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.

Non-Instructional Program Name

Please indicate the program name: Adult Education (AE)
Academic Year: 2023-2024
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:

A.   What is the area mission and how does it support the institutional mission?

BCC Adult Education mission is to prepare and support adult education students to obtain their High School Equivalency Certificate (GED); Attain English fluency through ESL and US Citizenship; Prepare students for the workforce by completing workshops, short-term CTE certificates, and connect AE students to employment services; assist AE students to transition into college; and provide parenting classes to support K-12 student success.

B.   What is the area vision and how does it support the institutional 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.

C.   Please provide a short area description:
BCC Adult Education supports students to increase basic skills, improve employability, advance promotion potential, provides career workforce training, and/or a college pathway. The Foster & Kinship Care Education program (FKCE) are parenting classes that also falls under Adult Education.

D.   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 academi success, e.g. transitional counseling, tutoring software, materials and supplies, workshops, non-credit classes, and student edification presentations. AE programs 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

II.   Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the

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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.

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Customers

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

Our customers are students that do not have a High School Diploma/GED or need workforce skills to obtain employment and advance their promotion potential. We also serve the Social Services community by providing FKCE classes and services.

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.

Barstow Area Consortium for Adult Education (BACAE) has a 3-Year plan that BCC Adult Ed. needs to follow and meet expectations.

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

A formal standard operating procedure for onboarding new and continuing Adult Ed. students (GED, ESL, CTE Non-Credit), from Admissions to the completion of student Educational Plans to Career/Transfer College or Employment.

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.

Adult Ed. is not a stand alone department. We must work in partnership and collaborate to meet our objectives. Our key partner is the TLSC in conducting the state required CASAS testing, computer basic skills, and providing tutoring services for our students. We work closely with CTE to establish and market non-credit classes (CDCP Certificates). We support ESL by promoting the program using marketing outlets. We work with several local agencies to bring employment services to our students. We work with the counseling dept. to help transition students into BCC. We partner with the four K-12 School Districts in the Barstow Area Consortium to connect our services and have a collective impact.

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 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 closer with Speical Program Services and Access to refer our AE students to help alivaiate some of their barriers. 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

Staffing

Area Organization – state any changes in past few years

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The BCC Adult Education department has expanded its services and the number of students we serve since the pandemic. To handle the increasing demands, there is a need to change the current secretary position to be 100% Adult Education Secretary and separate the 50% FKCE Secretary postion. The change is having a 1.5 FTE instead of 1.0

Please list any professional development that staff has participated in (Standard 3.2)
Adult Education staff has had extensive professional development in Androgogy, supporting adult learners. There are quarterly trainings in curriculum and programs used for Adult Ed. The staff also attends conferences pertaining to Adult Ed. subject.s

Please list any professional development staff would benefit from (Standard 3.2)
We currently conduct on-going staff development.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
Yes, staff receives annual employee evaluations.

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?
Adult Ed. struggles in this area because we only have two employees in this department 1 Director and 1 Secretary. We will be requesting to have 100% Adult Ed. Secretary and 50% FKCE Secretary. The FKCE program necessitates detailed and focused work to ensure accuracy of reports and certificates.

Area Effectiveness Data and Analysis

Satisfaction Surveys
At this time, Adult Ed. has not conducted any satifsfaction surveys. With the FKCE program, we have participants submit a satisfaction survey after every class.

Audits, project tracking, etc.
This year, there is a focus to improve in this area. Adult Ed. is currently developing ways to track data.

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?
Adult Ed. is working with Database Analyst to be able to gather data reports with this type of information.

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.
Click or tap here to enter text.

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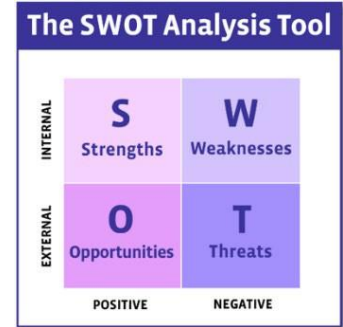
Other Supporting Data (Qualitative or Quantitative)

Click or tap here to enter text.

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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 Workfore Classes ~Partnership with TLSC ~Workforce Workshops ~Parenting Classes ~Academic & Career Counseling	WEAKNESSES ~CASAS Testing (AE Requirement) Not Consistant ~ESL Program (low enrollment, level transitions and CASAS participation) ~US Citizenship classes not scheduled around student availability
External	OPPORTUNITIES ~Working closely with the K-12 District Members of the Barstow Area Consortium for Adult Educaiton ~Workforce Skills classes in partnership with the San Bernardino County Probation Dept. ~Working with the Barstow Chamber of Commerce in offering Entrepreneurship Workshops ~Creating partnerships with local businesses to help employers train employees ~Connecting with K12 District English Learner Advisory Councils (DELACS)	THREATS ~ A challenge is reaching out to marginalized student populations that have significant number of barriers.

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

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You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.
As you develop goals and outcomes:

   a. *formulate **two to three** **goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).*
   b. *indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)*
   c. *indicate how each goal and outcome are **aligned** with the College's Strategic Priorities.*
   d. *indicate how each goal and outcome are **aligned** with the Pillars of Guided Pathways.*
   e. *List at least one **action/strategy** for each goal/outcome.*
   f. *Explain how you will **measure** the goal/outcome.*
   g. *List any **resources** that will be needed to achieve the goal/outcome*

GOAL #1

Increase number of students successfully obtaining High School Equivalency (GED)

Expected Service Area Outcome/Administrative Unit Outcome
Click or tap here to enter text.

A.   This Goal/Outcome is

   ☐   New

   ☒   Continued

   ☐   Modified

   If modified please list how and why.
   Click or tap here to enter text.

B.   Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
   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

C.   Relationship to Guided Pathways

   ☐   Clarify the Path

   ☐   Entering the Path

   ☐   Staying on the Path

   ☒   Support Learning

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D. Please list actions/strategies for achieving this goal/outcome.

Professional development in GED preparation software program. Increase the student enrollment and retention, which will require marketing and outreach. Provide student support services: orientation, workshops, consultations with a GED Faculty Mentor, and meeting with a transitional counselor to create an Eduational Plan. Work in partnership with the TLSC Dept. to provide proctor CASAS testing and student tutoring.

E. Briefly explain how you will measure the goal/outcome.

Data report that captures each student's accomplished activities. Start collecting positive attendance for GED tutoring and workshops

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Marketing plan, outreach events, stipend for a GED Faculty Mentor, salary for a transitional counselor. Ensure staff obtains CASAS certification. Office staff to perform procedures and routines to support the enrollment of students and data record-keeping.

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GOAL #2
Increase student completion of CTE Non-Credit Certificates

Expected Service Area Outcome/Administrative Unit Outcome
Click or tap here to enter text.

G. This Goal/Outcome is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.
Click or tap here to enter text.

H. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
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

I. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☒ Support Learning

J. Please list actions/strategies for achieving this goal/outcome.
Increase the student enrollment and retention, which will require marketing and outreach. Provide student support services: workshops, and meeting with a transitional counselor to create an Eduational Plan. Work in partnership with Barstow Area Consortium for Adult Education (BACAE) District Member for co-enrollment. Adult Ed. students will gain employment skills and increase academic achievement.

K. Briefly explain how you will measure the goal/outcome.
Data report that captures student enrollment and completion of CTE Non-Credit Certificates

L. Please list resources (if any) that will be needed to achieve the goal/outcome.
Marketing plan, outreach events, collaboration with the BACAE District Members, stipend for a CTE Faculty Mentor, salary for a transitional counselor. Office staff to perform procedures and routines to support the enrollment of students and data record-keeping.

GOAL #3
Develop Integrated Education Training (IET) non-credit courses (Integrating CTE & ESL)

Expected Service Area Outcome/Administrative Unit Outcome
Click or tap here to enter text.

M. This Goal/Outcome is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.
Click or tap here to enter text.

N. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
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

O. Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☐   Staying on the Path

☒   Support Learning

P.   Please list actions/strategies for achieving this goal/outcome.
Develop an IET in Trades Technician. CTE & ESL faculty to collaborate in developing curriculum to support ESL students.

Q.   Briefly explain how you will measure the goal/outcome.
ESL students will increase their English proficiency while learning workforce skills

R.   Please list resources (if any) that will be needed to achieve the goal/outcome.
Need for CTE and ESL faculty stipend.

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Previous Goals/Outcomes
Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.
Click or tap here to enter text.

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IV. Resource Requests

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

    a. *Personnel/Staffing*
    b. *Technology Resource*
    c. *Facilities Resource*
    d. *Professional Development*
    e. *Other*

For all resource requests departments/areas should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Goal #1 & #2	100% Adult Ed. Secretary and 50% FKCE Secretary. (Positions is currently 50% Adult Ed. & 50% FKCE)	TBD	Yes	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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