FOOTHILL COLLEGE HISTORY Fall 2010
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.	<u>History</u> Bill Ziegenhorn Konnilyn Feig Dolores Davison Robert Pierce
2. State the program's mission. If you don't have one, create one.	The history department challenges a diverse student body to achieve academic excellence by developing their critical thinking, and communicative skills along with a global understanding of the interaction of political, economic, social and cultural themes through the study of the world's past. Our emphasis is on appreciating and analyzing the historical multicultural contributions to our modern world, social and ethical responsibility, and community involvement.
3. Explain how the program/department mission is aligned with the college mission?	The department mission supports the development of a community of scholars, celebrates diversity in its emphasis on multicultural contributions to history, and engages wholeheartedly in the search for truth and meaning in the patterns of the past.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 8:00 AM Closed for Lunch: No ⊠ or Yes ☐ If yes, when: Our offices closed at: 4:00 PM

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

Times offered:	Locations offered:	Types Offered:	Status Offered:
⊠Morning (6AM-12PM) ⊠Afternoon (12PM-4PM) ☐Evening (4PM-10PM)	⊠FH Main Campus ☐Middlefield ☐Off campus	⊠In Person ⊠Hybrid ⊠Distance	⊠Credit ☐Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Full-time faculty – American History	1	0	Teaches American history and honors seminars
Full-time faculty – American History	1	0	Teaches American history, California history, History of Mexico
Full-time faculty – European History	1	0	Teaches Western Civilization, and other specialty courses, including several history honors seminars
Full-time faculty – European History	1	0	Teaches Western Civilization, History of Russia and other specialty courses
Adjunct faculty		3	Teach sections of US and Western Civilization
Position Title	0	0	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Although enrollment is slightly up, the number of full-time students is slightly down, indicating that more students are either attending college part-time or are splitting their time between more than one college or university. Increasing enrollment and average class size in distance education courses would seem to verify this estimate. Average class size remains high, with the seat count of all sections at 50 students.
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?	The history department does not award certificates, and the majority of history majors do not take a degree (they transfer without finishing the AA requirements). Current success rates appear to be steady, at about 70% per year. Retention rates are generally in the 80% range.
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?	The success rates in underrepresented groups are very diverse. Student success levels among Asian and multiple ethnicity students are actually higher than the average; however, success rates among black students, in particular, are very low. Among Hispanic students, the success rate is about 5% below the average, indicating that the achievement gap in that area has been partially corrected but that work needs to continue. Many of our underrepresented students enroll in history because they have not qualified for college level English and wish to take courses while waiting to take their basic skills classes; as such, when faced with essay exams and research papers, these students do not perform well. The data seems to indicate that this is of the most concern among black students, some of whom are also juggling an athletic schedule.
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?	Currently, the history department is remaining steady in terms of enrollment, both in online and in person schedules. There have been several significant factors impacting the full-time faculty (mostly notably the .75 release time for one of the full-time tenured faculty for Academic Senate service and the one year illness impact of one tenured faculty). If the department were to lose full-time faculty for any reason, the department would

	need to hire additional full-time faculty to remain competitive, to maintain the high standards and external transfer reputation of the department, and to continue its basic education fully-transferable commitment. In addition, while there are currently several long-timeadjunct faculty teaching within the department, the loss of any of those (to retirement or to other positions) would entail the need for additional personnel.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Distance education trends in history demonstrate that the history department continues to be remarkably productive and robust. In the last three years, the enrollment in distance education sections has outpaced that of enrollment in traditional face to face sections. The number of withdrawals from the online sections continues to be a concern, and may speak to the lack of preparation of students enrolling in online sections and a widespread belief that an online history course would be easy. The history faculty have used the most recent SLO discussions to create demanding and comprehensive rubrics to be used for in person and online sections, allowing the students the opportunity to more clearly determine what is weighted most heavily in research papers. While student success numbers are slightly lower in online sections (when compared with traditional face to face sections, the success rates average about a 7% difference in favor of traditional sections), the lack of success among Black and Pacific Islander students is particularly troublesome. The reasons for this may include lack of access to necessary materials and equipment, lack of preparedness, and absence of familiarity with the online system, but those numbers will need to be increased. Hispanic students succeed at higher rates than black and Pacific Islander students, but the success rates are still lower than the average. All of these achievement gap issues will need to be dealt with

	by the faculty in the department in the upcoming months and years.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Several recent events and changes have impacted the history department's productivity. Most notably were the changes in the online course seat counts, which were implemented beginning in 2006. Until 2006, online sections were traditionally given seat counts of 100; if the class had 90 students at the end of the 2nd week, the course counted as two sections; if it had 75, the course counted for one and a half sections. Anything below 75 was a single section. As a result, history's productivity was quite high when reflecting the numerous sections that ended up being between 50 and 74 students. When this practice was ended in the BSS division, it greatly impacted the productivity of the department. In addition, the election of one of the full-time faculty to the Academic Senate (first as vice president, with 50% release time, and then as president in 2008, with 75% release time), changed what courses could be offered. Finally, three other factors are in play: a) the department makes the largest and strongest commitment in terms of numbers and variety of offerings in the Foothill Honors Institute, with enrollment limits of 28 students; (b) the involvement of one of the full-time faculty in campus abroad in spring 2008 impacted overall productivity, as none of the sections offered in Italy (there were three) had more than 22 students, and c) the one year illness of a full-time faculty in the 2007-2008 academic year.
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Students are not graduating with AA degrees in history; they are transferring to the four year schools without a degree. Because history does not offer a certificate, it is impossible to determine how many students leave the college with a major in history, although we assume the numbers to be fairly significant.

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
Improve retention in online sections	☐	☒	☐	☐
Increase enrollment in focused (as opposed to survey) classes	☒	☐	☐	☐
Work with faculty in other departments to develop collaborative learning communities	☒	☐	☐	☐
Continue to narrow the achievement gap for underrepresented students	☐	☒	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
12. What is your plan for accomplishing your goals?				
Department Operational Goals	**Activities**			
Improve retention in online sections	Work with FGA Dean Judy Baker to discuss materials and services that will help to improve retention (better student preparedness, more scaffolding of assignments, etc)			
Increase enrollment in focused (as opposed to survey) classes	Promote focused courses with counselors; use heritage and history months to get the word out on courses; link courses with classes in other divisions that have similar interests (Language Arts, foreign language, art, etc)			
Work with faculty in other departments to develop collaborative learning communities	Open discussions with faculty from other divisions about the viability of linking courses; build on established relationships (Rosemary Arca/Bill			

	Ziegenhorn on history and literature of California) and model/expand those offerings.	
Continue to narrow the achievement gap for underrepresented students	Work with counseling and other student services groups to ensure that students enrolling in courses are prepared and have access to the necessary materials (especially in online sections)	

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.**
Time and funding	To work with faculty in other departments to develop collaborative learning communities, as well as to improve retention in online sections	Attendance at conferences or presentations on collaborative learning techniques, online student engagement, and other such activities will engender new strategies for student success and improve student learning.

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	Currently, the history department teaches classes in a range of carefully designed and fully articulated formats: traditional lecture/discussion; hybrid; online; seminar; and honors (including honors seminars). Faculty use a range of materials as well as assessments to determine student learning (multiple choice, discussion, essays, exams, research papers, presentations) and some provide fully vetted online alternatives and enhancements for traditional courses.
2. How does your curriculum respond to changing community, student, and employer needs?	History is not a stagnant field, contrary to belief of some; faculty are constantly revising lectures and other materials, reading new sources and information, using new technologies to aid students and improve learning. Faculty attend conferences, confer with their peers both within and outside of the department and division, and keep current through journals and other publications (both paper and online), and on site research and connections in a range of countries. The history curriculum also responds to student interest and the changing community: courses such as the history of the Central Asia and the Caucasus, Middle East, Central/Eastern Europe, and modern US and European history are continually updated to engage students about the critical historical connection to the modern world.
3. How does your curriculum support the needs of other certificates or majors?	History classes are required or support courses for numerous social science and other classes, including but not limited to anthropology, geography, humanities, art history, political science, economics, women's studies, and American studies.
4. Do your courses for the major align with transfer institutions?	Yes, all of the survey and all of the specialty courses align for transfer.

5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Currently, no history courses have prerequisites; all of the courses have the advisory of eligibility for English 1A or ESL 26. As we continue to see significant numbers of underprepared students in our courses, it might behoove the department to consider prerequisites. The main challenges of this decision would be finding the data to support our assertion (that students who qualified for college level English will be more successful than those that did not) and then to continue to maintain high enrollments during the time period that prerequisites were implemented. Both of these would require college level support. Additionally, we fully support the creation of the Basic Skills Tutorial Committee's charge and direction, including the service of one full-time historian on the committee. We see a range of approaches to improving the situation for underprepared students in writing.
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).	100% of the history courses have SLOs; the SLOAC, curriculum sheet, and Title V updates have continued as required.
7. Does your program offer distance education courses?	Yes.
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Faculty use the discussion area, email, private messages, and scaffolded assignments to ensure that contact is maintained. Our history faculty spend significant one-on-one time with individual students. Some use the extensive "Information Sheet" focus to engage the students and give thoughtful individual feedback. The lack of student tracking continues to be a concern.
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.	Students are encouraged to form study groups for quizzes and exams, and to post introductions about themselves so that they can connect with each other given shared interests, locations, and the like.
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.	NA
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.	NA
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?	NA
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.	All history courses are 4 units, meaning that they meet two days a week under the current block scheduling system. Two-day-a- week blocked schedule classes remain the most popular, and the morning sections remain the most consistently filled. Afternoon sections do less well in general. Online and hybrid classes are very popular, with online enrollments outpacing those of face to face sections over the past three years. Given the current faculty, offering classes at non-standard times (evenings, etc) would not be feasible.

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; all survey courses are offered every quarter (usually both in person and online); at least one specialty course and often two are offered every quarter.
19. How does the department determine that classes are taught consistently with the course outline of record?	Adjunct faculty are evaluated on a regular schedule. Full-time faculty engaged in rigorous dialogue based on the course outline of record to ensure that all requisite parts of the CoR are being covered.

Summary of Planning Goals and Action Plans

20. What are your goals with respect to curriculum and how will those goals be measured?	Continued refinement and improvement of curriculum, as well as continued alignment with the four year schools.

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.**
No additional resources needed		

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 connections between specific people, groups, events and ideas
and larger historical themes, developments and topics.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ⊠	Transfer ⊠	Workforce ☐
Relationship to Institutional Learning Outcomes • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success Class discussions Essay and objective exams	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*

• **Intended Program Outcome 2**: Critically analyze a variety of primary and secondary sources and draw
valid historical interpretations from them.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ⊠	Transfer ⊠	Workforce ☐
Relationship to Institutional Learning Outcomes • *Communication* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success Research Projects Essay and objective exams	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*

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?	In the last four years, the department has changed the structure of the 17 series (American history) to bring it in line with De Anza and to ensure continued transferability to the four year colleges. This change has added two hours of instruction onto the series, increasing the total unit value for the series from 10 units to 12. We have also engaged in significant discussion regarding SLOs and their role within the department.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Taught in campus abroad Worked on-site with governments, schools, organizations in Central Asia/Caucasus, Eastern Europe to create liaisons student-to-student, and with student contact with specialists in those countries when needed. Created a team taught course with De Anza faculty on women in history Established relationships with local community organizations, including the Los Altos History Club Read AP exams in American history Attendance at numerous conferences to establish connections
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?	Faculty have been in communication with high school level faculty in Mountain View-Whisman to work together on alignment of curriculum
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?	History courses continue to articulate with all of the UCs and CSUs, as well as most private colleges.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Continued communication among and between faculty (both full-time and adjunct) to engage each other and our students in the learning process

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.**	
No additional resources needed			

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attendance at historical focused conferences Trips to various countries and states to engage in discussion on local traditions, practices, historical events PDL Attendance at local events, including campus events
2. What opportunities does your department take to share professional development experiences with colleagues?	Presentation and leadership on campus and at conferences and educational organizations
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Discussions of texts, monographs, and others Emailing and providing links, specific documents, other materials, sharing technology expertise
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?	Continued discussion of increased student success in history courses
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.	No

Summary of Planning Goals and Action Plans

6. What are your goals with respect to professional development and how will those goals be measured?	Continued use of available sources (conferences, papers, newly published materials, conversations with colleagues, technology, foreign trips) to improve professional development and ensure currency in the discipline.

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.**
No additional resources needed		

VI. Professional Development			

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	
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes** | No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes** | No	However, with recent cuts to categorical funds, this may become jeopardized
7. Are general tutorial services adequate?	Yes | **No**	Tutoring is underfunded; more assistance would help students succeed at a greater rate
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes | **No**	Counselor number and time has been seriously impacted upon in last 2 years, and wait-time is very long. Also difficult to enable students take advantage of excellent but time and person limited resources
9. Do students have access to and can they effectively use appropriate information resources?	**Yes** | No	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes** | No	Again, with potential budget cuts, this answer may change
Marketing & Outreach		

11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	Marketing does fine promoting class offerings; the Campus Abroad program was also effectively marketed while it was still being offered. The Banner Program should make more information available
12. What impact does the college or departmental website have on marketing your program?	Provides students information regarding degrees, enrollment, course offerings and the like
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	NA
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	More dialogue about requirements for transfer and the usefulness of history in teaching critical thinking and analytical skills
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.	NA
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Annual Celebration of Excellence awards for students
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Assistance for students through tutoring and counseling will continue to be important going forward, particularly in identifying students for classes and providing support so that those students can succeed.

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.**
No additional resources needed		

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.	History courses teach critical thinking and analytical skills, as well as emphasizing writing and reading, all of which are crucial skills in today's marketplace.
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?	Yes; most history students transfer.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	NA
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	NA
5. What is the projected average percentage of salary increase in 2 years? 4 years?	NA
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 students seeking a bachelor degree, teaching credential, masters degree or PhD, these courses will all assist towards those goals.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes
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?	Yes; history teaches critical thinking, analytical development, research methods, historiography, and critical/analytical writing, all of which will translate into job skills for students in many fields.
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?	No

10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	Currently none	
11. How does this program prepare students for competitive employment?	Students are prepared in critical thinking, analytical development, research methods, historiography, and critical/analytical writing, all of which will translate into job skills for students in many fields.	
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.	NA	
13. List the dates and number of members attending of your most recent advisory board meetings.	NA	
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?	NA	
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?	NA	
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.	NA	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	NA	
19. What indicators does your program use to determine success of our students after completion?	Successful transfer to four year institutions.	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	No	

21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	NA	
22. Have any / all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes	
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?	Continued promotion of transfer for students seeking an AA in history or the equivalent in transfer credits.	
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.**
No additional resources needed		

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

Faculty	
1. How does your PT/FT ratio impact the program?	Currently, full-time faculty make up over 60% of the departmental faculty; limited sections are taught by part time faculty, most of whom are exclusively online.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	If we lose full-time faculty for any reason, the department would need to hire additional full-time faculty to remain competitive, to maintain the high standards and external transfer reputation of the department, and to continue the basic education fully-transferable commitment. One faculty will be taking PDL (consecutive spring quarters), which may require additional classes to be distributed among the part time faculty. Another full-time faculty will retain release time through 2010 and possibly through 2012.
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)	NA
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes, provided that classes are scheduled in multimedia rooms.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes, although with the recent news of categorical cuts, there are concerns that this may not be the case in the upcoming year.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes, although the lack of student tracking and selective release in the ETUDES system does impact pedagogy in courses. The continuing development of technology in terms of video, streaming, and archived materials greatly benefits this history faculty teaching online sections.
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	NA
9. List any new spaces that are needed	NA
10. Identify any long-term maintenance needs.	NA
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes, provided that class rooms are smart class room and supplied with multimedia.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes
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.	**NA**
15. Are there ways to use existing funds differently within your department to meet changing needs?	No

Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	None	
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.**
No additional resources needed		

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

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
To remain competitive, maintain the high standards and external transfer reputation of the department, and continue our commitment to basic education	Given the announced 2011 retirement of a full time faculty member in the department, the BSS division agreed to an urgent request to PaRC to hire a full time faculty member effective Fall 2011. Should this request not be granted, the department will be severely impacted.	Both 1 & 2 above	Basic Skills Transfer
To provide opportunity for all students to be successful in all courses offered through the department	The department would greatly benefit from a comprehensive tutorial program funded and supported at the college level. The department urges the college to fulfill its commitment to this student service as noted in the Foothill Accreditation	Both 1 & 2 above	Basic Skills Transfer

Foothill College Program Planning & Review

Midterm Report (10-15-08).			
Supervising Administrator Signature	*Completion Date*		