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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>Primary Care Associate Program</p> <p>Lucinda Hirahoka Ron Garcia Valerie Berry</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Primary Care Associate Program is:</p> <ul style="list-style-type: none"> • to train physician assistants for practice in primary care and in medically underserved communities in California • to increase the enrollment and deployment of underrepresented minorities • to respond to the needs of our communities and stakeholders, including Stanford University Medicine Center
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>We are providing educational opportunities to underrepresented minorities.</p> <p>We are improving the workforce in California</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 type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input checked="" 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	
Program Director	1		Academic and administrative responsibilities	
Associate Director		0.4	Academic and admissions responsibilities	
Medical Director		0.6	Responsible for the didactic and clinical curriculum	
Academic coordinator		0.6	Academic and coordinating didactic lectures	
Clinical Coordinator		0.75	Coordinates clinical training	
Preceptor coordinator		0.80	Coordinates training sites	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Administrative Program coordinator	1		Coordinates the day to day activities of the program	
Preceptor/E-Value Administrative coordinator	1		Maintains data on all clinical training sites, students clinical training sites, E-value records	
IT/Data Manager	1		Maintains programs' web page, web portal, evaluation data	

Director Students Affair	1		Responsible for admissions, students registration, students issues, etc
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
none	0.00	0	
none	0.00	0	
none	0.00	0	

4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?	Average class size is 50. Our program has various part-time faculty that participate in the didactic and clinical teaching
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?	Our program attrition rate is 3.7%, compared to the national mean attrition rate of 4.9% (2006-07 PAEA report) Our program national certification rate for class 2008 is 97.5%. Our students need to take the PANCE which is a national certification exam needed in order to practice as a physician assistant.
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?	Our program's mission is to increase the enrollment and deployment of underrepresented minorities (URM). Our data for the last 3 years showed that 37% of our graduates are from URM. In our 2010 class the percentage of URM is 41%. Our program does many outreach and recruitment activities to identify URM candidates
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 program has various part-time faculty that participate in the didactic and clinical teaching.
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.	Our program has training clinical sites in various areas of California. We have assigned faculty to track the students quarterly. This model has produced good results and we will continue to use it.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	

10. Are you seeing **trends** that are not reflected in the data cited above? If yes, please explain.

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations .				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Transition to the Department of Medicine	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop additional clinical training sites in underserved areas	<input type="checkbox"/>	x	x	<input type="checkbox"/>
Prepare for the accreditation site visit in August, 2011	<input type="checkbox"/>	<input type="checkbox"/>	x	x
Review didactic and clinical curriculum based on ARC-PA standards	x	x	x	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"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Transition to the Department of Medicine(DOM)	Represent the program in the various meetings with the DOM chair and senior faculty			
Develop additional clinical training sites in underserved areas	The program has Regional Coordinators in underserved regions that will help to identify and develop new clinical training sites			
Prepare for the accreditation site visit in August, 2011	The program faculty will be meeting twice a month to develop the strategic plan for the site visit. This will start in January 2010			
Review didactic and clinical curriculum based on ARC-PA standards	The medical director, academic and clinical coordinator reviewed the academic and clinical curriculum every year. They use the ARC-PA standards as their guideline to add or delete any topics			

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	We provide accommodations based on the student's specific needs
2. How does your curriculum respond to changing community, student, and employer needs?	Our curriculum is based on our accreditation guidelines. In addition our curriculum teaches professional guidelines for PAs in California.
3. How does your curriculum support the needs of other certificates or majors?	Our program is a certificate program. Our program has an articulation plan with SJSU Health Science Department. The SJSU Health Science option 5 provides an option for our students to obtain their BS degree.
4. Do your courses for the major align with transfer institutions?	
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Our program will review the prerequisites in preparation for their site visit and re-evaluate them
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	
7. Does your program offer distance education courses?	no
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	n/a
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	n/a
<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?	

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).		
12. In what ways are you addressing the needs of the college skills students in your program?		
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?		
<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.	PC190 PC 190Z, PC80, PC80P PC 81, PC81P PC 82, PC 82P PC 83, PC 83P PC 84, PC 84P	
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.	Yes	
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?	The students need to take a final didactic exam and a final practicum exam in order to graduate from the program	
<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.	Most of our classes are given in the morning and afternoon. We have 2-3 workshop sessions during our 16 months program that are provided in the evening hours. We haven't encountered any problems	

<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>Yes. The beginning courses are introduction to concepts of family medicine and basic clinical skills in taking comprehensive patient history, performing a complete physical examination, ordering and interpreting the significance of pertinent laboratory studies and appropriately medical record entries. The subsequent courses build on this knowledge</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>The medical director and the academic coordinator review the goals and objectives for each course</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>Our goal with respect to curriculum is to provide the education in family medicine needed to be able to obtain national certification as a physician assistant. We measure our goals by the number of students that graduate from our program as well as the PANCE rate of our graduates</p>	
<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

<p>1. What standing committees, if any, does your department maintain? What are the committee charges and membership?</p>	<p>Curriculum Committee: In charge of evaluating the didactic and clinical curriculum Student Progress Committee: Reviews each student's performance throughout each quarter to determine the student's eligibility for progress to the next quarter Core faculty/staff committee: Review issues of day-to-day program operation. Conducts annual retreat to analyze graduate outcomes and the program's educational effectiveness Admission Committee: responsible for setting policy for the program's admission process, including screening of applicants, the interview process and student selection</p>
<p>2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?</p>	<p>Our program is part of the Center for Education in Family and Community Medicine. Some of our faculty participate in the Practice of Medicine course, where they teach medical student the basic skills of history taking and physical exam.</p>
<p>3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?</p>	<p>Our program has created articulation with SJSU Health Science to provide a BS degree option. Our program provides an option for a master degree in Medical Science through the St. Francis University</p>
<p>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?</p>	
<p>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?</p>	<p>Our program has created articulation with SJSU Health Science to provide a BS degree option. Our program provides an option for a master degree in Medical Science through the St. Francis University</p>
<p>Summary of Planning Goals and Action Plans</p>	
<p>6. What are your goals with respect to departmental engagement and how will those goals be measured?</p>	<p>Our program maintains data on the number of our students that are obtaining their degrees through the articulations</p>
<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.	Our faculty attends yearly national PA educators meetings to learn about new updates in PA education. Our faculty and staff have many educational opportunities at the Stanford University to attend training sessions.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Our faculty provides educational sessions to the rest on the faculty on their areas of expertise	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Our program provides educational sessions to the faculty at least once per quarter	
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 faculty applies the new acquired knowledge in their various teaching sessions to make them more effective. Medicine is a field that is continuously growing. Our faculty is in constant need to learn the new treatments options, diagnostics tools, new discoveries etc	
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.	As the need for new information arises, our medical director prepares informational sessions for the faculty. The program develops strategies on how the new information is going to be included in the curriculum	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	The program's goal is to maintain faculty development activities as a priority. The measurement will be the number of these activities provided to the faculty and the faculty evaluation and satisfaction with them.	
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.

VI. Professional Development			

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?	Yes	Our students use the Stanford computer labs
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes No	Our students use the Stanford Lane library
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	
7. Are general tutorial services adequate?	Yes	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
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?	n/a	
<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?		College web page needs to be updated
12. What impact does the college or departmental website have on marketing your program?		

13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Maybe they should work with our Director of Students Affairs. He is in charge of doing all the outreach activities
<i>Programs, clubs, organizations, and special activities for students</i>	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	Our program graduates physician assistant. The PA provides primary care in various areas of California. Their role is very important because they increase access to health care to many communities.
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?	Our students come from all over California. Our program recruits applicants who live and work in target communities. The student is required to do their clinical training in their home communities. This strategy helps the student work in their communities after they graduate from our program.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	The job market is good for our graduates
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	The salary depends on the area of practice. It varies also according to the specialty. It is currently above \$ 55,000 for a new graduate
5. What is the projected average percentage of salary increase in 2 years? 4 years?	In this economic times I can't put a figure
<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?	The program has an articulation with St Francis University to obtain a master degree in Medical Science The program also has an articulation with SJSU Health Science Department to provide a BS degree
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	We have specific articulation agreements with the above institutions.
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes

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
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?	Yes
<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.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes The Accreditation Review Commission on Education of the Physician Assistant is our national accrediting body
16. What is the program's accreditation status?	Our last site visit was 2007 and we received a 5 year accreditation. Our next site visit is August 2011.
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.	See attached document

18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	Our students need to take a national certification exam after graduation. The pass rate in the last 3 classes is 98%
19. What indicators does your program use to determine success of our students after completion?	Our program follows very closely didactic and clinical performance of our students. The program provides a practice computerized test "PACKRAT" to the 5 th quarter students to give them feedback and prepare them for the certifying exam. The program also offers a review course in the last week of their training.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Our program gets very positive feedback from employers about the quality of our graduates. We do not do a yearly employer's survey
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	yes
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	yes
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?	<p>1-To increase training sites in underserved areas in California. The regional coordinators will have specific number of new sites that they need to create</p> <p>2-To increase the number of students from URM. This will be measure by the number of applications and students that we will receive</p> <p>3-To explore other options for offering bachelor's and master degrees This will be measured by the number of agreements and articulation documents that will be developed.</p>
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

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

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

Faculty

1. How does your **PT/FT ratio** impact the program?
2. What staffing needs do you anticipate over the next four years. (Consider: **retirements**, **PDL**, **reassigned time**, **turnover**, growth or reduction of the program)

Classified Staff

3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)

Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?
5. Do you have adequate resources to support **ADA** needs in your physical and/or online courses and classrooms?
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities

7. Are your facilities accessible to students with disabilities?

8. List needs for upgrades for existing spaces		
9. List any new spaces that are needed		
10. Identify any long-term maintenance needs.		
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.		
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.		
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?		
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.		
15. Are there ways to use existing funds differently within your department to meet changing needs?		
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

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

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

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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

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Supervising Administrator Signature

Completion Date