



# SAN DIEGO CONTINUING EDUCATION

OFFICE OF THE VICE PRESIDENT

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July 11, 2014

Western Association of Schools and Colleges  
Accrediting Commission for Schools  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010

Dear Dr. Fred Van Leuven,

As indicated in the cover letter accompanying the Accreditation Progress Report submitted to the Schools Commission in July 2013, an addendum report is now provided to cover the third year of the institution's current six-year cycle. This report is specific to the July 2013 to June 2014 timeframe and includes an update for each action plan and key areas of growth identified by the visiting team. Additionally, challenges and opportunities that were identified during the last academic year are included as well. A copy of the Accreditation Progress Report submitted in 2013 is enclosed.

Should you have any questions regarding the content of this addendum report, please feel free to contact my office at (619) 388-4850.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Ellison".

Brian Ellison, Ed.D.  
Vice President

Enclosure (1)

## TECHNOLOGY

The ability to effectively manage computers throughout the campuses and the CE Mesa site which comprise San Diego Continuing Education remains a challenge. The construction of a new site at San Diego Mesa College in 2012 and a replacement campus in the Kearney Mesa area in the late fall of 2013 has allowed for the purchase of new computers and IT support infrastructure. However, the ability to maintain and replace these computers in a timely manner is difficult given current budget allocations. Some instructional programs, such as the ESL Program, continue to manage those computers under their control and frequently cascade computers when funding allows this to occur. Other programs do not have separate funding and rely on the other funds for the replacement of their computers. The Business Information and Technology Program as well as other programs that receive Perkins Funding have used those funds in the past to replace computers associated with their programs. While the creation of an institutional technology committee remains a topic of discussion, the current practice of allowing the individual programs to establish their own technology committees remains the primary mode of operation.

Subsequent to the submission of the Progress Report in 2013, the institution remains uncommitted to the use of teleconferencing technology. The Adult Basic Education program, which was the primary user of teleconferencing technology, continues to move toward a web-based delivery of instruction. This is also the case with the Business Information and Technology Program which employs video streaming, Blackboard, and CCConfer in their hybrid classes. During the 2013-14 academic year the use of technology in the classroom continued to track toward more web-based applications and this appears to be the trend for many of the instructional programs.

Regarding the technology and systems used at SDCE for data collection, there was a continued effort to further refine the enrollment management data provided to SDCE by the Office of Research and Planning. SDCE and the district continued to be challenged with regard to the development of an accurate enrollment management model for a non-credit operation the size of SDCE and discussion has occurred regarding efforts to stabilize the instructional program through increasing substitute teaching assignments, a media campaign to encourage students to come to class and stay for the entire class meeting, and for the program deans to move more quickly to cancel and replace low enrollment classes. A strategy moving forward to plot FTES yield week by week against the previous semester and use other trend data to better ensure the accuracy of FTES projections was also considered.

The effort to increase counselor use of SARS grid continued during 2013-14 and was stimulated in part by SB 1456 (The Student Success Act). The impetus behind increasing the use of SARS grid was based on the roll out under SB 1456 of the Student Support and Success Program (SSSP) which includes a performance-based funding formula. Consequently, tracking counselor activity (e.g. providing orientations, assessment, developing education plans, and follow up activities) need to be recorded and logged into a data base for funding purposes. Funding based on a new formula and SSSP activities will begin in Fall 2015.

The ESL Program was able to show that managed enrollment, which equates to a cohort-based model of enrollment and instruction was more effective based on indicators such as retention and persistence than the open-entry open-exit model. Coupled with CASAS test score data and other data provided by the district student placement into the ESL course sequence is now based on a more comprehensive assessment.

Online registration continued to be developed and implemented during 2013-14. Online registration is now available at all campuses and the CE Mesa site. During Spring 2014 student attendance tracking was piloted at the ECC Campus and was successful. Expanding the pilot to include more ECC classes is now being considered for the 2014 summer session.

Student manager was retired as the data collection software for student certificates awarded at SDCE and replaced with a more streamlined process and direct entry into the district mainframe. Work continued to transition the district from ISIS and new ERP software, (i.e. *PeopleSoft*) and will include a significant commitment of human resources over the next several years.

## **STUDENT LEARNING OUTCOMES**

Establishment of SLOs at the institutional, program, and course levels began in 2010 and continues. All SLOs are housed in *CurricuNET* and are accessible by faculty involved in curriculum development and those serving on the Curriculum Committee. All programs have implemented SLOs at the course level and there is a website and periodic newsletter covering SLOs and institutional activities.

Program review continues address SLOs at the program level. This spring, a Program Review Committee was established and will work to provide institutional oversight of SLOs through coordinating program activities related to SLOs and their use. This is significant as program review is a mechanism used to provide input for strategic planning purposes.

## **FIND NEW WAYS TO DELIVER SERVICES GIVEN CURRENT AND FUTURE BUDGETS**

There are several initiatives that have been developed to address the delivery of services in relation to allocated budgets. While the Budget Committee routinely considers services provided to students and personnel in relation to budget allocations other committees and departments also engage in this activity. For example, the delivery of students services will soon begin a significant overhaul based on SB 1456 (Student Success Act) and the accompanying legislative mandates. While the specifics regarding implementation of this legislation are now being developed by an *Ad Hoc* Work Group through the State Chancellor's Office, the anticipation is that a funding formula will be developed that ties funding to student support activities (e.g. orientation, assessment, education plans, counseling, and follow up activities). This is a departure from the current funding formula which is based on student headcount. This legislation is also significant as it brings academic affairs and student support services together with regard to assessing students and placing students into classes that reflect actual assessment results.



Given the large number of students that require basic skills instruction there is the potential for a major shift in the type and number of classes scheduled. While this is currently impacting community colleges, it is likely SDCE will be impacted in the same manner with regard to students entering CTE programs and other programs where a predetermined level of basic skills proficiency is required. As an outgrowth of SB 1456, SDCE continues to explore the possibility of developing an online advising and orientation avenue. More planning to implement SB 1456 will occur and action plans developed once an SB 1456 budget allocation to SDCE occurs. Implementation of SB 1456 at SDCE will commence during the Fall 2015 semester.

Recently, the Governor's May revision budget included an augmentation to the state FTES apportionment for noncredit Career Development and College Preparation Courses (CDCP). This is significant for SDCE as approximately 80 percent of all classes offered are designated CDCP. The augmentation to the FTES CDCP apportionment would yield an additional \$8.5 million for the district. The new apportionment funding level for these classes is to begin with the Fall 2015 semester.

#### **KEY AREAS FOR GROWTH BASED ON VISITING TEAM OBSERVATIONS**

During 2013-2014, SDCE continued to engage in participatory governance. During Fall 2013 the institution created a new committee to address the hiring of contract faculty. The Faculty Hiring Priority Committee was established and charged with developing a rank-ordered list of faculty positions, based on program review data, in order to provide a systematic process for addressing replacement faculty positions as well as new faculty positions. The committee met throughout the 2013-14 academic year and was able to provide direction to SDCE regarding the hiring of 30 faculty representing both replacement and new faculty positions. During Spring 2014, the Program Review Committee was established and met once prior to the beginning of the summer session. As stated, this committee is significant as it provides data for strategic planning purposes and for the rank-ordering of faculty positions via the Faculty Hiring Priority Committee.

There is an Associated Student Body (ASB) at each campus and the CE Mesa site and these groups continued to be very active during the 2013-14 academic year. Of particular significance is the increase in the number of student scholarships these groups provide to SDCE students. This spring the ASB groups collectively provided over 100 scholarship awards.

While there are several curricular pathways from SDCE to the district colleges, all of which are mentioned in the Progress Report, the pathway that received the most attention during 2013-14 was the Accuplacer Prep Class. This class is part of a larger effort to strengthen the relationship SDCE has with the district colleges and provide curricular pathways from noncredit to credit coursework. As a noncredit preparatory class, students would enroll and receive an intensive overview of the test and the subject areas addressed. The class would cover both the mathematics and English components of the test. Students completing the class should be better prepared to take the Accuplacer test and score higher. As a result, these students will begin their college level experience higher in the math, English, or



ESL course sequences. This will allow them to transition sooner to college level transfer coursework. It is anticipated that SDCE will offer this class on the San Diego City College campus beginning this fall.

AB 86 (Adult Education Consortium Planning Grant) is intended to expand the relationships between K-12 districts and community college adult education entities throughout California. The point of genesis of this legislation is SDCE and the San Diego Community College District. The original idea for AB 86 was submitted to the Governor's Office as a position paper which evolved into an element of the Governor's May revision budget. An overview of AB 86 follows:

*"The 2013-2014 State Budget appropriated \$25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. The funds will be provided to eligible consortia for the purpose of developing regional plans for adult education. Assembly Bill (AB 86) outlines expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. The intent of AB 86 is to expand and improve the provision of adult education - via these consortia - with incremental investments starting with the 2015-2016 fiscal year."* (6/24/2014, <http://ab86.cccco.edu>)

Beginning this spring, SDCE began working with San Diego Unified School District to review the existing relationship and how to expand this relationship. A Steering Committee and several work groups have been established to address eight areas of focus inclusive of: elementary and secondary skills; citizenship, ESL, and workforce preparation; adults with disabilities; short-term vocational and apprenticeship programs; student support services and transition; professional development; and partnerships. These areas form the foundation of the plan that will be developed to provide direction to SDCE as the consortium lead institution and to frame future funding requests.

In closing, while there has been substantive progress during 2013-2014 in achieving the goals of the Action Plan and addressing the areas for improvement identified by the accreditation visiting team, the legislation impacting SDCE during 2013-2014 has captured the attention of the institution. Both SB 1456 and AB 86 will have considerable impact on SDCE moving forward as each affects future funding. SB 1456 will require a more integrated approach to student support services and the scheduling of the instructional program. AB 86 will very likely reshape the provision of adult education throughout the state and strengthen the tie between SDCE and San Diego Unified School District. The augmentation to the CDCP FTES apportionment bringing the funding level to that of credit apportionment is significant and will generate a large infusion of additional funding for the district. On the other hand, AB 86 eliminates several non-credit instructional categories inclusive of older adult and parent education. These instructional categories represent approximately 20 percent of the SDCE instructional program and will adversely impact SDCE apportionment funding should these programs no longer be funded by the state. SB 173 (Education Funding: Adult Education) stipulates a fee for CDCP classes which again, if implemented would have an adverse impact on the SDCE and apportionment funding. These challenges and opportunities will continue to be addressed in 2014-2015.