

Instructional Program Review – Annual Update

Date:	April 16, 2019
Program and Department:	Noncredit Health and Safety Program / Community Education
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (No courses in the program are part of a CDCP certificate)
Additional programs included in this review:	N/A
Date of last comprehensive review:	2015-2016
Submitted By:	Dr. Sofia Ramirez Gelpi
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

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. The Community Education Health and Safety (HEAL) program mission is to complement and expand the activities of the college in order to meet the dynamic educational, vocational, cultural, and life-enrichment needs of the community.

b. Explain how your program mission aligns with the college mission.

The Health and Safety program strives to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. Further, this program aligns with the shared values of “*Student Success, Innovation, Lifelong Learning, and Diversity.*”

The college mission and values can be found here: http://www.hancockcollege.edu/public_affairs/mission.php

Student Success, Program Accessibility and Program Capacity

What is Health and Safety (HEAL)?

This program is composed of a series of courses aimed at improving health, wellness, and safety overall. Currently, it consists of the courses described below:

- **HEAL 7006 – Health and Wellness** - Learn the benefits of adopting behaviors associated with healthy and successful aging. Focus on the natural effects of the aging process, activities of daily living associated with aging, and the benefits of being proactive by using a healthy diet, managing chronic conditions, and engaging in routine physical activity as a means to living with optimum independence.
- **HEAL 7007 – Health and Wellness: Limited Mobility** - This course provides techniques and strategies for healthy living when restricted by physical impairments or limited mobility. Emphasis is on the benefits of managing age-related complications or medical conditions, routine and adaptive physical activity, and a healthy diet.
- **HEAL 7101 – Mature Driver Improvement** – This course focuses on driving skills, and may entitle students age 55 and older to a 5 to 10 percent reduction in their auto insurance premiums from many California insurance companies.
- **HEAL 7104 – Stress Management** - This course teaches students to be less susceptible to the negative physical and emotional reactions to life's stresses. Students discover how to use stress to their advantage, and learn effective coping skills, communication skills, and relaxation exercises.
- **HEAL 7021 – Balance and Mobility** – This course is designed for older adults identified as low-to-moderate risk for falls. Class activities target specific balance problems in a challenging, but safe training environment.

HEAL Outcomes														
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018
Sections	3	3	3	3	3	3	1	2	2	2	4	1	6	6
Headcount	67	65	59	52	55	42	14	33	31	36	71	31	103	107
Enrollment	83	73	76	63	68	52	14	33	31	38	96	31	164	172
retained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retention %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
success	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Success %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FTES	0.8	0.7	0.8	0.6	0.8	0.6	0.2	0.4	0.3	0.4	2.0	0.9	3.6	5.1

TOP Code	Subject.. course	2014-2015	2015-2016	2016-2017
Grand Total	Enrollment	120	78	82
	Sections_	6	5	4
	Avg Class Size_	20.0	15.6	20.5
	Day 1 Waitlist	0	0	0
	FTES	1.4	0.9	0.8
	FTEF - FT			
	FTEF - PT	0.028	0.042	0.028
	FTEF - Overload	0.000	0.000	0.000
	FTEF Total	0.084	0.070	0.056
	FTES / FTEF	16.5	12.4	14.8

Health and Safety (HEAL) is a program that serves older adults. One of the most popular courses under HEAL is the balance and mobility class, and as more facilities and instructors are identified, this course could be offered in other locations, such as Lompoc and the Buellton/Santa Ynez area. Given the population we serve, CCCApply became a barrier to enrollment (implemented June 1, 2016). However, as of Fall 2017, the enrollment is slowly coming back to pre-CCCApply numbers).

FTES FTEF Detail for Spring 2018, Summer 2018, Fall 2018

Reg Level	Department_	2018-2019					
		Enrollment	Sections	Avg Class Size	FTES Overall_	FTEF Overall	FTES / FTEF_
NC	Health-Community Ed	243.0	8.0	30.4	5.46	0.260	21.0
	Total	243.0	8.0	30.4	5.46	0.260	21.0
	Grand Total	243.0	8.0	30.4	5.46	0.260	21.0

HEAL Demographics

Age Category	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Under 19	3.0	0.0	2.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0		
20-24	5.0	0.0	7.0	0.0	1.0	0.0	2.0	0.0			4.0	0.0
25-29	5.0	0.0	4.0	0.0	2.0	0.0	2.0	0.0	4.0	0.0	1.0	0.0
30-34	5.0	0.1	4.0	0.1	1.0	0.0			1.0	0.0	1.0	0.0
35-39	2.0	0.0	6.0	0.1	2.0	0.0	3.0	0.0	3.0	0.0	2.0	0.0
40-49	7.0	0.0	9.0	0.1	1.0	0.0	4.0	0.0	2.0	0.0	1.0	0.0
50+	95.0	1.3	68.0	1.1	76.0	1.3	59.0	0.8	89.0	2.3	150.0	9.5

Ethnicity ²⁺	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Asian	3.0	0.0	2.0	0.0	2.0	0.0	1.0	0.0	6.0	0.1	8.0	0.4
Black	2.0	0.0	2.0	0.0			2.0	0.0	1.0	0.0	2.0	0.0
Filipino	2.0	0.0	2.0	0.0			1.0	0.0	2.0	0.0	3.0	0.0
Hispanic	28.0	0.3	25.0	0.2	13.0	0.1	11.0	0.2	11.0	0.2	29.0	1.4
Native Am	1.0	0.0	1.0	0.0					2.0	0.0		
Other	1.0	0.0			2.0	0.0					2.0	0.1
Pac Isl											2.0	0.2
White	70.0	1.0	59.0	1.0	58.0	1.1	48.0	0.6	71.0	1.9	106.0	6.8

Gender	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Female	79.0	1.0	56.0	0.8	43.0	0.7	42.0	0.5	74.0	1.9	116.0	8.1
Male	27.0	0.3	35.0	0.5	32.0	0.5	21.0	0.2	19.0	0.3	33.0	0.8
Unknown	1.0	0.0									1.0	0.0

Enroll Status ²⁺	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs										
First Time	4.0	0.0	3.0	0.0	1.0	0.0	3.0	0.0	7.0	0.1	21.0	0.6
First Time Transfer	4.0	0.0	3.0	0.0	2.0	0.0	2.0	0.0	12.0	0.2	24.0	0.7
Continuing	34.0	0.4	11.0	0.1	24.0	0.3	16.0	0.1	18.0	0.4	48.0	1.5
Returning	31.0	0.4	36.0	0.5	30.0	0.4	22.0	0.3	36.0	0.9	72.0	5.0
Special Admit			1.0	0.0								
Unknown	36.0	0.5	38.0	0.6	20.0	0.5	22.0	0.3	21.0	0.6	13.0	1.2
Grand Total	107.0	1.4	91.0	1.3	75.0	1.2	63.0	0.8	93.0	2.2	150.0	8.9

b. Please comment on data and trends

The largest population, across the board, is Latino/a. The students are largely female, and we have a balance of continuing and returning students. In terms of age, it is no surprise that the majority of the students are 55 years old and over. As noted before, there was an enrollment decline from 2012-13 and a noted dip in 2015-16 (63 students). Assistance for CCCApply via registration workshops (started in fall 2016), as well as a simplified printed CCCApply admission form that is manually processed by Community Ed staff has been beneficial in increasing the headcount and resulting enrollment. During the 2017-2018 academic year, the HEAL program saw an increase in enrollment of 38% (from 93 students in 2016-17 to 150 students in 2017-18. We continue to survey students, assess needs, and meet those needs.

c. If this year's figures for the program are below the set standard explain steps you will take to improve.

There was a dip on headcount and enrollment, in part due to the implementation of CCCApply (June 1, 2016) that impacted this population. We started registration workshops in Fall 2016, and also developed a simplified printed CCCApply application (available in English and Spanish) that Community Ed staff manually process.

d. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

No certificates offered under HEAL.

e. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

N/A. The HEAL program provides learning opportunities for adults on such topics as health, balance and mobility, injury prevention, mature driving, disease prevention, health literacy, and safety skills development.

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

N/A

Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

g. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

No. PT faculty need eLumen 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.

h. 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 HEAL program is staffed exclusively with PT faculty. Very few HEAL 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 course outcomes are being met, formalized collection and entry of these data into eLumen hasn't happened yet. Training faculty (including compensation for faculty to attend and participate is needed.

i. 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.

N/A.

j. 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.

N/A. Courses will undergo review and update as per the course review cycle. Existing SLOs will be reduced in number to make assessment and data collection a reality. Work needs to be done in eLumen to enter these noncredit courses.

With regard to curriculum development, there is interest in the community for the following topics/courses: caring for the elderly, consumer protection, developing healthy habits, living with allergies, living with diabetes/diabetes management, fitness courses that lead to body awareness and mind-body healing, meditation and mindfulness, stress management, managing health consumer information, health advocacy, workplace safety, household safety, self-defense courses, identity theft, online safety, disease prevention, and more. These courses have an overlap with other noncredit categories such as short-term vocational, parent education, older adults, home economics, and disabled adults

programs.

- k. 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.

Yes. Course review for HEAL courses is taking place in spring and summer 2019. Community Ed staff are working with committed PT faculty on the review and update of HEAL curriculum. Using AEP funding, we have hired a temporary curriculum specialist (short-term/on call position) to focus on the noncredit inventory, develop a noncredit curriculum map that delineates our local and state gaps, assist with curriculum, and handle submission to the Chancellor's Office. Although this is a temporary position, the academic dean will assess this position as an ongoing or temporary need. If the need is ongoing, the next step will be to develop a job description, have the job description shared and approved, and then hire either a FT or PT employee to handle these duties.

- l. 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 HEAL courses in the program do not have PCAs at this time.

Focus and Engagement of the Program

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

Major trends:

- The older adult population is growing in the region.
- Automation and online retail are impacting employment opportunities.

Opportunity:

- Development of courses geared toward older adults that provide **meaningful/relevant content** in an innovative fashion. For example, development of courses that provide the following content: workplace safety, safety in public places, safety at home (i.e. Household Chemical Awareness), personal security, online security, self-defense, ID theft protection, navigating the health care system, understanding medications, purchasing health insurance, meditation, diabetes management, and much more.
- Partnerships with the City of Santa Maria, the Santa Maria library, the Workforce Resource Center, the Department of Social Services, area employers and industry, the SM Department of Motor Vehicles, the school districts, local churches, senior centers, and more, where Hancock can leverage classroom space, resources, and expertise to better serve the needs of this student population.
- Funding through the California Adult Education Program (CAEP, formerly AEBG) to develop courses/programs for adults in order to meet regional need

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

External:

- Title 5 §55023 was amended to include SP (Satisfactory Progress) as an evaluative symbol to be used toward completion of a course (only for noncredit courses). This evaluative symbol will provide Community Education with a metric to assess course completion.
- The current Positive Attendance accounting method is taxing, with instructors having to account for every 15 minutes of noncredit instruction. Moving toward a 20%-60% census-based system would be ideal.
- Lack of equitable funding for noncredit outside of CDCP courses/programs. The two-tiered adult education system creates a barrier to effectively serve all members of our community equally, impacting our ability and commitment to equity and social justice.
- XXXX programs are not part of the CDCP funding process.
- Slow noncredit program review and approval process at the state's level that inhibits noncredit programs' ability to quickly respond to industry demands and/or community needs.
- Lack of financial aid for noncredit programs. Courses and textbooks may be free, but these students still struggle with transportation, housing, food, childcare, medical care, etc. and their struggle is far more accentuated than for credit students (who have access to financial aid, BoG waivers, and Pell grants.) Allowing noncredit students to qualify for some of these financial benefits, as it was done for High School students enrolled in credit community college classes, would go a long way in ensuring these students attain appropriate literacy levels, complete a HS diploma or equivalent, or move into job that provide livable wages.
- Lack of noncredit Open Educational Resources to enhance resources and reduce the cost of textbooks and materials for noncredit programs.
- Lack of noncredit internships opportunities. Amending current Title 5 language would augment noncredit students experiential and learning opportunities, especially for job seekers.
- Not all noncredit students are poor and uneducated! There needs to be a statewide effort to destigmatize the image of noncredit adult education to encourage employed adults to enroll in noncredit certificate programs to advance in their careers, or seek a second career.
- Implementation of CCCApply, an online admission system statewide that is close to impossible for this student population
- CAEP funding to develop and/or expand programs for disabled adults
- Potential competition with the Lompoc Adults Education and Career Center (rather than collaboration to avoid duplication of efforts in the region).
- California, as a whole, is unaware of the free educational opportunities offered through their community college noncredit programs. A statewide marketing and outreach effort is needed to raise awareness.
- With the current FON legislation as is California community colleges have no incentive to hire FT faculty for noncredit programs. It results in large noncredit programs staffed entirely with PT faculty, generating at times, a large turnover of instructors.

INTERNAL CONDITIONS:

- Lack of full-time noncredit faculty to provide consistent educational services; provide appropriate review of academic currency via established college processes such as program review and annual updates, SLO data collection and analysis; college representation at various college committees and councils.

- Although Community Education is considered a department, it lacks a department chair to provide representation at the Department Chairs meetings. Many faculty-related roles normally connected to department chairs or FT faculty have fallen on the academic dean.
- CCCApply continues to be a barrier to noncredit students, especially disabled adults. Although Community Education simplified the admission process and developed a printed version, the two-step approach to CCCApply is a challenge. Students need to apply, and then wait to get a CCCID and login info before they can move on to step 2. The waiting period can be short (a few minutes) or take several hours. Many students give up and walk away during this waiting period.
- Lack of FT noncredit faculty to provide presence at various college committees and councils, and the continued stigma related to noncredit that it is “less than college”, and not “part of the college”.
- Lack of seamless noncredit-to-credit articulation agreements, or pathways for students who wish to continue their educational goals.
- No noncredit Distance Learning offerings in order to serve the educational needs of military spouses, rural communities (Sisquoc or Cuyama, for example), or working adults who needs alternative instructional delivery methods. Our banner testing has been unsuccessful in meeting the 60% census requirement for noncredit DL classes.
- No clear noncredit managed enrollment model to determine/predict noncredit FTES, and develop/implement appropriate scheduling practices.
- Not enough noncredit counseling, or career counseling or workforce services to support students with career exploration, transition, placement, and success.
- Limited CAEP funding, given how large Community Education is (partner allocation is about \$600,000 per year, for 3 years).

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

o. Current industry employment and wage data (please cite sources)

N/A

p. Industry employment and wage trends

N/A

q. TOP code employment CORE indicator report

N/A

r. Advisory committee recommendations

N/A

Continuous Improvement of the Program

s. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action.

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES	TARGET DATE(S)	STATUS
<ul style="list-style-type: none"> • Ensure all HEAL courses and programs have measurable learning outcomes. • Designate appropriate tools for assessment and measurement. • Formalize the assessment process. 	<p>Fall 2016 – Continue review of all noncredit courses. Ensure currency of course learning outcomes. Identify assessment tools. Identify program learning outcomes.</p> <p>Fall 2019 – Formalize SLO assessment process.</p>	<p>On target with course review</p> <p>Ongoing</p>
RECOMMENDATIONS TO IMPROVE STUDENT RETENTION AND SUCCESS	TARGET DATE(S)	STATUS
<p>(1) Develop new HEAL courses that address current need for adult students.</p> <p>(2) Review existing curriculum and update as needed.</p> <p>(3) Identify metrics for student success for these courses.</p> <p>(4) Partner with different city/regional agencies to leverage resources.</p>	<p>Fall 2018</p>	<p>On target for all recommendations</p>
RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	TARGET DATE(S)	STATUS
<p>Enrollment Changes</p> <p>New admission process (CCCApply) poses a barrier to the noncredit student population. Although a simplified printed admission form was developed and implemented, further modification and streamlining is needed to</p>	<p>Fall 2016</p>	<p>Completed</p>

address/serve this particular population.		
Demographic Changes – None at this time		
Retention and Success Changes	Fall 2019 – The implementation of the “SP” evaluation marker will provide us with a retention and success metric in noncredit courses.	Ongoing
Delivery Method Changes	TBD – There is hope that the new banner 9 system will allow us to generate 20% and 60% census reports for noncredit DL courses. With these in place, we could expand noncredit HEAL offering to include DL classes, including potential short-term OSHA noncredit courses.	Ongoing
RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	TARGET DATE(S)	STATUS
<u>Curricular Changes</u> (1) Develop new HEAL courses and programs that meet community demand for core academic and vocational needs. (2) Review existing courses to address currency of content and industry need.	Fall 2018	On target and ongoing
Related Community Plans – Continue to develop new partnerships in the community, and enhance/improve the existing ones.	Fall 2018	On target and ongoing
RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	TARGET DATE(S)	STATUS
Facilities – Community Education needs to reconfigure its physical space in order to	TBD	Ongoing discussion

better manage crowds during high demand period, as well as to streamline services provided (admission, registration, cashiering).		
Equipment (Non-Technology) – None at this time	N/A	N/A
Staffing – There is a need for the following positions in Community Education: <ul style="list-style-type: none"> • Noncredit curriculum specialist • CE Lead Technician/Coordinator (a lead position for the front counter staff) • A second CE coordinator to properly balance the workload of coordinating CE • Academic coaches to provide students with academic/tutoring/support services. • CE Community Liaison 	Fall 2019	Ongoing. Some of the positions have been hired as short-term/on call employees in order to assess effectiveness and whether the need is temporary or not.

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
CA Chancellor’s Office	California Adult Education Program (AEP) funding	\$697,329.00 (ongoing state funding, for 3 years)	Expansion of CAEP programs (NESL, Basic Skills, Parent Education, Vocational Education, and development of pre-apprenticeships), and funding to increase access to programs
Santa Barbara Foundation	Robert O’Dougan Grant	\$27,500 (one-time grant funding)	Expansion of services and instruction for the Noncredit ESL program

List any new or modified recommendations below, including rationale for these in the table.

- t. Summary of request for resources (please attach resource request form). Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program,	Item	Program	Type	One-time	On-going cost (per	Anticipated Completion Date or
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RRX year)		Goal		cost	fiscal year)	On-going
n/a	n/a	n/a	n/a	n/a	n/a	n/a