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

Respondent: Phyllis Morrison, Science Division Chair
Response
For the fall semesters presented, the total census enrollment in Biology ranged from a high of 648 students (Fall 2005) to a low of 572 students (Fall 2007). Although the total census enrollment in Biology declined in Fall 2007, the average class size was still respectable (39.89). It should be noted that this data combines enrollment data for two different "programs". Biology 6 is a required course in the associate degree biology major program and in the transfer preparation program for life science majors. For non-biological science majors, successful completion of both Biology 3A (lecture) and Biology 3B (laboratory) satisfies the associate degree natural science general education requirement and the IGETC biological science laboratory requirement. Neither Biology 3A nor Biology 3B will satisfy the biology major requirements. One of the fall semester Biology sections is Biology 6. All of the other fall semester sections of Biology are in the general education "program" (Biology 3A & Biology 3B).

<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>Increase equipment maintenance budget</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Increase the supply budget for the Science Division</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Increase the supply budget for the Science Division</td>
<td>Oct, 2006</td>
<td>Jun, 2008</td>
<td>High</td>
<td>Completed</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Improve student success by replacing old lab equipment</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
</tbody>
</table>

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? [-]
Was a comparative analysis done? [-]
Was a detailed analysis done? [-]
Data Evaluation: [-]
Comments: [-]
### Enrollment by Day, Evening, Online

#### 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 Enrollment</td>
<td>Stable [-0.33 %]</td>
<td>Growth [5.71 %]</td>
<td>Decline [-3.70 %]</td>
<td>Strong Decline [-8.33 %]</td>
</tr>
<tr>
<td>Day</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [7.44 %]</td>
<td>Stable [-2.31 %]</td>
<td>Strong Decline [-11.11 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Stable [-0.94 %]</td>
<td>Stable [2.38 %]</td>
<td>Strong Decline [-6.51 %]</td>
<td>Stable [2.49 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
</tbody>
</table>

### Instructional Modes Summary

Please comment on the enrollment pattern in these instructional delivery modes:

Online/on ground, Day and Evening

Respondent: Phyllis Morrison, Science Division Chair

Response:

For the fall semesters presented, census enrollment was consistently higher in the day than in the evening. The day census enrollment ranged from a high of 433 (Fall 2005) to a low of 376 (Fall 2007). Compared to Fall 2006, there was a strong decline in day census enrollment in Fall 2007.

The evening census enrollment ranged from a high of 215 in Fall 2005 to a low of 196 in Fall 2007. Compared to Fall 2006, the evening census enrollment in Fall 2007 was stable.

No Biology classes are delivered Online.

### 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

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

### Validation Review

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

Data Evaluation:
Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

Respondent: Phyllis Morrison, Science Division Chair

Response

The demographic data presented probably is a reflection of the demographics of the college's student population in general. Biology is not a discipline. Biology is one of the subject areas in the Biological Sciences discipline. No implications for Biology are apparent.

### Validation Review

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a trend analysis done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a comparative analysis done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a detailed analysis done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Evaluation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES:

No Objectives Submitted.

Student Success - Success/Retention

**Student Success**

<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 Success</td>
<td>57.55 %</td>
<td>63.26 %</td>
<td>49.42 %</td>
<td>53.83 %</td>
<td>54.28 %</td>
</tr>
<tr>
<td>Day Success</td>
<td>44.10 %</td>
<td>64.70 %</td>
<td>47.06 %</td>
<td>59.26 %</td>
<td>52.94 %</td>
</tr>
<tr>
<td>Evening Success</td>
<td>64.08 %</td>
<td>61.19 %</td>
<td>54.19 %</td>
<td>54.97 %</td>
<td>56.68 %</td>
</tr>
<tr>
<td>Online Success</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>College Avg.</td>
<td>62.79 %</td>
<td>62.03 %</td>
<td>59.74 %</td>
<td>61.38 %</td>
<td>60.72 %</td>
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</table>

**Student Retention**

<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 Retention</td>
<td>86.24 %</td>
<td>87.25 %</td>
<td>77.43 %</td>
<td>81.09 %</td>
<td>77.70 %</td>
</tr>
<tr>
<td>Day Retention</td>
<td>87.44 %</td>
<td>88.10 %</td>
<td>73.76 %</td>
<td>80.56 %</td>
<td>78.06 %</td>
</tr>
<tr>
<td>Evening Retention</td>
<td>83.98 %</td>
<td>85.57 %</td>
<td>84.73 %</td>
<td>82.20 %</td>
<td>77.01 %</td>
</tr>
<tr>
<td>Online Retention</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>College Avg.</td>
<td>84.28 %</td>
<td>83.57 %</td>
<td>82.36 %</td>
<td>83.03 %</td>
<td>82.85 %</td>
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</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 Success</td>
<td>Strong Growth [9.91 %]</td>
<td>Strong Decline [-21.87 %]</td>
<td>Strong Growth [8.92 %]</td>
<td>Stable [0.82 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [1.17 %]</td>
<td>Strong Decline [-11.25 %]</td>
<td>Growth [4.73 %]</td>
<td>Decline [-4.19 %]</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
Except for Fall 2004, student success in Biology was lower than the college in general. Student success in the non-major Biology classes could be improved by strongly encouraging the students to follow the published advice that English 28 and Math 105 should be completed before enrolling in Biology 3A or Biology 3B. It should be noted that this data combines enrollment data for two different "programs". Biology 6 is a required course in the associate degree biology major program and in the transfer preparation program for life science majors. For non-biology majors, successful completion of both Biology 3A (lecture) and Biology 3B (laboratory) satisfies the associate degree natural science general education requirement and the IGETC biological science laboratory requirement. Neither Biology 3A nor Biology 3B will satisfy the biology major requirements.
One section of Biology offered in the fall semesters is Biology 6. All of the other sections of Biology are in the general education "program" (Biology 3A & Biology 3B). Depending upon the fall semester, Biology 3A & Biology 3B accounted for 86.67% to 88.24% of the Biology sections.

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.

Curriculum - Course Updates

Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed?
# Done: 4
# 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

Validation Review
CURRICULUM - SLOs

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? No

Please describe your assessment plans for SLOs:

Have any courses assessed college or program SLOs? Yes

Please describe your assessment of SLOs:

The full-time instructor who teaches the biology major courses, Tom Haley submitted an assessment portfolio for Biology 6. The assessment instrument requires students to define terms; recall details; recall, discuss, interpret, apply, compare, contrast, and evaluate concepts; and synthesize information from different topics of protein synthesis.

Each essay is graded for content and understanding. If the student essay indicated 90 percent of the expected content and understanding, the grade of A was given, if 80 percent, the grade of B, if 70 percent the grade of C, if 60 percent the grade of D, and if below 60 percent the grade of F. Each exam was graded fairly and objectively against a previously prepared outline of expected information and concepts.

Respondent: Phyllis Morrison, Science Division Chair

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:

No Objectives Submitted.

VOCATIONAL - ADVISORY REQUIREMENTS

Page Description
Advisory Board Actions

Do you have an Advisory Board? 

Do you have minutes of your Advisory Board meetings? 

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? 

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>Strong Growth [6.25 %]</td>
<td>Growth [5.59 %]</td>
<td>Decline [-5.29 %]</td>
<td>Growth [5.88 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Growth [49.53 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Strong Decline [-15.49 %]</td>
<td>Strong Growth [32.78 %]</td>
<td>Strong Growth [17.15 %]</td>
<td>Strong Growth [7.14 %]</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**
In Fall 2006 and Fall 2007, two of the Biology sections were taught by full-time faculty – Biology 6 (0.4 FTEF) and a section of Biology 3A (0.2 FTEF). Since Fall 2006, less than 10% of the non-major biology classes are taught by full-time faculty. For more than 25 years, a full-time instructor has taught the biology major courses (one section of Biology 6 is offered in the fall semester & one section of Biology 7 is offered in the spring semester).

**Faculty Hiring**

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

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

Please Describe:

Until consensus is reached within the Science Division, no request will be submitted for another full-time instructor to teach Biology.

Evaluation data for faculty & staff provided by: Office of Academic Affairs

**Faculty Evaluations**

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

If “No,” please describe the plan for completing evaluations:

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

There are two full-time faculty who teach Biology.

Steve Fink
Tom Haley – Budget Committee

**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. That list included the names of all the instructors who were assigned to teach a biology class.

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? 

Yes

Please describe the mentoring activities:

New Biology 3B adjuncts are given two packets of information - an orientation packet that includes a copy of the official course outline and the WLAC Biology 3B Instructor's Guide. The guide advises new adjuncts on how to achieve the objectives for each lab topic, as well as covers general laboratory operational issues. Phyllis Morrison, the Biology 3B curriculum coordinator maintains communication with the Biology 3B adjuncts, addressing specific issues as they arise.

Validation Review

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

OBJECTIVES:

No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget? 

Over

Please describe:

The expenditures for Biology 7 were higher than anticipated. For the academic year 2007-08, $1269.19 of the Science Division's supply budget was used to purchase preserved specimens for one section of Biology 7. For that same year, 35 sections of Biology 3B were run. The expenditure for supplies for all sections of Biology 3B totaled $2137.74.

Respondent: Phyllis Morrison

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:
Resources - Facilities

Facilities

Were you satisfied with the discipline’s facilities?

No

Please describe:

The biology major courses (Biology 6 & Biology 7) share a laboratory classroom with the Anatomy 1 classes. 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?

Space to display models, specimens and other materials for Biology 6 & Biology 7 is limited because the same laboratory classroom is shared with Anatomy 1.

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 classrooms for Biology 6 and for Biology 3B 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 microscopic structures clearly in their microscopes. This interferes with the student’s ability to understand many biological phenomena.

Validation Review

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>Supplies</td>
<td>100 Units</td>
<td>Various materials from microscope slides to preserved specimens are needed to run biology labs. The cost of these consumables is increasing. A major recommendation in the Comprehensive Program Review of the Biological Sciences discipline was that the supply budget should be increased.</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Equipment</td>
<td>65 Units</td>
<td>New microscopes are needed for two Biology laboratory classrooms - the majors Biology lab (Biology 6 &amp; Biology 7) and the non-majors Biology lab (Biology 3B). A major recommendation in the Comprehensive Program Review of the Biological Sciences discipline was that the old equipment needed to be replaced.</td>
<td>Pending Funding</td>
<td>2007 View/Modify</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

if yes, please describe:

A student learning outcomes assessment portfolio was submitted for Biology 6. The assessment instrument requires students to define terms; recall details; recall, discuss, interpret, apply, compare, contrast, and evaluate concepts; and synthesize information from different topics of protein synthesis. Each essay is graded for content and understanding. If the student essay indicated 90 percent of the expected content and understanding, the grade of A was given, if 80 percent, the grade of B, if 70 percent the grade of C, if 60 percent the grade of D, and if below 60 percent the grade of F. Each exam was graded fairly and objectively against a previously prepared outline of expected information and concepts.

Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee? No

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? No

if yes, please describe:

Program Accreditation / Certification

Do you have any outside agency accreditations standards that should have been addressed? No

if yes, please describe:
OBJECTIVES:
No Objectives Submitted.

Supplemental Material
Supplemental Materials:

<table>
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<tr>
<th>FileName</th>
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<tr>
<td>Biol Sci Comprehensive Program Review.doc</td>
<td>Comprehensive Program Review of Biological Science Discipline</td>
<td>10/25/2008 2:08:00 PM</td>
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</table>

Final Summary

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<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>Stable [-0.33 %]</td>
<td>Growth [5.71 %]</td>
<td>Decline [-3.70 %]</td>
<td>Strong Decline [-8.33 %]</td>
</tr>
<tr>
<td>Day Enrollment</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [7.44 %]</td>
<td>Stable [-2.31 %]</td>
<td>Strong Decline [-11.11 %]</td>
</tr>
<tr>
<td>Evening Enrollment</td>
<td>Stable [-0.94 %]</td>
<td>Stable [2.38 %]</td>
<td>Strong Decline [-6.51 %]</td>
<td>Stable [-2.49 %]</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>
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<tr>
<td>FTES</td>
<td>Stable [0.94 %]</td>
<td>Growth [4.68 %]</td>
<td>Strong Decline [-6.46 %]</td>
<td>Strong Decline [-6.39 %]</td>
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<tr>
<td>ACS</td>
<td>Decline [-5.98 %]</td>
<td>Stable [-0.19 %]</td>
<td>Stable [0.32 %]</td>
<td>Strong Decline [-13.00 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [1.17 %]</td>
<td>Strong Decline [-11.25 %]</td>
<td>Growth [4.73 %]</td>
<td>Decline [-4.19 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Strong Growth [9.91 %]</td>
<td>Strong Decline [-21.87 %]</td>
<td>Strong Growth [8.92 %]</td>
<td>Stable [0.82 %]</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>Strong Growth [21.82 %]</td>
<td>Strong Decline [-10.45 %]</td>
<td>Strong Growth [27.22 %]</td>
<td>Strong Decline [-24.45 %]</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>Strong Decline [-8.83 %]</td>
<td>Strong Growth [8.10 %]</td>
<td>Strong Decline [-16.16 %]</td>
<td>Stable [1.96 %]</td>
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<tr>
<td>Age 20 Enrollment</td>
<td>Strong Decline [-25.89 %]</td>
<td>Strong Growth [26.51 %]</td>
<td>Strong Decline [-10.48 %]</td>
<td>Strong Growth [8.51 %]</td>
</tr>
<tr>
<td>Age 2024 Enrollment</td>
<td>Strong Growth [11.91 %]</td>
<td>Growth [4.56 %]</td>
<td>Strong Decline [-8.00 %]</td>
<td>Strong Decline [-8.70 %]</td>
</tr>
<tr>
<td>Age 2534 Enrollment</td>
<td>Strong Decline [-18.33 %]</td>
<td>Decline [-4.76 %]</td>
<td>Strong Growth [10.71 %]</td>
<td>Stable [0.00 %]</td>
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<tr>
<td>Age 3554 Enrollment</td>
<td>Strong Growth [48.48 %]</td>
<td>Strong Decline [-13.27 %]</td>
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<td>Strong Decline [-38.46 %]</td>
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<tr>
<td>Age 55 Enrollment</td>
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<td>Strong Growth [250.00 %]</td>
<td>Strong Decline [-71.43 %]</td>
</tr>
<tr>
<td>Ethnicity Asian Enrollment</td>
<td>Strong Growth [40.54 %]</td>
<td>Strong Growth [9.62 %]</td>
<td>Strong Growth [17.54 %]</td>
<td>Strong Decline [-23.88 %]</td>
</tr>
<tr>
<td>Ethnicity Black Enrollment</td>
<td>Strong Decline [-16.60 %]</td>
<td>Strong Growth [9.26 %]</td>
<td>Stable [-0.42 %]</td>
<td>Strong Decline [-11.06 %]</td>
</tr>
<tr>
<td>Ethnicity Hispanic Enrollment</td>
<td>Stable [-1.30 %]</td>
<td>Strong Growth [20.39 %]</td>
<td>Strong Decline [-14.75 %]</td>
<td>Decline [-5.77 %]</td>
</tr>
<tr>
<td>Ethnicity Indian Enrollment</td>
<td>Strong Growth [75.00 %]</td>
<td>Strong Decline [-57.14 %]</td>
<td>Strong Decline [-66.67 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>Ethnicity White Enrollment</td>
<td>Strong Growth [26.09 %]</td>
<td>Strong Decline [-18.39 %]</td>
<td>Growth [5.63 %]</td>
<td>Strong Decline [-38.67 %]</td>
</tr>
<tr>
<td>EthnicityOtherEnrollment</td>
<td>Strong Growth [12.33 %]</td>
<td>Strong Decline [-30.49 %]</td>
<td>Strong Decline [-7.02 %]</td>
<td>Strong Growth [60.38 %]</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>FTER</td>
<td>Strong Growth [49.53 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Strong Decline [-15.49 %]</td>
<td>Strong Growth [32.78 %]</td>
<td>Strong Growth [17.15 %]</td>
<td>Strong Growth [7.14 %]</td>
</tr>
<tr>
<td>FTEF</td>
<td>Strong Growth [6.25 %]</td>
<td>Growth [5.59 %]</td>
<td>Decline [-5.29 %]</td>
<td>Growth [5.88 %]</td>
</tr>
<tr>
<td>SectionCount</td>
<td>Strong Growth [13.33 %]</td>
<td>Stable [0.00 %]</td>
<td>Decline [-5.88 %]</td>
<td>Strong Growth [6.25 %]</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?  
[Yes](#)  
Do you plan to submit a FPIP application?  
[No](#)  

### Faculty Evaluations
Have all evaluations for faculty and staff that are due been completed?  
[Yes](#)  

### 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?  
[Yes](#)  

### 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?  
[Over](#)  

### Course Updates, Syllabi & New Programs
Of the number of courses that need to be updated, how many have been completed?  
# Done: 4  
# Due: 0
Are instructors’ class syllabi collected?  
Yes  No

Have you developed any new courses and/or programs in the last year?  
Yes  No

**Student Learning Outcomes**

Have you developed SLOs for your discipline?  
Yes  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>Increase equipment maintenance budget</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
</tr>
<tr>
<td>Increase the supply budget for the Science Division</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
</tr>
<tr>
<td>Increase the supply budget for the Science Division</td>
<td>Oct, 2006</td>
<td>Jun, 2008</td>
<td>High</td>
<td>Completed</td>
<td>2007</td>
</tr>
<tr>
<td>Improve student success by replacing old lab equipment</td>
<td>Sep, 2009</td>
<td>Jun, 2010</td>
<td>High</td>
<td>Pending Funding</td>
<td>2007</td>
</tr>
</tbody>
</table>

**Validation Review**

Final Evaluation:  Accepted

Comments:

**Submit Program Review**

Program Review has been completed for this Unit.