Enrollment - Census/FTES

Census Enrollment

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>216</td>
<td>205</td>
<td>251</td>
<td>189</td>
<td>225</td>
</tr>
<tr>
<td>Day</td>
<td>131</td>
<td>125</td>
<td>183</td>
<td>126</td>
<td>156</td>
</tr>
<tr>
<td>Evening</td>
<td>85</td>
<td>80</td>
<td>68</td>
<td>63</td>
<td>69</td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

FTES, Sections, Avg. Class Size

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>47.52</td>
<td>45.10</td>
<td>55.22</td>
<td>41.58</td>
<td>49.50</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>39.60</td>
<td>37.58</td>
<td>39.44</td>
<td>34.65</td>
<td>31.07</td>
</tr>
<tr>
<td>#Sections</td>
<td>6.00</td>
<td>6.00</td>
<td>7.00</td>
<td>6.00</td>
<td>8.00</td>
</tr>
</tbody>
</table>

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollments</td>
<td>Decline [-5.09 %]</td>
<td>Strong Growth [22.44 %]</td>
<td>Strong Decline [-24.70 %]</td>
<td>Strong Growth [19.05 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Decline [-5.09 %]</td>
<td>Strong Growth [22.44 %]</td>
<td>Strong Decline [-24.70 %]</td>
<td>Strong Growth [19.05 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [33.33 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Decline [-5.09 %]</td>
<td>Growth [4.95 %]</td>
<td>Strong Decline [-12.15 %]</td>
<td>Strong Decline [-10.33 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

Given the trends in enrollment, what are the implications for your program?

Respondent: Phyllis Morrison, Science Division Chair
Response

Assuming that the census enrollment data is correct for the 5 fall semesters presented, the total census enrollment fluctuated from a high of 251 (Fall 2005) to a low of 189 (Fall 2006). When the census enrollment was highest (Fall 2005), seven sections of Anatomy were offered. It should be noted that the number of sections shown is incorrect for three of the five semesters shown above. In 2003 and 2004, there were 5 sections, not 6. In Fall 2007 there were 7 sections, not 8. The data shown above for average class size does not reflect the true average size of the Anatomy classes. This program review instrument states that "The Average Class Size was calculated based on a district standard calculation that involves FTES, FTEF and the Load of a section. This calculation does not follow intuition by taking the #sections and dividing by the census enrollment. The calculation is as follows: (30 * FTES)/(FTEF * Load)"

When the census enrollments are divided by the correct number of sections, the actual average size of an Anatomy class is higher for most semesters than the data shown above indicates. The average size of an Anatomy class was 43.2 in Fall 2003, 41 in Fall 2004, 35.86 in Fall 2005, 31.5 in Fall 2006, and 32.14 in Fall 2007. For the semesters being examined, the actual average size of an Anatomy class has declined.

There is no Anatomy program. Anatomy is one subject in the Biological Sciences discipline. Anatomy 1 is the only course the college offers in the Anatomy subject area. Successful completion of Anatomy 1 is required for admission to the Dental Hygiene program and other allied health programs.

Anatomy 1 is no longer a part of a program. A few years ago the associate degree Biology - Health Science program was deleted from the state-approved database without consultation with the Science Division. Anatomy 1 was a course requirement in that program.

Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year?

No

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:

Validation Review

Was a trend analysis done?
Yes

Was a comparative analysis done?
Yes

Was a detailed analysis done?
Yes

Data Evaluation:
Accepted

Comments:
Comprehensive and thoughtful analysis of the subject area was completed.

OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student success with digital displays in lab</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>Medium</td>
<td>Pending Funding</td>
<td>2007</td>
</tr>
<tr>
<td>Improve student success by replacing old microscopes</td>
<td>Oct, 2006</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
</tr>
</tbody>
</table>

Enrollment - Instructional Delivery Modes
Please comment on the enrollment pattern in these instructional delivery modes:
Online/on ground, Day and Evening

Respondent: Phyllis Morrison, Science Division Chair

Response
The evening enrollment in Anatomy 1 has declined. Enrollments in Anatomy 1 were higher in the day. It should be noted that more day sections were run than in evening sections. For example, in 2007 there were 5 day sections and 2 evening sections.
There were no online sections of Anatomy 1.

Program Participation

Did you offer any courses this year in any of the following programs:
Online/on ground, hybrid classes, High School Outreach, ACT program, Weekend College?

If yes, please list the programs and summarize the nature of your involvement:

Validation Review

Was a trend analysis done? Yes
Was a comparative analysis done? Yes
Was a detailed analysis done? Yes
Data Evaluation: Accepted
Comments:
OBJECTIVES:

Enrollment - Demographics

Gender Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>42</td>
<td>164</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>48</td>
<td>142</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>39</td>
<td>198</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>28</td>
<td>151</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>66</td>
<td>141</td>
</tr>
</tbody>
</table>

Age Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>Below 20</th>
<th>20 - 24</th>
<th>25 - 34</th>
<th>35 - 54</th>
<th>55 Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>4</td>
<td>60</td>
<td>92</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>4</td>
<td>52</td>
<td>83</td>
<td>47</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>11</td>
<td>84</td>
<td>89</td>
<td>51</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3</td>
<td>47</td>
<td>83</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>8</td>
<td>73</td>
<td>88</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>
Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

**Respondent:** Phyllis Morrison, Science Division Chair

**Response**

Anatomy 1 is a course requirement for admission to allied health programs, such as Dental Hygiene and nursing. The gender distribution in Anatomy 1 reflects the demographics seen in the allied health fields. Traditionally, females predominate in these professions. The age distribution data indicate that mature students enroll in Anatomy. Most of the Anatomy 1 students are in the 25 - 34 age group. Many of these students have already worked in the health care industry in some capacity and have decided to return to school to pursue a more satisfying occupation. While all ethnicities enroll in this course, African Americans enroll in higher numbers than the other groups.

---

**Validation Review**

- **Was a trend analysis done?** Yes
- **Was a comparative analysis done?** Yes
- **Was a detailed analysis done?** Yes
- **Data Evaluation:** Accepted
- **Comments:**
OBJECTIVES:

No Objectives Submitted.

Student Success - Success/Retention

Student Success

Student Retention

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>TotalSuccess</td>
<td>Growth [3.05 %]</td>
<td>Strong Growth [15.24 %]</td>
<td>Decline [-5.02 %]</td>
<td>Decline [-3.92 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Strong Growth [7.68 %]</td>
<td>Decline [-4.90 %]</td>
<td>Growth [4.69 %]</td>
<td>Decline [-3.35 %]</td>
</tr>
</tbody>
</table>

Success, Retention & Awards Summary
Given the data, please describe the trend in Student Success. What are the implications for your program?

Respondent: Phyllis Morrison, Science Division Chair

Response

Student success in Anatomy 1 was less than the college average. The data presented above reflects the proportion of A, B, C grades received out of all grades received, including the W (drop). Students who take Anatomy 1 are goal-oriented. They are aware that allied health programs are highly competitive and admission is dependent upon high grades. Successful completion of Anatomy 1 is required for admission to the Dental Hygiene program and other allied health programs. Consequently, mediocre Anatomy students tend to drop out, even though they may be earning a “C” grade.

The retention data above shows that approximately 25-30% of the enrolled students dropped the class. The implication for Anatomy 1 is that requiring a prerequisite might improve successful completion of the course. Anatomy 1 has four advisories for Anatomy 1 - Biology 3A, Biology 3B, English 28, and Mathematics 115. There is no Anatomy program. Anatomy is one subject in the Biological Sciences discipline. Anatomy 1 is the only course the college offers in the Anatomy subject area. Anatomy 1 is no longer a part of a program. A few years ago the associate degree Biology - Health Science program was deleted from the state-approved database without consultation with the Science Division. Anatomy 1 was a requirement in that program.

Validation Review

- Was a trend analysis done? Yes
- Was a comparative analysis done? Yes
- Was a detailed analysis done? Yes
- Data Evaluation: Accepted
- Comments: No Objectives Submitted.

OBJECTIVES:

No Objectives Submitted.

Curriculum - Course Updates

Course Updates, Syllabi & New Programs

- Of the number of courses that need to be updated, how many have been completed?
  - # Done: 0
  - # Due: 0
- If course updates are due, please describe the discipline's plan for updating courses:
- Are instructors' class syllabi collected? Yes
- Please describe the course syllabi collection procedure:
  - Prior to the start of each term, the Science Division Chair sends by email a request for a copy of the instructors’ syllabi. When each syllabus is received, the Chair enters into a log the date of receipt. For those instructors who fail to submit a syllabus, a reminder is sent at the end of the 2nd week of classes. The reminder mentions that cooperation with the request is taken into consideration when the performance evaluation is conducted. Occasionally, an instructor is given a phone call or a hardcopy request is placed in the instructor’s mailbox.
- Have you developed any new courses and/or programs in the last year? No
- Please describe the new courses or programs:

Respondent: Phyllis Morrison, Science Division Chair
OBJECTIVES:

Curriculum - SLOs

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the annual number of certificates of achievement</td>
<td>Feb, 2009</td>
<td>Dec, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Curriculum Committee webpage with Institutional and Program SLOs listed
42 single course assessments by West faculty
SLO Tutorial on Janet Fulks' Bakersfield CC website

Student Learning Outcomes

Have program SLOs been developed for this discipline? No
Does the discipline have assessment plans for program SLOs? No
Please describe your assessment plans for SLOs:

There is no Anatomy program. Anatomy is one subject in the biological sciences discipline. Anatomy 1 is the only course the college offers in the Anatomy subject area. Anatomy 1 is no longer a part of a program. A few years ago the Biology - Health Science program was deleted from the state-approved database without consultation with the Science Division. Anatomy 1 was a requirement in that program.

Have any courses assessed college or program SLOs? Yes
Please describe your assessment of SLOs:

Assessment Instrument: Essay type examination questions - Students are to provide clear, correct, and concise answers to the questions asked.
Example Question: Using fully labeled illustrations, 1) Identify the layers and structures of the integument, and 2) Explain six functions of the integument, showing which structures/layers accomplish them.

Respondent: Phyllis Morrison, Science Division Chair

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:

No Objectives Submitted.
Vocational - Advisory Requirements

Advisory Board Actions

Do you have an Advisory Board?  No

Do you have minutes of your Advisory Board meetings?  No

Please provide copies of your minutes (electronic or paper) and list the meeting dates in the last year:

Has the Advisory Board provided any recommendations and or outcomes?  No

Of those recommendations and/or outcomes, which have been acted upon, and what is your plan of action with regard to other recommendations and/or outcomes:

Respondent:

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Resources - Personnel

FTEF Full-Time/Part-Time/Total

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>2.4</td>
<td>2.4</td>
<td>2.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>0.8</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTEF</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [32.92 %]</td>
</tr>
</tbody>
</table>
### FTEF

Please comment on the trends in FTEF. What are the implications for your program?

**Respondent:** Phyllis Morrison, Science Division Chair

**Response**

The graph above is misleading. The data point for the total FTEF in Fall 2007 should be 2.8. The data point for the part-time FTEF should be 1.6.

Anatomy 1 is a subject in the Biological Sciences discipline. The teaching load in the discipline is 15 standard hours. Anatomy 1 is a 6-standard hour assignment or 0.4 FTEF. There were seven sections of Anatomy in Fall 2007. The total FTEF for Fall 2007 was 7 x 0.4 = 2.8, not 3.19.

Approximately 43 percent (42.86%) of the Anatomy 1 classes are taught by full-time instructors.

### Faculty Hiring

- Do you see a need to increase full-time, tenure-track faculty?  
  - **No**

- Do you plan to submit a FPIP application?  
  - **No**

Please Describe:

### Faculty Evaluations

- Have all evaluations for faculty and staff that are due been completed?  
  - **No**

  If "No," please describe the plan for completing evaluations:

  **One of the three full-time instructors will be evaluated during the 2008-09 academic year.**

- Do all full-time faculty participate in a college-wide and/or Senate committee?  
  - **No**

Please provide a list of the discipline's full-time faculty and their committee assignment

**Full-time faculty in Anatomy:**

- Steven Fink
- Tom Haley - Budget Committee
- Tony Recht

### Professional Development

- Have all of the faculty fulfilled their Flex requirements?  
  - **Yes**

  Please Describe:

  **Lloyd Thomas distributes a list of faculty who submitted their Flex reports. All of the Anatomy instructors’ names were on that list.**

- Have you had any professional development for faculty?  
  - **No**
Please describe the professional development activities:

Do you have any mentoring of part-time faculty to ensure integrity of course outline?  No

Please describe the mentoring activities:

Validation Review

Was a trend analysis done?  Yes
Was a comparative analysis done?  Yes
Was a detailed analysis done?  Yes
Data Evaluation:  Accepted
Comments: Science faculty provide a strong support system and interdisciplinary mentoring.

OBJECTIVES:
No Objectives Submitted.

Resources - Fiscal Budget

Budget Status
Were you over, under or on your budget?  On
Please describe:
Respondent: Phyllis Morrison, Science Division Chair

Grants or Additional Funding Sources
Have you received any grants or any additional funding from other sources?  No
Please indicate the amount of any additional grants or funding:  $
If yes, please describe:

Validation Review
Data Evaluation:  Accepted
Comments:

OBJECTIVES:
Resources - Facilities

Facilities

Were you satisfied with the discipline’s facilities?

No

Please describe:

One of the Science Center laboratory classrooms is shared by the Anatomy 1 classes and the major’s biology courses (Biology 6 & Biology 7). Because there is only one narrow window in the back of the room, the room lights must be turned on even during the daytime.

How have the current facilities impacted the discipline?

Since the major’s biology laboratory class (Biology 6 in the fall semester) is scheduled in the same Science Center laboratory classroom, sections of Anatomy 1 can not be scheduled during those hours.

Have there been any changes in the discipline’s facilities in the past year?

No

If yes, please describe:

Respondent: Phyllis Morrison, Science Division Chair

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?

No

Please describe:

The microscopes in the laboratory classroom are over 35 years old. The operating mechanisms and the optics of these microscopes have declined over time. Students express frustration because they are not able to see the tissue structures clearly in their microscopes. This interferes with the student’s ability to understand the differences between the various tissue types.

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Resources - Resource Request

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
<th>Description</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Six digital display units are requested. These monitors will display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Accreditation - Progress Report

### WASC Accreditation Planning Agendas

Have the faculty in the discipline initiated the alignment of student learning outcomes and course assessment?
- if yes, please describe:

Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee?
- if yes, please list the representatives and describe:

**All of the full-time Science Division instructors teach classes at the time the Curriculum Committee meets.**

Respondent: Phyllis Morrison, Science Division Chair

### Comprehensive Program Review

Do you have any comprehensive program review agenda items that should have been addressed?
- if yes, please describe:

### Program Accreditation / Certification

Do you have any outside agency accreditations standards that should have been addressed?
- if yes, please describe:

### Validation Review

Data Evaluation: Accepted

Comments:

**OBJECTIVES:**

No Objectives Submitted.
### Measure Summary

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>Decline [-5.09 %]</td>
<td>Strong Growth [22.44 %]</td>
<td>Strong Decline [-24.70 %]</td>
<td>Strong Growth [19.05 %]</td>
</tr>
<tr>
<td><strong>Day Enrollment</strong></td>
<td>Decline [-4.58 %]</td>
<td>Strong Growth [46.40 %]</td>
<td>Strong Decline [-31.15 %]</td>
<td>Strong Growth [23.81 %]</td>
</tr>
<tr>
<td><strong>Evening Enrollment</strong></td>
<td>Decline [-5.88 %]</td>
<td>Strong Decline [-15.00 %]</td>
<td>Strong Decline [-7.35 %]</td>
<td>Strong Growth [9.52 %]</td>
</tr>
<tr>
<td><strong>Online Enrollment</strong></td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td><strong>FTES</strong></td>
<td>Decline [-5.09 %]</td>
<td>Strong Growth [22.44 %]</td>
<td>Strong Decline [-24.70 %]</td>
<td>Strong Growth [19.05 %]</td>
</tr>
<tr>
<td><strong>ACS</strong></td>
<td>Decline [-5.09 %]</td>
<td>Growth [4.95 %]</td>
<td>Strong Decline [-12.15 %]</td>
<td>Strong Decline [-10.33 %]</td>
</tr>
<tr>
<td><strong>Total Retention</strong></td>
<td>Strong Growth [7.68 %]</td>
<td>Decline [-4.90 %]</td>
<td>Growth [4.69 %]</td>
<td>Decline [-3.35 %]</td>
</tr>
<tr>
<td><strong>Total Success</strong></td>
<td>Growth [3.05 %]</td>
<td>Strong Growth [15.24 %]</td>
<td>Strong Decline [-28.21 %]</td>
<td>Strong Growth [135.71 %]</td>
</tr>
<tr>
<td><strong>Male Enrollment</strong></td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Decline [-18.75 %]</td>
<td>Strong Decline [-23.74 %]</td>
<td>Strong Decline [-6.62 %]</td>
</tr>
<tr>
<td><strong>Female Enrollment</strong></td>
<td>Strong Decline [-13.41 %]</td>
<td>Strong Growth [39.44 %]</td>
<td>Strong Decline [-23.74 %]</td>
<td>Strong Decline [-6.62 %]</td>
</tr>
<tr>
<td><strong>Age 20 Enrollment</strong></td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [175.00 %]</td>
<td>Strong Decline [-72.73 %]</td>
<td>Strong Growth [166.67 %]</td>
</tr>
<tr>
<td><strong>Age 2024 Enrollment</strong></td>
<td>Strong Decline [-13.33 %]</td>
<td>Strong Growth [61.54 %]</td>
<td>Strong Decline [-44.05 %]</td>
<td>Strong Growth [55.32 %]</td>
</tr>
<tr>
<td><strong>Age 25-34 Enrollment</strong></td>
<td>Strong Decline [-9.78 %]</td>
<td>Strong Growth [7.23 %]</td>
<td>Strong Decline [-6.74 %]</td>
<td>Strong Growth [6.02 %]</td>
</tr>
<tr>
<td><strong>Age 35-54 Enrollment</strong></td>
<td>Stable [-2.08 %]</td>
<td>Strong Growth [8.51 %]</td>
<td>Strong Decline [-17.65 %]</td>
<td>Strong Decline [-14.29 %]</td>
</tr>
<tr>
<td><strong>Age 55 Enrollment</strong></td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
</tr>
<tr>
<td><strong>Ethnicity Asian</strong></td>
<td>Strong Decline [-28.21 %]</td>
<td>Strong Growth [53.57 %]</td>
<td>Strong Decline [-44.19 %]</td>
<td>Strong Growth [54.17 %]</td>
</tr>
<tr>
<td><strong>Ethnicity Black</strong></td>
<td>Strong Growth [18.33 %]</td>
<td>Strong Growth [8.45 %]</td>
<td>Strong Decline [-23.38 %]</td>
<td>Strong Decline [-10.17 %]</td>
</tr>
<tr>
<td><strong>Ethnicity Hispanic</strong></td>
<td>Strong Decline [-23.81 %]</td>
<td>Strong Growth [62.50 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [28.21 %]</td>
</tr>
<tr>
<td><strong>Ethnicity Indian</strong></td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [200.00 %]</td>
<td>Strong Decline [-66.67 %]</td>
</tr>
<tr>
<td><strong>Ethnicity White</strong></td>
<td>Strong Decline [-7.32 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-28.95 %]</td>
<td>Strong Growth [22.22 %]</td>
</tr>
<tr>
<td><strong>Ethnicity Other</strong></td>
<td>Strong Decline [-16.67 %]</td>
<td>Strong Growth [30.00 %]</td>
<td>Growth [3.85 %]</td>
<td>Strong Growth [22.22 %]</td>
</tr>
<tr>
<td><strong>FTER</strong></td>
<td>Strong Growth [50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td><strong>FTEH</strong></td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [33.33 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [65.83 %]</td>
</tr>
<tr>
<td><strong>FTEF</strong></td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [32.92 %]</td>
</tr>
<tr>
<td><strong>Section Count</strong></td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [33.33 %]</td>
</tr>
</tbody>
</table>
### Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year?

No

### Program Participation

Did you offer any courses this year in any of the following programs: Online/on ground, hybrid classes, High School Outreach, ACT program, Weekend College?

No

### Faculty Hiring

Do you see a need to increase full-time, tenure-track faculty?

No

Do you plan to submit a FPIP application?

No

### Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?

No

### Professional Development

Have all of the faculty fulfilled their Flex requirements?

Yes

Have you had any professional development for faculty?

No

Do you have any mentoring of part-time faculty to ensure integrity of course outline?

No

### Facilities

Were you satisfied with your facilities?

No

### Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?

No

### Grants or Additional Funding Sources

Did you receive any donated equipment and/or grants?

No

Were you over, under or on your budget?

On

### Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed?

# Done: 1  
# Due: 0

Are instructors’ class syllabi collected?

Yes

Have you developed any new courses and/or programs in the last year?

No

### Student Learning Outcomes

Have you developed SLOs for your discipline?

No

Do you have assessment plans for program SLOs?

No

Have any courses assessed college or program SLOs?

Yes
Advisory Board

Do you have an Advisory Board?
No

Do you have minutes of your Advisory Board meetings?
-

Has the Advisory Board provided any recommendations and or outcomes?
-

Past Unit Plan Objectives

What is the status of the objectives in the 2007 unit plan. Areas will evaluate the objectives included in the unit plan for 2007 in a grid with following measures: completed, in progress, deleted. Please explain outcome.

Based on your evaluation, what objectives or initiatives would you develop to improve this measure?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student success with digital displays in lab</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>Medium</td>
<td>Pending Funding</td>
<td>2007  View/Modify</td>
</tr>
<tr>
<td>Improve student success by replacing old microscopes</td>
<td>Oct, 2006</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007  View/Modify</td>
</tr>
<tr>
<td>Increase the annual number of certificates of achievement</td>
<td>Feb, 2009</td>
<td>Dec, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007  View/Modify</td>
</tr>
</tbody>
</table>

Validation Review

Final Evaluation: Accepted

Comments:

Submit Program Review

Program Review has been completed for this Unit.