**FOOTHILL COLLEGE**
**Program Planning and Review**
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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# I. Department/Program Mission

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| 1. State the department name and everyone who participated in creating the comprehensive program plan. | The Transition to Work (TTW) program is a vocational --- program under the Adaptive Learning Division (ALD) of Foothill College. The Dean of the ALD, Gertrude Gregorio and the TTW Instructor/Coordinator, Mary Hawkins participated in creating the comprehensive program plan with input from the Disability Resource Center Coordinator Margo Dobbins and the ALD counselor Bea Cashmore. |
| 2. State the program's mission. If you don't have one, create one. | The Transition to Work Program (TTW) is a unique 12-month vocational program designed for students with disabilities who can function independently on a college campus but may not have the ability to succeed in a traditional college classroom. This program gives the TTW students the opportunity to have work related focused instruction and on the job training. |
| 3. Explain how the program/department mission is aligned with the college mission? | Foothill College's mission includes Workforce Development and Basic Skills. The TTW program is a vocational program preparing students with disabilities to join the workforce. |

## II. Department and Program Description & Data

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| 1. What are your hours of operation? | Our offices open at: 8:00 am<br>Closed for Lunch: No XX ☐ or Yes ☐ If yes, when:<br>Our offices closed at: |

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| 2. What types of classes do you offer, at what locations, and at what times? | **Times offered:** x☐Morning (6AM-12PM) x☐Afternoon (12PM-4PM) ☐Evening (4PM-10PM)    **Locations offered:** y☐FH Main Campus ☐Middlefield ☐Off campus    **Types Offered:** x☐In Person ☐Hybrid ☐Distance    **Status Offered:** x☐Credit ☐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 |
|---|---|---|---|
| Position Title  Instructor | 2<br>(Two fulltime faculty are assigned to the program as part of their load) | 2 | Coordinate/teach classes |
| Position Title | | | |
| Position Title | 0 | | |
| Position Title | 0 | | |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |

| Management and Classified Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties |
|---|---|---|---|
| Position Title:  Dean, Adaptive Learning Division | 1 | 0 | Oversees ALD programs, including Transition to Work Program |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |

| Student Worker Positions | Hours per | Months per Year | Brief Description of duties |
|---|---|---|---|

| | Week | | | |
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| Position Title:  Classroom Aide | 10 hours  week | 11 | Assist instructors in the classroom | |
| Position Title | 0.00 | 0 | | |
| Position Title | 0.00 | 0 | | |

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| 4.  Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department? | **Trends in enrollment**.  The data shows that enrollment, FTES and class size changes each year.  2008-2007 enrollments were higher compared to 2007-2008 and 2008-2009 enrollments.  In the years 2007-2008 and 2008-2009 the number of students who passed the assessment increased to more than 25 students.  Several students were placed on the waiting lists.<br><br>Large classes of students who have a variety of disabilities and psychological issues are often difficult for instructors to have successful lessons.  The academic range of the students is 3$^{rd}$ grade to college. TTW is an open entry-open exit program and students are often admitted in quarters other than the summer quarter, which is the program beginning quarter. |
| 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? | The retention and success of the students is high.  Most all students come for all four of the quarters and take and pass all the classes in the Transition to Work series.  At the end of the Spring Quarter, the students have a Graduation Ceremony where they receive an Award of Appreciation (Completed and passed all classes) or an Award of Participation (Did not complete all classes).  Approximately ninety eight percent of the students complete and graduate from the program and receive their award. |
| 6.  Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data? | The data indicates that there are more males than females in the program.  There is no clear indication why this happens, although all the students have disabilities and perhaps the male students are more able to take the initiative to come to college.  Whites are the dominant ethnic group, although each year the minority groups change with the new enrollment of students.  There are a large number of Asians and Hispanics.  The student population is underrepresented. Each year there seems |

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| | to be an increasing number of students with Autism and Aspergers that attend the program.  Students with autism generally have problems in three crucial areas of development: social interaction, language and behavior. But because the symptoms of autism vary greatly, two students with the same diagnosis may act quite differently and have strikingly different skills.  The increase in autistic students presents challenges to the Instructors.  Statistics say now that one in every 150 births is a  child with Autism. |
| 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? | The full time FTE has stayed consistent over the last four years.   . |
| 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. | N/A |
| 9.   Optional: Provide any additional data relevant to your program. (Indicate the source of the data). | |
| 10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain. | One of the key components of TTW is the on-the-job training where students learn practical work skills.  Each TTW student is placed in a volunteer job for the quarter at various on campus work sites. Most all the students in the TTW program are clients of the State Department of Rehabilitation and after graduating from the TTW program, rehabilitation counselor's work with the students to find employment.  In the last years it has been very difficult for graduating TTW students to find jobs.  The unemployment in the Silicon Valley is over 11% . |

**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.
Responding to national and state-wide demand for workforce development, the Transition to Work (TTW) program will collaborate with the Community Based program at the VA Next Step Center in Menlo Park, whose clients are homeless disabled veterans facing re-entry challenges to develop an Adaptive Learning Division (ALD) Transition to Work certificate program.

- Write new vocational curriculum and select from existing curriculum classes appropriate for the program.
- Expand and strengthen the new and the existing vocational curriculum to workforce readiness and re-integration.
- Incorporate the theme of "Transition to Work" for students with disabilities and veterans into their programs.
- Decide upon and select appropriate classes for program.
- Set up a time-frame to receive certificate.

| 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.Collaborate with the Community-Based program at the VA Next Step Center to develop an Adaptive Learning Division (ALD) Transition to Work certificate program. | ☐ | X☐ | ☐ | X☐ |
| 2. Write new curriculum to enhance the vocational learning of the TTW students | x☐ | X☐ | X☐ | ☐ |
| 3. Review and Develop additional criteria for admission into the TTW program. | ☐ | ☐ | ☐ | X☐ |
| 4. Increases Foothill College's Outreach Services | ☐ | ☐ | ☐ | ☐ |
| 5. | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

12. What is your plan for accomplishing your goals?

Develop "Transition to Work" division certificate tracks that facilitate workforce readiness for disabled students while offering

pathways for educational advancement and matriculation. The certificate program will prepare disabled students for short and long-term employment. The ALD Transition to Work certificates will be targeted for:

1. Existing Transition to Work (TTW) students(i.e., college level disabled students currently enrolled on campus)
2. Veterans with disabilities at the VA Next Step Center and other locations.
3. Other students with disabilities in the college community.

| Department Operational Goals | Activities | |
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| 1. Expand and strengthen "Transition to Work" curricula's focus on vocational preparation and workforce readiness for students currently enrolled in TTW to include veterans and other students with disabilities. | Review and expand curricula currently in place in TTW and at the VA Next Step Center. | |
| 2. Meet with colleagues and review key criteria needed to identify potential students | | |
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13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

To advance this initiative, the TTW Program Coordinator will work closely with the Community Base Program Coordinator and faculty to restructure the existing Transition t to Work Program into an Adaptive Learning Division "Transition to Work"/Workforce development certificate program.

| Identified Resource | Purpose | If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.** |
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| 1. Curriculum Development | | |
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| 3. | | | |
| 4. | | | |
| 5. | | | |

| III. Curriculum | |
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| *Curriculum Overview* | |
| 1. How does your curriculum address the needs of diverse learners? | The Transition to Work curriculum is designed at a level where all the students with a variety of disabilities and abilities can understand the lessons taught. Class discussions, student participation, review and follow up on subjects and special topics are key to addressing the needs of the TTW students. |
| 2. How does your curriculum respond to changing community, student, and employer needs? | The Transition to Work curriculum includes:<br>**Job Skills Classes** where students learn specific job skills, including office technology and computer usage<br>**Job Search Classes** where students learn skills such as writing their own resumes and interviewing for jobs<br>**On the Job Training** where students participate in an on the job training experience at Foothill College.<br>**Personal Development Classes** students enroll in a variety of classes, including communication, social skills, physical education and vocational classes. Greensheets are given at the beginning of each quarter.  Current employment data is given the students. |
| 3. How does your curriculum support the needs of other certificates or majors? | The Transition to Work curriculum does not lead to   certificates or majors from Foothill College. When completing the program, students receive an Award of Appreciation or an Award of Participation at a TTW graduation ceremony. |
| 4. Do your courses for the major align with transfer institutions? | No. |
| 5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges. | There are a series of classes that a student takes to complete the TTW program.  Each of the four quarters of the program has specific courses that are taught.  TTW is an open-entry, open-exit program and if there is room a qualified student could enroll in the classes in any of the four quarters.   The courses are specifically for students with disabilities and are not prerequisites to college courses. |

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| 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). | Curriculum for the Transition to Work is currently being updated and or revised. Title V updates are in the process of being completed on every course in 2009/2010 academic year. |
| 7. Does your program offer distance education courses? | No |
| 8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty. | N/A |
| 9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students. | N/A |
| *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? | Criteria for Admission<br>Successful completion of pre-program assessments:<br>• Behavior appropriate for a college campus environment<br>• Ability to travel independently to and from the campus<br>• A disability verified by a licensed, credentialed and certified professional<br>• Basic English assessment<br>• Basic reading skills. |
| 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). | N/A |
| 12. In what ways are you addressing the needs of the college skills students in your program? | The Transition to Work (TTW) is a vocational program and the classes require students to use basic English and writing skills. Classes are not on the level of traditional college classes. |
| 13. How is faculty in your program collaborating with other disciplines and services to meet the needs of college skills students? | TTW students are introduced to the college services. They see counselors if they need psychological services or a college counselor if they want to continue their studies after completing the program. Faculty and staff on the campus supervise the TTW students at their worksites on the campus. |
| *Program Mapping* | |

Students take the following courses.

**Summer Quarter**

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| Basic English Skills | Sentence and paragraph structure and practical application. |
| Basic Math Skills | Math functions and money handling. |
| Using the Internet | Hands-on introduction to the use of the Internet. |

**Fall Quarter:**     **Work Readiness Skills Focus**

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| Learning Strategies | Identification of individual learning styles. |
| Communication Skills | Improving confidence and self-esteem through communication. |
| Office Skills | Filing systems, records management and mail handling. |
| Beginning Word Processing | Introduction to the computer and word processing. |
| Resources in Community | Locating and maximizing community support systems. |
| Job Training/ Internship | On-the-job training experiences at Foothill College. |
| Current Events | Emphasis on current news. Increases awareness and knowledge of current events and the various methods of finding updated news information. |

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.

**Winter Quarter:**     **Work Readiness Skills Focus**

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| Social Skills | Enhancement of self-esteem and socialization skills. |
| Office Applications | Business etiquette and office equipment. |
| Introduction to Excel | Introduction to Excel, spreadsheets, charts and tables. |
| Job Training & Internship | On-the-job training experiences at Foothill College |
| Job Search Skills & Resume | Resume writing and job application procedures. |
| Work Attitudes | Vocational goals and appropriate work behavior. |

**Spring Quarter:**     **Job Preparation & Planning For Transition**

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| Job Search Skills & Interviewing | Interview technique and grooming. |
| Job Training & Internship | On-the-job training experiences at. Foothill College. |
| Transition to Work | Exit plan and job search materials. |
| Disability & The Law | Discussion of individual rights and the Americans With Disabilities Act (ADA). |
| Intermediate Computer | |

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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. | The series of TTW classes are aligned and are part of a sequence. Each of the four quarters of the TTW program has specific vocational related courses that are taught. For example the computer class has The Internet for summer quarter, Word for the Fall, Excel in the Winter and PowerPoint in the Spring. TTW is an open-entry, open-exit program. The courses are specifically for students with disabilities and are not prerequisites to college courses. |
| 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? | In each of the courses students take exams and quizzes, have group discussions and do written assignments. Specifically in the computer classes students learn how to create and present a PowerPoint presentations. . |
| *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. | The Transition to Work (TTW) program is structured to accommodate the students, as many have great distances to travel. The classes start at 9:00 in the morning and end by 3:30 in the afternoon. Many of the students travel over two hours one-way to get to the campus and attend classes. Because of the distances that students travel the feasibility of offering classes at non-standard times is not good. Students come from Santa Clara, San Mateo, Alameda, Contra Costa, and San Francisco counties. Some students have come from out of state and others from out of the county to attend the program. TTW students have rented rooms in the area to attend the TTW program. Most of the students are clients of the State Department of Rehabilitation and some are clients of the San Andreas and Golden Gate Regional Center. Most students take public transit, a few drive and some are driven to the campus by parents or Outreach. |

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| 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. | Each quarter of the Transition to Work (TTW) program has specific courses taught. The program begins in the summer quarter and ends the following spring quarter. It is an open-entry, open-exit program. Each course is offered once during the year with the exception of the job Training course (Students work at volunteer jobs on the campus) which is offered three of the four quarters of the program. Students who do not enter the program in the summer quarter but come in one of the other quarters can continue with the program to complete all the courses. |
| 19. How does the department determine that classes are taught consistently with the course outline of record? | Instructors have access to the C3MS system and can review all course outlines. Instructors hand out greensheets in each class that are based on the curriculum outlines. Instructors are given classroom evaluations. |

**Summary of Planning Goals and Action Plans**

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| 20. What are your goals with respect to curriculum and how will those goals be measured? | The Transition to Work (TTW) program curriculum is reviewed and updated as needed. Changes will be made to accommodate the needs of the students and the changes in the workplace.<br>1. Review and update of curriculum<br>2. Review and update of SLOs<br>3. Assessment and review on annual basis<br>4. Assigned class instructor responsible for curriculum updates.<br>5. Create new curriculum |

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.
22. Rewriting curriculum will entail using information from instructors teaching classes.

| 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.** |
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## 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.** |
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| V. Departmental Engagement | | |
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| 1. What standing committees, if any, does your department maintain? What are the committee charges and membership? | The Adaptive Learning Division has Tenure Review Committees which include the Dean, Chair, member and a member at large. They also have faculty representatives on the Foothill Senate and Curriculum committee. | |
| 2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years? | The students in the TTW program are placed at job sites on the campus under the supervision of Foothill faculty and staff. They get job experience and receive evaluations for their work. | |
| 3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community? | Mary Hawkins, Instructor and Coordinator for the Transition to Work program:<br>• Gives tours to prospective students, parents and teachers of the Foothill campus and the TTW classroom.<br>• Sends out brochures and information pertaining to the TTW program.<br>• Respond to email and phone requests regarding the program.<br>• Gives presentations about the TTW program at high schools and community organizations. | |
| 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? | Mary Hawkins, Instructor and Coordinator for the Transition to Work program:<br>Meets with high school special education instructors and counselors from the State Department of Rehabilitation to discuss course content, program requirements and student progress. | |
| 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? | 1. Use college outreach services to promote the Transition to Work program. | |

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| | 2. Expand the Transition to Work program through the Adaptive Learning Division to include:<br>• The Transition to Work (TTW) students<br>• Veterans with disabilities<br>• Disability students seeking employment | |
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| 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.** |
| Curriculum development | Review and expand curricula currently in place in TTW and at the VA Next Step Center to expand existing "Transition to Work" and establish division certificate tracks that facilitate workforce readiness for veterans and students with disabilities while offering pathways for educational advancement and matriculation. | The restructuring of the Transition to Work Program increases access opportunities for veterans and students with disabilities to develop job skills and provide alternative career pathways. |
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## VI. Professional Development

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| 1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years. | **Campus duties and responsibilities:**<br>1. Academic Senate<br>2. Curriculum Committee<br>3. Tenure Committee Chair/Member<br>4. Roundtable<br>5. Member of the PROJECT-Veterans Committee<br>6. Foothill Student Grievance Committee<br>7. Hiring Committee for Interim President<br>8. Evaluation of peers and administrators<br>**Presentations, Speeches and Conferences:**<br>1. Transition Fair<br>Santa Clara County Office of Education<br>2. Professional Development Day<br>San Mateo Union High School District<br>3. Parent Information Night<br>Fremont Union High School District<br>Quinlan Community Center<br>4. Menlo-Atherton High School Fair<br>Sequoia Union High School District<br>Menlo Park, CA<br>5. Carmon High School Fair<br>Sequoia Union High School District<br>6. Life After High School<br>Saratoga High School District<br>7. Los Altos High School Senior Special Education class<br>(Teachers: Chris Phipps and Leigh Lewis)<br>8. American Psychological Convention in the following places:<br>• Toronto, Canada<br>• Boston, Mass<br>9. The American Institute of Medical Education Conference Creativity and Madness Psychological Studies of Art/Artists in Santa Fe, NM |

## VI. Professional Development

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| | 10. Annual Forum on Higher Education Learning Issues "Don't Leave Learning to Chance: Understanding Learning Diversity" in Las Vegas, Nevada |
| 2. What opportunities does your department take to share professional development experiences with colleagues? | Department meetings.<br>Exchange of information<br>Workshops and retreats within the division<br>Visits to other divisions. |
| 3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness? | Information from conferences has stimulated new ideas for classroom lessons, projects and activities.<br><br>Information from conferences has given new insight into Autism, Aspergers syndromes. and other psychological disabilities. |
| 4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years? | Attending the American Psychological Association conferences has given insight into Autism and Aspergers syndromes. |
| 5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources. | The faculty teaching in the Transition to Work (TTW) program should do at least one of the following every two years to stay current in the field:<br>• Attend a conference<br>• Take a class on students with disabilities<br>• Have in house training on disabilities |
| **Summary of Planning Goals and Action Plans** | |
| 6. What are your goals with respect to professional development and how will those goals be measured? | Faculty and staff need to keep current on the different psychological and other characteristics of different types of disabilities.<br>In house disability training<br>• Attending workshops/conferences<br>• Taking classes on types of disabilities |

## VI. Professional Development

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.** |
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| Disability Speakers | To give updated information on disabilities | |
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| VII. Support Services | | |
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| *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 | |
| 2. Are there sufficient college and departmental computer labs available to support this program? | **Yes** \| No | |
| 3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction? | **Yes** \| No | |
| 4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines? | **Yes** \| No | |
| 5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines? | **Yes** \| No | |
| 6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial? | **Yes** \| No | |
| 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** | TTW students take the Foothill College placement test during the spring quarter to determine where they place in Math and English.  Many feel that they would like to take regular college courses.  Those who are able to get appointments with the Adaptive Learning Division counselor  discuss the results and determine what regular college classes are appropriate for them to take. |
| 9. Do students have access to and can they effectively use appropriate information resources? | **Yes** \| No | |
| 10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online? | Yes \| No | N/A |
| *Marketing & Outreach* | | |

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| 11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program?  Does the marketing accurately reflect your program, requirements, and services available? | College catalog –   classes are listed<br>Online schedule of classes – classes are listed<br>Marketing – Does not usually cover or promote the TTW program<br>Articles about the program and success stories could be written to showcase the program. |
| 12. What impact does the college or departmental website have on marketing your program? | It gives the basic information about the program. |
| 13. Is there any additional assistance from marketing that would benefit your program? If yes, explain. | 1.  An article about a successful TTW student after he/she leaves the program.<br>2.  An article about the Transition to Work (TTW) program at Foothill College.<br>3.  An article about the Green Team (Group of TTW students who collect coffee grounds and used paper for re-cycling) |
| 14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students? | There is a need to collaborate with the Outreach staff as they are able to connect with so many high schools in the area.  Promoting the TTW program would be very beneficial.<br>1.  Hand out brochures<br>2.  Outreach staff visits a TTW class to better understand the program. |
| *Programs, clubs, organizations, and special activities for students* | |
| 15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments. | The Transition to Work (TTW) students are considered Foothill College students and are able to participate in all clubs and organizations open to students taking regular Foothill College classes. |
| 16. List any awards, honors, scholarships, or other notable accomplishments of students in this program. | • Yale University's Developmentally Disabilities News Letter wrote an article about Foothill College's Transition to Work (TTW) program.  The article featured the program and gave Foothill College's website.<br>• A TTW graduate received her AA degree.<br>• A TTW graduate has held the same job at Bloomingdale's for over ten years.<br>• Many of the TTW students work part-time and attend the TTW program. |
| **Summary of Planning Goals and Action Plans** | |

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| 17. What are your goals with respect to support services and how will those goals be measured? | • Continue speaking to high schools and other organizations.<br>• Continue giving tours of the campus and TTW classes to prospective students.<br>• Continue sending information to interested parties, high schools and organizations.<br>• Make contact with Foothill College's Outreach and Marketing staff |

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.** |
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| 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. | With the layoffs of people recently, the competition for jobs has become more difficult. It is very difficult now for students with disabilities to get jobs. | |
| 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? | No | |
| 3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging? | Declining. It had always been difficult for students with disabilities to get jobs. The State Department of Rehabilitation has help many of the TTW students get jobs after graduating from the program. | |
| 4. What is the average starting salary a student can expect to make after completing a certificate or degree? | N/A | |
| 5. What is the projected average percentage of salary increase in 2 years? 4 years? | N/A | |
| *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? | N/A | |
| 7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions. | N/A | |

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| 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? | The Transition to Work (TTW) program consists of a series of classes that focus on vocational issues. The classes give the student an opportunity to:<br>• Have on the job training<br>• Develop a personal profile<br>• Learn about job skills and applications<br>• Identify vocational goals<br>• Understand work etiquette<br>• Improve self-esteem<br>• Learn about individual rights and Americans with Disabilities Act (ADA)<br>• Search for Jobs.<br>• Interview for jobs<br>• Etc…<br><br>Most students try to go out into the workforce and find jobs, a few do continue their studies. Many of the TTW students would benefit by continuing to take vocational classes. |
| 9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade? | The on-the job experiences that the TTW students have do prepare them for working, but not specifically for a career. |
| 10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program? | N/A |
| 11. How does this program prepare students for competitive employment? | The program introduces them to resume writing, job etiquette, and behavior on the job, communication and computer skills and the interviewing process. |
| *Advisory Board* | |
| 12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program. | N/A |

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| 13. List the dates and number of members attending of your most recent advisory board meetings. | N/A | |
| 14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed? | N/A | |
| *Program Accreditation* | | |
| 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. | N/A | |
| 19. What indicators does your program use to determine success of our students after completion? | Evaluations from volunteer job supervisors and successful completion of classes. | |
| 20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction. | No | |
| 21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data? | No | |
| 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. | | |

Foothill College Program Planning & Review

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

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| *Faculty* | |
| 1. How does your PT/FT ratio impact the program? | The current PT/FT ratio is 2 to 4. The four full time instructors who teach in the TTW program have other assignments. There is one PT instructor who teaches one class. |
| 2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | There is a need for a part-time coordinator |
| *Classified Staff* | |
| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | Part-time Coordinator<br>Part-time Instructor |
| *Technology and Equipment* | |
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program? | yes |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms? | yes |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | N/A |
| *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? | **Yes** | |
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| 8. List needs for upgrades for existing spaces | N/A | |
| 9. List any new spaces that are needed | N/A | |
| 10. Identify any long-term maintenance needs. | N/A | |
| 11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain. | yes | |
| 12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain. | yes | |
| *Budget* | | |
| 13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department? | yes | |
| 14. Describe areas where your budget may be inadequate to fulfill program goals and mission. | **N/A** | |
| 15. Are there ways to use existing funds differently within your department to meet changing needs? | No | |
| **Summary of Planning Goals and Action Plans** | | |
| 16. What are your goals with respect to resource planning and how will those goals be measured? | | |
| 17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.** |
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# 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.

The need for the Transition to Work (TTW) program continues as the population of students with disabilities increases.  More students are being born with autism which increases the need for a vocational program for these students.
The goals for this program is listed below:

1.  Foothill Outreach staff to promote the Transition to Work (TTW) program to high school students.
2.  A job developer who can find jobs for the TTW students when they complete the program.
3.  A part-time TTW Coordinator and  clerical support for student outreach.
4.  Expand and strengthen "Transition to Work" curricula's focus on vocational preparation and workforce readiness for students currently enrolled in TTW to include veterans and other students with disabilities and develop division certificate tracks.

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| 2.  Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.** | Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above. |

| Resource | Purpose | Rationale | Estimated Cost |
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| *Supervising Administrator Signature* | *Completion Date* |