

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Vocational Education **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

No change. VOCE is a multi-disciplinary program consisting of programs under different TOP codes. For yearly planning, we will focus on the VOCE computer application program, which consists of two noncredit certificates.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

No changes during the previous year.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

There is a non-credit certificate map, but the number of courses and the hours for each make it difficult for students to get them. The scheduling needs to be more sequential, and hours should be removed so students can complete all courses ideally in one semester. The program needs to be 21st century-facing and account for AI and cloud technology as tools in the employment industry.

4. Were there any staffing changes?

There have been no staffing changes, but after the pandemic, it has been more difficult to identify bilingual instructors for the VOCE classes, especially the computer application courses. Recruitment efforts continue.

5. What were your program successes in your area of focus last year?

Some students participated in the Noncredit Recognition Ceremony.

Learning Outcomes Assessment

Noncredit course outcomes have not been entered into SPOL. Not all VOCE courses have the SP grade noted in the COR. In the meantime, the faculty lead will seek funds to start training VOCE on evaluating students and entering data into SPOL once the SPOL analyst adds courses into the system.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

VOCE doesn't offer DE courses at this time.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
- b. What were some key findings regarding RSI?
 - Some strengths:
 - Some areas of possible improvement:
- c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

The computer applications program offers instruction in office applications such as the MS Office Suite, which is used by a variety of occupations as per O*Net Online:

- 43-4171.00 - Receptionists and information clerks (bright outlook)
- 43-6013.00 - Medical secretaries and administrative assistants (bright outlook)
- 43-6014.00 - Secretaries and administrative assistants (bright outlook)
- 43-9022.00 - Word Processors and Typists
- 43-9061.00 - Office clerks (bright outlook)
- 43-6012.00 - Legal secretaries and administrative assistants

There are no prerequisites for the certificates.

- b. How does the program address needs that are not met by similar programs?

The noncredit program offers bilingual instruction and is planning to modify courses to offer short-term training.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The program offers skills fundamentals for students to gain employment in areas where some computer application knowledge is needed. Since we don't have SP for these VOCE classes yet, there's no data to reflect student success. Further,

the large number of courses required to get a certificate has acted as a barrier for certificate completion.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

No prerequisites to review now. No advisory committee is needed since the program doesn't qualify for Carl D. Perkins IV funding or is financial aid eligible. Courses are tuition-free with no instructional materials fee.

- e. Have recommendations from the previous report been addressed?

N/A

Area of Focus Discussion CURRICULUM AND TEACHING DESIGN (VOCE)

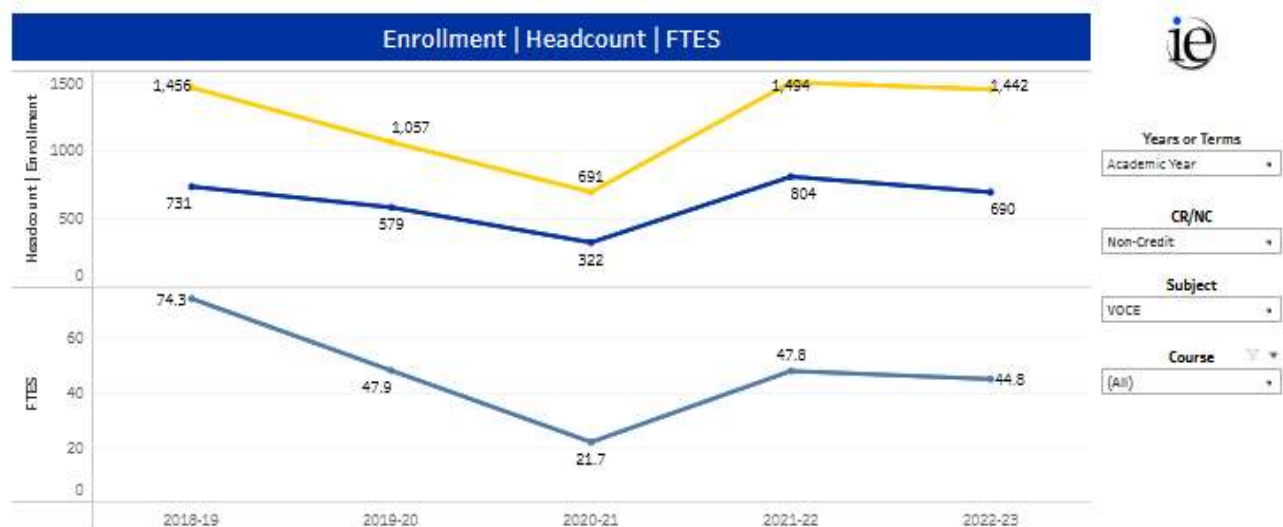
Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

1. What data were analyzed and what were the main conclusions?

Data analyzed:

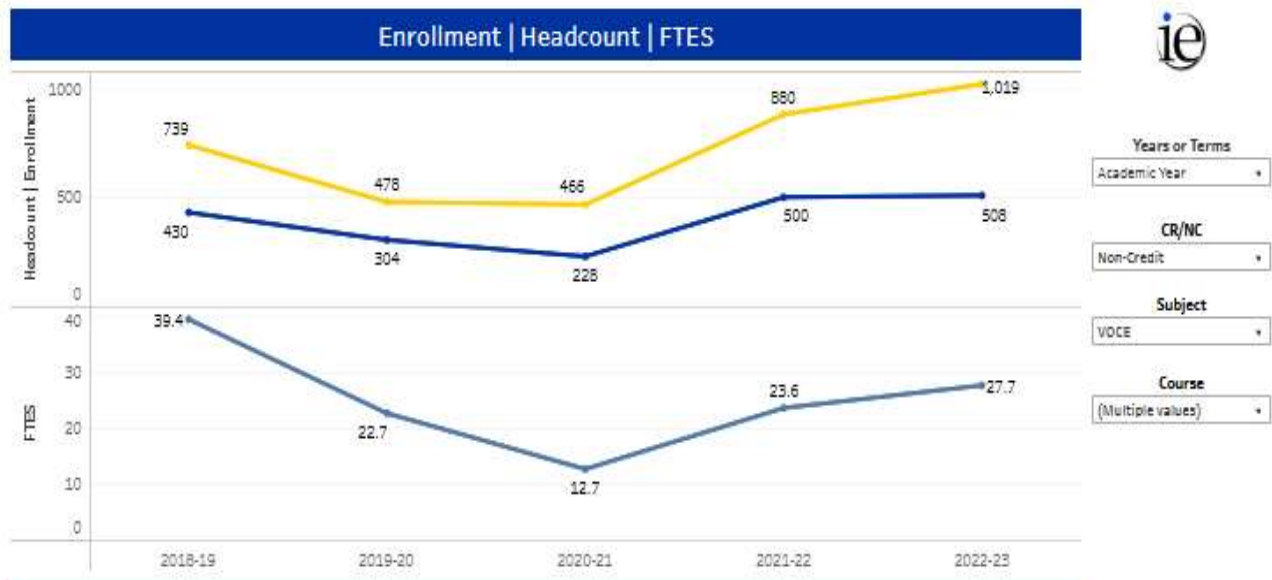
- Student headcount/enrollment/FTES and positive attendance data (by program, course, and location)
- Noncredit demographic data by noncredit category

Enrollment/Headcount/FTES for all VOCE Courses



The COVID-19 pandemic had a drastic impact on the program. Enrollment has returned to pre-pandemic numbers even though there are fewer students in the program (690 in 2022-2023 compared to 731 in 2018-2019).

Enrollment/Headcount for VOCE Computer Applications



Data shows that despite having more students enrolled, there is a reduction in FTES resulting in less hours of attendance.

This program provides employable skills and a pathway to the credit CBOT and CBIS programs. The bulk of this program review will focus on improving the curriculum for this program.

A multi-discipline category: VOCE incorporates a variety of distinct programs:

- Beginning Computer Skills, and Microsoft Office Basics
- Commercial Truck Driving
- Green Landscaping and Gardening
- Income Tax-Preparation
- Family Childcare License Preparation

The computer applications program currently serves two distinct populations. Computer applications courses attract students seeking courses with an employment goal and students wishing to learn computers as a personal/lifelong learning goal.

Recommendation 1: Develop a series of fundamental computer applications under the OLDR category to address a need for personal development while enhancing actual VOCE courses and develop a clear pathway that leads students to CBIS and CBOT.

Recommendation 2: Combine courses to create a more streamlined experience for the students and reduce the length it takes students to complete the certificate.

Recommendation 3: Develop a pathway from noncredit to credit.

Recommendation 4: Separate VOCE courses using a discipline-specific prefix that will make them easier to find in class search and online catalog.

Recommendation 5: Update course content to meet industry standards and technology (ex., AI technology).

Recommendation 6: Develop an appropriate sequencing of VOCE courses. The maps should account for frequency of offering and preferred locations. Offer courses so students can register for two classes (ex. BASK and VOCE).

The analysis will focus on the courses connected to the Beginning Computer Skills Certificate and the Microsoft Office Basic Certificate.

On Campus

Data shows which classes are **BETTER ATTENDED ON CAMPUS**. It is important to mention that those courses were offered bilingually, and in S101 and S103. Some observations and recommendations are shown in the last two columns.

The remaining required courses to obtain the Beginning Computer Skills Certificate were canceled due to low enrollment or were not offered. Therefore, the students couldn't obtain any of the certificates. This applies for VOCE7109. The other required class was VOCE7108.

	CRN	Max Enroll	Census Enroll	FTES				weeks	Hour per Class session	
VOCE7108 Computer Skills Lab	10228	42	23	0.33	1:00pm- 1:55PM	TWICE	T R	8	2	S101

Notice that the FTES was low.

None of the electives for the Beginning Computer Skills Certificate were offered.

Required courses to obtain the **Microsoft Office Basics** such as the one shown below didn't meet a high Census Enrollment. FTES was low probably due to the class schedule. Bilingual classes are desirable.

	CRN	Max Enroll	Census Enroll	FTES				weeks	Hour per Class session	
VOCE7105	21574	42	21	0.64	5:30pm-9:20pm	ONCE	W	8	4	s101
VOCE7107	20831	30	20	0.61	5:30pm-9:20pm	ONCE	W	8	4	s101
VOCE7108	10228	42	23	0.33	1:00pm-1:55PM	TWICE	T R	8	2	s101
VOCE7113	21585	42	15	0.20	9:00am-10:50am	ONCE	R	8	2	s101
VOCE7112	41527	30	20	0.30	7:00PM-8:55PM	TWICE	MW	4	4	S103
VOCE7113	21586	42	18	0.24	6:00pm-7:50pm	ONCE	R	8	2	s103
VOCE7113	41529	30	11	0.18	6:00PM-7:55PM	TWICE	TR	4	4	S103

Off Campus:

Data shows which **VOCE CLASSES** are **BETTER ATTENDED OFF CAMPUS**. It is important to mention that the courses offered in SYVC-R3 were offered in English. At the Atkinson Center, the courses were offered bilingually. The WRC was not the best location for the courses offered in it.

The remaining required courses to obtain the Certificates were canceled or not offered, so the students couldn't obtain the certificates. This applies for VOCE7109.

VOCE7108 worked well off campus, offered at SYVC-R3

Required courses to obtain the **Microsoft Office Basics** such as the one shown below didn't meet a high Census Enrollment. FTES was low probably due to the class schedule or lack of promotion.

	CRN	Max Enroll	Census Enroll	FTES				weeks	Hour per Class session	
VOCE7105	41813	30	14	0.43	6:30PM-8:25PM	TWICE	TR	8	4	SYVC-R3
VOCE7107	41814	30	20	0.61	6:30PM-8:25PM	TWICE	TR	8	4	SYVC-R3

Required courses to obtain the **Microsoft Office Basics** such as VOCE7112 and VOCE7113 were not offered due to lack of instructors.

Conclusions:

There are too many courses required to complete a certificate and not enough instructors to lecture all the courses nor enough locations. In redesigning the certificates, it's important to

consider the motivations students have in taking these courses (personal vs. Employment-driven)

The redesign will reduce the number of courses by combining content accordingly. This will result in five courses spread throughout three certificates. The proposal is to reduce from 11 to 5 courses spread throughout three certificates.

For entertainment and managing life: Beginning Computer Skills Certificate of Completion (two required courses).

For job market by acquiring essential office computer skills (Students who could potentially progress along the pathway to credit courses): Intermediate Computer Skills Certificate of Completion (three required courses that starts the pathways to credit). Refer to attached file **Pathway from Completion Certificates (NONCREDIT) to Accomplishment or Achievement Certificates (CREDIT)**

For entertainment and management of life: social media for beginning entrepreneurs- Certificate of completion.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

- There are too many courses required to complete a certificate, but there are not enough instructors to teach all those courses nor enough locations.
- There is awareness of the certificates and the course sequencing required to obtain them, but there are too many courses required.

3. What are your plans for change or *innovation*?

- Launch course and program modifications to update course content and streamline certificate criteria.
- Promoting courses and certificates through a variety of platforms like social media, fliers, texting, posters, radio, newspapers, etc.
- Developing professional development (PD) opportunities for instructors to keep them updated on new technologies
- Program Awareness and Marketing: Leverage Noncredit Counseling to raise awareness of the program nuances; Develop brochures and other printed materials that delineate the programs and courses and better guide students onto the appropriate path, including transition to the credit CBIS/CBOT programs.
- Visit classrooms to speak to students: This would allow for emphasizing the importance and benefits of obtaining the certificates. Emphasize the importance of attendance.

- Continue supporting the noncredit recognition ceremony to motivate students to obtain the certificates.
- Gather student feedback: seek feedback from students on class schedules and time/day preferences.
- Gather constituent feedback regarding the proposed curriculum changes (BASK instructors, students, counselors).

4. How will you *measure* the results of your plans to determine if they are successful?

- Increase in the positive attendance hours for the VOCE program
- Increase in the number of certificates earned
- Number of noncredit students transitioning to credit programs

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

We don't offer DE classes currently.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings?

VOCE instructors, students, counselors, and student navigators.

2. Are there specific recommendations regarding the core topic responses from the validation team?

None. There was consensus on recommendations.

Program Review Signature Page:

Lilia Wambolt

[Lilia Wambolt \(May 13, 2024 09:29 PDT\)](#)

Program Review Lead

May 13, 2024

Date

Sofia Ramirez-Gelpi

[Sofia Ramirez-Gelpi \(May 13, 2024 09:34 PDT\)](#)

Program Dean

May 13, 2024

Date



Vice President, Academic Affairs

Date







VOCE Curriculum and Teaching Design 2023-24

Final Audit Report

2024-06-17

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