

PROGRAM REVIEW Fall 2022

Program: Community Education

Division: Enrollment Services

Date: DRAFT 10.4.2022

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

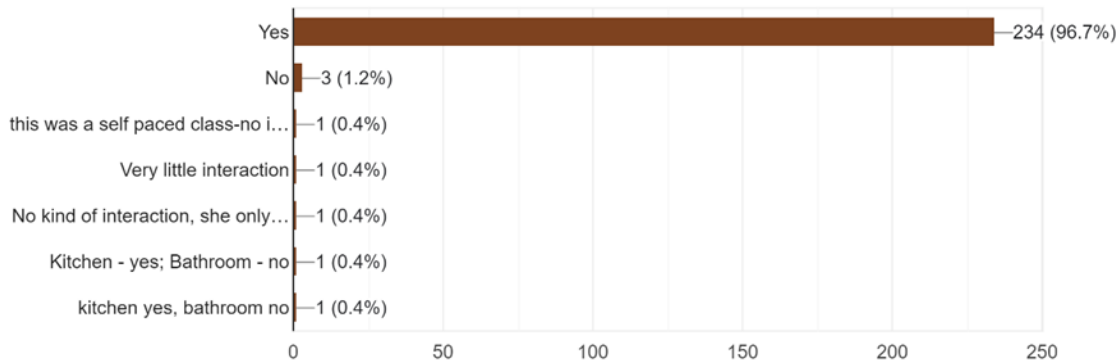
_____ N/A

Accomplishments

1 We asked the equity director last year and had added an equity question to our student evaluations "Do you feel respected by your instructor?" This year we assessed that question. Results: 96.7% of evaluation respondents felt respected by their instructor.

Did you feel respected by your instructor?

242 responses



2 We did continue to expand our on campus partnerships working with STEM professors to create two successful programs: Vacuum Technology Workshop and California Naturalist Program.

3 We did consult with the Institutional Research team to run a correlation around emails that fee-based students use that are in common with the personal emails of registered regular for credit students. We have about a 13% crossover of students

between fee based and regular students as of the data provided to IR in Fall 2021. Unfortunately, this data cannot tell *when* story of the crossover. In other words, it doesn't tell us whether students take fee based classes THEN regular classes, or if they are enrolling in both at the same time. I tend to think it is the latter, due to our current on campus partnerships.

4

5

6

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. We could not impact hiring systems. We continue to comply with all of the business services and HR hiring practices as best we can. We still keep track of the types of hiring that occur statewide in Community Education programs, and have provided HR with examples of how other colleges hire CE instructors, but we were just told that those positions don't exist here in our district.

2. Future is still uncertain here for the program at LPC. Once again, very few CE programs are stand-alone in the state. Most are connected to continuing (noncredit) adult education and contract education at other campuses.

3. Registration system overhead costs continue to rise while overall enrollments decline.

4. CARES support for the program coordinator has ended as far as I know for the 2022-2023 year.

5.

6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

1. We have allowed a pilot program for hybrid education with one of our instructors using OWL classrooms. We hope to be able to offer this type of programming for other instructors who want to use the technology.

2. We have created partnerships with other Community College programs in the state to increase enrollments in online classes that we offer at the same time, wherein students pay through each individual portal, but attend one class.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

1. College Mission: "promoting lifelong learning." This is the full mission of the Community Education program. To provide support for those in the community who want to take classes to gain skills and enrichment, but who do not want to apply to the college, or receive college credit, or attend for 17 weeks. We reach a demographic of the community that is mostly employed and interested in lifelong learning.

2. College Educational Master Plan:

Goal A: Educational Excellence

A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation.

CE has come alongside CTE, Public Safety, STEM and other campus programs/students and also provided the new “Rapid Employment Training” programs such as CCMA, Phlebotomy, Pharmacy Technician and HVAC training to meet workforce needs and training needs of the LPC Community.

A4. Provide students with the knowledge and skills necessary for career readiness and advancement.

Some of the programs CE offers enhance student applications to such programs as nursing, and public safety. We also promote skills training that is specific and quick: Quickbooks, Excel, Medical billing, Spanish etc., that is necessary for already employed members of our community to promote, do better at their jobs or otherwise improve their employment chances.

Goal B: Community Collaboration

B2. Develop and strengthen collaboration with community partners to better serve local, regional, national, and global workforce needs and to secure resources for program growth and innovation.

This year we have worked well with LLNL and STEM through the Vacuum technology workshop, with CTE and several departments for Career exploration summer camps, with UC and STEM through the Cal Naturalist program, and with Friends of the Vineyard and Viticulture on the return of Winery Tasting Room Sales and Service, just for a few examples.

B3. Coordinate efforts to increase community awareness of the programs, services, and achievements of Las Positas College through a variety of approaches, especially social media, targeted outreach, and on-campus events.

We promote on campus activities and events through our social media platforms and 3 x per year print brochure that reaches 68,000 area households.

Goal E: Equity and Anti-Racism

E4. Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices.

We have added an equity question to our student evaluations. We have added as many gender options as our registration system provides to our demographic information. We continue to search for quality online programs conducted completely in Spanish to serve our community such as our online Spanish language HVAC program.

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

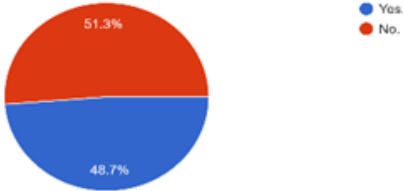
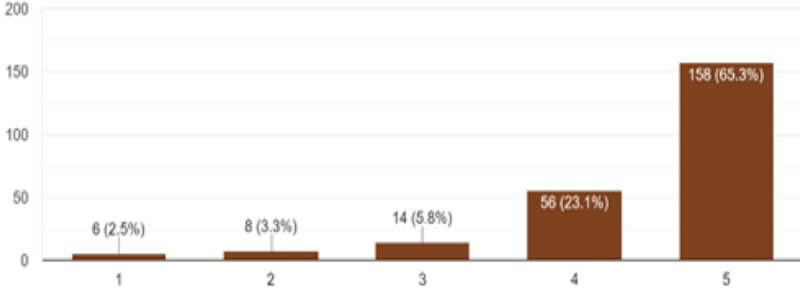
_____ N/A

Plan	New	Continuing	Short term	Long term
Building on campus partnerships.		X		X
Marketing without a budget		X	X	X
Exploring new registration system	x		x	
Formalize Au-Pair information with International Students	X		x	
Respond to campus questions about a formal "College for Kids	X			X
Creating new quality programs		x		x
Recruiting quality instructors		X		x

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F. 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 reach out through ongoing student evaluations.																								
What did you learn?	Two items currently: 1. Students still find our classes through our print brochure Do you use social media to get information on events and activities to attend and enjoy? 238 responses  <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>48.7%</td></tr><tr><td>No</td><td>51.3%</td></tr></tbody></table> 2. We can improve the ease of use of our registration system for students. How was your experience registering with Community Education? 242 responses  <table><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>6</td><td>2.5%</td></tr><tr><td>2</td><td>8</td><td>3.3%</td></tr><tr><td>3</td><td>14</td><td>5.8%</td></tr><tr><td>4</td><td>56</td><td>23.1%</td></tr><tr><td>5</td><td>158</td><td>65.3%</td></tr></tbody></table>	Response	Percentage	Yes	48.7%	No	51.3%	Rating	Count	Percentage	1	6	2.5%	2	8	3.3%	3	14	5.8%	4	56	23.1%	5	158	65.3%
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5	158	65.3%																							
How will you use the feedback?	1. We will continue to try and find ways to work with our budget so that we can continue to print our 3x per year brochure, advertising campus activities, programs and Community Education classes. 2. We are exploring ease of use for our students through looking at alternative registration systems and providing automated payment plans for training classes that are expensive.																								

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

___x___ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

N/A

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 are 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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

N/A

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all that apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

N/A

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

It was our plan to create an SAO to evaluate in the next cycle. Here is our SAO for Community Education that we will assess during the next 3 year cycle:

Students will be able to easily enroll in Community Education programs and classes and pay for high dollar classes through making payments.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). ____N/A_____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

We plan to implement from 2021 through 2023. Reflections would begin in the 23-24 year.

* If you used other sources of data, briefly explain below.

We will be collecting data in the next two years and taking action to improve ease of registration for our students.

4. List changes that you plan to improve outcomes in your service area.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023? N/A

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☒ NO ***We have just created one.**

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

We will be able to provide data, but will not be using the eLumen system for Community Education outcomes because our data should not roll-up to regular college CSLOs or other types of data, as our program is not for college credit/or noncredit and does not impact state reported outcomes.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

Not everyone has a work google account. Maybe we can switch to the Microsoft shared drive thing for the next year if we stay with shared drive forms?
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