Enrollment - Census/FTES

Census Enrollment

FTES, Sections, Avg. Class Size

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>Decline [-5.20 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [1.27 %]</td>
<td>Strong Growth [62.08 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Decline [-5.20 %]</td>
<td>Stable [-0.31 %]</td>
<td>Stable [1.23 %]</td>
<td>Strong Growth [62.07 %]</td>
</tr>
<tr>
<td>Sections Count</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-16.67 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [20.00 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Stable [1.20 %]</td>
<td>Strong Growth [12.07 %]</td>
<td>Stable [1.23 %]</td>
<td>Strong Growth [35.06 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

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

Respondent: Scott Feinerman
Response
1. Travel industry consolidation has leveled.
2. A combination of retirements and staff turnover are now evidenced.
3. The economy was strengthened with consumer confidence producing increased travel, requiring more professionals to staff travel sales and counseling positions.
4. Increased domestic and international marketing by the division has been paying dividends in increased enrollments.
5. Introduction of the Hospitality Program has brought additional students to also study areas of Travel relevant to this discipline.

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:
1. Increased exposure to both foreign academic advisors and local English language schools, through International Student Services.
2. Constant monitoring and upgrading of the Travel Department’s web site.
3. Inclusion of program exposure through the American Society of Travel Agents, via direct email blasts to agents in the Greater Los Angeles area.

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

OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>View/Modify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Enrollments</td>
<td>Oct, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
<td></td>
</tr>
</tbody>
</table>

Enrollment - Instructional Delivery Modes
There is a return to working professionals seeing the potential of concurrent and/or career change to the travel business and enrolling in evening classes.

1. Increased enrollments are seen in all delivery formats, as a result of marketing and exposure efforts.

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:

Online courses have continued to be offered.

I have not been personally involved in this period’s scheduling and delivery.

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></td>
<td></td>
</tr>
<tr>
<td>Was a comparative analysis done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a detailed analysis done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
OBJECTIVES:
No Objectives Submitted.

Enrollment - Demographics

Gender Distribution

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</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>46</td>
<td>54</td>
<td>56</td>
<td>64</td>
<td>82</td>
</tr>
<tr>
<td>Female</td>
<td>190</td>
<td>179</td>
<td>169</td>
<td>169</td>
<td>295</td>
</tr>
</tbody>
</table>

Age Distribution

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>20 - 24</td>
<td>50</td>
<td>74</td>
<td>30</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>25 - 34</td>
<td>66</td>
<td>59</td>
<td>74</td>
<td>66</td>
<td>92</td>
</tr>
<tr>
<td>35 - 54</td>
<td>90</td>
<td>73</td>
<td>86</td>
<td>67</td>
<td>126</td>
</tr>
<tr>
<td>55 Above</td>
<td>27</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>65</td>
</tr>
</tbody>
</table>
### Ethnicity Distribution

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>64</td>
<td>80</td>
<td>45</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>Black</td>
<td>72</td>
<td>49</td>
<td>54</td>
<td>47</td>
<td>81</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>44</td>
<td>52</td>
<td>42</td>
<td>77</td>
</tr>
<tr>
<td>Indian</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>42</td>
<td>35</td>
<td>48</td>
<td>38</td>
<td>77</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td>23</td>
<td>25</td>
<td>22</td>
<td>48</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>Female</td>
<td>Decline [-5.79 %]</td>
<td>Decline [-5.59 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [74.56 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Strong Growth [133.33 %]</td>
<td>Strong Growth [114.29 %]</td>
<td>Strong Decline [-60.00 %]</td>
<td>Strong Growth [50.00 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Growth [48.00 %]</td>
<td>Strong Decline [-59.46 %]</td>
<td>Strong Growth [150.00 %]</td>
<td>Strong Growth [13.33 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Decline [-18.89 %]</td>
<td>Strong Growth [17.81 %]</td>
<td>Strong Decline [-22.09 %]</td>
<td>Strong Growth [88.06 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Decline [-25.93 %]</td>
<td>Stable [0.00 %]</td>
<td>Decline [-5.00 %]</td>
<td>Strong Growth [242.11 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Growth [25.00 %]</td>
<td>Strong Decline [-43.75 %]</td>
<td>Strong Growth [84.44 %]</td>
<td>Strong Growth [8.43 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Decline [-31.94 %]</td>
<td>Strong Growth [10.20 %]</td>
<td>Strong Decline [-12.96 %]</td>
<td>Strong Growth [72.34 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Growth [62.96 %]</td>
<td>Strong Growth [18.18 %]</td>
<td>Strong Decline [-19.23 %]</td>
<td>Strong Growth [83.33 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Decline [-60.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [300.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Strong Decline [-16.67 %]</td>
<td>Strong Growth [37.14 %]</td>
<td>Strong Decline [-20.83 %]</td>
<td>Strong Growth [102.63 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline [-11.54 %]</td>
<td>Strong Growth [8.70 %]</td>
<td>Strong Decline [-12.00 %]</td>
<td>Strong Growth [118.18 %]</td>
</tr>
</tbody>
</table>

### Demographics Summary

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

**Respondent: Scott Feinerman**

**Response**

Travel has traditionally attracted women more than men. This is evident in the consistency of the gender enrollment pattern.

Travel tends to attract more mature, better educated and traveled individuals. This is consistent with the age distribution pattern.

Black and Hispanic enrollments continue to show growth as their communities mature and experience both increased income and travel resulting from both increased discretionary income and comfort with different travel experiences.

**Over all, the above points the direction for increased program exposure in the above mentioned target markets. As time and funds are available, advertising and solicitation calls on educational institutions and career counseling sources that can be initiated that should result in further enrollment increases.**

### Validation Review

<table>
<thead>
<tr>
<th>Was a trend analysis done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
</tbody>
</table>
OBJECTIVES:

Student Success - Success/Retention

Percent Change

Data Evaluation:

Comments:

<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>Increase enrollments from all areas</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>
Success, Retention & Awards Summary

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

Respondent: Scott Feinerman

Response
Travel - and now, the combined Travel and Hospitality Programs - is a focused, business related curriculum, offering not only employment and financial opportunities but worldwide travel opportunities.

The WLAC Travel and Hospitality faculty are experienced, knowledgeable and expert in their respective content areas. They know how to address student needs and to deliver information in a manner that involves and educates all categories of students and tourism and hospitality career options. This strongly supports efforts at retention and perseverance.

Data shows that dedication to these goals is a powerful motivator, keeping students in our classes.

Validation Review

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

If course updates are due, please describe the discipline's plan for updating courses:
Advertise faculty and solicit their professional acceptance of courses by most qualified instructor(s), with input from others.

Are instructors’ class syllabi collected?

Yes

Please describe the course syllabi collection procedure:
Division Chair requests syllabi and instructors respond with copy to Chair.

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

Yes

Please describe the new courses or programs:
Hospitality courses have been added to Travel/Hospitality.

Respondent: Scott Feinerman
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:

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

Validation Review
Data Evaluation: 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>SLOs</td>
<td>Oct, 2007</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Vocational - Advisory Requirements

Validation Review
Data Evaluation: Comments:

OBJECTIVES:

Vocational - Advisory Requirements

Validation Review
Data Evaluation: Comments:

OBJECTIVES:
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

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>2.4</td>
<td>2.2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>1.4</td>
<td>1.2</td>
<td>0.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>1</td>
<td>1</td>
<td>1.2</td>
<td>1.4</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 [-8.33 %]</td>
<td>Strong Decline [-9.09 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [20.00 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Decline [-33.33 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [20.00 %]</td>
<td>Strong Growth [16.67 %]</td>
<td>Strong Growth [42.86 %]</td>
</tr>
</tbody>
</table>
FTEF

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

Response

**During this period:**

* Instructor Mike O'Callaghan retired and began teaching part-time
* Instructor Scott Feinerman returned from 1.0 release time as Director of International Student Services to teaching a .4 class load

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:

Instructors Mike O'Callaghan and Marc Manicini have now retired. This leaves only the Division Chair, as a full-time instructor with a 60% teaching assignment in Hospitality and Travel subjects.

The head of the FPIP Committee advises that the form and hiring process are under review and reconstruction. The division intends to submit a request for the addition of one full-time instructor.

Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?

No

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

Some evaluations have been conducted.

There are outstanding Hospitality and Travel instructor edvaluations, based on current assignments. These will be done, this semester:

Justus Ghormley
Peter Miele
Martin Nee
Larry Stafford

Do all full-time faculty participate in a college-wide and/or Senate committee?

Yes

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

The only full-time instructor is limited to 14 hours release time per week. He attends all required and voluntary faculty, student and administrative meetings as well as working with the Federal Aviation Administration and other hospitality travel companies and associations. He also contributes additional time, in considerable excess of college requirements.

Division Chair attends Division Council, monthly President’s meeting and numerous other college and outside meetings. He makes contributions to Curriculum Committee and other committees, as needed and appropriate. Due to time constraints and assignment format and load, the Division Chair has not committed to attending one set committee.

Professional Development
Have all of the faculty fulfilled their Flex requirements?

Please Describe:

All faculty have completed required flex time, as attested to by Lloyd Thomas, who collects and reports on this requirement.

Have you had any professional development for faculty?

Please describe the professional development activities:

Professional development is undertaken by hospitality and travel organizations. These include:

- Meeting Professionals International
- Professional Convention Management Association
- Foreign government tourist office presentations
- Convention & visitor bureaus
- Airline, hotel and other seminars and activities

Instructors participate in numerous educational programs during the year.

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

Please describe the mentoring activities:

Mentoring activities are frequent and ongoing. While all instructors are actively involved in their respective business and industry activities, there is frequent communication directed at:

- Providing college and division information
- Offering teaching techniques and student support information

Validation Review

Was a trend analysis done? -

Was a comparative analysis done? -

Was a detailed analysis done? -

Data Evaluation: Accepted

Comments: Evaluations should be conducted and submitted as soon as possible

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>Division Chair granted 1.0 release time.</td>
<td>Oct, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
</tr>
</tbody>
</table>

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget? Under

Please describe:

In past academic years, the division’s budget allowed a consistent level of performance. Funds did not allow
for expansion and minor amounts of money were returned to the college in the "sweep" process.

Respondent: Scott Feinerman

---

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: $

If yes, please describe:

Funds have come from VATEA. VATAE budgets for various years available from Academic Affairs.

---

Validation Review

Data Evaluation: Accepted

Comments:

No Objectives Submitted.

---

Resources - Facilities

Were you satisfied with the discipline's facilities? No

Please describe:

Classrooms are adequate for assigned numbers of students but there is need to upgrade the technology available in each room, for today's hospitality and tourism professional:

* flat screen monitors or ceiling mounted video projectors
* unrestricted wireless Internet access

How have the current facilities impacted the discipline?

Current facilities limit students by restricting classroom presentation of current hospitality and travel realities. This produces a student viewing dated videos and DVDs and possibly having accessed current online information without the benefit of an experienced and qualified instructor’s guidance and direction regarding application in a constantly changing geopolitical and socioeconomic environment impacting the hospitality and travel environments.

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

If yes, please describe:

Respondent: Scott Feinerman
Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?  Yes

please describe:

* Adequate supplies have been available.

Validation Review

Data Evaluation:  Accepted

Comments:

No Objectives Submitted.

OBJECTIVES:

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>2 Units</td>
<td>* flat screen monitors or ceiling mounted video projectors * unrestricted wireless Internet access Current facilities limit student learning by restricting classroom presentation of current hospitality and travel realities. This produces a student viewing dated videos and DVDs and possibly having accessed current online information without the benefit of an experienced and qualified instructor's guidance and direction regarding application in a constantly changing geopolitical and socioeconomic environment impacting the hospitality and travel environments.</td>
<td>Pending Funding</td>
<td>2007 View/Modify</td>
</tr>
</tbody>
</table>

| Personnel  | 1 FTE    | The Division Chair has responsibility for working closely with the Federal Aviation Administration. This has far reaching importance for the college, students, and faculty. Insufficient time is currently allocated for this work. It is necessary for the Division Chair to work with local schools, other program managers, to ensure WLAC program awareness and integration into potential student options. | Pending Funding | 2007 View/Modify |

| Personnel  | 0 Units  | The Division Chair is required to work closely with the Federal Aviation Aviation Administration. This has significant and far reaching implications for the college, students and instructors in the Aviation area of the division. Other divisions having similar, outside government requirements are allocated 1.0 release time. | Pending Funding | 2007 View/Modify |

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:

* Initial work has been done to construct SLOs appropriate for each course.

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

if yes, please list the representatives and describe:
Due to assignment and work requirements, it has not been possible to attend all meetings.

Respondent: Scott Feinerman

Comprehensive Program Review

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

if yes, please describe:

Need for release time to accomplish total of required tasks.

Program Accreditation / Certification

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

if yes, please describe:

As Aviation is part of the division departments, it is necessary to work toward meeting FAA Part 147 requirements.

Validation Review

Data Evaluation: Accepted

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>Decline [-5.20 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [1.27 %]</td>
<td>Strong Growth [62.08 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Decline [-13.40 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [13.10 %]</td>
<td>Strong Growth [32.63 %]</td>
</tr>
</tbody>
</table>
Evening Enrollment Decline [-4.05 %]  Strong Decline [-12.68 %]  Strong Growth [19.35 %]  Strong Growth [148.65 %]  
Online Enrollment Growth [3.80 %]  Strong Growth [10.98 %]  Strong Decline [-21.98 %]  Strong Growth [62.07 %]  
FTES Decline [-5.20 %]  Stable [-0.31 %]  Stable [1.23 %]  Strong Growth [65.00 %]  
ACS Stable [1.20 %]  Strong Growth [12.07 %]  Stable [2.97 %]  Strong Growth [35.06 %]  
Total Retention Decline [-3.89 %]  Decline [-5.58 %]  Strong Growth [11.10 %]  Stable [0.50 %]  
Total Success Decline [-3.92 %]  Decline [-4.50 %]  Stable [1.23 %]  Strong Growth [35.06 %]  
Female Enrollment Decline [-5.79 %]  Decline [-5.59 %]  Stable [0.00 %]  Strong Growth [74.56 %]  
Age 20 Enrollment Strong Growth [133.33 %]  Strong Growth [114.29 %]  Strong Decline [-60.00 %]  Strong Growth [50.00 %]  
Age 20-24 Enrollment Strong Growth [48.00 %]  Strong Decline [-59.46 %]  Strong Growth [150.00 %]  Strong Growth [50.00 %]  
Age 25-34 Enrollment Strong Growth [25.42 %]  Strong Decline [-59.46 %]  Strong Decline [-25.00 %]  Strong Growth [88.06 %]  
Age 35-54 Enrollment Strong Decline [-18.89 %]  Strong Decline [-22.09 %]  Strong Growth [150.00 %]  Strong Growth [13.33 %]  
Age 55 Enrollment Strong Decline [-25.93 %]  Stable [0.00 %]  Decline [-5.00 %]  Strong Growth [242.11 %]  
Ethnicity Asian Enrollment Strong Growth [25.00 %]  Strong Decline [-43.75 %]  Strong Growth [84.44 %]  Strong Growth [8.43 %]  
Ethnicity Black Enrollment Strong Decline [-31.94 %]  Strong Growth [10.20 %]  Strong Decline [-12.96 %]  Strong Growth [72.34 %]  
Ethnicity Hispanic Enrollment Strong Growth [62.96 %]  Strong Growth [18.18 %]  Strong Decline [-19.23 %]  Strong Growth [83.33 %]  
Ethnicity Indian Enrollment Strong Decline [-60.00 %]  Strong Decline [-50.00 %]  Stable [0.00 %]  Strong Growth [300.00 %]  
Ethnicity White Enrollment Strong Decline [-16.67 %]  Strong Growth [37.14 %]  Strong Decline [-20.83 %]  Strong Growth [102.63 %]  
Ethnicity Other Enrollment Strong Decline [-11.54 %]  Strong Growth [8.70 %]  Strong Decline [-12.00 %]  Strong Growth [118.18 %]  
FTE H Stable [0.00 %]  Strong Growth [20.00 %]  Strong Growth [16.67 %]  Strong Growth [42.86 %]  
FTE H Stable [0.00 %]  Strong Decline [-33.33 %]  Strong Decline [-25.00 %]  Strong Decline [-33.33 %]  
Section Count Stable [0.00 %]  Strong Decline [-16.67 %]  Stable [0.00 %]  Strong Growth [20.00 %]  

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?

No
### 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>
<tr>
<td>Have you had any professional development for faculty?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you have any mentoring of part-time faculty to ensure integrity of course outline?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Facilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you satisfied with your facilities?</td>
<td>No</td>
</tr>
</tbody>
</table>

### Supplies & Equipment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you satisfied with your instructional supplies and equipment?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Grants or Additional Funding Sources

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive any donated equipment and/or grants?</td>
<td>Yes</td>
</tr>
<tr>
<td>Were you over, under or on your budget?</td>
<td>Under</td>
</tr>
</tbody>
</table>

### Course Updates, Syllabi & New Programs

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the number of courses that need to be updated, how many have been completed?</td>
<td># Done # Due</td>
</tr>
<tr>
<td>Are instructors’ class syllabi collected?</td>
<td>Yes</td>
</tr>
<tr>
<td>Have you developed any new courses and/or programs in the last year?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you developed SLOs for your discipline?</td>
<td>No</td>
</tr>
<tr>
<td>Do you have assessment plans for program SLOs?</td>
<td>No</td>
</tr>
<tr>
<td>Have any courses assessed college or program SLOs?</td>
<td>No</td>
</tr>
</tbody>
</table>

### Advisory Board

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an Advisory Board?</td>
<td>-</td>
</tr>
<tr>
<td>Do you have minutes of your Advisory Board meetings?</td>
<td>-</td>
</tr>
<tr>
<td>Has the Advisory Board provided any recommendations and or outcomes?</td>
<td>-</td>
</tr>
</tbody>
</table>

### Past Unit Plan Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Begins</th>
<th>Ends</th>
<th>Priority</th>
<th>Status</th>
<th>Term</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Enrollments</td>
<td>Oct, 2008</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>SLOs</td>
<td>Oct, 2007</td>
<td>NA</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Increase enrollments from all areas</td>
<td>Jan, 2009</td>
<td>NA</td>
<td>Critical</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
<tr>
<td>Division Chair granted 1.0 release time.</td>
<td>Oct, 2008</td>
<td>Jun, 2009</td>
<td>High</td>
<td>In-Progress</td>
<td>2007</td>
<td>View/Modify</td>
</tr>
</tbody>
</table>
Validation Review

<table>
<thead>
<tr>
<th>Final Evaluation:</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

Submit Program Review

*Program Review has been completed for this Unit.*