
Enrollment - Census/FTES

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 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>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

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

Respondent: Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

Response

The Administration of Justice/Corrections Program at West Los Angeles College offers a variety of programs for students. Included is the regular A.A. Degree and transfer series of courses, individual skill certificates in Laws of Arrest, JCCC, FPOC, and BSC. All courses are open enrollment but the probation courses have prerequisites. In 1996 the college experienced a decline in enrollment in the Administration of Justice program. At that time we removed all prerequisites to bolster enrollment. Course outlines were updated so the students could enter the courses at any level. Advisory's were added to those classes the department thought would be more advanced, but for the most part, any could be taken in the first semester. Later, in 2000, mapping and sequencing was provided so the student could determine which courses could be taken in what order to achieve maximum results and students could graduate in 2 years if they attended campus year-round. In 1999 WLAC entered into a training agreement with the County of Los Angeles Department of Probation to offer entry level "academy training courses" as part of a special curriculum. All courses went through the WLAC Curriculum Committee, were assigned units based upon the time and content element in accordance with the Carnegie Rule. All instructors were hired through the WLAC adjunct instructor process. Courses are also certified by the California Department of Corrections Standards and Training for Corrections and the California commission on Peace Officer Standards and Training. Although the Probation Academy is no longer at this campus, their presence here at WLAC for over 10 years has left a major impact on the increased interest in the field of Corrections and this interest continues even in their absence, which could have a positive effect on the future enrollment in Corrections.

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? No
Enrollment - Instructional Delivery Modes

<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 [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Day</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</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: Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

Response

Although the Probation Academy is no longer at this campus, their presence here at WLAC for over 10 years has left a major impact on the increased interest in the field of Corrections and this interest continues even in their absence, which could have a positive effect on the future enrollment in Corrections. The division chair brought in some part time instructors as replacements and brought back the criminal justice club. Student activities consisting of field trips, seminars, guest speakers, and the annual Law Enforcement Job Fair and Expo returned for the day students and enrollment picked up. At the same time the department participated in a College Fair at the Los Angeles Police Department and it was clear that active duty law enforcement and emergency services personnel were interested in online course offerings and seeking fulfillment from other sources such as Cerro Coso Community College in Kern Community college District and Rio Salado Online College in Arizona. WLAC began to increase the online course offerings and by Fall 2007 there was an increase in both the day and online enrollment. The evening enrollment was neglected and the former discipline coordinator reduced the number of evening course offerings citing the online program was taking the enrollment. Starting with Fall 2007 an increased number of courses were returned to the program but the average enrollment remains low. It is clear evening students need a full-time coordinator but they are not available to attend most of the activities available for day students.

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:

The Behavioral Social Science Division as a whole participated in online, hybrid, high school outreach, ACT, and Weekend College but Administration of Justice/Corrections had a limited role. We have had difficulty in making contact with the high school magnet programs that offer special programs for students interested in police, corrections or fire science courses. In addition to the fact that Administration of Justice/Corrections is both an academic and a vocational program, we also have two distinct types of students. We have the student who is seeking a job or career in the field of corrections/law enforcement and we have the student who is already employed and is seeking an A.A. Degree or transfer program for advancement in the current employment, or to earn a monetary bonus for continuing education credits. We are offering programs to both type of students. Through the criminal justice club we try to bring them together so the students seeking jobs can talk to those who have jobs and students who are returning to school can network with students so they can learn from the experience of each other.

Validation Review

Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
**Enrollment - Demographics**

<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>Male</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>25 - 34</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
</tbody>
</table>
Demographics Summary

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

Respondent: Professor Charles “Buck” Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

Response

WLAC has a unique student population. The demographics at WLAC are a good match for Corrections, law enforcement and emergency services employers who are seeking to increase their minority employment population. Since it is the opinion of the Division Chair that most students in the Administration of Justice/Corrections field are seeking employment, and that most of the agencies are seeking students from our student population, we sponsor several job fairs and opportunities for students in courses that offer student internships, field studies, volunteer services, and preparatory courses for careers. By Fall 2007 several of our programs were returned and by inviting the agencies to come on campus and recruit our classes began to grow. However, this did have a negative impact in some areas where some of the instructors who dislike corrections, law enforcement, or equate police work to serving in the military, some conflict did occur. At one point the administration sought to restrict campus recruiters to free speech areas. This was objected to by the criminal justice club and by other instructors who felt the agencies should be welcome, especially if they were invited by the instructors to visit the Administration of Justice/Corrections classes and campus club events. We continue to have discussions in this area. Of course the political climate in Iraq does not help. Nonetheless, increased visibility of the Probation Academy, law enforcement, and emergency services agencies on campus has helped with the increase in enrollment. One note, the over 55 age group for the most part is past the maximum age for new employment with most agencies except Los Angeles County Department of Probation.

Validation Review

Was a trend analysis done? [ ] Yes [ ] No
Was a comparative analysis done? [ ] Yes [ ] No
Was a detailed analysis done? [ ] Yes [ ] No
Data Evaluation: [ ] Accepted [ ] Rejected
Comments:

OBJECTIVES:

No Objectives Submitted.

Student Success - Success/Retention

<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>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</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?
Based on the data above, it appears that the trend in student retention rate is above average while the success rate has plateaued at the 60% level, which appears to be slightly below average. To improve in this area, efforts are being made to reassess the SLOs and tours of correctional facilities are conducted to give the students a better understanding of the work environment and the duties and responsibilities of a corrections officer.

**Curriculum - Course Updates**

Course Updates, Syllabi & New Programs

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

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

The core courses for the Corrections Program are basically the same as the Administration of Justice courses, but the specific law enforcement courses are replaced with specific Corrections courses. At this time, I believe the Corrections course are current.

Are instructors' class syllabi collected?

Please describe the course syllabi collection procedure:

Each instructor must turn in his or her course syllabus to the division office for retention. The division chair reviews the syllabus to determine if SLO's are included, instructor office hours and contact information is provided, and that the content is in compliance with the college course outline. A copy of the syllabus is delivered to the office of academic affairs.

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

Please describe the new courses or programs:

We are in the process of developing an online A.A. Degree in Administration of Justice with a Corrections option, and a new Corrections certificate of completion for 30 units.

Respondent: Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

**Curriculum - SLOs**

Resources

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

Student Learning Outcomes

Have program SLOs been developed for this discipline?

Does the discipline have assessment plans for program SLOs?

Please describe your assessment plans for SLOs:

The division is in the process of integrating course activities and outcomes. We are using a learner outcome...
have any new courses and/or programs in the last year?

Please describe:

Core.

Students. The Academic Component offers an A.A. Degree and transfer to the CSU system, most notably CSU Long Beach toward an outcome. Learning which particular activity works is the challenge. The final step is to evaluate the work of the students, including counting classroom attendance for campus classes or e-participation for online classes, and providing an accurate grade. As we join the online community we are looking at different ways to grade the student and standardize where possible what type of work or documentation a student will need to demonstrate their comprehension or understanding in order to receive a passing grade.

Have any courses assessed college or program SLOs?

Please describe your assessment of SLOs:

This is an ongoing and learning process for our instructors. While most of the instructors in the Administration of Justice/Corrections Program are familiar with student objectives or evidence based learning, we are just now coming in line with SLO’s and assessment. Some of our instructors wish to give pre-and-post exams while others prefer oral participation. Administration of Justice/Corrections has not experienced student difficulty. In developing our SLO’s, incorporating them into the course, and then determining evaluation and assessment, we are finding the use of a rubric is good for writing an essay or a report while teaching verbal Judo is good in preparing students for conducting interviews. Most criminal justice agencies use the SARA model to identify and develop solutions to problems: Scan, Analyze, Respond, Assess (SARA).

Another good assessment tool is to have the student participate in an “Internship Program” with a Corrections/law enforcement agency where the students could apply their knowledge and skills learned in our classrooms, and receive feedback from an objective outside person supervising the students in the real-world work environment. The performance evaluation would be objective assessment of how well the student performed in the actual work environment.

Respondent: Professor Charles “Buck” Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.

Vocational - Advisory Requirements

Advisory Board Actions

Do you have an Advisory Board? Yes
Do you have minutes of your Advisory Board meetings? Yes

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

The Advisory Boards meet once per semester and a record is kept of the participants and recommendations. Those minutes are on file in the office of Academic Affairs and a copy is maintained by the department.

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:

The Administration of Justice/Corrections advisory board has made the following recommendations: 1) Offer an A.A. Degree online. This is in progress although there are discipline members in History who oppose online course offerings; 2) Update technology and teach in smart classrooms. This should be accomplished with the move into a new building in December 2009; 3) Update course outlines to reflect current trends, policies, and technology. This is in progress; 4) Update the awareness of counselors who advise students, but have no background in the specific subject area. We are asking for meetings with counseling staff; 5) Increase the course offerings with high school students. This is in progress; 6) Offer outreach locations to provide for orientation for students interested in the online programs. This is in progress.

Respondent:

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.

Resources - Personnel

Page Description
### FTEF

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

**Respondent:** Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

**Response**
The Administration of Justice/Corrections Programs contain both an academic component and a vocational component for students. The Academic Component offers an A.A. Degree and transfer to the CSU system, most notably CSU Long Beach and Dominguez Hills. The transfer component offers a series of skill certificates that lead directly to job placement. Certificates in Finger Print Classification and Penal Code 832 Laws of Arrest are individual three-unit and two-unit courses. We also offer an eight-unit course, Juvenile Corrections Officer Core, and a twelve-unit course, and Probation Officer Field Core.

### Faculty Hiring

- Do you see a need to increase full-time, tenure-track faculty? No
- Do you plan to submit a FP/IP application? No
- Please Describe: A full-time tenure-track faculty is not needed at this time. However, additional adjunct faculty would be helpful.

### Faculty Evaluations

- Have all evaluations for faculty and staff that are due been completed? Yes
- If "No," please describe the plan for completing evaluations:

**Faculty evaluations are ongoing.**

- 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

**George Yan is a full-time Corrections/Probation Professor. He was granted the Academic Rank of Professor on May 26, 2009 and a recipient of the Alpha Gamma Sigma Certificate of Appreciation in Spring 2009. He is assigned as a back-up to the Curriculum Committee, appointed by the Senate for the Distance Ed Committee, and was recently elected as Senator-at-Large (two year term).**

### Professional Development

- Have all of the faculty fulfilled their Flex requirements? Yes
- Please Describe: Administration of Justice/Corrections holds several meetings during the year with the Advisory Committee and seminars to maintain or improve content knowledge. In addition, faculty members sponsor field trips, attend seminars, and provide students with intern opportunities, all of which requires the instructor to be active outside the normal classroom assignment.

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

**The division has sponsored a series of seminars and workshops on professional development areas such as SLOs, vocational education adult delivery systems, working with disabled students, technology awareness, and the Commission on Peace Officer Standards and Training (POST) to update and maintain State Licensing for the PC 832 Arrest and Control Course.**

- Do you have any mentoring of part-time faculty to ensure integrity of course outline? Yes
- Please describe the mentoring activities:
Each year the Administration of Justice/Corrections Department, working in concert with CSU Dominguez Hills, encourages potential community college instructors to visit the campus and act as interns under the supervision of the division chair, Professor Stapleton. The result is that we have hired some of those interns as adjunct instructors: Parole Agent Richard Lee, Mel Bailey and Nakia Guidry of the Los Angeles County Probation Department.

### Validation Review

<table>
<thead>
<tr>
<th>Object</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

#### Resources - Fiscal Budget

**Budget Status**

- Were you over, under or on your budget? Under
- Please describe:

  It is only recently with our new president and vice president that our budget has been made available to us. At present the students from the Administration of Justice/Probation courses have brought additional FTES to campus and increased our profitability.

  Respondent: Professor Charles “Buck” Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

**Grants or Additional Funding Sources**

- Have you received any grants or any additional funding from other sources? Yes
- Please indicate the amount of any additional grants or funding: $
- If yes, please describe:

  In the past we have received grants for adding courses online and we are in the process of requesting a grant to place an A.A. Degree in Administration of Justice/Corrections online.

### Validation Review

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

**OBJECTIVES:**

No Objectives Submitted.

### Resources - Facilities

**Facilities**

- Were you satisfied with the discipline's facilities? No
- Please describe:

  The college as a whole does not treat Administration of Justice/Corrections with the respect it deserves. The concentration at WLAC is on basic skills and transfer and our program is mostly a vocational one. We are bounced from classroom to classroom to make way for other classes and programs and at present are being asked to give up classrooms and offices for other programs such as athletics, math ESL.

  How have the current facilities impacted the discipline?

  We are in bungalows for the most part and it gives the appearance of a temporary program. As a result, we are viewed by others as temporary.

- Have there been any changes in the discipline's facilities in the past year? Yes
- If yes, please describe:
We were moved out of our traditional classroom into newer bungalows, but only to have other classes from different disciplines scheduled to come in on top of us. Our classes meet from 6 am to 3 pm and students are on campus all day. The college has no dining facilities so students either bring in their lunch or have to get food from the lunch truck. Then they have to find a place to eat. Instructors who come and use the facilities in the evening complain that the trash cans in the classroom have left over lunch articles and then facilities issues us a warning not to eat in the classroom. If you want them here all day, then provide a space for them to go when it rains or is too hot! Also, parking has been a problem since the construction began.

Respondent: Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections Chair

### Supplies & Equipment

Were you satisfied with your instructional supplies and equipment? [Yes]

please describe:

Although the college has not been supportive in facilities assignment, the college has been generous in allowing a portion of the vocational budget for equipment and supplies. However, our very large enrollment probably contributes to a greater portion of the monies coming in then is spent. We are thankful nonetheless.

### Validation Review

Data Evaluation: [Accepted]

Comments:

OBJECTIVES:

No Objectives Submitted.

### Resources - Resource Request

No Resources Submitted.

### 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:

Yes, as stated earlier, this is an ongoing process and each instructor is being asked to attend SLO workshops and their course syllabi are reviewed to determine if SLO’s are incorporated and assessed.

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

if yes, please list the representatives and describe:

Yes, on occasion. In the past the Department Chair was Vice President of the Senate and oversaw Curriculum and more recently the full-time Corrections/Probation professor was the back-up member to the Curriculum Committee.

Respondent: Professor Charles "Buck" Stapleton, Division Chair and Professor George G. Yan, Corrections 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? [Yes]

if yes, please describe:

1. California Commission on Peace Officer Standards and Training (POST) accredits two of our courses: Laws of Arrest and Firearms; 2. Standards and Training for Corrections (STC) accredits four of our courses: Juvenile Corrections Officer Core, Probation Officer Field Core, Basic Supervisor Core, and continuing education courses.
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>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Day 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>Evening 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>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>FTEI</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Male 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>Female 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>Age 20 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>Age 20-24 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>Age 25-34 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>Age 35-44 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>Age 55+ 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>Ethnicity Asian 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>Ethnicity Black 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>Ethnicity Hispanic 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>Ethnicity Indian 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>Ethnicity White 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>Ethnicity Other 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>FTER</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>FTEF</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</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? [Yes]

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? [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? [No]
### Supplies & Equipment

- **W**ere **y**ou **s**atisfied with your instructional supplies and equipment?  
  **[Yes]**

### Grants or Additional Funding Sources

- **D**id **y**ou receive any donated equipment and/or grants?  
  **[Yes]**
- **W**ere you over, under or on your budget?  
  **[Under]**

### Course Updates, Syllabi & New Programs

- Of the number of courses that need to be updated, how many have been completed?  
  **# Done**
- **A**re instructors’ class syllabi collected?  
  **[Yes]**
- **H**ave you developed any new courses and/or programs in the last year?  
  **[Yes]**

### Student Learning Outcomes

- **H**ave you developed SLOs for your discipline?  
  **[Yes]**
- **D**o you have assessment plans for program SLOs?  
  **[Yes]**
- **H**ave any courses assessed college or program SLOs?  
  **[Yes]**

### Advisory Board

- **D**o you have an Advisory Board?  
  **[Yes]**
- **D**o you have minutes of your Advisory Board meetings?  
  **[Yes]**
- **H**as 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?

  **No Objectives Submitted.**

### Validation Review

- **F**inal Evaluation:  
  **Accepted**
- **C**omments:  
  **[ ]**

### Submit Program Review

- **P**rogram Review has been completed for this Unit.