Program: Community Education
Division: Enrollment Services
Date: 10/22/2018
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.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before October 22.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 22.*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Program Mission: Community Education at Las Positas College is an inclusive, learning-centered program providing educational and personal enrichment opportunities to all Community members. The program supports the life-long learning goals of all students (both for-credit and not-for-credit) to enhance their basic skills, career and technical training, retraining and personal enrichment objectives, and to help all community members meet their personal and professional goals.

At Las Positas College, we have a vision for our Community. It's a vision that sees you gaining skills you need in the workplace, achieving your educational goals, and learning for the length of your life. It's a vision that inspires us in Community Education every day to deliver quality, fee-based courses that are available to everyone in our community.

No exams, no pressure-- these are non-credit classes! Classes do not require admission to the College, either. Minimum enrollment is required for classes to start. Community Education is a self-supporting entity of Las Positas College.

Program coordinator is currently the Past President of the Association for Community and Continuing Education, a statewide association of fee-based and noncredit practitioners. The coordinator was instrumental in a revision of the CCCCO Guidelines for Community Services. That revision is now under review at the Chancellor's office, and will be posted as an update at some time this year.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).

There have been several changes to the program that took effect in the Summer and early Fall of 2018. Due to a retirement, the program has a new dean. The Program Coordinator has been reduced to 50% of 1 FT position, and the program has had the good fortune to be able to hire a Student Assistant through CalWorks for the 18-19 AY.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Community Education successfully celebrated its 20th anniversary of the Community Education program in 2018 by offering "20 classes for 20 dollars" over the course of the year. The program received a grant from the Las Positas College Foundation and produced a Fall 2018 catalog that not only advertised CE classes, but promoted the college as a whole in a variety of ways to the Community.

We are continuing to downsize, while still attempting to offer quality programming and identify fulfilling classes that are in demand by the Community. Program Coordinator is now 50% of 1 FT person, and we have gotten program help in the form of a CalWorks student assistant. We have also offered a cost-cutting analysis to the Dean and VP.

The Program coordinator continued to participate at the statewide level as the President of the Association of Community and Continuing Education and advocate for fee-based and noncredit education at the state level. The coordinator was instrumental in a revision of the CCCCO Guidelines for Community Services. That revision is now under review at the Chancellor's office, and will be posted as an update at some time this year.

Added to our on campus collaborations:

Bio Tech Boot Camp
Cyber Patriots Program

Adaptive Horticulture Certificate
Sports Medicine Camp
Expanded EMS Testing Center Participation

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

D. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: http://www.laspositascollege.edu/research/progrev.php

Course Success Rates Dashboard can be found at the bottom of this page: http://www.laspositascollege.edu/research/outcomes.php

N/A

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Community Education has observed a change in data regarding how students find out about classes they are interested in taking. In the Fall of 2015, 57.5 % of evaluation respondents did not use social media to find out about events and classes that they wanted to take.

In summer 2018, that percentage has gone up to 50%. Community Education has engaged the Student assistant in advertising using facebook, and revising our advice to instructors on how to promote their own programs in an attempt to advertise more in whatever free ways that we can. The program is again thinking of engaging with Constant Contact to produce a newsletter and mail it to all students.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	Pedagogy		Technology Use
	External Factors		Learning Support	Professional Development		

F. **Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

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.

Here is some response data for Community Education in person classes:

70% of Community Education evaluation respondents would take another class from the same instructor
93% of Community Education evaluation respondents felt respected by their instructor
83.3% of Community Education evaluation respondents would take another class with Community Education

Student comments:

"Really helped prepare me for my nremt"
"Teacher thoroughly answered questions. Gave detailed demonstrations. Supplied instructions."
"She was amazing, great command of the language and had everyone involved."

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	Pedagogy		Technology Use
	External Factors	X	Learning Support	Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

Challenges for the program relate mostly to finding and retaining instructors and classes for the program. Without interesting viable classes, the program will not be successful.

Many of the obstacles that existed last year remain the same for the program. 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 AEP, and active senior centers, retirement communities and arts/education business entrepreneurs.

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

Challenges remain in asking anyone using their social security number to be placed on payroll by the district to teach for Community Education. Many of the instructors who teach with Community Education do so for less than 10 hours total over the course of an entire 6-month period. They would prefer to be considered contractors and submit invoices, and be responsible for their own taxes. Many of them own their own businesses and report their income through their social security number, and not an EIN or Federal Tax ID. They are businesspeople, authors and instructors who travel the state sometimes presenting their classes. They sometimes cannot appear in person to fill out human resources documentation such as I9 and other forms. This eliminates, sometimes, their classes and seminars from being considered for inclusion in Community Education's course offerings.

The Public library is still offering the exact same 6-week online classes for free to library card holders in Livermore.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

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

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

Continue to participate at the statewide level as the Past President of the Association of Community and Continuing Education and advocate for fee-based and noncredit education at the state level.

Improve the social media marketing for the program without increasing marketing budget.					

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Continuing need for definition/design of the program and the intentions of the college surrounding the Community Education program. Where does it fit into the campus and district organizational structure. How should all fee-based education on campus be handled?

Discussion of rebrand the program going forward, as "Community Education" is a term now being used by the local health plans to describe their education programs, and by the local adult schools to describe what they are offering as well. The term is too generic to make the program recognizable to the public.

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

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

    http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

    If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

A1, A2, A6, A7, B2, B3, B4

Community Education functions to educate the whole community, and acts as a marketing tool for the college all wrapped into one. We support students in their testing endeavors through the EMS Testing Center for instance, or lead students into Community Volunteer work such as when our Therapy Dog class helped students get qualified to through ATD to provide services to the Community. We support existing and new programs on the campus, help train the workforce and publicize the strengths of the college on a daily basis. Our goals are in line with the EMP at Las Positas College that focus on educational excellence and Community Collaboration.

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

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

Continue to participate at the statewide level as the Past President of the Association of Community and Continuing Education and advocate for fee-based and noncredit education at the state level.

Improve the social media marketing for the program without increasing marketing budget.

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes _____no**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   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. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

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

Community Education students could use well lighted, well placed campus maps that are big and descriptive and change in real time. Perhaps a campus app that has real time information about where classes are and how to find locations. Or even just a big directory in the middle of campus that outlines where things are, that can be marked as the center of the map, so people know where to find information. Keeping that map current would be important.

D.

Facilities such as 1850 and 2500 and rooms within them could be renumbered to make sense to people who don't necessarily know that 1872 is in building 1850 or PE 213 is in building 2500. This information is continually noted as problematic on student evaluations…and Community Education students are often the public and a Community Education class is their first experience on the campus. It would be good public relations to make that experience an easy one for the Community.

In general, it is no longer appropriate to say that the campus is closed on Saturdays and Sundays. In effect, the campus is open, and there are always a lot of activities and classes happening. Perhaps the college should consider supporting those activities more directly.

Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Statewide participation and conference travel on behalf of the program, along with professional memberships that support the Program Coordinator to understand trends and design the program are working well.

.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Professional development around recruiting and retaining instructors, and marketing without funds are required.
Time to train the Student Assistant on aspects of the program is required as well.
Depending on the cost cutting decisions made for the program, new software or other types of technology changes may require the program coordinator to spend time training.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

N/A

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the 2017 Program Review Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO   PSLO   <mark>SAO</mark>
Course, Program Name, or Student Service Area: **Community Education—Enrollment Services**
Text of CSLO/PSLO/SAO: NO new SAOs were created or assessed in Community Education.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: **N/A**
SLOs: Assessment data collected from _____ sections over _____ semesters.   SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
DO you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO   PSLO   <mark>SAO</mark>
Course, Program Name, or Student Service Area: **Community Education—Enrollment Services.**
Text of CSLO/PSLO/SAO: **In AY 18-19, discuss and formulate a useful SAO for Community Education that can be put into place for AY 19-20.**
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Create a way to broaden the SAO process to allow SAOs to be written usefully to reflect services and allow them to be assessed and created easily in eLumen software. Obtain a different, more user intuitive and useful software for analyzing SAO data.

Section Four: Curriculum Review
(Programs with Courses Only)

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**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: 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.

N/A