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

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	CRLP. Lily Adams, Jerry Celillo, Fatima Jinnah, Andrew Lee, Victoria Taketa, Cathy Denver
2. State the program's mission. If you don't have one, create one.	The Career Life and Planning Curriculum's mission is to enable students to develop concrete career and life plans that encompass their interests, values, and personality type while developing skills that can be used in an outside of the classroom.
3. Explain how the program/department mission is aligned with the college mission?	This goal is directly aligned with the college's goal of providing Career exploration.

II. Department and Program Description & Data

1. What are your hours of operation? Career Center 9-5pm Monday - Friday	Our offices open at: Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at:

2. What types of classes do you offer, at what locations, and at what times? We offer face to face and online classes.

Times offered:	Locations offered:	Types Offered:	Status Offered:
☒ Morning (6AM-12PM) ☐ Afternoon (12PM-4PM) ☐ Evening (4PM-10PM)	☒ FH Main Campus ☐ Middlefield ☐ Off campus	☒ In Person ☐ Hybrid ☒ Distance	☒ 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
Director, Counselor, Instructor	1	0	Develop and implement vision for Career Center, teach CRLP classes, provide career counseling.
Counselor, Instructor	4	0	Teach Career Classes and provide career counseling
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
Career Coordinator	1	0	Coordinate with Director to put on programs. Provide services like resume writing assistance to students.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	

Student Worker Positions	Hours per	Months per Year	Brief Description of duties

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	Week		
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Enrollment has been stable with a slight increase in students. We have an average class size of 27/30.
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?	Student success has also remained stable with an average success rate of 84%. Overall student retention has remained a stable 93%. Success rates among Blacks and Pacific Islanders are lower than the norm with a 68% and 69% success rate.

Our department may want to look at our teaching styles, research best practices in respect to teaching Black and Pacific Islander students, and incorporate some of those methods into our teaching. |
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?	White and Asian students make up the bulk of Career classes and their numbers have been steady. Hispanic students make up the next largest group of students. Their numbers have gone up slightly and make up approximately 20% of the students in Career Life Planning. The smallest group of underrepresented students, Black students, have increased.
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?	We have shown an increase in productivity over the last three years. CRLP classes are very popular and if we have more faculty teaching, I am sure we can fill each class.
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.	Our productivity has increased every year for the last three years. Our retention rates have also remained constant with a peak of 87% retention rate in '07-08. Success rates have hovered around 70%. These rates match the face to face courses.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	

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10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	

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
Identify if students would like additional classes at different time periods.	☐	X ☐	X ☐	☐
Persue alternative scheduling patterns	☐	X ☐	☐	☐
Research teaching methods that support retention for students of color	X ☐	X ☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
Identify if students would like additional classes at different time periods.	Put out a survey	
Pursue alternative scheduling patterns if a need arises	Ask faculty if they would like to teach evening classes. Perhaps ask part time faculty	
Research teaching methods that support retention for students of color	Read journal articles	

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.**
Money to attend conferences	To inform Career Counseling teachers about unique needs and concerns of	Sending career counselors to conferences supports student learning by providing them with innovative

Money to attend conferences	To inform Career Counseling teachers about unique needs and concerns of underrepresented students and how to create classroom experiences that support their	Sending career counselors to conferences supports student learning by providing them with innovative ideas and tools to implement in the classroom.	

III. Curriculum

Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	All faculty use a variety of teaching methods to include visual, auditory, kinesthetic, interpersonal, and intrapersonal learners. Examples include using powerpoints, handouts, youtube videos, small group discussions, class presentations, and individual assignments.
2. How does your curriculum respond to changing community, student, and employer needs?	Our faculty keep abreast of changes in the job market by reading the paper, attending conferences and trainings, and reading the latest journals. We incorporate this knowledge into our curriculum.
3. How does your curriculum support the needs of other certificates or majors?	CRLP 70 meets GE requirements for AA/AS degrees and CSU transfer.
4. Do your courses for the major align with transfer institutions?	We do not have a degree.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Our courses do not have prerequisites and that has worked well for our department.
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).	
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.	1. The discussion forum allows for public interaction between students and faculty, and students and other students. Publicly replying to posts helps spark the imagination of other students who read the remarks. 2. Online faculty make it very clear that should students have any questions or comments, they can ask questions by utilizing the "Any Questions" discussion forum. For more private questions or concerns, instructors provide clear instructions on how students can send a Private Message (PM) within the Course Management System. The bottom line is that many students do post questions in the public discussion forums as well as send PMs, all of which instructors respond to promptly. Such communication lines often lead to lengthy and engaging exchanges.
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.	From an instructor who teaches online: The best example is that I post weekly topics in the discussion forums to which students must each post their reaction. Then, students are required to respond to at least two of their classmates' reactions. This has consistently led to quality interaction among students.
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	We do not require prerequisites but a basic level of reading, writing, and critical thinking skills will help the student when researching careers and thinking strategically about his/her career goals.
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).	N/A
12. In what ways are you addressing the needs of the college skills students in your program?	N/A

13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	CRLP classes work closely with the Career Center. The Career Center works with campus faculty and outside professionals to bring in speakers and develop programs that will help Career Counseling students start thinking about different career paths, set realistic goals, and begin working toward those goals.
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.	CRLP 70 is a stand alone class. Students can take any number of CRLP classes to supplement their education. Popular classes are CRLP 71 Exploring Career Fields, CRLP 73 Effective Resume Writing or CRLP 78 Job search strategies.
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.	N/A
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 CRLP instructors all have some variation of a Career Action Plan where students identify their skills, interests, values and personality and tie it into a career.
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.	We offer morning and afternoon classes as well as online classes. We do not offer evening or weekend classes. Given faculty interest, it would be very possible and beneficial to over evening CRLP classes.
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.	CRLP classes, especially CRLP 70 are offered every quarter including summer. These classes are very popular and are always full.
19. How does the department determine that classes are taught consistently with the course outline of record?	We need to work on this.
Summary of Planning Goals and Action Plans	

20. What are your goals with respect to curriculum and how will those goals be measured?	Our goal is to develop a procedure or assessment to determine if classes are taught consistently within the course outline of record.	
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. Student Learning Outcomes		
Student Learning Outcome Assessment		
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.**		
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.		
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.**

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	We have a Career Team committee that meets twice a month to talk about Career classes and Career Center issues.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The Counseling department offers the Puente program, International Counseling, and Mfumo. These programs require collaborating with the English department, outreach, the Transfer center, and other clubs on campus.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The Counseling department reaches out to the community to establish partnerships that will help Foothill College students. One example is working with a company who developed Plaksa, an online job board. They are allowing us to use the site for free this year so they can work out website bugs and we can collect data from their site.
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 not yet worked with high schools.
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?	Our courses transfer to the CSU. CRLP 70 is also part of the GE for CSU.

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 want to continue our current level of department engagement.

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.	1. NCORE 2.MBTI and STRONG trainings 3. Presented at the International Career Development Conference (ICDC) 4. True Colors
2. What opportunities does your department take to share professional development experiences with colleagues?	Colleagues are encouraged to share the information they learned during our standing meetings.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty have incorporated material in their curriculum. For example, an instructor went to aTrue Colors training. She then read the book, developed a colorful, engaging powerpoint, and discussed how the True Colors assessment was similar to the MBTI in a class session. The MBTI and Strong trainings help career counselors better interpret assessment results during one on one counseling and during in class lessons.
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?	The Director of the Career Center has brought in assessments to be used in the Career Center and Career Classes. In the years to come, each counselor should attend two career related trainings per year to stay on top of current trends.
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.	We need to find funding to pay for faculty and staff conference and travel fees. The $1000 faculty professional development grant is very generous and helpful but it only covers registration and ¼ of travel fees. The cost of the conferences are prohibitive.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Each Career Counselor should attend one professional conference, take a class, attend a webinar, or so something that enhances their understanding of career issues, career counseling, and teaching.
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.	
Conference Funds	Encourage faculty and staff to stay abreast of latest trends and issues.	This supports student learning because our instructors have a track record of being innovative and turning training ideas into practical lesson plans that are implemented in the classroom and in the counseling session.	

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**		It would be helpful to have a permanent front desk person in the Career and Transfer Center so that there is consistency in the messages we deliver to students.
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No		
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes** | No		
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes** | No		
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No		Our offices and classrooms are clean although more frequent vacuuming would be helpful.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes** | No		
7. Are general tutorial services adequate?	**Yes** | No		
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes** | No		It is always difficult for students to get appointments because the need is so great. We have a large staff who work very hard, however, we cannot always meet student demand in a timely manner.
9. Do students have access to and can they effectively use appropriate information resources?	Yes | **No**		We are looking forward to the new website design that will hopefully help students navigate the site easier. The Career Center has begun putting podcasts on our website to help students learn more about topics of interests while they are waiting for an appointment.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes** | No		

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 is sooooo important for the Career Center and its programs. I don't think the website or The Heights is enough to market our programs. While I do not yet have a solution, we need to do something more. Marketing does accurately reflect our program, requirements, and services available. Marketing does a great job and is very responsive to our needs.
12. What impact does the college or departmental website have on marketing your program?	The website helps market our program. We take advantage of putting as much as we can online. Specifically, we advertise our Lunch and Learn series, our Career Focus series, Facts and Snacks outreach, and Workshops on Wheels service.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Not at this time although I'm sure we will come up with something in the near future.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	The Career Center already partners with Outreach during the yearly Day on the Hill event. Our counselors and instructors put on workshops for new students.
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.	N/A
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	
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. Update website adding one podcast a quarter until we have 5 podcasts up.
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 – n/a	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	
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?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
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?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
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?	

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?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
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.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
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?	
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
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.	

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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

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?	

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?	We do not have any part time faculty.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We anticipate two to three counselors retiring and several more on PDL leave. As a result, hiring an additional counselor/instructor would be very helpful.

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)	We really need a staff member at the front desk area.

Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	While another color printer would be helpful, we are currently okay.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes. We use Etudes and we have the systems we need for Etudes to run.

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	
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.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	

Summary of Planning Goals and Action Plans

16. What are your goals with respect to resource planning and how will those goals be measured?	

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.

Our main goal at this point is to develop a survey that students will fill out to determine if alternate ways of offering CRLP classes would be helpful to them. We also need to attend conferences and trainings so we can learn new methods of teaching and retaining underrepresented students, especially Blacks and Pacific Islanders, since their success rates were lower than other ethnic groups. Lastly, we plan to utilize technology to offer Career Services through podcasts and youtube videos.

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.**	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.

Resource	Purpose	Rationale	Estimated Cost

| Supervising Administrator Signature | Completion Date 1/29/10 | ■ |