BROADCAST TELEVISION
Verification Team Report, 12/17/07

Program Evaluation and Planning Team Members: Stephen Goze
Verification Team Members: Amy LaPan, Nadine Wade-Gravett, Kathy Baird

Statement of Completion:
The Broadcast Television Program Evaluation Report is nearly complete. There were a few clarifications suggested by the evaluation team.

Strength of Program
Industry Supports program by serving on advisory committee. Representatives from industry leaders; such as Pixar, Sony, Advance Television Systems, KGO, KTVU, provide input into program and course development.

Areas for Improvement:
1) Program coordinator will work with Division Dean to explore alternative delivery for program in order to develop two programs: a freshman and sophomore class offered simultaneously.
2) Program Coordinator will work with other occupational program coordinators to seek assistance in the hiring of other part time instructors. With the addition of part time instructors, the program could be developed into a two tiered program.
3) Program coordinator will work with the Division Dean to improve and expand the course expectations and Student Learning Outcomes.
4) In order for the program to remain current, it will be required to update equipment and materials to the digital format by 2009. The program coordinator is currently working with industry for equipment donations, but will require college support for equipment and training.
5) Program coordinator will work with regional high schools to promote program as an outreach effort.
6) Program coordinator has expressed a need for tutoring support for electronics math students. To date, students have not been able to get help from the Math Centre or from the MESA tutors. Program coordinator will work to promote need.
7) Advisory Committee has recommended that students be exposed and understand the IT component of broadcasting. Students need to know how the computer controls the video server. This presents an opportunity to link with the Business and Computer Studies and IT departments.
8) Program coordinator will work with the College Outreach Coordinator to promote the program and career path opportunities.
9) Program Coordinator will continue to promote program through the class webpage: www.smpte11.org. The cite posts all of the current students and graduates and their employment. Employers and SBE (Society of Broadcast Engineers) post employment opportunities.
Summary:
BTE is a strong occupational program unique to the region and indeed the country. The program prepares student to work in a variety of industries. The connection with industry is strong and supportive. The BTE program has a web page that is part of the National organization – SMPTE. The website promotes students and also serves employers by providing a site to advertise employment opportunities. The program has a high placement rate with salaries that are commendable. Efforts need to be confirmed to support the program as technology changes. Support needs to be given to the program coordinator to expand the program to allow for a greater number of students to be served.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Broadcast Television
DATE: April 19, 2007

1. MISSION
   A. Program Mission Statement
      The Broadcast Television Engineering Technology program at Napa Valley College prepares the graduate video engineer to provide a substantial benefit to his or her employer through proficiency in the theory operation and maintenance of state of the art broadcast and production video systems equipment.

   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.
      The comments of the Broadcast Television Engineering Technology Program Advisory Committee have been to incorporate new equipment into the curriculum that reflects state-of-the-art (technology) and produce more graduates for the workforce.
      - Extensive outreach has been done since I arrived in 2003. A new brochure has been designed and produced.
      - Additionally, several presentations have been made at career days at Napa and Sonoma high schools. Tours have been given of the NVC facilities to high school and middle school students and high school counselors from Napa and Solano counties.
      - Radio appearances have been made on KVON/KVYN and television appearances at channel 27/28 to increase public awareness of the Broadcast Television Engineering Technology program.
      - To update the curriculum, donations to the program have been incorporated into the television studio, and all of the course outlines have been updated and reviewed by the advisory committee to determine that the outlines are current.
B. Indicate the sources of information used in Question 2A.
- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations
- Other: Advisory Committee; Curriculum Committee approval of rewritten courses

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
No other recommendations have been made.

D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. CURRICULUM AND INSTRUCTION
The tasks below have been completed; the SLO Matrix and Curriculum Action Plan are attached to this report.

A. Prepare/revise the Student Learning Outcomes Matrix.

B. Review the course outlines of record:
   - Assess the appropriateness of the degree and certificate requirements.
     The degree and certificate requirements are appropriate and were last updated in 2005.
   - Evaluate the appropriateness of courses to the program.
     Upon review of the course outlines of record, it is determined that all courses are appropriate to the program.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation.
     The pre- and co-requisites for courses in the program are appropriate.
   - Determine which course outlines have not been undated since the last program evaluation or within the past five years.
     None.
   - Write SLOs and Assessment Guides for the program and for each course.
     The Program Assessment Guide and SLOs are under development. The Assessment Guide and SLOs for courses are being developed.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
Under development.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
This is a small program, and the program coordinator writes the syllabi. If a syllabus is found to be incongruent with a course outline, the program coordinator makes the appropriate changes.
E. Assess Student Learning Outcomes

- Explain the methods used to assess student learning outcomes. Which student performances were assessed and where the assessment occurred (please be specific).
  
The assessment of student learning outcomes will be determined once SLOs have been established for each course.

- Summarize your findings from the data.
  
  Not applicable. See E above.

- How did you use the data findings and results to improve teaching and student learning?
  
  Not applicable. See E above.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  
  - [x] Syllabi
  - [ ] Catalog
  - [ ] Brochure
  - [ ] Articulation/Transfer agreements
  - [ ] Website
  - [ ] Other ______________________________

F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.

  At this time, there is only one instructor, so this problem does not exist. If a second instructor were hired, the program coordinator would review academic rigor with the instructor as it applies to this program.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

  Since this is a small program, the faculty has the opportunity to become very well acquainted with each student and work with them on a one-to-one basis to identify their specific problems and needs and seek solutions to those identified problems and needs. A performance review is completed twice each semester to inform both the student and the instructor of inefficiencies and areas of improvement.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.

  Various methods are employed to transfer the information in the classroom environment. Because of the volume of equipment in the television studio, a large emphasis is placed on the procedures to be performed on the job. The laboratory environment closely resembles an “on the job” situation.

  The material is presented through audio, visual, and demonstrative methods, giving students the opportunity to learn through different teaching styles. If a student is identified who has difficulty with the material, the faculty will spend extra time with the student to improve the student's success.
G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

The program does not have any existing articulation agreements with high schools. A previous articulation agreement was written for articulation between the Machine Tool program at Napa High School and NVC. The Napa High School program was closed in 2002.

Articulation agreements are in place and current with a few colleges based on the first semester of the program, “television production (BTV120 & 121)” and Electronics Math (BTV 109). The program becomes increasing technical beginning in the second semester. At this time there are no equivalent programs to articulate from the second semester forward.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. COMMUNITY OUTREACH AND ARTICULATION

A. What recruitment and/or community outreach activities has the program engaged in or initiated?
   - Designed brochure
   - High school presentations in Napa and Sonoma counties
   - Tours for high school students and high school counselors
   - Tours for interested students on a one-to-one basis
   - Provide broadcast technology assistance to KVET and local high school production programs
   - Advisory board member for Valley Oak High School TV production program

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   - High school presentations in Napa and Sonoma and Sonoma counties
   - Provided tours to high school students and high school counselors
   - Advisory board member for Valley Oak High School TV production program
   - Collaborate with Solano College Electronics department

   With the assistance of the Outreach coordinator, we meet regularly with high schools maintaining an ongoing dialog as our programs evolve. Discussions with local high schools concerning a closer relationship and possible articulations are ongoing.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   - National Association of Broadcasters convention – Napa Valley College Broadcast Television Engineering Technology manned booth raising awareness of professional video engineering training availability as well as student employment opportunities and professional contacts.
   - SMPTE (Society of Motion Picture and Television Engineers) San Francisco Holds a yearly meeting in the TV Studio attended by local broadcast professionals
   - Attend the National Association of Broadcasters convention
   - Use email to contact businesses that may benefit or be benefited by the program
   - Visits are made to companies to maintain a network.
   - Job placement services are offered to companies in search of new employees.
D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   - Inviting prospective members to become members of the committee
   - Contacting businesses that might benefit from the Program’s curriculum, job placement services and graduates.
   - Additional donations promoting digital television studies

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

**REVIEWS AND SIGNATURES**

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |
5. **STUDENT SUCCESS AND EQUITY**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Although no disparity is reported on the distributed data, large fluctuations in some of the data are the result of low enrollment numbers. Although there is no occupational disadvantage, the ability to attract female and minority students seem to be lacking in this technical program.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

Assignment and quiz scores are the basis for assessment of students in need of particular attention. If a student is not doing well with relating the lecture and lab information back in the form of testing responses, the student is met with in private to discuss this to determine the problem. Any students identified with the possibility of disabilities are referred to the Diagnostic Learning Center. Results of these skills assessments are implemented on the information received from the Assessment Center.

C. What has the program done to formalize links with support services for students?

Regular communication with counselors is maintained. The Program Coordinator attends meetings and informs counselors of the requirements and type of training available from the program. Direct contact is maintained with the ASB through representatives from the ASB administration.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

To support a two-tiered program (concurrent first and second year) program, additional instructors will be required. At the present time, there are no additional instructors to assist the current program coordinator/instructor.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

When we begin a new semester each Fall, the greatest majority of graduating students have secured a position in the video engineering field. A website (www.smpte11.org) has maintained and tracked alumni to the best of their ability and the largest number of alumni remain employed in the broadcast industry. Since the Broadcast Television Engineering Technology program is unique in the entire country, and those graduates and alumni wishing to work in the industry have jobs, effectiveness has to be rated at the maximum.
F. Reflect on your responses in Section 5 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

1) The Broadcast Television Engineering Technology program originally admitted 16 students into the first semester because of the space limitation of the lab work areas. The lab use is limited in the first semester, and the maximum class size was increased to 20 to offset any attrition. In any case, maximum enrollment has not been achieved although the fall semester of 2007 has an enrollment of 18.

2) The Broadcast Television Engineering Technology program is a very unique program not only to Napa Valley College but to the entire United States. The Broadcast Television Engineering Technology program has, for 34 years, provided 473 fully qualified television engineers to the professional broadcast field, averaging 14 graduates per year—a great accomplishment for a small community college in an equally small community where the attraction to this sort of field should be minimal.

3) Enrollment started low and has dramatically increased during this reporting period because of:
   - The long-term original instructor retirement and late replacement of new instructor (two weeks before beginning of class).
   - Promotion of the program declined at the end of the original instructor’s tenure.
   - Uncertainty of the program’s existence at counseling and alumni (referral) levels.
   - Restructuring the program to include television electronics and electronics mathematics.
   - Promotion of the program nearly doubled enrollment the following term.
   - Continued promotion now shows enrollment at near capacity.

4) Plans to continue or maintain this trend include further promotion of the program through various outreach programs, aggressive website presence (including alumni involvement to encourage referrals), quarterly newsletters and website configuration to provide optimization for web search engines, high school television course outreach involvement, community access television interface, student access television club on campus and community activities, such as engineering assistance for the Veterans home at Yountville.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Variations from semester to semester in both load and productivity have been identified to be caused by the varying credits per unit of the different classes. Another cause is the fact that there is only one class per 2-year cycle. This would not be the case if the classes began each year, as was the case in 2003. A third reason is the capacity of the class is limited to 20 and needs to be reduced to 16 when an electronics lab is utilized.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

The schedule of classes has been reviewed and accepted by the Curriculum Committee upon completion of the restructuring of the program. Classes have been structured to present logical learning of this technical discipline and will give the student the practical knowledge to successfully obtain a job.
D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

1) Review of the student surveys has indicated that space is an issue to properly completing the required assignments in this technical discipline. As equipment is incorporated into the program, more and more space is consumed, leaving less area for students to perform their tasks. Space has been an issue for many years according to documents pertaining to the program.

2) The future of television is digital and we have only analog (30 year old equipment on average). Of concern to students is their lack of exposure to state-of-the-art equipment. Although most of the equipment in the television studio is donated by industry, it is outdated before we acquire it. To obtain state-of-the-art broadcast equipment may require a large grant.

3) Concerns about the instructor’s time dedicated to three different disciplines may be “spreading him too thin.” This has been a concern of mine as well. Classroom effectiveness may be compromised unless this is given serious attention.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The Broadcast Television Engineering field is undergoing some significant changes with the advent of digital and high definition television. The industry needs qualified engineers to fulfill the demand in 2009. At the present time, all of the graduates who wish to continue in the broadcast field are finding good jobs in professional settings at excellent pay. The program now addresses all of the aspects of compression and digital television as will be required in 2009. Information Technology as it pertains to television is now covered in the curriculum. The Advisory Committee has a very strong influence in this area.

F. Reflect on your responses to Section 6 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. **PLANNING & BUDGET REQUESTS**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.
B. Staffing

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

As a program with one full time instructor who is also the Program Coordinator, we would benefit greatly from the addition of one more full-time staff/faculty. The needs of the program continue to expand to keep current with the needs of the students and the industry.

To properly maintain the complexities of the broadcast television studio, a full time broadcast engineer is required to upgrade, repair, maintain, evaluate, research, wire, move, locate, configure and adjust all of the thousands of pieces of broadcast equipment in the television studio. The instructor does not have the time to properly maintain the television studio and provide the instruction for the students.

C. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

Yes. The Broadcast Television Engineering Technology program has been operating on the same annual general fund allotment for over 10 years. This amount has not been updated to reflect the needs of a video production studio. This amount is more appropriate to the levels of cost associated with an electronics program two decades ago.

D. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

The Broadcast Television Engineering Technology program has always relied heavily on industry to provide the millions of dollars of specialized broadcast television equipment. Most of the major equipment in the studio is well over 30 years old. At this point in history, the television industry is undergoing its largest transformation: the conversion to digital/high definition. As such, the broadcast studio at Napa Valley College is woefully under-equipped to meet the challenges of the industry. The remedy is to continue to teach the current theories using the existing equipment, much the same as has been done in the past. As time passes, donations will arrive to supplement the newer technologies, as they have done in the past.

E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

The Broadcast Television Engineering Technology Program requires additional funding for computers, hardware, and software. With appropriate funding, we can enhance the level of instruction that today’s technicians will require. The weakness has and will continue to be the cost of professional broadcast television equipment and the level at which this program is funded. The strength will be the continued support of the professional community and their support in their donations of equipment.
F. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete **Schedule F**, Facilities Improvement/Renovation Request.

The vast amount of equipment needed in a program such as this requires many support and repair pieces. As such, space is limited, not only the teaching area, but also the storage for support and those items used only rarely but which are required in the course. As the program grows to incorporate the newer technologies, more space will be required to impart and demonstrate the knowledge and to be able to practice their use. Some of the new technologies that are emerging are computer-controlled automation of broadcast stations and high-definition digital processing and storage. To remedy this situation, I have asked for additional space in the form of the scene room (1202) located across from the current lab space (1201) when the new theater opens on the north end of campus. This space would be used for storage and additional training areas.

Renovation in terms of updated wiring and rearrangement of room layout to accommodate more space is a must. At the same time, the accommodations for disabled students must be addressed. At the present time, we are not in compliance.

G. **Professional Development**

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.

   The instructor is an industry specialist with more than 30 years in the video industry. This allows the program to give a real-world feel to the training and to pass on practices and methodology to the students that gives them a head start when they get to their first job. It is mandatory to keep all faculty trained to current standards, even if they are no longer working full-time in industry. To keep informed of the changing trends in the broadcast industry, subscriptions to appropriate publications are maintained, and the annual National Association of Broadcasters convention is attended.

2) Complete **Schedule G**, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. **Note:** Budget requests for Travel & Conference should be addressed on **Schedule C**, Operating Budget Augmentation.

H. **Learning Resources/Media Materials**

Complete **Schedule H**, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.

Trade magazines and periodicals are required to maintain current information on technology. Membership in IEEE, SMPTE, and SBE are mandatory.
### Program/Discipline Plan

#### Broadcast Television

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
|                           | 7G                         | Increase FTES by 4% | 1                      | 1. High school outreach  
2. Website, streaming video, and SATv presence  
3. Rework program to incorporate 1st and 2nd concurrent year classes | 1. VTEA funds  
2. Department budget  
3. Hire new faculty |
|                           | 3H                         | 1. Increase student retention by 0.5% per year  
2. Increase student persistence by 0.5% per year | 2                      | 1. Provide supplemental support for BTV courses  
2. Provide an increased job placement to encourage desire to enroll and complete program | 1. Utilize current students in a scheduled tutoring program.  
2. Provide student forum on SMPTE11 internet website for exchange of technical information  
3. Provide up-to-date information through instructor knowledge |
|                           | 7A                         | Update curriculum | 3                      | 1. Renovate program to incorporate 1st and 2nd concurrent year classes | 1. Hire replacement Broadcast Engineer  
2. Hire new faculty |

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation & External Reviews  
3. Curriculum & Instruction  
4. Community Outreach & Articulation  
5. Student Success & Equity  
6. Enrollment Trends & Student Satisfaction
Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Television Engineer</td>
<td>Replacement</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>New</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

As a program with one full time instructor who is also the Program Coordinator, we would benefit greatly from the addition of one more full-time staff/faculty. The needs of the program continue to expand to keep current with the needs of the students and the industry.

To properly maintain the complexities of the broadcast television studio, a full time broadcast engineer is required to upgrade, repair, maintain, evaluate, research, wire, move, locate, configure and adjust all of the thousands of pieces of broadcast equipment in the television studio. The instructor does not have the time to properly maintain the television studio and provide the instruction for the students.

*N=New, R=Replacement

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: 6701—Broadcast Television  Activity 060420

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54310</td>
<td>10,000</td>
<td>1. Changing discipline (digital TV in 2009)</td>
</tr>
<tr>
<td>55614</td>
<td></td>
<td>2. Additional duties for the new TV Engineer = more training required on additional equipment.</td>
</tr>
</tbody>
</table>

The Broadcast Television Engineering Technology program has been operating on the same annual general fund allotment for over 10 years. This amount has not been updated to reflect the needs of a video production studio. This amount is more appropriate to the levels of cost associated with an electronics program two decades ago.

Submitted By:          Approved By:
___________________________   ______ ____________________
Budget Center Manager      President/Vice President
Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop computer</td>
<td>$4000</td>
<td>$0</td>
<td>Replace broken laptop computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In order to continue instruction, BTV needs a replacement laptop with high-speed processor/high-capacity RAM and hard disk/high-resolution graphics.</td>
</tr>
<tr>
<td>Computer lab</td>
<td>7000</td>
<td>500</td>
<td>New discipline required to train the digital-era video engineer</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The Broadcast Television Engineering Technology program has always relied heavily on industry to provide the millions of dollars of specialized broadcast television equipment. Most of the major equipment in the studio is well over 30 years old. At this point in history, the television industry is undergoing its largest transformation: the conversion to digital/high definition. As such, the broadcast studio at Napa Valley College is woefully under-equipped to meet the challenges of the industry.</td>
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</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
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<tr>
<td>No request.</td>
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</tbody>
</table>

Submitted By: ___________________________________________ Approved By: ___________________________________________

Budget Center Manager __________________________ President/Vice President ___________________________
Technology Request

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Communications fiber connection to campus buildings to serve all students on an informational basis and the BTV students on an instructional basis. Interface equipment will be necessary to connect TV equipment to the fiber and connect the studio to the fiber on the other end. Installation will be required using either new fiber or existing spare fiber to connections within existing buildings. Support for non-connectivity issues. Equipment will be portable and located in the broadcast studios Network infrastructure requirement only. No software support. No additional furniture required. Approx 10-year life expectancy.</td>
<td>Approx 10-year life expectancy.</td>
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<tr>
<td>Laptop computer: high speed processor/high capacity RAM and hard disk/high resolution graphics—to replace broken laptop for BTV instructional program:</td>
<td>$4000</td>
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<tr>
<td>Computer lab: new discipline required to train the digital-era video engineer</td>
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</table>

The Broadcast Television Engineering Technology program has always relied heavily on industry to provide the millions of dollars of specialized broadcast television equipment. Most of the major equipment in the studio is well over 30 years old. At this point in history, the television industry is undergoing its largest transformation: the conversion to digital/high definition. As such, the broadcast studio at Napa Valley College is woefully under-equipped to meet the challenges of the industry.

The Broadcast Television Engineering Technology Program requires additional funding for computers, hardware, and software. With appropriate funding, we can enhance the level of instruction that today’s technicians will require. The weakness has and will continue to be the cost of professional broadcast television equipment and the level at which this program is funded. The strength will be the continued support of the professional community and their support in their donations of equipment.

Submitted By:         Approved By:
___________________________   ______ ____________________  
Budget Center Manager      President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

An increase in the amount of space for the program will allow additional training equipment to be installed and ultimately allow the student to be more properly trained on the requirements of today’s jobs. Addition of the scene shop area in building 1200 (1201) will meet this need. There will be no ongoing maintenance.

The vast amount of equipment needed in a program such as this requires many support and repair pieces. As such, space is limited, not only the teaching area, but also the storage for support and those items used only rarely but which are required in the course. As the program grows to incorporate the newer technologies, more space will be required to impart and demonstrate the knowledge and to be able to practice their use. Some of the new technologies that are emerging are computer-controlled automation of broadcast stations and high-definition digital processing and storage. To remedy this situation, I have asked for additional space in the form of the scene room (1202) located across from the current lab space (1201) when the new theater opens on the north end of campus. This space would be used for storage and additional training areas.

Renovation in terms of updated wiring and rearrangement of room layout to accommodate more space is a must. At the same time, the accommodations for disabled students must be addressed. At the present time, we are not in compliance.

Cost estimates will be provided for priority projects only.

Submitted By: 
Approved By: 

Budget Center Manager President/Vice President
SCHEDULE G

PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   The need to be up-to-date with this rapidly changing discipline is paramount today. Membership in professional organizations such as IEEE, SBE, and SMPTE are necessary to keep informed with the changes in today’s job requirements.

2. What pedagogical training needs have been identified in your program review?
   With this rapidly changing discipline, the need to keep up with the technology is of the utmost importance.

3. What types of technology does your program use? What technology training needs have you identified?
   Computers are a strong influence on the television engineering field, and the engineer is required to understand how computers can control and network with video equipment. Video engineering networking and computer maintenance have recently been incorporated into the BTV program.

4. What are the leading publications specific to your discipline and/or program?
   TV Technology, Broadcast Engineering, Audio Media, HDNotebook, NAB Smartbrief and Broadcast & Production

   The instructor is an industry specialist with more than 30 years in the video industry. This allows the program to give a real-world feel to the training and to pass on practices and methodology to the students that gives them a head start when they get to their first job. It is mandatory to keep all faculty trained to current standards, even if they are no longer working full-time in industry. To keep informed of the changing trends in the broadcast industry, subscriptions to appropriate publications are maintained, and the annual National Association of Broadcasters convention is attended.

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager      President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:

Number of titles to add: None at this time

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments:

Estimated cost for new materials:

## Periodical Titles: (Newspapers, Journals, Magazines)

Number of titles to add: None at this time

Recommendations/comments:

Estimated cost for new materials:

## Electronic Databases and Indexes:

Number of databases to add: None at this time

Recommendations/comments:

Estimated cost for new materials:

## Media Collection (closed-captioned or DVD):

Number of titles to add: None at this time

Recommendations/comments:

Estimated cost for new materials:

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Yes X No__ Are library/learning resource service hours adequate for this course/program?

Yes X No__ Is the quantity of materials sufficient for students within needed time frame?

Yes X No__ Will library/learning resources assignments be used in your course?

Yes __ No X Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

**Program Achievements**  (major achievements, changes, implementations, progress since last program review)
The Broadcast Television Engineering Technology program has undergone major revision to incorporate modern broadcast engineering practices with respect to digital and high definition television. To supplement digital television instruction, donated equipment that reflects the current technologies has been installed and commissioned. Currently, about 50% of the studio is digital. Broadcast is in the form of web streaming on the class webpage, [www.smpte11.org](http://www.smpte11.org), which has been upgraded to showcase the program and allow alumni and students to maintain their own profiles.

**Strengths** (unique characteristics, special capacities)
The Broadcast Television Engineering Technology program remains the unique program recognized in the industry as the leader in producing video engineer professionals. Job placement has remained high, with employers wanting graduates well after the last graduate has been placed into an engineering position. Alumni continue to contact the program coordinator with industry updates and availability of surplus equipment for program use.

**Challenges** (concerns, difficulties, areas for improvement)
With the move from analog to digital television, more importance is placed on the broadcast video engineer in the form of additional duties. Today’s broadcast engineer is responsible for all equipment from the camera to the transmitter. Many new and additional processes have been incorporated into the original broadcast progression in which the video engineer is expected to be fully trained. This includes all of the computers and their programs and programming languages that support today’s video equipment. The broadcast engineer is now classified as a video IT specialist with knowledge in both the IT world and the broadcast industry.

**Process:** Briefly describe the process used to complete the PEP Report.
As the program coordinator and the only instructor in the program, I have intimate knowledge of the Broadcast Television Engineering Technology program and direct its course. As such, I have all of the information pertaining to this program.

**Optional:** What additional data, if any, would have been helpful to effectively evaluate the program?
First Napa Valley College graduating class in 1973
420 total program graduates
Certified Broadcast Technologist license granted (without testing) to graduates with ‘B’ average
Affiliated with the Society of Broadcast Engineers and the Society of Motion Picture and Television Engineers
Originally called “Telecommunications Technology” and later renamed “Broadcast Television Engineering Technology” for industry clarification.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Vice President (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development by October 18, 2007 for the verification phase.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

| Verified on: ______________________________ |
| Verification Committee Signatures: ______________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President ______________________________ |
| Date Letter Sent: ______________________________ |
| Recommend review in 2 years: Yes _____ No _____ |
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

BROADCAST TELEVISION

1. **REPAIR/INSTALLATION**
   Possess a wide range of hands-on skills to troubleshoot, test, align, & repair video/audio equipment.

2. **SYSTEMS**
   Plan, design, budget and install video/audio systems.

3. **DIGITAL TECHNOLOGY**
   Understanding of network topologies, operating and automation systems, digital storage and network security.

4. **OPERATIONS**
   Operate equipment to the level necessary to troubleshoot and repair.

5. **COMMUNICATIONS**
   Be able to effectively communicate complex issues and participate in strategic planning.

6. **EMPLOYMENT SKILLS**
   Be able to work independently or within groups to complete stated goals.
## PROGRAM EVALUATION AND PLANNING

### STUDENT LEARNING OUTCOME (SLO) MATRIX

**BROADCAST TELEVISION**

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>COURSE</th>
<th>#1 Repair/Installation</th>
<th>#2 Systems</th>
<th>#3 Digital Technology</th>
<th>#4 Operations</th>
<th>#5 Communications</th>
<th>#6 Employment Skills</th>
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<tbody>
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<td>BTV 98</td>
<td>Possess a wide range of hands-on skills to troubleshoot, test, align, &amp; repair video/audio equipment</td>
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</table>
PROGRAM: Broadcast Television Engineering Technology  
Program Faculty: Steve Goze

DATE: March 8, 2007

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS
   The following courses have been revised within the last five years and do not require substantive changes to remain current. These courses will be submitted to the Curriculum Committee by Steve Goze by the end of March, for review during Spring 2007.
   BTV 98, 120, 121, 122, 140, 141, 142, 220, 221, 222, 240, 241, 242, 199

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS
   None: all courses in the program have been revised in the past five years, and no changes are necessary at this time.

C. COURSES TO BE MOVED TO ARCHIVED OR OBSOLETE STATUS
   None: all courses in the program have been revised in the past five years, and no changes are necessary at this time.

2. NEW COURSES
   None: all courses in the program have been revised in the past five years, and no changes are necessary at this time.

3. COURSE-LEVEL STUDENT LEARNING OUTCOMES
   Our Student Learning Outcome Matrix is complete. We will enter course-level outcomes into WebCMS for every course by the end of Spring 2007.

4. DEGREE OR CERTIFICATE REVISION TIMELINE
   The course-level curricular changes listed above are complete.