
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/FTES</td>
<td>Strong Decline (-38.31 %)</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [44.21 %]</td>
<td>Strong Decline [-36.86 %]</td>
</tr>
<tr>
<td>FTEs</td>
<td>Strong Decline [-33.94 %]</td>
<td>Stable [0.81 %]</td>
<td>Strong Growth [44.40 %]</td>
<td>Strong Decline [37.72 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Growth [50.00 %]</td>
<td>Strong Decline [-24.00 %]</td>
<td>Strong Decline [-11.11 %]</td>
<td>Strong Decline [25.00 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Decline [-27.40 %]</td>
<td>Strong Growth [9.25 %]</td>
<td>Strong Growth [29.07 %]</td>
<td>Strong Decline [22.27 %]</td>
</tr>
</tbody>
</table>

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

Response: Joyce Sweeney

The course offerings need to be strengthened as they are down in all areas. New courses should be determined and added to support student need and interest, besides the introductory courses that are traditionally being offered. Descriptions in the college catalog and schedule of classes should be rewritten to attract students.

Enrollment Growth Initiatives

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

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:

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

Comments:

OBJECTIVES:

No Objectives Submitted.
Enrollment - Instructional Delivery Modes

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 [38.31 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [44.21 %]</td>
<td>Strong Decline [36.86 %]</td>
</tr>
<tr>
<td>Day</td>
<td>Strong Growth [26.58 %]</td>
<td>Strong Decline [-19.00 %]</td>
<td>Strong Growth [45.68 %]</td>
<td>Strong Decline [-21.19 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline [-60.70 %]</td>
<td>Strong Growth [21.11 %]</td>
<td>Strong Decline [39.45 %]</td>
<td>Strong Decline [-18.18 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-71.11 %]</td>
</tr>
</tbody>
</table>

Instructional Modes Summary

Please comment on the enrollment pattern in these instructional delivery modes:
Online/in ground, Day and Evening

Respondent: Joyce Sweeney

Response
Currently, only the same courses (Introductory 30 and 31) are being offered in all modes of delivery - ground, online, Day and Evening, ACT and WEC. The course descriptions should be rewritten in the college catalog and schedule of classes. New courses should be researched and added to the schedule.

Program Participation

Did you offer any courses this year in any of the following programs: Online/in ground, hybrid classes, High School Outreach, ACT program, Weekend College? Yes

If yes, please list the programs and summarize the nature of your involvement: Online, ACT and Weekend College. These all are the Introduction 30 and 31.

Validation Review

Was a trend analysis done? Yes
Was a comparative analysis done? Yes
Was a detailed analysis done? Yes
Data Evaluation: Accepted
Comments: Humanities is considering linkages to programs.

OBJECTIVES:

No Objectives Submitted.

Enrollment - Demographics

Page Description


<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 [-42.72 %]</td>
<td>Strong Growth [8.47 %]</td>
<td>Strong Growth [39.06 %]</td>
<td>Strong Decline [-30.34 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Decline [-39.57 %]</td>
<td>Growth [3.54 %]</td>
<td>Strong Growth [43.59 %]</td>
<td>Strong Decline [-41.67 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Decline [-5.41 %]</td>
<td>Strong Decline [-29.57 %]</td>
<td>Strong Growth [76.00 %]</td>
<td>Strong Decline [-47.73 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [22.22 %]</td>
<td>Strong Growth [31.17 %]</td>
<td>Strong Decline [-29.70 %]</td>
</tr>
<tr>
<td>25 - 34</td>
<td>Strong Decline [-46.32 %]</td>
<td>Strong Decline [-15.69 %]</td>
<td>Strong Growth [53.49 %]</td>
<td>Strong Decline [-42.42 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Decline [-68.66 %]</td>
<td>Strong Growth [57.14 %]</td>
<td>Strong Growth [30.30 %]</td>
<td>Strong Decline [-39.53 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Decline [-71.43 %]</td>
<td>Strong Growth [50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Decline [-40.00 %]</td>
<td>Strong Decline [-8.33 %]</td>
<td>Strong Growth [36.36 %]</td>
<td>Strong Decline [-40.00 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Decline [-32.59 %]</td>
<td>Strong Decline [-13.19 %]</td>
<td>Strong Growth [45.57 %]</td>
<td>Strong Decline [-34.78 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Decline [-63.10 %]</td>
<td>Strong Growth [61.29 %]</td>
<td>Strong Growth [38.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Strong Decline [-32.14 %]</td>
<td>Strong Growth [15.79 %]</td>
<td>Strong Growth [31.82 %]</td>
<td>Strong Decline [-48.28 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline [-13.64 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [42.11 %]</td>
<td>Strong Decline [-44.44 %]</td>
</tr>
</tbody>
</table>

**Demographics Summary**

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

**Respondent:** Joyce Sweeney

**Response:**

*It appears that the offerings should be energized by new courses and ideas.*

**Validation Review**

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

**OBJECTIVES:**

*No Objectives Submitted.*

**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: Joyce Sweeney

Response:
At least, Humanities is on par with the college average. It appears that student success in this department needs to be strengthened perhaps through tutors.

### Validation Review

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

### OBJECTIVES:

No Objectives Submitted.

### Curriculum - Course Updates

#### Course Updates, Syllabi & New Programs

- Of the number of courses that need to be updated, how many have been completed?
- If course updates are due, please describe the discipline's plan for updating courses:
  - This department is up to date.
- Are instructors' class syllabi collected?
  - No
- Please describe the course syllabi collection procedure:
  - The Division shall establish regular submission of syllabi from all instructors, part time as well as full.
Valuation 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 Fulks’ Bakersfield CC website

Student Learning Outcomes

Have program SLOs been developed for this discipline? Yes
Does the discipline have assessment plans for program SLOs? Yes
Please describe your assessment plans for SLOs:

This is a department that shares three full time instructors with other departments in the Division. Two of these have taken the instruction with Mr. Pepples and have prepared departmental SLO’s and used them in syllabi.

Have any courses assessed college or program SLOs? No
Please describe your assessment of SLOs:

With the training to prepare SLO’s the instructors are using the concept of SLO’s.
Respondent: Joyce Sweeney

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.

Vocational - Advisory Requirements

Advisory Board Actions

Do you have an Advisory Board? No
Do you have minutes of your Advisory Board meetings? No
Please provide copies of your minutes (electronic or paper) and list the meeting dates in the last year:

Has the Advisory Board provided any recommendations and/or outcomes? No
Of those recommendations and/or outcomes, which have been acted upon, and what is your plan of action with regard to other recommendations and/or outcomes:

Respondent:

Validation Review

Data Evaluation: Accepted
Comments:

OBJECTIVES:
No Objectives Submitted.
Resources - Personnel

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTEF</td>
<td>Stable [2.14 %]</td>
<td>Strong Decline [-30.07 %]</td>
<td>Strong Growth [20.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Decline [-9.09 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-20.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Strong Growth [43.33 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [50.00 %]</td>
</tr>
</tbody>
</table>

**FTEF**

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

**Response**

It appears that the part time instructors are more successful. The whole department must be strengthened through new courses and ideas.

**Faculty Hiring**

- Do you see a need to increase full-time, tenure-track faculty? **No**
- Do you plan to submit a FPIP application? **No**
- Please Describe: 

**Faculty Evaluations**

- Have all evaluations for faculty and staff that are due been completed? **No**

If "No," please describe the plan for completing evaluations:

There have been a limited amount of evaluations in this Division in the past. A schedule will be prepared to remedy this.

- 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

Alice Taylor, Academic Senate, Educational Policies Committee, Work-force Committee, Local AFT Board
May Dubois, Academic Senate, District Senate

**Professional Development**

- Have all of the faculty fulfilled their Flex requirements? **Yes**

Please Describe:

The list of faculty fully participating in FLEX that was distributed includes both of the department’s full time faculty.

- Have you had any professional development for faculty? **Yes**
Please describe the professional development activities:
College wide yes, departmental and Divisional no.

Do you have any mentoring of part-time faculty to ensure integrity of course outline?
No

Please describe the mentoring activities:
It appears that they do not need it as much as the full time instructors need it.

Validation Review

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

OBJECTIVES:
No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget? On
Please describe:
There is no separate budget established for Humanities.
Respondent: Joyce Sweeney

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.

Resources - Facilities

Facilities

Were you satisfied with the discipline's facilities? Yes
Please describe:
All of the classrooms that the Humanities regularly teach in are equipped with ceiling mounted projectors,(one was recently stolen and not replaced) but only one has the ability to play music.

How have the current facilities impacted the discipline?
The music portion of the humanities courses is not fully addressed and each of the instructors must provide their own slides for the students to view in class. Departmental slides and musical recordings should be available.

Have there been any changes in the discipline's facilities in the past year? Yes
If yes, please describe:
One overhead mounted projector has been stolen and not replaced.
## Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?  
No 

please describe:  
The department should have a collection of slides and musical recordings for classroom use.

## 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:  
SLO's are included in syllabi after college wide training in writing them.

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

if yes, please list the representatives and describe:  
Joyce Sweeney is the Divisional representative

Respondent:  
Joyce Sweeney

### Comprehensive Program Review

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

if yes, please describe:  
Maintenance of all equipment for the Division should be address and a schedule produced.

### Program Accreditation / Certification

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

if yes, please describe:  

### Validation Review

| Data Evaluation: | Accepted |  
| Comments: | |  

OBJECTIVES:  
No Objectives Submitted.

## Supplemental Material

Supplemental Materials:
## 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>TotalEnrollment</td>
<td>Strong Decline [-38.31 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [44.21 %]</td>
<td>Strong Decline [-36.86 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Growth [26.58 %]</td>
<td>Strong Decline [-19.00 %]</td>
<td>Strong Growth [45.68 %]</td>
<td>Strong Decline [-21.19 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Strong Decline [-60.70 %]</td>
<td>Strong Growth [21.11 %]</td>
<td>Strong Decline [-39.45 %]</td>
<td>Strong Decline [-18.18 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-71.11 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-33.94 %]</td>
<td>Stable [0.81 %]</td>
<td>Strong Growth [44.40 %]</td>
<td>Strong Decline [-37.72 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-27.40 %]</td>
<td>Strong Growth [9.25 %]</td>
<td>Strong Growth [29.07 %]</td>
<td>Strong Decline [-22.27 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Strong Growth [6.78 %]</td>
<td>Stable [-0.60 %]</td>
<td>Stable [3.00 %]</td>
<td>Growth [4.15 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
<td>Decline [-5.88 %]</td>
<td>Stable [-0.84 %]</td>
<td>Strong Decline [-16.07 %]</td>
<td>Strong Growth [6.71 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Strong Decline [-42.72 %]</td>
<td>Strong Growth [8.47 %]</td>
<td>Strong Growth [39.06 %]</td>
<td>Strong Decline [-30.34 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Strong Decline [-39.57 %]</td>
<td>Growth [3.54 %]</td>
<td>Strong Growth [43.59 %]</td>
<td>Strong Decline [-41.67 %]</td>
</tr>
<tr>
<td>Age20Enrollment</td>
<td>Decline [-5.41 %]</td>
<td>Strong Decline [-28.57 %]</td>
<td>Strong Growth [76.00 %]</td>
<td>Strong Decline [-47.73 %]</td>
</tr>
<tr>
<td>Age2024Enrollment</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [22.22 %]</td>
<td>Strong Growth [31.17 %]</td>
<td>Strong Decline [-29.70 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Decline [-46.32 %]</td>
<td>Strong Decline [-15.69 %]</td>
<td>Strong Growth [53.49 %]</td>
<td>Strong Decline [-42.42 %]</td>
</tr>
<tr>
<td>Age3554Enrollment</td>
<td>Strong Decline [-68.66 %]</td>
<td>Strong Growth [57.14 %]</td>
<td>Strong Growth [30.30 %]</td>
<td>Strong Decline [-39.53 %]</td>
</tr>
<tr>
<td>Age55Enrollment</td>
<td>Strong Decline [-71.43 %]</td>
<td>Strong Growth [50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
</tr>
<tr>
<td>EthnicityAsianEnrollment</td>
<td>Strong Decline [-40.00 %]</td>
<td>Strong Decline [8.33 %]</td>
<td>Strong Growth [36.36 %]</td>
<td>Strong Decline [-40.00 %]</td>
</tr>
<tr>
<td>EthnicityBlackEnrollment</td>
<td>Strong Decline [-32.59 %]</td>
<td>Strong Decline [13.19 %]</td>
<td>Strong Growth [45.57 %]</td>
<td>Strong Decline [-34.78 %]</td>
</tr>
<tr>
<td>EthnicityHispanicEnrollment</td>
<td>Strong Decline [-63.10 %]</td>
<td>Strong Growth [61.29 %]</td>
<td>Strong Growth [38.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
</tr>
<tr>
<td>EthnicityIndianEnrollment</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>EthnicityWhiteEnrollment</td>
<td>Strong Decline [-32.14 %]</td>
<td>Strong Growth [15.79 %]</td>
<td>Strong Growth [31.82 %]</td>
<td>Strong Decline [-48.28 %]</td>
</tr>
<tr>
<td>EthnicityOtherEnrollment</td>
<td>Strong Decline [-13.64 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [42.11 %]</td>
<td>Strong Decline [-44.44 %]</td>
</tr>
<tr>
<td>FTER</td>
<td>Strong Decline [-9.09 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-20.00 %]</td>
<td>Strong Decline [50.00 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Strong Growth [43.33 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [50.00 %]</td>
</tr>
<tr>
<td>FTEF</td>
<td>Stable [2.14 %]</td>
<td>Strong Decline [-30.07 %]</td>
<td>Strong Growth [20.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
</tr>
<tr>
<td>SectionCount</td>
<td>Strong Growth [50.00 %]</td>
<td>Stable [-25.00 %]</td>
<td>Strong Decline [-11.11 %]</td>
<td>Strong Decline [-25.00 %]</td>
</tr>
</tbody>
</table>

### Enrollment Growth Initiatives

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

### Faculty Hiring

Do you see a need to increase full-time, tenure-track faculty?  
- [ ] Yes  
- [ ] No  
Do you plan to submit a FPPIP application?  
- [ ] Yes  
- [ ] No

### Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?  
- [ ] Yes  
- [ ] No

### Professional Development

Have all of the faculty fulfilled their Flex requirements?  
- [ ] Yes  
- [ ] No  
Have you had any professional development for faculty?  
- [ ] Yes  
- [ ] No  
Do you have any mentoring of part-time faculty to ensure integrity of course outline?  
- [ ] Yes  
- [ ] No
### Facilities

| Were you satisfied with your facilities? | Yes |

### Supplies & Equipment

| Were you satisfied with your instructional supplies and equipment? | No |

### Grants or Additional Funding Sources

| Did you receive any donated equipment and/or grants? | No |
| Were you over, under or on your budget? | On |

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

### 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? | 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.