Program: Community Education

Division: Student Services

Date: 10/10/2016

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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.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

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 "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

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 (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

The program was linked in to the Institutional Effectiveness Program Initiative Statewide and met with and went through the process of identifying and getting input from colleagues regarding how to

change and create a more successful program on our campus. Grant money was requested to do a needs assessment throughout the service area to see what kind of program the community would like to see in the fee-based area. Other suggestions related to the integration of the program into the campus community and how to leverage resources to support students through organization and staffing.

Challenges for the program related 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.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

LPC's Program Coordinator was elected to the First Vice President role in the Association for Community and Continuing Education for the 16-17 AY, a statewide organization of those who do Community Education and Non-Credit Education in California. In 17-18, she will serve as that organization's President.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

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.

Fencing (middle school aged children) with Sophie Rheinheimer: "Our daughter has been in Coach Sophie's fencing program for almost two years. From a summer camper at Las Positas, to a competitive fencer at las positas (sic) fencing club, She has grown into a confident and strong young athlete, all thanks to Coach Sophie and this great program. Coach Sophie is also mentor for our daughter, we are very greatful (sic)!"

Mindfulness (for adults) with Rebecca Stanwyck: "Learned so much that is having a very positive impact on my life."

Spanish (Conversational, for adults) with Aida Moyer: "Positive learning environment, collaborative experience. Lots of learning accompanied by good humor."

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

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 entreprenuers.

Continuing need for definition/design of the program and the intentions of the college surrounding

the Community Education program. We are continuing to downsize, per the direction of the Vice President and the Dean prior to July 2016. No further direction for the program from the college yet, but will be addressed hopefully in conjunction with the IEPI Grant participation.

Major turnkey initiatives, and one revamped turnkey program that took much time to implement, did not meet program goals. Spectrum of Science, Lovegevity, Code Hobbits and a revival of Collette travel and tours.

Challenges remain in asking anyone using their personal social security number to be placed on payroll by the district to teach for Community Education. A new policy has been implemented in hopes of encouraging instructors: If an instructor is required to be hired by the district, and gets 15 students in their first class, then Community Education will reimburse the instructor for their fingerprints and TB tests.

Implementation Of Netchecks by ed2go, Inc. resulted in a decrease income, although not in revenue.

Instructors in both ESL and Italian moved out of country with about 1 week notice to the beginning of the Summer term.

Candace Brown, a supportive and creative long-time instructor, passed away.

Lost very successful SAT Preparation class, because the privately owned local company decided to stop offering classes, and companies in our area are focused on offering these classes at High School sites.

Library offering the exact same 6-week online classes for free to library card holders in Livermore.

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

Program Coordinator will continue to contribute to IEPI planning related to the Community Education program and its status on the campus.

Continue to downsize, while still attempting to offer quality programming and identify fulfilling classes that are in demand by the Community.

Continue to assess and improve the course evaluation process.

Continue to explore on-campus and community partnerships to create income for the program.

Possibly change the refund policy per best practices research, to offer refunds.

Continue to try and use the Community Education catalog as an overall marketing tool for Las Positas College by including sports, regular college classes, and "specials," and market events at the college as well.

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

F. Instructional Programs: 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.

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

Planning Priorities for 2016-17
- *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.*

H. 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/Ssfik2**)**

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: Students will be able to evaluate Community Education classes more rapidly and effectively using an online evaluation tool.
Describe the quantitative or qualitative results: We did implement the online google forms survey for the past 2 years. During the first year, we realized that the document needed to have the student fill in the course name in order to be a useful tool for instructors. This change was added to the Evaluation document. Assessment has indicated that our return rate is 9.5% for people taking the Google Evaluation survey in the Fall 2015.
Discuss any actions taken so far (and results, if known): Program Coordinator helped design questions/and enlisted a colleague to present the topic of evaluations at the Northern California ACCE Drive in Workshop. This presentation was about best practices in evaluation of

programs. Best practices pointed up a timeliness issue with the way in which Las Positas College Community Education was delivering the evaluation document to the student. Some changes were implemented in Spring 2016, but that assessment needs has yet to be completed.

Discuss your action plan for the future:
Analyze the response rate after implement best practices, and develop a schedule to ensure the evaluations are sent out to students in a timely manner, as per statewide best practices.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1.   **describe** what students are able to do after completing a degree or certificate;

2.   be **limited** in number (3-6 outcomes);

3.   be **clear** so that students and colleagues can understand them;

4.   be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5.   be **relevant** to meet the needs of students, employers, and transfer institutions;

6.   be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:															
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**														
1.															
2.															
3.															
4.															
5.															
6.															

1. Did you make any changes to your existing mapping? (circle one)

    Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?