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.	Adaptive Learning Division: Computer Access Center (CAC) Participants: Teresa Ong and Brenda Davis
2. State the program's mission. If you don't have one, create one.	The Foothill College Computer Access Center provides instruction and support in the use of adaptive computer technology for students with disabilities. Our goal is to enhance access, learning, retention and overall student success with the use of assistive technology.
3. Explain how the program/department mission is aligned with the college mission?	Access to technology is a basic requisite for participation in the college environment. The Computer Access Center provides adaptive computer technologies for students with disabilities the same opportunities as other students. With the support of adaptive computer technology students are provided equal access to technology as mandated by State and Federal Laws.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 0800hrs Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at: 1700hrs

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
Instructor	0.15 FTEF	0	• Assess and evaluate student's need for assistive technology • Teach students how to use assistive technology based on their needs .
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**
Dean, Adaptive Learning Division	1		Oversee ALD programs, including Computer Access Center.
Computer Access Center Coordinator/deaf services coordinator	1 (75% Classified FTE)		Provide adaptive computer technology and training for

			students with disabilities; coordinate all aspects of lab maintenance and functions; coordinate Interpreters captioning and other services for deaf and hearing impaired;	
Alternate Media Specialist	1	0	Acquire and produce materials in alternate formats (primarily e-text and Braille); provide assistance and training in the use of a variety of assistive technologies; serve as liaison to publishers; utilized to obtain and/or produce alternate media; maintain ALD website	
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?	FTES and enrollment has been increasing for the past 3 years. Because the class is run with TBA hours, it has continuously needed assistance from the Coordinator of the lab to supplement teaching duties. The instructor is required to be there for 3 hours per week, however, this has not been sufficient as students are in the lab all hours of the day/ week. Since Fall 2009, we have switched the instructional format using Etudes to enhance instruction.	
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and	There are no degrees awarded in this program. Students may take this course up to 6 times if necessary. Success and	

certificates awarded. What are the implications for your department?	retention rates are fairly high (success rate 08/09 = 89%, retention rate 08/09 = 95%). Noticeably however, success rates have been falling. We attribute this to stricter requirements for the course in terms of attendance.
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?	ALCA 201 is a class/ program that predominantly serves students with disabilities. It is best to compare data to the ethnic make-up of students in the DRC instead of the rest of the college campus. However, that data is not currently available.
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?	FTEF has remained at 0.15 for the last three years. However, as FTES has been steadily increasing, the FTEF/ FTES ratio has also increased. As previously mentioned, because the instructor is only required to be in the lab for 3 hours per week to supervise/ deliver instruction, much of the instruction now occurs (1) online (2) during hours when the instructor is not available in the lab. Thus there is increased reliance upon the lab coordinator to assist with instruction. We need to consider moving ALCA 201 to a full hybrid model with the instructor or lab coordinator, and the remainder online. Further, even though the instructor is able to track the total number of hours of attendance in the lab, she is not able to track weekly attendance at the lab because the tracking system used by the lab cannot do so. Etudes also does not allow for student tracking. Thus it makes it impossible to meet state guidelines for attendance. The department needs to (if possible) change the tracking system on the sign-in system used by the lab.
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.	Because ALCA 201 has only recently begun to use Etudes (F09), there is no current data available.
9. Optional: Provide any additional data relevant to your	N/A

program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	N/A

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
Change the tracking system at the computer access lab so that it tracks the date/ time that students use the lab for attendance purposes	☐	☒	☐	☐
Convert class to a hybrid class requiring students to attend 2 hours of class with instructor.	☒	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Change the tracking system at the computer access lab so that it tracks the date/ time that students use the lab for attendance purposes	(1) Contact ITS to change tracking system (2) Inform students of new tracking system	
Convert class to a hybrid class requiring students to attend 2 hours of class with instructor.	(1) Write up new curriculum and submit to curriculum committee for review and approval (2) Inform counselors and DRC coordinator of changes	

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. None at this time.

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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?	The curriculum for ALCA 201 serves to meet the needs of students with disabilities who run the spectrum in terms of diversity of learning. . Students get instruction via the web and 1-1 with either the instructor or the lab coordinator.
2. How does your curriculum respond to changing community, student, and employer needs?	Students are learning to use technology that is cutting edge which will help them compensate for their disabilities. The staff and faculty keep up to date with the latest technology. We consider the cost-benefits of introducing new technology. For instance, the latest technology may also be the most expensive technology. We need to weigh its use against what students and their future employers can afford as reasonable accommodations for their disabilities.
3. How does your curriculum support the needs of other certificates or majors?	Learning such technology empowers students in other classes. For instance the use of Kurzweil enables students who are dyslexic to read at a faster rate and keep up with their classmates. Mavis Beacon, a software that teaches typing, enables students to use computers in general. While there isn't an explicit link between ALCA201 and other certificates, the skills learned in this course are the very basis for student success in other courses.
4. Do your courses for the major align with transfer institutions?	N/A
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	N/A
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).	N/A

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7. Does your program offer distance education courses?	Not at this time
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.	
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?	N/A
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?	N/A
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.	N/A
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?	N/A
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.	This course is scheduled as TBA. Again, as previously mentioned, the lab is used at all hours of the day by students. Because the instructor can only be there for a limited 3 hours per week, it is NOT possible to schedule instructional hours for a specific time. Thus the need for an online component and the increased reliance on lab coordinator to assist with instruction.
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.	N/A
19. How does the department determine that classes are taught consistently with the course outline of record?	There is no mechanism at this time.

Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	Convert ALCA to a hybrid course by Fall 2010.

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. None at this time.

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.**
		Tutoring, Instruction and testing are all taking place in the lab at the same time. We need larger spaces that can be designated for specific purposes. We also need private rooms for testing and voice recognition software.
		More space for tutoring and students using the assistive software simultaneously while also allowing a quiet study area. Private rooms for voice recognition programs
		Upgrades for software and computer workstations
		We need more space for using computers with Voice Recognition software. When using this program students need to speak out loud which is distracting in an open lab environment.

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	None
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	None
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	N/A
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?	N/A Course is not transferable

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 how each request **supports one or more college strategic initiative and/or supports student learning.**
		Tutoring, instruction and testing are all taking place in the lab at the same time. We need larger spaces that can be designated for specific purposes. We also need private rooms for testing and voice recognition software.
		More space for tutoring and using the assistive software simultaneously. While also allowing a quiet study area. Private rooms for voice recognition programs

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	2009: Center for Digital Storytelling Educator's Workshop
2. What opportunities does your department take to share professional development experiences with colleagues?	Division meetings
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Please see service program plan for further details
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?	Please see service program plan for further details
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.	Please see service program plan for further details.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Please see service program plan for details
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 | No	Please see service program plan for further details.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes | No	Please see service program plan for further details.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes | No	Please see service program plan for further details.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes | No	Please see service program plan for further details.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes | No	Please see service program plan for further details.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes | No	Please see service program plan for further details.
7. Are general tutorial services adequate?	Yes | No	Please see service program plan for further details.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes | No	Please see service program plan for further details.
9. Do students have access to and can they effectively use appropriate information resources?	Yes | No	Please see service program plan for further details.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | No	Please see service program plan for further details.
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?	Please see service program plan for further details.	

12. What impact does the college or departmental website have on marketing your program?	Please see service program plan for further details.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Please see service program plan for further details.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Please see service program plan for further details.
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.	Please see service program plan for further details.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Please see service program plan for further details.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Please see service program plan for further details.
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?	
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.**

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

Faculty	
1. How does your PT/FT ratio impact the program?	There is no part time faculty and only one full time faculty who serves the lab 3 hours per week. At this time, there is adequate faculty and staff for the lab.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	none
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)	Please see service program plan for further details.
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Please see service program plan for further details.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Please see service program plan for further details.
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.	Please see service program plan for further details.
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	Please see service program plan for further details.
9. List any new spaces that are needed	Please see service program plan for further details.
10. Identify any long-term maintenance needs.	Please see service program plan for further details.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Please see service program plan for further details.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Please see service program plan for further details.
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Please see service program plan for further details.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Please see service program plan for further details.
15. Are there ways to use existing funds differently within your department to meet changing needs?	Please see service program plan for further details.
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	Please see service program plan for further details.
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.

This course ALCA 201 serves to provide instruction to students who are new to assistive technology and/or need assistance with assistive technology. It is only a small part of the Computer Access Lab which provides on-going services to students with disabilities in the area of technology. For further details and plans, please refer to the program plan for student services.

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: 12/11/09*

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