

## Student Services with Instructional

### A. DESCRIPTION AND PURPOSE

1. Describe the program's purpose and mission. Limit 250 words.

SMC Community Education meets the lifelong learning needs of the community by providing a choice of more than 450 classes each semester to individuals who wish to enhance their careers or explore their personal interests. Our fee-based professional certificate and continuing education programs and seminars are designed to promote career development, professional training, and certification. Our low-cost, not-for-credit Community Education courses respond to the interests of the community, enriching lives through hands-on workshops and lively classes in art, writing, dance, and many other areas, with special classes for children and teens. Classes on a wide range of topics are also offered online.

Classes are taught by individuals employed directly with Community Education through a variety of instructional compensation agreements as well as by 3rd party education providers. The majority of these 3rd party enrollments are funded out-of-pocket by students. There are several key programs, including the Supplemental Job Displacement Voucher (SJDV) program where individuals injured at work seeking new skills and jobs using their insurance settlement get that settlement to pay for enrollment, and the Vocational Rehab Training (which is similar in nature, but related more to job loss than inability to perform the previous work).

Community Education classes range across many subjects. Course offerings vary widely with market demand, and high demand courses are often replicated. , Community Education also services several contracts on behalf of the college. This includes the UCLA Extension facility rental for some of their classes, the Department of Public Social Services on the Customer Service Academy

For over 14000 unduplicated students who completed a Community Education course from 2015-2024, this program is either their first experience with SMC or an ongoing opportunity for them to engage with SMC.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

- #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
- #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events
- #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style
- #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

### B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

Community Education serves a broad spectrum of students, reflecting:

**Age Diversity:** While the majority of students are typically adults ranging from their 20s to their 60s and beyond, there are also a growing number of turnkey programs from educational vendors in the youth age range, into high school. There are also a number of older adults enrolling in Community Education to supplement offerings available through Emeritus. This age diversity aligns with the program's mission to offer lifelong learning opportunities to all members of the community. By accommodating learners of different ages and life stages, the program fosters an inclusive learning environment where individuals from diverse backgrounds can come together to pursue their educational goals.

**Ethnic and Cultural Diversity:** Through the wide variety of classes offered in Community Education (SMC-run classes, vendor-run classes, and vendor-run classes facilitating 3rd party enrollment (SJDV and Voc Rehab), Community Education serves an ethnically diverse student body. Students from various ethnic and cultural backgrounds participate in the program, contributing to a vibrant and multicultural learning environment. The demographics include individuals of Latinx, Asian, African American, Caucasian, and other ethnic/racial groups. This diversity is seen across the board and not just in any one particular SMC-run Community Education class. This aligns with the program's commitment to providing accessible education to all members of the community, irrespective of their cultural or ethnic background.

**Socioeconomic Diversity:** Students of various socioeconomic backgrounds enroll in Community Education programs. There are a lot of enrollments from more affluent backgrounds, but a growing number of enrollments (due in part to SJDV) are from historically underrepresented backgrounds and/or low-income households. One of the many factors that contribute to this is the high number of self-paced, accessible-anytime courses through one of many vendors that shares net revenue with Community Education.

While Community Education programs may not be known for being able to leverage diverse enrollments for community change, it is worthwhile to note this shift, particularly through the 3rd party enrollment vendors.

4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

Community Education schedules are mailed to households throughout our service area. In the past, the schedules were sent out once per term (Summer, Fall, Winter, Spring), however, schedules were condensed into two mailings per year as a cost-savings measure. Each printing is for 110,000 schedules, some for campus distribution, the rest to be mailed out. In the future, when the staff position for this program is filled, further improvements to converting "recipients" to "enrollments" will be explored.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

At this time, our dataset does not have robust demographic information, we have only observational data from Community Education instructors.. We do not yet have a process to intersect data with broader SMC datasets, but that is something that can be explored. Namely, additional questions can be added to the registration form, if there is a spot in our 3rd party registration database, for new, first-time registrants. However, collecting this data for continuing students for whom asking for additional information may become a barrier to continued enrollment. It should be noted that we would like to abandon our 3rd party enrollment solution for CommEd. We would use Weblsis, except there is the looming question of changing our Student Information System as a campus.

We have had student evaluations conducted by the program and instructors. It has been inconsistent during the pandemic and with the program's staff transition.

6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

There are an endless source of instructional partnerships Community Education has leveraged, or is hoping to leverage in the future. Here are some key highlights:

Ed2Go/Cengage - provides instructional content online, self-paces and live classes. Also is the leading vehicle for Supplemental Job Displacement Voucher (SJDV) enrollments which will likely become key element of ongoing funding and steady enrollment for this program.

BlackRocket - online and in-person coding programs for youth (websites, social media marketing, apps, etc)

AUMT - Phlebotomy training

Career Training Solutions - Vet Assistant and Pharm Tech programs. Adding Medical Assistant in the future.

Institute for Reading Development - literacy and advanced reading training course for kids

Beverly Drive Financial - financial planning courses

UCLA Extension, LA County Dept of Public Social Services and Supplemental Job Displacement Job Vouchers

## C. CURRICULUM, COURSES, and CLASS SCHEDULING

Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Community Education has almost nothing to do with student success metrics for the District as a whole. Given the nature of the program as a not-for-credit, fee-based program, student success in the traditional sense does not apply at Community Education. The program's success is measured by whether or not it is revenue-neutral for that fiscal year.

What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

There may be some grant opportunities for Community Education. Other programs at sister institutions sometimes use grant funding to subsidize (in whole or in part) the enrollment of some or all students in specific programs. Rather than using such resources for specific programs, if there were grants funds, or Foundation funds, available, the department could use them for some amount of needs-based funding. Some programs carry a hefty price tag, and subsidizing part of the cost much enable more potential students to enroll.

Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Despite this program having no dedicated full-time staff support since the last program coordinator moved into a new role overseeing the Malibu campus, the administrator overseeing this program was able to take on several instructional agreements/contracts for the District. The net revenue of those agreements/contracts will help stabilize the funding for Community Education as it will cover approximately that most recent annual deficits. The program will hire a new Program Coordinator this July. That person will be able to explore eliminating programs that are draining resources, and add ones with potential to thrive, while maintaining or increasing these agreements/contracts.

## D. PROGRAM ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

The last review focused on the implementation of the 2020 Corrective Action Plan. A lot of what could be done, has been done. The lack of dedicated staff has been a struggle, though the program seems to have turned a corner. It would be beneficial for the new employee and the administrator overseeing this program to review key elements of the now-dated Corrective Action Plan and strategic growth opportunities.

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

Classes within Community Education serve several purposes. Some are designed for personal enrichment and fun (stand-up comedy, writing). Some are designed to help a student start a side hustle, or perhaps delve into a new career (i.e. Real Estate, Notary). Others are designed for youth enrichment, which is a growth opportunity in the future. Students are expected to get out of the program whatever it is they seek from the specific class(es) they choose to enroll in.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

There have been student evaluations conducted by instructors for the classes taught by people SMC hires directly to teach. This has been inconsistent over the pandemic, in particular once there was a staff transition. This will be revisited once a new hire has transitioned in. Classes taught by turnkey vendors may also be conducting their own evaluations. There is little, to no, downside to working with a vendor. The program would not worry much about the evaluations or outcomes from vendor-run classes.

8c. What is the “effectiveness” target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

Not applicable

8d. Analyze the program’s performance on the data collected to assess the program’s student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

Not applicable

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

This program is successful when students enrolled aren't complaining about the program.

## Course SLOs

10a. Description of process: Describe your program’s processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

Not applicable. SLOs are not used....decisions on what courses run or don't run are based on if enrollment is sufficient or not.

10b. Describe the most salient results of course SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

Not applicable

11. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

The new Program Coordinator will need to do a robust review of which classes and the temporary instructors who facilitate them are no longer working out for the program, which can be changes/salvaged, which classes can be re-envisioned with new instructors, what new programs and people could be brought in, and what other changes could be made.

## E. THE FUTURE OF THE PROGRAM

12. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

This program could eventually produce enough revenue from current agreements/contracts to experiment with a youth summer camp. The revenue from all of those can cover the staffing to return to more frequent mailing of class schedules and even growing the footprint of the not-for-credit offerings.

## F. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

13. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)

Normally 1.5 FTE classified staff. In year's past there was a Director that halftime was overseeing - and 45 instructors. This year and a half of no staff has given insight to the administrator in key programs needed to keep the budget balanced. With luck, those agreements/contracts can grow enough to eventually support increased staff.

14. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

In an ideal world, the District would cover the staffing costs for this program - or at least minimum viable staffing cost...i.e. 1 full time employee covered by the District each year. Right now, there are zero employees and the program is surviving based on a few hours of time from the administrator overseeing the program, and several staff pitching in a tiny amount here and there.

15. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

Staff are encouraged and supported to participate in campus professional development. Likewise, we are members of LERN (The Learning Resources Network) - the professional association for Comm Ed programs and participate in the annual conference and ongoing PD with LERN. Likewise, staff of this department would be supported in participating in the

Association of Continuing and Community Education (ACCE), an organization for those in the CCC system working in noncredit and community education programs.

16. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

Not yet applicable.

17. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

A succession plan does not exist. Once somebody is hired, and net revenue is substantive to support it, perhaps a temporary or working-out-of-class assignment might enable someone else to get exposure to this program area, which could create potential opportunities for future hires as the department grows, or a defacto succession plan/farm team of possible applicants when a vacancy exists.

18. Describe the program's workplace culture, climate, and morale, and discuss how it impacts the program's ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

One significant impact Comm Ed is faced with is that we have to adjust to whatever the college is doing, with the college rarely taking into account potential impacts on Comm Ed. If a program is successful in Community Education, but a Credit department wants to develop a program in that area, it may kill the Community Education program. For example, an old Comm Ed photovoltaic program was successful, but when it became a Credit program, it failed. Current efforts in Business to develop a credit real estate program will probably succeed, and in the end may end up stifling Community Education's real estate enrollment. For the foreseeable future, this department will be a staff of one.

## G. BUDGET PLANNING

19. Describe how the current program budget aligns with the program's goals and outcomes over the next three years. If it doesn't align, what would be needed to supplement the current budget allocation? (250 words)

This department is a revenue-neutral fund 3 budget. Net revenue from all programs should cover all costs. No more, no less.

As an example of the occasional challenge facing Comm Ed, Comm Ed instructors were not given Zoom accounts as they don't generally have SMC Emails. This is one example of how Comm Ed has to do things other departments don't have to worry about. We just required each instructor teaching online to figure out their own account and pay for it themselves.

20. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

There is a small reserve in this department's budget. The new Program Coordinator will be exploring a 2 year summer camp pilot program that, if successful, will become a key element of the growth of this department.

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This form is completed and ready for acceptance.

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