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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Women's Studies; Dolores Davison</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Women's Studies major offers both male and female students opportunities to study the experiences, history, contributions, and cultural images of women both domestically and internationally, with a strong emphasis on global understanding and multicultural contributions.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>A major in women's studies provides students with a unique contextual validation for today's woman, and prepares students who wish to enter fields such as law, medicine, and business. The major also allows students to pursue careers in health, teaching, government, counseling, and community work. Through the women's studies major, students will gain knowledge regarding women's issues, and will therefore be better prepared to work with both the general and the female population in a variety of areas. Students transfer with majors in women's studies as well as graduate with AA degrees in the major, fulfilling missions of transfer as well as career workforce education.</p>

## II. Department and Program Description & Data

1. What are your hours of operation?		Our offices open at: Office hours vary by instructor; division is open at 7:30am Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: 4:30pm			
2. What types of classes do you offer, at what locations, and at what times?		Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).					
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties		
Position Title Department Chair	0	.2	Coordinates curriculum, certifies substitutions, updates curriculum sheets, major requirements, and all other aspects of the women's studies program; teaches WMN 5		
Position Title Full time faculty – Art	0	0	Courses are crosslisted with Art		
Position Title Full time faculty – Comm	0	0	Courses are crosslisted with Speech		
Position Title Part time faculty	0	.3	Teaches WMN 5 and 21		
Position Title Part time faculty	0	.1	Teaches WMN 5 and WMN 11		
Position Title	0	0			
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties		
Position Title	0	0			
Position Title	0	0			
Position Title	0	0			
Position Title	0	0			
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties		
Position Title	0.00	0			

Position Title	0.00	0		
Position Title	0.00	0		

4. Given the data, describe the trends in <b>enrollment, FTES</b> , and <b>Average Class size</b> . What are the implications for your department?	Enrollment, FTES, and Average class size have remained fairly consistent over the last five years in WMN. Students enroll in both online and in person sections at an equal rate, with one class (WMN 11) being offered online only at this time. WMN 5 (the core course) and WMN 21 are both offered in person; WMN 5 is also offered online and during the summer.	
5. <b>Student Achievement:</b> Given the data, describe the trends in overall <b>success rates, retention rates</b> , and <b>degrees and certificates awarded</b> . What are the implications for your department?	In looking at the retention and withdrawal data, several things stand out. Many students enroll in WMN courses thinking that they will be easy, and when they discover the requirements for the courses, they drop the class (usually within the first two weeks, especially online). Because over half of the course offerings are online classes, retention rates are lower by definition. Retention numbers have gone up over the last few years because of increased intervention in early weeks of the course, and more specific scaffolding of assignments.	
6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b> . How will your program address the needs/ challenges indicated by the data?	In both online and in person sections, the numbers of self-reporting Filipino and Pacific Islander were so small (less than 2%) as to be statistically insignificant. Asian students did significantly better in the online sections than in those offered face-to-face. Hispanic and Black students faired moderately in the face to face sections but poorly in online sections; this may have to do with access to necessary equipment or lack of the necessary advisories (ENG 1A). More specific warnings for students enrolling in courses with advisories may help to address this issue in the future.	
7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	The program faculty for WMN is quite small, comprised of full time faculty from other departments and several adjunct faculty who also teach in multiple departments. Because of the cross-disciplinary nature of WMN courses, a wide range of faculty can teach the courses, so that as demand for faculty may be reduced in some	

	areas, those faculty could teach in WMN if needed.	
8. Given the data for <b>distance learning</b> , describe the trends related to <b>success</b> , <b>retention</b> , and <b>student satisfaction</b> . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Online course sections have lower retention rates as a whole, and WMN courses are no exception to that rule. More detailed descriptions of the expectations in the courses, as well as assignments, exams, and readings, may help to prevent underprepared students from enrolling. In addition, scaffolding of assignments and regular and effective contact with the students by the instructor (through discussion, announcements, messages, and the like) may also help increase retention. Students often seem surprised that WMN courses have such high demands in terms of reading and writing; better pre-registration education would help this.	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.	WMN courses tend to be primarily comprised of female students; this is no different from the trends in university departments. However, greater outreach to male students by faculty may result in larger numbers of male students enrolling. In addition, the recent offerings in WMN 15/ Art 2E (Women in Art) may generate interest among students who previously would not have considered taking a WMN course.	

<b>Summary of Planning Goals &amp; Action Plans</b>				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
<b>Department Operational Goals</b>	<b>College Strategic Initiatives</b>			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Increase success rates among Hispanic/Black students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand course offerings to include greater variety of courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with colleagues college-wide to cross-list or link more WMN courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase participation of male students in WMN courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
<b>Department Operational Goals</b>	<b>Activities</b>			
Increase success rates among Hispanic/Black students	Outreach with counselors about student preparation for classes; discuss course offering with Puente directors and faculty/advisors in Sister to Sister			
Expand course offerings to include greater variety of courses	Collaborate with faculty in American history to create a Women in American Culture class			
Collaborate with colleagues college-wide to cross-list or link more WMN courses	Encourage dialogue about courses which could be used in conjunction with the WMN major; discuss opportunities for team teaching			
Increase participation of male students in WMN courses	Inform and discuss recommendations for courses with counselors and others to encourage male student participation			
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as				

well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Communication with counselors	To provide information regarding courses, requirements, and encouragement for enrollment	

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	WMN courses are regularly offered as both face to face and online sections. Courses allow for a variety of different types of assessment, including in class exams, research papers, oral and written presentations, involvement in Women's History Month celebrations, and other campus activities.
2. How does your curriculum respond to changing community, student, and employer needs?	WMN curriculum is among the most dynamic offered at the college; the constantly changing roles of women in society (both domestically and internationally) require its faculty to be consistently updating curriculum and course materials.
3. How does your curriculum support the needs of other certificates or majors?	WMN classes provide potential support courses for sociology, psychology, communications, art, and history majors, as well as providing core general education courses.
4. Do your courses for the major align with transfer institutions?	Yes, the major core courses all align with transfer institutions.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Currently most WMN courses have an advisory of Eng 1A/ESL 25/26. In some cases (WMN 5, for example), a prerequisite might be more appropriate and might keep underprepared students from enrolling in the course; however, a change to a prerequisite from an advisory would dramatically impact enrollment.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a> , <a href="#">course deactivation</a> , updated <a href="#">prerequisites</a> , <a href="#">cross-listed courses</a> , measuring <a href="#">student learning outcomes</a> , <a href="#">curriculum sheets</a> , <a href="#">certificates</a> and <a href="#">degrees</a> ).	Title 5 updates must be done on several courses. SLO assessment cycles are continuing, with 100% of WMN courses having SLOs and assessments of the SLOs completed on 3 of the 4 core courses. Remaining support courses and the remaining core course will have SLOs assessment done as soon as the courses are taught again.
7. Does your program offer <a href="#">distance education</a> courses?	Yes.

<p>8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.</p>	<p>Effective student contact is provided in several ways. Weekly announcements are sent out through the ETUDES site to remind students of assignments, discussion topics, or other relevant information. All WMN course syllabi have the length of time that it will take the course instructor to respond to students (usually a maximum of 24 hours during the week). All WMN online classes use the discussion area of the ETUDES site to encourage participation and provide the students a venue for discussion and debate.</p>	
<p>9. If you offer <b>distance education</b> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.</p>	<p>Students are encouraged to form study groups between themselves to prepare for examinations and quizzes. Students are also instructed to contact each other if they forget to download lectures during the time they are available, leading to connections and interactions between students.</p>	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
<p>10. What <b>college skills</b> should a student have before entering your program?</p>		
<p>11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).</p>		
<p>12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?</p>		
<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>		
<i>Program Mapping</i>		
<p>14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.</p>	NA	
<p>15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.</p>	NA	

16. If applicable, describe any <b>capstone course, signature assignment</b> (project, <b>service learning</b> , portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	NA	
<i>Course Scheduling &amp; Consistency</i>		
17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b> , <b>afternoon</b> , and <b>evening</b> classes, as well as Friday, <b>Weekend</b> , and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.	WMN courses do well both in the mornings and the afternoons, although later afternoon courses see less consistent enrollment. While in the past WMN courses in the evening have done well, a dearth of faculty able to teach these courses combined with the success of online sections has led to the dean of BSS not scheduling evening sections. Distant education sections consistently fill before the start of the quarter. Non-standard times might work, were there qualified faculty able to teach during those times.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The courses required for a major in WMN are spaced out appropriately, with one course or two of the core courses offered each quarter and support courses offered every quarter. One of the potential barriers is due to the interdisciplinary nature of the WMN major; were a division (such as language arts) to discontinue scheduling courses that count towards support for the major, students might have a more difficult time graduating in the major.	
19. How does the department determine that classes are taught consistently with the <b>course outline of record</b> ?	Administrative evaluations (done on behalf of the dean by the department chair) ensure that the course outline of record is being followed. Evaluations of the two primary adjunct faculty members were done in the 2008-9 year and both were found to be following the course outline of record.	
<b>Summary of Planning Goals and Action Plans</b>		
20. What are your goals with respect to curriculum and how will those goals be measured?	The primary goals of the WMN program are to increase awareness of the roles of women within society and culture and to educate students about these roles both in a historical and contemporary context.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
<p>1. Be sure and complete your <b>course-level student learning outcomes</b> assessment for each course through the C3MS system.</p> <p>2. <b>Program Learning Outcomes</b> in this section will be updated annually and posted on the <a href="#">Learning Outcomes</a> webpage.</p>			
<p>• <b>Intended Program Outcome 1:</b> Identify connections between specific people, groups, events and ideas and larger sociological, psychological, historical and gender studies specific themes, developments and topics.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer X	Workforce <input type="checkbox"/>
Relationship to Institutional Learning Outcomes • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i>	Means of Assessment/Criteria for Success  <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011  <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011  <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
Communication, Community and Global Consciousness, and Critical Thinking	Students will successfully complete assignments and projects in the core courses which demonstrate an understanding of the connections and themes within the field of Women's Studies. These may include portfolios in WMN 15, final oral presentations in COMM 10, and research work in WMN 5, 11, and 21.	Benchmark of 80% successful pass rate on each assignment/project expected, to be evaluated Fall 2011	To be evaluated Fall 2011
<p>• <b>Intended Program Outcome 2:</b> Critically analyze a variety of primary and secondary sources and draw valid sociological, psychological, historical, and gender studies interpretations from them.</p>			
This Program Learning Outcome meets the Core	Basic Skills <input type="checkbox"/>	Transfer X	Workforce <input type="checkbox"/>

College Mission of:	Means of Assessment/Criteria for Success	Summary of Data: October 2011	Use of Results: October 2011	
Relationship to Institutional Learning Outcomes • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i>	<i>What are the criteria for success?</i> <i>What tools will be used to establish and measure success?</i>	<i>Summarize the findings. How close were the results to the criteria for success?</i>	<i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>	
Communication, Community and Global Consciousness, and Critical Thinking	Students will successfully complete assignments and projects in the core courses which demonstrate an understanding of the interpretations and areas of studies found within the field of Women's Studies. These may include portfolios in WMN 15, final oral presentations in COMM 10, and research work in WMN 5, 11, and 21.	Benchmark of 80% successful pass rate on each assignment/project expected, to be evaluated Fall 2011	To be evaluated Fall 2011	

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Faculty in the WMN department are active participants in the planning and events of the Women's History Month celebration, held each March on the Foothill campus. Faculty within the department provide context for the theme of each year's celebration, participate in activities, serve as the faculty co-chairs, and offer course credit to students participating in the events.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Upon suggestion by and agreement with the communication faculty, the WMN faculty included COMM 10 as a core course within the major. In the summer of 2009, WMN 15 (Women in Art) was offered as a cross-listed course (with ART 2E) for the first time in nearly 8 years. Psychology and sociology faculty are in consistent contact with the WMN faculty about WMN 21, which is cross-listed with those two departments.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Our faculty continue to reach out to the community, engaging in activities such as political discussions (part of a 2008 panel for Women's History Month), encouraging internships, and working with schools (including the Presentation High School Lantern League, which provides assistance for women's programs through the county of Santa Clara).
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	NA; very few high schools offer WMN courses.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	This has not been a priority in the past, but given the recent de-articulation of WMN 15 by a private college, the department chair and faculty will be working with the articulation officer at Foothill College to ensure that courses align with offerings at the various transfer institutions. Additionally, the creation of a Women in American Cultures class will bring the Foothill program closer to its lower

		division counterparts across the state.	
<b>Summary of Planning Goals and Action Plans</b>			
6. What are your goals with respect to departmental engagement and how will those goals be measured?		Involving more faculty in WMN, and ensuring that the adjunct faculty are involved in SLOAC and other areas of planning are crucial for the success of WMN. In order to do so, the department chair keeps in regular contact with the adjunct faculty and offers assistance whenever appropriate.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

## VI. Professional Development

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Adjunct faculty have attended a range of conferences (including international conferences) on women and WMN. Faculty have also participated in panels on women in politics, and collaborated with WMN colleagues from De Anza to offer a course in WMN while teaching in the campus abroad program.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Limited venues exist by which to share these experiences, although attendance at the women in politics panel in 2008 was quite significant, no doubt in part due to the issues surrounding women in the presidential election of that year.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty have discussed materials gathered at conferences that would supplement their current materials and current assignments in classes. Faculty keep current on trends and information within the area of WMN by attending conferences and breakouts as well as retaining subscriptions (both hard copy and online) of the major WMN journals.	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	NA	
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	There are no specific unmet or upcoming needs, although conference attendance is always encouraged and can be usually met through travel and conference funds.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	Continued attendance at professional conferences and involvement in statewide and national discussions on gender and WMN programs	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative</b>

## VI. Professional Development

**and/or supports student learning.**

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   No	
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   No	
7. Are general tutorial services adequate?	Yes   No	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   No	
9. Do students have access to and can they effectively use appropriate <b>information resources</b> ?	Yes   No	Students have access to these sources, but not all of them are able to use the appropriate information effectively.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   No	At the current time the answer is yes; after June 30, 2010, given the impending budget cuts, that answer may need to be changed.
Marketing & Outreach		

11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	Marketing does a solid job of advertising WMN classes; the cohort of students taking these courses tends to be small (approximately 250 students each year). Marketing of the Women's History Month celebration is consistently well done and reaches not only the campus community but the community at large as well.
12. What impact does the college or departmental website have on marketing your program?	The departmental website has led students to contact the department chair about offerings but could be updated to include more information.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	No
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Greater visibility prior to Women's History Month might lead more students to enroll in WMN courses in the spring quarter following the celebrations.
<i>Programs, clubs, organizations, and special activities for students</i>	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Women's History Month is not only for students involved in WMN, but many of the students do overlap.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Divisional awards in WMN are given annually to students who demonstrate academic excellence in the program.
<b>Summary of Planning Goals and Action Plans</b>	
17. What are your goals with respect to support services and how will those goals be measured?	NA
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning</b> .
Identified Resource	Purpose

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	No
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	NA
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	NA
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	NA
5. What is the projected average percentage of salary increase in 2 years? 4 years?	NA
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	NA
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	NA

11. How does this program prepare students for competitive employment?	WMN courses challenge students to develop critical thinking and analytical skills, and to become cognizant of cultural differences	
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	NA	
13. List the dates and number of members attending of your most recent advisory board meetings.	NA	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	NA	
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No	
16. What is the program's accreditation status?	NA	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	NA	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	NA	
19. What indicators does your program use to determine success of our students after completion?	NA	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	NA	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	NA	

22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, all issues have been addressed in the action plans.	
<b>Summary of Planning Goals and Action Plans</b>		
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?	NA	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your <a href="#">PT/FT ratio</a> impact the program?	Yes, although demand is not sufficient to warrant the hiring of a full time faculty member in WMN.
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	Continued reassigned time of the department chair (also in the history department as well as Academic Senate president); potential departure of adjuncts if full time employment in one of their fields becomes available.
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	NA
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes
5. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	ETUDES currently meets the necessary requirements for the nature and objectives of the courses offered in WMN. If these course offerings expand, additional technologies may be necessary, although for the foreseeable future the current Course Management system will continue to meet requirements.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	

7. Are your facilities accessible to students with disabilities?	Yes	
8. List needs for upgrades for existing spaces	NA	
9. List any new spaces that are needed	NA	
10. Identify any long-term maintenance needs.	NA	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes	
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Yes	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	NA	
15. Are there ways to use existing funds differently within your department to meet changing needs?	No	
<b>Summary of Planning Goals and Action Plans</b>		
16. What are your goals with respect to resource planning and how will those goals be measured?	A and B budget allocations are currently sufficient for this program; maintaining 1320 monies and ensuring adequate adjunct faculty hiring is the main goal at this time.	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Increase students graduating and/or transferring in WMN	NA	All SLOs/PLOs	Transfer
Increase male students taking WMN classes	NA	All SLOs/PLOs	Transfer

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Increase in students transferring in WMN	Involvement in the C-ID project may require funds for travel to meetings	All listed SLOs/PLOs	Transfer
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	