Program: Community Education

Division: Academic Services

Date: 11/4/24

Writer(s): Megan Garcia and Traci Peterson

SLO/SAO Point-Person: Megan Garcia and Traci Peterson

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- « [Tools for Writers](#) - with contacts for help with specific sections.
- « [Program Review Glossary](#) - defines key terms you can review when writing.
- « [Fall 2023 Program Reviews](#)
- « [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

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Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

This program was previously coordinated by Frances DeNisco, who worked part-time with the Community Education program for the past 20 years. Frances retired in July of 2023, and the new Community Education Coordinator began the position in October of last year as a full-time employee. Community Education was impacted by a reorganization and was moved from Student Services to Academic Services. *Please note that for this program review, we will be referring to what we have observed and accomplished between October of 2023 and the Program Review by Frances from AY 22-23.*

We continue to maintain and form new campus and community partnerships. Some of these collaborations include LLNL to provide REAP courses, Marylin Avenue Elementary School STEAM

Academy for summer camp, Livermore Rotary (received grant for Marylin Ave. and LPC STEAM camp), Fire Service Technology Department to offer training programs for local fire departments and businesses, and CTE for summer high school and middle school camps.

To align with the LPC focus on equity, diversity, and inclusion, course offerings have grown and adapted and will continue to in a way that reflects our diverse community. For instance, we have offered Spanish and Hindi Language courses for kids, Shaolin Kung Fu, and we plan to offer Hula and Tahitian dance and Korean Language courses. The goal is to continue to offer programing that reflects diversity and where our community members can see themselves represented; it is also a way for our community to explore cultures and cultural practices outside of their own. Moreover, we plan to offer courses that go beyond diversity in the cultural sense. For instance, we plan to offer an LGBTQ+ Self- Defense and Safety Workshop for the spring term. For a recent tabling event at Tracy Pride, Community Education's presence at the event was well received and appreciated by community members.

We have prioritized finding ways to remove and/or lessen economic barriers. We recently partnered with one of our vendors, ed2go, for 3rd party funding options, such as Voc Rehab, and we are now a vendor with Cal Jobs. We currently have around 4-5 Voc Rehab students taking online certificate courses with us. Over the summer, we partnered with the Pedrozzi Foundation, Quest, and our Computer Science Department to run two Robotics Summer camps for Junction Avenue's Pedrozzi scholars. We set up an account with our foundation in order accept donations, which could go towards making improvements in our new registration website, setting up scholarships, and the ability to offer and fund more courses.

We have increased our presence with the community to tabling at campus and community events: Tr-Valley Innovations Fair, Science on Saturdays, Welcome Back Week, Preview Night, Tri-Valley Career Center Job Fair, Tracy Pride, Dia de los Muertos Community Celebration, Livermore Rotary meeting visits, networking events, visits to department meetings, etc.

We continue to work on making substantial changes to the policies and overall infrastructure, such as adding clarity and transparency by updating Student Agreements and Waivers, Instructor Resources, Instructor Scope of Work Agreement, and Course Proposal Guidelines.

We recently switched to a new registration platform. Our former registration platform was outdated, limited in its capabilities, and lacked reliable customer support. The accompanying credit card processor limited our customers to only Visa, Mastercard, and check transactions. Also, it did not visually align with the overall aesthetic of the college, creating a sense of disconnect between Community Education and the rest of the college. Many students expressed frustration with our former registration platform as reflected in feedback, and the office received many calls each week for registration issues. This issue was noted in the 22-23 program review as well, and survey results continued to reflect this issue:

On a scale of 1-10, how easy/difficult was the following? 1= very difficult 5=neither easy or difficult 10=very easy The registration process to sign up for my course was straight-forward.

95 responses
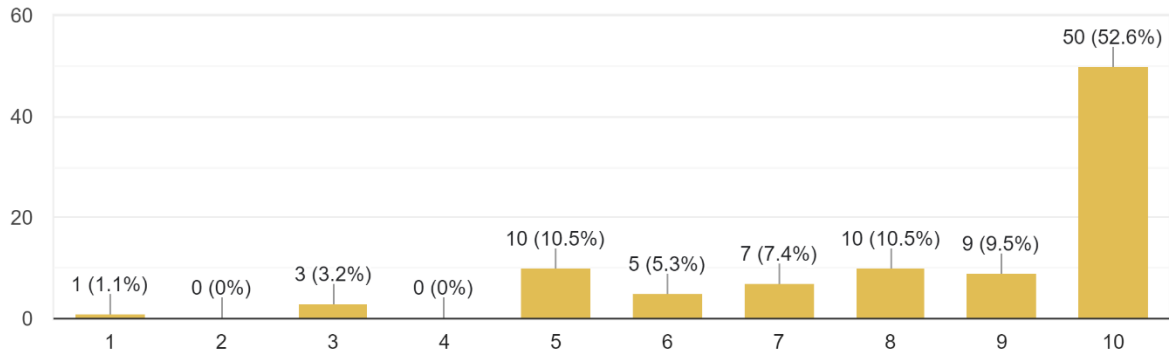
We began the process of switching to a new registration platform and credit card processor at the beginning of the year; we launched the new website at the beginning of October. Thus far, we have received very few calls or emails regarding registration issues, and we will work to continue to improve our new registration website as this system allows us to make tailored changes that meet the needs of our students.

General Student Feedback:

We send out a survey to students 1-2 times per term, and our feedback has been, overall, positive:

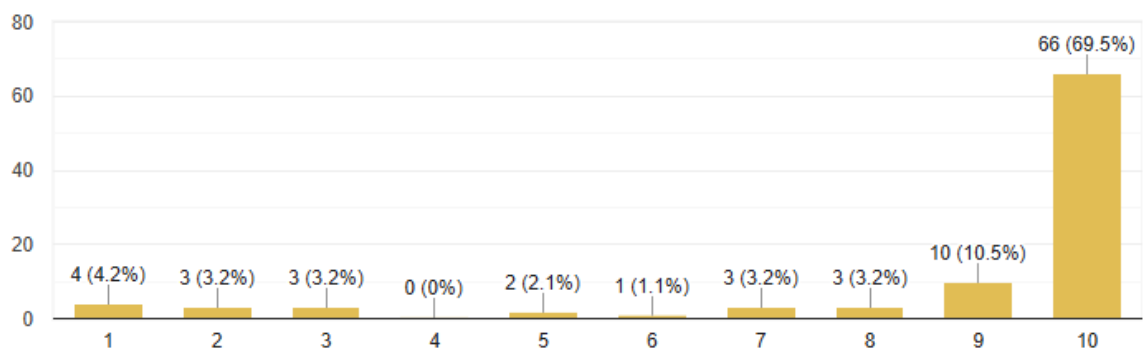**On a scale of 1-10, to what extent do you agree/disagree with the following?** 📋 **Copy chart**
1= strongly disagree
5=neither agree/disagree
10=strongly agree

I gained valuable skills/knowledge in this course.

95 responses

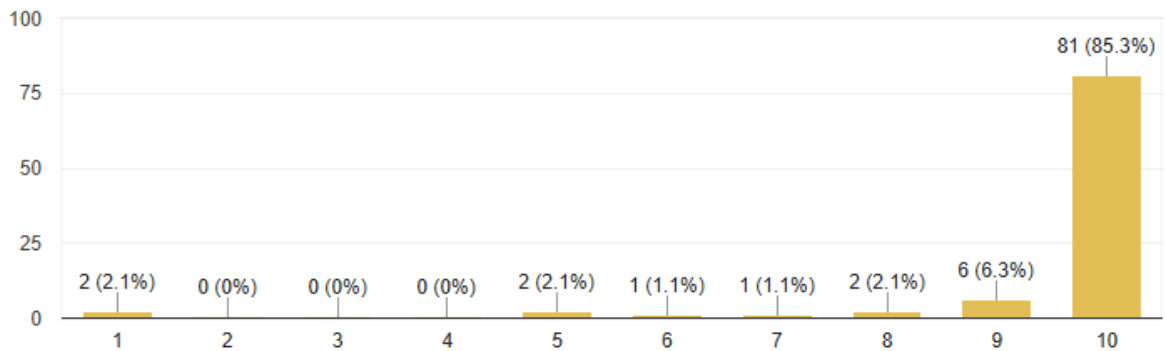**On a scale of 1-10, to what extent do you agree/disagree with the following?**　　

**1**= strongly disagree
5=neither agree/disagree
10=strongly agree

I felt that the instructor created a welcoming environment in which I felt comfortable.

95 responses

We continue to offer courses in a variety of modalities, including in-person, online, live remote, and hybrid. For instance, one of our partners who offers online learning opportunities, ed2go, has seen increased success. We switched to a vanity URL or "subdomain" in February 2024, and organic traffic to the host site has increased by over 300%. The site has generated nearly 4,000 sessions and over 2,700 new users.
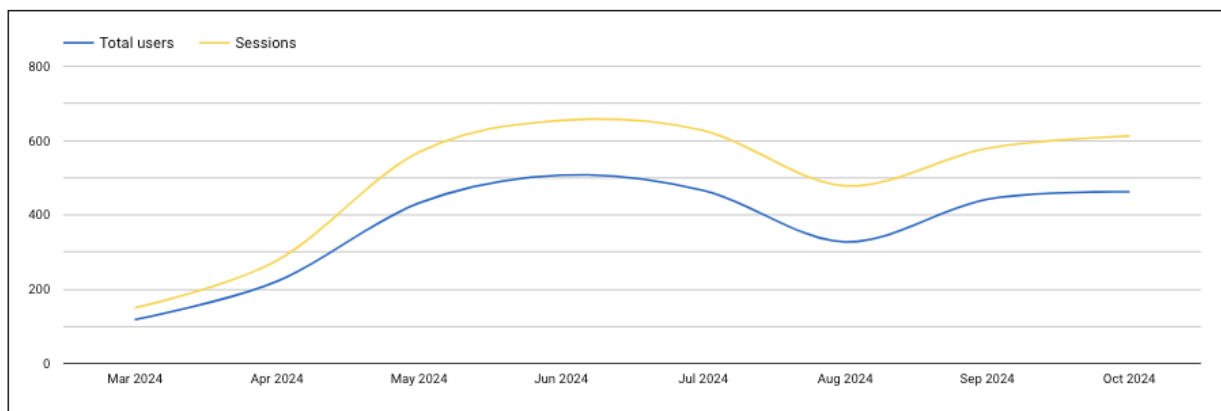
B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials,

facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

The program is run by one staff member and supported by a supervisor. Customer service, registration, urgent classroom matters, and instructor needs suffer when the program is left without staffing; for instance, if the coordinator takes vacation, personal necessity, or is sick, it can impact the program as the day-to-day oversight is not there. While vacations are planned for, and we can do our best to anticipate what is needed/may be needed for the time that the coordinator is away, it is not possible to anticipate all.

It is a heavy lift, and we appreciate the support we have received from LPC to help support the salary of the coordinator position. We also know how important this program is to our community members and those that participate. It is difficult to not know if or when we can be fully self-sustaining.

Community Education is part of LPC, yet isolated in a sense. Our data is not tracked. For instance, the correlation and crossover of Community Education students is not collected or tracked by the college. We do not have SAOs (though we plan to develop them), and we are not part of program mapper. We do plan on keeping track of our own data in the new registration platform, Campus CE.

Through tabling events and conversations with our community members, faculty, and staff, we have found that many have not heard of our program and/or are aware of the wide variety of services we provide. This, in turn, most likely impacts the success of the program. We are working on an event that showcases Community Education but are waiting for the right time both programmatically and financially.

We do not have the bandwidth to complete more thorough course and instructor evaluations. We currently rely on collecting student feedback that is sent out via email a few times per term; however, we do not receive as many responses to the feedback survey as we would like. Ideally, we would like a more robust evaluation system that includes class visits, check ins with instructors, and more student feedback.

This program continues to have budgetary and longevity concerns, despite a successful 23-24 fiscal year. As stated in a previous program review created by Frances for AY 22-23, overhead costs continue to rise. Cost of catalog production, mailing, registration site, even within the past year, continue to increase while enrollment wanes. However, we have seen an increase in enrollment from last year (though last year is an outlier due to the change in program coordinator—Community Education did not have someone running it for 3 months). We are proud that for the last FY, we ended in the black by $76K. We are hopeful to continue this support but also need continual support from other LPC partners and Community Leaders.

We hope to secure a source or two of consistent funding. For instance, offering unique programming that is only offered through Community Education can help increase, and to an extent, guarantee enrollments. This can help sustain the program, which is always a concern. However, the roadblock

here is having the funds to launch unique programs. We also have partnered with the LPC Foundation so that Community Education can receive direct donations.

We are also looking into ways to cut costs without losing enrollments. For instance, we plan to be more strategic with mailing out catalogs by pinpointing and eliminating specific carrier routes that do not or lead to very few enrollments. This would cut the cost of catalog production. Moreover, we would like to work on making Community Education more visible to our campus and to our community. For instance, we hope to have a launch party, host a fundraiser or raffle, and hold a Flex Day session. We also want to find ways to incentivize more community members to take courses with us, such as discounts, promotions, and coupons.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

A priority for us will always be securing funding in order to sustain the program. Community Education plays an important role in connecting us with our surrounding community, provides job training that cannot be provided with traditional higher education pathways (we are the only program offering phlebotomy in the Tri-Valley area), and can be an entryway to pursuing a 2-year degree, certificate, or transfer plan. To mitigate this, unique programming that is only offered through Community Education can help increase, and to an extent, guarantee enrollments. Running training programs for local businesses is another way to secure funding. This can help sustain the program, which is always a concern.

Another priority for Community Education is programming reflecting our diverse, surrounding community, and we will continue to seek out course offerings that reflect those who we serve.

Since Community Education students are not eligible for financial aid, we will continue to find ways to support students who are unable to take a course that could lead to a career because of financial barriers, whether that be by requesting host websites through our partnerships when they have the ability to accept payment plans, starting student scholarships, etc.

The term "Community Education" is commonly used by our counterparts; however, it is often associated with solely adult education, which it is not. Therefore, to capture the interest of a wider audience, we are working on adding on a new tagline to help clarify who we are and what we offer.

We plan on integrating and updating program policies and procedures for the program itself and policies for our instructors and students.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A____X____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes_____   No_____   <mark>N/A</mark>

   Comments (Optional): *Curriculum does not apply to Community Education.*

2. Please review your program maps. Do you need to make any modifications?
   Yes_____   No_____   <mark>N/A</mark>

   Comments (Optional): *Program mapper does not apply to Community Education.*

3. If yes, compare each Program Map to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   b) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **Pathway counseling faculty liaison** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the Curriculum Chair or the Curriculum and SLO Specialist.

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to the IR team.)*
Here are a few samples of data to review and reference if that's helpful.

- IR Data packets are available here (Posted Fall 24)
- Academic & Career Pathway Specific data (Posted Fall 24)
- Your program's survey data
- Transfer data
- Course Set Standard Overview & Success Rates Dashboard are in the middle of this page

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be

1. Did your program meet its program-set standard for successful course completion?
   Yes____   No____   **N/A**

2. 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**

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.
Please complete at least one of the following three sections based on what is appropriate for your program.
Check at least one below:
- ☐ 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)
To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.
- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes____   No____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

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

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

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   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.

2. Based on your 3-year plan, list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, run a Faculty Participation report for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

6. 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.

C3: Non-Instructional Programs (SAOs)

As a Non-Instructional Program, Community Education does collect data on our courses and our students. We changed registration platforms this year from eLumen/Augusoft to Campus CE. Reporting was complicated in the previous system, but with our new upgrades, we will be able to pull any data that we would like. It will be more comprehensive and more specific. Megan will also be working with the LPC committee to discuss SAO's for Community Education.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   Yes_____   No_____   **N/A**

   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.](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review. **N/A**

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data? **N/A**

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis. **N/A**

5. 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. **N/A**

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

N/A