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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>Health – prepared by Diane Hayes</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Health 5 class is to prepare students for employment in the Emergency Medical Services System, the pursuit of advanced certification in Emergency Medical Services (EMS) and/or personal life saving skills, by educating them in the basic knowledge and skills of how to save a life and/or reduce pain until more advance medical help arrives and takes over .</p> <p>The mission of Health 21 is to prepare the student in health related issues and/or transfer by educating them in concepts related to personal, family, and community health issues.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>The health classes provide access to outstanding educational opportunities for all our students through basic health related skills, career preparation, lifelong learning, or transfer. Our commitment to student success contributes to health related prosperity of the individual, community, state, and nation.</p>

II. Department and Program Description & Data				
1. What are your hours of operation?	<p>Our offices open at: Mon – Fri 7:30 am Closed for Lunch: No xx or Yes <input type="checkbox"/> If yes, when: Our offices closed at: Mon – Thurs 5:00 pm Friday 4:00 pm</p>			
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	Types Offerd; In person Distance	Status Offerd: 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 Instructor	2	3	teaching	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title Div Adm. Assistant – Main Campus	1	0	Support Division Dean/Programs	
Position Title Middlefield Campus Staff	6	0	Operations of Middlefield Campus	
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	
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4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?	Health Stats combine HLTH 21 and HLTH 5 – It would be more accurate and informative to separate the two courses as HLTH 5 has a higher student success rate and therefore the overall stats are skewed. Enrollment in all health courses has been increasing with 618 in 2006-07 to 834 in 2008-09.	
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?	<p>Success rates increased from 70% in 2007-08 to 76% in 2008-09 with a retention rate of 94% in 2008-09.</p> <p>Success rates are highest among Asian students 90%, Whites 84%, with blacks the lowest at 49%. Withdrawal rates among blacks are highest at 14% compared with 3% among Asians, and 6% among Whites.</p> <p>To answer the question of why these trends exist and the implications, I suggest a discussion at one of our division meetings.</p>	
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?	Trends show a wide disparity exists by ethnicity – to address this issue, I suggest a discussion at one of our division meetings.	
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?	WSCH has been steadily increasing, yet the FTEF has increased only slightly from 1.02 in 2007-08 to 1.15 in 2008-09. Therefore productivity has been steadily increasing.	
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.	Distance learning results are much in line with on campus classes, with the same retention rate of 94%, Asians experiencing the highest success rates with Pacific Islanders and Blacks having the lowest success rates.	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Foothill college statistics show that females have a slightly higher success rate than males with in class classes at 1% higher for females and Distance learning 3% higher for	

	females. There are age disparities with most success in the 35-39 age group for both Distance and on site classes and the lowest success rates among the youngest students 19 yrs less.	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Foothill statistics combine both HLTH 21 and HLTH 5, making the trends for each course unknown. These courses are very different and the student population is different. I suggest combined reporting of HLTH 21 and HLTH 5 with the addition of separate statistics for each course.	

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
Test English language skills to assess if students have sufficient comprehension.	XX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enroll appropriate students in remedial English courses.	XX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor students who enroll in remedial English course/s for success rates.	XX	<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"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
The college needs to implement a means for testing all students who enroll in Foothill college courses.	Test students for basis English language skills.			
Identify students who need remedial English.	Analyze student test results to identify those who are in need of remedial English.			
Mandatory enrollment in remedial English course/s.	Contact students for course enrollment in remedial English course/s.			
Data analysis of student success rates who have enrolled in remedial English courses.	Data analysis.			
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.	
College Staff	Conduct testing and data analysis		

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners ?	A variety of teaching methods, homework assignments, in class activities, and group work are incorporated in the curriculum.
2. How does your curriculum respond to changing community, student, and employer needs?	Curriculum is reviewed and updated for Title V and GE updates as required.
3. How does your curriculum support the needs of other certificates or majors?	Health 5 is a prerequisite for our EMT program. Skills and updates for HLTH 5 are coordinated with the American Red Cross. Health 21 satisfies the GE requirement for transfer and Associate degree at Foothill.
4. Do your courses for the major align with transfer institutions?	Health 21 is accepted by transfer institutions.
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	No prerequisites are required for enrollment in HLTH 5 or HLTH 21.
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).	HLTH 5 and HLTH 21 are in the process of Title V updates and GE review/update. HLTH 5 remains the prerequisite for our EMT program. All certificates issued for HLTH 5 are updated and in line with American Red Cross guidelines. SLOs are up to date.
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.	

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.	HLTH 21 has not been offered on-line since Fall 2008.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	Comprehension of the English language.	
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).	English comprehension remains a problem for some students.	
12. In what ways are you addressing the needs of the college skills students in your program?	They are referred to counseling, and advised to contact the ESL department.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	<p>The faculty member for HLTH 5 is in regular contact with EMT instructors. Any problems EMT instructors identify with student's understanding of fundamental course material is then corrected at the HLTH 5 level. Example: EMT students were having difficulty understanding how the heart circulates blood – I use more class time to teach this concept in HLTH 5 giving students a better fundamental understanding for EMT course material.</p> <p>Course material in HLTH 5 is coordinated with the American Red Cross allowing students to receive certifications.</p>	
<i>Program Mapping</i>		
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>There is no course sequence leading to HLTH 5 or HLTH 21. However, HLTH 5 is the prerequisites for our EMT program.</p> <p>Sequence: HLTH 5 – EMT 304 – EMT 305 - Paramedic</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.	HLTH 5 is exceptionally well aligned for success in EMT 304. Many students have reported to me that they have a very good foundation for EMT 304, after passing HLTH 5. Also, I am a graduate of our EMT program and have one year of training in our Paramedic program. Therefore, I understand the sequence/progression needed to pass EMT.	

<p>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?</p>	<p>HLTH 5 has extensive skills and cognitive testing in place. Students are checked off individually for skills and have written tests for cognitive understanding. Students must pass all skills testing and four written exams in order to receive certificates for the course. All testing must be passed at the 80% level to receive certificates.</p> <p>HLTH 21 has a minimum of three written tests and some classes engage in student discussions on personal improvement of health behaviors.</p>	
<i>Course Scheduling & Consistency</i>		
<p>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.</p>	<p>Health classes are scheduled in the morning, afternoon, and evening as well as Distant learning (HLTH 21 only), giving wide access to our courses.</p> <p>HLTH 5 was offered on Saturdays for approximately 3 years, but it has not been offered in about 4 years as this class had the lowest enrollment.</p> <p>To my knowledge, HLTH 21 has not been offered on a Saturday. I don't think it would be highly enrolled due to the fact we offer many times/days for this course and enrollment has been increasing.</p>	
<p>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.</p>	<p>HLTH 5 is the only sequence based course and success rate is very high, allowing students to enroll in EMT 304. One problem exists in that there is only one section of EMT 304, yet we have two HLTH 5 classes trying to enroll in the EMT program, as a result students get turned away due to seat count closure. Perhaps a Saturday section of EMT 304 would solve this situation, yet we need to ensure that an additional section would not drop enrollment in the existing EMT 304 section.</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>Course syllabi are correlated with curriculum/course outline of record.</p>	
Summary of Planning Goals and Action Plans		

20. What are your goals with respect to curriculum and how will those goals be measured?	Update Title V and GE requirements and submit to curriculum committee for approval.	
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.
Workshops on Title V and GE curriculum updates	Understanding of how to correctly prepare curriculum and updates.	This can be accomplished during division meetings, we have already had some workshops on these topics.

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
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.
Installed computer and camera projector are needed for instruction in our assigned classroom (B4) at Middlefield Campus.	Enhance instruction.	We must use the B4 classroom at Middlefield Campus as our equipment closet is in the rear of the room and we need access to the equipment.
Skeleton model	Basic instruction	Our skeleton model of many years is broken – replacement approximately \$900.00 – needed for visual aid.
Anatomy models, heart lungs, etc.	Basic instruction	Models needed for visual aids. Amount needed approximately \$2000.00.

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	ALL FULL TIME FACULTY IN THE BIOLOGY AND HEALTH DIVISION MUST ATTEND REGULAR DIVISION MEETINGS.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	HLTH 5 Instructor coordinates with EMT instructors and the Paramedic director/instructor. Often a representative of these programs comes to talk to the HLTH 5 class.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Health fairs, career fairs. Coordination with American Red Cross.	
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?	None that I know of.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	Instructors write curriculum and work with curriculum representatives to align courses with other institutions.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Attend division meetings and keep curriculum updated for approval. Continue communication with EMT instructors and Paramedic Director.	
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.	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning .	
Identified Resource	Purpose	
none		

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Workshops, conferences, in-service workshops.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Discussions at division meetings. I think we need additional ways to share experiences through workshops, in-services, and allotted time during our division meetings.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	We have presentations during division meetings. Our curriculum representatives have been instrumental in preparing instructors for curriculum development and updates.	
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?	Coming years: Explore the possibility of offering a course in Forensic Science, as there seems to be great interest in this field. Also explore offering a three part Health class: Section I Health Issues; Section II. Forensic Science Section III. Basic First Aid. We would have to find an instructor qualified to teach in the area of Forensic Science.	
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.	Health information is constantly changing, any workshops, conferences, or classes would be helpful in keeping up to date. Instructors to submit approval for conferences, if they choose. This should be voluntary. Workshops for faculty in computer use in the classroom would be helpful. College workshops or divisional workshops in this area would be helpful.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	I am going to a conference on Forensic Science in March 2010. I plan to use this knowledge in my HLTH 5 course as applicable. Instructors submit their choice, if any, of conferences or workshops for attendance.	
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

VI. Professional Development		
		supports one or more college strategic initiative and/or supports student learning.
Funding requests can go through the conference reimbursement process already in place.		
Faculty can use professional leave to attend conferences.		

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	Yes. Middlefield Campus is especially supportive and is eager to help instructors with any need they may have.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes No	Yes
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes No	Yes
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes No	Yes
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes No	Yes
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes No	Yes
7. Are general tutorial services adequate?	Yes No	Yes
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	Yes
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes No	HLTH 21 has not been offered on-line since Fall 2008.
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?	All of our classes are full, so I feel marketing is adequate.	

12. What impact does the college or departmental website have on marketing your program?	Students use online registration and online schedule for class offerings.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Not at this time, but in the future, should enrollments drop.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Speaking to groups, flyers/posters around campus, feature classes in the Heights.	
<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.	none	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Students receive six American Red Cross certificates upon completion of HLTH 5.	
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?	Continue to use support services on the Main Campus and at Middlefield Campus.	
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.
Support services are adequate at this time.		

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	HLTH 5 leads to our EMT program. After completion of the EMT program students can apply to ambulance companies for a job as an EMT.
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?	The job market for EMT changes and right now I understand there are about 30 jobs available locally, more statewide, and more nationwide.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	The market for EMTs goes up and down – currently it is increasing slightly, to my knowledge – this can better be answered by the EMT program director.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	HLTH 5 certificates may lead to minimum wage or slightly higher paid jobs.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Cost of living increases (?)
<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?	HLTH 5 is the prerequisite for our EMT program. HLTH 21 is transferable to a four year college or units used for our allied health programs, and satisfies Associate degree GE requirement.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	HLTH 21 is aligned with four-year institutions.

<p>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?</p>	<p>HLTH 5 must be kept updated and in compliance with American Red Cross guidelines. Red Cross provides mandatory updates and necessary course work for the instructor, if any. This course is current and meets all criteria in this question #8.</p> <p>HLTH 21 information is current and meets all criteria in this question (#8)</p> <p>Students receive the latest information in their field, through instruction in basic principles and theory, as well as application. Both courses are of sufficient rigor.</p>	
<p>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?</p>	<p>HLTH 5 provides the foundation for enrolling in our EMT program.</p> <p>HLTH 21 gives fundamentals of health for individual, family, and community health needs.</p>	
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>High school health.</p> <p>First aid or community CPR courses.</p>	
<p>11. How does this program prepare students for competitive employment?</p>	<p>Units for HLTH 21 qualify for transfer and GE requirements at Foothill.</p> <p>HLTH 5 is prerequisite for EMT 304.</p>	
<i>Advisory Board</i>		
<p>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.</p>	<p>American Red Cross (HLTH 5)</p>	
<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	<p>We do not have advisory board meetings for the two health classes HLTH 5 and HLTH 21 courses.</p>	

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?	American Red Cross sets the guidelines for receiving certificates.
<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?	
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.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	
19. What indicators does your program use to determine success of our students after completion?	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	
Summary of Planning Goals and Action Plans	

<p>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?</p>	<ol style="list-style-type: none"> 1. Curriculum will continue to meet Title V requirements, through mandatory updates. 2. Health 21 will continue to meet GE requirements, and go through division and college approval. 3. HTLH 5 will remain the prerequisite for EMT 304. 4. American Red Cross guidelines will be followed for HLTH 5. Instructors are required to keep certifications updated and this is checked by the Red Cross. 5. Instructors will remain current in their field. 	
<p>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.</p>		
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.
None		

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your PT/FT ratio impact the program?	The health classes are well staffed with one FTE totally in Health and another FTE partially completing his load in Health. Part time faculty pick up the remaining Health 21 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)	There is a strong possibility of two FTE faculty retiring within the next four years. If one FTE is replaced there would remain a need for part time instructors, if two FTEs were replaced, there would not be a need for part time instructors.
<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)	I do not anticipate change in classified staffing at this time, however, this could better be answered by the Division Dean.
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	An installed computer and document camera would help instruction at Middlefield Campus in room B4 for the HLTH 5 course. The main campus has adequate equipment.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Additional seat count classrooms would increase class enrollment for some of the HLTH 21 classes. The classrooms in the 8300 and 8400 buildings allow large classes, but these rooms are not always available.
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.	HLTH 21 has not been offered on-line since Fall 2008.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> 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. 		
<i>Facilities</i>		
7. Are your facilities accessible to students with disabilities?	Yes	
8. List needs for upgrades for existing spaces		
9. List any new spaces that are needed		
10. Identify any long-term maintenance needs.		
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.		A great problem at Middlefield Campus is that there isn't any air-conditioning in the classrooms making it a difficult learning and teaching environment.
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.		Models of the lungs, heart, brain, and liver would be helpful for classroom lectures.
15. Are there ways to use existing funds differently within your department to meet changing needs?		I do not know of any.
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?		I don't think I can change the fact that Middlefield Campus does not have air-conditioning. Scheduling rooms in the 8300 and 8400 building on the main campus is on a rotating basis. I will speak with administrators at Middlefield campus regarding installing a computer and document camera in room B4.
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 completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.
 1. Curriculum will continue to meet Title V requirements, through mandatory updates.
 2. Health 21 will continue to meet GE requirements, and go through division and college approval.
 3. HTLH 5 will remain the prerequisite for EMT 304.
 4. American Red Cross guidelines will be followed for HLTH 5. Instructors are required to keep certifications updated and this is checked by the Red Cross.
 5. Student Learning Outcomes will be completed as required.
 6. Instructors will remain current in their field.
 7. Explore the idea of offering a new course, "Introduction to Forensic Science".
 9. Continue to engage with EMT and Paramedic instructors for feed back on student success, changes in the field, and visits to the HLTH 5 class.
 10. Remain dedicated to the betterment and education of our students at Foothill College.

<ol style="list-style-type: none"> 2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section. 	<p>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, then list every current and upcoming resource need in each section above.</p>		
Resource	Purpose	Rationale	Estimated Cost

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>	
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