Program: Community Education

Division: Student Services

Date: October 5

Writer(s): Frances DeNisco

SLO/SAO Point-Person: Frances DeNisco

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. **Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

   If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Community Education has continued to streamline offerings, surveying and taking into consideration the robust recreational programs offered in the surrounding cities of Dublin, Pleasanton, and Livermore. The Program Coordinator keeps abreast of the latest changes/trends in lifelong learning and has made inroads in offering more turn-key type programs that do not impact the program's bottom line. Community Education has lost two key long term programs this Fall 2015: Evening Soccer Clinics and The Las Positas Fencing Center. Evening soccer was discontinued when the instructor became the full-time women's soccer coach here at Las Positas. The Las Positas College Fencing Center closed when 2 of the instructors retired. Currently, we are looking for a possible new fencing program instructor.

Community Education generates its own marking data and registration analysis along with demographic information regarding the kinds of students and types of programs that the Community would like to see offered.

The Program Coordinator also keeps the program working from best practices and stays up to date on statewide Community Education activities.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Although we do not have formal SAOs completed in the eLumen system, due to the nature of the program as outside the regular offerings of the campus, we did create 2 SAOs during the last full Program Review. SAO #1 regarding the availability of online evaluation for Community Education students. Evaluation data is now gathered electronical for all of our Community Education course offerings. The program did evaluate the questionnaire this year in an ongoing assessment, and changed 2 of the questions to make the evaluation shorter. Within the next interation in Spring 2016, we hope to embed the questionnaire inside the email, rather than send out a link, with an eye on the idea that the extra click through might be an obstacle for completion of the evaluation for some students.

SAO #2 for fee-based and credit mix classes it is still in place, and the implementation process for that SAO is continuing. We hope to implement this year, and assess in AY2016-2017.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Time for planning and implementation in moving forward with the fee-based/credit mix pilot project has been slight. One formal meeting of administrators to discuss the pilot project was held in July 2015. The implementation of this type of program involves the entire campus and needs to be created with rich input from all constituents. Also, the realization is coming to light that this effort will definitely improve student learning campus wide, but might not significantly impact Community Education's revenue. The value to students who can and will participate in these types mixed courses is key, however, for certain departments and campus organiztions.

D. What are your most important plans (either new or continuing) for next year?

Community Education will continue the roll out and implementation of the fee-based, credit mix classroom idea, through vetting the pilot program with all concerned and creating a functional way for students to enroll and for instructors to account for them.

New to the planning process for Community Education is an invitation to participate in the IEPI visit in October 2015. Community Education was invited to this meeting with the hopes of garnering ideas and plans as to the organization of the program and where it fits into the effectiveness of the college. The goal is to improve the effectiveness of the program over all at the college, and improve service to fee-based students at Las Positas College.

The program coordinator plans to continue a term as a statewide officer in the ACCE (Association of Community and Continuing Education).

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2015-16*
> - *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> - *Provide necessary institutional support for curriculum development and maintenance*

- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

> Community Education plans to meet with the IEPI team regarding best practices and organizational structures for the program in light of what might be a developing Adult Education/Extended Education/Non-Credit reorganization and creation on the campus. This does fit with the idea or establishing regular and ongoing processes in terms of organizational structure and changes to that structure. This type of integrated campus planning works towards ACCJC standards. Community Education will work toward ACCJC best practices within a possible organizational restructuring of these types of programs on campus and develop them in an integrated fashion.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? _____yes _____no

(This data can be found here: http://goo.gl/y9ZBmt)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

> We were able to help in the offering of a summer musical in collaboration with the theater department that had not been approved to be taught through regular curriculum channels. This successful summer production brought the community to the campus to enjoy the newly completed amphitheater. This small project has been completed, finally with bond money that built it. The summer musical in 2015 was a great vehicle to introduce this space to the public, and was a very successful collaboration.
>
> Community Education also worked with the DMV's Motorcycle training partner "Northern California Motorcycle Training" as a facilitator to bring the training program onto campus on the weekends. While the program is not currently running as a Community Education class, motorcycle training meets the needs of our Tri-Valley Community, and the Tri-Valley in particular was identified by the state as a community that was in need of this kind of local DMV training. NCMT operates as a renter on campus, but much work went into the creation of the relationship in conjunction with administrative services and safety and security over the late summer of 2015.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

> No SAOs were completed and assessed since the last program review update. However, if the implementation timeline stays in place for our fee-based/credit mix SAO, we plan to assess that pilot program in AY2016-17.

B. Discuss assessment results that indicate a need for improvement.

> N/A

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

> **Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

> We continue to vet the fee-based/credit mix pilot program. A meeting was held in July 2015 with deans and administrators to invite them to review and assess the proposed process before it moves forward for more input from faculty and staff on the campus. This meeting resulted in an agreement that the pilot program should focus on certain curriculum areas that are most likely encounter repeatability issues and that include the idea that students improve with practice and repetition. Administrators decided to limit the program to specific classes for the roll-out, and developed lists of classes where students could benefit the most. This was a qualitative assessment of an ongoing program SAO.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

> N/A

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

We do provide online registration to Community education students. Our system is 100% separate right now from the regular campus enrollment system. This has both positive and negative implications for fee-based education students. Negatively, fee-based students are not given a student ID # by the campus. Therefore, they cannot buy a parking pass on line, for instance. They have to go to the Safety and Security office to pay for and obtain a parking pass for the campus. This can be inconvenient for the student demographic that Community Education serves (working adults, for the most part).

In terms of registration services, on a positive note, consistently over ½ and sometimes nearly 66% of all registrations with Community Education in the past 6 AYs have been online registrations. Some of our programs are exclusively online registration and online classes.

Most of our "face-to-face" interactions come via the phone, and they are most often questions regarding how to navigate the website, the campus, and locating classrooms.

Community Education serves a very savvy online "shopping" community, and most students are able to enroll themselves and get the information they need to attend Community Education classes in an online format.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES ☐   NO x

If yes, please explain.

The SAO related to fee-based/credit mix classes has not been assessed yet.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments

   - changing service hours

   - changing modes of service delivery

   > We plan to continue rolling out the fee based/credit student mix plan and assessing along the way with the vetting process, and then eventually do an overall assessment of how students who are part of the program are doing by perhaps using outcomes developed by instructors for their classes, or standards and measures created and implemented by Community Education in conjunction with the instructors.
   >
   > The assessments that have been done so far during the vetting process are creating a program that will insure that in particular classes, where practice of a skill or art is involved especially, students will be able to continue to improve their skills at Las Positas College while on their educational path. Having experienced students in these types of classes, rather than losing them to repeatability issues, has benefits for the experienced student, and especially for the credit students as well, as they can serve as inspirational, provide technical help and leadership in the classroom, and contribute to the overall level of class proficiency.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES x   NO ☐

   If yes, complete the table below:

Estimated number of courses for which	

SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	1 SAO continuing and eventually formally assessed and revised. 1 perhaps written for Community education after the IEPI meeting.

    a. What courses or SAOs will your program assess during this academic year (2015-16)?

Continuing on our roll-out of the SAO about fee-based/credit mix classes.

    b.   Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	N/A
Spring 2016	N/A