## 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>1002</td>
<td>869</td>
<td>711</td>
<td>762</td>
<td>673</td>
</tr>
<tr>
<td>Day</td>
<td>666</td>
<td>563</td>
<td>372</td>
<td>424</td>
<td>412</td>
</tr>
<tr>
<td>Evening</td>
<td>336</td>
<td>306</td>
<td>339</td>
<td>338</td>
<td>261</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>115.96</td>
<td>100.83</td>
<td>85.54</td>
<td>83.86</td>
<td>73.75</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>41.11</td>
<td>30.85</td>
<td>28.95</td>
<td>28.62</td>
<td>27.83</td>
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<tr>
<td>#Sections</td>
<td>30.00</td>
<td>32.00</td>
<td>27.00</td>
<td>29.00</td>
<td>26.00</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>TotalCensusEnrollment</td>
<td>Strong Decline [-13.27 %]</td>
<td>Strong Decline [-18.18 %]</td>
<td>Strong Growth [7.17 %]</td>
<td>Strong Decline [-11.68 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-13.05 %]</td>
<td>Strong Decline [-15.16 %]</td>
<td>Stable [-1.96 %]</td>
<td>Strong Decline [-12.06 %]</td>
</tr>
<tr>
<td>SectionCount</td>
<td>Strong Growth [6.67 %]</td>
<td>Strong Decline [-15.63 %]</td>
<td>Strong Growth [7.41 %]</td>
<td>Strong Decline [-10.34 %]</td>
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<tr>
<td>Avg. Class Size</td>
<td>Strong Decline [-24.96 %]</td>
<td>Strong Decline [-6.17 %]</td>
<td>Stable [-1.11 %]</td>
<td>Stable [-2.78 %]</td>
</tr>
</tbody>
</table>

### Enrollment Summary

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

Respondent: Elizabeth Evans
Response
We have been experiencing a decline that our other colleges state wide have been complaining about. We have even expanded our program with new offerings, so I don’t know why that is not reflected in the data.

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:
- Outreach classes to Maalott Institute - Sunday class offerings.
- Family Day Care Providers Program - Saturday Classes
- More Saturday classes have been added
- On-line courses are being added

Validation Review

Was a trend analysis done? No
Was a comparative analysis done? No
Was a detailed analysis done? No
Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.

Enrollment - Instructional Delivery Modes

Enrollment by Day, Evening, Online

<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>Total</td>
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<td>336</td>
<td>306</td>
<td>339</td>
<td>338</td>
<td>261</td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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</td>
<td>Strong Decline [-13.27 %]</td>
<td>Strong Decline [-18.18 %]</td>
<td>Strong Growth [7.17 %]</td>
<td>Strong Decline [-11.68 %]</td>
</tr>
<tr>
<td>Enrollment</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Strong Decline [-15.47 %]</td>
<td>Strong Decline [-33.93 %]</td>
<td>Strong Growth [13.98 %]</td>
<td>Stable [-2.83 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline [-8.93 %]</td>
<td>Strong Growth [10.78 %]</td>
<td>Stable [-0.29 %]</td>
<td>Strong Decline [-22.78 %]</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:** Elizabeth Evans

**Response:**
This does not make sense to me because our evening program seems to be stable. Most of our evening classes are classes reserved for the upper level courses. Perhaps the expansion of the classes offered on the weekends has had an impact on the enrollment.

### 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:

We have offer the following:
- On the ground - day/evening/Saturday/Sunday
- High Schools: L.A./Venice/Beverly Hills/Westchester
- On-Line: CD 1 and in the Spring adding CD 10 and a Hybrid for CD 39
- ACT as well (CD 1)

### Validation Review

- Was a trend analysis done? [No]
- Was a comparative analysis done? [No]
- Was a detailed analysis done? [No]

Data Evaluation: Accepted

Comments: No Objectives Submitted.

### Enrollment - Demographics
Gender 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>82</td>
<td>88</td>
<td>62</td>
<td>74</td>
<td>72</td>
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<tr>
<td>Female</td>
<td>859</td>
<td>740</td>
<td>617</td>
<td>656</td>
<td>579</td>
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</tbody>
</table>

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>Below 20</td>
<td>95</td>
<td>87</td>
<td>69</td>
<td>76</td>
<td>65</td>
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<tr>
<td>20 - 24</td>
<td>251</td>
<td>220</td>
<td>177</td>
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<td>168</td>
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<tr>
<td>25 - 34</td>
<td>290</td>
<td>237</td>
<td>199</td>
<td>187</td>
<td>165</td>
</tr>
<tr>
<td>35 - 54</td>
<td>269</td>
<td>249</td>
<td>198</td>
<td>219</td>
<td>194</td>
</tr>
<tr>
<td>55 Above</td>
<td>36</td>
<td>35</td>
<td>36</td>
<td>62</td>
<td>59</td>
</tr>
</tbody>
</table>
Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

**Respondent**: Elizabeth Evans

**Response**

We are currently becoming more diverse in our student population. Our largest ethnic group is still African American and that is reflected in the data for the college as well.

<table>
<thead>
<tr>
<th>Demographics Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:</strong></td>
</tr>
<tr>
<td><strong>Respondent</strong>: Elizabeth Evans</td>
</tr>
<tr>
<td><strong>Response</strong> We are currently becoming more diverse in our student population. Our largest ethnic group is still African American and that is reflected in the data for the college as well.</td>
</tr>
</tbody>
</table>

### 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:
Given the data, please describe the trend in Student Success. What are the implications for your program?

Response:
We are glad to be able to retain our students in the Child Development Program. We have worked hard in keeping lines of
communication as an intentional element of our program mission. We hold regular workshops, orientations, and have secured several additional programs that support the success of our students. We have worked hard in the professional development of our faculty to impress upon them the relevance and importance of developing relationships with our students.

**Validation Review**

<table>
<thead>
<tr>
<th>Was a trend analysis done?</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a comparative analysis done?</td>
<td>✔️</td>
</tr>
<tr>
<td>Was a detailed analysis done?</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**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: 28
  - # Due: 0

- **If course updates are due, please describe the discipline's plan for updating courses:**
  - Are instructors’ class syllabi collected? 🟢

  **Please describe the course syllabi collection procedure:**
  All of our instructors have been given a template that we use throughout the department. It is standardized so that students do not have difficulty navigating through the format. The instructor can add to the format but they are required to maintain the major elements of the template. Each instructor is given a USB dumb drive with the syllabus template, course objectives and the formal course outline. The syllabi are then emailed to the department.

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

  **Please describe the new courses or programs:**
  We have developed the Home Day Care Providers program that consist of 6 Child Development courses. It was designed to accommodate students that are interested in owning and operating their own center. At the end of the 6 units they have earned a skill award.

**Respondent:** Elizabeth Evans

---

**Validation Review**

- **Data Evaluation:** Accepted

- **Comments:**

---
## OBJECTIVES:

**Curriculum - SLOs**

No Objectives Submitted.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have program SLOs been developed for this discipline?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the discipline have assessment plans for program SLOs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please describe your assessment plans for SLOs:</td>
<td></td>
</tr>
<tr>
<td><strong>We have developed program SLO’s and Slo’s for each course that we are currently offering in our discipline. We are designing specific assignments that will demonstrate if the SLO’s in a particular course have been met. Many of the assignments that we are using are consistent from one course to the next so that the course SLO’s build on themselves in terms of the acquisition of skills that we are trying to develop in our student teachers.</strong></td>
<td></td>
</tr>
<tr>
<td>Have any courses assessed college or program SLOs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please describe your assessment of SLOs:</td>
<td></td>
</tr>
<tr>
<td><strong>We are developing student profiles that will demonstrate the success levels of the students in courses from the core classes in Child Developmen through the upper level courses that meet specialization requirements. The faculty will continue to establish the criteria by which we design the assessment assignments for the work that is completed in each course.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Respondent:** Elizabeth Evans

---

## Validation Review

Data Evaluation: Accepted

Comments: No Objectives Submitted.

---

## Vocational - Advisory Requirements

**Advisory Board Actions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an Advisory Board?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you have minutes of your Advisory Board meetings?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
OBJECTIVES:

Resources - Personnel

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

Our Advisory Committee usually meets twice a year and is a combination of faculty, employers, child development organizations, university child development programs, as well as the department of social services and licensing.

Meeting Dates:
- May 20th, 2006
- January 17, 2007
- January 25th, 2008
- May 17th, 2008

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

Yes

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:

We have been very intentional in trying to meet the recommendations of the Advisory Committee in terms of:
1. Expansion of the days and offerings of classes
2. Expansion of the program to include courses specializing in Family Home Day Providers and developing a skill award for the 6 units of specialization.
4. Expanding the hours of the Child Development Curriculum Lab.
5. Offering Child Development 1 in the high schools.
6. Providing more orientations for the teaching permit.
7. Developing pre-requisites and co-requisites for the Child Development classes that lead to the Practicum classes.

Respondent:

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Page Description
FTEF

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

Respondent: Elizabeth Evans

Response

There has been a decline not only on our campus but in dialog with other campuses across the State of California there has been a decline in our field. The requirements of the pre-requisites and co-requisites may have had an impact on enrollment at first, but I am seeing that the students are now adjusting to these requirements and are returning to take the courses. Many students have been counseled out of Child Development and re-directed into Liberal Arts. There has been a real battle over the last seven years or more over this issue. We have had to do several orientations, SARS calls and emails to try and pull our students back into the field. We actually go to the Child Development classes and address this issue with the students. We have attended numerous Counseling meetings and tried to educate the counselors about the necessity of our students getting a an A.A. degree in Child Development. Employers want students that have an A.A. in Child Development. Sometimes it is difficult for people to understand that Child Development is both academic and vocational. We are very intentional in helping our students transfer into four year institutions that have a B.S. and a M.D. Ed in Early Childhood Education. We have worked hard in developing articulation with several four year institutions. Unfortunately, we have only one instructor that is a full time Child Development instructor and one that is a combination of Family Consumer Studies and Child Development. Even with this situation we offer our students the same programs that are being offered across the State of California so that our students have the same opportunities as students from other community colleges. We offer the following programs for our students:

TANF- CDC
California Early Childhood Mentor Program
Child Development Training Consortium
Child Development Student Aid Commission Grant Program

We need at least 2 more full time instructors to support the program.

Faculty Hiring

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

Do you plan to submit a FPIP application?  Yes
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:  
The entire faculty was evaluated in 2006-2007 period.

Do all full-time faculty participate in a college-wide and/or Senate committee?  
Yes

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

- **Elizabeth Evans:** Child Development Full time
  - Academic Senate- Senator at Large
  - Matriculation and Assessment Advisory Comm.
  - Umoja Advisory
  - Child Development Distric Discipline Comm.

- Marlene Shepherd:

**Professional Development**

Have all of the faculty fulfilled their Flex requirements?  
Yes

Please Describe:

All of the faculty both full time and adjunct fulfill their Flex requirements every year. We provide opportunities with the department to help them fulfill these requirements.

Have you had any professional development for faculty?  
Yes

Please describe the professional development activities:

We have provided training for our faculty to be certified as Professional Growth Advisors for the Child Development Training Consortium so that they can serve in the capacity of advisement for the student’s teaching Permits.

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

Please describe the mentoring activities:

We designed a standardized format for our course outlines and we hold work group sessions where the faculty that are teaching the same courses collaborate with one another on their materials for each class. We are in the process, as a department, of developing handbooks for each class that will be a combination of activities and supplemental materials that are developed by each instructor. This is a way of making sure that every student is receiving the same information and wealth of knowledge.

**Validation Review**

- Was a trend analysis done?  
- Yes

- Was a comparative analysis done?  
- Yes

- Was a detailed analysis done?  
- Yes
## OBJECTIVES:

- **Resources - Fiscal Budget**

  **Budget Status**

  > Were you over, under or on your budget?
  > 
  > Please describe:
  > 
  > **NA** - I do not have access to the budget for my individual department. We operate as a Discipline.

  **Respondent:** Elizabeth Evans

  **Grants or Additional Funding Sources**

  > Have you received any grants or any additional funding from other sources?
  > 
  > Please indicate the amount of any additional grants or funding:
  > 
  > **$ 79000**

  If yes, please describe:

  **This is funding for the following the:**
  - **VTEA:** These funds support the operations of the program.
  - **TANF CDC Programs:** These funds are used to mentor and support the students both academically, financially, in terms of personal growth and development and professionally.

  **Validation Review**

  **Data Evaluation:** Accepted

  **Comments:**

  **OBJECTIVES:**

  No Objectives Submitted.

## Resources - Facilities
Were you satisfied with the discipline’s facilities?

Yes, over the past 5 years we have been fortunate enough to secure a classroom that was converted into a curriculum lab for the department. Through the VTEA grant we have been able to implement our curriculum lab and opportunities for the students to utilize the facilities to support their learning experiences and assignments that are required to complete their work successfully.

How have the current facilities impacted the discipline?

Due to the building projects on the campus now we have had to hold our classes all over the campus and they are no where near the curriculum lab.

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

Yes

If yes, please describe:

We have truthfully outgrown our facilities because the building projects have displaced many of the classes.

Respondent: Elizabeth Evans

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?

Yes

please describe:

Yes we are satisfied because of our VTEA funding in the past. We are however now experiencing a cutback in our allocation.

Validation Review

Data Evaluation: Accepted

Comments:

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>Personnel</td>
<td>1 FTE</td>
<td>We are trying to replace the full time instructor that retired. We have only one full time instructor.</td>
<td>In-Progress</td>
<td>2007</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?
OBJECTIVES:

Yes, this is an ongoing process. We are currently in the process of aligning our District Child Development courses so that we can have an articulation agreement with the California State Universities. We are engaged in a "24 Unit Alignment Project." This is a collaboration between the Community Colleges statewide and the CSU's statewide.

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

We meet as a department to discuss and review the content of our courses. Our project this year is to design handbooks for each of our courses. The faculty and adjunct faculty are doing this as a joint project.

Respondent: Elizabeth Evans

### Comprehensive Program Review

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

We are in the planning stages of expanding our program to be inclusive of a "Teacher Training Program."

### Program Accreditation / Certification

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

Not at this time but we are contemplating as a District Discipline to align our programs with the National Association for the Education of Young Children.

### Validation Review

Data Evaluation: Accepted

Comments: No Objectives Submitted.

### Supplemental Material

Supplemental Materials: No Supplemental File(s).
## Measure Summary

<table>
<thead>
<tr>
<th>Measure</th>
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<th>Fall 2005</th>
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<td>Stable [-2.83 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Strong Decline [-8.93 %]</td>
<td>Strong Growth [10.78 %]</td>
<td>Stable [-0.29 %]</td>
<td>Strong Decline [-22.78 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
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<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
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<td>Strong Decline [-15.16 %]</td>
<td>Stable [-1.96 %]</td>
<td>Strong Decline [-12.06 %]</td>
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<tr>
<td>ACS</td>
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<td>Strong Decline [-6.17 %]</td>
<td>Stable [-1.11 %]</td>
<td>Stable [-2.78 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Stable [1.88 %]</td>
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<td>Stable [0.95 %]</td>
<td>Stable [1.25 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
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<td>Decline [-5.13 %]</td>
<td>Growth [4.64 %]</td>
<td>Stable [2.73 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Strong Growth [7.32 %]</td>
<td>Strong Decline [-29.55 %]</td>
<td>Strong Growth [19.35 %]</td>
<td>Stable [-2.70 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Strong Decline [-13.85 %]</td>
<td>Strong Decline [-16.62 %]</td>
<td>Strong Growth [6.32 %]</td>
<td>Strong Decline [-11.74 %]</td>
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<td>Strong Decline [-20.69 %]</td>
<td>Strong Growth [10.14 %]</td>
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<tr>
<td>Age2024Enrollment</td>
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<td>Strong Decline [-19.55 %]</td>
<td>Growth [5.08 %]</td>
<td>Strong Decline [-9.68 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Decline [-18.28 %]</td>
<td>Strong Decline [-16.03 %]</td>
<td>Strong Decline [-6.03 %]</td>
<td>Strong Decline [-11.76 %]</td>
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<tr>
<td>Age3554Enrollment</td>
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<td>Strong Decline [-20.48 %]</td>
<td>Strong Growth [10.61 %]</td>
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<td>Age55Enrollment</td>
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<td>Stable [2.86 %]</td>
<td>Strong Growth [72.22 %]</td>
<td>Decline [-4.84 %]</td>
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<tr>
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<td>Strong Decline [-33.33 %]</td>
<td>Strong Growth [10.00 %]</td>
<td>Strong Growth [20.45 %]</td>
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<td>Strong Decline [-19.15 %]</td>
<td>Strong Growth [18.75 %]</td>
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<tr>
<td>EthnicityHispanicEnrollment</td>
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<td>Strong Decline [-24.05 %]</td>
<td>Strong Decline [9.95 %]</td>
<td>Stable [-1.51 %]</td>
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<tr>
<td>EthnicityIndianEnrollment</td>
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<td>Stable [0.00 %]</td>
<td>Strong Growth [50.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>EthnicityOtherEnrollment</td>
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<td>Strong Growth [20.45 %]</td>
<td>Strong Decline [7.55 %]</td>
<td>Strong Growth [8.16 %]</td>
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<tr>
<td>FTER</td>
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<td>Strong Decline [-45.93 %]</td>
<td>Stable [0.00 %]</td>
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<td>FTEH</td>
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<td>Strong Growth [26.22 %]</td>
<td>Strong Decline [-13.24 %]</td>
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<tr>
<td>FTEF</td>
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<td>Decline [-3.71 %]</td>
<td>Strong Decline [-10.16 %]</td>
</tr>
<tr>
<td>SectionCount</td>
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<td>Strong Decline [-15.63 %]</td>
<td>Strong Growth [7.41 %]</td>
<td>Strong Decline [-10.34 %]</td>
</tr>
</tbody>
</table>

### Enrollment Growth Initiatives

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

*Yes*  

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### 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?**

*Yes*
### Faculty Hiring

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

### 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? **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? **Yes**

### Grants or Additional Funding Sources

- Did you receive any donated equipment and/or grants? **Yes**
- Were you over, under or on your budget? **Yes**

### Course Updates, Syllabi & New Programs

- Of the number of courses that need to be updated, how many have been completed? **# Done: 28, # Due: 0**
- Are instructors' class syllabi collected? **Yes**
- Have you developed any new courses and/or programs in the last year? **Yes**

### 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? **Yes**
- Do you have minutes of your Advisory Board meetings? **Yes**
- Has the Advisory Board provided any recommendations and/or outcomes? **Yes**

### 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>Area</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Objectives Submitted.</td>
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</table>

**Validation Review**

Final Evaluation: Accepted
Comments: 

**Submit Program Review**

Program Review has been completed for this Unit.