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

Program: **Gerontology Program**

* 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.	Gerontology Certificate Program Margriet DeLange, M.A., Anabel Pelham, PhD., Gertrude Gregorio, Nhung Tran
2. State the program's mission. If you don't have one, create one.	The Gerontology Certificate Program has as its mission: 1) to educate in the physical, psycho-social, and policy domains of aging 2) to better understand the processes of aging so as to promote health and effective functioning throughout the adult years. Material learned can be applied on personal, professional and academic level.
3. Explain how the program/department mission is aligned with the college mission?	The Gerontology Certificate Program reaches out to a diverse population of students to be engaged in the multi-disciplinary study of aging. Faculty provide students outstanding instruction and personal support for academic success and leadership, and career preparation to serve the fast growing aging population according to high standards.
4.	

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Closed for Lunch: No ☐ or Yes XX☐ If yes, when: M-Th, 8:00am-5:00pm; F 8:00am-4:30pm Our offices closed at: 12:00pm-1:00pm

2. What types of classes do you offer, at what locations, and at what times?	Times offered: ☐Morning (6AM-12PM) ☐Afternoon (12PM-4PM) X☐Evening (4PM-10PM)	Locations offered: X☐FH Main Campus ☐Middlefield ☐Off campus	Types Offered: X☐In Person ☐Hybrid ☐Distance	Status Offered: X☐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
Instructor, Gerontology	0	2	Teach classes in the Gerontology Program, assist with outreach.
	1	0	
	0		
	0		
Position Title	0	0	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Dean, Adaptive Learning Division	1	0	Oversee ALD programs and services including Gerontology program.
Senior ProgramCoordinator	1	0	Provide overall program coordination and guidance to day-to-day operations in ALD.
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**

Position Title				
Position Title	0.00	0		
Position Title	0.00	0		

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	**Trends in enrollment**. Nationwide, Gerontology Program enrollments are slowly growing as the field becomes more well-known. Trends indicate that employers are urgently seeking staff, so building relations with employers for scholarships and program promotion is worthwhile. The Certificate Program is an important stepping-stone for students who wish to transfer to the CSU or U.C. systems and earn a BA/BS or graduate degree. About six students per year make the decision to pursue a graduate degree in Gerontology. The Certificate program also serves the student who wishes to find entry-level employment or aging-related knowledge for a current position. Current workers in the field are seeking upward mobility and the certificate provides this opportunity. Enrollments in national and international Gerontology programs are all relatively modest and growing, and that enrolled students are earnest, passionate and committed to the field. Undergraduate classes are showing significant growth and graduate programs hold steady and are growing with healthy enrollments. Community Colleges are the starting point for entry level and upwardly mobility students and can expect significant growth from 2010 until approximately 2030.
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?	Retention rates are at approximately 90% (in terms of enrollments) and while the Gerontology Program is only about one year in progress, it is likely that 90% of the students will earn the Certificate. Significant numbers of

	students have expressed a wish to go to higher education. Most have stated an intention to earn an MA or MS degree, as many students already possess an undergraduate degree. Students are seeking and finding employment and upward mobility in the field of Gerontology. Students are finding internships in a variety of health and human service agencies and along the continuum of long-term care and in the aging network. It is expected that students will find employment within the same facilities and agencies as their counterparts in other Gerontology Programs, particularly SFSU.
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?	Approximately ¼ of the students are coming from diverse backgrounds. We observe that most of the students are mid-life Caucasian women (40 plus) and this is the trend in Gerontology Programs nationwide. As stated above, many of the students are training for a second career and most are already employed. We are finding that more and more students are coming from the Middle East and expressing an urgent need to serve their communities; aged women in particular. The field also attracts significant numbers of LGBT persons who wish to learn and serve a marginalized and underserved population of lesbian, gay, bisexual and transgender persons. We serve all persons, equally, and are proud to educate the professionals of the present and future in aging services, research and education.
7. Given the data, discuss how the Gerontology trends will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	As stated above, Gerontology Programs nationwide have modest enrollments when compared to more long-lived and traditional disciplines, but enrollments are growing steadily. We believe the enrollments at Foothill College would increase significantly with a dedicated and continuing advertising and promotion effort because the interest and employer needs are pressing. Students are highly satisfied with the Certificate Program and

	have expressed an interest to continue in the field and choose it as a career path. Given the demographic trends and growth of the field, the program has enormous potential. Within one academic year the Program could offer 4 courses per quarter and move toward the appointment of a half time (.5) Program Coordinator and .25 dedicated Clerical Support.
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.	Most Gerontology Programs nationwide, have not invested heavily in distance learning except in regard to Continuing Education for professionals. Much of the course content does not lend itself to distant learning at this time, but coursework can be adapted at a later date. In Gerontology, an important dimension of the learning experience is gained through group process, interaction and socialization into a professional. It is possible that some coursework may be offered on line, while courses that require group process and reflection, like Death and Dying and the Field Practice remain in the traditional mode.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	The Program needs a dedicated public relations, marketing or advertising effort in addition to the work and outreach undertaken by the faculty.
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Society has not entered (2010) the time frame when the Baby Boomers are arriving at age 60 plus and the demographic tidal wave will continue to increase until 2030. This is an international phenomenon. Additionally, nation states around the world are aging.

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.
    a. Develop a marketing and advertising plan for the Gerontology Program
    b. Strategically plan for a dedicated .5 director and .25 Clerical Support
    c. Form linkages to Peninsula Employers for internships, scholarships and employment of graduates
    d. Combine text books such that texts can be shared in more than one class
    e. Follow the career paths of students and monitor employment and or higher education
    f. Promote the offering of employer scholarships for students

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
1. Work with the College and Community to operationalize a strategic plan for marketing and publicity	☐	☐	X☐	☐
2. Communicate with Publishers of textbooks to find appropriate volumes that will serve more than one class	☐	☐	☐	X☐
3. Regularly meet with colleagues in Adaptive Fitness to identify collaborative opportunities to grow both programs	X☐	☐	x☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
1. Faculty will have monthly meetings with employers, Faith Communities, Health and	Depending on available resources, develop a strategic and carefully thought out and ongoing marketing plan for the program. Set aside 3 years of investment	

Human Service providers to promote program and shape strategic planning 2. Organize phone calls to Textbook publishers including Routledge, Pearson, Springer, Sage. 3. Faculty have already met with Dr. Knopf in the Adaptive Fitness program and look forward to future collaborative meetings.	resources to hire and support a .5 director and .25 clerical support person to grow the program. The time is ripe and now. Assign the new director the task of reaching out to the myriad of aging services employers in the Bay Area. The goals would include internship site development, scholarships, and employment opportunities. Work with faculty to utilize one or so texts in more than one class to save on costs to students and utilize the best texts possible (so as not to self censor because of text costs). Create a data base to follow the career and higher education attainment of graduates. Also, conduct an exit survey of student evaluations of the program.	

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.

In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.

   a. Marketing plan and outreach for the Gerontology Program
   b. .5 Program Director and .25 Clerical Support.

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.**	
Part-time support person	Develop and carry out marketing plan	$5,000 per academic year	
No resources needed	Regarding text books		
No resources needed	Regarding collaboration		

III. Curriculum

Curriculum Overview

1. How does your curriculum address the needs of diverse learners?	Faculty bring a variety of learning styles into the class room; Faculty offer students' centered learning; All courses offer personalized and individualized instruction where required and offer accommodations where necessary.
2. How does your curriculum respond to changing community, student, and employer needs?	Gerontology is a relatively new discipline and because of its nature faculty are on the cutting edge of change. Faculty are grounded in the community and are actively engaged in scholarship, civic engagement, publications and public service.
3. How does your curriculum support the needs of other certificates or majors?	Gerontology course work can serve as electives in other certificate and degree programs and faculty are reaching out to Adaptive Fitness to form synergistic relationships.
4. Do your courses for the major align with transfer institutions?	Students who earn a certificate in Gerontology are more competitive when they apply for graduate studies at 4-year institutions
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Not at this moment
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).	Not at this time
7. Does your program offer distance education courses?	N/A
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?	It is recommended that students should be able to read and conduct written composition at the college level.
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).	N/A
12. In what ways are you addressing the needs of the college skills students in your program?	We assess critical thinking, reading comprehension and college level writing skills. Students are also expected to make oral reports and be a productive member of the team.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	The Gerontology faculty are by definition interdisciplinary and both are full and part time faculty members at other colleges and universities.
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.	There are no sequences, but we do offer courses for students to complete the certificate in a year. The curriculum is new and expanding. The small collection of core courses and electives are being offered very modestly as the program grows its enrollment. Internship class requires two prerequisite core courses in Gerontology.
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.	Does not apply at this time
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?	No capstone course at this time

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.	Our working students require evening and/or weekend courses.	
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.	While there is not a sequence, we schedule courses with students' work lives firmly in mind. Courses are offered to complete the certificate in a year.	
19. How does the department determine that classes are taught consistently with the course outline of record?	Instructors have access to the C3MS system and can review all course outlines. Instructors hand out green sheets in each class that are based on the curriculum outlines.	
Summary of Planning Goals and Action Plans		
20. What are your goals with respect to curriculum and how will those goals be measured?	1. Faculty want to continue to expand the curriculum to meet the requirements of the field and respect the Association for Gerontology in Higher Education (AGHE) standards and guidelines.	
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. A minimum of four courses ought to be offered every quarter		
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.
Faculty support at .8	To support the offering of 4 courses/quarter	To serve the workforce requirements of an aging greater Bay Area

As the field of Gerontology dramatically emerges and changes the program and the college would benefit by routine conferences and symposia ($5,000/year)			

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**: Upon completion of the Gerontology Certificate Program students will demonstrate competency in the necessary knowledge, skills and values required for entry level Gerontology professional practice.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce X☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success 1. 90% of students will earn a B+ or better on final grades 2. 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3. 25% will either find new positions or experience upper mobility within their current position within 12 months 4. Graduates will self-assess as a family or community resource for elders. *What tools will be used to establish and measure success?* 1. Document test scores 2. Follow up on	Summary of Data: October 2011	Use of Results: October 2011

	matriculation data 3. Follow up on work force experiences 4. Survey satisfaction of program graduates		

• **Intended Program Outcome 2**: Upon completion of the Gerontology Certificate Program graduates will demonstrate competency according to the Association for Gerontology and Higher Education (AGHE) Standards and Guidelines. (<http://www.aghe.org)

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce X☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success 1. Graduates will be able to articulate a comprehensive summary of the biological, psychological and sociological aspects of aging 2. Graduates will be able to describe the elements of the three major entitlement programs for older persons and the relationship between Aging Social Policy and the Older Americans Act. 3. Graduates will use culturally competent constructs and language when describing and evaluating diverse elders.	Summary of Data: October 2011	Use of Results: October 2011

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?	Faculty meet with Gerontology Advisory Group to discuss curriculum, employer needs, course offerings, collaborations and potential partnerships to support the program.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	This is the first program review. Faculty are very actively engaged in the larger 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?	Not yet
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?	We work closely with San Francisco State University. We are actively guiding students who wish to transfer to the State University system

Summary of Planning Goals and Action Plans

6. What are your goals with respect to departmental engagement and how will those goals be measured?	Faculty hold regular meetings to better frame the curriculum and guide students into internships and transitions to work

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.
Faculty want to integrate Gerontology course work into other disciplines, e.g. Sociology and Psychology.	This is to embed aging expertise and curricula into behavioral social sciences and health and human services.	.4 time assigned to designated support person to work on marketing and coordinate integration of gerontology prefix courses in other disciplines once approved.

Foothill College Program Planning & Review

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Faculty are involved in professional development activities as participants or presenters. Three recent activities include: Delange: • Ongoing gerontological work for Stanford Research; Presenting paper at the American Society on Aging (ASA) in San Francisco in April 2011 • Presenting Best Practices Program on Elder Abuse at ASA in San Francisco in April 2011 Pelham: • Recent publication of a text on teaching Social Justice through Community Service Learning • Presenting a paper at the AGHE meetings in Ohio, March 2011; Presenting a paper at ASA in San Francisco in April
2. What opportunities does your department take to share professional development experiences with colleagues?	Faculty are routinely presenting at professional conferences offering papers and posters. Faculty are involved in community leadership. Faculty publish professional work in journals and academic periodicals
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty bring professional and scientific expertise from the community to the class room. Professional power points are shared. Students are invited to participate in local conferences and we invite students to book signing parties. Two students have been nominated and awarded national and regional recognitions.
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?	A major professional need is funding support to attend conferences and symposia. Faculty need travel and registration fees support.
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	ASA is meeting in San Francisco in April 2011. Registration fees are significant. California Council on Gerontology and Geriatrics is also

VI. Professional Development	
and any necessary resources.	meeting in April 2011 in Sacramento. This requires overnight accommodations and registration fees. Both of these organizations require prior membership.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Continuing participation in professional and scientific organizations.
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.**
Funds for registration and travel to two professional/scientific meetings	To update and inform faculty	$4000 total annually

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?	| No	Senior Program Coordinator supports multiple other programs and is spread very thinly.
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** |	
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?	**Yes** |	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes** |	Due to budget cuts academic counseling hours have been reduced. There is a 2-3 week waiting to schedule an appointment with the ALD counselor. Counselors need to be regularly updated about the program.
9. Do students have access to and can they effectively use appropriate information resources?	Yes |	N/A
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes | No	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 vast majority of students have been recruited by the faculty. Marketing and publicity opportunity are not adequately utilized. The program needs more dedicated staff support.

12. What impact does the college or departmental website have on marketing your program?	It took a while to get up and running but it seems adequate at this time. Classes need to be listed under Gerontology heading.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Yes, this discipline is very sensitive to marketing outreach. The need is clear, the interest is clear, we have to make the program known in the community. Outreach to employers in particular would be beneficial.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Personal visits to major employers in the aging network
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.	There are no clubs on campus yet but they do have student organizations at ASA, GSA and CCGG. A faculty member just developed a Facebook page.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	• New Venture Leadership through American Society on Aging • Student representative at California Counsel on Geriatrics and Gerontology (CCGG)
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	• Continue our outreach to the aging network • Continue to promote the program in every public speaking opportunity • Continue sending information to interested parties, high schools and organizations. • Continue to work with Foothill College's Outreach and Marketing staff
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 See above regarding marketing	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.	With the international aging of the population, employment opportunities for students in gerontology are significant. This ranges from para-professionals to professional staff in every discipline, e.g. ASHSA recently dedicated one conference day addressing the nearly desperate need for employees.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Yes
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Newly emerging and growing very rapidly.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Depends on if the certificate is an add-on to a BA/BS or MA/MS. In this field the salary ranges are enormous.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Our students are upwardly mobile and higher graduates of our programs
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?	Yes, we can say that students who complete the certificate are more competitive when applying to undergraduate and graduate programs. This is true for graduate programs in particular where acceptance is practically automatic
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	The program adheres to the AGHE standards and guidelines. The curriculum is brand new and reflects the currency in the field.

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?	The curriculum is interdisciplinary and prepares students for both the public and the private sectors and reaches out to a broad range to incoming academic preparation.	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	Faculty are very active in diverse public forms reaching out to members of the community and potential students from a variety from socio-economic and cultural and ethnic communities	
11. How does this program prepare students for competitive employment?	Faculty conduct mock job interviews, oral presentations, peer grading. We also conduct discussions of ethics and ethnic and cultural sensitivity. Faculty support students in program development.	
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.	**Members;** **Dr. Dolores Gallagher-Thompson** Director, Stanford Geriatric Education Center and Professor of Research, Dept. of Psychiatry & Behavioral Sciences Stanford University School of Medicine **Dr. Gwen Yeo** Director Emerita, Stanford Geriatric Education Center Stanford University School of Medicine **Dr. Nancy Hikoyeda, DrPH, MPH** Associate Director, Stanford Geriatric Education Center & Consultant, Health, Aging, & Diversity (CHAD) **Dr. Anabel Pelham**: Professor and Director (San Francisco State University) **Margriet DeLange, MA, CPG**: Instructor (San Francisco State University) **Elizabeth Siegel**: Site Director (The Forum at Rancho San Antonio) **Gertrude Gregorio, MA**: Dean, Adaptive Learning (Foothill College) **Dr. Karl Knopf**: AFT Instructor (Foothill College) **Rita O'loughlin**: APE/CB Instructor (Foothill College) **Linda DiNucci**: REACH Instructor/Coordinator Community Education) **Nhung Tran, MPA:** Senior Program Coordinator (Foothill College)
13. List the dates and number of members attending your most recent advisory board meetings.	Dates # of members attended February 21, 2007 3 November 16, 2007 9 May 23, 2008 11 November 7, 2008 7 February 25, 2009 5 May 14, 2010 7

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?	Major outcomes include curriculum development, employer outreach, marketing and publicity initiatives, grant writing opportunities and overall moral support.	
Program Accreditation		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	A national association is currently considering accreditations guidelines for Gerontology Programs	
16. What is the program's accreditation status?	Application for State approval is in process.	
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.	N/A	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A	
19. What indicators does your program use to determine success of our students after completion?	Employment success and acceptance to under graduate or graduate studies	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	It is too early in the process.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	The program just started. Labor market demands are reflected in the curriculum.	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, we are actively engaged.	
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?	1. Comprehensive marketing and publicity 2. A dedicated part time coordinator of the Gerontology Program 3. Financial support for attending conferences and symposia	
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.		

Foothill College Program Planning & Review

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.**	
Media Resources (DVDs and films)	To enhance higher education	$2000	
Webmaster	To oversee website and Facebook	$1000	
Program Brochures	To support marketing efforts	$500	

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

Faculty	
1. How does your PT/FT ratio impact the program?	Both faculty members are part time
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	There is a need for a part-time Coordinator 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)	Part-time Coordinator
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	See above regarding Media
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:** not yet
- **Instructional Equipment and Supplies:** needed 6 USB drives, 1 smart phone, 1 IPad
- **Durable Equipment and Furniture:**
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
7. Are your facilities accessible to students with disabilities?	**Yes**
8. List needs for upgrades for existing spaces	N/A
9. List any new spaces that are needed	N/A
10. Identify any long-term maintenance needs.	N/A

11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes
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?	Needed: media and minor equipment as described above
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	**N/A**
15. Are there ways to use existing funds differently within your department to meet changing needs?	No
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	A dedicated program coordinator and part time clerical support person could significantly improve the stature and enrollment of this program.

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.**
Personnel cost would reflect the salary standards of the College		

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.

There is a demonstrated need for Gerontological Professionals on every level and this program is very well placed in the greater Bay Area. To our knowledge it is the only Certificate Program besides an emerging one in San Francisco. Foothill's new Gerontology program offers a rigorous Gerontology Curriculum to support a Certificate Program. This certificate serves both entry level and transitioning professionals in the field. A thoughtful expansion of the curriculum to serve students/employers' needs and reflect the dynamics of the field. The program application for State approval is in process.

The program needs:

1. A dedicated part-time coordinator of the program. Responsibilities to include marketing and outreach.
2. Curriculum development stipends for part-time faculty
3. Conference funds

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission

Supervising Administrator Signature: Gertrude Gregorio	*Completion Date: March 21, 2010*

Foothill College Program Planning & Review