

# Merritt College

## 2017-2018 Annual Program Update Template

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## Merritt College Data Profile: Fall 2016 and Spring 2017

\*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<i>Headcount by Age</i>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 &amp; Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
<b>Gender</b>	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
<b>Race/Ethnicity</b>	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
<b>Age Range</b>	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 &amp; Above</i>	84%	78%	85%	72%

**Distance  
Education**

<b>Retention and Success by Distance Ed</b>	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

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# I. Program Information

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**Purpose:** This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:  
<http://www.merritt.edu/wp/institutional-research/program-review/>

**Program Name: Astronomy**

**Date: October 13, 2017**

**Program Type** (circle or highlight one):     **Instructional**             Non-Instructional             Student Services or Special Programs             Administrative Unit

**College Mission Statement:** The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

**Program Mission:** The mission of the astronomy program is to help students succeed in transfer-ready descriptive astronomy courses for students designed to inspire curiosity in and passion for such topics as the night sky, planets, stars, galaxies, and cosmology.

**Date of Last Comprehensive Program Review:** Oct. 5, 2015

**Date of Comprehensive Program Review Validation:** Dec. 1, 2015



<p><b>Program Goal</b> *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Student Success and Student Equity</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i> Develop partnership between Merritt College, Chabot Space and Science Center, and the Boys and Girls Club of Oakland.</p>	<p>1. PCCD Goal: __B__ 2. Merritt Goal __B__</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: __Oct. 13, 2017__ (date)</p>	<p>Meetings were put on hold through staff turnover at Chabot, but they have resumed and we have begun outlining funding strategies and curriculum development possibilities this Fall.</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	

# III. Data Trend Analysis

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**Purpose:** In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *\*If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: [skessler@peralta.edu](mailto:skessler@peralta.edu).***

## Student Enrollment Demographics:

Subject	ASTR
Enrollment Total	
Term	# Enrollments
Spring 2014	92
Fall 2014	77
Spring 2015	76
Fall 2015	75
Spring 2016	102
Fall 2016	126
Spring 2017	125

Gender	Female	Male	Unknown/Not Reported
Spring 2014	50	39	3
Fall 2014	43	28	6



Spring 2015	43	32	1
Fall 2015	53	22	
Spring 2016	57	44	1
Fall 2016	66	58	2
Spring 2017	71	54	

Term	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White
Spring 2014	1	3	52	24		3	2	7
Fall 2014		6	35	19		6	6	5
Spring 2015		8	23	27		3	3	12
Fall 2015	1	7	29	19		2	4	13
Spring 2016	2	10	29	35		7	3	16
Fall 2016		10	47	41		10	5	13
Spring 2017		13	35	50	2	6	7	12

Term	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
Spring 2014		1	23	10	6	17	3	
Fall 2014		2	18	9	2	12	8	
Spring 2015		6	14	7	4	11	5	1
Fall 2015		8	19	5	5	8	3	
Spring 2016		3	23	8	3	6	5	1
Fall 2016		9	25	11	4	9	4	2
Spring 2017	3	6	19	12	4	9	1	2

Term	Not Low Income	Undetermined	Low Income
Spring 2014	15	2	43
Fall 2014	10	2	39
Spring 2015	18		30
Fall 2015	12	7	29
Spring 2016		44	5
Fall 2016	5	40	19
Spring 2017	3	45	8

# Enrollments	DSPS Status	
	DSPS Students	Non DSPS Students
Term	N	
Spring 2014	8	52
Fall 2014	12	39
Spring 2015	10	38
Fall 2015	6	42
Spring 2016	9	40
Fall 2016	13	51
Spring 2017	11	45

# Enrollments	Foster Youth Status	
	Not Foster Youth	Foster Youth
Term	N	
Spring 2014	58	2
Fall 2014	51	
Spring 2015	48	
Fall 2015	48	

Spring 2016	48	1
Fall 2016	63	1
Spring 2017	55	1

# Enrollments	Veteran Students	
	Non Veterans	Veterans
Spring 2014	56	4
Fall 2014	49	2
Spring 2015	46	2
Fall 2015	47	1
Spring 2016	46	3
Fall 2016	62	2
Spring 2017	54	2

**1. What changes have occurred in enrollment since 2015-2016 program review?**

There is a lot less information on student income, the “undetermined category” has gone from single-digits per semester to in the 40s on a per-semester basis.

**Course Sections and Productivity:**

Subject	ASTR														
Course	TERM Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017		
	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	
1 INTRO TO ASTRONOMY			2	19.25	2	19.00	2	18.75	2	25.50	3	21.00	3	20.83	
10 DESCRIPTIVE ASTRONOMY	1	31.00													
11A INTRO OBSERV ASTR	1	17.64													

<b>Total Sections and Productivity by Subject and Term</b>	<b>2</b>	<b>23.90</b>	<b>2</b>	<b>19.25</b>	<b>2</b>	<b>19.00</b>	<b>2</b>	<b>18.75</b>	<b>2</b>	<b>25.50</b>	<b>3</b>	<b>21.00</b>	<b>3</b>	<b>20.83</b>
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1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** Productivity has increased from 19.13 to 20.92, and number of sections has increased from two to three.

### Student Success:

Subject	ASTR
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Row Labels	Total Retention %
Spring 2014	92%
Fall 2014	82%
Spring 2015	83%
Fall 2015	77%
Spring 2016	89%
Fall 2016	94%
Spring 2017	88%
<b>Grand Total</b>	<b>87%</b>
Subject	ASTR

Row Labels	Total Success %
<i>Spring 2014</i>	74%
Fall 2014	78%
Spring 2015	71%
Fall 2015	72%
Spring 2016	72%
Fall 2016	77%
Spring 2017	78%
<b>Grand Total</b>	<b>75%</b>

**1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**

Retention rates were in the 82-83% range in the '14-'15 academic year (year prior to '15-'16 Program review). After 77% retention in Fall of '15, retention rates have been 89%, 94%, and 88% in the past three non-summer semesters. Course completion dipped to the low 70s for Spring '15 and the '15-'16 academic year, but rose to 77-78% during the past academic year. It is difficult to say whether this is just statistical fluctuation or some real effect.

**2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)**

There are year-to-year fluctuations, but averaged over three years, the African-American success rates are lower than all other ethnicities. There was a big gap between DSP and Non-DSP student success by percentage in Spring '17. This also happened in Spring '15, but in the three semesters between DSP and non-DSP success rates were similar to each other. There's perhaps a 15% gap between low-income students' success rates and non-low-income students, which may signify, among other things, the need to adopt an Open Educational Resources textbook for the class.

**Other program specific data.** Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

# IV. Aligning Program Goals, Activities and Planning

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**Purpose:** In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

## *2015-2020 EMP Goals*

### **Foundations:**

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

### **Career Technical Education:**

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

### **Transfer:**

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Have monthly observing sessions on the MC campus open to students (and perhaps select community groups).		X		<i>The Objective of this activity is to improve retention and completion of a transferrable general science course by giving the students some hands-on observing activities.</i>	X			X		

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
  - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College’s Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

**2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary**

The <b>Student Equity Plan, SSSP Plan, and Basic Skills Plans</b> outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

**\*S = SSSP, E=EQUITY, B=BASIC SKILLS**

*Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable*



outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<b><u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u></b>				
<b><u>Problem, Achievement Gap or Observation (data)</u></b>	<b><u>Activity/Intervention</u></b>	<b><u>Target Student Population</u></b>	<b><u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u></b>	<b><u>Relevant College Equity/SSSP/BS Goal</u></b>

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

**3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding:** In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

**Please report on the outcomes from 2016-2017 funding.**

<b><u>Plan</u></b>	<b><u>What was funded?</u></b>	<b><u>Was this part of a larger activity or initiative?</u></b>	<b><u>What need did this address?</u></b>	<b><u>What measurable outcome resulted in this funding?</u></b>
<b><u>Student Equity Plan</u></b>				
<b><u>SSSP Plan</u></b>				
<b><u>Basic Skills Plan</u></b>				
<b><u>Strong Workforce</u></b>				

# V. Curriculum and Assessment Status

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**Purpose:** In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

## Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

### Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at [lfitch@peralta.edu](mailto:lfitch@peralta.edu).

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>ASTR 1</i>	<i>Introduction to Astronomy</i>	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
N/A				

### Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
ASTR 1	SLO 4	48 of the 75 (64%) students who took the exam received at least 7/9 in aggregate on the three assessed exam questions. Of the 27 students who did not reach the target mark, 12 got an aggregate 6/9. The criterion for success wasn't met, but it was close.	<p>There are a few foundational facts that need to be hammered home that might be getting lost in the details of the course material:</p> <ol style="list-style-type: none"> <li>1. The Earth spins on its axis once per day, and this is what causes the apparent rising of objects on the sky in the East and setting of objects in the West.</li> </ol>	September 2017 (and ongoing)

			<p>2. The Earth takes one year to orbit the Sun, and this is what makes the Sun appear to take one year to go around the ecliptic.</p> <p>3. The tilt of the Earth's spin axis is what causes the seasons.</p>	

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

ASTR 1 will be assessing SLO 3: Students completing the course will be able to explain the basics of stellar evolution, galaxies and galactic structure, and cosmology. The assessment will be given as a suite of short answer questions on the final exam in December. The responsible faculty is Dr. Thomas Renbarger.

## VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

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**Purpose:** In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

### **For CTE:**

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

### **For Counseling:**

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

### **For Library Services:**

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

**For Student Services and/or Administrative Units:**

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
  
2. Briefly describe any changes that have impacted the work of your unit.



## VII. New Resource Needs Not Covered by Current Budget

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**Purpose:** In this section, programs will document new and repeat resource requests **not covered by current budget**, and document the support of the request with data or evidence.

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

\*New faculty and staff requests must be listed here.

**Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

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**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

**Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

# Signatures

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*Discipline, Department or Program Chair*

\_\_\_\_\_  
*Print name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*Dean*

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*Print name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*