FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 I 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.	Radio Broadcasting Robert Doc Pelzel
2. State the program's mission. If you don't have one, create one.	The mission of the Radio Broadcasting Department is closely connected to that of the campus non-commercial radio station, KFJC-FM. The overarching mission is to provide students with practical and theoretical broadcast training through traditional classroom instruction and hands-on radio laboratory experience, while offering the community within the station's coverage area a unique broadcast service of information and entertainment programming.
3. Explain how the program/department mission is aligned with the college mission?	The program prepares students for entry- level employment in broadcasting and related fields, and provides transfer students with quality education accepted at CSU's and private four-year colleges.

II. Department and Program Description & Data

1. What are your hours of operation?	KFJC operates 24 hours/day, 365 days/year. 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?	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
Radio Station Supervisor and Broadcast Instructor	1	0	Responsible for legal, technical, financial and logistical operations of student run FM radio station and teaching all radio courses.
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**	**Part-time Headcount**	**Brief Description of duties**

	Headcount		
Radio Station Coordinator	0	1 half-time	Coordinate station management team and staff in day-to-day operations and special activities.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Enrollment: At first glance, the given enrollment data indicates that from 2004-5 to 2007-8,the program has declined by 50 per cent, or lost one-half of enrollees. This apparent decline arises from the data not counting people enrolled in the zero unit radio classes. With additional data from Maui SIS to include the zero unit classes, the total number of enrollees in 2004-5 was 319, and in 2007-8 was 292, as opposed to the 155 and 84 indicated by the given data. Midway through 2008-9, the zero unit classes were eliminated, and the given data show enrollment increased to 205 in 2008-9, more than double the previous year's 84. Despite what the given enrollment data seem to show at first glance, it is equally inaccurate to conclude that the program declined by half from 2004-5 to 2007-8 as to infer that it doubled from 2007-8 to 2008-9. Generally, the number of enrollees in the program is relatively stable, and may vary by 6 per cent or so as indicated by the Maui data for 2004-5 and 2007-8.

	<u>FTES</u>: In 2008-9, both FTES and productivity were negatively impacted by the mid-year elimination of radio's zero unit classes, each of which was positive attendance with possible WSCH of nearly 100 hours. The replacement half-unit class has much smaller WSCH. Since there are still approximately as many students just as active in station operations, many lab hours are uncaptured. <u>Average Class Size</u>: Analysis in progress. <u>Implications for the department</u>: Severe. The department is being somewhere from partly to totally eliminated. Because the radio station is tightly fused to the program, this will have long-term impact on station operations.
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?	<u>Success and retention</u>: In the last program review cycle, departments were told to emphasize raising success and retention rates. In the past seven years, the radio program has raised its success and retention rates from the 60 – 70 per cent range to the 80 – 90 per cent range. <u>Implications for the department</u>: None.
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?	While nearly all of the graphs provided with the 2008-9 data look good, the number of individuals they represent is too small to infer any trends. (Example: Pacific Islanders and Filipino had 100 per cent success, there were only 3 and 4 individuals, respectively, in the count.) Addressing the needs/challenges will require more than what will likely be the FTEF in future years.
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?	
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.	Not applicable.

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9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Although not tied to the productivity, retention, or equity type of data discussed above, there are other performance indicators relevant to the program. 1.The given data do not reflect that the program includes operation of a federally licensed, 24/7 broadcast and on-line facility. The successful administrative, financial, and technical aspects of the "radio lab" are not evidenced in information provided for program review/planning. 2.While productivity data indicates a cost to the college for the program and the station, over 95 per cent of what would be B budget actual operating costs and C budget capital expense of the program and station have been obtained through on-going program fundraising efforts. (Example 1: KFJC annual operating expenses range in the $75,000 - $90,000 range, while B budget for the radio program has gone from over $24,000 in 1990 to under $12.000 in 2009, and then cut by half as have all Fine Arts B budgets this year. Example 2: Starting in 2004-5, the master broadcast studio and production studios for the station were rebuilt, and new, upgraded equipment was installed. Capital and B Budget category expenses totaled over $110,000. All costs were paid from the program's Foundation account. No District money was spent. Example 3: As licensee of an FM radio station, the District has certain financial responsibilities to maintain its license. Included within those responsibilities would be items such as payment of the electric bill for the transmitter, annual rent for the transmitter site, on-air broadcast royalties to ASCAP, BMI, and SESAC plus on-line royalties to SoundExchange. Currently, District is paying none of these and other costs necessary to maintenance of its FCC license. Example 4: KFJC's terrestrial and Internet broadcast facilities include 3 studios, 10 computers and their LAN, more than 4 servers, remote broadcasting

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	equipment, mobile DJ equipment and an FM transmission system which must meet FCC technical parameters. For more than two years, District has not paid for this maintenance.) Source of data for all the above would be MER's from the past few years.
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
-Convert Radio 81, History of Broadcasting, into an on-line class. The class is currently a self-paced cassette course with a study guide that is almost out of print. Foothill purchased the rights to both the tapes and study guide, which could be put on-line, decreasing cost and increasing access to students.	☐	☒	☐	☐
-Using the new GE Handbook, revise Radio 80 to become a general ed class. The course currently contains many elements needed for Area V, Communication and Analytical Thinking.	☒	☐	☐	☐
-Develop connection to music technology program for mutual recruitment – provide music tech students with opportunities for real world application of their coursework, and radio students with more formal and specialized training.	☒	☐	☐	☒
-Further development of video streaming process for radio station special events and live music performances, to enhance training,	☐	☐	☐	☒

expand visibility, increase fundraising potential.				
-Participate in Foothill's Emergency Preparedness Program by acquiring back-up power for studios on campus and transmitter site on Black Mountain to stay on-air during disasters, and relay local and Emergency Alert System information.	☐	☐	☐	☒
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
	Given the problematic future of the radio program and uncertainty about specifics of station operations, the plans in question 11 are on hold.	

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?	-Much of the radio curriculum is self-paced to allow students to advance to higher levels once they have mastered lower ones. -Students are able to receive individual attention to assist in maximizing their chances for success. -There are numerous paths and options that students can utilize to proceed through the curriculum.
2. How does your curriculum respond to changing community, student, and employer needs?	
3. How does your curriculum support the needs of other certificates or majors?	The radio program provides numerous opportunities for students in different academic programs to develop and apply skills applicable to their primary course work. Examples include graphic design students can produce station publicity flyers or web page graphics, communication studies students can do live or pre-recorded on-air spot announcements or programs, creative writing students can script spot announcements for station fundraising and other events, theatre arts students can create characters and act in pre-recorded spot announcements.
4. Do your courses for the major align with transfer institutions?	Yes. Students transferring to San Francisco State have reported success transferring Foothill radio classes. Mike Adams, former chair of San Jose State's mass communication program eagerly welcomed students from Foothill's radio program.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	

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).	Title V updates are currently being done.
7. Does your program offer distance education courses?	Not via the Internet. While some station functions may be done out-of-station, most require presence at the studio to access the equipment and music library, fill out logs, interact with audience, conduct interviews, participate in team production activities, host live music performances, etc.
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.	For both questions 8 and 9: Although not officially part of an on-line class, for the last 7 years, students in the radio program become part of an email group for station and class-related business. An average of 5 to 7 emails are sent by students and faculty to everyone enrolled (and formerly enrolled until a request for removal from the list is received) in the program per day. Use of this list allows post-meeting follow up or clarification when needed, and pre-meeting introduction of topics.
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.	See question 8.
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?	
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).	
12. In what ways are you addressing the needs of the college skills students in your program?	

13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	
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.	There are four sequences of radio laboratory courses: 1) News and Information (radio 90A – 90D), 2) Programming and Production (radio 91A – 91D), 3) Sales and Marketing (radio 92A – 92D), and 4) Engineering and Industry Relations (radio 93A – 93D).
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.	
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?	Although demonstrating more of a level of proficiency rather than program completion, achievement benchmarks in the program include: -Organizing a station promotional event (live remote broadcast, fundraising benefit, listener appreciation activity, art show). -Producing an in-depth special program focusing on a specific theme. -Mixing a live music performance for broadcast and/or use on KFJC's annual compilation fundraising CD. -Creating artwork for a major station project such as program guide, CD jacket, event poster, etc.
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.	Due to the operational demands of a 24 hour/day live radio station, lab assignments often must be done at non-standard times regardless of when classes are scheduled.

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.	Yes. The sequences listed in question 14 above are offered with the first quarter in fall, second in winter, etc.
19. How does the department determine that classes are taught consistently with the course outline of record?	Radio is a one faculty department.

Summary of Planning Goals and Action Plans

20. What are your goals with respect to curriculum and how will those goals be measured?	Because of student interest in developing skills outside of their specific sequence, creating some hybrid courses that combine some of the most common combinations of cross-sequence areas is being considered.

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?		
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	1-Broadcast Theatre Arts production of radio dramas. 2-Added Music Tech CD of student work to station current library. 3-Interviewed numerous Division Deans on hour-long public affairs programs. 4-Students have written and broadcast, during the last 4 years, hundreds of public service announcements for Foothill (and DeAnza) programs and activities.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?		
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. Possibilities may exist with Menlo-Atherton high school, which operates station KCEA-FM, or with St. Francis high school, which operates station KSFH-FM.	
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?	Although UCs don't have radio classes so articulation is not applicable, regular contact with UC Berkeley radio station and attendance at University of California Radio Network meetings to compare technologies and operations.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?		
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

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		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-Collaborate with University of California Radio Network to file comments with US Copyright Office regarding Internet broadcasting royalty rates and reporting requirements for non-commercial stations. 2-Implement beta test of Internet video streaming of live studio and remote music performances, with goal to increase training, recruitment, and fundraising capabilities. 3-Research Digital Millennium Copyright Act and other intellectual property regulations to estimate feasibility of KFJC "broadcast archive," allowing listeners access to all station broadcasts within the previous two weeks. 4-Membership on University of California, Berkeley's Chancellor's Advisory Radio Policy Board for Berkeley's station, KALX-FM.
2. What opportunities does your department take to share professional development experiences with colleagues?	Interaction with national organizations such as Intercollegiate Broadcasting System and College Broadcasters, Inc.; statewide organizations such as University of California Radio Network, and local station UC Berkeley's KALX General Manager.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	When Congress and the US Copyright office passed regulations excessively adverse to college station's ability to stream over the Internet, rather than commit "webicide" and cease streaming, interaction with the above organizations enabled KFJC to continue developing its netcasting potential.
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?	
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	

VI. Professional Development	
addressing this need and any necessary resources.	
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	
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 **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	Fine Arts Division Office Manager provides highly valuable assistance in negotiations with District Accounting to get bills paid, and station staff handles all other donation processing, FCC log preparation and correction, website management, etc.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes	Generally not applicable. Radio station purchases and maintains departmental computers, servers, LAN, etc.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	Generally not applicable.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	Generally not applicable.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	Yes, despite challenges to custodians. Unlike other campus units which close and allow custodians to work when facilities are empty, KFJC is always open, causing custodians to have to work around whatever activities are occurring during their rounds.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	Generally yes, although some grandfathered conditions at the station require workarounds.
7. Are general tutorial services adequate?	No	Not in comparison to many years ago, when the program had 30 hours/week of paid tutors. Tutors now operate on a more haphazard volunteer basis.

8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	
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?	Probably helpful. A beginning-of-quarter questionnaire indicates that 25 – 33 per cent of incoming new enrollees found out about the program or the classes via college catalog, class schedule, or online schedule of classes.	
12. What impact does the college or departmental website have on marketing your program?	Departmental website receives about 33 – 50 per cent response from new students in questionnaire.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Whenever the station has approached marketing for assistance, they have always been helpful.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching 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.	The Dead Air Club is associated with the radio program. Student Activities regularly calls on the Dead Air Club to provide mobile DJ services at student events. The Dead Air Club also does monthly highway cleanup of the two-mile stretch of 280, starting from the "Adopt a Highway" sign about a mile north of El Monte and running south to Magdalena Road.	

16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Although placement of these items belongs more with radio program accomplishments, there was no question elsewhere for them. -KFJC has won numerous "Best College Radio Station" in the annual readers poll conducted by Metro, a free weekly newspaper for the South Bay. The station receives mention in both "reader selections" and "editors picks." KFJC was also an editors' pick in the East Bay Express. -KFJC was nominated several times in the "College Station of the Year" and "Music Director of the Year" categories in the awards given by The Gavin Report, a national weekly music industry trade journal. -For more than twelve years, KFJC has produced CD compilations of live band performances broadcast by the station. These compilations are professionally manufactured and used as "thank you" gifts in the station's annual fundraiser. -A KFJC public affairs program is syndicated to more than 10 stations. -Several KFJC programs are rebroadcast by OhZone, a non-profit internet station in Taiwan formed to assist Taiwanese students learning English. -KFJC has broadcast live music performances from remote locations ranging from venues in the Bay Area through festivals in Texas, Rhode Island, England, Japan and New Zealand. Performances are broadcast live on the air and streamed on the Internet. Recently, KFJC has experimented with a process for video streaming of band performances and station events. From the station's video stream of a music festival in Japan, a DVD was produced. -

Summary of Planning Goals and Action Plans			
17. What are your goals with respect to support services and how will those goals be measured?			
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.	
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 data provided for the next few years indicates that there will be more graduates from all colleges than there will be job availabilities. This data covers a limited scope of jobs in broadcasting and related fields, and does not cover numerous areas where KFJC alumni have previously obtained employment. Among the areas not included in the data but in which former KFJC staff have become employed are sound engineer for performance venues, promotions or A & R for record labels, radio and TV advertising sales, booker for local night clubs, graphics for concert promoters or record labels, traffic reporters, reviewers for print or on-line publications, club DJ's, and voice-overs.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	The data given indicates that there will be slow job growth over the next few years for the limited areas covered. Industry articles indicate that there was a rapid decline in industry jobs after passage of the Communications Act of 1996. By 2005 the industry had stabilized, but the economic downturn of the past two years has reduced radio station, record label, performance venue, and publication revenue and ability to hire.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	The data provided indicates around $35,000 - $50,000 annual salary.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	The data provided indicates a percentage increase which, although small, is larger than the COLA at community colleges.
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?	For some areas of broadcasting and related fields, advanced degrees are beneficial to necessary. As mentioned in Section III, Question 4, students have always had success transferring to CSU's.	
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?	Students are encouraged to participate and develop experience in as many of the ten departments at KFJC as possible. While not *required* to work in departments outside their area, students are informed by former station staff currently employed in broadcasting that the more familiar with more departmental functions they are, the higher their chances of landing a job. An applicant with experience writing scripts, producing spot announcements, doing interviews, engineering remote broadcasts and doing airshifts has a far greater potential for employment than one with experience only in doing airshifts.	
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.	Numerous past attempts to recruit an advisory board have been unsuccessful. Likewise, the advisory board for UC Berkeley's radio station has difficulty finding industry professionals to participate – the board has seats for three industry professionals, yet there is only one broadcasting professional on KALX's advisory board (who happens to be a KFJC alumnus).
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?	Not officially, as with programs such as dental hygiene. However, KFJC is subject to a real-world, pass-fail type of approval by the FCC, listeners, local media, the broadcasting industry, and community businesses and non-profits that are involved with the station.
16. What is the program's accreditation status?	Not applicable in a formal sense.
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.	Not applicable.
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	The FCC license exam, which formerly was required for operating any radio station, has been eliminated by deregulation.
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?	Not applicable.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	

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)	Regardless of growth or reduction of District support for the program, staffing needs of the program remain relatively constant.

Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Generally, yes.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Generally, 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.	Not applicable.

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?	Generally yes, within the grandfathered limits of a 50 year-old facility.	
8. List needs for upgrades for existing spaces		
9. List any new spaces that are needed	A small, secure, out of the way, on campus room for storage of station equipment and music library items "in transition" would alleviate stress in the currently cramped facilities.	
10. Identify any long-term maintenance needs.	1) Water leaks into the south-east corner of the facility need attention. 2) Termite presence in the double-pane windows needs attention.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Generally yes, although see question 9 above.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Lately, the performance of district maintenance has been stellar.	
Budget		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Productivity is not sufficient to justify current A budget, so A-budget will be reduced in 2010-11. B-budget allocations have been decreasing, overall, for the past 15 years, and will most likely be eliminated in 2010-11.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	More than fulfilling program goals mission, B-budget allocations have been insufficient to cover expenses necessary to preserving the station license, as mentioned in Section II, Question 9. These expenses are currently the responsibility of volunteer fundraising efforts.	
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.

With the priority of maintaining an acceptable productivity for whatever level of reduced contract is determined, funding is requested to maintain as much of the oversight, training, and coordination of the radio program as possible. The involvement of a station supervisor in as close to full time is needed to preserve the high quality and success of KFJC operations and positive recognition from students, listeners, community businesses, local media, and the FCC. The more oversight the station/program has, the better the District's interests and license are protected. Less than full time supervision invites return to the type of difficulties that occurred when the station had a faculty advisor to sign requisitions and part timers who showed up for class hours and had no involvement in operations or direction of station evolution. The station has received fewer FCC violations in the 30 years since the full-time position of Station Supervisor/Instructor was created than it did in the six years previous to the position. Maintaining the current half-time classified position: cost $16,000, or so?

Maintaining as much of the current Station Supervisor/Instructor position to be determined by productivity. (Example, for a year with productivity of 374, and using whatever the break-even productivity goal is, say, 535, the next year Supervisor position would be 374/535, or about 69 percent.)

	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.
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.**	

Resource	Purpose	Rationale	Estimated Cost

| *Supervising Administrator Signature **Mark Anderson*** | *Completion Date **12/22/2009*** |