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

Program:_Physical Education_____

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

Table of Contents

I. Department/Program Mission	
1. State the department name and everyone who participated in creating the comprehensive program plan.	
2. State the program's mission. If you don't have one, create one.	
3. Explain how the program/department mission is aligned with the college mission?	

II. Department and Program Description & Data

1. What are your hours of operation?

Our offices open at:
Closed for Lunch: No ☐ or Yes ☐ If yes, when:
Our offices closed at:

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

Times offered:
- ☐ Morning (6AM-12PM)
- ☐ Afternoon (12PM-4PM)
- ☐ Evening (4PM-10PM)

Locations offered:
- ☐ FH Main Campus
- ☐ Middlefield
- ☐ Off campus

Types Offered:
- ☐ In Person
- ☐ Hybrid
- ☐ Distance

Status Offered:
- ☐ Credit
- ☐ Non-credit

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

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	

Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	

Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

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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?	
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?	
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?	
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?	
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.	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	

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
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	

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.**

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	
2. How does your curriculum respond to changing community, student, and employer needs?	
3. How does your curriculum support the needs of other certificates or majors?	
4. Do your courses for the major align with transfer institutions?	
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	
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).	
7. Does your program offer distance education courses?	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	
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).	

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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.	
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.	
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?	
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.	
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.	
19. How does the department determine that classes are taught consistently with the course outline of record?	
Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	

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.**

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:
A successful student will complete this program with the ability to communicate the components of a Physical Education program to their professional staff.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills **XXX**☐	Transfer XXX☐	Workforce ☐
Relationship to Institutional Learning Outcomes **Practical Application of Basic Skills** **Ability to Transfer** • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success * Student Grades • *Graduation rates* • *Transfer rates* • *Practical application of skills*	Summary of Data: October 2011 • **Athletics has a 80% graduation and transfer rate** • **97% retention rates for all classes** • **92% success rates for PE classes** • **82 Students received scholar athlete awards with 3.) GPA or better**	Use of Results: October 2011 **PE Athletics needs more full time coaches and learning center academic support staff to meet the needs of all of our students. Success rates will go up with added support staff**
• *Communication* • *Critical Thinking*	* **Successful completion of core courses required for Physical Education AA major: 34 units** * **Successful completion of**	To be done Fall 2011	To be done Fall 2011

	AA Degree Requirements including English, Math, GE requirements, core courses and electives		
	* Successful completion of a project or presentation showing the ability to communicate the components of a Physical Education program		

• **Intended Program Outcome 2**:
Students will demonstrate the necessary knowledge, skills, and values of a multi-disciplinary program, which satisfy core requirements for many physical education transfer majors including the traditional concentrations in teaching and contemporary choices of fitness, dance and athletic emphasis.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills **XXX**☐	Transfer XXX☐	Workforce XXX☐

Relationship to Institutional Learning Outcomes
*Practical Application of Basic Skills
*Ability to Transfer
• *Communication*
• *Computation*
• *Critical Thinking*
• *Community and Global Consciousness*
	Means of Assessment/Criteria for Success
	
	* **Student Grades**
	   • *Graduation rates*
	   • *Transfer rates*
	   • *Practical application of skills*
		Summary of Data: October 2011
		
		* *PE Athletics has a 80% graduation and transfer rate*
			Use of Results: October 2011
			
			PE Athletics need s more full time coaches and learning center academic support staff to meet the needs of all of our students. Success rates will go up with added support staff

• *Communication* • *Critical Thinking*	* **Successful completion of core courses required for Physical Education AA major: 34 units**	To be done Fall 2011	To be done Fall 2011

	* Successful completion of AA Degree Requirements including English, Math, GE requirements, core courses and electives *** Successful completion of a project or presentation showing the ability to communicate the components of a Physical Education program**		

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?	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	
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?	
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?	

Summary of Planning Goals and Action Plans

6. What are your goals with respect to departmental engagement and how will those goals be measured?	

7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

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VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	
2. What opportunities does your department take to share professional development experiences with colleagues?	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	
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?	
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.	

Summary of Planning Goals and Action Plans

6. What are your goals with respect to professional development and how will those goals be measured?	

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes | No	
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	
7. Are general tutorial services adequate?	Yes | No	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes | No	
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	
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?		
12. What impact does the college or departmental website have on marketing your program?		

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13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	

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.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	

Summary of Planning Goals and Action Plans

17. What are your goals with respect to support services and how will those goals be measured?	

18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	

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19. What indicators does your program use to determine success of our students after completion?	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

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

Faculty	
1. How does your PT/FT ratio impact the program?	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	
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)	
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	
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.	

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?	

8. List needs for upgrades for existing spaces	
9. List any new spaces that are needed	
10. Identify any long-term maintenance needs.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	

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.**

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
• ***Athletics has a 80% graduation and transfer rate*** • ***97% retention rates for all classes*** • ***92% success rates for PE classes*** • ***82 Students received scholar athlete awards with 3.) GPA or better*** L	**Resources that help accomplish goals include:** • **athletic counselor** • **full time coaches** • **assistant coaches**	This can be a learning out come at the course, program or institutional level.	Basic Skills? Transfer? Workforce?

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
Increase student athlete graduation and transfer rate to 90%	*Learning Study Center Personal Full time Softball Coach*	All)	Basic Skills, Transfer, jobs and prosperity for community

Supervising Administrator Signature	*Completion Date*