INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Interior Design***

2. Person(s) completing the questionnaire: *Diane Hurd, Jane Lily*

3. Date of completion: *November 16, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Interior Design Department (herewith Department) offers a degree and certificate programs that provide the opportunity to acquire skills and knowledge responsive to current needs of the interior design industry and allied fields. It provides students with opportunities to participate in a wide spectrum of educational experiences in the classroom, as well as through field trips, guest speakers, and various extra-curricular activities sponsored by the West Valley College Interior Design Club (WVCIDC). The program caters not only to those who wish to pursue interior design as a career, but also to those who seek knowledge as lifelong learners and enrich the quality of their lives. Many courses involve teaming and problem solving between students within the classes, as well as collaboration with other programs throughout the college. Extensive hands-on counseling and advising provides students assistance in setting their educational goals and evaluating progress. With a large number of part-time instructors, the department successfully and continually attracts a high-quality and diverse staff that reflects the specialties of the multi-faceted interior design field. Likewise, with a large contingency of students from a variety of ethnic and cultural backgrounds, interior design classes often involve student presentations and discussions where diverse views are addressed. Students are able to join the major interior design organizations (e.g. American Society of Interior Designers, International Interior Design Association, National Kitchen and Bath Association), as student chapter members, through which they can interact with the professional design community, as well as design students from other schools. Professional interaction also occurs when students engage in internships, as well as work on community service projects through the non-profit organization Design Response. A group of student volunteers, through the WVCIDC, regularly maintains the Design Resource Library, the adjoining classroom, and printer and plotter faciltities for all students to enjoy. In addition, the WVCIDC regularly sponsors seminars, workshops, and field trips that cater not only to students, but to design professionals, thus exposing the community to WVC. Given that the WVC Interior Design Program is the only California Community College that is accredited

by the Council for Interior Design Accreditation (CIDA, formerly FIDER), the program is perpetually promoting WVC as a destination point.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The Department hired a full-time faculty member who began Fall 2006, followed by the departure of another full-time faculty (Dr. Celine Pinet) who became Dean of Instruction in Spring 2007. We continue to offer the same number of courses and sections, thus necessitating the hiring of associate faculty, as others move on. Departmental and collegial responsibilities continue to be distributed within the Department, such as Student Learning Outcomes, and textbook orders. High enrollment, large number of class offerings, and a disproportionate number of part-time faculty have naturally resulted in more adminstrative work for the Department. With the vacancy created by the promotion of Celine Pinet, the goal is to hire another full-time instructor. Due to the requirement by our accrediting body, CIDA, that "all programs must terminate in a bachelor's degree or higher," over the past few years, we have been engaging in developing an agreement with Charter Oak State College (COSC) to offer a joint degree. Although the resulting agreement is not a joint degree, our students are able to transfer all 92 units of the Interior Design Advanced Certificate to COSC, take 30 general education and business courses, and obtain a degree in Interior Design Management. Although CIDA will not accept this as fulfillment of the requirement, we are now researching other avenues to pursue in order to maintain our accreditation until 2013, when we are due for re-accreditation.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

There was a steady increase in enrollment of over 22% from Fall 2002 to Fall 2005, with a 10% decrease from Fall 2005 to Spring 2006. The increase is a direct result of the economic and employment climates in California, as well as an increased and higher level of awareness of the interior design field and interior design as a profession.
The very gradual decrease in FTES/FTEF is in line with the overall college trend. The decrease in Interior Design is attributed to the addition of multiple sections of courses to accommodate increased enrollment, thus being able to lower enrollment caps per section, as well as the department's conscious effort to lower class sizes in the second and third level studio classes over the past two years. This is in response to CIDA recommendations. Due to the nature of interior design classes, the student-to-instructor ratio is critical, especially in the project-based learning courses. In order to establish and/or maintain a high level of instruction and learning in these courses, it is imperative that the ratio be studied on a per-semester and per-class basis. The goal for the Department is to affect an student-to-instructor ratio as follows:
First level studio classes: 25 to 1
Second level studio classes: 20 to 1
Third level studio classes: 15 to 1
Project-based lecture classes: 35 to 1
Standard lecture classes: 50 to 1

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The Interior Design Program has seen a steady increase in the student success rate over the past eight semesters, from 73.9% in Spring 2002, to 83.4% in Fall 2005, averaging 79.29% during that time. This is in contrast to the overall College average of 66.09% in the same period. In contrast, the retention rate in Interior Design, at -10.3% in enrollment and -14.4% in FTES, is comparatively lower than that of the College, at -8.2% in enrollment and -13.2% in FTES. This can be attributed to the fact that many students enter the Interior Design Program under the false pretense that the program involves taking fun "decorating" courses. Student realization of the true nature of the program and courses occurs at different times throughout the semester, and often after first census. Those students who have been in the program and knowing the rigor of the program, will optimistically enroll in more courses than they are able to handle, and thus drop mid-semester. This substantiates the success rate figures in that those who complete classes are typically those who do well. A mentoring program that connects entry-level students with second and third-level students would be effective in educating new students on the rigors of the program. This could be coordinated through the Interior Design Club.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Although student enrollment has steadily increased over the past few years, there has been a leveling-off over the past year, with headcount holding at approximately 450. With a staff of 3 full-time instructors and an average of 15 to 17 part-time instructors, the ratio averages 16% full-time to 84% part-time. This in itself warrants hiring another full-time instructor. However, there will always be the need to employ a large number of part-time instructors, in order to capitalize on the professional experience, expertise, and currency that part-timers contribute.

The size of the program--enrollment and instructional staff, warrants a full-time classified employee to handle the day-to-day operations of the department, thus freeing the department chair and faculty members to concentrate on student, faculty, and instructional matters.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

An over-arching issue of external influences described in Section E below may necessitate more thorough review of the entire curriculum structure. The Council for Interior Design Accreditation (CIDA) now requires that, effective January 1, 2010, accredited programs must offer bachelors degree, affecting the accreditation of community college programs. The recently announced requirement and West Valley College's plan of action for a response could lead to a variety of complex action plans that could affect the curriculum. The Program is currently working on how best to approach CIDA with the possibility of "grandfathering."

Barring the necessity of reacting to the problem described above, the current curriculum condition may be described as follows. The recent analysis of the interior design program by the Council for Interior Design Accreditation affirmed the excellence of the program and included relatively minor criticisms. CIDA has recently added a requirement for sustainability and green design to be fully integrated into the entire curriculum. The Program includes a Principles of Green Design course and within many courses, the subject matter is covered as one of the areas that is addressed during the initial research phase of interior design projects. In parallel, current interpretations of the federal civil rights law, the Americans with Disabilities Act (ADA), adoption of the International Building Code, and other legislative changes must be reviewed as a part of the initial project research. Still, it is essential to periodically review course content and prerequisites for all courses and revise where appropriate for currency.

This review was planned for the previous academic year and other factors took precedence over this work. Faculty spent an extensive amount of time in preparation of the 50 page CIDA report and related analysis of the program by CIDA. The promotion of one full-time faculty member, Dr. Celine Pinet, also contributed to the difficulty of conducting curriculum review.

One of the primary goals of the Interior Design Program is to produce professional interior designers who have the skills necessary to effectively practice and enhance the profession. Therefore, course material is in a constant state of adjustment. However, the original intent of courses and overall course content remain intact. The Department does need to conduct a course-by-course review of Title V course outlines to verify accuracy and currency.

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

The following courses will be submitted for de-activation for the 2008-2009 catalog:

ID 95, Presentation Techniques and Portfolio Development

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

a. The SLO process was implemented to assess the efficacy of ID 28, Interior Construction and Building Systems, within the Interior Design Program, as well as in fulfillment of CIDA standards. Through this assessment process, the Department was able to determine that although the major semester project of model construction previously implemented provided some learning experiences for the students, it was too cumbersome and constituted busy-work to an extent. As a result, the course now includes a study of a construction project requiring students to produce an illustrated site-visit journal, a series of assignments demonstrating use of codes, regulations and guidelines, and identification of interacting building systems and illustrating approach to potential interior construction. The course continues to be fine-tuned. The effectiveness and benefits of the SLO process is evident..

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

a. Situation: The Interior Design Department was notified by the Council for Interior Design Accreditation (CIDA) that, effective January 1, 2010, accredited programs must "terminate in a bachelors degree," affecting the accreditation of community college programs. The Interior Design program has been accredited by the CIDA (formerly FIDER) since 1991. Recently the program received a renewed six-year accreditation through 2013. The faculty developed a program with Charter Oak State College (in Connecticut) allowing students to complete West Valley College's three year Advanced Certificate program and then attain a bachelors degree through Charter Oak by taking 30 units of online courses.

CIDA has now stated that the required bachelor's degree must come from the institution where the interior design training occurs. Clearly this is a problem requiring immediate focused attention of the administration and interior design faculty. The practical long term implications of this problem must be explored from legal, academic, economic and social standpoints. Further complicating this situation is the demands on the ful- time faculty to attend to daily teaching, administrative and clerical duties. Last fall, the faculty completed an extensive accreditation research project and report and a complex student work exhibition and series of fact-finding meetings with the CIDA team. West Valley's program received a very successful review, but the small faculty is still playing 'catch up' on other needed departmental work that had to be put aside during the accreditation process and needs administrative assistance in order to move forward with an action plan.

CIDA and Accreditation of Community Colleges

The West Valley College Interior Design Program will ask for the support of building and interior design related organizations in regard to the recent notification that it will no longer accredit interior design programs within community colleges. West Valley has been accredited by the institution since 1991 and is one of two such programs in California and nine nationally. With 16 years of accreditation, it has contributed to and supported the development of CIDA (formerly FIDER) and provides a continuing supply of low cost, high quality training within the region. Community colleges rely on accreditation standards as a means of gaining support from the State. Furthermore, other community colleges within this region also provide extensive interior design training. This decision by CIDA discourages any efforts these colleges may wish to make toward accreditation. (Note that New York State set a deadline after which all non-accredited state interior design programs would be eliminated from curricula.)

Some extenuating issues:

- *West Valley and other local community colleges, supply trained interior design graduates ready to work in the industry—assisting Interior Design Professionals.*
- *West Valley's 6-digit monetary investment in development of the program for 16 years. With 450 to 500 individuals enrolled in interior design classes each semester, the College has one of the largest interior design programs in the nation.*
- *Provision of low cost interior design education, thus opening a door to those who may not be able to afford other avenues of interior design education within the region.*
- *Potential discrimination against women and minorities—approximately 95% women and 30% speaking English as a second language.*
- *Non availability of another suitable accrediting body for interior design.*

Action: Provide assigned time equivalent to one course per current full time faculty member per semester for Spring and Fall Semesters 2008. Provide administrative assistance for the program in order to protect the 'asset' of the knowledgeable faculty and their time window for working to solve this problem. A series of potential approaches to the problem must be considered and implemented.

Other situations and action plans pale in comparison to the over arching problem described above. The following situations are part of continued excellence in complying with CIDA's standards.

b. Situation: The outside influence for this situation is the constant change within the field of interior design in regard to the environment, the economy, and the building and furnishings industries. The course curricula, pre-requisites, course materials and syllabi, must be reviewed on a regular basis. Due to the small number of full time faculty members, this need for constant review and related coordination with (the relatively larger number of) associate faculty creates additional work outside that typically addressed by full time faculty. Current public interest in green design and sustainability as well as major changes in the California Building Code, for example, have created the need for review of course materials and syllabi (for many of the 30 sections taught each semester). Time and manpower must be allocated to maintaining accreditation and high standards of professionalism. CIDA's requirements for the curricula are extensive for example. During the past review in 2006 CIDA introduced the requirement of integration of Green Design and Sustainability throughout the curriculum, thus contributing to the need described above of review of syllabi and course materials.

Action: Provide assigned time of 10 hours per course for yearly review of each course not taught by a full time faculty member (Assuming that half of the courses need such review each year (10 hours X 18 courses = 180 hours per year).

c. Situation: The continuing creation of new versions of AutoCAD (by the software company), as well as an increased demand for use of this program within the industry, generates a demand for increasingly sophisticated training (for instructors and students alike) and for provision of the new software and attendant plotting facilities. Faculty need training as well as copies of the new software so that they can practice working with the programs in preparation for classes.

Action: Provide funding for two full-time faculty members to receive off-site AutoCAD training. Provide copies of the software to full time and associate faculty who teach AutoCAD related courses. (Two AutoCAD training courses at $350 each plus 10 AutoCAD licenses) Add AutoCAD to the three laptop computers currently maintained by the Interior Design Department.

d. Situation: The result of the recent one-time funds allocation of AutoCAD licenses for West Valley involved the loss by the Interior Design Department of the installed copies of AutoCAD in AAS 8. The occurred when new computers (part of the one-time funds purchase were installed in AAS 8. The software on the computers that were removed from the room was replaced--except for AutoCAD. AutoCAD was installed on computers in the Technology Center. Previous to this situation, it was possible for Interior Design students to plot their work on the Interior Design Department's plotter.

Action: Move the plotter to the Technology Center or return the AutoCAD versions to AAS 8 computers.

e. Situation: The three full-time faculty members must provide advising and articulation for 450 to-500 students currently taking courses in the program. Because of the special nature of program participation, provision of these services to such a large number of students is unusual. (At many comparable accredited institutions, the typical load of advisees per full-time faculty member is 45 students). Additional administrative assistance and counseling center assistance is required as well.

Action: Provide assigned time of 25 hours per year per faculty member for additional advising and articulation time. (based upon 15 minutes per each student more than 50 per faculty member per year)

f. Situation: With the above described number of students in the program there is a continuing need for reception, filing, information retrieval, contingent problem solving, ordering of supplies and services and computer, printer and plotter maintenance. Some student volunteer and VTEA employees are occasionally involved in providing assistance to full time faculty in providing these services. These individuals are need hour to hour management/direction, they are short term workers, and they cannot by regulation have access to keys, passwords etc that would allow them to work more independently. Futhermore, they need a place to work that can be secured, as well as accompanying furnishings and equipment.

Action: Provide a ful- time administrative assistant to work with VTEA and work study employees and student volunteers to accomplish these tasks. Provide two securable work stations for part time workers and another work station for the administrative assistant.

g. Situation: The cost for full time faculty to keep up with the constant 'churn' and change within the interior design field as well as maintaining the professional presence expected by the student body and CIDA, the accrediting institution, is significant. It is essential for the full- time faculty to be up-to-date and involved in the development of the field. Legislative changes regarding the licensing of interior designers, and as described above, changes in the building code, environmental regulations and policies as well as building and manufacturing methods lead to new student demands.

The primary means for the faculty to keep up with this change is through professional organizations, continuing education training, and attendance at conferences and meetings with industry representatives. Consequently, the

standards for professionalism for a typical full-time faculty member include these designations: CID, NCIDQ, IDEC, ASID or IIDA. Each set of initials represents an achievement that costs between $100 and $450 per year in dues as well as the initial investment of testing/application and costs of required continuing education (CEU's). Furthermore, the expected presence of West Valley faculty at local, regional, national and international conferences and gatherings is expected by the organizations named above. Typical costs for attendance at such events are well beyond the amounts currently available to the faculty. With the increasing time requirements for program maintenance, full-time faculty members rarely have time to accept outside interior design commissions or consulting opportunities that might add income to support the activities and designations briefly described here.

Action: Provide financial support for the full time faculty in pursuit and maintenance of professional designations, memberships and activities.

h. Situation: The industry standards for use of AutoCAD and other computer software for production of interior construction and contract documents has changed the demands on the resources of the program of administrative and technological support requirements. Students are expected to produce CAD drawings for many assignments that they formerly produced by hand and easily reproduced on a simple blueprint machine. Currently the only large scale plotter available to students is locked in AAS 8B and is connected to 5 computers in AAS 8. This setup requires constant monitoring of the functions, toner and paper supplies as well as the provision of access (with keys available only to faculty). There is a continual need for ordering of supplies. This monitoring is currently provided by Department Chair with minor assistance from the Interior Design Club. Such monitoring is often the job for the person in a design firm who has the lowest hourly rate. Clearly administrative assistance for this work is needed in order ensure that the students receive the benefit of the Chair's expertise in interior design. The technology staff is also taxed by the increasing demands of students for CAD resources in terms of need for larger prints, increased student use of computers in the lab requests for help.

Action: Provide program dedicated assistance for plotting and other computer related functions including maintenance and provision of access at 20 hours per week.

i. Situation: Globalization. In complement to President Hartley's goals for development of global communication lines through exchange programs and other activities, we are continuing to explore opportunities for exchange and articulation with interior design programs internationally.

Action: The faculty is developing a program of exchange with universities in Istanbul and is open to expanding this effort in other venues. The international composition of our interior design student body and faculty makes the program ideal for this activity.

j. Situation: An on-going survey by Kimball Furniture and IDEC (Interior Design Educators Council) was prompted by observations among educators that there is a decline in the number of interior design faculty available.

Action: Prompt attention to marketing the currently approved search for a new faculty member. It will be necessary to "sell" the program to potential applicants and to do extensive advertising in order to assure that the community of interior design educators is aware of the faculty opening. The high cost of living in the region can be a challenge to applicants. If the kinds of faculty assistance proposed here, such as support for professional memberships and activities and on-premises administrative and technical assistance, can be in place before the interview process. This may be helpful in attracting qualified applicants.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

Within the past three years, the Program has initiated a Principles of Green Design class, created a Design of Historic Interiors Certificate, increased sections of impacted courses, continued to offer classes at various times of the day, and has maintained our CIDA Accreditation.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

West Valley College's Interior Design Program is a major and significant provider of interior design-related education in Silicon Valley, the Peninsula, and the region. Protection and preservation of the resource is essential to both the interior design community and the building and furnishings community in the area.

3. Program Challenges:

a. The main challenge presently facing the Interior Design Department is the plan by CIDA, the only accrediting body for interior design, to eliminate the acreditation of community college interior design programs after 2010, unless the college is able to grant a bachelor's degree. Immediate action is required on this matter.

We have developed an agreement with Charter Oak State College (COSC), a bachelor's degree-granting institution. COSC is accredited by the New England Association of Schools and Colleges and the Connecticut Board of Governors for Higher Education. After working on this project for several years we were informed by CIDA that our institution would have to grant the bachelors degree. We are currently working diligently at developing lines of communication with the board in this regard.

The premise is that interior design education should be accessible to all, and not only through expensive academic venues. Our program provides an alternative to the high costs of conventional programs and to day time scheduling of class offerings designed for full-time students going through a program as a cohort. (A cohort refers to a group of students systematically proceeding together from semester to semester). As a result, we are able to serve and educate a larger and more diverse population of students. We are contributing to the generation of a more diverse population of interior design professionals. This can naturally bring about more success in general for the interior design profession. Beyond that, it is the responsibility of the interior design profession to educate the general populous and to promote accessibility for all as a means of promoting professionalism of the field.

b. Reflecting a highly diverse population, many of our students are ESL students. They bring great richness and cultural experiences to our classroom. In support of this, the College offers a variety of services to support ESL students as well as free tutorial help. The need for help is mainly displayed in the fear expressed by these students at doing verbal presentation, which they are required to do many times a semester and throughout the program. The repeated consistency in which oral presentations are required throughout the program helps students gain confidence in expressing themselves publicly. Also, one of our full-time faculty members is ESL, allowing her to offer students first-hand experience and guidance as ESL learners. Finally, since the new Dean of Instruction is from the Department, she is in a position to assist with this issue.

c. There is often difficulty in maintaining student-faculty ratios in lower division courses due to enrollment management requirements by the College, predicated by state mandates of fiscal control. We have been able to mediate the situation by raising the numbers of students in lecture classes and focusing on keeping the ratios particularly low in our upper design studios. Additional FTE, which allows the Department to offer multiple sections of lower division studio courses, has aided in lowering student-faculty ratios.

d. Many associate faculty members are not in the position to teach every semester. Therefore, continuity in scheduling from semester to semester and year to year is not always predictable. This can create difficulty in long-term scheduling for students. The reputation of our program within the profession helps us recruit excellent instructors. Our many industry contacts, Advisory Board members, and current pool of instructors help us in identifying potential instructors. As a result of CIDA's accreditation process, the Program provides course information binders that aid in maintenance of continuity in course content and instruction.

e. The College's physical facilities, and especially that of the Applied Arts and Sciences Building, has much need for improvement. Fortunately, this problem has been identified, and is slated for resolution through the forthcoming renovation process for which funding is already committed at the state and at the college level. There are several design projects presently on-going at the College, which provide opportunities for students and faculty to be involved in the design process.

G. ACTIONS AND OBJECTIVES SECTION

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The Department anticipates initiating all actions and objectives within the next academic year, with the completion of curriculum-related issues within the next year, student and faculty-related issues within two years, and facilities-related issues within the three years and beyond.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Items a., b., c., d., and f. above.

H.RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *1.0 per semester/2.0 academic year*	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *.20 per semester/.40 academic year*	☒ Yes ☐ No ☐ Partially
Classified Staff FTE: *.25 per semester/.50 academic year*	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars): *N/A*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *N/A*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *One full-time use studio classroom.*	☐ Yes ☒ No ☐ Partially

Equipment (brief narrative description with estimated total cost): *Funding request submitted through Technology Advisory Committee.*	☐ Yes ☐ No ☒ Partially
Supplies (brief narrative description with estimated total cost): *Instructional software, video cassettes, DVDs, CDs; $1000*	☐ Yes ☒ No ☐ Partially
Staff Development (brief narrative description): *Profressional and educational conference and workshop expenses for (minimally) full-time faculty.*	☐ Yes ☒ No ☐ Partially
Other (please specify): *N/A*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Addition of FTE has allowed the Department to offer two courses in the Fall and Spring Semesters, rather than alternating the courses between the semesters, thus enabling students to matriculate through the program more readily, as well as address impacted enrollment in those courses.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE: *1.0 per semester, 2.0 per academic year*

Associate faculty FTE: *.20 per semester, .40 per academic year*

Classified Staff FTE: *1.0 per semester, 1.0 per academic year*

Classified Hourly (in dollars): *$7680*

Administrative Staff FTE: *N/A*

Facilities (brief narrative description): *One faculty office, two workstations in close proximity to classrooms and faculty offices.*

Equipment (brief narrative description with estimated total cost): *Furniture and computer equipment for one faculty office and two workstations, three laptops for full-time faculty, plotter. Estimated cost: $25,000*

Supplies (brief narrative description with estimated total cost): *15 AutoCAD licenses, 20 various instructional related CD's and DVD's. Estimated cost: $17,000*

Staff Development (brief narrative description): *Faculty training for professional currency, i.e. AutoCAD, Green Design, Universal Design, Building Codes, etc. Professional and educational conference and workshop expenses for (minimally) full-time faculty.*
Estimated cost: $3000

Other: *Accreditation fees, endorsement fees, membership dues. Estimated cost: $3200*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu