

Community Based Ed Program Review

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Responding to diverse community needs, the Community Based Disabled Student Program exists, through innovative and comprehensive educational programs, to provide lifetime opportunities for continued growth, development, and involvement which enhance the quality of life of students with disabilities.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

SAO #1: Students will demonstrate an increase in cognitive, physical, emotional, intellectual, or social well-being.

B. FTES- Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends

Student Resourc & Support Prog - Adapt Learn: Community Bas-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	1,216	1,277	1,295	1,143	1,039	-14.6%
Census Enrollment	4,992	5,622	6,056	5,685	5,463	9.4%
Sections	278	285	262	263	257	-7.6%
WSCH	2,298	2,493	2,604	2,350	2,396	4.2%
FTES (end of term)	153	166	173	156	163	6.5%
FTEF (end of term)	8.3	8.5	7.9	7.8	7.7	-7.6%
Productivity (WSCH/FTEF)	276	292	329	300	311	12.8%

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.

The data trend indicates a small increase in FTES. Despite less sections, students at our off-campus sites are beginning to take more classes at their respective sites. This is facilitated by improved communications with site contacts and simplified registration processes.

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.

N/A

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.

The primary reason for the decrease in sections is the pandemic. As an instructional program that serves students with disabilities, primarily older adults, we operate at off-campus sites that include residential facilities, memory care facilities, senior citizens centers, and community centers. A pivot to synchronous zoom instruction was simply infeasible for many of the facilities and students we served, resulting in the reduction of sections offered.

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.

In part, the increase in productivity is also connected to the pandemic. For classes that could switch to synchronous zoom, the move in instructional modality increased access for students not only at the assigned site, but at other sites that had to shut down due the pandemic. Further, the past few years faculty have been working diligently to increase enrollment in their classes, working closely with fellow faculty, the program coordinator, and facility leadership to enhance advertisement and recruitment.

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	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	3,455	69%	3,855	69%	4,250	70%	3,987	70%	3,895	71%
Male	1,342	27%	1,580	28%	1,641	27%	1,569	28%	1,408	26%
Unknown	195	4%	187	3%	165	3%	129	2%	160	3%
Total	4,992	100%	5,622	100%	6,056	100%	5,685	100%	5,463	100%

by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	64	1%	101	2%	118	2%	180	3%	174	3%
Asian	336	7%	400	7%	483	8%	511	9%	573	10%
Decline to State/Unknown	2,785	56%	2,537	45%	2,464	41%	2,123	37%	1,880	34%
Filipinx	17	0%	52	1%	88	1%	75	1%	24	0%
Latinx	283	6%	500	9%	706	12%	679	12%	722	13%
Native American	3	0%	6	0%	7	0%	12	0%	8	0%
Pacific Islander	6	0%	17	0%	32	1%	35	1%	14	0%
White	1,498	30%	2,009	36%	2,158	36%	2,070	36%	2,068	38%
Total	4,992	100%	5,622	100%	6,056	100%	5,685	100%	5,463	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.

The predominance of students that the Community-Based Education Program serves are older adults with disabilities. Further, our courses are held at off-campus facilities including residential facilities, memory care facilities, senior citizens centers, adult day health care programs, and community centers. Thus, many of the students, including prospective students, are already a part of an existing facility or program.

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?

Because of where our classes are held, many of the students, including prospective students, are already a part of an existing facility or program. Based on the nature of our program (partnering with facilities and centers), it may be difficult to find facilities or adult day health care programs that serve a predominance of men.

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).

African American, Asian, Latinx, and White student enrollment has increased. However, whether this is a result of more students self-identifying their ethnicity or not (ex: leaving this section blank or "putting decline to state") is unknown. To our knowledge, there has been no intentional discussion regarding racially equitable access to the Community-Based Education program until recently.

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.

In early 2021 as part of the Student Services Black Lives Matter action plan, we launched a "Racial Equity Taskforce" specifically to look into racially equitable access to our classes. While the taskforce has not met as frequently as we'd like, it is a positive step toward increasing racially equitable access for African American students. One initial discussion point was the exploration of opening more sites in three cities within our service areas known to have larger communities of color, namely African Americans, Latinxs, and Pacific Islanders. These cities are East Palo Alto, Menlo Park, and Redwood City. We also acknowledged that the digital divide among students of color was made worse by the pandemic. Classes held at senior citizens and community centers could not pivot to Zoom and the students that took classes- predominantly students of color- often did not have ready access to technology.

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

N/A

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: CB faculty and DRC staff will conduct a year of inquiry into community needs to increase racially equitable access to CB.

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

Starting in fall 2022, the CB racial equity taskforce will reconvene, meeting at least twice a quarter. We hope to have a retreat/planning meeting sometime in spring or summer 2022, so that we are strategic in what we want to accomplish by spring 2023. The hope is that by spring 2023- if not sooner- we will have a solid plan regarding racially equitable access that builds off of the initial discussions held in 2021 (a focus on East Palo Alto, Menlo Park, and Redwood City; a plan that address the digital divide).

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

This is the first time the Community-Based Education Program has been focused on for program review.

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.)?

N/A

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?

The lack of a steady dean of the past five years, the painful cuts to DRC personnel, and the switch to remote learning (a switch many of our sites/facilities simply could not implement) has hurt the development and continual improvement of this program.

This form is completed and ready for acceptance.