



**Business and Information Technology Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

It is the mission of the Department of Business and Information Technology to provide courses and instruction that will meet the academic, career, and general education needs of our students, college, and communities. We provide instruction leading to Associate degrees and certificates in multiple occupational areas including: Business Administration, Business, Management, Business Office Technology, Computer Information Systems, Computer Technology, Paralegal, and Web Professional.

The programs in the Department of Business and Information Technology provide life-long learning and support to students in their academic, technical, and vocational pursuits. The goal of our programs is to foster in students a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. Students graduating from the department's programs will be prepared to transfer to a four-year institution to continue as students in Business, Business Administration, Business Management, Computer Information Systems, Management Information Systems, or other comparable courses of studies.

Students earning Associate degrees, certificates, and awards that are under the Department of Business and Information Technology will be prepared to enter the job market in entry level positions with a variety of focus including but not limited to: programmers, help desk providers, computer operators, desktop publishers, office clerks, administrative support specialists, computer support specialists, legal assistants, and web developers/designers.

b. Partnerships

New Educational Partnerships Begun Last Year:



- Burroughs – Business Math Fall , accounting Spring

Continuing Educational Partnerships:

- An ongoing partnership with the Owens Valley Career Development Center (OVCDC) which is run by the in Bishop allows the Business Office Technology Office Clerk award to be offered to a cohort-like group that is also open to the general community. Several of the courses are offered at the OVCDC
- Inyo County 8th graders
- Mono County, Computer literacy

New Industry/Community Partnerships Begun Last Year:

- None

Continuing Industry/Community Partnerships:

- None

c. Special Initiatives for Student Engagement

New Last Year:

- New version Moodle

Continuing:

- Preview Day
- 5th graders
- Informal Digital Imaging Club
- Synchronous communication
- Rich media instruction
- Facebook group
- Expanding Your Horizons – girls March,

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES



a. Progress Made on Program Review

Year of Last Program Review:

- Business: 2010
- Business Administration: 2010
- Business Office Technology: 2010
- Computer Science: 2013
- Computer Information Systems: 2011 (Did not go through Academic Senate, however)
- Management: 2010
- Paralegal Studies: 2012
- Web Professional: 2010

Progress in the last year on Three-Year Strategies (if applicable):

Business: The program review template called for 5-year goals, and those are stated below.

Business Administration: The program review template called for 5-year goals, and those are stated below.

Business Office Technology: The program review template called for 5-year goals, and those are stated below.

Computer Science:

1. Create Transfer Model Curriculum Program. Curriculum has been launched in Curricunet and will have its first reading on October 18, 2013.
1. Marketing to Students. Participated in Career Exploration Day
2. SLO Assessments for TMC. Not yet completed.
3. Improve Advisory Committee. The Computer Science degree is not a Career Technical Education program and, therefore, does not require an advisory committee.

Computer Information Systems: Goals are unknown because program review was not completed.

Management: The program review template called for 5-year goals, and those are stated below.

Paralegal Studies:

2. Create new LDA certificate. Not yet started.
3. Market to Employers. Status unknown.
4. Market to Students. Participated in Career Exploration Day
5. Program Development. Program has been revised. This goal is met.



6. Course Development. All courses have been revised and made current. This goal is met.
7. Application for ABA. Status unknown.
8. Track employment of graduates. This goal is not yet met. New resources are becoming available to the college to better track graduates.

Web Professional: The program review template called for 5-year goals, and those are stated below.

Progress in the last year on Six-Year Strategies:

Business:

1. Currency with technological advancements, relevancy to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan.
The faculty members in the business programs have worked to modify program offerings to meet employer needs. The Small Business Management/Entrepreneurship A.S. and Certificate program was eliminated due to low enrollment and to lack of employer need. The Management and Business programs continue to be evaluated for industry alignment and currency. A new transfer degree program (Business Administration AS-T) has been created to model the State's Transfer Model Curriculum. The Office of the Dean for CTE has created brochures for CTE programs that showcase business programs as well as others.
2. The department's faculty intends to work closely with Advisory Committees and Counselors to align programs with employer and student needs. Faculty in the business programs area have organized and participated in Advisory Committee meetings at the IWV and ESCC campuses on a regular basis. Input from the committees has helped to clarify industry needs and to justify our offerings.
3. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be used where available.
Faculty members in the department have participated in conferences (California Business Educators Association), online training courses (Moodle 2.4), and have used Lynda.com for staff development. These opportunities have been beneficial and relatively inexpensive.
4. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment.
Degree and certificate pathways have been created for students to plan their coursework to increase completion rates. Enrollments are generally strong but success rates could be higher. Additional monitoring and assessment in this area needs to continue.

Business Administration:

1. Currency with technological advancements, relevancy to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan.
The faculty members in the business programs have worked to modify program offerings to meet employer needs. The Small Business Management/Entrepreneurship A.S. and Certificate program was eliminated due to low enrollment and to lack of employer need. The Management and Business programs continue to be evaluated for industry alignment and currency. A new transfer degree program (Business Administration AS-T) has been created to model the State's Transfer Model Curriculum. The Office of the Dean for CTE has created brochures for CTE programs that showcase business programs as well as others.
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Business Office Technology:

1. Currency with technological advancements, relevancy to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan.
2. The department's faculty intends to work closely with Advisory Committees and Counselors to align programs with employer and student needs.
3. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be used where available.
4. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment.

Computer Science:

1. Move to Online Courses. In progress. CSCI C265 Introductory C++ Programming and CSCI C267 Introduction to Java Programming are offered online in a regular rotation. CSCI C252 Introduction to Computer Science has not been offered online. Outside the discipline, Math courses in the program are offered online. Physics courses are not.
2. TMC Program Learning Outcome Updates. Program learning outcomes have been updated, but have not been assessed yet.
3. Increase Retention and Success.

Computer Information Systems: Goals are unknown because program review was not completed.

Management:

1. Currency with technological advancements, relevancy to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan.
The faculty members in the business programs have worked to modify program offerings to meet employer needs. The Small Business Management/Entrepreneurship A.S. and Certificate program was eliminated due to low enrollment and to lack of employer need. The Management and Business programs continue to be evaluated for industry alignment and currency. A new transfer degree program (Business Administration AS-T) has been created to model the State's Transfer Model Curriculum. The Office of the Dean for CTE has created brochures for CTE programs that showcase business programs as well as others.
2. The department's faculty intends to work closely with Advisory Committees and Counselors to align programs with employer and student needs.
Faculty in the business programs area have organized and participated in Advisory Committee meetings at the IWV and ESCC campuses on a regular basis. Input from the committees has helped to clarify industry needs and to justify our offerings.
3. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be

used where available.

Faculty members in the department have participated in conferences (California Business Educators Association), online training courses (Moodle 2.4), and have used Lynda.com for staff development. These opportunities have been beneficial and relatively inexpensive.

4. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment. Degree and certificate pathways have been created for students to plan their coursework to increase completion rates. Enrollments are generally strong but success rates could be higher. Additional monitoring and assessment in this area needs to continue.

Paralegal Studies:

1. Create new LDA certificate. Not yet started.
2. Market to Employers. Status unknown.
3. Market to Students. Participated in Career Exploration Day
4. Program Development. Program has been revised. This goal is met.
5. Course Development. All courses have been revised and made current. This goal is met.
6. Application for ABA. Status unknown.
7. Assess Student Learning Outcomes.

5 courses have been assessed. In some instances there was a misunderstanding about the assessment process, as the results describe grades. Program learning outcomes were assessed in 2008. They should have been assessed again in 2011 in preparation for the 2012 program review. They should be assessed again soon, and then again in the year preceding the next program review.

Web Professional:

1. Improve retention by 15 percentage points and success by 25 percentage points. Retention and success has improved since 2010, but only marginally (0.6% and 2.0%). DMA courses are slightly lower than the College's average for distance education. In retrospect, this goal was unrealistic. We are revising it to attain 80% retention and 70% success. Recently, we have adopted prerequisites for upper level courses, and anecdotally, we are already seeing improved retention and success.
2. Increase completion core indicators 26 percentage points. In 2010-11, the Completion core indicator was 50.00, and in 2011-12 it was 100.00. This is the latest data available. The goal is met.
3. Implement instructional practices so that 80% of students attain program outcomes A, B, and C. These program learning outcomes have not been reassessed. They will be assessed in Spring 2014 when the capstone class is offered again.
4. Update course outlines for DMA C111 and DMA C109 to reflect course name changes. The goal is met.

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed

SP12	<p>PARA C112: Understand the structure and operation of the Constitution. The assessment will be by examination.</p>	<p>60% of students met the outcome. A specific gap was not identified.</p>	<p>Improvements were also not identified. It was simply stated: "It appears that there was a low rate of success with this outcome, therefore discussion is taking place on how to improve the success for the student and also how to improve the measurement of success with this outcome. The course will be taught again next fall by a new instructor, so the outcome will be reassessed at that time."</p>	FA13
SP12	<p>PARA C112: Apply legal principles to bring a research problem to form logical legal closure for the legal issue and using correct citation form in the legal document presented. The assessment will be by examination.</p>	<p>68% of students met the outcome. A specific gap was not identified.</p>	<p>Improvements were also not identified. It was simply stated: "Assessment of this outcome will be discussed with the faculty teaching the course next fall when the outcome will be reassessed."</p>	
SP12	<p>DMA C113: Evaluate the usability of web content and apply usability principles, taking into account such issues as user technology, visual hierarchy, legibility and readability, writing style, site structure, navigation, search engine optimization, Intranets, eCommerce, and internationalization.</p>	<p>80% of students met the outcome. However, disaggregated, the concepts of visual hierarchy and navigation design were more weakly attained (56% and 67%, respectively.)</p>	<p>Although the outcome was broadly attained, more emphasis will be placed on the concepts of visual hierarchy and navigation design. Students are required to perform critiques as part of discussion assignments, but an interactive exercise that could be completed independently would be helpful- perhaps developed in Adobe Captivate.</p>	

c. Progress Made on Department/Unit Strategies



1. Update Curriculum for Computer Information Systems to Business Office Technology discipline areas where needed. All department curricula is up to date. In Spring 2013, several courses will be coming due for revision and will be updated at that time.
2. Apply for American Bar Association Certification for Paralegal graduates.
3. Create the Legal Document Assistant Certificate within the Paralegal Studies Program and update curriculum accordingly. This has not been completed.
4. Align the Computer Science A.S. degree with Transfer Model Curriculum. This has been launched in Curriconet and will have its first CIC reading on Oct. 18, 2013.
5. Increase student retention and success in the Web Professional program. The program was redesigned and courses updated. Electives were eliminated from the program, which now only consists of core courses. The program was also aligned with CIW certification topics, as requested by a major employer. Advanced courses have DMA C111 as a prerequisite now, and we are seeing improved success. The College implemented SmarterMeasure as a beta trial, but has not adopted it. The college still needs a computer-skills-based assessment to help inform students of their readiness for online learning.
6. Increase degree completion in the Web Professional program. Degree works will identify students who are eligible for graduation. The new requirement that students “opt-out” in order not to automatically have certificates and degrees awarded will be extremely helpful in capturing completions.

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Increase retention and success in online sections.

1. *College Strategic Objective(s) addressed:*
 1. *Foster student success through sustained continual quality improvement of instruction and student services.*
 2. *Provide a quality learning environment which enhances student engagement.*
2. *Action Plan: Continue to apply enrollment management strategies. Monitor results of newly adopted pre-requisites. Apply strategies for student success in distance education, as described at the Student Success conference. Make student learning outcome assessment meaningful and reflective.*
3. *Measure of Success: Attain an average of 80% retention and 70% success in online courses across the department.*
4. *Expected Completion Date: We expect to see progress in 2014-15, and hope to attain our goal in 2015-16.*
5. *Person Responsible: All full-time and adjunct faculty.*

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

Strategy 2: Increase program completion.

1. College Strategic Objective(s) addressed:

1. Foster student success through sustained continual quality improvement of instruction and student services.
2. Provide a quality learning environment which enhances student engagement.

2. Action Plan: Increase student cohorts through outreach and marketing. Improve success and retention. Develop coordinated announcements to deliver to students, informing them of next semester's offerings and registration periods. Monitor results of Degree Works' automatic attribution of certificates and degrees to students.

3. Measure of Success: All programs have at least 10 graduates per year.

4. Expected Completion Date: Spring 2016

5. Person Responsible: Matt Hightower and Frank Timpone for Business, Karen O'Connor for Business Office Technology, Karen O'Connor for Paralegal Studies, and Suzie Ama for Web Professional.

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as



apply.

Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

Strategy 3: Ensure strong alignment of programs with industry needs.

1. College Strategic Objective(s) addressed:

3. *Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities.*

2. Action Plan:

1. *Apply for American Bar Association Certification for Paralegal graduates*
2. *Create the Legal Document Assistant Certificate within the Paralegal Studies Program and update curriculum accordingly.*

3. *Measure of Success: The measure of success will be the granting of ABA certification for graduates of the Paralegal Studies certificate or degree. The program and curriculum will be updated by Spring 2014 including application to the state for the new certificate.*

4. *Expected Completion Date: Spring 2014*

5. *Person Responsible: Karen O'Connor*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

It is designed to improve internal unit operations

It is designed to increase student success

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*

Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)



a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <i>one</i>):	
							G = General Fund, O = Other	G O
Full time paralegal instructor	IWV/ Online	1		See below				

Full-Time Faculty Staffing Justification:

1. **Are there too few or too many students enrolling for particular classes or majors?**
In 2012-13, there was an average of 29 students per section. There is room for growth, but the investment of time to grow the program is not appropriate for adjunct faculty. The College needs a full time faculty member to lead this program.
2. **Are there too many courses or programs that are under capacity?**
In 2012-13, there was an average of 29 students per section.
3. **Are courses "core mission"?**
Courses meet the mission of transfer and career technical education.
4. **Are courses overscheduled?**
Courses are not overscheduled.
5. **Is there capacity to offer courses or programs at different times and/or locations?**
This is an online program serving the State, in addition to our own service area. There is capacity to open more online sections.
6. **Is there a workforce shortage in the service area or region?**
The Bureau of Labor Statistics (BLS) projects employment of paralegals and legal assistants to grow at 18% from 2010-2020, which is as fast as average for all occupations. Economic Modeling Specialists, Inc. (EMSI) projects 9.7% growth in California and 3.2% growth in Cerro Coso's

service area. There is not a workforce shortage. The field is expected to be competitive, and the BLS indicates that experienced and formally trained candidates will have the best opportunity. <http://www.bls.gov/ooh/Legal/Paralegals-and-legal-assistants.htm>

7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?

There is no gap, presently, between student demand and course offerings. However, this is the only program at Cerro Coso for which there is no full-time faculty member with expertise in this area. Program capacity could be substantially expanded under such leadership, which would include more effective student outreach and industry partnerships.

8. In support of your proposal, provide the following data:

- a. **Size of wait lists in the discipline**
Summer 2012: 3, Fall 1012: 9, Spring 2013: 1
- b. **Discipline productivity, previous year**
14.4%
- c. **Number of faculty currently in the discipline**
None
- d. **Number of adjunct faculty**
2.4
- e. **Number of certificates awarded, previous year**
6
- f. **Number of degrees awarded, previous year**
4
- g. **Core curriculum classes**
BSAD C131, PARA C101, PARA C112, PARA C130, PARA C140, PARA C190, and PARA C210
- h. **CTE classes with workforce data (wage/high demand)**
Median wage for paralegals and legal assistants is \$21.64/hour
- i. **Number of students at first day and census, previous year**
First Day Enrollment = 497, Census Enrollment = 372

In summary, Paralegal Studies prepares students for high wage positions in an industry that is growing at an average pace. It is a field in which applicants exceed jobs. However, applicants with formal training in paralegal studies and legal assistance have good prospects in this market. It is program that is offered 100% online, and retention and success (82% and 73.4%) substantially exceed college-wide retention and success in distance education (78.5% and 61%). Online Paralegal retention and success rates (82% and 73.4%) also compare very well with the College's totals (83% and 66.8%)

The program's average class size (29), productivity (14.4), and completion rates (10) are neither particular high, nor particularly low. However, this is the ONLY program at the College that does not have full-time faculty leadership with expertise in this field. One of the primary reasons the program is relatively successful is because of a very dedicated adjunct faculty member and the mentoring he provides to other adjuncts. It is well-



established that programs cannot reach their full potential without full-time faculty leadership. It is time for Cerro Coso to provide institutional commitment to this program by hiring a full-time instructor. Doing so will most likely further improve metrics that are currently average.

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <u>one</u>): G = General Fund, O = Other	
								G	O

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Two "Bare Bones" UNIX Computers	IWV & ESCC	1	1, 2, 3	<p>The Computer Science/Computer Information Systems faculty of the Business and Information Technology Department requests funding for two (2) small, bare-bones computer systems. The faculty will use the systems for various purposes including the following:</p> <ol style="list-style-type: none"> 1. Demonstration in CSCI 101 to show students how to put together components of a computer system and install a UNIX-based operating system (Ubuntu). 2. Demonstration in CSCI 101 to show students how the Ubuntu/UNIX operating system works. 3. Demonstration in CSCI 101 to show students UNIX application programs. 4. Hands-on training and experimental use of the Ubuntu/UNIX operating system by the requesting faculty. This experience may be applicable to other courses including CSCI 70, CSCI 101, CSCI 252, CSCI 254, CSCI 257, CSCI 265, CSCI 267, and CSCI 270. 5. Hands-on training and experimental use of UNIX applications and programming software by the requesting faculty. This experience may be applicable to other 	\$1,100	One-time	G	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
				<p>courses including CSCI 70, CSCI 101, CSCI 252, CSCI 254, CSCI 257, CSCI 265, CSCI 267, and CSCI 270.</p> <p>Because each the above purposes helps to maintain student, faculty, and program currency in an ever-changing field, the purposes align directly with College goals I (<i>Foster student success through sustained continual quality improvement of instruction and student services</i>) and II (<i>Provide a quality learning environment which enhances student engagement</i>). The idea for the project came from an advisory committee member and, as such, the project indirectly aligns with College goal III (<i>Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities</i>).</p>				

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)