FOOTHILL COLLEGE
Pilot Comprehensive Program Plan / Due 03/27/09
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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Foothill College Pilot Comprehensive Program Planning	
I. Department/Program Mission	**I. Department/Program Mission Response**
1. State the department name and everyone who participated in creating the comprehensive program plan.	Physical Education Division Gene Scattini, Jeff Bissell, Collin Pregliasco, Camille Wheeler, Matt Stanley, Warren Voyce, Owen Flannery, Tom Liner, Gary Lang, Barbara Shewfelt, Liz Hunter, Bubba Gong, Judi Oburn, Ron Oburn, Doug Boyett, Jody Craig, Kara Giannetto, Donna Frankel, Alana Hunter, Katy Ripp, Michelle Schukraft, Steve Strout, Sue Gatlin, Shanan Rosenberg, Katy Ripp, Kelly Edwards
2. State the program's mission. If you don't have one, create one. (200 word limit).	The program mission is to serve a broad base of diverse learners in a multicultural environment which encourages and supports student performance, health, fitness, learning and success
3. Describe the programs activities, including services provided and whom the program serves.	The Physical Education Division serves a broad based group of diverse learners ranging in age from 15 – 90. The programs include, 14 athletic teams, physical education and dance activity classes and lecture classes, which support two majors, physical education and sports medicine.
4. Explain how the program/department mission is aligned with the college mission?	The College mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness. The department's mission parallels the college mission by offering lower division academic courses, career preparation through the sports medicine major and health and fitness promotion to keep California's workforce healthy.

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II. Department and Program Description		**II. Department and Program Description Response**	
1. What are your hours of operation?		The first classes in the Division begin at 6AM and continue through 11PM M-F. Classes are also held on Saturday and Sunday. The Division office is open from 7AM-7PM Monday-Friday.	
2. What types of classes do you offer, at what locations, and at what times?		Physical education and dance activity classes are held at both the Middlefield and Foothill Campuses. Lecture classes for the majors are both online and at Foothill.	
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
Physical education instructors	17	27	Teach physical education and dance activity and lecture courses
Classified Positions	Hours per Week	Months per Year	Brief Description of duties
2 equipment managers	40 each	12	Set-up, care and maintenance for all physical education courses, fields, facilities, equipment, laundry, vans, and athletic practices and events
1 athletic trainer	40	12	Athletic injury care and prevention for 14 sports teams
1 facilities rental manager	40	12	Self-funded position to handle all facilities rental contracts and schedules for the entire Foothill Campus
1 administrative assistant	40	12	Administrative assistant for the entire division, also responsible for athletic eligibility status, transportation schedules
Management Positions	Hours per Week	Months per Year	Brief Description of duties
1 Division Dean/Athletic Director	75	12	The division dean is responsible for the vision,

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			leadership, curriculum quality And class scheduling, personnel management and financial accountability of the division including facilities for PE classes and sport teams, campus rental programs; athletic director for 14 sports teams.
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
15 student workers	Varied	12	Game management support, learning center monitors, tutoring, fitness center support
4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?		For athletic teams enrollment is increasing; for activity classes the average class size is limited by classroom size, most are at 35; online instruction has doubled but is minimal in this division; lecture classes are limited by course articulation to CSU and UC however we do offer everything that can be transferred.	
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?		Success rates for athletic teams top 80% for transfer and degrees; retention rates are above 97% for all classes; success rates for PE classes are at 92%	
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?		Success rates by gender are equal at 92%; success rates for Hispanic populations (10% of enrollment) are at 85%, which is the only ethnic group that shows a distinct difference from the overall 92%. Our division will need to closely monitor enrollments by Hispanics and note if we have a weak link in terms of support, class type or weakness in cultural sensitivity that we can correct.	
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?		Our full time FTEF has stayed consistent over the past 5 years. The one goal that has stayed consistent throughout the past 5 years was to try to get all sport teams coached by full time coaches. We have data confirming that teams coached by full	

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	timers have greater team success, higher transfer rates and higher GPAs by team. The full time coach has greater time to give to the student athletes and the program. We have one team remaining with a part-time coach and that is women's softball. Title IX guidelines dictate our need to keep trying to get this a full time position.
8. Does the department's analysis of trends in enrollment and achievement accurately reflect the data?	Missing from the data are the segmentation studies identifying the community support by age for PE courses. This is an important element as our local community gave excellent support in the recent bond measures. In the past segment studies demonstrated the number of one-course students was extremely high in PE and we need to ensure our curriculum supports their enrollment.
9. Have any issues been identified? Explain.	We are in the process of archiving our personal trainer certificate program, which we plan to restructure and combine with sports medicine to enhance both the fitness center classes and the sports medicine program productivity and WSCH.

Program expansion for men's water polo, track and field, baseball and cross-country would grow full time student enrollment rapidly. Men's water polo, men's and women's track and cross-country could be offered for a very small amount of B-Budget. The potential for growth is 50 full time students for cross country and tack and field; 15 full time students for water polo and 40 full time students for baseball. |
| **Summary of Planning Goals & Action Plans** | |
| What are your 5-year goals with respect to the overall direction of your program and how will those goals be measured? | 1.   Add men's water polo, cross country and track and field programs.
2.   Add baseball if funding for a new field is found.
3.   Expand PE classes using new curriculum- increased WSCH for division |

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	4. Re-package the certificate program for personal trainer with re-opening in fall 2010

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III. Curriculum	**III. Curriculum Responses**
Curriculum Overview	
1. How does curriculum address the needs of diverse learners?	The current curriculum for PE and dance encompasses courses for different levels of fitness, a variety of learning styles and a great cross-section of classes for the variety, shape, level of fitness, diverse cultures and ethnic backgrounds and ages of our learners. The beauty of fitness and dance courses is that language for our non-English students is not as challenging as demonstration is a mainstay of the tools we have for learning. Dance, particularly, has an opportunity to expand its "cultural" borders and include Asian, African and Indian classes to reflect our changing student populations. There should be two areas of focus for PE students, the transferring student and the adult life-long learning student. Most classes can handle a combination but one idea is to have a group of courses that focuses more on beginning fitness and the "out-of shape" students. The Sports medicine students have unique curriculum that allows instructional support one-on-one and as a group, this supports the program curriculum and the variety of activities necessary to prepare students in this program
2. How does the curriculum respond to changing community, student and employer needs?	Curriculum needs to follow industry changes, i.e.: Pilates is the current "Hot" class, TAG is the new industry class. We need to carefully monitor and expand curriculum as the changes occur. In terms of employer needs, fitness technicians will be needed in Group Exercise leaders, core training and yoga. As mentioned above, dance has an opportunity to expand the

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	diversity of class offerings to reflect changes in the student population. It is imperative that new courses be generated each year in fitness and dance to stay current with industry and student trends and populations.
3. How does the curriculum support the needs of other certificates or majors?	We have over 350 student athletes that are all full time students. These students are transfer level students that major in a variety of programs that span the campus. We have networked with several different divisions to ensure student success. Programs are going with Math, communications, a couple English and some BSS instructors to monitor and follow student enrollment and success. The dance program has teamed with the Drama division to bridge course offerings for performance both in Dance and Drama.
4. Do courses for the major align with transfer institutions?	The courses for our PE and sports medicine majors have articulation with both CSU and some UC schools. We have had meetings with CSU faculty and matriculation staff to get agreement on course content. We have hit one snag, as the BIO 40ABC series offered by FH and required in both the PE and Sports Medicine majors will not longer be accepted by the CSU's. This means our students will need to attend a different community college to get this integral course for their major.
5. Do your courses have appropriate and necessary prerequisites? Explain.	Currently there are prerequisites in the sports medicine program that are appropriate.
6. Are your curriculum sheets and course outlines of record current? (Consider: Title V, course deactivation, updated pre-	Curriculum sheets and course outlines were ALL revised in 2008 as we changed our acronym from HP to PHED and DANC. We did

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requisites, cross-listed courses.)	major revisions on ALL courses and resubmitted all outlines to the articulation officer to ensure a smooth transition to the new PHED and DANC numbers. Title V updates were done on every single course in 2008. Major sheets were updated for Fall 2009.
College Skills (Pre-collegiate) Overview	
1. What college skills should a student have before entering your program?	Students entering our PHED major programs shall have completed math and English placement tests and be concurrently enrolled in Basic skills math and English if taking the PE lecture courses. Activity courses do not require concurrent enrollment.
2. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program.	The biggest issue for us is the placement of student athletes in basic skills English and Math classes. We have developed a working relationship with the basic skills math faculty to ensure tutorial support and student progress reports are done every three weeks for student athletes. Math instructors and the math dean have had several meetings with the PHED Dean and athletic counselor to ensure placements are appropriately made, tutorial support is available and the software for the math programs has been installed on the computers in the athletic learning center.

We are currently working on a program with the math faculty to engage in student review in algebra and geometry prior to taking the placement test.

It has been suggested that we allow our incoming students to use high school transcripts as a measure for placement. |
| 3. In what ways are you addressing the needs of the college skills students in your program? | Progress reports for student athletes are done every three weeks during the quarter. We have a full time athletic counselor who works as the facilitator between math faculty and coaches to ensure student progress and success. We have also established a learning center with part time assistance including tutors and |

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	supervision of study time accomplished with student support. The Learning Center truly needs classified support to effectively utilize and expand hours. Also math software has been installed on all of the computers in the Owl Learning Center. We need to find a means for the same type of support with the English faculty.
4. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	In addition to the above information, the PE and Math Department collaborated on a grant that supplied over $8000.00 that is assisting with a book loan program, tutorial support and the cost of the math software for our computers.
Student Learning Outcome Assessment	
1. **Institutional SLOS:** How do the department's course and program SLOs address or align with Foothill's institutional SLOS of critical thinking, communication, computation, and community/global consciousness.	SLO's for all courses will be completed by the end of April. The SLO's are in alignment with the Foothill SLO's of critical thinking, communication, computation and community and global consciousness.
2. **Program-level SLOS:** *Please list* the department's-SLOs for its programs?	TBD •
3. **Course-level SLOS:** Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings. *Attach DARED Worksheet.*	Course level SLO's of one course, one outline, one cycle were started in January 2008. The 2 faculty responsible for this cycle attended convocation workshops held in December on the SLO and assessment cycle. At the division meetings in both December 0f 08 and January of 09 the entire division was provided workshop information by the 2 faculty and 12 faculty members were enlisted to do the one course, one cycle program per PHED 45 section. They agreed on the SLO, the assessment and we would meet to discuss the outcome and success or need for changes following the end of the cycle in March 09. Changes in the college direction occurred in February and a division workshop on SLO's occurred in March. All courses will have SLO's and assessment rubrics completed by the end of April and the assessment cycle will be done for Spring quarter. In June 09

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	all faculty will meet again to review the assessment, reassess the outcomes and make necessary changes.
4. **Course-level SLOS:** Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.	**To be determined**
Program Mapping (Optional)	
1. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence?	Yes – PHED 062A, 62B, 62C, 62D, 62E
2. Describe a capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	Phed 62 series --- Skill development notebook with sign-offs after completion of each learning outcome – (See attached)
Course Scheduling & Consistency	
1. Given the data, describe the trends in scheduling afternoon and evening classes, on Fridays, on Weekends, and online. Comment on the feasibility of offering classes at non-standards times.	PHED facilities are used from 6Am -11PM M-F and on Saturdays 8AM -10PM and Sundays 8-11. Online classes in both PHED and DANC have doubled in the past four years but only total 8 in number.
2. 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.	Scheduling for sports medicine program is done on an annual basis with minimal over-lap. Classes for PHED major are offered at least two times per academic year. The sequences are set one year in advance and based on the total enrolled students in the program.
3. How does the department determine that classes are taught consistently with the course outline?	Each instructor has access to the C3MS system and can view all course outlines. The syllabus required in each course is a direct reflection on the course outline and is reviewed during the evaluation cycle for instructors.
4. What are your next steps?	Next steps will be to assess one-third of the course SLOs' for spring 09 with a June meeting to discuss, correct or change where necessary SLOs' for the next cycle.

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III. Curriculum	**III. Curriculum Responses**
Summary of Planning Goals and Action Plans	
What are your 5-year goals with respect to curriculum and how will those goals be measured?	1. Complete SLO for all courses by April 15, 2009 2. Complete cycle of assessment and review on an annual basis beginning in Spring 09 3. Each full time faculty member in the division has assigned outlines in the 3CMS system that they will monitor for Title V updates. 4. Create and teach new curriculum for dance and PE courses each year. 5. SLO development will continue and assessment cycles will be ongoing and reviewed annually for necessary revisions. 6. Create mandatory CPR/First Aid certification for all PE majors. 7. Blend personal training program with the sports medicine program including complete reformatting of personal trainer certificate program for re-opening in Fall 2010.

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IV. Departmental Engagement	**IV. Departmental Engagement Responses**
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Curriculum committee which reviews and approves division curriculum development and changes; coaches group which reviews schedules and facilities issues: Measure C committees for construction design and development for new facilities; tenure committees
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 5 years?	Interaction with Bio-Health department to ensure curriculum for sports medicine and PHED majors is transferable. This has failed as the Bio programs failure to use a cadaver ensures our student can no longer take the Bio 40 series at Foothill and must attend another community college for this course.

The dance instructors have ongoing interaction with drama for training students in performance and production.

Counseling and PE are critically tied, as there is a full time counselor for student athletes. Workshops for student athletes are done annually on career programs, transfer, Financial Aid and EOPS. The athletic counselor provides research and data on transfer rates by team including GPA, retention and transfer schools.

Math and athletics have ongoing programs and support through the athletic counselor |
| 3. What has your department done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the | All of the Foothill college coach's visit all of the high schools in our recruiting district ensure new student athletes for our teams. Our coaches all network with 4-year programs to facilitate |

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IV. Departmental Engagement	**IV. Departmental Engagement Responses**
community?	scholarship and transfer opportunities for graduating athletes. Our sports medicine program is working with high school ROP programs to encourage students to attend Foothill and enroll in the sports medicine program. We run several fund-raising events per year that involve local business and community groups. We do facilities rentals and network with local community sports programs and events. The Dance program tours with local colleges, universities and high schools with joint participation in master's classes and lecture/demonstrations. These schools have included Stanford, Cuesta, DeAnza and CCSF. Dance also is engaged with local dance programs and professionals.
4. In what ways if any, have you worked with area high schools to align curriculum from the high school to your course?	The sports medicine program is working with high school ROP Programs
Summary of Planning Goals and Action Plans	
What are your 5-year goals with respect to departmental engagement and how will those goals be measured?	1. Dance will complete an annual performance that includes area colleges, universities and high schools. 2. Intercollegiate athletics will network with local high schools to recruit student athletes for athletic teams. This is measured annually by the number of incoming freshman on sports teams from high schools visited by coaches. 3. The departmental committees will provide reports at monthly division meetings on Measure C, curriculum and coaching issues. 4. PHED and math will continue ongoing meetings for placement and success. The next project for completion in this discussion is workshops or materials for math placement preparation. These materials should be completed for Fall 09.

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V. Professional Development	**V. Professional Development Responses**
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	College course work; CCS games, meets, matches; coaching clinics and trainings, state play-offs by sport; dance clinics and workshops/ CPR/First Aid Training; ETUDES trainings; online software education; yoga and Pilates certification courses; Athletic Trainers national Convention; Nutrition workshops and research; tenure committees; USTA NorCal Conference; fitness classes and clubs
2. Are there unmet 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.	CPR/first aid is essential for faculty and staff. We are recommending that all division faculty take the 2 unit CPR/First Aid class taught by the division each spring.
Summary of Planning Goals and Action Plans	
What are your 5-year goals with respect to professional development and how will those goals be measured?	1. Encourage enrollment in CPR/first aid course. The Division will track the CPR/first aid cards. 2. Coaches meetings and trainings will be held quarterly Minutes will be kept. 3. Rosters by team will indicate high school recruitment Numbers.

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VI. Instructional and Student Support Services	**VI. Instructional and Student Support Services Responses**
Instructional and Student Support Services	
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. If no was answered to any of the above, or if you have additional unaddressed needs, please explain.	• The Owl Learning Center is a great resource for our students but lack of college support and funding only allows it to be open for a limited number of hours per week. The students and coaches both believe this is a major need in terms of funding as it is a critical piece for student success. • Facilities are dirty, moldy, there is pigeon poop all over inside and out, showers and locker rooms are always dirty • There is a need for weekend custodial support as classes are held on Sat and Sunday. There are games, meets and matches on the weekend as well. • As athletics teams increase in size and number it will require additional athletic counseling support.

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VI. Instructional and Student Support Services	**VI. Instructional and Student Support Services Responses**
Marketing	
1. What impact do you feel the college catalog; class schedule, and online schedule of classes have on marketing your program?	Most students use the online schedule for classes. The paper schedule is usually full of errors by the time it is printed. The Heights has been a good tool for showcasing classes but we could really use more support from marketing in on-campus marketing and web page updates and development.
2. What impact does the college or departmental website have on marketing your program?	Our web pages are critical pieces for athletic recruiting. We could definitely use support for design and upkeep on the sites. Because we have 14 sports schedules per year, coaching changes, and student athletes are here for such a short period of time, web pages need to be updated on a weekly basis and we have no support for this. The web sites for sports medicine, and PHED major are very poor and in need of a lot of attention.
3. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Assistance of a part-time SID (sports information director) would ensure newspaper articles, team statistics, web pages and COA information is accurate and timely.
Programs, clubs, organizations, and special activities for students	
1. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	
2. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Scholar athlete program features an annual event to honor those student athletes who have maintained a 3.0 or better during their season of sport. This year 82 student athletes received this award. Our sports teams have numerous examples of all conference, all Northern California and All-State members. Four coaches this year 2009/10 received coach of the year awards.

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VI. Instructional and Student Support Services	**VI. Instructional and Student Support Services Responses**
Summary of Planning Goals and Action Plans	
What are your 5-year goals with respect to instructional and student support services and how will those goals be measured?	1. Continue with scholar athlete awards. 2. Work with marketing on web page development and upkeep. 3. Advocate for classified position to support the services we need in the learning Center.

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VII. Resource Planning: Personnel, Technology, Facilities, and Budget	**VII. Resource Planning: Personnel, Technology, Facilities, and Budget Responses**
Faculty	
1. How does your PT/FT ratio impact the program?	It is very difficult to find part-time instructors for dance and PE who have master's degrees. AS the number of classes and sports teams increase the division will need to hire additional full time faculty. We have had to cut some classes, as we cannot find PT faculty who meet minimum quals.
2. What staffing needs do you anticipate over the next five years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	1. New dean/AD (2 positions?) 2. Head football coach 3. Dance instructor 4. With growth of sports programs will need more help for athletic counseling and athletic training 5. FT softball coach 6. If sports of baseball, cross country and track are added FT coaches for the sport would be recommended to ensure program success. 7. 4 retirements are anticipated over the next 5 years.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	1. Coaching meetings and Coast conference meetings are effectively used to ensure currency on athletic rules and regulations. 2. All PE instructors are encouraged to take the CPR/First Aid class offered by the division each spring quarter. 3. SLO workshop have offered and will continue to offer faculty an opportunity for discussion and interaction on effective pedagogy, assignments and analysis.
Classified Staff	
1. What staffing needs do you anticipate over the next five years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	1. FT support in Owl Learning Center. This facility currently supports over 350 student athletes and is an integral part of student success. We have no funding or position for supervision and support for operating the learning center.

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	2. 20 hour per week Sports Information Director – would provide statistical support; facilitate media coverage for athletics, currency of web pages and assistance in game management.
2. 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?	1. Facilities rental program has once weekly planning session for facility set-ups, equipment issues and personnel needs for events.
Technology and Equipment	
1. Are existing equipment and supplies adequate for meeting the needs of the instructional program?	1.Team rooms for all sports need media equipment. 2. Room 2830 multi-media equipment is more than 5 years old and needs to be updated. 3. Film/DVD analysis is the current standard in all sports and we do not have current or sufficient equipment to support sports teams. 4. PHED and DANC classes are equipment intensive and supplies need to be replaced and changed as courses change. 5. The fitness center needs to have all cardio equipment on a 5 yr. replacement cycle to keep repair bills from escalating beyond the value of each piece. 6. Sports team equipment is safety tested on an annual basis and must be replaced when it does not meet safety standards.
2. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes!
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.	

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• **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	
1. Are your facilities accessible to students with disabilities?	Locker rooms and dance room have no handicap access.
2. List needs for upgrades for existing spaces	• Windows need to replaced in 2507 • Walls in 2501 and 2601 need to be repaired and painted • 2830, classroom, needs painting and sheetrock, Owl Learning Center roof leaks • 2509 roof leaks • Classroom 2830 needs sheetrock, paint and repair of the large curtain that separates the rooms • Sound system in 2601 needs to be replaced • Press box has sheetrock falling off the walls, roof leaks • Snack shack at the football field has doors and windows falling off • Lights in 2501 and 2601 need to be replaced with different fixtures and bulbs •
3. List any new spaces that are needed	• Blacktop the area outside of 2506 for outdoor class space. • Space for spinning classes
4. Identify any long term maintenance needs	• Football practice field located in Lot 1H is sitting unusable. Needs to be completely redone. This space could also be used for classes, track and field events or converted to baseball field.

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	- Poolrooms leak and floors are slippery and dangerous. - Fencing around the pool is rotted and needs to be replaced - Concrete at north end of PE facility is broken and very uneven, people have tripped and fallen in this area - Exterior walls of 2501 and 2601 need to be painted - Golf range putting green and chipping area need to be replaced. The sand trap needs to be completely replaced. The nets are rotting and balls are escaping into the parking lot and onto the freeway. - Pigeon netting around 2501 and 2601 is ripped and pigeon poop accumulates around the doors to the buildings - Bird netting needs to be done around 2800 building. - The Owl learning center needs a roof, windows, insulation, paint
5. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	We do have adequate office space. We need 2 more general use activities classrooms
6. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Work orders are submitted but the work is rarely completed in a timely manner if at all. There is little support from District for equipment and supplies for grounds /field person who cares for the athletic fields.
Budget	
1. Is the budget allocated effectively for your department?	At the current time the answer is yes!
2. Describe areas where your budget may be inadequate to fulfill program goals and mission.	It is imperative for our division to continue to receive lottery money for disposable equipment and supplies that support the sports medicine program.
Summary of Planning Goals and Action Plans	
What are your 5-year goals with respect to resource planning	1. Provide funding for all sport teams. Uniforms are on a 3-

Foothill College Pilot Comprehensive Program Planning	
VII. Resource Planning: Personnel, Technology, Facilities, and Budget	**VII. Resource Planning: Personnel, Technology, Facilities, and Budget Responses**
and how will those goals be measured?	year replacement cycle, equipment must meet safety standards. Assistant coach stipends need to be increased gradually to bring them to $5000. This will require additional B Budget. Measured through annual 0 based budgeting for all sports teams. 2. PHED and DANC classes need to have an annual supply of instructional equipment budget to replace supplies and equipment that have a short life span, IE: badminton birdies, tennis balls, CD's, golf equipment, etc. Annual budgeting is required for these items. 3. Facilities rental program needs to be maximized to plan for additional expenditures for the increased cost of travel and officials for sports teams. Spreadsheets on rentals are compiled annually. 4. Lottery money is critical for disposable supplies necessary for instruction in the sports medicine program. Line item annual budgeting is done for supplies. 5. Measure C money will be used for instructional equipment in the newly renovated 2509 and the new soccer/softball complex. 6. The fitness center requires replacement of cardio equipment on a 5-year cycle per piece. A master list is kept in the division with recycle dates. 7. The softball/soccer complex goes into construction in December 2009 with completion date of September 2010. 8. The press box/2509 project begins construction in December 2010 with completion in August 2011. 9. New vans athletic team travel need to be purchased through District for fall 2009. This is a very big safety

Foothill College Pilot Comprehensive Program Planning	
VII. Resource Planning: Personnel, Technology, Facilities, and Budget	**VII. Resource Planning: Personnel, Technology, Facilities, and Budget Responses**
	issue. 10. Replace nets, greens and bunker at golf range in summer 2010.

If you are requesting specific resources such as new classified staff, faculty, and instructional equipment over $5,000 OR require additional B budget and/or lottery money, then work with your dean or director to attach the appropriate request forms detailing your requests to this document. Request forms must include the following information:
- A description of the request.
- A rationale for the request, including measurable goals and objectives met and their relationship to institutional student learning outcomes, program outcomes, or course student learning outcomes.
- A detailed budget proposal.
- Milestones used to document progress toward measurable outcomes.

Educational Resource Request Forms
- Educational Resources New Faculty Request form
- Educational Resources New Classified Staff Request form
- Educational Resources Supplies & Equipment Request form

Note: Request Forms can be found online at: http://www.foothill.edu/staff/irs/programplans/administrator.html

Foothill College Pilot Comprehensive Program Planning	
VIII. Career and Technical Education Programs	**VIII. Career and Technical Education Programs Responses**
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 average percentage of salary increase in 2 years? 5 years?	
Response to Program Credibility/Viability	
1. 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?	
2. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
3. 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?	
4. Does this preparation provide a significant secondary expertise to primary careers? Is it designed primarily or in part to meet the needs of those already employed for	

Foothill College Pilot Comprehensive Program Planning	
VIII. Career and Technical Education Programs	**VIII. Career and Technical Education Programs Responses**
upward mobility, entrepreneurship, or other career upgrade?	
5. Does a pre-collegiate or pre-credit pathway exist that directs students into the program?	
6. Does it prepare students to work in a diverse workforce and a diverse, global market?	
Advisory Board	
1. 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.	
2. List the dates and number of members attending of your most recent advisory board meetings.	
3. 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	
1. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
2. What is the program's accreditation status?	
3. 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.	
4. Provide a brief analysis of student performance on licensure or board exams on first attempt.	
5. What indicators does your program use to determine success of our students after completion?	

Foothill College Pilot Comprehensive Program Planning	
VIII. Career and Technical Education Programs	**VIII. Career and Technical Education Programs Responses**
6. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
7. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
8. 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	
What are your 5-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	

Foothill College Pilot Comprehensive Program Planning	
IX. Final Summary	**IX. Final Summary Responses**
1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 5 years.	Action plans and summaries are included at the end of each section in this report.

Supervising Administration Signature   *Completion Date*