



## 2018-2019 Program Review Report

<b>Division/Area Name:</b> CORPORATE & COMMUNITY SERVICES	<b>For Years:</b> 2020-2021
<b>Name of person leading this review:</b> Cathy Hart, Dean, Palmdale Center and Extended Learning	
<b>Names of all participants in this review:</b> NA	

### Part 1. Program Overview:

*1.1. Briefly describe how the program contributes to the district mission:*  
 The mission of Corporate & Community Services is to provide lifelong learning experiences to our community through a variety of courses and short-term, not-for-credit programs offering basic, technical, and/or professional skills or personal or professional development. These skills can lead to employment and/or professional certification or personal enrichment.

*1.2. State briefly program highlights and accomplishments:*

- C&CS ran two successful cohorts of a contract education program in Customer Service and Hospitality for both LACOE and job seekers recruited from the local America's Job Center of California.
- The staff successfully supported the execution of the California Apprenticeship Initiative grant that put 200 students through the MC3 Pre-apprenticeship program for the building and construction trades unions.
- Staff managed the administration of two music department projects: the El Sistema Strings Academy funded by a grant from LA County that offers strings instruction to elementary and middle school students; and the IDEA Academy @ Cottonwood Children's Choir that offered choral music instruction to middle school students in Westside Union High School District.
- Staff administered two nursing preceptorship and CPR programs in the Summer and Intersession for AVC nursing students.
- C&CS added the Customer Service/Hospitality and the CA Guard Card training programs to ITrain that makes both eligible to enroll students who receive funding through Workforce Investment and Opportunity Grant funds.
- C&CS ran multiple sections of its staple classes including Food Handler Managerial Certification, Grant Writing series, Notary Public Workshop, Retirement Planning, Introduction to Voiceovers, and SAT Test Prep.
- C&CS beta tested an online registration software and created an online catalog.

*1.3. Check each Institutional Learning Outcome (ILO) supported by the program.*

<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
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	<input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X</b> <input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b>X</b> <input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X</b> <input type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program.</b>	
<input type="checkbox"/>	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/>	X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/>	X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/>	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/>	X Goal 5: Align instructional programs to the skills identified by the labor market.

\*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

<p>2012-2013: 31 courses offered; 45 sections; 430 students served  2013-2014: 33 courses offered; 55 sections; 589 students served  2014-2015: 37 courses offered; 74 sections; 623 students served  2015-2016: 42 courses offered; 80 sections; 750 students served  2016-2017: 24 courses offered; 72 sections; 530 students served  2017-2018: 14 courses offered; 48 sections; 528 students served  2018-2019: 39 courses offered; 71 sections offered; 434 students</p>
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**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	C&CS is flexible enough to be able to pivot and execute creative programs and grants that don't find a fit in the regular academic division space. The program has a core of class staples that keep the AVC's name out in the public and meets some local demand.
<b>Weaknesses</b>	The weakness of the department is not being able to generate enough revenue to be self-supporting. Because contract and community education, by education code, cannot receive district funds, the insignificant revenue from the handful of community education classes are not covering the costs of clerical staff to administrate them.

	<p>There is an inherent weakness in the model that AVC has been operating. According to best practices provided to the California Community Colleges Contract Education collaborative by LERN (Learning Resources Network, River Falls, WI,) the opportunities for success are greatly diminished when contract education and community education are housed under one department head and staff. Community education is labor intensive to develop and execute, but for a lower monetary return. Contract education, on the other hand, while also labor intensive, sees much greater revenue streams. Experts advise that to combine the two is a recipe for failure of both.</p> <p>In addition, in order for contract education to get off the ground, some operating capital –at least 55-60% of annual income - is necessary to keep ahead of cash flow problems. This is because most contract education is funded through Employment Training Panel (ETP) contracts whereby payment for the training is received as many as six months AFTER it is delivered. This creates an initial cash flow dilemma from the start. AVC has never been able to sustain the launch of a successful contract education program because it does not have enough reserve capital to subsidize these high dollar contracts in advance of payment. The result of been a drain on the operating budget for the smaller community education offering resulting in a “nickel and dime” approach to the accounting. This becomes a drain on staff time both within C&amp;CS and the business office.</p>
<b>Opportunities</b>	<p>Greater earnings could be realized in the contract education space, but currently the department does not have the staffing (i.e. a full-time employee with the right skill sets to spend 75% of their time in contract selling and program development) to make this a profitable endeavor. While the college doesn’t need to have a profit-earning contract or community education department – as opposed to just breaking even - the perception and reputation of the college as the “one-stop” place to meet the needs of local business and industry is very important. Contract education is also another great space to “try out” new courses in the not-for-credit space that could eventually be offered in the “for-credit” space. It can be a great incubator for new programs if departments would see it as an opportunity rather than a threat.</p> <p>There is also additional revenue to be realized from marketing more classes with our partner, online course providers Ed2Go and Career Step. While some of our faculty see these “exploratory” online classes as a threat to for-credit education, they essentially cater to a different general public audience. By not offering the full complement of available classes through these companies in favor of a narrower scope, it simply drives potential students (and revenue) over to College of the Canyons or other community colleges who are also marketers for these companies. It is disheartening to lose that income to other colleges with a simple mouse click when those funds could be useful to help offset our own program expenses.</p>
<b>Threats</b>	<p>The threats to our contract or community education programs are the other entities in our district offering classes to the public such as the AV Adult School; University of Antelope Valley; other nearby community colleges such as CoC and Kern Community College District that have very robust contract education and community education departments (separate from each other) and offerings; city parks and recreation departments, and other for-profit business training companies such as NST/SkillPath.</p>

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:**

In 2018, five new courses were added:

1) Career Step "EKG Technician" course

- 2) CA Guard Card through I-Train (no demand yet)
- 3) Customer Service/Hospitality through I-Train
- 4) Emerging Leadership (no demand yet)
- 5) Ice House Entrepreneurial (no demand yet)

Our goal has been to increase offerings and revenues in order to sustain operating costs and generate capital to run larger contract education programs. Unfortunately, there has been a demand on staff time to administrate grants, such as California Pre-Apprenticeship Initiative and music department grants, which have had little administrative reimbursement built into them. This demand on time and resources coupled with the lack a part- or full-time staff member with the right skillsets to focus solely on generating contract and community education leads, develop programs, and work with community partners such as the America's Job Centers, has left the program in a negative financial status. C&CS must be self-supporting financially, and the current model is not sustainable.

Dean of Extended Learning, in consultation with the President and Executive Director of Business Services, has made the decision to stand down the program for at least the summer of 2019, reduce staff for 2019-2020 year, and explore new business model options that match the college's capacity to run effectively.

**Part 2.D. Review and comment on progress towards past program review goals:**

C&CS did expand its offerings on ITrain and to the general public. It also launched a one-year pilot with an online registration software company for taking online registration and building an online course catalog. That program link appears on the C&CS website. In spite of these efforts and regular and consistent marketing of core and new program in social media and other avenues, public interest in all but a few of our courses seems to be waning. This year, we had over twice as many offerings and of sections but fewer students enrolling.

With the retirement of the director of Job Placement, C&CS lost a strong connection and link to the community and community job centers through that office. Finding the time to maintain and work those connections without Job Placement's assistance has been difficult.

There have been a few leads this year to explore the development of some contract training. One was with a large Lancaster company called Morton Manufacturing. These relationships and training programs can take 6 months to a year to develop, and the dean will continue to work these relationships and see if there is opportunity to build short term training programs to meet their needs and that is a match with AVC's capacity to deliver.

The relationship with BYD and the college has changed this year. BYD has become a union signator with the Sheet Metal, Air, Rail, and Transportation (SMART) workers union Local 105. Dean of Extended Learning has worked with the union to develop and gain approval through the AP&P and Academic Senate process for a "for-credit" apprenticeship training program and local certificate called Industrial Manufacturing Technician Apprentice. The program is slated to launch in Fall 2019.

C&CS was successful in furthering its partnership with LACOE in running a second cohort of the Customer Service/Hospitality worker training program for GAIN (public assistance program) participants. These kinds of partnerships are lucrative financially, in spite of being labor intensive to run, and should be a part of any future business models. Unfortunately, C&CS did not become aware of any grant opportunities this year that matched our strengths or capacity to execute.

C&CS was also successful in putting nearly 200 students (10 cohorts) through the MC3 Pre-Apprenticeship training program (funded by the CAI grant.) That program comes to an end in June 2019. Again, the program was very labor intensive to administrate without fully covering the offset of staff salaries.

**Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Program redesign/ reorganization	OO	Explore new operating model that expends less resources but still provides contract and community education services to the community	--Temporarily stand down program, at least for the summer term, in order to reorganize and redesign sustainable model. --Seek input from outside sources to explore best practices from other successful community college programs.

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	P/T Program Coordinator	New	\$50,000	recurring	Cathy Hart
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					