Enrollment Summary

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

Respondent: Scott Feinerman
Response

AMT has, from the Spring 2008 semester, been reduced to an evening-only program.

This was done in response to declining day enrollments. Rather than advertise and promote the existence of the program and resulting jobs, the class sections were eliminated. The reality is that it will no longer produce the same number of FTES, due to the class sections not being available.

Enrollment Growth Initiatives

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

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

- Action was taken to organize and promote the program.
- Literature was designed, printed, and is now being distributed.
- A student Aviation Club has been formed and efforts being made to organize students to undertake marketing to various sources of potential students.
- Contact has been made with schools and workforce offices, for recommendations.
- Efforts are being made to reconstitute an advisory committee, for the purpose of generating recommendations to the program.

Validation Review

- Trend analysis done: No
- Comparative analysis done: No
- Detailed analysis done: No

Data Evaluation: Accepted

Comments:

OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add night class sections &amp; a day program</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Obtain VATEA and/or grant funding for equipment</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Add a preAMT course</td>
<td>Sep, 2009</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Increase enrollments</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
</tbody>
</table>

Enrollment - Instructional Delivery Modes
**Instructional Modes Summary**

Please comment on the enrollment pattern in these instructional delivery modes: Online/on ground, Day and Evening

**Respondent:** Scott Feinerman

**Response**

**Cyclical nature of the industry and local job availability has seen a shift to evening enrollments.**

**Online is not permitted, by federal regulation. Classes must be on-site, with hands-on lab projects.**

**The program is limited to 25 students, in lab classes, by federal regulations, unless an instructional aide is assigned.**

---

**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:

**This is a program controlled by mandated Federal Aviation Administration regulations requiring in-class, monitored attendance. Online and distance learning formats are not allowed.**

---

**Validation Review**

- Was a trend analysis done? [ ]
- Was a comparative analysis done? [ ]
- Was a detailed analysis done? [ ]

Data Evaluation: Accepted [ ]
Enrollment - Demographics

Gender Distribution

Age Distribution

<table>
<thead>
<tr>
<th></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>Male</td>
<td>500</td>
<td>373</td>
<td>373</td>
<td>444</td>
<td>400</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>17</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Below 20</td>
<td>42</td>
<td>37</td>
<td>58</td>
<td>60</td>
<td>36</td>
</tr>
<tr>
<td>20 - 24</td>
<td>206</td>
<td>169</td>
<td>146</td>
<td>153</td>
<td>151</td>
</tr>
<tr>
<td>25 - 34</td>
<td>139</td>
<td>113</td>
<td>102</td>
<td>145</td>
<td>124</td>
</tr>
<tr>
<td>35 - 54</td>
<td>121</td>
<td>53</td>
<td>62</td>
<td>86</td>
<td>89</td>
</tr>
<tr>
<td>55 Above</td>
<td>18</td>
<td>18</td>
<td>15</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>
Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

**Respondent:** Scott Feinerman

**Response**
This is a career area usually calling for mechanical interest. Mechanical experience is desirable. This is evidenced by the majority of enrollments in the 20-34 year old range. It is a strongly mechanical work environment, calling for the lifting of heavy equipment and use of power tools; this tends to attract a mostly male population.

Ethnicity is subject to local community populations and promotion to diverse groups. WLAC has previously not done this.

Objectives previously stated may significantly contribute to modifying areas of great disparity.

### Validation Review

- Was a trend analysis done?
  - 
- Was a comparative analysis done?
  - 
- Was a detailed analysis done?
  -
OBJECTIVES:

Data Evaluation: 

Accepted

Comments:

Student Success - Success/Retention

<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 gender and diversity enrollments</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Measure Fall 2004 Fall 2005 Fall 2006 Fall 2007

Total Success 92.78 % 84.62 % 87.99 % 88.60 % 87.32 %

Day Success 90.43 % 81.36 % 84.69 % 83.14 % 83.82 %

Evening Success 97.24 % 89.61 % 91.44 % 95.52 % 89.87 %

Online Success 3.00 % 0.00 % 0.00 % 0.00 % 0.00 %

College Avg. 62.79 % 62.03 % 59.74 % 61.38 % 60.72 %

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 Success</td>
<td>Strong Decline [-8.80 %]</td>
<td>Growth [3.99 %]</td>
<td>Stable [0.69 %]</td>
<td>Stable [-1.44 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [-0.12 %]</td>
<td>Growth [3.47 %]</td>
<td>Decline [-4.20 %]</td>
<td>Stable [2.17 %]</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: Scott Feinerman

Response

This is a high paying career area with worldwide job opportunities. As evidenced, there is a high degree of student perseverance and retention, significantly higher that the college average. It is expected that this will continue.

Validation Review

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

Comments:

OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance student learning</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>Pending Funding</td>
<td>2007</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum - Course Updates

Course Updates, Syllabi & New Programs

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

# Done 24

If course updates are due, please describe the discipline’s plan for updating courses:

Curriculum content is mandated by the Federal Aviation Administration. All courses are reviewed for compliance of FAR Part 147 and must be taught according to both time and content requirements. Grading is also mandated by federal regulation.

Are instructors’ class syllabi collected?

Yes

Please describe the course syllabi collection procedure:

These documents are constant, per the above. The outlines are maintained in an Division’s operations manual.

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

No

Please describe the new courses or programs:

The Aviation Maintenance Program is a singular, 1900+ hour course of instruction.

The Division is currently in the process of adding other, nonAMT courses: Pilot Ground School, Aviation Communication Specialist, and a preAMT course, including college orientation.

Respondent: Scott Feinerman
Validation Review

Data Evaluation: Accepted
Comments:

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>Add PreAMT Course</td>
<td>Feb, 2010</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Add Aviation Communication Specialist Course</td>
<td>Feb, 2010</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Add Pilot Ground School</td>
<td>Sep, 2009</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Resources

- 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? Yes

Does the discipline have assessment plans for program SLOs? Yes

Please describe your assessment plans for SLOs:

Student learning objectives are defined by the Federal Aviation Administration. Therestandards are critically adhered-to and must be reported on college records designed for review by FAA Inspectors.

In all cases, aircraft must be made “airworthy.”

Have any courses assessed college or program SLOs? Yes

Please describe your assessment of SLOs:

Per the above, in accordance with FAA regulations. Students must perform to FAA standards at specified levels.

Respondent: Scott Feinerman

Vocational - Advisory Requirements

No Objectives Submitted.
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:

Work is being done to reestablish an Aviation Industry Advisory Committee.

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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an Aviation Industry Advisory Committee</td>
<td>Nov, 2008</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td></td>
</tr>
</tbody>
</table>

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>7.2</td>
<td>6.7</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>4.2</td>
<td>5.1</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>3.0</td>
<td>1.6</td>
<td>0.5</td>
<td>2.5</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>Strong Decline [-6.94 %]</td>
<td>Strong Decline [-40.30 %]</td>
<td>Strong Growth [12.50 %]</td>
<td>Strong Growth [11.11 %]</td>
</tr>
</tbody>
</table>
### FTEF

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

**Respondent:** Scott Feinerman

**Response**

With the current reduction in enrollments and most recent elimination of the Aviation day program, there has been and will be a diminution of part-time faculty positions.

As full-time faculty have left the program, they have been replaced by part-time faculty. Prior attempts to replace full-time instructors have not met with success due to the low student enrollments mandated by FAA regulations keeping the FPIP Committee from finding Aviation to be a high FTES producing program that warrants faculty replacements.

### Faculty Hiring

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

Do you plan to submit a FPIP application?  
**Yes**

Please Describe:

Pending retirements will necessitate replacing full-time, tenured instructors leaving the program.

Initial discussion with the FPIP Chair finds that committee needs to establish criteria prior to distributing forms.

### Faculty Evaluations

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

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

Undertake instructor evaluations as the earliest possible time.

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

Instructors' nontraditional work loads have precluded them from participation in committee attendance.

With changes to scheduling, instructors should be available for participation on committees.

### Professional Development

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

Please Describe:

All instructors have submitted Flex documents to Lloyd Thomas.

Have you had any professional development for faculty?  
**Yes**
Please describe the professional development activities:

**Professional development is limited to specific areas of aviation maintenance not included in standard college practices. Instructors must remain current with FAA regulations via information sent directly to them.**

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

Yes

Please describe the mentoring activities:

**Mentoring and assistance is given to part-time instructors by their full-time counterparts. Current part-time faculty have been part of the WLAC program for many years and are considered knowledgeable in all curriculum areas, as having attained their own FAA AMT certification and professional positions.**

**Validation Review**

| Was a trend analysis done? | - | 
| Was a comparative analysis done? | - | 
| Was a detailed analysis done? | - | 

Data Evaluation: Accepted

Comments: Evaluations will need to be conducted as soon as possible per contract.

**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>Conduct Instructor Evaluations</td>
<td>Oct, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

**Resources - Fiscal Budget**

**Budget Status**

Were you over, under or on your budget?  

On

Please describe:

There has been no indication of having been over or under budget.

Respondent: Scott Feinerman

**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:

Not in the recent past. VATEA funding is available, for the current year.
Resources - Facilities

Facilities

Were you satisfied with the discipline's facilities?  Yes

Please describe:

- WLAC Aviation facilities are still considered by the aviation training community to be state-of-the-art and more than adequate for the preparation of AMT career entrants.
- Only needs are new equipment and in-class video and computer technology.

How have the current facilities impacted the discipline?  Positively.

Have there been any changes in the discipline's facilities in the past year?  No

If yes, please describe:

* Equipment is dated
* Some computers have limited-to-no effectiveness
* Limited-to-no classroom projection ability

Respondent: Scott Feinerman

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?  No

please describe:

- A lack of budget has deterred needed improvements and upgrades to equipment:
  - New equipment
  - In-class technology
  - Improved computer access

Validation Review

Data Evaluation: Accepted
OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add in-class projection equipment</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Replace Computers</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Low</td>
<td>Pending Funding</td>
<td>2007</td>
<td></td>
</tr>
</tbody>
</table>

Resources - Resource Request

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
<th>Description</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>26 Units</td>
<td>Update computers in Aviation Computer Lab</td>
<td>Pending Funding</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>3 Units</td>
<td>Install large screen video monitors or projectors in at least three classrooms to enhance student learning.</td>
<td>Pending Funding</td>
<td>2007</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?

- Yes [Yes]

if yes, please describe:

Student learning objectives are already mandated by FAA regulations, as previously described.

Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee?

- Yes [Yes]

if yes, please list the representatives and describe:

a

Respondent: Scott Feinerman

Comprehensive Program Review

Do you have any comprehensive program review agenda items that should have been addressed?

- Yes [Yes]

if yes, please describe:

It is not possible to adequately address the needs of this program with the current, limited assignment time allocated.

It is recommended that the College allow full release time for administrative purposes to meet U.S. Federal Agency requirements and fulfill all other requirements.

Program Accreditation / Certification

Do you have any outside agency accreditations standards that should have been addressed?

- Yes [Yes]
OBJECTIVES:

Federal Aviation Administration: CFR Part 147.

There is constant and ongoing contact with FAA Inspectors regarding WLAC compliance with these regulations. The Division Chair must be granted full release time to address these needs that affect the instructors, students and college.

Supplemental Material

Supplemental Materials:

No Supplemental File(s).

Final Summary

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>Total Enrollment</td>
<td>Strong Decline [-27.02 %]</td>
<td>Stable [-1.03 %]</td>
<td>Strong Growth [18.70 %]</td>
<td>Strong Decline [-7.00 %]</td>
</tr>
<tr>
<td>Day Enrollment</td>
<td>Strong Decline [-33.43 %]</td>
<td>Strong Decline [-16.88 %]</td>
<td>Strong Growth [33.33 %]</td>
<td>Strong Decline [-28.13 %]</td>
</tr>
<tr>
<td>Evening Enrollment</td>
<td>Strong Decline [-15.05 %]</td>
<td>Strong Growth [22.15 %]</td>
<td>Growth [4.15 %]</td>
<td>Strong Growth [19.90 %]</td>
</tr>
<tr>
<td>Online Enrollment</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-25.71 %]</td>
<td>Stable [-1.21 %]</td>
<td>Strong Growth [18.83 %]</td>
<td>Strong Decline [-8.42 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-20.09 %]</td>
<td>Strong Growth [66.57 %]</td>
<td>Growth [5.51 %]</td>
<td>Strong Decline [-17.50 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [0.12 %]</td>
<td>Growth [3.47 %]</td>
<td>Decline [-4.20 %]</td>
<td>Stable [2.17 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Strong Decline [-8.80 %]</td>
<td>Growth [3.99 %]</td>
<td>Stable [0.69 %]</td>
<td>Stable [-1.44 %]</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>Strong Decline [-25.40 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [19.03 %]</td>
<td>Strong Decline [-9.91 %]</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>Strong Decline [-34.62 %]</td>
<td>Strong Decline [-41.18 %]</td>
<td>Strong Growth [20.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
</tr>
<tr>
<td>Age20 Enrollment</td>
<td>Strong Decline [-11.90 %]</td>
<td>Strong Growth [56.76 %]</td>
<td>Growth [3.45 %]</td>
<td>Strong Decline [-40.00 %]</td>
</tr>
<tr>
<td></td>
<td>Strong Decline [-17.96]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Enrollment Growth</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Stable</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>20-24</td>
<td>Strong Decline [-18.71 %]</td>
<td>Strong Decline [-9.73 %]</td>
<td>Strong Growth [42.16 %]</td>
<td>Strong Decline [-14.48 %]</td>
</tr>
<tr>
<td>25-34</td>
<td>Strong Decline [-56.20 %]</td>
<td>Strong Growth [16.98 %]</td>
<td>Strong Growth [38.71 %]</td>
<td>Growth [3.49 %]</td>
</tr>
<tr>
<td>35-54</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
<td>Strong Decline [-20.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Enrollment Growth</td>
<td>Strong Decline [-10.89 %]</td>
<td>Strong Growth [8.89 %]</td>
<td>Growth [4.08 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Decline [-10.89 %]</td>
<td>Strong Growth [8.89 %]</td>
<td>Growth [4.08 %]</td>
<td>Strong Decline [-11.76 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Growth [13.33 %]</td>
<td>Stable [-1.47 %]</td>
<td>Strong Growth [68.66 %]</td>
<td>Strong Decline [-22.12 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Decline [-36.82 %]</td>
<td>Growth [4.91 %]</td>
<td>Strong Growth [7.60 %]</td>
<td>Strong Decline [-24.46 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Strong Decline [53.25 %]</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Growth [20.83 %]</td>
<td>Strong Growth [103.45 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Growth [31.82 %]</td>
<td>Strong Decline [-20.69 %]</td>
<td>Growth [4.35 %]</td>
<td>Strong Growth [25.00 %]</td>
</tr>
<tr>
<td>FTER</td>
<td>Strong Growth [21.43 %]</td>
<td>Strong Decline [-31.37 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Decline [-16.67 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Strong Decline [-46.67 %]</td>
<td>Strong Decline [-68.75 %]</td>
<td>Strong Growth [200.00 %]</td>
<td>Strong Growth [66.67 %]</td>
</tr>
<tr>
<td>FTEF</td>
<td>Strong Decline [-6.94 %]</td>
<td>Strong Decline [-40.30 %]</td>
<td>Strong Growth [12.50 %]</td>
<td>Strong Growth [11.11 %]</td>
</tr>
</tbody>
</table>

Enrollment Growth Initiatives

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

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?
Yes

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?
Yes

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

Facilities

Were you satisfied with your facilities?
Yes

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? [24 Done, 0 Due]
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? [Yes]
Do you have assessment plans for program SLOs? [Yes]
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? [No]
Has the Advisory Board provided any recommendations and or outcomes? [No]

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.

<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>Alignment of student learning outcomes and course assessment</td>
<td>NA</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add in-class projection equipment</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Conduct Instructor Evaluations</td>
<td>Oct, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add PreAMT Course</td>
<td>Feb, 2010</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add Aviation Communication Specialist Course</td>
<td>Feb, 2010</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Replace Computers</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Low</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Establish an Aviation Industry Advisory Committee</td>
<td>Nov, 2008</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add night class sections &amp; a day program</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Enhance student learning</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Increase gender and diversity enrollments</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Grant full-time release to Division Chair to work with FAA</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Obtain VATEA and/or grant funding for equipment</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add a preAMT course</td>
<td>Sep, 2009</td>
<td>NA</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Add Pilot Ground School</td>
<td>Sep, 2009</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Increase enrollments</td>
<td>Feb, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007 View/Modify</td>
</tr>
</tbody>
</table>
### Validation Review

<table>
<thead>
<tr>
<th>Final Evaluation:</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### Submit Program Review

Program Review has been completed for this Unit.