



**Program: Adaptive Aquatics 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.

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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Adaptive Aquatics Certificate Program Karl Knopf, Gertrude Gregorio</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Adaptive Aquatics Program offers a Certificate in Adaptive Aquatics. The program prepares students who are interested in a career in teaching water fitness to older adults and persons with disabilities in retirement centers, rehabilitation facilities, and health and fitness centers.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<ol style="list-style-type: none"> <li>1. To prepare students to pursue a career by providing them the opportunity to begin their course of study in the Adaptive Fitness Profession and related fields.</li> <li>2. To prepare students in entry level positions working with older adults and persons with disabilities in the water fitness field.</li> <li>3. To provide students with an opportunity to develop a basic understanding and knowledge on disability related issues.</li> </ol>

**I. Department/Program Mission**

4.

4. To provide professional growth and continuing education credits for educators and other professionals.

## II. Department and Program Description & Data

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

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 checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM) & Saturdays	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
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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	1 (part of load)	0	Teach classes in Adaptive Fitness and Adapted P.E.
		0	
		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 Adaptive Aquatics program.
Senior Program Coordinator	1	0	Provide overall program coordination and guidance to day-to-day operations in ALD.
Administrative Assistant I	1	0	Provide administrative support to ALD programs including Adaptive Aquatics.
Position Title	0	0	
Student Worker Positions	Hours per	Months per Year	Brief Description of duties

	<b>Week</b>		
Position Title			
Position Title	0.00	0	
Position Title	0.00	0	

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>The data shows increasing enrollment since 2006 and will continue to grow. The average class sizes are around 25 to 30 students. This has been consistent throughout the 3-years, but continues to grow as more students are either more aware of the adaptive fitness and aquatics opportunities. The majority of the students have entered the program for change in career, or re-entering college for a career that is blooming. Foothill College is the only community college in the state to offer an A.A. and Career Certificate in Adaptive Fitness and Adaptive Aquatics.</p> <p>With the flexibility of the program offerings of days and times this enables the program to grow through out the years and reach out to working professionals.</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>Success and retention rates for the past three years in Adaptive Aquatics have remained high. The program awards about 10-15 certificates per academic year. The success of both Adaptive Fitness Therapy (AFT) Program and Adaptive Aquatics has contributed to graduates finding gainful employment as personal trainers, physical therapist aides, home health paraprofessionals, activity directors and paraprofessionals/classroom assistants in the following work settings: rehabilitation facilities, human services organizations, public and private schools, community centers, retirement homes and convalescent hospitals.</p>

	<p>The Occupational Training Institute (OTI) is currently working as a feeder program for AFT and Adaptive Aquatics. Some students have continued their education path, in pursuing a higher degree (bachelor, Masters, post-graduate) or other vocational fields. Some students have expressed interest in pursuing the teaching profession. Successful students continue to grow in other related areas such as Physical Therapy and Gerontology.</p>
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>Given the data, the trend tends to be re-entry middle-aged individuals: 65% females and 35% males. The ethnic composition is very mixed. Outreach efforts should continue to focus on reaching out to all segments of the population and offer classes in a manner that is aware of their unique needs. The ethnic distribution of students served in the program should be further examined. Marketing and outreach activities should focus on recruiting underrepresented groups particularly the African-American population. Further, one also noted that women significantly outnumbered men in the program. Students who make up the adaptive fitness and aquatics program are also more likely to be in their 40s and above. This age group makes up over 50% of our population. This is because many of our students are training for second careers or currently unemployed.</p> <p>The departments should look into ways to market this program as a “first career” program as well for undergraduates who intend to pursue a career in the field of fitness and aging. We should also look at existing programs at Foothill College to create a partnership, for example, in the Physical Education or Biology department. Every effort is made to serve ALL – ages, races, gender, re-entry students, and displaced workers.</p>

<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>No additional faculty is needed in this program! It would be ideal if the faculty currently teaching in the program was allowed release time to spend more time marketing both the Adaptive Fitness and Aquatics programs.</p>
<p>8. Given the data for <b>distance learning</b>, describe the trends related to <b>success</b>, <b>retention</b>, and <b>student satisfaction</b>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>The Adaptive Aquatics and Adaptive Fitness Therapy programs tried the distance learning concept and the E-tudes model is not effective. While CC confer model worked better the college was not receptive to using a different platform at that time. The uniqueness of the program will draw interest nationwide, given appropriate marketing but needs a better platform than E-tudes. The program should explore other instructional delivery modes to reach out to other populations, for example, CC Confer.</p> <p>A recent survey found that students in the program are highly satisfied with the course work and as result generate a very high retention rate. The students prefer the traditional approach rather than the on-line version. This may be due to their learning style.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>The program needs a strong Public Relations (PR) staff to market, advertise and perform outreach activities for our programs</p>
<p>10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>The U. S. Bureau of Labor Statistics projects that fitness trainers will be among the 30 fastest growing jobs by 2018 (Boston Globe 2010). AFT should become more of a Continuing Education provider for fitness trainers.</p>

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
1. Develop strategic marketing efforts to increase enrollment	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
2. Offer more courses strictly on-line or hybrid to reach out to students	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Better tracking of program graduates. Data in the system does not reflect accurate number of students who have completed the program. Work with Institutional Research.	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
4. Increase efforts to inform students about the application process for graduation and/or program completion.	<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			
Develop marketing and outreach plan. If budget was not an issue, our plan is to increase outreach, marketing and provide release time for either faculty or staff to oversee the logistics of the program. This would hopefully increase enrollment and the visibility of the program.	<ul style="list-style-type: none"> <li>• Develop partnerships with potential employers and other agencies involving fitness and disability</li> <li>• Update program brochures</li> </ul>			



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 <b>supports one or more college strategic initiative and/or supports student learning.</b>	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	The curriculum is designed for students with a broad range of learning styles and ability levels, and using the principles of Universal Instructional Design that allows for flexible ways for students to access the course materials and to demonstrate their mastery of the required course work.
2. How does your curriculum respond to changing community, student, and employer needs?	We frequently meet with local consumers and take careful note of their changing needs. For example, we have been asked to develop course material to train paraprofessionals in the local YMCA. Additionally, CEU providers have asked us to provide short courses for their members. We are in the process of exploring this request.
3. How does your curriculum support the needs of other certificates or majors?	Our courses can be used as supplemental courses for those students enrolled in the Special Education (SPED) and Adaptive Fitness Therapy (AFT) programs, and are listed on the SPED and AFT curriculum sheet as support courses that can be used toward program completion requirements. Some students who are transferring to 4-year institutions and planning to pursue teaching credentials will take one or two SPED classes or the whole sequence in order to be better prepared when they enter the postgraduate phase of preparation for becoming special educators, or credentialing for public school mainstream teaching.
4. Do your courses for the major align with transfer institutions?	All SPED courses in Adaptive Aquatics transfer to the CSU system, as elective transferable credit.
5. Do your courses have appropriate and necessary <b>prerequisites</b> ? Identify any challenges and plans to address the challenges.	Although we do not have specific prerequisites to the SPED courses, we do list advisories for college level English skills to prospective students.

6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a> , <a href="#">course deactivation</a> , updated <a href="#">prerequisites</a> , <a href="#">cross-listed courses</a> , measuring <a href="#">student learning outcomes</a> , <a href="#">curriculum sheets</a> , <a href="#">certificates</a> and <a href="#">degrees</a> ).	Curriculum reviews are underway as well as Student Learning Outcomes. To address any deficiencies, curriculum should be reviewed on a regular basis to address any changes or needs.	
7. Does your program offer <a href="#">distance education</a> courses?	Adaptive Aquatics and AFT classes have greater success in a face to face setting. If that outcome is a goal of the college other platforms should be explored.	
8. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your <a href="#">distance education</a> courses provide for effective interaction between students and faculty.	N/A	
9. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/A	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What <a href="#">college skills</a> should a student have before entering your program?	It is recommended that they should have basic communication skills and be able to read and write English at the high school level.	
11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> 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 <a href="#">college skills</a> students in your program?	Any student struggling with course content is offered academic accommodation if disabled, or is referred to the many campus academic support services.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	The faculty in the SPED program work closely to share resources and knowledge in our courses. The technology is incorporated into many of the SPED courses.	
<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.	There are no sequences, but we do offer our courses for students to complete the certificate in Adaptive Aquatics within 1 year.	
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.	N/A	
16. If applicable, describe any <a href="#">capstone course</a> , <a href="#">signature assignment</a> (project, <a href="#">service learning</a> , portfolio), or <a href="#">exam</a> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	<p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Complete assessment of a student with disabilities and how it effects the person's function.</li> <li>2. Develop a case study and then present it verbally to the class.</li> <li>3. Create a portfolio of resources and strategies.</li> </ol>	
<i>Course Scheduling &amp; Consistency</i>		
17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a> , <a href="#">afternoon</a> , and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a> , and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.	Most of the courses in our program are offered in the Afternoon and evening to accommodate working and non-working students. Classes are also offered on Saturdays.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <a href="#">prescribed length of time</a> ? 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.	Both the Adaptive Aquatics and AFT courses are offered in an appropriate sequence that usually begins during the Fall quarter with an introductory course. Students can earn an Associate of Arts degree within 2 years or a certificate within 1 year, taking into consideration that the student must be full time.	
19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a> ?	Faculty and Dean review the course outlines on an annual basis.	
<b>Summary of Planning Goals and Action Plans</b>		

20. What are your goals with respect to curriculum and how will those goals be measured?	Curriculum will be constantly updated based on monitoring trends in the water fitness and disability fields, which will result in an updated materials, text and course content.	
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.  It would be ideal if the PE dept would allow us to use the swimming pool to practice drills!		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

## 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 program the student will demonstrate basic water exercise skills and apply them to individuals with disabilities.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce x <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Means of Assessment/Criteria for Success  Use of rubrics and standards from the Aquatic Exercise Association (AEA).	Summary of Data: October 2011	Use of Results: October 2011

• **Intended Program Outcome 2:** Upon completion of Adaptive Aquatics Program, the student will be able confidently apply the principles of water exercise in a fitness setting.

• **Intended Program Outcome 3:** Upon completion of program, the student will be able to practice the standards of professional and ethical conduct approved by the local educational agency and/ or place of employment.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce x <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> </ul>	Means of Assessment/Criteria for Success  • Aquatic Exercise Associations	Summary of Data: October 2011	Use of Results: October 2011

<ul style="list-style-type: none"><li>• <i>Critical Thinking</i></li><li>• <i>Community and Global Consciousness</i></li></ul>	national standards. <ul style="list-style-type: none"><li>• Use of rubrics and standards from the YMCA</li></ul>			

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Regualr meeting with faculty, the ALD and PE deans and counselors to review course outlines, schedules, and discuss any logistics or needs.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	We work closely with Counseling division and PE division dean and OTI at De Anza: referral to Counseling Career and Transfer center for additional help However not much assistance has been provided.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	So far we have reached out to the Aquatic Exercise Association, International Science Association, San Jose State University, San Jose Parks and Recreation, and local school districts.	
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?	We need more support from the college to promote the program to high schools or release time to allow this to occur.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	Only through referrals and partnerships with SFSU, SJSU And professional organizations.	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to departmental engagement	Team building ideas with annual meeting with other departments on campus, not just talk but action.	
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>
Team Building workshops	Too much time is spent at this college on talking	



	<p>about what will happen but nobody is really committed to building teams and helping each other's programs. We could have wonderful partnerships if the "tuff " was more willingly shared!</p> <p>Also – there is a disconnect between classified staff and faculty just because a faculty member has a computer does not mean they do not need support.</p>		

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Continuing professional conferences and partnerships as well as updating textbook to keep material up to date.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Speak at professional conferences, classrooms, and local radio station.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty has connected with colleagues at other community colleges to offer the program on-line to Adaptive PE assistants in California. Workshops have been offered and presentations have been conducted in classrooms and division meeting regarding the classes.	
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?	Staff is very busy doing marketing and teaching and there haven't been much professional development activities in this area.	
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.	<p>The faculty teaching in the Transition to Work (TTW) program should do at least one of the following every two years to stay current in the field:</p> <ul style="list-style-type: none"> <li>• Attend a conference</li> <li>• Take a class on students with disabilities</li> </ul> <p>Have in house training on disabilities</p>	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to professional development and how will those goals be measured?	Attendance at workshops	
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>

VI. Professional Development		
Conference funds	Stay current in field.	

## VII. Support Services

### *Support Services*

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   xx No	No, because our program coordinator also supports other programs within the division.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   No	N/A
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   No	Yes
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   No	Yes
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   No	Yes
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   No	Yes
7. Are general tutorial services adequate?	Yes   No	Yes
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   xx No	No, we only have one full time and a part time counselor whose hours have been reduced because of budget reductions.
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	xxYes   No	YES, it's available on-line and in our division.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   xxNo	No, there are faculty who still need support and training.

### *Marketing & Outreach*

<p>11. What impact do you feel the <a href="#">college catalog</a>, <a href="#">class schedule</a>, and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?</p>	<p>So far the impact has been slim even though each quarter our department would advertise in the Heights. There hasn't been a vast amount of contacts even though the marketing department accurately reflects our programs. We need to advertise to a more targeted group and not to our neighboring residents. Most of the enrollment is through Faculty and Staff direct recruitment, attending events, or referrals. We really need assistance in being more visible. The FH Marketing tool, "The Heights" could be used effectively.</p>
<p>12. What impact does the college or departmental website have on marketing your program?</p>	<p>It can be improved because some students find it hard to locate our programs. This might be due to not understanding how to browse Foothill's website or not being able to tie together our program names under Adaptive Learning Division.</p>
<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>Yes – to reach out to high school, more advertisement, and identify outreach possibilities. For example, feature articles in the Heights.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Attend high school events like career day, transfers, etc. <i>Programs, clubs, organizations, and special activities for students</i></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>None – but the AFT program is currently exploring an alumni association</p>
<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<ol style="list-style-type: none"> <li>1. A graduate of the program invented an adaptive device as a result of completing the AFT program.</li> <li>2. Two graduates of the program opened their fitness centers specializing in serving older adults and those with disabilities.</li> <li>3. Graduates have attended medical and therapy schools and other post-graduate programs.</li> <li>4. Graduates have written books and/or articles.</li> </ol>

<b>Summary of Planning Goals and Action Plans</b>		
17. What are your goals with respect to support services and how will those goals be measured?		<ul style="list-style-type: none"> <li>• We need to advertise to a more targeted group and not to our neighboring residents. “The Heights” could be used more effectively.</li> <li>• Improve program website for easy access and more visibility</li> <li>• Increase outreach to high schools and community agencies</li> <li>• Contact Outreach and Marketing staff</li> </ul>
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Part-time coordinator or faculty release time	Perform targeted marketing and outreach activities to increase visibility of the program thereby increasing enrollment.	

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	A high demand for Health & Fitness and Special Education Paraprofessionals are expected in the next decade. Here are a few sources to reference: 1.) <a href="http://www.articlesbase.com/educationarticles/paraprofessional-healthcare-wide-range-of-careerchoices-848744.html">http://www.articlesbase.com/educationarticles/paraprofessional-healthcare-wide-range-of-careerchoices-848744.html</a> 2.) <a href="http://www.aft.org/psrp/careeredpara.htm">http://www.aft.org/psrp/careeredpara.htm</a> 3.) <a href="http://www.nrcpara.org/">http://www.nrcpara.org/</a>
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?	Increasing steadily.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	\$20/hr- \$80/hr
5. What is the projected average percentage of salary increase in 2 years? 4 years?	It depends on the economy and industry; at this point in our state and national economy it is hard to predict.
<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?	Yes – transfer to 4 years institutions and professional degrees.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A

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?	Yes, the program is very current being that the aging population and disability related fields are blooming.
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?	Yes, see item 6.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	We need outreach to high schools.
11. How does this program prepare students for competitive employment?	Adaptive Aquatics and AFT are designed to provide students with practical skills and knowledge that can be used in a variety of work settings by providing the fundamental theories and incorporating work experiences.
<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.	N/A
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A
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?	N/A
<i>Program Accreditation</i>	



15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes.
16. What is the program's accreditation status?	Nationally accepted provider.
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	They all pass on their first attempt – Aquatic Exercise Association (AEA) and American College of Sports Medicine (ACSM) exam.
19. What indicators does your program use to determine success of our students after completion?	Job placement and transfer to 4 yr college.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	The YMCA in Palo Alto is extremely happy with our graduates. We have yet to explore this option with other employers.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	This is the first program review for Adaptive Aquatics. We will review the plan on a regular basis and issues will be addressed as needed.
<b>Summary of Planning Goals and Action Plans</b>	
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?	Increase outreach efforts – This will be measured by increase in enrollment; articulation of AFT courses with upper division courses.
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 <b>supports one or more college strategic initiative and/or supports student learning.</b>

Marketing and Outreach dollars	Increase visibility of the program to increase enrollment.		

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

### *Faculty*

1. How does your <b>PT/FT ratio</b> impact the program?	Most of the faculty in the program are full time and teaching assignments in the program are part of their load. This takes away the ability to recruit, conduct outreach and perform other program logistics.
2. What staffing needs do you anticipate over the next four years. (Consider: <b>retirements</b> , <b>PDL</b> , <b>reassigned time</b> , <b>turnover</b> , growth or reduction of the program)	Release time to promote 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 - Need more support to manage day-to-day operation of the program and coordinate program needs.
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### *Technology and Equipment*

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes
5. Do you have adequate resources to support <b>ADA</b> 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.	Yes, however equipment and software need to be updated.

### *Technology & Equipment Definitions*

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

<ul style="list-style-type: none"> <li><b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
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
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	B-budget for marketing and outreach.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	B-budget for marketing and outreach.
15. Are there ways to use existing funds differently within your department to meet changing needs?	N/A
<b>Summary of Planning Goals and Action Plans</b>	
16. What are your goals with respect to resource planning and how will those goals be measured?	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose
	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

The expansion of Special Education to include 3 distinct fields is not at the best interest of the students. These three fields, Special Education, Adaptive Fitness and Gerontology while they share common traits are really different fields altogether. The career outcomes and goals of students in these fields are extremely different. Thus we recommend the following:

1. Develop Adaptive Fitness Therapy, Special Education and Gerontology as separate and distinct programs with separate Program Learning Outcomes. Additionally, Adaptive Aquatics will be a separate program with separate Program Learning Outcomes.
2. Re-evaluate core course offerings and unit values of the current offerings.
3. Part-time coordinator or faculty release time to coordinate program and perform marketing and outreach functions.
4. 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 current or continuing 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

<i>Supervising Administrator Signature: Gertrude Gregorio</i>	<i>Completion Date: March 21, 2010</i>	