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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>Respiratory Therapy: Larry Miller, Brenda Hanning</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The program's mission is to provide an outstanding educational opportunity for students in their preparation for a career as respiratory therapists; and to meet or exceed the needs of the college's service area for highly qualified respiratory therapists.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>Both the college's and program's mission statements seek to provide outstanding educational opportunities for our students.</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 checked="" type="checkbox"/> Afternoon (12PM-4PM) <input 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	
Program Director	1	0	Directs program.	
Director of Clinical Education	1	0	Directs clinical aspect of program	
Part-time instructors	0	1	Teach 1/3 of Rsp.T. course offerings	
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	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	0.00	0		
Position Title	0.00	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>Enrollment, FTES and average class size have remained essentially unchanged from 2006 to 2009. These data suggest that the program is stable and student interest in the program is continuing or increasing. The latter is evidenced by a 70% increase in program applicants for the Fall 2009 incoming class.</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>Student success and retention rates, as well as degrees and certificates awarded, are stable in the high 90s to 100% from 2006 to 2009. These data indicate that the program consistently produces successful graduates.</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>The program continues to be more ethnically diverse than the college, with 27% of students marking White in 2008-9 (vs. 38% college-wide). Student success rates for African American and Filipino students are substantially higher than those of the college, being 100% and 96% respectively. The 50% success rate for Hispanics, however, is substantially below the college's 75% average, and needs to be addressed through more effective utilization of the college's student support services.</p>
<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?</p>	<p>FTEF and FTEF/FTES have been relatively stable from 2006 through 2009.</p>
<p>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.</p>	<p>The program has no distance learning component.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>n/a</p>
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>The most important undocumented trend is a substantial increase in applications to the program from 2005 through 2009, a 92% increase over this period. This is an extremely important measure of program demand by students.</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. Increase success rate for Hispanic students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Increase program service area to include outreach-distance education offerings in the Santa Cruz – Monterey area	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Develop a continuing education component to the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
1. Increase success rate for Hispanic students.	Liaison with all relevant student support services programs of the college		Tutorial and related extra services provided as much as possible.	
2. Increase program service area to include outreach-distance education offerings in the Santa Cruz-Monterey area.	Development of distance-education components of core respiratory therapy courses.		Liaison with hospitals in this area to identify candidates for these classes.	
3. Develop a continuing education component to the program	Development of distance-education classes for practicing therapists			
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.	

New full-time faculty member to replace part-time faculty	To bring needed stability to the program and allow for more effective development of the operational goals above	NOT REQUESTING FUNDING: this position was recently approved.	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	All courses have multiple means available to students to master the course objectives including textbooks, workbooks, online study guides, online tutorials, and online test preparation materials. Lecture material is closely integrated with laboratory sessions to reinforce and build up on learning outcomes as needed. Students are asked in several courses to present papers and/or collaborate on class projects, and in all lab sessions students collaboratively work on lab outcomes. Most first-year courses additionally have video podcasts of all lectures and labs available to students through downloads to the iTunes program on their personal computers, as well as through online streaming videos.
2. How does your curriculum respond to changing community, student, and employer needs?	The community/employer (local hospitals) needs are taken into account through quarterly meetings with local hospital representatives as well as through an annual meeting with the program's Advisory Committee. Changing student needs in respect to technology and diverse learning styles are addressed through increasing use of internet resources, as well as through increased use collaborative-learning exercises in the program (see item 1 above)
3. How does your curriculum support the needs of other certificates or majors?	All program students are required to take Anatomy and Physiology courses as well as Microbiology, and in addition must demonstrate proficiencies in mathematics and English.
4. Do your courses for the major align with transfer institutions?	All program core courses are numbered below 100, qualifying for transfer to the California State University system.
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	All program courses have prerequisites, and/or stipulate admission to the program as the course prerequisite.

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).	The program's full-time faculty aren't aware of any deficiencies to date, but will work to address these as they are identified.	
7. Does your program offer distance education courses?	No distance education courses are offered.	
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?	English and math proficiency.	
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).	The placement process sometimes does not effectively identify students with English language speaking-skills deficiencies. The Language Arts offerings apropos speaking skills appear to be insufficient, as we have had to refer our students to De Anza College several times for courses related to speaking skills.	
12. In what ways are you addressing the needs of the college skills students in your program?	We're working with all student support services programs as soon as we encounter difficulties, and we plan to be more aggressive in this regard (see Objective 1 earlier).	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We are identifying students with support services needs and referring them to the appropriate program as soon as we can, but we plan to be more aggressive in this regard (see Objective 1 earlier).	
<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.	50A, 50B, 50C; 70A, 70B, 70C, 70D; 61A, 61B, 61C, 62 53A, 53B; 51A, 51B, 51C	

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.	The student learning outcomes are well aligned with the next course in the sequence.	
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 must successfully complete a Program Examination at the end of 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.	There's no change in the pattern of scheduling morning and afternoon courses, with no scheduling of evening and weekend courses – with the exception of the clinical courses, which are sometimes scheduled for nights and/or Saturdays.	
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.	All required courses are scheduled in the appropriate sequence to allow the students to complete the program in the prescribed length of time.	
19. How does the department determine that classes are taught consistently with the course outline of record ?	The full-time faculty meet regularly to discuss course greensheets to assure that they're consistent with the course outlines, and that the latter are current.	
Summary of Planning Goals and Action Plans		
20. What are your goals with respect to curriculum and how will those goals be measured?	Our goals are to develop distance courses for students in the Santa Cruz-Monterey area; and to develop distance courses for continuing education credit for practicing therapists.	
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.		
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.
Web server support system	For clinical component of distance education classes (can't use ETUDES for this)	Not currently requesting funding for this.

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.
		No additional resources are needed.

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Program Advisory Committee, charged with advising the program on operations, educational planning and resource issues; and the Program Clinical Instructor Committee, charged with advising the program on clinical instruction issues.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Collaboration with the Biology faculty regarding the Anatomy & Physiology and Microbiology pre/corequisites to the program; collaboration with the Language Arts and Physical Sciences divisions and the Assessment Office regarding the English and mathematics proficiencies; and collaboration with the college's support services regarding help for college skills students. The program also works regularly with the college's Health Services office regarding student volunteer recruitment for the latter's events.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Discussions have taken place with San Jose State University regarding articulation with its Health Sciences BS program. Connections have been established with Breathe California for student volunteer support in their activities and events.	
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 regularly participate in the college's career events for 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 ?	See item 3 above.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	To become more engaged with student support services in respect to support for college skills students.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more

		college strategic initiative and/or supports student learning.	
	No additional resources are requested at this time.		

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attendance at local, state and national meetings of the California Society for Respiratory Care and the American Association for Respiratory Therapy.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Discussion and presentations at the quarterly meetings of the Clinical Instructors committee and at the annual meeting of the program Advisory Committee.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	See no. 2 above. These meetings are used to initiate and develop plans for change in the program offerings to improve its 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 program has only faculty, and no staff. See no 2 and 3 above. Professional development needs in the coming years will additionally include (beyond no. 1 above) assistance for development of online distance education courses.	
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.	See no. 4 above. The plan is for faculty is to take the relevant courses through the college's distance education unit.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	See no. 5 above.	
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.
	No additional resources are requested at this time.	

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?	<u>Yes</u> No	
2. Are there sufficient college and departmental computer labs available to support this program?	<u>Yes</u> No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<u>Yes</u> No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	<u>Yes</u> No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	<u>Yes</u> No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	<u>Yes</u> No	
7. Are general tutorial services adequate?	Yes <u>No</u>	The program needs to be more aggressive regarding seeking help for students needing tutorial services (see goal no. 1 stated earlier)
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<u>Yes</u> No	
9. Do students have access to and can they effectively use appropriate information resources ?	<u>Yes</u> No	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes No	n/a
<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?		Not much. This could be more effective.

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.	No.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	High school and local college 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.	Respiratory Care Club
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Heather Rhodes was awarded the President's Award Several students received the Kaider scholarship
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	See Objective 1 cited earlier above.
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
	No additional resources are requested at this time.

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.	By graduating highly qualified therapists in proportion to the demand of our local hospitals. Example: Lucile Packard Children's Hospital hired two of our 2009 graduates to help meet its needs related to opening its new Cardiovascular Care Unit.
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?	Per the US Department of Labor, the demand in the Bay Area will increase approximately 19% over the next ten years.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Approximately \$65,000.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	The US Department of Labor lists the average salary for respiratory therapists in the Bay Area to be approximately \$78,000. This would be a 20% increase over \$65K.
<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.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes, with San Jose State University's Health Science program in particular.
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 teaches both basic principles and theory. It is current, as evidenced by the students' achievement on the national board examinations (top 5%). It is of sufficient rigor and generality, also as evidenced by board exam results. Many of our students move without undue difficulties into related careers in nursing, polysomnography, pulmonary function testing and similar fields.

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, per no. 8 above. The training is designed primarily to meet the needs of new entrants to the field, and not for those already employed in the field.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	There are no pre-collegiate or noncredit pathways.
11. How does this program prepare students for competitive employment?	We offer several certifications that other RT programs don't, including the Advanced Cardiac Life Support and Neonatal Resuscitation Program. We also offer a much greater exposure to the Neonatal Intensive Care Unit for our students.
<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.	The list is attached to this document.
13. List the dates and number of members attending of your most recent advisory board meetings.	March 25, 2009; 19 members attending.
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Major outcomes have included identification of community needs; reorganization of the student clinical documents; and
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes. The national Committee on Accreditation of Respiratory Care accredits this program.
16. What is the program's accreditation status?	Fully accredited for a ten year period.
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.	Closer communication for clinical instruction: implemented a new procedure for weekly communication; Greater involvement of the program's medical director: implemented a course that the medical director helps to teach.

18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	100% pass rate on state licensure exam. 90%+ pass rate on RRT exams within one year of graduation.
19. What indicators does your program use to determine success of our students after completion?	Employer surveys; graduate pass rates on board exams; feedback from Advisory Committee and Clinical Instructor Committee.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Yes. Employers are in large part satisfied with our graduates.
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. Please refer to the program goal stated earlier above.
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?	See program goals stated earlier above.
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.
	No requests currently.

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

Faculty

1. How does your PT/FT ratio impact the program?	We recently received approval for an additional full-time faculty member to replace our part-time faculty. This is a much-needed addition to help us continue to operate this program at a high level of proficiency and quality.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	See no. 1 above. No retirements or PDL are anticipated at this time.

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)	None other than no. 1 above.
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Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Generally, yes.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	No distance courses are currently offered. A web server and software for monitoring our students' clinical performance would be helpful.

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	None currently.	
9. List any new spaces that are needed	None currently.	
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.	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?	Yes.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Support for web-based tools for clinical education.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	Yes.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	Development of collaborative decision making among program faculty.	
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.
	None currently.	

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.

1. Increase access to support services for the program’s college skills and underrepresented students, especially those who are Hispanic.
2. Develop a distance education component for service to students in the Santa Cruz-Monterey area
3. Develop a distance education component for service to practicing therapists seeking continuing education credit.

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
Web-based clinical performance monitoring system	Monitoring student clinical performance	To more effectively track student performance clinically. Our current paper-based system has created problems for both clinical preceptors and students.	\$7,000

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>