

PROGRAM REVIEW Fall 2019

Program: Community Education

Division: Enrollment Services

Date: 09/07/2019

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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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 Snapshot 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.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

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.

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 CCCCCO 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. 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: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The Office of Institutional Research and Planning does not conduct research for Community Education.							
N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

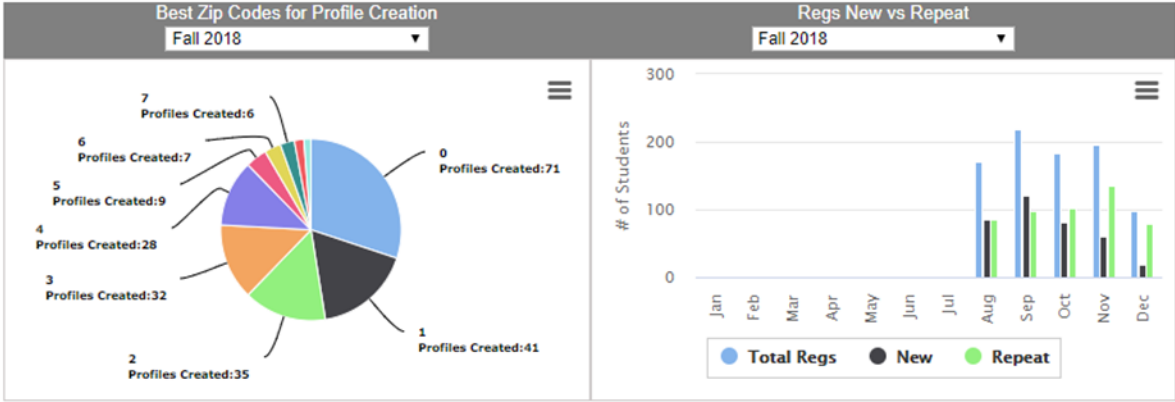
C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

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

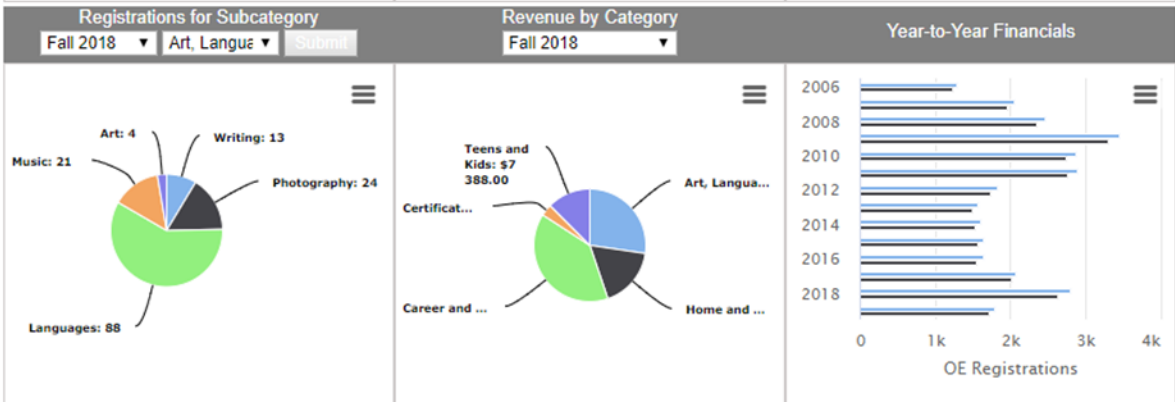
Community Education has data generating capabilities to answer many questions related to program demographics and to make comparisons across Academic and Fiscal years. The program uses analysis of this type of enrollment data to make decisions regarding program planning.

Please see the dashboard snapshot below to understand the kinds of trends that Community Education can analyze regarding the majority of registrations that we process in the program.

Select Dashboard: Current Information



Top 5 Classes by Revenue		Top 5 New Classes by Registrations		Students by Term
Fall 2018		Fall 2018		Fall 2018
EBPRD EMT Recertification (9743)	\$5000.10	EBPRD EMT Recertification (9743)	30	
Continuing Fencing--Foil (9705)	\$2587.00	PHTLS Provider Training (10066)	19	
National Registry Advanced Life Support Psychomotor Examination (9731)	\$2400.00	UFO Sightings 101 (9715)	11	
Continuing Fencing--Epee (9707)	\$2189.00	Auto Dealer Pre-Licensing Course (9667)	3	
National Registry Advanced Life Support Psychomotor Examination (9734)	\$2100.00	Dog Lover's Guide to Living Enlightenment (9676)	2	



One significant finding that has been made in the past year relates the types of classes that are most attended in the summer for Community Education. The program has been asked to revise its procedures for offering Summer kids programming. While a formalized set of guidelines and procedures is being produced, the program was directed to offer only those programs that were “homegrown” in partnership with LPC CTE grant programs and in house instructors.

Numbers show a drop in revenue for the Summer of 2019, over the Summer of 2018.

- Summer 2019: Revenue, Student count
- Summer 2018: Revenue, Student count

And while that is the case, the data does indicate that Teens and young people still comprise the majority of registered students in our summer courses. Due to fewer offerings for that age group, revenue dropped in the Summer of 2019.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
<input checked="" type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

D. Accomplishments: What plans from the [2018 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. Please highlight any positive impacts to students.

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

In the Fall of 2018, Community Education engaged a Student assistant in advertising using shoestring inbound marketing techniques through email and Facebook, and revised our published advice to instructors on how to promote their own programs.

In several verifiable scenarios, the help of the student assistant was invaluable in gaining one or two students and the last minute to save a class from being cancelled. For instance, the student assistant would post about an upcoming excel class on Facebook, or contact our inbound marketing list of interested students (which the student assistant helped to develop) or email former students who might be looking for a “next” class, and one or two students would register just afterwards to save a class.

Another key success for the program was the success of the first Phlebotomy cohort in our area. This class is high touch and high cost, and with the help of the student assistant, we were able to track payments in house, and create a successful class. We had a waiting list and limited seats available. We are reviving the class for Spring 2020 in conjunction with our educational partner AUMT, Inc.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
<input checked="" type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Rebranding efforts have not advanced due to time constraints on for the Program Coordinator.

Discussion of how all fee-based education on campus 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.

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.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
	Course Offerings	x	Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Many of the obstacles that existed last year remain the same for the program.

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

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

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 CAEP, and active senior centers, retirement communities and arts/education business entrepreneurs. For instance, the Public library is still offering the exact same 6-week online classes for free to library card holders in Livermore

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.

Capacity is always a challenge for the program.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings	x	Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	Student Equity
x	External Factors		Learning Support		Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Continue to explore on-campus partnerships and community partnerships that are of benefit to our students in the Tri-Valley area.

Continue to participate at the statewide level on behalf of Community and Continuing education students through ACCE.

Revise some registration procedures to reflect an equity focus for the program.

Improve recognition of program and services for the on-campus community.

Renew the program coordinator's Certified Program Planner certification.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
x	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	x Student Equity
	External Factors		Learning Support	x	Professional Development	Technology Use

H. 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 rebranding 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.

Integrating fee-based education into Guided Pathways planning at Las Positas College.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations	SLO/SAO Process
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Section Two: Current Topics (Required for All Programs)

A. 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:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

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 Community Education is not involved in college set standards.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

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

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: N/A

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

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

Up to date

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> • Ensuring eligible students receive financial aid, if desired • Removing barriers that hinder students from moving toward their goals • Offering additional information and support about educational pathways • Offering academic support that increases English/math completion in the first year • Enhancing career readiness through coursework • Increasing completion of degrees and certificates • Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?

- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Advertised to pre-nursing students and EMT students on campus about the Phlebotomy program and provided training on campus.

Successful in offering additional career related training to campus students in support of their long term career training goals, enhancing career readiness through coursework for Allied Health and Pre-Nursing students.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

N/A

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)

Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)
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*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

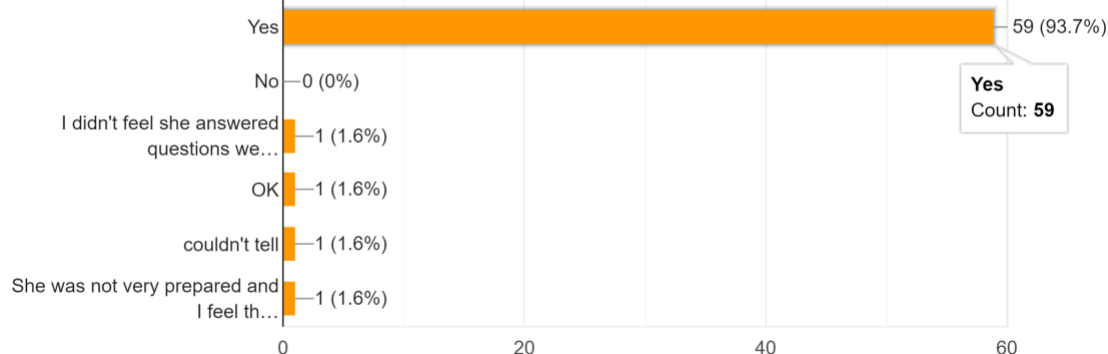
Community Education is not involved specifically in removing barriers and increasing these metrics for the college, because our students are not reflected in counts and data that these metrics are based upon. However, in 2017, Community Education added a question to our student evaluation form asking whether students felt respected by their instructors.

Results in the past two years reflect that our Community Education students feel that Community Education instructors do provide a sense of respect to their students:

An Example of our question and responses from Fall 2018:

Did you feel respected by your instructor?

63 responses



We then send the student reviews to instructors so that they can use the data from evaluations to reflect on and improve their teaching.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

The program coordinator would like more professional development training around this issue and in the Fall of 2019 will be attending to the national organization's Annual Conference, focusing attendance at sessions related to Equity, and inclusion among other topics.

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

N/A

**Section Three: 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.

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.

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.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

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

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? 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**? 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**? 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**? If not, what program improvements may be made to increase this metric?