Verification Team Report

Program/Unit: BUSINESS ADMINISTRATION
Date: 02-05-09

A. Identification of Program, Program Evaluation & Planning Team members, and Verification Team Members
   Walt Unti
   Linda Shoppert
   Martha Navarro (attended first meeting with verification team)
   Susan Engle

B. Status of Curriculum Revision: 4 courses identified as revised; others are not completed yet.

C. Statement of Completion: The team met with Walt to discuss changes; he did revisions, and overall, this report was easy to read and follow.

D. Strengths of the Program: Active Advisory Committee; Liaisons between the business community and division programs; this helps with developing new courses, and revising out of date technologies in the classroom/workplace.

E. Areas for Program Improvement
   Course revision list identified Fall 08 as a completion date. This report shows 4 are completed. Degree revision/update would convert this to an online degree.

F. Summary of Verification Team Recommendations
   ▶ in Enrollment in this program and at the course level. Completion is also a goal. Goal is to convert this program to a totally online degree program.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Business Administration
DATE: May 1, 2008

1. MISSION
   A. Program Mission Statement
      The Business and Commerce Degree program offers a comprehensive range of courses designed for both transfer and degree students. Our business courses help students develop practical and conceptual skills while honing their ability to think critically, creatively, and independently.
   
   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.
      Not applicable.
   
   B. Indicate the sources of information used in Question 2A.
      - Accreditation Self-Study Planning Agenda
      - Accreditation Final Report
      - Previous program evaluation recommendations
      Not applicable.
   
   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.
      Not applicable.
   
   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**

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 requirements are appropriate.
   - 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. Have pre- and co-requisites been validated through the NVC curriculum process?
     The pre- and co-requisites and recommended preparation for courses in the program are appropriate.
   - Determine which course outlines have not been updated since the last program evaluation or within the past five years.
     See attached Curriculum Action Plan.
   - Write SLOs for the program and for each course.
     The Program Assessment Guide and SLOs are complete. 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.

   See attached Curriculum Action Plan.

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.

   The Business Administration instructors regularly and timely review and revise course outlines. In so doing, we coordinate syllabi with those revisions. Syllabi revision takes place approximately every five years, or more frequently. Any incongruence in the syllabus compared to the outline is carefully evaluated, and measures are taken to ensure congruence between syllabus and official course outline.

E. Assess Student Learning Outcomes
   - Explain the methods used to assess student learning outcomes. Describe 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.1 above.
- Describe how you used the data and the results to improve teaching and student learning.
  Not applicable. See E.1 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:
  - 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.
  The Business and Commerce instructors regularly and timely review and revise course outlines. In so doing, we coordinate syllabi with those revisions. Syllabi revision takes place approximately every five years, or more frequently. Any incongruence in the syllabus compared to the outline is carefully evaluated, and measures are taken to ensure congruence between syllabus and official course outline.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.
  Instructors use diverse methods of instruction including online tools, group projects, and discussion groups, along with standard lecture techniques, to teach. Grading is also diverse, including multiple different methods of assessment, including essays, projects, multiple choice and discussions. We meet with students regularly to address their individual instructional needs. We also encourage our better students to become tutors and help those in the class having difficulty.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.
  Instructors present content via teaching methods that address the diverse learning styles of students. Since many of these classes are taught online, this has opened up a whole new source of methods, such as discussion boards, that we can and do use. We meet regularly with students who are having difficulty in a class and encourage our better students to act as tutors. In some classes, we encourage students to work together on their homework using the in-class computers.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
  Not applicable.

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?
   
   We outreach through our Business Advisory Committee.

   B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   
   We teach Intro to Business at New Tech high. Prof. Walt Unti will be lecturing at Justin-Sienna.

   C. What has the program done to establish relationships with the business community (if a vocational program)?
   
   We outreach through our Business Advisory Committee.

   D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   
   Committee keeps the program current and up to date.

   E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.
   
   Attend some of the college’s outreach programs, including the Hispanic program and the American Canyon outreach.

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**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: ______________________________ |
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

BUSINESS ADMINISTRATION

1. Apply current business computer applications
2. Interact professionally through oral and written communications
3. Analyze and solve business problems using a variety of methods
4. Demonstrate professional and ethical behavior
5. Apply knowledge of accounting principles
6. Apply knowledge of management techniques and business theory
7. Apply knowledge of economic principles to business and personal problems
8. Develop career plan electives
# PROGRAM EVALUATION AND PLANNING

## STUDENT LEARNING OUTCOME (SLO) MATRIX

### BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>COURSE</th>
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# Revised: 12-21-2007
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY
CURRICULUM ACTION PLAN

PROGRAM: Business Administration Degree

PROGRAM FACULTY: Walt Unti

DATE: February 26, 2008

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS

The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>BUSI 100</td>
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<td>ECON 100</td>
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<td>ECON 101</td>
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</table>

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
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<td>BUSI 199</td>
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<td>BUSI 298</td>
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</tbody>
</table>
COMMENTS
Revisions will be made by Fall Semester 2008.

C. COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS
The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

<table>
<thead>
<tr>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: ARCHIVE</th>
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<td>BUSI 150</td>
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</tbody>
</table>

COMMENTS

2. NEW COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
</tr>
</thead>
</table>

COMMENTS
No new courses are required at this time.

3. COURSE-LEVEL STUDENT LEARNING OUTCOMES
Our program and course-level student learning outcome matrix is complete and will be entered into the WebCMS archive for every course by the end of Fall Semester 2008.

4. DEGREE OR CERTIFICATE REVISION TIMELINE
The Business Administration degree is up-to-date and not in need of revision at this time.
PROGRAM EVALUATION AND PLANNING

PROFESSIONAL DEVELOPMENT INFORMATION

PROGRAM: Business Administration

Please list the notable flex activities, workshops, and/or courses attended in the past 6 years in the following categories. Attach additional page if necessary.

Please list the professional activities (grants, sabbaticals, scholarly projects, research, publications, presentations) completed in the past 6 years. Attach additional page if necessary.

- Involved in college marketing plan.
- One of the founding members of the NVC Business & Accounting Club
- Built first online class for BUSI 100
- Currently editing economics textbook for McGraw-Hill Publishers
- Attended Holocaust Survivors Museum meeting

Please list the campus committees and/or other activities you have been a member of in the past 6 years:

- Diversity Committee
- Budget Committee
- Academic Senate Executive Committee

Please list any professional organizations and/or community organizations in which you are a member.

- SCORE (Service Corps of Retired Executives)

Identify professional development needs (use format from Schedule G, Professional Development Needs).

- To be determined as needed
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 2

PROGRAM: Business Administration
DATE: October 8, 2008

5. 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?

Enrollment trends for this degree are down but consistent with our plan to encourage students to go on for a four-year degree. Many courses in this degree are non-transferable. Real Estate classes have dropped significantly because of the housing crises. Our Investment class has also dropped in enrollment.

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

Average class size is at the college average.

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.

76% of the students are satisfied with the class schedule, and 72% are satisfied with the class times. We expect to improve both of the percentages as we offer more Business and online classes.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Most students are working and don’t have a lot of time to come to classes. We intend to offer a Business Administration degree that is entirely online in the near future.

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 program offers unique business training.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

Move all classes to online classes. Change the Investment class to a Personal Finance class going from a 2-unit class to 3 units.
6. **STUDENT EQUITY AND SUCCESS**

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).

Enrollment, retention, and successful course completion are all below college-wide trends. No disparity exists for any demographic group.

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

The most important strategy for students at risk is to identify problems early and meet with the students outside of class.

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

We work closely with support services on the phone and in person to ensure that all student needs are satisfied.

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

We seem to have a good mix of full-time and part-time instructors teaching program classes.

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

Because most of our students go on for 4-year degrees, we graduate only one or two students per year from this program.

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on **Schedule A**, Program/Discipline Plan.

We believe that an online Business Administration Degree will expand the number of students who take the degree classes and graduate with a degree.

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.

No new permanent faculty or staff is needed.

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.

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.

Equipment is adequate for these business classes.

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.

We plan to offer these classes online and need the support systems to accomplish this. WebCT is not adequate for the task, and we recommend that the college evaluate alternatives and implement a new system.

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.

Physical resources are adequate.

G. **Professional Development**

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

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.

None required.
<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
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<tbody>
<tr>
<td>3</td>
<td>4E (page 4)</td>
<td>Strengthen community outreach</td>
<td>1</td>
<td>Attend some of the college’s outreach programs, including the Hispanic program and the American Canyon outreach.</td>
<td>Funding for time involved: 10 hours @ the apt adjunct faculty hourly rate</td>
</tr>
<tr>
<td>1, 4</td>
<td>5 (page 10)</td>
<td>Establish online Business Administration degree program, moving all courses to online classes.</td>
<td>2</td>
<td>Write curriculum documents and present to Curriculum Committee.</td>
<td>None required.</td>
</tr>
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</table>

* 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. Enrollment Trends & Student Satisfaction
- 6. Student Equity & Success
**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.

**List in priority order:** 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. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
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<th>Job Title and Justification</th>
<th>N/R*</th>
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<tbody>
<tr>
<td>None required.</td>
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</table>

*N=New, R=Replacement

Submitted By: _________________________ Approved By: _________________________

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

Budget Center: 6501 Activity: 56470

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

**Operating Budget—List in priority order:** 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.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
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<tbody>
<tr>
<td>None required.</td>
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Submitted By:            Approved By:
______________________________     ______________________________
Budget Center Manager         President/Vice President
PROGRAM SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

List in priority order: 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
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<tbody>
<tr>
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<tr>
<td>B. Non-instructional</td>
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</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?

We plan to offer Business Administration classes online and need the support systems to accomplish this. WebCT is not adequate for the task, and we recommend that the college evaluate alternatives and implement a new system.

Cost estimates will be provided for priority projects only.

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

None required.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President
**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?
   - I don't see any big training needs for the tenured faculty, they can all teach online now.
   - I do see some of the part-time faculty learning how to use more technology in the classroom.
   - The department doesn't need more trainers; it has the resources within itself. The department could get together and help each other in certain areas (such as me helping Dave with his first online course).
   - The department can also promote the TLC and Distance Ed programs to enhance its skill sets.

2. What pedagogical training needs have been identified in your program review?
   Retention is an issue for the department. What is it and how do we improve it?

3. What types of technology does your program use? What technology training needs have you identified?
   - Homework tools such as Aplia and CengageNow
   - Blogs
   - Online presentations using VoiceThread and Articulate Presenter
   - Blackboard
   - Online exams
   - Internet for research
   - PowerPoint presentations
   - Discussion boards online
   - FAQ’s online
   - Online books

4. What are the leading publications specific to your discipline and/or program?
   - The Economist
   - New York Times
   - Fortune
   - Forbes
   - Wall Street Journal
   - Business Week
   - Financial Times
   - Sacramento Bee
   - San Francisco Chronicle
   - Napa Valley Register

Submitted By: ______________________________
Approved By: ______________________________

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

### Books including Reference:
- **Number of titles to add:** 0

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:** 0

**Recommendations/comments:**

**Estimated cost for new materials:**

### Electronic Databases and Indexes:
- **Number of databases to add:** 0

**Recommendations/comments:**

**Estimated cost for new materials:**

### Media Collection (closed captioned or DVD):
- **Number of titles to add:** 0

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

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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)
This program has been de-emphasized in favor of the 4 year transfer degree.

**Strengths** (unique characteristics, special capacities)
Students can go directly into the workforce.

**Challenges** (concerns, difficulties, areas for improvement)
The work required to put this degree completely online.

**Process**: Briefly describe the process used to complete the PEP Report.
It was an interactive process between all full time and some part time faculty.
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 VP (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development for the verification phase.

**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).

**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.