

Adult Education

2021

LASSEN COMMUNITY COLLEGE

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Adult Education NIPR

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

The Lassen Community College (LCC) is a member of the Lassen-Modoc Adult Education Consortium (LMAEC). The LMAEC receives an allocation from the California Adult Education Program (CAEP) and is dedicated to meeting the needs of the community by providing adult educational opportunities in order to acquire and improve literacy skills, English Language development, and career readiness abilities. Adults will gain skills which allow them to obtain meaningful employment in order to participate effectively as productive workers, family members, and citizens in the community.

As a member of the LMAEC, LCC receives an allocation to provide adult education programs and services. The LCC Adult Education program currently offers non-credit courses in basic skills, career skills, automotive and computer information systems.

LCC is an authorized HiSET Testing Center that is housed in the Career and Transfer Center which allows students enrolled in the Basic Skills courses to complete their high school equivalency.

LCC's Adult Education services include employing a Transitions Counselor to provide counseling services to the adult education students enrolled in the adult education courses at the 12 LMAEC member school districts.

LCC also provides administrative and fiscal oversight for the consortium. Each year the consortium approves the CAEP Consortium Fund Administration Declaration (CFAD) at a public meeting that includes designating LCC as the fiscal agent.

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].
- b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

The LCC Adult Education Program follows the California Adult Education Program guidelines and objectives which align with LCC Strategic Goals #2 and #4.

CAEP, pursuant to AB104, serves adults at least 18 years of age or older in the following seven program areas identified by the legislation.

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
3. Programs for adults, including older adults, for entry or reentry into the workforce;
4. Programs for adults, including older adults, to develop knowledge and skills to assist elementary and secondary school children to succeed academically;
5. Programs for adults with disabilities;
6. Short term career technical educational programs with high employment potential;
7. Programs offering pre-apprenticeship training, in coordination with apprenticeship program(s), as specified.

This is a new NIPR and so there are no changes in the program since the last review.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

Additional staffing is needed to assist in improving the LCC Adult Education program as well as increase the number of non-credit courses offered.

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records are maintained in WEAVE and are available for review at any time.

Description/Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from WEAVE.
2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.
3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

ISLO	Strat Goal	AUO	ASSESSMENT MEASURE /TARGET
3	2, 4	Increase the number of transitions from non-credit to postsecondary credit programs and workforce/employment	Measure: Benchmark Target: Develop baseline for transition data and increase 3% annually
3	2, 4	Increase enrollment in non-credit courses.	Measure: Current enrollment data Target: Increase student enrollment in non-credit courses 5% from previous year
3	1	Ensure student data meets state reporting requirements	Measure: MIS reports Target: meet CAEP reporting requirements by 100%

2021-2022 will be a benchmark year as we identify potential non-credit pathways and increase number of non-credit courses which in turn will increase the number of transitions to credit programs. This year's data will allow us to analyze and refine course offerings to maximize growth in both enrollment and transitions.

Planning Agenda:

List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

N/A

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance /service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Equipment in the Auto program and furniture in the Career and Transfer Center have been purchased within the last 3 years. Assessments of the status and condition of equipment and furniture will be conducted during the 2021-2022 fiscal year.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

Purchase laptops for adult education students to borrow. During the pandemic in 2020-2021 students borrowed Chromebooks however, there were compatibility issues with CASAS Tops Pro and students being able to take the CASAS assessment tests. Purchasing laptops for adult education students will also reduce competition between credit students and non-credit students for the use of the Chromebooks.

Purchase calculators approved by HiSET for students to borrow for test taking.

Additional equipment needs could be identified for new programs as they are developed during the academic year. All equipment or supplies will be purchased using adult education funds and will follow all the funding requirements.

IV. Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the program.

CAEP is defined in AB104 or Education Code sections 84900-84920.

LCC's CAEP funds are restricted and in receiving these funds LCC agrees to CAEP Certification and Assurances that include membership & decision making, public meeting requirements and reporting requirements.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the program.

LCC's adult education data is submitted to the State through the regular MIS semester report. The Chancellor's Office has updated certain data elements within MIS that require an update to Ellucian Colleague in order to properly submit data to meet CAEP reporting requirements.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Ellucian Colleague updates are needed to meet new data elements in required MIS reporting.

Additional staffing is needed to manage, recruit, and grow the adult education programs.

Additional equipment is needed for adult education and will be funded through adult education funds.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

As new adult education programs are developed, curriculum development will occur.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate

recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Prioritized Recommendation for Inclusion in Student Services Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Prioritized Recommendations for Inclusion in Educational Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff.
 - Consortium Coordinator/Director
 - Transitions Counselor
 - Accountant 1 (P/T performing out of class Accountant 3 work)
 - Adjunct faculty
 - Faculty
2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.
 - Director of Continuing Education
 - Student Success Coordinator (20% adult education)
 - ESL adjunct faculty
 - Adjunct faculty
 - Faculty
 - Administrative Assistant 1

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

A Director of Continuing Education will help develop and create opportunities for non-credit programming that will enhance, augment and enrich academic instruction. By increasing non-credit opportunities, our apportionment opportunities will grow and expand as well as build and grow new and existing relationships within the community.

The Student Success Coordinator position is currently vacant. This is one position that would be responsible for proctoring the HiSET test and providing services for Adult Education students. This position is slated to be funded 10-20% with CAEP funds. An assessment needs to be conducted to determine the amount of time the

position serves adult education students in order to proportionally support the position with CAEP funds.

Due to lack of qualified faculty in the ESL Discipline we are unable to offer ESL classes. There is a need to actively recruit ESL qualified adjunct faculty.

As non-credit course needs are identified additional faculty and adjunct faculty may need to be hired to fill the gaps that current faculty/adjunct faculty are unable to fill.

Administrative Assistant 1 to assist with data entry, checking out equipment, etc. This will also assist us in keeping up with CAEP reporting requirements. This position is not a priority at this time and an assessment will need to take place in order to determine whether this position is necessary.

II. Professional Development

Description/Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

Beginning in February 2020, LMAEC contracted with P2C Solutions to assist in aligning the consortium with AB104. The LMAEC Coordinator worked closely with the contractor in revising the governance plan, the three year plan and generating a current annual plan.

The LMAEC Coordinator attended numerous CAEP webinars addressing updates in state reporting requirements and deliverables. The LMAEC Coordinator also attended the 2020 Onboard Training for New Consortium Leads and Administrators, the CAEP Summit, as well as the 2021 CASAS Summer Institute.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Adult Education staff will continue to attend professional development opportunities including webinars and conferences.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:

1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

AUO's have been established for the upcoming 2021-2022 year.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Director of Continuing Education	2021-2022	\$120,000 (categorical funding)	Increase non-credit course offerings to maximize growth in both non-credit enrollment and transitions.
4	Administrative Assistant 1	TBD based on need	(categorical funding)	Data entry and assist with other administrative duties as needed to support the adult education program.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

Current facilities being used are appropriate.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

N/A

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

N/A

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

As the adult education program grows there may be a need for additional office and classroom space.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Basic Skills - KET Education software for the Basic Skills courses

Basic Skills - CASAS Tops Pro for ABE/ASE assessment testing

Catapult Content Management Systems for LMAEC Website

HiSET testing center

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

CCCapply Non-credit application

Ellucian Colleague updates for current MIS adult education coding

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Adult Education 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	CCCapply non-credit application	2021-22	\$5,000	Increased enrollment (AUO #2)

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.