



**Instructional Program Review – Annual Update  
2021**

Date:	May 20, 2021
Program and Department:	Noncredit VOCE Program / Community Education
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	PHTO, VESL, WKPR
Date of last comprehensive review:	2015-2016
Submitted By:	Joan Bergstrom Smith
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input checked="" type="checkbox"/> 2-year scheduling plan See: VOCE PRAU2020 Attachment - Scheduling Plan - Noncredit Certificates <input type="checkbox"/> 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](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.

- Several new Certificate of Completion programs were approved and will be added to the catalog in 2021-22: Family Childcare License Preparation (FCLP) and Vocational ESL Family Childcare License Preparation, Introduction to Early Childhood Studies (ECS) and Vocational ESL Introduction to Early Childhood Studies. Graduates of these programs will be able to offer much-needed childcare which is in high need in our community. Not only does this create jobs for childcare workers (ECS) and small business opportunities (FCLP), it also enables the parents to seek more career opportunities when they know they have childcare available.
- Curriculum revisions for the Commercial Truck Driving program were developed in response to legislation changes from the Federal Motor Carrier Safety Administration (FMCSA). Without this, Entry Level Driver Training program (ELDT), new drivers would not be able to obtain their commercial licenses after February 2022. The program was also changed from a Certificate of Completion to a Certificate of Competency to better match the definitions of ELDT. More work will need to be completed to fully follow this new plan (recordkeeping, assessment, reporting).

**Family Childcare License Preparation:** This certificate of competency in Family Childcare License Preparation will prepare the student for the in-home family childcare licensing process by providing the required hours of instruction on regulatory aspects, development stages, nutrition, and safety. Upon completion, the student will have the reading, writing and speaking competencies needed to complete the application process through Community Care Licensing with the Department of Social Services. Program completion does not ensure license approval.

**Vocational ESL Family Childcare License Preparation:** This certificate of competency in Family Childcare License Preparation will prepare the English language learner for the in-home family childcare licensing process by providing the required hours of instruction on regulatory aspects, development stages, nutrition, and safety. Upon completion, the student will need to complete the application process through Community Care Licensing with the Department of Social Services. Program completion does not ensure license approval.

The certificate is being developed as part of an IBEST model where noncredit English language learners simultaneously learn the professional language and basic skills needed for entering credit Early Childhood Studies coursework. This is part of the accelerated Pathways program and will serve as a bridge from noncredit to credit classes. These courses have also been requested by Santa Barbara County Resource and Referral and respond to projected employment needs in this field.

**Intro to ECS:** The Introduction to Early Childhood Studies (ECS) certificate of competency will prepare the students to transition into the ECS credit program.

**Vocational ESL Intro to ECS:** This ESL Introduction to Early Childhood Studies (ECS) certificate of competency is designed to prepare noncredit students more quickly for success in the credit level. Students will master the basic skills in reading, writing, speaking, and listening while simultaneously completing the noncredit certificate series of five academic ECS courses. Upon completion, the students will have the reading, writing, and speaking competencies needed to be better prepared for work in the ECS professions and/or credit coursework. It is designed for students who have successfully completed or demonstrated competency at the high-intermediate/low-advanced ESL levels. Career opportunities include: child care workers, preschool teachers, teacher assistants/aides, special education teachers, preschool and childcare center directors, and more.

**Commercial Truck Driving (ELDT):** The Certificate of Competency in Commercial Truck Driving aims to meet the vocational and economic needs of the Allan Hancock Joint Community College District, the South Central Coast Region, the State of California, and the nation. It was specifically designed to meet the expressed training needs of several commercial trucking companies located in Northern Santa Barbara County. The goal is to provide students with the theoretical and practical skills necessary to pass the California Commercial Driver's License (CDL) Exam— Class A or B required for entry-level employment in the trucking industry. This program meets the Federal Motor Carrier Safety Administration's (FMCSA) requirements for Entry-Level Driver Training (ELDT), which is a requirement for the CDL application, effective February 2022.

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

*Spring of 2021 we saw our first graduates of the Commercial Truck Driving program.*

*In spite of COVID, our VITA sponsored Tax Preparation Program was able to serve the community successfully this spring. Students completed an internship training program while providing tax preparation services to low-income community members. This was accomplished with a highly coordinated effort to drop off tax forms safely and securely, complete the filings accurately, and return the papers to the tax filer promptly.*

**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. We have begun the process and expect to be completed with rubrics and initial data gathering by end of year.

VOCE PT faculty need training, which includes the need for funding to compensate them for the training and ongoing data entry. With a new system coming into place (SPOL), it is our hope that with a user-friendly system in place, faculty can be trained, formalized outcome assessments can take place, and for budget and resources to be tied to these outcomes in order to continue program improvements.

<b>Programs</b> Active 2020-21 = 6 Idle due to COVID 2020-21 = 1 New programs starting next year = 5	PLOs mapped	Rubrics Created	Course Sections ID'd	PLOs Assessed
Beginning Computer Skills	Y	started	N	N
Career Preparation	N	N	N	N
Commercial Truck Driving (will be replaced by ELDT)	<del>N</del>	<del>N</del>	<del>N</del>	<del>N</del>
Commercial Truck Driving (ELDT) **	N	N	N	N
Family Childcare License Preparation *	N	N	N	N
Family Childcare License Preparation (VESL version) **	N	N	N	N
Floral Design (no classes 2020-21)	N	N	N	N
Green Landscaping and Gardening	Y	Y	Y	Y (SP 2021)
Income Tax Preparation	Y	Y	Y	In progress (SP 2021)
Intro to Early Childhood Services ***	N	N	N	N
Intro to Early Childhood Services (VESL version) ***	N	N	N	N
Microsoft Office Basics	Y	started	N	N
<b>Total Programs</b>	12			
<b>Completed</b>	4	2	2	1
We are focusing assessment efforts on the programs that are currently active, then will start rubrics for new programs.				
* Program to begin Fall 2021				
** Program to begin Spring 2022				
*** Program to begin Fall 2022				

- 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. The VOCE program is staffed exclusively with PT faculty. Very few VOCE courses are offered on-campus, with the majority being offered off campus. Community Education lacks the structure typical of credit departments (dept. chair with FT faculty in place), which impacts how information that may lead to course/program improvement is shared. Although program outcomes assessment has begun, formalized collection and entry of these data into SPOL hasn't happened yet. Training faculty (including compensation for faculty to attend and participate) is needed.

- 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.

Time needs to be allotted for VOCE Coordinator and lead Commercial Truck Driving faculty to develop procedures and assessment materials for the Entry-Level Driver Training (ELDT) program requirements. We need to apply for the Training Provider Registry this summer and be ready for full impact by February of 2022.

- 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.

*The review is incomplete, it is too soon to tell.*

Courses will undergo review and update as per the course review cycle. Existing SLOs will be reduced in number, where appropriate, to make assessment and data collection a reality. Work needs to be done in new computer system to enter these noncredit courses. Further course modification will also include rebranding the courses with TOP Code appropriate prefixes.

- 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. Many of the Course Outlines were reviewed during 2020-21, but the work is incomplete. The Course Review for some classes was delayed while we focused our efforts on adding ERT as a teaching option to all classes that might require Remote teaching. Also, there are 112 classes in VOCE/VESL/WKPR/PHTO that just takes time.

62 courses have been approved by AP&P. Of those, 37 have been approved by the Board and 25 will be sent to the next board meeting. 50 courses have not yet been sent to AP&P. *With additional time allowance, these reviews could be completed over the summer/fall of 2021.*

	<b>ERT Conversions and Course Review</b>	<b>Total</b>	<b>Not started</b>	<b>Designed or drafted</b>	<b>In AP&amp;P Review</b>	<b>In AP&amp;P Ready for Board</b>	<b>OK'd by Board</b>
✓	Deactivate	13	0	0	0	0	13
	Spanish in the Workplace	2	2	0	0	0	0
	WKPR (and VOCE classes that should be WKPR)	9	6	0	0	0	3
	Welding	1	0	1	0	0	0
	Jewelry (this will move to OLDR)	2	2	0	0	0	0
✓	Beginning Computer Skills	7	0	0	0	0	7
✓	Microsoft Office Basics	4	0	0	0	0	4
	Floral	5	0	5	0	0	0
✓	Income Tax Preparation	3	0	0	0	0	3
	Commercial Truck Driving	2	1	0	0	0	1
✓	Commercial Truck Driving-ELDT	2	0	0	0	2	0
	Photography	8	4	0	0	0	4
✓	Family Childcare License	10	0	0	0	10	0
✓	Intro to ECS	10	0	0	0	10	0
✓	Green Gardening	2	0	0	0	0	2
	Other Gardening and Landscaping	23	20	0	0	3	0
	Culinary	9	9	0	0	0	0
	<b>Totals</b>	<b>112</b>	<b>44</b>	<b>6</b>	<b>0</b>	<b>25</b>	<b>37</b>

	<b>Program Certificates Updates coinciding with Course Review</b>	<b>Active 2019-20 / Starting 2020-21</b>	<b>Total</b>	<b>Not started</b>	<b>Designed or drafted</b>	<b>In AP&amp;P Review</b>	<b>In AP&amp;P Ready for Board</b>	<b>OK'd by Board</b>
✓	WKPR-Career Prep	Active	1	0	0	0	1	0
✓	Beginning Computer Skills	Active	1	0	0	0	0	1
✓	Microsoft Office Basics	Active	1	0	0	0	0	1
	Floral	Active	1	0	1	0	0	0
✓	Income Tax Preparation	Active	1	0	0	0	0	1
n/a	Commercial Truck Driving (this certificate will be replaced by new ELDT program)	Active	1	0	1	0	0	0
✓	Commercial Truck Driving-ELDT	2020-21 Catalog	1	0	0	0	1	0
✓	Family Childcare License Preparation & Vocational ESL Family Childcare License Preparation	2020-21 Catalog	2	0	0	0	0	2
✓	Intro to ECS & Vocational ESL Intro to ECS	2020-21 Catalog	2	0	0	0	0	2
✓	Green Gardening	Active	1	0	0	0	1	0
	<b>Totals</b>		<b>12</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>7</b>

- 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. Existing noncredit VOCE courses in the program do not have PCAs at this time.

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

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

- *The truck driving program is popular with potential students, but we cannot meet their demand with current resources. We need more instructors, reliable equipment, and timely maintenance. Efficient use of student training time would be improved if we could situate one of the trucks in Santa Maria on a regular basis. Lompoc doesn't have the variety of roads needed for practice (for instance, there are no freeway onramps) so much time is spent commuting between Lompoc and Santa Maria before earnest practice can begin.*

*The truck driving program is intensive to manage and support, in both dollar costs and staff attention to procedures and regulations. Hiring truck driving instructors is a challenge because they are like nursing instructors (they could be working the trade at a high rate of pay and there is little incentive to teach the trade except for their passion to teach). New regulations will take effect February of 2022 and we need to allocate resources to prepare for administering new program requirements.*

- *There are opportunities to develop additional new programs that meet community needs, for both employers and job seekers. However, growth requires resources.*

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

*The COVID shutdown has severely affected our programs. Much of our learning is "hands on" and challenging to accomplish over zoom. Many students chose to sit out the year.*

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

<https://www.hancockcollege.edu/ie/programdata.php>

Please review the data and comment on any trends.

Enrollment saw a decline with the advent of the new CCC apply system. Then, enrollment was slashed with the pandemic. The last year was such an anomaly that comparisons just cannot predict ongoing trends. With a new application form specifically for noncredit taking effect this year plus a return to in person classes – next year can only improve.

- 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

The advisory committee met March 23. They mentioned the MEHKOS (Microenterprise Home Kitchen Operations) as a potential to be explored. How can we offer training needed by entrepreneurs and small businesses? Another need mentioned was Digital Literacy.

**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				
<i>Develop new CDCP (enhanced funding certificate) courses and certificates to meet SLS 2, 3, 4, 5, and 6.</i>	<b><i>New certificate programs were created and will be offered in the upcoming academic year: Family Childcare License Preparation, Vocational ESL Family Childcare License Preparation, Intro to ECS, Vocational ESL Intro to ECS,</i></b>				
	<b>New certificate programs to be developed, or explored for feasibility:</b>  See following table				
<b>Program Certificates to be Developed / Explored</b>			<b>AP&amp;P Proposal</b>	<b>AP&amp;P Proposal</b>	
		<b>Total</b>	<b>Not started</b>	<b>Designed or drafted</b>	
WKPR-Workplace Skills <i>Courses were developed a few years ago as part of an intended certificate, but the certificate was never submitted.</i>	Work was started	1	1	0	
Career Exploration		1	1	0	
Work Ready (keep a job series)		1	1	0	

Photography <i>Courses were developed a few years ago as part of an intended certificate, but the certificate was never submitted.</i>	Work was started	1	0	1
Green Gardening-Advanced <i>Santa Barbara County Waterwise has approached us about creating another Green Gardening certificate. They are already developing materials and would like us to join in.</i>	S.B. County has expressed the need	1	1	0
Other Gardening and Landscaping <i>In addition to the Green Gardening classes, we have 23 classes that have been dormant. There is material here to make one or more certificates. Need to explore the LMI needs and discuss with the credit dept.</i>		1	1	0
Culinary-Cottage Industry-Baking, Cooking <i>Courses were approved, but certificate work was not completed</i>	Work was started	2	1	1
Micro-Enterprise Home Kitchen Operations <i>Referred by the Advisory Committee, a new regulation approved locally</i>		1	1	0
Pet Grooming, Dog Training, Pet Sitting		3	3	0
Pharmacy Technology		1	1	0
Phlebotomy		1	1	0
Pre-apprenticeship Preparedness-WorkKeys		1	1	0
Truck Driving – HazMat Endorsement <i>New legislation makes training mandatory to apply for CDL endorsements</i>	ELDT eff. Feb 2022	1	1	0
<b>Totals</b>		<b>16</b>	<b>14</b>	<b>2</b>

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
None			

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 Compreh ensive 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
The plans listed in the 2019 Annual Update are still applicable.							

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

Priority	Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	Ongoing cost (per fiscal year)	Anticipated Completion Date or Ongoing
	VOCE Commercial Truck Driving Virtual Truck Driving Simulator, plus annual maintenance/software licensing  and classroom to house it (may require electrical specs or installation)		Increase access and student success	E  F	\$120,000 est.	\$500	2020-2021
	VOCE Commercial Truck Driving Truck Equipment Maintenance (supplies and outside vendors needed for 90-day inspections, repairs)		Necessary for operating trucks	E		\$15,500 est.	Ongoing
	VOCE Commercial Truck Driving Truck Equipment Maintenance (AHC Mechanic)		Necessary for operating trucks	S		\$6,000 est.	Ongoing
	VOCE Commercial Truck Driving Fuel \$2,640 spent in 2020, but some classes were cancelled due to COVID. Estimating double that for a normal year, plus double again to add a second section.		Necessary for operating trucks	E		\$10,000 est.	Ongoing
	ELDT Trucking Textbooks For use in theory classes		Curriculum for ELDT program	O		\$1,500	Initial Purchase

<p>VOCE Computers / Cuyama 20 laptops Dell 14" #PT7PN</p> <p>Computer classes can be supported regardless of classroom location, opening up more scheduling options</p>		<p>Increase access and student success</p>	<p>E</p>	<p>\$17,111</p>		<p>2020</p>
<p><b>Increase VOCE Faculty Coordination:</b> The position acts as a liaison to the dean, and in this capacity, the position has been effective in communicating programmatic needs. This position also collects crucial information for the development of a variety of requests (equipment, technology, scheduling, etc.). This position also assists instructors with a variety of tasks, such as PA hrs entry, holding area meetings, and serving as a lead in moments of crisis (i.e. COVID-19).</p> <p><i>This position needs to increase to full-time, or split into two part-time positions. This area has grown from 5 programs to 11, with more programs under development or exploration. This group contained 4 active programs (Beginning Computer Skills, MS Office, Floral, and Income Taxes). Career Prep and Green Gardening were restarted. Commercial Truck Driving was added. Family Childcare and Intro to ECS will begin next year. Home-Based Culinary Business is under development.</i></p>		<p>Meet Institutional Capacity</p>	<p>S</p>			
<p><b>Extended Hours position:</b> Partial funding to keep existing CE Technician position as FT for evening/weekend support. This position is already district-funded 60%, so there is a need</p>		<p>Meet Institutional Capacity</p>	<p>S</p>			

	<p>for 40% funding to keep it a FT position. The ability to provide extended service hours for Community Education 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>NEW positions:</b></p> <ol style="list-style-type: none"> <li><b>1. Community Education 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 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.</li> <li><b>2. Community Education Outreach Specialist (PT)</b> – It would be ideal to have an outreach specialist who works 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 materials, to ensure there is ample</li> </ol>		<p>Meet Institutional Capacity</p>	<p>S</p>			

	<p>representation at the various events held in the community across the year.</p> <p>3. <b>2-3 PT noncredit 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> <p>4. <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 Career Center Project Director.</p> <p>5. <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. Possible faculty position with teaching load and coordination load. (i.e. coordinate activities and act as a community liaison, curriculum development)</p> <p>6. <b>Embedded transition specialist</b> - for VOCE/WKPR/BASK/NESL. Position to assist in student transition to credit programs. (PS:</p>						
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	<p>this sounds like a counselor to me, which is similar to what is being asked in #4</p> <p>7. <b>1-2 Computer lab assistants</b> (PT positions, or one FT aided by student workers). → If we open up an open-access computer lab (see below).</p> <p>8. <b>Community Education Curriculum Specialist (PT)</b> – The college currently has ONE curriculum specialist. However, the noncredit course inventory really needs a dedicated person to handle what is needed in order to update and align the noncredit curriculum inventory. We truly need one on our end, or else we are not going to get through noncredit course review AND new course/program development.</p>						



