

Program Review: Ohlone for Kids

Program Description and Scope:

- *Program Review Title:* Ohlone for Kids
- *Academic year:* 2016/2017
- *Review Type:* Instructional Services
- *Program/Departments:* Community Education (68201,68203,68215)
- *Authority Code:* 49-Dean, Kinesiology, Athletics and Newark Campus
- *External Regulations:* No
- *Provide a brief narrative that describes the services provided.*

In accordance with the Education Code, section 78300, as well as per Ohlone College Board Policy section 4400, Community Services Programs, The District shall maintain a community services program that includes classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. The community services program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. Community services classes shall be offered to adults and minors who can benefit from the programs. The Ohlone for Kids portion of the Community Services division specifically serves the academic and personal enrichment not-for-credit needs of 2nd grade-12th grade students. Classes are offered after school, and weekends, and during the summer.

College Mission

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission.*
 - Basic Skill
 - Personal Enrichment
- *State your program Mission/Purpose.*

Ohlone for Kids and Teens offers a unique blend of academic and special interest enrichment classes to students entering grades 2-11 (4-11 for the summer program). Students gain new skills, develop confidence, and engage in hands-on learning activities, stimulating their interest and growth. All courses are conducted in an interactive, facilitative workshop format in a safe and supportive environment. Students practice critical thinking skills and enjoy a variety of activities including:

- LEGO Robotics
 - Video Game Design
 - Java and Python Programming
 - PSAT and SAT Prep
 - Pre-Algebra, Algebra, and Geometry Prep
 - Biotechnology
 - Anatomy and Biology
 - Creative Writing
 - Musical Theatre
 - Speech and Debate
 - and more!
- *Briefly describe program accomplishments.*
- The success of the Ohlone for Kids program has continued to grow each year, bringing in more classes, and increased students and enrollments. In 2016, there was roughly 1,800 total students served over the four sessions, an increase of 20% from 2013. 2016 also saw the program return to the main college campus after several years of running completely off-site at local public schools. Ohlone for Kids and Teens was voted Best of the East Bay by Parents' Press in 2015. In 2014, Ohlone for Kids also won a few awards, including: Parent's Press awarded Ohlone for Kids a Gold for Best Teen Focus Summer Camp, and Bronzes for Best Art Classes, Best Enrichment & After-School Programs, and Best Academic and Technology Camp. Macaroni Kids awarded Ohlone for Kids the Best Summer Camp in the Tri-City area.

Student Impact Assessment

1. **Student Learning Assessment - Participants will experience a high level of customer service and instructional integrity.**
 - *Enter assessment results for "Student Learning Impacts" and analyze student success:*

Assessment taken via a post event email survey. The response rate is very low, but results have been provided from our 2016 programs. Please see attached. For Ohlone for Kids and Teens, we see very high satisfaction, as is rated by the parents. Most notably, the following responses show us that we are providing for our students as it relates to customer service and instructional integrity: ·82.3% of respondents said the "Quality of Course Content" was good or better, and 88.2% said the "Quality of Instructor(s)" was good or better. ·76.4% of respondents agreed that they were satisfied or more than satisfied with the program. ·89.3% of respondents would recommend OFK to friends and enroll their child again. In addition to survey responses, we also respond to written and verbal feedback from parents/students, as well as feedback from our instructors. Based on these conversations, we also see a positive response to having provided a high level of customer service and institutional integrity. We have received constructive feedback on the

following areas: campus facilities, technology resources and reliability, employee response rate during busy times in office (namely the days leading up to courses beginning and the first day of courses), and difficulty navigating the registration site.

- *Future Improvements:*

Student/Program Achievement

- *List area-specific outcomes.*

According to the data collected over the Summer 2014-Summer 2016 programs, it is apparent that we are currently meeting our department student impacts. There are numerous positive comments about the quality of instruction, curriculum and qualifications of instructor during the class.

- *Identify internal and/or external benchmarks and regulations.*

Internal benchmarks are being created through the longitudinal data collection. Currently we are hoping to stay within the range of 75% of the respondents as "satisfied" or better.

- *Enter assessment results for area-specific outcomes and analyze trends.*

Attached are survey results for 2014-2016. Overall, we have consistently maintained student satisfaction for our program over the years in all areas we inquire about in our surveys. What we look most importantly at is the quality of course content and instruction, overall satisfaction for the program, whether the student will return to the program, if the family would refer a friend, and whether the student benefitted from the program. Additionally, we really focus on the additional comments that parents, students and staff provide us with; this constructive feedback is used to adjust courses, add new courses, change instructors/contractors teaching our courses, and providing good service both on campus and off campus (in office). We continually look to improve given every piece of feedback we receive.

- *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

Budget trends show an increase of revenue over the past 3 years, but with that, we also show an increased expenditure within the salary, rentals, and contract services area. This trend is common as increasing program offerings will always increase salary expenses and contract services for those instructors. Additionally, the increased expenses for rentals stems from Ohlone's current construction as we have been forced to move our program completely offsite, resulting in rental fees paid toward laptops, and local school districts for use of their campuses. Our program currently utilizes a budget worksheet that determines when and if courses are allowed to run. This process enables the department to run very efficiently. To offset cost of technology and facilities, we have increased our tuition prices for all classes every two years, and have maintained additional technology fees for all computer courses using laptops.

- *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

All of the above mentioned resources have been identified as areas of improvement as it relates to the Ohlone for Kids department. Currently, the use of all resources has been managed well considering that this department can be equipment-intense, technology driven, and facility dependant. The hope is that once there is room to expand per our PIO process and secondary effects with Measure G, we will have the ability to grow. We have been very flexible with adapting to facility moves and a lack of technology resources, and are always looking for more efficient methods for maximuming program impact with available resources.

- *Additional Program Table Data*
 - [2014 OFK Summer Program Survey](#)
 - [2013 OFK Summer Program Survey](#)
 - [2012 OFK Summer Program Survey](#)
 - [2015 OFK Summer Program Survey](#)
 - [2016 OFK Summer Program Survey](#)

- *Future Action*

Strategies to improve achievement indicators. Specify. To improve achievement indicators, we will create more targeted partnerships with local high schools to drive enrollment increase in the summer program. We will also increase course offerings that are targeted towards high school students. We will also work closely with scheduling to ensure adequate facilities availability to scale our program.

Program Improvement Objectives

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase computer programming classes to meet the needs and high demand of interest of students in the Tri Cities area.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

This PIO will be assessed based on the amount of added sections of computer programming classes in the Ohlone for Kids division, and increased enrollments from these added sections. The goal is to retain the current "full" sections of computer programming from the summer session, and add on additional sections to the summer and year-round that fit the needs and interest of

students in the area. Satisfaction for these new offerings will be determined by enrollment data, gathered from the online registration system, and student satisfaction data, gathered from post-class surveys.

PIO Action Plan:

How will you accomplish this?

Complete a needs assessment using post-program surveys from the summer program, email/phone requests, and data gathered from researching trends in ICT in the Tri Cities area. Once specific classes are identified, hire instructors to develop and teach new sections of curriculum. Retain current ICT instructors and summer sessions of courses. Review enrollment and satisfaction data to continually improve/adjust courses. If continued "full" sections arise, continue adding new sections of courses to meet the needs of students.

What is your timeline?

This is currently in progress, with year-round programs to be added in Spring and Summer of 2017. There is no set final deadline for this PIO as we see the continuous evaluation of these programs allowing for new opportunities.

Who is going to do this?

The department Director will complete a needs assessment. Once course needs have been assessed, the Director will seek out content experts, who will develop the new courses and curriculum.

PIO Status:

- In-Progress 12/16/2016

Closing the loop - Describe the results of your PIO implementation or completion:

In 2015, a set of 10 student laptops were purchased for the program, which enables us to offer more classes that used technology in the teaching/learning methods. We were also able to incorporate internet research methods into English classes that traditionally did not incorporate computers. Over the past 3 years, the percentage of registrations for computer-based classes has increased over 200%. Most programming and computer engineering classes have seen overwhelming support and demand. In the next two years, we will continue to refine and solidify collaborations with contractors who bring these computer classes.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: Computer Related Equipment
Description: Purchase of more laptops will support the increasing demand for computer programming classes during summer program
- Resource: Facilities Improvement
Description: Currently only 2 Hyman Hall labs are equipped with computers. This space is limited, especially with college use during summer. Computer lab space for summer program is necessary for program growth.

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Offer a STEM career exploration program to junior high students in order to gain interest at a younger age for Ohlone's degree and certificate programs, and career pathways.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

PIO discontinued. Archive found in 15-16 PIO.

Program PIO will address the following:

- Student Learning & Achievement
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

PIO Action Plan:

How will you accomplish this?

What is your timeline?

Who is going to do this?

PIO Status:

- Discontinued 12/16/2016

Closing the loop - Describe the results of your PIO implementation or completion:

A Career Exploration week (four-day session for middle school students) was offered right after the normal Ohlone for Kids and Teens summer program for OFK 2015 and 2016, but due to low registrations and staffing difficulties, it will not be offered in future summers.

Conclusion: Complete if PIO has been completed

PIO not achieved - did not work - start new PIO cycle

Fiscal Resources Status:

PIO Resources:

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase marketing and student retention efforts to increase enrollment and registrations in summer program.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

Effectiveness will be assessed by registration and enrollment reports on a weekly basis during the months of April through June. Reports should show higher registration numbers, which would demonstrate higher enthusiasm for the program. Reports will also be run showing the number of full schedules (4 classes in session) and the number of returning students, which would demonstrate level of student retention.

PIO Action Plan:

How will you accomplish this?

Director will work with the Department of College Advancement to design attractive ads and flyers for advertisement (physical and online). Director will collaborate with different online youth program listing platforms to list Ohlone for Kids and Teens courses in more venues to increase visibility and reach.

What is your timeline?

Planning for new PIO begins in Fall 2016, with new partners and platforms identified and utilized over the course of Spring 2017.

Who is going to do this?

The Director of Community Education and Workforce Development will be responsible for working with College Advancement and implementing new and improved marketing strategy. The Director will also complete all stages of the assessment process.

PIO Status:

- New 12/16/2016

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: Staff/Administrative Position
Position Title: Part-time Ohlone for Kids and Teens Specialist
FTE: n/a

Resource: Facilities Improvement

Description: Increased access to Hyman Hall computer labs will allow more technology-centric classes to be offered.