



Table of Contents

I. Department/Program Mission.....	2
II. Department and Program Description & Data	3
III. Curriculum	8
IV. Student Learning Outcomes	13
V. Departmental Engagement	14
VI. Professional Development	16
VII. Support Services	18
VIII. Career and Technical Education Programs	20
IX. Resource Planning: Personnel, Technology, Facilities, and Budget	23
X. Final Summary of Goals, Commitments to Action, and Resource Requests.....	26

I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Adapted Physical Education Program. Participants: Rita O'Loughlin, Don MacNeil, Karl Knopf</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Adapted Physical Education Program offers transferable adapted P.E. courses to students with diverse disabilities. It provides opportunities for students to participate in physical education activity courses that are designed to promote individual fitness goals. Individualized exercise programs are based on the physician's or other qualified professional's recommendations and the instructor's assessment of the needs of the individual. This program gives students with disabilities the opportunity to achieve success in the psychomotor domain. The program</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>The mission of the Adapted Physical Education Program aligns with the college mission by providing students who can not safely participate in the regular Physical Education offerings due to health impairments or disabling conditions, an opportunity to develop motivation, physical skills, attitudes, knowledge and values necessary to acquire and maintain a healthy lifestyle. The Adaptive Physical Education Department allows students to complete the physical education transfer requirement and maintain lifelong health, wellness and fitness.</p>

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Closed for Lunch: No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> 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 Instructor, Adapted P.E.	3	7	Teach Adapted P.E. classes to students with disabilities and older adults; assess fitness levels and design an exercise program to meet individual needs and goals.	
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	
Dean, Adaptive Learning Division	1	0	Oversees ALD programs and services including Adapted P.E.	
Classified Hourly - APE Assistant	1	0	Provides assistance in the APE classroom	
Position Title	0	0		

Position Title	0	0	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
APE Student Assistant (2)	15	0	Provides assistance in the APE classroom
		0	
Position Title	0.00	0	

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>The data would seem to show that enrollment, FTES and class size is flat. Due to mandated cuts in sections for the 2009/10 school year, one can conclude that enrollment, FTES and average class size will show an increase. If the average class size becomes larger it could place a greater strain on our ability to deliver adequate services to our student population. This could have an effect on our enrollment and FTES over the next three years. To accommodate the larger class sizes our department would need greater access to student assistants.</p>
<p>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?</p>	<p>Given the data both our retention and success rate is very high. This may be due to the unique population served by our program. Most of students served take classes to improve their health and well being so that they may maintain their productivity in their employment, continue their educational goals and enhance their life long learning.</p>
<p>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?</p>	<p>Looking at the data, the trends that stand out for underrepresented students are, first would be male, second would be Hispanics and Blacks and a third would be a younger demographic.</p> <p>The difference between males and females may be explained because 92% of the population we serve is over the age of 50. Data shows that females live longer than males. Therefore, there would be more females than males. This is why we maybe undeserving males in the program.</p>

	<p>We also are under serving Hispanics and Blacks in our department. We need to identify the weak link in terms of support, class types or weakness in cultural sensitivity that we can continue to improve.</p> <p>To increase our younger student population, we will need to reach out to high schools and community programs, and with the expected influx of disabled veterans we should look to expand our partnership with the Veteran Administration programs.</p>	
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 FTE has stayed consistent over the last three years. One goal that was accomplished is the hiring of one new full time instructor. This will help keep the FTE consistent given the fact that due to budget crisis there could be a reduction in part time instructors. The addition of this full time position will help maintain FTEF/FTES at its current levels.	
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.	This does not apply to our department at this time.	
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.	Currently some of our courses are showing a trend in younger students enrolling in classes.	

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
Outreach	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase presence of the Adapted Physical Education Program on Main Campus	x <input type="checkbox"/>	x <input type="checkbox"/>	X	x <input type="checkbox"/>
Insure Faculty and Staff remain current in the discipline	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
Partnership with Universities and Health Organizations	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Outreach	Work closer with the DSPTS office to identify students that may need or could benefit from Adapted Physical Education Services.		Work with community organizations. High schools and other resources to help recruit underrepresented populations.	
Increase presence of the Adapted Physical Education Program on the Main Campus	Work with college researcher to deliver a survey for the current on-campus DSPTS population, explore the need for possible additional on-campus courses.		Work with the Physical Education Department in securing a dedicated facility for Adapted Physical Education classes and securing time in the pool for Adapted Aquatics classes.	
Insure Faculty and Staff remain current in the discipline	Funding availability to allow Faculty and Staff to attend specific conferences and workshops at least once a year. Additionally all Faculty and Staff need to stay current in Adult CPR, AED and First Aid		Funding for up-to-date resource materials.	
Partnership with Universities and Health Organizations	Work with Universities to develop a partnership for Interns and matriculation		Explore possibilities of obtaining external grants working with Stanford, Palo Alto	

	for future Adapted Physical Education Majors	Medical Foundation and Kaiser Permanente, etc. to subsidize 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.		
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.
Hoyer Lift	Use in Adapted Aquatic course .	Students that cannot enter the pool in the traditional way can use the Hoyer lift to enter and exit the pool. This supports student learning.
General Fitness Equipment	Use in dedicated Adapted Physical Education Room on campus.	Students that need special equipment or accommodations would benefit from facility. This supports student learning.
Student Assistance	To provide students with assistance to insure appropriateness and safety in the classroom.	Students that need assistance or otherwise could not move through their exercise program in safe manner considering the functional levels and types of disabilities served. This supports student learning.
Assessment Equipment	To be used in the success strategy course for the psychomotor evaluation.	Special equipment is needed to provide the student with their health and fitness information. This supports student learning.

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	The Adapted Physical Education courses are designed to educate the student about health and wellness. This includes knowledge about their particular limiting conditions as well as strategies to safely and successfully develop and maintain their fitness program. This individualized approach provides a reasonable accommodation to the diverse learner.
2. How does your curriculum respond to changing community, student, and employer needs?	The Adapted Physical Education curriculum is designed to meet the individual needs of the student. Our program is unique in that it is ever evolving. The response to the community, student and/or employer needs will be dictated by the student's present condition and program participation. It is important that new classes be generated to stay current with industry and student trends.
3. How does your curriculum support the needs of other certificates or majors?	Our curriculum helps support the Adaptive Fitness Therapy and the Personal Training Programs by providing hands on work experience and career planning.
4. Do your courses for the major align with transfer institutions?	NA
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	NA
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).	Curriculum sheets and course outlines are currently being updated, deactivated or revised. Title V updates are being done on every course in 2009/2010 academic year.
7. Does your program offer distance education courses?	NA
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.	NA

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.	NA
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>	
10. What college skills should a student have before entering your program?	The college skills a student should have before entering the Adapted Physical Education program are critical thinking skills, Math, English and writing skills.
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).	NA
12. In what ways are you addressing the needs of the college skills students in your program?	The Adapted Physical Education program requires the student to use, basic math skills (e.g. Karvoren Equation), writing skills and critical thinking skills.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	The Personal Training Certificate program and the Adaptive Fitness Therapy Program collaborate with the Adapted Physical Education program to provide internship opportunities.
<i>Program Mapping</i>	
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.	NA
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.	NA
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?	NA
<i>Course Scheduling & Consistency</i>	
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.	We need to explore the possibility of expanding the program to evening and Saturday hours to capture people who work during regular schedule class times. There is willingness by Faculty to address this need.

<p>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.</p>	<p>NA</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>Instructors have access to the C3MS system and can review 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.</p>	
<p>Summary of Planning Goals and Action Plans</p>		

<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>The Adapted Physical Education department, Faculty plan to rewrite curriculum adding a wellness lecture component to most courses. Additionally, Faculty will write curriculum for a successful student strategy course for psychomotor evaluation. All DSPS students will be encouraged to enroll in this course. This course will allow the student to set goals and address their individual fitness needs by directing them to an appropriate class. The assessment class can also serve as a learning lab/internship location for students enrolled in the Personal Training and the Adaptive Fitness Therapy Programs who will be entering the work force.</p> <p>These goals will be measured by:</p> <ol style="list-style-type: none"> 1. Complete rewrite of curriculum adding a wellness component. 2. Complete SLO development and annual review. 3. Complete cycle of assessment and review on an annual basis. 4. Each full time instructor in the department has assigned outlines in the 3CMS system that they will monitor for title V updates. 5. Blending of the Adapted Physical Education activity courses with the Adaptive Fitness Therapy Program. 6. Create new curriculum. 	
<p>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.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p>		
<p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
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.

V. Departmental Engagement	
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 and changes. Tenure review committee.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Our Adapted Physical Education Program has collaborated with the Physical Education Division, Adaptive Fitness Therapy Program and Financial Aid Department. We also work with students who will be transferring and benefit from working with our student population. These students have gone on to become Physical Therapist, Occupational Therapist. Nurses and other allied health field professionals. These collaborations have allowed students to gain valuable experience to bring to their work and study areas.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Faculty is currently establishing internship/fieldwork experiences for students at SJSU and SFSU who are enrolled in Adapted Physical Education, Kinesiology and Pre-Physical Therapy courses. We are also working with the Multiple Sclerosis Society, Better Breathers, Veterans Administration, El Camino Hospital, and the American College of Sports Medicine.
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?	Currently we have not worked with area high schools, but it is in our program plan. We plan to address this issue with the intent of beginning partnerships with the local high schools.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	n/a
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Adapted Physical Education Faculty is committed to working more closely as a department. Additionally, we will be working more closely with the Adaptive Fitness Therapy Program, Personal Training Program, and other

	<p>organizations noted above (#3) These goals will be measured by</p> <ol style="list-style-type: none"> 1. Successful partnering with local Universities 2. Increased enrollment of students who come from organizations we partner with. 3. Increased numbers of students who intern from the Fitness Technician and Personal Training programs. 4. Increase number of recently graduated high school students who enroll in are courses. 	
<p>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.</p>		
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.

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	ASCM Southwest Conference Exercise Training Company (ETC) Perform Better One-Day Workshop CAPED AEC Certification workshops AEC workshops for CEU National Association of Sports Medicine Current Literature (ASCM, NASM) Nancy Clark's Nutritional workshop American Red Cross (CPR/First Aid Training) American Heart Association (AED Training)
2. What opportunities does your department take to share professional development experiences with colleagues?	Department meetings Exchange of Information: articles, etc Workshops within department
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty have shared, discussed and used professional development activities through department meetings, to improve course 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?	The department regularly does in service to keep Faculty current in new techniques, equipment and current industry trends. The need for CEC is critical for Adapted Physical Education Faculty and is accomplished through conference attendance, workshops, research literature and articles.
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.	Continuing CECs for Adapted Physical Education Faculty. All Full-time and Adjunct Faculty need to keep current in the discipline by attending conferences and workshops to gain new skills and information at least once a year. It is critical that all Adapted Physical Education Faculty and staff stay current in Adult CPR, First Aid and AED training.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	1. Faculty and staff need to complete continuing CEC to stay current in the field. This goal can be measured by making sure each staff member maintains his or her professional

VI. Professional Development		
		certifications in the field. 2. Meetings and training will be held quarterly. Minutes will be kept.
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.
Professional growth	To maintain current in the field	Building a community of Scholars

VII. Support Services		
<i>Support Services</i>		
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	
2. Are there sufficient college and departmental computer labs available to support this program?	NA	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	NA	
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?	NA	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources ?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	
<i>Marketing & Outreach</i>		
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 paper schedule is not always reflective of course offerings. We could use more support from marketing in on campus marketing and web page updates and development.

<p>12. What impact does the college or departmental website have on marketing your program?</p>	<p>Our web page should be a critical piece for our program. Our web page is poor and in need of a of attention. We need to develop a web page dedicated just to our Adaptive Physical Education department. This web page needs to be updated frequently. We have no support for this.</p>
<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>Yes. Assistance in developing DVD's and power point presentations to be used in outreach, to help present an accurate description of our program would helpful.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Activities that would be helpful in reaching new students would be a health fair highlighting our program and charity run, speaking to high schools, community organizations and doctors.</p>
<p><i>Programs, clubs, organizations, and special activities for students</i></p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	
<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	
<p>Summary of Planning Goals and Action Plans</p>	
<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<ol style="list-style-type: none"> 1. Collaborate with marketing on web page development. 2. Collaborate with marketing on making DVD's and power point presentations for our program. 3. Collaborate with marketing on a health fair and out reach to the community though speaking engagements.
<p>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.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	The program allows future fitness professionals an opportunity to learn and develop personal interaction skills and techniques which are key elements of this career path.
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?	Given the projected enrollments and trends in the allied health industry (Personal Trainer, Group Exercise Leader, etc.) it would be safe to say there are enough openings locally to permit placement of students from the Adaptive Fitness Therapy Program, Personal Training and other Allied Health fields.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Statistical data demonstrates that there is a significant increase of the older adult population (many will also have a disability) in this country. The opportunity is there for developing and expanding services to meet their needs. The International Council on Active Aging has sent the following recommendation to President Obama. "Increase the capacity of the health care workforce to understand and effectively treat older adults by encouraging scholarships or reimbursing cost for training in subjects such as gerontology, physical education and exercise, health promotion or disease prevention."
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	The American Medical Association states the average starting salary of people who complete certificate or degree program in the field is between \$21,467 and \$50,000 with a median of \$38,082.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	The projected average percentage of salary increase in 2 years is around 14% and at 4 years is 20%.
<i>Response to Program Credibility/Viability</i>	
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?	NA
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	NA

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?		
<i>Advisory Board</i>		
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.	NA	
13. List the dates and number of members attending of your most recent advisory board meetings.	NA	
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?	NA	
<i>Program Accreditation</i>		
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.	NA	na
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	NA	
19. What indicators does your program use to determine success of our students after completion?	NA	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	NA	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	NA	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	NA	
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? | The current PT/FT ratio is 6 to 3. Adapted Physical Education Instructors who have a master's degree are hard to find. When part-time instructors leave, they are hard to replace. This can disrupt the continuity of the program. Because of the difficulty of finding competent instructors, adding an additional full-time instructor would help secure the continuity and integrity of 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) | <ol style="list-style-type: none"> 1. The Program Coordinator has reassigned time of .0500. 2. Hiring of one more full time instructor to ensure program success. 3. One retirement is anticipated over the next 4 years. |

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) | Presently we have one hourly classified Adapted Physical Education Assistant and two student assistants. We need to retain the classified hourly position and increase the number of student assistants to ensure safety in the classroom, to deliver individualized and supervised instruction to special-needs and high-maintenance students. |
|--|---|

Technology and Equipment

- | | |
|---|--|
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program? | The existing equipment and supplies are adequate at this time. However, there is constant improvement in wellness equipment. Basic consumable supplies (e.g. theraband , exercise bands, etc.) will need replenishing. |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms? | Yes we are in compliance with the ADA. |
| 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. | NA |

Technology & Equipment Definitions

<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	Yes
8. List needs for upgrades for existing spaces	At this time all needs are being met.
9. List any new spaces that are needed	In order to increase course offerings on the main campus, the Adapted Physical Education Program will need a dedicated room.
10. Identify any long-term maintenance needs.	Regular equipment maintenance schedule should be in place.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	At this point in time we are able to meet the needs of our students and faculty. However, as mentioned above, there will be a real need for a dedicated room for Adapted Physical Education.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes. Any issues in these areas have always been addressed in a timely fashion.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	The A-budget and B-budget allocations are sufficient to meet our student needs at this time. However, with an expected reduction in funding in the future there may not be enough allocations to meet all of our student needs. This could lead to cutting of course offerings, which would impact the department’s ability to meet student needs.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	It is imperative for our department to continue to receive B-budget money to cover the costs of disposable equipment and supplies that support the Adapted Physical Education courses. Additionally, funding for classroom assistants is an ongoing expense and necessary to ensure classroom safety and program effectiveness.

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?		<ol style="list-style-type: none"> 1. Provide funding for paid student assistants 2. Classes need an annual supply of instructional equipment to replace supplies and equipment that have a short life span, e.g., foam rollers, exercise bands, stability balls, CD's, hydrofits, etc. Annual budgeting is required for these items. 3. Purchase of equipment for the an assessment lab/course. 4. The weight room at Middlefield requires replacement of cardio equipment on a 5-year cycle per piece. A master list should be kept in the division office.
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 completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Over the next 4 years, the Adaptive Physical Education (APE) program will continue to provide college transferable courses educating students to achieve success in the psychomotor domain, and to maintain lifelong health, wellness and fitness. Expanded collaborations with other departments, community organizations and allied health services, will allow the program to develop new courses and expand current offerings to better serve students.

Professional development for all members of the APE department will continue to be important part of the program, With ever changing trends in the industry this will need to be emphasized.

Finally, working with DSPS staff and other outreach specialists to increase the number of students enrolling in the program, specifically males, Hispanics, Blacks and younger students, will be the key to our program’s continued success and student diversity.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

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

Resource	Purpose	Rationale	Estimated Cost \$8800
1. Student	1. Provide safety and	1. The student assistants	

<p>Assistants</p> <p>2. Perform Better Products</p> <p>3. Money needed for community outreach</p>	<p>assistance to ensure program effectiveness.</p> <p>2. Provide consumable equipment needed for student success. For example, theraband, j-cords exercise bands, foam rollers, stability balls, etc.</p> <p>3. The APE program plans to host health and wellness fair spring quarter.</p>	<p>provide assistance to students who cannot work out on their own. They are trained to provide the assistance the necessary for the student to achieve success through a safe and appropriate workout.</p> <p>2. The products purchased are used directly by the students as part of their individualized and/or group exercise program.</p> <p>3. Money will be need for community outreach and advertising of this event.</p>	
<p><i>Supervising Administrator Signature</i></p>		<p><i>Completion Date: December 11, 2009</i></p>	