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 [42.33 %]</td>
<td>Strong Growth [7.03 %]</td>
<td>Strong Decline [14.86 %]</td>
<td>Strong Growth [59.40 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [43.75 %]</td>
<td>Growth [4.71 %]</td>
<td>Strong Decline [12.63 %]</td>
<td>Strong Growth [60.13 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Decline [-10.26 %]</td>
<td>Stable [-2.86 %]</td>
<td>Stable [2.94 %]</td>
<td>Stable [11.43 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Decline [-33.30 %]</td>
<td>Strong Growth [27.31 %]</td>
<td>Strong Decline [-25.04 %]</td>
<td>Strong Growth [27.60 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

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

Respondent: Joyce Sweeney

Response: Enrollment is on the upswing. Expectation is that it will continue to increase. New and different courses are being added to respond to student desires and needs.

Enrollment Growth Initiatives

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

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

Validation Review

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

OBJECTIVES:

No Objectives Submitted.
Fall 2004

Strong Growth [30.77 %]

Fall 2006

Stable [0.00 %]

Fall 2007

Strong Growth [150.00 %]

Enrollment 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>Total Census Enrollment</td>
<td>Strong Decline (12.22 %)</td>
<td>Strong Decline (3.60 %)</td>
<td>Strong Decline (3.60 %)</td>
<td>Strong Decline (4.02 %)</td>
</tr>
<tr>
<td>Day</td>
<td>Strong Decline (26.67 %)</td>
<td>Strong Decline (14.93 %)</td>
<td>Strong Decline (7.62 %)</td>
<td>Strong Growth (14.86 %)</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline (68.25 %)</td>
<td>Strong Decline (14.93 %)</td>
<td>Strong Decline (7.62 %)</td>
<td>Strong Growth (59.40 %)</td>
</tr>
<tr>
<td>Online</td>
<td>Stable (0.00 %)</td>
<td>Stable (0.00 %)</td>
<td>Strong Growth (13.89 %)</td>
<td>Strong Growth (43.90 %)</td>
</tr>
</tbody>
</table>

Instructional Modes Summary

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

Response:
In all areas it has improved this year. Online has given the department two important new areas for student enrichment, that of the required Music History I and II as well as Introductory Fundamentals, and has added to the growth of the department. Evening courses are also improving in student attendance. More of the basic courses should be continued to be taught in the evening, such as Music Appreciation, Jazz Appreciation and Music as a Business.

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:
Online, hybrid, High School Outreach, Act and Weekend College are now all on our schedule with one full-time instructor and the rest adjunct participating. Additional courses are planned online such as Music Appreciation and Harmony I.

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.

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 [48.31 %]</td>
<td>Strong Growth [8.70 %]</td>
<td>Decline [4.00 %]</td>
<td>Strong Growth [63.19 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Decline [35.79 %]</td>
<td>Growth [4.02 %]</td>
<td>Strong Decline [30.39 %]</td>
<td>Strong Growth [64.29 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Strong Decline [43.94 %]</td>
<td>Stable [1.35 %]</td>
<td>Strong Decline [9.33 %]</td>
<td>Strong Growth [108.82 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Decline [27.67 %]</td>
<td>Decline [4.35 %]</td>
<td>Strong Decline [21.82 %]</td>
<td>Strong Growth [32.56 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Decline [62.30 %]</td>
<td>Strong Growth [56.52 %]</td>
<td>Strong Decline [40.28 %]</td>
<td>Strong Growth [65.12 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Decline [53.70 %]</td>
<td>Strong Decline [32.80 %]</td>
<td>Strong Decline [23.53 %]</td>
<td>Strong Growth [85.71 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Decline [46.94 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [30.77 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Decline [38.62 %]</td>
<td>Strong Growth [21.19 %]</td>
<td>Strong Decline [19.67 %]</td>
<td>Strong Growth [74.15 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Decline [4.09 %]</td>
<td>Strong Decline [13.33 %]</td>
<td>Strong Decline [19.23 %]</td>
<td>Strong Growth [35.71 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Decline [25.00 %]</td>
<td>Strong Decline [100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [100.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Strong Decline [58.59 %]</td>
<td>Decline [4.88 %]</td>
<td>Strong Decline [38.46 %]</td>
<td>Strong Growth [150.00 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline [58.11 %]</td>
<td>Stable [0.00 %]</td>
<td>Decline [3.23 %]</td>
<td>Strong Growth [16.67 %]</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:**

For online courses it is not apparent as to the demographic impact, especially age. In the ground courses, there are efforts to include a broader range of age, gender and cultural areas for student interest. Special attention has been given to the male student population to encourage their participation using examples of the current popular music to illustrate points. It is interesting and encouraging to see the growth in these areas.

### Validation Review

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

**OBJECTIVES:**

No Objectives Submitted.
Success, Retention & Awards Summary

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

Response: Joyce Sweeney

In both of these areas, Music is better than the college average but it needs to be strengthened. More of a sense of belonging to a group - the department of music should be fostered in the music students. There seems to be a cyclical fluctuation in success, and a growth in retention - even though small this last year. Strengthening tutoring is apparently needed and the inclusion of the needed accompanist for the voice and theory classes.

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:
The music courses are currently up to date. But in the future, full-time faculty should update the courses they are teaching.
Are instructors' class syllabi collected?  
Yes

Please describe the course syllabi collection procedure:
There are a new chair and vice chairs for the whole division. A specific system has yet to be established for the syllabi collection, but it shall be done this semester.

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

Please describe the new courses or programs:
Music 141 Jazz Appreciation, newly scheduled for ACT  
Music 137 History of the American Musical Theater Online is in the schedule for Winter '09  
Music 650 Beginning Guitar which is scheduled to start for Spring '09  
Music 165 Introduction to Recording Arts tentatively scheduled for Spring '09  
Added sections on line in Mu 101

Respondent: Joyce Sweeney

Validation Review
Data Evaluation: Accepted

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:
There have been rubrics prepared for the three areas of music - theory, historical and performance, and are available online in SLO's. The concept of SLO's needs to be emphasized with all the instructors of the department for cohesiveness. New methods of instructional measurements shall be instituted. New and innovative ideas shall be encouraged in developing courses to aid our student body.

Have any courses assessed college or program SLOs?  
Yes

Please describe your assessment of SLOs:
This is a qualified - Some instructors are using the SLO approach and others are continuing in old methods. Rubrics for Theory, Historical and Performance have been prepared, but not distributed. When the collection of syllabi is complete, it will be easier to track the new format. All new or updated course outlines must have departmental as well as college wide SLO's included.

Respondent: Joyce Sweeney

Validation Review
Data Evaluation: Accepted

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:
Discipline needs to develop an Advisory Board. It functions with outside organizations at this time but needs to formalize these relationships.

**OBJECTIVES:**

No Objectives Submitted.

**Resources - Personnel**

**FTEF**

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

Respondent: Joyce Sweeney

Response:
Delivery of the courses must be improved, but equipment must be maintained, replaced and obtained. These areas are hampering the delivery of the courses.

**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? Yes

If “No,” please describe the plan for completing evaluations:

A plan must be devised as evaluation has been quite limited in this department in past years.

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:

Joyce Sweeney - Academic Senate, Senate Executive Committee, Educational Policies Committee, Curriculum Committee, Regional Departmental Committee
### Professional Development

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have all of the faculty fulfilled their Flex requirements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Sweeney, Ms White, and Ms. Dubois’s names are on the completed list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you had any professional development for faculty?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Please describe the professional development activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Again, qualified yes. There are none departmentally wide, but college wide there are professional development opportunities available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any mentoring of part-time faculty to ensure integrity of course outline?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Please describe the mentoring activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi and course materials have been shared with new instructors Kornbeck, Pan and Small. Online problems were solved with C. Sweeney</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Validation Review

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

**OBJECTIVES:**

No Objectives Submitted.

### Resources - Fiscal Budget

#### Budget Status

Were you over, under or on your budget?  
On

Please describe:

We have yet to discover what the budget for Music is. Tuning pianos is the chief expenditure, and the department’s major pianos have been repaired and tuned this year; three student practice pianos have been tuned for the first time in over six years; three pianos are waiting service.

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:  
Budget needs to be increased to provide for more regular tuning of the concert pianos, software and updating computers in music classrooms.

**OBJECTIVES:**

No Objectives Submitted.

### Resources - Facilities
Facilities

Were you satisfied with the discipline's facilities? Yes
Please describe:

Equipment has been stolen (8 MIDI keyboards, an electric keyboard, tape player, CD player), broken (an electric keyboard used during Graduation and most of the computers used in both piano and theory class rooms are broken and very out of date and need servicing), borrowed (ceiling mounted projector taken away) and/or lost (acoustic recordings, classical and jazz used in appreciation courses) that have not been replaced.

How have the current facilities impacted the discipline?

Fewer students can be accommodated with the missing MIDI equipment and the broken computers; limited musical examples to use for student understanding; limited classroom demonstrations; all to the detriment of the department and therefore student success.

Have there been any changes in the discipline's facilities in the past year? Yes
If yes, please describe:

An overhead mounted projector was removed from classroom to be used in another without prior notice and explanation. More of the computers are in need of servicing and repair.

Respondent: Joyce Sweeney

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment? No
please describe:

Nothing has been added to the record collection - especially since the loss of a number of recordings. The broken computers in the piano and theory classroom have not been repaired or replaced. The stolen MIDI's have not been replaced.

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:

All instructors have been requested to include SLO’s in all syllabi and in all new and upgraded course outlines. The extent has yet to be ascertained with the collection of the course 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:

Joyce Sweeney as 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:

As a Division that has elective courses that are not required in other majors, we have been limited in access to resources and college attention of this Division which is almost to the point of being ignored. There should be a plan created to maintain, repair and replace resources that the Division currently has. There should be a schedule made and followed to tune pianos, there has been no updating of departmental library or recording
library - many things have just disappeared - and software updated. Music has had no budget established and followed for these demands. We have been limping along with things that instructors have had to provide for the students.

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.

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>Total Enrollment</td>
<td>Strong Decline [42.33 %]</td>
<td>Strong Growth [7.03 %]</td>
<td>Strong Decline [14.86 %]</td>
<td>Strong Growth [59.40 %]</td>
</tr>
<tr>
<td>Day Enrollment</td>
<td>Strong Decline [26.97 %]</td>
<td>Stable [-1.15 %]</td>
<td>Strong Decline [20.62 %]</td>
<td>Strong Growth [25.98 %]</td>
</tr>
<tr>
<td>Evening Enrollment</td>
<td>Strong Decline [68.25 %]</td>
<td>Strong Decline [-14.93 %]</td>
<td>Strong Decline [7.02 %]</td>
<td>Strong Growth [200.00 %]</td>
</tr>
<tr>
<td>Online Enrollment</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [13.89 %]</td>
<td>Strong Growth [43.90 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Decline [-43.75 %]</td>
<td>Growth [4.71 %]</td>
<td>Strong Decline [-12.63 %]</td>
<td>Strong Growth [60.13 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-33.30 %]</td>
<td>Strong Growth [27.31 %]</td>
<td>Strong Decline [-25.04 %]</td>
<td>Strong Growth [27.60 %]</td>
</tr>
<tr>
<td>Total Success</td>
<td>Stable [1.98 %]</td>
<td>Strong Decline [-15.76 %]</td>
<td>Strong Growth [27.23 %]</td>
<td>Decline [-3.60 %]</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>Strong Decline [-48.31 %]</td>
<td>Strong Growth [8.70 %]</td>
<td>Decline [-4.00 %]</td>
<td>Strong Growth [63.19 %]</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>Strong Decline [-35.79 %]</td>
<td>Growth [4.02 %]</td>
<td>Strong Decline [-30.39 %]</td>
<td>Strong Growth [64.29 %]</td>
</tr>
<tr>
<td>Age20 Enrollment</td>
<td>Strong Decline [-43.94 %]</td>
<td>Stable [1.35 %]</td>
<td>Strong Decline [-9.33 %]</td>
<td>Strong Growth [108.82 %]</td>
</tr>
<tr>
<td>Age2024 Enrollment</td>
<td>Strong Decline [-27.67 %]</td>
<td>Decline [-4.35 %]</td>
<td>Strong Decline [-21.82 %]</td>
<td>Strong Growth [32.56 %]</td>
</tr>
<tr>
<td>Age2534 Enrollment</td>
<td>Strong Decline [-26.76 %]</td>
<td>Strong Growth [9.62 %]</td>
<td>Strong Decline [8.77 %]</td>
<td>Strong Growth [46.15 %]</td>
</tr>
<tr>
<td>Age3554 Enrollment</td>
<td>Strong Decline [-62.30 %]</td>
<td>Strong Growth [56.52 %]</td>
<td>Strong Decline [-40.28 %]</td>
<td>Strong Growth [65.12 %]</td>
</tr>
<tr>
<td>Age55 Enrollment</td>
<td>Strong Decline [-53.70 %]</td>
<td>Strong Decline [-32.00 %]</td>
<td>Strong Growth [23.53 %]</td>
<td>Strong Growth [65.71 %]</td>
</tr>
<tr>
<td>Ethnicity Asian Enrollment</td>
<td>Strong Decline [-46.94 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [30.77 %]</td>
</tr>
<tr>
<td>Ethnicity Black Enrollment</td>
<td>Strong Decline [-38.62 %]</td>
<td>Strong Growth [21.19 %]</td>
<td>Strong Decline [-19.67 %]</td>
<td>Strong Growth [74.15 %]</td>
</tr>
<tr>
<td>Ethnicity Hispanic Enrollment</td>
<td>Strong Decline [-9.09 %]</td>
<td>Strong Decline [-13.33 %]</td>
<td>Strong Decline [-19.23 %]</td>
<td>Strong Growth [35.71 %]</td>
</tr>
<tr>
<td>Ethnicity Indian Enrollment</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>Ethnicity White Enrollment</td>
<td>Strong Decline [-58.59 %]</td>
<td>Decline [-4.88 %]</td>
<td>Strong Decline [-38.46 %]</td>
<td>Strong Growth [150.00 %]</td>
</tr>
<tr>
<td>Ethnicity Other Enrollment</td>
<td>Strong Decline [-58.11 %]</td>
<td>Stable [0.00 %]</td>
<td>Decline [-3.23 %]</td>
<td>Strong Growth [16.67 %]</td>
</tr>
<tr>
<td>FTER</td>
<td>Strong Decline [-25.08 %]</td>
<td>Strong Growth [12.22 %]</td>
<td>Strong Decline [-10.89 %]</td>
<td>Decline [-4.07 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Decline [-5.00 %]</td>
<td>Strong Decline [64.91 %]</td>
<td>Strong Growth [33.33 %]</td>
<td>Strong Growth [150.00 %]</td>
</tr>
</tbody>
</table>
Enrollment Growth Initiatives
Did you have any enrollment growth initiatives that occurred this year?
No

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

Faculty Hiring
Do you see a need to increase full-time, tenure-track faculty?
No
Do you plan to submit a FPIP application?
No

Faculty Evaluations
Have all evaluations for faculty and staff that are due been completed?
No

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?
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?
0
# Done
# Due
Are instructors’ class syllabi collected?
No
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?
No Objectives Submitted.

Validation Review
Final Evaluation: Accepted
Comments:

Submit Program Review
<table>
<thead>
<tr>
<th>Course Updates, Syllabi &amp; New Programs</th>
<th>Ethnicity</th>
<th>Asian Enrollment</th>
<th>Day Enroll.</th>
<th>Total Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Decline [21.82 %]</td>
<td>55.00 %</td>
<td>25.08 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Growth [33.30 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Growth [46.94 %]</td>
<td>42.33 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
<td>27.68 %</td>
</tr>
<tr>
<td>Strong Decline [38.62 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Decline [21.82 %]</td>
<td>55.00 %</td>
<td>25.08 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Growth [33.30 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Growth [46.94 %]</td>
<td>42.33 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
<td>27.68 %</td>
</tr>
<tr>
<td>Strong Decline [38.62 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Decline [21.82 %]</td>
<td>55.00 %</td>
<td>25.08 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Growth [33.30 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Growth [46.94 %]</td>
<td>42.33 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
<td>27.68 %</td>
</tr>
<tr>
<td>Strong Decline [38.62 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Decline [21.82 %]</td>
<td>55.00 %</td>
<td>25.08 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
<tr>
<td>Strong Growth [33.30 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Growth [46.94 %]</td>
<td>42.33 %</td>
<td>26.76 %</td>
<td>27.67 %</td>
<td>27.68 %</td>
</tr>
<tr>
<td>Strong Decline [38.62 %]</td>
<td>43.75 %</td>
<td>26.97 %</td>
<td>26.97 %</td>
<td>26.98 %</td>
</tr>
<tr>
<td>Strong Decline [9.33 %]</td>
<td>38.62 %</td>
<td>19.23 %</td>
<td>19.25 %</td>
<td>19.27 %</td>
</tr>
</tbody>
</table>

Program Review has been completed for this Unit.