Enrollment Summary

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

Respondent: H. Feiner
Response

The fee per college unit was $18 in 2003-2004. It was raised to $26 in 2004-2005. This increase caused a large number of students to drop out or postpone their college education. This explains the 7.68% decline in Fall 04. New students were prevented financially from attending in Fall 05 and current graduates from college. This explains the further decline of 3.13% in Fall 05 and 06. On 1/1/07, the tuition dropped to $20. This decline in fees explains the 11.14% gain in Fall 07.

The average class size dropped in Fall 05/06 because the influx of new students in prerequisite/remedial math classes shrunk. These classes have traditionally a larger enrollment than classes at the tail of the curriculum.

The trend in the number of class sections mimics the trend in enrollment. As there was strong growth in enrollment, classes became very large.

### 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:

### 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:

<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>Our goal is to increase retention and success of our students</td>
<td>Aug, 2010</td>
<td>Jun, 2014</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

### 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>Total Census Enrollment</td>
<td>Strong Decline [-7.68 %]</td>
<td>Decline [-3.13 %]</td>
<td>Stable [-1.91 %]</td>
<td>Strong Growth [11.14 %]</td>
</tr>
<tr>
<td>Day</td>
<td>Strong Decline [-10.29 %]</td>
<td>Stable [-2.99 %]</td>
<td>Stable [-2.31 %]</td>
<td>Strong Growth [16.14 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline [-11.44 %]</td>
<td>Stable [-2.58 %]</td>
<td>Stable [-1.99 %]</td>
<td>Strong Growth [6.09 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Strong Growth [152.50 %]</td>
<td>Strong Decline [-8.91 %]</td>
<td>Growth [3.26 %]</td>
<td>Decline [-3.16 %]</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: H. Feiner

Response

The number of online mathematics classes is low due to faculty distrust in the security and limited supervision of online classes.

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:

We have two hybrid math classes - math 115 - elementary algebra, and math 125 intermediate algebra. Both classes are taught online with students coming to the campus for four exams.

Validation Review

Was a trend analysis done? Yes
Was a comparative analysis done? Yes
Was a detailed analysis done? Yes
Data Evaluation: Accepted
Comments: Questions do not lend themselves to the responses.
Enrollment - Demographics

**Gender Distribution**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>749</td>
<td>1261</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>688</td>
<td>1180</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>671</td>
<td>1089</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>649</td>
<td>1099</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>808</td>
<td>1140</td>
</tr>
</tbody>
</table>

**Age Distribution**

<table>
<thead>
<tr>
<th>Year</th>
<th>Below 20</th>
<th>20 - 24</th>
<th>25 - 34</th>
<th>35 - 54</th>
<th>55 Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>464</td>
<td>681</td>
<td>466</td>
<td>359</td>
<td>43</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>416</td>
<td>673</td>
<td>434</td>
<td>306</td>
<td>39</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>424</td>
<td>622</td>
<td>419</td>
<td>259</td>
<td>36</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>370</td>
<td>670</td>
<td>424</td>
<td>254</td>
<td>30</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>476</td>
<td>697</td>
<td>457</td>
<td>279</td>
<td>39</td>
</tr>
</tbody>
</table>
**OBJECTIVES:**

- Measure Fall 2004 Fall 2005 Fall 2006 Fall 2007
  - Male: Strong Decline [-8.14 %] Stable [-2.47 %] Decline [-3.28 %] Strong Growth [24.50 %]
  - Female: Strong Decline [-6.42 %] Strong Decline [-7.71 %] Stable [0.92 %] Growth [3.73 %]
  - Below 20: Strong Decline [-10.34 %] Stable [1.92 %] Strong Decline [-12.74 %] Strong Growth [28.65 %]
  - 20 - 24: Stable [-1.17 %] Strong Decline [-7.58 %] Strong Growth [7.72 %] Growth [4.03 %]
  - 25 - 34: Strong Decline [-6.26 %] Decline [-3.46 %] Stable [1.19 %] Strong Growth [7.78 %]
  - 35 - 54: Strong Decline [-14.76 %] Strong Decline [-15.36 %] Stable [-1.93 %] Strong Growth [9.84 %]
  - 55 Above: Strong Decline [-9.30 %] Strong Decline [-16.67 %] Strong Decline [-16.77 %] Strong Growth [30.00 %]
  - Black: Strong Decline [-10.09 %] Strong Decline [-7.40 %] Stable [0.13 %] Strong Growth [12.23 %]
  - Hispanic: Growth [3.39 %] Stable [2.30 %] Decline [-4.33 %] Strong Growth [7.71 %]
  - Indian: Stable [0.00 %] Strong Decline [-12.50 %] Strong Growth [14.29 %] Strong Growth [12.50 %]
  - White: Strong Decline [-16.15 %] Strong Decline [-16.77 %] Strong Decline [-7.46 %] Strong Growth [29.03 %]
  - Other: Strong Decline [-15.00 %] Strong Decline [-15.69 %] Strong Growth [7.75 %] Strong Growth [15.11 %]

---

**Demographics Summary**

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

**Respondent:** H. Feiner

**Response**

The demographics trend seems to follow the decline/growth pattern of the student population at large, as reflected in the tuition increase/decrease history.

---

**Validation Review**

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

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

Respondent: M.J. McMaster

Response
total success in 2007 was a decline, but considering the growth in fall 2006 one might expect some adjustment to occur. Total retention follows the same pattern - after a growth of 8%, one might expect a decline the next year.

Validation Review

<table>
<thead>
<tr>
<th>Was a trend analysis done?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a comparative analysis done?</td>
<td>Yes</td>
</tr>
<tr>
<td>Was a detailed analysis done?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Evaluation: -

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?

<table>
<thead>
<tr>
<th># Done</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td># Due</td>
<td>2</td>
</tr>
</tbody>
</table>

If course updates are due, please describe the discipline's plan for updating courses:
m\text{ath 262 and 263 are almost complete - they are awaiting the addition of entering and exiting skills and then will be complete. Short of that, they are all on the electronic computer system and almost ready for completion.}

Are instructors' class syllabi collected?

Yes

Please describe the course syllabi collection procedure:
The academic affairs dean and the department chair both collect a copy of the syllabi.

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

Yes

Please describe the new courses or programs:
m\text{ath 110 - a basic skills five unit prealgebra class. Instructors needed more time with the students to adequately prepare them for elementary algebra. This class will bridge the difficult gap between arithmetic and algebra.}

Respondent: M.J.McMaster

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? Yes
- Does the discipline have assessment plans for program SLOs? Yes
- Please describe your assessment plans for SLOs:
  - We are currently trying to create a uniform final exam for several classes to enable us to measure SLO’s. We have piloted the exams but are not ready to administer them to all classes at this time. The classes involved are math 105, math 110, and math 112.
- Have any courses assessed college or program SLOs? Yes
- Please describe your assessment of SLOs:
  - In some classes, the instructor gives pretest questions, and post test questions that specifically measure whether the SLO’s have been achieved.
  - Eleven classes of elementary algebra, and ten classes of intermediate algebra (all students taking either class) each have a department wide final exam. We have done item analysis of the questions to determine successes and problem areas. With this information we can give feedback to the instructors on which SLO’s are not achieving mastery. Teachers can then readjust their instruction to address the problems.

Respondent: M.J.McMaster

Validation Review

- Data Evaluation: 
- 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?

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: [ ]

Comments:

**OBJECTIVES:**

No Objectives Submitted.

**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>16.27</td>
<td>16.25</td>
<td>17.33</td>
<td>17.38</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>7.03</td>
<td>5.5</td>
<td>6.54</td>
<td>7.55</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>9.24</td>
<td>10.75</td>
<td>11.39</td>
<td>9.83</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>Stable [-0.12 %]</td>
<td>Strong Growth [10.34 %]</td>
<td>Decline [-3.07 %]</td>
<td>Stable [-2.76 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Decline [-21.76 %]</td>
<td>Strong Growth [18.91 %]</td>
<td>Strong Growth [15.44 %]</td>
<td>Growth [3.58 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Strong Growth [16.34 %]</td>
<td>Growth [5.95 %]</td>
<td>Strong Decline [-13.70 %]</td>
<td>Strong Decline [-7.63 %]</td>
</tr>
</tbody>
</table>

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

Respondent: **M.J. McMaster**
Response
Throughout the entire four year span, adjuncts have taught more than 50% of our classes. We need to have more full time instructors to reverse this ratio.

Faculty Hiring

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

Do you plan to submit a FPIP application?  Yes

Please Describe:
We have filed the necessary documents with FPIP to be eligible for the granting of two new math full time positions.

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? No

Please provide a list of the discipline's full-time faculty and their committee assignment
Alwash, M
Blustein, B - FACE program coordinator, Political Affairs advisor, Basic skills committee, student success com.
Bucher, W. - senate
Feiner, H. - LACCD Basic Skills Consortium, Technology advisory committee
Harjuno, T - Book rental program, Alpha Gamma Sigma advisor, Phi Theta Kappa advisor, Jack Kent Cooke faculty advisor
MacDonald, Martin
Newell, David - curriculum committee
Robertson, Matt - Alpha Gamma Sigma advisor, Phi Theta Kappa advisor, LACCD Basic Skills consortium, college budget committee
Swaminathan, V - College wide technology committee, staff development
McMaster, M J - Elections, Work environment com. Basic skills com., emergency preparedness com., staff development, UMOJA and FACE consultant

Professional Development

Have all of the faculty fulfilled their Flex requirements? Yes

Please Describe:
the math faculty are involved in many activities that fulfill their flex obligation. They are advisors to many clubs on campus which take a great deal of time and energy. They spend extra hours with students - for over and above their office hour obligations.

Have you had any professional development for faculty? Yes

Please describe the professional development activities:
During flex week we had a training session run by Cengage publishing staff to instruct our staff to utilize the computer programs Web-ex and eduspace.
Do you have any mentoring of part-time faculty to ensure integrity of course outline?  

Yes

Please describe the mentoring activities:

The department chair is available extensively during the first two weeks of school. After that she is available with a simple phone call or email. Faculty are encouraged to talk with her about any concerns regarding teaching, discipline problems, students, class rooms, administrative procedures, due dates for documents, etc. While there is not an assigned mentoring program, the department chair spends a great deal of time - one-on-one, with the adjunct faculty.

Validation Review

<table>
<thead>
<tr>
<th>Was a trend analysis done?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a comparative analysis done?</td>
<td>No</td>
</tr>
<tr>
<td>Was a detailed analysis done?</td>
<td>No</td>
</tr>
<tr>
<td>Data Evaluation:</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

OBJECTIVES:

No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget?  

Under

Please describe:

we have a very limited budget. Our expenses are limited to zerox and office supplies. It is very difficult to obtain supplies in a timely manner. Often we just buy computer ink cartridges and other supplies out of our own personal money.

Respondent: M J McMaster

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:  

$66967

If yes, please describe:

US Government grant - Minority Science Improvement
This grant enabled our campus to run a 32 computer math lab. The work done on the computers in the lab was supplemental to the math class in which the student was enrolled. The lab was open from 9 AM to 9 PM Monday through Thursday. Friday and Saturday the lab was open for three hours each day. The major part of expenditures was used to pay the staff running the math lab daily. The other expenditures were – computer maintenance, secretarial costs to oversee grants and do weekly pay checks, project coordinators and reporting yearly summary to Washington D.C.
**OBJECTIVES:**

No Objectives Submitted.

---

**Resources - Facilities**

**Facilities**

Were you satisfied with the discipline's facilities?

No

Please describe:

The office space is small and crowded. Personnel is somewhat dispersed. Facilities for part-time faculty are limited. There is a need for a math lab which should materialize in the math building under construction. Facilities for reproducing tests and ancillary materials are good. The personnel in the reproductive department are friendly and helpful.

How have the current facilities impacted the discipline?

The space to tutor students and provide supervision for test taking in building B8-100 is very limited.

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

No

If yes, please describe:

Respondent: H. Feiner

---

**Supplies & Equipment**

Were you satisfied with your instructional supplies and equipment?

Yes

Please describe:

Exception:

The process for acquiring classroom/office keys should be streamlined. One form with entries approved by the department chair should be taken to plant facilities. A key should be made available within a day.
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>1</td>
<td>A math lab/tutoring center would greatly improve interaction with students. Private student cubicles with computer/internet facilities for groups of students in the math building would facilitate student interaction. Students should not be shunted to the library for private cubicle utilization, especially if they have questions related to mathematics. Faculty could hold office hours in the math lab to serve a greater number of students and/or earn Flex credit.</td>
<td>In-Progress</td>
<td>2007</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:

SLOs are described in the syllabi.

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

if yes, please list the representatives and describe:

Dr. Newell attended the monthly meetings. When there were math items on the agenda, Dr. McMaster attended as well.

Respondent: H. Feiner

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

if yes, please describe:
### Validation Review

**Data Evaluation:**

**Comments:**

### OBJECTIVES:

No Objectives Submitted.

### Supplemental Material

**Supplemental Materials:**

No Supplemental File(s).

### Final Summary

#### Measure Summary

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>TotalEnrollment</td>
<td>Strong Decline [-7.68 %]</td>
<td>Decline [-3.13 %]</td>
<td>Stable [-1.91 %]</td>
<td>Strong Growth [11.14 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Decline [-10.29 %]</td>
<td>Stable [-2.99 %]</td>
<td>Stable [-2.31 %]</td>
<td>Strong Growth [16.14 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Strong Decline [-11.44 %]</td>
<td>Stable [-2.58 %]</td>
<td>Stable [-1.99 %]</td>
<td>Strong Growth [6.09 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
<td>Strong Growth [152.50 %]</td>
<td>Strong Decline [-8.91 %]</td>
<td>Growth [3.26 %]</td>
<td>Decline [-3.16 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-8.43 %]</td>
<td>Stable [-1.34 %]</td>
<td>Stable [-2.01 %]</td>
<td>Strong Growth [11.28 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Stable [-1.71 %]</td>
<td>Decline [-4.51 %]</td>
<td>Strong Growth [8.20 %]</td>
<td>Strong Decline [-7.41 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
<td>Stable [2.84 %]</td>
<td>Strong Decline [-6.96 %]</td>
<td>Growth [5.56 %]</td>
<td>Strong Decline [-15.29 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Strong Decline [-8.14 %]</td>
<td>Stable [-2.47 %]</td>
<td>Decline [-3.28 %]</td>
<td>Strong Growth [24.50 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Strong Decline [-6.42 %]</td>
<td>Strong Decline [-7.71 %]</td>
<td>Stable [0.92 %]</td>
<td>Growth [3.73 %]</td>
</tr>
<tr>
<td>Age20Enrollment</td>
<td>Strong Decline [-10.34 %]</td>
<td>Stable [1.92 %]</td>
<td>Strong Decline [-12.74 %]</td>
<td>Strong Growth [28.65 %]</td>
</tr>
<tr>
<td>Age2024Enrollment</td>
<td>Stable [-1.17 %]</td>
<td>Strong Decline [-7.58 %]</td>
<td>Strong Growth [7.72 %]</td>
<td>Growth [4.03 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Decline [-6.26 %]</td>
<td>Decline [-3.46 %]</td>
<td>Stable [1.19 %]</td>
<td>Strong Growth [7.78 %]</td>
</tr>
<tr>
<td>Age3555Enrollment</td>
<td>Strong Decline [-14.76 %]</td>
<td>Strong Decline [-15.36 %]</td>
<td>Stable [-1.93 %]</td>
<td>Strong Growth [9.84 %]</td>
</tr>
<tr>
<td>Age55Enrollment</td>
<td>Strong Decline [-9.30 %]</td>
<td>Strong Decline [-7.69 %]</td>
<td>Strong Decline [-16.67 %]</td>
<td>Strong Growth [30.00 %]</td>
</tr>
<tr>
<td>EthnicityBlackEnrollment</td>
<td>Strong Decline [-10.09 %]</td>
<td>Strong Decline [-7.40 %]</td>
<td>Stable [0.13 %]</td>
<td>Strong Growth [12.23 %]</td>
</tr>
<tr>
<td>EthnicityHispanicEnrollment</td>
<td>Growth [3.39 %]</td>
<td>Stable [2.30 %]</td>
<td>Decline [-4.33 %]</td>
<td>Strong Growth [7.71 %]</td>
</tr>
<tr>
<td>EthnicityIndianEnrollment</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-12.50 %]</td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Growth [12.50 %]</td>
</tr>
<tr>
<td>EthnicityWhiteEnrollment</td>
<td>Strong Decline [-16.15 %]</td>
<td>Strong Decline [-16.77 %]</td>
<td>Strong Decline [-7.46 %]</td>
<td>Strong Growth [29.03 %]</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?  
No

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?  
Under

Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed?  
# Done 18  
# Due 2  
Yes

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.

Based on your evaluation, what objectives or initiatives would you develop to improve this measure?

<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>Our goal is to increase retention and success of our students</td>
<td>Aug, 2010</td>
<td>Jun, 2014</td>
<td>High</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.