

# Tools for Transition and Work Program Review

## A. Program Information

### Program Mission Statement

Please enter your mission statement here.

TTW is our commitment to providing equal access and higher education options for people with disabilities, including people with developmental, intellectual, emotional and learning disabilities. We believe that this access to higher education will provide students with academic, vocational, social and emotional skills that are important for their future success in achieving the life goals they choose.

### Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

#1: As a result of effective parent engagement and support, students will demonstrate increased independence and self-advocacy.

#2: Students will gain academic, vocational, social and emotional skills that will help them achieve identified post-TTW goals.

## B. FTES- Enrollment Trends

### Enrollment Variables and Trends

#### Enrollment Trends

Student Resourc & Support Prog - Adapt Learn: Trans to Work-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
<b>Unduplicated Headcount</b>	31	35	36	28	30	-3.2%
<b>Census Enrollment</b>	444	510	390	376	421	-5.2%
<b>Sections</b>	24	23	17	17	17	-29.2%
<b>WSCH</b>	383	452	327	309	317	-17.2%
<b>FTES (end of term)</b>	25	30	22	20	20	-20.0%
<b>FTEF (end of term)</b>	1.3	1.3	0.9	0.9	0.8	-35.6%
<b>Productivity (WSCH/FTEF)</b>	291	349	357	352	373	28.5%

In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change, an increase or decrease in the trend.

In the past, TTW had a full-time faculty member that received release time for program coordination responsibilities including recruitment. Recruitment entailed relationship building with local school districts, supporting campus visits for prospective students and their parents/guardians, and conducting interviews with interested students and their parents/guardians. However, due to FT faculty turnover and budget cuts, the program shifted to an all part-time faculty. PT faculty focused only on teaching and could not dedicated a reasonable amount of time to refine the program, including the intensive responsibilities related to recruitment, leading to a decrease in FTES.

Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

Yes

No

If yes, describe the proposed actions for stabilizing/increasing the FTES.

One of the quickest means to stabilize and eventually increase FTES is to hire a full-time faculty member. With a FT faculty member, TTW will have the consistent faculty necessary to recruit and retain TTW students. Outside of the duties mentioned above to recruit students, developing, updating, and marketing a TTW curriculum that is relevant to students contributes to student recruitment, but has not been done due to a lack of FT faculty. The recent hire of a temporary full-time faculty member has allowed for program stabilization, including the updating of a few TTW CORs.

## C. Sections– Enrollement Trends

In the data table above, what does the data trend indicate about the number of sections offered?

the data trend shows an increase in sections

the data trend shows a decrease in sections

the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat, or an increase or decrease in sections, explain why.

As mentioned previously, the elimination of FT faculty and pivoting to a program that is only run with PT faculty has impacted TTW. In this case, it has resulted in a lack of faculty members necessary to offer more sections.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

## D. Productivity - Enrollment Trends

In the data table above, what does the data trend indicate about the productivity number?

the data trend shows the productivity number increased

the data trend shows the productivity number decreased

the data trend shows no change and/or is flat in the productivity number

If the data trend shows no change/flat, an increase or decrease in productivity, explain why.

Productivity has increased due the fact that the program shifted from 1 FTE and 1-2 PT faculty in 2016-2017 to 2 PT faculty in 2020-2021.

Does the data trend suggest changes are necessary to improve productivity?

Yes

No

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

N/A

## E. Enrollment by Student Demographics

### Enrollment Distribution

## by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent								
Female	104	23%	135	26%	63	16%	75	20%	98	23%
Male	340	77%	327	64%	309	79%	284	76%	293	70%
Unknown	0	0%	48	9%	18	5%	17	5%	30	7%
Total	444	100%	510	100%	390	100%	376	100%	421	100%

## by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent								
African American	25	6%	0	0%	33	8%	7	2%	50	12%
Asian	67	15%	77	15%	117	30%	44	12%	105	25%
Decline to State/Unknown	18	4%	278	55%	143	37%	250	66%	62	15%
Filipinx	39	9%	0	0%	17	4%	0	0%	14	3%
Latinx	46	10%	16	3%	23	6%	17	5%	46	11%
Pacific Islander	7	2%	12	2%	17	4%	0	0%	16	4%
White	242	55%	127	25%	40	10%	58	15%	128	30%
Total	444	100%	510	100%	390	100%	376	100%	421	100%

### a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why.

Change in female- and male-identified students is flat. We cannot assume that "not reported" means "non-binary".

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2020-21 = 52% Female, 46% Male)

- Yes
- No

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

The majority of TTW students are those with neurodevelopmental differences. Neurodevelopmental differences include ADHD, autism, and learning disabilities. Specifically regarding TTW students with neurodevelopmental differences, the vast majority of these students have autism. Autism disproportionately affects males than it does females. According to the Simons Foundation Autism Research Initiative, diagnostic criteria for autism have been based on study of autism in males. Emerging research indicates that autism is expressed differently in females. Nonetheless, this may account for the over-representation of males than females in TTW.

## b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline To State enrollment rates
- the data trend shows a decrease in the Decline To State enrollment rates
- the data trend shows no change and/or is flat in the Decline To State enrollment rates

Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- Yes
- No

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

The majority of student recruitment responsibilities fell on full-time TTW faculty. TTW has been without full-time faculty for nearly four years. We recently added a program coordinator this past year as a work out of class (WOC) assignment, but that position is currently in limbo and as such has not been continued. Further, an intentional discussion about racial equity and the subsequent impact on community and feeder school relationship building recently happened this year. While a priority, due to critical faculty and staff shortages, an action plan has yet to be developed. Therefore, we do not believe the fluctuations in ethnic representation within TTW is a result of any intentional actions made by program faculty or staff.

Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- Yes
- No

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

As mentioned, an intentional discussion about racial equity in TTW program access only recently happened and an action plan has yet to be developed. We intend to hire a full-time tenure track TTW faculty member and continue to advocate for the hire of a program coordinator. With these two critical hires, we will be able to more readily and effectively engage our feeder schools in discussions about racially equitable access to TTW and develop an action plan toward that end. Specifically, the data shows there may be disproportionate impact regarding access to TTW for African American and Latinx students with a low of census enrollment of 0 for African American students in 2017-2018 and 17 Latinx students in 2019-2020.

## F. Student Course Success

### Course Success Rates by Unit

Course Success Student Resourc & Support Prog - Adapt Learn: Trans to Work-FH											
	2016-17		2017-18		2018-19		2019-20		2020-21		
	Grades	Percent									
<b>Success</b>	417	98%	505	99%	371	96%	355	94%	387	92%	
<b>Non Success</b>	2	0%	3	1%	9	2%	19	5%	33	8%	
<b>Withdrew</b>	8	2%	2	0%	8	2%	2	1%	0	0%	
<b>Total</b>	427	100%	510	100%	388	100%	376	100%	420	100%	

## Course Success for African American, Latinx, and Filipinx Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent								
<b>Success</b>	101	95%	16	100%	66	92%	22	92%	103	94%
<b>Non Success</b>	1	1%	0	0%	2	3%	2	8%	7	6%
<b>Withdrew</b>	4	4%	0	0%	4	6%	0	0%	0	0%
<b>Total</b>	106	100%	16	100%	72	100%	24	100%	110	100%

## Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent								
<b>Success</b>	316	98%	489	99%	305	97%	333	95%	284	92%
<b>Non Success</b>	1	0%	3	1%	7	2%	17	5%	26	8%
<b>Withdrew</b>	4	1%	2	0%	4	1%	2	1%	0	0%
<b>Total</b>	321	100%	494	100%	316	100%	352	100%	310	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

### a. Student Course Success

In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change/flat in students' course success percentage, explain what programmatic factors led to such a trend.

There has been a slight decrease in course success percentage, however, it should be noted that course success is still very high (92% in 2020-2021). Specific to the decrease to 92%, this can be directly attributable to the shift to remote learning from in-person instruction. Once again, despite this decrease, the 92% success rate is considerably high and a testament to the student-centered instruction provided to TTW students.

Do the data suggest changes are necessary to improve student course success?

- Yes
- No

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

N/A

### b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage

- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- Yes
- No

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why.

The course success rates remain high among the two groupings. The only dip is attributable to the shift from in-person instruction to remote learning.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- Yes
- No

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

N/A

## G. Student Course Success by Demographics

### a. Student Course Success by Gender

The following questions concern student success rates by gender.

## Course Success Rates by Group

Success Rates by Gender									
Student Resourc & Support Prog - Adapt Learn: Trans to Work-FH									
2020-21									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	98	100%	0	0%	0	0%	98	100%	
Male	266	91%	26	9%	0	0%	292	100%	
Unknown	23	77%	7	23%	0	0%	30	100%	
All	387	92%	33	8%	0	0%	420	100%	
2019-20									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	70	93%	4	5%	1	1%	75	100%	

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Male	268	94%	15	5%	1	0%	284	100%
Unknown	17	100%	0	0%	0	0%	17	100%
<b>All</b>	<b>355</b>	<b>94%</b>	<b>19</b>	<b>5%</b>	<b>2</b>	<b>1%</b>	<b>376</b>	<b>100%</b>

2019-20

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	61	98%	1	2%	0	0%	62	100%
Male	293	95%	7	2%	8	3%	308	100%
Unknown	17	94%	1	6%	0	0%	18	100%
<b>All</b>	<b>371</b>	<b>96%</b>	<b>9</b>	<b>2%</b>	<b>8</b>	<b>2%</b>	<b>388</b>	<b>100%</b>

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	135	100%	0	0%	0	0%	135	100%
Male	322	98%	3	1%	2	1%	327	100%
Unknown	48	100%	0	0%	0	0%	48	100%
<b>All</b>	<b>505</b>	<b>99%</b>	<b>3</b>	<b>1%</b>	<b>2</b>	<b>0%</b>	<b>510</b>	<b>100%</b>

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	98	99%	1	1%	0	0%	99	100%
Male	319	97%	1	0%	8	2%	328	100%
Unknown	0	N/A	0	N/A	0	N/A	0	100%
<b>All</b>	<b>417</b>	<b>98%</b>	<b>2</b>	<b>0%</b>	<b>8</b>	<b>2%</b>	<b>427</b>	<b>100%</b>

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	49	98%	1	2%	0	0%	50	100%
Asian	95	91%	9	9%	0	0%	104	100%
Decline to State/Unknown	52	84%	10	16%	0	0%	62	100%
Filipinx	14	100%	0	0%	0	0%	14	100%
Latinx	40	87%	6	13%	0	0%	46	100%
Pacific Islander	15	100%	1	6%	0	0%	16	100%

2020-21

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	49	98%	1	2%	0	0%	50	100%
Asian	95	91%	9	9%	0	0%	104	100%
Decline to State/Unknown	52	84%	10	16%	0	0%	62	100%
Filipinx	14	100%	0	0%	0	0%	14	100%
Latinx	40	87%	6	13%	0	0%	46	100%
Pacific Islander	15	100%	1	6%	0	0%	16	100%

Success Rates by Ethnicity  
Student Resourc & Support Prog - Adapt Learn: Trans to Work-FH

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Pacific Islander	10	94%	1	5%	0	0%	10	100%
<b>White</b>	<b>122</b>	<b>95%</b>	<b>6</b>	<b>5%</b>	<b>0</b>	<b>0%</b>	<b>128</b>	<b>100%</b>
	<b>Success</b>		<b>Non Success</b>		<b>Withdraw</b>		<b>Total</b>	

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>All</b>	<b>387</b>	<b>92%</b>	<b>33</b>	<b>8%</b>	<b>0</b>	<b>0%</b>	<b>420</b>	<b>100%</b>

**2019-20**

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	5	71%	2	29%	0	0%	7	100%
Asian	43	98%	1	2%	0	0%	44	100%
Decline to State/Unknown	235	94%	14	6%	1	0%	250	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	17	100%	0	0%	0	0%	17	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	55	95%	2	3%	1	2%	58	100%
<b>All</b>	<b>355</b>	<b>94%</b>	<b>19</b>	<b>5%</b>	<b>2</b>	<b>1%</b>	<b>376</b>	<b>100%</b>

**2018-19**

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	32	97%	1	3%	0	0%	33	100%
Asian	116	99%	1	1%	0	0%	117	100%
Decline to State/Unknown	138	97%	1	1%	4	3%	143	100%
Filipinx	17	100%	0	0%	0	0%	17	100%
Latinx	17	77%	1	5%	4	18%	22	100%
Pacific Islander	17	100%	0	0%	0	0%	17	100%
White	34	87%	5	13%	0	0%	39	100%
<b>All</b>	<b>371</b>	<b>96%</b>	<b>9</b>	<b>2%</b>	<b>8</b>	<b>2%</b>	<b>388</b>	<b>100%</b>

**2017-18**

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	0	N/A	0	N/A	0	N/A	0	100%
Asian	77	100%	0	0%	0	0%	77	100%
Decline to State/Unknown	275	99%	2	1%	1	0%	278	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	16	100%	0	0%	0	0%	16	100%
Pacific Islander	11	92%	1	8%	0	0%	12	100%
White	126	99%	0	0%	1	1%	127	100%
<b>All</b>	<b>505</b>	<b>99%</b>	<b>3</b>	<b>1%</b>	<b>2</b>	<b>0%</b>	<b>510</b>	<b>100%</b>

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>African American</b>	19	83%	0	0%	4	17%	23	100%
<b>Asian</b>	64	100%	0	0%	0	0%	64	100%
<b>Decline to State/Unknown</b>	18	100%	0	0%	0	0%	18	100%
<b>Filipinx</b>	38	100%	0	0%	0	0%	38	100%
<b>Latinx</b>	44	98%	1	2%	0	0%	45	100%
<b>Pacific Islander</b>	3	43%	1	14%	3	43%	7	100%
<b>White</b>	231	100%	0	0%	1	0%	232	100%
<b>All</b>	417	98%	2	0%	8	2%	427	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why.

Success rates by gender appear to be steady, with a slight decrease for males, particularly in 2020-2021. As mentioned, this would be attributed to the shift to remote learning. We cannot assume that "unknown" refers to "non-binary", however the data above indicates a lower success rate for students identifying as "unknown". Without knowing what "unknown" actually refers to ("decline to state", blank answers, or non-binary students), it is difficult to determine if non-binary students are disproportionately impacted as this data appears to indicate, let alone the reasons why.

2. Do the data suggest revisions are necessary to improve female, male, or nonbinary student course success percentage rates?

- Yes
- No

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

N/A

## b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

In the data table above, what does the data trend indicate about program student course success by ethnicity?

African American

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline To State course success rates
- the data trend shows a decrease in the Decline To State course success rates
- the data trend shows no change and/or is flat in the Decline To State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

A different approach was taken to view course success rates that is akin to disproportionate impact analysis: ethnic group success rates were compared to the overall success rate. Three ethnic group's success rates were lower than the overall success rate for at least two out five years: African Americans, Latinxs, and Pacific Islanders. It should be noted that these success rates fluctuated from year to year. Some years, Latinx and Pacific Islander populations experienced 100% course success rates. The one ethnic group that never achieved a

100% course success rate were African Americans. While the ethnic group fluctuation in success may be attributable to a small n-size, the data suggests that careful attention be made regarding African American student course success within TTW.

Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

Yes

No

If yes, describe the reasons for the gap in course success.

Large course success fluctuations for African American students exist within the past five years- from a low of 71% in one year to a high of 98%. TTW is a small cohort program, so accounting for why these fluctuations exist is difficult. Aside from having a smaller, inconsistent number of African American students enrolling in TTW (a low of 0 and a high of 50 census enrollment), the two major changes to the program was the loss of full-time faculty for the program in 2018-2019 and the shift to remote learning in March 2020 may also partially account for these success fluctuations.

Do the data suggest that changes are necessary to improve program course success equality?

Yes

No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Again, the fluctuations in student success appears in all ethnic groups, but among African American students, we do not see this ethnic group experiencing a single year of 100% course success during the past five years. While not reaching 100% during any given year does not definitively indicate historic disproportionate impact in success within the TTW program and while TTW students enjoy a higher course completion rate than do students in other Foothill courses, close attention must be paid to African American student course success in TTW. This is due to African American students historically experiencing disproportionate impact in higher education completion. As a starting point, we propose to do research on programs and best practices geared toward the success of African American neurodevelopmental differences.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

We are uncertain about the reasons for grouping certain ethnic groups together. Why are Pacific Islanders and Native Americans not included with African American, Latinx, and Filipinx students? These two groups are historically under-represented in higher education and experience historic disproportionate impact in retention, completion, and transfer in community colleges.

## Service Area Outcomes Addendum Re-Accreditation Information

Please answer if applicable.

1. What are the service area outcomes & strategic objectives for the coming year?

Strategic Objective #1: Work with TTW faculty and staff to develop at least two (2) parent engagement activities within the 2022-2023 academic year.

Strategic Objective #2: 100% of TTW students will complete at least one (1) evaluation of the program to solicit ideas for program improvement and to assess student satisfaction with the program.

#1: As a result of effective parent engagement and support, students will demonstrate increased independence and self-advocacy.

#2: Students will gain academic, vocational, social and emotional skills that will help them achieve identified post-TTW goals.

2. What is your implementation plan for the above-mentioned objectives?

For strategic objective #1, program staff will be meeting on a monthly basis. Parent engagement will be a standing agenda item. For parent engagement, much of the focus in spring quarter will focus on parent orientation for the new TTW cohort. Fall quarter will be utilize to determine what additional parent engagement activity can be offered in winter or spring 2023. For strategic objective #2, program staff

will utilize the spring and to develop and finalize an evaluation for pilot in spring 2022. The pilot will allow program staff to refine the survey for implementation during the next academic year.

3. In the past five academic years, were there any commendations/special mentions identified? If YES, please elaborate.

No.

4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

No.

5. What actions has the program taken to address the accreditation audit, or review citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. What barriers has the program faced in implementing improvements?

TTW has suffered from the lack of a steady dean during the past five years and not filling full-time faculty vacancies within the program. Both has resulted in a lack of attention and care regarding the development and continual improvement of the program.

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This form is completed and ready for acceptance.