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 Decline [-24.31 %]</td>
<td>Strong Decline [-13.32 %]</td>
<td>Strong Decline [-7.01 %]</td>
<td>Strong Growth [12.46 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-24.87 %]</td>
<td>Strong Decline [-13.03 %]</td>
<td>Strong Decline [-7.14 %]</td>
<td>Strong Growth [11.72 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Decline [-11.90 %]</td>
<td>Strong Decline [-21.62 %]</td>
<td>Strong Decline [17.24 %]</td>
<td>Strong Growth [54.17 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Decline [-16.73 %]</td>
<td>Decline [-4.58 %]</td>
<td>Strong Growth [16.20 %]</td>
<td>Strong Decline [-12.62 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

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

Respondent: Dave Smith

Response:
From 2003 to 2006, History saw its overall enrollment diminish – I would attribute this to several factors. First, during this time the cost of living was increasing more rapidly then in previous years, and tuition went up; as the overall college enrollment was down during these years - with the exception of our online sections which require less financial outlay - we seem to be in tune with the rest of WLAC’s academic programs. Additionally, during this time the dept got more involved in enforcing a stricter curriculum on the hourly instructors – as history is one of the most challenging of academic disciplines, this may also contribute to students dropping out of frustration due to their lack of the basic skills necessary to succeed in a more challenging environment. I am happy that our instructors overall have very strong official evaluations and positive entries on ratemyprofessor.com, as well as other internet sites dedicated to instructor feedback; and by this I mean that not that students say we are easy, just the opposite – the consensus seems to be that we are difficult, but fair. I believe that over the next few years, depending on the rhythms of enrollment and the fluctuations of the economy, we should begin to slowly but surely broaden our offerings, increasing the number of core transfer courses as well as history electives.

Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year? [Yes] [No]

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:
Yes. I created an email list in my five classes in spring of 2008 to drum up enrollment for my History 40 class, an elective that in three previous semesters – back in 2004-05 – had always barely made the necessary fifteen to stay open. I am happy to report that at semester’s start the class had over 40 enrolled, and in mid-November it is still in the upper 20s.

Validation Review

Was a trend analysis done? [Yes] [No]
Was a comparative analysis done? [Yes] [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/CensusEnrollment</td>
<td>Strong Decline (-24.31%)</td>
<td>Strong Decline (-13.32%)</td>
<td>Strong Decline (-7.01%)</td>
<td>Strong Growth (12.46%)</td>
</tr>
<tr>
<td>Day</td>
<td>Strong Decline (-23.27%)</td>
<td>Strong Decline (-17.78%)</td>
<td>Growth (3.05%)</td>
<td>Strong Growth (22.96%)</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline (-35.18%)</td>
<td>Strong Decline (-15.99%)</td>
<td>Decline (-4.87%)</td>
<td>Stable (1.49%)</td>
</tr>
<tr>
<td>Online</td>
<td>Strong Growth (17.20%)</td>
<td>Strong Growth (12.84%)</td>
<td>Strong Decline (-43.09%)</td>
<td>Strong Decline (-14.29%)</td>
</tr>
</tbody>
</table>

**Instructional Modes Summary**

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

**Online/ground, Day and Evening**

**Respondent:** Dave Smith

**Response:**

Please see the previous comments on enrollment – they apply here as well.

---

**Program Participation**

Did you offer any courses this year in any of the following programs:

- Online/ground
- Hybrid classes
- High School Outreach
- ACT program
- Weekend College?

Yes

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

How does one answer this question? We offered classes in all but the High School Outreach, and my personal involvement extends to creating the schedule, staffing the courses and supervising the book orders, in addition to trouble-shooting whatever difficulties occur throughout the semester. ACT has been the bailiwick of Pat Siever, I have exactly zero involvement with that program.

---

**Validation Review**

**Was a trend analysis done?** [ ]

**Was a comparative analysis done?** [ ]

**Was a detailed analysis done?** [ ]

**Data Evaluation:** Accepted

**Comments:**

---

**Enrollment - Demographics**
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>Male</td>
<td>Strong Decline  [ 30.02 %]</td>
<td>Strong Decline [ 9.57 %]</td>
<td>Decline [ 5.11 %]</td>
<td>Strong Growth [25.00 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Decline  [ 21.33 %]</td>
<td>Strong Decline [ 18.85 %]</td>
<td>Strong Decline [ 6.87 %]</td>
<td>Stable [ 2.29 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Decline  [ 20.64 %]</td>
<td>Strong Decline [10.53 %]</td>
<td>Stable [ 2.06 %]</td>
<td>Strong Growth [ 7.42 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Decline  [ 12.06 %]</td>
<td>Strong Decline [29.03 %]</td>
<td>Strong Decline [13.64 %]</td>
<td>Stable [ 1.32 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Decline  [ 18.75 %]</td>
<td>Strong Decline [23.08 %]</td>
<td>Stable [ 0.00 %]</td>
<td>Strong Decline [10.00 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Decline  [ 24.59 %]</td>
<td>Strong Decline [23.91 %]</td>
<td>Strong Decline [31.58 %]</td>
<td>Decline [ 5.13 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Decline  [ 23.13 %]</td>
<td>Strong Decline [24.88 %]</td>
<td>Strong Growth [12.30 %]</td>
<td>Stable [ 0.56 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Decline  [ 37.05 %]</td>
<td>Growth [3.19 %]</td>
<td>Strong Decline [20.10 %]</td>
<td>Strong Growth [25.16 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [100.00 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline  [ 8.14 %]</td>
<td>Strong Decline [18.99 %]</td>
<td>Strong Decline [29.69 %]</td>
<td>Strong Growth [46.67 %]</td>
</tr>
</tbody>
</table>

**Demographics Summary**

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

**Respondent:** Dave Smith

**Response:**

In looking over these stats, it seems that the history offerings are performing in lockstep discipline with the historic mission of the community colleges – people of all ages, races, and both genders are represented, and in the sort of numbers one would expect based upon the social make-up of our service area, and the fact that we mainly cater to the young, as they make up the bulk of college students the world over.

**Validation Review**

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

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>TotalSuccess</td>
<td>Growth [3.85 %]</td>
<td>Stable [0.67 %]</td>
<td>Stable [2.85 %]</td>
<td>Strong Decline [-6.70 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Stable [-1.32 %]</td>
<td>Stable [0.51 %]</td>
<td>Stable [-0.05 %]</td>
<td>Stable [1.61 %]</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?

Response

History seems to be aligned with the college average in terms of retention, and slightly below in terms of success rate – the latter I attribute to the difficulty of history for young people (I would wager that aside from math and science we have the lowest success rate of the academic disciplines). Online success and retention being higher is hardly surprising – when one can do the work whenever it is convenient, that certainly would promote success. Additionally, and anyone who has ever cared enough to ask their classes in a sort of open forum to encourage real responses, there is a great deal of cheating that goes on with the online sections – all of the students know about it, and will talk about it if queried. Does it have to be this way – no. But too many departments are not controlling their online instructors to the degree that academic integrity can be assured. I should know — history has been a bit lax, and only recently have we begun to see how best to maximize the quality of these courses. This is essential because, like it or not, online is here to stay and so we need to do our best to make it as structurally and academically sound as possible.

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>
<tr>
<td>Data Evaluation:</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Comments:

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?

<table>
<thead>
<tr>
<th># Done</th>
<th># Due</th>
</tr>
</thead>
</table>

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

I'm sorry for not having the number to hand, but the last time I was notified that some needed doing, and whether that was in early 2008 or late 2007, I did all of them. History is 100% updated.

- Are instructors' class syllabi collected? Yes

Please describe the course syllabi collection procedure:

I send around an email and also make calls reminding the instructors that I need three copies - one for the dept, one for the div, and one for Academic Affairs.

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

Please describe the new courses or programs:

HIST 86 and 87 - History of World Civilizations I and II.

Respondent: Dave Smith

**Validation Review**

Data Evaluation: Accepted

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 Fulk's 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:

Aside from checking instructor syllabi for the inclusion of SLOs, I am uncertain as to how this would be done - ? Just checking the latest version of the instructor evaluation forms, there is nothing that would allow the student to indicate whether the syllabus-stated SLOs were accomplished by the time of the instructor evaluation - ?

- Have any courses assessed college or program SLOs? No

Please describe your assessment of SLOs:

Respondent: Dave Smith

**Validation Review**

Data Evaluation: Accepted

Comments:

**OBJECTIVES:**

No Objectives Submitted.

**Vocational - Advisory Requirements**

**Advisory Board Actions**
Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.

Resources - Personnel

FTEF

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

Respondent: Dave Smith

Response
The history dept is not large, and one could argue that perhaps one more full-time faculty member would help in the not too distant future, perhaps someone to helm the Western Civ/World History end of the curriculum? Obviously, the larger the percentage of FTEF, the better it is for the program, but at this time it does not seem that the dept is lacking in any great way in this area.

Faculty Hiring

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

Do you plan to submit a FP/3 application?

Please Describe:
Please see above. I think that there are other depts in the BHSS division, let alone other divisions on campus, that need additional full-time faculty members, for example Psychology and Economics.

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?

Yes [ ]

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

Olivas, Richard - Academic Senate
Siever, Patricia - Academic Senate, ACT, various and sundry other activities
Smith, Dave - Work Environment Committee

Professional Development

Have all of the faculty fulfilled their Flex requirements?

Yes [ ]

Please Describe:

What, every member's Flex form? Sorry, I simply do not have that data at this time; as my dept's members have not appeared on the Flex delinquency list, I am secure in our status.

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:

"Mentoring" sounds a bit too official for my tastes – what I have done is spoken at length with each hourly faculty member, especially newer ones, as to what they must have in their syllabi.

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.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget?

NA

Please describe:

Respondent: Dave Smith

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: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.
Facilities

Were you satisfied with the discipline's facilities?

Yes

Please describe:

All is well.

How have the current facilities impacted the discipline?

The addition over the last few years of Smart Tech has really improved the presentation of our courses.

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

Yes

If yes, please describe:

See above.

Respondent: Dave Smith

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?

Yes

please describe:

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:

We went through the requested/mandated workshops, several years back, and all full- and part-time faculty have SLOs incorporated into their syllabi and courses.

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

Yes

if yes, please list the representatives and describe:

Monthly - no. When necessary - yes.

Respondent: Dave Smith

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
### 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>
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<td>Strong Decline [-7.01 %]</td>
<td>Strong Growth [12.46 %]</td>
</tr>
<tr>
<td>Day Enrollment</td>
<td>Strong Decline [-23.27 %]</td>
<td>Strong Decline [-17.78 %]</td>
<td>Growth [3.05 %]</td>
<td>Strong Growth [22.96 %]</td>
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<tr>
<td>Evening Enrollment</td>
<td>Strong Decline [-35.18 %]</td>
<td>Strong Decline [-15.99 %]</td>
<td>Decline [-4.87 %]</td>
<td>Stable [1.40 %]</td>
</tr>
<tr>
<td>Online Enrollment</td>
<td>Strong Growth [17.20 %]</td>
<td>Strong Growth [12.84 %]</td>
<td>Strong Decline [-43.09 %]</td>
<td>Strong Decline [-14.29 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-24.87 %]</td>
<td>Strong Decline [-13.03 %]</td>
<td>Strong Decline [-7.14 %]</td>
<td>Strong Growth [11.72 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-16.73 %]</td>
<td>Decline [-4.58 %]</td>
<td>Strong Growth [16.20 %]</td>
<td>Strong Decline [-12.62 %]</td>
</tr>
<tr>
<td>Total Retention</td>
<td>Stable [-1.32 %]</td>
<td>Stable [0.51 %]</td>
<td>Stable [0.05 %]</td>
<td>Stable [-1.61 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Growth [3.85 %]</td>
<td>Stable [-0.67 %]</td>
<td>Stable [2.85 %]</td>
<td>Strong Decline [-6.70 %]</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>Strong Decline [-30.02 %]</td>
<td>Strong Decline [-9.57 %]</td>
<td>Decline [-5.11 %]</td>
<td>Strong Growth [25.00 %]</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>Strong Decline [-21.33 %]</td>
<td>Strong Decline [-18.85 %]</td>
<td>Strong Decline [-6.87 %]</td>
<td>Stable [-2.29 %]</td>
</tr>
<tr>
<td>Age20 Enrollment</td>
<td>Strong Decline [-33.45 %]</td>
<td>Strong Decline [-15.14 %]</td>
<td>Strong Decline [-9.55 %]</td>
<td>Strong Growth [28.17 %]</td>
</tr>
<tr>
<td>Age2024 Enrollment</td>
<td>Strong Decline [-20.64 %]</td>
<td>Strong Decline [-10.53 %]</td>
<td>Stable [2.08 %]</td>
<td>Strong Growth [7.42 %]</td>
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<tr>
<td>Age2534 Enrollment</td>
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<td>Strong Decline [-14.61 %]</td>
<td>Strong Decline [-6.58 %]</td>
<td>Stable [-2.11 %]</td>
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<tr>
<td>Age3554 Enrollment</td>
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<td>Strong Decline [-13.64 %]</td>
<td>Stable [-1.32 %]</td>
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<td>Strong Decline [-10.00 %]</td>
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<tr>
<td>EthnicityAsianEnrollment</td>
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<td>Strong Growth [23.91 %]</td>
<td>Strong Decline [-31.58 %]</td>
<td>Decline [-5.13 %]</td>
</tr>
<tr>
<td>EthnicityBlackEnrollment</td>
<td>Strong Decline [-23.13 %]</td>
<td>Strong Decline [-24.88 %]</td>
<td>Strong Growth [12.30 %]</td>
<td>Stable [-0.56 %]</td>
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<td>Growth [3.19 %]</td>
<td>Strong Decline [-20.10 %]</td>
<td>Strong Growth [25.16 %]</td>
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<td>Strong Growth [100.00 %]</td>
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<td>Strong Decline [-26.19 %]</td>
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<td>FTER</td>
<td>Decline [-5.11 %]</td>
<td>Stable [2.31 %]</td>
<td>Stable [2.26 %]</td>
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<td>Strong Decline [-17.00 %]</td>
<td>Strong Growth [28.57 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Decline [-11.90 %]</td>
<td>Strong Decline [-21.62 %]</td>
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<td>Strong Growth [54.17 %]</td>
</tr>
</tbody>
</table>

### Enrollment Growth Initiatives

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

### Program Participation

Did you offer any courses this year in any of the following programs: Online/on ground, hybrid classes, High School Outreach, ACT program, Weekend College? 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? **No**
- 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? **No**
- Were you over, under or on your budget? **No**

### Course Updates, Syllabi & New Programs
- Of the number of courses that need to be updated, how many have been completed? **# Done**
- # Due
- 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? **No**
- Have any courses assessed college or program SLOs? **No**

### Advisory Board
- Do you have an Advisory Board? **No**
- Do you have minutes of your Advisory Board meetings? **No**
- Has the Advisory Board provided any recommendations and or outcomes? **No**

### Past Unit Plan Objectives
- What is the status of the objectives in the 2007 unit plan. Areas will evaluate the objectives included in the unit plan for 2007 in a grid with following measures: completed, in progress, deleted. Please explain outcome.
- Based on your evaluation, what objectives or initiatives would you develop to improve this measure?
- **No Objectives Submitted.**

### Validation Review
- Final Evaluation: **Accepted**
- Comments:

### Submit Program Review
- Program Review has been completed for this Unit.