

PROGRAM REVIEW Fall 2017

Program: Community Education

Division: Student Services

Date: 10/16/2017

Writer(s): Frances DeNisco

SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

No significant changes to the program.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>The program continues to pursue creative ways to enhance catalog marketing for classes and programs.</p> <p>While no significant changes to program needs have occurred since last time, those need that were outlined in the former plan are still significant.</p> <p>Challenges for the program relate mostly to finding and retaining instructors and classes for the program. Without interesting viable classes, the program will not be successful. We experienced a revenue downturn in the last year, due to programming challenges such as the district hiring procedures, community fee-based competition, instructor attrition, and the limited community response to several turnkey initiatives.</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxr	
	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
	X	External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
	X	Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
	Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).		
**Facilities will also be		

	addressed in Question H.
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>IEPI Grant was completed and a report sent to the college this past year. Community Education is waiting to obtain a copy of the PRT team report and analyze it for suggested improvements for the program outside of monetary recommendations.</p> <p>The program has been successful in exploring on-campus and community partnerships to create income. Community Education has made connections with on campus entities by providing registration and administration services via agreements that bring funding into the program.</p> <p>The program also continues to partner effectively with local turnkey vendors and with statewide Community Education instructors to pilot marketing options designed to enhance attendance in Community Education classes.</p> <p>Community Education successfully changed the program policy for fingerprint fees in an attempt to alleviate the \$75 fee for instructors. If their course enrollments are significant enough to reimburse the fingerprint fee without losing money on the course, the program will reimburse their fee.</p>	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input checked="" type="checkbox"/> Community Partnerships/Outreach
	<input type="checkbox"/> Curriculum*
	<input type="checkbox"/> Enrollment Management
	<input type="checkbox"/> External Factors
	<input type="checkbox"/> Facilities,** Supplies and Equipment (Including Software)
	<input type="checkbox"/> Financial/Budgetary
	<input checked="" type="checkbox"/> Human Resources
	<input type="checkbox"/> Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	<input type="checkbox"/> Pedagogy
	<input type="checkbox"/> Professional Development
	<input type="checkbox"/> Services to Students
	<input type="checkbox"/> SLO/SAO Process
<input type="checkbox"/> Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Caring and passionate instructors who teach for little money and because they love what they are doing continue to have impact on all students in our Community. Students of all ages have impactful experiences of Las Positas College thanks to the dedicated educators who teach for us.</p> <p>Here are a couple of comments from our online class offerings this year:</p>	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input checked="" type="checkbox"/> Community Partnerships/Outreach
	<input checked="" type="checkbox"/> Curriculum*
	<input type="checkbox"/> Enrollment Management
<input type="checkbox"/> External Factors	

<p>Medical Terminology: A Word Association Approach Your Section Number: EMET0317 Course Date: Mar 15 2017 First Name Last Name Comments Jesusa Labson : I totally loved this course and learned lots of words that make my tongue twisted every single lesson, LOL! I have no problem at all except a tiny thing I rather like to turn-in our assignments to discussion section. At least we can have more discussion and openly questions. But other than that loved, loved this course and I definitely recommend this course to others :)</p> <p>Beginning Writer's Workshop Your Section Number: EBWP0617 Course Date: Jun 14 2017 Comments The Beginning Writer's Workshop course was fantastic. As my first online course, it far surpassed my expectations. The lessons flowed together seamlessly and the exercises were engaging as well as enlightening. Ann's encouraging teaching style has inspired me to continue writing and learning about the world around me.</p>		Facilities,** Supplies and Equipment (Including Software)
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		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
	x	Professional Development
	x	Services to Students
		SLO/SAO Process
	x	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Many of the obstacles that existed last year remain the same for the program.</p> <p>Community Education competes for student discretionary income in a service area that has robust competition from 3 large Parks and Recreation Departments, revitalized Adult Education environments due to AEBG, and active senior centers, retirement communities and arts/education business entrepreneurs.</p> <p>Continuing need for definition/design of the program and the intentions of the college surrounding the Community Education program.</p> <p>Challenges remain in asking anyone using their social security number to be placed on payroll by the district to teach for Community Education. Many of the instructors who teach with Community Education do so for less than 10 hours total over the course of an entire 6-month period. They would prefer to be considered contractors and submit invoices, and be responsible for their own taxes. Many of them own their own businesses and report their income through the personal</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxrt	
	x	Community Partnerships/Outreach
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		Pedagogy
		Professional Development
	x	Services to Students
	SLO/SAO Process	

<p>social security number, and not an EIN or Federal Tax ID. They are counselors, authors and instructors who travel the state sometimes presenting their classes. They sometimes cannot appear in person to fill out human resources documentation such as I9 and other forms. This eliminates, sometimes, their classes and seminars from being considered for inclusion in Community Education’s course offerings.</p> <p>The Public library is still offering the exact same 6-week online classes for free to library card holders in Livermore.</p> <p>Community Education students would like to be able to purchase parking passes online for the campus. This obstacle comes from class evaluation information.</p> <p>Community Education students could use well lighted, well placed campus maps that are big and descriptive and change in real time. Perhaps a campus app that has real time information about where classes are and how to find locations. Or even just a big directory in the middle of campus that outlines where things are, that can be marked as the center of the map, so people know where to find information.</p> <p>Facilities such as 1850 and 2500 and rooms within them could be renumbered to make sense to people who don’t necessarily know that Room 1872 is in building 1850 or PE 213 is in building 2500. This information is continually noted as problematic on student evaluations...and Community Education students *ARE* the public and a Community Education class may often be their first experience on the campus. It would be good public relations to make that experience an easy and welcoming one, and I do not feel that is currently the case.</p>	x	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>Celebrate the 20th anniversary of the Community Education program in 2018 by offering “20 classes for 20 dollars” over the course of the year. Working with the dean and the catalog designer to come up with a logo and celebratory series of 3 covers for the year.</p> <p>As a part of that, looking to rebrand the program going forward, as “Community Education” is a term now being used by the local health plans to describe their education programs, and by the local adult schools to describe what they are offering as well. The term is too generic to make the program recognizable to the public.</p> <p>Begin a working group to get a parking pass available to the</p>	Mark an X next to each area that is addressed in your response.	
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	x	External Factors
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	Financial/Budgetary	

<p>public online with security.</p> <p>Continue to downsize, while still attempting to offer quality programming and identify fulfilling classes that are in demand by the Community.</p> <p>Continue to explore on-campus and community partnerships to create income for the program.</p> <p>Continue to participate at the statewide level as the President of the Association of Community and Continuing Education and advocate for fee-based and noncredit education at the state level.</p>		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
	x	Professional Development
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>It would be advantageous to the program to have a more publicly accessible and well-signed office, with increased visibility and accessibility on the campus, and a dedicated classroom to utilize.</p>		Mark an X next to each area that is addressed in your response.
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

It would be advantageous to the program to have a more publicly accessible and well-signed office, with increased visibility and accessibility on the campus, and a dedicated classroom to utilize.

Community Education students could use well lighted, well placed campus maps that are big and descriptive and change in real time. Perhaps a campus app that has real time information about where classes are and how to find locations. Or even just a big directory in the middle of campus that outlines where things are, that can be marked as the center of the map, so people know where to find information. Keeping that map current would be important.

Facilities such as 1850 and 2500 and rooms within them could be renumbered to make sense to people who don't necessarily know that 1872 is in building 1850 or PE 213 is in building 2500. This information is continually noted as problematic on student evaluations...and Community Education students are often the public and a Community Education class is their first experience on the campus. It would be good public relations to make that experience an easy one for the Community.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

Community Education provides an inclusive, learning-centered educational opportunity for the larger community that supports and surrounds Las Positas College. This opportunity allows students to complete their basic skills, career-technical, retraining and personal development and enrichment goals, even if they do not desire college credit.

Community Education also supports the mission of the college by acting as a marketing tool to bring the community to the campus. In turn, they and their families may think about Las Positas College as an option at a more personal level because of their experiences on campus.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area:
Text of the CSLO, SAO, or PSLO:
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? NO new SAOs were created or assessed in Community Education.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. NO new SAOs were created or assessed in Community Education.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?