A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other__________)

We begin this section with SWOT summary, but knew in preparing this review that the college expected a forthright conceptual analysis tied to future directions and actions. Obviously, SWOT would never meet that necessity, nor was it ever intended to. Four historians are not a SWOT team. Additionally, we do not possess some of the information suggested as examples, which arise basically from professional/vocational programs — which history clearly is not. We have also added the Product Portfolio, which although not intended for this use either, does show another picture.

SWOT Analysis

Strengths:
• Splendid full-time faculty
• One of leading history curricula in state
• The FH lead and basic core for the FH online program and degrees
• Curricula developed covering all continents
• Essential PDF funding
• Very strong/ consistent enrollment/ productivity
• Devoted and collegial faculty/ division
• Faculty acknowledged by students as outstanding TEACHERS
• Excellent pattern of critical scheduling
• #1 record of course/ program articulation
• Strong transfer results to UC/CSU and many to out-of-state and private institutions
• Intense commitment to content and student diversity as central to educational mission

Weaknesses:
• Inadequate number of full-time faculty
• Top-heavy dependency on part-time faculty
• No course taught in one entire continent: Africa
• Inadequate maps and two old-fashioned nonmedia-ready core classrooms — 3400 Center
• Enrollment dependent on full-time faculty number and in residence
• Faculty time drastically compromised by plethora of unnecessary complications from learning objectives and program reviews
• Continuous uncertainty about growing inflexibility from above
• Deep inability of state to include private and out-of-state school transfer data or to track such important information
• Inability of state to fund student support

Opportunities:
• Increase full-time faculty because of enrollment/ productivity increases adn faculty retirement
• Completion of full media-ready classrooms in Core 3400 Center
• Growing attraction for all California students to take first two years at a quality community college
• Continuous need of foreign students to achieve quality Foothill education
• Possibility of increased enrollment from university students seeking less expensive quality education
• Tradition of flexibility and innovation in department and division
• Reach out to students and emphasize success

Threats:
History

• Limited full-time faculty
• Noncompletion of 3400 Core Classroom Center
• Serious budget cuts in key transfer/general education area
• Inappropriate bias against foreign students
• Growing trend of California universities to refuse articulation for anything but introductory freshman courses
• Elimination of funds for in-class student assistance essential in many large classes for student success
• Potential for district and college in tight times to move to a stringent, inflexible model

Product Portfolio
Relative Market Share Position

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Star: high growth, high share</td>
<td>Question mark: Low market share, large negative cash flow</td>
</tr>
<tr>
<td>• GE day courses</td>
<td>• Evening courses</td>
</tr>
<tr>
<td>• Foreign students</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>The Cash Cow: Large positive resource flow. Dominant share with relative profitability</td>
<td>The Dog: Low share of slowly growing markets. Neither generate nor require many resources</td>
</tr>
<tr>
<td>• Online courses</td>
<td>• University students taking FH courses</td>
</tr>
<tr>
<td>• Evening courses</td>
<td>• TV courses</td>
</tr>
</tbody>
</table>

Low

LEFT ABOVE: Market Grown Rate

Internal factors;

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other__)*

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. *(References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other____________________)*

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. *(Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)*

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:

2. Other Program Improvement Plans:
E. **ENROLLMENT AND PRODUCTIVITY GOALS** (References: Program Review Data Sheet (Enrollment and Productivity); Other)

F. **SUMMARY OF RESOURCES REQUESTED:** Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. **FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:**

2. **FACILITIES NEEDS:** (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

3. **MATERIALS AND SUPPLIES BUDGET AUGMENTATION:**

Evaluation of academic year **2002-02.**

Date of evaluation:

List names of participants assisting in this program review.

- Primary program contact person:
- Phone or email address: hacksharon@fhda.edu
- Full-time faculty: none
- Part-time faculty:
- Administrators:
- Classified staff:
- Students: