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

Respondent: Judy Chow, Curt Riesberg
Response
The drop in enrollment may be due to lack of logical sequence in scheduling the course sections. Enrollment decline in this area is due to lack of strong marketing efforts to the faculty and student populations. This implies that the marketing efforts instigated in the Spring 2008 semester coinciding with the new full-time faculty hires should continue, as they have been. Since Fall 2007, enrollment has again begun to climb.

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

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:
We plan to offer courses in logical sequence, and making it clearer to the students in the schedule of classes. More Learning Skills classes are also being developed as need has been identified. Marketing of the offerings is occurring campus-wide through personal initiatives of the full-time faculty in the Learning Center, with assistance of the other staff in the Center.

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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities for growing students' use of Learning Skill Ctr</td>
<td>Nov, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Provide full time faculty for stability and students' retention</td>
<td>Jul, 2009</td>
<td>Jun, 2008</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Inputs from outside of Division</td>
<td>Jan, 2009</td>
<td>Dec, 2009</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Increase enrollment thro various delivery modes &amp; entended hrs</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Increase enrollment</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Enrollment - Instructional Delivery Modes
Enrollment by Day, Evening, Online

### Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>Strong Decline [-25.65 %]</td>
<td>Strong Decline [-15.25 %]</td>
<td>Strong Decline [-18.45 %]</td>
<td>Stable [-0.19 %]</td>
</tr>
<tr>
<td>Day</td>
<td>Strong Decline [-26.03 %]</td>
<td>Strong Decline [-16.33 %]</td>
<td>Strong Decline [-23.49 %]</td>
<td>Strong Decline [-10.79 %]</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>Strong Decline [-8.70 %]</td>
<td>Strong Growth [23.81 %]</td>
<td>Strong Growth [103.85 %]</td>
<td>Strong Growth [96.23 %]</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: C. Riesberg and T. Russell

Response

With lack of marketing coupled with economic forces resulted in a gradual decline of student enrollment form 2003 - 2006. In response, more aggressive marketing and collaboration with other departments and programs has resulted in a significant increase in the Fall of 2008 enrollment figures.

### 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

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

The learning Center does offer mostly on ground courses that involve PLATO instruction. This year the Learning Center has established the online writing lab, the CAHSEE Preparation course and the Upward Bound Program for high school students. The Center has extended its weekend hours to address the needs of Weekend College.

### Validation Review

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

Comments:
### 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</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Decline [-3.16%]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Strong Growth</td>
</tr>
<tr>
<td>Below 20</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Growth</td>
<td>Strong Decline</td>
</tr>
<tr>
<td>25 - 34</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Strong Growth</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Strong Growth</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Growth</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Decline</td>
<td>Strong Decline</td>
<td>Stable</td>
<td>Strong Growth</td>
</tr>
<tr>
<td>White</td>
<td>Growth</td>
<td>Stable</td>
<td>Growth</td>
<td>Stable</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
<td>Strong Decline</td>
<td>Strong Growth</td>
</tr>
</tbody>
</table>

### Demographics Summary

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

**Respondent:** Riesberg, Russell

**Response**

The Learning Center serves without bias. However, with the expansion of WLAC and easier access to the College for younger people, the Learning Center may be used by an overall younger population going forward; therefore, we can expect growth in the areas of various Learning Communities, bridge programs, and special programs like CAHSEE preparation.

### Validation Review

- Was a trend analysis done? -
- Was a comparative analysis done? -
- Was a detailed analysis done? -

Data Evaluation: Accepted

Comments:
OBJECTIVES:

Student Success - Success/Retention

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment growth for High School graduates</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

View/Modify

Measure Fall 2004 Fall 2005 Fall 2006 Fall 2007

Total Success 67.50% 59.13% 55.83% 53.48% 49.31%
Day Success 67.65% 59.35% 56.91% 51.66% 46.74%
Evening Success 0.00% 0.00% 0.00% 0.00% 0.00%
Online Success 60.87% 50.00% 22.73% 82.93% 44.66%
College Avg. 62.79% 62.03% 59.74% 61.38% 60.72%

Success, Retention & Awards Summary

Given the data, please describe the trend in Student Success. What are the implications for your program?
The Learning Resource Center provides general subject tutoring along with computer aided instruction in academic areas such as math, language arts. The academic support that is provided enables students to gain a better understanding of the material that is taught in their classes. While giving class orientations, it was discovered that most students were not aware that these services were available to them. With an increase in enrollment, the number of students who need to be receiving full academic support is also increasing. Another implication is the underscoring of the need for robust, full-time faculty presence for service, stability, and continuity, in addition to adjunct faculty support.

## Validation Review

| Was a trend analysis done? | No |
| Was a comparative analysis done? | No |
| Was a detailed analysis done? | No |

Data Evaluation: Accepted

## 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?

<table>
<thead>
<tr>
<th># Done</th>
<th># Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

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

The plan for updating courses is to have the instructor of record research and develop a current outline.

Are instructors’ class syllabi collected?

Yes

Please describe the course syllabi collection procedure:

Semester a current syllabus is required to be turned in to the Academic Affairs office.

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

Yes

Please describe the new courses or programs:

T. Russell has developed the CAHSEE Preparation Math Course, C. Riesberg developed the CAHSEE Preparation Language Arts Course, and D. matsuno has created the Learning Skills Online Grammar and Writing Lab.

Respondent: T. Russell

## Validation Review

Data Evaluation: Accepted

Comments:
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:

The instructor of record receives a report generated from PLATO. From the report, they are able to view the number of hours that the student was on task, the number of modules mastered as well as the percentage of mastery on the modules completed. Other program SLOs will be assessed on the program level through longitudinal studies of student matriculation into further college classes and/or the workplace.

Have any courses assessed college or program SLOs? Yes

Please describe your assessment of SLOs:

The instructor of record receives a report generated from PLATO. From the report, they are able to view the number of hours that the student was on task, the number of modules mastered as well as the percentage of mastery on the modules completed. The courses and assessments described above align with both College and program SLOs.

Respondent: T. Russell

Validation Review

Data Evaluation: Accepted

Comments: Accepted

VOCATIONAL - ADVISORY REQUIREMENTS

Advisory Board Actions
## OBJECTIVES:

**Resources - Personnel**

**FTEF Full-Time/Part-Time/Total**

<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>3.86</td>
<td>3.35</td>
<td>2.77</td>
<td>2.82</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>1.92</td>
<td>1.82</td>
<td>1.64</td>
<td>1.62</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>1.94</td>
<td>1.53</td>
<td>1.13</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Percent Change**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTEF</td>
<td>Strong Decline [-13.21 %]</td>
<td>Strong Decline [-17.31 %]</td>
<td>Stable [1.81 %]</td>
<td>Strong Decline [-10.99 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Decline [-5.21 %]</td>
<td>Strong Decline [-9.89 %]</td>
<td>Stable [-1.22 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
</tbody>
</table>

---

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:  

**NA**

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:  
NA

Respondent:

---

**Validation Review**

Data Evaluation: **Accepted**

Comments:  

---

**OBJECTIVES:**

No Objectives Submitted.
### FTEF

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

**Respondent:** T. Russell and C. Riesberg

**Response**

The strong decline in the full-time FTEF is due to the leave of absence that was taken by the previous full time instructor. The growth in the Part Time FTEF was due to the need to have coverage for the learning skills courses. One important implication is the need for stability and continuity in the full time faculty staff presence in the Center; at least two full-time tenure-track faculty are needed.

### Faculty Hiring

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you see a need to increase full-time, tenure-track faculty?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you plan to submit a FPIP application?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Please Describe:**

With increased enrollment, provision of services and hours of operation, a tenure-track probationary Learning Skills instructor with an emphasis in Math, and additionally an English specialist with .6 release time for Learning Skills and Tutoring Director roles, would ensure stability of staffing and continuity of the services provided in the Learning Center.

### Faculty Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have all evaluations for faculty and staff that are due been completed?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all full-time faculty participate in a college-wide and/or Senate committee?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

C. Riesberg and T. Russell have been attending the Academic Senate and Basic Skills Committee meetings and participating in discussions. C. Riesberg is officially assigned to the Enrollment Management Committee. T. Russell is exploring committee membership in consultation with senior faculty.

### Professional Development

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have all of the faculty fulfilled their Flex requirements?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Please Describe:**

T. Russell and C. Riesberg have completed their Flex requirements by attending committee meetings, seminars and workshops. They have also presented 2 basic skills workshops to West faculty.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you had any professional development for faculty?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Please describe the professional development activities:**

C. Riesberg and T. Russell have attended the Academic Senate and Basic Skills committee meetings, Basic Skills seminars and Technology Workshop. C. Riesberg attended the Merlot Conference this summer. T. Russell attended the Umoja Conference this summer.
Do you have any mentoring of part-time faculty to ensure integrity of course outline?  

Yes

Please describe the mentoring activities:

C. Riesberg is mentoring a new hire Bruce Jacobs. C. Riesberg has demonstrated the PLATO software and student enrollment process. Also C. Reisberg, T. Russell and B. Jacobs attended the Student Learning Outcomes workshop.

Validation Review

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

OBJECTIVES:

No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget?  

On

Please describe:

Budget for spending was appropriate and adjusted as necessary.

Respondent: C. Riesberg

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: $130000

If yes, please describe:

The CAHSEE grant has funded part of the instructor salaries and provided some supplies.

Validation Review

Data Evaluation: Accepted
Comments:
OBJECTIVES:

No Objectives Submitted.

Resources - Facilities

Facilities

Were you satisfied with the discipline's facilities? Yes

Please describe:

The facilities were adequate to provide an environment conducive to learning. However, with the planned expansion of services, the Learning Center environment is being re-configured to serve a much larger student population, including converting current office space into student-centered study spaces and adding more computer workstations.

How have the current facilities impacted the discipline?

The current facilities have 36 PLATO workstations, 18 Foreign Language workstations, 12 CAHSEE workstations and 6 Non PLATO workstations. The various workstations allow more students to access educational materials. The lack of student study rooms, however, has limited the Center's ability to offer those spaces. Also, the unwanted conversion of Room HLRC 112 to a "conference room" instead of a classroom has limited its utility to the Center's purposes.

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

If yes, please describe:

In the past year, 12 CAHSEE workstations have been established for high school students. The Upward Bound/TRIO Offices have been moved to another location. The additional space is now being utilized as student study areas. Also, the Center, as well as the HLRC as a whole, now have wireless internet access.

Respondent: T. Russell, C. Riesberg

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment? Yes

Please describe:

The equipment is appropriate for the learning center and the instructional supplies were at a minimum due to budget limitations. However, more computers and workstations are needed, as well as updates and more licenses of the CAI software. We do, however, need more toner cartridges, paper, and file cabinets.

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.
Resources - Resource Request

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
<th>Description</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>50 Units</td>
<td>50 Internet Access PCs, Desks and Chairs for Room 112. And printe...</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
<tr>
<td>Equipment</td>
<td>25 Units</td>
<td>Expand access to CAI for expanded student enrollments. Purchase 25 more computers and workstations, plus 25 more PLATO licenses.</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
</tbody>
</table>

Accreditation - Progress Report

WASC Accreditation Planning Agendas

Have the faculty in the discipline initiated the alignment of student learning outcomes and course assessment?

Yes

if yes, please describe:

Curt Riesberg - Learning Center Director/Learning Skills English Instructor, Bruce Jacobs - Learning Skills English Instructor, and Tim Russell - Learning Skills Math Instructor, attended a workshop on Oct. 16 and Oct. 17, 2008, entitled Learner Outcomes, Mapping, and Assessment. Program SLOs were aligned with Institutional SLOs, and individual course SLOs were mapped in alignment. Several areas of assessment were identified including enrollment/retention in programs, successful navigation of content coursework, and workforce preparedness.

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

No

if yes, please list the representatives and describe:

Respondent: Curt Riesberg

Comprehensive Program Review

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

Yes

if yes, please describe:

Marketing effectiveness. Computer-assisted instruction, expanded access.

Program Accreditation / Certification

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

Yes

if yes, please describe:

The need for full-time tenure-track faculty positions in the Learning Center.

Validation Review

Data Evaluation: Accepted
OBJECTIVES:

No Objectives Submitted.

Supplemental Material

Supplemental Materials:

<table>
<thead>
<tr>
<th>FileName</th>
<th>Description</th>
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<tbody>
<tr>
<td>non credit course outline for CAHSEE Mathematics.doc</td>
<td>CAHSEE non-credit course outline</td>
<td>10/23/2008 5:26:00 PM</td>
</tr>
<tr>
<td>noncredit course outline SLA 1T CAHSEE English SLO incl.doc</td>
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</tr>
<tr>
<td>Set Aside Proposal.doc</td>
<td>Presidential Set-Aside Grant Proposal</td>
<td>10/23/2008 4:15:00 PM</td>
</tr>
</tbody>
</table>

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 [-25.65 %]</td>
<td>Strong Decline [-15.25 %]</td>
<td>Strong Decline [-18.45 %]</td>
<td>Stable [0.19 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Decline [-26.03 %]</td>
<td>Strong Decline [-16.33 %]</td>
<td>Strong Decline [-23.49 %]</td>
<td>Strong Decline [-10.79 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
<td>Strong Decline [-8.70 %]</td>
<td>Strong Growth [23.81 %]</td>
<td>Strong Growth [103.85 %]</td>
<td>Strong Growth [96.23 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-24.97 %]</td>
<td>Strong Decline [-13.42 %]</td>
<td>Strong Decline [-44.68 %]</td>
<td>Growth [3.09 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-14.42 %]</td>
<td>Strong Decline [-16.34 %]</td>
<td>Strong Decline [-47.73 %]</td>
<td>Growth [5.79 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Growth [3.10 %]</td>
<td>Stable [-0.38 %]</td>
<td>Stable [-0.82 %]</td>
<td>Stable [0.07 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
<td>Strong Decline [-12.40 %]</td>
<td>Decline [-5.59 %]</td>
<td>Decline [-4.21 %]</td>
<td>Strong Decline [-7.78 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Strong Decline [-22.06 %]</td>
<td>Strong Decline [-9.19 %]</td>
<td>Stable [2.43 %]</td>
<td>Decline [-3.16 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Strong Decline [-12.21 %]</td>
<td>Strong Decline [-25.83 %]</td>
<td>Stable [0.89 %]</td>
<td>Strong Growth [6.86 %]</td>
</tr>
<tr>
<td>Age20Enrollment</td>
<td>Strong Decline [-33.98 %]</td>
<td>Strong Decline [-21.64 %]</td>
<td>Strong Growth [23.88 %]</td>
<td>Strong Decline [-15.06 %]</td>
</tr>
<tr>
<td>Age2024Enrollment</td>
<td>Strong Decline [-13.31 %]</td>
<td>Strong Decline [-14.04 %]</td>
<td>Growth [5.61 %]</td>
<td>Strong Decline [-27.54 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Growth [10.27 %]</td>
<td>Strong Decline [-36.27 %]</td>
<td>Strong Decline [-16.15 %]</td>
<td>Strong Growth [34.86 %]</td>
</tr>
<tr>
<td>Age3554Enrollment</td>
<td>Strong Decline [-24.49 %]</td>
<td>Strong Decline [-16.67 %]</td>
<td>Stable [-2.70 %]</td>
<td>Strong Growth [28.33 %]</td>
</tr>
<tr>
<td>Age55Enrollment</td>
<td>Strong Growth [41.67 %]</td>
<td>Stable [-1.96 %]</td>
<td>Strong Decline [-14.00 %]</td>
<td>Strong Growth [37.21 %]</td>
</tr>
<tr>
<td>EthnicityAsianEnrollment</td>
<td>Strong Decline [-15.15 %]</td>
<td>Strong Decline [-28.57 %]</td>
<td>Strong Growth [7.50 %]</td>
<td>Strong Growth [13.95 %]</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Black Enrollment</td>
<td>Hispanic Enrollment</td>
<td>Indian Enrollment</td>
<td>White Enrollment</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Strong Decline [-10.07 %]</td>
<td>Strong Decline [-23.24 %]</td>
<td>Stable [2.16 %]</td>
<td>Growth [3.97 %]</td>
</tr>
<tr>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [25.00 %]</td>
<td></td>
</tr>
<tr>
<td>Strong Decline [-26.67 %]</td>
<td>Strong Decline [-26.14 %]</td>
<td>Stable [1.81 %]</td>
<td>Strong Decline [-10.99 %]</td>
<td></td>
</tr>
<tr>
<td>Strong Decline [-11.76 %]</td>
<td>Decline [-3.33 %]</td>
<td>Strong Growth [6.90 %]</td>
<td>Strong Decline [-12.90 %]</td>
<td></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?  

Yes

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

Yes

**Facilities**

Were you satisfied with your facilities?  

Yes

**Supplies & Equipment**

Were you satisfied with your instructional supplies and equipment?  

Yes

**Grants or Additional Funding Sources**

Did you receive any donated equipment and/or grants?  

Yes
Were you over, under or on your budget?

**Course Updates, Syllabi & New Programs**

- Of the number of courses that need to be updated, how many have been completed? # Done: 0 # Due: 8
- Are instructors' class syllabi collected? Yes
- Have you developed any new courses and/or programs in the last year? Yes

**Student Learning Outcomes**

- Have you developed SLOs for your discipline? Yes
- Do you have assessment plans for program SLOs? Yes
- Have any courses assessed college or program SLOs? Yes

**Advisory Board**

- Do you have an Advisory Board? 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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities for growing students' use of Learning Skill Ctr</td>
<td>Nov, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Provide full time faculty for stability and students' retention</td>
<td>Jul, 2009</td>
<td>Jun, 2008</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Inputs from outside of Division</td>
<td>Jan, 2009</td>
<td>Dec, 2009</td>
<td>Medium</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Enrollment growth for High School graduates</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Increase enrollment thro various delivery modes &amp; extended hrs</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
<tr>
<td>Increase enrollment</td>
<td>Sep, 2008</td>
<td>Jun, 2009</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

**Validation Review**

Final Evaluation: Accepted

Comments: 

**Submit Program Review**

Program Review has been completed for this Unit.