

Instructional Program Review Report

Sierra College, 2019-2020

Department/Program Name: Community Education, Business & Technology Division

Date Submitted: February 13, 2020

Submitted By: Jill Alcorn, Associate Dean, Continuing Education

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review. Note: The

1) Relevancy: This section assesses the program’s significance to students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The mission of the Community Education program is to “offer a kaleidoscope of exciting classes and activities designed to meet the personal enrichment and professional development interests of our diverse community.” These are fee-supported, not-for-credit community services classes authorized pursuant to California Education Code Section 78300 and approved pursuant to subdivision (d) title 5, section 55002, for which state apportionment is not claimed and credit is not awarded (title 5, section 55000). The Community Education program at Sierra College provides community members access to learning and continued education opportunities with over 600 face-to-face classes and activities annually across all four campuses in our District as well as over 300 online classes each month.

1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision-making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Community Education courses and activities complement the offerings of the comprehensive college and support the District's mission to provide a challenging and supportive learning environment for students having diverse goals, abilities and needs. We offer hundreds of affordable, not-for-credit courses designed for personal and professional enrichment for local residents who might not otherwise experience Sierra College. Students are not required to register through the state's CCCApply system or provide any personal information beyond basic contact information and payment. They can register for as many or few classes as they wish, any time throughout the semester, via our online registration system, by phone or in person. Subjects offered include business, career, computers/technology, creative arts, dance, family, food & wine, health and wellness, home/garden, language/writing, music, outdoors, trips/travel, and summer/youth camps. While primarily designed for adults, the program provides opportunities for local youth to experience the college through partnerships with Sierra College athletics, aquatics and other youth organizations.

Because our courses are fee-based and we must rely on these registration fees to recover 100% of program costs, we continually assess and adjust our program offerings every term based on demand (enrollment) and feedback (evaluations) from students to ensure we are meeting their needs. For career training, we also consider labor market data and consult with industry partners to ensure we are providing skills training that will lead to a state or national certification or license and increase chances for employment or career advancement. Schedules for these programs are built for working adults and offer accelerated paths.

1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Community Education courses and activities provide learning opportunities that align with the ISLOs of the District. We offer short courses that enable community members to develop their technology skills and digital literacy from computer basics to more advanced applications such as Excel, WordPress and Photoshop. We also offer a full range of courses that contribute to communication and critical and creative thinking such as foreign language, art, dance, photography, cooking and meditation. Finally, we believe classes such as "Climate Change Challenge: How to Lower Your Carbon Footprint" as well as our vast array of summer youth camps help enhance a sense of community and citizenship.

1d) Program offerings align with which of the following mission categories; check all that apply:

- Transfer Career Technical Education AA/AS/T/Certificates
 Basic Skills Personal Development/Enrichment. Lifelong Learning

Please analyze your department's performance in supporting the mission categories marked in 1c above. Provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. Relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

As stated above, the Community Education program is designed to provide access to the college for community members seeking enrichment and lifelong learning opportunities outside of the traditional degree and certificate pathways. We also currently offer some short-term/accelerated career training programs, such as Phlebotomy Technician and Pharmacy Technician – both lead to state certification and are in response to regional labor market needs. According to the US Department of Labor, employment for Phlebotomy Technicians is expected to grow by 23% and Pharmacy Technicians by 9% in the coming decade- both have faster than the average projections for all occupations. The same is true within California where, according to the California Employment Development Department, where jobs for Phlebotomists are projected to increase by 28.7 percent, or 3,700 jobs between 2016 and 2026.

To further expand access to these training programs, we offer special third party billing options for agencies such as Golden Sierra and California's Office of Vocational Rehabilitation as well as insurance companies so that students do not have to pay out of pocket to register. While we do not offer job placement, we can report that in 2019, 88% of our Pharmacy Technician students earned their license through the California Board of Pharmacy and 76% of our Phlebotomy Technician students earned their CPT1 license through California's Laboratory Field Services.

However, with the District's commitment to Guided Pathways and Interest Areas, the Community Education program has made some significant changes since the last program review cycle to support our growing Allied Health department. In 2018, we eliminated our Medical Assistant training program and, as of June 2020, we will be eliminating our Phlebotomy Technician (CPT1) training program as well. These highly popular programs have been/will be integrated into the Allied Health department and offered as credit classes. While this will have a significant impact on our revenue stream (discussed later), we believe these are important pathways within the Health & Wellness interest area and it makes sense to relocate them to Allied Health.

Additionally, Community Education supports the mission of the District through campus partnerships. We recently held free information sessions for the Building Industries (BI) department's new Construction Fundamentals certificate of completion program (noncredit certificate). These sessions were created and advertised through the Kaleidoscope catalog (100% funded by Community Ed). This type of community outreach through our catalog is a great example of how Community Education can contribute to student success indirectly as well. In fact, at the first information session in fall of 2019, more than half of the attendees stated they learned about the new construction courses through the Community Education catalog they received at home.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service. Please include specific data and examples when these are available and relevant to the analysis.

Community Education averages 8,500- 9,000 enrollments annually and the registration income from these enrollments provides 100% cost recovery for the program. We are self-funded and self-sustaining with only a small percentage of revenue from the General Fund contributing the salaries of two AAs who also assist with additional administrative duties needed to support the Roseville Center facility. Furthermore, the program contributes 18% of the Roseville Center's rent to the City of Roseville (\$103,032 in 2019) as well as 18% of the Center's security and utility expenses each month.

Lastly, community ties and partnerships are essential to our program's success. We partner with a variety of local and statewide organizations including: HackerLab for introductory maker classes like welding, 3D printing and industrial sewing, Edventure More for Camp Edmo each summer, a STEAM-based kids' camp, the California Highway Patrol to offer the Motorcyclist Safety Training program and Cal Fire to bring Timber Operator license renewal classes to the area. We also collaborate with Sierra's Athletics coaches and teams to provide youth sport camps that serve as fundraisers for the athletic programs each summer. It should be noted that Community Education contributes a facility fee back to the District on all youth athletic camps and aquatics courses offered through Community Ed which averages \$7,000 per year.

2) Currency: This category assesses the currency of program curricula and instruction as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Describe any developments in your program's curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

As relevant, please address the impact of the development of Interest Areas and Guided pathways on curriculum and program planning and assessment

Community Education classes are not-for-credit and do not receive state funding, therefore, they are not held to the same requirements from the Chancellor's Office. However, maintaining current and quality curriculum that meets our community's needs and expectations is essential for program sustainability.

Community Education instructors are predominately independent contractors who must submit proposals each semester to offer existing and new courses. Instructors are selected based on knowledge, skills, subject matter expertise and experience. As independent contractors, they are expected to stay current on curriculum topics. Some full-time and part-time credit faculty also offer classes with Community Education. These classes offer faculty the opportunity to develop and teach courses in various subjects beyond their typical assignment. We continually seek new course proposals and new instructors to ensure our courses are current, relevant, and fresh – on average, we introduce 25 new courses each term.

While currency is important in personal enrichment programming, it is critical to our courses and programs that are agency or state regulated. Motorcyclist Safety courses are offered in partnership with the California Highway Patrol and Department of Motor Vehicles. The course curriculum is designed and regulated by the CHP and their training partners to ensure we're teaching the skills needed to safely ride a motorcycle and pass the driving test at the DMV. Instructors go through extensive training and receive statewide certification before they can teach for us. The rigor and value of this course is evident in that successful completion of the course is *required* for those under 21 seeking a motorcycle license. Completion also allows those over 21 to waive the driving portion of the test at the DMV.

Similarly, the curriculum for our Pharmacy Technician and Phlebotomy Technician training programs are strictly regulated by California's Department of Health. Curriculum is submitted for approval on a regular renewal schedule. Our courses prepare students to successfully pass skills competency tests during externships as well as national written exams, all of which are required to earn a vocational license with the state of California and qualify to work in these fields.

- 2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcome, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

Given the nature of the Community Ed program, where classes are changing frequently and offered for purposes of enrichment, SLOs are created by the instructor in the course proposal process and reviewed/accepted by the program office before scheduling. An assessment is done in the form of a class evaluation for every course, every time it is offered, even if the same instructor offers it every term. This continuous feedback allows both the instructor and program manager to assess not only the intended learning outcomes of the course, but our students' satisfaction with the class, its instructor and their interest in related topics for the future. Course evaluation data is always considered when scheduling the class or instructor in the future.

- 2c) Professional development: Please describe how your department's individual and group activities and professional development efforts, including Flex activities, serve to improve teaching, learning and scholarship.

Please describe any staff development needs you have identified based on this analysis.

The Community Education staff regularly participates in opening week or Flex activities such as Convocation, division meetings and trainings. As a self-funded entity that relies on registration fees to exist, it can be difficult to close the program office during normal business hours; however, we prioritize professional development and close as needed to allow staff to attend these important activities and

trainings at the Rocklin campus. In the past year, Community Ed staff attended the Equity Summit, safety training with Erin Rose and Avoiding Bias in the Hiring Process. Our newest employee will be attending R4S in March to learn more about Sierra's priorities, culture, equity work, Guided Pathways and Interest Based Bargaining. Staff are also encouraged (and financially supported) to take Community Ed classes and workshops to strengthen their skills and experience the variety of classes and activities offered by the program. Our program assistants have taken advanced classes in MS Excel, MS Access and social media marketing, all of which enhance the work they do for the program every day.

As a program team, we also attend semi-annual Association of Community and Continuing Education (ACCE) conferences and meetings. ACCE provides networking opportunities, best practices information, new course information and training with subject area experts and peers. We are also members of The Learning Resources Network (LERN), the world's largest association in continuing education and lifelong learning. The program's LERN membership provides practical, how-to information on marketing, finances, management, sales and product development to staff and we pay for staff to attend their webinars when the topics are relevant.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

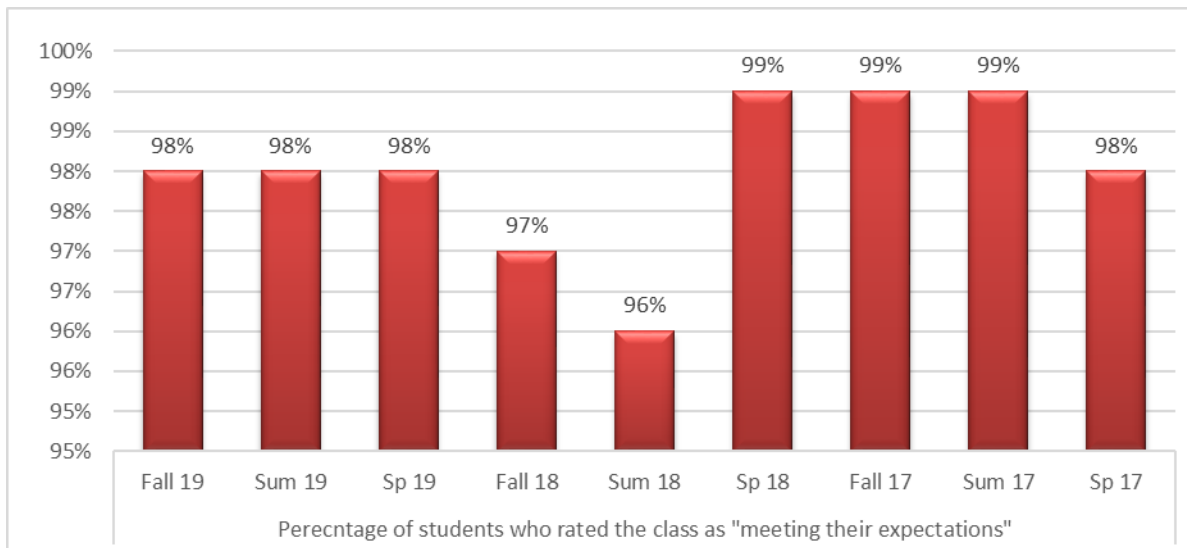
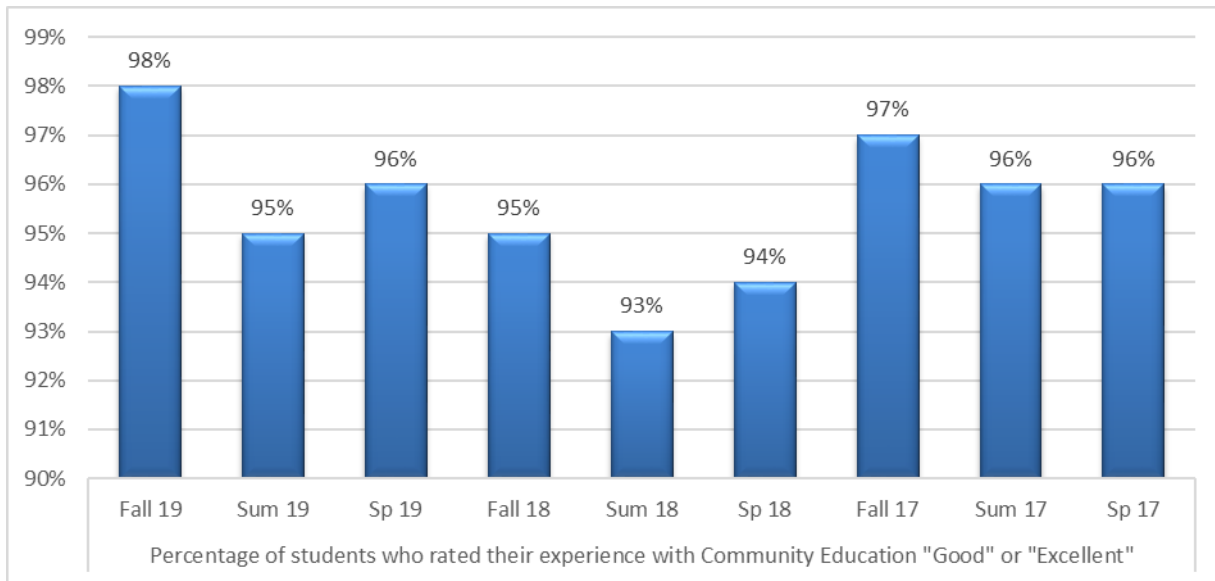
As relevant, please address your program's role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

Community Education data is not from the DSR, but from student surveys, enrollment statistics, cancellation rates and financial statements. Data from student evaluations and enrollment numbers are used to determine the effectiveness of program offerings, interest level and quality of instruction provided. These evaluations are also used to provide instructors with direct student feedback on their knowledge, instructional skills, and instructional format. Based on student evaluations, we make changes to class length, format, and instructional materials as well as whether a course should continue to be on our schedule. When we receive negative feedback, instructors are contacted to discuss issues and resolve concerns. Since the program is fee based and fully self-supporting it is critical that students feel that classes meet and even exceed expectations, that instructors are capable and well versed in the subject matter, and that the presentation format was thorough and clear. Our goal is to retain our "customers" so that they take a variety of classes with us year after year.

Below are highlights from course evaluation data for 2017 – 2019 with regard to student experience and expectations with the program. We are proud to consistently stay at 90+% in our students reporting their

experience with our program as good or excellent. However, we recognize that not every class goes well for everyone therefore, when our students are not satisfied with a course, we offer them a voucher or refund so that they try us again in the future.

The charts below represent data from our ground classes as well as “home grown” online classes (does not include Ed2Go which are offered online as a third party partnership).



Success is measured beyond student satisfaction/expectations for several of our programs. For example, 89% of our Pharmacy Technician students earned their state license from the California Board of Pharmacy last year and the Phlebotomy program has a pass rate average of 96% on the National Healthcare Association (NHA) exam – that is 16% higher than the national average. Additionally, 76% of our students have gone on to earn their CPT1 license from the California Board of Health’s Laboratory Field Services (LFS). Applying for state license is something students must do on their own after completing the training programs and, while some choose not to continue for personal reasons, all who successfully complete are eligible.

Our Motorcyclist Safety program also has a successful track record. In the past three years, 4,420 students have taken the course with 3,949 students successfully passing (89% pass rate).

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program’s role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

Community Education Enrollment for classes, activities and online courses as a whole*:

Year	2016-2017	2017-2018	2018-2019
Enrollment	8,559	9,134	9,231

*Camp Edmo handles enrollment separately – those enrollments not included.

Enrollment experienced a slight bump after dipping in 2016/17, but remains down from a peak in 2012-13 where registrations exceeded 10,000/year. This is a statewide trend as more content for personal enrichment and professional development can be accessed online, often for low or no cost (YouTube, Lynda.com, etc). Local hobby/craft stores, wine shops, breweries and grocery stores are also now offering classes onsite which add to the competitive landscape. Our goal is to continue offer classes that provide sufficient enrollment to cover 100% of their cost. Personal enrichment classes are highly varied in length and cost – some are low cost and can run with a small number of students while others require a higher minimum. Our program is largely supported (both in terms of revenue and enrollment) by a select few unique programs and partnerships, which are noted below.

100% cost recovery is an on-going challenge for most Community Services programs, but Community Education has benefited from healthy revenues particularly from our largest programs like Motorcycle, Aquatics and Allied Health Training. These make up about 30% of our total enrollment, yet they provide our strongest revenue sources (more than 50% of net revenue) and typically allow for a healthy reserve at the end of each year to support salary step increases, marketing efforts, etc. However, with Medical Assisting and Phlebotomy no longer being offered through Community Education, we are facing a revenue challenge moving forward. These Allied Health programs brought in \$200-300K net revenue annually (Phlebotomy enrollment/revenue dipped this past year), which supported much of our facility, staff, and other program costs. In past years, these “cash cows” enabled us to recover expenses while maintaining sufficient staffing levels and even help the District with expenses such as the move from Roseville Gateway to the Vernon Street facility as noted in the last three-year PR report.

Below represents enrollment data for our larger programs within the Community Education:

Program or Course	2016-17	2017-18	2018-19
Motorcyclist Safety Course	1391	1505	1479
Ed2Go (online partnership)	304	407	453
Youth Aquatics (year round)	500	555	506
Camp EdMO		831	672
Pharmacy Technician	42	44	41
Phlebotomy Technician (will be eliminated in June 2020)	341	359	225
Medical Assisting (eliminated in 2018)	46	55	0

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

While we don’t collect demographic or socioeconomic data, Community Education courses and activities are designed for lifelong learners from kids to seniors and everyone in between. We keep our registration fees as minimal as possible while recovering program costs, including staff salaries, facilities, marketing, etc. Our training courses offer short-term, accelerated alternatives traditional college programs for adults who need to train for work quickly in a format that works for their busy schedules (Saturdays only, evening, etc.). To help make these programs affordable, we welcome third party billing contracts with California’s Department of Vocational Rehabilitation, Golden Sierra and worker’s compensation insurance agencies who are able to pay for student registration fees and supplies.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and any relevant information from section 2 above, please describe your program’s plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

To plan for a significant reduction in our net revenue due to the elimination of two critical, revenue-generating programs, Medical Assisting and Phlebotomy Technician, as discussed previously, we are taking several measures. The first is a reduction in staff by one full-time program assistant (not replacing a retirement position). Unfortunately, the workload reduction of losing these programs is not as significant as the revenue reduction so we'll also be looking closely at enrollment numbers and cancellation rates across all of our courses in order to streamline our offering and eliminate classes that do not fully recover cost. This reduction in courses will hopefully allow us to maintain quality customer service with the reduction in staff (we handle a large volume of phone calls daily two full-time assistants, a part-time temp and a student assistant). We are also increasing our marketing efforts using free platforms such as Facebook, Twitter and Instagram to drive healthy enrollments and we will continue to explore new courses and innovative partnerships to keep the program self-sustaining. For now, we will continue to run a small number of courses at Truckee, however, enrollment remains low at that campus, making the courses (and the brochure we mail to local residents) more costly than at other campuses. We'll assess its viability in the coming year. Finally, besides looking for ways to reduce costs, we are also looking for new revenue sources, including career-training programs that might fill the void of the Allied Health classes, but have not identified anything yet. The full impact of the loss of the Phlebotomy and Medical Assisting programs won't fully be realized until the next fiscal year.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

- 4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

The future direction of the program is outlined in the above analysis with regards to resources, staffing levels and our ability to maintain 100% cost recovery of all that we do. We recognize that the personal enrichment landscape is changing as more local businesses offer their own courses and workshops and as online learning is booming. Our goal is to continue to change and innovate by listening to our community, seek new partnerships and make sometimes difficult decisions about what we can or cannot offer.

We are not requesting District resources, however, it is important to note the challenges of a self-funded program. Sierra's Community Education currently pays for its program office and storage space as well as some classrooms at the Roseville Center location (18% of total square footage, including utilities and security). The District leases this space from the City of Roseville and, due to the nature of the lease, the cost increases annually that makes cost recovery and planning increasing difficult. The associate dean's office space and 50% of her salary is also supported by Community Education funds because she serves as the CE program manager. However, this position also oversees the Public Safety academic departments, Foster Kinship Care Education and OLLI as well as serves as site administrator of RVC.

While Community Ed has been happy to support these expenses, we recognize the new challenges we are facing as high revenue programs move to other departments and may need to assess our program structure in the future.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

No requests –

Equipment/Technology: self-funded

Facilities: self-funded – pays for space at RVC

Staff: Making a reduction per analysis above

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities/future directions, and challenges.

Strengths:

- Ability to respond to community needs by quickly offering new programs/classes and/or revising to meet current demand – very nimble!
- Provides a large variety of personal and professional enrichment to all ages and stages of career/school
- Provides access and exposure to Sierra College by people who may not otherwise experience us
- Kaleidoscope and Community Ed brand is well known in our District area
- Talented and professional staff
- Excellent reputation and customer service
- Community and campus partnerships
- Excellent instructors
- Community members’ positive perception of the program is a value added to the District and enhances community awareness of the college

Weakness:

- Reliance on a few primary programs for overall financial sustainability (Allied Heath training, Motorcycle Safety and youth aquatics)
- Reliance on independent contractors can leave us vulnerable to program consistency and quality control
- Revenue per class can vary widely due to popularity, instructor contract and supplies/material needs

Opportunities:

- New partnerships – considering software developer training, looking for other short-term job trainings that meet regional needs
- Streamlining course offerings to maintain variety but perhaps in a leaner way to support smaller staff and
- Expand marketing efforts – utilizing free social media platforms, partnerships, etc.
- Working with our Ed2Go online career training partner on state training opportunities

Challenges:

- Program enrollment can be tied to local economy, residents' income and employment opportunities
- Increases in rent, security agreement and salaries/benefits for staff are out of the control of the program but must be covered by the program revenue
- Popular courses are not always financially solid (breakeven can be high)
- Many choices for personal enrichment/lifelong learning from online sources to local vendors
- Cost of "self-funded" – human resources, office space, storage, security/building lease, dedicated classroom space, new equipment and supplies is costly as a self-supported program
- Reliance on third party partners to offer career training due to regulations, expense, externship coordination, insurance, etc. which affords us less control (quality control, etc.)
- As a fee-based, self-sustaining program, we are at risk when working with the Department of Rehabilitation for student registrations – they often don't pay for a student until after the course is successfully completed and won't pay if the student drops (we are left covering course expenses)
- Community Ed students do not qualify for assistance through DSPS – accommodation expenses can be costly

5b) How has this report integrated the views and perspectives of stakeholders in the program?

Program staff helped provide the data and participated in analysis discussions that are reflected in this report.