

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Service Area/Administrative Unit Name

Service Area/Administrative Unit Name: Adult Education

Academic Year: 2022-2023

Name(s) of Submitter(s): Elena Rivera

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

What is the area mission?

BCC Adult Education mission is to prepare and support adult education students in Basic Education (English and Math); GED Preparation (High School Equivalency Certificate); Programs for immigrants in US Citizenship and ESL; Workforce Preparation; Short-term CTE Certificates; Parenting classes to support K-12 student success

What is the area vision?

BCC Adult Education vision is to support adult students in achieving academic success in pursuit of better employment, promotion potential, and increase post-secondary transition opportunities.

Please provide a short area description:

Support Adult Education students to transition to college and/or sustainable employment. Create educational pathways for Adult School students through career guidance to transition to community college. Promote immigrant integration pathways and Integrated Education and Training programs (IET). Encourage Dual Enrollment in CTE Career Pathways (HS Diploma/GED and Career Training).

How does your area align to and/or support one or more of the following BCC Strategic Priorities?

BCC Adult Ed. department provides support systems for students to have equitable opportunities for academic success, e.g. transitional counseling, tutoring software, materials and supplies, workshops, non-credit classes, and student edification presentations. We build community by forming cohorts and establishing on-going communications that includes student check-ins.

- Innovate to Achievable Equitable Student Success
 - Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
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II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area’s internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Area Data and Analysis

Demographics of internal and external customers – who do you serve?

We serve student 18+ years old that need Basic Skills, GED/High School Diploma, Career and Workforce Skills Training, or ESL/U.S. Citizenship.

Area Organization – state any changes in past few years

Since returning from remote work, BCC Adult Education in partnership with CTE Dept. has established the following new programs: CTE Non-Credit Certificates in Customer Services, Digital Literacy, Essential Skills, Forklift Operator, and Trades Technician, as well as GED Prep program in English and Spanish.

Staff Professional Development

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Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
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Area Effectiveness Data and Analysis

Satisfaction Surveys

No Surveys Conducted/No Data Available

Audits, project tracking, etc.

No Data Available

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Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

No Data Available – However, with on-going student feedback, we have noted the equity gaps: student language barrier, lack of access to college special services, class schedule not conducive to student work schedule.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

BCC Adult Education participates in monthly Consortium for Adult Education board meetings, trainings, and provide monthly reports to improve the decision-making. We also engage in monthly working-group meetings to conduct data talks and analyze student performance. Adult Ed. uses an outside consultant to lead us in creating new opportunities for student engagement.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines).

Describe the effect the changes or updates in policies and processes have had on the unit.

As of November 2022, Adult Education moved under CTE in the organizational chart. Adult Ed. programs are now better aligned with the programs we must implement and manage, following the Consortium for Adult Education 3-Year Plan.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

A formal standard operating procedure for onboarding new and continuing ESL students, from Admissions to the completion of student Educational Plans and Transfer.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

CTE (Non-Credit Certificate Programs)

List the other programs that are part of your Guided Pathway

ESL (Non-Credit), TLSC Support Services & Non-Credit SDEV Classes

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

BCC Adult Ed. meets with CTE Department on a weekly basis. We mutually support non-credit classes for workforce skills. Through Academic Affairs VP & Dean, a team has recently started meeting and collaborating to support ESL program needs.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why?

Please provide examples of collaborating with other areas on projects, process improvement, etc.

BCC Adult Ed. has partnered with the TLSC, and on a daily basis we work together to support Adult Ed. through tutoring, digital literacy, and proctoring. We work jointly with Counseling to ensure each of our Adult Ed. students have an Educational Plan to transition to college and/or a Career.

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What other areas have you worked with?

Please provide examples of collaborating with other areas on projects, process improvement, etc.

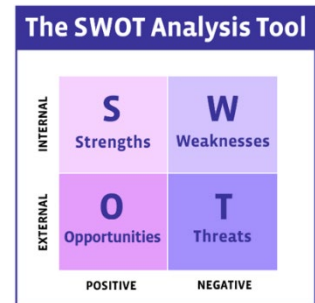
BCC Adult Ed. works closely with Ft. Irwin staff to support military and dependents in Basic Skills, ESL and US Citizenship.

What other areas do you want or need to work with more and why?

BCC Adult Ed. needs to work at a deeper level with Special Program Services to refer our Adult Ed. students to help alleviate some of their barriers.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS ~ Ft. Irwin BSEP Program (Basic Skills for Military) ~ CTE Non-Credit Workforce Classes ~ Partnership with TLSC ~ GED Prep (English & Spanish) ~ Workforce Workshops ~ Parenting Classes ~ Academic & Career Counseling	WEAKNESSES ~ CASAS Testing (AE Requirement) Not Consistant ~ ESL Program (low enrollment, level transition and CASAS participation) ~ U.S. Citizenship Classes Not Scheduled around Student Availability
External	OPPORTUNITIES ~ Working closely with the K-12 District Members of the Barstow Area Consortium for Adult Education ~ Workforce Skills Classes in Partnership with the San Bernardino County Probation Dept. ~ Working closely with the Barstow Chamber of Commerce in offering Entrepreneurship Workshops ~ Creating Partnerships with local business to help employers train employees	THREATS Click or tap here to enter text.

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	~ Connecting with K-12 District English Learner Advisory Councils (DELACS)	
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III. Area Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Some areas may only have three goals while others may have four or five—that is okay.
 - Cite evidence from assessment data and/or other area effectiveness data.
- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

Support students to obtain GED High School Equivalency

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

1. Increase number of students successfully obtaining GED High School Equivalency

Actions, Tasks

1. Staff Development in implementation and softwares to support GED program student (Aztec Software, Burlington English, & CASAS)

Outcomes, Measures, Assessment

1. Increase student enrollment and retention
2. Increase number of students successfully obtaining GED High School Equivalency

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Objective 2

Work in partnership with TLSC to provide software and tutoring for GED test preparation in English & Spanish

Actions, Tasks

1. Ensure TLSC and Adult Ed staff are up-to-date in CASAS certifications.
2. Ensure th students use TLSC tutorial services and faculty direct instruction.

Outcomes, Measures, Assessment

1. CASAS certified TLSC and Adult Ed staff will have a better understanding of CASAS testing.
2. Non-credit Adult Ed students will complete GED preparation modules at a faster pace using the tutorial services and faculty direct instruction.
3. There will be an increase in GED program completion

Objective 3

Monitor student progress and incorporate motivational inreach

Actions, Tasks

1. Conduct weekly communications with students
2. Implement a student tracking data system
3. Build relationships with student and create incentives

Outcomes, Measures, Assessment

1. Students will be motivated to keep making progress towards obtaining their GED HS Equivalency
2. Student Data to Demonstrate Student Outcomes
3. Builds Community and Student Success Stories.

Resources Needed

1. Student Tracking System
2. Incentive Items
3. Professional Development/Training

GOAL #2

Develop new CTE Non-Credit Short-term Certificates (CDCP)

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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Objective 1

Develop a Medical Assistant Certificate

Actions, Tasks

Certificate will consist of 3 classes. Classes to be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be co-enrolled in their GED/HSD program while gaining workforce skills and to transition into degree for-credit classes.

Objective 2

Develop a Warehouse, Logistics & Supply Certificate

Actions, Tasks

Certificate will consist of 3 classes. Classes will be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be co-enrolled in their GED/HSD program while gaining workforce skills and to transition into degree for-credit classes

Objective 3

Develop Environmental Sanitation Certificate

Actions, Tasks

Certificate will consist of 3 classes. Classes will be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be co-enrolled in their GED/HSD program while gaining workforce skills and to transition into degree for-credit classes

Resources Needed

Requesting for faculty to develop curriculum for each of the certificates and receive required approvals.

GOAL #3

Develop Integrated Education Training (IET) non-credit courses (Integrating CTE & ESL)

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Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

Develop an IET in Trades Technician

Actions, Tasks

CTE & ESL faculty to collaborate in developing curriculum to support ESL students.

Outcomes, Measures, Assessment

ESL students will increase their English proficiency while learning workforce skills.

Objective 2

Develop an IET in Customer Services

Actions, Tasks

CTE & ESL faculty to collaborate in developing curriculum to support ESL students.

Outcomes, Measures, Assessment

ESL students will increase their English proficiency while learning workforce skills.

Objective 3

Develop an IET in Digital Literacy

Actions, Tasks

CTE & ESL faculty to collaborate in developing curriculum to support ESL students.

Outcomes, Measures, Assessment

ESL students will increase their English proficiency while learning workforce skills.

Resources Needed

Requesting for faculty to develop curriculum for each of the certificates and receive required approvals.

GOAL #4

Develop CTE Non-Credit Short-term Certificates (CDCP) in Spanish

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Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Objective 1

Develop Digital Literacy Class in Spanish

Actions, Tasks

Class to be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be enrolled in ESL program while gaining workforce skills.

Objective 2

Develop Customer Service Class in Spanish

Actions, Tasks

Class to be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be enrolled in ESL program while gaining workforce skills.

Objective 3

Develop Essential Skills Class in Spanish

Actions, Tasks

Class to be developed by faculty and submitted for appropriate approvals.

Outcomes, Measures, Assessment

Students will be enrolled in ESL program while gaining workforce skills.

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Resources Needed

Requesting for faculty to develop curriculum for each class and receive required approvals.

GOAL #5

Support CTE Efforts in Developing Career Readiness, Life Skills, and Entrepreneurship Workshops

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Objective 1

Develop Workforce Workshop Series

Actions, Tasks

Workshops to be developed by Professional Experts.

Outcomes, Measures, Assessment

Adult Ed. students will gain employment skills and increase academic achievement.

Objective 2

Develop Entrepreneurship Workshop Series

Actions, Tasks

Workshops to be developed by Professional Experts.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Develop Life Skills Workshop Series

Actions, Tasks

Workshops to be developed by Professional Experts.

Outcomes, Measures, Assessment

Adult Ed. students will gain employment skills and increase academic achievement.

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Resources Needed

Requesting for Professional Experts to be contracted.

IV. Resource Requests: What does the area need to meet its goals and objectives?

What does your area need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), departments/areas should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
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