

PROGRAM REVIEW Fall 2021

Program: Community Education

Division: Enrollment Services

Date: 10.1.2021

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.

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. Continued to provide classes to students in an online format in the face of the Covid19 pandemic	promoting lifelong learning	Goal B: Community collaboration	
2. Successfully partnered again with on campus entities such as Public Safety to enhance for-credit student learning and to make connections in the community through contracted classes	support for completion of students' transfer, degree, and career-technical goals	Goal A: A1, A2, A4 Goal B: Community Collaboration	
3. Improved communication with students through email marketing with purchased access to Constant Contact.	Promoting lifelong learning	Goal B	
4. Helped revise AP and BPs related to Community Education.		Goal C	
5. Created a partnership with East Bay Times to promote Community Education instructors and classes	Promoting lifelong learning	Goal b	
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1.Enrollments are down in Community Education classes. Possible causes: Online fatigue; loss of discretionary income; instructors unable to make the jump to online presentation; less of a variety of	Promote lifelong learning		

classes CE being offered; an entire internet full of online classes for a fee or free and available to students that they can choose from.			
2. In a non-pandemic time: the program would still benefit from a more publically accessible and well signed office, with increased visibility and accessibility on the campus, and a dedicated classroom to utilize that will be easily located and signed for a majority of students with a locking cabinet for things like Phlebotomy	support for completion of students' transfer, degree, and career-technical goals lifelong learning	Goal B	
3. Challenges for the program relate mostly to finding and retaining instructors and classes for the program.		Goal B	
4. Discussion of how all fee-based education on campus is now being offered and how it should be handled, and where the program fits into the organizational structure of the college has yet to be addressed by the college as a whole.		Goal C Goal D	
5. Define whether the college will continue to provide the indirect costs necessary to continue the program		Goal C Goal D	

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Assess the equity question on our evaluation form	x		x	
Define what to do with the program's future in the Pandemic within the budget constraints set out by Ed Code for Community Services programs when enrollments and revenue are down.		x		x
Continue on campus partnerships to help fee-based entities on campus register and provide services to students during the pandemic and after. Attempt to create lasting on campus and community partnerships that will support indirect costs for the program.		x		x
Institutional Research (IR) request to run an email comparison of Community Education students and regular college students to try and define a % of students who might have followed CE attendance with		x		x

regular college attendance at LPC. Hope to show impact of community education on the college				
Work to improve recruitment of instructors. Propose creative hiring ideas for the district to see if systems can be made easier for part-time, short term, on call instructors of Community Education programs.		x		x
Athletics partnership	x			
Adult Education noncredit program partnership	x			

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Coordinator participates in committees such as (Integrated Planning and Budget Committee, Distance Education and is an active member of Classified Senate	Keeps fee-based education and our students in the discussion on campus.
Code Jam grant	Supported students in getting ready for college level coding classes
CTE Summer camps	Provide pathways for students to see themselves in college at LPC and investigate career options
EMS Partnerships	Provide just in time instruction for students in the EMS program and the community/provide national testing services for students
Athletics partnership	Generate interest in familiarity in the Community with Las Positas College Athletics
Phlebotomy/Bio class informational meetings	Provide information to biology and pre-nursing students about fee based phlebotomy classes that can provide them a career while they study to become nurses and improve their nursing school applications

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	We send student evaluations after every class. Partnership with East Bay Times to advertise community education classes in "mini" EBTimes reader classes
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What did you learn?	We learned that students are increasingly wanting high quality online instruction. Students will continue to take classes from our instructors who impact them personally. Students continue to request classes that we already offer.
How will you use the feedback?	It would be great to say that we have learned that targeted marketing is what is required in order to improve enrollments, and that we can do that type of marketing. Capacity prevents us from doing that type of marketing. Continue our partnership with East Bay Times When space and time on campus permits we will again employ a student assistant to help us with inbound marketing.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Institutional Research does not provide a research packet for Community Education.
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B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes ___no
- *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

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

N/A

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

N/A

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

N/A

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

N/A

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

None.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ X YES ☐ No

Community Education will be adding an SAO for the program per the 3 year planning Template this year.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

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.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

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?**

____YES ____No

If not, what program improvements may be made to increase this metric?