FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

Table of Contents

I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Computers and Software Training (CAST) Department: Interactive & Multimedia Technologies program Verley O'Neal, Peter Barling, Tim Parkhurst, Jacky Hood, Mimi Will, and Judy Baker.
2. State the program's mission. If you don't have one, create one.	**The mission is to develop and provide state-of-the-art, high quality, instruction in Computer Productivity Applications and in Interactive and Multimedia Technology as well as prepare students to acquire computer skills business industry, business, education, entertainment, and telecommunications.** Objectives: ▪ Teach computer productivity applications for entry-level job skills and professional advancement ▪ To teach Interactive multimedia ▪ Training for entry-level positions ▪ Computer life-long learning CAST places a high priority on enabling learning for diverse student populations with limited resources. In addition, CAST provides students with comprehensive training and skills development necessary for acquiring expertise with the Microsoft Office suite of business productivity programs and the Adobe suite of graphics and interactive multimedia programs. This training and skills help provide students with sustainable competitive advantage in the increasingly tight labor market.

I. Department/Program Mission

3. Explain how the program/department mission is aligned with the college mission?	The Department seeks to provide a comprehensive training and skills development via CAST programs that prepare students to transfer to four-year colleges and universities, prepare students to enter the work force for the first time, and prepare students seeking career advancement. Programs help facilitate California economic growth and global competitiveness through education, training and services that contribute to continuous workforce improvement in the computer and information technology industry. CAST programs provide students greater access to education with options that include classroom, hybrid and online instruction. For students who do not own their own computer or who do not have the most current version of the software, on-campus labs are provided for students to access the most current release of the application software. Students preparing to transfer to four-year colleges and universities, students preparing to enter the work force for the first time, and students seeking job enhancement skills and basic computer and information literacy are served by the CAST programs.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 9 am Closed for Lunch: No ☐ or Yes ☒ If yes, when: 12 – 1 pm Our offices closed at: 5 pm

2. What types of classes do you offer, at what locations, and at what times?	Times offered: ☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☒Evening (4PM-10PM)	Locations offered: ☒FH Main Campus ☒Middlefield ☐Off campus	Types Offered: ☒In Person ☒Hybrid ☒Distance	Status Offered: ☒Credit ☐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
Computer Information Systems	0	7	Prepare and deliver lectures, develop curriculum, participate in shared governance. The Department is comprised entirely of part-time instructors

Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean	1		Provide division leadership, manage budgets, facilitate curriculum processes, supervise staff, assist students/faculty/staff, and coordinate program activities and oversight.

Administrative Assistant	1		Position currently filled through an "out-of-class" assignment, which ends in December. Div. Admin supports 3 distinct functions: CTIS, Apprenticeship, and COOP. Coordinate the day-to-day operations of the office, interacts with the public, students, administrators, faculty and staff. Monitors division budgets and fiscal management process.	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	In the 06/07 fiscal year, student enrollment (grades) was 962 and WSCH was 4,658 with a productivity of 504. In 07/08 fiscal year, student enrollment (grades) rose to 977 and WSCH was 6,421 with a productivity of 603. In 08/09 student enrollment (grades) dropped to 820 and WSCH was 5,232 with productivity of 752. It has become increasingly difficult to find and retain a sufficient number of qualified part-time faculty members to support current program growth and demands. It has taken several years to build program quality and reputation. CTIS Enrollment trends from 1997-2006 indicate that the CAST department represents 16 % of overall division enrollments. CAST courses are predominantly taught in an online modality. Online classes tend to start with large enrollments and then drop by commonly as much as 50%. The average class size runs from 30 to 50 at the beginning of the quarter and then drops to 15 to 25 by the end of the	

	fourth week of the quarter. Increasing student retention is a chief priority for the department.
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	In the 06/07 fiscal year, there was a retention rate of 78% and a success rate of 65%. In 07/08, there was a retention rate of 83% and success rate of 64%. The retention rate had increased by 13% and the success rate had dropped by 1%. In 08/09, there was a retention rate 80% (3% drop over previous year) and a success rate of 59% (5% drop over previous year). In 2007, there were 14 Associate's degrees and 15 Certificates (Awards<2 years) completions in the region for computer graphics. None were awarded by Foothill College. In 2007, there were 7 Certificates (Awards<2 years) completions in the region for computer software and media applications, other; none were awarded by Foothill. As regional data supports, degrees and certificates are not a priority for our students, given that course are tied to application-specific skill attainment. We have not been emphasizing to students the importance of working toward a certificate, but this could potentially be a big draw to enhance enrollments and retention.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	In comparing 2007/08 (total headcount 977) with 2008/09 (total head count 820), **retention increased** for White students by 2 percentage points; and Other by 7 percentage points. Student **retention decreased** for Asian students by 3 percentage points; for Black students by 20 percentage points; for Filipino students by 35 percentage points; for Hispanic students by 20 percentage points; for Pacific Islander students by 25 percentage points. **Black (58%) and Hispanic (55%) Ethnicity students seem to have a disproportionally lower percentage of student retention.** Percentage of **success increased** 1 percentage point for Pacific Islander students and 7 percentage points for Other. Percentage of **success decreased** 6 percentage points for

Asian students, 21 percentage points for Black students, 31 percentage points for Filipino students, 17 percentage points for Hispanic students. Percentage of **non-success decreased** for Hispanic students by 3 percentage points and 26 percentage points for Pacific Islander students. Percentage of **non-success increased** for Asian students by 2 percentage points, 1 percentage point for Black students, 15 percentage points for Filipino students, 5 percentage points for White students. **There are significant increases in non-success for Filipino students that need to be addressed.** Ethnic groups, other than Asian and White, are not well represented in current CAST Programs. Other underrepresented students include those with handicaps such as hearing impaired, visually impaired and physically impaired. These needs/challenges will require the establishment of specialized recruitment programs and teacher training programs to reach out to these underrepresented student populations. In order to better serve these underrepresented students, Instructors will need to be trained in the use of CCC Confer. The Division as a whole will be looking to better identify barriers opposing student success. We will be developing a survey instrument that will seek to identify challenges, needs, and opportunities in raising student success and retention.

The proposed CAST-CTE program is a curriculum based solution to addressing the above described needs and challenges. Additionally, instructors will need to be trained in the use of CCC Confer.

7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	In 2006/07 fiscal year, Full-time FTEF was 0.88 and PT/Overload was 1.62. In 2007/08 fiscal year, Full-time FTEF was 0.82 and PT/Overload was 3.16 (which directly correlated with significant enrollment and WSCH gains for that year). In 2008/09, Full-time FTEF was 0.00 and PT/Overload was 2.09. The drop in FTEF for 2008/09 was 34%. There is zero

reassigned time in this department. The Department has no full-time faculty members.

Traditionally, CAST included 1 full-time faculty member and 7 Adjunct faculty. The department currently has a full-time faculty who teaches 1/3 load in the department. Other full-timers can assume some of their load in CAST.

In order to increase enrollments in CAST programs, additional staff will need to be hired to cover a broader range of classes including specialty advanced classes. The CAST department is a core department in which students come specifically to Foothill to learn computer applications and tools. CAST courses support multiple academic programs and career paths. In addition, interactive and multimedia technologies are closely interrelated with both COIN and CIS programs. The program is experiencing significant growth given rising industry demands for application-specific skills (i.e., Adobe Flash, Illustrator, Photoshop, MS Office, AutoCAD, Cascading Style Sheets, etc.). However, due to the absence of a full-time faculty member and challenges in recruiting enough new part-time faculty, the Department has suffered a significant loss of WSCH due to this vacancy. The CAST department is not currently staffed to keep up with program demand. As an example, in order for the AutoCAD Design Institute to grow, additional instructors will be needed to teach the CAST64A (Inventor), CAST65A Architectural, and CAST66A Civil 3D classes. Advanced level classes in CAST093A, CAST104A, CAST107D and CAST109F will also require additional staff.

8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	In the 06/07 fiscal year, distance education student enrollment (grades) was 763 and WSCH was 3,364 with a productivity of 473. In the 07/08 fiscal year, distance education student enrollment (grades) increased to 812 and WSCH was 5,447 with a productivity of 596. In the 08/09 fiscal

	year, distance education student enrollment (grades) decreased to 758 and WSCH decreased to 4,851 with productivity increasing to 774. In 06/07, retention was 79%. In 07/08, retention rose to 83%. In 08/09, retention decreased to 80%. Student success for 06/07 was 67%; in 07/08, the success rate decreased to 64%. In 08/09, the success rate continued to drop to 59%. As mentioned previously, CAST courses are predominantly taught in an online modality.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	CAST students are primarily vocational, and fall into one of three categories: ▪ Working adults wishing to upgrade their career skills. There are greater opportunities for new workforce certifications to better serve this population as federal and state programs emerge. ▪ Continuing education students who are coming to the school to learn a specific application. They will come, stay for a quarter or two, and then leave. ▪ Working and transfer students wishing to improve their application skills as they pursue certificates and/or additional AS degrees. Software manufacturers continue to release newer versions of their software so it is a constant challenge for the Division to keep pace with industry. There are also issues with the need to upgrade the current hardware to handle the new software. From an industry perspective there were 129,667 occupational jobs including computer and information systems managers, computer operators, data entry keyers, and multi-media and graphic designers. The workforce is anticipated to grow 36% by 2019, which represents 47,275 new jobs. It is currently estimated that annual job openings are 5,599. (Source: EMSI Complete Employment – 3rd quarter

	2009).
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	As mentioned previously, the CAST department is primarily vocational in nature. There are several opportunities to develop new workforce-related course and certificate programs. This department is well positioned to partner with external agencies such as Workforce Investment Boards (Nova, Work2Future) to provide critical, high-demand training for both displaced workers and other working adults.

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Retire outdated curricula and create new relevant courses.	☒	☐	☐	☒
Improve our ability to meet current and future industry demands.	☐	☒	☐	☐
Establish strong career and academic pathways.	☒	☐	☒	☐
Identify problem areas for underrepresented populations.	☐	☒	☐	☐

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Retire outdated curricula and create new relevant courses.	Retired several courses in Fall 09. Will continue to review active courses and their standing with industry and program goals.	
Improve our ability to meet current and future industry demands.	Work closely with Advisory Committee, as well as, follow industry trends as reflected in workforce research.	
Establish strong career and academic pathways.	Scheduling better sequence offering for degrees and certificates so that online students can complete curricula online	

	and evening students can complete curricula in evenings.	
Identify problem areas for underrepresented populations.	The Division shall develop a survey to solicit feedback on student challenges and barriers.	

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 **supports one or more college strategic initiative and/or supports student learning.**

III. Curriculum

Curriculum Overview

1. How does your curriculum address the needs of diverse learners?	Students are provided with three different methods of learning CAST curriculum: classroom, hybrid and online in order to accommodate different learning styles. In addition, lab aides are available to assist students in open labs on campus and through telephone or online technical support. Our curriculum offers different levels, speeds, and intensity of courses and different levels of complexity. We offer delivery for different learning styles such as visual, auditory, kinesthetic, etc. Students can choose between day and/or night classes and online classes, which helps students overcome differing learning challenges.

2. How does your curriculum respond to changing community, student, and employer needs?	Curriculum review is an ongoing process that insures, through surveys and verbal/written feedback, that the needs of the community, students and employers are met. Industry Advisory committee, closer relationship with the trades. Closure relationships with a business association (ISME). Specialized workforce certificates.
3. How does your curriculum support the needs of other certificates or majors?	Computer literacy and critical thinking. Most students, regardless of major, need computer skills in order to insure their competitiveness in the workplace. Students not working toward MOS Certification can benefit from the Orientation/Introduction Curriculum and the Intermediate Curriculum without having to prepare for the MOS Certification exams. Our application courses support students from a wide variety of skill levels.
4. Do your courses for the major align with transfer institutions?	CAST Program classes (100 and above) are not transferrable classes.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	There are no pre-requisites for any CAST Program classes. CAST Program classes have advisory courses or their equivalents listed.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	COR development is ongoing, both in new courses and updating existing courses, often. Curriculum sheets and course outlines are not current and must be updated!
7. Does your program offer distance education courses?	Yes
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Faculty participate in online discussions and respond to email and private messages in a timely manner. Because of this, students do not have to wait for faculty office hours for individualized attention.
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Online discussions enable students to actively participate with other students. Several CIS courses also encourage or require group work for class projects.
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	

Foothill College Program Planning & Review

10. What college skills should a student have before entering your program?	Reading, writing, critical thinking and ability to communicate with basic English language skills. Some programs within our department require established computer literacy, with exception of programs designed for computer literacy. Basic understanding of computers (computer literacy) including logging on, file management, e-mail account, and efficient use of the Internet.
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	For the majority of our courses, MATH and ENGL placement will help students in identifying their foundation skills that will help in computer courses. We find that many 'adult learners' are not necessarily native speakers, and often struggle in reading and interpreting written directions (distance education).
12. In what ways are you addressing the needs of the college skills students in your program?	Pacing of the course, encouraging student collaboration and group activity, one-on-one instructor/student interaction.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We have several courses that are cross-listed with other disciplines, including math and business. Faculty participate in several campus committees: Academic Senate, Curriculum, PARC, etc.
Program Mapping	
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.	Our courses tend to be application-specific. Course sequencing is designated by alpha (e.g. CAST 52A followed by 52B, etc.).
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.	By definition there are few course sequences. We would like to encourage cross-pollination with other divisions where applications courses would enhance student learning and success.
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	The Certificate of Completion and/or passing of the MOS Certification Exams would demonstrate knowledge, skills, and abilities indicating successful program completion. By definition, no capstones.
Course Scheduling & Consistency	

17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	If CAST Program courses are broken down into individual topics/learning modules of short duration (2-4 hours), then non-standard times may prove beneficial to students and act as enrollment generators; for example, a two-hour class on generating and using Excel Pivot Tables. This class could be taught either in the classroom or online using CCC Confer. Given the nature of our discipline, most of our classes are offered online. Schedule volatility is inherent with teaching applications. We have been very responsive to adjusting to a shifting student demand.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? 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.	Since CAST Programs use only advisory listings instead of prerequisites, there is no appropriate sequence. Given population diversity and economic uncertainty, we continually adjust our schedule based upon community feedback. We offer courses that increase in complexity from fall to spring schedules.
19. How does the department determine that classes are taught consistently with the course outline of record?	Online course evaluations are available to students and the course syllabus is submitted to the Dean each quarter. The course syllabus follows the course outline. Instructor evaluations are also used to observe content alignment.
Summary of Planning Goals and Action Plans	

20. What are your goals with respect to curriculum and how will those goals be measured?	Develop a CAST Training Cycle similar to the sample CNET Training Cycle. The training cycle should include tracks for Completion Certificates and MOUS Certification. To develop a comprehensive training cycle that prepares students to transfer to four-year colleges and universities, to enter the workforce, or to foster career enhancement. Success will be measured by the number of students who enter the training cycle as compared to the % of students who complete the training cycle and move on to one of the three alternative tracks mentioned above. Success can also be measured by the number of students, as a percent of those entering the training cycle, who earn Certificate of Completion and MOUS Certifications.

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 **supports one or more college strategic initiative and/or supports student learning.**

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.

2. **Program Learning Outcomes** in this section will be updated annually and posted on the Learning Outcomes webpage.

• Intended Program Outcome 1: *What will the student think, feel, know or be able to do as a result of this educational experience.*
A successful student in this program will demonstrate proficiency using basic interactive and multimedia applications and technologies.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce **X**
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *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?*
• Communication • Computation • Critical Thinking • Community and Global Consciousness	Performance on assigned projects and exams; For example, in CAST 93A Effective PowerPoint, each student will organize and present an interactive and multimedia presentation on a topic of each student's choice but reflective of classmates interests and expectations about the topic.	to be done Fall 2011	to be done Fall 2011

• Intended Program Outcome 2: *What will the student think, feel, know or be able to do as a result of this educational experience.*
A successful student in this program will select and use appropriate interactive and multimedia design approaches, complete projects that communicate specific ideas in a coherent manner and communicate effectively via spoken word, print and media

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce **X**

Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *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?*	
• Communication • Computation • Critical Thinking • Community and Global Consciousness	Performance on assigned projects and exams; For example, in CAST 93A Effective PowerPoint, each student will organize and present an interactive and multimedia presentation on a topic of each students choice but reflective of classmates interests and expectations about the topic.	to be done Fall 2011	to be done Fall 2011	

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	There is no standing committee. Since CAST faculty are part-time, most interaction is conducted through the Division meetings.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Under the auspices of a President's Innovation grant, interdepartmental faculty collaborated on proposed courses in a CTE career and training curriculum.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	None.
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?	We have established preliminary contact with a local high school to align the AutoCAD curriculum. Much more work needs to be done in this area in order to enhance matriculation.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation	Not applicable.

agreements?		
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	We need to develop a CAST standing committee that includes all players to begin to build a departmental engagement process and to set attainable goals for the the next five years.	
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 **supports one or more college strategic initiative and/or supports student learning.**

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Some faculty upgrade skills by bringing my curriculum up-to-date with the latest release of the software. Others attend training sessions. Faculty have continued to upgrade Microsoft Office skills by bringing curriculum up-to-date with the latest release of Microsoft Office. Curriculum is based on Microsoft Office 2007 for the PC with Windows Vista and Microsoft Office 2008 for the Mac with Leopard 10.5.6 OS.
2. What opportunities does your department take to share professional development experiences with colleagues?	This is an area in which the department can improve upon. The Division shall host a Faculty Forum once a quarter, where CTIS faculty will be brought together to share professional development experiences, best practices, classroom management techniques, as well as, student retention strategies.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty members have used information presented at various conferences for new course development discussions.
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?	Increased Part-time faculty access to professional development opportunities would be extremely beneficial in developing new and innovative programs.
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.	Advanced classes in each of the MS Office 2007 classes would enhance the class offerings and attract additional enrollments. Problem – Technology programs come up quickly which does not align with college professional development approval process. Faculty must find time during the day or ad hoc to attend these conferences; some pay their own way to attend.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Maintaining instructor and curricular currency.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the	

VI. Professional Development

purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative 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**	The online bookstore ordering form needs considerable revision. There are also CD versions of several of our texts that are considerably less expensive, however have not been available in sufficient time and quantity. Bookstore interaction with students has been less than helpful by many of our students.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes | **No**	We need more computer labs; labs/classrooms have become increasingly impacted at key times (AM) by other non CTIS programs. Availability is a real issue.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes | **No**	Safari U - establishing eTextbooks for current course. We also need updated software licenses.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	Yes – computer labs are straightforward to maintain
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	Yes - computer labs are straightforward to maintain

6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes **| No**	CCC Confer needs to be implemented for all programs in order to increase access for students with disabilities. The process could also be used to enhance instruction across the CAST curriculum for classroom, hybrid and online classes.
7. Are general tutorial services adequate?	Yes | **No**	We have limited assistance for basic skills offered in our KCI/CTIS open. Online students have not access these on-campus resources.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes** | No	Yes
9. Do students have access to and can they effectively use appropriate information resources?	Yes | **No**	There are resources within the library and media center. However, online students typically do not use these resources. In addition, many students do not receive training on how to effectively use online technology.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | **No**	There are significant concerns that with on-going budget cuts support in this area will be impacted, although we could use more training in developing effective course materials rather than just CMS training.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Marketing requires more than a listing in the college catalog, class schedule and online schedule. The Heights, campus flyers, and presence on the new flat-screen displays around campus would help to increase awareness of CAST class offerings. A marketing expert should be used to develop eye-catching ads to attract new enrollments.
12. What impact does the college or departmental website have on marketing your program?		Since there is no counter on the CTIS web site, it is difficult make a judgment on the impact of the CTIS website.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		The Heights, campus flyers, and presence on the new flat screen displays around campus would help to increase awareness of CAST class offerings. A Marketing Expert should be used to develop eye-catching ads to attract new enrollments.

Foothill College Program Planning & Review

14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Outreach needs to be electronic – lightweight, fast, and interactive
Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Clubs are not currently being organized to tap students' interest in CAST classes.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	This is an area that can be improved. Scholarship opportunities exist that can be better utilized by our students.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	1.) The student lab aide positions need to be brought back to the CTIS Division labs so that students can get the needed tutorial assistance which is so vital for success. 2.) Autodesk Design Institute software needs to be purchased and installed in a lab so classes on those software programs can be offered to students. 3.) CTIS Instructors need to be trained on the use of CCC Confer in order to incorporate that teaching/learning tool across the broad range of CTIS Curriculum. 4.) CTIS should begin developing a model relationship with Adaptive Learning and Disabled Services to provide job training/skills development for students with special needs.

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.

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

VIII. Career and Technical Education Programs

Response to Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.	For example, MacroMedia Flash is the largest installed base worldwide for desktop interactive programs. Flash software skills are in high demand across a broad spectrum of careers. MS Office skills are in demand in most organizations around the world and at most levels within those organizations. MS Office skills are in demand in most organizations around the world and at most levels within those organizations. Students who obtain their MOUS Certifications are at a competitive advantage in the workplace. Autodesk has the largest install base worldwide than any other CAD Program. Autodesk software skills are in high demand across a broad spectrum of careers.
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?	Even in today's troubled economy, students who possess coursework and/or certificates in Flash and MS Office are in high demand in the workplace. Currently demand for trained Business IT professionals exceeds the available supply. However, the IT industry as whole is unpredictable. The industry is marked by cyclical changes that cannot be predicted. Even in today's troubled economy, students holding certificates in Autodesk software and MS Office are in high demand in the workplace.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	The job market for Flash software skills is growing and newly emerging with new software packages that streamline design/testing/production. The MS Office job market is also growing and newly emerging with new software being launched each year. The job market for Autodesk software skills is growing and newly emerging with new software packages that streamline design/testing/production. The MS Office job market is also growing and newly emerging with new software being launched each year.

4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Flash software jobs have starting salaries between $60K and $70K. MS Office software jobs have starting salaries between $30K and $40K. Autodesk software jobs have starting salaries between $60K and $70K. MS Office software jobs have starting salaries between $30K and $40K.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	2 years: 4-6% 5 years: 8-10%
Response to Program Credibility/Viability	
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?	CAST courses are not easily articulated given the heavy application-driven focus. The primary goal of these courses and certificates is to enhance the skills and immediate employability of a transitioning workforce. Advanced degrees are not desired but not necessary.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Not Applicable.
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?	Yes. Entry level courses help novices. Although novices can matriculate though the program, existing employed students tend to benefit more from the curriculum. Several of our students are currently employed within the industry. Many are here for the expressed purpose in gaining new skills to enhance their professional growth and development. Course offerings provide a range from entry-level employment, retraining, to highly specialized skills (e.g., Flash, Adobe Illustrator, etc.)
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	In development. This is an area that the department had begun discussing prior to the recent economic crisis. Currently, many of our students are working professionals who are seeking basic skills development.

Foothill College Program Planning & Review

11. How does this program prepare students for competitive employment?	Currency in software versions and new techniques.
Advisory Board	
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.	Board Members include: Peter Kellner, John Feigle (IT Director at InfoLink), Albert Chen, (Cogswell College), William Luciw, (independent consultant Viewpoint West Partners), Wesley Chun, (Python software engineer at Google), Peter Kellner (independent consultant), and Kathy Alberts (E-meter). **Peter Kellner** - founded 73rd Street Associates in 1990, where he successfully delivered systems for university clinic scheduling, insurance company management, and a turnkey physician office management to more than 500 customers nationwide. Peter is also the founder of the Silicon Valley Code Camp, a free annual conference that draws developers from around the world to discuss, share, and explore new technologies and developmental approaches. Among the technologies he currently is involved with are ASP.NET, Silverlight, Oracle, Java, VOiP, and,SQL Server.
13. List the dates and number of members attending of your most recent advisory board meetings.	The CTIS Advisory Board meets quarterly. The last meeting was held during the Fall 2010 quarter, December 10, 2010. **Members Present:** Elaine Haight (CTIS Instructor), Jerry Cellilo (CTIS Counselor & Instructor), Mike Murphy (CTIS Instructor), Zarmina Razzaqui (CTIS Division Admin Assistant), Judy Baker (CTIS Division Dean), Peter Kellner, John Feigle (IT Director at InfoLink), Albert Chen, (Cogswell College), William Luciw, (independent consultant Viewpoint West Partners), Wesley Chun, (Python software engineer at Google), Peter Kellner (independent consultant), Kathy Alberts (E-meter)
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?	None.
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No

16. What is the program's accreditation status?	N/A
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.	N/A
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A
19. What indicators does your program use to determine success of our students after completion?	N/A
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	N/A
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	N/A
Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Institutions of higher education have a social obligation to offer individuals an opportunity to improve their lives through better education. It is essential that despite current economic conditions, we find creative and innovative means to increase **access and awareness** so that underserved populations have the ability to begin a path of self-improvement. In addition to raising access and awareness, we must endeavor to remove all possible barriers that stand in the way of student success and persistence.

Multiple studies have shown that an institution's constant pursuit of **excellence in teaching and learning** has a tremendous positive effect upon student success and persistence. The development of clear strategic objectives that guide institutional objectives can lead to better program development and student learning outcomes. In addition to clear learning outcomes, there is significant research that observes students' early and frequent interaction with institutional faculty and staff can lead to higher retention levels. High levels of interaction lead to greater feeling of academic competence along with an improved sense of self-efficacy. All operations should be grounded in this philosophy.

The development of **workforce readiness and communication** is fundamental need in order to improve our community. When students enter or re-enter the workforce, their newly acquired skills make them more productive, while enhancing their individual earning potential and fueling local economic growth.

In order to improve and promote **program effectiveness, planning and assessment –** it is necessary to seek ways to identify, collect, and evaluate meaningful data that could lead to improved instruction and higher academic quality. We will work closely with the Office of Curriculum and Instruction to identify existing (and new) data sources that might be utilized for better program development and decision making.

From a project management perspective, we shall endeavor to (1) improve institutional methods of identification, servicing, and progress tracking for career technical education students; (2) improve career and academic counseling resources for CTE students focusing on student program selection and student retention; (3) research and implement an ePortfolio system for CTE student career planning and workforce preparation;

	(4) create a scalable, multidisciplinary Workforce Literacy Skills Program; (5) create a new model for inter-organizational CTE resource and service coordination; and (6) create a new pathways model for internship and job placement opportunities leading to higher wage and high demand areas.

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 **supports one or more college strategic initiative and/or supports student learning.**

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. How does your PT/FT ratio impact the program?	Negatively. At present, we have no full time faculty to lead the Department. We need more PT and FT instructors hired to supplement the existing staff and to be able to offer additional curriculum, including advanced level classes.

2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The long-term plan will be to utilize a new CIS faculty member to lead the CAST department (refer to CIS program plan). The growing job demand in the Silicon valley requires that we find a well-rounded and fresh talent that understands the newest innovations in software engineering, computer science, and information technology. In the short term, we shall leverage existing faculty, as well as, recruit targeted part-time faculty positions. Professional development activities are needed for instructors to advance/expand their knowledge of subject matter in order to create new and advanced classes. This could be accomplished through paid internships and opportunities to enroll in classes that would provide advanced learning/teaching experiences. The cost of the professional development should be covered by the College or the Division and seen as an incentive for the instructors and as an investment in providing quality education to our students.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	A staff person with advanced expertise in MS Office to assist in the CTIS Open Labs would be helpful. Instructors need to be continuously upgrading their skills in the Autodesk software and MS Office software. Taking classes and attending seminars subsidized by the CTIS Division would be the most effective way to meet our professional development needs.
Technology and Equipment	

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	**No.** Budget is always needed for hardware and software upgrades. 42 computers were replaced in our Microsoft lab (4306) in February 2007. Most of our other computers are towards the end of their durable lifecycle and are becoming quite obsolete. The machines are very much in need of replacement. We will need to refresh labs 4202, 4203, 4223, 4305, 4306, 4308, and 4309, and the KCI open lab. Currently we have Measure C funding allocated for these labs. Refreshing these labs is a high priority, not only for CTIS, but also in supporting numerous other divisions that have been increasing their use of these resources. Although begun several years ago, multimedia upgrades for rooms in buildings 4200 and 4300 have not been completed. We are currently creating a technology planning document that will identify specific system needs, requirements, and priorities. The recent installation of WiFi in 4200 and 4300 will be a great help. Software updates are also needed to take place on a regular basis. CTIS has improved costs in these areas by implementing several years ago a license distribution method which allows us to put software on all machines, but only pay for a much smaller number of copies, which are then available on a first-come-first served basis to end users. We have also been able to continue taking advantage of less expensive upgrades through educational discount programs. We spend upwards of $20,000 per year to keep pace with the constant need for licenses and upgrades.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	**No.** The division as a whole has been and will continue to be looking to better identify barriers opposing student success.
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.	Yes.
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** 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.

- **Instructional Equipment and Supplies:** 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.

- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.

- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
7. Are your facilities accessible to students with disabilities?	**Yes**
8. List needs for upgrades for existing spaces	**N/A**
9. List any new spaces that are needed	**N/A**
10. Identify any long-term maintenance needs.	Standard building maintenance and repair including student desks/chairs, carpets, paint, and doorway equipment is continually needed. There is a particular problem with the doors in that through age and use, people must "slam" the door in order to secure the lock.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes – current facilities are adequate to support the program.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes – software technicians respond to trouble tickets and request for maintenance in a timely fashion.
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. Continually declining B budgets have raised many challenges in maintaining quality operations and services by the division. We have been also to leverage community donations of hardware to offset our expenditures. Staff have also been very frugal in finding low-cost solutions for our continual maintenance and repair needs.

14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	We do not currently have the budget to supplement student learning through tutorial services. We would like to be able to recruit and pay specialized student tutors that would be able to support struggling students. Our inability to provide this essential support has limited the ability of putting access into action. As we receive students who are academically lesser prepared, attrition rates rise significantly.
15. Are there ways to use existing funds differently within your department to meet changing needs?	We are already utilizing cost saving strategies to their maximum and will continue to do so.

Summary of Planning Goals and Action Plans

16. What are your goals with respect to resource planning and how will those goals be measured?	As a result of this program review, departments will meet quarterly to discuss resource planning, prioritization, and use. Changes will be reflected in annual updates to the program review.

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 **supports one or more college strategic initiative and/or supports student learning.**

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

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

The mission is to develop and provide state-of-the-art, high quality, instruction in Computer Productivity Applications and in Interactive and Multimedia Technology as well as prepare students to acquire computer skills business industry, business, education, entertainment, and telecommunications.

Key Division Priorities:

- Access and awareness
- Excellence in teaching and learning

- Workforce readiness and communication
- Program effectiveness – planning and assessment

Key CAST Departmental Objectives: The CAST Department strives to create a student-centered learning environment that supports:

- Teach computer productivity applications for entry-level job skills and professional advancement
- To teach Interactive multimedia
- Training for entry-level positions
- Computer life-long learning

In order to meet these objectives, the Department shall:

- Maintain and enhance instructor and curricular currency.
- Identify and address factors influencing student drops and late Ws.
- Identify ways to encourage and increase certificate/degree program completion.
- Retire outdated curricula and create new relevant courses.
- Identify problem areas for underrepresented populations.
- Examine and address student equity issues in the areas of retention, success, and non-success.
- Establish strong career and academic pathways.
- Improve our ability to meet current and future industry demands.
- Continue strategic scheduling that supports certificate/degree completion.
- Increase our industry partnerships through, advisory committee, internships, and workforce program development.
- Expand the Career Pathway Program for high school students. As the budget improves, our goal is to reinstitute the program and offer at schools with higher underserved populations.
- Identify resources that would support the creation of a student peer tutoring service. In the areas of Adobe, AutoDesk, Microsoft Office, and computer literacy.
- Develop and implement "bridge" courses that could provide basic skills students with a viable path into professional computing careers.
- Improve institutional methods of identifying, servicing, and progress tracking for career technical education students.
- Improve career and academic counseling resources for CTE students focusing on student program selection and student retention.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Maintain and enhance	None.		Workforce

instructor and curricular currency.			

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> 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 our industry partnerships through, advisory committee, internships, and workforce program development.	None.		Workforce

Supervising Administrator Signature Judy Baker, Dean	*Completion Date 12/17/10*