

**Community Education
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Community Education***

2. Person(s) completing the questionnaire: *Elizabeth Maciel*

3. Date of completion: *November 5, 2007*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Community Education program is able to further the College's mission and goals by offering courses that enhance an individual's own personal and professional goals. Courses offered by Community Education are not traditional college credit courses; however, the courses do introduce students to the vast courses available by the College.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The significant events that have affected or impacted Community Education are:

- 1) Organization** – *The staff of Community Education consists of two FT classified employees, (a Senior Administrative Assistant and a Program Assistant) who report to the Dean of Career Education and Workforce Development. The program continues run without a Director, thus leaving all daily administrative functions for the program with the Senior Administrative Assistant.*
- 2) Staffing** – *Though staffing has not changed from the previous year, the staff shortage has greatly impacted the business aspect of Community Education. With only two FT classified employees the 2007 summer and fall schedules were not produced due to the shortage in staff and time.*
- 3) Program Growth** – *1) Older Adults Program – The program was increased to include a summer session, in addition to expanding the fall/spring semesters. This expansion resulted in committing one of two FT Classified employees to this program with assistance from student hourly staff. 2) Fee Based Program – This has*

resulted in a positive/negative result. The positive side of this fee based program is that we have two tennis academies that have proven to be very successful in the bay area; however, the program has resulted in being a very time consuming program that is utilizing both FT employees, thus leaving no time for the development and implementation of any new classes and/or certificate programs. 3) College for Kids has continued to be a stable program and continues to serve the community with a positive impact.

- 4) **Budget** – Community Education is a self sustaining program that supports itself from the revenue received from its programs, (fee-based and non-credit, FTES programs). Compared to previous years, we have had slight financial growth; however, our continued growth and success is dependent on our ability to maintain the current programs and to create new programs in the event that those currently being offered decline in enrollment.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The needs of our clientele continue to remain the same as in the previous year. Our Older Adult clientele continue to request computer classes, in addition to class that are socially and physically active. Parents of our College for Kids programs continue to request academic courses that will prepare their child for higher education. Unfortunately, due to the lack of staffing and funding implementation of new programs have not been possible.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Refer to comments in 2006 Program Review Report.

3. In analyzing any available program data concerning program “satisfaction” (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Refer to comments in 2006 Program Review Report.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Refer to comments in 2006 Program Review Report.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Community Education has the capability for growth as seen by the expansion of the Older Adults program; however, in order for our fee-based programs to sustain us financially we must obtain additional funding and at least one additional classified staff employee. In order to alleviate both current employees from the tennis academies, we need to find software that will allow us to schedule tennis court usage by appointment and classes.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
- What relevant findings have been derived through the SLO assessment process?
 - What changes have been implemented, or are planned, based on the findings since the last program review?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Not applicable.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
- How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - How might these influences form the basis for an action, objective, or request for resources?

Refer to comments in 2006 Program Review Report.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

In 2006 six new academies had been implemented, since then two academies have ceased to exist due to the lack of revenue generated, one academy is on hold until the completion of the pool remodel, and three academies continue to remain financially viable. It is unfortunate, but once again, it is urgent that we obtain financial resources and staffing to help create new programs. It is vital that we seek new programs in the event that one of our viable academies ceases to exist.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Community Education has the ability for growth and can grow should staffing and funding be available. The economy is changing; individuals will be seeking institutions where new skills can be taught. Time and effort need to be focused on implementation of programs, short-term courses and marketing of the Community Education program.

2. Program Strengths:

*The strength of Community Education is with its two F/T employees and student workers. Without their endeavors to maintain the current programs Community Education would not have seen a **very** small, yet significant, financial improvement over the past year.*

3. Program Challenges:

The challenges Community Education faces continue to remain the same as in the previous year, staffing and funding. We struggle to maintain the programs we currently have with the shortage of staff, and the lack of the new programs. Time and energy is spent on administrative functions, with no time spent on program development. Daily tasks are prioritized on an "as needed" basis.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The intended actions or objections over the next three years are to add additional staff and programs. Nonetheless, the decision to hire additional staff is the decision of the Dean of Career Education and Workforce Development. New programs can be created with new staff being added and funding for the development and implementation of programs. Thus, by doing so, it is anticipated that programs and revenue will increase.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The estimation of timelines being started or completed is unpredictable. Discussions have been held with the Dean of Career Education and Workforce Development over the past two years, insomuch that decisions have not been made as to when a Director or additional staff will be hired, if any.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The completion of any of the actions or objectives will be accomplished based on needs and/or factors determined by the Dean of Career Education and Workforce Development.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Budget Allocation, approximately \$250,000 for Non-Credit, Part-time Hourly Instructional</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

During the past year, Community Education received a budget allocation in the approximate amount of \$250,000 for the expansion of the older adult program. As a result of the infusion of funds this resulted in a total of 567 FTES, an increase of 219 FTES from the previous year, 2005-06.

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE: *2.0 currently, request 1.0 additional staff member*

Classified Hourly (in dollars): *\$30,000*

Administrative Staff FTE: *1.0*

Facilities (brief narrative description): *Currently there four programs in the Giurlani House (or 12 individuals in the office) additional office space is needed.*

Equipment (brief narrative description with estimated total cost): *\$30,000 for office equipment, \$5,000 for non-instructional College for Kids (refrigerator, portable stoves, etc.)*

Supplies (brief narrative description with estimated total cost): *\$20,000 for materials (instructional and non-instructional)*

Staff Development (brief narrative description): *\$2,000 to maintain current skills and learn new technologies.*

Other: *Mileage - \$2,000; membership dues - \$1,500*

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