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

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# I. Department/Program Mission

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|---|---|
| 1. State the department name and everyone who participated in creating the comprehensive program plan. | Adaptive Learning Division REACH Program; compiled by Linda DiNucci; Beverly Tong; Charlene Wonpat; Linda Young |
| 2. State the program's mission. If you don't have one, create one. | The mission of the Foothill College REACH Program is to provide educational activities for adults recovering from acquired brain injuries. The program promotes the achievement of their highest level of physical, emotional and social capabilities. REACH serves as the essential link between outpatient rehabilitation and full community reintegration. |
| 3. Explain how the program/department mission is aligned with the college mission? | REACH is aligned with Foothill's mission to provide access to outstanding lifelong learning opportunities for these valuable members of our community. Foothill has always stood out as a leadership institution among community colleges across the country with exceptional courses and classes for our students. The REACH Program is also a very unique offering providing a full range of classes to serve our fellow citizens who have survived stroke and other acquired brain injuries. |

## II. Department and Program Description & Data

| 1. What are your hours of operation? | Our offices open at: 8:00AM<br>Closed for Lunch: No ☒ or Yes ☐ If yes, when:<br>Our offices closed at: 4:00PM |
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| 2. What types of classes do you offer, at what locations, and at what times? | Times offered:<br>☒ Morning (6AM-12PM)<br>☒ Afternoon (12PM-4PM)<br>☐ Evening (4PM-10PM) | Locations offered:<br>☐ FH Main Campus<br>☒ Middlefield<br>☐ Off campus | Types Offered:<br>☒ In Person<br>☐ Hybrid<br>☐ Distance | Status Offered:<br>☒ Credit<br>☐ 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 |
|---|---|---|---|
| Coordinator/Instructor | 1 | 0 | Coordinates REACH program, teaches classes in communication skills to acquired-brain injured students |
| Instructor | 0 | 1 | Teaches mobility, fitness, gait training, balance, ambulation |
| Instructor | 0 | 1 | Teaches mobility, fitness, gait training, balance, ambulation |
| Instructor | 0 | 1 | Teaches adaptive living skills, strengthening upper extremities and fine motor control |
| Instructor | 0 | 1 | Teaches adaptive living skills, strengthening upper extremities and fine motor control |
| | | | |

| Management and Classified Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties |
|---|---|---|---|
| Dean, Adaptive Learning Division | 1 | | Oversees ALD programs, including REACH Program |
| Classified Hourly Adaptive Learning Assistant | | 1 | Responsible for office activities, including student registration, student master list, schedules, phone inquiries |
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| Student Worker Positions | Hours per Week | Months per Year | Brief Description of duties |
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| None | 0 | 0 | |
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| 4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department? | The elimination of three sections and three part-time instructors has resulted in class sizes almost doubling (from 20 up to 38-40 students). These large classes will limit the number of new students we can accept and may impact student safety due to their disabilities. |
| 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? | No degrees or certificates are awarded at REACH. The student retention rate is very high, between 85-95%. |
| 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 program will address the challenges by: increasing outreach efforts, connecting with physicians, hospitals, therapists and community resources; and maintaining the website. |
| 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? | The elimination of three part-time instructors has led to doubling student numbers in the remaining classes. REACH needs to reinstate these instructors. |
| 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. | REACH does not offer any distance learning classes. |
| 9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data). | REACH is a unique and specific program for adults with acquired brain injuries. Stroke is the leading of disability in adults and third-leading cause of death in the U.S. We acknowledge the aging of our population. The provision of health care continues to decline. REACH offers a perfect venue for stroke survivors to learn the skills necessary to return to a full, rich life in their communities. |
| 10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain. | See above. |

## 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 |
| Reinstate 3 instructors/3 classes | ☒ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

12. What is your plan for accomplishing your goals?

| Department Operational Goals | Activities | |
|---|---|---|
| Reinstate 3 instructors/3 classes | Provide information regarding class size | |
| | and student safety concerns | |
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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.** |
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| Funding | To pay for the reinstatement of three part-time instructors and three classes previously cancelled. | Building a community of scholars |
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| III. Curriculum | |
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| *Curriculum Overview* | |
| 1. How does your curriculum address the needs of diverse learners? | Our curriculum is written for people with acquired brain injuries and provides accommodations for students who are non-ambulatory; ambulatory with assistance; non-verbal; hearing impaired. |
| 2. How does your curriculum respond to changing community, student, and employer needs? | REACH is open-access to any adult with acquired brain injury. |
| 3. How does your curriculum support the needs of other certificates or majors? | N/A |
| 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. | REACH requires the completion of a medical verification of a non-progressive acquired brain injury. |
| 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). | The curriculum currently is being updated for Title V; three courses (ALPS 209, ALPS 210, ALPS 211) were eliminated for the 2009-2010 school year. |
| 7. Does your program offer distance education courses? | No. |
| 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. | N/A |
| 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. | N/A |
| *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? | |

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| 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. | The Orientation/Assessment (ALPS 201x.01) should be taken prior to ALPS 205, ALPS 206 or ALPS 207 |
| 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. | The Orientation/Assessment class examines the student's needs and potential level of class participation. This is necessary for placement and the safety of the acquired brain injured student. |
| 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. | The age, disability and stamina of most REACH participants limit the class times to exclude late afternoon and/or evening classes. Transportation, because most students do not drive, is also an important consideration, even with paratransit available. |
| 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. | The students can choose to participate in one, two or all three classes within the program, depending on their needs and stamina. |
| 19. How does the department determine that classes are taught consistently with the course outline of record? | The classes are periodically reviewed. |

Foothill College Program Planning & Review

| Summary of Planning Goals and Action Plans | | |
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| 20. What are your goals with respect to curriculum and how will those goals be measured? | The goals are reflected in the Objectives of the course. These goals are measured by the Student Educational Contracts and monitored by the instructor. | |
| 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.** |
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| IV. Student Learning Outcomes | | |
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| *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.** |
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## V. Departmental Engagement

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| 1. What standing committees, if any, does your department maintain? What are the committee charges and membership? | I am a member of the Curriculum Committee and all new curriculum and curriculum changes are reviewed/approved by members of this committee. |
| 2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years? | The Adaptive Learning Division has educated the faculty on the needs and requirements of students with special needs. |
| 3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community? | I have attended health fairs, participated in the creation of a television program for the American Association of University Women, coordinated the observations of students from DeAnza College's nursing program and San Jose State University's speech/language pathology students, accepted an award from the San Mateo Commission on Disabilities, promoted and participated two Ability Resource Fairs with Peninsula Stroke Association. |
| 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 |

### Summary of Planning Goals and Action Plans

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| 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.** |
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## VI. Professional Development

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| 1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years. | Attendance at conferences and seminars for continuing education units for Occupational Therapy license and Speech/Language Pathology license. One member of the staff was awarded Adaptive Fitness Technician diploma and enrolled in Master's program in Kinesiology. |
| 2. What opportunities does your department take to share professional development experiences with colleagues? | REACH gives in-services to share information. |
| 3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness? | We have used these activities to improve problem solving, curriculum development and improve classroom activities. |
| 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? | Each instructor pursues continuing education units as required by their professions. I intend to participate in an annual conference for speech pathologists in April 2010. |
| 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. | Financial considerations may limit reimbursement for professional development funds. |

### Summary of Planning Goals and Action Plans

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| 6. What are your goals with respect to professional development and how will those goals be measured? | I expect to continue to expand my abilities, maintain currency in my profession of Speech/Language Pathology, and further pursue connections with other professionals in similar fields. |

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.** |
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| Continuing funding for professional leaves and attendance at professional conferences/seminars | Expand my abilities, maintain currency in my profession, improve classroom activities, meet changing and increasing needs of this diverse group of students | Building a community of scholars |
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| VII. Support Services | | |
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| *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 | However, adding additional hours would provide consistency and improve response-time to inquiries regarding the program. |
| 2. Are there sufficient college and departmental computer labs available to support this program? | Yes | |
| 3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction? | Yes | |
| 4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines? | Yes | However, the building does have roaches, mice and ants – these issues are addressed by Pest Control Services. |
| 5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines? | Yes | |
| 6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial? | Yes | |
| 7. Are general tutorial services adequate? | N/A | |
| 8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program? | Yes | Financial aid services are exceptional on the Middlefield Campus. |
| 9. Do students have access to and can they effectively use appropriate information resources? | Yes | |
| 10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online? | N/A | |
| *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? | | The target population of students for the REACH Program is generally not accessed by college catalogues or class schedules. |

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| 12. What impact does the college or departmental website have on marketing your program? | The website is adequate and some stroke survivors' families do access the program via the website. |
| 13. Is there any additional assistance from marketing that would benefit your program? If yes, explain. | Marketing could provide posters/fliers promoting the REACH Program. |
| 14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students? | Posting fliers at seniors centers, mailing brochures, staffing health fairs, sending informational letters to the medical community. |
| *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. | N/A |
| 16. List any awards, honors, scholarships, or other notable accomplishments of students in this program. | A REACH student received a Black History Month award and the REACH Program received San Mateo's Commission of Disabilities Award. |
| **Summary of Planning Goals and Action Plans** | |
| 17. What are your goals with respect to support services and how will those goals be measured? | Additional hours for Adaptive Learning Assistant (see above) |
| 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.** |
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| Engage a grant writer | Generate and respond to grant applications | Support the continuation and impact of the REACH Program |
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| VIII. Career and Technical Education Programs | |
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| *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? | |

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| 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**

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| 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

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| 1. How does your PT/FT ratio impact the program? | Primarily part-time staff – only one FT employee |
| 2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | REACH needs the reinstatement of three part-time instructors to handle existing demand and the anticipated growth in the program. |

### Classified Staff

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| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | REACH would benefit from an increase in the number of hours of the Adaptive Learning Assistant (currently 16 hours per week). |

### Technology and Equipment

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| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program? | The printer is outdated and will need to be replaced; the refrigerator in the Living Skills class leaks and needs to be replaced. |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms? | Yes. |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | N/A |

### 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

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| 7. Are your facilities accessible to students with disabilities? | Yes; but the bathroom doors are heavy. | |
| 8. List needs for upgrades for existing spaces | New printer, new refrigerator | |
| 9. List any new spaces that are needed | Three new classrooms for anticipated expansion in the program. | |
| 10. Identify any long-term maintenance needs. | Replacement of accordion (collapsible) doors between classrooms P2 and P3 | |
| 11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain. | Facilities are adequate for present size of program. Any expansion would require additional space. | |
| 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? | | |
| 14. Describe areas where your budget may be inadequate to fulfill program goals and mission. | | |
| 15. Are there ways to use existing funds differently within your department to meet changing needs? | | |
| **Summary of Planning Goals and Action Plans** | | |
| 16. What are your goals with respect to resource planning and how will those goals be measured? | | |
| 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.** |
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# 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.

With the influx of "baby boomers" and the aging of our population with their diverse health needs, the demand for classes to provide instruction and mobility, communication and adaptive living skills – post-stroke – will continue to increase.

We envision that this will require the following:
- Reinstatement of three part-time instructors and the three deleted classes
- Increase marketing efforts to improve the visibility of the REACH Program
- Engage the services of a grant writer (contractor)
- Encourage instructors to pursue in professional development (conferences, seminars, educational degrees)

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 |
|---|---|---|---|
| **Refrigerator** | **Store food for Living Skills class** | **Need replacement for old unit** | $500 |
| **Color printer** | **Printing documents** | **Need replacement for old unit** | $200 |
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| *Supervising Administrator Signature* | *Completion Date: 12/11/09* |
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