

Title of Grant: Research into the effects and application of the SCHEV funding ratio for SPD in the VCCS system

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Abstract:

This purpose of this grant was to research and analyze the effects of the funding ratio in the SPD discipline as set by SCHEV and to determine if that ratio is appropriate and effective. This grant will also gather information about how the SCHEV ratio is applied by various colleges in the VCCS. If it seems that a lower funding ratio and greater consistency across the VCCS system is needed to make instruction more effective, steps will be taken to present these findings and recommendations as necessary to the SPD peer group, the VCCS Administrative Council, the VCCS Advisory Council of Presidents, the VCCS Vice Chancellor and to SCHEV.

Actual Outcomes:

Conducting this research has thus far produced the following benefits:

- 1.) The SPD discipline has already benefitted from the research and the dissemination of results. We are working towards improved consistency in the discipline. Many in the discipline were unaware of the existence and impact of funding ratios on their classes and this research project has led to greater awareness overall. I hope to build on this interest at our next peer group meeting and continue to reach greater consistency on this issue.
- 2.) I believe that students have benefitted and will continue to benefit from the results of this research. As their instructors become more aware of the issues involved, the classes will become more streamlined and allow increased interaction between students and teachers.
- 3.) I have benefitted hugely from the knowledge and connections gained through the course of my research. I intend to build upon this knowledge and connection as I advocate for greater consistency in the SPD discipline.
- 4.) The data collected was not conclusive on the issue of whether the ratio is effective. It is conclusive in showing holes in the application of the current ratio and I am in the process of trying to facilitate a higher level of understanding and more consistent application system wide. The VCCS as a whole has benefited already with the increased awareness of the impact of funding ratios and will continue to benefit as more colleges correctly utilize the lower funding ratio as dictated by SCHEV.

- 5.) Students in colleges implementing the lower ratio have benefitted from increased instructor contact.
- 6.) The colleges that have lowered the ratio now enjoy increased instructional time in SPD courses.
- 7.) The VCCS has benefitted already as several colleges have adjusted their funding ratios. More will benefit from increased consistency in the application of SCHEV funding ratios as I continue to disseminate this information.
- 8.) Our college has already seen an improvement in quality instruction leading to greater student retention and a higher likelihood of student success.

Other Colleges:

The survey was issued to all full time and part time instructors in the SPD discipline. There were 43 total responses from 16 colleges in the VCCS.

Discussion and Critique:

What follows is the summary of results that I posted on the SPD Blackboard site for participants to access. I believe that it illustrates the implications of the research as well as the gaps.

Results of Survey on Funding Ratios in CST/SPD

By Kerrigan Sullivan

Introduction

So, what the heck is a funding ratio and why should I care? One of the clearest results of my recent survey was that there is a lack of understanding of what a funding ratio is, who determines it and how it affects our work in the classrooms. Of the 44 people who responded to the survey, only 2 answered the funding ratio question with an actual number. Most left it blank and many others answered with “don’t know” or “?”. This is not surprising. I only learned about funding ratios about 3 years ago when I was pro-rated for my low enrolled summer classes. Even then, I didn’t fully understand how this mysterious number affected me directly. Over the past few years as I have taken more of an active role in the development of a theatre program at the college, I have learned much about the business side of academics in the VCCS. And as I learned, it seemed that the issue of funding ratios was one that popped up again and again. When I went to the administration to fight for a new course that was low enrolled, the discussion led to funding ratios. When I wanted to add new courses to the schedule, I was asked about our “productivity numbers” and “funding percentage”. So, in my struggle to build a thriving theatre department and expand our communications offerings, I have endeavored to become better versed on the concept of funding ratios. As I learned more, I wanted to see what others were experiencing and whether we could all benefit from greater awareness of funding ratios. And that is how this survey came about. My hope is to help others in the system better understand funding ratios and perhaps fight for some change in terms of the ratio and how it is implemented at each college.

What is a Funding Ratio?

Here's the deal on funding ratios as I understand it. Funding ratios are determined by SCHEV (The State Council of Higher Education in Virginia). If you don't know much about SCHEV, it is basically a coordinating body for higher education. From the website, "SCHEV serves as a catalyst to promote greater access, quality, affordability, and accountability throughout the system. SCHEV also helps policymakers, college administrators, and other concerned leaders work cooperatively and constructively to advance educational excellence." (For more details, go to <http://www.schev.edu/>.) In short, one of the things that SCHEV does is to set numbers for each discipline in higher education at which they should be supported or funded. What we are really talking about here is the student to teacher ratio, but the importance of it in the community college system goes back to budget and how "productive" each discipline is. In other words, disciplines like History (HIS prefixes) that have mainly lecture style classes are funded at higher numbers (usually 24) while disciplines like Art (ART prefixes) with more hands on instruction are set at lower numbers (like 18).

Now, SCHEV sets these numbers but each college implements them differently and rarely is a course actually run at the funding level as set by SCHEV. At our college, I discovered that the administration had incorrectly set the funding ratio at 24 for CST/SPD courses. SCHEV currently sets it at 20. By meeting with our Division Dean and ultimately the Vice President at John Tyler, I was able to correctly get that rate set at 20. Now, that doesn't mean that our maximum enrollment is set at 20. It is currently set at 25. The reason for that is twofold. The first reason is so that our "productivity" numbers (productivity equals how many students are enrolled at census and how close that is to the actual funding level – if you have an average of 20 students enrolled in every course within a discipline, your productivity is 100%) stay high, even though we will inevitably have some drops before the census date. Each college is different, but our administration would like to see productivity numbers that are at least 100% - ideally, more like 107%. There are many reasons for this, involving complex formulas that decide which college gets what piece of the funding pie. I won't go into all of that, mostly because I don't fully understand it. What I do know is that in order to keep growing my discipline, and adding new courses, our productivity must remain high. Which brings me to the second reason to set the maximum enrollment higher than the funding level – if you have 10 sections of CST 100 that are running at 25, you might still be able to convince your administration to keep a section of CST 267 that is at 14.

So why should you care about funding ratios? Odds are that even if you aren't watching the numbers, someone in your administration is. And the level at which a class is funded affects how many students are allowed to enroll in the course. And how many students you have in a class certainly affects your ability to teach effectively. I have found that even one or two extras make a big difference. If you are teaching public speaking or acting, one of the major requirements of the course is that students engage in a variety of oral presentations. And between all of these student presentations, you hope to be able to squeeze in a little time to teach new concepts and give feedback on their work. If you have 30 students in class, that becomes nearly impossible.

Results, Results, Results!

My goals in conducting this survey were to discover two things: how the current ratios were being implemented and whether the current ratios are effective. Let's get to the bottom line. Our Office of Institutional Effectiveness helped me to implement and interpret these results. Here is a summary of the central findings. These numbers are the mean of the results collected and I have skipped over some of the identification questions. (If you want to take a look at the entirety of the raw data for yourself, please feel free to contact me and I'll send you a copy.)

First off, thank you for responding to the survey – 43 people responded, which is a pretty strong sample for a relatively small discipline. The courses most frequently offered are CST/SPD 100 and CST/SPD 110 followed by CST/SPD 131 and ST/SPD 115.

For CST/SPD 100, the maximum number allowed was between 25 and 30 and the minimum allowed was 6 to 10 with the average number actually enrolled between 25 and 30.

The average number of presentations was 4 of 5 minutes each. Most of you do 10 or more informal or group presentations of 10 or more minutes each.

And as discussed before, most of you do not know the funding ratio and are not sure if the funding ratio is effective for excellent instruction.

Let's Do the Math

What does all this mean? I think several things are easily observed. First, most instructors don't have a clear understanding of funding ratios. Next, that most colleges set the maximum enrolled significantly above the funding ratios set by SCHEV. And finally, that the average number of students actually enrolled in the classes is also higher than the funding ratios.

Now, let's do the math. If most classes have between 25 and 30 students and each student does 4 five minute presentations, we have between 500 and 600 minutes taken up with individual presentations. Add to that at least 10 group presentations of at least 10 minutes each and you have an additional 100 minutes per group. If you figure that each group is about 5 students, we add an extra 500 or 600 minutes for a total of 1,000 – 1,200 minutes. In a 40 hour semester, we have about 2400 minutes. So we can figure that approximately half of our instruction time is taken up by student presentations and group activities. The question now is, is that the right balance? I'm not sure that these numbers can provide an answer to that question.

Conclusion

It's hard to break down into numbers what I can intuitively feel in the classroom. What I feel is that when I have 20 students in a class, I have a lot more time to explore key concepts than when I have 25 or more. And in making comparisons between the CST/SPD discipline and others in terms of their funding ratios, I would argue that we have a lot more in common with hands on art classes than we do with the larger lecture style courses. I would like to see our funding ratio set at 18. That way, we might be able to actually teach classes of 20 and still remain "productive" in the eyes of the administration.

I do hope that this survey and these results are helpful in at least informing you all about the concept of funding ratios and why they might be worth looking into. I encourage you all to talk to your college administrators about the funding ratios and how to implement them in a way that can be effective both for teaching and for the efficiency of the college as a whole. I hope to continue the discussion that has been generated through this research at our next peer group meeting and perhaps reach some more definitive results. I thank you all for your participation and I would love to hear your comments and feedback on this issue.

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Evaluation:

The college's office of institutional effectiveness helped in the implementation and collection of survey results. What follows is a summary of the findings from that office. The charts may not copy correctly, so this data may be rough - for a summary, see the above article in #8.

SPD/CST Funding Ratio Survey Fall 2008 Analysis

Frequencies

College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	1	2.3	2.3	2.3
	Blue Ridge	2	4.7	4.7	7.0
	Central Virginia	3	7.0	7.0	14.0
	Dabney S. Lancaster	1	2.3	2.3	16.3
	Germanna	1	2.3	2.3	18.6
	J. Sargeant Reynolds	1	2.3	2.3	20.9
	John Tyler	3	7.0	7.0	27.9
	New River	1	2.3	2.3	30.2
	Northern Virginia	13	30.2	30.2	60.5
	Patrick Henry	1	2.3	2.3	62.8
	Piedmont Virginia	1	2.3	2.3	65.1

	Southside Virginia	1	2.3	2.3	67.4
	Southwest Virginia	1	2.3	2.3	69.8
	Tidewater	6	14.0	14.0	83.7
	Virginia Highlands	2	4.7	4.7	88.4
	Virginia Western	4	9.3	9.3	97.7
	Wytheville	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adjunct Instructor	15	34.9	34.9	34.9
	Assistant Professor	10	23.3	23.3	58.1
	Associate Professor	7	16.3	16.3	74.4
	Instructor	6	14.0	14.0	88.4
	Professor	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching SPD/CST 100?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	27.9	27.9	27.9
	Yes	31	72.1	72.1	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching SPD/CST 110?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	30.2	30.2	30.2
	Yes	30	69.8	69.8	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching SPD/CST 105?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	39	90.7	90.7	90.7
	Yes	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching SPD/CST 115?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	86.0	86.0	86.0
	Yes	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching SPD/CST 131/132?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	81.4	81.4	81.4
	Yes	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

Have you taught or are you teaching any other SPD/CST class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	62.8	62.8	62.8
	Yes	16	37.2	37.2	100.0
	Total	43	100.0	100.0	

Please list other SPD/CST classes taught:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	26	60.5	60.5	60.5
	229 227	1	2.3	2.3	62.8
	CST 151 CST 152 CST 250	1	2.3	2.3	65.1

CST 227, CST 229	1	2.3	2.3	67.4
CST 228	1	2.3	2.3	69.8
CST 241, CST 267, CST 141	1	2.3	2.3	72.1
Group Leadership (small group communication) and Intro to Interviewing, both with PBS prefix	1	2.3	2.3	74.4
Humanities	1	2.3	2.3	76.7
SPD 111, SPD 240	1	2.3	2.3	79.1
SPD 137, SPD 141	1	2.3	2.3	81.4
SPD 151	1	2.3	2.3	83.7
SPD 151; SPD 250: SPD 141	1	2.3	2.3	86.0
SPD 227	1	2.3	2.3	88.4
SPD 227, SPD 229, SPD 111, SPD 137	1	2.3	2.3	90.7
SPD 229	1	2.3	2.3	93.0
SPD/CST 151	1	2.3	2.3	95.3
SPD/CST 229	1	2.3	2.3	97.7
SPD/CST 241	1	2.3	2.3	100.0
Total	43	100.0	100.0	

SPD/CST 100

Number of sections of SPD/CST 100 you are teaching this semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	3	7.0	7.0	7.0
	1	1	2.3	2.3	9.3
	2	8	18.6	18.6	27.9
	3	5	11.6	11.6	39.5
	4	5	11.6	11.6	51.2
	5	5	11.6	11.6	62.8

	None	16	37.2	37.2	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 100 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	34	79.1	79.1	79.1
	?	2	4.7	4.7	83.7
	103%	1	2.3	2.3	86.0
	20	1	2.3	2.3	88.4
	28	1	2.3	2.3	90.7
	don't know	2	4.7	4.7	95.3
	NOT KNOWN	1	2.3	2.3	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 100, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.3	3.3	3.3
	22	1	2.3	3.3	6.7
	24	1	2.3	3.3	10.0
	25	17	39.5	56.7	66.7
	26	1	2.3	3.3	70.0
	27	6	14.0	20.0	90.0
	28	1	2.3	3.3	93.3
	30	1	2.3	3.3	96.7
	80	1	2.3	3.3	100.0
	Total	30	69.8	100.0	
Missing		13	30.2		
Total		43	100.0		

For SPD/CST 100, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	18	41.9	41.9	41.9
	?	1	2.3	2.3	44.2
	10	7	16.3	16.3	60.5
	11	1	2.3	2.3	62.8
	12	5	11.6	11.6	74.4
	15	5	11.6	11.6	86.0
	20	1	2.3	2.3	88.4
	22	1	2.3	2.3	90.7
	25	1	2.3	2.3	93.0
	5	1	2.3	2.3	95.3
	8	1	2.3	2.3	97.7
	9	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 100, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	34.9	34.9	34.9
	10	1	2.3	2.3	37.2
	125	1	2.3	2.3	39.5
	15-18	1	2.3	2.3	41.9
	15	1	2.3	2.3	44.2
	17	1	2.3	2.3	46.5
	20	5	11.6	11.6	58.1
	22	4	9.3	9.3	67.4
	24	2	4.7	4.7	72.1

	25	4	9.3	9.3	81.4
	27	5	11.6	11.6	93.0
	28	2	4.7	4.7	97.7
	75	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 100, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	7	16.3	16.3	16.3
	2	2	4.7	4.7	20.9
	3	3	7.0	7.0	27.9
	4	8	18.6	18.6	46.5
	5	9	20.9	20.9	67.4
	6	5	11.6	11.6	79.1
	7	3	7.0	7.0	86.0
	8	1	2.3	2.3	88.4
	None	1	2.3	2.3	90.7
	Not Applicable	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

Please add any additional comments to explain your responses for SPD/CST 100:

Although I would prefer to have 18-20 students in each section of SPD 100, usually 2 or 3 dropouts per class brings the number down to something manageable.
As we have 5 campuses and multiple sections, I'm not sure how to quantify the funding ratio.
I do not know what the funding ratio is other than the notion that SPD classes are performance classes and yet we are expected to meet the standards for lecture courses.
Most of the Public Speaking classes I have taught are at or near the cap and remain that way throughout the semester. This is too high to adequately provide individual attention and spend adequate time developing and improving on each presentation.
sorry--didn't mean to mark anything on this page for SPD 100

SPD/CST 105

Number of sections of SPD/CST 105 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	12	27.9	27.9	27.9
	1	2	4.7	4.7	32.6
	4	1	2.3	2.3	34.9
	5	1	2.3	2.3	37.2
	None	27	62.8	62.8	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 105 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	41	95.3	95.3	95.3
	0	1	2.3	2.3	97.7
	don't know	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 105, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	2.3	16.7	16.7
	25	2	4.7	33.3	50.0
	26	1	2.3	16.7	66.7
	27	2	4.7	33.3	100.0
	Total	6	14.0	100.0	
Missing		37	86.0		
Total		43	100.0		

For SPD/CST 105, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	3	7.0	50.0	50.0

	11	1	2.3	16.7	66.7
	12	2	4.7	33.3	100.0
	Total	6	14.0	100.0	
Missing		37	86.0		
Total		43	100.0		

For SPD/CST 105, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2.3	20.0	20.0
	11	1	2.3	20.0	40.0
	14	1	2.3	20.0	60.0
	22	1	2.3	20.0	80.0
	25	1	2.3	20.0	100.0
	Total	5	11.6	100.0	
Missing		38	88.4		
Total		43	100.0		

For SPD/CST 105, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	4	1	2.3	2.3	76.7
	5	1	2.3	2.3	79.1
	7	1	2.3	2.3	81.4
	None	3	7.0	7.0	88.4
	Not Applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 105, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	6	2	4.7	4.7	79.1
	7	1	2.3	2.3	81.4

	Not applicable	6	14.0	14.0	95.3
	Under 1 minute	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

For SPD/CST 105, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	2	2	4.7	4.7	79.1
	4	1	2.3	2.3	81.4
	None	2	4.7	4.7	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 105, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	1	1	2.3	2.3	76.7
	4	1	2.3	2.3	79.1
	6	1	2.3	2.3	81.4
	Not Applicable	7	16.3	16.3	97.7
	Under 1 minute	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 105 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	Not Sure	9	20.9	20.9	97.7
	Yes	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 105 do you recommend:

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Missing	42	97.7	97.7	97.7
	not taught	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Please add any additional comments to explain your responses for SPD/CST 105:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	41	95.3	95.3	95.3
	not offered	1	2.3	2.3	97.7
	Tidewater does not offer this class	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

SPD/CST 110

Number of sections of SPD/CST 110 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	4	9.3	9.3	9.3
	1	12	27.9	27.9	37.2
	2	6	14.0	14.0	51.2
	3	4	9.3	9.3	60.5
	4	3	7.0	7.0	67.4
	5	1	2.3	2.3	69.8
	None	13	30.2	30.2	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 110 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	103%	1	2.3	2.3	86.0
	18	1	2.3	2.3	88.4
	20	1	2.3	2.3	90.7
	490	1	2.3	2.3	93.0

	n/a	1	2.3	2.3	95.3
	NOT KNOWN	1	2.3	2.3	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the maximum enrollment allowed:

		Fre que ncy	Percent	Valid Percent	Cumulative Percent
Valid	Missing	14	32.6	32.6	32.6
	20	1	2.3	2.3	34.9
	22	1	2.3	2.3	37.2
	23	1	2.3	2.3	39.5
	25	13	30.2	30.2	69.8
	26	1	2.3	2.3	72.1
	27	9	20.9	20.9	93.0
	30	1	2.3	2.3	95.3
	50	1	2.3	2.3	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the minimum enrollment allowed:

		Fre que ncy	Percent	Valid Percent	Cumulative Percent
Valid	Missing	18	41.9	41.9	41.9
	?	1	2.3	2.3	44.2
	10	3	7.0	7.0	51.2
	12	8	18.6	18.6	69.8
	15	7	16.3	16.3	86.0
	17	1	2.3	2.3	88.4
	25	1	2.3	2.3	90.7
	5	1	2.3	2.3	93.0

	9	2	4.7	4.7	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	18	41.9	41.9	41.9
	12	1	2.3	2.3	44.2
	15	1	2.3	2.3	46.5
	17	1	2.3	2.3	48.8
	18	2	4.7	4.7	53.5
	19	1	2.3	2.3	55.8
	22	2	4.7	4.7	60.5
	23	2	4.7	4.7	65.1
	25	5	11.6	11.6	76.7
	26	1	2.3	2.3	79.1
	27	3	7.0	7.0	86.0
	28	1	2.3	2.3	88.4
	30	1	2.3	2.3	90.7
	325	1	2.3	2.3	93.0
	50	1	2.3	2.3	95.3
	7	1	2.3	2.3	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	13	30.2	30.2	30.2
	1	5	11.6	11.6	41.9
	2	6	14.0	14.0	55.8
	3	4	9.3	9.3	65.1

	4	7	16.3	16.3	81.4
	5	3	7.0	7.0	88.4
	6	1	2.3	2.3	90.7
	7	1	2.3	2.3	93.0
	None	1	2.3	2.3	95.3
	Not Applicable	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	13	30.2	30.2	30.2
	10 or more	4	9.3	9.3	39.5
	3	2	4.7	4.7	44.2
	4	1	2.3	2.3	46.5
	5	10	23.3	23.3	69.8
	6	3	7.0	7.0	76.7
	7	7	16.3	16.3	93.0
	Not applicable	2	4.7	4.7	97.7
	Under 1 minute	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	14	32.6	32.6	32.6
	1	4	9.3	9.3	41.9
	10 or more	3	7.0	7.0	48.8
	2	4	9.3	9.3	58.1
	3	2	4.7	4.7	62.8
	5	6	14.0	14.0	76.7
	6	1	2.3	2.3	79.1
	7	1	2.3	2.3	81.4

	8	1	2.3	2.3	83.7
	None	3	7.0	7.0	90.7
	Not Applicable	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 110, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	15	34.9	34.9	34.9
	1	2	4.7	4.7	39.5
	10 or more	5	11.6	11.6	51.2
	2	4	9.3	9.3	60.5
	3	2	4.7	4.7	65.1
	4	2	4.7	4.7	69.8
	5	3	7.0	7.0	76.7
	6	1	2.3	2.3	79.1
	7	1	2.3	2.3	81.4
	Not Applicable	6	14.0	14.0	95.3
	Under 1 minute	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 110 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	15	34.9	34.9	34.9
	No	3	7.0	7.0	41.9
	Not Sure	21	48.8	48.8	90.7
	Yes	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 110 do you recommend:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	40	93.0	93.0	93.0
	15 to 1	1	2.3	2.3	95.3

	I have never heard of a "funding ratio."	1	2.3	2.3	97.7
	Not enough time allowed for both content and skills based curriculum.	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Please add any additional comments to explain your responses for SPD/CST 110:

multiple campuses; multiple sections
My whole department has \$490.00 to spend.
The funding ratio is fine; however, our college tells us that the Commonwealth funds us at 90% of these ratios. That means, we need 100%, so the funding ratio really is 20, not 18. Either way, it's rare to have only 20 in the classroom--we usually fill up to the cap, which is 25. I think 18-20 is a fine number for SPD 110. I think 25 is too many.
This class is a basic survey of the Communication Studies discipline and covers a great deal of material besides Public Speaking. As with SPD/CST 100 enrollment remains high throughout the semester but is too high to ensure adequate individualized instruction.
We are funded 22 to 1. However, we are forced to teach 27 to 1. Fifteen students would be more effective, so that those 15 students could receive effective instruction and some of those students needing more assistance could receive it.

SPD/CST 115

Number of sections of SPD/CST 115 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	15	34.9	34.9	34.9
	1	1	2.3	2.3	37.2
	None	27	62.8	62.8	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 115 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	40	93.0	93.0	93.0
	20	1	2.3	2.3	95.3
	n/a	1	2.3	2.3	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	39	90.7	90.7	90.7
	25	1	2.3	2.3	93.0
	27	2	4.7	4.7	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	39	90.7	90.7	90.7
	10	1	2.3	2.3	93.0
	12	1	2.3	2.3	95.3
	9	1	2.3	2.3	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	40	93.0	93.0	93.0
	12	1	2.3	2.3	95.3
	15	1	2.3	2.3	97.7
	n/a	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	1	2	4.7	4.7	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	10 or more	1	2.3	2.3	83.7
	3	1	2.3	2.3	86.0
	Not applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	10 or more	1	2.3	2.3	83.7
	3	1	2.3	2.3	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 115, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	1	1	2.3	2.3	83.7
	10 or more	1	2.3	2.3	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 115 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	Not Sure	6	14.0	14.0	97.7
	Yes	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 115 do you recommend:

		Frequency	Percent
Missing		43	100.0

Please add any additional comments to explain your responses for SPD/CST 115:

not offered often; usually at only 1-2 campuses, once per year
Tidewater does not offer this course
We have eliminated this course. Someone thinks it will NOT transfer. SPD 115 (Small Group) is ESSENTIAL.
We offer this course, but as a PBS class called GROUP LEADERSHIP.

SPD/CST 131/132

Number of sections of SPD/CST 131/132 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	13	30.2	30.2	30.2
	1	3	7.0	7.0	37.2
	2	1	2.3	2.3	39.5
	3	1	2.3	2.3	41.9
	None	25	58.1	58.1	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 131/132 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	40	93.0	93.0	93.0
	don't know	2	4.7	4.7	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	?	1	2.3	2.3	83.7
	20	3	7.0	7.0	90.7

	21	1	2.3	2.3	93.0
	25	1	2.3	2.3	95.3
	27	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	2.3	14.3	14.3
	10	2	4.7	28.6	42.9
	11	1	2.3	14.3	57.1
	12	2	4.7	28.6	85.7
	15	1	2.3	14.3	100.0
	Total	7	16.3	100.0	
Missing		36	83.7		
Total		43	100.0		

For SPD/CST 131/132, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	?	1	2.3	2.3	83.7
	15	1	2.3	2.3	86.0
	18	1	2.3	2.3	88.4
	20	2	4.7	4.7	93.0
	27	1	2.3	2.3	95.3
	40	1	2.3	2.3	97.7
	8	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	3	3	7.0	7.0	81.4

	4	1	2.3	2.3	83.7
	5	3	7.0	7.0	90.7
	Not Applicable	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	10 or more	1	2.3	2.3	76.7
	3	1	2.3	2.3	79.1
	5	3	7.0	7.0	86.0
	6	1	2.3	2.3	88.4
	Not applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	10 or more	4	9.3	9.3	83.7
	2	1	2.3	2.3	86.0
	4	1	2.3	2.3	88.4
	Not Applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 131/132, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	32	74.4	74.4	74.4
	2	2	4.7	4.7	79.1
	3	1	2.3	2.3	81.4
	4	1	2.3	2.3	83.7
	5	1	2.3	2.3	86.0
	Not Applicable	6	14.0	14.0	100.0

	Total	43	100.0	100.0	
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Do you believe the funding ratio for SPD/CST 131/132 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	No	1	2.3	2.3	79.1
	Not Sure	7	16.3	16.3	95.3
	Yes	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 131/132 do you recommend:

		Frequency	Percent
Missing	System	43	100.0

Please add any additional comments to explain your responses for SPD/CST 131/132:

I do not have a proper classroom or theater in which to teach; I do not have a budget to purchase props or costumes; I have no storage space.
I do not know the current funding ratio.
not a course I teach
We do offer this course but I do not teach it so I do not know the particulars

SPD/CST 136

Number of sections of SPD/CST 136 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	13	30.2	30.2	30.2
	1	3	7.0	7.0	37.2
	3	1	2.3	2.3	39.5
	None	26	60.5	60.5	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 136 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	41	95.3	95.3	95.3
	don't know	1	2.3	2.3	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	?	1	2.3	2.3	86.0
	15	1	2.3	2.3	88.4
	20	1	2.3	2.3	90.7
	25	1	2.3	2.3	93.0
	27	2	4.7	4.7	97.7
	NONE	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	?	1	2.3	2.3	86.0
	1	1	2.3	2.3	88.4
	10	3	7.0	7.0	95.3
	12	1	2.3	2.3	97.7
	5	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	?	1	2.3	2.3	86.0

	10	1	2.3	2.3	88.4
	20	1	2.3	2.3	90.7
	5	3	7.0	7.0	97.7
	6	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	1	1	2.3	2.3	79.1
	3	1	2.3	2.3	81.4
	5	1	2.3	2.3	83.7
	None	2	4.7	4.7	88.4
	Not Applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	34	79.1	79.1	79.1
	10 or more	1	2.3	2.3	81.4
	3	1	2.3	2.3	83.7
	4	1	2.3	2.3	86.0
	Not applicable	5	11.6	11.6	97.7
	Under 1 minute	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	1	2.3	2.3	79.1
	4	1	2.3	2.3	81.4
	8	1	2.3	2.3	83.7

	None	1	2.3	2.3	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 136, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	1	2.3	2.3	79.1
	3	1	2.3	2.3	81.4
	4	1	2.3	2.3	83.7
	Not Applicable	6	14.0	14.0	97.7
	Under 1 minute	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 136 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	Not Sure	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 136 do you recommend:

		Frequency	Percent
Missing	System	43	100.0

Please add any additional comments to explain your responses for SPD/CST 136:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	40	93.0	93.0	93.0
	not a course I teach	1	2.3	2.3	95.3
	This class is generally used at my campus to be the play production: the same problems (lack of space) apply.	1	2.3	2.3	97.7
	We do offer this course but I do not teach it so I do not know the particulars	1	2.3	2.3	100.0

	Total	43	100.0	100.0	
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SPD/CST 130

Number of sections of SPD/CST 130 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	15	34.9	34.9	34.9
	1	3	7.0	7.0	41.9
	None	25	58.1	58.1	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 130 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	39	90.7	90.7	90.7
	?	1	2.3	2.3	93.0
	don't know	2	4.7	4.7	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.3	14.3	14.3
	25	3	7.0	42.9	57.1
	27	3	7.0	42.9	100.0
	Total	7	16.3	100.0	
Missing	System	36	83.7		
Total		43	100.0		

For SPD/CST 130, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	37	86.0	86.0	86.0
	?	1	2.3	2.3	88.4

	10	1	2.3	2.3	90.7
	11	1	2.3	2.3	93.0
	12	2	4.7	4.7	97.7
	4	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	36	83.7	83.7	83.7
	?	1	2.3	2.3	86.0
	10	2	4.7	4.7	90.7
	18	1	2.3	2.3	93.0
	20	2	4.7	4.7	97.7
	8	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	1	1	2.3	2.3	79.1
	2	1	2.3	2.3	81.4
	4	2	4.7	4.7	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	1	2.3	2.3	79.1
	4	3	7.0	7.0	86.0
	Not applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	2	1	2.3	2.3	79.1
	3	1	2.3	2.3	81.4
	6	2	4.7	4.7	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

For SPD/CST 130, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	2	1	2.3	2.3	79.1
	3	1	2.3	2.3	81.4
	5	1	2.3	2.3	83.7
	6	1	2.3	2.3	86.0
	Not Applicable	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 130 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	34	79.1	79.1	79.1
	Not Sure	7	16.3	16.3	95.3
	Yes	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 130 do you recommend:

		Frequency	Percent
Missing	System	43	100.0

Please add any additional comments to explain your responses for SPD/CST 130:

not a course I teach

online class- no oral presentations

We do offer this course but I do not teach it so I do not know the particulars

SPD/CST 126

Number of sections of SPD/CST 126 you are teaching this semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	15	34.9	34.9	34.9
	1	4	9.3	9.3	44.2
	3	1	2.3	2.3	46.5
	None	23	53.5	53.5	100.0
	Total	43	100.0	100.0	

Funding ratio for SPD/CST 126 at your college:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	41	95.3	95.3	95.3
	don't know	1	2.3	2.3	97.7
	not sure	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the maximum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	?	1	2.3	2.3	83.7
	25	3	7.0	7.0	90.7
	27	3	7.0	7.0	97.7
	30	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the minimum enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	38	88.4	88.4	88.4

	?	1	2.3	2.3	90.7
	10	1	2.3	2.3	93.0
	12	1	2.3	2.3	95.3
	15	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the average enrollment allowed:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	35	81.4	81.4	81.4
	?	1	2.3	2.3	83.7
	15	2	4.7	4.7	88.4
	25	2	4.7	4.7	93.0
	27	2	4.7	4.7	97.7
	50	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the average number of formal oral presentations per student each semester:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	1	2.3	2.3	79.1
	2	3	7.0	7.0	86.0
	4	1	2.3	2.3	88.4
	None	1	2.3	2.3	90.7
	Not Applicable	4	9.3	9.3	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the average number of minutes of formal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	1	2.3	2.3	79.1
	2	1	2.3	2.3	81.4
	5	2	4.7	4.7	86.0

	6	1	2.3	2.3	88.4
	Not applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the number of informal (class or group) presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	1	2	4.7	4.7	81.4
	10 or more	1	2.3	2.3	83.7
	2	1	2.3	2.3	86.0
	4	1	2.3	2.3	88.4
	Not Applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

For SPD/CST 126, what is the average number of minutes of informal presentations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	33	76.7	76.7	76.7
	10 or more	3	7.0	7.0	83.7
	2	1	2.3	2.3	86.0
	3	1	2.3	2.3	88.4
	Not Applicable	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

Do you believe the funding ratio for SPD/CST 126 is set at a level that is effective for excellent instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	34	79.1	79.1	79.1
	No	1	2.3	2.3	81.4
	Not Sure	7	16.3	16.3	97.7
	Yes	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

If not, what funding ratio for SPD/CST 126 do you recommend:

	Frequency	Percent
Missing System	43	100.0

Please add any additional comments to explain your responses for SPD/CST 126:

multiple campuses; multiple sections
The impact of this class would be much greater if the class size was reduced. As indicated, it is a class that often remains near the cap.
Tidewater does not offer this course

Please include any additional comments you have about this issue or this survey here:

Dateline 2009 emphasizes the importance of both oral and written communication competencies. Unfortunately the resources that are available are not adequate to deliver the maximum impact for our students. This is not a matter of inadequate training or professional experience among the Communication Studies faculty, rather it is a low priority on the academic radar screen.
I currently do not know how our department numbers mirror our funding ratios. I receive departmental funds to produce 3 main stage shows each year in addition to purchasing the needs for our classes.
I erred in implying that we offer SPD 100. We replaced it with SPD 110, but the content, including oral presentations, remained substantially the same. I should also mention that we've never used the term "funding ratio." Instructors in Humanities courses generally receive full pay for 17 or more students, but may choose to teach classes with considerably fewer students and are usually paid a reduced amount pro-rated per 1/17th full pay. However, classes which are required in a major--e.g., Acting I for Theatre majors--are paid the full amount if at least one of the students is a major and needs the course for graduation that academic year. (This is also true of our Art classes.)
Not sure if access to the proper teaching facilities count but at my college, it is very difficult to have access to the theater to teach theater.
Thanks so much for taking this on. We need to work harder on this. Let me know if I can further assist you and THANKS so much for your concern.
This is the only course I am currently teaching at VWCC. It combines SPD 131 with 132. It is the only theatre course currently being offered at the Virginia Western. I also direct and produce two of the student productions.

Dissemination:

The article I wrote summarizing the results has been distributed via the discipline's Blackboard site SPD Pavilion. I am submitting the article for publication in "Inquiry" and also plan to present my findings at our next peer group meeting.