Instructional Program Review – Annual Update
2020

Date:	May 20, 2020
Program and Department:	Noncredit Parenting Education (PARN) Program / Community Education
CTE Program?	☐ Yes ☒No
Additional programs included in this review:	
Date of last comprehensive review:	2015-2016
Submitted By:	Sofia Ramirez Gelpi & Redilyn Holladay, May 2020
Attachments (* as needed):	☐ 6-year assessment plan – All programs, when applicable ☐ 2-year scheduling plan ☐ Justification for Resource Requests (if needed)

Due to the COVID-19 Pandemic, traditional Program Review has been suspended in order to refocus faculty on Emergency Remote Teaching. Instead, this modified version of the Annual Update will be used—Comprehensive Program Reviews have been pushed to the next regular semester of instruction.

Please Refer to last year's Annual Update/Program Review and only make updates to the following fields if they have changed/justify a new program resource need.

I.   Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

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

No change.

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

No change.

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.

No change.

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

No change.

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.

No change.

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?

No change.

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.

No change.

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.

> No change.

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.

> No change.

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?

> No change.

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

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

> No change.

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

> No change.

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

> No change.

d. Industry employment and wage trends

> No change.

e. TOP code employment CORE indicator report

No change.

f. Advisory committee recommendations

No change.

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
No change.	No change.

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
n/a			

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
No change.	No change.	No change.	No change.	No change.	No change.	No change.	No change.

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) **S2019 AU is still applicable. However, these are the changes in 2019.**	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Community Education Curriculum Specialist (PT). Providing noncredit course review AND new course/program development.		Meet institutional capacity	Staff	n/a	$35,176 (19 hrs/wk, 12 month position, range 28)	Ongoing
Community Education Public Info Specialist (PT) Community Education is relatively a large department resulting in needs for marketing and outreach. The college 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.		Meet institutional capacity	Staff	n/a	$28,139 (19 hrs/wk, 12 month position, range 20	Ongoing
Community Education Outreach Specialist (PT) The outreach specialist will work in collaboration with Stephanie Robb to represent Community Education at all community events. This position could coordinate the events schedule, student workers, student ambassadors, volunteers, marketing		Meet institutional capacity	Staff	n/a	$31,228 (19 hrs/wk, 12 month position, range 24)	Ongoing

materials, to ensure there is ample representation at the various events held in the community across the year.						
2-3 PT noncredit counselors to provide more coverage for students, with 1 being CTE Specialist		Meet institutional capacity	Staff	n/a	$6,088 per counselor, per primary term ($18,264 total, per primary term	Ongoing

CE Priorities:

1. **Engage and Support the Community**
   - Increase access to secondary education by providing a HS diploma program as an alternate option besides the GED/HiSET curriculum.
   - Increase access to Community Education programs (creating a culture of going to college):
     - Develop orientation classes in noncredit (K-12 success) for their parents and the students.
     - Develop orientation classes for teachers (centering on student success strategies that can be implemented in the classroom) – how to navigate the portal, understanding the admission and registration process, retention strategies, etc.
     - Develop a how to get your kid to college noncredit class (customized for parents of children in elementary, middle, and high school) – a series of courses that result in a certificate.
     - Develop a class for the new student in community ed – look at the noncredit college success class as a vehicle for this.
     - Making going to college **meaningful and relevant** → career readiness, college readiness, CTE/trades training, internships, pre-apprenticeships. Clear pathways to employment (i.e. PathPoint partnership, CSI Inc, Hayward, WRC, WDB, etc.)
     - **DATA COLLECTION**: student surveys; student retention (need to develop); student progress indicators for literacy gains; skills attainment (i.e. digital badges, certificates); achievement of goal; salary increase and/or occupational promotion
   - Open House, with mariachi and taco truck, Spanish radio station, bounce house (?),
   - Develop an Emeritus College (CFK model)

2. Ensure Sufficient Institutional Capacity to support current and future students
   - Improve admission and registration efficiency, digitalize aspects of registration (i.e. app development, touch screen kiosk)
     i. Student ID swap to get basic information and access points (how to buttons)
   - Registration workshop 2.0 – temp counselors, temp front counter staff, a greeter or kioks, dedicated staff (i.e. for parking permits); scanners (printed counseling surveys)
   - Leverage EventBrite to register for fee-based courses online
   - Assess current infrastructure and address operational gaps
   - INTEGRATE!!! (i.e. NC counseling, Public Affairs, Campus Graphics, etc.)
   - Continue to survey and assess students needs.

3. Develop and implement strategies to improve student completion

- ==Develop more short CTE certificate programs, increase the access to such curriculum by providing online (Ed2Go, LinkedIn Learning, etc.), SBCC model. Make students become their own bosses.==
    i. Noncredit curriculum specialist, curriculum development coordinator (PT faculty with a stipend or full PT load)
- Encourage student completion, Counseling component, Use of an app to track progression (quick 1-question survey)
- Develop bridge programs, and accelerated CTE curriculum (hrs for experience, course waivers, course subs, etc.)
- <u>Look at ways to obtain retention data. Meet with Armando on student retention data and 40-hrs of instruction dat</u>a.

4. Provide adequate ==PD training== to improve equity and diversity (cultural competency)
    - Identify individuals (students, community, agencies, etc.) and meaningful/relevant topics to provide the training
        i. By all for all, Museum of Man model, Open Doors model
        ii. Faculty lecture/film series
        iii. Leverage speakers form the 2018 equity summit

https://careertraining.ed2go.com/mtsac/search-results?ext=True&PageSize=50

https://careertraining.ed2go.com/mtsac/construction-and-trades-programs?PAGE_SIZE=50

The Impact of AHC Noncredit on the Student-Centered Funding Formula Metrics

Base Allocation		
Noncredit Growth		
2018-2019 NC Apportionment*	**2019-2020 NC Apportionment (Projected)**	**Projected Growth**
Total FTES: <u>657.26</u> • CDCP FTES: <u>255.44</u> • Non-CDCP FTES: <u>401.82</u>	Total FTES: 657.00 • CDCP FTES: 256.00 • Non-CDCP FTES: 400.00	FTES: 0% • CDCP: 0% • Non-CDCP: 0%

*per 18-19 second principal apportionment (P2)

NC Reimbursement Rates:
- CDCP: $5,456.67
- Non-CDCP: $3,347.49

Supplemental Allocation
Increase in Financial Aid • NC students are not eligible for financial aid. However, this population represents the most underrepresented students at the college. • Increasing NC student transition to credit programs highly likely to increase the counts of students eligible for financial aid. • Once students touched by NC support services enroll and achieve success outcomes, Promise and Pell Premium allocations are likely.

CAEP Outcomes (AB 104, *§84920 (c))*:

    (a) Improved literacy skills
    (b) Completed a high school diploma or their recognized equivalent
    (c) Completed a postsecondary certificate, degree, or training program
    (d) Placement into a job
    (e) Improved wages

Use of CAEP Funds (AB 104, §84913):

(a) Funds apportioned for the program shall be used only for support of the following:

(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.

(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.

(3) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

(4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

(5) Programs for adults with disabilities.

(6) Programs in career technical education that are short term in nature and have high employment potential.

(7) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

Northern Santa Barbara CAEP Consortium 3-Year Plan Goals:

Goal #1: Increase number of students enrolled by adult education programs in the region

- *Activity 1.1: Expand/create program offerings and certification programs to address gaps that align with student needs and interests*
- *Activity 1.2: Enhance marketing/outreach effort to attract more students*
- *Activity 1.3: Leverage partnerships to enhance program offerings, and attract new students*

Goal #2: Enhance student employment readiness and career opportunity

- *Activity 2.1: Analyze and monitor labor market information to identify potential student opportunities*
- *Activity 2.2: Increase alignment between program and course offerings and student, community, and employer needs*
- *Activity 2.3: Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships*

Completion of Transfer Level Math and English Requirement Within The 1st Academic Year (in collaboration with credit and noncredit faculty in various disciplines)			
Noncredit Objective/Activity	**Resource Needed**	**Timeline**	**Notes:**
Expand and enhance noncredit ESL, math, and English college bridge and preparation courses.	• FT ABE/ASE instructor with reassigned time for coordination • Curriculum revision, design, development		Existing: ESL/NESL 550, Math Lab, Writing/Reading Lab CAEP consortium goal #1 CAEP Outcome a, b, c
Increase completion rates of HS equivalency courses, HS diploma program, and K-12 HS school courses.	• FT ABE/ASE instructor with reassigned time for coordination • PT counselors (ABE/ASE focus) on and off campus • HS diploma program (curriculum design, development, collaborative with HS or Adult Ed) • NC Registration Specialist	Fall 2020 pilot with Lompoc Adult Ed School	CAEP consortium goal #1 CAEP Outcome a, b
Development of competency-based noncredit courses and/or lesson planning in English, math, and reading, including courses offered in "early college" and adult ed schools.	• FT ABE/ASE instructor with reassigned time for coordination • Professional development/training	Fall 2021	Training to start Spring 2020 Ongoing: Development of a NC early college experience CAEP consortium goal #1 CAEP Outcome a, b, c
Offer noncredit competency-based courses for students in 1st year experience-type programs (i.e. expository writing, math skills for	• FT ABE/ASE instructor • Dedicated classroom space • NC Registration Specialist		CAEP consortium goal #1 CAEP Outcome c

stats and college algebra), and K-12 adult ed students.			
Develop and offer noncredit counseling courses to students in 1st year experience programs, early college, and K-12 adult ed schools.	Counseling faculty		CAEP consortium goal #1 CAEP Outcome c
Develop Community of Practice (COP) among credit and noncredit faculty; professional development for curriculum development, instructional delivery on competency-based courses.	• Lead faculty • Professional development and training opportunities		CAEP consortium goal #3
Embed tutors in noncredit courses.	• Coordinator • Hourly tutors		CAEP consortium goal #1
Targeted outreach via messages, portal, and email to students not enrolled in credit English and math OR who have dropped English and math credit courses.	• Professional experts • Communication/outreach staff • Public Affairs • Technology		CAEP consortium goal #1
Develop a case management approach to ensure NC students enroll in credit English and math courses after taking/completing noncredit coursework.	Counselor(s) (ASE focus)		CAEP consortium goal #1 CAEP Outcome c
Research on NC using student and faculty voices. Track enrollment, impact of support services, course	• PT/FT NC data specialist • Professional expert(s) • Technology		

success, progression to college-level work, progression from NC to C, completion of CTE units, employment gains, attainment of a living wage, impact on financial aid, and degree/certificate attainment.			

Completion of Degrees, Certificates, and Transfer			
(in collaboration with credit and noncredit faculty in various disciplines)			
Noncredit Objective/Activity	**Resource Needed**	**Timeline**	**Notes:**
Develop contextualized NC basic skills courses and/or lesson planning, including VESL, and place as co-requisites and/or pre-requisites to supplement required GE courses.	FT ABE/ASE instructor FT NESL/VESL instructor		CAEP consortium goal #1 CAEP Outcome c
Coordinate NC math and English courses and interventions for incoming student athletes and existing athletes who have not taken or passed English or math.	FT counselor NC Registration Specialist FT ABE/ASE instructor		Ongoing: BASK College Success CAEP consortium goal #1 CAEP Outcome c
Coordinate NC mapping to credit pathways. Continue and expand NC SEP to facilitate credit pathways and employment goals.	C and NC Counselors NC "Orientation" curriculum Technology (i.e. DegreeWorks)		CAEP Outcome c
Create and expand pre-CTE contextualized, skills-based curriculum to improve credit CTE success for new college students, re-entry students. Continue to expand VESL Career Paths to connect NC coursework into C pathways.	FT VOCE instructor FT NESL/VESL instructor		CAEP consortium goal #1, #2 CAEP Outcome c, d, e

Increase offerings and improve success in NC vocational programs required for entry into CTE credit programs (i.e. EMT, CNA, Reg Vet, etc.)	FT VOCE instructor FT NESL/VESL instructor		CAEP consortium goal #1, #2 CAEP Outcome c, d, e

Successful Completion of 9 or More CTE Units (in collaboration with credit and noncredit faculty in various disciplines)			
Noncredit Objective/Activity	**Resource Needed**	**Timeline**	**Notes:**
Increase formal articulation from NC vocational courses to credit CTE courses and programs, including NC mirrored courses.	FT VOCE instructor FT NESL/VESL instructor		CAEP consortium goal #1, #2 CAEP Outcome c, d, e
Expand partnership with construction trade unions and organizations.	FT Job Developer		CAEP consortium goal #1, #2 CAEP Outcome c, d, e
Increase offerings for NC pre-CTE to increase the likelihood for credit CTE completion.	FT VOCE instructor FT NESL/VESL instructor		CAEP consortium goal #1, #2 CAEP Outcome c, d, e
Develop NC pre-CTE competency-based courses and focus on fundamental skill acquisition and upgrading.	FT VOCE instructor FT NESL/VESL instructor		CAEP consortium goal #1, #2 CAEP Outcome c, d, e
Expand presence and NC offerings at the local AJCC/WRC.	FT VOCE instructor FT NESL/VESL instructor FT Job Developer Counselor (CTE focus)		CAEP consortium goal #1, #2 CAEP Outcome d, e

Connect C and NC students to county training dollars so that low-income students can obtain ancillary support services (i.e. transportation, childcare, housing) and job placement.	FT job developer		CAEP consortium goal #1, #2 CAEP Outcome d, e

Attainment of a Regional Living Wage			
Noncredit Objective/Activity	**Resource Needed**	**Timeline**	**Notes:**
In collaboration with the on-campus Career Placement Center, expand partnerships with local businesses, industries, unions, and workforce agencies to connect C and NC students to employment.	FT job developer		CAEP consortium goal #1, #2 CAEP Outcome d, e