Enrollment - Census/FTES

<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>Strong Growth [100.00 %]</td>
<td>Strong Growth [79.41 %]</td>
<td>Strong Decline [-11.48 %]</td>
<td>Strong Growth [20.37 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Growth [105.88 %]</td>
<td>Strong Growth [88.05 %]</td>
<td>Strong Decline [-12.29 %]</td>
<td>Strong Growth [14.17 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Growth [105.88 %]</td>
<td>Decline [-5.97 %]</td>
<td>Strong Decline [-12.29 %]</td>
<td>Strong Growth [14.17 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

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

Respondent: Phyllis Morrison, Science Division Chair

Response: The data above misrepresents the enrollment trends and the average class size at census. The total enrollment increase can be attributed to a doubling in the number of sections. But, the average class size was below 34, except for Fall 2004. Using the census enrollment and the number of sections, Environmental Science met the average class size goal of 34 (AFT-LACCD Agreement, Article 12) in Fall 2004. For the other 4 fall semesters, the average class size at census for Environmental Science was below the Article 12 goal of 34.

There is no Environmental Science program. Over the period presented, the only course offered in this subject area was Environmental Science 2. The Natural Science general education requirement can be satisfied by successful completion of Environmental Science 2. The IGEC biological science non-laboratory requirement can be satisfied by successful completion of Environmental Science 2.

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]
Was a comparative analysis done? [No]
Was a detailed analysis done? [No]
Data Evaluation: [ ]
Comments: [ ]
Enrollment - Instructional Delivery Modes

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
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<td>Day</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [47.06 %]</td>
<td>Strong Growth [27.78 %]</td>
<td>Strong Growth [8.70 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-27.91 %]</td>
<td>Strong Growth [29.03 %]</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 period Fall 2005 to Fall 2007, the higher enrollments in the evening section offset the lower enrollment in the day section. While lower than the evening, for the past three fall semesters, the day enrollments have gradually increased from 18 to 25.
There are no Online sections of Environmental Science 2.

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:
Environmental Science was not offered by the other delivery modes listed above: Online, High School Outreach, or the Weekend College.

Validation Review

Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
Was a detailed analysis done? [ ]
Data Evaluation: [ ]
Comments: [ ]

OBJECTIVES:
No Objectives Submitted.

Enrollment - Demographics
Demographics Summary

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

Respondent: Phyllis Morrison, Science Division Chair

Response

Based upon the gender, age, and ethnicity distributions shown above, there do not appear to be any patterns that reveal implications for the subject area of Environmental Science.

Validation Review

Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
Was a detailed analysis done? [ ]
Data Evaluation: [ ]
Comments: [ ]
Student Success - Success/Retention

---

Success, Retention & Awards Summary

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

Respondent: Phyllis Morrison, Science Division Chair

Response:

Student success in Environmental Science fluctuated for these five fall semesters. For two fall semesters (2005 & 2006), the percentage of successful students in the evening section exceeded the college average. In Fall 2007, the percentage of students who received a C grade or better was slightly lower than the college average. The percentage was 58.33% for the day section and 57.89% for the evening section. Based upon the low success rate, it appears that a high percentage of students enrolled in this subject area are not college ready.

There is no Environmental Science program. Environmental Science 2 is taken by students to satisfy the Natural Science general education requirement for the associate degree or to satisfy the IGETC biological science non-laboratory requirement.

---

Validation Review

Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
Was a detailed analysis done? [ ]
Data Evaluation: [ ]
Comments: [ ]

---

OBJECTIVES:

No Objectives Submitted.

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Curriculum - Course Updates
Course Updates, Syllabi & New Programs

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

<table>
<thead>
<tr>
<th># Done</th>
<th># Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

If course updates are due, please describe the discipline’s plan for updating courses:
The college offers two courses in the subject area of Environmental Science. The course outline for Environmental Science 2 (The Human Environment: Physical Processes) is current.

The course outline for Environmental Science 1 (The Human Environment: Physical Processes) is due for updating. Environmental Science 1 is part of the Earth Science discipline. Since the fall semester of 2006, the college has had no full-time instructor in the Earth Science discipline. The college is in the process of recruiting candidates to fill a tenure-track position in the Earth Science discipline. One of the responsibilities of the new hire will be to update the course outline for Environmental Science 1.

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 syllabus. When a syllabus is received, the date of receipt is recorded in a log by the Chair. A second notice is sent at the end of the 2nd week to those instructors who failed to respond to the first request. The instructors are informed that the timely submission of the syllabus will be a part of the performance evaluation.

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

Data Evaluation: 
Comments: 

OBJECTIVES: 
No Objectives Submitted.

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?  No

Does the discipline have assessment plans for program SLOs?  Yes

Please describe your assessment plans for SLOs:

There is no Environmental Science Program. Environmental Science is not a discipline. Environmental Science 2 is one of the subject areas in the Biological Sciences discipline. Successful completion of Environmental Science 2 satisfies both the natural science general education requirement for the associate degree and the IGETC biological science non-laboratory requirement. Environmental Science 1 is part of the Earth Science discipline. Since the fall semester of 2006, the college has had no full-time instructor in the Earth Science discipline. The college is in the process of recruiting candidates to fill a tenure-track position in the Earth Science discipline. One of the responsibilities of the new hire will be to coordinate the development of assessment for the environmental science courses.

Have any courses assessed college or program SLOs?  No

Please describe your assessment of SLOs:

Respondent: Phyllis Morrison, Science Division Chair

Validation Review

Data Evaluation: 
Comments: 

OBJECTIVES: 
No Objectives Submitted.
OBJECTIVES:

No Objectives Submitted.

Resources - Personnel

FTEF

Response

For the past three fall semesters, two sections of Environmental Science 2 were offered by the college. The day section is taught by a full-time Biological Sciences instructor. The evening section is scheduled in the ACT delivery mode and is taught by an adjunct instructor.

There is no Environmental Science Program. Successfully completion of Environmental Science 2 satisfies both the natural science general education requirement for the associate degree and the IGETC biological science non-laboratory requirement.

Faculty Hiring

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

Do you plan to submit a FIP application?  
No

Please Describe:
### 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 committees? **No**
- Please provide a list of the discipline’s full-time faculty and their committee assignment

---

### Professional Development

- Have all of the faculty fulfilled their Flex requirements? **Yes**
- Please Describe:
  
  *Lloyd Thomas distributes a list of instructors who have submitted their Flex reports. I checked this list and determined that the instructors teaching Environmental Science had fulfilled their Flex requirements.*

- Have you had any professional development for faculty? **No**
- Please describe the professional development activities:
- Do you have any mentoring of part-time faculty to ensure integrity of course outline? **No**
- Please describe the mentoring activities:

---

### Validation Review

- Was a trend analysis done? **No**
- Was a comparative analysis done? **No**
- Was a detailed analysis done? **No**
- Data Evaluation: **None**
- Comments: **None**

---

### Resources - Fiscal Budget

#### Budget Status

- Were you over, under or on your budget? **None**
- Please describe:

  *There is no separate budget for Environmental Science.*

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

---

#### Grants or Additional Funding Sources

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

---

### Validation Review

- Data Evaluation: **None**
- Comments: **None**

---

**OBJECTIVES:**

- No Objectives Submitted.
No Objectives Submitted.

Resources - Facilities

Facilities

Were you satisfied with the discipline's facilities?
Please describe:
How have the current facilities impacted the discipline?
Have there been any changes in the discipline's facilities in the past year?
If yes, please describe:

Respondent: Phyllis Morrison, Science Division Chair

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?
Please describe:

Validation Review

Data Evaluation:
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?
if yes, please describe:

Environmental Science is not a discipline. The new hire in the Earth Science discipline will be tasked to coordinate the alignment of the student learning outcomes and course assessment in the environmental science courses.

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

All of the full-time faculty in the Division teach classes at the time that the Curriculum Committee meets.

Respondent: Phyllis Morrison, Science Division Chair

Comprehensive Program Review

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

Program Accreditation / Certification

Do you have any outside agency accreditations standards that should have been addressed?
## 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>
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<tbody>
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<td>Strong Growth [100.00 %]</td>
<td>Strong Growth [79.41 %]</td>
<td>Strong Decline [-11.48 %]</td>
<td>Strong Growth [20.37 %]</td>
</tr>
<tr>
<td>Day Enrollment</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [ -47.06 %]</td>
<td>Strong Growth [27.78 %]</td>
<td>Strong Growth [8.70 %]</td>
</tr>
<tr>
<td>Evening Enrollment</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-27.91 %]</td>
<td>Strong Growth [29.03 %]</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 Growth [105.88 %]</td>
<td>Strong Growth [88.05 %]</td>
<td>Strong Decline [-12.29 %]</td>
<td>Strong Growth [14.17 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Growth [105.88 %]</td>
<td>Decline [-5.97 %]</td>
<td>Strong Decline [-12.29 %]</td>
<td>Strong Growth [23.06 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Strong Growth [21.99 %]</td>
<td>Stable [0.64 %]</td>
<td>Strong Growth [10.94 %]</td>
<td>Stable [2.93 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Strong Growth [10.60 %]</td>
<td>Strong Growth [55.00 %]</td>
<td>Stable [0.63 %]</td>
<td>Strong Decline [-23.06 %]</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>Strong Growth [280.00 %]</td>
<td>Strong Decline [-15.79 %]</td>
<td>Strong Decline [-6.25 %]</td>
<td>Strong Growth [100.00 %]</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>Strong Growth [9.09 %]</td>
<td>Strong Growth [266.67 %]</td>
<td>Strong Decline [-13.64 %]</td>
<td>Strong Decline [-15.79 %]</td>
</tr>
<tr>
<td>Age20 Enrollment</td>
<td>Strong Growth [600.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-28.57 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Age2024 Enrollment</td>
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<td>Strong Growth [35.71 %]</td>
<td>Strong Decline [-10.53 %]</td>
<td>Strong Growth [17.65 %]</td>
</tr>
<tr>
<td>Age2534 Enrollment</td>
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<td>Strong Growth [280.00 %]</td>
<td>Strong Decline [-15.79 %]</td>
<td>Strong Growth [37.50 %]</td>
</tr>
<tr>
<td>Age3554 Enrollment</td>
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<td>Strong Growth [225.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [7.69 %]</td>
</tr>
<tr>
<td>Age55 Enrollment</td>
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<td>Strong Growth [100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [ -50.00 %]</td>
</tr>
<tr>
<td>Ethnicity Asian</td>
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<td>Strong Growth [50.00 %]</td>
<td>Strong Growth [33.33 %]</td>
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<td>Ethnicity Black</td>
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<td>Stable [0.00 %]</td>
<td>Strong Growth [7.69 %]</td>
</tr>
<tr>
<td>Ethnicity Hispanic</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [166.67 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [50.00 %]</td>
</tr>
<tr>
<td>Ethnicity 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>Ethnicity White</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Growth [400.00 %]</td>
<td>Strong Decline [-60.00 %]</td>
<td>Strong Growth [-125.00 %]</td>
</tr>
<tr>
<td>Ethnicity Other</td>
<td>Strong Decline [-66.67 %]</td>
<td>Strong Growth [500.00 %]</td>
<td>Strong Growth [33.33 %]</td>
<td>Strong Decline [-62.50 %]</td>
</tr>
<tr>
<td>FTIR</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>
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<td>Stable [0.00 %]</td>
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<tr>
<td>FTEF</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
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<tr>
<td>Section Count</td>
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<td>Strong Growth [100.00 %]</td>
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<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

If yes, please describe:  

No Objectives Submitted.

### OBJECTIVES:

No Objectives Submitted.
**Faculty Evaluations**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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**Professional Development**

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**Facilities**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you satisfied with your facilities?</td>
<td></td>
</tr>
</tbody>
</table>

**Supplies & Equipment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you satisfied with your instructional supplies and equipment?</td>
<td></td>
</tr>
</tbody>
</table>

**Grants or Additional Funding Sources**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive any donated equipment and/or grants?</td>
<td>No</td>
</tr>
<tr>
<td>Were you ever, under or on your budget?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Course Updates, Syllabi & New Programs**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
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<td>Of the number of courses that need to be updated, how many have been completed?</td>
<td></td>
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<td>Are instructors’ class syllabi collected?</td>
<td>Yes</td>
</tr>
<tr>
<td>Have you developed any new courses and/or programs in the last year?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

<table>
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<tr>
<th>Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Have you developed SLOs for your discipline?</td>
<td>No</td>
</tr>
<tr>
<td>Do you have assessment plans for program SLOs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Have any courses assessed college or program SLOs?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Advisory Board**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an Advisory Board?</td>
<td>No</td>
</tr>
<tr>
<td>Do you have minutes of your Advisory Board meetings?</td>
<td>No</td>
</tr>
<tr>
<td>Has the Advisory Board provided any recommendations and or outcomes?</td>
<td>No</td>
</tr>
</tbody>
</table>

**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**

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

**Submit Program Review**

Program Review has been completed for this Unit.