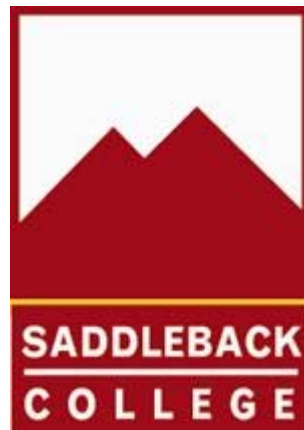


Saddleback College

Program Review for Communication Arts



Submitted on June 19, 2009

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Section 1 – Program Overview

A: The Mission of the Program and its Link to the College's Mission and Goals

A1: Mission of the Communication Arts Department

The Communication Arts department provides students with hands-on experience and a strong foundation upon which students will build their artistic talent.

A2: Goals of the Communication Arts Department

The goals of the Communication Arts Department are:

- to prepare students with the knowledge, skills, and hands-on experience needed for both entry-level and advanced employment in media production
- to provide skill-upgrading for professionals already at work in the media production industry
- to prepare students of Communication Arts for transfer to 4-year institutions through articulated course offerings and AA and AS degree programs and occupational skill awards
- to provide certificate programs that help students excel in the job market
- to provide general education classes
- to give students internship opportunities in media production in and around Orange County

B: Historical Background and Unique Characteristics of the Program

B1: Historical Background

Instruction in the Radio, Television and Film Department (later called Communication Arts) at Saddleback College began in 1974. Television instruction covers basic equipment operation as well as the production of television programs that were distributed via cable. Saddleback College television programming is now seen from Newport Beach and Tustin to Camp Pendleton. The distribution of telecourses for credit at Saddleback Television began in earnest in the late 1980's and continues today with the programming of as many as fifteen telecourses per week.

In 2003, the Communication Arts Department started the Saddleback Film Festival. The festival has changed the venues and affiliates, but last few years, it has been an integral part of the prestigious Newport Beach Film Festival. Many colleges and universities in Orange and Los Angeles Counties including Orange Coast, Chapman, CSU Fullerton, and USC hold showcases in this annual event, but we can proudly say that ours is one of the most popular, successful and outstanding showcases among them.

KSBR began broadcasting in 1975 when the FCC granted an educational license to the Saddleback Community College District. On May 7, 1979, KSBR increased the station's

coverage area to include Orange County and North San Diego County. It began operation as a National Public Radio affiliate.

B2: Unique Characteristics

The Communication Arts department is proud of teaching students career technical skills and giving hands-on experience in media production including radio, television, film, sound and post-production, while concurrently preparing them for transfer to a four-year college.

What makes the Communication Arts Department at Saddleback College particularly unique is the fact that we can utilize four major assets in our pedagogy: (1) KSBR FM 88.5 (2) Cox Channel 39 (3) Annual Saddleback Film Festival at the Newport Beach Film Festival (4) The internship program. The Cox Channel 39 programs including telecourses and Communication Arts student projects can be viewed on demand anytime through the Saddleback College website. While many community colleges in Southern California offer radio, television and film courses, few have regular distribution channels. These assets further enhance students' learning experience and give them a huge advantage in creating their resume.

C: Progress since the Last Program Review

The Communication Arts Department has seen dramatic progress in many different areas since Spring 2006, when our initial program review was submitted.

First, the department has grown significantly. We have added new courses including Video Production Basics, Documentary Production, Production Management, Cinematography, Voiceovers, Unseen Hollywood and The History of International Cinema, and the number of course sections we offer have increased from 24 in 2006 to 37 in 2009. The addition of more courses and course sections resulted in the 44% increase of enrollment from 818 to 1177.

We have also radically restructured and rewritten our certificate programs. We had two certificate programs in 2006. Now we have a major certificate with six different concentrations and six skill awards. This change makes it easier for students to acquire a certificate, since the required courses are from their respective concentrations.

The two grants we have won, VTEA and CTE/WIP (Career Technical Education/Work Initiative Program), have enabled us to upgrade our equipment and facilities. We were in dire need to do so three years ago to meet the world-wide trend of transition to high definition production. We are slowly getting there even if some areas including the TV studio need to be renovated.

The goal of CTE/WIP grant is to disseminate the information and skills we have about video production and HD technologies with local high schools. It will allow us to improve not only our own curriculum but also the quality of high school education in this discipline. We have constantly strengthened our relationship with local high schools through course articulation, high school visits, meetings with instructors and film festivals for high schools students.

D: Discussion on How SLOs Have Been Utilized

The Communication Arts has created three department SLO's in Column III , while we increased course SLO's in Column III from one to three in Spring 2009. This is the first semester we are gathering the data about the SLO's, which is due in September 2009. The three department SLO's are:

1. 70% of the Communication Arts students will score 70% or higher on the comprehensive skill exams in the production classes at the end of the semester.
2. 70% of the graduates of the Communication Arts Program have done a project on a reel in the field they are interested.
3. 70% of the responding students for a survey feel confident and ready for a job market or transferring to a four-year institution in the Cinema-TV-Radio discipline, based on the skills and knowledge they gained in our classes.

The data from the Spring 09 classes show:

1. 79.3% of the students meet SLO #1
2. 85.7% of the students meet SLO #2
3. 92.2% of the students meet SLO #3

It is encouraging for the department that more than 85% of the students have created a reel that demonstrates their skills in production, even if the success on the comprehensive exams is slightly lower, since the department is proud of giving hands-on experience to students. We strongly believe the rigor of the classes is well rewarded.

E: Current Strengths, Opportunities, and Challenges

E.1: Current Strengths

The Communication Arts Department at Saddleback College has strengths in four areas: production and distribution opportunities, facilities and equipment, faculty and staff experience, and internship opportunities.

Students have numerous opportunities to produce, direct, and edit radio, television and film projects in our classes. Their productions can be broadcast on Saddleback College's own Channel 39 and KSBR radio station or shown in the Saddleback Film Festival. Many student projects have been also screened in highly competitive film festivals as well, while placing quite a few students into the job market.

The Communication Arts Department has state-of-the-art, RED ONE high-definition camera systems and Panasonic AG-HPX500 high-definition camera systems. The high end equipment enables the instructors to teach various applications widely used in the industry. With the addition of the P-2 card setups to our editing systems, we are moving from the traditional tape-based production model to the more current tapeless model.

We have also added a new computer lab with 25 Intel-chip Macintosh computers. Most of our classes heavily rely on the latest computer technology, and we have drastically expanded our program in the last five years. In addition to that, the department became an official training center of Final Cut Pro in 2008 (we are one of the few educational institutions certified by Apple as a training center in Southern California). With the new lab, we will be able to ease class scheduling conflicts and achieve our full potential.

Our full-time and part-time instructors, staff members and advisory committee have rich industry background and keep updating their skills and knowledge by working on professional productions in their respective specialties. Our instructors can share the most updated information with students in our classes, while stressing the importance of traditional values such as work ethics, communication skills and professionalism.

E.2: Current Opportunities

The media production industry is ever-changing due to technological revolution and advancements, and the demand for fresh talent is greater than ever. Since Communication Arts students, through our emphasis on hands-on experience, keep updated on the development of media technology and are never left behind, they have tremendous opportunities to be successful in the industry, however competitive it is.

As mentioned above, through our network of internships, students are also able to have real world experience even while being in school, which gives them a head-start in seeking career opportunities.

E.3: Current Challenges

The Communication Arts Department has grown dramatically in the last five years. This success has created unique challenges. A few of the most important challenges the department faces at this time are 1) shortage of full-time instructor, 2) lack of instructional space for production activities, 3) lack of availability of our studio and editing lab on weekends due to no staffing, 4) aged studio without high definition cameras and adequate sound proofing, 5) geographical separation of the radio station, KSBR, from our main body.

Other than these technical issues, we are now facing a sudden shift in the growth policy by the Administration. For the last four years, we were encouraged to grow, and we followed that. But we are suddenly being told we have to halt it. This sudden change of philosophy will force us to reverse our path. Last four years, we have offered more courses and covered a wider area of the discipline. We have hired more part-time instructors, who are working professionals. Now we are offering top-notch education to students, and many Communication Arts students believe we are one of the best, if not the best, public colleges in the nation. However, the shift of the policy will stall our achievement.

Section 2 – Review Report

A: Faculty and Staff

As of Spring, 2009, the Communication Arts department consists of:

- Three full-time instructors
- Twelve part-time instructors teaching semester-long classes
- Two part-time instructors teaching weekend special topics classes
- One full-time KSBR radio operations director who also teaches a radio production class
- One full-time KSBR radio news director
- Two full-time department video production specialists
- One part-time instructional assistant (55%)
- One vacant part-time instructional assistant (55%)

The faculty and staff members have significant professional backgrounds, which is one of the strengths of the department. Most of them are working professionals such as a film producer, commercial director, TV show producer, radio host, documentary filmmaker, cinematographer, senior film editor, sound designer and screenwriter, and they are actively engaged in a variety of projects. Their projects have been theatrically released, broadcast regionally, nationally and internationally and shown at museums and film festivals. Their industry experience helps students learn production skills in a professional manner. Students are updated with the most recent technological changes in the industry and have a variety of internship opportunities due to our professional network.

Meanwhile, the department has become more dependent on part-time faculty as we have seen significant growth in the last few years. The number of course sections offered has increased from 24 in 2006 to 37 in 2009, which proportionally has resulted in the increase of enrolment from 833 to 1170. The number of full-time faculty has stayed at three during this period (it has been three full-time faculty members since 2001).

Table A-1: Fall Census Day Enrollment Summary Reports for Communication Arts*

	Secs	CTR WFCH	TOT WFCH	%FTLD	TOT FTE	C1 ENR
09	37	49	153	32.0	9.65	1,170
08	32	48	131	36.6	8.33	1,076
07	30	48	122	39.3	7.75	1,053
06	24	51	99	51.5	6.22	833
05	19	32	88	36.3	5.59	644

* Source: SOCCCD MIS Data Warehouse April, 2009 (All of the data used in this report was provided by Shouka Torabi of MIS Data Warehouse in April, 2009.)

The percentage of full-time load was 51.5% in 2006. Now, it is 32.0%. It means more than two-thirds of the curriculum/work load is carried by part-time instructors. This high reliance on part-time faculty makes it difficult for the department to coordinate curriculum between courses. Most of our production courses have a prerequisite, and students are expected to excel in an advanced class based on the foundation they gained in its prerequisite course. Here the quality of education in the prerequisite class is the key, and it has to be consistent.

Another issue is screen acting, a Screen Acting and Performance Occupational Skills Award next year has been added to our certificate program. Acting is a significant component of any media production. So it is a natural process. But we have no specialist in screen acting among the current full-time faculty. The quality of acting also decides the quality of film, TV, and radio projects. As CA101 impacts most of the production courses, the screen acting classes will have a permanent imprint on all of the courses. Creating a strong program in screen acting with consistent outputs is critical for the department. This is not an easy task when we do not have full-time faculty in this specialty.

Finally, we clearly need one more staff member who can supervise our editing lab at night. The need for staff arises from the demand from students to open our studio and editing lab on weekends. Our studio is used by so many different production classes for instructional purposes. The studio is available only on weekends if students want to use it for their own class projects. Our editing lab is in the same situation. We have six editing stations in our editing lab. But, since so many students are working on so many projects throughout the semester, it is becoming increasingly difficult for students to book an editing bay for enough amount time to finish a project at a satisfactory level.

B: Curriculum and Instruction

B1: Curriculum

Students' Educational Goal

The Communication Arts Department is proud of teaching students career technical skills and providing hands-on experience in media production including radio, television, film, sound and post-production. While the majority of the students take classes to learn the ABCs of media production, some of them have already had professional experience in areas including news production, sports broadcast, industrial video and commercials and take classes to upgrade their skills.

Getting students ready for transfer to a four-year college is another important goal for the department. Among the students enrolled in our classes, the rate of the students planning on transferring to a four-year college has been steady between 46% and 48% except for 2006. Meanwhile, the percentage of the students who are taking classes to acquire and upgrade and job skills and/or earn certificates have decreased from 30% in 2004 to 17% in 2008 (Table B1-1). However, the number of students in this group has not changed too much. It was 231 students in 2004 and 212 in 2008. Since we are offering a more variety of courses, the number of students who have not decided what to pursue or still exploring different educational options has dramatically increased in the last three years.

Table B1-1: Communication Arts Student Profile – Educational Goal

	Academic Year				
	2004	2005	2006	2007	2008
Transfer	46.7%	48.0%	41.6%	47.8%	46.3%
Vocational Degree/Certificate	19.6%	18.2%	8.7%	6.8%	8.8%
Job Skills	10.9%	9.4%	10.8%	11.0%	8.3%
Educational Development/ Discover Interests	7.0%	8.0%	12.2%	11.8%	12.3%
Undecided	13.8%	13.1%	20.0%	18.0%	15.1%
Other	2.0%	3.3%	6.7%	5.6%	9.2%

Articulation

For students to transfer to a 4-year institution, articulation is a big issue. We have individual agreements with each of the California State University campuses for course articulation. Currently, the following eleven introductory courses are generally accepted for articulation at CSU:

- CA1 – Mass Media and Society
- CA27 – Unseen Hollywood
- CA28 – International Cinema
- CA29 – Women in Film
- CA30 – The History and Appreciation of Film
- CA31 – Film Production I
- CA40 – Television and Film Scriptwriting I
- CA100 – Introduction to Radio, TV and Film
- CA101 – Video Production Basics
- CA110 – Radio Production
- CA124 – Television Production I

Meanwhile, the following nine courses are transferable as electives to the UC system:

- CA1 – Mass Media and Society
- CA27 – Unseen Hollywood
- CA28 – International Cinema
- CA29 – Women in Film
- CA30 – The History and Appreciation of Film
- CA31 – Film Production I
- CA32 – Film Production II
- CA40 – Television and Film Scriptwriting I
- CA42 – Television and Film Directing

The departmental program review team is currently creating the list of the courses articulated with CSU campuses, including Fullerton, Long Beach, Northridge, Los Angeles, Monterey Bay, San Diego State, San Francisco State and San Jose State.

Certificate Programs

In 2006, the program review team of the Communication Arts Department identified a few problems in the certificate programs and started seeking changes. First, the specialties in the general certificate program included only television and radio, not film. However, Film Production I and II were two of the most popular courses in our department, and what was taught in the classes, narrative film production, was vastly different from what students do in television/radio courses that were geared to more reality-based production. Second, students today tend to be interested in a specific area of production such as production management, lighting, screenwriting, and sound recording. Thus, it was necessary to create specialty certificate programs, which had specific areas of concentration and required fewer units than the general certificate program did. So, we drastically rewrote our certificate program.

Now, the Communication Arts Department offers the certificate program in Cinema/Television Radio with six different specialty areas and six skill awards:

1. Cinema
2. Television
3. Radio
4. Post-production
5. Critical Studies
6. Screen Acting and Performance

The certificate program prepares the student in all areas relating to the understanding and use of electronic media, with particular emphasis on hands-on experience. Employment possibilities include: producing, directing, on-air talent, editing, and numerous other vocational opportunities. This program provides and encourages both field and studio work in the student’s area of specialty (Cinema/Television/Radio). Coursework includes participation in internships at various stations and facilities.

Access and Productivity

The number of the classes the Communication Arts Department offers has dramatically increased last five years (See Table B1-2). The number of sections has almost doubled from 19 to 37, while enrolment has increased 81.7%. The slight decrease in enrollment per section from 2007 to 2009 is because we offer more advanced production courses which cannot take more than 25 students due to the capacity of our facilities.

Table B1-2: Access and Productivity

	Secs	C1 ENR	Students per section
09	37	1,170	31.6
08	32	1,076	33.6

07	30	1,053	35.1
06	24	833	34.7
05	19	644	33.9

The articulation patterns of our courses with CSU and UC indicate that one third of the classes are lower-division introductory courses at a four-year institution, while two-thirds are advanced skill courses. This distribution gives students a variety of choices to meet with their respective goals, whether it is transfer, skills and/or certificates. The distribution helps us increase our productivity, even if advanced production classes cannot accept too many students in order to give students true hands-on experience. The average enrollment of a class has been between 31 and 35 students.

B2: Instruction

Instructional Resources

One of the major advantages Saddleback's Communication Arts Department has over other two-year and four-year programs is its instructional use of two broadcast outlets, Cox Channel 39 and KSBR, the campus radio station.

Cox Channel 39 is primarily used for Saddleback College's telecourses. However, film projects and TV shows by Communication Arts students have a chance to be broadcast on it, if the quality meets the channel's standards. The best student projects produced in classes such as Film I, Film II, Television I, Television II and Radio-Television News and Public Affairs are always on air.

For radio, the Radio Production (CA110) and Radio Broadcasting (CA113) classes are required for broadcasting on radio station KSBR. Then, the Broadcasting on KSBR Radio class (CA115) is dedicated for activities at KSBR-FM including on-air broadcasting, programming, promotions, sales, and music.

Advisory Board

The Communication Arts department's advisory board also includes industry professionals with significant experiences and achievements. They keep faculty, staff and students current on technological and aesthetical development in the industry. Their advice is critical to the department so that the curriculum can provide students with skills that are in demand today. The current board members are:

1. Adam Coplan – Film Producer, Former VP of Warner Bros.
2. Norm Jones – Owner of Air Hollywood
3. Bob Kline - Television and Film Writer-Director-Producer, Former Chair of Fox
4. Robert Kopecky – Provost Emeritus, Irvine Valley College
5. Jim Leech – Vice President of Cox Communications Entertainment
6. Gregg Schwenk – Director of the Newport Beach Film Festival

We also have part-time faculty, who are also working professionals, on our board:

7. Keith Mitchell – Screenwriter
8. Jim Hancock – Video editor

9. John Hart – Audio recordist
10. Maria Mayenzet – Acting coach/theater director
11. Keir Pearson – Screenwriter
12. Ed Rakochy – Cinematographer
13. Holly Schwartz – News producer
14. Kiku Terasaki – Production manager

We held the latest advisory meeting on Thursday, May 28th, 2009.

Course Offering and Enrollment

In the last three years, the Communication Department has created seven new courses:

- CA101 – Video Production Basics
- CA130 – Documentary Production
- CA141 – Voiceover and Announcing
- CA206 – Production Management
- CA207 – Editor’s Boot Camp
- CA208 – Cinematography
- CA209 – Script Supervising for Film and Television

Four more new courses will be offered in Fall 2009:

- CA27 – Unseen Hollywood
- CA28 – International Film
- CA111 – Audio and Sound Design for Film and TV
- CA212 – Performance for TV and Film

We have also added distance education sections to the following courses:

- CA30 – The History and Appreciation of Film
- CA100 – Introduction to Radio, TV, Film
- CA209 – Script Supervising for Film and Television

These additions have resulted in a huge increase of enrollment from 644 in Fall 05 to 1170 in Fall 09 – it almost doubled in four years.

Table B2-1: End of Term Headcount per Course*

Communication Arts End of Term Enrollment by Course/Term/Year													
	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
CA 1	97	81	75	89	0	0	40	49	89	90	63	64	82
CA 29	57	28	37	57	0	0	0	0	47	48	29	41	71
CA 30	456	391	435	563	205	174	159	155	402	414	338	457	548
CA 31	51	50	49	31	0	0	0	0	63	48	43	45	32
CA 32	27	25	34	24	0	0	0	0	28	37	35	50	27
CA 40	17	24	28	17	0	0	0	0	13	23	17	22	26
CA 42	0	0	0	0	0	0	0	0	0	0	18	0	0
CA 100	0	0	0	30	0	0	16	54	18	0	0	45	46
CA 101	0	0	0	63	0	0	12	0	0	0	0	21	72
CA 110	21	16	13	27	0	0	0	0	26	12	19	11	24
CA 113	14	11	11	9	0	0	0	0	15	11	17	15	19
CA 114	0	0	0	0	0	19	26	14	0	0	0	0	0
CA 115	9	18	21	9	23	0	0	0	24	18	12	20	11
CA 118	5	11	5	5	0	0	0	0	15	3	6	3	7
CA 124	18	16	15	10	0	0	0	0	15	11	10	13	16
CA 125	15	0	12	0	0	0	0	0	0	0	0	0	10
CA 128	15	15	11	12	0	0	0	0	18	14	12	0	11
CA 130	0	0	0	17	0	0	0	0	0	0	0	0	0
CA 131	28	16	19	13	0	0	0	0	17	26	16	21	19
CA 138	0	0	0	29	0	0	0	0	10	11	11	7	17
CA 141	15	0	0	0	0	0	0	0	0	0	0	0	0
CA 142	15	12	0	0	0	0	0	0	0	0	12	26	0
CA 206	0	0	0	0	0	0	0	0	0	0	0	0	19
CA 207	0	0	0	0	0	0	0	0	0	0	0	0	13
CA 208	0	0	0	0	0	0	0	0	0	0	0	0	28
CA 232	0	0	0	0	0	0	0	0	0	0	12	15	0
CA 233	2	0	0	0	0	0	0	0	0	11	7	0	0
CA 235	0	0	20	0	0	0	0	0	0	0	0	0	22
CWE 180	2	2	4	2	2	0	0	0	3	14	0	7	5
IS 1	3	0	0	0	0	0	0	0	0	0	0	0	0
Total	867	716	789	1007	230	193	253	272	803	791	677	883	1125

Positive attendance, not census counts, is used for many of the Communication Arts classes. Since positive attendance is not reflected on the C1 headcount, the end of term headcount is used in this report.

Another change we have had in course offerings is the incorporation of prerequisites in production courses. Today, most of our production courses have a prerequisite class, and production sequences are streamlined. The best example is CA101 – Video Production Basics. Unless a student succeeds in the class, s/he cannot take Film Production I (CA31), Television Production 1 (CA124), Television and Radio News (CA128), or Documentary Production (CA130). It boosted the enrollment in CA101. The course always has four or five sections and with 20 – 25 students in each section.

C: Student Success

Student Profile – Gender Characteristics

Generally, the Communication Arts Department has more male students than female students. The raw percentage of female students varies from 37.0% in Fall 2006 to 45.3% in Spring 2004 (Table C1). The rate is much higher in Summer since few production classes are offered and most of the students are in History and Appreciation of Film (CA30) then. According to unofficial observations, the numeric discrepancy between female and male students is even greater in production courses; the female-to-male ratio could be up to 1:4 or 1:10 in many production classes. .

This gender discrepancy would be a reflection of the professional media production world, which is historically male dominant. Instructors have to be careful to make sure

that female students would get a fair opportunity and take a major role in production including a producer, director, cinematographer, and editor.

Table C1: Communication Arts Student Profile – Gender

**Communication Arts
Gender by Year/Term
Duplicated Headcount**

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	364	45.3%	437	54.4%	2	.2%	803	100.0%
	Summer	112	48.7%	117	50.9%	1	.4%	230	100.0%
	Fall	349	40.3%	514	59.3%	4	.5%	867	100.0%
2005	Spring	346	43.7%	445	56.3%	0	.0%	791	100.0%
	Summer	109	56.5%	84	43.5%	0	.0%	193	100.0%
	Fall	301	42.0%	415	58.0%	0	.0%	716	100.0%
2006	Spring	251	37.1%	426	62.9%	0	.0%	677	100.0%
	Summer	124	49.0%	129	51.0%	0	.0%	253	100.0%
	Fall	292	37.0%	497	63.0%	0	.0%	789	100.0%
2007	Spring	365	41.3%	515	58.3%	3	.3%	883	100.0%
	Summer	142	52.2%	130	47.8%	0	.0%	272	100.0%
	Fall	441	43.8%	560	55.6%	6	.6%	1007	100.0%
2008	Spring	482	42.8%	633	56.3%	10	.9%	1125	100.0%

Success and Retention

The success rate of students in Communication Arts courses for the past five years has been between 68% and 75 %, excluding Summer 05 when the rate shot up to 87.6% and Summer 07 when it was drastically low at 58.1%. The low success rate in Summer 07 is due to the large number of Grade XX (unknown). If the unknown grade is taken out, the success rate of Summer 07 is 74.5% (158 out of 212).

The retention rate has been consistently over 90%. In Fall 07 and Spring 08, the most recent semesters on the statistics, the rate almost reached 95%.

Table C3: Communication Arts Success/Retention Rate

**Communication Arts
Summary of All Courses by Grade/Success/Retention**

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2004	Spring	205	239	125	21	35	55	0	2	75	46	803	73.5%	90.7%
	Summer	100	56	21	4	5	12	2	0	7	23	230	78.7%	97.0%
	Fall	208	265	160	11	47	79	0	1	62	34	867	74.3%	92.8%
2005	Spring	252	202	116	16	28	77	1	4	65	30	791	74.1%	91.8%
	Summer	108	41	17	3	4	4	1	0	5	10	193	87.6%	97.4%
	Fall	212	190	107	9	56	63	2	1	39	37	716	72.3%	94.6%
2006	Spring	181	161	113	7	50	69	2	3	52	39	677	68.2%	92.3%
	Summer	88	52	29	6	14	11	1	1	10	41	253	69.2%	96.0%
	Fall	235	215	154	12	35	63	0	2	55	18	789	78.1%	93.0%
2007	Spring	257	218	147	23	42	90	0	6	60	40	883	73.0%	93.2%
	Summer	57	62	39	0	11	15	1	0	27	60	272	58.1%	90.1%
	Fall	307	247	167	24	50	110	1	6	53	42	1007	74.0%	94.7%
2008	Spring	399	270	143	0	28	99	1	0	60	125	1125	72.2%	94.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Recent Student Success Stories

The Communication Arts program has a long, diverse history filled with student success stories. Our students have become even more successful last couple years.

Student projects have been shown and won awards at highly competitive film festivals including the Newport Beach Film Festival, Big Bear Film Festival, New York Film Festival, Santa Cruise Film Festival, Byron Film Festival and Lake Arrowhead Film Festival to name a few. Local papers including Orange County Register, OC Weekly, and San Juan Capistrano Dispatch have featured student projects.

Quite a few students also find a job immediately after completing our program. The most recent employers include RED Camera System, Fox Sports West, Dr. Phil, KOCE, KDOC, and Cox Communications Entertainment. Most students started as an intern while they were still at Saddleback then got hired after the internship was over.

Only a few other 2-year and 4-year colleges in California have this high success in production and distribution.

D: Facilities, Technical Infrastructure, and Resources

D1: Facilities and Technical Infrastructure

Instructional Facilities

We have seen many upgrades in our equipment and facilities, owing to the help from the college, district and the VTEA and CTE/WIP grants we have received. Still, we have room for improvement. There are four major issues the facilities are facing now in particular: 1) second instructional space for production activities, 2) availability of the studio and the editing lab on weekends, 3) separation of KSBR from the rest of the Communication Arts facilities, and 4) digital conversion of the studio facilities to high definition, and 5) sound-proofing in our studio.

As noted before, the department has seen 80% growth in enrollment last five years, and twice as many classes are offered today compared to 2005. Now students have a greater variety of classes to meet their respective educational goals. However, this growth has caused two major issues. One is the need for a full-time instructor as noted earlier in the review report. The other is a space issue. Our production courses are hand-on with extensive use of equipment, which requires a wide space. It has to be indoors since learning lighting techniques and a few other important outcomes of production classes can be achieved only in indoor practices and exercises. However, the only space we have is a TV studio, and we cannot schedule two production courses at the same time.

This is particularly problematic in the evening. Our program is career technical, and many students are taking night classes to seek a career change or to brush up and refresh their skills. These students often work full-time during the day, and taking a class before 6:00 PM is not an option. To meet their demand, we are offering more classes at night now, but we have maxed out with ten different classes at night. Due to the lack of a second wide instructional space such as another studio, we cannot even schedule any more classes in the evening.

The need for staff also arises from the demand from students to open our studio and editing lab on weekends. Our studio is used by so many different production classes for instructional purposes. The studio is available only on weekends if students want to use it for their own class projects. Our editing lab is in the same situation. We have six editing stations in our editing lab. But, since so many students are working on so many projects throughout the semester, it is becoming increasingly difficult for students to book an editing bay for enough amount time to finish a project at a satisfactory level.

The separation of KSBR is a long-time problem. In 1990, the KSBR studios were moved from the Communication Arts facilities in the Library to the then-new Student Services Center, in part to facilitate funding for that building. While the move provides KSBR with a more visible location, it also means that the advanced radio lab (KSBR) is now in a completely different building than the beginning radio labs and the only radio classroom. Because of FCC staffing requirements, it makes it very difficult for the radio staff to work with a majority of the students in the radio program. The separation of KSBR from the rest of the Communication Arts facilities also impairs the ability of the department to follow the industry trend of convergence between media types. With the reconfiguration of the Library, it is hoped that the KSBR operations will once again be integrated with the rest of the department.

With the support from the district and the college as well as the grants we have received, the Communication Arts Department has been able to add HD equipment to our inventory such as industry-leading RED ONE 4K camera systems and industry-standard

Panasonic AG-HPX500 cameras. Our video editing equipment is more in sync with the real world with the incorporation of tape less technology. One component that is missing in these upgrades is studio cameras. Our three studio cameras are not HD or even SD. They are analog. With all the broadcast signals converted to digital in June 2009, using soon-to-be obsolete technology is causing serious issues in video rate, codec, and format conversion among other things. Our television projects are always on Cox Channel 39, and Cox is now proposing that they will give us more exposure to the local audience by making our department a local partner. We have to say it is ridiculous that our most visible area is currently being left behind the technological advancement.

Another issue is sound-proofing of our studio. The sound-proof system in our studio is so poor, we can hear someone talking outside even if the doors are tightly shut. This kind of noise can ruin any good production and it has. On the flip side, we produce music shows, music videos and sitcoms, and our studio is on the first floor of the library. Audio obviously spills into the library without any good sound proofing.

Our goal is to give students the best educational experience and opportunities and prepare them for the professional world. To meet the goal, the Communication Arts department must seek basic aid funds from the College District so that we could renovate equipment and facility.

D2: Resources

Film Collection

While the Communication Arts department proudly provides students with hands-on experience and practical skills, it is also important for students to watch and analyze classic works so that students can enrich their knowledge and enhance their creative talent. Moreover, in critical study courses such as Unseen Hollywood (CA27), International Film (CA28), Women in Film (CA29) and The History and Appreciation of Film (CA30), film viewing is a critical component. The Saddleback College Library has increased its film collection last few years, but it is not large enough for our program needs. A large number of classical, historically important films are not available at the library. It is especially true for CA27 and CA28, since rare and/or foreign films are screened in these classes. To fill the void, the Communication Arts department, using our instructional money, or even with their own personal money, constantly purchases film titles to add to the departmental collection. Still, about the half of our collection is in the VHS format. VHS is becoming obsolete and difficult to use for instructional purposes. Thus, instructors often bring films from their personal collections to show in their respective classes. Without these individual efforts, students' learning experience would be less satisfactory.

Instructional Support

Instructional support within the department is excellent. The Communication Arts Department has two part-time instructional assistants, two full-time video production specialists. One of the video production specialists, Mark Kruhmin, was named the classified employee of the year for 2009. Their expertise and willingness to help faculty creates a wonderful learning/teaching environment and supports the goals of the department. They even offer a direct help to students when students work on a project

outside of the class time. Without their support and dedication, many courses would suffer a significant drop in technical quality.

Section 3 – Needs Assessment

A. Human Resource Needs

The Communication Arts Department has seen dramatic growth past five years. The number of course sections we offer has almost doubled, while student enrollment has increased more than 80%.

	2005	2009	Increase
TOT SEC	19	37	+94.7%
C1 ENR	644	1170	+81.7%
WSCH	2192	3807	+73.7%
P/T WFCH	38	69	+81.6%
TOT FTE	5.59	9.65	+72.6%

The increase in the courses offered and enrollment have naturally resulted in more diverse student population with different goals. To meet their demands, the department has radically restructured and rewritten certificate programs. Three years ago, we had only two certificates – Film/TV/Radio Production and Digital Post-production. Now, we have a certificate program with four different concentrations – Cinema, Post-production, Radio, and Television. The department offers. In addition to that, we have been approved by the college to add two more concentrations and skills awards for the next academic year – Screen Acting and Voice Performance and Critical Studies.

The growth of the department is causing a dire need for 1) a full-time instructor (addressed in Chapter B of this section), 2) an additional staff member (addressed below) and 3) instructional space (addressed in Chapter E).

The need for staff arises from the demand from students to open our studio and editing lab on weekends. Our studio is used by so many different production classes for instructional purposes. The studio is available only on weekends if students want to use it for their own class projects. Our editing lab is in the same situation. We have six editing stations in our editing lab. But, since so many students are working on so many projects throughout the semester, it is becoming increasingly difficult for students to book an editing bay for enough amount time to finish a project at a satisfactory level.

B. Instructional Needs

Our most serious instructional need is a new full-time instructor. Despite of the recent growth of the department, the number of full-time faculty has not increased from three since 2001, when it increased from two. Naturally, our reliance on part-time faculty has increased for 81%. The total full time equivalent faculty was 5.59 in 2005, which was already high enough. But it reached 9.65 in 2009.

This high reliance on part-time faculty makes it difficult for the department to coordinate curriculum between courses. Most of our production courses have a prerequisite, and students are expected to excel in an advanced class based on the foundation they gained in its prerequisite course. Here the quality of education in the prerequisite class

is the key, and it has to be consistent. For example, CA101 – Video Production Basics is the prerequisite of most of the advanced production courses including Film I, Television I and News and Public Affairs, and CA101 always has multiple sections. It is important that students get the same quality of education in CA101 to be successful in the advanced classes, whatever section of CA101 they are in. However, with a new part-time instructor comes and goes, it is very difficult to maintain the same quality through out the section.

Another issue is screen acting, we will start a Screen Acting and Performance Skills Award next year, but we have no specialist in screen acting among the current full-time faculty. The quality of acting also decides the quality of film, TV, and radio projects. As CA101 impacts most of the production courses, the screen acting classes will have a permanent imprint on all of the courses. Creating a strong program in screen acting with consistent outputs is critical for the department. This is not an easy task when we do not have full-time faculty in this specialty.

C. Research Needs

The most outstanding trend today in video production is the transition of production and broadcast from the standard definition (SD) to the high definition (HD). With this shift, the process, procedures and techniques of production from planning to post-production are dramatically changing. Even the most seasoned industry veterans find it difficult to catch up with today's frantic speed.

The Communication Arts faculty and staff have been doing as well as we could to update their knowledge and skills. We have attended conferences, workshops, and training programs. We have invited industry professionals and specialists to speak and demonstrate for us. One problem is these events are quite costly since they are about cutting-edge technology. One of the training program our faculty participated cost \$1,400 for four days. With faculty and staff development funds limited, we have to pay for some of the events out of our pocket. We need more support from the college and the district in this area.

D. Technical, Equipment and Other Resource Needs

With the support from the district and the college as well as the grants we have received, the Communication Arts Department has been able to add HD equipment to our inventory such as industry-leading RED ONE 4K camera systems and industry-standard Panasonic AG-HPX500 cameras. Our video editing equipment is more in sync with the real world with the incorporation of tape less technology.

One component that is missing in these upgrades is studio cameras. Our three studio cameras are not HD or even SD. They are analog. With all the broadcast signals converting to digital by June 2009, using soon-to-be obsolete technology is causing serious issues in video rate, codec, and format conversion among other things. Our television projects are always on Cox Channel 39, and Cox is now proposing that they will give us more exposure to the local audience by making our department a local partner. We have to say that our most visible area is currently being left behind the technological advancement.

Again our goal is to give students the best educational experience and opportunities and prepare them for the professional world. To meet the goal, the Communication Arts department must seek for basic fund from the College District so that we could renovate equipment and facility.

E. Facilities Needs

The growth of the department is causing a serious space issue. Our production courses are hand-on with extensive use of equipment, which requires wide space. It has to be indoors since learning lighting techniques is one of the most important outcomes in our courses. However, the only space we have is a TV studio, and we cannot schedule two production courses at the same time.

This is particularly problematic in the evening. Since our program is career technical, many people are taking night classes to seek for a career change or to brush up and refresh their skills. These students often work full-time during the day, and taking a class before 6:00 PM is not an option. To meet their demand, we are offering more classes at night now but have maxed out with ten different classes at night. Due to the lack of the wide instructional space such as another studio, we cannot even schedule any more class.

Another issue is sound-proofing of our studio. The sound-proofing system in our studio is so poor, we can hear someone talking outside even if the doors are tightly shut. This kind of noise can kill any good production and it has. On the flip side, we produce music shows, music videos and sitcoms, and our studio is on the first floor of the library. Audio obviously spills into the library without any good sound proofing.

F. Marketing and Outreach Needs

The Communication Arts Department is an active participant of the Career Technology Education Program. It is essential for us to have a good and close relationship with local high schools, since we articulate two courses (CA101 – Video Production Basics and CA 124 – Television Production I) with them as a part of CTE. It means we count on them to give basic skill education to their students for a significant part so that the high school graduates could immediately join our advanced classes once they are enrolled at Saddleback.

Unfortunately, that process is not working. The quality of education in video production greatly varies from one high school to another. Many of the high school graduates have a sub-par preparation at their respective high schools, and we have to re-train them in our department from the beginning.

This year, we have received the CTE Collaborative Grant from the state and are given an opportunity to train the high school instructors in video production in a five-day boot camp. This is the first time we have an intensive workshop for high school educators, and we hope it will lead to improving the quality of classes at their high schools. However, this workshop cannot be a one-time event. Technology in video production changes rapidly, and the most current knowledge and skills today will be obsolete in three years. We have to keep the high school instructors updated with the technological advancement.

Section IV: Appendices

A: Program Organizational Chart

Please see the attached document.

B: Five-Year Program Staffing Profile

Communication Arts Staffing Levels for Each of the Previous Five Years

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2004/05	2005/06	2006/07	2007/08	2008/09	
Administration	2	1	2	2	2	0%
Classified Staff FT	4	4	3	4	3/4	0%
Classified Staff PT	2	2	2	2	2/1	-50
Faculty FT	3	3	3	3	3	0%
Faculty PT	11	8	14	13	14	+28%

In year 2006 Terry Wedel was changed to an administrative position bringing Administration back up to two people and dropping Classified Staff FT to three. In Fall 2008, PJ Shramel retired. Matt Brodet took the position in Spring 2009 and became FT from PT.

C: SLO Assessment Forms

Communication Arts – SLO Assessment

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College Goal:</p> <p>To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals. Vocational Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions (Vocational and Occupational Education).</p>	<p>1. Graduates of the Communication Arts Program will have skills and knowledge required to be successful in the media production industry and/or to excel in four-year institutions.</p>	<p>1. 70% of the Communication Arts students will score 70% or higher on the comprehensive skill exams in the production classes at the end of the semester.</p>	<p>1. 79.3% of the Communication Arts students scored 70% or higher on the comprehensive skill exams in the production classes at the end of the semester.</p>	<p>1. We exceeded the goal in Spring 09. But we will aim higher, since the comprehensive exam is one of the ways to gauge the progress of students.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Communication Arts Goal:</p> <p>The goals of the Communication Arts Department are:</p> <ol style="list-style-type: none"> 1. to prepare students with the knowledge, skills, and hands-on experience needed for both entry-level and advanced employment in media production including radio, television and film 2. to prepare students of Communication Arts for transfer to 4-year institutions through articulated course offerings and AA and AS degree programs 	<ol style="list-style-type: none"> 2. Graduates of the Communication Arts Program will have a demo reel, which can showcase their skills and knowledge and help them find employment. 	<ol style="list-style-type: none"> 2. 70% of the graduates of the Communication Arts Program have done a project on a reel in the field they are interested. 	<ol style="list-style-type: none"> 2. 85.7% of the graduates of the Communication Arts Program have done a project on a reel in the field they are interested. 	<ol style="list-style-type: none"> 2. We got a great result here. The reel demonstrates the skills students have acquired. So, the next step is to improve the quality of the reel even more, though it is not really measurable.

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Graduates of the Communication Arts Department are ready for job hunting or transferring to a four-year institution.</p>	<p>3. 70% of the responding students for a survey feel confident and ready for a job market or transferring to a four-year institution in the Cinema-TV-Radio discipline, based on the skills and knowledge they gained in our classes.</p>	<p>3. 92.2% of the responding students for a survey feel confident and ready for a job market or transferring to a four-year institution in the Cinema-TV-Radio discipline, based on the skills and knowledge they gained in our classes.</p>	<p>3. The rigor and quality of our education is reflected here. We have to maintain the high level of our classes.</p>

D: Communication Arts Program Review Data Set

Communication Arts Program Review Data Set May 2009

The following pages include:

- 1. Course Section Count**
- 2. C1 & End of Term Headcount**
- 3. Overview of Courses, Grades, Success/Retention**
- 4. Course Grades, Success/Retention**
- 5. Communication Arts Students' Duplicated Headcount**
 - a. Gender**
 - b. Zip Code**
 - c. Ethnicity**
 - d. Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse April 2009
Prepared by Shouka Torabi, Research Specialist, Saddleback College**

Section Count

Communication Arts Course and Section Count by Term and Year

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
CA 1	5	4	5	5	0	0	1	1	6	5	5	5	5
CA 29	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 30	5	5	5	6	3	2	2	2	4	4	4	5	8
CA 31	2	2	2	2	0	0	0	0	2	2	2	2	2
CA 32	1	1	2	1	0	0	0	0	1	1	1	1	1
CA 40	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 42	0	0	0	0	0	0	0	0	0	0	1	0	0
CA 100	0	0	0	1	0	0	1	1	1	0	0	1	1
CA 101	0	0	0	3	0	0	1	0	0	0	0	1	3
CA 110	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 113	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 114	0	0	0	0	0	1	1	1	0	0	0	0	0
CA 115	1	1	1	1	1	0	0	0	1	1	1	1	1
CA 118	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 124	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 125	1	0	1	0	0	0	0	0	0	0	0	0	1
CA 128	1	1	1	1	0	0	0	0	1	1	1	0	1
CA 130	0	0	0	1	0	0	0	0	0	0	0	0	0
CA 131	1	1	1	1	0	0	0	0	1	1	1	1	1
CA 138	0	0	0	1	0	0	0	0	1	1	1	1	1
CA 141	1	0	0	0	0	0	0	0	0	0	0	0	0
CA 142	1	1	0	0	0	0	0	0	0	0	1	1	0
CA 206	0	0	0	0	0	0	0	0	0	0	0	0	1
CA 207	0	0	0	0	0	0	0	0	0	0	0	0	1
CA 208	0	0	0	0	0	0	0	0	0	0	0	0	2
CA 232	0	0	0	0	0	0	0	0	0	0	1	1	0
CA 233	1	0	0	0	0	0	0	0	0	1	1	0	0
CA 235	0	0	1	0	0	0	0	0	0	0	0	0	1
CWE 180	1	1	1	1	1	0	0	0	1	1	0	1	1
IS 1	1	0	0	0	0	0	0	0	0	0	0	0	0
Total	28	23	26	30	5	3	6	5	25	24	26	27	37

C1 Headcount

Communication Arts
C1 Headcount by Course/Term/Year

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
CA 1	65	38	59	55	.	.	0	0	48	60	44	42	61
CA 29	56	28	37	57	.	.	.	.	46	48	29	41	71
CA 30	455	389	435	561	202	174	158	0	402	412	338	457	449
CA 31	0	0	0	0	.	.	.	.	0	0	0	0	0
CA 32	0	0	0	0	.	.	.	.	0	0	0	0	0
CA 40	17	24	28	17	.	.	.	.	13	23	17	22	26
CA 42	.	.	.	.	.	.	.	.	.	.	18	.	.
CA 100	.	.	.	0	.	.	16	0	18	.	.	0	0
CA 101	.	.	.	0	.	.	12	.	.	.	.	0	0
CA 110	0	0	0	0	.	.	.	.	0	0	0	0	0
CA 113	0	0	0	0	.	.	.	.	0	0	0	0	0
CA 114	.	.	.	.	.	0	0	0	.	.	.	.	.
CA 115	0	0	0	0	0	.	.	.	0	0	0	0	0
CA 118	5	11	5	5	.	.	.	.	15	3	6	3	7
CA 124	18	16	15	10	.	.	.	.	15	11	10	13	16
CA 125	14	.	12	.	.	.	.	.	.	.	.	.	10
CA 128	0	0	0	0	.	.	.	.	0	0	0	.	0
CA 130	.	.	.	0	.	.	.	.	.	.	.	.	.
CA 131	28	16	0	13	.	.	.	.	17	26	16	0	19
CA 138	.	.	.	0	.	.	.	.	10	11	11	7	0
CA 141	15	.	.	.	.	.	.	.	.	.	.	.	.
CA 142	0	0	.	.	.	.	.	.	.	.	0	0	.
CA 206	.	.	.	.	.	.	.	.	.	.	.	.	0
CA 207	.	.	.	.	.	.	.	.	.	.	.	.	0
CA 208	.	.	.	.	.	.	.	.	.	.	.	.	0
CA 232	.	.	.	.	.	.	.	.	.	.	12	15	.
CA 233	0	.	.	.	.	.	.	.	.	0	7	.	.
CA 235	.	.	0	.	.	.	.	.	.	.	.	.	22
CWE 180	0	0	0	0	0	.	.	.	0	0	.	0	0
IS 1	0	.	.	.	.	.	.	.	.	.	.	.	.
Total	673	522	591	718	202	174	186	0	584	594	508	600	681

End of Term Headcount

Communication Arts
End of Term Enrollment by Course/Term/Year

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
CA 1	97	81	75	89	0	0	40	49	89	90	63	64	82
CA 29	57	28	37	57	0	0	0	0	47	48	29	41	71
CA 30	456	391	435	563	205	174	159	155	402	414	338	457	548
CA 31	51	50	49	31	0	0	0	0	63	48	43	45	32
CA 32	27	25	34	24	0	0	0	0	28	37	35	50	27
CA 40	17	24	28	17	0	0	0	0	13	23	17	22	26
CA 42	0	0	0	0	0	0	0	0	0	0	18	0	0
CA 100	0	0	0	30	0	0	16	54	18	0	0	45	46
CA 101	0	0	0	63	0	0	12	0	0	0	0	21	72
CA 110	21	16	13	27	0	0	0	0	26	12	19	11	24
CA 113	14	11	11	9	0	0	0	0	15	11	17	15	19
CA 114	0	0	0	0	0	19	26	14	0	0	0	0	0
CA 115	9	18	21	9	23	0	0	0	24	18	12	20	11
CA 118	5	11	5	5	0	0	0	0	15	3	6	3	7
CA 124	18	16	15	10	0	0	0	0	15	11	10	13	16
CA 125	15	0	12	0	0	0	0	0	0	0	0	0	10
CA 128	15	15	11	12	0	0	0	0	18	14	12	0	11
CA 130	0	0	0	17	0	0	0	0	0	0	0	0	0
CA 131	28	16	19	13	0	0	0	0	17	26	16	21	19
CA 138	0	0	0	29	0	0	0	0	10	11	11	7	17
CA 141	15	0	0	0	0	0	0	0	0	0	0	0	0
CA 142	15	12	0	0	0	0	0	0	0	0	12	26	0
CA 206	0	0	0	0	0	0	0	0	0	0	0	0	19
CA 207	0	0	0	0	0	0	0	0	0	0	0	0	13
CA 208	0	0	0	0	0	0	0	0	0	0	0	0	28
CA 232	0	0	0	0	0	0	0	0	0	0	12	15	0
CA 233	2	0	0	0	0	0	0	0	0	11	7	0	0
CA 235	0	0	20	0	0	0	0	0	0	0	0	0	22
CWE 180	2	2	4	2	2	0	0	0	3	14	0	7	5
IS 1	3	0	0	0	0	0	0	0	0	0	0	0	0
Total	867	716	789	1007	230	193	253	272	803	791	677	883	1125

Summary of Courses, Grades, Success/Retention

Communication Arts Summary of All Courses by Grade/Success/Retention

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2004	Spring	205	239	125	21	35	55	0	2	75	46	803	73.5%	90.7%
	Summer	100	56	21	4	5	12	2	0	7	23	230	78.7%	97.0%
	Fall	208	265	160	11	47	79	0	1	62	34	867	74.3%	92.8%
2005	Spring	252	202	116	16	28	77	1	4	65	30	791	74.1%	91.8%
	Summer	108	41	17	3	4	4	1	0	5	10	193	87.6%	97.4%
	Fall	212	190	107	9	56	63	2	1	39	37	716	72.3%	94.6%
2006	Spring	181	161	113	7	50	69	2	3	52	39	677	68.2%	92.3%
	Summer	88	52	29	6	14	11	1	1	10	41	253	69.2%	96.0%
	Fall	235	215	154	12	35	63	0	2	55	18	789	78.1%	93.0%
2007	Spring	257	218	147	23	42	90	0	6	60	40	883	73.0%	93.2%
	Summer	57	62	39	0	11	15	1	0	27	60	272	58.1%	90.1%
	Fall	307	247	167	24	50	110	1	6	53	42	1007	74.0%	94.7%
2008	Spring	399	270	143	0	28	99	1	0	60	125	1125	72.2%	94.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students duplicated with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 1, CA 29, & CA 30 by Grades, Success/Retention

Communication Arts
Courses by Grade/Success/Retention

		Grades										success	retention		
		A	B	C	CR	D	F	I	NC	W	XX				
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent		
CA 1	2004	Spring	14	22	11	0	1	12	0	0	15	14	52.81	83.15	
		Fall	7	25	14	0	4	11	0	1	22	13	47.42	77.32	
	2005	Spring	15	20	11	0	2	16	0	0	11	15	51.11	87.78	
		Fall	24	14	8	0	1	4	0	0	10	20	56.79	87.65	
	2006	Spring	7	13	8	0	4	3	0	0	16	12	44.44	74.60	
		Summer	1	1	1	0	5	3	0	0	2	27	7.50	95.00	
	2007	Spring	15	9	9	0	6	9	0	0	10	6	51.56	84.38	
		Summer	1	4	5	0	2	5	0	0	10	22	20.41	79.59	
	CA 29	2004	Spring	13	23	13	0	1	10	0	0	6	16	59.76	92.68
			Fall	17	15	3	0	3	5	0	0	4	0	74.47	91.49
		2005	Spring	23	10	3	1	1	3	0	1	5	1	77.08	89.58
			Fall	11	8	3	0	0	0	0	0	4	2	78.57	85.71
2006		Spring	15	6	2	0	0	4	0	0	1	1	79.31	96.55	
		Fall	15	10	5	0	1	4	0	0	1	1	81.08	97.30	
2007		Spring	19	9	3	0	1	4	0	0	4	1	75.61	90.24	
		Fall	27	13	5	0	1	4	0	1	5	1	78.95	91.23	
CA 30		2004	Spring	33	20	5	0	4	5	0	0	4	0	81.69	94.37
			Summer	78	142	88	5	23	26	0	0	32	8	77.86	92.04
		2005	Spring	91	52	21	0	5	12	1	0	3	20	80.00	98.54
			Fall	79	147	113	0	32	51	0	0	23	11	74.34	94.96
	2006	Spring	131	107	73	0	19	41	1	1	33	8	75.12	92.03	
		Summer	99	38	17	0	4	4	0	0	2	10	88.51	98.85	
	2007	Spring	90	110	75	1	49	44	0	0	16	6	70.59	95.91	
		Summer	75	69	75	0	35	51	0	1	21	11	64.79	93.79	
	2008	Spring	57	40	28	1	9	7	0	1	4	12	79.25	97.48	
		Fall	103	125	107	0	28	34	0	0	32	6	77.01	92.64	
	CA 30	2004	Spring	143	103	94	3	26	48	0	0	31	9	75.05	93.22
			Summer	44	51	30	0	8	4	1	0	5	12	80.65	96.77
2005		Spring	172	146	113	5	33	57	0	2	27	8	77.44	95.20	
		Fall	199	133	74	0	13	49	0	0	32	48	74.09	94.16	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 31, CA 32, & CA 40 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades										success	retention	
			A	B	C	CR	D	F	I	NC	W	XX	Percent	Percent	
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count			
CA 31	2004	Spring	20	25	5	1	2	4	0	1	2	3	80.95	96.83	
		Fall	10	28	8	1	1	3	0	0	0	0	92.16	100.00	
	2005	Spring	12	13	13	2	5	3	0	0	0	0	83.33	100.00	
		Fall	18	16	9	2	2	2	0	1	0	0	90.00	100.00	
	2006	Spring	16	19	4	1	2	1	0	0	0	0	93.02	100.00	
		Fall	12	25	11	1	0	0	0	0	0	0	100.00	100.00	
	2007	Spring	2	23	10	2	0	7	0	1	0	0	82.22	100.00	
		Fall	8	12	4	3	1	2	1	0	0	0	87.10	100.00	
	2008	Spring	12	13	7	0	0	0	0	0	0	0	100.00	100.00	
	CA 32	2004	Spring	8	5	6	4	0	0	0	0	0	5	82.14	100.00
			Fall	9	11	2	5	0	0	0	0	0	0	100.00	100.00
		2005	Spring	0	26	5	4	0	1	0	1	0	0	94.59	100.00
Fall			7	9	6	1	1	0	1	0	0	0	92.00	100.00	
2006		Spring	2	17	9	3	3	1	0	0	0	0	88.57	100.00	
		Fall	8	16	7	2	0	1	0	0	0	0	97.06	100.00	
2007		Spring	9	20	9	7	1	3	0	1	0	0	90.00	100.00	
		Fall	4	8	8	3	1	0	0	0	0	0	95.83	100.00	
2008		Spring	13	5	6	0	1	0	0	0	0	2	88.89	100.00	
CA 40		2004	Spring	9	1	1	0	0	0	0	0	2	0	84.62	84.62
			Fall	13	2	1	0	0	0	0	0	1	0	94.12	94.12
		2005	Spring	13	3	1	0	0	2	0	1	2	1	73.91	91.30
	Fall		12	6	1	2	0	0	0	0	2	1	87.50	91.67	
	2006	Spring	4	3	3	0	0	4	0	0	2	1	58.82	88.24	
		Fall	15	6	2	0	0	1	0	0	2	2	82.14	92.86	
	2007	Spring	10	0	1	0	0	7	0	0	4	0	50.00	81.82	
		Fall	13	1	0	1	0	0	0	0	2	0	88.24	88.24	
	2008	Spring	16	3	0	0	1	0	0	0	2	4	73.08	92.31	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 42, CA 100, & CA 101 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 42	2006	Spring	6	8	1	0	0	0	0	2	1	83.33	88.89
CA 100	2004	Spring	6	1	1	0	0	0	0	9	1	44.44	50.00
	2006	Summer	8	3	0	0	0	1	0	3	1	68.75	81.25
	2007	Spring	4	7	3	0	3	3	0	6	19	31.11	86.67
		Summer	6	5	3	0	1	6	0	9	24	25.93	83.33
		Fall	7	3	1	0	1	8	0	4	6	36.67	86.67
2008	Spring	5	7	5	0	1	3	0	2	23	36.96	95.65	
CA 101	2006	Summer	9	1	0	1	0	0	0	0	1	91.67	100.00
	2007	Spring	7	6	0	3	1	3	1	0	0	76.19	100.00
		Fall	15	21	14	3	0	9	1	0	0	84.13	100.00
	2008	Spring	12	21	14	0	3	10	0	6	6	65.28	91.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 110 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades							success	retention	
			A	B	C	CR	D	F	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 110	2004	Spring	4	1	2	1	3	2	4	9	30.77	84.62
		Fall	2	2	6	0	0	1	8	2	47.62	61.90
	2005	Spring	3	2	1	2	0	4	0	0	66.67	100.00
		Fall	2	5	1	0	1	3	1	3	50.00	93.75
	2006	Spring	3	1	2	0	2	1	3	7	31.58	84.21
		Fall	7	2	1	0	0	3	0	0	76.92	100.00
	2007	Spring	2	7	1	1	0	0	0	0	100.00	100.00
		Fall	10	7	1	1	2	6	0	0	70.37	100.00
	2008	Spring	15	7	0	0	1	1	0	0	91.67	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 113, CA 114, & CA 115 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX			
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
CA 113	2004	Spring	4	4	5	0	1	1	0	0	0	0	86.67	100.00
		Fall	3	6	2	0	0	3	0	0	0	0	78.57	100.00
	2005	Spring	3	4	2	1	1	0	0	0	0	0	90.91	100.00
		Fall	0	7	0	0	1	3	0	0	0	0	63.64	100.00
	2006	Spring	8	5	1	0	0	2	1	0	0	0	82.35	100.00
		Fall	3	3	1	1	0	3	0	0	0	0	72.73	100.00
	2007	Spring	2	6	3	0	1	2	0	1	0	0	73.33	100.00
		Fall	2	1	1	1	2	2	0	0	0	0	55.56	100.00
	2008	Spring	5	4	4	0	1	3	0	0	0	2	68.42	100.00
	CA 114	2005	Summer	9	3	0	3	0	0	1	0	3	0	78.95	84.21
2006		Summer	13	7	0	4	0	0	1	0	1	0	92.31	96.15
2007		Summer	6	2	1	0	0	0	0	0	3	2	64.29	78.57
CA 115	2004	Spring	14	4	1	5	0	0	0	0	0	0	100.00	100.00
		Summer	8	4	0	4	0	0	1	0	4	2	69.57	82.61
		Fall	4	3	0	2	0	0	0	0	0	0	100.00	100.00
	2005	Spring	11	2	0	2	0	0	0	0	3	0	83.33	83.33
		Fall	5	7	2	1	1	0	1	0	1	0	83.33	94.44
	2006	Spring	6	4	0	1	0	0	1	0	0	0	91.67	100.00
		Fall	5	4	0	2	4	1	0	0	4	1	52.38	80.95
	2007	Spring	8	6	1	3	0	0	0	0	2	0	90.00	90.00
		Fall	2	3	0	3	0	0	0	0	1	0	88.89	88.89
	2008	Spring	7	1	0	0	0	0	0	0	1	2	72.73	90.91

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 118, CA 124, & CA 125 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades								success	retention		
			A	B	C	CR	D	F	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
CA 118	2004	Spring	3	2	1	2	1	3	1	2	0	53.33	86.67	
		Fall	2	1	1	0	0	0	0	0	1	80.00	100.00	
	2005	Spring	1	0	0	0	0	0	0	0	2	0	33.33	33.33
		Fall	4	2	0	0	0	3	0	0	0	2	54.55	100.00
	2006	Spring	1	2	0	0	0	0	0	0	1	2	50.00	83.33
		Fall	1	1	1	0	0	0	0	0	2	0	60.00	60.00
	2007	Spring	1	1	0	0	1	0	0	0	0	0	66.67	100.00
		Fall	2	1	2	0	0	0	0	0	0	0	100.00	100.00
	2008	Spring	2	4	0	0	0	1	0	0	0	0	85.71	100.00
	CA 124	2004	Spring	8	6	0	0	0	0	0	1	0	93.33	93.33
Fall			8	6	2	0	1	0	0	0	1	88.89	100.00	
2005		Spring	5	2	2	1	0	0	0	1	0	90.91	90.91	
		Fall	9	4	1	0	0	1	0	0	1	87.50	100.00	
2006		Spring	5	2	1	0	1	1	0	0	0	80.00	100.00	
		Fall	8	2	2	0	0	1	0	2	0	80.00	86.67	
2007		Spring	7	4	0	0	1	0	0	0	1	84.62	100.00	
		Fall	6	1	0	0	0	1	1	1	0	70.00	90.00	
2008		Spring	10	3	1	0	1	0	0	1	0	87.50	93.75	
CA 125		2004	Fall	5	6	1	0	0	2	0	0	1	80.00	100.00
	2006	Fall	8	0	0	0	0	1	1	1	1	66.67	91.67	
	2008	Spring	10	0	0	0	0	0	0	0	0	100.00	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 128, CA 130, & CA 131 Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 128	2004	Spring	11	5	1	0	0	1	0	0	0	94.44	100.00
		Fall	8	2	2	2	0	1	0	0	0	93.33	100.00
	2005	Spring	11	0	1	2	0	0	0	0	0	100.00	100.00
		Fall	9	1	0	0	0	1	0	3	1	66.67	80.00
	2006	Spring	11	1	0	0	0	0	0	0	0	100.00	100.00
		Fall	10	0	0	1	0	0	0	0	0	100.00	100.00
	2007	Fall	6	3	0	2	0	1	0	0	0	91.67	100.00
	2008	Spring	9	2	0	0	0	0	0	0	0	100.00	100.00
CA 130	2007	Fall	8	1	5	0	0	3	0	0	0	82.35	100.00
CA 131	2004	Spring	6	4	0	2	1	0	0	2	2	70.59	88.24
		Fall	9	8	6	1	1	2	0	0	1	85.71	100.00
	2005	Spring	5	5	3	1	0	5	0	2	5	53.85	92.31
		Fall	9	1	1	1	0	1	0	2	1	75.00	87.50
	2006	Spring	6	4	1	0	0	0	0	4	1	68.75	75.00
		Fall	11	4	4	0	0	0	0	0	0	100.00	100.00
	2007	Spring	3	8	7	1	0	0	1	1	0	90.48	95.24
		Fall	6	1	1	0	2	2	1	0	0	61.54	100.00
2008	Spring	2	5	2	0	0	6	0	1	3	47.37	94.74	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 138, CA 141, & CA 142 Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades							success	retention	
			A	B	C	CR	D	F	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 138	2004	Spring	3	2	0	1	0	0	2	2	60.00	80.00
	2005	Spring	5	4	0	0	0	0	2	0	81.82	81.82
	2006	Spring	5	3	1	1	0	0	1	0	90.91	90.91
	2007	Spring	2	0	1	0	0	1	2	1	42.86	71.43
		Fall	6	3	1	0	0	4	6	9	34.48	79.31
	2008	Spring	2	1	2	0	1	4	0	7	29.41	100.00
CA 141	2004	Fall	10	3	0	0	0	1	1	0	86.67	93.33
CA 142	2004	Fall	6	2	1	0	2	0	1	3	60.00	93.33
	2005	Fall	10	0	0	1	0	1	0	0	91.67	100.00
	2006	Spring	6	2	1	0	3	0	0	0	75.00	100.00
	2007	Spring	13	8	2	1	0	2	0	0	92.31	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 206, CA 207, & CA 208 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades							success	retention
			A	B	C	F	I	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 206	2008	Spring	7	4	3	3	1	0	1	73.68	100.00
CA 207	2008	Spring	7	1	1	2	0	0	2	69.23	100.00
CA 208	2008	Spring	8	10	1	2	0	2	5	67.86	92.86

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CA 232, CA 233, CA 235, CWE 180, & IS 1 by Grades, Success/Retention

Communication Arts Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CA 232	2006	Spring	4	2	3	1	0	0	2	0	0	83.33	100.00
	2007	Spring	5	1	3	2	1	0	1	0	2	73.33	100.00
CA 233	2004	Fall	2	0	0	0	0	0	0	0	0	100.00	100.00
	2005	Spring	7	2	1	0	0	1	0	0	0	90.91	100.00
	2006	Spring	1	0	1	0	0	1	0	1	3	28.57	85.71
CA 235	2006	Fall	6	3	2	5	0	3	1	0	0	80.00	100.00
	2008	Spring	7	3	5	0	0	0	0	3	4	68.18	86.36
CWE 180	2004	Spring	0	0	0	0	0	1	0	0	2	.00	100.00
		Summer	1	0	0	0	0	0	0	0	1	50.00	100.00
		Fall	2	0	0	0	0	0	0	0	0	100.00	100.00
	2005	Spring	7	2	0	0	0	1	0	4	0	64.29	71.43
		Fall	2	0	0	0	0	0	0	0	0	100.00	100.00
	2006	Fall	4	0	0	0	0	0	0	0	0	100.00	100.00
		Spring	5	0	0	0	0	1	0	0	1	71.43	100.00
	2007	Spring	5	0	0	0	0	0	0	0	1	50.00	50.00
Fall		1	0	0	0	0	0	0	1	0	100.00	100.00	
2008	Spring	5	0	0	0	0	0	0	0	0	100.00	100.00	
IS 1	2004	Fall	2	1	0	0	0	0	0	0	0	100.00	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Communication Arts Gender by Year/Term Duplicated Headcount

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	364	45.3%	437	54.4%	2	.2%	803	100.0%
	Summer	112	48.7%	117	50.9%	1	.4%	230	100.0%
	Fall	349	40.3%	514	59.3%	4	.5%	867	100.0%
2005	Spring	346	43.7%	445	56.3%	0	.0%	791	100.0%
	Summer	109	56.5%	84	43.5%	0	.0%	193	100.0%
	Fall	301	42.0%	415	58.0%	0	.0%	716	100.0%
2006	Spring	251	37.1%	426	62.9%	0	.0%	677	100.0%
	Summer	124	49.0%	129	51.0%	0	.0%	253	100.0%
	Fall	292	37.0%	497	63.0%	0	.0%	789	100.0%
2007	Spring	365	41.3%	515	58.3%	3	.3%	883	100.0%
	Summer	142	52.2%	130	47.8%	0	.0%	272	100.0%
	Fall	441	43.8%	560	55.6%	6	.6%	1007	100.0%
2008	Spring	482	42.8%	633	56.3%	10	.9%	1125	100.0%

Communication Arts by Zip Code

Communication Arts by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	732	91.2%	21	2.6%	50	6.2%	803	100.0%
	Summer	208	90.4%	5	2.2%	17	7.4%	230	100.0%
	Fall	781	90.1%	24	2.8%	62	7.2%	867	100.0%
2005	Spring	698	88.2%	28	3.5%	65	8.2%	791	100.0%
	Summer	176	91.2%	5	2.6%	12	6.2%	193	100.0%
	Fall	634	88.5%	22	3.1%	60	8.4%	716	100.0%
2006	Spring	585	86.4%	18	2.7%	74	10.9%	677	100.0%
	Summer	222	87.7%	4	1.6%	27	10.7%	253	100.0%
	Fall	716	90.7%	23	2.9%	50	6.3%	789	100.0%
2007	Spring	787	89.1%	31	3.5%	65	7.4%	883	100.0%
	Summer	233	85.7%	9	3.3%	30	11.0%	272	100.0%
	Fall	920	91.4%	30	3.0%	57	5.7%	1007	100.0%
2008	Spring	1025	91.1%	31	2.8%	69	6.1%	1125	100.0%

Age Group Distribution by Year/Term

**Communication Arts
Age Group Distribution by Year/Term
Duplicated Headcount**

		Age Groups														Total	
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65		Count	Row N %
Year/Term		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	45	5.6%	520	64.8%	111	13.8%	62	7.7%	50	6.2%	14	1.7%	1	.1%	803	100.0%
	Summer	32	13.9%	124	53.9%	33	14.3%	21	9.1%	15	6.5%	5	2.2%	0	.0%	230	100.0%
	Fall	46	5.3%	576	66.4%	106	12.2%	68	7.8%	50	5.8%	19	2.2%	2	.2%	867	100.0%
2005	Spring	35	4.4%	522	66.0%	97	12.3%	71	9.0%	46	5.8%	19	2.4%	1	.1%	791	100.0%
	Summer	38	19.7%	104	53.9%	24	12.4%	16	8.3%	7	3.6%	4	2.1%	0	.0%	193	100.0%
	Fall	36	5.0%	489	68.3%	78	10.9%	48	6.7%	43	6.0%	20	2.8%	2	.3%	716	100.0%
2006	Spring	21	3.1%	460	67.9%	90	13.3%	43	6.4%	36	5.3%	24	3.5%	3	.4%	677	100.0%
	Summer	33	13.0%	122	48.2%	46	18.2%	24	9.5%	22	8.7%	4	1.6%	2	.8%	253	100.0%
	Fall	30	3.8%	585	74.1%	79	10.0%	33	4.2%	42	5.3%	18	2.3%	2	.3%	789	100.0%
2007	Spring	36	4.1%	604	68.4%	116	13.1%	52	5.9%	54	6.1%	18	2.0%	3	.3%	883	100.0%
	Summer	22	8.1%	148	54.4%	57	21.0%	23	8.5%	16	5.9%	6	2.2%	0	.0%	272	100.0%
	Fall	40	4.0%	711	70.6%	119	11.8%	57	5.7%	64	6.4%	15	1.5%	1	.1%	1007	100.0%
2008	Spring	43	3.8%	719	63.9%	169	15.0%	92	8.2%	75	6.7%	25	2.2%	2	.2%	1125	100.0%

Ethnicity by Year/Term

**Communication Arts
Ethnicity by Year/Term
Duplicated Headcount**

		Ethnic Groups																Total	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Count	Row N %
Year/Term		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	54	6.7%	32	4.0%	80	10.0%	3	.4%	15	1.9%	6	.7%	553	68.9%	60	7.5%	803	100.0%
	Summer	30	13.0%	6	2.6%	26	11.3%	0	.0%	6	2.6%	0	.0%	139	60.4%	23	10.0%	230	100.0%
	Fall	61	7.0%	29	3.3%	91	10.5%	11	1.3%	13	1.5%	7	.8%	576	66.4%	79	9.1%	867	100.0%
2005	Spring	56	7.1%	26	3.3%	79	10.0%	9	1.1%	9	1.1%	3	.4%	532	67.3%	77	9.7%	791	100.0%
	Summer	17	8.8%	8	4.1%	25	13.0%	0	.0%	1	.5%	1	.5%	127	65.8%	14	7.3%	193	100.0%
	Fall	61	8.5%	31	4.3%	69	9.6%	9	1.3%	8	1.1%	5	.7%	480	67.0%	53	7.4%	716	100.0%
2006	Spring	47	6.9%	27	4.0%	76	11.2%	10	1.5%	6	.9%	5	.7%	453	66.9%	53	7.8%	677	100.0%
	Summer	17	6.7%	7	2.8%	33	13.0%	4	1.6%	2	.8%	0	.0%	180	71.1%	10	4.0%	253	100.0%
	Fall	55	7.0%	18	2.3%	112	14.2%	9	1.1%	6	.8%	6	.8%	524	66.4%	59	7.5%	789	100.0%
2007	Spring	73	8.3%	35	4.0%	102	11.6%	3	.3%	12	1.4%	6	.7%	583	66.0%	69	7.8%	883	100.0%
	Summer	30	11.0%	4	1.5%	48	17.6%	3	1.1%	5	1.8%	3	1.1%	161	59.2%	18	6.6%	272	100.0%
	Fall	69	6.9%	19	1.9%	147	14.6%	5	.5%	18	1.8%	4	.4%	669	66.4%	76	7.5%	1007	100.0%
2008	Spring	79	7.0%	31	2.8%	136	12.1%	5	.4%	21	1.9%	11	1.0%	742	66.0%	100	8.9%	1125	100.0%

Education Goals by Year/Term

Communication Arts
Educational Goals by Year/Term
Duplicated Headcount

	2004				2005				2006				2007				2008	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	269	33.5%	312	36.0%	285	36.0%	247	34.5%	198	29.2%	257	32.6%	290	32.8%	371	36.8%	389	34.8%
Transfer w/o AA/AS	87	10.8%	93	10.7%	109	13.8%	97	13.5%	51	7.5%	71	9.0%	89	10.1%	111	11.0%	129	11.5%
AA/AS w/o transfer	2	.2%	6	.7%	5	.6%	4	.6%	2	.3%	7	.9%	11	1.2%	10	1.0%	11	1.0%
2-yr Voc. w/o transfer	15	1.9%	18	2.1%	5	.6%	9	1.3%	15	2.2%	9	1.1%	10	1.1%	12	1.2%	13	1.2%
Voc. certif. w/o transfer	110	13.7%	146	16.8%	113	14.3%	117	16.3%	60	8.9%	53	6.7%	74	8.4%	46	4.6%	74	6.6%
Discover interests	55	6.8%	29	3.3%	25	3.2%	29	4.1%	60	8.9%	49	6.2%	46	5.2%	65	6.5%	65	5.8%
Acquire job skills	78	9.7%	79	9.1%	70	8.8%	48	6.7%	53	7.8%	70	8.9%	75	8.5%	70	7.0%	74	6.6%
Update job skills	20	2.5%	16	1.8%	19	2.4%	19	2.7%	16	2.4%	15	1.9%	12	1.4%	9	.9%	16	1.4%
Maintain cert. or lisc.	3	.4%	0	.0%	1	.1%	1	.1%	0	.0%	0	.0%	4	.5%	3	.3%	3	.3%
Ed. development	32	4.0%	32	3.7%	34	4.3%	28	3.9%	38	5.6%	47	6.0%	72	8.2%	53	5.3%	73	6.5%
Basic Skills	6	.7%	2	.2%	2	.3%	7	1.0%	6	.9%	8	1.0%	7	.8%	9	.9%	18	1.6%
HS or GED	16	2.0%	13	1.5%	24	3.0%	16	2.2%	44	6.5%	45	5.7%	54	6.1%	60	6.0%	84	7.5%
Undecided	110	13.7%	120	13.8%	98	12.4%	94	13.1%	134	19.8%	158	20.0%	139	15.7%	181	18.0%	169	15.1%
Unknown	0	.0%	1	.1%	1	.1%	0	.0%	0	.0%	0	.0%	0	.0%	7	.7%	0	.0%
Total	803	100.0%	867	100.0%	791	100.0%	716	100.0%	677	100.0%	789	100.0%	883	100.0%	1007	100.0%	1118	100.0%