

# **Skyline College**

## *Business Administration*

### **Program Review**

### **Executive Summary**



## **Short Summary of Findings**

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The Business Administration Program at Skyline is one of the most successful transfer programs at Skyline. This success can be attributed to a number of factors that include:

- The knowledge, dedication, and diversity of faculty teaching in the program.
- The strength of services provided in the Student Service Center, particularly the Transfer Center.
- The availability of computer and software resources in the Accounting Lab and electronic classrooms.
- The willingness of faculty to serve on college-level and district-level committees focused on improving instruction for all students attending classes in one of the three colleges in SMCCCD.

This study has also uncovered a number of opportunities to improve the overall effectiveness of the Business Administration Program. These include:

- The need to review our current program development strategy in the light of new workforce requirements.
- The need to review course content to validate the effectiveness of current critical-thinking objectives.
- The need to standardize student learning objectives across academic departments. For example, there is an opportunity to work with the math department to standardize objectives for statistics classes offered both in the business and math departments. There is also an opportunity to discuss objectives for intermediate algebra, which is a prerequisite for Business 120 – Mathematical Analysis and Business 123 – Statistics.
- The need to work with various four-year institutions to standardize transferability of core courses already in the program.
- The need for a dedicated business tutor to assist students in the Business 120 – Mathematical Analysis and Business 123 - Statistics courses.
- The need to enhance tutoring resources in the Accounting Lab and Learning Center to assist those students who are entering the program with basic skills that needs improvement.

## **Three Strengths of the Program**

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- According to the Transfer Center, the Business Administration Program is one of the most successful transfer programs at Skyline, where success is measured both in terms of the number of students who transfer and in the success rates of Skyline students at four-year institutions. Business Administration degrees were awarded to 31 students during 2005/06 and 36 students earned degrees in 2006/0.
- Both full- and part-time faculty in the Business Administration Program are current with recent developments in their subjects and work hard to maintain a high level of professional competence.
- Faculty are making extensive use of technology and multi-media resources in their instruction, including online courses and the use of sites like WebAccess and iTunesU.

## **Three Suggestions for Improvement**

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- There is a need to review current course offerings and development plans to ensure that changing workforce needs are taken into account.
- There is a need to update our understanding of how to help students develop critical thinking.
- Current course content needs to be examined in the light of the diminishing skill level of many of our students.

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Full-Time Faculty Signatures



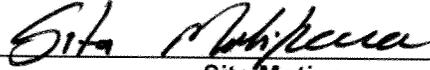
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Submitted on: October 2007

**SKYLINE COLLEGE**  
**BUSINESS ADMINISTRATION**  
**PROGRAM REVIEW SELF STUDY**

**PART A: Overview of Program**

**1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.**

The Business Administration Program, which culminates in the granting of a Business Administration Associate Degree or Certificate, provides the foundation for students planning to transfer to a four-year college or university. The program includes core requirements in accounting, economics, quantitative reasoning, and information systems. Certificate programs in Business Administration and Marketing also address the needs of those students who are interested in pursuing a business career but are not planning to transfer to a four-year institution in the immediate future.

In addition to its main objective of preparing students for transfer, the Business Administration Program has the following goals for specific students' outcomes:

- a) To facilitate the development of leadership abilities:** In the business model that was dominant in the last century, leaders led by telling others what to do. However, the business world of the 21st century will require new paradigms for leadership. The new model will focus on the development of leadership through communication and teamwork. Effective leaders will have superb communication skills and will understand the importance of a sense of community in order to maximize the productivity of the human resources under their care. They will also understand how to encourage appropriate levels of risk-taking from employees who feel both engaged and accountable.
- b) To ensure that students develop critical thinking:** Most of the high-wage jobs in the U.S. that provided middle-class salaries for routine work have either been automated out of existence or exported to low-wage countries. Since this document was last revised in 2001, the exporting of U.S. jobs (offshoring) has accelerated and our understanding of which jobs can be easily exported has changed dramatically.

According to a recent study entitled "How Many U.S. Jobs Might Be Offshorable?" by Alan S. Blinder of Princeton University, published in March 2007, 37.8 million U.S. jobs could be lost to offshoring in the next decade. Using detailed information on the nature of work done in over 800 BLS occupational codes, Blinder ranked those occupations according to how easy/hard it is to offshore the work—either physically or electronically. Using that ranking, he estimated that somewhere between 22% and 29% of all U.S. jobs are or will be potentially offshorable within a decade or two.

Interestingly, he found there is little or no correlation between an occupation's "offshorability" and the skill level of workers (as measured either by educational attainment or wages). Instead, he found that jobs having a low probability of being offshored are jobs that require the following:

- 1) establishing and maintaining personal relationships
- 2) assisting and caring for others
- 3) performing for or working directly with the public
- 4) selling or influencing others
- 5) social perceptiveness

Everything else is fair game. This view is reinforced in a New York Times article dated February, 2006 that states: "The globalization of work tends to start from the bottom up. The first jobs to be moved abroad are typically simple assembly tasks, followed by manufacturing, and later, skilled work like computer programming. At the end of this progression is the work done by scientists and engineers in research and development laboratories." LP

Thus, it is no longer true to assume, as we did in 2001, that a high level of competency in critical-thinking and problem-solving will protect our students in the future from job loss and other threats to their careers.

- c) ***To insure that students develop the technological competencies that will be required for success at four-year institutions and/or successful careers in business:*** Whether our students transfer directly to a four-year institution or pursue a business career, they will need basic computer and electronic media communication skills. At four-year institutions it is more and more expected that entering students have basic word processing and spreadsheet skills, and that they are experienced Internet users who can conduct research on the World Wide Web. The same is true of many businesses.
- d) ***To promote the development of excellent communication skills, including the ability to relate to individuals from diverse ethnic, racial, and national backgrounds:*** All of our students will become part of an increasingly diverse and global community of workers. Whatever their occupation, whatever their place in the organization, they will be required to interact and work effectively with people from a wide range of ethnic, racial, and national backgrounds, as well as with people who have different values and perspectives. Success will therefore depend more and more on the individual's ability to communicate and relate to people from many different backgrounds.
- e) ***To insure that students develop the ability to work effectively in a group or team setting:*** The ability to work effectively in a so-called "high performance work team" is becoming a basic requirement in business. In addition, many learning activities, at all levels of education, are based on cooperation and effective teamwork. This implies that our students need both experience and guidance in how to work more effectively with others.
- f) ***To promote the attitudes and abilities that are necessary for life-long learning:*** Today's college graduate will have between five and ten different jobs, spanning three or four different occupational categories, and the associate or bachelor's degree is just one of the many hurdles that our students will have to cross in order to have a successful career. In this context, it is vital that our students develop the attitudes and learning skills they will need to constantly update their competencies in a broad range of different areas.
- g) ***To promote in our students the development of the entrepreneurial spirit:*** We are living in a time of unprecedented opportunity and risk. Some of our students will eventually start their own business, work for a family owned business, or work for a corporation that values innovative thinking and entrepreneurial behavior. In addition, many more of our students will need to actively manage their career in an increasingly dynamic and uncertain environment. For example, data from the Labor Department show that in February of 2005 nearly 15 percent of the American workforce was part of what has come to be known as the "contingent labor force." These workers are part-timers, contract workers, agency employees, and others who have no permanent relationship with a single employer. These trends make it clear that a spirit of adventure, along with the skills necessary to recognize and exploit opportunities, will be a major asset in the world of work that our students will enter.

The above-described goals are perfectly congruent with the District's mission and goals. Specifically, the program addresses the following:

#### ***Mission***

- To provide a breath of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement.
- To provide lower division programs to enable students to transfer to baccalaureate institutions.
- To provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies.
- Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals.
- Provide a range of student services to assist students in attaining their educational and career goals.

- To provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community.
- To celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports students' success.

**2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***

One of the most important relationships the program has is with the Transfer Center. The Business Division has worked closely with staff in the Transfer Center to clarify transfer requirements and communicate these to both students and counseling staff.

The Business Administration Program also has close linkages with the following departments and programs at Skyline:

- Accounting
- Computer Applications and Office Technology
- Center for International Trade Development
- International Trade Program
- Marketing Program
- General Supervision & Retail Management Programs

For the above, there are overlapping course requirements. For example, the Accounting Degree requires students to select 12 units from a list of courses that includes many of the core courses in the Business Administration Program.

**Work Study:** Business Administration students are strongly encouraged to participate in work study, and teaching staff in that program have been involved on a regular basis with helping students design activities that will enhance the learning process in the classroom.

**Tech Prep:** Accounting 100, which is a prerequisite for Accounting 121, is covered in our current Tech Prep agreement.

In addition, because of the large number of non-native English-speaking students in the Business Administration Program, we have had a major impact on English and ESL programs at Skyline. Our students are encouraged at every turn to improve their basic communication skills and to demonstrate their proficiency in both spoken and written English, and they have made extensive use of resources at Skyline to improve their communication in English.

**3. *If the program utilizes advisory boards and/or professional organizations, describe their roles.***

The Business Administration Program does not have an advisory board.

**4. *Explain how this program meets the needs of our diverse community.***

The average fall 2001 to fall 2005 retention and success rates for the Business Department were two percentage points below the Skyline College averages of 84 percent and 70 percent respectively. Average load for the Business Department during the same period was 501 versus 545 for the entire college. These results compare favorably, as the Business Department data is influenced by many courses that are included as electives yet belong to other programs. Furthermore, the quantitative nature of many of the courses in Business Administration proves far more challenging to many of our students and is expected to lower these performance measurements.

These numbers reflect efforts made over the past several years to develop programs and courses that would meet the needs of a diverse student population. For example, most of our students transfer to San Francisco State University, and the core courses for the Business Administration Associate Degree have been tailored to meet the specific requirements of SFSU. A number of elective courses have also been added to the AS degree to meet the needs of our evening students.

For those students not seeking transfer to four-year colleges, certificate programs, like those in Marketing, have been shortened and simplified with the aim of providing the tools for career advancement and small business entrepreneurship.

Business faculty also continue to add distance learning courses, electronic media support, like iTunesU, and other audio visual aids that better match the electronic information preferences of recent generations.

**5. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.***

The goals of the previous self study included increased communication between faculty teaching the core and elective classes in the Business Administration program, a need to review and revise articulation agreements with state universities, and the University of California campuses, and examination of the current courses to address the skill level of students. All of these goals have been addressed over the past six years; although some progress has been made, it is obvious that students are arriving at the college with increasingly lower skills. This issue is discussed in this self study.

## **PART B: Curriculum**

**1. *Describe how the courses offered in the program meet the needs of the disciplines(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).***

Transferability and credit towards the four-year degree in business have been the dominant criteria for inclusion of courses in the core program of the Business Administration Program. At the present time all the core courses transfer and all are counted toward the four-year degree at San Francisco State University, which is the number one transfer school for Skyline business students.

In the Marketing Program emphasis has been on shorter courses and certificate programs that provide breadth in the discipline, better addressing the needs of students exploring careers, seeking career advancement, or starting small businesses.

**2. *State how the program has remained current in the discipline(s).***

Making sure that the core courses in the program remain current is the responsibility of the individual faculty members teaching these courses. This is also a major area of evaluation in the tenure and regular faculty review processes.

**3. *If the student population has changed, state how the program is addressing these changes.***

We have always had a diverse student population at Skyline. However, over the past years students seem to be entering the Business Administration and Marketing programs with lower levels of basic skills. This is especially true in courses based on quantitative reasoning. It is expected that we will continue to face this problem until improvements in K-12 education trickle into our system. In the interim, it is essential that we meet incoming students at whatever stage of learning they are at and that we help them advance to a level consistent with college knowledge. Such a strategy places increasing pressure on the Business Administration program and its faculty. Faculty who teach the core courses are making a consistent effort to accommodate these students without diluting the basic curriculum.

Internet based multimedia resources like WebAccess and iTunes University are being incorporated along with more structured teaching of the basic curriculum to address some of these deficiencies. Expansion of the use of these materials will continue to be one the main teaching goals of our programs, as our student population becomes increasingly dependent on electronic information delivery.

4. *All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.*

Course outlines for all the core courses in the Business Administration program have been updated to reflect the new requirements handed down by the Curriculum Committee. (See page 9 for Course Outlines.)

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

Not applicable.

6. *Discuss plans for future review and program modification.*

The two core math courses of Business Administration, BUS 120 – Mathematical Analysis and BUS 123 – Statistics continue to present considerable challenges for faculty. Given the weaknesses in quantitative skills of incoming students, it has become increasingly difficult to maintain subject rigor and guarantee transferability to four-year institutions.

Faculty teaching these subjects strongly believe that, with the exception of fundamental math and reading requirements, students should be accepted at whatever level of skill and brought to successful completion in the courses. Given the varied skills of students taking these classes, one way to achieve acceptable results is to have dedicated Business Department tutors that can teach lab sessions and provide individualized instruction. These ideas need to be explored and the courses modified so that they continue to satisfy core knowledge requirements and transferability.

Despite a complete revision of the certificates and A.S. degrees, classes in the Marketing Program continue to experience low enrollment. Given the global competitive nature of today's business environment it is difficult to imagine that a business major would graduate without even the most rudimentary understanding of marketing concepts. A core marketing course should therefore be required of every business major. The Marketing Program has several 1.5 unit courses that could be included in other programs at Skyline. It is the goal of the Business Department to seek inclusion of some of these courses in those programs, especially when doing so eliminates redundant offerings in other programs.

The Business Administration Program will continue to explore opportunities to develop additional online classes to provide students greater access so they may satisfy core requirements and to continue to incorporate audio-visual materials consistent with student media habits.

## **PART C: Faculty and Staff**

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Business faculty continue to learn and explore new interactive technologies and increase use of the Internet, multimedia, and other non-traditional teaching strategies. Also, individual staff development is part of the general requirement for both full- and part-time staff and is reviewed during tenure review and post-tenure review processes.

Many business faculty use their faculty website to provide regular class materials as well as supplementary information to students enrolled in their classes.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

The Business Administration Program follows district and college guidelines for training new faculty and staff.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Classified staff to support the BUS120 and BUS 123 courses will be required as outlined in Part C, Section 6. It is estimated that a half-time assignment, perhaps supplemented by an online tutoring component, will be sufficient to satisfy student needs.

The Business Division in general has been extremely successful in recruiting and hiring a very diverse group of faculty, several of whom teach the core courses in the Business Administration Program.

## **PART D: Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

The Business Administration program does use the Accounting Lab, which is staffed by a full-time instructional aide who assists students in accounting and other related courses in the core program. The computers in the lab require hardware and software upgrades every three to five years and it is imperative that software used in the business and accounting classes is the latest version.

Business Administration faculty use electronic classrooms in the newly renovated Building 8 which provides them with the latest and up-to-date technology that is required to accommodate the multi-media approach to instruction that is used by most of the faculty in the program. Many of our business classes are now offered in both an online and a traditional format. Students who enroll in the business classes have access to computer labs—either through the accounting lab in Building 8 or the Microcomputer Lab in Building 2.

2. *List projected needs.*

Classrooms in Building 8 continue to use the old-fashion optical overhead transparency projectors that sit on a desk at the front of the class. These projectors tend to block student view and to project distorted images. Newer digital systems would improve instruction in these classrooms.

Several instructors teach courses where the use of TI graphing calculators is required. It is difficult and inefficient to verbally guide an entire class through the steps to solve a complex problem on these calculators. Texas Instrument publishes software that emulates the TI-84 calculator on a computer (TI SmartView), allowing instructors to display a fully interactive calculator image from their computer screen. The resulting live projection of the calculator facilitates student learning. Instructors in business math courses should all have this software installed on their computers to be used in the classroom as needed.

As instruction shifts from traditional lecture methods to new multimedia interactive delivery, software and hardware to support these activities will be required. In particular, video capture hardware, video editing software, podcast authoring software, and computer screen capture software will become commonplace. Though not all faculty may transition to these techniques at the same pace, ready availability will encourage their use and adoption.

3. *Describe the use of technology in the program and discuss ~ technology is current and comparable to other college and business or industry.*

Extensive use is made of technology in the Business Administration Program. To be successful at four-year institutions, our students need a high level of computer and other information processing skills. Helping our students develop these skills is a high priority.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable.

## **PART E: Budget Request**

### **1. *What resources (staff facilities, equipment and/or supplies) will be needed in the next six years?***

- Computers and software must be kept current in both the Accounting Lab and electronic classrooms.
- The equipment listed in Part D, Section 2 will greatly improve instruction and help faculty transition to non-traditional teaching methods.
- It is estimated that a half-time classified tutor will be needed to support Business 120 and Business 123 students, as described in Part B, Section 6.
- In addition, there is a need for more tutors in the Learning Center that are prepared to assist students in all the core courses within the Business Administration Program, especially those which require quantitative reasoning skills.

### **2. *If appropriate, discuss methods the program could share resources with of her programs in the College and District.***

Industry partnerships, contract education classes for local business, and personalized degree programs for business, industries, and non-profits. The Business Division Dean is working closely with the Director of Workforce Development to take advantage of opportunities as they arise.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### Weekly Student Contact Hours - WSCH

*Report the 3 previous Fall semesters with the most recent on the right.*

Fall	2003	2004	2005	2006	2007*
<b>WSCH</b>	2,410	2,343	2,123	2,095	2,391
<b>Please comment on program enrollment and expected trends.</b>					

Enrollment in the Business Administration Program has been cyclical over the past five years, mainly as a result of campus construction, fluctuating student fees, and general economic factors. We have cut the number of sections offered in 2003 from 26 to approximately 23 sections in 2005 to maximize efficiency and improve department productivity.

### FTEF and WSCH/FTEF (LOAD)

*Report the previous 3 Fall semesters with the most recent on the right*

Fall	2003	2004	2005	2006	2007*
<b>FTEF</b>	4.47	4.27	4.37	4.73	4.73
<b>WSCH/FTEF</b>	540	549	486	471	529

*Please comment on the comparison of this program to College trends.*

The LOAD for the Business Administration program is below the college for all years but is still within acceptable limits. Although the LOAD did decrease from 2004-2006, the move back into our renovated Building 8 has seemed to be a plus factor and load increased substantially for 2007.

### Retention and Success

Report data on program retention and success rate with the most recent on the right.

Fall	2003	2004	2005	2006	2007
<b>Retention</b>	78%	80%	77%	80%	Unavailable
<b>Success</b>	63%	65%	62%	64%	Unavailable

**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

Instructors have identified that first-time students are enrolling in business classes with below-average skills as is shown in the Success and retention rates by Enrollment Status. First-time students continually have the lowest success rate in our courses. An accounting lab with classified personnel was established a number of years ago to help the accounting students; there has been no effort to address these problems by providing tutoring or implementing classes to help improve the basic skills of first time students. Students continue to struggle with basic math and reading skills for our business classes.

**\*Information used from beginning of fall 2007 semester at census.**



## Program Review Course Outline & Prerequisite Checklist

Discipline: **Business Administration**

Semester: **Fall 2007**

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. *Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.* Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs *substantial modification*, you must complete and submit *Form D – Course Modification* to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your *discipline* on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

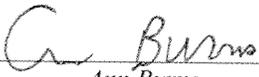
**BUSINESS ADMINISTRATION**  
**COURSE OUTLINE & PREREQUISITE CHECKLIST**

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CST			
BUS. 100	Introduction to Business	October 2007		D3 ✓		Recom: Eligibility for ENGL 836	Yes
BUS. 101	Human Relations at Work	October 2007	D3 ✓			Recom: Eligibility for ENGL 836	Yes
BUS. 103	Intro to Bus Information Systems	October 2007		✓		CAOT 104 or equivalent; Recom: Eligibility for ENGL 800	Yes
BUS. 107	Dealing with Difficult People	October 2007	✓			None	Yes
BUS. 109	Working with People Worldwide	October 2007	✓			None	Yes
BUS. 120	Mathematical Analysis for Business	October 2007		B4 ✓		Prereq: MATH 120 or equivalent; Recom: Eligibility for ENGL 836	Yes
BUS. 123	Statistics	October 2007		B4 ✓		Prereq: MATH 120 or equivalent; Recom: Eligibility for ENGL 836	
BUS. 150	Small Business Management	October 2007	✓			Recom: Completion of MAT 811; eligibility for ENGL 836	Yes
BUS. 153	Planning A Business Startup	October 2007	✓			None	Yes
BUS. 181	Personal Power & Leadership	October 2007	✓			None	Yes
BUS. 183	Building High Performing Teams	October 2007	✓			None	Yes
BUS. 190	Retailing, E-Commerce & Buying	October 2007	✓			Recom: Completion of BUS 115 or MATH 811; eligibility for ENGL 836	Yes
BUS. 201	Business Law	October 2007	D3 ✓			Recom: Eligibility for ENGL 836	Yes
BUS. 290	Intro to Marketing Strategy	October 2007	✓			Recom: Eligibility for ENGL 836 & READ 836 or ENGL 846 or equivalent	Yes
BUS. 291	Marketing Tactics	October 2007	✓			Preq: BUS. 290; Recom: Eligibility for ENGL 836 & READ 836, or ENGL 846, or equivalent.	Yes
BUS. 292	Intro to Marketing Promotions	October 2007	✓			Preq: BUS. 290; Recom: Eligibility for ENGL 836 and READ 836, or ENGL 846, or equivalent.	Yes
BUS. 293	Internet Marketing Strategies	October 2007	✓			Preq: BUS. 290; Recom: Eligibility for ENGL 836 & RAD 836, or ENGL 846, or equivalent	Yes

*Skyline College Program Review  
Certification of Course Outline & Prerequisite Review*

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*Faculty Signatures*

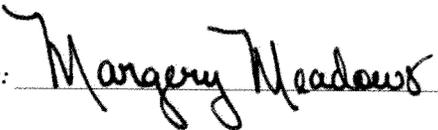
  
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*Ann Burns*

  
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*Guillermo Ortiz*

  
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*Cal Robinson*

  
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*Sita Motipara*

Date Submitted: October 2007

Division Dean:   
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