
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 Growth [42.40 %]</td>
<td>Strong Growth [57.50 %]</td>
<td>Strong Decline [-25.40 %]</td>
<td>Strong Decline [-46.81 %]</td>
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<td>FTES</td>
<td>Strong Growth [38.46 %]</td>
<td>Strong Growth [36.06 %]</td>
<td>Strong Decline [-22.90 %]</td>
<td>Strong Decline [-42.89 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Growth [50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-66.67 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Growth [35.36 %]</td>
<td>Strong Growth [51.34 %]</td>
<td>Strong Decline [-25.52 %]</td>
<td>Strong Growth [57.69 %]</td>
</tr>
</tbody>
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Enrollment Summary

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

Respondent: Phyllis Morrison, Science Division Chair

Response:
Six (6) physics courses are listed in the college catalog - Physics 6, Physics 7, Physics 12, Physics 37, Physics 38, and Physics 39. Although the college offers an associate degree in physics, only half of the physics courses are a part of that major - Physics 37, 38, & 39. The other physics courses (Physics 6, Physics 7, and Physics 12) are requirements in other programs. Physics 6 and Physics 7 are required for students preparing to transfer as biology majors at most of the region's CSU campuses, chemistry majors at CSUDH, and geology majors at most of the region's CSU campuses. Physics 12 is needed by students preparing to transfer to UCLA as psychology majors. Physics 37, Physics 38 & Physics 39 are required for students preparing to transfer to UCLA as engineering, physics, and mathematics majors.

In the years 2003-2006, the college offered three (3) physics courses in the fall semester - Physics 6, Physics 12, and Physics 37. The average class size goal of 34 (AFT-LACCD Agreement, Article 12) was not met for any of the fall semesters shown above. None of these courses would qualify as advanced course, because advanced courses would have two pre-requisites and have up-to-date course outlines. None of these three physics courses satisfies both of these criteria. The actual average class size in physics is even lower than the values shown above. Using the total census enrollment and the number of sections to perform the calculation, the average class size in physics was 11.67 in 2003, 20.00 in 2004, 21 in 2005, and 15.67 in 2006. It should be noted that the upward trend shown in the above graph of the average class size is the result of the reduction in the number of sections from three (3) sections in Fall 2006 to one (1) section in Fall 2007. The fall semester enrollments in Physics 12 ranged from 0 to 18 for the period under study. Enrollments in Physics 37 were even lower. Starting Fall 2007, Physics 12 and Physics 37 are no longer offered in the fall semester. Physics 12 is only offered once a year, in the summer. Instead of three low-enrolled physics classes being offered in the fall semester, only one physics class is being scheduled in the fall semester - Physics 6.

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
Enrollment - Instructional Delivery Modes

<table>
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</tr>
<tr>
<td>Day</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-38.89 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Growth [81.82 %]</td>
<td>Strong Growth [12.50 %]</td>
<td>Strong Decline [-20.00 %]</td>
<td>Strong Decline [-30.56 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
</tbody>
</table>

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

Online/on ground, Day and Evening

Respondent: Phyllis Morrison, Science Division Chair

Response
Over the period 2003 to 2006, only one day section of physics was offered in the fall semester. That class was Physics 12. The enrollments in Physics 12 ranged from 0 to 18 for the period under study. Starting Fall 2007, Physics 12 is no longer offered in the fall semester.

Over the period under study, two different physics courses were offered in the evening delivery mode. These two courses were Physics 6 and Physics 37. One section of each course was offered in the fall semester. Enrollments in the Physics 6 class were higher than the Physics 37 class.

No physics classes were offered Online.

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?

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

Validation Review
Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
Was a detailed analysis done? [ ]
Data Evaluation:
Comments:

OBJECTIVES:
No Objectives Submitted.
### Percent Change

<table>
<thead>
<tr>
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<th>Fall 2004</th>
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<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [43.75 %]</td>
<td>Strong Growth [34.78 %]</td>
<td>Strong Decline [-70.97 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Decline [-22.22 %]</td>
<td>Strong Growth [121.43 %]</td>
<td>Strong Decline [-61.29 %]</td>
<td>Strong Growth [16.67 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Strong Growth [300.00 %]</td>
<td>Strong Growth [50.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Decline [-71.43 %]</td>
</tr>
<tr>
<td>20-24</td>
<td>Strong Growth [7.14 %]</td>
<td>Strong Growth [60.00 %]</td>
<td>Strong Decline [-37.50 %]</td>
<td>Strong Decline [-53.33 %]</td>
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<tr>
<td>25-34</td>
<td>Strong Decline [-42.86 %]</td>
<td>Strong Growth [125.00 %]</td>
<td>Strong Decline [-11.11 %]</td>
<td>Strong Decline [-37.50 %]</td>
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<td>35-54</td>
<td>Strong Decline [-40.00 %]</td>
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<td>Strong Growth [33.33 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Growth [43.75 %]</td>
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<td>Strong Decline [-8.33 %]</td>
<td>Strong Decline [-72.73 %]</td>
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<tr>
<td>Black</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [200.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Decline [-41.67 %]</td>
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<td>Hispanic</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Growth [150.00 %]</td>
<td>Strong Decline [-20.00 %]</td>
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<td>Strong Decline [-100.00 %]</td>
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<td>Stable [0.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
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<td>White</td>
<td>Strong Growth [150.00 %]</td>
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<td>Strong Decline [-14.29 %]</td>
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<td>Strong Decline [-28.57 %]</td>
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<td>Stable [0.00 %]</td>
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### Demographics Summary

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

**Respondent:** Phyllis Morrison, Science Division Chair

**Response:**

No trends are apparent in the above demographic data.
### Student Success - Success/Retention

#### Percent Change

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<td>TotalSuccess</td>
<td>Strong Decline</td>
<td>Strong Growth [25.26 %]</td>
<td>Strong Growth [11.11 %]</td>
<td>Strong Decline [-22.10 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Decline [-4.10 %]</td>
<td>Strong Growth [21.21 %]</td>
<td>Decline [-3.20 %]</td>
<td>Strong Decline [-9.05 %]</td>
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#### Success, Retention & Awards Summary

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

**Response**

For the fall semesters 2004 to 2007, student success in physics was higher than the college average. Students who take physics are probably more college-ready than the typical WLAC student. A survey of the students enrolled in a physics class would probably reveal that these students have already successfully completed college-level mathematics courses and have already earned more than 30 units.

### Validation Review

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

Data Evaluation: [ ]

Comments:
Curriculum - Course Updates

Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed?
- 2
- 4

If course updates are due, please describe the discipline's plan for updating courses:
- An adjunct instructor has begun updating the course outlines for Physics 37, Physics 38, and Physics 39.
- Another adjunct instructor will be recruited to update the course outline for Physics 12.

Are instructors' class syllabi collected?
- Yes

Please describe the course syllabi collection procedure:
- Prior to each term, the Science Division Chair sends by email a request for a copy of each instructor’s syllabus. Upon receipt of the copy, the Chair records in a log the date of receipt. Reminder notices are sent to those instructors who fail to submit a syllabus by the end of the second week of classes. These instructors are notified that submission of the syllabus will be considered in their performance evaluation.

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

Please describe the new courses or programs:

Respondent: Phyllis Morrison, Science Division Chair

Validation Review

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?
- No

Does the discipline have assessment plans for program SLOs?
- No

Please describe your assessment plans for SLOs:
- The adjunct physics instructors who are updating the physics course outlines will be recruited to develop assessment plans for the physics SLOs.

Have any courses assessed college or program SLOs?
- No

Please describe your assessment of SLOs:
- The adjunct physics instructors who are updating physics course outlines will be recruited to develop assessment plans for the physics SLOs.

Respondent: Phyllis Morrison, Science Division Chair

Validation Review

OBJECTIVES:
- No Objectives Submitted.

Vocational - Advisory Requirements
Advisory Board Actions

Do you have an Advisory Board?  

Do you have minutes of your Advisory Board meetings?  

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

Objectives:  

No Objectives Submitted.

Resources - Personnel

Percent Change

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<tr>
<td>Total FTEF</td>
<td>Stable [-2.42 %]</td>
<td>Strong Decline [-11.57 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-62.62 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Growth [16.35 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-62.62 %]</td>
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FTEF

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

Respondent: Phyllis Morrison, Science Division Chair

Response: Historically, the demand for physics classes has been low. Beginning Fall 2005, the one full-time WLAC instructor qualified to teach Physics chose to accept a 1.0 FTEF assignment in mathematics. Starting Fall 2007, only one section of physics was offered. That class (Physics 6) is a seven (7) standard hour class. Thus, the FTEF for fall was 0.4667.

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

Evaluation data for faculty & staff provided by: Office of Academic Affairs
There are no full-time faculty assigned to teach physics.

Professional Development

Have all of the faculty fulfilled their Flex requirements? Yes  
Please Describe: Lloyd Thomas distributes a list of faculty who submitted their Flex reports. The adjunct physics instructor's name was on that list.

Have you had any professional development for faculty? No  
Please describe the professional development activities:

Do you have any mentoring of part-time faculty to ensure integrity of course outline? No  
Please describe the mentoring activities:

Validation Review

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

OBJECTIVES:

No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget? On  
Please describe:

Respondent: Phyllis Morrison, Science Division Chair

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

OBJECTIVES:

No Objectives Submitted.

Resources - Facilities
Facilities

Were you satisfied with the discipline's facilities? No

Please describe:

The physics classes are conducted in B9, one of the temporary bungalows that is over 40 years old. The lighting and ventilation system are antiquated.

How have the current facilities impacted the discipline?

Have there been any changes in the discipline's facilities in the past year? No

If yes, please describe:

Respondent: Phyllis Morrison, Science Division Chair

Supplies & Equipment

Were you satisfied with your instructional supplies and equipment? No

Please describe:

The instructional supplies and equipment have not been inventoried in over ten (10) years. There hasn't been any physical science laboratory technician assigned to the physics stockroom in over a decade.

Validation Review

Data Evaluation: 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? No

if yes, please describe:

Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee? No

if yes, please list the representatives and describe:

There are no full-time faculty assigned to teach physics. All of the full-time faculty in the Science Division teach during the hours that the Curriculum Committee meets.

Respondent: Phyllis Morrison, Science Division Chair

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:
**Final Summary**

### Measure Summary

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<td>Stable [0.00 %]</td>
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<td>Strong Growth [300.00 %]</td>
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<td>Strong Growth [7.14 %]</td>
<td>Strong Growth [60.00 %]</td>
<td>Strong Decline [-37.50 %]</td>
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<td>Age2534 Enrollment</td>
<td>Strong Decline [-42.86 %]</td>
<td>Strong Growth [125.00 %]</td>
<td>Strong Decline [-11.11 %]</td>
<td>Strong Decline [-37.50 %]</td>
</tr>
<tr>
<td>Age3554 Enrollment</td>
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<td>Strong Growth [66.67 %]</td>
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<tr>
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<td>Stable [0.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Decline [-100.00 %]</td>
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<tr>
<td>Ethnicity Asian Enrollment</td>
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<tr>
<td>Ethnicity Black Enrollment</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [200.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Decline [-41.67 %]</td>
</tr>
<tr>
<td>Ethnicity Hispanic Enrollment</td>
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<td>Strong Growth [150.00 %]</td>
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<td>Stable [0.00 %]</td>
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</tr>
<tr>
<td>Ethnicity White Enrollment</td>
<td>Strong Growth [150.00 %]</td>
<td>Strong Growth [40.00 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Decline [33.33 %]</td>
</tr>
<tr>
<td>Ethnicity Other Enrollment</td>
<td>Strong Decline [-28.57 %]</td>
<td>Strong Growth [40.00 %]</td>
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<td>Stable [0.00 %]</td>
</tr>
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<td>FTER</td>
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### Faculty Evaluations
Have all evaluations for faculty and staff that are due been completed?
- Yes [ ]

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

### 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 [ ]

### Course Updates, Syllabi & New Programs
Of the number of courses that need to be updated, how many have been completed?
- # Done [ ]
- # Due [ ]

Are instructors’ class syllabi collected?
- Yes [ ]

Have you developed any new courses and/or programs in the last year?
- No [ ]

### Student Learning Outcomes
Have you developed SLOs for your discipline?
- No [ ]

Do you have assessment plans for program SLOs?
- No [ ]

Have any courses assessed college or program SLOs?
- No [ ]

### Advisory Board
Do you have an Advisory Board?
- Yes [ ]

Do you have minutes of your Advisory Board meetings?
- Yes [ ]

Has the Advisory Board provided any recommendations and or outcomes?
- Yes [ ]

### 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.