

**DEPARTMENT OF COMMUNICATION
ACADEMIC PROGRAM REVIEW
VOLUME 1 – REPORT**

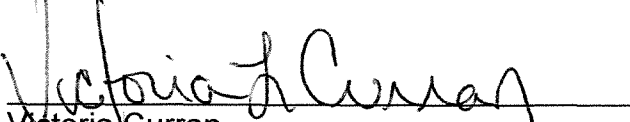


**GROSSMONT
COLLEGE**

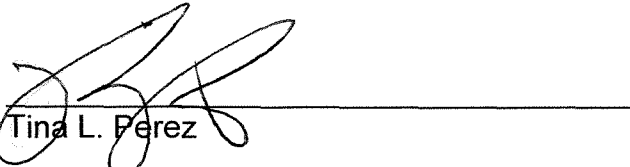
FALL 2010

**This Academic Program Review Document is Respectfully Submitted
By the Full-Time Faculty of the Department of Communication:**

Joel Castellaw



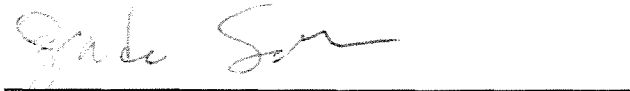
Victoria Curran



Tina L. Perez

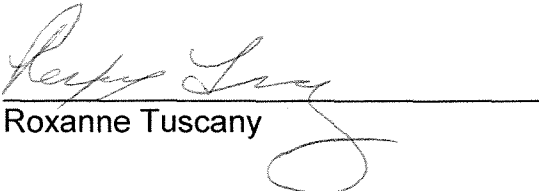


Denise Schulmeyer



Jade Solan

Sheri Strothers



Roxanne Tuscany

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Lisa Stefani, Adjunct Instructor
Kimberlee Wirig, Adjunct Instructor
Sheri Strothers, Assistant Professor of Communication
Roxanne Tuscany, Professor of Communication

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.

Speech classes have been offered at Grossmont College since the college first opened its doors in 1961, and the Speech department was created when the college began officially forming departments three years later. The name of the department evolved over the years from the Speech department to Speech Communication and finally to its current name, the Communication department, a change that was adopted in 2001.

Throughout the years the department has been on the leading edge of curriculum development. We were the first department in the area to offer courses in interpersonal communication, intercultural communication, interracial communication, and on-line global communication. Our online offerings have increased to include interpersonal communication and intercultural communication. One of the most widely used textbooks for interpersonal communication courses was developed by faculty members and authors Ron Adler and Neil Towne, using the course outline that our department had developed. This textbook, Looking Out/Looking In, is now in its 13th edition and has been used by well over a million readers.

The department now offers three courses in a fully online format. Interpersonal Communication has been offered since Fall 2008, and is currently offered in both eight- and sixteen-week formats as well as in summer school. Intercultural Communication has been offered since Fall 2009, and our inaugural online course, Global Communication, is still going strong after 13 years.

The department has a history of contributing to the college at large and to the community as a whole, largely through its Forensics program. The Forensics (Speech and Debate) Team was instrumental in gaining favorable publicity for the college when the college was founded. The team has had continued success over the years, garnering numerous awards for Grossmont College, including a First Place team award at the 1996 Nationals Tournament. Roxanne Tuscany, director of the program, was awarded the prestigious Jack Howe award in 2000 by the Pacific Southwest Collegiate Forensics Association in acknowledgement of her leadership and service to the Forensics community in our region. In 2007, the team began to compete internationally by going to China where the team finished in 5th place in a world debate competition. They have continued to travel internationally in 2008, at the International Forensic Tournament in London, England, and in China in 2010.

Roxanne Tuscany was recognized for her contributions to the college and her dedication to her students by being designated as Distinguished Faculty member in 2009.

All of the aforementioned workshops were very well received, verifying our progress toward the first part of our goal.

As for the second part of our goal, to support ongoing efforts of department members to remain current in the discipline, we had mixed results. Through our own efforts of facilitating workshops and conducting individual research, we have been able to maintain some currency in our discipline. However, we strongly believe that the best way to remain current in our discipline (in any discipline, really), is to attend conferences where we can learn about the latest research in the field, including the burgeoning field of Computer-Mediated Communication, and network with Communication colleagues from all over the world.

We believe that our least successful goal from the Six-Year Plan was area I, Staffing Needs. Specifically, our goal was to add another full-time instructor who can serve as a coach for the Forensics program, increasing the number of coaches from one to two. With the large number of hours that must be spent weekly working one-on-one with each student, it is very difficult for one coach to serve the number of students that the college wants us to serve in this course.

1.3 Your program 6-year plan in Appendix 1 contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

Here are the recommendations from the last Program Review, along with the changes that have been made in the program:

1. Upgrade the classroom and lab video and audio equipment to digital format.

We have indeed upgraded the classroom and lab video and audio equipment to digital format (see also section 6.7 for more on this).

2. Redesign the classrooms to better facilitate teaching and learning for small group interaction.

We have not made progress for item 2, as it would require at the very least new desks (similar to those in room 21-235), and at most, a physical remodeling.

3. Provide a soundproof dedicated space designed for use by the forensics team. We now have a soundproof dedicated space for use by the forensics team in one of the trailers near the theater. We believe this to be a temporary location, and anxiously await the 200 remodel, with a proper forensics squad room.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

All Communication courses reflect currency in the field in a number of ways. First, each course uses the most recent edition of the relevant course textbook, which of course includes the most up-to-date communication research. Second, all courses are taught using subject-relevant examples from current affairs and mass media. Third, a variety of methods of instruction are utilized, to attend to the needs of students from various backgrounds and learning styles. These methods include exams, writing, film analysis, group work, active discussion, and other activities. Fourth, recent media resources in the field, including DVDs, were ordered by the department for purchase by Grossmont's Library system and are available in Grossmont's library collection. Finally, each Communication course utilizes technology as appropriate and relevant for that specific course.

Two Communication courses underwent significant revisions since the last Program Review: COMM 144 and COMM 137.

The title of COMM 144 was changed from "Interracial Communication" to "Communication Studies: Race and Ethnicity", and the outline itself was revised to reflect trends in the relevant literature and in Communication and Ethnic Studies programs nationwide. The title change can attract students to the course, facilitate successful transfer, and appeal to potential employers.

The title of COMM 137 was changed from "Small Group Communication" to "Critical Thinking in Group Communication". This change was made to more accurately reflect what is taught in this course.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.

A majority of our faculty members agreed or strongly agreed with the survey statements "I received an orientation to the college, dept., and the classes including..." All new faculty are given copies of course outlines and SLOs for the classes they are assigned to teach. New faculty are also oriented to academic standards and department practices during one-on-one meetings with the department chair, and these standards and practices are reinforced in regularly-held department meetings during the semester (primarily for full-time faculty) and in meetings held during Professional Development

Week (for full- and part-time faculty). In these meetings, issues and concerns related to administrative policies, student problems, curriculum, etc., are discussed.

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

Department members keep their instruction current through ongoing professional development. For example, many of our department members have attended conferences and workshops that present current research and practices in the Communication discipline, as well as conferences and workshops to enhance teaching strategies and effectiveness, often paying for these conferences with their own personal funds. Sheri Strothers attended the 2009 Foundation for Critical Thinking International Conference in Berkeley. Denise Schulmeyer, Joel Castellaw, and Sheri Strothers attended the 2006 Western States Communication Association annual convention in Palm Springs. Jade Solan attended the White Privilege Conference in 2008. Denise Schulmeyer attended the 2008 National Communication Association annual convention in San Diego. Roxanne Tuscany attended (and presented at) the 2010 National Communication Association annual convention in San Francisco. Denise Schulmeyer has attended workshops sponsored by the Basic Skills Initiative.

In addition to attending conferences and workshops, our faculty members are also involved with community groups that are in touch with working professionals, so as to provide a broader perspective in the classroom. For example, Sheri Strothers has been a participant with the East County Chamber of Commerce's *Leadership East County* program.

Further, individual instructors frequently review materials related to instruction to ensure that course content is current and relevant for students. For example, Victoria Curran recently switched to a different Interpersonal Communication text, one that is more reflective of current trends in Communication research and theory. Jade Solan made significant revisions for the Communication Studies: Race and Ethnicity course to include the latest research. New materials include use of the "Racism Review Blog", a blog maintained by Ethnic Studies expert Joe Feagin of Texas A&M University.

2.4 Analyze the data in Appendix 3 - Grade Distribution Summary Report. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

No unusual retention patterns or grading variances were found in the data. There is a general trend in the department for there to be a higher number of B grades relative to other grades. This is likely because of two things: One, Communication courses generally involve the improvement of skills that students already possess, and two, it is very easy for students to see the relevancy and importance of effective communication skills in their lives.

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

The department has determined core areas that must be taught. These are clearly delineated in course outlines. Faculty also engage in dialogue about the various ways in which they cover these core areas and means of evaluation. Further, discussions surrounding the implementation and measurement of course SLOs has resulted in consistency in grading of areas related to the SLOs.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

There have been no new courses or programs developed since the last program review, nor are any in development.

2.7 How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

Current issues continue to be a mainstay of our curriculum. Various courses in the department call on students to explore and articulate their positions on environmental, societal, ethical, and political issues, notably Public Speaking, Advanced Public Speaking, Critical Thinking in Group Communication, Argumentation, Communication Studies: Race and Ethnicity, Intercultural Communication, and Intercollegiate Forensics. Examples of topics include euthanasia, gay marriage, global warming, abortion, the wars in Iraq and Afghanistan, and creationism vs. evolution, just to name a few. Further, Interpersonal Communication incorporates the study of the impact that technology has on the communication process. For example, class discussions involving computer-mediated communication include the ethical considerations of anonymous postings on web blogs and other channels of online communication, and the efficacy and appropriateness of computer-mediated communication versus face-to-face communication.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)

The overall retention and success rates of distance learning sections are 70% and 52%, respectively. The numbers are trending several percentage points higher than they were when we first offered distance learning classes (8% and 10% higher, respectively). This is lower than our face-to-face retention and success rates (83% and 72%, respectively). The lower rates of retention and success for distance learning classes mirror those of the college as a whole, as well as colleges and universities nationally. Possible reasons for these lower rates is that students do not realize that distance learning classes require different time commitments than for face-to-face sections. Further, distance

learning classes require stronger time- and priority management skills than face-to-face classes.

2.9 If applicable, list the courses in the program that are duplicated at Cuyamaca College and are not aligned. Comment on the current status and describe the plans for alignment.

All Communication courses that are offered at both colleges have been aligned.

2.10 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

We have no courses that are formally articulated with high schools.

2.11 Consult with the articulation officer and review both 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 program ensures that articulations with key four-year universities are current.

The following courses transfer to the CSU system: 120, 122, 123, 124, 128, 135, 136, 137, 144, 145, and 240.

The following courses transfer to the UC system: 122, 123, 124, 128, 135, 136, 137, 144, and 145.

SDSU, Cal State San Marcos, Cal State Fullerton, and Cal State Long Beach are the four most popular CSU transfer destinations for Grossmont College students. Below are the articulation agreements we have with these four universities:

SDSU: COMM 122, 123, and 145.

Cal State San Marcos: COMM 145.

Cal State Fullerton: COMM 122, 135, and 145.

Cal State Long Beach: COMM 120, 122, 145, 137.

In order to ensure currency and articulation the department maintains close ties with Grossmont's Articulation Officer as well as with the Communication departments of local universities. Further, the Undergraduate Advisor for SDSU's Communication Department is an adjunct faculty member in our department, and we readily utilize him as a source of information.

SECTION 3 - OUTCOME ASSESSMENT

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

Our assessments are getting clearer in their consistency across classes. We agree with the idea of SLOs and appreciate the collegiality the process has offered our department. As a department, we would like to be more involved in the campus dialogue surrounding the SLO process. Our challenge in this process is that SLOs are inherently quantitative while the communication discipline is generally qualitative.

3.2 Using your course-level SLO Assessment Analyses (Appendix 5) this is part of your annual reporting process your Course-to-Program SLO Mapping Document (Appendix 6), discuss your students' success at meeting your Program SLOs.

In Spring 2009 we started measuring the SLO for COMM 122. We slightly altered the measure for Fall 2009. We are no longer measuring this SLO.

In Fall 2009 we began the measure for COMM 137. We are no longer measuring this SLO.

In Spring 2010 we began the measure for COMM 120. We are no longer measuring this SLO.

Also in Spring of 2010 we began measuring the SLO for COMM 145. We are no longer measuring this SLO.

In Fall 2010 we were scheduled to measure the SLOs for COMM 123 and COMM 124 but have not done so.

3.3 Based on your discussion in 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping Document in Appendix 6. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

As indicated in Section 3.2, we have paused our efforts in assessing our SLOs. As indicated in Section 3.1, the Communication discipline is generally qualitative and SLOs are inherently quantitative. We need, as a department, to discuss SLOs in-depth and determine ways in which to measure student learning while maintaining the integrity of the discipline.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

We typically have large numbers of students on the wait lists for courses offered during prime-time hours, particularly for COMM 120, COMM 122, and COMM 137. The results of the Student Survey show that a vast majority of students (79%) prefer classes during primetime, particularly the morning hours. Our enrollments would unquestionably be higher and we would meet students' needs better if we had more rooms available.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

We offer course sections morning, afternoon and evening Monday through Thursday, and morning and afternoon on Friday. We also offer several 8-week sections each semester. Additionally, we currently offer seven course sections in a completely online format: five Interpersonal Communication—three in the sixteen-week format and two in the eight-week format—and one each of Intercultural Communication and Global Communication, both in the sixteen-week format.

4.3 Based on your analysis of the Student Survey results in Appendix 7, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

An vast majority (76%) of students are either satisfied or very satisfied with the availability of courses in this department, and another vast majority (79%) prefer to take classes between 9:00 am and 3:00 pm; our courses that meet twice a week from 11:00-12:15 and 12:30-1:45 are the most popular, and generally have lengthy wait lists (even prior to the elimination of classes due to budget constraints). There does not appear to be a strong desire for weekend courses.

4.4 What implications do these findings from 4.3 have for your program?

The implication is that we could easily fill additional sections of Communication courses during "prime time", if we have an additional dedicated Communication classroom (see also Section 4.1).

4.5 Based on your analysis of questions 3 through 16 in the Appendix 7- Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.

An incredible 98.5% of students agreed with question 13: **What I am learning/have learned in this class could be useful outside of the classroom for purposes other**

than achieving my academic goals. We are delighted and proud that our students find this course to be relevant and useful in their lives.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (Appendix 7)

Our departments post flyers in our dedicated classrooms and in the 200 quad area to promote all of our classes. One of our instructors verbally promotes Communication courses to her students during registration periods for the following term.

Seventy-seven percent of our students find out about our classes from the class schedule or catalog, while 20% find out from a Grossmont counselor. This latter statistic is much lower than the previous Program Review, which showed that 72% of students found out about our classes from a counselor. This could be because fewer students are enlisting the aid of counselors, or perhaps because the Counseling department has stopped suggesting our courses to students. A paltry 3% of students found about our classes from an instructor, indicating that we do not do an effective job of promoting courses to currently enrolled students.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

We currently only have one course, Communication 240—Intercollegiate Forensics—that tends to be slightly under-enrolled, but this program suffers from a lack of funding. If enrollment did increase considerably without additional support from administration for travel, students would not be able to participate fully in the activities of the program. Enrollment was higher when this was a one unit course. The number of units was increased because it was felt that students were working so hard that they deserved more units for the work they were doing. Shifting to a variable unit enrollment, in which students could take the course for one, two, or three units, could increase enrollment. However, if this were to happen without additional funding, not all students will be able to travel and therefore participate fully.

4.8 Based on an analysis and a review of your 6-year Unit Plan (Appendix 1), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

As indicated previously, we offer several online courses, creating greater access for working moms and dads, older students, students with issues related to mobility, and military service members.

We have a strong desire to recruit faculty from under-represented groups, however, the Communication field is largely comprised of Caucasian women and recruiting faculty from other groups has proven to be a challenge for us.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender).

All of our instructors have statements on our syllabi indicating the inclusive nature of our courses, and that it is incumbent for each of us to give consideration to those who have different backgrounds than ourselves.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

All of our instructors encourage (demand!) students to become actively engaged in the learning process inside and outside of the classroom. Inside the classroom, participation in the form of class discussion and presentations is required in all of our courses, and is part of the student grade. There are a variety of assignments that call for active learning outside of the classroom. For example, Sheri Strothers requires her public speaking students to select speech topics that pertain to an issue impacting the community, and then to get involved in providing a solution to said issue. Victoria Curran and Denise Schulmeyer assign students to observe groups communicating outside of the classroom. Lisa Stefani has students engaging in asynchronous communication with students in other countries. Tina Perez has had student commentaries featured on National Public Radio's "This I Believe" program.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.

One of our courses, Communication Studies: Race and Ethnicity, is cross-listed in the Cross-Cultural Studies Department.

For several years, our department has been heavily involved with the selection of the student commencement speaker, and also with the coaching of the selected student. Victoria Curran currently serves in this capacity.

Communication courses fulfill degree requirements for the following majors at Grossmont College: Cardiovascular Technology, Disability Services Management, Exercise Science and Wellness, International Business, Management, Nursing, Retail Management, and Speech-Language Pathology Assistant. This list reflects the importance of communication in two particular areas – business and helping professions.

5.4 Based on an analysis of “Reports” data (This is found on the intranet under “Reports”), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Our enrollments have varied, from a low of 1825 (unduplicated) in Fall 2006 to a high of 2252 (unduplicated) in Spring 2009. Generally speaking, our enrollments trend higher in the Spring semester than in the Fall.

Our retention rates have remained fairly constant, from a low of 80.4 in Spring 2008 to a high of 87.1 in Spring of 2003 to our most recent rate of 84.9

Our success rates have been trending downward, from a high of 79.5 in Spring of 2005 to a low of 69.1 for Spring 2010. Since the high of 79.5, the numbers have generally been trending downward. However, our retention and success rates are still slightly higher than for the campus as a whole.

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

There are no federal licensing/registration examinations that govern our program.

5.6 Referring to Appendix 8- Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

We are pleased that the number of students being award degrees has been trending upward. In Spring of 2010, 13 degrees were awarded to students.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post secondary schools.

Our department members maintain myriad connections to primary, secondary, and post-secondary schools.

For the past 10 years, Tina Perez has taught public speaking to 5th and 6th graders at Sunnyside Elementary School. These students then present their speeches to teachers and parents at a school assembly and also at Grossmont College.

Since 2003, Victoria Curran has worked with the regional Optimist International Club to host the annual Optimist International Oratorical Contest at Grossmont College. Several full- and part-time faculty members have served as judges as children and teens from area elementary schools, junior highs, and high schools compete for top awards in public speaking. Winners earn monetary scholarships from the Optimist Club, to be applied to their future higher education expenses.

The Intercollegiate Forensics Program continues to maintain connections to post-secondary schools through participation at local and national tournaments, under the leadership and tutelage of Roxanne Tuscany. Grossmont College hosts the Griffin Invitational Speech/Debate tournament on campus every November. This tournament brings 20-25, two- and four-year colleges to the campus each year. The Intercollegiate Forensics Program also connects to post-secondary schools by attending tournaments at other two- and four-year colleges across the nation and internationally.

Over the past two years, Joel Castellaw as department chair has participated in a meeting attended by representatives of Communication departments from SDSU and all of the local community colleges. Items of discussion include curriculum issues and ways to assist Communication majors with transfer, and participation in these meetings has resulted in a network of collegial contacts. This meeting was initiated in Spring of 2009 by our colleagues at SDSU, and plans are for it to continue on well into the future.

Additionally, many instructors have a service learning project wherein students are required to go into the community and volunteer in a way that makes a positive contribution to society. For example, student projects in Victoria Curran's Critical Thinking in Group Communication courses have included the following: presenting flags that had been signed by children at a local elementary school to veterans at a local veterans' hospital; building a raised bed garden for children at a local elementary school; making repairs at Cuyamaca College's Child Development Center's playground; and teaching students basic math skills at Carlton Hills School, to name a few.

In Sheri Strothers' Public Speaking and Critical Thinking in Group Communication courses, every class revolves around problem based / community service learning whereby students are required to engage with the local community. Past projects have included involvement with pre-existing organizations such as the Surfrider Foundation and independent initiatives such as neighborhood clean-ups.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources, Learning Assistance Centers, English reading and writing, tutoring, biology, math, Instructional Media Services, CATL, Library Resources).

Our department uses college support services in a variety of ways. Students are encouraged to use available support services, as needed. For example, students needing assistance with writing are directed to the English Writing Center. Students needing assistance in researching speeches, papers, and presentations are directed to the Reference Librarian. Some instructors utilize the formal library research orientation sessions that are offered.

Additionally, the department has helped the library acquire DVD and textbook resources for several Communication courses for our instructors to use as instructional aids in their classrooms.

6.2 Analyze the results of the Student Survey - Appendix 7 and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, relevance).

Utilization levels were somewhat low, and satisfaction levels seem mostly indifferent, with the exception of the Tech Mall. Tutoring geared specifically for Communication courses is not available; this is something that we need to discuss as a department.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The department has made use of the Institutional Research Office to receive consultation on SLO assessment design. Specifically, we met with a member of the Office when we first began SLOs to discuss the usefulness of various methods of evaluation.

Enrollment reports by section are used each term in the development of the department schedule, although the reports being generated currently are not as useful as the reports that we used to receive before the switch to the new system.

6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

We work closely with our library liaison, Roxane BenVau, to ensure that the library resources meet the needs of students in our program. The books that are purchased are those related to current events and controversial issues, to support students'

research for speech topics. There are 73 communication-related journal subscriptions, and we recently made several purchases of DVDs on topics related to courses taught in the department. We are pleased that the library has recently received increased funding for the purchase of video materials, and we will continue to work with Roxane to ensure that we have relevant and current DVDs on communication-related topics.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

We work very closely with DSPS to meet student needs, particularly for online courses and proactively on an as-needed basis. We of course all recommend that students utilize the services of DSPS if needed, and include the appropriate verbiage on our syllabi.

We also work closely with the Counseling department, to help them understand courses that they may not be familiar with, such as Oral Interpretation of Literature, or Forensics. Additionally, Joel, as department chair, makes sure that the Counseling department is aware whenever new sections of Communication are added to the schedule. He meets periodically with the Counseling department during their weekly meeting to discuss current offerings and how they may best meet students' needs. The Joel's information is listed in the class schedule as a resource for students who are interested in the Communication major, and he fields inquiries from students to make sure that they are on track to meet their degree and transfer objectives. Informative postings on bulletin boards in the Communication classrooms ensure that students are aware of major requirements and of GE requirements that are met by various Communication courses.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in Appendix 6, how do students respond to the use of technology?

All of the Communication Department faculty use technology to enhance teaching and learning. Blackboard, instructor-developed web sites, wikis, and podcasts, to name a few, are used by faculty members. For COMM 122 and COMM 137, student presentations are video recorded so students can self-critique their presentations.

Students seem to be extremely satisfied with face-to-face classes and teacher feedback; the survey itself did not provide enough information to assess levels of satisfaction with online or hybrid courses independent of face-to-face offering.

Students prefer face-to-face conference with teachers in regard to their performance, if the teacher initiates contact. However, they like to contact teachers via email; hence,

teachers must check email frequently and be sensitive that some responses would be better face-to-face (rather than replying in kind, i.e., through email)

Students appear satisfied with the levels of technology used within the face-to-face classroom format; they report using lecture to learn course material 85% of the time, the highest percentage in question Q9 of the student survey. They use technological resources such as Blackboard and computer presentations significantly less often and did not appear to show much desire to be using these types of resources more frequently.

A few students reported needing more support for access to Blackboard. (Something with which many instructors campus-wide agree.)

6.7 Identify and explain additional technological resources that could further enhance student learning.

More effective video recording devices, such as “Flip” type cameras, would be extremely helpful for recording student presentations, along with appropriate media storage, such as SD-type cards. This setup is more effective than what we currently have, in that the recording, storing, and even uploading of the presentations would be much simpler and faster. This setup is also very cost effective.

Laptop computers with wireless cards for the forensics team would be tremendously helpful, as it will enable the competitors to do up-to-the-minute research on current event topics for speeches at competitive events.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

Room sizes are generally adequate for our courses. We need new desks, as our existing desks have excessive wear and tear (e.g., bent legs, torn and stained fabric). These desks should be “wheeled” so that they are more mobile, to facilitate moving them for the sake of forming discussion groups of various sizes. Additionally, a few desks in each classroom should be left-handed desks, to be more inclusive for our left-handed students.

Additional spotlights for the dais area and light switches near the dais are needed.

The speakers in our classrooms are poor quality and in need of replacement.

Additional white boards (or even chalk boards) in the classroom are needed, as the projector screen blocks most of the board when it is in the lowered position.

We would like better marked recycling bins in the classroom, similar to curbside recycling bins.

Even though we are very happy that our colleagues in Dance have physically moved their studio so that they are with the rest of our Division, where they belong, the music emanating from the studio comes through the ventilation system. This music is very loud at times, and therefore distracting, particularly when students are taking tests.

Smoke from cigarettes and fumes from the substance students spray on their charcoal drawings also get in the ventilation system, and can be smelled in the classes and offices in building 24. Students and faculty have complained of headaches.

For the sake of instructor safety, we would like for the dais area to be on the same side of the room as the door, or to even have two doors in the classroom. This could perhaps be incorporated into the new building design.

SECTION 7 - COMMUNITY OUTREACH/RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

In addition to the items mentioned in section 5.7, we have several instructors who volunteer with, serve on the boards of, and/or donate money to local, national, and even international organizations. Tina Perez volunteers with the Challenged Athletes Foundation, and has been on the board of directors for Crossroads Recovery. Sheri Strothers is a board member for Trauma Intervention Programs and the Koinonia Foundation, a member of the East County Chamber of Commerce Educational Committee, the Small Group Coordinator for Jamul Community Church, and has volunteered for the San Diego Blood Bank and San Diego Rock & Roll Marathon. Jade Solan volunteers her time as a Nia instructor at the YMCA and has facilitated "Nia jams" workshops for community groups in the San Diego area.

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

This is not applicable to the Communication department's program.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in Appendix 10) has resulted in improvement in curriculum, instruction, and currency in the field.

Participation in professional development activities has resulted in improvement in curriculum for many courses.

For example, COMM 144 (Communication Studies: Race and Ethnicity) was significantly revised in Fall 2008, and it continues to be updated through professional development activities such as attendance by Dr. Jade Solan at the White Privilege Conference in Spring 2008. This conference on racial/ethnic studies and racial justice included a keynote by noted scholar Joe Feagin, who has extensively published in race/ethnic studies and is the former president of the American Sociological Association. Recent scholarship by Dr. Feagin, has been incorporated into the course. Furthermore, materials from the Spring 2008 conference on dealing with emotional triggers were offered to colleagues during Professional Development week in Fall 2009. Finally, recent conference papers in Communication and Sociology have informed instruction in COMM 144 in Fall 2010. These activities also influenced the Flex Week activity conducted by Jade, "What's Race Got To Do With It?", attended by many Communication (and other) faculty members.

Faculty members attending this activity report that it helped them to empathize more with students who may not initially see their instructor as a potential ally because of perceived racial differences. The experience has led these instructors to be more welcoming toward such students and to be more conscious of making sure that as instructors they are seen as being on the student's side, without making the mistake of being patronizing.

Dr. Sheri Strothers' sabbatical during the Spring of 2008 focused on small group communication. The projects and trainings in which she participated gave her a much broader and deeper perspective, making her feel more competent, particularly when discussing career/ job oriented small groups and when dealing with emotionally difficult issues in groups. She has also, as a result of the sabbatical, taken on larger roles within her local community, leading a small group network in Jamul.

Roxanne Tuscany's sabbatical during the Fall of 2007 focused on diversity issues in higher education. She has been able to utilize her research in this area while serving on the college's Diversity Task Force, and she has also been able to integrate her research into the courses she teaches.

Joel Castellaw attended the Western States Communication Association Convention and the Association for Theatre in Higher Education Convention. At the former, he attended a workshop on Oral Interpretation. At the later he presented a paper on

invitational rhetoric and attended a workshop on the techniques of Michael Chekhov. These experiences helped to improve the curriculum and maintain currency in our Oral Interpretation course by encouraging Joel to engage his students in the consideration of a wider variety of texts and by exposing him to additional performance techniques that students could employ.

Additionally, Joel delivered a paper at the ATHE conference, forging connections between rhetorical studies and the theatre discipline, one of the sister disciplines of Communication. The paper explored the potential for religious performance to embody principles of invitational rhetoric in a way that would be more engaging and potentially life-changing for congregants.

Finally, three of our faculty members—Tina Perez, Denise Schulmeyer, and Roxanne Tuscany—have earned Online Teaching Certificates. Tina and Denise currently teach online course, and Tina, Denise, and Roxanne have all been able to incorporate technology in the classroom as a result of earning these certificates.

8.2 Describe any innovative professional development activities your program has created.

Dr. Solan's "What's Race Got To Do With It?" mentioned in section 8.1 is an example of an innovative professional development activity created within our department.

Additionally, Roxanne Tuscany presented a workshop titled, "Let's Talk About Race" during the Spring 2009 Flex Week.

Further, Roxanne Tuscany and members of the forensic team presented a Readers Theatre for the opening day of Spring 2009 Flex Week titled, "Diversity: Lights, Camera, Equality, Fostering Campus-Wide Dialogue".

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

We either currently or in the recent past have had many faculty members serving on college/district committees and task forces, including Academic Senate, Curriculum Committee, Program Review, the GE Task Force, the Diversity Task Force, and various hiring committees, within and outside of the department. Victoria Curran was an officer in Academic Senate. All of this shapes the direction of the college by virtue of the decisions that are made in these committees and task forces, as these decisions are long-term in nature and affect virtually every facet of the college's processes.

We have also participated in the 200 Remodel Task Force, the outcome of which will affect students and faculty for perhaps decades. Specifically, an existing problem brought on by the conflicting needs of the Dance and Communication departments has been discussed and therefore solved (or will be, when funds become available for the

badly needed remodel). Our involvement and contributions to the Remodel Task Force will also support the growth of programs in the Division by making an additional lecture classroom available that can be shared among the departments within the Division.

We as individual department members have done much to shape the direction of our discipline, as indicated in section 8.1.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

From the data provided (include the data source), please fill in the table below:

	2004FA 2005SP	2005FA 2006SP	2006FA 2007SP	2007FA 2008SP	2008FA 2009SP	2009FA 2010SP
# of FT faculty ^a	7	6.5	6.5	7	7	7
# of PT faculty ^a	17.5	19	18	20.5	20	17.5
Total Full Time FTEF	6.06 ^b	5.81 ^b	5.23 ^b	6 ^b	6.98 ^c	6.78 ^c
Total Part Time FTEF	6.14 ^b	7.5 ^b	8.7 ^b	8.6 ^b	8.3 ^c	7.3 ^c
Total FTEF	15.19 ^a	15.65 ^a	15.75 ^a	16.45 ^a	16.45 ^a	15.45 ^a
Total WSCH	430 ^d	401 ^d	397 ^d	392 ^d	410 ^d	466 ^d

^a "Full-Time vs. Part-Time" Report

^b "FT/PT/XP FTE Analysis" Report

^c "FT/PT Ratio using Census Enrollment" Report

^d "Efficiency" Report

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

We have remained fairly constant in terms of full-time staffing. We have had two retirements since the last Program Review, and have replaced both faculty members. Our part-time faculty numbers have fluctuated slightly, likely due to fluctuating loads per part-time faculty member.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

Our ratio of part-time to full-time faculty members has remained fairly constant, ranging from a 77% to 23% ratio of part-time to full-time to a 71% to 29% ratio. Our average ratio over the six-year period is 76% to 24%.

We generally have a very reliable cadre of part-time faculty members available to teach courses in our department.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

This is not applicable to our program, as we have no classified staff, work study or student workers.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

The department holds regular face-to-face meetings to discuss issues such as course and curriculum development, facilities, staffing needs, and department news. The department strives for consensus when making important decisions. The results of the Faculty Survey show that all full-time faculty who responded to the survey are in agreement with the statement in question 7: **I feel I have a voice in the departmental decision making process.** However, of the part-time faculty who responded to the survey, 58% either disagreed or strongly disagreed with this statement. This is of concern to us, as we strive to be as consensus-driven as possible. Part-time faculty are invited to department meetings, but attendance for most of them is not possible, as they are on campus for a limited period of time. This issue was discussed in our department meeting during Spring 2011 Professional Development Week. The part-time faculty acknowledged that though they would like to attend the meetings, attendance is a challenge for them. They voiced a desire for a department retreat at which not only department issues could be discussed, but pedagogical issues as well. The full-time faculty are in agreement with this, and such a retreat is being planned for the Fall 2011 semester.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Communication courses generally have high enrollments. Most students are required to take either COMM 120 or COMM 122 in order to graduate or transfer, and many of our courses satisfy various general education categories. As discussed in Section 4.5, an overwhelming majority (98.5%) of students taking our courses feel that what they learn in our courses can be used outside the classroom as well. This sentiment may increase the likelihood that students will take additional Communication courses, and that students will recommend Communication courses to their friends. This is backed up by anecdotal evidence.

Our numbers have fluctuated slightly over the past few semesters, as have the enrollments in all courses on campus. Our enrollments generally trend in the same manner as the enrollments for the campus as a whole.

Our enrollments by gender and ethnicity also generally mirror the enrollments by gender and ethnicity for the campus as a whole. However, the data for enrollments by age show that our students trend considerably younger than the college as a whole. From the 2004/2005 to the 2009/2010 academic years, enrollments in Communication courses for the 24 and younger cohort was, on average, 12.8% higher than for the same cohort for the college as a whole. While it is not possible to definitively explain this variance, anecdotal evidence suggests that many of the students in the 25 and older cohort are students returning after an absence of several semesters and have already satisfied the Communication requirement for general education.

10.2 Analyze the Earned WSCH/FTEF data in Appendix 11- Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

From the 2004/2005 to the 2009/2010 academic years, our percentage of max WSCH has ranged from a low of 84% (Spring 2006) to a high of 97.2% (Spring 2010). The numbers were generally on the low side from 2006 to 2008, possibly due to the retirement of two full-time faculty members, who have since been replaced with full-time tenured faculty members. In the last two years, our percentage of max WSCH has been trending higher from the lows of 2006-2008.

Specific courses that tend to have lower percentages of max WSCH include COMM 123 (Advanced Public Speaking), COMM 128 (Global Communication), and COMM 240 (Forensics). COMM 123 is a required course for students who will transfer to SDSU as Communication majors, and is a choice among several for the Associate of Arts Degree in Communication. Thus, there are fewer students who need to take COMM 123, leading to lower enrollments. COMM 128 is only offered online, and, as indicated in

Section 2.8, online courses tend to have higher drop rates—particularly in the first two weeks—than face-to-face sections. As discussed throughout this report, COMM 240 suffers from a lack of funding, which makes traveling to tournaments with a full contingent of students challenging, and participation at tournaments is the crux of the course.

10.3 Using Appendix 14 - Fiscal Year FTES Analysis by Program Report and Appendix 15 - Fiscal Data: Outcomes Profile analyze and explain the Cost/FTES of the program in relation to Earned WSCH/FTEF.

Our Cost/FTES average from 2003/2004 to 2009/2010 is \$2,198.26, is much lower than the current state subsidy of \$4,564.83. Additionally, as indicated in Section 10.2, we are managing our classroom environment effectively, as evidenced by our healthy percentage of max WSCH.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

Our program has not received any outside financial support or subsidy.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of: teaching and learning student access and success; implementing and executing the department's vision and mission statement; and fiscal stability

Teaching and Learning

The Communication Department is composed of strong full- and part-time faculty members who excel at helping students learn by utilizing a variety of teaching methodologies. The use of a variety of teaching methodologies is one of our greatest strengths. We are able to reach those students who respond well to traditional methods, and we are also able to keep those students for whom traditional methods are inadequate or inappropriate engaged. Some of the nontraditional methods that we use include small group work, student-led discussion, computer-mediated instruction, computer-mediated interaction, and community service learning.

Our weakness in this area is that we are limited by classroom design, which affects the learning environment. Our courses are largely performance-based, and, as indicated in section 6.8, inadequate desks, lighting, white boards, and technology impose limitations on what we are able to do in the classroom.

Student Access and Success

Student access and success is strong. As indicated previously, we offer a variety of courses five days a week, during morning, afternoon, and evening hours, in both eight- and sixteen-week formats. We also offer a number of online courses.

We provide students with many opportunities to extend learning outside of the classroom and to get involved in the campus community. Results from the student surveys show what our students think about our program: for question 13, **What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals**, 98.5% of the respondents answered "yes"! Additionally, even though the stated purpose of the surveys was to rate the Communication department/course, and not the instructor, many students nonetheless did provide comments about the instructor, and these comments were overwhelmingly positive. Finally, we think this student comment sums up our program quite nicely: "I would recommend this course for all students. This course teaches everything you need to know for how to deal with everyday interpersonal relationships. I think this course should be available for high school students as well".

Our weakness in this area is lack of room availability, which limits access by virtue of not being able to offer more sections during primetime, the time at which most students prefer to take courses (per the results of the student survey).

Implementing and executing the department's vision and mission statement

We have a department vision and a mission statement of which we are quite proud, both of which were developed since the last program review.

Our Vision: Understanding each other through the tradition of human communication and dialogue.

Our Mission: The Communication Department at Grossmont College is a place where teaching excellence, student learning, and personal growth are priorities. We value and model the open exchange of ideas, respect for all persons, and the free expression of multiple points of view. We aim toward the greatest success in communication interactions within all personal, professional, and civic relationships, including those across and between cultures.

Our weakness in this area is that we have done a poor job of communicating this to our students as well as to the campus at large.

Fiscal Stability

Our strength in this area is that we manage our classroom environments efficiently. This is evidenced by our robust numbers discussed in Section 10 (see also Appendices 11 and 15 for the data).

Our "weakness" in terms of fiscal stability is that several of our courses (COMM 123, 128, and 240, as discussed in Section 10.2) lower our overall percentage of max WSCH, making us look less efficient. We do not perceive it as a weakness as such (hence the quotation marks), in that there are extenuating circumstances that cause these courses to trend lower in percentage of max WSCH.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. 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 program.

We are of course concerned about the fiscal environment in which institutions of higher education are currently operating, which has lead to a decrease in course offerings at a time when there is an increase in demand for courses. This, unfortunately, is likely to continue for quite some time.

We do not anticipate a decrease in full-time faculty, but if section cuts continue then we will likely experience a decrease in adjunct faculty. This is most unfortunate, as we have a cadre of outstanding adjunct faculty members and it would be a great loss for Grossmont College and for our students if we were to lose them.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

- 1) An eighth full-time faculty member
- 2) An additional dedicated classroom
- 3) Upgraded furniture, technology, and lighting
- 4) An increase in funding for our Forensics program
- 5) More support for discipline-specific professional development, such as funds for conferences and workshops
- 6) A reassessment of the safety features of our dedicated classrooms

**DEPARTMENT OF COMMUNICATION
ACADEMIC PROGRAM REVIEW
VOLUME 2 – APPENDICES**



**GROSSMONT
COLLEGE**

FALL 2010

APPENDICES

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APPENDIX 1:

Six-Year Plan

Six-Year Department/Unit Plan

Department/Unit Name Communication

Month/Year November, 2009

Instructions:

This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.

Please fill out all portions as completely as possible. Some units in student and administrative services will need to indicate where the sections do not apply.

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6th, 2009.

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

Student Access

Goal 1: Better serve students in historically under-served populations

Goal 2: Respond to changing community needs

Learning and Student Success

Goal 3: Provide an Exceptional Learning Environment to Promote Student Success

Goal 4: Promote Student Success for Historically Under-served Populations

Goal 5: Promote Student Success for Historically Under-prepared Populations

Robust Fiscal and Physical Resources

Goal 6: Promote Institutional Effectiveness

Goal 7: Develop and maintain an exceptional learning environment

Goal 8: Maximize Revenue from Traditional and Non-Traditional Sources

Economic and Community Development

Goal 9: Enhance Workforce Preparedness

Goal 10: Develop Innovative Partnerships That Meet Long-term Community Needs

Value and Support of Employees

Goal 11: Promote Employee Success

BACKGROUND

- A. Please provide a list of your most recent program review recommendations.
- Upgrade the classroom and lab video and audio equipment to digital format.
 - Redesign the classrooms to better facilitate teaching and learning for small group interaction.
 - Provide a soundproof dedicated space designed for use by the forensics team.
 - Increase funding for the forensics program.
 - Return the number of full-time instructors to eight.
 - Continue efforts to create a unified vision in regard to the role of the communication lab and value of the forensics team to the overall program.
 - Update course outlines to maintain transferability and currency.
- * Note: Our last Program Review was in 2003. The communication lab has since ceased to exist.

B. If applicable, please provide a list of any advisory committee recommendations.

n/a

C. If applicable, please provide a list of any certification/accreditation recommendations.

n/a

PLAN SECTIONS

In each section, answer the questions as completely as possible. **Remember that you are discussing long-term plans for the next six years.**

D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?
 - a. support community-based organizations in improving communication within their own environments
 - b. support organizations that provide people with opportunities to improve their own communication abilities

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
Both were chosen because of a broad awareness of the need for effective communication throughout society
 - b. how each 6-year plan goal above supports the college strategic planning priority goals
Both support Goal 10 by creating or maintaining the types of partnerships referred to in that goal
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 - a. could be supported by approaching community organizations and making them aware of workshops or training that we could make available to them
 - b. could be supported by continuing to host an oratory competition of the Optimists Club, which is held annually on our campus
 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
 - a. can be assessed through satisfaction surveys done at any workshops or training that we may sponsor
 - b. will be successful if the Optimists Club continues to ask us to host this competition for them

E. Student Success and Support

1. What is/are your six-year goal(s) in this area?
 - a. promote the success of under-represented students within the department
 - b. generate stimulating learning opportunities that are open to all students within the department
 - c. provide opportunities for students throughout the college community to experience cultural events

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 - a. was chosen in response to Roxanne Tuscany's sabbatical project, in which she explored the needs of under-represented students, especially African American males
 - b. was chosen because of our basic motivation as educators
 - c. was chosen because we feel that our expertise in the area of intercultural communication offers an opportunity to serve the college as a whole

- b. how each 6-year plan goal above supports the college strategic planning priority goals
 - a. directly supports Goal 1, as is obvious
 - b. supports Goal 3, since stimulating learning opportunities will enhance the learning environment
 - c. supports Goals 1 and 3. Under-served students will feel more valued if prominent events take place on campus that feature the groups that they are part of. The overall learning environment is enhanced through the stimulating nature of such event
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 - a. can be supported through forming a partnership between the department and the Umoja program, which we understand will finally be instituted here at Grossmont. It can also be supported through more active recruitment of faculty from under-represented groups
 - b. can be addressed in two ways. One is through the continued support that the department provides to the Forensics program, and by providing more opportunities for students to participate in Forensics by hiring an additional full-time instructor to serve as a second coach for the program. The other is through the development of Communication Week, a planned special program in which instructors and outside guests will offer a variety of specialized talks, workshops, and forums
 - c. can be supported by continuing to host a debate with students from the People's Republic of China when those students come to the U.S. It can also be supported through the development of new events, such as intercultural communication forums and readers theater presentations
 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
 - a. can be assessed by analyzing persistence rates and success rates of under-represented students
 - b. can be assessed by observing growth in the number of students participating in Forensics and through surveys of students who participate in Communication Week events
 - c. can be assessed by measuring the success of any events we may host. Success could simply be measured by attendance or, where appropriate, through surveys

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area?
 - a. Work with other departments in the Division toward the completion of the 200 complex remodel.
 - b. Maintain and upgrade classroom and office technology as needed.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 - a. was chosen because our classrooms are old, run-down, and poorly lit. We also lack a permanent dedicated space for the Forensics program.
 - b. was chosen because the reality of 21st century technology is that it is in constant need of being upgraded. It was also chosen because a recent upgrade of classroom audio and video technology to digital format has some bugs still to be worked out.
- b. how each 6-year plan goal above supports the college strategic planning priority goals

Both relate to Goal 7, in that they will enhance the learning environment.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 - a. will be accomplished through supporting the college and district in locating sources of funding for the remodel, most likely through supporting an eventual bond measure.
 - b. will be accomplished through annual needs and satisfaction assessments. On the issue of working out the bugs with the new classroom audio and video technology, we will work with Instructional Media Services and other departments within the Division to find solutions, and then we will implement them.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

For a., it will be obvious - if the project moves forward to completion, then we have accomplished the goal.

For b., our annual needs and satisfaction assessments will serve as a measure of accomplishment.

G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?
 - a. contribute to the effectiveness of the college's professional development activities
 - b. support ongoing efforts of department members to remain current in the discipline

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 - a. was chosen because we believe we can assist the college in developing excellent professional development activities
 - b. was chosen because maintaining currency is something each of us committed to when we were hired, and we believe it is important for the department and the college as a whole to support this commitment
- b. how each 6-year plan goal above supports the college strategic planning priority goals
It will depend on the specific activities we engage in, but we can potentially see a link to a large number of goals. On a., for instance, if we use our department's expertise in the field of intercultural communication to develop a professional development workshop, that will support Goal 1. On b., if we support faculty attendance at conferences and faculty thereby enhance methods of instruction, that will support Goal 3.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

For a., our primary strategy will be to offer workshops during professional development week on a variety of communication- related topics. For b., we will at every opportunity urge the institution to reverse the anti-conference attendance tide that we currently perceive at the administrative level (and that we do not believe to be solely associated with concerns about funds). We will also use department meetings during professional development week to do G.I.F.T.S. sessions at least once a year.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

For a., surveying the participants in professional development workshops that we may offer will be used. For b., qualitative conversations at department meetings will serve as an adequate measure of whether or not we are succeeding in remaining current.

H. Curriculum Development

1. What is/are your six-year goal(s) in this area?
 - a. regularly update course outlines as needed
 - b. work toward increasing the number of courses in the department that transfer to UC

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 - a. was chosen because it is a regular, ongoing need of all departments.
 - b. was chosen because we have learned through interaction with other Communication department around the state that a number of the courses that we currently teach do transfer from other community colleges to UC.
 - b. how each 6-year plan goal above supports the college strategic planning priority goals
Both support Goal 3; the more current we keep our course outlines, the better the learning environment will be for students. Increasing transferability of courses promotes student success by giving students more options for their transfer plans.
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
We will use the established processes of curriculum review and development that current exist at the college.
 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
By clearing curriculum revisions through the Curriculum Committee.

I. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?
We need to add another full-time instructor who can serve as a coach for the Forensics program, increasing the number of coaches from one to two. With the large number of hours that must be spent weekly working one-on-one with each student, it is impossible for one coach to serve the number of students that the college wants us to serve in this course. All community colleges that are nationally competitive in the top division have a coaching staff of at least two, and in some cases four. We also need another full-time instructor to teach other courses in the department in order to maintain a healthy balance of full-time expertise in the wide variety of courses that our department offers.

J. Student Outcomes

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2nd.**

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6th, 2009.

APPENDIX 2:

Catalogue Descriptions

COMMUNICATION 120 †

Interpersonal Communication

3 units, 3 hours lecture

This course provides the student an opportunity to learn and apply, in daily life, practical principles of interpersonal communication. The emphasis is on personal, situational and cultural influences on interaction. It is designed to assist students in improving their own interpersonal communication skills. Attention is given to human perception, interpersonal dynamics, listening, conflict management, verbal and nonverbal symbol systems.

Satisfies General Education for: Grossmont College A2; CSU A1; Transfers to CSU

COMMUNICATION 122 †

Public Speaking

3 units, 3 hours lecture

This course offers an opportunity for general improvement in the basic process of public speaking to audiences in diverse settings. An introduction to rhetorical theory is included. Attention is given to the basic elements of topic selection, analysis of diverse audiences, research, organization, argumentation and delivery of speeches and presentations.

Satisfies General Education for: Grossmont College A2; CSU A1; IGETC 1C; Transfers to: CSU, UC

COMMUNICATION 123 †

Advanced Public Speaking

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher or "Pass" in COMM 122 or equivalent.

Advanced training in the preparation and delivery of common types of public speaking. There is an emphasis on new theoretical approaches to the process of oral communication.

Transfers to: CSU, UC

COMMUNICATION 124 †

Intercultural Communication

3 units, 3 hours lecture

The purpose of this course is to experience and learn about intercultural communication: the study of face-to-face communication between persons with significantly different beliefs, values, expectations, and assumptions. A theoretical overview is presented; however, the course emphasis relies on its unique student composition; students from a variety of cultural backgrounds (national origin, ethnicity, age, gender, etc.) are encouraged to enroll in this course. The resulting student-to-student dynamic offers a unique opportunity to experience and learn about practical similarities and differences between people of different cultural backgrounds.

Satisfies General Education for: Grossmont College D2; CSU D7; IGETC 4G; Transfers to: CSU, UC

COMMUNICATION 128 †

Global Communication

3 units, 3 hours lecture

This interdisciplinary course is a classroom-to-classroom exchange that offers participants the opportunity to grow as global citizens by developing relationships with students at a college in another country. The course merges the Communication, Education, and Information Technology disciplines to form a global communication content base that focuses on the improvement of cross-cultural communication skills. The principles of Cognitive Education Theory set the constructivist mode for the course, while the Theory of Technological Change takes the student on a historical journey of the evolution of technology from data processing to its current form, the merging of minds, technology and human-environment interaction. Theories from the communication field are the foundation for the real cross-cultural interaction that takes place in the course as well as the analysis of real life cultural context situations. Emphasis is placed on global factors that have brought cultures into frequent contact, specifically in the education, business and healthcare contexts, and how cultural and technological factors influence interaction in these environments.

Satisfies General Education for Grossmont College D2; CSU D7; Transfers to CSU, UC

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

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

COMMUNICATION 135 †
**Oral Interpretation of
Literature**

3 units, 3 hours lecture

This course is designed to give the student an opportunity to develop skills in oral interpretation of various types of literature. The course draws on the traditions of oral interpretation and literary analysis. Students explore works of poetry, prose, and dramatic literature. Emphasis is placed upon analyzing fine literature and sharing it with others.

Satisfies General Education for: Grossmont College C2; Transfers to: CSU, UC

COMMUNICATION 136 †
Readers Theatre

3 units, 3 hours lecture

This course is designed to teach the student the theory, concepts and history of Readers Theatre, to give the students the opportunity to learn the principles of literary analysis and oral interpretation, to study methodologies and techniques in the development of written material from text into a medium of group communication.

Satisfies General Education for CSU C2; Transfers to: CSU, UC

COMMUNICATION 137 †
**Critical Thinking in
Group Communication**

3 units, 3 hours lecture

This course is designed to assist students in the development of critical thinking and decision making skills in the small group communication context. There is an emphasis on the basic elements of critical thinking, such as evidence, reasoning, and language. In addition to examining these basic elements, students become familiar with leadership strategies, discussion techniques and conflict management used in groups.

Satisfies General Education for: Grossmont College C2; CSU A3; Transfers to: CSU, UC

COMMUNICATION 144 †
(Cross-Cultural Studies 144)

**Communication Studies:
Race and Ethnicity**

3 units, 3 hours lecture

This course provides both a theoretical and a practical exploration of communication, race, and ethnicity in the general context of U.S. culture, with a focus on race and ethnicity in popular culture and the arts. Attention is given to how contemporary and historical constructions of race and ethnicity influence both popular and everyday communication interactions. Emphasis is on developing communication competence in situations where perceived racial or ethnic difference factors into successful communication outcomes.

Satisfies General Education for: Grossmont College C2; CSU C2, D3; IGETC 3B, 4C; Transfers to: CSU, UC

COMMUNICATION 145 †
Argumentation

3 units, 3 hours lecture

This course emphasizes the construction and analysis of public argument. The course covers the theory of argument, the processes and development of arguments and the application of argument to decision-making.

Satisfies General Education for: Grossmont College C1; CSU A3; Transfers to: CSU, UC

COMMUNICATION 199
**Special Studies or Projects in
Communication**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of communication under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

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

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

COMMUNICATION 240 A-B-C-D †

Intercollegiate Forensics

3 units, 10 hours lecture/laboratory

This course is designed to give students an opportunity to improve their speech skills through intercollegiate forensic competition and other speaking situations outside the classroom. Individual instruction is provided in the following categories: debate, informative, persuasive, impromptu speaking, oral interpretation of prose, poetry and drama. This course may be taken for four semesters.

Transfers to CSU

COMMUNICATION 298 ††

Selected Topics in

Communication

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

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

Non-associate degree applicable

COMMUNICATION 299A †

Selected Topics in

Communication

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

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

Associate degree applicable

COMMUNICATION 299B †

Selected Topics in

Communication

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

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

Baccalaureate level-CSU transfer

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

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

APPENDIX 3:

Grade Distribution Summary

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL		INSTRUCTOR	PT
											W	ENR		
DANC 074A STUDIO WORKSHOP IN JAZZ DANCE														
4565 COURSE TOTAL		2.0	1	7	1		3					2	14	28.0 MULLEN
DANC 074B STUDIO WORKSHOP IN JAZZ DANCE														
4566 COURSE TOTAL		2.0	1	1	1					1		2	14	28.0 MULLEN
DANC 074C STUDIO WORKSHOP IN JAZZ DANCE														
4567 COURSE TOTAL		2.0	3	1	1							4	4	8.0 MULLEN
DANC 078A STUDIO WORKSHOP IN BALLET														
4568 COURSE TOTAL		2.0	1	4			3					7	15	30.0 SHIPKOWSKI
DANC 078B STUDIO WORKSHOP IN BALLET														
4569 COURSE TOTAL		2.0	1						2			4	7	14.0 SHIPKOWSKI
DANC 078D STUDIO WORKSHOP IN BALLET														
4571 COURSE TOTAL		2.0					1					2	2	4.0 SHIPKOWSKI
DANC 080A MODERN DANCE I														
4572 COURSE TOTAL		3.0	2	7	2		3		1			7	21	63.0 MULLEN
DANC 080B MODERN DANCE II														
4575 COURSE TOTAL		3.0	1	2			2					3	12	36.0 MEYER
DANC 080C MODERN DANCE III														
4577 COURSE TOTAL		3.0	1	1								2	2	6.0 MEYER
DANC 080D MODERN DANCE IV														
4578 COURSE TOTAL		3.0								1		1	1	3.0 MEYER
DANC 081A BEGINNING TAP DANCE														
4579N COURSE TOTAL		3.0	5	2	2		2					6	18	54.0 ARCIDIACONO
DANC 084A JAZZ I														
4581 COURSE TOTAL		3.0	8	3	4		1					5	21	63.0 MULLEN
4582 COURSE TOTAL		3.0										6	21	57.0 MULLEN

COMMUNICATION AND FINE ARTS

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

COMM 137 SMALL GROUP COMMUNICATION

7763	3.0	2	8	9	1	3					8	28	84.0	HOWITT
7764N	3.0	4	11	2	2	2					8	28	84.0	HOWITT
7765N	3.0	2	15	3	2	2					5	29	84.0	GUSEMAN
7766N	3.0	1	8	1	2	2					5	27	78.0	GUSEMAN
7767N	3.0	14	10	1	2	2					29	29	87.0	SMITH
COURSE TOTAL		69	126	50	11	15	2	1			48	322	930.0	

COMM 145 ARGUMENTATION

7768	3.0	5	8	8	5						4	30	90.0	MCKENZIE
7769	3.0	9	9	8	3	1					7	33	99.0	MCKENZIE
7770	3.0	4	11	8	6	1					7	34	102.0	MCKENZIE
7772	3.0	4	10	5	6	1					6	32	96.0	MCKENZIE
COURSE TOTAL		22	38	29	14	2					24	129	387.0	

COMM 240A INTERCOLLEGIATE FORENSICS

7774N	10.0	6									1	7	70.0	TUSCANY
COURSE TOTAL		6									1	7	70.0	

COMM 240B INTERCOLLEGIATE FORENSICS

7776N	10.0	1										1	10.0	TUSCANY
COURSE TOTAL		1										1	10.0	

COMM 240C INTERCOLLEGIATE FORENSICS

7778N	10.0	1	1								1	3	30.0	TUSCANY
COURSE TOTAL		1	1								1	3	30.0	

COMM 240D INTERCOLLEGIATE FORENSICS

7780N	10.0	1										1	10.0	TUSCANY
COURSE TOTAL		1										1	10.0	

SUBJECT TOTAL 502 679 359 81 93 78 3 307 2102 6091.1

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT"D)	I	CR	NC	W	TOTAL		INSTRUCTOR	PT
												ENR	WSCH		
COMM 120			INTERPERSONAL COMMUNICATION												
7704		3.0	11	10	4	3	3				4	35	102.0	CASEY	PT
7706		3.0	14	13	1	2	2				4	35	105.0	MCKENZIE	PT
7708N		3.0	3	13	4	1	2				7	29	87.0	SHUTE	PT
7709N		3.0	12	8	2	2	1				4	29	87.0	TUSCANY	PT
7710N		3.0	6	12	6	5	3				1	33	99.0	KNIGHT-GENTRY	PT
7713N		3.0	9	9	9						2	30	90.0	HERRON	PT
7714N		3.0	8	12	9						3	32	96.0	HERRON	PT
COURSE TOTAL			186	253	133	26	28		2		82	710	2096.1		
COMM 122			PUBLIC SPEAKING												
7716		3.0	6	4	8	6	3				4	31	93.0	CASTELLAW	PT
7718		3.0	20	9	4	4			1		3	30	90.0	FITZGERALD	PT
7720		3.0	8	9	8	4					4	35	90.0	MCKENZIE	XP
7722		3.0	4	10	6	3	2				4	32	105.0	MCKENZIE	XP
7723		3.0	4	10	6	4	1				3	31	99.0	HOWITT	XP
7725		3.0	7	13	10	1	2				4	32	93.0	CASTELLAW	XP
7726		3.0	5	13	4	1	2				3	27	99.0	MCKENZIE	XP
7727		6.0	3	9	6	3	1				5	27	57.0	GUSEMAN	XP
7728		6.0	5	11	4	1	1				2	31	57.6	GUSEMAN	XP
7730		3.0	5	17	9	3	3				3	32	93.0	HOWITT	XP
7738		3.0	5	12	6	1	3				3	32	96.0	MCKENZIE	XP
7739		3.0	6	12	9	1	2				3	32	96.0	Perez	XP
7740		3.0	7	13	4	1	3				6	32	87.0	POLLACK	PT
7741		6.0	1	5	5	2	1				3	26	78.0	YOUNG	PT
7742		6.0	1	5	5	2	1				3	26	54.9	HOWITT	PT
7743		6.0	1	5	5	2	1				3	26	68.6	PIGERON	PT
7744		6.0	1	5	5	2	1				3	26	49.4	GUSEMAN	PT
7745N		3.0	1	1	2	2	2				3	24	43.9	GUSEMAN	PT
7746N		3.0	1	1	4	1	2				4	27	72.0	FITZGERALD	PT
7747N		3.0	1	1	4	1	2				4	27	84.0	KOCH	PT
7749N		3.0	1	1	4	1	2				4	27	81.0	POLLACK	PT
7750N		3.0	1	1	4	1	2				4	27	87.0	TUSCANY	PT
COURSE TOTAL			161	169	124	29	35		1		111	630	1759.7		
COMM 124			INTERCULTURAL COMMUNICATION												
7753		8.0	25	52	8	1	1				5	90	233.1	LARSON	XP
7754		6.0	25	38	12	1	1				6	83	211.2	LARSON	XP
COURSE TOTAL			50	90	20	1	1				11	173	444.3		
COMM 128			GLOBAL COMMUNICATION												
7755		3.0	5	2	3		12				17	39	114.0	STEFANI	PT
COURSE TOTAL			5	2	3		12				17	39	114.0		
COMM 137			SMALL GROUP COMMUNICATION												
7757		6.0	6	19	3		1				1	30	79.5	LARSON	PT
7758		6.0	6	18	4		1				1	32	79.5	LARSON	PT
7759		3.0	6	9	2		1				4	26	78.0	YOUNG	PT
7760		3.0	12	8	4		1				4	29	87.0	WIRIG	PT
7761		3.0	11	13	4		1				4	33	96.0	CASTELLAW	PT
7762		3.0	5	7	7		3				6	31	93.0	HOWITT	PT

COMMUNICATION AND FINE ARTS

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

COMM 090A COMMUNICATION SKILLS PRACTICUM 9 9 3 12 18.0 WIRIG

7650 COURSE TOTAL 1.5

COMM 090B COMMUNICATION SKILLS PRACTICUM 7 7 1 8 24.0 WIRIG

7652 COURSE TOTAL 3.0

COMM 090C COMMUNICATION SKILLS PRACTICUM 2 2 1 2 6.0 WIRIG

7654 COURSE TOTAL 3.0

COMM 105A ORAL LANG SKILLS FOREIGN BORN 11 7 5 2 23 2 1 3 3 12 10 36.0 SABA

7657 COURSE TOTAL 3.0

7658 COURSE TOTAL 3.0

7659N COURSE TOTAL 3.0

COMM 105B ORAL LANG SKILLS FOREIGN BORN 4 7 5 1 16 1 1 1 1 4 7 12.0 SABA

7661 COURSE TOTAL 3.0

7662 COURSE TOTAL 3.0

7663N COURSE TOTAL 3.0

COMM 105C ORAL LANG SKILLS FOREIGN BORN 7 3 10 7 3 21.0 SABA

7665 COURSE TOTAL 3.0

7666 COURSE TOTAL 3.0

7672N COURSE TOTAL 3.0

COMM 105D ORAL LANG SKILLS FOREIGN BORN 4 1 1 4 12.0 SABA

7670 COURSE TOTAL 3.0

7671 COURSE TOTAL 3.0

7672N COURSE TOTAL 3.0

COMM 120 INTERPERSONAL COMMUNICATION 1 1 3 3 5 1 3 5 1 26 59.1 SHUTE

7678 COURSE TOTAL 3.0

7679 COURSE TOTAL 3.0

7683 COURSE TOTAL 3.0

7684 COURSE TOTAL 3.0

7685 COURSE TOTAL 3.0

7686 COURSE TOTAL 3.0

7687 COURSE TOTAL 3.0

7688 COURSE TOTAL 3.0

7690 COURSE TOTAL 3.0

7693 COURSE TOTAL 3.0

7694 COURSE TOTAL 3.0

7695 COURSE TOTAL 3.0

7700 COURSE TOTAL 3.0

7701 COURSE TOTAL 3.0

7702 COURSE TOTAL 3.0

COMMUNICATION AND FINE ARTS ----- COMMUNICATION AND FINE ARTS -----

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	PT	
												ENR	WSCH				
COMM 137																	
	4177N	3.0	17	7	2		1				5	32	96.0	SMITH			
	4178N	3.0	3	11	6		1				3	27	81.0	GUSEMAN			
	COURSE TOTAL		118	143	54		18		9		41	391	1037.2				
COMM 144																	
	4179	3.0	9	5	3				4		3	24	72.0	MCKENZIE			
	COURSE TOTAL		9	5	3				4		3	24	72.0				
COMM 145																	
	4180	3.0	4	8	11		1				4	28	84.0	MCKENZIE			
	4181	3.0	5	11	12		1				3	32	96.0	MCKENZIE			
	4182	3.0	8	8	8		1				2	28	84.0	MCKENZIE			
	COURSE TOTAL		17	27	31		1		3		9	88	264.0				
COMM 199																	
	4188 **	0.0									1	1	0.0	GUSEMAN			
	COURSE TOTAL										1	1	0.0				
COMM 240A																	
	4183N	10.0	7	1	1						1	10	100.0	TUSCANY			
	COURSE TOTAL		7	1	1						1	10	100.0				
COMM 240B																	
	4184N	10.0	4								1	5	50.0	TUSCANY			
	COURSE TOTAL		4								1	5	50.0				
COMM 240C																	
	4185N	10.0	1									1	10.0	TUSCANY			
	COURSE TOTAL		1									1	10.0				
COMM 240D																	
	4186N	10.0	1									1	10.0	TUSCANY			
	COURSE TOTAL		1									1	10.0				
	SUBJECT TOTAL	668	658	324	58	105			51	3	282	2149	6149.0				

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

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	PT	
												ENR	WSCH			
COMM 122																
4132	3	16.0	20	11	10	3	2				3	31	85.0	MCAULEY	PT	
4136	8	6.0	4	9	4	3	2				4	30	90.0	MCKENZIE	XP	
4137	8	6.0	5	6	9	1	2				6	26	60.3	GUSEMAN	XP	
4138	8	6.0	5	6	9	1	2				6	29	63.1	GUSEMAN	XP	
4140	3	16.0	19	8	6	6	1				2	30	76.8	RICHEN	PT	
4141												29	87.0	HOWITT	XP	
4142												28	84.0	PEREZ	XP	
4144												29	87.0	POLLACK	PT	
4145												30	90.0	HOWITT	PT	
4147												33	99.0	CASTELLAW	PT	
4148												27	84.0	PIGERON	PT	
4149	8	6.0	16	5	12	2	1				4	20	49.4	GUSEMAN	PT	
4150	8	6.0	3	9	4	1	2				1	25	54.9	CASTELLAW	PT	
4151												31	75.0	YOUNG	PT	
4152N	3	16.0	11	8	1		2				6	31	68.6	MCAULEY	PT	
4153N												26	78.0	MCAULEY	PT	
4154N												22	66.0	FITZGERALD	PT	
4155N												26	78.0	LOGAN	PT	
4156N												25	75.0	MCAULEY	PT	
COURSE TOTAL			211	165	75	21	24				4	585	1631.1			
COMM 123																
4158	3	3.0	6	3	1						1	11	33.0	HOWITT	PT	
COURSE TOTAL			6	3	1						1	11	33.0			
COMM 124																
4159	8	6.0	19	51	8		1				3	82	216.7	LARSON	XP	
4160	8	6.0	17	29	8		3				1	80	167.3	LARSON	XP	
COURSE TOTAL			36	80	16		4				3	162	384.0			
COMM 128																
4162	3	3.0	8	5	2		14				8	37	108.0	STEFANI	PT	
COURSE TOTAL			8	5	2		14				8	37	108.0			
COMM 135																
4163	3	3.0	19	4	2						5	30	90.0	CASTELLAW	PT	
COURSE TOTAL			19	4	2						5	30	90.0			
COMM 137																
4164	3	3.0	10	7	5	1	1				6	32	96.0	CASTELLAW	PT	
4165	8	3.0	9	17	2		1				1	30	39.8	LARSON	XP	
4166	8	3.0	3	12	4		1				2	31	34.3	LARSON	XP	
4167	8	3.0	3	7	8		1				2	28	84.0	HOWITT	XP	
4168	8	6.0	8	14	3		1				2	30	76.8	LARSON	XP	
4169	8	6.0	15	9	4		1				2	32	82.3	LARSON	XP	
4170	3	3.0	8	16	2		1				1	29	90.0	HOWITT	XP	
4171	3	3.0	1	17	6		1				1	34	87.0	HOWITT	XP	
4172	3	3.0	1	8	3		1				1	27	102.0	TUSCANY	XP	
4173	3	3.0	20	17	6		1				3	34	81.0	GUSEMAN	XP	
4174N	3	3.0	1	12	3		2				1	29	87.0	TUSCANY	XP	

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

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

COMM 105A ORAL LANG SKILLS FOREIGN BORN
4064 3.0
4066N 3.0
COURSE TOTAL
13 2 1 16 48.0 WIRIG PT
5 5 5 21 15.0 SABA PT
18 2 1 1 63.0
TOTAL W ENR TOTAL WSCH

COMM 105B ORAL LANG SKILLS FOREIGN BORN
4069 3.0
4071N 3.0
COURSE TOTAL
1 2 2 3 9.0 WIRIG
4 1 1 5 15.0 SABA
5 3 3 8 24.0
TOTAL W ENR TOTAL WSCH

COMM 105C ORAL LANG SKILLS FOREIGN BORN
4074 3.0
COURSE TOTAL
1 1 1 3.0 WIRIG

COMM 105D ORAL LANG SKILLS FOREIGN BORN
4079 3.0
4081N 3.0
COURSE TOTAL
1 1 1 3.0 WIRIG
3 3 3 9.0 SABA
4 3 4 12.0
TOTAL W ENR TOTAL WSCH

COMM 120 INTERPERSONAL COMMUNICATION
4083 3.0 5 7 5 2 2 8 28 84.0 SHUTE PT
4084 3.0 5 5 3 2 2 8 23 89.0 PEREZ
4085 3.0 3 13 3 6 4 1 28 84.0 PEREZ
4091 3 16.0 12 9 7 8 3 30 79.5 WIRIG PT
4092 3 16.0 22 7 4 4 3 33 90.5 CASEY
4093 3.0 5 11 4 2 3 36 78.0 GATES PT
4094 3.0 5 5 6 4 3 32 102.0 PEREZ
4095 3.0 10 11 9 8 4 35 105.0 PEREZ
4096 3.0 13 9 3 5 2 29 87.0 LARSON
4097 3.0 34 14 5 2 2 40 117.0 FITZGERALD
4098 3.0 1 11 1 1 2 26 60.0 GATES
4101 3 16.0 14 6 1 1 24 63.1 CASTELLAW
4102 3 16.0 9 11 10 3 16 68.6 CASTELLAW
4103 3.0 5 7 4 1 3 25 75.0 YOUNG
4107 3.0 7 3 3 5 2 24 87.0 PEREZ
4109 3.0 9 3 3 4 2 29 105.0 CASTELLAW
4110 3.0 5 9 1 3 2 29 87.0 PEREZ
4112 3.0 8 13 3 2 1 30 87.0 YOUNG
4115 3.0 8 8 3 4 1 31 93.0 WIRIG
4116 3.0 8 8 4 2 6 30 87.0 YOUNG
4119N 2 2 2 4 2 6 30 90.0 SABA
4120N 3.0 10 7 7 5 3 33 99.0 KNIGHT-GENTRY
4121N 3.0 7 7 13 5 4 29 89.0 HERRON
4122N 3.0 6 9 7 1 2 23 69.0 KNIGHT-GENTRY
4123N 3.0 5 7 10 1 1 23 87.0 HERRON
4124N 3.0 6 9 10 1 1 29 84.0 HERRON
COURSE TOTAL 231 10 139 22 44 7 102 770 2257.7 CASEY

COMM 122 PUBLIC SPEAKING
4128 3.0 7 13 6 1 2 30 87.0 MCKENZIE
4130 3.0 10 10 2 2 5 31 93.0 POLLACK PT

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

		S.T. WKS. HRS										TOTAL		TOTAL			
		A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	PT			
DANC 068A	INTRODUCTION TO DANCE																
4535	COURSE TOTAL	5	4	3		3				3	18	36.0	TOTH	PT			
DANC 074A	STUDIO WORKSHOP IN JAZZ DANCE																
4539	COURSE TOTAL	1	1			3				4	9	16.0	EDMISTON	PT			
DANC 074B	STUDIO WORKSHOP IN JAZZ DANCE																
4540	COURSE TOTAL	1	1							1	2	4.0	EDMISTON				
DANC 074C	STUDIO WORKSHOP IN JAZZ DANCE																
4541	COURSE TOTAL	1								1	1	2.0	EDMISTON				
DANC 078A	STUDIO WORKSHOP IN BALLET																
4543	COURSE TOTAL	4				2				4	10	18.0	SHIPKOWSKI	PT			
DANC 078B	STUDIO WORKSHOP IN BALLET																
4544	COURSE TOTAL					1				1	1	2.0	SHIPKOWSKI				
DANC 078C	STUDIO WORKSHOP IN BALLET																
4545	COURSE TOTAL					1				1	3	4.0	SHIPKOWSKI				
DANC 078D	STUDIO WORKSHOP IN BALLET																
4546 **	COURSE TOTAL									1	1	0.0	SHIPKOWSKI				
DANC 080A	MODERN I																
4548	COURSE TOTAL	7	8	1		3				3	19	57.0	MULLEN	XP			
4549	COURSE TOTAL	8	8	1		3				6	26	78.0	MEYER	XP			
4550N	COURSE TOTAL	4	1	2		3				6	16	48.0	JIACOLETTI	PT			
DANC 080B	MODERN II																
4551	COURSE TOTAL	5	3							2	13	39.0	MEYER	XP			
4552N	COURSE TOTAL	5	2							1	9	27.0	JIACOLETTI				
DANC 080C	MODERN III																
4553	COURSE TOTAL	2								1	3	9.0	MEYER				

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

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
COMM 137					SMALL GROUP COMMUNICATION										
7760		3.0	1	8	10		3				5	27	81.0	HOWITT	
7761		3.0	9	10	5	1	1				3	31	93.0	HOWITT	
7763	8	6.0	10	117							3	30	74.1	LARSON	
7764		3.0	21	9	1		1				2	34	102.0	CASTELLAW	XP
7765N		3.0	8	19							2	29	84.0	TUSCANY	
7766N		3.0	2	12	10	1	1				3	29	87.0	GUSEMAN	XP
7767N		3.0	5	14	7		1		1		4	32	96.0	GUSEMAN	
COURSE TOTAL			70	121	33	2	7		2		31	266	746.0		

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
COMM 145					ARGUMENTATION										
7768		3.0	2	7	7		1				8	27	81.0	MCKENZIE	
7770		3.0	3	11	4	1	1				5	25	75.0	MCKENZIE	
7772		3.0	6	10	8	2	1				9	35	105.0	MCKENZIE	XP
7773N		3.0	7	5	2		2				9	25	75.0	MCKENZIE	XP
COURSE TOTAL			18	33	21	5	5				30	112	336.0		

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
COMM 240A					INTERCOLLEGIATE FORENSICS										
7774N		10.0	2				1				2	5	50.0	TUSCANY	XP
COURSE TOTAL			2				1				2	5	50.0		
COMM 240B					INTERCOLLEGIATE FORENSICS										
7776N		10.0	2								2	2	20.0	TUSCANY	
COURSE TOTAL			2								2	2	20.0		
COMM 240C					INTERCOLLEGIATE FORENSICS										
7778N		10.0	3								3	3	30.0	TUSCANY	
COURSE TOTAL			3								3	3	30.0		
SUBJECT TOTAL			551	626	329	66	112		60	4	318	2066	5885.1		

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	PT	
												ENR	ENR				
COMM 120																	
7713N		3.0	7	11	6	2	(CONT'D)				2	28	84.0	KNIGHT-GENTRY	PT		
7714N		3.0	6	10	8				1		5	30	90.0	HERRON	PT		
7715N		3.0	5	8	6						11	24	72.0	FREISHTAT	PT		
COURSE TOTAL			230	203	136	36	40		7		94	746	2166.7				
COMM 122																	
7716		3.0	24	1	1	2					4	30	90.0	FITZGERALD	PT		
7717		3.0	2	12	1						6	32	96.0	MCKENZIE	PT		
7718		3.0	4	14	5						3	28	84.0	OPLIGER	PT		
7720		3.0	3	19	8	2					1	34	102.0	MCKENZIE	XP		
7721		3.0	3	12	7						1	26	78.0	HOWITT	XP		
7722		3.0	21	12	5						4	39	117.0	TUSCANY	XP		
7725		3.0	2	10	8						5	30	90.0	MCKENZIE	PT		
7728		3.0	14	10	4						4	33	99.0	POLLACK	PT		
7730		3.0	5	9	5	1					10	26	87.0	HOWITT	PT		
7732		3.0	2	11	4				1		9	29	87.0	PEREZ	PT		
7734		3.0	4	5	1						1	26	78.0	HOWITT	PT		
7736		3.0	5	6	1						1	36	108.0	GUSEMAN	PT		
7738		3.0	3	10	5						1	28	84.0	POLLACK	PT		
7740		3.0	11	9	3						1	26	78.0	HOWITT	PT		
7741		3.0	7	7	3						3	32	96.0	CASTELLAW	PT		
7742		3.0	6	8	6						3	33	99.0	GUSEMAN	PT		
7743		3.0	3	6	2						5	28	84.0	HOWITT	PT		
7744		3.0	2	8	4						3	33	99.0	GUSEMAN	PT		
7745		3.0	6	10	4						5	33	99.0	YOUNG	PT		
7746N		3.0	3	6	1						2	28	84.0	CASTELLAW	XP		
7749N		3.0	13	6	10	2			1		4	35	105.0	CASTELLAW	XP		
7750N		3.0	14	4	3						1	31	93.0	SMITH	PT		
COURSE TOTAL			162	199	110	20	42		2		119	654	1802.6				
COMM 123																	
7751		3.0	3	5	2						1	11	33.0	CASTELLAW	XP		
COURSE TOTAL			3	5	2						1	11	33.0				
COMM 124																	
7752		6.0	26	36	7		1				3	73	192.0	LARSON	XP		
7753		6.0	21	20	14		8				13	76	172.8	LARSON	XP		
COURSE TOTAL			47	56	21		9				16	149	364.8				
COMM 128																	
7754		3.0	7	3	1		6			1	13	31	87.0	STEFANI	PT		
COURSE TOTAL			7	3	1		6			1	13	31	87.0				
COMM 135																	
7755		3.0	7	6	5		2				5	28	84.0	TUSCANY	PT		
COURSE TOTAL			7	6	5		2				5	28	84.0				
COMM 137																	
7757		6.0	8	12							3	24	57.6	LARSON	XP		
7758		6.0	6	20					1		4	30	71.3	LARSON	XP		

COMMUNICATION AND FINE ARTS ----- COMMUNICATION AND FINE ARTS -----

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

COMM 090A COMMUNICATION SKILLS PRACTICUM
 7650 1.5
 COURSE TOTAL 4 4 3 7 9.0 WIRIG ✓ PT

COMM 090B COMMUNICATION SKILLS PRACTICUM
 7652 3.0
 COURSE TOTAL 5 5 15.0 WIRIG

COMM 105A ORAL LANG SKILLS FOREIGN BORN
 7657 3.0
 7658 3.0
 COURSE TOTAL 18 11 29 2 4 22 13 66.0 WIRIG ✓ PT
 11 29 2 4 22 13 39.0 SABA

COMM 105B ORAL LANG SKILLS FOREIGN BORN
 7661 3.0
 7662 3.0
 COURSE TOTAL 4 3 7 1 4 4 12.0 WIRIG
 3 7 1 1 4 4 12.0 SABA

COMM 105C ORAL LANG SKILLS FOREIGN BORN
 7665 3.0
 7666 3.0
 COURSE TOTAL 1 2 3 3 3.0 WIRIG
 2 3 3 3 6.0 SABA

COMM 105D ORAL LANG SKILLS FOREIGN BORN
 7670 3.0
 COURSE TOTAL 1 1 3.0 WIRIG

COMM 120 INTERPERSONAL COMMUNICATION
 7678 4.0 1 1 4 3 19.2 ZELEDON ✓ PT
 7679 3.0 18 2 27 31 8 90.0 KOCH ✓ PT
 7683 3.0 9 2 12 4 28 84.0 PEREZ ✓ PT
 7684 3.0 2 2 4 3 27 81.0 PEREZ ✓ PT
 7686 3.0 22 6 12 2 34 102.0 BORG ✓ PT
 7687 3.0 12 11 3 2 32 96.0 PEREZ ✓ PT
 7688 3.0 6 21 1 2 30 74.1 LARSON ✓ PT
 7689 3.0 4 4 7 1 27 81.0 ZELEDON ✓ PT
 7690 3.0 13 7 4 6 36 108.0 PEREZ ✓ PT
 7691 3.0 16 19 14 5 31 82.3 LARSON ✓ PT
 7692 3.0 1 14 7 12 26 75.0 WIRIG ✓ PT
 7693 3.0 4 1 17 3 26 81.0 OPLIGER ✓ PT
 7694 3.0 18 4 14 2 27 81.0 BORG ✓ PT
 7695 3.0 4 7 10 8 27 87.0 PEREZ ✓ PT
 7700 3.0 5 7 9 10 31 93.0 JARBOE ✓ PT
 7701 3.0 7 9 3 11 29 87.0 PEREZ ✓ PT
 7702 3.0 6 7 7 10 27 81.0 JARBOE ✓ PT
 7704 3.0 3 7 8 11 26 78.0 PAYNE-MULLIKEN ✓ PT
 7705 3.0 19 3 12 8 32 96.0 JARBOE ✓ PT
 7708N 3.0 4 12 3 3 31 96.0 MCKENZIE ✓ PT
 7710N 3.0 11 8 3 3 27 81.0 SABA ✓ PT
 7711N 3.0 11 5 11 1 33 96.0 YOUNG ✓ PT
 7712N 3.0 26 7 11 1 37 111.0 HERRON ✓ PT
 11.0 WRIGHT ✓ PT

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR		
												ENR	ENR				
COMM 137							(CONT'D)										
	8	6.0	9	19	2		1				2	30	76.8	LARSON			
4172		6.0	9	19	2						2	33	87.8	LARSON			
4173		6.0	2	20	10						4	33	72.0	GUSEMAN			
4174		3.0	2	8	2						3	24	90.0	TUSCANY			
4175N		3.0	13	10	2	2			2		3	30	90.0	TUSCANY			
4176N		3.0	27	8	2		1				3	41	123.0	SMITH		PT	
4177N		3.0	10	17	1		1				1	30	87.0	LARSON			
4178N		3.0	7	5	7	1	1		1		3	24	72.0	LARSON			
COURSE TOTAL			151	161	39	5	6		3		35	400	1172.6	GUSEMAN			
COMM 145																	
		ARGUMENTATION	4	6	7	1	2				5	25	75.0	MCKENZIE			
4180		3.0	3	11	8	1					9	31	93.0	MCKENZIE		XP	
4181		3.0	3	5	4	1	3				2	33	99.0	TUSCANY		XP	
4182		3.0	18	10	10	1	4				6	32	96.0	MCKENZIE		XP	
4183		3.0	1	32	29	3	9				22	121	363.0				
COURSE TOTAL			26	32	29	3	9				22	121	363.0				
COMM 240A																	
		INTERCOLLEGIATE FORENSICS	5	1	1						3	9	90.0	TUSCANY		XP	
4184N		10.0	5	1	1						3	9	90.0	TUSCANY		XP	
COURSE TOTAL			5	1	1						3	9	90.0				
COMM 240B																	
		INTERCOLLEGIATE FORENSICS	1	1							1	2	20.0	TUSCANY			
4185N		10.0	1	1							1	2	20.0	TUSCANY			
COURSE TOTAL			1	1							1	2	20.0				
COMM 240C																	
		INTERCOLLEGIATE FORENSICS	1									1	10.0	TUSCANY			
4186N		10.0	1									1	10.0	TUSCANY			
COURSE TOTAL			1									1	10.0				
COMM 240D																	
		INTERCOLLEGIATE FORENSICS	2									2	20.0	TUSCANY			
4187N		10.0	2									2	20.0	TUSCANY			
COURSE TOTAL			2									2	20.0				
SUBJECT TOTAL			635	782	361	67	97		45	4	304	2295	6618.5				

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

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

COMM 120 INTERPERSONAL COMMUNICATION 29 (CONT'D) 10 104 885 2566.0

COURSE TOTAL 261 286 148 29 47 10 104 885 2566.0

COMM 122 PUBLIC SPEAKING 2 9 11 2 1 1 2 2 2 27 81.0 MCKENZIE

4128 3.0 2 6 8 3 1 1 1 2 2 27 81.0 PEREZ

4129 3.0 1 8 9 1 2 1 1 1 23 69.0 MCKENZIE

4130 3.0 1 4 4 3 1 1 1 1 21 60.0 MCAULEY

4132 3.0 6 6 3 3 2 2 2 2 25 84.7 GUSEMAN

4133 3.0 1 6 6 8 9 1 1 1 30 90.0 PEREZ

4136 3.0 1 11 11 9 1 1 1 1 29 87.0 HOWITT

4137 3.0 1 12 12 12 1 1 1 1 31 93.0 MCKENZIE

4138 3.0 1 14 14 12 1 1 1 1 29 87.0 MCKENZIE

4140 3.0 7 16 16 17 2 2 2 2 26 78.0 GUSEMAN

4141 3.0 4 13 13 14 1 1 1 1 17 51.1 PEREZ

4142 3.0 7 16 16 17 2 2 2 2 26 78.0 RICHENY

4143 3.0 4 11 11 9 1 1 1 1 22 66.0 MCAULEY

4144 3.0 5 15 15 16 2 2 2 2 26 78.0 GUSEMAN

4145 3.0 7 18 18 19 2 2 2 2 29 87.0 GUSEMAN

4146 3.0 8 20 20 21 2 2 2 2 31 93.0 GUSEMAN

4147 3.0 6 14 14 15 1 1 1 1 17 51.1 CASTELLAW

4148 3.0 8 17 17 18 2 2 2 2 26 78.0 POLLACK

4149 3.0 1 8 8 9 1 1 1 1 11 33.0 HOWITT

4150 3.0 1 11 11 12 1 1 1 1 14 42.0 HOWITT

4151 3.0 4 16 16 17 2 2 2 2 26 78.0 CASTELLAW

4152 3.0 8 20 20 21 2 2 2 2 29 87.0 HOWITT

4153 3.0 4 14 14 15 1 1 1 1 17 51.1 GUSEMAN

4154N 3.0 3 12 12 13 1 1 1 1 15 45.0 GUSEMAN

4155N 3.0 6 18 18 19 2 2 2 2 26 78.0 JARBOE

4156N 3.0 9 21 21 22 2 2 2 2 29 87.0 OPLIGER

COURSE TOTAL 143 217 117 24 24 10 104 885 2566.0 MCAULEY

COMM 124 INTERCULTURAL COMMUNICATION 4 4 4 4 1 1 1 1 1 16 48.0 LARSON

4159 6.0 26 42 42 6 6 6 6 78 205.7 LARSON

4160 6.0 9 31 31 18 18 18 18 147 375.8 LARSON

COURSE TOTAL 35 73 24 24 24 10 104 885 2566.0

COMM 128 GLOBAL COMMUNICATION 4 4 4 4 1 1 1 1 1 16 48.0 STEFANI

4162 3.0 4 9 9 1 1 1 1 1 16 48.0 STEFANI

COURSE TOTAL 4 9 1 1 1 1 1 1 16 48.0

COMM 135 FUND OF ORAL INTERPRETATION 2 2 2 2 2 2 2 2 7 23 66.0 CASTELLAW

4163 3.0 7 2 2 3 3 3 3 23 66.0 CASTELLAW

COURSE TOTAL 7 7 3 3 3 3 3 3 23 66.0

COMM 137 SMALL GROUP COMMUNICATION 1 1 1 1 1 1 1 1 4 28 84.0 TUSCANY

4165 3.0 12 9 25 2 5 5 5 38 114.0 WIRIG

4167 3.0 8 8 25 1 1 1 1 24 72.0 YOUNG

4168 3.0 8 8 25 1 1 1 1 24 72.0 TUSCANY

4169 3.0 20 12 12 1 1 1 1 34 102.0 CASTELLAW

4170 3.0 12 14 14 5 5 5 5 34 102.0 CASTELLAW

4171 3.0 14 9 3 3 3 3 3 30 90.0 CASTELLAW

COMMUNICATION AND FINE ARTS

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR
											ENR	WSCH	
COMM 105A	ORAL LANG	SKILLS	FOREIGN BORN										
4064	3.0								1	1	14	42.0	WIRIG ✓
4066	3.0								2	2	8	24.0	SABA ✓
COURSE TOTAL									3		22	66.0	
COMM 105B	ORAL LANG	SKILLS	FOREIGN BORN										
4069	3.0								1	1	4	12.0	WIRIG
4071	3.0								2	2	6	18.0	SABA
COURSE TOTAL									3		10	30.0	
COMM 105C	ORAL LANG	SKILLS	FOREIGN BORN										
4074	3.0								1	1	2	3.0	WIRIG
4076	3.0								1	2	4	6.0	SABA
COURSE TOTAL									2		6	9.0	
COMM 105D	ORAL LANG	SKILLS	FOREIGN BORN										
4079	3.0								2		2	6.0	WIRIG
4081	3.0								1		3	3.0	SABA
COURSE TOTAL									3		5	9.0	
COMM 120	INTERPERSONAL	COMMUNICATION											
4083	3.0								1	1	4	87.0	STEFFANI ✓
4084	3.0								1	1	4	78.0	DICOCHHA ✓
4085	3.0								1	1	4	84.0	PEREZ ✓
4086	3.0								1	1	4	96.0	YOUNG ✓
4089	3.0								1	1	4	79.5	WIRIG ✓
4090	3.0								1	1	4	71.3	YOUNG ✓
4091	3.0								1	1	4	75.0	BORG ✓
4093	3.0								1	1	4	96.0	FIDSMORE ✓
4094	3.0								1	1	4	102.0	PEREZ ✓
4095	3.0								1	1	4	96.0	HOWITT ✓
4096	3.0								1	1	4	96.0	FREISHTAT ✓
4097	3.0								1	1	4	99.0	EIDSMORE ✓
4098	3.0								1	1	4	90.0	HOWITT ✓
4099	3.0								1	1	4	78.0	SABA ✓
4101	3.0								1	1	4	71.3	STEFFANI ✓
4102	3.0								1	1	4	77.1	SABA ✓
4103	3.0								1	1	4	82.3	PEREZ ✓
4109	3.0								1	1	4	96.0	FREISHTAT ✓
4110	3.0								1	1	4	90.0	PEREZ ✓
4111	3.0								1	1	4	90.0	LARSON ✓
4112	3.0								1	1	4	82.3	LARSON ✓
4113	3.0								1	1	4	90.0	STEFFANI ✓
4114	3.0								1	1	4	90.0	HOWITT ✓
4115	3.0								1	1	4	90.0	HOWITT ✓
4116N	3.0								1	1	4	81.0	HARRELL ✓
4119N	3.0								1	1	4	84.0	HARRELL ✓
4120N	3.0								1	1	4	93.0	KNIGHT-GENTRY ✓
4121N	3.0								1	1	4	66.0	BORG ✓
4122N	3.0								1	1	4	66.0	HERRON ✓
4123N	3.0								1	1	4	87.0	HERRON ✓
4124N	3.0								1	1	4	78.0	POLLACK ✓

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	
											ENR				
COMM 137 SMALL GROUP COMMUNICATION															
		79	79	52	7	9		3		43	272		804.0		
COURSE TOTAL															
COMM 145 ARGUMENTATION															
7768	3.0	6	8	5	1					5	25		75.0	CASTELLAW	
7769	3.0	6	10	4		1				7	28		84.0	MCKENZIE	
7770	3.0	6	10	11	2					5	34		102.0	MCKENZIE	
7772	3.0	6	5	5	1			1		6	27		81.0	MCKENZIE	XP
COURSE TOTAL															
		24	33	25	4	4		1		23	114		342.0		XP
COMM 240A INTERCOLLEGIATE FORENSICS															
7774	10.0	7								2	9		90.0	TUSCANY	XP
COURSE TOTAL															
		7								2	9		90.0		
COMM 240B INTERCOLLEGIATE FORENSICS															
7776	10.0	2									2		20.0	TUSCANY	
COURSE TOTAL															
		2									2		20.0		
COMM 240D INTERCOLLEGIATE FORENSICS															
7780	10.0	1									1		10.0	TUSCANY	
COURSE TOTAL															
		1									1		10.0		
SUBJECT TOTAL															
		543	602	312	67	102		49	8	326	2009		5927.3		

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

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

COMM 122 PUBLIC SPEAKING

7716	3.0	4	5	5	1	2	4			11	27	78.0	PEREZ
7717	3.0	2	11	7	1	2	3			3	28	84.0	MCKENZIE
7718	3.0	6	9	9	3	1	5			5	33	99.0	MCKENZIE
7720	3.0	10	10	9	1	2	27			3	27	81.0	FARNAN
7721	3.0	3	9	4	2	3	30			9	30	90.0	PEREZ
7722	3.0	8	14	14	2	2	32			2	32	96.0	MCKENZIE
7725	3.0	3	14	10	3	2	26			2	33	65.8	GUSEMAN
7726	3.0	5	10	14	2	2	19			7	33	71.3	GUSEMAN
7730	3.0	8	8	15	2	2	33			4	19	57.0	STEFANI
7732	3.0	4	10	14	1	1	32			3	32	96.0	MCKENZIE
7734	3.0	17	7	10	2	2	32			3	32	96.0	TUSCANY
7736	3.0	16	8	12	1	3	24			2	24	72.0	POLIACK
7738	3.0	10	12	3	2	1	28			3	28	84.0	FARNAN
7739	3.0	17	8	2	1	1	23			5	28	84.0	GUSEMAN
7740	3.0	5	7	4	1	3	27			4	27	49.4	GUSEMAN
7741	3.0	5	9	5	1	1	24			4	24	63.1	GUSEMAN
7742	3.0	2	6	8	1	1	24			2	24	72.0	ERBE
7743	3.0	1	7	7	1	1	26			1	26	78.0	HOWITT
7744	3.0	1	8	6	1	1	28			1	28	84.0	ERBE
7745	3.0	14	4	6	1	2	23			2	23	69.0	TUSCANY
7747	3.0	11	5	1	3	1	30			6	30	90.0	OPLIGER
7748	3.0	6	12	1	1	1	24			3	24	72.0	OPLIGER
COURSE TOTAL	147	190	100	22	32	1	112			604	1731.6		

COMM 124 INTERCULTURAL COMMUNICATION

7751	3.0	5	17	6	1	1	3			2	32	96.0	HOWITT
7752	3.0	22	5	3	1	1	34			3	34	102.0	TUSCANY
7753	3.0	10	14	6	1	1	31			2	31	93.0	HOWITT
7754	3.0	10	12	1	1	1	25			2	25	72.0	TUSCANY
COURSE TOTAL	47	48	16	2	2	2	122			363.0			

COMM 128 GLOBAL COMMUNICATION

7755	3.0	3	7	4	1	1	19			1	38	114.0	STEFANI
COURSE TOTAL	3.0	3	7	4	4	1	19			1	38	114.0	

COMM 135 FUND OF ORAL INTERPRETATION

7756	3.0	6	6	7	1	2	8			8	30	90.0	CASTELLAW
COURSE TOTAL	3.0	6	6	7	1	2	8			8	30	90.0	

COMM 137 SMALL GROUP COMMUNICATION

7757	3.0	8	4	1	1	2	11			2	27	78.0	YOUNG
7758	3.0	8	8	7	2	1	6			1	26	96.0	HOWITT
7760	3.0	11	7	5	1	1	3			3	32	78.0	WIRIG
7761	3.0	15	12	10	1	1	31			2	31	93.0	HOWITT
7762	3.0	12	10	3	1	1	29			2	29	84.0	HOWITT
7763	3.0	11	8	11	1	1	26			4	26	84.0	HOWITT
7764	3.0	10	12	3	1	1	29			4	29	87.0	GUSEMAN
7765	3.0	10	13	5	1	2	16			4	16	45.0	LYNBERG
7766	3.0	11	3	7	1	2	27			4	27	78.0	ARMAS-MATSUMOT
7767	3.0	3	12	7	1	2	29			5	29	87.0	GUSEMAN

COMMUNICATION AND FINE ARTS

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
COMM 105A ORAL LANG SKILLS FOREIGN BORN													
7657	3.0							12	1	15	45.0	WIRIG	PT
7658	3.0							14	4	21	63.0	SABA	PT
COURSE TOTAL													
								26	5	36	108.0		
COMM 105B ORAL LANG SKILLS FOREIGN BORN													
7661	3.0							8	1	9	27.0	WIRIG	
7662	3.0							1	1	2	6.0	SABA	
COURSE TOTAL													
								9	2	11	33.0		
COMM 105C ORAL LANG SKILLS FOREIGN BORN													
7665	3.0							1	1	2	3.0	WIRIG	
7666	3.0							1	1	2	3.0	SABA	
COURSE TOTAL													
								2	2	4	6.0		
COMM 105D ORAL LANG SKILLS FOREIGN BORN													
7670	3.0							1	1	2	3.0	WIRIG	
7671	3.0							1	1	2	3.0	SABA	
COURSE TOTAL													
								2	2	4	6.0		
COMM 120 INTERPERSONAL COMMUNICATION													
7679	3.0	2	17	7	2	2				34	102.0	WIRIG	PT
7680	6.0	10	12	3	2	4				32	76.8	EIDSMORE	PT
7681	8	10	11	2	1	6				36	82.3	EIDSMORE	PT
7683	3.0	6	6	10	1	5				28	84.0	PEREZ	PT
7684	3.0	5	5	6	1	5				28	84.0	JARBOE	PT
7686	3.0	7	11	6	1	6				33	99.0	PEREZ	PT
7690	3.0	6	9	6	4	5				27	72.0	GRAVES	PT
7691	3.0	13	6	12	1	6				31	81.0	BORG	PT
7692	3.0	8	12	9	4	6				31	99.0	PEREZ	PT
7693	3.0	3	12	11	1	2				26	78.0	PEREZ	PT
7694	3.0	10	9	9	1	4				35	105.0	HARRILL	PT
7696	3.0	9	15	4	1	3				26	76.8	FARNAN	PT
7698	6.0	22	11	4	2	4				32	65.8	MCCALL	PT
7699	6.0	4	11	4	1	3				26	90.0	PEREZ	PT
7700	3.0	4	11	4	1	2				31	93.0	PEREZ	PT
7701	3.0	12	9	6	4	5				31	87.0	CASTELLAW	PT
7703	3.0	15	11	6	2	4				29	84.0	BORG	PT
7704	3.0	16	16	10	1	3				28	93.0	SABA	PT
7705	3.0	1	14	10	1	2				31	96.0	SABA	PT
7707	3.0	1	20	14	1	3				32	96.0	BORG	PT
7709	3.0	10	27	11	1	5				34	102.0	HERRON	PT
7710	3.0	8	11	10	1	2				25	69.0	HERRON	PT
7711	3.0	9	11	5	1	1				22	66.0	HARRILL	PT
7712	3.0	10	22	6	3	1				23	69.0	HARRILL	PT
7713	3.0	10	6	3	3	1				27	81.0	GOETZ	PT
7714	3.0	5	13	8	3	1				27	81.0	HERRON	PT
COURSE TOTAL													
		227	239	108	31	49		5		766	2209.7		

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR
											ENR	WSCH	
COMM 137 SMALL GROUP COMMUNICATION													
4172	3.0	7	5	4	2	2		1		5	25	72.0	HOWITT
4174	3.0	3	8	2	2	2				2	20	60.0	GUSEMAN
4176N	3.0	12	5	2	1					1	19	57.0	SMITH
4177N	3.0	10	11							3	24	75.0	SMITH
4178N	3.0	13	6	1						1	21	63.0	FARNAN
COURSE TOTAL		117	103	36	11	9		1		37	314	942.0	
COMM 145 ARGUMENTATION													
4180	3.0	5	7	7	1					11	31	93.0	MCKENZIE
4181	3.0	8	8	9		1				8	33	99.0	MCKENZIE
4182	3.0	17	7	2	4	1		1		4	32	96.0	TUSCANY
4183	3.0	2	9	6	5	2				6	29	87.0	MCKENZIE
COURSE TOTAL		32	31	24	5	3		1		29	125	375.0	
COMM 240A INTERCOLLEGIATE FORENSICS													
4184	10.0	5									5	50.0	TUSCANY
COURSE TOTAL		5									5	50.0	
COMM 240B INTERCOLLEGIATE FORENSICS													
4185	10.0	4	1								5	50.0	TUSCANY
COURSE TOTAL		4	1								5	50.0	
COMM 240C INTERCOLLEGIATE FORENSICS													
4186	10.0	2									2	20.0	TUSCANY
COURSE TOTAL		2									2	20.0	
SUBJECT TOTAL													
		634	587	335	72	106		55	6	380	2175	6281.1	

COMMUNICATION AND FINE ARTS

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

COMM	122	PUBLIC SPEAKING																	
4128	3.0	3	5	8	3	4	3			3	24	72.0	MCKENZIE	XP					
4129	3.0	5	6	2	4	1	3			12	27	81.0	PEREZ	XP					
4130	3.0	6	8	8	4	2	3			33	24	72.0	HARBELL	XP					
4132	3.0	15	6	6				1		30	30	90.0	MCAULEY	PT					
4133	3.0	28								32	32	90.0	MCAULEY	PT					
4136	3.0	5	6	7	2	1	2			29.8	32	75.0	TUSCANY	XP					
4137	3.0	8	9	10	1	2	1			25	31	75.0	PEREZ	XP					
4138	3.0	2	1	8	2	1	2			31	28	93.0	MCKENZIE	XP					
4140	3.0	4	1	6	2	1	3			26	25	65.8	GUSEMAN	XP					
4141	3.0	7	1	3	2	1	1			25	30	75.0	GUSEMAN	XP					
4142	3.0	2	8	2	3	1	1			30	30	90.0	MCKENZIE	XP					
4143	3.0	8	7	3	3	1	1			30	30	90.0	MCKENZIE	XP					
4144	3.0	7	8	3	3	1	1			22	31	43.9	RICHEN	XP					
4145	3.0	8	7	5				1		22	21	38.4	STEPANI	PT					
4146	3.0	1	3	3	2	3				31	31	63.0	POLLACK	PT					
4147	3.0	1	3	4	2	3				24	24	72.0	POLLACK	PT					
4148	3.0	1	4	6	2	3				14	14	30.2	HOWITT	PT					
4149	3.0	3	3	1	3	1				29	29	54.9	GUSEMAN	PT					
4151	3.0	1	4	6	7	1				17	17	51.0	MCCALL	PT					
4153N	3.0	1	3	7						32	32	76.8	MCAULEY	PT					
4154N	3.0	1	2	5	5	1				29	29	87.0	MCAULEY	PT					
4155N	3.0	1	6	6	3	2		1		14	14	42.0	OPLIGER	PT					
4156N	3.0	2	5	5	1	1				19	19	57.0	GUSEMAN	PT					
4157N	3.0	5	5	2	2	1				13	13	39.0	OPLIGER	PT					
4158N	3.0	1	6	2	2	1				22	22	63.0	OPLIGER	PT					
COURSE TOTAL		205	152	95	22	25		3		106	608	1617.9	FARNMAN	PT					

COMM	124	INTERCULTURAL COMMUNICATION																
4159	3.0	3	8	4	1	5				6	27	81.0	HOWITT	XP				
4160	3.0	12	8	5	3	2				5	30	90.0	CASTELLAW	XP				
4161	3.0	2	8	6	3	2				26	26	78.0	HOWITT	XP				
4162	3.0	18	5	6	3	2				23	23	69.0	TUSCANY	XP				
COURSE TOTAL		35	29	15	4	7				16	106	318.0						

COMM	128	GLOBAL COMMUNICATION																
4163	3.0	4	1	7	1	6				24	43	126.0	STEFANI	PT				
COURSE TOTAL		4	1	7	1	6				24	43	126.0						

COMM	135	FUND OF ORAL INTERPRETATION																
4164	3.0	7	7	3	3	1				4	25	75.0	CASTELLAW	XP				
COURSE TOTAL		7	7	3	3	1				4	25	75.0						

COMM	137	SMALL GROUP COMMUNICATION																
4165	3.0	9	11	6	2	1				2	30	90.0	HOWITT	XP				
4166	3.0	18	11	3	1	1				3	36	108.0	TUSCANY	XP				
4167	3.0	14	8	3	1	2				4	28	84.0	WIRIG	PT				
4168	3.0	5	6	3	1	2				4	20	60.0	FALLON	PT				
4169	3.0	7	8	1	2	1				6	31	93.0	HOWITT	PT				
4170	3.0	10	10	5	2	1				4	31	108.0	TUSCANY	PT				
4171	3.0	14	14	4	1	1				2	24	72.0	TUSCANY	PT				
COURSE TOTAL		77	77	33	11	11				24	24	72.0	GUSEMAN	PT				

COMMUNICATION AND FINE ARTS

S.T. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	
										ENR	WSCH		
4064							8	1	1	10	30.0	YOUNG ✓	
4066							10	2	3	15	45.0	SABA ✓	
COURSE TOTAL											25	75.0	

S.T. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	
										ENR	WSCH		
4069							4			4	12.0	YOUNG	
4071							7			7	21.0	SABA	
COURSE TOTAL											11	33.0	

S.T. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	
										ENR	WSCH		
4074							7			7	21.0	YOUNG	
4076							4			4	12.0	SABA	
COURSE TOTAL											11	33.0	

S.T. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR
										ENR	WSCH	
4083							1			3	96.0	EIDSMORE ✓
4084										5	75.0	MCCALL
4085										2	75.0	PEREZ
4086										2	90.0	JARBOE
4087										3	63.0	GOETZ
4088										2	81.0	KAHN
4089										1	79.5	WIRIG
4090										3	105.0	YOUNG
4093										3	87.0	WIRIG
4094										2	93.0	PEREZ
4096										1	87.0	PEREZ
4097										2	93.0	SCHULMEYER
4099										2	96.0	EIDSMORE
4101										2	93.0	YOUNG
4103										2	66.0	PEREZ
4104										1	99.0	PEREZ
4105										2	99.0	PEREZ
4108										2	63.0	SABA
4109										4	52.1	SABA
4110										2	117.0	GUSEMAN
4111										4	84.0	SABA
4112										2	90.0	MCCALL
4113										3	54.9	PEREZ
4114										4	76.8	CASTELLAW
4115										3	72.0	CASTELLAW
4116										2	72.0	SCHULMEYER
4117N										1	51.0	SCHULMEYER
4118N										2	81.0	STEFANI ✓
4120N										1	93.0	SCHULMEYER
4121N										2	63.0	GRAVES ✓
4122N										2	75.0	HARRELL ✓
4123N										2	78.0	HERRON ✓
4124N										2	78.0	SCHULMEYER
COURSE TOTAL							10	3	160	895	2566.2	GOETZ ✓

S.T. HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR
										ENR	WSCH	
4083							1			3	96.0	EIDSMORE ✓
4084										5	75.0	MCCALL
4085										2	75.0	PEREZ
4086										2	90.0	JARBOE
4087										3	63.0	GOETZ
4088										2	81.0	KAHN
4089										1	79.5	WIRIG
4090										3	105.0	YOUNG
4093										3	87.0	WIRIG
4094										2	93.0	PEREZ
4096										1	87.0	PEREZ
4097										2	93.0	SCHULMEYER
4099										2	96.0	EIDSMORE
4101										2	93.0	YOUNG
4103										2	66.0	PEREZ
4104										1	99.0	PEREZ
4105										2	99.0	PEREZ
4108										2	63.0	SABA
4109										4	52.1	SABA
4110										2	117.0	GUSEMAN
4111										4	84.0	SABA
4112										2	90.0	MCCALL
4113										3	54.9	PEREZ
4114										4	76.8	CASTELLAW
4115										3	72.0	CASTELLAW
4116										2	72.0	SCHULMEYER
4117N										1	51.0	SCHULMEYER
4118N										2	81.0	STEFANI ✓
4120N										1	93.0	SCHULMEYER
4121N										2	63.0	GRAVES ✓
4122N										2	75.0	HARRELL ✓
4123N										2	78.0	HERRON ✓
4124N										2	78.0	SCHULMEYER
COURSE TOTAL							10	3	160	895	2566.2	GOETZ ✓

COMMUNICATION AND FINE ARTS

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

COMM 105A ORAL LANG SKIL/ENGLISH LEARNER
 7657 3.0 11
 7658N 3.0 9
 COURSE TOTAL 20 23 13 39.0 WIRIG ✓
 PT

COMM 105B ORAL LANG SKIL/ENGLISH LEARNER
 7661 3.0 3
 7662N 3.0 4
 COURSE TOTAL 7 3 5 15.0 WIRIG
 MCCALL

COMM 105C ORAL LANG SKIL/ENGLISH LEARNER
 7665 3.0 4
 7666N 3.0 2
 COURSE TOTAL 6 1 1 12.0 WIRIG
 MCCALL

COMM 105D ORAL LANG SKIL/ENGLISH LEARNER
 7670 3.0 4
 7671N 3.0 3
 COURSE TOTAL 7 4 3 12.0 WIRIG
 MCCALL

COMM 120 INTERPERSONAL COMMUNICATION
 7679 3.0 5 11 3 3 5 36 108.0 PEREZ
 7680 6.0 10 11 11 2 2 29 63.1 EIDSMORE ✓
 7681 6.0 11 10 10 1 1 33 79.5 EIDSMORE
 7683 3.0 7 6 6 2 2 31 93.0 PEREZ
 7684 3.0 8 12 10 1 1 33 99.0 YOUNG
 7685 3.0 10 4 5 6 7 29 87.0 CASTELLAN
 7686 3.0 9 6 6 1 1 24 69.0 OROURKE ✓
 7687 3.0 7 4 5 2 2 32 72.0 PEREZ
 7688 3.0 7 13 10 1 1 34 96.0 PEREZ
 7690 3.0 5 10 4 1 1 24 72.0 YOUNG
 7692 3.0 27 16 15 11 1 39 117.0 FARNAN ✓
 7693 3.0 7 15 16 2 2 33 99.0 SCHULMEYER
 7694 3.0 6 21 15 2 2 33 69.0 HARRELL ✓
 7700 3.0 7 11 16 1 1 37 105.0 SABA ✓
 7701 3.0 8 15 11 4 4 24 111.0 WIRIG
 7703 3.0 4 11 8 3 3 25 75.0 SCHULMEYER ✓
 7704 3.0 4 8 9 2 2 29 84.0 BECKHAM ✓
 7707N 3.0 4 4 5 1 1 31 84.0 HOWITT
 7708N 3.0 4 8 9 3 3 31 84.0 SABA
 7710N 3.0 5 7 7 2 2 25 83.0 SCHULMEYER
 7711N 3.0 11 7 7 5 5 32 75.0 SCHULMEYER ✓
 7712N 3.0 11 3 4 4 4 20 96.0 HERRON ✓
 7713N 3.0 8 7 7 3 3 28 60.0 O'ROURKE
 7714N 3.0 16 7 7 4 4 32 84.0 HERRON
 COURSE TOTAL 197 235 105 40 39 2 746 2188.6 HARRELL ✓

COMM 122 PUBLIC SPEAKING
 7716 3.0 22 6 4 1 2 33 99.0 FARNAN ✓
 7717 3.0 2 8 4 1 2 25 75.0 LINDHOLM ✓
 PT

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

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

COMM	COURSE	TITLE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	AGE	
COMM 122		PUBLIC SPEAKING							(CONT'D)									
7718			3	0	3	6	9	1	1				9	29	84.0	JARBOE ✓	PT	
7719			3	0	8	5	2	1	8				7	26	78.0	LINDHOLM ✓	PT	
7720			3	0	3	2	3	1	1				5	19	57.0	YOUNG	PT	
7721			3	0	27	7	8	2	1				4	40	117.0	FARNAN	PT	
7722			3	0	5	7	3						9	26	78.0	CASTELLAN	PT	
7725			3	0	23	8	2	2	1				5	33	99.0	TUSCANY		
7726			3	0	3	2	8	1	2				3	30	90.0	JARBOE	PT	
7730			3	0	7	7	4						11	22	66.0	PEREZ		
7732			3	0	6	4	4		1				2	25	63.0	PEREZ		
7733			3	0	6	7	8						5	25	54.0	GUSEMAN		
7736			3	0	6	8	6		1				6	24	72.0	GUSEMAN		
7738			3	0	6	6	3		1				4	24	72.0	POLLACK	PT	
7739			3	0	8	8	2	1	1				7	25	90.0	BECKHAM	PT	
7741			3	0	2	2	3		1				4	25	75.0	PEREZ		
7742			3	0	2	3	9		1				7	32	74.0	GUSEMAN		
7744			3	0	2	2	1		1				4	30	81.0	GUSEMAN		
7744N			3	0	20	7	1		2		1		2	27	74.0	MCCALL	PT	
7745N			3	0	7	3	3		2				4	28	80.0	HARRELL	PT	
7747N			3	0	7	7	7		1				9	20	84.0	GUSEMAN		
7748N			3	0	8	7	4		3				2	25	75.0	GUSEMAN		
		COURSE TOTAL			179	139	79	21	25		1		114	558	1605.0	OPLIGER ✓	PT	
COMM 123		ADVANCED PUBLIC SPEAKING																
7750			3	0	2	3							3	8	24.0	PEREZ		
		COURSE TOTAL			2	3							3	8	24.0			
COMM 124		INTERCULTURAL COMMUNICATION																
7751			3	0	3	8	10	2	5				3	31	93.0	HOWITT		
7752			3	0	5	8	3	2	5				7	30	90.0	SCHULMEYER		
7753			3	0	3	4	5	3	5				3	23	69.0	HOWITT		
7754			3	0	12	16	1	7	2				13	31	93.0	TUSCANY		
		COURSE TOTAL			23	36	19	7	17				13	115	345.0			
COMM 128		GLOBAL COMMUNICATION																
7755			3	0	9	6	1	1	4		1	1	9	32	96.0	STEFANIL ✓	PT	
		COURSE TOTAL			9	6	1	1	4		1	1	9	32	96.0			
COMM 135		FUND OF ORAL INTERPRETATION																
7756			3	0	2	8		2	5				10	27	75.0	GUSEMAN		
		COURSE TOTAL			2	8		2	5				10	27	75.0			
COMM 137		SMALL GROUP COMMUNICATION																
7758			3	0	1	11	9	3	1				5	30	90.0	HOWITT	XP	
7760			3	0	14	9	5	7	6				1	31	93.0	WIRIG	PT	
7761			3	0	11	4	13		2				2	31	93.0	HOWITT	PT	
7762			3	0	28	2	2		1				2	32	96.0	MCCALL	PT	
7763			3	0	4	6	4	4	1				5	24	72.0	HOWITT		
7764			3	0	4	7	7	4	1				2	26	75.0	GUSEMAN	XP	
7765N			3	0	11	4	6	1	1				5	25	75.0	JEFICOAT ✓	PT	
7766N			3	0	5	4	6	1	1				2	31	93.0	GUSEMAN	XP	
7767N			3	0	4	15	7	2	2				1	19	57.0	FALLON ✓	PT	

COMMUNICATION AND FINE ARTS ----- COMMUNICATION AND FINE ARTS -----

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

COMM 137 SMALL GROUP COMMUNICATION 68 65 60 18 (CONT"D) 13 25 249 744.0

COMM 144 INTERRACIAL COMMUNICATION 13 3 1 1 1 1 1 19 57.0 MCKENZIE ✓ PT

COMM 145 ARGUMENTATION 3.0 16 7 2 2 3 3 33 99.0 TUSCANY XP
 7770 3.0 7 11 4 2 2 4 30 90.0 CASTELLAW
 7772 3.0 8 8 4 4 2 6 26 75.0 CASTELLAW
 7774 3.0 6 2 3 3 8 19 57.0 TUSCANY
 7775 COURSE TOTAL 37 28 13 4 5 21 108 321.0

COMM 199 SPECIAL STUDIES/COMMUNICATION 8 18.0 1 1 1 1 1 1 8.2 GUSEMAN

COMM 240A INTERCOLLEGIATE FORENSICS 10.0 3 3 2 2 5 5 50.0 TUSCANY XP
 7777 COURSE TOTAL 3 3 1 1 1 2 5 50.0

COMM 240B INTERCOLLEGIATE FORENSICS 10.0 1 1 1 1 2 2 20.0 TUSCANY
 7778 COURSE TOTAL 1 1 1 1 2 2 20.0

COMM 240C INTERCOLLEGIATE FORENSICS 10.0 1 1 1 1 1 1 10.0 TUSCANY
 7779 COURSE TOTAL 1 1 1 1 1 1 10.0

SUBJECT TOTAL 535 524 278 94 109 44 1 334 1919 5684.8

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
4064	3.0							15	1	2	18	54.0	WIRIG ✓	PT
4066	3.0							6		3	9	27.0	MCCALL	PT
4067	3.0							1	1	5	11	33.0	MCCALL	PT
COURSE TOTAL								22			28	84.0		

4069	3.0							3		1	4	12.0	WIRIG	
4071	3.0							2		1	6	6.0	MCCALL	
COURSE TOTAL								5			10	18.0		

4074	3.0							1			1	3.0	WIRIG	
4076	3.0							2			2	6.0	MCCALL	
COURSE TOTAL								3			3	9.0		

4079	3.0							2		1	3	9.0	WIRIG	
4081	3.0							3		1	6	9.0	MCCALL	
COURSE TOTAL								5			9	18.0		

COMM	120	INTERPERSONAL	COMMUNICATION											
4082	3.0	5	5	2		11	28	84.0	PEREZ					PT
4083	3.0	11	3	1		14	27	81.0	HARRELL ✓					PT
4084	3.0	2	6	3		7	31	93.0	JARBOE ✓					PT
4085	6.0	2	12	1		7	26	49.4	PEREZ					XP
4086	6.0	4	6	3		8	22	52.1	PEREZ					XP
4087	3.0	11	5	3		7	26	96.0	HARRELL ✓					PT
4088	3.0	6	9	2		5	27	81.0	DEISS ✓					PT
4089	3.0	15	8	1		4	30	71.3	WIRIG ✓					PT
4090	16.0	22	3	1		7	30	74.1	FARNAN ✓					PT
4092	3.0	9	8	1		3	31	93.0	PEREZ ✓					PT
4093	3.0	6	8	2		7	33	114.0	PEREZ ✓					PT
4094	3.0	5	10	1		7	32	96.0	SCHULMEYER ✓					PT
4096	3.0	5	14	1		1	34	102.0	SCHULMEYER ✓					PT
4097	3.0	4	14	1		1	41	123.0	BIDSMORE ✓					PT
4098	3.0	5	12	2		7	40	90.0	JARBOE ✓					PT
4099	3.0	4	4	1		7	30	69.0	HARRELL ✓					PT
4101	3.0	10	4	2		9	36	105.0	PEREZ ✓					PT
4103	3.0	8	7	3		9	33	99.0	SCHULMEYER ✓					PT
4104	16.0	6	4	2		6	33	99.0	SCHULMEYER ✓					PT
4105	3.0	7	9	1		9	32	63.1	STEFANIV ✓					PT
4108	3.0	8	8	2		1	18	46.6	BECKHAM ✓					PT
4109	3.0	5	6	2		1	29	87.0	FIDSMORE ✓					PT
4110	3.0	4	4	1		2	18	54.0	CARLETON ✓					PT
4111	3.0	7	1	2		3	23	105.0	WIRIG ✓					PT
4112	6.0	6	1	2		3	23	66.0	SCHULMEYER ✓					PT
4113	6.0	8	6	1		2	29	54.9	CARLETON ✓					PT
4115	3.0	7	7	2		2	24	65.8	CARLETON ✓					PT
4120N	3.0	12	11	2		3	25	105.0	FIDSMORE ✓					PT
4121N	3.0	6	13	2		2	23	75.0	SABA ✓					PT

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	PT
												ENR	ENR			
COMM 120																
4122N		3.0		18	3	1	3		1		1	7	27	81.0	SABA	PT
4123N		3.0	5	8	5	3					7	25	25	75.0	HERRON	PT
4124N		3.0	3	5	4	3					7	25	25	75.0	CARLETON	PT
COURSE TOTAL		220	264	169	57	49			3		162	924	2595.3			

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	PT
												ENR	ENR			
COMM 122																
4128		3.0	13	2	2		2				3	22	22	66.0	LINDHOLM	PT
4129		3.0	15	1	1						7	23	23	69.0	MCCALL	PT
4130		3.0	11	14	1						4	30	30	90.0	FARNAN	PT
4131		3.0	15	5	3		2				7	32	32	96.0	YOUNG	PT
4132		3.0	8	6	2						4	24	24	72.0	MCAULEY	PT
4133		3.0	4	2	1						3	11	11	33.0	BERRY	PT
41334		3.0	4	2	1						3	11	11	33.0	BERRY	PT
41336		16.0	14	14	6	1	2				2	32	32	79.5	SCHULMEYER	XP
41337		3.0	11	6	12						2	27	27	81.0	LINDHOLM	PT
41338		3.0	11	6	6						3	20	20	60.0	HOWITT	PT
4140		6.0	4	8	5				1		2	21	21	63.0	GUSEMAN	XP
4141		3.0	4	10	4						9	14	14	42.0	MCCALL	PT
4142		3.0	6	10	4						7	18	18	54.0	PEREZ	XP
4144		3.0	8	6	3						4	18	18	54.0	POLLACK	XP
41445		3.0	8	5	4				1		7	18	18	54.0	TUSCANY	XP
41446		16.0	15	3	3		1				10	25	25	75.0	TUSCANY	XP
41447		3.0	10	5	3						4	18	18	54.0	PEREZ	XP
41448		3.0	5	8	3						2	10	10	30.0	BECKHAM	PT
41449		3.0	6	13	3						5	25	25	75.0	DEISS	PT
4151		6.0	4	3	2		1				5	19	19	57.0	GUSEMAN	PT
4152N		3.0	16	8	5		1				2	29	29	87.0	GUSEMAN	PT
4153N		16.0	22	5	1						2	27	27	81.0	MCAULEY	PT
4154N		3	17	4	2						2	21	21	63.0	MCAULEY	XP
4155N		3.0	6	10	6		1				3	21	21	63.0	TUSCANY	XP
4156N		3.0	1	10	1		1				1	13	13	39.0	BERRY	PT
4157N		3.0	1	7	1		1				1	12	12	36.0	OPILGER	PT
4158N		3.0	5	7	1		1				2	14	14	42.0	GUSEMAN	PT
COURSE TOTAL		229	168	67	11	18			2		145	640	1770.1			

COMM	S.T. WKS	HRS	A	B	C	D	F (CONT'D)	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR	PT	
												ENR	ENR				
COMM 124																	
4159		3.0	3	5	6	3	1		1		9	25	25	75.0	SCHULMEYER	PT	
4160		3.0	3	6	4	2	7				7	30	30	90.0	HOWITT	PT	
4161		3.0	1	7	6	1	1		1		5	24	24	72.0	SCHULMEYER	PT	
4162		3.0	7	8	6	1	3				1	19	19	57.0	HOWITT	PT	
COURSE TOTAL		7	26	22	6	12			2		22	98	294.0				
COMM 128																	
4163		3.0	7	2	4		4		1		16	34	34	102.0	STEFANI	PT	
4167		3.0	3	5	4		4				28	44	44	132.0	STEFANI	PT	
COURSE TOTAL		10	7	8	8		8		1		44	78	234.0				
COMM 135																	
4164		3.0	10	5	5		1				5	26	26	78.0	CASTELLAW	PT	
COURSE TOTAL		10	5	5	5		1				5	26	26	78.0			

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	PT	
												ENR	WSCH			
COMM 137																
4165		3.0	4	8	7	6	3				4	32	96.0	HOWITT	XP	
4166		3.0	26	11	1						3	41	123.0	FARNAN	PT	
4168		3.0	5	4	7						3	19	57.0	YOUNG	PT	
4169		3.0	3	9	6	3	1				2	24	72.0	HOWITT	PT	
4170		3.0		11	3							37	111.0	WIRIG	PT	
4171		3.0	20	11	12	2	1				2	23	69.0	GUSEMAN		
4172		3.0		7	8	2	4				1	25	75.0	HOWITT		
4174		3.0	3	11	2	1					2	18	51.0	GUSEMAN		
4175N		3.0		10	2							34	102.0	DEISS	PT	
4176N		3.0	11	7	4		3		1		4	23	69.0	OROURKE	PT	
4177N		3.0		6	2	1	1				3	19	57.0	OROURKE	PT	
4178N		3.0	8	6	2		2				4	21	63.0	OROURKE	PT	
COURSE TOTAL			89	104	56	16	15		1		35	316	945.0			
COMM 145																
4179		3.0	20	10	1		3				3	36	108.0	FARNAN	PT	
4180		3.0	1	3			2				2	12	36.0	CASTELLAW		
4182		3.0	6	8	1	1					1	18	51.0	CASTELLAW		
4183N		3.0	5	12	1		1				1	20	60.0	CARLETON	PT	
COURSE TOTAL			32	33	3	1	6				11	86	255.0			
COMM 199																
4181		2.0	1									1	2.0	CASTELLAW		
4189		9.0	1									1	9.0	CASTELLAW		
COURSE TOTAL			2									2	11.0			
COMM 240A																
4184		10.0	3								1	4	40.0	CASTELLAW	XP	
COURSE TOTAL			3								1	4	40.0			
COMM 240B																
4185		10.0	1									1	10.0	CASTELLAW		
4188		10.0	1									1	10.0	CASTELLAW		
COURSE TOTAL			2									2	20.0			
COMM 240C																
4186		10.0	2									2	20.0	CASTELLAW		
COURSE TOTAL			2									2	20.0			
COMM 240D																
4187		10.0	1									1	10.0	CASTELLAW		
COURSE TOTAL			1									1	10.0			
SUBJECT TOTAL			607	607	330	91	109		44	2	432	2222	6401.4			

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR
												ENR	WSCH	
COMM 240A INTERCOLLEGIATE FORENSICS												1	10.0	TUSCANY
7776		10.0	1			1					2	11	110.0	TUSCANY
7777		10.0	8			1					2	12	120.0	TUSCANY
COURSE TOTAL			9			2					4	23		XP
COMM 240B INTERCOLLEGIATE FORENSICS												1	10.0	TUSCANY
7778		10.0	1									1	10.0	TUSCANY
COURSE TOTAL			1									1		
COMM 240C INTERCOLLEGIATE FORENSICS												1	10.0	TUSCANY
7779		10.0	1									1	10.0	TUSCANY
COURSE TOTAL			1									1		
SUBJECT TOTAL			540	573	327	94	120		7		339	2000	5844.2	

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

COMM	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		TOTAL WSCH	INSTRUCTOR		
												ENR	W				
122							(CONT'D)										
7744N		3.0	19	3	5		1				5	28	84.0	SMITH		PT	
7745N		3.0	6	6	5		2				10	29	87.0	STEFFANI		PT	
7747N		3.0	3	5	4						10	22	66.0	OPPIGER		PT	
7748N		3.0	20	2	4						4	26	78.0	SMITH		PT	
			152	168	108		39		2		119	606	1737.9				
123																	
7750		6.0	14	2							4	20	43.9	CASTELLAW		XP	
			14	2							4	20	43.9				
124																	
7751		3.0	8	14	3	1	3				4	29	87.0	SCHULMEYER			
7752		3.0	22	12	1	2	1				1	40	120.0	TUSCANY			
7753		3.0	5	9	4	2	1				1	23	69.0	SCHULMEYER			
7754		3.0	5	10	8	2	1				1	28	84.0	HOWITT			
			40	45	16	5	8		1		5	120	360.0				
128																	
7755		3.0	7	7	5	1	3				13	36	102.0	STEFFANI		PT	
7756		3.0	2	2	3	1	4				15	26	72.0	STEFFANI		PT	
			9	9	8	1	7				28	62	174.0				
135																	
7757		3.0	2	6	6	3	1				5	23	69.0	CASTELLAW			
			2	6	6	3	1				5	23	69.0				
137																	
7758		3.0	2	10	12	3	1				1	29	87.0	HOWITT			
7759		6.0	9	9	7	1	1				2	28	71.3	GUSEMAN			
7760		3.0	4	11	10	2	2				3	30	90.0	HOWITT			
7761		6.0	5	7	9	2	2				3	27	63.0	GUSEMAN			
7762		3.0	26	7	2	2	1				4	36	105.0	TUSCANY			
7763		3.0	7	8	4	3	1				1	20	60.0	HOWITT			
7764		3.0	2	6	3	1	1				2	30	90.0	TUSCANY			
7765N		3.0	2	7	4	1	1				1	17	51.0	OROURKE			
7766N		6.0	11	9	4	1	2				5	32	74.1	EIDSMORE			
7767N		3.0	7	7	1	1	4				7	20	60.0	OROURKE			
			85	81	53	15	4				31	269	751.5				
144																	
7769		3.0	2	5	5	2	2				1	12	36.0	CARLETON			
			2	5	5	2	2				1	12	36.0				
145																	
7770		3.0	22	7	1	4	1				5	35	105.0	TUSCANY			
7772		3.0	6	4	5	1	1				5	28	84.0	CASTELLAW			
7774		3.0	8	7	2	3	3				6	20	60.0	CASTELLAW			
7775N		3.0	11	7	1	1	1				3	25	75.0	DEISS			
			47	24	9	8	1				19	108	324.0				

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

COMM 120	INTERPERSONAL COMMUNICATION																		
7675	3.0	8	5	7	2	2	1	5	27	81.0	CARLETON								
7676	3.0	2	17	5	7	3	1	4	31	93.0	PEREZ								
7677	3.0	2	17	5	8	3	1	4	25	75.0	CARLETON								
7678	3.0	3	7	6	7	3	1	9	36	108.0	CARLETON								
7680	6.0	5	12	4	2	2	1	8	27	52.1	PEREZ								
7681	6.0	1	6	4	2	5	1	9	29	63.1	PEREZ								
7684	3.0	3	10	1	2	1	1	4	19	57.0	MANNING								
7685	3.0	1	3	6	2	5	1	5	19	57.0	GUENIOT								
7686	3.0	1	15	3	1	1	1	3	11	45.0	MCCALL								
7687	3.0	1	14	8	1	2	1	3	15	45.0	WIRIG								
7688	3.0	1	11	1	1	1	1	3	15	45.0	WIRIG								
7692	3.0	1	18	1	3	2	1	4	26	78.0	CARLETON								
7693	3.0	1	11	1	1	1	1	3	15	45.0	WIRIG								
7694	3.0	1	18	1	3	2	1	4	26	78.0	WIRIG								
7695	3.0	1	14	1	1	1	1	3	15	45.0	SCHULMEYER								
7696	3.0	1	14	1	1	1	1	3	15	45.0	PEREZ								
7699	3.0	1	12	1	1	1	1	3	12	36.0	SCHULMEYER								
7700	3.0	1	12	1	1	1	1	3	12	36.0	WIRIG								
7701	3.0	1	6	1	1	1	1	3	12	36.0	PEREZ								
7703	3.0	1	6	1	1	1	1	3	12	36.0	WIRIG								
7706N	3.0	1	7	1	1	1	1	3	12	36.0	SCHULMEYER								
7707N	3.0	1	16	1	1	1	1	3	28	84.0	JARBOE								
7708N	3.0	1	12	1	1	1	1	3	28	84.0	JARBOE								
7710N	3.0	1	12	1	1	1	1	3	28	84.0	OROURKE								
7711N	3.0	1	7	1	1	1	1	3	29	87.0	JARBOE								
7712N	3.0	1	7	1	1	1	1	3	29	87.0	JARBOE								
7713N	3.0	1	15	1	1	1	1	3	24	72.0	SABA								
7714N	3.0	1	15	1	1	1	1	3	24	72.0	SABA								
COURSE TOTAL	178	233	127	41	58	4	125	766	2207.9										

COMM 122	PUBLIC SPEAKING																		
7716	3.0	6	2	5	5	1	8	27	78.0	LINDHOLM									
7717	3.0	2	10	7	1	4	2	21	63.0	MANNING									
7718	3.0	1	5	8	1	6	2	26	78.0	LINDHOLM									
7719	3.0	5	5	3	2	5	2	22	66.0	SMITH									
7720	3.0	5	5	3	2	5	2	22	66.0	SMITH									
7721	3.0	5	5	3	2	5	2	22	66.0	BERRY									
7722	3.0	6	1	9	3	4	3	31	93.0	GUSEMAN									
7723	3.0	6	1	9	3	4	3	31	93.0	GUSEMAN									
7724	3.0	6	1	9	3	4	3	31	93.0	GUSEMAN									
7725	3.0	6	1	9	3	4	3	31	93.0	GUSEMAN									
7726	3.0	6	1	9	3	4	3	31	93.0	GUSEMAN									
7727	3.0	8	1	10	1	5	4	32	96.0	HOWITT									
7730	3.0	8	1	10	1	5	4	32	96.0	HOWITT									
7732	3.0	1	11	3	3	3	2	30	90.0	PEREZ									
7733	3.0	1	11	3	3	3	2	30	90.0	PEREZ									
7736	3.0	1	11	3	3	3	2	30	90.0	PEREZ									
7738	3.0	1	11	3	3	3	2	30	90.0	PEREZ									
7739	3.0	1	11	3	3	3	2	30	90.0	PEREZ									
7741	3.0	1	10	1	1	1	1	28	84.0	GUSEMAN									
7742N	3.0	1	10	1	1	1	1	28	84.0	GUSEMAN									

COMMUNICATION AND FINE ARTS

COMMUNICATION AND FINE ARTS

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
DANC 071A	STUDIO	WORKSHOP	IN	TAP	DANCE											
4500	2.0	6			1				1		5	13	26.0	CHANDLER		PT
	COURSE TOTAL															
DANC 071B	STUDIO	WORKSHOP	IN	TAP	DANCE											
4501	2.0	1			1							2	4.0	CHANDLER		
	COURSE TOTAL															
DANC 071C	STUDIO	WORKSHOP	IN	TAP	DANCE											
4502	2.0				2				1		1	4	8.0	CHANDLER		
	COURSE TOTAL															
DANC 074A	STUDIO	WORKSHOP	IN	JAZZ	DANCE											
4505	2.0	3		1	1				1		1	9	18.0	CHANDLER		PT
	COURSE TOTAL															
DANC 074B	STUDIO	WORKSHOP	IN	JAZZ	DANCE											
4506	2.0								1		1	2	4.0	CHANDLER		
	COURSE TOTAL															
DANC 074C	STUDIO	WORKSHOP	IN	JAZZ	DANCE											
4507	2.0				2						3	5	10.0	CHANDLER		
	COURSE TOTAL															
DANC 074D	STUDIO	WORKSHOP	IN	JAZZ	DANCE											
4508	2.0								1			1	2.0	CHANDLER		
	COURSE TOTAL															
DANC 078A	STUDIO	WORKSHOP	IN	BALLET												
4510	2.0	1		1	1				1		1	5	10.0	SHIPPKOWSKI		PT
	COURSE TOTAL															
DANC 078B	STUDIO	WORKSHOP	IN	BALLET												
4511	0.0										3	3	0.0	SHIPPKOWSKI		
	COURSE TOTAL															
DANC 078D	STUDIO	WORKSHOP	IN	BALLET												
4513	2.0	1										1	2.0	SHIPPKOWSKI		
	COURSE TOTAL															
DANC 080A	MODERN	I														
4515	3.0	5		6							2	19	54.0	MULLEN		XP
4516	3.0	5		8					1		4	20	57.0	MEYER		XP
4518N	3.0	5		3							4	18	54.0	JIACOLLETTI		PT
	COURSE TOTAL		15	17	4				1		14	57	165.0			
DANC 080B	MODERN	II														
4520	3.0	1		2							2	8	24.0	MEYER		XP
4522N	3.0	2		1								4	12.0	JIACOLLETTI		XP

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

COMMUNICATION AND FINE ARTS

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR
												ENR	WSCH	
COMM 145 ARGUMENTATION												30	90.0	CASTELLAW
4184		3.0	10	7	5	5	3					28	84.0	CARLETON
4185		3.0	3	8	7	4	2					32	79.5	TUSCANY
4186		8	18	7	2		3					20	60.0	CASTELLAW
4187		3.0	10	6	2		2					11	313.5	CASTELLAW
COURSE TOTAL			41	28	16	9	5					110		
COMM 199 SPECIAL STUDIES/COMMUNICATION												1	9.0	TUSCANY
4188		9.0	1									1	9.0	TUSCANY
COURSE TOTAL			1									1		
COMM 240A INTERCOLLEGIATE FORENSICS												1	10.0	TUSCANY
4069		10.0	1									5	50.0	TUSCANY
4070		10.0	3				1					6	60.0	TUSCANY
COURSE TOTAL			4				1					11		
COMM 240B INTERCOLLEGIATE FORENSICS												2	20.0	TUSCANY
4071		10.0	1					1				2	20.0	TUSCANY
COURSE TOTAL			1					1				2		
COMM 240C INTERCOLLEGIATE FORENSICS												1	10.0	TUSCANY
4072		10.0	1									1	10.0	TUSCANY
COURSE TOTAL			1									1	10.0	TUSCANY
SUBJECT TOTAL			631	624	308	104	146	4	6			446	2269	6330.1

COMMUNICATION AND FINE ARTS

COURSE	S.T. WKS	HRS	A	B	C	D	E	F	G	H	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR
															ENR	WSCH	
COMM 122 PUBLIC SPEAKING	8	6.0	8	7	2	1	(CONT'D)	1	2	1	1	2		3	22	52.1	WIRIG
4140		6.0	8	5	4	1		2		1				4	20	60.0	DEISS ✓
4141		6.0	8	4	5	1		3						4	20	60.0	DEISS ✓
4142		3.0	4	4	4	2		3						3	11	27.0	WIRIG
4143		3.0	7	8	4	2		1						3	11	27.0	WIRIG
4144		3.0	8	3	5	1		2						3	11	27.0	WIRIG
4145		3.0	8	13	2	2		1						3	11	27.0	WIRIG
4146		16.0	13	6	1	2		1						3	11	27.0	WIRIG
4147		3.0	2	5	2	2		1						3	11	27.0	WIRIG
4149		3.0	2	4	6	2		1						3	11	27.0	WIRIG
4150		3.0	6	4	4	2		3						3	11	27.0	WIRIG
4151		3.0	4	10	4	2		1						3	11	27.0	WIRIG
4152		3.0	4	11	4	2		2						3	11	27.0	WIRIG
4153		3.0	12	11	4	1		3						3	11	27.0	WIRIG
4154		3.0	4	5	4	2		2						3	11	27.0	WIRIG
4155		16.0	6	5	2	1		1						3	11	27.0	WIRIG
4156		16.0	23	4	4	1		1						3	11	27.0	WIRIG
4157		3.0	14	5	2	1		1						3	11	27.0	WIRIG
4158		3.0	8	5	4	1		1						3	11	27.0	WIRIG
COURSE TOTAL		3.0	9	2	6	2		2						3	11	27.0	WIRIG
COMM 123 ADVANCED PUBLIC SPEAKING			222	178	86	29		20		1		2		155	693	1899.7	MCKENZIE
4160		3.0	12	4	4	1		1						4	20	60.0	DEISS ✓
COURSE TOTAL		3.0	12	4	4	1		1						4	20	60.0	DEISS ✓
COMM 124 INTERCULTURAL COMMUNICATION			9	9	3	4		2		2				2	25	72.0	EIDSMORE
4161		3.0	5	14	2	1		1						3	29	87.0	SCHULMEYER
4162		3.0	5	8	2	1		4						3	24	72.0	SCHULMEYER
4163		3.0	11	8	3	1		4						3	26	63.1	TUSCANY
4164		6.0	11	8	2	1		4						3	26	63.1	TUSCANY
COURSE TOTAL		8	30	39	10	5		7		2				11	104	294.1	TUSCANY
COMM 128 GLOBAL COMMUNICATION			3	5	6			3		1				7	25	69.0	STEFFANI
4166		3.0	3	7	4			4						7	38	108.0	STEFFANI
4167		3.0	6	7	4			7						7	38	108.0	STEFFANI
COURSE TOTAL		3.0	9	12	10			7						14	63	177.0	STEFFANI
COMM 137 CRITICAL THINKING/GROUP COMM			13	9	6	2		1						2	27	81.0	WIRIG
4170		3.0	4	2	2	3		3						3	11	30.0	GUENIOT
4171		3.0	2	10	9	3		1						3	10	30.0	GUENIOT
4172		3.0	9	7	2	2		1						3	10	30.0	GUENIOT
4174		3.0	10	10	2	3		1						3	10	30.0	GUENIOT
4175		3.0	9	9	2	2		1						3	11	31.0	MARTIN
4176		3.0	11	6	11	1		3						3	11	31.0	MARTIN
4177		3.0	11	6	8	1		2						3	11	31.0	MARTIN
4178		3.0	10	4	4	1		2						3	11	31.0	MARTIN
4179		6.0	15	15	4	1		2						3	11	31.0	MARTIN
4180		3.0	25	3	1	1		2						3	11	31.0	MARTIN
4181		3.0	15	8	1	1		2						3	11	31.0	MARTIN
4182		3.0	15	8	1	1		2						3	11	31.0	MARTIN
COURSE TOTAL		3.0	92	81	39	14		16						40	282	833.3	OROURKE ✓

COMMUNICATION AND FINE ARTS

COMM 120	S.T. WKS	HRS	INTERPERSONAL COMMUNICATION						TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
			A	B	C	D	F	I				
4075	8	3.0	4	7	4	1	4	3	23	69.0	CARLETON	
4077	8	6.0	4	5	5	1	2	3	25	60.3	PEREZ	
4078	8	6.0	4	7	5	3	1	1	25	49.4	PEREZ	
4080	8	6.0	4	3	6	1	1	1	33	52.1	PEREZ	
4081	8	6.0	4	3	3	1	3	4	29	41.1	PEREZ	
4083		3.0	2	11	1	3	1	6	25	75.0	CARLETON	
4084		3.0	3	8	4	3	1	3	26	78.0	CARLETON	
4086		3.0	3	4	5	1	1	2	27	81.0	PEREZ	
4087		3.0	5	4	4	1	1	1	27	57.0	MANNING	
4088		3.0	6	2	4	1	5	2	21	74.1	HARBELL	
4089		3.0	7	16	1	2	2	3	30	74.1	STEFANILY	
4090		16.0	8	15	4	2	1	1	31	68.0	YOUNG	
4092	3	3.0	5	5	4	2	1	3	30	93.0	HOWITT	
4093		3.0	7	4	7	1	4	4	33	99.0	CARLETON	
4094		3.0	5	4	6	1	1	1	33	99.0	EIDSMORE	
4097		3.0	7	6	5	6	1	1	31	93.0	HOWITT	
4098		3.0	9	14	7	4	4	4	30	90.0	SCHULMEYER	
4099		3.0	3	14	6	1	1	6	27	52.1	WIRIG	
4101		3.0	6	10	1	1	2	3	29	71.7	SABA	
4103	3	16.0	13	14	3	1	2	2	33	96.0	EIDSMORE	
4104		16.0	12	10	3	1	2	3	27	71.7	SABA	
4105	3	16.0	17	9	3	1	2	2	33	96.0	EIDSMORE	
4108		3.0	17	17	5	1	1	2	32	84.0	SCHULMEYER	
4109		3.0	1	6	8	1	2	3	28	96.0	JARBOE	
4110		3.0	12	9	2	1	1	1	32	74.1	CASTELLAW	
4111	8	6.0	5	7	6	3	3	2	26	57.6	MARTIN	
4112	8	6.0	1	7	6	3	2	2	25	72.0	LENNING	
4113		3.0	17	2	3	1	1	1	23	52.1	MCCALL	
4114	8	6.0	3	7	5	3	1	3	30	69.0	SCHULMEYER	
4115		3.0	5	6	7	1	1	1	24	75.0	LENNING	
4116		3.0	4	7	5	1	1	1	25	84.0	SABA	
4117N		3.0	4	8	7	1	1	1	27	57.0	LINDHOLM	
4118N		3.0	4	8	5	2	1	1	27	81.0	SABA	
4120N		3.0	5	8	8	2	1	1	28	84.0	LINDHOLM	
4121N		3.0	6	5	8	2	1	1	27	57.0	LINDHOLM	
4123N		3.0	5	12	5	2	1	1	27	105.0	DEISS	
4124N		3.0	12	22	2	3	1	1	35	2653.5	DEISS	
COURSE TOTAL		218	282	147	47	90	3	3	987			

COMM 122	PUBLIC SPEAKING						TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
4127	3	3.0	3	6	5	1	10	22	66.0	MANNING	
4128	3	3.0	2	10	7	4	6	21	90.0	LINDHOLM	
4129	8	6.0	8	1	5	1	2	30	90.0	LINDHOLM	
4130	8	6.0	13	1	2	1	2	11	24.7	MCCALL	
4131	8	6.0	13	2	9	1	5	21	43.9	MCCALL	
4132	3	16.0	15	2	7	1	6	36	57.0	YOUNG	
4134	3	3.0	11	12	4	3	3	20	82.0	GUSEMAN	
4137		3.0	22	5	3	1	6	35	105.0	TUSCANY	
4138		3.0	11	11	3	1	7	28	84.0	LINDHOLM	
4139		3.0	6	11	3	1	6	31	93.0	BROWN	

Grade Distribution by Division
 School: Grossmont College -- Term: 2008FA -- Division: G02 -- Subject: COMM -- Course: All Courses

Section N = Night for ADA	S.T. Wks	Hrs	Enrollment	Grade Distribution													W/Instructor
				A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	

G02 -- Arts, Languages & Communication

COMM-120 Interpersonal Communication																			
4366	3.0	3.0	23	0	0	0	0	7	0	0	0	6	4	6	0	0	0	1	Solan, Jade
4367	3.0	3.0	23	0	9	0	0	4	0	0	7	2	1	1	0	0	0	5	Perez, Tina
4368	3.0	3.0	19	0	0	0	0	6	0	0	7	3	3	3	0	0	0	5	Solan, Jade
4369	3.0	3.0	26	0	8	0	0	8	0	0	5	2	2	3	0	0	0	4	Solan, Jade
4370	8	3.0	22	0	5	0	0	9	0	0	2	4	4	2	0	0	0	4	Perez, Tina
4371	8	3.0	24	0	5	0	0	5	0	0	6	2	2	6	0	0	0	6	Perez, Tina
4372	3.0	3.0	22	0	8	0	0	8	0	0	4	1	1	1	0	0	0	8	Manning, Bigkat
4373	3.0	3.0	30	0	29	0	0	1	0	0	0	0	0	0	0	0	0	4	Farnan, Linda
4374	3.0	3.0	30	0	9	0	0	8	0	0	2	3	3	8	0	0	0	5	Wirig, Kimberlee
4375	3.0	3.0	26	0	6	0	0	10	0	0	7	1	1	2	0	0	0	3	Wirig, Kimberlee
4376	3.0	3.0	29	0	7	0	0	11	0	0	3	3	3	4	1	0	0	3	Solan, Jade
4377	3.0	3.0	29	0	6	0	0	11	0	0	6	2	2	4	0	0	0	2	Wirig, Kimberlee
4378	3.0	3.0	25	0	8	0	0	9	0	0	1	3	3	4	0	0	0	5	Schulmeyer, Denise
4379	3.0	3.0	19	0	7	0	0	8	0	0	2	0	2	4	0	0	0	6	Manning, Bigkat
4380	3.0	3.0	26	0	4	0	0	12	0	0	6	3	1	1	0	0	0	6	Jarboe, Susan
4381	3.0	3.0	23	0	1	0	0	6	0	0	9	1	6	0	0	0	0	6	Jarboe, Susan
4382	3.0	3.0	29	0	12	0	0	12	0	0	2	0	3	3	0	0	0	2	Eidsmore, Joanna
4383N	3.0	3.0	27	0	11	0	0	8	0	0	2	2	2	3	1	0	0	2	Lindholm, Charmin
4384	8	3.0	20	0	6	0	0	3	0	0	4	4	4	3	0	0	0	8	Lenning Solan, Alisha
4385	3.0	3.0	28	0	14	0	0	7	0	0	6	4	0	1	0	0	0	2	Eidsmore, Joanna
4386N	3.0	3.0	28	0	2	0	0	18	0	0	5	0	0	3	0	0	0	5	Saba, Furahaa
4387N	3.0	3.0	31	0	17	0	0	6	0	0	0	0	0	8	0	0	0	7	Schulmeyer, Denise
4388N	3.0	3.0	25	0	8	0	0	5	0	0	7	3	2	2	0	0	0	1	Eidsmore, Joanna
4389N	3.0	3.0	25	0	13	0	0	9	0	0	1	1	1	1	0	0	0	5	Schulmeyer, Denise
4390N	3.0	3.0	24	0	8	0	0	7	0	0	3	3	0	6	0	0	0	4	Saba, Furahaa
4391N	8	3.0	17	0	2	0	0	7	0	0	6	1	1	1	0	0	0	2	Lenning Solan, Alisha
4392N	3.0	3.0	19	0	6	0	0	7	0	0	2	2	3	1	0	0	0	3	Orouke, Thomas
4393N	3.0	3.0	19	0	4	0	0	8	0	0	4	4	2	0	0	0	0	3	Orouke, Thomas
5951	8	3.0	25	0	8	0	0	12	0	0	3	3	0	2	0	0	0	6	Perez, Tina
5952	8	3.0	17	0	7	0	0	4	0	0	5	1	1	0	0	0	0	16	Perez, Tina
Course Total			730	0	230	0	0	236	0	0	123	51	87	3	0	0	0	139	

** = Not Valid for ADA -- Not Included in totals
 Grade Distribution by Division

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G02 -- Subject: COMM -- Course: All Courses

COMM-122 Public Speaking

4394	3.0	29	0	21	0	0	2	0	0	0	1	3	2	0	0	0	0	0	2	Farnan, Linda	PT
4395	3.0	27	0	6	0	0	8	0	0	0	7	2	3	1	0	0	0	0	5	Martin, Paul	PT
4396	3.0	31	0	12	0	0	11	0	0	0	3	4	1	0	0	0	0	0	0	Brown, Maribeth	PT
4397	3.0	21	0	6	0	0	6	0	0	0	3	0	6	0	0	0	0	0	5	Brown, Maribeth	PT
4399	3.0	13	0	3	0	0	4	0	0	0	5	0	0	1	0	0	0	0	4	Harrall, Christina	PT
4400	3.0	32	0	14	0	0	7	0	0	0	11	0	0	0	0	0	0	0	3	Martin, Paul	PT
4401	3.0	26	0	2	0	0	6	0	0	0	10	4	4	0	0	0	0	0	6	Curran, Victoria	PT
4402	3.0	21	0	5	0	0	8	0	0	0	5	2	1	0	0	0	0	0	4	Strothers, Sheri	PT
4403	3.0	26	0	4	0	0	6	0	0	0	7	5	2	1	0	0	0	0	4	Strothers, Sheri	PT
4404	3.0	21	0	12	0	0	2	0	0	0	7	0	0	0	0	0	0	0	8	Perez, Tina	PT
4405	3.0	22	0	11	0	0	5	0	0	0	4	1	1	0	0	0	0	0	7	Strothers, Sheri	PT
4406	3.0	21	0	7	0	0	3	0	0	0	10	0	1	0	0	0	0	0	8	Perez, Tina	PT
4407	3.0	16	0	7	0	0	3	0	0	0	1	0	0	0	0	0	0	0	5	Lindholm, Charmin	PT
4408	3.0	25	0	11	0	0	9	0	0	0	4	0	0	0	0	0	0	0	2	Pollack, Patricia	PT
4409	3.0	15	0	13	0	0	0	0	0	0	2	0	0	0	0	0	0	0	6	McCall, Beverly	PT
4410	3.0	27	0	9	0	0	12	0	0	0	5	0	1	0	0	0	0	0	2	Castellaw, Joel	PT
4411	3.0	27	0	5	0	0	6	0	0	0	11	3	2	0	0	0	0	0	2	Stefani, Lisa	PT
4412N	3.0	27	0	17	0	0	8	0	0	0	2	0	0	0	0	0	0	0	3	McAuley, Jack	PT
4413N	3.0	21	0	3	0	0	10	0	0	0	7	0	1	0	0	0	0	0	3	Malkowski, Jennifer	PT
4414N	3.0	23	0	14	0	0	5	0	0	0	2	0	0	0	0	0	0	0	9	McAuley, Jack	PT
4415N	3.0	20	0	5	0	0	11	0	0	0	3	0	1	0	0	0	0	0	4	Opliger, Robert	PT
4416N	3.0	20	0	7	0	0	5	0	0	0	4	1	3	0	0	0	0	0	4	Gueniot, Jennifer	PT
Course Total		511	0	194	0	0	137	0	0	0	114	25	39	2	0	0	0	0	96		

COMM-123 Advanced Public Speaking

4417	8	3.0	25	0	20	0	0	3	0	0	1	1	1	0	0	0	0	0	0	Castellaw, Joel	PT
Course Total			25	0	20	0	0	3	0	0	1	1	1	0	0	0	0	0	0	0	

COMM-124 Intercultural Communication

4418	3.0	27	0	5	0	0	10	0	0	0	5	4	3	0	0	0	0	0	2	Schulmeyer, Denise	PT
4419	3.0	31	0	30	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Tuscany, Roxanne	PT
4420	3.0	28	0	5	0	0	12	0	0	0	5	2	4	0	0	0	0	0	3	Schulmeyer, Denise	PT
4421	3.0	27	0	0	0	0	10	0	0	0	8	4	5	0	0	0	0	0	3	Curran, Victoria	PT
Course Total		113	0	40	0	0	33	0	0	0	18	10	12	0	0	0	0	0	9		
4422	3.0	29	0	7	0	0	7	0	0	0	2	1	11	0	0	0	0	0	3	Stefani, Lisa	PT
Course Total		29	0	7	0	0	7	0	0	0	2	1	11	0	0	0	0	0	3		

** = Not Valid for ADA -- Not included in totals

Grade Distribution by Division

Grade Distribution by Division
 School: Grossmont College -- Term: 2008FA -- Division: G02 -- Subject: COMM -- Course: All Courses

Course	4424	4425	4426	4427	4428	4429	4430	4431	4432N	4433N	4434N	Course Total	4435	4436	4437	4438	4439N	Course Total	4441	8778	Course Total	4442	Course Total	4443	Course Total	Subject Total
COMM-135 Oral Interpretation	28	30	20	21	22	31	13	18	13	16	16	200	15	32	28	19	25	104	13	1	14	0	1	1	1	1770
Course Total	28	30	20	21	22	31	13	18	13	16	16	200	15	32	28	19	25	104	13	1	14	0	1	1	1	1770
COMM-137 Critical Thinking/Group Comm	8	0	4	1	3	0	0	6	2	15	2	54	4	0	13	7	6	40	9	1	10	0	1	1	608	
Course Total	8	0	4	1	3	0	0	6	2	15	2	54	4	0	13	7	6	40	9	1	10	0	1	1	608	
COMM-144 Comm Studies: Race & Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-145 Argumentation	4	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	4	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-240A Intercollegiate Forensics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-240B Intercollegiate Forensics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-240C Intercollegiate Forensics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-240C Intercollegiate Forensics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subject Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 Grade Distribution by Division

Grade Distribution by Division
 School: Grossmont College -- Term: 2008FA -- Division: G02 -- Subject: COMM -- Course: All Courses

Division Total	1770	0	608	0	542	0	0	319	111	183	5	0	0	298
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 Grade Distribution by Division

Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses

Section N = N/A N = Night Vks = Vks	S.T.	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/ Instructor	
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G02 -- Arts, Languages & Communication

COMM-120 Interpersonal Communication

6722	3.0	3.0	19	0	1	0	0	4	0	0	8	2	4	0	0	0	7	Perez, Tina	
6723	8	3.0	25	0	11	0	0	11	0	0	1	0	2	0	0	0	3	Eldsmore, Joanna	PT
6724	8	3.0	33	0	8	0	0	11	0	0	6	2	6	0	0	0	4	Eldsmore, Joanna	PT
6725	8	3.0	22	0	6	0	0	7	0	0	7	2	0	0	0	0	5	Perez, Tina	
6726	8	3.0	18	0	1	0	0	7	0	0	5	3	2	0	0	0	7	Perez, Tina	
6727	3.0	3.0	23	0	4	0	0	6	0	0	6	3	4	0	0	0	5	Solan, Jade	
6728	3.0	3.0	25	0	4	0	0	5	0	0	12	3	0	0	0	0	6	Perez, Tina	
6730	3.0	3.0	23	0	5	0	0	7	0	0	5	2	4	0	0	0	6	Harrell, Christina	PT
6731	3.0	3.0	13	0	5	0	0	5	0	0	2	1	0	0	0	0	8	Harrell, Christina	PT
6732	3	3.0	32	0	18	0	0	11	0	0	1	1	0	0	0	0	1	Wirig, Kimberlee	PT
6733	3	3.0	23	0	3	0	0	10	0	0	5	3	1	1	0	0	3	Lenning Solan, Alisha	PT
6734	3.0	3.0	27	0	0	0	0	7	0	0	8	4	7	0	0	0	6	Curran, Victoria	
6735	3.0	3.0	23	0	4	0	0	6	0	0	8	2	3	0	0	0	4	Solan, Jade	
6736	3.0	3.0	29	0	9	0	0	13	0	0	4	1	2	0	0	0	2	Lindhofin, Charmin	PT
6737	3.0	3.0	29	0	2	0	0	8	0	0	10	2	7	0	0	0	4	Curran, Victoria	
6738	3.0	3.0	31	0	5	0	0	14	0	0	7	2	2	1	0	0	2	Schulmeyer, Denise	
6739	3.0	3.0	16	0	2	0	0	12	0	0	1	1	0	0	0	0	6	Manning, Bigkat	PT
6740	3.0	3.0	24	0	0	0	0	6	0	0	12	4	2	0	0	0	6	Jarboe, Susan	PT
6741	3	3.0	28	0	12	0	0	15	0	0	0	0	1	0	0	0	1	Saba, Furahaa	PT
6742	3	3.0	14	0	8	0	0	4	0	0	0	0	1	0	0	1	1	Harrell, Christina	PT
6745	8	3.0	18	0	5	0	0	6	0	0	5	0	2	0	0	0	6	Schulmeyer, Denise	

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses

6746	3.0	28	0	3	0	0	11	0	0	6	1	7	0	0	0	0	4	Jarboe, Susan	PT
6747	8 3.0	28	0	15	0	0	10	0	0	2	0	1	0	0	0	0	1	Castellaw, Joel	XP
6748	8 3.0	24	0	10	0	0	9	0	0	4	0	0	1	0	0	0	4	Castellaw, Joel	PT
6749	3.0	26	0	5	0	0	11	0	0	5	1	4	0	0	0	0	4	Malkowski, Jennifer	PT
6750	3.0	19	0	5	0	0	4	0	0	5	0	5	0	0	0	0	8	Lenning Solan, Alisha	PT
6751	8 3.0	15	0	3	0	0	6	0	0	1	2	3	0	0	0	0	7	Solan, Jade	PT
6752	8 3.0	16	0	5	0	0	3	0	0	4	0	4	0	0	0	0	1	Schulmeyer, Denise	PT
6753N	3.0	20	0	0	0	0	8	0	0	4	4	4	0	0	0	0	8	Lenning Solan, Alisha	PT
6754N	3.0	28	0	21	0	0	5	0	0	0	0	2	0	0	0	0	9	Saba, Furahaa	PT
6755N	3.0	28	0	5	0	0	14	0	0	4	0	5	0	0	0	0	0	Goehring, Charles	PT
6756N	3.0	19	0	6	0	0	9	0	0	0	0	4	0	0	0	0	6	Saba, Furahaa	PT
6757N	3.0	25	0	8	0	0	8	0	0	2	0	7	0	0	0	0	2	Lindholm, Charmin	PT
6758N	3.0	13	0	6	0	0	5	0	0	1	0	1	0	0	0	0	5	Solan, Jade	PT
8819	8 3.0	21	0	8	0	0	2	0	0	8	2	1	0	0	0	0	8	Perez, Tina	PT
8821	8 3.0	19	0	3	0	0	5	0	0	5	0	4	2	0	0	0	7	Perez, Tina	PT
8822	3.0	19	0	3	0	0	2	0	0	8	4	2	0	0	0	0	6	Solan, Jade	PT
8823	3.0	20	0	5	0	0	5	0	0	7	0	3	0	0	0	0	4	Martin, Paul	PT
9136	3.0	24	0	6	0	0	11	0	0	3	2	2	0	0	0	0	7	Martin, Paul	PT
9137	3.0	25	0	9	0	0	8	0	0	2	4	2	0	0	0	0	1	Orouke, Thomas	PT
Course Total		912	0	239	0	0	311	0	0	184	58	112	5	1	0	0	185		
COMM-122 Public Speaking																			
8828	3.0	21	0	7	0	0	5	0	0	5	1	3	0	0	0	0	6	Brown, Maribeth	PT
8829	3.0	18	0	16	0	0	0	0	0	1	1	0	0	0	0	0	6	McCall, Beverly	PT
8830	3.0	22	0	6	0	0	8	0	0	5	0	3	0	0	0	0	10	Brown, Maribeth	PT
8831	8 3.0	22	0	6	0	0	9	0	0	4	2	1	0	0	0	0	2	Strothers, Sheri	XP

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses

8832	8	3.0	25	0	5	0	0	9	0	0	8	1	2	0	0	0	0	4	Strothers, Sheri	XP
8833		3.0	26	0	2	0	0	8	0	0	8	3	5	0	0	0	0	2	Strothers, Sheri	
8834	3	3.0	28	0	13	0	0	13	0	0	1	0	1	0	0	0	0	6	Strothers, Sheri	XP
8835		3.0	30	0	19	0	0	6	0	0	2	0	3	0	0	0	0	0	Wrig, Kimberlee	PT
8836		3.0	27	0	9	0	0	9	0	0	3	1	5	0	0	0	0	6	Brown, Maribeth	PT
8837		3.0	27	0	14	0	0	6	0	0	1	4	2	0	0	0	0	2	Wrig, Kimberlee	PT
8838		3.0	24	0	11	0	0	9	0	0	1	1	2	0	0	0	0	3	Eidsmore, Joanna	PT
8839	8	3.0	12	0	2	0	0	7	0	0	3	0	0	0	0	0	0	4	Strothers, Sheri	
8840		3.0	18	0	4	0	0	4	0	0	8	1	0	0	0	0	0	10	Perez, Tina	
8841		3.0	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	3	McCall, Beverly	PT
8842		3.0	31	0	2	0	0	13	0	0	13	0	3	0	0	0	0	3	Stefani, Lisa	PT
8843		3.0	22	0	17	0	0	5	0	0	0	0	0	0	0	0	0	4	Pollack, Patricia	PT
8844	3	3.0	26	0	13	0	0	10	0	0	2	0	1	0	0	0	0	3	Strothers, Sheri	XP
8845		3.0	20	0	2	0	0	8	0	0	6	1	2	0	0	0	1	5	Strothers, Sheri	
8846		3.0	23	0	3	0	0	3	0	0	9	3	5	0	0	0	0	3	Curran, Victoria	
8847		3.0	20	0	14	0	0	3	0	0	2	0	1	0	0	0	0	4	Tuscany, Roxanne	XP
8848N		3.0	20	0	18	0	0	2	0	0	0	0	0	0	0	0	0	8	McAuley, Jack	PT
8849N		3.0	19	0	2	0	0	8	0	0	4	0	5	0	0	0	0	1	Goehring, Charles	PT
8850N	3	3.0	20	0	3	0	0	10	0	0	7	0	0	0	0	0	0	9	Stefani, Lisa	PT
8851N		3.0	22	0	8	0	0	10	0	0	2	0	2	0	0	0	0	3	Opliger, Robert	PT
8852N		3.0	23	0	7	0	0	7	0	0	4	2	3	0	0	0	0	6	Opliger, Robert	PT
8853N		3.0	18	0	8	0	0	6	0	0	1	2	1	0	0	0	0	11	Guenot, Jennifer	PT
Course Total			587	0	234	0	0	178	0	0	100	23	50	1	0	0	1	124		
COMM-123 Advanced Public Speaking																				
6786N		3.0	38	0	23	0	0	8	0	0	0	0	7	0	0	0	0	1	Tuscany, Roxanne	XP
Course Total			38	0	23	0	0	8	0	0	0	0	7	0	0	0	0	1		

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses

Course	3.0	2.4	0	8	0	0	8	0	0	0	3	1	3	3	1	0	0	0	0	5	Stefani, Lisa	PT
6787N Intercultural Communication	24	0	8	0	0	8	0	0	0	3	1	3	3	1	0	0	0	0	0	5	Stefani, Lisa	PT
6788	3.0	29	0	14	0	0	6	0	0	4	3	2	2	0	0	0	0	0	0	1	Schulmeyer, Denise	
6789	3.0	27	0	3	0	0	19	0	0	3	0	2	2	0	0	0	0	0	0	2	Schulmeyer, Denise	
6790	8 3.0	29	0	18	0	0	6	0	0	2	0	2	2	1	0	0	0	0	0	0	Tuscany, Roxanne	
Course Total		109	0	43	0	0	39	0	0	12	4	9	9	2	2	0	0	0	0	8		
COMM-128 Global Communication																						
6791	3.0	25	0	5	0	0	5	0	0	5	2	8	8	0	0	0	0	0	0	14	Stefani, Lisa	PT
Course Total		25	0	5	0	0	5	0	0	5	2	8	8	0	0	0	0	0	0	14		
COMM-137 Critical Thinking/Group Comm																						
6793	3.0	25	0	10	0	0	8	0	0	3	0	4	4	0	0	0	0	0	0	3	Wring, Kimberlee	PT
6795	3.0	25	0	2	0	0	14	0	0	5	1	3	3	0	0	0	0	0	0	5	Curran, Victoria	
6796	8 3.0	25	0	4	0	0	15	0	0	3	2	1	1	0	0	0	0	0	0	1	Strothers, Sheri	
6797	3.0	26	0	3	0	0	8	0	0	12	2	0	1	0	0	0	0	0	0	4	Curran, Victoria	
6798	3.0	23	0	2	0	0	9	0	0	6	4	2	2	0	0	0	0	0	0	4	Curran, Victoria	
6800N	3.0	24	0	2	0	0	7	0	0	9	5	1	1	0	0	0	0	0	0	3	Malkowski, Jennifer	PT
6801	3.0	24	0	6	0	0	14	0	0	1	1	2	0	0	0	0	0	0	0	2	Strothers, Sheri	
6802N	3.0	27	0	18	0	0	8	0	0	0	0	1	1	0	0	0	0	0	0	3	Smith, Jessica	PT
6803N	3.0	23	0	7	0	0	10	0	0	6	0	0	0	0	0	0	0	0	0	1	Orouke, Thomas	PT
Course Total		222	0	54	0	0	93	0	0	45	15	14	14	1	1	0	0	0	0	26		
COMM-145 Argumentation																						
6804	3.0	23	0	8	0	0	12	0	0	2	0	1	1	0	0	0	0	0	0	2	Castellaw, Joel	
6805	3.0	17	0	7	0	0	5	0	0	5	0	0	0	0	0	0	0	0	0	8	Manning, Bigkat	PT
6806	8 3.0	36	0	24	0	0	7	0	0	2	1	2	2	0	0	0	0	0	0	5	Tuscany, Roxanne	
6807	3.0	24	0	8	0	0	8	0	0	4	3	1	1	0	0	0	0	0	0	2	Castellaw, Joel	
Course Total		100	0	47	0	0	32	0	0	13	4	4	4	0	0	0	0	0	0	17		

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 Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses
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Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: COMM -- Course: All Courses

COMM-199 Special Studies/Communication																					
6808	8	3.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	Solan, Jade
Course Total			1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
COMM-240A Intercollegiate Forensics																					
6718	3.0	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Tuscany, Roxanne
Course Total		8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
COMM-240B Intercollegiate Forensics																					
6719	3.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuscany, Roxanne
Course Total		4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMM-240D Intercollegiate Forensics																					
6721	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuscany, Roxanne
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subject Total		2008	0	659	0	0	666	0	0	359	106	205	9	9	1	1	1	1	1	376	
Division Total		2008	0	659	0	0	666	0	0	359	106	205	9	9	1	1	1	1	1	376	

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APPENDIX 4:

Annual Progress Report: 2009/2010

Educational Master Plan: 2007/2008

Educational Master Plan: 2006/2007

Educational Master Plan: 2005/2006

Educational Master Plan: 2004/2005

04/05

Communication

Program Director or Chairperson: Roxanne Tuscan, Chair

Program Description: The Communication Department offers general education, A.A. degree and transfer courses in public speaking, interpersonal communication, small group discussion, argumentation, intercultural communication, oral interpretation, intercollegiate forensics, and accent modification. The Communication Department is growing steadily, and is projected to experience a 33% increase in WSCH through 2010. The Department's multi-purpose Communication Center offers video recording and playback, for oral presentations and interpersonal or group communication analysis; tutoring assistance by instructors, computers for training and research and computers programmed for accent reduction. The intercollegiate forensics program has produced nationally ranked teams for the past 12 years. The forensics program links students to baccalaureate-level institutions through tournaments, transfer opportunities and scholarships; it also develops outreach connections to elementary schools, high schools and community based programs.

Activity #1: Secure designated space for 3 additional classrooms, a Communication Center (Lab), Forensics Squad Room and remodel Room 220 for classroom and performances.

Expected Benefit: Increase FTES. Serve community through more outreach opportunities with local schools and businesses by more tutoring, coaching and performance space.

Activity #2: Replace retired full-time faculty member to maintain 8 full-time instructors.

Expected Benefit: Maintain diversity of faculty, balance of expertise in interpersonal communication, and oral interpretation courses.

Activity #3: Secure a classified Communication Center Coordinator.

Expected Benefit: A classified Communication Center (Lab) Coordinator will enable the Center to provide administrative services to faculty, consistent tutoring and video taping services to students, faculty and the community.

Activity #4: Increase travel funding and support for Intercollegiate Forensics program.

Expected Benefit: Increased student opportunities for competition; increased state/national recognition for Grossmont forensics program.

Additional Planning Activities

- Improve Communication Center by purchasing digital cameras.
- Improve classroom technology by purchasing large screen digital projectors for 3 rooms.
- Encourage faculty to attend national conventions in our discipline.

2003 – 2004 Accomplishments

- Victoria Howitt elected to Academic Senate Officer position.
- Tina Perez on Program Review Committee and division coordinator for Project Success.

04/05

- Sheri Guseman on Curriculum Committee
- Joel Castellaw hosted Elementary Speech Contest during Spring semester, bringing over 200 students to campus.
- Forensic team hosted 2 College Speech/Debate tournaments on campus and 1 State Qualifying tournament for high school students.

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05/06

Division: Communication and Fine Arts

Department: Communication

Director or Chair: Joel Castellaw, Assitant Professor

Program Description: The Communication Department offers general education, A.A. degree and transfer courses in public speaking, interpersonal communication, small group discussion, argumentation, intercultural communication, oral interpretation, intercollegiate forensics, and accent modification. The Communication Department is growing steadily, and is projected to experience a 33% increase in WSCH through 2010. The Department's multi-purpose Communication Center offers video recording and playback, for oral presentations and interpersonal or group communication analysis; tutoring assistance by instructors, computers for training and research and computers programmed for accent reduction. The intercollegiate forensics program has produced nationally ranked teams for the past 13 years. The forensics program links students to baccalaureate-level institutions through tournaments, transfer opportunities and scholarships; it also develops outreach connections to elementary schools, high schools and community based programs.

Activities

Activity #1:

Secure designated space for 3 additional classrooms, a Communication Center (Lab), Forensics Squad Room and remodel Room 220 for classroom and performances.

Benefits:

Increase FTES. Serve community through more outreach opportunities with local schools and businesses by more tutoring, coaching and performance space.

Requirements:

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

05/06

Goals and Objectives: 3, 3.2

Activity #2:

Secure retirement replacements and obtain approval for a new full-time faculty position in order to return the department to 8 full-time instructors.

Benefits:

Maintain diversity of faculty: balance of expertise in interpersonal communication, incultural communication, and argumentation courses.

Requirements:

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

Goals and Objectives: 4, 4.1

Activity #3:

Secure a classified Communication Center Coordinator.

Benefits:

A classified Communication Center (Lab) Coordinator will enable the Center to provide administrative services to faculty, consistent tutoring and video taping services to students, faculty and the community.

Requirements:

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

Goals and Objectives: 3, 3.2

Activity #4:

Increase travel funding and support for Intercollegiate Forensics program.

05/06

Benefits:

Increased student opportunities for competition; increased state/national recognition for Grossmont forensics program.

Requirements:

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

Goals and Objectives: 6, 6.3

Activity #5:

none

Benefits:

none

Requirements:

Curriculum Development? N

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

Goals and Objectives: 0, 0

Additional Planning Activities

none

Accomplishments

Accomplishment #1:

Purchased large screen digital projectors for our three dedicated Communication Classrooms

Goals and Objectives: 3, 3.6

05/06

Accomplishment #2:

Purchased a digital camera for the Communication Center

Goals and Objectives: 3, 3.6

Accomplishment #3:

Forensics team hosted one on-campus Speech/Debate Tournament and one off-campus Tournament.

Goals and Objectives: 6, 6.3

Accomplishment #4:

Victoria Howitt served as advisor to Phi Theta Kappa.

Goals and Objectives: 1, 1.1

Accomplishment #5:

Tina Perez served on the Program Review Committee.

Goals and Objectives: 1, 1.3

Accomplishment #6:

Roxanne Tuscany served on the Curriculum Committee.

Goals and Objectives: 1, 1.3

Accomplishment #7:

none

Goals and Objectives: 0, 0

Accomplishment #8:

none

Goals and Objectives: 0, 0

Accomplishment #9:

none

Goals and Objectives: 0, 0

Accomplishment 10:

none

Goals and Objectives: 0, 0

05/06

Additional Accomplishments:

The Forensics Program was awarded the D.L. Miller Perpetual Sweepstakes award at the Pacific Southwest Collegiate Forensics Association's Annual Fall Championship Tournament.

Sheri Guseman advanced to the rank of Assistant Professor.

06/07

Division: Communication and Fine Arts

Department: Communication

Director or Chair: Joel Castellaw, Assistant Professor

Program Description: The Communication Department offers general education, A.A. degree and transfer courses in public speaking, interpersonal communication, small group discussion, argumentation, intercultural communication, oral interpretation, intercollegiate forensics, and accent modification. The Communication Department is growing steadily, and is projected to experience a 33% increase in WSCH through 2010. The Department's intercollegiate forensics program has produced nationally ranked teams for the past 14 years. The forensics program links students to baccalaureate-level institutions through tournaments, transfer opportunities and scholarships; it also develops outreach connections to high schools and community based programs.

Activities

Activity #1:

Secure additional designated classroom space.

Benefits:

Ability to increase course offerings in the department.

Requirements:

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

Goals and Objectives: 5, 5.2

Activity #2:

Obtain approval for a new full-time faculty position in order to return the department to 8 full-time instructors.

Benefits:

Maintain diversity of faculty: balance of expertise in interpersonal communication, public speaking, and small group communication courses.

06/07

Requirements:

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

Goals and Objectives: 4, 4.1

Activity #3:

Increase travel funding and support for Intercollegiate Forensics program.

Benefits:

Increased student opportunities for competition; increased state/national recognition for Grossmont forensics program.

Requirements:

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

Goals and Objectives: 6, 6.3

Accomplishments

Accomplishment #1:

Hired Denise Schulmeyer to replace Richard Larson.

Goals and Objectives: 4, 4.1

Accomplishment #2:

Secured approval to hire a replacement for Taylor McKenzie. The recruitment is in process and we expect to hire a replacement to begin teaching in Fall 2006.

Goals and Objectives: 4, 4.1

Accomplishment #3:

Purchased document imagers for the two dedicated Communication classrooms that didn't have them. Purchased new microphones for video recording in our classrooms.

Goals and Objectives: 3, 3.6

06/07

Accomplishment #4:

Forensics team hosted an intercollegiate Speech/Debate Tournament and a debate between Grossmont College debaters and debaters from the People's Republic of China.

Goals and Objectives: 6, 6.3

Accomplishment #5:

The Forensics team hosted a high school speech and debate tournament.

Goals and Objectives: 2, 2.1

Accomplishment #6:

The department co-sponsored Furahaa Saba's performance of her one-woman show, "These Stories Saved My Life."

Goals and Objectives: 2, 2.3

Accomplishment #7:

Victoria Howitt served as advisor to Phi Theta Kappa.

Goals and Objectives: 1, 1.1

Accomplishment #8:

Tina Perez served on the Program Review Committee.

Goals and Objectives: 1, 1.3

Accomplishment #9:

Roxanne Tuscany served on the Curriculum Committee.

Goals and Objectives: 1, 1.3

Accomplishment 10:

Converted the Communication Lab into a Forensics Squad room.

Goals and Objectives: 3, 3.2

07/08

Division: Communication and Fine Arts

Department: Communication

Director or Chair: Joel Castellaw

Program Description: The Communication Department offers general education, A.A. degree and transfer courses in public speaking, interpersonal communication, small group discussion, argumentation, intercultural communication, global communication, oral interpretation, and intercollegiate forensics (competitive speech and debate). Our courses are essential to academic and professional success of students; students must meet an oral communication requirement for graduation and for matriculation to CSU, and business leaders consistently rank communication skills as being among the most important for success on the job. The Communication Department's growth tends to track very consistently with the overall growth of the college. The Department's intercollegiate forensics program has produced nationally ranked teams for the past 16 years. The forensics program links students to baccalaureate-level institutions through tournaments, transfer opportunities and scholarships; it also develops outreach connections to high schools and community based programs. Through 2010, we expect to develop on-campus events to provide members of the college community with opportunities to increase their understanding and skills related to communication. We also expect to increase on-line course offerings through the development of hybrid courses.

Activities

Activity 1:

Secure additional designated classroom space.

Benefits:

Ability to increase course offerings in the department.

Requirements:

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

Goals and Objectives: 5, 5.2

Activity 2:
Obtain approval for a new full-time faculty position in order to return the department to 8 full-time instructors.

Benefits:
Maintain diversity of faculty: balance of expertise in interpersonal communication, public speaking, and small group communication courses.

Requirements:

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

Goals and Objectives: 4, 4.1

Activity 3:
Increase opportunities for faculty to participate in conferences.

Benefits:
Keeping faculty abreast of new developments in the field; opportunities for collegial exchange of ideas.

Requirements:

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

Goals and Objectives: 4, 4.2

07/08

Activity 4:
Develop Communication Week, a new initiative to allow instructors to share new developments in the discipline beyond what is covered in course content and to encourage exchange between our own faculty and colleagues from other colleges and universities.

Benefits:
Increased learning opportunities for students; opportunities for collegial exchange of ideas for faculty.

Requirements:

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

Goals and Objectives: 6, 6.2

Activity 5:
Maintain travel funding for the joint Grossmont/Cuyamaca forensics team.

Benefits:
Increased student opportunities for competition; increased state/national recognition for Grossmont forensics program; continued collaborative relationship with Cuyamaca Communication department.

Requirements:

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

Goals and Objectives: 6, 6.5

Additional Planning Activities

1. Maintain up-to-date technology in classrooms and in faculty offices.
2. Develop hybrid on-line courses.
3. Explore ways to integrate developments in the field of health communication into our curriculum.

Accomplishments

Accomplishment 1:
Increased funding for the forensics program by re-prioritizing department resources.

Goals and Objectives: 1, 1.1

Accomplishment 2:
Hired Jill Carleton to replace Taylor McKenzie, who retired.

Goals and Objectives: 4, 4.1

Accomplishment 3:
Sent numerous faculty to conferences, including: Joel Castellaw to ATHA to present a paper on the use of rhetorical strategies in persuasion; Sheri Guseman to a training conference, where she trained members of the community in group communication principles; and three faculty members to WSCA, including Roxanne Tuscany, Kim Wirig, and Christina Harrell, where Harrell participated in a panel on SLOs, sharing the department's ongoing development of SLOs.

Goals and Objectives: 4, 4.2

Accomplishment 4:
Supported Roxanne Tuscany's successful application for a sabbatical, which she is using to study issues related to diversity.

Goals and Objectives: 1, 1.6

8/10

ANNUAL PLANNING 2009-10 PROGRESS REPORT

Please fill out the form below on ALL activities that appeared in your 2009-10 Annual Action Plan (please see the DPM archive link <http://web1.gcccd.edu/emp/emp2009>). **Include all activities that you planned for that year whether you requested funding or not and whether you finished them or not.** Please add additional rows if needed.

**Save a copy of this report using your department name as part of the file name.

DUE DATE: This report is due to the division deans/council VPs by October 15, 2010.

Department/Program: Communication

Activity (cut and paste a brief description of your activity from the DPM)	Check all that apply				If completed, what were the outcomes of the activity?	Provide a summary of qualitative and/or quantitative data to show that the outcomes you listed to the left were achieved.
	In Process	Completed	Funded	Requested funding, but did not receive it		
Maintain and improve the excellence of our nationally and internationally recognized Speech and Debate Team by hiring an additional full-time instructor.				X		

09/10

09/10

<p>Maintain technological currency in teaching methods by upgrading/replacing classroom computers and equipment as needed.</p>	<p>X</p>					
<p>Maintain technological currency in teaching methods by upgrading/replacing instructors' computers as needed.</p>	<p>X</p>					
<p>Acquire two additional classrooms for the Communication Department. These classrooms need to be specially configured for giving presentations and need to be equipped with facilities for videorecording presentations. Remodel/upgrade existing classrooms and offices. Replace existing Squad Room/Director's office for the Speech and Debate Team.</p>			<p>X</p>			

APPENDIX 5:

Course SLOs

SLO Assessments

SLO 6-Year Plan

COURSE #	SLO	
COMM 120	1	Analyze conflict in an interpersonal relationship and apply methods of conflict resolution
COMM 122	1	Select a topic for a speech applying the principles of audience analysis.
	2	Construct informative and persuasive speeches using effective research and appropriate organizational patterns.
	3	Exhibit active listening in order to critically evaluate content and delivery of a message.
	4	<i>Demonstrate effective use of voice and body in delivering a speech.</i>
	5	Practice various methods of managing communication apprehension.
COMM 123	1	Students will critique socially significant speeches using classical and contemporary rhetorical theories.
COMM 124	1	Analyze interaction between culturally dissimilar individuals, applying concepts of intercultural communication.
COMM 128	1	Analyze the effects of culture and gender on global communication.
COMM 135	1	Compose an introduction for a prose interpretation.
	2	Analyze the focal point choices for a character in a dramatic selection.
COMM 136	1	Construct Readers Theatre scripts from existing selections of literature by utilizing principles of integrity to the author's <i>intent and balance among readers.</i>
COMM 137	1	Prepare an agenda for a group meeting.
COMM 144	1	Assess stages of majority and minority racial identity development displayed in specific case studies.
	2	Interpret the historical and contemporary influences of systems of racial categorization on people living in the U.S.
COMM 145	1	Construct valid arguments, choosing appropriate supporting evidence
COMM 199	1	Complete individual study, research, or projects in Communication. Participate in conference sessions with the instructor of record.

COURSE #	SLO	
COMM 240 A-B-C-D	1	Compare and contrast a platform speech to a limited preparation speech.
COMM 299	1	Complete individual study, research, or projects in Communication.
	2	Participate in conference sessions with the instructor of record.

SLO Assessments

COURSE #	SLO	Essay	Assignment	Assessment Wksht	Outlines	Speeches	Student Survey	Agenda Prep Assign	Comp/Co Int Assign	Response Papers
COMM 120	Analyze conflict in an interpersonal relationship and apply 1 methods of conflict resolution	X	X							
COMM 122	Select a topic for a speech applying the principles of audience 1 analysis.			X						
	Construct informative and persuasive speeches using effective 2 research and appropriate organizational patterns.				X	X				
	Exhibit active listening in order to critically evaluate content 3 and delivery of a message.									X
	Demonstrate effective use of voice and body in delivering a 4 speech.					X				
	Practice various methods of managing communication 5 apprehension.						X			
COMM 123	Students will critique socially significant speeches using 1 classical and contemporary rhetorical theories.	X	X							
COMM 124	Analyze interaction between culturally dissimilar individuals, 1 applying concepts of intercultural communication.	X	X							
COMM 128	Analyze the effects of culture and gender on global 1 communication.	X	X							
COMM 135	Compose an introduction for a prose interpretation. 1 Analyze the focal point choices for a character in a dramatic 2 selection.	X	X							
COMM 136	Construct Readers Theatre scripts from existing selections of literature by utilizing principles of integrity to the author's 1 intent and balance among readers.	X	X							

COURSE #	SLO		Essay	Assignment	Assessment Wksh	Outlines	Speeches	Student Survey	Agenda Prep Assign	Comp/Co Int Assign	Response Papers
COMM 137	1	Prepare an agenda for a group meeting.							X		
COMM 144	1	Assess stages of majority and minority racial identity development displayed in specific case studies.	X	X							
	2	Interpret the historical and contemporary influences of systems of racial categorization on people living in the U.S.	X	X							
COMM 145	1	Construct valid arguments, choosing appropriate supporting evidence	X	X							
COMM 199	1	Complete individual study, research, or projects in Communication. Participate in conference sessions with the instructor of record.	X	X							
COMM 240 A-B-C-D	1	Compare and contrast a platform speech to a limited preparation speech.								X	
COMM 299	1	Complete individual study, research, or projects in Communication.	X	X							
	2	Participate in conference sessions with the instructor of record.	X	X							

APPENDIX 6:

Course-to-Program SLO Mapping Document

General Education Student Learning Outcome Map

The table below indicates which Communication courses focus on a particular learning outcome area (designated by "F") and which of our courses have specific student learning outcomes written for the learning outcome area (designated by "S").

	Productive Citizenry	Informational/ Technological Literacy	Mathematical Literacy	Scientific Inquiry	Effective Communication	Cultural Competence	Understanding of Arts and Humanities
COMM 120	S				S	F	
COMM 122	S				S	F	
COMM 124					S	S	
COMM 128	F				S	S	
COMM 135					F		S
COMM 137	S	S			S		
COMM 144					F	S	
COMM 145	S						

APPENDIX 7:

Results of Student Survey

**Grossmont College Communication Department Student Survey
Fall 2010
N=423**

Q1. What is your reason(s) for taking this class? (check all that apply)

	Frequency	Percent
General education requirement	295	70.6
General interest	111	26.6
Required for major	95	22.7
Transfer	84	20.1
Improve job skills	57	13.6
Prerequisite	45	10.8
Improve basic skills/college success	41	9.8
Other	9	2.2

*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., 418).

Q1b. What is your reason(s) for taking this class? (Other Text)

	Frequency
Retake	2
Needed more credits	2
I hate English class, hence this class.	1
I love this class	1
Interested	1
Make my English better	1
To become a more creative communicator	1

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	320	77.1
Grossmont College counselor	84	20.2
Friend or family member	50	12.0
Other student recommendation	27	6.5
Instructor	12	2.9
Other	8	1.9
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	3	.7
Public media (radio, TV, newspaper, ad)	3	.7
Work referral	1	.2

*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., 415).

Q2b. How did you find out about this class? (Other Text)

	Frequency
Flyer	1
Freshman Orientation	1
General knowledge	1
Had instructor before	1
Internet research	1
Transfer sheet (Green)	1
Web Advisor	1
Word of mouth	1

Q3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
One	283	67.7
Two	66	15.8
Three	26	6.2
More than three	43	10.3
Total	418	100.0
No Response	5	
Total	423	

Q4. This class was delivered:

	Frequency	Percent
In a traditional classroom setting	409	97.8
Online (100%)	1	.2
As a hybrid (part in classroom/part online)	6	1.4
Other	2	.5
Total	418	100.0
No Response	5	
Total	423	

Q4b. This class was delivered (Other text):

	Frequency
8 week	1
Blackboard	1

Q5a. What modes of communication are made available to you by your instructor?

	Frequency	Percent
Face to Face	330	83.3
Email	329	83.1
Telephone/Voice Mail	137	34.6
Other	12	3.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 396).

Q5b. What modes of communication do you use most often when contacting your instructor?

	Frequency	Percent
Email	256	62.0
Face to Face	244	59.1
Telephone/Voice Mail	102	24.7
Other	7	1.7

*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., 413).

Q5c. What modes of communication do you prefer your instructor to use when responding to your message?

	Frequency	Percent
Face to Face	308	74.6
Email	239	57.9
Telephone/Voice Mail	14	3.4
Other	5	1.2

*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., 413).

Q6. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Email	295	73.8
Blackboard announcements	141	35.3
Other	33	8.3
Voicemail	10	2.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 400).

Q6b. Which of the following do you check most frequently for course information and/or messages? (Other Text)

	Frequency
Syllabus	10
Class	4
Face to face	3
Handouts	2
Teacher	2
Text	2
Blackboard only when required	1
By ear	1
Class website	1
Friend	1
In class announcements	1
In class handouts	1
In on assignments	1
Myspace	1
Snap Grades	1
Syllabus/Face to face	1

Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	269	64.8
Via email	181	43.6
During office hours/appointment	74	17.8
Never - explain why	7	1.7
Via telephone	2	.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 415).

Q7b. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor: (Explanation Text)

	Frequency
Cause it's useless!	1
Face to face	1
Talk to students	1
Things have been well explained	1
Usually handled via email	1

Q8-1. Who else or what else do you turn to for extra help? (Friends who have taken the class)

	Frequency	Percent
Friends who have taken the class	249	100.0
No Response	174	
Total	423	

Q8. Who else or what else do you turn to for extra help?

	Frequency	Percent
Friends who have taken the class	249	63.7
Websites (identify)	83	21.2
Other	81	20.7

*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., 391).

Q8-A. Who else or what else do you turn to for extra help? (Website Text)

	Frequency
Google	17
Blackboard	16
Grossmont.edu	2
Academic websites	1
Depends on situation	1
Instructor's site for this class	1
Nothing in particular	1
Research	1
Sparknotes	1
TED speeches, etc.	1
Wikipedias	1

Q8-B. Who else or what else do you turn to for extra help? (Other)

	Frequency
Classmates	20
Textbook	16
Family	7
Instructor	7
Friends	3
None	3
Don't need extra help	2
Friends in class	2
Tutor	2
Administration	1
Book/Syllabus	1
Classmates or no one	1
Counselor, DSPS	1
Course book or Blackboard	1
Documents handed out in class	1
English writing skills	1
Friends who have not taken this class	1
I read the book, and talk to people about it.	1
Learning Center/ Counselor	1
Library	1
My other communication teacher	1
References provided by instructor	1
Searching multiple websites	1
Syllabus or Professor	1
Teacher herself/book and notes	1
Teacher, classmate	1
The most awesomest instructor ever (Strothers)	1
Writing center	1

Q9. Which of the following course resources helped you learn the course material?

	Frequency	Percent
Lecture	352	84.8
Textbook	296	71.3
Group work in class	259	62.4
Homework/assignments	201	48.4
Handouts	156	37.6
PowerPoint slides	133	32.0
Videos/DVDs	120	28.9
Quizzes	87	21.0
Course Blackboard site	64	15.4
Study groups	53	12.8
Computer presentations	51	12.3
Instructor website	26	6.3
Other	18	4.3
Transparencies	4	1.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 415).

Q9b. Which of the following course resources helped you learn the course material? (Other Text)

	Frequency
Actual speech presentation/practice	1
All of the above	1
Classroom activities	1
Competing in tournaments	1
Friends	1
Google	1
Hands on learning	1
In class group activities	1
Individual study	1
Internet	1
Movie with review	1
Natural awesomeness	1
Notecards	1
Speech presentations in front of the class	1
Syllabus	1
Taking notes	1
Test	1
Test prep	1

Q10. Which of the following course resources do you feel would help future students learn the course material?

	Frequency	Percent
Lecture	305	74.8
Textbook	251	61.5
Group work in class	248	60.8
Homework/assignments	181	44.4
PowerPoint slides	164	40.2
Handouts	159	39.0
Videos/DVDs	129	31.6
Course Blackboard site	109	26.7
Study groups	109	26.7
Quizzes	83	20.3
Computer presentations	75	18.4
Instructor website	64	15.7
Other	10	2.5
Transparencies	8	2.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 408).

Q10b. Which of the following course resources do you feel would help future students learn the course material? (Other text)

	Frequency
Activities	1
All of the above	1
Competing in tournaments	1
Independent study	1
More speech presentations	1
One on one with students	1
Speech presentations in front of the class	1
Syllabus	1
Test prep	1
Variety of good websites to visit, as well as names of good supporting texts	1

Q11a. Were required to use/or voluntarily used any of the following campus resources? (Assessment & Testing Center)

	Frequency	Percent
Voluntary	153	89.5
Required	18	10.5
Total	171	100.0
No Response	252	
Total	423	

Did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Very Helpful	31	22.5
Somewhat Helpful	24	17.4
Neither Helpful nor Unhelpful	74	53.6
Somewhat Unhelpful	5	3.6
Very Unhelpful	4	2.9
Total	138	100.0
No Response	285	
Total	423	

Q11b. Were required to use/or voluntarily used any of the following campus resources? (English Writing Lab)

	Frequency	Percent
Voluntary	157	90.2
Required	17	9.8
Total	174	100.0
No Response	249	
Total	423	

Did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Very Helpful	37	27.8
Somewhat Helpful	24	18.0
Neither Helpful nor Unhelpful	63	47.4
Somewhat Unhelpful	4	3.0
Very Unhelpful	5	3.8
Total	133	100.0
No Response	290	
Total	423	

Q11c. Were required to use/or voluntarily used any of the following campus resources? (Tech Mall)

	Frequency	Percent
Voluntary	214	89.9
Required	24	10.1
Total	238	100.0
No Response	185	
Total	423	

Did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Very Helpful	107	51.4
Somewhat Helpful	46	22.1
Neither Helpful nor Unhelpful	41	19.7
Somewhat Unhelpful	6	2.9
Very Unhelpful	8	3.8
Total	208	100.0
No Response	215	
Total	423	

Q11d. Were required to use/or voluntarily used any of the following campus resources? (Library - online resources)

	Frequency	Percent
Voluntary	200	85.8
Required	33	14.2
Total	233	100.0
No Response	190	
Total	423	

Did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Very Helpful	113	53.3
Somewhat Helpful	54	25.5
Neither Helpful nor Unhelpful	35	16.5
Somewhat Unhelpful	4	1.9
Very Unhelpful	6	2.8
Total	212	100.0
No Response	211	
Total	423	

Q11e. Were required to use/or voluntarily used any of the following campus resources? (On-Campus Library)

	Frequency	Percent
Voluntary	215	91.1
Required	21	8.9
Total	236	100.0
No Response	187	
Total	423	

Did you find the resource helpful or not helpful? (On-Campus Library)

	Frequency	Percent
Very Helpful	111	54.1
Somewhat Helpful	46	22.4
Neither Helpful nor Unhelpful	39	19.0
Somewhat Unhelpful	4	2.0
Very Unhelpful	5	2.4
Total	205	100.0
No Response	218	
Total	423	

Q11f. Were required to use/or voluntarily used any of the following campus resources? (Math Study Center)

	Frequency	Percent
Voluntary	160	95.2
Required	8	4.8
Total	168	100.0
No Response	255	
Total	423	

Did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Very Helpful	43	30.5
Somewhat Helpful	19	13.5
Neither Helpful nor Unhelpful	66	46.8
Somewhat Unhelpful	4	2.8
Very Unhelpful	9	6.4
Total	141	100.0
No Response	282	
Total	423	

Q11g. Were required to use/or voluntarily used any of the following campus resources? (Tutoring Center)

	Frequency	Percent
Voluntary	156	94.0
Required	10	6.0
Total	166	100.0
No Response	257	
Total	423	

Did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Very Helpful	44	32.1
Somewhat Helpful	21	15.3
Neither Helpful nor Unhelpful	62	45.3
Somewhat Unhelpful	8	5.8
Very Unhelpful	2	1.5
Total	137	100.0
No Response	286	
Total	423	

Q11h. Were required to use/or voluntarily used any of the following campus resources? (DSPS)

	Frequency	Percent
Voluntary	143	95.3
Required	7	4.7
Total	150	100.0
No Response	273	
Total	423	

Did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Very Helpful	23	18.9
Somewhat Helpful	15	12.3
Neither Helpful nor Unhelpful	72	59.0
Somewhat Unhelpful	6	4.9
Very Unhelpful	6	4.9
Total	122	100.0
No Response	301	
Total	423	

Q11i. Were required to use/or voluntarily used any of the following campus resources? (EOPS)

	Frequency	Percent
Voluntary	134	95.7
Required	6	4.3
Total	140	100.0
No Response	283	
Total	423	

Did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Very Helpful	22	18.6
Somewhat Helpful	17	14.4
Neither Helpful nor Unhelpful	69	58.5
Somewhat Unhelpful	5	4.2
Very Unhelpful	5	4.2
Total	118	100.0
No Response	305	
Total	423	

Q11j. Were required to use/or voluntarily used any of the following campus resources? (Dept Computer Labs)

	Frequency	Percent
Voluntary	143	93.5
Required	10	6.5
Total	153	100.0
No Response	270	
Total	423	

Did you find the resource helpful or not helpful? (Dept Computer Labs)

	Frequency	Percent
Very Helpful	34	24.5
Somewhat Helpful	23	16.5
Neither Helpful nor Unhelpful	53	38.1
Somewhat Unhelpful	23	16.5
Very Unhelpful	6	4.3
Total	139	100.0
No Response	284	
Total	423	

Q11k. Were required to use/or voluntarily used any of the following campus resources? (Blackboard Help Line)

	Frequency	Percent
Voluntary	136	80.5
Required	33	19.5
Total	169	100.0
No Response	254	
Total	423	

Did you find the resource helpful or not helpful?(Blackboard Help Line)

	Frequency	Percent
Very Helpful	48	29.1
Somewhat Helpful	30	18.2
Neither Helpful nor Unhelpful	54	32.7
Somewhat Unhelpful	24	14.5
Very Unhelpful	9	5.5
Total	165	100.0
No Response	258	
Total	423	

Q11l. Were required to use/or voluntarily used any of the following campus resources? (Other)

	Frequency	Percent
Required	4	57.1
Voluntary	3	42.9
Total	7	100.0
No Response	416	
Total	423	

Did you find the resource helpful or not helpful? (Other)

	Frequency	Percent
Very Helpful	3	50.0
Somewhat Helpful	2	33.3
Neither Helpful nor Unhelpful	1	16.7
Total	6	100.0
No Response	417	
Total	423	

Did you find the resource helpful or not helpful? (Other text)

	Frequency
Blackboard	1
Bookstore	1
Classmates	1
Group meetings outside of class	1
My awesomeness	1
VET center	1
Wiki	1

Q12a. Which of the following campus resources would you recommend to future students to assist in completing this course? (Assessment & Testing Center)

	Frequency	Percent
Recommend Use	79	36.2
N/A	139	63.8
Total	218	100.0
No Response	205	
Total	423	

Q12b. Which of the following campus resources would you recommend to future students to assist in completing this course? (English Writing Lab)

	Frequency	Percent
Recommend Use	130	51.6
N/A	122	48.4
Total	252	100.0
No Response	171	
Total	423	

Q12c. Which of the following campus resources would you recommend to future students to assist in completing this course? (Tech Mall)

	Frequency	Percent
Recommend Use	175	65.3
N/A	93	34.7
Total	268	100.0
No Response	155	
Total	423	

Q12d. Which of the following campus resources would you recommend to future students to assist in completing this course? (Library- online resources)

	Frequency	Percent
Recommend Use	189	69.7
N/A	82	30.3
Total	271	100.0
No Response	152	
Total	423	

Q12e. Which of the following campus resources would you recommend to future students to assist in completing this course? (On-Campus Library)

	Frequency	Percent
Recommend Use	198	72.8
N/A	74	27.2
Total	272	100.0
No Response	151	
Total	423	

Q12f. Which of the following campus resources would you recommend to future students to assist in completing this course? (Math Study Center)

	Frequency	Percent
Recommend Use	61	28.1
N/A	156	71.9
Total	217	100.0
No Response	206	
Total	423	

Q12g. Which of the following campus resources would you recommend to future students to assist in completing this course? (Tutoring Center)

	Frequency	Percent
Recommend Use	125	52.3
N/A	114	47.7
Total	239	100.0
No Response	184	
Total	423	

Q12h. Which of the following campus resources would you recommend to future students to assist in completing this course? (DSPS)

	Frequency	Percent
Recommend Use	37	18.4
N/A	164	81.6
Total	201	100.0
No Response	222	
Total	423	

Q12i. Which of the following campus resources would you recommend to future students to assist in completing this course? (EOPS)

	Frequency	Percent
Recommend Use	35	17.8
N/A	162	82.2
Total	197	100.0
No Response	226	
Total	423	

Q12j. Which of the following campus resources would you recommend to future students to assist in completing this course? (Dept Computer Labs)

	Frequency	Percent
Recommend Use	68	33.7
N/A	134	66.3
Total	202	100.0
No Response	221	
Total	423	

Q12k. Which of the following campus resources would you recommend to future students to assist in completing this course? (Blackboard Help Line)

	Frequency	Percent
Recommend Use	105	45.9
N/A	124	54.1
Total	229	100.0
No Response	194	
Total	423	

Q12l. Which of the following campus resources would you recommend to future students to assist in completing this course? (Other)

	Frequency	Percent
Recommend Use	3	100.0
No Response	420	
Total	423	

Q12. Which of the following campus resources would you recommend to future students to assist in completing this course? (Other text)

	Frequency
Work really hard	1
VET center resource	1
Book, classmates, notes	1

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	404	98.5
No	6	1.5
Total	410	100.0
No Response	13	
Total	423	

Q14. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very Satisfied	129	31.6
Satisfied	181	44.4
Neutral	81	19.9
Dissatisfied	13	3.2
Very Dissatisfied	4	1.0
Total	408	100.0
No Response	15	
Total	423	

Q15a. What would be your preferred start time(s) for courses to be offered? (Weekdays)

	Frequency	Percent
9am-noon	196	49.6
12-3pm	117	29.6
7am-8am	84	21.3
4pm-10pm	76	19.2
No preference	64	16.2

*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., 395).

Q15b. What would be your preferred start time(s) for courses to be offered? (Saturdays)

	Frequency	Percent
No preference	125	55.6
9am-noon	62	27.6
12-3pm	30	13.3
7am-8am	24	10.7
4pm-10pm	14	6.2

*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., 225).

Q15c. What would be your preferred start time(s) for courses to be offered? (Sundays)

	Frequency	Percent
No preference	142	67.6
9am-noon	35	16.7
12-3pm	28	13.3
4pm-10pm	14	6.7
7am-8am	10	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., 210).

Q15d. What would be your preferred start time(s) for courses to be offered? (Online)

	Frequency	Percent
Online	108	100.0
No Response	315	
Total	423	

Q16. Gender

	Frequency	Percent
Female	246	61.0
Male	157	39.0
Total	403	100.0
No Response	20	
Total	423	

Q17. Age

	Frequency	Percent
Under 20	157	38.7
20 - 24	190	46.8
25 - 29	31	7.6
30 - 49	25	6.2
50 or older	3	.7
Total	406	100.0
No Response	17	
Total	423	

Q18. Ethnicity

	Frequency	Percent
Asian	20	4.7
African American	26	6.1
Filipino	21	5.0
Hispanic	100	23.6
Midde Eastern	11	2.6
Pacific Islander	2	.5
Two or more	27	6.4
White (Not of Middle Eastern Descent)	181	42.8
Unknown/Not reported	35	8.3
Total	423	100.0

Q19. What is your primary language?

	Frequency	Percent
English	327	83.4
Spanish	22	5.6
Other	10	2.6
Tagalog	6	1.5
Chinese	5	1.3
Japanese	4	1.0
Arabic	3	.8
Korean	3	.8
Aramaic	2	.5
French	2	.5
Kurdish	2	.5
Russian	2	.5
Vietnamese	2	.5
Italian	1	.3
Total	392	100.0
No Response	31	
Total	423	

Q19. What is your primary language? (Other Text)

	Frequency
Portuguese	3
Igbo	1
Indonesian	1
Pashto (Afghan)	1
Romanian	1
Somalia	1
Thai	1
Turksish, Chaldean	1

Q20 What is your major? (Text)

	Frequency
Nursing	35
Communications	27
Psychology	21
Business	16
Criminal Justice	13
Kinesiology	10
AOJ	8
Biology	8
Child Development	7
History	7
Theater Arts	6
Art	5
Business Administration	5
Computer Science	5
Accounting	3
Bio-Chemistry	3
Engineering	3
Media Communications	3
Public Health	3
RN	3
Social Work	3
Business Administration	2
Civil Engineering	2
CVT	2
Electrical Engineer	2
English	2
Exercise Science	2
General Education	2
Graphic Design	2
Hospitality and Tourism Management	2
International Business	2
Liberal Studies	2
Marketing	2
Math	2
Political Science	2
Political Science	2
Sociology	2
Sports Medicine	2
Anthropology	1
Art History	1
Baking and Pastry	1
Bio-Engineering	1
Biological Science	1
Biology	1
BS, Nursing	1
Business Administration / Accounting	1
child Development	1
Classical Studies	1
Communications, Public Administration	1
Construction Engineering	1
Criminology	1

Q20 What is your major? (Text)

	Frequency
CSIS	1
Culinary	1
Culinary Arts	1
Dance/Business	1
Dental Hygiene	1
Dentistry	1
Economy	1
Environmental Biology	1
Environmental Management	1
Environmental Science	1
Environmental System	1
Film Production	1
Finance	1
Game Designing	1
Geology	1
Graphic design	1
Health Science	1
History/English	1
Human Development	1
Interior Design	1
Journalism	1
Journalism and Communications	1
Law Enforcement	1
LVN-RN	1
Marine Biology	1
MBA	1
Mechanical Engineering	1
Music	1
Nutrition	1
Occupational Therapy	1
Organic Chemistry	1
OTA	1
Pharmacy	1
Photography	1
Physical Therapy	1
Pre-Med	1
Public Health Administration	1
Public Relations	1
Radiation Therapy	1
Respiratory Therapy	1
Social Science	1
Spanish	1
Teaching	1
Teaching English	1
Urban Studies	1
Video Production	1
Visual Media	1
Wellness and Self Development	1
Undeclared	92
Not reported	42

Q21. Please provide any additional feedback you would like the department to have.

1. "Instructor's name removed" deserves a huge raise!
2. "Instructor's name removed" does an amazing job and is extremely intelligent.
3. "Instructor's name removed" does an excellent job and is very helpful.
4. "Instructor's name removed" gets the entire class involved.
5. "Instructor's name removed" is a great professor and makes COMM 120 interactive, fun and enjoyable to learn.
6. "Instructor's name removed" is a great teacher!
7. "Instructor's name removed" is an awesome teacher! I have definitely learned a lot in her class.
8. "Instructor's name removed" is excellent. This was my favorite class.
9. "Instructor's name removed" is not a great instructor. All tests are out of the book, so what's the point of coming to class besides homework assignments.
10. "Instructor's name removed" makes this class (COMM 120) very fun with her lectures and makes it a lot easier to learn material.
11. Awesome teacher!
12. Blackboard would be really helpful!
13. Book is very confusing to study for quiz and make sure everyone understands material.
14. Course is very helpful, learning a lot and is very applicable. However in this COMM 120 class I do not feel my grade reflects my knowledge of the subject. Not enough opportunities for points and assignments.
15. Detailed points (need) more group work, homework assignments to help understand more, more interactive assignments.
16. Drop the Race/Gender section of this feedback form.
17. Excellent class. Unsure if an advanced class is offered but I would take it if it is.
18. Great class learned a lot of different outlooks.
19. Great class!
20. Great course, very helpful and insightful.
21. Great teacher!
22. Great teacher, engages students in the lectures, provide good topic examples, great personality, very thorough with details and explanation. Thanks.
23. I am dissatisfied with the availability of courses in this department, there should be more classes available.

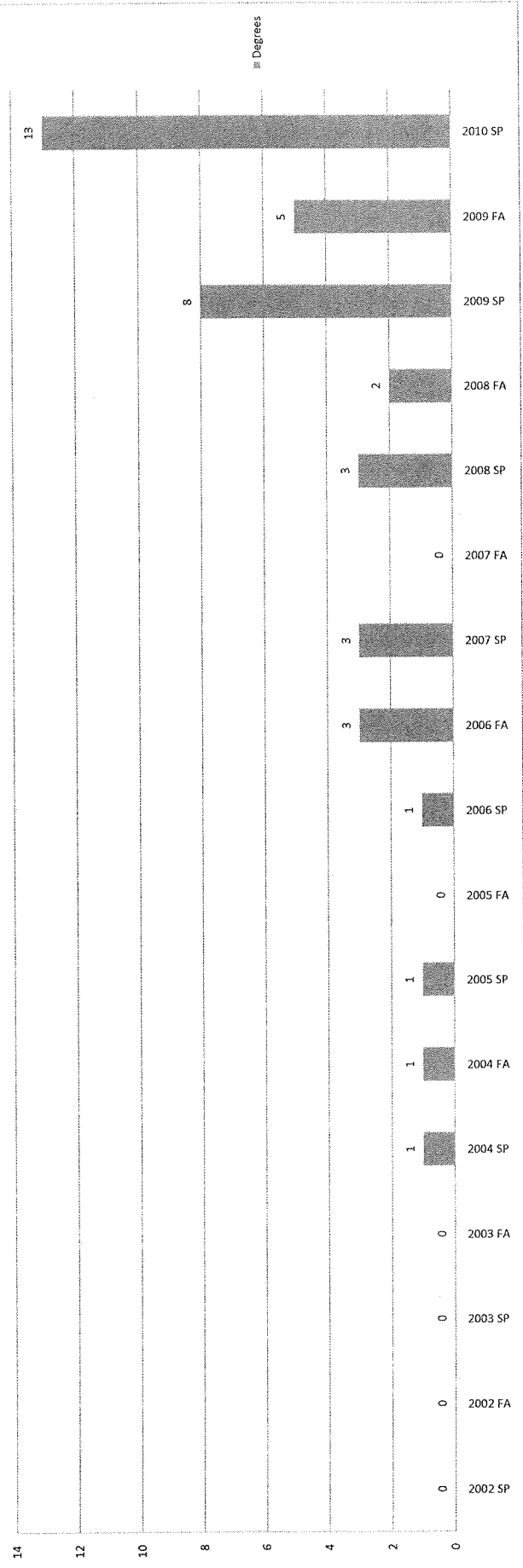
24. I hate online homework and anything required online. Grade knowledge would be helpful.
25. I have provided resources I have used in all my classes. (English, Math, Science)
26. I like teachers enthusiasm, enjoyed class.
27. I love "Instructors name removed", great professor, knows what she is talking about!
28. I love "Instructors name removed", she is an excellent professor and her teaching skills are fantastic. She's one of the best professors I've had at Grossmont.
29. I love this class and "Instructors name removed"
30. I love this class coming from a person who hates communication, I might major in communication after this class.
31. I really do enjoy this class and do use the material from this course in my everyday life.
32. I really do not prefer to use blackboard because sometimes does not work. I mean sometimes have problem.
33. I really enjoyed this course, A LOT! And the professor is excellent!
34. I would appreciate more variety in classes.
35. I would love more class availability, however not just in communications department but overall at Grossmont.
36. I would recommend this course for all students. This course teaches everything you need to know for how to deal with everyday interpersonal relationships. I think this course should be available for high school students as well.
37. Include Pashto in the list of languages.
38. It would be helpful to know specifically what jobs this class is designed for, other than general communications knowledge.
39. More available classes, teachers that are more like "Instructors name removed"
40. More excitement with info. Can be very boring.
41. More use of blackboard. In the matter of knowing your grades.
42. My teacher was great!
43. People may do SO much better on tests if a study guide was provided. A simple study guide would help organize us and make us feel more confident. If a test is more than two pages it's a TEST not a quiz, please treat it as such, we do!
44. Please include all assignments and due dates with small descriptions in syllabus, please!
45. Really enjoyed my instructors.
46. The professor "Instructor's name removed" is an outstanding professor.

47. This is my favorite class and learned a lot. This class also helps me prepare myself if I decide to apply for a Bachelors program in Nursing!
48. We could definitely use more quizzes.
49. Wonderful job, excellent professor.
50. Would like to have more communication classes available.

APPENDIX 8:

Headcounts for Degrees and Certificates

Degrees and Certificates by Year



APPENDIX 9:

Organizations Represented on Advisory Committee

The Communication Department has no Advisory Committees

APPENDIX 10:

Sabbaticals

SABBATICALS

Roxanne Tuscany went on sabbatical in Fall 2007, during which time she researched issues related to underrepresented groups in higher education. From her research findings, Roxanne developed a workshop called "Let's Talk About Race", which she presented during Professional Development Week in Spring of 2009. Roxanne has also been able to apply her research findings as part of the Diversity Task Force at Grossmont College, as well as in all of her classes.

Dr. Sheri Strothers went on sabbatical in Spring 2008 during which time she studied small group communication both from a theoretical perspective (such as academic conferences) as well as from a practical perspective. The practical aspect involved working with an international organization setting up and training small groups and their leaders. Sheri traveled to New York, Chicago, and Coeur d'Alene in the process, and participated in two local experiential leadership/group relations conferences. Sheri has been able to apply knowledge gained from her experiences during her sabbatical in her classes as well as her involvement with community groups.

APPENDIX 11:

Grossmont WSCH Analysis

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

*** CENSUS CLASSES ***									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX	
ART 100	100200	1.000	975.00	975.00	975.00	930.00	930.00	95.38	
ART 120	100200	.999	540.00	540.00	540.54	552.00	552.00	102.22	
ART 121	100210	.333	180.00	180.00	540.54	186.00	558.55	103.33	
ART 124	100210	1.998	1080.00	1080.00	540.54	1122.00	561.56	103.88	
ART 126	100230	1.332	1720.00	1720.00	540.54	1702.00	527.02	97.50	
ART 127	100230	1.666	240.00	240.00	360.36	192.00	288.00	80.00	
ART 129	100220	1.332	600.00	600.00	450.45	522.00	391.89	80.00	
ART 131	100200	.333	180.00	180.00	540.54	144.00	432.43	80.00	
ART 137A	100230	.300	390.00	390.00	975.00	156.00	520.00	156.00	
ART 140	100200	.400	390.00	390.00	975.00	315.00	787.50	80.76	
ART 141	100200	.400	390.00	390.00	975.00	270.00	675.00	69.23	
ART 142	100200	.200	195.00	195.00	975.00	96.00	480.00	49.23	
ART 143	100200	.200	195.00	195.00	975.00	180.00	900.00	92.30	
ART 145	100200	.200	195.00	195.00	975.00	682.00	345.00	35.38	
ART 150	101100	1.665	900.00	900.00	540.54	882.00	529.72	98.66	
ART 151	101100	.666	360.00	360.00	540.54	294.00	441.44	81.66	
ART 152	101100	.333	180.00	180.00	540.54	162.00	486.48	90.00	
ART 159A	101100	.750	180.00	180.00	540.54	573.00	764.00	90.00	
ART 184	100210	.333	120.00	120.00	360.36	102.00	306.30	85.00	
ART 199	100200	.999	99.00	99.00	450.45	99.00	99.00	100.00	
ART 229	100220	.333	150.00	150.00	450.45	96.00	288.28	64.00	
ART 253A	101100	.200	60.00	60.00	360.36	60.00	315.00	105.00	
ART 255	101100	.333	120.00	120.00	360.36	90.00	270.27	75.00	
ART 299	100200	.333	120.00	120.00	360.36	126.00	378.37	105.00	
*****	ART	14.639	7989.00	7989.00	545.73	7923.00	541.22	99.17	
COMM090A	150600	.075	75.00	75.00	1000.00	48.00	640.00	64.00	
COMM105A	150600	.600	225.00	225.00	375.00	192.00	320.00	85.33	
COMM120	150600	4.200	1890.00	1890.00	450.00	2037.00	485.00	107.77	
COMM122	150600	3.200	1431.00	1431.00	447.18	1425.00	445.31	99.58	
COMM128	150600	.200	150.00	150.00	750.00	114.00	570.00	76.00	
COMM137	150600	1.800	810.00	810.00	450.00	771.00	428.33	95.18	
COMM145	150600	.800	360.00	360.00	450.00	387.00	483.75	107.50	
COMM240A	150600	.555	260.00	260.00	468.46	120.00	216.21	46.15	
*****	COMM	11.430	5201.00	5201.00	455.03	5094.00	445.66	97.94	
DANC074A	100800	.111	50.00	50.00	450.45	48.00	432.43	96.00	
DANC078A	100800	.111	50.00	50.00	450.45	50.00	450.00	100.00	
DANC080A	100800	.501	225.00	225.00	449.10	192.00	383.23	85.33	
DANC080B	100800	.167	75.00	75.00	449.10	54.00	223.35	72.00	
DANC081A	100800	.334	150.00	150.00	449.10	81.00	485.02	108.00	
DANC084A	100800	.167	75.00	75.00	449.10	144.00	431.13	96.00	
DANC084B	100800	.334	150.00	150.00	449.10	60.00	359.28	80.00	
DANC088A	100800	.334	150.00	150.00	449.10	144.00	431.13	96.00	
DANC088B	100800	.334	150.00	150.00	449.10	135.00	592.81	90.00	
DANC094A	100800	.167	75.00	75.00	449.10	198.00	592.81	132.00	
DANC116	100800	.334	150.00	150.00	449.10	66.00	395.20	88.00	
DANC117A	100800	.111	50.00	50.00	449.10	234.00	700.59	156.00	
DANC140	100800	.111	50.00	50.00	449.10	36.00	324.32	72.00	

SIJDSOW-INS
 RUN ON: 10-18-2010 08:56:26
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT (LEGE)
 SUBJECT WSCH ANALYSIS
 DIVISION -- COMMUNICATION AND FINE ARTS
 *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170	101100	.525	162.00	308.57	153.00	291.42	94.44	
ART 171	101100	.350	108.00	308.57	99.00	282.85	91.66	
ART 174	101100	.175	54.00	308.57	39.00	222.85	72.22	
ART 175	101100	.175	54.00	308.57	39.00	222.85	72.22	
ART 177	101100	.175	48.00	274.28	45.00	257.14	93.75	
ART 178	101100	.175	54.00	308.57	57.00	325.71	105.55	
ART 179A	101100	.375	135.00	360.00	102.00	272.00	70.00	
ART 240	100210	.175	60.00	342.85	42.00	240.00	94.44	
ART 278	101100	.175	54.00	308.57	51.00	291.42	86.00	
*****	ART	2.300	729.00	316.95	627.00	272.60		
COMM120	150600	.200	70.31	351.55	73.13	365.65	104.01	
COMM122	150600	1.200	540.00	450.00	453.00	377.50	83.88	
COMM124	150600	.400	420.00	1050.00	516.00	1290.00	122.85	
COMM137	150600	.400	180.00	450.00	186.00	465.00	103.33	
*****	COMM	2.200	1210.31	550.14	1228.13	558.24	101.47	
THTR109	100700	.300	120.00	400.00	18.00	60.00	15.00	
THTR111	100700	.300	60.00	200.00	14.00	480.00	240.00	
THTR122	100700	.200	60.00	300.00	20.00	100.00	33.33	
THTR124	100700	.200	60.00	300.00	84.00	420.00	140.00	
*****	THTR	1.000	300.00	300.00	266.00	266.00	88.66	

***** COMMUNICATION AND FINE ARTS *****

5.500 2239.31 407.14 2121.13 385.66 94.72

SKDSOW-INS
 RUN ON: 10-05-2010 08:56:26
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSC ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	502	1506.00	1506.00	2.2000	684.5454
AOJ	210500	1488	5107.50	5107.50	8.9540	570.4154
ARBC	111200	70	304.00	304.00	0.8660	351.0392
ART	100200	774	2781.00	2781.00	4.0650	684.1328
ART	100210	249	1452.00	1452.00	2.8390	511.4476
ART	100230	201	1050.00	1050.00	2.2980	456.9190
ART	100220	103	618.00	618.00	1.6650	371.1711
ART	101100	679	2649.00	2649.00	6.0720	436.2648
ASL	085000	370	1087.00	1087.00	2.3330	465.9237
ASTR	191100	401	1203.00	1203.00	2.2000	546.8181
BIO	040100	2036	11171.00	11171.00	14.7010	759.8802
BOT	051400	896	2487.73	2487.73	4.5260	549.6531
BOT	051420	41	123.00	123.00	0.2000	615.0000
BUS	050200	853	3158.00	3158.00	4.7540	664.2827
BUS	050100	635	1891.00	1891.00	3.4330	550.8301
BUS	051400	201	436.00	436.00	0.8000	545.0000
BUS	050600	117	351.00	351.00	0.8000	438.7500
BUS	050900	145	397.00	397.00	0.8670	457.9008
BUS	130100	1	510.00	510.00	0.8000	637.5000
BUS	050800	170	241.00	241.00	0.7330	328.7858
CA	130630	77	117.00	117.00	0.3340	350.2994
CCS	220300	550	1615.50	1615.50	3.0000	538.5000
CD	130500	1304	3903.00	3903.00	7.6340	511.2653
CHEM	190500	803	4927.00	4927.00	8.8170	558.2552
CHIN	110700	17	85.00	85.00	0.3330	463.8393
COMM	150600	2087	6322.13	6322.13	13.6300	419.4299
CSIS	070100	1557	6523.10	6523.10	15.5523	433.3333
CSIS	070300	44	22.00	22.00	0.0660	366.0239
CVTE	121300	374	2202.00	2202.00	6.0160	394.6111
DANC	100800	601	1817.50	1817.50	4.6058	777.9545
ECON	220400	1141	3423.00	3423.00	4.4000	210.0000
ED	080200	14	42.00	42.00	0.2000	365.8005
ENGL	150100	5315	16895.96	16895.96	46.1890	537.0358
ES	083500	3848	8635.00	8635.00	16.0790	527.6705
ES	083550	205	2050.00	2050.00	3.8850	374.5364
ESL	493100	1087	4545.00	4545.00	12.1350	379.5391
FREN	110200	2225	1087.00	1087.00	2.8640	607.5000
FS	130100	1622	486.00	486.00	0.8000	582.8571
GEOG	220600	816	2448.00	2448.00	4.2000	490.0000
GEOG	191400	245	735.00	735.00	1.5000	456.3413
GERM	110300	243	1155.00	1155.00	2.5310	847.7142
HED	083700	1002	2967.00	2967.00	3.5000	510.0000
HESC	219900	136	408.00	408.00	0.8000	614.2443
HIST	220500	2572	7616.63	7616.63	12.4000	525.9375
HUM	490300	561	1683.00	1683.00	3.2000	503.0030
ITAL	110400	67	335.00	335.00	0.6660	

GROSSMONT CC EGE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

SKDSOW-INS
RUN ON: 10-10-2010 09:02:26
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
DIVISION -- COMMUNICATION AND FINE ARTS

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	1.200	1170.00	975.00	1026.00	855.00	87.69	
ART 120	100200	.666	360.00	540.54	354.00	531.53	98.33	
ART 121	100210	.333	180.00	540.54	168.00	504.50	93.33	
ART 124	100210	1.665	900.00	540.54	1008.00	605.40	112.00	
ART 125	100210	.333	180.00	540.54	198.00	594.01	110.00	
ART 126	100230	1.333	720.00	540.54	690.00	518.01	95.83	
ART 127	100230	.666	240.00	360.36	258.00	387.38	107.50	
ART 129	100220	1.332	600.00	450.45	528.00	396.39	88.00	
ART 130	100220	.333	150.00	450.45	132.00	396.39	88.00	
ART 131	100200	.300	180.00	540.54	144.00	432.43	80.00	
ART 137A	100230	.400	390.00	975.00	165.00	550.00	165.00	
ART 140	100200	.400	390.00	975.00	165.00	550.00	165.00	
ART 141	100200	.200	195.00	975.00	189.00	645.00	66.15	
ART 142	100200	.200	195.00	975.00	175.00	472.50	48.46	
ART 143	100200	.200	195.00	975.00	177.00	375.00	38.46	
ART 145	100200	.200	195.00	975.00	178.00	375.00	38.46	
ART 150	101100	1.332	720.00	540.54	726.00	885.00	90.76	
ART 151	101100	.666	360.00	540.54	336.00	545.04	40.00	
ART 152	101100	.333	180.00	540.54	162.00	504.50	100.83	
ART 154	101100	.200	75.00	375.00	162.00	486.48	90.00	
ART 159A	101100	.750	360.00	975.00	72.00	360.00	96.00	
ART 180	101100	.333	120.00	360.36	555.00	740.00	555.00	
ART 199	100200	.333	171.00	540.54	114.00	342.34	95.00	
ART 230	100210	.333	180.00	540.54	157.00	57.00	33.33	
ART 252	101100	.333	180.00	540.54	156.00	414.41	76.66	
ART 254	101100	.333	120.00	360.36	90.00	468.46	86.66	
***** ART		14.506	8151.00	561.90	7854.00	541.43	75.00	
*****							96.35	
COMM105A	150600	.400	150.00	375.00	102.00	255.00	68.00	
COMM120	150600	4.400	1980.00	450.00	1956.00	444.54	98.78	
COMM122	150600	2.800	1260.00	450.00	1173.00	418.92	93.09	
COMM123	150600	.200	90.00	450.00	33.00	165.00	36.66	
COMM128	150600	.200	90.00	450.00	108.00	540.00	72.00	
COMM135	150600	.200	90.00	450.00	90.00	450.00	100.00	
COMM137	150600	1.800	810.00	450.00	804.00	446.66	99.25	
COMM144	150600	.200	90.00	450.00	72.00	360.00	80.00	
COMM145	150600	.600	261.00	435.00	264.00	440.00	101.14	
COMM199	150600	.300	120.00	360.36	3.00	3.00	100.00	
COMM240A	150600	.555	260.00	468.46	170.00	306.30	65.38	
***** COMM		11.355	5144.00	453.01	4775.00	420.51	92.82	
DANC078A	100800	.111	50.00	450.45	40.00	360.36	80.00	
DANC080A	100800	.501	225.00	449.10	204.00	407.18	90.66	
DANC080B	100800	.167	75.00	449.10	63.00	377.24	84.00	
DANC081A	100800	.167	75.00	449.10	102.00	610.77	136.00	
DANC084A	100800	.501	225.00	449.10	183.00	365.26	81.33	
DANC084B	100800	.167	75.00	449.10	60.00	359.28	80.00	
DANC088A	100800	.334	150.00	449.10	114.00	341.31	76.00	
DANC088B	100800	.167	75.00	449.10	175.00	449.10	100.00	

SKDSQW-INS
 RUN ON: 10-18-2010 09:02:26
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- COMMUNICATION AND FINE ARTS

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

*** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170	101100	.525	144.00	274.28	138.00	262.85	95.83	
ART 171	101100	.350	96.00	274.28	84.00	240.00	87.50	
ART 174	101100	.175	48.00	274.28	45.00	257.14	93.75	
ART 175	101100	.175	48.00	274.28	42.00	240.00	87.50	
ART 176	100210	.175	48.00	274.28	51.00	291.42	106.25	
ART 178	101100	.450	144.00	320.00	133.50	296.66	92.70	
ART 179A	101100	.175	48.00	274.28	36.00	205.71	75.00	
ART 274	101100	.175	48.00	274.28	57.00	325.71	118.75	
ART 275	101100	.175	48.00	274.28	670.50	262.94	93.12	
ART 278	101100	2.550	720.00	282.35	342.00	427.50	95.00	
COMM120	150600	.800	360.00	450.00	570.00	407.14	90.47	
COMM122	150600	1.400	630.00	450.00	480.00	1200.00	114.28	
COMM124	150600	.400	420.00	1050.00	274.50	343.12	101.66	
COMM137	150600	.800	270.00	337.50	1666.50	490.14	99.19	
COMM		3.400	1680.00	494.11	97.50	583.83	130.00	
DANC117A	100800	.167	75.00	449.10	67.50	180.00	45.00	
DANC219	100800	.375	150.00	400.00	165.00	304.42	73.33	
DANC		.542	225.00	415.12	48.00	240.00	100.00	
MCOM110	060100	.200	48.00	240.00	88.00	329.58	110.00	
MCOM111	060100	.267	80.00	299.62	6.00	6.00	100.00	
MCOM199	060100	.467	134.00	286.93	142.00	304.06	105.97	
MCOM		.278	75.00	449.10	40.05	144.06	4005.00	
MUS 172	100400	.278	150.00	400.00	40.05	144.06	4005.00	
MUS		.300	90.00	300.00	84.00	280.00	93.33	
THTR112	100700	.300	60.00	200.00	78.00	260.00	130.00	
THTR113	100700	.300	60.00	300.00	44.00	220.00	73.33	
THTR122	100700	.200	40.00	200.00	52.00	260.00	130.00	
THTR124	100700	.300	60.00	200.00	102.00	340.00	170.00	
THTR145	100700	1.300	310.00	238.46	360.00	276.92	116.12	
THTR								

***** COMMUNICATION AND FINE ARTS

8.537 3069.00 359.49 3044.05 356.57 99.18

This reports excludes sections with method of instruction 40 work experience and non-credit.

Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.

Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	612	1836.00	2.6000	706.1538	
AOJ	210500	1488	5313.21	9.3318	569.3660	
ARBC	111200	82	410.00	0.9990	410.4104	
ART	100200	698	2358.00	3.5990	655.1819	
ART	100210	266	1554.00	2.8390	547.3758	
ART	100230	213	1113.00	2.2980	484.3342	
ART	100220	110	660.00	1.6650	396.3963	
ART	101100	727	2839.50	6.6550	426.6716	
ASL	085000	368	1104.00	2.5500	432.9411	
ASTR	191100	414	1242.00	2.2000	564.5454	
BIO	040100	1955	10819.00	14.2670	758.3234	
BOT	051400	1711	1836.50	4.7790	384.2854	
BUS	051420	29	87.00	0.2000	435.0000	
BUS	050200	827	3114.00	4.8880	637.0703	
BUS	050100	672	2016.00	3.7500	537.6000	
BUS	051400	116	268.00	1.0672	251.1244	
BUS	050600	96	288.00	0.6000	480.0000	
BUS	050900	129	352.50	0.9000	391.6666	
BUS	130100	148	444.00	0.8000	555.0000	
BUS	050800	66	115.35	0.4330	266.3972	
CA	130630	114	160.00	0.4010	399.0024	
CCS	220300	580	1740.00	3.6000	483.3333	
CD	130500	1300	3699.50	7.0670	523.4894	
CHEM	190500	788	4833.00	8.6000	561.9767	
CHIN	110700	29	145.00	0.3330	435.4354	
COMM	150600	2138	6441.50	14.7550	436.5638	
CSIS	070100	1227	5262.50	13.4330	391.8466	
CVTE	121300	415	2183.00	6.4010	339.3440	
DANC	100800	638	1955.50	4.4010	444.1428	
ECON	220400	1046	3138.00	4.2000	747.1428	
ED	080200	28	84.00	0.4000	210.0000	
ENGL	150100	4819	15056.93	42.5527	353.8419	
ES	083500	3727	8567.75	15.5630	550.5204	
ES	083550	146	1330.00	4.4410	299.4820	
ESL	493100	1002	4088.00	11.6430	351.1222	
FREN	110200	226	1100.00	0.8000	384.2500	
FS	130100	175	525.00	4.0000	656.2500	
GEOG	220600	709	2127.00	4.0000	531.7500	
GEOG	191400	267	901.00	2.1330	422.4097	
GERM	110300	208	992.00	2.5310	391.9399	
HED	083700	1012	3036.00	3.8000	798.9473	
HESC	219900	76	148.35	0.5840	254.0239	
HIST	220500	2405	7215.00	12.0000	601.2500	
HUM	490300	515	1545.00	0.0000	515.0000	
ITAL	110400	61	305.00	0.6660	457.9579	
JAPN	110800	156	780.00	1.6650	468.4684	

DIVISION -- COMMUNICATION AND FINE ARTS *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	1.200	1170.00	975.00	999.00	832.50	85.38	
ART 120	100200	.999	540.00	540.54	516.00	516.51	95.55	
ART 121	100210	.333	180.00	540.54	180.00	540.54	100.00	
ART 124	100210	2.331	1260.00	540.54	1290.00	553.41	102.38	
ART 126	100230	1.332	720.00	360.36	690.00	315.31	87.53	
ART 127	100230	.666	240.00	450.45	210.00	414.41	92.00	
ART 129	100220	.999	450.00	450.45	414.00	396.39	88.00	
ART 130	100220	.333	150.00	450.45	132.00	396.39	88.00	
ART 131	100200	.333	180.00	540.54	186.00	558.55	103.33	
ART 137A	100230	.300	180.00	540.54	123.00	410.00	12300.33	
ART 140	100200	.400	390.00	975.00	276.00	690.00	70.76	
ART 141	100200	.400	390.00	975.00	219.00	547.50	56.15	
ART 142	100200	.200	195.00	975.00	178.00	390.00	40.00	
ART 143	100200	.200	195.00	975.00	138.00	240.00	70.76	
ART 145	100200	.200	195.00	975.00	148.00	240.00	24.61	
ART 150	101100	1.665	900.00	540.54	840.00	504.50	93.33	
ART 151	101100	.666	360.00	540.54	276.00	414.41	76.66	
ART 152	101100	.333	180.00	540.54	192.00	414.41	106.66	
ART 158	101100	.333	180.00	360.36	96.00	288.28	80.00	
ART 159A	101100	.750	120.00	360.36	534.00	712.00	53400.00	
ART 199	100200	.200	57.00	57.00	57.00	57.00	100.00	
ART 253A	101100	.333	60.00	300.00	57.00	285.00	95.00	
ART 255	101100	.333	120.00	360.36	96.00	288.28	80.00	
ART 299	100200	.333	120.00	360.36	102.00	306.30	85.00	
***** ART		14.839	8172.00	550.71	7749.00	522.20	94.82	
COMM090A	150600	.075	75.00	1000.00	24.00	320.00	32.00	
COMM105A	150600	.400	150.00	375.00	141.00	352.50	94.00	
COMM120	150600	4.400	1974.00	448.63	1553.00	443.86	98.93	
COMM122	150600	3.400	1530.00	450.00	1542.00	453.52	100.78	
COMM123	150600	.200	90.00	450.00	33.00	165.00	36.66	
COMM128	150600	.200	150.00	750.00	87.00	435.00	58.00	
COMM135	150600	.200	90.00	450.00	84.00	420.00	93.33	
COMM137	150600	1.200	540.00	450.00	543.00	452.50	100.55	
COMM145	150600	.800	360.00	450.00	336.00	420.00	93.33	
COMM240A	150600	.555	260.00	468.46	100.00	180.18	38.46	
***** COMM		11.430	5219.00	456.60	4843.00	423.70	92.79	
DANC068A	100800	.111	50.00	450.45	40.00	360.36	80.00	
DANC074A	100800	.111	50.00	450.45	34.00	306.32	68.00	
DANC078A	100800	.111	50.00	450.45	36.00	324.32	72.00	
DANC080A	100800	.501	225.00	449.10	210.00	419.16	93.33	
DANC080B	100800	.167	75.00	449.10	69.00	413.17	92.00	
DANC081A	100800	.167	75.00	449.10	51.00	305.38	68.00	
DANC082A	100800	.167	75.00	449.10	81.00	485.02	108.00	
DANC084A	100800	.501	225.00	449.10	180.00	359.28	80.00	
DANC084B	100800	.167	75.00	449.10	69.00	413.17	92.00	
DANC088A	100800	.167	75.00	449.10	81.00	485.02	108.00	
DANC088B	100800	.334	150.00	449.10	126.00	377.24	84.00	

DIVISION -- COMMUNICATION AND FINE ARTS *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
				WSCH/FTEF	WSCH/FTEF	WSCH	WSCH/FTEF	
ART 170	101100	.525	162.00	308.57	129.00	245.71	79.62	
ART 171	101100	.525	160.65	306.00	119.10	226.85	74.13	
ART 174	101100	.175	54.00	308.57	45.00	257.14	83.33	
ART 175	101100	.175	54.00	308.57	36.00	205.71	66.66	
ART 176	100210	.175	48.00	274.28	30.00	171.42	62.50	
ART 178	101100	.175	54.00	308.57	48.00	274.28	88.88	
ART 179A	101100	.375	135.00	360.00	126.00	336.00	93.33	
ART 278	101100	.175	54.00	308.57	30.00	171.42	55.55	
*****	ART	2.300	721.65	313.76	563.10	244.82	78.02	
COMM120	150600	.800	359.25	449.06	266.45	333.06	74.16	
COMM122	150600	1.000	450.00	450.00	390.00	390.00	86.66	
COMM124	150600	.400	420.00	1050.00	444.00	1110.00	105.71	
COMM137	150600	.600	270.00	450.00	249.00	415.00	92.22	
*****	COMM	2.800	1499.25	535.44	1349.45	481.94	90.00	
THTR109	100700	.300	120.00	400.00	84.00	280.00	70.00	
THTR111	100700	.300	60.00	200.00	48.00	160.00	80.00	
THTR122	100700	.200	60.00	300.00	68.00	340.00	113.33	
THTR124	100700	.200	60.00	300.00	48.00	240.00	80.00	
THTR299	100700	.200	48.00	240.00	56.00	280.00	116.66	
*****	THTR	1.200	348.00	290.00	304.00	253.33	87.35	

***** COMMUNICATION AND FINE ARTS *****

6.300 2568.90 407.76 2216.55 351.83 86.28

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	465	1395.00	0.00	2.00000	697.5000
AQJ	210500	1673	6086.32	0.00	10.86777	560.0375
ARB	111200	1112	536.00	0.00	1.53320	349.8694
ART	100200	732	2619.00	0.00	4.2650	614.0679
ART	100210	255	1500.00	0.00	2.8390	528.3550
ART	100230	191	1023.00	0.00	2.2980	445.1697
ART	100220	91	546.00	0.00	1.3320	409.9099
ART	101100	667	2624.10	0.00	6.4050	409.6955
ASL	085000	364	1090.00	0.00	3.3333	363.3333
ASTR	191100	436	1308.00	0.00	2.4000	545.0000
BIO	040100	1940	10717.00	0.00	14.7010	728.9980
BOT	051400	871	2373.06	0.00	6.4910	365.5923
BOT	051420	31	93.00	0.00	0.2000	465.0000
BOT	050200	52	119.00	0.00	0.4160	286.0576
BUS	050100	661	1960.00	0.00	4.0830	480.0391
BUS	050600	97	291.00	0.00	0.8000	363.7500
BUS	050900	109	327.00	0.00	0.8000	408.7500
BUS	050200	676	2596.00	0.00	4.2720	607.6779
BUS	130100	141	423.00	0.00	0.8000	528.7500
BUS	050800	74	204.81	0.00	0.7340	279.0326
CA	130630	76	134.00	0.00	0.3340	401.1976
CCS	220300	453	1359.00	0.00	3.2000	424.6875
CD	130500	1398	3978.77	0.00	7.5020	530.3612
CHEM	110500	718	4463.00	0.00	8.6170	517.9296
CHIN	110700	31	155.00	0.00	0.3330	465.1686
COMM	150600	2044	6192.45	0.00	14.0390	435.1686
CSIS	070100	1180	4984.00	0.00	12.0390	413.9878
CVTE	121300	377	2189.00	0.00	5.6910	384.6424
DANC	100800	604	1814.00	0.00	4.0980	442.6549
ECON	220400	995	2985.00	0.00	4.6000	648.9130
ED	080200	13	39.00	0.00	0.2000	195.0000
ENGL	150100	5351	17129.39	0.00	48.3768	154.0827
ES	083500	3770	8439.50	0.00	16.0610	525.4654
ESL	083550	254	2540.00	0.00	4.4400	572.0720
FREN	493100	908	3934.00	0.00	11.2430	349.9066
FS	110200	205	993.00	0.00	2.8660	346.7178
GEOG	130100	144	432.00	0.00	0.8000	540.0000
GEOG	220600	777	434.00	0.00	4.4000	530.4545
GERM	191400	239	663.63	0.00	1.7670	375.5687
GERM	110300	197	929.00	0.00	2.5310	367.0485
HED	083700	1038	3114.00	0.00	3.8000	819.4736
HESC	083900	152	473.25	0.00	1.0000	473.2500
HIST	220500	2395	7264.00	0.00	12.0000	605.8823
HUM	490300	528	1584.00	0.00	3.4000	465.4654
ITAL	110400	162	310.00	0.00	0.6660	471.2793
JAPN	110800	154	722.00	0.00	1.53320	471.2793

SKDSOW-INS
 RUN ON: 10-18-2010 09:13:33
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT (LEGE
 SUBJECT WSCH ANALYSIS

DIVISION -- COMMUNICATION AND FINE ARTS

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	2.000	1950.00	1950.00	975.00	1245.00	622.50	63.84	
ART 120	100200	.666	360.00	360.00	540.54	342.00	513.50	95.00	
ART 121	100210	.333	180.00	180.00	540.54	168.00	504.50	93.33	
ART 124	100210	1.998	1080.00	1080.00	540.54	1092.00	546.54	101.11	
ART 125	100210	1.333	180.00	180.00	540.54	228.00	126.66	196.66	
ART 126	100230	1.666	720.00	720.00	540.54	696.00	522.28	80.00	
ART 127	100230	.999	240.00	240.00	360.36	192.00	288.28	78.66	
ART 129	100220	.666	450.00	450.00	450.45	354.00	354.35	96.00	
ART 130	100220	.333	300.00	300.00	450.45	288.43	432.43	86.66	
ART 131	100200	.300	180.00	180.00	540.54	156.00	468.46	111.00	
ART 137A	100230	.400	390.00	390.00	975.00	111.00	370.00	111.00	
ART 140	100200	.400	390.00	390.00	975.00	228.00	570.00	58.46	
ART 141	100200	.400	390.00	390.00	975.00	270.00	675.00	69.23	
ART 142	100200	.200	195.00	195.00	975.00	54.00	270.00	27.69	
ART 143	100200	.200	195.00	195.00	975.00	117.00	585.00	60.00	
ART 145	100200	1.333	195.00	195.00	975.00	51.00	255.00	85.00	
ART 150	101100	.332	720.00	720.00	540.54	612.00	459.45	81.66	
ART 151	101100	.666	360.00	360.00	540.54	294.00	441.44	50.00	
ART 152	101100	.333	180.00	180.00	540.54	90.00	270.27	116.00	
ART 154	101100	.200	175.00	175.00	375.00	87.00	435.00	516.00	
ART 159A	101100	.750	120.00	120.00	360.36	516.00	90.00	90.00	
ART 180	101100	.333	151.00	151.00	51.00	108.32	324.32	100.00	
ART 199	100200	.333	180.00	180.00	540.54	51.00	51.00	56.66	
ART 230	100210	.333	180.00	180.00	540.54	102.00	306.30	83.33	
ART 252	101100	.333	120.00	120.00	360.36	150.00	450.45	75.00	
ART 254	101100	.333	120.00	120.00	360.36	90.00	270.27	55.00	
ART 299	100200	15.972	9111.00	9111.00	570.43	7758.00	485.72	85.14	
*****	ART								
COMM105A	150600	.400	150.00	150.00	375.00	114.00	285.00	76.00	
COMM120	150600	4.800	2154.00	2154.00	448.75	2097.00	436.87	97.35	
COMM122	150600	3.200	1440.00	1440.00	450.00	1290.00	403.12	89.58	
COMM128	150600	.200	150.00	150.00	750.00	117.00	585.00	78.00	
COMM135	150600	.200	90.00	90.00	450.00	66.00	330.00	73.33	
COMM137	150600	.200	990.00	990.00	450.00	1008.00	458.18	101.83	
COMM145	150600	.800	360.00	360.00	450.00	363.00	453.75	100.83	
COMM240A	150600	12.355	260.00	260.00	468.46	140.00	252.25	53.84	
*****	COMM								
DANC074A	100800	.111	50.00	50.00	450.45	46.00	414.41	92.00	
DANC078A	100800	.111	50.00	50.00	450.45	32.00	288.27	64.00	
DANC080A	100800	.501	225.00	225.00	449.10	156.00	311.37	69.33	
DANC080B	100800	.167	75.00	75.00	449.10	60.00	359.26	80.00	
DANC081A	100800	.167	75.00	75.00	449.10	78.00	467.00	104.00	
DANC082A	100800	.167	75.00	75.00	449.10	126.00	754.49	168.00	
DANC084A	100800	.501	225.00	225.00	449.10	171.00	341.31	76.00	
DANC084B	100800	.167	75.00	75.00	449.10	178.00	467.06	104.00	
DANC088A	100800	.334	175.00	175.00	449.10	150.00	449.10	100.00	
DANC088B	100800	.167	175.00	175.00	449.10	48.00	287.42	64.00	

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

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170	350	96.00	274.28	81.00	231.42	84.37	
ART 171	350	96.00	274.28	81.00	231.42	84.37	
ART 174	175	48.00	274.28	45.00	257.14	93.75	
ART 175	175	48.00	274.28	36.00	205.71	75.00	
ART 178	350	96.00	274.28	90.00	257.14	93.75	
ART 179A	450	144.00	320.00	129.00	286.66	89.58	
ART 278	175	48.00	274.28	39.00	222.85	81.25	
ART 101100	2.025	576.00	284.44	501.00	247.40	86.97	
COMM120	1.200	540.00	450.00	534.00	445.00	98.88	
COMM122	1.800	753.75	418.75	526.13	292.29	69.80	
COMM124	.400	420.00	1050.00	432.00	1080.00	102.85	
COMM137	.400	180.00	450.00	183.00	457.50	101.66	
COMM137	3.800	1893.75	498.35	1675.13	440.82	88.45	
DANC110	.200	105.00	525.00	69.00	345.00	65.71	
DANC117A	.334	150.00	449.10	168.00	502.99	112.00	
DANC212	.150	60.00	400.00	42.00	280.00	70.00	
DANC	.684	315.00	460.52	279.00	407.89	88.57	
MCOM110	.400	186.00	465.00	126.00	315.00	67.74	
MCOM	.400	186.00	465.00	126.00	315.00	67.74	
MUS 134	.133	40.00	300.75	16.00	120.30	40.00	
MUS	.133	40.00	300.75	16.00	120.30	40.00	
THTR112	.300	90.00	300.00	66.00	220.00	73.33	
THTR113	.300	60.00	200.00	66.00	220.00	110.00	
THTR122	.200	60.00	300.00	52.00	260.00	86.66	
THTR124	.200	40.00	200.00	54.00	270.00	135.00	
THTR145	.300	60.00	200.00	90.00	300.00	150.00	
THTR	1.300	310.00	238.46	328.00	252.30	105.80	

***** COMMUNICATION AND FINE ARTS *****
 8.342 3320.75 2925.13 350.65 88.08

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	481	1443.00	2.4000	601.2500	
AJ	210500	1558	6079.29	11.2350	541.1028	
ARBC	111200	98	456.00	11.5320	297.6501	
ART	100200	765	2580.00	4.7320	545.2240	
ART	100210	265	1590.00	2.9970	530.5305	
ART	100230	185	999.00	2.2980	434.7258	
ART	100220	107	642.00	1.6650	388.5855	
ART	101100	635	2448.00	6.3050	388.2632	
ASL	085000	411	1233.00	3.4000	362.6470	
ASTR	191100	403	1209.00	2.4000	503.7500	
BIO	040100	2048	11377.00	14.8680	765.2004	
BOT	051400	819	2168.46	16.5350	331.8224	
BOT	051420	29	87.00	0.2000	435.0000	
BOT	050200	56	137.00	0.2830	484.0989	
BUS	050100	652	1956.00	4.4000	444.5454	
BUS	050600	83	249.00	0.6000	415.0000	
BUS	050900	117	324.00	0.9000	360.0000	
BUS	050200	681	2632.00	4.8060	547.6487	
BUS	130100	106	318.00	0.8000	397.5000	
BUS	050800	53	102.40	0.4330	236.4896	
CA	050630	105	155.00	0.4010	386.2500	
CCS	1230300	444	1332.00	3.2000	416.4381	
CD	130500	1290	3661.00	7.3010	501.4381	
CHEM	1190500	770	4821.20	9.0870	530.5601	
CHIN	110700	24	120.00	0.3330	360.2633	
COMM	150600	2273	6870.13	16.1190	425.4769	
CSIS	070100	1060	4611.00	12.1190	380.4769	
CVIE	121300	429	2231.00	6.2410	357.4747	
DANC	100800	707	2146.50	5.1620	415.8271	
ECON	220400	894	2682.00	4.2000	638.5714	
ED	080200	36	108.00	0.4000	270.0000	
ENGL	150100	4819	15122.16	40.1969	334.5840	
ES	083500	3599	8134.08	16.1880	481.6485	
ES	083550	181	1675.00	4.4410	377.1673	
EVL	493100	907	3769.00	11.3930	330.6396	
FREN	110200	199	967.00	2.8640	566.2500	
FS	130100	1151	453.00	0.8000	498.4090	
GEOG	220600	731	2193.00	4.4000	371.0490	
GEOG	1191400	248	810.00	2.5310	376.5310	
GERM	110300	201	953.00	3.8000	735.0000	
HED	083700	931	2793.00	3.8000	735.0000	
HESC	219900	56	92.60	0.5840	158.5616	
HIST	220500	2510	7530.00	13.4000	158.5616	
HUM	490300	449	1347.00	3.0000	449.0000	
ITAL	110400	56	280.00	0.6660	420.4204	
JAPN	110800	149	745.00	1.6650	447.4474	

SKDSQW-INS
 RUN ON: 10-18-2010 09:18:49
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- COMMUNICATION AND FINE ARTS

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX FTEF	WSCH/FTEF	EARNED WSCH	EARNED FTEF	% OF MAX
ART 100	100200	1.800	1350.00	750.00	1290.00	716.66	95.55	
ART 120	100200	.999	540.00	540.54	498.00	498.49	92.22	
ART 121	100210	.333	180.00	540.54	138.00	414.41	76.66	
ART 124	100210	.331	1260.00	540.54	1242.00	532.81	98.57	
ART 126	100230	1.332	720.00	360.36	690.00	518.01	70.00	
ART 127	100230	.666	240.00	450.45	168.00	252.25	86.00	
ART 129	100220	1.333	600.00	450.45	516.00	387.38	104.00	
ART 130	100220	.333	150.00	444.44	156.00	468.46	104.00	
ART 131	100220	.333	180.00	444.44	168.00	504.50	93.33	
ART 134	100230	.225	100.00	360.36	48.00	213.33	48.00	
ART 136A	100230	.333	120.00	360.36	66.00	198.19	55.00	
ART 137A	100230	.300	300.00	750.00	129.00	430.00	129.00	
ART 140	100200	.400	300.00	750.00	204.00	510.00	68.00	
ART 141	100200	.400	300.00	750.00	219.00	547.50	73.00	
ART 142	100200	.200	150.00	750.00	219.00	547.50	73.00	
ART 143	100200	.200	150.00	750.00	111.00	285.00	38.00	
ART 145	100200	.200	150.00	750.00	111.00	285.00	38.00	
ART 145	101100	1.665	900.00	540.54	732.00	439.63	74.00	
ART 151	101100	.666	360.00	540.54	234.00	351.35	81.33	
ART 152	101100	.333	180.00	540.54	174.00	322.52	65.00	
ART 158A	101100	.333	120.00	360.36	162.00	486.48	96.66	
ART 159A	101100	.900	216.00	324.32	180.00	520.00	135.00	
ART 171	101100	.666	108.00	324.32	180.00	520.00	135.00	
ART 175	101100	.333	108.00	324.32	72.00	216.21	83.33	
ART 176	100210	.333	108.00	324.32	72.00	216.21	83.33	
ART 178	101100	.666	216.00	324.32	186.00	234.23	66.66	
ART 179A	101100	.450	162.00	360.00	153.00	279.27	72.22	
ART 199	100200	.175	18.00	342.85	18.00	340.00	94.44	
ART 240	100210	.200	60.00	300.00	48.00	184.28	100.00	
ART 253A	101100	.437	8998.00	488.04	8301.00	450.23	85.00	
*****		18.437					92.25	
COMM105A	150600	.400	150.00	375.00	153.00	382.50	102.00	
COMM120	150600	4.400	1980.00	450.00	1908.00	433.63	96.36	
COMM122	150600	3.600	1620.00	450.00	1482.00	411.66	91.48	
COMM124	150600	.800	360.00	450.00	363.00	453.75	100.83	
COMM128	150600	.200	150.00	450.00	114.00	570.00	76.00	
COMM135	150600	.200	90.00	450.00	90.00	450.00	100.00	
COMM137	150600	2.800	900.00	450.00	804.00	402.00	89.33	
COMM145	150600	.555	360.00	450.00	342.00	427.50	95.00	
COMM240A	150600	12.955	5870.00	453.10	5376.00	414.97	46.15	
*****		12.955					91.15	
DANC068A	100800	.111	50.00	450.45	22.00	198.19	44.00	
DANC074A	100800	.111	50.00	450.45	32.00	288.28	64.00	
DANC078A	100800	.111	50.00	450.45	32.00	288.28	64.00	
DANC080A	100800	.501	225.00	449.10	159.00	317.36	70.66	
DANC080B	100800	.167	75.00	449.10	87.00	359.29	80.00	
DANC081A	100800	.167	75.00	449.10	87.00	359.29	80.00	

*** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 137A 100230	.300	120.00	400.00	102.00	340.00	102.00	340.00	85.00
ART 170 101100	.175	54.00	308.57	45.00	257.14	45.00	257.14	83.33
***** ART	.475	174.00	366.31	147.00	309.47	147.00	309.47	84.48
COMM120 150600	.800	360.00	450.00	372.00	465.00	372.00	465.00	103.33
COMM122 150600	.800	360.00	450.00	318.00	397.50	318.00	397.50	88.33
***** COMM	1.600	720.00	450.00	690.00	431.25	690.00	431.25	95.83
THTR109 100700	.300	120.00	400.00	108.00	360.00	108.00	360.00	90.00
THTR111 100700	.300	60.00	200.00	48.00	160.00	48.00	160.00	80.00
THTR122 100700	.200	60.00	300.00	76.00	380.00	76.00	380.00	126.66
THTR124 100700	.200	60.00	300.00	24.00	120.00	24.00	120.00	40.00
THTR299 100700	.200	48.00	240.00	48.00	240.00	48.00	240.00	100.00
***** THTR	1.200	348.00	290.00	304.00	253.33	304.00	253.33	87.35

***** COMMUNICATION AND FINE ARTS *****

3.275 1242.00 379.23 1141.00 348.39 91.86

SKDSOW-IN 18-2010 09:18:49 GROSSMONT COLLEGE
 RUN ON: 1 SUBJECT WS ANALYSIS
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	431	1293.00	2.00000	2.00000	646.5000
AOJ	210500	1400	5272.50	10.9158	10.9158	483.0154
ARBC	111200	119	559.00	1.5320	1.5320	364.8825
ART	100200	763	2622.00	4.5320	4.5320	578.5525
ART	100210	259	1506.00	3.1720	3.1720	474.7793
ART	100230	231	1155.00	2.9310	2.9310	394.0634
ART	100220	124	720.00	1.8900	1.8900	380.9523
ART	101100	525	2445.00	6.3870	6.3870	382.8088
ASL	085000	424	1678.00	4.7390	4.7390	354.0831
ASTR	191100	411	1233.00	2.4000	2.4000	513.7500
BIO	040100	2024	11113.00	15.3680	15.3680	723.1259
BOT	051400	891	2340.03	6.6680	6.6680	350.9343
BOT	051420	23	69.00	0.2000	0.2000	345.0000
BOT	050200	59	142.00	0.4160	0.4160	341.3461
BUS	050100	607	1809.00	4.3330	4.3330	417.4936
BUS	050600	100	300.00	1.0000	1.0000	300.0000
BUS	050200	671	2684.00	4.5390	4.5390	591.3196
BUS	050900	42	126.00	0.4000	0.4000	315.0000
BUS	130100	98	294.00	0.6000	0.6000	490.0000
BUS	050800	86	224.00	0.7337	0.7337	305.3018
CA	130630	73	121.00	0.3340	0.3340	362.2754
CCS	220300	482	1446.00	3.0000	3.0000	482.0000
CD	130500	1196	3578.45	6.8170	6.8170	524.9303
CHEM	190500	726	4557.00	8.2000	8.2000	555.7317
CHIN	110700	27	135.00	0.3330	0.3330	405.4054
COMM	150600	1994	6066.00	14.5550	14.5550	416.7639
CSIS	070100	1060	4354.00	11.5430	11.5430	377.1983
CVTE	121300	378	2154.00	4.0410	4.0410	356.5634
DANC	100800	586	1757.00	4.0980	4.0980	428.7457
ECON	220400	1085	3255.00	5.3000	5.3000	614.1509
ED	080200	27	81.00	0.4000	0.4000	202.5000
ENGL	150100	4145	12748.63	38.6719	38.6719	229.6613
ENGL	493021	1027	4105.36	10.9230	10.9230	375.8454
ENGL	493070	329	1316.00	3.0000	3.0000	438.6666
ES	083550	3	7470.00	16.3230	16.3230	457.6364
ESL	083550	251	3675.50	4.4400	4.4400	565.3153
ESL	493100	853	2510.00	11.2790	11.2790	325.8710
FREN	110200	190	912.00	2.8640	2.8640	318.4357
FS	130100	159	477.00	1.0000	1.0000	477.0000
GEOG	220600	562	1686.00	3.5000	3.5000	481.7142
GEOG	191400	284	807.86	1.9670	1.9670	410.7066
GERM	110300	186	860.00	12.7310	12.7310	314.9029
HED	083700	1925	2775.00	4.0000	4.0000	693.7500
HESC	219900	199	608.70	1.6000	1.6000	608.7000
HIST	220500	2271	6857.00	13.4000	13.4000	545.0000
HUM	490300	444	1332.00	3.4000	3.4000	391.7647

DIVISION -- COMMUNICATION AND FINE ARTS

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	2.000	1500.00	750.00	1122.00	561.00	74.80	
ART 120	100200	.666	360.00	540.54	348.00	522.52	96.66	
ART 121	100210	.333	180.00	540.54	144.00	432.43	80.00	
ART 124	100210	1.665	900.00	540.54	858.00	515.31	95.33	
ART 125	100210	1.332	180.00	540.54	192.00	576.57	106.66	
ART 126	100230	1.666	720.00	360.36	630.00	472.97	187.50	
ART 127	100220	.999	450.00	450.45	408.00	306.30	85.00	
ART 129	100220	.666	300.00	450.45	408.00	408.40	90.66	
ART 130	100220	.333	180.00	450.45	300.00	450.45	100.00	
ART 131	100220	.333	180.00	450.45	168.00	504.50	93.33	
ART 134	100220	.225	80.00	355.55	48.00	213.33	60.00	
ART 137A	100230	.600	300.00	750.00	276.00	460.00	276.00	
ART 140	100200	.400	300.00	750.00	204.00	510.00	68.00	
ART 141	100200	.400	300.00	750.00	153.00	382.50	51.00	
ART 142	100200	.200	150.00	750.00	175.00	375.00	50.00	
ART 143	100200	.400	300.00	750.00	114.00	285.00	38.00	
ART 145	100200	.200	150.00	750.00	48.00	240.00	32.00	
ART 150	101100	1.665	900.00	540.54	690.00	414.41	76.66	
ART 151	101100	.666	360.00	540.54	552.00	378.37	70.00	
ART 152	101100	.333	180.00	540.54	72.00	334.23	43.33	
ART 154	101100	.200	75.00	375.00	78.00	360.00	96.00	
ART 159A	101100	.750	192.00	288.28	447.00	596.00	447.00	
ART 171	101100	.666	196.00	328.00	168.00	252.25	87.50	
ART 178	101100	.333	144.00	328.00	153.00	234.00	81.25	
ART 179A	101100	.450	120.00	360.36	118.00	344.35	106.33	
ART 180	101100	.333	120.00	360.36	51.00	54.00	100.00	
ART 199	100200	.333	180.00	540.54	126.00	378.37	70.00	
ART 230	100210	.333	96.00	288.28	108.00	240.32	112.50	
ART 252	101100	.333	96.00	288.28	90.00	270.27	112.50	
ART 274	101100	.333	96.00	288.28	7849.00	432.54	87.75	
ART 278	101100	18.146	8960.00	493.77	7849.00	432.54	87.75	
***** ART								
COMM105A	150600	.400	150.00	375.00	141.00	352.50	94.00	
COMM120	150600	5.200	2340.00	450.00	2163.00	415.96	92.43	
COMM122	150600	3.400	1530.00	450.00	1215.00	357.35	79.43	
COMM124	150600	.800	360.00	450.00	318.00	397.50	88.33	
COMM128	150600	.200	150.00	450.00	175.00	630.00	84.33	
COMM135	150600	.200	190.00	450.00	94.00	375.50	83.33	
COMM137	150600	2.400	1080.00	450.00	375.00	468.75	87.22	
COMM145	150600	.800	360.00	450.00	375.00	468.75	87.22	
COMM240A	150600	.555	260.00	468.46	120.00	216.21	46.15	
***** COMM		13.955	6320.00	452.88	5475.00	392.33	46.16	
DANC074A	100800	.111	50.00	450.45	40.00	360.36	80.00	
DANC078A	100800	.111	50.00	450.45	54.00	486.48	108.00	
DANC080A	100800	.501	225.00	449.10	177.00	353.29	78.66	
DANC080B	100800	.167	75.00	449.10	63.00	377.24	84.00	
DANC081A	100800	.167	75.00	449.10	87.00	520.95	116.00	

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

NS
RUN ON: 18-2010 10:12:48
REPORT I JUDS: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

*** DAILY CENSUS CLASSES ***

DIVISION -- COMMUNICATION AND FINE ARTS

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170	101100	.175	48.00	274.28	33.00	188.57	68.75	
ART 250A	101100	.066			20.00	301.20	2000.00	
*****	ART	.241	48.00	198.84	53.00	219.55	110.41	
COMM120	150600	1.200	540.00	450.00	474.00	395.00	87.77	
COMM122	150600	1.600	663.75	414.84	517.88	323.67	78.02	
*****	COMM	2.800	1203.75	429.91	991.88	354.24	82.39	
DANC110	100800	.200	105.00	525.00	75.00	375.00	71.42	
DANC117A	100800	.167	75.00	449.10	75.00	449.10	100.00	
*****	DANC	.367	180.00	490.46	150.00	408.71	83.33	
MCOM110	060100	.400	186.00	465.00	162.00	405.00	87.09	
*****	MCOM	.400	186.00	465.00	162.00	405.00	87.09	
THTR112	100700	.300	90.00	300.00	48.00	160.00	53.33	
THTR113	100700	.300	60.00	200.00	96.00	320.00	160.00	
THTR122	100700	.200	60.00	300.00	64.00	320.00	106.66	
THTR124	100700	.200	40.00	200.00	70.00	350.00	175.00	
THTR147	100700	.300	60.00	200.00	54.00	180.00	90.00	
*****	THTR	1.300	310.00	238.46	332.00	255.38	107.09	

***** COMMUNICATION AND FINE ARTS *****

5.108 1927.75 377.36 1688.88 330.60 87.60

SKDSQW-INS
 RUN ON: 10-18-2010 10:12:48
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	581	1743.00	0.00	3.0000	581.0000
AOU	210500	1444	5727.06	0.00	11.98326	477.9081
ARBC	111200	107	507.00	0.00	1.5336	330.9399
ART	100200	671	2283.00	0.00	4.5990	496.4122
ART	100210	220	1320.00	0.00	2.6640	495.4954
ART	100230	231	1110.00	0.00	2.5980	427.2517
ART	101100	130	1756.00	0.00	1.8900	400.0000
ART	101100	545	2433.00	0.00	6.6364	366.6144
ASL	085000	438	1752.00	0.00	4.5390	385.9881
ASTR	191100	383	1149.00	0.00	2.5500	450.5882
BIO	040100	2021	11054.00	0.00	15.9680	692.2595
BOT	051400	689	1762.12	0.00	16.9870	252.1998
BOT	051420	23	69.00	0.00	0.2000	345.0000
BOT	050200	37	89.00	0.00	0.2830	314.4876
BUS	050100	623	1869.00	0.00	4.0000	467.2500
BUS	050500	93	279.00	0.00	0.8000	348.7500
BUS	050900	114	301.50	0.00	0.9000	335.0000
BUS	050200	650	2528.00	0.00	4.5390	556.9508
BUS	130100	99	297.00	0.00	0.6000	495.0000
BUS	050800	77	165.33	0.00	0.4330	381.8244
BUS	051400	21	10.50	0.00	0.2670	39.1791
CA	130630	45	99.00	0.00	0.2670	370.7865
CCS	220300	441	1323.00	0.00	2.8000	472.5000
CD	130500	117	3104.19	0.00	7.2180	430.0623
CHEM	190500	1702	4580.40	0.00	8.7000	426.4827
CHIN	110700	30	150.00	0.00	0.3330	450.4504
COMM	150600	2147	6466.88	0.00	16.7550	385.9671
CSIS	070100	1023	4491.50	0.00	11.3820	394.6143
CVIE	121300	428	2220.00	0.00	4.9562	346.0099
DANC	100800	618	1861.00	0.00	4.5650	375.4892
ECON	220400	1441	4323.00	0.00	5.4000	765.1327
ED	080200	36	107.10	0.00	0.4000	267.7500
ENGL	150100	3870	11785.09	0.00	38.5647	305.5926
ENGL	493021	628	2512.88	0.00	8.3250	301.8474
ENGL	493070	343	1372.00	0.00	3.5000	392.0000
ES	083500	3369	7559.10	0.00	16.5670	456.2745
ES	083550	172	1570.00	0.00	4.4410	353.5239
ESL	493100	875	3710.00	0.00	11.5290	321.7972
FREN	110200	182	474.00	0.00	1.8000	305.1675
FS	130100	157	471.00	0.00	1.0000	471.0000
GEOG	220600	1624	1878.00	0.00	4.2000	447.1428
GEOG	191400	266	870.00	0.00	2.5330	343.4662
GERM	110300	212	980.00	0.00	2.7310	358.8429
HED	083700	816	2448.00	0.00	3.2000	765.0000
HESC	219900	55	262.60	0.00	1.0253	256.1201
HIST	220500	239	718.13	0.00	14.4000	498.8284

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	2.200	1590.00	1590.00	722.72	1320.00	600.00	83.01	
ART 120	.999	540.00	540.00	540.54	138.00	504.50	93.33	
ART 121	.333	180.00	180.00	540.54	138.00	414.41	76.66	
ART 124	1.998	1080.00	1080.00	540.54	996.00	498.49	92.22	
ART 126	1.332	720.00	720.00	540.54	678.00	509.00	94.16	
ART 127	1.666	240.00	240.00	360.36	198.00	297.29	82.50	
ART 129	1.332	450.00	450.00	450.45	492.00	369.36	82.00	
ART 130	.333	150.00	150.00	450.45	144.00	432.43	96.00	
ART 131	.333	180.00	180.00	540.54	132.00	396.39	73.33	
ART 134	.225	80.00	80.00	355.55	40.00	177.77	50.00	
ART 137A	.600	300.00	300.00	750.00	237.00	1395.00	1580.00	
ART 140	.400	300.00	300.00	750.00	231.00	577.50	77.00	
ART 141	.400	300.00	300.00	750.00	231.00	577.50	77.00	
ART 142	.200	150.00	150.00	750.00	136.00	337.50	45.00	
ART 143	.200	150.00	150.00	750.00	136.00	337.50	45.00	
ART 145	.200	150.00	150.00	750.00	198.00	180.00	24.00	
ART 150	1.666	900.00	900.00	540.54	72.00	195.00	66.00	
ART 151	.666	360.00	360.00	540.54	258.00	360.00	48.00	
ART 152	.333	180.00	180.00	540.54	78.00	468.48	86.66	
ART 158	.333	180.00	180.00	540.54	258.00	378.37	71.66	
ART 159A	.900	120.00	120.00	360.36	126.00	378.37	70.00	
ART 171	.666	216.00	216.00	324.32	150.00	556.66	105.00	
ART 175	.333	108.00	108.00	324.32	84.00	270.27	50.00	
ART 178	.666	216.00	216.00	324.32	184.00	556.66	105.00	
ART 179A	.450	162.00	162.00	360.00	204.00	252.25	77.77	
ART 199	.175	60.00	60.00	342.85	27.00	306.33	94.44	
ART 240	.300	120.00	120.00	360.00	168.00	373.33	103.70	
ART 253A	.333	108.00	108.00	324.32	27.00	27.00	100.00	
ART 271	18.671	9092.00	9092.00	486.95	8188.00	216.54	116.66	
***** ART								
COMM105A	.400	150.00	150.00	375.00	141.00	50.00	94.00	
COMM120	4.600	2070.00	2070.00	450.00	2046.00	444.78	98.84	
COMM122	3.400	1530.00	1530.00	450.00	1380.00	405.88	90.19	
COMM123	.200	90.00	90.00	450.00	24.00	120.00	26.66	
COMM124	.800	360.00	360.00	450.00	345.00	431.25	95.83	
COMM128	.200	150.00	150.00	750.00	96.00	480.00	64.00	
COMM135	.200	190.00	190.00	450.00	75.00	375.00	83.33	
COMM137	1.800	810.00	810.00	450.00	744.00	413.33	91.85	
COMM144	.800	360.00	360.00	450.00	321.00	390.00	86.66	
COMM145	.555	260.00	260.00	468.46	80.00	401.25	89.16	
COMM240A	13.155	5960.00	5960.00	453.05	5330.00	144.14	30.75	
***** COMM								
DANC068A	.111	50.00	50.00	450.45	46.00	414.41	92.00	
DANC074A	.111	50.00	50.00	450.45	38.00	342.34	76.00	
DANC078A	.111	50.00	50.00	450.45	42.00	378.37	84.00	
DANC080A	.501	225.00	225.00	449.10	195.00	389.22	86.66	
DANC080B	.167	225.00	225.00	449.10	175.00	449.10	100.00	

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SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
ART 170	.175	54.00	308.57	42.00	42.00	240.00	77.77	
***** ART	.175	54.00	308.57	42.00	42.00	240.00	77.77	
COMM120	.400	180.00	450.00	186.00	186.00	465.00	103.33	
COMM122	.800	360.00	450.00	288.00	288.00	360.00	80.00	
COMM199	1.200	9.00	9.00	9.00	9.00	9.00	100.00	
***** COMM	1.200	549.00	457.50	483.00	483.00	402.50	87.97	
THTR111A	.300	120.00	400.00	84.00	84.00	280.00	70.00	
THTR111C	.300	90.00	300.00	30.00	30.00	100.00	33.33	
THTR122A	.200	60.00	300.00	56.00	56.00	280.00	93.33	
THTR122C	.200	60.00	300.00	28.00	28.00	140.00	46.66	
THTR299	.200	48.00	240.00	60.00	60.00	300.00	125.00	
***** THTR	1.200	378.00	315.00	258.00	258.00	215.00	68.25	

***** COMMUNICATION AND FINE ARTS *****

2.575 981.00 380.97 783.00 304.07 79.81

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	220200	511	1533.00	2.6000	589.6153
AQU	210500	1366	5507.63	11.1995	491.7746
ARBC	111200	121	561.00	1.5320	366.1879
ART	100200	779	2655.00	5.1320	517.3421
ART	100210	204	1179.00	2.5060	470.4708
ART	100230	225	1113.00	2.5980	428.4064
ART	100220	116	676.00	1.8900	357.6719
ART	101100	568	2607.00	6.7200	387.9464
ASL	085000	443	1743.00	4.7390	367.7991
ASTR	191100	416	1248.00	2.4000	520.0000
BIO	040100	1951	10800.00	15.9170	678.5198
BOT	051400	759	2076.33	7.2440	286.6275
BOT	051420	23	69.00	0.2000	345.0000
BOT	050200	40	93.00	0.4160	223.5576
BUS	050100	630	1858.00	4.1330	449.5523
BUS	050600	109	313.50	1.1000	285.0000
BUS	050200	694	2776.00	4.8060	577.6113
BUS	050900	76	228.00	0.6000	380.0000
BUS	130100	96	288.00	0.6000	480.0000
BUS	050800	74	205.00	0.7330	279.6725
CA	130630	25	75.00	0.2000	375.0000
CCS	220300	471	1413.00	2.8000	504.6428
CD	130500	1130	3354.51	6.6840	501.8716
CHEM	110700	777	4932.00	8.5000	580.2352
CHIN	150600	21	105.00	0.3330	315.3153
COMM	070100	1917	5813.00	4.3550	404.9150
CSIS	121300	992	4391.05	12.2120	359.5684
CVIE	100800	403	2363.00	5.5420	426.3803
DANC	220400	1511	1706.50	4.2090	405.4407
ECON	080200	66	4533.00	6.1500	737.0731
ED	150100	4139	198.00	0.6000	330.0000
ENGL	493021	1121	12774.11	38.9310	328.1218
ENGL	493070	345	4467.24	11.9220	374.7055
ENGL	0833070	3396	1380.00	13.0000	460.0000
ES	083550	820	7735.50	16.3000	474.5705
ESL	493100	233	3477.00	4.4400	524.7747
FREN	110200	208	994.00	1.0960	313.3561
FS	120100	140	420.00	1.28640	347.0670
GEOG	220600	571	1713.00	1.8500	444.9350
GEOG	191400	253	759.00	1.9000	399.4736
GERM	110300	206	964.00	2.7310	352.9842
HED	083700	899	264.00	3.8000	709.7368
HESC	219900	141	416.18	1.0000	416.1800
HIST	220500	141	7091.16	13.8000	545.4738
HUM	490300	460	1380.00	13.8000	363.1578

SKDSOW-INS
 RUN ON: 10-10-2010 10:28:15
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- COMMUNICATION AND FINE ARTS

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

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	1002200	2.600	1752.00	673.84	1296.00	498.46	73.97	
ART 120	1002200	.666	360.00	540.54	348.00	522.52	96.66	
ART 121	1002210	.333	180.00	540.54	138.00	414.41	76.66	
ART 124	1002110	1.665	900.00	540.54	828.00	497.29	92.00	
ART 125	1002210	1.333	180.00	540.54	192.00	576.57	106.66	
ART 126	1002230	1.665	900.00	540.54	1870.00	522.52	90.00	
ART 127	1002230	.999	240.00	360.36	216.00	324.32	90.00	
ART 129	1002220	.666	450.00	450.45	198.00	297.29	55.00	
ART 130	1002220	.666	360.00	450.45	198.00	315.55	70.00	
ART 131	1002200	.225	300.00	450.45	44.00	195.55	55.00	
ART 134	1002220	.600	80.00	355.55	44.00	195.55	55.00	
ART 137A	1002230	.600	252.00	420.00	243.00	405.00	96.42	
ART 140	1002200	.600	252.00	420.00	171.00	285.00	67.85	
ART 141	1002200	.200	150.00	750.00	160.00	300.00	40.00	
ART 142	1002200	.400	168.00	420.00	134.00	345.00	82.14	
ART 143	1002200	1.665	720.00	432.43	618.00	371.17	64.28	
ART 145	1011100	.666	288.00	432.43	258.00	387.38	85.58	
ART 151	1011100	.333	144.00	432.43	106.00	330.60	71.66	
ART 152	1011100	.200	172.00	360.00	66.00	330.60	91.66	
ART 154	1011100	.900	216.00	324.32	429.00	476.66	100.00	
ART 159A	1011100	.666	96.00	324.32	166.00	234.23	72.22	
ART 171	1011100	.333	108.00	324.32	72.00	198.19	68.76	
ART 175	1011100	.333	360.00	360.36	354.00	354.35	98.33	
ART 176	1002110	.999	144.00	320.00	120.00	256.66	83.33	
ART 178	1011100	.450	21.00	21.00	21.00	21.00	100.00	
ART 179A	1011100	.333	180.00	540.54	174.00	522.52	96.66	
ART 199	1002200	.333	144.00	432.43	120.00	360.36	83.33	
ART 230	1002210	.333	120.00	360.36	96.00	310.00	80.50	
ART 252	1011100	.600	96.00	288.28	186.00	198.19	68.75	
ART 254	1011100	.333	120.00	360.36	90.00	270.27	93.75	
ART 259A	1011100	.333	120.00	360.36	113.00	301.32	89.75	
ART 271	1011100	.333	162.00	432.43	874.30	386.86	88.00	
ART 274	1011100	.375	993.50	439.56	874.30	386.86	88.00	
ART 278	1011100	22.602	150.00	375.00	129.00	50.00	66.66	
ART 299	1002200	4.800	1710.00	450.00	2118.00	221.25	86.00	
ART 299	1002200	3.800	360.00	450.00	1356.00	41.84	98.00	
ART 299	1002200	.800	300.00	450.00	294.00	56.75	79.00	
ART 299	1002200	.400	90.00	450.00	234.00	56.75	79.00	
ART 299	1002200	2.400	1053.00	438.75	945.00	393.75	89.74	
ART 299	1002200	.800	360.00	450.00	255.00	318.75	70.83	
ART 299	1002200	.555	260.00	468.46	190.00	111.00	34.61	
COMM105A	150600	400	150.00	375.00	129.00	50.00	66.66	
COMM120	150600	3.800	1710.00	450.00	2118.00	221.25	86.00	
COMM122	150600	.800	360.00	450.00	1356.00	41.84	98.00	
COMM124	150600	.400	300.00	450.00	294.00	56.75	79.00	
COMM128	150600	.200	90.00	450.00	234.00	56.75	79.00	
COMM135	150600	2.400	1053.00	438.75	945.00	393.75	89.74	
COMM137	150600	.800	360.00	450.00	255.00	318.75	70.83	
COMM145	150600	.555	260.00	468.46	190.00	111.00	34.61	
COMM199	150600	.555	260.00	468.46	190.00	111.00	34.61	
COMM240A	150600	.555	260.00	468.46	190.00	111.00	34.61	

 ART

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170 101100	.175	54.00	308.57	30.00	171.42	55.55	1000.00
ART 250A 101100	.067	54.00	223.14	40.00	149.25	74.07	
ART 250B 101100	.242				165.28		
COMM120 150600	1.600	720.00	450.00	621.00	388.12	86.25	85.23
COMM122 150600	1.400	630.00	450.00	537.00	383.57	85.77	
COMM123 150600	3.000	1350.00	450.00	1158.00	386.00		
DANC110 100800	.200	105.00	525.00	42.00	210.00	40.00	104.00
DANC117A 100800	.167	75.00	449.10	78.00	467.06	1875.00	77.08
DANC217 100800	.300			18.75	62.50		
DANC217 DANC	.667	180.00	269.86	138.75	208.02		
MCOM110 060100	.400	186.00	465.00	159.00	397.50	85.48	85.48
MCOM110 MCOM	.400	186.00	465.00	159.00	397.50		
THTR111A 100700	.300	120.00	400.00	24.00	80.00	20.00	120.00
THTR111C 100700	.300	90.00	300.00	108.00	360.00	120.00	93.33
THTR122A 100700	.200	60.00	300.00	56.00	280.00	126.66	
THTR122C 100700	.200	60.00	300.00	76.00	380.00	126.66	
THTR147 100700	.300	60.00	200.00	48.00	160.00	80.00	80.00
THTR147 THTR	1.300	390.00	300.00	312.00	240.00		

***** COMMUNICATION AND FINE ARTS *****
 5.609 2160.00 385.09 1807.75 322.29 83.69

385.09
 1807.75
 322.29
 83.69

his reports excludes sections with method of instruction 40 work experience and non-credit.
 urrent enrollment is used for OE/OE and positive attendance sections.
 ensus enrollment is used for all other sections.
 ections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	658	1977.00	1977.00	3.2000	617.8125
AOU	210500	1368	5394.28	5394.28	12.2137	441.6581
ARBC	111200	1222	570.00	570.00	12.5320	372.0622
ART	100200	786	2654.00	2654.00	16.3070	420.8022
ART	100210	234	1404.00	1404.00	2.9970	458.4684
ART	100230	259	1320.00	1320.00	2.9310	450.3582
ART	100220	98	566.00	566.00	1.8900	325.6107
ART	101100	620	2839.00	2839.00	8.7190	379.5255
ASL	085000	456	1824.00	1824.00	4.8050	379.5255
ASTR	191100	421	1263.00	1263.00	4.9528	495.2941
BIO	040100	2080	11553.00	11553.00	17.4680	661.3808
BOT	051400	806	2113.32	2113.32	7.7810	271.6000
BOT	051420	20	60.00	60.00	0.2000	300.0000
BOT	050200	40	98.00	98.00	0.2830	346.2897
BUS	050100	629	1887.00	1887.00	4.2000	449.2000
BUS	050600	118	354.00	354.00	1.2000	295.0000
BUS	050900	108	291.00	291.00	1.0900	323.3333
BUS	050200	766	3064.00	3064.00	5.0730	603.9818
BUS	130100	58	174.00	174.00	0.6000	290.0000
BUS	050800	51	105.38	105.38	0.4330	243.3718
BUS	051400	40	125.00	125.00	0.2680	339.6739
CA	130630	41	93.00	93.00	0.2670	348.5882
CCS	220300	437	1311.00	1311.00	3.72670	461.4696
CCD	130500	152	3353.80	3353.80	7.90000	508.7555
CHEM	1190500	1711	4578.80	4578.80	9.6650	337.8373
CHIN	110700	45	225.00	225.00	0.6550	388.6913
COMM	150600	200	668.00	668.00	17.19450	378.7878
CSIS	070100	999	4525.00	4525.00	11.39258	339.7997
CVTE	121300	404	2172.00	2172.00	6.2558	400.8428
DANC	100800	696	2106.75	2106.75	5.7000	756.3157
ECON	220400	1437	4311.00	4311.00	0.8000	300.0000
ED	080200	80	240.00	240.00	0.8000	305.7984
ENGL	150100	4165	12557.43	12557.43	19.0644	286.4116
ENGL	493021	709	2837.48	2837.48	3.5000	387.4285
ENGL	493070	339	1356.00	1356.00	3.9890	477.1088
ES	083500	3467	8105.60	8105.60	16.4410	354.6498
ES	083550	171	1575.00	1575.00	4.4790	317.4293
ESL	493100	187	3739.00	3739.00	11.8640	340.0837
FREN	110200	204	974.00	974.00	1.0000	459.0000
FS	130100	153	459.00	459.00	1.0000	471.0000
GEOG	220600	628	1884.63	1884.63	4.0000	471.4216
GEOG	191400	228	668.00	668.00	1.8500	361.4188
GERM	110300	278	1028.00	1028.00	1.27310	376.5714
GERM	1083700	894	2682.00	2682.00	4.2000	638.5000
HED	199900	22	66.00	66.00	0.4000	155.47
HESC	220500	2708	8124.00	8124.00	15.2000	534.1736

SKDSOW-IN: GROSSMONT COLLEGE
 RUN ON: 10-18-2010 10:34:50
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- COMMUNICATION AND FINE ARTS

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	2.200	1452.00	660.00	1341.00	609.54	609.54	92.35	
ART 120	100200	.999	540.00	540.54	498.00	498.00	498.00	92.22	
ART 121	100210	.333	180.00	540.54	144.00	432.43	432.43	80.00	
ART 124	100210	1.998	1080.00	540.54	1092.00	546.54	546.54	101.11	
ART 125	100210	.333	150.00	450.45	144.00	432.43	432.43	96.00	
ART 126	100230	1.666	900.00	540.54	864.00	518.91	518.91	96.00	
ART 127	100230	.666	240.00	360.36	222.00	333.33	333.33	92.50	
ART 129	100220	.999	450.00	450.45	318.00	318.31	318.31	70.66	
ART 130	100220	.666	300.00	450.45	219.00	328.82	328.82	73.00	
ART 131	100200	.666	300.00	450.45	186.00	279.27	279.27	62.00	
ART 136A	100230	.333	120.00	360.36	154.00	162.16	162.16	45.00	
ART 137A	100230	.600	3.00	5.00	192.00	320.00	320.00	6400.00	
ART 139A	100200	.150	75.00	500.00	51.00	340.00	340.00	68.00	
ART 140	100200	.600	252.00	420.00	219.00	365.00	365.00	86.90	
ART 141	100200	.600	252.00	420.00	177.00	295.00	295.00	70.23	
ART 143	100200	.400	168.00	420.00	129.00	322.50	322.50	76.78	
ART 145	100200	.200	84.00	420.00	60.00	300.00	300.00	71.42	
ART 165A	100220	.150	75.00	500.00	33.00	220.00	220.00	44.00	
ART 171	101100	.666	216.00	324.32	256.00	387.38	387.38	119.44	
ART 175	101100	.333	108.00	324.32	66.00	198.19	198.19	61.11	
ART 176	100210	.333	108.00	324.32	72.00	216.21	216.21	66.66	
ART 179A	101100	.450	162.00	360.00	147.00	326.66	326.66	90.74	
ART 199	100200	.9.000	9.00	9.00	9.00	9.00	9.00	100.00	
ART 230	100210	.333	180.00	540.54	90.00	270.27	270.27	50.00	
ART 253A	101100	.200	60.00	300.00	66.00	330.00	330.00	110.00	
ART 271	101100	.333	108.00	324.32	54.00	162.16	162.16	50.00	
ART 283A	100220	.225	100.00	444.44	48.00	213.33	213.33	48.00	
ART 283A	ART	16.431	7672.00	466.92	6753.00	410.99	410.99	88.02	
COMM120	150600	4.800	2160.00	450.00	1983.00	413.12	413.12	91.80	
COMM122	150600	3.800	1710.00	450.00	1491.00	392.36	392.36	87.19	
COMM124	150600	.800	360.00	450.00	360.00	450.00	450.00	100.00	
COMM128	150600	.400	300.00	750.00	174.00	435.00	435.00	58.00	
COMM135	150600	.200	90.00	450.00	69.00	345.00	345.00	76.66	
COMM137	150600	1.400	630.00	450.00	543.00	387.85	387.85	86.19	
COMM144	150600	.800	90.00	450.00	84.00	420.00	420.00	93.33	
COMM145	150600	.555	260.00	468.46	324.00	405.00	405.00	90.00	
COMM240A	150600	12.955	5960.00	460.05	5168.00	252.25	252.25	53.84	
COMM									
DANC068A	100800	.111	50.00	450.45	30.00	270.27	270.27	60.00	
DANC071A	100800	.111	50.00	450.45	44.00	396.39	396.39	88.00	
DANC074A	100800	.111	50.00	450.45	46.00	414.41	414.41	92.00	
DANC078A	100800	.501	50.00	450.45	40.00	360.36	360.36	80.00	
DANC080A	100800	.167	225.00	449.10	165.00	329.34	329.34	73.33	
DANC080B	100800	.167	75.00	449.10	84.00	502.99	502.99	112.00	
DANC081A	100800	.167	75.00	449.10	54.00	323.35	323.35	112.00	
DANC082A	100800	.167	75.00	449.10	87.00	520.95	520.95	116.00	
DANC084A	100800	.501	225.00	449.10	195.00	389.22	389.22	86.66	

CDS INS
18-2010 10:34:50
GROSSMONT COLLEGE
SUBJECT WITH ANALYSIS
REPORT I. JUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- COMMUNICATION AND FINE ARTS *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
			TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	
ART 100	100200	.200	150.00	150.00	750.00	111.00	555.00	555.00	74.00
ART 170	101100	.175	54.00	54.00	308.57	54.00	308.57	308.57	100.00
*****	ART	.375	204.00	204.00	544.00	165.00	440.00	440.00	80.88
COMM120	150600	.800	360.00	360.00	450.00	309.00	386.25	386.25	85.83
COMM122	150600	.800	360.00	360.00	450.00	318.00	397.50	397.50	88.33
COMM123	150600	.200	90.00	90.00	450.00	60.00	300.00	300.00	66.66
COMM137	150600	.600	270.00	270.00	450.00	252.00	420.00	420.00	93.33
*****	COMM	2.400	1080.00	1080.00	450.00	939.00	391.25	391.25	86.94
MCOM120	060100	.849	365.64	365.64	430.67	341.25	401.94	401.94	93.32
*****	MCOM	.849	365.64	365.64	430.67	341.25	401.94	401.94	93.32
THTR111A	100700	.300	120.00	120.00	400.00	66.00	220.00	220.00	55.00
THTR111C	100700	.300	90.00	90.00	300.00	48.00	160.00	160.00	53.33
THTR122A	100700	.200	60.00	60.00	300.00	56.00	280.00	280.00	93.33
THTR122C	100700	.200	60.00	60.00	300.00	48.00	240.00	240.00	80.00
THTR200A	100700	.200	60.00	60.00	300.00	76.00	380.00	380.00	126.66
*****	THTR	1.200	390.00	390.00	325.00	294.00	245.00	245.00	75.38

***** COMMUNICATION AND FINE ARTS *****
4.824 2039.64 422.81 1739.25 360.54 85.27

SKDSOW-INS
 RUN ON: 10-18-2010 10:34:50
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT LEGE
 SUBJECT WSCH ANALYSIS

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	542	1626.00	3.2000	508.1250	155.0000
AOJ	210500	1317	5279.38	11.2253	470.3108	42.0000
ARBC	111200	164	780.00	1.8650	418.2305	22.0000
ART	100200	813	2781.00	6.0150	462.3441	77.0000
ART	100210	257	1542.00	3.3300	463.0630	139.0000
ART	100230	254	1332.00	3.2640	408.0882	125.0000
ART	100220	113	618.00	2.0400	302.9411	150.0000
ART	101100	152	645.00	2.1570	299.0264	137.0000
ASLR	085000	510	2003.00	5.2060	384.7483	77.0000
ASTR	191100	412	1236.00	2.4000	515.0000	214.0000
BIO	040100	2213	12514.00	18.0010	695.1836	38.0000
BOT	051400	1065	2722.22	17.5225	361.8770	21.0000
BOT	051420	38	157.00	0.6330	236.9668	37.0000
BOT	050200	66	157.00	0.4160	377.4038	90.0000
BUS	050100	639	1906.00	4.3330	439.8799	134.0000
BUS	050600	100	300.00	1.0000	300.0000	300.0000
BUS	050900	86	258.00	0.8000	322.5000	402.0000
BUS	050200	780	3120.00	5.0730	615.0206	122.0000
BUS	130100	89	267.00	0.6000	445.0000	74.0000
BUS	050800	65	167.00	0.5333	313.1445	58.0000
CA	130630	39	117.00	0.2000	585.0000	292.0000
CCS	220300	424	1272.00	2.8000	454.2857	163.0000
CD	130500	1264	3658.00	7.0850	516.3020	72.0000
CHEM	190500	759	4836.00	9.5000	509.0526	52.0000
CHIN	150700	38	190.00	0.6660	285.2852	42.0000
COMM	150600	2003	6107.53	15.3246	397.7276	26.0000
CSIS	070100	988	4390.00	12.0660	351.4671	28.0000
CVTE	121300	372	2132.00	4.5840	391.3612	87.0000
DANC	100800	581	1794.00	6.6000	677.3636	101.0000
ECON	220400	1488	4464.00	0.1750	51.4285	29.0000
ED,	086000	3	243.00	0.8000	303.7500	37.0000
ED	080200	81	13414.44	39.3530	340.8746	8.0000
ENGL	150100	4354	4259.66	11.6550	365.4791	32.0000
ENGL	493021	1069	1364.00	3.0000	454.6566	151.0000
ENGL	493070	341	7702.50	16.8340	457.5561	27.0000
ES	083550	3423	2490.00	4.4400	560.8108	126.0000
ES	083550	249	3972.63	15.1120	262.8791	17.0000
ESL	493100	944	135.00	0.4000	337.5000	83.0000
ESL	493082	45	51.00	0.2000	255.0000	127.0000
ESL	493083	17	927.00	0.8640	323.6731	37.0000
FREN	110200	193	438.00	1.0000	438.0000	438.0000
FS	130100	146	1728.00	3.6570	473.4246	138.0000
GEOG	220600	576	942.00	1.9670	426.5378	217.0000
GEOG	191400	289	942.00	2.9310	344.9285	124.0000
GERM	110300	202	3029.00	4.6670	649.0250	144.0000
HED	083700	1039				

GROSSMC COLLEGE
 SUBJECT CH ANALYSIS

3-18-2010 10:43:47
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

*** CENSUS CLASSES ***

DIVISION -- COMMUNICATION AND FINE ARTS

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 100	100200	1.400	918.00	918.00	655.71	921.00	657.85	100.32
ART 120	100200	.999	540.00	540.00	540.54	486.00	486.48	90.00
ART 121	100210	.333	180.00	180.00	540.54	144.00	432.43	80.00
ART 124	100210	2.331	180.00	180.00	540.54	1242.00	532.81	98.57
ART 125	100210	.333	180.00	180.00	540.54	192.00	576.57	106.66
ART 126	100230	1.665	900.00	900.00	540.54	816.00	490.09	90.66
ART 127	100230	.666	240.00	240.00	360.36	222.00	333.33	92.50
ART 129	100220	.999	450.00	450.00	450.45	378.00	378.37	84.00
ART 130	100220	.666	300.00	300.00	450.45	222.00	333.33	74.00
ART 131	100200	.666	300.00	300.00	450.45	222.00	333.33	82.00
ART 134	100220	.225	80.00	80.00	355.55	40.00	177.77	50.00
ART 137A	100230	.600	75.00	75.00	500.00	246.00	410.00	246.00
ART 139A	100200	.150	252.00	252.00	420.00	63.00	420.00	84.00
ART 140	100200	.600	252.00	252.00	420.00	168.00	280.00	66.66
ART 141	100200	.600	252.00	252.00	420.00	198.00	330.00	78.57
ART 142	100200	.200	84.00	84.00	420.00	57.00	285.00	67.85
ART 143	100200	.400	168.00	168.00	420.00	111.00	277.50	66.00
ART 145	100200	.200	84.00	84.00	420.00	63.00	315.00	75.00
ART 164	100200	.333	150.00	150.00	450.45	108.00	324.32	72.00
ART 171	101100	.666	216.00	216.00	324.32	198.00	297.29	91.66
ART 175	101100	.333	96.00	96.00	288.28	96.00	288.28	100.00
ART 176	100210	.333	96.00	96.00	288.28	66.00	198.19	68.75
ART 179A	101100	.450	144.00	144.00	320.00	156.00	346.66	108.33
ART 184	100210	.333	96.00	96.00	288.28	144.14	144.14	150.00
ART 199	100210	.333	12.00	12.00	12.00	12.00	12.00	100.00
ART 230	100210	.333	180.00	180.00	540.54	120.00	360.36	66.66
ART 271	101100	.333	96.00	96.00	288.28	72.00	216.21	75.00
ART 283A	100220	.225	60.00	60.00	266.66	63.00	280.00	105.00
*****		16.372	7409.00	7409.00	452.54	6754.00	412.53	91.15
COMM120	150600	5.000	2250.00	2250.00	450.00	1998.00	399.60	88.80
COMM122	150600	3.800	1698.00	1698.00	446.84	1458.00	383.68	85.86
COMM123	150600	.200	90.00	90.00	450.00	60.00	300.00	66.66
COMM124	150600	.600	270.00	270.00	450.00	231.00	385.00	85.55
COMM128	150600	.400	300.00	300.00	750.00	177.00	442.50	59.00
COMM137	150600	2.000	900.00	900.00	450.00	762.00	381.00	84.66
COMM145	150600	.600	270.00	270.00	450.00	234.00	390.00	86.66
COMM199	150600	.555	260.00	260.00	468.46	90.00	9.00	100.00
COMM240A	150600	13.155	6047.00	6047.00	459.67	5019.00	162.152	34.61
*****								82.99
DANC071A	100800	.111	50.00	50.00	450.45	52.00	468.46	104.00
DANC074A	100800	.111	50.00	50.00	450.45	40.00	360.36	80.00
DANC078A	100800	.111	50.00	50.00	450.45	46.00	414.41	92.00
DANC080A	100800	.501	225.00	225.00	449.10	177.00	353.28	78.66
DANC080B	100800	.167	75.00	75.00	449.10	60.00	359.28	80.00
DANC081A	100800	.167	75.00	75.00	449.10	78.00	467.06	104.00
DANC082A	100800	.167	75.00	75.00	449.10	81.00	485.02	108.00
DANC084A	100800	.501	225.00	225.00	449.10	174.00	347.30	77.33

DIVISION -- COMMUNICATION AND FINE ARTS *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ART 170	101100	.175	48.00	48.00	274.28	39.00	222.85	81.25		
ART 299	100200	.225	48.75	48.75	216.66	24.38	108.35	50.01		
*****	ART	.400	96.75	96.75	241.87	63.38	158.45	65.50		
COMM120	150600	2.200	990.00	990.00	450.00	903.00	410.45	91.21		
COMM122	150600	1.600	720.00	720.00	450.00	591.00	369.37	82.08		
COMM124	150600	.200	90.00	90.00	450.00	75.00	375.00	83.33		
COMM137	150600	.200	90.00	90.00	450.00	81.00	405.00	90.00		
COMM145	150600	.200	90.00	90.00	450.00	96.00	480.00	106.66		
*****	COMM	4.400	1980.00	1980.00	450.00	1746.00	396.81	88.18		
DANC117A	100800	.167	75.00	75.00	449.10	74.44	445.74	99.25		
DANC212	100800	.150	8.44	8.44	56.26	4.51	30.06	53.43		
*****	DANC	.317	83.44	83.44	263.21	78.95	249.05	94.61		
MCOM110	060100	.200	90.00	90.00	450.00	63.00	315.00	70.00		
MCOM299	060100	.400	45.00	45.00	225.00	45.00	225.00	100.00		
*****	MCOM	.600	135.00	135.00	337.50	108.00	270.00	80.00		
MUS 199	100400	.900	9.00	9.00	9.00	9.00	9.00	100.00		
*****	MUS	.900	9.00	9.00	9.00	9.00	9.00	100.00		
THTR111A	100700	.300	120.00	120.00	400.00	84.00	280.00	70.00		
THTR111C	100700	.300	90.00	90.00	300.00	42.00	140.00	46.66		
THTR122A	100700	.200	60.00	60.00	300.00	60.00	300.00	100.00		
THTR122C	100700	.200	60.00	60.00	300.00	44.00	220.00	73.33		
THTR147	100700	.300	60.00	60.00	200.00	42.00	140.00	70.00		
*****	THTR	1.300	390.00	390.00	300.00	272.00	209.23	69.74		

***** COMMUNICATION AND FINE ARTS *****

6.817 2694.19 2277.33 334.06 84.52

This reports excludes sections with method of instruction 40 work experience and non-credit.
 Current enrollment is used for OE/OE and positive attendance sections.
 Census enrollment is used for all other sections.
 Sections coded not valid for FTEs are omitted.

SUBJECT	TOP	HEADCNT	EARN	WSCH	FTEF	WSCH/FTEF
ANTH	220200	596	1788.00	470.5263	3.8000	470.5263
AOJ	210500	1362	5404.89	459.4315	11.7643	459.4315
ARBC	111200	147	697.00	317.1064	12.1980	317.1064
ART	100200	681	2457.38	425.6677	5.7730	425.6677
ART	100210	302	1812.00	453.4534	3.9960	453.4534
ART	100230	255	1284.00	438.0757	3.9310	438.0757
ART	100220	128	1703.00	332.3877	2.1150	332.3877
ART	101100	126	561.00	286.6632	1.9570	286.6632
ASL	085000	522	2064.00	396.4656	15.2060	396.4656
ASTR	191100	479	1238.00	598.7500	2.4000	598.7500
BIO	040100	2203	12381.00	695.1517	17.8105	695.1517
BOT	051400	1251	3014.18	381.5466	7.8999	381.5466
BOT	051420	51	181.00	285.1538	0.6330	285.1538
BOT	050200	63	144.00	346.1636	0.4160	346.1636
BUS	050100	651	1953.00	443.8636	4.4000	443.8636
BUS	050600	131	393.00	280.7142	1.4000	280.7142
BUS	050200	779	3116.00	614.2322	15.0730	614.2322
BUS	050900	107	291.00	415.7142	0.7000	415.7142
BUS	130100	58	174.00	290.0000	0.6000	290.0000
BUS	050800	58	122.91	283.8568	0.4330	283.8568
BUS	051400	57	118.00	185.5345	0.6360	185.5345
BUS	130630	65	153.00	573.0337	0.2670	573.0337
CCS	220300	511	1533.60	450.8823	3.4000	450.8823
CD	130500	1279	3598.60	445.0958	8.0850	445.0958
CHEM	190500	1713	4674.80	474.5927	9.8500	474.5927
CHIN	110700	39	195.00	292.3602	0.6660	292.3602
COMM	150600	232	6765.00	385.1981	17.5880	385.1981
CSIS	070100	936	4440.50	312.5000	11.5880	312.5000
CVTE	121300	374	1821.95	371.3717	4.9060	371.3717
DANC	100800	616	2005.00	733.6363	4.9060	733.6363
ECON	220400	1345	4035.00	137.1428	5.5000	137.1428
ED	086000	8	24.00	137.0000	0.1750	137.0000
ED	080200	111	333.16	370.0000	0.9000	370.0000
ENGL	150100	4298	13178.16	312.1677	0.2150	312.1677
ENGL	493021	816	3264.88	338.0842	42.6570	338.0842
ENGL	493070	360	1440.00	411.4285	3.5000	411.4285
ES	083500	3681	18589.36	495.8642	17.3220	495.8642
ES	083550	175	16225.00	365.9085	4.4410	365.9085
ESL	493100	1049	4318.38	262.9102	16.4253	262.9102
ESL	493082	29	87.00	217.5000	0.4000	217.5000
ESL	493083	40	120.00	300.0000	0.4000	300.0000
FREN	110200	40	980.00	356.1087	0.6768	356.1087
FS	110200	204	456.00	456.0000	2.0000	456.0000
GEOG	220600	647	1957.00	479.3044	14.0830	479.3044
GEOG	191400	303	971.00	416.1666	4.0830	416.1666
GERM	1110300	305	965.00	353.3504	2.7310	353.3504

Grossmont WSCH Analysis using Census Enrollment for 2008FA

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 154	0.200	60.00	300.00	20	78.00	390.00	26	130.00
		PHOT 159A	0.900	0.00	0.00	0	462.00	513.33	154	0
		PHOT 167	0.333	120.00	360.36	20	78.00	234.23	13	65.00
		PHOT 158	0.333	120.00	360.36	20	180.00	540.54	30	150.00
		PHOT 156	0.999	360.00	360.36	60	339.00	339.34	57	94.17
		PHOT 259A	0.600	240.00	400.00	80	183.00	305.00	61	76.25
		PHOT 165	0.333	120.00	360.36	20	150.00	450.45	25	125.00
		PHOT Total	6.029	2,028.00	336.37	388	2,472.00	410.02	533	121.89
		ASL								
		ASL 120	2.403	1,080.00	449.44	270	1,076.00	447.77	269	99.63
		ASL 121	1.602	720.00	449.44	180	676.00	421.97	169	93.89
		ASL 130	0.200	84.00	420.00	28	72.00	360.00	24	85.71
		ASL 140	0.200	90.00	450.00	30	63.00	315.00	21	70.00
		ASL 160	0.200	90.00	450.00	30	42.00	210.00	14	46.67
		ASL 220	0.534	240.00	449.44	60	196.00	367.04	49	81.67
		ASL 221	0.267	96.00	359.55	24	60.00	224.72	15	62.50
		ASL Total	5.406	2,400.00	443.95	622	2,185.00	404.18	561	91.04
		CHIN								
		CHIN 120	0.333	150.00	450.45	30	125.00	375.38	25	83.33
		CHIN Total	0.333	150.00	450.45	30	125.00	375.38	25	83.33
		COMM								
		COMM 120	6.000	2,790.00	465.00	900	2,661.00	443.50	857	95.38
		COMM 122	4.400	1,980.00	450.00	660	1,809.00	411.14	603	91.36
		COMM 123	0.200	90.00	450.00	30	72.00	360.00	24	80.00
		COMM 124	0.800	360.00	450.00	120	366.00	457.50	122	101.67
		COMM 128	0.200	150.00	750.00	50	93.00	465.00	31	62.00
		COMM 135	0.200	90.00	450.00	30	93.00	465.00	31	103.33
		COMM 137	2.000	900.00	450.00	300	675.00	337.50	225	75.00
		COMM 144	0.200	90.00	450.00	30	48.00	240.00	16	53.33
		COMM 145	0.800	360.00	450.00	120	357.00	446.25	119	99.17
		COMM 240A	0.555	260.00	468.47	26	170.00	306.31	17	65.38
		COMM Total	15.355	7,070.00	460.44	2266	6,344.00	413.16	2045	89.73
		DANC								
		DANC 068A	0.111	50.00	450.45	25	26.00	234.23	13	52.00
		DANC 071A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 074A	0.111	50.00	450.45	25	30.00	270.27	15	60.00
		DANC 078A	0.111	50.00	450.45	25	36.00	324.32	18	72.00
		DANC 080A	0.501	225.00	449.10	75	216.00	431.14	72	96.00
		DANC 080B	0.167	75.00	449.10	25	63.00	377.25	21	84.00
		DANC 081A	0.167	75.00	449.10	25	48.00	287.43	16	64.00
		DANC 082A	0.167	75.00	449.10	25	78.00	467.07	26	104.00

Grossmont WSCH Analysis using Census Enrollment for 2009SP

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 152	0.333	144.00	432.43	24	102.00	306.31	17	70.83
		PHOT 154	0.400	144.00	360.00	48	153.00	382.50	51	106.25
		PHOT 252	0.333	120.00	360.36	20	168.00	504.50	28	140.00
		PHOT 159A	0.900	0.00	0.00	0	450.00	500.00	150	0
		PHOT 256	0.333	120.00	360.36	20	126.00	378.38	21	105.00
		PHOT 158	0.333	120.00	360.36	20	102.00	306.31	17	85.00
		PHOT 156	0.666	240.00	360.36	40	201.00	301.80	34	83.75
		PHOT 259A	0.600	240.00	400.00	80	222.00	370.00	74	92.50
		PHOT 165	0.333	144.00	432.43	24	150.00	450.45	25	104.17
		PHOT Total	6.229	2,136.00	342.91	420	2,520.00	404.56	558	117.98
	ASL									
		ASL 120	2.937	1,200.00	408.58	300	1,276.00	434.46	319	106.33
		ASL 121	1.335	600.00	449.44	150	540.00	404.49	135	90.00
		ASL 196A	0.011	50.00	4,587.16	10	10.00	917.43	2	20.00
		ASL 220	0.534	240.00	449.44	60	264.00	494.38	66	110.00
		ASL 221	0.267	120.00	449.44	30	64.00	239.70	16	53.33
		ASL 250	0.200	90.00	450.00	30	69.00	345.00	23	76.67
		ASL Total	5.284	2,300.00	435.28	580	2,223.00	420.71	561	96.65
	CHIN									
		CHIN 120	0.333	150.00	450.45	30	135.00	405.41	27	90.00
		CHIN 121	0.333	150.00	450.45	30	45.00	135.14	9	30.00
		CHIN Total	0.666	300.00	450.45	60	180.00	270.27	36	60.00
	COMM									
		COMM 120	8.000	3,600.00	450.00	1200	3,234.00	404.25	1078	89.83
		COMM 122	5.200	2,328.00	447.69	776	2,070.00	398.08	690	88.92
		COMM 123	0.200	90.00	450.00	30	117.00	585.00	39	130.00
		COMM 124	0.800	360.00	450.00	120	354.00	442.50	118	98.33
		COMM 128	0.200	150.00	750.00	50	108.00	540.00	36	72.00
		COMM 137	1.800	810.00	450.00	270	741.00	411.67	247	91.48
		COMM 145	0.800	351.00	438.75	117	351.00	438.75	117	100.00
		COMM 199	0.000	1.13	0	1	1.13	0	1	100.00
		COMM 240A	0.555	260.00	468.47	26	150.00	270.27	15	57.69
		COMM Total	17.555	7,950.13	452.87	2590	7,126.13	405.93	2341	89.64
	DANC									
		DANC 071A	0.111	50.00	450.45	25	50.00	450.45	25	100.00
		DANC 074A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 078A	0.111	50.00	450.45	25	38.00	342.34	19	76.00
		DANC 080A	0.501	225.00	449.10	75	213.00	425.15	71	94.67
		DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 081A	0.167	75.00	449.10	25	57.00	341.32	19	76.00
		DANC 082A	0.167	75.00	449.10	25	114.00	682.63	38	152.00

Grossmont WSCH Analysis using Census Enrollment for 2009FA

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 151	0.333	144.00	432.43	24	150.00	450.45	25	104.17
		PHOT 152	0.333	144.00	432.43	24	144.00	432.43	30	100.00
		PHOT 154	0.400	120.00	300.00	40	171.00	427.50	57	142.50
		PHOT 159A	0.900	0.00	0.00	0	531.00	590.00	177	0
		PHOT 167	0.333	120.00	360.36	20	132.00	396.40	22	110.00
		PHOT 158	0.333	120.00	360.36	20	138.00	414.41	23	115.00
		PHOT 156	0.999	360.00	360.36	60	375.00	375.38	65	104.17
		PHOT 259A	0.450	180.00	400.00	60	231.00	513.33	77	128.33
		PHOT 165	0.333	120.00	360.36	20	132.00	396.40	22	110.00
		PHOT Total	6.079	2,028.00	333.61	388	2,814.00	462.91	633	138.76
		ASL								
		ASL 120	2.670	1,200.00	449.44	300	1,248.00	467.42	312	104.00
		ASL 121	1.602	720.00	449.44	180	648.00	404.49	162	90.00
		ASL 130	0.200	84.00	420.00	28	78.00	390.00	26	92.86
		ASL 140	0.200	90.00	450.00	30	63.00	315.00	21	70.00
		ASL 196A	0.011	100.00	9,174.31	20	10.00	917.43	2	10.00
		ASL 220	0.534	240.00	449.44	60	224.00	419.48	56	93.33
		ASL 221	0.267	120.00	449.44	30	76.00	284.64	19	63.33
		ASL Total	5.484	2,554.00	465.73	648	2,347.00	427.98	598	91.90
		CHIN								
		CHIN 120	0.333	150.00	450.45	30	185.00	555.56	37	123.33
		CHIN 121	0.333	150.00	450.45	30	95.00	285.29	19	63.33
		CHIN Total	0.666	300.00	450.45	60	280.00	420.42	56	93.33
		COMM								
		COMM 120	7.000	4,551.00	650.14	1037	4,233.00	604.71	964	93.01
		COMM 122	4.000	1,800.00	450.00	600	1,800.00	450.00	600	100.00
		COMM 123	0.200	90.00	450.00	30	66.00	330.00	22	73.33
		COMM 124	0.800	360.00	450.00	120	333.00	416.25	111	92.50
		COMM 128	0.200	90.00	450.00	30	72.00	360.00	24	80.00
		COMM 135	0.200	90.00	450.00	30	87.00	435.00	29	96.67
		COMM 137	1.800	810.00	450.00	270	726.00	403.33	242	89.63
		COMM 144	0.200	90.00	450.00	30	48.00	240.00	16	53.33
		COMM 145	0.800	360.00	450.00	120	378.00	472.50	126	105.00
		COMM 240A	0.555	260.00	468.47	26	180.00	324.32	18	69.23
		COMM Total	15.755	8,501.00	539.57	2293	7,923.00	502.89	2152	93.20
		DANC								
		DANC 068A	0.111	50.00	450.45	25	34.00	306.31	17	68.00
		DANC 078A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 080A	0.501	225.00	449.10	75	201.00	401.20	67	89.33
		DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 081A	0.167	75.00	449.10	25	75.00	449.10	25	100.00

Grossmont WSCH Analysis using Census Enrollment for 2010SP

Division	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 159A	0.900	0.00	0.00	0	480.00	533.33	160	0
		PHOT 267	0.333	120.00	360.36	20	114.00	342.34	19	95.00
		PHOT 256	0.333	120.00	360.36	20	156.00	468.47	26	130.00
		PHOT 158	0.333	120.00	360.36	20	138.00	414.41	23	115.00
		PHOT 156	0.666	240.00	360.36	40	252.00	378.38	45	105.00
		PHOT 259A	0.450	180.00	400.00	60	234.00	520.00	78	130.00
		PHOT 165	0.333	120.00	360.36	20	144.00	432.43	24	120.00
		PHOT Total	6.412	2,172.00	338.74	416	2,883.00	449.63	630	132.73
		ASL								
		ASL 120	2.937	1,320.00	449.44	330	1,396.00	475.31	349	105.76
		ASL 121	1.602	720.00	449.44	180	684.00	426.97	171	95.00
		ASL 196A	0.022	50.00	2,293.58	10	15.00	688.07	3	30.00
		ASL 220	0.534	240.00	449.44	60	276.00	516.85	69	115.00
		ASL 221	0.267	120.00	449.44	30	100.00	374.53	25	83.33
		ASL 122	0.200	120.00	600.00	30	152.00	760.00	38	126.67
		ASL Total	5.562	2,570.00	462.08	640	2,623.00	471.61	655	102.06
		CHIN								
		CHIN 120	0.333	150.00	450.45	30	165.00	495.50	33	110.00
		CHIN 121	0.333	150.00	450.45	30	95.00	285.29	19	63.33
		CHIN Total	0.666	300.00	450.45	60	260.00	390.39	52	86.67
		COMM								
		COMM 120	6.600	2,914.31	441.56	986	2,881.05	436.52	972	98.86
		COMM 122	4.400	1,980.00	450.00	660	1,995.00	453.41	665	100.76
		COMM 123	0.200	90.00	450.00	30	93.00	465.00	31	103.33
		COMM 124	0.800	275.63	344.53	120	263.44	329.30	115	95.58
		COMM 128	0.200	90.00	450.00	30	90.00	450.00	30	100.00
		COMM 136	0.200	90.00	450.00	30	57.00	285.00	19	63.33
		COMM 137	1.400	630.00	450.00	210	612.00	437.14	204	97.14
		COMM 144	0.200	90.00	450.00	30	63.00	315.00	21	70.00
		COMM 145	0.600	270.00	450.00	90	270.00	450.00	90	100.00
		COMM 240A	0.555	260.00	468.47	26	180.00	324.32	18	69.23
		COMM Total	15.155	6,689.94	441.43	2212	6,504.49	429.20	2165	97.23
		DANC								
		DANC 078A	0.111	50.00	450.45	25	54.00	486.49	27	108.00
		DANC 080A	0.501	225.00	449.10	75	228.00	455.09	76	101.33
		DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 081A	0.167	75.00	449.10	25	93.00	556.89	31	124.00
		DANC 082A	0.167	75.00	449.10	25	120.00	718.56	40	160.00
		DANC 084A	0.501	225.00	449.10	75	219.00	437.13	73	97.33
		DANC 084B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 088A	0.334	150.00	449.10	50	177.00	529.94	59	118.00

APPENDIX 12:

Department Equivalencies

GCCCD Equivalency Criteria

The Academic Senate for California Community Colleges has consistently supported the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means *equal to* the minimum qualifications, not nearly equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of a regular associate or bachelor's degree.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree (for disciplines on the Master's List) or requisite experience or coursework (for disciplines on the Non-Master's List).

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

References: Education Code §§ 87359 and 87360

Please select your college and the appropriate box (1 or 2) below.

CC

GC Discipline Name: Communication Contact Name: Nancy Jennings Ext. 4319

1. The discipline criteria listed below have been reviewed and agreed upon by discipline experts at both colleges.

2. We have no discipline counterpart at the other college.

List the discipline equivalency criteria below (attach an additional sheet if necessary):

Option A:

Master's Degree in a discipline other than those listed in the minimum qualifications if that applicant has a Bachelor's Degree in Communication and has completed at least one year of course work toward a Master's Degree in Communication and completed a major research project or presented a paper at a recognized Communication Conference (like NCA or WSCA, for example).

Option B:

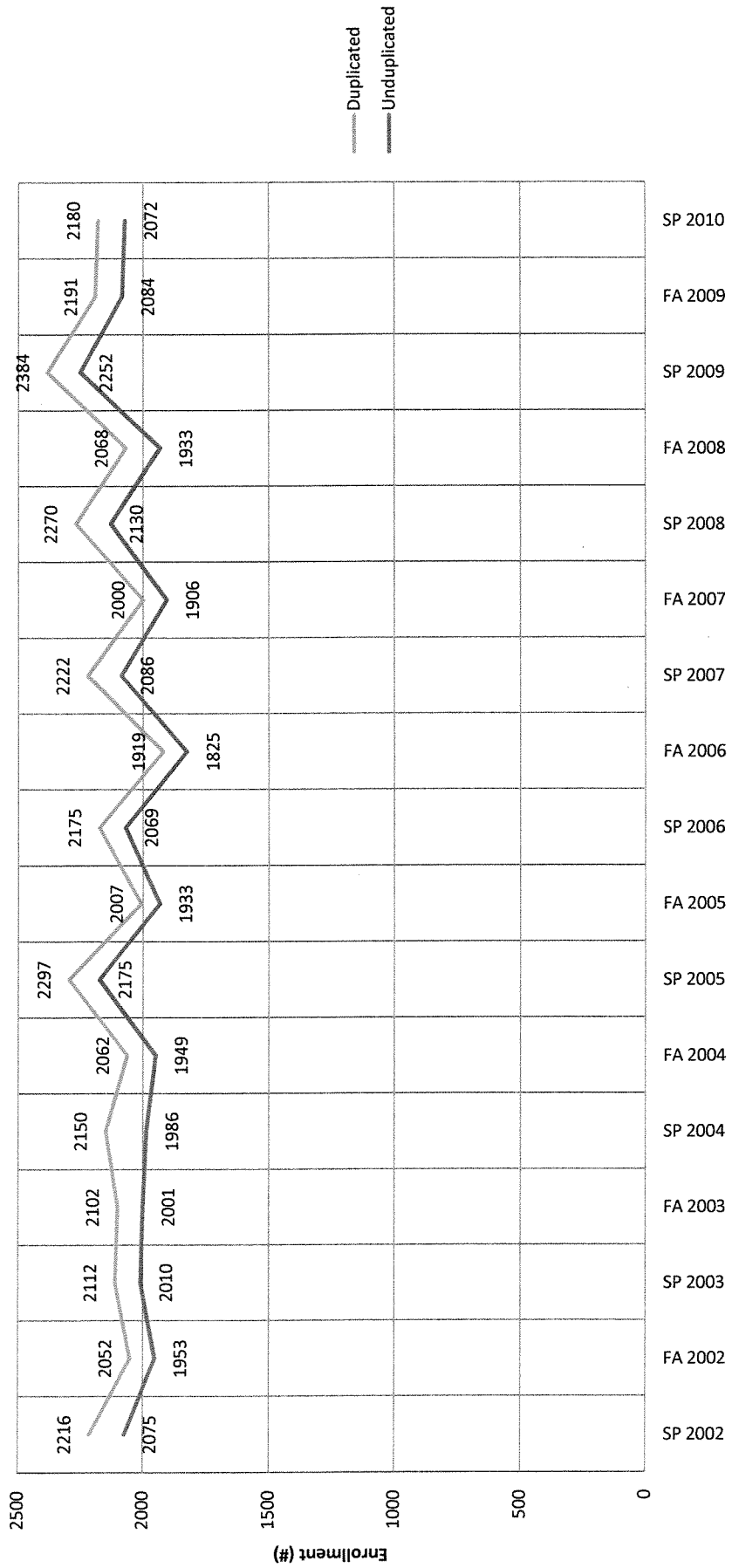
Master's Degree in a discipline other than those listed in the minimum qualifications if that applicant has published articles or other texts that have been widely cited in scholarly journals and/or other texts within the Communication discipline.

PLEASE RETURN THIS FORM DIRECTLY TO THE OFFICE OF VPI / VPAA FOR REVIEW.

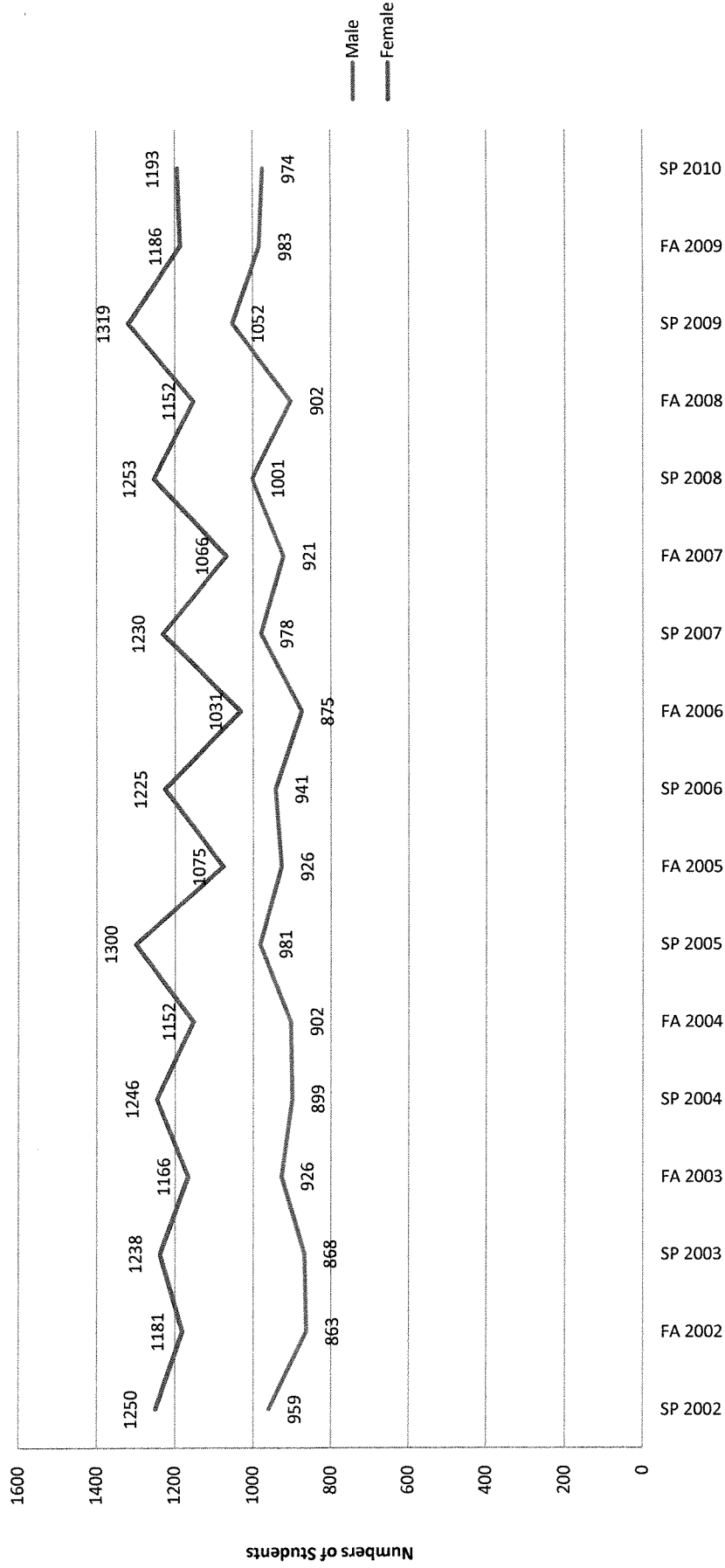
APPENDIX 13:

Statistical Data: Outcomes Profile

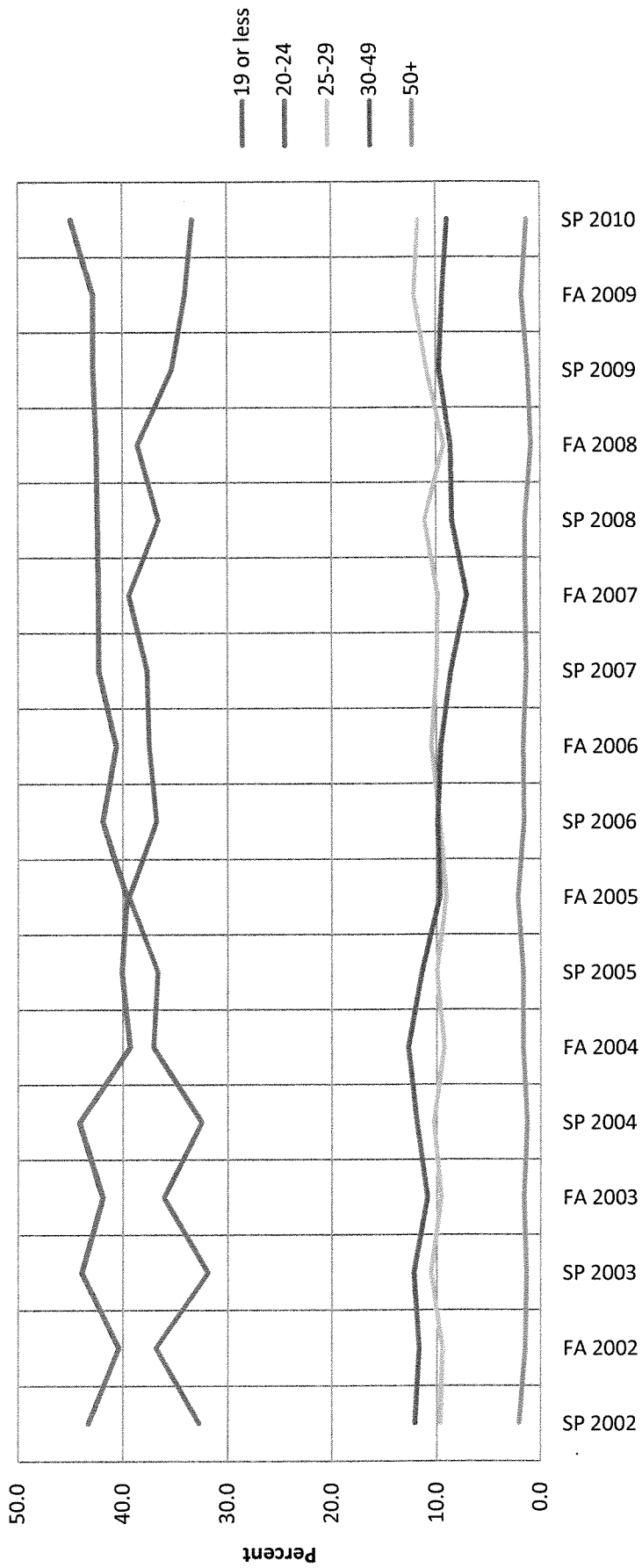
Student Enrollment from 2002 to 2010:



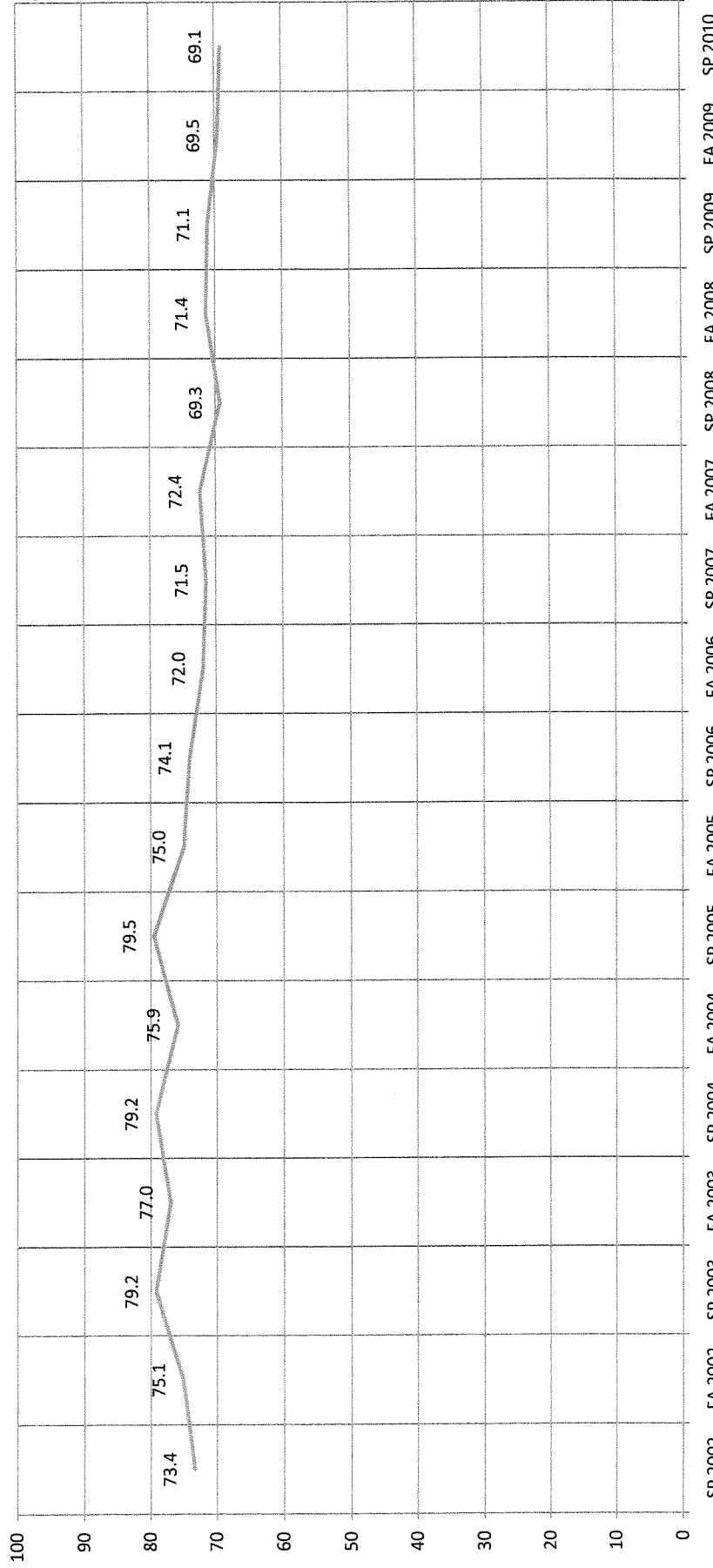
Student Enrollment by Gender



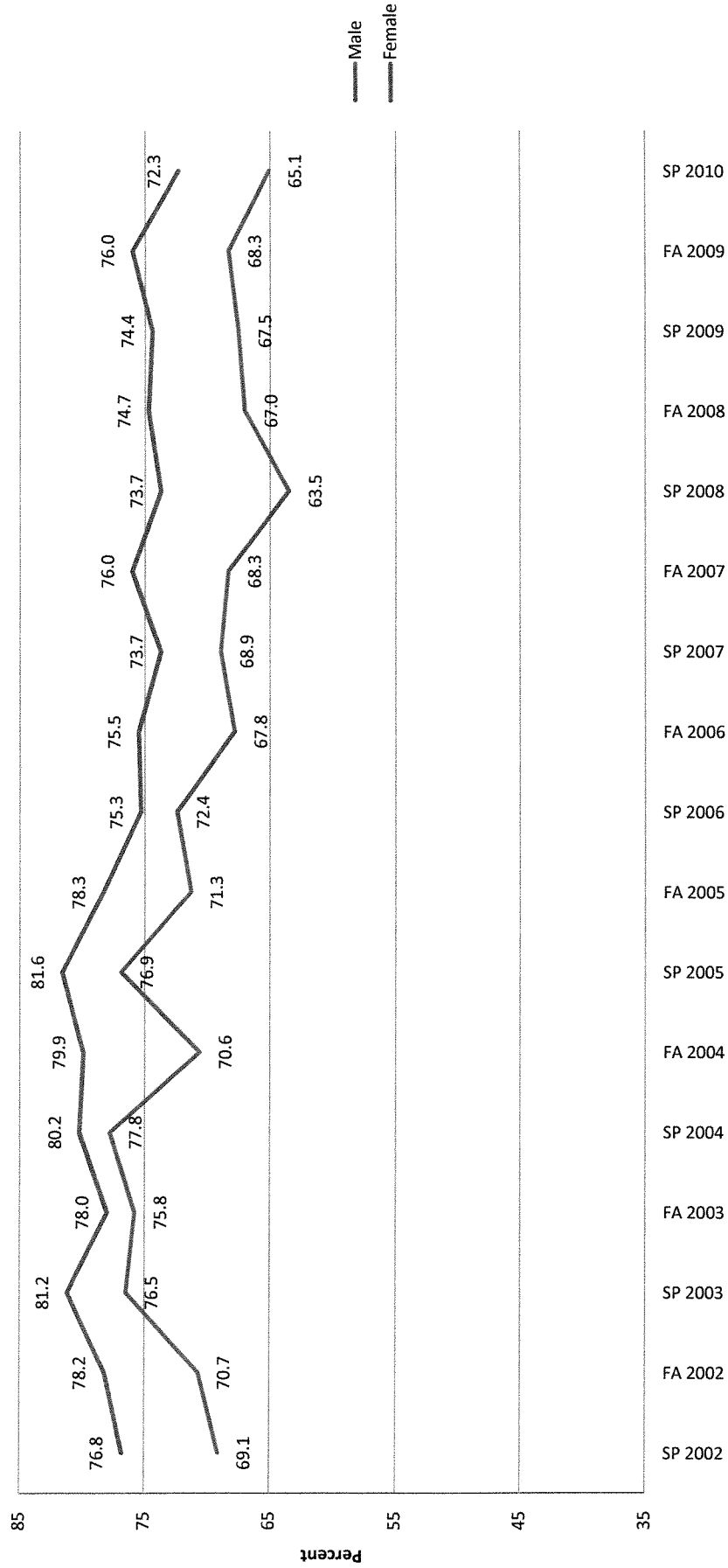
Student Enrollment by Age



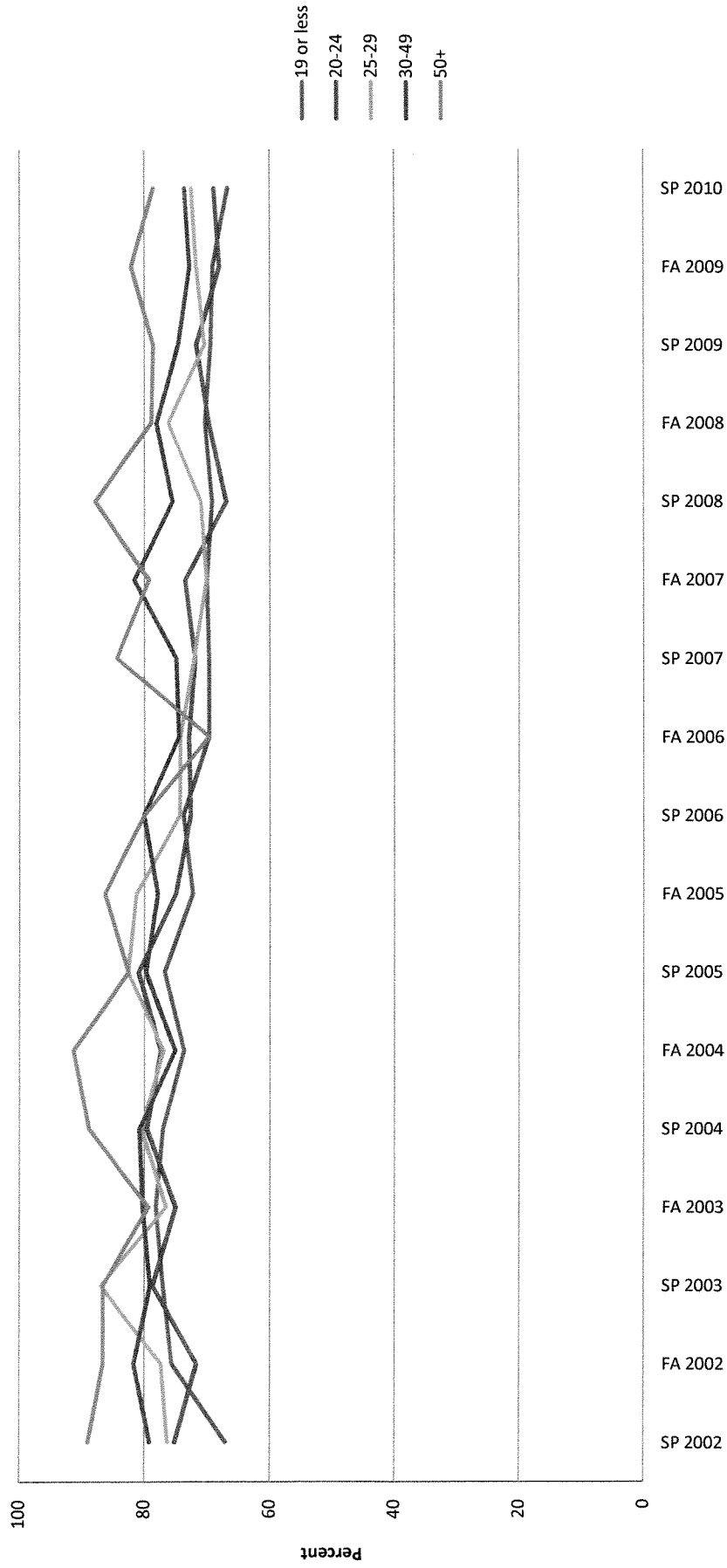
Student Success from 2002 to 2010:



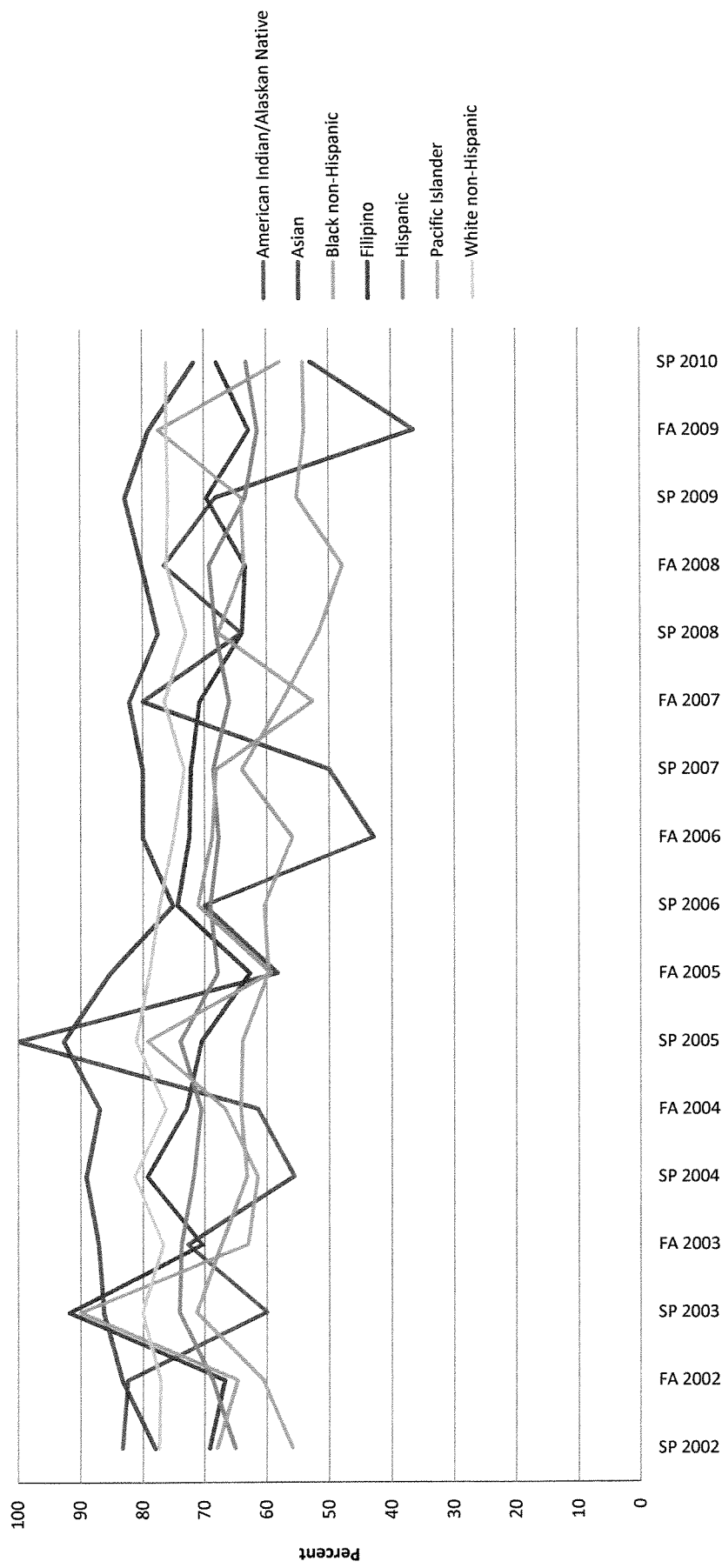
Success by Gender



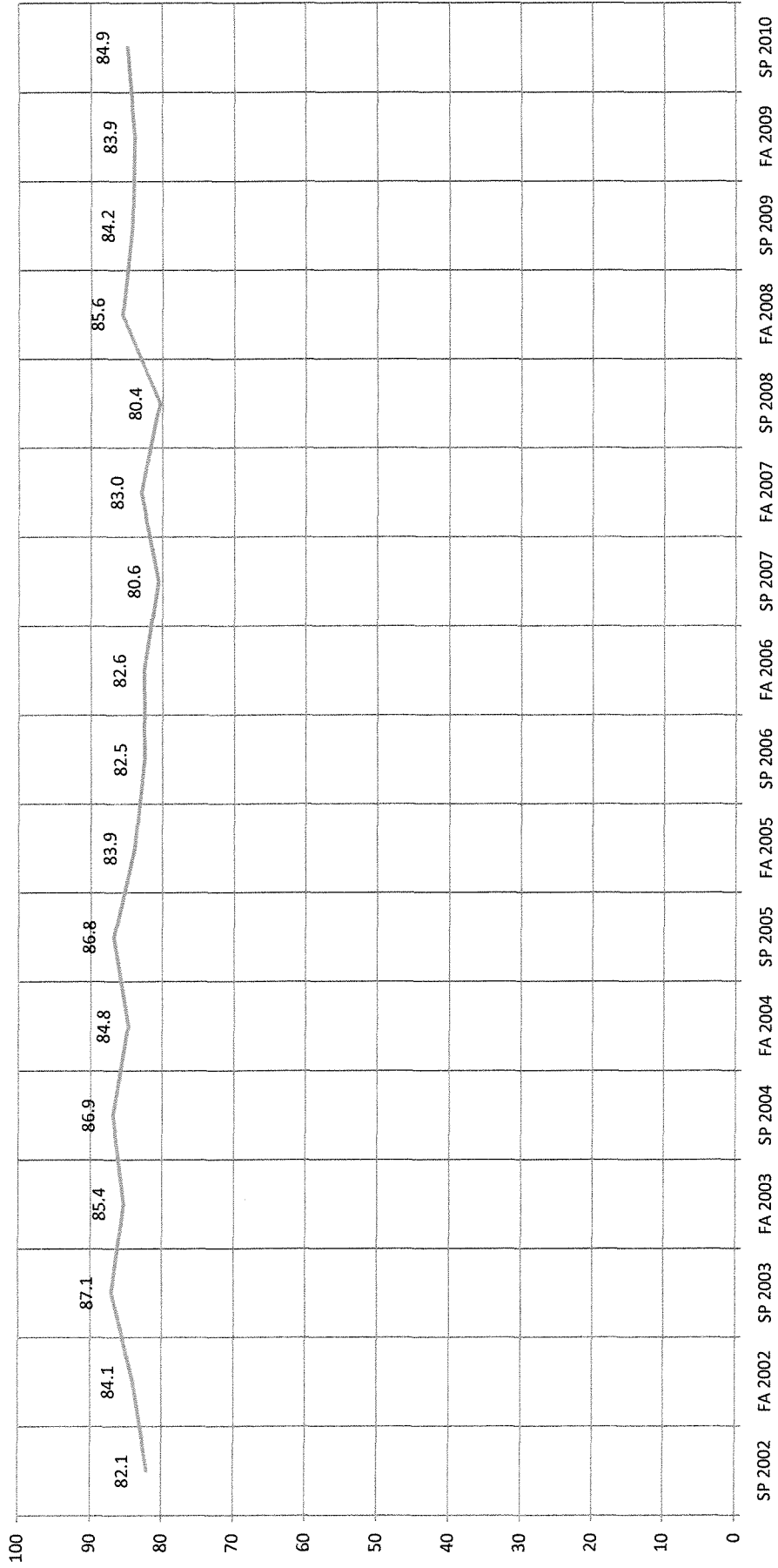
Success by Age



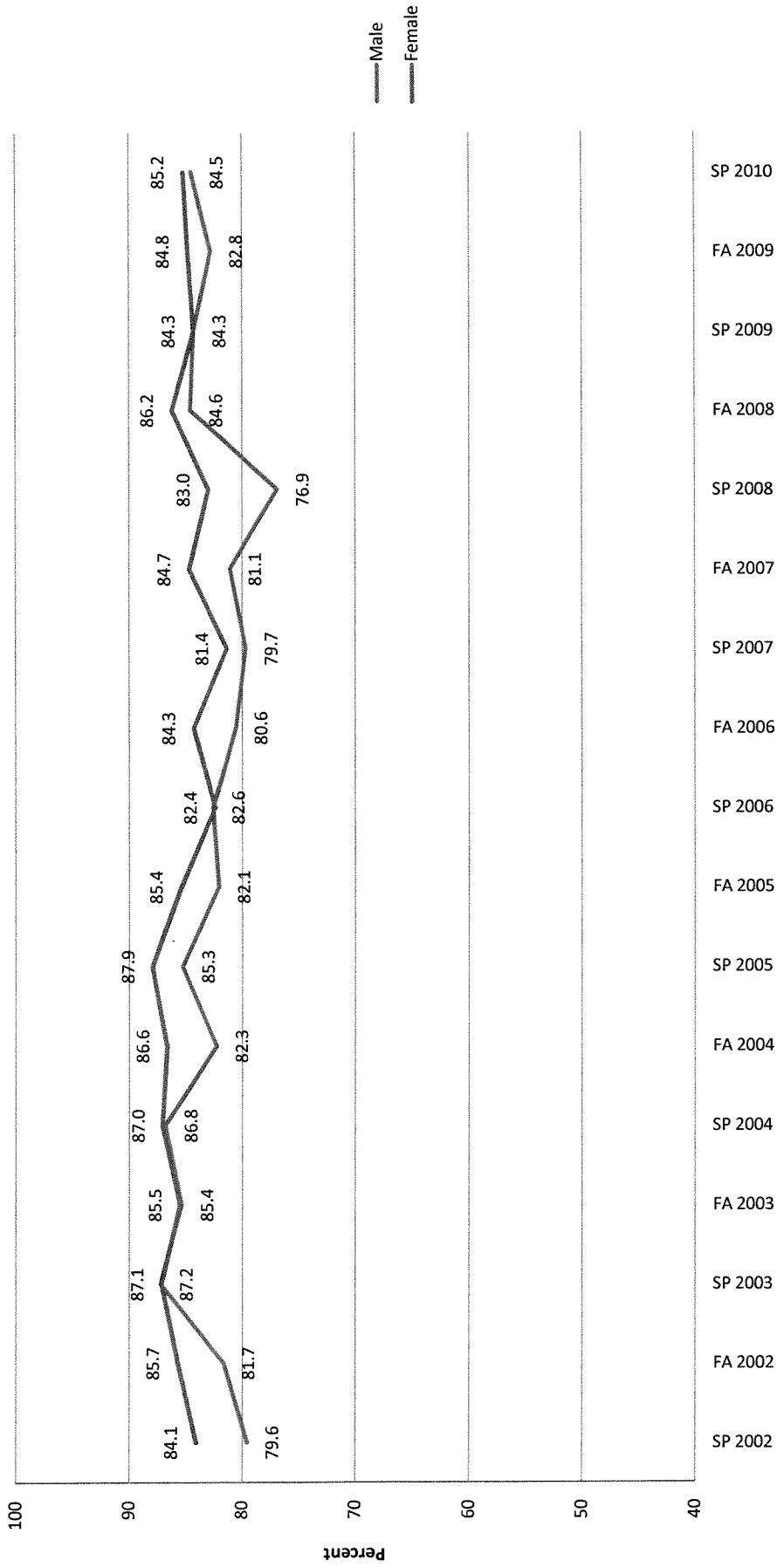
Success by Ethnicity



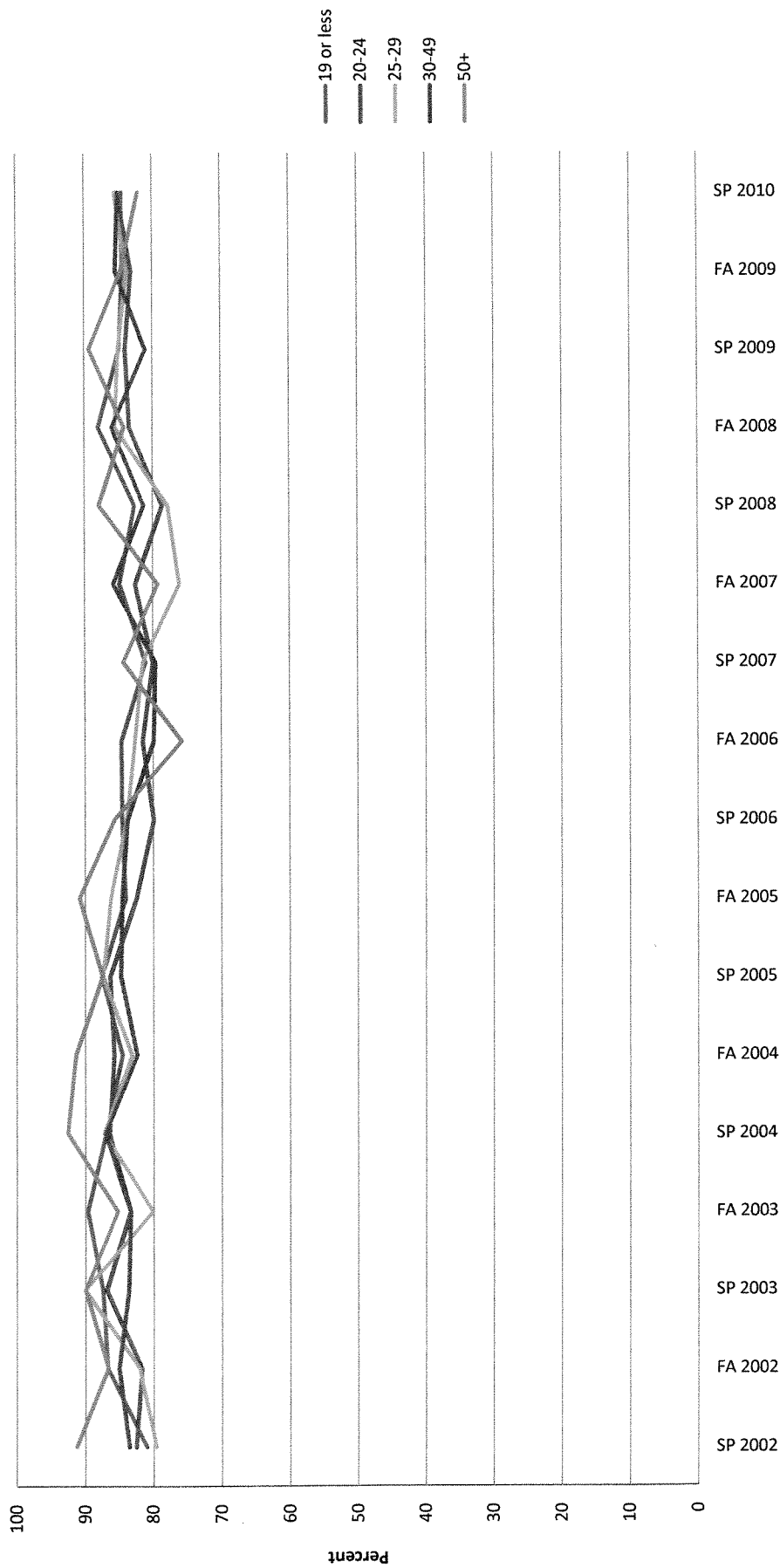
Student Retention from 2002 to 2010:



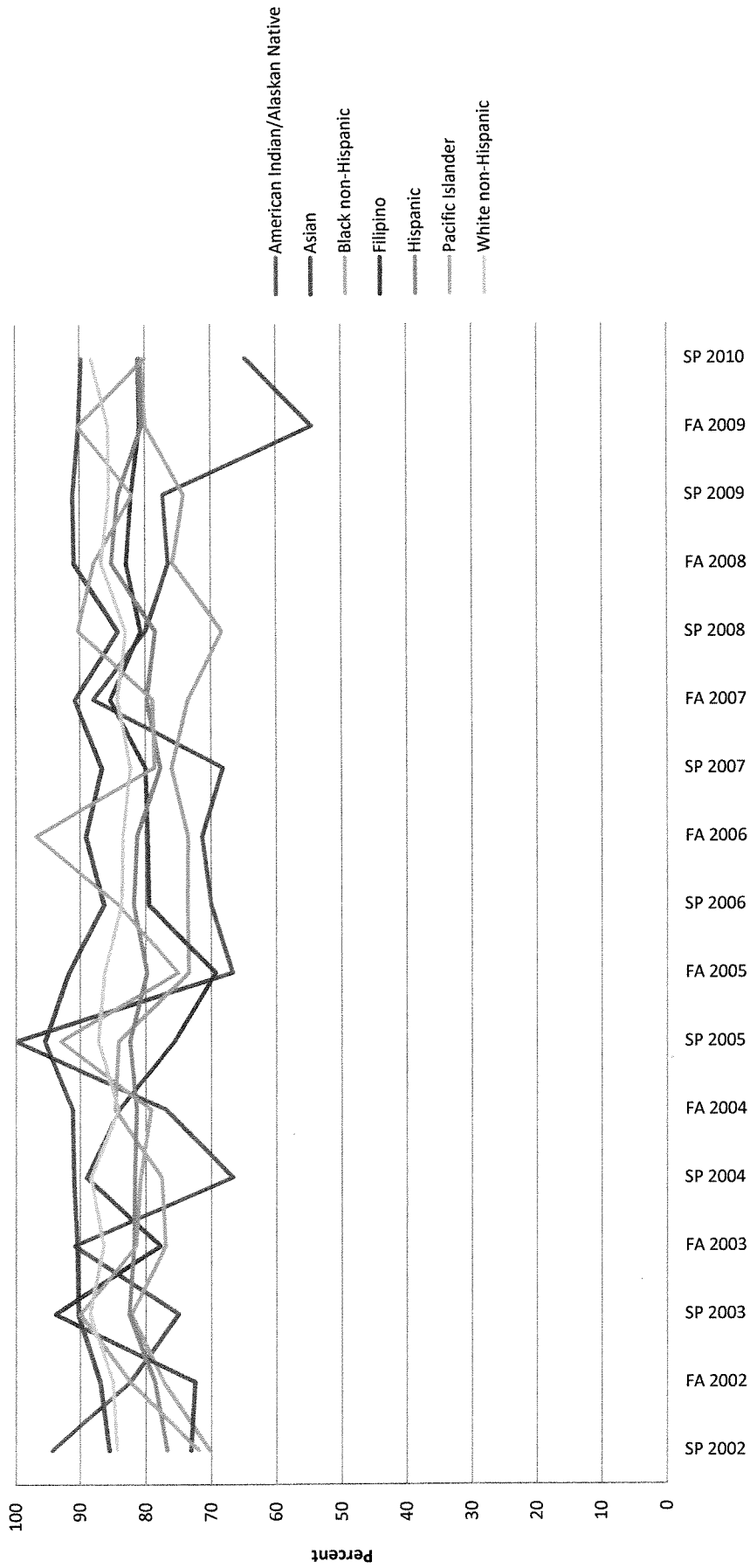
Retention by Gender



Retention by Age



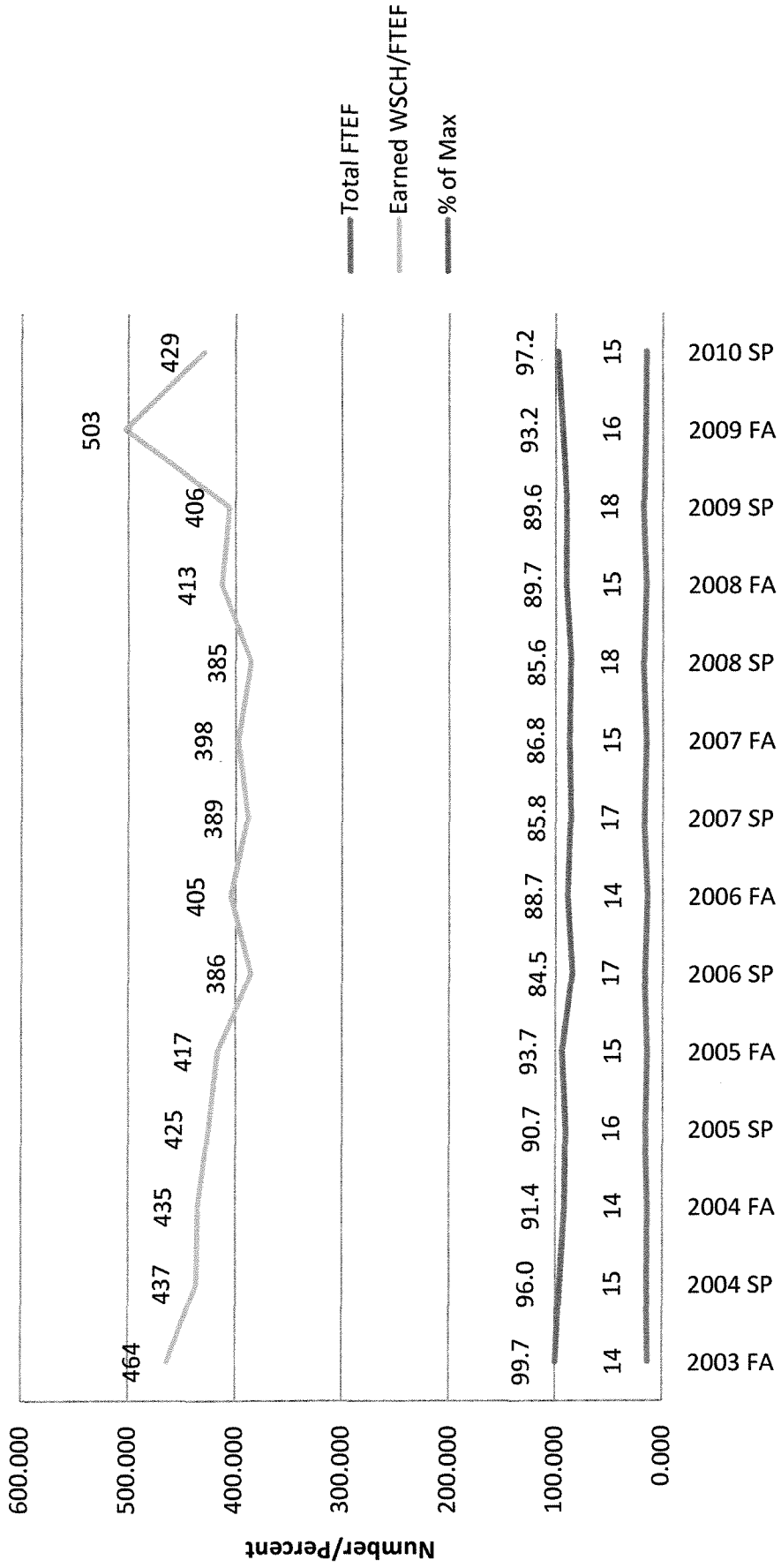
Retention by Ethnicity



APPENDIX 14:

Fiscal Year FTES Analysis by Program Report

Efficiency



APPENDIX 15:

Fiscal Data: Outcomes Profile

GCCCD

**10/11 Grossmont College Program Review (New Request)
Program Data Elements**

Communication (150600)

Course #	03/04	04/05	05/06	06/07	07/08	08/09	09/10
COMM 090A							
COMM 105A							
COMM 120							
COMM 122							
COMM 123							
COMM 124							
COMM 128							
COMM 135							
COMM 136							
COMM 137							
COMM 144							
COMM 145							
COMM 199							
COMM 240A							
FTES							
Summer	1,854	1,455	1,557	1,782	1,637	1,569	1,737
Fall	6,322	6,192	6,066	5,813	6,107	6,371	7,953
Spring	6,442	3,870	6,467	6,668	6,765	7,126	6,528
Total WSCH	14,618	11,518	14,090	14,263	14,509	15,066	16,218
Total FTES	487.25	383.92	469.66	475.43	483.63	502.20	540.62
Top 150600 Comm - Unrestricted	\$942,144	\$940,486	\$981,842	\$1,060,096	\$1,132,188	\$1,148,891	\$1,111,250
Costs per FTES	\$1,933.59	\$2,449.69	\$2,090.54	\$2,229.76	\$2,341.02	\$2,287.72	\$2,055.51
150600 Comm - Restricted	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Communication Department
Program Review

Questions and Responses

Communication Department Responses to Program Review Committee Questions

1.3 What is your plan for the gap between construction of the theatre & 200 bldg remodels?

We will direct resources for makeshift improvements until the remodel. For example, we will procure better and more comfortable desks, remove the cabinets, install different lighting, replace the speakers and we will soundproof the forensics squad room in the temporary trailer. We will keep pursuing funds to accomplish all of this. Further, we will continue using non-dedicated classrooms to meet student demand for our courses.

2.1 What specific technology is being used for the courses?

All dedicated classrooms have computers, video recording and playback devices and data projectors. This equipment is used in all department preps. Recording and playback equipment serve COMM 122 and 137. Computers allow internet access and PowerPoint presentations to enhance course lecture. Blackboard is used by online instructors to deliver the class. Instructors who do not teach online utilize Blackboard to post grades, course documents and course assignments. Some instructors have developed web sites and wikis, incorporated podcasts and other internet/web-based applications

2.5 Can you give some examples of the core areas and how are they selected and evaluated?

These core areas were all selected because they represent national standards in the Communication field.

For Interpersonal Communication, the core areas are listening, the delivery of verbal and nonverbal messages, and conflict management. These areas are evaluated by in-class activities, exams, and reflective assignments.

For Public Speaking, the core areas are organization and delivery of speeches, listening, and audience analysis. These areas are evaluated by student outlines, speeches, in-class activities, peer feedback, and exams.

For Critical Thinking in Group Communication, the core areas are critical thinking, leadership, and problem-solving/decision-making. These areas are evaluated by group projects/presentations, case studies, exams, journals, and peer feedback.

2.6 Has there been any change in your field and has the change been reflected in ways other than new course development? Looking back at section 2.3, regarding Victoria Curran's change of texts; what are the current trends in communication research & theory?

Although no new courses have been offered since the last program review, some courses have had significant revision. For example, prior to Spring 2007, COMM/CCS 144 held the title, "Interracial Communication," and had been taught for many years by Dr. Taylor Mackenzie, who retired from the Department. Dr. Jade Solan was hired in Spring 2007 with the task of updating COMM/CCS 144 and increasing enrollment in the course.

In an effort to attract more students to the course and to ensure its transferability, Dr. Solan significantly revised COMM/CCS 144 in several significant ways. First, the name of the course was changed to "Communication Studies: Race and Ethnicity;" to align the title of the course to the most current theory and key-words in both Communication and Race/ Ethnicity scholarship. Second, the prior course design had emphasized the study of African-American orators and rhetoric; under Dr. Solan, COMM/CCS 144 continues to include communication issues affecting African-Americans, and it also now addresses a greater diversity of racial and/or ethnic groups, such as Arab-Americans, Mexican-Americans, and Asian-Americans. Third, the updated course now incorporates not only rhetoric, but also more interdisciplinary scholarship widely used by contemporary communication scholars, such as critical theory, cultural studies, speech-act theory, and theories on the 'presentation of self.' Finally, to meet transfer requirements, the course now emphasizes analyzing representations of race and ethnicity in popular culture.

COMM 124 (Intercultural Communication) switched from a large-class format that focused on cross-cultural communication to a small-class format that focuses on intercultural communication. This switch was made to help the students learn necessary skills to communicate with culturally different others, and a small-class format is more efficient in helping students gain the required intercultural communication knowledge and skills.

A primary reason Victoria Curran switched to a different text was in regard to the text's inclusion of two areas of research that have gained increasing attention over the years: online communication and the dark side of interpersonal communication.

2.8 What are some factors that contribute to the increased retention & success in distance education?

While it is difficult to determine precisely why retention and success have increased in our distance education courses, one contributing factor is that instructors who teach these courses have altered the manner in which students are oriented to online classes and interaction with students during the semester. For example, Denise Schulmeyer informs students of the nature of online coursework and the technology requirements

prior to the start of the course, and has students take a “quiz” to help students gauge their own readiness to take an online course. Thus, students who are not ready to take an online course and/or do not have the required technology and technological know-how, drop the course. Further, the Blackboard course container is available the Friday before the course officially begins, so that students enrolled in the course can log on and begin to navigate the course site. Video tutorials are available to help those students who are new to online courses and the use of Blackboard. Once the course begins, the students are sent at least one mail each week with reminders of assignments and exams due the following week.

Tina L. Perez has created a 3-fold plan to increase retention and success in her online COMM 120 course. Based on feedback from students in each online course she has taught since Spring 2008, she has instituted the following: First, a week before class begins, she sends out an email with all pertinent information about the course. Students are expected to respond to questions regarding prior online course experience, ability to purchase necessary materials and level of computer skills. The class is opened for students to check out the Friday before the semester begins. Students are encouraged to log-in and look around. Second is constant and consistent communication with the class. Each Friday an email is sent out with the due dates for the next week of class. The instructor is online several times a day. Her availability and response time has been heralded by students. Students are required to log-in daily even if there is nothing due. Any email sent by a student to the instructor is answered in less than 12 hours. And finally, a quick turn-around time for the grading of discussion boards and assignments. Discussion board posts and assignment grades are posted within 48 hours of the deadline. Ms. Perez feels that students want to feel connected to the course, each other and the instructor and that it is her job to keep students from falling into the online/internet abyss!

3.1 Please explain what SLO work was done that enhanced the clarity? Please give some examples of qualitative assessments.

Over the past several semesters, we have conducted SLO studies in a variety of our courses (COMM 122, 137 and 120) and each time we assess them, we gain greater clarity in what works and what doesn't for each study. For example, one of our first SLO studies was conducted to assess students' ability to create an agenda for a hypothetical meeting. As we assessed the results, we learned that the prompt needed to be more specific as the responses were quite varied and difficult to assess. For the next round of SLOs we conducted, we were sure to provide a much more structured prompt to help guide student responses to be more easily measurable by having some multiple choice responses as well as brief responses to directed questions. Assessments of presentations are by far one of our most qualitative assessments we conduct. There is no one, correct way to deliver a presentation; in fact everyone has their own unique style. We provide specific guidelines to follow, but how they are executed and then evaluated is quite qualitative in nature. Another qualitative assessment is in short-answer and essay responses to directed questions. If a student is asked to assess, for example, whether a person conducted her or himself effectively in a conflict situation,

there is no one correct answer and the assessment would be conducted based upon their ability to show comprehension of the guidelines for managing conflict effectively.

3.2 Why have you stopped measuring the listed SLO's and are they not mapping with Program SLO's? Please provide discussion which references students' success at meeting your Program SLOs.

We have not stopped measuring SLO's. They are mapping with Program SLO's. We have successfully completed SLOs for COMM 122, 137, 120, and 145.

In COMM 122, 117 students across multiple sections were assessed using a worksheet in which students were asked to justify their choice of a speech topic for a specific assignment using principles of audience analysis. Worksheets were reviewed by three instructors. 50 students passed. We think the measurement is what is wrong, not the SLO or the teaching methods. We learned that it was best to simplify the measurements being used to assess SLOs.

In COMM 137, 67 students across multiple sections were assessed using a worksheet in which students were asked to create an agenda for a group meeting. Worksheets were reviewed by three instructors. 32 students passed. As with COMM 122, we think the measurement is what is wrong, not the SLO or the teaching methods. And once again, we learned that it was best to simplify the measurements being used to assess SLOs.

For COMM 120, we simplified the measurements being used to assess SLOs. Nine sections (200 plus students) were assessed using a test question in which the students were asked to identify an appropriate conflict management strategy for a specific scenario. 89% of the students answered the item correctly. Based on this assessment, we believe the SLO was achieved.

For COMM 145, we again kept it simple. Two sections were assessed using a combination of three test questions in which the students were asked to identify the building blocks of an argument and determine the correct sequence of claims, warrants, and grounds. 89% of students answered the first item correctly, 89% answered the second item correctly, and 93% answered the third item correctly. Based on this assessment, we believe the SLO was achieved.

This semester we are working on developing a simple and measurable SLO for COMM 124 that we will measure for Fall 2011.

3.3 Why have you paused your efforts in assessing SLOs? Accreditation requires continual assessment; what improvements were made during this pause and when will your department continue SLO assessments?

We have not paused our efforts in assessing SLOs. The Department's steady and continual efforts to design and to assess SLOs have been an emergent process that

has improved over time. In the earliest SLO studies, the measurement designs and assessment strategies originally implemented garnered unsatisfactory results, as the number of students who 'passed' the measurements was below what was anticipated. Upon review of the measures and consultation with a District Research Analyst, it was determined that the complexity of the measures had compromised their reliability across sections studied.

For example, full-time faculty received feedback from part-time faculty who used the measures that the directions on how to apply the measures were confusing and unclear to them. They conveyed that they were not confident about how to incorporate the measures into the operations of their classes. As a result, when part-time faculty assessed their students, the students were also confused as to how to complete the measures. When this problem was multiplied by several instructors, it became clear that the assessments were unreliable; disparities seemed to exist as to how the measures were implemented, including how the directions were explained to students across sections.

In response to the perceived unreliability of measures, the department designed another qualitative assessment that it believed would be more straightforward. This qualitative assessment, applied to COMM 137, was to design an agenda for a meeting. We were surprised to discover that this measure also seemed to unfold in a manner that seemed to compromise its reliability.

After receiving the unsatisfactory results of this study and again hearing that some part-time faculty members were confused, the Department then decided to apply quantitative measures to the next study (COMM 120), and in a format that was clearly accessible to all faculty and to students: multiple-choice test questions. We found that using this measurement strategy did solve the problems of reliability; every instructor involved in the quantitative measures was able to incorporate the measurement instrument into her/his classes without confusion. As a result, the measure appeared to be reliable. The number of students who passed the assessment met the targeted outcome. This strategy of measuring SLO's quantitatively, through multiple-choice testing, was again used in the SLO assessment of COMM 145. Again, the study proved to be more successful.

It is clear that the Department is engaging an emergent process in applying reliable SLO studies to its courses. Over time, the studies have improved in design, implementation, and results. As these studies continue, we will make continued efforts to ensure that the designs and procedures used are reliable and efficient.

4.5 Were you able to identify any possible changes or improvements in curriculum instruction?

In response to question 2, "**How did you find out about this class?**", 20% of the students responded "Grossmont College counselor". This number is much lower than our previous Program Review, in which 72% responded that they found out about the

class from a counselor. Clearly, there is room for improvement here. We are planning on an outreach to counselors in which we will inform them of the nature and content of our courses and of how our courses can benefit students in all majors and with varied educational goals.

4.6 What is the content of the flyers & are they effective?

The flyers contain course descriptions and how the courses transfer and are posted to bulletin boards in our dedicated classrooms. Since only one student responded to question 2 with "Flyer", well, there is the answer for how effective they are. Not very. We will re-do them to make them more aesthetically pleasing, display them more prominently, distribute them out to students who desire them, and "market" them more in the classroom. Instructors will have the option of including the flyer in their syllabi or posting it on Blackboard.

4.7a Your enrollment is around 18; is that a workable number? If not, what are the financial needs for the forensics team?

Eighteen is not a workable number for an intercollegiate forensics course. It is not under-enrolled, it is actually over-enrolled. The maximum for this course, with one full-time coach and director, should be 15. This class should not be compared to any of the other communication courses, in terms of class maximum.

COMM 240 requires students to compete at tournaments, against two- and four-year colleges. Knowing that public speaking is already considered one of the greatest fears for most people, encouraging students to take a course that requires not only learning to improve speaking, but to be compared to other students from across the country, by a variety of judges, is a challenge.

COMM 240 is a laboratory for practicing all of the communication areas: it teaches public speaking, argumentation and oral interpretation skills, but it also works on interpersonal skills, small group team building skills and, through student speeches and our diverse team members we also work on intercultural and race and ethnicity issues. This course involves one-on-one coaching. Students are required to work an additional 10 hours per week. When students attend a weekend tournament this fulfills the requirement and even more than fills the 10 hours, but when not competing, it is not feasible for one faculty member to meet all those students. The ideal number would be 10 per semester, and 15 should be the maximum.

Currently the maximum is 26, and having checked with instructional operations this appears to be due to a room that the course was assigned to many years ago. Cuyamaca's course that is aligned in every other way has had a class maximum of 15 for at least the past 10 years.

For COMM 240 to increase its numbers would require another full-time instructor/coach. Research of other forensic programs in the southern California area,

shows that colleges with a maximum of 30 students have a minimum of 3 to 5 full-time instructors who are co-directors or full-time coaches for their teams. In addition, they will often have 3-5 volunteer or part-time coaches as well. These colleges are Mt. San Antonio College, Orange Coast College, Moorpark College, and Palomar College. San Diego Mesa College has approximately 20-25 students in their class and have 2 full-time instructors, as co-directors. There is a correlation between the number of coaches a Speech and Debate Team has and the number of awards the Team wins.

Roxanne Tuscany and Nancy Jennings (Cuyamaca) have already worked on changing the course to 3 different units: 1 unit, 2 units and 3 units. This would allow the one unit students to not be required to travel, and just begin to learn about forensics, tournaments and the 12 major events. The 2 units will require students to compete, but on a limited basis, and the 3 unit course will be for the "competitive" level. These courses have been created, and are ready to go to through the Curriculum Committee process in Fall 2011.

4.7b The enrollment for COMM 144 is lower than COMM 240 for the past few years; please comment on this (what do you think is happening with this enrollment?)

COMM 144 has been at its maximum for the last several years. For example, in Fall 2010 and Spring 2011, it filled rapidly and held a long waitlist. The course is cross listed as CCS 144; as such, it has two completely different rosters, and students can enroll under COMM 144 or CCS 144. When both rosters are combined, the class shows full enrollment. In fact, the demand for the class has increased to the extent that it is now offered (and full) both Fall and Spring semesters, whereas it had previously only been offered in the Fall. We anticipate that the strong demand for the class and for the benefit of its being cross-listed as CCS 144 will continue.

4.8 You mention recruiting faculty from under-represented groups. What is your reaction to enrollment by student ethnicity?

Our goal is to have a faculty that mirrors the students enrolled in our courses. We currently have (full time and part time) instructors from diverse backgrounds, so on one level, our goal is being met. Our Department supports and complies with the District employment practices in that we seek out candidates who also mirror our student population and our community.

Our enrollment by student ethnicity mirrors that of the campus as a whole.

5.1a How is this syllabi statement put into practice?

This syllabi statement can be put into practice in a number of ways depending on the circumstances. An instructor may choose to meet with a student and discuss their statement and clearly state that we do not tolerate comments that demean or disrespect any person or group of people. In other circumstances, an instructor may ask the

student (and, possibly the class) to reflect on the statement and explore if the comment they made is true. For example, a test of the validity of a stereotype is to ask oneself the following two questions: is this statement true of *all* people in this group *all* the time? And, is this statement true of *any* other group of people at *any* time? So, the instructor may ask the student (or the class) those two questions and develop a discussion around the responses.

5.1b Can you give examples of maximizing success of special populations? For example, the success by gender shows a large gap. What specific strategy have you used to address this?

One strategy we use to maximize success of special populations, which is fairly fundamental to our field, is to use inclusive language. For example, when discussing dating relationships, using words such as "significant other" or "partner" which can apply to everyone, regardless of sexual orientation. Or the instructors talking about their own experiences with diversity (for example, having empathy for non-native speakers by discussing their experiences in attempting to speak in a non-native language). If the students see that you understand them and can relate to them, they tend to gain confidence in the class and therefore succeed.

Our gap in success by gender mirrors that of the campus as a whole. Throughout the nation, the field of communication is populated in greater percentages by women than men. The composition of our faculty (particularly full-time) is a direct reflection of this trend. One way we have sought to close the gender gap is by developing an even keener awareness of the use of examples in class. Often in classes we will show videos to illustrate concepts. It is often easy to use a "chick flick" such as "When Harry Met Sally" or "The Break Up" to bring interpersonal communication concepts to life. Our department has worked to incorporate videos that will appeal more to men, or to both genders, such as "Crash" or "Guess Who?" Another strategy is addressing this issue in department meetings; a self-check, of sorts, to see if what we are doing is inclusive in nature.

5.6 Can you give us any reasons as to why the trend has moved upward?

We changed the degree requirements in 2005/2006, aligning our degree requirements to more closely match those of other area community colleges. Previously, our degree required students to take all courses offered by the Communication Department, where we now require fewer.

6.6a You've described the technology used, but can you please provide examples of how the technology enhances teaching & learning?

Using technology in the classroom enhances teaching and learning by allowing faculty members and students to access information that keeps classes relevant. For example, providing students with links to national and international web-based sources brings currency and a world-view to course content.

The use of wikis also enhances teaching and learning, in that they provide a forum for collaboration and participation for students in both online and traditional classes.

Podcasts enable students to hear “guest speakers” on a variety of topics related to communication.

The use of Blackboard and instructor-developed web sites allows students to access additional information that the instructor makes available (such as links to news sources, wikis, and podcasts, to name a few), for free, which is a great help to financially-struggling students.

6.6b What other kinds of technology might help students with high anxiety of public speaking (bio-feedback, blood pressure, physiological technology)?

We offer a special section of COMM 122—Public Speaking (refer to the answer for section 11.1, below, for a further discussion of this) to help students with Public Speaking anxiety. The use of biofeedback and other technology would require additional equipment and training for faculty to use it, not to mention funds to pay for it. We believe that what we currently do to help ease students’ anxieties work just fine.

6.7 How many laptops needed? Cost? Have you considered mobile devices?(Cell phones etc)

The forensic team could benefit from laptops for the students who currently are unable to afford their own laptops. The two events that currently use laptops are debate and extemporaneous speaking.

Three laptops would be sufficient since not all members of the team are debaters or extemporaneous speakers and many students have their own laptops. This would cost, at a minimum, \$2000.

The Forensics organization has been concerned for many years about the disparity between the students and schools who have the financial ability to have laptops for all their team members, and those that do not.

Cell phones would not be effective for extemporaneous speaking. The students need to be able to access files, in addition to logging onto the internet, while at a tournament. An iPad might be a possible alternative to the laptop, but not a cell phone. Currently almost all our students do have a cell phone that can access information, but it is not adequate for the type of research that is done during a tournament. There are even some tournaments that have rules against the use of cell phones.

The current forensic squad room has three very old computers that were originally used in the speech lab, which is no longer in use. The team uses these on a regular basis for

practice sessions. These computers also need to be updated. These computers would cost approximately \$4000. These requests are in the activity proposal for 2009-2010.

6.8 What have you done to address some of these issues? Have you applied the costs to the activity proposal?

We have requested remodeling and upgrading our existing classrooms and the forensics squad room on our activities proposal for 2009-2010.

Many of the issues about the classroom environment have just recently been discussed in department meetings, due to Program Review. Realizing that the building remodel may be years away, we have begun discussing what can be improved in the interim.

We have worked with the dance department and had meetings with Tim Flood and architects concerning the sound problems.

The faculty have discussed the cigarette fumes and have chosen to sometimes contact campus security and other times speak directly to students who may be observed smoking in the area.

8.1 Do you plan to continue to give flex week presentations?

Heck yes! We all enjoy giving flex week presentations. Though none of us is presenting during the Fall 2011 flex week, we will definitely present in flex weeks beyond the fall.

8.3 Can you please provide specifics – Who is doing what in regards to committees and task forces?

Joel Castellaw: Academic Senate

Victoria Curran: Academic Senate (past officer), Osher Foundation Committee, Professional Relations Committee

Tina Perez: Program Review, Scholarship Committee, Distinguished Faculty, TTLC and Distance Education Committee.

Denise Schulmeyer: Curriculum Committee, GE Task Force

Jade Solan: Academic Senate

Sheri Strothers: Academic Senate, Curriculum Committee, Grievance Hearing Committee.

Roxanne Tuscany: District Diversity Task Force, Grossmont College Diversity Committee

9 Chart, last row – Where do your WSCH numbers come from? Look at Appendix 15 page 2 for the Total WSCH. (Much higher-much better)

The numbers here are actually the Earned WSCH/FTEF, an oversight when entering data into the chart. The numbers should be as follows:

2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
14,618	11,518	14,090	14,263	14,509	15,066	16,218

Source: Program Data Elements document

10.4 Take credit for Forensics Team fundraising. How much does this add to your coffers?

The forensics team does several fundraisers each year in order to supplement the college budget for travel expenses. The fundraising is also specifically targeted to allow the team to attend National and International tournaments when available. We do not use the college budget for International travel. With the current number of students on the team, which this fall and spring has been between 20 and 22 students each semester, the funds are not sufficient to travel all these students. Therefore, we host a college tournament on our campus each November. This tournament draws about 25-30 Community Colleges and Universities, to participate and their registration fees bring in between \$5,000 and \$6,500 each year.

We also do a showcase of speeches and debates at the end of the year. This is a performance of our students from the class, and it highlights some of the most successful speakers for the year. We post flyers to announce the showcase around the campus, and send out email notices to our faculty, and administration. The communication department is encouraged to have their students attend the performance and give extra credit in their classes. We usually sell tickets for \$3.00 for students and \$5.00 for the community. The attendance varies each year, but we have made about \$200 on average. Last spring the team had a bake sale, during intermission, which brought in another \$100. We have considered increasing the ticket costs, but we also know that students may not be able to afford a much higher ticket, and therefore we may lose some attendees.

All these funds go directly back to the students, for travel expenses, as explained above.

11.1 We think you do some work w/ students w/ performance anxiety; can you elaborate on the work your dept does in this area? Can you please clarify your “weakness” statement reference your mission statement?

In all of our classes, but predominantly in our public speaking classes, we discuss the issue of communication apprehension; its causes, its effects, and ways to manage it. In our public speaking classes, it gets more attention than in other classes as it is most

salient to this class. Instructors will spend time talking about the concept and have exercises in class (such as getting up on stage for one minute and speak briefly on a topic just to get accustomed to the stage and the audience or teaching them positive visualization and guided relaxation techniques) to help them manage their anxiety. We have one public speaking class that is designated for people with high levels of communication apprehension. The instructor of that class (Jack McAuley, Professor Emeritus) focuses on this issue throughout the semester and conducts many more exercises to help students assess the causes of their anxiety and to find ways of managing it that works for them.

We are very pleased with the mission statement that we developed for the Communication Department, but we feel that we have done a poor job of communicating this to our students as well as to the campus at large. We plan on rectifying this weakness by sharing it with our students (verbally as well as on syllabi) and with the larger campus community via presentations during flex week and during the outreach to counselors discussed in the answer to the question for section 4.5 above.

11.3a Please provide more information regarding the need for an additional dedicated classroom; will the remodel satisfy your needs?

We currently have three dedicated classrooms, and we use additional classrooms spread randomly around campus. These other classrooms are not configured/equipped as needed (i.e., not configured for giving presentations and without equipment for video recording of presentations), so many of our students are getting an incomplete experience in their Communication classes. Further, if current trends continue without new classrooms for Communication, we may have to cut sections, undermining students' ability to complete graduation or transfer requirements.

An additional dedicated classroom will help us to increase sections of courses that all students are required to take in order to matriculate. This is critical to serving more students and ensuring they are able to achieve their educational goals.

A remodel will satisfy our needs, in that the model includes an additional dedicated classroom, configured for giving presentations, and with all of the equipment for video recording of presentations. Of course, this will only happen if the remodel actually occurs, and this is contingent upon receiving the funding. This may not happen for a while.

11.3b Please make a stronger case reference an 8th full-time faculty member.

In the past, the Communication Department was as large as ten full-time instructors. In 1996, due to a wave of retirements, we were down to six. By 2000, we were back up to eight, and then dropped to seven when a request to replace an instructor who retired in Fall of 2002 was denied. We have since held steady at seven through two additional retirements. The department maintains that the "right" number of full-time instructors to

meet our current needs is eight, and we are seeking to restore ourselves to that number. Among the recommendations from the Program Review Committee during our 2003 program review was "return the number of full-time instructors to eight".

We are seeking this position in order to hire a second coach for our nationally and internationally award-winning Speech and Debate Team (Intercollegiate Forensics). The Team is one of the most enduring assets of the college, dating back to 1961, when the Team was established in order to enhance the prestige of Grossmont College. Speech and Debate is the only academic intercollegiate competitive activity in which the college participates on a regular basis, as far as we know. We placed first in the nation at Phi Ro Pi National Tournament in 1996, won the D.L. Miller Cumulative Sweepstakes Award for our division in 2005, and placed fifth out of 100 teams from all over the world at the 2007 International Debate Education Association Tournament in Xi'an, China, in 2007.

The success of our Speech and Debate Team is amazing, given that our current Director of Forensics, Roxanne Tuscany, is the only Grossmont College instructor whose assignment includes Forensics (other instructors do help from time to time as volunteers, and Joel Castellaw headed the team while Roxanne was on sabbatical, but Roxanne basically handles the Grossmont team solo). Most nationally-ranked Speech and Debate Teams are staffed by between two and five coaches because of the considerable amount of one-on-one time required for coaching students. Each coach spends roughly three hours per week with each student, so a single coach cannot serve much more than about a dozen students.

The Communication Department's commitment to supporting the Speech and Debate Team is strong. We would like to see the program grow. In an effort to foster the growth of the team, we combined the Grossmont Team with the Cuyamaca Team in 2003. Although this has enhanced the program by providing opportunities for students to interact with more than one coach, it has not enabled us to actually grow the overall size of the team between the two colleges. There really is only one way to provide more students with an opportunity to participate, and that is to hire more coaches.

We realize that when you examine the enrollment in COMM 240 (Intercollegiate Forensics), you will see that the number of students enrolled is relatively low at thirteen. It is a catch-22 situation, though. We cannot serve more students without more coaches, so numbers will not grow larger until we have more coaches.

We are also trying to plan for the future by hiring a second coach for the Speech and Debate Team, as Roxanne Tuscany is currently moving past mid-career. There is a possibility that we may not be able to effect a smooth transition and maintain the excellence of our award-winning Speech and Debate Team without hiring another coach.

In addition to coaching Forensics, the new hire will teach core curriculum, such as COMM 120 (Interpersonal Communication), COMM 122 (Public Speaking), and COMM

137 (Critical Thinking in Group Communication), helping us to maintain a balance of expertise in these core courses. Because most people who are qualified to coach Forensics are also qualified to teach Argumentation and Oral Interpretation, the eighth full-time faculty member will also likely alleviate some of the pressure on full-time faculty members who must perform extra-pay assignments.

Though we have an outstanding cadre of part-time faculty, we do not always have enough faculty members to meet our instructional needs, even during the current economic downturn. We have had full-time faculty members reluctantly take on overload to fill unstaffed sections. For example, this semester Tina Perez and Denise Schulmeyer are teaching overload (Tina is currently at 1.6) to cover for a faculty member on maternity leave. No one else was available. An eighth full-time faculty member would help with basic staffing levels.

Program Review Committee
Summary Evaluation

Communication Department
PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The Program Review Committee commends the Communication Department for:

1. Contributions to campus and community. Faculty provides workshops on topics of race and diversity, coaching of commencement speakers. Students and faculty are extensively involved in neighborhood clean-ups, planting gardens, sponsorship of speech activities at elementary schools and contributions to National Public Radio.
2. Herculean effort to maintain an international award winning Forensic (speech & debate) team with limited resources.
3. Continuing commitment to faculty development, often at personal expense, through attendance at conferences, trainings and professional certifications.
4. Relevancy of coursework to community experiences and current issues beyond the classroom as reported by 98.5% of students.

The Program Review Committee recommends that the Communication Department

1. Work with the Facilities and Room Utilization committees and your dean to find classroom space that can be equipped and arranged to meet communication class needs including staging, lighting and recording equipment.
2. Upgrade furniture, video recording technology and lighting in the existing classroom utilized by Communication.
3. Look for funding sources for mobile technology for the Forensics teams use in competitions and upgrades to the computers in the Forensics squad room. Consider ASGC, Foundation and Instructional Resources Committee.
4. Pursue increase in professional development funds and Forensics Team travel budget as funding becomes available.
5. Continue efforts to control smoke, fumes and noise through ventilation system and monitoring of smokers.
6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.
7. Use student-learning outcome data for continued course and program improvement.

Department of Communication

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2003-04	463.83	98.6	436.56	94.3	\$1933.59	MAINTAIN
2004-05	435.17	92.2	425.26	91.8	\$2449.69	
2005-06	416.76	92.0	385.97	86.0	\$2090.54	
2006-07	404.95	89.3	388.69	85.4	\$2229.76	
2007-08	397.72	86.7	385.36	84.3	\$2341.02	
2008-09	413.16	89.7	405.93	89.6	\$2287.72	
2009-10	502.89	93.2	429.2	97.2	\$2055.51	

College President

Department Chair

Academic Program Review Chair