



**Instructional Program Review – Annual Update  
2021**

Date:	April 28, 2021
Program and Department:	Noncredit Basic Skills and Citizenship; Community Education
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2015-2016
Submitted By:	Daniel Clardy
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

**I. Alignment of the Program with the AHC Mission**

**AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.**

a. Have there been any changes that would require a change to your Program Mission?

No
----

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:

[http://www.hancockcollege.edu/public\\_affairs/mission.php](http://www.hancockcollege.edu/public_affairs/mission.php)

<p>Whether completing one of our Basic Skills certificates, Passing the GED/HISET exam or taking US Citizenship classes to prepare for the Citizenship exam, our students are supported along the way by high quality instructors, staff and counselors. This ensures that our mission to enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community is at the forefront of our minds. Completing these programs offer new pathways to achieve personal, career, and academic goals as stated in the AHC mission statement.</p>
--

**II. Student Success, Program Accessibility and Program Capacity**

\*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

Teaching innovations:

- Instructors participated in ZOOM trainings to make ERT more accessible and effective for the students.
- Students receive additional instruction using the Aztec software, now accessible remotely.
- Instructors participated in Aztec training to enhance their classroom instructional methods.
- Consumable GED workbooks available to all for use at home to prepare for the exams.
- Students from outlying areas (Cuyama, Lompoc and Santa Ynez) now able to attend classes remotely with ERT modality.

Student support:

- Tutoring opportunities available through the Math Lab and Writing Lab.
- Students given workbooks in all four subject areas to use at home.
- Streamlined admissions procedures
- Video tutorials to help students learn to register and use Zoom
- More access to Community Ed via text and CE email account
- Signal Vine used to communicate with students
- Chrombooks and hotspots and calculators checked out to students

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

N/A

**III. Quality and Innovation in the Program and Curriculum Review**

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

PLOs were revised in Fall 2020. They were mapped out and assessing began in Spring 2021.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

We need more data before this can occur. As a “dept.” in CE, the coordinators gathered to work on PLO development.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

N/A

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

N/A

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

We went through Course Review in spring 2021. Courses were sunsetted and revised to reflect a change of hours, and have become DL approved. We are ready to do Program Review in the coming year. Though we may be participating in a summer pilot for the new Program Review process.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

#### IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Basic computer literacy and access to reliable wifi connection was a huge challenge for our student population. With the change in leadership in Washington, and the new immigration pathways for undocumented people, we have seen significant increases to our high school equivalency and citizenship programs in Spring 2021. This trend continues in the Summer 2021, as classes are filled and additional classes are being added to help with the influx. Many students are logging in from out lying areas, that traditionally would be inaccessible to them. This leads me to believe that DL modality may be something we should consider in the future.

- b. List any (internal or external) conditions that have influenced the program in the past year.

The ERT modality over the past 15 months has been a huge learning curve for both students and teachers. Preparing lessons and implementing them under ERT has been a struggle for many faculty. However, the supportive trainings offered by the college and outside sources has allowed us to stay on track and provide students with an excellent alternative to traditional F2F instruction.

Our morning classes fill up more slowly and may not make the minimum student requirement. This observation is new to me, as morning classes were quite popular before the pandemic. This may change when children are back in school f2f, as parents are home watching kids rather than taking classes.

Certainly the 2021 election was a major influence on our DACA students. A large portion of our student poputation are seeking a pathway to citizenship. The new administration set attainment of citizenship contingent on receipt of a high school diploma or its equivalency. So, our numbers grew significantly in both BASK and CITZ programs. We will have to hire more instructors to meet future needs.

**Data for Program with Vocational TOP Codes (CTE):**

[http://www.hancockcollege.edu/institutional\\_effectiveness/reports.php](http://www.hancockcollege.edu/institutional_effectiveness/reports.php)

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

N/A

- d. Industry employment and wage trends

N/A

- e. TOP code employment CORE indicator report

N/A

f. Advisory committee recommendations

N/A

**V. Continuous Improvement of the Program**

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Nothing new to add	

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
CAEP	Consumable Workbooks	\$55,000	Allowed students to have and write in the physical student and workbooks as they were taught remotely. This increased engagement and retention of course objectives, goals, and SLOs.
CAEP	25 Licenses for Aztec learning software	\$13,500	This program allows students to work from home on individualized lessons while monitored by the instructor. The program is helpful, providing independent practice while working at their own pace from the comfort of their own home.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
<b>BASK/CITZ Faculty Coordinator:</b> The position coordinates the program and does so with the lack of a department chair. This position is crucial to the program.	1	Faculty			ongoing	
<b>VOCE Faculty Coordinator:</b> The position coordinates the program and does so with the lack of a department chair. This position is crucial to the program.	2	Faculty			ongoing	
<b>Extended Hours position:</b> Partial funding to keep existing CE Technician position as FT for enening/weekend support. This position is already district-funded 60%, so there is a need	3	Faculty			ongoing	

<p>for 40% funding to keep it a FT position. The ability to provide extended service hours for CE is key to opening up access to a student population that is unable to seek assistance during their work hours. Having those services available in the evenings, and on Saturday mornings is key to equity, inclusion and access for these students.</p>						
<p><b>Public Info Specialist (PT)</b> – Community Education is a rather large department (more like a mini-college), and as a result, it has very specific needs for marketing currently has one position, serving the whole college, but the workload for this position is large, which means that at times Community Education faces delays with much needed marketing materials. A PT position dedicated to CE would ensure that the marketing pieces fit the needs of the community being serves in a matter that resonates with them.</p>	4	staff				
<p><b>counselors to provide more coverage for students.</b> – The need for NC counselors is big. While we have two FT NC counselors, it would be ideal to make use of PT NC counselors to provide better coverage for noncredit students. One of these counselors should be a CTE specialist, like David Hernandez is for credit programs.</p>	5	PT Faculty				

<p><b>Career readiness specialist</b> to build business partnerships (FT or PT). This position would handle career prep and job placement for noncredit students in collaboration with Tom Lamica.</p>	6	staff				
<p>Start conversion/modification (DL) via CNET in order to would need to be formatted of essential noncredit courses to Distance Learning facilitate offering courses in a hybrid/blended format, web-enhanced courses, or full DL in order to reach a larger population. This would require payment for FT to complete in summer or trained PT faculty. Banner to allow the offering of noncredit DL courses.</p>	7	Increase access and student success				
<p>CE Navigators for: VOCE/WKPR BASK/CITZ Navigators play an important role in guiding students' pathways, fostering student persistence and success through direct guidance and coordination of campus and community-based services, leveraging collaboration and support among all parties. SBCC and Cuesta College as well as other community colleges and adult education programs have created these positions using CAEP funds.</p>	8	staff				
<p><b>1-2 assistants</b> (PT positions, or one FT aided by student workers).→If we open up an open-access computer lab.</p>	9a	staff				



Develop an <b>open-access computer lab space</b> on campus (SM, LVC, SYVC) for noncredit students that will address the need for computers. This lab will provide access to computers so students can handle online work and instruction	9b	Equipment				
<ul style="list-style-type: none"> <li>• Develop relevant CTE-oriented curriculum that addressed regional needs for the following: <ul style="list-style-type: none"> <li>○ increase number of individuals with HS diplomas or equivalent</li> <li>○ increase number of individuals with improved literacy skills (English, reading, writing, math)</li> <li>○ increase the number of individuals receiving job- related skills training (entry or basic level)</li> <li>○ meet regional employer needs for skills training.</li> </ul> </li> </ul>	10	curriculum				
<ul style="list-style-type: none"> <li>• <b>Career Academy coordinator (Career Readiness and Skills Training)</b> – This is an aspirational position at this time but as the career academy takes off, a PT coordinator will be needed to coordinate/schedule the offerings and work with Public Affairs on the marketing and outreach of these offerings and related services.</li> </ul>	11	Staff/faculty				

Possible faculty position with teaching load and coordination load. (i.e. coordinate activities and act as a community liaison, curriculum development)						