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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Rita O'Loughlin, Mary Hawkins, Ken Peterson, Ellen Mastman, Maureen Shiells, Karen Jensen
2. State the program's mission. If you don't have one, create one.	<p>Responding to the need for accessibility and diversity in education, the Adaptive Learning Division's Community-Based Disabled Students Program exists, through innovative and comprehensive curricula, to provide lifelong opportunities for educational advancement and matriculation, vocational preparation and placement, workforce re-integration, healthy aging and independent living, and increased social and civic engagement.</p> <p>We implement our mission by:</p> <ul style="list-style-type: none">• Providing access to educational opportunities through academic programs• Providing access to educational opportunities through vocational programs• Offering classes that maximize the cognitive, physical, emotional and social potential of the individual• Developing and upgrading job skills to meet the demands of competitive employment as well as the challenges of re-entering the workforce• Providing an opportunity to learn skills to overcome specific limitations to achieve the highest possible level of independence
3. Explain how the program/department mission is aligned with the college mission ?	The Foothill College mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness. By meeting the learning

I. Department/Program Mission

needs of otherwise under-served and under-represented students, the Community-Based Disabled Students Program is instrumental in fulfilling the College's mission while expanding its educational access and inclusiveness.

The Community-Based Program takes the academic resources of Foothill's Adaptive Learning Division to disabled adults and veterans at independent living centers, community senior centers and local VA Medical Centers (VAMC) in the northern Santa Clara County area. Our off-campus classes are designed to promote workforce readiness, educational advancement and matriculation, community service, civic engagement and self-maintenance among disabled students. By maximizing the physical, intellectual and social potential of disabled students, we prepare them to contribute productively to their community and to the California economy. Disabled students benefit by learning how to live more independently; find work or take on service roles despite impairments, unemployment or retirement; enhance their quality of life; and impose fewer burdens on families, caregivers and taxpayers.

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?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"> Times offered: <input type="checkbox"/> Morning (6AM-12PM) <input type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM) </td> <td style="width: 25%;"> Locations offered: <input type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus </td> <td style="width: 25%;"> Types Offered: <input type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance </td> <td style="width: 25%;"> Status Offered: <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit </td> </tr> </table>	Times offered: <input 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 type="checkbox"/> Off campus	Types Offered: <input type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit
Times offered: <input 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 type="checkbox"/> Off campus	Types Offered: <input type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input 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
Error! Not a valid bookmark self-reference.: Community-Based Instructor	Error! Not a valid bookmark self-reference..5	11	Teach job skills and vocationally focused classes to disabled older adults and veterans to promote workforce readiness and re-integration; educational advancement and matriculation; cognitive, emotional and physical fitness; and civic and social engagement.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Error! Not a valid bookmark self-reference.: Dean, Adaptive Learning Division	1	0	Oversees ALD programs, including Community-Based Program
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
Error! Not a valid bookmark self-reference.: Classroom Assistant	20 hours per week	10-11	Provides classroom assistance
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 for Community-Based classes continue to grow. Classes with low enrollment were canceled. Compared to Foothill's baseline data, productivity in the Community-Based classes is slightly lower. In some cases there are pedagogically sound reasons for smaller Community-Based class sizes—for example, when the curriculum calls for more individualized instruction.</p> <p>Part-time faculty provide 90% of the teaching hours, and classes are offered off campus. The off-campus sites assume operational overhead costs such as janitorial services, electricity, etc. The average class size is 22-plus students.</p> <p>The Community-Based Program's enrollment is stable but could always increase through more aggressive marketing of classes, outreach to new and existing sites, and reinstating classes that were previously eliminated due to unprecedented state budget cuts. There is demand for new classes both at sites we currently serve and at sites we have not yet explored.</p> <p>Faculty is composed almost entirely of part-time instructors, with the exception of one full-time instructor with a split load. The use of part-time faculty also limits overhead. A case might be made that adding one or more FTEFs (for example, an audiologist, speech therapist, or a full-time Community-Based instructor) would create a greater sense of cohesion, urgency and ownership with respect to the program's mission.</p>
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	<p>Average class size in some cases is held down by special-needs classes such as Lip Reading where student success requires a smaller number of participants. Barring physical limitations on classroom size, enrollments could increase depending on the type of class involved, the type of student population that is being served, and whether a classroom aide is available to allow for higher enrollment. Lip reading classes, for example, have grown to 10 to 12 students per class, but increasing average enrollment in this case could undermine student success. However, additional Lip Reading classes could be offered to meet demand for this course.</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>The data reflects a high student success rate throughout the Community-Based program. We have a near-100% retention rate. Although Community-Based classes are non-credit offerings, consideration will be given to developing new credit-based classes. In addition, responding to national and state-wide demand for workforce development, the Community-Based Program will leverage its existing partnership with the VA Next Step Center to develop a division certificate focusing on "Transition to Work" skills for homeless and disabled veterans facing re-entry challenges.</p> <p>We will explore offering a similar certificate offering to non-veteran disabled students. This certificate program will prepare disabled students for short- and long-term employment while providing pathways to Foothill's academic degree and certificate programs.</p> <p>Computer literacy is a critical component of student success in these programs. Staying current with technology is crucial. For this reason, we need to regularly upgrade and maintain Foothill's computer lab at the VA's Next Step Center.</p>	
<p>6. Student Equity: Given the data, describe the trends with</p>	<p>In reviewing the data, targeted recruitment efforts will be made to increase participation of disabled Filipino,</p>	

<p>respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>Hispanic and Pacific Islander students in our classes. Modest gains in enrollment of African-American students have been achieved, but more and better outreach is needed and planned. Cuts in classes and sites, combined with loss of faculty, have exacerbated these challenges.</p> <p>Community partnerships have been a primary driver of student equity in our program. Many of our referrals come from large institutions like Kaiser Permanente, Palo Alto Medical Foundation (PAMF) and the VA, which have broadened the diversity in our classes. In addition, changes in class venues throughout the community have brought more diversity to the program.</p> <p>Disabled working people and college students appear to be underrepresented in Community-Based classes. Yet recent statistics show an increase in disability for these younger age groups and a greater need for compensatory training. This would be an opportunity for us to explore developing credit-based classes that teach students compensatory skills for coping with disabilities.</p> <p>Such classes could even be offered on the campuses of some of the larger corporations in the area for students with qualifying disabilities. Human Resources departments are under pressure to meet the needs of disabled workers and would welcome having the educational option available to workers who could maintain or enhance performance by learning compensatory skills for coping with hearing loss, arthritis, stroke, joint replacement, diabetes, psychological disabilities, etc.</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>The unprecedented budget cuts to the Disabled Student Programs and Services (DSP & S) have resulted in a reduction in part-time faculty load in our program. Some faculty members have also left for various reasons. There is also a challenge in finding qualified, high-caliber instructors. Nevertheless, there is strong community demand for reinstating classes, starting new classes, and</p>

	<p>reaching out to under-served student populations, especially Hispanics, Pacific Islanders and Filipinos. When budget resources are restored, classes that were canceled should be reinstated to meet this demand.</p> <p>An Adaptive Learning Division counselor should be made available at the Next Step Center at least once a week to answer questions and consult with disabled veteran students to assist in their educational and vocational planning and to advise on the matriculation process.</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>Where pedagogically appropriate, Foothill-hosted online education forums created through Wiki or other tools should be considered to bolster classroom teaching and give consideration to a broader variety of learning styles. Community-Based classes that could benefit from distance learning tools include Job Search Skills, Introduction to Computers, Introduction to the Internet, Current Events, Creative Writing, Art History, and Poetry and Literature. These distance learning tools could enrich and enliven the curricula while boosting student access, success, retention and satisfaction. They represent a tool beyond the physical classroom for student participation, completion of assignments, sharing of student work and ideas, and engagement with the course content.</p> <p>However, distance or online learning, while useful, should not be a substitute for traditional classroom learning in the Community-Based Program. Many disabled students, especially homeless veterans at the Menlo Park VA, do not have access to computers.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>U.S. and California Departments of Labor statistics indicate that, both in the near- and long-term future, adults well beyond today's average retirement ages will constitute a greater percentage of the work force. There will be a significant upsurge both in the need for older workers and in the need of older workers to stay employed. These</p>

	<p>trends are exacerbated by the 10 + percent unemployment rate in California.</p> <p>One factor driving the need for older workers is a projected paradigm shift in hiring practices: employers are increasingly considering older workers in certain niche industries because of their experience and proven skill sets. The trend toward hiring older workers will most likely grow in information technology and service sectors, but it is unlikely in construction or manufacturing. A second factor is the growing shortage of qualified and well-trained younger workers. Third, there is the relentless and explosive “graying of America” overall. Fourth, there is an increasing need of baby boomers to delay their retirement for financial reasons. These factors underscore the need for classes that promote acquisition of transition-to-work skills and compensatory skills for coping with disability.</p> <p>Studies indicate that every year certain disabilities (hearing loss is just one prominent example among many) are impacting adults at younger ages. Our own student data confirms that age-related disabilities are moving increasingly down the age ladder. This trend toward younger and more pervasive instances of disability speaks to the need for credit-based classes that emphasize compensatory training and transition to work skills.</p> <p>Many of our disabled veteran students currently served in the program, many of whom are homeless, would like to continue their education but cannot afford to do so. There is a need to explore scholarship and grant opportunities to assist these students furthering their educational and vocational goals.</p>
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>The relentless graying of America – i.e., the steady increase in aging and disabled adults in our society – is a demographic trend that reinforces the need for academic programs like Foothill’s Community-Based Program. Our</p>

curricula offers lifelong learning opportunities for older disabled adults and veterans to stay productive in the work force longer and/or remain actively healthy and engaged while idle or in retirement. With fewer workers providing benefits for greater numbers of retirees, there needs to be a coordinated effort, facilitated through education, to keep disabled workers working longer and/or enabling them to find productive alternatives to paid employment.

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. Expand and strengthen the curricula's focus on vocational preparation and workforce readiness and re-integration, incorporating the theme of "transition to work" for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes
2. Teach students strategies for improving access as well as compensatory skills for coping with their disabilities	<input type="checkbox"/>	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>
3. Expand outreach to under-represented and under-served disabled students	<input type="checkbox"/>	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/> yes
4. Increase cross-participation and synergy between the Community-Based Program and the Adaptive Learning Division's other major and certificate programs, specifically the Adaptive Fitness Therapy (AFT) Program and the Special Education Paraprofessional (SPED) Program.	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/> yes
5. Explore partnerships with business and industry as well as with complementary organizations and services in the community	<input type="checkbox"/>	<input type="checkbox"/> yes	<input type="checkbox"/> yes	<input type="checkbox"/> yes

12. What is your plan for accomplishing your goals?

Department Operational Goals	Activities	
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<p>1. Expand and strengthen the curricula's focus on vocational preparation and workforce readiness and re-integration, incorporating the theme of "transition to work" for students with disabilities and veterans</p>	<p>Review and expand the curricula currently in place at the VA Next Step Center so that it leads to a division certificate for veterans with disabilities.</p> <p>Establish and roll out three "Transition to Work" division certificate tracks that facilitate workforce readiness for disabled students while offering pathways for educational advancement and matriculation. These division certificates will be targeted for:</p> <ol style="list-style-type: none"> 1. Existing Transition to Work (TTW) students (i.e., younger disabled students currently enrolled on campus) 2. Veterans with disabilities at the VA Next Step Center and other locations 3. Other non-veteran disabled students across the community <p>To advance this initiative, we will work closely with the division's TTW Program Coordinator to restructure and expand the focus of the mission already in place.</p>	
<p>2. Teach students strategies for improving access as well as compensatory skills for coping with their disabilities</p>	<p>Ensure greater accessibility to classes, thereby putting access into action</p> <p>Review and expand curricula that teaches working and non-working students, veterans and non-veterans, how to better cope with disabilities and their accompanying challenges</p> <p>Provide hands-on training with a variety of</p>	

	<p>assistive devices and technologies (e.g., hearing aides, etc.).</p> <p>Offer and increase the availability of targeted classes focusing on specific compensatory and coping strategies—e.g., balance and fall prevention training, spinal care, lip reading, etc.</p>		
<p>3. Expand outreach to under-represented and under-served disabled students</p>	<p>Increase marketing outreach of Community-Based classes to disabled Hispanic, Filipino, African American, and Pacific Islander students as well as to younger disabled adults, including workers and job seekers.</p> <p>Expand outreach to new and existing sites based on need and demand. Where appropriate, reinstate classes that were previously eliminated due to state budget cuts.</p> <p>Establish transportation services for veterans from the Next Step Center and similar venues to visit and participate in classes at Foothill.</p> <p>Seek one or more Foothill College grants or scholarships for promising veterans to continue their education.</p> <p>Recruit, train and place instructional aides in classes to support student learning, especially at the Next Step Center.</p>		
<p>4. Increase cross-participation and synergy between the Community-Based Program and the Adaptive Learning Division's other major and certificate</p>	<p>Work collaboratively with the AFT and SPED program coordinators to create and promote more internship opportunities for their students to work off-campus with disabled adults and</p>		

<p>programs, specifically AFT and SPED.</p>	<p>veterans. Establish and promote reciprocal opportunities for Community-Based students to observe and/or participate in other Adaptive Learning programs, classes and events.</p>	
<p>5. Explore partnerships with business and industry as well as with complementary organizations and services in the community.</p>	<p>Perform informal assessments of needs and opportunities. Formulate joint value propositions between the Community-Based program and its potential partners. Follow up with site visits as a result of feedback and survey results.</p> <p>Contact and build synergistic relationships with other organizations (e.g., the Arthritis Foundation, Strong for Life, Kaiser Permanente, Peninsula Volunteers, Second Harvest, and Meals on Wheels at the East Palo Alto Senior Center).</p>	
<p>6. 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.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Curriculum development</p>	<p>Develop Transition to Work and compensatory skill training curricula, with targeted certificate tracks, that promote workforce readiness and reintegration, educational advancement and matriculation, self-maintenance in coping with disabilities, civic and social engagement, volunteerism, and healthy aging.</p>	<p>Improve employability, potential for educational advancement, and independence and quality of life for students with disabilities</p>
<p>Advertising</p>	<p>For marketing classes to younger adult populations and under-served populations (Hispanics and others) through radio, web, white papers to be downloaded from Adaptive Learning home page, and</p>	<p>Supports student learning while increasing student equity</p>

	student success stories		
Assistive Devices / Technology	For example, a quieter, more dependable assistive learning device, one with a greater range of output amplitude, would help students in the Lip Reading and Managing Your Hearing Loss classes whose hearing losses are too severe to utilize the system currently in place.	Enhances student learning with greater consideration of learning styles and modalities.	
Grants and Scholarships	Assist veterans to continue their education	Enable students to reach educational goals	
Internships	Match AFT and SPED program participants with internship opportunities to provide one-on-one assistance to Community-Based disabled students	Supports student learning and vocational training within the Community-Based Program. Provides AFT and SPED students with field experience to satisfy certificate requirements.	

III. Curriculum

Curriculum Overview

III. Curriculum

The Community-Based curriculum mirrors and intertwines with the needs, capabilities, interests, experiences and aspirations of disabled participants from widely different backgrounds. Our disabled student population is a rich cross section of older adults, veterans, job seekers, established workers, re-entry workers, retirees, and others. The curriculum is shaped to speak clearly and engagingly to this diverse spectrum of students.

Addressing the needs of diverse learners in Community-Based classes is accomplished through:

1. Inclusion of a variety of perspectives afforded by students' personal experience and longevity
2. Discussion of social contexts, including issues of equality and justice
3. Classroom activities that stimulate critical thinking and self-awareness.

1. How does your curriculum address the needs of [diverse learners](#)?

Instructors strive to ensure that course content is consistently fair, accurate, and inclusive. The wide range of curricula focuses on personal development, on compensatory strategies for dealing with disabilities, on vocational education and placement, and on many other learning challenges faced by a diverse student population.

Disabled job seekers and workers are taught how to prepare for, and adapt to, challenging workplaces and multicultural environments. Attention is given in the curriculum to exposing biases, stereotypes and policies that can undermine student success in the classroom and restrict achievement both inside and outside the workplace.

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2. How does your curriculum respond to changing community, student, and employer needs?

Community-Based classes strive to identify, communicate, and pragmatically address challenges such as the following.

- The urgent need for compensatory skills for both workers and job seekers (e.g., office occupation and basic computer skills, hearing-loss strategies, coping with low vision or blindness; managing pain, coping with stress and anger, improving communication and social skills, etc.)
- The steady increase in aging adults (or the “graying” of the Peninsula)
- The spike in unemployment, underemployment and no-longer-bothering-to-look-for-work status of Peninsula residents
- The fact that jobs tend now to be offered primarily as short-term, part-time or contract employment arrangements
- Volunteer opportunities tend to exceed paid job openings
- The tremendous need for philanthropy, mentoring and tutoring
- The greater impact the current recession has had on lower-income residents and people of color across the Peninsula
- The fact that the Community-Based program’s student base is becoming increasingly more diverse.

Student needs like the following are also being noted, discussed and addressed throughout our curriculum: (1) the increased demand for Community-Based-style classes among disabled baby boomers, both working and retired; (2) disabled students with transportation and financial challenges; (3) the need for some non-native disabled students to find and secure temporary residency status and / or paths to citizenship; (4) the fact that disabilities such as hearing loss are no longer just impairments of the elderly but are afflicting adults at younger ages (mostly due to

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environmental acoustic issues); (5) the increasing social deprivation and isolation of high-tech workers, especially those working in cubicles, with an attendant diminishment in social and communication skills

Based on our demographic data, which gives us a rough picture of Foothill's older-adult student enrollment, more aggressive outreach is needed to shape our curricula so that it speaks more directly to the specific needs, interests and challenges of Pacific Islanders, Hispanics and African Americans.

Instructors help students have realistic views of the job market and potential training that can enhance their employability and skill levels.

3. How does your curriculum support the needs of other certificates or majors?

The community-based education program represents a potential opportunity for Foothill students to earn a small fraction of their on-campus course credits by taking on support roles off-campus—i.e., classroom aide work, internships, administrative support services, classroom observation, and/or other projects in the community.

For example, selected students in Foothill's Adapted Fitness Therapy (ATF) program, Special Education Paraprofessional program, and gerontology certificate program (if the latter is ever reinstated), could enrich their on-campus learning by performing various support roles in off-campus classrooms. This work, of course, would need to be conducted under the supervision of the off-campus instructor, with approval from the head of a given major or a certificate program,

In addition, there might be opportunities for qualified students in domain areas such as Computer Sciences, Mathematics, Physical Education, Humanities, Music, Art or

III. Curriculum

	<p>Drama to deliver presentations or provide tutoring to targeted older-adult-disabled students at off campus venues. Such activities would raise awareness and visibility for Foothill's diverse offerings across divisions, across majors and across certificate pathways. It could create synergy and productive interplay between Foothill's credit and noncredit offerings, between its on-campus and off-campus teachings environments, between faculty in different divisions, and between younger and older generations of students.</p>
<p>4. Do your courses for the major align with transfer institutions?</p>	<p>No.</p>
<p>5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.</p>	<p>Courses are designed for students with disabilities. Verification of a qualifying disability and its functional limitation is essential to determine appropriate academic accommodation and adaptations in the classroom. Course curricula and lesson plans are designed with the expectation of students possessing at least a high school degree. This is somewhat of a moot point, however, since majority of Community-Based students are already college educated, with a significant percentage holding degrees beyond a bachelors degree.</p>
<p>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).</p>	
<p>7. Does your program offer distance education courses?</p>	<p>No</p>
<p>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.</p>	
<p>9. If you offer distance education courses, list one or two short</p>	

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examples of how your distance education courses provide for effective interaction among students.

College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)

10. What college skills should a student have before entering your program?

With some exceptions, students of Community-Based classes are assumed to be in possession of the following skills:

- Basic reading and writing
- Basic critical thinking and problem solving
- Basic English communication (either verbal or through sign-language)
- Basic math skills (adding, subtracting, multiplication, division, percentages, fractions)

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?

The Community-Based program is designed to effect significant improvements in these and other college skill areas:

- Listening
- Reading
- Speaking
- Basic math
- Problem-solving
- Critical thinking / analysis
- Conceptual thinking
- Conflict resolution
- Anger and mood management
- Stress management
- Cognitive and memory acuity
- Compensatory skills for sensory and/or mobility impairments (e.g., hearing or vision limitations)

13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills

The division's longstanding partnership with VAMC and Next Step Program is instrumental in facilitating transition to

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students?

academic programs for veterans with disabilities. To this end, Community-Based instructors work closely with Foothill's Disabled Student Program and Services (DSPS) for planning and administrative support as well as to host outreach events and provide services for disabled students. Faculty members also consult and coordinate with Foothill's Student Services organization on behalf of disabled students. Foothill students participating in Adaptive Learning Division's two instructional programs, Special Education (SPED) and Adaptive Fitness Therapy (AFT) programs are sometimes paired with disabled students from the Community-Based program.

Community-Based instructors also interface with organizations across the community such as retirement homes, community centers, intermediate care facilities, hospitals, medical offices such as Palo Alto Medical Foundation (PAMF), various churches and synagogues, food programs such as Second Harvest, and transportation services such as Outreach and Redi-Wheels.

Program Mapping

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.

In the case of Lip Reading, we have classes at the Beginning, Intermediate, Advanced and Post-Advanced Level. Most individuals progress through this program by starting with the beginning level, but on some occasions students have skipped one level or another because of personal scheduling issues or past studies of lip reading at other sites. On occasion students are unable to move to the next successive level because of scheduling problems and they choose to remain in their current class so they can continue practicing.

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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, though a need for constant review and practice involves some overlap.

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?

N/A

Course Scheduling & Consistency

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.

Classes are scheduled Monday through Friday in the mornings and afternoons; currently one weekend class, one evening class; currently no distance education. To reach out to working and job-seeking students, we should consider offering more evening and weekend classes.

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.

Lip reading is a model case in point. There is at least one class at each level offered in all academic quarters except summer.

19. How does the department determine that classes are taught consistently with the **course outline of record**?

Through peer evaluations, discussion at faculty and department meetings, testing, self-evaluations for specific SLOs.

Summary of Planning Goals and Action Plans

20. What are your goals with respect to curriculum and how will those goals be measured?

The goals with respect to curriculum are to provide academic materials that enable students to become well informed about the mechanics, barriers and social and cognitive effects of various disabilities and to provide challenges to enable students to develop appropriate compensatory skills. We are also looking to prepare disabled students for entry and re-entry into the world of employment while helping laid-off or retired workers remain productive, active, in healthy physical and emotional condition, and positively engaged in

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their community despite being idle.

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.

IV. Student Learning Outcomes

Student Learning Outcome Assessment

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.**

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.

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

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None, however, in the past the Community-Based faculty and administrators was instrumental in planning and implementing senior matinees at Dallas Black Dance Theater events, and we hope to continue promoting similar community outreach ventures in the future.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	No formal interdepartmental collaboration has occurred at this time.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have expanded across the community, particularly in retirement communities and organizations such as Avenidas and East Palo Alto Senior Center. We have connections with Palo Alto Medical Foundation, Kaiser Permanente, Menlo Park Medical Foundation, and other health organizations. They are aware of our offerings, verify our students' disabilities, and often refer new students to us.	
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?	Our program serves older adults and veterans.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	N/A	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Establish and publicize shadowing and/or intern opportunities for AFT, SPED and other certificate-track students in to work with disabled adults and veterans. Provide opportunities for Community-Based students to observe and/or participate in Adaptive Learning programs, classes and events.	
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.	
Outreach and increasing (ways to incentivize other departments to collaborate and engage with us to promote learning) presentations at division meetings; e-mail newsletters; division website announcements	Interdepartmental engagement; creating more visibility for on-campus students to interact with veterans and older adults in the community in ways that support educational growth, vocational advancement and matriculation.	None 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.

- The Adaptive Learning Division Retreat: Learning Connections Inventory (developing insights, enhancing relationships, and effecting change)
- Performance Measurement Seminar, Pleasant Valley Older Adult Program (tracking how well curricula effects students' personal choices to enhance independent living and improve quality of life)
- Conference: "The Ever-changing Brain," hosted by the Institute for Brain Potential
- Conference: "Psychopharmacology for Social Workers," National Association of Social Workers
- CAMFT Conference seminars: "Bad and Good Couples Counseling," "Functional Family Therapy," "The Psychotherapist as Creator of Hopeful Outcomes," "Mediation"
- CPR training
- Computer classes: Vista, Computer Graphics, Internet, Excel
- Art classes: Watercolor Painting, Collage, Acrylic Painting, Calligraphy, Jewelry Making, Colored Pencil/Watercolor Pencil Technique, Layout and Design, Art Journaling
- Counseling classes: Mindfulness Meditation and Art Therapy
- Training to be an educator of online health classes through Foothill's partnership with the Arthritis Foundation
- Classes in Gerontology through Foothill College
- California Adult Education Certification classes: Principles and Practices of Adult Education; Materials and Methods; Health Education, Curriculum Design and Rubric Writing
- Professionally active as Licensed Marriage and Family Therapist
- Professionally active as Licensed Chemical Dependency

VI. Professional Development

	<p>Therapist</p> <ul style="list-style-type: none"> • Membership and participation in Senior Roundtable, a local networking group • California Association for Post-secondary Education and Disability (CAPED) Conference • Active in State Council on Adapted Physical Education (SCAPE) • Active in the California Association of School Counselors • Active in Santa Clara County Pacific Scribes • Volunteer teaching of ESL at the Fremont Adult School 	
<p>1. What opportunities does your department take to share professional development experiences with colleagues?</p>	<p>Email, telephone calls, division meetings, informal get-togethers among colleagues, and planning for outreach events to disabled adults and veterans</p>	
<p>2. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?</p>	<p>The most productive examples of synergy and collaboration have been program planning, curriculum design, SLO writing, and rubric design. The process of program planning in particular has pulled the faculty together, helped us bond around the Community-Based mission, and increased our appreciation of other programs within and beyond the Adaptive Learning Division.</p>	
<p>3. 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?</p>	<p>Auditing of colleagues' classes; sharing ideas, etc. are the most common and effective pathways to professional development among Community-Based faculty. Professional development activities such as leveraging the Internet to publicize classes and enhance student learning will be a future priority. Other professional development priorities will include curriculum planning, SLO's, and rubric design.</p> <p>Professional activities that enable Community-Based instructors to broaden and deepen their curricula for greater inclusiveness and real-world vocational focus are planned for the future. We will be also be looking to target disabled baby boomers (both working and non-working) more intently in addition to our primary student</p>	

VI. Professional Development

		populations of disabled veterans and the elderly disabled.
4. 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.		Portal system training; utilizing and leveraging the Web to augment instruction; curriculum and rubric writing; instituting and championing themes such as “transition to work” and “workforce development across the curriculum”
Summary of Planning Goals and Action Plans		
5. What are your goals with respect to professional development and how will those goals be measured?		Organize more portal training meetings; opportunities for technology training, including assistive devices.
6. 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.

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 No	yes
2. Are there sufficient college and departmental computer labs available to support this program?	Yes No	Yes, but hardware software should be maintained and upgraded regularly. Also, to better serve our veteran student population, where enrollment is projected to increase, we should consider ways to expand the existing computer lab room
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes No	Yes, but they could be utilized more
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	N/a
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	N/A
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes No	N/A
9. Do students have access to and can they effectively use appropriate information resources ?	Yes No	Yes
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes No	No, not at this time
<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?		Some Community-Based students do not use Foothill's web site to enroll. Therefore, we should make a concerted effort to ensure that both printed and online schedules are accurate and up to date.

VII. Support Services

		We are exploring ways to enhance the Community-Based web site to promote classes, showcase student success stories, post white papers, share useful links and make program-related announcements.
12. What impact does the college or departmental website have on marketing your program?		The departmental web site is stronger but would benefit from more student success stories, articles and white papers on disability-related educational issues, and related information resources useful to current and prospective students.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Yes, we could use copy-writing and collateral/graphic design and production services to create printed brochures and Web content that would increase the visibility and demand for our classes.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		Research as well as data collection and data mining services; supplying lists of community contacts to publicize our program
<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.		N/A
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		N/A
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 above. We will measure our outreach initiatives and enabling activities in terms of (a) the number of new students we attract and retain; (b) how much we expand our presence at existing and new sites; and (c) our success in designing, marketing and offering new classes.
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.
Foothill Outreach staff support	See # 17 above	Putting Access into Action and Promoting a Collaborative Decision-Making
Foothill Marketing	See # 17 above	Putting Access into Action and Promoting a Collaborative

VII. Support Services

		Decision-Making	

VIII. Career and Technical Education Programs

Response to Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?
4. What is the average starting salary a student can expect to make after completing a certificate or degree?
5. What is the projected average percentage of salary increase in 2 years? 4 years?

Response to Program Credibility/Viability

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?
7. If yes, are the courses in your program aligned and/or articulated with the four-year 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?
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

VIII. Career and Technical Education Programs

other career upgrade?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
<i>Advisory Board</i>	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	
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?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	
19. What indicators does your program use to determine success of our students after completion?	

VIII. Career and Technical Education Programs

20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

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

Faculty

1. How does your PT/FT ratio impact the program?	Currently there is only one full-time instructor with a split load in the Community-Based program. Adding one or more FTEs (for example, a full-time Community-Based instructor or, an audiologist, speech therapist) could arguably create a greater sense of cohesion, urgency and ownership with respect to the program's mission.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	Currently there is a .0500 reassigned time allocated for the Program Coordinator, which we hope to keep in force. We hope to increase hours for our division driver to shuttle disabled students back and forth between Next Step and the Foothill campus. We anticipate a need for a division counselor to be on-site at Next Step once a week for a few hours to consult with veterans on transfer and matriculation issues. We also hope to recruit and place work-study students from our on-campus degree and certificate programs to serve as aides to our community-based instructors. Last but not least, we hope to add one faculty FTE.

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)	See # 2 above.
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Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	We will continue to need supplies such as thera-bands in exercise classes, materials to support our Arts and Crafts classes, batteries for lip reading training devices, and an overhead projector.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	N/A
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	N/A

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

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.

Budget

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?

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

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.

Transition to work and compensatory training will be the two priority focuses, going forward, of the Community-Based Disabled Students Program. They will increasingly drive the curriculum agenda, which is to maximize workforce readiness, workforce re-integration, educational advancement and matriculation, self-maintenance, and community service among disabled adults and veterans during a period of severe economic challenge and uncertainty.

By participating in our program, disabled students will be able to live more independently; find work or take on service roles despite impairments, unemployment or retirement; enhance their quality of life; and impose fewer burdens on families, caregivers and taxpayers.

Furthermore, to comply with President Obama's recent pledge to address the needs of unemployed Americans and veterans, the Community-Based Program will renew its commitment to serve disabled students. We will broaden and deepen our mission to provide lifelong opportunities for educational advancement and matriculation, vocational preparation and placement, workforce re-integration, healthy aging and independent living, and increased social and civic engagement.

In the case of veterans, for example, the curricula will address the difficulties that veterans face in their reentry and readjustment to civilian life. Challenges include post-traumatic stress disorder (PTSD), homelessness, unemployment, and incarceration. Our educational program will prepare these students for short- and long-term employment, for placement in other Foothill academic degree and certificate programs, and for transfer to four-year institutions.

To this end we will review existing curricula, make changes as appropriate, and write new curricula where needed. For example, we will establish a basic writing class at the Next Step Center that promotes successful job searching and workforce readiness. Assuming resources are in place, we will offer weekly, on-site counseling at the VA to advise veterans on employment and matriculation issues; increase transportation services to the Foothill campus and back; and establish a scholarship for promising veteran students.

Computer training using the latest advances of hardware and software will continue to be a major focus in classes taught at the Next Step Center, and indeed in other classes as well.

The Community-Based Program's planning, budgeting, resources and execution within the next four years will be focused on advancing the following five initiatives:

1. Expanding and strengthening the curricula's focus on vocational preparation and workforce readiness and re-integration, incorporating the theme of "transition to work" for students with disabilities

2. Teaching students strategies for improving access as well as compensatory skills for coping with their disabilities
3. Expanding outreach to under-represented and under-served disabled students
4. Increasing cross-participation and synergy between the Community-Based Program and our division's other major and certificate programs
5. Exploring partnerships with business and industry as well as with complementary organizations and services in the community such as the Veterans Administration, Kaiser Permanente, Palo Alto Medical Foundation, the Arthritis Foundation, Meals on Wheels, Outreach Transit, and others

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

Supervising Administrator Signature

Completion Date: 12/14/09