

Program Overview

Program	Community Education
Does this program have a CTE component?	Yes
Academic Year	2016/2017
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Community Education supports the College's mission to nurture a lifetime commitment to learning by providing open and affordable access to high quality enrichment and professional development courses to nontraditional students from the surrounding communities.

The Community Education department offers a variety of fee-based, short-term workshops, seminars and classes. These classes have no age or boundary restrictions and they offer no academic credit. The program's offerings provide options for students that are seeking scheduling options, focused content, and or the opportunity to update professional skills. Community Education as a part of the Continuing Education Program offer classes that are classified under two categories and have two very distinct purposes: 1) to meet the interests of the community and 2) to promote continuing professional training and enrichment; many of these courses that are attended by single parents, non-traditional students and lifelong learners.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

As mandated by the California Education Code, Community Education is a self-sustaining department that does not receive funding from the College's general fund. The department's ability to generate sufficient revenues to cover all expenditures associated with the delivery of the program ensures that the department is operating within the guidelines of the California Ed Code. The program is consistently monitoring its course offering as the success of the program is determined by its ability to provide fee based courses that are relevant to the local community.

Community Education aims to provide quality classes that meet the needs and interests of the community through engagements, exemplary customer service, and excellence in instruction, with the goal of creating a positive educational experience for each learner.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Community Education primary mission is to serve the communities needs for lifelong learning. As stated in the College's mission, "Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals... These programs prepare students for successful careers, and foster a personal commitment to lifelong learning." SMC's mission is embodied in the program's overarching goal to serve the lifelong learning needs of individuals in Santa Monica, Malibu and greater Los Angeles communities.

Additionally, the Community Education program serves to expand the College's relationship with the community it serves. The Community Education program strengthens the relationship of the college with the community by linking

organizations and individuals of all ages with SMC's personal and professional development offerings.

Santa Monica College	Community Education
Institutional Supporting Goals	Program Integration
Innovative and Responsive Academic Environment	
<ul style="list-style-type: none"> Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community 	<ul style="list-style-type: none"> The Community Education program develops programs in a professional manner through needs assessment, program delivery, evaluation and feedback from the community.
Supportive Learning Environment	
<ul style="list-style-type: none"> Provide access to comprehensive student learning resources such as library, tutoring, and technology 	<ul style="list-style-type: none"> The Community Services program offers programs that meet the professional development and personal enrichment needs of the community.
<ul style="list-style-type: none"> Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid 	<ul style="list-style-type: none"> The Community Education program offers registration access to the community in various ways: online, in person, on the phone, via fax or regular mail.
Stable Fiscal Environment	
<ul style="list-style-type: none"> Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources. 	<ul style="list-style-type: none"> The Community Education program conducts ongoing assessment of classes and enrollment patterns to ensure that courses cover costs and don't burden the institution.
Sustainable Physical Environment	
<ul style="list-style-type: none"> Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology 	<ul style="list-style-type: none"> The Community Education program utilizes online registration to provide both access and minimize paper costs; in addition the program utilizes social media to support the department's marketing efforts.
Supportive Collegial Environment	
<ul style="list-style-type: none"> Employ decision-making and communication processes that respect the diverse needs of the entire college community. 	<ul style="list-style-type: none"> The Community Education program works collaboratively with other areas of the college and various instructional departments the department often collaborates and supports the needs of other

departments and has developed courses that benefit students, faculty, staff and the community.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

As mandated by the California Education Code, Community Education is a self-sustaining department that does not receive funding from the College's general fund.

Staff positions and funding

- The Director of Career and Contract Education position is funded in part by District funds, Community Education and Consolidated Education budgets.
- The Project Coordinator position is 100% funded by the revenues generated by Community Ed.
- In 2014 after the retirement of a long-term Administrative Assistant I employee, another Workforce and Economic development staff member was reassigned to provide support to Community Ed. The Administrative Assistant II position was funded 100% by the department during the last fiscal year of 2015/2016.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

B. Saved Information For Populations Served

Area/Discipline Information Pertains To

Community Education

1. Describe who your area serves (students, staff, etc.) – both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

Community Education serves anyone in the surrounding communities without boundary restrictions. The courses offered are designed to meet the learning needs of a diverse student group including, non-traditional students, youths and professionals. During the past calendar year Community Education processed approximately 6,000 registrations of in-classroom courses. Community Education has a faithful customer base in the community with many long-time repeating students taking a cross-section of courses including, personal interest, health and fitness, entrepreneurship and professional development.

Community Education also operates to serve as an operational support to various for- credit academic programs that need a non-credit component i.e. Athletics, Earth Science, Music, Theater Arts and other courses.

2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

There have been no definite changes in the population served, since the program operates to serve a cross section of the local community. However, Community Education has been working to increase the number of professional development courses, which would allow the program to attract more students that are seeking career training opportunities.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

C. Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Community Education

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

UO: Students who participate in Workforce and Economic Development workshops will be satisfied with the information received.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**

- **how and when the program reviews the results and who is engaged in the process**

All Community Education courses are monitored closely by program administrators through course evaluations to ensure program quality and student satisfaction. The course evaluation form was created in summer 2013 by program administrators to assess the overall satisfaction of the students and specific attributes in teaching on the part of the instructors. A blanket survey was conducted on all courses offered in fall 2013 with the stipulation that course evaluations will be mandatory for all first-time courses and requested randomly for assigned existing courses beginning winter 2014. Many Community Education instructors continue to conduct course evaluations on their own accord as an effort to improve course quality and individual performance. The course evaluations are filled out by students at the close of the last day of class, collected by instructors, and turned-in to program administrators for tabulation. Results from course evaluations are entered in a spreadsheet by semester, class, and instructor, so the data can be used to assess individual instructor performance, individual class performance and overall program performance.

3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

Revenue generated is an evaluation measure that is used to inform planning. Community Education is mandated to operate as a self-sustaining department and thus an important goal of the department is to generate revenue sufficient to cover the operating cost of the program. Additionally monitoring revenues serve as an additional indicator as to whether the program is offering what the local community deem as relevant learning opportunities.

Since the last program review the department has been gained a Director, which has significantly increased the program's expenditures for salaries. Although several operational efficiencies have been adopted the program is struggling to meet the full expenditures of the department.

D1. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objective:
 1. Marketing Objectives
 A. Updating the Community Education catalog
 B. Establishing an on-line presence via Social Media Marketing
 C. Creating a more user friendly registration page/website

Status: In Progress

Comments:

Marketing Accomplishments

- The department created an on-line/print newsletter “Sound Bites” which has grown to a readership of approximately 2,500 to 4,000 and is used to regularly disseminates information about the program, its instructors and students, as well as other notables to the public
- Since 2013 the department started utilizing email marketing to generate regular monthly e-blasts of course updates to promote upcoming classes
- The department adopted new customer service procedures that are regularly reviewed
- The department has established accounts for Twitter, LinkedIn and YouTube as a comprehensive cost-effective online marketing tools to reach a new generation of learners– on going
- Created a departmental blog entitled “Mindscape” to give a more comprehensive and in depth communication platform to instructors and students and community stakeholders

Objective:

2. Program Development Objectives

A. Updating the program offering to include 50% professional development courses

B. Developing at cornerstone programs that can be customized for delivery as contract education

C. Review pricing methodology to ensure the correct pricing and the long-term financial viability of the program

New programs developed during this past program review period include the following:

- Paralegal Certification
- Phlebotomy Certification
- Avid Certification Test Prep
- Customer Service Academy
- World Class Manufacturing - Lean Six Sigma
- 3D Printing
- QuickBooks, Business Plan Writing
- Leadership Certification

Development of cornerstone programs – in an effort to establish a foundation of course offering that can serve dually as contract education the following program has been launched or is currently working to develop multi-layered certificate programs including:

- Customer Service Academy
- World Class Manufacturing
- Cisco Networking Academy

Status: In Progress

Comments:

Program Development accomplishments

The department has developed professional development courses that will position the College to better meet the needs of local industry. An increase in professional development courses offering will also provide the college with a platform of programming that will allow the Community Education as a part of the SMC Office of Workforce & Economic Development to increase contract education opportunities through collaborations with the local WorkSource and American Job Centers.

New programs developed during this past program review period include the following:

- Paralegal Certification
- Phlebotomy Certification
- Avid Certification Test Prep
- Customer Service Academy
- World Class Manufacturing - Lean Six Sigma
- 3D Printing
- QuickBooks, Business Plan Writing
- Leadership Certification

Objective:

3. Operational Objectives

A. Reducing the catalog production time by adopting and utilizing new software

B. Creating a stronger system for attracting and managing qualified Community Education instructors

Status: In Progress

Comments:

Objective:

An important goal for the program for coming years is to increase revenues to cover all expenditures and create a reserve of funds that can be used to assist with securing the additional staffing that is needed to position the department for future growth.

Status: In Progress

Comments:

N/A

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Since the last program review the Community Education Department has undergone many significant changes.

- The Director of Career and Contract Education was hired during the 2012/13 fiscal year
- The Director analyzed and uncovered several operational inefficiencies and as a result the department discontinued several internal legacy agreements that were not providing a positive return on investment to the department i.e. supporting the registration of students from the SMC International Education Center and carrying partial salary expenditures for a non-credit Continuing Education staff member.

Program Development accomplishments

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- Avid Certification Test Prep
- Customer Service Academy
- World Class Manufacturing - Lean Six Sigma
- 3D Printing
- QuickBooks, Business Plan Writing
- Leadership Certification

Pricing methodology – since the last program study was conducted the department completed a comprehensive review of the pricing of each Community Education course. As a result of a comprehensive review, that compared SMC Community Ed course pricing to other community college, the majority of courses were repriced. The course repricing analysis resulted in an average price increase of approximately 20%, which supports the goal of improving revenues and the overall operations of the department.

Course scheduling - Starting Spring of 2013, program administrators began to closely monitor and strategically vary the course offerings in an effort to avoid diluting enrollments with over-scheduling. Whereas a class that was formerly scheduled twice a semester without proper student base to support it, program administrators began to schedule those classes less frequently (i.e. every other semester) to create a higher demand. At the same time, instructors are encouraged to propose new classes to expand their teaching repertoire with more variety of classes to offer. With careful planning in scheduling, the classes are now more appealing to students, as is evident in lowered rate in cancelled classes, which in turn avoids unnecessary labor and loss of income. Furthermore, by strategically scheduling classes, several classes have now increased its class offering and high levels of classes were created for more advanced and continuing students, examples

are: Italian Level II and Conversation Italian, Mosaic II, Guitar II, and two sessions of Basic Drawing running currently to support increased student demands.

Operational Accomplishments

- The Department produced the first Community Education professional development catalog entitled “SMC Extension”
- Incorporated data driven analysis to understand program performance
- Created and implemented requirement for SLO and course outline for all courses
- Created and implemented course evaluations
- Established a standardized proposal form to ensure the quality of incoming course proposals,
- Established regularly scheduled Community Education “Instructors’ Forums” to inform instructors on program initiatives and involve them as partners in program improvements

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The following are the recommendations offered by the Program Review Committee as part of the 2005-2011 review.

- Ensure collaboration with appropriate academic department is ongoing as non-credit offerings are developed
- Investigate models for developing student learning outcomes for both the program and individual course given there are no full-time faculty to take the lead
- Review accessibility guidelines for website and modify as needed to comply

The Community Education area has had significant achievement since the last program review. Most notable would be that during these tough economic times the program has managed to reposition itself in the local non-credit education market. During the last few years of economic turmoil many community colleges have had to carry or worse close down their community education programs because they were unable to sustain them. The Office of Workforce has been able to leverage Community Education to gain approval as an ETPL provider. Utilizing the staff and marketing infrastructure of Community Education has positioned SMC’s Office of Workforce in Economic Development as a leader in providing training to students seeking training through the EDD/State funded ETPL (Employee Training Provider List). Considering the new WIOA directives that mandate that WorkSource and American Job Centers partner with community colleges to train their clients, SMC is positioned well to grow the ETPL (contract education) revenues through Community Education.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

None

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-**

making

- **specific changes planned or made to the program based on the assessment results**

All Community Education courses are monitored closely by program administrators through course evaluations to ensure program quality and student satisfaction. The course evaluation form was created in Summer 2013 by program administrators to assess the overall satisfaction of the students and specific attributes in teaching on the part of the instructors. A blanket survey was conducted on all courses offered in Fall 2013 with the stipulation that course evaluations will be mandatory for all first-time courses and requested randomly for assigned existing courses beginning Winter 2014. Many Community Education instructors continue to conduct course evaluations on their own accord in an effort to improve course quality and individual performance. The course evaluations are filled out by students at the close of the last day of class, collected by instructors, and turned in to program administrators for tabulation. Results from course evaluations are entered in a spreadsheet by semester, class, and instructor, so the data can be used to assess individual instructor performance, individual class performance and overall program performance.

D2. Objectives (Moving Forward)

Objective #1

Objective: 1. Marketing Objectives

- A. Updating the Community Education catalog
- B. Establishing an on-line presence via Social Media Marketing
- C. Creating a more user friendly registration page/website

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2

Objective: 2. Program Development Objectives

- A. Updating the program offering to include 50% professional development courses
- B. Developing at cornerstone programs that can be customized for delivery as contract education
- C. Review pricing methodology to ensure the correct pricing and the long-term financial viability of the program

New programs developed during this past program review period include the following:

- Paralegal Certification
- Phlebotomy Certification
- Avid Certification Test Prep
- Customer Service Academy
- World Class Manufacturing - Lean Six Sigma

- 3D Printing
- QuickBooks, Business Plan Writing
- Leadership Certification

Development of cornerstone programs – in an effort to establish a foundation of course offering that can serve dually as contract education the following program has been launched or is currently working to develop multi-layered certificate programs including:

- Customer Service Academy
- World Class Manufacturing
- Cisco Networking Academy

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3
Objective: 3. Operational Objectives
 A. Reducing the catalog production time by adopting and utilizing new software
 B. Creating a stronger system for attracting and managing qualified Community Education instructors

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #4
Objective:
 An important goal for the program for coming years is to increase revenues to cover all expenditures and create a reserve of funds that can be used to assist with securing the additional staffing that is needed to position the department for future growth.

Area/ Discipline/ Function Responsible: Community Education

Assessment Data and Other Observations:

UO Assessment Data

External Factors:

Program Review Committee Recommendation

Timeline and activities to accomplish the objective: The progress for this goal is assessed annually, quarterly and monthly.

Describe how objective will be assessed/measured: An important goal for the program for coming years to increase revenues to cover all expenditures and create a reserve of funds that can be used to assist with securing the additional staffing that is needed to position the department for future growth.

The Director of Career and Contract Education was assigned to revitalize the Community Education department starting in late 2012/13. With the addition of a Director's salary coupled with a decline in revenues, due to many factors including, strong local competition, loss of market share and lag in shifting to more professional development offering, Community Education has been struggling to be generate revenues sufficient to cover all annual expenditures.

Comments: N/A

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

- Examining the integration of fee based courses as layers to non-credit and credit programs
- Collaboration with academic departments to offer supplemental curriculum i.e. Avid, Photography Dept., and Art Dept.
- Worked with Earth Science Department to deliver grant funded training in photovoltaic training
- Working to leverage the contacts and trainers of the SMC's ETP Contract
- The development and promotion of the SMC Extension "Preferred Partner Program" that has directed employee's from local businesses to the college
- Strong Community Education programming which is being offered as Contract Education

- The program Director participates in several CTE related advisory boards including, Broadcasting, Cosmetology and the SMC General Advisory Board. The goals and objectives of these various community focus groups offers an opportunity to assess the relevance of Community Education course offerings as a link to CTE program and the general needs of the local community.
- The program Director regularly meets and present Community Education collaborative training opportunities to the CTE Committee
- The program Director regularly participate in faculty hiring committees, which provides an opportunity to learn more about various academic departments and their focus for achieving stated institutional goals

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

- A first-ever weeklong Open House debuted in January of 2014 to invite community members to meet staff and instructors and received positive response and requests for a repeat
- A Photo Contest for the cover of Fall 2015 class schedule has generated a reach over 1,100 on Facebook, engaging students and community members on and off campus
- Sound Bites, a monthly online newsletter, consistently produced by staff to help community members, on and off campus, understand the goals and achievements of the program.
- Community Education staff communicates with members of the public daily from class registration, troubleshooting, and communicating student feedback to instructors
- Staff works with local WorkSource (America’s Job) centers to promote and market ETPL courses through Community Education; and West Los Angeles Extension to share our rich art offerings

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

- Community Ed Director is participating in the Santa Monica Regional Consortium for Adult Education to examine how fee based courses can be integrated as educational options/layers to non-credit and credit programs
- Community Education staff has cultivated partnerships with on- and off-campus entities to promote the program and its offering i.e. SMC Film Dept. to offer the Emerging Film Academy
- The department has developed course offering that were formulated through collaboration with academic departments as supplemental curriculum i.e. Avid with the Entertainment Technology Dept., Photo courses with the Photography Dept., and jewelry course with the Art Dept.
- Worked with Earth Science Department to deliver grant funded training in photovoltaic training
- Working to leverage the contacts and trainers of the SMC’s ETP Contract

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- Community Education’s program planning and daily operation are being managed by one full-time Program Coordinator and one not-fully-dedicated Administrative Assistant, with constant demands from various areas of the college that requests administrative support, the program has tremendous potential to grow its revenue with the addition dedicated support staff .

As Community Education is mandated to remain self-sustaining, it would benefit greatly by having a dedicated operations staff who can deal with increase demand of registrations as program expands, customer inquiries, room reservations, equipment issues, daily operational reports and other operational duties, thus assisting the team to optimize its revenue potential and free its existing staff to focus on program expansion and marketing. Currently the staff includes a the Director, a Program Coordinator and one full time Administrative Assistant II and a part-time W&ED Project Assistant. The current operational structure being utilized is not in alignment with industry standards for high performing programs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes]

but does not supplant the need to request resources through established channels and processes].

- The program is in need of additional dedicated classroom spaces as the program expands. If special considerations/exceptions can be given to Community Education regarding course scheduling that differs from the for-credit schedule, would allow the department to utilize time between semesters, when campus is open but no academic classes are in session, would greatly ease the scheduling challenges that the program is currently manages around.
- As Community Education expands into offering more professional development and career training programs in collaboration with local WorkSource and American Job Centers the department will need to be able to offer classes during the daytime hours, which is the preferred schedule of the Workforce and American Job Centers.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Marketing supporting staff – The department has been working to implement and launch a comprehensive marketing plan with limited professional marketing support. The SMC Marketing Department has an extensive production schedule and therefore any request from Community Ed is given low priority, which impedes the department’s ability to launch marketing plans that will support efforts to be responsive to the community.

Dedicated marketing staff member – Community and Workforce and Economic Development could benefit greatly from the addition of a dedicated marketing staff member.

The program’s most urgent need is a full-time Operations staff with great customer service skills. Ideally, this person will be able to focus on registrations and daily operations and customer inquiries. Additional staff support will help to better position the department in its ability to be agile and responsive in developing new curriculum that is in alignment with industry and the local community needs.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The Community Education area has undergone many transitions since the last program review. The program is physically housed on the Bundy Campus- 1st floor. Currently there are 2 full time staff members and the Director of Career and Contract Education – the Director also responsible for general SMC administrative duties and contributing to the growth of Contract Education. The staff is responsible for all aspects of operating the program including:

- Student enrollment
- New program development
- Annual production of 4 Community Ed and 2 SMC Extension catalogs
- IT infrastructure (registration site/landing page)
- Marketing
- Hiring instructors
- Payroll for CSS and contracts for Independent Contractors
- Accounting (accounts payable)

- Room/facilities management

Additionally the staff has been supporting the administrative needs of the SMC Non-Credit Continuing Education as they are consistently responsible for directing students who are seeking classes through the Non-Credit program. The staff serves an average 6,000 students annually.

One of the most significant challenges and impediment for growth is the lack of facilities. Since instructional programs receive priority, the lack of dedicated space for Community Education limits what can be offered.

The department has a great opportunity to leverage its relationships with the local WorkSource and American Job Centers to significantly increase revenues to Community Education, Contract Education and the Office of Workforce and Economic Development. However the program will need to be able to offer professional development training during hours other than evening hours.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The program is in need of additional dedicated classroom spaces as the program expands. If special considerations/exceptions can be given to Community Education regarding course scheduling that differs from the for-credit schedule, would allow the department to utilize time between semesters, when campus is open but no academic classes are in session, would greatly ease the scheduling challenges that the program is currently manages around.

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4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Community Education will need to manage through and improve internal weaknesses while also monitoring external threats that could diminish the department’s position in the market and thus its ability to generate sufficient revenues.

Internal Weakness

- Lack of website – limited web analytics
- Program development limited by limited access to class-rooms and facilities
- Staff stretched – significant growth in programing will require additional staff

- Comm Ed restricted from creating and marketing classes to seniors (large market segment)
- Utilizing limited over extended staff to simultaneous build Community and Contract Education programming

External Threats

- Strong local competition – UCLA Extension, SM City, WLA and local elementary schools
- Behind the marketing compared to other community colleges an in offering workforce training related programs that are able to qualify for WIOA training funds via the WorkSource and American Job Centers.
- Loss of market share – currently SMC Community Education / SMC Extension is not recognized in the market as a provider of professional development courses
- Community Ed workforce training courses scheduled as evening classes, not as attractive to Job Centers

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Community Education exists with a unique mandate of self-sustainability and for the most part, it is unlike any other department, academic or otherwise, within the college. Therefore it is important that the department be given the support to circumvent operational barriers when feasible.

6. Please use this field to share any information the program feels is not covered under any other questions.

None

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The Program Review process is difficult to complete given the mission and the operational structure of Community Education / Workforce & Economic Development. This is due in to the template/framework of the reporting process, which utilizes one single format that is structured to capture the progress and performance of programs that operate within the for-credit-programs. Community Education functions in a very different structure and its mandate is multi-faceted since it serves the needs of the community and operates as a support to for-credit programs and operates to facilitate other non-traditional community focused task. The department has the additional focus of operating efficiently to meet the mandate to be self-sustaining.

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support