

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Community Education	Student Services	Frances DeNisco

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Community Education at Las Positas College is an inclusive, learning-centered program providing educational and personal enrichment opportunities to all Community members. The program supports the life-long learning goals of all students (both for-credit and not-for-

credit) to enhance their basic skills, career and technical training, retraining and personal enrichment objectives, and to help all community members meet their personal and professional goals.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Community Education supports the college mission by providing career and technical training and retraining that enhances both the personal enrichment and career objectives of students and helps them meet their personal and professional goals.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Although we cannot list all of the courses offered in the Community Education program in this review template, we do constantly get feedback from students in the form of evaluations and communicate that information to the instructors, who then make changes to their courses. Due to the nature of fee based classes, student evaluations, availability of instructors, community need, and facility availability all impact instructional programs. Courses need to be in constant revision in order to maintain and attempt to improve enrollment numbers.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES

NO

If **yes**, please describe briefly what new curriculum is planned.

No formal curriculum is used by Community Education.
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B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If **yes**, please describe briefly what new initiatives are planned.

Community Education would like to digitize further its course evaluation process, so that students can respond easily to an online evaluation tool to give the program feedback on classes.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Currently, SAOs have not been written for Community Education. This will be the first year, and then the program will follow the guidelines of the program review process. However, it is important to note that the program has just gone through a 3 year period of intense self-examination in which each and every procedure and financial process was analyzed and discussed, and much fiscal data was compiled. As a result of this process, the program was asked to downsize significantly, produce smaller catalogs, and mail out fewer numbers of catalogs, and focus on its specialty and most popular programs. College administration is considering the status of the program, and whether it should remain on campus.
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3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of	Number of degrees/certificates	Number of program level
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degrees/certificates offered	with SLOs	SLOs/SAOs
N/A	N/A	N/A

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

N/A

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

N/A

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

In order to support any resource requests of the program, the recent fiscal self-analysis would be used for this program review. In the future, it is unclear as to whether assessments of the SAOs will impact the request for resources for Community Education. The ongoing budget currently has not been met by the program, and thus additional resource requests are not being generated.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

In AY 2014-2015, the program will continue to self assess aside from and more extensively than the program review process, and decisions will be made as to its viability and continuation as a campus program at the VP and Presidential levels. The program plans to begin to assess its other contributions to the campus community, outside of simply fiscal ones, and compile that data (student evaluations, value-added to the campus environment, support of campus-wide goals, marketing the campus in general again with the brochure, etc.).

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

N/A

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Student data that the program uses are student evaluations. These continue to reflect an excellent success rate among students who respond. The office receives very little negative feedback on its courses, instructors and content. Negative feedback does arise sometimes around issues of logistics and classroom comfort, ease of finding locations, and communication between the program and students and instructors.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Aside from asking for an ongoing budget and maintenance of current staff person in support of the program's continued existence, the program is not going to be asking for additional resources in 2014-2015.

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	Click here to enter text.	Click here to enter text.

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
part time classified staff*	1	N/A	30	12
regular hourly classified staff**				
student assistants				

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

<p>The program can use more staffing to improve marketing and fiscal accounting practices. The timely production of reports and marketing campaigns in both those areas may potentially improve enrollments. However, as a fee-based program, without bringing in the fiscal resources necessary to provide this staffing, the staffing will not occur.</p>

3. Are there Staff Development needs for the academic year 2014-15?

YES NO **If yes**, elaborate. Provide any data which support these needs.

Ongoing training in state and nationwide best practices in the field. Continued training in the requirements of the college related to new board policies for HR, Fiscal reporting, Fiscal processing, marketing, room reservations and any aspects of these types of procedures that may change or be amended.

F. Technological ResourcesAre there any **new** technological needs for the academic year 2014-15?*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

Right now, without fiscal resources, the program will be unable to purchase components of the registration software that would allow increased ease of reporting in terms of Human Resources, budgeting and fiscal reporting, as well as ease of communicating with students in a variety of ways. The purchase of these upgraded software components could also potentially benefit other campus entities such as CTE programs that are offered in a fee-based environment on campus. The current software company is developing a data connection between BANNER and Lumens in order to promote being able to account for fee-based students in both places, while keeping the accounting and attendance separately, for instance.

G. Facilities, Equipment, and Supplies ResourcesAre there any **new** facility, equipment or supply needs for the academic year 2014-15?*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)***H. Financial Resources**

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES

NO

If **yes**, please briefly describe amount and general uses.

N/A

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If **yes**, briefly describe. Provide any data which support these needs.

<p>Many events and new initiatives could be implemented if there were financial resources to support them. For instance, partnerships with local business and organizations could be expanded and increased if fiscal resources existed to keep costs low for the Community. Community Education could also expand its mailpiece to include marketing and outreach for the regular college and programs such as CTE if the fiscal resources to do so existed.</p>

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

<p>Decisions made about the status of the program by administration will decide the existence of the program going forward. Information regarding combining fee based and FTES students that was confirmed by the State Chancellor's office could provide a new revenue stream for Community Education.</p>

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Community Education would like to create an easier and more accessible evaluation procedure for students who take Community Education classes.

Community Education would like to develop a program for allowing fee-based students to take classes alongside for-credit students. The Vice Chancellor of the CA Community Colleges has said that it is not illegal, nor is it in violation of the Attendance Accounting Manual as long as good accounting practices can show the separation of funds. Therefore, in order to support students in light of new repeatability measures, Community Education envisions a procedure that begins at the instructor and student level that generates a fee-based enrollment for those that are challenged by repeatability issues (and this is especially with regard to programs that encourage practice...such as fitness, art, music, and etc.)

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

N/A

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	<p><i>Create an online or digitized version of the evaluation form with features like radio buttons in combination with written answers.</i></p> <p><i>Create an automated system for requesting those evaluations.</i></p>	<p><i>Students will be able to effectively evaluate Community Education courses that they attend rapidly and easily.</i></p>		<p><i>Student data will be more easily compiled and used with regard to program planning.</i></p>	<p><i>Human, Technology</i></p>	<p><i>Human</i></p>	<p><i>N/A</i></p>
2	2	<p>Identify best practices in the state for</p>	<p>Students who encounter</p>		<p>Students will continue to enroll in</p>	<p>Human, Fiscal, Technological</p>	<p>same as category</p>	<p>IT, Tech, Administrative services</p>

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		combining fee based and for-credit classrooms. Aid in the development of accounting procedures necessary to support the program. Meet with faculty to design the program. Pilot the program. Assess and improve the program.	repeatability issues will have fee-based solutions to those problems that can be developed organically with faculty.		classes after repeatability has been maximized.			
3								
4								
5								

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.