part of career development. Mental Retardation, 35, 39-48.

Sax, C., Fisher, D., & Pumpian, I. (1996). Outcomes for students with severe disabilities: Case studies on the use of assistive technology in inclusive classrooms. Technology and Disability, 5, 327-334.

Fisher, D., Sax, C., & Pumpian, I. (1996). From intrusion to inclusion: Myths and realities in our schools. The Reading Teacher, 49, 580-584.

**BLENDIA LOUISE DUKE**6163 Parkside Ave.  
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Email [blake@interwork.sdsu.edu](mailto:blake@interwork.sdsu.edu)

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**OBJECTIVE**

A position as an Adjunct Professor in the areas of mental health and developmental disabilities.

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**QUALIFICATIONS**

- Twenty-one years experience in the area of developmental disabilities and mental health issues.
  - Master's Degree in Rehabilitation Counseling with a specialization in mental health.
  - Pursing Ph.D. in Education.
  - Extensive counseling with adults as related to transition planning, career counseling, personal and disability management.
  - Individual and group counseling with adults with developmental disabilities and mental health issues.
  - Experience in a agency that serving a multi-cultural population.
  - Training and experience in crisis intervention, conflict resolution and management of disruptive behaviors.
  - Experience coordinating, collaborating, consulting and facilitating with colleagues, various staff and community resources.
  - Experience with program planning and development and grant proposal writing.
  - Group counseling with adult women with substance abuse issues.
  - Knowledge of and implemented services to individuals with disabilities as related to the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973.
  - Presented and provided training on the Americans With Disabilities Act to San Diego Regional Center staff.
  - Ability to administer and interpret the WAIS-R or WAIS III, Woodcock-Johnson Revised and other assessment tools.
  - Knowledge in the area of assistive technology for individuals with disabilities.
  - Knowledge, training, experience and sensitivity in working with a diverse academic, socioeconomic, cultural, disability and ethnic background of adults.
  - Exceptional organizational skills.
  - Knowledge and ability to effectively complete written reports in a timely manner.
  - Ability to work effectively with interdisciplinary teams.
  - Motivated and enthusiastic about developing good relations with individuals with disabilities and mental health issues.
  - Ability to communicate effectively orally and in writing.
  - Professional in appearance and presentation.
- 

**WORK HISTORY**

1978-PRESENT Social Work Counselor - San Diego Regional Center for the Developmentally Disabled

As a Social Work Counselor, I work under the direct supervision of a Senior Social Work Counselor or Supervising Social Work Counselor, participating as a member in the assessment of the needs of individuals with developmental disabilities, autism, cerebral palsy, learning disabilities, dual diagnosis, MD/DD, physically challenged, seizure disorders, behaviorally challenged and the "other" category which includes individuals with disabilities similar to that

of an individual with a developmental disability. I carry a caseload of approximately 89 consumers. I work with the public school districts in providing appropriate special education programs for my consumers as well as the community colleges disabled student services programs. I assist students with the transition from their special education public school program to community college, rehabilitation programs, community-based programs, vocational programs and/or supported employment. I play a vital role in Individual Education Program Plan (IEP) meetings, Individual Habilitation Component (IHC) meetings and Person-Centered Individual Program Plan (IPP) meetings. I make referrals to community resources, such as, mental health agencies, psychologists, health clinics, physicians, substance abuse programs, housing/shelter programs, legal services, nutrition programs, child and day care programs. I have provided supportive counseling to women with disabilities that have children in their home, located independent living/parenting programs and maintained a close relationship with the Children's Bureau (CPS). I continue to maintain consumer records in compliance with the Department of Developmental Services and the federal government requirements. I continue to provide individual career, personal, academic and disability management counseling for adults/students with disabilities.

**1999-PRESENT Co-Facilitator /intern - Grossmont Community College**

Co-facilitator/intern for HESC 207, Health Care for Persons with Disabilities. This class presents concepts needed for independent evaluation and decision making regarding the health care and support needs for individuals with disabilities. Includes discussions of life style and health consequences, criteria and resources for health status assessment and delivery of services, recognition of illness, and simple health care procedures. Examines the medical, social, and psychological impacts of specific disabilities on the quality of life of individuals with disabilities.

**1980-PRESENT Foster Parent - San Diego County Department of Social Services**

As a foster parent, I have provided 24-hour supervision and care to children who can no longer reside in their family home due to neglect, drugs, child abuse, alcohol abuse and other protective issues. I have cared for well over a hundred children in my home. I specialized in caring for children with learning disabilities and challenging behaviors. I have worked closely with the public school programs, special education/special day classes, school counselors and speech therapists. I have participated in and attended many workshops and seminars on child abuse, working with natural parents, juvenile justice system, incest, behavior management and child development.

**1975-1978 Home Counselor - Project Home Start, Inc.**

As a Home Counselor, I worked primarily with mother's and their children, assisting them in the following areas: nutrition, safety, health, early childhood development, budgeting, shopping, meal planning, health care, accessing community resources, accessing educational/academic resources, teaching appropriate learning activities for young children and appropriate social interaction skills.

**1973-1975 Head Teacher - Chollas Child Development Center**

As a head teacher for pre-school children, my duties included: preparing program plans, supervising other staff in the classroom, assisting staff with lesson plans, group activities with children, appropriate discipline techniques, meal planning, financial responsibilities, meetings with parents, assisting with proposals and grant writing.

**1973-1972 Teacher Assistant - San Diego Unified School District**

As a teacher assistant, I worked with elementary school age children in the classroom assisting them with their reading, math, spelling, science, social studies, music and English. I worked under the direct supervision of the classroom teacher.

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**EDUCATION**

Master's Degree in Rehabilitation	San Diego State University	May 1999
Bachelor of Arts in Liberal Arts & Sc.	San Diego State University	May 1997
Associate of Arts in Child Development	San Diego City College	June 1973

PROFESSIONAL DEVELOPMENT PROGRAM

ADJUNCT FACULTY CONTRACT FOR FALL SEMESTER, <sup>2000</sup>1999

Instructor Glenda L. Duke

Department Nursing Dept.

Required hours: one hour of Professional Development activity for each hour of instruction per week. This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

Building Bridges: Update on APS 2 hrs.  
and Aging and Independence

Assisted Technology and Resources 1 hr.

"It Ain't a Team Unless All the 3 hrs.  
Horses are Pulling in the Same  
Direction" - Dr. Hannah McCarty

B. Adjunct faculty division/department meeting(s):

Total hours required 3 Total completed 6

Submitted by (Instructor) Glenda L. Duke Date 8-10-00

Approved: Elizabeth Howell Date \_\_\_\_\_  
Department Chair/Coordinator Dean

**GROSSMONT COLLEGE  
PROFESSIONAL DEVELOPMENT PROGRAM**

ADJUNCT FACULTY CONTRACT FOR SPRING SEMESTER, 1992000

Instructor Nancy Frey

Department HESC

Required hours: one hour of Professional Development activity for each hour of instruction per week.  
This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

<u>2000 Colorado Conference on Inclusive Education</u>	<u>16</u>
<u>(Jan. 27-29, 2000)</u>	

B. Adjunct faculty division/department meeting(s):

Total hours required 3 Total completed 16

Submitted by (instructor) Nancy Frey (mf) Date 1-28-00

Approved: \_\_\_\_\_ Date \_\_\_\_\_ Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Department Chair/Coordinator Dean

**GROSSMONT COLLEGE  
PROFESSIONAL DEVELOPMENT PROGRAM**

ADJUNCT FACULTY CONTRACT FOR Spring

SEMESTER <sup>2000</sup> ~~199~~  
Health Ed

Instructor Nancy Frey

Department Health Education

Required hours: one hour of Professional Development activity for each hour of instruction.  
This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

New Adjunct Faculty Orientation 4:45 - 6:30 PM

General Faculty Meeting for Adjunct Faculty 6:30 - 8:00 PM

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Adjunct faculty division/department meeting(s):

Total hours required 3 Total completed 3 hours, 15 minutes

Submitted by (instructor) Nancy Frey Date 1/24/00

Approved: [Signature] Date 1/24/00  
Department Chair/Coordinator

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Dean

**GROSSMONT COLLEGE  
PROFESSIONAL DEVELOPMENT PROGRAM**

ADJUNCT FACULTY CONTRACT FOR Fall SEMESTER, 1997

Instructor Kellie Sullivan

Department Business (HESC)

Required hours: one hour of Professional Development activity for each hour of instruction per week. This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

Why are you acting like a child

2 hrs.

Dept. meeting

1 hr.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Adjunct faculty division/department meeting(s):

Total hours required \_\_\_\_\_ Total completed 3 hrs.

Submitted by (instructor) Kellie Sullivan Date: \_\_\_\_\_

Approved: [Signature]  
Department Chair/Coordinator

Date 8/24/90

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Dean



**GROSSMONT COLLEGE  
PROFESSIONAL DEVELOPMENT PROGRAM**

ADJUNCT FACULTY CONTRACT FOR Fall SEMESTER, 1999

Instructor Elizabeth Castagnera

Department Health Sciences / Nursing

Required hours: one hour of Professional Development activity for each hour of instruction per week.  
This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

<u>Video on Howard Gardner's Theory of Multiple Intelligence</u>	<u>1.5</u>
<del>Dept Meeting</del>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Adjunct faculty division/department meeting(s): 1.5

Total hours required 1.5 Total completed 3

Submitted by (instructor) Elizabeth Castagnera Date 8/10/99

Approved: Eleonore Kameel Date \_\_\_\_\_  
Department Chair/Coordinator

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Dean

# GROSSMONT COLLEGE PROFESSIONAL DEVELOPMENT PROGRAM

ADJUNCT FACULTY CONTRACT FOR Fall SEMESTER, 1999

Instructor Deborah M. Serban

Department HESC 110

Required hours: one hour of Professional Development activity for each hour of instruction per week. This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

<u>Using Technology in the Classroom</u>	<u>8/19/99</u>	<u>1.5</u>
<u>Teaching online</u>	<u>8/20/99</u>	<u>1.5</u>
<u>CAEL Open House</u>	<u>8/20/99</u>	<u>1</u>

B. Adjunct faculty division/department meeting(s):

Total hours required 3 Total completed 4

Submitted by (Instructor) [Signature] Date 8/20/99

Approved: [Signature] Date 8/24/99 Approved:   Date    
Department Chair/Coordinator Dean

**GROSSMONT COLLEGE  
PROFESSIONAL DEVELOPMENT PROGRAM**

ADJUNCT FACULTY CONTRACT FOR FALL SEMESTER, 1999

Instructor MARIA GUILVERMO

Department HEALTH SCIENCE

Required hours: one hour of Professional Development activity for each hour of instruction per week. This contract must be returned to the department chair/coordinator's office by the end of Professional Development Week.

A. Professional Development Activities:

#6 - How to Run an Effective Meeting	1:15
#7 - How to Create a Web-site using Front Page	2:00
#10 - "Why are you acting like a child?"	2:00
<del>Department meeting</del>	<del>1:00</del>

B. Adjunct faculty division/department meeting(s): 1:00

Total hours required 6 Total completed 6:15

Submitted by (instructor) Maria Guilvermo Date 8/17/99

Approved: [Signature] Date 8/24/99  
Department Chair/Coordinator

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Dean

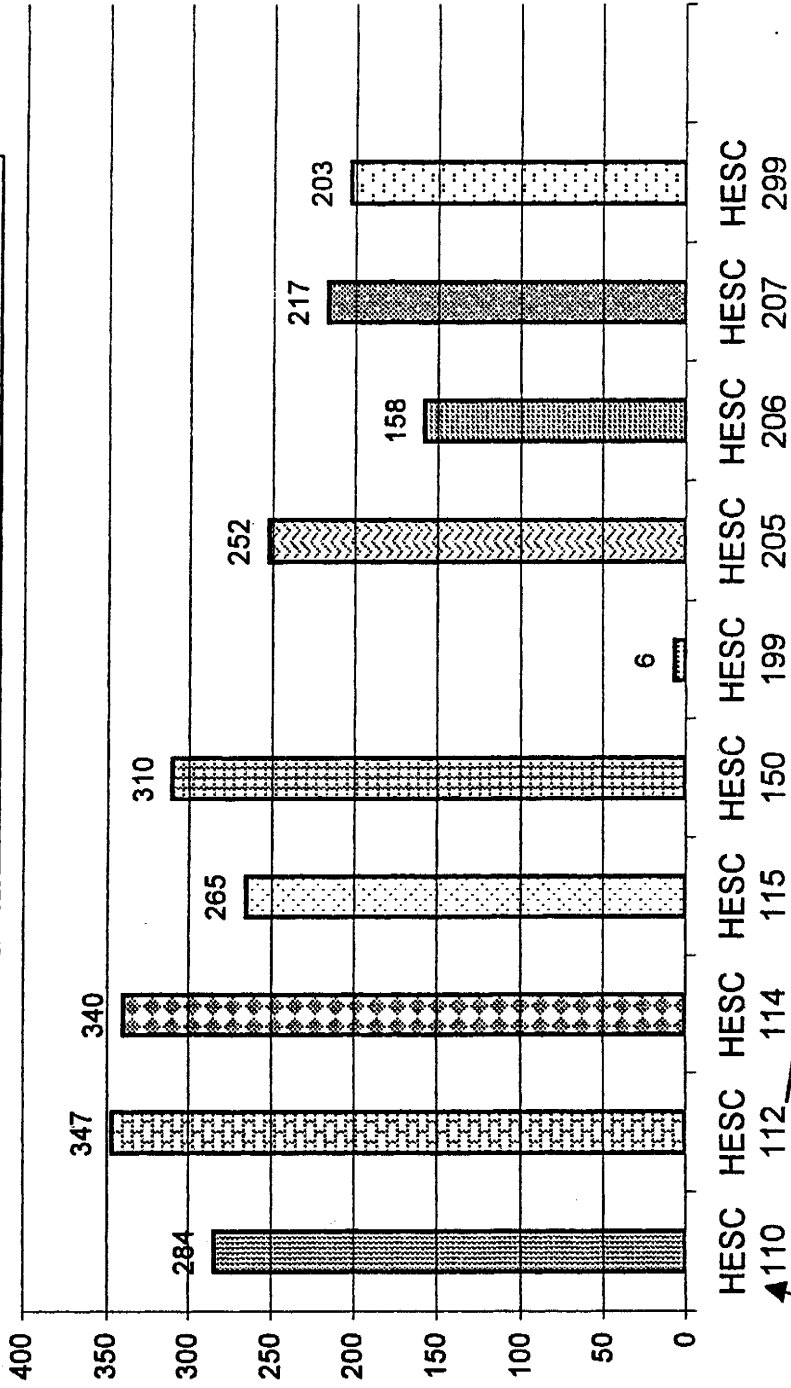


**APPENDIX 12**

**SUBJECT WSCH ANALYSIS REPORT**

**WSCH Analysis for 1996-2001 on HESC courses**

**AVERAGE EARNED WSCH for COURSES 96-01**



HESC 110 & 150 plus CPR certification enables student to obtain Residential Services Specialist (RRS) certification.

CPR Certification Class

SUBJECT WSCH ANALYSIS  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	15.364	8131.00	529.22	7444.50	484.54	91.55
CVTE107	.067	25.00	373.13	20.00	298.50	80.00
CVTE110	.133	120.00	902.25	70.00	526.31	58.33
CVTE111	.267	240.00	898.87	144.00	539.32	60.00
CVTE112	.333	320.00	436.56	272.00	370.57	85.00
CVTE113	.367	160.00	514.96	170.00	463.12	90.00
CVTE210	.583	300.00	342.85	120.00	342.85	100.00
CVTE211	.350	120.00	257.14	108.00	308.57	120.00
CVTE212	.350	190.00	342.85	108.00	308.57	120.00
CVTE213	.350	120.00	342.85	96.00	274.28	80.00
CVTE215	2.400	900.00	375.00	810.00	337.50	90.00
CVTE299	.067	20.00	298.50	18.00	268.65	90.00
***** CVTE	5.667	2415.00	426.15	2064.00	364.21	85.46
FACSI10	.200	120.00	600.00	87.00	435.00	72.50
FACSI15	.200	135.00	675.00	126.00	630.00	93.33
FACSI20	.200	120.00	600.00	99.00	495.00	82.50
FACSI55	1.000	684.00	684.00	462.00	462.00	67.54
FACSI95	.800	540.00	675.00	399.00	498.75	73.88
FACSI280	.067	20.00	298.50	26.00	388.05	130.00
FACSI299	.200	90.00	450.00	78.00	390.00	86.66
***** FACS	2.667	1709.00	640.79	1277.00	478.81	74.72
HESCI10	.200	120.00	600.00	51.00	255.00	42.50
HESCI15	.200	120.00	600.00	48.00	240.00	40.00
HESCI20	.133	80.00	601.50	22.00	165.41	27.50
HESCI206	.200	120.00	600.00	30.00	150.00	25.00
HESCI299	.467	245.00	524.62	123.00	263.38	50.20
***** HESC	1.200	685.00	570.83	274.00	228.33	40.00
NURSI18	.133	100.00	751.87	96.00	721.80	96.00
NURSI31	.089	1440.00	16179.77	1560.00	17528.08	108.33
NURSI55B	.225	270.00	1200.00	171.00	760.00	63.33
NURSI255B	.225	270.00	1200.00	108.00	480.00	40.00
NURSI265B	.225	157.50	700.00	112.50	500.00	71.42
***** NURS	.897	2237.50	2494.42	2047.50	2282.60	91.50
OTA 120	.133	70.00	526.31	36.00	270.67	51.42
OTA 130	.350	210.00	600.00	108.00	308.57	51.42
OTA 140	.283	175.00	618.37	90.00	318.02	51.42
***** OTA	.766	455.00	593.99	234.00	305.48	51.42
RESPI14	.133	90.00	676.69	42.00	315.78	46.66
RESPI15	.267	140.00	524.34	80.00	299.62	57.14
RESPI118	.800	315.00	393.75	198.00	247.50	62.85
RESPI222	1.380	315.00	175.00	180.00	100.00	57.14
RESPI232	.200	105.00	228.26	144.00	104.34	45.71
RESPI250	.133	70.00	526.31	51.00	255.00	45.71
RESPI260	.150	93.00	620.00	32.00	240.00	51.61
RESPI268	.150	93.00	620.00	48.00	320.00	51.61

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES  
 \*\*\* POSITIVE ATTENDANCE \*\*\*

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 262A 210500	.067	67.50	67.50	1007.46	21.00	313.43	31.11
AOJ 262B 210500	.067	67.50	67.50	1007.46	22.50	335.82	33.33
AOJ 262C 210500	.067	67.50	67.50	1007.46	24.00	358.20	35.55
AOJ 262D 210500	.067	67.50	67.50	1007.46	21.00	313.43	31.11
AOJ 299 210500	.134	92.50	92.50	690.29	34.50	257.46	37.29
***** AOJ	.402	362.50	362.50	901.74	123.00	305.97	33.93
BUS 299 051400	.133	90.00	90.00	676.69	32.00	240.60	35.55
***** BUS	.133	90.00	90.00	676.69	32.00	240.60	35.55
CD 299 130510	.468	289.72	289.72	619.05	130.84	279.57	45.16
***** CD	.468	289.72	289.72	619.05	130.84	279.57	45.16
CSIS185A 070300	.066	24.00	24.00	363.63	18.00	272.72	75.00
CSIS186A 070300	.066	24.00	24.00	363.63	12.50	189.39	52.08
***** CSIS	.132	48.00	48.00	363.63	30.50	231.06	63.54
HESC112 219900	.084	60.00	60.00	714.28	24.75	294.64	41.25
***** HESC	.084	60.00	60.00	714.28	24.75	294.64	41.25

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

1.219 850.22 697.47 341.09 279.81 40.11



DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 101	210500	.274	157.50	572.93	71.00	258.27	45.07
AOJ 104	210500	.933	759.38	813.21	219.38	234.60	28.88
AOJ 119	210500	.167	105.00	628.74	33.00	197.60	31.42
AOJ 299	210500	1.429	1034.38	723.44	334.88	212.56	92.00
*****	AOJ					234.21	32.37
BUS 086	051400	.201	90.00	447.76	36.00	179.10	40.00
BUS 120	050200	.267	200.00	749.06	176.00	659.17	88.00
BUS 121	050200	.267	200.00	749.06	204.00	764.04	102.00
BUS 164	051400	.133	60.00	451.12	16.00	120.30	26.66
BUS 252	050900	.100	72.00	720.00	54.00	540.00	58.00
BUS 256	050990	.133	100.00	751.87	58.00	436.09	58.00
BUS 257	050990	.100	72.00	720.00	45.00	450.00	62.50
*****	BUS	1.201	794.00	661.11	589.00	490.42	74.18
CD 104	130510	.067	20.00	298.50	10.00	149.25	50.00
CD 125	130510	.401	300.00	748.12	222.00	553.61	74.00
CD 149	130510	.200	135.00	675.00	66.00	330.00	48.88
CD 299	130510	.233	126.41	542.53	63.97	274.54	50.60
*****	CD	.901	581.41	645.29	361.97	401.74	62.25
CSIS174B	070300	.133	24.00	180.45	40.00	300.75	166.66
CSIS175B	070300	.133	48.00	360.90	46.00	345.86	95.83
CSIS274B	070300	.133	48.00	360.90	38.00	285.71	79.16
CSIS299	070300	.532	192.00	360.90	140.00	263.15	72.91
*****	CSIS	.931	312.00	335.12	264.00	283.56	84.61
CVTE225	121300	.150	69.00	460.00	78.00	520.00	113.04
*****	CVTE	.150	69.00	460.00	78.00	520.00	113.04
FACS163	130630	.067	35.00	522.38	35.00	522.38	100.00
FACS166	130400	.067	30.00	447.76	26.00	388.05	86.66
*****	FACS	.134	65.00	485.07	61.00	455.22	93.84
HESC110	219900	.200	90.00	450.00	120.00	600.00	133.33
*****	HESC	.200	90.00	450.00	120.00	600.00	133.33
NURS117	120300	.066	35.00	530.30	22.00	333.33	62.85
NURS133	120300	1.915	372.00	194.21	396.00	206.74	106.45
NURS135	120300	1.913	372.00	194.43	372.00	194.43	100.00
NURS137	120300	1.979	372.00	187.92	396.00	200.05	106.45
NURS211	120300	1.645	389.25	236.58	389.25	236.58	100.00
NURS231	120300	1.933	420.76	217.60	350.63	181.33	83.33
NURS233	120300	1.933	420.76	217.60	392.70	203.09	93.33
NURS235	120300	2.202	630.00	286.10	546.00	247.95	86.66
NURS299	120300	.301	144.32	479.46	64.00	212.72	44.36
*****	NURS	13.889	3156.09	227.22	2928.61	210.84	92.79

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CVTE	5.967	2655.00	444.94	2134.00	357.63	80.37
FACSI10	.200	120.00	600.00	81.00	405.00	67.50
FACSI15	.200	135.00	675.00	63.00	315.00	46.66
FACSI20	.400	228.00	570.00	192.00	480.00	84.21
FACSI55	.800	510.00	637.50	486.00	607.50	95.29
FACSI95	.800	540.00	675.00	495.00	618.75	91.66
FACSI299	.200	90.00	450.00	108.00	540.00	120.00
***** FACS	2.600	1623.00	624.23	1425.00	548.07	87.80
HESC110	.200	120.00	600.00	48.00	240.00	40.00
HESC150	.200	120.00	600.00	57.00	285.00	47.50
HESC199	.200	3.00	3.00	3.00	3.00	100.00
HESC206	.200	120.00	600.00	51.00	255.00	42.50
***** HESC	.600	363.00	605.00	159.00	265.00	43.80
NURS118	.133	100.00	751.87	74.00	556.39	74.00
NURS299	.675	675.00	1000.00	508.50	753.33	75.33
***** NURS	.808	775.00	959.15	582.50	720.91	75.16
OTA 120	.133	70.00	526.31	40.00	300.75	57.14
OTA 130	.350	210.00	600.00	114.00	325.71	54.28
OTA 140	.283	175.00	618.37	95.00	335.68	54.28
***** OTA	.766	455.00	593.99	249.00	325.06	54.72
RESP114	.133	90.00	676.69	40.00	300.75	44.44
RESP115	.267	140.00	524.34	72.00	269.66	51.42
RESP118	.800	315.00	393.75	171.00	213.75	54.28
RESP122	1.575	315.00	200.00	153.00	97.14	48.57
RESP232	1.800	315.00	175.00	198.00	110.00	62.85
RESP250	.200	105.00	525.00	66.00	330.00	62.85
RESP260	.133	70.00	526.31	44.00	330.82	62.85
RESP268	.150	93.00	620.00	66.00	440.00	70.96
***** RESP	5.058	1443.00	285.29	810.00	160.14	56.13

\*\*\*\*\* BUSINESS AND PROFESSIONAL STUDIES \*\*\*\*\*  
 51.583 28273.00 548.10 23973.00 464.74 84.79

SKDS7I-INS  
 RUN ON: 09-13-2000 01:14:32  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

GROSSMONT COLLEGE  
 SUBJECT WSCH ANALYSIS  
 \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
CD 299	130510	.334	132.22	132.22	395.86	125.76	376.52	376.52	95.11
*****	CD	.334	132.22	132.22	395.86	125.76	376.52	376.52	95.11
CSIS185A	070300	.066	24.50	24.50	371.21	19.00	287.87	287.87	77.55
CSIS186A	070300	.066	25.00	25.00	378.78	6.00	90.90	90.90	24.00
*****	CSIS	.132	49.50	49.50	375.00	25.00	189.39	189.39	50.50
FACS299	130400	.033	4.00	4.00	121.21	1.50	45.45	45.45	37.50
*****	FACS	.033	4.00	4.00	121.21	1.50	45.45	45.45	37.50
HESC112	120100	.084	157.50	157.50	1875.00	25.50	303.57	303.57	16.19
*****	HESC	.084	157.50	157.50	1875.00	25.50	303.57	303.57	16.19
NURS131	120300	.088	18.00	18.00	202.70	16.20	182.43	182.43	90.00
*****	NURS	.088	18.00	18.00	202.70	16.20	182.43	182.43	90.00

\*\*\*\*\* BUSINESS AND PROFESSIONAL STUDIES \*\*\*\*\*  
 .671 361.22 537.68 193.96 288.71 53.69

GROSSMONT COLLEGE  
SUBJECT WSCH ANALYSIS  
SUBJECT WSCH ANALYSIS  
REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE103	121300	.517	240.00	240.00	464.21	236.00	236.00	456.47	98.33
CVTE200	121300	.583	225.00	225.00	385.93	200.00	200.00	343.05	88.88
CVTE201	121300	.350	108.00	108.00	308.57	99.00	99.00	282.85	91.66
CVTE202	121300	.350	102.00	102.00	291.42	78.00	78.00	222.85	76.47
CVTE203	121300	.350	102.00	102.00	291.42	69.00	69.00	197.14	67.64
CVTE205	121300	2.250	750.00	750.00	333.33	600.00	600.00	266.66	80.00
*****	CVTE	5.833	2367.00	2367.00	405.79	2104.00	2104.00	360.70	88.88
FACS110	130400	.200	120.00	120.00	600.00	111.00	111.00	555.00	92.50
FACS115	130510	.200	135.00	135.00	600.00	141.00	141.00	705.00	117.50
FACS120	130400	.200	135.00	135.00	675.00	138.00	138.00	690.00	102.22
FACS155	130400	.800	510.00	510.00	637.50	483.00	483.00	603.75	94.70
FACS163	130630	.067	200.00	200.00	2985.07	75.00	75.00	1119.40	37.50
FACS195	130400	.800	540.00	540.00	675.00	507.00	507.00	633.75	93.88
FACS256	130620	.200	120.00	120.00	600.00	45.00	45.00	225.00	37.50
FACS258	130400	.067	30.00	30.00	447.76	7.00	7.00	104.47	23.33
FACS280	130630	.067	15.00	15.00	223.88	3.00	3.00	44.77	20.00
FACS299	130400	.067	25.00	25.00	373.13	8.00	8.00	119.40	32.00
*****	FACS	2.658	1815.00	1815.00	680.28	1518.00	1518.00	568.96	83.63
HESC110	210100	.200	90.00	90.00	450.00	66.00	66.00	330.00	73.33
HESC150	210100	.200	90.00	90.00	450.00	69.00	69.00	345.00	76.66
HESC199	120100	.400	183.00	183.00	457.50	138.00	138.00	345.00	100.00
*****	HESC	.400	183.00	183.00	457.50	138.00	138.00	345.00	75.40
NURS118	120300	.133	74.00	74.00	556.39	66.00	66.00	496.24	89.18
NURS120	120300	3.237	850.50	850.50	262.70	810.00	810.00	250.19	95.23
NURS201	120300	.089	45.00	45.00	505.61	45.00	45.00	505.61	100.00
NURS221	120300	.150	90.00	90.00	600.00	79.50	79.50	530.00	88.33
NURS299	120300	.675	1161.00	1161.00	1720.00	607.50	607.50	900.00	52.32
*****	NURS	4.284	2220.50	2220.50	518.26	1608.00	1608.00	375.30	72.41
OTA 101	121800	.217	140.00	140.00	645.16	72.00	72.00	331.79	51.42
OTA 110	121800	.350	210.00	210.00	600.00	114.00	114.00	325.71	54.28
OTA 210	121800	.222	96.00	96.00	432.43	92.00	92.00	414.41	95.83
OTA 220	121800	.283	120.00	120.00	424.02	115.00	115.00	406.36	95.83
OTA 230	121800	.067	24.00	24.00	358.20	23.00	23.00	343.28	95.83
*****	OTA	1.139	590.00	590.00	517.99	416.00	416.00	365.23	70.50
RESP105	121000	.334	200.00	200.00	598.80	115.00	115.00	344.31	57.50
RESP108	121000	.800	270.00	270.00	337.50	198.00	198.00	247.50	73.33
RESP205	121000	.267	120.00	120.00	449.43	88.00	88.00	329.58	73.33
RESP208	121000	.800	270.00	270.00	337.50	198.00	198.00	247.50	73.33
RESP222	121000	1.800	270.00	270.00	150.00	198.00	198.00	110.00	73.33
*****	RESP	4.001	1130.00	1130.00	282.42	797.00	797.00	199.20	70.53

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES		MAX WSCH		TOTAL FTEF	MAX WSCH	MAX FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
SUBJECT	TOP	WSCH	FTEF	WSCH	FTEF	WSCH	FTEF	WSCH	FTEF
AOJ 100	210500	21.09	.267	21.09	78.98	6.75	25.28	32.00	
*****	AOJ	21.09	.267	21.09	78.98	6.75	25.28	32.00	
BUS 090	051400	50.00	.566	50.00	88.33	195.00	344.52	390.00	
BUS 092	051400	25.00	.283	25.00	88.33	70.00	247.34	280.00	
BUS 100	051400					33.00	33.00	3300.00	
BUS 120	050200	200.00	.267	200.00	749.06	152.00	569.28	76.00	
BUS 121	050200	200.00	.267	200.00	749.06	152.00	569.28	76.00	
BUS 251	050990	64.00	.133	64.00	481.20	46.00	345.86	71.87	
*****	BUS	539.00	1.516	539.00	355.54	648.00	427.44	120.22	
CD 103	130510	20.00	.067	20.00	298.50	6.00	89.55	30.00	
CD 125	130510	105.00	.200	105.00	525.00	87.00	435.00	82.85	
CD 141	130510	135.00	.200	135.00	675.00	111.00	555.00	82.22	
CD 145	130510	135.00	.200	135.00	675.00	144.00	720.00	106.66	
CD 148	130510	135.00	.200	135.00	675.00	63.00	315.00	46.66	
*****	CD	530.00	.867	530.00	611.30	411.00	474.04	77.54	
CSIS132	070300	60.00	.142	60.00	422.53	60.00	422.53	100.00	
CSIS134	070300	60.00	.142	60.00	422.53	80.00	563.38	133.33	
CSIS174B	070300	48.00	.133	48.00	360.90	64.00	481.20	133.33	
CSIS175B	070300	55.20	.133	55.20	415.03	69.00	518.79	125.00	
CSIS274B	070300	48.00	.133	48.00	360.90	76.00	571.42	158.33	
CSIS275B	070300	48.00	.133	48.00	360.90	32.00	240.60	66.66	
CSIS299	070300	41.25	.134	41.25	307.83	31.78	237.16	77.04	
*****	CSIS	360.45	.950	360.45	379.42	412.78	434.50	114.51	
FACS110	130400	75.00	.200	75.00	375.00	42.00	210.00	56.00	
FACS120	130400	120.00	.200	120.00	600.00	66.00	330.00	55.00	
*****	FACS	195.00	.400	195.00	487.50	108.00	270.00	55.38	
HESC110	210100	45.00	.200	45.00	225.00	19.50	97.50	43.33	
HESC207	120100	90.19	.200	90.19	450.95	45.09	225.45	49.99	
*****	HESC	135.19	.400	135.19	337.97	64.59	161.47	47.77	
NURS203	120300	396.00	1.532	396.00	258.36	396.00	258.36	100.00	
NURS205	120300	180.00	.790	180.00	227.67	180.00	227.67	100.00	
NURS223	120300	560.00	2.633	560.00	212.67	520.00	197.48	92.85	
NURS225	120300	560.00	2.633	560.00	212.68	530.00	201.29	94.64	
*****	NURS	1696.00	7.589	1696.00	223.46	1626.00	214.24	95.87	
RESP112	121000	120.00	.600	120.00	200.00	60.00	100.00	50.00	
*****	RESP	120.00	.600	120.00	200.00	60.00	100.00	50.00	
***** BUSINESS AND PROFESSIONAL STUDIES *****									
		12.589		3596.73	285.69	3337.12	265.07	92.78	

SKDS7I - INS  
 RUN ON: 08-04-1999 21:04:18  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

GROSSMONT COLLEGE  
 SUBJECT WSCH ANALYSIS

*** CENSUS CLASSES ***									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE107	121300	.067	25.00	25.00	373.13	23.00	23.00	343.28	92.00
CVTE110	121300	.133	120.00	120.00	898.87	100.00	100.00	751.87	83.33
CVTE111	121300	.267	240.00	240.00	992.87	200.00	200.00	749.06	83.33
CVTE112	121300	1.033	480.00	480.00	464.66	400.00	400.00	387.22	83.33
CVTE113	121300	.517	240.00	240.00	464.21	200.00	200.00	386.84	83.33
CVTE210	121300	.583	300.00	300.00	514.57	215.00	215.00	368.78	71.66
CVTE211	121300	.350	120.00	120.00	342.85	99.00	99.00	282.85	82.50
CVTE212	121300	.350	120.00	120.00	257.14	102.00	102.00	291.42	113.33
CVTE213	121300	.350	120.00	120.00	342.85	175.00	175.00	214.28	62.50
CVTE215	121300	1.067	90.00	90.00	461.53	645.00	645.00	330.76	71.66
CVTE299	121300	5.667	20.00	20.00	298.50	6.00	6.00	89.55	30.00
CVTE			2655.00	2655.00	468.50	2065.00	2065.00	364.39	77.77
FACS110	130400	.200	135.00	135.00	675.00	114.00	114.00	570.00	84.44
FACS115	130510	.200	135.00	135.00	675.00	126.00	126.00	630.00	93.33
FACS120	130400	.400	255.00	255.00	637.50	180.00	180.00	450.00	70.58
FACS155	130400	.800	510.00	510.00	637.50	429.00	429.00	536.25	84.11
FACS156	130620	.200	120.00	120.00	600.00	42.00	42.00	210.00	35.00
FACS160	130400	.283	110.00	110.00	388.69	45.00	45.00	159.01	40.90
FACS161	130630	.200	135.00	135.00	675.00	81.00	81.00	405.00	60.00
FACS195	130400	.600	405.00	405.00	675.00	366.00	366.00	610.00	90.37
FACS299	130400	.067	20.00	20.00	298.50	6.00	6.00	89.55	30.00
FACS		2.950	1825.00	1825.00	618.64	1389.00	1389.00	470.84	76.10
HESC110	210100	.400	120.00	120.00	300.00	129.00	129.00	322.50	107.50
HESC150	210100	.200	120.00	120.00	600.00	48.00	48.00	240.00	40.00
HESC199	120100	.400	9.00	9.00	9.00	9.00	9.00	9.00	100.00
HESC206	120100	1.400	240.00	240.00	600.00	90.00	90.00	225.00	37.50
HESC		1.000	489.00	489.00	489.00	276.00	276.00	276.00	56.44
NURS118	120300	.133	100.00	100.00	751.87	90.00	90.00	676.69	90.00
NURS299	120300	.400	675.00	675.00	1687.50	463.50	463.50	1158.75	68.66
NURS		.533	775.00	775.00	1454.03	553.50	553.50	1038.46	71.41
RESP114	121000	.133	90.00	90.00	676.69	46.00	46.00	345.86	51.11
RESP115	121000	.267	140.00	140.00	524.34	92.00	92.00	344.56	65.71
RESP118	121000	.800	315.00	315.00	393.75	207.00	207.00	258.75	65.71
RESP122	121000	1.800	315.00	315.00	175.00	207.00	207.00	115.00	65.71
RESP199	121000	.200	315.00	315.00	155.55	9.00	9.00	9.00	100.00
RESP232	121000	.200	105.00	105.00	525.00	261.00	261.00	128.88	82.85
RESP250	121000	.133	70.00	70.00	526.31	90.00	90.00	450.00	85.71
RESP260	121000	.150	93.00	93.00	620.00	58.00	58.00	436.09	82.85
RESP268	121000	5.508	93.00	93.00	620.00	87.00	87.00	580.00	93.54
RESP			1452.00	1452.00	263.61	1057.00	1057.00	191.90	72.79
***** BUSINESS AND PROFESSIONAL STUDIES *****									
***** BUSINESS AND PROFESSIONAL STUDIES *****									
		53.589	28708.00	28708.00	535.70	24756.00	24756.00	461.96	86.23

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH /FTEF	EARNED WSCH	EARNED WSCH /FTEF	% OF MAX
BUS 180A 051400	.033	15.00	454.54	10.00	303.03	66.66
BUS 180B 051400	.033	15.00	454.54	9.50	287.87	63.33
BUS 180C 051400	.033	15.00	454.54	7.00	212.12	46.66
BUS 181A 051400	.033	15.00	454.54	7.00	212.12	46.66
***** BUS	.132	60.00	454.54	33.50	253.78	55.83
CD 299 130510	.100	47.50	475.00	104.50	1045.00	220.00
***** CD	.100	47.50	475.00	104.50	1045.00	220.00
CSIS181B 070300	.033	12.00	363.63	7.00	212.12	58.33
CSIS185A 070300	.066	24.00	363.63	14.50	219.69	60.41
CSIS186A 070300	.066	24.00	363.63	18.50	280.30	77.08
CSIS299 070300	.575	60.00	81.08	275.50	479.13	27550.00
***** CSIS	.740	60.00	81.08	315.50	426.35	525.83
ED 299 210750	.370	37.00	37.00	19.00	19.00	51.35
***** ED	.370	37.00	37.00	19.00	19.00	51.35
HESC112 120100	.084	135.00	1607.14	47.25	562.50	35.00
***** HESC	.084	135.00	1607.14	47.25	562.50	35.00
NURS131 120300	.152	450.00	2960.52	405.00	2664.47	90.00
***** NURS	.152	450.00	2960.52	405.00	2664.47	90.00

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

1.208 789.50 653.55 924.75 765.52 117.13

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
FAC258	130400	.067	15.00	223.88	12.00	179.10	80.00	
FAC299	130400	.434	187.00	430.87	111.38	256.63	59.56	
*****	FACS	.501	202.00	403.19	123.38	246.26	61.07	
HESC207	120100	.201	60.00	298.50	45.00	223.88	75.00	
*****	HESC	.201	60.00	298.50	45.00	223.88	75.00	
NURS133	120300	1.430	360.00	251.74	348.00	243.35	96.66	
NURS135	120300	1.569	360.00	229.44	336.00	214.14	93.33	
NURS137	120300	1.686	360.00	213.52	354.00	209.96	98.33	
NURS211	120300	1.186	330.00	278.24	297.00	250.42	90.00	
NURS231	120300	1.648	420.76	255.31	420.76	255.31	100.00	
NURS233	120300	1.673	420.76	251.50	420.76	251.50	100.00	
NURS235	120300	2.202	630.00	286.10	553.00	251.13	87.77	
*****	NURS	11.394	2881.52	252.89	2729.52	239.55	94.72	

\*\*\*\*\* BUSINESS AND PROFESSIONAL STUDIES \*\*\*\*\*  
 25.420 6176.28 242.96 7874.89 309.79 127.50



DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CSIS	13.272	6902.00	6902.00	520.04	6713.00	505.80	97.26
CVTE100	121300	.133	120.00	120.00	902.25	110.00	827.06	91.66
CVTE101	121300	.267	240.00	240.00	898.87	220.00	823.97	91.66
CVTE102	121300	1.033	480.00	480.00	464.66	472.00	456.92	98.33
CVTE103	121300	.517	240.00	240.00	464.21	220.00	425.53	91.66
CVTE200	121300	.583	225.00	225.00	385.93	220.00	377.35	97.77
CVTE201	121300	.350	108.00	108.00	308.57	102.00	291.42	94.44
CVTE202	121300	.350	102.00	102.00	291.42	108.00	308.57	105.88
CVTE203	121300	.350	102.00	102.00	291.42	175.00	214.28	73.52
CVTE205	121300	1.950	750.00	750.00	384.61	660.00	338.46	88.52
*****	CVTE	5.533	2367.00	2367.00	427.79	2187.00	395.26	92.39
FACSI10	130400	.200	120.00	120.00	600.00	132.00	660.00	110.00
FACSI15	130510	.200	120.00	120.00	600.00	132.00	660.00	110.00
FACSI120	130400	.400	270.00	270.00	675.00	225.00	562.50	83.33
FACSI155	130400	.800	495.00	495.00	618.75	513.00	641.25	103.63
FACSI160	130400	.283	110.00	110.00	388.69	115.00	406.36	104.54
FACSI195	130400	.600	405.00	405.00	675.00	414.00	690.00	102.22
FACSI225	130620	.200	120.00	120.00	600.00	48.00	240.00	40.00
FACSI256	130620	.200	120.00	120.00	600.00	75.00	240.00	40.00
FACSI258	130400	.067	130.00	130.00	447.76	11.00	164.17	62.50
FACSI299	130400	.067	15.00	15.00	223.88	5.00	74.62	36.66
*****	FACS	3.017	1805.00	1805.00	598.27	1670.00	553.52	92.52
HESC110	210100	.400	180.00	180.00	450.00	123.00	307.50	68.33
HESC150	210100	.400	180.00	180.00	450.00	126.00	315.00	70.00
*****	HESC	.800	360.00	360.00	450.00	249.00	311.25	69.16
NURS118	120300	.133	74.00	74.00	556.39	72.00	541.35	97.29
NURS120	120300	3.255	850.50	850.50	261.29	837.00	257.14	98.41
NURS221	120300	.170	90.00	90.00	529.41	82.50	485.29	91.66
NURS299	120300	.225	733.50	733.50	3260.00	513.00	2280.00	69.93
*****	NURS	3.783	1748.00	1748.00	462.06	1504.50	397.70	86.06
RESP105	121000	.333	200.00	200.00	600.60	140.00	420.42	70.00
RESP108	121000	.800	270.00	270.00	337.50	243.00	303.75	90.00
RESP205	121000	.267	120.00	120.00	449.43	120.00	449.43	100.00
RESP208	121000	.800	270.00	270.00	337.50	261.00	326.25	96.66
RESP222	121000	2.250	270.00	270.00	120.00	261.00	116.00	96.66
*****	RESP	4.450	1130.00	1130.00	253.93	1025.00	230.33	90.70

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

55.872	28633.00	512.47	26653.50	477.04	93.08
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE112	121300	1.033	480.00	464.66	368.00	356.24	76.66
CVTE113	121300	.517	240.00	464.21	184.00	355.89	76.66
CVTE210	121300	.583	300.00	514.57	220.00	377.35	73.33
CVTE211	121300	.350	120.00	342.85	105.00	300.00	87.50
CVTE212	121300	.350	120.00	257.14	87.00	248.57	96.66
CVTE213	121300	.350	120.00	342.85	87.00	248.57	72.50
CVTE215	121300	1.550	900.00	580.64	660.00	425.80	73.33
CVTE***	CVTE	5.200	2635.00	506.73	2009.00	386.34	76.24
FACS110	130400	.200	135.00	675.00	138.00	690.00	102.22
FACS115	130510	.200	135.00	675.00	126.00	630.00	93.33
FACS120	130400	.400	255.00	637.50	219.00	547.50	85.88
FACS155	130400	.800	510.00	637.50	453.00	566.25	88.82
FACS156	130620	.284	120.00	600.00	81.00	405.00	67.50
FACS160	130400	.200	110.00	387.32	115.00	404.92	104.54
FACS161	130630	.200	111.00	555.00	84.00	420.00	75.67
FACS195	130400	.600	405.00	675.00	432.00	720.00	106.66
FACS***	FACS	2.884	1781.00	617.54	1648.00	571.42	92.53
HESC110	210100	.200	120.00	600.00	72.00	360.00	60.00
HESC150	210100	.200	120.00	600.00	69.00	345.00	57.50
HESC199	120100	.133	63.00	63.00	80.00	601.50	100.00
HESC205	120100	.533	383.00	718.57	221.00	414.63	57.70
HESC***	HESC						
NURS118	120300	.133	100.00	751.87	102.00	766.91	102.00
NURS299	120300	.134	78.00	582.08	52.00	388.05	66.66
NURS***	NURS	.267	178.00	666.66	154.00	576.77	86.51
OTA 299	121800	.200	9.00	45.00	6.00	30.00	66.66
OTA***	OTA	.200	9.00	45.00	6.00	30.00	66.66
RESP114	121000	.133	90.00	676.69	52.00	390.97	57.77
RESP115	121000	.267	140.00	524.34	100.00	374.53	71.42
RESP118	121000	.800	315.00	393.75	225.00	281.25	71.42
RESP122	121000	2.026	315.00	155.47	225.00	111.05	71.42
RESP232	121000	2.475	315.00	127.27	243.00	98.18	77.14
RESP250	121000	.200	105.00	525.00	81.00	405.00	77.14
RESP260	121000	.133	70.00	526.31	54.00	406.01	77.14
RESP268	121000	.133	93.00	620.00	81.00	406.01	77.14
RESP299	121000	.133	80.00	601.50	81.00	540.00	87.09
RESP***	RESP	6.317	1523.00	241.09	1061.00	167.95	69.66

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

52.279      27462.00      525.29      23877.00      456.72      86.94

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CSIS	12.330	6573.00	533.09	6640.00	538.52	101.01
CVTE000	121300				49.00	49.00	4900.00
CVTE100	121300	.133	120.00	902.25	100.00	751.87	83.33
CVTE101	121300	.267	240.00	898.87	212.00	794.00	88.33
CVTE102	121300	1.033	480.00	464.66	400.00	387.22	83.33
CVTE103	121300	.517	240.00	464.21	208.00	402.32	86.66
CVTE200	121300	.583	225.00	385.93	250.00	428.81	111.11
CVTE201	121300	.350	108.00	308.57	108.00	308.57	100.00
CVTE202	121300	.350	102.00	291.42	99.00	282.85	97.05
CVTE203	121300	.350	102.00	291.42	99.00	282.85	97.05
CVTE205	121300	1.950	750.00	384.61	720.00	369.23	96.00
*****	CVTE	5.533	2367.00	427.79	2245.00	405.74	94.84
FACS110	130400	.200	120.00	600.00	117.00	585.00	97.50
FACS115	130510	.200	120.00	600.00	147.00	735.00	122.50
FACS120	130400	.400	270.00	675.00	240.00	600.00	88.88
FACS155	130400	.800	495.00	618.75	522.00	652.50	105.45
FACS160	130400	.283	110.00	388.69	90.00	318.02	81.81
FACS162	130630	.200	138.00	690.00	87.00	435.00	63.04
FACS195	130400	.600	405.00	675.00	399.00	665.00	98.51
FACS225	130620	.200	120.00	600.00	84.00	420.00	70.00
FACS256	130620	.200	120.00	600.00	60.00	300.00	50.00
*****	FACS	3.150	1928.00	612.06	1755.00	557.14	91.02
HESC110	210100	.400	180.00	450.00	222.00	555.00	123.33
HESC150	210100	.400	180.00	450.00	123.00	307.50	68.33
HESC205	120100	.133	100.00	751.87	32.00	240.60	32.00
*****	HESC	.933	460.00	493.03	377.00	404.07	81.95
NURS118	120300	.133	74.00	556.39	64.00	481.20	86.48
NURS120	120300	3.261	850.50	260.80	850.50	260.80	100.00
NURS199	120300	.170	90.00	529.41	3.00	3.00	100.00
NURS221	120300	3.564	1017.50	285.49	90.00	529.41	100.00
*****	NURS	3.564	1017.50	285.49	1007.50	282.68	99.01
RESP105	121000	.333	200.00	600.60	135.00	405.40	67.50
RESP108	121000	.800	270.00	337.50	234.00	292.50	86.66
RESP205	121000	.267	120.00	449.43	124.00	464.41	103.33
RESP208	121000	.800	270.00	337.50	279.00	348.75	103.33
RESP222	121000	2.250	270.00	120.00	279.00	124.00	103.33
*****	RESP	4.450	1130.00	253.93	1051.00	236.17	93.00
*****	BUSINESS AND PROFESSIONAL STUDIES	54.184	26851.50	495.56	26097.50	481.64	97.19

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS177B	070300	.200	72.00	360.00	69.00	345.00	95.83
CSIS220	070300	.200	120.00	600.00	105.00	525.00	87.50
CSIS290	070300	.700	300.00	428.57	300.00	428.57	100.00
CSIS296	070300	.350	144.00	411.42	156.00	445.71	108.33
CSIS299	070300	1.300	528.00	406.15	561.00	431.53	106.25
***** CSIS		12.080	6223.00	515.14	6116.00	506.29	98.28
CVTE000	121300	.067	25.00	373.13	49.00	49.00	4900.00
CVTE107	121300	.133	120.00	902.25	18.00	268.65	72.00
CVTE110	121300	.267	240.00	898.87	94.00	706.76	78.33
CVTE111	121300	1.033	480.00	464.66	192.00	719.10	80.00
CVTE112	121300	.517	240.00	464.21	376.00	363.98	78.33
CVTE113	121300	.583	300.00	514.57	192.00	371.37	80.00
CVTE210	121300	.350	120.00	342.85	210.00	360.20	70.00
CVTE211	121300	.350	120.00	257.14	102.00	291.42	85.66
CVTE212	121300	.350	120.00	342.85	87.00	222.85	72.50
CVTE213	121300	1.950	900.00	461.53	645.00	330.76	71.66
CVTE215	121300	5.600	2635.00	470.53	2043.00	364.82	77.53
***** CVTE							
FAC110	130400	.200	135.00	675.00	93.00	465.00	68.88
FAC115	130510	.400	120.00	600.00	111.00	555.00	92.50
FAC120	130400	.530	270.00	675.00	171.00	427.50	63.33
FAC155	130400	.200	510.00	962.26	501.00	945.28	98.23
FAC156	130620	.283	120.00	600.00	69.00	345.00	57.50
FAC160	130400	.200	110.00	388.69	90.00	318.02	81.81
FAC161	130630	.600	111.00	555.00	72.00	360.00	64.86
FAC195	130400	.067	405.00	675.00	390.00	650.00	96.29
FAC258	130400	2.680	15.00	223.88	14.00	208.95	93.33
***** FACS			1796.00	670.14	1511.00	563.80	84.13
FSM 199	130630	3.00	3.00	3.00	3.00	3.00	100.00
***** FSM							
HESC114	120100	.200	120.00	600.00	54.00	270.00	45.00
HESC115	120100	.200	120.00	600.00	36.00	180.00	30.00
HESC207	120100	.600	360.00	600.00	141.00	235.00	39.16
***** HESC							
NURS095	120300	.133	90.00	676.69	56.00	421.05	62.22
NURS118	120300	.133	100.00	751.87	122.00	917.29	122.00
NURS130	120300	4.821	1080.00	224.01	1062.00	220.28	98.33
NURS199	120300	2.108	99.00	99.00	99.00	99.00	100.00
NURS210	120300	4.714	1200.00	237.19	500.00	237.19	100.00
NURS230	120300	11.909	3069.00	254.56	1120.00	237.59	93.33
***** NURS					2959.00	248.46	96.41
RESP114	121000	.133	90.00	676.69	72.00	541.35	80.00
RESP115	121000	.267	140.00	524.34	136.00	509.36	97.14
RESP118	121000	.800	360.00	450.00	315.00	393.75	87.50

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 180A	051400	.033	15.00	15.00	454.54	7.00	212.12	46.66
BUS 180B	051400	.033	15.00	15.00	454.54	7.00	212.12	46.66
BUS 180D	051400	.033	15.00	15.00	454.54	9.50	287.87	63.33
BUS 181A	051400	.033	15.00	15.00	454.54	11.50	348.48	76.66
BUS 181B	051400	.033	10.00	10.00	303.03	6.50	196.96	65.00
BUS 252	050990	.067	46.88	46.88	699.70	43.13	643.73	92.00
***** BUS		.232	116.88	116.88	503.79	84.63	364.78	72.40
CD 299	130510		10.00	10.00	10.00	6.00	6.00	60.00
***** CD			10.00	10.00	10.00	6.00	6.00	60.00
CSIS185A	070300	.066	25.00	25.00	378.78	18.00	272.72	72.00
CSIS299	070300	.775				158.00	203.87	15800.00
***** CSIS		.841	25.00	25.00	29.72	176.00	209.27	704.00
HESC112	120100	.109	52.50	52.50	481.65	26.25	240.82	50.00
***** HESC		.109	52.50	52.50	481.65	26.25	240.82	50.00

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

1.182	204.38	292.88	247.78	143.30
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	11.147	5855.00	525.25	5860.00	525.70	100.08
CVTE100	.133	120.00	902.25	106.00	796.99	88.33
CVTE101	.267	240.00	898.87	216.00	808.98	90.00
CVTE102	1.033	480.00	464.66	424.00	410.45	88.33
CVTE103	.517	240.00	464.21	216.00	417.79	90.00
CVTE200	.583	225.00	385.93	215.00	368.78	95.55
CVTE201	.350	108.00	308.57	108.00	308.57	100.00
CVTE202	.350	102.00	291.42	90.00	222.85	78.47
CVTE203	.350	102.00	291.42	90.00	257.14	88.23
CVTE205	1.950	750.00	384.61	645.00	330.76	86.00
***** CVTE	5.533	2367.00	427.79	2098.00	379.17	88.63
FACS110	.200	120.00	600.00	123.00	615.00	102.50
FACS115	.200	120.00	600.00	111.00	555.00	92.50
FACS120	.400	270.00	675.00	204.00	510.00	75.55
FACS155	.470	495.00	1053.19	489.00	1040.42	98.78
FACS160	.283	110.00	388.69	80.00	282.68	72.72
FACS162	.200	135.00	675.00	48.00	240.00	35.55
FACS195	.600	405.00	675.00	411.00	685.00	101.48
FACS225	.283	200.00	706.71	80.00	282.68	45.00
FACS256	.200	120.00	600.00	54.00	270.00	45.00
FACS258	.067	30.00	447.76	9.00	134.32	30.00
***** FACS	2.903	2005.00	690.66	1609.00	554.25	80.24
HESC114	.200	90.00	450.00	57.00	285.00	63.33
HESC115	.200	180.00	900.00	57.00	285.00	31.66
***** HESC	.400	270.00	675.00	114.00	285.00	42.22
NURS095	.133	70.00	526.31	62.00	466.16	88.57
NURS118	.133	74.00	556.39	80.00	601.50	108.10
NURS120	3.146	850.50	270.34	850.50	270.34	100.00
NURS199	.900	9.00	9.00	9.00	9.00	100.00
NURS200	2.589	520.00	200.84	580.00	224.02	111.53
NURS220	5.480	1204.00	219.70	1290.00	235.40	107.14
***** NURS	11.481	2727.50	237.56	2871.50	250.10	105.27
RESP105	.333	200.00	600.60	210.00	630.63	105.00
RESP108	.800	270.00	337.50	378.00	472.50	140.00
RESP205	.267	120.00	449.43	92.00	344.56	76.66
RESP208	.733	240.00	327.42	184.00	251.02	76.66
RESP222	1.500	270.00	180.00	207.00	138.00	76.66
***** RESP	3.633	1100.00	302.78	1071.00	294.79	97.36

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

61.083 28655.50 469.12 27064.50 443.07 94.44

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS299	1.682	792.00	470.86	773.00	459.57	97.60
***** CSIS	11.279	5791.00	513.43	5508.00	488.34	95.11
CVTE107	.067	60.00	895.52	23.00	343.28	38.33
CVTE110	.133	120.00	902.25	94.00	706.76	78.33
CVTE111	.267	240.00	898.87	188.00	704.11	78.33
CVTE112	1.033	480.00	464.66	368.00	356.24	76.66
CVTE113	.517	240.00	464.21	188.00	363.63	78.33
CVTE210	.583	300.00	514.57	220.00	377.35	73.33
CVTE211	.350	120.00	342.85	99.00	282.85	82.50
CVTE212	.350	120.00	257.14	90.00	257.14	100.00
CVTE213	.350	120.00	342.85	90.00	257.14	75.00
CVTE215	1.950	900.00	461.53	645.00	330.76	71.66
CVTE299	.433	160.00	369.51	136.00	314.08	85.00
***** CVTE	6.033	2830.00	469.08	2141.00	354.88	75.65
FACS110	.400	255.00	637.50	207.00	517.50	81.17
FACS115	.200	120.00	600.00	87.00	435.00	72.50
FACS120	.400	270.00	675.00	189.00	472.50	70.00
FACS155	.800	510.00	637.50	468.00	585.00	91.76
FACS156	.200	120.00	600.00	69.00	345.00	57.50
FACS195	.564	405.00	718.08	366.00	648.93	90.37
FACS199	.067	27.00	27.00	27.00	27.00	100.00
FACS258	.150	15.00	223.88	8.00	119.40	53.33
***** FACS	2.631	1722.00	654.50	1421.00	540.09	82.52
FSM 120	.200	111.00	555.00	66.00	330.00	59.45
FSM 160	.283	90.00	318.02	75.00	265.01	83.33
***** FSM	.483	201.00	416.14	141.00	291.92	70.14
HESC114	.200	120.00	600.00	96.00	480.00	80.00
HESC115	.200	120.00	600.00	51.00	255.00	42.50
HESC199	.400	249.00	622.50	156.00	390.00	100.00
***** HESC	.400	249.00	622.50	156.00	390.00	62.65
NURS095	.133	100.00	751.87	68.00	511.27	68.00
NURS118	.133	100.00	751.87	100.00	751.87	100.00
NURS130	4.864	1140.00	234.37	1140.00	234.37	100.00
NURS199	1.860	30.00	112.90	30.00	30.00	100.00
NURS210	4.254	210.00	296.19	399.00	214.51	190.00
NURS230	.133	1260.00	601.50	1092.00	256.69	86.66
NURS299	.133	80.00	601.50	22.00	165.41	27.50
***** NURS	11.377	2920.00	256.65	2851.00	250.59	97.63
RESP115	.267	144.00	539.32	92.00	344.56	63.88
RESP118	.800	324.00	405.00	207.00	258.75	63.88
RESP122	2.125	324.00	152.47	207.00	97.41	63.88
RESP232	2.250	324.00	144.00	315.00	140.00	97.22
RESP250	.200	108.00	540.00	105.00	525.00	97.22
RESP260	.133	72.00	541.35	70.00	526.31	97.22

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	4.460	225.00	225.00	50.44	1231.27	276.06	547.23
CVTE225	.150	69.00	69.00	460.00	63.00	420.00	91.30
***** CVTE	.150	69.00	69.00	460.00	63.00	420.00	91.30
HESC112	.067	26.25	26.25	391.79	26.25	391.79	100.00
***** HESC	.067	26.25	26.25	391.79	26.25	391.79	100.00
NURS299	.184	145.00	145.00	788.04	236.00	1282.60	162.75
***** NURS	.184	145.00	145.00	788.04	236.00	1282.60	162.75

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

10.859 2491.57 229.44 3525.84 324.69 141.51



DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE201	.350	108.00	108.00	308.57	108.00	308.57	100.00
CVTE202	.350	102.00	102.00	291.42	96.00	274.28	94.11
CVTE203	.350	102.00	102.00	291.42	108.00	308.57	105.88
CVTE205	1.950	750.00	750.00	384.61	705.00	361.53	94.00
***** CVTE	5.533	2367.00	2367.00	427.79	2188.00	395.44	92.43
FACSI10	.200	120.00	120.00	600.00	117.00	585.00	97.50
FACSI15	.200	135.00	135.00	675.00	105.00	525.00	77.77
FACSI20	.400	270.00	270.00	675.00	198.00	495.00	73.33
FACSI55	.800	495.00	495.00	618.75	453.00	566.25	91.51
FACSI60	.283	90.00	90.00	318.02	100.00	353.35	111.11
FACSI95	.251	405.00	405.00	1613.54	69.00	1613.54	100.00
FACSI256	.200	120.00	120.00	600.00	11.00	345.00	57.50
FACSI258	.067	30.00	30.00	447.76	11.00	164.17	36.66
***** FACS	2.401	1665.00	1665.00	693.46	1458.00	607.24	87.56
FSM 145	.200	150.00	150.00	750.00	69.00	345.00	46.00
FSM 225	.200	150.00	150.00	750.00	93.00	465.00	62.00
***** FSM	.400	300.00	300.00	750.00	162.00	405.00	54.00
HESC115	.200	180.00	180.00	900.00	126.00	630.00	70.00
HESC206	.200	150.00	150.00	750.00	54.00	270.00	36.00
HESC210	.067	40.00	40.00	597.01	11.00	164.17	27.50
***** HESC	.467	370.00	370.00	792.29	191.00	408.99	51.62
NURS000	.133	70.00	70.00	526.31	37.00	37.00	3700.00
NURS095	.133	100.00	100.00	751.87	86.00	646.61	122.85
NURS118	3.170	913.50	913.50	288.17	94.00	706.76	96.00
NURS120	1.083	352.00	352.00	325.02	884.50	279.02	96.82
NURS200	4.024	1316.00	1316.00	327.03	440.00	406.27	125.00
NURS220	8.543	2751.50	2751.50	322.07	1245.50	309.51	94.64
***** NURS					2787.00	326.23	101.29
RESP105	.283	150.00	150.00	530.03	145.00	512.36	96.66
RESP108	.800	270.00	270.00	337.50	252.00	315.00	93.33
RESP205	.267	120.00	120.00	449.43	148.00	554.30	123.33
RESP208	.733	240.00	240.00	327.42	304.00	414.73	126.66
***** RESP	2.083	780.00	780.00	374.45	849.00	407.58	108.84

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

55.930 28762.50 514.25 26214.00 468.69 91.13

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS220	.200	120.00	600.00	102.00	510.00	85.00
CSIS280	.133	60.00	451.12	26.00	195.48	43.33
CSIS290	.700	240.00	342.85	216.00	308.57	90.00
CSIS296	.350	120.00	342.85	120.00	342.85	100.00
CSIS299	1.883	762.00	404.67	724.00	384.49	95.01
***** CSIS	10.913	5491.00	503.16	5341.00	489.41	97.26
CVTE107	.067	60.00	895.52	29.00	432.83	48.33
CVTE110	.133	120.00	902.25	98.00	736.84	81.66
CVTE111	.267	240.00	898.87	196.00	734.08	81.66
CVTE112	.866	480.00	554.27	392.00	452.65	81.66
CVTE113	.542	240.00	442.80	196.00	361.62	81.66
CVTE210	.566	300.00	530.03	245.00	432.86	81.66
CVTE211	.350	120.00	342.85	108.00	308.57	90.00
CVTE212	.350	90.00	257.14	96.00	274.14	106.66
CVTE213	.350	120.00	342.85	96.00	274.14	75.00
CVTE215	1.950	900.00	461.53	735.00	376.92	81.66
***** CVTE	5.441	2670.00	490.71	2185.00	401.58	81.83
FACS110	.200	120.00	120.00	126.00	126.00	105.00
FACS115	.200	135.00	675.00	63.00	315.00	46.66
FACS120	1.000	135.00	675.00	81.00	405.00	60.00
FACS155	.200	645.00	645.00	459.00	459.00	71.16
FACS195	.184	120.00	600.00	90.00	450.00	75.00
FACS199	.067	3.00	2201.08	366.00	1989.13	90.37
FACS258	1.851	1578.00	223.88	13.00	194.02	86.66
***** FACS			852.51	1198.00	647.21	75.91
FSM 120	.200	111.00	555.00	99.00	495.00	89.18
FSM 160	.283	90.00	318.02	85.00	300.35	94.44
***** FSM	.483	201.00	416.14	184.00	380.95	91.54
HESC114	.266	120.00	451.12	42.00	157.89	35.00
HESC115	.134	120.00	895.52	57.00	425.37	47.50
HESC207	.200	72.00	360.00	63.00	315.00	87.50
HESC210	.067	15.00	223.88	9.00	134.32	60.00
***** HESC	.667	327.00	490.25	171.00	256.37	52.29
NURS118	.133	100.00	751.87	118.00	887.21	118.00
NURS130	3.000	1080.00	360.00	1008.00	336.00	93.33
NURS199	2.000	45.00	45.00	6.00	6.00	13.33
NURS210	.976	600.00	300.00	420.00	210.00	70.00
NURS230	.267	1400.00	1434.42	1360.00	1393.44	97.14
NURS299	6.376	180.00	674.15	76.00	284.64	42.22
***** NURS		3405.00	534.03	2988.00	468.63	87.75
RESP115	.267	144.00	539.32	140.00	524.34	97.22
RESP118	.800	324.00	405.00	333.00	416.25	102.77
RESP12.	2.250	324.00	4.40	306.00	136.00	94.

**APPENDIX 13**

**FISCAL YEAR FTES ANALYSIS BY PROGRAM REPORT**

**GCCCD**  
**99-00 Grossmont College Program Review**  
**Program Data Elements**

95/96      96/97      97/98      98/99      99/00

**Other Public Affair & Serv. Rec**

Course #

HESC110  
HESC112  
HESC114  
HESC115  
HESC150  
HESC199  
HESC205  
HESC206  
HESC207  
HESC210

FTES

Summer	13	4	110	69	84
Fall	191	114	377	249	27
Spring	182	167	289	323	15
Total WSCH	386	285	776	641	477
Total FTES	12.87	9.50	25.87	21.37	15.90

Top	*219900 Other Public Affairs, Serv., Rec. - Unrestr *was 120100 & 210100	\$12,439	\$14,625	\$28,843	\$27,729	\$22,166
Costs per FTES		\$966.51	\$1,539.47	\$1,114.92	\$1,297.57	\$1,394.09

219900 Other Public Affairs, Serv., Rec. - Restr.	\$0	\$0	\$0	\$0	\$0
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**APPENDIX 14  
FISCAL DATA: OUTCOMES PROFILE**

1. Semester/Year	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000
2. Enrollment	80	101	44	94	142	168	94	150	81	94
3. Earned WSCH/FTEF	801	782	285	475	404	726	224	838	162	914
4. Total FTES	12.87		9.50		25.87		21.37		15.90	
5. Cost/FTES	966.51		1,539.47		1,114.92		1,297.51		1,394.09	
6. Total Cost/Fiscal Year	12,439		14,625		28,843		27,729		22,166	
7. Total Revenue	37,696.23		27,825.50		75,773.23		62,592.73		46,571.10	

**COST** - Cost will vary from one department 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, (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 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** - This is money that the department/program earns from the state for each Full Time Equivalent Student (FTES). For example, in FY95-96, that amount was \$2,929. Therefore, if a department's FTES for the fiscal year is 300, then the department generates \$878,700 funding from the state for Grossmont College.

Approximately \$2,000 of the \$2,929 goes to department salaries, supplies, dean's salary and chairperson/coordinator reassigned time. The remaining \$929 goes to administration and general support of the institution.

Departments with an older, thus higher paid, faculty will command more than \$2,000 of the \$2,929 while departments with a younger faculty will command less than \$2,000.



## **DEGREES IN THE MAJOR**

College	Major Name	Semester	Summer 1997	Fall 1997	Spring 1998	Summer 1998	Fall 1998	Spring 1999	Summer 1999
Grössmont	Health Science	Major Code	Counts	Counts	Counts	Counts	Counts	Counts	Counts
		12010	14	15	18	19	16	22	13



**Disabilities Services Management  
PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION**

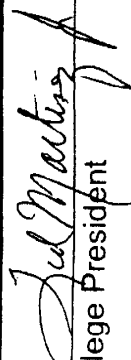
SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1995-96	801	52%	782	66%	\$966.51	MAINTAIN
1996-97	285	42%	475	41%	\$1839.47	
1997-98	404	82%	726	60%	\$1114.92	
1998-99	224	69%	838	52%	\$1297.50	
99-2000	162	64%	914	35%	\$1394.09	

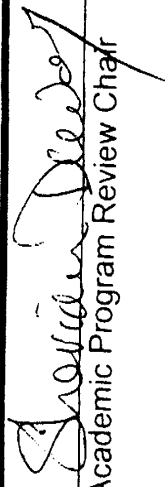
**The program review committee commends the department for:**

1. For use of online course and connections with Interwork Institute.
2. Community connections and management of the program in many sites.
3. Pat Murray for her clerical nursing support of the program.

**The committee offers the following recommendations:**

1. Establish connections with the LRC to provide support for your off-site and online courses.
2. Revise career ramp to more accurately reflect the linkage of this program with higher level coursework and job opportunities.
3. In conjunction with other health programs, develop a marketing strategy to recruit students.
4. Establish partnerships with other departments to further increase the awareness of the DSM program on campus.
5. Update course outlines HESC 150,151,153,154,205,206, and 207

  
College President

  
Academic Program Review Chair

•  
APPENDIX 3

**3. Catalog Descriptions**

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Dance 071 A-B-C-D	Studio Workshop in Tap	1
Dance 072 A-B-C-D	Studio Workshop in Modern Dance	1
Dance 074 A-B-C-D	Studio Workshop in Jazz Dance	1
Dance 078 A-B-C-D	Studio Workshop in Ballet	1
Dance 081 B	Tap II	1.5
Dance 081 C	Tap III	1.5
Dance 081 D	Tap IV	1.5
Dance 082 A-B-C-D	Social and Ballroom Dance	1.5
Dance 094 A	American Street Dance I	1.5
Dance 094 B	American Street Dance II	1.5
Dance 094 C	American Street Dance III	1.5
Dance 094 D	American Street Dance IV	1.5
Dance 099 A-B-C-D	Studio Workshop in Pointe	1
Dance 117 A-B-C-D	Body Tone and Strengthening	1.5
Dance 120 A-B-C-D	Musical Theater Dance	1.5
Dance 206	Choreography and Improvisation II	2
Total		2-4
Total Required		24-29
Plus General Education and Elective Requirements		

### Certificate of Achievement

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

## DISABILITY SERVICES MANAGEMENT

This program is designed to prepare the student to provide support to individuals with disabilities in a variety of home, work, school and recreation environments. Emphasis is placed on students applying their skills in increasingly complex systems of support. The program is structured to encourage transfer to four-year institutions. Health Sciences 110 and 150 plus certification in CPR and First Aid meet the minimum requirements for the California State Department of Developmental Services Residential Services Specialist (RSS) Certificate.

### Career Opportunities

Counselor\*  
 Group-Home Manager  
 Occupational Therapist\*  
 Psychologist\*  
 Recreational Therapist  
 Speech Pathologist\*  
 Social Worker\*  
 Special Education Teacher\*  
 \*Bachelor's Degree or higher required.

### Associate Degree Major Requirements

(Major Code: 52073)

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

Subject & Number	Title	Units
Business 156	Principles of Management	3
Family Studies 120	Human Development	3
Health Sciences 110	Disability and Society	3
Health Sciences 150	Techniques for Developmental Disabilities Specialist	3
Health Sciences 205	Alternative/Augmentative Communication and Assistive Technology for People with Disabilities	3
Health Sciences 206	Behavior Management and Training Techniques	3
Health Sciences 207	Health Care for Persons with Developmental Disabilities	3
Psychology 120	Introductory Psychology	3
Total		24

Select FOUR (4) units using any combination of the following courses:

Subject & Number	Title	Units
Health Sciences 151 A-B-C-D	Work Experience for Disability Services Management	1
Health Sciences 152 A-B	Work Experience for Disability Services Management	2
Health Sciences 153	Work Experience for Disability Services Management	3
Health Sciences 154	Work Experience for Disability Services Management	4
Total		28

Select any TWO (2) of the following courses:

Subject & Number	Title	Units
Business 115	Human Relations in Business	3
Child Development 141	Working with Children with Special Needs: Infancy, Toddler, Preschool	3
Communication 120 or Communication 122	Interpersonal Communication	3
Health Education 155	Public Speaking	(3)
Psychology 134	Realities of Nutrition	3
Sociology 120	Human Sexuality	3
Sociology 125	Introductory Sociology	3
	Marriage, Family, and Alternate Life Styles	3
Total		6
Total Required		34
Plus General Education and Elective Requirements		

### Certificate of Achievement

Any student who chooses to complete only the courses required for the above major and who has CPR and First Aid certification qualifies for a Certificate of Achievement in Disability Services Management. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

### **HEALTH SCIENCES 110 †** **Disability And Society**

3 units, 3 hours lecture

This course will explore the range of human experience of individuals with disabilities; attitudes toward persons who have disabilities (including those who have been identified as gifted or who have learning, mental, physical or severe disabilities); interrelationships between societal institutions and needs of persons with disabilities; and historical responses to these needs. Current research and contemporary issues will be examined with particular emphasis on normalization, integration and community living. Increased understanding and appreciation of the factors impacting the quality of life for persons with disabilities will be achieved through observations and interviews conducted in the home, community, and other social environments of a person with a disability.

*Satisfies General Education for: Grossmont College D1; CSU E*

*Transfers to CSU*

### **HEALTH SCIENCES 112 †** **Cardiopulmonary Resuscitation (CPR)**

.5 unit, 3/4 hour lecture/laboratory (6 hours lecture, 6 hours laboratory in short course format of 1.5 days)

Presents basic life support and cardiopulmonary resuscitation techniques as recommended by the American Heart Association. This includes management of airway obstruction and cardiopulmonary arrest in the infant, child and adult. A two year American Heart Association Certificate is issued for a \$2 fee upon successful completion of the course. American Red Cross and the American Heart Association cross-recognize course completion cards. This course is offered on a Credit/No Credit basis only.

### **HEALTH SCIENCES 150 †** **Techniques for Developmental Disability Specialist**

3 units, 3 hours lecture

**Corequisite:** Successful completion of or concurrent enrollment in Health Sciences 110 or equivalent.

This course is designed for persons involved in support services for people with developmental disabilities including those who have learning, mental, physical, or severe disabilities. It provides technical knowledge for support personnel to promote social skills and integration, adaptation, self dependence, health, safety, nutrition, recreation, leisure and communication for persons with disabilities.

*Satisfies General Education for CSU*

*Transfers to CSU*

### **HEALTH SCIENCES 151 A-B-C-D †** **Work Experience for Disability Services Management**

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

**Prerequisite:** A "C" grade or higher in Health Sciences 205 and 206.

Work experience for individuals desiring directed practical experience in support services for persons with disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110, 150, 205 and 206. Emphasis is on inclusive support strategies and practices. For work experience requirements, see page 24.

*Transfers to CSU*

### **HEALTH SCIENCES 152 A-B †** **Work Experience for Disability Services Management**

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

**Prerequisite:** A "C" grade or higher in Health Sciences 205 and 206.

Work experience for individuals desiring directed practical experience in support services for persons with disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110, 150, 205 and 206. Emphasis is on inclusive support strategies and practices. For work experience requirements, see page 24.

*Transfers to CSU*

### **HEALTH SCIENCES 153 †** **Work Experience for Disability Services Management**

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

**Prerequisite:** A "C" grade or higher in Health Sciences 205 and 206.

Work experience for individuals desiring directed practical experience in support services for persons with disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110, 150, 205 and 206.

Emphasis is on inclusive support strategies and practices. For work experience requirements, see page 24.

*Transfers to CSU*

### **HEALTH SCIENCES 154 †** **Work Experience for Disability Services Management**

4 units, 20 hours work experience per week plus concurrent enrollment in 3 units at Grossmont College

**Prerequisite:** A "C" grade or higher in Health Sciences 205 and 206.

Work experience for individuals desiring directed practical experience in support services for persons with disabilities. This course provides students the opportunity to apply knowledge and skills gained through Health Sciences 110, 150, 205 and 206.

Emphasis is on inclusive support strategies and practices. For work experience requirements, see page 24.

*Transfers to CSU*

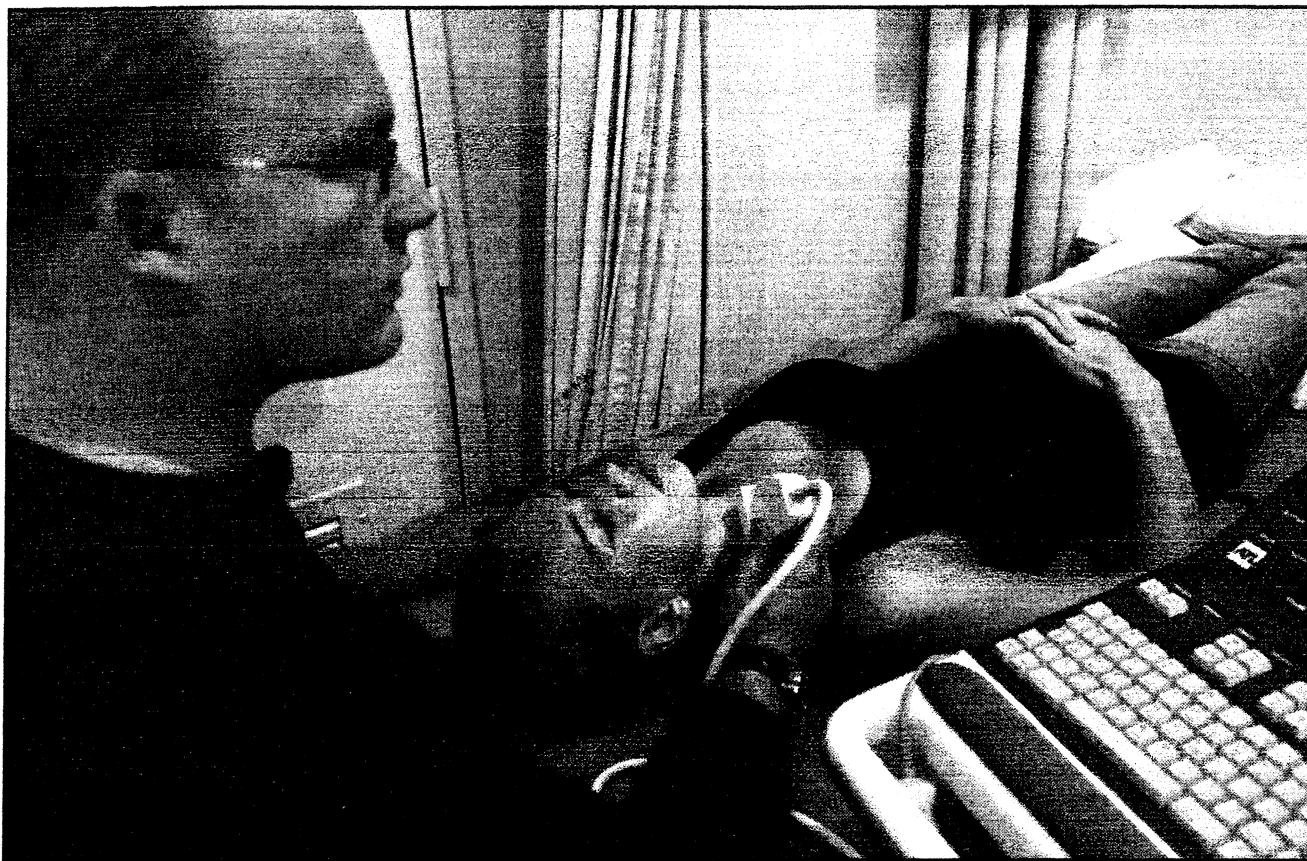
### **HEALTH SCIENCES 199** **Special Studies or Projects in Health Sciences**

1-3 units, 3-9 hours

**Prerequisite:** Consent of instructor.

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

† This course meets all the standards for Associate Degree Credit.



### **HEALTH SCIENCES 205 † Alternative/Augmentative Communication and Assistive Technology for People with Disabilities**

3 units, 3 hours lecture

**Prerequisite:** A "C" grade or higher in Health Sciences 110 and 150.

This course introduces principles and procedures in assessing and accommodating the needs of individuals with disabilities in the following areas: 1) alternative and augmentative communication (AAC) systems and strategies and 2) other assistive technology (AT) equipment and services. The course will include the historical and legislative development of these supports and services; a foundation of speech and language acquisition; person-centered assessment strategies, instrument strategies, and intervention techniques; and access to assistive technology (AT) resources and materials, locally and via the Internet. Students will develop case studies demonstrating the effective use of assistive technology, including

alternative augmentative communication, in relation to school, work, recreation, home, or community environments.

*Transfers to CSU*

### **HEALTH SCIENCES 206 † Behavioral Management and Training Techniques**

3 units, 3 hours lecture

**Prerequisite:** Successful completion of Health Sciences 110 and 150 or equivalent.

This course presents more advanced theory and rationale for the use of management and training techniques with people with developmental disabilities in four major areas: (1) training, (2) behavior management, (3) management of assaultive behavior, and (4) general learning theory. Emphasis is on problem solving and application of theory in specific settings that involve individuals with multiple needs.

*Transfers to CSU*

### **HEALTH SCIENCES 207 † Health Care for Persons with Developmental Disabilities**

3 units, 3 hours lecture

**Prerequisite:** Successful completion of Health Sciences 110 and 150 or equivalent.

This course presents concepts needed for independent evaluation and decision making regarding the health care needs for persons with developmental disabilities. Includes discussion of life style and health consequences, criteria and resources for health status assessment and delivery of services, recognition of illness, and simple health care procedures. This course further explores the issue of family life.

*Transfers to CSU*

### **HEALTH SCIENCES 299 Selected Topics in Health Sciences**

1-3 units, 3-9 hours

**Prerequisite:** Varies with topic.

Selected topics in health sciences 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.



APPENDIX 5

**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 ENR	TOTAL WSCH	INSTRUCTOR		
HESC 110 DISABILITY AND SOCIETY																
5600N	3.0		7	2			3					18	54.0	SERBAN	PT	
5601	8	3.0	11	5	3	2	7				3	31	38.4	GUILLERMO	PT	
COURSE TOTAL			18	7	5	2	10				7	49	92.4			
HESC 150 TECHNQ/DEVELPMNTL DISABIL SPEC																
5603N	3.0		13	7	3		5					28	84.0	CASTAGNERA	PT	
COURSE TOTAL			13	7	3		5					28	84.0			
HESC 153 WORK EXP/DISABIL SERVICES MGMT																
5608 **	0.0						1					1	0.0	DUKE		
COURSE TOTAL							1					1	0.0			
HESC 154 WORK EXP/DISABIL SERVICES MGMT																
5607 **	0.0		5									5	0.0	WARREN		
COURSE TOTAL			5									5	0.0			
HESC 299 US MEDICAL LICENSURE EXAM PREP																
5610	17	15.5							16	2		18	271.0	ESPINOZA	PT	
5612	12	22.0						18	18			18	271.5	GARCIA	PT	
COURSE TOTAL								34	34	2		36	542.5			
SUBJECT TOTAL			31	14	8	2	15		34	2	7	113	718.9			

\*\* 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	
HESC 110 DISABILITY AND SOCIETY															
5190N		3.0	18	7	5		3				7	40	120.0	CARSON	PT
COURSE TOTAL			18	7	5		3				7	40	120.0		
HESC 112 CARDIO RESUSCITATION/CERTIFICA															
5191N		12.0							17			17	11.7	KNIGHT	PT
5192		12.0							29			29	19.9	KNIGHT	PT
COURSE TOTAL									46			46	31.6		
HESC 150 TECHNQ/DEVELOPMNTL DISABIL SPEC															
5194N		3.0	8	7	4	2	4					25	75.0	CASTAGNERA	PT
5195		3.0	10	5		3	3				1	19	24.7	CASTAGNERA	PT
COURSE TOTAL			18	12	4	2	7				1	44	99.7		
HESC 151A WORK EXP/DISABIL SERVICES MGMT															
5196**		0.0	1									1	0.0	WARREN	
COURSE TOTAL													0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5202**		0.0	7								3	10	0.0	WARREN	
COURSE TOTAL													0.0		
HESC 205 ASSESSNG COMM-PERS W/DEV DISAB															
5203N		2.0	7	2							6	15	30.0	FILLEY	PT
COURSE TOTAL			7	2							6	15	30.0		
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES															
5205N		3.0	6	2	2	3	3				2	15	45.0	BOND	PT
COURSE TOTAL			6	2	2	3	3				2	15	45.0		
SUBJECT TOTAL			49	23	11	2	13		46		16	160	326.3		

\*\* 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	PT	
HESC 110 DISABILITY AND SOCIETY					1											
5599N	3.0		6	5			7				2	19	57.0	COOMBS-STEPHEN	PT	
5600N	3.0		17	6			6				11	31	93.0	SERBAN	PT	
5601	8	3.0	28	10	3		4				13	56	61.7	GUILLERMO	PT	
COURSE TOTAL			51	21	4		17				13	106	211.7			
HESC 150 TECHNO/DEVELOPMTNL DISABIL SPEC																
5602N	3.0		16	4	4	2	4				2	32	93.0	BOND	PT	
5603	8	3.0	13	4			6				12	35	31.5	CASTAGNERA	PT	
COURSE TOTAL			29	8	4	2	10				14	67	124.5			
HESC 151A WORK EXP/DISABIL SERVICES MGMT																
5604 **	0.0		1									1	0.0	WARREN		
COURSE TOTAL													0.0			
HESC 152A WORK EXP/DISABIL SERVICES MGMT																
5605 **	0.0		2									2	0.0	WARREN		
COURSE TOTAL													0.0			
HESC 154 WORK EXP/DISABIL SERVICES MGMT																
5607 **	0.0		3								1	4	0.0	WARREN		
COURSE TOTAL													0.0			
HESC 199 SPECIAL STUDIES IN HESC																
5609	9.0		1									1	9.0	SULLIVAN		
COURSE TOTAL													9.0			
HESC 299 US MEDICAL LICENSE EXAM PREP																
5610	16	16.5									2	21	286.6	CAZAL-RIEGO	PT	
COURSE TOTAL											2	21	286.6			
SUBJECT TOTAL			81	29	8	2	27		13	6	29	195	631.8			

\*\* 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
HESC 110 DISABILITY AND SOCIETY	8	6.0	23	5	3	1	7				11	50	107.0	GUILLERMO PT
COURSE TOTAL			23	5	3	1	7				11	50	107.0	
HESC 112 CARDIO RESUSCITATION/CERTIFICA	1	0.8							18			18	0.8	KNIGHT PT
5753	1	0.8						21				21	1.0	KNIGHT PT
5754	1	0.8						39				39	1.8	
COURSE TOTAL								39				39	1.8	
HESC 150 TECHNO/DEVELOPMNTL DISABIL SPEC	9	5.3	14	5	2	3	11				6	41	95.4	CASTAGNERA PT
5756	9	5.3	14	5	2	3	11				6	41	95.4	
COURSE TOTAL			14	5	2	3	11				6	41	95.4	
HESC 152A WORK EXP/DISABIL SERVICES MGMT		0.0	1								1	2	0.0	WARREN
5761 **		0.0	1								1	2	0.0	
COURSE TOTAL			1								1	2	0.0	
HESC 152B WORK EXP/DISABIL SERVICES MGMT		0.0	1									1	0.0	WARREN
5762 **		0.0	1									1	0.0	
COURSE TOTAL			1									1	0.0	
HESC 154 WORK EXP/DISABIL SERVICES MGMT		0.0	4									4	0.0	WARREN
5764 **		0.0	4									4	0.0	
COURSE TOTAL			4									4	0.0	
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES	12	3.0	17	2	1		6				9	35	53.5	BOND PT
5767	12	3.0	17	2	1		6				9	35	53.5	
COURSE TOTAL			17	2	1		6				9	35	53.5	
SUBJECT TOTAL			54	12	6	4	24	39			26	165	257.7	

\*\* 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	
HESC 110 DISABILITY AND SOCIETY															
5600N	3.0		11	7	3	1	5				1	28	84.0	CARSON	PT
5601	8	6.0	26	7	6	2	5		1		4	51	128.9	GUILLERMO	PT
COURSE TOTAL			37	14	9	3	10		1		5	79	212.9		
HESC 150 TECHNO/DEVELPMNTL DISABIL SPEC															
5602N	3.0		6	5	1	4					1	17	51.0	CASTAGNERA	PT
5603	8	6.0	9	6	2	11					9	41	87.8	SERBAN	PT
COURSE TOTAL			15	11	4	15					10	58	138.8		
HESC 151A WORK EXP/DISABIL SERVICES MGMT															
5604 **	0.0										1	1	0.0	WARREN	
COURSE TOTAL											1	1	0.0		
HESC 152A WORK EXP/DISABIL SERVICES MGMT															
5605 **	0.0						1				1	2	0.0	WARREN	
COURSE TOTAL							1				1	2	0.0		
HESC 153 WORK EXP/DISABIL SERVICES MGMT															
5606 **	0.0		2									2	0.0	WARREN	
COURSE TOTAL			2									2	0.0		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5608 **	0.0		11									11	0.0	GUILLERMO	
COURSE TOTAL			11									11	0.0		
SUBJECT TOTAL			52	25	13	6	25		1		15	137	351.7		

\*\* 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
HESC 112 CARDIO RESUSCITATION/CERTIFICA													
5750	1	0.8						6			6	0.3	KNIGHT
5751	1	0.8						7			7	0.3	KNIGHT
5752	1	0.8						4			4	0.2	KNIGHT
5753	1	0.8						3			3	0.1	KNIGHT
5754	1	0.8						4	1		5	0.2	KNIGHT
5755	1	0.8						2			2	0.1	KNIGHT
COURSE TOTAL								26	1		27	1.2	
HESC 151B WORK EXP/DISABIL SERVICES MGMT													
5758 **		0.0	1								1	0.0	WARREN
COURSE TOTAL												0.0	
HESC 154 WORK EXP/DISABIL SERVICES MGMT													
5764 **		0.0	3								3	0.0	WARREN
COURSE TOTAL												0.0	
HESC 205 ALTERN/AUGM COMM & ASSIST TECH													
5766	12	4.0	7	1	1	4		1		7	25	49.4	FILLEY
COURSE TOTAL			4	1	1	4		1		7	25	49.4	
HESC 206 BEHAV MGMT & TRAIN TECHNIQUES													
5767	12	4.0	12	3	1	4				4	28	65.8	BOND
COURSE TOTAL			12	3	1	4				4	28	65.8	
HESC 299 ENGLISH/HEALTH CARE PROFESSION													
5768N**	9	0.0						23	3		26	0.0	ZIVKOVIC
COURSE TOTAL												0.0	
SUBJECT TOTAL			19	7	2	8		27	1	11	80	116.4	

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
HESC 110 DISABILITY AND SOCIETY															
5600N	3.0	7	3				7					28	84.0	CARSON	PT
5601	6.0	11	1	3			11				6	44	104.2	GUILLERMO	PT
COURSE TOTAL		18	4	3			18				11	72	188.2		
HESC 150 TECHNQ/DEVELPMNTL DISABIL SPEC															
5602N	3.0	6	4				3				5	23	69.0	CARR	PT
5603	6.0	7	2				17				8	46	117.3	SERBAN	PT
COURSE TOTAL		17	6				20				13	69	186.3		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5607**	0.0	3	1				1				1	8	0.0	SERBAN	
COURSE TOTAL													0.0		
HESC 299 ENGLISH/HEALTHCARE PROFESSION															
5610N**	9	0							16		1	17	0.0	ZIVKOVIC	PT
5611N	6	8							11	1		12	32.9	YARRIS	PT
COURSE TOTAL									11	1		12	32.9		
SUBJECT TOTAL			35	31	10	3	38		11	1	24	153	407.4		

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

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
HESC 112		CARDIO RESUSCITATION/CERTIFICA													
5750		2	0.8							5			5	0.5	KNIGHT
5751		2	0.8							5			5	0.5	KNIGHT
5752		2	0.8							2	1	1	4	0.3	KNIGHT
5753		2	0.8							6			6	0.5	KNIGHT
5754		2	0.8							3		4	7	0.3	KNIGHT
5755		2	0.8							4		1	5	0.4	KNIGHT
	COURSE TOTAL								25		1	6	32	2.5	
HESC 154		WORK EXP/DISABIL SERVICES MGMT													
5764	**		0.0	4									5	0.0	SERBAN
	COURSE TOTAL				1									0.0	
HESC 205		ALTERN/AUGM COMM & ASSIST TECH													
5766		12	4.0	9	2	1				2		2	14	32.9	DUKE
	COURSE TOTAL				2	1							14	32.9	
HESC 206		BEHAV MGMT & TRAIN TECHNIQUES													
5767		12	4.0	8	3	1						5	17	32.9	BOND
	COURSE TOTAL				3	1						5	17	32.9	
	SUBJECT TOTAL			17	5	2			25	1	13	63	63	68.3	

\*\* 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	PT
HESC 099 INTRO TO US HEALTH CARE SYSTEM															
5605N	8	6.0							52		4	56	142.6	YARRIS	PT
COURSE TOTAL								52			4	56	142.6		
HESC 110 DISABILITY AND SOCIETY															
5607N	4	13	4	1							6	34	96.0	CARSON	PT
5608	9	5.3	10	2			4				11	57	125.4	GUILLEIRMO	PT
COURSE TOTAL	36	19	12	3		4					17	91	221.4		
HESC 150 TECHNQ/DEVELPMNTL DISABIL SPEC															
5611N	3.0	7	4				4				3	21	63.0	CARR	PT
5612	9	6.0	8	1			12				3	35	98.7	SERBAN	PT
COURSE TOTAL	15	13	8	1		16					3	56	161.7		
HESC 154 WORK EXP/DISABIL SERVICES MGMT															
5617 **	0.0	4										4	0.0	SERBAN	
COURSE TOTAL													0.0		
SUBJECT TOTAL	51	32	20	4	20	4	52				24	203	525.7		

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





## APPENDIX 6

### **6. Results of Student Survey**

**Grossmont College Disability Services Management  
Program Review Student Survey  
Spring 2008  
N=21**

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

	Frequency	Percent
One	4	19.0
Two	8	38.1
Three	2	9.5
More than three	7	33.3
<b>Total</b>	<b>21</b>	<b>100.0</b>

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

	Frequency	Percent
Yes	10	47.6
No	6	28.6
Undecided	5	23.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

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

	Frequency	Percent
Work referral	12	57.1
Class schedule/ College catalog	7	33.3
Grossmont College Counselor	2	9.5
Friend or family member	1	4.8
Grossmont College instructor	1	4.8
Grossmont College presentation or special event	1	4.8

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 21).

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

	Frequency	Percent
Improve job skills	13	61.9
Would like to major in a related field	7	33.3
General interest	5	23.8
Required for major	4	19.0
Prerequisite	3	14.3
General education requirement	2	9.5
Transfer	2	9.5
Fits my schedule	1	4.8

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 21).

5a. To what extent do you feel instructional technology helped you learn to... search for answers to course-related questions?

	Frequency	Percent
To a very great extent	7	36.8
To a great extent	8	42.1
To a moderate extent	4	21.1
<b>Total</b>	<b>19</b>	<b>100.0</b>
Do not Know/ Not Applicable	2	
Total	21	

5b. ...apply what you learned to real world problems?

	Frequency	Percent
To a very great extent	5	25.0
To a great extent	12	60.0
To a moderate extent	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5c. ...work in teams or groups?

	Frequency	Percent
To a very great extent	5	26.3
To a great extent	3	15.8
To a moderate extent	7	36.8
To a small extent	2	10.5
To no extent	2	10.5
<b>Total</b>	<b>19</b>	<b>100.0</b>
Do not Know/ Not Applicable	2	
Total	21	

5d. ...complete the course?

	Frequency	Percent
To a very great extent	11	55.0
To a great extent	5	25.0
To a moderate extent	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5e. ...take more responsibility for your learning?

	Frequency	Percent
To a very great extent	10	50.0
To a great extent	8	40.0
To a moderate extent	1	5.0
To a small extent	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5f. ...participate more in class discussions?

	Frequency	Percent
To a very great extent	8	42.1
To a great extent	4	21.1
To a moderate extent	6	31.6
To a small extent	1	5.3
<b>Total</b>	<b>19</b>	<b>100.0</b>
Do not Know/ Not Applicable	2	
Total	21	

5g. ...be more prepared for class?

	Frequency	Percent
To a very great extent	8	40.0
To a great extent	6	30.0
To a moderate extent	4	20.0
To a small extent	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5h. ...be more actively engaged with the course material?

	Frequency	Percent
To a very great extent	8	40.0
To a great extent	7	35.0
To a moderate extent	3	15.0
To a small extent	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5i. ...express greater interest or satisfaction with the course?

	Frequency	Percent
To a very great extent	8	40.0
To a great extent	7	35.0
To a moderate extent	4	20.0
To a small extent	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5j. ...maintain communication with your instructor?

	Frequency	Percent
To a very great extent	11	55.0
To a great extent	5	25.0
To a moderate extent	3	15.0
To a small extent	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

5k. ...get feedback from instructor on course progress?

	Frequency	Percent
To a very great extent	10	50.0
To a great extent	4	20.0
To a moderate extent	5	25.0
To a small extent	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
Do not Know/ Not Applicable	1	
Total	21	

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

	Frequency	Percent
Very Satisfied	12	57.1
Satisfied	5	23.8
Neutral	3	14.3
Dissatisfied	1	4.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

7a. Please indicate how often you use each of the following campus resource: Assessment and Testing Center

	Frequency	Percent
Sometimes: Once per wk.	1	6.7
Rarely: 1 - 2 times per sem.	3	20.0
Never	11	73.3
<b>Total</b>	<b>15</b>	<b>100.0</b>
N/A	6	
Total	21	

7b. Career Center

	Frequency	Percent
Sometimes: Once per wk.	1	5.9
Rarely: 1 - 2 times per sem.	4	23.5
Never	12	70.6
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
Total	21	

7c. Counseling Office

	Frequency	Percent
Sometimes: Once per wk.	1	5.6
Rarely: 1 - 2 times per sem.	9	50.0
Never	8	44.4
<b>Total</b>	<b>18</b>	<b>100.0</b>
N/A	3	
Total	21	

7d. English Writing Center

	Frequency	Percent
Sometimes: Once per wk.	5	31.3
Rarely: 1 - 2 times per sem.	1	6.3
Never	10	62.5
<b>Total</b>	<b>16</b>	<b>100.0</b>
N/A	5	
Total	21	

7e. English Reading Center

	Frequency	Percent
Sometimes: Once per wk.	1	6.3
Rarely: 1 - 2 times per sem.	1	6.3
Never	14	87.5
<b>Total</b>	<b>16</b>	<b>100.0</b>
N/A	5	
Total	21	

7f. Health Services

	Frequency	Percent
Sometimes: Once per wk.	1	5.9
Rarely: 1 - 2 times per sem.	2	11.8
Never	14	82.4
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
Total	21	

7g. LRC Computer Lab (SETL)

	Frequency	Percent
Often: 2 - 4 times per wk.	3	17.6
Sometimes: Once per wk.	2	11.8
Never	12	70.6
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
Total	21	

7h. LRC: Instructional Media

	Frequency	Percent
Often: 2 - 4 times per wk.	1	6.3
Sometimes: Once per wk.	1	6.3
Never	14	87.5
<b>Total</b>	<b>16</b>	<b>100.0</b>
N/A	5	
Total	21	

7i. LRC: Main Library

	Frequency	Percent
Often: 2 - 4 times per wk.	2	11.8
Sometimes: Once per wk.	3	17.6
Rarely: 1 - 2 times per sem.	1	5.9
Never	11	64.7
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
Total	21	

7j. Math Study Center

	Frequency	Percent
Rarely: 1 - 2 times per sem.	6	35.3
Never	11	64.7
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
Total	21	



7k. Student Affair Office

	Frequency	Percent
Sometimes: Once per wk.	1	5.9
Rarely: 1 - 2 times per sem.	2	11.8
Never	14	82.4
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
<b>Total</b>	<b>21</b>	

7l. Tutoring Center

	Frequency	Percent
Often: 2 - 4 times per wk.	1	5.9
Sometimes: Once per wk.	3	17.6
Rarely: 1 - 2 times per sem.	2	11.8
Never	11	64.7
<b>Total</b>	<b>17</b>	<b>100.0</b>
N/A	4	
<b>Total</b>	<b>21</b>	

8. Gender

	Frequency	Percent
Male	4	19.0
Female	17	81.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

9. Age

	Frequency	Percent
20 - 24	2	9.5
25 - 29	3	14.3
30 - 49	13	61.9
50 or older	3	14.3
<b>Total</b>	<b>21</b>	<b>100.0</b>

10. Ethnicity

	Frequency	Percent
White	11	52.4
Black	3	14.3
Asian	2	9.5
Filipino	2	9.5
Hispanic	1	4.8
Other	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

## 11. Primary Language

	Frequency	Percent
English	19	90.5
Japanese	1	4.8
Spanish	1	4.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

## Comments

1. I have enjoyed taking the HESC classes, and appreciate the feedback from the instructors.
2. I have only taken your online classes and have enjoyed them very much. I have gotten great support from the instructors.
3. I totally enjoyed Diana's class. Diana's a great teacher and I am glad I took her class.
4. These courses should be made available each semester, no rotations.
5. This class was and is a requirement of my job. I am a residential supervisor of a group home, and I also have to take Hesc 150.
6. Very informational and use it on a daily basis in my field.

## APPENDIX 7

### **7. Statistical Data: Outcomes Profile**

Gender	Enrollment by Gender									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Female	87	73.1%	166	82.2%	120	78.4%	137	77.0%	155	74.9%
Male	32	26.9%	36	17.8%	30	19.6%	38	21.3%	49	23.7%
Not Reported	0	0.0%	0	0.0%	3	2.0%	3	1.7%	3	1.4%
<b>Total</b>	<b>119</b>	<b>100.0%</b>	<b>202</b>	<b>100.0%</b>	<b>153</b>	<b>100.0%</b>	<b>278</b>	<b>100.0%</b>	<b>335</b>	<b>100.0%</b>

Age	Enrollment by Age									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	4	3.4%	5	2.5%	12	7.8%	8	4.5%	9	4.3%
20 - 24	21	17.6%	38	18.8%	29	19.0%	32	18.0%	24	11.6%
25 - 29	20	16.8%	42	20.8%	16	10.5%	29	16.3%	30	14.5%
30 - 49	61	51.3%	87	43.1%	76	49.7%	80	44.9%	120	58.0%
50+	13	10.9%	30	14.9%	20	13.1%	29	16.3%	24	11.6%
<b>Total</b>	<b>119</b>	<b>100.0%</b>	<b>202</b>	<b>100.0%</b>	<b>153</b>	<b>100.0%</b>	<b>178</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>

Ethnicity	Enrollment by Ethnicity									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Asian	1	0.8%	10	5.0%	2	1.3%	9	5.1%	8	3.9%
Black non-	8	6.7%	23	11.4%	24	15.7%	15	8.4%	26	12.6%
Filipino	7	5.9%	15	7.4%	13	8.5%	11	6.2%	33	15.9%
Hispanic	43	36.1%	49	24.3%	29	19.0%	39	21.9%	56	27.1%
American Indian/ Alaskan Native	0	0.0%	0	0.0%	1	0.7%	3	1.7%	3	1.4%
Other	2	1.7%	4	2.0%	3	2.0%	5	2.8%	3	1.4%
Pacific Islander	0	0.0%	3	1.5%	2	1.3%	0	0.0%	1	0.5%
White non-	52	43.7%	84	41.6%	69	45.1%	86	48.3%	66	31.9%
Not Reported	6	5.0%	14	6.9%	10	6.5%	10	5.6%	11	5.3%
<b>Total</b>	<b>119</b>	<b>100.0%</b>	<b>172</b>	<b>100.0%</b>	<b>182</b>	<b>100.0%</b>	<b>278</b>	<b>100.0%</b>	<b>335</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	66	80.5%	16	19.5%	5	5.7%	82	94.3%	87	73.1%
Male	26	86.7%	4	0.0%	2	6.3%	30	93.8%	32	26.9%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>92</b>	<b>82.1%</b>	<b>20</b>	<b>17.9%</b>	<b>7</b>	<b>5.9%</b>	<b>112</b>	<b>94.1%</b>	<b>119</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	89	100.0%	0	0.0%	0	0.0%	89	100.0%	89	62.2%
Male	51	98.1%	1	0.7%	2	3.7%	52	96.3%	54	37.8%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>140</b>	<b>99.3%</b>	<b>1</b>	<b>0.7%</b>	<b>2</b>	<b>1.4%</b>	<b>141</b>	<b>98.6%</b>	<b>143</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	119	96.0%	5	4.0%	1	0.8%	124	99.2%	125	80.1%
Male	23	88.5%	3	11.5%	5	16.1%	26	83.9%	31	19.9%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>142</b>	<b>94.7%</b>	<b>8</b>	<b>5.3%</b>	<b>6</b>	<b>3.8%</b>	<b>150</b>	<b>96.2%</b>	<b>156</b>	<b>100.0%</b>

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	146	94.8%	8	5.2%	5	3.1%	154	96.9%	159	69.1%
Male	66	100.0%	0	0.0%	1	1.5%	66	98.5%	67	29.1%
Not Reported	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	1.7%
<b>Total</b>	<b>216</b>	<b>96.4%</b>	<b>8</b>	<b>3.6%</b>	<b>6</b>	<b>2.6%</b>	<b>224</b>	<b>97.4%</b>	<b>230</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	3	75.0%	1	25.0%	0	0.0%	4	100.0%	4	3.4%
20 - 24	15	78.9%	4	21.1%	2	9.5%	19	90.5%	21	17.6%
25 - 29	15	83.3%	3	16.7%	2	10.0%	18	90.0%	20	16.8%
30 - 49	47	81.0%	11	19.0%	3	4.9%	58	95.1%	61	51.3%
50+	12	92.3%	1	7.7%	0	0.0%	13	100.0%	13	10.9%
<b>Total</b>	<b>92</b>	<b>82.1%</b>	<b>20</b>	<b>17.9%</b>	<b>7</b>	<b>5.9%</b>	<b>112</b>	<b>94.1%</b>	<b>119</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	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	2.8%
20 - 24	38	100.0%	0	0.0%	0	0.0%	38	100.0%	38	26.6%
25 - 29	50	100.0%	0	0.0%	0	0.0%	50	100.0%	50	35.0%
30 - 49	48	98.0%	1	2.0%	2	3.9%	49	96.1%	51	35.7%
50+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>140</b>	<b>99.3%</b>	<b>1</b>	<b>0.7%</b>	<b>2</b>	<b>1.4%</b>	<b>141</b>	<b>98.6%</b>	<b>143</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	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	2.6%
20 - 24	45	93.8%	3	6.3%	1	2.0%	48	98.0%	49	31.4%
25 - 29	57	91.9%	5	8.1%	0	0.0%	62	100.0%	62	39.7%
30 - 49	36	100.0%	0	0.0%	3	7.7%	36	92.3%	39	25.0%
50+	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	1.3%
<b>Total</b>	<b>142</b>	<b>94.7%</b>	<b>8</b>	<b>5.3%</b>	<b>6</b>	<b>3.8%</b>	<b>150</b>	<b>96.2%</b>	<b>156</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	7	100.0%	0	0.0%	0	0.0%	7	100.0%	7	3.0%
20 - 24	62	93.9%	4	6.1%	6	8.3%	66	91.7%	72	31.3%
25 - 29	78	100.0%	0	0.0%	0	0.0%	78	100.0%	78	33.9%
30 - 49	65	98.5%	1	1.5%	0	0.0%	66	100.0%	66	28.7%
50+	4	57.1%	3	42.9%	0	0.0%	7	100.0%	7	3.0%
<b>Total</b>	<b>216</b>	<b>96.4%</b>	<b>8</b>	<b>3.6%</b>	<b>6</b>	<b>2.6%</b>	<b>224</b>	<b>97.4%</b>	<b>230</b>	<b>100.0%</b>



Ethnicity	Success and Retention by Ethnicity Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	0.8%
Black non-Hispanic	5	71.4%	2	28.6%	1	12.5%	7	87.5%	8	6.7%
Filipino	6	85.7%	1	14.3%	0	0.0%	7	100.0%	7	5.9%
Hispanic	35	87.5%	5	12.5%	3	7.0%	40	93.0%	43	36.1%
Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	2	100.0%	0	0.0%	0	0.0%	2	100.0%	2	1.7%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White non-Hispanic	39	79.6%	10	20.4%	3	2.0%	49	94.2%	52	43.7%
Unknown	4	66.7%	2	33.3%	0	0.0%	6	100.0%	6	5.0%
<b>Total</b>	<b>92</b>	<b>82.1%</b>	<b>20</b>	<b>17.9%</b>	<b>7</b>	<b>5.9%</b>	<b>112</b>	<b>94.1%</b>	<b>119</b>	<b>100.0%</b>

Ethnicity	Success and Retention by Ethnicity Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	22	100.0%	0	0.0%	0	0.0%	22	100.0%	22	15.4%
Black non-Hispanic	14	100.0%	0	0.0%	0	0.0%	14	100.0%	14	9.8%
Filipino	22	95.7%	1	4.3%	2	8.0%	23	92.0%	25	17.5%
Hispanic	22	100.0%	0	0.0%	0	0.0%	22	100.0%	22	15.4%
Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	7	100.0%	0	0.0%	0	0.0%	7	100.0%	7	4.9%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White non-Hispanic	53	100.0%	0	0.0%	0	0.0%	53	100.0%	53	37.1%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>140</b>	<b>99.3%</b>	<b>1</b>	<b>0.7%</b>	<b>2</b>	<b>1.4%</b>	<b>141</b>	<b>98.6%</b>	<b>143</b>	<b>100.0%</b>

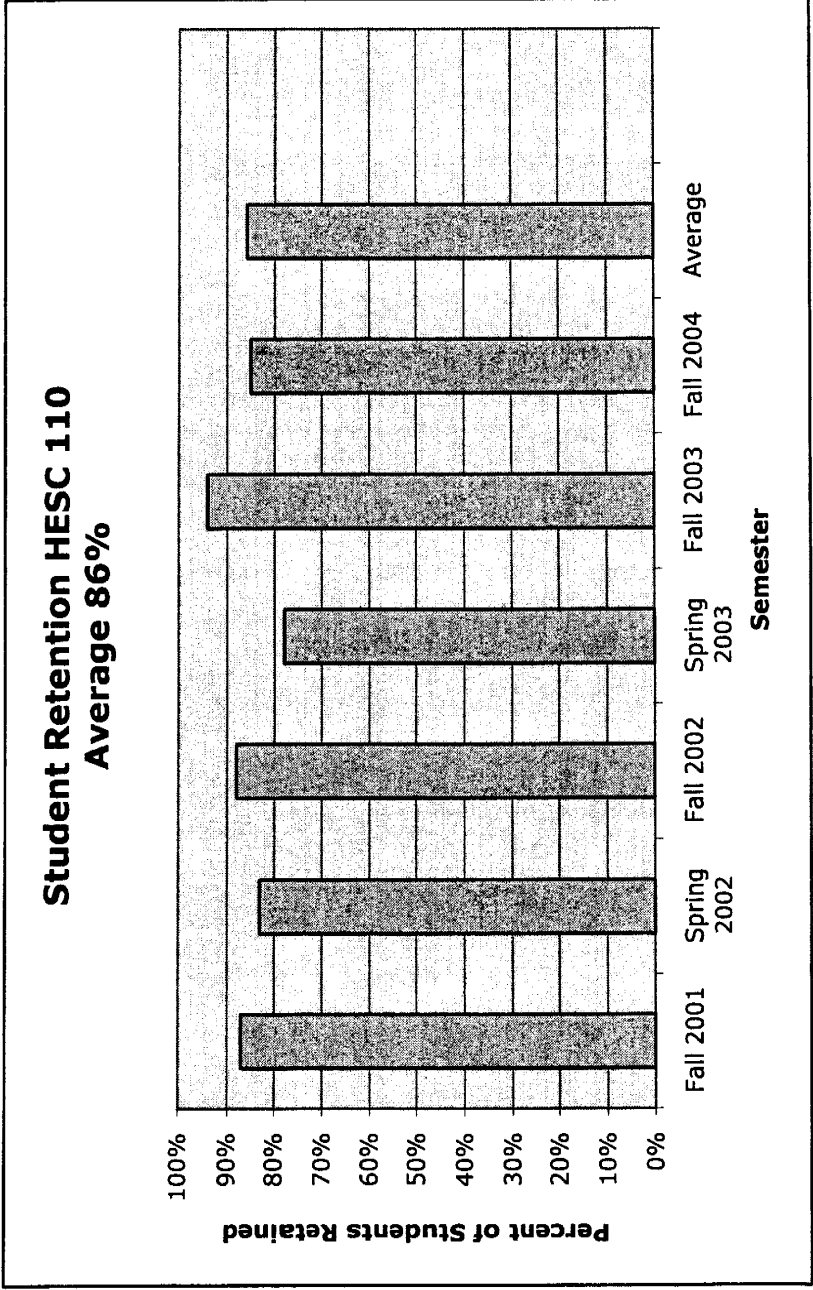
Ethnicity	Success and Retention by Ethnicity Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	13	100.0%	0	0.0%	0	0.0%	13	100.0%	13	8.3%
Black non-Hispanic	10	76.9%	3	23.1%	0	0.0%	13	100.0%	13	8.3%
Filipino	28	100.0%	0	0.0%	0	0.0%	28	100.0%	28	17.9%
Hispanic	25	83.3%	5	16.7%	0	0.0%	30	100.0%	30	19.2%
Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	3	100.0%	0	0.0%	1	25.0%	3	75.0%	4	2.6%
Pacific Islander	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	2.6%
White non-Hispanic	55	100.0%	0	0.0%	5	8.3%	55	91.7%	60	38.5%
Unknown	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	2.6%
<b>Total</b>	<b>142</b>	<b>94.7%</b>	<b>8</b>	<b>5.3%</b>	<b>6</b>	<b>3.8%</b>	<b>150</b>	<b>96.2%</b>	<b>156</b>	<b>100.0%</b>

Ethnicity	Success and Retention by Ethnicity Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	15	100.0%	0	0.0%	1	6.3%	15	93.8%	16	533.3%
Black non-Hispanic	7	100.0%	0	0.0%	0	0.0%	7	100.0%	7	233.3%
Filipino	52	98.1%	1	1.9%	1	1.9%	53	98.1%	54	#####
Hispanic	52	100.0%	0	0.0%	0	0.0%	52	100.0%	52	#####
American Indian/ Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	133.3%
Pacific Islander	3	100.0%	0	0.0%	0	0.0%	3	100.0%	3	100.0%
White non-Hispanic	68	90.7%	7	9.3%	4	5.1%	75	94.9%	79	#####
Unknown	15	100.0%	0	0.0%	0	0.0%	15	100.0%	15	500.0%
<b>Total</b>	<b>216</b>	<b>96.4%</b>	<b>8</b>	<b>3.6%</b>	<b>6</b>	<b>2.6%</b>	<b>224</b>	<b>97.4%</b>	<b>230</b>	<b>7666.7%</b>

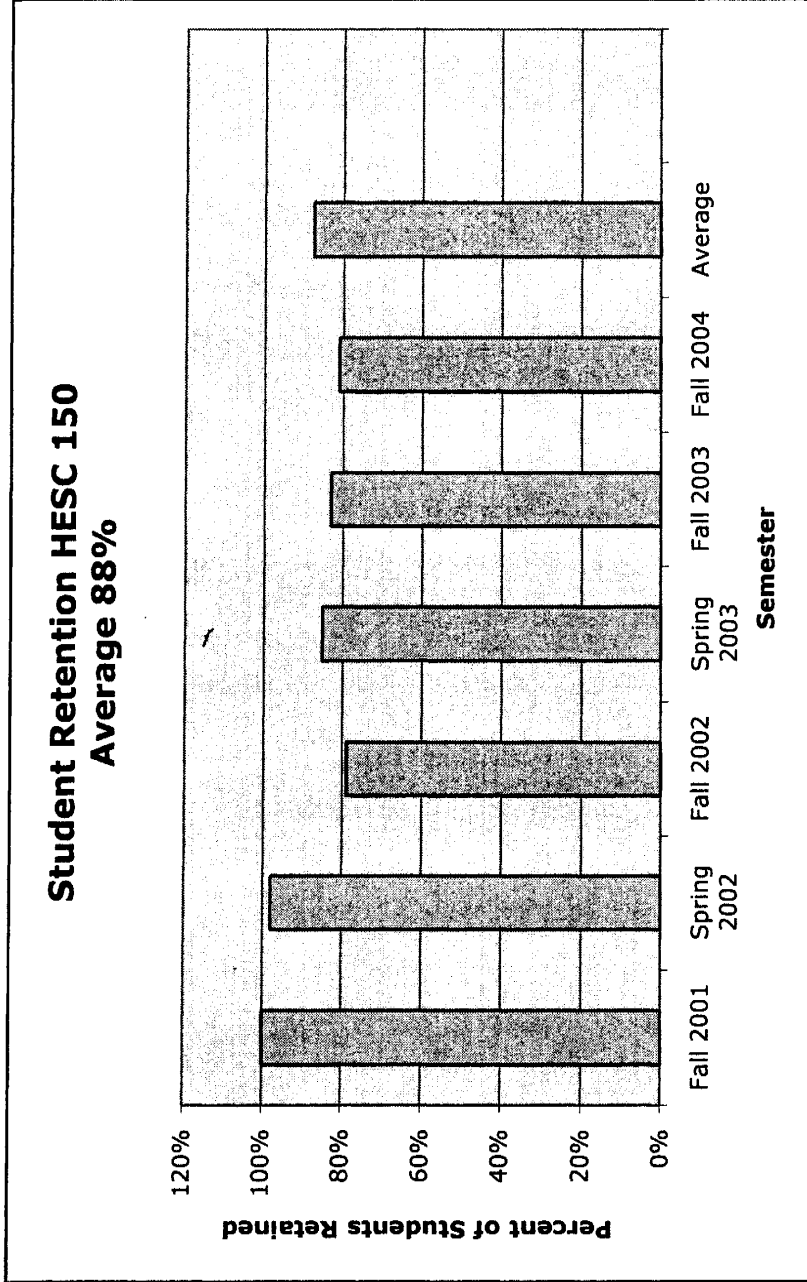
	Number of Majors by Semester										
	Academic Year 2001-2002			Academic Year 2002-2003			Academic Year 2003-2004			Academic Year 2004-2005	
	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005
<b>Major</b>	N	N	N	N	N	N	N	N	N	N	N
Disability Services Management	34	31	10	46	46	14	50	26	8	31	26

Degrees and Certificates Awarded by Semester											
	Academic Year 2001-2002			Academic Year 2002-2003			Academic Year 2003-2004			Academic Year 2004-2005	
	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005
<b>Degree Type</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
Degrees	0	1	0	2	0	1	0	1	0	0	2
Certificates	0	0	0	3	0	2	0	1	0	0	2
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>

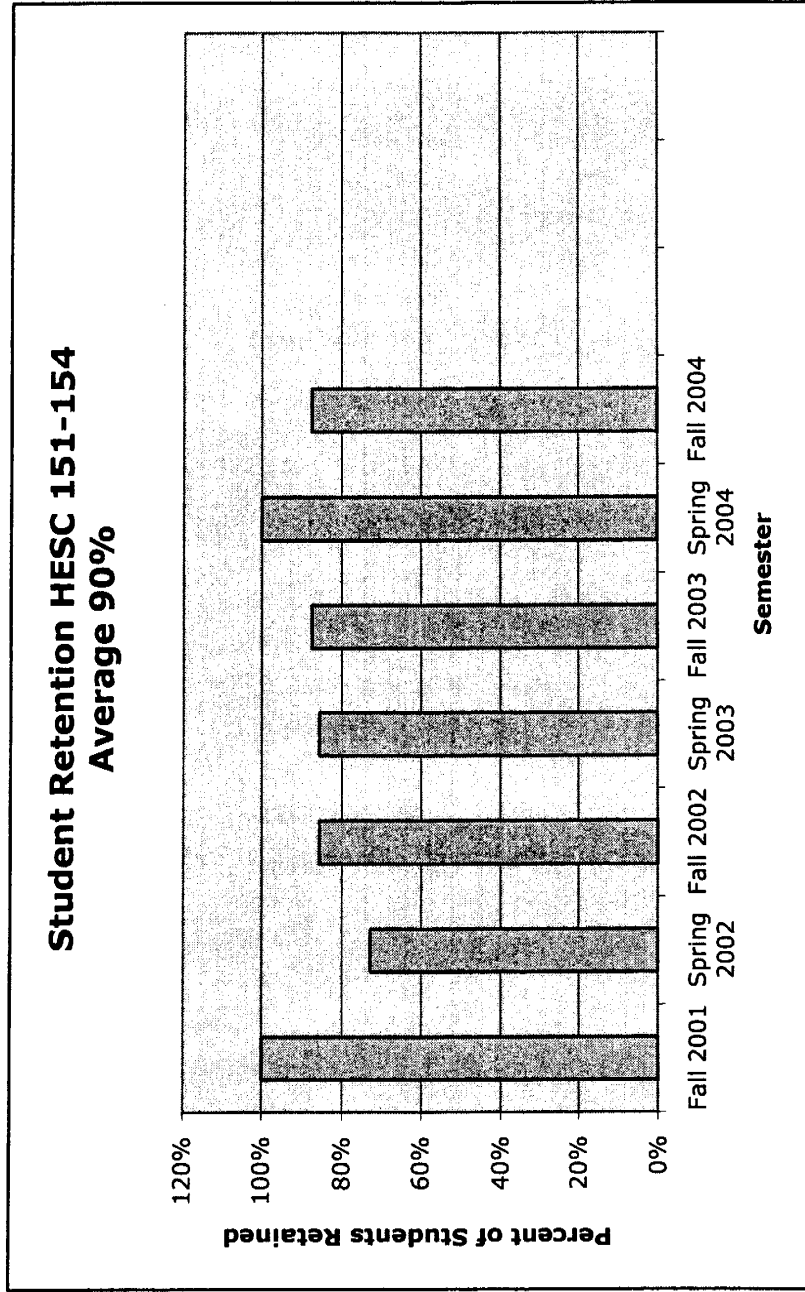
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Fall 2004	Average
HESC 110 Enrollment	87%	83%	88%	78%	94%	85%	86%
Retention	49	40	106	50	79	72	61
	42	33	93	39	74	61	57



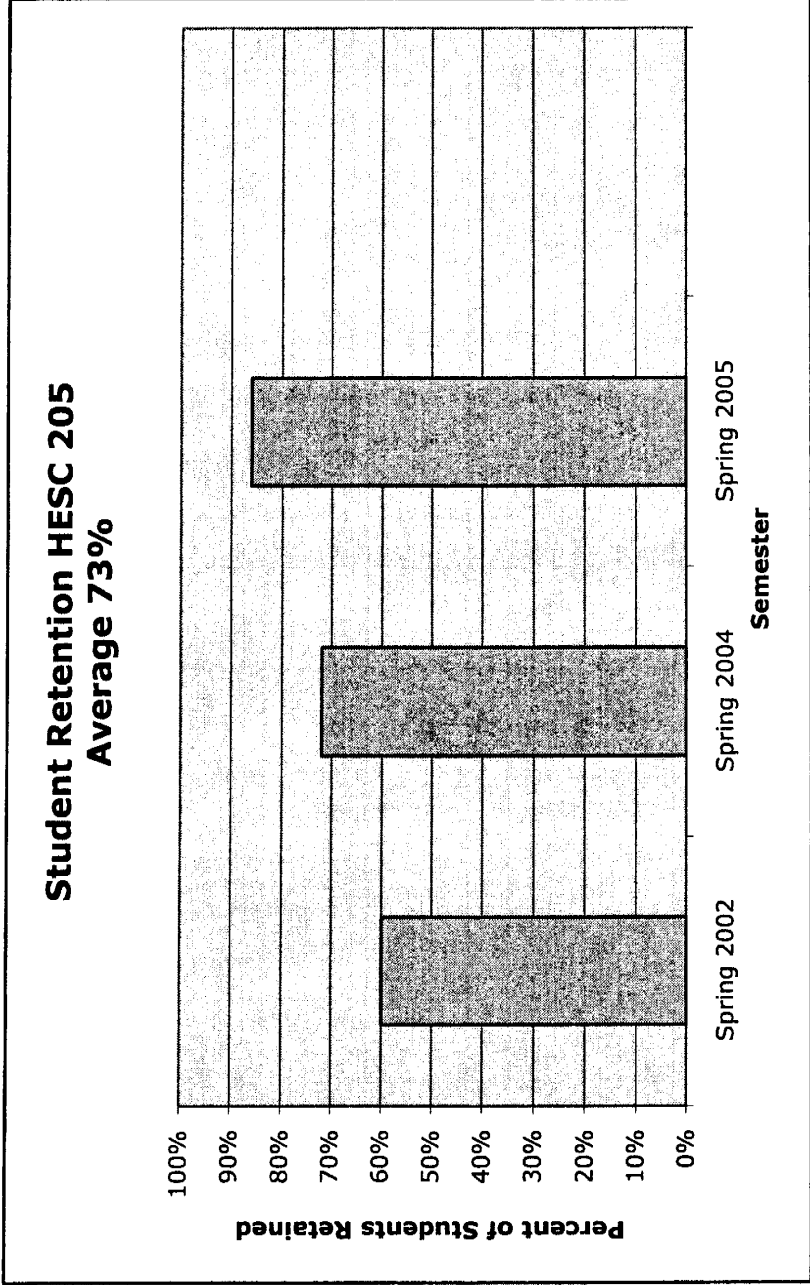
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Fall 2004	Average
HESC 150 Enrollment	100%	98%	79%	85%	83%	81%	88%
Retention	28	44	67	41	58	69	56
	28	43	53	35	48	56	45.0%



	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
HESC 151-154 Enrollment	100%	73%	86%	86%	88%	100%	88%
Retention	6	11	7	7	16	4	8
	6	8	6	6	14	4	7
Spring 2005	Average						
	100%	88%					
	5						
	5	7.28571429					

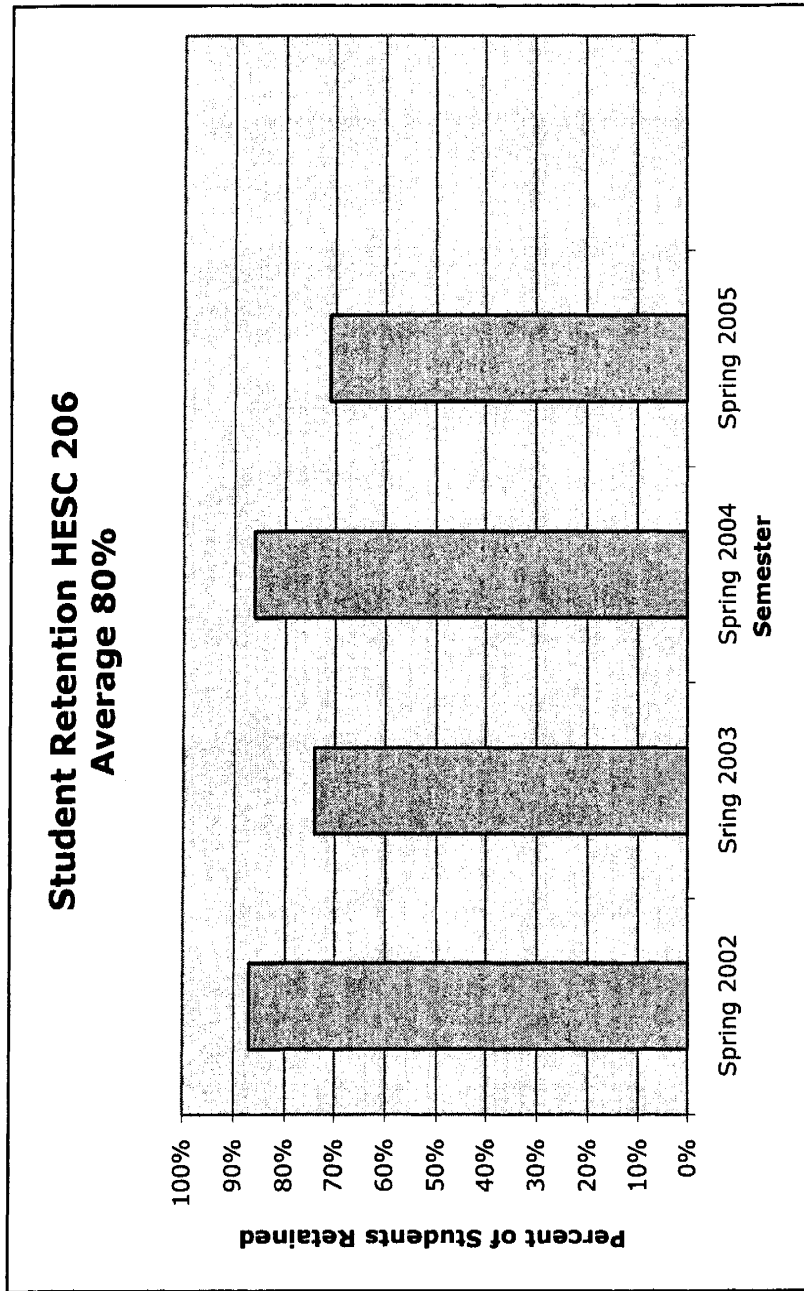


	Spring 2002	Spring 2004	Spring 2005	Average
HESC 205 Enrollment	60%	72%	86%	73%
Retention	15	25	14	13
	9	18	12	





	Spring 2002	Spring 2003	Spring 2004	Spring 2005	% Retention
HESC 206 Enrollment	15	35	28	17	80%
Retention	13	26	24	12	18.75



## APPENDIX 8

### **8. Efficiency Report**

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

	2001 - Fall	2001 - Spring	2002 - Fall	2002 - Spring	2003 - Fall	2003 - Spring	2004 - Fall	2004 - Spring	2005 - Fall	2005 - Spring	2006 - Fall	2006 - Spring
ANTH	555	703	668	704	685	704	698	691	647	667	590	618
AOJ	487	487	540	546	570	546	560	524	483	476	492	447
ARBC	383	373	345	373	351	373	350	369	365	371	366	377
ART	514	481	506	489	505	489	485	489	447	433	437	466
ASL	430	473	417	434	466	434	363	361	354	369	368	360
ASTR	631	612	592	595	547	595	545	564	514	471	520	465
BIO	673	696	763	723	760	723	729	765	723	693	679	661
BOT	462	460	491	461	552	461	364	341	350	347	285	273
BUS	453	512	543	503	573	503	505	469	469	472	473	478
CA	433	426	296	377	350	377	401	367	362	371	375	348
CCS	491	483	488	474	539	483	425	416	482	478	505	368
CD	500	500	547	522	511	522	530	532	525	430	502	361
CHEM	454	488	530	533	559	533	518	530	556	526	580	509
CHIN	N/A	N/A	450	434	255	434	465	463	405	453	315	338
COMM	445	446	460	431	464	431	435	429	417	365	405	369
CSIS	428	416	392	381	419	381	414	394	377	365	360	373
CVTE	285	303	360	329	366	329	385	367	357	349	426	340
DANC	423	454	411	460	395	460	443	419	429	378	405	401
ECON	747	745	736	736	778	736	649	639	614	765	737	736
ED	150	269	379	361	210	270	195	270	203	266	330	300
ENGL	361	344	381	369	366	364	354	353	345	391	346	367
ES	564	509	573	484	535	484	536	489	481	434	485	492
ESL	378	381	401	379	375	379	350	331	326	322	313	317
FACS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
IFREN	367	370	347	367	380	367	347	317	318	368	347	340
FS	581	457	623	534	608	534	540	538	477	471	420	468
GEOG	567	588	585	543	583	543	530	493	482	447	445	471
GEO	456	495	480	488	490	488	376	371	411	343	399	367
GERM	315	343	379	404	456	404	367	377	315	399	353	368
HED	737	733	871	738	848	738	819	834	694	765	710	839
HESC	294	337	381	314	510	314	473	399	609	296	416	166
HIST	552	541	570	516	614	516	605	561	545	469	545	534
HUM	535	610	576	534	526	534	466	448	392	371	363	410
ITAL	435	460	300	465	503	465	465	430	420	285	413	330
JAPN	408	359	437	461	433	461	471	444	473	443	414	369
LIR	N/A	N/A	N/A	N/A	373	N/A	164	373	239	294	313	373

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

	2001 - Fall	2002 - Fall	2003 - Fall	2004 - Fall	2005 - Fall	2006 - Fall
MATH	592	629	613	593	545	533
MCOM	386	402	391	395	363	348
MM	255	N/A	N/A	N/A	N/A	N/A
MUS	473	462	465	472	430	403
NURS	271	247	253	250	207	245
OCEA	528	495	509	473	518	473
OTA	220	187	245	241	303	319
PDC	470	452	416	438	431	378
PDSS	739	1739	842	802	1730	1622
PHIL	541	560	595	539	468	457
PHYC	405	482	444	452	403	403
POSC	596	665	641	637	526	528
PSC	572	609	572	600	512	467
PSY	651	704	684	627	579	575
RELG	564	520	483	515	413	511
RESP	173	166	182	209	230	231
RUSS	234	349	335	335	271	207
SCI	422	508	598	505	515	474
SLPA	225	262	220	268	208	343
SOC	673	716	680	662	603	535
SPAN	384	402	397	362	333	340
SPDV	109	103	83	68	58	48
THTR	324	308	309	313	299	270
<b>Total</b>	<b>470</b>	<b>493</b>	<b>492</b>	<b>474</b>	<b>440</b>	<b>436</b>

APPENDIX 9

**9. Degrees and Certificates Awarded**

# Degrees & Certificates

?

## Degrees and Certificates

Ethnicity: Total

Award: Disability Services Management (52073)

Gender: Total

	Year/Semester	N		
		Type of Award		
		Degree	Certificate	Total
Students	2000 - Fall	1	1	2
	2001 - Spring	2	1	3
	2002 - Spring	1		1
	2002 - Fall	2	3	5
	2003 - Summer	1	2	3
	2004 - Spring	1	1	2
	2005 - Spring	2	2	4
	2006 - Spring	2	2	4
	2007 - Spring	1		1
	<b>Total</b>		<b>13</b>	<b>12</b>

APPENDIX 10

**10. Sabbaticals, Conference, Workshop and Staff Development Activities**

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

Name	Activity	Relevance
Rebecca Bond-Brooks	March 14, 2002: Hand in Hand: Accountability and Coordination in Behavior Support, Accommodation and Mental Health Treatment Planning Presented by Diana Browning Wright.	Knowledge pertaining to behavior support.
Rebecca Bond-Brooks	September 26, 2002: Autism 101 Training, East County SELPA	Knowledge pertaining to autism.
Rebecca Bond-Brooks	January 28, 2003: Hidden Functions of Problem Behaviors: Sensory-Seeking and Sensory-Avoiding Presented by Kimble Morton.	Knowledge pertaining to functions of behavior.
Rebecca Bond-Brooks	February 25, 2004: Training for the Language! Program	Knowledge pertaining to teaching techniques in order to decrease behaviors.
Rebecca Bond-Brooks	March 11-13, 2004: The Sensory System Connection: Dyslexia, Hyperlexia, and Autism a Lindamood-Bell International Conference	Knowledge pertaining to autism.
Rebecca Bond-Brooks	August 16, 2005: Aligning Curriculum IEP Goals to State Standards for All Teachers and Speech Therapists Who Work with MH, SH, or Transition Students Presented by John Theilmann, Carrie Reynolds, Rita Krupp, and Chris Villalobos	Knowledge pertaining to state standards and writing behavior goals.
Rebecca Bond-Brooks	October 19-20, 2006: CCTE Conference	Knowledge pertaining to college level instructors.
Rebecca Bond-Brooks	March 29, 2007 Successful Inclusion Strategies presented by Susan Fittzell through the Bureau of Education and Research	Knowledge pertaining to behavior support in inclusive settings.
Rebecca Bond-Brooks	August 15-16, 2007 Professional Assault Crisis Training (Pro ACT)	Obtained Pro ACT training.



Rebecca Bond-Brooks	October 18, 2007 Communication Assessment & Programming for Students with an Autism Spectrum Disorder Presented by Dr. Nick Cook	Knowledge pertaining to communication and autism to decrease behaviors.
Rebecca Bond-Brooks	November 8, 2007 Social Thinking Across Home and the School Day: The I LAUGH Model of Social Cognition presented by Michelle Garcia Winner	Knowledge pertaining to communication, behavior, and autism.
Rebecca Bond-Brooks	November 16, 2007 The Power of 10 (Autism), PEP Seminars	Knowledge pertaining to autism.
Rebecca Bond-Brooks	December 7, 2007: Ready Bodies, Learning Minds (Autism) presented by Athena Oden	Knowledge pertaining to behavior, sensory input, and autism.
Rebecca Bond-Brooks	January 7-9, 2008: Winter Autism Conference: Beyond Behaviors	Knowledge pertaining to autism and behavior.
Janice Goforth	Approaches to Teaching	Professional Development Req. Fall 2006
Janice Goforth	Focusing on Diverse Needs	Professional Development Req. Fall 2006
Janice Goforth	Technology in the Classroom	Professional Development Req. Fall 2007
Janice Goforth	Technology and Distance Education	Professional Development Req. Fall 2007
Janice Goforth	Peer Mentorship for Individuals with Developmental Disabilities	Presenter February 2006
Janice Goforth	Teaching with Technology: Making Classrooms and Instruction Accessible for All Students	Presenter April 2006
Janice Goforth	Promoting Self Advocacy for People with Developmental Disabilities	Presenter May 2006
Janice Goforth	Designing Curriculum for All Students	Presenter January 2007
Janice Goforth	Where We've Been; Where We're Going	Presenter February 2007
Janice Goforth	Information, Resources and Referrals	Presenter May 2007
Janice Goforth	Getting Ready for College	Author with M. Guillermo, Ed.D, et.al. (2005)

Janice Goforth	Project Success: A guide to implementing your newly funded project!	Author with M. Guillermo, Ed.D, Atkins, B.J., Ph.D., Sneed, J. (2006)
Janice Goforth	Planning Your Future: A guide for creating your support team	Author with Olney, M.F., Ph.D.(2007)
Janice Goforth	Peer Mentor Training Guide	Author with Cordle, N., M.S. (2007)
Janice Goforth	Project LEADERS	Author with Olney, M., Ph.D. (2007)
Janice Goforth	Center for Emerging Leadership	Author with Olney, M., Ph.D. (2007)
Diana Pastora Carson	Urban League of San Diego Diversity Summit 10/07	Diversity as it relates to disability
Diana Pastora Carson	University of San Diego Autism Institute 7/07	Disability Perspectives
Diana Pastora Carson	California State PTA Conference 5/07	IDEA, Inclusion, & Legislation
Diana Pastora Carson	National Conference on Inclusion 4/07	IDEA & Inclusion
Diana Pastora Carson	San Diego People First Conference 5/07	Self-Determination
Diana Pastora Carson	University of San Diego Autism Institute 1/07	Disability Perspectives
Diana Pastora Carson	Protection & Advocacy Staff Development 9/06	Legislation
Diana Pastora Carson	Fiesta Educativa 4/07	Self-Determination, Diversity
Diana Pastora Carson	Gradual Release of Responsibility Trainings 2007	Teaching Strategies
Diana Pastora Carson	Protection & Advocacy Trainings 2005-2007:	Disability Perspectives
Diana Pastora Carson	Disability & Undocumented Immigration	Diversity, Legislation, Rights
Diana Pastora Carson	Ethnic & Language Diverse Communities	Diversity
Diana Pastora Carson	Legislative Priorities Related to Disability Issues	Legislation
Diana Pastora Carson	Mental Health Practices & Strategies for	Rights

	Improvement	
Diana Pastora Carson	Social Security Benefits	Supported Living
Diana Pastora Carson	In Home Support Services	Supported Living
Diana Pastora Carson	Restraint & Seclusion Investigation	Rights
Tom Carr	DEFEAT AUTISM NOW CONFERENCE 10/11-10/15/07 (Anaheim)	One class addresses recent issues regarding biomedical issues relating to causes and treatment of Autism.
Tom Carr	Community Care Licensing Conference 4/26/07 (San Diego)	Primary goal of students in HESC 150 is to become administrators of residential facilities.
Tom Carr	Harassment in Workplace 4/3/07 (San Diego)	As future administrators of residential facilities, students must be well aware of issues relating to harassment within this population
Tom Carr	CAADS CONFERENCE 2/18/07—2/29/07 (San Francisco)	Informational conference on subject of services being provided by residential facilities
Tom Carr	CPR/First Aid re-certification training 2/13/07 (San Diego)	Students in class are required to be CPR and First Aid certified prior to opening residential facility.
Tom Carr	Institute for Applied Behavioral Analysis (IABA). 7/07 (3 days) (Los Angeles)	Two classes specifically addressed behavior management
Tom Carr	DEFEAT AUTISM NOW CONFERENCE 9/06 (San Antonio)	One class addresses recent issues regarding biomedical issues relating to causes and treatment of Autism.
Deborah Serban-Lawler	Approaches to Teaching	Application of UDL concepts to teaching.
Deborah Serban-Lawler	Focusing on Diverse Needs	Our students represent diverse cultures, understanding these cultures assists in student rapport and success.
Deborah Serban-Lawler	Technology in the Classroom	Effective use of technology for student success

Deborah Serban-Lawler	Teaching with Technology: Making Classrooms and Instruction Accessible for All Students	Students with all types of needs require accessible curriculum.
Deborah Serban-Lawler	CPR/First Aid re-certification training 3/08(San Diego)	Students in class are required to be CPR and First Aid certified prior to opening residential facility.
Deborah Serban- Lawler	Women in Crisis – Interwork Institute	Awareness of female students in crisis.
Deborah Serban- Lawler	Applying Principles of Universal Design for Learning – Interwork Institute	Adding principles of UDL to current course websites.

## VITAE

Name: Rebecca Jean Bond-Brooks, MA  
Home Address: 10407 Celestial Waters Drive  
Spring Valley, CA 91977  
Office Address: Valhalla High School  
1725 Hillsdale Road  
El Cajon, CA 92019  
Home Phone: 619.741.7733  
Office Phone: 619.593.5428  
Fax: 619.588.9713  
E-mail: rbond27@aznet.net

### PROFESSIONAL PREPARATION

Ph.D. Claremont Graduate University/San Diego State University  
Major: Education  
Emphasis: Special Education/Teacher Education  
Expected Graduation: May 2010

M.A. San Diego State University  
Major: Education  
Emphasis: Special Education  
Granted: May 2001

Credentials/  
Certificates San Diego State University  
Credentials: Multiple Subjects & Severely Handicapped  
Certificates: Crosscultural Language and Academic Development (CLAD), Resource  
Specialist (RSP)  
Granted: May 1999

B.A. San Diego State University  
Major: Communicative Disorders  
Granted: May 1997

A.S. Grossmont Community College  
Emphasis: Developmental Disabilities  
Granted: May 1995

### AREAS OF PROFESSIONAL INTEREST

Behavior support  
Inclusive education  
Curriculum modifications and accommodations  
Peer tutoring  
Teacher education

## **HONORS**

*Kappa Delta Pi Honor Society*, 1999  
*Russ and Judy James Scholar Award*, San Diego State University, 1998  
*Ben Ziri Memorial Scholar Award*, Order of the Alhambra, 1998  
*Golden Key National Honor Society*, 1997  
*Phi Kappa Phi Honor Society*, 1997  
*Alpha Gamma Sigma Honor Society*, 1995  
*Campbell - Dillon Scholar Award*, Eastern Star, 1994, 1995, 1996  
*Shepherd Scholar Award*, Supreme Council 33°, 1993  
*Scottish Rite's Woman's Association Scholar Award*, San Diego Scottish Rite, 1993  
*Job's Daughter's Scholar Award*, International Order of Job's Daughters, 1992

## **PROFESSIONAL EXPERIENCE**

*Adjunct faculty in Education*, October 2007 – present, Claremont Graduate University, Department of Education, Claremont, California. Teach courses that meet the standards for students to complete the moderate-severe special education credential program.

*Consultant*, March 2007, Vanderbilt University, Nashville, Tennessee. Reviewed educational modules for the IRIS (IDEA '04 and Research for Inclusive Settings) Center website.

*Consultant*, January 2007- present, Claremont Graduate University, Claremont, California. Updated the web resource directory for the IRIS (IDEA '04 and Research for Inclusive Settings) Center website and wrote annotated bibliographies for the websites listed on the web resource directory.

*Lecturer in Special Education*, May 2002 - present. San Diego State University, Department of Special Education, San Diego, California. Teach courses on classroom adaptations for students receiving special education services in general education environments.

*Adjunct faculty in Developmental Disabilities Specialist Program*, January 2001 - present. Grossmont Community College, Health Science Department, El Cajon, California. Previously taught techniques for working with individuals with developmental disabilities and currently teach positive behavioral support strategies

*Special Education Inclusion Support Teacher*, August 2000 - present. Grossmont Union High School District, La Mesa, California. Coordinate support and modify curriculum for students with moderate-severe disabilities in general education classrooms at Valhalla High School. Oversee and teach the peer tutor elective course.

*Special Education Inclusion Itinerant Teacher*, August 1999 - June 2000. San Diego City Schools District, San Diego, California. Coordinate support and modify curriculum for students with moderate-severe disabilities in general education classrooms at numerous school sites grades K-12.

*Independent Living Skills Instructor*, May 1995 - August 1998. P.R.I.D.E., Inc. San Diego, California. Provided living skills instruction and community integration for adults with developmental disabilities.

*Unit Coordinator*, August 1993 - September 1994, Home of Guiding Hands, Lakeside, California. Supervised staff and residents at a group home for adolescents with significant developmental disabilities.

## **PUBLICATIONS**

Bond, R., & Castagnera, E. (2006). Peer supports and inclusive education: An underutilized resource. *Theory Into Practice*, 45(3), 224-229.

Bond, R., & Castagnera, E. (2003). Supporting one another: Peer tutoring in an inclusive San Diego high school. In D. Fisher & N. Frey (Eds.), *Inclusive Urban Schools* (pp.119-142). Baltimore: Paul H. Brookes.

Bond, R., & Castagnera, E. (2003). Peer tutoring at an inclusive high school. In M. Peterson & M. M. Hittie, *Inclusive Teaching: Creating Effective Schools For All Learners* (p. 404). Boston: Pearson Education.

## **PRESENTATIONS**

Bond, R. & Castagnera, E. (March 2007). *Peer Support: Making it Work and Learning Together: Inclusion at the Secondary Level*, PEAL Center 1<sup>st</sup> Annual Conference on Inclusive Education, Pittsburgh, PA.

Bond, R., & Castagnera, E. (February 2007). *Accommodations and Modifications at the Secondary Level: Providing Students Access to General Education Curriculum*, one day pre-conference session at the PEAK Parent Center 2007 Conference on Inclusive Education. Denver, CO.

Bond, R., & Castagnera, E. (February 2007). *Making Inclusion Work and Peer Support: Making it Work*, PEAK Parent Center 2007 Conference on Inclusive Education. Denver, CO.

Bond, R., & Castagnera, E. (December 2006). *Practical Strategies for Supporting Students with Diverse Needs in Secondary General Education Classes*, two training sessions sponsored by PEAK Parent Center, Colorado Springs, CO.

Bond, R., & Castagnera, E. (August 2006). *Effective Inclusive Strategies at the High School Level*, staff development sessions for Waianae High School. Waianae, HI.

Bond, R., & Castagnera, E. (June 2006). *Tools that Facilitate Inclusion and Effective Peer Tutoring, Building Learning Communities: A Summer Symposium* at Tulsa Public Schools Tulsa, OK.

Bond, R., & Castagnera, E. (June 2006). *Inclusive Education*, keynote address for staff development at Coppell School District. Coppell, TX.

Bond, R., & Castagnera, E. (June 2006). *Accommodations and Modifications: Providing Students Access to General Education Curriculum and Peer Support: Making it Work*, Coppell Independent School District (CDIS) Academic Conference. Coppell, TX.

- Bond, R., & Castagnera, E. (February 2006). *Making Inclusive Education Work*, staff development at John Adams Middle School Academy. Albuquerque, NM.
- Bond, R., & Castagnera, E. (January 2006). *High School Inclusion and Peer Relationships*, one day pre-conference session at the 2006 Conferences on Inclusive Education. Denver, CO.
- Bond, R., & Castagnera, E. (January 2006). *Peer Support: Making it Work and Learning Together: Inclusion at the Secondary Level*, 2006 Conferences on Inclusive Education. Denver, CO.
- Bond, R., & Castagnera, E. (September 2005). *Modifications and Accommodations and Strategies for Successful Inclusive Education*, Technical Assistance ALLIANCE for Parent Centers Inclusive Education Institute. Chicago, IL.
- Bond, R., & Castagnera, E. (August 2005). *Inclusion at the Middle and High School Level and Using Peers to Provide Academic and Social Support*, Dublin City Schools Learning Together for the Success of All Children Conference. Dublin, OH.
- Bond, R., & Castagnera, E. (July 2005). *Providing High School Students with Access to General Education Curriculum*, Region 5 Alliance Technical Assistance Conference. Albuquerque, NM.
- Bond, R., & Castagnera, E. (June 2005). *Accessing LRE through Collaborative Inclusive Education*, CLEAR Project CSU East Bay & LRE Resources Project WestEd, Oakland, CA.
- Bond, R., Castagnera, E., & Fisher, D. (June 2005). *Inclusive Education at the Secondary Level*, three day conference strand at The New Mexico Quality Education for All Summer Institute 2005. Albuquerque, NM.
- Bond, R., & Castagnera, E. (June 2005). *Using Peers to Provide Academic and Social Support*, Inclusion Symposium: Northern Arizona University. Flagstaff, AZ.
- Bond, R., & Castagnera, E. (January, 2005). *Inclusive Practices at the Secondary Level*, one day session at the 2005 Conference on Inclusive Education. Denver, CO.
- Bond, R., & Castagnera, E. (January, 2005). *Successful High School Inclusive Practices and Using Peers to Provide Academic and Social Support*, 2005 Conference on Inclusive Education. Denver, CO.
- Bond, R., & Castagnera, E. (August 2004). *Thinking Outside the Box: Strategies for Successful High School Inclusion*, staff development for Boone County School District. Boone County, KY.
- Bond, R., & Castagnera, E. (January 2004). *High School Inclusion: Making It Happen and Successful Peer Supports*, 2004 Conference on Inclusive Education. Denver, CO.
- Bond, R. & Castagnera, E. (January 2003). *Strategies for Modifying Curriculum and Peer Tutoring*, 2004 Conference on Inclusive Education, Denver CO.
- Bond, R., & Castagnera, E. (March 2002). *Strategies for Supporting All Students in High*



*School, Involved Exceptional Parents' Day Conference. San Diego, CA.*

Bond, R., & Fisher, D. (November 2001). *Inclusive Secondary Schools-Lessons Learned in Supporting Diverse Learners*, TASH Annual Conference. Anaheim, CA.

Bond, R., Castagnera E., & Villalobas, P. (July 2001). *Facilitating Academic Inclusion in Middle & High Schools and Natural and Peer Supports in Middle & High School*, San Diego Summer Leadership Institute, California State University San Marcos. San Marcos, CA.

### **OTHER PROFESSIONAL EXPERIENCES**

Master Teacher (Guide Teacher), supervised and advised student teachers in a classroom setting.  
*Chapman University, Fall 2005*  
*San Diego State University, Spring 2002, Spring 2003*  
*National University, Spring 2001, Fall 2007*

### **COURSES TAUGHT**

- EDUC 366 Seminar in Moderate-Severe Disabilities: Communication and Health Care Issues of Students with Moderate-Severe Disabilities, *Spring 2007*
- EDUC 365 Seminar in Moderate-Severe Disabilities: Curriculum and Teaching Strategies for Students with Moderate-Severe Disabilities, *Fall 2007*
- HESC 206 Principals of Behavior Support and Training Techniques, *Grossmont Community College, Spring 2001- present*
- SPED 450 Classroom Adaptations for Special Populations  
*San Diego State University, Fall 2003 - present*
- TE 496 Classroom Adaptations for Special Populations  
*City Heights Credential Program, San Diego State University, Summer 2003*
- HESC 150 Techniques for Developmental Disabilities Specialist  
*Grossmont Community College, Fall 2002*
- TE526 Teaching Students with Special Needs in the Regular Classroom.  
*City Heights Pilot Program, San Diego State University, Summer 2002 - Summer 2003*

December 2007

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THOMAS A. CARR, MS, CRC

## PROFESSIONAL EXPERIENCE

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[ 11/1997-2007 ]

St. Madeleine Sophie's Center

### *AC/ADC/Senior Program Manager*

- Oversee staff of 27 in Activity Center, 17 in ADC department and 8 in Seniors which includes 4 Assistant Program Manager & 10 Case Managers
- Oversee services provided by center for 74 consumers in ADC Program, 136 consumers in AC Department and 42 in Senior Program.
- Handle day to day running of both Programs
- Serve as liaison between program office, parents, care providers, San Diego Regional Center
- Determine eligibility of consumers wishing to receive services in both programs.
- Coordinate delivery of services for individuals with Developmental Disabilities.
- Supervise case management
- Develop and review quarterly, semi-annually and annually, goals and objectives as mandated by Title 17, 20.
- Train job coaches in all aspect of job duties
- Do semi annual and annual staff reviews as well as active participant in hiring process of new staff.
- Develop and implement goals & objectives for consumers as mandated by Title 17, 20.
- Prepare quarterly Board reports as well as annual reports for San Diego Regional Center.
- Oversee and prepare biweekly payroll for department
- Maintain and update all program records relating both to staff and consumers.

[9-11/1996]

St. Madeleine Sophie's

Center

*Job Developer/Job Coach*

- Train consumers in all aspects of job
- Maintain monthly time sheets & records
- Assist in developing independent living skills
- Develop & maintain positive working relationships with site administrators, supervisors.
- Demonstrate and model safe, prudent and healthful work behaviors and practices.

[3/1996-9/1996] Grossmont Unified School District

*Career Technician*

- Assess in determining client eligibility in program
- Provide necessary work preparation skills training which included but not limited to resume writing, job interview training, telephone techniques, job applications, job search process
- Develop & maintain positive working relationships with site administrators, supervisors.
- Comply with applicable state, local and federal rules, regulations and laws as well as district policy

8/2003-12/2006

*On-Line Class facilitator*

- Assist Instructors of On-line classes in "Disabilities Services Management"
- Classes included HESC 110-Disabilities in Society
- HESC 150 Techniques for Development Service Specialists
- HESC 205 Communication
- HESC 207 Principles of Behavior Management

[1/2002-9/2003]  
Commission

San Diego Housing

*Career Counseling Intern*

- Contact & develop career plans with eligible clients
- Develop Career path for clients using CHOICES

software

## PROFESSIONAL MEMBERSHIPS

American Counselors Association  
National Rehabilitation Association  
Leadership East County

## EDUCATION

[ 2001-2003 ] San Diego State University, San Diego, Ca.  
Master's of Science in Rehabilitation Counseling 12/2003  
▪ Pupil Personnel Services Credential (PPS) 12/2003  
Certified Rehabilitation Counselor (CRC) 4/2004

[ 1999-2001 ] San Diego State University, San Diego,  
Bachelor of Vocational Education  
▪ Teaching credential in Health Care Preventive Services

1996-1999 ] Grossmont Community College La Mesa, Ca  
Associates of Science  
▪ Certificate in Disability Services Management  
▪ Certificate as Disability Services Professional

1/2000 San Diego Employers Association  
Certificate in Supervisory Skills

## COMMUNITY ACTIVITIES

1/2003 to present Commissioner, Santee Manufactured Fair Homes Commission

1/2003-present Board Member, Santee Human Relations Advisory Board

1/2005-present==Vice Chair of Santee Human Relations Advisory Board

9/2000-present Member, Leadership East County

9/2003-present Co-Chair Community Connection Circles  
Steering Committee

## REFERENCES

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## VOLUNTEER EXPERIENCE

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Manufactured Homes Fair Practices Commission

Member, Santee Human Relations Advisory Board

**Diana Pastora Carson, M.Ed.**

3046 Lyons Creek Lane, Jamul, Ca. 91935  
619.370.2789 diana@abilityawareness.com

**Education**

University of San Diego - Masters Degree in Special Education 1998, Learning Handicapped & Severely Handicapped Teaching Credentials 1998, Bilingual Diversified Liberal Arts Bachelor's Degree & Teaching Credential 1996

**Career**

Present

Business Owner/Consultant, Ability Awareness in Action.

I have developed a program which teaches schools how to educate students about disability issues in a dignifying and empowering way.

1996 – Present

Teacher, Chula Vista Elementary School District/McMillin Elementary.

I have taught 1<sup>st</sup> through 5<sup>th</sup> grades in general education, and pre-K through 6<sup>th</sup> grades in special education. I have also served as a mentor teacher/BTSA Support Provider for our district's new teachers. 2006 Teacher of the Year.

2001 – Present

Instructor, Grossmont Community College District/San Diego State University Foundation. I teach a course called "Disability and Society/HESC 110" to college students each Fall.

2002

District Curriculum Writer, Chula Vista Elementary School District.

I was hired to write curricular activities to accompany one of our district's grant projects.

1987 – 1992

Teacher's Aide, Special Education, South Bay Union School District

During that time, I was honored with the Classified Employee of the Year Award for the school district.

**Personal**

I am a published children's book author (*All the Muchos in the World*, February 2006) and continue to write for publication. I am married, have a 19 year old musician son, a 17 year old niece for whom I am guardian, and a brother who experiences autism for whom I am conservator. Most of my family still lives in Sevilla, Spain. My husband and I host an annual fundraiser for People First of San Diego on our ranch. I love learning, growing, teaching, and writing.

**Goals**

My goals include educating society about the lives, strengths and needs of all people, disabled or not, rich, poor, black, white, etc. I will continue to write children's books about disability issues. Children need to understand the value of everyone.

456 E. 169<sup>TH</sup> Street  
Carson, CA 90746

(619) 316-9007  
Shalamon@sbcglobal.net

# Dr. Shalamon A. Duke

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## ACADEMIC HISTORY

**Doctor of Education**, Educational Leadership, University of Southern California

**Masters of Science**, Rehabilitation Counseling, San Diego State University

**Bachelor of Arts**, English, Grambling State University

## TEACHING EXPERIENCE

**Adjunct Faculty**, Educational Leadership, Argosy, July 2007-present

Integrating Technology in the Classroom

Writing for Research and Professional Publications

Human Resource Management and Development

**Adjunct Faculty**, Health Sciences, Grossmont College, June 2002-present

Applications of Rehabilitation Technology

## DISSERTATION/THESIS ADVISORY COMMITTEES (\* denotes Chair)

### University of Southern California

Mike Marion (in progress). *Impact of Athletic Academic Support Services and Student Satisfaction on the Retention of African American Male Student-Athletes In Revenue Generating Sports at a Highly Selective Private Four-Year Institution*

## ADMINISTRATIVE EXPERIENCE

*July 2007-present*

**Dean, Counseling and Special Programs**, Coastline Community College, Fountain Valley, CA

- Provide leadership to the counseling department
- Provide organizational leadership for 70 faculty and staff members
- Select, assign, orient, train, counsel, discipline, and support staff members
- Prepare, implement, and administer budget of 2.6 million
- Maintain liaison with community agencies
- Plan for counseling program facilities, staffing, and instructional needs
- Integrate departments into the college and District planning process
- Supervise, screen, and select counselors and support staff
- Provide supervision for the Transfer Center and the Job Services Center
- Support college articulation efforts with feeder high schools, colleges, and universities
- Provide leadership in the development of curriculum for counseling programs
- Serve as the Student Equity Officer
- Provide leadership for the technical needs of counseling and online services
- Recommend and implement techniques and strategies to improve department policies and practices
- Increase efficiency and access to services

- Serve as Sexual Harassment Officer
- Serve as the College Disciplinary Administrator
- Provide leadership and supervision various special programs
- Pursue outside funding of Federal, State, and local grants.
- Provide leadership for development and implementation of student learning outcomes.
- Prepare reports for college, district, and state committees
- Create policies and procedures
- Develop grants and funding opportunities
- Help to resolve faculty and staff conflicts
- Chair college matriculation activities and efforts
- Foster college-wide diversity programs
- Work collaboratively with instructional departments
- Represent Vice President of Student Services as needed

*February 2005-June 2006*

**Dean, Student Services, Los Angeles City College, Los Angeles, CA**

- Provided organizational leadership for 40 faculty and staff members
- Selected, assigned, oriented, trained, counseled, disciplined, and supported staff members
- Prepared, implemented, and administered budget of 1.8 million
- Maintained liaison with community agencies
- Prepared reports for college, district, and state committees
- Created policies and procedures
- Interpreted and explained federal, state, and local regulations ensuring the college is in compliance (Section 504 Rehabilitation Act 1973, American with Disabilities Act, Section 508, Title 5)
- Chaired and served on various college committees
- Served as campus Ombudsperson
- Coordinated student due process and resolve student grievances
- Served as a liaison between students and campus at large
- Developed student retention programs and activities
- Developed grants and funding opportunities
- Helped to resolve faculty and staff conflicts
- Chaired college Sexual Assault Response Team (SART)
- Assisted in college matriculation activities
- Fostered college-wide diversity programs
- Supervised and provided leadership to the Student Health Center
- Developed grant opportunities
- Represented Vice President of Student Services as needed

*August 2004- February 2005*

**Director, Assistive Technology Services, University of Southern California, Los Angeles, CA**

- Served as a liaison to faculty, students and the Disabled Student Program (DSP)
- Secured over \$120,000 in grant funding for DSP department
- Managed program budget of \$232,000 and daily operation of Assistive Technology Center
- Hired, trained, and supervised professional staff



- Presented group in-services and provided one-on-one assistance to faculty in their design of distance education offerings as interpreted by Section 508
- Provided technical assistance to the Information Services Division
- Establish university-wide goals, objectives, and priorities as they relate to specialized technology
- Consulted with the United States Office of Civil Rights
- Created web accessibility and alternate media policies and procedures
- Served on State, Federal, and local advisory boards
- Developed proposals and grants
- Interpreted federal, state, and local regulations ensuring the college is in compliance (i.e., Section 504 Rehabilitation Act 1973, Americans with Disabilities Act, Section 508, AB 422, Chafee Act, Fair Use Act, and Title 5)
- Served on various committees

*April 2002- August 2004*

**Access Specialist**, MiraCosta College, Oceanside, CA

- Served as a liaison to faculty, students and the Disabled Students Programs and Services program to secure and translate instructional materials (i.e., Braille)
- Secured over \$100,000 of hardware and software for DSPTS department
- Provided group in-services and one-on-one assistance to faculty in their design and re-design of distance education offerings as interpreted by Section 508
- Provided technical assistance to campus technology, public information, and other committees on access requirements for persons with disabilities.
- Consulted with IT staff, faculty and classified staff to determine areas of need for assistive technology training and to establish departmental goals, objectives, and priorities
- Maintained contact with the United States Office of Civil Rights
- Developed policies and procedures
- Served as a liaison with State, Federal, and local advisory boards
- Sought and developed proposals and grants
- Interpreted federal, state, and local regulations ensuring the college is in compliance (i.e., Section 504 Rehabilitation Act 1973, Americans with Disabilities Act, Section 508, AB 422, Chafee Act, Fair Use Act, and Title 5)
- Administered SARS Grid accounts district-wide

## **RELATED EXPERIENCE**

*January 2001-April 2002*

**Rehabilitation Counselor**, California Department of Rehabilitation, Chula Vista, CA

- Counseled individuals with a variety of mental and physical disabilities
- Implemented an assistive technology assessment program
- Effectively established relationships with other community agencies
- Maintained a caseload of 125 individuals with disabilities
- Served on multi and trans-disciplinary assessment teams
- Assisted in the service delivery of vocational plans
- Critiqued cover letters and resumes
- Administered and interpreted career assessments
- Instructed orientation seminars for consumers
- Instructed soft skills training

- Provided vocational services within budgetary constraints
- Established and maintained linkage with other mental health agencies
- Provide client-centered counseling
- Maintained legible, accurate and timely documentation of service plans, financial records and other necessary information
- Identified, assessed and responded to crisis situations
- Collected and processed information on medical histories and needs

*August 2000-August 2001*

**Career Counselor, San Diego State University, San Diego, CA**

- Presented university seminars
- Explained and interpreted vocational and career assessments
- Explained the aspects of career counseling
- Critiqued cover letters and resumes
- Presented resume, interviewing techniques, and cover letter workshops
- Compiled and studied occupational, educational, and economic information to aid students in making and carrying out vocational and educational goals and objectives.
- Assisted students with career development and locating and applying for jobs
- Referred students to appropriate community resources
- Designed, developed, and presented outreach materials and workshops for parents and community organizations.
- Coordinated and participated in career fairs and similar activities to facilitate job placement of students
- Demonstrated knowledge of educational development test administration and interpretation
- Demonstrated knowledge of psychosocial interviewing and counseling techniques
- Demonstrated knowledge of career counseling principles and practices

#### **SELECT COLLEGE GOVERNANCE ACTIVITIES**

- University and College Presidency Special Interest Group, University of Southern California
- Strategic Planning and Information Technology Committee, MiraCosta College
- Technology and Pedagogy Committee, MiraCosta College
- Distance Learning Network, University of Southern California,
- Campus Violence Committee, Los Angeles Community College
- Academic Accommodations Committee, Los Angeles Community College
- Six Pack Construction Committee, Los Angeles Community College
- Diversity and Equity Committee, Los Angeles Community College
- Campus Responder Team, Los Angeles Community College
- Office of Special Services Advisory Board
- Recruitment Team, Los Angeles City College
- Student ID Taskforce, Los Angeles City College
- Presidium Implementation Team, Coastline Community College
- Curriculum Committee, Coastline Community College
- Technology Committee, Coastline Community College
- Grant Team, Coastline Community College
- Scholarship Committee, Coastline Community College
- Matriculation Committee, Coastline Community College

## **LEADERSHIP EXPERIENCE**

- *Proposal Reviewer*, Rehabilitation Engineering Society of North America
- *Grant Reviewer*, California Community College Chancellor's Office
- *Proposal Reviewer*, Association of Student Personnel Administrators
- *BSU Club Advisor*, MiraCosta
- *Participant*, Association of California Community College Administrators Leadership 101 Training
- *Proposal Reviewer*, National Association of Student Personnel Administrators
- *BSU Club Advisor*, Los Angeles City College
- *Participant*, Association of California Community College Administrators Mentorship Program
- *Founder*, African American Men Network and Development (A2MEND)  
*Participant*, CA Chief Student Services Officers Leadership Academy
- *Co Chair*, Accreditation Standard IV: Leadership and Governance: LACC

## **SCHOLARLY ACTIVITIES**

"Integration of assistive technology education by rehabilitation professionals." Annual International Conference of the Rehabilitation Engineering and Assistive Technology Society of North America (R.E.S.N.A.). Minneapolis, MN, October, 2002.

"Distance education strategies for teaching and learning." Annual Conference of the National Council on Rehabilitation Education (NCRE). Tucson, AZ, February, 2003.

"Distance education strategies for teaching and learning." Annual Conference of the California State University, Northridge International Disability Conference (CSUN). Los Angeles, CA, March, 2003.

"Section 508: How is it applicable within student services?" Monthly Directors Assembly of the University of Southern California, Los Angeles, CA, September, 2004.

"Accessibility and distance education." Annual USC Center for Distance Learning Symposium, Los Angeles, CA, January, 2005.

"Community college student services and the new student." Annual Conference of the Advancement to Graduate Education, Northridge, CA, June, 2005.

"Supporting the persistence, graduation, and transfer of African American male community college students." Annual conference of the Association of California Community College Administrators (ACCCA), Glendale, CA, February, 2006.

"Student services in the community colleges." Policy Issues and Finance in the University and Community Colleges (CSUN), Northridge, CA, February, 2006.

"Supporting African American men in college." Annual Conference of the American Association of Community Colleges (AACC), Long Beach, CA, 2006.

"Disproportionate Minority Contact in Higher Education: Speaking from Experience." Annual Symposium of the Department of Health and Social Services, Juvenile Rehabilitation Administration, Seattle, WA, October, 2006.

“Community Colleges: Stepping Stones to Transferring to Historically Black Colleges and Universities,” Los Angeles, CA, January, 2007.

“Successful Strategies in Meeting the Challenges of the Changing Community College Population.” Annual CALCASA Conference, Washington, D.C., January 2007.

“Supporting the persistence, graduation, and transfer of African American male community college students.” Annual conference of the Association of California Community College Administrators (ACCCA), San Francisco, CA, February, 2007.

#### **SCHOLARLY PUBLICATIONS**

Duke, S.A. (2001). Moving on transition guide. Southwestern Community College District.

Duke, S.A., Sax, C. (2001). Integration of assistive technology education by rehabilitation professionals. San Diego State University, Interwork Institute.

Duke, S.A., Sax, C. (2003). Distance education strategies for teaching and learning. San Diego State University, Interwork Institute.

Duke, S.A. (2006) “Academic Advising, Engagement With Faculty, Course Load, Course Type, and Course Completion Rates For Urban Community College Students With Learning Disabilities”

#### **PROFESSIONAL AFFILIATIONS**

- Phi Beta Sigma Fraternity, Inc.
- National Council on Rehabilitation Education (NCRE)
- Rehabilitation Engineering Society of North America (R.E.S.N.A.)
- Toastmasters International, San Diego, CA
- CA Department of Rehabilitation Assistive Technology Advisory Committee
- San Diego State University, Interwork Institute Advisory Committee
- National Association of Student Personnel Administrators (NASPA)
- Association of California Community College Administrators (ACCCA)
- Association of California Community College Administrators (ACCCA) Board of Directors

#### **GRANTS AWARDED**

- Premier Assistive Technology, \$69,000, 2002-2003, MiraCosta College
- Premier Assistive Technology, \$122,000, 2003-2004, University of Southern California
- State Instructional Equipment Funds, \$21,000, 2005-2006, Los Angeles City College
- Vocational and Technical Education Act, \$69,000, 2005-2006, Los Angeles City College
- CA Chancellor’s Office DHH Funds, \$159,000, 2006-2007, Los Angeles City College

#### **SELECT ACHIEVEMENTS and HONORS**

- College of Education, San Diego State University, *Outstanding Student*
- Certificate, Rehabilitation Engineering, San Diego State University
- Association of California Community College Administrators, Admin 101 Training
- ACCCA Award for Diversity in Community Colleges

## **TECHNICAL SKILLS .**

- Grant Writing
- Macintosh and Microsoft OS
- Microsoft Office Suites
- SARS Suite
- PeopleSoft Software
- SAP Software
- Banner Software

## **John R. Filley, M.S., CRC**

1991 Frankfort Street  
San Diego, CA 92110 (619) 578-3757  
jfilley@san.rr.com

### **Education**

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<b>M.S.</b>	San Diego State University, 2003	Rehabilitation Counseling Certificate in Rehabilitation Technology Thelma Manjos Outstanding Student Award
<b>CRC</b>	San Diego State University, 1988-1991	Certified Rehabilitation Counselor Post-graduate studies in education, emphasis on students with severe disabilities
<b>B.A.</b>	San Diego State University, 1980	Major: Art

### **Professional Experience**

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<b>1988 – Present</b>	<b>Director of Training &amp; Quality Assurance</b> (July '07-Present) Development & coordination of staff training, continuous quality improvement, and responsible for CARF accreditation surveys <b>Director of Career Services</b> (July '03-June '07) Community Options Department of Rehabilitation funded programs, Title V SCSEP Program, Supported Employment Programs <b>Project Director</b> (Dec '02-July '03) Community Options (Internal Consultant), service delivery model transition for Integrated Employment Programs, Quality Assurance Implementation and staff training <b>Project Manager</b> (Dec '01-Dec '02) Community Options All Integrated Employment and related programs (Supported Employment, Independent Living) throughout California serving adults with disabilities; Implementation of Service Delivery Changes; Management and Staff Development <b>Program Manager</b> (July '88-Sep '01) Community Options Local Integrated Employment Programs for adults with Developmental Disabilities <b>Adjunct Faculty</b> , Part-Time (Jan '01-Present) Grossmont College Disability Services Management Program <b>Hourly Instructor</b> (July '88-Dec '92) San Diego Community College District
<b>1980-1988</b>	<b>General Manager</b> , Pacific Theatres Operated several San Diego area multi-screen theatres; supervised and managed up to 60 staff; responsible for budget and inventories
<b>1972-1977</b>	<b>U.S. Air Force</b>

## Professional Accomplishments

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**Teaching** Community College level course in Augmentative and Alternative Communication & Assistive Technology Assessment; expanded the course curriculum to a full 16-week semester; assisted in the development of an online version of the course for distance learning.

**Service Delivery** Developed several unique and individualized adaptations for persons with developmental and physical disabilities.  
Internal Consultant in transitioning facility-based service delivery model to fully integrated, community-based services.  
Developed a person-centered planning tool for Community Options (Personal Futures Plan)  
Revised current Individualized Support Plan (ISP)  
Initiated monthly Job Club for persons served in Supported Employment Model

### Management and Staff Development Workshops

SDSU Interwork Institute Region IX Community Rehabilitation Program  
Employment Services Certificate  
*"Defining Success: Issues and Trends for Workers with Mental Illness"*  
Advanced Employment Services Certificate  
*"Supported Employment"*  
Skill Building Certificate for Managers  
*"Creating a Customer Service Environment"*

Created in-service trainings for direct-line staff and managers on person-centered planning, goal & objective writing, data development; created assessment tool and process for direct-line staff working in 100% community-based settings

## Professional Associations

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Member

**NRA** (National Rehabilitation Association)

**Janice L. Goforth, M.S., CRC**  
San Diego State University/Interwork Institute  
3590 Camino del Rio North  
San Diego, CA 92108  
Telephone: (619) 594-1758  
Fax: (619) 594- 4208  
E-mail: [jgoforth@interwork.sdsu.edu](mailto:jgoforth@interwork.sdsu.edu)

#### **EDUCATION**

**2004 Master of Science in Rehabilitation Counseling**, San Diego State University  
**2001 Bachelor of Vocational Education**, San Diego State University  
**2000 Associate of Science in Disability Services Management**, Grossmont College

#### **CERTIFICATIONS**

**Certified Rehabilitation Counselor (#72736)** Commission on Rehabilitation Counselor Certification  
**Rehabilitation Technology Certificate** San Diego State University/Interwork Institute  
**Residential Services Specialist Certificate** Grossmont College/San Diego Regional Center

#### **PRESENTATIONS**

**Feb. 2005. Cal TASH Annual Conference.** Peer-to-Peer Mentoring.

**Mar. 2005. San Diego Regional Center's Involved Exceptional Parents Day Annual Conference.**  
Peer Mentoring for Youth. An introduction to peer mentoring for teen self-advocates.

**May. 2005. San Diego People First Annual Self Advocacy Conference.**  
Peer mentorship as a method for training youth and young adults to self advocate.

**Feb. 2006. Cal TASH Annual Conference.** With Peer Mentor: Describes the Center for Emerging Leadership and paid employment for individuals with developmental disabilities as Peer Mentors.

**Mar. 2006. San Diego Regional Center's Involved Exceptional Parents Day Annual Conference.**

**Apr. 2006. San Diego State University.** Teaching with Technology: Making Classrooms and Instruction Accessible to All Students.

**May 2006. San Diego People First Annual Self Advocacy Conference.** Promoting Self Advocacy for People with Developmental Disabilities.

**Jan. 2007. Mesa College, San Diego, CA.** Designing Curriculum for All Students.

**Feb. 2007. Cal TASH Annual Conference.** An Overview: Where We've Been; Where We're Going.

**May 2007. San Diego People First Annual Self Advocacy Conference.** Participant in Resource Fair, providing information, resource, and referral to conference attendees.

#### **PUBLICATIONS:**

Goforth, J.L., with Guillermo, M.S., Ed.D, et.al. (2005) Getting Ready for College. San Diego State University.  
Goforth, J.L., with Guillermo, M.S., Ed.D, Atkins, B.J., Ph.D., Sneed, J. (2006), Project Success: A guide to implementing your newly funded project! San Diego State University.  
Goforth, J.L., Olney, M. F. Ph.D. (2007) Planning Your Future: A guide for creating your support team. San Diego State University

**GRANTS:** 2006 with M. Olney, \$93,087.00 California State Council on Developmental Disabilities:  
Project LEADERS.  
2007 with M.Olney, \$448,908.00 US Dept. of Health and Human Services, Administration on Developmental Disabilities: Center for Emerging Leadership; Peer to Peer Mentorship by and for People with Developmental Disabilities



Deborah M. Serban-Lawler MS  
10474 Moselle Street  
San Diego, CA 92131  
dserban@san.rr.com  
858-822-9201

## EDUCATION

**Master of Science Degree** in Rehabilitation Counseling, San Diego State University, May 1990.

**Bachelor of Applied Arts and Sciences Degree** in Recreation Administration with an emphasis in Therapeutic Recreation, San Diego State University, May 1986.

## WORK EXPERIENCE

**Training Services Coordinator** – Marketing and recruitment for academic, certificate and training programs offered by Interwork Institute at San Diego State University, San Diego, Ca. March 2006 to present.

Responsibilities include marketing and recruitment of students and trainees for the programs offered at Interwork Institute, design and implementation of custom training programs for Community Rehabilitation Programs, and design and implementation of certificate series seminars.

**Coordinator/Instructor** – Coordination of Disability Management Services Program and instruction of courses within the Health Science Department at Grossmont College, San Diego, Ca. 1998 to present. Responsibilities include scheduling of courses, marketing of students, management of program, writing and delivery of academic review process, development and implementation of 16 week, 3 unit courses. Courses are designed to build a foundation for students interested in working with individuals with disabilities and required for Community Care Licensing Certification and the Disability Management Services AA degree.

**Part Time Faculty** – Instruction of courses within the Rehabilitation Counseling Program at San Diego State University, San Diego, Ca. 2002 to 2007.

Responsibilities included development and implementation of 16 week, 3 unit courses offered online and in the traditional classroom setting. Online course responsibilities included facilitation of 16 week courses for students enrolled in the Distance Learning Program. Responsibilities assigned on an as needed basis.

**Consultant/Advocate** – Project coordination for organizations and programs supporting individuals with disabilities. Educational and Vocational Advocate for people with disabilities. July 2002 to present.

**Regional Director**- Coordination and operations management of programs for adults with disabilities. Community Options, San Diego, Ca. 6/1995 to 7/2002.

Responsibilities included supervision in daily operations of the community-based day programs for adults with developmental disabilities; statewide development and implementation of multi-level training program; recruitment, hiring, training and discipline of program management and staff; grant writing; budget development and management; strategic planning implementation; computer system training and management; and support and supervision to the management team to insure quality service delivery.

**Program Manager** – Coordination and supervision of a community-based program for individuals with developmental disabilities. Community Options, San Diego, Ca. 9/1990 to 6/1995.

Responsibilities included development and implementation of staff training programs, program development, staff development, client and staff supervision, budget management, writing and implementation of Individual Support Plans, development of full circle supports for individuals, grant writing, computer system design, development of assistive technology devices, client advocacy, and the coordination of appropriate services.

**Project Director** - Administration of an aquatic camp for individuals with disabilities.

Camp Able, Coronado, Ca. Seasonal 1984 – 1994.

Responsibilities included program development, hiring, training, supervision and evaluation of staff, development of funding sources, grant writing, and budget management.

**Deborah M. Serban- Lawler MS**  
**10474 Moselle Street**  
**San Diego, CA 92131**  
**858-822-9201**

**Assistant Program Coordinator** –Implementation of graduate program for Post Employment Training in the Administration of Deafness Masters Degree Certificate Program. San Diego State University. 1/1990 - 7/1990.

Responsibilities included the design and coordination of curriculum, management of program participants, student advisory on academic and personal issues, and general management of program grant.

**Assistant Coordinator for Deaf Program** – Coordination of services for Disabled Student Services Program. San Diego State University. 9/1989 - 7/1990.

Responsibilities included designing and providing workshops for students and community members, academic planning, interpreter scheduling, supervision of interpreters, and advising students.

**Recreation Therapist** – Development and Implementation of the Therapeutic Recreation Program in an adolescent psychiatric setting. Rancho Park Residential Treatment Center, San Diego, Ca. 2/1987 - 9/1990

Responsibilities included orientation and training of staff, development and implementation of programs in emancipation preparation, communication skills, leisure education, art therapy and recreation.

Completion and maintenance of recreation therapy assessments, treatment plans, and charting.

### **INTERNSHIPS/VOLUNTEER WORK EXPERIENCE**

**Mesa College** – Implementation of recreation program for the Deaf student population. Responsibilities included assessments, program planning, leisure education, and leisure counseling. 9/1988 - 9/1989.

**Vocational Options Through Evaluations** - Facilitated evaluations for individuals with work related injuries. Responsibilities included intake interviews, administration of tests measuring aptitude, intelligence, worker skills, worker tolerances, and scoring tests. 2/1989-5/1989.

**United Cerebral Palsy** - Implemented Recreation Therapy Program for adults with physical disabilities. Responsibilities included physical rehabilitation, leisure education, leisure counseling, Individual Program Plans, organization of community activities, coaching and charting. 1/1986-5/1986.

**Aseltine School** - Implemented Adaptive Physical Education Program and Recreation Programs for children and adolescents with emotional, behavioral, and learning disabilities. Responsibilities included writing of Individual Instructional Plans, leading groups in physical education, recreation, leisure education, leisure counseling, coaching, and participation in Interdisciplinary Team meetings. 1/1986-5/1986.

### **ACHIEVEMENTS/COMMUNITY INVOLVEMENT**

Go Ju Ryu Karate Instructor Martial Arts America Coronado and Rancho Bernardo

Certification from California Board of the Therapeutic Recreation Society

Certification from National Therapeutic Recreation Society

Conference Presenter for a variety of professional organizations.

Guest Presenter in various classes at USD, SDSU, Southwestern College and Grossmont College.

Parent Advocate for children with disabilities.

Faculty and Family Organization volunteer at Jerabek Elementary School – SDUSD.

### **PROFESSIONAL MEMBERSHIPS**

California Rehabilitation Association, CRA.

Association of Community Rehabilitation Educators, ACRE.

Association for Persons in Supported Employment, APSE.

Computer Using Educators – CUE.

Rehabilitation Engineers National Association – RESNA.

National Therapeutic Recreation Society – NTRS.

APPENDIX 11

**11. Department Equivalencies**

APPENDIX 12

**12. Subject WSCH Analysis Report**

	Year/Seme	Sum
WSCH	2000 - Fall	292.5
	2001 - Sprin	418.75
	2001 - Fall	777.9
	2002 - Sprin	333
	2002 - Fall	733.5
	2003 - Sprin	352.93
	2003 - Fall	408
	2004 - Sprin	148.35
	2004 - Fall	473.25
	2005 - Sprin	92.6
	2005 - Fall	608.7
	2006 - Sprin	262.6
	2006 - Fall	416.18
	2007 - Sprin	66
	Total	5384.26

**BUSINESS AND PROFESSIONAL STUDIES**

2000 Fall

Grossmont

Section	Tied Cluster	Section Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
									Max	Max				% Sect Max	% Room Max					
5600		HESC 110	T		430 p	720 p	TBA	30	30	20	22		73 %	2.200	66.00	.2000	330			
5601		HESC 110	TBA		TBA	TBA	WEB	30	9999	14	19		63 %	1.900	28.50	.2000	142			
		HESC 110 Sections:		2										4.100	94.50	.4000	236			
5603		HESC 150	Th		430 p	720 p	TBA	30	30	19	27		90 %	2.700	81.00	.2000	405			
		HESC 150 Sections:		1										2.700	81.00	.2000	405			
5604		5604 HESC 151A	TBA		TBA	TBA	TBA	30	30	1	1		3 %	.033	5.00					
5605		5604 HESC 152A			TBA	TBA	TBA	30	30		0		%	.000	0.00					
5606		5604 HESC 153			TBA	TBA	TBA	30	30		1		3 %	.100	15.00					
5607		5604 HESC 154			TBA	TBA	TBA	30	30	2	3		10 %	.400	60.00					
								Cluster total		3	5		16 %		80.00					
		HESC 151A Sections:		1										.533	80.00					
5610		HESC 207	W		430 p	720 p	TBA	30	30	13	16		53 %	1.600	48.00	.2000	240			
		HESC 207 Sections:		1										1.600	48.00	.2000	240			
5612		HESC 299	S		900	1150	345A	35	50	16	23		65 %	2.300	69.00	.2000	345			
		HESC 299 Sections:		1										2.300	69.00	.2000	345			

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

**BUSINESS AND PROFESSIONAL STUDIES**  
2001 Spring

**Grossmont**

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
									Max	Max				% Sect	Max					
5190	HESC	110	T	500 p	750 p	TBA	40	13	17	42 %	1.700	51.00	.2000	255						
5191	HESC	110	TBA	TBA	30	9999	13	40	133 %	4.000	120.00	.2000	600							
HESC 110 Sections: 2																				
5192	HESC	112	F	100 p	650 p	342	60	70	15	16	26 %	.000 2	12.00	.0420	285					
5193	HESC	112	F	100 p	650 p	342	20	70	0	0	%	.000 2	12.75	.0420	303					
HESC 112 Sections: 2																				
5194	HESC	150	Th	500 p	750 p	TBA	40	16	16	40 %	1.600	48.00	.2000	240						
HESC 150 Sections: 1																				
5196	5196 HESC	151A	TBA	TBA	TBA	15	1	1	1	6 %	.033	5.00	.2000	240						
5198	5196 HESC	152A		TBA	TBA	15	0	0	0	%	.000 7	0.00	.2000	240						
5200	5196 HESC	153		TBA	TBA	15	1	1	1	6 %	.100	15.00	.2000	240						
5202	5196 HESC	154		TBA	TBA	15	2	3	3	20 %	.400	60.00	.2000	240						
Cluster total										4	5	33 %	80.00							
HESC 151A Sections: 1																				
5203	HESC	205	M	600 p	750 p	SHS	40	8	11	27 %	.533	80.00	.1330	165						
HESC 205 Sections: 1																				
5205	HESC	206	W	600 p	850 p	SHS	40	7	10	25 %	.733	22.00	.1330	165						
HESC 206 Sections: 1																				
5206	HESC	299	S	900	1250 p	345A	35	50	15	15	42 %	2.000	60.00	.2670	224					
5207	HESC	299	Th	600 p	850 p	HS	35	15	21	60 %	2.100	63.00	.2000	315						
HESC 299 Sections: 2																				
Cluster total																	4.100	123.00	.4670	263

**BUSINESS AND PROFESSIONAL STUDIES**

2001 Fall

Grossmont

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
									Max	Max				% Sect	Max					
5600	HESC 110	T	530 p	820 p	TBA	30	16	18			60 %	1.800	54.00	.2000	270					
5601	HESC 110	TBA	TBA	TBA	WEB	50	9999	22	31		62 %	3.100	46.50	.2000	232					
	HESC 110	Sections:	2									4.900	100.50	.4000	251					
5603	HESC 150	W	530 p	820 p	TBA	30	20	28			93 %	2.800	84.00	.2000	420					
	HESC 150	Sections:	1									2.800	84.00	.2000	420					
5604	5604 HESC 151A	TBA	TBA	TBA	TBA	30	2	0			%	.000	7	0.00						
5605	5604 HESC 152A	TBA	TBA	TBA	TBA	30	1	0			%	.000	7	0.00						
5606	5604 HESC 153	TBA	TBA	TBA	TBA	30		0			%	.000	7	0.00						
5607	5604 HESC 154	TBA	TBA	TBA	TBA	30	3	5			16 %	.666	100.00							
						Cluster total	6	5			16 %		100.00							
5608	HESC 151A	Sections:	1									.666	100.00							
	HESC 153	TBA	TBA	TBA	TBA	5	1	1			20 %	.100	15.00							
	HESC 153	Sections:	1									.100	15.00							
5610	HESC 299	SN	800	250 p	BTI	24		18			75 %	9.034	296.44	1.0250	289					
5612	HESC 299	SN	800	250 p	BTI	24		18			75 %	9.051	297.00	1.0250	289					
	HESC 299	Sections:	2									18.085	593.44	2.0500	289					



Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

Grossmont

2002 Spring

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

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	Efficiency
									Max	Max				% Sect Max	% Room Max				
5190	HESC	110	T			530 p	820 p	SHS	40	34	40			100 %		4,000	120.00	.2000	600
	HESC 110 Sections: 1																		
5191	HESC	112	F			530 p	930 p	342	20	70	17	17		85 %	24 %	.000 2	12.75	.0420	303
5192	HESC	112	F			100 p	650 p	342	60	70	7	29		48 %	41 %	.000 2	21.75	.0420	517
	HESC 112 Sections: 2																		
5194	HESC	150	Th			530 p	820 p	SHS	40	21	25			62 %		2,500	75.00	.2000	375
5195	HESC	150	TBA			TBA	TBA	WEB	40	9999	12	19		47 %	%	1,900	28.50	.2000	142
	HESC 150 Sections: 2																		
5196	HESC	151A	TBA			TBA	TBA	ARC	15	1	1			6 %		.033	5.00	.2000	375
	HESC 151A Sections: 1																		
5198	HESC	152A	TBA			TBA	TBA	ARC	15		0			%		.033	5.00	.2000	142
	HESC 152A Sections: 1																		
5200	HESC	153	TBA			TBA	TBA	ARC	15	1	0			%		.000 7	0.00	.4000	258
	HESC 153 Sections: 1																		
5202	HESC	154	TBA			TBA	TBA	ARC	15	6	10			66 %		1,333	200.00	.1330	225
	HESC 154 Sections: 1																		
5203	HESC	205	Th			530 p	720 p	ARC	40	10	15			37 %		1,000	30.00	.1330	225
	HESC 205 Sections: 1																		
5205	HESC	206	T			500 p	750 p	ARC	40	14	15			37 %		1,500	45.00	.2000	225
	HESC 206 Sections: 1																		
5208	HESC	207	M			530 p	920 p	ARC	40		CANC				.000 1	0.00	.2000	225	
	HESC 207 Sections: 1																		
5207	HESC	299	Th			230 p	420 p	316	25	37					.000 1	0.00	.2000	225	
	HESC 299 Sections: 1																		

**BUSINESS AND PROFESSIONAL STUDIES**

2002 Fall

Grossmont

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
									Max	Max				% Sect Max	% Room Max					
5599	HESC	110	W		700 P	950 P	RCC	50	2	19				38 %	1,900	57.00	.2000	285		
5600	HESC	110	T		530 P	820 P	SHS	30	9	31			103 %	3,100	93.00	.1000	930			
5601	HESC	110	TBA		TBA	TBA	WEB	50	51	56	20		112 %	2,560	84.00	.2000	420			
	HESC	110	Sections:	3										7,560	234.00	.5000	468			
5602	HESC	150	Th		530 P	820 P	SHS	30	8	31			103 %	3,100	93.00	.2000	465			
5603	HESC	150	TBA		TBA	TBA	WEB	50	16	34			68 %	1,554	51.00	.2000	255			
	HESC	150	Sections:	2										4,654	144.00	.4000	360			
5604	HESC	151A	TBA		TBA	TBA	TBA	30	1	1			3 %	.033	5.00					
5605	HESC	152A			TBA	TBA	TBA	30	1	2			6 %	.133	20.00					
5606	HESC	153			TBA	TBA	TBA	30		0			%	.000	0.00					
5607	HESC	154			TBA	TBA	TBA	30	2	4			13 %	.533	80.00					
								Cluster total	4	7			23 %		105.00					
	HESC	151A	Sections:	1										.699	105.00					
5609	HESC	199	TBA		TBA	TBA	TBA	1	1	1			100 %	.100	9.00					
	HESC	199	Sections:	1										.100	9.00					
5610	HESC	299	SN		800	525 P	352A	25	15	19	21		84 %	10,560	346.50	1.0250	338			
	HESC	299	Sections:	1										10,560	346.50	1.0250	338			

Grossmont-Cuyamaca Community College District

Section Detail by Division

**BUSINESS AND PROFESSIONAL STUDIES**

2003 Spring

Grossmont

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

Section	Cluster	Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
									Max	Max				% Sect	Max					
5751	HESC 110	TBA	WEB	110	TBA	TBA	TBA	50	9999	46	50	22	100	%	4.571	150.00	.2000	750		
HESC 110 Sections: 1																				
5753	HESC 112	F	401	112	F	100 P	650 P	20	75	13	17	6	85	%	4.571	150.00	.2000	750		
5754	HESC 112	F	342	112	F	TBA	TBA	20	70	5	21	13	105	%	.000 2	0.90	.0420	21		
HESC 112 Sections: 2																				
5755	HESC 150	TBA	----	150	TBA	TBA	TBA	40	----	----	CANC	----	----	----	.000 1	0.00	.0840	23		
5756	HESC 150	TBA	WEB	150	TBA	TBA	TBA	50	9999	28	41	----	82	%	3.725	122.23	.2000	611		
HESC 150 Sections: 1																				
5757	HESC 151A	TBA	----	151A	TBA	TBA	TBA	15	----	1	0	----	----	----	.000 7	0.00	.2000	611		
5758	HESC 151B	TBA	----	151B	TBA	TBA	TBA	15	----	----	0	----	----	----	.000 7	0.00	.2000	611		
Cluster total 1																				
HESC 151A Sections: 1																				
5761	HESC 152A	TBA	----	152A	TBA	TBA	TBA	15	----	2	2	----	13	%	.133	20.00	.2000	393		
5762	HESC 152B	TBA	----	152B	TBA	TBA	TBA	15	----	1	1	----	6	%	.066	10.00	.2000	393		
Cluster total 2 3																				
HESC 152A Sections: 1																				
5763	HESC 153	TBA	----	153	TBA	TBA	TBA	15	----	0	0	----	----	----	.200	30.00	.2000	393		
HESC 153 Sections: 1																				
5764	HESC 154	TBA	----	154	TBA	TBA	TBA	15	----	5	4	----	26	%	.533	80.00	.2000	393		
HESC 154 Sections: 1																				
5767	HESC 206	TBA	WEB	206	TBA	TBA	TBA	50	9999	28	35	----	70	%	2.400	78.75	.2000	393		
HESC 206 Sections: 1																				
Cluster total 2.400 78.75 .2000 393																				

**BUSINESS AND PROFESSIONAL STUDIES**

2003 Fall

Grossmont

Section	Cluster Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin	Census	PWL	Census Enroll		Estimated	WSCH	FTEF	WSCH / FTEF	Efficiency
								Max	Max				% Sect	Max % Room					
5600	HESC 110	T			530 p	820 p	----	30	28	28	28		93 %	2.800	84.00	.2000	420		
5601	HESC 110	TBA			TBA	TBA	WEB	50 9999	48	51	30		102 %	4.662	153.00	.2000	765		
	HESC 110 Sections:		2											7.462	237.00	.4000	592		
5602	HESC 150	W			530 p	820 p	----	30	18	17			56 %	1.700	51.00	.2000	255		
5603	HESC 150	TBA			TBA	TBA	WEB	50 9999	32	40			80 %	3.657	120.00	.2000	600		
	HESC 150 Sections:		2											5.357	171.00	.4000	427		
5604	5604 HESC 151A	TBA			TBA	TBA	TBA	20	1	1			5 %	.033	5.00	.0327	152		
5605	5604 HESC 152A						TBA	20	2	2			10 %	.133	20.00				
5606	5604 HESC 153						TBA	20	1	2			10 %	.200	30.00				
5607	5604 HESC 154						TBA	20	0	0			%	.000 7	0.00				
							Cluster total		4	5			25 %		55.00		1681		
	HESC 151A Sections:		1											.366	55.00	.0327	1681		
5608	HESC 154	TBA			TBA	TBA	TBA	12	1	11			91 %	1.466	220.00	.1199	1834		
	HESC 154 Sections:		1											1.466	220.00	.1199	1834		

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

**BUSINESS AND PROFESSIONAL STUDIES**

2004 Spring

Grossmont

Section	Tied Section	Cluster Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin Enroll	Census Enroll	PWL Enroll	% Sect Max	% Room Max	Estimated FTES	WSCH	FTEF	Efficiency WSCH / FTEF
									Max	Max									
5750	0480	HESC	112	F	100 p	650 p	401	6	75	1	6	100 %	8 %	.000 2	0.30	.0420	7		
5751	0481	HESC	112	F	100 p	650 p	401	7	75	7	7	100 %	9 %	.000 2	0.35	.0250	14		
5752	0482	HESC	112	F	100 p	650 p	401	7	75	2	4	57 %	5 %	.000 2	0.20	.0250	8		
5753	0483	HESC	112	F	100 p	650 p	401	6	75	1	3	50 %	4 %	.000 2	0.15	.0420	3		
5754	0484	HESC	112	F	100 p	650 p	342	7	70	1	5	71 %	7 %	.000 2	0.25	.0250	10		
5755	0485	HESC	112	F	100 p	650 p	342	7	70	1	2	28 %	2 %	.000 2	0.10	.0250	4		
HESC 112 Sections: 6																			
5757	5757	HESC	151A	TBA	TBA	TBA	---	15	---	0	0	%		.000 7	0.00	.0436	7		
5758	5757	HESC	151B				---	15	---	1	1	6 %		.033	5.00		7		
5761	5757	HESC	152A				---	15	---	0	0	%		.000 7	0.00		7		
5762	5757	HESC	152B				---	15	---	0	0	%		.000 7	0.00		7		
5763	5757	HESC	153				---	15	---	0	0	%		.000 7	0.00		7		
5764	5757	HESC	154				---	15	---	5	3	20 %		.400	60.00		7		
Cluster total 6 4																			
HESC 151A Sections: 1																			
5766	HESC	205	TBA	TBA	TBA	TBA	WEB	50	9999	25	25	50 %		.433	65.00	.0436	1490		
HESC 205 Sections: 1																			
5767	HESC	206	TBA	TBA	TBA	TBA	WEB	50	9999	40	24	48 %		2.285	75.00	.2000	375		
HESC 206 Sections: 1																			
5768	HESC	299	TTh	600 p	920 p	---	---	35	---	26	26	74 %		.000 8	141.86	.3420	414		
HESC 299 Sections: 1																			
Cluster total 6 4																			

**BUSINESS AND PROFESSIONAL STUDIES**

2004 Fall

Grossmont

Section	Cluster Head	Subj	Nbr	Days	Start	End	Room	Section Room		Begin Enroll	Census Enroll	Census Enroll		PWL Enroll	FTE	WSCH	FTEF	WSCH / FTEF	Efficiency	
								Max	Max			% Sect Max	% Room Max							
5600	HESC	110	T	530 P	820 P	----	----	30	31	28	28	93 %	93 %	28	2.800	84.00	.2000	420		
5601	HESC	110	TBA	TBA	TBA	WEB	50 9999	46	43	43	43	86 %	86 %	43	3.931	129.00	.2000	645		
	HESC 110 Sections: 2																			
5602	HESC	150	M	530 P	820 P	----	----	30	22	23	23	76 %	76 %	23	2.300	69.00	.2000	345		
5603	HESC	150	TBA	TBA	TBA	WEB	50 9999	43	46	46	46	92 %	92 %	46	4.731	155.25	.2000	776		
	HESC 150 Sections: 2																			
5604	HESC	151A	TBA	TBA	TBA	TBA	20	20	0	0	0	%	%	0	.000 7	0.00	.0654	2140		
5605	HESC	152A					20	1	0	0	0	%	%	0	.000 7	0.00		2140		
5606	HESC	153					20	1	0	0	0	%	%	0	.000 7	0.00		255		
5607	HESC	154					20	8	7	7	7	35 %	35 %	7	.933	140.00	.2000	560		
	Cluster total 10 7 35 %																			
	HESC 151A Sections: 1																			
5610	HESC	299	TTh	600 P	950 P	525	35 64	8	16	16	16	45 %	45 %	16	.000 8	87.30	.3420	255		
5611 0481	HESC	299	M	600 P	950 P	355	35 35	0	0	0	0	%	%	0	.000 1	0.00	.2000	161		
	HESC 299 Sections: 2																			

Grossmont-Cuyamaca Community College District

Section Detail by Division

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**BUSINESS AND PROFESSIONAL STUDIES**

2005 Spring

Grossmont

Section	Tied Cluster Section Head	Cluster Subj	Nbr	Days	Start	End	Room	Section Room		Begin Enroll	Census Enroll	PWL Enroll	Census Enroll		Estimated FTES	WSCH	FTEF WSCH / FTEF	Efficiency	
								Max	Max				% Sect Max	% Room Max					
5750	0480	HESC 112	F	300 p	650 p	342	6	70	6	5	2	83 %	7 %	.000 2	0.50	.0420	11		
5751	0482	HESC 112	F	300 p	650 p	342	7	70	2	5		71 %	7 %	.000 2	0.50	.0250	20		
5752	0484	HESC 112	F	300 p	650 p	342	7	70	1	4		57 %	5 %	.000 2	0.30	.0250	12		
5753	0486	HESC 112	F	300 p	650 p	342	6	70	4	6	5	100 %	8 %	.000 2	0.60	.0420	14		
5754	0488	HESC 112	F	300 p	650 p	342	7	70	3	3		42 %	4 %	.000 2	0.30	.0250	12		
5755	0490	HESC 112	F	300 p	650 p	342	7	70	2	4	1	57 %	5 %	.000 2	0.40	.0250	16		
5756	5755	HESC 112				342	1	70		0	1	%	%	.000 2	0.00				
								Cluster total		2	4		57 %	5 %		.40		16	
HESC 112 Sections: 6																			
5757	5757	HESC 151A	TBA	TBA	TBA	TBA	15			0		%		.000 7	0.00	.1840	14		
5758	5757	HESC 151B				TBA	15			0		%		.000 7	0.00	.0545			
5761	5757	HESC 152A				TBA	15			0		%		.000 7	0.00				
5762	5757	HESC 152B				TBA	15			0		%		.000 7	0.00				
5763	5757	HESC 153				TBA	15			0		%		.000 7	0.00				
5764	5757	HESC 154				TBA	15		5	5		33 %		.666	100.00		1834		
								Cluster total		5	5		33 %		100.00		1834		
HESC 151A Sections: 1																			
5766	HESC 205	TBA	1	TBA	TBA	WEB	50	9999	12	13		26 %	%	1.188	39.00	.2000	195		
HESC 205 Sections: 1																			
5767	HESC 206	TBA	1	TBA	TBA	WEB	50	9999	18	17		34 %	%	1.188	39.00	.2000	195		
HESC 206 Sections: 1																			
																1.554	51.00	.2000	255
																1.554	51.00	.2000	255

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS196	070300	.167	72.00	431.13	48.00	287.42	66.66	
CSIS250	070300	.200	150.00	750.00	66.00	330.00	44.00	
CSIS251D	070300	.200	72.00	360.00	63.00	315.00	87.50	
CSIS293	070300	.350	144.00	411.42	144.00	411.42	100.00	
CSIS296	070300	.350	144.00	411.42	126.00	360.00	87.50	
CSIS299	070300	.400	144.00	360.00	111.00	277.50	77.08	
***** CSIS		16.297	8916.00	547.09	7212.50	442.56	80.89	
CVTE100	121300	.133	120.00	902.25	86.00	646.61	71.66	
CVTE101	121300	.267	240.00	898.87	172.00	644.19	71.66	
CVTE102	121300	1.033	480.00	464.66	344.00	333.01	71.66	
CVTE103	121300	.517	240.00	464.21	172.00	332.68	71.66	
CVTE200	121300	.583	225.00	385.93	160.00	274.44	71.11	
CVTE201	121300	.350	108.00	308.57	102.00	291.42	94.44	
CVTE202	121300	.350	102.00	291.42	42.00	120.00	41.17	
CVTE203	121300	.350	102.00	291.42	60.00	171.42	58.82	
CVTE205	121300	2.100	750.00	357.14	480.00	228.57	64.00	
***** CVTE		5.683	2367.00	416.50	1618.00	284.70	68.35	
FS 110	130400	.200	120.00	600.00	114.00	570.00	95.00	
FS 115	130400	.200	120.00	600.00	129.00	645.00	107.50	
FS 120	130400	.400	246.00	615.00	198.00	495.00	80.48	
FS 199	130400	.800	21.00	21.00	24.00	24.00	114.28	
***** FS			507.00	633.75	465.00	581.25	91.71	
HESC110	219900	.200	90.00	450.00	54.00	270.00	60.00	
HESC150	219900	.200	90.00	450.00	84.00	420.00	93.33	
***** HESC		.400	180.00	450.00	138.00	345.00	76.66	
MM 299	069900	.200	51.00	255.00	51.00	255.00	100.00	
***** MM		.200	51.00	255.00	51.00	255.00	100.00	
NURS000	120300	.133	37.00	37.00	37.00	37.00	100.00	
NURS118	120300	.236	70.00	526.31	80.00	601.50	114.28	
NURS120	120300	.225	850.50	262.75	823.50	254.41	96.82	
NURS155A	120300	.225	292.50	1300.00	193.50	860.00	66.15	
NURS199	120300	.089	18.00	18.00	18.00	18.00	100.00	
NURS201	120300	.044	49.50	556.17	58.50	657.30	118.18	
NURS203	120300	1.016	480.00	234.81	468.00	228.94	97.50	
NURS205	120300	.225	300.00	295.18	240.00	236.15	80.00	
NURS255A	120300	.225	292.50	1300.00	238.50	1060.00	81.53	
NURS265A	120300	.194	157.50	700.00	103.50	460.00	65.71	
***** NURS		7.194	2547.50	354.09	2260.50	314.20	88.73	
OTA 100	121800	.133	70.00	526.31	30.00	225.56	42.85	
OTA 101	121800	.217	140.00	645.16	32.00	147.46	22.85	
OTA 110	121800	.350	210.00	600.00	48.00	137.14	22.85	
OTA 210	121800	.222	96.00	432.43	68.00	306.30	70.83	
OTA 220	121800	.283	120.00	424.02	85.00	300.35	70.83	
OTA 230	121800	.067	24.00	358.20	17.00	253.73	70.83	



SSN COLLEGE  
 SUBJECT WSCH ANALYSIS  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* DAILY CENSUS CLASSES \*\*\*

SSN	COLLEGE	SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	WSCH/FTEF	% OF MAX
AOJ 102	210500			.364	112.00	307.10	307.10	91.00	249.52	249.52	81.25
AOJ 103	210500			.470	190.97	406.31	406.31	109.13	232.19	232.19	57.14
AOJ 200	210500			.200	135.00	675.00	675.00	60.00	300.00	300.00	44.44
*****	AOJ			1.034	437.97	423.28	423.28	260.13	251.40	251.40	59.39
BOT 299	051400			.067	30.00	447.76	447.76	4.00	59.70	59.70	13.33
*****	BOT			.067	30.00	447.76	447.76	4.00	59.70	59.70	13.33
BUS 120	050200			.267	100.00	374.53	374.53	86.00	322.09	322.09	86.00
BUS 121	050200			.267	100.00	374.53	374.53	112.00	419.47	419.47	112.00
BUS 164	051400			.133	60.00	451.12	451.12	34.00	255.63	255.63	56.66
BUS 251	050990			.133	60.00	451.12	451.12	64.00	481.20	481.20	106.66
BUS 299	051400			.233	186.75	801.50	801.50	29.00	124.46	124.46	15.52
*****	BUS			1.033	506.75	490.56	490.56	325.00	314.61	314.61	64.13
CA 163	130630			.067	25.00	373.13	373.13	30.00	447.76	447.76	120.00
*****	CA			.067	25.00	373.13	373.13	30.00	447.76	447.76	120.00
CD 101	130510			.067	30.00	447.76	447.76	16.25	242.53	242.53	54.16
CD 125	130510			.200	102.50	525.00	525.00	99.00	495.00	495.00	94.28
CD 131	130510			.200	202.50	1012.50	1012.50	112.50	562.50	562.50	55.55
CD 148	130510			.200	135.00	675.00	675.00	90.00	450.00	450.00	66.66
CD 299	130510			.166	112.22	676.02	676.02	87.27	525.72	525.72	77.76
*****	CD			.833	584.72	701.94	701.94	405.02	486.21	486.21	69.26
CSIS142	070300			.266	96.00	360.90	360.90	84.00	315.78	315.78	87.50
CSIS143	070300			.266	96.00	360.90	360.90	62.00	233.08	233.08	64.58
CSIS145	070300			.133	48.00	360.90	360.90	26.00	195.48	195.48	54.16
CSIS174B	070300			.133	48.00	360.90	360.90	46.00	345.86	345.86	95.83
CSIS274B	070300			.266	148.00	556.39	556.39	56.00	210.52	210.52	37.83
CSIS275B	070300			.133	100.00	751.87	751.87	28.00	210.52	210.52	28.00
*****	CSIS			1.197	536.00	447.78	447.78	302.00	252.29	252.29	56.34
HESC110	219900			.200	75.00	375.00	375.00	46.50	232.50	232.50	62.00
HESC299	219900			2.050	791.25	385.97	385.97	593.44	289.48	289.48	75.00
*****	HESC			2.250	866.25	385.00	385.00	639.94	284.41	284.41	73.87
NURS223	120300			3.016	680.00	225.41	225.41	660.00	218.78	218.78	97.05
NURS225	120300			3.116	724.50	232.45	232.45	736.00	236.14	236.14	101.58
NURS299	120300			.268	80.00	298.50	298.50	55.00	205.22	205.22	68.75
*****	NURS			6.401	1484.50	231.90	231.90	1451.00	226.67	226.67	97.74
RESP112	121000			.450	120.00	266.66	266.66	48.00	106.66	106.66	40.00
*****	RESP			.450	120.00	266.66	266.66	48.00	106.66	106.66	40.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296	070300	.350	144.00	144.00	411.42	126.00	360.00	87.50	
CSIS297	070300	.350	144.00	144.00	411.42	96.00	274.28	66.66	
CSIS299	070300	.600	216.00	216.00	360.00	183.00	305.00	84.72	
**** CSIS		16.619	8776.00	8776.00	528.07	7195.50	432.96	81.99	
CVTE107	121300	.067	25.00	25.00	373.13	15.00	223.88	60.00	
CVTE110	121300	.133	120.00	120.00	902.25	78.00	586.46	65.00	
CVTE111	121300	.267	240.00	240.00	898.87	156.00	584.26	65.00	
CVTE112	121300	1.033	480.00	480.00	464.66	304.00	294.28	63.33	
CVTE113	121300	.517	240.00	240.00	464.21	156.00	301.74	65.00	
CVTE210	121300	.583	300.00	300.00	514.57	155.00	265.86	51.66	
CVTE211	121300	.350	120.00	120.00	342.85	90.00	257.14	75.00	
CVTE212	121300	.350	120.00	120.00	342.14	48.00	137.14	53.33	
CVTE213	121300	.350	120.00	120.00	342.85	60.00	171.42	50.00	
CVTE215	121300	2.175	900.00	900.00	413.79	480.00	220.68	53.33	
CVTE299	121300	.067	50.00	50.00	746.26	10.00	149.25	20.00	
**** CVTE		5.892	2685.00	2685.00	455.70	1552.00	263.40	57.80	
FS 110	130400	.200	120.00	120.00	600.00	11.00	555.00	92.50	
FS 115	130400	.200	120.00	120.00	600.00	102.00	510.00	85.00	
FS 120	130400	.400	270.00	270.00	675.00	213.00	532.50	78.88	
FS 299	130400	.267	155.00	155.00	580.52	62.00	232.20	40.00	
**** FS		1.067	665.00	665.00	623.24	488.00	457.35	73.38	
HESC110	219900	.200	120.00	120.00	600.00	120.00	600.00	100.00	
HESC150	219900	.200	120.00	120.00	600.00	75.00	375.00	62.50	
HESC205	219900	.133	80.00	80.00	601.50	30.00	225.56	37.50	
HESC206	219900	.200	120.00	120.00	600.00	45.00	225.00	37.50	
**** HESC		.733	440.00	440.00	600.27	270.00	368.34	61.36	
MM 299	069900	.200	60.00	60.00	300.00	54.00	270.00	90.00	
**** MM		.200	60.00	60.00	300.00	54.00	270.00	90.00	
NURS118	120300	.133	270.00	270.00	275.84	58.00	436.09	580.00	
NURS120	120300	.978	90.00	90.00	909.09	270.00	275.84	100.00	
NURS131	120300	.099	270.00	270.00	1200.00	85.50	863.63	95.00	
NURS155B	120300	.225	6.00	6.00	6.00	6.00	6.00	100.00	
NURS199	120300	.225	270.00	270.00	1200.00	108.00	480.00	40.00	
NURS255B	120300	.225	157.50	157.50	700.00	85.50	380.00	54.28	
NURS265B	120300	1.885	1063.50	1063.50	563.95	883.00	468.23	83.02	
**** NURS		1.885	1063.50	1063.50	563.95	883.00	468.23	83.02	
OTA 100	121800	.133	70.00	70.00	526.31	32.00	240.60	45.71	
OTA 120	121800	.133	70.00	70.00	526.31	12.00	90.22	17.14	
OTA 130	121800	.350	210.00	210.00	600.00	36.00	102.85	17.14	
OTA 140	121800	.283	175.00	175.00	618.37	30.00	106.00	17.14	
**** OTA		.899	525.00	525.00	583.98	110.00	122.35	20.95	
RESP116	121000	.200	108.00	108.00	540.00	45.00	225.00	41.66	
RESP118	121000	.425	135.00	135.00	317.64	105.00	247.05	77.77	

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES		*** POSITIVE ATTENDANCE ***				
SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
AOJ 250A 210500	.100	37.50	375.00	19.50	195.00	52.00
AOJ 250B 210500	.100	60.00	600.00	37.50	375.00	62.50
AOJ 262A 210500	.067	33.75	503.73	10.50	156.71	31.11
***** AOJ	.267	131.25	491.57	67.50	252.80	51.42
CD 299 130510	.133	67.50	507.51	30.50	229.32	45.18
***** CD	.133	67.50	507.51	30.50	229.32	45.18
HESC112 219900	.084	60.00	714.28	34.50	410.71	57.50
***** HESC	.084	60.00	714.28	34.50	410.71	57.50
NURS117 120300	.099	52.50	530.30	50.50	510.10	96.19
***** NURS	.099	52.50	530.30	50.50	510.10	96.19
***** BUSINESS AND PROFESSIONAL STUDIES *****						
	.583	311.25	533.87	183.00	313.89	58.79

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX	*** DAILY CENSUS CLASSES ***	
							EARNED		
							WSCH/FTEF		
AOJ 101	210500	.312	157.50	504.64	125.00	400.51	79.36		
AOJ 104	210500	.993	759.38	764.19	236.25	237.74	31.11		
AOJ 199	210500		1.13	1.13	1.13	1.13	100.00		
AOJ 250C	210500	1.100	37.50	375.00	28.50	285.00	76.00		
*****	AOJ	1.405	955.51	679.69	390.88	278.04	40.90		
BOT 124	051400				14.00	14.00	1400.00		
*****	BOT				14.00	14.00	1400.00		
BUS 086	051400	.268	15.00	55.97	12.00	44.77	80.00		
BUS 120	050200	.267	200.00	749.06	208.00	779.02	104.00		
BUS 121	050200	.267	200.00	749.06	176.00	659.17	88.00		
BUS 164	051400	.133	60.00	451.12	32.00	240.60	53.33		
BUS 252	050900	.100	72.00	720.00	52.50	525.00	72.91		
BUS 256	050990	.133	100.00	751.87	66.00	496.24	66.00		
BUS 257	050990	.100	72.00	720.00	51.00	510.00	70.83		
*****	BUS	1.268	719.00	567.03	597.50	471.21	83.10		
CA 163	130630	.067	35.00	522.38	36.00	537.31	102.85		
CA 166	130630	.067	35.00	522.38	34.00	507.46	97.14		
*****	CA	.134	70.00	522.38	70.00	522.38	100.00		
CD 103	130510	.067	22.00	328.35	18.00	268.65	81.81		
CD 125	130510	.400	315.00	787.50	249.00	622.50	79.04		
CD 127	130510	.200	135.00	675.00	114.00	570.00	84.44		
CD 128	130510	.200	135.00	675.00	129.00	645.00	95.55		
CD 299	130510	.316	237.38	749.77	97.50	307.95	41.07		
*****	CD	1.183	844.38	713.39	607.50	513.26	71.94		
CSIS142	070300	.399	108.00	270.67	108.00	270.67	100.00		
CSIS143	070300	.399	108.00	270.67	88.00	220.55	81.48		
CSIS144	070300	.133	36.00	270.67	20.00	150.37	55.55		
CSIS145	070300	.133	36.00	270.67	30.00	225.56	83.33		
CSIS174B	070300	.266	148.00	556.39	54.00	203.00	36.48		
CSIS175B	070300	.133	100.00	751.87	44.00	330.82	44.00		
CSIS274B	070300	.266	98.00	368.42	43.00	161.65	43.87		
CSIS275B	070300	.133	100.00	751.87	40.00	300.75	40.00		
CSIS299	070300	.200	100.00	751.87	30.00	150.00	30.00		
*****	CSIS	2.062	734.00	355.96	457.00	221.62	62.26		
CVTE225	121300	.150	69.00	460.00	51.00	340.00	73.91		
*****	CVTE	.150	69.00	460.00	51.00	340.00	73.91		
HESC150	219900	.200	60.00	300.00	28.50	142.50	47.50		
*****	HESC	.200	60.00	300.00	28.50	142.50	47.50		
NURS133	120300	1.592	384.00	241.06	351.60	220.72	91.56		
NURS135	120300	1.686	384.00	227.75	345.60	204.98	90.00		
NURS137	120300	1.684	384.00	227.97	351.60	208.73	91.56		

SUBJECT WSCH ANALYSIS  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*  
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* CENSUS CLASSES \*\*\*

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CSIS	15.855	8276.00	521.98	6398.50	403.56	77.31
CVTE100	.133	120.00	902.25	110.00	827.06	91.66
CVTE101	.267	240.00	898.87	220.00	823.97	91.66
CVTE102	1.033	480.00	464.66	440.00	425.94	91.66
CVTE103	.517	240.00	464.21	216.00	417.79	106.66
CVTE200	.433	150.00	346.42	160.00	369.51	88.88
CVTE201	.350	108.00	308.57	96.00	274.28	58.82
CVTE202	.350	102.00	291.42	60.00	171.42	88.23
CVTE203	1.875	750.00	400.00	555.00	257.14	74.00
CVTE205	.183	75.00	409.83	30.00	163.93	40.00
CVTE208	5.491	2367.00	431.06	1977.00	360.04	83.52
***** CVTE						
FS 110	.200	150.00	750.00	135.00	675.00	90.00
FS 115	.200	120.00	600.00	117.00	585.00	97.50
FS 120	.400	285.00	712.50	246.00	615.00	86.31
***** FS	.800	555.00	693.75	498.00	622.50	89.72
HESC110	.300	240.00	800.00	150.00	500.00	62.50
HESC150	.200	90.00	450.00	93.00	465.00	103.33
HESC199	.500	339.00	678.00	252.00	504.00	74.33
***** HESC						
NURS120	5.119	877.50	171.41	1080.00	210.97	123.07
NURS155A	.225	292.50	1300.00	297.00	1320.00	101.53
NURS201	.089	49.50	556.17	45.00	505.61	90.90
NURS203	1.442	420.00	291.24	360.00	249.63	85.71
NURS255A	.225	292.50	1300.00	148.50	660.00	50.76
NURS265A	.225	157.50	700.00	76.50	340.00	48.57
***** NURS	7.325	2089.50	285.24	2007.00	273.98	96.05
OTA 100	.133	70.00	526.31	58.00	436.09	82.85
OTA 101	.217	140.00	645.16	52.00	239.63	37.14
OTA 110	.350	210.00	600.00	78.00	222.85	37.14
OTA 210	.222	96.00	432.43	20.00	90.09	20.83
OTA 220	.283	120.00	424.02	25.00	88.33	20.83
OTA 230	.067	24.00	358.20	5.00	74.62	20.83
***** OTA	1.272	660.00	518.86	238.00	187.10	36.06
RESP105	.267	140.00	524.34	92.00	344.56	65.71
RESP108	.800	270.00	337.50	234.00	292.50	86.66
RESP114	.133	70.00	526.31	54.00	406.01	77.14
RESP115	.267	120.00	449.43	56.00	209.73	46.66
RESP208	.425	112.50	264.70	105.00	247.05	93.33
RESP222	2.100	315.00	150.00	147.00	70.00	46.66
***** RESP	3.992	1027.50	257.38	688.00	172.34	66.95
SLPA100	.267	120.00	449.43	80.00	299.62	66.66
SLPA200	.267	180.00	674.15	60.00	224.71	33.33

GROSSMONT COLLEGE  
GROSSMONT COLLEGE ANALYSIS  
SUBJECT WSCH ANALYSIS  
REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

DATE: 01-27-2003 12:00:20  
RUN ON: 01-27-2003 12:00:20

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	.287	144.00	500.86	85.50	297.39	59.37
AOJ 103	210500	.440	226.41	513.86	109.97	249.59	48.57
AOJ 110	210500	.200	150.00	750.00	81.00	405.00	54.00
AOJ 240	210500	.200	118.13	590.65	44.63	223.15	37.78
AOJ 262B	210500	.067	50.00	746.26	17.00	253.73	34.00
AOJ 262C	210500	.067	50.00	746.26	21.00	313.43	42.00
AOJ 262D	210500	.067	50.00	746.26	18.00	268.65	36.00
AOJ		1.329	788.54	593.28	377.10	283.72	47.82
BOT 101A	051400	.326			243.00	745.39	24300.00
BOT		.326			243.00	745.39	24300.00
BUS 120	050200	.267	100.00	374.53	90.00	337.07	90.00
BUS 121	050200	.267	100.00	374.53	90.00	337.07	90.00
BUS 128	050100	.250	96.00	384.00	69.00	276.00	71.87
BUS 164	051400	.133	30.00	225.56	28.00	210.52	93.33
BUS 251	050990	.133	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	.067	25.00	373.13	19.00	283.58	76.00
CA		.067	25.00	373.13	19.00	283.58	76.00
CD 125	130510	.200	105.00	525.00	78.00	390.00	74.28
CD 129	130510	.200	135.00	675.00	111.00	555.00	82.22
CD 148	130510	.200	135.00	675.00	114.00	570.00	84.44
CD 168	130510	.067	40.00	597.01	35.00	522.38	87.50
CD 169	130510	.067	45.00	671.64	35.00	522.38	77.77
CD 299	130510	.300	204.72	682.40	192.24	640.80	93.90
CD		1.034	664.72	642.86	565.24	546.65	85.03
CSIS105	070300	.283			120.00	424.02	12000.00
CSIS132	070300	.142			55.00	387.32	5500.00
CSIS142	070300	.399	96.00	240.60	106.00	265.66	110.41
CSIS143	070300	.266	96.00	360.90	48.00	180.45	50.00
CSIS144	070300	.133	48.00	360.90	32.00	240.60	66.66
CSIS145	070300	.133	48.00	360.90	32.00	240.60	66.66
CSIS174B	070300	.266	100.00	375.93	87.71	329.73	87.71
CSIS186A	070300	.033			11.50	348.48	1150.00
CSIS186B	070300	.033			11.50	348.48	1150.00
CSIS274B	070300	.266	100.00	375.93	97.73	367.40	97.73
CSIS275B	070300	.133	100.00	751.87	54.00	406.01	54.00
CSIS299	070300	.342			120.86	353.39	12086.00
CSIS		2.429	588.00	242.07	776.30	319.59	132.02
HESC110	219900	.200	75.00	375.00	84.00	420.00	112.00
HESC150	219900	.200	75.00	375.00	51.00	255.00	68.00
HESC299	219900	1.025	412.50	402.43	346.50	338.04	84.00
HESC		1.425	562.50	394.73	481.50	337.89	85.60

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CVTE	.150	75.00	500.00	66.00	440.00	88.00		
HESC110	.200	150.00	750.00	150.00	750.00	100.00		
HESC150	.200	149.06	745.30	122.23	611.15	82.00		
HESC206	.200	112.50	562.50	78.75	393.75	70.00		
***** HESC	.600	411.56	685.93	350.98	584.96	85.28		
NURS117	.066	35.00	530.30	22.00	333.33	62.85		
NURS118	.067	36.00	537.31	20.00	298.50	55.55		
NURS119	.067	36.00	537.31	40.00	597.01	111.11		
NURS133	2.147	516.00	240.26	477.60	222.38	92.55		
NURS135	2.148	478.88	222.94	442.99	206.23	92.50		
NURS137	1.974	479.25	242.75	425.29	215.42	88.74		
NURS211	1.640	389.25	237.30	402.23	245.21	103.33		
NURS225	1.979	388.13	396.33	258.75	264.21	66.66		
NURS231	2.033	663.57	326.30	461.26	226.81	69.51		
NURS233	1.824	631.14	345.86	462.83	253.63	73.33		
NURS235	2.202	630.00	286.10	518.00	235.24	82.22		
NURS299	.133	49.69	373.60	25.84	194.28	52.00		
***** NURS	15.282	4332.91	283.51	3556.79	232.73	82.08		

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

22.986	7985.57	347.40	6538.31	284.44	81.87
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SKDS71-IN  
 RUN ON: 06-16-2003 08:27:12  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
HESC112 219900	.084	2.00	23.80	1.90	22.61	95.00	
***** HESC	.084	2.00	23.80	1.90	22.61	95.00	
***** BUSINESS AND PROFESSIONAL STUDIES *****							
	.084	2.00	23.80	1.90	22.61	95.00	



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

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296	070300	.350	144.00	411.42	132.00	377.14	91.66	
CSIS299	070300	.200	72.00	360.00	48.00	240.00	66.66	
*****	CSIS	12.923	6858.00	530.66	5683.00	439.74	82.86	
CVTE100	121300	.133	120.00	902.25	106.00	796.99	88.33	
CVTE101	121300	.267	240.00	898.87	212.00	794.00	88.33	
CVTE102	121300	1.033	480.00	464.66	424.00	410.45	88.33	
CVTE103	121300	.517	240.00	464.21	212.00	410.05	88.33	
CVTE200	121300	.433	200.00	461.89	186.00	429.56	100.00	
CVTE201	121300	.350	108.00	308.57	108.00	308.57	100.00	
CVTE202	121300	.350	102.00	291.42	108.00	308.57	105.88	
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58	
CVTE205	121300	2.400	750.00	312.50	720.00	300.00	96.00	
CVTE208	121300	.183	75.00	409.83	54.00	295.08	72.00	
*****	CVTE	6.016	2417.00	401.76	2202.00	366.02	91.10	
FS 110	130400	.200	120.00	600.00	150.00	750.00	125.00	
FS 115	130400	.200	135.00	675.00	114.00	570.00	84.44	
FS 120	130400	.400	246.00	615.00	222.00	555.00	90.24	
*****	FS	.800	501.00	626.25	486.00	607.50	97.00	
HESC110	219900	.200	90.00	450.00	84.00	420.00	93.33	
HESC150	219900	.200	90.00	450.00	51.00	255.00	56.66	
*****	HESC	.400	180.00	450.00	135.00	337.50	75.00	
NURS120	120300	3.380	810.00	239.60	796.50	235.60	98.33	
NURS201	120300	.089	49.50	556.17	45.00	505.61	90.90	
NURS203	120300	1.583	480.00	303.22	408.00	257.73	85.00	
NURS255A	120300	.225	292.50	1300.00	256.50	1140.00	87.69	
NURS265A	120300	.225	157.50	700.00	108.00	480.00	68.57	
*****	NURS	5.502	1789.50	325.20	1614.00	293.31	90.19	
OTA 100	121800	.133	70.00	526.31	44.00	330.82	62.85	
OTA 101	121800	.217	140.00	645.16	68.00	313.36	48.57	
OTA 110	121800	.350	210.00	600.00	90.00	257.14	42.85	
OTA 210	121800	.222	96.00	432.43	44.00	198.19	45.83	
OTA 220	121800	.283	120.00	424.02	55.00	194.34	45.83	
OTA 230	121800	.067	24.00	358.20	11.00	164.17	45.83	
*****	OTA	1.272	660.00	518.86	312.00	245.28	47.27	
RESP105	121000	.267	140.00	524.34	88.00	329.58	62.85	
RESP108	121000	.800	270.00	337.50	198.00	247.50	73.33	
RESP114	121000	.133	70.00	526.31	46.00	345.86	65.71	
RESP115	121000	.267	120.00	449.43	88.00	329.58	73.33	
RESP208	121000	.650	225.00	346.15	165.00	253.84	73.33	
RESP222	121000	2.100	315.00	150.00	231.00	110.00	73.33	
*****	RESP	4.217	1140.00	270.33	816.00	193.50	71.57	
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00	
SLPA115	122000	.133	60.00	451.12	32.00	240.60	53.33	

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
AOJ 102	308	144.00	467.53	117.00	379.87	81.25
AOJ 103	447	227.50	508.94	221.00	494.40	97.14
AOJ 110	200	150.00	750.00	114.00	570.00	76.00
AOJ 262B	067	62.50	932.83	12.50	186.56	20.00
AOJ	1.022	584.00	571.42	464.50	454.50	79.53
BUS 120	267	200.00	749.06	216.00	808.98	108.00
BUS 121	267	200.00	749.06	212.00	794.00	106.00
BUS 251	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	067	25.00	373.13	29.00	432.83	116.00
CA 166	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	400	330.00	825.00	213.00	532.50	64.54
CD 138	200	160.00	800.00	56.00	280.00	35.00
CD 160	200	270.00	1350.00	102.00	510.00	37.77
CD	800	760.00	950.00	371.00	463.75	48.81
CSIS105	283			109.73	387.73	10973.00
CSIS132	142			55.00	387.32	5500.00
CSIS142	399	108.00	270.67	110.00	275.68	101.85
CSIS143	266	108.00	406.01	46.00	172.93	42.59
CSIS145	133	48.00	360.90	38.00	285.71	79.16
CSIS173B	133	100.00	751.87	98.00	736.84	98.00
CSIS174B	266	100.00	375.93	95.65	359.58	95.65
CSIS175B	133	50.00	375.93	12.00	90.22	24.00
CSIS186A	033			11.00	333.33	1100.00
CSIS186B	033			11.00	333.33	1100.00
CSIS274B	266	100.00	375.93	84.00	315.78	84.00
CSIS275B	133	100.00	751.87	30.00	225.56	30.00
CSIS280	342			43.86	329.77	4386.00
CSIS299	2.695	714.00	264.93	117.86	344.61	11786.00
CSIS				862.10	319.88	120.74
HESC110	200	150.00	750.00	153.00	765.00	102.00
HESC150	200	150.00	750.00	120.00	600.00	80.00
HESC	400	300.00	750.00	273.00	682.50	91.00
NURS118	201	189.25	941.54	135.55	674.37	71.62
NURS119	201	250.00	1243.78	149.00	741.29	59.60
NURS135	838	180.00	214.69	174.00	207.53	96.66
NURS140	266	140.00	526.31	104.00	390.97	74.28
NURS205	993	180.00	181.26	186.00	187.31	103.33
NURS223	4.781	1049.13	219.41	999.25	208.98	95.24
NURS225	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

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
RESP112 121000	.600	120.00	120.00	200.00	63.00	105.00	52.50
***** RESP	.600	120.00	120.00	200.00	63.00	105.00	52.50

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

17.286 5796.38 335.31 5152.40 298.06 88.88

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J 100	210500	.233	138.38	593.90	126.08	541.11	91.11	
A0J 101	210500	.083	59.25	713.85	333.58	404.57	56.67	
A0J 110	210500	.200	150.00	750.00	81.00	405.00	54.00	
A0J 142	210500	.200	150.00	750.00	102.00	510.00	68.00	
A0J 251A	210500	.167	100.00	598.80	87.50	523.95	87.50	
A0J 251B	210500	.167	80.00	479.04	75.00	449.10	93.75	
A0J 299	210500	.949	721.97	760.12	385.05	405.40	53.33	
***** A0J	1399.60	1.999	699.86	890.21	445.14	63.60		
BUS 086	051400	.267	20.00	74.85	52.00	194.61	260.00	
BUS 120	050200	.267	200.00	749.06	212.00	794.00	106.00	
BUS 121	050200	.267	200.00	749.06	192.00	719.10	96.00	
BUS 252	050900	.100	72.00	720.00	34.50	345.00	47.91	
BUS 256	050990	.133	99.69	749.54	47.85	359.77	47.99	
BUS 257	050990	.100	36.00	360.00	19.50	195.00	54.16	
***** BUS	627.69	1.134	553.42	491.84	557.85	88.87		
CA 163	130630	.067	35.00	522.38	33.00	492.53	94.28	
CA 166	130630	.067	35.00	522.38	28.00	417.91	80.00	
***** CA	70.00	.134	522.38	455.22	61.00	87.14		
CD 125	130510	.400	315.00	787.50	213.00	532.50	67.61	
CD 128	130510	.200	135.00	675.00	117.00	585.00	86.66	
CD 299	130510	.067	45.00	671.64	31.00	462.68	68.88	
***** CD	495.00	.667	742.12	361.00	361.00	72.92		
CSIS142	070300	.266	104.00	390.97	92.00	345.86	88.46	
CSIS143	070300	.266	104.00	390.97	82.00	308.27	78.84	
CSIS144	070300	.133	48.00	360.90	28.00	210.52	58.33	
CSIS145	070300	.133	48.00	360.90	34.00	255.63	70.83	
CSIS172	070300	.133	100.00	751.87	34.00	255.63	34.00	
CSIS173B	070300	.133	100.00	751.87	88.00	661.65	88.00	
CSIS174B	070300	.133	48.00	360.90	38.00	285.71	79.16	
CSIS274B	070300	.133	48.00	360.90	40.00	300.75	83.33	
***** CSIS	600.00	1.330	451.12	436.00	436.00	72.66		
CVTE225	121300	.150	75.00	500.00	78.00	520.00	104.00	
***** CVTE	75.00	.150	500.00	520.00	78.00	104.00		
HESC205	219900	.200	150.00	750.00	75.00	375.00	50.00	
HESC206	219900	.200	150.00	750.00	72.00	360.00	48.00	
***** HESC	300.00	.400	750.00	367.50	147.00	49.00		
NURS110	120300	.383	174.57	455.79	139.65	364.62	79.99	
NURS117	120300	.066	35.00	530.30	21.00	318.18	60.00	
NURS119	120300	.067	36.00	537.31	13.00	194.02	36.11	
NURS133	120300	1.684	384.00	228.00	358.80	213.03	93.43	
NURS135	120300	1.685	359.25	213.12	335.25	198.89	93.31	
NURS137	120300	1.638	359.25	219.20	323.33	197.28	90.00	

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES  
 \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 299 130510	.033	22.50	681.81	10.50	318.18	46.66	
***** CD	.033	22.50	681.81	10.50	318.18	46.66	
HESC112 219900	.184	2.00	10.86	1.35	7.33	67.50	
***** HESC	.184	2.00	10.86	1.35	7.33	67.50	

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

.217	24.50	112.90	11.85	54.60	48.36
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SKT.371-INS  
 RUN ON: 10-31-2005 10:22:57  
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

GROSSMONT COLLEGE SUBJECT WSCH ANALYSIS									
DIVISION -- BUSINESS AND PROFESSIONAL STUDIES									
*** CENSUS CLASSES ***									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX		
*****	CSIS	10.709	5706.00	532.82	4601.00	429.63	80.63		
CVTE100	121300	.133	120.00	902.25	110.00	827.06	91.66		
CVTE101	121300	.267	240.00	898.87	220.00	823.97	91.66		
CVTE102	121300	1.033	480.00	464.66	440.00	425.94	91.66		
CVTE103	121300	.517	240.00	464.21	220.00	425.53	91.66		
CVTE200	121300	.433	150.00	346.42	176.00	406.46	117.33		
CVTE201	121300	.350	108.00	308.57	96.00	274.28	88.88		
CVTE202	121300	.350	102.00	291.42	108.00	308.57	105.88		
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58		
CVTE205	121300	2.075	750.00	361.44	690.00	332.53	92.00		
CVTE208	121300	.183	75.00	409.83	57.00	311.47	76.00		
*****	CVTE	5.691	2367.00	415.91	2189.00	384.64	92.47		
FS 110	130400	.200	135.00	675.00	141.00	705.00	104.44		
FS 115	130400	.200	135.00	675.00	114.00	570.00	84.44		
FS 120	130400	.400	285.00	712.50	177.00	442.50	62.10		
*****	FS	.800	555.00	693.75	432.00	540.00	77.83		
HESC110	219900	.200	90.00	450.00	84.00	420.00	93.33		
HESC150	219900	.200	90.00	450.00	69.00	345.00	76.66		
*****	HESC	.400	180.00	450.00	153.00	382.50	85.00		
NURS000	120300	2.408	1020.00	423.55	37.00	37.00	3700.00		
NURS120	120300	.089	52.50	589.88	680.00	282.36	66.66		
NURS201	120300	1.122	420.00	374.33	42.00	471.91	80.00		
NURS203	120300	.225	292.50	1300.00	336.00	299.46	80.00		
NURS255A	120300	.225	157.50	700.00	211.50	940.00	72.30		
NURS255B	120300	.225	157.50	700.00	90.00	400.00	57.14		
NURS265A	120300	.225	157.50	700.00	108.00	480.00	68.57		
*****	NURS	4.294	2100.00	489.03	1504.50	350.35	71.64		
OTA 100	121800	.133	70.00	526.31	36.00	270.67	51.42		
OTA 101	121800	.217	140.00	645.16	56.00	258.06	40.00		
OTA 110	121800	.350	210.00	600.00	84.00	240.00	40.00		
OTA 210	121800	.222	96.00	432.43	52.00	234.23	54.16		
OTA 220	121800	.283	120.00	424.02	65.00	229.68	54.16		
OTA 230	121800	.067	24.00	358.20	13.00	194.02	54.16		
*****	OTA	1.272	660.00	518.86	306.00	240.56	46.36		
RESP105	121000	.267	140.00	524.34	172.00	644.19	122.85		
RESP108	121000	1.100	405.00	368.18	387.00	351.81	95.55		
RESP114	121000	.133	90.00	676.69	86.00	646.61	95.55		
RESP115	121000	.267	120.00	449.43	80.00	299.62	66.66		
RESP208	121000	.650	225.00	346.15	142.50	219.23	63.33		
RESP222	121000	2.100	315.00	150.00	199.50	95.00	63.33		
*****	RESP	4.517	1295.00	286.69	1067.00	236.21	82.39		
SLPA100	122000	.267	140.00	524.34	100.00	374.53	71.42		
SLPA115	122000	.133	70.00	526.31	40.00	300.75	57.14		
SLPA205	122000	.267	140.00	524.34	56.00	209.73	40.00		

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102 210500	.308	144.00	467.53	117.00	379.87	81.25
AOJ 103 210500	.446	227.50	509.06	195.00	436.33	85.71
AOJ 107 210500	.945	726.00	767.60	703.31	743.61	96.87
AOJ 110 210500	.400	261.00	652.50	171.00	427.50	65.51
AOJ 250D 210500	.100	58.50	585.00	19.01	190.10	32.49
AOJ 262A 210500	.067	50.00	746.26	18.00	268.65	36.00
***** AOJ	2.267	1467.00	646.91	1223.32	539.45	83.38
BUS 120 050200	.267	200.00	749.06	228.00	853.93	114.00
BUS 121 050200	.267	100.00	374.53	108.00	404.49	108.00
BUS 251 050990	.134	69.38	517.76	57.81	431.41	83.32
***** BUS	.668	369.38	552.96	393.81	589.53	106.61
CA 163 130630	.067	25.00	373.13	22.00	328.35	88.00
CA 166 CA	.067	40.00	597.01	25.00	373.13	62.50
***** CA	.134	65.00	485.07	47.00	350.74	72.30
CD 125 130510	.400	330.00	825.00	255.00	637.50	77.27
CD 128 CD	.200	135.00	675.00	117.00	585.00	86.66
***** CD	.600	465.00	775.00	372.00	620.00	80.00
CSIS142 070300	.266	112.00	421.05	90.00	338.34	80.35
CSIS143 070300	.266	112.00	421.05	76.00	285.71	67.85
CSIS144 070300	.133	56.00	421.05	18.00	135.33	32.14
CSIS145 070300	.133	56.00	421.05	18.00	135.33	32.14
CSIS172 070300	.133	100.00	751.87	66.00	496.24	66.00
CSIS173B 070300	.133	100.00	751.87	44.00	330.82	44.00
CSIS175B 070300	.133	50.00	375.93	31.00	233.08	62.00
CSIS299 CSIS	.133	56.00	421.05	40.00	300.75	71.42
***** CSIS	1.330	642.00	482.70	383.00	287.96	59.65
HESC110 219900	.200	150.00	750.00	129.00	645.00	86.00
HESC150 219900	.200	168.75	843.75	155.25	776.25	92.00
HESC299 HESC	.200	105.00	525.00	36.00	180.00	34.28
***** HESC	.600	423.75	706.25	320.25	533.75	75.57
NURS118 120300	.067	35.00	522.38	28.00	417.91	80.00
NURS119 120300	.067	35.00	522.38	35.00	522.38	100.00
NURS140 120300	.266	140.00	526.31	80.00	300.75	57.14
NURS205 120300	.993	180.00	181.26	156.00	157.09	86.66
NURS299 NURS	5.476	1645.00	300.36	1146.00	209.25	69.66
***** NURS	6.869	2035.00	296.23	1445.00	210.34	71.00
RESP112 121000	1.200	135.00	112.50	129.00	107.50	95.55
***** RESP	1.200	135.00	112.50	129.00	107.50	95.55

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 100	.208	138.38	665.28	95.33	458.31	68.89
AOJ 101	.083	44.44	535.42	25.18	303.37	56.66
AOJ 104	.950	717.19	754.93	270.94	285.20	37.77
AOJ 107	.979	605.31	618.29	665.84	680.12	109.99
AOJ 110	.400	261.00	652.50	174.00	435.00	66.66
AOJ 142	.200	135.00	675.00	75.00	375.00	55.55
***** AOJ	2.820	1901.32	674.22	1306.29	463.22	68.70
BUS 120	.534	300.00	561.79	296.00	554.30	98.66
BUS 121	.534	400.00	749.06	356.00	666.66	89.00
BUS 252	.100	72.00	720.00	27.00	270.00	37.50
BUS 256	.133	99.69	749.54	31.90	239.84	31.99
BUS 257	.100	36.00	360.00	13.50	135.00	37.50
***** BUS	1.401	907.69	647.88	724.40	517.05	79.80
CA 163	.067	35.00	522.38	35.00	522.38	100.00
CA 166	.067	35.00	522.38	26.00	388.05	74.28
***** CA	.134	70.00	522.38	61.00	455.22	87.14
CD 125	.200	180.00	900.00	174.00	870.00	96.66
CD 129	.200	135.00	675.00	81.00	405.00	60.00
CD 137	.200	135.00	675.00	105.00	525.00	77.77
CD 299	.133	90.00	676.69	50.00	375.93	55.55
***** CD	.733	540.00	736.69	410.00	559.34	75.92
CSIS110	.700	540.00	771.42	438.00	625.71	81.11
CSIS142	.266	104.00	390.97	74.00	278.19	71.15
CSIS143	.266	104.00	390.97	50.00	187.96	48.07
CSIS172	.133	100.00	751.87	48.00	360.90	48.00
CSIS173B	.133	100.00	751.87	96.00	721.80	96.00
CSIS174B	.133	48.00	360.90	22.00	165.41	45.83
CSIS274B	.133	48.00	360.90	22.00	150.37	41.66
CSIS299	.266	112.00	421.05	64.00	240.60	57.14
***** CSIS	2.030	1156.00	569.45	812.00	400.00	70.24
CVTE225	.150	75.00	500.00	39.00	260.00	52.00
CVTE299	.200	225.00	1125.00	75.00	375.00	33.33
***** CVTE	.350	300.00	857.14	114.00	325.71	38.00
HESC205	.200	150.00	750.00	39.00	195.00	26.00
HESC206	.200	150.00	750.00	51.00	255.00	34.00
***** HESC	.400	300.00	750.00	90.00	225.00	30.00
NURS110	.542	212.50	391.84	243.75	449.47	114.70
NURS117	.066	30.00	454.54	29.50	446.96	98.33
NURS118	.067	18.00	268.65	23.00	343.28	127.77
NURS119	.067	35.00	522.38	38.00	567.16	108.57
NURS130	1.600	360.00	225.00	324.00	202.50	90.00
NURS132	1.600	360.00	225.00	333.00	208.12	92.50



DIVISION -- BUSINESS AND PROFESSIONAL STUDIES \*\*\* POSITIVE ATTENDANCE \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 299	130500	.201	135.00	671.64	77.00	383.08	57.03	
*****	CD	.201	135.00	671.64	77.00	383.08	57.03	
HESC112	219900	.184	4.00	21.73	2.60	14.13	65.00	
*****	HESC	.184	4.00	21.73	2.60	14.13	65.00	

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

.385	139.00	361.03	79.60	206.75	57.26
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE201	121300	.350	96.00	274.28	96.00	274.28	100.00
CVTE202	121300	.350	96.00	274.28	108.00	308.57	112.50
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58
CVTE205	121300	2.225	750.00	337.07	675.00	303.37	90.00
CVTE208	121300	.183	48.00	262.29	54.00	295.08	112.50
CVTE299	121300	.200	150.00	750.00	60.00	300.00	40.00
*****	CVTE	6.041	2472.00	409.20	2154.00	356.56	87.13
FS 110	130100	.200	135.00	675.00	129.00	645.00	95.55
FS 115	130100	.400	300.00	750.00	189.00	472.50	63.00
FS 120	130100	.400	285.00	712.50	159.00	397.50	55.78
*****	FS	1.000	720.00	720.00	477.00	477.00	66.25
HESC110	219900	.200	90.00	450.00	96.00	480.00	106.66
HESC150	219900	.200	90.00	450.00	63.00	315.00	70.00
*****	HESC	.400	180.00	450.00	159.00	397.50	88.33
NURS120	120300	2.966	680.00	229.26	680.00	229.26	100.00
NURS155A	120300	.225	270.00	1200.00	4.50	20.00	1.66
NURS203	120300	1.700	420.00	247.05	444.00	261.17	105.71
NURS265A	120300	.225	157.50	700.00	130.50	580.00	82.85
*****	NURS	5.116	1527.50	298.57	1259.00	246.09	82.42
OTA 100	121800	.133	70.00	526.31	66.00	496.24	94.28
OTA 101	121800	.350	140.00	645.16	92.00	423.96	65.71
OTA 110	121800	.217	210.00	600.00	138.00	394.28	65.71
OTA 210	121800	.222	96.00	432.43	36.00	162.16	37.50
OTA 220	121800	.283	120.00	424.02	45.00	159.01	37.50
OTA 230	121800	.067	24.00	358.20	9.00	134.32	37.50
*****	OTA	1.272	660.00	518.86	386.00	303.45	58.48
RESP105	121000	.267	180.00	674.15	172.00	644.19	95.55
RESP108	121000	1.100	405.00	368.18	387.00	351.81	95.55
RESP114	121000	.133	100.00	751.87	86.00	646.61	86.00
RESP201	121000	.267	140.00	524.34	136.00	509.36	97.14
RESP208	121000	.650	240.00	369.23	255.00	392.30	106.25
RESP222	121000	3.150	367.50	116.66	357.00	113.33	97.14
*****	RESP	5.567	1432.50	257.31	1393.00	250.22	97.24
SLPA100	122000	.267	140.00	524.34	60.00	224.71	42.85
SLPA115	122000	.133	70.00	526.31	26.00	195.48	37.14
SLPA199	122000	.267	21.00	21.00	21.00	21.00	100.00
SLPA205	122000	.067	140.00	524.34	40.00	149.81	28.57
SLPA216	122000	.067	20.00	298.50	10.00	149.25	50.00
SLPA218	122000	.801	20.00	298.50	10.00	149.25	50.00
*****	SLPA	1.801	411.00	513.10	167.00	208.48	40.63

ROSSMONT COLLEGE  
SUBJECT WSCH ANALYSIS  
\*\*\* ALL SHORT TERM CLASSES \*\*\*

0105-2006 08:19:56  
REPORT INCLUDES: GROSSMONT COLLEGE ONLY \*\*\* ALL SHORT TERM CLASSES \*\*\*

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	WSCH/FTEF	% OF MAX
AOJ 102	210500	.307	225.00	730.75	54.00	175.38	24.00		
AOJ 103	210500	.446	325.00	728.04	91.00	203.85	28.00		
AOJ 107	210500	.979	828.00	845.32	310.50	316.99	37.50		
AOJ 110	210500	.400	300.00	750.00	207.00	517.50	69.00		
AOJ 262B	210500	.067	50.00	746.26	12.00	179.10	24.00		
*****	AOJ	2.200	1728.00	785.16	674.50	306.47	39.03		
BOT 164	051400	.133	60.00	451.12	38.00	285.71	63.33		
*****	BOT	.133	60.00	451.12	38.00	285.71	63.33		
BUS 120	050200	.534	400.00	749.06	380.00	711.61	95.00		
BUS 121	050200	.534	400.00	749.06	316.00	591.76	79.00		
BUS 251	050990	.133	60.00	448.76	68.00	508.60	113.33		
*****	BUS	1.201	860.00	715.65	764.00	635.76	88.83		
CA 163	130630	.067	25.00	373.13	20.00	298.50	80.00		
CA 166	130630	.067	40.00	597.01	29.00	432.83	72.50		
*****	CA	.134	65.00	485.07	49.00	365.67	75.38		
CD 125	130500	.200	180.00	900.00	135.00	675.00	75.00		
CD 136	130500	.200	135.00	675.00	84.00	420.00	62.22		
CD 137	130500	.200	153.00	765.00	78.20	391.00	51.11		
CD 174	130500	.200	82.50	412.50	116.25	581.25	140.90		
CD 299	130500	.200	135.00	675.00	141.00	705.00	104.44		
*****	CD	1.000	685.50	685.50	554.45	554.45	80.88		
CSIS110	070100	.700	270.00	385.71	201.00	287.14	74.44		
CSIS142	070100	.266	112.00	421.05	78.00	293.23	69.64		
CSIS143	070100	.263	112.00	425.85	70.00	266.15	62.50		
CSIS172	070100	.133	100.00	751.87	28.00	210.52	28.00		
CSIS174B	070100	.133	100.00	751.87	86.00	646.61	86.00		
CSIS175B	070100	.133	100.00	751.87	90.00	676.69	90.00		
CSIS299	070100	.133	56.00	421.05	22.00	165.41	39.28		
*****	CSIS	1.761	850.00	482.68	575.00	326.51	67.64		
HESC099	219900	.200	150.00	750.00	168.00	840.00	112.00		
HESC110	219900	.200	149.06	745.30	166.95	834.75	112.00		
HESC150	219900	.200	168.75	843.75	114.75	573.75	68.00		
*****	HESC	.600	467.81	779.68	449.70	749.50	96.12		
NURS118	120300	.067	35.00	522.38	17.00	253.73	48.57		
NURS119	120300	.067	35.00	522.38	26.00	388.05	74.28		
NURS130	120300	.800	180.00	225.00	180.00	225.00	100.00		
NURS132	120300	1.900	459.00	241.57	342.00	180.00	74.50		
NURS201	120300	.089	52.50	589.88	60.00	674.15	114.28		
NURS205	120300	1.111	150.00	134.95	175.00	157.44	116.66		
NURS220	120300	1.600	324.00	202.50	288.00	180.00	88.88		
NURS222	120300	1.600	324.00	202.50	324.00	202.50	100.00		

APPENDIX 13

**13. Fiscal Year FTES Analysis By Program Report**

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

	01/02	02/03	03/04	04/05	05/06
<u><b>Health Science (2199.00)</b></u>					
Course #					
HESC 099					
HESC 110					
HESC 112					
HESC 150					
HESC 199					
HESC 205					
HESC 206					
HESC 207					
HESC 299					
FTES					
Summer	11	122	206	0	0
Fall	778	734	408	473	609
Spring	333	353	148	93	263
Total WSCH	<u>1,122</u>	<u>1,209</u>	<u>763</u>	<u>566</u>	<u>871</u>
Total FTES	<u>37.41</u>	<u>40.29</u>	<u>25.42</u>	<u>18.86</u>	<u>29.04</u>
Top 219900 Health Science - Unrestricted	<u>\$63,514</u>	<u>\$51,730</u>	<u>\$46,919</u>	<u>\$24,894</u>	<u>\$43,027</u>
Costs per FTES	<u>\$1,697.78</u>	<u>\$1,283.94</u>	<u>\$1,845.75</u>	<u>\$1,319.94</u>	<u>\$1,481.65</u>
219900 Health Science - Restricted	\$0	\$0	\$0	\$0	\$0

APPENDIX 14

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 2004	Spring 2005
2. Enrollment					202	172	153	110	178	68
3. Earned WSCH/FTEF	293	419	294	327	381	516	510	254	473	159
4. Total FTES	37.41		40.29		25.42		18.86		29.04	
5. Cost/FTES	1697.78		1283.94		1845.75		1319.94		1481.65	
6. Total Cost/Fiscal Year		63,514		51,730		46,919		24,894		43,027
7. Total Revenue		130,935		141,015		88,970		66,010		101,640
8. Other Revenue		0		0		0		0		0

**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.