

**FOOTHILL COLLEGE****Program Planning and Review – Student Services**(650) 949-7240 | <http://www.foothill.edu/staff/irs/programplans/programreview.html>**Department: Articulation Office**

* Please note that sections IV and VI have changed from the 09-10 version. All departments are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>The Articulation Office staff participated in creating this plan. The staff includes: Bernie Day: Articulation/Curriculum Officer Teresa De La Cruz: Program Assistant</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Articulation Office is to facilitate student transfer by collaborating with Foothill College and university faculty, intersegmental articulation officers, staff, college and university evaluators, segmental (UC Office of the President, CSU Chancellor's Office, CCC Chancellor's Office, AICCU-independent colleges and universities, and system-wide programs (e.g. C-ID, ASSIST) to ensure maximum transferability of Foothill courses...and to communicate articulation information clearly to students. The articulation office is responsible for the development of internal policies and practices to support articulation and the dissemination of articulation information to students, counselors, faculty, staff, administrators and the campus community.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>Articulation provides the mechanism for seamless student transfer--one of the primary missions of Foothill College. This office provides a critical service to other service providers. The articulation office serves as a resource for counseling and instructional faculty, staff and administrators on all matters related to articulation and the creation of transferable curriculum in an effort to strengthen the relationship between Foothill curriculum and transfer requirements. In support of the Foothill College mission, a sound articulation program with an extensive articulation base is the foundation for a successful transfer program as it establishes course equivalencies between Foothill College and 4-year institutions and provides students with course curriculum that will meet their transfer</p>

I. Department/Program Mission

requirements. Students who are able to access important information and to establish clear and accurate educational plans are more likely to become engaged in college, maintain their enrollment and make progress toward their transfer goals. Note: Foothill College was recently cited in a CCCCO Transfer Velocity Report as being number one in transfer rates.

II. Department and Program Description & Data

<p>1. Indicate all locations and service delivery options available.</p> <p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>		<p>Locations offered:</p> <p><input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus</p>	<p>Delivery options offered:</p> <p><input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online</p>
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Articulation/Curriculum Officer	1	0	<p>Responsible for coordination of all articulation activities, which includes collaborating with CSU, UC and Independent/Out-of-State institutions, serving as a liaison between Foothill College and segmental offices (e.g. ASSIST, CSU Chancellor's Office, University of California Office of the President), responding to state-wide articulation mandates (e.g. CSU LDTP, C-ID, Transfer Model Curriculum), advising instructional /counseling faculty as well as administrators about external program/curriculum development, supporting instructional faculty with new curriculum development, and reporting to/advising the College Curriculum Committee. The AO presents workshops and training to faculty on a variety of curriculum and articulation-related topics. The AO reviews and maintains articulation information in the Foothill Catalog. The AO also distributes annual Foothill curriculum updates and catalogs to universities. The</p>

			AO serves as Tri-Chair for the Transfer Mission Committee. Every new or revised course is reviewed by the Articulation Officer and validated for appropriate articulation status annually-approximately 900-1300 courses.	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Articulation Office Program Assistant	0	0.5 Note: This position was originally 1.0 (full-time); however, it was reduced to 0.5 in 2003 during the last budget crisis.	Provides support with the development, submission and recording of articulation agreements, conducting curriculum/articulation research, assisting with articulation web page updates, disseminating articulation information to the campus community and universities, and other responsibilities that promote course articulation and student transfer.	
Position Title	0	0	N/A	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	0.00	0	N/A	

3. Given available data, describe the trends in **overall student usage (# served by total headcount, amount served through telephone, amount served through online communication)**. Are there changes in overall usage? What are the

The need for articulation information increases annually. Usage of the articulation database (primarily by students and counselors) is staggering. According to official **ASSIST** records, **Foothill articulation information was requested 244,802**

implications for your department/program?	<p>times between Jan. 1 2010 and Dec. 31 2010. These figures do not include the number of times articulation information was utilized for information related to private and out-of-state colleges and universities through the Foothill articulation/transfer web page and through contact with Foothill counselors.</p> <p>Articulation information supported the 2190 students who received assistance from the Transfer Center during just one quarter. Any of the thousands of students who meet with counselors each year to develop educational plans related to transfer are recipients of our efforts. With increases in enrollment (especially the increasing number of students who are transfer-directed but who are unable to enroll at impacted state universities), the number of students requiring accurate articulation information increases.</p> <p>Based upon ASSIST historical data, it is estimated that ASSIST usage for Foothill articulation information has been increasing steadily at a rate of 8-10 percent annually. Maintaining our existing articulation while developing and implementing new articulation agreements in response to campus expectations is challenging with current staffing.</p> <p>Articulation Data</p> <p>We created and/or maintain articulation with the following CSU and UC campuses. (Source: ASSIST)</p> <table border="1" data-bbox="1056 1175 1879 1468"> <thead> <tr> <th data-bbox="1056 1175 1879 1199">University</th><th data-bbox="1056 1199 1879 1224">No. of Majors</th><th data-bbox="1056 1224 1879 1248">Depts</th></tr> </thead> <tbody> <tr> <td data-bbox="1056 1248 1879 1272">California Polytechnic University, Pomona</td><td data-bbox="1056 1272 1879 1297">91</td><td data-bbox="1056 1297 1879 1321">51</td></tr> <tr> <td data-bbox="1056 1321 1879 1346">California Polytechnic University, San Luis Obispo</td><td data-bbox="1056 1346 1879 1370">65</td><td data-bbox="1056 1370 1879 1395">89</td></tr> <tr> <td data-bbox="1056 1395 1879 1419">California State University, Bakersfield</td><td data-bbox="1056 1419 1879 1444">31</td><td data-bbox="1056 1444 1879 1468">43</td></tr> <tr> <td data-bbox="1056 1468 1879 1493">California State University, Channel Islands</td><td data-bbox="1056 1493 1879 1517">22</td><td data-bbox="1056 1517 1879 1542">34</td></tr> <tr> <td data-bbox="1056 1542 1879 1566">California State University, Chico</td><td data-bbox="1056 1566 1879 1591">132</td><td data-bbox="1056 1591 1879 1615">58</td></tr> <tr> <td data-bbox="1056 1615 1879 1632">California State University, Dominguez Hills</td><td data-bbox="1056 1640 1879 1632">56</td><td data-bbox="1056 1664 1879 1632">42</td></tr> <tr> <td data-bbox="1056 1689 1879 1632">California State University, East Bay</td><td data-bbox="1056 1713 1879 1632">93</td><td data-bbox="1056 1738 1879 1632">39</td></tr> <tr> <td data-bbox="1056 1762 1879 1632">California State University, Fullerton</td><td data-bbox="1056 1787 1879 1632">11</td><td data-bbox="1056 1811 1879 1632">19</td></tr> <tr> <td data-bbox="1056 1835 1879 1632">California State University, Long Beach</td><td data-bbox="1056 1860 1879 1632">134</td><td data-bbox="1056 1884 1879 1632">92</td></tr> <tr> <td data-bbox="1056 1909 1879 1632">California State University, Los Angeles</td><td data-bbox="1056 1933 1879 1632">57</td><td data-bbox="1056 1958 1879 1632">79</td></tr> </tbody> </table>	University	No. of Majors	Depts	California Polytechnic University, Pomona	91	51	California Polytechnic University, San Luis Obispo	65	89	California State University, Bakersfield	31	43	California State University, Channel Islands	22	34	California State University, Chico	132	58	California State University, Dominguez Hills	56	42	California State University, East Bay	93	39	California State University, Fullerton	11	19	California State University, Long Beach	134	92	California State University, Los Angeles	57	79
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4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage) . Are there changes in when students access services? What are the implications for your department/program?	<p>Some of the above agreements are outdated (1- 2 years behind schedule) because of lack of support staff time to assist in revising them.</p> <p>For 2010-2011, the articulation office secured UC approval for transferability of 48 additional Foothill courses, CSU GE/Breadth articulation approval for 19 additional courses, and IGETC approval for 8 additional courses. The Articulation Office was responsible for submitting dozens of courses for the new Course Identification System C-ID (results pending).</p> <p>Evaluating our productivity and effectiveness using the same measures for direct student or instructional services is inappropriate because the goal of the articulation office is to establish articulation agreements and provide relevant resources and instruments to support student transfer.</p>																																																													

	<p>include quarterly ASSIST data input, annual UC, IGETC, and CSU GE submissions. Campus-specific articulation deadlines differ depending upon the university. Other peak periods include catalog review, Foothill curriculum review and articulation validation. Due to regular deadlines, the Articulation Office never experiences a “slow” time.</p>	
<p>5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>During peak college application periods, the Articulation Officer develops and presents specialized transfer workshops to any interested students. The Articulation Officer worked for many years in an effort to secure articulation agreements with Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions (MSIs). Additionally, Foothill was the first community college to sign an articulation agreement with National Hispanic University. The articulation office will continue to pursue alternative transfer pathways for students. Although the Foothill student population appears to be getting younger, necessitating the need for securing traditional articulation agreements, the Articulation Office is also developing non-traditional articulation pathways with institutions serving online, resuming, and workforce/trade-oriented students. The Articulation Officer regularly solicits input from counselors and Transfer Center staff regarding perceived articulation needs and responds as appropriate. Since all of the transfer-directed student programs utilize our products, it is not unreasonable to conclude that the diversity of our service recipients reflects the diversity of the transfer-bound student Foothill College student population.</p>	
<p>6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Based upon available data, it appears that the need for articulation services in support of transfer students will continue to increase. As more transfer-directed students choose the community college path to completion of their baccalaureate degree, the need for developing and</p>	

	<p>maintaining critical articulation agreements will increase. Foothill College is engaged in new curriculum developments that support both transfer and basic skills students by developing integrated math and English curriculum that streamlines the road to universities. Articulating these innovative but non-traditional courses is quite labor and time-intensive. Adequate articulation staff support is an integral part of securing enrollment in these new basic skills to transfer courses.</p>	
<p>7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>International students and the International Student Program staff have frequently expressed interest in increasing articulation/transfer agreements with out-of-state and private institutions; therefore, the office is engaged in establishing as many non-traditional transfer pathways as possible. Approximately 246 international students transfer each year, 123 of whom are transfers to private/out-of-state institutions. In the past two years, international students have successfully transferred to out-of-state and Ivy league colleges/universities such as Cornell, Penn, UNLV, Indiana University, NYU and more. Admission to CA public universities for international students is more difficult than for resident students; therefore, the College must investigate and obtain alternative options for our growing international student population.</p> <p>Developing and maintaining new transfer/articulation agreements is both time and labor intensive. Current demands on articulation staff prohibit the office from meeting International Student Program requests for creating new transfer opportunities.</p> <p>Many international students elect to attend Foothill College because of the breadth of articulation/transfer agreements and transfer opportunities we provide. A significant number</p>	

	<p>of international students report making the decision to attend Foothill College in order to participate in our UCLA Transfer Alliance Program.</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>Due to decreased access as a result of budget reductions, the number of Foothill students transferring to CSU in fall 2009 was 20 percent less than two years earlier and 30 percent less than in 2003-2004. (Source: CPEC) With decreased access to the CSU and UC campuses due to overcrowding and budget restrictions, more Foothill students are seeking opportunities for transfer to independent and out-of-state colleges and universities. The most recent CCCCO data (published March, 2011) reported that 454 Foothill students transferred to independent and out-of-state colleges and universities in 2008-2009. This number has been increasing steadily over the past several years. In order to facilitate course transferability for these students, it is incumbent upon us to establish additional articulation agreements and transfer pathways. Establishing new transfer/articulation relationships with institutions requires an enormous amount of time.</p>	
<p>9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>With increased interest in awarding transfer credit for Advanced Placement (AP), International Baccalaureate (IB) and CLEP by CSU, UC and the ASCCC, the Articulation Officer will continue to support efforts to engage faculty in dialogue and eventual policy development regarding the possible alignment of Foothill transfer credit with university guidelines. Changes to the Educational Code as a result of the recent passage of SB 1440 (Transfer Reform Act) mean that the Articulation Office is actively engaged in working with instructional departments in an effort to develop the new transfer degrees now mandated. Efforts include advising faculty about the new mandates, working with them to develop and/or revise curriculum that adheres to the state-approved course descriptors, and outlining curriculum that satisfies the requirements for local California State University</p>	

campuses.

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations .				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Basic Skills	Transfer	Workforce	
Develop and maintain comprehensive articulation agreements (course-to-course, major and GE articulation) with both public and private institutions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Update/maintain information in ASSIST - the official repository of articulation information for California's public institutions of higher education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct curriculum research and train faculty (one-on-one or via workshops) to support the development of transferable courses appropriate for IGETC, CSU GE, and course-to-course/major preparation articulation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Secure critical UC/IGETC and CSU GE approval for Foothill courses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support creation of mandated transfer degrees.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities		Measures	Timeframe
Develop and maintain comprehensive articulation agreements (course-to-course, major and GE articulation) with both public and private	Review and revise the current articulation agreement with each CSU, UC, and CA independent university, proposing changes, submitting new courses for		Maintain data on approved/denied articulation.	2011-2012

institutions.	review and communicating Foothill curriculum changes. Provide each institution with a Foothill catalog each year.			
Establish articulation agreements with independent or out-of-state colleges/universities.	Develop a minimum of five new articulation agreements with independent/out-of-state colleges and universities.	Agreements establish and communicated to campus community, posted on articulation web page.	2011-2012	
Maintain information in ASSIST - the official repository of articulation information for California's public institutions of higher education.	Input quarterly curriculum updates to the ASSIST database. Develop an improved mechanism for curriculum reporting by academic divisions.	Receive curriculum updates in a timely manner.	2011-2013	
Conduct extensive curriculum research and work with faculty.	Provide quarterly faculty development workshops; provide regular updates to CCC, advise division deans and curriculum representatives regarding relevant changes to transfer requirements.	Distribute articulation services survey to academic divisions. Review results.	2011-2012	
Secure critical UC/IGETC and CSU GE approval for Foothill courses.	Advise faculty of external curriculum standards, support curriculum development that adheres to standards, submit courses for approval, assist with appeals as appropriate, and disseminate information to campus community.	Analyze submission.	2011-2012 2012-2013 2013-2014	
Support creation of mandated transfer degrees.	Serve as liaison with C-ID, SB 1440 implementation committee and other state groups regulating the new mandate. Advise faculty on required course content and assist them in design of transfer degrees. Assist faculty and administration with research and submission of CCCCO transfer degree application.	Secured approval of 2 AA-T degrees each academic year.	2011-2012 2012-2013	
Increase collaboration with Transfer Center staff toward developing and implementing articulation and	Meet regularly with Transfer Center staff, establish new policies and protocol for transfer/articulation agreements,	Increased agreements and increased number of transfer students.		

transfer agreements/tools.	implement practices that assess and respond to student needs, promote an increased “culture of transfer”.			
12. 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 & success.		

III. Service Evaluation	
Service Evaluation Overview	
1. Student Services Survey : Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program?	N/A
2. "Internal" Evaluation : Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	We annually review the results of articulation submissions, provide feedback to academic departments, suggest curriculum changes as appropriate and analyze the success rate of our submissions.
3. "External" Evaluation : Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	The office has been diligent in its attempts to establish trust and credibility with external review bodies. We receive very favorable reports from university and system offices reflecting their satisfaction with our work and relationship.
4. Point of Service Surveys : Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program?	ASSIST forwards any complaints by students regarding problems with articulation after transfer. We have received only one complaint in the past ten years. This was related to inconsistencies the Foothill course numbering system.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	N/A
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	N/A

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Evaluate Foothill community satisfaction with quantity and quality of articulation agreements.	<ol style="list-style-type: none"> 1. Survey counselors 2. Utilize ASSIST feedback reports. 3. Survey instructional departments 4. Survey International Program office 5. Respond to results as appropriate. 	Locally developed assessment instruments	2011-2014
Evaluate Foothill faculty knowledge of course articulation. Provide training where areas of knowledge weakness are detected.	<ol style="list-style-type: none"> 1. Survey faculty via workshops and informal surveys 2. Develop and implement workshops and other professional development tools as indicated by survey results. 	Locally developed assessment instruments	2011-2014
8. Are additional resources needed to accomplish your department service evaluation 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 & success.	
Institutional Researcher	Develop appropriate assessment instruments to evaluate program satisfaction as outlined above.	N/A	

IV. Service Area Outcomes		
<i>Service Area Outcome Assessment</i>		
1. Be sure and complete your service area outcomes. SAOs are entered through the C3MS and archived in the public database found at: http://www.foothill.fhda.edu/schedule/learning_outcomes.php		
2. Are additional resources needed to accomplish your service area outcome 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 & success.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	Due to the added responsibility of directing the Honors Institute, the Articulation/Curriculum Officer has insufficient time for proactively seeking new articulation. The Articulation Officer postponed her PDL once in response to a request from the VPI to direct the Honors Institute; therefore, it is expected that additional staffing will be needed for coverage when the AO utilizes her PDL opportunities.
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	A return to the original 1.0 classified program assistant assignment would enable the articulation office to better support state mandated articulation and transfer degrees processes, update existing articulation, increase outreach efforts with independent and out-of-state institutions. The tremendous growth of the honors program has meant the 50% AO staff support position frequently is pulled away to support the honors program, leaving the articulation office without adequate support staffing.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	The Program Assistant has been waiting for a new computer for two years. Using an outdated computer slows down work efforts and inhibits our ability to access some important documents.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	At this time, additional resources are not required to support ADA needs.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> 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. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes.
6. List needs for upgrades for existing spaces.	As the number of agreements increases, there is a need for additional space for filing historical documents or additional staff support to record these documents electronically.
7. List any new spaces that are needed.	N/A
8. Identify any long-term maintenance needs.	N/A
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	We are moving to a new location in the next month; therefore, it is difficult to assess how adequate it is at the present time. The next review will outline its adequacy.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Service requests are generally handled in a timely manner.
<i>Budget</i>	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	Unfortunately, the last budget restriction reduced the program assistant position to .5. This reduced our effectiveness and restricts us from functioning optimally. The number of articulation agreements and reports generated were reduced.
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Support staff position as stated above.
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	No. With such a limited budget, there is little room for flexibility.

14. What are your goals with respect to resource planning and how will those goals be measured?		
15. 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 & success.

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

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress 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 current or continuing 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
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	