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

Table of Contents

I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Health – prepared by Diane Hayes
2. State the program's mission. If you don't have one, create one.	The mission of the Health 55 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 lifesaving skills, through training in appropriate decision making and application of skills to save a life and/or reduce pain until more advance medical help arrives and takes over . The mission of Health 21 is to prepare the student to make appropriate health related choices and/or transfer by educating them in concepts related to personal, family, and community health issues.
3. Explain how the program/department mission is aligned with the college mission?	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.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Mon – Fri 7:30 am Closed for Lunch: No xx or Yes ☐ If yes, when: Our offices closed at: Mon – Thurs 5:00 pm Friday 4:00 pm

	Times offered: morning(6AM-12PM) afternoon (12PM-4PM) evening (4PM-10PM)	Locations offered: FH Main Campus Middlefield Campus	Types Offered; In person Distance	Status Offered: Credit
2. What types of classes do you offer, at what locations, and at what times?				

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	1.49	0	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	

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 55 – It would be more accurate and informative to separate the two courses as HLTH 55 has a higher student success rate and therefore the overall stats are skewed. Enrollment in all health courses slightly increased with 834 in 2008-08 to 858 in 2009-10. Class size ranges from 30 to 70 students per class.
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?	Overall success rates dropped 2% with 2009-10 at 78%. Success rates remain highest among Asian students 89%, Whites 82%, with blacks the lowest at 54%. However, while Asian success rates dropped 1% and Whites success rates dropped 2%, the black success rate increased 5%. \ It should be mentioned that Native Americans had a 100% success rate, however, there were only 7 students reported as Native American. Withdrawal rates among Pac Islanders are highest at 23% compared with 4% among Asians, 4% among blacks, and 3% among Whites. To answer the question of why these trends exist and the implications, I suggest a discussion at one of our division meetings.
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 disparity by ethnicity still exists, however there is a 5% improvement in success rates among black students. I suggest a discussion among faculty during division meetings. And, perhaps a collegewide meeting regarding trends in ethnicity.
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	WSCH has been steadily increasing, from 648 in 2008-09 to 699 in 2009-10. There has been an increase in full-time FTEF from 1.15 to 1.49 in 2009-10. The implications of these stats implicate a strong and successful Health Program.

Foothill College Program Planning & Review

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.	Currently we are not offering distant learning programs in Health.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Foothill college statistics show that females have a 5% higher success rate than males. Age disparity indicates success rates highest at 95% in the 40 – 49 age group and lowest at 72% in the 19 or less age group, and 73% in the 19-24 age group.
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 55, 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 55 with the addition of separate statistics for each course.

Foothill College Program Planning & Review

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	☐	☐	☐
Enroll appropriate students in remedial English courses.	XX	☐	☐	☐
Monitor students who enroll in remedial English course/s for success rates.	XX	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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 55 is a prerequisite for our EMT program. Skills and updates for HLTH 55 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 55 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 55 and HLTH 21 were recently updated for Title V and HLTH 21 for GE requirements. HLTH 55 remains the prerequisite for our EMT program. All certificates issued for HLTH 55 are updated and in line with American Red Cross guidelines. SLOs and PLOs are up to date.
7. Does your program offer distance education courses?	Not during the 2009-10 school year.
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.
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?	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?	The faculty member for HLTH 55 is in regular contact with EMT instructors. Any problems EMT instructors identify with student comprehension of fundamental course material is then corrected at the HLTH 55 level. Example: EMT students were having difficulty understanding how the heart circulates blood – more time is give to this topic in HLTH 55, giving students a better fundamental understanding for EMT course material. Course material in HLTH 55 is coordinated with the American Red Cross allowing students to receive certifications.
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 is no course sequence leading to HLTH 55 or HLTH 21. However, HLTH 55 is the prerequisites for our EMT program. Sequence: HLTH 55 – EMT 304 – EMT 305 - Paramedic
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 55 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 55. 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.

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?	HLTH 55 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. HLTH 21 has a minimum of three written tests and some classes engage in student discussions on personal improvement of health behaviors.
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.	Health classes are scheduled in the morning, afternoon, and evening as well as Distant learning (HLTH 21 only in 2008), giving wide access to our courses. HLTH 55 was offered on Saturdays for approximately 3 years, but it has not been offered in about 4 years as this time slot had the lowest enrollment. 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 continues to increase.
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.	HLTH 55 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 55 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.
19. How does the department determine that classes are taught consistently with the course outline of record?	Course syllabi are correlated with curriculum/course outline of record.
Summary of Planning Goals and Action Plans	

Foothill College Program Planning & Review

20. What are your goals with respect to curriculum and how will those goals be measured?	Continue to keep updated with Title V, GE requirements, SLOs and PLOs. Measured by college curriculum committee 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.**
Continue with workshops on Title V, GE updates, SLOs, PLOs, and ILOs.	Provide instructors with knowledge and skills to keep curriculum in compliance.	This can be accomplished during division meetings and college workshops, we have already had some workshops on these topics that have been helpful.

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

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

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

• **Intended Program Outcome 1**: *Identify preconceived ideas regarding knowledge, values, and behaviors affecting health and compare with established research and accepted scientific evidence.*

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer xx☐	Workforce xx☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success Written tests Individual skills tests Group skills tests Labs with instructor supervision and correction Class discussions Work sheets	Summary of Data: October 2011 HLTH 55 has a 90% success rate with students receiving Red Cross certification and meeting the prerequisite for EMT304. The success rate for HLTH 21 is approximately 70%.	Use of Results: October 2011 *The success rate for HLTH 21 needs to increase. Full time HLTh 21 instructors need to meet and discuss ways to increase the percentage of student success.*

• **Intended Program Outcome 2**: *The student must pass all written and skills testing at the 80% level in order to receive Red Cross Certificates in: Emergency Response, CPRPR/AED, Oxygen Administration, Blood Borne Pathogens/Disease Prevention, Epi-auto injector, Asthma Inhaler.*

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce xx☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation*	Means of AssessmentCriteria for Success Written tests	Summary of Data: October 2011 HLTH 55 has a 90% success	Use of Results: October 2011 *The success rate for HLTH 21 needs to increase. Full time HLTH21*

• Critical Thinking *• Community and Global* *Consciousness*	Individual skills tests Group Skills testing Lab with instructor supervision and correction Class discussions Worksheets	rate with students receiving Red Cross Certification and meeting the prerequisite for EMT304. The success rate for HLTH 21 is approximately 70%.	*instructors need to meet and discuss* *ways to increase the percentage of* *student success.*

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 55 Instructor coordinates with EMT instructors and the Paramedic director/instructor. Each quarter a representative of these programs comes to talk to the HLTH 55 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 workshops, to keep curriculum updated. 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.

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		

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. Most workshops are schedule during teaching hours which makes it difficult for faculty to attend. Offering college workshops on Fridays would allow more faculty to attend.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Attend college workshops (if they are scheduled on Fridays). 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.	

Foothill College Program Planning & Review

VI. Professional Development

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.**
Funding requests can go through the conference reimbursement process already in place.	Professional improvement/achievement.	
Faculty can use professional leave to attend conferences.	Professional improvement/achievement.	
Scheduling college workshops on Fridays would allow more faculty to attend.	Professional improvement/achievement.	

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.

Foothill College Program Planning & Review

12. What impact does the college or departmental website have on marketing your program?	Students use online registration and the 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.
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.	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 55.
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	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	HLTH 55 leads to our EMT program. After completion of the EMT program students can apply to ambulance companies for a job as an EMT or to hospitals as an Emergency Room technician.
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 jobs are not abundant in the CA Bay area. Being willing to move out of state increasing job availability.
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 decreasing 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 55 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 (?)
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?	HLTH 55 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.

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?	HLTH 55 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. HLTH 21 information is current and meets all criteria in this question (#8) Students receive the latest information in the field, through instruction in basic principles and theory, as well as application. Both courses are of sufficient rigor.
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?	HLTH 55 provides the foundation for enrolling in our EMT program. HLTH 21 gives fundamentals of health for individual, family, and community health needs.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	High school health. First aid or community CPR courses.
11. How does this program prepare students for competitive employment?	Units for HLTH 21 qualify for transfer and GE requirements at Foothill. HTLH 55 is the prerequisite for EMT 304.
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.	American Red Cross (HLTH 55)
13. List the dates and number of members attending of your most recent advisory board meetings.	We do not have advisory board meetings for the two health classes, HLTH 55 and HLTH 21.

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.
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	no
16. What is the program's accreditation status?	
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	

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?	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 55 will remain the prerequisite for EMT 304. 4. American Red Cross guidelines will be followed for HLTH 55. Instructors are required to keep certifications updated and this is checked by the Red Cross. 5. Instructors will remain current in their field. 6. SLOs, PPOs, and ILOs will be updated as required.

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.**
None		

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

Faculty	
1. How does your PT/FT ratio impact the program?	The health classes are well staffed with a 1.49 FTEF.
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.
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)	I do not anticipate changes in classified staffing at this time, however, this could better be answered by the Division Dean.
Technology and Equipment	
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 55 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?	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.	HLTH 21 has not been offered on-line since Fall 2008.
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.	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.	During the Spring and Summer months, the classrooms on the main campus often do not have adequate air-condioning turned on, although the room are installed with air conditioning.
Budget	
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.**

Foothill College Program Planning & Review

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

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

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Curriculum updates for Title V and GE requirements.	achieved	ALL	Transfer and workplace
Remain updated with Red Cross guidelines. Skeleton model requested Continue to engage with EMT and Paramedic Instructors for feedback on student success in EMT304 and have Paramedics visit with my class.	Achieved Purchased Achieved	**Student certifications.** **Comprehansion basic anatomy** **Student Certification**	**Workforce** **Certification** **Workforce**

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

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

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Increase student success rate in HLTH 21 - current	*none*	*All*	*Transfer, career prep, prosperity of our community*
Acquire visual aids/continue	*$2000.00*	*All*	*Transfer, career prep, prosperity of our community*

Supervising Administrator Signature	*Completion Date*